

Bond Reimbursement and Grant Review Committee Meeting Agenda

September 8, 2021
1:00 pm – 4:00 pm

Audio Teleconference available through free online Zoom application.
[Join Online – Meeting Number: 864 5870 7492](#)
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Chair: Heidi Teshner

Wednesday, September 8, 2021 **Agenda Topics**

1:00 – 1:05 PM	Committee Preparation <ul style="list-style-type: none"> • Call-in, Roll Call, Introductions • Chair’s Opening Remarks • Agenda Review/Approval • Past Meeting Minutes Review/Approval
1:05 – 1:15 PM	Public Comment (additional comments related to agenda topics may be solicited throughout the meeting)
1:15 – 1:30 PM	Subcommittee Reports <ul style="list-style-type: none"> • Design Ratios • School Space • Model School
1:30 – 1:50 PM	Briefing Paper: Codifying Reuse of Plans/Systems Policy in Regulation
1:50 – 3:45 PM	Publications <ul style="list-style-type: none"> • <i>Alaska School Design & Construction Standards</i> (final draft) • <i>Site Selection Criteria & Evaluation Handbook</i> (final edition) • <i>Guidelines for School Equipment Purchases</i> (final draft) Action Item: <ul style="list-style-type: none"> • Approve drafts for public comment: <ul style="list-style-type: none"> ○ <i>Alaska School Design & Construction Standards</i> ○ <i>Guidelines for School Equipment Purchases</i> • Approve for State Board regulation update: <ul style="list-style-type: none"> ○ <i>Site Selection Criteria & Evaluation Handbook</i>
3:45 – 3:50 PM	Set Next Meeting Date
3:50 – 4:00 PM	Committee Member Comments
4:00 PM	Adjourn

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE

Wednesday, July 21, 2021

DRAFT MEETING MINUTES FOR APPROVAL

Committee Members Present

Heidi Teshner, Chair
Rep. Dan Ortiz – not present
Sen. Roger Holland – not present
Randy Williams
Dale Smythe
James Estes
Kevin Lyon
David Kingsland
Branzon Anania

Staff

Tim Mearig
Lori Weed
Sharol Roys
Wayne Marquis

Additional Participants

Damian Hill, Lake & Pen. SD
Don Hiley, SERRC
Ezra Gutschow, Coffman Engineers
Karen Zaccaro, ECI

July 21, 2021

CALL TO ORDER and ROLL CALL

Chair Heidi Teshner called the meeting to order at 1:00 p.m. Roll call was taken, and a quorum was established to conduct business. Senator Holland and Representative Ortiz were excused.

CHAIR'S OPENING REMARKS

Chair Teshner hoped everyone was having a good summer and that they have an opportunity to take a break.

AGENDA REVIEW/APPROVAL

Randy Williams **MOVED** to approve the agenda as presented, **SECONDED** by Branzon Anania. Hearing no objections, the motion **PASSED**.

PAST MEETING MINUTES REVIEW/APPROVAL – April 2021

Kevin Lyon **MOVED** to approve the minutes from the April 14 – 15, 2021 meeting as presented, **SECONDED** by David Kingsland. Hearing no objection, the motion **PASSED**.

WELCOME AND INTRODUCTION

Chair Teshner introduced and welcomed guests to the meeting.

PUBLIC COMMENT

A public comment period was offered, and no public testimony was provided.

SUBCOMMITTEE REPORTS

Design Ratios

Dale Smythe reported that the subcommittee has been working to resolve the final design ratio recommendations. They attempted to determine what would be reasonable to propose for the final ratio of building volume to exterior surface area, but the subcommittee could not correlate a ratio with significant savings.

Tim Mearig added that the department has earmarked funds for additional analysis and will move forward with a small procurement to obtain additional building energy modeling data on the openings to exterior walls and volume to exterior surface ratios. The scope of the procurement will be to bring some realistic case study analysis to see if modeling something closer to examples of existing buildings and see if there are any results or patterns that may help establish ratios.

Model Schools

Kevin Lyon reported that the work of the Model School Subcommittee over the past few months has been to expand some of the products for the 04 Exterior Closure section. They are working towards wrapping this up, along with work in other sections to have something available for public comment in September 2021. He appreciated all the help of committee members and guests, as well as the department for their help and input.

PUBLICATIONS UPDATE

Construction Standards for Alaska Schools (Progress Draft)

Tim Mearig stated that he is pleased there has been progress on getting this document together. In this update, the focus has continued to be on developing content where there has been a few gaps and holes. One of the more significant focuses has been on trying to formulate a proper structure for the content and then backfilling it. He reviewed sections of the publication noting work on the development of a few of those 11 sections. He stated that it will be an interesting discussion within the committee as to whether or not it is appropriate to launch this publication with areas that have not had full development and have them filled in later with subsequent amendments. At the subcommittee and department level, they will continue to vet and validate content before their August deadline to have information ready for the next meeting packet.

Chair Teshner referred members of the committee to the list of items for discussion and input.

Randy Williams commented that he has to remind himself that “Model Alaskan School” doesn’t mean it’s the ideal school; it’s just a particular design that may be a basis. He wondered if it should be clarified that this is just a starting point. Lori Weed wondered if the phrase causes more trip-ups or does it provide guidance and a useful balance. Randy suggested the wording “default” or “basis of design” versus “model” in this situation. Tim suggested that one way to think about it would be that the Model School is what they would like to build everywhere, if they could, from the standpoint that it has cost-effective systems, and it includes things they have determined are appropriate for educational delivery. Every departure from that Model School should have a clear basis of reason for a special condition.

Randy Williams asked if all the items in the portion titled “Model School” are in the standards. The publication states that acceptable alternatives are below, but he wondered if it is actually written out what those are. Tim Mearig felt that was a good question to work through at the subcommittee level. He believes some of the language is left over from a previous format.

Randy’s final comment was that the word “baseline” should be used instead of the word “required” in each section because it’s a little bit easier to understand.

Dale Smythe stated that what they had done mostly with the design ratio is compared within those using a baseline wall system, for example, to do openings to exterior wall just so they could have something to compare. The intent was that that ratio would be applied to whatever the specific situation was. He assumes the *Construction Standards* publication would have something that would define that wall assembly and then define the window material and some properties of that, and then use that specific ratio to modify. He believes there might be some places for other elements, such as exterior wall height, that prove beneficial in effecting operational costs to be added. He questioned repeating ratios in this document, noting that a reference to another document might be better.

Dale Smythe further commented that construction standards within this specific document might conflict with a district's educational specifications, and it's a concern of his that it can't be resolved if that detailed information stays in this document, particularly as it relates to the elementary, middle, and high school features of the document.

Tim Mearig referenced the statute that guides the work of this committee as follows: *The department shall develop and periodically update regionally-based model school construction standards that describe acceptable building systems and anticipated costs and establish school design ratios to achieve efficient and cost-effective school construction. In developing the standards, the department shall consider standards and criteria developed under 14.11.014.* He commented that the use of this document is going to be the response to the statute, although the department has never introduced regulations on this particular area of statute and so hasn't developed regulations about how to establish and periodically update a model school standard. This publication will do some of that, and it may end up being referenced in regulation. Dale commented on his understanding that this will be the home for the design ratios and that there would not be a separate document.

Tim commented that if the target of releasing this in the September time frame is met, some robust comment can be anticipated as this is carving out a lot of new territory, and the feedback will be very important to the success of this document.

Site Selection Handbook (Draft to Public Comment)

Chair Teshner referred committee members to the draft that will go out for public comment. Tim Mearig provided an overview, noting that the department is looking for committee action on this publication. The department vetted the publication through an online survey, and responses indicated that the publication was seen as being valid and necessary for the next five-year period. Through survey feedback and lessons learned through the department, staff reviewed the document for areas that could be improved or updated. Clarifying information provided by the Department of Transportation was added, but there were no scoring changes nor different tools. The department is recommending that the publication is ready for a period of public comment. Lori Weed commented that this publication will also go before the State Board of Education and will have a period of public comment as it goes through the regulatory process.

Randy Williams asked if there is overlap between this handbook and the part of the previous handbook that talked about site and infrastructure. He wanted to know if there are two places that contain the same information. Tim Mearig noted that this publication contains a table listing planning variables, and he believes there is suggested guidelines for different features and sizes

in the *Construction Standards*. He stated that the department would be happy to do some comparative vetting to make sure there isn't conflicting information, but this publication doesn't identify the quantities of things nor does it establish a standard of how many things people get.

Dale Smyth referenced the CEFPI Creating Connections Guideline from 2004. He wondered if another task prior to approving this for public comment would be to update this to match anything new that A4LE may have changed. Tim noted that they cite that standard in regulation when it was the 1991 version called CEFPI Planning Guide. He acknowledged the updated 2004 version and stated that can certainly be checked. Lori Weed offered that when the department did the 2018 regulation cleanup, they researched whether A4LE had published something new since its rebranding, and this was the most recent.

Dale Smythe **MOVED** that the Bond Reimbursement & Grant Review Committee approve the updated *Site Selection Criteria and Evaluation Handbook* as presented and edited for a period of public comment, **SECONDED** by Kevin Lyon. Hearing no objection, the motion **PASSED**.

Guidelines for School Equipment Purchases (Initial Draft)

Tim Mearig explained that this publication was last revised in 2016, and it is scheduled for revision on the five-year cycle. He stated that most of the changes in the draft are things the department has collected through project implementation, using the guidelines in CIP preparation, project execution from grant projects, and closeouts. School equipment as a component of a project is probably among the least regulated areas of the work that is involved in a project. He stated that the department did introduce a little bit more process through the *Handbook to Writing Educational Specifications* when it required that an acceptable ed spec will include a proposed tabulated list of equipment for a school. He stated that was a big process step, but it still isn't focusing on what is or isn't possible, or how much any item on a list should cost. That is left completely up to the recipients of the grant.

Tim explained that this draft puts more focus on shared school spaces and the need for different equipment for classes, such as physical education in the gym.

James Estes asked where the \$15,000 single item purchase limit for maintenance equipment came from. Tim stated that this was chosen as being indexed to a personnel lift. James commented to be mindful that the amount may fluctuate and change over time, so it should be looked at that at each review. Lori Weed also commented that this is not just maintenance equipment but could be for larger purchases such as kitchens and concessions. Committee members engaged in a discussion regarding the usefulness of having man lifts readily available at school sites.

Tim reviewed the new language clarifying the expectations that existing equipment should be factored in for reuse, noting that generally renewal of school equipment is an operating expense. David Kingsland had a question regarding the table of per student allocations and why most of the categories at the elementary level were increased by \$100, but some categories were only increased by \$50. Lori Weed stated that some of the difference might be the spread between the four categories, and this might have just been some evening out between the last edition and this edition.

Dale Smythe believed that whatever figures they use, it needs to be defensible. Tim Mearig stated that it had been a long time before this publication was last updated, and at the particular time they did update it, the department used the database of school costs from every project closeout, the approved expenditures or the actual expenditures in every area of the summary budget elements. At that time, there was enough of a group of projects that had been funded that they were able to get averages. This five-year cycle update was a period of low funding and low project numbers, so the numbers would be too lean to say they have validity.

Tim Mearig stated that the department proposal to provide a better measure of the cost change of school equipment is to add an Appendix B with a pricing index that is adjusted as necessary.

Dale Smythe commented that if the original number was used and adjusted by either inflation or an increase in the construction costs from the Cost Model, it would probably provide something to compare that would be reasonable.

Branzon Anania suggested using Appendix B of the changing costs for the items and then using that percentage in reflecting costs.

Tim Mearig stated that the list in Appendix B came from a project from the Lower Kuskokwim School District. In looking at that buyout list, the department tried to pick single items that were high dollar. Dale Smythe commented that a Napakiak grant application had a massive furniture package and had all the prices listed as bid by the vendor. He further shared that one of the ideas with the Napakiak project was to limit built-in features of the school and supplement with furniture. The concept was to limit the costs of built-in case work but potentially increase the cost of furniture, but it would allow more flexibility to be able to move things around.

Don Hiley felt that this concept is being too overthought. He also feels that you can't set a price for a desk or a chair because there are many types and styles, some good quality, others poor quality; and many of them are not available year after year. Trying to come up with some sort of list like this and update it similar to how a gallon of milk's price is adjusted isn't a very reasonable approach. He stated that what they had done for several years was a cost per student, and whatever year that cost came out, simply added a little inflation factor to that each year. He developed a spreadsheet that he thinks the department had been using for a long time to do that, and it was pretty straightforward. He commented that this year the increase may need to be more than 5 percent, but they could just do that and be done with it. There are very few project applications in Alaska that would need an equipment budget, and there are very few that actually get funded with an equipment budget. Overall, he feels there are too many items to try to keep track of, and he doesn't believe it's doable. Dale Smythe agreed with Don that they should look to simplify.

Tim stated that he doesn't think there will be any way to keep Appendix B updated without getting help from a vendor through a contract that would be managed through the department. From his perspective, it's an appropriate investment, particularly from the standpoint of a sizeable school project with significant equipment purchases. But he agrees with Don that the way the list is laid out in the packet, it's not possible because it's not specific enough.

Chair Teshner suggested removing Appendix B and coming up with some kind of percentage increase for the table. That way there is a basis for the increased prices, and it isn't locked to a list that has to be adjusted.

Don Hiley further suggested that language be added that this is the baseline for 2021, and utilize a process similar to the Cost Model for the construction index. The percentage can be added to the equipment budget, and it would be defensible since the HMS number is used for everything else for schools on a lot of projects. This solution is fairly simple, uses existing tools, and nobody has to do anything or spend any more money on it.

Lori Weed stated that inflation factor Don was talking about was removed in the 2016 version. The intent with that was if the value needed to be updated more frequently, the publication could be updated. That's why this publication doesn't speak to an inflation factor. The department has been removing that extra percentage from CIP applications when doing cost adjustments. Another thought was that technology prices at that point seemed to be fairly stable for a couple of years, and technology has a different escalation inflation than construction materials. Tim commented that about one-third of equipment is tied to technology and computer purchases, and he doesn't believe that construction pricing changes are the right factor to index for school equipment. Lori added that this year is a bad year to look at technology costs because of the pandemic and the shortages and supply chain issues that resulted.

Dale Smythe stated he looked at an old grant project, and it lists the equipment and technology as up to 10 percent. In this particular project, it was only budgeted at 1.3 percent for a \$36 million school. He clarified with Don that he is speaking about school replacement and an equipment budget. Don stated that he is, or a renovation or something where someone would consider adding an equipment project. He stated that oftentimes on small projects, figuring out on a per student basis wasn't a realistic method, because they would get a much bigger number than was needed. He gave an example that a kitchen renovation based on a 400-student enrollment would be a much bigger amount than is needed, so they would put in an equipment budget that is realistic for the project they are doing. They need latitude to figure out the budget in two different ways. Lori Weed noted that the current application has a limit of 4 percent for equipment and technology and will need to be corrected from the 7 percent that is reflected in the publication.

Kevin Lyon felt that Appendix B should be eliminated. He also thinks the department needs to get the numbers scoped where they need to be, and the committee needs to trust the department to do the best with the data it has and then come back with those numbers that are defensible. Tim Mearig stated that the committee can recommend the department come up with defensible numbers; however, department is acknowledging it doesn't have a process for vetted numbers, and if the committee wants a process for that, they need to collectively come up with one.

Branzon Anania felt that Appendix B could work if it was dated and included a 5 percent escalation clause. Tim reminded the committee that using the Cost Model's annual escalation has also been proposed. He asked for clarity from the committee on what they would like to see.

Randy Williams felt that the Cost Model is simple, but he doesn't think it's going to track technology or equipment well enough, so he would be opposed to using that. He is also opposed to increasing the per student allocation without a basis. He thinks that a table like Appendix B

updated regularly would be interesting and would be helpful, but it is a lot of work. He is not comfortable with the numbers that are in the table from 2016 because he doesn't know where they came from, and they seem arbitrary. He would be curious to see some example projects that have equipment purchases to see what those percentages are. It might be defensible if there was a table of example schools, either historical or current.

Dale Smythe **MOVED** that the committee request the department to come up with a method of applying cost limits for technology and equipment based either on a per student allocation or a percentage of construction, but that either method chosen would have some clear basis, either historical from department data or national standards, **SECONDED** by Branzon Anania. Hearing no objection, the motion **PASSED**.

Alaska School Facilities Preventative Maintenance Handbook (Progress Draft)

Tim Mearig stated that they continue to work toward finishing this document. They agreed to do an expanded document from what was originally focused primarily on preventative maintenance to try to cover all of the statutory areas of maintenance and facility management. In that a structure was established to help districts understand how to develop, implement, and sustain a plan. This edition of the progress document has work in finishing out the energy management program. He described the research that was utilized for the information included in the document. He stated that right now there are gaps in custodial and sustaining a maintenance management program. Other extra considerations for upcoming versions of the progress update are hoped to be added. Tim stated that the department also looked at a master custodial schedule organized by space type or education space type, which was put into an appendix.

Tim stated that this document is scheduled to be completed and before the committee for a public comment period in September. This document is lagging considerably behind the *Construction Standards*, which is more of a priority because of the statutory obligation to get that completed. In the meantime, there are other avenues the department has used to assist districts in the area of maintenance besides what this publication will ultimately provide.

David Kingsland commented that he likes Appendix H. He asked what the reason was for changing the project frequency in a logical order. Tim suggested that it might correspond to a work flow. He felt it would be a fascinating question to see whether it would be more helpful to organize it by frequency or on a work flow basis.

Lori Weed put out a call for volunteers to help draft the incomplete sections.

COMMITTEE MEMBER COMMENTS

- Kevin Lyon appreciated the work the department has been doing.
- Dale Smythe agreed, and appreciated the work the department and subcommittee have been doing on the Construction Standards. He will be wrapping up the ratios and will get the School Space Subcommittee started hopefully soon.
- Chair Teshner thanked staff for being on the call and for all their help in getting the packet together. She also appreciated the work of the committee members.

MEETING ADJOURNED

Hearing no objections, Chair Teshner adjourned the meeting at 3:19 p.m.

Model School

SUBCOMMITTEE REPORT

August 27, 2021

Mission Statement

To provide minimum criteria and expectations to test the performance of a school's mechanical, electrical, plumbing, fuel, controls and envelope systems; to promote energy efficiency of the school and save operational costs over the life of the building.

Current Members

Kevin Lyon, Chair
Jim Estes
Dana Menendez, ASD
Scott Worthington, BDS
Tim Mearig, DEED
Sharol Roys, DEED

Status Update

Recommendations from 2017 Report to the Legislature:

- 1) *Enhance the Cost Model for possible use as a cost limit standard to include: a) defining/updating geographic cost factors, b) adding detail to the 4.XX Site Work elements, and c) adding detail to the 11.XX Renovation elements.*

Task 1: Prepare scope, issue an RFQ, award and manage the update.

Status: Cost Model enhancement has been completed by HMS. The 18th Edition is much more complete than previous versions, and now provides more flexibility in the variety of projects that can be estimated. Some usability and functionality issues were found after delivery, but have now been resolved. The updated version is available to public online.

Task 2: Develop regulations, as needed, to establish the Cost Model as a cost limit for projects.

Status: Subcommittee to prepare analysis of need and make recommendation to BR&GR. This has not yet been scheduled. Issues found in the latest version illustrate the difficulty in broadening the Cost Model's scope, and will likely take at least one or two more iterations to work out issues needed to complete this task.

The subcommittee recommended transfer of the committee work plan elements listed below from the subcommittee to the department:

1.1.1.1.	Analyze, Recommend Cost Model As Cost Control	Dept	Jul 2019
1.1.1.2.	Draft Regulation Language For Cost Control Use	Dept	Jan 2020
1.1.1.3.	Review Draft Reg Language, Recommend To State Board	Committee	Mar 2020
1.1.1.4.	Manage Regulation Development and Implementation	Dept	Dec 2020

The Subcommittee has discussed the idea of the Cost Model as a tool for regulating project costs for some time. While a maximum cost per square foot (and the Cost Model as a potential alternative), had been part of the discussion in the original senate bill (SB87) that started much of this process, this idea was not included in HB212, the legislation finally enacted. The Subcommittee has continued to have concerns about how something like this could be implemented, especially in light of some of the known limitations of the Cost Model in its current state, and the unique challenges that Alaska presents. Department staff has also since communicated with facilities officials in other areas of the country that have similar requirements, and found that such a process has been problematic in those locations, even with fewer geographic and other variables that Alaska would face. Given these issues, the Subcommittee and Department staff are recommending that the idea of the Cost Model as a project cost control be abandoned at this time, and that this task be closed. A briefing paper to this effect, prepared by Department staff, has been included in the December 2020 BRGR packet.

Geographic Factors - Subcommittee received and reviewed new geographic factors for the Cost Model. To be shared with the full Committee at September meeting. Department to compare changes made since this was first presented at the December meeting. Does this need further public review?

2) *Establish a process of reviewing model school elements within the Cost Model so that those updates become researched, vetted, and intentional.*

Task 1 & 2: Develop a best-practice strategy for updating model school elements in conjunction with HMS, Inc.. Analyze effectiveness of BR&GR vs. consultant vetting.

Status: Subcommittee and department staff provided a great deal of input and feedback into development of the 18th Edition. More user feedback is anticipated as this version is put into practice during the FY21 CIP cycle. The department will keep the committee apprised of feedback received. Committee should maintain current roll of reviewing model school element changes proposed in each new edition.

Procedures for Updating the Model School File – Need direction: would the Committee support contracting out review of the model file if funding was available annually? Would the Committee support review of the file by a volunteer organization (e.g. A4LE)? These may not be mutually exclusive.

There appears to be some funding available for initial development and for subsequent update and maintenance of the standards. The subcommittee discussed how a paid consultant might fit into this process. The initial idea would be for

DEED staff and the subcommittee/committee to put together the outline of the manual. The consultant would then help to fill in details for specific items as needed based on current practice. The finished product would then be available for public/peer review prior to implementation. Annual or periodic updates would be made as needed based on user feedback and other information. Updates to the Cost Model tool would be made to follow development of the model and standards.

These tasks have essentially now been completed. The Subcommittee and Department staff recommendation is that the current update process continues wherein the Cost Model and Model School Building Escalation file is updated by the cost consultant using their experience with Department guidance on the scoping of their contract, and Committee review of the recommendations made under that contract.

3) *Develop Model Alaskan School standards by building system (ref. DEED Cost Format) needed to ensure cost effective school construction.*

Task 1: Complete outline-level standards for remaining seven systems.

Status: Department has not produced additional draft sections for subcommittee review.

Task 2: Conduct an independent feasibility and cost/benefit analysis on developing outline standards into comprehensive state-level model school standards.

Status: A contract was awarded to the McDowell Group to conduct the feasibility study, which was completed and delivered on July 5, 2019. Along with Department staff and BRGR Committee members, a number of people in state and provincial governments in the US and Canada were interviewed as part of the study. These interviews looked not only the implementation, but also the motivation in adopting standards by these different entities. School equity and efficiency/sustainability appear to be at least as much, if not greater factors in developing standards as cost savings for many.

The study provided good information about potential costs for developing and implementing a standard, either by Department staff or by contracting much of the work out to a consultant. The assumption has been made that implementation of a standard would likely result in cost savings due to relatively low cost to develop and update the standard versus the amount spent on school construction and renovation. A tool was developed, along with the report, to aid in putting together a cost benefit analysis.

Subcommittee discussed the need for more review and input by members of the design community in relation to standards that was somewhat lacking in feasibility study. One of the major questions to be addressed is what level of detail is appropriate in the standards? Subcommittee plans to review examples of standards currently in use by other entities to see how detailed they get in various areas, and seek input to try determine what the level of detail should be for Alaska.

In response to the need identified at the previous meeting to determine the appropriate level of detail in any proposed standards, DEED staff provided the subcommittee with several examples of facility design and construction standards from agencies in other locations. In all, the committee looked at six sets of standards including Alberta, Arkansas, Florida, Maine, New Jersey, and New Mexico. Each of these had somewhat different approaches and levels of detail. This ranged from fairly general to quite specific, for example, including specifying minimum pipe sizes. Some provided standard detail drawings for use by the design teams.

After reviewing these, the subcommittee reached the following recommendations:

1. Standards should be at more of a policy level, with greater detail provided as needed in some areas. Examples of added detail might be specifying minimum and/or maximum thicknesses for metal roofing and siding. The goal would be to try to keep the manual to a more manageable size of perhaps 50-100 pages, which would help to make periodic updates of the manual more realistic, and allow the information to be more easily digested by the design teams as they worked on projects. This was more in the vein of the Arkansas and Maine examples.
2. The standards manual should somewhat mirror the layout and organization of a standard project manual, which should make it easier to use and follow during project design. More discussion is needed as to whether the standards manual should be more narrative/bullet point format, or more specification number format.
3. The standards manual might identify “premium inclusions” that would be permitted, but at the district’s expense. This might be similar to that found in the Maine example.

Other issues discussed by the subcommittee, but not resolved, include:

- The cost/benefit analysis is not complete. Information required to make use of the tool provided will take more time and effort to gather.
- Not much input from outside A/E professionals to this point.
- Not much discussion of the downsides of their standards, if any, by other entities. What were pitfalls/lessons learned?
- What is the appropriate level of detail for the standards? Some areas possibly more specific or general than others. Are performance based standards more appropriate for some things?
- Can the standard be maintained over time and not become outdated?
- How do standards integrate with other codes adopted by the state and/or municipalities?
- How do the building systems standards integrate with other aspects of the cost effective construction mandate?

Task 3: Review analysis and publish a handbook or regulations as recommended.

Status: The \$50k in funding previously discussed for acquiring professional assistance in creating the Model School Standards Manual was recently made available to the Department. The Subcommittee met on March 18th to discuss and review an RFP for professional services for “*development of a DEED School Design & Construction Standards building system template, and for the completion of drafts of four building system standards using the approved template.*” The initial four building systems include exterior closure, interiors, mechanical, and electrical. The standards template is to be based around “*a more narrative format with a focus on simplicity and brevity*” as previously discussed by the subcommittee. An RFP for professional services was issued with proposals due April 7th, and award of the contract targeted for April 10th. The consultant will be able to consult with the Department staff as well as Committee members through the process. The contract work is due to be completed by the end of June. At that point, the template and completed parts of the manual would be available for review by Department staff, BRGR Committee, and the public.

BDS Architects submitted the only proposal to deliver the Model School Standards template and draft standards, and was awarded the contract in April 2020. A draft standard, along with the template, was submitted to the subcommittee for review by BDS on May 18th. Comments regarding the draft were collected, and the subcommittee then met on May 22nd to discuss the draft and review comments received, both from subcommittee members and Department staff.

The draft standards consisted of three parts: Part 1 - Purpose and Use, Part 2 - Design Principles, and Part 3 – System Standards. The initial draft was based largely upon the standards developed by the state of Maine, and still contained a great deal of “placeholder” information at that point, which needed to be fleshed out and rewritten more specifically for Alaska. The System Standards piece, although included in the template, had not been provided.

Discussion of the content included in the draft standard included concerns that it not try to duplicate building codes, other government regulations, other DEED publications, and/or the Educational Specifications. Also of importance was that the standard itself be structured such that the Design Principles would not potentially contradict the System Standards over time. The subcommittee thought that it is probably better to error on the side of more general information in the standard initially, and that the template would allow additional more specific information to be added over time if needed. The experience and perspective of the design team/community would help to determine the appropriate level of detail. There was also some concern that the draft standard had seemed to deal primarily with school construction, and had so far not addressed smaller component type renovation projects.

BDS has recently provided a second draft of the standard to DEED. However, this has not yet been reviewed by the subcommittee. The final draft of the template and standard is still scheduled to be completed by the end of June.

BDS delivered a draft of the Alaska School Design and Construction Standards by the end of June 2020 as called for in their contract. That draft was still very much a work in progress. BDS agreed to continue working on the document into July. The Subcommittee met with BDS on July 8th to go over review comments made by members, and to provide direction for continuation of their work.

A second review meeting took place on July 28th to review progress in implementing the previous comments. Additional review comments were offered by Subcommittee members, and were discussed with BDS for inclusion of a final draft.

On August 17th, BDS delivered their final draft of the standards included in the September BRGR packet for Committee review. There was general agreement that while the template was fairly defined, the information was still far from complete. For example, the BDS contract only stipulated providing the information for four building systems. Other building systems outlined remain to be fleshed out. This was estimated at approximately 40% complete. Likewise the design principles section still also has much work to be done, and that section was estimated at approximately 20% complete.

The Subcommittee met once again on August 24th to approve a recommendation to the full Committee on how to proceed in further completing the standards. That recommendation to make use of Department staff to fill out the missing information required to allow implementation of the standards with Subcommittee review, was also included in the September 2020 BRGR packet.

The Subcommittee, as well as the Department staff believe that this work can be completed over the fall and winter, and ready for full Committee approval and issuance for public comment at the April 2020 BRGR meeting.

The Subcommittee met briefly on October 20th, and again on November 10th to discuss the completion of the remaining sections of the School Construction Standards Manual. Department staff provided drafts of six sections in various stages of completion, using information transferred from previous Department work and other sources. These sections were:

- Section 1 - Site and Infrastructure
- Section 2 - Substructure
- Section 3 - Superstructure
- Section 7 - Conveying Systems
- Section 10 - Equipment and Furnishings
- Section 11 - Special Conditions

After reviewing the progress to date, and work still to be done, it was felt that it would be beneficial and create a stronger product to get other voices and professional experience involved to assist in drafting and refining the various manual sections, particularly with the time constraints and other current

circumstances. It was suggested again that we attempt to get members of the Association for Learning Environments (A4LE) involved. Other BRGR committee members and other design professionals were also suggested as possible contributors. Department staff has recently sent out an invitation to some of these people to contribute, and an overture will be made to A4LE to see if some work sessions can be implemented with that group.

On January 28th, Tim Mearig distributed drafts of three additional sections of the School Construction Standards Manual that had been developed by Department staff. These included:

- Section 2 – Substructure
- Section 3 – Superstructure
- Section 7 - Conveying Systems

The Subcommittee met again on February 8th to review and discuss these new sections, work still to be done, and some potential changes that had been suggested that might be incorporated into the overall document.

The subcommittee continues to grapple with the appropriate level of detail contained in the various sections of the manual, and how prescriptive they should be, at least initially. Essentially, this is whether it should be more general to start and add detail as it evolves over time and receives more public vetting, or to begin with more detail and potentially reduce some specificity if issues occur in use. This issue remains ongoing.

One of the new sections submitted, Section 3 – Superstructure, incorporated some new language included a system summary describing the systems covered in that section, and some language regarding design philosophy for that section. Both of these pieces were felt to be beneficial, and will likely be included in each of the sections moving forward. A third piece referencing the Model Alaskan School File was felt to be less useful, and likely not included in the final product. There was also discussion of DEED staff putting together a checklist for projects to assist districts in the use of this manual, similar to what has already been done in regards to the ASHRAE 90.1 requirements. This was also felt to be a very useful tool to help implement the new standards, and eliminate uncertainties as the manual is put into use, and the idea was very much encouraged.

An invitation to has been extended to the A4LE group to hold an online meeting to discuss and review the manual as it exists currently, and to provide comments (and hopefully contributions) from the members in completing the initial version before it goes out for general public comment. As has been discussed several times previously, the A4LE membership encompasses a variety of professional knowledge and backgrounds that would be beneficial in vetting and improving the content and usability of the construction standards manual. Given that a number of members will also likely be impacted by implementation of the new standards

manual, it is assumed that motivation for their participation would be high. However, the subcommittee has not heard back from A4LE at this time.

The Subcommittee met briefly on May 25th to work on the completion matrix, and again on June 24th to discuss the completion of the remaining sections of the School Construction Standards Manual. The subcommittee considered reduction of 36 space types to 11. Department staff provided drafts of three sections in various stages of completion, using information transferred from previous Department work and other sources. These sections were:

- Section 4 – Exterior Closure both with and without expanded sub sections.
- Section 5 – Roof Systems both with and without expanded sub sections.
- Section 8 – Mechanical both with and without expanded sub sections.

The census by the subcommittee was to move forward with the expanded subsections for sections 4 – Exterior Closure and 8 Mechanical and to move forward without the expanded subsections for Section 5 – Roof Systems.

The Subcommittee met on August 19th to review content on five electrical systems sections, six special conditions sections, and part two content provided by A4LE. The committee then independently reviewed content until August 26th and provided review comments to the Department for consideration for inclusion in the final draft document for the BRGR committee with the intent to put the document out for public comment in September 2021.

4) *As part of describing a Model School, identify school elements that do not further the core educational mission of the school.*

Task 1: Review current Topic Paper and include in Report to Legislature.

Status: Completed January 2018.

Task 2: DEED to develop regulations that define non-core amenities based on legislative direction.

Status: No current action. DEED could use the Legislative Proposal process to advance. Subcommittee would need to make recommendations to Committee. BR&GR recommendations to department.

Schedule:

Schedule meeting when public comment period is complete.

Briefing Paper: Codifying Reuse of Plans/Systems Policy in Regulation

The "Codifying Reuse of Plans/Systems Policy in Regulation" briefing paper will be issued as supplemental material prior to the meeting.

Alaska School Design and Construction Standards

P U B L I C A T I O N C O V E R

September 8, 2021

Issue

The department is pleased to be presenting an initial draft of the new *Alaska School Design and Construction Standards* handbook. This draft is proposed for use in soliciting public comment.

Background*Last Updated/Current Edition*

This is a new publication; no current edition is available.

Publication Summary

Between April 2017 and the date of this paper, the department, through the Model School Subcommittee and its public and private entity partners, and with consultant assistance from BDS Architects, has completed work on an initial draft of the *Alaska School Design and Construction Standards*. The publication is organized in three parts to accomplish the mandate in AS 14.11.017(d) to develop regionally based model school construction standards that describe acceptable building systems to achieve cost-effective school construction. These parts are identified and discussed below. The narrative for each includes an assessment of the effectiveness of issuing this initial draft for public comment.

Part 1 – Purpose and Applications is an introduction to the Standards, their background, the intended purpose, and implementation. Content in this section of the publication was completed as part of the BDS contract in July 2019 and has had very few edits since then. However, of significance in this initial draft are revisions to terminology in a section titled *Levels of Implementation*. Prior terms to describe the range of acceptable elements of Required, Recommended and Premium, were borrowed from a similar document published by the Maine Department of Education. This initial draft retains Premium but revises the first two levels to Baseline and Provisional. Definitions for these are on pages 2 and 3 of the handbook. Part 1 of the handbook is well developed in this initial draft and highly suitable for receiving public comment.

Although Part 1 fully describes the structure and organization of the handbook, the full scope of the standards content is developed in Parts 2 and 3. In each of these, a comprehensive structure is presented that addresses each element of a school facility. In Part 2, a compendium of school space is listed. In Part 3, this comprehensive structure results in a detailed hierarchy of building systems and sub-systems. While the criteria for many building elements is fully developed, others are less so in this initial draft. Use of the convention ‘(Reserved)’ was adopted to alert the reviewer of possible additional criteria that may be presented in the future. This is likely to not only be an administrative convention for use in the initial public comment period, but also to remain in use throughout the life of the document as additional detailed is added.

Part 2 – Design Principles deals with overall planning and design principles for site and building design, especially as they relate to safety, security and sustainability. Part 2 elements continue to be organized under the major headings of *Regionally Based Design, Site and Infrastructure, School Buildings*, and *High Performance Facilities*. Most of these elements present standards criteria for implementation using the levels (Baseline, Provisional, Premium) identified in Part 1. The subsection, *School Buildings*, provides guidance organized by types of functional spaces within schools. Within that subsection, the document generally uses the categories and types of space listed in the CIP application instructions, Appendix D. While acknowledging the need for some consolidation and differenced in level of detail, it will be a goal of the department to fully align the terminology in Appendix D and this handbook. The content in the *School Buildings* subsection for this initial draft is presented as input from the Alaska Chapter A4LE.

Part 2 of the handbook is moderately well developed in this initial draft. The *School Buildings* subsection is a substantial element of this Part, however, and is still relatively undeveloped and is seeking its equilibrium (i.e., what content is needed/helpful, etc.).

Part 3 – System Standards is organized by a DEED-specific elemental cost structure with specific material or system selections, design criteria, and guidance. Part 3 elements are organized into the 11 building systems of the DEED CostFormat, 2020 version. Generally, each section wraps four narrative subsections: *Building System Summary, Design Philosophy, Model Alaskan School*, and *Design Criteria & Ratios* around the CostFormat breakout of building systems. Although there has been some compacting of the CostFormat detail, each section still provides opportunity to comprehensively address system and components. Substantial analysis has been completed for the appropriate level of detail in each section, however, some variation has been intentionally incorporated into the initial draft to elicit public comment. Most sections were indexed to the subsections used in the. However, sections with minimal breakout.

Part 3 of the handbook is very well developed in this initial draft and is highly suited to public comment. The convention of ‘(Reserved)’ is used in Part 3 but is not prevalent.

Public Comment

No public comment period has occurred.

The handbook proposed for public comment to start in September 2021 following BRGR review of the initial draft.

Version Summary & BRGR Review

Drafts of the publication were presented to the committee at the following meetings:

- September 8, 2020 – original BDS draft presented that provided an overall structure to the publication and completed Part 1 describing its purpose and use. Part 2 Design Standards, and Part 3 System Standards were left incomplete due to limited funding for the consultant assistance; committee directed DEED to develop incomplete sections.
- February 25, 2021 – DEED presented four draft sections for Part 3: 01 Site and Infrastructure; 02 Substructure; 03 Superstructure; and 07 Conveying Systems. Updated Part 3 structure and numbering to index to *DEED CostFormat*.

March 17, 2021 – DEED presented two additional Part 3 sections: 10 Equipment and Furnishings, and 11 Special Conditions. Part 2 had several sections with further development and included some alternative formats for comparison and consideration.

July 21, 2021 – DEED presented subcommittee work primarily aimed at finalizing the structure and level of detail of the document. New content was also developed for ~10 subsystems.

September 8, 2021 – DEED is presenting an initial draft for consideration of issuing for public comment.

BRGR Input and Discussion Items

- Is the draft publication at a point where meaningful public comment can be provide and received.

Suggested Motion

“I move that the Bond Reimbursement and Grant Review Committee approve the initial draft *Alaska School Design and Construction Standards* [as presented] [as edited] for a period of public comment.”



ALASKA SCHOOL DESIGN & CONSTRUCTION STANDARDS

Table of Contents

Part 1.	PURPOSE & APPLICATION.....	1
1.	Background.....	1
2.	Document Organization.....	2
3.	Prerequisites.....	3
4.	Flexibility and Innovation.....	3
Part 2.	DESIGN PRINCIPLES.....	5
1.	REGIONALLY BASED DESIGN.....	5
2.	SITE & INFRASTRUCTURE.....	6
3.	SCHOOL BUILDINGS.....	9
4.	HIGH PERFORMANCE FACILITIES.....	30
Part 3.	SYSTEM STANDARDS.....	34
01.	SITE AND INFRASTRUCTURE.....	34
02.	SUBSTRUCTURE.....	45
03.	SUPERSTRUCTURE.....	52
04.	EXTERIOR CLOSURE.....	58
05.	ROOF SYSTEMS.....	68
06.	INTERIORS.....	73
07.	CONVEYING SYSTEMS.....	84
08.	MECHANICAL.....	87
09.	ELECTRICAL.....	99
010.	EQUIPMENT & FURNISHINGS.....	109
011.	SPECIAL CONDITIONS.....	114

Part I. PURPOSE & APPLICATION

1. Background

These Standards achieve two primary objectives. They fulfill a statutory mandate, and they establish consistency for state aid. In 1993, the Alaska legislature created the Bond Reimbursement and Grant Review Committee under AS 14.11.014 and identified the committee's purpose. Among their many tasks, the committee was charged, through the Department of Education & Early Development (DEED), with the development of criteria intended to achieve cost effective school construction in the State of Alaska. These Standards are those criteria and are the result of decades of work by the committee. They also set the stage for continued work toward ensuring cost effective school construction into the future.

Regarding consistency, powers granted to DEED provide broad authority for the state to revise a project's scope and budget if the costs are excessive, and to reject projects not in the state's best interests. These Standards have been developed to make these determinations more transparent; to provide consistent, clear information for school districts and design professionals, and to establish a uniform level of quality and performance for all of Alaska's public-school buildings.

The Standards also provide a framework for research, "best practices," accepted procedures, "lessons learned," statutory and regulatory requirements, and for inclusion of the experience of students and educators across the State of Alaska. The best of what is currently known and available in these areas is included; future knowledge and understanding will be incorporated through a vetted public process.

It should be acknowledged that the Standards are also very DEED-centric in fulfilling the two objectives stated above. They are not a building code. Alaska's adopted statewide building code requirements for schools are already well developed and are enforced by the appropriate authority having jurisdiction (AHJ). Neither are the Standards district-level facilities manuals. They do not, for example, establish a preference for a side-coiling grill versus an upward acting grill for security or access separation. These standards fit between national code standards and local preferences. The focus will always be cost effectiveness from a state perspective. The Standards apply to all new school construction and new additions to existing buildings. Renovation to existing facilities will adhere to the Standards, whenever possible, as approved by DEED.

School construction in Alaska encompasses a wide range of climates, differences in school sizes, and the logistics of building in remote areas with limited access to labor and materials. Building system and component types, quantities, and quality vary widely across school projects with state aid. Where applicable the Standards are tailored to address this wide range of conditions.

The Standards recognize the need to consider the long-term operations and maintenance of a school facility rather than focus solely on initial construction cost. Therefore, these Standards will not only consider the initial cost of construction but also operations and maintenance expenses, by looking at design and construction decisions on a life cycle basis.

It is evident that there is an extensive need for new and renovated school facilities. Many of the older schools in Alaska do not meet the program needs of today's complex learning environments. Older

schools tend to be costly to maintain, energy inefficient, and in some cases, non-code compliant. There are also many safety issues within and outside of older school buildings. With a deep financial involvement by the State of Alaska, the Department of Education and Early Development has a responsibility to assure that projects meet established criteria for cost effectiveness including durability, economy, and quality.

One of the major objectives of the State is to address as many projects as possible within the limited financial resources at both the State and local levels. To this end the State wants to avoid unnecessarily expensive designs, inappropriate assemblies, and products that carry premium costs. The Standards are intended as a baseline for architects, engineers, and other design professionals, along with school districts, to develop cost effective solutions to meet the needs of individual school communities. The information is provided to allow the planning, design, and construction process to proceed most efficiently—without undo restriction on the design of facilities—focusing efforts on the creation of the best possible educational environments for each project.

