

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: **Michelle Olsen** Title: **Superintendent**
- d) Phone Number: **(360) 457-8575** E-mail: **molsen@portanglesschools.org**

1. Brief Description of Proposed Project

- a) Name of Project: **Port Angeles High School Replacement and Renovation Phase 1**
- b) County of Project Location: **Clallam County**
- c) Please describe the project in no more than two short paragraphs. (*See Example on Project Description*)
The Port Angeles High School and Auditorium Renovation project is a major capital project to modernize the high school campus, which was originally built between 1953 and 1978. The project aims to replace the current spread-out design of 11 separate buildings with a consolidated, modern facility better suited for 21st-century education. Phase 1 of the High School Replacement program (November 2024 Bond) scope of work includes:
 - a. **Replacement of seven Administrative/classroom buildings (100, 200, 300, 400, 600, 900, Family Learning Center (FLC) for a total construction of 136,000 sq. ft. for 950 students. Followed by demolition of the seven buildings (122,000 sq. ft. demolition).**
 - b. **Seismic upgrades, ADA upgrades, and modernization of the existing Auditorium (1,150 seats) of 21,000 sq. ft.**
 - c. **Various security upgrades across the campus including the remaining school industrial arts and gyms facilities.**
 - d. **Master Planning campus site and utilities for a Phase 2 school replacement in the future.**
- d) Applying for permission to utilize Alternative Subcontractor Selection with this application? **Yes \ 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, Consultants, etc.)	\$12.5M
Estimated project construction costs (including construction contingencies):	\$99.9M
Equipment and furnishing costs	\$2.72M
Off-site costs	\$.25M
Contract administration costs (owner, cm etc.)	\$1.9M
Contingencies (design & owner)	\$5.3M
Other related project costs (City Fees/Utilities)	\$1.2M
Alternative Subcontractor Selection costs	\$0
Sales Tax	\$8.9M
Total	\$132.4M

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

Port Angeles School District will fund the project costs for the Port Angeles High School (PAHS) Replacement program Phase 1 (current project) through a combination of voter-approved bonds from 2024 bond issue, as well as School Construction Assistance Program (SCAP) funding from the Office of Superintendent of Public Instruction, as detailed below:

2024 Bond Funds	\$ 105,000,000
SCAP	<u>\$ 27,400,000</u>
Total Funding	\$ 132,400,000

3. Anticipated Project Design and Construction Schedule

Please provide:

The anticipated project design and construction schedule, including:

- Procurement; (including the use of alternative subcontractor selection, if applicable)
- Hiring consultants if not already hired; and

The following consultants have been contracted or have been selected with their contracts under negotiation:

Construction Management; A&E firm; Traffic Analysis; Hazardous Materials and Inspection; Geo-technical Testing and Inspection

The following Consultants are still to be selected after Design has progressed to a point for more consultant scope:

Building Commissioning; Value Engineering; Building Envelope Inspection and Testing; Third Party Construction Inspection and Testing

- Employing staff or hiring consultants to manage the project if not already employed or hired.
(See Example on Design & Construction Schedule)

Vanir Construction Management has been hired project management consultant, and Nolan Duce has been hired by the District as the Capital Project Director.

- Provide an updated schedule to include Alternative Subcontractor Selection Procurement process.
(If applicable)

Project Schedule	Start	Finish
Programming (Ed Specs)	Oct 2025	Dec 2025
Schematic Design	Jan 2026	June 2026
Design Development	June 2026	Dec 2026
Construction Documents	Jan 2026	July 2027
Site Development Review/ AHJ Review/Permitting	June 2026	January 2027
New School Facility Construction	March 2027	March 2029
New School Substantial Completion / Punch	March 2029	April 2029
New School AHJ Occupancy / Relocation of Admin & Students (portable, temporary, other)	June 2029	June 2029
Auditorium Renovation	July 2027	Feb 2029
Auditorium Substantial Completion	March 2029	March 2029
Demolition Old buildings and Site work	June 2029	Jan 2030
Final Contract Closeout	Jan 2030	March 2030
GC/CM Procurement Schedule		
PRC Application	October 15, 2025	October 15, 2025
PRC Hearing	December 4, 2025	December 5, 2025
First Publication of Request for Qualifications (RFQ) for GC/CM Services	January 6, 2026	January 6, 2026

