



**Bainbridge Island School District No. 303
Blakely Elementary School
Replacement**



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

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

**Bainbridge Island School District No. 303
August 30, 2016**

BOARD OF DIRECTORS

Sheila Jakubik
Mev Hoberg
Lynn Smith
Mike Spence
Tim Kinkead



SUPERINTENDENT
Dr. Peter Bang-Knudsen

8489 Madison Avenue NE * Bainbridge Island, Washington 98110 * (206) 842-4714 * Fax: (206) 842-2928

August 30, 2016

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

Attention: Danelle Bessett, Administrative Support

Dear PRC members:

Please find attached our application for approval to utilize GC/CM contracting for the Blakely Elementary School (BES) Replacement project.

This project will be the first project that the Bainbridge Island School District (BISD) has elected to deliver using the GC/CM delivery method. Our decision to request approval to use the GC/CM delivery method is one that has not been taken lightly. We have done extensive research and talked with other districts that have used this delivery method for their capital projects. We are very encouraged with the feedback that has been shared with us. As part of our fact finding, we have also looked into the GC/CM training seminar that is offered by the Seattle AGC office. Although the next training session does not currently appear on the AGC class schedule, it is our intent to make contact with them and make arrangements to get our Blakely Elementary project staff enrolled in the next available session.

To guide us through the process, BISD has retained Parametrix as our GC/CM Procurement Manager and GC/CM Project Advisor. We also have the option to maintain their services in a PM/CM support role through construction. Parametrix has successfully proposed and implemented the GC/CM delivery process on a number of other K-12 projects for other clients. In addition to Parametrix, we also have the technical assistance of other GC/CM experts, including legal assistance from Graehm Wallace of Perkins Coie and advisory assistance from Doug Holen, the former director of University of Washington's Capital Projects Office and one of the pioneers of GC/CM project delivery in the State of Washington. We will draw upon the experience, knowledge and mentorship of our consultant team to guide us and help ensure the success of GC/CM delivery on this project.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Tamela VanWinkle".

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

An Equal Educational and Employment Opportunity School District

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

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

Contents

1. Identification of Applicant	2
2. Brief Description of Proposed Project	2
3. Projected Total Cost for the Project.....	3
A. Project Budget	3
B. Funding Status	3
4. Anticipated Project Design and Construction Schedule	3
5. Why the GC/CM Contracting Procedure is Appropriate for this Project	5
6. Public Benefit	7
7. Public Body Qualifications.....	9
Project organizational chart, showing all existing or planned staff and consultant roles:.....	100
A brief description of your planned GC/CM procurement process	18
Verification that your organization has already developed (or provide your plan to develop) specific GC/CM contract terms.	19
8. Owners Recent Construction History.....	19
9. Preliminary Concepts, Sketches, or Plans Depicting the Project	190
10. Resolution of Audit Findings On Previous Public Works Projects.....	200
Signature of Authorized Representative	
Attachment A – Preliminary Concepts, Sketches, or Plans Depicting the Project.....	
Attachment B – Preliminary Preconstruction Services Scope	

1. Identification of Applicant

(a) Legal Name of Public Body:	Bainbridge Island School District No. 303				
(b) Address:	8489 Madison Avenue NE, Bainbridge Island, WA 98383				
(c) Contact Person Name:	Tamela VanWinkle	Title:	Director of Capital Projects		
(d) Phone Number:	(206)780-1595	Fax:	(206)780-1592	E-mail:	TVanWinkle@bisd303.org

2. Brief Description of Proposed Project

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

Blakely Elementary School (BES) serves the families of South Bainbridge Island. Consistently ranked among the top elementary schools in the State of Washington, Blakely Elementary School serves children in grades K-4. Alongside extraordinary academics, Blakely embodies a culture of kindness, respect and creativity that is nurtured by a strong community of faculty, staff, volunteers, parents and students.

A new Blakely Elementary School will be constructed on the current school site to replace the existing, aging facility. The existing school will remain occupied and operational throughout construction of the new school and will be demolished once construction of the new school is completed. The existing site is approximately 12 acres, is located adjacent to rural residential neighborhoods and is adjacent to an environmentally sensitive ecosystem. The existing school is approximately 43,505 gross square feet, single story, constructed primarily of concrete block. The original construction dates to 1965, and there were two subsequent additions in 1989 and 1993. The new school is anticipated to be approximately 65,150 gross square feet, will likely be a combination of single & multi-story components, will be designed for Pre-K through grade 4, and will include Classrooms, a Gymnasium, a Cafeteria/Commons, Art, STEM, Music, and a range of Special Education resources. Site improvements will include separated parent drop-off and bus areas, staff/visitor parking and outdoor play areas. The anticipated Owner’s MACC for this project is approximately \$26.3M. (Note that the “Owner’s MACC” is slightly different than the “GC/CM MACC”. The Owner’s MACC includes the GC/CM Risk Contingency, GC/CM Fee, Pre-Construction Services and Negotiated Support Services.)

The project has just completed the Education Specification process (programming) and is moving into Schematic Design. The design process, construction documents and permitting is anticipated to culminate in November/December 2017, with construction slated to begin in January 2018. The new school will be completed and opened in time for the start of 2019 academic year.

