Bond Reimbursement and Grant Review Committee Work Session Agenda

March 19, 2020, Thursday
2:00pm - 4:00pm

Teleconference – School Finance Conf. Room
801 W. Tenth Street, Juneau, Alaska

Audio Teleconference available through free online WebEx application.
Join Online -- Meeting Number: 802 534 222 Password: BRGR
Join via Phone – 1-650-479-3207 Call-in toll number (US/Canada) Meeting: 802 534 222 Password: 2747

Chair: Heidi Teshner

Thursday, March 19, 2020

Agenda Topics

2:00 – 2:05 PM	Committee Preparation • Call-in, Roll Call, Introductions • Chair's Opening Remarks
2:05 – 3:55 PM	*CIP Application, Instructions,* and *Guidelines for Raters* -- Discussion • Sec. 9 Preventative Maintenance Narratives Matrices • Q.8a Emergency Scoring for Imminent Danger (Environmental) Briefing Paper – Premature System Failure in Matrix for Application Question 4a "Code deficiencies / Protection of structure / Life safety"
3:55 – 4:00 PM	Committee Member Comments
4:00 PM	Adjourn

Revised Guidelines for Raters: Preventive Maintenance Narrative Matrices

C O V E R M E M O

March 11, 2020

Issue

The department seeks committee review of the Preventive Maintenance Narrative Matrices proposed for the *Guidelines for Raters of the CIP Application* prior to incorporating matrices into the draft FY22 CIP Application. The draft FY22 CIP Application will be brought to the committee for further review and approval at its April 14-15, 2020 meeting.

Background

Last Updated/Current Edition
The department brought an initial draft before the committee at the December 12, 2019 meeting.

Summary of Proposed Changes
Current Guidelines for Rater's on PM narratives consist of approximately five bulleted consideration per narrative. The department proposes to more thoroughly develop and explicitly outline department expectations for each point range of a narrative.

Version History & BRGR Review
Drafts of the matrices were presented to the committee at the following meetings:
December 12, 2019 – initial presentation.

BRGR Input and Discussion Items

Validation Options
1) Approve for use in FY22; solicit feedback at December meeting.
2) Seek district/public comment prior to implementation.
3) Test clarity and applicability with an in-house scoring exercise.
4) Other?

District Preventive Maintenance and Facility Management Matrix Drafts

Below is a proposed draft for discussion on the development of a matrix to incorporate into the *Guidelines for Raters of the CIP Application*. For ease of reference, all portions of the existing application and support materials have compiled relative to each question.

Sec. 9 District preventive maintenance and facility management (60 points possible)

Application

Ensure that documents related to the district's maintenance and facility management program have been provided with district CIP submittals. Include management reports, renewal and replacement schedules, work orders, energy reports, training schedules, custodial activities, and any other documentation that will enhance the requirements listed in the instructions. Include the following documents:

Instructions

AS 14.11.011(b)(1) and 4 AAC 31.011(b)(2) require each school district to include with its application submittals a description of its preventive maintenance program, as defined by AS 14.11.011(b)(4), AS 14.14.090(10), and 4 AAC 31.013. Refer to Appendix E for details.

The scoring criteria for this area reflect efforts beyond just preventive maintenance. For each element of a qualifying plan outlined in 4 AAC 31.013, documents, including reports, narratives, and schedules, have been identified for eight separate evaluations. These documents will establish the extent to which districts have moved beyond the minimum eligibility criteria and have tools in place for the active management of all aspects of their facility management. The documents necessary for each evaluation are listed below. They are grouped according to the five areas of effort established in statute and are annotated as to the type of evaluation (i.e., evaluative or formula-driven). Refer to the Guidelines for Raters of the CIP Application for additional information on scoring.

Up to 60 points possible for a clear and complete reporting of the district's maintenance program.

Only two sets, one of which may be an electronic copy, should be provided by the district, regardless of the number of submitted applications.

Rater's Guidelines

(Application Questions 9a, 9e-9h; Points possible: 25 evaluative)

Maintenance Management

Application

9a. Maintenance Management Narrative (Up to 5 Evaluative Points)

Instructions

9a. Maintenance management narrative (Evaluative) (up to 5 points available)

Provide a narrative description of the effectiveness of your work order based maintenance management system.

How *effective* is the district's work order-based maintenance management system? How does the district assess the program's effectiveness? Describe the formal system in place that tracks timing and costs as stated in regulation and attach documentation (sample work orders, etc.). Discuss the quality of the program as it is reflected in the submitted formula-driven reports for 9b (i.e., diversity in work types, hours available is accurate, there is a high percentage of reported hours).

Rater's Guidelines

Maintenance Management Narrative

(Application Question 9a; Points possible: 5)

- Does the described program address preventive maintenance as well as routine?
- How well does the program work for each individual school?
- Does the program address all building components? Mechanical, electrical, structural, architectural, exterior/civil?
- Is there evidence supplied which demonstrates that the program is effective?
- Who participates in the program and how does it function?

NEW DRAFT Scoring Criteria	Point Range
Narrative fully describes the maintenance management (MM) program and all of the following: maintenance structure and staffing, the work order program and process including work order classification, tracking, and completion, how work orders are initiated and by whom. Sample work orders showing PM, routine maintenance, and corrective work; includes cost of labor and materials. Work orders are component based (with component ID) and include component-specific checklist of inspections, maintenance and includes method of reporting results into component records for future evaluation, including costs for component. PM work order directions include when minor repairs are made or when corrective work orders are generated. Work orders change type to a deferred status for summer work or into a future CIP project. Component report for a minimum of 10% of main school facilities showing the date of installation and date of scheduled retirement (report must include components from each major building system).	5 points
Narrative fully describes the MM program and all of the following: work orders for PM, repairs, and minor renovations; how work orders are initiated and by whom. Details the process to conclusion including changing type for future CIP. Sample work orders showing PM, routine maintenance, and corrective work; includes cost of labor and materials. Additionally, work orders and records are component-based and includes component ID and can recall work orders by component.	4 points
Narrative fully describes the MM program and all of the following: work orders for PM, repairs, and minor renovations; how work orders are initiated and by whom. Details the process to conclusion including changing type for future CIP. Sample work orders showing PM, repairs, minor work and cost of work orders.	3 points

