

May 15, 2023

Project Review Committee
Department of Enterprise Services
Engineering & Architectural Services
PO Box 41476
Olympia, WA 98504

Re: Fife Public Schools - High School Replacement Project Application

Dear PRC Members:

The Fife Public Schools is pleased to submit its application for the use of the General Contractor/Construction Manager (GC/CM) alternative project delivery method in accordance with RCW 39.10 for the Fife High School Replacement Project. The existing high school will continue to operate adjacent to the new construction for the 204,000 GSF Replacement High School.

We strongly believe that the use of GC/CM is warranted for this tight urban project site that involves complex scheduling, phasing, and coordination. The complexities of construction on an occupied site with liquefiable soils and a high-water table require unique coordination between school operations, contractor and architect. GC/CM involvement during the design and construction phase is critical to safety for all to ensure limited impacts on teaching and learning and to ensure the timely opening of the new facility. The Replacement High School will allow Fife 9th graders back on the high school campus and subsequently, the district intends to reconfigure both of their two intermediate schools to grades 6-8. Opening the Replacement High School in the fall of 2027 will be critical as these changes span multiple grade levels at multiple schools.

In order to accomplish this, there will need to be relocations of classes, phased construction, relocation of high school bus pick up drop off, and student/staff/parent access to the existing school in a safe and secure manner.

The District has built a project team rich with GC/CM experience. Our project managers from the ESD 112/Construction Services Group and our architects from McGranahan Architects have successfully managed multiple GC/CM projects throughout Washington State. We are highly confident that this team will deliver to our community the new Replacement High School that they are expecting – on time and within budget – with the help of the collaboration and early contractor participation that GC/CM allows.

Thank you for considering our project for GC/CM and we look forward to your review and comment at the June 22, 2023 meeting.

Sincerely,



Kevin Alfano, Superintendent
Fife Public Schools

Application for Project Approval GC/CM Delivery

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

FIFE PUBLIC SCHOOLS
FIFE SCHOOL DISTRICT No. 417
FIFE HIGH SCHOOL REPLACEMENT PROJECT



Fife Public Schools STEAM Center/Photo by Asst. Sup. J. Nelson

State of Washington
Capital Projects Advisory Review Board (CPARB)
PROJECT REVIEW COMMITTEE (PRC)

GC/CM PROJECT APPLICATION
*To Use the General Contractor/Construction Manager (GC/CM)
Alternative Contracting Procedure*

The PRC will only consider complete applications: Incomplete applications may result in delay of action on your application. Responses to Questions 1-7 and 9 should not exceed 20 pages (*font size 11 or larger*). Provide no more than six sketches, diagrams or drawings under Question 8.

Identification of Applicant

- a) Legal name of Public Body (your organization): Fife Public School/Fife School District #417
- b) Mailing Address: 1720 Oak St, Milton, WA 98354
- c) Contact Person Name: Kevin Alfano
- d) Title: Superintendent
- e) Phone Number: (253) 517-1000 E-mail: kalfano@fifeschools.com

1. Brief Description of Proposed Project

- a) Name of Project: Fife Public Schools - Replacement High School
- b) County of Project Location: Pierce County
- c) Please describe the project in no more than two short paragraphs. (*See Example on Project Description*)

Fife Public Schools plans to construct a multi-phase Replacement High School for Grades 9-12 on the existing campus of the Fife High School, 5616 20th St E, Tacoma, WA 98424 of approximately 204,000 gross square feet, to serve 1,300 students, students occupying in August 2027. Construction of the new high school will occur in and around an active high school campus as the District intends to integrate its new 32,500GSF STEAM Center on the Fife High School Campus. The safe and secure construction of an occupied site would allow opportunities for experiential learning and student engagement for students and teachers due to the long duration of the construction, as the District intends to leverage STEM & STEAM curriculum. A GC/CM contractor will be essential in providing a safe and secure site.

2. Projected Total Cost for the Project:

A. Project Budget

Costs for Professional Services (A/E, legal etc.)	\$10.09M
Estimated project construction costs (including 5% construction contingencies per RCW39.10.320):	\$162.86M
Equipment and furnishing costs	\$4.45M
Off-site costs (*See description below)	\$Included in GMP
Contract administration costs (owner, CM, etc.)	\$4.62M
Contingencies (design & owner)	\$19.43M
Other related project costs (Owner site development services, survey, hazmat, transportation, Geo, CIPA, Permits, CR, VE, Cx, 3rd Party Inspections, Bid Advertising, etc.)	\$7.39M
Sales Tax	\$16.29M
Total	\$225.13M

***Off-site Costs**

As early as the pre-bond planning phase of the Replacement High School, the District and its project technical team determined - given the proposed site on the Fife High School Campus - that there would likely be significant on and adjacent site improvements such as a public right of way, parking, landscape with bioswales, and accessible pedestrian pathways. The project team strongly believes that partnering with a GC/CM will be vital in providing a safe environment during construction, defining the capital costs, installation logistics, and schedule requirements of required off-site improvements.

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*

Project planning is funded by remaining capital bonds in a tax measure passed by the school district voters in the February 2018 special election. The project is planned to be funded by capital bonds in a tax measure proposed by the school district and voted on in November 2023. The District is also working with the Office of the Superintendent of Public Instruction to obtain State funding for the project. The overall funding includes:
2018 February - Bond Surplus Funding \$12,500,000 (Not included in the projected total cost above)
2023 November - Capital Project Funding \$205,000,000
2023 - Forecasted State Funding Assistance \$20,300,000

3. Anticipated Project Design and Construction Schedule

Please provide:

The anticipated project design and construction schedule, including:

- a) Procurement; *(including the use of alternative subcontractor selection, if applicable)*

The District will procure site evaluation services over the next several months such as geotechnical investigation, wetlands assessment, archaeological and cultural assessment, topographic and boundary survey, and transportation planning services. The District has also selected McGranahan Architects as their prime architectural firm, through an RFQ process. The District has recently performed a preliminary phase 1 site investigation concurrent with their previously completed STEAM building located on the high school campus.

- b) Hiring consultants if not already hired.

All remaining consultants will be secured through the RFQ process.

- c) Employing staff or hiring consultants to manage the project if not already employed or hired.

Construction Services Group, a program of ESD112, has been engaged to act as the District’s Program Management and Construction Management for this bond project. Both PM/CM and Architectural firms have appropriate staffing and technical expertise in the GC/CM process. Internally, the Fife Public Schools has Kevin Alfano (Superintendent), Jeff Nelson (Assistant Superintendent Teaching – Learning – Innovation), and Kari Harris (Assistant Superintendent, Business Services), who have successfully completed two GC/CM Projects since 2018.

(See Example on Design & Construction Schedule)

Project Milestones	Date
Pre-Design & Visioning Process	2/1/2022
Refine Owners’ Project Requirements	3/1/2023
First Publication A/E RFQ	3/29/2023
Second Publication A/E RFQ	4/5/2023
AE Site Visit	4/11/2023



AE RFQ Due	4/19/2023
AE Interviews	4/27/2023
AE Contract Negotiations / Award	5/9/2023
AE Board Acceptance	5/29/2023
AE Board Acknowledgement	5/30/2023
Start Educational Specifications	6/1/2023
Project Review Committee Applications Due	5/20/2023
Project Review Committee Presentation	6/22/2023
First Publication of RFQ for GC/CM Services	7/18/2023
RFQ Submittal Deadline	8/15/2023
Open and Score Submittals	8/16/2023
Notify Short-List	8/18/2023
Interviews with Short-Listed Firms	8/30/2023
Notify the Most Highly Qualified Firms & Invitation to Submit Final Proposals	8/31/2023
RFFP Submittal Deadline and Opening	9/12/2023
Notify Most Qualified GC/CM	9/15/2023
Pre-Con Work Plan Due	9/26/2023
School Board Approval of GC/CM Selection	10/30/2023
GC/CM Agreement w/ Pre-Con Services Executed	10/30/2023
Begin Schematic Design	6/1/2023
Successful Bond Election	11/7/2023
Begin Design Development	2/1/2024
Begin Construction Documents	8/1/2024
Begin Construction with Mini MACC Approach for early site work	3/1/2025
Final MACC / Negotiations	6/1/2025
School Board Approval of MACC / GMP	8/31/2025
Anticipated Substantial Completion	7/15/2027
FFE & Teacher/Student Move in	8/1/2027
Anticipated Final Building and Site Completion	12/1/2028

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

The new school will be constructed on the same site as the existing high school and an existing elementary school while both facilities remain in operation. The site is relatively small and fully developed. There are limited open areas to construct a project of this size. A master plan has been developed that shows it is feasible to replace the school in essentially the same location it currently occupies through a sequence of phased construction, demolition, and occupancy.

