



October 22, 2018

## Evergreen Public Schools

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 Mt. View High 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 Mt. View High 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 this 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. Mt. View High 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 LSW 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 on November 29th and responding to any questions you may have about the project.

Sincerely,

Susan Steinbrenner

Executive Director of Facilities

Enclosure: EPS Application and Exhibits

# Evergreen School District No. 114



GC/CM Application

Mountain View High School

Replacement Project

Due October 22, 2018

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### Exhibits:

- Exhibit 1: Existing Conditions
- Exhibit 2: Phasing Plan / Proposed Development
- Exhibit 3: Potential Safety Hazards Plan
- Exhibit 4: Roles and Responsibilities Matrix

## IDENTIFICATION OF APPLICANT

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- a) **Legal name of Public Body:** Evergreen School District No. 114
- b) **Address:** 13501 NE 28<sup>th</sup> 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

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- a) **Name of Project:** Mountain View High School Replacement
- b) **County of Project Location:** Clark

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

Mountain View High School opened in 1979 at approximately 219,000 square feet on 41.66 acres. A gym, locker rooms, and additional modular classrooms were added in 1999. Minor renovations occurred in 2004, and site development has been ongoing in each decade. It now encompasses 247,747 square feet, including 12 classrooms in portables and another 8 classrooms in a two-story modular structure. A number of factors have made this facility unable to meet the demands of 21<sup>st</sup> century education: the rapid deterioration of the portable and modular structures, the growing population of the school district, and changes in security concerns and educational delivery have all made this facility antiquated.

The new 250,000 square foot replacement school will be built on this site in a more compact footprint, and students will occupy the current building, and portables, during multiple phases of construction. The new structure includes new 2-story classroom wings (with the possibility of 3 stories), gymnasium, kitchen and cafeteria, media center, front offices, support space, collaboration areas, and specialty instructional spaces. In addition, the District is exploring the possibility of remodeling the theater, commons, and one of the gymnasiums. Site redevelopment will create clear and distinct travel and parking zones for buses, student drivers, staff, and parents/visitors and create longer on-site cuing areas to reduce congestion in the neighborhood. Fields will be replaced, with options for field lighting and artificial turf being explored to increase usage on field space. Field replacement will require their closure for at least one full sports season, resulting in the temporary relocation of sporting events and practices to other district venues.

The existing high school will remain fully occupied with over 2,000 students 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	16,826,883
Estimated Project Construction Costs - Building	135,803,638
Estimated Project Construction Costs - Site	18,626,261
Equipment and Furnishing Costs	8,109,353
Contract Administration Costs	3,300,000
Contingency - GC/CM	8,493,644
Contingency - Owner	8,960,795
Other Related Project Costs	1,600,000
Sales Tax	13,685,577
<b>TOTAL</b>	<b>215,406,151</b>

### 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 \$30,000,000.

## 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.

HIGH SCHOOL REPLACEMENT PROJECT SCHEDULE		
Activity	Estimated Start	Estimated End
<b><u>GC/CM Procurement</u></b>		
STEP ONE (Statement of Qualifications)		
PRC Meeting / Approval	11/29/18	11/29/18
Public Advertisement	12/5/18	12/12/18
Mandatory Information Meeting/Site Tour	12/14/18	12/14/18
Last Day for Questions	12/18/18	12/18/18
Addendum Issued	12/20/18	12/20/18
RFQ/P Responses Due	1/11/19	1/11/19
Initial Screening & Short Listing	1/14/19	1/16/19
Notifications Sent to Shortlisted Firms	1/18/19	1/18/19
STEP TWO (Interviews)		
Interviews Conducted	1/24/19	1/24/19
District Evaluate / Shortlist	1/25/19	1/25/19
STEP THREE (RFFP – Pricing)		
Issue RFFP to Shortlist GC/CM Firms	1/29/19	1/29/19
RFFP Sealed Fee Proposals Received & Publicly Opened	2/7/19	2/7/19
District Review / Select	2/8/19	2/11/19
NOI to Award	2/12/19	2/12/19

