



SHORELINE SCHOOL DISTRICT NO. 412

Capital Projects Advisory Review Board (CPARB) Project Review Committee (PRC)
GC/CM Application: Einstein and Kellogg Middle Schools

SEPTEMBER 1, 2017



Board of Directors
Deborah Ehrlichman
Mike Jacobs
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Rebecca L. Miner
Superintendent
Secretary to the Board

September 1, 2017

Project Review Committee
State of Washington Department of Enterprise Services
PO Box 41476
Olympia, WA 98504

Dear Members of the PRC,

Attached please find Shoreline School District No. 412's application requesting approval to utilize the GC/CM delivery method to replace Einstein and Kellogg Middle Schools. If approved, we intend to construct these schools simultaneously; we have not yet determined if the public would be best served by using one contractor for both projects, or one for each – we anticipate a single selection process for GC/CM services for both schools, maintaining the option to issue one or two contracts at least through preliminary selection.

These projects are funded by a bond passed by District voters in 2017 and will resolve the District's current elementary school overcrowding. We are applying now in order to have plenty of time to select our next GC/CM contractor(s) before we complete programming and pre-design at the end of the year. The District does not have alternate space available for these schools during construction of these projects and we anticipate relying heavily on our GC/CM contractor(s) to evaluate the phasing and cost impact of design choices on these occupied school sites throughout the design process.

In May, the PRC approved the District, working with our consultant Parametrix, to procure GC/CM services for the Early Learning Center project. Our partnership with Mahlum Architects, BNBuilders, and Parametrix on that project has been very successful to date. We are issuing the first bid packages for this project shortly, and have worked through complex schedule, phasing, and cost issues successfully and efficiently with this team. We are pleased to partner with Parametrix again for the Kellogg and Einstein projects, and also with our experienced team of consultants: Graehm Wallace of Perkins Coie, David Mount of Mahlum Architects, and Rebecca Baibek of Integrus Architecture.

With your approval, our team is looking forward to commencing these two projects using the GC/CM method. We look forward to your review of our application and further engaging with the Committee at your September 28th meeting. Thank you for consideration of our application.

Sincerely,

A handwritten signature in blue ink that reads "Marla Miller".

Marla Miller
Deputy Superintendent
Shoreline School District No. 412

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1. IDENTIFICATION OF APPLICANT

- a. Legal Name of Public Body: Shoreline School District No. 412
- b. Address:

Shoreline School District
Main Office
18560 1st Ave NE
Shoreline, WA 98155
- c. Contact Person Name: Marla Miller, Title: Deputy Superintendent
- d. Phone Number: (206) 393-4514 Fax: (206) 619-393-4204
Email: marla.miller@shorelineschools.org

2. BRIEF DESCRIPTION OF PROPOSED PROJECT

The Shoreline School District (the District) is seeking approval to use the General Contractor/Construction Manager alternate procurement process for both Einstein and Kellogg Middle Schools. Rebuilding these two schools will resolve crowding issues at Shoreline elementary schools for the foreseeable future, but will require reconfiguration and reconstruction of the District's existing two middle schools on their existing sites. The two projects may be built by a single GC/CM or may be awarded separately – the procurement process will include both options and will contain scoring criteria for both separate and combined projects.

The District is rapidly growing and overcrowding issues are an ongoing issue at District facilities. A recent demography study conducted by Dr. Les Kendrick predicts our student population will grow by nearly 1,500 students over the next 10 years. With Shoreline's elementary school facilities currently at 96.4 percent capacity, additional classroom space needs to be created to provide suitable learning environments for all Shoreline and Lake Forest Park students without overcrowding classrooms.

During the 2015-2016 school year the District formed an Instructional Program Planning Committee (IPPC) to evaluate future instructional program configurations to meet the needs of students. The IPPC recommended that a 6/7/8 middle school configuration would best support the instructional and social-emotional needs of Shoreline students.

The District received bond approval by over 74% of voters for a \$250 million capital improvements program on February 14, 2017, which is expected to qualify for 10 percent state school construction matching grants. The drivers of the bond program are:

- Alleviate elementary overcrowding and prepare for state-funded class size reductions that will increase the need for classrooms;
- Provide learning environments to support student achievement;

- Expand and enhance early learning opportunities; and
- Design new buildings to enhance school safety and security.

These projects funded by the bond will provide the District with the capacity and flexibility to meet the needs of our growing student community.

Projects to be completed as part of the bond program include:

- Rebuilding Einstein Middle School *(included in this application)*
- Rebuilding Kellogg Middle School *(included in this application)*
- Constructing an Early Learning Center (ELC) at the Shoreline Children’s Center site to house tuition-based preschool, Head Start and Early Childhood Education *(project previously approved for GC/CM and currently in pre-construction phase)*
- Rebuilding Parkwood Elementary School *(final design and pre-construction underway)*

Einstein Middle School Overview

Einstein Middle School, located in the northwest part of the District, has a current enrollment of approximately 750 seventh and eighth grade students. It was built in 1968, and most recently remodeled in 1992. The current building is approximately 116,000 square feet on a 430,000 s.f. site approximately two miles from the Shoreline School District Offices. The school has both special education and English language learner (ELL) classes, and works to integrate special needs students into regular classes.

The new Einstein Middle School will be approximately 150,000 s.f. and will house approximately 1,000 students in grades 6-8. and consist of general classrooms, a gym, various outdoor play areas, a track and field, commercial kitchen, cafeteria, and administrative offices and support spaces. The site improvements will include reconfiguring on-site parking for staff and visitors, bus load/unload zones, bus access and egress, new sidewalks, landscaping, and upgrading existing utility service feeds into the building.

Kellogg Middle School Overview

Kellogg Middle School, located in the southeast portion of the Shoreline School District, has a current enrollment of approximately 625 seventh and eighth grade students. Kellogg was built in 1952 and the latest school-wide remodel was completed in 1986. Kellogg’s Hang Time after school program offers students the opportunity to finish homework, socialize and participate in diverse activities, all in a safe school environment.

The current school building is approximately 132,000 square feet on a 895,000 s.f. site. It is approximately 2.7 miles to the Shoreline School District Offices.

The new Kellogg Middle School will add general classrooms, reconfigured staff and visitor parking, new bus load/unload zones, a kitchen and cafeteria, administrative offices and support areas, play areas, upgrades to the tennis courts, a track and field refresh, various site amenities, and landscaping

throughout the site. The new Kellogg Middle School will be approximately 150,000 s.f. and will house approximately 1,000 students.

The District is beginning the process of creating Education Specifications for the middle schools now, and will begin the process of selecting a GC/CM for one or both projects immediately upon approval – we want to have the GC/CM(s) on board as we complete education specifications and prepare to begin Schematic Design at the beginning of 2018. Design Development is scheduled to be complete in July 2018 and bidding is scheduled to begin in late 2018 with both schools opening in September 2020.

3. PROJECTED TOTAL COST FOR THE PROJECT

A. PROJECT BUDGETS:

A.1 KELLOGG MIDDLE SCHOOL

| Item | Project Budget |
|--|---------------------|
| Professional Services | \$6.1 Million |
| Estimated Construction Costs | \$55.6 Million |
| Equipment and Furnishings | \$0.9 Million |
| GC/CM Construction Contingency (3%) | \$1.6 Million |
| SSD Construction Contingency (7%) | \$3.8 Million |
| District Project Contingency | \$0.8 Million |
| Off-Site Costs (permits and utilities) | \$0.6 Million |
| Contract Administration | \$3.1 Million |
| Other Costs (Moving and legal costs) | \$0.4 Million |
| Sales Tax | \$6.3 Million |
| Project Total | \$80 Million |

A.2 EINSTEIN MIDDLE SCHOOL

| Item | Project Budget |
|--|---------------------|
| Professional Services | \$6.1 Million |
| Estimated Construction Costs | \$55.6 Million |
| Equipment and Furnishings | \$0.9 Million |
| GC/CM Construction Contingency (3%) | \$1.6 Million |
| SSD Construction Contingency (7%) | \$3.8 Million |
| District Project Contingency | \$0.8 Million |
| Off-Site Costs (permits and utilities) | \$0.6 Million |
| Contract Administration | \$3.1 Million |
| Other Costs (Moving and legal costs) | \$0.4 Million |
| Sales Tax | \$6.3 Million |
| Project Total | \$80 Million |

B. FUNDING STATUS

Both Einstein and Kellogg Middle Schools are funded by the \$250 million capital improvement bond that was approved by voters on February 14, 2017. The entire capital program does not rely on state matching funds.

