



Engineering Department

REQUEST FOR PROPOSALS

(C3) RFP E14-056

PROFESSIONAL SERVICES for MARIE DRAKE PLANNING STUDY

Issued by:  Date: July 30, 2013
Jennifer Mannix, Contract Administrator

Marie Drake Planning Study
(C3) RFP E14-056

SCOPE OF SERVICES: The City and Borough of Juneau (CBJ) is requesting proposals from qualified consultants to provide planning services for the Marie Drake (MD) building, with the option to add design, construction administration, and inspection services at a later time.

PRE-PROPOSAL MEETING: A non-mandatory pre-proposal meeting will be held in the 3rd floor Engineering Department conference room, 230 South Franklin Street, Marine View Center, at **1:30 p.m., Alaska time on August 20, 2013**. Persons interested in submitting proposals are encouraged to attend. A conference call has been set up for the Pre-Proposal meeting. Proposers intending to participate via teleconference shall notify Janet Sanbei in the CBJ Engineering Contracts Division, at 907-586-0480, or email contracts@ci.juneau.ak.us by 4:30 p.m., on August 19, 2013.

QUESTIONS REGARDING THIS RFP: Jennifer Mannix, Contract Administrator, phone 907-586-0873, fax 907-586-4530, jennifer_mannix@ci.juneau.ak.us is the sole point of contact for all issues pertaining to this procurement.

DEADLINE FOR PROPOSALS: 7 copies of the proposal, in a ***sealed envelope***, must be received by the Purchasing Division prior to 2:00 p.m. Alaska Time on August 30, 2013, or such later time as the Contract Administrator may announce by addendum to planholders at any time prior to the submittal date. Proposals will be time-stamped by the Purchasing Division, which will establish the official time of receipt of proposals. Late proposals will not be accepted and will be returned unopened. Faxed or emailed proposals will not be accepted.

Note: Mailing/delivery times to Alaska may take longer than other areas of the U.S.

Proposal documents delivered in person or by courier services must be delivered to:

PHYSICAL LOCATION:

City and Borough of Juneau, Purchasing Division
105 Municipal Way, Room 300
Juneau, AK 99801

Proposal documents delivered by the U.S. Postal Service must be mailed to:

MAILING ADDRESS:

City and Borough of Juneau, Purchasing Division
155 South Seward Street
Juneau, AK 99801

The CBJ Purchasing Division's phone number is 907-586-5258, and fax number 907-586-4561.

Please affix the label below to the outer envelope in the lower left hand corner.

IMPORTANT NOTICE TO PROPOSER
To submit your proposal: <ol style="list-style-type: none">1. Print your company name and address on the upper left corner of your envelope.2. Complete this label and place it on the lower left corner of your envelope
RFP NUMBER: <u>E14-056</u>
SUBJECT: <u>MARIE DRAKE PLANNING STUDY</u>
DATE OF OPENING AT 2:00 P.M. ALASKA TIME <hr/>
SEALED PROPOSAL

Disadvantaged Business Enterprises are encouraged to respond.

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1.0 GENERAL INFORMATION

This Class 3 Request for Proposals (RFP) defines the scope of the project, explains the procedures for selecting a firm to provide the requested services, and defines the documents required to respond to the RFP.

1.1 Purpose

The City and Borough of Juneau (CBJ) is requesting proposals from qualified consultants to provide planning services for the Marie Drake (MD) building, with the option to add design, construction administration, and inspection services at a later time.

The Class 3 process is used for acquisition of professional service contracts estimated to be more than \$50,000.

1.2 Scope of Services

The CBJ anticipates that the prime consultant will be an architect with expertise in school planning, design, and construction. The primary objectives of this project are to conduct an educational planning study and produce a comprehensive Facility Master Plan. The successful proposer will have on their team an educational planning consultant with extensive experience in educational and facility planning. No engineering sub-consultants are required at this time.

For the purposes of this study the School District has appointed the Marie Drake Planning Committee to represent the various stakeholders in the building. The committee is made up of Juneau School District (JSD) education and administrative staff as well as stakeholders in the programs that operate in the MD building. The committee and CBJ Engineering Department staff are jointly referred to as “the Owner” in this RFP. The Consultant will work with the Owner to conduct a planning study and develop a Master Facility Plan to guide all future development in the Marie Drake building. The consultant will facilitate decision making by the Owner to achieve clarity and consensus on the future direction and use of the facility, and create diagrammatic planning concepts of potential physical solutions to identified challenges. The consultant will familiarize himself/herself with the physical plant, recent renovation projects, and the previous studies conducted.

The Marie Drake building houses Yaakoosge Daakahidi High School, the Montessori Borealis school program, the community Planetarium, one Juneau-Douglas high school engineering and math classroom, and various JSD offices, including the district’s main computer servers. Program descriptions for Yaakoosge Daakahidi and Montessori Borealis can be found in Appendix A.

Current funding is sufficient for the planning study only. As future funding becomes available the CBJ may elect to amend the scope of services to include design, bidding, construction administration, and inspection services for a renovation project based on the Master Plan. Due to the uncertainties of additional funding, this project may possibly take place in phases. This scope of services is for the planning phase that will establish the overall project vision and goals based on the programs in the school, and establish design criteria for the total renovation of the building. Renovations will then proceed based on a logical sequence to be developed as part of this planning study and will be

consistent with relevant Alaska Department of Education and Early Development (DEED) Project Agreements. Design services for additional renovations may be added to the project team's original contract scope as priorities are developed and/or additional funding becomes available. Engineering sub-consultants will be selected to join the project team at a later date, in the event of an increase in the scope of services and project funding.

The scope of services includes working with the Owner to:

- Identify building challenges and priorities.
- Facilitate discussions and guide the JSD to decisions for long term use of the building.
- Review, validate, and/or amend previous planning work.
- Develop a Master Plan that will be used as a guide for future projects.
- Develop a logical phasing sequence for the Master Plan.
- Communicate project issues to the Owner, JSD staff, the Juneau Board of Education and the public through narrative, graphic, and verbal media.
- Provide professional project management assistance to the Owner throughout the project, including conceptual construction cost estimates, as requested.

The Owner seeks a comprehensive Master Facility Plan that is appropriate to the planned functions, addresses user needs, accommodates all facility users and occupants, and has flexibility for any changing needs.

The Consultant will work with the Owner through user group workshops, one-on-one meetings with administration officials, meetings with interested members of the public, observations of the building in use, and other methods to be proposed by the proposer to bring forward a Master Plan that is responsive to the needs of the JSD.

1.3 Project Schedule

A professional services contract for services described in this Request for Proposals is expected to be in place by September 2013. Completion of planning and conceptual design services is desired by January 31, 2014.

1.4 Background

Juneau is Alaska's Capital City. The CBJ municipal offices are located at 155 South Seward Street, Juneau, Alaska 99801. The Engineering Department is located on the 3rd Floor of the Marine View Center, 230 South Franklin Street, Juneau, Alaska.

1.5 Questions

Questions regarding this proposal should be directed to:

Jennifer Mannix, Contract Administrator
City and Borough of Juneau
ENGINEERING DEPARTMENT
Marine View Center – 3rd Floor
230 South Franklin Street
Juneau, Alaska 99801

email: Jennifer_mannix@ci.juneau.ak.us

Telephone: (907) 586-0873

Fax: (907) 586-4530

Office hours are 8:00 a.m. to 4:30 p.m. local time, Monday through Friday.

1.6 Standard Contract Language

Attached to this RFP is the CBJ's standard contract (Attachment 1) which should be carefully reviewed by proposers, as it is the form of agreement that the CBJ intends that the selected Consultant sign in the event of acceptance of its proposal.

2.0 Rules Governing Competition

2.1 Pre-Proposal

Proposers should carefully examine the entire RFP and any addenda thereto, and all related materials and data referenced in the RFP. Proposers should become fully aware of the nature of the services requested and the conditions likely to be encountered in performing the services.

2.2 Proposal Development

The content of proposals will be kept confidential until the selection of the Consultant is publicly announced. All materials submitted in response to this RFP will become the property of the CBJ. One copy shall be retained for the official files of the Engineering Department and will become public record after announcement of the successful Proposer. The CBJ will not return proposals to the Proposer. The CBJ reserves the right to reject any or all proposals. Proposals are to be prepared in such a way as to provide a straightforward, concise delineation of the Proposer's capabilities to satisfy the requirements of this RFP. Emphasis should be concentrated on conformance to the RFP instructions, responsiveness to the RFP requirements, and on completeness and clarity of content.

This solicitation does not commit CBJ to select any Consultant(s) for the requested services. All costs associated with the respondents' preparations, submission and oral presentations (if applicable) shall be the responsibility of the Proposer.

All proposals must be signed. Proposals must be received in the number of copies stated in the RFP no later than the date and time specified in the cover letter. All copies of the proposals must be under sealed cover and plainly marked. Proposals not received by the date and time specified in the cover letter will not be considered.

2.3 Disclosure of Proposal Contents.

The City and Borough of Juneau, a municipal corporation and political subdivision of the State of Alaska, is subject to the Alaska Public Records Act codified at AS 40.25.100-220, and the public records provisions in the CBJ Charter, section 15.7. The contents of proposals submitted in response to this RFP will be kept confidential until the top ranked proposer is announced. Immediately following announcement, all proposals become public information. Trade secrets and other proprietary data contained in a proposal may be held confidential, to the extent allowed by law, by the Purchasing Officer, upon request in writing by a proposer. Material considered confidential by the proposer must be clearly identified and marked (page, section, etc) by the proposer, and the proposer must include a brief statement that sets out the reasons for confidentiality. Marking the entire proposal confidential is not acceptable and may be cause for the City to reject your proposal as non-responsive.