- 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 8.

As noted above, the new school will be constructed on the same site as the existing high school and an existing elementary school while both facilities remain in operation. To accommodate the anticipated phased construction many aspects of the current site operations will be temporarily disrupted and/or relocated, often many times throughout the life of the project. Those include:

- Traffic on the adjacent roads, particularly on 20th Street which is a major thoroughfare through the city. That road provides the primary access to the site as well as access to the District Transportation Center which is directly across the street from the project site.
 - Access to and from the site for buses, vehicles, and deliveries. It is anticipated that onsite parking will be restricted, and temporary parking lots will be relocated several times during construction.
 - Student movement around campus between existing facilities that will remain in operation during construction, including parking, sports fields, and classroom buildings. Establishing, maintaining, and modifying safe pedestrian routes will be paramount.
 - Site utilities will be modified in phases including overhead and underground power, data fiber lines, water, stormwater, and natural gas. Those utilities serve the existing high school and the adjacent elementary school. Utilities in the adjacent ROW also serve other areas in the city. Interruptions in those services would be very detrimental to the ongoing function of the schools.
- If the involvement of the GC/CM is critical during the design phase, why is this involvement critical?

We believe the involvement of the GC/CM is critical to the success of this project. Although the Owner's program manager and architect bring expertise in their respective roles, they do not offer expertise in construction execution. The complexity of phasing, the close proximity to ongoing school operations, and the tight constraints of the urban site will all place significant demands on the Contractor's means and methods of construction.

Having the GC/CM involved in the project from the early stages of design can inform the selection of systems and materials through the lens of their impact on means and methods. They will also be able to advise on how much area to include in each phase, how to strategize utilities to allow transitions in phases, and how long to allow for the construction of each phase.

Above all else having the contractor involved in the design phases, will allow the team to develop and implement the construction execution plan and required student staff and public safety plan long before construction starts for the occupied schools on the same campus.

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

The project will require complex scheduling and phasing due to very limited access points for construction logistical operations, particularly deliveries of materials and access for the construction labor forces where parking and site access is severely constrained. The ability to create additional access points for construction will be severely limited due to surrounding residences and businesses.

In general, the site is an urban site with limited access. Given the site's poor soil conditions and high-water table, it is known that the foundation of the new buildings will require pilings of significant depth. Having the contractor participate in early design discussions will help to ensure the constructability of the foundation design and may lead to potential cost and schedule savings for the District.

- 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?

The school facility does not have a historical designation, either local or national.

- If the project is declared heavy civil and the public body elects to procure the project as heavy civil, why is the GC/CM heavy civil contracting procedure appropriate for the proposed project?

The project does not anticipate utilizing the Heavy Civil contracting option.

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 Public Benefit related only to Alternative Subcontractor Selection, use Supplement A or Supplement B, if your organization decides to use this selection process. Refer to Question No. 11 of this application for guidance*). For example, your description must address, but is not limited to:

- How this contracting method provides a substantial fiscal benefit;

The GC/CM contracting method provides a significant risk management benefit of scheduling and phasing work to allow for the school to open on time and by improving the safety and well-being of the students and staff while mitigating the ongoing risk of cost escalation. The District and Fife community place the safety and security of students as the highest priority. The constrained nature of the site will require detailed phasing and construction plans to ensure student safety while attending school adjacent to active construction areas. By engaging the contractor early in the design process, many safety issues can be mitigated or even avoided during construction. This saves the District time, energy, and funds which would have been required to manage safety issues during construction, not to mention possible schedule delays. As noted above, the Replacement High School will impact the 2 intermediate level schools in the District, allowing these 2-year programs to become the desired grade reconfiguration 6-8 again.

The GC/CM Contractor will also participate in the allocation of risk. Construction delay claims are expensive, take time to resolve, and impact the scope, schedule, and budget of the project. The GC/CM Contractor is part of the decision-making process during pre-construction, participating in the estimating, constructability, and schedule development. Because of this arrangement, the chance of costly litigation is likely reduced for the public and the GC/CM contractor regularly bringing current marketplace capital cost realities to the project in both the preconstruction and construction phases of the work.

The volatile construction labor and material cost marketplaces with rapidly rising construction cost escalation present a significant schedule and budget risk to the School District and citizens in the district. Experience on current and prior projects in the immediate geographic region indicates that trades may be extremely hard to schedule and commit to this project, so advanced planning regarding materials costs and greater certainty of trade availability is a critical objective for Fife Public Schools to manage this risk in the south Puget Sound region. The GC/CM will also be able to assist the design by identifying and evaluating building systems, such as masonry or mechanical system options, that may have significant procurement challenges allowing the architect/engineer team to modify design planning which will result in more efficient and cost-effective alternative approaches informing the final design of the project.

- 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.

The traditional design-bid-build delivery method does not provide the opportunity nor the impetus for a contractor to fully understand, account for, bid, and manage the daily impacts on the school campus. Many of the design decisions will require thoughtful approaches to the implementation and phasing in order to minimize student impacts during construction and obtain greater cost certainty for the life of the project. The ability of the GC/CM to participate in the early decision-making process provides realistic, market-based phasing and approaches to a tight, occupied site while maximizing each public capital dollar invested by the citizens of Washington and the District.

- In the case of heavy civil GC/CM, why the heavy civil contracting procedure serves the public interest.

Not Applicable

6. Public Body Qualifications

Please provide:

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

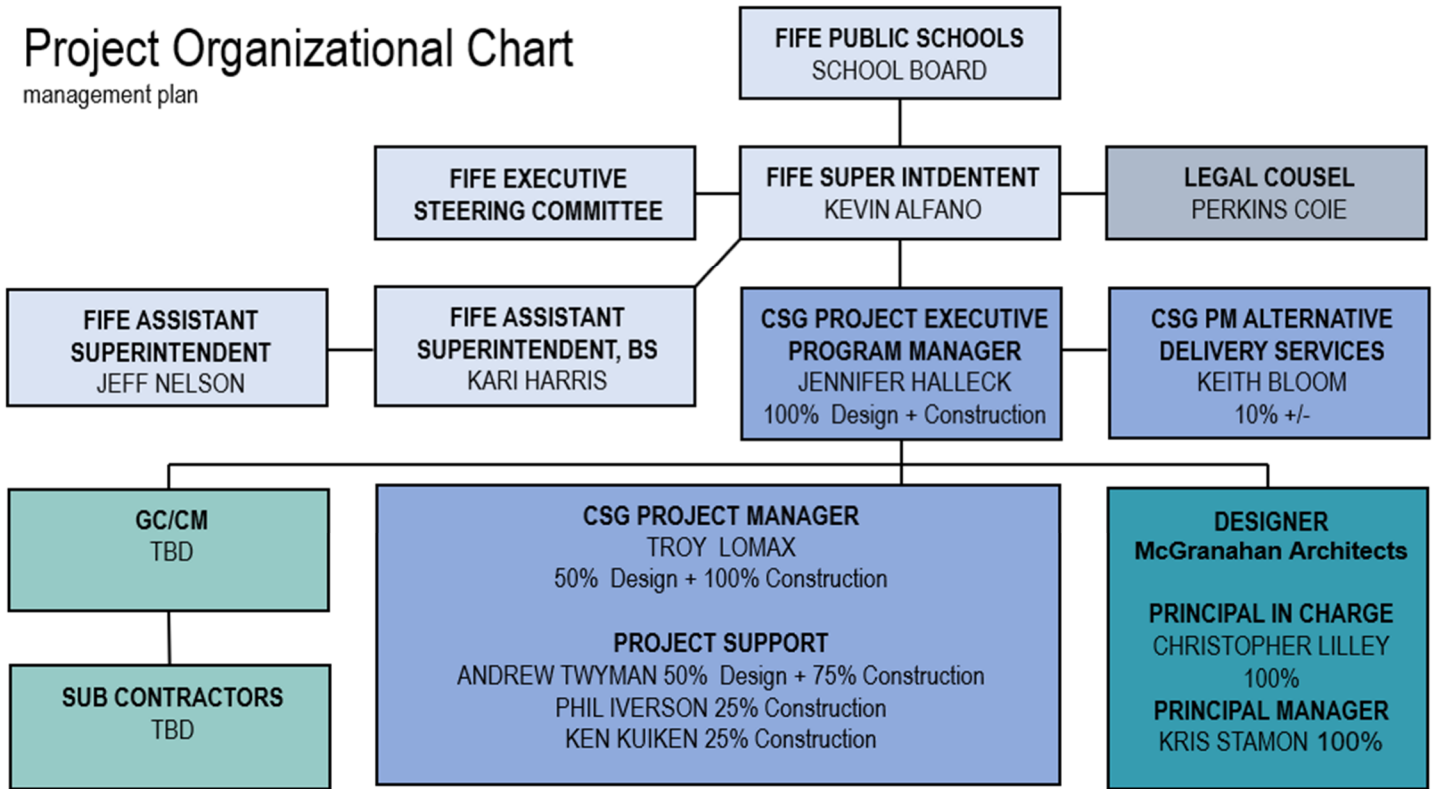
Fife Public Schools has successfully completed the GCCM procurement and delivery of two schools since the 2018 Bond passing. The District has hired the Construction Services Group (CSG) to provide GC/CM Program Management and PM/CM services throughout the course of these projects. In addition, the District has hired Perkins Coie as its construction attorney. All have extensive experience with GC/CM contracts and alternative delivery methods. All members of the proposed CSG team have managed GC/CM projects within Washington State. The Perkins Coie team has provided legal and contract-related services to dozens of clients using the GC/CM delivery method. Additionally, the Fife Public Schools Administrative team Superintendent, Assistant Superintendent of Teaching – Learning – Innovation, and Assistant Superintendent, Business Services, have also completed two successful GC/CM Projects since 2018.