NEW DRAFT Scoring Criteria	Point Range
Minimal narrative that partially describes the MM program but not all of the following; work orders for PM, repairs and minor renovations; how work orders are initiated and by whom. The process to conclusion including changing type for future CIP. Sample work orders minimally showing PM, repairs, minor work, and cost of work orders.	2 points
Minimal narrative that partially describes the MM program but not all of the following; work orders for PM, repairs and minor renovations; how work orders are initiated and by whom. The process to conclusion including changing type for future CIP. No sample work orders showing PM, repairs, minor work, and cost of work orders.	1 point
No narrative or an abbreviated narrative that provides no information of how the maintenance management program works	0 points

Energy Management

Application

9e. Energy Management Narrative (Up to 5 Evaluative Points)

Instructions

9e. Energy management narrative (Evaluative) (5 points available)

Provide a narrative description of the district's energy management program and energy reduction plan.

Address how the district is engaged in reducing energy consumption in its facilities. Energy management should address energy utilization with the goal of reducing consumption. This objective can be achieved through a number of methods: some related to the building's systems (including regular evaluation of need for commissioning an existing building), some related to the way the facilities are being used. The results of the energy management program should also be discussed.

Rater's Guidelines

Energy Management Narrative
(Application Question 9e; Points possible: 5)

- Is the district engaged in reducing energy consumption in its facilities?
- Is a comprehensive set of methods being used?
- Is the program districtwide in scope?
- Is the program achieving results?
- Is there a method for reviewing and monitoring energy usage?
- Is there a method for evaluating existing facilities' need for commissioning?

NEW DRAFT Scoring Criteria	Point Range
Narrative provides complete description of program, including purpose/ mission, roles/responsibilities, occupant comfort and safety, scope of effort, and accountability/incentives. Show that the program tracks energy usage by facility and calculates energy use—by type—per square foot by facility over the prior five years. Further shows how this is used to prioritize energy efficiency projects. Provides an energy management guideline or manual covering the items above which is made available to district staff in electronic or print medium. Narrative provides discussion of recent energy projects and shows how much energy usage is avoided; energy records prove savings. As supported by narrative, district utilizes CMMS to provide power monitoring and sub-monitoring with histories and alarms that notify when usage is outside of scheduled.	5 points
Narrative provides complete description of program, including purpose/ mission, roles/responsibilities, occupant comfort and safety, scope of effort, and accountability/incentives. Provides an energy management guideline or manual covering the items above. Also provides a description and examples of how energy use—by type—per square foot, is used to plan energy projects. Application includes the complete set of energy records was provided for Q.9x. District energy management program has a calculated energy use—by type—per square foot for all facilities for prior five years.	4 points
Narrative provides complete description of program including purpose/ mission, roles/responsibilities, occupant comfort and safety, scope of effort, and accountability/incentives. Application includes the complete set of energy records required for Q.9x.	3 points
Narrative has some useful description of program but is not complete. Application includes the complete set of energy records required for Q.9x.	2 points
Narrative with some useful description of program but is not complete; complete set of energy records not provided. OR No narrative, but complete set of energy records was provided.	1 point
No narrative or an abbreviated narrative with no useful description of program. No energy records	0 points

Custodial Program

Application

9g. Custodial Narrative (Up to 5 Evaluative Points)

Instructions

Provide a narrative description of the district's custodial program and evidence to show it was developed using data related to inventories and frequency of care.

Minimal custodial programs do not have to be quantity-based nor time-based relative to the level of care. Quality custodial programs take both these factors into account and customize a custodial plan for a facility on the known quantities and industry standards for a given

activity (e.g., vacuuming carpet, dusting horizontal surfaces, etc.). Describe how the scope of custodial services is directly related to the type of surfaces and fixtures to be cleaned, the quantity of those items, and the frequency of the care for each. Describe how the district has customized its program to deal with different surfaces and care needs on a site-by-site basis.

Rater's Guidelines

Custodial Narrative

(Application Question 9f; Points possible: 5)

- Is the district's custodial program complete?
- Is custodial program based on quantities from building inventories and frequency of care based on industry practice?
- Has the district customized its program to be specific to each facility?
- Is the program districtwide in scope?
- Is the program achieving results?
- (NEW) Is the written custodial plan(s) attached?

NEW DRAFT Scoring Criteria	Point Range
Narrative with full description of program including purpose/mission, staffing, roles/responsibilities, worker and occupant safety, general duties, and inspection/verification. Written custodial plans that are specific to each facility and provides for tasks divided per individual custodial position. No less than two facility examples, unless district operates only one facility. The plan includes a designated person or position tasked with back check and inspection of quality of custodial performance no less than once a month (preferably not someone from the facility) and records findings for future training and quality assurance. Application includes sample copies of inspection reports including photographs.	5 points
Narrative with full description of program including purpose/mission, staffing, roles/responsibilities, worker and occupant safety, general duties, and inspection/verification. Written custodial plans that are specific to each facility and provides for tasks divided per individual custodial position. No less than two facility examples, unless district operates only one facility.	4 points
Narrative with full description of program. Written custodial plans that are specific to each facility. No less than two facility examples, unless district operates only one facility.	3 points
Narrative with some useful description of program but is not complete. Written custodial plan that is general in nature and not site specific.	2 points
Narrative with some useful description of program but is not complete. OR Written custodial plan that is general in nature and not site specific.	1 point
No narrative or abbreviated narrative with no useful description of program. No written custodial plan.	0 points

Maintenance Training

Application

9h. Maintenance Training Narrative (Up to 5 Evaluative Points)

Instructions

9h. Maintenance training narrative (Evaluative) (5 points available)

Provide a narrative description of the district's training program including, but not limited to: identification of training needs, training methods, and numbers of staff receiving building-system-specific training in the past 12 months. In addition to the narrative description, provide a copy of the district's training log for the past year. The training log should include the name of the person trained, the training received, and the date training was received. Districts utilizing a computerized maintenance management system can track training and job shadowing activities through work orders and labor hours.