3. Projected Total Cost for the Project

A. Project Budget

GC/CM MACC (Includes GC/CM Risk Contingency @ 3% of MACC)	\$ 24,451,512
GC/CM Fee, SGC's, Pre-Con Serv. & NSS Allowance (7% of MACC)	\$ 1,840,436
Subtotal (Owner's MACC)	\$ 26,291,948
Owners Construction Contingency (7% of MACC)	\$ 1,840,436
Owners Project Contingency (2.5% of MACC)	\$ 657,299
Furnishings, Fixtures, Equip and Data/Tech Allowance (7% of MACC)	\$ 1,840,436
Professional Services Allowance (Architects & Engineers) (11% of MACC)	\$ 2,892,114
Owner's Consultants (Survey, Geo-Tech, HazMat, Insp., etc.) (2.5% of MACC)	\$ 657,299
Contract Administration Costs (PM/CM, etc.) (3% of MACC)	\$ 788,758
Other Related Project Costs (Permits, Fees, etc.)	\$ 1,708,977
Sales Tax (8.7% of MACC)	\$ 2,287,399
Total	\$ 38,964,667

B. Funding Status

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

The project is funded from a capital bond issue approved by District voters in February of 2016. Therefore, the District anticipates sufficient funds will be available from these funds to complete the project.

4. Anticipated Project Design and Construction Schedule

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

Project milestone dates are shown in the table below.

Project Schedule	Start	Finish
Programming (Ed Specs)	April 2016	August 2016
Schematic Design	August 2016	December 2016
Design Development	January 2017	June 2017
Construction Documents	July 2017	January 2018
Site Development Review	May 2017	August 2017
Building Department Review/Permitting	September 2017	January 2018
Subcontract Bidding	December 2017	January 2018
Building Construction	January 2018	March 2019
Building Substantial Completion	March 2019	March 2019
Building Punchlist/Final Completion/Closeout	March 2019	May 2019

Owner Building Move-in	June 2019	August 2019
Demo School & Playfield Construction	June 2019	August 2019
Playfield Substantial Completion	August 2019	August 2019
First Day of School	September 2019	September 2019
Warranty	March 2019	March 2020
GC/CM Schedule		
PRC Application	8/30/16	8/30/16
PRC Presentation	9/22/16	9/22/16
First publication of RFP for GC/CM Services	9/26/16	9/26/16
Second publication of RFP for GC/CM Services	10/3/16	10/3/16
Project Information Meeting (Date subject to change.)	10/5/16	10/5/16
RFP Submittal Deadline	10/10/16	10/10/16
Open & Score Submittals Received	10/11/16	10/13/16
Notify Submitters of Most Highly Qualified Submitters & Invite to Interview	10/14/16	10/14/16
Interviews with Short-Listed Firms	10/31/16	10/31/16
Notify Submitters of Most Highly Qualified Firms & Invited to Submit RFFP	11/1/16	11/1/16
RFFP Submittal Deadline & Opening	11/14/16	11/14/16
Notify Submitters of Scoring and Most Qualified GC/CM	11/15/16	11/15/16
Pre-Con Work Plan Due	12/1/16	12/1/16
School Board Approval of GC/CM Selection	12/8/16	12/8/16
GC/CM Agreement w/ Pre-Con Services Executed	12/12/16	12/12/16
Pre-Con Services	12/12/16	1/5/18
MACC Estimate/Negotiation (90% CD's)	12/1/17	1/5/18
School Board Approval of MACC/GMP	1/11/18	1/11/18
GMP Amendment Executed	1/15/18	1/15/18

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

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

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

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

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

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

Occupied Site, Complex Scheduling & Critical Phasing – Construction scheduling will have to consider the project is on an occupied site with students, staff and the public present. School is in session from September through June and the playfields and playground onsite are used year around by the school and the community. The schedule is tied to essential opening/occupancy dates based on the fixed academic school year calendar, complicated by anticipated public and community processes and unpredictable permitting processes for environmental and site development work.

Site Constraints – Heavy construction activity will occur on this site, a site that is adjacent to residential neighborhoods on the west and north and an environmental learning center to the south and east; the GC/CM will need to support the District in responding to community concerns about construction impacts on the surrounding neighborhoods and the environment. The existing school will remain occupied and functional on a very tight site, while the new school is being built right next door. Site logistics will be a challenge. If not properly strategized, safety issues may exist related to use of and separation between the construction site, the existing building, the playfield and the community at large.

Safety – The neighborhood is a mixture of rural residential and heavily wooded, lightly developed and/or undeveloped properties. The school fronts on Blakely Ave. NE, a two-lane arterial between the cities of Port Blakely and Bainbridge Island. Since nearly half of the site is occupied by buildings, parking lots and playfields that will need to remain operational during construction, it will be challenging to identify adequate areas for construction vehicles, lay-down space and job shacks without impacting parking, public access and the playfield. Care will need to be taken to minimize impacts on school operations and to keep the site safe for the students, staff and community. The surrounding neighborhood will likely be affected by construction traffic, noise, and dust. Having a GC/CM onboard will assist in strategizing mobilization, staging, and lay down so as to minimize disruption and insure a safe interface with the existing school and surrounding neighborhood. For these reasons, GC/CM involvement during design and planning is critical to developing a feasible site logistics and phasing plan.

Inflation/Escalation – In the current economy and a construction market with volatile cost escalation, time is not our “friend”. In order to expedite construction and minimize the effects of inflation/escalation, it’s anticipated that early bid packages might be considered to allow us to achieve a shortened construction window, take advantage of sitework and foundation work during more favorable periods of the year and avoid bidding during unfavorable timeframes. The assistance of the GC/CM contractor will be instrumental to deciding whether to implement early bid packages and, if so, managing and coordinating them. Anticipated early bid packages may include the following:

- Sitework, Grading & Utilities
- Concrete Foundations and Slabs
- Structural Steel

Getting early bid packages on the street could possibly allow us to take advantage of the drier summer/fall of 2017 and could keep construction going until the building construction documents are completed in the winter of 2017.

