



McLoughlin Middle School Replacement, Marshall Elementary School Replacement and Lieser K-12 Modernization



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

Application for GC/CM Project Delivery Approval

Submitted by

Vancouver Public Schools

May 1, 2017

May 1, 2017

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

Attention: Talia Baker, Administrative Support

Dear PRC Members:

Attached is an application requesting approval for Vancouver Public Schools to utilize GC/CM contracting for our project to replace McLoughlin Middle School and Marshall Elementary School and to modernize the existing Marshall Elementary School building to house our Lieser K-12 program. All three facilities will share a common site. McLoughlin and Marshall will remain operational while their replacement schools are being built adjacent to the existing locations. Once the new facilities are completed, the old McLoughlin facility will be demolished and the old Marshall facility will be renovated to house the Lieser K-12 program.

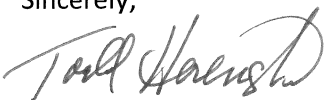
This project will be the first that Vancouver Public Schools has elected to construct utilizing the GC/CM delivery method. Our decision to request approval to use the GC/CM delivery method is one that has not been taken lightly. We have conducted extensive research and spoken with architects, engineers, contractors, attorneys, consultants and other school districts who have used the GC/CM delivery method on their capital projects. We are encouraged by the feedback we received and believe the MMS/MES/Lieser project will benefit significantly by utilization of the GC/CM process.

I am planning to be closely involved in these projects from planning through construction. Although I do not have previous experience in the GC/CM delivery method, in June 2017, I will attend the AGC GC/CM Training Seminar to assist me in understanding the methods, procedures and regulations related to the GC/CM delivery process. Additionally, I am a licensed architect and have over 30 years of K-12 public schools project management experience through the design/bid/build process.

Vancouver Public Schools has selected Parametrix as our GC/CM Procurement Manager, GC/CM Project Advisor and PM/CM consultant for this project. As such, we will utilize their services and expertise during the preconstruction, negotiation, construction and close out phases of the project. As you know, Parametrix has successfully proposed and executed the GC/CM delivery process on numerous K-12 projects. We will also utilize the technical and legal assistance of our District legal counsel, Perkins Coie. Perkins Coie has had extensive experience advising and assisting school districts with GC/CM projects. Lastly, Vancouver Public Schools will draw upon the experience and knowledge of our Architect, LSW Architects, to help ensure the success of GC/CM delivery on this project.

We are excited about the opportunity 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 Project Review Committee.

Sincerely,



Todd Horenstein, AIA
Assistant Superintendent of Facility Support Services
Vancouver Public Schools

**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**

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1. Identification of Applicant

(a) Legal Name of Public Body:	Vancouver Public Schools		
(b) Address:	2901 Falk Road, Vancouver, WA 98661		
(c) Contact Person Name:	Todd Horenstein	Title:	Asst. Supt. of Facility Support Services
(d) Phone Number:	(360)313-1040	Fax:	(360)313-1041 E-mail: todd.horenstein@vansd.org

2. Brief Description of Proposed Project

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

This project application for Vancouver Public Schools encompasses multiple facilities that are co-located on a single, 41 ½ acre site. The existing site is currently home to McLoughlin Middle School (MMS), Marshall Elementary School (MES) and the Propstra Aquatic Center. All three facilities will remain occupied and operational during construction. Propstra will remain “as-is” and is not part of the work of this contract. New schools will be constructed on the site to replace MMS and MES. The existing MMS will be demolished and a sitework package will take place at that location as part of this work. The existing MES will remain and will be modernized to house the Lieser K-12 program.

McLoughlin Middle School Replacement

The existing school was originally constructed in 1943, rebuilt in 1956 and partially remodeled in 1992. The building systems and finishes are nearing and/or beyond their useful life. The existing school is 145,581s.f. and currently houses nearly 1,000 students (Grades 6-8) and 65 staff members. The existing building is single-story and a combination of wood-framed, concrete and masonry construction.

It is the District’s intent to replace the existing school with a new building on the existing site. The existing building will remain occupied and continue operations during construction. Although it is still only in the planning and pre-design phase, it is likely that the new school will be a combination of one and two-story, wood-framed and masonry or steel-framed, masonry and concrete construction designed to house 900 students and 60 staff members. The new school will be designed to provide a teaching environment conducive of learning in the 21st Century and beyond. The anticipated Owner’s MACC for the project is \$55.04M. The construction is anticipated to be phased, beginning in the Fall of 2018 and completed in the Summer of 2020. The existing building will be demolished following occupancy of the new facility and site development/improvements will take place at the location where the old facility was razed.

Marshall Elementary School Replacement

The existing school was originally constructed in 1962. In 1963 a new classroom wing was added to provide additional classroom space. In 1992, a new building was constructed to add a gym, media center and music room. Aside from these expansions, in the 65 years since it was constructed, the school has received only minor updates. The building systems and finishes are all well beyond their useful life. The existing school is 51,270s.f. and currently houses 380 students (Grades K-5) and 30 staff members. The existing building is single-story and a combination of wood-framed and masonry construction.

It is the District’s intent to replace the existing school with a new building on the existing site. The existing building will remain occupied and continue operations during construction. Although it is still

only in the planning and pre-design phase, it is likely that the new school will be a combination of one and two-story, wood-framed and masonry or steel-framed, masonry and concrete construction designed to house 420 students and 40 staff members. The new school will be designed to provide a teaching environment conducive of learning in the 21st Century and beyond. The anticipated Owner's MACC for the project is \$25.625M. Construction is anticipated to be phased, beginning in the Fall of 2018 and completed in the Summer of 2020. The existing building will subsequently be modernized to house the Lieser K-12 program following occupancy of the new facility.

Lieser K-12 Modernization

The program is currently located in a facility that was originally constructed in 1944. It was remodeled in 1952 and again in 1992. The existing facility is no longer conducive to the program, goals and learning environment required for this unique program. The current Lieser program includes 300 students (Grades K-12) and 35 staff members.

It is the District's intent to modernize the existing Marshall Elementary School building to house Lieser K-12, once the building has been vacated. The project will be designed to house 500 students and 40 staff. This construction work will take place adjacent to the newly completed Marshall Elementary and McLoughlin Middle School facilities. Once the construction is completed, the Lieser program will move from their current facility into the modernized building. Although it is still only in the planning and pre-design phase, it is likely that the existing school will receive new building systems (Electrical, HVAC, Data, etc.), new finishes and upgrades/renovations to meet accessibility, seismic and programmatic requirements. The goal would be to create a teaching environment conducive of learning in the 21st Century and beyond. The anticipated Owner's MACC for the project is \$9.425M. Construction is anticipated to begin in the Summer of 2020 and completed in the Winter of 2021.

It is currently the District's intent to obtain one GC/CM firm to provide construction on these three projects as a "bundled package" with separate contracts for each of the three. However, depending on market conditions and feedback from the construction community, the District may decide, at its discretion, to consider separating them as three individual projects or in a combination of individual and bundled projects to be run under one, two or three GC/CM procurement/award processes.