3.0 PROPOSAL CONTENT REQUIREMENTS

To achieve a uniform review process and obtain the maximum degree of comparability for the Selection Committee, proposals should be organized in the manner specified below:

3.1 Title Page

Show the RFP subject, the name of the firm, address, telephone numbers, and name of contact person and date of submission.

3.2 Table of Contents

Clearly identify the materials by selection and page number.

3.3 Letter of Transmittal

Limit to one or two printed pages.

3.3.1 Briefly state the firm's understanding of the proposal requirements.

3.3.2 Give names of the person(s) who will be authorized to represent the firm, their title(s), address(es) and telephone number(s).

3.3.3 The transmittal letter must be signed by a representative who has authority to bind the firm. Name and title of the individual signing the proposal must be printed below or adjacent to the signature.

3.3.4 ***Acknowledge receipt of all addenda.*** Failure of to acknowledge addenda may result in the proposal being considered non-responsive and subject to rejection.

3.4 Proposed Scope of Services (Should not exceed 12 pages)

3.4.1 ***Initial Project Orientation, Review.*** Describe the general approach and individual tasks recommended for the efficient and comprehensive review

of previously completed planning studies and physical condition surveys. Identify milestones in the study to be used to measure progress.

- 3.4.2 **Master Planning:** Describe the firm's approach to developing conceptual planning options that use a collaborative multi-disciplinary team approach that includes the Owner as an active participant. What milestones or other means of measuring progress does the firm propose? How will the firm approach project milestone reviews and keep the Owner informed, while remaining efficient throughout the planning process?
- 3.4.3 Discuss the firm's planning and design approach to educational facilities and how this philosophy might affect the scope of services. How does the firm work with owners to understand their expectations for the quality of materials and priorities within the project budget? Discuss the firm's approach to sustainable design in context with Juneau's challenging geographic, economic, and climatic conditions.
- 3.4.4 Propose one or more project methodologies that will produce an effective planning process. The approach must provide high quality results for the Owner while maintaining efficiencies and minimizing unnecessary time and cost. Discuss the firm's approach to consensus building with multiple and sometimes conflicting needs. Describe how you build cooperation among stakeholders while maintaining project management control. Discuss your ability to keep the team organized and on track to meet project deadlines.

3.5 History and Experience (Should not exceed 10 pages)

- 3.5.1 Provide descriptions of at least three projects completed in recent years that are similar in building type and/or scope to the project described in this RFP. Provide company names, individual contacts, e-mail addresses, and telephone numbers of references for each of the projects. Describe the consultant team and roles of individuals also proposed in this RFP, the planning and design process used, any special considerations of the project, and information about the project budget and schedule.
- 3.5.2 Provide general background information for both the prime consultant firm and educational planner including specialized experience, capabilities, and unique qualifications in school facilities. Include information outlining the firm's experience in the specific professional services requested, including expertise in contemporary design issues such as sustainability.

3.6 Proposer's Organization and Personnel Qualifications (Should not exceed 10 pages)

- 3.6.1 Specify the Consultant Team's Project Manager and furnish brief resumes for key persons of the team who are proposed to provide leadership, management, and/or specialized services for the planning project, as well as the potential future design and construction project. Full resumes, not to exceed 4 pages each, may be attached to proposal

as appendices. Document the specific role and involvement of each person proposed. Also include resumes for persons who will be charged with the day to day responsibility for carrying out the project. Resumes should provide an informative, yet succinct, description of projects similar to this project and emphasize recent school facility planning.

3.6.2 Document the team's understanding of school planning and sustainable design issues through their credentials, experience, professional organizations, and/or formalized educational study.

3.7 Licenses

Professional registration (Engineer/Architect/Land Surveyor/Landscape Architect) in the State of Alaska at the time of proposal submission is required (Alaska Statute 08-48-281).

If a corporate license is held, the professional licensed in the State of Alaska (in order to obtain a corporate license) must be in responsible charge of the project, as well as the professional stamping the work.

All survey work involving property or boundary surveys must be stamped by a Professional Land Surveyor licensed in the State of Alaska.

All reports prepared by a registered professional licensed in the State of Alaska must be stamped by the registered professional.

The proposal must include a statement indicating that all required corporate, all required professional occupational licenses and all other necessary licenses/certifications are currently held. License/certification numbers must be provided.

4.0 EVALUATION OF PROPOSALS

4.1 Criteria

Proposals will be evaluated and scored, using the criteria on the EVALUATION/RANKING page, found at the end of this document, in order to ascertain which proposal best meets the needs of the CBJ. The items to be considered during the evaluation and the associated point values are located on the EVALUATION/RANKING sheet at the end of this RFP.

4.2 Evaluation Data

The evaluation Data discussed below is the presented in an effort to delineate what criteria will be used to score proposals. Please do not include a separate section in your proposal for Evaluation Data. Much of the information discussed and requested below should be included in the proposal as part of the Proposal Content Requirements discussed in SECTION 3.0 of this RFP.

4.2.1 Proposed Scope of Services

Evaluation will be made of Consultant team's approach to initial project orientation and review, master planning and philosophy regarding educational facilities planning and design.

4.2.2 History and Experience

Evaluation will be made of Consultant team's past experience with similar projects and unique qualifications for this project.

4.2.3 Proposer's Organization and Personnel Qualifications

Evaluation will be made of the Consultant team's proposed key personnel and their relevant experience as well as the team's understanding of school planning and sustainable design issues.

4.2.4 Quality of the Proposal

Is proposal clear and concise? Is proposal responsive to the needs of the project? Evaluation will include the clarity and professional quality of the document(s) submitted.

4.2.5 Juneau Proposer according to **SECTION 7.0**

Prime Consultant meets Juneau Proposer requirements as stipulated in Section 7.0 – Juneau Proposer Points.

4.3 Evaluation Process

Evaluation of the proposals will be performed by a committee selected by the City and Borough of Juneau. The intent of the CBJ is to make award based on written proposals, but the evaluation committee may choose to perform interviews with the top ranking consultant teams, prior to making final selection.

5.0 SELECTION AND AWARD

An evaluation committee will review, evaluate, score and rank proposals, in accordance with criteria identified below and the Evaluation/Ranking sheet located at the end of this RFP. Clarification of submitted material may be requested during the evaluation process. Interviews by telephone with top ranked Proposers may also be conducted at the discretion of the evaluation committee. If necessary, in-person interviews will be conducted. Finalists will be notified and informed of interview requirements. In the event of a tie in the ranking totals, only the raw scores of the Proposers who are tied will be totaled to determine the appropriate ranking. The successful Proposer will be invited to enter into contract negotiations with CBJ. Upon conclusion of successful negotiations and compliance with any pre-award obligations, award will be made in the form of a contract and a purchase order, if appropriate, will be sent to the Consultant. If an agreement cannot be reached during the negotiation process, the City will notify the Proposer and terminate the negotiations. Negotiations may then be conducted with the next Proposer in the order of its respective ranking.

6.0 INSURANCE REQUIREMENTS

The insurance requirements for this project are specified in Attachment 1 – Sample Contract, under Appendix C.

7.0 JUNEAU PROPOSER POINTS

Juneau proposer points shall be awarded if the Proposer is determined to be a “Juneau proposer” meeting the criteria of CBJ’s Purchasing Ordinance 53.50, Section 53.50.010. CBJ Ordinance 53.50 can be viewed electronically at the following internet address: www.juneau.org/law.

A paper copy of the CBJ Purchasing Ordinance is available upon request from the CBJ Engineering Department or Purchasing Division.

8.0 PROTESTS

The protest period begins with the posting of a notice of apparent successful proposer, in the CBJ Purchasing Division.

Protests shall be executed in accordance with CBJ Ordinance 53.50.062 PROTESTS and 53.50.080 ADMINISTRATION OF PROTEST. Copies of the ordinances describing protest procedures are available from the CBJ Purchasing Division, 155 South Seward Street, Juneau, Alaska. Questions concerning protests or protest procedures should be directed to the CBJ Purchasing Officer at 907-586-5258. CBJ Ordinance 53.50 can be viewed electronically at the following internet address: www.juneau.org/law.

9.0 CONSULTANT’S GOOD STANDING WITH CBJ FINANCE DEPARTMENT

Consultants must be in good standing with the CBJ prior to award, and prior to any contract renewals, and in any event no later than **seven business days** following notification by the CBJ of intent to award. **Good standing** means: all amounts owed to the CBJ are current and the Consultant is not delinquent with respect to any taxes, fees, assessment, or other monies due and owed the CBJ, or a Confession of Judgment has been executed and the Consultant is in compliance with the terms of any stipulation associated with the Confession of Judgment, including being current as to any installment payments due; and Consultant is current in all CBJ reporting obligations (such as sales tax registration and reporting and business personal property declarations). Failure to meet these requirements may be cause for rejection of your proposal. To determine if your business is in good standing, or for further information, contact the CBJ Finance Department’s Sales Tax Division at (907) 586-5265 for sales tax issues, Assessor’s Office at (907)586-0930 for business personal property issues, or Collections Division at (907) 586-5268 for all other accounts.

Note: Juneau Proposer preference (7.0) has requirements regarding a firm’s good standing with the City at the time a proposal is submitted. Please review the Purchasing Code cited.

