



BAINBRIDGE ISLAND

SCHOOL DISTRICT No. 303

**STRONG MINDS, STRONG HEARTS,
STRONG COMMUNITY**

Bainbridge Island School District No. 303 Bainbridge High School: Building 100 Replacement

**State of Washington
Capital Projects Advisory Review Board (CPARB)
Project Review Committee (PRC)**



**Application for GC/CM Project Delivery Approval
Submitted by**

**Bainbridge Island School District No. 303
June 20, 2018**

June 20, 2018

Project Review Committee
C/o State of Washington Department of Enterprise Services
Engineering & Architectural Services
P.O. Box 41476
Olympia, Washington 98504-1476
Attention: Talia Baker, Administrative Support

Dear PRC members:

Please find attached our application for approval to utilize GC/CM contracting for the planned Bainbridge Island High School Modernization/ Bldg. 100 Replacement project.

This will be the second project that the Bainbridge Island School District (BISD) has elected to deliver using the GC/CM delivery method. Our decision to request approval to use the GC/CM delivery method is one that has not been taken lightly; however, following successful implementation of GC/CM program at our current project at Blakely Elementary School, and direct consultation with project consultants, we are very encouraged with using GC/CM to deliver this project for the best value to the community.

To guide us through the process, BISD has once again retained Parametrix as our GC/CM Procurement Manager and GC/CM Project Advisor. We will also have the option to maintain their services in a PM/CM Support role through Construction. Parametrix has successfully proposed and implemented the GC/CM delivery process for BISD, and with a number of other K-12 clients. In addition to Parametrix, we also have the technical assistance of other GC/CM experts, including legal assistance from Graehm Wallace of Perkins Coie, as well as our A/E team and sub consultants. We will draw upon the experience, knowledge and mentorship of our consultant team to guide us and help ensure the success of GC/CM delivery on this project.

We are excited about the potential to construct this project using the GC/CM delivery method. We look forward to your review of our application and the opportunity to present our project to the PRC. Should you have any questions, please contact me.

Sincerely,



Tamela VanWinkle
Executive Director of Capital Projects, Facilities & Operations
Bainbridge Island School District No. 303

**State of Washington
Capital Projects Advisory Review Board (CPARB) Project Review Committee (PRC)**

**APPLICATION FOR PROJECT APPROVAL
TO USE THE GENERAL CONTRACTOR/CONSTRUCTION MANAGER (GC/CM) CONTRACTING PROCEDURE**

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1. Identification of Applicant

(a) Legal Name of Public Body:	Bainbridge Island School District No. 303				
(b) Address:	8489 Madison Avenue NE, Bainbridge Island, WA 98110				
(c) Contact Person Name:	Tamela VanWinkle	Title:	Executive Director of Capital Projects		
(d) Phone Number:	(206)780-1595	Fax:	(206)780-1592	E-mail:	TVanWinkle@bisd303.org

2. Brief Description of Proposed Project

Please describe the project in no more than two short paragraphs.

Bainbridge High School (BHS) serves Public Education needs for all families of Bainbridge Island. BHS & Eagle Harbor High School both serve children in Grades 9-12 as the only Secondary education program in the District. To maintain the standards of excellence in our educational program and facilities, as well as maintaining status as a “School of Choice” in the area, and to meet the increasing Academic, Career Training, and Security demands for students attending BHS, the existing building 100 is to be demolished, and a new building erected in its place; boasting a modernization plan that will prepare the student body for the coming decades’ needs in all functional areas and programs. **All planned Construction is intended to occur via the GC/CM Delivery method on a busy, occupied site.** Plans include relocation of the Special Education program’s students from their existing classrooms in BHS Bldg. 100 (*due to its pending demolition*), to their new planned occupancy at Bldg. 300 on campus, following a (*minor*) Phase 1 remodel of classroom space in Bldg. 300 to accommodate the SPED group’s relocation. Following, or concurrent with primary construction at Bldg. 100, another renovation is planned for Bldg. 200 on campus in the form of a theater. The GC/CM selected will be working with the Bainbridge Island School District (BISD) and their Architect to develop the plans, and determine if they can be constructed under the current budget. If not able to facilitate under the current budget, plans will be made to incorporate funding to the Bldg. 200 renovations into the next, pending bond measure planned for 2018-2019. With construction on the Bldg. 200 Phase likely not planned for starting earlier than the end of 2020 school year, there is ample time to secure the remaining funding to see the project through to success.

The existing School is 41,509 gross square feet, built over two stories; constructed of steel & wood/mixed materials. The original construction dates back to as early as 1977, with subsequent additions/modernizations on campus occurring from 2006-2009 to other buildings. Additional minor renovations are planned to extant buildings, including SPED renovation and conversion of existing commons space to a theater. The new school is anticipated to be approximately 35,000 gross square feet, will likely be a single-story building; the new Building will include Classrooms, Career/Technical Education spaces, a Cafeteria/Commons, spaces for The Arts, etc. Site improvements are planned over 2.5 acres of area, and scoping is likely to include separated service & delivery areas, and outdoor areas. The anticipated Owner’s MACC for this project is approximately **\$23.8M**. (Note that the “Owner’s MACC” is slightly different than the “GC/CM MACC”. The Owner’s MACC includes the GC/CM Risk Contingency, GC/CM Fee, Specified General Conditions, and Negotiated Support Services.) The project has recently completed the Education Specification process (programming) and is currently starting Schematic Design. The design process, construction documents and permitting is anticipated to culminate in Late August/Early September 2019, with construction slated to begin in October 2019. The new building and modernizations are expected to be completed and opened in time for the second half of the 2021 School Year.

3. Projected Total Cost for the Project

A. Project Budget

GC/CM MACC	\$23,136,059
GC/CM Risk Contingency (3% of MACC)	\$694,081
Owner's MACC (Includes GC/CM Risk Contingency @ 3% of MACC)	\$23,830,140
GC/CM Fee, SGC's & NSS Allowance (11% of MACC)	\$2,544,966
Subtotal (Owner's GMP Budget)	\$27,069,187
Owner's Construction Contingency (5% of MACC)	\$1,156,803
Furniture, Fixtures, Equip. & Data Allowance (6% of MACC)	\$1,388,164
Professional Services Allowance (Architects & Engineers) (10% of MACC)	\$2,313,606
Owner's Consultants (Survey, Geo-Tech, HazMat, Test & Inspect) (1% of MACC)	\$231,361
Contract Administration Costs (PM/CM, etc.) (5% of MACC)	\$1,156,803
Other Related Project Costs (Permits, Fees, etc.) (4% of MACC)	\$925,442
WA State Sales Tax (10% of MACC- * current WSST @9%; however, project extends to 2021 and could see tax increases)	\$2,313,606
Total Project Budget	\$36,554,972

B. Funding Status

Please describe the funding status for the whole project. Note: If funding is not available, please explain how and when funding is anticipated

The project is funded from a Capital Bond issue approved by District voters in February of 2016. Therefore, the District anticipates sufficient funds will be available from these funds to complete the Bldg. 100 replacement, miscellaneous modernizations at existing buildings, and associated Sitework. However, full funding for the TI work for Theater construction at the 200 Bldg. is outside of the currently available budget. The District & its Board is currently soliciting funding and expect to have the required funds prior to Construction.

4. Anticipated Project Design and Construction Schedule

Anticipated project design and construction schedule, including (1) procurement; (2) hiring consultants if not already hired; and (3) employing staff or hiring consultants to manage the project if not already employed or hired.

