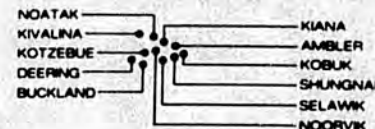


ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672
2533 SCOMM 111: DEFERRED MAINTENANCE TASK FORCE, 1997

DOE CIP EVALUATION FY 98
DOE CIP EVALUATION FY 99

Rank		OBJECTIVE ANALYSIS										SUBJECTIVE ANALYSIS										Objective Points	Subjective Points	Total Points
		School district Ranking	Weighted Avg. Age	Previous Funding	Planning/Design	Maint. Expenditure	Unhoused Today	Unhoused Seven Years	Type of Space	Adeq. Fixed Asset	Preventative Maint.	Emergency Adequate Doc.	Life Safety/ Code	Existing Space	Cost Estimate	Proj. Cost vs Oper Cost	After Facilities							
		30	20	30	30	15	50	30	30	10	20	50	30	50	40	30	30	30	245	280	525			
5	Buckland K-12	30.00	5.25	2.40	10.00	11.61	50.00	30.00	24.35	10.00	10.00	0.00	23.67	30.67	40.00	19.33	0.00	18.33	173.61	142.00	315.61			
9		30.00	8.75	2.04	20.00	2.02	50.00	30.00	24.18	10.00	10.25	0.00	19.50	24.50	32.75	18.25	1.00	10.75	176.99	117.00	293.99			
54	Kiana K-12	27.00	11.25	0.00	0.00	11.61	0.00	0.00	25.71	10.00	9.00	0.00	19.00	9.33	33.33	20.67	0.00	16.67	85.57	108.00	193.57			
52		27.00	20.00	0.00	0.00	2.02	6.50	4.80	24.87	10.00	10.25	0.00	16.75	12.75	31.75	17.00	0.00	11.00	95.19	99.50	194.69			
6	Kiana H.S.	24.00	5.25	0.00	10.00	11.61	0.00	0.00	0.00	10.00	8.33	0.00	19.33	29.00	31.67	20.33	0.00	21.67	60.86	130.33	191.19			
24		24.00	6.00	0.00	10.00	2.02	0.00	0.00	0.00	10.00	10.25	0.00	16.50	23.25	25.25	16.75	0.00	10.50	52.02	102.50	154.52			
19	Noorvik K-12	21.00	20.00	0.00	0.00	11.61	41.00	30.00	23.98	10.00	8.00	0.00	20.33	15.33	25.00	19.33	0.00	18.33	157.59	106.32	263.91			
28		21.00	20.00	0.00	0.00	2.02	39.50	30.00	23.98	10.00	10.25	0.00	18.00	14.50	30.00	16.75	0.00	10.50	146.50	100.00	246.50			
18	Noorvik H.S.	18.00	10.00	0.00	10.00	11.61	0.00	0.00	0.00	10.00	8.00	0.00	21.00	20.00	23.33	21.33	0.00	20.00	59.61	113.66	173.27			
31		18.00	11.25	0.00	10.00	2.02	0.00	0.00	0.00	10.00	10.25	0.00	17.50	17.50	22.00	16.75	0.00	10.50	51.27	94.50	145.77			
48	Ambler K-12	15.00	10.00	0.00	0.00	11.61	15.50	18.00	24.18	10.00	10.67	0.00	9.67	14.67	26.67	17.33	0.00	15.67	104.29	104.68	208.97			
49		15.00	11.25	0.00	0.00	2.02	19.00	15.60	24.23	10.00	10.00	0.00	18.25	14.25	30.25	16.50	0.00	10.50	97.10	99.75	196.85			
37	Ambler H.S.	12.00	4.50	0.00	10.00	11.61	0.00	0.00	0.00	10.00	10.67	0.00	20.33	18.67	25.00	15.67	0.00	17.67	48.11	108.01	156.12			
38		12.00	5.25	0.00	10.00	2.02	0.00	0.00	0.00	10.00	10.25	0.00	17.50	16.50	23.25	16.75	0.00	10.50	39.27	94.75	134.02			
62	Kotzebue	9.00	3.00	0.00	0.00	11.61	0.00	5.40	25.74	10.00	9.00	0.00	21.00	11.67	23.33	17.00	0.00	19.33	64.75	101.33	166.08			
x		9.00	3.75	0.00	0.00	2.02	0.00	9.60	26.62	10.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	60.99	0.00	60.99			
47	Noatak	6.00	6.75	0.00	10.00	11.61	0.00	0.00	0.00	10.00	9.00	0.00	19.00	8.00	6.67	12.00	23.33	18.33	44.36	96.33	140.69			
36	Misclassified as C	6.00	7.50	0.00	10.00	2.02	0.00	0.00	24.18	10.00	10.25	0.00	16.75	13.50	0.00	15.25	12.25	10.25	59.70	78.25	137.95			

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472



DEPARTMENT OF EDUCATION FY 99 CAPITAL IMPROVEMENT PROJECT

APPEAL

Background

The Northwest Arctic Borough School District retained CH2M Hill to work with district personnel to prepare our FY98 and FY99 CIP applications. In performing this task one obvious mistake was made in each of the FY99 applications. This error significantly impacted the scoring in all FY99 applications submitted by Northwest Arctic Borough School District. We respectfully request the Department to allow the correction of this obvious mistake at this time. In addition we wish to point out other areas of concern related to the subjective scoring and inconsistency of those scores in comparison with the prior year applications.

Issue Number One

All FY99 CIP applications submitted by Northwest Arctic Borough School District contained an obvious mistake, identifying the Average District Wide Five Year Maintenance Expenditure at **\$571,000**, in the application,. The correct figure, as identified in Northwest Arctic Borough School District Exhibit I, a letter authored by our Auditor, Altman, Rogers and Co., which states the five year expenditure for maintenance for Northwest Arctic Borough School District to be **\$3,531,679**. This error was so obvious, DOE personnel confirmed their knowledge of the mistake in a phone conversation with District personnel. Upon reviewing our FY98 CIP applications, we confirmed our districts' five year average at that time to be **\$3,061,748**. (Northwest Arctic Borough School District Exhibit II). To reduce a five year average from a number in excess of three million, to a five year average of approximately ½ million would be impossible, even if no maintenance expenditures occurred in the last year. Comparisons of districts with similar enrollments, similar budgets and similar numbers of sites, also reinforces the obvious mistake. Both Bering Straits SD, and Lower Yukon SD received a scoring of 15 points for this category. Conversely, Northwest Arctic Borough School District received a scoring of 2.02. Through this appeal process we seek relief through DOE acceptance of the correct figure (**\$3,531,679**) and request adjustment of the scoring of all Northwest Arctic Borough School District projects based upon this correct figure. To deny Northwest Arctic Borough School District the opportunity to correct an obvious mistake, admittedly known by Department Personnel, would speak volumes about the image, trustworthiness and character of the Department.

Issue Number Two

A review of subjective scores impacted our applications as follows:

A= Adequate Documentation: B= Life Safety: C= Existing Space: D= Alternative Facilities: E= Estimate Cost:

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Buckland K-12 Expansion	-4.17	-6.17	-7.25	-7.58	
Kiana K-12 Expansion	-2.25		-1.58	-3.67	-3.67
Kiana HS Renovation	-2.83	-5.25	-6.42	-11.17	-3.58
Noorvik K-12 Expansion				-7.83	-2.58
Noorvik HS Renovation				-9.5	-4.58
Ambler K-12 Expansion				-5.17	
Ambler HS Renovation				-7.17	
Kotzebue Project	-21	-11.67	-23.35	-19.33	-17
Noatak Project				-8.08	

The decline in subjective scoring is neither explained nor understood. We challenge the wholesale decline in these subjective scores. **We respectfully request written explanation for the scoring in each of the subjective scoring areas.** The rational for our request follows:

Specifically, in Buckland, the district did substantial additional work and provided significant documentation including schematic design, archeological and geological surveys and land ownership/title work. Such effort, as documented, should have resulted in improved scores, not a decline in scores. We respectfully request a reconsideration of the "subjective scoring" for this project, and written explanation as to the rational for the scoring.

Specifically, Alternative Facilities and Options scores indicate our need is approximately 33% of what is allowed. A commonly known factor of all village projects with-in our district is, **there are no alternative facilities available.** There are **no road systems, or transportation options that support the change in boundaries for attendance**, which would eliminate the necessity for the proposed projects in Northwest Arctic Borough School District. We believe our response, "Not Applicable" was proper, reasonable and obvious to anyone familiar with rural Northwest Arctic Borough School District. We respectfully request a reconsideration of the "subjective scoring" for this project, and written explanation as to the rational for the scoring.

Specifically, the balance of our applications received lower scores than prior year applications, when additional work was completed and additional information was provided. It seems illogical to then receive lower scores. We respectfully request a reconsideration of the "subjective scoring" for all projects, and written explanation as to the rational for the scoring.

Conclusion

The Northwest Arctic Borough School District requests that the hearing officers reconsider the scoring assigned to all FY99 CIP projects submitted by the district, based upon the facts presented. Fairness would allow for correction of an obvious mistake, known and admitted by Department Personnel and other parties viewing the data. Subjective scores should be reviewed and increases should be provided for additional efforts and needs. We know the needs have not changed drastically, and we believe our priority standing on all projects should improve as a result of this appeal based upon the merits presented.

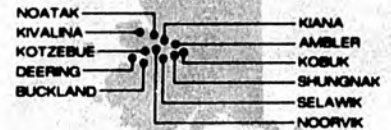
Thank you for your consideration of our request.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lou Matheson".

Lou Matheson, Superintendent
Northwest Arctic Borough School District

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472



Memorandum

Date: 9/10/97

To: Denny Dewitt, Legislative Aide
Senator Eldon Mulder

From: Lou Matheson, Superintendent

RE: Travel Expense Responsibility

The expense for travel related to the Joint Legislative Committee on Deferred Maintenance in the Northwest Arctic Borough School District was share equally by the Northwest Arctic Borough, NANA and the Northwest Arctic Borough School District.

We certainly appreciate the opportunity bestowed upon us to enlighten the committee on the needs of our district and in doing so exhibiting the needs of rural Alaska in general.

Thank you.

LM

BERING STRAIT SCHOOL DISTRICT

BREVIG MISSION • DIOMEDE • ELIM • GAMBELL • GOLOVIN • KOYUK • SAINT MICHAEL • SAVOONGA
SHAKTOOLIK • SHISHMARF • STEBBINS • TELLER • UNALAKLEET • WALES • WHITE MOUNTAIN



The Mission of the Bering Strait School District is to educate students to become self-sufficient productive citizens in a changing world, recognized for their social, academic, and marketable skills, by providing standards of excellence, quality programs, and a supportive environment for both traditional Native and Western styles of learning.

DISTRICT OFFICE • P.O. BOX 225
UNALAKLEET, ALASKA 99684-0225
(907) 624-3611 • FAX 624-3099

October 1, 1997

The Honorable Gary Wilken
Alaska State Legislature
119 N. Cushman St. Room 213
Fairbanks, Alaska 99701

Dear Senator Wilken:

The Bering Strait School District is pleased that the State's Deferred Maintenance Task Force was able to visit the Golovin School during its travels to Western Alaska on September 12th. There is no substitute for seeing the condition of the state's facilities first hand.

I am sorry that I missed meeting you due to the illness of my wife, but while in Golovin you requested a copy of BSSD's Maintenance Service Plan from our Maintenance/Facilities Director, Bob Dickens. Enclosed is a summary of the plan and an overview of BSSD's commitment to maintaining its many school facilities. I am hopeful this information will be beneficial in the development of your final report. Please keep in mind that good preventive maintenance programs do not solve the problems of overcrowding and fires/safety issues, but do serve to protect the investment in the original facility.

Thank you for your time and interest in improving school facilities. This is a commitment that will receive enormous support from the families and communities of Alaska's children if it is brought about. If I may of further assistance please contact me at any time.

Sincerely,

David Bowling
David Bowling
Superintendent

cc: Senator G. Wilken, State Capitol
● Mr. Dennis L. Dewitt, Legislative Asst. to Rep. Eldon Mulder
BSSD School Board
Correspondence file

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472



1997-98
PRINCIPAL'S ROSTER

AMBLER SCHOOL (001)

Carl Schwartz, Principal
Jane Cleveland, Secretary
P.O. Box 109
Ambler, AK 99786
(907) 445-2154
(907) 445-2159 (Fax)

BUCKLAND SCHOOL (002)

Eddie Peters, Principal
Grace Hadley, Secretary
P.O. Box 91
Buckland, AK 99727
(907) 494-2127
(907) 494-2106 (Fax)

DEERING SCHOOL (003)

Elizabeth Cox, Principal
Denise Iyatunguk, Secretary
P.O. Box 36009
Deering, AK 99736
(907) 363-2121
(907) 363-2128 (Fax)

KIANA SCHOOL (004)

Steve Jones, Principal
Nellie Schuerch, Secretary
P.O. Box 190
Kiana, AK 99749
(907) 475-2115 (High School)
(907) 475-2168 (Elementary)
(907) 475-2120 (Fax)

McQUEEN SCHOOL (006)

Tom Hanifan, Principal
Anna Wesley, Secretary
Kivalina, AK 99750
(907) 645-2125
(907) 645-2209
(907) 645-2124 (Fax)

KOBUK SCHOOL (007)

William "Casey" Buck, Principal
P.O. Box 40
Kobuk, AK 99751
(907) 948-2231
(907) 948-2225 (Fax)

KOTZEBUE ELEMENTARY (015)

Rolinda Ford, Principal
Carl Chamblee, Assistant Principal
Laurie Lingnau, Secretary
P.O. Box 264
Kotzebue, AK 99752
(907) 442-3342
(907) 442-2142 (Fax)

KOTZEBUE MIDDLE/HIGH (016)

Gary Stevens, Principal
David Wick, Assistant Principal
Elsie Alward, Secretary
P.O. Box 264
Kotzebue, AK 99752
(907) 442-3341
(907) 442-2141 (Fax)

NAPAAQTUGMIUT SCHOOL (008)

Roger Nawrocki, Principal
Lucy Adams, Secretary
P.O. Box 49
Noatak, AK 99761
(907) 485-2153
(907) 485-2150 (Fax)

Aqqaq High/Noorvik Elem. (011)

Dennis Hoyt, Principal
Donna Zibell, Secretary
P.O. Box 165
Noorvik, AK 99763
(907) 636-2178 (High School)
(907) 636-2151 (Elementary)
(907) 636-2160 (Fax)

SELAWIK SCHOOL (014)

Lloyd "Dewey" Keith, Principal
Maggie Mitchell, Secretary
P.O. Box 29
Selawik, AK 99770
(907) 484-2142
(907) 484-2127 (Fax)

SHUNGNAN SCHOOL (012)

John Bania, Principal
Irma Sheldon, Secretary
P.O. Box 79
Shungnak, AK 99773
(907) 437-2151
(907) 437-2177 (Fax)

Site Addresses &
Phone Numbers

ALASKA FEDERATION OF NATIVES, INC.

1997 ANNUAL CONVENTION

RESOLUTION 97-14

TITLE: STATE OF ALASKA COMMITMENT TO NATIVE LANGUAGE PRESERVATION THROUGH EDUCATIONAL PROGRAMS

WHEREAS: Native of Alaska, indigenous to the State long before statehood, desire to live according to both the traditions of their home culture, as well as western culture; and

WHEREAS: These same indigenous peoples desire to maintain, strengthen and revitalize their heritage languages, history within their communities; and

WHEREAS: The desire to acquire the wisdom of their elders as well as record and preserve the elders' knowledge, making it accessible to young people through books, videos, and other forms of modern technology; and

WHEREAS: They desire to develop materials through the heritage language, history, and culture so that their young people can learn the language as well as traditional wisdom; and

WHEREAS: Knowing that these materials will not only prepare our young people in their traditional knowledge, but link this knowledge to western state and local content and performance standards for better acquisition of school knowledge; and

WHEREAS: Knowing that the literacy development of the child's first language when it is other than English, will lead to stronger cognitive development as well as the eventual development of academic English; and

WHEREAS: Knowing that research tells us that second language learning, such as learning the heritage language as a second language, can stimulate cognitive growth in learners; and

WHEREAS: The State of Alaska should provide sufficient funding to schools and communities for curriculum and teaching materials; and

Resolution 97-4

A Resolution in Support of Construction of Shishmaref School

WHEREAS, Students in Shishmaref are being crowded out of classrooms into closets, corridors, portable buildings, attics, and basements that were not designed to house students; also student occupancies are in excess of minimum DOE square foot guidelines, and facilities fall below safe standards for occupancy;

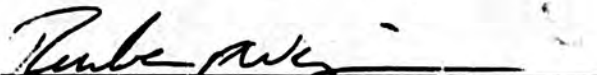
WHEREAS, Shishmaref Schools in 1995 was appraised by the Engineering firm, USKH and was ranked in the poor category. Furthermore, the Shishmaref School was recommended to be considered for replacement/remodeling funding;

WHEREAS, the duly elected representatives of the people of Shishmaref due to increased enrollments request a facility where all program are housed under one roof;

WHEREAS, Shishmaref School is still utilizing two portable classrooms the BIA (Bureau of Indian Affairs) installed in 1958 to address unhoused students at that time; in addition, 2 unattached units are currently used to address unhoused students at this time bringing the total to 4 portable classrooms;

WHEREAS, the health and safety of our people in the Village of Shishmaref is first priority of the following Shishmaref organizations; IRA, Shishmaref Native Corporation, City of Shishmaref and the Shishmaref School Advisory Education Committee;

NOW THEREFORE BE IT RESOLVED, that Shishmaref supports the local Advisory Education Committee's (AEC) and the Bering Strait School District's efforts in requesting additional classroom space as well as incorporating the Shishmaref School under one roof.


City of Shishmaref: Mayor
Reuben Weyiouanna

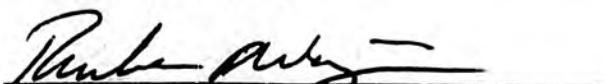

Native Village of Shishmaref: President
Lucy Eningowuk

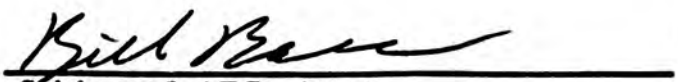

City of Shishmaref: Attest
Jennifer Pootoogooluk


Native Village of Shishmaref: Attest
Dan Olanna


Shishmaref Native Corp: President
Percy Nayokpuk


Shishmaref AEC: Chair
Chuck Newberg


Shishmaref Native Corp: Attest
Reuben Weyiouanna


Shishmaref AEC: Attest
Bill Barr

CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Rev. 6/98

Central Microfilm Services
Department of Education
State of Alaska

ALASKA FEDERATION OF NATIVES, INC.