3. Projected Total Cost for the Project

A. Project Budget

McLoughlin Middle School	
GC/CM MACC (Includes GC/CM Risk Contingency @ 3% of MACC)	\$ 49,721,860
GC/CM Fee, SGC's, Pre-Con Serv. & NSS Allowance (8% of MACC)	\$ 4,323,640
Subtotal (Owner's MACC)	\$ 54,045,500
Owner's Construction Contingency (5% of MACC)	\$ 2,702,275
Owner's Project Contingency (5% of MACC)	\$ 2,702,275
Furnishings, Fixtures, Equip and Data/Tech Allowance (5% of MACC)	\$ 2,702,275
Professional Services Allowance (Architects & Engineers) (8% of MACC)	\$ 4,323,640
Owner's Consultants (Survey, Geo-Tech, HazMat, Insp., etc.) (1% of MACC)	\$ 540,455
Contract Administration Costs (PM/CM, etc.) (2.5% of MACC)	\$ 1,351,138
Other Related Project Costs (Permits, Fees, etc.)	\$ 1,402,621
Sales Tax (8.4% of MACC)	\$ 4,539,822
Total	\$ 74,310,000

Marshall Elementary School	
GC/CM MACC (Includes GC/CM Risk Contingency @ 3% of MACC)	\$ 23,575,000
GC/CM Fee, SGC's, Pre-Con Serv. & NSS Allowance (8% of MACC)	\$ 2,050,000
Subtotal (Owner's MACC)	\$ 25,625,000
Owner's Construction Contingency (5% of MACC)	\$ 1,281,250
Owner's Project Contingency (5% of MACC)	\$ 1,281,250
Furnishings, Fixtures, Equip and Data/Tech Allowance (5% of MACC)	\$ 1,281,250
Professional Services Allowance (Architects & Engineers) (8% of MACC)	\$ 2,050,000
Owner's Consultants (Survey, Geo-Tech, HazMat, Insp., etc.) (1% of MACC)	\$ 256,250
Contract Administration Costs (PM/CM, etc.) (2.5% of MACC)	\$ 640,625
Other Related Project Costs (Permits, Fees, etc.)	\$ 581,875
Sales Tax (8.4% of MACC)	\$ 2,152,500
Total	\$ 35,150,000

Leiser K-12	
GC/CM MACC (Includes GC/CM Risk Contingency @ 3% of MACC)	\$ 8,671,000
GC/CM Fee, SGC's, Pre-Con Serv. & NSS Allowance (8% of MACC)	\$ 754,000
Subtotal (Owner's MACC)	\$ 9,425,000
Owner's Construction Contingency (5% of MACC)	\$ 471,250
Owner's Project Contingency (5% of MACC)	\$ 471,250
Furnishings, Fixtures, Equip and Data/Tech Allowance (5% of MACC)	\$ 471,250
Professional Services Allowance (Architects & Engineers) (8% of MACC)	\$ 754,000
Owner's Consultants (Survey, Geo-Tech, HazMat, Insp., etc.) (1% of MACC)	\$ 94,250
Contract Administration Costs (PM/CM, etc.) (2.5% of MACC)	\$ 235,625
Other Related Project Costs (Permits, Fees, etc.)	\$ 255,675
Sales Tax (8.4% of MACC)	\$ 791,700
Total	\$ 12,970,000

B. Funding Status

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

The MMS/MES/Lieser K-12 project will be funded from revenue provided by a capital bond proposition approved by Vancouver Public Schools voters in February 2017. This bond proposition provides sufficient funds to complete all phases of 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 tables below.

Project Schedule (McLoughlin & Marshall)	Start	Finish
Programming (Ed Specs)	February 2017	April 2017

Schematic Design	May 2017	July 2017
Design Development	August 2017	October 2017
Construction Documents	November 2017	May 2018
Site Development and Land-use Review	July 2017	August 2018
Building Department Review/Permitting	March 2018	July 2018
Subcontract Bidding	July 2018	August 2018
New Building Construction	August 2018	June 2020
New Building Substantial Completion	June 2020	June 2020
New Building Punchlist	July 2020	August 2020
New Building Commissioning	July 2020	August 2020
Owner New Building Move-in	July 2020	August 2020
Demolish Existing McLoughlin Buildings	June 2020	July 2020
Sitework Construction at McLoughlin	July 2020	September 2020
Sitework Substantial Completion at McLoughlin	August 2020	August 2020
Final Completion/Closeout	September 2020	October 2020
First Day of School	September 2020	September 2020
New Building Warranty Period	June 2020	June 2021
Project Schedule (Lieser)	Start	Finish
Programming (Ed Specs)	May 2019	July 2019
Schematic Design	August 2019	September 2019
Design Development	October 2019	December 2019
Construction Documents	January 2020	June 2020
Site Development and Land-use Review	December 2019	June 2020
Building Department Review/Permitting	January 2020	June 2020
Subcontract Bidding	July 2020	August 2020
Existing Building Construction	September 2020	March 2021
Existing Building Substantial Completion	February 2021	February 2021
Existing Building Punchlist	February 2021	February 2021
Existing Building Commissioning	February 2021	March 2021
Final Completion/Closeout	March 2021	April 2021
Existing Building Owner Move-in	April 2021	April 2021
First Day of School	April 2021	April 2021
New Building Warranty Period	February 2021	February 2022
GC/CM Schedule		

PRC Application	April 10, 2017	May 1, 2017
PRC Presentation	May 25, 2017	May 25, 2017
First publication of RFP for GC/CM Services	May 29, 2017	May 29, 2017
Second publication of RFP for GC/CM Services	June 5, 2017	June 5, 2017
Project Information Meeting (Date subject to change.)	June 6, 2017	June 6, 2017
RFP Submittal Deadline	June 12, 2017	June 12, 2017
Open & Score Submittals Received	June 14, 2017	June 15, 2017
Notify Submitters of Most Highly Qualified Submitters & Invite to Interview	June 16, 2017	June 16, 2017
Interviews with Short-Listed Firms	June 26, 2017	June 26, 2017
Notify Submitters of Most Highly Qualified Firms & Invite to Submit RFFP	June 28, 2017	June 28, 2017
RFFP Submittal Deadline & Opening	July 12, 2017	July 12, 2017
Notify Submitters of Scoring and Most Qualified GC/CM	July 14, 2017	July 14, 2017
Pre-Con Work Plan Due	July 28, 2017	July 28, 2017
School Board Approval of GC/CM Selection	August 8, 2017	August 8, 2017
GC/CM Agreement w/ Pre-Con Services Executed	August 11, 2017	August 11, 2017
Pre-Con Services	August 14, 2017	TBD
MACC Estimate/Negotiation (90% CD's)	TBD	TBD
School Board Approval of MACC/GMP	TBD	TBD
GMP Amendment Executed	TBD	TBD

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 is currently in Pre-design/Programming and the Schematic Design phase will run from May-August 2017 for McLoughlin Middle School and Marshall Elementary School. The GC/CM will begin working on the project as the Schematic Design phase is being completed for these two projects. The Schematic Design phase for Lieser will take place Summer 2018.

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 MMS/MES/Lieser project for the following reasons:

Occupied Site, Complex Scheduling & Critical Phasing – The new schools will be built on an existing school site. The existing schools will remain occupied and in operation for the entire duration of construction. The project has a critical phasing and portions of the work will be directly adjacent to or encroach into the occupied portion of the existing school campuses. Multiple phases will be required to efficiently execute the construction work.