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

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

Occupied Site – For this project, the school population will remain on-site and the existing building will be fully occupied during construction. Safety issues related to use of and separation between the construction site, the existing building and the playfield will be critical. Care will need to be taken to not disrupt the occupied school and to assure the safety of students, staff and the public during construction.

Critical Phasing – The new building will be constructed adjacent to the existing building while the existing buildings and playfield continue to be occupied and utilized. When the new building is completed, it will remain unoccupied over a few months while the school year finishes out. In the spring/summer of 2019, the District will move the school functions to the new building and the old building will be demolished and new playfields constructed. The project will benefit with the involvement of a GC/CM to help develop phasing plans and implement temporary barriers and controls that maintain site access to parking lots, playfield and the occupied areas of the school.

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

Neighborhood Traffic/Access/Contractor Staging Constrictions – The neighborhood is a mixture of rural residential and heavily wooded, lightly developed and/or undeveloped properties. The school fronts on Blakely Ave. NE, a two-lane arterial between the cities of Port Blakely and Bainbridge Island. Construction logistics will be a challenge due to the mix of school related vehicle traffic, residential vehicle traffic, pedestrian traffic, construction traffic, public/student recreation and the movement of heavy equipment and building materials on-site and off-site. Contractor lay-down space, construction access, and construction zones will all be very tight, will need to be well planned, and may change as the project progresses. General project material deliveries will likely need to be specially coordinated and communicated to the neighboring community in order to not negatively impact daily commuter traffic and quality of life.

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

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

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

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

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

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

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

6. Public Benefit

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

How this contracting method provides a substantial fiscal benefit

Manage Costs in an Inflating Market – With the GC/CM Contractor involved in evaluating the design documents and participating during the design process, it's anticipated that unforeseen impacts due to inflation/escalation and product or labor shortfalls will be greatly reduced, leading to reduced costs and to a reduced potential for detrimental schedule and cost impacts during construction.

Having a GC/CM Contractor on board during design will help to focus design phase work to more effectively explore solutions that are viable, buildable, cost effective and efficient, thus enabling the District to keep better and more prudent control of construction phase changes in cost or time.

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

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

- Phasing of bid buy-out and flexibility to adjust bid packages as the work is bought out allows for cost management by the Owner and GC/CM team.

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

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

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

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

More Responsive and Responsible Bids – Because of the complexity of this project, the District believes that, without GC/CM, there could be higher risk associated to achieving timely, cost-effective completion of the work by subcontractors that may otherwise not be responsible, responsive sub-bidders. On non-GC/CM projects, constructability, errors & omissions and scheduling issues are often not raised by the Contractor or sub-contractors until after bidding has been completed and many of those issues become change orders during construction. Changes made during construction are more costly than changes made prior to bidding. Utilization of the GCCM delivery method can minimize the risk of these types of changes cropping up during construction.

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

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

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

7. Public Body Qualifications

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

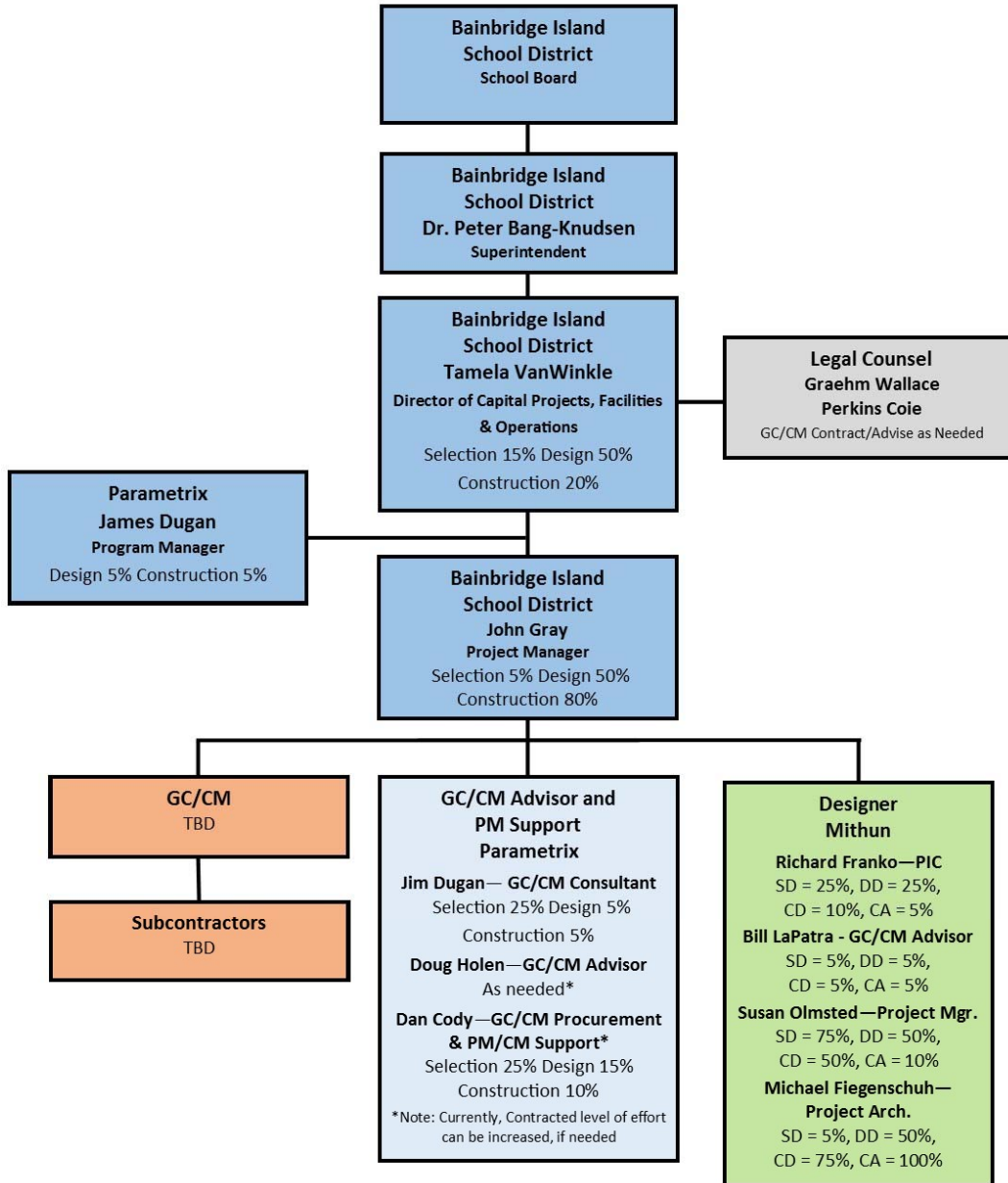
The Bainbridge Island School District has not had previous experience utilizing the GC/CM delivery method. That said, the District’s Capital Projects Office is committed to becoming educated in the GC/CM delivery method and is looking forward to the benefits of a collaborative delivery process on this challenging project. The District Director of Capital Projects has indicated that she and the District’s Project Manager for this project will enroll in the upcoming AGC GC/CM Training Seminar.