1997 ANNUAL CONVENTION

RESOLUTION 97-14

TITLE: STATE OF ALASKA COMMITMENT TO NATIVE LANGUAGE PRESERVATION THROUGH EDUCATIONAL PROGRAMS

WHEREAS: Native of Alaska, indigenous to the State long before statehood, desire to live according to both the traditions of their home culture, as well as western culture; and

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WHEREAS: The State of Alaska should provide sufficient funding to schools and communities for curriculum and teaching materials; and

ALASKA FEDERATION OF NATIVES, INC.

1997 ANNUAL CONVENTION

RESOLUTION 97-13

TITLE: SUPPORT SMALL VILLAGE SCHOOLS

WHEREAS: REAA school districts have been under pressure to close small villages schools; and

WHEREAS: The loss of its school tends to undermine the very existence of small villages throughout Alaska; and

WHEREAS: The minimum student population at which schools may be provided under state law is ten; and

NOW THEREFORE BE IT RESOLVED, that the delegates to the 1997 Annual Convention of the Alaska Federation of Natives, Inc., urge school districts to operate schools in all villages which have eight or more students.

BE IT FURTHER RESOLVED that the Alaska State Legislature is urged to continue to appropriate adequate funds to make possible operation of village schools having an enrollment of eight or more students.

BE IT FURTHER RESOLVED that AFN supports the local control of the single site and small REAA school districts by opposing the Alaska Legislative effort to consolidate single sites and small REAA districts.

SUBMITTED BY: Bristol Bay Native Association

COMMITTEE ACTION: DO PASS

CONVENTION ACTION: AMENDED AND PASSED



Resolution 97-4

A Resolution in Support of Construction of Shishmaref School

WHEREAS, Students in Shishmaref are being crowded out of classrooms into closets, corridors, portable buildings, attics, and basements that were not designed to house students; also student occupancies are in excess of minimum DOE square foot guidelines, and facilities fall below safe standards for occupancy;

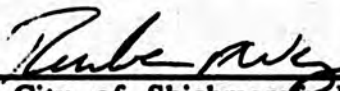
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WHEREAS, the duly elected representatives of the people of Shishmaref due to increased enrollments request a facility where all program are housed under one roof;

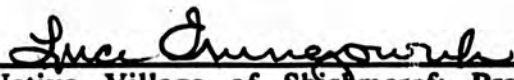
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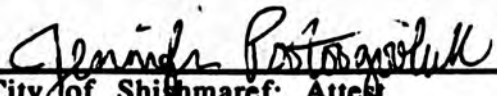
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City of Shishmaref: Mayor
Reuben Weyiouanna



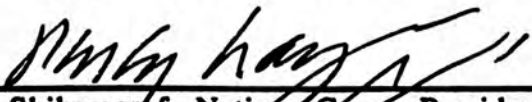
Native Village of Shishmaref: President
Lucy Eningowuk



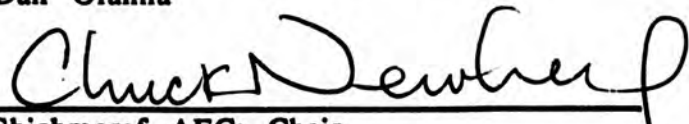
City of Shishmaref: Attest
Jennifer Pootoogooluk



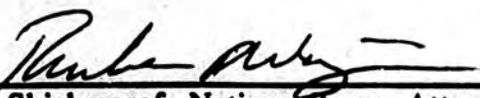
Native Village of Shishmaref: Attest
Dan Olanna



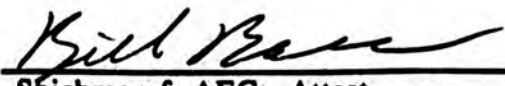
Shishmaref Native Corp: President
Percy Nayokpuk



Shishmaref AEC: Chair
Chuck Newberg



Shishmaref Native Corp: Attest
Reuben Weyiouanna



Shishmaref AEC: Attest
Bill Barr

Instructions for completing the
**Application for Funding
Capital Grant or State Aid for Debt Retirement**

*Use these instructions with Alaska Department of Education Form #05-95-017 -
Application for Funding, Capital Grant or State Aid for Debt Retirement.
Numbered paragraphs below correspond to numbered questions on the application.*

Unless otherwise indicated, each question on the application form must be answered in order for the application to be considered complete. **Only complete applications will be accepted. Incomplete applications will be returned, un-ranked.** The project name on the first page of the application should be consistent with project titles approved by the district school board and submitted with the six-year Capital Improvement Plan (CIP). Please submit *four complete copies* of each application and *two copies of each attachment*.

TYPE OF PROJECT AND FUNDING REQUEST

- i. Check one box to indicate which type of state aid is being requested.
- 2a. Check one box to indicate the primary purpose of the project. Each application should be for a single project for a particular facility, and should be independently justified. Applications for projects in other categories at the same facility should be submitted separately. However, the district may include work in other categories in a proposed project. These projects will be reviewed and evaluated as mixed-scope projects. Refer to Appendix B of these instructions for descriptions of categories and the limitation associated with category C and category D projects. Application of scoring criteria will be on a weighted basis.
- b. Check the applicable phase(s) covered by this funding request. Refer to Appendix A for descriptions of phases.

BASIC ELIGIBILITY REQUIREMENTS

3. Attach six-year Capital Improvement Plan (CIP).
4. AS 14.11.011(b)(1) and 4 AAC 31.011(b)(1) require each school district to send the Department of Education a description of its fixed asset inventory annually as part of its audited financial statement. The district should respond with two items;
 - a) A description of a functional fixed asset inventory system. (i.e. one that can be audited and is in compliance with state statutes and regulation), and;
 - b) A copy of the audit page(s) from the district audited financial statement that refers to the fixed asset inventory system. The department will review these pages to verify the existence of a functional fixed asset system and the current condition of that system.

-
5. The department may not award a school construction grant to a district that does not have replacement cost property insurance. AS 14.03.150, AS 14.11.011(b)(2) and 4 AAC 31.200 set forth property insurance requirements. Note that revisions to 4 AAC 31.200 take effect July 1, 1997.
 6. AS 14.11.011(b)(1) and 4 AAC 31.011(b)(2) require each school district to include with this application a description of its preventive maintenance program, as defined by AS 14.14.090(10). *Preventive maintenance* means scheduled maintenance actions that prevent the premature failure or extend the useful life of a facility or a facility's systems and components. A *functioning and effective* preventive maintenance program is cost-effective on a life cycle basis.

Refer to Appendix D for detail, and attach a statement that describes the preventive maintenance program and provides evidence that the program addresses the full spectrum of building systems (i.e.: more than routine or custodial maintenance). Include examples of how the program is effective and achieving results.

EXISTING FACILITIES

7. The response to this question should be consistent with the space utilization table in question 29. Projects that will result in demolition or surplus of existing state-owned or state-leased facilities should include a detailed plan for transition from existing facilities to replacement facilities. The transition plan should describe how surplus state-owned or state-leased facilities will be secured and maintained during transition.
8. *Age* refers to the number of years the original facility and any additions have been used since they were first occupied for educational purposes. If a count of actual years is not available, use estimates indicated by an (*). *Gross square footage (GSF)* of each addition should be the amount of space added to the original facility. *Total size* should equal the square footage of the existing facility.
9. To calculate the *five-year average replacement value* of all school facilities districtwide, add together the auditable insurance valuation of all facilities for each of the past five years and divide the sum by five. Value of school contents and replacement costs related to teacher housing should be excluded from this figure.
10. To calculate the *average annual districtwide maintenance expenditure for the last five years*, total all expenses for district maintenance and operations over the last five years; subtract expenditures for communications, insurance, utilities, and teacher housing (if applicable) during the last 5 years; and divide the remaining sum by 5.

RELATED FUNDING

11. Prior state funding refers to **funds appropriated to the Department and administered under AS 14.11 only**. No other fund sources apply.

12. Waivers of participating share should be in accordance with AS 14.11.008(d). Justification should be documented. See Appendix E in the attachments to these instructions for detailed information.

PROJECT INFORMATION

13. The district ranking of each project application must be a unique number approved by the district school board and placing each discrete project in priority sequence. The project having the highest priority should receive a ranking of one, and each additional project application of lower priority should be assigned a unique number in priority order. The department will accept only one project with a district ranking of priority one. The ranking of each application should be consistent with the board-approved six-year Capital Improvement Plan (CIP). Please refer to AS 14.11.013(b)(2).
14. If this project (1) will result in renovated or additional educational space, and (2) will serve students of the same grade levels currently housed or projected to be housed in other schools, the project description should indicate:
- the funding communities that will be impacted by this project,
 - the current and projected student populations in each facility (school) affected by the project, and
 - the square footage for each affected facility (school) in the funding community.

Note: for schools housing a combination of elementary and secondary grades, the space allocated to elementary (K-6) and secondary (7-12) may be necessary.

15. AS 14.11.011(b)(3) requires a district to provide evidence that the funding request is for a capital project and not preventive maintenance, routine maintenance, or custodial care. Refer to Appendix D for an explanation of maintenance activities, and please include complete information in your statement.
16. Refer to AS 14.11.013(b)(1). If this project is an emergency, the project description must describe:
- the nature of the emergency,
 - the facility condition related to the emergency,
 - the threat to students and staff,
 - the consequence of continued utilization of the facility,
 - the individuals or groups affected by the condition,
 - what action the district has taken to mitigate the emergency conditions, and
 - the extent to which any portion of the project is eligible for insurance reimbursement or emergency funding from any state or federal agency.

Evaluation of the emergency will consider all of the information submitted and the responses to each of the emergency elements noted in these instructions.

17. *Acquisition of additional land* refers to expansion of an existing school site using property immediately adjacent to, or in close proximity to, the existing school site. Land acquisition may result from long term lease, purchase, or donation of land. *Utilization of a new school site* refers to use of a site previously acquired by the district, or a new site acquired as a result of this application and not previously utilized as a public school. If the project site is not yet known, the site description should be the district's best estimate of specific site requirements for the project, and it should be included in the project description.
18. A *facility appraisal* is an educational adequacy appraisal using the Guide for School Facility Appraisal - Alaska Edition, or a similar format. An appraisal is optional for FY99; however, an appraisal document is useful to the department in evaluating the overall merits of the project request. A current appraisal is of more value than one which is four or more years old.
19. A *facility condition survey* is a technical survey of facilities and buildings for the purpose of determining compliance with established building codes and standards for safety, maintenance, repair, and operation. It should be completed by someone with training equivalent to that of an architect or an engineer. A facility condition survey and the format of the document are optional for FY99; however, a facility condition survey document is useful to the department in evaluating the overall merits of the project request. Currency of the survey should be addressed. It is doubtful that a survey four or more years old adequately describes current facility conditions.

PROJECT DESCRIPTION/SCOPE OF WORK

20. The project description/scope of work should include (1) a detailed description of the project, (2) documentation of the conditions justifying the project, and (3) a description of the scope of the project and what the project will accomplish. It should also include (4) cost estimates. Statute requires the district to provide sufficient evidence that the project is **not** preventive maintenance, routine maintenance, or custodial care (See question 15).

The project description/scope of work should include responses to questions 11, 14, 15, 16, and 17, where applicable. If the project is an emergency, the description should address all the items specified in the instructions for question 16. If a school facility appraisal (question 18) and/or a facility condition survey (question 19) are attached, they can be referenced rather than reproduced in the descriptions of project need, justification, and scope.

The project description and cost estimate should be increasingly detailed as project phases advance. The description of project scope should include information which will allow the department to evaluate the criteria specified in AS 14.11.013.

The project description should include sufficient information to support meaningful evaluation of the project cost, the relationship between the project cost and any operational costs, and the reasonableness of the cost estimate. Discussions of the proposed project and operational costs can include cost benefit analysis of building systems and materials, the impact on wear-and-tear and maintenance of existing facilities, etc. Please refer to Appendix C for guidelines covering project cost estimate percentages for factored cost items.

When a new, renovation, new-in-lieu-of-renewal, or Category E project is proposed, the project description should include a detailed cost/benefit analysis and a life cycle cost analysis. Refer to AS 14.11.011(b)(1). If these documents are attached, they can be referenced rather than reproduced in the project description.

COST ESTIMATES

21. For all applications, including planning or design grants, cost estimates should be based on the district's most recent information and should address the project being requested. Refer to Appendix C for descriptions of elements of the total project cost. The cost estimate should be of sufficient detail that its reasonableness can be evaluated. If a project is projected to cost significantly more than would be predicted by the Department's Program Demand Cost Model (6th Edition), provide attachments justifying the higher cost. If there are special requirements, a detailed explanation and justification should be provided.

In Table 1, all prior AS 14.11 funding for this project should be listed by category and totaled in Column I. Column II should list the amount of funding being requested, by category and in total. Column III should show a percentage breakdown for the project's allocated costs. Column IV should list total project cost estimate from inception to completion, all phases. Table 2 should be completed consistent with the DOE cost model.

Calculate each cost category percentage based on construction cost equal to 100%, excluding the cost of land and site investigation. Other categories should be within the ranges listed. Note that for FY99, Construction Management has been broken down into to sub-categories: consultant and "in-house". CM costs associated with each should be reported. In addition, DOE overhead was moved to the Indirect/Administration category and the percent for art given a separate line. The project total cost should still not exceed 130% of construction cost, excluding land and site investigation. If your project exceeds this recommended guideline, please add a detailed justification for exceeding the guideline for each occurrence.

Include as an attachment any additional information regarding project cost that may aid in evaluating the reasonableness of the cost estimate (including life cycle cost analysis and cost benefit analysis).

FUNDING COMMUNITY AND ENROLLMENT

NOTE: Gross square footage entries in this section should reflect the measurements specified by 4 AAC 31.020, excluding exterior wall thickness and including the 25% factor for outdoor covered spaces and mechanical penthouses. The department realizes that this is not the conventional definition of gross square footage.

22. Any additional square footage that is funded or approved by local voters, whether currently under construction or not, should be described, showing student capacity, additional gross square feet, and grade levels to be served. Like grade levels may be grouped together if multiple projects are in progress.
23. Gross square footage and enrollment should reflect all schools in the funding community that serve elementary or secondary students of equivalent grade level to the students who will be served by the proposed project. If the project includes any grades K-6, *equivalent grade level* means all schools within the funding community serving elementary students, regardless of the specific grades served by each of the elementary schools. Similarly, if the project includes any grades 7-12, *equivalent grade level* means all schools within the funding community serving secondary students. Do not include the enrollment or gross square footage of students in grade levels other than those served by this discrete project. Enrollment should be based on the most recent Foundation count date used for funding by each district. For most districts this will be the October Foundation count from the prior year. If a project is proposed to serve multiple funding communities, the schools affected in **each** individual community should be provided. Please attach pages if necessary.

It is best to provide enrollment projections by school. Projections by grade for each funding community are usable, however, they are slightly less favorable to the district for space computations.

24. The total number of unhoused students currently within the funding community should be based on the enrollment and gross square footage (GSF) responses to question 23 and the Department of Education Space Guidelines. *Unhoused students* are students who exceed the capacity of the facility. *Capacity* equals the gross square footage divided by the allowable square footage per student, based on the Department of Education Space Guidelines. In your attachment, provide the gross square footage, population, and capacity calculation for each school in the funding community serving grades affected by the proposed project.
25. The two-year enrollment projection should cover two fiscal years beyond the total enrollment figure for the present funding community, which was provided in question 23. The method used to project enrollment throughout this application should be consistent and should be explained in detail in the response to question 28.
26. The five-year post-occupancy enrollment projection should begin with the first year that the facility will be occupied by students (usually two years after the requested funding year), and should cover each of the four succeeding fiscal years, by grade, for the grade levels to be served by this project request.

27. The response to this question should reflect the grade levels that will be served by the facility at the completion of the project. If project completion will result in changes in the grade levels offered in existing facilities, those changes in grade levels served must be approved by the Commissioner of Education, as described in 4 AAC 09.005(d). Requests for changes in grade levels offered must be submitted under separate cover to the Commissioner, and a copy should be attached to this application.
28. If the demographic model utilized by the district produces a significant difference from past five-year enrollment trends, please **justify the variance** in the attached calculations. If a simple, straight-line projection is being utilized, years that show large increases or declines should be explained, or should not be used in calculating the projected population.

PROJECT SPACE EQUATION

29. This table summarizes space utilization in the proposed project. Space shall be measured consistent with Department of Education regulations and the worksheet at Appendix F.

ALTERNATIVE FACILITIES AND OPTIONS

30. The area is not restricted to the attendance area or funding community served by the project.
31. If the proposed project would add new or additional space, districts must consider attendance area boundary changes and any space available in adjacent funding communities that are connected by road and to which students may be transported within the 120-minute daily limitation, per 4 AAC 27.045(b). At least one of the options considered and rejected must be an evaluation of potential boundary changes.

ATTACHMENTS

32. The attachments checklist is provided for your convenience. Please check to see that your application is complete.

CERTIFICATION

33. Please be sure the application is signed by the appropriate official. Unsigned applications cannot be accepted for ranking.

Application packages should be submitted to:

Alaska Department of Education
Education Support Services, Facilities
801 W. 10th Street, Suite 200
Juneau, AK 99801

For further information contact:

Michael Morgan, Facilities Manager
(907) 465-1858

APPENDIX A: CAPITAL IMPROVEMENT PROJECT PHASES
Adopted by the Bond Reimbursement & Grant Review Committee
April 18, 1997

The FY99 application form requires designation of the phase(s) for which the district requests funding. Below is a basic scope of effort for each phase. Items marked **Required** are mandatory (where project type dictates) in order for projects to receive planning, schematic design and/or design development points. Required documents must be or have been submitted and received by the department by September 1st.

PHASE I-PLANNING

1. Select consultants (if needed)(4 AAC 31.065) - **(Required)**
2. Prepare a school facility appraisal (as required)
3. Prepare a facility condition survey (as required)
4. Identify need category of project - **(Required)**
5. Verify student populations and trends - **(Required)**
6. Complete education specifications (design the educational program - 4AAC 31.010)) - **(Required)**
7. Identify site requirements and potential sites - **(Required)**
8. Complete concept design studies and planning cost estimate - **(Required)**

PHASE IIA - SCHEMATIC DESIGN

1. Perform preliminary site investigation to determine suitability (4AAC 31.025)
2. Prepare plan for transition from old site to new site, if applicable - **(Required)**
3. Make site survey and investigation
4. Obtain option on site - **(Required)**
5. Complete schematic design documents including dimensioned site plans, floor plans, elevations and engineering narratives for all necessary disciplines - **(Required)**
6. Complete preliminary cost estimate appropriate to the phase - **(Required)**.