The site is currently occupied by an existing aquatic center that is utilized by the District and the public, a middle school campus and an existing elementary school campus with a combined total of approximately 1400 students and 95 staff. The existing aquatic center will need to remain occupied and operational during construction period. Each of the existing schools will be replaced by a new facility, constructed adjacent to the existing that will remain occupied and operational. When the new middle school and elementary school facilities are completed, the existing middle school will be demolished and the resulting area will be developed. The existing elementary school will remain and be modernized to serve as the new Lieser K-12 facility, while the new elementary school is in operation.

The project requires an aggressive design, permitting and construction schedule. It is essential the project is complete and the new schools are ready for students by September 2020. Completion by September 2020 will ensure the new school can be occupied for the 2020-21 school year and the existing elementary school building can then be modernized, starting in September of 2020, to house the Lieser K-12 program. Failure of the new projects to be completed on schedule will complicate the move-in process and demolition of the existing middle school by missing the summer break. It will also delay the modernization of the existing school for occupancy by the Lieser K-12 program.

GC/CM input during the design and permitting phases will assist the design team and Owner in making efficient and timely decisions. It will also assist in establishing a construction schedule that will meet the deadlines required for occupancy of the new schools and the modernized school within the intended schedule. GC/CM involvement during construction creates the opportunity for early procurement of long lead time equipment/materials and an early start of portions of the construction work. A competent GC/CM creates greater certainty that work done in or adjacent to occupied areas will be executed in a safe manner that minimizes disruptions of the learning environment. It will also help ensure that a project with an aggressive schedule will be completed on time.

Site Constraints – The site is bounded on the west and south by public sidewalks and busy streets. To the south across MacArthur Boulevard and the east, the site is bounded by residential neighborhoods. The existing middle school and elementary school will remain in operation during construction and students, staff and school visitors will be directly adjacent to the construction site. Immediately north and contiguous to the site is a private pre-school/day care facility and a school district/community aquatics center. These facilities must remain in operation during the construction period. Also, the construction area for the new buildings is limited because portions of the site will be occupied by the existing schools. This creates a situation where extensive and heavy construction activities will occur within a limited area while surrounded by occupied schools, traffic and families.

GC/CM involvement in the project will help ensure the construction work is executed in a manner that utilizes the site in a careful, organized and coordinated manner while minimizing disruptions to the occupied schools and respecting the surrounding neighborhoods.

Safety – The close proximity of the construction site to occupied schools, public sidewalks, streets and family homes creates a high-level of need for well-organized, carefully monitored and safe construction activities. The limited size of the construction work area and the need to perform work on portions of occupied school campuses creates additional challenges for maintaining a controlled and harm-free construction area and school environment.

Approximately 40% of the total site is occupied by existing buildings, parking lots, bus loading and playfields that will remain in operation during construction. This will create challenges for a contractor who must safely provide adequate areas for site access, construction vehicles, lay-down space and job shacks without impacting the existing school campuses, parking lots, playfields and public access.

Having a well-qualified GC/CM involved will help ensure the construction activities are properly planned and phased so that the work will minimize disruption of school activities, minimize adverse impacts on streets and the surrounding neighborhoods and will be safely executed at all times.

Inflation/Escalation – Utilization of the GC/CM process will assist in completing the project in an expedited manner. This will reduce the impact of volatile cost escalation that is currently present in the construction market throughout Western Washington.

GC/CM involvement will allow the opportunity to consider expediting construction and minimize the effects of inflation by utilizing early bid packages and phased construction. The assistance of the GC/CM contractor will be instrumental in determining whether to implement early bid packages and, if so, utilizing the GC/CM to effectively manage and coordinate this work. Early bid packages could include site work, utilities, foundations, concrete slabs and structural steel.

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 – Between the two schools, there will be 1,400 students and a staff of 140 who will occupy and utilize the existing school buildings, parking lots and playfields during construction. It is anticipated that the following school functions will be impacted:

- Utility lines located on the existing campus or in the public right-of-way may require modifications or extensions to accommodate the new buildings. The extent of this work will be determined during the design phase with input from the GC/CM.
- Access to and use of existing playfields and ball fields may be impacted during the construction and demolition process. Physical education classes that typically utilize these facilities will have to establish alternative access and/or temporarily relocate their activities to locations which will not be affected by construction of the new buildings and demolition. Athletic teams that use football, soccer and track facilities may have to be transported offsite to utilize these facilities at other locations in the District.
- Construction vehicle traffic serving the project sites may affect bus and passenger vehicle traffic at and around the existing schools. This construction traffic will need to be closely coordinated and monitored by the GC/CM to ensure safe traffic conditions and to minimize interference with school buses and passenger vehicles.
- Construction vehicle traffic serving the construction site may interfere with students and staff who walk or bike to the schools. Again, this construction traffic will need to be closely coordinated and monitored by the GC/CM to ensure safe conditions for pedestrians.

Critical Phasing – The project will require the construction work to be performed in phases to address continued operation of existing facilities, active construction areas, occupation of new facilities and demolition and modernization of the existing buildings.

- Phase 1 will include construction of a new middle school and elementary school at the central portion of the current school site while the existing schools remain in operation at each side

of the construction zone. The exact areas of the site to be utilized for construction activities will be determined after a GC/CM joins the project team. Demolition of some accessory structures may be required to provide room for construction of new buildings.

- Phase 2a will consist of the demolition of the existing middle school adjacent to the new school.
- Phase 2b will include the completion of site development work in the area of the demolished middle school.
- Phase 2c will include work related to the modernization of the existing elementary school building for use by the Lieser program.

Safety – Construction activities will need to be conducted in a manner that ensures the safety and health of nearby students, school staff, neighbors and the public. This includes control of sound, odor, and dust; control of construction deliveries and traffic; safe work activities within the existing school campus; a secure construction site that is not an attractive nuisance; and protections for pedestrians who are in the vicinity of the construction work.

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

The GC/CM will be able to provide input during the design process to ensure that critical construction activities, building systems, construction scheduling and phasing, and safety considerations are properly integrated into the project design. GC/CM assistance will also help make sure the project can be completed on budget and on schedule. Based on the experience of Parametrix, input from the GC/CM during the design phase has proven invaluable to achieving the Owner's goals for the design and construction of school facilities: staying on budget and schedule, minimizing adverse impacts to the educational process, and maintaining a safe environment for staff, students and the community.

The GC/CM will also provide value in advising the design team and Owner on constructability, value analysis, construction document quality, and other design phase deliverables. The GC/CM will play a vital role during pre-construction phase to assist in preparing early bid packages and most importantly to assume the cost and schedule risk of delivering the project.

GC/CM involvement during the design phase is critical to the success of projects of this type that are being constructed on an occupied site with multiple phases and an expedited design and construction schedule. The GC/CM will help successfully plan a project with realistic and specific scope, boundaries, constraints and contingency plans for each phase of the project.

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 – Having a GC/CM Contractor on board during design phase will help to focus design efforts to more effectively explore solutions that are viable, buildable, cost effective and efficient, thus enabling the Owner better control of construction costs and time.

GC/CM involvement in the design process will help reduce the potential for impacts due to cost escalation, product availability problems, and labor shortfalls. This will also help control costs and schedule impacts.