To initiate the GC/CM ground work and to bolster their chance for a successful project, the District has contracted the services Parametrix to provide GC/CM Procurement and GC/CM Advisor roles through Pre-Construction Services for this project. They also have the option to continue with PM/CM support from Parametrix through construction. Parametrix has had extensive experience in the GC/CM procurement and delivery process. As a staunch advocate for the GC/CM delivery method, Parametrix sees this as an opportunity to mentor and expose yet another public entity to the benefits of GC/CM.

As well as having acquired the services of Parametrix, the District also utilizes the legal counsel of Graehm Wallace and the Perkins Coie team. Their team has provided legal and contract related services to numerous clients for projects using the GC/CM delivery method. Members of the Parametrix team involved on this project have been involved in implementation of the GC/CM procurement/delivery method on no less than ten major projects totaling nearly \$630M in total project costs. The table below identifies those projects.

Project	Project Value	Delivery Method	Time Involved
Madison Elementary School Replacement, Mount Vernon School District	\$40,500,000	GC/CM	2016-present
East Division Elementary School, Mount Vernon School District	\$39,800,000	GC/CM	2016-present
Central Kitsap High School and Middle School Replacement, Central Kitsap School District	\$177,941,000	GC/CM	2016-present
Olympic High School, Central Kitsap School District	\$38,500,000	GC/CM	2016-present
Browns Point Elementary School, Tacoma Public Schools	\$31,000,000	GC/CM	2016-present
Eastside Community Center, Metro Parks Tacoma	\$32,000,000	GC/CM	2016-present
Stewart Middle School, Tacoma Public Schools	\$66,000,000	GC/CM	2013-2016
McCarver Elementary School, Tacoma Public Schools	\$39,000,000	GC/CM	2013-2016
Stadium High School, Tacoma Public Schools	\$107,967,000	GC/CM	2004 to 2007
Greater Tacoma Convention and Trade Center	\$58,200,000	GC/CM	2002 to 2004

Project organizational chart, showing all existing or planned staff and consultant roles:



Blakely Elementary School Project Organization Chart

Staff and consultant short biographies (not complete résumés):

Tamela VanWinkle, Director of Capital Projects (Bainbridge Island School District)

Tamela Van Winkle has 29 years of experience in project design, planning and construction, including 22 years working specifically in the K-12 public school construction environment. As a project manager she was highly successful managing design and engineering consultants, contractors, budgets, scheduling, change orders and developing excellent relationships with agencies having jurisdiction in Bainbridge Island and Kitsap County.

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

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

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

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

John Gray – Project Manager (Bainbridge Island School District)

John Gray has a BA in Architecture from the University of Washington and more than 22 years of experience in the design and construction industry. Prior to joining BISD, John was an owner in a design firm where his projects employed a collaborative approach, involving the contractor, design team and client early in the design process. John has a diverse depth of experience in planning, design, client relations, contract negotiation, bidding, cost estimating, document preparation, staff management, construction administration and project management. Since joining the BISD Capital Projects staff, he has been Project Manager for two substantial renovation projects and a number of small capital works projects. John looks forward to the collaborative environment that the GC/CM delivery process provides.

