



FIFE PUBLIC SCHOOLS

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June 20, 2018

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

Dear Project Review Committee Members:

Please find attached our application for approval to utilize GC/CM project delivery for the Fife School District Surprise Lake Middle School Replacement project.

The Surprise Lake Middle School Replacement project is the first of several community approved projects to improve our District's facilities. Our existing Surprise Middle School is located in the heart of the Milton community on the Surprise Lake Campus along with our District-wide Primary School and one of our Intermediate Schools. The existing middle school activities are housed in two separate buildings on a sloping terraced site. While this allows students to engage in physical activity as they walk between classes, this site condition also creates a serious challenge for us on how best to ensure the safety of our students, teachers, and visitors during the construction of our replacement middle school.

The safety and security of our students is fundamental to learning experience of each student and is one that our community has placed as its highest priority. Enhancing the safety and security of our students and staff was one of the key pillars of our recently passed bond measure. Your review of the GC/CM application for alternative project delivery assists the District with creating a culture of learning in a safe and secure environment while addressing the future educational needs of our students during construction to replace our aging facilities while remaining fully operational.

Our team of owner's representatives, design experts, and legal counsel are actively working on our new school with a combined experience of more than 70 years participating in GC/CM delivery and we look forward to the potential of using this delivery method for Surprise Lake Middle School. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kevin Alfano".

Kevin Alfano
Superintendent

CC: File, CSG

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fifeschools.com

FIFE SCHOOL DISTRICT SURPRISE LAKE MIDDLE SCHOOL REPLACEMENT

Application for Project Approval GC/CM Delivery

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



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Submitted by: Fife School District
Fife, WA
June 20, 2018

State of Washington

Capital Projects Advisory Review Board, Project Review Committee

APPLICATION FOR PROJECT APPROVAL TO USE THE GENERAL CONTRACTOR/CONSTRUCTION MANAGER (GC/CM) METHOD FOR PROJECT DELIVERY

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Identification of Applicant

- a) Legal name of Public Body (your organization): **Fife School District #401**
- b) Address: **2001 Milton Way, Milton, Washington**
- c) Contact Person Name: **Kevin Alfano** Title: **Superintendent**
- d) Phone Number: **253-517-1000** E-mail: **kalfano@fifeschools.com**

Brief Description of Proposed Project

- a) Name of Project: **Fife School District Surprise Lake Middle School**
- b) County of Project Location: **Pierce County**
- c) Please describe the project in no more than two short paragraphs.

The proposed project is to replace the existing Surprise Lake Middle School of approximately 75,000 gross square feet with a new, 114,000 gross square feet, 2-story facility designed to meet the needs and growth of the community. Built in 1970 as two structures, the Middle School serves grades 6 and 7 on the Surprise Lake 32-acre campus that is also home to the district-wide Primary School (pre-K through 1) and one of two Intermediate Schools (grades 2-5) within the district. In 1991, a small addition to the gym facility and a renovation to the classroom building was completed to update the spaces. Nearly 30 years later, the wood structures are at the end of their useful life.

The new school is to be constructed adjacent to the existing buildings while they are occupied. As a state-of-the art facility envisioned to be a beacon of education encompassing the District's four "C's" (collaboration, critical thinking, communication, creativity) Surprise Lake Middle School and its campus provide an anchor to the Milton community. The sloping project site has minimal access points with residential neighborhoods to the east and south, two elementary schools to the west, and a turf field and track to the north creating for a technically difficult site for the design and construction of a large new middle school building and related site improvements including transportation access.

1. Projected Total Cost for the Project:

A. Project Budget

Costs for Professional Services (Basic and Additional A/E Services, Legal, District Contracted Consultants, etc.)	\$ 5,890,000
Estimated project construction (including construction contingencies):	\$ 45,400,000
Equipment and furnishing	\$ 2,400,000
Off-site development costs	Incl. below
Project administration costs	\$ 1,363,000
Contingencies (design & owner)	\$ 2,272,000
Other related project costs: Permits, Utility Connections	\$ 5,862,000
Sales Tax	<u>\$ 4,498,000</u>
Total	\$ 67,685,000

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 is funded by bonds passed in the February 2018 special election and sold May 22, 2018. The District is working with the Office of the Superintendent of Public Instruction to obtain State

funding for the project. The District has fully funded the project should State funds not be obtained.

2. Anticipated Project Design and Construction Schedule

The anticipated project design and construction schedule, including:

Project Milestones	Milestone Dates
Educational Specifications	June 1, 2018
Project Review Committee Application	June 20, 2018
Project Review Committee Presentation	July 26, 2018
First publication of RFP for GC/CM Services	July 30, 2018
Schematic Design Start	August 1, 2018
Second publication of RFP for GC/CM Services	August 6, 2018
Project Information Meeting (Tentative)	August 16, 2018
RFP Submittal Deadline	August 21, 2018
Open and Score Submittals	August 22, 2018
Notify Short-List	August 23, 2018
Interviews with Short-Listed Firms	August 29, 2018
Notify Submitters of Most Highly Qualified Firms & Invitation to Submit Final Proposals	August 30, 2018
RFP Submittal Deadline and Opening	September 10, 2018
Notify Submitters of Scoring and Most Qualified GC/CM	September 12, 2018
Pre-Con Work Plan Due	September 21, 2018
School Board Approval of GC/CM Selection	September 24, 2018
GC/CM Agreement w/ Pre-Con Services Executed	September 24, 2018
Design Development	October 1, 2018
Construction Documents	December 1, 2018
MACC Estimate / Negotiation (90% CDs)	May 15, 2019
School Board Approval of MACC / GMP	June 10, 2019
GMP Amendment Executed	July 1, 2019
Anticipated Substantial Completion	September 1, 2020
Anticipated Final Completion	December 1, 2020

