



**GC/CM Project Application**  
TO  
**CPARB Project Review Committee**  
FOR  
**PARK PLACE MIDDLE SCHOOL  
MODERNIZATION**

Monroe School District No. 103  
200 E. Fremont Street  
Monroe, WA 98272

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*

The CPARB PRC will only consider complete applications: Incomplete applications may result in delay of action on your application. Responses to Questions 1-8 and 10 should not exceed 20 pages (font size 11 or larger). Provide no more than six sketches, diagrams or drawings under Question 9

**1. Identification of Applicant**

- (a) Legal name of Public Body (your organization): [Monroe School District 103](#)
- (b) Address: [200 E. Fremont Street, Monroe, WA 98272](#)
- (c) Contact Person Name: [John Mannix](#) Title: [Assistant Superintendent, Operations](#)
- (d) Phone Number: [\(360\) 804-2579](#) Fax: [\(360\) 804-2529](#)  
E-mail: [mannixj@monroe.wednet.edu](mailto:mannixj@monroe.wednet.edu)

**2. Brief Description of Proposed Project.**

[Park Place Middle School is currently composed of six primary structures, and was originally built as a high school in the mid 1970's. The facility and the site amenities have been adapted overtime to meet the needs of Middle School students and curriculum with limited effectiveness. This project will provide facilities that directly reflect the developmental needs of emerging adolescents, in a way that is flexible and adaptable to current and evolving curriculum. The process began with an assessment of existing "high value" buildings, including the gymnasium, and the opportunities to integrate these facilities into a fully modernized two-story building, with internal circulation. The site will be enhanced to meet the needs of the students and the community with new lit play fields and opportunities for outdoor learning and socialization. Sustainable strategies that provide long-term reductions in operating costs and educational opportunities are important components to the design approach.](#)

[Project complexities include construction in multiple phases while maintaining a meaningful educational opportunity for approximately 800 students in grades 6 through 8. Additional challenges include maintaining safe pedestrian and vehicular pathways, mitigation of noise, dust, vibration and other demolition or construction related conditions that could adversely impact the safety and health of staff, students, and patrons, and thoughtfully blending new and existing structures on an extremely tight site that has a designated Critical Area Buffer Zone along the entire southern portion of the property, with Main Street along northern edge.](#)

[In addition to the 128,000sf of program area, outdoor play for lunch, physical education, and after-school athletics will be integrated with separate parent and bus drop-off areas on the site. All of these elements will be brought together to provide a 50-100 year facility that is inspiring to students, staff and the community.](#)

**3. Projected Total Cost for the Project:**

**A. Project Budget**

Costs for Professional Services (A/E, Legal etc.)	\$5,601,138
Estimated project construction costs (including construction contingencies):	\$47,664,278
Equipment and furnishing costs	\$2,081,103
Off-site costs	\$494,068
Contract administration costs (Owner, CM etc)	\$2,189,235
Contingencies (design & owner)	\$4,432,430
Other related project costs (briefly describe)	\$2,773,795
Sales Tax	<u>\$4,283,248</u>
<b>Total</b>	<b>\$69,519,294</b>

Other related project costs include \$1.33 million for temporary housing, approximately \$237K for student and staff move/relocation costs, approximately \$134K for contract related packing/unpacking salary payments, approximately \$863K for plan review and permits, as well as funds for advertisements, printing costs, office supplies, and other general costs of doing business.

**B. Funding Status**

Please describe the funding status for the whole project.

Funding for the project has been secured through the passage and certification of our April 27, 2015 bond issue in the amount of \$110,970,000. We also anticipate that two projects funded by the bond issue will generate approximately \$22,115,000 in State School Construction Assistance Program (SCAP) funds.

On June 23, 2015 the school district sold \$55 million in bonds, and anticipates additional bond sales in December of 2016 and December of 2017. The school district therefore has sufficient funds to support the established budget for this project, and is able to front-fund the work, with SCAP reimbursement after the fact.

**4. Anticipated Project Design and Construction Schedule**

Please provide:

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

<b>Activity</b>	<b>Planned Start</b>	<b>Planned Completion</b>
Bond Issue Approved by Voters	April 28, 2015	Completed (Approved)
Pre-Design	Prior to April of 2015	Completed
Selection of Architect	Prior to April of 2015	Completed
Sub-consultant Selection/Hiring	May 11, 2015	Completed
Procure GC/CM Services	May 18, 2015	August 31, 2015
Schematic Design	May 20, 2015	August 31, 2015
Design Development	September 1, 2015	November 30, 2015
Early Steel Design	December 1, 2015	January 31, 2016
Final Construction Documents	December 1, 2015	March 31, 2016

Early Steel Bidding	February 1, 2016	February 29, 2016
Final Bid Packages	March 1, 2016	April 30, 2016
Construction	June 15, 2016	July 31, 2018
Occupancy	Ongoing in Phases	Ongoing in Phases

Please see Attachment B – Project Schedule for additional details

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

N/A

**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 Park Place Middle School modernization project must be undertaken while occupied as the school district does not have alternative locations in which to house the staff and students during the modernization project. Therefore, the school must continue to operate as an educational facility for approximately 800 students in grades six through eight during construction. There can be no significant degradation to the education provided to these students during that time.

This situation will necessitate multiple phases of construction and careful scheduling to allow for student transitions during advantageous times of the year, such as summer, winter break, and spring break. Careful coordination between district administration, the design team, and the contractor will be vital in bringing this project to successful fruition while maintaining a quality educational environment.

If not adhered to closely, the schedule for the Park Place project could also have potential adverse impacts on all follow-on projects and commitments the Monroe School District has made for its 2015 bond program:

- Hidden River Middle School Expansion – the third phase of a four phase build-out is scheduled to begin construction in 2017.
- Frank Wagner Elementary School Expansion – a ten classroom addition, expanded library, and new special education spaces are scheduled to begin construction in 2017.
- Salem Woods Elementary – New-in-lieu construction of four of five existing buildings is scheduled to begin construction in 2018.

The design, construction scheduling, and procurement processes for these four projects need to be closely coordinated and timed to avoid conflicts and delays due to interference between work at multiple sites. Ensuring that the largest and most complex of these projects – Park Place – continues to move forward according to schedule is critical to the success of our overall bond program.

Finally, although the Park Place project is the first major project from the 2015 bond program scheduled to be completed – due in part to the overall cost of the project and desire to minimize construction inflation to the greatest degree possible – there is enrollment pressure building at the elementary level and ensuring that the Park Place

project is undertaken, and completed, in a timely fashion will allow the district to then move into projects that will help address such pressure in grades kindergarten through fifth.

The District and its consultants have developed a feasible schedule for opening the new Park Place Middle School by the fall of 2018, which would allow the District to meet the other commitments contained in the 2015 bond program.