Project	Project Value	Delivery Method	Role	Timeframe
Medical Center Remodel & Additions, Richland WA	\$6M	D/B/B	CA	1999-2001
Hotel Renovation & Addition, Ketchikan AK	\$4.5M	D/B/B	Design/CA	2002-2005
New Private Residence, Medina WA	\$14.5M	D/B	Design/CA	2001-2004
New Private Residence, San Juan Islands WA	\$12.5M	D/B	Design/CA	2002-2005
BISD Transportation Center Remodel, Bainbridge Island, WA	\$800K	D/B/B	PM	2015
BHS Tennis Court Resurfacing, Bainbridge Island, WA	\$400K	D/B/B	PM	2015

Jim Dugan – Owners Project Director (Parametrix)

Jim has 38 years of experience managing the planning, design, engineering, and construction of industrial, commercial, and institutional projects in both public and private markets. With formal training in civil engineering and project management, he provides his clients with project management and leadership skills needed to plan, hire, and manage design and construction consultants and contractors consistent with program requirements, budget restrictions, and schedule requirements, as well as work collaboratively with all agencies having jurisdiction. Jim is skilled at alternate project delivery long-range strategic planning and scheduling, budget forecasting and compliance to the plan, public speaking/presentations and collaboration with stakeholders, and conflict resolution and claims mitigation.

Jim is highly experienced in alternative project delivery using GC/CM and D/B. He’s currently finishing his involvement in two GC/CM construction projects for Tacoma Public Schools (Stewart Middle School & McCarver Elementary) which will be completing construction this Fall and Winter (2016). He’s also acting in the role of the GC/CM advisor and assisting the Tacoma Metro Parks PM during design and Pre-construction on the Eastside Community Center, which will be completing in the Fall of 2017. Jim’s Role on the Metro Parks project will taper off to an advisory role as it moves into construction this winter (12/2016) and the Construction Management support role transitions to Dan Cody from Parametrix.

Project	Project Value	Delivery Method	Role	Timeframe
New East Division Elementary and Madison Elementary Replacement, Mount Vernon School District	\$80.3M	GC/CM	Project Director, GC/CM Advisor	2016-present

Central Kitsap High School & Middle School Replacement, Central Kitsap School District	\$177.94M	GC/CM	Project Director, GC/CM Advisor	2016-present
Olympic High School, Central Kitsap School District	\$38.5M	GC/CM	Project Director, GC/CM Advisor	2016-present
Browns Point Elementary School, Tacoma Public Schools	\$31M	GC/CM	Project Director, GC/CM Advisor	2016-present
Eastside Community Center, Metro Parks Tacoma	\$32M	GC/CM	Project Director, GC/CM Coord.	2016-present
Stewart Middle School, Tacoma Public Schools	\$66M	GC/CM	Project Director, GC/CM Coord., PM/CM	2013-2016
McCarver Elementary School, Tacoma Public Schools	\$39M	GC/CM	Project Director, GC/CM Coord., PM/CM	2013-2016
Stadium High School, Tacoma Public Schools	\$107.96M	GC/CM	GC/CM Coord., CM	2004 to 2007
Greater Tacoma Convention and Trade Center	\$58.2M	GC/CM	Project Manager (Full Time On-site During Construction)	2002 to 2004

Dan Cody – GC/CM Procurement & PM/CM Support (Parametrix)

Dan is a Senior Construction Manager/Project Manager with Parametrix. A licensed architect, he has over 30 years of experience in the design and construction industry and has developed the ability to manage all phases of projects from programming through construction closeout. Dan has been heavily involved in design, production and construction administration for a large number and variety of educational, institutional, and commercial projects. Dan’s expertise includes programming, budget analysis, space planning/design, project team coordination, quality control review, production and construction administration. He has extensive experience in the K-12 educational market, providing design and construction services for many school districts in western Washington.

Dan successfully completed the AGC GC/CM training seminar in January 2016. Since that time he has been closely involved in the management of the GC/CM procurement process of six K-12 projects, totaling nearly \$369M in total project cost, that will/are being delivered using the GC/CM delivery method. Dan has quickly become a proponent of the GC/CM delivery method and believes that it will soon become the preferred delivery method used by school districts and public agencies for projects that pose interesting challenges and opportunities.

Project	Project Value	Delivery Method	Role	Timeframe
New East Division Elementary and Madison Elementary Replacement, Mount Vernon School District	\$80.3M	GC/CM	GC/CM Procurement	2016-present

Central Kitsap High School & Middle School Replacement, Central Kitsap School District	\$177.94M	GC/CM	GC/CM Procurement	2016
Olympic High School, Central Kitsap School District	\$38.5M	GC/CM	GC/CM Procurement	2016
Browns Point Elementary School, Tacoma Public Schools	\$31M	GC/CM	GC/CM Procurement	2016
Eastside Community Center, Metro Parks Tacoma	\$32M	GC/CM	GC/CM Procurement, Pre-Construction, PM/CM Support	2016 - present
Tumwater Middle School Renovation, Tumwater School District	\$23.1M	D/B/B	PM/CA	2015-present
George Washington Bush Middle School, Tumwater School District	\$23.9M	D/B/B	PM/CA	2015-present
South Puget Sound Community College, Lacey Campus Bldg. 1*	\$12M	Design/Build	PM/CA	2013 to 2015
Franklin Pierce Early Learning Center, Franklin Pierce School District*	\$12.5M	Design/Build	PM/CA	2014 to 2015

* Work completed with a prior firm

Doug Holen – GC/CM Advisor

Douglas J. Holen is the former Director of the Capital Projects Office at the University of Washington. Doug has over 35 years of experience in project management, construction, contract administration, and facilities management. At the University, Doug served as the Project Director for the project management teams responsible for the planning, design, and construction of the repair, alteration, and new construction projects in the University of Washington Medical Center, School of Medicine, Health Sciences and at the Harborview Medical Center where he oversaw several projects completed using the GC/CM method of contracting. Doug recently served as a mentor for project teams at Western Washington University utilizing GC/CM procurement for the Miller Hall Renovation (a \$45M renovation of a historic structure) and Carver Gymnasium Renovation (a \$60M renovation). He also served on CPARB for five years, and has participated in over 30 GC/CM projects.