2. Document Organization

These standards are intended to be used in conjunction with other school planning guidelines developed by DEED including those for alternative project delivery, school condition surveys, and site selection. When available, the Standard may also incorporate design ratios whose purpose will be to measure the efficiency of a school design as it relates to cost effectiveness. The Standards do not include all possible building components and materials used in school construction. They reflect the department’s belief that good design is occurring every day based on the compendium of knowledge present in Alaska’s design firms and school districts. Instead, they are to provide both general guidance to the design professional in key areas of concern, and specific guidance on selected design elements and materials that DEED has identified, based on experience from prior projects.

Part 1 – Purpose and Applications is an introduction to the Standards, their background, the intended purpose, and implementation.

Part 2 – Design Principles deals with overall planning and design principles for site and building design, especially as they relate to safety, security and sustainability. The subsection, *School Buildings*, provides guidance organized by types of functional spaces.

Part 3 – System Standards is organized by a DEED-specific elemental cost structure with specific material or system selections, design criteria, and guidance.

Levels of Implementation

In Part 2 and Part 3 the standards are grouped into categories with the following definitions:

Baseline: These are design and construction elements that are accepted practice by DEED. Not all of these elements are intended to be incorporated into any one project. Applicability and will vary based on design intent, budget, region, climate, and school size.

Provisional: These elements are improvements, upgrades, and educational program related enhancements to Baseline elements. These are also accepted practice by DEED.

Premium: These elements are considered substantial upgrades to the Baseline and Provisional designations. They can be included in projects but in most cases will not qualify for DEED funding. Inclusion of Premium elements requires DEED review.

Cost Factor and Life Cycle Cost Analysis Index

Selected materials described in Part 3 System Standard, have been designated with indicators of CF (Cost Factor) and LCCA (Life Cycle Cost Analysis). The indicators are followed by a numerical scale of 1 through 5.

For CF, a factor of 1 is the least costly option, 5 is the most expensive. For LCCA, 1 has the least life cycle to cost benefit, 5 has the most benefit.

3. Prerequisites

[This placeholder section title is for possible DEED-specific content developed around "prerequisites" on how the state might implement this document.]

4. Flexibility and Innovation

The State recognizes that there will be constant modifications to this document as new technologies and products enter the construction market. Design professionals are encouraged to discuss new approaches, technologies, and materials with DEED officials. Many design decisions should be based on a “life-cycle analysis” that considers energy use, first cost, operational cost, equipment life, and replacement cost. In addition, consideration should be given to materials that can be recycled and are not hazardous to the environment.

The State recognizes that school facilities will differ with each school district’s educational program and internal organization. The design of the building will also be influenced by the school site, region, climate, and other external factors. A one-design-fits-all approach is not advocated; however, these Standards do attempt to address cost-effectiveness, quality considerations, and design efficiency. To allow for appropriate flexibility and innovation, as discussed above, the Standards set out elements as Baseline, Provisional, or Premium. Recipients of state-aid that wish to incorporate elements that exceed these standards (indicated as Premium) shall do so with non-state funds unless a variance is obtained from DEED.

The State has a commitment to the development of quality educational spaces that will meet the educational needs of students in Alaska schools. Spaces and buildings should be flexible in order that present and future programs can be housed appropriately to meet the needs of an ever-changing public-school curriculum. These standards and guidelines will be used by DEED when reviewing school capital projects approved for state-aid.

DEED encourages an integrated planning and design process that combines the Recipient’s project requirements with these Standards to provide the design team with greater clarity as to the needs of both. The process of qualifying for state-aid for school capital projects as established in AS 14.11 provides all the necessary steps for close collaboration between the recipient district or city/borough

Part I – Purpose and Application

regarding the scope of a project. From the initial application and evaluation process through the design iterations, the importance of maintaining collaboration and DEED oversight throughout is critical. A cooperative approach will ensure a smooth process.

Part 2. DESIGN PRINCIPLES

1. REGIONALLY BASED DESIGN

School construction in Alaska encompasses a wide range of climates and must respond to the challenging logistics of building in remote areas with limited construction seasons. Design principles must be adapted based on climate and geographic region. The climates zones illustrated below will be used as a baseline to identify and evaluate appropriate design strategies in the application of these Standards. It remains the responsibility of design and facility professionals to understand any micro-climate or site-specific conditions that may impact the application of the Standards on a project-by-project basis.

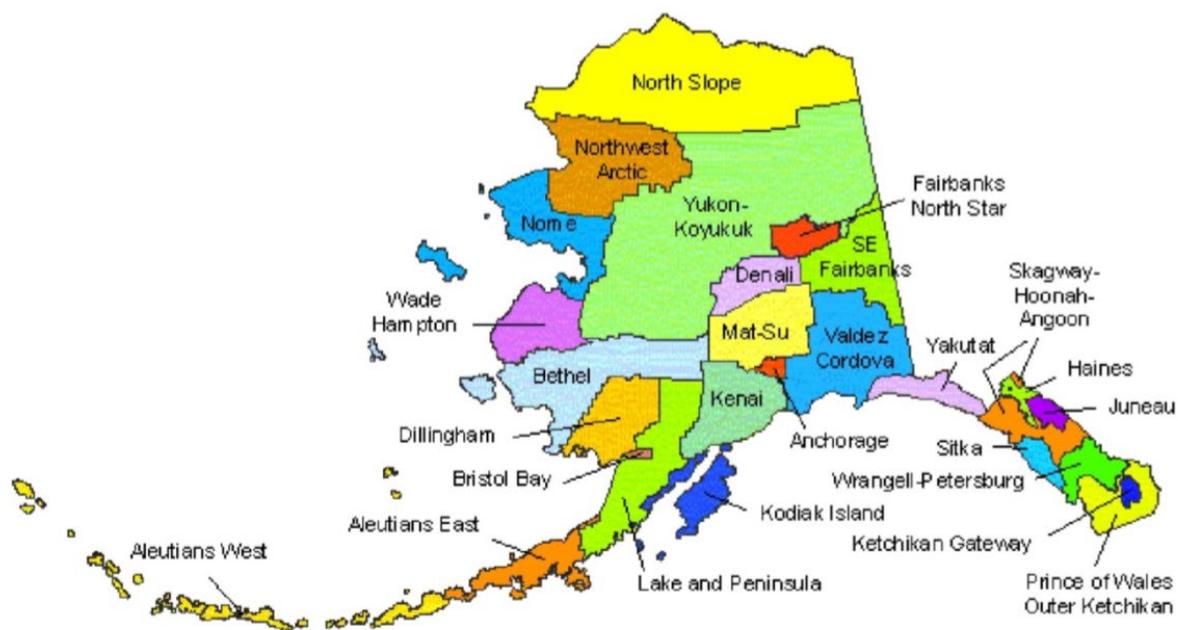


Table A301 Alaska Census Areas

Zone 6	Zone 7	Zone 8	Zone 9
Juneau	Aleutians East	Bethel	North Slope
Ketchikan Gateway	Aleutians West	Denali	
Prince of Wales	Anchorage	Fairbanks North Star	
Sitka	Bristol Bay	Nome	
Skagway-Hoonah-Angoon	Dillingham	Northwest Arctic	
Wrangell-Petersburg	Kenai Peninsula	Southeast Fairbanks	
Yakutat	Kodiak Island	Kusilvak (Wade Hampton)	
Haines	Lake & Peninsula	Yukon-Koyukuk	
	Matanuska-Susitna		
	Valdez-Cordova		

Consideration of geographic regions in the application of the Standards relate primarily to initial construction costs. The department has established an analytical model for the evaluation of geographic cost variations across Alaska, as it relates to school facilities, and publishes the results of that analysis as part of the *Program Demand Cost Model for Alaskan Schools*. The geographic cost factors identified in that DEED publication will be used as a baseline to identify and evaluate appropriate design strategies in the application of these Standards. As with climate zones, it remains the responsibility of design and facility professionals to understand any local variations and site-specific conditions which may impact the application of the Standards on each project.

2. SITE & INFRASTRUCTURE

The State must be involved in reviewing site selection, education specifications (i.e., programming), and design. Selected sites should be affordable, easily developed, and close to commercial-grade utilities wherever possible. Sites requiring extensive earthwork, long driveways, or environmental challenges should be avoided. In urban areas, schools should not be located directly on major roadways with high speeds or heavy traffic.

Recent tragedies at schools around the country have reinforced the need for designs to keep students and staff safe in our public schools. School safety experts and educational facility planners have been working together to develop recommendations that cover the outside and inside of school buildings. DEED encourages school districts to consider student safety as one of the most important criteria when designing or renovating schools.

A. Safety & Security Site Design

Baseline:

1. Develop site plans that allow two separate points of access to the site.
2. Make the main entrance easily identifiable from the street, primary parking area, or main access route.
3. In settings where the school building is at or near grade, develop main entrances with discrete physical barriers such as concrete-filled steel bollards, boulders, planters or other physical barriers, as applicable, to prevent vehicles from being driven into the school.
4. Maintain clear and unobstructed sight lines for security and safety.
5. Obtain preliminary approvals from the Department of Transportation & Public Facilities (driveways), the Army Corp of Engineers (wetlands), and other appropriate agencies before site approval.
6. In school settings where emergency services are available, provide emergency vehicle access to all areas of the site, including playgrounds and fields.
7. In school settings where bus service is available, separate bus loop and parent drop-off areas and install fencing or guardrails to limit pedestrian circulation to designated crosswalks and sidewalks.
8. At urban schools, provide safe access for pedestrian and bicycle circulation from site entrances to the main building entrance and consider keeping pedestrian paths away from automobiles.
9. Provide safe, clearly marked pedestrian pathways, sidewalks, and boardwalks through the site.

10. Locate play areas away from vehicle circulation and parking areas. Provide accessible pedestrian pathways to playgrounds and athletic fields that avoid vehicular traffic.
11. Provide chain link fencing at the perimeter of playgrounds as required.
12. Avoid sidewalks that link to high-speed roads and highways.
13. Provide clear vehicular circulation patterns and signage. Provide stop signs and speed tables.
14. Provide lighting at all travel ways, parking areas, and building perimeter.
15. Oil, propane, and gasoline tanks are preferred to be located below ground. When above ground, protect the tank with fencing, berms or bollards. Small propane tanks serving kitchen or science room equipment may be located above ground.
16. Separate service vehicles from bus and parent drop-off areas.
17. Keep perennial bushes and trees a minimum of 20'-0" away from each side of major entrance doors.
18. Keep electric and telephone services secure from vandalism. Use the preferred method of protection, underground service from a street telephone pole to the entering point of a building.
19. Provide adequate lighting for the main entrance sidewalk and parking lot to discourage loitering and vandalism.
20. Provide appropriate site security gates at fire lanes to prevent non-authorized vehicles from driving around the sides or back of the school.
21. Provide exterior public address systems that can be heard in the parking lot, bus loop, and playgrounds.

Provisional:

22. Consider developing emergency off-site staging areas.
23. Consider providing a secondary access to the site for emergency vehicles.
24. Consider how an emergency evacuation will be conducted. Consider bus loading areas and/or staging areas.

Premium:

25. Locally required (i.e., municipality, borough, etc.) off-site improvements.
26. Concrete sidewalks further than 50'-0" from the main entrance.

B. Building Location and Orientation

Baseline:

1. Select the building site to minimize environmental impact and encourage a simple, straightforward construction process.
2. Orient the main entrance to face primarily south. Avoid entrances facing north.
3. Consider prevailing wind and wind speeds with regard to doors. Provide measures such as wing walls or rails to prevent wind from catching doors and causing damage.
4. Orient the building design to maximize natural daylighting in classrooms and other occupied spaces.
5. Keep building ventilation intakes away from vehicle exhaust and other sources of air pollution. Consider the site's prevailing winds when locating intake and exhaust equipment.

Provisional:

6. Consider orienting the longer axis of the building using a North-South for classrooms for maximum solar impact.

Premium:

7. Building pads/sites with slopes in excess of 10 percent.

C. High-Performance Site PrinciplesBaseline:

1. Site buildings to maximize daylighting (a north-south orientation for classrooms).
2. Orient buildings with a major entrance on the south side whenever possible.
3. Choose native and adaptive plants that do not need permanent irrigation systems.
4. Conduct a Phase I Environmental Assessment (and Phase II if necessary, based on Phase I) to identify hazardous materials. Conduct required mediation on site.
5. Control erosion and sedimentation during construction.

Provisional:

6. Consider opportunities to reduce light trespass onto adjacent sites and improve nighttime visibility by reducing up-lighting, reducing maximum lumens of fixtures above horizontal, and locating luminaires well inside the project site boundary.
7. Consider opportunities to reduce impervious surfaces on site, reduce quantity and improve quality of stormwater runoff. Practice low-impact rainwater management strategies.

Premium:

8. Stormwater management unless required by local ordinances: bioswales, pervious pavers.
9. Green roofs.
10. School vegetable gardens.

D. Building EntrancesBaseline:

1. Provide a single point of entry for all visitors that is easily identifiable from the main approach to the school. When called for by school district policy, visitors shall enter through a secure vestibule at the main building entrance. This arrangement may not be practical in a renovation or necessary in a very small school.
2. Design all exits and entrances so the building can be securely locked down after the start of school if desired
3. **Safety and Security at Main Office**
 - a. Locate the main office door adjacent to the security vestibule lobby so office personnel can maintain visual supervision while visitors come in to sign the visitor log.
 - b. Provide a hidden electronic security panic button in the office that can send a signal to police or emergency responders when a crisis is developing at the school.
 - c. Provide a minimum of two locations for interior intercom and exterior public address system. The second location should be designated as a “safe room.”

- d. Design main offices with a second means of exit, either directly outdoors or into a more remote hallway.
 - e. Provide security cameras at the main entrance and other remote locations around the school. Video systems should be capable of being reviewed for live on-demand broadcasting as well as a minimum thirty-day archival library system.
 - f. Design the main office so it has easy supervision of the security vestibule, the main entrance lobby, and one or more main corridors leading into the “heart” of the school.
4. In a secure vestibule arrangement, the interior bank of doors of the vestibule should be equipped with an electronic strike that allows the door to be unlocked electronically by main office personnel after visitors have been approved for entrance.
 5. Provide proximity card readers for staff at the main, kitchen, and at least one other staff entrance.
 6. Provide video cameras in the ceiling of the security vestibule and directly inside of the vestibule doors so that visitors can be photographed on video loops for later review.
 7. Design all major entrances and exits with vestibules if they are likely to be used during school hours.
 8. Design entrance doors to be controllable from a remote location, preferably at the administrative office, with a direct view and oversight of the main entrance security vestibule.
 9. Install exterior rain canopies at the main entrance and exterior doors that are expected to have high usage.
 10. In buildings that are at or near grade, protect all front entrances and other major doors used on a regular basis throughout the school day with concrete-filled steel bollards or other appropriate, rugged obstructions.

Premium:

11. Pivot hinges, sliders, or revolving doors.
12. Electric door openers other than at the ADA main entrance.
13. Overly complex ceiling finishes and features.

3. SCHOOL BUILDINGS

Every school plan should be a reflection of the Space Allocation Guidelines found in Alaska Administrative Code (4 AAC 31.020), as well as the school district’s educational specifications and pedagogy. The opportunity to design new or redesign existing school buildings is often a once-in-a-lifetime experience for teachers, school boards, and the local community. Serious consideration should be given to a comprehensive educational visioning process at local expense that reviews current state-of-the-art thinking and considers which educational strategies are most appropriate for the school’s age group and local community values. Learning spaces should support traditional as well as expeditionary, and “virtual” learning experiences. The following general planning principles apply to all school facility design:

A. General Planning Principles**Baseline:**

1. Design interior wall layouts to be simple and straightforward.
2. Zone the building for public and after-hours use.

3. Consider zoning the building for lockdowns that allow different sections of the building to be securely isolated.
4. Design the floor plan to carefully separate quiet, academic areas from noisy, high activity functions.
5. Design classrooms to conform to best practices for acoustic isolation and separation as defined by ANSI-S12.60-2010 (Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools Part I).
6. Organize functional layouts to support small-group and large-group activities.
7. Designs should emphasize multi-functioning rooms to maximize daily use and minimize underutilized spaces.
8. Design the floor plan to optimize multi-functioning spaces such as cafeterias, commons, gymnasiums, and exploratory labs.
9. At the Concept Design or Schematic Design phase, school designs must demonstrate the ability to be expanded to accommodate a 15% increase in student population.
10. Provide acoustical and smoke separation by designing classroom walls to extend to the underside of the structural deck whenever possible and when required by codes.

Provisional:

11. Consider single or double intercommunicating doors between classrooms.
12. Consider achievements for rewarding good behavior to include, but not be limited to:
 - a. Comfortable lounge-type furniture.
 - b. Gaming equipment with monitors, video access and controls.
13. Schools should be designed to be as flexible as possible to accommodate future learning styles and technology.
14. Group rooms to have marker boards, tackable surfaces, a conference table and 8-10 chairs.
15. Operable partitions or large sliding doors.

Premium:

16. Complex floor patterns involving curves, cuts, and intricate details.
17. Wood floors, except where allowed for gymnasiums, or natural stone floors.
18. Elaborate, expensive, curved or complex walls, ceilings, windows, and arches.
19. Building plans with more than one elevator.
20. Stairways not required by code for egress.
21. Elaborate, monumental stairs, regardless of location or code compliance.
22. Interior channel glass wall systems or glass block walls.
23. Complex ceilings with multiple levels and decorative soffits.
24. Wood or metal slat ceilings.
25. Plaster or fiberglass shaped ceiling planes.
26. Ceiling tiles larger than 24" x 48".

B. Safety & Security Building Design

Baseline:

1. Design the building so it can be locked down into separate security zones, preferably at internal firewalls requiring rated steel fire doors.
2. Provide a minimum of two means of exit out of any gymnasium, cafeteria, or library.
3. Provide a secure steel service door at the service entrance with a proximity reader and a means of identifying visitors without opening the door.
4. Provide locked, secure chemical storage areas that are not accessible to students or visitors.
5. Provide laminated security glass at remote exterior doors or sidelights.
6. Reduce the number of exterior doors that need to be supervised or checked for security and safety purposes.
7. Provide exterior doors convenient to playgrounds and playfields that can be quickly unlocked by proximity card readers in cases requiring “reverse evacuation.”

Provisional:

8. Consider providing steel frame doors with no glass vision panels at remote, unsupervised doors.
9. Consider putting fire doors on electric hold opens and having them tied into the emergency security notification system that allows the main office to release fire doors for lockdown.

Premium:

10. (Reserved)

C. Safety & Security at Classrooms

Baseline:

1. Provide commercial-grade hardware and locksets on all doors.
2. Provide hardware at classroom doors where the door can be quickly locked by the teacher from the inside.
3. Provide small vision panels with laminated security glass in classroom doors.
4. Provide a phone and two-way intercom system in every classroom.
5. Provide a minimum of one National Fire Protection Assoc. (NFPA)-approved escape window in every classroom, where necessary.

Provisional:

6. (Reserved)

Premium:

7. (Reserved)

Category A – Instructional or Resource

General Use Classrooms

Baseline:

1. Consider classroom design to accommodate flexible learning modalities. Individual and social learning areas, breakout areas, active zones, project space and flex space for collaborative learning along with traditional teacher directed lecture format.
2. Windows to exterior for natural light, views and ventilation. Operable windows to be lockable.
3. Provide areas of tackable surface for display of instructional material and student work.
4. Countertops that are durable and easily cleaned to maintain sanitary conditions. Postformed backsplash and front edges are recommended in plastic laminate construction.
5. Classroom hardware: reference *Safety & Security at Classrooms*.
6. Sinks with extended rims and bubblers in K-5 classrooms.
7. Provide bookcases and teacher storage closets. Provide area of lockable teacher storage.
8. Provide separate row switching to allow artificial light levels to be reduced when natural daylight can be maximized.
9. Design classrooms for acoustical separation from adjacent spaces. Design classroom interiors to reduce reverberation and background noise to enhance speech intelligibility.
10. Provide a simple, straightforward lighting plan that provides appropriate light levels on white boards and does not interfere with projectors or TV video screens.
11. Provide a technology plan that shows how technology can be incorporated in the classroom and supports the curriculum.
12. Classroom cubbies, for coats, boots and backpacks in grades K-8. Provide dividers to inhibit transfer of head lice, waterproof floor finishes at boot storage.

Provisional:

13. Connections between classrooms to allow collaboration and “team teaching” - large sliding doors, operable wall systems or double leaf doors between classrooms. Wall system must provide acoustic separation when closed and be easily operated by one person.
14. Consider glazed portion of walls between classrooms and corridor to provide transparency and natural light into corridors.
15. Accommodations for grade levels where children are likely to sit on the floor; radiant in-floor heating and appropriate floor surfaces.
16. Raised, drainable boot rack over waterproof finishes for winter boot storage.
17. Toilets in the classrooms for pre-school, kindergarten and first grade. Toilet rooms shall be ADA accessible.
18. For classroom toilets, provide seamless flooring with integral coved base or ceramic tile flooring. Provide moisture resistant wainscoting to height of 48" on all walls.
19. For classroom toilets, consider infrared touchless controls at lavatory and toilet.
20. Specify paperless and water-resistant materials for wet walls within classroom.

Premium:

21. Decorative or specialty lighting other than standard classroom lights

22. Decorative wall sconces
23. Casework or architectural woodwork such as wainscoting, crown moldings, or paneling
24. Decorative or expensive non-standard ceiling tiles or ceiling systems such as metal or wood slat ceilings
25. Color temperature adjustable and dimmable lighting.

Dedicated Classrooms

Art Room/Wet Lab

This space can be designated as an art room or a multipurpose, flexible space for large or small group instruction, science or career technology; any wet, messy activity. Room size, utilities and finishes to be appropriate for multiple activities. This room may also be for community or after school use.

Baseline:

1. Specify cleanable and stain resistant room finishes, including countertops, backsplashes, floors, and walls at wet areas.
2. Consider multiple station student cleanup sinks.
3. Design for abundant natural lighting with preferred north orientation.
4. Provide appropriate acoustical absorption in rooms with open ceiling structure.
5. Provide adequate storage for student projects. Consider vertical and horizontal storage orientations for drying of 2-dimensional work. Consider size of projects when designing storage.
6. Provide wall display systems for hanging 2-dimensional artwork.
7. Provide lockable bins for clay storage and mobile carts for moving greenware into the kiln room.
8. For electric kilns, provide separate storage area and separate kiln room with exhaust.
9. For gas kilns in secondary education settings, provide a separate building or protective enclosure adjacent to and accessible from the Art Room but no closer than 10' from the school building.
10. Provide markerboard and tackable surfaces.
11. Provide tall storage cabinets.
12. Provide large single-bin sink with cleanable solids drain trap.

Provisional:

13. A separate storage room immediately accessible from the Art/Wet Lab
14. Consider concrete or seamless floors that can resist paint, markers, and other art, science or career tech. materials.
15. Consider floor drains with appropriate traps and trap primers.
16. Outdoor, covered area for spray paint and fixative.

Premium:

17. Stone or epoxy countertops.
18. Wood cabinetry or architectural millwork.

19. Decorative or special light track lighting.
20. Expensive tile floors such as stone, ceramic tile, or quarry tile.

Science

Baseline:

1. Design and equip science labs to support the educational specifications and to conform to the K-12 Science Standards of Alaska. Equip science rooms and labs to serve only the science program for which the room is designed.
2. Design science rooms or labs using best practices for safety.
3. Design science labs to allow for adult supervision and visual control throughout the room.
4. Provide deluge showers, eye wash stations, and emergency shut-off equipment where required for safety.
5. In science rooms and labs where chemicals will be used, specify appropriate chemical-resistant furniture and countertops, fume hoods, acid neutralization tanks, and plumbing that will prevent wastewater contamination.
6. In science rooms and labs where chemicals will be used, design appropriate safety equipment into the room and design appropriate prep rooms with lockable storage and fireproof, chemical-resistant cabinets.
7. Provide chemical resistant sinks and waste piping.
8. In middle and high school science labs, provide appropriately designed tables and countertops for computer use with experiments.
9. If more than one science classroom, design to maximize shared amenities such as fume hoods, prep rooms, and storage.

Provisional:

10. (Reserved)

Premium:

11. Compressed air systems.
12. Gas at rooms other than chemistry.
13. Fume hoods at rooms other than chemistry.

Music Rooms

Baseline:

1. Music office and storage with open wall shelving, work counter with stool for instrument repair, upper and lower cabinetry for storage of materials and resources, lockable wardrobe storage, teacher desk with ergonomic chair, copy/printer/scanner, tackboard.
2. Design band, chorus, keyboard, and practice rooms to prevent noise from leaking into adjacent spaces and floors. Design walls and floors to prevent noise through ceilings or structural elements.
3. Provide acoustic vestibules at doorways or an entry sequence that prevents music from disturbing the rest of the building.

4. Tune band, chorus and orchestra rooms with sound absorbing materials, acoustic mass and wall configuration to prevent sound transmission to adjoining spaces and internal reverberation or echo.
5. Tune chorus spaces to help amplify the human voice without the use of amplification systems.
6. Specify washable hard surface floors in band rooms.
7. Provide security glass in the doors of keyboarding and practice rooms.
8. Prefer flat floors with portable risers over permanent concrete step floors.
9. Design door configurations to allow for the easy movement of pianos, drums, and other large instruments.
10. Design for convenient access to stages and other performance areas.
11. Provide lockable wall cabinets for instrument storage.

Provisional:

12. (Reserved)

Premium:

13. Natural hardwood paneling or woodwork used as acoustical baffles and reverberation panels.
14. Specialty flooring.
15. Television or acoustical recording studios or services.
16. Prefabricated practice rooms.

Bi-Cultural/Bilingual & Consumer EducationBaseline:

1. Provide space and amenities for project-based learning associated with cultural and traditional language heritage when supported with intentional curriculum in all or some of the following areas: food processing and preparation, construction and use of traditional art/artifacts and apparel, oral and visual presentation both live and electronic.
2. Provide standard height ceilings, +/- 9ft.
3. Provide resilient flooring in vinyl or rubber with standard wall base.
4. Provide base cabinets w/laminate counter, wall cabinets, teacher wardrobe, 12ft whiteboard (2), paper towel dispenser, soap dispenser, window coverings (full, room darkening).
5. Provide double bowl stainless steel sink with lever mixing valve.
6. Provide range hood at cooking surfaces.
7. Provide range, refrigerator, microwave/hood, dishwasher (all residential.)

Provisional:

8. Consider an exterior door for biologic products and/or for the purpose of after hours/ community use.
9. Consider solids interceptor on waste pipe and accessible cleanout on waste riser.
10. Consider dedicated room exhaust for odor control.
11. Consider locking hardware on one or more cabinets if valuables will be stored.
12. Consider elements for display of 2D and 3D projects.

Premium:

13. Commercial appliances.
14. Oversize or non-standard doors.

Special NeedsBaseline:

1. Integrate special needs spaces within the larger school population.
2. Locate special needs area near building entrance.
3. Design space to allow adult supervision and visual control throughout the room.
4. Provide nonslip, water-resistant flooring at potential wet areas; resilient flooring or commercial grade, low pile carpet elsewhere.
5. Provide appropriate structural support for special swings or hanging equipment in OT/PT spaces.
6. Provide appropriate storage for special education equipment.
7. Provide classroom sink with bubbler.
- 8.

Provisional:

9. Consider incorporating a small kitchen in programs offering Life-skills to grades 6-12.
10. Color temperature adjustable and dimmable lighting in special needs classrooms and behavioral settings.
11. Consider OT/PT space adjacent to or inside of other multi-functioning spaces to maximize efficiency.
12. Consider movable furniture for differing room arrangements and instructional methodologies.
13. Consider accessible restroom where program requires.

Premium:

14. (Reserved)

Career & Technology Education (CTE) – CTE LaboratoryBaseline:

1. Design space to allow adult supervision and visual control throughout the room.
2. Floor surface: sealed concrete or raised pattern (diamond pattern) steel plate over wood substrate
3. Full height lockable cabinets for student projects
4. Heavy duty worktables for 4 – 6 students.
5. Ceiling mounted drop cord reels for power tools and mobile equipment
6. Shop sink with solids interceptor.
7. Windows to exterior for natural light, views, and ventilation. Operable windows to be lockable.
8. Safety equipment; emergency eye wash, fire extinguishers, first aid supplies.

Provisional:

9. Consider an overhead door to exterior for large supplies or projects.

10. Consider an interior supply storage room directly adjacent to laboratory
11. Consider covered, secure exterior storage area directly outside CTE Laboratory for large material that is not temperature sensitive.
12. Consider sawdust collection system at woodworking space.

Premium:

13. (Reserved)

Assembly Spaces***Library & Media Spaces*****Baseline:**

1. Provide space which supports the following uses: collections (i.e., stacks), computer workstations, individual and group seating, staff workspace, meeting/collaboration space, and presentation space.
2. Provide space in amounts needed to meet defined program needs based on guidelines contained in 4 AAC 31.020(a)
3. Provide robust infrastructure including power receptacles above code-minimum, USB charging ports, wireless connectivity, and interactive white board(s).
4. Design the library for easy adult supervision; avoid creating dead zones.
5. Provide appropriate structural design to accommodate heavy book loading.
6. Provide moveable furniture and equipment for maximum flexibility; use fixed built-in features sparingly.
7. Library office / workroom within the library space to have a minimum of 20 lineal feet of perimeter cabinetry with sink and intermittent openings for knee space, lockable storage cabinets, ergonomic task chairs, lockable file cabinets, librarian desk/workstation, guest chair, paper towel & soap dispensers at sink, tackboards and markerboards and storage space for book cart storage.
8. Library storage room to have upper & lower cabinetry, heavy duty shelving, lockable file cabinets, video monitors and other A/V equipment on rolling carts and laptop carts.

Provisional:

9. Consider distributed versus centralized media for small student populations and adjust classroom sizes accordingly.
10. Consider planning and design guidance from the American Association of School Librarians (AASL).
11. Provide natural daylight.
12. Consider providing an exterior swing door for connection to supporting exterior spaces.

Premium:

13. Space required for non-district, municipal/borough-owned library functions.
14. Excessively high ceilings or volumes.
15. Expensive architectural woodworking, paneling, and custom millwork.
16. Custom ceilings, soffits, skylights, or other monumental architectural features.
17. More than one exterior door.

Gymnasiums

Baseline:

1. PE office equipment and furniture including casework for instructional materials & resources.
2. Provide synthetic sports floors in Pre-K-5 schools.
3. At concrete floor slabs, provide under slab vapor retarder to mitigate vapor transfer into slab and flooring.
4. Provide public toilet areas near the gymnasium.
5. At schools where playfields and parking lots are present, locate gymnasiums adjacent to or with easy access of both.
6. Locate bleachers and gymnasium doors to protect floors from street shoe traffic.
7. Provide energy-efficient lighting that can resist damage from thrown basketballs, softballs, and dodge balls.
8. Provide safety and security cages around light switches, thermostats, sensors, etc.
9. Locate door swings, equipment, and other enclosures so they do not become dangerous obstructions to running students playing within the space.
10. Design gymnasiums with supporting toilet and shower facilities.
11. Consider sports net dividers to maximize class use of gyms.
12. Safety wall padding where required by code.
13. Floor painting and striping for intended sports and physical education purposes.
14. Adjustable, manually retractable basketball backboards/hoops.
15. Recessed floor plates for volleyball posts.
16. Climbing ropes, distances from walls to allow swinging.

Provisional:

17. Consider gymnasiums as possible multi-functioning and multipurpose spaces. Provide enough sound absorbing material to allow for good voice recognition, and appropriate sound amplification for group presentations
18. School names, mascots, or logos on floor and walls.
19. At middle and high schools provide hardwood, resilient cushioning floor system. If maple floor, provide Maple Floor Manufacturer's Association-RL second or better grade, plain sawn hard maple floor systems.

Premium:

20. Indoor running track on second floor.
21. Glass backboards or automatic electric winch backboards other than two for the main court.
22. Climbing walls.
23. Movable bleacher systems designed to be relocated throughout the room.
24. Large, tall, electric operable divider systems.
25. Specialty equipment other than basketball and volleyball supports or tie-downs.
26. Batting cages.
27. Television platforms for broadcasting games and events.
28. College or professional grade floor systems.

Category B – Support Teaching

Shared Spaces

Teacher Workroom/Breakroom/Offices/Parent Resource

Baseline:

1. Staff work area and support space furniture includes but is not limited to:
 - a. Copy/print/scan machines in teacher work areas.
 - b. Built-in cabinetry and open shelving for materials & resources.
2. Provide base & upper cabinets, single bowl sink, microwave shelf at ADA height, and refrigerator.
3. Provide large worktable or large, deep countertop space.
4. Provide a centrally located for access by teachers and near administration.

Provisional:

5. Consider providing natural light and ventilation.

Premium:

6. (Reserved)

Dedicated Spaces

Counseling/Testing

Baseline:

1. Provide lockable file storage, lockable wardrobe closet, bookshelves
2. Provide acoustic separation from adjacent spaces; walls to achieve STC 50
3. Provide sound absorptive ceiling, carpet or resilient flooring

Provisional:

1. Consider providing natural light and ventilation.

Premium:

2. (Reserved)

Educational Resource Storage

Baseline:

1. Storage rooms to have counters with lockable cabinets for storage of instructional supplies and materials, heavy-duty shelving and lockable file cabinets and mobile technology carts.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

Time-out Room**Baseline:**

1. (Reserved)

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

Category C – General Support**Administration****Baseline:**

1. Administration area should maximize the use of modular, moveable furniture. Furniture includes but is not limited to: Built-in reception counter with ADA height section and lockable storage pedestals, waiting area with chair rail.
2. Staff work area and support space furniture includes but is not limited to:
 - a. Copy/print/scan machines in administrative office areas.
 - b. File cabinets, etc.
3. Conference room:
 - a. Utility counter with sink
 - b. Marker and tack board
 - c. Carpet or resilient sheet flooring
 - d. Acoustic separation from adjacent spaces and acoustic dampening within room
 - e. Acoustic tile ceiling
4. Design the main administrative office to have visual control of the main entrance, student drop-offs, bus loops, and major internal school circulation areas. Where applicable, administrative office should have vision of student drop offs and bus loops.
5. For planning parameters, see *Building Entrances for Safety and Security*.
6. Provide a central intercom system, telephone system and exterior public address system in the administrative area. Administrators should have access to emergency response communication systems.

Provisional:

7. Locate the administrative office directly adjacent to the main entrance vestibule. As determined by the local school district, the administrative office can serve as the electronic security control center for the building. This office can be designed to provide electronic access for approved visitors. Visitors enter a main entry secure vestibule and are then allowed entry into the administrative office for sign in or can be allowed directly into the school from the secure vestibule. Provide an easily accessible area where visitors may wait, sign in and obtain badges.

Premium:

8. (Reserved)

Shared Spaces***Student Commons*****Baseline:**

1. Specify durable materials in lobbies.
2. Provide light fixtures with lamps that can be changed without electric lifts.
3. Design lobbies to control access to various sections of the building.
4. Design lobbies to serve as many large-group spaces as possible, such as gyms, cafeterias, auditoriums.
5. Avoid designing areas that provide hiding spaces.

Provisional:

6. Consider Commons/Lobby design that can serve as a learning space for large or small groups; a social space as well as circulation.

Premium:

7. Extensive decorative soffits and ceiling details.
8. Architectural woodwork and paneling including hardwood chair rails, picture rails, crown moldings, or cove ceiling trim.
9. Extensive glass applications.
10. Extensive display cases.
11. Decorative masonry or ceramic tile wainscoting.

Auditorium (& Stage)**Baseline:**

1. Specify a state-supported basic stage curtain, sound system, and theatrical lighting systems.
2. Provide dressing rooms, storage rooms, and scenery shops where academic theater programs exist as part of the school curriculum.
3. Design a reasonably sized control booth, 10'-0" x 15'-0". Locate the control booth for visual supervision of the stage and for video and audio recording of performances.
4. At audience chamber, specify sealed or painted concrete floors with carpeted aisles.
5. Design the auditorium stage and all support areas to be ADA accessible.
6. Provide stage curtains and backdrops in auditorium and performance spaces.
7. Fixed seating in auditoriums to have tilting upholstered seat and back and integral arms.

Provisional:

8. Consider orchestra shell for on stage musical performances.
9. Consider ceiling assemblies designed for acoustic balancing.

Premium:

10. Square footage that exceeds that required for seating one-third of the student body or for the appropriate stage.

11. Additional seating.
12. Additional theater curtains.
13. Proscenium arches wider than 60'-0".
14. Fly lofts.
15. Stage gridirons, pin rails, or catwalks over stages.
16. Proscenium openings higher than 25'-0" or stage ceilings higher than 30'-0".
17. Under-stage storage and trap rooms.
18. Orchestra pits.
19. Professional theater lighting systems.
20. Balconies or spectator boxes.
21. Elevators dedicated to serving just the auditorium.
22. Special curved plaster wall or ceiling assemblies designed for acoustic balancing.
23. Decorative wood paneling, wallpaper, and murals.
24. Spaces and systems for "black-box" theaters.

Multipurpose Room

Baseline:

1. Provide an economical sound system for group instruction and public use.
2. Flat floor surface of resilient tile or sheet that allows easy movement of tables and chairs without damage to flooring; no tiers or raised portions within multi-purpose room.
3. Chair and table storage
4. Design interiors to reduce reverberation and background noise to enhance speech intelligibility.
5. Natural daylight and ventilation, window shades to provide room dimming capability for projected presentations.
6. Entry and egress arrangement to allow after school and after-hours community use while separating multi-purpose room from other parts of the school except public restrooms.
7. Design for easy adult supervision, avoid creating dead zones.
- 8.

Provisional:

9. Consider lighting with adjustable levels.
10. Consider a built-in stage or retractable built-in stage.

Premium:

11. Upward acting foldable wall system to adjoin multi-purpose room and gym to expand size capability of either.

Dedicated Spaces

Cafeteria

Baseline:

1. Provide an economical sound system for group instruction and public uses.

2. Specify hard, washable, durable wall finishes such as concrete block, ceramic tile, epoxy paint on moisture resistant drywall, etc.
3. Design ceilings with simple volumes and finishes.
4. Specify washable, durable floor finishes, such as quarry tile, porcelain tile, quartz tile, or durable sheet goods capable of greater impact resistance.
5. Provide wireless network capabilities for communication and electronic point-of-sale.
6. Provide tray return with washable finishes throughout the dishwashing room.
7. Design cafeterias to ensure smooth flow of students from the hallway into the serving area, through the dining area into the dish return area.
8. Avoid multi-level cafeterias requiring steps and ramps.
9. Provide bathrooms and custodial closets adjacent to or near the cafeteria.
10. Locate hand sinks in the cafeteria for student and staff use, preferably where students enter the cafeteria.
11. Designate space within the cafeteria for recycling and composting programs as designed by the local school district.
12. Select movable furniture for durability and flexibility for a variety of uses.
13. Design for easy adult supervision, avoid creating dead zones.

Provisional:

14. (Reserved)

Premium:

15. Abnormally high ceiling spaces.
16. Complicated and unusual ceiling designs including multiple levels and large skylights.
17. Non-standard ceiling materials other than quality ACT acoustical ceilings or gypsum drywall.
18. Unusual and complicated lighting systems such as non-standard pendant lighting.
19. Architectural woodwork paneling, hardwood trim, wallpaper, ceramic tile, or specialty murals.
20. Floor finishes other than those described as Baseline or Provisional.
21. Operable room dividers or custom-designed sliding doors or exterior wall shading devices.

Pool**Baseline:**

1. (Reserved)

Provisional:

2. Consider drinking fountain with water bottle fill station.

Premium:

3. (Reserved)

Weight Room**Baseline:**

1. High ceiling, 15' recommended, exposed structure with sound absorption

2. Resilient rubber flooring, suitable for free weights
3. Area for free weights
4. Area for circuit training and weight machines
5. Area for aerobic machines, stationary bikes, tread mills, stair tread climbers.

Provisional:

6. Consider 7' tall, mirrored side wall near free weight area.
7. Consider natural daylight and ventilation.
8. Consider drinking fountain with water bottle fill station.

Premium:

9. Access to gym running track
10. Direct access from Weight Room to adjacent outdoor work out area.

Locker Room**Baseline:**

1. Separate boys and girls locker and shower facilities, locker rooms to accommodate visiting teams and community programs.
2. Privacy showers, provide code compliant quantity of ADA showers.
3. Slip resistant ceramic tile, quarry tile or resilient sheet flooring at locker and toilet rooms.
4. Impervious and cleanable wall surfaces to 7' height.
5. Toilet facilities within locker rooms, provide code compliant quantity of ADA lavatories, urinals and toilet stalls.
6. Full height or mixture of full and half height lockers.
7. Changing benches, mirrors paper towel dispensers, tackable boards.
8. Block site lines into locker rooms with wall arrangement.

Provisional:

9. PE office with vision of locker area.
10. Basket lockers for PE use.

Premium:

11. (Reserved)

Health Clinic & Nurse Space**Baseline:**

1. Locate the nurse's station and health clinic near or adjacent to administrative areas for shared supervision and easy parent pick-up.
2. Provide lockable storage cabinet, closet, and refrigerator for student medicines and emergency response medication.
3. Provide a small area for nurse and doctor examinations.
4. Provide for a minimum of one cot adjacent to a toilet and shower area. Provide ceiling mounted retractable privacy curtain at cot(s).
5. Provide a small office area for the nurse's files and work area.

6. Specify moisture-resistant gypsum wallboard with washable paint finish, ceramic tile or resilient sheet flooring.

Provisional:

7. (Reserved)

Premium:

8. (Reserved)

Kitchen/Food Service

Baseline:

1. Design the kitchen to meet State of Alaska Department of Environmental Conservation, 18 AAC 31 Alaska Food Code for school kitchen standards.
2. Specify hard, washable, durable wall finishes such as epoxy-painted concrete block or fiber-reinforced plastic (FRP) panels or other approved material.
3. Specify washable, durable ceiling finishes such as moisture-resistant gypsum wallboard or approved commercial kitchen ACT material.
4. Specify hard, washable, durable, slip-resistant floor finishes such as quarry tile or other approved floors suitable for commercial cooking kitchens.
5. Specify multiple floor drains with floors sloped to drain.
6. Avoid electrical floor outlets.
7. Provide a small, secure kitchen office work area.
8. Provide a lockable dry goods stockroom.
9. Provide lockable refrigeration and freezer compartments.
10. Design a kitchen layout that allows the kitchen staff easy supervision for safety and security.
11. Locate kitchens with easy access to the outdoors and a secure outdoor delivery entrance.
12. Provide a locked vestibule, if necessary, for late night or early morning deliveries of food.
13. Design kitchens to be secured from other areas of the building.
14. Provide staff toilet and lockers in conformance with health laws and away from food preparation areas.
15. Locate kitchens with easy access to dumpsters and compactors.
16. Locate custodial rooms near the kitchen and outdoor service area.
17. Protect delivery loading areas inside and outside with masonry wall construction.
18. Provide hand sinks and dishwashing sinks as required by code.
19. Provide a separate dishwashing area with stainless steel trim and sink access from the cafeteria area for student and staff drop-off of dirty dishes.

