Evergreen Public Schools

February 20, 2019

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

Re: Evergreen School District No. 114 GC/CM Application for Wy'east Middle School Replacement Project

Dear PRC Members:
We are excited to apply for approval for Evergreen Public Schools (EPS) to utilize the GC/CM project delivery method for our replacement project for Wy'east Middle School on the same site. It is our intent to use the same process currently proving successful for our Sifton Elementary School Replacement project that your committee approved in May of last year.

The EPS community passed a bond in 2018 to fund capital facility improvements to address building conditions in all service areas of our district. Wy'east Middle School is one of our target sites. In recent years, we have seen a stabilization of enrollment in this service area though we still have multiple modular units on site. Fields and parking are always in high demand. The replacement school is intended to meet our ongoing needs to provide nimble and adaptable teaching and learning environments relevant in the global marketplace, as well as take a multi-building campus and consolidate it for improved safety and security.

We feel our project is appropriate for GC/CM and, per RCW 39.10.340, qualifies for approval based on:

- the need for complex scheduling and phasing
- construction at an occupied facility
- the success of the project requires GC/CM participation early in the design phase
- the project encompasses a complex work environment

I was fortunate to be engaged not only on the current Sifton Elementary project, but also in three of our prior projects, including Evergreen High School Addition and Renovation, which, was one of ten pilot GC/CM demonstration projects selected by OSPI in September 2002. Our team, which includes Mahlum Architects and R&C Management, have been trained in and have extensive experience utilizing the GC/CM process. We have also assembled additional GC/CM experts as team members: Parametrix will assist R&C Management through the GC/CM selection process and will supply project management on an as-needed basis, and Graehm Wallace of Perkins Coie LLP will provide legal assistance.

Thank you for your consideration of our application. We look forward to meeting with the PRC next month and responding to any questions you may have about the project.

Sincerely,

Susan Steinbrenner
Executive Director of Facilities
Enclosure: EPS Application and Exhibits

13501 NE 28th Street ● PO Box 8910 ● Vancouver, WA 98668-8910 ● Facilities Dept. ● PHONE (360) 604-4077 ● FAX (360) 604-4112
www.evergreenps.org

Evergreen School District No. 114

GC/CM Application

Wy'east Middle School

Replacement Project

Due February 20, 2019

CONTENTS

Exhibits:

IDENTIFICATION OF APPLICANT

a) **Legal name of Public Body:** Evergreen School District No. 114

b) **Address:** 13501 NE 28th Street, P.O. Box 8910, Vancouver, WA, 98668

c) **Contact Person Name:** Susan Steinbrenner **Title:** Executive Director of Facilities

d) **Phone Number:** (360) 604-4077 **Fax:** (360)604-4112
E-mail: susan.steinbrenner@evergreenps.org

1. BRIEF DESCRIPTION OF PROPOSED PROJECT

a) **Name of Project:** Wy'east Middle School Replacement

b) **County of Project Location:** Clark

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

Wy'east Middle School opened in 1979 at approximately 118,000 square feet on 30 acres. Minor renovations have occurred and site development has been ongoing in each decade. The site now includes 22 classrooms housed in portables. A number of factors have made this facility unable to meet the demands of 21st century education: rapid deterioration of the structures including the multiple portables, changes in school security protocols and modern educational delivery models are all factors which support the need to replace this facility.

The replacement school will include 103,000 sf of new construction and 37,000 sf of renovation. It will be built on the same site in a more compact footprint, with students occupying the existing building and portables, during multiple phases of construction. The existing Auditorium and Gymnasium will remain and be remodeled as part of the work. The new structure includes new 2-story classroom wings (with the possibility of 3 stories), kitchen and cafeteria, media center, administrative offices, support space, collaboration areas, and specialty instructional spaces. Site redevelopment will create clear and distinct travel and parking zones for buses, staff, and parents/visitors and create longer on-site cuing areas for dropoff/pickup to reduce congestion in the neighborhood. Fields will be replaced, which anticipates closing the existing fields for at least one full sports season, resulting in the temporary relocation of sporting events and practices to other district venues.

The existing middle school will remain fully occupied with 900 students plus staff during the course of construction. Phasing of the construction and student safety during construction are two of the driving forces in submitting this project for GC/CM approval.

2. PROJECTED TOTAL COST FOR THE PROJECT

A. Project Budget

Costs for Professional Services	7,200,855
Estimated Project Construction Costs – Building and Site	56,372,684
Estimated Project Construction Costs – Offsite	0
Equipment and Furnishing Costs	3,026,988
Contract Administration Costs	1,240,000
Contingency - GC/CM	3,100,498
Contingency - Owner	3,271,024
Other Related Project Costs, Permits	550,000
Sales Tax	5,250,014
TOTAL	**80,012,063**

B. Funding Status

Please describe the funding status for the whole project.

The project budget is fully funded. Funding has been secured through the passage of the $695,000,000 capital improvement bond on February 13, 2018. This bond is supplemented by a portion of already collected local impact fees, with an additional estimated state School Construction Assistance Program funds of $17,600,000 for this project.

3. ANTICIPATED PROJECT DESIGN AND CONSTRUCTION SCHEDULE

The 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.

*All staff and consultants required to manage the project have been hired.

Activity	Estimated Start	Estimated End
GC/CM Procurement		
STEP ONE (Statement of Qualifications)		
PRC Meeting / Approval	3/28/19	3/28/19
Public Advertisement	4/3/19	4/10/19
Mandatory Information Meeting/Site Tour	4/12/19	4/12/19
Last Day for Questions	4/17/19	4/17/19
Addendum Issued	4/18/19	4/18/19
RFQ/P Responses Due	4/25/19	4/25/19
Initial Screening & Short Listing	4/26/19	4/26/19
Notifications Sent to Shortlisted Firms	4/29/19	4/29/19
STEP TWO (Interviews)		
Interviews Conducted	5/8/19	5/8/19
District Evaluate / Shortlist	5/8/19	5/8/19
STEP THREE (RFFP – Pricing)		
Issue RFFP to Shortlist GC/CM Firms	5/9/19	5/9/19
RFFP Sealed Fee Proposals Received & Publicly Opened	5/16/19	5/16/19

District Review / Select	5/17/19	5/21/19
NOI to Award	5/22/19	5/22/19
Negotiate Preconstruction Services Agreement	5/22/19	5/31/19
Board Meeting Approval	6/18/19	6/18/19
DESIGN ACTIVITIES		
Programming (Ed Specs)	3/1/19	7/1/19
Schematic Design	7/1/19	11/1/19
Design Development	11/1/19	3/1/20
Construction Documents	3/1/20	7/1/20
AGENCY PROCESS – CITY		
Agency Review, Land Use and Permitting	4/1/20	10/1/20
CONSTRUCTION		
Bidding (includes early bidding of site work and steel package)	4/1/20	10/1/20
Construction	6/1/20	8/1/21
Building Warranty Periods	8/1/21	8/1/22

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

The GC/CM contracting procedure is essential for the financial, schedule, and educational success of this project. The project involves multiple complexities involving scheduling, phasing, site organization, and student safety. All of these complexities need to be accounted for prior to bidding so that they are included in the overall costs—and not added later as expensive changes to construction design, scheduling, or risk management. A skilled GC/CM who informs the early planning process can maximize cost efficiencies. During construction, a GC/CM must be able to shift work activities and make accommodations for short-term District needs in order to support the District's ongoing goal of providing a quality learning environment for its students. Ultimately, Evergreen School District needs a GC/CM that fully understands and shares the District's commitment to the educational process and participates in the planning process to ensure an on-time and on-budget delivery with minimal impacts to student learning.