Project milestone dates are shown in the table below:

Project Schedule	Start	Finish
Programming (Ed Specs)	January 2018	June 2018
Schematic Design	June 2018	September 2018
Design Development	October 2018	January 2019
Construction Documents	February 2019	August 2019
Site Development Review	May 2019	August 2019

Building Department Review/Permitting	May 2019	August 2019
Negotiate GMP (90% CDs)	June 2019	June 2019
Early Bid Packages	June 2019	June 2019
Subcontract Bidding	July 2019	August 2019
Building 100 Construction	September 2019	January 2021
Building 100 Substantial Completion	January 2021	January 2021
Building 100 Punchlist/Final Completion/Closeout	January 2021	March 2021
Owner Building Move-in	November 2020	January 2021
Warranty	November 2020	October 2021
GC/CM Schedule		
PRC Application		6/20/2018
PRC Presentation		7/26/2018
First publication of RFP for GC/CM Services		7/30/2018
Second publication of RFP for GC/CM Services		8/6/2018
Project Information Meeting (Date subject to change.)		8/9/2018
Last Day for questions to be submitted		8/10/2018
Addendum to RFP issued		8/13/2018
RFP Submittal Deadline		8/15/2018
Review & Score Submittals Received		8/16/2018
Notify Submitters of Most Highly Qualified Submitters & Invite to Interview		8/16/2018
Interviews with Short-Listed Firms		8/23/2018
Notify Submitters of Most Highly Qualified Firms & Invited to Submit RFFP		8/24/2018
Last day for questions to be submitted		8/29/2018
Addendum to RFFP issued		8/31/2018
RFFP Submittal Deadline & Opening		9/7/2018
Notify Submitters of Scoring and Most Qualified GC/CM		9/7/2018
Early Services Contract w/ GCCM		9/10/18
Pre-Con Work Plan Due		9/21/2018
School Board Approval of GC/CM Selection		9/13/2018
GC/CM Agreement w/ Pre-Con Services Executed		9/21/2018

If your project is already beyond completion of 30% drawings or schematic design, please list compelling reasons for using the GC/CM contracting procedure

Not Applicable. The project has just recently completed the Pre-Design and Programming Phase and is beginning the Schematic Design Phase. It is our intent to contract with a GC/CM and have them on board providing predesign services as the Schematic Design phase is wrapping up and the Design Development phase is beginning.

5. Why the GC/CM Contracting Procedure is Appropriate for this Project

Please provide a detailed explanation of why use of the contracting procedure is appropriate for the proposed project. Please address the following, as appropriate:

If implementation of the project involves complex scheduling, phasing, or coordination, what are the complexities?

The GC/CM contracting method is appropriate for the project for the following reasons:

Occupied Site, Complex Scheduling & Critical Phasing – Construction scheduling will have to consider the project is on an occupied site with students, staff and the public present. School is in session from September through June; the Athletics / Play fields and surrounding Community/Aquatics center, etc. remain in use through the summer and off-season breaks. The project features sites and structures used year around by the school and the community. The schedule is aggressive and will need to be closely coordinated with the District and its neighbors/community partners. Schedule and Phasing will be tied to essential opening/occupancy dates based on the fixed academic school year calendar, complicated by anticipated public and community processes and unpredictable permitting processes for environmental and site development work.

Site Constraints – Heavy construction activity including Civil Work will occur on this site; a site that is adjacent to residential neighborhoods on the Southeast, West and North, and a Masonic Center/Driver Training Facility, Pediatrics office, and an Early Learning Center to the South, Southwest and East. Additionally there is a Catholic School to the East, further giving need to the GC/CM for supporting the District in responding to community concerns about traffic/construction impacts on the surrounding neighborhoods and the environment. The existing school will function on a very tight site, while the existing building is demolished and the new building is being constructed at the same location. Site logistics will be a significant challenge due to tight spaces and traffic. If not properly strategized, safety issues may exist related to use of and separation between the construction site, the existing building, the playfield and the community at large.

Safety – The neighborhood is a mixture of rural residential and heavily wooded, lightly developed and/or undeveloped properties. The school fronts on High School Rd, a two lane arterial central to the island; and the campus serves all Grade 9-12 students on Bainbridge Island. Since nearly half of the site is occupied by buildings, parking lots and playfields that will need to remain operational during construction, it will be challenging to identify adequate areas for construction vehicles, lay-down space and job shacks without impacting parking, public access and the playfield.

Care will need to be taken to minimize impacts on school operations and to keep the site safe for the students, staff and community. The surrounding neighborhood will likely be affected by construction traffic, noise, and dust. Having a GC/CM onboard will assist in strategizing mobilization, staging, and lay down so as to minimize disruption and insure a safe interface with the existing school and surrounding neighborhood. For these reasons, GC/CM involvement during design and planning is critical to developing a feasible site logistics and phasing plan.

Inflation/Escalation – In the current economy and a construction market, with volatile cost escalation, time has not been friendly to successful project planning, particularly financially. In order

to expedite construction and minimize the effects of inflation/escalation, it's anticipated that early bid packages will be considered to allow us to achieve a shortened construction window, take advantage of Civil / Foundation work during more favorable periods of the year, and avoid bidding during unfavorable timeframes due to market project saturation. The assistance of the GC/CM contractor will be instrumental to deciding whether to implement early bid packages and, if so, managing and coordinating them.

Anticipated early bid packages may include the following:

- Building Demolition and Abatement
- Concrete Foundations and Slabs
- Structural Steel
- Sitework, Grading, and Utilities

Getting early bid packages on the street could possibly allow us to take advantage of the drier summer of 2019 and could keep construction going until the building construction documents are completed in the fall of 2019, helping to assure timely schedule adherence while containing cost.

If the project involves construction at an existing facility that must continue to operate during construction, what are the operational impacts on occupants that must be addressed?

Note: Please identify functions within the existing facility which require relocation during construction and how construction sequencing will affect them. As part of your response you may refer to the drawings or sketches that you provide under Question 9.

Occupied Site – For this project, the school population will remain on-site and most existing buildings will be fully occupied during construction, other than within active construction/demo & abatement areas. Safety issues related to use of and separation between the construction site, the existing building and the playfield will be critical. Care will need to be taken to not disrupt the occupied school and to assure the safety of students, staff and the public during construction. See additional info above for additional challenges the project poses; whereas, the GC/CM is to assist in mitigation.

Critical Phasing – The existing building 100 is to be vacated and demolished, with a new school erected in its place. To that end, there is a need to approach the project in a minimum of 3 phases; the first of which is to remodel classroom space in Bldg. 300 to accommodate relocation of the Special Education students from their existing classrooms in Bldg. 100. The second Phase of the project would be to abate and demolish the existing 100 Bldg. The third phase would be to construct the new 100 Bldg., associated modernizations, and Sitework. Once complete funding can be procured for it, an additional renovation Phase will be planned for Bldg. 200 on campus, to construct a theater at the commons area. Currently funded plans include minor renovations to the 200 Bldg., such as relocating the Kitchen, and other miscellaneous renovation work to make way for the planned Theater/final configuration ground work within the existing Building 200. Given the complexity of the project, and that the expected duration of project work spans multiple school years, it's possible and likely that the GCCM and Design Team will approach construction in more than 3 phases, albeit undeterminable until design is complete.

Safety – The construction controls will need to minimize sound, odor, and dust to address occupant safety and health concerns. The GC/CM will be engaged to assist in planning and implementing methods to isolate building construction activities from staff, students and the public so that construction crews can safely and efficiently perform construction related activities while minimizing impacts on the school, the neighborhood and the community. Construction must be planned and coordinated to always maintain public safety. Circulation to and around the existing building and to

the new construction area(s), material drop-off, and construction parking areas will all need to be carefully planned and managed to avoid hazards from construction.

Neighborhood Traffic/Access/Contractor Staging Constrictions – The neighborhood is a mixture of residential and lightly wooded, developed Commercial/Community/Public properties. The school fronts on High School Rd, two- lane arterial central to the island; and the campus serves all Grade 9-12 students on Bainbridge Island. Construction logistics will be a challenge due to the mix of school related vehicle traffic, residential vehicle traffic, weekend Church going public / General community vehicle & pedestrian traffic, construction traffic, public / student recreation, and the movement of heavy equipment and building materials on-site and off-site. Contractor lay-down space, construction access, and construction zones will all be very tight, will need to be well planned, and may likely change as the project progresses due to ever changing logistics needs as highlighted above. General project material deliveries will likely need to be specially coordinated and communicated to School Staff and the neighboring community in order to not negatively impact school functions, daily commuter traffic and quality of life.