Training may include on-the-job training of junior personnel by qualified technicians on staff. For systems or components that are scheduled for replacement, or have been replaced as part of a capital project, manufacturer or vendor training could be made available to the maintenance staff to attain these goals and objectives. In-service training as well as on-line training could be provided for the entire staff. Safety and equipment specific videos are also an inexpensive training resource.

Rater's Guidelines

Maintenance Training Narrative

(Application Question 9g; Points possible: 5)

- Does the program address training and on-going education of the maintenance staff?
- Are maintenance personnel being trained in specific building systems?
- Are training schedules attached?
- How is training recorded?
- How is effectiveness measured?

NEW DRAFT Scoring Criteria	Point Range
Narrative discusses entire training plan that includes: identification of training needs, training methods, and numbers of staff receiving building-system-specific training, annual training planning by individual, overall training plan that includes distinction between HR/OSHA training from maintenance/custodial, recording and planning of training is logged. Training is recorded both by individual and by course. Training logs show past and future individual training that shows compliance by individuals and separates custodial/maintenance from HR/OSHA training. Effectiveness of the training program is assessed, at a minimum, by which scheduled training actually occurred.	5 points

NEW DRAFT Scoring Criteria	Point Range
Narrative provides complete description of maintenance training plan that includes: identification of training needs, training methods, and numbers of staff receiving building-system-specific training, annual training planning by individual, overall training plan. Narrative shows the district plans training in advance per individual for their training needs. Training logs show primary focus on maintenance and custodial training, reports separately from HR/OSHA training.	4 points
Narrative describes the program completely. Training logs show primary focus on maintenance and custodial training, reports separately from HR/OSHA training.	3 points
Narrative with some useful description of program but not complete. Training logs with minimal maintenance or custodial training, primarily HR/OSHA training. *Training Logs with only HR/OSHA training can never exceed 1 point.	2 points
Narrative with some useful description of program but not complete. OR Training logs with no actual maintenance or custodial training. Only HR/OSHA training. *Training Logs with only HR/OSHA training can never exceed 1 point.	1 point
No narrative or abbreviated narrative with no useful description of program. No training logs	0 points

Capital Planning (Renewal & Replacement)

Application

9i. Capital Planning Narrative (Up to 5 Evaluative Points)

Instructions

9i. Capital planning narrative (Evaluative) (5 points available)

Provide a narrative giving evidence the district has a process for developing a long-range plan for capital renewal.

Discuss the district's process for identifying capital renewal needs. Renewal and replacement schedules can form the basis for this work, but building user input should also be considered. It is important to move the capital planning process from general data on renewal schedules to actual assessments of conditions on site. This helps to validate the process and allows the district to create capital projects that reflect actual needs. A final step would be to review the systems needing replacement and to organize the work into logical projects (e.g., if a fire alarm and roof are confirmed to be in need of renewal, they may need to be placed in separate projects versus renewal of a fire alarm and lighting which could be effectively grouped in a single project).

Rater's Guidelines

Capital Planning Narrative

(Application Question 9h; Points possible: 5)

- Does the district have a process for identifying capital renewal needs?
- Are component/subsystem replacement cycles identified and used?
- Does the system involve building occupants and users?
- Are renewal schedules comprehensive and vetted for credibility?
- Are systems up for renewal grouped into logical capital projects?
- Does review of projects on six-year plan show evidence of use of capital planning process, including renewal and replacement scheduled.

NEW DRAFT Scoring Criteria	Point Range
Narrative completely discusses the program including: renewal and replacement (R&R) schedules, building user input, on-site condition assessments, and organizes the work into logical projects. R&R or Facility Condition Index (FCI) documents provided for all required facilities, are component based, and components of systems are used in planning for capital projects. Includes a process for selecting CIP projects, including: 1) component tracking of work orders and costing; 2) work orders coded to future projects and tracked; 3) annual review of work orders coded to projects and includes a review process to confirm need; 4) project review includes listing as in-house and CIP.	5 points
Narrative completely describes the program and R&R/FCI documents provided for all required facilities, are component based, and components of systems are used in planning for capital projects.	4 points
Narrative completely describes the program and R&R/FCI documents provided for all required facilities.	3 points
Narrative with some useful description of program but is not complete. Provided R&R/FCI documents for all required facilities	2 points
Narrative with some useful description of program but is not complete; R&R/FCI documents not provided for all required facilities. OR No narrative, but provided R&R/FCI documents for all required facilities.	1 point
No narrative or abbreviated narrative with no useful description of program. Lacks R&R/FCI documents for all required facilities.	0 points

Emergency & Environmental Threats

C O V E R M E M O

March 11, 2020

Issue

The department seeks committee input on the topic of addressing the scoring of potential emergency or other issues due to environmental factors, e.g. warming permafrost or erosion, within the CIP application process.

Background

Committee Proposal
Committee Member Dale Smythe offered the following for discussion:

> I would like to propose the addition of scoring for Imminent Danger/Imminent Emergencies (foundation failure from warming permafrost or threat from river erosion)
>
> - Try to define it with time- high potential within one year.
> - Add a level of risk, entire school or one part is threatened
> - Do mitigation measures exist?
> - What is the warning prior to potential event?
> - Potential environmental impacts
>
> I was looking up the definition of Imminent via insurance companies and found this…
> From https://www.insurancejournal.com/magazines/mag-legalbeat/2008/07/07/156597.htm
>
> > In Washington, there are no state court cases interpreting the "collapse" provisions. Two federal courts, applying Washington law, have considered the issue but have reached conflicting results. The leading case in Washington is *Allstate Insurance Company v. Forest Lynn Homeowners' Association*, 892 F. Supp. 1310 (W.D. Wash. 1995). At issue in Forest Lynn was whether the decaying of a condominium's elevated wooden walkways was covered under the "collapse" provisions. At least some of the posts supporting the walkways were experiencing rot and hidden decay, and at least a portion of the walkways needed to be replaced. The policy did not define the term "collapse."
> >
> > Applying Washington law, the District Court held that the collapse provision of the policy was triggered by "any substantial impairment of the structural integrity of a building." It reasoned that requiring the insured to await an actual collapse would be economically wasteful and that insureds would have an incentive to allow the structure to progress to the point of falling down
> >
> > The Ninth Circuit Court of Appeals in *Assurance Company of America v. Wall & Associates LLC of Olympia*, 379 F. 3d 557 (9th Cir. 2004) also declined to adopt a strict interpretation. In that case, the insured installed external insulation that began experiencing problems with water leaking in the building. Extensive testing revealed that the building had decayed and deteriorated as a result of the water intrusion, and there

was no way to tell when, if ever, the insulation would fall. The court noted, but seemingly ignored, the "substantial impairment" test of *Forest Lynn*, and instead followed and adopted the "imminent collapse" test of the California Court of Appeal in *Doheny*.