Doug will be assisting the District in preparing and reviewing GC/CM contract documents, will provide guidance to the project team during the GC/CM selection process, and will assist as needed regarding GC/CM management issues throughout the life of the project.

Graehm Wallace – District Legal Counsel (Perkins Coie)

Graehm Wallace is a partner in the Seattle office of the law firm Perkins Coie LLP. In connection with many GC/CM projects, Mr. Wallace has provided legal assistance for school districts, including preparation of GC/CM contract documents and providing advice regarding compliance with the requirements of RCW Chapter 39.10 for GC/CM projects. For example, Mr. Wallace does all of the GC/CM contracts for the Spokane School District, including Ferris High School Modernization and Addition (2010-2012), North Central High School Classroom Addition (2013-present), and Mullan Road Elementary Modernization and Addition (2013-present). Mr. Wallace has seventeen years of experience working in all areas of construction transactions, counseling and litigation, and has provided legal assistance to over 50

Washington school districts. This work covers all aspects of contract drafting and negotiating, including preconstruction, architectural, engineering, construction-management, GC/CM, design-build, bidding, advice during construction, and claim prosecution and defense. Mr. Wallace is recognized in The Best Lawyers in America for the practice area of Construction Law.

Rich Franko, LEED AP, Principal-in-Charge (Mithun)

Rich has worked on multiple projects that combine threads of early learning, community, education and sustainability. His 30 years of experience includes project leadership for the Northwest School, IslandWood, Louisiana Children’s Museum at City Park, Yesler Community Center and Childcare Facility, and the Suquamish House of Awakening Culture. At Mithun, Rich develops project sustainability strategies and drives firm-wide initiatives for sustainable operations and processes. His projects use integrated design to incorporate the experience of nature and sustainability to create buildings and landscapes that teach. He has lectured in the United States, Scandinavia and Australia on sustainability, urban design and using green buildings as a tool for teaching. Rich was on the board of directors for three years at the Kidspace Childcare Center in Seattle, a Reggio Emilia based NYAEC accredited childcare center.

Project	Project Value	Delivery Method	Role	Timeframe
The Northwest School	\$12.2M	Negotiated bid	Design Partner	2010-2013
Navos Behavioral Care Center for Children, Youth and Families	\$15M	Negotiated bid	Design Partner	2014-2015
IslandWood	\$24M	Negotiated bid	PM, Designer	1998-2002; 2015-2016
Louisiana Children’s Museum	\$24.5M (est.)	D/B/B	Design Partner	2008-current
University of Washington Childcare Center	\$3.2M	D/B/B	Design Partner	2015-2016

Susan Olmstead, AIA, ASLA, LEED AP BD+C, Project Manager (Mithun)

Susan is a project leader and designer for a diverse range of work including places of learning within K-12 and higher education environments. As both an architect and landscape architect, Susan has an intrinsic understanding of the relationship between built structures and the natural environment. Her interdisciplinary insight and strong project management skills enable her to keenly envision the dialogue between architectural and landscape elements, to leverage a site’s quintessential assets in developing a place-based environmental response, and to make it happen through an integrated design team. Susan has extensive experience in successfully managing complex projects with a large and diverse planning team and multiple stakeholders—from major National Park Service restoration projects, to a new Creative Arts and Middle School for the Community School in Sun Valley, Idaho. In addition to her work at Mithun, Susan is a part-time faculty member for the University of Washington College of Built Environments, where she teaches Architecture in the Landscape.

Project	Project Value	Delivery Method	Role	Timeframe
Community School Middle School and Creative Arts Building	\$5.4 M	Negotiated bid	PM, Lead Designer	2013-2015
Walking Mountains Science Center	\$5.8M	Negotiated bid	Project Architect	2006-2011
Sustainability Educational Treehouse	\$7 M	Negotiated bid	PM, Project Architect	2011-2013
Louisiana Children’s Museum	\$24.5 (est.)	D/B/B	Architect & Landscape Architect	2008-2010

University Prep Master Plan	Future projects - confidential	Negotiated bid	PM, Lead Designer/Planner	2015-2016
Overlake School Math and Science Facilities	Confidential	Negotiated bid	Educational Designer, Proj. Architect & Landscape Architect	2015-current

Bill LaPatra, AIA, LEED AP, Internal GC/CM Advisor (Mithun)

With over 30 years of professional practice and a deep commitment to educational environments, Bill brings a wealth of experience to the Blakely Elementary School project. He recently led two large, complex projects under the GCCM project delivery method with the University of Washington – Lander Residence Hall and Terry Maple Residence Hall. For Blakely, he will serve as a team resource for structuring a successful design process under the GCCM project delivery method.

