



**Arlington Public Schools
Purchasing Office**

NOTICE OF ADDENDUM NO. 1

Issued on July 18, 2017

TITLE: ARCHITECTURE/ENGINEERING SERVICES FOR THE NEW ELEMENTARY SCHOOL AT THE REED SITE

RFP NO.: 02FY18

RFP ISSUE DATE: JULY 7, 2017

PROPOSAL DUE

DATE AND TIME: JULY 27, 2017 PRIOR TO 2:00 P. M., (LOCAL PREVAILING TIME)

SEE ATTACHED SIGN IN SHEET FOR PRE-PROPOSAL CONFERENCE

SEE ATTACHED BROCHURE AND FLOOR PLAN THAT SHOWS CURRENT BUILDING LAYOUT

The Following Statement: Item A. 14.3 "The existing Energy Dashboard for Discovery Elementary School found at <http://158.59.255.83/> shall be used as the basis of design." Is clarified as the current dashboard is the intellectual property of the designers and cannot be copied. The basis of design is to create a dashboard with similar functionality to be utilized in the educational process in the same manner as the Discovery Elementary School dashboard.

Questions and Answers for Clarification:

Q.1. Are Joint Venture teams allowed?

A.1. Yes, If the Offeror is a joint venture, each venturer must satisfy the registration, licensing and certification requirements applicable to an Offeror; the name of the joint venture as set forth in the joint venture agreement shall be provided above the signature line; and the Request for Proposal Form shall be signed by each member of the joint venture, indicating that each venturer is fully liable, jointly and severally, for all obligations arising from the submission of an Offer and that if a Contract is awarded to the joint venture, each venturer will sign the Contract and each venturer will be liable, jointly and severally, for all obligations under the Contract.

Q.2. Is there an MBE/SBE requirement for the project?

A.2. No

Q.3. On page 10, Tab 4, it lists a minimum of 3 and maximum of 10 project examples. Are these projects reflective of the architect experience only or should they reflect architect & consultants experience?

A.3. Architect and consultant experience is allowed, however Offerors are to determine what project best reflect the team capabilities and should note evaluation of the projects shall be based primarily on the Offeror's experience and the relevance to the specific scope of services requested in the RFP. The Offeror should include project examples their team feels best reflects the skills energy and imagination that will be required to convert the Reed School into an elementary school as described in the RFP.

This Addendum #1 for ITB 81FY17 – ORACLE UNIFIER: LICENSES; MIGRATION; IMPLEMENTATION AND TRAINING, must be signed, dated and received in the Purchasing Office prior to the date and time stated above “OR” acknowledgment of receipt of this addendum may be noted on the RFP.

NAME OF VENDOR: _____

ADDRESS: _____

SIGNATURE: _____ **DATE:** _____





ISSUED BY:






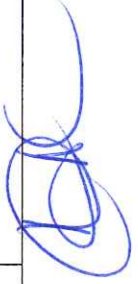

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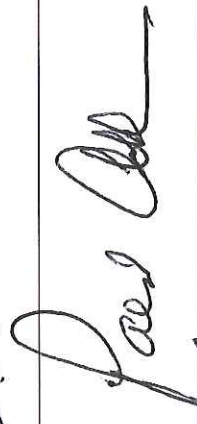
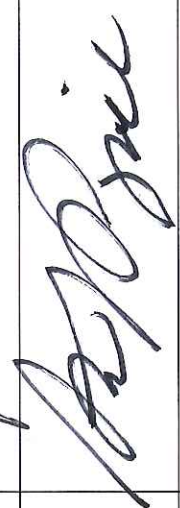



CONFERENCE ATTENDANCE RECORD

RFP #02FY18: Architecture/Engineering Services for the New Elementary School at the Reed Site

OPEN DATE & TIME: July 27, 2017, @ 2:00 P.M. (Local Prevailing Time)