- 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?

As stated above, the Park Place Middle School modernization project must be undertaken while occupied, and while the existing facility continues to operate as an appropriate educational facility for approximately 800 students in grades six through eight. This will not only necessitate multiple phases of construction, but noise mitigation, dust mitigation, vibration mitigation, hazardous materials controls, creation of safe pathways, potential temporary housing.

Given that construction activities must occur on an occupied middle school site, every effort to minimize interruptions to the educational program will be need to be employed. The contractor will need to keep all staging and worker parking on the site. Construction likely will be phased to include early site work before building construction, and sports field establishment and restoration after the Middle School is occupied. The GC/CM approach is critical to maintaining student safety under these conditions.

The School District and its design team are developing traffic management plans for both the construction and long-term operation of the middle school site. Involving the GC/CM in identifying and resolving potential traffic conflicts for the construction process is critical on a tight, occupied site such as Park Place. It is easier and more cost effective to develop these traffic management plans during design, and implementation of the traffic plan during the construction phase will benefit from both early contractor involvement in the design process and on-going administration.

Finally, the school district's primary network and telecom hub is located on the second floor of Building F, and must remain in continuous operation throughout the entirety of the project.

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

GCCM involvement is critical to the Park Place project for the following reasons:

- Considering phasing scenarios and relocation plans required by constructing on an occupied site.
- Carefully vetting considerations related to utilities (new, old and temporary)
- Establishment of traffic patterns and traffic management plans for pedestrians, parents, buses, emergency vehicles, contractors, students, staff and deliveries
- In formulating effective mitigation plans for noise, vibration, dust and other issues that might adversely impact an educational environment or staff and student health
- Providing a "real world" perspective and alternatives for meeting the required Washington Sustainable Schools Protocol. Having the contractor's perspective on these products and systems during the design phase helps mitigate potential adverse impacts during and after construction.
- Helping to find the best way to balance the challenges of topography, adjacent woods and Critical Areas, neighbors (both residential and commercial), etc. in a functional and cost effective manner.

- In evaluating cost effective strategies to focus value for the constituents into building elements that will provide long-term value to the community limiting expenses associated with temporary facilities, utilities and the like.
- If the project encompasses a complex or technical work environment, what is this environment?

The Park Place Middle School site is somewhat small for a middle school facility, and constrained by a number of surrounding, immovable barriers. There is a Critical Area Buffer to the south, along the edge of the Skykomish River, and Main Street runs along the northern edge of the property. To the east and west are residences and commercial operations. A portion of the 19.4 acre site is unusable due to wetland setbacks or code required setbacks from Main Street.

- 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?

N/A

- 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?

N/A

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

**Fiscal Benefit:** Beyond the obvious benefit of obtaining a contractor’s opinion of cost earlier in the project is the benefit from focusing on how to minimize or eliminate construction phase risks. For example, phasing and scheduling challenges tend to create the perception of greater risk by subcontractors in a design-bid-build environment, which is reflected in their bids.

The GCCM method can produce both a real and perceived reduction of that risk, and, thus, a fiscal benefit. Real reduction in risk on this project will result from the GC/CM’s involvement in locating and configuring the buildings, utilities, and related features, packaging sub-contract work, and preparation of a workable staging plan and schedule.

Also, the GC/CM can reduce perceived risk to bidders from the District’s design and quality standards by reviewing design details, specification language and other features of the bid plans. This review translates into higher quality of construction and reduced maintenance and operations costs to the community.

The GC/CM process offers better cost control to protect not just the project budget, but also to the overall bond budget for all projects. Based on our experience with GC/CM we expect to manage cost-risk early in the project and thus enhance the District’s ability to complete other projects promised in the bond proposal.

In addition, the GC/CM process will provide a fiscal benefit in other vital ways:



- 1) The efficiency of the GC/CM process expedites construction and brings this much needed replacement school into use sooner, and thus at a lower cost, and provides immediate benefit to the students, families, faculty and staff and the community.
- 2) These efficiencies translate into reduced expenditure of public funds through better fiscal management and scheduling control.
- 3) Construction managed by this process takes advantage of either a favorable or unfavorable construction climate to again reduce construction cost.
- 4) The GC/CM process provides better control of safety on an occupied site.
- 5) The quality of construction is superior to the District's experience with Design-Bid-Build, and this higher level of quality has reduced maintenance and custodial workloads and decreased ongoing operational expenses.

## 7. **Public Body Qualifications**

Please provide:

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

The Monroe School District is decreed as a "Public Body" authorized to utilize alternative public works contracting procedures by Chapter 39.10 of the Revised Code of Washington, as long as the school district receives appropriate certification as an Agency or by Project from the Project Review Committee of the Capital Projects Advisory Review Board.

The Monroe School District has assembled a team of experienced professionals that have successfully managed, designed, and advised on the construction of multiple GC/CM projects, as well as a wide variety of Design-Bid-Build construction projects.

For the Park Place Middle School project, John Mannix, Assistant Superintendent for Operations for the Monroe School District, will direct the effort from start to finish. John oversaw two of the state's initial eighteen K-12 demonstration projects while he was the Executive Director of Facilities and Planning with Spokane Public Schools.

Integrus Architecture will provide planning, design and construction administration services, with Rebecca Baibak acting as Principal-in-Charge, David Van Galen acting as Design Principal, and J. Irons acting in the capacity of A/E Project Manager.

Clint Marsh of Marsh Associates will review and advise the District on GC/CM process and project control matters, and will assist with oversight or facilitation of specific issues such as D-Form development and submittal, budget and schedule review, design phase estimate reconciliations, VE process, Constructability Review, Commissioning, and advise on project control system and integration with existing district operations.

The district is currently in the process of hiring a new Capital Projects Director, and interviews are scheduled for the week of August 10-14. If possible, the district will provide updated information regarding our final selection at the August 20<sup>th</sup> Project Review Committee meeting. The Capital Projects Director will have the budget and authority to hire additional in-house or contracted consultant project management staff to ensure that the project is properly managed.

Chris Hirst, of The Pacifica Law Group (formerly with K&L Gates), who has significant GC/CM experience, is our legal counsel and will be providing the GC/CM contract, general conditions, cost responsibility matrix, and other pertinent documents.

Given the relatively short time frame for completing the design work on the Park Place MS project the District has already begun the process of selecting the GC/CM. A Request for Proposal for GC/CM for the Park Place MS project was released and advertised on

June 11<sup>th</sup>, and eight firms responded with submittals of their qualifications. Five firms were selected for the interview phase of the GC/CM selection process, and those interviews took place on July 22<sup>nd</sup>. Two firms – Cornerstone General Contractors and Lydig Construction -- will be moved on into the pricing proposal phase. A GC/CM contract will only be signed if the District receives approval to utilize the GC/CM alternative procurement process for the Park Place MS modernization project. The potential GC/CMs who submitted their qualifications were made aware that the District had not yet received such approval, and are aware that the District will utilize the standard Design-Bid-Build methodology if the Project Review Committee is unable to grant GC/CM approval for the project.