- *Existing school will remain occupied.*
  Availability of parking, playfields and the use of the existing school will be challenged when contactor staging, 103,000 square feet of new construction and the remodel of the existing gymnasium and theater are added to an already very compressed 30 acre site (see Exhibit 1: Existing Conditions in the appendix). Site studies have confirmed construction placed anywhere on-site will require phasing to allow the existing facility to remain in full use during the school year. This will require detailed phasing plans to allow ongoing education as well as to ensure the safety and security of all students, staff, and public.

Exhibit 2: Phasing Plan

- *Required detailed phasing.*
  The District is anxious to bring a GC/CM into the team to help identify options that will determine the optimal location for the new construction as well as a phasing plan with the least impact to student safety.

The current phasing plan, noted as Exhibit 2 (above and in the appendix), is complex. With the experience a GC/CM will bring to the project, we believe the phasing plan can be simplified, costs and schedule durations reduced, and student safety improved. Phasing is critical to facilitate the transition of school activities from one building to another seamlessly.

- Early pre-construction activities, such as secured safety corridors through construction, must take place to make temporary accommodations for program areas that overlap with early construction.
- At each phase of construction, multiple safety and access considerations must be addressed: student ingress/egress, access to sports fields, delivery and pickup of students, building demolition, and site utility locate/relocate.
- Each of the phases will have staggered start and end dates that depend on the completion of the earlier phase before that next phase can begin.

The timing and occupancy issues of phased school construction requires a GC/CM who has a proven track record of successfully navigating these complexities in order to ensure that the ongoing requirements for phased construction are incorporated into the bidding documents early in the process.

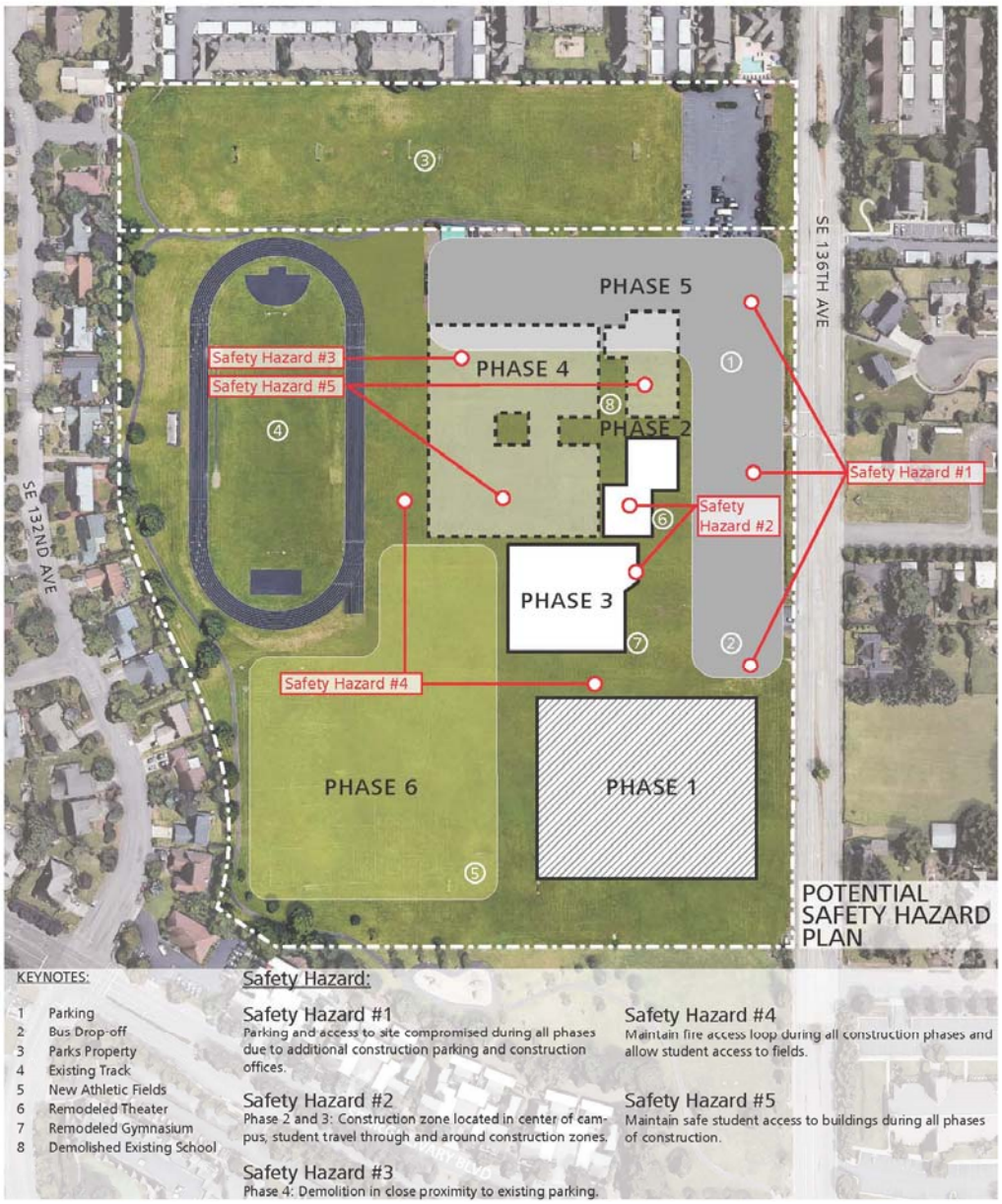
❖ *Constrained and Complex Scheduling.*

The volume of work necessary to replace a significant 103,000 square foot school facility on an occupied site without impacting educational delivery requires a master schedule with multiple immovable milestone dates as summarized in both the schedule and Exhibit 2.

- Each phase can only occur after the prior phase is completed to ensure students have educational space available. Ideally these moves should occur during winter, spring, or summer break windows.
- Utility interruptions need to target break periods and will likely require redundant systems operating concurrently so as to ramp up use on new systems while shedding use from, and eventually abandoning, existing.
- Because school and construction personnel will use the same drives and parking areas, all construction start and end times, material deliveries, and concrete pours must straddle parent and bus drop off and pick up periods and student driver arrival and departures. Shuttles to off-site locations may be considered.
- Large-scale erections and crane operations must be scheduled outside of occupied periods due to proximity.

Engaging a GC/CM in design phases as early as schematic design will literally shape the footprint and placement of the building and site infrastructure. **The GC/CM will develop phasing and schedule options in addition to the ones discussed and will allow a very informed process for final siting, scheduling and phasing decisions**.