Allocation of Risk –The GC/CM process can reduce risks and claims in the following manner:

- A GC/CM Contractor is highly motivated to maintain a schedule that it helped develop.
- The GC/CM delivery process offers an “open book” cost accounting of the work.
- The GC/CM understands the nature and scope of the construction work long before it bids, which reduces the “learning curve” associated with design-bid-build projects and lowers the potential for surprises.
- The GC/CM will participate in setting schedule for and packaging the scope of bid packages to fit the marketplace. This will help set realistic expectations before work packages are bought, will lower the risk of non-responsible subcontractor bidding, and will improve cost management and control.
- The GC/CM participates in and ultimately “owns” pre-construction cost estimates leading up to the GMP negotiations.
- The GC/CM will participate in value-engineering and constructability reviews early in the design process. This helps ensure cost-effective and value-based solutions.
- The potential for serious construction claims and litigation is greatly diminished because of the collaborative relationships among the GC/CM, Owner and design 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 – A 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 by having the GC/CM participate in constructability reviews, value analysis, design-team/contractor/Owner coordination, and the use of design phase overlap to accelerate project completion. All of these measures have the potential for lowering construction costs and stretching the buying power of the Owner.

Better Coordination of Materials and Equipment Purchases – A GC/CM Contractor can provide better coordination of materials and equipment purchases including MEP coordination, vendor coordination, timing, procurement, delivery, off-loading, storage, rough-in and installation resulting in benefit to the Owner. This level of coordination is often difficult to achieve on a design-bid-build project.

More Responsive and Responsible Bids – A GC/CM Contractor is able to exercise greater control in the organization and assembly of bid packages, the establishment of sub-bidder qualifications, and the selection of subcontractors compared to the design-bid-build process. This reduces the potential for non-responsible bidders and the submittal of non-responsive bids. It also reduces the potential for constructability errors and omissions and scheduling issues being raised after bids have been received and contracts executed with subcontractors.

Better Ability to Accommodate Activities at Site – A GC/CM Contractor can play a critical role during the design phase in preparing a feasible and safe construction plan. This is especially beneficial for a project of this type where construction will occur at an occupied, operational school facility that is adjacent to a populated residential neighborhood. This opportunity for construction planning input during the design phase is not available on a design-bid-build project.

Complex Scheduling – The preparation of a construction schedule by a GC/CM Contractor, in support of the design team, provides a more detailed, market driven, accurate and realistic CPM schedule. This schedule will better address major construction impacts and will 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 related to the construction project.

Ongoing Value Analysis and Constructability Review – The GC/CM method of delivery facilitates an on-going process of value analysis and constructability review during the entire design phase. This ongoing approach has the potential to result in a more economical design, better bid packages, fewer change orders, fewer claims, and less risk of delays to project completion and cost overrun.

7. Public Body Qualifications [Description of Organization’s Qualifications to Use the GC/CM Contracting Procedure:](#)

The District has a long and successful history of building and modernizing schools and support facilities but has not used the GC/CM delivery method on a project. The District conducted extensive research when evaluating the potential use of GC/CM for this project and is continuing to learn about the process and how to use it successfully for their project. The District’s Assistant Superintendent for Facility Support Services will manage this project and is enrolled in the June 2017 AGC GC/CM Training Seminar. The District will also send one of its Project Managers to the AGC GC/CM Training Seminar in June.

The District has procured the services of Parametrix to serve as a GC/CM Advisor and to assist them with procuring a GC/CM and managing the GC/CM process. Parametrix will assist the school district during the preconstruction, construction and project close out phases. Parametrix has had extensive experience and success in the GC/CM procurement and delivery process. As a strong supporter of the GC/CM delivery method, Parametrix is pleased to be able to assist the District in successfully executing and receiving the benefits of GC/CM.

The Perkins Coie team will also assist the District with the GC/CM process by serving as their legal counsel. The Perkins Coie team has provided legal and contract related services to numerous clients, including a number of Washington State school districts, using the GC/CM delivery method.

Members of the Parametrix team working on this project have helped implement or are currently working on the GC/CM procurement and delivery process on 18 major projects totaling nearly \$990 million in total project costs. The following table identifies these projects.

Project	Project Value	Delivery Method	Time Involved
New Middle School, Ridgefield School District	\$72,500,000	GC/CM	2016-present
Ridgefield High School Additions, Ridgefield School District	\$23,000,000	GC/CM	2016-present
Lake Stevens School District, Lake Stevens High School Modernization & Additions	\$87,000,000	GC/CM	2016-present
Olympic Middle School Reconstruction, Auburn School District	\$65,700,000	GC/CM	2016-present
Mount Vernon High School – Old Main Building Modernization, Mount Vernon School District	\$29,500,000	GC/CM	2016-present
Blakely Elementary School, Bainbridge Island School District	\$38,900,000	GC/CM	2016-present
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
Jemtegaard Middle School, Washougal School District	\$37,800,000	GC/CM	2015-present
Excelsior High School, Washougal School District	\$4,100,000	GC/CM	2015-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

The combination of the District’s past success in managing school construction projects and the GC/CM expertise of Parametrix, LSW Architects and Perkins Coie create a strong team that is well-suited to successfully execute the GC/CM delivery process for this project.

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

Refer to appendix, Attachment A.

Staff and consultant short biographies (not complete résumés):

Todd Horenstein, Assistant Superintendent of Facility Support Services (Vancouver Public Schools)

Todd Horenstein, AIA is an assistant superintendent for Vancouver Public Schools, Vancouver, Washington. He began his career with the school district in 1984. Todd is an innovative thinker and a results-driven leader in the areas of strategic planning, facility master planning, school design, project management, and agency partnership development. His responsibilities include addressing the school district’s long-range planning needs within a dynamic community. Todd performed oversight of the district’s previous \$400 million capital facility improvement program and recently led the planning process

for the \$468 million voter approved bond measure in February 2017. Todd is a licensed architect and has managed over 40 major capital development projects for Vancouver Public Schools. The following table identifies examples of Vancouver Public Schools projects that Todd has been responsible for:

Project	Project Value	Delivery Method	Role	Time Frame
Anderson & Roosevelt elementary (additions) Vancouver Public Schools	\$3.5M	D/B/B	Project oversight/manager	2013-2014
Eisenhower elementary school (new) Vancouver Public Schools	\$9.2M	D/B/B	Project oversight/manager	2004-2006
Fruit Valley elementary (addition) Vancouver Public Schools	\$1.3M	D/B/B	Project oversight/manager	2003-2005
Thomas Jefferson middle school (new) Vancouver Public Schools	\$26.0M	D/B/B	Project oversight/manager	2002-2004
Salmon Creek Elementary school (new) Vancouver Public Schools	\$11.0M	D/B/B	Project oversight/manager	2002-2004
Sarah J Anderson elementary (new) Vancouver Public Schools	\$11.5M	D/B/B	Project oversight/manager	2002-2004
Washington elementary school (new) Vancouver Public Schools	\$8.5M	D/B/B	Project oversight/manager	2001-2003
Franklin elementary school (new) Vancouver Public Schools	\$7.9M	D/B/B	Project oversight/manager	2001-2003
Hazel Dell Elementary school (new) Vancouver Public Schools	\$9.5 M	D/B/B	Project oversight/manager	2001-2003
Fruit Valley elementary (new) Vancouver Public Schools	\$4.7M	D/B/B	Project oversight/manager	2000-2002
Skyview High School (new) Vancouver Public Schools	\$40.0M	D/B/B	Project oversight/manager	1994-1996
Hudson's Bay High School (addition & Renovation) Vancouver public Schools	\$25.5M	D/B/B	Project oversight/manager	1995-1997
Fort Vancouver High School (addition & Renovation) Vancouver Public Schools	\$24.2M	D/B/B	Project oversight/manager	1995-1997
Columbia River high school (addition & remodel) Vancouver Public Schools	\$26.0M	D/B/B	Project oversight/manager	1995-1997