4. ANTICIPATED PROJECT DESIGN AND CONSTRUCTION SCHEDULE

The following exhibit contains the GC/CM procurement schedule that will be followed for both schools, either as one or two separate GC/CM contracts. The schedule also outlines the major milestones for the design, pre-construction, construction and closeout. Currently, the District is planning to run these two projects concurrently, and therefore will show one schedule for both schools in this application. Exhibit 1 also provides a breakdown of major design and construction milestones for the projects.

GC/CM Procurement Schedule

| Activity | Dates |
|---|-------------------|
| PRC Application | 9/1/17 |
| PRC Meeting | 9/28/17 |
| First publication of RFP for GC/CM Services | 10/2/17 |
| Second publication of RFP for GC/CM Services | 10/9/17 |
| Project Information Meeting (tentative) | 10/16/17 |
| GC/CM RFP Submittal Deadline to Shoreline SD by 10:00am (PST) | 10/27/17 |
| Open & Score Submittals Received for RFPs | 10/30/17 |
| Notify Submitters of Most Highly Qualified Submitters and Invite to Interview | 11/3/17 |
| Interviews with Short-Listed Firms | 11/17/17 |
| Notify Submitters of Most Highly Qualified Firms and Invite to Submit RFFP | 11/20/17 |
| RFFP Submittal Deadline and Opening by 10:00 am (PST) | 12/1/17 |
| Notify Submitters of Scoring and Most Qualified GC/CM | 12/4/17 |
| NTP/Preliminary Contract Award by School Board | 12/1/17 |
| School Board Approval of GC/CM Selection | 12/4/17 |
| Pre-Construction Work Plan Due | 12/15/17 |
| GC/CM Agreement w/ Pre-Con Services Executed | 12/30/17 |
| Pre-Construction Services by GC/CM | 1/1/18 - 5/5/2019 |
| MACC Estimate/Negotiation (90% CDs) | Q3 2018 |
| School Board Approval of MACC/GMP | Q4 2018 |
| GMP Amendment Executed | Q4 2018 |

{Note, the project schedules for both schools are identical, and are therefore being shown as one schedule in this application. Detailed schedules for each site will differ, but GC/CM selection and opening day will remain identical whether one GC/CM or two is selected}

The District is beginning the process of creating Education Specifications for the middle schools now, and will begin the process of selecting a GC/CM for one or both projects beginning immediately upon approval with the intent to have the GC/CM(s) on board as we complete education specifications and

prepare to begin Schematic Design at the beginning of 2018. Design Development is scheduled to be complete in July 2018 and subcontract procurement is scheduled to begin in late 2018 with both schools opening in September 2020.

Due to the lack of ‘swing space’, the District expects that both schools will remain occupied during construction. For each school, the District will work with the GC/CM to develop a phasing sequence to minimize impacts on each school’s schedules and operations. A temporary certificate of occupancy (TCO) will be needed to allow the staff at each school to set up rooms after the FF&E provided by the District is installed. TCO is anticipated after the end date of move-in, late summer 2020. Early bid packages (sitework, site utilities, partial demo and abatement) and potentially a series of mini-MACCs will be considered and may be utilized to maximize construction efficiency, meet the project schedule, and minimize cost impacts.

The above Design and Construction dates are preliminary and may be adjusted after the Project team has evaluated project phasing, bidding strategies, and utilization of any MC/CM or EC/CM packages.

Schedule Status

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

This does not apply as both projects are in the development of the education specifications and the conceptual design phase and the GC/CM(s) will be aboard early in schematic design. The following schedule outlines the approximate timeframes for each project, which will be built concurrently, and possibly delivered as with one GC/CM or two.

Kellogg and Einstein Middle Schools Design and Construction Schedule

| Activity | Start | Finish |
|----------------------------------|-----------|------------|
| Architect Selection | July 2017 | July 2017 |
| Site Investigation | 8/1/2017 | 9/1/2017 |
| Ed Spec./Concept Phase | 8/14/2017 | 12/31/2017 |
| Schematic Design | 1/1/2018 | 4/16/2018 |
| Design Development | 4/16/2018 | 7/31/2018 |
| Land Use/Environmental | 4/16/2018 | 6/18/2018 |
| Conditional Use Permit | 6/1/2018 | 10/31/2018 |
| Construction Documents | 8/1/2018 | 2/11/2019 |
| Early Work (Mobilization/Demo) | 2/1/2019 | 4/30/2019 |
| Construction | 5/6/2019 | 5/30/2020 |
| Punchlist | 2/3/2020 | 5/30/2020 |
| Substantial Completion | n/a | 7/1/2020 |
| Move In | 7/1/2020 | 8/10/2020 |
| Start of School (tentative date) | n/a | 9/7/2020 |
| Closeout | 7/1/2020 | 12/31/2020 |

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:

Of the six criteria outlined in RCW 39.10.340, three are applicable:

- Complex scheduling, phasing, or coordination,
- Construction at an existing occupied facility,
- Involvement of the GC/CM is critical during the design phase,

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

A. Complex Scheduling, Phasing, and Coordination

The two new middle schools will each be built on the site of the existing school and athletic fields. The average construction schedule at each of these two schools is approximately 14.5 months for construction.

Each school must be completed and operational by early August 2020 in order to be open on the first day of school, which is tentatively set for September 7, 2020. Each project will have multiple phases, such as early work (demo/abatement of existing facilities), new construction, renovation of existing facilities (if required) and site amenities (landscaping, outdoor gathering spaces, parking and bus loading zones).

The District has no available space to temporarily house students from either school during the construction phase, therefore a phased approach utilizing existing classrooms and support spaces will be developed. Each school site also has limited available space on site. As such, construction at each school will require phased demolition and construction, requiring detailed coordination of utility services, circulation, and access for emergency services. Locations of classrooms will transition throughout the academic year, and will require clear coordination as students move from one space to the next. Due to the lack of 'swing space' at other sites within the District, each project must be treated as a 'stand-alone' project that accommodates careful phasing and transition of students in spaces throughout all phases of construction.

Construction activities, from commencement to final punch list, will require diligent coordination with the District, GC/CM(s), the surrounding communities, staff, and students. The teams will need to work together with the school community to coordinate any changes to on-site walkways and corridors affected by construction, temporary utility connections, emergency and delivery access, and bus access.

Each school is anticipated to have phased construction activities, with a series of early work activities. These early work activities include, but are not limited to:

- Early site work (TESC, site clearing, removal of walkways, setup of construction logistics and site fencing)

- Building abatement
- Building demolition
- Early utility infrastructure

The second phase of construction will include major construction and above-grade activities such as:

- New construction of the facilities at each school site
- Facilities to include classrooms, specialized instruction spaces, food service, and administrative and support spaces.
- New parking areas for staff and visitors.
- New passenger drop-off areas.
- New bus loading/unloading areas.
- Site landscaping and outdoor spaces amenities

The scheduling complexities at each project that have been identified cannot be overcome using a traditional design-bid-build (D/B/B) approach. To deliver these projects in time for the first day of school in September 2020, the District desires to use the GC/CM delivery method to optimize the design, construction, commissioning, and activation of the Kellogg and Einstein Middle Schools and work with the District to implement suitable risk management strategies. Complexities include:

- Occupancy by early August 2020 for both schools.
- Expedited permitting processes with the AHJs that have little to no window for error.
- Completing all hazmat and abatement activities by the summer of 2019.
- Completing all demolition between late summer 2019 to early fall of 2019.
- Completing all site work amenities and parking configuration during mid to late summer 2020 prior to staff move-in.
- Completing all major excavations at each site prior to the start of the wet weather window in the fall of 2019.
- Optimizing construction activities during regularly scheduled breaks, holidays, and interim staff days.
- Scheduling shutdowns and interruptions to utilities during windows of time where it does not affect the District facilities, the surrounding community, or neighboring properties.
- Executing constructability and value engineering activities in parallel efforts to minimize impacts to construction documents.
- Obtaining a temporary certificate of occupancy with the City of Shoreline prior to any move-in by staff or FF&E installation at each project.
- Providing enough time for Kellogg and Einstein's staff and District Operations & Maintenance representatives to go through any training of new systems in the facilities prior to the start of school.

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?

B. Construction at an Existing Facility

Both schools will be built on existing sites that are currently fully operational and in-use. Einstein Middle School is adjacent to a residential community and public park. Kellogg Middle School site is adjacent to Shorecrest High School. Both schools are located on busy arterial streets as well. Therefore, the project demolition and construction activities will need to account for the activities at the adjacent properties and constantly address the student, staff and general public's safety while working under the typical operating business hours. Special occasions such as school or community events, holiday breaks, and staff break days will also need to be considered when planning all construction activities.