Exhibit 3: Safety Plan



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

❖ *Safety of students, staff and public.*

This site will be fully occupied by over 900 students and staff – a number that is currently over capacity. Student and public safety is critical. **We have identified 5 major safety hazards on the project, each of which requires skilled understanding to navigate between the needs of the public and the needs of the project. These hazards are defined in Exhibit 3 (above and in appendix) as follows:**

1. Parking reductions and ongoing re-routes
2. Construction in center of campus
3. Demolition phasing and proximity to occupied areas
4. Fire and emergency access mitigation
5. Building access and entries inside construction perimeter

- Most construction traffic will need to flow through the occupied school site at the same drives as buses and parent vehicles. This shared traffic pattern places an additional burden on the school site, which has existing safety issues with conflicting morning and after-school bus and parent drop off and pick up, student-driver patterns, and sporting events, performance activities, and community functions. The previous addition of multiple portable structures further exacerbates the already crowded conditions.
- The student travel paths to and from the parking lots, fields (during PE and after school sports), outbuildings, and portables, are all through, and in direct conflict with, the construction operations (see Exhibit 3).

These existing challenges will only be compounded without multiple logistical work sessions incorporated into the design process and eventual design documents to create a total understanding and collaboration between the District and the GC/CM.

❖ *Complex Schedule.*

The District intends to maintain its commitment to educating students in a learning environment that is not compromised by construction activities.

- In many cases, construction will occur as close as 20' from the existing school. Because of this proximity, construction activities need to be scheduled to allow for some quiet times for critical learning activities, including study and testing periods.
- Work that compromises student safety needs to be scheduled when the school is not occupied.
- Additionally, some school-wide activities require additional site parking for the community. The GC/CM's parking and staging areas need to be shared for those activities.

To meet these challenges, the District needs a GC/CM that participates in the planning process to minimize impacts to student learning. This planning needs to occur prior to bidding so that it can be included in the overall costs. During actual construction, the District needs a GC/CM that understands its needs and can flexibly shift work activities and make accommodations that will support the District's goal to provide a quality learning environment for students, staff, and the community. To accomplish these goals, the District needs a GC/CM that fully shares its commitment to the educational process.

- *Existing conditions*

  The planned project will require relocation of the baseball fields to other district locations which will allow for new construction. The current plan is to minimize removal of any existing buildings until completion of Phase 1 of the project. We have just entered the schematic phase of the project and the full impact of the final design and how it affects functions of the existing buildings have not been fully realized. The ultimate impact of the relocation of existing functions will be better defined as design progresses and we've selected a GC/CM to help guide the design process with schedule, safety, and budget impacts as they relate to various design options. We have confirmed the integration and phasing of new utilities will require extreme coordination and confirmation of "as constructed" conditions in order to not interrupt service to the occupied buildings.

  Siting of the new facility, relocation of the existing fields and perhaps some building functions, coordinating of utilities and developing a concise construction sequencing plan are all challenges that will greatly benefit with a GC/CM as a team member.

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

- *Design support*

  To meet the above stated constraints for safety, schedule, and phasing, the GC/CM will conduct multiple real-time constructability reviews that are informed by activity durations, safe work zone sizes, and delivery and erection logistics. The analysis of these components may have a direct impact on the shape and location of the building footprint as well as material choices, building heights, and systems design. The infrastructural challenges of the site, as well as its occupied state, will require some compromises in the planning process that a green field development would not otherwise face.

  Early involvement of the GC/CM is necessary to perform site investigations and to gather and process site information from a contractor's point of view. This process will allow informed design decisions, maximize efficiencies, and streamline the construction process, ensuring that the District's best interests are protected.

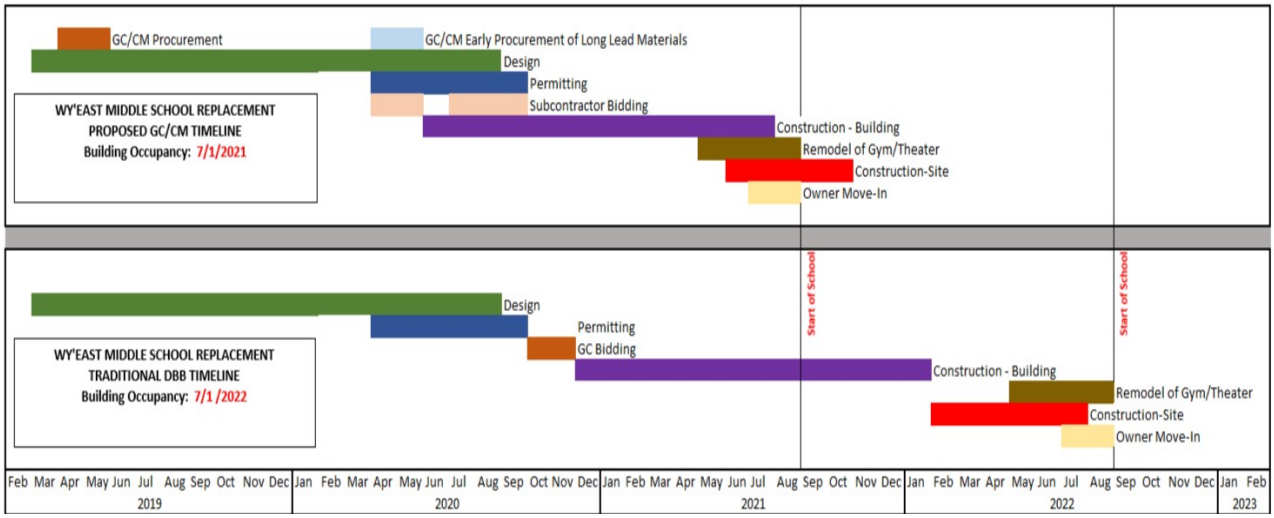
- *Budget control*

  Because of the design complexities of the project, there is the potential for costly design choices and re-work, scheduling missteps, and overlooked safety hazards. By avoiding these issues through the informed involvement of the GC/CM early in the planning process, the District will maximize the financial efficiency of the project. With the District's budget derived from bond proceeds, it is essential that, throughout the design process, the GC/CM provides continuous cost estimation, value analysis, and constructability reporting to ensure the final cost of construction is responsibly within the budget.

- *Early material procurement.*

  The early involvement of the GC/CM will provide the opportunity for long lead materials to be procured during the design process as necessary to meet the project schedule. We are

in the early planning stages of determining what materials may be needed but may include precast concrete, steel fabrication and roof top mechanical units. The project's critical path flows through the early procurement of these packages (and others to be determined). Early involvement of the GC/CM allows the project to be completed in the 16-month project schedule by procuring materials for the first phase as much as 8 months earlier than a traditional Design-Bid.



If the project encompasses a complex or technical work environment, what is this environment?

- *Complexity*

  The complexity of the work environment is summed up by two primary concerns: site logistics and student safety. How do we safely construct our new facility while the contractor is just a few feet away from students?