Provisional:

20. (Reserved)

Premium:

21. (Reserved)

Student Store

Baseline:

1. Resilient sheet or tile flooring.
2. Counters with base and overhead cabinets, some lockable.
3. Acoustic dampening ceiling.
4. Service counter with lockable overhead rolling or sliding doors.
5. ADA compliant service capabilities for counter and transactions.

Provisional:

6. (Reserved)

Premium:

7. (Reserved)

Category D – Supplementary

Circulation

Corridors & Stairs/Elevators

Baseline:

1. Design corridor widths that meet or exceed NFPA and IBC code requirements.
2. Design corridors that do not exceed 8' wide if serving fewer than eight classrooms
3. Design corridors that do not exceed 10' clear width.
4. Provide resilient flooring in corridors and stairways.
5. Specify lockers properly designed to accommodate backpacks for appropriate grade levels.
6. Specify a locker system with locks and silencers to reduce noise.
7. Do not install electrical panels in corridors
8. Design corridors that are easily observable by administrators and teachers for security reasons.
9. Avoid designing areas that provide hiding spaces.
10. Specify approved safety glass for all glass in corridors.
11. Provide walk-off mat flooring in vestibules.

Provisional:

12. (Reserved)

Premium:

13. Extensive decorative soffits and ceiling details.
14. Architectural woodwork and paneling including hardwood chair rails, picture rails, crown moldings, or cove ceiling trim.
15. Extensive glass applications.
16. Extensive display cases.
17. Decorative masonry or ceramic tile wainscoting.

Utilities/Maintenance

Mechanical/Electrical

Baseline:

1. Locate mechanical rooms centrally to reduce piping and ductwork runs.
2. Design mechanical rooms to properly isolate sound, vibration, and odors from the rest of the school.
3. Locate mechanical rooms so they can be accessed via hallways, stairways, or alternating stair treads.
4. Provide filters and equipment that can be replaced without using ship's or movable ladders.
5. Locate intake louvers away from chimneys, vehicular exhaust areas, or other sources of contamination.
6. Consider prevailing winds and exhaust equipment when designing intake systems.
7. Design air intake to prevent wind-driven snow and rain from entering the building or any part of the HVAC system.
8. Locate louvers at least 8'-0" above finish floor level for safety and security

Provisional:

9. (Reserved)

Premium:

10. (Reserved)

Building Storage & Conditioned Food Storage

Baseline:

1. Locate custodial and building storage spaces to serve multiple sections of the building.
2. Provide custodial spaces on each floor of multi-story buildings.
3. Provide central building storage near a truck unloading area.
4. Separate electrical and IT communication closets from custodial and storage spaces.
5. Provide hot and cold water, floor-mounted service sinks, and proper chemical storage in custodial spaces.
6. Provide proper ventilation and eyewash stations where chemicals are stored and used.
7. Specify durable, washable finishes, preferably concrete floors and epoxy painted masonry walls.
8. Provide proper ventilation and exhaust system for all areas where chemicals are stored.
9. Provide full height walls to the underside of the deck in all custodial and chemical storage areas.
10. Provide floor drains in all wet custodial rooms.

Provisional:

11. (Reserved)

Premium:

12. (Reserved)

Maintenance & Receiving Areas

Baseline:

1. Floors: Sealed concrete; patterned aluminum plate, self-leveling cementitious overlay on substrate; epoxy paint on wood substrate.
2. Provide impact resistant wainscot to 48" above floor.
3. Provide heavy duty corner guards.
4. Provide heavy duty high shelving storage.

Provisional:

5. Consider open ceilings, 10' height.
6. Where applicable, insulated overhead door with vision panels to loading dock.

Premium:

7. (Reserved)

Custodial and Recycle Rooms

Baseline:

1. Locate custodial and building storage spaces to serve multiple sections of the building.
2. Provide custodial spaces on each floor of multi-story buildings.
3. Provide central building storage near a truck unloading area.
4. Separate electrical and IT communication closets from custodial and storage spaces.
5. Provide hot and cold water, floor-mounted service sinks, and proper chemical storage in custodial spaces.
6. Provide proper ventilation and eyewash stations where chemicals are stored and used.
7. Specify durable, washable finishes, preferably concrete floors and epoxy painted masonry walls.
8. Provide proper ventilation and exhaust system for all areas where chemicals are stored.
9. Provide full height walls to the underside of the deck in all custodial and chemical storage areas.
10. Provide floor drains in all wet custodial rooms.
11. Locate the recycling room to encourage student and staff use throughout the school day.
12. Provide easy access for outdoor removal of recycled materials.

Provisional:

13. (Reserved).

Premium:

14. (Reserved)

Other Building Support (Telecom)

Baseline:

1. Provide dedicated space for telecom rooms. Avoid co-locating racks in electrical or mechanical rooms.
2. Use 2-post racks unless equipment needs call for a 4-post.

3. Provide cable runway over racks for routing cabling.
4. Limit number of telecom rooms to minimum required per standards for size of the building.
5. Locate telecom room in central area of building where possible to average cable lengths.
6. Electrical panel serving the telecom room should have surge protection.

Provisional:

7. Provide rack-mounted UPS for essential systems.
8. Coordinate with Mechanical for cooling needs.
9. Locate utility service entrance in Main Telecom Room where possible.
10. Size room large enough to allow for fire alarm, access control, intrusion detection, DDC, and other similar systems to be located in the room.
11. Provide one circuit per rack, with a larger circuit provided to the main rack with UPS.
12. Use multi-connection KVM units instead of fixed monitors/workstations.
13. Install a paging speaker and telephone in the room.

Premium:

14. Central UPS systems.
15. Air conditioning if temperatures are not excessive in rack cooling systems.

Restrooms

Baseline:

1. Provide water saving fixtures and hands-free fixtures in gang bathrooms.
2. Specify ceramic tile or heavy, commercial-grade, welded, seamless, uric-acid-resistant vinyl flooring for gang bathrooms.
3. Specify masonry block with epoxy-painted finish or moisture resistant drywall with tile wainscoting to 48" above finish floor on wet walls.
4. Specify solid gypsum wallboard ceilings with locked, tamperproof access panels for valves and mechanical control systems.
5. Specify dark-colored grouts with quarry or ceramic tile.
6. Minimum use of paper products in public bathrooms.
7. Consider masonry block walls wherever possible for toilet and urinal partitions. Where masonry is not possible, use solid plastic or other non-corrosive materials.
8. Provide floor drains and sloping floors in all gang bathrooms.
9. Specify ceiling braced toilet partition stalls with triangular cross-brace members to discourage students hanging on braces and structure.
10. Keep HVAC fixtures and piping concealed and high on walls to avoid damage, rust, and vandalism.
11. Consider eliminating doors and frames. Consider using airport-style entrances to gang bathrooms

Provisional:

12. (Reserved)

Premium:

13. Stone partitions
14. Custom European fixtures, faucets, or accessories
15. Custom-designed fixtures or hardware.

4. HIGH PERFORMANCE FACILITIES

The Alaska DEED encourages high-performance schools for Alaska communities. A high-performance school is designed to conserve natural resources, save money, and improve the overall health and well-being of students, staff, and community. Emphasis is placed on low-impact site design, reduced impact on local infrastructure, energy efficiency, water use reduction, non-toxic materials, waste management, indoor air quality, efficient operations, and community engagement.

High performance school design principles can be broken into three general areas of emphasis:

- Integrative design process
- Human health and comfort
- Demand reduction

These principles are woven throughout this document as both required strategies and suggestions for premium strategies. Resources on high-performance school design are included at the end of this section to provide further guidance to project teams.

A. Integrative Design Process

One of the key ingredients to creating a high-performance school is to conduct an integrative design process. The integrative design process is a collaborative approach that includes the full team in decision-making from project inception through design, construction, and commissioning. The process focuses on a whole-systems design approach: recognition that all the components of the building work interdependently and affect the performance of one another.

A few key steps to implementing an integrative design process include:

- Set sustainability goals with the owner at project inception.
- Conduct a full team meeting at the beginning of each project phase.
- Include high-performance design principles as an agenda item at all project meetings.
- Incorporate life cycle costs and operating costs into the project decision-making process.

Buildings are often budgeted on first costs alone. Life cycle costing takes a more integrated approach, factoring in energy savings over time, durability and reduced maintenance of systems and materials, and enhanced occupant health and productivity. High performance design principles place emphasis on looking at the building as a whole over time to minimize energy use, maximize cost savings, and create comfortable and healthy spaces for the occupants.

B. Human Health and Comfort

Learning environments have a huge impact on student performance, health, and overall well-being. High performance schools can provide high quality indoor air and thermal, visual, and acoustical comfort. Emphasis is placed on daylight in classrooms and views to the outdoors, HVAC and lighting controls, non-toxic materials, enhanced filtration, carbon dioxide sensors, cross-contamination prevention, natural ventilation, and increased outdoor airflow rates in mechanically ventilated spaces.

Benefits of high-performance schools can include improved student performance, increased student health, reduced student absentee rates, and greater staff satisfaction.

Baseline:

1. Low water consumption plumbing fixtures.
2. Provide third-party commissioning starting at project concept design.
3. Design heating and cooling systems to meet the requirements of ASHRAE 55 Thermal Comfort in Buildings (latest edition).
4. “Right sizing” of HVAC equipment based on development of building massing and envelope. May require multiple iterations as building layout changes during design.
5. Avoid operating independent heating and cooling systems simultaneously. Utilize HVAC systems that will redistribute heat while also providing cooling, such as variable refrigerant flow (VRF) systems.
6. Design variable output HVAC systems to adapt to varying building heating and cooling demands.
7. Utilize low temperature heating and cooling systems, such as in-floor radiant.
8. Use high-efficiency HVAC equipment.
9. Provide building occupants with individual access to building temperature controls.
10. Minimum MERV-13 filtration on all ventilation systems.
11. Demand control ventilation, with carbon dioxide (CO²) sensors installed in spaces with high occupant density.

Provisional:

12. Best practices include providing green spaces, open spaces, and shared community spaces in the building; reusing and recycling materials during construction and occupancy; and creating an environment that is a community teaching tool for high performance building and sustainable living.
13. Consider using energy modeling and iterative design to reduce building energy consumption by 5% over ASHRAE-90.1 (current version).
14. Consider providing more than ASHRAE 62.1 minimum outdoor air rates. This may not be appropriate for all locations in Alaska.
15. Consider using the building control system to monitor indoor air quality and adjust ventilation rates to mitigate contaminants such as CO² and VOCs.
16. Consider providing a building flushout post construction.

Premium:

17. Provide on-going commissioning of the facility every 5 years.
18. Consider utilizing grey water reclamation systems for use with flushing plumbing fixtures.
19. Consider on-site harvesting of renewable energy such as wind and solar.
20. Provide static and/or dynamic educational displays describing the sustainable features of the facility.
21. Provide a display showing instantaneous and aggregate building water and energy consumption.

C. Demand Reduction

High-performance schools are designed to reduce demand on energy and natural resources, to optimize the performance of building systems, and to reduce the overall operating costs of the school. Emphasis is placed on energy efficient mechanical systems, high-performance envelope design, low-flow water fixtures, renewable energy systems, lighting and daylight controls, and energy efficient equipment and appliances.

As part of an integrative design process, energy modeling and commissioning will confirm that all systems and components are integrated to achieve optimum results and are installed and operated as designed. One strategy may offset another. For instance, daylight sensors may cost more up front as an individual strategy, but once energy savings and associated reduced mechanical loads are considered, the team may realize that they can save money by selecting a smaller mechanical system.

Practices to optimize systems integration and increase efficiency include energy modeling and building commissioning. Design-phase energy modeling is a tool to use early and throughout the design process to test a variety of energy efficiency measures to determine the best way to align systems and components. Commissioning also offers an opportunity to make adjustments in the field and to train occupants on how to use the systems, improving efficiency even further.

Employing high-performance principles such as demand reduction, energy efficiency, and system optimization results in climate appropriate solutions, buildings that have low-to-no impact on local infrastructure, and an overall reduction in the project's carbon footprint.

D. High-Performance Certifications

High-performance building certification systems such as the United States Green Building Council (USGBC) LEED for Schools Rating System can provide detailed guidance on implementing high performance school design strategies.

Although DEED recognizes the value of building certifications by a third-party organization, the State will not participate in costs associated with these certifications.

Premium:

1. Green Building Certification: Register the project with the USGBC LEED Rating System and obtain LEED for Schools certification.
2. Educational Display: Provide a permanent display, building signage, digital dashboard, or building tour that describe the high-performance features of the school.

3. Carbon Footprint Reporting: Calculate the school’s carbon footprint. Include a greenhouse gas inventory and opportunities to reduce greenhouse gas emissions.
4. Climate Action Plan: Develop and implement a climate action plan to raise awareness of the school community’s carbon footprint and engage students, staff, and the community in reducing that carbon footprint.
5. Performance Benchmarking: Track the school’s energy use over time, using a tool such as the US EPA’s Energy Star Portfolio Manager.

Part 3. SYSTEM STANDARDS

01.SITE AND INFRASTRUCTURE

A. Building System Summary

The **Site and Infrastructure** of school buildings consist of construction elements, systems and features external to the school facility. A common rule-of-thumb for the demarcation of building infrastructure from site infrastructure is “five feet outside the building line”. This is, of course, an imperfect approximation but it can serve as a useful reference when differentiating between similar systems. The department recognizes five sub-categories in this building system: **Site Improvements, Site Structures, Civil/Mechanical Utilities, Site Electrical, and Offsite Work**. While all these systems support the use and purpose of the school facility, many have no physical connection to the facility. The utility sub-systems are the exception; they both serve and are connected. Site issues not related to improvements and infrastructure are identified and categorized under **11 Special Conditions**. Examples would be site and utility demolition, site drainage, and remediation of hazards.

B. Design Philosophy

Historically, development of Site and Infrastructure systems for education facilities has been widely variable in projects with state-aid across Alaska. School planning and design goals should achieve statewide equity for capital investments in the various subsystems of this category while responding to the variety of geographic and climatic needs. Overbuilding must be avoided and sustainable solutions which respond to local conditions must govern.

Many determinants influence the ultimate cost of site and infrastructure development for a project. Some determinants are programmatic, for instance, site development costs for a high school will be higher than those of an elementary school due to factors such as the increased accommodation of vehicles, and the inclusion of competition sports fields typically provided with the construction of a high school. The location of the site and proximity to utilities also can greatly affect the site development costs. Rural sites can have much greater utility costs than urban sites due to the need to provide utility infrastructure, such as water storage and treatment, sewage treatment and disposal, and heating oil storage, that urban sites are not required to provide. Though sometimes necessary, constructing, and operating dedicated utility systems to serve the needs of school facilities places a heavy burden on a school district. This should be avoided wherever possible, instead making that the responsibility of the local community.

The physical characteristics of the site, such as soil conditions and topography, also have a great impact on the site development costs. Sites that require a good deal of excavation, grading, or imported fill to provide an adequate building pad will understandably have higher earthwork costs when compared to building sites not requiring such extensive alterations. The cost of earthwork is not limited to the building footprint; the construction cost of playfields, parking areas, roads, and even utility infrastructure will be impacted by the physical characteristics of the site.

The selection of a quality building site is the first step in ensuring cost-effective Site and Infrastructure costs. The department’s publication ***Site Selection and Evaluation Criteria Handbook***

is intended to be a resource and tool for districts to use when evaluating potential school sites. For additional design parameters see the **Design Ratio** section of this system.

C. Model Alaskan School

The Model Alaskan School includes site improvements typical for the less remote locations including paved parking and drives, appropriate catch basins and culverts for drainage, concrete walks, vegetative landscaping, playgrounds with equipment, and fencing. A variety of minor elements such as bike racks and flag poles round out the developed school site. Utility distribution piping from municipal connection points is provided for heating fuel, water, wastewater, electrical power, and data/communications. Exterior pole-mounted lighting is also included. No **Site Structures** or **Off-site Work** is anticipated with the model school. Acceptable additional items and alternatives are detailed in the construction standards that follow.

011 Reserved

011X TBD

012 Reserved

012X TBD

013 Site Improvements

0131 Vehicular Surfaces

Baseline:

1. Parking areas, access drives, and vehicular circulation will have appropriate structural subbase, 4 inch basecourse, and 2 inch asphalt paving; increase cross-section at truck delivery and bus loops.
2. Provide parking spaces at a ratio of 1/20 K-6 students and 1/15 9-12 students for the projected student population.
3. Provide dedicated bus lanes/bus loops and dedicated parent pick-up/drop-off areas. Design vehicle circulation and parking areas to maximize site safety.
4. Minimize islands and other obstructions in parking areas, except where needed for circulation control, to accommodate snow removal and storage.
5. Provide parking lot lighting to IES standards. (Ref. Section *0163 Lighting & Equipment* for additional provisions.)
6. Provide accessible parking spaces in accordance with applicable codes.

Provisional:

7. Consider a top course of uniform gravel, crushed rock, or recycled asphalt in any community without access to a batch or drum-mix plant within an approximate 45min delivery radius.
8. In roadless communities, consider vehicular surfaces of the best available local fill.
9. Consider designing mitigations in vehicular pavement to prevent stormwater and snowmelt from flowing across pedestrian surfaces.

10. Consider speed control measures a long straightaways and high-pedestrian areas.
11. Consider designating parking spaces near the main entrance for carpool and low-emitting vehicles.
12. Consider providing headbolt heaters at staff parking areas in climate zones 8 and 9. (Ref. Section 0161 *Electrical Services & Distribution* for additional provisions.)

Premium:

13. Paving plants as a project cost.
14. Additional parking and locally mandated parking over the above the standards.
15. Concrete pavement other than at loading dock aprons and dumpster approaches.
16. Asphalt concrete pavement more than 2in thick except at loading docks, bus loops, and dumpster approaches which may be 4in.
17. “Porous” drainage pavement.
18. Access controlled (e.g., magnetic cards, etc.) parking lots.
19. Colored pavement.
20. Radiant parking snow melt systems.
21. Headbolt heaters in climate zones 6 and 7, or those in zones 8 and 9 beyond 50% of the anticipated number of school staff.

0132 Pedestrian Surfaces**Baseline:**

1. Provide pedestrian surfaces from building entries to all vehicular parking areas, bus and parent drop-offs.
2. Provide pedestrian surfaces from primary public access points to the school facility.
3. Pedestrian surfaces will have appropriate structural subbase, basecourse, and allowable surfacing.
4. Provide accessible pedestrian routes in accordance with applicable codes (i.e., ADA, etc.).

Provisional:

5. Consider a top course of uniform gravel, crushed rock, or recycled asphalt in any community without access to a concrete or asphalt batch plant within an approximate 45min delivery radius.
6. In roadless communities, consider pedestrian surfaces of the best available local fill.
7. Where cost-effective, consider constructing pedestrian surfaces using pressure treated wood boardwalks.

Premium:

1. Pedestrian surfaces over 6ft in width except at main entrances.
2. Concrete or asphalt pavers.
3. Concrete walks beyond 50ft from building entries unless demonstrated to be more cost-effective than asphalt paving.
4. Asphalt concrete pavement more than 1-1/2in thick
5. Radiant snow melt systems

0133 Elevated Decks & Ramps

Baseline:

1. None.

Provisional:

2. Consider elevated decks at buildings constructed above grade on piling or caissons; use substructure similar to the adjacent facility, adjusted for load conditions.
3. Consider decking/surfacing of pressure treated wood, galvanized metal (grip-strut) or fiberglass. CF-2 LCCA-1
4. Provide handrails and guardrails for elevated decks when required by code.

Premium:

5. Elevated decks beyond 50ft from building entries unless demonstrated to be more cost-effective than at-grade decks.
6. Elevated decks or ramps sized to support vehicles greater than 1000lb.
7. Decorative or custom handrails and/or guardrails.

0134 Site Walls

Baseline:

1. None.

Provisional:

2. Consider retaining walls where required by transitions in grade.
3. Consider alternatives to concrete in any community without access to a batch plant within an approximate 45min delivery radius. Alternatives might include gabion baskets, driven posts/piles, or unit masonry. CF-2 LCCA-1
4. Retaining walls designs must have an engineer's seal where required by code.

Premium:

5. Site walls over 10ft in height.
6. Decorative or custom detailed site walls.

0135 Landscaping & Irrigation

Baseline:

1. Prioritize the location of plantings at the main entrance and as buffering for paved areas and walks, and along public building facades.
2. Avoid plantings that create a security or visibility issue near entrances.
3. Provide native, water conserving plants.
4. Plant trees of a reasonable size and caliper.
5. Locate trees away from the building to provide a minimum of 12'-0" clearance from the drip line of a fully grown tree.

Provisional:

6. (Reserved)

Premium:

7. Annual plantings.
8. Buffering plantings required by local authorities.
9. Non-native plantings or trees.
10. Site irrigation systems for athletic fields.

0136 Fencing and Gates**Baseline:**

1. Provide 6ft chain-link fencing around all playgrounds and athletic fields.
2. Provide 8ft chain-link fencing at elevated playdecks.
3. Provide personnel swing gates where needed for reasonable access and control.
4. Provide one 10ft vehicle access gate, swing hinged or slide roller.
5. For fencing associated with site utility requirements (e.g., bulk fuel storage, generators, off-site utilities, etc.).

Provisional:

6. Where curbs are not provided, recommend safety bollards or ‘staples’ to segregate vehicular and pedestrian traffic at drop-off zones.
7. Recommend staggered-fence access points in lieu of swing gates wherever possible.
8. Consider ground contact treated wood for fence posts where determined cost-effective.

Premium:

9. Custom fabricated or decorative fencing.
10. Wood fencing.
11. Chain link fence coatings and screen slats.
12. Site fencing at property boundaries.

0137 Site Furnishings & Equipment**Baseline:**

1. Provide a building sign meeting local signage ordinances, if any.
2. Provide low maintenance, exterior trash receptacles near playgrounds and building entrances.
3. Provide one 30ft aluminum flagpole with hinged base (may also be building mounted).

Provisional:

4. Consider bike racks at the main entrance to the school.
5. Recommend aluminum benches with backs at locations where outdoor seating is needed.

Premium:

6. Building signs with a surface area greater than 35sf per side.
7. Decorative concrete or stone benches.

0138 Playgrounds & Playfields**Baseline:**

1. Design field orientation to conform with National Associations–Court and Field Diagrams.

2. Design play areas to conform to ASTM (American Society of Testing Materials) standards and the publication by the National Principals Association.
3. Specify play area equipment and surfaces to meet Consumer Product Safety Commission standards.
4. Provide drainage for play areas to prevent ponding.
5. Specify surfaces and play equipment for soft play areas that meet ADA and OSHA standards.
6. Provide subsurface drainage systems under soft play areas.
7. Use linear shapes and simple forms at play areas to accommodate snow removal and maintenance.
8. Specify playground equipment constructed of durable, weather-resistant, low maintenance materials.

Provisional:

9. Consider installing empty conduit for future power to the athletic fields.

Premium:

10. Athletic and play areas that exceed the DEED’s minimum standards.
11. Bike trails or exercise trails.
12. Bleachers, lighting, concession stands, irrigation systems, press boxes, scoreboards, and exterior drinking fountains.

0139 Other Site Improvements**Baseline:**

1. None.

Provisional:

2. None.

Premium:

3. Sledding hills.
4. Ice rinks.
5. Water features.

014 Site Structures***0141 Freestanding Shelters*****Baseline:**

1. None.

Provisional:

2. Recommend covered play areas with sidewall eave heights up to 16ft in climates with high precipitation.
3. Recommend outdoor classroom structures/pavilions to support a specific educational program.
4. Recommend energy efficient lighting inside shelters.

5. See *0138 Playgrounds & Playfields* for Baseline, Provisional equipment and surfaces.

Premium:

6. Perimeter wall enclosures greater than 75% of enclosed perimeter.
7. Heating of any type.
8. Footprint areas in excess of allowable covered area (4 AAC 31.0120)

0142 Attached Shelters

Baseline:

1. None.

Provisional:

2. See *0141 Freestanding Shelters* for applicable recommendations.

Premium:

3. See *0141 Freestanding Shelters* for applicable premiums.

0143 Support Buildings

Baseline:

1. None.

Provisional:

2. See *111 Special Construction* for specific support building types.
3. Consider walk-in freezers for food storage in remote locations.
4. Consider storage for approved school equipment needed to protect such from premature deterioration.
5. Consider storage for instructional and/or education support items.

Premium:

6. Support buildings classified as temporary (4 AAC 31.900).

015 Civil/Mechanical Utilities

0151 Water Systems

Baseline:

1. Select sites with public water available to the site.
2. Locate water utility connections away from main building entrance.
3. Coordinate water connections with wastewater, and fuel utility connections to enter building at mechanical utility spaces.
4. Where water piping is installed above ground outside of buildings, locate piping away from the main building entrance.
5. Locate water piping to allow access for pipe maintenance and building maintenance; locate piping away from pedestrian walkways and vehicle traffic to the greatest extent practicable.

Provisional:

6. Consider recirculating and/or heat trace on water supply mains as required by site climate conditions.

Premium:

7. Avoid depressed loading docks.

0152 Sanitary SewerBaseline:

1. Select sites with public wastewater available to the site.
2. Locate wastewater utility connections away from main building entrance.
3. Coordinate wastewater connections with water, and fuel utility connections to enter building at mechanical utility spaces.
4. Where wastewater piping is installed above ground outside of buildings, locate piping away from the main building entrance.
5. Locate wastewater piping to allow access for pipe maintenance and building maintenance; locate piping away from pedestrian walkways and vehicle traffic to the greatest extent practicable.
6. Locate kitchen delivery areas, school maintenance, delivery, and dumpsters away from the main building entrance or student activity areas.
7. Locate the dumpster to encourage and maximize recycling of waste materials. Show storage areas for recycled materials in and outside the building on site and building plans.
8. Enclose the dumpster with an 8'-0"-high chain link fence and set it on a bituminous concrete slab with steel bollard bumpers. Provide a 12'-0"-long reinforced concrete pad on the loading side of the dumpster.

Provisional:

9. Consider wastewater pretreatment systems at sites with septic systems.
10. Consider coordinating with the vacuum waste utility to have vacuum collection sumps installed within the school building, for sites served by utility level vacuum waste systems.

Premium:

11. (Reserved)

0153 Storm WaterBaseline:

1. Design an on-site drainage system to keep stormwater run-off away from the building and to keep grounds, paved areas, and playfields free of standing water.
2. Design "open pond" stormwater storage systems. Avoid buried storage systems.
3. Enclose stormwater ponds and holding areas with 4'-0"-high galvanized chain link fencing. Provide gates for maintenance.
4. Provide drip edges at sloped roof areas with positive means of collecting roof runoff and a pipe to convey the flow to the drainage system. Do not use perimeter foundation drains to intercept roof runoff.

Provisional:

5. (Reserved)

Premium:

6. Chain link fence coatings and screen slats.

0154 Fuel SystemsBaseline:

1. Locate fuel oil storage away from the building front entrance.
2. Enclose bulk fuel oil storage areas with 8'-0"-high galvanized chain link fencing. Provide gates for maintenance.
3. Install UL-142 above grade double wall intermediate fuel oil storage tank as close as practicable to fuel-fired mechanical equipment. Enclose with 6'-0"-high galvanized chain link fencing. Provide gates for maintenance.
4. Provide containment for fuel oil piping installed below ground including double-wall fuel-rated piping, corrugated carrier pipe, pipe transition and containment sumps.

Provisional:

5. Consider installing a fuel leak detection system with alarms to monitor integrity of fuel storage tank and distribution piping.

Premium:

6. Do not bury ferrous fuel oil piping.
7. Fuel level monitoring system with digital outputs for remote viewing and connection to building energy management system/control system.

0155 Heating/Cooling Piping & UtilidorsBaseline:

1. None.

Provisional:

2. Consider site distribution of heating supply/return when an existing 'central plant' has excess capacity, and when piping and system equipment (e.g., heat exchanger, etc.) is cost effective on a life-cycle cost basis.

Premium:

3. Cooling piping of any type, size or length; any cooling piping should be provided within each building.
4. Site heating piping runs from any central plant to a supported building in excess of 500 feet.

016 Site Electrical**0161 Electrical Service & Distribution**Baseline:

1. Utilize 3-phase power if available.

2. Coordinate with the local utility for connection point, distribution voltage, and power plant capacity early in the design.

Provisional:

3. If designing the line extension, consider locating the transformers as close as practical to service entrance.
4. Consider time or occupancy based control of these circuits feeding headbolt heaters.
5. Consider use of transformers to combat line loss in feeding headbolt heaters.

Premium:

6. (Reserved)

0162 Data/Comm Service & Distribution

Baseline:

1. Utilize public fiber optic services if available.

Provisional:

2. Where practical, use the same routing as power to reach site/building.

Premium:

3. (Reserved)

0163 Lighting & Equipment

Baseline:

1. This lighting is for general use. Specific applications such as athletic fields, hockey rinks, and similar would be included in design of those site elements.
2. Building-mounted lighting may be used for site lighting if practical, or as a supplement to pole-mounted lighting.
3. Pole-mounted lighting should be designed for roadway, driveway, and parking areas per IES standards. Additional lighting should be considered for hardscape, playground equipment, sledding hills, and similar areas where use may require artificial lighting.
4. Poles should be located on the perimeter of parking areas to stay out of the way of snow removal paths as much as possible.
5. Lighting parameters including minimum lighting levels, glare, uniformity, and similar should meet IES standards where no local code is in effect.

Provisional:

6. Consider providing conduit to new poles for signal wiring to cameras, wireless access points, etc., as design budget and need allows.

Premium:

7. (Reserved)

0164 Security Systems

Baseline:

1. Provide video surveillance of the building perimeter and access points using wide dynamic range cameras.

2. Provide hard-wired devices with power over ethernet capability.
3. Interconnect site security components to security headend and monitoring equipment providing a similar function within the school facility.

Provisional:

4. Consider video surveillance of parking areas not easily observed by routine law enforcement patrol protocols.
5. Consider video surveillance of sensitive site improvements such as bulk fuel storage and playgrounds.
6. Consider public address systems

Premium:

7. Intrusion detection or video surveillance expressly positioned and providing coverage of the perimeter boundary of the school parcel.
8. Dedicated mounting poles or other apparatus serving only the security system.
9. Security system coverage of off-site improvements.
10. Electrically operated access control gates at vehicular or pedestrian entry points.

017 Offsite Work***0171 Offsite Improvements***Baseline:

1. None.

Provisional:

2. Consider offsite (beyond the school parcel boundary) improvements when required to provide a functioning, accessible school site and school facility.

Premium:

3. Elements of offsite improvements that are not a direct and sole benefit to the school for the lifespan of the improvement.
4. Costs of offsite improvements not appropriately shared with the land owner when such improvements benefit entities in addition to the school.

0172 Offsite UtilitiesBaseline:

1. None.

Provisional:

2. Consider offsite utilities when required to provide a functioning school infrastructure and school facility.

Premium:

3. Elements of offsite utilities that are not a direct and sole benefit to the school for the lifespan of the utility.
4. Costs of offsite utilities not appropriately shared with the landowner when such utilities benefit entities in addition to the school.

0173 Other Offsite Work

Baseline:

1. None.

Provisional:

2. Consider other offsite work when required to provide a functioning school site and school facility.

Premium:

3. Elements of other offsite work that are not a direct and sole benefit to the school for the lifespan of the work.
4. Cost of other offsite work not appropriately shared with the landowner when such other work benefits entities in addition to the school.

D. Design Criteria & Ratios

Criteria

- Site earthwork should attempt to achieve no import or export of soil – this will clearly be difficult on sites with poor soils.
- Site utilities should be provided offsite by the public utility whenever possible – this includes water, sewer, electrical, and fuel storage utilities at rural sites and efforts should be made to work with the community to a developed shared utility infrastructure.
- Development of vehicular circulation and storage areas shall be minimized.
- Parking areas will be sized to provide the required parking spaces per the governing code and the parking spaces will be sized to accommodate the standard vehicle in the region.
- Construction of fire service roads around school buildings is not required in communities that do not have an organized fire fighting capacity and equipment.
- Roads and parking areas shall be consolidated to minimize their footprint on the site.

Ratios

1. XX/AC (Reserved)
2. XX/GSF(Reserved)

02.SUBSTRUCTURE

A. Building System Summary

The **Substructure** of school buildings consist of all types of building foundations and supporting elements such as insulation, waterproofing and drainage systems. At-grade concrete floor slabs, both structural and non-structural are also included in this system including special features in those slabs such as trenches and pits. The department recognizes three sub-categories in this building system: **Standard Foundations & Basements, Slab on Grade, and Special Foundations**. Basements, which are not common in Alaskan schools, are included within the standard foundation element. They often

only differ from standard foundations in the height of the foundation stem wall. Five types of special foundations are identified. A common special foundation would be a pile foundation. As a sub-system, Slab on Grade overlaps with the function of the Floor Structure sub-system within **Superstructure**. Similarly, Substructure performance is often very dependent on proper control of site drainage and grading, areas which overlap with the Special Site Conditions sub-system within **Special Conditions**.

B. Design Philosophy

Substructure systems, foundations in particular, are typically far more expensive in Alaska than in other parts of the country. Usually, foundation system options are heavily influenced by the soil conditions of a particular site. Similar to its effect on the cost of site development, the soil conditions of the selected site also play a large part in the cost of the foundation system and determining the number of foundation system options that are acceptable on a given site. Thus, the quality of soils should be given significant weighting when evaluating site options.

Due to the relative high cost of foundation systems, consideration should be given to the construction of two-story structures for school facilities exceeding 40,000 GSF. The cost savings of a two-story structure is not only limited to the foundation system. When evaluating the potential cost savings of a two-story design versus a single story, other building systems, such as roofing, vertical circulation, and exterior wall, should be considered. The shipping weight of the potential foundation system as well as the installation cost should be taken into consideration when evaluating foundation system options. Building sites whose soil conditions allow the use of standard concrete foundations are preferable to sites that require piling foundations.

The selection of a quality building site is the first step in ensuring cost-effective Site and Infrastructure costs. The department's publication ***Site Selection and Evaluation Criteria Handbook*** is intended to be a resource and tool for districts to use when evaluating potential school sites. For additional design parameters see the **Design Ratio** section of this system.

C. Model Alaskan School

The Model Alaskan School includes Substructure elements typical of sites with high-quality soils which are suitable for building construction. These elements include a standard concrete foundation, and a concrete slab on grade—both with typical steel reinforcing. Insulation, vapor retarder, and dampproofing are the only minor elements needed to support these sub-systems. No **Special Foundations** elements are anticipated with the model school. Acceptable additional items and alternatives are detailed in the construction standards that follow.

021 Standard Foundations & Basements

0211 Continuous & Column Footings

Baseline:

1. 4000psi concrete is the basis of design. Mixes for other strengths are subject to evaluation by life-cycle cost analysis.
2. Carbon steel reinforcing bar is the basis of design with ratios in the 30-80lbs range per cubic yard of concrete.

3. Design footings sized in accordance with building codes, soils and superimposed loads.
4. Soil bearing pressures below 2000psi require site selection justification and DEED approval.

Provisional:

5. All weather wood (AWW) footings consisting of timbers and strongbacks are acceptable where soils are appropriate (i.e., low moisture, non-permafrost). AWW foundations must be supported by appropriate life-cycle cost analysis.

Premium:

6. Coated reinforcing bar, including galvanized and epoxy, and stainless steel.
7. Reinforcing bar above 80lbs per cubic yard of concrete.

0212 Foundation Walls & Treatment**Baseline:**

1. Extend foundation walls to frost depths per local conditions/codes.
2. 4000psi concrete is the basis of design. Mixes for other strengths are subject to evaluation by life-cycle cost analysis.
3. Carbon steel reinforcing bar is the basis of design with ratios in the 50-100lbs per cubic yard of concrete.
4. Design foundation walls sized in accordance with building codes, soils and superimposed loads.
5. Insulate foundations as required by DEED-adopted energy codes to eliminate or minimize heat loss.
6. Provide dampproofing treatment as required by local conditions/codes.
7. Provide durable (e.g. 10mil poly) vapor barrier on all exposed earth contained within foundation walls.

Provisional:

8. Concrete masonry units (CMU foundation walls, with reinforcing, are acceptable.
9. All weather wood (AWW) foundation walls consisting of framing and sheathing are acceptable where soils are appropriate (i.e., low moisture, non-permafrost). AWW foundations must be supported by appropriate life-cycle cost analysis.
10. Frost protected shallow foundations (FPSF) including perimeter insulation are acceptable when supported by appropriate life-cycle cost analysis.
11. Avoid below grade functional space enclosed by foundation walls whenever possible.
12. Exterior sheet waterproofing on foundation walls that enclose space below the finish grade level; includes below-grade mechanical and service spaces.

Premium:

13. Coated reinforcing bar, including galvanized and epoxy, and stainless steel.
14. Reinforcing bar above 100lbs per cubic yard of concrete.
15. Foundation walls enclosing below grade space classified under adopted codes as occupied space.

0213 Foundation DrainageBaseline:

1. Install perimeter foundation drainage only where required by codes adopted by the state or a local jurisdiction with delegated authority.

Provisional:

2. When required by local conditions/code, perforated pipe footing drains bedded in drain rock with filter fabric are acceptable.
3. Run foundation drain systems to daylight where possible and appropriate (see *0153 Storm Water* for standards on site drainage collection).
4. Drainage mats and other water/moisture control measures are acceptable when required by site conditions and supported by appropriate life-cycle cost analysis.

Premium:

5. Sites requiring underslab drainage.

022 Slab on Grade**0221 Structural & Non-structural Slab**Baseline:

1. 4000psi concrete is the basis of design for interior slabs. 5000psi concrete is the basis of design for exterior, exposed slabs. Mixes for other strengths are subject to evaluation by life-cycle cost analysis.
2. Carbon steel reinforcing bar is the basis of design with ratios in the 20-50lbs range per cubic yard of concrete.
3. Structural slabs are not anticipated except at isolated point loads for installed equipment.
4. Non-structural slabs shall be 4" nominal thickness.
5. Provide standard compacted sub-base, welded wire fabric reinforcement, moisture control, and trowel finish.
6. Insulate slabs as required by DEED-adopted energy codes to eliminate or minimize heat loss.
7. See *0311 Lower and Main Floors* for wood and steel superstructures.

Provisional:

8. Consider reinforcing bar in non-structural slabs where required for slab openings, incidental loads, and perimeter durability.
9. Consider shrinkage and crack control using glass fiber reinforcing in-lieu of or in addition to welded wire fabric.
10. Integrate footings and slabs where part of an approved design assembly such as at FPSF.
11. Consider polished concrete finish where appropriate to be used in-lieu of applied floor coverings.
12. Consider providing full frost-depth wall foundations under entry slabs where necessary to prevent frost heaving.
13. including perimeter insulation are acceptable when supported by appropriate life-cycle cost analysis required by site conditions and supported by appropriate life-cycle cost analysis.

Premium:

14. Coated reinforcing bar, including galvanized and epoxy, and stainless steel.
15. Reinforcing bar above 50lbs per cubic yard of concrete.
16. Colored or decorative concrete slabs exceeding 40 percent of exposed concrete.

0222 Trench, Pit and Pad**Baseline:**

1. 4000psi concrete is the basis of design for pits and pads. Mixes for other strengths are subject to evaluation by life-cycle cost analysis.
2. Carbon steel reinforcing bar is the basis of design with ratios in the 50-100lbs range per cubic yard of concrete.
3. Elevator pits shall be provided in the dimensions and depths required.
4. Pads to provide adequate securing of equipment will be provided where required for anchoring or other safety measures were required by codes adopted by the state or a local jurisdiction with delegated authority.

Provisional:

5. Consider non-seismic housekeeping pads for major HVAC and electrical equipment at nominal heights not to exceed 4in above the surrounding floor level.

Premium:

6. Trenches formed of concrete; slab block-outs and reinforcing for nominal trench drains in support of CTE are acceptable.

0223 Underslab Elements**Baseline:**

1. None.

Provisional:

2. Consider underslab rigid insulation in support of FPSF and where otherwise supported by an energy life-cycle cost analysis of the proposed heating system.

Premium:

3. Sites requiring underslab drainage.

024 Special Foundations**0241 Piling & Pile Cap****Baseline:**

1. Provide a steel H-pile foundation including steel or lumber pile caps and required lateral bracing where soil bearing pressures cannot support a standard foundation or where it is not cost effective to remove poor soils and replace with suitable fill.
2. Install thermistor tubes integral with pile.

Provisional:

3. Consider a treated wood piling foundation including timber or engineered lumber pile caps, and required lateral bracing for smaller education related facilities up to 5000gsf.
4. Consider steel pipe piles where supported over H-piles based on a life-cycle cost analysis.

Premium:

5. Sites where pile stick-up exceeds a total average of 6ft for all piles, or any pile stick-up exceeds 12ft.
6. Pile foundations exceeding 40#/FPA (does not include lateral bracing or pile caps).

0242 CaissonsBaseline:

1. None; caisson foundations not anticipated.

Provisional:

2. Consider caisson foundations where bedrock (+/- 15,000psi) occurs at shallow depths of up to 8ft below grade. If this foundation is proposed, it must be supported with an appropriate cost analysis of the full substructure.

Premium:

3. Caisson foundations where total estimated O2 Substructure cost exceeds other alternatives.

0243 Grade BeamsBaseline:

1. None; grade beam foundations not anticipated.

Provisional:

2. Consider grade beam foundations where adequate support for continuous footings is not available, subgrade point loads are available or can be created (i.e., piling, etc.), and concrete is readily available and cost effective. If this foundation is proposed, it must be supported with an appropriate cost analysis of the full substructure.

Premium:

3. Grade beam foundations where total estimated O2 Substructure cost exceeds other alternatives.

0244 Arctic Foundation SystemsBaseline:

1. Provide an arctic foundation system consisting of thermopile (with or without helical ribs, pile extensions, steel or lumber pile caps and required lateral bracing where soils consist of continuous or discontinuous permafrost.
2. Install thermistor tubes adjacent to each pile.
3. Thermopile and thermosyphons will be included in a project's commissioning plan unless approved otherwise by DEED.

Provisional:

4. Consider passive thermosyphons in-lieu-of thermopile where suitable fill is available to support installation of standard foundations.
5. Consider underslab rigid insulation in support of FPSF and where otherwise supported by an energy life-cycle cost analysis of the proposed heating system.

Premium:

6. Arctic foundations with active refrigeration.
7. Gravel pads in conjunction with thermopile arctic foundations.

0245 Other Special FoundationsBaseline:

1. None; other special foundations such as sheet pile, raft, multi-point frame, etc. are not anticipated.

Provisional:

2. Consider other special foundations when building loads and soil conditions may exclude other substructure solutions. If a special foundation is proposed, it must be supported with an appropriate cost analysis of the full substructure.