The GC/CM team(s) will need to accommodate the existing site pedestrian and vehicle flows including bus drop off and pick up area zones for all Phase I and Phase II activities. During times such as athletic or seasonal events on the sites, the GC/CM(s) will need to provide a mitigation plan for construction access, traffic control, and community notification to prevent disruption. In particular, since each site is located relatively close to residential dwellings, the GC/CM(s) will need to incorporate additional measures and communicate them to ensure the safety of the community, school staff, and the students are maintained at all times. Additionally, the GC/CM(s) will have to coordinate with the District staff for any utility shutdowns, overnight, off-shift or weekend work to make sure any community or school events are not negatively impacted.

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

C. Involvement of the GC/CM is Critical during the Design Phase

Please note these two projects are slated to start and finish within the same timeframes.

Developing workable phasing plans is critical to the fundamentals of the design of the projects, given the near-certainty of partial demolition and occupancy of new space during the construction phase. The District will rely on the GC/CM's expertise from past projects; and, therefore, the GC/CM will lead the development of the phase planning during the preconstruction. The middle school phasing plans will detail the precise steps needed by each sub-trade to effectively and safely complete the work. With expertise in contracting, the GC/CM will perform due diligence on all information gathered during this planning period and assess it for safety and efficiency. These early investigations by the GC/CM will inform all design decisions and streamline the construction process.

The preconstruction phase will begin at the beginning of 2018, and will overlap with the schematic design, design development and construction document design submittals. As part of their role, the GC/CM will work with the team to develop the best ways to maximize the site for all phases of construction to identify trade access, phased staging areas, truck haul routes, job offices and amenities, and pedestrian pathways along the perimeter of the site.

6. PUBLIC BENEFIT

A. 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:

Reduced Costs – In periods of construction inflationary cycles, as we are currently experiencing, the risk of contractors and subcontractor financial failures is substantial. The GC/CM process provides a means for the District to investigate the financial stability of the firm with which it is contracting, minimizing risk of costly litigation or time extensions due to subcontractor failures. The GC/CM will evaluate the design documents and participate during the design process, reducing unforeseen impacts and leading to reduced costs and schedule impacts. During the design, the GC/CM will be charged with finding buildable, cost-effective solutions that enable the District to control construction phase changes. Constructability and value engineering exercises will also be employed by the GC/CM as a means to identify better solutions for not only construction, but for the overall operational life of the middle schools.

Experienced Partner – Using a Contractor that has been thoroughly vetted, with a proven track record of similar project experience, budget management, scheduling, claim avoidance, project phasing, effective safety plans for construction, lean construction practices, and being a proactive member of the team will ensure student safety and protect the District’s schedule and budget.

Allocation of Risk –The organization of the team allows for integrated and collaborative approaches to risk, changes, and issues that arise:

- The GC/CM(s) will develop a true understanding of the work by being involved in the design, and will have a full understanding of the Owner’s expectations prior to any bidding of the work.
- The GC/CM(s) will participate and provide feedback during constructability reviews and value analysis exercises, and will have ownership of any changes they suggest that become incorporated. This provides real buy-in from the GC/CM and not a hands-off approach to decisions involving the design.
- Phasing of bid buy-out and flexibility to adjust bid packages as the work is bought out allows for cost management by the District and the GC/CM team(s).
- The GC/CM process provides ‘open book’, transparent accounting and financial reporting to the Owner.

Integrated Approach to Safety – Measures to keep the students, staff, and neighboring communities safe must be exhibited by all parties involved in the project. By utilizing an alternate delivery method, the District will require the GC/CM(s) to:

- Develop a program-wide safety plan for all phases of construction that is communicated to school staff, District Officials, and the neighboring communities.
- Develop a plan for communicating major construction activities and events with the District, parents, and neighboring community.

- Create and implement plans to communicate and enforce construction vs. non-construction zones, pedestrian travel pathways and walkways, construction traffic routes, emergency muster points, and where laydown areas will occur as the project evolves.

B. 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

Real Time, Market-Based Cost Estimates – The Pacific Northwest region has experienced construction cost inflation rates of 7.5 to 10 percent over the last 3 years. It is critical to the success of both projects that a GC/CM Contractor is selected, so they can utilize real-time, current market pricing to validate scoping and budgeting during the design process; this would not be practical with D-B-B.

Accurate Phasing Plans – The GC/CM(s) will study the existing conditions, desired scope of work, and unique scheduling constraints of the middle schools to build the safest, most efficient phasing plan possible as part of the design process, which would not be possible using DBB

Increased Engagement with the Small Business Trade Community –The GC/CM(s) will be able to use their phasing plans and bidding strategies as tools to develop targeted opportunities for small businesses within the trades, including M/W/B/E subcontractors.

Enhanced Coordination of Materials and Equipment Purchases – A GC/CM will provide better coordination with materials and equipment purchases, including MEP coordination, vendor coordination, timing, rough-in, delivery, off-loading, and storage, than would be feasible with a DBB contractor.

More Responsive and Responsible Bids – Because of the scale and complexity of these projects, a GC/CM will have a greater ability than a D/B/B contractor to prequalify and attract firms with resources needed to do the work and meet the schedule.

Ongoing Value Analysis and Constructability Review – The GC/CM will deliver real-time Value Analysis and Constructability Review Process during design, resulting in a more economical design and a better bid package with fewer change orders and less risk of lost time or delay to the project completion.

7. PUBLIC BODY QUALIFICATIONS

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

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

Shoreline Public Schools

Marla Miller, Deputy Superintendent

Marla Miller, Deputy Superintendent of Shoreline Public Schools, has served K-12 public education in the State of Washington since 1979. Marla’s construction and property development/management experience has primarily been gained as Executive Director in Edmonds School District from 1998 to 2012, and as Deputy Superintendent with Shoreline since 2012. Her position in Shoreline includes primary responsibility for labor relations/employee negotiations, as well as leadership of the team responsible for Maintenance and Operations, Human Resources, Food Service/Warehouse, Transportation, Business Operations/Payroll, Safety/Emergency Planning, and Capital Projects.

In addition to negotiating property development leases, sales, and purchases, Marla has developed numerous construction contracts and led resolution of construction-related matters with contractors, consultants, regulatory agencies, and school and community stakeholders. She worked with the design team for the GC/CM approval for replacement of Meadowdale Middle School and was an integral part of the development of the GC/CM contract and an ongoing participant in the project management team for that project. She was also a part of the Shoreline team recently approved for GC/CM contracting for the District’s Early Learning Center.

| Construction Projects | Project Value | Procurement Method | Role | Completion Date |
|--|----------------------|-----------------------------------|--|--|
| Meadowdale Middle School | ~\$48,000,000 | GC/CM | Responsible District Administrator & Weekly Project Management Team | 2011 |
| Shorecrest High School | \$84,000,000 | D/B/B | Responsible District Administrator & Weekly Project Management Team | 2014 |
| Shorewood High School | \$95,000,000 | D/B/B | Responsible District Administrator & Weekly Project Management Team | 2014 |
| Aldercrest Elementary Renovation | \$21,500,000 | D/B/B | Responsible District Administrator & Ongoing Project Management Team | 2016-2018 |
| North City Elementary Renovation | \$12,000,000 | D/B/B | Responsible District Administrator & Ongoing Project Management Team | 2017-2018 |
| Redevelopment of 40-acre Former Lynnwood High Site | \$425,000,000 | 99-year lease, Costco & mixed use | Responsible District Administrator & Lead Negotiator | 2012/2013 |
| Parkwood Elementary | \$27,000,000 | D/B/B | Responsible District Administrator & Lead Negotiator | 2016-present <i>(in construction)</i> |
| Early Learning Center | \$26,000,000 | GC/CM | Responsible District Administrator & Lead Negotiator | 2017-present <i>(in early construction)</i> |

Dan Stevens, Capital Projects Manager

Dan has over 35 years of experience in the construction industry, ranging from contractor and facilities manager to Owner’s Representative. Dan’s background includes both public and private projects throughout the Northwest. Previously, Dan worked as the Owner’s Representative for the Yakima Courthouse Modernization project with the City of Yakima, Washington. His current range of projects with the District includes major renovation of two existing elementary schools, and various HVAC, site amenities improvements, renovations, and phasing of facilities in preparation for this \$250m bond program. Dan was also in an oversight role on the Early Learning Center project and will serve as the construction project manager for the Kellogg Middle School project.