PHASE IIB-DESIGN DEVELOPMENT

1. Complete suggested elements of planning/design not finished in the previous phases - **(Required)**
2. Review and confirm planning (4AAC 31.030)
3. Accomplish a condition survey relevant to scope - **(Required if project includes renovation)**
4. Obtain purchase or lease agreement for site - **(Required)**
5. Complete design development documents - **(Required)**
6. Prepare proposed schedule and method of construction
7. Prepare revised cost estimate appropriate to the phase - **(Required)**

PHASE III-CONSTRUCTION

1. Complete suggested elements of planning and design not previously completed - **(Required)**
2. Prepare final cost estimate
3. Complete final contract documents and legal review of construction documents (4AAC 31.040)
4. Advertising, bidding and contract award (4AAC 31.080)
5. Submit signed construction contract
6. Construct project
7. Procure furniture, fixtures and equipment, if applicable
8. Substantial completion
9. Final completion and move-in
10. Post occupancy survey
11. Obtain project audit/close out

APPENDIX B: CATEGORIES OF GRANTS
Updated by the Bond Reimbursement & Grant Review Committee
April 18, 1997

AS 14.11.013(a)(1)-The department shall verify that each proposed project meets the criteria established under AS 14.11.014(b) and qualifies as a project required to accomplish one of the following. Projects can combine work in the different categories with the majority of work establishing the project's type. For the purpose of review and evaluation, projects which include significant work elements from categories other than the project's primary category will be evaluated as mixed scope projects.

A. "Avert imminent danger or correct life threatening situations." This category is generally referred to as, "Health and Life Safety." A project classified under "A" must be documented as having unsafe conditions that threaten the physical welfare of the occupants. Examples might be that seismic design of structure is inadequate; that required fire alarm and/or suppressant systems are non-existent or inoperative; or that the structure and materials are deteriorated or damaged seriously to the extent that they pose a health/life-safety risk. The district must document what actions it has taken to temporarily mitigate a life-threatening situation.

B. "House students who would otherwise be unhoused." This category is referred to as "Unhoused Students." A project to be classified under "B" must have inadequate space to carry out the educational program required for the present and projected student population or the existing facility must qualify for replacement-in-lieu-of-renewal. Projects will be considered for replacement-in-lieu-of-renewal when project costs exceed 70% of the current replacement cost of the existing facility, based on a twenty year life cycle cost analysis, which includes disposition costs of the existing facility. Documentation should be based on the current Department of Education Space Guidelines. (Refer to AAC 31.020)

C. "Protection of the structure of existing school facilities." This category is intended to include projects that will protect the structure, enclosure, foundations and systems of a facility from deterioration and ensure continued use as an educational facility. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$25,000. The category is for major projects, which are not a result of inadequate preventive, routine and/or custodial maintenance. An example could be a twenty year old roof that has been routinely patched and flood coated, but is presently cracking and leaking in numerous locations. A seven year old roof that has numerous leaks would normally only require preventive maintenance and would not qualify. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

D. "Correct building code deficiencies that require major repair or rehabilitation in order for the facility to continue to be used for the educational program." This category, Building Code Deficiencies, was previously referred to as "Code Upgrade." The key words are "major repair." A "D" project corrects major building, fire, mechanical, electrical, environmental, disability (ADA) and other conditions required by codes. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$25,000. An example could be making all corridors one hour rated. Making one or two toilet stalls accessible would not fit this category. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

E. "Achieve an operating cost saving." This category is intended to improve the efficiency of a facility and therefore, save money. Examples that might qualify are increasing insulation, improving doors and windows, modifying boilers and heat exchange units for more energy efficiency. The district must document a cost benefit ratio less than 1, considering both capital and operating dollars.

F. "Modify or rehabilitate facilities for purpose of improving the instructional unit."

Category "F", Improve Instructional Program, was previously referred to as "Functional Upgrade." This category is limited to changes or improvements within an existing facility such as, modifications for science programs, computer installation, conversion of space for special education classes, or increase of resource areas.

G. "Meet an educational need not specified in (A)-(F) of this paragraph, identified by the department." Any situation not covered by (A)-(F), and mandated by the Department of Education. (Currently, there are no such mandates.)

APPENDIX C: PROJECT COST ESTIMATE
Updated by the Bond Reimbursement & Grant Review Committee
April 18, 1997

Construction Management (CM) includes two categories: CM accomplished by a private contractor and CM accomplished by district/borough staff. Costs may be incurred for one or the other and in some cases both. Estimates for "in-house" construction management should include actual staff time allocated to the project, staff travel and per diem and direct costs of telephone, etc. It should include construction management costs done by staff and all on site representation. For private contractors it should include costs as anticipated to include oversight of any phase of the project and any deliverables such as educational specifications, legal and bonding assistance, facility appraisals and condition surveys. Construction management includes management of the project's scope, schedule, quality, and budget during any phase of the planning, design and construction of the facility.

Statutory Limit by Private Contractor 2-4%

Recommended In-house: 2-5%

Land is a variable unrelated to construction cost and should include actual purchase price plus title insurance, fees and closing costs. Land costs are excluded from project percent calculations.

Site Investigation is also a variable unrelated to construction cost and should include land survey, preliminary soil testing, environmental and cultural survey costs, but not site preparation. Site investigation costs are excluded from project percent calculations.

Design Services should include full standard architectural and engineering services and extra services such as educational specifications, condition surveys, construction administration and post occupancy evaluation. Architectural and engineering fees can be based upon a percentage of construction costs. Because construction costs vary by region and size, so may the percentage fee to accomplish the same effort.

Recommended 6-8% (Renovation might run 2% higher)

Construction includes all contract work as well as force account for facility construction, site preparation and utilities. This is the base cost upon which others are estimated and equals 100%.

Equipment/Technology includes all moveable furnishing, start-up equipment and consultant services. It does not include built in equipment, nor consumable supplies, with the exception of the initial purchase of library books. Items purchased should meet the district definition of a fixed asset and be accounted for in an inventory control system. If special technology plans call for higher levels of funding, itemized costs should be presented in the project budget separate from standard equipment.

Recommended 0-7%

Indirect/Administration includes an allocable share of district overhead costs, such as payroll, accounts payable, procurement services, and preparation of the six year capital improvement plan and specific project applications. It also includes the Department of Education overhead charges.

Recommended 2-5%

Percent for Art includes the statutory allowance for art in public places. This may fund selection, design/fabrication and installation of works of art. One percent of the construction budget is required except for REAA projects which require only one-half of one percent. The department recommends budgeting for art.

Contingency is a safety factor to allow for unforeseen changes. Standard cost estimating by A/E or professional estimators use a built in contingency in the construction cost of $\pm 10\%$. Because that figure is included in the construction cost, this item is a project contingency for project changes and unanticipated costs in other budget areas.

Recommended 3-5%

Total Project Request is the total project cost, as a percent of the construction cost, except in extreme cases, should average out close to the same for all projects, and when the variables of land cost and site investigation are omitted. This item is the best overall gauge of the efficiency of the project.

Recommended Not to exceed 130%

Note: These recommended, or guideline percentages differ from some of the averages and from some others previously suggested. They are based upon the above descriptions and are therefore more fixed and accountable.

APPENDIX D: DEFINITIONS OF MAINTENANCE
Adopted by the Bond Reimbursement & Grant Review Committee
April 18, 1997

Component

A part of a system in the school facility.

Component Repair or Replacement

The unscheduled repair or replacement of faulty components, materials, or products caused by factors beyond the control of maintenance personnel.

Custodial Care

The day to day and periodic cleaning, painting, and replacement of disposable supplies to maintain the facility in safe, clean and orderly condition.

Deferred Maintenance

Custodial care, routine maintenance, or preventive maintenance that is postponed for lack of funds, resources, or other reasons.

Major Maintenance

Facility renewal that requires major repair or rehabilitation to protect the structure and correct building code deficiencies, and shall exceed \$25,000 per project, per site. It must be demonstrated, using evidence acceptable to the department that (1) the district has adhered to its regular preventive, routine and/or custodial maintenance schedule for the identified project request, and (2) preventive maintenance is no longer cost effective.

Preventive Maintenance

The regularly scheduled activities that carry out the diagnostic and corrective actions necessary to prevent premature failure or maximize or extend the useful life of a facility and/or its components. It involves a planned and implemented program of inspection, servicing, testing and replacement of systems and components that is cost effective on a life-cycle basis.

Renewal or Replacement

A scheduled and anticipated systematic upgrading of a facility system or component to rehabilitate it to a renewed functioning standard.

System(s)

An assembly of components created to perform specific functions in a school facility, such as a roof system, mechanical system or electrical system.

APPENDIX E: WAIVER OF PARTICIPATING SHARE/IN-KIND CONTRIBUTIONS
Department of Education Guidelines
Updated April 25, 1997

Current law - AS 14.11.008(d) - requires that a district provide a participating share for all school construction and major maintenance projects funded under AS 14.11. The department administered all funds for capital projects appropriated to it under the guidelines of AS 14.11 and 4 AAC 31. The following points should be considered by those districts requesting a waiver of the local participating share

1. A district has three years before and after the appropriation to fulfill the participating share requirement.

A review of the annual financial audits and school district budgets indicate that no district is in a financial condition which warrants a full waiver. Local dollars are available to fund all or a portion of the match during the six years. Districts continue to generate and budget for, local interest earnings, facility rental fees and other forms of discretionary revenue adequate to fund some or all of the required local match. If properly documented and not already funded by AS 14.11, prior expenditures for planning, design, and other eligible costs may be sufficient to meet the match requirement.

2. Both the administration and the Legislature have strong feelings that local communities should at least be partially engaged in the funding of projects.

In recognition of the inability of some communities to levy a tax or raise large amounts of cash from other sources, the legislation provides an opportunity for in-kind contributions, in-lieu of cash. All districts need to make a directed effort to provide the local match, utilize fund balances and other discretionary revenue, consider sources of in-kind contributions, document that effort and then request a full or partial waiver-as necessary.

3. All waiver requests require sufficient documentation.

Requests should be accompanied by strong, compelling evidence as to overall financial condition of the school district and in the case of a city/borough school district, the financial condition of the city/borough as well. The attachments should include, at a minimum, cash account reconciliation's, balance sheets, cash investment maturity schedules, revenue projection, cash flow analysis and projected use of all fund balances and documentation in support of attempts to meet the local match. Historical expenditures do not provide sufficient evidence of future resource allocations. Consideration should be given to new and replacement equipment purchases, travel and other expenditures that support classroom activity, but may be delayed until the local match is funded. Each district has an opportunity to help itself and provide a safe, efficient school facility through shared responsibility.

4. Districts may request consideration of in-kind contributions of labor, materials or equipment.

Under regulation 4 AAC 31.023 (d) in-kind contributions are allowed. This also affords an opportunity for community participation through contributions to the art requirements for new buildings or other means. This option should be fully explored, as well as the documentation mentioned above, prior to requesting a waiver of all or part of the participating share.

APPENDIX F: Type of Space Added or Improved
Adopted by the Bond Reimbursement & Grant Review Committee
April 18, 1997

Category A - Instructional or Resource

Kindergarten
Elementary
General Use Classrooms
Secondary
Library/Media Center
Special Education
Bi-Cultural/Bilingual
Art
Science
Music/Drama
Journalism
Computer Lab/Technology Resource
Business Education
Home Economics
Gifted/Talented
Wood Shop
General Shop
Small Machine Repair Shop
Darkroom
Gym

Category B - Support Teaching

Counseling/Testing
Teacher Workroom
Teacher Offices
Educational Resource Storage
Time-out Room
Parent Resource Room

Category C - General Support

Student Commons/Lunch Room
Auditorium
Pool
Weight Room
Multipurpose Room
Boys Locker Room
Girls Locker Room
Administration
Nurse
Conference Rooms
Community Schools/PTA Administration
Kitchen/Food Service
Student Store

Category D - Supplementary

Corridors/Vestibules/Entryways
Stairs/Elevators
Mechanical/Electrical
Passageways/Chaseways
Supply Storage & Receiving Areas
Restrooms/Toilets
Custodial
Other Special Remote Location Factors
Other Building Support

Project Eligibility Checklist

Date _____

District _____ Project _____

Is The Project Eligible?

Yes: _____ No: _____

The following items are requirements for projects to be eligible for grants or bond reimbursement as required by statute or regulations. Please check YES or NO if project application is in compliance or not. (Note: if any of the items receive a NO do not immediately reject the project but complete the initial eligibility form and separate for rating committee review).

Application Question			Yes	No
A	#3	The district CIP-6 year plan has been submitted. AS 14.11.011(b)(1)		
B	#4	A description of the district's fixed asset inventory system is provided. AS 14.11.011(b)(1)		
C	#5	Evidence of replacement cost property insurance AS 14.11.011(b)(2)		
D	#12	If the district has requested a waiver of participating share, is the request attached? (If not applicable, leave blank) AS 14.11.008(d)		
E	#6	A description of the district's preventive maintenance program AS 14.11.011 (b)(1)		
F	#15	Evidence that project should be a capital improvement project and not preventive maintenance or custodial care. AS 14.11.011 (b)(3)		
G	#20	Evidence that project meets the criteria of one of the A-F categories AS 14.11.013 (a)(1)		
H	#20	A detailed scope of work, project budget and documentation of need AS 14.11.011 (b)(1)		
I	#23,24,25, &26	For projects requesting additional space, evidence of 2 and 5 year enrollment data for categories A, B, E, and F 4 AAC 31.021(c)(1)&(c)(3)		
J	#31	Evidence that the existing facility can not adequately serve or that alternative projects are in the best interest of the state AS 14.11.013 (c)(3)(B)		
K	#31	Evidence that situation can not be relieved by adjusting service area boundaries and transportation 4 AAC 31.021(c)(2)		

Alaska Department of Education Capital Improvement Project Application
Subjective Rating Form
FY-99

District _____
 School _____
 Project Title _____

Fund _____ Category _____
 Phase _____ Maximum Points _____
 Rator _____ Date _____

Note: The number in parenthesis refers to the question with primary applicability on the CIP application form. Also, points for elements two through eight will be weighted to apply the each specific category of a mixed-scope project.

Max Points		School Construction A, B, E, F	Major Maintenance C, D
20	1. Effectiveness of preventive maintenance program (6)	_____	_____
50	2. Emergency (16)	_____	_____
50	3. Seriousness of life/safety and code conditions (16/19/20)	_____	_____
40	4. Existing space fails to meet or inadequately serves existing or proposed elementary or secondary programs (20) A. Mandated Program = 40 points B. Facility inadequately serves local existing program = 20 points C. Fails to provide space for new approved local program = 15 points	_____	_____
30	5. Reasonableness & completeness of cost estimate (21)	_____	_____
30	6. Relationship of the project cost to the annual operational cost savings (20)&(21)	_____	_____
30	7. Thoroughness in considering alternative facilities & options (30)&(31)	_____	_____
30	8. Adequacy of documentation (All)	_____	_____
280	Total Points	_____	_____

**Alaska Department of Education Capital Improvement Project Application
Objective Rating Form
FY-99**

District _____
School _____
Project Title _____

Fund _____
Phase _____
Rator _____

Category _____
Maximum Points _____
Date _____

Max Points		School Construction A, B, E, F	Major Maintenance C, D
10	Adequacy of fixed asset inventory system	_____	_____
30	District ranking Project #1 request = 30 points, #2 = 27 points, #3 = 24 points Each additional project 3 points less	_____	_____
20	Weighted average age of facility A. 0-10 years = 0 points B. > 10 < 21 years = .75 / year in excess of 10 years C. > 21 < 30 years = 7.5+ 1.25 per year in excess of 20 years D. ≥ 30 = 20 points	_____	_____
30	Previous AS 14.11 funding for this project based on % funded of the total project A. 50% = 30 points B. < 50 % funding, the percentage of points earned = 2 times the prior funding %	_____	_____
30	Planning & design phase has been completed A. All required elements of planning = 10 points B. All elements planning + required elements of schematic design = 20 points C. All elements of planning and schematics + required elements of DDev. = 30 points	_____	_____
50	Unhoused students today A. 100 % of capacity = 0 points B. > 100% of capacity = % of excess capacity times 50 C. 200 % of capacity = 50 points	_____	N/A
30	Unhoused students in seven years (5 year Post-occupancy) A. 100 % of capacity = 0 points B. > 100% of capacity = % of excess capacity times 30 C. 200 % of capacity = 30 points	_____	N/A
15	Avg expenditure for maintenance for each of last five years If % ≤ 2, then % / 2 x 7 If 2 < % ≤ 3, then % / 3 x 10 If 3 < % ≤ 4, then % / 4 x 15 If % > 4, then 15	_____	_____
30	Type of space added or improved A. Instructional or resource 30 points B. Support teaching 25 points C. Food service, recreational and general support 15 points D. Supplemental 10 points	_____	N/A
245	Total Points	_____	_____

SUSAN W. BRADWAY

Kiana High School
P.O. Box 190
Kiana, AK 99749

Phone (907) 475-2115

Fax (907) 475-2120

October 08, 1997

Deferred Maintenance Committee
State Legislature
Juneau, AK 99801

Dear Committee Members:

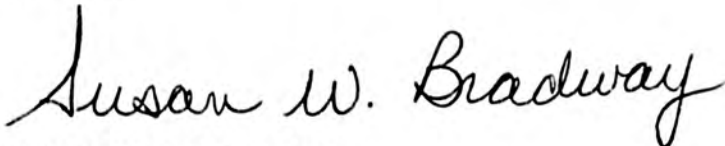
I am the English/Language Arts teacher in Kiana. The seventh grade language arts class is studying a unit on what makes a community. As part of their coursework, the students identified problems within the city of Kiana. The students agreed that their schools were in the biggest need of improvement.

With minimal guidance, the seventh graders listed problems and possible solutions that the students could initiate. Their first solution was to raise money by holding bakesales, putting on basketball tournaments, and other self-help projects. We discussed how much money was needed to build bigger, safer schools, and they soon realized that they could not make enough money by themselves.

The enclosed letters address the problems and the only practical solution--restore the money that was cut from the budget last May. The students felt so strongly about their need for a safe school that they spent two rainy, cold hours going door-to-door to collect signatures on a petition supporting their request for \$2.3 million.

Thank you in advance for seriously considering the Kiana students' request.

Sincerely,



SUSAN W. BRADWAY

Enc.

**Qitupun Rao Ferreira
P.O. Box 115
Kiana, Alaska 99749**

**Referred Maintenance Committee
State Legislature
Juneau, Alaska 99801
October 02, 1997**

Dear Committee:

**I am in the 7th grade at Kiana High School and
I am making a request about the school. We need
2.3 million dollars to get what we need for the school
and we need 1. more class room's 2. new gym
3. pool or a fire system 4. window's that open and
close 5. bigger and safer school.**

**Both elementary and high schools are so bad and the
window's at the elementary school you could hardly
see through them. Bottom of the elementary the pipes
are so old and bad. Thank-you.**

Sincerely,

Qitupun Rao Ferreira

Qitupun Rao Ferreira

Robert Jackson
P.O. Box 7
Kiana, AK 99749
October 2, 1997

Deferred Maintenance Committee
State Legislature
Juneau, AK 99801

Dear Committee:

I am in the 7th grade at kiana high School we would like your committee toggle our School back the \$ 2.3 million that you took from our school bud Get lad may we what to build a bigger and safer school we also want a new gym with a scoreboard that works. We want a School with a free system and windows that open.

Thank you for everything.