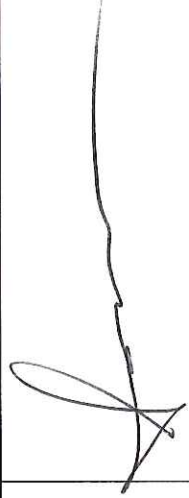

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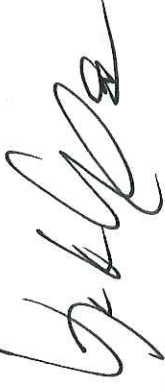


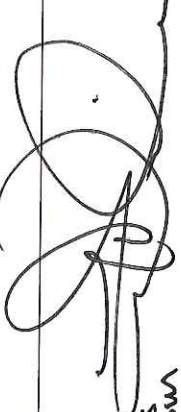

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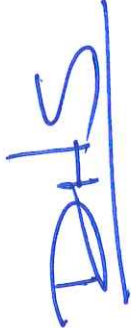




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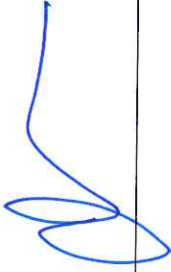



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LANDSCAPE ARCHITECTURE PLAN

DESIGN CONCEPTS

Community Identity

The combined facilities are organized around the original 1938 Reed School building and oriented towards the corner of Washington Boulevard and N. McKinley Street to foster a connection with the Westover Village retail district.

Open Space

The curved facade of The Children's School extends north only as far as the edge of the existing school "Round" building thereby preserving the open space that is so valuable to the local community. The activity areas associated with the existing open space are preserved and in some cases relocated.

Courtyards

Both the Library and the Reed School are organized in relation to courtyards that serve the particular needs of each facility.

The Library plaza along McKinley provides space for festivals or markets on the weekends or for special events. At the Reed School, The Children's School and Integration Station share an interior courtyard that brings light into the inner ring of classrooms and provides secure outdoor space.