The Fife Public School, CSG, and Perkin Coie team have considerable experience working together with clear & logical lines of authority on significant relevant projects.

- A **Project** organizational chart, showing all existing or planned staff and consultant roles.
Note: The organizational chart must show the level of involvement and main responsibilities anticipated for each position throughout the project (for example, full-time project manager). If acronyms are used, a key should be provided. (See Example on Project Organizational Chart)

Project Organizational Chart

management plan



- Staff and consultant short biographies (*not complete résumés*).

FIFE PUBLIC SCHOOLS

Kevin Alfano, Superintendent of Fife Public Schools

More than 25 years in the District including 9 years as Superintendent.

Jeff Nelson, Assistant Superintendent of Fife Public Schools

39 years in the District including 5 years as Assistant Superintendent, and 16 years as a middle school, principal.

Kari Harris, Assistant Superintendent, Business Services

30 years in the District including 16 years as Assistant Superintendent - Business Services.

Recent Alternative Public Works, Kevin Alfano, Jeff Nelson and Kari Harris GC/CM's include:

GC/CM Fife SD Surprise Lake Middle School \$62.9M opened in 2021

GC/CM Fife SD New Elementary School \$77.5M opened in 2022

EDUCATIONAL SERVICE DISTRICT 112 – CONSTRUCTION SERVICES GROUP (CSG)

Jennifer Halleck, Associate Director Construction Operations and Projects of CSG/ESD 112

17 years of experience working with school operations and construction. Her expertise is in school district capital facilities master planning and bond program execution. Currently the Program Lead for Fife Public School's \$200M+ bond program.

Recent Alternative Public Works, GC/CM's include:

GC/CM Fife SD Surprise Lake Middle School \$62.9M opened in 2021

GC/CM Fife SD New Elementary School \$77.5M opened in 2022

GC/CM Vancouver SD 2017 Bond Measure McLoughlin Middle/George C. Marshall Elementary \$112M

Keith Bloom, PM Alternative Delivery Services

Keith brings almost five decades of national and international construction project experience. Keith served as WSU Director of Capital Projects and Senior Construction Manager. While at WSU, Keith authored WSU's design and construction standards which were in place until the university migrated primarily to the design-build method of project delivery. Keith also led many politically sensitive or complex projects for the school. After 23 years with WSU joined the private sector where he spent several years on a large community development for the Navajo.

His experience with school districts, planners, design teams, developers, and contractors has driven the success of public and private construction projects valued at over six billion dollars.

Recent Alternative Public Works, GC/CM's Alternative Delivery Advisor Services include:

GC/CM Fife SD Surprise Lake Middle School \$62.9M opened in 2021

GC/CM Fife SD New Elementary School \$77.5M opened in 2022

GC/CM Kelso School District New Lexington Elementary \$54M opened in 2021

GC/CM Kelso School District Wallace Elementary \$37.4M opened in 2020

GC/CM Ferndale School District, High School Replacement \$128.2M opened in 2022

Recent Alternative Public Works, GC/CM's PM for the following:

GC/CM PM Kalama School District, Middle School Addition and HS Renovation \$28.3M opened in 2020

GC/CM PM Kalama School District, Elementary \$23.7M opened in 2020

Troy Lomax, Project Manager of CSG/ESD 112

Over 25 years of experience in project and construction management projects including Fife Public School's \$200M+ bond program.

Recent Alternative Public Works, GC/CM's PM for the following:

GC/CM Fife SD Surprise Lake Middle School \$62.9M opened in 2021

GC/CM Fife SD New Elementary School \$77.5M opened in 2022

Andrew Twyman, Project Manager of CSG/ESD 112

Over 20 years of national and international experience in Design and Construction Management including K-12, Healthcare, and Commercial sectors. Andy's recent experience in K12 includes Program, Project and Construction Management for the Kelso School District's \$154M+ bond program, as well as Project Management services for the Fife Public School's \$200M+ bond program.

Recent Alternative Public Works, GC/CM's PM for the following:

GC/CM Fife SD Surprise Lake Middle School \$62.9M opened in 2021

GC/CM Fife SD New Elementary School \$77.5M opened in 2022

GC/CM Kelso School District New Lexington Elementary \$54M opened in 2021

GC/CM Kelso School District Wallace Elementary \$37.4M opened in 2020

Phil Iverson, Senior Project Manager of CSG/ESD 112

Over 20 years of experience working in educational settings providing pre-construction, planning, and project management services.

Recent Alternative Public Works, GC/CM's PM for the following:

GC/CM Fife SD Surprise Lake Middle School \$62.9M opened in 2021

GC/CM Fife SD New Elementary School \$77.5M opened in 2022

GC/CM Kelso School District New Lexington Elementary \$54M opened in 2021

GC/CM Kelso School District Wallace Elementary \$37.4M opened in 2020

Ken Kuiken, Associate Director of CSG/ESD 112

Over 30 years of experience in the construction industry. Ken's expertise also transients to include experience GC/CM for Sehome High School and Bellingham Public Schools.

Recent Alternative Public Works, GC/CM's PM for the following:

GC/CM Ferndale School District, High School Replacement \$125M opened in 2022

PERKINS COIE – DISTRICT LEGAL COUNSEL

Mica Klein, of Perkins Coie, will serve as the School District's lead construction counsel. Mica's practice focuses on complex public construction and dispute resolution. As a Partner with Perkins Coie's Construction Group, Mica specializes in structuring, drafting, negotiating, and implementing complex agreements for large-scale, public projects. Among these projects, Mica has successfully counseled a number of clients on all aspects of GC/CM procurement under the RCW 39.10 framework. She is currently representing multiple school districts as lead counsel across their capital projects programs, including in connection with the construction of multiple \$100M+ RCW 39.10 GC/CM bond projects.

McGRANAHAN ARCHITECTS - DESIGNER

McGranahan Architects is a regional leader in alternative delivery on public works projects. Since serving as the lead architect on the first public GC/CM project in the State of Washington in 1996, McGranahan has participated in 12 GC/CM projects on educational facilities. One of their current Principals, Matt Lane, served as a member of the PRC Review Board from 2016-2019. The key project leads all have direct experience with GC/CM projects.