Sincerely,

Robert Jackson
Robert Jackson

Paula Rae Outwater
P.O. Box 43.
Kiana Alaska 99749
October 1, 1997

Deferred Maintenance Comitte
State Legislature Committee
Juneau, Alaska

Dear Committee,

I am an the 7th grade in Kiana High School. I am a Reaquest about
the Schools. We would like too have 2to3million Dallars back for the
Schools so we could make it more better. So I could have more frends.
MORE COMPUTERS BIGER GYM BIGER CLASSES MORE ROOMES
LOTS OF COMPUTERS SO US DONT HAV 7 TO 1977 OVER THE COMPUTERS
WE COULD HAVE OUR OWN.

SINCERELY,

Paula Rae
PAULA RAE OUTWATER

Ina Black
PO Box 61
Kiana, AK 99749
October 7, 1997

Deferred Maintenance Committee
State Legislature
Juneau, AK 99801

Dear Committee:

I am in the seventh grade in Kiana High School. We are making a request about our schools. We would like the 2.3 million dollars back because we would like to use it for a bigger school.

We would like to use it for new windows that could open, a pool system and we would like more classes and a new gym. Thank you very much. If you give us the money, we will love our new stuff.

Thank you for your help.

Sincerely,

Amelia Ina Black

Amelia Ina Black

P.O. Box 93
Kiana, Alaska 99749
October 6, 1997

Deferred Maintenance Committee
State Legislature
Juneau, Alaska

Dear Committee:

My name is Meritha Capelle, and I am in the 7th grade attending Kiana High School. Our school needs some fixing up to be done. And we are asking you to give back our 2.3 million dollar budget. We really need it. Especially for the elementary school. We have a lot of stuff to do, and get like: computers, better school books, and fix the school up, and get a better alarm system. We cannot do that without our money. So please give it back.

Sincerely,



Meritha Capelle

P.S. Please write back!

Kiana, AK 99749
October 8, 1997

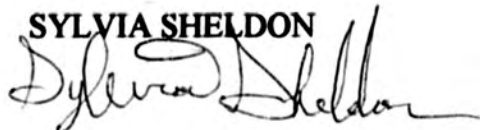
State Deferred Maintenance Committee
State Legislature
Juneau, AK 99801

Dear Committee:

I am in the seventh grade in Kiana High School. We are making a request for the schools --both high school and elementary school. We would like our 2.3 million dollars back to fix up our schools. We need a fire system like a pool. We need more classes and more teachers. We need more computers and a bigger computer lab.

Thank you for your cooperation.

Sincerely,

SYLVIA SHELDON


Shylah Rose Johnson
Box 104
Kiana, Alaska 99749 -
October 1, 1997

Deferred Maintenance Committee
State Legislative Committee
Juneau, Alaska

Dear Committee,

I am a 7th grader at the Kiana High school. We would like to have 2.8 million dollars back for the school so, we could have a better school, more computers, bigger gym, and bigger and better classrooms. Lots of computers so we don't have to fight over the computers. And we could have our own.

Sincerely,


Shylah Rose Johnson

Sylvia Tuckfield

P.O. Box 64
Kiana, AK 99749

October 08, 1997

Deferred Maintenance Committee
State Legislature
Juneau, AK 99801

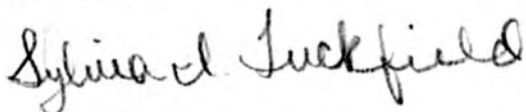
Dear Committee:

I am a 7th grader from Kiana, Alaska. I am making a request for that 2.3 million dollars you took from the school budget last May. We need the money for our school, Examples: We need a bigger and safer school, we need more classrooms, a bigger gym, a fire system, a school store, and windows that open.

We also need the money for the Elementry because they could hardly see out there windows, and the pipes are old and messed up.

THANKS

Sincerely,

A handwritten signature in cursive script that reads "Sylvia Tuckfield".

SYLVIA TUCKFIELD

PETITION TO RESTORE \$2.3 MILLION TO KIANA SCHOOLS
FOR EXPANSION AND BUILDING PROJECTS

We, the following residents of Kiana, Alaska, request that the Deferred Maintenance Committee restore the \$2.3 million that was cut from the Governor's capital budget in 1997. The Kiana High School Renovation Project FY99 C.I.P. Request and Kiana K-12 Expansion Project FY99 C.I.P. Request point out many deficiencies and safety hazards in the existing Kiana schools.

NAME:

ADDRESS:

<u>Daniel K. Sullivan</u>	<u>PO Box 105 KIANA, AK 99749</u>
<u>John H. Clayton</u>	<u>P.O. Box 50 Kiana, AK 99749</u>
<u>John L. Morris Jr.</u>	<u>PO Box 71 Kiana AK. 99749</u>
<u>Joe H.</u>	<u>PO Box 75 Kiana AK 99749</u>
<u>Frank Jackson</u>	<u>Box 150 Kiana, AK 99749</u>
<u>Pauline Williams</u>	<u>Box 152 " "</u>
<u>Eva Baldwin</u>	<u>Box 90 Kiana AK 99749</u>
<u>Dan Douglas</u>	<u>Box 164 Kiana, AK 99749-0164</u>
<u>Anna Douglas</u>	<u>Box 164 Kiana, AK 99749</u>
<u>Kenneth</u>	<u>PO Box 105 Kiana 99749</u>
<u>Roger Jackson</u>	<u>Box 73 Kiana 99749</u>
<u>John T. ...</u>	<u>Box 75 Kiana AK 99749</u>
<u>Matthew ...</u>	<u>Box 62 Kiana AK 99749</u>
<u>Margaret G. Murray</u>	<u>Box 9 Kiana, AK 99749</u>
<u>Tamara Sheldon</u>	<u>Box 49 Kiana AK. 99749</u>
<u>Nellie Shields</u>	<u>PO Box 105 Kiana</u>

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NAME:

ADDRESS:

Dorlene Kurayak Box 4 Kiana, AK 99749

Walter S. Russell Box 95 Kiana, AK 99749

Joe O. Johnson Box 16 Kiana, Alaska 99749

Paul Love Box 44 Deerik, AK

Dale Coleman 1830 E. Parks Hwy LOTS 11/2 AK

Kris Miley PO box 1128 Kotzebue AK 99752

Frank B. H. P.O. Box 101 Kiana, AK 99749

Nelle Attonik P.O. Box 94 Kiana, AK 99749

Teri L. Johnson P.O. Box 34 Kiana, AK 99749

Nita Johnson Box 54 Kiana AK 99749

Kurt M. H. Box 55 Kiana AK 99749

Samuel H. Box 56 Kiana AK 99749

Garrett Box 57 Kiana AK 99749

James Jackson Box 93 Kiana Alaska 99749

Bethan S. Bean Box 154 Kiana, AK, 99749

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FOR EXPANSION AND BUILDING PROJECTS

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NAME:

ADDRESS:

Gloria Stillerberg Box: 142 Kiana

David J. Johnson Box 44 Kiana

Jori Stalker Kiana, AK 99749

James Stalker Box 193 Kiana, AK. 99749

Irene Justfield Box 64 Kiana, AK. 99749

Elmer Anderson AK, 27 " "

Annie Barr Box 154 KIANA AK 99749

Lori D. Williams Box 154 Kiana AK 99749

Barbara Box 26 Kiana AK 99749

Helena Stalker Box 26 Kiana, AK 99749

Sarah M. Reed Box 156 Kiana AK 99749

Jan 2 Morris Box 71 Kiana AK 99749

Henry Jackson Box 93 Kiana AK 99749

Robert Jackson Box 93 Kiana AK 99749

Lucy Jackson " " " "

Evelyn Johnson Box 54 Kiana AK 99749

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FOR EXPANSION AND BUILDING PROJECTS

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NAME:

ADDRESS:

<u>Gertrude Sheldon</u>	<u>Box 49 Kiana AK 99749</u>
<u>Nancy Morris</u>	<u>Box 112 KIANA AK 99749</u>
<u>Sharon Huerge</u>	<u>Box 48 KIANA, AK, 99749</u>
<u>Walter Cook &</u>	<u>Box 21 Kiana, AK 99749</u>
<u>Robert S. Gorton</u>	<u>Box 137 KIANA AK 99749</u>
<u>Amelia Black</u>	<u>Box 61 Kiana, AK 99749</u>
<u>Buddy Black</u>	<u>Box 61 Kiana AK 99749</u>
<u>Ally James Bam</u>	<u>Box 21 KIANA AK 99749</u>
<u>Sharon Carter</u>	<u>Box 24 Kiana AK 99749</u>
<u>Amelia Heek</u>	<u>Box 109 Kiana, AK 99749</u>
<u>Elizabeth Kauron</u>	<u>Box 13 Kiana AK</u>
<u>Sharon Gorton</u>	<u>Box 49 Kiana AK 99749</u>
<u>Andrew Kinnear</u>	<u>Box 4 Kiana AK 99749</u>
<u>Spokane Kinnear</u>	<u>Box 9 Kiana 99749</u>
<u>Susan W. Bradbury</u>	<u>P.O. Box 52</u>
<u>Angela Carter</u>	<u>Box 43 Kiana, AK 99749</u>

PETITION TO RESTORE \$2.3 MILLION TO KIANA SCHOOLS
FOR EXPANSION AND BUILDING PROJECTS

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NAME:

ADDRESS:

<u>Ida K Smith</u>	<u>Box 123</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Agnes A Smith</u>	<u>"</u>	<u>"</u>	<u>"</u>
<u>Benny White</u>	<u>126</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Coco White</u>	<u>126</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Lillian J. Harvey</u>	<u>113</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Inez Black</u>	<u>1-3-97</u>	<u>Box 34</u>	<u>Kiana AK 99749</u>
<u>Hellie Beecraft</u>	<u>Box 101</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Berta Schuerch</u>	<u>Box 25</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>John Schuerch</u>	<u>Box 38</u>	<u>"</u>	<u>"</u>
<u>John Schuerch</u>	<u>"</u>	<u>"</u>	<u>"</u>
<u>John Wells</u>	<u>Box 55</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Denise Minks</u>	<u>Box 183</u>	<u>Kiana AK</u>	<u>99749</u>
<u>Maurice Minks Jr</u>	<u>"</u>	<u>"</u>	<u>"</u>
<u>Paul Seabolt</u>	<u>Box 91</u>	<u>Kiana AK</u>	<u>99749</u>
<u>Maurice Minks</u>	<u>Box 33</u>	<u>Kiana, AK</u>	<u>99749</u>
<u>Pam Mink</u>	<u>Box 110</u>	<u>Kiana, AK</u>	<u>99749</u>

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FOR EXPANSION AND BUILDING PROJECTS

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NAME:

ADDRESS:

Lawrence L. Atoruk P.O. Box 102 Kiana, AK 99749

Rosa m Atoruk Box 102 Kiana, AK 99749

Leo Jackson Box 41 KIANA AK. 99749

Elmer Jackson P.O. Box 134 Kiana, AK 99749

George Carter P.O. Box 35 Kiana, AK 99749

Lydia Curtis P.O. Box 24 Kiana, AK 99749

Muki G Curtis Box 24 Kiana, AK

Crystal Johnson P.O. Box 18 Kiana, AK 99749

Vera Morris P.O. Box 97 Kiana, AK 99749

Rosaline Jackson P.O. Box 7 Kiana Alaska 99749

Ruth B. Sandrich Box 1 ✓ ✓

L L Mh GCU. DEL KIANA, AK 99749

Marlene Stein P.O. Box 189 Kiana, AK 99749

Elmer J Capelle P.O. Box 93 Kiana, AK 99749

Katherine Burgo P.O. Box 67 Kiana, AK 99749

Vivian Bar P.O. Box 26 Kiana AK 99749

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NAME:

ADDRESS:

Russell Joseph

Box 169, Kiana, AK 99749

Deanna Clark

Box 161 Kiana, AK 99749

Pat Reale

Box 84, Kiana, AK 99749

Gloria F. Richards

Box 125, Kiana, AK 99749

Watt Ben

Box 164 Kiana, AK 99749

Janne Gahardt-Gynn

Box 15 Kiana, AK 99749

Ella Sheldon

Box 49 Kiana AK 99749

Hazel Apok

Box 103 Kiana, AK 99749

June L. Schuerch

Box 29, KIANA AK 99749

Marie Schuerch

Box 29 Kiana AK. 99749

Gill Smith

Box 56 Kiana AK 99749

Jeffrey

Box 32 KIANA AK 99749

Steve Jones

Box 195 Kiana AK 99749

Amy Morris

Box 112 Kiana AK 99749

Bert Snyder

Box 16 Kiana AK 99749

Robert Wells

Box 101 Kiana AK 99749

We, the following residents of Kiana, Alaska, request that the Deferred Maintenance Committee restore the \$2.3 million that was cut from the Governor's capital budget in 1997. The Kiana High School Renovation Project FY99 C.I.P. Request and Kiana K-12 Expansion Project FY99 C.I.P. Request point out many deficiencies and safety hazards in the existing Kiana schools.

ADDRESS:

William Gooden	Kiana, Alaska 99749
Johnny Stone	Kiana AK, 99749
Will M. M. M.	KIANA AK 99749
Sam Jones	" " "

We, the following residents of Kiana, Alaska, request that the Deferred Maintenance Committee restore the \$2.3 million that was cut from the Governor's capital budget in 1997. The Kiana High School Renovation Project FY99 C.I.P. Request and Kiana K-12 Expansion Project FY99 C.I.P. Request point out many deficiencies and safety hazards in the existing Kiana schools.

ADDRESS:

Sam Plasm Box 16 Kiana Ak 99746

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ADDRESS:

Martina V. Smith

P.O. Box 123 Kiana, AK 99749

John E. G. L.

Box 93 plane Mr Garner

PETITION TO RESTORE \$2.3 MILLION TO KIANA SCHOOLS
FOR EXPANSION AND BUILDING PROJECTS

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NAME:

ADDRESS:

Chris Stene Sr

184 Kiana PK 99749

Rena Gordon

Box 13

Kiana, AK 99749

NELLIE SCHNERCH

Box 89

KIANA, AK 99749

Mary Fuzzo

Box 95 Kiana, AK 99749

My G. Schuch

Box 89 Kiana AK 99749

Larry Westlake Jr.

P.O. Box 100 Kiana AK. 99749

Walt Bar

P.O. Box 164 Kiana AK 99749

Viola Bar

" " 26 " " "

Jane Westlake Bush

P.O.B. 82, Kiana AK 99749

Esther Capelle

P.O. Box 93 Kiana, AK. 99749

Students

PETITION TO RESTORE \$2.3 MILLION TO KIANA SCHOOLS FOR EXPANSION AND BUILDING PROJECTS

We, the following residents of Kiana, Alaska, request that the Deferred Maintenance Committee restore the \$2.3 million that was cut from the Governor's capital budget in 1997. The Kiana High School Renovation Project FY99 C.I.P. Request and Kiana K-12 Expansion Project FY99 C.I.P. Request point out many deficiencies and safety hazards in the existing Kiana schools.

NAME:

ADDRESS:

~~LARRY SHIELDS~~

P.O. BOX 107

Dolly L. Johnson

Box 42 Glenwood

Margaret Johnson

Box 54

Shirley Johnson

Box 104 Kiana AK-99149

Loren

Box 73 Kiana

Jessica Jordan

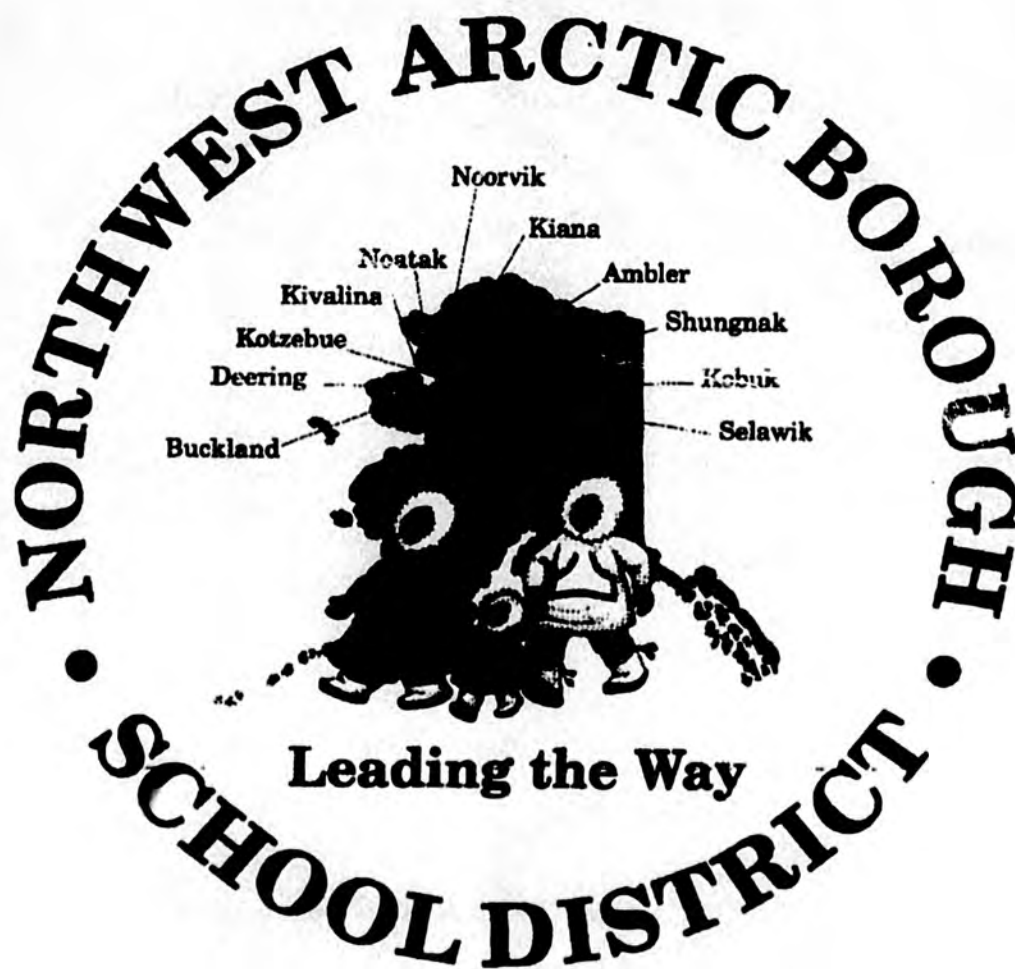
Box 1

SCOMM

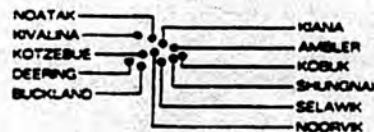
111:7

Northwest Arctic Borough
School District

*Current Capital
Improvement Project Needs*



Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472



September 2, 1997

Dear Legislative Representatives:

Thank you for taking the time to visit our Borough School District, and our community schools in Buckland, Kiana, Noorvik, and Shungnak.

We have prepared this booklet of data and information to provide details of our needs. We hope that you find this information helpful as you visit these sites.