If involvement of the GC/CM is critical during the design phase, why is this involvement critical?

The GC/CM will need to have significant input during the design process to ensure that systems and facilities, circulation, and safety considerations are all integrated into the design and bid documents and that the project will remain on budget and can be completed in a timely manner. Based on the experience of Parametrix at other projects, input from the GC/CM Contractor during design has proven invaluable in achieving Owner’s goals for the design and construction of K-12 facilities: especially in staying on budget/schedule constraints, minimizing the impact to the educational process, and maintaining a safe environment for staff, students and the community.

The GC/CM Contractor will provide their expertise to the District and the design team, helping to determine the best approach for construction phasing / sequencing that will allow construction to be accomplished as efficiently and effectively as possible. The GC/CM will also provide value in advising on constructability, feasibility, value analysis, and other design phase deliverables. The GC/CM Contractor plays a vital role during pre-construction to assist in preparing the 100% CDs, early bid packages and most importantly to assume the cost and schedule risk of delivering the project.

Hence; GC/CM Contractor involvement during the design phase is critical. Effectively planning and executing educational projects relies on a clearly developed and effectively executed plan to communicate to all project participants the specific scope, boundaries, constraints, and contingency plans for each discreet phase of the project. Leading the development of the phased work plan will be a crucial role of the GC/CM Contractor during the pre-construction phase. This plan will detail the precise steps needed by each sub-trade to effectively and safely complete the work.

If the project requires specialized work on a building that has historical significance:

Why is the building Historic? – Not applicable to this project

What is the specialized work that must be done? – Not applicable to this project

6. Public Benefit

In addition to the above information, please provide information on how use of the GC/CM contracting procedure will serve the public interest. For example, your description must address, but is not limited to:

How this contracting method provides a substantial fiscal benefit

Manage Costs in an Inflating Market – With the GC/CM Contractor involved in evaluating the design documents and participating during the design process, it's anticipated that unforeseen impacts due to inflation/escalation and product or labor shortfalls will be greatly reduced, leading to reduced costs and to a reduced potential for detrimental schedule and cost impacts during construction. Having a GC/CM Contractor on board during design will help to focus design phase work to more effectively explore solutions that are viable, buildable, cost effective and efficient, thus enabling the District to keep better and more prudent control of construction phase changes in cost or time.

Allocation of Risk – Our experience is that construction delay claims are not inexpensive and take a tremendous amount of staff time and resources to resolve.

- A design-bid-build contractor may not be as willing to maintain a schedule that it didn't help develop, and may have nothing to lose if the schedule slides due to scope changes.
- The GC/CM delivery process offers an "open book" cost accounting of the work.
- Through pre-construction, the GC/CM Contractor will understand the work long before it bids; will participate in setting schedule and packaging the scope to fit the marketplace and realistically set expectations before work is bought, lowering the risk of non-responsible sub-bidding.
- The GC/CM Contractor participates in and "owns" pre-construction cost estimating; is actively involved with constructability reviews early in the design process, resulting in cost-effective and value-based solutions which the Design Team welcomes.
- Because the basic arrangement between Owner and GC/CM is relationship-based, the chance of costly litigation diminishes greatly.
- Phasing of bid buy-out and flexibility to adjust bid packages as the work is bought out allows for cost management by the Owner and GC/CM team.

How the use of the traditional method of awarding contracts in a lump sum (the "design-bid-build method") is not practical for meeting desired quality standards or delivery schedules.

The GC/CM delivery method provides substantial public benefit over traditional design-bid-build by:

Real Time, Market Based Cost Estimates – The GC/CM Contractor can utilize real time, current market pricing to validate scope and budgeting during the design process. The GC/CM delivery process assists in making the project more fiscally responsible and viable to the public by having the Contractor participate in constructability reviews, value analysis, design-team/contractor coordination and the use of design phase overlap to accelerate project completion, thus lowering construction costs and stretching the buying power of the District.

Better Coordination of Materials and Equipment Purchases – Providing better coordination with materials and equipment purchases including MEP coordination, vendor coordination, timing, rough-in, delivery, off-loading, and storage will benefit the public. Communicating the need for this level of coordination on a design-bid-build method is complex and very difficult to enforce with potentially uncooperative contractors who haven't developed a vested interest in the project.

More Responsive and Responsible Bids – Because of the complexity of this project, the District believes that, without GC/CM, there could be higher risk associated to achieving timely, cost-effective

completion of the work by subcontractors that may otherwise not be responsible, responsive sub-bidders. On non-GC/CM projects, constructability, errors & omissions and scheduling issues are often not raised by the Contractor or sub-contractors until after bidding has been completed and many of those issues become change orders during construction. Changes made during construction are more costly than changes made prior to bidding. Utilization of the GCCM delivery method can minimize the risk of these types of changes cropping up during construction.

Better Ability to Accommodate Ongoing Activities at Site – The fiscal benefit of GC/CM Contractor involvement is to play a critical role in preparing a feasible and safe construction plan at an occupied, operational school facility adjacent to populated residential neighborhoods. The GC/CM delivery method also allows for advanced and early work that is coordinated and overseen by a single prime contractor under one contract, reducing the risks associated with multiple prime contractors with multiple contracts on a single site.

Complex Scheduling – The project construction schedule prepared by a GC/CM Contractor, rather than the Design Team, provides a more detailed, market and condition driven, accurate CPM schedule of how the project will actually be built. This schedule will better indicate when and where major construction impacts will occur, facilitating better design phase discussions on how to reduce or eliminate these impacts during the design phase rather than finding them and addressing them during construction. This early detection will also assist school staff and administration in the preparation and timely notification of students, staff, visitors, and the community of upcoming construction zones, operational relocations, and other potential disruptions or impacts that might otherwise be surprise, unforeseen issues.

Ongoing Value Analysis and Constructability Review – The GC/CM method of delivery facilitates more of an on-going Value Analysis and Constructability Review Process during design. This “ongoing” approach during design results in a more economical design and a better bid package with fewer change orders, and less risk of lost time or delay to the project completion.

7. Public Body Qualifications

Description of Organization’s Qualifications to Use the GC/CM Contracting Procedure:

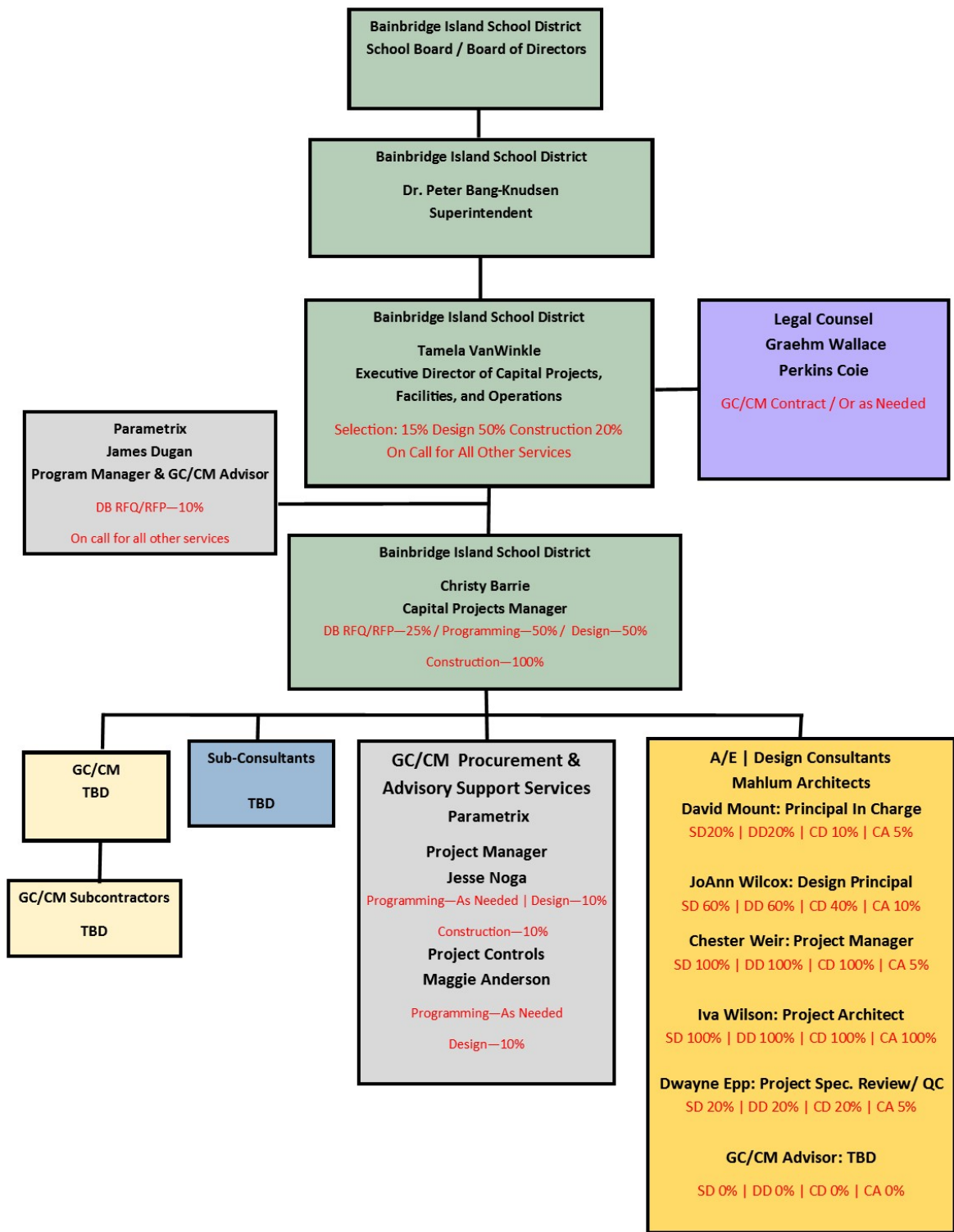
The Bainbridge Island School District has previous experience utilizing the GC/CM delivery method, in Blakely Elementary School which will complete construction and open in Fall 2019. Both the BISD Capital Projects Executive Director and their Project Manager have completed the WA State AGC GC/CM Training. In addition, the Project Manager has worked on/completed 4 GC/CM Projects, as well as 18 D/B/B (in total 22 total projects built) over the last 21 years. The District’s Capital Projects Office has analyzed various options and is decided on and committed to the GC/CM delivery method on this project, due to the complex scope and general conditions; looking forward to the benefits of a collaborative delivery process on this challenging project.

The District has contracted with Parametrix to provide GC/CM Procurement and GC/CM Advisor roles for this project. They also have the option to continue with PM/CM support from Parametrix through construction. Parametrix has extensive experience in the GC/CM procurement and delivery process. As a staunch advocate for the GC/CM delivery method, Parametrix sees this as an opportunity to continue to mentor BISD in their creation of this new educational complex; leveraging all the benefits of GC/CM.

Members of the Parametrix team working on this project have helped implement GC/CM procurement and delivery process on more than 25 major projects totaling over \$960 million in construction cost (over \$1.5 billion in total project cost).

As well as having acquired the services of Parametrix, the District also utilizes the legal counsel of Graehm Wallace and the Perkins Coie team. Their team has provided legal and contract related services to numerous clients for projects using the GC/CM delivery method.

Bainbridge Island High School Project Organization Chart



Staff and consultant short biographies (not complete résumés):

**Tamela VanWinkle, Executive Director of Facilities, Operations, and Capital Projects
(Bainbridge Island School District)**

Tamela Van Winkle has 31 years of experience in project design, planning and construction, including 24 years working specifically in the K-12 public school construction environment. As a Project Manager she was highly successful managing design and engineering consultants, contractors, budgets, scheduling, change orders and developing excellent relationships with agencies having jurisdiction in Bainbridge Island and Kitsap County.

In 2002, Tamela joined the Bainbridge Island School District. Her responsibilities as Director of Capital Projects include Master Plan development, professional and public collective visioning, consultant selection, community outreach, bond strategy and execution. Her work with the Bainbridge Island School District resulted in the passage of three Capital Bond requests totaling over \$169 Million. Tamela directly oversees the management of these voter approved bonds and any and all state assistance and federal grants. While her construction experience has primarily been in the “Design-Bid-Build” process, she is confident, knowledgeable and experienced in negotiating budgets, contracts and developing collaborative relationships.

Recent major projects include the replacement of the following; Blakely Elementary School, Bainbridge High School 200 Building, District Maintenance Building, Wilkes Elementary School and District Transportation Addition and Remodel. Tamela’s work also involves the management of millions of dollars in small works projects including classroom additions, roof replacements, HVAC replacements, and field, track and tennis court renovations, etc. Tamela effectively directs staff from project inception through successful on-time and on budget project completion.

Tamela is passionate about her work with a strong belief that contemporary facilities of high quality support educational goals, contribute significantly to the success of the teaching and learning process and they are a reflection of community values.

Project	Project Value	Delivery Method	Role	Timeframe
Blakely Elementary School Bainbridge Island, WA	45.5M	GC/CM	Director, Capital Projects	2016- Present
BISD Transportation Center Remodel, Bainbridge Island, WA	\$800K	D/B/B	Director, Capital Projects	2015
BHS Tennis Court Resurfacing, Bainbridge Island, WA	\$400K	D/B/B	Director, Capital Projects	2015
Wilkes Elementary School Replacement	\$29M	D/B/B	Director, Capital Projects	2009-2012
Woodward Intermediate School Roof Replacement	\$1.25M	D/B/B	Director, Capital Projects	2011
Bainbridge High School 200 Building Replacement	\$31.7M	D/B/B	Director, Capital Projects	2006-2009
BHS Field Renovation	\$1.74M	D/B/B	Director, Capital Projects	2007- 2009
Maintenance Facility Replacement	\$2.47M	D/B/B	Director, Capital Projects	2007-2008
BHS Science Renovation	\$1.67M	D/B/B	Director, Capital Projects	2006-2007
Woodward Intermediate School Field & Track Replacement	\$1.13M	D/B/B	Director, Capital Projects	2006-2007

Christy Barrie – Capital Projects Manager (Bainbridge Island School District)

Christy has over 22 years of experience managing complex K-12 projects. Christy supervises all phases of the District’s projects; from Programming and Design through Construction Administration, Warranty, and Closeout. Christy has a Master of Architecture from the University of Washington, with expertise in developing innovative Guiding Principles, Educational and Technical Specifications, and structuring a successful design process. Her ability to create a collaborative and flexible team environment with multiple stakeholders and lead a project through to opening day sets Christy apart.