- a) Procurement: The District has procured owner-managed services such as geotechnical, wetland assessment, archaeological, land surveying, etc. The District has also selected a design team, Integrus Architecture, and is currently completing Pre-Design phase work.
- b) Hiring consultants if not already hired: All consultants are secured and have made commitment to the project.
- c) Employing staff or hiring consultants to manage the project if not already employed or hired. ESD 112, Construction Services Group, has been engaged to act as the District’s Construction Manager for this bond project.

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

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

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

The GC/CM contracting procedure is appropriate – and even critical - for this project for many reasons, including the following:

Complex, Occupied Site: A primary challenge to be addressed during the project is the safety and security of the students who will be attending school in the immediate vicinity in and around the proposed project site. The existing buildings will be occupied during construction and there will likely be select demolition to the existing building during construction of the new facility due to site constraints. The new facility may also require phased construction and demolition. The complexity of the site and phasing will be necessary during the school year when the current middle school is occupied.

Site Constraints: Site access to the building is constrained to two access points, on a slope, due to the close proximity of residential neighborhoods surrounding the district property. In addition, there are two elementary schools that share the same property and one of the access points is close to student play areas. This limited access and safety concerns for all schools will affect material delivery and handling, crane access and hoisting restrictions, as well as limited construction vehicle access during school hours. Pre-project logistical planning with a GC/CM is critical to ensuring student safety, and under the GC/CM procedure, will be given far greater consideration than a traditional low bid method.

Risk Management: The volatile market with rapidly rising escalation presents a significant schedule and budget risk. Experience on current and prior projects indicate that trades are hard to schedule and commit to the site so advanced planning and guarantee of work is one method to manage this risk. The GC/CM will also be able to assist the design by identifying systems, such as masonry, that may have significant procurement challenges allowing the team to redirect their design to easier to obtain materials and systems.

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.

The existing school buildings are adjacent to the project site and are expected to require select demolition to facilitate construction. The existing middle school is accessed from the east and west due to the sloping site with the existing school's main entrance on the east side of the complex. Construction of the replacement middle school will require modifying all major access points, limit egress and access to/from and between the existing facilities and require active coordination of construction material and activities to ensure appropriate life safety. This will require changing the main entrance of the existing facilities to a new location, moving the student pick up/drop off, modifying staff parking, and significantly impacting student access between classes to the two facilities.

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

The project site has a direct impact on the daily activities of the students. The new facility will be in close proximity to the existing facilities and will likely require phasing. GC/CM involvement during the design phase is critical to ensure that the teaching activities have limited impacts during construction including partial relocations or multiple relocations of classes,

student/staff/parent access to the existing middle school in a safe and secure manner, as well as limit the impacts of construction, including preventing the relocation of classes and ensuring student/staff/parent access to the existing middle school in a safe and secure manner, as well as the other two schools located on the same site.

The unpredictable market with rapidly rising escalation is a significant risk to the project for schedule and budget. Experience on current and prior projects indicate that trades are hard to schedule and commit to the site so advanced planning and guarantee of work is one method to manage this risk. The GC/CM will also be able to assist the design by identifying systems that may have significant procurement challenges allowing the team to redirect their design to easier to obtain materials and systems.

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

The project will require complex scheduling and phasing due to its unique location. The eastern most facility is located on a slope with one access point available to the upper slope from the north. The gym facility to the west sits downslope and directly across from the load/unload area of the primary school students. As two separate buildings, students move between the two facilities between classes and before and after school. Limitations to site access and available land for the current middle school replacement project and future elementary school replacement projects requires detailed planning to minimize impacts to student safety and security.

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 an 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.

4. Public Benefit

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

How this contracting method provides a substantial fiscal benefit:

The GC/CM contracting method provides a significant risk management benefit, including a fiscal benefit, by improving the safety and well-being of the students and mitigating the ongoing risk of cost escalation.

The District places the safety and security of their students as the highest priority. This was reflected in their bond that included a line item for safety and security. The phasing of the project, detailed nature required to ensure that the students are minimally impacted, requires upfront knowledge of the potential impacts to the safety and security of the students. Impacts to safety and security have a negative impact to the wellbeing and fiscal health of the District in that it takes time, energy, and funds to manage any adverse events that could be prevented by proactive measures. This upfront knowledge will likely improve the effective use of funds to reach these goals rather than requiring additional funds stemming from delays in construction should the contractor need to wait until after it has bid the project to develop a full approach for the safety and security of the students. The greatest opportunity for public benefit on this project begins with the safety and security of Fife's students.