Negotiate Preconstruction Services Agreement	2/12/19	2/19/19
Board Meeting Approval	2/26/19	2/26/19
<b><u>DESIGN ACTIVITIES</u></b>		
Programming (Ed Specs)	6/1/18	1/2/19
Schematic Design	1/3/19	6/21/19
Design Development	6/24/19	12/24/19
Construction Documents	12/26/19	6/25/20
<b><u>AGENCY PROCESS – CITY AND COUNTY</u></b>		
Agency Review / Early Sitework Permit	3/1/20	6/1/20
Agency Review / Building	5/15/20	10/1/20
<b><u>CONSTRUCTION (6/15/20 – 11/1/22)</u></b>		
Early Sitework Bidding	4/15/20	6/15/20
Early Sitework Mobilization, Portables, Demolition & Construction (pad and staging)	6/15/20	10/15/20
Building Bidding	6/26/20	10/15/20
Building and Site Construction	10/15/20	11/1/22
Building Substantial Completion – Phase 1		7/1/21
Owner Move in – Phase 1	7/2/21	8/15/21
Staggered Construction Period – Phase 2	6/15/21	7/1/22
Building Substantial Completion – Phase 2		7/1/22
Owner Move in – Phase 2	7/2/22	8/15/22
Staggered Construction Period – Phase 3	2/1/22	8/1/22
Building Substantial Completion – Phase 3		8/1/22
Owner Move in – Phase 3	8/2/22	8/30/22
Final Demo & Site Substantial Construction Period – Phase 4	6/15/22	11/1/22
Building Warranty Periods	7/2/21	7/2/23

#### 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 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.

The Mt. View site is a very compressed 42 acres. 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 / Proposed Development (see larger scale in appendix)

❖ 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, 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. The majority of the site development will take place on existing building footprints that will only be available once sections of the new facility are completed (with some mitigation by portables) – creating

a phased move in. 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 four phases (see Exhibit 2 above and in appendix), 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 massive 250,000 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 above.

- 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 options in addition to the one discussed and will allow a very informed process for final siting and phasing decisions.**





EXHIBIT 3: Potential Safety Hazards Plan (see larger scale in appendix)

**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 2000 children and adults – a number that is currently over capacity. Student and public safety is critical. **We have identified 9 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:**

- Parking reductions and ongoing re-routes
- Construction in center of campus
- Building access and entries inside construction perimeter
- Displacement to remote portables
- Demolition phasing and proximity to occupied areas
- Fire and emergency access mitigation

- Alternating student access paths phase to phase
  - Access to fields through construction zones
  - Proximity of new completed spaces to subsequent phase of work
- 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), greenhouse, 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.

❖ Existing programs.

The school population has outgrown its existing structure and only through replacement with a multi-storied building and more internal corridors for a tighter footprint can the District continue its use. The construction period and “footprint” of the new construction will greatly impact the District’s ability to provide all educational offerings on site. Potentially this will require shuttles to alternate high school campuses or the temporary suspension of those programs.

- Programs in all 12 of the existing portable classrooms will be impacted by a direct conflict with construction activities in respect to access, noise, and utility services.
- Sports fields will be minimized by construction activity, impacting physical education and athletic requirements and electives
- An existing large student greenhouse is in the path of the needed construction access.
- The access to student parking and potential shuttle service will extend arrival and departure periods and can have an impact on the length of the school day or the program periods.

Having a GC/CM on board during the early planning is essential to creating a work plan that supports the relocation or access to these essential program areas.

❖ 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 services.

Since the school plans to keep portions of the existing facility until the completion of various phases of the new project, the integration and phasing of new utilities including water, sewer, communications, fire alarm, and security require careful coordination and confirmation of "as constructed" conditions. The level of coordination required exceeds the traditional scope of planning professionals such as architects and engineers. GC/CMs need to liaise between architects/engineers and subcontractors and utility companies in the planning process to ensure that services are adequately coordinated.

