

State of Washington
PROJECT REVIEW COMMITTEE (PRC)
GC/CM PROJECT APPLICATION
To Use the General Contractor/Construction Manager (GC/CM)
Alternative Contracting Procedure

The PRC will only consider complete applications: Incomplete applications may result in delay of action on your application. Responses to Questions 1-7 and 9 should not exceed 20 pages (*font size 11 or larger*). Provide no more than six sketches, diagrams or drawings under Question 8.

Identification of Applicant

- a) Legal name of Public Body (your organization): **Port Angeles School District - 121**
- b) Mailing Address: **905 W 9th Street, Port Angeles WA 98363-7275**
- c) Contact Person Name: **Martin Brewer** Title: **Superintendent**
- d) Phone Number: **(360) 457-8575** E-mail: **mbrewer@portangelesschools.org**

1. Brief Description of Proposed Project

- a) Name of Project: **Stevens Middle School Renovation Project**
- b) County of Project Location: **Clallam**
- c) Please describe the project in no more than two short paragraphs. (*See Example on Project Description*)

Stevens Middle School is located in Port Angeles, Washington, and is the only middle school serving the approximately 600 middle school students in the Port Angeles community. Having been operational for more than 40 years, the school is in need of significant renovations and improvements to meet current educational building standards and continue serving its students. In 2020, voters approved a capital levy to fund much-needed upgrades to the school. Following approval of the levy, the Port Angeles School District engaged in extensive assessment regarding the design of necessary improvements to the school under the leadership of its Capitol Advisory Committee in coordination with its design team, Integrus + YGH Architecture.

Based on the collaborative programming and schematic design process that has taken place thus far, the District has developed plans for comprehensive renovations and upgrades to Stevens Middle School, significantly increasing the school's capacity and functionality. While plans for the Project are still in development, the District expects that the Project's final design will include a combination of renovations and replacement designed to fully upgrade and bring the school up to modern educational standards. As part of the options the District is currently considering, the Project may include construction of a large, 43,600 sf. addition with associated demolition of a portion of the existing building and complete modernization and reconfiguration of the remaining, 63,300 sf. structure. Alternatively, based on input received throughout the value engineering process, the Project may be designed to involve a more extensive replacement of the existing structure, with less extensive renovation to the remaining building. This alternative approach would result in approximately 23,000 sf. of renovation and 84,000 sf. of new construction. Under both scenarios, extensive sitework will be included in the Project, involving construction of additional parking, sidewalks, landscaping, utility re-routing, and a new field. The school will be operational throughout construction.

- d) Applying for permission to utilize Alternative Subcontractor Selection with this application? **No**
(*if no, applicant must apply separately at a later date utilizing Supplement B*)

2. Projected Total Cost for the Project:

A. Project Budget

Costs for Professional Services (A/E, Legal etc.)	\$6.6
Estimated project construction costs (including construction contingencies):	\$51.5
Equipment and furnishing costs	\$1.0
Off-site costs	\$0
Contract administration costs (owner, cm etc.)	\$1.1
Contingencies (design & owner)	\$4.1

Other related project costs (permits, insurance, utilities,)	\$0.6
Alternative Subcontractor Selection costs	\$N/A
Sales Tax	\$6.0
Total	\$70.9

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 Stevens Middle School Project will be funded from two sources, consisting of: (1) a Voter-approved six-year capital levy and (2) School Construction Assistance Program (SCAP) funding from the Office of Superintendent of Public Instruction (OSPI). Collection of Levy funds commenced April 2020 and is ongoing.

A summary of the District’s funding is below:

2020 – 6-Year Capital Levy	\$52.6
SCAP Funding (estimate)	\$18.4
Total Funding	\$71.0

3. Anticipated Project Design and Construction Schedule

Please provide:

The anticipated project design and construction schedule, including:

- a) Procurement;
- b) Hiring consultants if not already hired; and
- c) Employing staff or hiring consultants to manage the project if not already employed or hired.
- d) Provide an updated schedule to include Alternative Subcontractor Selection Procurement process.

Project Schedule	Start	Finish
Programming (Ed Specs)	November 2022	March 2023
Schematic Design	March 2, 2023	June 31, 2023
Design Development	November 1, 2023	Feb 15, 2024
Construction Documents	March 1, 2024	Fall 2024
Site Development Review/ Building Department Review/Permitting	Fall 2024	Spring 2025
New School Construction	Spring 2026	Summer 2027
New School Substantial Completion / Punch	Summer 2027	Summer 2027
New School AHJ Occupancy / Relocation of Admin & Students (portable, temporary, other)	Summer 2027	Summer 2027
Alt Approach – Gymnasium Renovations	Summer 2027	Fall 2027
Alt Approach – Existing School Demo & Site Work	Summer 2027	Fall 2027
Alt Approach – Punch / Occupancy	Fall 2027	Fall 2027
Existing School Renovation	Fall 2027	End 2028
Existing School Punch / AHJ Full Occupancy	End 2028	End 2028
Alt Approach – Final Contract Closeout	2028	
Final Contract Closeout	2029	
GC/CM Procurement Schedule		
PRC Application	October 20, 2023	October 20, 2023
District Board Approval GC/CM Procurement	November 9, 2023	November 9, 2023
PRC Hearing	November 30, 2023	November 30, 2023
First Publication of Request for Qualifications (RFQ) for GC/CM Services	December 21, 2023	December 21, 2023
Second Publication of RFQ for GC/CM Services	December 28, 2023	December 28, 2023
Project Information Meeting (Date Subject to Change)	Week of January 2, 2024	Week of January 2, 2024
Statement of Qualifications (SOQ) Submittal Deadline	January 26, 2024	January 26, 2024
Evaluation Committee Scoring of SOQs Received	February 2, 2024	January 26, 2024

Notify Proposers of Most Qualified Finalists & Invitation to Submit Final Proposal and Interview	February 5, 2024	February 5, 2024
Interviews with Short-Listed Firms	February 21, 2024	February 21, 2024
Final Proposal Submittal Deadline & Opening	February 28, 2024	February 28, 2024
Notify Proposers of Scoring and Most Qualified GC/CM	March 4, 2024	March 4, 2024
Pre-Con Work Plan Finalized	March 13, 2024	March 13, 2024
School Board Approval of GC/CM Selection	March 13, 2024	March 13, 2024
GC/CM Agreement w/Pre-Con Services Executed	March 16, 2024	March 16, 2024
Pre-Con Services Commencement	March 17, 2024	March 17, 2024

4. 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 Project presents complex phasing, scheduling, and coordination issues. These challenges are summarized below:

- Construction Phasing. Stevens Middle School will be occupied by students and staff over the course of construction, requiring multiple educational and administration relocations throughout the Project, including the construction and use of portable classrooms. Construction will need to be coordinated around ongoing operation of the school to ensure student safety and minimal disruption to educational activities.

Additionally, over 3,000 sf. of the existing building, including gym locker space and the kitchen, will potentially require demolition to accommodate the components of the possible addition. Ensuring that some form of gym locker rooms and kitchen facilities are operational during all phases of construction is imperative.

If the District proceeds with a more extensive replacement, significant demolition work will require careful phasing, scheduling and coordination by an experienced GC/CM contractor.

- School Calendar Scheduling: From a scheduling standpoint, accommodating the school calendar to minimize disruptions to classes, cafeteria space, fitness opportunities, and other educational programs will require careful planning and sequencing of work. For example, understanding whether the gym can be seismically upgraded and renovated over a summer break, or whether temporary accommodation is necessary, will have a significant impact on students and teachers and the overall educational process.