Christopher J. Lilley, AIA, Principal in Charge, McGranahan Architects

Over 30 years of experience designing K-12 facilities in Western Washington, including 7 high school projects. Served as McGranahan's Project Manager for the GC/CM project to expand the Pierce County Jail which opened in 1998 and was constructed for \$32M.

Kris Stamon, AIA, DBIA, Principal/Project Manager, McGranahan Architects

More than 20 years of experience in the design of K12 facilities. Served as the Project Manager on 4 GC/CM projects including:

GC/CM Design for the following:

GC/CM Federal Way Public Schools, Olympic View K-8. \$33M Anticipated completion 8/2023

GC/CM Federal Way Public Schools, Star Lake Elementary/Evergreen Middle School \$83M 9/2022.

GC/CM Tacoma Public Schools, Birney Elementary. \$26M Completed 11/2019

GC/CM Tacoma Public Schools, Grant Elementary. \$29.7M Completed 11/2020

- 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. *(See Example Staff/Contractor Project Experience and Role. The applicant shall use the abbreviations as identified in the example in the attachment.)*

Specific GC/CM project experience for each proposed staff member and consultant is described in each of the biographies above.

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

Specific GC/CM project experience for each proposed staff member and consultant is described in each of the 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.

Construction Services Group was selected for PM/CM services. CSG is under contract with the District and will serve as the owner representative/capital bond program manager.

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

A project most closely related to Fife Public Schools is Ferndale School District: \$125M 2019 High School Replacement Project. CSG provided Pre-bond planning, Bond Program Oversight, and Construction Project Management execution for Ferndale High School. The multi-phased construction of the High School Replacement GC/CM project was 222,000GSF and was built over similar poor soil conditions and a high-water table, requiring pilings of significant depth. Like Fife High School, the surrounding conditions are similar with an extremely tight site adjacent to existing learning environments, district transportation facility, and athletic field replacement.

CSG has also managed 205M from Fife’s 2018 Bond Program including GC/CM Fife SD Surprise Lake Middle School \$62.9M, GC/CM Fife SD New Elementary School \$77.5M, DBB Science Technology Engineering Art and Mathematics (STEAM) \$28.7M High School Addition, and \$20M District Wide Safety & Security + Building Infrastructure Renewal Projects.

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

The District approaches its organizational controls through a checks and balances approach with clear roles and responsibilities for each individual. Controls may be grouped into two categories: Organization controls and financial controls.

Organizational controls:

The District has a five-member board that oversees all of the approvals and reviews for the district including the current 2018 Bond Program projects. Board members are elected officials and serve three-year terms. The Superintendent reports to the board and has a cabinet of trusted financial, curriculum development, and operations professionals that oversee various operational roles within the District. The District has created an



Executive Steering Committee for the overall bond program responsible for assisting the Superintendent and School Board with recommendations for approvals and reviews. The District's Executive Steering Committee includes the Superintendent, cabinet, and a representative from Fife Public Schools School Board. The Executive Steering Committee is responsible for the daily management of the project in partnership with its contracted Owner's Representative, the Construction Services Group (CSG). CSG employs a project executive, project manager, and construction management specialists that assist the District with the management of their project.

In addition to the structure identified above, the School District, at the recommendation of the Executive Steering Committee, has selected McGranahan Architects and their sub-consultants through RFQ selection based on the best experience in the design and construction of educational facilities, including project delivery in the GC/CM delivery method. In addition, the District has engaged Mica Klein with Perkins Coie. Ms. Klein is highly experienced in the GC/CM delivery method and serves as a respected construction legal counsel to the District and other public clients engaged in GC/CM alternative project delivery. Perkins Coie will have primary responsibility for ensuring that the procurement process and GC/CM contract comply with all RCW 39.10 requirements.

The project manager for the District, CSG, monitors the various activities and deliverables established in a responsibilities matrix and keeps the appropriate party on point for their respective work throughout the life of the project.

Financial Controls:

Controls are also exercised through the signature authority process and contractual approval process. The Fife Public Schools Administrative team Superintendent, and Assistant Superintendent, Business Services, have signature authority for all purchases. Additionally, the School Board requires to be briefed and have the opportunity to review and comment on all expenditures above \$100,000. Expenditures and budgets are reviewed by the school board in their entirety at every monthly board meeting in addition to their regular review of audited income statements. All contractual relationships in excess of 1M require School Board approval.

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

The District has hired CSG to provide guidance on the GC/CM procurement process. As such, the District will follow CSG's standard procurement protocols, including those described in this application. CSG approaches all GC/CM procurements by following these standard procedures.

CSG's preliminary analysis of the project has identified specific components which create challenging building and site development issues. For many projects the traditional project delivery method of hiring an architect, designing a school, and then introducing it to the construction community by advertising it for bid is appropriate. Awarding work to the lowest responsive and responsible contractor, with an excellent set of construction documents, on what may be considered a simpler site with limited building and site development constraints is the traditional, preferred project delivery method.

With traditional 'design-bid-build' projects – especially on limited, atypical, or difficult-to-develop sites – waiting for contractor involvement until bid day is often too late. The owner and design team usually do not have any contractor input on construction means and methods until the construction documents are complete and the project is ready to begin construction. Since alternative contracting methods are available to public agencies in the state of Washington, CSG supports the opportunity for school districts to solicit approval for the use of an alternative project delivery process.

Determining use of Alternate Project Delivery: Utilizing an alternative public contracting method in the state of Washington requires approval from the Capital Projects Advisory Review Board, Project Review Committee, CPARB, and PRC. The criterion for doing so is limited to that stipulated in RCW 39.10, Alternative Public Works. Upon review of the RCW 39.10 criteria, further consideration must be given to the budget, schedule, and collective experience of the proposed project team. Also, it is important to determine if the issues of

difficulty driving GC/CM considerations can't be addressed in traditional delivery methods with enhanced specifications and processes.

Once a project leader has determined that GC/CM is appropriate, a memo to file, listing the reasoning for pursuing, is created. Then a meeting with the CSG Executive Director is held to discuss and gain concurrence for moving forward.

The discussion in this policy is focused on the consideration of GC/CM in lieu of Traditional Design/Bid/Build. A similar analysis would occur if/when a Design/Build delivery method may be considered.

Once approved by the PRC it is our intent to follow RCW 39.10.360 in selecting the most qualified general contractor / construction manager for the project. A selection committee will be convened and after advertisement, they will score written proposals, conduct interviews and evaluate final fee proposals.

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

The District has retained Perkins Coie to develop the GC/CM contract terms in full compliance with RCW 39.10 requirements. Perkins Coie is one of the leading legal firms for construction law in the State of Washington and has extensive GC/CM experience in the State of Washington.

7. Public Body (your organization) 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: *(See Example Construction History. The applicant shall use the abbreviations as identified in the example in the attachment.)*

- Project Number, Name, and Description
- Contracting method used:
- Planned start and finish dates:
- Actual start and finish dates:
- Planned and actual budget amounts
- Reasons for budget or schedule overruns

The District has both completed and moved into their Middle school and Elementary School GC/CM projects during the pandemic, under budget. This success is due to the relationships embodied in the GC/CM process.

Fife Public School - Construction History (6 years)										
Total Project Costs										
Project #	Project Name	Project Description	Contracting Method	Planned Start	Planned Finish	Actual Start	Actual Finish	Planned Budget	Actual Budget	Reason for Budget or schedule overrun
1	Surprise Lake Middle School	Replacement Middle School Grades 6&7	GC/CM	May-19	Jan-21	May-19	Sep-22	62.9M	60.3M	No budget over runs, Moved students in on schedule 8/2020, Close out took longer than anticipated due to COVID-19
2	New Elementary School	New K-5 Elementary School	GC/CM	Apr-20	May-22	Apr-20	May-23	77.5M	Est. 73M	No budget overruns, Moved students in on schedule 8/2021, Close out completed, Site conditions and COVID-19 delayed close out of the project
3	STEAM Center of Innovation	Science Teachnology Engineering Arts + Math Grades 9-12	D-B-B	Jun-20	Feb-21	Jun-20	Summer 2023	28.7M	Est. 25.7M	No budget overruns, Moved students in 1/2023, Close out in process, Permit, Elevator, inexperienced construction team and COVID-19 delays
4	Administrative Services Center Renovation	Administrative Services Center Renovation of 1952 Elementary School	D-B-B	May-21	Jun-22	May-21	Summer 2023	18.2M	Est. 16.7M	No budget overruns, Moved staff in on schedule 7/2021, Close out in process, Close out took longer than anticipated due to COVID-19
5	District Wide Safety & Security + Building Infrastructure	Multiple locations throughout the District	D-B-B	Summer 2018	Summer 2023	Summer 2018	Summer 2023	20M	Est. 11M	In Process
6	Early Childhood + Multipurpose Field	Administrative Services Center Renovation of 1952 Elementary School	D-B-B	Mar-24	Dec-24			9.5M		In Process
7	Transportation Center Upgrades	Security Upgrades	D-B-B	Jul-23	Dec-23			1.1M		In Process

8. 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. (See Example concepts, sketches or plans depicting the project.) At a minimum, please try to include the following:

- A overview site plan (indicating existing structure and new structures)

[Existing Site Plan:](#)



- 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.