| Construction Projects | Project Value | Procurement Method | Role | Completion Date |
|---|----------------------|---------------------------|--|--|
| Yakima City/County Rail Road Overpass Project | \$10,000,000 | City Procedure | Owner’s Representative for Yakima County | Project was underway when Dan departed |
| Shorewood HS Field and Track Replacements | \$7,969,729 | D/B/B | District Project Manager | August 2013 |
| Aldercrest Campus Phase 1 | \$5,600,000 | D/B/B | District Project Manager | September 2016 |
| North City Elementary Renovation | \$12,000,000 | D/B/B | District Project Manager | On Going |
| Parkwood Elementary | \$27,000,000 | D/B/B | District Project Manager | 2016-present <i>(in construction)</i> |

Michael Romero, Construction Project Manager (Shoreline Public Schools)

Michael Romero has over 18 years of experience in public project and construction management. Michael recently joined the Shoreline Public Schools Capital Projects team after the passage of the 2017 bond. Previously, Michael worked as project/construction manager for the Lake Washington and Seattle School Districts, the City of Bainbridge Island, and Washington State on complex projects, typically involving a high degree of coordination with operating public facilities and highly involved constituencies. Michael has supported several GC/CM projects and previously completed the AGC/UW GC/CM training. He is the lead Construction Project Manager on the Shoreline team recently approved for GC/CM contracting for the District’s Early Learning Center, and will be the District’s construction project manager for the Einstein Middle School project.

| Project | Project Value | Delivery Method | Role | Timeframe |
|--|-------------------------------|---------------------|------------------------------------|------------------------|
| Early Learning Center (<i>in early construction</i>) | \$26,000,000 | GC/CM | Construction Manager | 2017-present |
| Annual Systems Programs, Lake Washington School District | \$10-24 Million Annual budget | D/B/B, JOC D/B/B | Program Manager Project Manager | 2016-2017 2013-2016 |
| Redmond Elementary Addition, Lake Washington School District | \$12,000,000 | D/B/B | Project Manager | 2014-2016 |
| Rose Hill Middle School, Lake Washington School District | \$72,000,000 | D/B/B | Project Manager | 2010-2013 |
| Hamilton Middle School, Seattle School District | \$68,000,000 | D/B/B | Project Manager | 2005-2010 |
| Winslow Way, City of Bainbridge Island | \$12,000,000 | D/B/B | Project Manager | 2007-2009 |
| East Capitol Campus, Olympia, Washington | \$14,000,000 | D/B/B | Construction Manager | 2002-2005 |

GC/CM Advisors: [Parametrix](#)

Parametrix will support the District for all issues related to the GC/CM process. Parametrix has served as advisor and/or project manager on over 16 current and recent GC/CM projects conducted under the authority of RCW 39.10.

Howard Hillinger has extensive GC/CM experience on recent and current GC/CM projects for Tacoma and Washougal school districts, Washington State Ferries, Metropolitan Parks District and several others. Anne Timmermans has extensive GC/CM experience with the Port of Seattle programs, and is currently consulting on the Port/Alaska Air Group's renovation at the North Satellite at the SeaTac Airport.

Howard Hillinger, GC/CM Advisor (Parametrix)

Parametrix is a Seattle-based consulting firm which supports a variety of public agencies in the planning, design, and construction management of complex facilities projects. Parametrix has emerged as one of the leading practitioners in alternative project delivery, with over 20 recent and current GC/CM projects.

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 more than a dozen recent projects utilizing alternative project delivery. He is a 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 |
|--|----------------------|------------------------|---------------|------------------|
| Early Learning Center, Shoreline School District | \$26,000,000 | GC/CM | GC/CM Advisor | 2017-Present |
| New Middle School, Ridgefield School District | \$72,500,000 | GC/CM | GC/CM Advisor | 2016-Present |
| Seattle Multi Modal Terminal at Colman Dock | \$230,000,000 | GC/CM | GC/CM Advisor | 2015-Present |
| Jemtegaard Middle School, Washougal School District | \$37,800,000 | GC/CM | GC/CM Advisor | 2015-Present |
| Excelsior High School, Washougal School District | \$4,100,000 | GC/CM | GC/CM Advisor | 2015-Present |
| McCarver Elementary School Historic Modernization, Tacoma Public Schools | \$39,000,000 | GC/CM | GC/CM Advisor | 2013-2015 |
| Stewart Middle School Historic Modernization, Tacoma Public Schools | \$66,000,000 | GC/CM | GC/CM Advisor | 2013-2015 |

Anne Timmermans, GC/CM Project Manager (Parametrix)

Anne has 14 years of experience working on construction projects throughout the Pacific Northwest. She has worked on mostly public commercial projects, ranging from large-scale aviation facilities to K-12 projects. She is a Certified Construction Manager (CCM) and a LEED Accredited Professional.

| Project | Project Value | Delivery Method | Role | Timeframe |
|---|----------------------|------------------------|-----------------------|------------------|
| Early Learning Center, Shoreline School District | \$26,000,000 | GC/CM | GC/CM Project Manager | 2017-present |
| North Satellite Renovation, Port of Seattle | \$425,000,000 | GC/CM | Resident Engineer | 2017-present |
| 777x Composite Wing Facility, New Chiller Building and Sitework, Boeing | \$1,000,000,000 | IPD | Construction Manager | 2014-2017 |
| Consolidated Rental Car Facility, Port of Seattle | \$419,000,000 | GC/CM | Project Manager | 2006-2012 |

Krista Lutz, GC/CM Project Manager (Parametrix)

Krista has 19 years of experience working on design and construction projects. Her experience includes commercial, residential, historic renovation, and public facilities including K-12 projects. She is familiar with DBB and GC/CM delivery methods on both the contractor and consultant side. She is GC/CM (AGC) trained, a Certified Construction Manager (CCM), and a LEED Accredited

Professional. Krista is an additional resource that may be utilized by the team for support throughout the procurement, design, and construction phases.

| Project | Project Value | Delivery Method | Role | Timeframe |
|--|---------------|-----------------|----------------------|--------------|
| Olympic View Middle School Addition, Mukilteo School District | \$12,000,000 | DBB | Construction Manager | 2016-present |
| Discovery Elementary School Addition, Mukilteo School District | \$3,000,000 | DBB | Construction Manager | 2016-present |
| Pike Place Market Renovation phase 1-3 | \$60,000,000 | GC/CM | GC/CM | 2010-2013 |
| Seattle Multimodal Terminal, WSDOT | \$140,000,000 | GC/CM | Precon GC/CM Advisor | 2014-2015 |

District Legal Counsel: Perkins Coie, LLP

Graehm Wallace, Legal Counsel (Perkins Coie)

Perkins Coie is a nationally recognized leader in construction law. Their team of construction attorneys practices all types of construction law on behalf of owners, contractors, suppliers, architects, engineers, consultants, and governmental entities in all stages of construction projects—from procurement through project management to dispute resolution. The firm drafts and negotiates a wide variety of contracts on a broad spectrum of projects nationally and internationally. In recent years, the combined annual value of contracts Perkins Coie has prepared has been well in excess of \$1 billion. Graehm’s practice focuses on representation of local K-12 school districts, including drafting and reviewing legal documents regarding construction and real estate matters, with a special focus in alternate delivery methods.

Kellogg Middle School Architect: Mahlum Architects

With main offices in Seattle, Washington, Mahlum has extensive experience working with the GC/CM process on complex new construction and renovation projects, and considers partnering with the contractor to be very beneficial. Mahlum’s experience with K-12 GC/CM projects began with the first pilot project, Northshore Junior High. The team advocates for the benefits of the GC/CM process, including on-going value engineering, constructability critiques, and cost updating as we work through all phases of the project.

Mahlum has also led and participated in multiple presentations about the GC/CM process regionally, and actively engages in legislative discussions about its continuation and improvement.