Project	Project Value	Delivery Method	Role	Timeframe
Lander Residence Hall	\$55.5M	GC/CM	Project Advisor	2009-2012
Terry Maple Residence Hall	\$85.6M	GC/CM	Project Advisor	2013-2015

Michael Fiegenschuh, AIA, LEED AP BD+C, Project Architect (Mithun)

Michael is a passionate advocate for inspiring learning environments, especially those which seek to engage learners of all ages in meaningful and memorable ways. A registered architect with more than eighteen years of experience, he has worked on a diverse array of projects—including public and independent K-12 schools, museums and interpretive facilities, tribal and cultural centers, zoos and aquaria. He believes that every project presents the opportunity for buildings and landscapes that teach, creating environments that become part of the learning experience and enhance the lives of all occupants. As project architect, Michael will be responsible for executing the design vision in a seamless and sustainable manner to create a beloved and high-performing facility. Notable projects include The Northwest School at 401 East Pike, the Louisiana Children’s Museum and Benson Hill Elementary School*

Project	Project Value	Delivery Method	Role	Timeframe
The Northwest School	\$12.2M	Negotiated bid	PM	2012-2013
Louisiana Children’s Museum	\$24.5M	D/B/B	PM	2014-current
Overlake School Math and Science Facilities	Confidential	Negotiated bid	PM / Project Architect	2015-current
Arthur Jacobsen Elementary School*		D/B/B	Architectural designer	2005-2007
Benson Hill Elementary School*	15.7 M	D/B/B	Architectural designer	2003-2005

* Work completed with a prior firm

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

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

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

Qualifications of the project manager and consultants are described in the Staff and Consultant Biographies above.

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

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

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

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

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

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

The District's overall organizational format will be overseen by the Director of Capital Projects. The District's Project Manager will be intimately involved, daily in the project from Pre-Con/Design through Construction and will collaborate with the Design Team and GC/CM. The Project Manager will have signature authority for small changes in the project scope (+/- \$5K per instance) and will report daily to the Director of Capital Facilities.

The Director of Capital Facilities, Tamela VanWinkle, will have heavy, direct involvement in the project through Pre-Construction/Design and will taper off to moderate involvement during Construction. She will manage the contractual obligations of the Design Team and GC/CM and will oversee/manage the work of Capital Project's staff. The Director of Capital Facilities will have signature authority on medium to large (\$5K+ per instance) changes in the project scope. She will meet daily with the District Project Manager to debrief on current project status and issue. She will meet every two weeks with the School Board and District Superintendent to brief them on project status and incorporate completed/approved CCD's & PR's into Change Orders, as required. All Change Orders must be processed and approved by the School Board before the contractor will be able to bill against them. Board meetings are typically held twice a month.

The District's staff will be supplemented by consultants, Parametrix Inc., who specialize and excel in Project Management/Construction Management and GC/CM processes and procedures. Parametrix will provide GC/CM Advisory and PM/CM support roles through GC/CM procurement, Pre-Construction and Construction. Parametrix will report directly to the Director of Capital Facilities and will work directly with the District staff, Design Team and GC/CM to nurture a successful project, mentor the District staff and District's Architect and provide advice, consultation and support as

necessary. Parametrix will not manage/direct any of the parties and has no signature authority on this project without the District's authorization.

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

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

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

A brief description of your planned GC/CM procurement process

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

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

We anticipate being able to advertise the GC/CM Request for Proposals by late September 2016. We intend to review submittals, develop a shortlist, conduct interviews of short-listed firms, receive bids from selected firms and negotiate a Pre-construction Services agreement by early December 2016. We will then take the GC/CM Contract, including Pre-construction Services, with the successful firm to our Board for approval at the December, 8 2016 Board Meeting. This will allow the GC/CM team to join the project team at the end of Schematic Design and participate in the SD Cost Estimating and Value Engineering exercises.

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

The Districts attorney, Graehm Wallace at Perkins Coie, has developed standardized General Conditions, a GC/CM Contract and Guaranteed Maximum Price Amendment documents, based on the AIA-A103 and AIA-A201 documents. Parametrix has developed standardized GC/CM RFP, RFFP and selection documents that will be used in conjunction with the Perkins Coie contract

information on this project. Our intent is to complete a draft of the RFP with draft Contract Documents for this project and include them for review/reference by the submitters in the GC/CM procurement process sometime following release of the RFP and prior to the Interviews. The documents will likely include drafts/samples of the General Conditions, GC/CM Contract, general requirements, preconstruction services scope of work, and cost allocation matrix including cost items, definitions, and how they will be paid.

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

8. Owners Recent Construction History

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

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

Project No.	Project Name	Project Descript	Contract Method	Plan Const. Start	Plan Const. Finish	Act. Const. Start	Act. Const. Finish	Original Const. Budget	Actual Cost of Const.	Reasons for Budget or Schedule Overruns
1	Transportation Remodel	Modernization	D/B/B	June 2015	Dec. 2015	June 2015	Dec. 2015	\$652,380	\$639,772	Reductions to project (-2%)
2	BHS Tennis Court Resurf	Replace & Mod.	D/B/B	June 2015	Oct. 2015	June 2015	Oct. 2015	\$329,300	\$341,005	Board approved additions to project (3.6%)
3	Woodward School Roof Replacement	Replace	D/B/B	June 2014	Sept. 2014	June 2014	Sept. 2014	\$1,010,941	\$990,587	Board approved additions to project (-2%)
4	Woodward Field & Track Replacement	Replace	D/B/B	August 2013	August 2014	August 2013	Aug. 2014	\$914,250	\$961,223	Board approved additions to project (5.1%)
5	Wilkes Elementary School	New in Lieu	D/B/B	June 2011	August 2012	June 2011	Aug. 2012	\$21,359,000	\$21,714,411	Board approved additions to project (1.6%)
6	Bainbridge High School 200 Building	New in Lieu	D/B/B	May 2007	Dec. 2009	May 2007	Dec. 2009	\$22,666,800	\$24,023,338	Board approved additions to project (1.6%)
7	Bainbridge High School Field Renovation	Modernization	D/B/B	May 2008	April 2009	April 2008	June 2009	\$1,750,100	\$1,792,883	Board approved additions to project (2.4%) Delay due to turf replacement
8	Maintenance Facility Replacement	New in Lieu	D/B/B	July 2007	Sept. 2008	July 2007	Sept. 2008	\$2,475,800	\$2,675,544	Board approved additions to project (8%)
9	BHS Science Renovation	Modernization	D/B/B	June 2006	Sept. 2006	June 2006	Sept. 2006	\$1,675,934	\$1,675,934	N/A

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

To assist the PRC with understanding your proposed project, please provide a combination of up to six concepts, drawings, sketches, diagrams, or plan/section documents which best depict your project. In

electronic submissions these documents must be provided in a PDF or JPEG format for easy distribution. Some examples are included in attachments E1 thru E6.