CONSULTING FIRM: _____

SCORED BY: _____

DATE: _____

EVALUATION/RANKING

		POINTS AWARDED	
		<u>Points Possible</u>	<u>Score</u>
4.2.1	Proposed Scope of Services	0 - 30	_____
4.2.2	History and Experience	0 - 30	_____
4.2.3	Proposer's Organization and Personnel Qualifications	0 - 30	_____
4.2.4	Quality of Proposal	0 - 5	_____
		Subtotal	_____
The Engineering Contract Administrator will assign points for criterion 4.2.5 below			
4.2.5	Juneau Proposer (according to SECTION 7.0)	0 or 5	_____
TOTAL POINTS		100	_____
INDIVIDUAL RANKING			_____

APPENDIX A

- ❖ **Yaakoosge Daakahidi High School (YDHS) Facility Program Summary**
- ❖ **Montessori Borealis Facility Program Summary**

Yaakoosge Daakahidi High School (YDHS)
Facility Program Summary



Prepared by Catherine Fritz, AIA for
Sarah Marino, Principal
Prepared January 2013

1. PURPOSE.

This document summarizes basic educational and architectural program information so as to acquaint interested parties with the needs and interests of YDHS as facility renovation discussions begin. A complementary document, Executive Summary of Yaakoosge Daakahidi Alternative High School, prepared for Advanded in 2012 for accreditation review is attached as Appendix A. The Executive Summary provides a description of the school's size and demographics. It summarizes the school's purpose (mission, vision, and goals), provides an overview of the school's operations, and introduces ways that YDHS interfaces with the greater Juneau community.

This Facility Program Summary was developed through work with school principal, Sarah Marino and YDHS staff. It reflects the experience of many years of educational professionals who understand the diverse and unique needs of students, especially those who have sought out an alternative high school program.

In November 2012, the Juneau Board of Education authorized capital project funds for the purpose of facility planning and conceptual design at the Marie Drake building that houses YDHS, Montessori Borealis, and several Juneau School District offices. This Facility Program Summary is limited to articulating the needs of YDHS only. It is understood that the planning process will expand the information of this document, and fully consider the needs of all users of the Drake building.

2. WHO ARE THE STUDENTS OF YDHS?

YDHS is an alternative high school. This means that students choose to enroll, usually because the mainstream high school programs at the other two high schools have not served their needs. Most of the students who come to YDHS are deficient in credits and are not on track to graduate with their original group of classmates. Many YDHS students have significant challenges in their lives such as family instability, legal problems, pregnancy, substance abuse, and homelessness. Approximately one-half of the students are eligible for free or reduced lunch.

While faced with incredible personal challenges, every student at YDHS appreciates the importance of attaining a high school diploma, and strives each day to accomplish that goal. Graduation requirements at YDHS are the same as other high schools in Juneau, and students must also pass all portions of the High School Graduation Qualifying Exam. YDHS supports each student in his or her academic success, while preparing for life beyond high school through career exploration, job skill development, and parenting and relationship studies. Students are empowered to take responsibility for their learning and their lives.

3. WHO ARE THE TEACHERS & STAFF OF YDHS?

YDHS is proud to have a dedicated professional staff that goes far beyond the average demands of classroom teachers. They are committed to finding success for every student, and helping each young adult discover his or her potential. This means that they wear many hats; they work creatively together to maximize resources; they are flexible and adaptable and seek out

opportunities to try new things; they are attuned to the social and emotional lives of their students. They truly understand that in the education of their students, “one size does *not* fit all.”

YDHS has strong connections to the Juneau community and relies on the generosity of mentors, social service agencies, and educational partners to work closely with students and the school. Internships, job shadow experiences, tours, and mini-seminars are provided by community adults. Most serve as volunteers; others work for social service agencies; all give their time and expertise to serve YDHS students. Local organizations donate clothing, food, and shelter, as well. Welcome and seamless integration of the greater community into YDHS, and conversely, helping students become engaged as young adults in the community are essential to the school’s mission.

4. FACILITY PHILOSOPHY

Given the unique make up and approach to education at YDHS, the facility needs to function and feel different than the typical school building. Teachers were asked to consider the difference between a school that provides *spaces* for learning and a school that is a *place* for learning. It was agreed that good spaces are responsive to the functional needs of specific activities, and that they are safe and easily identifiable. Places go beyond the functional needs and create emotive experiences for the people who use the building. Places invite culture, memory and sensory stimuli to be part of the human experiences that occurs in, and around, the building.

YDHS needs to have both spaces and places. It needs have a recognizable identity that speaks to the nature of the school, projects a positive and easily understood message to the public, and generates pride from the school’s staff and students. Flexible, comfortable spaces for a variety of activities need to be easily accessed throughout the day. These include:

- Welcome Center, including check-in for guests
- Student Lounge for both quiet and not-so-quiet activities
- Childcare center
- Indoor and outdoor casual gathering areas
- Classrooms that are flexible and adaptable, depending on the individual and group educational needs
- Learning Center that includes private study areas and small group areas (eg.UAS)
- Storage areas/systems that support successful shared spaces
- Professional support spaces for confidential meetings, work areas for mentors and clinicians
- Real science labs
- Nurse/Teen Health Center including isolation area for crisis, and possibly sleeping/nap area
- Large group spaces for presentations and performances
- Cooking/food storage facilities that support multiple types of dining experiences
- Parking (cars and bikes) for staff, mentors, visitors

Additionally, this school needs to feel and look like its name, Yaakoosge Daakahidi, Tlingit for “*Place of Learning*” or “*House of Knowledge.*” The outdoor and indoor spaces need to respect

the building's historical past, but also reflect its current uses. This affects all aspects of design, and should be the lens through which all decisions about the renovation are made. Alternative programs are often located in cast-off spaces that are undesirable to others. The students and staff of YDHS need to know that they are valued and important in the District and Juneau community. The physical school environment can significantly help meet the goals of the educational program by being responsive to both the academic and social needs of students, teachers, and the public that interacts with the program. Design attributes to build a sense of place include:

- Abundant natural light
- Two-story high areas
- Remove institutional feeling of classrooms, corridors, and catacombs
- Connections to the outdoors that take advantage of the surrounding landscapes and views
- Reflections of culture and history
- Furniture that is not from state surplus (students refer to current furniture as “ghetto”)
- Thoughtful details that reflect the users and uses of the building
- Making the school a place that students *want* to come instead of have to come
- Sense of ownership and pride (We are important; we are valued)
- Sense of autonomy (We are special, unique) from other programs/users in the building
- Beautiful, uplifting, peaceful, inspiring

5. SITE & SHARED USE CHALLENGES.

The Marie Drake junior high school building was constructed in 1961 and was designed as a “wedge” between the existing Juneau-Douglas High School and Harborview Elementary School. The building's entry was accessed from a long driveway from the easterly portion of the site along Glacier Avenue, past a former (now demolished) State of Alaska maintenance building. The original open space of the school was located on the west side of the building and had access to the Gastineau Channel beach. This open area was cut off in the late 1960's when Egan Drive was constructed. The state's maintenance facility was demolished in 2000, allowing an artificial turf field to be constructed that has priority use by Juneau-Douglas High School. Access to the building is in poor physical condition and fails to serve as an organizational element of the school. Visual security of persons entering the building is poor, and once inside, it is very easy to be disoriented due to the lack of clear travel paths.

The non-traditional nature of YDHS allows the site be considered differently than other schools that typically have large play areas, sports fields, and parking areas. A thorough investigation of the outdoor needs should be conducted during the project planning phase. There are both advantages and challenges of sharing a building and its site with an elementary and middle school, as well as district and community uses. The limited open land around the building exacerbates these difficult conditions. The development of connections to adjacent exterior spaces and utilizing three-dimensional thinking about the site can result in positive attributes that can well serve the YDHS community and its neighbors.

Indoors, similar exploration of non-traditional uses of group spaces such as the gymnasium, performance stage, food service areas, and welcome center will be needed so that shared uses with other programs in the building can be successful. Creative design solutions that grow out of

collaboration with all users can incorporate the desired sense of autonomy as well as the sense of community for YDHS.

6. COLLABORATIVE PLANNING.

Planning the renovations of the Drake building is an exciting opportunity for YDHS staff, students, and families. It will allow the school to have a voice about their future in ways that have not previously been possible. Meeting the practical, logistical, and financial challenges of building renovation with conversations that encourage creative problem solving is at the heart of the teaching and learning at YDHS. With respectful dialog and a shared vision, Marie Drake can be revitalized into the proud public facility that it once was.



APPENDIX A to YDHS Facility Program Summary

Accreditation Report Executive Summary

Yaakoosge Daakahidi Alternative High School

Juneau Borough School District

Sarah Marino
1415 Glacier Ave
Juneau, AK 99801-1425

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Yaakoosge Daakahidi means House of Knowledge or Place of Learning in Tlingit. Tlingit Elder, Anna Katzeek, is credited with naming the school. About half the school's student population is of Alaska Native heritage. Since 1995, Yaakoosge Daakahidi Alternative High School has served young adults, ages 16 to 21, who have dropped out of high school or who are at risk of not graduating. The Southeast Regional Resource Center provided the original start-up and design of the program with a target population of students who had been out of school for at least one (1) year. The Juneau School District took over its operation at the beginning of the 1998-1999 school year.

The school day consists of four (4) 70-minute periods, a 55-minute school success class that focuses on interventions and extensions three days a week, and a 40-minute lunch period, between 8:45 a.m. and 3:15 p.m., Monday through Friday. Every student has an advisor; advisories meet weekly. Community activities, staff collaboration, reviews of students' status, and individual tutoring occur each Friday.

Most students take three (3) or four (4) classes on campus and pursue work or service credits independently. On Fridays, students meet in their advisories and participate in activities related to life skills. The school values work readiness, and the work or service component is a requirement. For the past five (5) years Yaakoosge Daakahidi has received grant funding through the Department of Labor and has been able to employ a career guide to help students who wish to concurrently enroll in college or vocational classes in the community. Through the grant, the school currently offers scholarships to students who desire dual enrollment.