In Oregon, as in Washington, there are no state court opinions interpreting "collapse" coverage. However, a federal case held that under Oregon law a "substantial impairment" test would be applied. In *Schray v. Fireman's Fund Ins. Co.*, 402 F. Supp. 2d 1212 (D. Or. 2005), the insurer argued for the "imminent collapse" interpretation. The court rejected that argument and, instead, followed the "substantial impairment" line of cases. The court reasoned that requiring a building to fall down before allowing coverage would conflict with the insured's duty to mitigate damages and that "requiring a flatten form or rubble would render some of the coverage illusory."

Summary of Proposed Changes
There are no proposed changes currently before the committee from the department.

BRGR Input and Discussion Items

Status Quo Research
Examine and assess available data to quantify the magnitude of need for change. How many schools are impacted? Are there other funding options and/or entities? Is this a school issue or a community issue? What's the probable impact if no change is made?

Modify Existing Emergency Criteria
If the status quo is unacceptable (i.e., current project prioritization is inadequate to the need) should the proposed changes be made to existing criteria? If so, what kinds of adjustments are legitimate?

Add New Super-emergency Scoring Element
Is the situation and/or condition so unique that it requires its own scoring element? Are there any statutory or regulation constraints?

By: Tim Mearig
Facilities Manager

Phone: 465-6906

For: Bond Reimbursement & Grant Review Committee

Date: March 10, 2020

File: G:\SF Facilities\BR_GRCom\Papers\CIP\Premature System Failure BP_3-10-20.docx

Subject: LS/Code Matrix for Premature Failures

B R I E F I N G P A P E R

Background

Sometimes, for a variety of reasons, building systems and components experience failure before their anticipated life expectancy. The question has come up through the Committee, "Shouldn't the school capital improvement project (CIP) evaluation process focus only on resolving the known condition and be agnostic as to how and why the condition might have occurred?" This paper seeks to frame possible responses to that question and how those responses might alter the process of evaluating and ranking school CIP applications.

Discussion

Support for an affirmative response to this question has included the following rationale:

- Things that are broken need to be fixed so that conditions don't worsen.
- Explanations for premature failure are complex and can't always be equated with improper maintenance.
- Holding current personnel/leadership responsible for conditions or failures that may have resulted from the actions of other is unfair. It is likewise unfair to force students and staff to have to continue to deal with facility issues in order to punish a district.
- Points are already available in other scoring categories for emergency, age of facility. and maintenance practices. This is the category that most specifically deals with the problem itself.
- Renewal and replacement schedules are at best a crude average for life expectancy of systems/components and do not take into account differences due to material properties, local climate, local environment, increased difficulty/cost of service in remote locations, and other factors.
- It is difficult to justify more points due strictly to age of material than current condition/remaining life of material.

Support for a negative response to this question has included the following rationale:

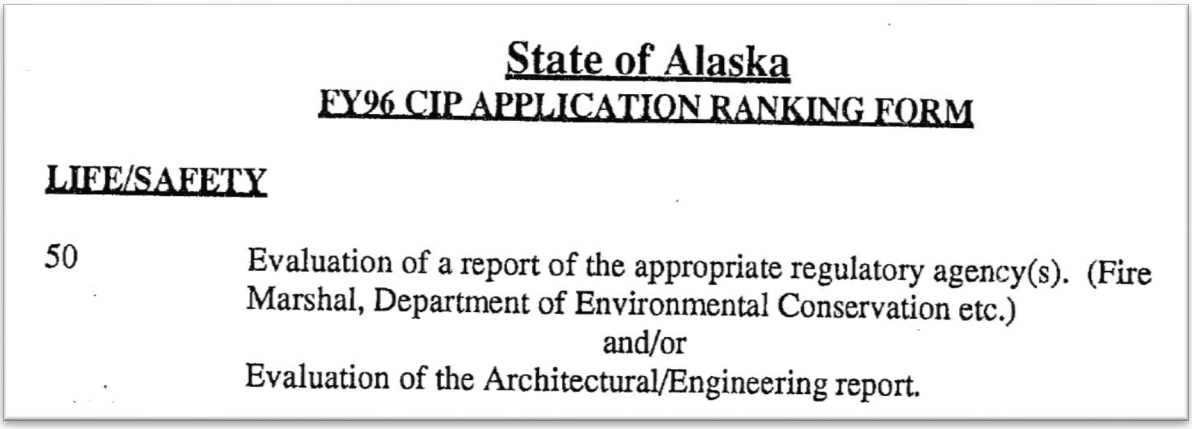
- State resources are limited; committing those resources more frequently than is anticipated is not responsible.
- The state has an arms-length distance in failure response; it does not have a mandate to select products, manage construction, or maintain facilities.
- Priority points are designed to reward best-practice not support questionable practices.

The primary issue in this discussion is the awarding of points which contribute to a priority ranking. Currently, the scoring elements which would touch on the issue of premature system failure are: 1) *Code deficiencies/Protection of structure/Life safety*, and 2) *Emergency Conditions*.

Code deficiencies/Protection of structure/Life safety

Historically, from the formation of the BR&GR Committee and the development of the 'current era' CIP application, this criteria was scored on an evaluative (subjective) basis by individual raters who assessed the seriousness of the condition as presented in the application information. From FY96 to FY21, the point range for a project's combined conditions has consistently been set at 0-50 points. In the early years of this scoring element, the criteria for assigning points was almost exclusively associated with evidence and citations of actual building code violations (see Figure 1).