Fife's new Replacement High School project is currently in Pre-Design & Visioning Process phase and will begin the Schematic Design phase in June 2023. At this point, there is a conceptual masterplan developed for the new high school: 204,000 GSF of new construction based on a density of 180 GSF/student, and replacement of the existing High School.

See Attachment A for Fife Highschool Replacement Project – Conceptual Phasing Sequencing.

9. Resolution of Audit Findings on Previous Public Works Projects

If your organization had audit findings on **any** project identified in your response to Question 7, 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.

10. Subcontractor Outreach

Please describe your subcontractor outreach and how the public body will encourage small, women and minority-owned business participation.

The District is committed to monitoring and following all public works laws and applicable requirements. It is District policy (FSD Policy 6220) to encourage the participation of small, women, and minority-owned businesses in all of their bidding processes. Furthermore, Fife Public Schools is dedicated to making selections that only align with their Strategic Direction and more specifically, the FSD Vision and Mission.

The project management plan in place with Construction Services Group/ESD112, Perkins Coie, and McGranahan Architects, as well as the future GC/CM, will support and continue to align with the Vision and Mission of the Fife School District:

The Vision of the Fife School District is to be an inclusive and affirming learning organization that inspires achievement and personal growth in **all** students and prepares them to succeed in college, careers, community, and life.

The Mission of the Fife School District is to be equity-focused and committed to success for **all**, including dismantling barriers for historically marginalized groups. Recognizing, celebrating, and embracing the diversity in our students and staff, we will...

- Engage our students in rigorous, culturally responsive experiences that link learning to college, careers, community, and life.
- Foster staff collaboration.
- Provide a safe and supportive environment for **all**.
- Cultivate collaborative, long-lasting relationships with families/caregivers and strong partnerships with the community.

Furthermore, in the selection process of a GC/CM partner, the Fife School District will **require** the firm to have the following:

- An employee on staff who is dedicated to and oversees Diversity, Equity and Inclusion for the firm
- A MWBE Inclusion plan for the project that will:
 - lay out the steps for outreach and participation of MWBEs;
 - facilitate events to encourage participation of local businesses;
 - have specific strategies to match work with small and MWBEs;
 - have a process for oversight, monitoring and reporting their inclusion of MWBE goals;
 - have a specific plan to recognize and remove barriers for MWBE participation in this project;
- And if needed, the GC/CM firm can engage the services of a consulting firm that specializes in diversity and inclusion in contracting.

11. Alternative Subcontractor Selection

- If your organization anticipates using this method of subcontractor selection and your project is anticipated to be over \$3M, please provide a completed *Supplement A Alternative Subcontractor Selection Application* document, **one per each desired subcontractor/subcontract package.**
- If applicability of this method will be determined after the project has been approved for GC/CM alternative contracting or your project is anticipated to be under \$3M, respond with **N/A** to this question.

Not Applicable

- If your organization in conjunction with the GC/CM decide to use the alternative subcontractor method in the future and your project is anticipated to be over \$3M, you will then complete the *Supplement B Alternative Subcontractor Selection Application* and submit it to the PRC for consideration at a future meeting.

CAUTION TO APPLICANTS

The definition of the project is at the applicant's discretion. The entire project, including all components, must meet the criteria to be approved.

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 information requested by the PRC. You agree to submit this information in a timely manner and understand that failure to do so may delay action on your application.

If the PRC approves your request to use the GC/CM contracting procedure, you also agree to provide additional information if requested. For each GC/CM project, documentation supporting compliance with the limitations on the GC/CM self-performed work will be required. This information may include but is not limited to: a construction management and contracting plan, final subcontracting plan and/or a final TCC/MACC summary with subcontract awards, or similar.

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

Signature: Kevin Alfano

Name (please print): Kevin Alfano (public body personnel)

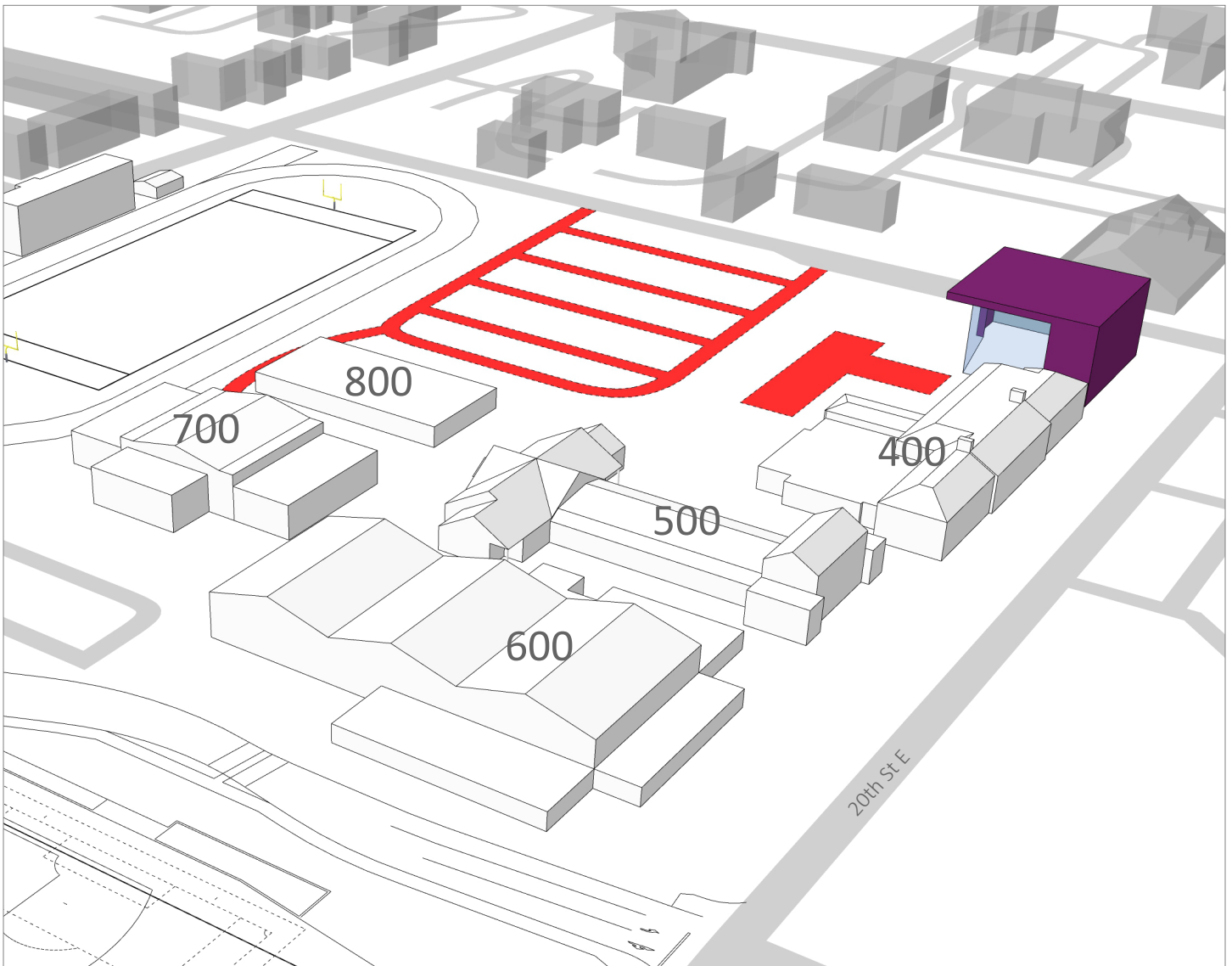
Title: Superintendent

Date: 5-15-23

Attachment A
for Fife Highschool Replacement Project – Conceptual Phasing Sequencing