Project	Project Value	Delivery Method	Role	Timeframe
Blakely Elementary School Replacement, Bainbridge Island School Dist.; Bainbridge Island, WA	\$45.5M	GC/CM	Project Manager	2017-Present
Environmental Learning Center: Point Defiance Zoo; Tacoma Public Schools; Tacoma, WA	\$20M	D/B/B	Project Supervisor	2014-2017
Arlington Elementary School Replacement, Tacoma Public Schools; Tacoma, WA	\$25.5M	D/B/B	Project Supervisor	2015-2017
Grant Center for the Arts Replacement, Tacoma Public Schools; Tacoma, WA	\$28M	GC/CM	Project Supervisor	2016-2017
Washington Elementary Historic Remodel & Addition, Tacoma Public Schools; Tacoma, WA	\$31M	D/B/B	Project Supervisor	2013-2015
McCarver Elementary Historic Renovation, Tacoma Public Schools; Tacoma, WA	\$39M	GC/CM	RFFP, Pre-Design & Design Dev.	2013-2016
Baker Middle School Replacement, Tacoma Public Schools; Tacoma, WA	\$50M	D/B/B	Project Supervisor	2012-2015
First Creek Middle School, Tacoma Public Schools; Tacoma, WA	\$48M	D/B/B	Project Supervisor	2008-2010
Lincoln High School Historic Modernization & Addition, Tacoma Public Schools; Tacoma, WA	\$75M	GC/CM	Project Supervisor	2004-2007

Jim Dugan – Owner’s Project Director (Parametrix)

Jim has 40 years of experience managing the planning, design, engineering, and construction of industrial, commercial, and institutional projects in both public and private markets. With formal training in civil engineering and project management, he provides his clients with project management and leadership skills needed to plan, hire, and manage design and construction consultants and contractors consistent with program requirements, budget restrictions, and schedule requirements, as well as work collaboratively with all agencies having jurisdiction.

Jim is skilled at alternative project delivery, long-range strategic planning and scheduling, budget forecasting and compliance to the plan, public speaking/presentations, collaboration with stakeholders and conflict resolution and claims mitigation. In 2016, Jim was appointed to a 3-year term on the States Project Review Committee (PRC).

Jim is highly-experienced in alternative project delivery utilizing both GC/CM and Design/Build. He has served as a member of the GC/CM Advisory and Project Management team for a number of Owners and projects.

The table below identifies some of Jim Dugan's most recent GC/CM project experience:

Project	Project Value	Delivery Method	Role	Timeframe
Grant Elementary School, Tacoma Public Schools	\$34.9M	GC/CM	Project Director, GC/CM Advisor	2017-Present
Birney Elementary School, Tacoma Public Schools	\$39.15M	GC/CM	Project Director, GC/CM Advisor	2017-Present
Four Elementary School Replacement Program, Auburn School District	\$208.0M	GC/CM	Project Director, GC/CM Advisor	2017-Present
Three Elementary School Replacement Program, Auburn School District	\$158M	GC/CM	Project Director, GC/CM Advisor	2018-Present
McLoughlin Middle School, Vancouver Public Schools	\$74.31M	GC/CM	Project Director, GC/CM Advisor	2017-Present
Marshall Elementary School, Vancouver Public Schools	\$35.15M	GC/CM	Project Director, GC/CM Advisor	2017-Present
Lieser School, Vancouver Public Schools	\$12.97M	GC/CM	Project Director, GC/CM Advisor	2017-Present
Olympic Middle School, Auburn School District	\$93.0M	GC/CM	Project Director, GC/CM Advisor	2016-Present
Lake Stevens High School, Lake Stevens School District	\$87M	GC/CM	Project Director, GC/CM Advisor	2016-Present
Central Kitsap High School & Middle School Replacement, Central Kitsap School District	\$177.94M	GC/CM	Project Director, GC/CM Advisor	2016-2018
Olympic High School, Central Kitsap School District	\$38.5M	GC/CM	Project Director, GC/CM Advisor	2016-2018
Browns Point Elementary School, Tacoma Public Schools	\$31M	GC/CM	Project Director, GC/CM Advisor	2016-2018
Eastside Community Center, Metro Parks Tacoma	\$32M	GC/CM	Project Director, GC/CM, PM	2016-2018
Stewart Middle School, Tacoma Public Schools	\$66M	GC/CM	Project Director, GC/CM Coord., PM/CM	2013-2016
McCarver Elementary School, Tacoma Public Schools	\$39M	GC/CM	Project Director, GC/CM Coord., PM/CM	2013-2016

Jesse Noga, Maggie Anderson: GC/CM Procurement & PM/CM Support, Project Controls (Parametrix)

Jesse, having recently assisted in Building Replacement and Modernization Projects with Central Kitsap School District; a total value of nearly 50 million in K-12 Design-Bid-Build projects over the last 2 years, will be assuming the PM role for this activity with Parametrix. Jesse has a rich background in Facilities and Contractor Management, as well as Client side and Client facing Customer service. A tireless advocate for his client, Jesse focuses on all aspects of the work no matter how small the detail; so that the Client/Owner gets top value for their project dollar.

Jesse recently completed the WA State AGC GC/CM Workshop for 2018.

Maggie provides construction management and support services within the construction industry. With a background in residential and commercial construction, she has worked with public and private stakeholders. She excels at providing on-time project execution, close attention to detail, and consistent delivery on client commitments. Maggie has supported a wide range of projects including schools, data centers, healthcare facilities, and municipal buildings; also in hi-rise residential, and tenant improvements with an average construction value of \$35 M to \$210 M. Her diverse background in construction management is a critical asset to creating and maintaining positive working relationships with internal and external staff, as well as multiple stakeholders. Recently, Maggie has provided project support to include monitoring all elements of the project budgets, processing and tracking forms, and organizing project files for the Everett and Mount Vernon School Districts. Maggie will primarily assist BSD for this work in the form of handling project controls, from Schematic Design phase through Pre Construction.

Maggie successfully completed the WA State AGC GC/CM Workshop in 2017.

Project	Project Value	Delivery Method	Role	Timeframe
Klahowya Secondary School Modernizations, Central Kitsap School District, Silverdale, WA	\$22.5M	D/B/B	Owner's Rep / PM Services & Construction Management	2017-2018
Klahowya Secondary School Field Replacement; Central Kitsap School District, Silverdale, WA	\$4.5M	D/B/B	Owner's Rep / PM Services & Construction Management	2017-2018
Combined Transportation & Foodservice Warehouse Replacement (AKA Operations Support Center); Central Kitsap School District, Silverdale, WA	\$21.7M	D/B/B	Owner's Rep / PM Services & Construction Management	2016--2017
Barker Creek Community School / The Teaching & Learning Center @ Barker Creek; Central Kitsap School District, Silverdale, WA	2.8M	D/B/B	Owner's Rep / PM Services & Construction Management	2016-2017

Graehm Wallace – District Legal Counsel (Perkins Coie)

Graehm Wallace is a partner in the Seattle office of the law firm Perkins Coie LLP. Graehm has provided GC/CM project legal assistance for numerous public entities including preparation of GC/CM contract documents and providing legal counsel regarding compliance with RCW Chapter 39.10 for GC/CM projects. For example, Graehm has prepared GC/CM contracts for the Auburn, Bainbridge Island, Bellingham, Centralia, Central Kitsap, Central Valley, Clover Park, Lake Stevens, Mead, Mount Vernon, Port Townsend, Shoreline, Spokane, Seattle, Tacoma, Tahoma, and Vancouver School Districts, Columbia County Health System, Grays Harbor Public Hospital District, and Lake Chelan Community Hospitals, Chelan County PUD, as well as for the Cities of Oak Harbor and Spokane. Graehm has over twenty-one years legal counsel experience working in all areas of construction and has provided legal assistance to over 100 Washington public entities. His work has covered all aspects of contract drafting and negotiating. This includes preconstruction, architectural, engineering, construction-management, GC/CM, design-build, and bidding. Graehm has also provided legal advice during construction, claim prosecution and defense work.

Mahlum Architects: Selected A/E Firm for Project Design:

Mahlum has extensive experience working with the GC/CM process on complex new construction and renovation projects, and consider partnering with the contractor to be very beneficial. Our experience with K-12 GC/CM projects began with the first pilot project, Northshore Junior High. We are advocates for the benefits of the GC/CM process including on-going value engineering, constructability critiques, and cost updating as we work through all phases of the project.

Former Mahlum partner, Butch Reifert, served as a member of the Washington Capital Projects Advisory Review Board, established to review alternative delivery methods like GC/CM in order to make recommendations to the legislature regarding appropriate regulation or expansion within the State of Washington. We also have led and participated in multiple presentations about the GC/CM process regionally, and actively engage in legislative discussions about its continuation and improvement.

