

Soldotna Schools Campus



Soldotna Schools
Feasibility Study

06.26.25





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1. Introduction



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Feasibility Study

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1.1 Executive Summary

Objectives of the Study

The Kenai Peninsula Borough (KPB) engaged the MCG Explore Design (MCG) team to facilitate discussions and develop recommendations on how to best house five existing school programs:

- Soldotna Elementary School
- Redoubt Elementary School
- Soldotna Montessori Charter School
- River City Academy
- Connections Home School

KPB had previously determined that the Soldotna Elementary building was near the end of its useful life and would not be cost effective to renovate. The objectives of this feasibility study were to determine whether it is possible to locate the five programs within two existing buildings, Redoubt Elementary and Soldotna Prep. The study also investigated the potential effects of re-assigning sixth-grade students to Skyview Middle School.

Services requested for the Feasibility Study included facilitating a collaborative planning process, developing educational specifications, and generating conceptual facility plans along with a preliminary statement of probable construction costs with adequate detail to show the feasibility of the meeting the stated objectives.

This feasibility study establishes an overall direction for housing the 5 programs and is the starting point for the future design and construction process.

Planning Process

The multistep process began with reviewing prior studies and information on the existing buildings and educational programs followed by in-person meetings and interviews with key stakeholders including school, Borough, District and community members. Five workshops anchored the process exploring:

- Educational Vision & Goals
- Space Needs
- Learning Organization
- Conceptual Options
- Concept Evaluation

In addition, MCG performed technical assessments of the Redoubt & Soldotna Prep buildings, to identify needed building system and code upgrades including:

- Architecture & Interiors
- Hazardous Materials
- Site / Civil
- Structural
- Mechanical
- Electrical

Recommendations

The process explored 5 distinctly different solutions and through collaboration with key committees identified the option that best meets the diverse goals of the School District and community. Key features of the recommended option include:

- The Soldotna Prep Building will be renovated to house students from both Redoubt and Soldotna Elementary Schools with currently available funding
- The Redoubt Building, within its existing capacity, will accommodate River City Academy & Soldotna Montessori Charter School
- Connections will be housed in an offsite location to be determined
- 6th grade students can be housed either at Skyview Middle School or the Soldotna Prep Building.

Based on the concept drawings and building assessments the preliminary estimated probable construction cost for the Soldotna Prep Building is \$35 million. Preliminary analysis suggests that could be reduced by approximately \$2 million through strategic value engineering during design. Upgrading the Redoubt Building is expected to cost approximately \$9.7 million. The cost for Connections relocation will be determined after a suitable off-site location has been established.

1.2 SCHEDULE & PROCESS

Workshop Summary

Project Logistics, February 12th

Discussed project scope, process overview, reviewed workshop agendas and listened to school representatives discuss project goals.

Listening Sessions, Ongoing

Individual virtual meeting between the Educational Planner and School Representatives to discover program needs and requirements.

Workshop 1, February 27

Orientation to the Task, Planning Parameters, Visioning Activities, and Virtual Tours.

Workshop 2, March 19th

Emerging Themes, Space Targets, and Activities to discover synergies among schools and ways to leverage benefits of proximity. Group established goals for planning and design as well as a shared school vision. Key takeaways were the sharing potential analysis.

Workshop 3, April 3rd

Reviewed campus connections and learning community concepts. Reviewed the site analysis and options matrix of Concept Options A-E. The groups evaluated the options and shared their recommendations.

Workshop 4, April 24th

Review Facility Assessments, Space Programs, 2 site plan concepts, and 4 refined Concepts. After group evaluation one site plan and concept were selected for further development.

Workshop 5, May 15th

Space Program review, Soldotna elementary school campus concept review, and how it meets the established school vision and project goals.



Workshop 2, School Program Adjacency Activity

Project Schedule

		February			March					April				May				June				
		10-Feb	17-Feb	24-Feb	3-Mar	10-Mar	17-Mar	24-Mar	31-Mar	7-Apr	14-Apr	21-Apr	28-Apr	5-May	12-May	19-May	26-May	2-Jun	9-Jun	16-Jun	23-Jun	30-Jun
Education Spec Schedule																						
Steering Committee Orientation (2 hours)	2/10/2025	◆																				
Listening Sessions			■																			
Workshop 1 - Vision, Goals, Opportunities (4 hours)	2/27/2025			◆																		
Needs Assessment & Analysis					■																	
Workshop 2 - Program Confirmation (4 hours)	3/20/2025						◆															
Learning Organization & Condition Survey								■														
Workshop 3 - Organization & Opportunities (4 hours)	4/3/2025									◆												
Concept Development										■												
Workshop 4 - Concept Options (4 hours)	4/24/2025										◆											
Ed Spec & Concept Refinements											■											
Workshop 5 - Concept Design (4 hours)	5/15/2025													◆								
Cost Estimate Preparation														■								
Budget Reconciliation																						
Prepare Final Report/Ed Spec																						
KPBSD Report Review																						
Final Report/Ed Spec Revisions																						
Deliver Final Report	6/30/2025																					◆

“Do what is best for the Students”

GOALS FOR SCHOOL DESIGN

Discussions with the School Principals and Steering Committee returned to the phrase : “**Do What is Best for the Students**” time and again throughout the five Workshops. It was the unofficial mantra and guiding principle of the process.

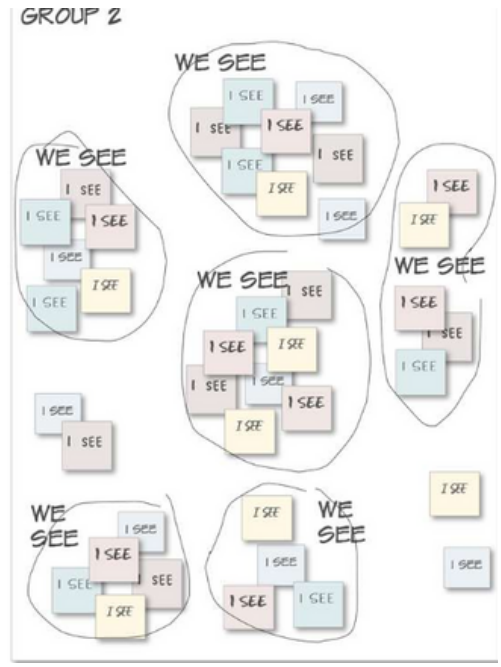
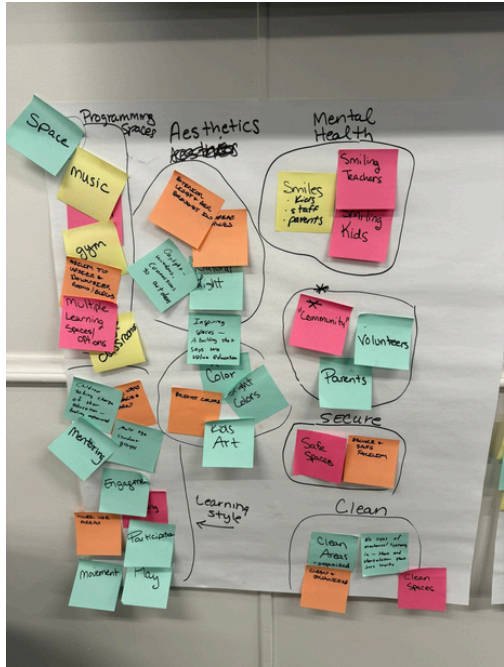
At each workshop we had group exercises meant to narrow and define priorities and goals, and imagine a path forward.

Through this process we arrived at mutually agreed goals. These goals became the **metric** for evaluating design options.



- **Students feel safe and nurtured**
allowing them to thrive academically, socially, and emotionally
- **Flexibility optimizes functionality**
accommodating shifts in enrollments, space needs, programs, and learning over time
- **Positive environments invite participation**
The school is a supportive environment where students and their families feel welcome and valued.
- **Community connections support student success**
School communities identify with and feel connected to their school and are proud to support it
- **Innovation promotes continuous improvement**
where the best interests of each student is continuously supported
- **Learner needs are prioritized**
teaching and learning are individualized, engaging, and effective for students at all levels
- **Identity builds belonging**
each school's identity is evident in the design of that school's spaces

“Do what is best for the Students”



Workshop 1 - Vision Activity “I See, We See”

Meeting participants were asked to imagine their future school and to write each thing they see on a post-it note. They then worked in groups to organize them into groups.