Second Publication of RFQ for GC/CM Services	January 13, 2026	January 13, 2026
Project Information Meeting (Date Subject to Change)	Week of Jan 20, 2026	Week of Jan 20, 2026
Statement of Qualifications (SOQ) Submittal Deadline	February 23, 2026	February 23, 2026
Evaluation Committee Scoring of SOQs Received	February 27, 2026	February 27, 2026
Notify Proposers of Most Qualified Finalists & Invitation to Submit Final Proposal and Interview	March 2, 2026	March 2, 2026, 2026
Interviews with Short-Listed Firms	March 12, 2026	March 12, 2026
Final Proposal Submittal Deadline & Opening	March 26, 2026	March 26, 2026
Notify Proposers of Scoring and Most Qualified GC/CM	March 27, 2026	March 27, 2026
Pre-Con Work Plan Finalized	March 30, 2026	April 10, 2026
School Board Approval of GC/CM Selection	April 16, 2026	April 23, 2026
GC/CM Agreement w/Pre-Con Services Executed	April 24, 2026	April 24, 2026
Pre-Con Services Commencement	April 24, 2026	April 24, 2026

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? PAHS consists of fragmented and disconnected school buildings spread across the campus. Phase 1 (November 2024 Bond) consists of constructing a new Administration and Classroom building adjacent to the existing school campus area, while keeping the existing buildings in operation during construction. The ultimate demolition of the replaced buildings will take place in the middle of the school campus presenting access and safety challenges. Coordinating the new utilities during construction and demolishing the old utilities and school structures (in the middle of campus) will present safety and utility coordination issues which are best resolved during campus planning and building design during the design phase as part of a coordinated design/construction team.

Safety: Construction and demolition around, adjacent to, and within the High School complex carries with it inherent safety concerns due to the volume of students and varied activities throughout the weekday and weekends. A GC/CM will provide safety insights to the design and phasing which will positively influence the construction plans for an occupied school site. Ensuring teenagers safety as they walk and drive to and from school, participate in educational and physical activities, will be paramount to get right from start of design, GC/CM input.

Scheduling: Project completion is tied to the school year without flexibility on opening dates. Timely completion of this project during the summer of 2029 is critical to the District. The GC/CM delivery method provides critical management of construction scheduling and the procurement process allowing early bid packaging to accommodate specific long-lead materials and equipment.

Coordination: Proper and early coordination with the authorities having jurisdiction (AHJ) for permitting and establishing utility and Right Of Way (ROW) construction standards, is paramount for a smooth construction schedule. Having a GC/CM onboard during design and attending the City's Pre-permitting meetings allows the contractor to build early relationships with City staff to enable effective communication throughout the project.

Phasing: Unlike commercial developments or other projects affecting adults, this project impacts teenage youth where stability must be prioritized and any possible chaos minimized to ensure a stable educational environment. During the design phase, a GC/CM contractor will advise on how design can impact construction schedules where construction and operation transitions are worked into school vacation periods (summer, winter, spring breaks). Scopes of work that could impact the educational environment include mobilization, heavy civil/excavation work, move-in to new school, demolition and rebuild of campus areas impacted by demolition.

Project Cost Reliability: The Port Angeles School District is a small remote District which does not have a large reserve Capital Fund for over budget projects. It will be critical that the project be designed to budget and that there is a high probability the MACC is within the project budget. Having a GC/CM on board and establishing project estimates at each phase of design, provides the District with the assurance that the project will be awarded and completed on 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.*

Occupied School Campus: The GC/CM will provide guidance to the design team regarding management of and minimizing educational impacts during various scopes of work, to reduce or eliminate degradation to the educational process. The new construction will occur adjacent to buildings that will remain operational. Upon completion of new construction, the “replaced” buildings will be demolished, but which lie in the middle of the school campus. Detailed planning and scheduling of the demolition will be critical to ensure a safe educational environment. The areas of demolition within the campus will then be landscaped and prepared for future school building replacement.

Though the Auditorium will not be operational during modernization, the building sits within the travel paths of students, and adjacent to classroom buildings remaining in operation. It is expected that deep excavations for exterior seismic foundation strengthening will be located within these travel paths and adjacent to occupied facilities. Detailed construction and access planning of these excavations will be required to ensure adjacent building and student safety.