Featured below is a list of GC/CM Projects Mahlum Architects have worked:

<u>School District</u>	<u>GC/CM Project</u>
Shoreline School District	Early Learning Center
	Kellogg Middle School
Edmonds School District	Lynndale Elementary School
	Madrona School
Seattle Public Schools	Cascadia Elementary School
	Cleveland High School Modernization
	Nathan Hale High School Modernization
	Nathan Hale Performing Arts Center
	Robert Eaglestaff Middle School
Issaquah School District	Pine Lake Middle School
	Issaquah Middle School
Northshore School District	Northshore Junior High Modernization
Puyallup Tribe of Indians	Chief Leschi Schools
Portland Public Schools	Grant High School
Springfield School District	Maple Elementary School
	Thurston Elementary School
Medford School District	South Medford High School

Hillsboro School District	Century High School
	Liberty High School
	Imlay Elementary School
	Witch Hazel Elementary School
	Lincoln Street Elementary School
	Orenco Elementary School
	Patterson Elementary School
Beaverton School District	Beaverton Middle School
	Aloha-Huber Park K-8 School
Forest Grove School District	Echo Shaw Elementary School
	Forest Grove High School
	Neil Armstrong Middle School
	Tom McCall Elementary School
University of Washington	Poplar Residence Hall
	Cedar Apartments
	Elm Residence Hall
	Alder Residence Hall
	Clark Hall Renovation
	Suzzallo Library Renovation
	William H. Gates Law School
Western Washington University	Miller Hall Renovation

David Mount, AIA LEED AP, Principal in Charge, Mahlum Arch.

An award-winning architect of educational facilities, David has more than 23 years of experience. He serves as the K-12 Education Studio Director and manages all aspects of this market sector for Mahlum. David offers broad perspective into cost effective opportunities to enhance community and learning both inside and out of the classroom. A LEED Accredited Professional, he blends technical understanding and design sensitivity within sustainable site and building concepts for educational facilities. David holds a Bachelor of Architecture from the University of Arizona, and is a registered architect in Washington and Oregon. He has worked on nine K-12 and higher education GC/CM projects and has worked with Bainbridge Island School District on two previous projects over the past 14 years.

David Mount Experience	Project Size	Project Type	Role	Role Start	Role Finish
Early Learning Center, Shoreline School District	\$25M	GC/CM	P-I-C	4/2017	12/2019
Kellogg Middle School, Shoreline School District	\$65M	GC/CM	P-I-C	9/2017	9/2020
Robert Eaglestaff Middle School, Seattle Public Schools	\$46M	GC/CM	P-I-C	5/2013	8/2017
Cascadia Elementary School, Seattle Public Schools	\$28M	GC/CM	P-I-C	5/2013	8/2017
Lynndale Elementary School, Edmonds School District	\$25M	GC/CM	P-I-C	9/2014	1/2017
Madrona School, Edmonds School District	\$35M	GC/CM	P-I-C	7/2015	8/2018

Issaquah Middle School, Issaquah School District	\$47M	GC/CM	P-I-C	6/2012	9/2016
Pine Lake Middle School, Issaquah School District	\$61M	GC/CM	P-I-C	6/2016	9/2018
Miller Hall Renovation, Western Washington University	\$35M	GC/CM	Project Designer	12/2007	12/2012

JoAnn Hindmarsh Wilcox, AIA LEED AP, Design Principal, Mahlum Arch.

JoAnn is a recognized leader of architectural design and public engagement strategy, specializing in the creation of buildings that support student life and advance educational goals. Her work highlights a quiet sensitivity to place, craft and people, leveraging spatial and functional exploration; multi-disciplinary collaboration; and the cultivation of social interaction through design within the public realm. She is a frequent speaker on issues in architecture related to equity, inclusion, and creating agile learning environments that align space to pedagogy. With nearly 20 years of experience in master planning and architectural design, her work has achieved local to international recognition with awards from A4LE, AIA, and the national AIA Committee on Architecture for Education. JoAnn has a Bachelor of Architecture and a Bachelor of Science in Building Science from Rensselaer Polytechnic Institute. She is a registered architect in Oregon and Washington, and is a LEED Accredited Professional. JoAnn has worked on six K-12 education GC/CM projects and has been working with Bainbridge Island School District for 13 years.

JoAnn Wilcox Experience	Project Size	Project Type	Role	Role Start	Role Finish
Grant High School, Portland Public Schools	\$116M	CM/GC	Project Designer	9/2015	9/2020
Madrona School, Edmonds School District	\$35M	GC/CM	Project Designer	7/2015	8/2018
Lynndale Elementary School, Edmonds School District	\$25M	GC/CM	Project Designer	9/2014	1/2017
Nathan Hale High School, Seattle Public Schools	\$55M	GC/CM	Project Designer	4/2007	9/2010
South Medford High School, Medford School District	\$70M	CM/GC	Project Designer	6/2006	8/2009
Cleveland High School, Seattle Public Schools	\$49M	GC/CM	Project Designer	6/2002	9/2005

Chester Weir, AIA LEED AP BD+C, Project Manager, Mahlum Arch.

Chester has more than 17 years of experience with architectural, sustainable, residential, mixed-use, and urban design and planning. This valuable and diverse expertise, along with his perceptive technical abilities, allow him to redefine traditional spaces and deliver innovative solutions for complex projects. Chester earned his Bachelor of Arts from Wesleyan University and his Master of Architecture from the University of Pennsylvania. Chester has worked on one K-12 education GC/CM projects.

Chester Weir Experience	Project Size	Project Type	Role	Role Start	Role Finish
Robert Eaglestaff Middle School, Seattle Public Schools	\$46M	GC/CM	Project Architect	5/2013	8/2017

Ilva Wilson, AIA LEED AP BD+C, Project Architect

Ilva has over 12 years of experience, and as project architect, she works closely with the design team to maximize quality and efficiency, and offer creative, sustainable solutions. Ilva has a Bachelor of Science in Art and Design from MIT and a Masters of Architecture from University of Washington. She is a registered architect in Washington and is a LEED Accredited Professional. Ilva has worked on two K-12 education GC/CM projects.

Ilva Wilson Experience	Project Size	Project Type	Role	Role Start	Role Finish
Issaquah Middle School, Issaquah School District	\$47M	GC/CM	Project Architect	6/2012	9/2016
Pine Lake Middle School, Issaquah School District	\$61M	GC/CM	Project Architect	6/2016	9/2018

Dwayne Epp, Specifications/Quality Review

Dwayne’s strengths include strong technical and design skills as well as comprehensive production of contract documents, abilities honed over 29 years of practice in Canada and the United States. He applies his significant knowledge of construction specifications and code requirements to the production of comprehensive and understandable standards and specifications. Dwayne earned a Master of Architecture and Bachelor of Environmental Studies from the University of Manitoba, Canada. He is a registered architect in Washington and has more than 10 years of GC/CM experience, including the first Washington State school test project: Northshore Junior High School and 10 other GC/CM projects. He was involved with the Bainbridge Island School District for the past 8 years.

Dwayne Epp Experience	Project Size	Project Type	Role	Role Start	Role Finish
Grant High School, Portland Public Schools	\$116M	GC/CM	QA/QC	9/2015	9/2020
Lynndale Elementary School, Edmonds School District	\$25M	GC/CM	QA/QC	9/2014	1/2017
Madrona School, Edmonds School District	\$35M	GC/CM	QA/QC	7/2015	8/2018
Northshore Junior High Modernization, Northshore School District	\$3M	GC/CM	Project Architect	10/2000	12/2003
Nathan Hale High School Modernization, Seattle Public Schools	\$55M	GC/CM	Project Architect	5/2007	7/2011
Cleveland High School Modernization, Seattle Public Schools	\$49M	GC/CM	Project Architect	2/2003	9/2007
Witch Hazel Elementary School, Hillsboro School District	\$9M	GC/CM	Project Architect	6/2001	8/2003
Lincoln Street Elementary School, Hillsboro School District	\$14M	GC/CM	Project Architect	12/2006	8/2008
West Campus Student Housing, Phase I, University of Washington	\$120M	GC/CM	Project Architect	3/2009	12/2012

Provide the experience and role on previous GC/CM projects delivered under RCW 39.10 or equivalent experience for each staff member or consultant in key positions on the proposed project.