Premium:

3. Other special foundations where total estimated 02 Substructure cost exceeds other alternatives.

D. Design Criteria & Ratios**Criteria**

- Multi-story construction shall be considered and presented as a schematic design option for all school structures over 40,000 GSF.
- Where appropriate for soil conditions, standard concrete foundations are almost always the preferred substructure system.
- If any other substructure system is to be considered, a cost analysis will be performed. Cost analysis shall include cost of energy and maintenance.
- Where soils are of low moisture content, all weather wood foundations should be considered for facilities smaller than 20,000 GSF.
- Where appropriate for soil conditions, substructure systems utilizing a heated crawlspace with perimeter closure are preferable to substructure systems that utilize an elevated building with an air space between the underside of the building and grade.

Ratios

1. Total building deadload/GSF
2. Cubic feet of concrete/GSF
3. Pounds of rebar/CY concrete
4. Total building deadload/GSF

5. Pile weight (LB)/Footprint area (FPA).

03.SUPERSTRUCTURE

A. Building System Summary

The **Superstructure** of a building consists of all gravity and lateral force resisting members above the substructure to and including the roof deck. The department recognizes three sub-categories in this building system: **Floor Structure**, **Roof Structure**, and **Stairs**. Floor, roof, and stair structures normally include vertical members (columns, walls), horizontal members (beams, joists/rafters, trusses), decking (wood sheathing, concrete, etc.), and a variety of bracing elements. In some superstructure systems with bearing walls (e.g., masonry units, light-gauge steel, nominal wood framing, etc.) the superstructure blends with the Exterior Closure and Interiors systems. In **Floor Structure** using slab-on-grade, the system overlaps with **Substructure**.

B. Design Philosophy

Alaskan schools must be provided with an adequate superstructure which responds efficiently, and effectively to building loads as prescribed in adopted building codes and to the conditions of the local environment and building's use. Structural efficiency measures include minimizing the deadload of the building, selecting high strength-to-weight and strength-to-cost materials, building simplicity, and structural member uniformity. A uniformly loaded floor system is typically the most cost-effective elevated floor system; concentrated point loads must be accommodated but should be minimized. It should be noted that concrete slab on grade floor systems is the least expensive floor system in areas where concrete is readily available. For additional design parameters see the **Design Ratio** section of this system.

The same can be said for roof assemblies that are typically comprised of roof sheathing, roof rafters or trusses, beams, and columns carrying concentrated vertical loads to the foundation or a lower floor assembly. Structural roof assemblies that utilize load-bearing partitions are typically more cost-effective than assemblies that use post and beam systems to bear vertical loads. With the inclusion of the structural insulated panels in the roof assembly and its use to replace both the roof sheathing and roof rafters or trusses due to its large span and loading limits, roof assemblies have become more reliant on a post and beam assembly. While the use of structural insulated roof panels may reduce the time required to fully construct the structural roof assembly, its inherent inclusion of heavily loaded beams and columns adds to the overall cost of the superstructure.

The previous paragraphs deal with how the structural systems are designed to accommodate gravity loads. Consideration must also be given to how the structural system performs under lateral, seismic, and wind loading conditions. The best way to design a cost-effective structural system to handle wind loads is to limit them. The building's form and massing play a significant role in limiting the structure's exposure to wind loads and should be considered by the architect at the outset of design. Buildings that expose large areas of high bay space to lateral wind loads will not be conducive to cost-effective structural design.

C. Model Alaskan School

The Model Alaskan School includes a main floor structure of reinforced concrete slab on grade and includes a small portion of elevated floor with steel columns, beams, joists, metal decking and concrete. The roof structure uses a combination of wood frame bearing wall, steel columns, beams, joists, and metal decking. Steel angle bracing and light gauge steel shear walls provide lateral support. Acceptable alternatives are detailed in the construction standards that follow.

031 Floor Structure

0311 Lower & Main Floors

Baseline:

1. Structural frame floor assemblies of wood or metal consisting of posts, beams/frame walls, joists, and decking are required when slab on grade is not cost effective. Support frame floor assemblies with appropriate cost analysis (e.g., in geographic regions where the cost of concrete is high, or soils will not permit this standard).
2. Design frame floor assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads.
3. HHS shapes for columns/posts, W-shapes for beams/girders, open web trusses for joists and fluted sheet metal for decking form the basis of design.
4. Wood members functioning in the capacity of metal deck and concrete must be minimum 1-1/8" wood structural panel or wood decking.
5. Insulate frame floors as required by DEED-adopted energy codes to eliminate or minimize heat loss.
6. Provide protective coating on structural members as required by local conditions/codes.

Provisional:

7. Consider light-gauge steel, engineered wood, or lumber for any component listed in the basis of design. Support light gauge steel and wood members and assemblies with appropriate cost analysis and justification (e.g., building dimensions and configurations with small spans).
8. Consider, where pile foundations (0241, 0244) are accepted, a structural insulated panel (SIP), with or without embedded floor joists, as required to meet code-specified loading. If panels will not span between pile caps, consider intermediary engineered wood beams or steel wide flange beams. Support SIP assemblies with an appropriate cost analysis of the full substructure and 0311 floor structure.

Premium:

9. Framed floor assemblies where total estimated 02 Substructure + 0311 Lower and Main Floors cost exceeds other alternatives.

0312 Upper Floors

Baseline:

1. Provide structural frame floor assemblies of wood or metal consisting of columns, beams/frame walls, joists, and decking.

2. Design upper floor assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads.
3. HHS shapes for columns/posts, W-shapes for beams/girders, open web trusses for joists and fluted sheet metal for decking form the basis of design.
4. Wood members functioning in the capacity of metal deck and concrete must be minimum 1-1/8" wood structural panel or wood decking.
5. Insulate upper floor perimeters as required by DEED-adopted energy codes to eliminate or minimize heat loss.
6. Provide protective coating on structural members as required by local conditions/codes.

Provisional:

7. Consider light-gauge steel, engineered wood, or lumber for any component listed in the basis of design. Support light gauge steel and wood members and assemblies with appropriate cost analysis and justification (e.g., building dimensions and configurations with small spans).
8. Consider framed bearing walls in-lieu-of columns and beams/girders where cost effectiveness can be increased when considering the combination of systems in 0312 and 0411 Exterior Walls or 0312 and 0611 Fixed Partitions.
9. Consider, where pile foundations (0241, 0244) are accepted, a structural insulated panel (SIP), with or without embedded lumber, as required to meet code-specified loading. If panels will not span between pile caps, consider intermediary engineered wood beams or steel wide flange beams. Support SIP assemblies with an appropriate cost analysis of the full substructure and 0311 floor structure analysis.

Premium:

10. Framed floor assemblies where total estimated 02 Substructure + 0311 Lower and Main Floors cost exceeds other alternatives.
11. Exterior balconies and construction.

0313 RampsBaseline:

1. Ramps accepted with framing equal to *0311 Lower and Main Floors* and alternative systems as required by building function and with approved cost analysis.

Provisional:

2. Consider light-gauge steel, engineered wood, or lumber for any component listed in the basis of design. Support light gauge steel and wood members and assemblies with appropriate cost analysis and justification (e.g., ramp dimensions and configurations).
3. See Section *0711 Passenger Elevators* for use of ramps in-lieu-of elevators.

Premium:

4. Framed ramp assemblies where total estimated 02 Substructure + 0311 Lower and Main Floors cost exceeds other alternatives.
5. Ramps wider than 10% of the minimum permitted under applicable codes.

032 Roof Structure

0321 Pitched Roofs

Baseline:

1. Provide structural frame roof assemblies of wood or metal consisting of columns, beams/frame walls, rafters, and decking.
2. Provide trusses where clear spans are required or possible (gymnasiums, multipurpose, library, etc.).
3. Design roof assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads.
4. HSS shapes for columns/posts, W or HSS steel for beams/girders, open web trusses or engineered wood for rafters, and fluted sheet metal for decking form the basis of design.
5. Wood members functioning in the capacity of metal deck may wood structural panel or wood decking with appropriate span ratings as required by applicable building codes.
6. Provide protective coating on structural members as required by local conditions/codes.

Provisional:

7. Consider light-gauge steel, engineered wood (including GLB) or lumber for any component listed in the basis of design. Support light gauge steel and wood members and assemblies with appropriate cost analysis and justification (e.g., building dimensions and configurations with small spans).
8. Consider framed bearing walls in-lieu-of columns and beams/girders where cost effectiveness can be increased when considering the combination of systems in 0321 and 0411 Exterior Walls or 0321 and 0611 Fixed Partitions.
9. Consider a structural insulated panel (SIP), with or without embedded lumber, as required to meet code-specified loading. Support SIP assemblies with an appropriate cost analysis of the full substructure and 0321 roof structure analysis.

Premium:

10. Framed roof assemblies where total estimated 02 Substructure + 0321 Pitched Roofs cost exceeds other alternatives.

0322 Flat Roofs

Baseline:

1. Provide structural frame roof assemblies of wood or metal consisting of columns, beams/frame walls, rafters, and decking.
2. Provide trusses where clear spans are required or possible (gymnasiums, multipurpose, library, etc.).
3. Design roof assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads.
4. HSS shapes for columns/posts, W or HSS steel for beams/girders, open web trusses or engineered wood for rafters, and fluted sheet metal for decking form the basis of design.
5. Wood members functioning in the capacity of metal deck may wood structural panel or wood decking with appropriate span ratings as required by applicable building codes.

6. Provide protective coating on structural members as required by local conditions/codes.

Provisional:

7. Consider light-gauge steel, engineered wood (including GLB) or lumber for any component listed in the basis of design. Support light gauge steel and wood members and assemblies with appropriate cost analysis and justification (e.g., building dimensions and configurations with small spans).
8. Consider framed bearing walls in-lieu-of columns and beams/girders where cost effectiveness can be increased when considering the combination of systems in *0322* and *0411 Exterior Walls* or *0322* and *0611 Fixed Partitions*.

Premium:

9. Exposed structural members where cost analysis demonstrates a cost increase above 2% for the *0321* and *0322* systems.
10. Framed roof assemblies where total estimated *02 Substructure* + *0322 Flat Roofs* cost exceeds other alternatives.

0323 Special RoofsBaseline:

1. None; other special roof such as (occupied) roof decks, canopies, etc. are not anticipated.

Provisional:

2. Consider other special roofs when building loads, logistics, materials and construction may exclude other roof solutions. If a special roof is proposed, it must be supported with an appropriate cost analysis of the full superstructure.

Premium:

3. Other special roofs where total estimated *03 Superstructure* cost exceeds other alternatives.

033 Stairs**0331 Stair Structure**Baseline:

1. Provide stair structure assemblies for stairs and landings, of wood or metal consisting of stringers, treads, risers, connectors, beams/joists. Treads and landings may include concrete decking.
2. Design stair assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads (example: plate steel stringers with stiffening provided by treads and risers).
3. Provide stairs in the quantity prescribed by code and with dimensions not greater than 10% of code minimums.
4. Provide protective coating on structural members as required by local conditions/codes.

Provisional:

5. Consider up to one stair associated with a primary common area or public space that has 'architectural features' such as: no stair enclosure, concealed structure, concealed connections, open risers, cantilevered treads, integrated enhanced finishes, etc.

6. Consider alternative stair types where permitted by code for limited access such as alternating tread stairs.

Premium:

7. Stairs with any dimension greater than 10% of the minimum permitted under applicable codes.
8. More than one stair with ‘architectural features’.

0332 Stair Railings

Baseline:

1. Provide stair railing assemblies for stairs and landings, of wood or metal consisting of posts, rails, spindles/panels, shoes, and connectors.
2. Design railing assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads.
3. Provide railings in the quantity prescribed by code and with dimensions not greater than 10% of code minimums.
4. Provide protective coating on railing members as required by local conditions/codes.

Provisional:

5. Consider up to one stair railing associated with a primary common area or public space that has ‘architectural features’ such as: decorative posts, tempered glass panels, , concealed structure, concealed connections, open risers, cantilevered treads, integrated enhanced finishes, etc.
6. For stairs railings in high-visibility areas, consider stainless steel for all high-wear elements such as handrails and shoes to reduce long-term maintenance costs.
7. Where functionally and visually appropriate, consider stair railings with top rails at guardrail heights and separate handrails.

Premium:

8. Railings with any dimension greater than 10% of the minimum permitted under applicable codes except as noted.
9. More than one stair railing with ‘architectural features’.

0333 Ladders & Steps

Baseline:

1. Provide ladder assemblies of wood or metal consisting of rails, rungs, cages, and connectors.
2. Provide structural step assemblies in conformance with applicable provisions of *0331 Stair Structure*.
3. Design ladder assemblies (materials, size, spacing, etc.) for maximum efficiency in accordance with building codes and superimposed loads.
4. Provide ladders in the quantity prescribed by code and with dimensions not greater than 10% of code minimums.
5. Provide protective coating on ladder members as required by local conditions/codes.

Provisional:

6. Consider alternating tread stairs and other alternatives to ladders to improve access.

Premium:

7. Ladder and step materials not commonly accepted as ‘utilitarian’.

D. Design Criteria & Ratios**Criteria**

- All single-story structures and smaller (60,000 GSF or less) two story structures should utilize uniform loading structural systems (i.e. load bearing walls) wherever feasible.
- Building massing should limit exterior wall area and exterior exposure of large high bay spaces to wind loads.

Ratios

- (Reserved)

04. EXTERIOR CLOSURE**A. Building System Summary**

The **Exterior Closure** of a building consists of an assembly of components which isolate the interior spaces of a building from the exterior environment or modulate the interaction between those elements. In addition to its technical function, the sub-systems in this category are often the most visible elements of a building and work together to provide an aesthetic function. The department recognizes four sub-categories in this building system: **Exterior Walls & Soffits**, **Exterior Glazing**, **Exterior Doors**, and **Exterior Accessories**. Wall and soffit systems normally include framing, exterior and interior substrates and finishes, insulation, and various types of membrane barriers. Windows and doors integrate with the wall/soffit assembly. Where wall framing provides structural capacity, some exterior closure elements overlap with **Superstructure**. In addition, while roof systems provide a technical function that is nearly identical to Exterior Closure, the department recognizes **Roof Systems** as a separate major building system due to its unique complexities.

B. Design Philosophy

Exterior closure systems bear the brunt of Alaska’s harsh climate. They must be able to endure large variations in seasonal temperatures. While fraught with differing elements and junctions of such elements, the assembly must remain weather tight, even in Alaska’s extreme wind and rain. To achieve optimal performance, the exterior assembly should be constructed of quality materials and craftsmanship. Exterior closures should be designed holistically to control transfer of heat, air, moisture, vapor drive, daylight and noise. The construction of a high-performance exterior assembly is expensive, so the design of a school facility should strive to reduce the amount of exterior wall area that is to be constructed. This is not only cost-effective in terms of initial cost, but is also cost-effective in terms of operations, maintenance, and replacement costs. By reducing the area of the exterior closure system, the area for heat loss is reduced, the area to be painted or regularly

maintained is reduced, and when the exterior finish has reached the end of its useful life, the area to be replaced is reduced. All of these factors contribute to reduce the life cycle cost of the school facility.

Oftentimes, a facility's exterior closure system will also serve as part of the facility's structural system by transferring roof and floor loads to the foundation system. The use of an assembly that serves dual purposes is a helpful step toward the cost effective design of a facility. Wall assemblies constructed from dimensional lumber, structural insulated panels, metal studs, and concrete masonry units are all capable of serving this dual-purpose role as exterior closure and structural system. Each material assembly has its own strengths and weaknesses that require the designer to determine the systems appropriateness for a given project. However, as noted earlier, load bearing exterior wall systems deserve serious consideration on most projects.

C. Model Alaskan School

The Model Alaskan School includes exterior load-bearing walls with light-gauge steel members and structural wood panel sheathing. Insulation is a combination of fiberglass in the wall cavity and 2in of continuous board at the exterior. Air and vapor barriers complete the assembly. Siding is a primarily metal panel with some phenolic panel in a rain-screen assembly as an accent. Vents, flashings, and sealants complete the exterior. Gypsum wall board is used on the interior side of the assembly. Soffits are framed with nominal lumber, treated plywood and siding finishes were visible. Windows are metal-clad dual-pane insulating units with operable sections. Doors are hollow metal with insulated frames and high quality hardware including motor operated doors where required. Acceptable alternatives are detailed in the construction standards that follow.

041 Exterior Walls and Soffits

0411 Exterior Walls

Baseline:

1. Wall and soffit assemblies should be designed to consider life-cycle analysis, energy efficiency, durability, low or no required maintenance and overall costs of assemblies.
2. Materials used for exterior enclosures shall be of commercial grade, durable with an intended 20-year or longer usable life.
3. Consider use of a load-bearing exterior wall assembly where feasible. Wall assemblies constructed from dimensional lumber, structural insulated panels, metal studs, and concrete masonry units are all capable of serving this dual-purpose role as exterior closure and structural system.
 - a. Wood studs – CF-3, LCCA-3, Labor intensive.
 - b. Structural insulated panels CF-3 to 4 (better in remote locations), LCCA-3.
 - c. Metal Studs – CF-4, Thermal Bridging leads to more complex total wall assembly. LCCA=3.
 - d. Concrete masonry units CF-3 (rural location 1). LCCA-1. CMU become very expensive in rural location due to freight. CMU has addition LCCA cost for future renovation as it is difficult to remove/modify.

4. Exterior Cladding and Siding: Exterior material choices are numerous and diverse. When choosing cladding, careful consideration should be given to design guidelines listed above and coordinated with District design preferences. Products that require sealants and repeated paint and stain maintenance are discouraged. Products include:
 - e. Structural Insulated Panels (SIP): Overall thickness, surface thickness, and R-value appropriate to region and structural design intent. CF-3, LCCA-3
 - f. Metal Wall Panels: 24-gauge minimum thickness zinc-coated (galvanized) or aluminum-zinc alloy-coated sheet steel. fluoropolymer exterior finish with minimum 20-year finish warranty. CF-2, LCCA-2, (in rural locations overall wall system maybe more expensive as more layers of material are used in total system.
 - g. Insulated Metal Wall Panels (IMP): 24-gauge minimum thickness zinc-coated (galvanized) or aluminum-zinc alloy-coated sheet steel. fluoropolymer exterior finish with minimum 20-year finish warranty. R-value as appropriate to the climate and region. CF-2, LCCA-2
 - h. Phenolic Resin Panels: install per manufacturer’s instructions on recommended mounting and fastening systems. Specify colors and patterns proven to not fade over time due to ultraviolet radiation exposure. CF-4, LCCA-2
 - i. Fiber Cement Panels: install per manufacturer’s instructions on recommended mounting and fastening systems. CF-4, LCCA-2
 - j. Exterior Insulation Finish System (EIFS). Specify impact resistant mesh that will resist damage from projectiles. Provide flashing to prevent water intrusion into the system. Provide drainage layer behind insulation layer to allow moisture to escape if needed. CF-4, LCCA-2 to 4, (expensive to repair in rural locations).
 - k. Exterior Masonry: Can also serve as the structural system. Consider also as an exterior 4’ to 8’ high protective “wainscot” with different materials above. Avoid use in remote areas due to transportation costs. Schedule installation to avoid the need for temporary heat. Masonry or concrete walls should contain weep holes at the base of walls 8"-12" above finish grade, unobstructed, with insect screen. CF-3, LCCA-1 to 2
5. Wall Insulation: Types and R-values; the following values or those values tested from manufacturers may be used in determining R-values of wall assemblies.
 - l. Expanded Polystyrene (EPS) Board R-Value = 4.17 per inch CF-2, LCCA-2
 - m. Extruded Polystyrene (XPS) Board R-Value = 4.17 per inch CF-3, LCCA-3
 - n. Polyisocyanurate (Polyiso) Board R-Value = 5.6 per inch CF-2, LCCA-2
 - o. Glass-Fiber Batt Insulation R-Value = 3.16 per inch CF-1, LCCA-2
 - p. Glass-Fiber Batt Insulation (High Density) R-Value = 4.28 per inch CF-1, LCCA-2
 - q. Glass-Fiber Blown-In Insulation R Value = 3.7 - 4.28 per inch CF-1, LCCA-2
 - r. Mineral Wool Batt Insulation R-Value = 4.0 per inch CF-4, LCCA-2
 - s. Open Cell Spray Foam Insulation R-Value = 3.6 per inch CF-3, LCCA-3
 - t. Closed Cell Spray Foam Insulation R-Value = 6.0 - 6.5 per inch CF-3, LCCA-3
6. Continuous Exterior Insulation (CI): provide a continuous layer of insulation at the exterior side of the wall assembly. Protect CI with air/weather barrier and siding material in a rain screen assembly. Minimum R-Value of continuous insulation layer of R-7. Use CI to mitigate

- thermal conductance through wall structure. CF-1, LCCA-1 low first cost and significant LCCA advantage due to energy savings.
7. Vapor Retarders at Exterior Walls: Provide vapor retarder at the warm side of wall insulation with permeance rating not to exceed 0.13 perms, polyethylene, 6-10 mils thick. Where vapor retarder is not in direct contact with a cover material such as gypsum wallboard, vapor retarder shall have a flame-spread rating not to exceed 25 and a smoke density not to exceed 450. Ensure vapor retarder is continuous at wall to roof transitions. Minimize penetrations of vapor retarder.
 8. Vapor Retarders at Concrete Floor Slabs: Floor slabs on grade with non-permeable floor finishes should have a vapor retarder of 0.05 perms or less, polyethylene, 10-15 mils thick. Non-permeable floor finishes include (but are not limited to) epoxy, polyurethane, vinyl, linoleum, and rubber. Under slab vapor retarders must be durable enough to withstand construction activity. Penetrations should be detailed according to the manufacturer's instructions. Specifications should require measurement of slab relative humidity in accordance to meet the requirements of the floor finish manufacturer.
 9. Thermal Resistance: Insulation and minimum R-values of wall assemblies shall accommodate regional climate. Minimum wall assembly value in all Climate Regions is R-19.
 10. Exterior Air/Weather Barrier Systems: Self-adhering sheets, fluid applied membrane, or mechanically attached building wrap. Detail wall/roof intersection to provide continuous air/weather barrier system. CF-2 to 4, LCCA-2 to 3 (product vary in cost and performance)
 11. Impact Resistance at Exteriors: Provide impact resistant material up to a minimum of four feet above ground height. CF-3, LCCA-3
 12. Corrosion Resistance: Consider local risks of corrosion from environmental or industrial sources.
 13. Graffiti Resistance: Enable the removal of graffiti without damage to the appearance, finish, and durability of the substrate.
 14. Acoustics: Consider local conditions for requirements.
 15. Building massing should limit exterior exposure of large high bay spaces to wind loads.
 16. Design flashing details as per Sheet Metal and Air Conditioning Contractors' National Assoc. (SMACNA) flashing recommendations to prevent water infiltration into the wall.
 17. Design simple, cost effective steel, concrete, or masonry lintels. Specify galvanized at exterior steel lintels.
 18. Do not use paper or organic products that support mold growth when wet in any exterior wall assembly.

Provisional:

19. Avoid materials that require paint or sealers to prevent water intrusion.
20. Impact Resistance: Provide impact resistant material up to a minimum of eight feet above ground height. CF-1, LCCA-1
21. Avoid masonry veneer. CF-3, LCCA-2
22. Consider power and data raceways at exterior walls to reduce the number of penetrations in the vapor retarder.
23. Insulated Metal Wall Panels (IMP) with addition of air/weather barrier directly behind the IMP for additional protection. Air/Weather Barrier CF-1, LCCA-1

Premium:

24. Glazed bricks, cast stone, “architectural” finish cast-in-place concrete. Cost prohibitive in most rural applications CF-4, LCCA-3
25. Precast concrete Cost prohibitive in rural application due to freight and need of large equipment to handle. CF-3 to 4 LCCA-2.
26. Granite, slate, or other stone that is more expensive than common masonry. CF-5, LCCA-2
27. Lead-coated copper, stainless steel, zinc, or other metal shingles and siding products. CF-4, LCCA-1, may have application in saltwater environments.
28. Ceramic, porcelain, or other tile products that are more expensive than common brick. CF-3 to 4, LCCA-2
29. Enamel panels or other manufactured curtain wall products. CF-4, LCCA-3
30. Exterior porcelain tile, glass tile, or glass cladding systems. CF-4, LCCA-3
31. Composite stone veneer cladding CF-4, LCCA-3 weight of material is problematic in rural locations.
32. Channel glass facades. CF-5, LCCA-4

0412 Facias & SoffitsBaseline:

1. Soffits such as at overhangs: Provide the following:
 - a. Siding material as described in Siding and Cladding, item 4 above.
 - b. Exterior Air/Weather Barrier System as described in item 12 below.
2. Soffit areas that separate exterior space from heated space: This construction should be avoided or minimized. Where used in fire sprinklered buildings, and the size of the soffit requires sprinkler coverage, sprinkler piping must be in a heated space or a dry sprinkler system provided.
3. Buildings located in some regions are recommended to be elevated based on local geotechnical and climatic condition. In such a structure, where the space underneath the building is exposed to the elements, consider enclosure with sheathing or another weather-resistant covering.
4. Consider structural insulated panels (SIPs), which are all capable of serving a dual-purpose role as exterior closure and structural system. CF-3, LCCA-3
5. Exposed underside of SIPs:
6. Plywood bottom surface
7. Provide coverage of any exposed foam insulation with intumescent paint.
8. Moisture Resistance: Provide vapor retarder to inside of insulation.
9. Thermal Resistance: Insulation and minimum R-values to accommodate regional climate.
10. Provide barrier system (skirting) to prevent public access to underside of building for fire-safety prevention. CF-1, LCCA-1
11. Chain link fence

Provisional:

12. (Reserved)

Premium:

13. Building skirting:
 - a. Perforated metal panel or CF-4 LCCA-2
 - b. Welded wire fabric. CF-4 LCCA-2
14. Metal panel siding on underside of SIPs. CF-2 LCCA-1

0413 Curtainwalls & Non-bearing WallsBaseline:

1. Provide exterior curtainwall assemblies where cost effective in schools exceeding two stories.

Provisional:

2. Consider glazing options other than structural silicone such as mechanically keyed gaskets.

Premium:

3. Curtainwall systems in one and two story schools (see *0422 Storefronts* as an acceptable alternative).

042 Exterior Glazing**0421 Windows**Baseline:

1. Provide glass thickness and safety glass materials appropriate to safety risk, energy performance requirements and local conditions, including wind loads and internal air pressures, deflections, safety and code compliance.
2. Conduct life cycle analysis and collect detailed warranty information on vinyl, vinyl-clad, and fiberglass windows for DEED review and approval prior to incorporation into the design. CF-3
3. Exterior windows must have insulated glazing system (outer glazing low E coating with an air space and interior glazing that meets latest adopted edition of IBC for wind pressures). Consider building energy efficiency, interior glare, daylighting, acoustic performance, and security when selecting exterior window and glazing systems. Consider high performance glazing units with high visible light transmittance for better daylighting and a low solar heat gain coefficient (SHGC) in accordance the National Fenestration Rating Council.
4. Exterior glazing: area recommended not to exceed 10% of the entire exterior closure area. Consider a balance of natural lighting, view, solar gain and heat loss.
5. Glazing in windows in high-traffic areas and vandal-prone areas should provide an appropriate level of impact resistance.
6. To simplify replacement of broken units, avoid individual glass pieces larger than 4 feet in width or 6' in height.
7. Exterior windows constructed with thermally broken frames to reduce heat loss and prevent thermal conduction.
8. Provide commercial-grade windows. Provide prefinished exterior surfaces as opposed to field finished or painted options.
9. Provide casement and awning windows with screens at operable vents. Casement and awning windows must not be oversized and must be easily opened by crank mechanisms. Do not

locate operable windows at locations where persons can accidentally strike the frame of an open window. Provide adequate number of locking points to provide positive closure

10. Specify windows with sub-frame construction for efficiency and to resist water penetration.

Provisional:

11. Consider single or double hung windows with window screens in appropriate climates (primarily zones 6 and 7) as a character defining feature of an existing building or as an historic treatment. CF-3, LCCA-3
12. Consider specifying high-performance glazing as determined by orientation and energy modeling. CF-4, LCCA-TBD Depending on glazing price of windows can double, LCCA analysis of the systems vary.
13. Consider polycarbonate covers at windows susceptible to vandalism and in remote areas where window replacement is not readily available.

Premium:

14. Stainless steel, mahogany, teak, or exotic hardwood windows, skylights, or doors.
15. Triple-glazed windows in climate zones 6 and 7 without an LCCA.
16. Bullet-resistant glass. Consider providing UL 752 Ballistic Rating of Levels 3 through 7. Degree of ballistic protection level should be determined by school district or community policy and design parameters for each school.
17. Any manufacturer's non-standard window sizes.
18. Any windows of special sizes requiring manufacturer's premium costs.
19. Silicone glazing systems, butt glazing systems, or double wall glazing systems.
20. Non-standard colors or finishes on windows that require manufacturer's premium costs.
21. Glazed channel glass wall systems.
22. Arched or complex windows and frames.

0422 Storefronts

Baseline:

1. Provide thermally broken aluminum frames or aluminum clad wood frames in storefront systems for larger window installations. CF-4, LCCA-3
2. Provide engineered systems from the manufacturer.

Provisional:

3. (Reserved)

Premium:

4. Storefront systems with glazing extending less than 15in above floor level.

0423 Structural Window Walls

Baseline:

1. None.

Provisional:

2. None.

Premium:

3. Structural glazing systems of any size.

0424 Translucent PanelsBaseline:

1. X.
2. X.

Provisional:

3. X.

Premium:

4. X.

043 Exterior Doors**0431 Personnel Doors**Baseline:

1. Exterior doors shall be water-tight, weather-tight, and protected from climatic influences, including rain and strong winds.
2. Exterior doors subject to continual heavy use must be constructed both for strength and resilience against wear, and against accidental and deliberate damage. Sufficiently robust to provide appropriate building security and to withstand high traffic conditions without stress or damage to the door, glazing or hinges. Specify exterior doors with fully welded metal frames. Avoid “knock-down” frames at exterior doors.
3. Door materials include:
 - a. Insulated, fully galvanized steel, primed and painted. CF-2, LCCA-1
 - b. Fiberglass, especially suitable for coastal, salt environments, climate zones 6 and 7.
 - c. Aluminum, factory finish CF-2, LCCA-1
4. Avoid the use of fully glazed door systems
5. Specify Grade 5 exterior door hardware with stainless steel components and no plastic components in hinges, locks, panic hardware, or lever handles. CF-4, LCCA-1
6. Specify exterior doors with fully welded metal frames. Avoid “knock-down” frames at exterior doors. CF-3, LCCA-1
7. Provide electronic locks and controls at exterior doors where required for security.

Provisional:

8. Specify 42" wide doors only at limited locations when functionally necessary such as at service doors. CF-2, LCCA-1
9. When selecting exterior materials for remote communities consider the site-specific local complexities of construction logistics.

Premium:

10. Non-standard colors or finishes on doors that require manufacturer’s premium costs. CF-4, LCCA-2

11. Stainless steel doors or frames. CF-4, LCCA-1

0432 Special Doors

Baseline:

1. X.
2. X.

Provisional:

3. X.

Premium:

4. Non-standard doors that are higher than 84" or wider than 36" – other than service doors. CF-4, LCCA-1
5. Any doors of special sizes requiring manufacturer's premium costs. CF-4, LCCA-1
6. Overhead doors except at service/delivery. CF-3, LCCA-3
7. Bullet-resistant doors. Consider providing UL 752 Ballistic Rating of Levels 3 through 7. Degree of ballistic protection level should be determined by school district or community policy and design parameters for each school.

044 Exterior Accessories

0441 Louvers, Screens & Shading Devices

Baseline:

1. Louvers: specify internally draining style. In all climate zones, in high wind environments provide protective exterior wall mounted hoods to prevent accumulation of rain, snow and ice within louvers.
2. Hoods shall be galvanized and painted metal or stainless steel with sloped tops.

Provisional:

3. Screening enclosures at services areas and dumpsters: cedar fencing, front of the enclosure may have a gate, however, may also be left open for ease of access.
4. Light Shelves: at large window areas to reduce interior glare and solar heat gain, primarily at south and west facing facades. Light shelves may be pre-manufactured as part of the window system or "stick built".

Premium:

5. Light shelf on the interior side of windows can deflect solar gain and also reflect light upward to augment or reduce artificial light needs.

0442 Balcony Elements

Baseline:

1. Guardrails and handrails: Provide at locations and construction as required by IBC. Materials include galvanized, galvanized and painted or high performance coated steel; aluminum (bare or coated); treated wood or combinations of the above.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

0443 Other Exterior AccessoriesBaseline:

1. X.
2. X.

Provisional:

3. X.

Premium:

4. X.

D. Design Criteria & Ratios**Criteria**

- All single story structures and smaller (60,000 GSF or less) two story structures should utilize a load bearing exterior wall assembly wherever feasible.
- Building massing should limit exterior exposure of large high bay spaces to wind loads.
- The footprint, configuration, and structural grid should be simple and straightforward, without complex geometries.
- Exterior walls should be straight, with few, if any, curves. Avoid complex configurations with unnecessary corners and changes of materials.
- DEED-adopted energy codes will have a significant influence on envelope design and must be complied with in the most cost-effective way possible.

Ratios

1. School facilities less than 20,000 GSF shall have a maximum exterior closure area (excluding roof soffits) to GSF ratio of .8 and a maximum number of one exterior door leaf per 2000 GSF.
2. School facilities between 20,000 and 40,000 GSF shall have a maximum exterior closure area (excluding roof soffits) to GSF ratio of .7 and a maximum number of one exterior door leaf per 2500 GSF.
3. School facilities greater than 40,000 GSF shall have a maximum exterior closure area (excluding roof soffits) to GSF ratio of .6 and a maximum number of one exterior door leaf per 3000 GSF.
4. Exterior glazing area shall not exceed 10% of the exterior closure area.

05. ROOF SYSTEMS

A. Building System Summary

The **Roof Systems** of a building consists of an assembly of components which protect the building's structure and interior spaces from precipitation of all types and work together to control and remove that precipitation. It also isolates the interior spaces of a building from other exterior environmental factors such as temperature. The department recognizes three sub-categories in this building system: **Pitched Roof, Flat Roof, and Roof Accessories**. The sub-systems under these categories include the components associated with each roofing system including the roofing material, and collection and drainage features. Roof accessory components such as hatches and skylights, and curbs for mechanical equipment are also in this section. Roofs which also serve as walkable/usable decks and components associated with vegetative roofs would be assessed in this section. Roof systems interface with **Exterior Closure** and **Roof Structure** but have little to no component overlap. Unlike **Exterior Walls & Soffits** where an interior wall substrate is part of the wall assembly, all interior ceilings are assigned to **Ceiling Finishes**.

B. Design Philosophy

One of the most challenging building systems on Alaskan school facilities is the roof system. Achieving high-performing roofs with long lifespans can be difficult. Failed roofs, especially those which allow water to penetrate interior spaces are a distraction to students and educators. In addition, they degrade building structural systems and finishes, oftentimes creating damages whose repair costs dwarf the repair cost of the leak itself. Many school districts' maintenance staffs spend an inordinate amount of time chasing roof leaks and repairing the damage they have created. But roof issues aren't just limited to leaks. The insulating property of a facility's roofing system is also an important design consideration. As the primary point of heat loss, the design and construction of the roof system must be designed in response to Alaska's climate zones.

The easiest way to reduce the potential roofing problems and initial construction cost of a high-performance roofing system is to reduce the area of roof to be constructed. By decreasing the roof area of a facility, the annual roof maintenance effort is reduced, thus reducing the system's maintenance cost. Often these types of reductions can only occur when considering multi-story versus single-story buildings. Following size, reducing roof complexity is the next most important factor when designing for cost effectiveness. The footprint, configuration, and structural grid should be simple and straightforward, without complex geometries. Water-shedding pitched roofs offer the best performance in areas of high rainfall but can reach performance limitations on schools with large roof areas. Successful, cost-effective use of low-slope roof systems has been proven in most Alaska climate zones, however, these roofs are the most dependent on high quality materials and excellent installation.

C. Model Alaskan School

The Model Alaskan School includes a pitched roof system consisting of concealed fastener metal roofing over fire-treated plywood sheathing and 8in of rigid insulation. Vapor barriers, ice and water shield, and flashing complete the assembly. Acceptable alternatives are detailed in the construction standards that follow.

051 Pitched Roofs

Baseline:

1. Recommended pitch for major portion of roofs is 3 in 12 to 6 in 12. Where the size of the structure in a pitched roof design causes an excessive volume of unused attic space consider changing to a low slope roof design.
2. Snow shedding: On roof materials prone to snow shedding carefully consider the discharge areas to provide occupant safety and to avoid damaging nearby surfaces. Snow shedding shall not occur at any door, including service and maintenance doors.
3. Gutters and downspouts: Where needed to control run off provide commercial grade gutter and downspouts. Ensure downspout discharge is in a controlled drainage system. Do not discharge run-off over sidewalks or other pedestrian circulation.
4. Roof penetrations: minimize the number of roof penetrations. Where possible, sidewall penetrations such as mechanical intake and exhaust are preferred. On metal roof surfaces locate necessary penetrations near to the ridge to minimize risk of sliding snow damage. Provide heavy gage snow diverters above penetrations where shedding may damage penetrations.
5. Installation detailing shall consider and accommodate thermal expansion and contraction.
6. Roof Materials: When choosing roofing systems, careful consideration should be given to design guidelines listed above and coordinated with District design preferences
 - a. Standing Seam Metal Roofs: Sheet material, 24 gauge minimum in portable roll formed or factory formed profiles. Base metal aluminum-zinc alloy coated hot-dipped process and prepainted. Preferred 2-coat fluoropolymer finish system, 20-year warranty on the finish. Avoid large roofs where metal lengths exceed practical lengths due to shipping, handling and machine roll forming considerations. Avoid field splices. CF-3, LCCA-3
 - b. Insulated Metal Roof Panels (IMP). Overall thickness, surface thickness, and R-value appropriate to region and structural design intent. CF-3, LCCA-3
 - c. Asphalt Shingles: asphalt coated glass felt, mineral granule surfaced, Class A fire resistance. Installation must be rated for site wind conditions. 35 year warranty. Do not specify residential grade shingles. CF-1, LCCA-3
 - d. Structural Insulated Panels (SIP) covered with an approved roofing option: Overall thickness, surface thickness, and R-value appropriate to region and structural design intent. Provide ventilation space above SIP. C-2, LCCA-2
 - e. Underlayment: self-adhering polymer-modified asphalt sheet, 40 mil total thickness, polyethylene sheet top surface, specify slip resistant top surface when needed for safe installation. CF-2, LCCA-1
7. Roof Insulation: Types and R-values; the following values, or tested values from manufacturers may be used in determining R-values of roof assemblies.
 - a. Expanded Polystyrene (EPS) Board R-Value = 4.17 per inch CF-2, LCCA-1
 - b. Extruded Polystyrene (XPS) Board R-Value = 4.17 per inch CF-3, LCCA-1
 - c. Polyisocyanurate (Polyiso) Board R-Value = 5.6 per inch CF-2 to 3, LCCA-1
 - d. Glass-Fiber Batt Insulation R-Value = 3.16 per inch CF-1, LCCA-1
 - e. Glass-Fiber Batt Insulation (High Density) R-Value = 4.28 per inch CF-1, LCCA-1

- f. Glass-Fiber Blown-In Insulation R Value = 3.7 - 4.28 per inch CF-1, LCCA-1
 - g. Mineral Wool Batt Insulation R-Value = 4.0 per inch CF-3, LCCA-1
 - h. Open Cell Spray Foam Insulation R-Value = 3.6 per inch CF-3, LCCA-1
 - i. Closed Cell Spray Foam Insulation R-Value = 6.0 - 6.5 per inch CF-4, LCCA-1
8. Ventilation: provide ventilation openings equal to or exceeding building code requirements for the roof area to be ventilated. Ensure the structure and associated blocking does not impede air movement. In high wind areas provide design to mitigate infiltration of wind driven rain, snow or ice crystals through use of filters and/or baffle design at ventilation openings. Provide weep holes, or similar, to allow escapement of moisture accumulation such as at ridge vents.

Provisional:

- 9. Attachment: Fasten sheet metal roofing to supports with concealed clips at each standing-seam joint, avoid exposed fastener systems.
- 10. Provide (2) layers of underlayment at slopes of 2 in 12 or less. CF-1, LCCA-1
- 11. At asphalt shingle installations, minimum of one daub of roofing cement at each shingle, one inch in diameter, to prevent wind uplift
- 12. Asphalt Shingles: asphalt coated glass felt, mineral granule surfaced, Class A fire resistance. Installation must be rated for site wind conditions. 50 year warranty.

Premium:

- 13. Polyurethane Foam (PUF) roof assemblies.
- 14. Metal shingles and tiles – required DEED review and approval
- 15. Clay or ceramic roof tiles - require DEED review and approval
- 16. On large roof areas served by gutters: Gutter system large enough to walk in and with safety rail along the side of gutter and tie offs for cleaning.

052 Flat Roof**Baseline:**

- 1. Low slope roofs to be exposed membrane over coverboard, insulation, vapor retarder and thermal barrier board over structural deck. Specify roofs with extended warranties with 20-year minimum life. CF-3, LCCA-3
- 2. Assemblies should be fully adhered systems. Mechanically attached systems may be used when conditions do not allow for fully adhered. In a mechanically attached system provide self-healing vapor retarder to reduce impact of attachment penetrations through the system.
- 3. Slope of the surface membrane to drain is 3/8 inch per foot preferred, 1/4 inch per foot minimum. Calculate slope of valleys at tapered crickets to maintain positive drainage.
- 4. Membranes:

Note, membranes requiring heated asphaltic products may not be practical in remote locations due to transportation costs and logistics.