Over the past two decades the Monroe School District has successfully implemented major construction projects utilizing a blend of in-house and consultant project management. Since 1997 the District has completed a new comprehensive high school, the first two phases of an additional middle school (the third phase of which is included in the 2015 bond program), construction of a new elementary school, and the modernization of an existing elementary school.

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

Please see Attachment C – Project Organizational Chart

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

## **MONROE SCHOOL DISTRICT**

### **John Mannix, Asst. Superintendent of Operations**

Mr. Mannix has been Assistant Superintendent of Operations for Monroe School District since 2008. Prior to that he spent 11 years as Executive Director of Facilities and Planning for the Spokane School District, where he oversaw the conceptualization, budget establishment, bond planning, and successful passage of two major bond programs. The first, in 2003, allowed the school district to undertake \$241 million in capital construction, including: the modernization of John R. Rogers High School, modernization of Shadle Park High School, construction of a new field house at Joel E. Ferris High School, replacement of Lidgerwood, Lincoln Heights (LEED Gold project), and Ridgeview Elementary Schools, and complete replacement of HVAC systems at eight prototypical elementary schools built in the late 1970's or early 1980's. All projects were completed on time and within the established bond program budget. The second, in 2009, was based upon the concept and planning undertaken by Mr. Mannix, and resulted in a \$332 million district-wide plan that included renovations or modernizations of four elementary schools, modernization of the balance of Ferris High School, completely new ventilation, roofing, and flooring upgrades at nine additional prototypical elementary schools; safety, security and technology updates for the entire district; and building, field or playground improvements at all schools. John is a past President (2001-02) and Board Member (1996-2008) of the Washington Association of Maintenance and Operations Administrators (WAMOA), former board member (1999-2003) of the National School Plant Management Association (NSPMA), former Board Member (2010-13) of the Washington Chapter of the Council of Educational Facility Planners International (CEFPI), and Chair (2005-06) and Member of OSPI's School Facility Advisory Board (SFAB; since replaced by the Technical Advisory Committee), and Chair (2006-07) and Member (2006-15) of OSPI's Technical Advisory Committee (TAC). John has been managing, and overseeing design and construction of school facilities since 1983. His personal GC/CM experience includes the following projects:



- John R. Rogers High School Modernization and Expansion (WA State K-12 GC/CM Demonstration Project, of Historic Significance)
- Shadle Park High School Modernization and Expansion (WA State K-12 GC/CM Demonstration Project)
- Founding member of Project Review Committee (2007-08; helped define and establish the process, protocols, and operating procedures of the PRC)

### **TBD, Capital Projects Director**

Resume will hopefully be able to be provided prior to the August 20, 2015 Project Review Committee meeting. Interviews for the position are being conducted August 7<sup>th</sup> through 11<sup>th</sup>, 2015.

## **MARSH ASSOCIATES**

### **Clinton Marsh, GC/CM & Project Controls Consultant**

Mr. Marsh has 40 years of successful experience in owner representation for program, project and construction management, and has been directly involved in excess of 100 projects of some 2 million square feet, representing \$1 billion (adjusted for escalation) in direct construction oversight responsibility. Mr. Marsh has successful experience planning, developing, and managing projects ranging in size and scope from elementary schools, middle schools, high schools, and a Department of Ecology headquarters, to a historic federal court house, using project delivery methods from Design-Bid-Build to Design-Build, to GC/CM and Construction Manager at Risk. Clint worked as Construction and Facilities Program Manager for the Kent School District, the fourth largest school district in Washington State, for 9-1/2 years. His personal GC/CM experience includes the following projects:

- Wahluke High School (WA State K-12 GC/CM Demonstration Project)
- William Kenzo Nakamura Federal Courthouse Rehabilitation

## **INTEGRUS ARCHITECTURE**

### **Rebecca Baibak, AIA, REFP, LEED AP, Principal-in-Charge**

As leader of the K-12 Education group at Integrus Architecture, Rebecca has extensive GC/CM experience, including one of the first pilot projects, Northshore Junior High with the Northshore School District, and most recently on the Rush Elementary School Modernization in Redmond, WA for the Lake Washington School District. She is responsible for overseeing the production of all projects phases-and has led many large, complex, and phased occupancy school projects in recent years. Rebecca 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 of the owner, the design team, and construction team. This helps to establish project parameters early on in the process and work together in creating solutions that meet the established parameters by balancing aesthetic consideration with schedule and budget constraints. Her personal GC/CM experience includes the following projects:

- Benjamin Rush Elementary School
- Cleveland High School
- Northshore Junior High

### **David Van Galen, AIA, Design Principal**

Mr. Van Galen is currently the Lead Designer for Park Place Middle School. He held the same role for Alderwood Middle School and is responsible for developing design

concepts and carrying them through to completion. He has worked on several GC/CM projects, including Alderwood Middle School, Vashon Island High School, Meadowdale Middle School, UW Paul G. Allen Center, UW New Business School and WSU Intercollegiate Center of Nursing. 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 personal GC/CM experience includes the following projects:

- Alderwood Middle School
- Medicine Crow Middle School
- Elysian K-8 School, Elysian School District
- Vashon Island High School Additions and Renovations
- Meadowdale Middle School
- Benjamin Rush Elementary School
- WSU Intercollegiate Center of Nursing
- UW New Business School
- UW Paul G. Allen Center

#### **Daniel Gero, AIA, LEED AP, A/E Project Architect**

Mr. Gero is currently the Project Designer for the Park Place Middle School. His most recent GC/CM experience is as the Project Architect for Vashon Island High School Additions and Renovations. He is responsible for coordinating and managing design consultants, documentation production and, later in the project, the construction administration. His personal GC/CM experience includes the following projects:

- Vashon High School Additions and Renovations

#### **J. Irons, AIA, LEED AP, A/E Project Manager**

Mr. Irons is currently the Project Manager for the Park Place Middle School. J. has led interdisciplinary design teams on a range of projects throughout the Puget Sound Region, each driven by strong, communicative client relationships and a rigorous design process. In addition to his professional practice, J. has advocated for exemplary climate-responsive design through his involvement in the Seattle Chapter of the American Institute of Architects. He is responsible for coordinating and managing design consultants, documentation production and, later in the project, the construction administration.