The GC/CM Contractor will also participate in the allocation of risk. Construction delay claims are expensive and take time to resolve impacting 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 diminished and the GC/CM contractor brings marketplace realities to 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 delivery method does not provide the opportunity nor the impetus for a contractor to fully understand, account for, bid and manage the daily impacts to the school campus. Many of the design decisions will require thoughtful approaches to the implementation and phasing in order to minimize student impact during construction. The ability for the GC/CM to participate in the early decision-making process provides realistic, market-based phasing and approaches to a tight, occupied, sloped site.

[In the case of heavy civil GC/CM, why the heavy civil contracting procedure serves the public interest.](#)
Not Applicable

5. Public Body Qualifications

Please provide:

[A description of your organization's qualifications to use the GC/CM contracting procedure.](#)

While the District does not have previous experience utilizing the GC/CM delivery method, the District has hired the Construction Services Group (CSG) to provide GC/CM Program Management and PM/CM services throughout the course of the project. In addition, the District has hired Andrew Greene of Perkins Coie as their construction attorney and Integrus Architecture as their prime design consultant. All three have extensive experience with the GC/CM contracts and alternative delivery method.

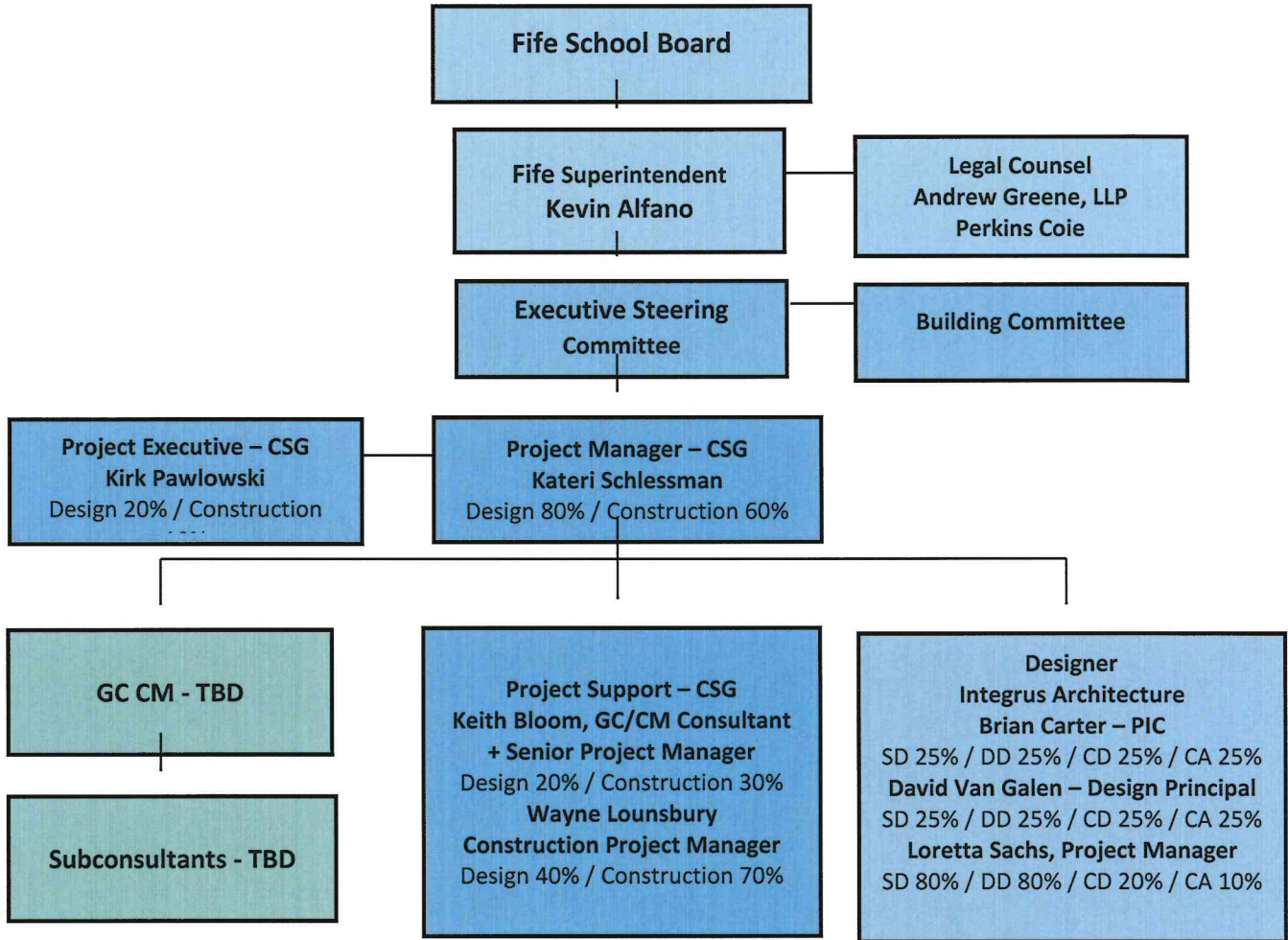
Members of the CSG team have managed GC/CM projects since they were first allowed as an alternative delivery method within Washington State. Andrew Greene and the Perkins Coie team have provided legal and contract related services to a dozens of clients for projects using the GC/CM delivery method.