- If involvement of the GC/CM is critical during the design phase, why is this involvement critical?
The existing PAHS campus consists of numerous disconnected buildings and utility systems constructed over numerous decades:

Occupied School Campus: The GC/CM will provide guidance to the design team regarding management of and minimizing educational impacts during various scopes of work, to reduce or eliminate degradation to the educational process. The Design / GC/CM team will coordinate a strategic plan and design that focuses high impact activities into the summer months which minimizes/eliminates impacts to school educational environment, while also considering the most opportunistic weather windows.

Auditorium Renovation: The auditorium is a heavily used local community asset will require ADA compliance upgrades, and extensive exterior and interior seismic upgrades. The upgrades will (1) impact use of the facility for performance (down time for the school and the community) (2) create potentially hazardous conditions during school hours due to deep excavations required for foundation enhancements. The GC/CM will provide guidance regarding best construction and safety practices, and constructability advise (means, methods, and materials) to minimize facility down time for performances, while improving safety during construction phase through scheduling alternatives and foundation enhancements /excavation constructability.

Destructive Investigation Advice: The GC/CM will advise the District and the design team on the best and necessary locations of destructive investigations, especially given the complexities and age of the existing buildings and the lack of as-builts from the existing buildings.

Utilities - The GC/CM contractor will assist the design team in managing the phasing of (1) new utility installation, (2) maintaining existing utility system operation during new construction, (3)

decommissioning existing utilities supporting facilities to be demolished without affecting utility operation to buildings that will remain operational during construction and new buildings, (4) provide guidance to prepare for future-ready utility systems as part of a Phase 2 Bond project.

Constructability: GC/CM will provide real world advice regarding opportunities for alternative construction approaches to the new construction and auditorium modernization, thereby assisting to manage risks, control costs, and minimize school education impacts.

Traffic: PAHS is located on Park Avenue which is a busy street providing critical access for PAHS, for nearby residents and churches, and as a main access route to Olympic National Park. The GC/CM will assist the design team in improving phasing options to minimize traffic/safety impacts by coordinating best location of the new school building, use of adjacent parking lots for logistics management, and maintaining/improving vehicle traffic flow required to serve existing school facilities during construction.

Early Procurement Planning: The GC/CM's ability to begin sourcing and costing materials and equipment during the design phase, in particular long lead items and items likely to increase in cost due to tariffs, allows the project team to pro-actively manage costs and construction schedules by adjusting scope early in design, rather than reactively redesigning the project after Design-Bid-Build proposals possibly bust bids. Redesigning a project after design completion becomes expensive and significantly impacts project schedules, placing the project in challenging conditions to meet summer recess schedules.

Early Construction Packages: The ability of a GC/CM contractor to execute early bid packages during design, in particular civil and structural concrete, provides significant schedule advantages to plan high impact scopes of work during summer recess periods, minimizing impacts to the educational process and significantly improving safety due to heavy equipment and deep excavations..

- If the project encompasses a complex or technical work environment, what is this environment?

Geological Challenges: As has been the case on most construction projects in Port Angeles, soil conditions are likely to be problematic, consisting of fill materials, and structurally unsound soils. Though geotechnical explorations will take place, the GC/CM can prepare for and advise on most effective and efficient soil improvement methods to least effect the school campus.

Pedestrian / Vehicle Constraints: The PAHS site is confined by busy streets and limited pedestrian access which raises safety concerns during and after construction. Having a GC/CM onboard early, during design, can assist in developing in-construction alternatives to minimize safety impacts to both pedestrian and vehicle travel (residential neighborhood, parent drop-off/pick-up, buses) to and around the school site.

- 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 to minimize inflation impacts.
- Allowing a MACC to be established sooner than the Project could otherwise be bid allowing scope adjustments if required to stay within budget.
- 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 the local subcontractor community to increase interest and bid turnouts.
- Transfer risk from the District to the GC/CM for the construction costs.

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 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 Bond funding within the local community where possible. A GC/CM partner will assist the team by reaching out to local subcontractors to better understand capacity within the town and region for different scopes of work and help ensure the bid packages are developed to encourage 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.