Priorities for us as submitted in the FY99 C.I.P. are as follows:

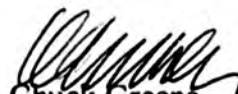
- Priority 1 Buckland School Remediation Project Phase II (Initial funding was received for the schematic design with work now completed):
\$14,898,991.00
- Priority 2 Kiana K-12 Expansion/High School Renovation Project: \$12,960,340.00
- Priority 3 Noorvik K-12 Expansion/High School Renovation Project (The District intends to utilize \$803,000.00 of reallocated C.I.P. funding to this combined project if funding to this combined project if funded timely.): \$16,271,890.00

Please feel free to call us; Lou Matheson (907) 44203472 or Chuck Greene (907) 442-2500, if you need further information on these Borough/District needs.

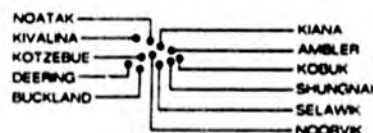
Thank you for your consideration of these requests.

Sincerely,


Lou Matheson
NWABSD Superintendent


Chuck Greene
NWAB Mayor

42 million



BUCKLAND

ENGINEER'S CERTIFICATE OF INSPECTION

This document will certify that I personally visited and inspected the school facility at BICKELAND, Alaska on the 30th day of APRIL, 1992.

I am an experienced professional engineer, registered to practice in the State of Alaska.

Based on this inspection and my review of other pertinent data relating to the facility, it is my professional opinion that the situation outlined and described in this report does, in fact constitute health, fire and building code violations.

I have personally reviewed the report and initialed the priority one items in the report.



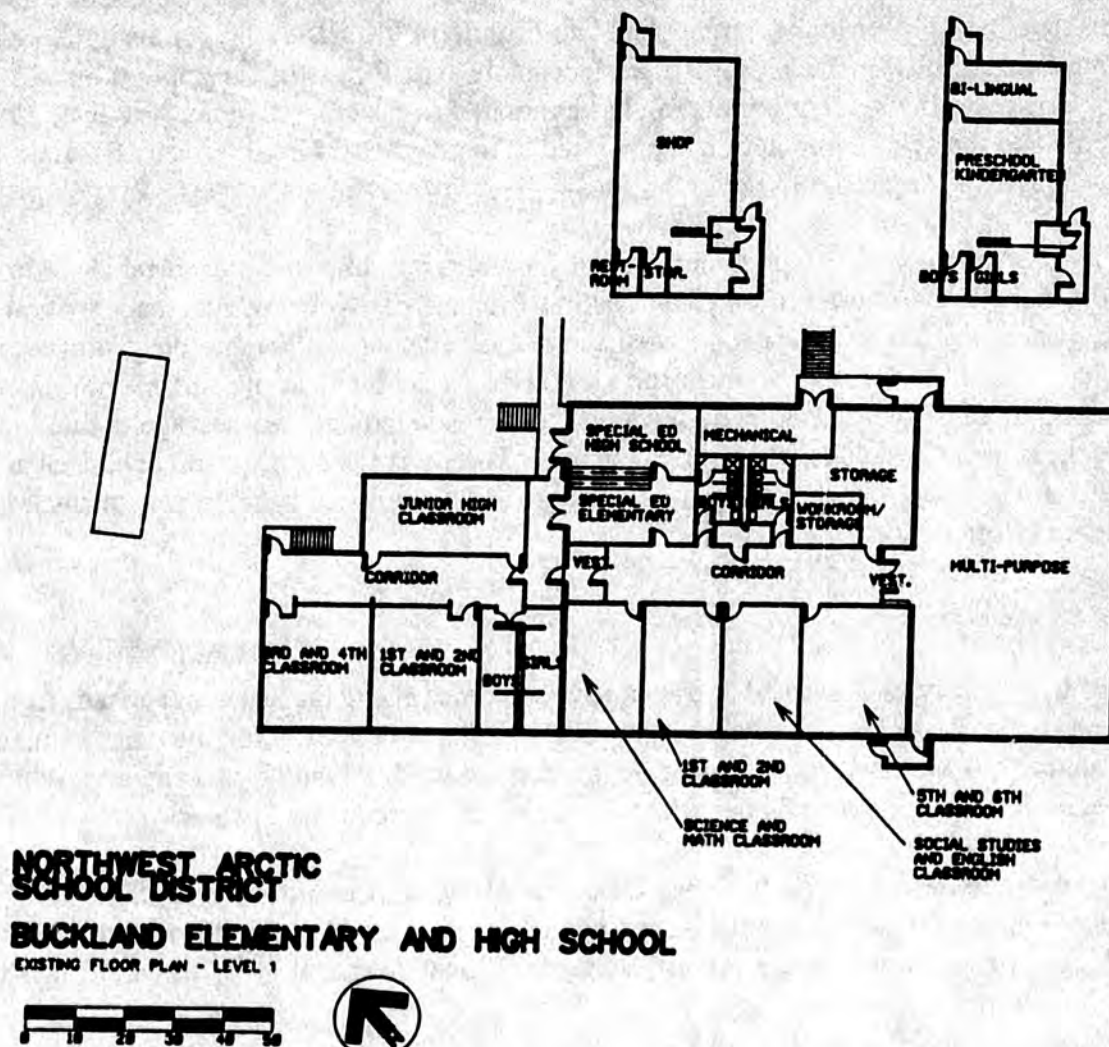
By:

Registration No. ME6698

Discipline MECHANICAL

INTRODUCTION

To meet the increasing educational needs of the Buckland community, an expanded and updated K-12 School is proposed to be constructed at the existing Buckland High School site. The existing elementary and high school facilities are undersized, physically deteriorated, poorly designed for needed programs, and do not meet current code requirements. The new combined school is intended to correct current facility shortfalls and to provide a sound basis for future growth of educational programs. The new facility should reflect the school's unique educational mission as well as its important role in the dynamics of the community.



EXISTING SCHOOL FACILITIES

The existing educational facilities at Buckland consist of a main building and two portable modular units. The modular buildings were constructed in the early 1970s solely to provide a temporary elementary school. Both of these units have exceeded their life expectancy and should be abandoned. Neither has proper handicapped access. Ventilation, circulation, and lighting are poor in both buildings and serious life/safety code violations exist at each building.

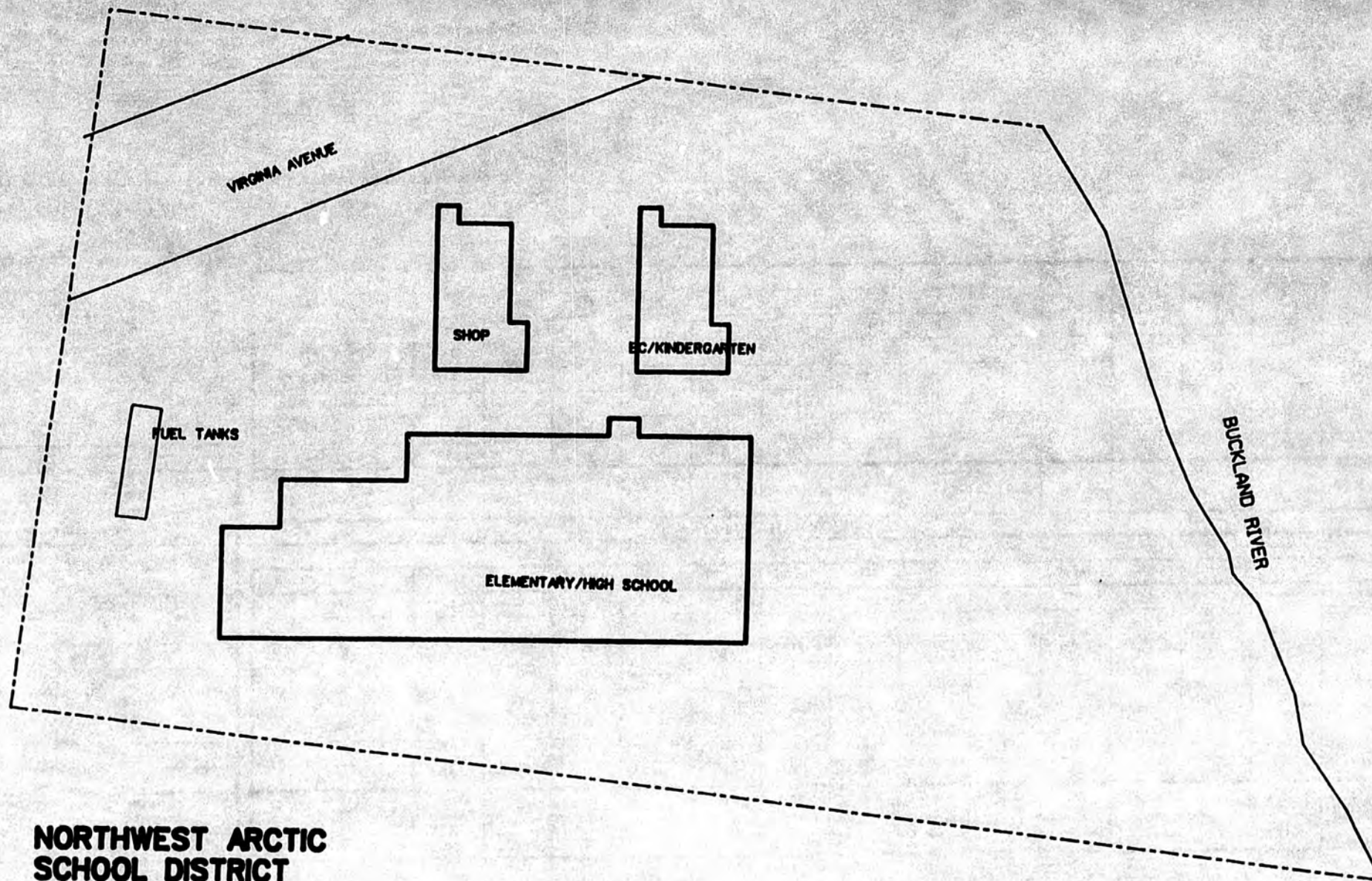
The main building, the Buckland High School, was built in the mid 1970s and was designed to provide minimum educational program space for a student population of 21 to 32 students. It served this purpose adequately until the school population outgrew the space. In the mid 1970s, a 3,200 square foot addition was added to this building. This addition provided more classroom space and a media center as well as shower/locker rooms that had been left out of the original design. This increased the total educational square footage to an acceptable level for a student population of 33 to 46 students. However, the student population has continued to grow. There are presently 122 Buckland students and the school population is projected to increase to 177 students by fiscal year 2001.

The main building is in much better shape than the older portables but, like the two portables, it has experienced considerable deterioration and degradation because of overcrowding and program changes over the years. Facility maintenance is well above bush standards. The building, however, is very noticeably crowded for the student population it houses. Fuel tanks at the site are not diked and are located too close to the school. The sewage lagoon has failed and raw sewage is flooding a low portion of the school sites. The fence surrounding the lagoon is falling down and children are free to enter this area. Playground equipment is minimal, and there is no suitable play surface to protect the students from injury.

SUMMARY

As the result of the conditions described above, a new combined K-12 facility is proposed, to be located under one roof at the present high school site. Remodeling is proposed for the existing main building, in conjunction with additional space to accommodate Buckland's present and future educational needs. Site deficiencies will be corrected as part of the requested project.

When the project is funded and constructed, the Northwest Arctic Borough School District and the State of Alaska will be relieved from the liability of continuing to operate these inferior and unsafe facilities. The long-term result will be a more effective educational program, greatly benefitting the students, staff, and community of Buckland.



**NORTHWEST ARCTIC
SCHOOL DISTRICT**

**BUCKLAND ELEMENTARY
AND HIGH SCHOOL**

EXISTING SITE PLAN



0 10 20 30 40 50

ENROLLMENT PROJECTIONS FOR BUCKLAND, ALASKA

BIRTH RATES		
YEAR	LIVE BIRTHS	YEAR TO START SCHOOL
1984	11	1989
1985	11	1990
1986	12	1991
1987	7	1992
1988	12	1993
1989	9	1994
1990	14	1995
1991	16	1996
1992	14	1997
1993	11	1998
5 YR TOTAL	53	KINDERG. ENROLL. 5 YRS LATER 47
AVERAGE SURVIVAL RATIO =		88.68%

ENROLLMENTS														
FISCAL YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL STUDENTS ENROLLED
FY 89	10	12	8	10	8	5	3	6	3	12	4	8	3	92
FY 90	11	10	13	9	12	9	5	4	8	4	10	4	7	106
FY 91	7	10	10	12	9	12	9	5	4	7	3	12	4	104
FY 92	12	9	11	10	11	9	12	9	5	3	8	6	10	115
FY 93	9	10	8	11	10	11	11	11	10	5	6	7	7	116
FY 94	8	12	12	8	11	10	12	10	10	10	6	4	9	122
TOTAL	57	63	62	60	61	56	52	45	40	41	37	41	40	655
SURVIVAL RATIO	88.68%	107.23%	105.44%	100.96%	102.33%	102.50%	106.26%	103.18%	107.07%	99.17%	118.52%	114.83%	103.21%	

PROJECTED ENROLLMENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL STUDENTS ENROLLED
PRESENT	8	12	12	8	11	10	12	10	10	10	6	4	9	122
FY 95 PROJECTION	8	9	13	12	8	11	11	12	11	10	12	7	4	127
FY 96 PROJECTION	12	9	9	13	12	8	12	11	13	11	12	14	7	143
FY 97 PROJECTION	14	13	9	9	13	13	9	12	12	13	13	13	14	158
FY 98 PROJECTION	12	15	14	9	9	13	14	9	13	12	16	14	14	165
FY 99 PROJECTION	10	13	16	14	9	10	14	14	10	13	14	18	15	170
FY 00 PROJECTION	11	10	14	16	15	10	10	15	15	10	16	16	18	176
FY 01 PROJECTION	11	12	11	14	17	15	10	11	16	15	12	18	16	177

Birth statistics were obtained from the Alaska Bureau of Vital Statistics.

Enrollment data was obtained from the Northwest Arctic Borough School District records.

BUCKLAND INTRODUCTION

In the spring of 1992 a team of building code and design professionals conducted a detailed review of the educational facility at Buckland, Alaska. Team members included a mechanical engineer from USKH, an architect, and facility planners from Heery, International. This facility review included on-site inspections, village population data and trends, school population trends, and interviews with Northwest Arctic Borough School District administrative staff, teachers and maintenance personnel. Past maintenance efforts were also reviewed, along with existing and potential problems and possible solutions.

The team, in conjunction with Northwest Arctic Borough School District personnel, agreed that there were problems in all of the facilities reviewed. However, most critical were the preschool and the shop building. These two buildings were constructed in the early 1970's solely to provide a temporary elementary school. They are portable, modular units and were never intended to provide permanent educational space. Both units have exceeded their life expectancy and should be abandoned. Neither out-building has proper handicapped access. Ventilation, circulation, and lighting are poor in both buildings. Serious life/safety code violations exist in both buildings and are detailed in Section 4 of this report.

The high school was built in the mid-1970's. It was designed to provide minimum educational program space for a student population of 21 to 32 students. It served this purpose adequately until the school population outgrew the space. In the mid-1980's, a 3,200-square-foot addition was added to this building. This addition provided more classroom space and a media center as well as shower/locker rooms that had been left out of the original design. This increased the total educational square footage to an acceptable level for a student population of 33 to 46 students. However, the student population did not stabilize at that level; it has continued to grow. There are presently 106 students enrolled at Buckland and the population is projected to increase to 120 by the year 1996.

The main building, like the two portables, has experienced considerable deterioration and degradation because of overcrowding and program reassignment, though it is in much better shape than the older portables and facility maintenance is well above bush standards. However, the building is far too small for the student population it houses. Additional room is needed and all building space needs to be incorporated under one roof.

Additional classroom space must be provided to bring the facility up to Alaska DOE minimum approved standards. The addition should include program space for high school and elementary classrooms, a media center, a science room, a shop, a business room, a home economics room, a bilingual/bicultural room, and adequate gym space with

adjacent shower/locker rooms. All of these areas must have proper storage, circulation, and mechanical space.

Fuel tanks at the site are not diked and are located too close to the school. The sewage lagoon has failed and raw sewage is flooding a low portion of the school sites. The fence surrounding the lagoon is falling down and children are free to enter this area. Play-ground equipment is minimal, and there is no suitable play surface to protect the students from injury. Site deficiencies will be corrected as part of the requested project.

The total projected cost to upgrade this school is \$13,232,113. When the project is funded the Northwest Arctic Borough School District and the State of Alaska will be relieved from the liability of continuing to operate these inferior and unsafe facilities. The secondary result will be a more effective educational program, greatly benefitting the students, staff, and community of Buckland.

BUCKLAND SCHOOL EDUCATIONAL PROGRAM

The educational facility at Buckland is not acceptable for continued use in its present condition. The buildings have been built in stages to accommodate the growing student population and expanding program needs. Additions have not kept pace with the growth. Students continue to be housed in unsafe temporary portable classrooms.

The facility originally consisted of two modular classroom units provided as an elementary classroom and a food service facility. These are portable buildings that were constructed in 1971 and were never designed to be permanent classrooms. They were designed for sole purpose of providing temporary elementary classroom space until such time as permanent classroom space could be provided.

The original high school building was designed and constructed in 1979. It housed three classrooms: two small specialized shops, a gymnasium/multipurpose room combination, a food service area. A small administrative area, toilet facilities with showers and mechanical areas were also included.

As the population grew more space was required. In 1984 a 3,200-square-foot addition was designed and constructed to provide an elementary program area, a media center, and additional toilets. It is located at the end of the existing high school building to allow students access to the multipurpose room and food service area.

The population is continuing to grow at a rapid rate. Since the last addition eight years ago, no additional space has been provided at Buckland. As the student population increases, existing spaces get more and more crowded. This has had a negative, disruptive effect on the program and students at Buckland.

When a building is designed and constructed, each square foot is defined and allocated for a specific purpose. Specific areas are designed as classroom space, administrative area, restrooms, circulation or hallways. As the building gets more crowded these defined space allocations must be modified to meet additional student and program needs. The original needs still exist and must either shift into non-program areas or be added to an already allocated program space. This "shoe horning" of programs means that the original logic of program proximity and compatibility is abandoned. Programs are simply placed in any available space. Storage closets and hallways become classrooms. Media centers and staff work rooms disappear. Storage moves into hallways, entry vestibules, and under the building. Building code and life safety violations are unavoidable.

This is what has happened at Buckland. As evidenced by the photos attached, a very creative and flexible staff have worked together to provide the best possible program. They are experiencing overcrowding conditions that will reach 261 to 364% of building design capacity by the fall of 1996.

Programs and educational areas have been affected in many ways. In each instance the program has been forced to be modified to conform to the constraints of the undersized facility. A review of these areas will illustrate this problem.

Shop in a Portable Building

A portable building was constructed to be elementary classrooms and food service facilities for a small group of resident students in the early 1970's. This building now houses the shop. The new shop area that was constructed as part of the high school has been taken over by special education programs. The present shop building was not designed to be a shop. The floors, walls, ceilings, and mechanical and electrical systems were never designed to meet vocational requirements.