Student Profile

Yaakoosge Daakahidi Alternative High School has about 130-150 students on its rolls at any one time. Because students graduate each quarter as they complete their credits, spots are offered to new students throughout the year. Over the course of a year, the school may serve 175 or more students. The quarter system also allows an easy entrance for new students, especially for those who may have been on maternity leave, had seasonal employment, are moving in from villages, or have been away at treatment.

Most of the students who come to YDHS are credit deficient. Some come from families that have moved frequently, making it difficult accrue credits. Others have taken time off to have a child or experienced family circumstances that cause them to be out of school for a period of time.

Demographics for last year showed that nearly 60% of the population was of Alaska Native Heritage; the Juneau School District overall is 24%. Approximately half of the students qualified for free or reduced lunch. Many of those students receive supports for being homeless. On average, 20-25 students are pregnant or parenting while attending classes.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School Mission

Graduation and Beyond

School Vision

Yaakoosge Daakahidi High School promotes the academic, work readiness, and social success of all students as they earn a high school diploma.

School Goals

Retention: Nourish personal relationships and positive school climate in which learners feel recognized, valued, and challenged.

Academic Progress: Deliver standards-based instruction that is accessible to all by incorporating appropriate literacy strategies and academic support.

Work Readiness: Guide all students into employment or service to the community.

Social Skills: Implement high expectations for attendance and performance with an emphasis on respect and responsibility.

Students at Yaakoosge Daakahidi must fulfill the same graduation requirements as other high school students in the Juneau School District. Currently students need 21.5 credits, as well as to pass all portions of the High School Graduation Qualifying Exam (HSGQE).

The curriculum offers language arts, mathematics, science, history, government, health, P.E., art, technology, Tlingit language, employability, and a variety of electives such as women's studies, financial literacy and senior seminar. Courses follow guidelines set by Alaska grade level expectations (GLEs) and national standards. The teachers include standards in weekly lesson plans to ensure the needs of students and the requirements of the state are met.

All teachers, regardless of content area, tie their lessons to quarterly themes classes are tied to. This provides an enriching experience for the students and gives them opportunity to see how different subject areas are connected. Examples of these themes and guiding questions are: "Who has the power?" focusing on workers and laborers; "How do health and wellness impact our lives?", focusing on disease and prevention; "How do we survive challenging situations?", focusing on extreme conditions and expeditions; and "What is our place in the natural world?", focusing on nature, resources, land, and place.

Students attend advisory meetings where they develop employment and career skills, create a graduation portfolio and practice emotional and social skills. Staff provide information and resources for inquiries about post-secondary opportunities. Each advisor works closely with students to help them achieve academic, emotional, and social success and support advisees to become responsible for their learning and take the initiative to become good citizens.

Yaakoosge Daakahidi teachers implement multiple instructional strategies that support our goals and values. Some strategies are: providing weekly meetings between students and their advisors, using research based instructional modalities, developing classes adapted to meet the needs of individual students, a class schedule that meets the needs of the diverse population, teachers encouraged in their continuing education pursuits, time for teacher collaboration, incorporation of technology, and connecting with Juneau community members and _____

organizations.

One way teachers and staff support students is through advisories. Yaakoosge® Daakahidi students have weekly advisory to discuss student progress in classes and strategies for future success. Teachers and students brainstorm strategies for overcoming obstacles, and set goals for graduation and future. Students are scaffolded in taking control of their learning and becoming responsible and accountable for meeting their goals. In creating the curriculum, the staff have decided that classes need to support students emotional and social wellbeing as well as their intellectual growth. Students work with their advisors to create a plan of courses that prepare them for the future including classes such as: employability skills, parenting, men's and women's studies, financial literacy, and basic construction. Additionally, teachers provide after school make-up time with one-on-one tutoring for students who have below a "C" or those who seek enrichment.

Classes are developed with different groups of students in mind. For example, Yaakoosge® Daakahidi has several levels of English classes designed to support students, scaffolding instruction in order to meet specific learning goals indicated by the data gathered from a variety of assessment and best practices. English Language Learner (ELL) Literacy classes are a part of the curriculum, taught by a certified ELL teacher, because ELL students make up 20% of the population. Students with similar learning needs are supported by research-based instruction methods allowing the teacher to tailor to their unique learning styles and needs. There are a variety of courses and programs that assist in credit recovery including independent studies classes and PLATO courses to support students who prefer to set their own work pace and a university dual-enrollment program for our extended learners. Class sizes are kept small, between 10-17 students, in order to create environments that allow one-on-one support from teachers and support active hands-on and discussion based classrooms.

When designing class schedule, the staff discusses the possibilities of integrating classes. Over the last year, several classes were linked or connected. Linked classes are successive, and students need to be in both classes. Connected classes happen during the same period, and join occasionally for specific projects. Some of these integrated classes include: genetics (science) and science fiction (literature), forensics (science) and mystery writing (literature), art and zoology, and world history and earth science.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Recognition

Yaakoosge Daakahidi Alternative High School has been part of a one-to-one laptop program sponsored by the Alaska Association of School Boards. For two years (2008-2009 and 2009-2010) it was recognized with one of Apple's Distinguished School Award. YDHS was the only school in Alaska to receive the award during those years, and one of few schools nation-wide to receive the award two years in a row.

The one-to-one grant through AASB was a four year grant. The Juneau School District is continuing the one-to-one laptop program this year and has provided new laptops to honor students for the hard work they have put into the program.

Challenges & Areas for Growth

While the YDHS staff strives to improve assessment practices, several challenges impact the diagnostic potential assessment has for influencing program, curriculum and instruction decisions. A particularly difficult issue is linked to the transient lives of many of the students. When accessing the two district data-bases, FileMaker Pro and Power School, to look specifically at assessment data, it becomes apparent that many of the students have information gaps in their files. Sometimes they simply have not participated during mandated assessment windows. Alternatively, students have moved between multiple schools, both inside and outside the state, and assessment records have not followed them. Another concern is students' attitudes toward being "tested." Many students have enrolled because they have not been academically successful elsewhere. For some of these students, any assessment affects their sense of self-worth. While the YDHS staff often is able to encourage students by explaining the purpose of each assessment, test anxiety is pervasive.

Several efforts to refine the usefulness of assessment data and to improve the "test culture" are underway. Classes focusing specifically on helping students pass the HSGQE are offered. By combining strand analysis of SBA and HSGQE results with MAP data, teachers target each student's academic weaknesses. These classes also address test-taking strategies, including affective concerns. Professional Learning Communities (PLCs) provide staff with opportunities to work together on profession development and conversation about how to improve instruction.

The most potent assessment strategy employed by YDHS staff is the excellent communication system they have all come to depend on in order to share and respond to real-time, right now student concerns. Emails and frequent "hallway" conversations keep teachers informed on which students are doing well and who is going to need extra support. Staff meetings every Friday afternoon provide a structured approach for identifying student successes and needs. At the beginning of each quarter, credit checks and planning sessions are conducted to appropriately place students in the classes they need for credit and to benefit their specific learning styles. While the staff welcome professional development opportunities on how to use assessment to complement their instruction, at a core level their current responsiveness to students' needs is very much in evidence.

Goals

This year we have implemented a class entitled, School Success, which provides students with academic interventions, such as math or literacy support or social-emotional support, or extensions such as AVID (Advancement Via Individual Determination) and Senior Seminar.

The work being done in these classes seems to be helping students, although we will need to look at several sources of data to confirm that. Future work will continue to focus on the development and refinement of the courses we offer during School Success to meet our students needs.

The school has developed a school-wide reading/literacy, writing, and math across the content areas goal. All content area teachers focus on literacy and writing skills in each of their classes -- from math to physical education. Several times a year the school will conduct a school-wide writing assessment. Staff are trained in the 6-trait rubric and evaluate students writing based on the rubric and reach a consensus score. The data is used for staff and students to develop goals in writing. Our school-wide math goal is new. We are starting by defining vocabulary that is commonly used in math and other areas. The math and special education instructors help other content area teachers develop mini lessons that incorporate math into their content area. This has been a challenging initiative and an area where there are few models in the research. We will continue to develop and refine this initiative.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Quarterly Themes

The staff at Yaakoosge Daakahidi have noticed that student retention of information is better in classes that are linked and focus on the same topic area and essential question. It is difficult to create very many linked courses in the schedule, because there is not enough flexibility for students to register for the classes they need, while omitting those they do not. The staff wanted to have students benefit from linked classes - such as a shared topic and essential question, while maintaining flexibility for student scheduling. During the spring planning meeting it was decided to implement quarterly themes with a shared essential question that all teachers would work to incorporate into their classes.

Examples of our quarterly themes are:

Quarter 1: "Who has the power?" focusing on workers and laborers

Quarter 2: "How does health & wellness impact our lives?" focusing on disease and prevention

Quarter 3: "How do we survive challenging situations?" focusing on winter and expeditions

Quarter 4: "What is our place in the natural world?" focusing on nature, resources, land, and place

At the end of each quarter, there will be a unifying culminating event. For example, the culminating event for first quarter will be mock interviews where students dress for success and present their school portfolio that include selections of work from their classes in addition to examples of job research and a resume.

School/Community Engagement

The school has developed many partnerships with individuals and agencies in the community. A few of these partnerships are explained below, although many more exist. We value, and students appreciate, the supports provided by community partners and the enrichment provided by incorporating community perspective and resources into our classes and school. Some of our community partners are identified below.

Preparing for Independence

Department of Labor - The Youth First Grant supports our Career & Transitions teacher as well as money to offer dual enrollment scholarships for students.