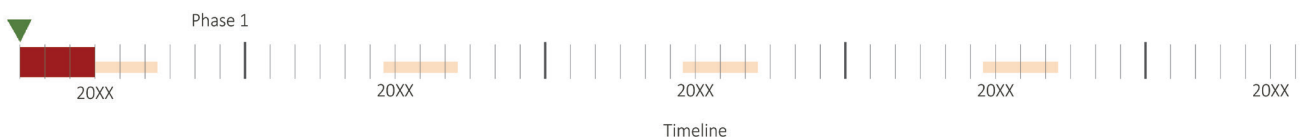
PHASE 1A



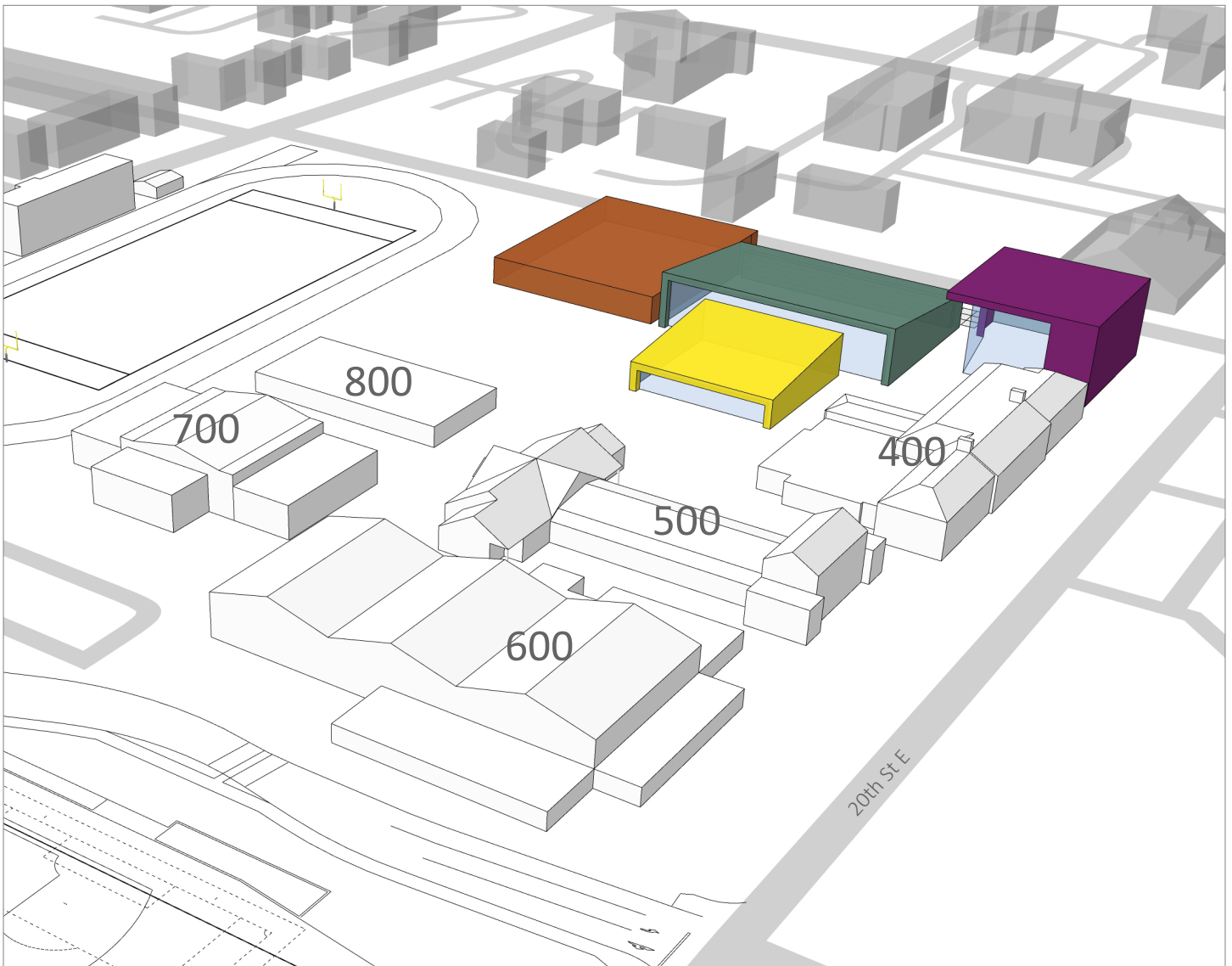
The STEAM Center of Innovation and the new Fife Elementary School are operational. When the work to replace the high school begins those two projects will be established components of the overall campus. All of the other existing high school buildings will also still be in operation. On site traffic management will have been adjusted to facilitate the additional vehicles attending campus as a result of the new Elementary School. That will include a new traffic signal on 20th Street E.

With the 900 Building vacated the first step of construction will be to demolish that building and demo and strip the existing visitor and staff parking area to make way for new construction. This will remove 3 teaching stations.

The largest challenge in this phase will be the displacement of parking. The school will have to explore alternatives, including the potential of offsite parking.