- *Questions*

  The following is just a sampling of the questions that will arise at the site and would uniquely benefit from a GC/CM approach:

  A. On a limited site how will the track and game fields be accessed since the new construction will surround, or in some cases displace, them?
  B. Where will construction staging and parking be placed, bearing in mind that the entire site is occupied by the existing school, fields, and critical parking? Construction staging and parking locations will need to be closely coordinated with the GC/CM to allow construction to proceed efficiently.
  C. How and when do we demo or remodel existing buildings, build new buildings, and route utilities while still maintaining student and staff safety?

❖ *Summary*

The complexity of this project is compounded by the multiple factors impacting construction, from site size to student safety to scheduling. The early involvement of a skilled GC/CM enables the District to make informed decisions about phasing, occupancy, and design that ultimately protect the financial and educational interests of the community. By minimizing costly errors that might result from these complexities, the District can ensure that it maintains good stewardship over bond funding and continued delivery of excellent education.

If the project requires specialized work on a building that has historical significance, why is the building of historical significance and what is the specialized work that must be done?

No specialized work related to historical significance is anticipated on this project.

5. 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 substantial fiscal benefit:

The traditional method of awarding contracts in a lump sum is not practical for meeting desired quality standards or delivery schedules for the following reasons:

❖ *Reduced costs*

We are experiencing periods of high construction escalation, so time is of the essence. Bringing the GC/CM onto the team early to aid with phasing and scheduling, confirm on-site utility as-builts, and to issue early subcontractor bid packaging will reduce the construction timeline by at least 8 months versus DBB. This will allow pre-site and building pad construction in spring/summer of 2020 and existing facility demolition, remodel and site redevelopment work to occur spring/summer of 2021, assuring an unhindered school opening. Costs are reduced by:

- Reducing exposure to inflation
- Material orders outside of peak demand windows
- More construction in optimal weather conditions with less de-watering and winterization
- Reduced overhead costs through elimination of redundancies
- Less overlapping subtrade activities in a compressed schedule
- Minimized displacement and temporary costs for student operations
- Minimize inflation escalation of construction costs

❖ *Reduced risks*

The GC/CM contracting method allows releasing early bid packages such as an early steel package and an early site package which will offer substantial benefits to the

public. Early bid packages allow long lead materials for Phase 1 to be preordered, reducing scheduling risks and decreasing cost premiums. “Locking in” a civil subcontractor in the spring of 2020, will allow for better up-front planning and risk management as well as allowing site work to proceed in May of 2020. The DBB option of site work starting December of 2020 when weather will slow work and increase de-watering and winterization costs is a very poor alternate to GC/CM.

- *Reducing unforeseen conditions*
  Bringing the GC/CM team on board during the design phase will provide financial benefits by allowing additional time for investigation of potential pitfalls with utility conflicts, unknown building conditions, and challenging site conditions, ultimately reducing unforeseen conditions during the construction phase when schedules are tight and would require overtime costs to overcome those obstacles. This will prevent a ripple effect through the phased schedule and eliminate impacts to each move-in milestone.

- *Public safety concerns*
  An experienced and carefully selected GC/CM will greatly reduce impacts to the school and surrounding community. The GC/CM must have outstanding safety programs, experience managing construction with students on site, and schedule and phasing coordination. Safety protocols outlined, prioritized, developed, and vetted prior to subcontractor bidding will ensure a comprehensive on-site safety plan that will be maintained throughout the construction period.

- *Site complexity*
  This replacement project is on a tightly constrained site, which will be fully occupied throughout the school years. Parking and athletic fields and/or their access will be absorbed by construction activities with little room for contractor staging and laydown area given the size of the total construction (140,000 sf). The use of a GC/CM to produce a phasing and mobilization milestone schedule as part of the initial bid package eliminates construction phase cost claims for shifting staging conditions.

How the use of the traditional method of awarding contracts in a lump sum is not practical for meeting desired quality standards or delivery schedules:

- *Availability of General Contractors*
  We have surveyed regional general contractors with both the experience and bonding capacity that would qualify them to construct a school of this size. Every general contractor has confirmed they would not submit a bid for a traditional DBB project of this scope but would be interested in submitting qualifications for a GC/CM project of the same scope. The District has very real concerns that if the project was issued as a DBB they would receive no bids and put the District in extreme jeopardy as a result.

- *Delivery Schedule*
  The public interest is best served by providing projects that are both cost-effective and built with safety of the public as a priority. The “design-bid-build method” will be used on many of the Capital Improvements Projects approved on the bond levy. However, on this occupied-site project, the GC/CM process provides the best opportunity to achieve a

safe project managed by a team with a proven record of success on projects with difficult time (through intermediate milestones) and site constraints. The District believes that the complexities and size of this site, the phased delivery schedules, and the safety challenges as outlined in this document require the expertise of both a designer and a builder to fully document the scope of work. Designers document the end product. Builders strategize the path to constructing it. The GC/CM phasing plans outline specific temporary measures and system switch-overs essential for continued operation, which would simply not be conveyed in a standard D/B/B design.

- *Summary*
  The design-bid-build method of delivery does not provide the opportunity for collaboration necessary for success on this project.

6. PUBLIC BODY QUALIFICATIONS

A description of your organization's qualifications to use the GC/CM contracting procedure.

Evergreen Public Schools has experience using GC/CM contracting with the 2002 modernization of Evergreen High School and the 2014 replacement of Crestline Elementary using a modified GC/CM process. Crestline was lost to a substantial fire in 2013, so the District declared an emergency and waived the competitive bidding and other requirements of RCW 28A.335.190 and RCW 39.04 in order to expedite replacement of the school. With legal advice from Perkins Coie, the District determined that the best process for an efficient recovery and quality replacement at the lowest cost to the community was a cost-plus contract with a guaranteed maximum price, together with preconstruction services, which is very similar to the statutory GC/CM process.

Similarities to the statutory GC/CM process in RCW 39.10 included 1) the use of an RFP to select the general contractor, 2) common contract forms (based on AIA A133 Agreement and A201 General Conditions), and 3) maintenance of statutory requirements for public work such as prevailing wages, retention, bonds, etc. Major differences from the statutory GC/CM process included 1) a shorter length of time before the start of construction, 2) maintaining competition by bidding among at least three prequalified subcontractors (instead of open subcontractor bid packages), and 3) reducing potential problems in negotiated support services so that specific workers were reimbursed for actual costs at specific rates. The results allowed for a temporary school to open in a warehouse 6 months after the fire, and a new, 62,000 sf facility opened just 12 months later.