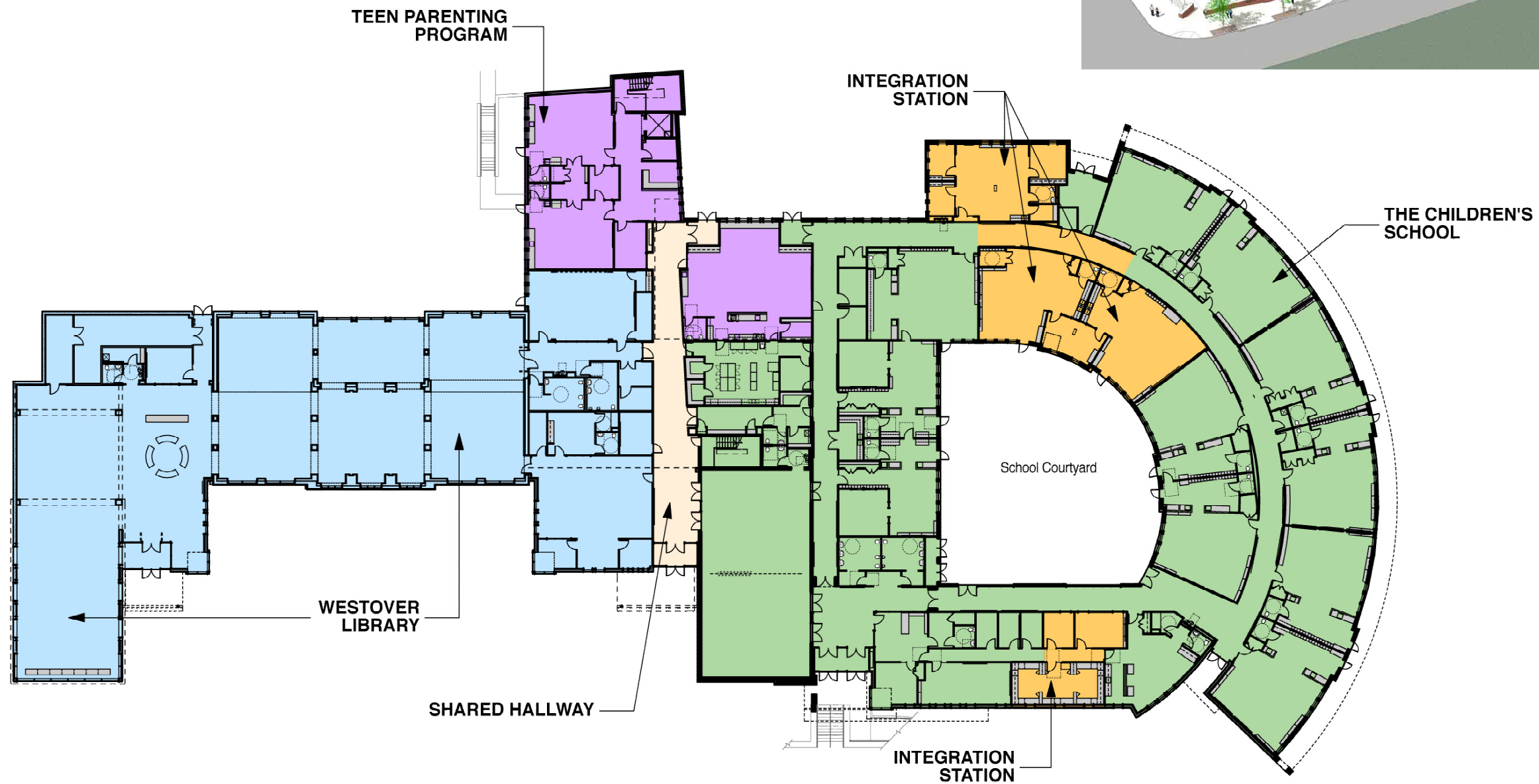


FIRST FLOOR PLAN

Identity

The building is comprised of four different programs, each with its own requirements. Included in these programs are spaces at the center of the facility that will also be shared with the community. The Library is organized around a primary public entrance and control point that allows Library staff to monitor the facility with relative ease. An additional entry point to the Library is provided off of the common corridor that bisects the building.

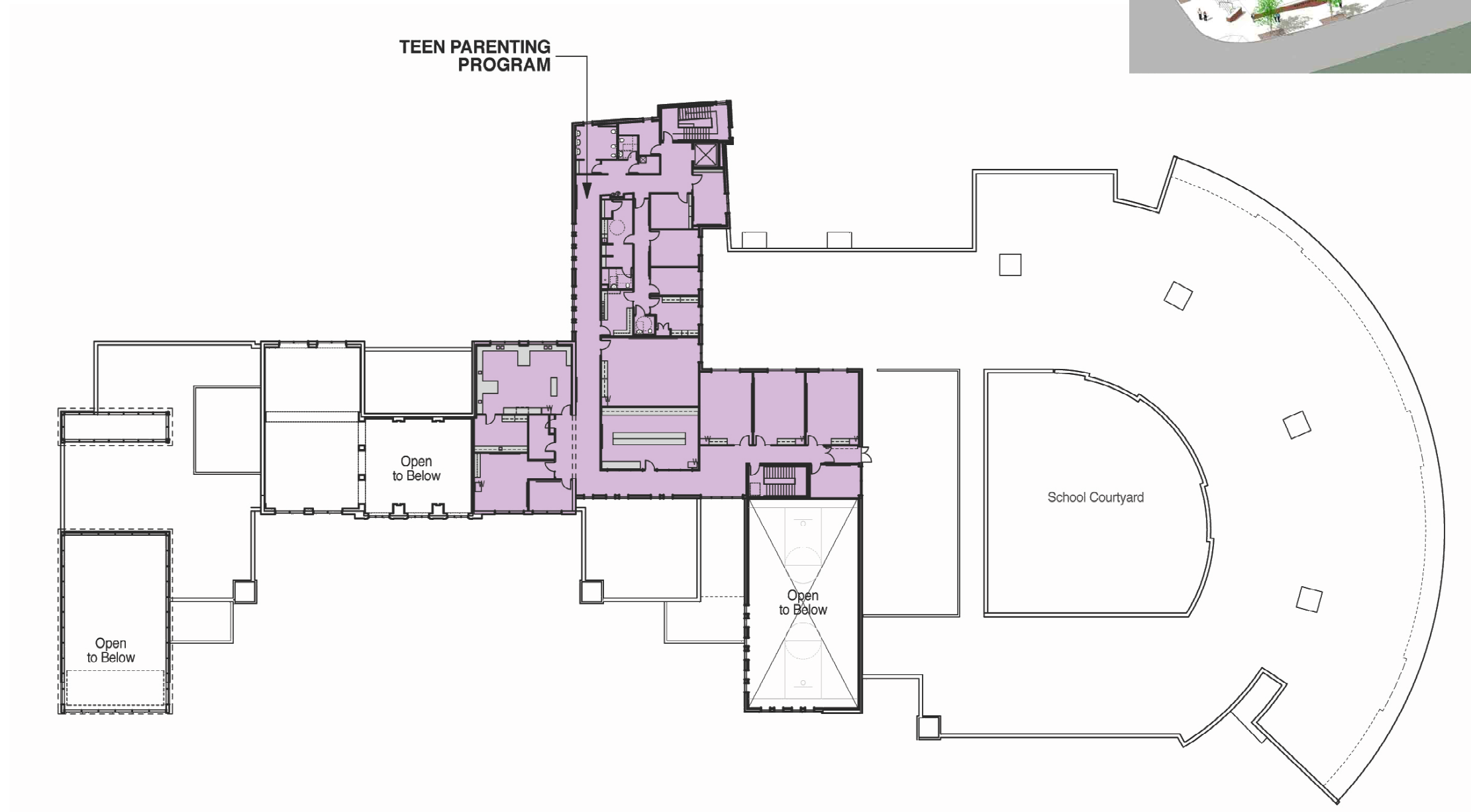
The Reed School is comprised of three programs: The Children's School, Integration Station and Teen Parenting. The building is organized to meet the particular requirements of each in terms of entry, security and access to exterior play spaces. The Multipurpose spaces primarily serve the Reed School but are also accessible for evening activities.