David Mount, Principal-in-Charge (Mahlum)

An award-winning architect of educational facilities, David has more than 23 years of experience. He serves as the K-12 Education Studio Director and manages all aspects of this market sector for Mahlum. David offers broad perspective into cost effective opportunities to enhance community

and learning both inside and out of the classroom. A LEED Accredited Professional, he blends technical understanding and design sensitivity within sustainable site and building concepts for educational facilities. David holds a Bachelor of Architecture from the University of Arizona, and is a registered architect in Washington and Oregon. He has worked on seven K-12 and higher education GC/CM projects and has worked with Shoreline School District on the recent Aldercrest Campus Modernization projects.

| Experience | Project Value | Project Type | Role During Project Phases | | | Role Start | Role Finish |
|--|---------------|--------------|----------------------------|------------------|------------------|------------|-------------|
| | | | Planning | Design | Construction | | |
| Early Learning Center, Shoreline School District | \$26M | GC/CM | P-I-C | P-I-C | P-I-C | 4/2017 | 10/2018 |
| Robert Eaglestaff Middle School, Seattle Public Schools | \$46M | GC/CM | – | P-I-C | P-I-C | 5/2013 | 8/2017 |
| Cascadia Elementary School, Seattle Public Schools | \$28M | GC/CM | – | P-I-C | P-I-C | 5/2013 | 8/2017 |
| Lynndale Elementary School, Edmonds School District | \$25M | GC/CM | P-I-C | P-I-C | P-I-C | 9/2014 | 1/2017 |
| Madrona School, Edmonds School District | \$35M | GC/CM | P-I-C | P-I-C | P-I-C | 7/2015 | 8/2018 |
| Issaquah Middle School, Issaquah School District | \$47M | GC/CM | P-I-C | P-I-C | P-I-C | 6/2012 | 9/2016 |
| Rowe Middle School Renovation, North Clackamas School District | \$13m | GC/CM | Project Manager | Project Manager | Project Manager | 6/2018 | 8/2019 |
| Earl Boyles Early Childhood Center, David Douglas School District | \$7M | GC/CM | Project Designer | Project Designer | Project Designer | 9/2012 | 9/2014 |
| Academic Building Expansion, Central Catholic High School | \$11M | GC/CM | Project Manager | Project Manager | Project Manager | 6/2014 | 9/2015 |
| Administration and Entry Addition, La Salle Catholic College Preparatory | \$3M | GC/CM | Project Manager | Project Manager | Project Manager | 2015 | 2016 |
| Chapel Conversion, La Salle Catholic College Preparatory | \$699K | GC/CM | Project Designer | Project Designer | Project Designer | 2006 | 2006 |

Einstein Middle School Architect: Integrus

Integrus Architecture has extensive experience working with the GCCM delivery model, particularly with the design and construction of complex phased modernizations. The firm has participated in

the evolution of GC/CM process as an accepted and allowable delivery model in Washington through several ways such as:

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

Rebecca Baibak, Principal-in-Charge

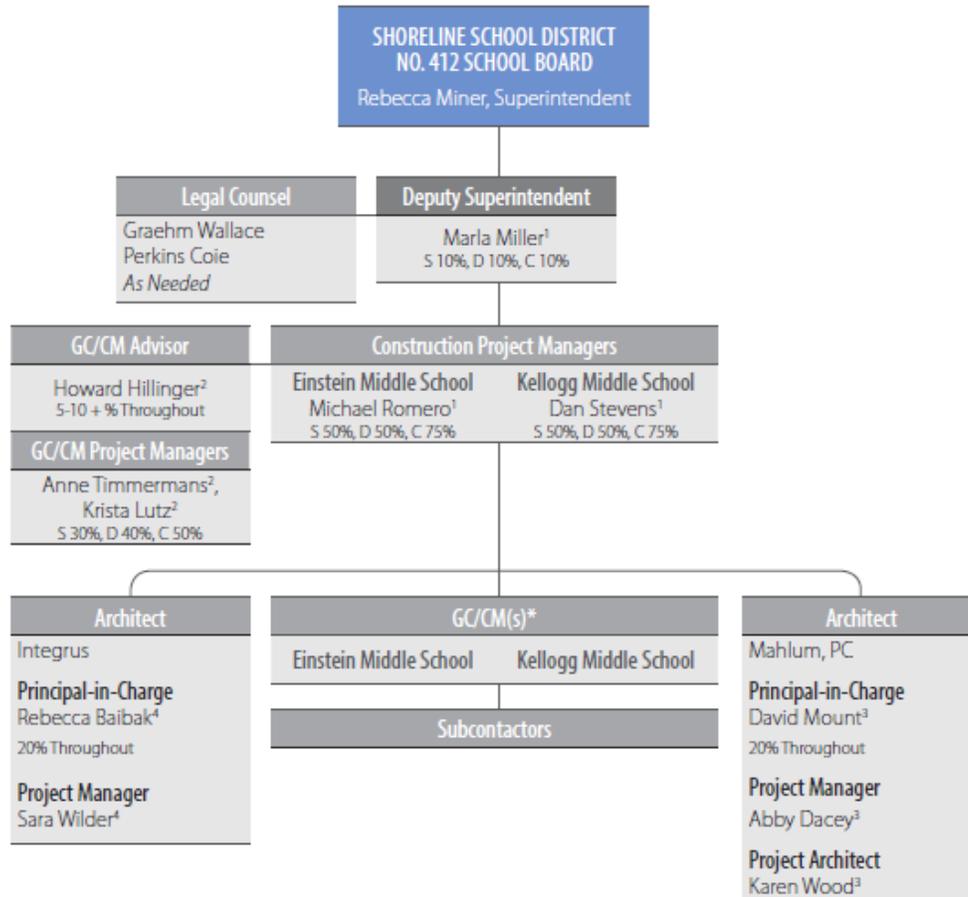
For nearly 25 years, Rebecca has dedicated her career to understanding how school design can capture the imagination of students and strengthen their surrounding neighborhoods. Rebecca’s expertise extends into working closely with contractors, clients, and design team members to coordinate design approaches that are long-standing civic structures that are adaptable over time, creating fully integrated learning environments that often include complicated phasing and site constraints. Rebecca is a registered Facility Planner with the Association for Learning Environments, and a LEED Accredited Professional who works integrally with project teams to envision learning environments that meet today’s needs while anticipating future goals. As a registered architect in the State of Washington she has personally worked on four K-12 GC/CM projects and has worked with Shoreline School District on the recent modernization of Shorecrest High School.

| Experience | Project Value | Project Type | Role During Project Phases | | | Role Start | Role Finish |
|---|---------------|--------------|----------------------------|-------------------|-------------------|------------|-------------|
| | | | Planning | Design | Construction | | |
| Juanita High School, Lake Washington School District | \$98M | GC/CM | P-I-C | P-I-C | P-I-C | 2014 | 2020 |
| Park Place Middle School, Monroe School District | \$45M | GC/CM | Project Manager | P-I-C | P-I-C | 2010 | 2018 |
| Rush Elementary School, Lake Washington School District | \$32M | GC/CM | Project Manager | P-I-C | P-I-C | 2010 | 2013 |
| Northshore Junior High School, Northshore School District | \$16M | GC/CM | Project Architect | Project Architect | Project Architect | 2001 | 2004 |

The proposed teams are outlined in the following organization chart:



Kellogg and Einstein Middle Schools New Buildings and Site Work Teams



Design Subconsultants

S – GC/CM Selection
D – Design
C – Construction
* – (1 or 2)

1 – Shoreline School District
2 – Parametrix
3 – Mahlum Architects
4 – Integrus



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

The District will set in place specific controls to manage the project, beginning with a management plan developed by Parametrix and reviewed and approved by the District team. Procedures and limits of authority with regards to budget, schedule, and change in the work approvals were established during the kick-off of the design phase. This plan will provide a responsibility matrix and will address specific expectations for the District, the design team, and the project management teams. Subsequent expectations of the GC/CM team(s) will be identified in the RFP, RFFP, and GC/CM agreement.

Project budgets, schedules, MACCs, and TCC will be established early on and reviewed at each design phase by the Superintendent and School Board. The construction project management team, Dan Stevens and Michael Romero, will coordinate with the District's Deputy Superintendent and to guarantee that all parties are aware of any development that might affect the budget and that all expenditures are approved prior to payment. Expenditure limits on a per-occurrence basis will be established by the Superintendent and the Board and a line of signature authority will be implemented.

The District has and will continue to adequately manage the project by surrounding itself with professionals that have a proven track record of successful GC/CM projects. The firms of Mahlum Architects, Integrus Architecture, Perkins Coie, and Parametrix are proven entities. The District expects these four firms will help guide the two projects to successful and timely completions for the opening day of school in 2020.

As part of the total bond program, each of the projects will be tracked individually to maintain better control of design, schedule, and costs. Both Einstein and Kellogg Middle Schools will be following this structure, and may opt to use a series of Mini-MACC costs developed by the GC/CM team(s) in an effort to better control the budget process and identify design, schedule, or quality shortfalls. Contingencies will include statute-driven contingencies and conservative owner contingencies to provide cushion beyond those figures established in the GC/CM(s) contract and Office of Superintendent of Public Instruction (OSPI) recommendations.

As part of the preconstruction services, the GC/CM(s) will develop a subcontracting bid plan and schedule for bidding, as well as for phased construction and early procurement as agreed to by the District. The Architect's design deliverables will be integrated with the GC/CM bidding and construction plan, and updated on a regular basis. Early and frequent meetings with the City permit agencies, fire department, and other code officials prior to permit intakes will help ensure that permit comment requirements that may affect the MACC(s) will be mitigated.