The Graphic below organizes the notes into like groups and lists what everyone saw. Items in **Bold** are the most widely repeated notes. This image is a capture of the ideas and **VISION** for School

Space Types

- Amazing Library**
- Science Spaces
- Community Spaces
- Sensory Areas
- CTE
- SPED
- State of the Art Gym

Function

- Collaborative**
- Multi- Functional**
- Small Groups**
- Open Layouts
- Flexible
- Secure & Safe
- Adaptable
- Good Acoustics
- Accessible

Look

- Light & Bright Color**
- Open Spaces**
- Natural light**
- Inspiring Plants
- Clean & Uncluttered
- Bustling not chaotic

Wayfinding Orientation

- Open Hallways**
- Safe Traffic Circulation**
- 4th Dimension
- Well defined spaces
- Flowing Spaces
- Building shows we value education

School Culture

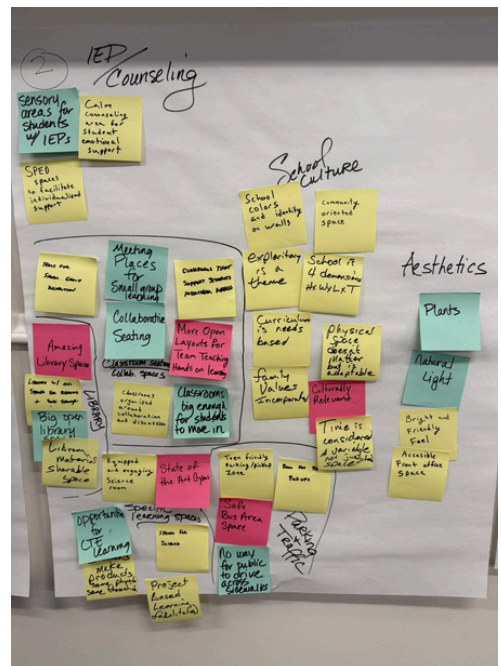
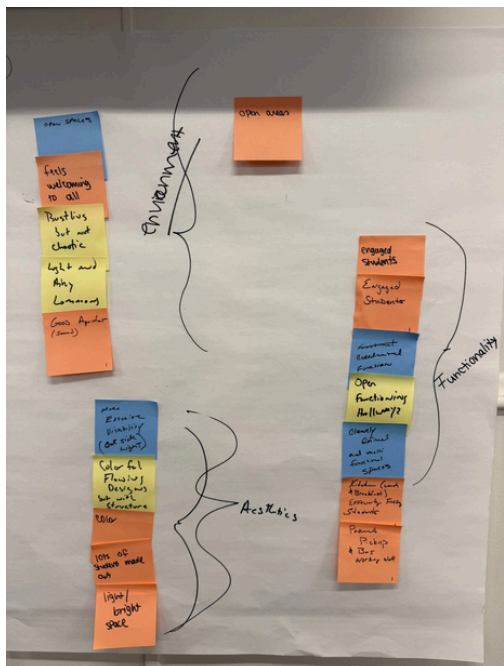
- Student Art**
- School Identity
- Family Values
- Food Culturally Relevant

Feel

- Welcoming**
- Engaged**
- Play
- Inspiring
- Movement
- Empowered
- Movement
- Smiling

Teach/Learning Styles

- Individual Learning
- Project Based
- Needs Based
- Exploratory Learning
- Multi-age groups
- Mentoring



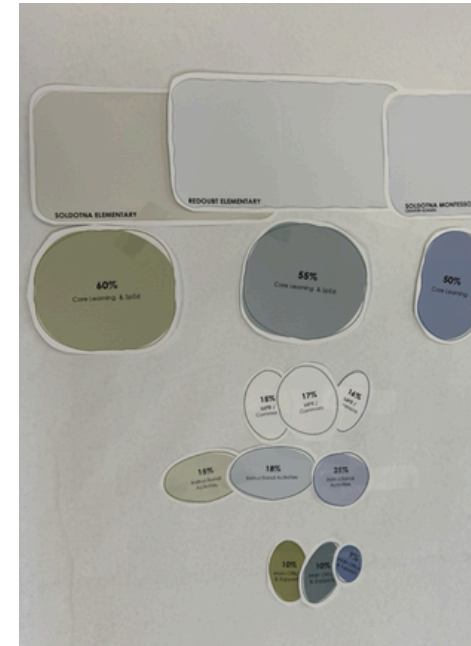
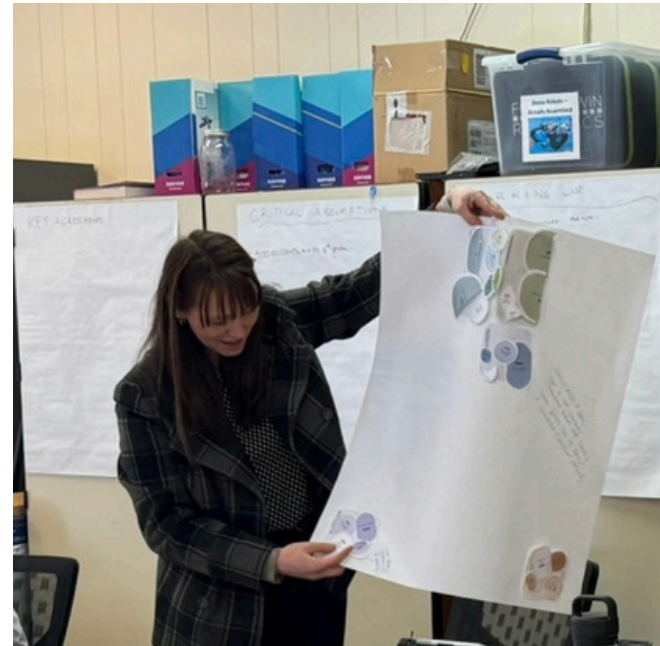
1.4 VISION & GOALS

Workshop 2 - Activity Synergies & Adjacencies

Meeting participants were asked to evaluate what functions and programs can share space, and what accommodations would need to happen to do so.

Key Takeaways:

- Support and Special activity spaces are easiest to share
- Synergy with Elementary School programs
- Sharing depends heavily on **coordinated scheduling**



Workshop 2 - Activity Day in the Life

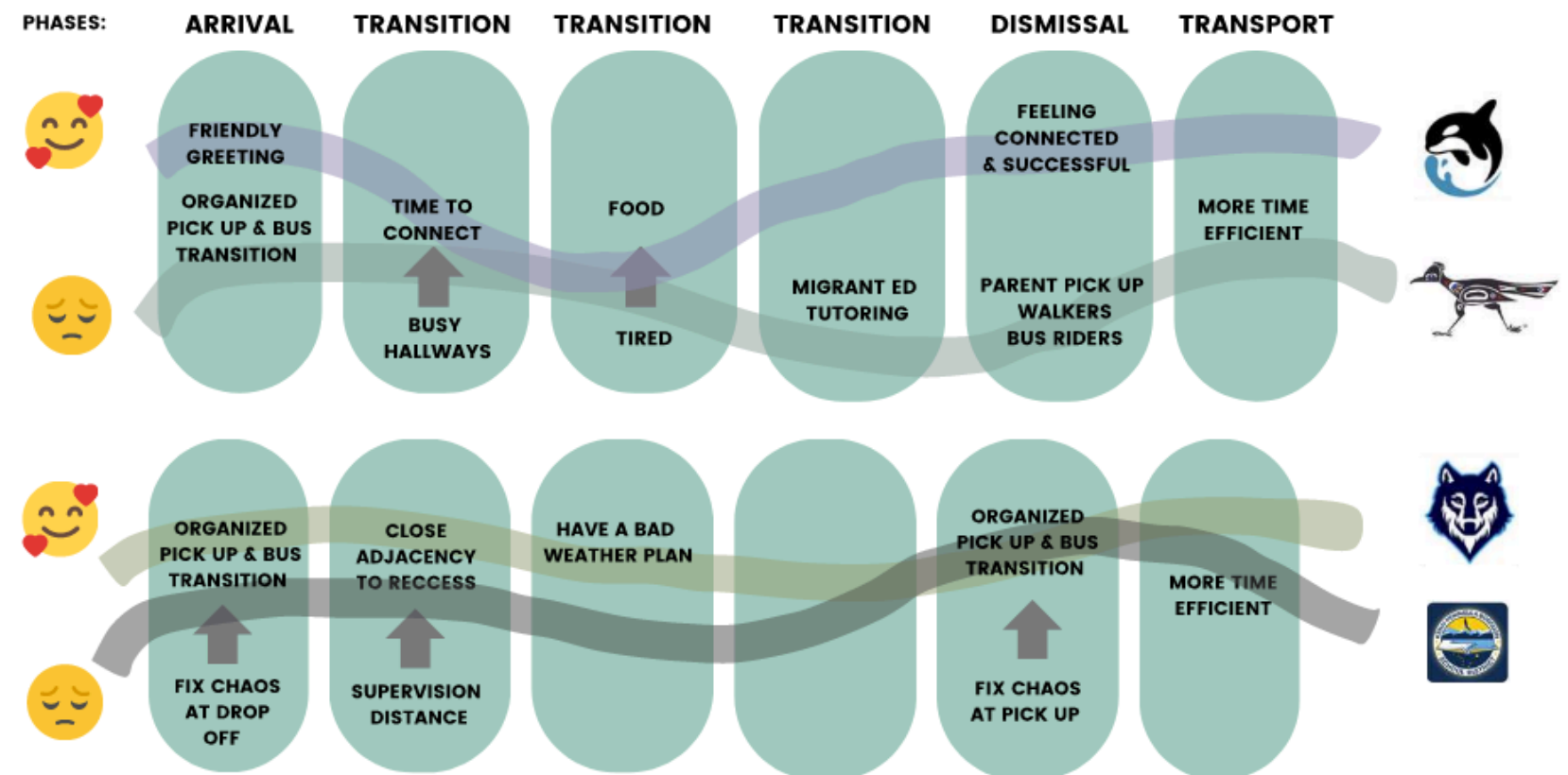
Meeting participants were asked to map out the movement of students, parents and faculty throughout the day. These were mapped into waves of activity to help us understand challenges for the flow and choreography of students through their day.