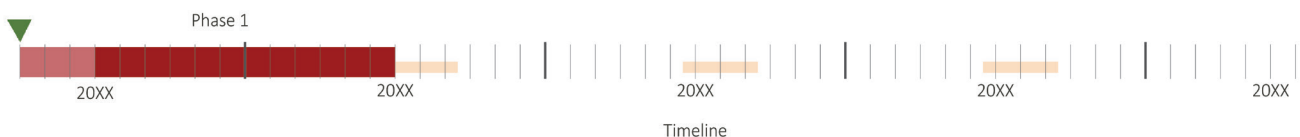


PHASE 1B

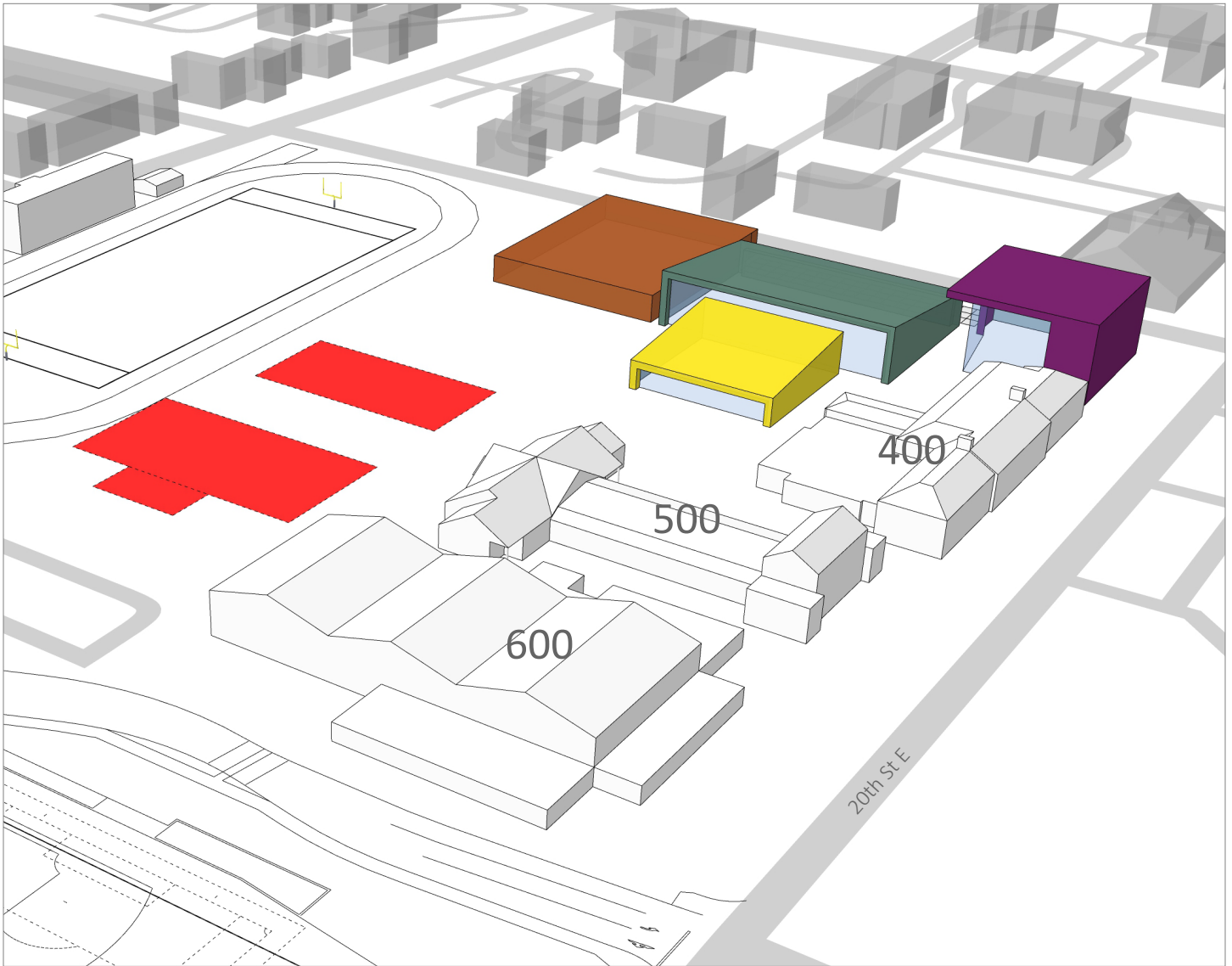


This phase includes construction of the new Commons and Food Service, Administration, and facilities for the shop focused CTE programs. It will include additional mechanical and electrical rooms to extend the systems that will be located in the Central Plant of the STEAM Center. During this phase the portion of the new school that will eventually house the Library will initially be constructed as a temporary home for Music.

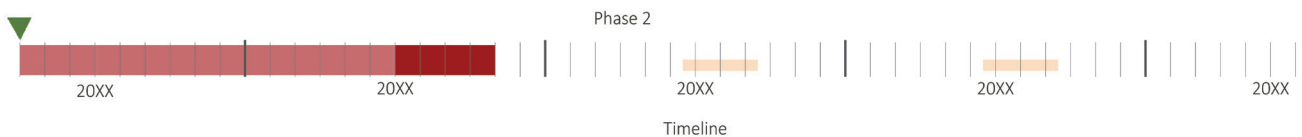
The phase will add approximately 60,000 sf and 5 new teaching stations.



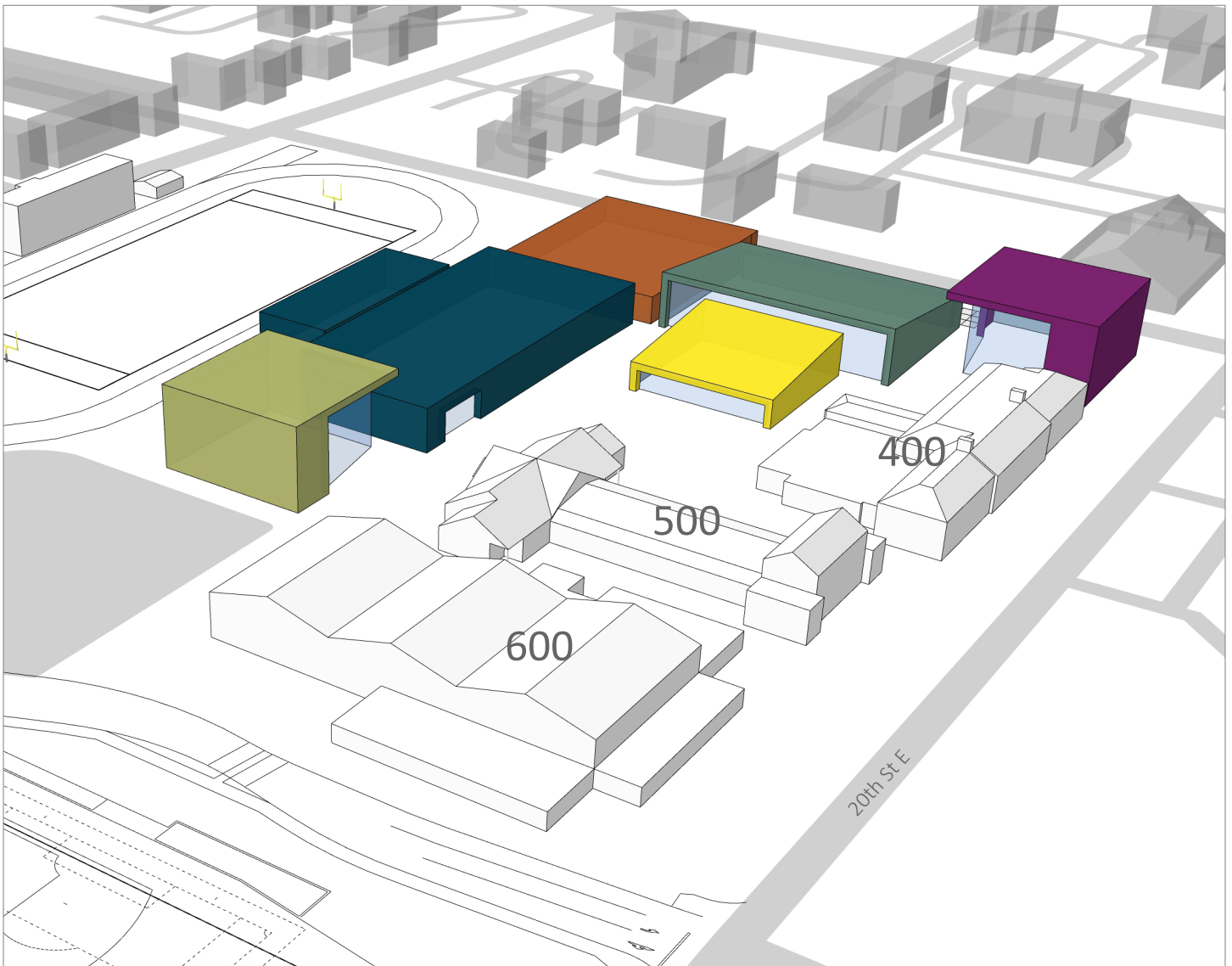
PHASE 2A



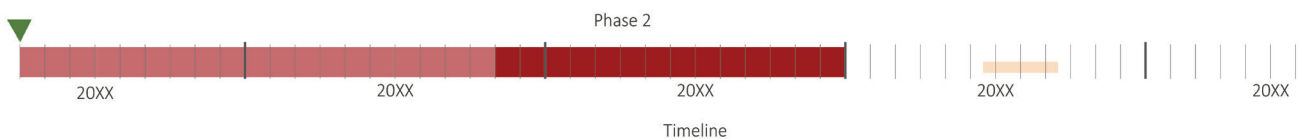
With the completion of the first phase of construction Administration, the CTE Shops and Food Service can move into their new facilities and Music can move into its temporary home. This allows for the demolition of the 700 and 800 buildings and the elimination of 4 teaching stations.