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

❖ Actual design implications

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.

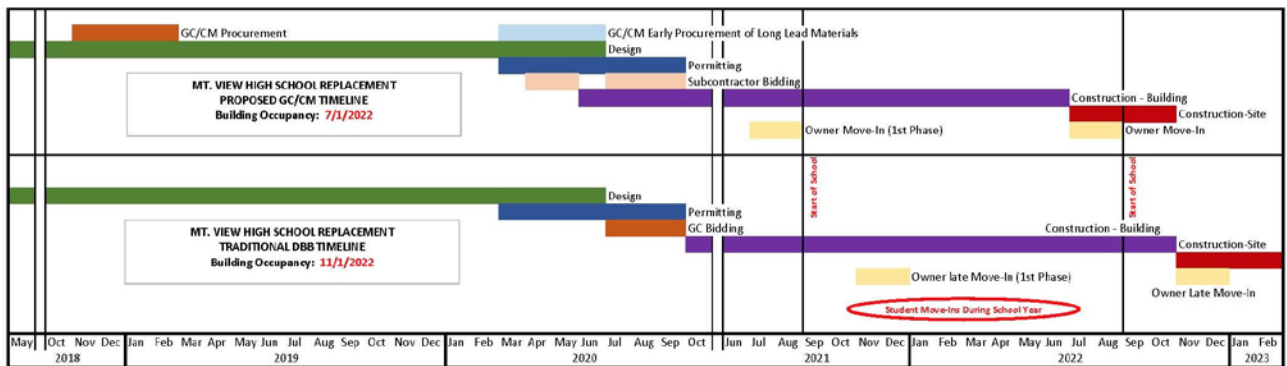
❖ Budget control

Because of the design complexities of the project, there are 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 steel fabrication, storm system infrastructure, and mezzanine-specific 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 29-month project schedule by procuring materials for the first phase as much as 4 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 feet away from students? When the existing track and sports fields are included, this age group expands from infants to the oldest of the community's population.

❖ Questions

The following questions 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. What is the best plan to abate and demolish each portion of the existing building and construct new fields and parking lots during break windows while not interrupting operations?
  - D. How and when do we demo existing buildings, build new buildings, and route utilities while still maintaining student and staff safety?
  - E. Knowing that we have limitations with site work, weather, and permitting, where do we start (and stage) each construction phase and how do we maximize buildable weather conditions?

❖ 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

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**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 4 months, allowing for phased building completion dates of July 1, 2021 and July 1, 2022. This will allow pre-site and building pad construction in summer 2020 and existing facility demolition and site redevelopment work to occur over the summers of 2021 and 2022, 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

❖ Reduced risks

Releasing early bid packages such as an early steel package and an early site package 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 spring of 2020, while building design continues, will allow for better up-front planning and risk management as well as lower reactionary costs to site work starting in the mid-Fall when poor weather may slow work and increase de-watering and winterization costs.

❖ 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 construction (250,000 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 capability that would qualify them to construct a 250,000 square foot high school. 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

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### **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.