The wood floor, low ceiling, lack of a sawdust collection system, undersized electrical service, and lack of secure tool and project storage illustrate problems associated with converting temporary portable classrooms into shop space. Serious life/safety code violations are also detailed in Section 4 of this report.

Preschool Portable Building

The preschool is also located in an unsafe old portable building. This building is poorly adapted for this purpose. The only advantage that it has is its relatively large size. The preschool program is very large, and classrooms in the main school are too small to accommodate it. Lighting and the heating systems are marginal at the preschool and the general condition of the building envelope is poor.

A small area at one end of the portable is dedicated to storage of outdoor physical education equipment and general storage. This area is also the only space available for the bilingual/bicultural program. It is too small to accommodate desks or tables, so students are taught on the floor. The local population and the school district are working with the Elders to try to retain some elements of the native culture. An adequate space for this program should be included in plans for the new facility.

Primary grade students require specialized toilet fixtures at a lower height. Handicap fixtures are at a height above average. The existing fixtures at the preschool are handicapped fixtures and access is difficult for the young students. This problem is compounded by the lack of a washer and dryer facility to clean up students who have "accidents." During extended periods in the winter, no toilets are available to students lo-

cated in the portables. Both buildings have water and sewer provided through a utilidor that experiences periodic freezing. During these periods students cannot use the rest-rooms so a honey bucket is provided.

Special Education Rooms

The original high school plan designated two areas as shop facilities. The rooms have been reassigned as special education areas, but they were never modified to accommodate this program. Electrical plug molding located four feet above the floor, exposed electrical panels, double doors designed to provide easy outside access for large projects, no windows, noisy unit heaters, and plywood wall finishes all indicate this area's prior life. The only indications that this space is now dedicated to special education are the carpeted floor and the large number of student desks.

These shops were converted to special education classrooms not only because of the increasing student population overall, but also because a large portion of Buckland's students (around 25%) are Special Needs students; this school has one of the highest levels of Special Needs students in Alaska. These students require much larger areas than other students for educational program delivery. They also require specialized equipment and facilities.

Storage is important in the special education areas. A large range of age and ability groups are serviced here. They include students with physical and emotional disabilities as well as gifted and talented students. Storage must be available for all specialized materials and supplies that these students require. Personal storage areas are also important for students who only visit the room on a periodic basis or who spend a large portion of their day here. Cubbies, lockers, open shelves and secure storage are all required. Computers are being utilized more in special education and the new facility should be designed to accommodate them in this area.

Teacher Work Room

This room provided teachers a place to prepare lessons, grade assignments and, in general, get organized. This room is presently being used as a classroom for migrant education and special testing. Staff access is extremely limited. This is another example where a space has been reallocated because of student overpopulation.

High School Classrooms

Along one side of the high school hallway there are three classrooms and the administrative area. This area was originally designed as two fair sized classrooms with the ability to create four small rooms by subdividing the rooms with a folding curtain. This curtain did not provide adequate sound control and space demands required that portions of this

area be permanently subdivided. Three classrooms and an administrative office are now located in this area. The subdivision of space was not completed in compliance with building codes and area fire separations are not intact. Section 4 of this report describes specific code violations.

The high school science and math classroom are currently combined. The science room is not equipped with lab facilities or adequate science storage. Science materials are stored in nonrated metal cabinets in the elementary school corridor. This is unsafe and inconvenient. A new science room should be developed as part of the new plan.

The high school social studies and English room do not have adequate storage. All storage for these rooms is housed at the far end of the new addition corridor.

The high school rooms are half the size that they need to be in order to be effective. Also, because there is no media center, any media materials associated with these subjects must be stored in the classroom, a situation further exacerbating the crowding and congestion. A media center is required for the entire facility, but it is critical for social studies and English.

The fifth and sixth grade classrooms are also located in the high school area. This is a large group of students who are housed in this area primarily because of the size of the classroom. This room and the entire high school area should be investigated as part of the reprogramming effort. Uses may be reassigned based on the desirability to segregate students according to age groups.

Additional Classrooms

In 1984 an additional elementary classroom and media center were constructed at the end of the high school hallway. This construction also included new toilets and showers. The elementary classroom was of adequate size and a divider was provided so the space could be subdivided.

Junior High/Disappearing Media Center

Due to growth in student populations the educational program has again shifted away from the original design. The media center has been divided up and crowded into the classrooms and corridors. The junior high students have taken over the small media center room as a classroom.

This room originally had a folding partition so part of the media center could be used for special education. Special education outgrew the space and moved to the shop. The long narrow room is now a junior high classroom and due to the size of the class the partition is never utilized.

Shower/Locker Rooms

This last addition provided showers. They are located at the far end of the hallway from the gym; the corridor is 54 feet long. Anyone using the gym and needing a shower must walk the length of the hallway. It is not programmatically sound to have the showers that far from the gym.

Storage/Corridors/Mechanical

There is inadequate storage for most classrooms. All storage is kept on shelves at the back of the classrooms, along the walls, or in the hall. The wrestling mats are kept under the building and are exposed to weather.

The photos included indicate where the storage areas are located. Cabinets are set up along each side of the hallway and material is stored on top of them. In many cases classroom materials must be stored at the end of the long hallway, which is 50 feet from the room where it is needed.

The food service line is stored in the high school hallway. A maintenance lift is stored in the multipurpose room. Educational materials are stored in the restrooms. Mechanical rooms are filled to capacity. There is no room available for egress. Electrical panels are obstructed, fire extinguishers are located behind cabinets, and flammables and combustibles are stored in close proximity to students. Adequate storage must be addressed in the new facility

This building is deteriorating because it is too small to meet the needs of the people who use it. The building was designed to accommodate 33 to 46 students. There are presently 106 students enrolled at Buckland. Enrollment projections show that in 1996, there will be approximately 120 students. This means that in the fall of 1996 the facility will be operating at 261 to 364% of design capacity. This facility cannot accommodate that level of student population.

Recommendations for Buckland Facility

- ♦ Renovate the existing high school building addressing health/life safety issues and convert to a elementary program.
- ♦ Construct a high school addition.
- ♦ Provide additional administrative spaces.
- ♦ Provide up-to-date technology in educational facility design.
- ♦ Provide a media center that is accessible to all students.
- ♦ Provide a properly sized gymnasium with adequate shower facilities and provisions for spectator seating.
- ♦ Provide industrial education program space that complies with all codes and educational requirements..
- ♦ Provide proper storage of maintenance and custodial supplies away from student areas.
- ♦ Provide additional and properly configured restroom facilities.
- ♦ Abandon preschool and shop facilities and remove from the site.
- ♦ Connect the school to city sewer system.
- ♦ Provide a new mechanical space, eliminate hazards in the existing mechanical room and renovate mechanical systems so as to provide adequate ventilation.
- ♦ Upgrade the playground.

BUCKLAND SCHOOL PROJECT DESCRIPTION

The Northwest Arctic Borough School District is requesting funding to remedy health/life safety problems and unhoused student problems at the present school site in Buckland. These problems have been documented by certified engineers after conducting an on-site inspection and by recognized expert in the area of education program development and implementation.

Because of existing critical health/life safety situations in the old portable preschool and shop buildings, they are not safe for use by students in their present condition, and they will not be salvageable as educational space. A remodel effort of these structures would neither be a program-effective or cost-effective solution.

The existing high school building can be remodeled and can continue as an educational facility if the life/safety hazards are corrected as part the renovation and addition. This remodel effort will also be used to redefine and programmatically reallocate some of the existing educational space to provide a better facility for Buckland.

Replacement program space for the old portables as well as additional program space will be provided as part of the project. The existing high school and requested additional space will effectively alleviate the unhoused student problems at Buckland.

Based on currently approved DOE guidelines, the existing high school facility has a design capacity of 33-46 students. Current enrollment is 106. Based on the latest birth rate information and using the "Average Survival Ratio" method for predicting enrollment, Buckland enrollment is expected to increase to 120 by the fall of 1996. If the existing facility remains static, it will be operating at 261 to 364% of design capacity by that time, unless additional classrooms are provided.

Because of the need to provide additional space as well as to remodel space which is presently in use, the proposed area and programmatic totals fall very close to the average gross square footage guidelines approved by DOE for a student body in excess of 100 students.

Cost Estimate

The cost estimates are based on an abbreviated version of the program demand model currently in use by the Alaska DOE. An escalation factor of 30% was used to update costs from the 1986 model to projected 1994 construction costs. This figure is based on

the consumer price index, provided by Susan R. Rison, Department of Community Development and Planning, Municipality of Anchorage.

Program/Enrollment Information

The proposed facility will house all students in Buckland enrolled in grades kindergarten through grade 12. The program will be consolidated under a single roof, and the administration will be centralized.

The five-year enrollment was calculated using the Average Survival Ratio method. It is the DOE approved method of making this type of prediction. Current enrollment is 106 students. It is predicted to rise to 120 by the fall of 1996. After that date it is predicted to continue a moderate increase for the life expectancy of the proposed facility.

Alternatives

The program could continue as it is, but this alternative does not relieve the district from the burden of housing students in crowded, unsafe conditions. The students would remain segregated and the educational program would continue to suffer.

The health/life safety issues could be addressed by a renovation effort. However, this does not create any more space for the unhoused student population. The old portable classrooms have exceeded their useful life and further renovation is not considered a cost-effective solution.

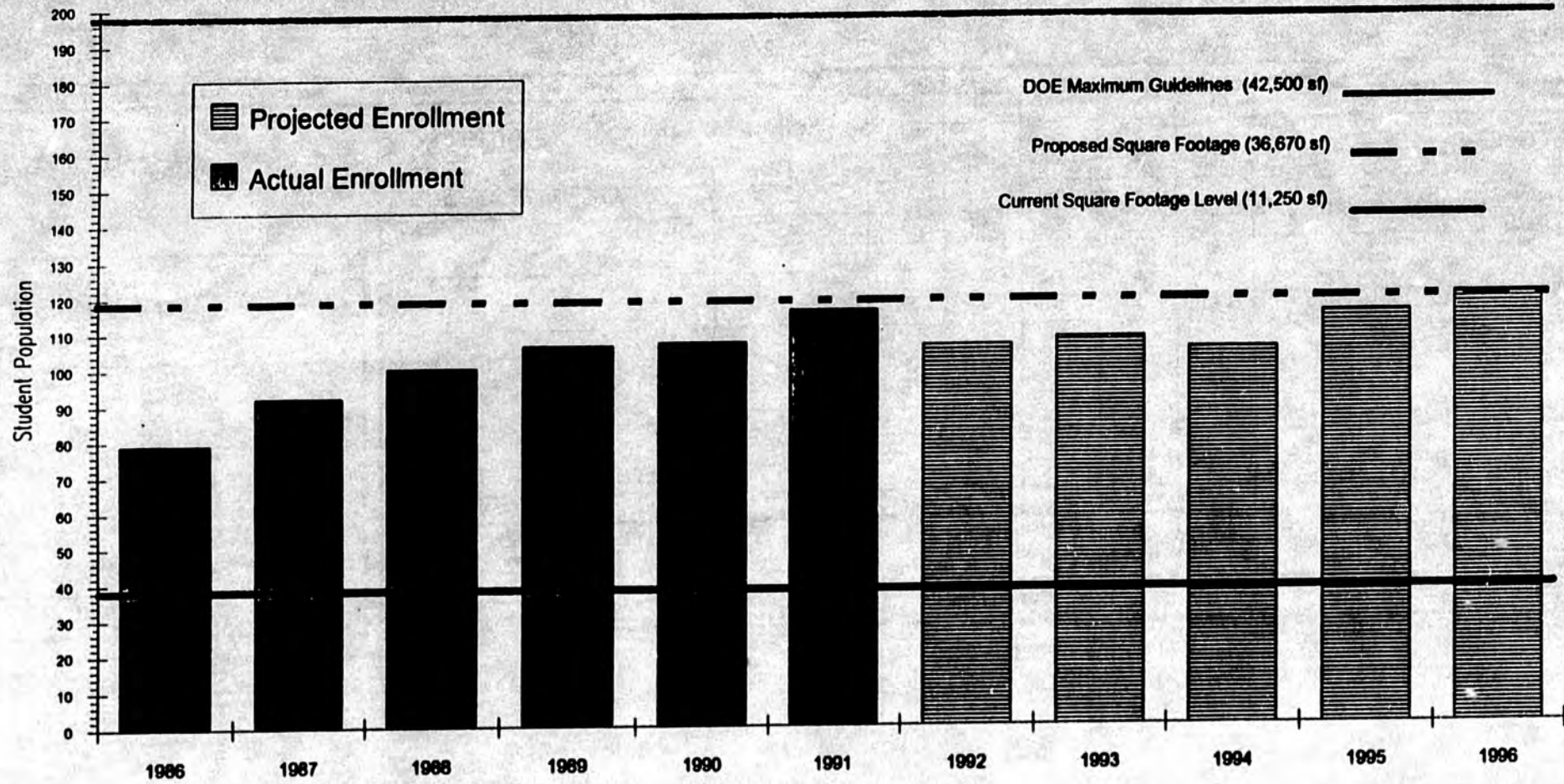
No other facilities are available in the area that could be used to house students, and because Buckland is so remote, adjustment of service area boundaries or busing are not viable alternatives to this project.

Gross Square Footage of Floor Space

Existing square footage figures are taken from the attached floor plans. The existing square footage figures *exclude* existing portable classroom space because it will be abandoned at the conclusion of this project. It does, however, include all existing space that will be renovated as part of this project. Requested square footage figures are based on programmatic requirements and the Alaska DOE-approved educational facility guidelines. This category will include square footages for all newly constructed program space.

Proposed total square footage figures reflect a remodel of the existing area plus new additions. All DOE guideline references relate to DOE space guidelines for average gross square footage for a combined elementary and secondary program.

BUCKLAND PROPOSED SQUARE FOOTAGE



ENROLLMENT PROJECTIONS FOR BUCKLAND

BIRTH RATES			ENROLLMENTS														
YEAR	LIVE BIRTHS	YEAR TO START SCHOOL	SCHOOL YEAR COMMENCING	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL STUDENTS ENROLLED
1982	11	1987	1982														0
1983	11	1988	1983														0
1984	11	1989	1984														0
1985	11	1990	1985														0
1986	12	1991	1986	6	12	9	2	5	7	4	11	6	6	3	4	4	79
1987	7	1992	1987	11	9	12	9	5	3	7	3	11	4	8	6	4	92
1988	12	1993	1988	11	12	9	13	8	5	3	7	3	13	4	9	3	100
1989	9	1994	1989	11	10	13	9	12	9	5	4	8	4	10	4	7	106
1990	14	1995	1990	10	10	10	12	9	12	9	5	4	7	3	12	4	107
1991	16	1996	1991	13	9	11	10	11	9	12	9	5	3	8	6	10	116
			1992 PROJECTION	7	12	10	11	8	9	9	9	10	5	3	9	5	106
			1993 PROJECTION	12	6	13	10	9	7	9	7	10	10	5	4	7	106
			1994 PROJECTION	9	11	7	12	8	8	7	7	7	10	11	6	3	105
			1995 PROJECTION	16	8	12	7	10	7	7	5	8	7	11	12	5	115
			1996 PROJECTION	16	14	9	11	6	9	6	6	6	8	8	12	9	120
AVERAGE SURVIVAL RATIO =			100.00%	100.00%	89.29%	110.00%	96.36%	84.91%	84.44%	84.74%	77.78%	110.71%	100.00%	106.45%	112.12%	75.68%	
SURVIVAL RATIO				100.00%	89.29%	110.00%	96.36%	84.91%	84.44%	84.74%	77.78%	110.71%	100.00%	106.45%	112.12%	75.68%	

Live birth data was obtained by contacting the Buckland village health aide and the Bureau of Vital Statistics in Juneau, Alaska.

Enrollment data was provided by the Bering Strait School District and Kathy Ermatinger of the Alaska Department of Education in Juneau, Alaska.

BUCKLAND SQ. FT. ESTIMATES

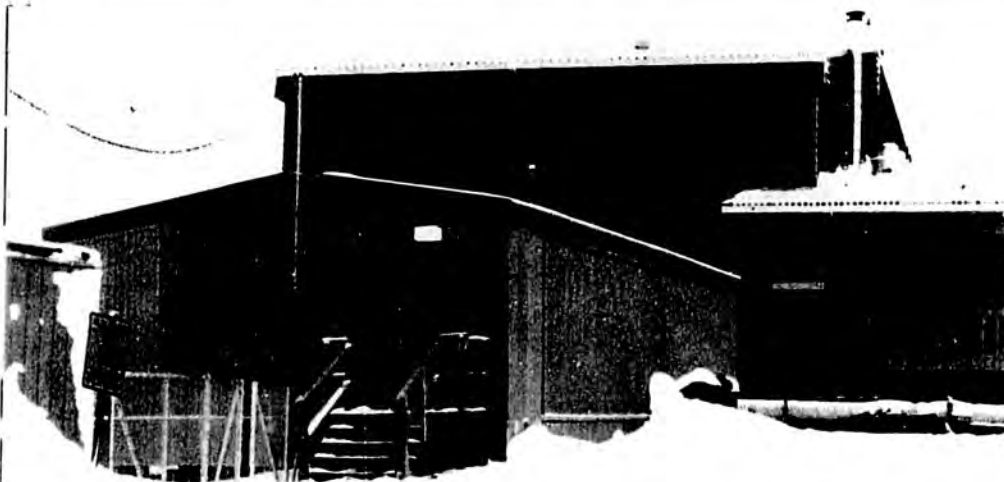
ASSIGNABLE EDUCATIONAL AREAS	AREA		\$/SQ FT	COST	
STANDARD CLASSROOM	8658		\$77.10	\$667,532	
SCIENCE LABORATORY	875		\$115.50	\$101,063	
LIBRARY/MEDIA	1850		\$99.39	\$183,872	
HOME ECONOMICS	1200		\$180.00	\$216,000	
VOCATIONAL SHOP	1500		\$114.95	\$172,425	
GYMNASIUM/MULTIPURPOSE	3171		\$99.00	\$313,929	
SUBTOTAL ASSIGNABLE AREA	17254			\$1,654,820	
OPTIONAL AUXILIARY AREAS					
OFFICES	1420	2.5%	\$74.10	\$105,222	
FOOD SERVICE	800	3.5%	\$210.75	\$168,600	
TOILETS	2000	3.6%	\$179.10	\$358,200	
CIRCULATION	6000	5.0%	\$79.27	\$475,620	
MECHANICAL/ELECTRICAL	950	3.6%	\$71.00	\$67,450	
STORAGE	1450	3.6%	\$68.50	\$99,325	
STRUCTURE	0	4.2%	\$74.10	\$0	
SUBTOTAL UNASSIGNABLE AREA	12620			\$1,274,417	
BUILDING AREAS COST SUBTOTAL					\$2,929,237
TOTAL PROPOSED SQUARE	36670				
OPTIONAL SPECIAL REQ.					
EMERGENCY GEN. \$45,000					
SPRINKLER SYSTEM	36670		\$2.87	\$105,243	
REMODELING-LIGHT	6796		\$10.00	\$67,960	
REMODELING-MEDIUM			\$25.00	\$0	
REMODELING-HEAVY			\$50.00	\$0	
SUBTOTAL SPECIAL REQ.				\$173,203	
SITEWORK					
SITE PREP		4.4%		\$136,507	
SITE IMPROVEMENTS		5.6%		\$173,737	
UTILITIES		1.0%		\$31,024	
SPECIAL CIRCUMSTANCES					
BUILDING COSTS					\$3,443,708
MOBILIZATION, G.O.C. AND		20.0%			\$688,742
CONTRACTORS PROFIT					
GEOGRAPHIC INDEX APPLIED		170.0%			\$7,025,164
CONTINGENCY					
GENERAL		10.0%			\$702,516
ESCALATION		30.0%			\$2,107,549
EST. TOTAL CONST. VALUE					\$9,835,230
PROJECT OVERHEAD					
ADMINISTRATION COSTS		7.3%		\$713,054	
DESIGN COSTS		8.3%		\$816,324	
FURNISHING AND EQUIPMENT		8.0%		\$786,818	
OTHER (ART & INSPECTIONS)		4.5%		\$442,585	
SITE INVESTIGATION				\$8,000	
					\$12,602,012
PROJECT CONTINGENCY		5.0%		\$630,101	
LAND PURCHASE					
TOTAL PROJECT COST					\$13,232,113