Integrus Architecture has extensive experience working with the GC/CM delivery model, particularly with the design and construction of complex phased modernizations. The firm has participated in the evolution of GC/CM process as an accepted and allowable delivery model in Washington through several ways such as:

- Integrus Architecture was selected for one of the first GC/CM pilot projects in Washington in 1995
- The CEO, Brian Carter, has served on OSPI's Technical Advisory Committee for 14 years, and played a role in adapting the D-Form process to accommodate GC/CM delivery
- The firm has maintained membership at CPARB and at the Project Review Board for the past five years
- Integrus has appeared before the PRC eight times, each in support of our clients as they have pursued permission to utilize GC/CM, have successfully supported our clients, including their request for "agency status."

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

Fife School District Organization Plan for GC/CM Project Delivery



Staff and consultant short biographies.

EDUCATIONAL SERVICE DISTRICT 112 – CONSTRUCTION SERVICES GROUP (CSG)

Kirk Pawlowski, Director and Senior Project Manager

Kirk Pawlowski, AIA, is a health and life sciences and educational facilities architect and former Principal at the Portland, Oregon–Seattle, Washington firm SRG Partnership. Mr. Pawlowski has served as a member of the National Academy of Sciences, Engineering, and Medicine Committees on Strengthening the Disaster Resilience of Academic Research Communities and Assessing the Capital Needs of the National Institutes of Health, as well as the National Institute of Standards and Technology’s (NIST) National Resilience Building and Facilities Standing Committee. Kirk is also a member of the Technical Advisory Committee at OSPI representing the Educational Service Districts of Washington and has participated actively in efforts to integrate the GC/CM and Design/Build models into OSPI’s SCAP Program

As the Assistant Vice Provost for Capital Resource Planning at the University of Washington’s Office of Planning and Budgeting, Mr. Pawlowski responsibilities included chairing the University of Washington’s

Environmental Stewardship Implementation Work Group, developing the recommendations for the UW President’s Seismic Resilient Committee, guiding implementation of all major capital projects at the University, and was responsible for the development and management of UW’s \$1.6B 10-year capital plan which included the UW’s deferred maintenance backlog reduction plan. He has also served as the Executive Director of the Washington State University (WSU) and Oregon State University (OSU) Offices of Capital Planning and Development. As Director of Facilities Planning and Real Estate at the Oregon Health Sciences University in Portland, Oregon, Mr. Pawlowski led the planning and development on OHSU’s Marquam Hill, South Waterfront, and National Primate Research Center Beaverton campuses.

Representative Projects	Project Value	Delivery Method	Tasks Performed	Time Involved
Casey Eye Institute, Oregon Health Sciences University (first CM/GC Project in the State of Oregon)	\$28,000,000 (in 1989 Dollars)	GC/CM (Oregon CM/GC)	OHSU Project Manager	100%
OHSU Hospital Bond Renovation Project (Three CM/CG Contractors and Four A/E Firms)	\$125,000,000	GC/CM (Oregon CM/GC)	Consulting Executive Architect/Senior Project Manager	75%
Kaiser Permanente KSMC West Expansion Project (and multiple other projects in the Portland area)	\$20,000,000	NTE MACC	Kaiser Permanente Campus Architect	65%
State of Oregon Portland State Office Building (new 250,000 GSF)	\$35,000,000	Design / Build	Consulting Senior Project Manager for State of Oregon	100%
OHSU Biomedical Research Building	\$60,000,000	GC/CM (Oregon CM/GC)	OHSU Facilities Planning Director/Project Manager	25%
OHSU South Hospital Expansion	\$110,000,000	GC/CM (Oregon CM/GC)	OHSU Facilities Planning Director/Project Manager	10%
School of Nursing Facility WSU Spokane	\$35,000,000	GC/CM	Executive Director	10%
Residence Hall Modernization WSU Pullman	\$24,000,000	GC/CM	Executive Director	10%
Health Science Classroom Facility WSU Pullman	\$30,000,000	GC/CM	Executive Director	10%
Bio-Tech Life Science Facility WSU Pullman	\$65,000,000	GC/CM	Executive Director	20%
Compton Student Union Renovation (230,000 GSF) WSU Pullman	\$95,000,000	GC/CM	Executive Director	35%
Veterinary Medical Research Building WSU Pullman	\$65,000,000	GC/CM	Executive Director	10%