It will be imperative to utilize the school calendar vacation “windows” to the greatest extent possible for scopes of work that will impact the educational process. This construction / school scheduling coordination can best be developed when a GC/CM contractor is involved during the design process.

- Critical Operational Infrastructure: From a coordination standpoint, the schematic design will potentially involve new locations for the kitchen, the main electrical room, and the main water service. While this new infrastructure is being added, the existing infrastructure of the building must be kept operational, all while working around an active school.

Additionally, because subcontractors will execute scopes of work in multiple phases, it will be important to coordinate their work to minimize repeated mobilizations and maximize efficiency to reduce Project costs.

If a more extensive replacement is ultimately selected for the Project, this alternative approach will require careful coordination to keep essential school functions operational, including and in particular the kitchen.

In all cases, a GC/CM contractor's input on coordinating the utility disconnection and reconnection will help minimize impacts to existing school functions.

- **Contractor Expertise:** In addition to helping the Project team solve the above challenges, a GC/CM partner could advise on the benefit of avoiding these challenges altogether with alternative approaches to project phasing or construction methods. Due to soil conditions outlined in the Project geotech report, contractor expertise and real-world input would be greatly beneficial in developing various soil stabilization alternatives (piles), to save costs and expedite construction schedules. The cost impacts of soil stabilization and recent cost escalation can be minimized with GC/CM input and guidance to reach the most optimal scope of construction within the existing funding constraints.
- **Early Procurement:** The project is funded by a Levy, rather than a bond. Because the full levy amount will not be collected until Fall of 2025, a Design-Bid-Build (DBB) construction procurement process could not take place until Spring 2026. This inherent delay with the DBB method would create expose the Project to significant and uncertain escalation costs. Rather than waiting until 2026, working with a GC/CM partner would allow the district to employ early bid packages while Levy funds are still being collected, providing greater cost certainty, reduced cost escalation, and accelerating Project completion within the District's budget.
- If the project involves construction at an existing facility that must continue to operate during construction, what are the operational impacts on occupants that must be addressed?

Note: Please identify functions within the existing facility which require relocation during construction and how construction sequencing will affect them. As part of your response, you may refer to the drawings or sketches that you provide under Question 8.

The Project will involve construction in an operational middle school. Operational impacts that a GC/CM contractor could help resolve are summarized below:

During Phase 1 - The initial building addition phase: safety, security, and environmental issues such as noise, air quality, and uninterrupted utilities will be the primary concerns.

- **Building Connections:** A potential new addition connects to the existing building in multiple locations, and along the full length of the existing gyms. As such, disruption to ongoing activities requires careful management and coordination.
- **Building Connections - Hazard Mitigation:** The new potential addition will precede the renovation and associated hazardous material mitigation work. Thus, the existing adjoining walls to be demolished or modified as part of connecting the addition will require abatement prior to completion. This connection of new to existing structure will require hazard mitigation that will affect the ongoing activity in the existing, operational spaces. Careful planning, coordination and communication will be required to ensure student and staff safety.
- **Physical Education Spaces:** Impacts to physical education and athletic spaces will depend on careful scheduling, but will likely impact use of the locker rooms, the main gym, the auxiliary gym (cafeteria), the weight room, and the athletic field. As these space are used by the larger

Port Angeles Community throughout the year, the impacts are far greater than just the Stevens Middle School educational experience, as spaces are taken out of service.

- Lunch and Play Areas: The existing athletic field and adjacent play area, used by students during their lunch periods, will be unavailable, requiring changes in location and supervision requirements.
- School Break Scheduling: Construction scheduling will be important to utilize school breaks, in particular summer break, for work that would otherwise impact the educational process. A GC/CM could help the district plan ahead and coordinate construction activities around the school's schedule.

During Phase 2 - the renovation of the existing classroom building presents similar challenges as the above. Additionally:

- Portable classrooms: will be required to replace lost class space under renovation, meaning increased travel times for students and teachers, as well as additional site security and supervision considerations.
- Travel Circulation: Depending on the final addition and modernization phasing, portions of the existing school will not be available to staff or students for circulation, forcing students and staff to use more circuitous external circulation which during the school year is mostly inclement weather.
- New School Entrance: The school entrance is re-positioned as part of Phase 2, requiring new travel paths for students, staff, and the community through the multitude of Project phases.

Alternative - If a more extensive replacement is selected, the above impacts would largely remain the same, as the new building areas would be constructed while the existing school is in session immediately adjacent to the construction site. As some of the existing school would remain (music building, main gym, and auxiliary gym), there would be additional physical connection points required between new and existing structures, while school is in session, requiring careful coordination and scheduling by an experienced GC/CM contractor.

- If involvement of the GC/CM is critical during the design phase, why is this involvement critical? Involvement by an experienced GC/CM contractor in the design phase is critical for the following reasons:
 - Phasing Impacts: Understanding detailed impacts of different phasing options, including construction phasing which affect schedule, costs/escalation, school educational and administrative functions, and student safety. A GC/CM could also propose alternate approaches to phasing.
 - Constructability: Advising on constructability of different approaches to the modernization, thereby helping to manage risks and control costs and school education impacts.
 - Construction to Budget: Unexpected soil stabilization costs and 2020-2021 construction cost escalation have impacted the Levy and SCAP project budget. It is critical to have contractor involvement throughout design to better understand costs and manage scope decisions and construction methods. It is imperative that real world construction costs are known at completion of Construction Documents to ensure the Project design meets the budget. Waiting for a final cost understanding at the DBB bid phase would delay the Project and further increase costs due to escalation.

- Destructive Investigation Advice: Advising on the location and extent of destructive investigations, especially given the complexities and age of the existing buildings and the lack of as-builts from the original 1960's buildings.
- Maintain Versus Demolish: Advising the District on the costs of maintaining vs demolishing specific existing elements. More broadly, analysis by a GC/CM could provide increased certainty regarding the relative costs of modernization vs replacement of the entire academic building.
- If the project encompasses a complex or technical work environment, what is this environment?
Five primary aspects of the Project make for a complex work environment:
 - Complicated Existing Structures: The existing buildings are, in themselves, complicated. They are from two different decades and use at least three different structural systems. Seismically improving, reconfiguring, adding windows, adding louvers, replacing siding, and providing new mechanical, electrical, and plumbing systems will likely entail significant temporary shoring, utility coordination, careful sequencing, and significant collaboration to deal with unforeseeable existing conditions.
 - Seismic Upgrades: The 1960 and 1970 era existing Middle School will require extensive seismic upgrades to its foundation, interior walls, brick veneer, and roofing during the modernization phase of the Project.
 - Many interior walls require demolition and rebuilding as shearwalls. Under each new shearwall new concrete footings and potentially soil improvements, such as pin piles, are required. Additionally, each shearwall will require strapping to the roof sheathing.
 - The roof diaphragm requires new nailing, requiring re-roofing for access
 - CMU walls require additional steel reinforcing
 - The existing brick veneer requires extensive anchoring to the structural backing.
 - Topography: Steep grades on the site will require retaining walls, shoring, and generally add complexity to site access and contractor workflow.
 - Site Fill Material: Extensive existing fill consisting of poor soils will require subgrade improvements throughout the footprint of the addition and existing school, and significantly complicate the foundation improvements in the existing buildings required for seismic upgrades. To achieve this, either battered pin piles or micro-piles will be required to be installed underneath the existing building as part of the modernization work.
 - Occupied site: (1) the addition construction, (2) tying the Addition to the existing, and (3) finally Modernizing the existing school must all take place while safely continuing the educational process.
- If the project requires specialized work on a building that has historical significance, why is the building of historical significance and what is the specialized work that must be done?
Not Applicable
- If the project is declared heavy civil and the public body elects to procure the project as heavy civil, why is the GC/CM heavy civil contracting procedure appropriate for the proposed project?
Not Applicable