Howard Hillinger – GC/CM Program Manager

Howard Hillinger is the GC/CM Program Advisor and has over 30 years of project management and construction management experience. He is a Principal Consultant with Parametrix for Project and Construction Management Services, where he has supported owners on several projects utilizing alternative project delivery. He is GC/CM advisor who has supported two historic school modernizations for Tacoma Public Schools and the Colman Dock/Seattle Multimodal Terminal for Washington State Ferries. He served as a member of GC/CM Heavy Civil task force, and has completed AGC/UW GC/CM class. Howard is a Certified Construction Manager.

Project	Project Value	Delivery Method	Role	Timeframe
New Elementary School, Ridgefield School District	\$72.5M	GC/CM	GC/CM Advisor	2016-Present
Ridgefield High School Additions, Ridgefield School District	\$23.0M	GC/CM	GC/CM Advisor	2016-Present
Jemtegaard Middle School, Washougal School District	\$37.8M	GC/CM	GC/CM Advisor	2015-Present

Excelsior High School, Washougal School District	\$4.1M	GC/CM	GC/CM Advisor	2015-Present
McCarver Elementary School Historic Modernization, Tacoma Public Schools	\$39.0M	GC/CM	GC/CM Advisor	2013-2015
Stewart Middle School Historic Modernization, Tacoma Public Schools	\$66.0M	GC/CM	GC/CM Advisor	2013-2015

Jim Dugan – GC/CM Program Advisor

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. In 2016, Jim was appointed to a 3-year term on the States Project Review Committee (PRC) where he, along with colleagues from the construction industry and public agencies, volunteer their time to review applications, hear presentations and make recommendations on public entities wishing to utilize alternative construction delivery methods of GC/CM and Design/Build on publicly funded projects.

Jim is highly experienced in alternative project delivery utilizing both GC/CM and Design/Build. He has served as a member of the GC/CM Advisory and Project Management team for a number of Owners and projects. The table below identifies Jim’s GC/CM project experience.

Project	Project Value	Delivery Method	Tasks Performed	Timeframe
Olympic Middle School Reconstruction, Auburn School District	\$65.7M	GC/CM	Project Director, GC/CM Advisor	2016-present
MVHS Old Main Building Historic Renovation, Mount Vernon School District	\$29.5M	GC/CM	Project Director, GC/CM Advisor	2016-present
Blakely Elementary School Replacement, Bainbridge Island School District	\$38.9M	GC/CM	Project Director, GC/CM Advisor	2016-present
Madison Elementary Replacement, Mount Vernon School District.	\$40.5M	GC/CM	Project Director, GC/CM Advisor	2016-present
New East Division Elementary, Mount Vernon School District.	\$39.8M	GC/CM	Project Director, GC/CM Advisor	2016-present
Central Kitsap High School and Middle School Replacement, Central Kitsap School District, Silverdale, WA	\$177.94M	GC/CM	Project Director, Project Manager	2016-present
Olympic High School Addition & Modernization, Central Kitsap School District, Silverdale, WA	\$38.5M	GC/CM	Project Director, GC/CM Coordination	2016-present
Browns Point Elementary School, Tacoma Public Schools	\$31M	GC/CM	Project Director, GC/CM Coordination	2016-present
Eastside Community Center, Metro Parks Tacoma	\$32M	GC/CM	Project Director, GC/CM Coordination	2016-present
Stewart Middle School, Tacoma Public Schools	\$66M	GC/CM	Project Director, GC/CM Coordination, PM/CM	2013-2017

Project	Project Value	Delivery Method	Tasks Performed	Timeframe
McCarver Elementary School, Tacoma Public Schools	\$39M	GC/CM	Project Director, GC/CM Coordination, PM/CM	2013-2016
Stadium High School, Tacoma Public Schools	\$107.96M	GC/CM	GC/CM Coordination, CM (Full Time On-site During Construction)	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 (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 on projects for numerous 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 GC/CM procurement process of seven K-12 projects, totaling nearly \$396M 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. The table below identifies Dan’s GC/CM project experience.

Project	Project Value	Delivery Method	Role	Timeframe
Lake Stevens School District, Lake Stevens High School Modernization & Additions	\$87M	GC/CM	GC/CM Procurement, PM/CM	2016-present
Olympic Middle School Reconstruction, Auburn School District	\$65.7M	GC/CM	GC/CM Procurement, PM/CM Support	2016-present
MVHS Old Main Building Historic Renovation, Mount Vernon School District	\$29.5M	GC/CM	GC/CM Procurement, PM/CM Support	2016-present
Blakely Elementary School Replacement, Bainbridge Island School District	\$38.9M	GC/CM	GC/CM Procurement	2016
Madison Elementary Replacement, Mount Vernon School District	\$40.5M	GC/CM	GC/CM Procurement, PM/CM Support	2016-present
New East Division Elementary, Mount Vernon School District	\$39.8M	GC/CM	GC/CM Procurement, PM/CM Support	2016-present
Central Kitsap High School & Middle School Replacement, Central Kitsap School District	\$177.9M	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

Graehm Wallace – District Legal Counsel (Perkins Coie)

Graehm Wallace is a partner in the Seattle office of the law firm Perkins Coie LLP. Graehm has provided GC/CM project legal assistance for numerous school districts including preparation of GC/CM contract documents and providing legal counsel regarding compliance with RCW Chapter 39.10 for GC/CM projects. For example, Graehm prepares all GC/CM contracts for the Spokane, Bellingham, Central Valley, Mead, and Port Townsend School Districts. Recently Graehm has worked with Parametrix on GC/CM projects for clients in the Tacoma, Lake Stevens, Auburn, Central Kitsap, Mount Vernon and Bainbridge Island School Districts. Graehm has over twenty years legal counsel experience working in all areas of construction and has provided legal assistance to over 100 Washington school districts. His work has covered all aspects of contract drafting and negotiating. This includes preconstruction, architectural, engineering, construction-management, GC/CM, design-build, and bidding. Graehm has also provided legal advice during construction, claim prosecution and defense work. Graehm is recognized in The Best Lawyers in America for the practice area of Construction Law.

Ralph Willson, AIA, Principal-in-Charge (LSW Architects)

Ralph has over 28 years of experience practicing educational architecture. He has designed and managed numerous early learning, K-12, and community college projects throughout Washington and Oregon. Ralph provides overall design leadership for the firm and will be hands-on in the development of the projects for Vancouver Public Schools. Ralph has experience in GC/CM projects including, but not limited to, Ridgefield High School Additions and South Ridge Elementary School, Union Ridge Elementary School, and Sherwood High School Renovations and Additions Project. He also has experience with many negotiated privately-funded projects.