### **THE PACIFICA LAW GROUP**

#### **Christopher Hirst, GCCM Attorney**

Christopher Hirst is a partner in Pacifica Law Group's education law practice group. He was a member of the Capital Projects Advisory Review Board from 2007 until June 30, 2015 on behalf of private industry. Chris has represented many public owners in connection with GC/CM projects, including the following public school projects: Northshore School District (three high schools), Tacoma School District (two high schools), Snohomish School District (high school), Marysville School District (high school), Wahluke School District (high school), Wellpinit School District (secondary school), Issaquah School District (multiple campus projects), Lake Washington School District (multiple campus project), and Steilacoom Historical School District (high school). Chris has been recognized by multiple publications, including being listed by Best Lawyers in America through 2016 and being named Seattle Lawyer of the Year in Education Law for 2014 and 2016 by that publication.

- 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.

Please see Attachment D – Experience and Roll on Previous GC/CM Projects, and Staff Biographies (above)

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

Please see Attachment D – Experience and Roll on Previous GC/CM Projects, and Staff 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.

Once hired, the Capital Projects Director will be employed full time through the duration of the bond program, which significantly exceeds the duration of the Park Place modernization project. Additionally, the GC/CM & Project Controls Consultant will also be employed for the entire duration of the Park Place project. The GC/CM & Project Controls Consultant will concentrate their efforts in the first year to ensure that the GC/CM process us fully and appropriately utilized and is successful.

Once construction is underway they will provide weekly guidance and checks of critical project parameters such as schedule, budget, and proper documentation. As Bond Program Manager, Assistant Superintendent Mannix has sufficient budget capacity, and authority, to bring on additional in-house or consultant project managers as necessary to properly manage the Park Place project and any of the other projects contained within the overall bond program.

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

Please see Attachment D – Experience and Roll on Previous GC/CM Projects, and Staff Biographies (above)

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

During the design phase the Capital Projects Director maintains daily contact with the district’s Assistant Superintendent for Operations to discuss project issues, workloads, financial and performance status, and decisions that need to be made. The roles and responsibilities of the Capital Projects Director, district’s GC/CM & Project Controls Consultant, Architect and their design consultants, and the GC/CM will be established in a matrix of responsibilities. The Capital Projects Director monitors the various activities and the deliverables established in the matrix and keeps the appropriate party on point for their respective work throughout the design phase, assisted by the district’s GC/CM Consultant.

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 engineering and constructability reviews will be ongoing and are an established agenda item in coordination meetings. Market prices will be monitored for impacts to the current estimates. Once the Maximum Allowable Construction Cost (MACC) is negotiated after the 90% construction documents are in place, the GC/CM, Capital Projects Director, district’s GC/CM Consultant, and Assistant Superintendent, Operations, will evaluate the

construction documents to determine if there are any changes that impact the agreed upon MACC. If so, then these changes will be brought back in line with the budget and the established MACC. At intermediate reviews of the construction documents, the design team will be required to provide a list of changes/further development of design from the previous submittal as a means to identify and control scope that is not part of the GMP.

At completion of the construction documents, the GC/CM is required to review the specifications and the drawings to determine if there are any changes that may have been incorporated and to re-confirm the MACC and the Total Construction Cost.

As part of the pre-construction services the GC/CM will develop a subcontracting bid plan, schedule for bidding, phased construction schedule, and determine if early procurement is necessary. These plans will be reviewed by the District's Capital Projects Director, GC/CM Consultant, and the Architect. The Architect's design deliverables will be integrated with the GC/CM bidding and construction plan. Early and frequent meetings with the county permit agencies, fire department, and other code officials prior to permit intakes will help ensure that the permit comment requirements that may affect the MACC will be mitigated.

Once construction begins the Capital Project Director's team will review construction related project issues, workloads, financial and performance status, and decisions that need to be made on a daily basis. Directives for changes will be approved expediently by the District. The Capital Projects Director will monitor the various activities and deliverables established in the matrix, keeping the appropriate parties on point for their respective work throughout the life of the project. All facets of the project will be monitored by the Assistant Superintendent for Operations and the district's GC/CM & Project Controls consultant.

- A brief description of your planned GC/CM procurement process.
  1. Issue and publically advertise RFQ (June 11 and 18, 2015 advertisements).
  2. Market the project to the construction community (Completed)
  3. Hold a pre-RFQ submittal conference at school site and issue addendum, if needed (10 firms participated in a pre-proposal conference on June 23, 2015)
  4. Review submitted Statements of Qualifications (Completed on July 9, 2015)
  5. Shortlist firms for an interview (Completed – firms notified on June 13, 2015)
  6. Issue interview instructions and GCCM contract document to firms selected for interview. Request comments and feedback prior to interview date. Issue addendum, if needed. (Completed)
  7. Interview selected firms (5 firms selected and interviewed on July 22, 2015)
  8. Short-list for pricing proposal phase (Completed)
  9. Receive pricing proposals – Scheduled for August 17, 2015
  10. Evaluate interviews and proposals and determine highest scored firm – Scheduled for August 17, 2015
  11. Negotiate contract language for pre-construction services with the highest scored firm – Scheduled for August 18 through 25, 2015
  12. Submit recommendation for selection and award to School Board – Scheduled for August 26, 2015
  13. Approval by School Board on recommendation – Scheduled for August 31, 2015
  14. Issue Notice to Proceed with Preconstruction Services – Scheduled for September 1, 2015

- 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 will use forms that include drafted revisions to the AIA's standard forms A121-2003 Agreement and A201-1997 General Conditions. Those revisions provided compliance with Washington State law and School District policies and procedures. These AIA forms have been updated to the current A133-2009 Agreement and the A201-2007 General Conditions.

Also, Division 0 and Division 1 will address requirements and issues specific to the GC/CM alternate procurement method.

The Agreement and General Conditions have been developed by Chris Hirst of The Pacifica Law Group. Division 0 and Division 1 documents will be reviewed by Chris Hirst as they are developed.

**8. 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:

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

No major construction activity in the previous six years; please see Attachment E – School District Construction History for construction activity going back to 1997

**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:

- 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 Attachment E1 – Preliminary Concept Sketch, and E2 – Preliminary Phasing Scheme

**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.

No audit findings on any capital projects listed in response to Question 8, including those going back to 1999.