Key Takeaways:

- Access to **playground** for arrivals & dismissal
- Friendly **Greeting**
- Organized arrival/dismissal areas
- Consider **acoustics** in hallways
- Students to feel **connected**
- **Open Gym** at Lunch



STUDENT ARRIVAL / DISMISSAL



1.5 ACKNOWLEDGEMENTS



THANK YOU!

We appreciate the thoughtful, honest and open participation in our series of five workshops, as well as the teachers who attended our faculty meetings. Your ideas, insights, and feedback were invaluable.

STEERING COMMITTEE

Ben Hanson, KPB IT Employee / IT Director

C.O Rudstrom, Community Member

Kelli DeRaeve, Community Member

Kevin Lyon, KPBSD Planning and Operations Director

Kelli Creglow, KPBSD Employee

Krista Aurthur, Retired School District Employee / Teacher

John Hedges, KPB Purchasing & Contracting Director

SCHOOL REPRESENTATIVES

Kenai Peninsula Borough

- Tim Sher, Project Manager

Redoubt Elementary

- Jason Williams

Soldotna Elementary

- Austin Stevenson

River City Academy

- Shea Nash

Soldotna Montessori Charter School

- John DeVolld

Connection Home School Program

- Doug Hayman

Skyview Middle School

- Shonia Werner

DESIGN TEAM

MCG Explore Design

- Cara Rude, Project Manager
- Michael Carlson, Architect
- Evelyn Rousso, Architect

BrainSpaces

- Amy Yurko, Educational Planner

CRW Engineering

- Micah Schoming, Civil Engineer

Devise Engineering

- Jesse Gobeli, Structural Engineer

MBA Engineering

- Scott Hala, Mechanical Engineer
- Edward Carlson, Electrical Engineer

EHS Alaska

- Robert French, Haz-Mat

JMB Consulting

- Construction Cost Estimating

2. Existing Conditions



- 2.1 Context
- 2.2 Soldotna Prep Building
- 2.3 Redoubt Elementary Building
- 2.4 Soldotna Elementary & Skyview Middle School Buildings

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2.1 CONTEXT

BUILDINGS INCLUDED IN THE FEASIBILITY STUDY

The Feasibility Study assignment was to determine whether two existing buildings can support the space needs of the five school programs noted previously. These five programs are dispersed within five locations in Soldotna.