 - a. Ethylene propylene diene monomer (EPDM) single ply membrane, 60 mil, internally reinforced. CF-2, LCCA-2
 - b. Ethylene propylene diene monomer (EPDM) single ply membrane, 90 mil, non-reinforced. CF-2, LCCA-2

- c. Asphaltic built-up, 5-ply (BUR) consisting of base sheet, 3 ply sheets plus cap sheet. CF-4, LCCA-3
 - d. Asphaltic mineral cap built-up, 5-ply (MCBUR) consisting of base sheet, 3 ply sheets plus mineral cap top sheet. CF-4, LCCA-3
 - e. Weldable Thermoplastic Polyolefin (TPO) single ply membrane CF-3, LCCA-2
 - f. Weldable Thermoplastic Polyvinyl Chloride (PVC) single ply membrane CF-3, LCCA-2
 - g. Modified Bitumen, multi-ply membranes CF-4, LCCA-2
5. Insulation: See 5.A.7 above for insulation types and R-values.
 6. Roof drains: Provide code required secondary overflow drains. Connect to internal rain leaders leading to storm drain system where available. Provide insulation sump at roof drains. Rain leaders may lead to dry wells or to daylight where storm drains are not available. Avoid the use of scuppers except for secondary overflow drains. Provide rock/debris screening at any discharge pipes where accessible from ground level. Provide measures to prevent freezing around roof drains such as reduced R-value around drains, minimum R-value around drains is R-12. Use heat trace as a last option.
 7. Use cast iron dome strainers on roof drains. Do not use plastic.
 8. Specify insulated roof drain sumps to prevent condensation from forming inside the building.
 9. Do not discharge water, snow, and ice along the face of the walls. Design systems to prevent water from sheeting down across the face of exterior walls or splashing against exterior walls at grade.
 10. Parapets: Top of parapet to be minimum 12" above the roof surface. Roof membrane to lap up and over the parapet and be protected by a cap flashing. Cap flashing to be held by a continuous wind cleat, fastened at an on-center distance capable of resisting site-specific wind conditions.
 11. Minimize roof penetrations through the roof membrane. All roof penetrations to be made by certified installers with approved roofing manufacturer's details. Avoid "shelves" on the exterior faces of parapet that might hold ice to prevent potential of falling and personal injury and to avoid melting and staining down the face of the wall.
 12. Mechanical equipment curbs should have diversion crickets to maintain rainwater flow and avoid damming. Elevate mechanical equipment a minimum of 18" above the roof surface. Locate mechanical air intakes a minimum of 24" above the roof surface.

Provisional:

13. EPDM, 90 mil, single ply membrane. CF=3, LCCA-3
14. At BURs – Built-up bituminous roofing: asphalt saturated glass fiber felts, four ply plus base sheet. CF-4, LCCA-4
15. Consider installing electric heat trace and insulation on roof plumbing vents.
16. Where possible, achieve roof slope by sloping the building structure to reduce the quantity of tapered insulation.
17. Minimize complex and multiple roof levels in the building design.

Premium:

18. Roof warranties exceeding 30 years
19. Liquid Applied Membranes (LAM) CF-3

20. Any colored roofing system other than manufacturer’s standard colors CF-4, LCCA-1
21. Green/vegetative roofs. CF-5, LCCA-5

053 Roof Accessories

Baseline:

1. Provide OSHA compliant rooftop safety railings where rooftop equipment requires access within 10 feet of a roof edge.
2. Design roof hatches for maintenance large enough to accommodate individuals equipped with full emergency gear or service personnel with supplies and toolboxes.
3. Design roof access with regular stairways or alternating tread stairs, not by ship’s ladders or exterior roof ladders whenever possible.
4. Provide snow guards to prevent large accumulations of snow and ice from shedding. CF-1, LCCA-1

Provisional:

5. Skylights are discouraged with preference given to vertical glazed clerestories. Locate base of glazing minimum 24” about roof surface
6. Permanently mounted safety harness tie offs CF-1, LCCA-4

Premium:

7. Roof deck plazas with pavers and protective railings, walls and supports.

D. Design Criteria & Ratios

Criteria

- Multi-story construction shall be considered and presented as a schematic design option for all school structures over 40,000 GSF
- Hot roof design is preferable to a vented cold roof especially in facilities possessing a wood structural system
- Roof penetrations will be minimized by consolidation of plumbing vents and other systems where possible
- Roof penetrations will be located near the ridge or top of the roof slope to reduce potential snow damage and roof leaks
- Roof design shall be simple and not broken into planes or cut-up by unnecessary dormers
- Water shedding roof systems shall be constructed at a minimum of a 3:12 slope
- Metal roof with exposed fasteners are not to be utilized on new construction or replacement roof projects.

Ratios

1. (Reserved)

06.INTERIORS

A. Building System Summary

The **Interiors** of a building consists of elements that divide buildings into different rooms and spaces and the fittings and finishes in those rooms and spaces which contribute to their special function. It does not include mechanical and electrical systems. The department recognizes six sub-categories in this building system: **Partitions/Soffits, Special Partitions, Interior Openings, Special Floors, Interior Finishes, and Specialties**. The sub-systems under these categories include the components needed to construct walls, provide openings in those walls such as doors and windows, and provide appropriated finishes to all the surfaces including ceilings, walls, and floors. Interiors systems interface primarily with **Mechanical** and **Electrical** systems which are often embedded in or attached to **Interiors** elements.

B. Design Philosophy

Interior partitions, soffits, openings, finishes, and specialties typically account for ~10-12 % of a project's total construction cost. In a traditional school design, the cost of partitions and doors are fairly consistent. However, the use and quantity of special partitions such as glazing and movable partitions varies between school designs and can significantly impact the cost of the interiors. The use and quantity of casework also varies between school designs, thus affecting the project cost. The material choice and specification of interior floor, wall, and ceiling also plays a large part in determining the cost of a project's interiors.

C. Model Alaskan School

The Model Alaskan School includes light-gauge steel framing members enclosed with gypsum wall board, or other substrates suitable to the finish applied. Solid core wood doors in hollow metal frames are standard, complete with hardware. Vertical coiling grills are used in select locations. Glazing consists of relites in hollow metal frames, and specialties include partitions in toilet rooms, lockers, white boards, tack boards and signage. Fire extinguishers and cabinets are provided when required. Finishes include carpet, tile and rubber flooring, paint, tile, and FRP walls, and suspended and glue-on acoustic ceilings. Acceptable alternatives are detailed in the construction standards that follow.

061 Partitions/Soffits

0611 Fixed Partitions

Baseline:

1. Specify interior construction materials of high durability, low maintenance, and an expected life span of 30 years.
2. All walls to be durable and provide the appropriate STC ratings for school spaces (per ANSI/ASA S12.60 on Classroom Acoustics).
3. Standard partition construction will be 20-gauge metal framing sized for needed wall cavity widths, 5/8" gypsum wall board each side, taped, mudded and finished to Level 4. Add the following: CF-3 LCCA-3
 - a. plywood sheathing where required for shear CF-2 LCCA-1

- b. wood blocking as permitted by code where required for wall-mounted accessories CF-2 LCCA-1
 - c. 18-20 ga metal backing if wood is not permitted CF-3 LCCA-1
 - d. cementitious backer board where installing wall tile CF-3 LCCA-1
 - e. acoustical insulation, resilient channel, and sealant where required for STC ratings CF-3 LCCA-1
 - f. impact resistant GWB or surface applied impact resistance at high-traffic areas
4. Partitions to be easy to maintain and easily cleanable
 5. High traffic areas to be impact resistant CF-4 LCCA-1
 6. Provide expansion/control joints as required
 7. Gymnasium wall finishes to have hard surfaces below 8' to allow for rebound of balls. Cost and LCCA vary on types of surfaces
 8. Non-porous, easily cleanable surfaces for food services areas. Ceramic or porcelain tile wainscot to 4'-0" A.F.F. at a minimum for wet areas. Provide full height ceramic tile at grease-prone areas. CF-3 LCCA-3

Provisional:

9. Concrete masonry walls where cost effective and deemed essential by design team (may need LCCA) CF-3 to 5 in rural locations LCCA-1
10. Wood framed walls where more cost effective. CF-3 LCCA-3
11. At glazed porcelain and/or ceramic tile, consider use of manufactured metal trim pieces at base, corners, and terminations. CF-1 LCCA-1
12. Acoustical panels: fabric wrapped panels or paint-grade wood fiber strand board CF-1 LCCA-2

Premium:

13. Radiused and curved walls.
14. Walls that exceed the minimum STC rating for school spaces
15. Walls that use both impact resistant GWB and an impact resistant applied wall finish

0612 Soffits & Ceilings**Baseline:**

1. Standard soffit construction will be 20-gauge metal framing, cold rolled channel, or fabricated metal suspended-ceiling systems sized for anticipated loads and spans, 5/8" gypsum wall board, taped, mudded and finished to Level 4. Add the following:
 - a. additional gypsum wall board where required for fire resistance CF-3 LCCA-3
 - b. wood blocking as permitted by code where required for wall-mounted accessories CF-2 LCCA-1
 - c. 18-20 ga metal backing if wood is not permitted CF-3 LCCA-1
 - d. acoustical insulation, resilient channel, and sealant where required for STC ratings
2. Soffits to be easy to maintain and easily cleanable.
3. High traffic areas to be impact resistant CF-4 LCCA-1
4. Provide expansion/control joints as required

Provisional:

5. (Reserved)

Premium:

6. (Reserved)

062 Special Partitions

0621 Operable Partitions

Baseline:

1. None.

Provisional:

2. None.

Premium:

3. Operable partitions or large sliding doors.

0622 Demountable Partitions

Baseline:

1. (Reserved)

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

0623 Glazed Partitions

Baseline:

1. (Reserved)

Provisional:

2. Consider 2-way mirrors in observation areas; safety glazing.

Premium:

3. (Reserved)

0624 Railing & Screens

Baseline:

1. (Reserved)

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

063 Interior Openings

0631 Personnel Doors

Baseline:

1. Interior doors systems shall be readily available and have a wide variety of offerings including acoustical, fire rated, hollow metal and flush wood veneer. CF-varies LCCA-varies
2. All doors within public use areas to be ADA compliant.
3. All swing doors throughout to have ADA compliant, lever-style, commercial grade hardware.
4. Overhead doors at food service pass-throughs, shop areas, or for separating zones ; lockable
5. Specify interior doors with welded metal frames in all new construction. “Knock-down” frames are discouraged. CF-3 LCCA-3
6. Standard door assemblies to be solid core, factory-finished wood doors and painted hollow metal frames, with fire resistive ratings as required by code. 1 ¾” 16 gauge insulated hollow metal doors may be used in lieu of wood; metal doors should be used in PE, shops, gym, labs and locker rooms.
 - a. Provide glass vision lite kits and/or louvre openings as indicated by ed specification and/or program.
 - b. In un-rated assemblies, provide ¼” clear tempered glass door inserts and relites.
 - c. Vision Lite kits within doors to have 18 gauge cold rolled steel frames with mitered and welded corners and should utilize standard sizes: 6”x27”, 12”x12”, 24” x 24”, 24” x 36”, 24” x 60”.
7. Door hardware in a variety of configurations including, but not limited to:
 - a. Office sets: full-perimeter gaskets and door bottom with neoprene element, office lockset, wall or floor stop
 - b. Storage sets: full-perimeter gaskets and door bottom with neoprene element, storage lockset, wall or floor stop, closer, kickplate.
 - c. Classrooms: full-perimeter gaskets and door bottom with neoprene element, closer, wall or floor stop, lockdown locking mechanism
 - d. Gymnasium doors or sets of double doors used to close down portions of the school: panic hardware, closers, kickplates, locking doors (manual or card reader), floor or wall stops where possible, overhead stops where floor/wall stops are not possible and full-perimeter gaskets and door bottom with neoprene element. Double doors should not have astragals. CF-3 LCCA-3
 - e. ADA/Unisex single-toilet room doors: full-perimeter gaskets and door bottom with neoprene element, lockset with occupied indicator, and a wall or floor stop.
 - f. Teacher work and support spaces: silencers, proximity card readers, closer, and a wall or floor stop

Provisional:

8. All classroom doors to have closers, with closing mechanism to be mounted on the classroom side to allow for locking devices to be applied in the event of lockdown situations.
9. Door glazing insert kits in a variety of sizes, safety glazing. CF-3 LCCA-3
10. Consider single or double intercommunicating doors between classrooms. CF-3 LCCA-2

Premium:

11. Non-standard doors that are higher than 84" or wider than 36". CF-4 LCCA-2
12. Any doors or windows of special sizes requiring manufacturer's premium costs. CF-4 LCCA-2
13. Non-standard colors or finishes on doors that require manufacturer's premium costs. CF-4 LCCA-1

0632 Special DoorsBaseline:

1. (Reserved)

Provisional:

2. (Reserved)

Premium:

3. Motorized overhead doors with glazing used as space dividers walls between classrooms. CF-4 LCCA-4.
4. Bullet resistant doors & glazing; UL Listed Level 1- Level 3 is acceptable. CF-5 LCCA varies.
 - a. UL 752 - Level 1 - protects against 9mm full metal copper jacketed with lead core. No spall, no penetration.
 - b. UL 752 – Level 2 – protects against .357 Magnum jacketed lead soft point. No spall, no penetration.
 - c. UL 752 – Level 3 – protects against .44 Magnum lead semi-wadcutter gas checked. No spall, no penetration.

0633 Windows & SidelitesBaseline:

1. Limit the size of windowpanes and relites to standard sizes: 18, 24, 36, 48, 60 inches wide by 18, 24, 36, 48 or 60 inches high. Limit overall size of windowpanes; use multiple smaller windows in lieu of one large window. Glazing/relites adjacent to doors can go up to 84 inches high.
2. Relite and frames to be painted hollow metal, with fire resistive ratings as required by code.
3. Window & relite frames and sills to be paint grade. CF-3 LCCA-3

Provisional:

4. X.

Premium:

5. Silicone glazing systems, butt glazing systems or double wall glazing systems.
6. Arched or complex windows and frames.
7. Non-standard relites and vision lite kits.
8. Ballistic and blast mitigation coatings or films.

064 Special Floors

0641 Access Floors

Baseline:

1. (Reserved)

Provisional:

2. (Reserved)

Premium:

3. Raised floor raceway systems. CF-3 LCCA-3.

0642 Platforms & Stages

Baseline:

1. (Reserved)

Provisional:

2. Provide floors in stage/platform areas appropriate for a variety of performances: dance performances, vocal/music performances, etc. Floors, where required by the program, shall be a cost-effective, self-install sprung floor, resilient finish panel system designed for permanent installation. CF-4 to 5 LCCA-3

Premium:

3. Auditorium sprung floor panel system with hardwood surfaces.

065 Interior Finishes

0651 Floor Finishes

Baseline:

1. Selected finishes to be sustainable and contribute to a healthy, productive learning environment. Evaluate products for recycled content, recyclability, waste reduction, energy efficient maintenance, low VOC content and post-installation product emissions.
2. Specify applied finishes shall be easy to clean and resistant to moisture and mold/bacterial growth.
3. Resilient flooring such as linoleum, sheet vinyl, rubber flooring or VCT is preferred for hallways/corridors, art classrooms, storage rooms and other locations where carpet is not ideal.
 - a. Resilient floor materials to be low-voc, use low-voc adhesives and be compatible with low-voc, water based solvents/cleaning agents.
 - b. All resilient materials shall be commercially rated for heavy-duty wear.
 - c. Resilient sports flooring to have striping for common indoor sports played within the district.
 - d. Science labs to have chemical resistant flooring.
 - e. Provide static dissipative flooring where required by the program.

4. Carpet tiles are preferred for office and classroom spaces throughout (exception: labs and art rooms)
 - a. Carpet tile should have a high wear / TARR rating, stain resistance and cleanability; carpet to have moisture impervious backing
 - b. Carpet tiles should have a minimum of 25% recycled content and a minimum of 17 ounce face weight.
 - c. Carpets to be low-voc, use low-voc adhesives and be compatible with low-voc, water based solvents/cleaning agents.
5. Adhesives and sealants used in the building interior (inside the exterior moisture barrier) must be low VOC.
6. Provide a walk-off mat system at every main entrance.
7. Standard resilient wall base should be use throughout office, classroom, and hallway areas with slight modifications based on the rooms.
 - a. Tile base where walls are receiving tile applications.
 - b. Resilient sheet cove base with top trim in toilet rooms or food service areas.
8. Wood sports flooring, where required by the program, to be second and better grade maple strip flooring with striping for common indoor sports played within the district. CF-4 to 5 LCCA-3

Provisional:

9. Consider Porcelain tile and mosaic tile floor and wall finishes in toilet/shower rooms where required by the program. All tile and grouts should be installed based on the installation conditions and as recommended by the Tile Council of America. CF-3 LCCA-1
 - a. Use epoxy-modified grout mixture for high moisture areas.
 - b. Wall padding in gymnasiums to be limited to competition court basketball backstops.

Premium:

10. Flooring materials other than rubber, vinyl composition tile, linoleum, or floor carpet.
11. Wood sports flooring for elementary schools.
12. Cork, bamboo, recycled rubber, or other expensive flooring material.
13. Wood, Plywood wrapped or stainless-steel wall base.
14. Wax-free resilient floor systems.
15. Recessed walk-off grate entry system. CF-4 LCCA-1
16. Cove base in areas other than toilet rooms.

0652 Wall Finishes**Baseline:**

1. Paint / sealers used throughout should be durable and scrubbable, with low to no-VOC content.
 - a. Use acrylic, water based for non-metal surface.
 - b. Use alkyd enamel paints on metal surfaces
 - c. Use water-based epoxy paints in interior spaces with high humidity or areas subject to surface moisture

- d. Use concrete sealer and/or concrete paint where required by the program
 - e. Wall paint to have a minimum of three (3) applied coats
 - f. Door/relite frames to have a minimum of two (2) applied coats.
2. Gymnasium wall finishes to have hard surfaces below 8' to allow for rebound of balls. Surfaces above 8' to have acoustical wall panels.
 3. Non-porous, easily cleanable surfaces for food services areas. Ceramic or porcelain tile wainscot to 4'-0" A.F.F. at a minimum for wet areas. Provide full height ceramic tile at grease-prone areas.

Provisional:

4. Consider FRP panels as needed for service and as required CF-2 LCCA-1.

Premium:

5. LEED and/or WELL Certified building CF-3 LCCA-1.
6. Wall paneling or wallpaper CF-4 LCCA-2.
7. Full height wall tile except at grease-prone areas in Kitchens CF-4 LCCA-1.
8. Architectural resin panels.

0653 Ceiling Finishes**Baseline:**

1. Acoustical ceilings and panels to contain recycled content where possible.
 - a. Sound absorptive with a minimum NRC of .55 and a CAC rating of 35.
 - b. Ceilings to be installed with a standard 15/16" grid system and seismically braced. Ceiling suspension system to be hot dipped galvanized steel to inhibit rust.
 - c. Ceilings within food service and lab areas to be washable & scrubbable.
 - d. Acoustic ceilings shall meet ASTM C 1264 for Class A materials.
2. X.

Provisional:

3. Consider ceiling grids to support hanging displays in all classrooms and hallways.

Premium:

4. Decorative or expensive non-standard ceiling tiles or ceiling systems such as metal or wood slat ceilings. CF-5 LCCA-2.
5. ACT ceiling trims other than 15/16" grid profiles.

0654 Other Finishes**Baseline:**

1. Acoustical wall treatments to be rigid fiberglass board and fine-grain cork core faced with fabric approved for wall panel use.
2. Acoustical wall panels above 8'-0" in gymnasiums, pool areas or other echo-producing locations. Design team to include an acoustical engineer to determine the number/type of acoustical panels needed for each specific environment.

Provisional:

3. X.

Premium:

4. Acoustical felt wall panels.

066 Specialties***0661 Interior Specialties***Baseline:

1. Interior signage to be provided at all areas required by code to receive signage.
 - a. All signs to have grade 2 Braille, tactile characters and pictograms as required by code.
 - b. .
2. Student lockers shall be provided as required by the programming documents and should be steel construction with sloped top and closed base; locks requirements to be selected by the school. Lockers within locker rooms and changing areas to be ventilated steel construction.
3. Built-in toilet room items to include, but not limited to commercial-grade, readily available:
 - a. Soap dispensers.
 - b. Mirrors.
 - c. Toilet paper dispenser.
 - d. Seat cover dispensers.
 - e. Sanitary napkin receptacles.
 - f. Grab bars.
 - g. Paper towel dispensers.
 - h. Baby changing stations and/or adult-sized changing stations for special needs classrooms as indicated by the program documents.
 - i. Waste receptacles.
 - j. Toilet partitions; to be durable and graffiti resistant. Partition hardware or door type to be selected to provide maximum privacy and minimum gaps between stall components.
 - k. ADA shower with shower seat.
4. Corner guards to be minimum of 2mm thick, have a 1 ½” wing on either side and be a minimum of 4’-0” A.F.F. Material to be textured rigid material and available in 90 degree and 135-degree corner styles. CF-2 to 4 LCCA-1
5. Fire extinguishers to be provided per code. All fire extinguisher cabinets to be recessed. Provide signage and stickers on cabinet for fire extinguisher visibility.
6. Install sliding double whiteboards with an integrated map/poster rail at top and tackboards, typical within all classrooms where markerboards are called out. Music rooms to have whiteboards with and without staff lines.
7. Cork bulletin boards with aluminum frame in manufacturer standard sizes.
8. Install retractable, recessed projection screens.

Provisional:

9. X.

Premium:

10. Signage: signage with changeable inserts, ADA signage on acrylic with standoffs or vinyl graphic signage.
11. Toilet room premiums: motion-sensored soap dispensers, automatic hand dryers. CF-4 LCCA-3.
12. Antimicrobial lockers to help protect against bacteria, mold, yeast and mildew or hardwood or hardwood veneer lockers. CF-4 LCCA-3.
13. Wood or metal framed mirrors of custom size, backlit.
14. Stainless steel corner guards.
15. .
16. Magnetic glass whiteboards, electronic smartboards or other technology-based display boards.
17. Dry-erase wallcovering surfaces that double as projection screen.
18. Motor operated projection screen in any location other than auditoriums or presentation lecture areas.
19. Suspended acoustical felt baffles & wall panels.

0662 Casework & MillworkBaseline:

1. Specify durable and easily cleaned casework. Base requirement is high pressure laminates over stable substrate with 4mil PVC edge banding. Counters are high pressure laminate with postformed backsplash and front edge profile. Standard casework to be provided throughout with the following special conditions: CF-3 LCCA-1.
 - a. Resin counters in science labs space. CF-4 LCCA-1
 - b. High school science labs to have lockable, ventilated acid storage cabinets, lockable and labeled alkali metals & halogens storage cabinet, lockable casework for with minimum 15" inside useable depth, and trays to fit cabinets/shelves under bottles to prevent liquid spills.
 - c. Polycarbonate or wired glazing to be used for casework within science lab space. CF-3 LCCA-1
 - d. Coat cubby areas with coat hooks, storage above and benches for changing shoes/outdoor gear. Provide dividers and spacing between hooks to prevent the spread of head lice.
 - e. Boot racks with space below to allow for cleaning.
 - f. Perimeter counter with sab sinks/stations, and art drying racks in art classrooms.
 - g. Library Circulation desk with 6' minimum counter space including ADA height counter, book drop, supply drawers, files, and technology including computer, printer & storage.
2. Hallway areas to have lockable display cases for 2-d and 3-D displays, benches near toilet rooms and tackboards. CF-3 LCCA-1

Provisional:

3. (Reserved)

Premium:

4. Hardware pulls greater than 6” in length.
5. Solid surface countertops and backsplash.
6. Solid surface counters and backsplashes, solid vinyl, recycled glass, or polycarbonate counters.
7. Stainless steel lab storage & cabinetry.
8. Solid wood cabinets or wood veneer cabinets.
9. Casework or architectural woodwork such as picture rails, wainscoting, crown moldings, or paneling.

0663 SeatingBaseline:

1. Building entry vestibules to have perimeter benches in the parent pick-up / drop-off zones and lost & found bin CF-3 LCCA-1.

Provisional:

2. (Reserved)

Premium:

3. Built-in bleachers or built-in, retractable bleachers.

0664 Window CoveringsBaseline:

1. Window treatments to be roller shades or miniblinds. Provide fascia on coverings to hide mounting brackets and mechanisms.
2. *Window coverings on all windows within occupied spaces; roller-shade style.*

Provisional:

3. (Reserved)

Premium:

4. Motorized roller shades.

D. Design Criteria & Ratios**Criteria**

- Interior glazing and operable partitions should be used prudently.
- Alternative storage solutions, such as closets with shelving in lieu of casework, should be considered.
- Entries and circulation corridors should utilize a durable, non-staining, non-slip floor material.
- In areas without paved walk and road surfaces, gym floors should utilize a sheet athletic flooring or a poured urethane floor in lieu of a wood floor to minimize damage to floor from tracked in soils.

- Interior spaces and floor finishes should be laid out in a manner that reduces seams and material waste.

Ratios

1. Interior doors should be limited to one per every 400 GSF
2. (Reserved)

07. CONVEYING SYSTEMS

A. Building System Summary

The **Conveying Systems** of a building are dedicated systems designed to move persons or materials up, down, around, and through a facility. The department recognizes two sub-categories in this building system: **Passenger Conveyors**, and **Material Handling Systems**. The sub-systems under these categories include elevators and personnel lifts as well as material lifts, hoists/cranes and other kinetic systems such as dense files storage. The functions and loads induced by Conveying Systems often require broad integration with other building systems such as **Substructure**, **Superstructure**, **Mechanical** and **Electrical** systems. **Interiors** elements including Partitions & Soffits and Interior Finishes are often represented in Conveying System components.

B. Design Philosophy

Conveying systems were developed to increase efficiency and capacity. Where they are able to achieve this in Alaskan schools, they should be implemented—with discretion. The efficiencies gained with two story school construction are often offset by the need for passenger conveyors. In addition, most of these systems rely on tight tolerances that are impacted by building movement. Such movement can occur in all Substructure and Superstructure types and is primarily influenced by the stability of subsurface conditions. Some sites and building configurations can appropriately trade the space efficiency of elevators and vertical lifts with the equally accessible solution of ramps. Cost-effective use of Conveying Systems in schools should be supported by solid life-cycle cost analysis.

C. Model Alaskan School

The Model Alaskan School, a single story structure, does not include any Conveying Systems elements. Acceptable alternatives are detailed in the construction standards that follow.

071 Passenger Conveyors

0711 Passenger Elevators

Baseline:

1. Install elevators only where required by codes adopted by the state or a local jurisdiction with delegated authority. (For multi-story schools meeting accessibility requirements with ramps in-lieu-of elevators, see 4 AAC 31.020 for a space variance.)
2. Install electric traction elevators when permitted for maximum energy efficiency.

3. Installations not within 100 road miles of an establish elevator service center at the time of construction are limited to hydraulic elevators excluding roped-hydraulic mechanisms.
4. In-ground hydraulic elevators must be supported by a geotechnical report showing suitable subsurface conditions.
5. Single piston hydraulic systems may not be eccentrically loaded.
6. Elevators will be supplied with backup power for lowering only.
7. Elevators will be included in a project’s commissioning plan unless approved otherwise by DEED.

Provisional:

8. Elevators with machine rooms are preferred for maintenance simplicity. (For space variances associated with machine rooms, see 4 AAC 31.020).
9. Where a sump is required for an elevator pit, locate the sump pump outside the elevator shaft.
10. Education related facilities with three or more stories should consider in-ground hydraulic pistons where subsurface geotechnical consideration allow.
11. Cab flooring should match adjacent lobby/corridor flooring; doors and frames should be stainless steel.
12. Robust, durable controls, one per car (including both card access if a building standard and keyed controls), sensors, and connection to building automation.

Premium:

13. Educations related facilities with more than one passenger elevator. [CF-2, LCCA-2]
14. Elevators with rated speeds above 200fpm and load capacities above 2500lbs.
15. Cab construction, features (lighting, etc.), and finishes above the manufacturer’s standard base or that require manufacturer’s premium costs except as noted above.

0712 Lifts & Other Conveyors**Baseline:**

1. Passenger lifts or wheelchair lifts may be used where permitted by codes adopted by the state or a local jurisdiction with delegated authority. Primarily this will be at floor level changes that are less than a story height.
2. Inclined stair lifts are not permitted.

Provisional:

3. A lift’s audio-visual alarm shall be operational at all times and shall activate when the lift is in operation except that a lift installed at a stage shall be free of a warning light or alarm.
4. Lifts shall have shielding devices to protect users from the machinery or other hazards and obstructions.
5. Cab flooring should match adjacent lobby/corridor flooring.

Premium:

6. Escalators or any type of moving walkway.

072 Material Handling Systems

0721 Elevators & Lifts

Baseline:

1. Dedicated freight elevators (or lifts where permitted by code) in education related facilities may be installed where the upper level(s) served by the conveyance total in excess of 100,000gsf.
2. If layouts permit, and as allowed by code, a required passenger elevator may be increased in size and capacity to function as a freight conveyance.
3. Vehicle lifts in the following quantities may be installed at any education related facility serving grades 9-12 whose approved educational specification includes an automotive Career Technology Education pathway:

<500 students grades 9-12	1
501 – 2000 students grades 9-12	2
>2000 students grades 9-12	3

Provisional:

4. Lifts shall have shielding devices to protect users from the machinery or other hazards and obstructions.
5. The maximum lifting height for vehicle lifts shall be 68 inches.
6. Two post lifts are limited to slab-on-grade construction; use four post lifts for elevated floors.
7. Where portable automotive lifts can meet curriculum requirements, such lifts shall be purchased and provided under School Equipment.

Premium:

8. Eligible educations related facilities with more than one freight elevator or lift.
9. Freight elevator dimensions exceeding 5ft x 8ft and load capacities above 5500lbs.
10. Vehicle lifts in excess of allowable quantities.
11. Vehicle lifts with load capacities above 3000lbs or with ancillary accessories or features such as alignment calibration.

0722 Hoists & Cranes

Baseline:

1. None.

Provisional:

2. None.

Premium:

3. Site constructed, permanent, overhead hoist or crane assemblies.

0723 Other Systems

Baseline:

1. None.

Provisional:

2. Dumbwaiters of any size permitted by code may be used when transfer of materials between floors is needed and freight elevators are not permitted. (Note: dimensions and capacity of dumbwaiters are restricted by code and are very modest.)

Premium:

3. Belt conveyors, pneumatic tube systems, linen/trash/mail chutes, or operable scaffolding.

D. Design Criteria & Ratios**Criteria**

- Select the type of elevator mechanism based on subsurface soil conditions and building stability.
- Two-story school solutions should incorporate a design layout that requires only one elevator.
- Vehicle lifts and hoist systems will be limited to a defined educational program need.

Ratios

1. (Reserved)

08.MECHANICAL**A. Building System Summary**

The **Mechanical** systems of a building create the internal environment necessary for comfort, hygiene, and safety within the school facility. The systems are highly integrated and are often highly automated. The department recognizes five sub-categories in this building system: **Plumbing, HVAC, Integrated Automation, Fire Protection, and Special Mechanical Systems**. The sub-systems under these categories include a large variety of fixtures, equipment combined with several types of distribution components including piping, valves, ducting, and controls. The Mechanical functions within a facility require broad integration with other building systems such as **Exterior Closure, Interiors, and Electrical** systems.

B. Design Philosophy

Mechanical systems shall be designed to conserve energy and water to reduce operating costs and demand on community resources. The systems shall be integrated with the design of the building plan and envelope to optimize performance and provide occupant comfort. The systems shall be durable, expandable, and easily maintained. Mechanical systems shall comply with DEED-adopted energy codes.

Mechanical joins Interiors as one of the higher cost building systems and typically account for ~10-12% of a project's total construction cost. Like Interiors, Mechanical systems are subject to initial cost savings by specification of materials or equipment, but oftentimes the reduction in initial cost is offset by increased maintenance and operation costs over the life of the system. It is important that the cost effectiveness of all material and equipment specifications is evaluated on a life cycle basis.

Plumbing systems can be greatly influenced by standards for cost-effective design because their use is not required in every functional area, whereas HVAC and sprinkler systems are. Consolidation of plumbing systems to core areas to limit piping runs and reduction of the overall plumbing fixture count are design decisions that limit a project's plumbing cost. Fine-tuning the design of the HVAC systems can also generate cost savings. Ventilation requirements for indoor air quality are a primary driver of energy use. By right sizing the ventilation system to a proper occupancy count, establishing a higher acceptable maximum temperature, and incorporating operable windows into the design calculations, ventilation rates can be reduced, thus reducing air handler capacity and the space required for equipment and distribution. Wet sprinkler systems are less expensive than dry systems, so reducing or eliminating the need for dry sprinkler systems will reduce the cost of the facility.

C. Model Alaskan School

The Model Alaskan School includes cast-iron waste piping, hot and cold domestic water distributed in insulated copper piping, bathroom fixtures, stall showers, classroom sinks, exterior hose bibs, commercial food prep and clean up sinks and hot water generating equipment. Heating systems are oil/gas fired boilers and hydronic heat distribution to terminal devices. Cooling is a 10T DX air conditioner supplying fan coils. Ventilation is a single AHU with distributed ducting and VAV boxes; both central and localized exhausting is provided via fans and ducting. Controls include a DDC system and thermostats. Fire protection is wet pipe system with appropriate risers and valves. Heating fuel is stored in an exterior tank and interior day tank and is distributed via steel piping. Acceptable alternatives are detailed in the construction standards that follow.

D. General

Baseline:

1. Design in accordance with the version of ASHRAE 90.1 currently required by DEED, including amendments by DEED.
2. Incorporate redundancy into critical mechanical systems at remote sites.
3. Provide sufficient floor space to provide minimum equipment clearances, and to allow maintenance activities and maintenance equipment.
4. Design potable water systems to conserve water to the greatest extent practicable, without compromising system performance.
5. Group spaces with high fixture counts together – i.e. public restrooms, commercial kitchens, custodial.
6. Design piping systems to provide ease of maintenance - valves and equipment that are readily accessible, clearly indicated access locations, and clearly labeled piping, valves and equipment.
7. Utilize rainwater and/or snowmelt capture systems for facilities with limited access to potable water.
8. Do not abandon equipment or systems in building for remodel/addition projects. Demolish piping, ducts and wiring back to active portions of the systems.
9. Install low volatile organic compound (VOC) containing materials in accordance with 40 CFR 59, the *National Volatile Organic Compound Emission Standards For Consumer And Commercial Products*.

10. Design building systems to allow for future expansion.

Provisional:

11. Consider accommodating future removal and replacement of all mechanical equipment, with appropriate coordination between disciplines to provide for this occurrence.
12. Provide flow meter on the domestic water service for monitoring by the building control system. CF-2 LCCA-2
13. Design gray water and rainwater capture, treatment and distribution systems for urinal and water closet flushing. CF-varies LCCA-varies.
14. Consider using energy modeling during the design phase for system selection and building configuration.
15. Consider compiling comprehensive life cycle analyses throughout the design phase that addresses the initial cost of the systems, annual operating cost, maintenance costs, and replacement costs.
16. Consider designing building systems to allow for 15% capacity for future expansion when population rates indicate future growth.

Premium:

17. Considering renewable energy sources such as geothermal, biomass, and thermal electric storage from turbines.

081 Plumbing

0811 Plumbing Fixtures

Baseline:

1. Provide water conserving fixtures that meet the Energy Policy Act (EPA) 1992, with Amendments.
2. Provide commercial fixtures that are durable and easily maintained.
3. Specify floor mounted wall carriers for urinals, lavatories and drinking fountains.
4. Provide plumbing walls large enough for wall-mounted water closet carriers – 11-inches minimum for single-wall carriers, and 16-inches for back-to-back carriers.
5. Provide toilets in Pre-k–1st grade classrooms.
6. Provide sinks in classrooms for elementary grades including grade 5.
7. Specify floor drains with trap primers.
8. Pitch all slabs to floor drains.
9. Avoid locating floor and roof drains over electrical and data system equipment.
10. Install floor drains next to air handlers.
11. Install floor drains next to all equipment that produces condensate.
12. Install floor drains next to fire sprinkler pumps if practicable.
13. Provide emergency eyewash, shower units, floor drains, and sloped slabs as required by Occupational Safety and Health Administration (OSHA) in science rooms, art rooms, shop and maintenance spaces, and any classroom where chemicals are used.
14. Provide tamper-proof hose bibs adequately spaced around the perimeter of the building, except in locations where water supply is limited.

Provisional:

15. Recommend installing plumbing fixtures on interior walls only.
16. Consider reducing potable water use by choosing low-flow water fixtures that meet these maximum flow rates:

▪ Lavatories	0.5 gpm metered
▪ Sinks	0.5 gpm
▪ Water closet	1.28 gpf
▪ Urinal	0.125 gpf
▪ Showerhead	1.5 gpm
▪ Kitchen sink (commercial kitchen sink excluded)	1.5 gpm
17. Avoid using ultra-low flow or waterless water closets and urinals.
18. Consider providing automatic controls at lavatories, water closets and urinals.
19. Consider specifying intuitional/penal grade shower heads.
20. Consider providing bottle fill stations.
21. Consider providing multi-station wash fountains with automatic operation for elementary ganged restrooms. Install hose bibbs with backflow protection in mechanical equipment rooms for equipment cleaning.
22. Consider installing bubblers on elementary classroom sinks.
23. Consider providing large sinks – minimum 30” wide x 18” front-to-back – with solids interceptors in Alaska Native cultural studies classrooms.

Premium:

24. Garbage disposals are not an accepted fixture.

0812 Plumbing Piping

Baseline:

1. Meet the requirements of NSF-61 for materials in contact with drinking water.
2. Provide furred out walls for plumbing fixtures installed on exterior walls. Do not install plumbing piping in the building thermal envelope.
3. Install isolation valves on piping serving rooms with ganged fixtures – such as restrooms, science rooms, kitchens.
4. Provide solids interceptors (plaster traps) at art rooms.
5. Provide recirculation loop for domestic hot water systems out to the furthest hot water fixture. Only operate during occupied hours.

Provisional:

25. (Reserved)

Premium:

26. (Reserved)

0813 Plumbing Equipment

Baseline:

1. Provide grease interceptors in commercial kitchens.

2. Store domestic hot water at minimum 140°F to prevent Legionella growth.
3. Provide hot water in accordance with Alaska Food Code_18 AAC 31 for facilities with commercial kitchens.

Provisional:

6. Consider providing above-floor grease traps with automatic grease skimming technology in commercial kitchens.
7. Consider install ceiling anchor points above lift stations, for mounting equipment to aid in removing pumps.
8. Consider choosing equipment and appliances with an Energy Star label.

Premium:

27. (Reserved)

0814 Waste & Vent Piping

Baseline:

4. For sites that use sewage lift stations, design waste and vent piping systems to use as few lift stations as practicable.
5. Locate plumbing vents away from roof edges, and snow drift locations; place near the ridge of sloping roofs.
6. Install roof plumbing vents in visually discrete locations to the greatest extent practicable.
7. Install cleanouts in locations readily accessible to maintenance personnel.

Provisional:

28. (Reserved)

Premium:

29. (Reserved)

0815 Special Systems

Baseline:

1. None.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

082 HVAC

0821 Heating Equipment

Baseline:

1. Locate heating equipment away from educational spaces to avoid the transfer of noise and vibrations.

2. Avoid placement of heating equipment and building openings on leeward side of building where subject to snow drifting.
3. Use high efficiency 3-pass cast iron boilers for locations heating with fuel oil.
4. Consider providing glycol fill and storage tanks with integral pump, check valve, isolation valves, pressure switch, and alarm panel.
5. Consider using utility waste heat where available. Size plate-and-frame heat exchangers for future expansion.

Provisional:

6. Consider requiring extended warranties on major heating equipment items (e.g., boilers, hot water generators, etc.).
7. Consider locating heating equipment in mechanical rooms or penthouses, not on roofs, in most regions of Alaska.
8. Consider installing floor mounted equipment on 4" concrete housekeeping pads.
9. Consider using condensing boilers and low temperature (140 °F and lower heating supply) hydronic heating systems when using natural gas or propane as heating fuel.
10. Consider installing BTU metering of hydronic heating.
11. Consider using utility load-shed electric heat where available. Provide sufficient storage/buffer capacity for electrothermal systems.
12. Consider installing bypass filtration on new hydronic heating systems connected to existing piping and equipment.

Premium:

13. Electrostatic precipitators for wood chip systems.

0822 Heating Distribution Systems**Baseline:**

1. None.

Provisional:

2. Consider installing radiant ceiling panels or radiant floors in restrooms and locker rooms, rather than fin tube.

Premium:

3. (Reserved)

0823 Ventilation Equipment**Baseline:**

1. Coordinate with local electric utility for equipment motor sizes requiring variable frequency drives (VFD).
2. Control indoor air quality during construction, meeting SMACNA IAQ Guideline for Occupied Buildings under Construction 2007, Chapter 3.
3. Provide radon testing for buildings with slab-on-grade construction, below grade crawlspaces, and basements, particularly in locations known to have radon. Design radon mitigation systems as needed.

4. Locate equipment like make-up air units (MAU) for kitchens on the roof, where practicable due to climate.
5. Implement demand control ventilation.
6. Utilize economizer cooling and natural ventilation to the greatest extent practicable.
7. Locate building air intakes away from sources of air pollution such as buses, exhaust vents, kitchens, and shop spaces.
8. Exceed minimum distances as needed between outside air intakes and pollution sources if subject to entrainment and carryover from wind.
9. Locate louvers at least 8'-0" above grade and keep plantings away from louvers.
10. Avoid using louvers on outside air intakes in locations with frequent wind driven snow and rain, and subject to heavy frosting. Use arctic-tee hoods instead.
11. Maintain outside air intake velocities at or below 500 feet per minute to avoid entraining rain and snow.
12. Provide deck-to-deck partitions, dedicated exhaust to the outdoors, and negative air pressure for spaces with hazardous materials (janitors' closets, chemical mixing areas, darkrooms, and high-volume copy rooms, etc.).
13. Operate exhaust fans with lighting controls in small restrooms.
14. Operate exhaust fans with dedicated wall switches in janitor closets to allow continuous operation.
15. Provide exhaust fans sized for 5 air changes per hour in spaces that allow access to below-floor sewage lift stations. Exhaust fans to have dedicated switches to allow continuous operation.
16. Consider using factory-fabricated, listed grease duct for Type 1 kitchen hoods.

Provisional:

17. Consider providing variable frequency drives (VFD) or electrically commutated motors (ECM) on all equipment for balancing.
18. Consider providing VFDs with integral disconnects.
19. Consider providing passive radon venting that can be converted to active ventilation when site soil test confirm radon mitigation is needed.

Premium:

20. Dehumidification systems.

0824 Ventilation Distribution Systems

Baseline:

1. Locate balancing valves and dampers to allow easy access for testing and balancing.
2. Cover and seal ventilation equipment and ductwork during construction to prevent dust and debris in ductwork and equipment.
3. Install preheat coils on outside air ducts in locations with winter design temperatures lower than 40°F to avoid condensation when mixing with return air. Provide preheat coils with summer filters.
4. Use sound attenuation for air handlers and ductwork serving classrooms, media centers, theaters, and administrative spaces.

5. Use 3/4" birdscreen on outside air intakes to avoid frost build up.
6. Install duct access doors at inlet and outlet side of all duct-mounted equipment.
7. Consider providing Minimum Efficiency Reporting Value (MERV) 13 filters, MERV 11 minimum if higher-rated filters are not provided by the unit manufacturer.