WSU Global Animal Health Research Center WSU Pullman	\$80,000,000	GC/CM	Executive Director	15%
College of Engineering Building WSU Vancouver	\$58,000,000	GC/CM	Executive Director	15%
BioProducts, Sciences, and Engineering Laboratory WSU TriCities	\$32,000,000	Design-Bid-Build	Executive Director	10%
Pharmaceutical and Biomedical Sciences Building WSU Spokane	\$68,000,000	GC/CM	Executive Director	5%
Engineering and Computer Science Building (VESC) WSU Vancouver	\$37,500,000	GC/CM	Executive Director	10%
Undergraduate Building (VUB) WSU Vancouver	\$24,000,000	Design-Bid-Build	Executive Director	20%
Foster School of Business – Phases I and II UW Seattle	\$75,000,000	GC/CM	Assistant Vice Provost for Capital Resources	5%
Odegaard Library Renovation UW Seattle	\$20,000,000	GC/CM	Assistant Vice Provost for Capital Resources	15%
Animal Care Research Facility (ARCF) UW Seattle	\$125,000,000	GC/CM	Assistant Vice Provost for Capital Resources	5%
West Campus Central Utility Plant (WEST CUP) UW Seattle	\$20,000,000+	Design-Build	Assistant Vice Provost for Capital Resources	5%
UW West Campus Housing Precinct UW Seattle	\$450,000,000	GC/CM	Assistant Vice Provost for Capital Resources	5%
UW Tacoma Tioga Library Building	\$19,500,000	GC/CM	Assistant Vice Provost for Capital Resources	5%
Oregon State University College of Engineering, Johnson Hall	\$24,500,000	CM/GC (State of Oregon)	Executive Director of Capital Planning and Development	5%
Oregon State University, College of Forestry Peavy Hall Replacement (CLT Building)	\$65,000,000	CM/GC (State of Oregon)	Executive Director of Capital Planning and Development	10%
Oregon State University Marine Sciences Building, Newport, Oregon	\$50,000,000	CM/GC (State of Oregon)	Executive Director of Capital Planning and Development	10%
Oregon State University Cascades Campus, Academic Building, Bend, Oregon	\$22,500,000	CM/GC (State of Oregon)	Executive Director of Capital Planning and Development	5%

Kateri Schlessman, MPA, AICP, Project Manager

Kateri Schlessman has more than 15 years working in educational settings providing pre-construction, planning, and project management services. She was the project director for the Washington State K-12 Public Education Construction Cost Study bringing together her knowledge of construction, finance, and policy. She oversees CSG’s statewide planning initiatives for school construction working with districts from conception pre-bond planning to project close-out.

Prior to her role as CSG, Ms. Schlessman was a Senior Planner for the University of Washington, leading capital facility planning and sustainability. In her role she developed program, phasing, scope, budget, and site selections for University of Washington capital projects for over \$500 million and had responsibility for ensuring scope and budget were met in partnership with the project manager and construction manager. She also managed the pre-planning for more than \$1 billion in capital projects. Projects were located across all three campuses, health sciences, and research sites and utilized GC/CM, Design-Bid-Build and Design Build delivery methods.

Ms. Schlessman started her career in Facilities Services at Seattle University where she implemented standard GC/CM contracts and processes as the primary project delivery method for the University, provided project management for capital projects, and was regularly consulted for permitting and regulations.

Project	Project Value	Delivery Method	Tasks Performed	Time Involved
Odegaard Undergraduate Library	\$16,575,000	GC/CM	Pre-design	20%
Intellectual House Phase I – UW	\$6,000,000	Design/ Bid / Build	Pre-design	20%
Dempsey Hall	\$46,300,000	GC/CM	Program/Financing Oversight	25%
Misc. Projects	<\$5,000,000 annually	JOC/ Design- Bid -Build	Pre-construction and scope management	50%
SU Student Housing	\$30,000,000	GC/CM (Public-Private Partnership)	Project Manager	100%
SU Law School Renovation	\$6,000,000 + multiple smaller projects	GC/CM	Project Manager	100%
Misc. Special Projects (Interior renovations/ Life Safety Updates)	\$2,000,000 Annually	Master GC/CM contract/ Infrastructure Projects D/B	Project Manager	100%
College of Nursing – Clinical Teaching Labs	\$3,500,000	GC/CM	Project Engineer	100%

Keith Bloom, GC/CM Consultant + Senior Project Manager / Value Engineering Manager

CSG Senior Manager, Keith Bloom has over four decades of capital program, public project delivery experience around the world. With over \$5 billion worth of construction project participation at every level, Mr. Bloom has been successfully delivering public works construction in the state of Washington for over twenty years. Mr. Bloom spent most of those years with Washington State University where he led many of the University’s significant projects and campus development efforts. Mr. Bloom completed WSU’s first GC/CM project in 2000 and went on to manage and oversee almost a billion dollars of Higher Education expansion on four campuses around the state of WA until he left WSU in 2012. Mr. Bloom managed and provided oversight on projects ranging from JOC program, to GC/CM to senior leadership on the first Design/Build project to be completed at WSU, the Northside Residence Hall. Mr. Bloom has

turned his career toward helping K-12 school districts improve the educational environment for our children. Keith has returned to Washington State after a sabbatical that included developing a unique community with the Navajo, managing Job Order Contracting process for University of Arizona and managing a couple of traditional delivery projects in Southern California. Keith brings his vast project to the school districts served by CSG.

Project	Project Value	Delivery Method	Tasks Performed	Time Involved
Football Operations, Press and Premium Seats WSU	\$80,000,000	GC/CM	Executive Director	10%
Bio-Medical Research & Teaching Facility	\$76,000,000	GC/CM	Executive Director	10%
Animal Health Research Facility	\$96,000,000	GC/CM	Executive Director	10%
Digital Electronic / Clean Room Laboratory	\$45,000,000	GC/CM	Executive Director	10%
School of Nursing Facility WSU	\$35,000,000	GC/CM	Director Construction	20%
Residence Hall Modernization	\$24,000,000	GC/CM	Director Construction	20%
Health Science Classroom Facility	\$30,000,000	GC/CM	Director Construction	20%
Bio-Technical Life Science Facility	\$65,000,000	GC/CM	Director Construction	20%
Bio-Science and Engineering Facility	\$35,000,000	GC/CM	Director Construction	20%
Student Recreation Center	\$40,000,000	GC/CM	Project Manager	100%
Indoor Practice Facility	\$10,000,000	GC/CM	Project Manager	100%
Plant Bio-Science Center	\$50,000,000	GC/CM	Quality Assurance Officer	35%

Wayne Lounsbury, Construction Manager

Mr. Lounsbury has over 40 years of experience in the construction industry providing construction management and leading stakeholders. During his service he has developed and administrated the needed contractual framework for highly complex construction projects and helped lead them to successful ends. Because of the high percentage of complex projects he has administrated, Mr. Lounsbury has adopted a PMP approved methodology for project analysis, classification, development, management, and closure.