Programs

Redoubt Elementary School
Pre K - 6



Soldotna Elementary School
PreK - 6



Soldotna Montessori Charter School
K-6



River City Academy
7-12



Connections Home School
PreK - 12



Location

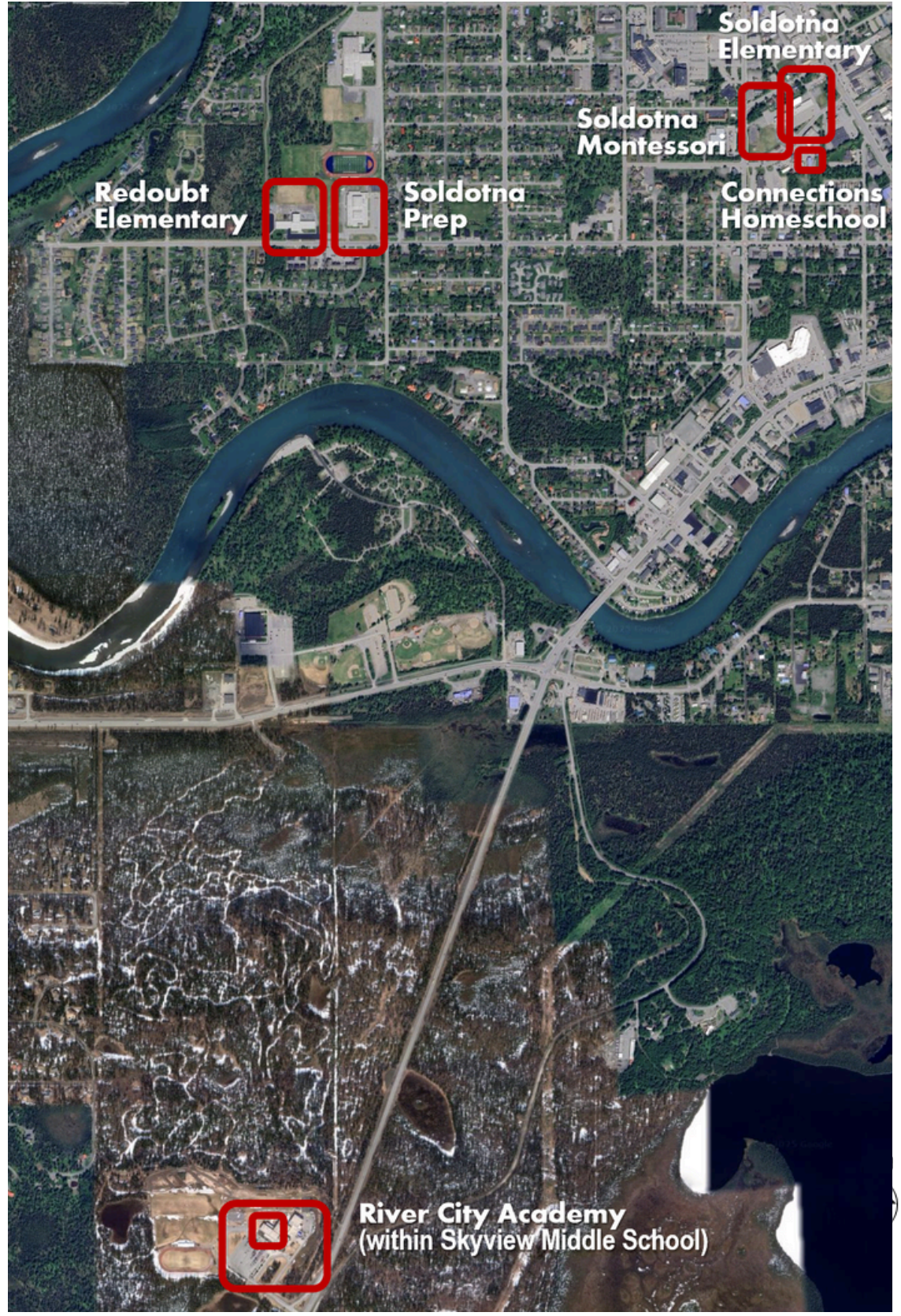
Redoubt Elementary School

Soldotna Elementary School

Soldotna Elementary School

Skyview Middle School

143 E. Park Ave., Soldotna
Co-located with Planning & Operations Warehouse

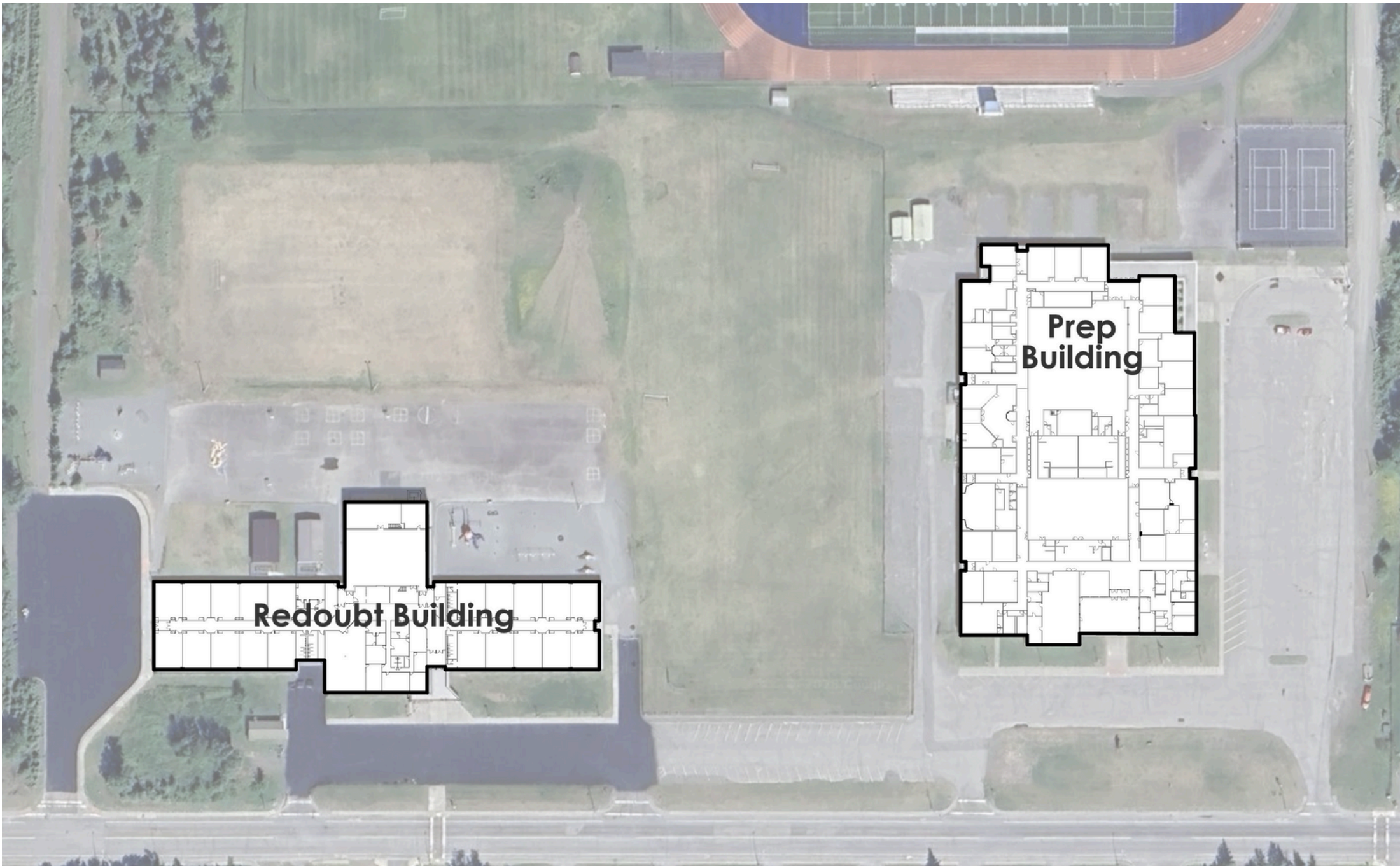


2.1 CONTEXT

BUILDINGS INCLUDED IN THE FEASIBILITY STUDY

The Feasibility Study assignment was to determine whether two existing buildings can support the space needs of the five school programs noted previously. Floor plans of the existing buildings are shown superimposed on an aerial photograph of the adjacent sites. Soldotna High School is located directly north of the Prep Building.

Larger, more detailed floor plans of these buildings are included on the following pages.



EXISTING SITE PLAN - REDOUBT ELEMENTARY & SOLDOTNA PREP



2.2 SOLDOTNA PREP BUILDING

EXISTING FLOOR PLANS

For context, floor plans of existing buildings, including original room uses, are included in this section. Net usable areas are shown shaded in gray, while gross building areas are unshaded.

Soldotna Prep

On it's ground floor level, the Soldotna Prep building includes roughly 56,000 net square feet, plus over 24,000 square feet of gross area (hallways, wall construction, mechanical spaces and the like, but not including the mechanical mezzanines). The total gross area of the ground floor is just over **80,000 square feet**.

The building is not currently used as a school. Previously serving as a 9th grade center, the nearby Soldotna High School currently uses the building's gymnasium.



SOLDOTNA PREP FLOOR PLAN

(Note that this floor plan is rotated 90 degrees to better fit on the page)



2.2 SOLDOTNA PREP BUILDING

FACILITY ASSESSMENT

The work of this planning project included a facility Assessment of the Soldotna Prep Building. The full Assessment can be found in Appendix B.

KEY TAKEAWAYS

- The building has a **relatively resilient** structure.
- The building overall is in **Fair Condition**.
- There is flexibility to demolish walls without **compromising the structural integrity**.
- There are poorly braced CMU walls that should be **retrofitted to provide stability**.
- Walls between classrooms do not provide sufficient **acoustic separation**.
- Key components such as restrooms and doors do not comply with the **Americans with Disabilities Act**.
- The **Gym** is in **excellent condition**.
- Finishes, casework, mechanical equipment and kitchen equipment are **near the end of their useful lives** and should be replaced.
- The **back up boiler is inoperable** and needs replacement.
- Light fixtures should be replaced with **energy efficient LEDs**.
- Updated required to **telecommunication** and **electrical systems** to meet the needs of today's learners.
- Numerous rooms **do not have ventilation**.



Corridor at Gym Entrance



Typical Restroom



Typical Classroom



Gymnasium



Exterior

2.3 REDOUBT ELEMENTARY BUILDING

Redoubt Elementary Building

Similar to other floor plans, net usable areas are shown shaded in gray, while gross building areas are unshaded.

On its ground floor level, the Redoubt building includes roughly 37,000 net square feet, plus over 9,300 square feet of gross area (hallways, wall construction, mechanical spaces and the like). The total gross area of the building is just over **46,300 square feet**.

The building currently houses Redoubt Elementary School.



REDOUBT ELEMENTARY FLOOR PLAN

(The plan is scaled to fit on the page, thus it is not shown as the same scale as other floor plans.)

2.3 REDOUBT BUILDING

FACILITY ASSESSMENT

The work of this planning project included a facility Assessment of the Redoubt Elementary School Building. The full Assessment can be found in Appendix B.

KEY TAKEAWAYS

- The building has a **fairly resilient** structure.
- Building is overall in **good condition**.
- There are a few **earthquake related deficiencies** that should be addressed.
- Movable walls between classrooms do not provide sufficient **acoustic separation**.
- Key components such as restrooms and doors do not comply with the **Americans with Disabilities Act**.
- Some **finishes and casework** are nearing the end of their useful lives.
- Many components of the **mechanic system are original** and near the end of their useful life
- Major equipment for the **heating system** has been recently **replaced**.
- The building **does not have a sprinkler system**. Any major renovation will require installing one.
- Light fixtures should be replaced with **energy efficient LEDs**.
- Updated required to **telecommunication and electrical systems** to meet the needs of today's learners.
- Numerous rooms **do not have ventilation**.