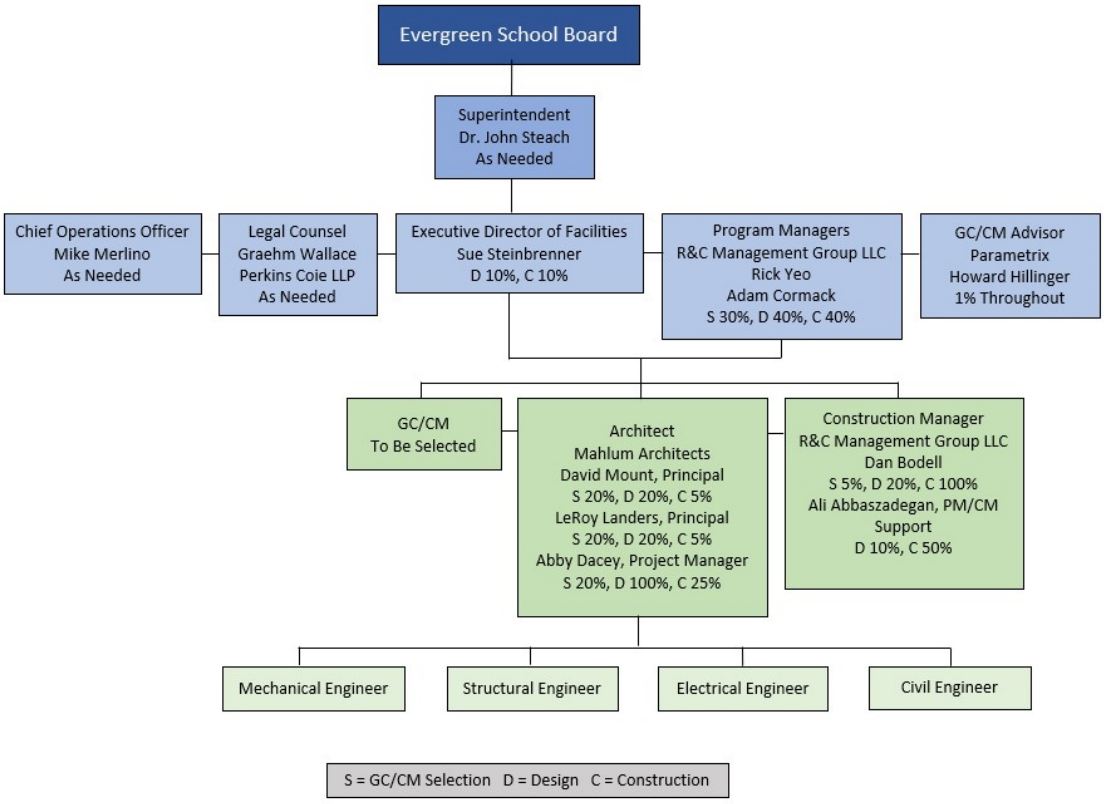
Sifton Elementary School was approved by the PRC in May of 2018 for utilization of GC/CM. Sifton is progressing as scheduled. The project is on schedule for construction start in May 2019 and substantial completion of construction in August 2020.

Most recently, Mountain View High School was approved by the PRC in November 2018 for utilization of GC/CM. It is progressing as scheduled. The GC/CM has been selected and will be providing valuable budget, schedule, and coordination information that will help to inform the design effort. The project is on schedule to finish the construction document

phase and subcontractor bidding in Spring 2020 and substantial completion of construction in August 2022.

Susan Steinbrenner, EPS Executive Director of Facilities, was personally involved in all of these projects, gaining valuable insights to the GC/CM process. Understanding the need for experienced professionals to manage a $695,000,000 bond program, Steinbrenner turned to firms with a proven record of school design and construction management under various delivery methods, including GC/CM. Mahlum Architects, R&C Management, our legal counsel Perkins Coie, and our program advisor Parametrix, all have extensive experience in the GC/CM contracts and delivery method.

A Project organization chart, showing all existing or planned staff and consultant roles.



Staff and consultant short biographies. Provide the experience <u>and role</u> 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.

<u>Evergreen Public Schools</u>

Susan Steinbrenner, Executive Director of Facilities. In 1985, after receiving a BA in Architecture and BS in Building Construction, Susan went to work in the private sector for a large general contractor performing all aspects of construction management from cost/scheduling engineer, project management, to superintendent of a variety of construction

projects ranging from tenant improvements to the construction of a 56-story high rise in downtown Seattle. In 2003, Susan was hired as Capital Project Manager at Evergreen Public Schools to manage the capital renewal portion of Evergreen's 2002 bond package. In her work at Evergreen, she managed the remodel and new construction of several large school projects. In 2010, Susan was promoted to Director of Facilities and managed the construction of a new high school, additions to the Clark County Skills Center, and the emergency replacement of an elementary school that was lost to fire.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Evergreen High School Additions and Modernization	$37.8M	GC/CM	N/A	N/A	PM
Crestline Elementary School	$18.8M	Modified GC/CM	Dir. Of Facilities	Dir. Of Facilities	Dir. Of Facilities
Temporary Crestline Elementary School	$1.1M	Cost Plus a fixed GMP (emergency resolution)	Dir. Of Facilities	Dir. Of Facilities	Dir. Of Facilities
Cascadia Tech Academy (formerly Clark Co. Skills Center)	$7.3M	DBB	Dir. Of Facilities	Dir. Of Facilities	Dir. Of Facilities
HeLa High School	$18.3M	DBB	Dir. Of Facilities	Dir. Of Facilities	Dir. Of Facilities
Annual Capital Renewal Projects	$5-$7M	DBB	Dir. Of Facilities	Dir. Of Facilities	Dir. Of Facilities

R&C Management Group, LLC

Rick Yeo, Partner, Project Manager. Rick founded R&C Management to provide effective and experienced management to clients. Rick brings extensive GC/CM experience to the project team, including successful completion of industrial, educational, medical, and commercial projects valued at up to 90 million dollars. Supplied either Oversight or Project Management on over 300 educational projects over the last 45 years in varying roles culminating as President of Robinson Construction, a leading contractor active in the Oregon and Washington school construction markets. Prepared program and project budgets and schedules, contracting strategies, and project control documents. LEED Accredited Professional. Rick has completed the AGC/UW GC/CM training course.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Ridgefield 5-8 Schools	$72.7M	GC/CM	CM	CM	CM
Ridgefield High School	$16.5M	GC/CM	CM	CM	CM
Jemtegaard Middle School	$37.8M	GC/CM	CM	CM	CM
Excelsior High School	$4.1M	GC/CM	CM	CM	CM
Evergreen High School Additions and Renovation	$37.8M	GC/CM	PM	PM	PM
Crestline Elementary School	$18.8M	GC/CM	CM	CM	CM
Toutle Lake Additions/Modernization	$10M	DBB	CM	CM	CM
300 Oregon School Projects	$900M	CM/GC	CM	CM	CM

Adam Cormack, Partner, Construction Manager. Adam brings extensive GC/CM and CM/GC experience to the project team. Successful completion of educational and commercial projects valued at up to $40 million dollars. Supplied both Oversight and Project Management on over 100 educational projects. Prepared program and project budgets and

schedules, contracting strategies, and project control documents. Adam has completed the AGC/UW GC/CM training course.