SECOND FLOOR PLAN

Identity

While the majority of the building is a single story structure, a portion of the Teen Parenting program is located on the second floor in order to minimize the footprint of the overall building.



ENLARGED CLASSROOM PLAN

Each classroom is equipped with counter space, storage, and a toilet room. The space is divided into wet and dry areas to allow the children to engage in various types of play and learning. The carpeted area provides diverse activity zones for story telling, play activities, and group or individual work.



○ TCS - TYPICAL CLASSROOM CLUSTER
SCALE: 1/8" = 1'-0"

SOUTHEAST ELEVATION

At the southeast elevation, the original Reed School building remains the dominant form. The Library Children's Room form and large glass wall establish a presence in the community. The building components housing the three school programs are reduced in scale in deference to the surrounding residential community.



Library

The new building portion of the library is a one-story structure with generous ceiling height. At the corner of Washington and McKinley, the interior spaces rise at the Children's Reading Room, providing a light filled space. Light monitors rise above the building and bring generous natural light into the interior.



SOUTHWEST ELEVATION



The southwest elevation borders Washington Boulevard. As a result of street grades rising to the west, the building is increasingly concealed towards the west property line. Additionally, the southwest elevation is provided with a minimum of glass area in order to control solar gain and its resulting impact on the building's energy usage.

NORTHEAST ELEVATION

The northeast elevation borders the open space and is entirely one-story in height. The radial shape and classroom entry modules will offer a dynamic visual backdrop to the open playfield space.



NORTH / NORTHWEST ELEVATION

The north / northwest elevation borders the residential area, west parking lot and sloped area behind the library. With the exception of the Teen Parenting program and Reed Building, the building remains one-story.



PERSPECTIVES



Aerial perspective from N. McKinley and Washington Blvd. looking towards site. The existing 1938 Reed building is flanked by the additions of Westover Library on the left and the new Reed School on the right.