Quality: The GC/CM delivery method offers a strategic advantage for achieving high-quality results, especially in complex renovation work like the Port Angeles High School Auditorium. Renovations of the magnitude planned for the auditorium often uncover unforeseen conditions that, in traditional lump-sum, low-bid scenarios, can lead to costly change orders and schedule delays. Having the expertise of a GC/CM allows for early collaboration and investigative work, helping to identify and mitigate these risks before construction begins.

By engaging the GC/CM team early, we gain valuable insight into constructability, material durability, and cost-effective solutions. This is particularly critical for the auditorium's seismic, ADA, and acoustic upgrades, where high-performance materials and precise execution are essential. The GC/CM team provides real-time feedback during design, ensuring that quality is prioritized without compromising budget or schedule.

This integrated approach fosters transparency, proactive problem-solving, and shared accountability - resulting in a smoother construction process and a facility that meets Port Angeles School District's standards for excellence and long-term performance.

Schedule: Engaging an experienced and competent GC/CM partner early in the pre-construction phase lessens the risk of change to the scope and delayed schedules. The GC/CM will be on board early to assist the design team in making informed, cost-efficient design decisions. The GC/CM will also have the option of early work packages to accelerate construction schedules if that scenario is appropriate during the permitting process. Encountering unforeseen conditions during the traditional DBB (which could have been addressed during design) exposes the District to increased cost and schedule risk which could jeopardize delivering the Project with all the program objectives intact.

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

- Allowing early bid packages.
- Advising the owner and design teams 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.

The GC/CM process provides real-world continuously updated procurement and construction schedule 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 schedule 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 second GC/CM project using this procurement method (Stevens Middle School is currently under construction as the District's first GC/CM project). The District also engaged a robust 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.

Note: The organizational chart must show the level of involvement and main responsibilities anticipated for each position throughout the project (for example, full-time project manager). If acronyms are used, a key should be provided. (See Example on Project Organizational Chart)

See Attachment (A)

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

Michelle Olsen, PASD Superintendent

Role: Michelle is the District Superintendent and will be guiding the team through senior level coordination of the construction phase.

Relevant Experience: Her wealth of experience as Assistant Superintendent, and now as Superintendent in understanding school operations, and the flexibility of the greater School District capabilities, will be critical in mitigating construction and modernization impacts. Michelle is currently leading the Stevens Middle School Project through the construction phase. She is fully cognizant of the challenges that could be faced and how best to resolve them using a cohesive team approach provided by the GC/CM process.

Project	Project Value	Delivery Method	Role	Timeframe
Stevens Middle School	\$80.1M	GC/CM	Superintendent	2025 - present
Jefferson Elementary School	\$7.9M	D-B-B	Principal - design, FF&E selection, and closeout	2002-2004
Daffodil Valley Elementary School	\$27M	D-B-B	Design Committee	1998-2000

Nolan Duce, PASD Capital Project 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. Stevens Middle School is his first GC/CM project with all other projects being 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
Stevens Middle School	\$80.1 M	GC/CM	District Capital Project Manager	2023 - present
Monroe Sports Field	\$1.9M	D-B-B	Maintenance Director	2022 - 2023
Composites Building	\$5.4M	D-B-B	Maintenance Lead	2005 - 2007
PASD Skills Center	\$9.8M	D-B-B	Maintenance Lead	2002 - 2006
Jefferson Elementary	\$7.9M	D-B-B	Maintenance Lead	2001 - 2003

Amy Vanderhorst (A&E)

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
Aki Kurose Middle School, Mod and Add; Seattle Public Schools	\$152M	GC/CM	Present	PIC	PIC	PIC
Stevens Middle School, PASD	\$80.1M	GC/CM	Present	PIC	PIC	PIC
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 (A&E)

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	Const
Stevens Middle School, PASD	\$80.1M	GC/CM	Present	PD	PD	PD
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

- 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.)

Please refer to qualifications of Owner Team and Design Team above, and PM/CM Team below for GC/CM experience.

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

Robin Brown, CCM, MBA, 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

Tobi Maggi, DBIA, Senior Project Director (Vanir Construction Management)

Role: Tobi Maggi is a Senior Project Director for Vanir Construction Management and will be the Project Director for both the High School and Franklin Elementary School projects. Tobi will lead the design firm, owner consultants, GC/CM contractor, and project through the planning, pre-construction, design, permitting, procurement, construction, and close-out phases of the High School Phase 1 project.