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Ridgefield High School	$16.5M	GC/CM	CM	CM	CM
Jemtegaard Middle School	$37.8M	GC/CM	CM	CM	CM
Excelsior High School	$4.1M	GC/CM	CM	CM	CM
Crestline Elementary School	$18.8M	GC/CM	CM	CM	CM
Toutle Lake Additions/Modernization	$10M	DBB	CM	CM	CM
100 Oregon School Projects	$500M	CM/GC	CM	CM	CM

Dan Bodell, Senior Project Manager. Dan is an effective and knowledgeable construction manager with 30 years of industry experience in commercial and educational construction. Over 50 completed projects, including 10 Higher Education projects with the University of Utah and Washington State University Vancouver. Roughly half of these projects were GC/CM. He served as Operations Director for a General Contractor managing projects up to $60 million in construction cost. Dan is skilled at coordinating the multiple layers of clients, designers and contractors into a unified group focused on the safe, cost effective, timely delivery of a quality facility. Dan is a Registered Civil Engineer in the State of Washington and has competed the AGC/UW GC/CM training course.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
WSU Vancouver Applied Technology	$42M	GC/CM	CM	CM	CM
WSU Vancouver Student Services	$12M	GC/CM	CM	CM	CM
WSU Vancouver Multimedia	$20M	GC/CM	CM	CM	CM
Sifton Elementary	$27M	GC/CM	CM	CM	CM

Ali Abbaszadegan, Project Manager. Ali is passionate about school design and construction administration. His background in architecture, landscape architecture and sustainable systems gives each project he works on a unique advantage by blending the best strategies for its use and context. He has worked at a broad range of firms and uses his knowledge of educational architecture to improve the design and construction process. As a project manager, Ali has taken dozens of projects from start to finish on tight budgets and schedules while maintaining high quality and client satisfaction. Ali has a masters degree in Architecture.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Basis San Antonio Shavano Campus, High School	$16M	CM/GC	PM	Designer, PM	PM
Valley Lutheran High School	$2M	DB	PM	Designer, PM	PM
Queen Creek High School Classroom Addition	$5.4M	CM/GC	PM	Designer, PM	PM
Queen Creek Middle School Classroom Addition	$5.5M	CM/GC	PM	Designer, PM	PM
Eastmark High School	$39.2M	CM/GC	Designer	Designer	In Process
Lincoln Learning Center Modernization	$2M	CM/GC	PM	Designer, PM	PM

Desert Mountain Elementary	$2M	CM/GC	PM	Designer, PM	PM
Desert Sky Middle School Modernization	$7M	DBB	Designer	Designer	PM

Perkins Coie LLP

Graehm Wallace, a partner with the firm's litigation practice, has 20 years of experience working in all areas of construction transactions, counseling and litigation. He and his group advise scores of school districts and other public entities on transactional, procurement, administrative and dispute resolution issues. They create and negotiate billions of dollars of construction contacts each year, including dozens of public and private GC/CM and design-build contracts.

Parametrix

Howard Hillinger is the GC/CM Program Advisor and has over 30 years of project management and construction management experience. He is a Principal Consultant with Parametrix for Project and Construction Management Services, where he has supported owners on over a dozen recent and current projects utilizing alternative project delivery. He is GC/CM advisor who has supported two historic school modernizations for Tacoma Public Schools and Colman Dock/Seattle Multimodal Terminal for Washington State Ferries. He is a PRC member, served as a member of GC/CM Heavy Civil task force, and has completed AGC/UW GC/CM class. Howard is a Certified Construction Manager.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Ridgefield 5-8 Schools	$72.7M	GC/CM	GC/CM Advisor	GC/CM Advisor	GC/CM Advisor
Jemtegaard Middle School	$37.8M	GC/CM	GC/CM Advisor	GC/CM Advisor	GC/CM Advisor
Excelsior High School	$4.1M	GC/CM	GC/CM Advisor	GC/CM Advisor	GC/CM Advisor
McCarver Elementary School	$39M	GC/CM	GC/CM Advisor	GC/CM Advisor	GC/CM Advisor
Stewart Middle School	$66M	GC/CM	GC/CM Advisor	GC/CM Advisor	GC/CM Advisor

Mahlum Architects

David Mount, AIA LEED AP, Principal-in-Charge

An award-winning architect of educational facilities, David has more than 24 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 9 K-12 GC/CM projects.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Bainbridge High School, 100 Building	$26M	GC/CM	PIC	PIC	PIC

Kellogg Middle School	$65M	GC/CM	PIC	PIC	PIC
Shoreline Early Learning Center	$23M	GC/CM	PIC	PIC	PIC
Madrona School	$35M	GC/CM	PIC	PIC	PIC
Robert Eaglestaff Middle School	$46M	GC/CM	PIC	PIC	PIC
Cascadia Elementary School	$28M	GC/CM	PIC	PIC	PIC
Lynndale Elementary School	$25M	GC/CM	PIC	PIC	PIC
Pine Lake Middle School	$61M	GC/CM	PIC	PIC	PIC
Issaquah Middle School	$47M	GC/CM	PIC	PIC	PIC
Miller Hall Renovation	$35M	GC/CM	Project Designer	Project Designer	Project Designer

LeRoy Landers AIA, Principal-in-Charge

LeRoy has over 30 years of architectural experience working on the design, management, and planning of both new facility construction, alterations, and renovation of existing K-12 education, and post-secondary educational facilities. His experience has included planning, design analysis, space planning, project budgeting, and energy analysis. LeRoy is an active member of the American Institute of Architects. LeRoy has a Bachelor of Architecture from University of Oregon and a Master of Architecture, from University of Pennsylvania. He is a registered architect in Washington and Oregon, and has worked on 5 K-12 GC/CM projects.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Grant High School Remodel	$121M	CM/GC	PIC	PIC	PIC
Lakeridge Junior High	$70M	CM/GC	PIC	PIC	PIC
Rowe Middle School Renovation	$13M	CM/GC	PIC	PIC	PIC
Aloha-Huber Park K-8 School	$18M	CM/GC	PIC	PIC	PIC
Thurston Elementary School	$15M	CM/GC	Planner	Planner	Planner
Miller Hall Renovation	$35M	GC/CM	Planner	Planner	Planner
Ackerman Hall, WOU	$16M	CM/GC	PIC	PIC	PIC
Richard Woodcock Education Center, WOU	$19M	CM/GC	Project Planner	Project Planner	Project Planner

Abby Dacey AIA LEED AP, Project Manager

Abby has over 15 years of experience working with public and private institutions on campus and building design. She is passionate about working with clients to find long term solutions to complex challenges. An experienced project manager, Abby is highly organized, ensuring that her clients have the right information to make timely decisions. She has served on the board for both AIA Portland and Architects Without Borders Oregon. Abby has a Bachelor of Science in Architecture from The Catholic University of America, and a Masters of Architecture from the University of Texas at Austin, and is a registered architect in Oregon. She is also a LEED Accredited Professional and has worked on five K-12 GC/CM projects.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Rowe Middle School	$13M	CM/GC	PM	PM	PM

Earl Boyles Early Childhood Center	$7M	CM/GC	Project Designer	Project Designer	Project Designer
Academic Building Expansion	$11M	CM/GC	PM	PM	PM
Administration and Entry Addition, La Salle	$3M	CM/GC	PM	PM	PM
Chapel Conversion, La Salle	$600K	CM/GC	Project Designer	Project Designer	Project Designer
Lakeridge Junior High	$70M	CM/GC	PM	PM	PM
Rowe Middle School Renovation	$13M	CM/GC	PM	PM	PM
Earl Boyles Early Childhood Center	$7M	CM/GC	Project Designer	Project Designer	Project Designer

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.