5. 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 Public Benefit related only to Alternative Subcontractor Selection, use Supplement A or Supplement B, if your organization decides to use this selection process. Refer to Question No. 11 of this application for guidance*). For example, your description must address, but is not limited to:

- How this contracting method provides a substantial fiscal benefit; or

The GC/CM contracting method has the potential to maximize scope by building to available fixed funding in several ways:

- Allowing early bid packages.
- Allowing a MAC to be established sooner than the Project could otherwise be bid.
- Providing some measure of cost certainty in the face of numerous inherent risks related to existing construction, soils, a long timeline, and complex phasing.
- Providing advice to the district and design team that could result in savings due to streamlined schedule, simplified phasing, or improved constructability.
- Using relationships with subcontractor community to increase interest and bid turnouts.

A GC/CM Contractor will prepare a feasible and safe construction plan. This is especially beneficial for a project of this type where construction will occur directly adjacent to two operational school facilities and a populated residential neighborhood. This opportunity for construction planning input during the bidding of subcontractor packages is not available in traditional DBB construction.

Beyond these possible fiscal benefits, the GC/CM process could benefit the community by facilitating more input from local tradespeople during the design process. A key goal of the District is to spend the Levy dollars in the local community where possible. A GC/CM partner could help the team reach out to subcontractors in the community to understand capacity within the town and region for different scopes of work and help ensure the bid packages do not limit local involvement.

- How the use of the traditional method of awarding contracts in a lump sum is not practical for meeting desired quality standards or delivery schedules.

The project site's complexities, as well as district's commitment made to the voters, require a knowledgeable GC/CM that has experience in successfully working on complex construction sites. The selection of the GC/CM is principally based upon their qualifications and experience. Additionally, the successful GC/CM contractor will need to have experience working on occupied sites with tight spaces.

Engaging an experienced and competent GC/CM partner early in the pre-construction phase lessens the risk of change to the scope due to these parameters that may include unforeseen conditions. The GC/CM will be on board to assist the design team to make informed, cost-efficient design decisions. The GC/CM will also have the option of early works if that scenario is present during the permitting process. Encountering these conditions in the traditional DBB delivery exposes the District to more cost and schedule risk which could possibly jeopardize delivering the Project with all the program objectives intact.

In terms of quality, one of the key benefits of GC/CM on this Project would be improved communication with the District and the community during the unusually long Project schedule associated with the levy approach to funding a new school. By setting expectations and helping with messaging, a GC/CM could help maintain and strengthen the District's relationship with the community both before and during construction.

In terms of schedule, the GC/CM process increases certainty and potentially accelerates the Project by:

- Allowing early bid packages
- Advising the team on phasing options
- Providing more realistic and detailed schedules during design than the district would otherwise have access to with a lump-sum delivery method.

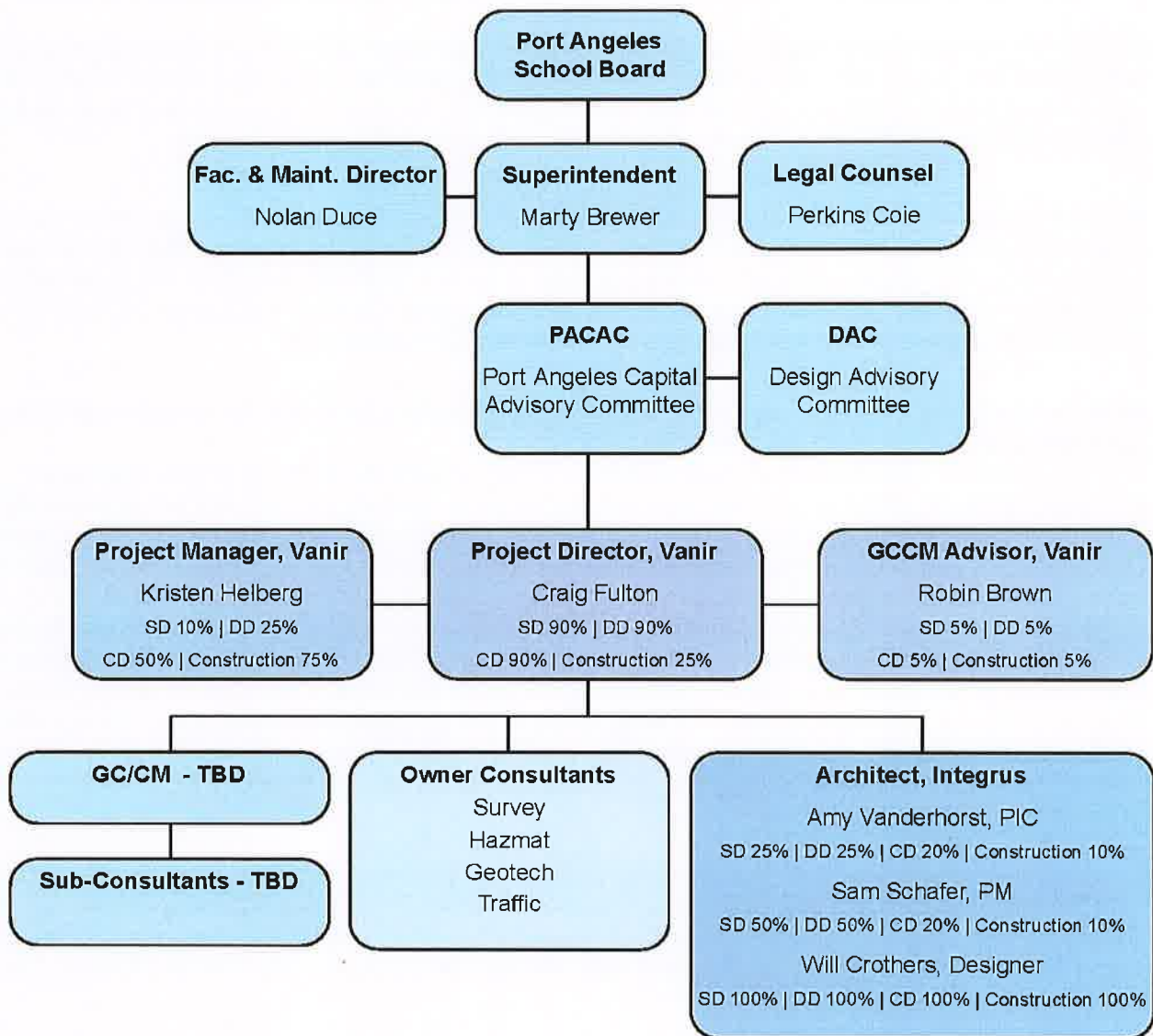
In terms of budget, the GC/CM process would provide real-world continuously updated cost projections throughout design, allowing the Project team and stakeholders to make timely decisions on scope and allow the GC/CM contractor the ability to provide construction cost saving ideas.