Mr. Lounsbury has spent much of his career focusing on negotiated projects that have collaborative stakeholders as the core of the project process and functionality. He has the proven ability to qualify, and quantify risks, not only foreseen but because of his subject matter expertise, the possibility of unforeseen and their potential impact on the project using risk identification, mitigation, registration, monitoring, and control. His most valuable asset is the ability to communicate the complex project parameters to specialized stakeholders using language, terminology, and framed in a manner that is received/understood by their vocational perspective.

Project	Project Value	Delivery Method	Tasks Performed	Time Involved
Military on base	\$30,000,000	Non fixed contracts, GCCM	Superintendent	20% = 8 years
Military off base support	\$40,000,000	Non fixed contracts, GCCM	Superintendent	20% = 8 years
Industrial business	\$35,000,000	Hard bid	Contractors supervision	10% = 4 years
Commercial casino	\$250,000,000	Hard bid	Contractors supervision	10% = 4 years
Foreign service contracts	\$100,000,000	Hard bid, negotiated, GCCM	Contractor PM, Senior PM	10% = 4 years
Public works, Nevada and Washington, bridges, dams, freeway, educational	\$50,000,000	Hard bid, GCCM, combined	Carpenter, foreman, Superintendent, Project manager, contractor and owners rep	20% = 8 years
Private	\$10,000,000	Hard bid	owner	10% = 4 years

PERKINS COIE – DISTRICT LEGAL COUNSEL

Andrew Greene, LLP

Andrew Greene is a partner in the Seattle office of Perkins Coie, LLP and chair of its national construction practice. He has been retained as project legal counsel and will be a main point of contact for legal issues that arise during the project.

Andrew has served as a project counsel and drafted agreements (construction, architectural, consultant, and construction management) for numerous school district and public owner construction projects. Recent GC/CM experience include projects for Metro Parks of Tacoma, the Point Defiance Zoo & Aquarium, Spokane International Airport, Washington State University, and numerous school districts (Highline, Centralia, Vashon, Clover Park, Olympia and Edmonds, etc.). Andrew is recognized in The Best Lawyers in America for the practice area of construction law.

INTEGRUS PROJECT TEAM

Brian Carter, AIA, ALEP, LEED AP, Principal-in-Charge

As CEO and leader of the K-12 Education group at Integrus Architecture, Mr. Carter has extensive GC/CM experience, most recently on Salish Coast Elementary School for Port Townsend School District, Alderwood Middle School for Edmonds School District, three middle school projects in Montana, Vashon Island High School, two elementary school projects on Joint Base Lewis McChord for Clover Park School District, Rush Elementary School in Redmond, WA for the Lake Washington School District and previously Meadowdale Middle School in Lynnwood, WA for the Edmonds School District. He is responsible for

overseeing the production of all projects phases and has led many large, complex, and phased occupancy school projects in recent years. Brian is familiar with the issues involved in alternative delivery methods outside of the usual design-bid-build process and understands the benefits of GC/CM such as early collaboration between the owner, the design team, and the construction team. Brian also is a longstanding executive member of the Technical Advisory Committee at OSPI and has participated actively in efforts to integrate the GC/CM model into OSPI’s school construction assistance funding process (D forms, etc).

David Van Galen, AIA, LEED AP, Design Principal

Mr. Van Galen is currently Lead Designer for the Einstein Middle School GC/CM project for the Shoreline School District. He held the same role for the Park Place Middle School, Alderwood Middle School and Vashon Island High School projects and is responsible for developing design concepts and carrying them through to completion. He has worked on all GC/CM projects at Integrus, as well as higher education GC/CM projects such as the UW Paul G. Allen Center, UW New Business School and WSU Intercollegiate Center of Nursing while at another firm. His talent and design sensitivity are enhanced by his ability to translate clients’ ideas and concerns into building designs. David brings not only his extensive, creative talent, but also a great deal of experience working with public clients and the community. His design approach to GC/CM projects includes early, extensive interaction with the GC/CM cost estimating team.

Loretta Sachs, Project Manager

Loretta has 14 years of experience as a Project Manager for complex educational projects, including recent GC/CM project Salish Coast Elementary School. Along with her exceptional organizational skills, Loretta has a passion for working together with clients. Whether talking directly with teachers, students, custodians, or district personnel, she solves their problems while building relationships. She has also worked on the District’s-side, most notably during the always exciting but sometimes challenging move-in period. While at the Edmonds School District, it was her job to make sure all staff questions and concerns were not only heard but addressed. This has proven to be an invaluable experience while designing K-12 schools. Loretta has worked exclusively on K-12 schools for the past 11 years, with specific GC/CM experience on elementary, middle and high school projects.