Provisional:

8. Consider using factory-fabricated, listed grease duct for Type 1 kitchen hoods.

Premium:

9. Building flush-out following LEED requirements. CF-varies LCCA-low

0825 Cooling EquipmentBaseline:

1. Provide appropriate air conditioning in computer rooms, computer labs, and data hub rooms. Utilize economizer cooling for server and data rooms and reject heat to return path of building ventilation system, to the greatest extent practicable.
2. Limit air conditioning to spaces used year-round: administrative offices, auditoriums, data and equipment rooms with equipment that generates heat, and spaces needed for summer school programs.

Provisional:

3. None.

Premium:

4. Install variable refrigerant flow (VRF) or variable refrigerant volume (VRV) for interior spaces that need cooling, and reject heat in other portions of the building.

0826 Cooling Distribution SystemsBaseline:

1. None.

Provisional:

2. None.

Premium:

3. (Reserved)

0827 Heat Recovery SystemsBaseline:

1. Use energy recovery on ventilation systems according to size, based on DEED requirements.

Provisional:

2. Consider using energy recovery on all ventilation systems.

Premium:

3. (Reserved)

083 Integrated Automation

0831 Control Systems

Baseline:

1. Provide all electronic control devices by the same manufacturer to the greatest extent practicable.
2. Provide individual room temperature controls.
3. Provide programmable temperature controls in occupied spaces.
4. Provide On-Off heating temperature controls for unoccupied and utility spaces (i.e. storage rooms, mechanical rooms, electrical rooms, generator rooms, vestibules, cargo receiving areas, refuse storage, heated attics, crawlspaces, utilidors, etc.)
5. Provide On-Off cooling temperature controls for unoccupied spaces with cooling applications (i.e. mechanical rooms, electrical rooms, generator rooms, refrigerator/freezer condensing unit spaces, telecommunications rooms, server rooms, etc.)
6. Provide locking enclosures on temperature controls in common areas and public spaces (i.e., gymnasiums, restrooms, locker rooms, corridors, vestibules, auditoriums, multipurpose rooms, etc.).
7. Temperature controls shall not contain mercury.
8. PLC based digital controllers operating equipment should be capable of providing 7-day, 24-hour scheduling, digital and analog inputs and outputs (including alarms), user interface on the controller for manual control and programming.
9. Boiler control panels are preferred over aquastats for operating boiler plants and heating circulation pumps.
10. Provide standard controls components not custom designed specifically for the project.
11. Provide local-readout gages at each control system sensor location (at minimum).
12. Wired networks are preferred over wireless.
13. Locate controls components in dry, stable environments to reduce need for specialty enclosures.
14. Provide engraved identification tags on controls components.

Provisional:

15. Consider hiring a 3rd party agent to perform commissioning in accordance with DEED requirements based on facility size construction scope. Systems to consider for commissioning include: heating ventilation and cooling (HVAC), controls, lighting and power loads, and air barrier systems.
16. Consider direct digital control (DDC) system with remote (web) access, alarms, graphics of all monitored and controlled equipment and systems, and programming tools for maintenance personnel.
17. Provide for future expandability in the DDC system.

18. Connect DDC system directly to equipment having integral controls with a communication interface for remote monitoring and control.
19. Consider requiring control contractor to inspect control system performance, confirm occupant comfort, and provide training 1 month prior to 1-year warranty date.

Premium:

20. Integrating maintenance management software with building automation software.
21. Providing ongoing building commissioning.
22. Connecting a permanent metering system to the building management system to track water and energy consumption, manage use, and identify opportunities for additional savings.
23. Establishing service contracts with control contractor with clearly stipulated and measurable performance requirements.
24. Re-commissioning systems two years after the school opens to ensure the energy conservation features are operating as intended and to adjust to increase efficiency.

0832 Other Automation

Baseline:

1. On Support buildings less than 5000sf, provide temperature controls (thermostats, etc.) using stand-alone, low voltage systems.

Provisional:

2. Consider wireless versions where non-local control is needed.

Premium:

3. (Reserved)

084 Fire Protection

0841 Riser & Equipment

Baseline:

1. Provide complete National Fire Protection Assoc (NFPA) 13 systems.
2. Do not recirculate fire sprinkler pump discharge to a potable water supply.
3. Provide a dedicated fire pump room with fire-rated construction, and door directly accessible to the outdoors or through a fire-resistant-rated corridor, per NFPA 20, for facilities with fire pumps.
4. Provide direct access from the fire sprinkler pump room.
5. Check with the AJH for special requirements related to fire panel types/locations and fire department connections (FDC).
6. Design sprinkler systems in conformance with local sprinkler ordinances.
7. Use cross contamination protection (i.e. backflow prevention) when connecting fire sprinkler system to potable water supply, including fire pumps.
8. Do not combine potable water and fire sprinkler water storage if practicable.

Provisional:

9. Consider using electric fire pumps if electric utility has sufficient capacity.

10. Consider installing diesel fire sprinkler pumps near other fuel-fired equipment for efficient fuel storage and distribution.
11. Consider fabricating all exterior building overhangs, walkways, balconies, porches, etc., of dimensions and/or materials to avoid fire sprinkler protection.
12. Consider nitrogen-generator for dry sprinkler systems, rather than air compressor only.

Premium:

13. (Reserved)

0842 Sprinklers & Piping

Baseline:

1. Use Schedule 40 black steel pipe for threaded fittings.
2. Use galvanized Schedule 40 black steel pipe for dry pipe systems.
3. Avoid dry sprinkler systems as much as practicable.
4. Use dry heads at entry/exit vestibules on wet fire sprinkler systems.
5. Conceal fire sprinkler piping to the greatest extent practicable in occupied spaces.
6. Do not install exposed sprinkler piping below 10 feet above finished floor to the greatest extent practicable.
7. Standardize on sprinkler heads throughout building.

Provisional:

8. (Reserved)

Premium:

9. (Reserved)

0843 Special Suppression Systems

Baseline:

1. Provide water mist fire sprinkler protection system designed to NFPA 750, where water mist is used in lieu of an NFPA 13 sprinkler system.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

085 Special Mechanical Systems

0851 Fuel Supply (Gas & Oil)

Baseline:

1. Utilize public fiber optic services if available.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

0852 Dust Collection Systems**Baseline:**

1. Provide dust collection systems designed to NFPA 68, 69 and 654, as applicable, in facilities with equipment producing combustible dust – vocational education, maintenance shop, etc.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

0853 Compressed Air & Vacuum Systems**Baseline:**

1. Compressed air and vacuum systems to have dedicated equipment rooms with limited access, constructed per the building code based on the type of gases stored.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

0854 Other Special Mechanical Systems**Baseline:**

1. Provide lab exhaust hoods for labs and science rooms, with lighting, fan switch, retractable sash. Install other accessories as required by school district.
2. Install HVAC systems for swimming pools to maintain space temperature and humidity levels between 82°F to 86°F, and 50% to 60% relative humidity.

Provisional:

3. Use outside air only for pool room dehumidification, if possible, based on site climate conditions.

Premium:

4. (Reserved)

E. Design Criteria & Ratios**Criteria**

- Boilers should be designed to burn natural gas where available or #2 diesel fuel where not.
- Sinks or other plumbing shall not be provided in standard classrooms that serve grades 4 and greater.
- Ventilation systems shall be sized per the estimated room occupancy rather than the fire egress code occupancy.

- Maximum interior design temperature for ventilation system design shall be 75 degrees Fahrenheit or greater.
- Where operable windows are furnished, design of the ventilation system shall incorporate the cooling and ventilation capacity of the windows.
- Install building automation systems capable of being operated by school district personnel.
- Integrate monthly utility consumption records into integrated automation systems where possible.

Ratios

1. (Reserved)

09.ELECTRICAL

A. Building System Summary

Electrical systems are required to support nearly every function and purpose of the school facility and support and provide key safety functions with the school. The systems are highly integrated and are often highly automated. The department recognizes five sub-categories in this building system: **Service & Distribution, Lighting, Power, Special Systems, and Other Electrical Systems**. The sub-systems under these categories include a large variety of fixtures, devices, and equipment combined with several types of distribution components including low-voltage and normal-voltage wiring, conduit, raceway, and control components. The Electrical functions within a facility require broad integration with other building systems such as **Site Electrical, Exterior Closure, Interiors, and Mechanical** systems.

B. Design Philosophy

Electrical systems shall be cost effective and will reduce initial construction costs as well as long-term energy consumption and operating costs. The systems shall be integrated with the design of the building plan and envelope to optimize performance and provide occupant comfort. The systems shall be durable, expandable, and easily maintained. Electrical systems shall comply with DEED-adopted energy codes.

Of all the building systems, a school facility's Electrical Systems have probably experienced the greatest increase in scope and cost over the last 20 years. With the integration of computers in education, first into the school and now into the classroom, the scope of network data systems has increased dramatically. A byproduct of the increased number of computers is a corresponding increase in the power systems required to operate the computers. An increase in the scope and complexity of other special electrical systems, in particular fire alarm and detection, and security systems, has also increased the overall cost of electrical systems.

Since many of the electrical systems are required by code (power, lighting, and fire alarms), a baseline cost for Electrical is part of all school facility projects. However, cost savings opportunities still exist in the scope of these systems beyond the minimums established by codes and in the materials specified. It is important for the cost effectiveness of electrical systems to be evaluated on a life cycle basis where the operating and maintenance cost of the system is considered. Often, a more

expensive lighting fixture will more than pay for itself over time by a reduction in power consumption.

Other optional electrical systems (security systems, phone/data systems, intercom systems) should be evaluated in the same manner as code-required systems. In addition to a life cycle analysis of the systems and their components, the optional systems should also pass a commonsense test. For instance, is it necessary for a four-classroom school to have an intercom system? Does it make sense for a school designed to house 50 students to have 75 data outlets?

C. Model Alaskan School

The Model Alaskan School includes a service disconnect, a main distribution panel, and subpanels all fed via various size conductor and both rigid, IMC, and flexible conduit. Lighting systems include pendent and surface mounted area lighting, task lighting, and emergency lighting. Lighting is controlled via occupancy sensors, manual, and automated controls. Power is distributed through subpanels to feed receptacles of varying amperages, motors, and equipment. Special Systems include addressable fire alarm, data/telecom, public address intercom and at gym/stage, security to include intrusion detection and video surveillance, and hearing-impaired classroom audio assist. Emergency backup power is provided via diesel generator complete with fuel storage and system inerties. Acceptable alternatives are detailed in the construction standards that follow.

D. General

Baseline:

Electrical systems shall comply with the version of ASHRAE Standard 90.1 currently required by DEED, including amendments by DEED.

1. The building electrical systems encompass lighting, power, telecommunications, and electronic safety and security systems. These systems are for the purposes of life safety, user convenience, building and user security, occupant comfort, and educational delivery.
2. Electrical systems shall be designed in accordance with applicable codes and standards and shall conserve energy while also meeting the needs of the building and users.
3. The systems shall be integrated with the building programming, floor plan, and local District requirements to enhance and support the building's usefulness and longevity.
4. The systems shall be robust, expandable where feasible, and easily maintained.
5. Design shall meet present needs, with consideration given to future. Spare capacity or the ability to expand in the future should be evaluated within budgetary constraints.
6. Electrical systems should be considered for replacement based on age, condition, availability of parts, availability of support, and obsolescence.
7. For Special Systems, in the absence of code requirements, design should follow BICSI or similar standards to the extent possible.

091 Service and Distribution

0911 Main Distribution Panels & Switchgear

Baseline:

1. Size equipment for all building and site systems.
2. Locate equipment as close to the service entrance as practical to minimize the length of large feeders.
3. Use secondary distribution panels to consolidate panels and reduce the number of feeders running throughout the building.

Provisional:

4. Limit spare capacity to around 25% of physical breaker capacity or overall electrical capacity.
5. Provide surge protection at the main distribution panel, particularly on grids with lower reliability.
6. Provide metering with a network connection at the main distribution panel and any large distribution panels for accurate energy monitoring.
7. Allow listed series-rated systems to lower rating and cost of downstream panels and breakers.
8. Allow aluminum conductors on large feeders to lower project costs, if local District maintenance personnel are in agreement.

0912 Panels & Motor Control Centers

Baseline:

1. Locate panels away from student-occupied areas unless unavoidable. Try to consolidate in electrical rooms, storage rooms, or similar spaces. Coordinate locations during design and monitor during construction to maintain working clearance. Provide an equipment grounding conductor in all conduits containing line voltage conductors.
2. Provide a dedicated neutral conductor for all circuits requiring a neutral.

Provisional:

3. Feed lighting circuits from a single panel that can be monitored.
4. Limit spare capacity to around 25% of physical breaker capacity or overall electrical capacity.
5. Provide surge protection for panels primarily serving classroom and office receptacles, or telecom equipment.
6. Locate a panel in areas with high numbers of circuits required, such as the kitchen and mechanical rooms, to minimize the length of branch circuits and number of disconnects.

Premium:

7. Building-wide monitoring of all panels.

0913 Transformers

Baseline:

1. Size transformers for required load.
2. Avoid excessive transformer capacity and losses.

3. Coordinate with the electrical utility early in the project to identify delineation of work, particularly with respect to utility/medium-voltage transformers and circuit.
4. Vibration isolators are required where transformers may affect nearby spaces.

Provisional:

5. Consider using 120/208V where practical to avoid step-down transformers.
6. Utilize wall-mount or suspended configurations to maximize floor space.

Premium:

7. (Reserved)

0914 Conduit & Feeders

Baseline:

1. Size conduit and feeders for the actual load designed.
2. Limit spare capacity to 25% on conduit and feeders.
3. Provide conduit at inaccessible portions of low-voltage systems.
4. Provide conduit sleeves for risers between telecom rooms if stacked. If not stacked, provide open cabling systems as much as possible between rooms.

Provisional:

5. Consider transitioning to cable tray or j-hooks wherever possible for low-voltage cabling.
6. Consider providing spare conduit stubs from recessed panels for future use; limit of two per 100A of panel capacity.
7. Consider EMT, MC Cable, and Flexible Metal Conduit where practical and code-compliant for savings over RMC or IMC systems.

Premium:

8. Duct bank systems.

092 Lighting

Baseline:

1. Fixture types should be commodity level, commonly available, and cost effective to the extent possible. The use of custom/architectural fixtures, whether for general or decorative/accent lighting, should be limited to small areas of architectural interest and fit within budgetary constraints of the project.
2. Fixture source should be LED for efficiency and life expectancy unless design criteria justifies use of alternate sources.
3. Maintenance should be considered in fixture placement and selection. Fixtures should have field replaceable components, readily available replacement parts, and be installed in a manner that allows for access by local maintenance staff to clean, test, or repair.
4. Minimize the types of lamps to reduce inventory and replacement costs.
5. Provide fixtures that are easily relamped and cleaned.
6. Lighting levels shall be in accordance with Illuminating Engineering Society standards and Alaska Administrative Code (AAC). Lighting levels shall meet or exceed minimum

recommended levels of the latest published version of the IES Handbook (25-65 age group) unless AAC requires higher light levels.

7. Emergency lighting/exit signs shall be provided in all code-required areas. Additional emergency lighting should be provided in areas with either increased risk of injury during an outage, or likelihood of persons unfamiliar with the space. These would include support spaces (electrical/mechanical/telecom rooms), large restrooms, conference/meeting rooms, kitchen, and similar.
8. Coordinate ceiling plan and lights with projectors and IT equipment.
9. Provide light emitting diode (LED) site lighting with zero cut-off fixtures where light trespass is unwelcome.
10. Provide lighting controls for dimming or multi-level light switching in educational spaces.
11. Install task lighting at instructional area wall surfaces where necessary.
12. Install LED fixtures or extended life lamps in areas with high ceilings where relamping is difficult.
13. Lighting control shall meet current codes at a minimum. Additional energy savings may be achievable with a more complex system but should be balanced with local maintenance capabilities and project budget constraints.
14. Minimum lighting control elements should include exterior photocell control, interior occupancy sensor control of applicable spaces, dimming of fixtures either through manual interface, daylight sensor input, or occupancy sensors, and multi-zone layouts for more functional use of spaces. Examples would be a separate teaching wall zone in classrooms, or multiple zones in a gym or multi-purpose room to allow for most lighting to be off while maintaining some visibility.

Provisional:

15. Consider control for site and corridor lighting systems with the direct digital control system or a lighting control system.
16. Consider direct/indirect fixtures in classrooms with 10'-0" ceilings or greater.
17. Track energy use through a building automation system (BAS) or local metering of the lighting panel.
18. Use dimmable site lighting with integral photocell/occupancy sensors to reduce energy use.
19. Use fixtures with integral controls where practical to reduce device count and cabling.

Premium:

20. Building-wide lighting controls with extensive individual control of fixtures or connection with other systems. CF-3 LCCA-2
21. Architectural fixtures outside of limited use noted above. CF-4 to 5 LCCA-3

093 Power

Baseline:

1. Provide adequate electrical capacity for future building expansion.
2. Specify variable speed/frequency drives on electrical motors. Coordinate requirements with Mechanical.

3. Specify a minimum of two (2) double duplex outlets (2 outlets per circuit) per classroom wall unless covered with cubbies/casework that makes them inaccessible.
4. Provide receptacle load control in private offices, computer labs, and open office areas per energy code requirements. Switch receptacles with lighting occupancy sensor.
5. Provide tamper resistant and GFCI receptacles where required by code.
6. Provide dedicated circuits for 120V equipment and appliances equal to or greater than 10 amps of draw.
7. Provide power and data for electronic whiteboards or digital TVs in classrooms.

Provisional:

8. Consider using GFCI circuit breakers where maintaining ready access to GFCI receptacles may be difficult.
9. Limit general purpose circuits to 6 duplex outlets.
10. Limit high-draw areas (kitchen, break room/lounge, workroom, etc.) to 2 duplex outlets per circuit in areas with high concentrations of equipment.
11. Use floor boxes and power poles in areas where they serve a specific purpose, instead of general power distribution.
12. Provide locations with dedicated circuits for laptop charging stations if programmed.

Premium:

13. Excessive receptacle counts, including surface raceway with high quantities outside of labs or workbenches where required.

094 Special Systems

0941 Fire Alarms

Baseline:

1. Code-minimum coverage for initiating and notification devices.
2. Code-required monitoring of mechanical equipment, generator, suppression systems, fire pump.
3. 24-hour monitoring service in areas served with a fire department.
4. Automatic dialer with local contacts in areas without a fire department.

Provisional:

5. Additional detection in areas with elevated risk of fire, such as storage rooms, kitchen, mechanical/electrical spaces, public restrooms.
6. Exterior notification on at least two sides of the building.
7. Low-frequency sounder/horn and high-candela strobe in areas that may be used for sleeping, even if occupancy is not called out for itinerant housing.

Premium:

8. Pre-action systems.
9. Full coverage detection.

0942 Data and Communications

Baseline:

1. Provide classroom ceilings with an outlet with voice/data capability and power for technology (if required, verify if PoE first)
2. Provide for wireless connectivity. Coordinate with IT for number and location of needed devices.
3. Provide minimum CAT 6 cabling—all horizontal cabling to be less than 295' in length.
4. Provide one (1) voice/data jack at each classroom wall unless inaccessible due to cubbies/casework.
5. During design development, provide layouts and cut sheets for all equipment requiring active electrical equipment to be built-in or purchased as part of movable equipment budget.
6. Provide cable pathways between all points.
7. Use plenum-rated cabling where distributed in open-air environments.

Provisional:

8. Provide fiber optic backbone between telecom rooms.
9. Provide Category 6A cabling to wireless access points.
10. Use J-hooks for smaller cable counts, consolidate into cable tray for larger counts.
11. Coordinate with Architect to minimize number of inaccessible conduit sleeves in cable pathway to telecom rooms.

Premium:

12. Raised floor raceway systems
13. Oversize cable tray systems.
14. PON or similar fiber distribution systems.

0943 Security Systems

Baseline:

1. Access Control: If a system is used, limit number of doors to main entry points, including front, playground, staff entry, and loading dock/kitchen. Office area may be controlled.
2. Intrusion Detection: Verify need/want with School District.
3. Video Surveillance System: Verify need/want with School District.
4. Secure Entry/Lockdown: Verify need/want with School District.

Provisional:

5. Use card readers or combination card reader/key pad.
6. Minimize use of key pad only, and if so assign unique codes to individuals. Do not assign a common code to a given door.
7. Use of a reader or button to initiate lockdown in the office should be provided. Lockdown should re-lock all doors, and release any magnetic door holders to seal off corridors/MPR/Gym, etc.
8. System should function independently if network connection is lost.
9. System should use standard readers, locks, and hardware to the extent possible to allow for migration to a different software.

10. Utilize a combination of door contacts, glassbreak sensors, motion sensors for intrusion detection.
11. Locate a keypad at main entry and staff or kitchen entry.
12. Provide either a 24-hour monitoring service or automatic dialer with local contacts (particularly if no local law enforcement agency exists).
13. Connect to lighting controls if used to switch on corridor/site lighting upon alarm.
14. System can monitor industrial alarms, but avoid redundancy with building control system.
15. Provide surveillance cameras at least at all major entry points and corridor intersections, with traffic in and out of the office covered.
16. Provide a workstation in the Principal's office for review/download of video, and a monitor in the main office.
17. In schools with a security officer, Assistant Principal, or other similar party, additional workstations should be provided for effective monitoring.
18. IK08 impact resistance is the minimum allowed for cameras that can be touched, or objects thrown at them from less than 10' away.
19. Playgrounds should be monitored.
20. Use multi-sensor or wide-angle cameras wherever possible to replace multiple cameras with a single camera.
21. IK10 impact resistance is recommended.
22. Video system can integrate with access control/intrusion detection to assist those systems.
23. Provide a lockdown button at the main office and security office. Lockdown should re-lock all doors, and release any magnetic door holders to seal off corridors/MPR/Gym, etc.
24. If lockdown is only used for duress (as opposed to abundance of caution such as non-custodial parent), button should call local law enforcement and/or alert District.
25. If lockdown and duress functions differ, provide two buttons.
26. Broadcast a coded message to classroom paging zone upon activation of button to alert teachers to lock doors.
27. Provide a controlled point at main entry to screen visitors, including intercom/camera.

Premium:

28. Card readers on interior doors except for the office area, particularly when used widely to eliminate keys.
29. Cabinet locks and similar where keys would normally be used.
30. Proprietary hardware (such as wireless locksets, hubs, etc.) that cannot migrate in case of software replacement.
31. Badging printers at every school in a District instead of centralized credentials.
32. Surveillance cameras at locations other than exterior doors, office, playgrounds, or corridors.
33. Interior cameras that exceed the ratio of 1 camera per 5,000 sf
34. Security camera systems that exceed 20 cameras for schools under 50,000 sf. For schools over 50,000 sf, add 2 cameras (one inside, one outside) per 5,000 sf.
35. Pan-tilt-zoom cameras, particularly without an active security officer.
36. Video walls, analytics packages if not justified, thermal or other specialty cameras.

0944 Clock Systems

Baseline:

1. Provide clocks in all educational and administrative spaces. Coordinate with District standards for battery vs. central clock system. If battery, no work required.
2. Provide intertie between clock system and intercom system for communication where needed for bell schedules.

Provisional:

3. Consider synchronized central clock system.
4. Consider wireless clock systems to minimize cabling needs.

Premium:

5. (Reserved)

0945 Intercom Systems

Baseline:

1. Provide general paging throughout the building, with ability to page via phone system or master station.

Provisional:

2. Provide multiple paging zones, including classrooms, corridors, exterior, support spaces. Consider a network-based solution with individual zones for each classroom.

Premium:

3. (Reserved)

0946 Other Special Systems

Baseline:

1. Provide power and data for electronic whiteboards or digital TVs in classrooms.
2. Provide HDMI connection at teacher's desk for electronic media.
3. Provide sound system in Gym/MPR/Commons with speakers, microphones, media input (CD optional/Aux input), amplifier and digital signal processor/mixer.
4. Provide small sound system in Band/Orchestra/Choir for support of program.
5. Coordinate location of motorized screen controls with sound input, basketball hoops, stage controls, lighting, etc.

Provisional:

6. (Reserved)

Premium:

7. Augmented/Virtual Reality systems
8. Multiple fixed projectors in large spaces.
9. TV Walls instead of projector screens.
10. Digital Signage, Graphic Walls for decorative/accent purposes.

095 Other Electrical Systems

0951 Power Generation & Distribution

Baseline:

1. None.

Provisional:

2. Use battery backup instead of an emergency generator. If a generator is included, design it for standby functions.
3. Consider a standby generator to support safety, security, and core building systems.
4. Locate the generator inside of the building, or in an equipment enclosure instead of a walk-in module to preserve square footage.

Premium:

5. Photovoltaic arrays or systems
6. Electrical wind generators
7. Standby generator beyond critical systems.
8. Walk-in generator modules or buildings.
9. Excessive capacity, either electrically or physical.
10. Redundant generators or bypass isolation automatic transfer switches.

0952 Electrical Heating Systems

Baseline:

1. Provide electrical heating systems only where necessary; coordinate with Mechanical for system needs and justification.
2. Size conduits, feeders, and branch circuits to load served, not future spare capacity.

Provisional:

3. Consider other heating methods and use if more cost-effective or efficient.

Premium:

4. Electrical heated floor systems.

0953 Grounding Systems

Baseline:

1. Provide grounding system for each electrical service per NEC requirements.
2. Provide bonding of all systems and metallic parts per NEC requirements.
3. Provide grounding and bonding of telecom/data systems to meet industry standards and connect to building ground system.
4. Use code required or standards-based conductor sizes.
5. Use ground rods, with minimum quantity needed to meet NEC requirements.

Provisional:

6. Consider routing telecom/data bonding backbone in cable pathways instead of conduit where possible.

7. Consider ground rings instead of ground rods if site soils allow.

Premium:

8. Redundant grounding systems.
9. Oversized grounding and bonding with no specific need.

D. Design Criteria & Ratios

Criteria

- LED light fixtures should be utilized whenever possible in lieu of incandescent, fluorescent, or other lamp types
- Lighting control options should be evaluated on a life cycle basis
- Computer data ports and related outlets shall be laid out as they are to be used, not as they might be used in the future
- Power wiring and service shall be size per the present electrical demand of the facility rather than to meet perceived future demands.

Ratios

1. (Reserved)

010. EQUIPMENT & FURNISHINGS

A. Building System Summary

The **Equipment & Furnishings** of school buildings consist of the educational program and support equipment physically connected to the facility or its support systems. It also includes furnishings that are fixed or integral to the building. The department recognizes two sub-categories in this building system: **Equipment** and **Furnishings**. Equipment in this category is normally incorporated into load calculations by engineering disciplines and installed by a contractor using one or more trades. Furnishings in this category are of traditional types (chairs, bookcases, tables, etc.) but that are built-in or affixed to the facility. The **Furnishings** category fits in a niche between **Specialties in 06. Interiors** and moveable fixtures, furnishings and equipment (FF&E). Lockers, casework, display cases, bleachers and window coverings are all examples or items covered in **Specialties**. For additional information and standards on FF&E, see the department’s publication *Guidelines for School Equipment Purchases*.

B. Design Philosophy

Cost effective school construction requires detailed design coordination between the school’s building systems and the **Equipment** and **Furnishings** needed to deliver and support education. Items in this section include those that have proven to need a moderate to high level of integration to meet their intended function, and to avoid changes during construction. The building technology and educational technology elements deserve a special note as components related to these areas are changing rapidly from year to year with new technology resulting in faster, lightweight, affordable, and portable “plug-in” equipment. The State expects schools to take advantage of the latest

technology that can simplify building systems and lower installed technology costs. For additional design parameters see the **Design Ratio** section of this system.

C. Model Alaskan School

The Model Alaskan School includes a selection of athletic equipment (main and secondary basketball goals, volleyball floor inserts, chinning bar, pegboard), food preparation (refrigerator, freezer, convection oven, range and hood, under-counter fridge), laundry equipment (stacked washer and dryer), classroom equipment (projection screens, window blinds), and entry mats. Associated with special electrical systems, the model also provides for classroom and gym/stage audio visual systems. Associated with plumbing systems, the model provides for three-compartment sink, handwash sink, and grease interceptor. Acceptable additional items and alternatives are detailed in the construction standards that follow.

101 Equipment

1011 Food Service & Kitchen Equipment

Baseline:

1. Provide equipment for basic food preparation and cleanup for student lunch preparation of up to 40 meals/day in all school facilities to include appropriately sized items from the following categories:
 - Reach-in refrigerator
 - Reach-in freezer
 - Combi steam/convection oven
 - Commercial range
 - Wall-mounted shelving
 - Dishmachine
 - Mop sink cabinet
 - Type 1 vent hood

(Ref. Section 0811 Plumbing Fixtures for code required prep and cleanup sinks.)
2. Provide equipment for full-service food preparation and cleanup for student lunch preparation of over 40 meals/day. Size and select equipment based on DEED-reviewed kitchen design from the basic equipment list and the following categories:
 - Walk-in refrigerator
 - Walk-in freezer
 - Steam kettle
 - Braising pan
 - Production steamer
 - Fryer
 - Ice maker
 - Type 2 vent hood(s)

(Ref. Section 0811 Plumbing Fixtures for code required prep and cleanup sinks.)
3. Provide other support equipment that is mobile/moveable and plugs into standard receptacles as FF&E. Items below are considered FF&E; see Building System Summary preceding:
 - Prep appliances (mixer, slicer, etc.)
 - Cooking appliances (microwave, toaster)
 - Mobile hot/cold serving tables
 - Mobile heating cabinets
 - Multi-tier shelving units
 - Mobile prep/work tables
 - Mobile transport carts
 - Pots/pans/utensils

Provisional:

4. Consider providing equipment for a warming/cooking kitchen only when the district provides a central kitchen to include:
 - Reach-in refrigerator
 - Reach-in freezer
 - Convection oven
 - Wall-mounted shelving
 - Mop sink cabinet
 - Type 1 vent hood
 (Ref. Section *0811 Plumbing Fixtures* for code required prep and cleanup sinks.)

Premium:

5. Equipment for full-service food preparation in districts which operate a central kitchen.

1012 Athletic EquipmentBaseline:

1. Provide ceiling or wall-mounted basketball backboard/hoops at competition court; motor-operated raise/lower.
2. Provide floor inserts for volleyball standards/nets.
3. Provide a multi-sport wall-mounted score board opposite each set of bleachers.

Provisional:

4. Consider secondary, wall-mounted basketball backboards/hoops at recreational courts; motor operated raise/lower.
5. Consider mat hoists where wrestling programs are established.
6. Consider ceiling mounted gym curtains to support multiple concurrent programs; motor-operated raise/lower.
7. Consider ceiling-mounted climbing ropes.
8. Consider chinning bar(s), peg climbing board, and other wall-mounted fitness equipment requiring structural support.
9. Consider a motor-operated projection screen.
10. Consider a high-capacity washer and dryer.

Premium:

11. Whirlpools or ice-bath equipment.
12. Saunas

1013 Career & Technology EquipmentBaseline:

1. Provide the following woodworking equipment in floor-standing models: 10in table saw with 'saw stop' technology, 12in band saw, 1hp drill press. (Other benchtop and plug-in equipment will be provided as FF&E)
2. Provide the following metal working equipment: welding station/booth, 1hp milling machine/lathe.

Provisional:

3. Consider additional woodworking equipment to include: lathes, router/joiner, and belt/disc sanders.
4. Consider additional metal working equipment to include: sheet metal brake, and grinders.
5. Consider moving all equipment to portable, tabletop, 110v for small programs and additional flexibility. All such equipment would be provided as FF&E.
6. Consider medium format 4ftx8ft CNC machine.
7. See Section *0721 Elevators and Lifts* for provisions associated with vehicle lifts.

Premium:

8. See Section *0733 Hoists and Cranes* for premium limitations.

1014 Science EquipmentBaseline:

1. See Section *0652 Casework/Millwork* for fixed lab tables.
2. Provide one 36in fume hood.

Provisional:

3. Consider a 48in fume hood for larger programs; demonstration type or double sided.
4. Consider a commercial undercounter dishwasher at Science Storage/Prep.

Premium:

5. Fume hoods larger than 48in.

1015 Library EquipmentBaseline:

1. Provide a book drop with catch bin; free standing or built-in to casework.
2. Provide book stacks in a combination of wall perimeter (5-6 shelf) and freestanding (2-3 shelf) for approximately 50 volumes/student capacity. Laminate finish. [Note: Other book display shelving to be FF&E; all seating, tables and other loose furnishings to be FF&E.]
3. Provide a motor-operated projection screen.

Provisional:

4. Consider wood veneer on book stacks in libraries serving any secondary grades.

Premium:

5. (Reserved)

1016 Theater EquipmentBaseline:

1. Provide motor-operated projection screen.
2. Provide motor-operated stage curtain.

Provisional:

3. Consider fixed overhead rigging for stage curtains, sets, and lighting.
4. Consider stage lighting system including fixtures and control board.

5. Consider auditorium audio/visual system including building-mounted elements such as speakers, projectors, etc. (Note: all rack-mounted components and hand-helds will be FF&E.)

Premium:

6. Orchestra pit equipment

1017 Art Equipment

Baseline:

1. None.

Provisional:

2. Consider up to two gas-fired kilns.
3. Consider heavy-duty clay mixer.
4. Consider electric pottery wheels; quantity for anticipated class size.

Premium:

5. Darkrooms for chemical film/print processing.

1018 Loading Dock Equipment

Baseline:

1. None.

Provisional:

2. Consider bin-size recyclable baler and multi-waste compactor.
3. Consider providing fixed commercial compactor chute (to align with vendor provided compactor and waste service).
4. Consider dock bumpers where elevated truck loading/unloading occurs.

Premium:

5. Dock leveler systems.

1019 Other Equipment

Baseline:

1. None.

Provisional:

2. Consider kitchenette at Special Needs Life Skills areas with residential type refrigerator, range, over range microwave, and dishwasher.
3. Consider high-capacity washer and dryer at Intensive Needs program area.
4. Consider ceiling mounted plates/eye bolts at OT/PT program area.

Premium:

5. Plumbed and hardwired commercial equipment at 'student store' unless specifically supported by curriculum in an approved educational specification.

102 Furnishings

1021 Fixed Furnishings

Baseline:

1. Provide benches at building entry vestibules/lobby in the parent pick-up/drop-off zones; secure to floor.

Provisional:

2. Consider built-in benches/seating at Library and Elementary Classroom.

Premium:

3. (Reserved)

1022 Mats

Baseline:

1. Provide walk-off grates/mats at entry vestibules.

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

1023 Other Furnishings

Baseline:

1. (Reserved)

Provisional:

2. (Reserved)

Premium:

3. (Reserved)

011. SPECIAL CONDITIONS

A. Building System Summary

The **Special Conditions** related to school buildings consist of both special purpose facilities and project conditions that bridge across, rather than fitting within, several of the core building systems. The ‘system’ deals with the installation, removal, or relocation of integrated or self-contained support buildings, and with site conditions that, while altering the site, do not install utility or improvement features. Generally, all elements related to hazardous materials and conditions are included within this system. The department recognizes three sub-categories in this building system: **Special Construction, Special Demolition, and Special Site Conditions**. Special Construction includes three specific use-types. Special Demolition includes all demolition work from entire buildings to selective building elements and utilities. It also captures hazmat associated with that demolition. Special Site Conditions deals with management of site conditions for both effective construction execution and

long-term building operations. Remediation work for sites is also captured. **Special Construction** will overlap nearly all building system sections **02** through **09** depending on complexity, as will **Special Demolition**. The **Special Site Conditions** category abuts **01. Site & Infrastructure** categories but should not have much, if any, overlap.

B. Design Philosophy

Cost effective school construction can sometimes be enhanced by isolating special facility uses such as greenhouses or various types and combinations of utility modules and providing them as separate facilities. These solutions, while more common in remote school locations, are not automatic for any project and should be based on solid value analysis. Similarly, selective, and whole building demolition work occurs across a range of scope and possibility. Final project solutions should be driven by options analysis supported by accurate life-cycle costing. Site conditions can have a significant impact on cost effective school construction. Factors such as topography, erosion, proximity to natural hazards, wetlands, site drainage, and flooding must be properly evaluated in the project planning phase. The department’s publication *Site Selection Criteria and Evaluation Handbook*, provides guidance and tools in these areas. The State expects school districts to thoroughly evaluate **Special Conditions** that can simplify building systems and lower construction costs. For additional design parameters see the **Design Ratio** section of this system.

C. Model Alaskan School

The Model Alaskan School includes site preparation work that aligns with Special Site Conditions of this section to include clearing and grubbing, survey and layout, SWPPP, excavation, geotextiles, fill, and compaction work. While the full *Program Demand Cost Model for Alaskan Schools* does include estimating elements for demolition and hazardous materials conditions, its Model School Escalation file does not. Primarily this is due to these elements being dependent on specific project environments and conditions. Acceptable additional items and alternatives are detailed in the construction standards that follow.

111 Special Construction

1111 Packaged Utility Modules

Baseline:

1. Provide packaged utility module supporting any of the following functions in locations where site-constructed solutions are less cost effective: fire suppression, heating plants (i.e., oil and wood-fired boilers, etc.), power generation, walk-in refrigerator/freezers (CF-3 LCCA-1).

Provisional:

2. Consider including electrical services in conjunction with utility modules providing heating plants (CF-3 LCCA-1).

Premium:

3. Packaged utility modules with utility runs to the supported facility that exceed 40ft.

1112 Swimming Pool

Baseline:

1. Swimming pools are supported as school space under AS 14.11 under certain conditions. Refer to the most current department publication *Swimming Pool Guidelines for Educational Programs*.

Provisional:

2. Consider construction of swimming pools in support of the educational program where the capacity exists to meet the above average operations and maintenance costs of such facilities over time.
3. Consider partnering with related municipal and borough entities in sharing the cost of initial capital, O&M, and capital renewal costs through a joint use agreement (ref. 4 AAC 31.020(g)).

Premium:

4. Swimming pool tank sizes, amenities, and resulting facilities not supported under statute and regulation.

1113 Greenhouse

Baseline:

1. None required. [Note: Greenhouses are considered school space under 4 AAC 31.020.]

Provisional:

2. Consider building-attached greenhouse spaces when such spaces can meet the educational program being provided (ref. *0142 Attached Shelters*).
3. Consider freestanding greenhouses in support of the educational program where the capacity exists to meet the above average operations and maintenance costs of such facilities.

Premium:

4. Greenhouse space which is beyond the allowable gross square footage in the attendance area (ref. 4 AAC 31.016 and 4 AAC 31.020).

112 Special Demolition

1121 Structure Demolition

Baseline:

1. Provide demolition of existing schools which are no longer cost effective to repair and or transfer to another entity when approved for replacement as part of an application for state-aid under AS 14.11 (CF-3 LCCA-1).
2. Provide structure demolition at state-owned abandoned school sites as part of the development of new schools, replacement schools, or additions/renovations to existing schools.
3. Secure permits for local disposal (i.e., one-time monofill on state-owned or district-owned property), on property owned by others by agreement, or in approved local landfills.

Provisional:

4. Consider the demolition of education support facilities that have exceeded their useful life and cannot be renovated for additional use(s).
5. Consider removal of demolition waste to a landfill in Alaska or outside of Alaska when local disposal options have been exhausted (CF-3 LCCA-1).

Premium:

6. Demolition of any structure not accepted as an *education related facility* and approved by the department.

1122 Building Selective DemolitionBaseline:

1. Provide selective demolition in support of approved new work or rehabilitation.
2. Secure permits for local disposal in approved local landfills.

Provisional:

3. Consider removal of demolition waste to a landfill in Alaska or outside of Alaska when local disposal options have been exhausted (CF-3 LCCA-1).

Premium:

4. Any selective demolition not accepted as part of an *education related facility* and approved by the department.

1123 Site and Utility DemolitionBaseline:

1. Provide demolition of site improvements associated with *education related facilities* approved for replacement or those in conflict with approved new work or rehabilitation (ref. *013 Site Improvements* for acceptable site features).
2. Provide for demolition of utilities supporting *education related facilities* approved for replacement or those in conflict with approved new work or rehabilitation (ref. *015 Civil/Mechanical Utilities* and *016 Electrical Utilities* for acceptable utility elements).

Provisional:

3. Consider opportunities to transfer site improvements or utilities to another entity when approved for replacement under AS 14.11.
4. Consider vacating and capping underground utilities in-place when the cost to excavate and remove due to obstructions or geotechnical considerations substantially exceed normal removal (CF-3 LCCA-1).

Premium:

5. Any site and utility demolition not accepted as supporting an *education related facility* and approved by the department.
6. Underground utility demolition where the cost exceeds normal removal by more than 100%.

1124 Hazardous Material Removal

Baseline:

1. Provide for removal of hazardous materials in work under *1121 Structure Demolition* associated with *education related facilities* approved for replacement.
2. Provide for removal of hazardous materials in work under *1122 Building Selective Demolition* when hazardous materials will be disturbed during approved rehabilitations.
3. Secure permits for local disposal, if possible, on state-owned or district-owned property, on property owned by others by agreement, or in approved local landfills.

Provisional:

4. Consider fully documenting hazardous materials present in existing facilities in preparation for opportunities to transfer *education related facilities* to another entity when approved for replacement under AS 14.11. [Note: standards for some hazardous materials, such as asbestos, diminishes with changes in building occupancy and use.]

Premium:

5. Any hazardous material removal not accepted as supporting an *education related facility* and approved by the department.
6. Removal of hazardous materials for which a potentially responsible party (PRP) or RP has been identified other than the Department of Education & Early development.

1125 Building Relocation

Baseline:

1. Relocate *education related facilities* to other locations on the school parcel when required by expansion projects approved by the department.
2. Relocate *education related facilities* to parcels off the school site under control of the state or a political subdivision of the state when required as part of excess building disposition approved by the department.
3. Relocate non-education related facilities owned by the school district to other locations on the school parcel when required by expansion projects approved by the department (this will primarily consist of teacher housing units).

Provisional:

4. Consider relocating an *education related facility* when an alternate location will improve the efficiency of school operations (CF-3 LCCA-1).

Premium:

5. Building relocation to parcels not under the site control of a state or a political subdivision of the state.

113 Special Site Conditions

1131 Site Shoring & Dewatering

Baseline:

1. Provide site shoring required to support construction operations on school sites.
2. Provide dewatering required to support construction operations on school sites.
3. Provide site shoring and dewatering that might be generally required to support all site improvement and utility work and not associated with any particular one of these subsystems.

Provisional:

4. Consider selecting school sites where site shoring and dewatering are not required.

Premium:

5. Site shoring and dewatering that exceeds 0.3% of the total estimated construction cost.

1132 Site Earthwork

Baseline:

6. Provide excavation, fill, geotextiles, and other similar elements required to support construction operations on school sites.
7. Provide site earthwork that might be generally required to support all site improvement and utility work and not associated with any particular one of these subsystems.