- In the case of heavy civil GC/CM, why the heavy civil contracting procedure serves the public interest.
Not Applicable

6. Public Body Qualifications

Please provide:

- A description of your organization's qualifications to use the GC/CM contracting procedure.
The Project will be the District's first project utilizing the GC/CM procurement method. The District has engaged a Project team who have extensive experience in GC/CM procurement as outlined in the resumes below.
- A **Project** organizational chart, showing all existing or planned staff and consultant roles.



- Project Team short biographies.

Amy Vanderhorst

Amy has 24 years of experience working closely with many communities to create dynamic learning environments for K-12 students. She brings her experience and eye for detail to all phases of a project, from planning and schematic design to construction administration. This keen understanding of the complexity of school projects is balanced with a sensitivity to client’s needs. Her ability to listen and translate client visions into creative solutions has been recognized – as demonstrated most recently with her work at school sites with students present during construction. She has led numerous GC/CM projects in recent years.

				Role During Project Phase PM = Project Manager PD = Project Designer PIC = Principal in Charge		
Key Project Experience	Project Value	Project Type	Date	Planning	Design	Construction
Mirror Lake Elementary School Federal Way Public Schools	\$30M	GC/CM	2021	PIC	PIC	PIC
Lake Grove Elementary School Federal Way Public Schools	\$29M	GC/CM	2021	PIC	PIC	PIC
Wildwood Elementary School Federal Way Public Schools	\$29M	GC/CM	2021	PIC	PIC	PIC
Ingraham High School Seattle School District	\$20M	GC/CM	2019	PIC	PIC	PIC
Support Center Edmonds School District	\$40M	GC/CM	2015	Architect	Architect	Architect
Rainier Elementary School Clover Park School District	\$26M	GC/CM	2014	PM	PM	PM
Meriwether Elementary School Clover Park School District	\$24M	GC/CM	2014	PM	PM	PM

Sam Schafer

Sam is well-versed in all aspects of the architectural process from programming and documentation to construction administration. His abilities as a school architect stem from extensive involvement in the education specification process including programming, space planning and site planning. He listens to the needs of the entire school community including teachers, students, administrators, and community members. A versatile member of the project team, Sam works closely with every consultant to coordinate and produce documents of the highest quality. His talent for understanding and integrating all aspects of building systems and programmatic requirements into clear and efficient architectural solutions results in learning environments that are flexible, adaptable, and convertible for future generations. He has worked on over a dozen GC/CM projects.

				Role During Project Phase PM = Project Manager PD = Project Designer PIC = Principal in Charge		
Key Project Experience	Project Value	Project Type	Date	Planning	Design	Construction
Ida Nason Elementary School Ellensburg School District	\$22M	GC/CM	2022	PD	PD	PD

Mirror Lake Elementary School Federal Way Public Schools	\$30M	GC/CM	2021	PM	PM	PM
Lake Grove Elementary School Federal Way Public Schools	\$29M	GC/CM	2021	PM	PM	PM
Wildwood Elementary School Federal Way Public Schools	\$29M	GC/CM	2021	PM	PM	PM
Mount Stuart Elementary School Ellensburg School District	\$24M	GC/CM	2021	PD	PD	PD
Central Kitsap HS & MS Central Kitsap School District	\$144M	GC/CM	2019	PD	PD	PD
Ben Steele Middle School Billings Public Schools	\$30M	GC/CM	2017	PD	PD	PD
Sacajawea Middle School Bozeman Public Schools	\$16M	GC/CM	2017	PD	PD	PD
Medicine Crow Middle School Billing Public Schools	\$26M	GC/CM	2016	PD	PD	PD
Elysian School K-8 Elysian School District 23	\$8M	GC/CM	2015	PD	PD	PD
Rainier Elementary School Clover Park School District	\$26M	GC/CM	2014	PD	PD	PD
Meriwether Elementary School Clover Park School District	\$24M	GC/CM	2014	PD	PD	PD

Martin Brewer, PASD Superintendent

Role: Marty Brewer is the District Superintendent and will be guiding the team through coordination of construction phases versus the educational process impacts.

Relevant Experience: His wealth of experience in understanding school operations, and the flexibility of the greater School District capabilities (shifting students to different schools) will be critical to mitigating construction and modernization impacts. Marty has school construction experience under his belt so he is fully cognizant of the challenges that could be faced and how best to resolve them using a cohesive team approach.

Project	Project Value	Delivery Method	Role	Timeframe
Pioneer SD, Pioneer MS	\$30M	D-B-B	Superintendent	2016 - 2018
Grandview SD, Arthur Smith Elementary	\$7.5M	D-B-B	Principal	2000 - 2002

Nolan Duce, PASD Facility Manager

Role: Nolan will be the main District point of contact on the project team and will advise and coordinate all District input to the design, procurement, construction, and movement processes.

Relevant Experience: Nolan has several School District construction projects under his belt. Though they are all DBB procurement, he understands the qualification selection processes and collaborative relationships required during all phases of the program execution.

Project	Project Value	Delivery Method	Role	Timeframe
Monroe Sports Field	\$1.9M	D-B-B	Maintenance Director	2022 - 2023
Composites Building		D-B-B	Maintenance Lead	2005 - 2007

PASD Skills Center		D-B-B	Maintenance Lead	2002 - 2006
Jefferson Elementary	\$7.9M	D-B-B	Maintenance Lead	2001 - 2003

Robin Brown, DBIA, Senior Project Director (Vanir Construction Management)

Role: Robin Brown will be the GC/CM Advisor throughout the planning, design, permitting, procurement, construction, and closeout phases of all projects. Robin has extensive K-12 public school experience on major bond programs.

Relevant Experience: Robin has served as the Program Manager/Project Manager for Highline Public Schools 2016 \$384 million and 2022 \$564 million Bond Programs. Previously, Robin served as the Development Program Manager/Regional Director of Construction for the Los Angeles Unified School District's \$21 billion program and Bond Program Manager for Pasadena Unified School District's \$365 million Measure TT Bond Program.

Project	Project	Delivery Method	Role	Timeframe
Evergreen HS Replacement	\$206M	GC/CM	Program and Project Manager	2022-Current
Pacific MS Replacement	\$138M	GC/CM	Program and Project Manager	2022-Current
Tyee HS Replacement	\$183M	D-B-B	Program and Project Manager	2022-Current
Highline HS Replacement	\$125M	GC/CM	Program and Project Manager	2017 - 2021
Glacier Middle School	\$82M	D-B-B	Program and Project Manager	2017 – 2019
Des Moines Elementary School	\$58M	D-B-B	Program and Project Manager	2017 - 2019
Olympic HS Renovation	\$30M	D-B-B	Program and Project Manager	2017 - 2019
Edward R. Roybal Learning Center	\$202M	GC/CM*	Director of PM/CM Team	2005 - 2008
Helen Bernstein High School	\$182M	D-B-B	Director of PM/CM Team	2004 - 2008
Hawkins High School	\$192M	GC/CM*	Director of PM/CM Team	2010 – 2012
Miguel Conteras High School	\$169M	GC/CM*	Director of PM/CM Team	2004 - 2006
Sotomayor High School	\$231M	GC/CM*	Director of PM/CM Team	2008 - 2011

*Projects in California were contracted as a Lease/Lease Back method which is similar to GC/CM

Craig Fulton, PE, DBIA, CCM, Project Director, (Vanir Construction Management)

Role: Craig Fulton is a Project Director for Vanir's Port Angeles office and will be the local Project Manager for Stevens Middle School Project. Craig will lead the Project Team - Architect, owner consultants, GC/CM contractor, and project through the planning, pre-construction, design, permitting, procurement, construction, and close-out phases of the Project.