8/17/92

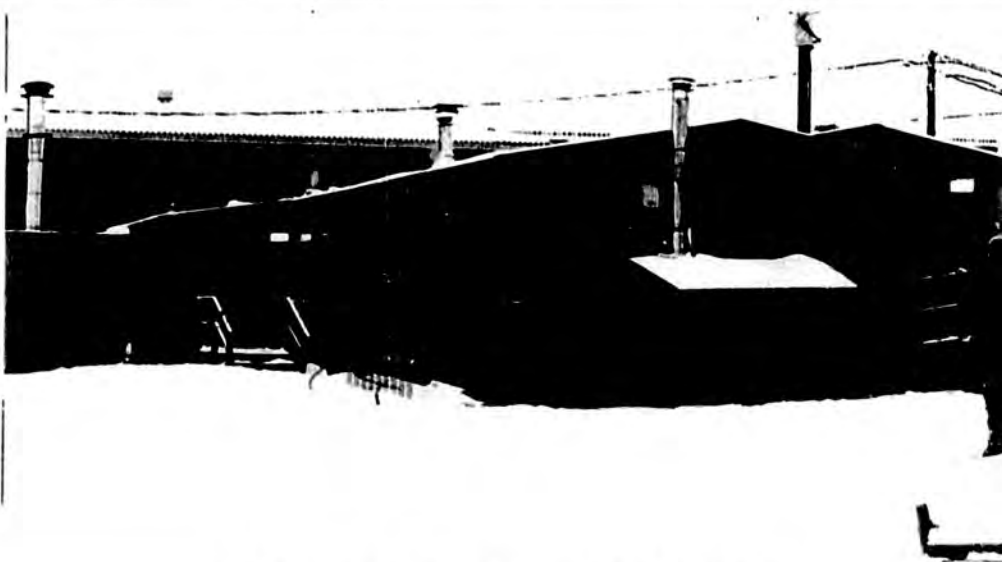
**INSPECTION
PHOTOGRAPHS**



BUCKLAND SCHOOL



BUCKLAND PRESCHOOL FACILITY



BUCKLAND INDUSTRIAL ARTS FACILITY



PHOTO 1

Bilingual classroom at the rear of the preschool building: This room is used to store cross-country ski equipment. Note: coats, hats, and gloves are stored on the floor.



PHOTO 2

Another view of the same area as in photo 1. Students cannot use seating because the room is too small.



PHOTO 3

Because the preschool and the shop are separate structures from the main building, utilities must be run to these structures. This causes the water supply and sewage disposal function to be somewhat tenuous. Lines routinely freeze, requiring the use of honey buckets for extended periods.

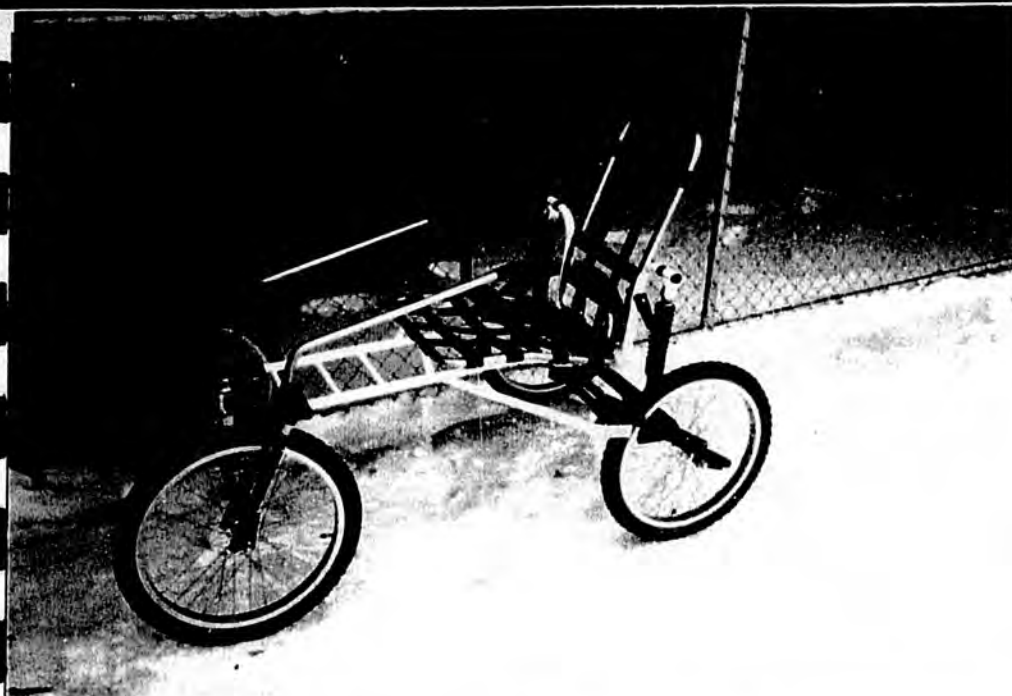


PHOTO 4

This cart is used by a handicapped student to access the school building.

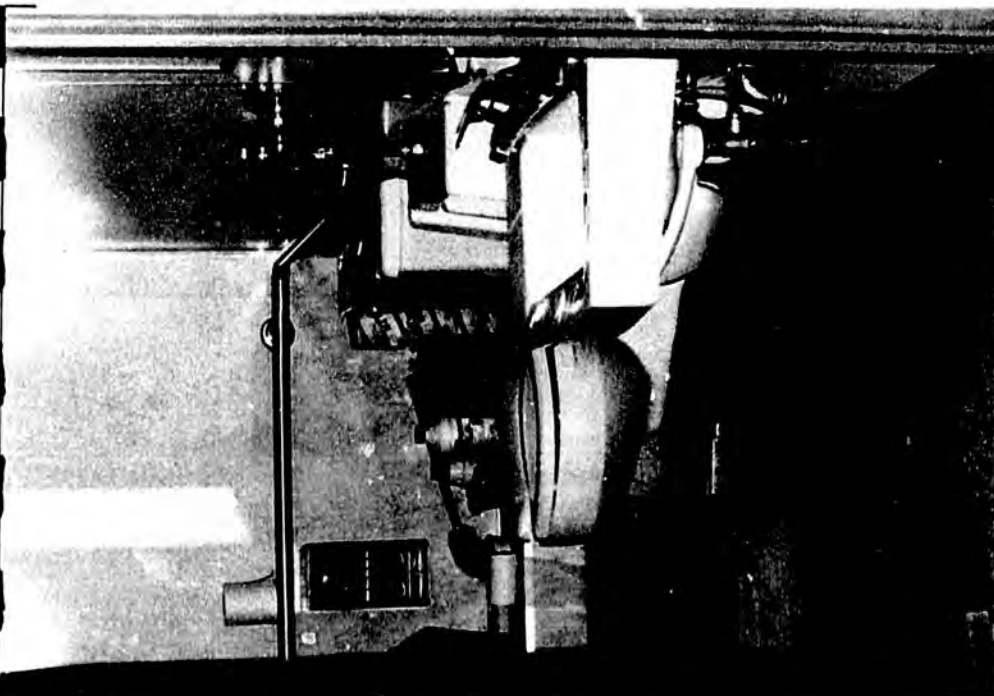


PHOTO 5

This shows an attempt to provide handicapped access to a preschool restroom facility. The preschool restroom has handicapped railing. However, notice the step that is required to reach the toilet. Also notice the janitorial storage in the room. Toilet brush is kept next to the toilet tissue and hazardous chemicals.



PHOTO 6

Girls' lavatory is filled to capacity with classroom storage as a result of overcrowding.

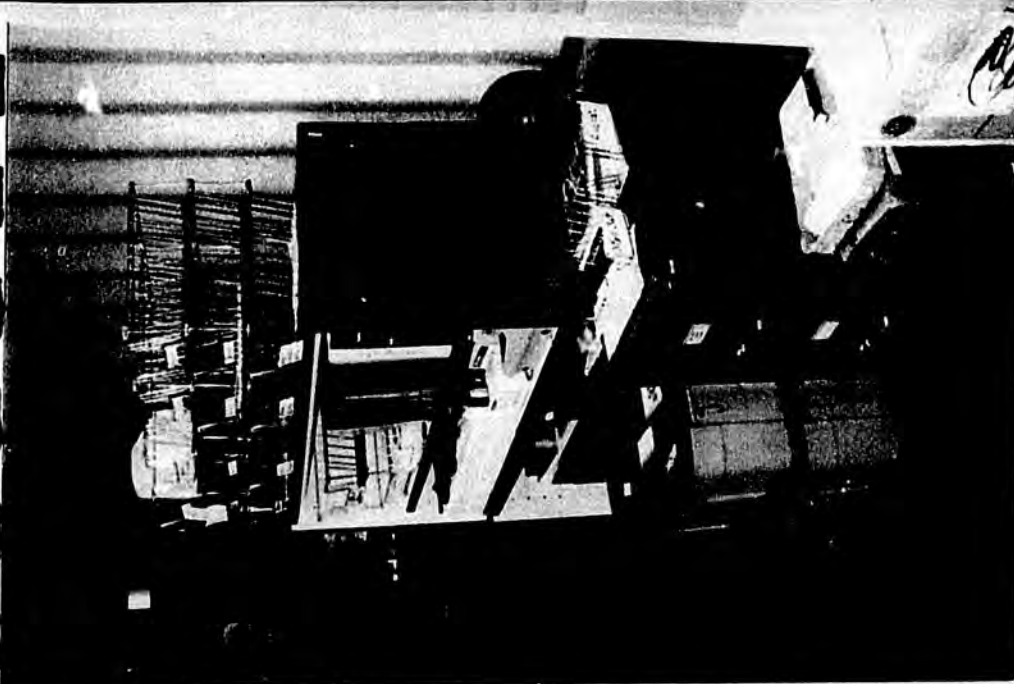


PHOTO 16

Administrative space has been crowded into a classroom. This displaces educational program space.



PHOTO 17

Preschool book storage: This area should actually be incorporated into a media center. This would provide more space for preschool activity in the preschool room and would also provide instructional opportunities for preschoolers in the media center.



PHOTO 18

Storage area in a classroom adjacent to a removable classroom partition. The original design concept was to allow flexibility by removing wall when extra space was needed. Because these storage shelves and racks must be placed against this wall, the wall can no longer be moved.

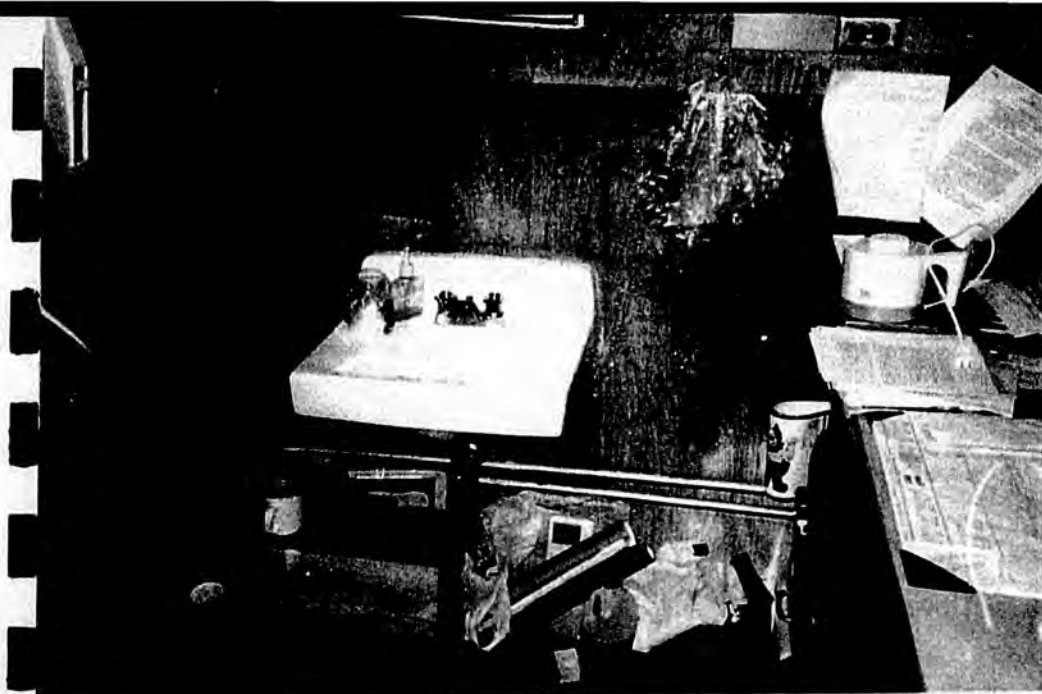


PHOTO 13

Lavatory in the special education room that has been reprogrammed from a shop. Notice the conduit and the electrical panel. Storage, panel, and conduit are hazardous to students. Also notice the steps to accommodate sink height. This area also houses the instructor's desk.



PHOTO 14

The shop area has been moved to the exterior portable unit because of overcrowding in the main building. Note the plywood floor, low ceiling height, blocked windows, and blocked exit. This area is not adequate for a shop program. Notice the Kayak project suspended from the ceiling and a sled blocking the exit.



PHOTO 15

Migrant education class moved into the teachers' work area. Again, this is a situation where space designed for a specific purpose has been reprogrammed to meet another need. This is again due to overcrowding.



PHOTO 10

Crowding conditions have caused the media space to be taken over and used as a classroom, precluding access by other student groups.



PHOTO 11

A crowded classroom filled above capacity with students. This condition is further complicated by excess storage required to be in the room because no other space is available.



PHOTO 12

Elementary special education room that was originally designed and used as a shop. Notice the outlet strip is at industrial height.

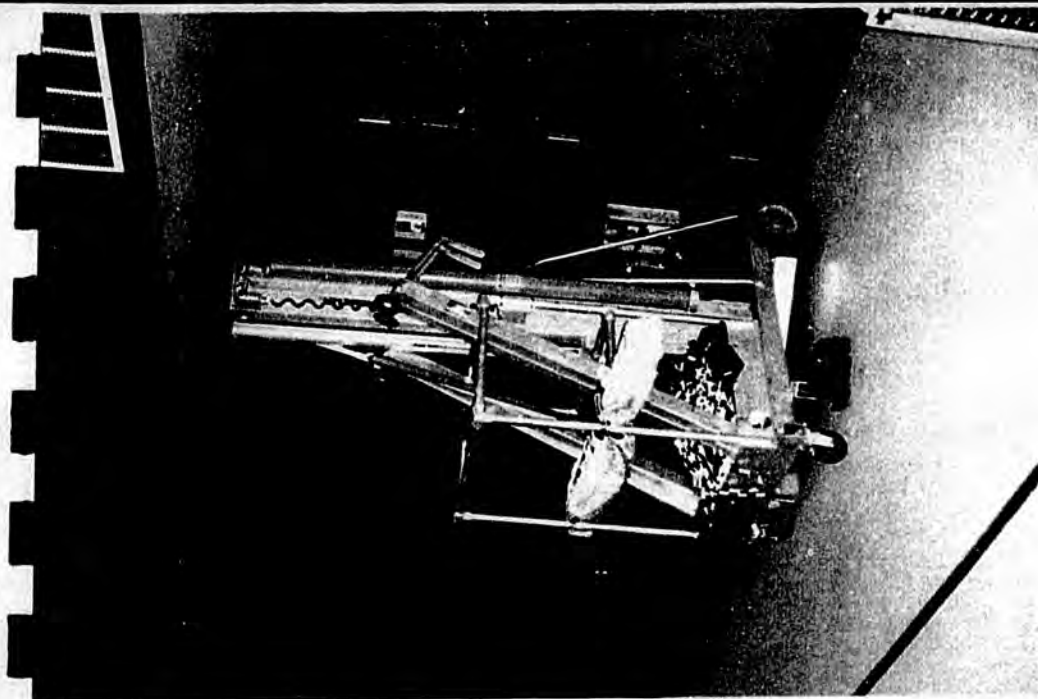


PHOTO 7

Hoist is used to reach the ceiling light fixtures in the gymnasium. Because there is no storage area available for this device, it is being kept in the gym. Notice it is being used as a rack for custodial tools and PE equipment. Storage of this device in the gym constitutes an egress hazard and an impact hazard to students.



PHOTO 8

This shows an administrative area being overcome by storage. The area is completely dysfunctional; there is no room for a teacher's desk.



PHOTO 9

Food service steam table and serving line are in the corridor. TV and cabinet are stored in the same area. This situation creates an impact and egress hazard. It also complicates logistics of serving lunch and breakfast.



PHOTO 19

A corridor view showing the main corridor with approved and properly installed student lockers on the left. On the right and at the end is a series of cabinets that house high school program classroom materials. Materials are stored a considerable distance from the classroom. Science materials are stored at the end of the corridor, again a considerable distance from the Science classroom.



PHOTO 20

Media storage consuming space that should be used for student-accessible media materials, not equipment storage.