Figure 1 FY96 CIP Application Ranking Form Excerpt



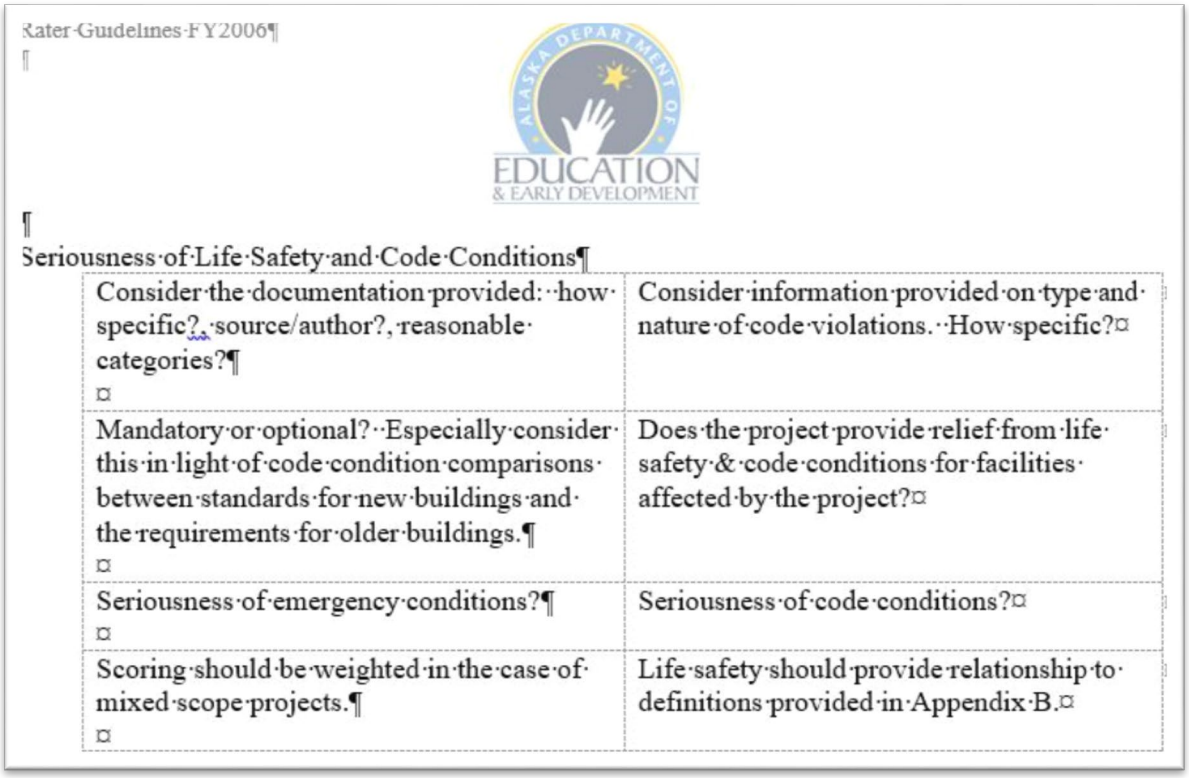
State of Alaska
FY96 CIP APPLICATION RANKING FORM

LIFE/SAFETY

50	Evaluation of a report of the appropriate regulatory agency(s). (Fire Marshal, Department of Environmental Conservation etc.) and/or Evaluation of the Architectural/Engineering report.

This same basic paradigm was established in the application documents through FY16 (ref. Fig. 2 & Fig. 3).

Figure 2 FY06 CIP Rater Guidelines Excerpt

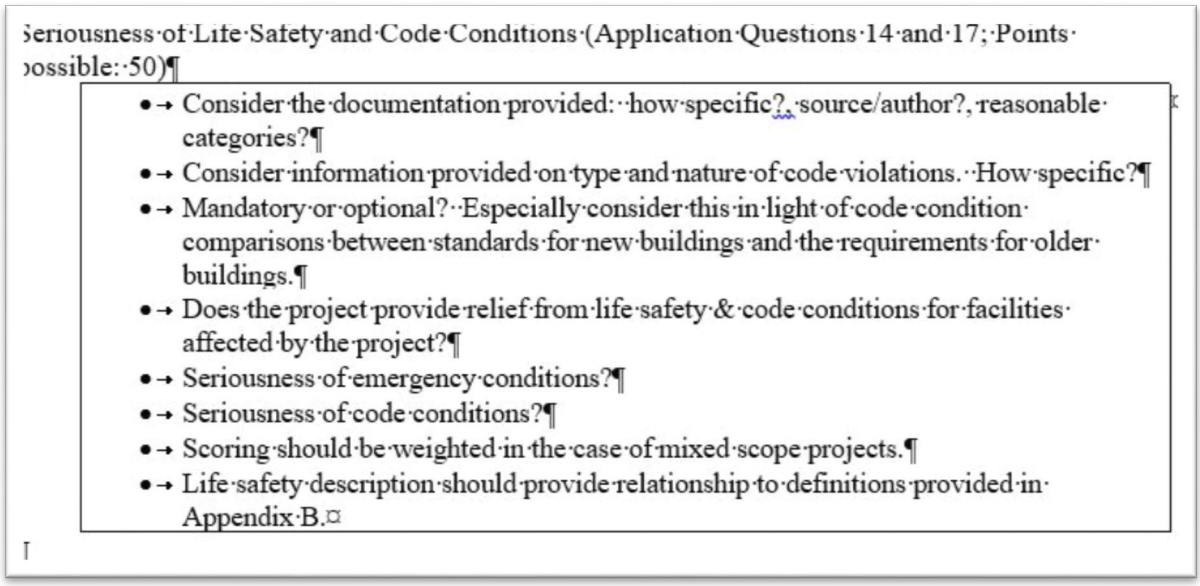


Rater Guidelines FY2006

Seriousness of Life Safety and Code Conditions

Consider the documentation provided: how specific?, source/author?, reasonable categories?	Consider information provided on type and nature of code violations. How specific?
Mandatory or optional? Especially consider this in light of code condition comparisons between standards for new buildings and the requirements for older buildings.	Does the project provide relief from life safety & code conditions for facilities affected by the project?
Seriousness of emergency conditions?	Seriousness of code conditions?
Scoring should be weighted in the case of mixed scope projects.	Life safety should provide relationship to definitions provided in Appendix B.