Relevant Experience: Craig has 30 years of experience in construction project management with Federal (DOD) and Municipal (City of Port Angeles) clients as a Navy Civil Engineer Corps Officer and Director of Public Works, respectively. Craig has managed a broad spectrum of construction projects in both public and private venues including K-12, commercial, corporate, military, and public utility. Craig

was the Team lead that successfully delivered the Quileute K-12 School Replacement project in La Push WA, using the Progressive Design Build Delivery method. As a resident of Port Angeles, Craig is experienced with the District's goals and commitments and will bring that knowledge to the successful leadership ensuring the project is completed within program expectations. As the previous City of Port Angeles Director of Public Works, Craig, and his office staff, are fully integrated into the local community and with City staff to assist the project through the municipality's permitting process.

Project	Project	Delivery	Role	Timeframe
Quileute K-12 School Replacement	\$54M	PD/B	OR / Project Director	2018 - 2022
Peninsula Housing Authority – Apartment Complex (4) Renovations	\$14M	D/B	OR / Project Manager	2021 - 2022
Port Angeles Waterfront Center / Field Arts and Events Hall	\$52M	D-B-B (negotiated)	OR / Project Director	2018-2023
USMC Barracks Construction, Camp Lejeune, NC	\$334M	D/B	Owner	2010-2013

Mica Klein, Partner (Perkins Coie)

Role: The District is represented by Perkins Coie LLP's Construction Group. Perkins Coie has deep experience with Chapter 39.10 RCW alternative project delivery and has represented numerous public agencies in connection with complex GC/CM projects.

Mica Klein, Partner, will serve as the School District's lead attorney. Mica's practice focuses on complex public construction and dispute resolution. As a Partner with Perkins Coie's Construction Group, Mica specializes in structuring, drafting, negotiating, and implementing complex agreements for large-scale, \$20M+ public projects. Among these projects, Mica has successfully counseled dozens of clients on all aspects of GC/CM procurement, from PRC approval through project completion.

- 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. (See Example Staff/Contractor Project Experience and Role. The applicant shall use the abbreviations as identified in the example in the attachment.)
See details listed in the bullet point above.
- The qualifications of the existing or planned project manager and consultants.
See details listed in the bullet point 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.
Vanir has been contracted for the entire duration of the Stevens Middle School project with a current contract expiration date of July 2027. Vanir's contract amount has been captured in the Project budget.
- A brief summary of the construction experience of your organization's project management team that is relevant to the project.

The Stevens Middle School Modernization and Addition project management team is an experienced team with a proven recent work history of working collaboratively on Alternative Delivery Method projects to successfully deliver this critical educational project for the District.

Please see the experience tables above in the staff and consultant biographies.

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

The Stevens Middle School Project will be overseen by the District's Superintendent and Facility Department with daily oversight and process management by the Vanir team. The Facility Department is under the leadership of Nolan Duce who has worked for the District for over 20 years. The Project team will be guided throughout the project process using the published District policies.

The Facility Department staff will be supported by Vanir, which specializes and excels in Program, Project, and Construction Management, including GC/CM project delivery. Vanir will provide a GC/CM advisory (Robin Brown) through all phases of the project. The local Vanir Port Angeles team will work side-by-side with Nolan throughout the entire Project, providing pertinent experience and management expertise while administering the school design/consultant /construction contracts and processes. The local Project team will be provided with adequate time, resources, and staff support to successfully manage the project. Vanir will report directly to the Mr. Duce and will work closely with District staff, the design team, and GC/CM to nurture a successful project.

Project cost control will be exercised by adherence to the designated project scope, schedule, and budget. Construction cost estimates by design team and the GC/CM contractor have, and will continue to be, reconciled at the end of each phase of the Project development. Value analysis and constructability review measures will be ongoing and will be a consistent agenda item at project coordination meetings. Market prices will be regularly monitored for impacts to cost estimates and project material costs. Once the MACC is negotiated, the GC/CM, the District, and the architect will continuously evaluate the construction documents to determine if there are changes that may impact the MACC. If deviations arise, adjustments will be made to keep the project on budget and within the established MACC.

The roles and responsibilities that have been established for the District, the design team, GC/CM Advisor, and GC/CM contractor will be tailored to create a successful GC/CM process that is effectively 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.

Our procurement process will match similar successful processes the Project team members have used on other projects such as Highline High School and Evergreen High School, and will include the following:

- Developing a thorough RFQ with clear expectations for phasing, safety, DEI goals, and early works.
- Outreach and marketing the Project to potential GC/CM candidates to gain market interest prior to the RFQ release.
- Request for Qualifications
 - Issue RFQ to solicit qualifications.
 - Score and rank the SOQs based on scoring matrix developed for and included in the RFQ
 - Check references and develop shortlist of the most qualified GC/CM firms
- Interviewing the firms shortlisted
- Request for Final Proposals

- Soliciting pricing proposals for Fee and Specified General Conditions from the highest-ranked firms
- Score the final proposals based on criteria established in the RFQ and select highest qualified GC/CM firm.
- Provide recommendation of Award to PA School Board

- Verification that your organization has already developed (or provide your plan to develop) specific GC/CM or heavy civil GC/CM contract terms.
The District's legal counsel, Perkins Coie LLP, has developed a GC/CM agreement for use on the Project. The agreement, written on modified AIA A133 / A201 documents, contains all terms required by the RCW 39.10 statutory scheme.

7. Public Body (your organization) Construction History:

Provide a matrix summary of your organization's construction activity for the past six years outlining project data in content and format per the attached sample provided: *(See Example Construction History. The applicant shall use the abbreviations as identified in the example in the attachment.)*

No capital construction projects have been completed by the District in the last 6 years, but the Project team as a whole has successfully managed numerous alternative delivery projects as noted by the resumes above.

8. Preliminary Concepts, sketches or plans depicting the project

To assist the PRC with understanding your proposed project, please provide a combination of up to six concepts, drawings, sketches, diagrams, or plan/section documents which best depict your project. In electronic submissions these documents must be provided in a PDF or JPEG format for easy distribution. *(See Example concepts, sketches or plans depicting the project.)* At a minimum, please try to include the following:

- An 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.