Project	Project Value	Delivery Method	Role	Timeframe
Ridgefield Elementary Schools and High School Additions and Renovations, Ridgefield School District, Ridgefield, WA	\$35.2M	GC/CM	Principal In Charge	2012-2014
St. Elizabeth Ann Seton Catholic High School, Vancouver, WA	\$9.9M	Negotiated Contract	Principal In Charge	2014-2015
Roosevelt Elementary School Addition, Vancouver Public Schools, Vancouver, WA	\$1.7M	D/B/B	Principal In Charge	2013-2014
Chief Umtuch Middle School, Battleground Public Schools, Battleground, WA	\$14M	D/B/B	Principal In Charge	2006-2008
Amboy Middle School, Battleground Public Schools, Battleground, WA	\$11M	D/B/B	Principal In Charge	2005-2008
Kelso High School, Kelso School District, Kelso, WA	\$27M	D/B/B	Principal In Charge	2001-2004
Hockinson High School, Hockinson School District, Brush Prairie, WA	\$16M	D/B/B	Principal In Charge	2000-2003
Sherwood High School Addition and Renovation, Sherwood School District, Sherwood, OR	\$5.8M	D/B/B	Principal In Charge	1999-2001
Sherwood YMCA, YMCA of Columbia-Willamette, Sherwood, OR	\$5.8M	GC/CM	Principal In Charge	1997-2000

Clark County YMCA, YMCA of Columbia-Willamette, Vancouver, WA	\$4.8M	GC/CM	Principal In Charge	1994-2000
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Keith Livie, Project Manager (LSW Architects)

Keith has 36 years of experience in the design and construction industry, almost all the last 22 years have been focused on public works/educational facilities. Keith's most recent experience with GC/CM projects includes Ridgefield High School Additions and Sherwood High School Renovations and Additions Project. Keith also has extensive experience in Design/Bid/Build public works/educational facilities projects.

Project	Project Value	Delivery Method	Role	Timeframe
STEM Building, Clark College, Vancouver, WA	\$27.3M	D/B/B	Project Manager	2009 -2016
Ridgefield High School Addition, Ridgefield School District, Ridgefield, WA	\$17.3M	GC/CM	Project Manager	2012-2013
Clark College at CTC, Vancouver, WA	\$19.4M	D/B/B	Project Manager	2005-2007
Stout Hall Replacement, Clark College, Vancouver, WA	\$335M	D/B/B	Project Manager	2003-2006
Renovation of AA-5, Clark College, Vancouver, WA	\$2.4M	D/B/B	Project Manager	2003-2005
Franklin Elementary School, Vancouver Public Schools, Vancouver, WA	\$6.0M	D/B/B	Project Manager	2001-2003
Sherwood High School Remodel and Additions, Sherwood School District, Sherwood, OR	\$5.8M	GC/CM	Project Manager	1999-2001
Middleton Elementary School, Sherwood School District, Sherwood, OR	\$7.2M	D/B/B	Project Manager	1999-2001
Hudson's Bay High School Remodel and Additions Vancouver Public Schools, Vancouver, WA	\$20.3M	D/B/B	Project Manager	1996-2000
Lewis and Clark High School, Vancouver Public Schools, Vancouver, WA	\$2.3M	D/B/B	Project Manager	1996-1998

Brent Young, Associate, AIA, Project Architect for McLoughlin Middle School (LSW Architects)

Brent has 19 years of experience in the design industry. His background includes K-12, Higher education, and public work. He has experience with design-bid-build, design-build, and GC/CM delivery methods.

Project Name	Project Value	Delivery Method	Role	Timeframe
Sunstone Montessori School, Portland Public Schools, Portland, OR	\$182K	D/B/B	PIC/Design/PM/PA/CA	2012-2015
Bright Futures Christian School, Camas, WA	\$1.5M	D/B/B	Design/PM/PA	2013
Lebanon High School, Lebanon School District, Lebanon, OR		D/B/B	CA	2006
Newberg High School Auditorium, Newberg School District, Newberg, OR		D/B/B	Design/PA	2006
Philomath Middle School Science Rooms, Philomath School District, Philomath, OR		D/B/B	Design/PA/CA	2005
Canby School District Remodels, Canby School District, Canby, OR	\$7M	GCCM	Design/PA/CA	2003-2005
Shahala Middle School, Evergreen Public Schools, Vancouver, WA		D/B/B	Designer	2001
Sutherlin Primary School, Sutherlin School District, Sutherlin, OR		D/B/B	Designer	2001

Terence Werdel, AIA, Project Architect for Marshall Elementary School (LSW Architects)

Terry has 17 years of experience as a licensed architect with LSW. His primary experience is in K-12 school design and construction where he’s worked on the design, remodel and/or addition of over 40 schools. He administered GC/CM contracts with the Lebanon School District, where he managed the simultaneous construction of Riverview and Pioneer Schools, built by one GC/CM contractor, remodel of Green Acres School by another contractor and Lacombe School by a third General Contractor.

Project	Project Value	Delivery Method	Role	Timeframe
Trio Pointe Apartment Complex, Trio Point Limited Partnership, Vancouver, WA	\$23M	Negotiated Contract	Project Architect Project Manager	2016-2015
St. Elizabeth Ann Seton Catholic High School, Vancouver, WA	\$9.9M	Negotiated Contract	Project Architect Project Manager	2015-2014
EPS Crestline Elementary School, Evergreen Public Schools, Vancouver, WA	\$5.8M	D/B/B	Project Architect	2014-2013
Heritage Bank, Vancouver, WA	\$1.2M	Negotiated Contract	Project Architect	2013-2012
HSP Office TI, Vancouver Clinic, Vancouver, WA	\$550K	Negotiated Contract	Project Architect	2013-2012
Carbonic Commercial Building, EIT LLC, Olympia, WA	\$850K	Negotiated Contract	Project Architect Project Manager	2013-2012
Clark County Center for Community Health, Clark County Washington, Vancouver, WA	\$28.2M	D/B/B	Project Architect Project Manager	2006-2004

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 and project experience tables 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 has been selected to provide GC/CM Consultant Services from GC/CM Procurement through Pre-Construction Services as well as GC/CM Advisory and PM/CM Services through project completion. The District will use the combination of an in-house Project Manager and the Parametrix PM/CM team for this project. The Project Manager will administer the project during the design phase and monitor the project during the construction phase. The Consultant’s PM/CM team will provide support and advisory services during design and will administer the project during the construction phase. The District will also utilize a combination of in-house and consultant staff to fill the roles of Project Coordinator and Administrative Assistant for project support during the design and construction phases. Funds for services provided by Parametrix and all in-house staff are available from the 2017 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.](#)

The projects will be managed by the District's Facilities Support Services department. The project will be overseen by the Assistant Superintendent of Facilities Support Services who will serve as the District's Project Manager during all phases of the project with support provided by Parametrix and other members of the District staff. During construction, the project will be administered by the District's Construction Supervisor (to be hired) and assisted by the Parametrix PM/CM team. The Assistant Superintendent will have an oversight role. These individuals have extensive experience managing and administering school construction projects and will be provided with adequate time, resources and staff support to successfully manage the project.

The Assistant Superintendent and his District staff will manage the contractual obligations of the design team, GC/CM consultant and GC/CM Contractor. He will monitor all project communications and meet regularly with District staff and Parametrix to review project status and address critical tasks and issues. He will meet at least bi-monthly with the Superintendent of schools to review the project status and Change Orders. All Change Orders will be presented to the School Board for review and approval at regularly scheduled meetings that take place twice a month.