## Caution to Applicants

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

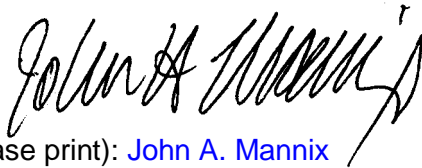
## Signature of Authorized Representative

In submitting this application, you, as the authorized representative of your organization, understand that: (1) the PRC may request additional information about your organization, its construction history, and the proposed project; and (2) your organization is required to submit 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): [John A. Mannix](#)

Title: [Assistant Superintendent, Operations](#)

Date: [August 5, 2015](#)



## ATTACHMENT A – Brief Description of Project

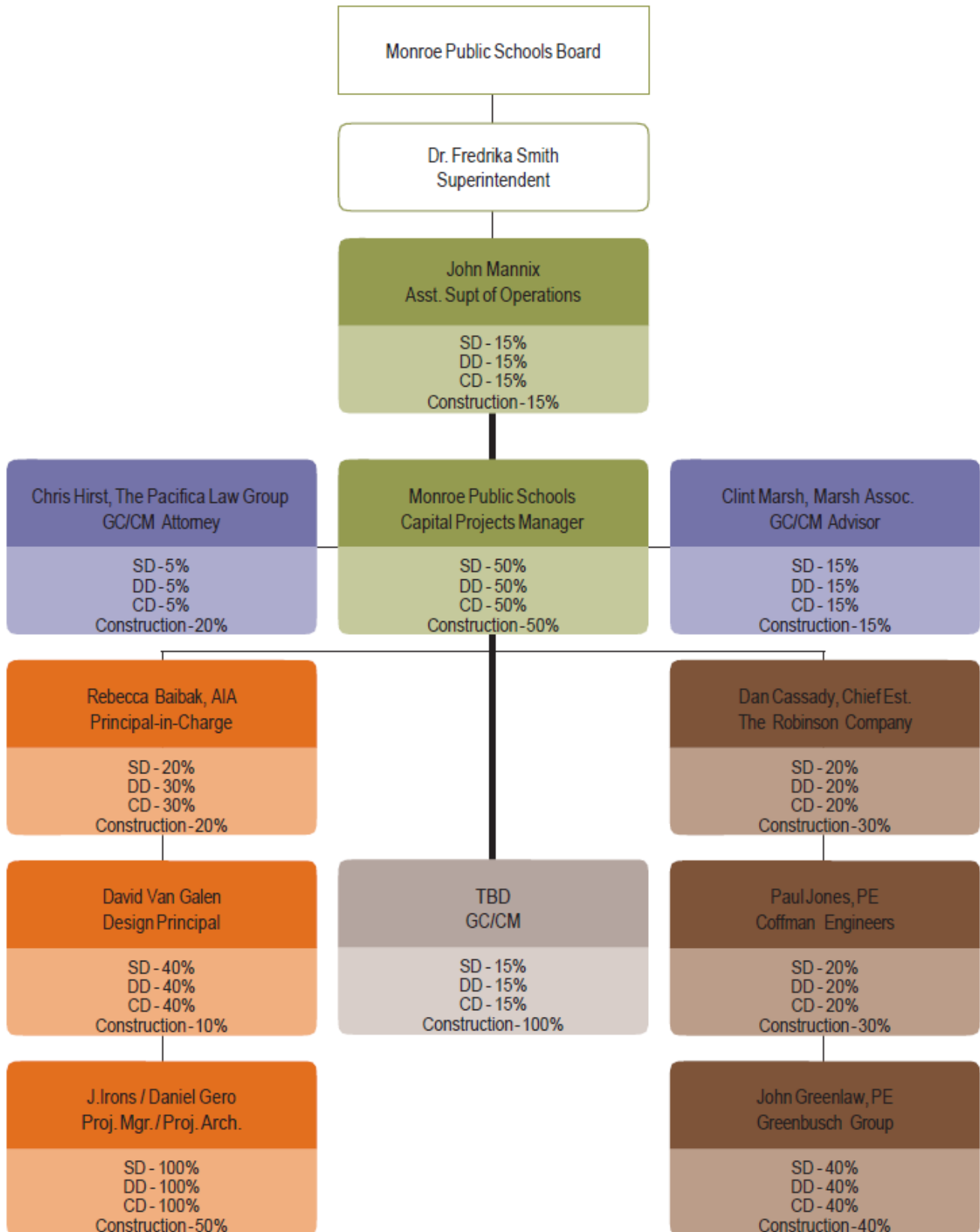
Park Place Middle School is currently composed of six primary structures, and was originally built as a high school in the mid 1970's. The facility and the site amenities have been adapted overtime to meet the needs of Middle School students and curriculum with limited effectiveness. This project will provide facilities that directly reflect the developmental needs of emerging adolescents, in a way that is flexible and adaptable to current and evolving curriculum. The process began with an assessment of existing "high value" buildings, including the gymnasium, and the opportunities to integrate these facilities into a fully modernized two-story building, with internal circulation. The site will be enhanced to meet the needs of the students and the community with new lit play fields and opportunities for outdoor learning and socialization. Sustainable strategies that provide long-term reductions in operating costs and educational opportunities are important components to the design approach.

Project complexities include construction in multiple phases while maintaining a meaningful educational opportunity for approximately 800 students in grades 6 through 8. Additional challenges include maintaining safe pedestrian and vehicular pathways, mitigation of noise, dust, vibration and other demolition or construction related conditions that could adversely impact the safety and health of staff, students, and patrons, and thoughtfully blending new and existing structures on an extremely tight site that has a designated Critical Area Buffer Zone along the entire southern portion of the property, with Main Street along northern edge.

In addition to the 128,000sf of program area, outdoor play for lunch, physical education, and after-school athletics will be integrated with separate parent and bus drop-off areas on the site. All of these elements will be brought together to provide a 50-100 year facility that is inspiring to students, staff and the community.



ATTACHMENT C – Project Organizational Chart



**ATTACHMENT D - Experience and Role on Previous GC/CM Projects**

GC/CM Projects (Design)	<b>Benjamin Rush Elementary School</b>	<b>Cleveland High School</b>	<b>Northshore Junior High</b>	<b>Alderwood Middle School</b>	<b>Medicine Crow Middle School</b>	<b>Elysian K-8 School</b>	<b>Vashon Island High School</b>	<b>Meadowdale Middle School</b>
School District (SD)	Lake Washington SD	Seattle Public Schools	Northshore SD	Edmonds SD	Billings SD	Elysian SD	Vashon Island SD	Edmonds SD
Project Cost	\$20.7 M	Unk.	\$16.0 M	\$59.0 M (est.)	\$29.8 M (est.)	\$8.1 M	\$34.0 M	\$38.5 M
Year Complete	2013	2006	2004	2017 (est.)	2016 (est.)	2015	2014	2011
Name/Role								
Rebecca Baibak	PIC	PA	PA					
David Van Galen				DP	DP	DP	DP	DP
Daniel Gero							PA	
GC/CM Projects (Owner)	<b>John R Rogers High School Modernization</b>	<b>Shadle Park High School Modernization</b>	<b>Wahluke High School</b>	<b>Nakamura US Federal Courthouse</b>				
School District (SD)	Spokane SD	Spokane SD	Wahluke SD	GSA				
Project Cost	\$49.2 M	\$50.2 M	\$21.0 M	Unk.				
Year Complete	\$49.2M / 2007	\$50.2M / 2008	\$21 M / 2004	2008				
Name/Role								
John Mannix	PIC	PIC						
Clint Marxh			PM	PM				
TBD - Capital Proj. Dir.								