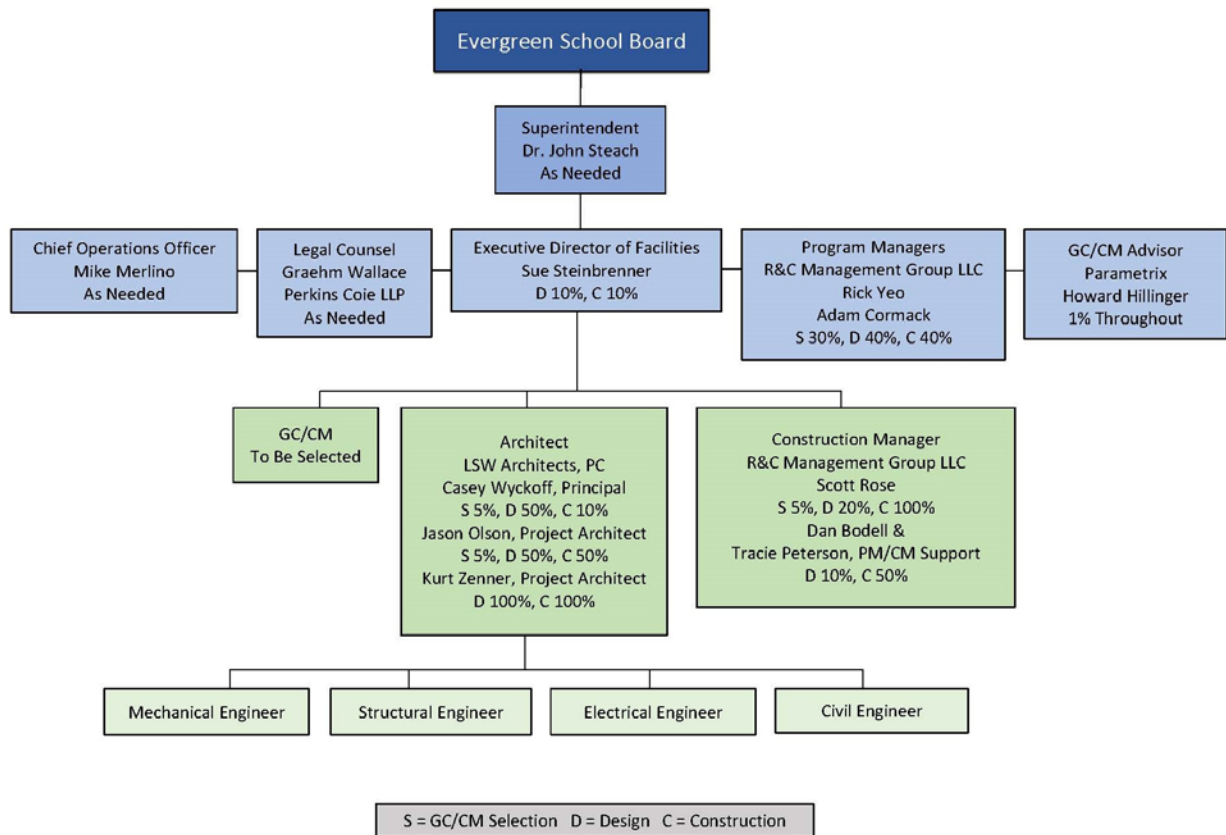
Similarities to the statutory GC/CM process in RCW 39.10 included 1) the use of an RFP to select the general contractor, 2) common contract forms (based on AIA A133 Agreement and A201 General Conditions), and 3) maintenance of statutory requirements for public work such as prevailing wages, retention, 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.

Most recently, Sifton Elementary School was approved by the PRC in May of this year for utilization of GC/CM. Sifton is progressing as scheduled. The GC/CM has been selected and is providing valuable budget, schedule, and coordination information that is helping to inform the design effort. The project is on schedule to finish the construction document phase and subcontractor bidding in Spring 2019 and substantial completion of construction in August 2020.

Susan Steinbrenner, EPS Executive Director of Facilities, was personally involved in all 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. LSW Architects, R&C Management, our legal counsel Perkins Coie, and our program advisor Parametrix, 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 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.**

**Evergreen Public Schools**

**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, LLC 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 recently 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 recently 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
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

**Scott Rose**, Senior Project Manager. Scott is an effective and knowledgeable construction manager with 30 years of industry experience in commercial and educational construction. As a principal in an international school planning and design firm, Scott has completed over 300 projects, including 250 schools. Roughly 40% of these projects were GC/CM, as well as a number of State correctional projects, including one of the largest in the State of Oregon. Scott is skilled at listening to client needs and integrating them into the schedule, budget, and quality parameters of the project. He emphasizes aligning scope and product with the budget and desired program outcomes and functionality. Scott aspires toward exceeding client expectations.