The District will utilize Construction Change Directives to authorize changes to the construction work if needed to avoid a delay to the project schedule. The Proposal Request process will be used for potential changes in work which are not time critical. Formal Change Orders will be approved by the school board. The District Assistant Superintendent of Facility Support Services has the authority to approve Construction Change Directives.

The District's Facilities Support Services Department staff will be augmented and supported during the course of the project by Parametrix who specializes and excels in Project Management/Construction Management and GC/CM project delivery. Parametrix will provide the lead during GC/CM Procurement, an Advisory and support role through Pre-Construction/Design and will administer the construction phase of the project with support and oversight provided by District staff. Parametrix will report to the Assistant Superintendent for Support Services and will work directly with the District staff, design team and GC/CM to nurture a successful project. Parametrix will not manage or direct any of the parties and has no fiduciary authority on this project.

During the Pre-Construction phase, the GC/CM will investigate and develop a schedule for any potential early procurement, early bid and work packages, and phased construction. They will also develop a subcontracting bid plan and schedule for bidding. The Architect's construction documents will be integrated with the GC/CM bidding and construction plan. The design team will conduct early and frequent meetings with the permitting agencies, fire authority, and other code officials prior to permit submittal to ensure that the plan review process flows smoothly and plan review comments that affect the project scope and cost will be limited.

Project cost control will be exercised by adherence to the designated project scope, schedule and budget. Value analysis and constructability review measures will be ongoing during the design phase and will be an established agenda item at project coordination meetings. Market prices will be regularly monitored for impacts to cost estimates and project cost. The GC/CM and Architect will both develop cost estimates for the work. The GC/CM construction cost estimate will be updated on an ongoing basis by the GC/CM during design phases and will be reconciled by the design team and the GC/CM Contractor at the end of each design phase. Once the GMP is negotiated, the GC/CM,

District, and the Architect will continuously evaluate the construction documents to determine if there are changes that may impact the GMP. If deviations arise, adjustments will be made to keep the project on budget and within the established GMP.

The roles and responsibilities that have been established for the District, design team, GC/CM Advisor and GC/CM Contractor have been tailored to create a successful GC/CM process that is properly managed and will help support a project that will be completed safely, on time and within budget.

A brief description of your planned GC/CM procurement process

The procurement process will build upon the experience and success Parametrix has had in GC/CM project delivery and will include 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.

GC/CM Request for Proposals will be advertised in late May 2017. By mid-July 2017, GC/CM proposals will be reviewed, a shortlist will be developed, interviews will be conducted, fee proposals will be received from selected firms, and a Pre-construction Services agreement will be negotiated. A GC/CM agreement for Pre-Construction services will be presented for approval to the school board on August 8, 2017. This will allow the GC/CM Contractor to join the project team at the end of Schematic Design and participate in the Schematic Design Cost Estimating and Value Analysis exercises.

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

The District will utilize General Conditions and GC/CM Contract and Guaranteed Maximum Price Amendment documents based on the AIA-A133 and AIA-A201 prepared by Perkins Coie. The District will also use, in conjunction with the Perkins Coie documents, standardized GC/CM RFP, RFFP and selection documents developed and used successfully by Parametrix. These documents will include a draft version of the General Conditions, GC/CM Contract, general requirements, preconstruction services scope of work, and cost allocation matrix. These documents will be amended prior to issuing the final RFFP to reflect the input of GC/CM candidates, industry best practices and any recent revisions to applicable RCWs.

8. Owner's 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:

Vancouver Public Schools has only had one major capital project in its recent history. The last round of major capital projects reaches back approximately 12-15 years. It is pertinent to note that that round of capital projects was also completed under the supervision of Todd Horenstein, the District's current Assistant Superintendent of Facility Support Services. The District has enlisted the services of an experienced consultant team to help them manage the construction project.

Proj .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	Anderson & Roosevelt elementary (additions) Vancouver Public Schools	Add 6 classrooms to each school.	D/B/B	June 2014	Substantial completion June 2015, Final completion October 2015	May 2014	Substantial completion July 2015, Final completion January , 2016	\$4,062,000	\$3,709,000	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. Conceptual drawings have not yet been developed. Conceptual site diagrams have been prepared and are included in the appendix (Attachment B) along with aerial photos of the neighborhood and project site.

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.

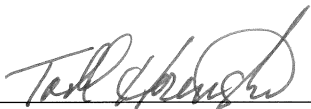
Vancouver Public Schools has not received audit findings on any of their capital projects.

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.

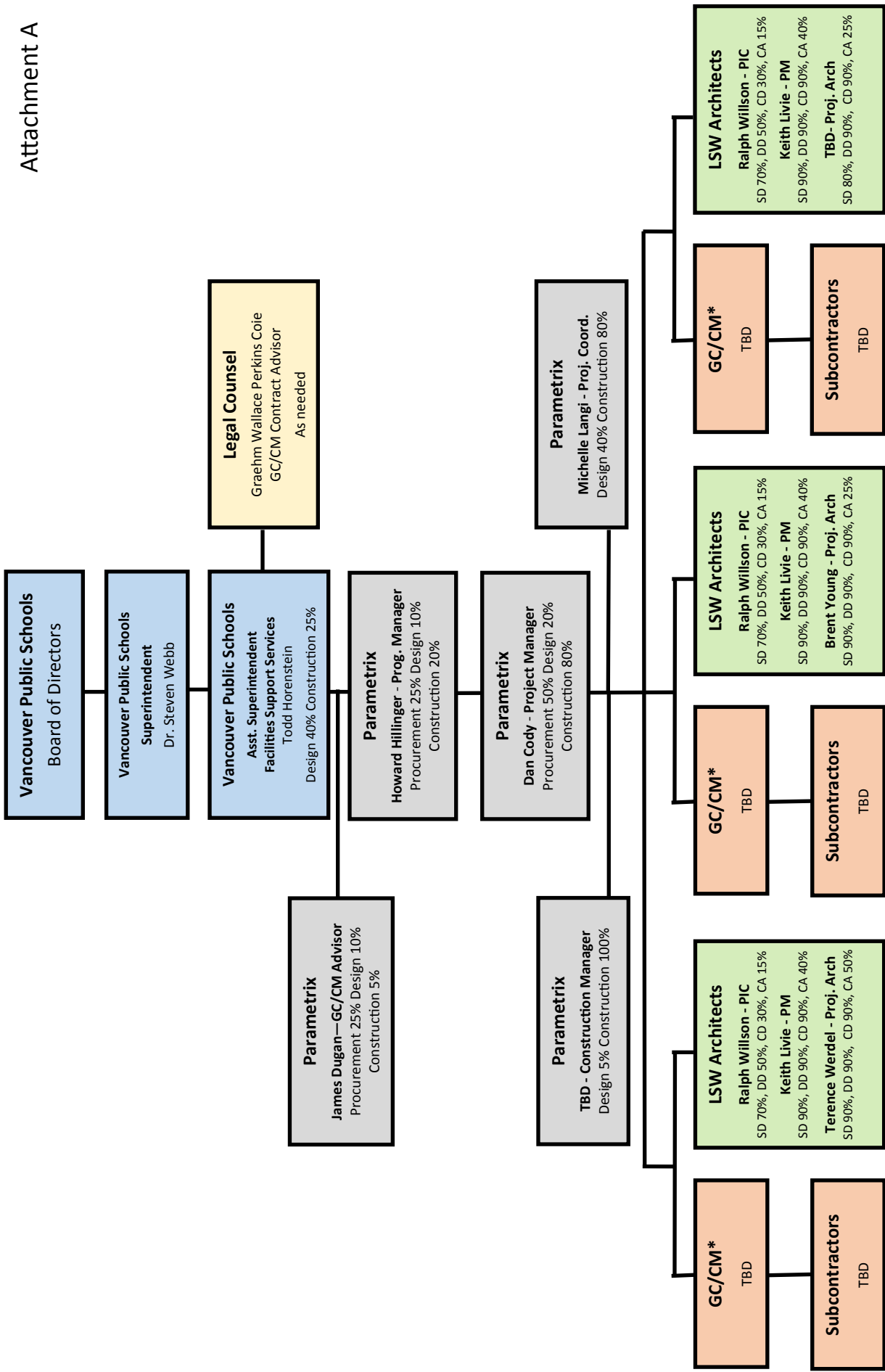
I have carefully reviewed the information provided and attest that this is a complete, correct and true application.