At a minimum, please try to include the following:

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

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

The project is currently transitioning from the programming and pre-design phase into schematic design. At this point, there aren't any conceptual floor plans or sections developed for the project. However, something may be available by the time that we present to the PRC. See Attachment A for an existing site aerial photograph, conceptual site plan and site diagrams that were produced during the Bond Planning process.

10. Resolution of Audit Findings On Previous Public Works Projects

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

The District has received no audit findings on any projects.

Signature of Authorized Representative

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

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

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

Signature:  _____
Name: (please print) Tamela VanWinkle

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

Date: 8/30/14

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

Figure 1 – Existing Blakely Elementary School Site

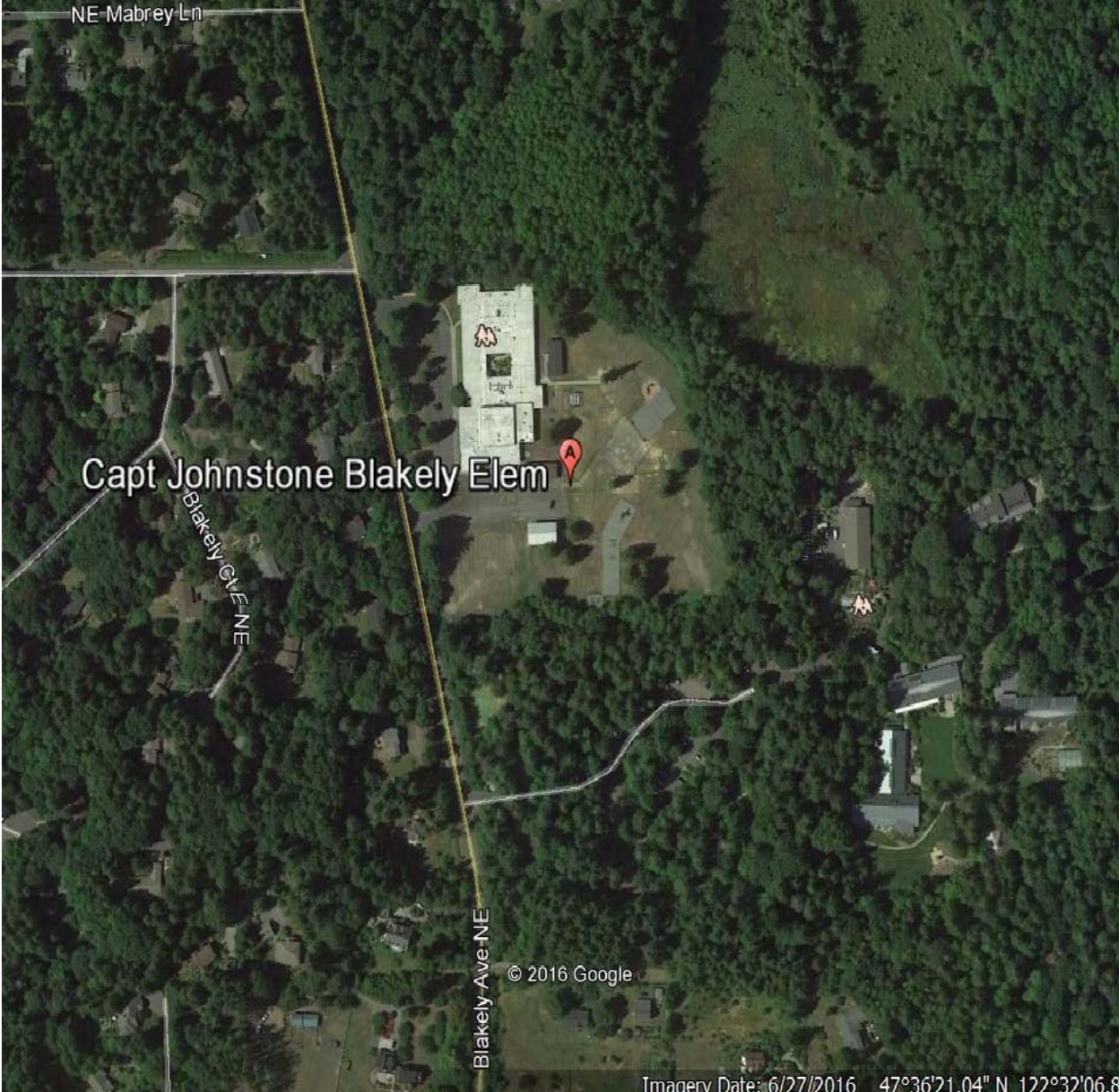


Figure 2 – Blakely Elementary School – Existing Buildings & Site Info.



Figure 3 – Conceptual Blakely Elementary School – Conceptual Site Bubble Diagram