Specific GC/CM experience for each proposed staff members and consultants is described in each of the Staff and Consultant Biographies above.

The qualifications of the existing or planned project manager and consultants.

Qualifications of the Project Manager and consultants are described in the Staff and Consultant Biographies above.

If the project manager is interim until your organization has employed staff or hired a consultant as the project manager indicate whether sufficient funds are available for this purpose and how long it is anticipated the interim project manager will serve

Parametrix was selected for GC/CM Consultant Services from GC/CM Procurement through Pre- Construction Services and GC/CM Advisor through project completion. The District intends to use an in-house Project Manager, employed by the District who will be involved in this project from design through construction. Funds for project management are available from the 2016 bond issue proceeds.

A brief summary of the construction experience of your organization's project management team that is relevant to the project

Construction experience for each proposed staff member and consultant is described in the Staff and Consultant Biographies above.

A description of the controls your organization will have in place to ensure that the project is adequately managed

This project will be managed through Bainbridge Island School District Capital Projects office. The District's Capital Projects Manager and Executive Director of Capital Projects will utilize Construction Change Directives (CCD) to authorize timely changes to the work without delay to project schedule. Changes in scope which are not time critical may utilize a Proposal Request (PR) or Change Order Proposal (COP).

The District's overall organizational format will be overseen by the Executive Director of Capital Projects. The District's Capital Projects Manager will be intimately involved in the project daily; from Pre-Con/Design through Construction; and will collaborate with the Design Team and GC/CM. The Capital Projects Manager will report daily to the Executive Director of Capital Facilities.

The Executive Director of Capital Projects, Operations and Facilities, Tamela VanWinkle, will have heavy, direct involvement in the project through Pre-Construction/Design which will taper off to moderate involvement during Construction. She will manage the contractual obligations of the Design Team and GC/CM, and will oversee/manage the work of Capital Projects staff. The Executive Director will meet daily with the Capital Projects Manager to debrief on current project status and issues. She will meet regularly (every two weeks) with the School Board and District Superintendent to brief them on project status and incorporate completed/approved CCD's & PR's into Change Orders, as required. All Change Orders must be processed and approved by the School Board before the contractor will be able to bill against them. Board meetings are typically held twice a month.

The District's staff will be supplemented by Parametrix Inc., consultants who specialize and excel in Project Management/Construction Management and GC/CM processes and procedures. Parametrix will provide GC/CM Advisory and PM/CM support roles through GC/CM procurement, Pre-Construction and Construction. Parametrix will report directly to the Executive Director of Capital Facilities and will work directly with the District's staff, Design Team and GC/CM to nurture a successful project, mentor the District staff and District's Architect; and provide advice, consultation and support as necessary. Parametrix will not manage/direct any of the parties and has no signature authority on this project without the District's authorization.

We believe that the roles and cost controls referenced above will support the ability for timely, direct decisions to be made by the District, and will ensure the ability to manage and quickly address emerging issues in an expedient manner whether during the Pre-Construction/Design or Construction phase of the project.

Adherence to the established scope, phasing of the work, and budget will be paramount in the management and control of the project. Construction cost estimates by the Architect and the GC/CM Contractor are reconciled at the end of each design phase. Value analysis and Constructability review will be ongoing and are an established agenda item in the regularly scheduled coordination meetings. Market prices will be constantly monitored for impacts to the current estimates or the established Total Contract Cost. Once the MACC is negotiated, the GC/CM, the District's PM/CM, and the Architect will constantly evaluate the construction documents to determine if there are any changes that impact the agreed to MACC. If deviations arise, changes will be made to bring the project back into alignment with the budget and the established MACC.

As part of the Pre-construction Services, the GC/CM will develop, with the District and the Design Team's input; a schedule for early procurement, early bid/work packages and phased construction, as applicable. They will also develop a subcontracting bid plan and schedule for bidding. The Architect's design deliverables will be integrated with the GC/CM bidding and construction plan. Early and frequent meetings with the permit agencies, fire department, and other code officials prior to permit intakes will help ensure that permit comment requirements that may affect the MACC will be mitigated.

A brief description of your planned GC/CM procurement process

Our procurement process will build upon our previous experience with GC/CM project delivery, and will including the following:

- Marketing of the project to experienced potential GC/CM candidates.
- Soliciting and ranking responses to RFP.
- Interviewing shortlisted GC/CM candidates.
- Soliciting pricing proposals (RFFP) from the highest ranked firms.
- Recommending award to the highest ranked firm.

We anticipate being able to advertise the GC/CM Request for Proposals by late July 2018. We intend to review submittals by mid-August; then conduct interviews of short-listed firms, receive bids from short-list selected firms, sign an Early Services Agreement and negotiate a Pre-construction Services agreement by September 10, 2018. We will then take the GC/CM Contract, including all Pre-construction Services and associated agreements with the successful firm(s), to our Board for approval at the September 13, 2018 School Board Meeting, or via special Board Meeting session, if needed. This will allow the GC/CM team to join the project team at the end of Schematic Design and participate in the SD Cost Estimating and Value Engineering exercises.

Verification that your organization has already developed (or provide your plan to develop) specific GC/CM contract terms.

The District’s Attorney, Graehm Wallace at Perkins Coie, has developed standardized General Conditions, a GC/CM Contract and Guaranteed Maximum Price Amendment documents, based on the AIA-A103 and AIA-A201 documents. Parametrix has developed standardized GC/CM RFP, RFPF and selection documents that will be used in conjunction with the Perkins Coie contract information on this project. Our intent is to complete a draft of the RFPF with draft Contract Documents for this project and include them for review/reference by the submitters in the GC/CM procurement process sometime following release of the RFP and prior to the Interviews. The documents will likely include drafts/samples of the General Conditions, GC/CM Contract, general requirements, preconstruction services scope of work, and cost allocation matrix including cost items, definitions, and how they will be paid.

Prior to issuing the final draft of the RFPF, we will be updating these documents to reflect the input of submitters and current industry best practices. As part of this review, we will evaluate model documents such as those developed by the University Washington, solicit input from our outside legal counsel and revise to incorporate any recent RCW updates. Final construction contract documents will be modeled upon contract documents that have successfully been used with other Washington school districts on GC/CM projects.

8. Owners Recent Construction History

Provide a matrix summary of your organization’s construction activity for the past six years outlining project data in content and format per the attached sample provided:

Bainbridge Island School District’s recent construction activity is summarized below.