Relevant Experience: Tobi has 29 years of experience in construction project management. Tobi has managed a broad spectrum of construction projects in both public and private venues including K-12, commercial, corporate, military, and public utility. Tobi was part of the leadership team that assisted Highline Public School (HPS) through their successful completion of the High School Replacement Project using GC/CM delivery. Tobi is experienced with the Clallam County and Port Angeles areas having served on the Clallam County staff previously. Her work ethics and

experience are in line with the PASD goals and commitments and will bring that knowledge to successful leadership of the PAHS project to ensure that project is completed within the program expectations set by PASD.

Project	Project Value	Delivery Method	Role	Timeframe
Highline HS Replacement	\$125M	GC/CM	Senior Project Director	2020 - 2022
Highline Olympic HS Renovation	\$30M	D-B-B	Senior Project Manager	2017 - 2018
UW Stevens Court Bldgs. J, K, L Renovation	\$15M	GC/CM	Project Manager	2018 - 2021
UW Various Small Works	\$500K - \$1.5M	JOC	Project Manager	2018 - 2023
SCL Technical Metering Operations Bldg.	\$15M	ESCO	Senior Project Manager	2014 - 2016

David Niemerow, Project Manager (Vanir Construction Management)

Role: David Niemerow is a Senior Project Manager for Vanir Construction Management and will be the Project Manager for the Port Angeles High School project through preconstruction, design, permitting, procurement, construction, and close out phases. David has significant experience in various alternative delivery methods, in particular those requiring strong team cooperation and trust such as Design/Build and GC/CM.

Project	Project Value	Delivery Method	Role	Construction Time Frame
Student Success Center	\$122,412,125	Design/Build	Director of Construction	2020 - 2025
Tyee High School Replacement Project	\$116,548,323	D/B/B	Senior Const. Mgr.	2023 - 2025
Ceaser E. Chavez Learning Academies	\$252,084,412	LLB	Development Team Manager	2010 - 2012
Performing Arts Center	\$258,511,480	P Design/Build	Director of Construction	2020 - 2025
Construction Trades Building	\$232,834,498	Design/Build	Senior Construction Mgr.	2023 - 2025
*LLB (Lease/Lease Back Alternative Contracting method)				

Dan McNay, Senior Construction Manager (Vanir Construction Management)

Role: Dan McNay is a Senior Construction Manager for Vanir Construction Management and will be the construction manager for the Port Angeles High School project through preconstruction, design, permitting, procurement, construction and close out phases.

Relevant Experience: Dan has over 40 years of experience of construction inspection and management of public and private infrastructure, schools, healthcare, site development and reclamation projects. He has vast experience in many levels of construction projects and strives to provide excellence and assurance in quality to all the projects he is involved in. Dan has a proven track record of numerous successful and award-winning projects delivered during his years of experience. As a long-time resident of Port Angeles, Dan has a thorough working knowledge of the AHJ's, local contractors, utility franchises and suppliers serving the Olympic Peninsula.

Project	Project Value	Delivery Method	Role	Timeframe
Sequim School District Community School	\$5M	ESPC	Sr Construction Mgr.	2017- 2018

Quileute Tribal School	\$50M	P-D-B	Sr Construction Mgr.	2018-2021
Port Angeles School District Middle School	\$80.1M	GC/CM	Sr Construction Mgr.	2022 - 2027

Craig Fulton, PE, DBIA, CCM. (Vanir Sub-Consultant)

Role: Craig Fulton is a Vanir Sub-consultant, providing project management and AHJ support and continuity across all PASD projects. Craig will assist the Project Team - Architect, owner consultants, GC/CM contractor, and owner through 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 previous 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 promoted his office staff to be 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
Port Angeles School District Middle School	\$80.1M	GC/CM	Project Director / Consultant	2022 - 2027
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 (Legal Consultant)

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.

- 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 Construction Management has been hired for the duration of the PAHS project with a contract through 2029. Vanir's contract amount has been captured within the Project budget. Nolan Duce has been hired to be the District's Capital Project Director. He previously served as the District's Facilities Director. Nolan's contract with the District is also through the direction of the project to 2029.