University of Alaska Southeast - Offers dual enrollment classes and support for students who are ready to take a college class. UAS also provides students with campus tours and facilitates a financial aid information night at the school.

Juneau Trades Unions - Several trades unions including Plumbers and Pipe-fitters, the International Brotherhood of Electrical Workers, and the Operators Union have all provided job site visits and information about their work and how to be a good employee.

Resources for Young Parents

Puddle Jumpers - A nearby childcare facility that was developed with staff from Yaakoosge Daakahidi. Students with young children have first opportunity for placement at this facility. Students who are interested in child development or careers with children are encouraged to volunteer at the facility.

Zach Gordon Young Parent Center - Support and weekly meetings are offered to young parents so that they may develop skills to raise a happy, healthy child.

Juneau Birth Center - Staff from the Juneau Birth Center have assisted young mothers with preparing for child birth. JBC has also offered doula support during and after pregnancy. They also come in and talked about reproductive health and having a healthy and planned

pregnancy.

Love, Inc. - Provides donations throughout the year depending on student needs. They often create personal care packages for homeless students and assist teen parents with finding used clothing and items necessary for their children.

Health and Wellness

Juneau National Council on Alcoholism and Drug Dependence - Provides literature and allowed one of their staff members to be at our school for 2.5 hours per week.

Teen Health Center - Provides students with vaccinations and general health and wellness examinations and information.

Public Health - Provides a nurse for 4 hours per week. The nurse is able to provide basic medical advice and prescribe birth control.

Juneau Youth Services - Provides a mental health clinician to our school 2 days per week. In addition they make a coordinated effort to offer wrap-around services for students that are also in their care.

Christine INC - Provides a person for 3 hours per week who acts as a social worker and helps students navigate systems and fill out paper work for Denali Kid Care, WIC, housing, child care, or making medical appointments.

AWARE - Provides social-emotional group support and classroom guidance helping students identify healthy relationships and positive self-esteem.

Classroom Connections

Casey Foundation - Provides teaching assistance for a Financial Literacy class.

Goldbelt Heritage Foundation - Provides financial support to offered place-based learning opportunities. They have also provided opportunities for staff professional development related to place-based instruction and Native Ways of Knowing.

Sealaska Heritage Foundation - Provides curriculum support for place based education.

Montessori Borealis Facility Program Summary



Updated January, 2011

I. PURPOSE & BACKGROUND

This document is an overview of the facility needs for the Juneau School District's Montessori program. It is an update to a document originally prepared in 2006 and presented to the School District staff and Facilities Committee in 2006 and 2007. It has been developed as an overview of facilities needs. It is a starting point to begin a dialog with teachers, families, and the JSD Administration, ultimately growing into a complete Facility Plan that would be considered for adoption by the School Board and Educational Specifications that would be submitted to the Alaska Dept of Education & Early Development for funding purposes.

The desired outcome is to renovate the Marie Drake school building so as to serve as the permanent home for Montessori Borealis. It is recognized that Yaakoosgé Daakahídi has also been assigned to Marie Drake for their permanent facility, so we look forward to collaborating with teachers, parents, students, and administrators to develop Marie Drake into a 21st century learning environment that supports success for both programs.

The vision for Montessori Borealis is to be a comprehensive single school that will incorporate Children's House (age 3) through Adolescence (age 15). It is expected that growth toward this vision will continue to be thoughtful and gradual. The total program capacity is expected to be approximately 180 students (enrollment total for grades K-9 = 150 students), in the following groupings:

Children's House: 2 classes @ 20 = 40 children (ages 3-6)

Elementary: 4 classes @ 23 = 92 children (ages 6-12)

Adolescent: 1 group of 45 children (ages 12-15)

Montessori has been part of the Juneau School District since 1994. The program is in high demand with enrollment waiting lists each year. It is recognized as a valuable contribution to Juneau's commitment to public school choice. It has grown steadily from the 28 children who first enrolled in grades 1-4 to the current 2010-11 school year enrollment of 130 for grades 1-8. Enrollment includes four elementary classes for grades 1-6 and two adolescent classes for grades 7 and 8. During the 2005-06 school year, Montessori Borealis had a 9th grade pilot program that had both challenges and successes. At the time, the lack of a permanent facility and the administrative difficulties of offering high school coursework resulted in discontinuation of the 9th grade until those hurdles could be addressed. It is the intent of Montessori Borealis to expand to include the 9th grade (age 15) as soon as the stability of the program is established.

The incorporation of Children's House (ages 3-6) is also part of the Montessori Borealis long term plan. There are 10 children attending Kindergarten at Juneau Montessori School, a non-profit organization that includes ages 18months to 6 years. For more than a decade, Montessori Borealis' goal has been to incrementally develop a comprehensive, authentic public Montessori school under one roof for ages 3 through 15.

II. PROGRAM OVERVIEW¹

Montessori education is a flow experience; it builds on the continuing self-construction of the child from early years through adolescence. Throughout the world, Montessori schools are divided into multi-age classrooms: Children's House (aka preschool) for ages 3 to 6, Lower and Upper Elementary for ages 6 to 9 and 9 to 12, and Middle School (aka Adolescent) for ages 12

1. Portions of the following section were excerpted from information published by the North America Montessori Teachers Association, www.montessori-namta.org.

to 15. The prepared environments of each level introduce an uninterrupted series of learning passages, a continuum. It is essential that the school facilities provide for ongoing opportunities for the continuum to be experienced. Although their specific needs will vary depending on the developmental levels, there is a need for Montessori children to be in the presence of complete age continuum so they can understand where they have been and where they are yet to go in their educational experience.

The prepared environments are carefully designed to reflect the natural learning characteristics of the child at each stage of development. The curricular materials and the role of the teacher in the classroom form the basis for all design standards of the school. For example, independent activity constitutes about 80% of the work while teacher-directed activity accounts for the remaining 20%. This means that classrooms must be set up for individual and small group work, but also allow for group presentations and discussions.

The classroom environments enable children to perform various tasks that induce thinking about relationships. The prepared environment also offers practical occasions for introducing social relationships through free interaction. The logical, sequential nature of the environment provides orderly structures that guide discovery. Every aspect of the curriculum involves creative invention and careful, thoughtful analysis. In viewing learning outcomes at each Montessori level, “why and how” students arrive at what they know is just as important as what they know.

The prepared environment is Dr. Maria Montessori's concept that the environment can be designed to facilitate maximum independent learning and exploration by the child. There is a variety of activity as well as a great deal of movement. In a preschool classroom, for example, a three-year-old may be washing clothes by hand while a four-year-old nearby is composing words and phrases with letters known as the movable alphabet, and a five-year-old is performing multiplication using a specially designed set of beads. In an elementary classroom, a small group of six- to nine-year old children may be using a timeline to learn about extinct animals while another child chooses to work alone, analyzing a poem using special grammar symbols. Sometimes an entire class may be involved in a group activity, such as storytelling, singing, or movement.

In the adolescent classroom, one can observe students working individually or in small groups as they work on a variety of diverse curricular topics and tasks. Middle school ushers in a new level of independence that is provided for in the Montessori environment by increasing activity from the point of view of work level, choices, and planning. The learning environment expands substantively, responding to the developmental needs of the adolescent to form their personal values in conjunction with current events, home life, or community activities. Service programs such as working in a soup kitchen, gardening as a community venture, and apprenticeships or mentor-ships in the workplace are part of the comprehensive program that gives the adolescent a combined vocational and liberal arts curriculum with a particular emphasis on economic enterprise. Adolescents are often learning beyond the traditional four walls of a classroom, experiencing their community and natural environment through a unique blend of freedom and self-discipline.

III. CORE FACILITY COMPONENTS

The physical and psychological connections between spaces and the relationship of classrooms to the larger school are equally important as the classrooms themselves. Walls between spaces

need to be “soft” in that they need transparency (eg windows), and need to encourage openness and movement. This often means that perceived barriers are more effective than hard walls. The traditional classroom space that opens through a single door to a wide hallway is not an effective design. Rather, Montessori schools need spaces that can open to one another via moveable walls, use glass to maintain visual control while offering acoustical isolation, and are multi-purpose in nature.

In addition to the basic classroom spaces, the following components of the Core Facility must be designed for use by Montessori Borealis students, and scheduled cooperatively with others in the larger school building such as Yaakoosgé Daakahídi.

- **Gymnasium:** Physical education classes are offered to all of the Montessori Borealis children. Storage for PE equipment is also needed. The gym is also used for large community events and after-school activities, so it should be designed to accommodate a variety of mixed uses.
- **Commons/Performance Area:** Use of a Commons space is needed for daily gathering, performances, and school-wide projects (eg Artists in the Schools) that occur approximately once per month. Seating for at least 200 is needed to accommodate all students and staff.
- **Library:** A library is needed for library skills development, research, and access to reference materials. The library space can be shared with Yaakoosgé Daakahídi, but needs to be accessible throughout the school day, so all Montessori Borealis children can access materials when they are needed.
- **Music Room:** A music room is needed to offer instruction and rehearsal for Montessori students in grades 1-9. Children’s House incorporates music into the classroom environment. Lower elementary music curriculum includes vocal and beginner level percussion and wind (recorder) instruction as a large group. The Upper elementary program includes vocal and instrumental instruction in a group setting, and the adolescents have music ensembles and small group instrumental instruction. Secure storage space for instruments and music is needed. An acoustically isolated practice room is desirable, adequately sized for up to 4 students. The Music Room can be shared with Yaakoosgé Daakahídi.
- **Projects Space:** Montessori education incorporates an extensive amount of hands-on learning through projects. Flexible, multi-purpose space is needed for arts & crafts projects, cooking, sewing, model building, and science experiments.
- **Storage Spaces:** Storage space is needed for equipment, supplies, and small furniture items that are not used year-round.
- **Outdoor Spaces:** Montessori children do not have scheduled morning recess time, but do need access to a school playground and ball fields on a daily basis for afternoon recess and for special events. It is essential that the Adolescent Program have a natural landscape available for a variety of program activities. Referred to as “Land Experiences,” this core curricular component must be within short walking distance to the school building facility to be usable within the framework of a school day. Lands may include wetlands, forest, rivers, streams, glacier, and/or ocean. On-site facilities that support outdoor projects such as gardening are very useful in supplementing the Land Experiences.