EPS has and will continue to adequately manage the project by surrounding itself with professionals that have a proven track record of successful GC/CM projects. The firms of Mahlum Architects, R&C Management, and Parametrix are proven resources. EPS expects these three firms, coupled with Graehm Wallace of Perkins Coie LLP, will guide our projects to a successful and timely completion. We have developed Exhibit 4: Roles and Responsibilities Matrix, located in the exhibits section, to better illustrate the relationship of the firms and their role in the GC/CM process.

EPS will set in place specific controls to manage the project, beginning with a management plan developed by R&C and reviewed and approved by EPS. R&C will work closely with Mahlum and EPS to establish procedures and limits of authority with regards to budget, schedule, and change in the work approvals. This plan will provide a responsibility matrix and will address specific expectations for EPS, the design team, and the project management teams. These expectations will be consolidated into a Program Management Plan. Subsequent expectations of the GC/CM team will be identified in the RFP, RFFP, and GC/CM agreement.

Project budgets, schedules, MACCs, and TCC will be established early on and reviewed at each design phase by the Superintendent and School Board. The project management team will coordinate with the Superintendent and Chief Operations Officer to ascertain that all parties are aware of any development that might affect the budget and that all expenditures are approved prior to payment. Expenditure limits on a per-occurrence basis will be established by the Superintendent and the Board and a line of signature authority will be implemented.

EPS anticipates that the project will be bid in phases to maintain better control of design, schedule, and costs. This expectation will most likely drive mini MACCs cost development

by the GC/CM team in an effort to better control the process and identify design, schedule, or budget shortfalls. Contingencies will include statute-driven contingencies, 3% for GC/CM, 5% for owner project contingency, and an additional conservative owner program contingency of 9% to provide cushion beyond those figures established in the GC/CM contract and OSPI recommendations. EPS will insist that each project reconcile budget, design, and schedules prior to moving forward with the next design phase. If budget shortfalls are identified, the entire team will cooperate to make whatever changes are necessary to bring the project back within budget.

As part of the preconstruction services, the GC/CM will develop a subcontracting bid plan and schedule for bidding, as well as for phased construction and early procurement. The Architect's design deliverables will be integrated with the GC/CM bidding and construction plan. Early and frequent meetings with the City 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.

Once under construction, work will be documented daily by the project management team and weekly meetings with be held to facilitate progress of the work. The GC/CM team will be expected to provide buyout updates on a biweekly basis and full budget overviews monthly. EPS will allow the Superintendent to have Board level authority to approve budget expenditures at established limits, but within contingency allotments.

As would be expected, procurement and legal matters will be routed through Graehm Wallace for review.

A brief description of your planned GC/CM procurement process.

Our procurement process will build upon our previous experience with GC/CM project delivery. It will also consider the two-month duration we have scheduled for the process by issuing Draft Documents to the GC/CM Contracting community prior to PRC approval of the GC/CM process. These documents will be released via EPS's website and personal contact with those firms. Comments will be received and incorporated into the final documents. The goal is to alert firms to our projects and give them additional time to prepare for when the final documents will be issued. Our process will include the following:

- Early release of the Draft Documents (RFP, RFFP, and General Conditions and Agreement)
- Marketing of the project to experienced potential GC/CM candidates
- Soliciting and ranking responses to the RFP
- Interviewing shortlisted GC/CM candidates
- Soliciting pricing proposals (RFFP) from the highest ranked firms
- Recommending award to the highest ranked firms
- Solicit legal review of the process

We anticipate the process will be scheduled as noted in Question #3, which will allow the GC/CM to join the team during Schematic Design.

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

Perkins Coie, in collaboration with R&C Management Group and Parametrix, is currently developing the GC/CM Agreement and General Conditions. The contract documents will be based on existing documents utilized on previous projects, which are modified AIA 201 and AIA 133, supplemented with best practices language from other agencies such as UW.

7. PUBLIC BODY (EVERGREEN PUBLIC SCHOOLS) 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:

Project Names	Project Description	Contracting Method	Planned Start	Planned Finish	Actual Start	Actual Finish	Planned Budget	Actual Budget	Reason for Budget Overrun
2019 Capital Renewal Projects	Annual summer District-wide maintenance projects	DBB	Mid-June	End of August	Mid-June	End of August	$5-$7M	$5-$7M	N/A
2018 Capital Renewal Projects	Roofing, painting, signage, technology, site improvements	DBB	6/15/18	9/1/18	6/15/18	9/1/18	$8M	$8M	N/A
Cascadia Tech Academy	Two additions to the Cascadia Tech Academy	DBB	9/1/13	7/1/14	9/1/13	6/15/14	$7.8M	$7.3M	Scope Decrease
Crestline Elementary (Temporary School)	60,000sf elementary school built within a large warehouse. Housed students for one year while a new elementary school was constructed.	GC/CM (modified due to emergency build due to fire)	5/1/13	8/15/13	5/1/13	8/15/13	$1.2M	$1.1M	Scope Decrease
Crestline Elementary	New 62,000sf elementary school	GC/CM	7/30/13	8/5/14	7/30/13	8/15/14	$18.7M	$18.8M	Scope Increase

8. PRELIMINARY CONCEPTS, SKETCHES, OR PLANS DEPICTING THE PROJECT

Index of Exhibits:

Exhibit 1: Existing Conditions
Exhibit 2: Proposed Development and Phasing Plan
Exhibit 3: Proposed Construction Plan
Exhibit 4: GC/CM Roles and Responsibilities Matrix

9. RESOLUTION OF AUDIT FINDINGS ON PREVIOUS PUBLIC WORKS PROJECTS

Evergreen Public Schools has not received audit findings on any public works 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: Susan Steinbrenner

Name *(please print)*: Susan Steinbrenner

Title: Executive Director of Facilities

Date: February 19 2019

KEYNOTES:

1 Parking
2 Bus Drop-off
3 Parks Property
4 Existing Track
5 Existing Sports Fields
6 Existing Portables
7 Vehicular Circulation

BUILDING LEGEND:

100	Specialty Classrooms
200	Kitchen, Commons & Administration
300	Classrooms & Media Center
400	Gym & Locker Rooms
500	Performing Arts

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EXHIBIT 1: EXISTING CONDITIONS
WY' EAST MIDDLE SCHOOL
EVERGREEN PUBLIC SCHOOLS | 20 FEBRUARY 2019
MAHLUM ARCHITECTS INC

0 250' 500'

PHASING PLAN

KEYNOTES:

1 Parking
2 Bus Drop-off
3 Parks Property
4 Existing Track
5 New Athletic Fields
6 Remodeled Theater
7 Remodeled Gymnasium
8 Demolished Existing School

PHASING:

PHASE 1
Construct new administration / classrooms (103,00 sf)