Corridor



Typical Classroom



Typical Classroom Coat & Boot Storage



Mural



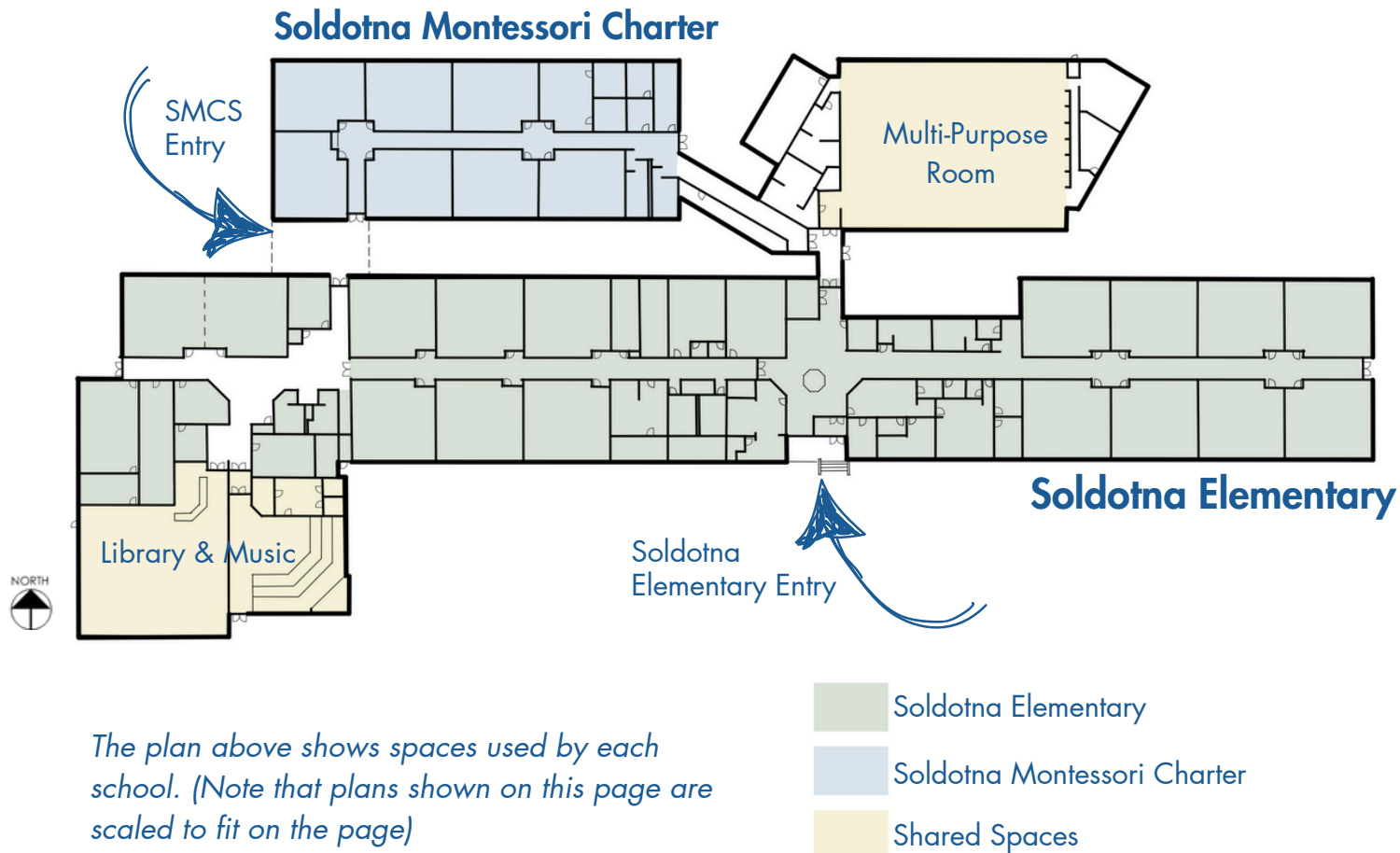
Exterior

2.4 SOLDOTNA ELEMENTARY & SKYVIEW MIDDLE SCHOOL

Existing Soldotna Elementary & Soldotna Montessori Charter School (SMCS)

Currently, Soldotna Elementary shares a portion of its campus with SMCS. While the programs operate separately with unique mailing addresses and separate entries, a few interior spaces are shared among the two schools.

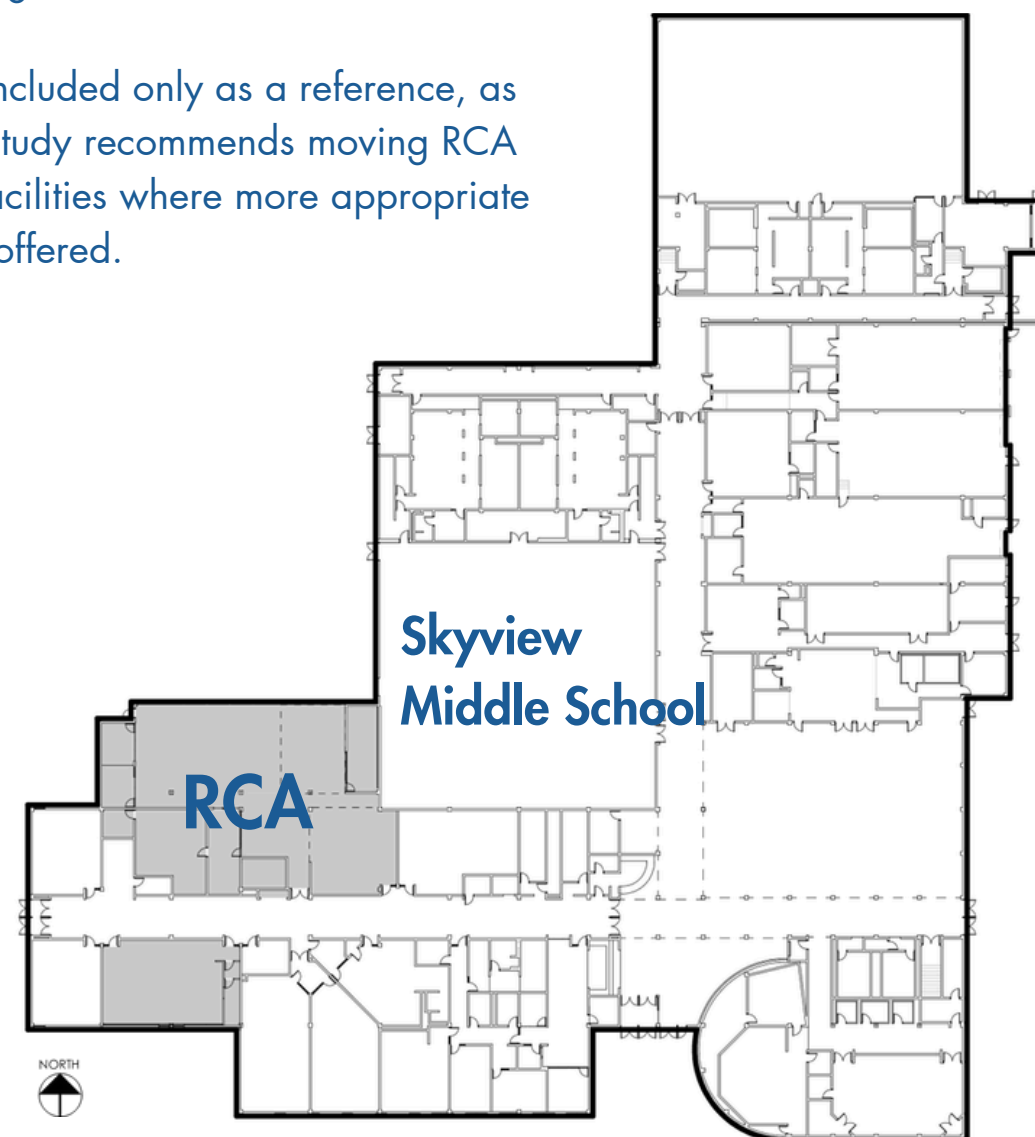
The plans are included only as a reference, as the building is in poor physical condition, requiring both schools to be relocated.



Existing River City Academy (RCA) Spaces (Currently located in Skyview Middle)

RCA currently operates from “temporary” space within Skyview Middle School. Located on Skyview’s ground floor level, the RCA program spaces are highlighted in gray on the floor plans on this page.

The plans are included only as a reference, as the Feasibility Study recommends moving RCA to permanent facilities where more appropriate spaces can be offered.



3. Findings



- 3.1 Program Placements
- 3.2 Evolution of Options
- 3.3 Concept Plan
- 3.4 Educational Environments
- 3.5 Cost Summary

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3.1 PROGRAM PLACEMENTS

School Program Sharing Potential and Adjacencies

During the workshops the Steering Committee and the School Representatives evaluated and discussed sharing potential of 6 categories, listed in the summary below. An example of the worksheet (bottom right image) was filled out collaboratively in teams. The responses were ranked based on the number of times a team identified an opportunity to share. This information guided the space plans that followed in Workshop 3.