Provisional:

8. None. All other earthwork should be in support of approved work in *013 Site Improvements*, *015 Civil/Mechanical Utilities*, or *016 Site Electrical*.

Premium:

9. Site earthwork that exceeds 0.5% of the total estimated construction cost.

1133 Site Remediation

Baseline:

1. Provide for remediation of contaminated site materials for work not covered in *1121 Structure Demolition* that is associated with *education related facilities* approved for replacement.
2. Secure permits for local remediation (soil farming, etc.), if possible, on state-owned or district-owned property, on property owned by others by agreement, or in approved local landfills.
3. Provide and place clean backfill from local sources as necessary to return site to a safe and functional condition.

Provisional:

4. Consider working with the Alaska Department of Environmental Conservation on options for contaminated site materials to remain under Institutional Controls (ICs).
5. Consider imported backfill when local sources are not available or can be demonstrated to be not cost-effective (CF-3 LCCA-1).

6. Consider removing and disposing of contaminated site materials to approved landfills in Alaska or outside of Alaska on a cost-benefit basis (CF-3 LCCA-1).

Premium:

7. Any contaminated site material removal not accepted as supporting an *education related facility* and approved by the department.
8. Removal of contaminated site materials for which a potentially responsible party (PRP) or RP has been identified other than the Department of Education & Early development.

Site Selection Criteria and Evaluation Handbook

P U B L I C A T I O N C O V E R

September 8, 2021

Issue

The department is alerting the committee that it has initiated an update of the *Site Selection Criteria and Evaluation Handbook*, referenced in regulation 4 AAC 31.020(a)(8).

Background

Last Updated/Current Edition

Publication last updated in 2011. Current edition available on the [department's website](http://education.alaska.gov/facilities/publications/SiteSelection.pdf) (education.alaska.gov/facilities/publications/SiteSelection.pdf). The publication includes a companion scoring matrix tool using the Microsoft Excel platform.

Summary of Proposed Changes

The department started the update of this publication with a validation assessment. Based on the survey results, DEED drafted a straightforward update to the prior publication with updates to traffic and access criteria, as recommended by DOTPF, and updated graphics. With no public comments received, no changes were made by the department from the initial draft to the final draft of the publication.

Version Summary & BRGR Review

July 21, 2020 – Initial draft presented to BRGR. Approved to go to public comment.

September 8, 2021 – Final draft to BRGR. No changes from initial draft

Public Comment

A public comment period opened July 23, 2021 and closed August 16, 2021. No public comment was received.

BRGR Input and Discussion Items

The department has no items identified in this final draft for BRGR input or discussion.

Options

Recommend publication as presented to State Board for adoption into regulation.

Recommend revisions to publication prior to State Board adoption into regulation.

Seek additional information.

Suggested Motion

“I move that the Bond Reimbursement and Grant Review Committee recommend the 2021 edition of the *Site Selection Criteria & Evaluation Handbook* as presented to the State Board of Education and Early Development for adoption into regulation 4 AAC 31.020.”



Site Selection Criteria and Evaluation Handbook

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State of Alaska
Department of Education
Juneau, Alaska

This publication was originally adapted from a November 1978 document published by the State of Alaska Department of Transportation and Public Facilities, Division of Facility Procurement Policy, entitled *Site Selection Criteria and Evaluation Guideline for Educational Facilities in Rural Alaska*.

Table of Contents

Introduction 2

 Overview 2

 Authority 2

Basic Procedures 3

 Site Selection Elements..... 3

 Weighting Factors (WF)..... 3

 Applying Ranking Criteria 4

 Tabulating and Analyzing Results 4

Ranking Criteria Elements 5

The Evaluation Report 25

 Introduction and Executive Summary..... 25

 Maps and Graphics..... 25

 Evaluation Matrix and Narratives..... 25

Appendix A Site Evaluation Matrix..... 26

 Social and Land Use Factors 26

 Construction Cost Factors 27

 Maintenance and Operating Cost Factors 28

 Site Evaluation Summary Table 28

Appendix B Sample Site Graphic Analysis..... 29

Appendix C Suburban School Layout..... 30

Introduction

Overview

The perfect school site can be envisioned as generally level with some topographic interest, having complete utilities, stable, well drained soils, excellent road and pedestrian access, protection from excessive weather patterns, with ample space for school facilities, playground and sports fields. The site would be accessible to present and future populations and be free of any natural or environmental hazards. It would be removed from undesirable business, industry and traffic hazards but be convenient to important public facilities and recreational/outdoor learning areas. In most communities, however, the perfect site is elusive and difficult to find.

School siting is also a serious public policy decision. Land availability, land use, public sentiment and other community issues can have dramatic influence on site selection. In any site selection process, local involvement and judgments regarding the relative significance of selection criteria are important.

This Site Selection Criteria Handbook was developed with flexibility in mind, and can be used by school districts to perform a site selection analysis for any school facility by carefully selecting the appropriate criteria and weighting factors. Districts can use this guide for analysis of site opportunities for elementary schools, secondary schools, charter schools, alternative schools and special purpose facilities.

Finally, site selection for school facilities has a direct and lasting impact on the resources of the State of Alaska. Both the economic resources and the natural resources of the state are affected by the construction and operation of public schools. Primarily in response to these factors, the state recognizes the need for careful and thorough evaluation of school sites.

Authority

The guidelines incorporated in this handbook have been developed to give assistance and direction to Alaska school districts and communities in determining the suitability of various building sites for educational facilities planning. They are based upon AS 14.11.013 and 14.11.100, which provides for department review of projects to ensure they are in the best interest of the state. This provision is further developed by regulation 4 AAC 31.025 which requires approval of educational facility sites under paragraph (a) and investigations by the appropriate local governing body for suitability in paragraph (d). This handbook establishes the basic considerations for an adequate site selection process. Other products of similar detail may be used to fill the requirements laid out in statute and regulation.

Basic Procedures

Site Selection Elements

This handbook establishes a set of basic site selection elements and offers suggested evaluation criteria for rating the elements. Although the document does incorporate an internal weighting factor (it lists a few key ranking criteria elements which have high-cost impacts in more than one sub-category) it does not prescribe the importance of most selection elements but rather, incorporates a weighting system whereby a district or community can assign a range of importance to each element. It is recognized that information for all the elements cannot always be determined nor are all elements applicable to every site. However, detail and rigor in addressing the elements is important for an effective evaluation.

The selection elements are grouped into three major categories as follows:

1. Social and Land Use Factors
2. Construction Cost Factors
 - a) Soils/Foundations
 - b) Utilities
 - c) Other
3. Operations and Maintenance Cost Factors

The site selection elements form the basis for an evaluation matrix which is shown in **Appendix A** and is available as a spreadsheet on the department's website. The first step in the process is to review the matrix elements for applicability to the project and sites being considered.

Weighting Factors (WF)

After identifying the site selection elements, the next step is to assign weighting factors to each element. Assignment of the weighting factors is the district/community's opportunity to apply its values to the evaluation process so that the final scores for each site reflect issues involved at the local level. This is often accomplished through community surveys, public meetings and other forums for developing consensus among the parties affected by the school project. A suggested model for the district/community weighting factors is shown below:

Weighting Factors

- 1 = not very important*
- 2 = somewhat important*
- 3 = important*
- 4 = very important*
- 5 = essential*

Basic Procedures

Applying Ranking Criteria

Following the assignment of the weighting factors, each selection element is evaluated according to established criteria and ranked on the simple five-point scale from 0 to 4. The detailed ranking criteria to be used, which differentiates as needed between rural and urban sites, is described following this section on **Basic Procedures**. The table below gives a suggested definition of each ranking score:

Criteria Ranking Scores

0 = unacceptable (least desirable/least cost effective)

1 = poor

2 = fair

3 = good

4 = excellent (most desirable/most cost effective)

Tabulating and Analyzing Results

Using the Site Evaluation Matrix (Appendix A) enter the criteria ranking scores for each element. Compute the total score for each site by multiplying each criteria score by the weighting factor and sum them. An example of a portion of the Site Evaluation Matrix is shown below:

Maintenance and Operating Cost Factors									
Criteria	WF	Site 1	S1 x WF	Site 2	S2 x WF	Site 3	S3 x WF	Site 4	S4 x WF
Site Drainage	3	4	12	3	9	3	9	n/a	n/a
Flooding	4	4	16	4	16	2	8	n/a	n/a
Site Erosion	4	3	12	3	12	3	12	n/a	n/a
Sun Orientation	2	2	4	1	2	1	2	n/a	n/a
Protection from Elements	2	3	6	3	6	2	4	n/a	n/a
Proximity to Natural Hazards	4	0	0	3	12	4	16	n/a	n/a
Alternative Energy Sources	3	1	3	1	3	2	6	n/a	n/a
Air Inversions/Katabatic Winds	2	4	8	4	8	4	8	n/a	n/a
TOTALS			61		68		65		n/a

The total scores for each site represent a detailed analysis; the highest score should indicate the most desirable site. If the district or community, based on factors not captured by the evaluation, desires to choose a site other than the site receiving the highest score, a narrative justification of this position will need to be developed for inclusion in the site selection report.

Ranking Criteria Elements

The following ranking criteria elements provide specific guidance to school districts in establishing a score of each associated ranking element. If a particular district has a particular criteria that is not included in the ranking criteria listed below, but is important to the district in determining the acceptability of a school site, then the district can utilize the spreadsheet available on the department’s website to add that criteria to the scoring matrix. Because the department reviews and approves site selection decisions made by a school district, the department will need to be consulted if additional criteria are proposed for a site selection analysis.

Size of Site

Criteria:

The specific criteria listed below have been adapted from the *Council of Educational Facility Planners International Creating Connections Guideline*.

Selection of a school site involves many variables, all of which cannot be captured in a basic metric such as the one shown below; however, the tool below can be helpful for identifying the approximate site size necessary to accommodate a district’s proposed school facility. For assistance with estimating [a size, or a quantity \(vehicles/buses\)](#) for a particular use contact the department, or consult with a design professional.

Use	Typical Size	Actual Estimated Size
Building Footprint	Varies	
Service Area (3 dumpsters/recycling bins, loading and turning area for two trucks)	8,000 SF	
Bus Drop-off/Pick-up (including space for angled parking and driveways with appropriate turning radius)	5,500 SF/bus	
Bus Drop-off/Pick-up (parallel loading at sidewalk)	650 SF/bus	
Car Drop-off/Pick-up	250 SF/car	
Vehicle Parking	285 SF/space	
Paved Outdoor Play Area	4,500 SF (varies)	
K-2 Playground Equipment Area	3,200 SF (varies)	
3-5 Playground Equipment Area	3,200 SF (varies)	
Outdoor Learning Area	Varies	
Grassy/Natural Play Area	Varies	
Football Field	88,000 SF	
Football Field with track and field event space	225,000 SF	
Soccer	106,000 SF/field	
Total Net Square Footage		
Net to Gross Factor (10% for larger sites varying to 30% for small sites to accommodate walkways and buffers between activity areas)	10%-30% of net square footage	
Total Useable Area Required		
Number of Useable Acres Required (divide total useable area required by 43,560 SF/acre)		

See next page for evaluation criteria

Ranking Criteria Elements

Evaluation (for Site Size Criteria):	Scores:
Site size is within 30% of the calculated programmatic space requirements for the proposed facility	0
Site size is within 20% of the calculated programmatic space requirements for the proposed facility	1
Site size is within 10% of the calculated programmatic space requirements for the proposed facility	2
Site size is adequate to meet the calculated programmatic space requirements for the proposed facility	3
Site size exceeds the calculated programmatic space requirements for proposed facility and provides room for building expansion and/or activity use expansion	4

Proximity to Population to be Served

Criteria:

Ideally, all students served by the school would be in convenient, safe walking distance to the site. In communities with roads, convenient vehicle/bus travel is also important. Evaluate this criterion using the anticipated population distribution when the school is at capacity (i.e. 5 year post-occupancy). Use the following standard, evaluating for both elements and using the lowest score:

- 50% of students served are within reasonable walking distance (i.e. ¼ mile or less) and,
- 90% of students served are within a 15 minute vehicle/bus ride

Evaluation:	Scores:
Proximity of student population is 40% or more below standard	0
Proximity of student population is within 20% of standard	1
Proximity of student population is within 10% of standard	2
Proximity of student population is equal to standard	3
Proximity of student population is 10% or more above standard	4

Ranking Criteria Elements

Proximity to Future Expansion of Community

Criteria:

Occasionally, schools are constructed on sites that within 20 years are no longer adjacent to population centers and/or residential areas. This criterion assesses long-range planning and land use factors related to school sites. Use a subjective evaluation of how well the site corresponds to future expansion and land use in the community to score this criterion. Answer the question, “Is this a good long-term site for a school?”

Evaluation:	Scores:
Incompatible with future expansion	0
Significant variances with future expansion	1
Some variances with future expansion	2
Corresponds well with future expansion	3
Corresponds ideally with future expansion	4

Proximity to Important Existing Facilities

Criteria:

In some instances, a district/community can identify an existing facility (e.g. swimming pool, food service, etc.) which is shared between multiple schools and to which close proximity is essential or desired. If more than one facility is important, this criterion may have to be scored multiple times. In most cases the adjacency is important because it involves student transit. Use the following standard:

- students served are within a short walking distance to important existing facilities (i.e. 1/8 mile [660ft.] or less)

Evaluation:	Scores:
Proximity of school is 40% or more below standard	0
Proximity of school is within 20% of standard	1
Proximity of school is within 10% of standard	2
Proximity of school is equal to standard	3
Proximity of school is 10% or more above standard	4

Ranking Criteria Elements

Year-round Accessibility

Criteria:

Ideally, the site should be easily accessible during all times of the year regardless of weather and temperature effects on paths, walks or roads. In some communities, access may improve during winter due to frozen water/wetlands. In other communities, winter may cause the most difficult accessibility problems. Evaluate this criteria assuming standard amenities for site accessibility are provided (i.e. walks, roads, bridges, etc.). Costs for providing these amenities should be covered in other criteria.

Evaluation:	Scores:
Site is inaccessible during certain times of the year	0
Access is routinely interrupted by weather/temperature conditions	1
Access is periodically over swampy, unstable soils	2
Typically year-round well drained ground/road access	3
Fully accessible; only severe storms may temporarily hinder access	4

Site Topography

Criteria:

Ideally, the site should be fairly level with some topographic relief that can provide opportunities for learning area development. In some communities, choice of level property may not be available, so consideration should be given to the side that best meets the programmatic needs of the facility. Evaluate this criterion by considering the types of amenities required for the facility (i.e. playground/play area, soccer field, track, basketball court, etc.). Costs for providing these amenities should be covered in other criteria.

Evaluation:	Scores:
Site contains significant topographic relief, and cannot accommodate anticipated uses	0
Site is not level, and can only accommodate a limited number of anticipated uses	1
Site is not level, but can still accommodate all anticipated uses	2
Site is mostly level and can accommodate all anticipated uses	3
Site is level and can accommodate all anticipated uses	4

Ranking Criteria Elements

<<<<BEGIN TRAFFIC AND ACCESS RELATED CRITERIA>>>>

Traffic Impact, Access Needs

The following five criteria relate to traffic and access issues that may affect a potential school site. A thoughtfully situated site will allow walking, busing and driving access while minimizing crash risk between those modes of travel as well as mainline traffic. The criteria address capital and maintenance needs for road function, sight distance, access and circulation, walking routes, school zones, turn lanes, and traffic signals. The following five criteria are especially important to consider in urban and suburban site selection processes where inadequately addressed traffic issues can result in safety concerns for students.

Road Access

Criteria:

Evaluate site access options. Access to the school site from minor arterials and collectors is more compatible than access from high speed or high volume road corridors or a low volume neighborhood residential street. Consider traffic speed and volume at the point of driveway access. Request DOT/PF or local agency assistance for roadway classification and traffic volume information, [even for remote areas if registered vehicles are present](#).

Evaluation:	Scores:
Driveway access from National Highway System, Principal Arterial, or Interstate	0
Driveway access from a low volume internal residential-only street	1
Driveway access from a Major Arterial roadway	2
Driveway access from a Minor Arterial roadway	3
Driveway access from Local Road or Collector (not generally a low volume residential-only street)	4

Visibility, Safety of Driveways

Criteria:

Driveways have the potential to create conflicts when vehicles enter the roadway, particularly where slopes, curves or obstacles prevent good sight distance. The potential for conflicts can be reduced through provision of proper sight distance and traffic control devices. Evaluate sight distance at existing intersections and identify changes that may be required to provide adequate sight distance. Request DOT/PF or local agency assistance for [help reviewing](#) minimum intersection sight distance.

Evaluation:	Scores:
Adequate intersection sight distance cannot be provided or is very difficult to provide.	0
n/a	1
Adequate intersection sight distance can be provided but requires clearing and/or earthwork.	2
n/a	3
Adequate intersection sight distance can be provided without any major work.	4

Ranking Criteria Elements

Driveway Conflicts and Internal Circulation

Criteria:

Driveway access options are limited by roadway frontage. The greater the frontage along a road, or along adjoining roads, the greater the likelihood that multiple driveways will provide options for internal site circulation of vehicular traffic (buses, visitors, students and faculty), pedestrians and bicycle traffic. Evaluate driveway access and internal circulation options. For information on [how](#) driveway separation requirements [improve circulation](#), contact DOT/PF.

Evaluation:	Scores:
Road frontage limits access to one driveway; site restricts driveways and requires multiple travel modes to share the same access with undesired conflicts. Site or limits internal site-traffic circulation options and requires mixing of travel modes. or driveways and access frontage is insufficient for multiple modes of access. On-site storage is insufficient and will lead to undesirable queuing on the adjacent roadway.	0
n/a Some, but not all of the above factors apply.	1
Road frontage limits driveway access options and requires some mixing of travel modes with acceptable conflicts.; site-Site allows internal site-traffic circulation options. Frontage limits multiple modes of access but not complete separation of each mode. On-site storage is a concern and could lead to less desirable queuing on the adjacent roadway.	2
n/a Some but not all of the above factors apply.	3
Road frontage wide enough is sufficient for multiple driveways and other to separate conflicts between non-compatible modes of travel.; site-Site allows internal site-traffic circulation options with segregation or buffers for each mode. On-site storage is adequate; no queuing is expected on the adjacent roadway.	4

Safe Routes to School for Pedestrians and Bicycles

Criteria:

Safe walking routes enable students within a short distance of the school the option to walk or ride bicycles. Minor collectors and local roads with easy access to the school are best for student pedestrians and bicycles. Roads with a significant amount of traffic act as barriers to students, will require traffic control devices (signs, signals, crossing guards) and can result in conflicts ~~when-if~~ students make poor crossing decisions. Evaluate the local walking conditions and changes necessary to improve safety for students.

Evaluation:	Scores:
No walking routes are available, nor can reasonable routes be constructed.	0
Walking routes can be constructed, but significant pathway work is required. Traffic control devices could be extensive, requiring tunnels, bridges, or signalization.	1
Walking routes can be constructed at-grade without major right-of-way or road work.	2
Existing walking routes are suitable for 1/4 to 1/2 mile travel. A s School zone signs, a crosswalk, or a beacon system may be required.	3

Ranking Criteria Elements

Evaluation:	Scores:
Existing walking routes are suitable for 1/4 to 1/2 mile travel. No new traffic control devices are required.	4

Ranking Criteria Elements

Roadway Capacity, Safety Needs

Criteria:

Schools generate a significant amount of traffic. Increased vehicle trips to a school site may create congestion and delay for school and non-school related traffic. Turning movements create conflicts between vehicles and pedestrians. Major intersection safety improvements could include adding through lanes, right-turn lanes, a significant length of road widening to accommodate left turn lanes, or a traffic signal or a roundabout. Evaluate ~~how~~ whether increased traffic volume and turning movements can be safely accommodated. Request DOT/PF or local government guidance and technical assistance regarding traffic impacts, safety improvements and permitting.

Evaluation:	Scores:
The roadway requires major intersection and road segment improvements for long distances. Requires a Traffic Impact Analysis (TIA) per 17 AAC 10.060 (required typically for site generated traffic volume greater than 100 vehicles per hour).	0
The roadway requires major intersection improvements. Requires a Traffic Impact Analysis (TIA) per 17 AAC 10.060 (required typically for site generated traffic volume greater than 100 vehicles per hour).	1
The roadway requires widening to provide turning lanes to accommodate turning traffic demand. Requires a limited Traffic Impact Analysis (TIA) to review turning demands. <u>Site-generated traffic volume is typically between 50-99 vehicles per hour.</u>	2
No roadway improvements are required; signing changes are needed.	3
No roadway improvements are required; existing road capacity and traffic control devices are adequate.	4

~~<<<<END OF TRAFFIC AND ACCESS RELATED CRITERIA>>>>~~

Aesthetic Value

Criteria:

Sites can be assessed for the quality of their surroundings such as vegetation, topography, views and surroundings. Because aesthetic value is subjective, it is important that the local residents establish the aesthetic criteria considering each of the categories mentioned above. Use a subjective evaluation of the aesthetic merits of the site and answer the question, “What would it take to make this site aesthetically pleasing?”

Evaluation:	Scores:
Will never be aesthetic	0
Has few natural aesthetic features and little potential	1
Has some aesthetic features; potential for more with considerable effort	2
Could have many aesthetic features with minimal efforts	3
Has many aesthetic features naturally	4

Ranking Criteria Elements

Sun Orientation

Criteria:

The site should allow designs to take full advantage of available sun angles. Locating outside play areas to receive sunlight normally makes them a more desirable place for activity. A facility can benefit from the solar gain of winter sunlight. Large stands of trees, north-facing slopes and adjacent structures can be detrimental. Evaluate this criteria based on the year-round use of the facility.

Evaluation:	Scores:
Site is in constant shadow during fall, winter and spring months	0
Site is mostly in shadow during winter months with some fall/spring sun	1
Site is mostly exposed winter sun	2
Site is exposed to year-round sun with some obstructions	3
Site is exposed to full year-round sunlight; no obstructions	4

Protection from Elements

Criteria:

The site should provide protection from prevailing winds which intensify cold temperatures, dust, driving rain and drifting snow. Topography, orientation and site vegetation relative to cold winter winds can be important both for indoor and outdoor educational activities. Sites with some type of wind protections are desirable over those exposed to harsh winds (this is especially critical in coastal areas). Evaluate this criteria based on natural features. Costs of compensating for inadequate protection should be covered in other criteria.

Evaluation:	Scores:
Site is fully exposed to prevailing winds; no obstructions	0
Site is mostly exposed to prevailing winds	1
Site is partially protected from prevailing winds; some natural barriers	2
Site is mostly protected from prevailing winds	3
Site offers full protection from prevailing winds	4

Ranking Criteria Elements

Site Drainage

Criteria:

Sites with good drainage are easier to develop and maintain. Good drainage reduces the chance of water or ice collecting around a facility which could cause undermining, decay and/or frost heave leading to structural damage. It could also make general use and occupancy of the site difficult. Evaluate this criteria based on natural features. Costs of compensating for inadequate drainage should be covered in other criteria.

Evaluation:	Scores:
Site is generally low; surrounding areas drain into it	0
Drainage collects in some areas within the site	1
Drainage collects in areas adjacent to the site	2
Site has positive drainage; water contribution from surrounding areas is easily accommodated	3
Site has positive drainage; no water contribution from surrounding areas	4

Proximity to Natural Hazards

Criteria:

Ideally, the site would have no susceptibility to damage (facilities, utilities, etc.) from natural disasters. These would include the results of “Force Majeure” such as earthquakes, avalanches/landslides, volcanic activity as well as health and safety hazards such as bluffs/steep cliffs, bodies of water and sewage/garbage disposal areas. Evaluate this criteria based on natural features and the historical occurrence of those hazards listed above. Costs of compensating for hazards should be covered in other criteria.

Evaluation:	Scores:
Site in proximity to five or more hazards	0
Site is in proximity to four or fewer hazards	1
Site is in proximity to three or fewer hazards	2
Site is in proximity to one hazard	3
Site free of any potential damage/injury from natural hazards	4

Ranking Criteria Elements

Zoning/Land Use

Criteria:

Current and projected zoning and land use should be compatible with the use of the site for a school. If local regulations do not currently permit educational facilities, it could be a lengthy process to obtain a change in zoning or a conditional use permit. Evaluate this criterion according to the difficulty and associated risk.

Evaluation:	Scores:
Present/future zoning does not permit use of the site for a school	0
Not zoned for schools but change or exemption can be requested	1
Current zoning will allow schools as conditional use	2
Currently zoned for schools; not likely to change	3
Present/future zoning permits schools or no zoning restrictions exist	4

Site Soils/Foundation Conditions

Criteria:

Ideal sites contain well graded, stable soils with high soil bearing pressure. Soil conditions should allow conventional, economical foundation systems which can meet or exceed a 50 year life expectancy with little maintenance. Soil conditions which can adversely affect construction include, discontinuous permafrost, silts and clays, substantial surface or sub-surface organic and high water contents (all susceptible to frost heave). Sites should be assessed for the quality of their soil based on known conditions or on-site investigations.

Evaluation:	Scores:
Unstable soils throughout; highly specialized foundation required	0
Mostly unstable soils; specialized foundation required	1
Isolated area of the site have unstable soils, some specialized foundation likely	2
Most areas of the site have stable soils; conventional foundation possible	3
Stable soils; conventional foundation system possible	4

Ranking Criteria Elements

Availability of Water Utilities

Criteria:

Connection into an existing, reliable water supply system with adequate capacity is preferred. Sites closest to the existing system would be rated highest. When considering adequacy, don't forget fire suppression system requirements. If a new water system is required for the site, then sites should be rated as to their potential to support/provide the system. For new systems, proximity to wells, lakes or rivers may be a factor. Evaluate this criteria based on known improvements and/or natural features as described above. Costs of providing water utility should be covered in other criteria.

Evaluation:	Scores:
No existing system; no known/potential water supply near site	0
No existing water system; potential water supply near site	1
No existing water system available; known water supply at site	2
Adequate, reliable water system is available adjacent to or near the site	3
Adequate, reliable water system is available within the site	4

Availability of Sewage Utilities

Criteria:

Connection into an existing, reliable waste/sewer system with adequate capacity is preferred. Sites closest to the existing system would be rated highest. If a new sewage system is required for the site, then sites should be rated as to their potential to support/provide the system. For new systems, perking soils, space for lagoons and availability of effluent outfalls may be a factor. Evaluate this criteria based on known improvements and/or natural features as described above.

Evaluation:	Scores:
No existing system; no known/potential waste handling area near site	0
No existing sewer system; potential locations for sewer system near site	1
No existing sewer system available; known location/method avail. on site	2
Adequate, reliable sewer system is available adjacent to or near the site	3
Adequate, reliable sewer system is available within the site	4

Ranking Criteria Elements

Availability of Electrical Power

Criteria:

Connection into an existing, reliable electrical system with adequate capacity is preferred. Sites closest to the existing system would be rated highest. If a new electrical system is required for the site, then sites should be rated as to their potential to support/provide the system. For new systems, space for generators, space for fuel storage and availability of fuel may be a factor. Evaluate this criteria based on known improvements and projected requirements.

Evaluation:	Scores:
No existing system; known difficulties for generation on site	0
No existing power system; good potential for power generation near site	1
No existing power system available; known power generation at site	2
Adequate, reliable power system is available adjacent to or near the site	3
Adequate, reliable power system is available within the site	4

Availability of Fuel Storage/Distribution

Criteria:

Connection into an existing, reliable fuel storage/distribution system with adequate capacity is preferred. Sites closest to the existing system would be rated highest. If a new fuel system is required for the site, then sites should be rated as to their potential to support/provide the system. For new systems, proximity to delivery points, available land for tankage, etc. may be a factor. Evaluate this criteria based on known improvements and/or natural features as described above. Costs of providing fuel utility should be covered in other criteria.

Evaluation:	Scores:
No existing system; known difficulties for fuel storage on site	0
No existing fuel system; good potential for fuel system near site	1
No existing fuel system available; known fuel system location on site	2
Adequate, reliable fuel system is available adjacent to or near the site	3
Fuel system is not required or is available on site	4

Ranking Criteria Elements

Proximity to Fire Response Equipment

Criteria:

This may or may not influence site selection in rural areas since many villages have no organized fire protection. In areas with fire hydrants and a continuous/reliable water supply and/or a fire station, sites may be rated by response time or whether a site is within the service area. In facility design, sprinkler systems may be specified which become part of the fire protection equipment which is independent of site location except as it relates to water supply. Use the following standard:

- site is within a service area and is in close proximity to a fire station (i.e. 4 miles or less)

Evaluation:	Scores:
Proximity of site is 40% or more below standard	0
Proximity of site is within 20% of standard	1
Proximity of site is within 10% of standard	2
Proximity of site is equal to standard	3
Proximity of site is 10% or more above standard	4

Ease of Transporting Construction Materials

Criteria:

Proximity to transportation routes which can support heavy equipment and loads can affect the usability of a site for construction. This criterion is not to measure the cost of getting construction materials to a community or geographic area but evaluates the local impact of transporting materials to the site. Sites closest to the transportation route will be most easily serviced. Evaluate based on the following:

Evaluation:	Scores:
Site is inaccessible	0
Transporting materials/equipment will be very difficult	1
Transporting materials will be difficult	2
Transporting will be fairly easy, routes will need upgrading	3
Transporting of equipment/materials will be simple; on established routes	4

Ranking Criteria Elements

Site Availability

Criteria:

Land status availability is one of the most fundamental criteria for locating capital improvements. The title to the site should be free of legal encumbrances, platted and surveyed with an accurate legal description and have a single owner. Evaluate as follows:

Evaluation:	Scores:
Clear or unclear title, owner/seller not interested	0
Uncertain title/boundaries; multiple owners	1
Some encumbrances/easements, etc., multiple owners	2
Clear title, recent survey, possibly available	3
Clear title, recent survey, definitely available	4

Site Cost

Criteria:

Land parcels should be available at an affordable cost. The most favorable situation is one in which the parcel is public land available at no cost to the district or available by donation from a private entity. Obviously, the cost of some parcels may be totally beyond the available funds. Evaluate as follows:

Evaluation:	Scores:
Site is cost prohibitive	0
Site is above fair market value but within reach	1
Site is available at fair market value	2
Site is available below fair market value	3
Site is available at no cost or has a nominal administrative fee	4

Ranking Criteria Elements

Alternative Energy Sources

Criteria:

In some cases it may become feasible/cost effective to use the waste heat from an electrical generation plant, or some other low-cost alternative energy source for heating the new facility. All other criteria being equal, this may become an important factor. Evaluate as follows:

Evaluation:	Scores:
Site has no possibilities for alternative energy systems	0
n/a	1
Site is adjacent to alternative energy systems; significant effort to develop	2
n/a	3
Site is adjacent to alternative energy systems; easily developed	4

Permafrost Stability

Criteria:

The best method in dealing with permafrost is to avoid it if possible. If the whole area is underlain with permafrost, then a site with well drained, non-frost-susceptible soils is preferred since there is less chance of encountering an ice wedge/lens, which, when melted will cause unstable soil conditions. Evaluate as follows:

Evaluation:	Scores:
No soils testing; obvious signs of discontinuous permafrost	0
Soils test silt and clay, known permafrost conditions	1
Undetermined soil conditions; no obvious signs of permafrost	2
Limited soils information; most of site free of permafrost	3
Site soils tested, no permafrost present	4

Ranking Criteria Elements

Flooding

Criteria:

Flooding potential from adjacent bodies of water should be considered. Ideally, the site would not be located within a flood plain of flood-prone area.

Evaluation:	Scores:
Site floods routinely	0
Site is within flood plain boundaries	1
Site is in close proximity to flood prone areas	2
Site is in proximity to bodies of water but well above flood plain	3
Site is not in flood plain; no nearby bodies of water	4

Site Erosion

Criteria:

Sites which border on eroding river banks and eroding sea spits should be evaluated on how much and how often erosion takes place to determine if a facility would be endangered. Slopes which have been cleared of vegetation can also erode due to heavy rain. Evaluate this criteria based on natural features and the historical occurrence of those hazards listed above. Costs of compensating for hazards should be covered in other criteria.

Evaluation:	Scores:
Known erosion potential	0
n/a	1
Moderate erosion potential; mostly during construction	2
n/a	3
No erosion potential; not near water or at toes of slopes	4

Ranking Criteria Elements

Air Inversions/Katabatic Winds

Criteria:

During winter under clear sky/no wind conditions, cold air flows down hillsides settling in low-lying areas. This causes temperatures to be colder at low-lying sites (especially in the Interior where there may be little wind). In regions where this occurs often during the winter, sites which are on a hillside are preferred over sites in low-lying areas. Evaluate as follows:

Evaluation:	Scores:
Site has continuous winter Katabatic accumulations	0
Site is routinely affected by Katabatic accumulation; annually	1
Site is in areas of occasional Katabatic wind; not every season	2
Site is adjacent to areas of known Katabatic accumulation	3
Site is on a hillside above cold air accumulation areas	4

Existing Site Development

Criteria:

Vacant, undeveloped land is preferable; if developed or currently used, alternative sites must be available for existing uses. Evaluate based on the magnitude of existing uses requiring relocation and/or demolition and the simplicity of the action.

Evaluation:	Scores:
Site has many existing uses; will all be problematic to relocate/demolish	0
n/a	1
Has 2000 square feet or less in existing uses; all relocatable/demo	2
n/a	3
Site has no existing uses	4

Ranking Criteria Elements

Access to Outdoor Recreation/Learning

Criteria:

Students benefit when complimentary park and recreation resources are located near public schools. Recreation and nature areas available by walking provide opportunities to use the outdoors as an extension of the classroom. Evaluate according to the following standard:

- site is contains or is adjacent to outdoor recreation/nature area (i.e. 1/8 mile or less)

Evaluation:	Scores:
Proximity of site is 40% or more below standard	0
Proximity of site is within 20% of standard	1
Proximity of site is within 10% of standard	2
Proximity of site is equal to standard	3
Proximity of site is 10% or more above standard	4

Noise

Criteria:

Incompatible noise such as from air traffic, vehicle traffic, industrial uses, etc. is detrimental to educational delivery. Evaluate this criteria based on actual or anticipated noise factors according to the following standard:

- sound decibel level is below 65db sustained and 75db peak
- Costs for mitigating these factors will be covered in other criteria.

Evaluation:	Scores:
Sound level of site is 40% or worse than standard	0
Sound level of site is within 20% of standard	1
Sound level of site is within 10% of standard	2
Sound level of site is equal to standard	3
Sound level of site is 10% or more better than standard	4

Ranking Criteria Elements

Wetlands

Criteria:

Wetlands should be avoided due to the adverse impact on cost and schedule. Evaluate as follows:

Evaluation:	Scores:
100% of site is classified as wetlands; significant impact to building	0
Most of the site is wetlands; considerable impact to building likely	1
Some of the site is classified as wetlands; some impact to building likely	2
Some of the site is classified as wetlands; little or no impact to building	3
Site has no wetlands	4

Potential for Hazardous Materials

Criteria:

The site should be free of evidence of past use by industrial functions, unregulated storage of items containing hazardous materials or know disposals of hazards. A site assessment may be required. Evaluate as follows:

Evaluation:	Scores:
100% of site has known hazmat; significant impact to building	0
Most of the site has known/probable hazmat; considerable impact likely	1
Some of the site has known/probable hazmat; some impact likely	2
Some of the site has known/probable hazmat; little or no impact likely	3
Site has no known/potential hazmat issues	4

The Evaluation Report

There are many formats for reporting the results of a site investigation. Reports can range from basic tabulations and narratives with a few maps showing the sites being evaluated to high-powered multi-media presentations incorporating aerial photography, video footage, color graphics and detailed site plans. Appendices can range from a few simple support documents to detailed reports covering everything from archeology to zoning maps. Regardless of the visual and graphic development, a good site investigation report should include the following:

Introduction and Executive Summary

The introduction should describe the purpose and scope of the investigation listing the type and size of planned facilities which the site would need to support and a brief description of the sites. Toward the front of the report, a summary which indicates which site was selected and the basic rationale for the selection should be provided.

Maps and Graphics

Because of the type of information normally processed in a site investigation, graphic representations are essential. For instance, a metes and bounds narrative of the property may very well be an accurate description of the site's boundaries but a site plan with a graphic representation of those bearings and distances communicates more effectively, the shape and size of the site. Similarly, the sentence, "a stream crosses the property from the north to the south," offers a general description of a key site feature where the same stream drawn on a site plan offers an instant evaluation of its impact on placing a building on the site.

It is helpful not only to have graphic representation of each site and its immediate surroundings showing roadways, vegetation, adjacent structures, etc., but also a smaller scale map showing each of the potential sites and their relationship to one another as well as to key area landmarks. Appendix B shows an example of a site graphic for a rural village. On one simple sheet the following items are indicated: each site, bodies of water, compass directions, roads/paths, vegetation, topography, existing structures and site improvements, utility systems, prevailing winds, winter sun angles and natural and man-made hazards.

Aerial photographs, site cross-sections, and photographic panoramas are all useful and fairly standard graphic tools which assisting not only in describing the results of the site investigation but are often instrumental in making the evaluation itself.

Evaluation Matrix and Narratives

In addition to graphics, tabulated data is often one of the best ways to condense information and allow comparison across a specific category. The tabulations shown in Appendix A and/or the spreadsheet available on the department's website offer suggested formats for this type of information.