PHASE 2
Abatement of hazardous materials- Remodel of theater

PHASE 3
Abatement of hazardous materials- Remodel of gymnasium

PHASE 4
Abatement of hazardous materials- Demolition of existing school

PHASE 5
Revised parking- Creation of storm water treatment

PHASE 6
New athletic fields

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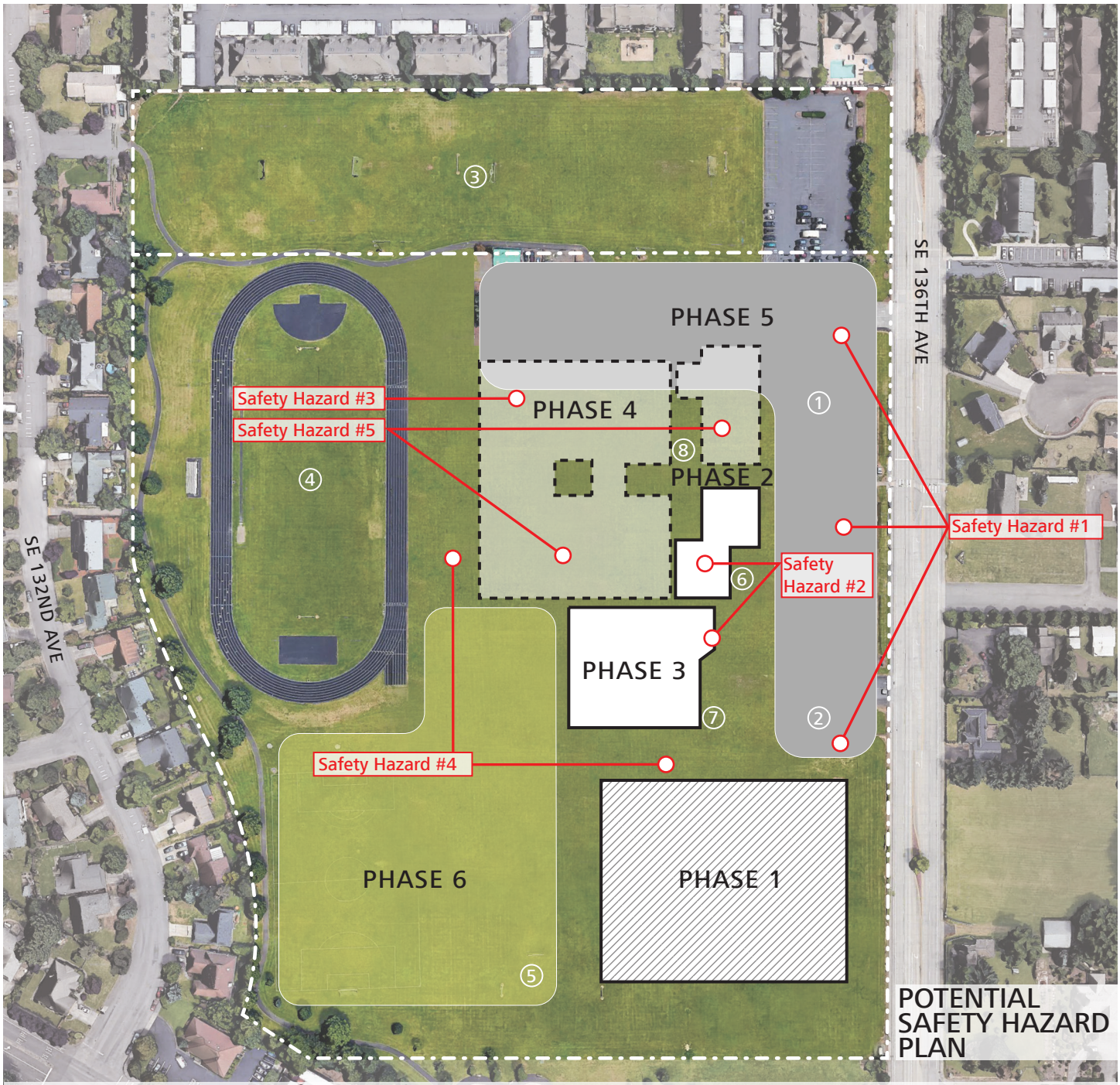
EXHIBIT 2: PHASING PLAN / PROPOSED DEVELOPMENT
WY' EAST MIDDLE SCHOOL
EVERGREEN PUBLIC SCHOOLS | 20 FEBRUARY 2019
MAHLUM ARCHITECTS INC

0 250' 500'



KEYNOTES:

1 Parking
2 Bus Drop-off
3 Parks Property
4 Existing Track
5 New Athletic Fields
6 Remodeled Theater
7 Remodeled Gymnasium
8 Demolished Existing School

Safety Hazard:

Safety Hazard #1
Parking and access to site compromised during all phases due to additional construction parking and construction offices.

Safety Hazard #2
Phase 2 and 3: Construction zone located in center of campus, student travel through and around construction zones.

Safety Hazard #3
Phase 4: Demolition in close proximity to existing parking.

Safety Hazard #4
Maintain fire access loop during all construction phases and allow student access to fields.

Safety Hazard #5
Maintain safe student access to buildings during all phases of construction.

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EXHIBIT 3: POTENTIAL SAFETY HAZARD PLAN
WY' EAST MIDDLE SCHOOL
EVERGREEN PUBLIC SCHOOLS | 20 FEBRUARY 2019
MAHLUM ARCHITECTS INC

0 250' 500'

GC/CM Roles Responsibilities

GC/CM SERVICES:	Owner	PM/CM	Advisor	A/E	Legal
Project Review Committee submittal & presentation	Support	Primary	Input	Input	Informed
Draft GC/CM contract (agreements, general conditions)	Approve	Primary	Input	Input	Support
GC/CM Request for Qualifications/Proposal Development	Approve	Primary	Input	Input	Input
GC/CM Selection Process - Evaluation Procedures	Review, Approve	Primary	Input	Input	Informed
GC/CM Selection process Phase 1 (RFQ/P)	Support	Primary	Input	Participate	Informed
GC/CM Selection process Phase 2 (Interviews)	Support	Primary	Input	Participate, Cor	Informed
GC/CM Selection process Phase 3 (Request For Final Proposals)	Review, Approve	Primary	Input	Input	Support
Pre – Final Proposal Meeting and Addenda	Approve	Primary	Input	Concur	As needed
Final proposals for Fee and Specified General Conditions:	Approve	Primary	Input	Informed	Input
Preconstruction Work Plan	Approve	Primary	Input	Input	As needed
Consultation during Preconstruction:	Approve	Primary	Input	Input	Informed
Mechanical and Electrical Subcontractor Selection (if elect EC/CM and/or MC/CM):	Approve	Primary	Input	Informed	As needed
Subcontract Plan	Approve	Primary	Input	Input	As needed
Subcontract Buyout:	Approve	Primary	Input	Informed	As needed
MACC Negotiations and GC/CM Contract Preparation:	Approve	Primary	Input	Informed	Support

Legend

- Primary responsibility, author and time commitment
- Supporting responsibility, author and time commitment
- Input, review and/or approve
- Informed, outreach as needed