Figure 1: Existing conditions site analysis

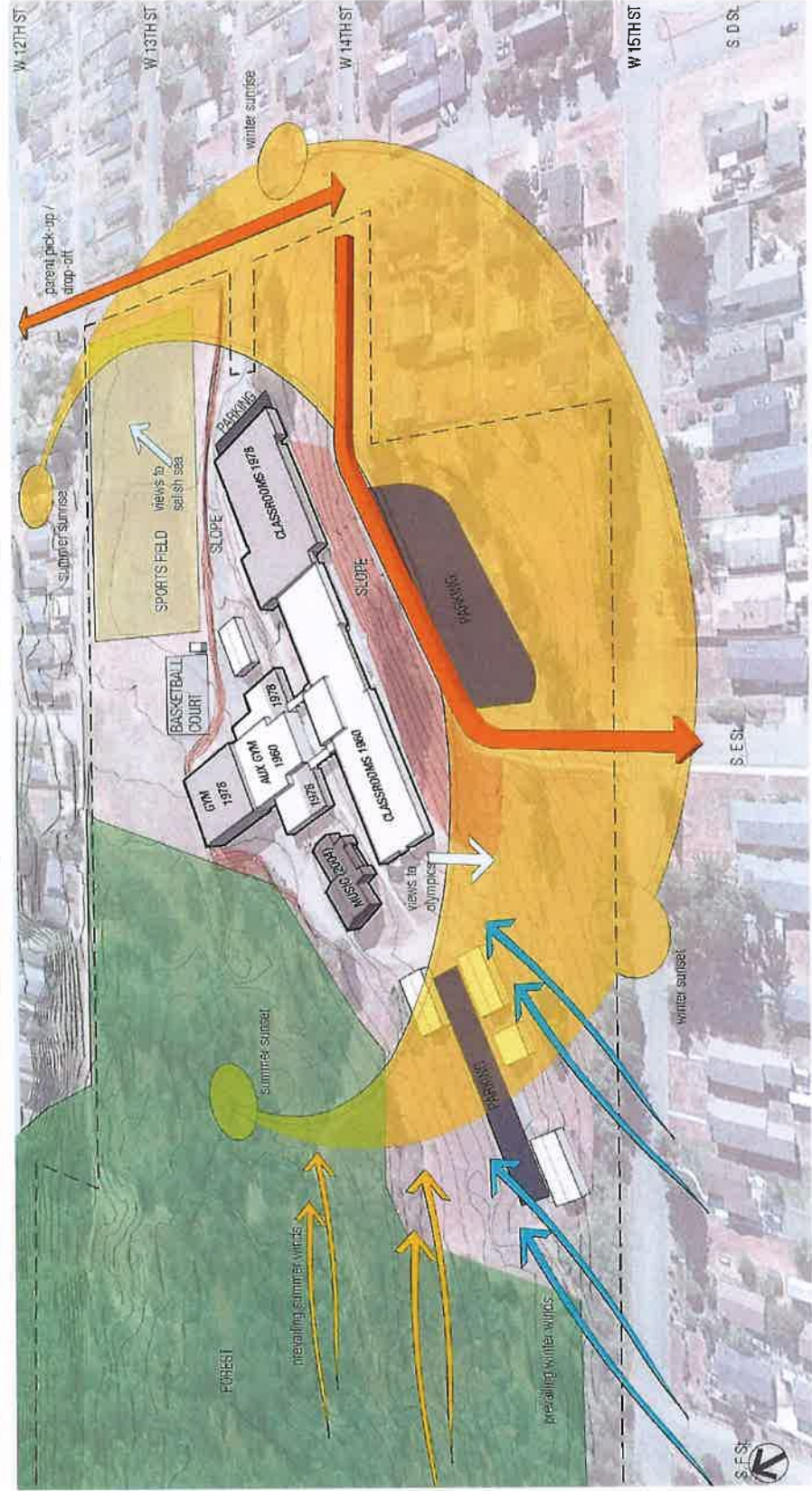
Figure 2: Original Plan for Addition and Modernization with phasing

Figure 3: Original Plan for Addition and Modernization with elevation contours

Figure 4: Plan from Value Engineering for cost reductions

Figure 5: Alternative option Plan to build new and demolish existing (keeping music building and improvements to Gym)