C. A Brief Description of Your Planned GC/CM Procurement Process.

The GC/CM procurement process will begin if the projects receive PRC approval by the Committee on September 28th. The First advertisement of the RFP is slated for early October 2018. The process will follow the requirements of RCW 39.10, and will be approximately nine weeks in total duration, with the award of either one or two GC/CM contracts as part of the RFFP final processes. Final

approval of the contract(s) is scheduled to occur at the regularly scheduled School Board meeting on December 4, 2017.

The general process being adhered to by the team is as follows:

- Marketing of the project to experienced potential GC/CM candidates.
- Advertising RFP for GC/CM (two advertisements in the Daily Journal of Commerce and Builder's Exchange).
- Holding a pre-proposal conference for both projects at the District headquarters.
- Publishing addenda in a timely manner after the pre-proposal conference.
- Interviewing shortlisted GC/CM firms.
- Requesting RFFPs from highest ranked firms from interviews.
- Reviewing RFFPs and recommending award to highest ranked firm.
- Conducting legal counsel review in parallel to RFP and RFFP processes.
- Notification of intent to award to selected GC/CM.
- Presentation to Shoreline School Board.
- Approval received from Shoreline School Board
- GC/CM contract executed.

D. Verification That Your Organization Has Already Developed (or Provide Your Plan to Develop) Specific GC/CM Contract Terms.

The District plans to utilize the GC/CM documents developed by Perkins Coie, which were first developed for the Early Learning Center which is currently beginning construction. The contracts will be developed with two options for delivering the projects, either as one GC/CM in a program-wide approach for the two schools, or with separate contracts for two separate GC/CMs.

The documents will be developed specific to the needs of the two projects. Our intent is to release these documents for review and comments shortly after PRC approval on September 28th. Prior to issuing the final RFFP, the documents will be updated to reflect the recommendation of the GC/CM Contractors and current industry best practices. As part of the review, the District will solicit input from our legal counsel and revise to incorporate any recent statutory updates. Final construction documents will be modeled upon documents that have successfully been used with other Washington school districts and GC/CM projects locally.

8. PUBLIC BODY (SHORELINE SCHOOL DISTRICT) 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 | Description | Project Value | Contracting Method | Schedule (start/finish) | Planned Budget & Actual Budget* |
|---|---|-----------------|--------------------|---------------------------|---|
| Modular Units | Purchase and installation of 19 modular elementary class units | \$5,000,000 | D/B/B/ | May 2008-Fall 2008 | \$5,000,000 \$5,000,000 |
| Central Kitchen/Warehouse | Installation of a new central kitchen at existing warehouse | \$6,390,000 | D/B/B | Spring 2010-March 2011 | \$6,390,000 \$4,222,374 |
| Kellogg MS Painting & Gutter Upgrades | Exterior painting and installation of new gutters | \$1,758,626 | D/B/B | 5/11/2009-8/21/2009 | \$1,758,626 \$1,712,630 |
| 2009 Elem Playfield Upgrade Project, multiple sites | Design and installation of modified grass/synthetic play fields at 3 ES sites | \$1,355,689 | D/B/B | December 2008-August 2009 | \$1,355,689 \$1,153,658 |
| Flooring Upgrades, District-Wide | Complete flooring replacement for 2 ES & walk-off mats 9 other schools | \$1,207,412 | D/B/B | May 2009-10/5/2009 | \$1,207,412 \$1,097,941 |
| SLC Roof Upgrade | Complete replacement of the Shoreline Center roofing material | \$1,541,000 | D/B/B | 5/1/11-July 2012 | Info Unavailable \$2,313,087 |
| MP Baseball/Softball Field Improvement | Construction of Varsity Baseball & Softball Fields | \$3,700,00 | D/B/B | 8/8/11-3/12/2012 | \$4,621,000 \$4,446,498 |
| SC HS Replacement (w/o Fields) | Replacement (New In-lieu) | Share of \$192m | D/B/B | 2009-February 2014 | Share of \$192m \$82,146,701 |
| SW HS Replacement (w/Fields & Ronald School) | Replacement (New In-lieu) | Share of \$192m | D/B/B | 2009-August 2013 | Share of \$192m \$95,826,571 |
| Syre Elementary HVAC | Replacement of the existing HVAC system (like for like) | \$1,240,00 | D/B/B | 200-August 2013 | \$1,240,000 \$1,047,101 |
| SC Baseball & Softball Field Improvement | Replacement of the existing baseball and softball field | \$5,000,000 | D/B/B | 6/15/15-3/23/16 | \$5,000,000 \$4,182,835 |
| District-wide Safety & Security/Electronic Access | Design and installation of access control at all schools | \$1,000,000 | D/B/B | June 2015-ongoing | \$1,000,000 \$134,775 (to date) |
| Ridgecrest Fields | Replacement of the existing play field | \$1,400,000 | D/B/B | 7/27/16-2/3/17 | \$1,400,000 \$890,278 |

| Project | Description | Project Value | Contracting Method | Schedule (start/finish) | Planned Budget & Actual Budget* |
|---|---|---------------|--------------------|-------------------------|--|
| Aldercrest Phase I | Phase 1 of the Aldercrest Campus Modernization Project | \$5,600,000 | D/B/B | 6/1/2016-9/6/2016 | \$5,600,000 \$5,595,076 |
| North City Elementary Campus Modernization (Temp Transition Site) | North City Elementary Campus Modernization (Temp Transition Site) | \$12,000,000 | D/B/B | 5/9/17-ongoing | \$3,000,000 \$3,000,000 |
| Early Learning Center | Demolition and Construction of new ELC | \$36,000,000 | GC/CM | 4/6/17-ongoing | \$36,000,000 \$1,000,000 (to date) |

* These figures do not include encumbered monies, and are only actual expenditures through August 31, 2017.

9. PRELIMINARY CONCEPTS, SKETCHES, OR PLANS DEPICTING THE PROJECT

Index of Exhibits:

Exhibit 1: Milestone Schedule

Exhibit 2: Shoreline School District 2017 Bond Project Phasing Plan

Exhibit 3: Kellogg Middle School Existing Site Plan

Exhibit 4: Kellogg Middle School Existing Site Conditions and Access

Exhibit 5: Kellogg Middle School Conceptual Site Plan

Exhibit 6: Einstein Middle School Existing Site Plan

Exhibit 7: Einstein Middle School Existing Site Conditions and Access

Exhibit 8: Einstein Middle School Conceptual Site Plan

Exhibit 1: Milestone Schedule



Baseline Milestone Schedule for:
Kellogg and Einstein Middle Schools

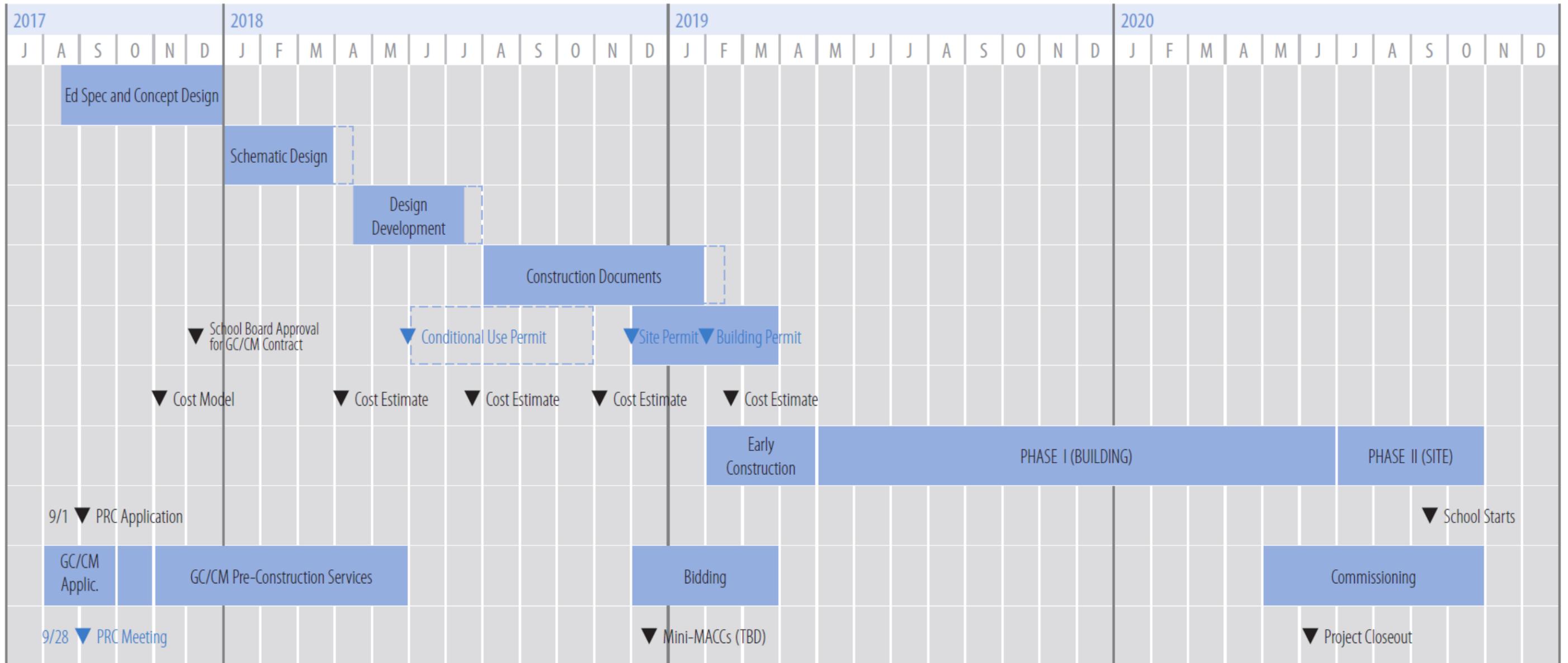


Exhibit 2: Bond Program Phasing Plan

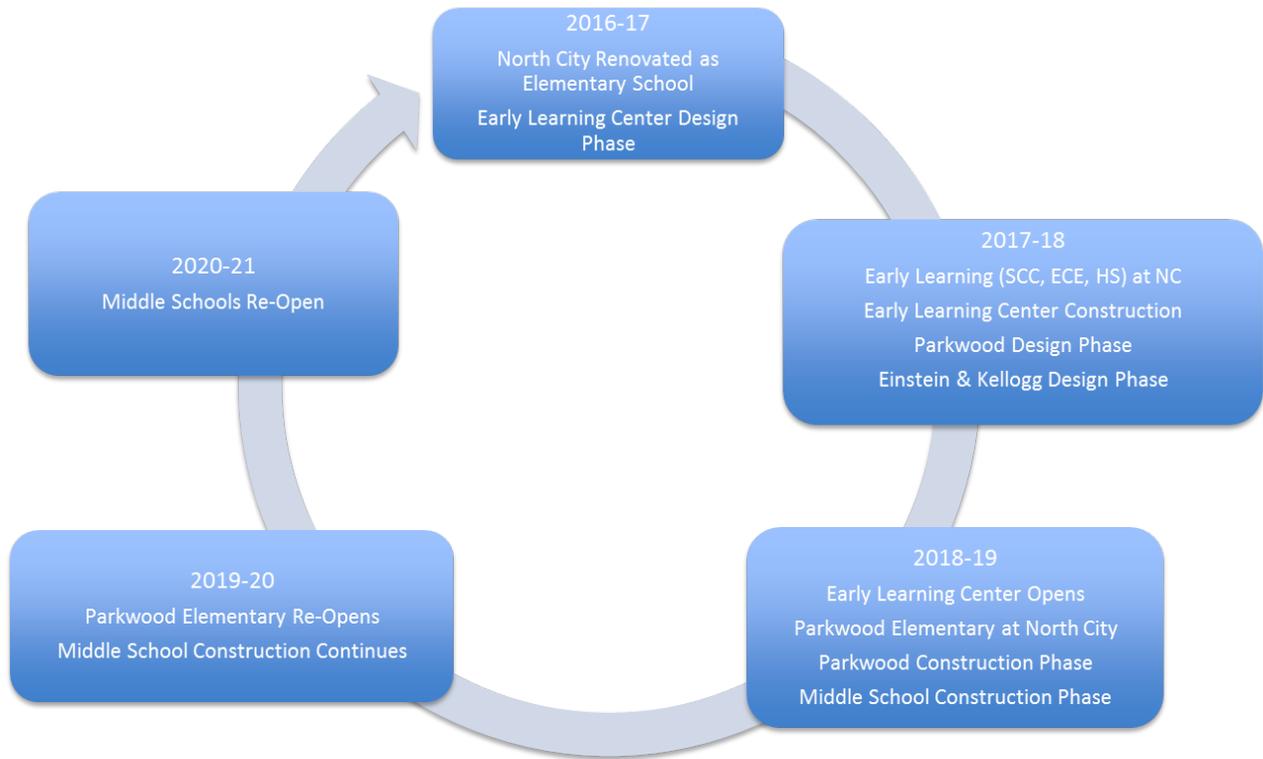


Exhibit 3: Kellogg Middle School Existing Site Plan



mahlum

EXISTING AERIAL
KELLOGG MIDDLE SCHOOL
SHORELINE PUBLIC SCHOOLS | 21 AUGUST 2017
MAHLUM ARCHITECTS INC



0 50' 100' 200'