Figure 3 FY16 CIP Raters Guidelines Excerpt



Seriousness of Life Safety and Code Conditions (Application Questions 14 and 17; Points possible: 50)

- Consider the documentation provided: how specific?, source/author?, reasonable categories?
- Consider information provided on type and nature of code violations. How specific?
- Mandatory or optional? Especially consider this in light of code condition comparisons between standards for new buildings and the requirements for older buildings.
- Does the project provide relief from life safety & code conditions for facilities affected by the project?
- Seriousness of emergency conditions?
- Seriousness of code conditions?
- Scoring should be weighted in the case of mixed scope projects.
- Life safety description should provide relationship to definitions provided in Appendix B.

However, over the years, anecdotal information suggests that raters increasingly allowed consideration in their assignment of points for building conditions that were related to the "protection of structure". Typically these were conditions that had to do with aged or compromised building systems. Systems that, while not explicitly in violation of a code or life-safety standard, had the potential to adversely impact both building occupants and the viability of

the building itself. For FY17, a significant update of the CIP evaluation and scoring occurred. At that time, the *Life-Safety and Code* category was renamed *Code deficiencies/Protection of structure/Life safety*. A broad matrix was adopted that identified typical issues in each of these three areas worthy of a scoring range of 0-35 points, and reserved the range of 35-50 to the most urgent and critical of impacts. Application of this scoring guideline in the subsequent three years proved challenging. In response, for FY20, the Committee introduced a comprehensive scoring matrix for this category. The matrix listed nearly 100 anticipated conditions and assigned specific scoring to those conditions based on the seriousness of their anticipated impact. About half of those conditions were indexed to an age-related metric based on the system's anticipated life-span—each of which was validated against the department's published capital renewal forecasting tool. The scoring matrix establishes a 'hard' versus 'fuzzy' edge to each of these age-related conditions and assigns points accordingly. The matrix has brought a refreshing clarity to this evaluative rating criteria. In the current matrix, specified systems are expected to reach a minimum service life before securing any point consideration.

Emergency Conditions

The condition of education related facilities is also considered in the point category, *Emergency Conditions*. This category seeks to identify the actual impact a specified condition on the mission of the facility and on the personnel using the facility. A selection from the well-developed rubric (below) illustrates the types of assessments the raters are required to make in establishing a suitable score within often large point ranges:

Scoring Criteria	Point Range
Building is occupied by the student population. A local or state official has issued an order that the building will need to be repaired by a certain date or the district will have to vacate the building. The emergency narrative is supported by documentation from the local or state official providing the date when the repairs need to be completed. The documentation addresses the immediacy of the emergency and the narrative explains any mitigation the district has taken to address the emergency.	5-25 points
A major building component or system has completely failed and is no longer repairable. The failed system or component has rendered the facility unusable to the student population until replaced. The emergency narrative is supported by documentation that addresses the immediacy of the emergency, the circumstances of the failure, and that the students are currently unhoused.	25-45 points
A major building component or system has a high probability of completely failing in the near future. The component or system has failed, but has been repaired and has limited functionality. If the component fails the district may be required to restrict use of the building until the component or system is repaired or replaced. The emergency narrative is supported by documentation that addresses the high probability of the failure and documents the requirement to restrict use of the building until corrected.	5-25 points

In this category, the rationale for overcoming the negative responses to the initial question (see Background), would be that something unusual, a catastrophic event for example, or an unexplained product failure has occurred resulting in the premature failure. In these situations, there would be no need to discuss or define situations of human error (e.g., inadequate maintenance, or improper installation) but rather simply the extent and impact of the failure and whether it met criteria for the award of *Emergency Condition* points. It would appear that this scoring category allows points for premature failure.

Options

Option 1

Continue using the current LS/Code Matrix which sets minimum life spans for protection of structure point considerations. Allow points for premature failures in building systems under the Emergency Conditions category when the conditions for assigning points in that category are met.

Option 2

Similar to the rater guidance for point values (see below), which allows for minor variation;

- A project can address a single condition or multiple conditions. Evaluate the severity of each condition. **Incremental point adjustments from those provided in the below matrix may be provided for severity, the nature of the item, and effect on the school facility.**

introduce guidance that allows for minor variations, when warranted for life-span/age, e.g.:

- *When considering instances of system/component failure prior to the stated age, incremental age adjustments from those provided in the below matrix may be provided for severity, the nature of the item, and effect on the school facility.*

Option 3

Acknowledge the fact that all projects have their own unique circumstances, and rarely fit into neat checkboxes, no matter how many checkboxes are added. Simplify the scoring matrix again to more general categories of problems, allow a point range for each of those areas based on the actual severity of the issue, and allow the raters to make intelligent evaluations based on the information available.

Recommendation(s)

Recommendation

Since points could be available through *Emergency Conditions (0-50pts)* for premature failures of systems and components and to discourage the advancement of projects up in the priority list where premature failure is requiring a higher frequency of state resources that is desired, implement Option 1.