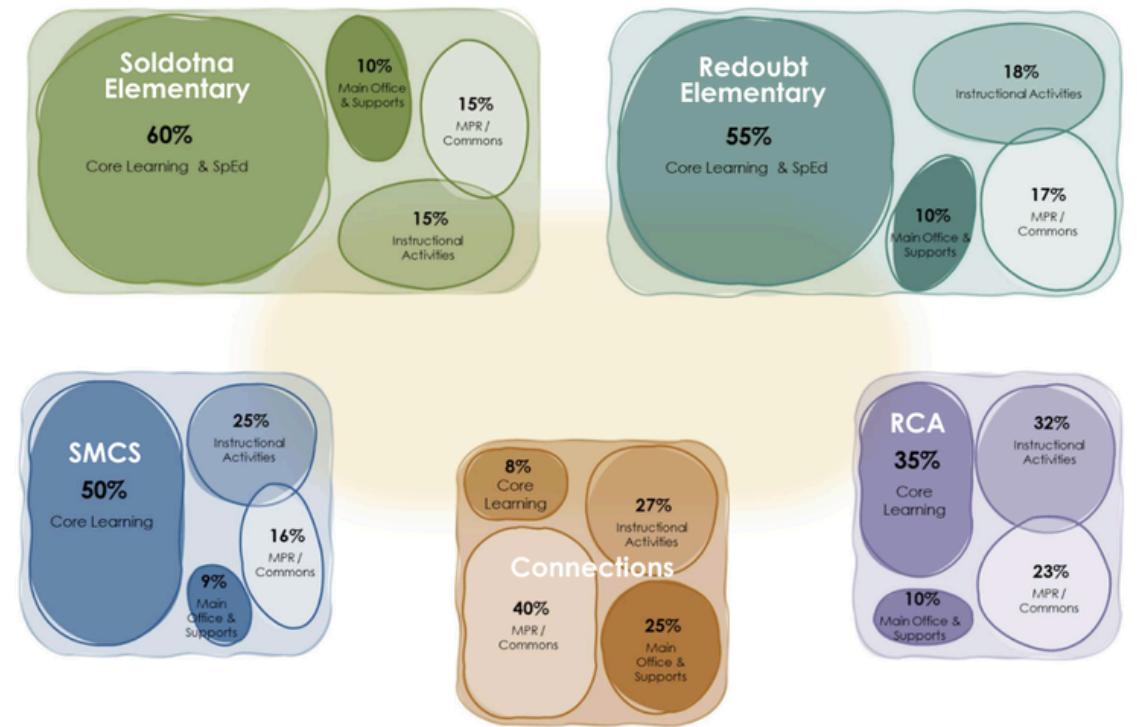


Diagram above: Graphic diagram of program areas to be fit into the two existing buildings.

SCHOOL PROGRAM SHARING POTENTIAL

Key Takeaways from the Sharing Exercise

- Soldotna ES, Redoubt ES and Soldotna Montessori have significant sharing potential
- River City & Skyview MS have significant sharing potential.
- Instructional Activities, Outdoor Amenities and Support Spaces are the areas where sharing is most likely
- Sharing spaces is highly dependent on scheduling

Marrix Summary	Core	Activities	Offices	Commons	Support	Outdoor	Totals
SES/RES	7	11	6	7	10	9	50
RES/SMCS		11	5	7	12	9	44
SES/SMCS		10	5	7	9	9	40
RCA/SMS		10	5	6	11	7	39
RCA/CHS		8	3	2	4	8	25
RES/RCA		5	3	1	9	6	24
RES/CHS		4	4	1	7	8	24
SMCS/RCA		4	3	1	9	6	23
SES/CHS		4	4	1	4	8	21
CHS/SMS		7	3	2	3	6	21
SMCS/CHS		4	4	1	3	8	20
SMCS/SMS		4	3	1	4	6	18
Totals	7	82	48	37	85	90	

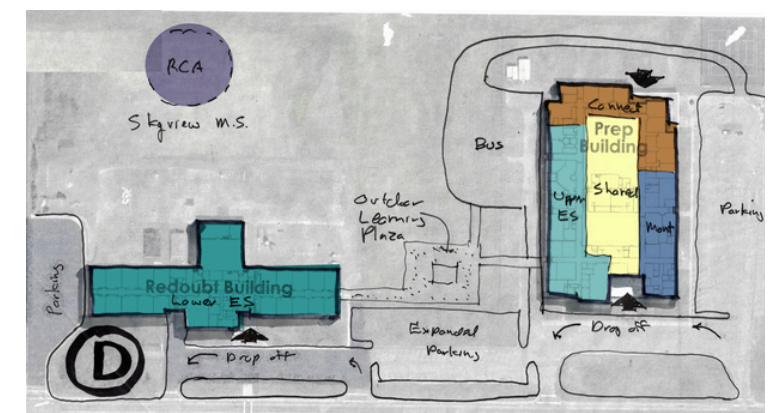
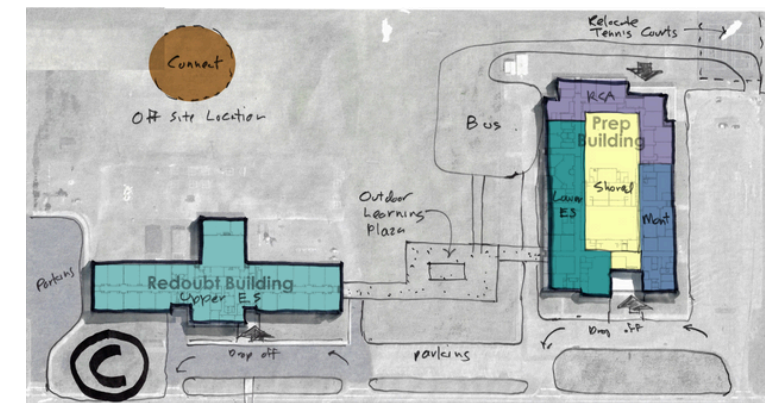
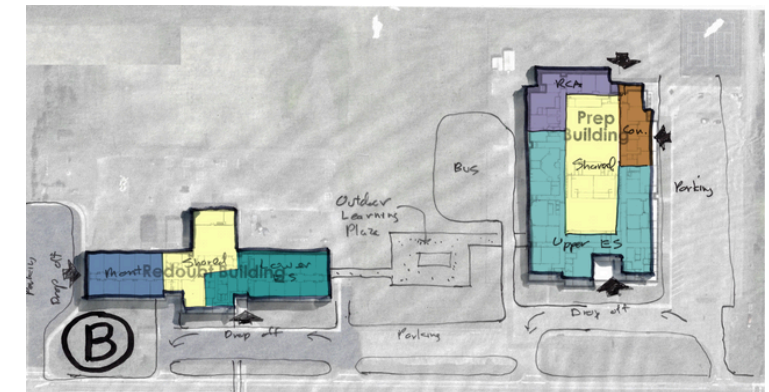
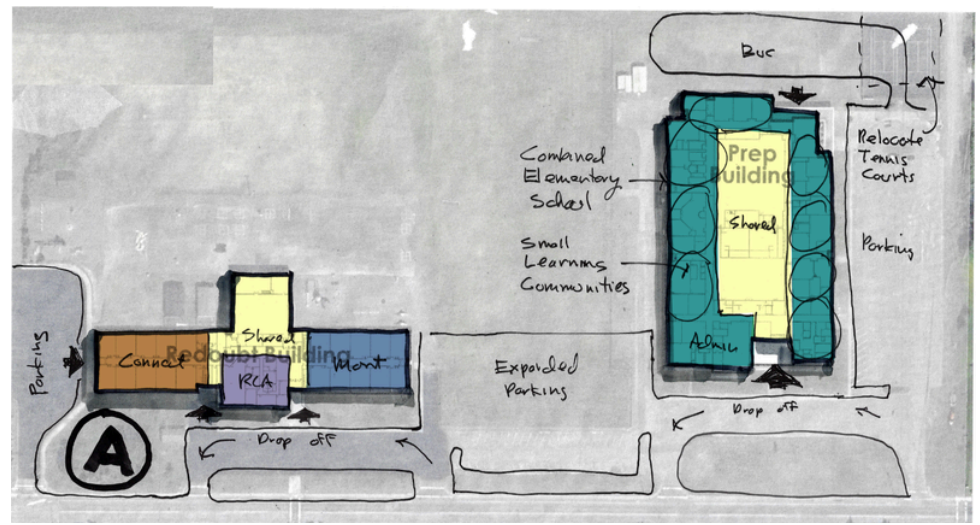
B	Are any of these able to be shared?		Among which schools?						Notes: What would need to happen for this to work?
	Yes	No	SES	RES	SMCS	RCA	CHS	SMS	
CATEGORIES: A. Core Learning & SpEd	Gymnasium								
	Fitness / Health Studio								
	Art Room								
	Music Room								
	Stage / Drama								
B. Instructional Activities	Applied Learning Lab (CTE)								
	Library / Media Center & Supports								
C. Offices & Supports	IT Office / Help Desk								
	Other?								
D. MPR / Commons									
E. Support Spaces									
Outdoor Amenities									

Diagram above: Example of the 'Potentially Shared Spaces' worksheet the committee used during Workshop 2.

3.1 PROGRAM PLACEMENTS

School Program Combination Options

Options A - E were evaluated using the project's educational goals as the metric, by the School Representatives and Steering Committee.