Attachment: Site Analysis

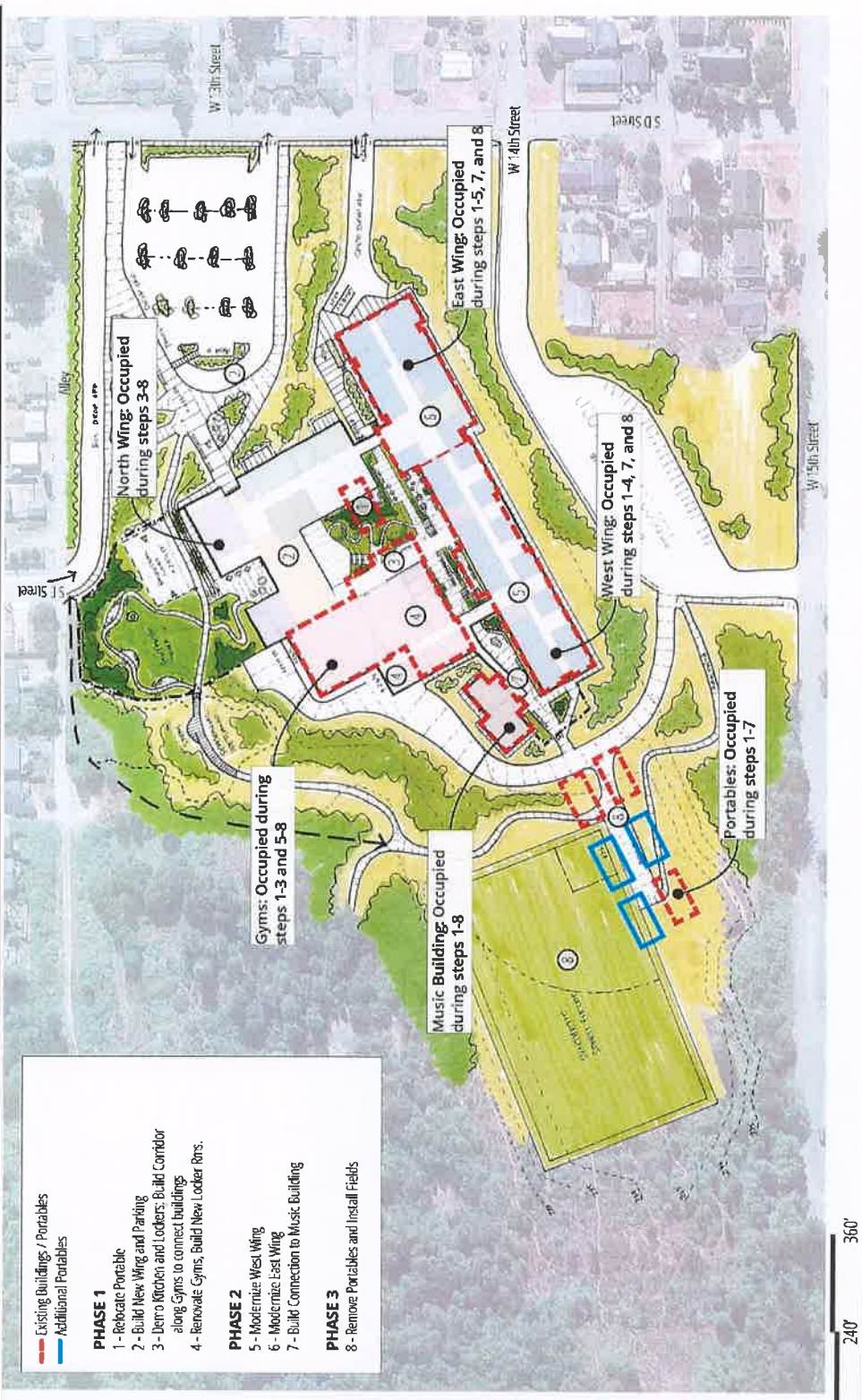


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Figure 1

Attachment: Schematic Site Plan



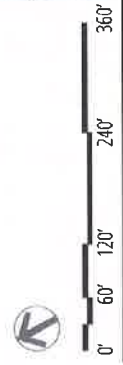
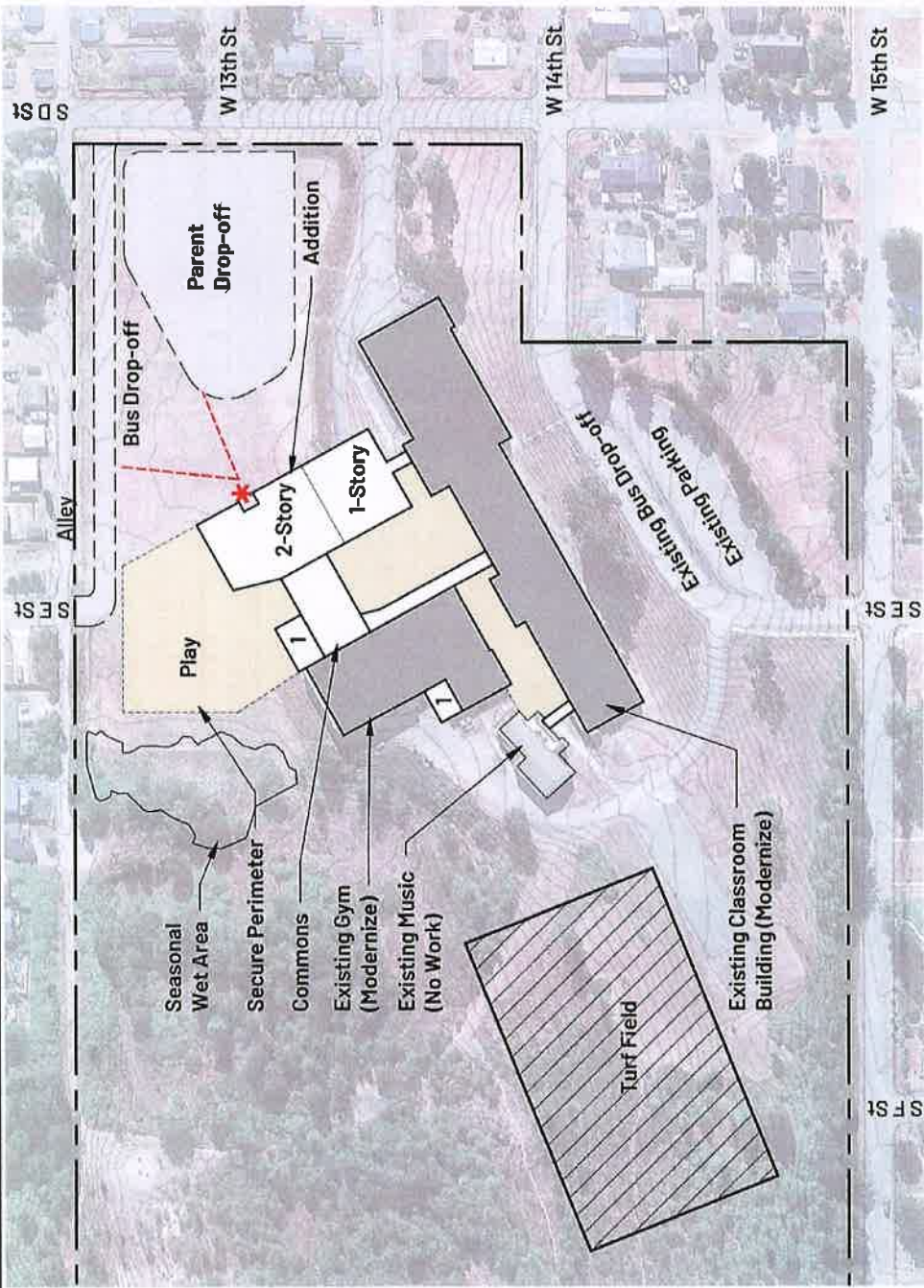
Port Angeles Middle School
 10/10/2023