PIC = Principal in Charge

DP = Design Architect

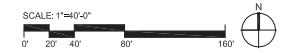
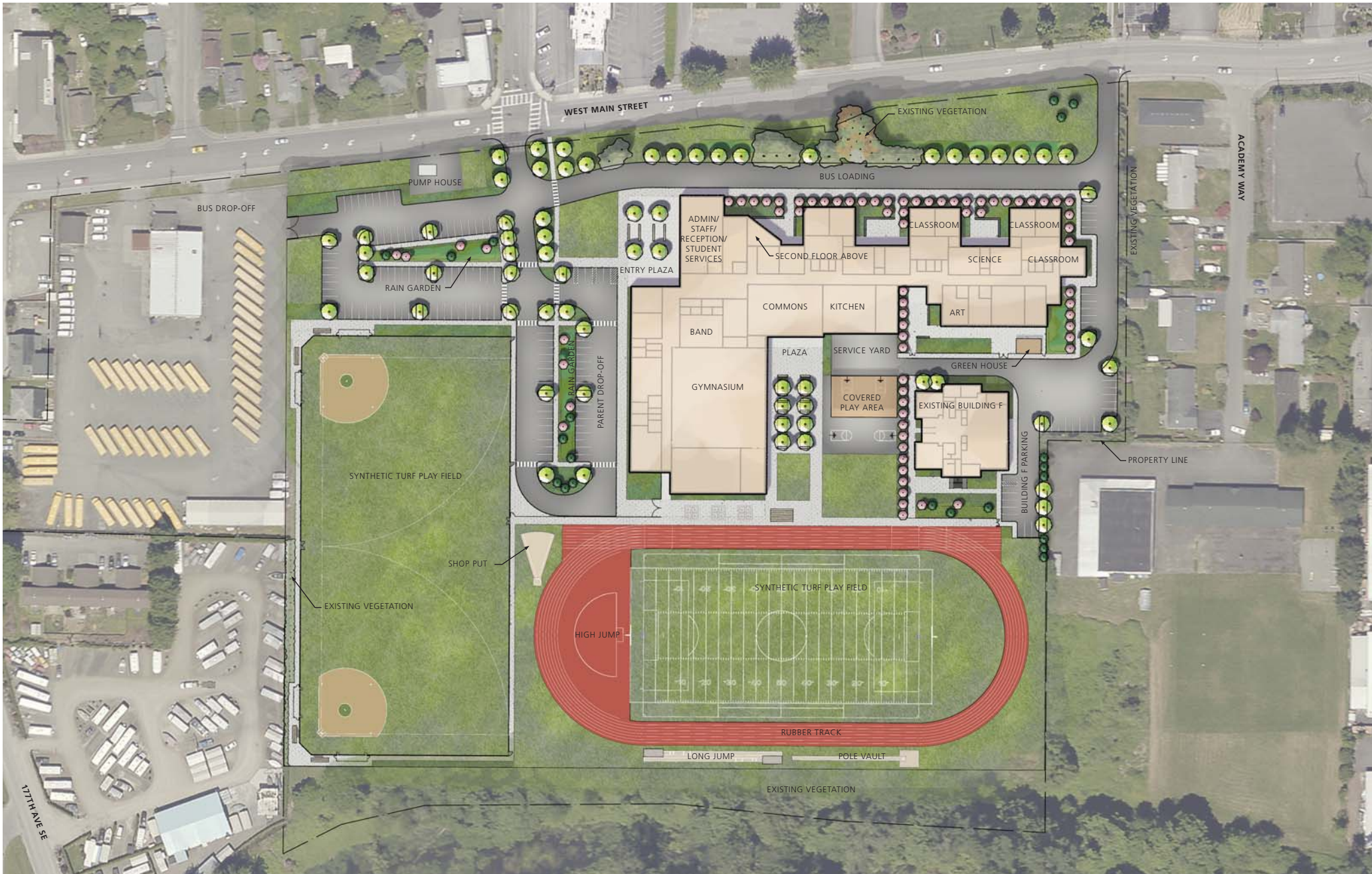
PM = Project Manager

PA = Project Architect

ATTACHMENT E - School District Construction History

<b>Proj #</b>	<b>Project Name</b>	<b>Project Description</b>	<b>Contract Method</b>	<b>Planned Start</b>	<b>Planned Finish</b>	<b>Actual Start</b>	<b>Actual Finish</b>	<b>Planned Budget</b>	<b>Actual Budget</b>	<b>Reason for Budget or schedule overrun</b>
1	Monroe High School Phase I	New construction of three wings and central services of a comprehensive high school	D-B-B	Mar-98	Jul-99	Jun-98	Sep-99	\$24.1 M	\$24.6 M	Weather related claims due to wet El Niño weather and owner initiated improvements
2	Monroe High School Phase II	Addition of fourth classroom wing	D-B-B	Jun-04	Feb-05	Jun-04	Feb-05	\$4.8 M	\$5.0 M	Unusually high construction inflation at the time
3	Hidden River Middle Phase I	New construction of classroom wing, library, and offices	D-B-B	Jul-99	May-99	Aug-98	Sep-99	\$5.7 M	\$7.1 M	Weather related claims due to wet El Niño weather and owner initiated improvements
4	Hidden River Middle Phase II	Expansion of HRMS as planned in initial concept, based on enrollment needs	D-B-B	Jun-04	Feb-05	Jun-04	Aug-05	\$3.9 M	4.3 M	Unusually high construction inflation at the time
5	Fryelands Elementary	Construction of new elementary school (#5)	D-B-B	May-04	Jun-05	May-04	Jun-05	\$10.0 M	\$12.1 M	Unusually high construction inflation at the time, and owner initiated improvements
6	Maltby Elementary Modernization	Modernization and expansion of existing elementary school	D-B-B	Jun-04	Feb-05	Aug-04	Feb-05	\$7.4 M	\$8.5 M	Unusually high construction inflation at the time