Option Matrix

Option	Redoubt ES	Soldotna ES	Upper ES	Lower ES	Montessori	River City	Connections
Option A: Elementaries combined in the Prep Building							
Redoubt Building					Redoubt	Redoubt	Redoubt
Prep Building			Prep	Prep			
Option B: Elementaries split between upper & lower							
Redoubt Building				Redoubt	Redoubt		
Prep Building			Prep			Prep	Prep
Option C: Elementaries split between upper & lower with Connections off site							
Redoubt Building			Redoubt				
Prep Building				Prep	Prep	Prep	
Off Site Location							Off Site
Option D: Elementaries split between upper & lower with River City in improved space at Skyview							
Redoubt Building				Redoubt			
Prep Building			Prep		Prep		Prep
Skyview Building						Skyview	
Option E: All programs on Site except Soldotna ES replaced on existing site							
Redoubt Building	Redoubt						
Prep Building					Prep	Prep	Prep
Rebuild on exist site		Soldotna ES					

6th grade move to Skyview could be accommodated in any option with some minor renovation

3.1 PROGRAM PLACEMENTS

School Program Combination Options

Through the evaluation of the Connections Homeschool program it was determined that the major priority of a 'storefront' for the public was not going to be accommodated by the existing school buildings and that an off site location would better support the program needs. The Borough is pursuing another option that will provide the Connections Homeschool program space identify in the include Educational Specifications.

An evaluation matrix was created to compare how each option ranked related to the project goals, construction cost, and operating cost. Although Option E was the highest ranked option it was determined that it could not be implemented with current funding set aside.

Through collaboration with the committees it was determined that Option A was economically feasible and best meets the goals and objectives of the project it was selected for further development.

Option Evaluation Matrix

	Option A	Option B	Option C	Option D	Option E
Safety	4	3	4	3	4
Flexibility	4	3	3	3	5
Welcoming	4	3	4	4	4
Community	5	3	3	3	5
Innovation	4	3	3	3	3
Learning	3	3	3	3	3
Identity	3	2	2	2	4
Option Totals	27	20	22	21	28
Project Cost	\$\$\$\$	\$	\$\$\$	\$\$	\$\$\$\$\$
Operational Cost	\$	\$	\$\$\$	\$	\$\$\$\$\$

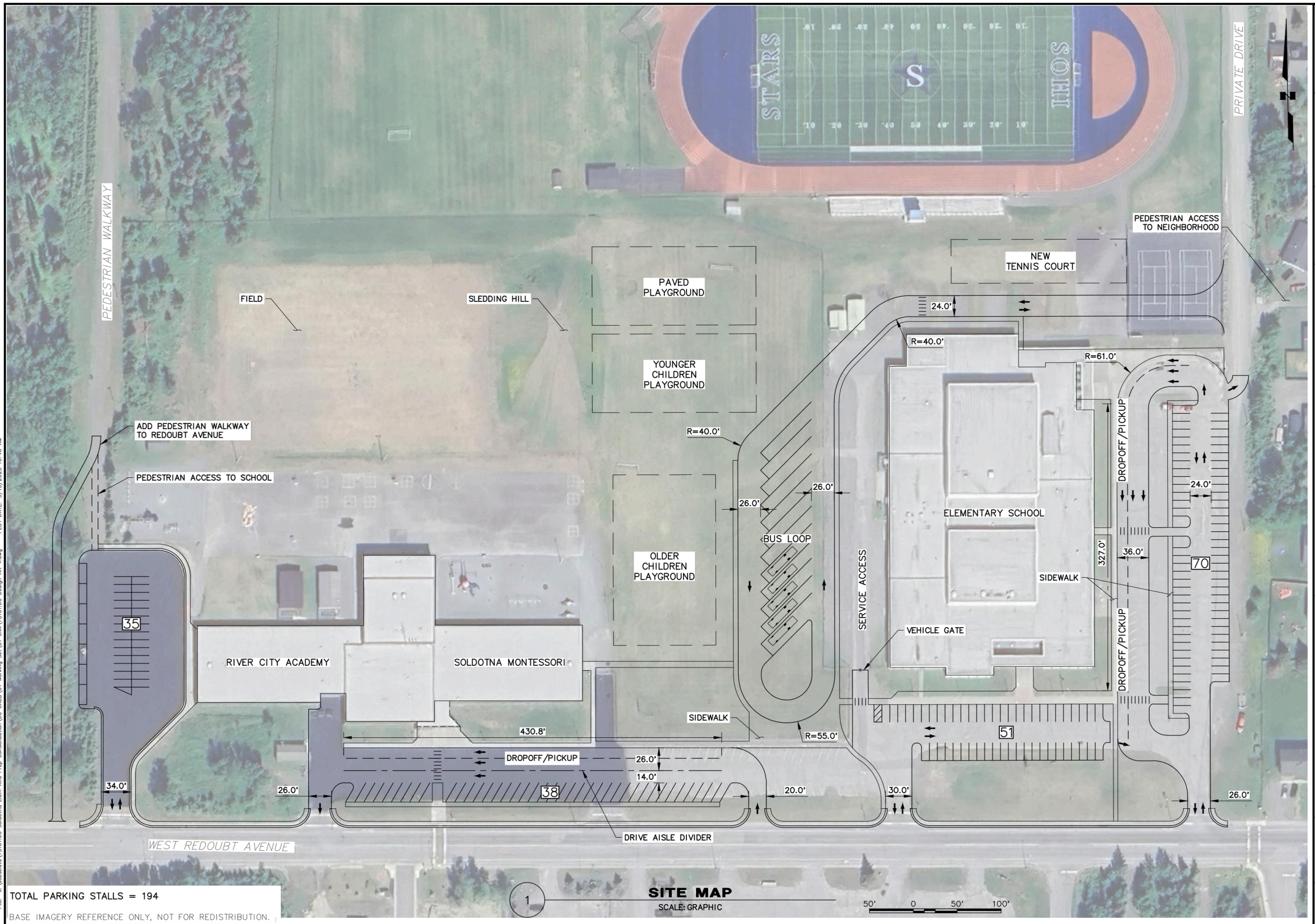
1	Adequate
2	
3	Good
4	
5	Superior
\$\$\$\$\$	Most Cost
\$\$\$\$	
\$\$\$	
\$\$	
\$	Least Cost

Option A Attributes

- Separation of bus & car circulation better with north drop off.
- The consolidated elementary schools will be more flexible in response to future demographic changes.
- The consolidated elementary schools support more parent focused space.
- The Soldotna Preparatory large gym is preserved for community.
- Split elementary schools (between lower and upper) divide families with multiple students.
- The deployment of small learning communities is more consistent in Option A than in the other options.
- There are fewer auxiliary learning opportunities in C2 due to tight program space.
- The single elementary schools and separate wings for RCA and SMSC provide good branding/identity potential.

3.3 CONCEPT PLANS

CONCEPTUAL SITE LAYOUT



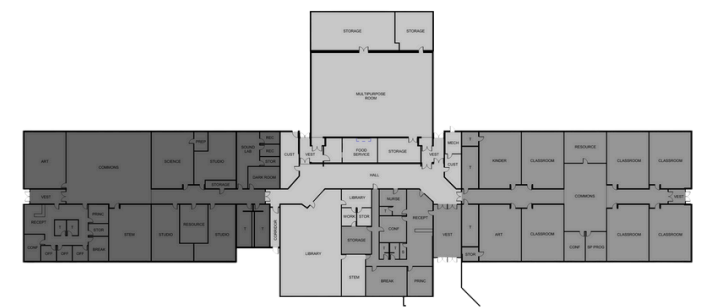
Campus Attributes

- Support mentorships between elementary school students of various grade levels.
- Organized and efficient arrival / dismissal zone
- Students feel connected and successful.
- Strong School Identities
- Connect to community trail.
- Remove bus traffic from Redoubt Ave.
- Multiple Site Amenities & playgrounds

3.3 CONCEPT PLANS

LEGEND

- CLASSROOMS
- AUX LEARNING
- ADMIN
- UTILITY
- MPR / GYM
- LIBRARY
- CIRCULATION/ COMMONS



KEY PLAN

- RIVER CITY
- MONTESSORI
- SHARED

REDOUBT BUILDING

3.3 CONCEPT PLANS



LEGEND

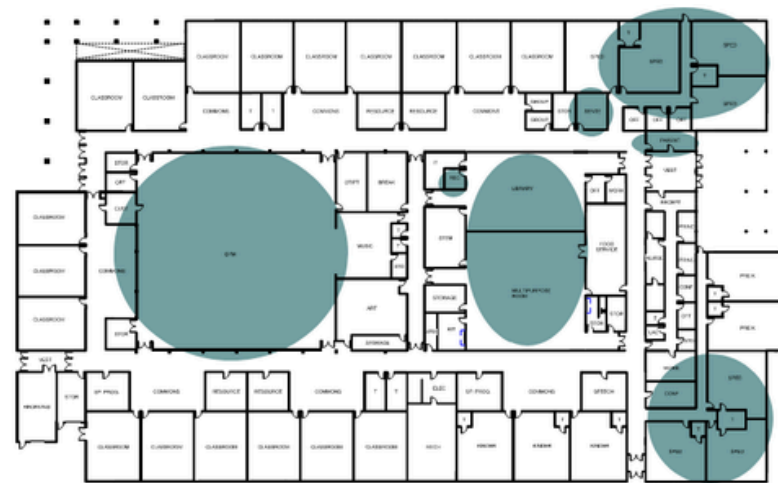
- CLASSROOMS
- AUX LEARNING
- ADMIN
- UTILITY
- MPR / KITCHEN
- LIBRARY
- GYM
- CIRCULATION/ COMMONS



3.4 EDUCATIONAL ENVIRONMENTS



Graphic diagram of space type locations in the new River City Academy and Soldotna Montessori Charter School.