Integrus PK-12 GC/CM Education Projects

School Name	District	State	SF	Complete
Ben Steele Middle School	Billings	MT	118,000	2017
Medicine Crow Middle School	Billings	MT	115,000	2016
St. Francis K-8	Billings Catholic	MT	90,000	2017
Sacajawea Middle School	Bozeman	MT	145,829	2017
Central Kitsap MS and HS	Central Kitsap	WA	325,000	2019
Meriwether Elementary School (<i>Greenwood</i>)	Clover Park/JBLM	WA	67,748	2014
Rainier Elementary Schools (<i>Clarkmoor</i>)	Clover Park/JBLM	WA	77,167	2014

Eastside Catholic Middle School and High School	Eastside Catholic	WA	200,000	2008
Alderwood Middle School	Edmonds	WA	121,000	2017
Edmonds SD Educational Services Center	Edmonds	WA	135,435	2007
Edmonds SD Maintenance & Transportation Building	Edmonds	WA	61,692	2016
Meadowdale Middle School	Edmonds	WA	102,925	2011
Elysian K-8 School	Elysian	MT	68,846	2015
Benjamin Rush Elementary	Lake Washington	WA	65,700	2013
Juanita High School	Lake Washington	WA	217,000	2020
Park Place Middle School	Monroe	WA	133,744	2018
Salish Coast Elementary School (<i>Grant Street</i>)	Port Townsend	WA	65,000	2018
Ingraham High School Phase 2, Addition	Seattle PS	WA	40,000	2019
Einstein Middle School	Shoreline	WA	150,000	2020
Vashon Island High School	Vashon Island	WA	84,000	2014
Wellpinit Middle/High School Renovation (6-12)	Wellpinit	WA	64,000	2013

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

Specific GC/CM 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 project manager.

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

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

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

The District approaches their 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 Surprise Lake Middle School Project. 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 \$176.3 million 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 the Fife School District School Board. The Executive Steering Committee is responsible for daily management of the project in partnership with its contracted Owner's Representative, the Construction Services Group (CSG) of Educational Service District 112. CSG employs a project executive, project manager, and construction management specialists that assist the District with the management of their project.

Reporting to the Executive Steering Committee is a Building Committee, created to assist with the outreach, engagement, and to make recommendations to the Executive Steering Committee on educational components related to the project.

In addition to the structure identified above, the School District, at the recommendation of the Executive Steering Committee, has contracted with an Architect and their subconsultants. Integrus Architecture has been selected based on the best experience in design and construction of educational facilities, including project delivery in the GC/CM delivery method. In addition, the District has engaged Andrew Greene with Perkins Coie. Mr. Greene 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 roles and responsibilities of the school district, the School Board, CSG, Architect, and their consultants have been established in the matrix of responsibilities. The project manager for the District, CSG, monitors the various activities and deliverables established in the 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 Business Director has delegated signature authority for all purchases. An additional signature is required by the Superintendent for purchases in excess of \$5,000. This authority will likely increase to \$10,000 in the near future. 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 for construction or renovations in excess of \$100,000 require progress at regular intervals.

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.

With CSG involvement from early bond development through voter bond approval, preliminary analysis of new-school siting opportunities and identification of specific components which create challenging building and site development have been identified. 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 construction for bid is appropriate. Awarding work to the lowest responsive and responsible bid, to a good contractor with a good set of documents on what may be considered an easy site is the traditional, preferred project delivery method.

In many circumstances with limited or no easily developable sites, contractor involvement is often too late to offer support to the owner and design team on construction means methods at bid day. There are alternative contracting methods available to public agencies in the state of Washington. In lieu of traditional 'design-bid-build' the school districts CSG supports the opportunity to solicit approval to engage in 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, PRC. The criteria for doing so is limited to that stipulated in RCW 39.10, Alternative Public Works.

RCW 39.10.340

General contractor/construction manager procedure—Uses.

Subject to the process in RCW [39.10.270](#) or [39.10.280](#), public bodies may utilize the general contractor/construction manager procedure for public works projects where at least one of the following is met:

- (1) Implementation of the project involves complex scheduling, phasing, or coordination;
- (2) The project involves construction at an occupied facility which must continue to operate during construction;
- (3) The involvement of the general contractor/construction manager during the design stage is critical to the success of the project;
- (4) The project encompasses a complex or technical work environment;
- (5) The project requires specialized work on a building that has historic significance; or
- (6) The project is, and the public body elects to procure the project as, a heavy civil construction project. However, no provision of this chapter pertaining to a heavy civil construction project applies unless the public body expressly elects to procure the project as a heavy civil construction project.

Upon review of the above criteria, further consideration must be given to budget, schedule and the 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 specification and process.

Once a project leader has determined that GC/CM is appropriate, a memo to file, listing the reasoning for pursuing, shall be created. A meeting with the Director and Senior Regional Manager(s) shall be conducted to discuss and gain concurrence for moving forward.

Upon approval, the school district shall then adopt a resolution allowing the pursuit of GC/CM prior to making solicitation to CPARB. Solicitation to the Project Review Committee shall be made in format on attached 'appendix A. Reference: <https://des.wa.gov/about/boards-committees/capital-projects-advisory-review-board/project-review-committee> for current forms and required dates.