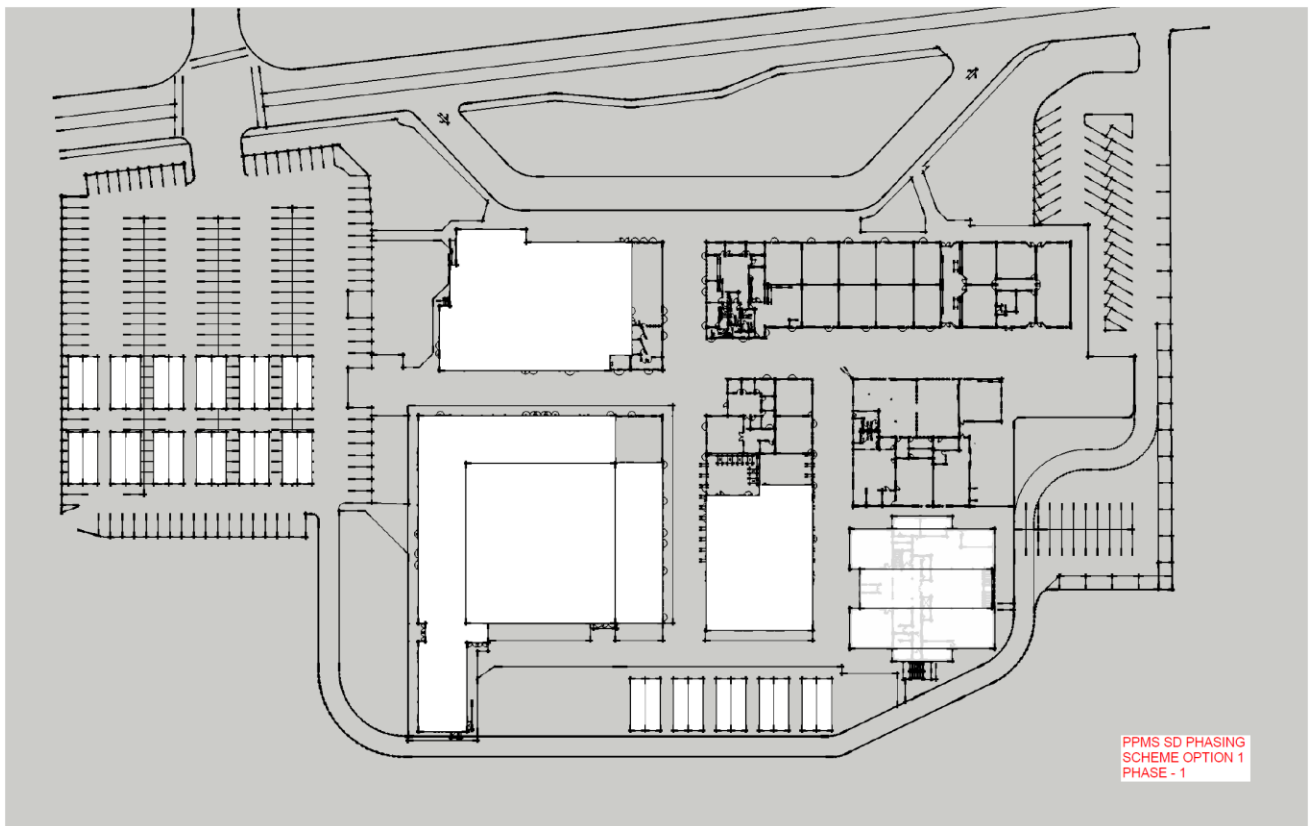
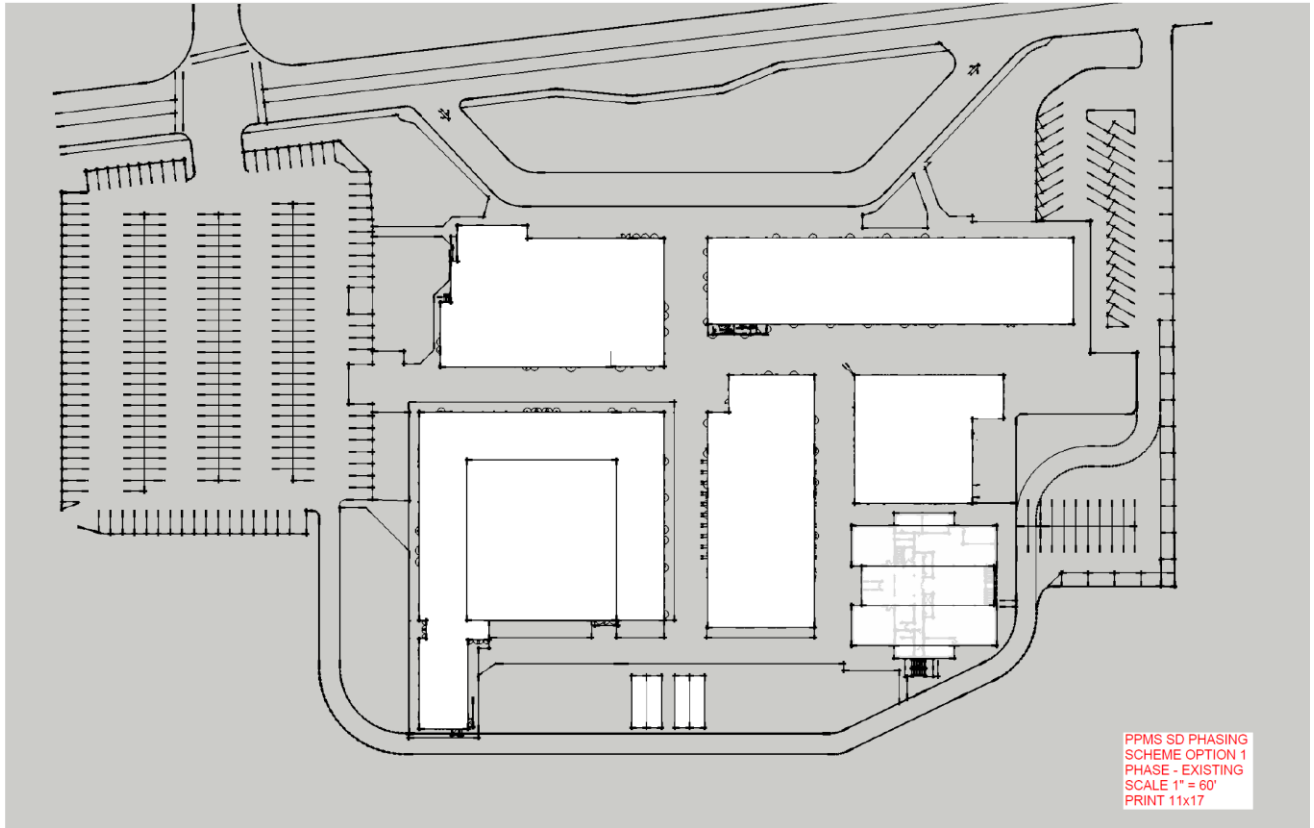