Exhibit 4: Kellogg Middle School Existing Site Conditions and Access



Exhibit 5: Kellogg Middle School Conceptual Site Plan

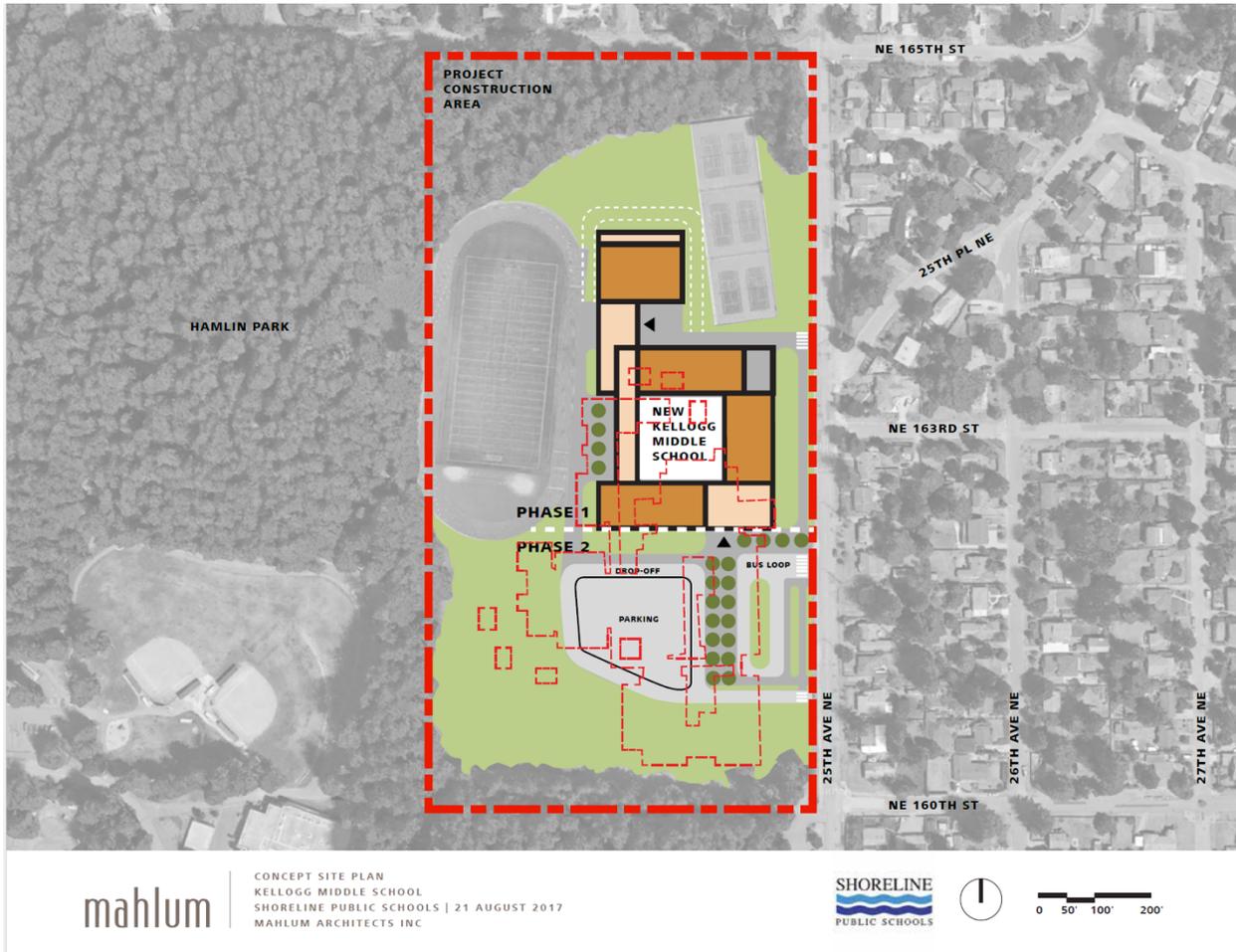


Exhibit 6: Einstein Middle School Existing Site Plan



existing site aerial

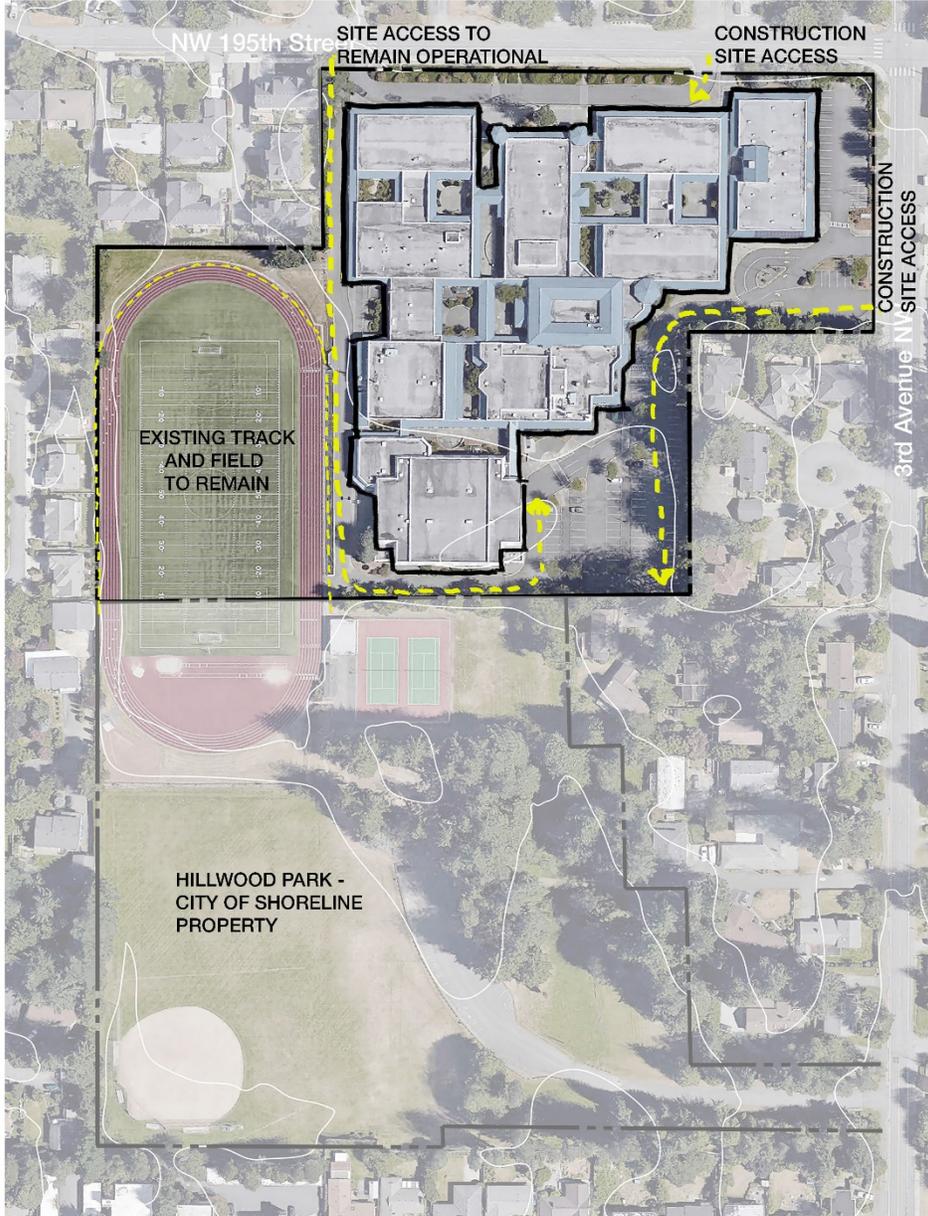


Einstein Middle School
8/16/2017

Exhibit 7: Einstein Middle School Existing Site Conditions and Access



existing site conditions

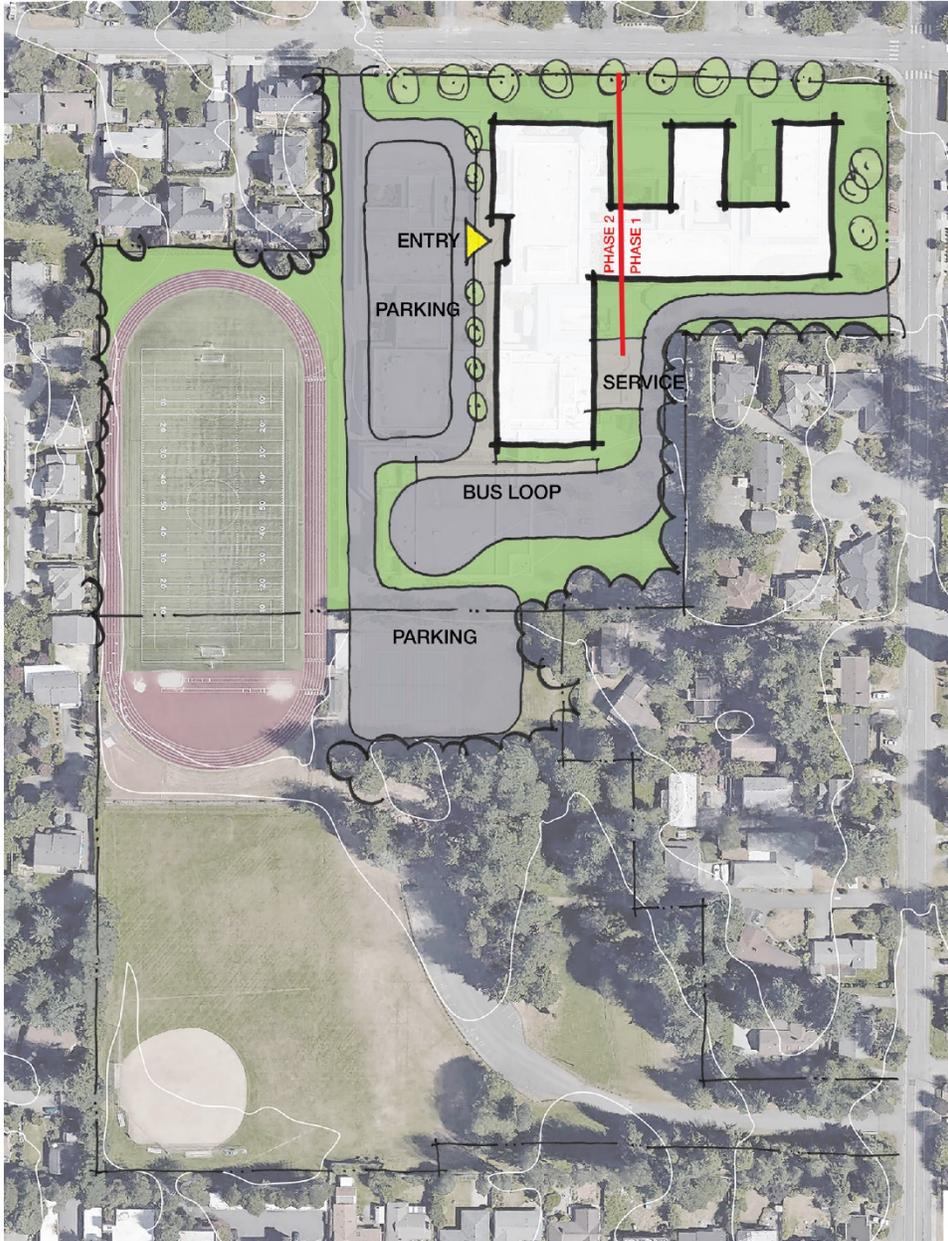


Einstein Middle School
8/16/2017

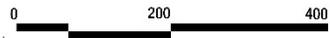
Exhibit 8: Einstein Middle School Conceptual Site Plan



concept site plan



SITE PLAN



integrus
ARCHITECTURE

Einstein Middle School
8/16/2017

10. RESOLUTION OF AUDIT FINDINGS ON PREVIOUS PUBLIC WORKS PROJECTS

The Shoreline School District has received no audit findings on any project.

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: Marla S Miller
Name (please print): MARLA S. MILLER
Title: DEPUTY Supt.
Date: 8/29/2017