Signature:  _____

Name: (please print) Todd Horenstein, AIA

Title: Assistant Superintendent of Facility Support Services
Vancouver Public Schools

Date: 1 May 2017



Lieser K-12

McLoughlin Middle School

Marshall Elementary School

**VANCOUVER PUBLIC SCHOOLS
PROJECT ORGANIZATION CHART**

*Note: May be one or multiple GC/CMs, depending on market conditions.

Figure 3 – Existing Conditions Diagram



Figure 4 – Existing Onsite Circulation Diagram



Figure 5 – Construction Planning Diagram

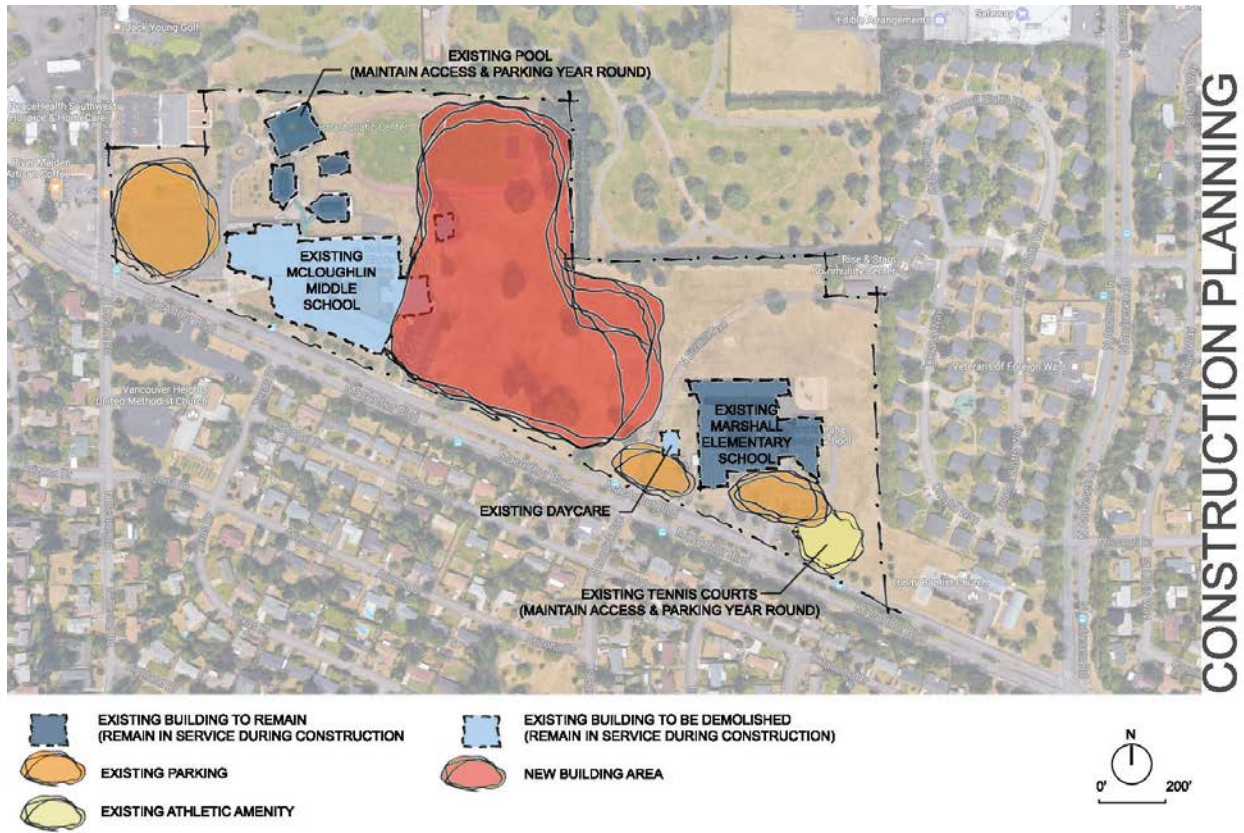


Figure 6 - MMS/MES Ph. 1 Site Activity Diagram

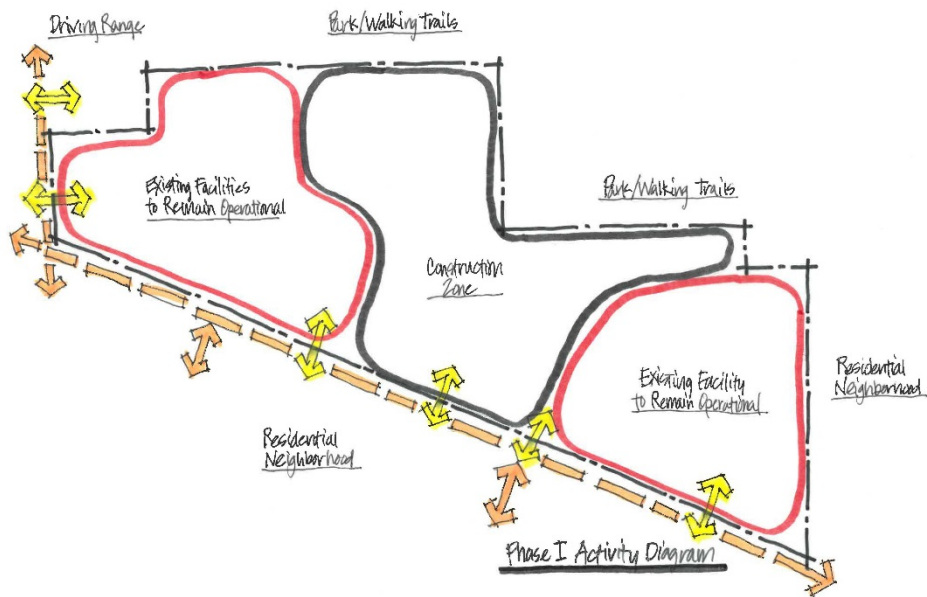


Figure 7 – MMS/MES Ph. 2 Site Diagram