Department of Education & Early Development
Division of Finance & Support Services/Facilities

Work Topics for the BR & GR Committee

As Of: January 23, 2020

BR&GR 2020-2021 Work Items	Responsibility	Due Date
1. CIP Grant Priority Review – [(b)(1)]		
1.1. FY21 MM & SC Grant Fund Final Lists (4 AAC 31.022(a)(2)(B))	Committee	Apr 2020
1.2. FY22 MM & SC Grant Fund Initial List	Committee	Dec 2020
2. Grant & Debt Reimbursement Project Recommendations – [(b)(2)]		
2.1. Six-year Capital Plan (14.11.013(a)(1); 4 AAC 31.022(2))	Dept	Annually, Nov
3. Construction Standards for Cost-effective Construction – [(b)(3)]		
3.1. Model School Costs (DEED Cost Model)		
3.1.1. Model School Analysis & Updates (Allowable Elements)		Apr 18-May 21
3.1.1.1. Establish Procedures For Updating The Model School	Subcommittee	Jun 2020
3.1.1.2. Implement Model School Updates W/Committee Resource	Committee	Apr 2020
3.1.1.3. Evaluate Success Of Committee-Driven Updates	Subcommittee	Aug 2020
3.1.1.4. Develop Statement Of Services For Consultant Update	Subcommittee	Dec 2020
3.1.1.5. Solicit, Award, And Manage Model School Update	Dept	Feb 2021
3.2. Cost Standards		
3.2.1. Cost Model As Cost Control Tool		May 18-Dec 21
3.2.1.1. Analyze, Recommend Cost Model As Cost Control	Dept	Dec 2020
3.2.1.2. Draft Regulation Language For Cost Control Use	Dept	Jan 2021
3.2.1.3. Review Draft Reg Language, Recommend To State Board	Commmittee	Apr 2021
3.2.1.4. Manage Regulation Development And Implementation	Dept	Dec 2021
3.2.2. Cost/Benefit, Cost Effectiveness Guidelines	Dept	TBD
3.2.3. Life Cycle Cost Guidelines	Dept	TBD
3.3. Commissioning	Committee	2018
3.3.1. Commissioning Agent Qualifications	Committee	Jul 2018
3.3.1.1. SBOE Action on Regulation	Dept	Feb 2019
3.3.1.2. Recommend Approved Credentialing Organizations	Subcommittee	Oct 2019
3.3.1.3. Provide List of Approved Credential Organizations	Dept	Apr 2020
3.4. Model School Building Systems Standards		
3.4.1. State Building Systems Standards		Mar 19- Dec 20
3.4.1.1. Cost Format Outline of System Standards (complete)	Dept	May 2019
3.4.1.2. Review Outline Model School System Standards (complete)	Committee	May 2019
3.4.1.3. Develop Services For Feasibility Analysis (complete)	Subcommittee	May 2019
3.4.1.4. Solicit, Award, Manage Feasibility & Cost/Benefit Analysis	Dept	Jun 2019
3.4.1.5. Review Feasibility Report On Comprehensive Standards	Subcommittee	Jul 19-Sep 19
3.4.1.6. Recommendation on Standards Development	Subcommittee	Sep 2019
3.4.1.7. Solicit, Award, Manage Final Standards Development	Dept	Jun 2020
3.4.1.8. Implement System Standards Via Regulation As Needed	Dept	Feb 2021
3.4.1.9. Coordinate with A4LE to maintain model school standards	Biennially	
3.4.2. School District Building Systems	Dept	TBD
3.5. Design Ratios		
3.5.1. Development of Design Ratio O:EW		
3.5.1.1. Compare Model & Existing School Ratios And Energy Use	Subcommittee	Feb 2020
3.5.1.2. Recommendation of O:EW Ratio for BRGR	Subcommittee	Mar 2020
3.5.1.3. Evauate and Seek Public Comment	Committee	Apr 2020
3.5.1.4. Evaluate Public Comment, Make Recommendations	Committee	Jun 2020
3.5.1.5. Manage Regulation Development & Implementation	Dept	TBD
3.5.2. Development of Design Ratios V:NSF & V:ES		
3.5.2.1. Compare Model & Existing School Ratios And Energy Use	Subcommittee	May 2020
3.5.2.2. Recommendation of V:NSF & V:ES Ratio	Subcommittee	Jun 2020
3.5.2.3. Evauate and Seek Public Comment	Committee	Jun 2020
3.5.2.4. Evaluate Public Comment, Make Recommendations	Committee	Sep 2020
3.5.2.5. Manage Regulation Development & Implementation	Dept	TBD

3.5.3.	Develop Test Method for Ratios	Subcommittee	Jul 2020

4. Prototypical Design Analysis – [(b)(4)]

4.1.	Seek Peer Consensus on Reuse of School Plans and Systems		
4.1.1.	Develop and Schedule AEC Peer Workshop on Reuse	Committee	TBD
4.1.2.	Update Aug 4, 2004 Committee Position Paper	Committee	TBD
4.2.	Codify Regulations As Needed for Reuse of Plans/Systems Policy		
4.2.1.	Make Recommendations to State Board on Prototypes	Committee	July 2021
4.2.2.	Manage Regulation Development and Implementation	Dept	Sep 2021

5. CIP Grant Application & Ranking – [(b)(5) & (6)]

5.1.	FY21 CIP Briefing – Issues and Clarifications	Dept	Dec 2019
5.2.	FY22 CIP Draft Application & Instructions	Dept	Apr 2020
5.2.1.	Facility Condition Survey Minimum Standards	Dept	Dec 2019
5.2.2.	Life Safety/Protection of Structure/Code Deficiency Matrix Review	Cmte	Jan 2020
5.2.3.	Emergency Rater Scoring Matrix	Dept	Mar 2020
5.2.4.	Priority Weighting Factors Review	Dept	TBD
5.3.	FY22 CIP Final Application & Instructions	Committee	Apr 2020
5.4.	Space Allocation Issues	Subcommittee	Dec 2020
5.4.1.	Analyze and Make Recommendation to Committee	Subcommittee	Dec 2020
5.4.2.	Manage Regulation Development and Implementation	Dept	Jun 2021
5.5.	Projected Unhoused (erosion/environmental factors)	Subcommittee	TBD
5.6.	Life Safety/Code Matrix Premature Failure Scoring		
5.6.1.	Prepare Briefing Paper/Analysis	Dept	Mar 2020
5.6.2.	Review, Discussion, Seek Comment	Committee	Apr 2020
5.6.3.	Draft Adjusted Matrix	Dept	Dec 2021
5.6.4.	Approve with FY23 CIP	Committee	Apr 2021