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
Tahoma High School	\$154M	GC/CM	AR	AR	AR
250 Oregon School Projects	\$750M	GC/CM	AR	AR	AR

**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 completed 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

**Tracie Peterson**, Cost Control/Accounting Specialist. Tracie’s previous experience working as a school district’s Business Manager and AP/AR/Payroll Clerk, as well as her two years of experience working on site as a project engineer, makes her a uniquely qualified asset. Tracie holds a BS in Accounting, giving her additional insight that allows her to communicate the budget status at any given moment.

**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 contracts 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 several 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

**LSW Architects, PC**

LSW Architects has a strong background in GC/CM projects in Washington and Oregon. This history includes the Vancouver Schools 2017 Capital Bond Programs, Ridgefield GC/CM 2012 and 2016 Capital Bond Programs, the Washougal GC/CM 2014 Capital Bond Program, and a GC/CM high school and elementary school for Evergreen Public Schools. In addition, LSW has successfully completed Oregon CM/GC projects for the Centennial, Beaverton, Sherwood, and Neah-Kah-Nie school districts.

**Casey Wyckoff**, Principal, LSW Architects, PC. Casey has over 20 years of experience practicing educational architecture. He has designed and managed numerous early learning, K-12, and community college projects throughout Washington and Oregon. Casey provides overall design leadership for the firm and will be hands-on in the development of the projects for EPS. Casey has worked on many GC/CM projects that include, but are not limited to, Washougal School District Jemtegaard Middle School, Washougal School District Excelsior High School, Evergreen Public Schools Crestline Elementary School, and the Evergreen High School addition and renovation.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Ridgefield High School Additions	\$18.5M	GC/CM	PIC	PIC	PIC
Union Ridge ES Addition	\$10.5M	GC/CM	PIC	PIC	PIC
South Ridge ES Addition	\$6.6M	GC/CM	PIC	PIC	PIC
Crestline Elementary Replacement	\$1.1M	GC/CM	PIC	PIC	PIC
Ridgefield 5-8 Schools	\$72.7M	GC/CM	PIC	PIC	PIC
Evergreen HS Additions/ Renovation	\$37.8M	GC/CM	PIC	PIC	PIC
Beaverton School District Addition	\$2.1M	CM/GC	PIC	PIC	PIC

**Jason Olson**, Project Architect with LSW Architects, PC. Jason has 20 years of experience in the design and construction industry, almost all of which has been public works/educational facilities. Jason was the job-captain on the Evergreen High School Addition and Renovation GC/CM projects for Evergreen Public Schools (completed in 2007, 276,400sf, cost of construction \$37,800,500). He will be the Architect for this project.

Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Jemtegaard Middle School	\$37.8M	GC/CM	PA	PA	PA
Crestline Elementary Replacement	\$1.1M	GC/CM	PA	PA	PA
Ridgefield 5-8 Schools	\$72.7M	GC/CM	PA	PA	PA
Evergreen HS Additions/Renovations	\$37.8M	GC/CM	PA	PA	PA
Clark College Gaiser Hall Addition	\$11M	DBB	PA	PA	PA
Spokane Community College Tech-Ed Building	\$10M	DBB	PA	PA	PA
Evergreen Health & Bio Science High School	\$6M	DBB	PA	PA	PA

**Kurtis Zenner**, AIA LEED AP, Project Architect with LSW Architects, PC. Kurt has 31 years of experience in the design industry with 23 years focusing on educational projects. His background includes PreK-12, Higher Education, Student Housing and Residential work. He has experience with CM/GC, design-bid-build, and GC/CM delivery methods.