Montessori Borealis requires use of other standard school site amenities such as parking, loading zones, garbage dumpsters, etc.

IV. DESIGN CONSIDERATIONS

The essential design considerations for each developmental level (Children's House, Elementary, and Adolescent) are presented below. It is expected that these will be developed more thoroughly during the Facility Planning process.

A. Children's House Classrooms.

The program requires flexible, open classroom spaces, approximately 1,200 sf each room. Built-in casework must be limited to allow the classroom to be arranged with shelving, loose furniture, and specialized equipment. Alcoves, nooks, and low window seats are very desirable, but must be designed thoughtfully to be effective. A sink that is mounted at child use height is required. A small, under counter refrigerator and a small microwave oven are desirable. Lighting should be capable of being adjusted to a variety of levels. Storage for classroom supplies is needed. Natural light and operable windows are essential.

"Cubbies" (storage space for children's personal belongings) are required. Cubbies must be large enough to hang winter coats or snowsuits, and store boots, lunch boxes, and small day-packs. The most desirable location for personal storage for the Children's House is immediately inside the main door to the classroom, in a recessed area (alcove). Sufficient area for seating (either on benches or the floor) is necessary. Cubbies must be open and must be designed to allow wet clothing and boots to dry without creating puddles.

In the classroom, children choose to work at tables or on the floor. Many activities require large lay-out areas, which makes floor work necessary. The floor surfaces must be comfortable and beautiful. Radiant slab heating is most desirable; heating and ventilating systems that produce a high degree of air movement within 12 inches of the floor are not desirable as they result in a very uncomfortable environment. A door connecting the classroom directly to the outside is necessary to allow the children to move between indoors and outdoors in an unrestricted manner. The outdoor area is an extension of the indoor classroom space and will host a variety of child-centered activities including gardening and nature exploration. This area does not replace the need for a large muscle play area such as a gymnasium. The outdoor area immediately outside of the door should be fenced to maintain safety and a sense of ownership for the classroom. Such outdoor space could be shared between multiple Children's House classrooms.

A single (unisex) toilet room is desired in each classroom. If this is not possible, then toilet rooms must be located in very close proximity to the classrooms. All fixtures must be mounted at low heights to accommodate easy use by 3-6 year old children.

B. Elementary Classrooms.

Similar to the Children's House, the elementary classrooms must be flexible and open, and approximately 1,050 sf each room, per Juneau School District elementary Educational Specifications. Built-in casework must be limited to allow the classroom to be arranged with shelving, loose furniture, and specialized equipment. Alcoves, nooks, and low window seats are

very desirable, but must be designed thoughtfully to be effective. Window seats, for example, (if used) would be several inches higher for elementary children than pre-schoolers. A sink in each classroom is required. A small, under counter refrigerator and a small microwave oven are required because elementary children each lunch in the classroom. Lighting should be capable of being adjusted to a variety of levels. Storage for classroom supplies is needed. Natural light and operable windows are essential.

Cubbies for elementary children need to be larger than for pre-schoolers, but serve the same basic function. The most desirable location for personal storage for the elementary children is immediately outside of the main entrance to the classroom, in a recessed area (alcove). Sufficient area for seating (either on benches or the floor) is necessary. Lockers with closing doors (locks not required) are most desirable. Consideration should also be given to drying out wet clothing and boots.

A door connecting the classroom directly to the outside is necessary to allow the children to move between indoors and outdoors in an unrestricted manner. The outdoor area is an extension of the indoor classroom space – it is a “learning landscape” that provides a setting for many different experiences and connects with the greater outdoor world. The elementary children need nearby (within walking distance) access to natural features such as wetlands, forests, and streams for a variety of studies.

At least two classrooms must be capable of opening up to form one larger space for large group activities. Isolated, individualized rooms are not desirable for the elementary program. A well-designed “open plan” that recognizes a variety of activities and addresses acoustical challenges is most desirable. A good example of such as school is the recently renovated Chugach Optional Elementary School in Anchorage, AK (see Appendix A).

C. Adolescent Classrooms:

The Adolescent Montessori Program (AMP) is distinctly different from the elementary and Children’s House environments that proceed it, yet there is an important connectivity between the age groups that must be physically and psychologically strong. Consideration should be given to a separate entrance and separate toilet rooms for the AMP.

The AMP requires a large group space for all students to gather, make presentations, and receive limited group instruction. It is not necessary for the large group space to be an enclosed room. Large group gathering occurs at least once per day, but if properly designed and scheduled, this important part of the program can occur in a shared space such as a Commons area, multi-purpose room, large art or music room, or similar space that is connected to other AMP instructional spaces. Furniture and furnishings for the large group area must be flexible and easy to set up/take down. Comfortable folding or stackable chairs and light weight folding tables, for example, are desirable - storage must be immediately adjacent. The large group area must have technology infrastructure adequate for presentations and connections to the outside world. This includes projector, computer connections (including internet and DVD player), electrical power, television monitor (with satellite hook-up access), sound distribution system (including CD/MP 3 player), and conferencing telephone.

AMP also requires access to a variety of specially designed spaces for curricular activities: science lab, workshop, performance space, art room, cooking, fiber arts (sewing), and music, as well as academic lesson rooms that need to be located adjacent or very near to a flexible group space. The two academic lesson rooms need to be approximately 1000 s.f. and must be

configured to allow them to be divided in half (for a total of 4 small instructional spaces) with a high quality acoustical movable wall (eg. DZ School classrooms). Each of the academic lesson rooms should be configured for science instruction, with sinks, secure storage for chemicals and supplies, and specific instructional features for the science curriculum.

A flexible “wet” area can be designed to serve multiple uses for art and life skills (cooking, handcrafts, etc) and should be connected to, or part of, the multi-use projects space. The wet space needs to be sized to adequately serve at least 20 students at a time. The space will be programmed for art or life skills uses, allowing the space to be easily converted to serve the specific learning activities. It requires a large deep sink for art clean-up, open storage shelves, 6 cooking stations (oven, stove, microwave, sink), 1 large refrigerator, 1 freezer, 1 dishwasher, lockable case work, and flexible furniture. The Adolescents are expected to use the cooking area to prepare a group breakfast approximately once per week. The Upper Elementary children will use the cooking facilities to prepare lunch approximately once per week, and periodically to prepare special meals.

A multi-use work space is needed to support AMP’s project based curriculum. The activities for this space include: constructing models from wood and cardboard, small handcrafts, construction projects such as planter boxes for gardening program, fiber arts & crafts, multi-media art projects, and modest drama production sets. Capacity for this space would be approximately 25 students at a time. The workshop must have a variety of hand tools and small power tools for woodworking, portable sewing machines, sergers, 3 table looms, and hand tools for fiber arts, Lockable storage and durable, simple finish surfaces are desired. The shop must have appropriate ventilation equipment and be designed for safety of beginner level students.

Lockers or Cubbies for adolescent students may be similar to those for the elementary children, but larger. The most desirable location for personal storage for adolescents is adjacent to the large group area, if it is a dedicated space for Montessori Borealis. Adolescents come and go from their personal space more often than other aged children. Their personal gear includes rain gear and boots year-round, and an adult-size daypack. Lockers with closing doors (locks not required) are most desirable. Consideration should also be given to being able to dry out wet clothing and boots.

D. Communal (Shared) Facilities:

In addition to classrooms, Montessori Borealis requires shared facilities that are communal for the Montessori program, but not necessarily shared with others using the Core Facility. These include:

- **Warming Kitchen/Staff Lounge:** A warming kitchen with the amenities listed below is needed for service lunch and providing teacher break space. It must be located in immediate proximity to classrooms so that lunch serving can be efficient. It will be used daily. The school will receive and serve lunches and milk from this space. Snacks for the Children’s House students will be prepared in the kitchen and served in the classrooms. Montessori Borealis staff will use the kitchen as a break room, and parents and community volunteers will use it as a gathering space. Needed equipment includes:

Large residential style range, oven, and ventilation hood
Microwave oven
Large residential refrigerator with freezer
Dishwasher

Milk storage refrigerator
Double stainless steel sink with disposal
Separate hand washing sink to meet Alaska DEC regulations for food service
Tables and stackable chairs for 10-12
Base and upper cabinets to store dishes, supplies, utensils
Recycling tubs/bins

• **Administration (Office) Space:** A central administration area for the school is required. The office should be located near the entrance of the school, so that parents have easy access to communicate with administration and to pick-up or drop-off documents. It must be a pleasant and welcoming space with natural light (operable windows), sufficient electrical power for modern office needs, and comfortable furniture for workers and visitors. The office must provide for the following activities/tasks:

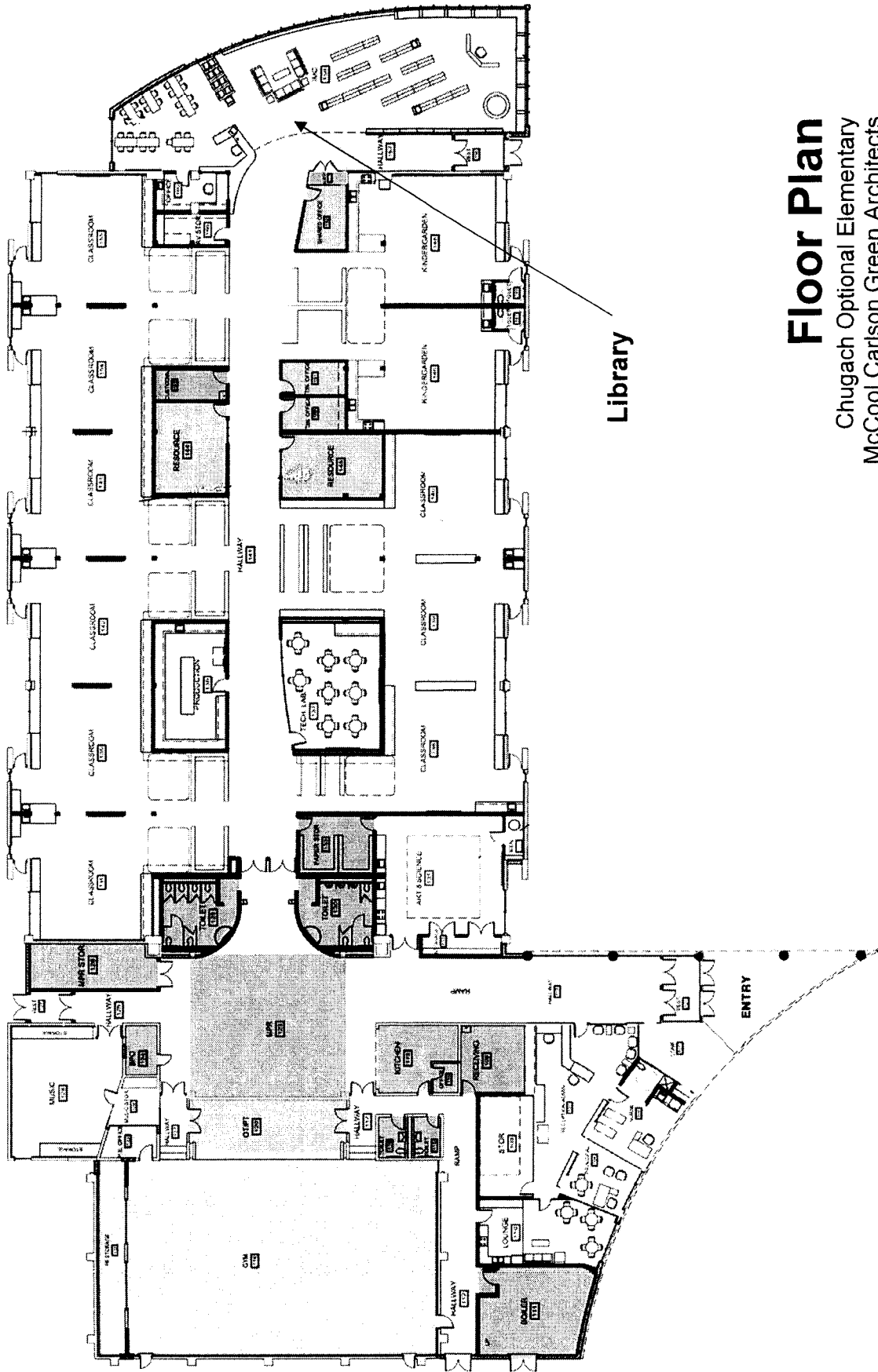
Private office/room for testing, counseling, meeting, etc. for up to 6 people.
Nurse area for sick children
Reception area to seat 3 people
Telephone for public use
Bulletin Board for announcements
Resource Center/Parent library/information center
Work area for Admin. Assistant (desk, phone, file cabinets, book shelf, computer, tack board, etc.)
Private office for principal (approximately 150s.f., with desk, 2 guest chairs, file cabinets, book shelf, computer, phone, etc.)
Recycling tubs/bins

• **Recycling Storage Center:** The Montessori curriculum is grounded in the concept of responsibility for one's self and others. To this end, a recycling center is an essential facility need. The center must provide for convenient and sanitary bins for recycling aluminum, glass, plastic, tin, newspaper, cardboard, and mixed paper. An area near the outside of the building is needed sufficient to storage recyclables for up to one week. Recyclables are then delivered to the CBJ recycling center. A composting system is also needed to allow appropriate fresh waste to be composted into topsoil for school gardens. All recycling will be managed by Montessori Borealis, with support from parent volunteers.

V. SPACE SUMMARY

The following Space Summary has utilized elements of the Juneau School District's Elementary Educational Specifications (1994) and Juneau Middle School Educational Specifications (1990) where applicable. The table is provided as general information and is expected to expand in greater detail as the Educational Specifications and Schematic Design are developed.

Space	Size	Quantity	Special Features
Children's House Classroom	1,200 s.f.	2	1 unisex toilet room within classroom
Elementary Classroom	1,050 s.f.	4	
Adolescent Classroom	1,000 s.f.	2	Divides in ½ with folding walls; 1 room set up for science
Commons / Gathering	2,000 s.f.	1	Serves 200 students
Music Room	1,200 s.f.	1	
Multi-Purpose Projects Area	1,500 s.f.	1	
Administration Area	900 s.f.	1	
Warming Kitchen/Teacher Lounge	800 s.f.	1	
Recycling Center	150 s.f.	1	
Entry Lobby	300 s.f.	1	Separate school entry



Library

Floor Plan

Chugach Optional Elementary
 McCool Carlson Green Architects



ENGINEERING DEPARTMENT

ATTACHMENT 1

PROFESSIONAL SERVICES CONTRACT MARIE DRAKE PLANNING STUDY Contract No. RFP E14-056

This Agreement is entered into by and between the City and Borough of Juneau, Alaska ("City"), and _____ company name _____ whose address is _____ phone and fax _____ ("Consultant").

Witnesseth:

Whereas, the City desires to engage the Consultant for the purpose of rendering certain professional services, and

Whereas, the Consultant represents that it is in all respects licensed and qualified to perform such services;

Now, Therefore, the parties agree as follows:

1. CONTRACTUAL RELATIONSHIP. The parties intend that an independent Consultant/City relationship will be created by this Contract. City is interested only in the results to be achieved, and the conduct and control of the work will lie solely with the Consultant. Consultant is not considered to be an agent or employee of City for any purpose, and the employees of Consultant are not entitled to any benefits that City provides for City's employees. It is understood that the City does not agree to use the Consultant exclusively. It is further understood that the Consultant is free to contract for similar services to be performed for others while it is under contract with the City.

2. SCOPE OF SERVICE. The Consultant shall carry out in a professional and prudent manner all of the services required by the Contract. These services include all of the services described in Appendix A. Consultant will diligently proceed with the Scope of Services, and will provide such services in a timely manner.

3. PERSONNEL, EQUIPMENT, SUPPLIES, AND LICENSES.

- (A) Except as noted in Appendix A, the Consultant represents that it has or will secure at its own expense all personnel, equipment, and supplies required in performing the services under this Contract.
- (B) All of the services required hereunder will be performed by the Consultant or under its supervision.
- (C) None of the work or services covered by this Contract shall be subcontracted without prior written approval of the Contract Administrator.
- (D) Consultant warrants that it is fully licensed under all applicable local, state, and federal laws to perform the services to be provided hereunder.

4. TIME OF PERFORMANCE. The services of the Consultant are to commence after the execution of the Contract and issuance of Notice to Proceed and Purchase Order. All work shall be completed no later than the time specified in Appendix A. Amendment to this Contract may be made upon mutual, written agreement prior to the contract expiration date.

5. REPORTING. Except as authorized within Appendix A, the City's primary representative for this Contract shall be Catherine Wilkins, AIA. The City Manager shall be an alternate representative. The City shall not be liable for Consultant's expenses incurred in reliance on directions received from any other municipal officer or employee. The Consultant's representative shall be _____.

6. COMPENSATION. The City agrees to pay the Consultant according to the schedule attached as Appendix B. The Consultant's estimated fee schedule is attached to Appendix B.

7. TERMINATION OF CONTRACT FOR CAUSE. If, through any cause, except causes beyond the control of the Consultant, the Consultant shall fail to fulfill in a timely and proper manner its obligations under this Contract; or if the Consultant shall violate any of the covenants, agreements, or stipulations of this Contract, the City shall have the right to terminate this Contract by giving written notice to the Consultant of such termination and specifying the effective date thereof, at least ten days before the effective date of such termination. In that event, all finished or unfinished documents, or other data, in whatever form, prepared by the Consultant under this Contract shall, at the option of the City, become its property, and the Consultant shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and materials, not to exceed the Contract amount.

8. TERMINATION FOR CONVENIENCE OF CITY. The City may terminate this Contract at any time by giving written notice to the Consultant of such termination and specifying the effective date thereof, at least thirty days before the effective day of such termination. In that event, all finished or unfinished documents and other materials as described in paragraph 7 above shall, at the option of the City become its property, and the Consultant will be paid an amount not to exceed the sum set forth in Appendix B for work satisfactorily completed on or before the date of termination, less payments of compensation previously made.

9. CONTRACT AGREEMENT. All parties mutually agreed to the terms of this Contract. The Contract should not be construed in favor of or against any party. This Contract contains the entire agreement between the parties; there are no other promises, terms, conditions, or obligations other than those contained herein; and this Contract shall supersede all previous communications, representations or agreements, either oral or written, between the parties.

10. CHANGES. The City may, from time to time, require changes in the scope of services to be performed under this Contract. Such changes, including any increase or decrease in the amount of the Consultant's compensation, must be mutually agreed upon in writing before they will be regarded as part of this Contract.