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

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 plans to obtain the services of 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. Andrew Greene has a working relationship with the School District.

6. 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.)*

The District has not undergone any major construction in the past six years.

7. 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)*
- Plan or section views which show existing vs. renovation plans particularly for areas that will remain occupied during construction.

Please see the attachments.

The Surprise Lake Middle School Replacement Project is currently in programming and pre-design phase and will soon begin the schematic design phase. At this point there are not any conceptual plans or sections developed for the project. Attachment A is the conceptual site plan and photos used during the bond planning process. If available, the District will provide further developed conceptual plans when presenting to the PRC.

8. 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.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

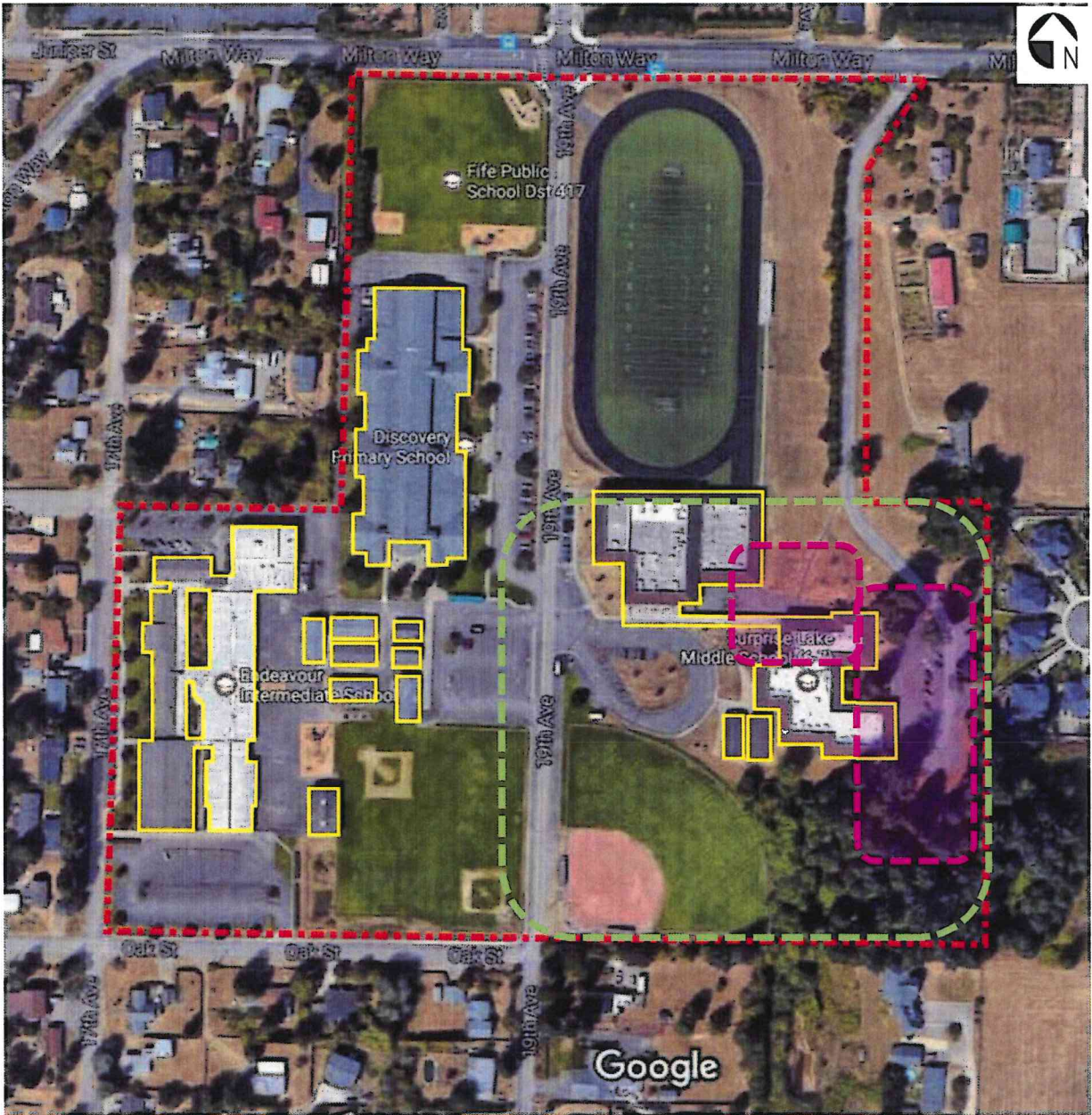
In submitting this application, you, as the authorized representative of your organization, understand that: (1) the PRC may request additional information about your organization, its construction history, and the proposed project; and (2) your organization is required to submit the information requested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

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

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

Signature: Kevin Alfano
Name (please print): Kevin Alfano
Title: Superintendent
Date: 6-20-18

Attachment A



Approximate Building Site / Building Access Improvements



Approximate Site Improvement Area



Location of site photos

1. Main Entrance
2. Access to the site from the north looking down slope
3. Center road looking northeast toward gym/classroom
4. Looking northeast diagonal across site opposite of picture 2.