Project Names	Project Size	Project Type	Role During Project Phases		
			Planning	Design	Construction
Community Duncan Dunn Residence Hall, WSU Pullman	\$24.6M	GC/CM	PM	PM	PM
Cleveland HS, Seattle PS	\$20M	GC/CM	PA	PA	PA
Peter Ogden ES, Vancouver PS	\$30M	DBB	PA	PA	PA
Lacamas Heights ES, Camas SD	\$15M	DBB	PA	PA	PA
K-12 Campus Renovations, Orcas Island SD	\$12M	DBB	PM	PM	PM
12 Oregon District CMGC Projects	\$120M	CM/GC	PM	PM	PM

**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 LSW Architects, R&C Management, and Parametrix are proven products. 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 a 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 LSW 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 school 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 will 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 at 10% 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
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
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
HeLa High School	New 67,000sf high school	DBB	10/6/11	12/15/12	10/6/11	1/15/13	\$18.3M	\$18.3M	N/A

## **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

## Evergreen Public Schools

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

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

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

Signature: 

Name (please print): Susan Steinbrenner

Title: Executive Director of Facilities

Date: 10/9/18





- KEYNOTES:**
- 1 Main Building Classrooms
  - 2 Office and Gymnasium
  - 3 Existing Portables
  - 4 Sports Fields
  - 5 Property Line
  - 6 Vehicular Circulation
  - 7 Visitor Parking
  - 8 Staff and Student Parking
  - 9 Bus Drop-off
  - 10 Allowed Portable Locations

- BUILDING LEGEND:**
- 100 Vocational
  - 200 Fine Arts
  - 300 Classrooms & Media Center
  - 400 Technology
  - 500 STEM
  - 600 Performing Arts
  - 700 Kitchen, Commons, & Office
  - 800 Gym & Locker Rooms
  - 900 Auxiliary PE