11. EQUAL EMPLOYMENT OPPORTUNITY. The Consultant will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin.

12. CONFLICTS OF INTEREST. Consultant agrees that no employee of the City who has exercised or will exercise any authority over the specifications, procurement, supervision or payment for this Contract, and no member of the employee's immediate family, has had or will have any direct or indirect financial interest in this Contract. If the Consultant learns of any such

interest, the Consultant shall without delay inform the City Attorney or one of the officers specified in Paragraph 5.

13. ETHICS. Consultant shall discharge its duties fairly, impartially and maintain a standard of conduct that competently serves the City and the interests of the City. Consultant shall at all times exercise unbiased judgment when performing its duties under this contract.

14. PUBLIC RELATIONS. Consultant shall issue press releases, respond to press inquiries, make public speeches, appear on broadcast media or otherwise engage in public relations regarding the project only with the specific approval of the CBJ Project Manager.

15. ELECTED OFFICIALS. The Consultant shall respond to project-related inquiries from elected officials by providing impartial, factual information, but shall not initiate contact or attempt to persuade an elected official to agree with any viewpoint or to take any official action. The Consultant will promptly notify the Project manager of any request by an elected official for project-related information.

16. ASSIGNABILITY. The Consultant shall not assign any interest in this Contract and shall not transfer any interest in the same without the prior written consent of the City; however, claims for money due or to become due to the Consultant from the City under this Contract may be assigned to a bank, trust company, or other financial institution without approval. Notice of any such assignment or transfer shall be furnished promptly to the City.

17. FINDINGS CONFIDENTIAL. Any information given to or prepared by the Consultant under this Contract which the City requests to be kept as confidential shall not be made available to any individual or organization by the Consultant without the prior written approval of the City.

18. IDENTIFICATION OF DOCUMENTS. All reports, maps, and other documents completed as a part of this Contract, other than documents exclusively for internal use within the City, shall carry a City notation or logo as directed by the City.

19. PUBLICATION, REPRODUCTION, AND USE OF MATERIALS. No services, information, computer program elements, reports or other deliverables which may have a potential patent or copyright value produced in whole or in part under this Contract shall be subject to copyright in the United States or any other country.

If a copyright applies by law to the work produced under this Contract, that copyright will either be signed over to the City or the City will be given unrestricted license to the copyright. The City shall have unrestricted license to publish, disclose, distribute, and otherwise use, in whole or in part, any reports, data, or other materials prepared under this Contract. If this Contract includes architectural and/or engineering design services, any use of the design features or details produced under this Contract on other City facilities will be at the City's risk.

20. RECORDS. During performance and after termination of this Contract, each party shall make available to the other party for inspection and copying, all records, whether external or internal, having any relevance to this Contract.

21. INSURANCE REQUIREMENTS. The Consultant has secured and shall maintain insurance for the risks and in the amounts specified in Appendix C. The Consultant and its insurance carrier waive subrogation against the City, except Workers Compensation and Professional Liability.

**APPENDIX A: SCOPE OF SERVICES
MARIE DRAKE PLANNING STUDY
Contract No. RFP E14-056**

See Scope of Services in RFP .

PERSONNEL: The Consultant's primary personnel for this work will be:

The completion date for this project is _____/

This contract expires on _____, unless an amendment changing this date is fully executed prior to _____.

STANDARD CONTRACT

**APPENDIX B: COMPENSATION
MARIE DRAKE PLANNING STUDY
Contract No. RFP E14-056**

Amount of Payment

Lump Sum

Consultant shall be compensated a lump sum amount of \$_____ for satisfactory performance of all [or specific services] services described in this contract.

Time and Materials

Consultant shall be compensated based on time and materials, a not-to-exceed amount of \$_____ for satisfactory performance of _____ services described in this contract.

Hourly rates shall remain the same for the life of this contract including all amendments, unless the Consultant requests a rate increase. Hourly rate increases may be negotiated on a yearly basis and shall not exceed the percentage increase of the Anchorage Consumer Price Index.

The total Contract amount shall be \$_____

Method of Payment

Monthly Payable within 30 days of receipt of an invoice approved by the project manager and progress report stating the amount of services completed.

Consultant Invoice Requirements

- Itemized invoices must be submitted that indicate the services performed.
- Invoices for this contract must be submitted separately from invoices for services performed under any other contract(s).
- Invoices must include the CBJ Contract Number and Purchase Order numbers.

Compensation Based on Time and Materials

If compensation is based on time and materials, the following shall apply:

Compensation shall be computed based on the hourly billing rates, approved by the CBJ Project Manager, times the actual number of hours spent in the performance of services. The hourly billing rate for each employee is the amount to be paid to the Consultant, and is full compensation for all salary, benefits, taxes, overhead and profit. There shall be no additional compensation for overtime, weekend, or holiday work.

Compensation for subconsultants shall be equal to the amounts actually paid to sub-consultants hereunder plus a negotiated mark-up percentage.

Compensation for expenses shall be an amount equal to reimbursable expenses approved in advance by the CBJ Project Manager, necessary and reasonably incurred and actually paid by

the Consultant in the performance of the services hereunder. No markup allowance is allowed. Reimbursable expenses are expenses that are unique to the performance of the services under the Contract and generally contemplate the purchase of outside ancillary services, such as mailing and delivery charges for submittal of drawings, specifications and reports, long distance telephone calls, rentals of equipment, travel and local transportation, meals and lodging on overnight trips.

Reimbursable expenses do not include expenses that are usually and customarily included as part of the Consultant's overhead. For the purposes of this Agreement reimbursable expenses do not include amounts for typing, utilization of computer systems, computer aided design and drafting (CADD), cameras, recording or measuring devices, flashlights and other small, portable equipment, safety supplies, phones, telephone calls, electronic messaging including FAX, Telex and telegrams, or expendable office supplies. Unless otherwise indicated, required insurance is not a reimbursable expense.

The Consultant shall obtain the CBJ Project Manager's written approval prior to making expenditures for reimbursable expenses in excess of \$500 per specific expenditure and for all overnight trips which are reimbursable expenditures as set forth above. The Consultant shall substantiate all billings for reimbursable expenses in excess of \$25 with receipted bills and provide said receipts with the appropriate billing.

The Consultant shall keep, and cause any sub-consultants to keep, daily records of the time spent in the performance of services hereunder by all persons whose billing rates will be the basis for compensation as well as records and receipts of reimbursable expenditures hereunder. Failure to do so shall be a conclusive waiver of any right to compensation for such services or expenses as are otherwise compensable hereunder.

The CBJ shall have the right to inspect all records of the Consultant, and of any sub-consultants, pertaining to this project. Records shall be maintained by the Consultant and sub-consultants for a period of three years after completion of services.

When travel is necessary as part of the professional services to be provided, the following shall be followed:

- ◆ Airline tickets should be purchased at the 14 day advanced purchase price. The CBJ will not pay for First Class travel. Any deviation shall be approved in writing in advance by the CBJ Project Manager.
- ◆ Per diem meal allowance shall be: \$50.00 (\$10.00 for breakfast, \$15.00 for lunch and \$25.00 for dinner).
- ◆ The Consultant shall stay at the hotel with a daily rate not to exceed \$125.00.
- ◆ Travel agent fees, tips, alcohol or bar tabs shall not be paid by the CBJ.
- ◆ Car rental, parking, and taxi fees shall be reasonable and not excessive. This reimbursement is for services in Juneau only. Parking fees, etc. outside of Juneau will not be reimbursed.

APPENDIX C: INSURANCE REQUIREMENTS
MARIE DRAKE PLANNING STUDY
Contract No. RFP E14-056

The Consultant must provide certification of proper insurance coverage or binder to the City and Borough of Juneau. The certificate of insurance supplied to the City shall state that the City is named as “**Additional Insured for any and all work performed for the City & Borough of Juneau.**” The Additional Insured requirement does not apply to Professional Liability and Workers Compensation insurance. Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions. The City no longer requires certificates of insurance referencing project names and contract numbers. Proof of the following insurance is required before award:

Commercial General Liability Insurance. The Consultant must maintain Commercial General Liability Insurance in an amount it deems reasonably sufficient to cover any suit that may be brought against the Consultant. This amount must be at least one million dollars (\$1,000,000.00) per occurrence, and two million dollars (\$2,000,000.00) aggregate.

Professional Liability Insurance. The Consultant must maintain Professional Liability Insurance in an amount not less than one million dollars (\$1,000,000.00) aggregate to protect the Consultant from any claims or damages for any error, omission, or negligent act of the Consultant, the Consultant’s firm and employees. This requirement applies to the Consultant’s firm, the Consultant’s subcontractors and assignees, and anyone directly or indirectly employed to perform work under this contract.

Workers Compensation Insurance. The Consultant must maintain Workers Compensation Insurance to protect the Consultant from any claims or damages for any personal injury or death which may arise from services performed under this contract. This requirement applies to the Consultant’s firm, the Consultant’s subcontractors and assignees, and anyone directly or indirectly employed to perform work under this contract. The Consultant must notify the City as well as the State Division of Workers Compensation immediately when changes in the Consultant’s business operation affect the Consultant’s insurance status. Statutory limits apply to Workers Compensation Insurance. The policy must include employer’s liability coverage of one hundred thousand dollars (\$100,000.00) per injury, and five hundred thousand dollars (\$500,000.00) policy limits.

Comprehensive Automobile Liability Insurance. The coverage shall include all owned, hired, and non-owned vehicles to a one million dollar (\$1,000,000.00) combined single limit coverage.

Each policy shall be endorsed to waive all rights of subrogation against the City by reason of any payment made for claims under the above coverage, except Workers Compensation and Professional Liability.