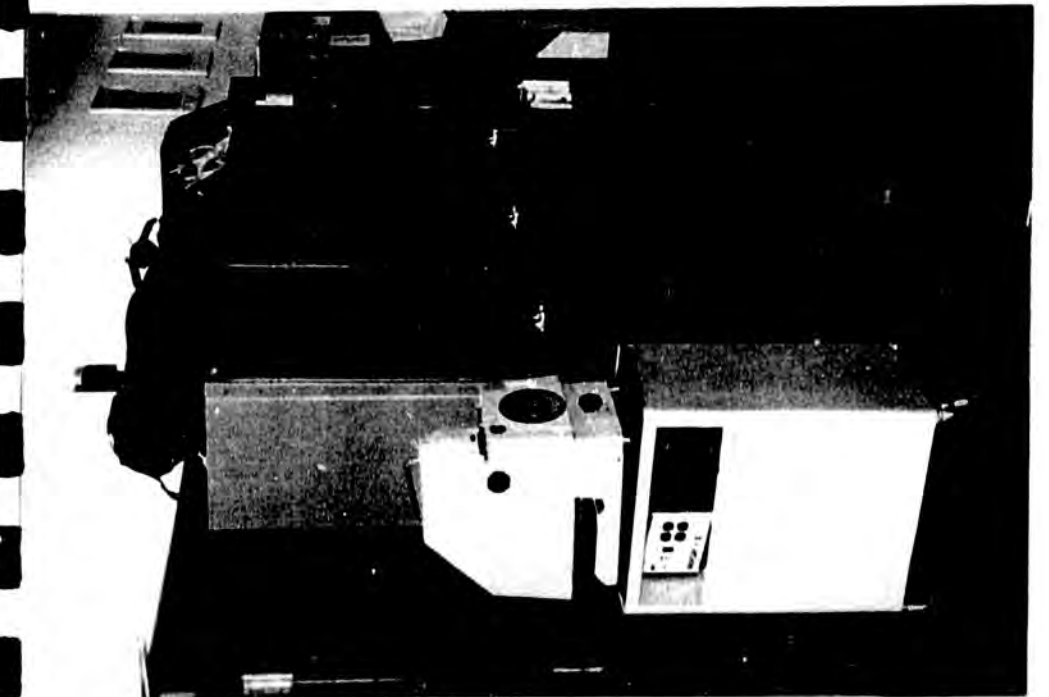


PHOTO 21

Video equipment that should be properly housed in a media center storage area is being stored in the classroom. As the student population increases, crowded conditions cause items to be moved from the classroom to the hallway.



PHOTO 1

Sewage lagoon and sewage out-flow from school complex. Note failed system. Fencing and flow-line are also in poor condition.

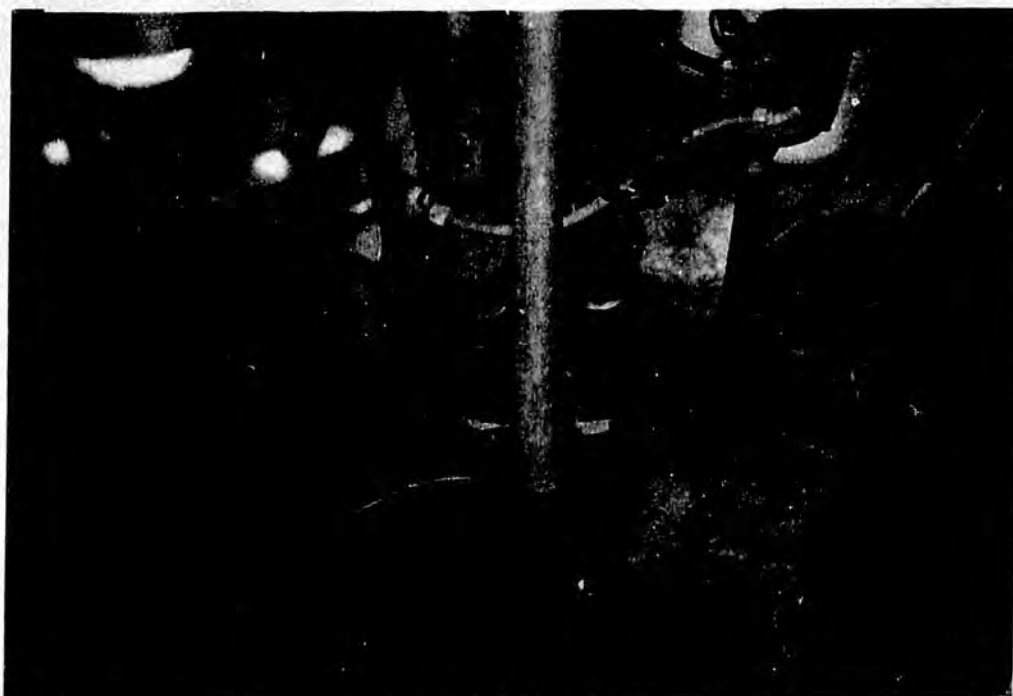


PHOTO 2

Top open lift station allowing sewer gases to enter the room and building due to negative pressure in the area. Lift station needs constant adjustment and monitoring.



PHOTO 3

Effluent from broken sewer line under the building.

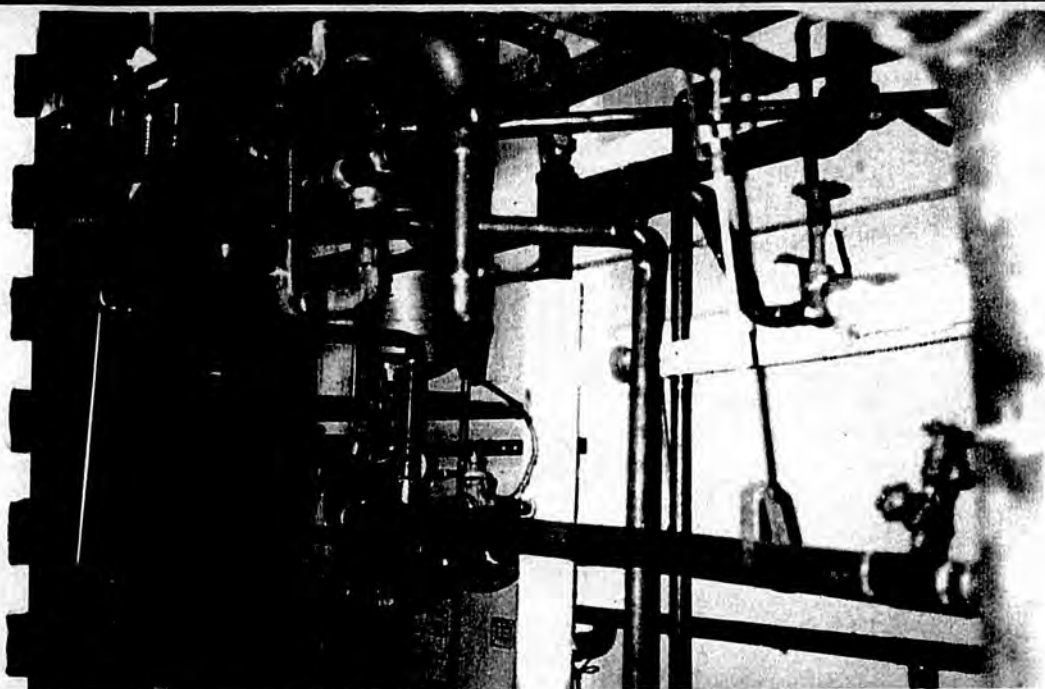


PHOTO 4

This photo illustrates the complexity of the mechanical systems installation at Buckland. Mechanical systems have experienced numerous renovations. These renovations have created situations similar to this throughout the facility.

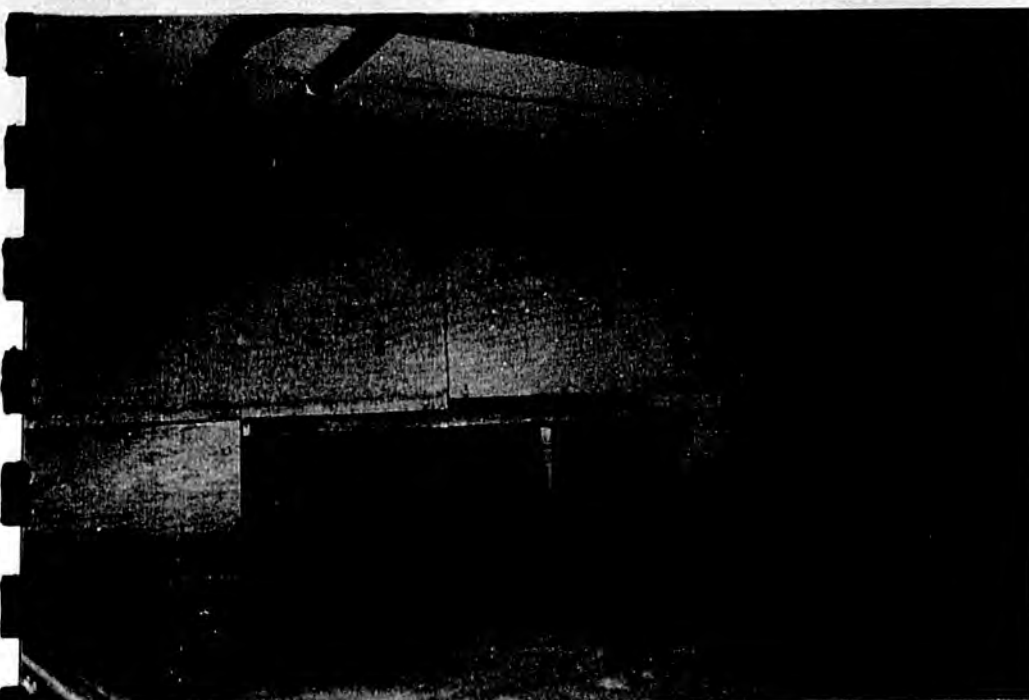


PHOTO 5

A duct running out of the fan room adjacent to the gymnasium is unprotected. There is no fire separation or damper. Plywood floors in a fan room are not per code.

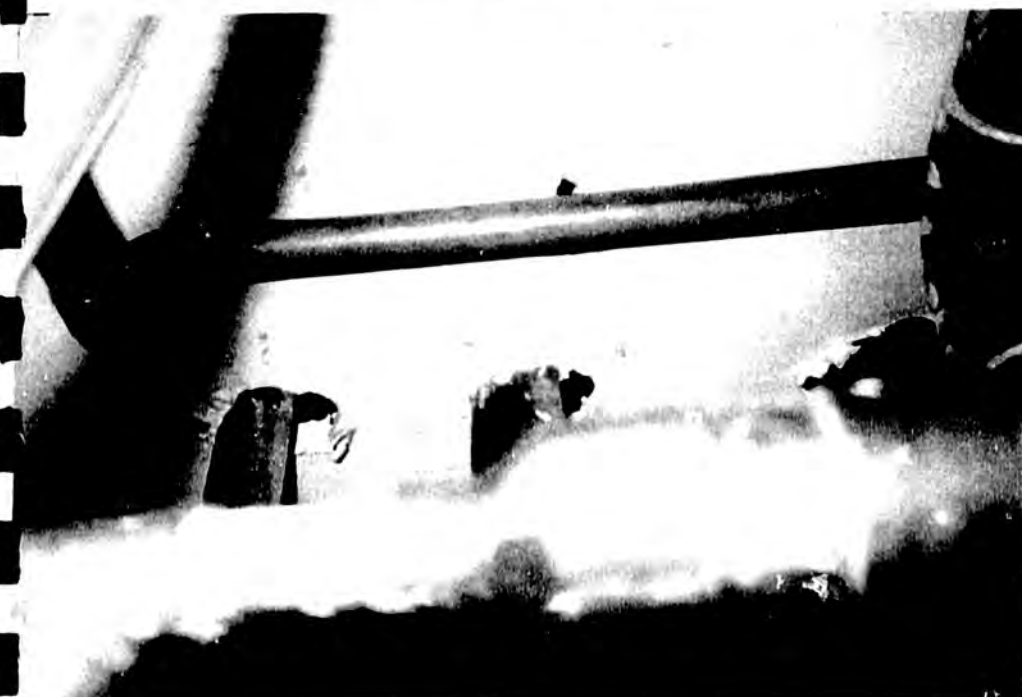


PHOTO 6

These are conduit and plumbing lines that are not sealed, leading through a fire rated wall. This condition is prevalent throughout the building.

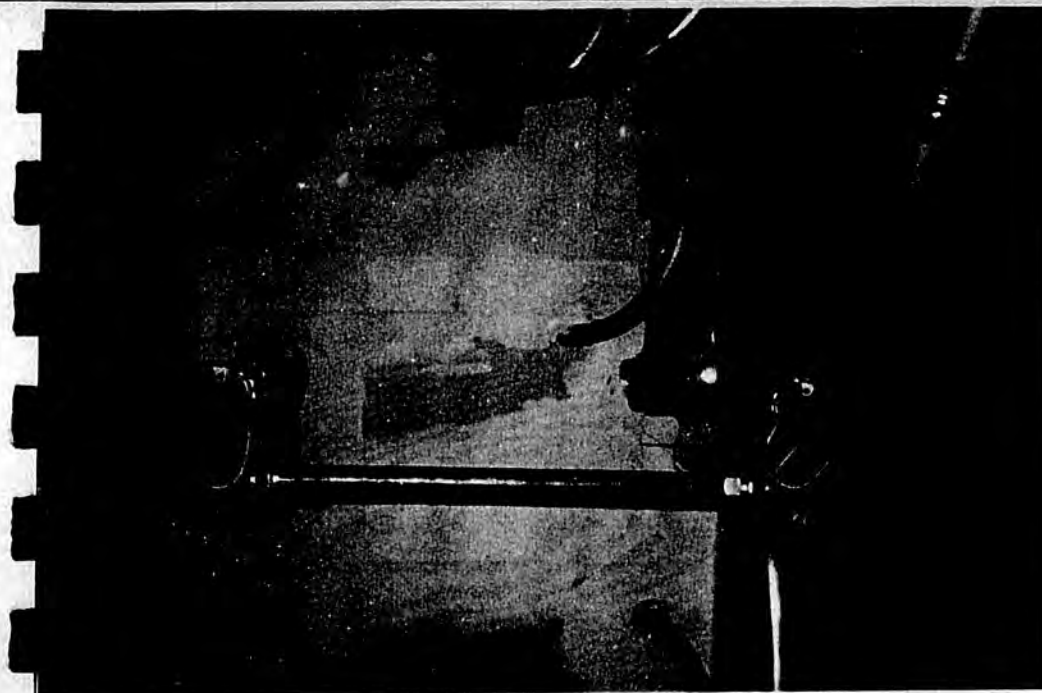


PHOTO 7

Open electrical boxes and conduit. Notice the improperly sealed wall penetrations through a rated assembly.

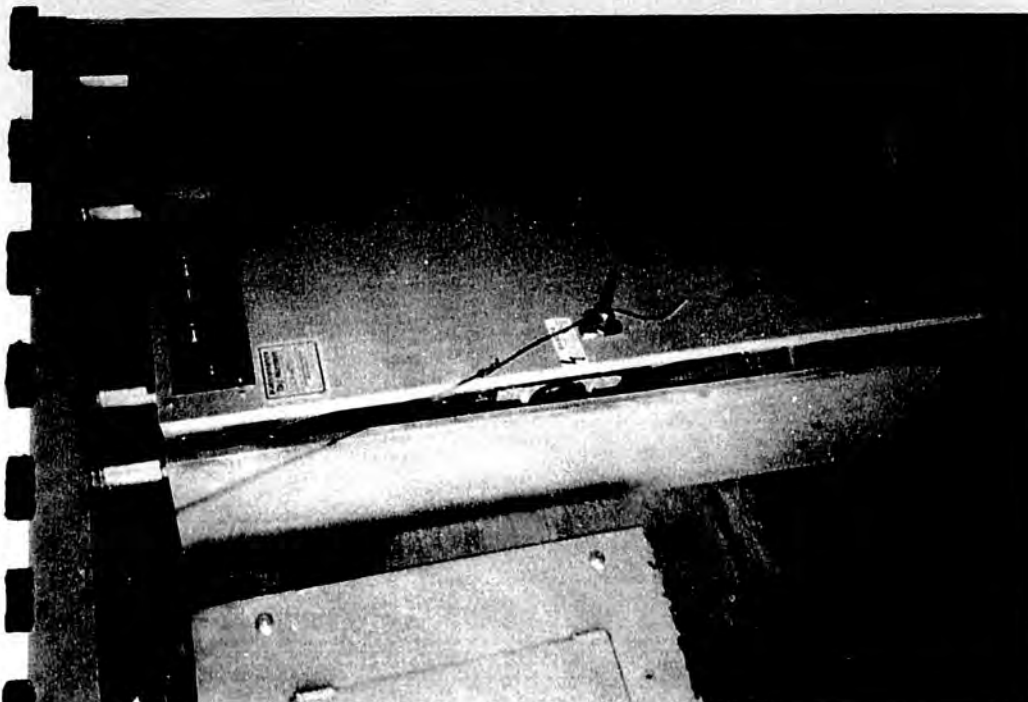


PHOTO 8

Electrical box with cable running into it from below, causing the door to be left open and expose live parts.

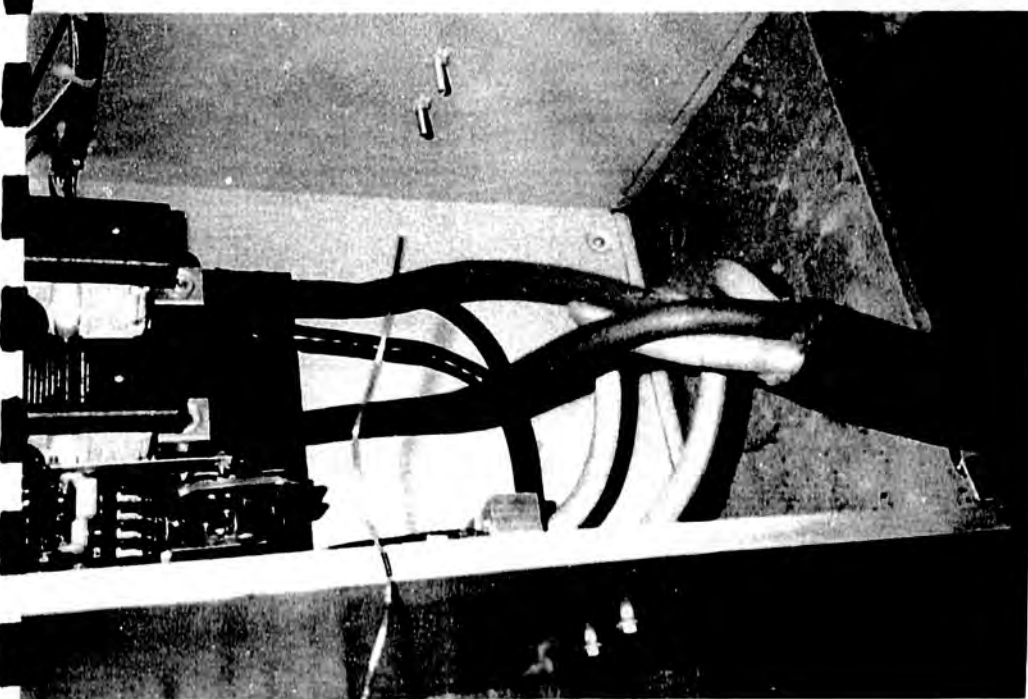


PHOTO 9

Electrical leads exposed due to problem in previous photo.