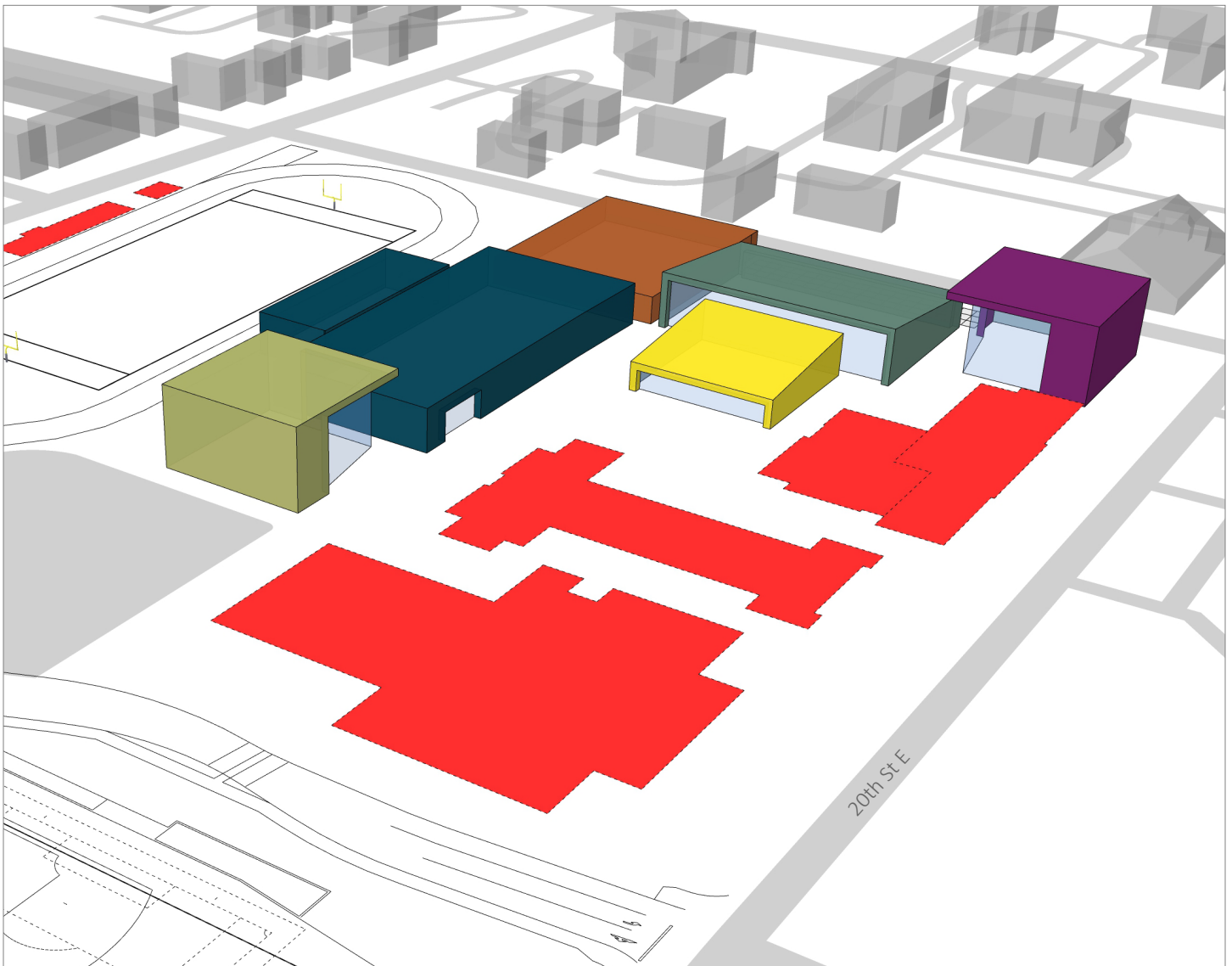
PHASE 2B



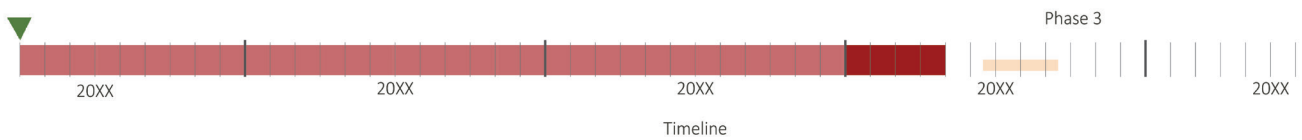
This phase will see the construction of the first of two Core Learning blocks and the new Athletics facilities, adding approximately 90,000 sf of new construction and 26 teaching stations. The student parking lot to the east of the football field will be reconfigured during this phase. The new construction includes a new grandstand on the opposite side of the football field so the old grandstand will be demolished during this phase.



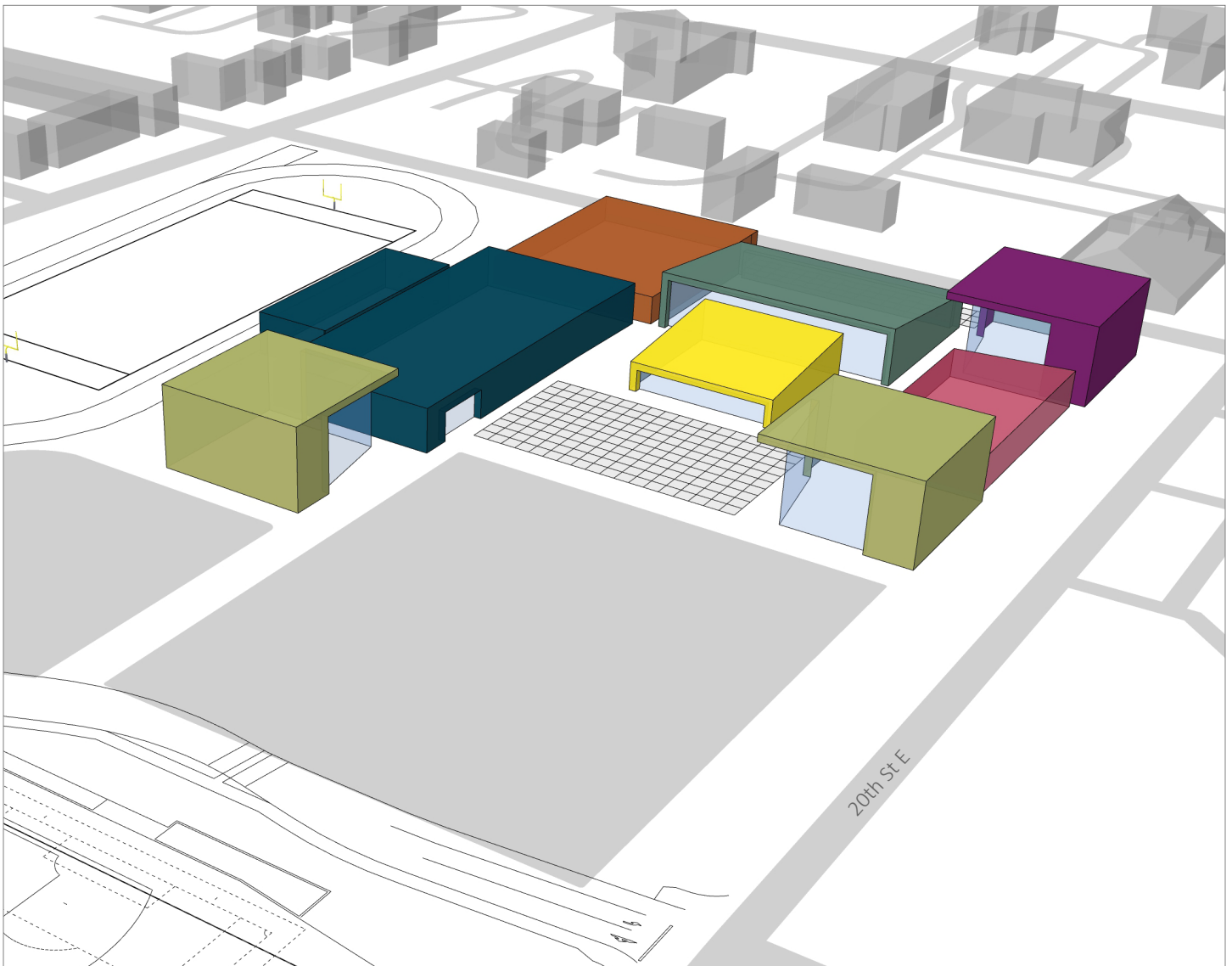
PHASE 3A



This phase will begin with the PE and Athletic programs moving from the 600 Building to their new facilities and the academic classrooms in the 400 and 500 Buildings moving into the new Core Learning Center. That will be followed by the demolition of Buildings 400, 500 and 600 with the loss of 29 teaching stations.



PHASE 3B



This final phase of major construction will include the second Core Learning Center along with Performing Arts, adding approximately 40,000 sf of new construction and 22 teaching stations. This phase also includes the construction of a new parking lot for staff and visitors and the completion of the main entry plaza.