6. CIP Approval Process Recommendations – [(b)(7)]

6.1.	Publication Updates		
6.1.1.	Program Demand Cost Model for Alaskan Schools	Dept	Annually, May
6.1.2.	Alaska School Facilities PM Handbook – Initial	Dept	May 2020
	Alaska School Facilities PM Handbook – Initial	Committee	Jun 2020
	Alaska School Facilities PM Handbook Final	Dept	Aug 2020
	Alaska School Facilities PM Handbook Final	Committee	Sep 2020
6.1.3.	Guide for School Facility Condition Surveys - Initial	Dept	Sep 2019
	Guide for School Facility Condition Surveys – Initial (rev 1)	Dept	Mar 2020
	Guide for School Facility Condition Surveys – Initial (rev 1)	Committee	Apr 2020
	Guide for School Facility Condition Surveys – Final	Dept	May 2020
	Guide for School Facility Condition Surveys - Final	Committee	Jun 2020
6.1.4.	Cost Format - Initial	Dept	Dec 2019
	Cost Format – Initial (rev 1)	Dept	May 2020
	Cost Format – Initial (rev 1)	Committee	June 2020
	Cost Format – Final	Dept	Aug 2020
	Cost Format – Final	Committee	Sep 2020
6.1.5.	Site Selection Criteria and Evaluation Handbook – Initial	Dept	Jan 2021
	Site Selection Criteria and Evaluation Handbook – Final	Committee	May 2021
6.2.	New Publications		
6.2.1.	School Construction Standards Handbook (see 3.4.1)		
6.2.1.1.	Construction Standards Handbook – Draft	Dept	Aug 2020
6.2.1.2.	Construction Standards Handbook – Draft	Committee	Sep 2020
6.2.1.3.	Construction Standards Handbook – Final	Dept	Nov 2020
6.2.1.4.	Construction Standards Handbook – Final	Committee	Dec 2020
6.3.	Regulations		
6.3.1.	LPSD PM Compliance Reg Proposal		
6.3.1.1.	Prepare Briefing Paper	Dept	Jun 2020
6.3.1.2.	Committee Consideration and Recommendation	Committee	Sep 2020
6.3.1.3.	Draft Regulation (if recommended)	Dept	Nov 2020
6.3.1.4.	SBOE Review and Public Comment	Dept	Dec 2020

6.3.1.5. SBOE Comment Review & Approval/Disapproval	Dept	Mar 2021
6.3.2. Cost Model as Cost Control Tool (see item 3.1.3)	Dept (w/Cmte)	
6.3.2.1. Draft Regulation	Dept (w/Cmte)	Mar 2021
6.3.2.2. SBOE Public Comment on Regulation	Dept	Sep 2021
6.3.2.3. Review Public Comments from SBOE Comment Period	Committee	Nov 2021
6.3.3. Baseline Design Ratios (see item 3.5.2)	Dept (w/Cmte)	
6.3.3.1. Draft Regulation	Dept (w/Cmte)	Sep 2020
6.3.3.2. SBOE Public Comment on Regulation	Dept	Dec 2020
6.3.3.3. Review Public Comments from SBOE Comment Period	Committee	Jan 2021
6.3.4. Reuse of School Plans and Systems (see item 4.2)	Dept (w/Cmte)	
6.3.4.1. Draft Regulation	Dept (w/Cmte)	Sep 2021
6.3.4.2. SBOE Public Comment on Regulation	Dept	Dec 2021
6.3.4.3. Review Public Comments from SBOE Comment Period	Committee	Jan 2022

7. Energy Efficiency Standards – [(b)(8)]

7.1. ASHRAE 90.1		
7.1.1. DEED Checklist		Jan – Jun 20
7.1.1.1. Update DEED Specific Review Checklist to 2016 Ed.	Dept	Sep 2020
7.1.1.2. Review Checklist for Public Comment	Committee	Sep 2020
7.1.1.3. Review Public Comment/Finalize Checklist	Dept (w/Cmte)	Dec 2020
7.1.1.4. Implement Revised Checklist in New Project Agreements	Dept	Aug 2021
7.1.1.5. Add Appendix to *Project Admin Handbook*?	Dept	Sep 2022
7.1.2. Standards Updates		
7.1.2.1. Evaluate ASHRAE 90.1-2016 for adoption (complete)	Dept	Sep 2019
7.1.2.2. Draft Regulations, if warranted (complete)	Dept (w/Cmte)	Dec 2019
7.1.2.3. Review Public Comment from SBOE Comment Period	Committee	May 2020
7.2. Retro-Commissioning Evaluation Tool (for PM Certification)		
7.2.1. Develop Tools to Evaluate Retro-Commissioning Need	Subcommittee	Mar 2020
7.2.2. Develop C/B Tool and RCx Template	Dept	Apr 2020
7.2.3. Review Proposed RCx Tools & Metrics	Committee	Jun 2020
7.2.4. Public Comment Period	Dept	July 2020
7.2.5. Implementation – All Districts FY23 CIP Eligibility	Dept	Aug 2020

Projected Meeting Dates

March 19, 2020 (Teleconference) (2 hours) –
- PM Narratives Matrix – 2nd Look
- Emergency Scoring for Imminent Danger (environmental)
- Briefing Paper on Pre-mature Failure LS/Code Points

April 14-15, 2020 (Juneau), Full day +
- Final CIP Lists
- Review O:EW Ratio Recommendation
- Review of Escalation Model School elements
- Review list of Cx Credentialing Orgainzations
- FY22 Draft CIP Application and Instructions
- Guide for School Condition Surveys – Initial

June 16, 2020 (Teleconference) – (3 hours)
- Review V:NSF and V:ES Ratio Recommendation
- Recommend Final O:EW Ratios
- Alaska PM Handbook – Initial
- Cost Format - Initial
- Guide for School Condition Surveys – Final
- Review Proposed RCx Tools & Metrics

September 8, 2020 (Teleconference) – (3 hours)
- Recommend Final V:NSF and V:ES Ratios
- Alaska PM Handbook – Final
- Cost Format – Final
- Construction Standards Handbook – Initial

- Briefing Paper on Proposed LPSD Regulations
- Draft Regulations for Baseline Ratios
- Review ASHRAE 90.1 Checklist Update

December 2, 2020 (Anchorage) – Full day

- Construction Standards Handbook – Final
- Approve FY22 Initial Lists
- Space Guideline Subcommittee Recommendations