Graphic diagram of space type locations in the new Soldotna Elementary School Campus.

SPACE TYPES & ATTRIBUTES

- Amazing Library
- Science Spaces
- Community Space: Parent Resource areas
- Maintain large gym
- Sensory Areas
- Recording Studio
- Career and Technical Education
- Special Education
- Friendly Greeting: Library close to Entry/Office
- MPR close to recess access



LEARNING STYLES

- Individual Learning
- Project Based
- Needs Based
- Exploratory Learning
- Multi-age Groups
- Mentoring
- Relevant



The above photographs are precedent schools that depict the space types that encourage and support the learning styles.

3.4 EDUCATIONAL ENVIRONMENTS

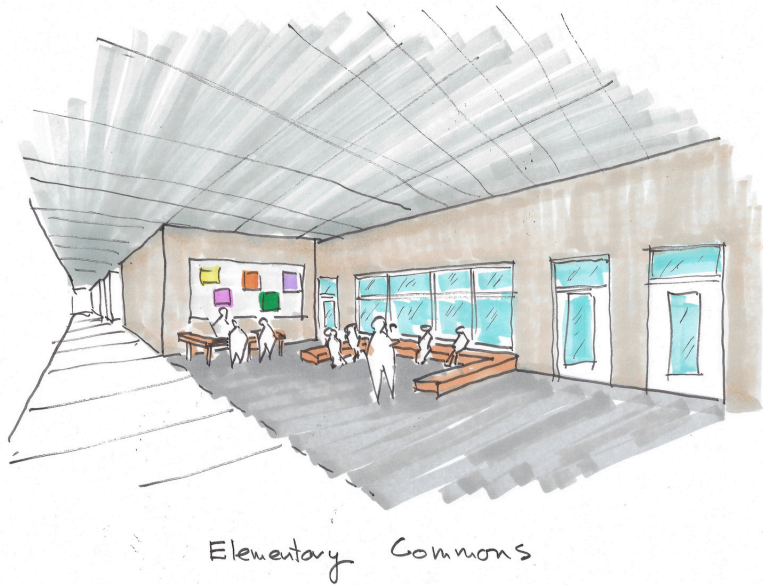
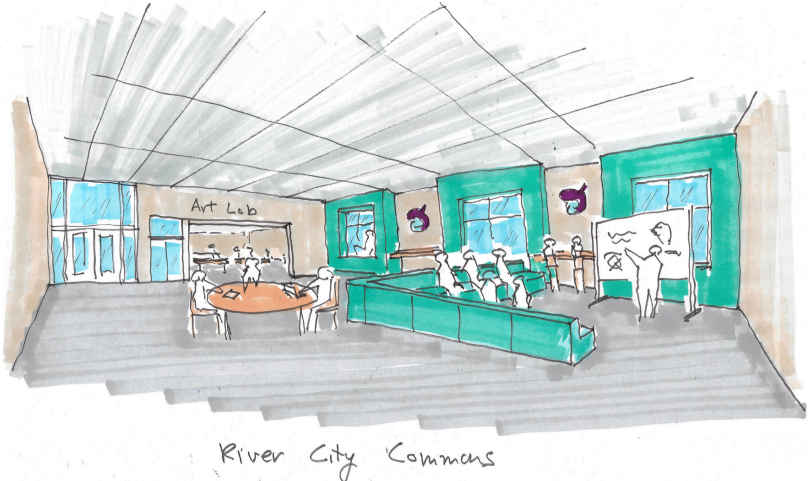
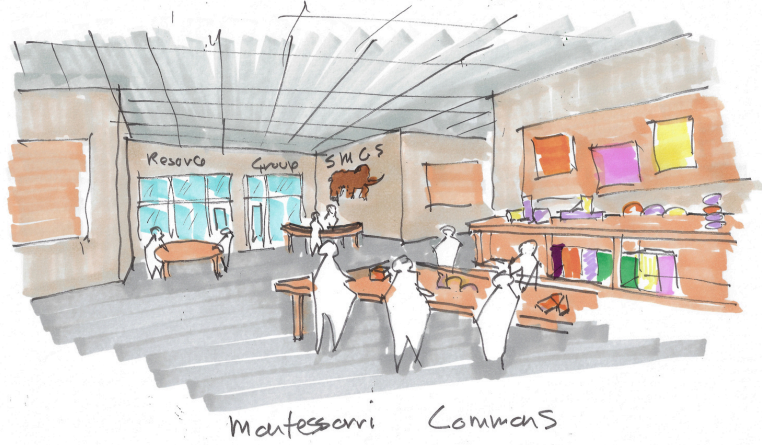
LEARNING COMMUNITIES

- Collaborative Multi-Functional Small Groups
- Open Layout
- Flexible & Adaptable
- Secure & Safe
- Accessible
- Good Acoustics



Graphic diagram of learning community locations in the new River City Academy and Soldotna Montessori Charter School.

Graphic diagram of learning community locations in the new Soldotna Elementary School Campus.



The above sketches are conceptual ideas of the flexible secondary adjacent space to the classrooms, that create learning communities within the schools. These spaces support a smaller scale within a larger school program and support educators within grade levels and shared teaching styles.



The above photographs are precedent schools that depict learning communities and a variety of ways these secondary spaces can be utilized to support learning.

3.4 EDUCATIONAL ENVIRONMENTS



Wayfinding Orientation

- Open Hallways
- Safe Traffic Circulation
- Well defined Spaces
- Flowing Spaces
- Time & Scheduling

School Vision - Look & Feel

- Light & Bright Colors
- Open Spaces
- Natural Light
- Inspiring
- Plants
- Clean & Uncluttered
- Bustling not chaotic
- Welcoming
- Play
- Movement
- Inspiring
- Empowered
- Smiling

Kitchen Lab

- Support lunch time needs
- Creates cooking program opportunities
- Supports community events

3.5 COST SUMMARY

The purpose of construction cost estimating at the feasibility study level is to confirm that the proposed solution reasonably conforms to the limitations of available or future funding. Given the early stages of the project, the level of design information is limited requiring the estimator to make some broad assumptions based on current markets and their experience.

This statement of probable cost provides a strong basis for moving the project forward. As the design and construction process progresses it will be adjusted and refined to the conditions on the ground which often requires modifications to the scope and details of a project.

CONSTRUCTION PROCUREMENT

One of the most effective tools for managing the uncertainties of construction costs is to utilize the Construction Management at Risk (CMAR) process. In this process the construction contractor is selected early in the design process and becomes a partner and collaborator with the owner and the design team to deliver a high-quality project, on time and within budget. The contractor provides insight and recommendations on cost, constructability, and schedule while the design is being finalized providing a high level of certainty to costs.

The CMAR process is particularly effective with complex renovation projects where the scope of work cannot be fully defined in the early stages of design. Developing a collaborative process with the contractor early also allows for cost effective resolution of the inevitable challenges when unexpected conditions are found in older buildings.

The statement of probable cost is based on utilization of the CMAR process for construction.

STATEMENT OF PROBABLE COST

The statement was prepared by professional cost estimator JBM Consulting Group in June of 2025. It is divided into a series of discrete components to allow for analysis and management of budgets. Items listed as options are project enhancements that reduce operational cost, extend the life of the structures, improve safety and functioning of the project but are not essential to operation of the schools. These options can be added to the project as budget allows.

Soldotna Prep Renovation

- Base Cost: \$35 million
- Value Engineering Potential: approximate cost savings of \$2 million.
- Project Scope Options: \$1.6 million

Redoubt Elementary Renovation

- Base Cost: \$9.7 million
- Optional Structural Improvements: \$2.2 million
- Optional MEP Improvements: \$11.1 million

Connections:

- To be determined once a suitable location has been identified.