**EXHIBIT 1:  
EXISTING  
CONDITIONS**



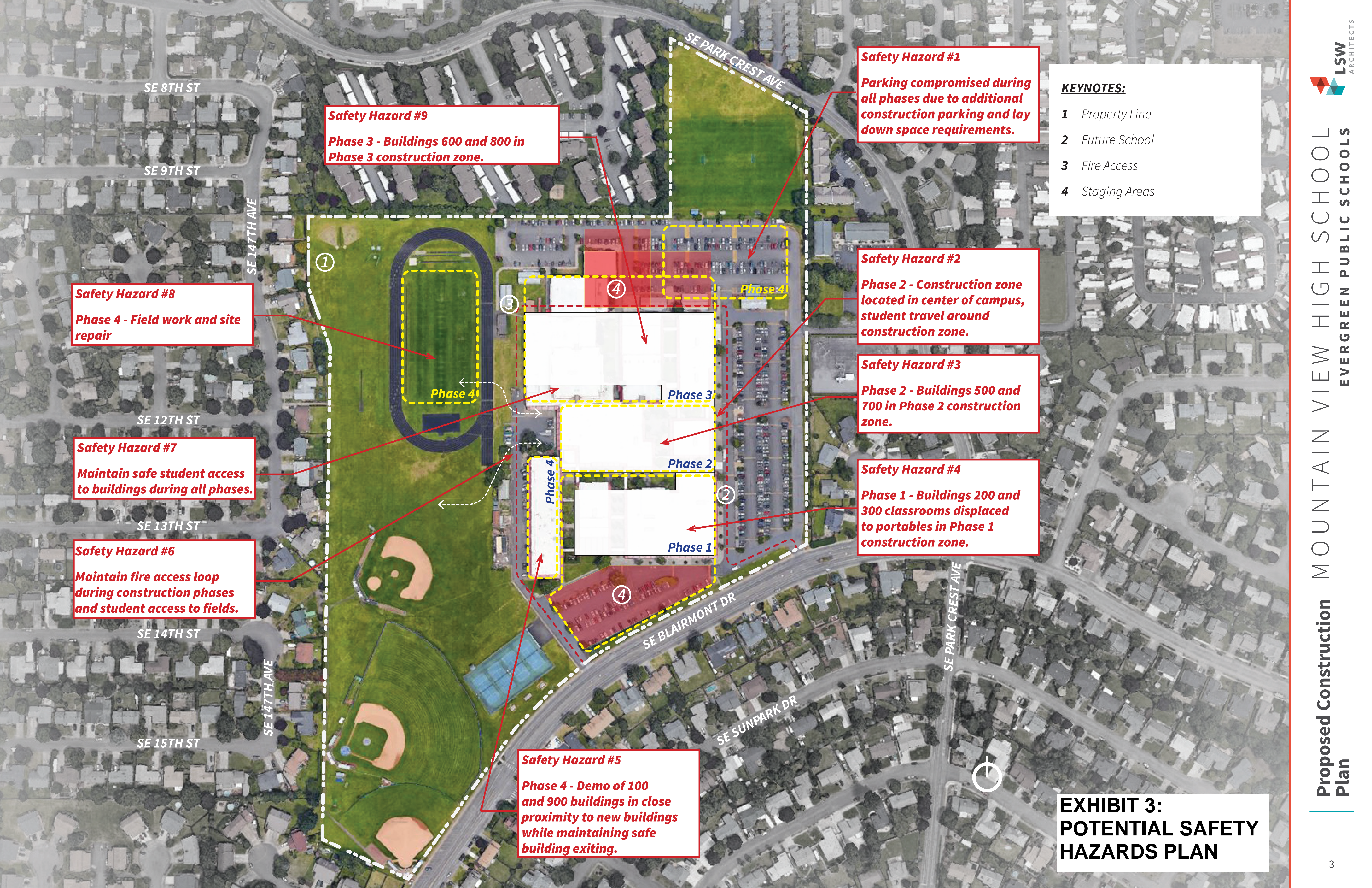


**EXHIBIT 2:  
PHASING PLAN /  
PROPOSED  
DEVELOPMENT**

- KEYNOTES:**
- 1 Property Line
  - 2 Vehicle Circulation
  - 3 Fire Access
  - 4 Future School
  - 5 Sports Fields
  - 6 Staff / Student Parking
  - 7 Visitor Parking
  - 8 Bus Drop-off
  - 9 Future Portables

- PHASING:**
- Phase 1**  
 Install Portables  
 Demolish 200 (Fine Arts) & 300 (Classrooms & Media Center)  
 Build new multi-story Fine Arts, Media Center, Commons, Kitchen, Tech, & Front Offices
- Phase 2**  
 Demolish 700 (Kitchen, Commons, Front Offices) & 400 (Tech)  
 Build new multi-story Classrooms, STEM Labs, & Vocational
- Phase 3**  
 Demolish 500 (STEM)  
 Build new Gym & Locker Rooms  
 Renovate 600 (Performing Arts) & 800 (Gym, Locker Rooms)
- Phase 4**  
 Demolish 100 (Vocational) & 900 (Auxiliary Gym)  
 Improve & add Fields and Parking





**Safety Hazard #9**  
Phase 3 - Buildings 600 and 800 in Phase 3 construction zone.

**Safety Hazard #1**  
Parking compromised during all phases due to additional construction parking and lay down space requirements.

- KEYNOTES:**
- 1 Property Line
  - 2 Future School
  - 3 Fire Access
  - 4 Staging Areas

**Safety Hazard #8**  
Phase 4 - Field work and site repair

**Safety Hazard #2**  
Phase 2 - Construction zone located in center of campus, student travel around construction zone.

**Safety Hazard #7**  
Maintain safe student access to buildings during all phases.

**Safety Hazard #3**  
Phase 2 - Buildings 500 and 700 in Phase 2 construction zone.

**Safety Hazard #6**  
Maintain fire access loop during construction phases and student access to fields.

**Safety Hazard #4**  
Phase 1 - Buildings 200 and 300 classrooms displaced to portables in Phase 1 construction zone.

**Safety Hazard #5**  
Phase 4 - Demo of 100 and 900 buildings in close proximity to new buildings while maintaining safe building exiting.

**EXHIBIT 3:  
POTENTIAL SAFETY  
HAZARDS PLAN**



## 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, Concur	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