Appendix A Site Evaluation Matrix

Social and Land Use Factors

Criteria	WF	Site 1	S1 xWF	Site 2	S2 xWF	Site 3	S3 xWF	Site 4	S4 xWF
Size of Site									
Proximity to Population to be Served									
Proximity to Future Expansion of Community									
Proximity to Important Existing Facilities									
•									
•									
<i>Year-round Accessibility</i>									
Site Topography									
Road Access									
Visibility, Safety of Driveways									
<i>Driveway Conflicts and Internal Circulation</i>									
<i>Safe Routes to School for Pedestrians and Bicycles</i>									
<i>Roadway Capacity, Safety Needs</i>									
Aesthetic Value									
<i>Sun Orientation</i>									
<i>Protection from Elements</i>									
<i>Site Drainage</i>									
<i>Proximity to Natural Hazards</i>									
Zoning/Land Use									
Proximity to Fire Response Equipment									
<i>Flooding</i>									
<i>Existing Site Development</i>									
Access to Outdoor Recreation/Learning									
Noise									
<i>Wetlands</i>									
<i>Potential for Hazardous Materials</i>									

TOTALS

Note: Italicized Items are also evaluated in either Construction Cost Factors or Maintenance and Operating Cost Factors

Appendix A - Site Evaluation Matrix

Construction Cost Factors

Criteria	WF	Site 1	S1 xWF	Site 2	S2 xWF	Site 3	S3 xWF	Site 4	S4 xWF
Soils/Foundation Conditions									
Permafrost Stability									
Availability of Water Utilities									
Availability of Sewer Utilities									
Availability of Electric Power									
Availability of Fuel Storage/Distribution									
Year-round Accessibility									
Driveway Conflicts and Internal Circulation									
<i>Safe Routes to School for Pedestrians and Bicycles</i>									
Roadway Capacity, Safety Needs									
Ease of Transporting Construction Materials									
Site Availability									
Site Cost									
<i>Site Drainage</i>									
<i>Proximity to Natural Hazards</i>									
<i>Site Erosion</i>									
Existing Site Development									
Wetlands									
Potential for Hazardous Materials									

TOTALS

Note: Italicized Items are also evaluated in Maintenance and Operating Cost Factors

Appendix A - Site Evaluation Matrix

Maintenance and Operating Cost Factors

Criteria	WF	Site 1	S1 xWF	Site 2	S2 xWF	Site 3	S3 xWF	Site 4	S4 xWF
Safe Routes to School for Pedestrians and Bicycles									
Site Drainage									
Flooding									
Site Erosion									
Sun Orientation									
Protection from Elements									
Proximity to Natural Hazards									
Alternative Energy Sources									
Air Inversions/Katabatic Winds									

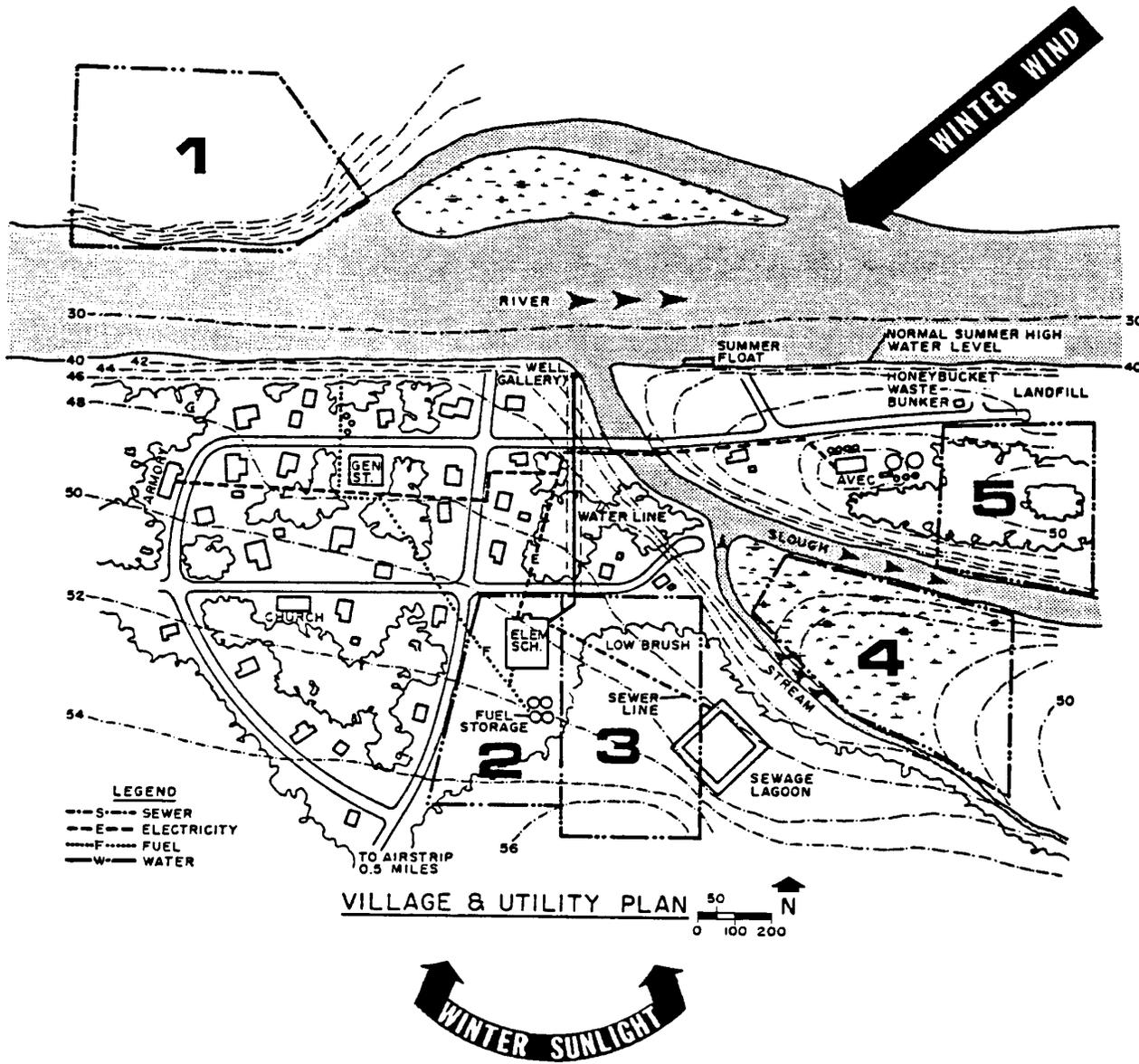
TOTALS

Site Evaluation Summary Table

Criteria	Site 1	Site 2	Site 3	Site 4
Social and Land Use Factors				
Construction Cost Factors				
Maintenance and Operating Cost Factors				

GRAND TOTALS

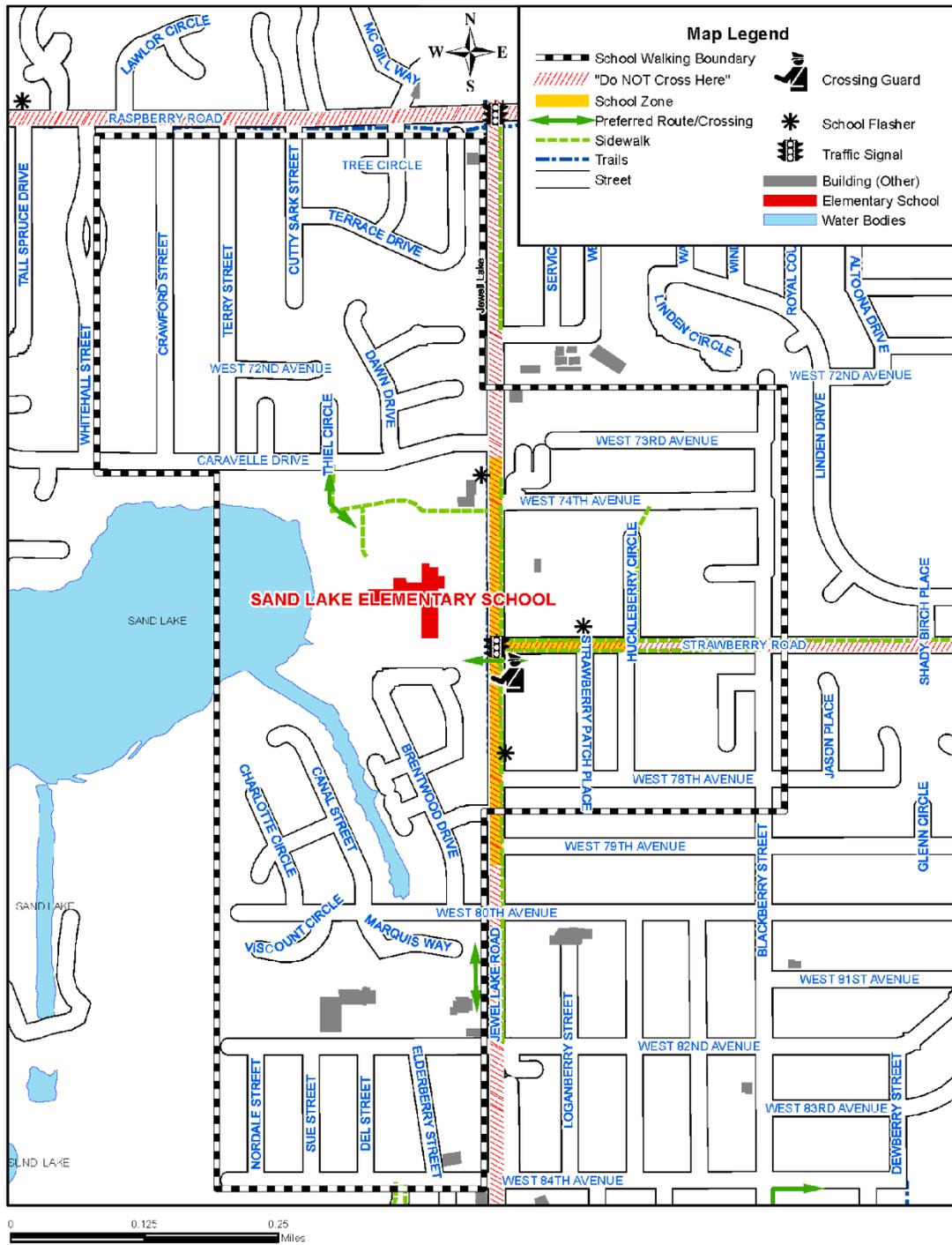
Appendix B Sample Site Graphic Analysis



SAMPLE

Appendix C

Suburban School Layout



SAMPLE

Guidelines for School Equipment Purchases

P U B L I C A T I O N C O V E R

August 26, 2021**Issue**

The department has continued to prepare an update of the *Guidelines for School Equipment Purchases*.

Background*Last Updated/Current Edition*

Publication last updated in 2016. Current edition available on the [department's website](http://education.alaska.gov/facilities/publications/SchoolEquipment.pdf) (education.alaska.gov/facilities/publications/SchoolEquipment.pdf).

Summary of Proposed Changes

This is the first of the DEED non-annual publications set to achieve the 5-year update cycle goal. The department has prepared this initial update to the publication based on its experience in grant administration and recent updates dealing with school equipment in the department's handbook on educational specifications. The publication is sited in regulation 4 AAC 31.020(a) and establishes department criteria to apply to AS 14.11.017 and AS 14.11.100.

Key revisions/additions to the publication address the following:

- Altered a 'focus area' from maintenance to shared staff program areas.
- Initiating a single item purchase limit for maintenance equipment.
- Clarifying the expectations that existing equipment should be factored in for reuse. Noting that, generally, renewal of school equipment is an operating expense.
- Increased per-student allocations. The revised proposed increases are approximately 5% for the Technology Equipment and 10% for the All Other Equipment, rounded to the nearest \$50 increment.

Version Summary & BRGR Review

Drafts of the publication were presented to the committee at the following meetings:

July 21, 2021: An initial draft update added single item purchase limit for maintenance equipment, clarified use of existing equipment, increased per-student allocations, added Appendix to track cost of change of school equipment. On review, the committee requested the department seek additional justification for proposed per-student increases. The committee also did not broadly support the development and inclusion of a custom price index to help track year-to-year changes in costs for school equipment.

A draft final version has been prepared in response to initial comments and is being brought for committee review with a recommendation to open a period of public comment. A final publication is anticipated in December.

Information to support the standard limitation percentage and proposed allocation increases, requested by committee members at the July 2021 meeting, is behind this cover memo:
1) department project database information on recently closed projects with equipment percentage of construction and 2) U.S. Department of Labor consumer price index (CPI) data.

BRGR Input and Discussion Items

Below are questions and comments developed by DEED during the revisions of this draft. Outlined below for consideration by the BRGR Committee:

- Is the data provided supportive of the allocation changes proposed by the department?

Options

Approve draft publication for public comment.
Amend draft publication and approve public comment.
Seek additional information.

Suggested Motion

“I move that the Bond Reimbursement and Grant Review Committee approve the department’s proposed update of the *Guidelines for School Equipment Purchases* and recommend the department open a period of public comment.”

Department of Education and Early Development Project Database

The below information is reported from the Facilities' Project Database. It is drawn from projects closed within the past five years.

Project ID	Project Title	Construction	Equipment	Closed	% Equip/Const
	Average Equipment Percentage				4.2%
	Median Equipment Percentage				3.5%
DR-90-125	Districtwide Health/Safety Upgrade	1,716,128	3,912	2018	0.2%
DR-99-100	Atlasta Middle School	21,413,425	1,398,280	2016	6.5%
DR-99-101	Meadow Lakes Elementary School	8,356,930	602,503	2016	7.2%
DR-99-126	Houston High School	15,083,660	1,004,676	2018	6.7%
DR-99-127	Greater Core Elementary School	8,149,598	538,325	2019	6.6%
DR-99-133	Baxter Elementary Renovation & Addition	7,917,964	547,308	2018	6.9%
DR-99-135	Ocean View Elementary Addition and Renovation	7,551,034	366,775	2019	4.9%
DR-99-140	Wasilla High School Remodel	8,467,532	549,643	2018	6.5%
DR-01-116	Peterson Elementary Addition	1,148,186	50,234	2021	4.4%
DR-01-121	Sherrod Replacement School	8,862,856	569,568	2019	6.4%
DR-01-122	Technology District Wide	785,818	516,933	2018	65.8%
DR-03-103	Nordale Elementary School Replacement	12,899,883	549,400	2018	4.3%
DR-03-139	Career Center (Vocational High School)	18,769,366	1,109,505	2018	5.9%
DR-03-141	District Wide Repair and Renovation	3,462,927	53,365	2019	1.5%
DR-03-142	New Wasilla Area Elementary School	10,804,135	669,532	2018	6.2%
DR-03-143	Nutrition Services Facility	11,286,831	567,896	2018	5.0%
DR-05-115	Muldoon New Middle School	39,853,226	3,224,084	2018	8.1%
DR-06-109	Districtwide Safety, Electrical, Structural & Code Upgrades	866,878	247,485	2019	28.5%
DR-06-112	Knik-Goose Bay Area Elementary School	14,011,483	790,244	2018	5.6%
DR-06-113	South Palmer Elementary School	14,123,489	930,734	2018	6.6%
DR-06-114	Wasilla High School Remodel, Phase III	2,957,219	65,161	2018	2.2%
DR-06-115	Wasilla Middle School Cafeteria Addition and Remodel	1,864,380	84,092	2018	4.5%
GR-06-009	Holy Cross Vocational Education Shop Upgrade	407,315	3,774	2016	0.9%
DR-07-103	Districtwide Major Maintenance - 2006	11,399,040	49,662	2018	0.4%
DR-07-104	Barnette Elementary Renovation, Phase 2	5,362,248	72,387	2018	1.3%
DR-07-105	Ryan Middle School Renovation, Phase 1	943,872	57,500	2018	6.1%
DR-07-114	Emergency Communications Systems - 2 High Schools	92,364	12,000	2018	13.0%
DR-08-102	Thunder Mountain High School Pool	15,630,454	163,865	2020	1.0%
DR-08-114	Unalaska Jr./Sr. High School Renovation	4,255,217	312,698	2016	7.3%
DR-09-101	Mt. Eccles Elementary School Renovation	7,240,212	694,237	2018	9.6%
DR-09-102	Mt. Eccles Elementary School Addition	6,094,332	30,649	2018	0.5%

Project ID	Project Title	Construction	Equipment	Closed	% Equip/Const
GR-09-003	Chaptnguak K-12 Renovation and Addition, Chefornak	39,363,569	550,372	2016	1.4%
GR-09-028	Kalskag High School Replacement	12,846,489	195,478	2018	1.5%
GR-09-030	Haines Schools Renovation Completion	944,753	9,010	2016	1.0%
DR-10-100	Mike Smithers Pool Replacement	20,081,559	73,082	2020	0.4%
DR-10-101	Gastineau Elementary School Renovation	10,240,815	713,387	2020	7.0%
DR-10-102	Cordova Jr/Sr High Campus-Wide Improvements	187,231	193,162	2018	103.2%
DR-10-103	Badger Elementary Refinish/Repair Building Exterior	902,671	40,000	2018	4.4%
DR-11-101	Auke Bay Elementary School Renovation	18,244,682	590,787	2018	3.2%
DR-11-104	Flooring Replacement, 8 Schools	2,601,208	47,538	2019	1.8%
DR-11-107	Cordova Jr/Sr High School Ilp Building	389,950	16,833	2018	4.3%
DR-11-108	Career And Vocational Education Upgrades	11,733,638	924,881	2020	7.9%
GR-11-007	Service High School Renovation	24,833,730	903,468	2018	3.6%
GR-11-009	Alakanuk K-12 School Replacement	29,961,900	812,452	2018	2.7%
GR-11-010	Kipnuk K-12 School Renovation/Addition	39,790,993	870,808	2019	2.2%
GR-11-011	Kwigillingok K-12 School Renovation/Addition	28,546,853	561,769	2019	2.0%
DR-12-100	Kodiak High School Renovation and Addition	68,403,299	1,798,530	2020	2.6%
DR-12-103	North Pole Vocational Wing Renovation	4,780,495	272,366	2020	5.7%
DR-12-104	Ryan Renovation Phase II	8,637,844	228,229	2018	2.6%
DR-12-106	Wood River Gym Upgrades	1,276,370	61,364	2019	4.8%
DR-12-107	Big Lake Elementary School Renovation	1,988,058	180,712	2018	9.1%
DR-12-108	Palmer High School Renovation	5,909,268	40,252	2019	0.7%
DR-12-109	Palmer Hs/Colony Hs Athletic Field Improvements	5,211,963	98,041	2019	1.9%
DR-12-110	Wasilla Hs/Houston Hs Athletic Field Improvements	5,225,163	99,700	2019	1.9%
DR-12-113	Flooring Replacement, 6-Schools	5,574,270	49,112	2019	0.9%
DR-12-114	New Knik Area MS/HS-Joe Redington Sr., JR/SR High School	50,798,950	3,472,879	2021	6.8%
DR-12-115	Valley Pathways School	16,235,309	1,297,023	2018	8.0%
DR-12-116	Mat-Su Day School	9,777,253	730,847	2018	7.5%
DR-12-117	Mat-Su Career & Tech Hs Addition	11,522,551	873,834	2019	7.6%
DR-12-119	New Knik Area Elementary School-Dena'ina Elementary School	16,521,021	1,470,975	2020	8.9%
DR-12-120	Districtwide Energy Upgrades	2,327,003	23,547	2019	1.0%
DR-12-122	Districtwide HVAC Upgrades	5,368,490	73,064	2021	1.4%
DR-12-123	Emergency Power Generators & Switch Gear, 9-Schools	2,372,182	21,395	2019	0.9%
DR-12-126	Districtwide Ada Upgrades	1,155,753	36,173	2019	3.1%
DR-12-127	Athletic Field Improvements	5,210,639	188,500	2020	3.6%
DR-12-128	Building Life Extension Projects	16,219,656	20,167	2020	0.1%

Project ID	Project Title	Construction	Equipment	Closed	% Equip/Const
GR-12-015	Kuinerrarmiut Elitnaurviat K-12 School Renovation/Addition, Quinhagak	25,325,229	893,435	2019	3.5%
GR-12-016	Napaskiak K-12 School Replacement	29,147,734	711,781	2021	2.4%
DR-13-109	Aurora Elementary School Gym Addition	3,536,573	68,566	2020	1.9%
DR-13-110	Girdwood K-8 School Construction	20,103,559	861,650	2020	4.3%
DR-13-111	Tanalian School Addition and Renovation	11,224,791	705,826	2017	6.3%
DR-13-112	Newhalen Kitchen and Gym Remodel and Expansion	3,668,564	41,595	2017	1.1%
GR-13-006	Merrelaine A. Kangas K-12 School Renovation, Ruby	3,974,514	432,030	2018	10.9%
GR-13-014	Emmonak K-12 School Addition/Renovation	31,874,683	620,532	2017	1.9%
GR-13-015	Koliganek K-12 School Replacement	20,808,251	562,176	2019	2.7%
DR-14-102	Ryan Middle School Replacement	28,757,437	897,900	2020	3.1%
DR-14-107	Two Rivers Elementary Classroom Upgrades	403,202	12,356	2019	3.1%
DR-14-110	Airport Heights Elementary School Reno/Add	17,974,934	810,937	2020	4.5%
DR-14-111	3 School Parking & Site Improvements Design & Construction (Wonder Park ES, Romig MS, West HS)	4,127,888	12,583	2019	0.3%
GR-14-002	Metlakatla Elementary School Renovation	12,889,295	604,217	2019	4.7%
GR-14-003	Petersburg Elementary Exterior Wall Renovation	2,726,331	5,791	2016	0.2%
GR-14-013	Tununak K-12 School Major Maintenance	13,711,899	501,599	2019	3.7%
GR-15-002	St. Mary's School District - Andraefski High School Gym Construction	10,925,672	29,415	2019	0.3%
GR-16-002	Andrew K. Demoski Renovation, Nulato	8,953,884	698,749	2020	7.8%
GR-17-002	Bethel Regional High School Multipurpose Addition	6,989,621	79,728	2021	1.1%
GR-18-014	Districtwide Energy Upgrades	177,260	1,653	2018	0.9%
GR-18-016	Metlakatla High School Kitchen Renovation	807,618	15,474	2018	1.9%
GR-18-018	Districtwide Food Service Renovations	1,585,591	14,868	2021	0.9%
GR-19-016	Craig Middle School Gym Floor Replacement	451,448	9,386	2019	2.1%

US Dept. of Labor Statistics

July 2021

Selections from Table 2. Consumer Price Index for All Urban Consumers (CPI-U): U. S. city average, by detailed expenditure category

Expenditure Category	Relative importance Jun. 2021	Unadjusted percent change Jul. 2020-Jul. 2021	Unadjusted percent change Jul. 2019-Jul. 2020	Unadjusted percent change Jul. 2018-Jul. 2019	Unadjusted percent change Jul. 2017-Jul. 2018	Unadjusted percent change Jul. 2016-Jul. 2017
Tools, hardware, outdoor equipment and supplies	0.869	2.4	2.3	0.5	-0.1	-0.6
Tools, hardware and supplies	0.241	3.5	0.4	-0.2	0.7	-0.4
Outdoor equipment and supplies	0.443	1.9	-0.5	0.9	-0.5	-0.7
Video and audio products	0.263	2.4	0.3	-0.9	-13.0	-6.9
Televisions	0.096	9.9	-0.1	-1.7	-18.2	-9.8
Other video equipment	0.041	1.1	-0.7	1.5	-5.0	-3.0
Audio equipment	0.071	-5.1	1.3	-1.2	-12.7	-9.9
Education and communication commodities	0.485	-0.2	-4.3	1.3	-4.0	-1.8
Educational books and supplies	0.106	2.6	-0.8	-0.4	1.9	2.0
Information technology commodities	0.38	-0.9	-0.2	1.9	-5.8	-3.1
Computers, peripherals, and smart home assistants	0.295	3.7	-0.2	3.0	-6.4	-2.8
Computer software and accessories	0.017	-3.3	2.8	-3.8	-4.8	-1.9
Telephone hardware, calculators, and other consumer information items	0.068	-16.6	-0.8	-1.2	-4.1	-5.1



Guidelines for School Equipment Purchases

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Department of Education & Early Development
Juneau, Alaska

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Table of Contents

SECTION	Page
Introduction	2
Overview.....	2
Authority.....	2
Identifying Needed Equipment.....	4
Educational Specifications.....	4
Technology Items.....	4
Furnishing & Equipment Items.....	4
Distinguishing Between Supply & Equipment Items	5
School Equipment Budgets.....	7
Quantities	7
Overall Budgets	7
Summary	8
Accounting for Equipment Purchases	9
Installed Equipment	9
Fixed Asset Inventory	9
Equipment Control.....	9
Appendix A - Definitions.....	10

Introduction

Overview

Regulations governing the use of state aid from debt reimbursement and grant funding provide for the use of capital project funds for the purpose of equipping new or rehabilitated school facilities. In addition, statutes prohibit the granting of capital project funds to districts unless districts account for all school equipment through an auditable fixed asset inventory system. The purpose of this Department of Education & Early Development guideline is to assist school districts and municipal entities in purchasing equipment in compliance with school construction statutes and the regulations which implement them. The guideline provides direction in three major areas: identifying the needed equipment, equipment budgets, and accounting for the equipment.

Authority

AS 14.17.190(b)

(b) Each district shall maintain complete financial records of receipt and disbursement of public school foundation money, money acquired from local effort, and other money received by the district. The records must be in the form required by the department and are subject to audit by the department at any time.

AS 14.11.011(b)

(b) For a municipality that is a school district or a regional educational attendance area to be eligible for a grant under this chapter, the district shall submit

(1) a six-year capital improvement plan that includes a description of the district's fixed asset inventory system and preventive maintenance program no later than September 1 of the fiscal year before the fiscal year for which the request is made; the six-year plan must contain for each proposed project a detailed scope of work, a project budget, and documentation of conditions justifying the project;

AS 14.11.017(a)(3)

(a) The department shall require in the grant agreement that a municipality that is a school district or a regional educational attendance area . . .

(3) agree to limit equipment purchases to that required for the approved project plan submitted under (5) of this subsection and account for all equipment purchased for the project under a fixed asset inventory system approved by the department,

AS 14.14.060(h)

(h) School boards within the borough may determine their own policy separate from the borough for the purchase of supplies and equipment.

AS 14.11.135(3)

(3) "costs of school construction" means the cost of acquiring, constructing, enlarging, repairing, remodeling, equipping, or furnishing of public elementary and secondary schools that are owned or operated by the state, a municipality, or a district and includes the sum total of all costs of financing and carrying out the project; these

Introduction

include the costs of all necessary studies, surveys, plans and specifications, architectural, engineering, or other special services, acquisition of real property, site preparation and development, purchase, construction, reconstruction, and improvement of real property and the acquisition of machinery and equipment that may be necessary in connection with the project. . . .

4 AAC 31.020(a)

(a) The following are the basic guides for educational facility planning adopted by reference: . . .

(4) Guidelines for School Equipment Purchases, as published by the Alaska Department of Education and Early Development, 2016 edition;

4 AAC 31.900 defines school equipment as follows:

(2) “capital equipment” means built-in and movable equipment used to furnish a newly constructed or rehabilitated space; it includes the first-time purchase of library books, reference material, and media to furnish a new or renovated library; it does not include supply items such as textbooks and expendable commodities; the term is further defined in the ~~Department of Education & Early Development’s~~ *Guidelines for School Equipment Purchases*, ~~1997-2016~~ edition, adopted by reference in 4 AAC 31.020;

Identifying Needed Equipment

Educational Specifications

The general scope of necessary equipment purchases, as defined in 4 AAC 31.900(2) and this guide, should be a part of the educational specification developed for the project. Paragraph (7) of 4 AAC 31.010 Educational Specifications, indicates that the educational specifications should include, “the educational spaces needed, their approximate sizes in square feet, *their recommended equipment requirements*, and their space relationships to other facility elements.” Educational specifications for projects incorporating state funding are reviewed and approved by the Department of Education & Early Development prior to contract award. ~~Good~~ [Acceptable](#) educational specifications include, in tabular form, a listing of necessary equipment for the project. The listing should be based on the Activity Setting Descriptions identified in the department’s guide “A Handbook to Writing Educational Specifications”, current edition. If the project architect’s professional services include responsibilities for preparing furnishing, fixtures, and equipment (often referred to as FF&E) documents, these listings become an invaluable tool in communicating district needs to ensure their inclusion in the project. The project’s design documents should identify types and quantities of equipment which conform to the district’s established standards. The actual selection and purchase of this equipment is normally the responsibility of the school district in which the school facility is located unless otherwise agreed when a municipality is the project manager.

Technology Items

A key component of any equipment budget is the provision of technology items such as computers, computer peripherals and software, audio-visual and vocational-technical equipment. Technology incorporates a wide spectrum of equipment items and has become an integral part of education. Technology can both be taught as a subject area and used as a delivery system in the teaching/learning process across all subject areas. In other words, most schools include both technology education and educational technology. They do this to differing degrees depending on the objectives and culture of the school district or individual school. The definitions included in Appendix A indicate that technology is best thought of in the broad sense of those equipment items used to process or create electronic data which are integrated into a system. Under this definition, typical technology equipment at the publication of this guide would be, computers, printers (2D/3D), monitors, video projectors, interactive whiteboards, scanners (2D/3D), video cameras, digital cameras, large format displays, video recorders/players, image processors, robotics, calculators, electronic test equipment, voice over IP, digital telephone, etc. Most of these items are dependent on both the software and wiring/cabling connections to make them functional for specific purposes. An initial copy of software can be purchased as technology equipment. Typically, the wiring and cabling will be included as part of the construction budget.

Furnishing & Equipment Items

The remaining components of an equipment budget include furnishings and the equipment necessary to provide for the administration, operations and instructional programs of the school. The identification of furnishings for administrative and instructional use is a relatively straightforward process. The items are typically large and are used daily. This serves to keep

Identifying Needed Equipment

them in the forefront of people's minds when being asked to develop school equipment lists. The identification of instructional equipment presents additional challenges and requires intentional planning and even research on the part of the school district's project design team. Often, the most difficult to properly equip are those programs that may be shared among several staff such as physical education or music instruction for the elementary grades. ~~Probably the most overlooked items are those that pertain to the~~ Equipment for the maintenance and operation of the new or renovated school can also be overlooked and can require strategic engagement with the proper stakeholders. Items in this category include custodial care equipment, personnel lifts, mowers, snow blowers, and similar items that are appropriately sized and are dedicated to the use and operation of that specific facility. The individual item purchase limit for such equipment without prior department approval is \$15,000 at the factory. Maintenance items such as testing equipment, any type of construction equipment, or vehicle that can be used at multiple school locations are not appropriate purchases under the capital equipment associated with the school facility being constructed or rehabilitated.

Distinguishing Between Supply & Equipment Items

An item can be classified as **supply** if it meets one or more of the following criteria:

1. It is consumed, worn out, or deteriorated as it is used, to the point of being not useful or not available for its principal purpose, and under normal conditions of use, it reaches this state of being not useful or not available for its principal purpose typically within one (1) but not more than two (2) years.
2. Its original shape, appearance, and/or character changes with use.
3. It loses its identity through fabrication or incorporation into a different or more complex unit or substance.
4. It is expendable, that is, if the item is damaged or some of its parts are lost or worn out, it is usually more feasible to replace the item with an entirely new unit rather than repair it. Examples are paper, pencils, cleaning supplies, etc.

An item can be classified as **equipment** if it is an instrument, machine, apparatus, or set of articles which meets *all* of the following criteria:

1. It retains its original shape, appearance, and/or character with use.
2. It does not lose its identity through fabrication, or incorporation into a different or more complex unit or substance.
3. It is non-expendable; that is, if the item is damaged or some of its parts are lost or worn out, it is usually more feasible to repair the item rather than to replace it with an entirely new unit.
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for more than one (1) year.

Equipment items are normally of significant value, usually over \$5000, or the value that the local school district has established in its capitalization policy. However, smaller value items, often

Identifying Needed Equipment

needed in quantity or available as sets, which meet the above conditions also qualify as equipment. Examples include, a) office equipment such as punches and staplers, classroom flags, and waste cans, b) maintenance and career technology equipment such as hand tools and diagnostic equipment, and c) food service equipment such as utensils, pot/pans, shelving, and portable work surfaces.

Items which are obviously “supply” in nature may be purchased only if they are an integral part of an equipment package purchase such as with a computer (operating system software) or teaching machine or other device meeting the criteria of an equipment item.

For supply/equipment decision flow chart, see the department’s Uniform Chart of Accounts, current edition.

School Equipment Budgets

Quantities

Equipment items should be purchased only as needed to support the individual school project or program which is authorized. Numbers of desks, computers, calculators, video players, video display panels, etc., should be--when added to those already available to be moved from any older facility which formerly housed the program--a total of no more than those appropriate to adequately provide for the educational program served by the school construction project named in the funding application or project agreement. [School districts should regularly be budgeting for the addition, or replacement, of school equipment to meet the educational program and current student population. With the life-cycle for facility rehabilitation being much longer, up to 30 years, than the life-cycle for school equipment, it will be rare to have a capital project align perfectly with a need to replace existing school equipment. Proper justification may need to be provided to support this occurrence.](#)

The Department of Education & Early Development will approve the general types and quantities of equipment purchases as it approves the educational specifications submitted by the school district. It is the responsibility of the school district to actually purchase the equipment and to make specific cost-benefit value decisions and product selections.

Overall Budgets

The portion of each school construction or major maintenance project budget used for the purchase of school equipment should respond to the district's instructional program, the type of equipment needed to deliver the program, the grade levels being served, the availability of satisfactory existing equipment and the cost and quantities of new equipment. Traditionally, school equipment budgets have been thought of as a percentage of the facility construction cost. Current experience is showing percentages ranging as high as eight percent. This figure is for new construction; a lesser amount often is sufficient in renovations due to the availability of existing equipment items. For projects funded by appropriations made to the Department of Education & Early Development, total equipment budgets (i.e. conventional equipment plus technology items) have been limited to 74% unless a detailed justification is provided ~~which that~~ shows the correlation between a school board-approved instructional program and the need for additional equipment.

While budgeting for equipment as a percentage of construction cost has some merit, state-wide equity is difficult to achieve due to the widely varying cost per square foot of Alaska schools. Whereas the cost of acquiring a constructed facility involves labor costs, material costs, and substantial premiums to access and serve remote sites, the cost of acquiring school equipment is more likely to be similar among districts regardless of location. Some small increases can be expected for shipping, lack of quantity discounts, as well as the services required to install more elaborate systems.

The department has established two parameters with which to evaluate school equipment budgets. The first will be the percentage-of-construction method with the standard limitation

School Equipment Budgets

remaining at 74%. The second budget parameter is established on a per-student basis as shown in the following tables ~~on the following page~~:

Elementary Students Served	Technology Equipment	All Other Equipment
10 - 100 students	\$ 1,400 <u>1,450</u>	\$ 1,700 <u>1,850</u>
101 - 250 students	\$ 1,300 <u>1,350</u>	\$ 1,700 <u>1,850</u>
251 - 500 students	\$ 1,000 <u>1,050</u>	\$ 1,500 <u>1,650</u>
over 500 students	\$ 900 <u>950</u>	\$ 1,400 <u>1,550</u>

Secondary Students Served	Technology Equipment	All Other Equipment
10 - 100 students	\$ 1,700 <u>1,800</u>	\$ 2,100 <u>2,300</u>
101 - 250 students	\$ 1,500 <u>1,600</u>	\$ 2,000 <u>2,200</u>
251 - 500 students	\$ 1,300 <u>1,400</u>	\$ 1,900 <u>2,100</u>
over 500 students	\$ 1,200 <u>1,250</u>	\$ 1,700 <u>1,850</u>

Note: for schools with a mix of elementary (K-6) and secondary students (7-12), the aggregate number of students will determine which per-student allotment is used. Example: A K-12 school with 86 students in grades K-6 and 59 students in grades 7-12 would use figures from the 101-250 category (\$~~1,300~~1,350 and \$~~1,700~~1,850 for elementary and \$~~1,500~~1,600 and \$~~2,000~~2,200 for secondary). These would be applied to the specific numbers of students in each grade grouping.

Schools in regions with a geographic area cost factor greater ~~then~~ than 110.00, as established in the department’s current Program Demand Cost Model for Alaskan Schools, will be allowed an additional amount to account for estimated shipping and installation costs. For these schools, equipment budgets calculated using the per-student table may be increased an amount equal to one-fifth of their geographic area cost factor. Example: A school with a geographic factor ~~is of~~ 140.91, may increase their per-student-based equipment budget by 8.18 percent. ($40.91 / 5 = 8.18$)

The standard limitations published in this guideline may be adjusted as part of the capital improvement project (CIP) application, annually approved through the Bond Reimbursement & Grant Review Committee (BRGR).

Summary

For projects funded under AS 14.11, total school equipment budgets will be limited to the lesser of the amounts generated by the percentage of construction cost formula at 74%, and the per-student formula shown above. The opportunity to provide detailed justification ~~which that~~ shows the need for additional funding of equipment remains in effect.

For projects providing new facilities or projects constructing space for new media programs which do not replace another facility, the initial purchase of library media is appropriate for inclusion in the equipment budget.

Accounting for Equipment Purchases

Installed Equipment

Built-in equipment or furnishings or those pieces of equipment which are an integral part of a building system are normally included in the construction documents and are not considered capital equipment for the purposes of a fixed asset inventory. Installed equipment is instead accounted for as part of the building cost.

Fixed Asset Inventory

Procedures and requirements for establishing and maintaining a property accounting system can be found in various industry, state, and federal publications. Equipment purchased as part of a school construction project will be recorded in a district's approved fixed asset inventory system, as required. It is impractical for every individual item purchased as school equipment to be recorded. Therefore, a minimum cost should be established above which an asset will be entered into the fixed asset records. The Alaska Department of Education & Early Development Uniform Chart of Accounts, current edition, establishes that minimum at \$5000 or the school district's/municipality's capitalization threshold for equipment, whichever is lower. The cost established as the threshold should be stated in the fixed asset portion of the annual audit submitted for department review under 4 AAC 09.130. In establishing the appropriate management of school equipment within a fixed asset system, cost thresholds and financial accounting are one consideration. Another consideration of similar importance is level of control or physical control. Often, these two considerations—fiscal control and physical control—work in conjunction within a fixed asset inventory.

Equipment Control

The tracking and control of physical resources by school districts is a matter of responsible stewardship. In devising methods for carrying out this responsibility, selecting an appropriate level of control is important. Three broad categories of control have been suggested as applicable to school equipment purchases: little or no control, group control, and individual control. Two of these, group control and individual control intersect with the district's fixed asset system. The individual control category, in which discrete equipment items are tracked based on their relatively high value, has been adequately covered in the preceding paragraph. Group control, as a category, offers a mechanism for school districts to include equipment items with lower individual dollar values in their fixed asset inventory. Items in this category, when taken as a group, are valuable enough to justify the cost of providing some type of control over their safety, use, location, and condition. Examples of such items include classroom equipment group, or administration equipment group. These groups would consist of furnishings, computers/peripherals and appliances assigned to a room, suite, or wing of the school facility. Best practices for school equipment accounting would include such groups as fixed assets.

Appendix A - Definitions

Construction Equipment: Any type of ~~bulldozer~~excavator, front end loader, ~~fork lift~~telehandler, or other type of equipment that is typically used in construction activities that may or may not be legal for use on a public way, that can move under its own power, and is controlled by an operator that is located on or in the equipment.

Installed Equipment: Built-in equipment or furnishings or those pieces of equipment which are an integral part of a building system.

Fixed Assets: An account grouping used to track the balance of expenditures and revenues associated with owned property.

Property: Physical assets including land, buildings, and equipment.

Supplies: Items which are consumed during normal use or are more feasible to replace with an entirely new unit rather than repair it. Supplies are not part of the fixed asset account group.

Technology: An integrated system of electronic and mechanical equipment, associated software and peripherals which creates and/or process information to support a school's educational program.

Vehicle: Any tracked, two, or four wheeled motorized means of conveyance that carries an operator, that may or may not carry a passenger, and that may or may not be legal for use on a public way.

Work Topics for the BR & GR Committee

As Of: April 15, 2021

BR&GR 2021 Work Items	Responsibility	Due Date
1. CIP Grant Priority Review – [(b)(1)]		
1.1. FY22 MM & SC Grant Fund Final Lists (4 AAC 31.022(a)(2)(B))	Committee	Apr 2021
1.2. FY23 MM & SC Grant Fund Initial List	Committee	Dec 2021
2. Grant & Debt Reimbursement Project Recommendations – [(b)(2)]		
2.1. Six-year Capital Plan (14.11.013(a)(1); 4 AAC 31.022(2))	Dept	Annually, Nov
3. Construction Standards for Cost-effective Construction – [(b)(3)]		
3.1. Model School Costs (DEED Cost Model)		
3.1.1. Model School Analysis & Updates (Allowable Elements)		Annually, Jan-May
3.1.1.1. Solicit, Award, And Manage Model School Update	Dept	Annually, Jan
3.2. Model School Standards		
3.2.1. State Building Systems Standards		Mar 19- Feb 22
3.2.1.1. Review Final Draft for Approval to Seek Public Comment	Committee	Sep 2021
3.2.1.2. Complete and publish standards [See 6.2 New Publications]	Dept	Dec 2021
3.2.1.3. Implement New Standards [See 6.3 Regulations]	Dept	TBD
3.2.1.4. Review/Approve Plan for Biennial Updates	Committee	Feb 2022
3.3. Design Ratios		
3.3.1. Development of Design Ratio O:EW		
3.3.1.1. Amended/Corrected Final O:EW Ratios	Dept	Feb 2021
3.3.1.2. Final All Ratios	Committee	Apr 2021
3.3.1.3. Validate, Release for Comment	Dept	TBD
3.3.1.4. Evaluate Public Comment, Make Recommendations	Committee	TBD
3.3.1.5. Manage Regulation Development & Implementation	Dept	TBD
3.3.2. Development of Design Ratio V:GSF		
3.3.2.1. Final All Ratios	Committee	April 2021
3.3.2.2. Validate, Release for Comment	Dept	TBD
3.3.2.3. Evaluate Public Comment, Make Recommendations	Committee	TBD
3.3.2.4. Manage Regulation Development & Implementation	Dept	TBD
3.3.3. Development of Design Ratio V:ES		
3.3.3.1. Compare Model & Existing School Ratios And Energy Use	Subcommittee	Oct 2020
3.3.3.2. Recommendation of V:ES Ratio	Subcommittee	Jan 2020
3.3.3.3. Evaluate Recommendations, Provide Guidance	Committee	Feb 2020
3.3.3.4. Final All Ratios	Committee	April 2021
3.3.3.5. Validate, Release for Comment	Dept	TBD
3.3.3.6. Evaluate Public Comment, Make Recommendations	Committee	TBD
3.3.3.7. Manage Regulation Development & Implementation	Dept	TBD
3.3.4. Develop Test Method for Ratios	Subcommittee	Jul 2021
4. Prototypical Design Analysis – [(b)(4)]		
4.1. Seek Peer Consensus on Reuse of School Plans and Systems		
4.1.1. Develop and Schedule AEC Peer Workshop on Reuse	Committee	Jul 2021
4.1.2. Update Aug 4, 2004 Committee Position Paper	Committee	TBD
4.2. Codify Regulations As Needed for Reuse of Plans/Systems Policy		
4.2.1. Make Recommendations to Committee on Prototypes	Dept	Sep 2021
4.2.2. Make Recommendations to State Board on Prototypes	Committee	TBD
4.2.3. Manage Regulation Development and Implementation	Dept	TBD
5. CIP Grant Application & Ranking – [(b)(5) & (6)]		
5.1. FYXX CIP Briefing – Issues and Clarifications	Dept	Annually, Dec
5.2. FY23 CIP Draft Application & Instructions	Dept	Apr 2021
5.2.1. Life Safety/Code/POS Matrix Weighting Review	Cmte	Apr 2021
5.3. FY23 CIP Final Application & Instructions	Committee	Apr 2021

BR&GR 2021 Work Items	Responsibility	Due Date
5.4. Future CIP Application Issues		TBD
5.4.1. Space Allocation Issues	Dept	TBD
5.4.1.1. Analyze and Make Recommendation to Committee	Dept	TBD
5.4.1.2. Manage Regulation Development and Implementation	Dept	TBD
5.4.2. Projected Unhoused (erosion/environmental factors)	Dept	TBD
5.4.3. Total Point Balance Review	Dept	TBD
6. CIP Approval Process Recommendations – [(b)(7)]		
6.1. Publication Updates		
6.1.1. Program Demand Cost Model for Alaskan Schools	Dept	Annually, May
6.1.2. Alaska School Facilities PM Handbook		Dec 17–Dec 21
6.1.2.1. Preventive Maintenance Handbook – Progress	Dept	July 2021
6.1.2.2. Preventive Maintenance Handbook – Public Comment	Committee	Sept 2021
6.1.2.3. Preventive Maintenance Handbook – Final	Committee	Dec 2021
6.1.3. Site Selection Criteria and Evaluation Handbook		
6.1.3.1. Site Selection Handbook – Validation	Dept	Apr 2021
6.1.3.2. Site Selection Handbook – Initial	Dept	Jul 2021
6.1.3.3. Site Selection Handbook – Final	Committee	Sep 2021
6.1.4. Guidelines for School Equipment Purchases		
6.1.4.1. Guidelines for School Equipment Purchases – Validation	Dept	Apr 2021
6.1.4.2. Guidelines for School Equipment Purchases – Initial	Dept	May 2021
6.1.4.3. Guidelines for School Equipment Purchases – Public Cmt	Committee	Sep 2021
6.1.4.4. Guidelines for School Equipment Purchases - Final	Committee	Dec 2021
6.2. New Publications		
6.2.1. School Construction Standards Handbook (see 3.3)		May 17-Apr 21
6.2.1.1. Construction Standards Handbook – Progress	Committee	Apr 2021
6.2.1.2. Construction Standards Handbook – Progress	Dept/Subcmte	Jul 2021
6.2.1.3. Construction Standards Handbook – Final Draft	Committee	Sep 2021
6.2.1.4. Construction Standards Handbook – Final	Dept	Nov 2021
6.2.1.5. Construction Standards Handbook – Final	Committee	Dec 2021
6.3. Regulations		
6.3.1. Baseline Design Ratios (see item 3.5.2)	Dept (w/Cmte)	
6.3.1.1. Draft Regulation	Dept (w/Cmte)	TBD
6.3.1.2. SBOE Public Comment on Regulation	Dept	TBD
6.3.1.3. Review Public Comments from SBOE Comment Period	Committee	TBD
6.3.2. Reuse of School Plans and Systems (see item 4.2)	Dept (w/Cmte)	
6.3.2.1. Draft Regulation	Dept (w/Cmte)	TBD
6.3.2.2. SBOE Public Comment on Regulation	Dept	TBD
6.3.2.3. Review Public Comments from SBOE Comment Period	Committee	TBD

7. Energy Efficiency Standards – [(b)(8)]

No current items.

Projected Meeting Dates

July 21, 2021 – 1pm-3:30pm – Teleconference

- Construction Standards Handbook (progress)
- Site Selection Handbook – Final Draft (to Public Comment)
- School Equipment Purchases– Initial Draft
- Preventive Maintenance Handbook (progress)

September 8, 2021 – 1pm-4pm – Teleconference

- Briefing Paper on Codifying Reuse of Plans/Systems Policy in Regulation
- Construction Standards Handbook – Final Draft (to Public Comment)
- School Equipment Purchases– Final Draft (to Public Comment)
- Site Selection Handbook – Final
- Preventive Maintenance Handbook – Final Draft (to Public Comment)

BR&GR 2021 Work Items

Responsibility Due Date

December 2021 (1st week) TBD – In Person

- Approve FY22 Initial Lists
- Construction Standards Handbook – Final
- School Equipment Purchases– Final
- Preventive Maintenance Handbook – Final