PERSPECTIVES

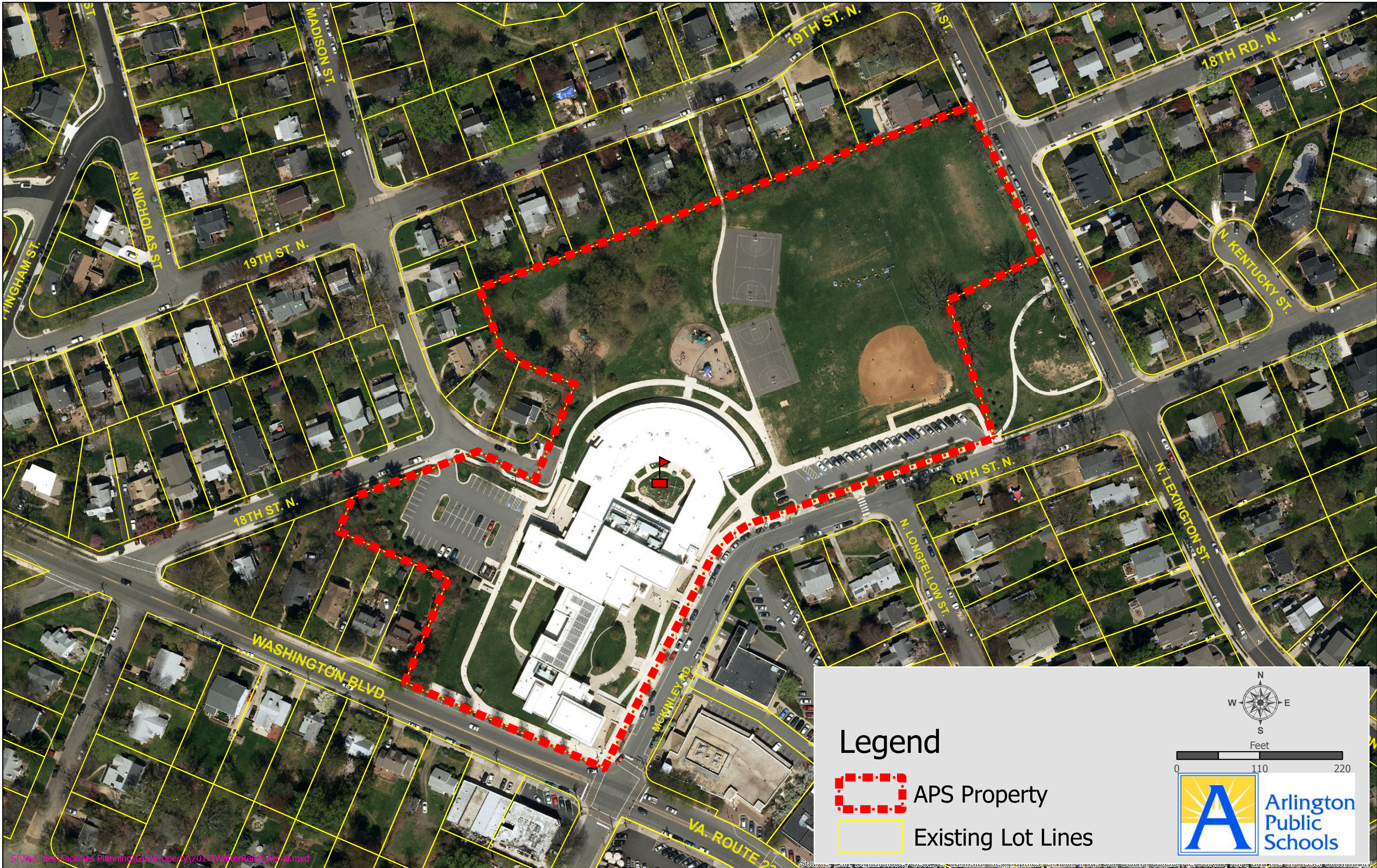


Perspective from Washington Blvd. looking towards the Westover Library entrance and plaza / drop-off. The existing Reed building is on the right.



PERSPECTIVES

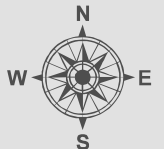


Perspective from Washington Blvd. looking towards the Reed School entrance.



Legend

-  APS Property
-  Existing Lot Lines


 Feet