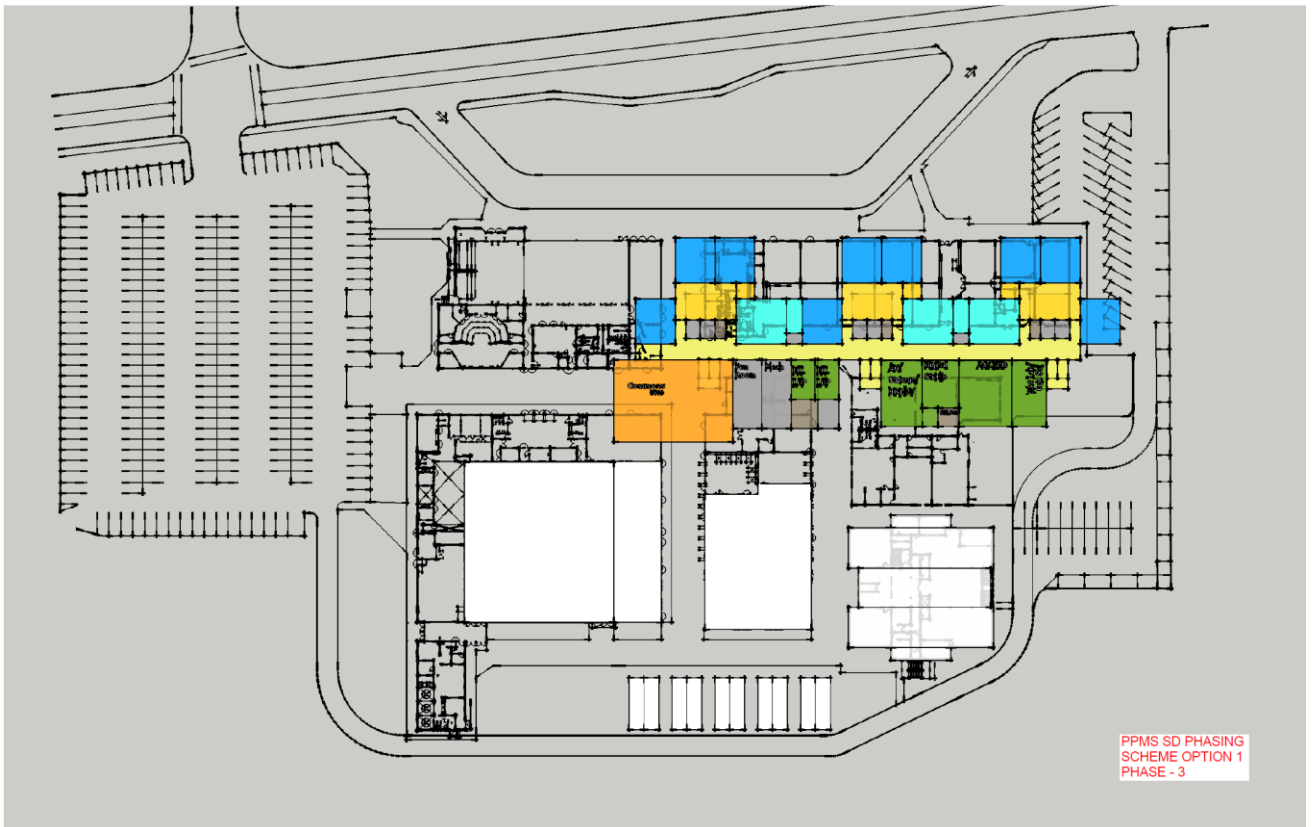
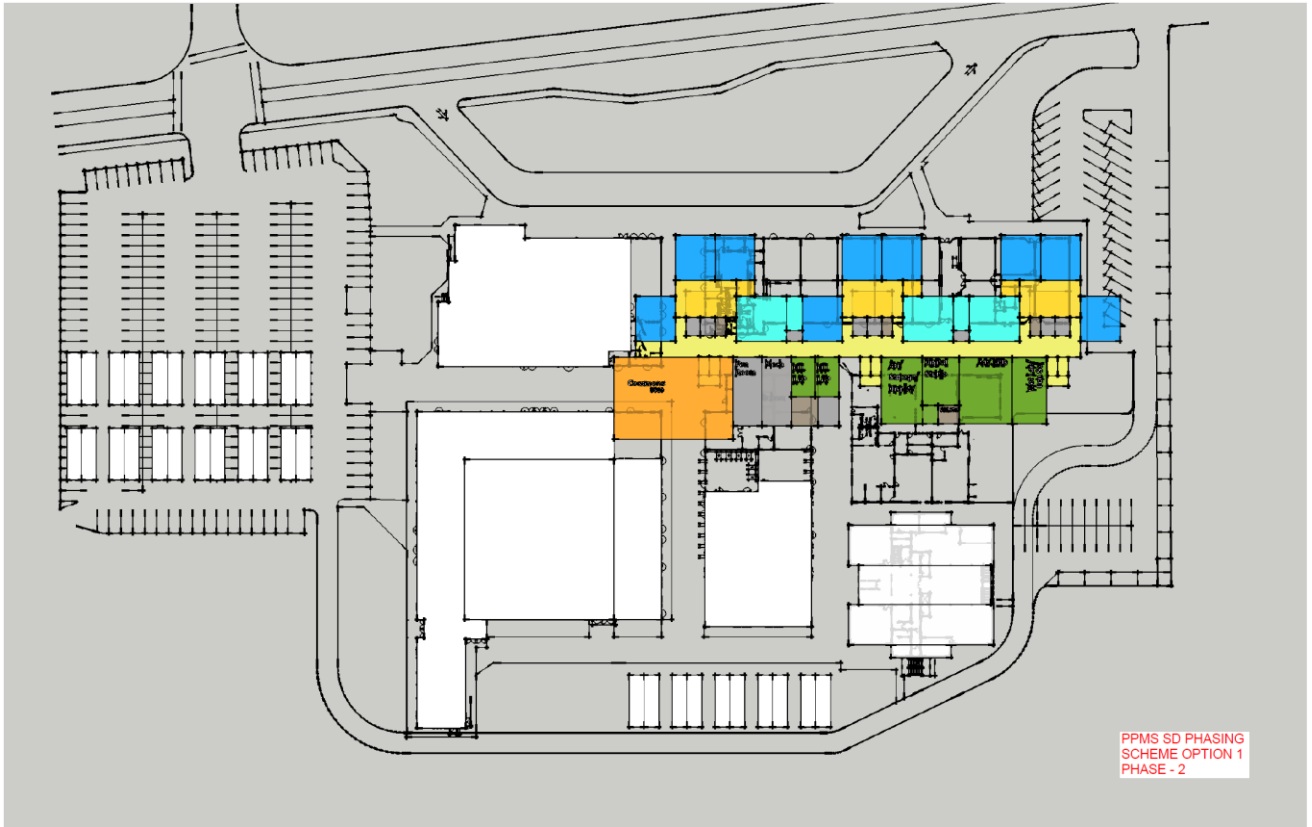
09/30/2015



ATTACHMENT E2 – Preliminary Phasing Scheme



ATTACHMENT E2 – Preliminary Phasing Scheme (continued)



ATTACHMENT E2 – Preliminary Phasing Scheme (continued)



End of Application and Attachments