Project No.	Project Name	Project. Descript.	Contract Method	Plan Const. Start	Plan Const. Finish	Act. Const. Start	Act. Const. Finish	Original Const. Budget	Actual Cost of Const.	Reasons for Budget or Schedule Overruns
1	Capt. Johnstone Blakely Elementary School	Replace	GC/C M	January 2018	August 2019	February 2018	Still under construction	\$45.5 M	On budget	N/A- project on budget, still under construction
2	Transportation Remodel	Modernization	D/B/B	June 2015	Dec. 2015	June 2015	Dec. 2015	\$652,380	\$639,772	Reductions to Project (-2%)
3	BHS Tennis Court Resurf.	Replace & Mod.	D/B/B	June 2015	Oct. 2015	June 2015	Oct. 2015	\$329,300	\$341,005	Board approved Additions to project (3.6%)
4	Woodward School Roof Replacement	Replace	D/B/B	June 2014	Sept. 2014	June 2014	Sept. 2014	\$1,010,941	\$990,587	Board approved Additions to Project (-2%)
5	Woodward Field & Track Replacement	Replace	D/B/B	August 2013	August 2014	August 2013	Aug. 2014	\$914,250	\$961,223	Board approved Additions to Project (5.1%)
6	Wilkes Elementary School	New in Lieu	D/B/B	June 2011	August 2012	June 2011	Aug. 2012	\$21,359,000	\$21,714,411	Board approved Additions to Project (1.6%)
7	Bainbridge High School 200 Building	New in Lieu	D/B/B	May 2007	Dec. 2009	May 2007	Dec. 2009	\$22,666,800	\$24,023,338	Board approved Additions to Project (1.6%)

8	Bainbridge High School Field Renovation	Modernization	D/B/B	May 2008	April 2009	April 2008	June 2009	\$1,750,100	\$1,792,883	Board approved additions to project (2.4%) Delay due to turf replacement
9	Maintenance Facility Replacement	New in Lieu	D/B/B	July 2007	Sept. 2008	July 2007	Sept. 2008	\$2,475,800	\$2,675,544	Board approved additions to project (8%)
10	BHS Science Renovation	Modernization	D/B/B	June 2006	Sept. 2006	June 2006	Sept. 2006	\$1,675,934	\$1,675,934	N/A

9. Preliminary Concepts, Sketches, or Plans Depicting the Project

To assist the PRC with understanding your proposed project, please provide a combination of up to six concepts, drawings, sketches, diagrams, or plan/section documents which best depict your project. In electronic submissions these documents must be provided in a PDF or JPEG format for easy distribution. Some examples are included in attachments E1 thru E6.

At a minimum, please try to include the following:

- Overview site plan (indicating existing structure and new structures)
- Plan or section views which show existing vs. renovation plans particularly for areas that will remain occupied during construction.

Note: applicant may utilize photos to further depict project issues during their presentation to the PRC

The project is currently transitioning from the programming and pre-design phase into schematic design. At this point, there may not be any conceptual floor plans or sections developed for the project. However, something may be available by the time that we present to the PRC. See Attachment A for an existing site aerial photograph, as well as further conceptual site plans as provided by Architect. Further development images may be available by the PRC meeting to better illustrate project area/scope.

10. Resolution of Audit Findings On Previous Public Works Projects

If your organization had audit findings on any project identified in your response to Question 8, please specify the project, briefly state those findings, and describe how your organization resolved them.

The District has received no audit findings on any projects

Signature of Authorized Representative

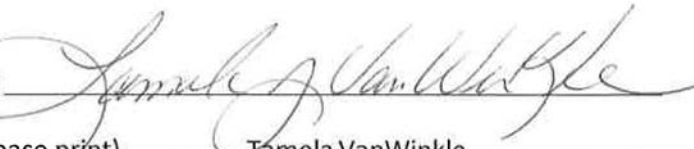
In submitting this application, you, as the authorized representative of your organization, understand that:

(1) The PRC may request additional information about your organization, its construction history, and the proposed project; and (2) Your organization is required to submit the information requested by the PRC. You agree to submit this information in a timely manner and understand that failure to do so shall render your application incomplete.

Should the PRC approve your request to use the GC/CM contracting procedure, you also understand that:

(1) Your organization is required to participate in brief, state-sponsored surveys at the beginning and the end of your approved project; and (2) the data collected in these surveys will be used in a study by the state to evaluate the effectiveness of the GC/CM process. You also agree that your organization will complete these surveys within the time required by CPARB

I have carefully reviewed the information provided and attest that this is a complete, correct and true application.

Signature: 
Name: (please print) Tamela VanWinkle

Title: Executive Director of Capital Projects, Facilities & Operations
Bainbridge Island School District No.303

Date: 6/19/2018

Attachment A – Preliminary Concepts, Sketches, or Plans Depicting the Project

Figure 1 – Existing BHS Site & Overall Surroundings



Figure 2 – Bainbridge High School – Existing Buildings & Project Site Info.



Figure 3 – Bainbridge High School – Project Site Work Overall Area



OVERALL SITE SHOWING WORK AREA

Figure 4 – Bainbridge High School – Conceptual Site Plan

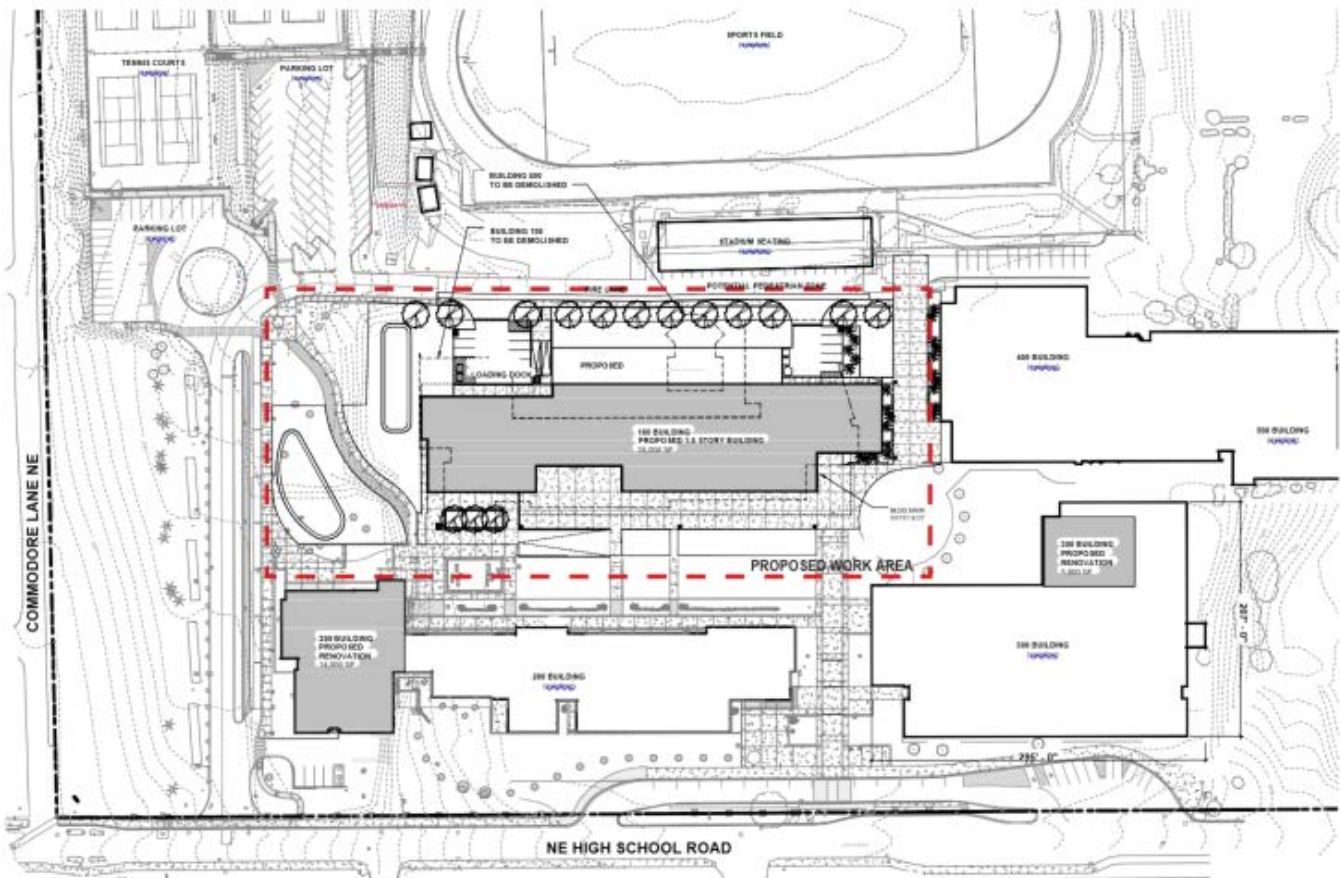


Figure 4 – Bainbridge High School – Conceptual Site Plan Overlay / Demolition & Construction Areas