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Figure 2

Attachment: Schematic Site Plan - All Phases Complete

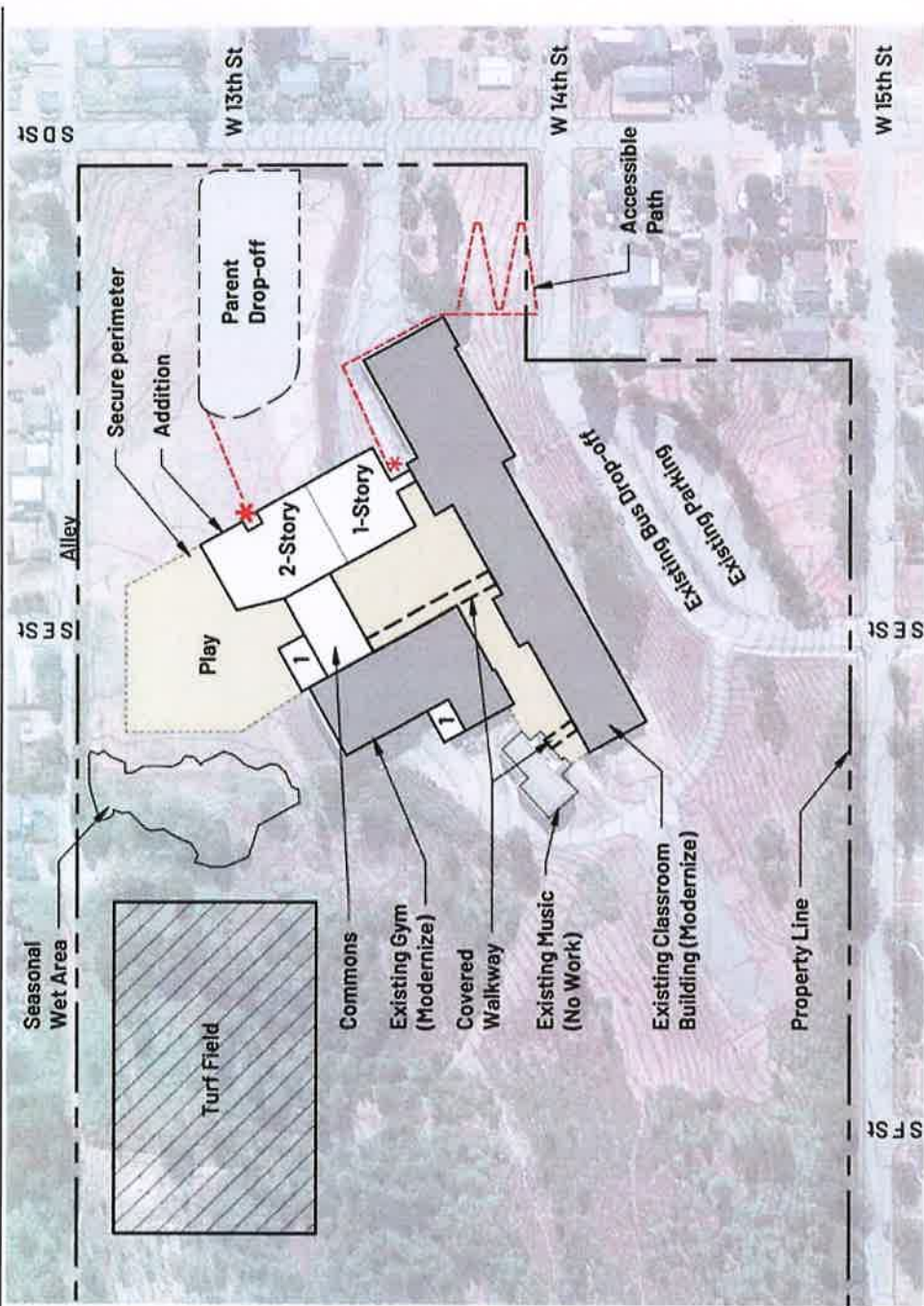


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Figure 3

Attachment: Schematic Site Plan - VE Study

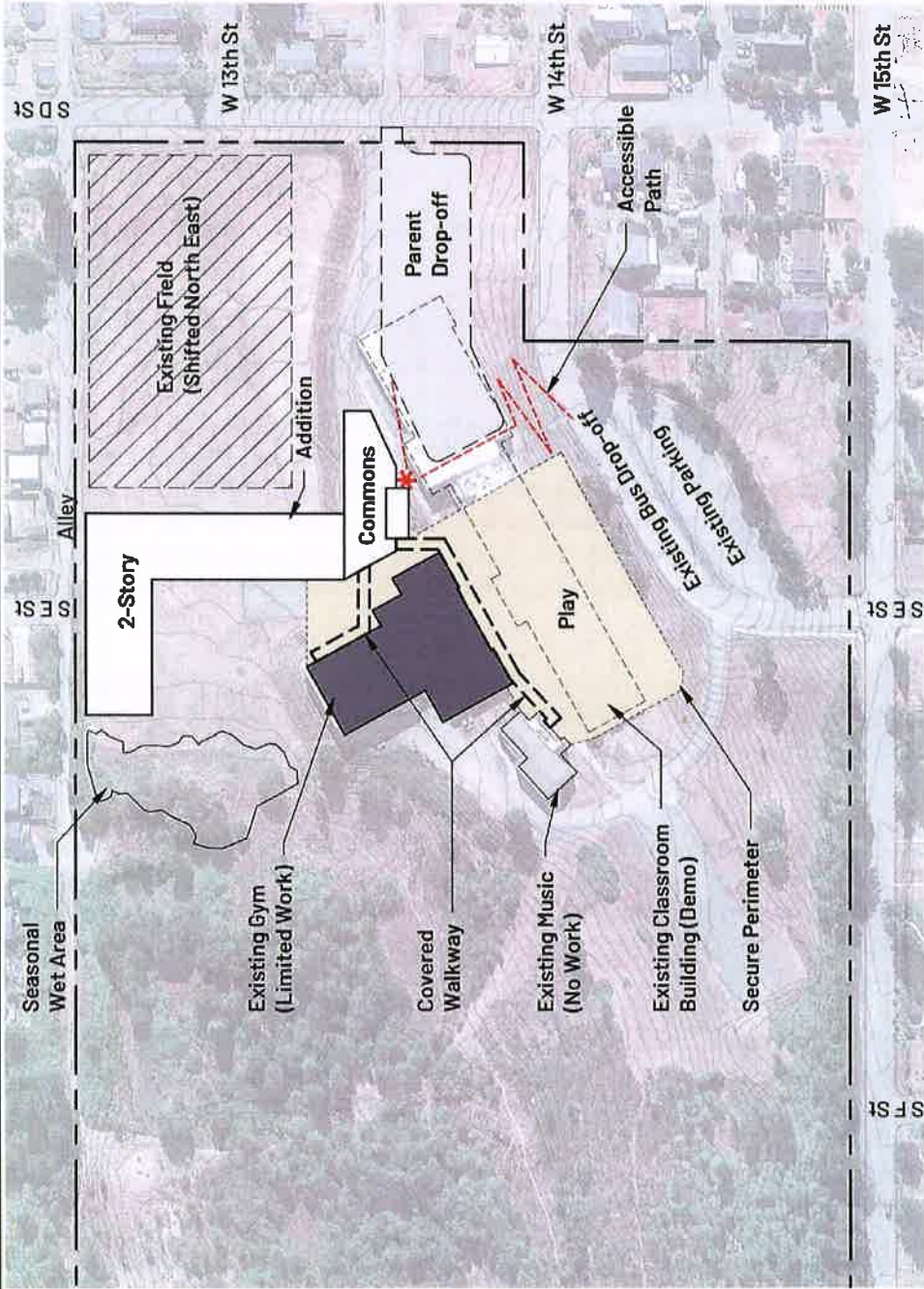


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Figure 4

Attachment: Site Plan, Alternate Study - Replacement Building



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Figure 5

9. Resolution of Audit Findings on Previous Public Works Projects

If your organization had audit findings on **any** project identified in your response to Question 7, please specify the project, briefly state those findings, and describe how your organization resolved them.

The District is aware of no adverse audit findings at this time. Due to District policies regarding document retention durations, audits of long-completed capital projects, if any, are no longer available.

10. Subcontractor Outreach

Please describe your subcontractor outreach and how the public body will encourage small-, minority-, women-, and veteran-owned business participation.

The Port Angeles School District is a diverse and culturally rich community. The District consists of approximately 3,500 students, of which 30% are members of minority communities.

The District is committed to removing barriers and pursuing outcomes that enable all students to realize their potential and maximize their future opportunities. Through its vision that all Port Angeles School District students will graduate prepared for life-long learning, we work to consistently improve and support family and community engagement, excellence in learning and teaching, removing barriers, and supporting student success. It is the District's desire to replicate this commitment in all procurement opportunities, wherever possible. The District has developed Equity Policies to further this educational equity, (Refer to PASD Policy 0007 Planning – Equity Policy).

In keeping with its educational philosophies, the District is committed to increase opportunities for historically disadvantaged businesses, including small, women, minority, and veteran-owned businesses on its projects. The District will implement the following efforts to encourage participation of these businesses on the Project:

- The Project team will coordinate procurement and communication efforts with local construction and business groups such as the North Peninsula Building Association (NPBA), the Port Angeles Business Association (PABA) and the Chambers of Commerce, to ensure the greatest outreach to local disadvantaged businesses. This local outreach proved successful on other construction project on the Peninsula.
- The District will establish minimum, target participation goals for the Project. This will be in the form of a percentage of participation by contract value or quantity of vendors. All goals will be designed to expand and deepen involvement by disadvantaged businesses in the Project.
- The District will place heavy weight in the selection process on GC/CM Proposers' inclusion plans and past performance in utilizing disadvantaged businesses.
- The District will conduct targeted Project outreach during the design phase and throughout buyout, led by the District and the selected GC/CM contractor, as appropriate. These efforts will include preproposal and outreach meetings.
- The District will work closely with the selected GC/CM contractor to ensure bid packages are broken out and structured in a manner that encourages participation by diverse businesses in the Project.

11. Alternative Subcontractor Selection

- If your organization anticipates using this method of subcontractor selection and the scope of work is anticipated to be over \$3M, please provide a completed *Supplement A, Alternative Subcontractor Selection Application* document, one per each desired subcontractor/subcontract package.
- If applicability of this method will be determined after the project has been approved for GC/CM alternative contracting or your project is anticipated to be under \$3M, respond with **N/A** to this question.

- If your organization in conjunction with the GC/CM decide to use the alternative subcontractor method in the future and your project is anticipated to be over \$3M, you will then complete the *Supplement B Alternative Subcontractor Selection Application* and submit it to the PRC for consideration at a future meeting.

CAUTION TO APPLICANTS

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

SIGNATURE OF AUTHORIZED REPRESENTATIVE

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

If the PRC approves your request to use the GC/CM contracting procedure, you also you also agree to provide additional information if requested. For each GC/CM project, documentation supporting compliance with the limitations on the GC/CM self-performed work will be required. This information may include but is not limited to: a construction management and contracting plan, final subcontracting plan and/or a final TCC/MACC summary with subcontract awards, or similar.

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

Signature:  _____

Name (please print): Martin Brewer _____ (public body personnel)

Title: Superintendent _____

Date: October 20, 2023 _____