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

The PAHS 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 facility 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 PAHS will be overseen by the District's Superintendent and Capital Project Manager (Nolan Duce), with daily oversight and process management by the Vanir team. The Capital Project Manager was previously the District's Facilities Director and 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 Capital Projects 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 advisor (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 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 been, and will continue to be, reconciled at the end of each phase of Project development. Value Engineering 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 on 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 (or tariffs) 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.

The procurement process will match similar successful processes the Project team members have used on other projects such as Highline High School, Evergreen High School, and the ongoing Stevens Middle School. The processes will include:

- 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, will develop a GC/CM agreement for use on this project. The agreement, written on modified AIA A133 / A201 contracts, contains all terms required by the RCW 39.10 statutory scheme.

7. Owner Readiness *(To be answered by the Owner)*

a) What have you done as an Owner to prepare yourself and your staff for this GC/CM project?

The District has received PASD specific training from Mica Klien of Perkins Coie (and District Legal Counsel) regarding Alternative Delivery Methods and in particular GC/CM. Mica regularly provides legislative and case law updates at the Annual School Construction Workshop. The District leadership is registered to attend the upcoming 37th annual School Construction Workshop on 10/24/25, where Mica is a featured speaker.

PASD has increased their Financial Department staff, including purchasing personnel to ensure proper Bond and financial management for all Bond projects.

i. How have you communicated with other public owners to understand the organizational alignment and administrative time needed to manage an alternative delivery project?

The District has consulted with Vanir regarding organizational alignment and administrative needs while using GC/CM procurement and delivery. Through Vanir's experience with a number of Washington State school Districts, Vanir provided essential guidance in preparing for and setting aside adequate District staff and hours to undertake this capital improvement effort.

ii. What training have you as an Owner and your staff taken?

See Perkins Coie Training above.

- iii. How have you considered the differences in alternative delivery vs Design Bid Build with regards to contract requirements around risk allocation, attitudes towards contract changes, disputes, etc.?

During the Stevens Middle School project development, the District had lengthy discussions with Vanir staff regarding the pros and cons of DBB versus GC/CM procurement, including risk, cost, quality, schedule and dispute resolution impacts. It was stressed that collaboration among all Project team members, especially the owner, would be critical to a successful GC/CM project.

As with Stevens Middle School, it is anticipated that GC/CM will provide the most advantageous means forward in regard to budget control through design; risk reduction (both change orders and disputes) through early contractor design involvement and constructability reviews and selecting the “best qualified” contractor rather than simply low bid.

- b) How does your organization ensure that knowledge is passed down to your staff and project team?

The District hired Nolan Duce, after his retirement, to become the Capital Project Manager to oversee the completion of the ongoing Stevens Middle School project and the execution of the two Bond projects - Franklin Elementary School and the Port Angeles High School. This ensures the lessons learned on the Middle School project are continued into the two follow-on Bond projects.

In coordination with the District’s legal Counsel (Perkins Coie), the District is building a Capital projects package of legal documents to ensure uniformity of documents on all future capital improvement projects.

- c) How have you familiarized yourself and your staff with GC/CM Best Practices?

The District has downloaded and reviewed the DES CPARB “GC/CM Best Practices Manual” of April 2025. We will be using this document in addition to Vanir guidance to ensure best practices are implemented on this project.

- d) What is your role in monitoring GC/CM Subcontractor Bid Packaging, and do you have staff allocated to provide oversight in Prime contractor’s bidding and subcontract terms?

The District will be overseeing subcontracting in multiple ways:

- The GC/CM AIA contract will provide initial contractual guidance regarding subcontract processes.
- The District will be encouraging robust subcontracting outreach by the GC/CM to ensure local and disadvantaged businesses are aware of and encouraged to propose.
- The District will attend and oversee all bid package opening events to ensure standard rules of bid openings are followed.
- The District will provide GC/CM with goals for subcontracting achievement.

8. Public Body (your organization) Construction History:

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

- Project Number, Name, and Description
- Contracting method used
- Planned start and finish dates
- Actual start and finish dates
- Planned and actual budget amounts

Project #	Project Name	Project Description	Contracting Method	Planned Start	Planned Finish	Actual Start	Actual Finish	Planned Budget	Actual Budget	Reason for Budget or Schedule overrun
2	Stevens Middle School	School Replacement / Modernization	GC/CM	Jul 2024	Nov 2027	May 2025	Under Const	\$80.1M	Under Const	See below
1	Monroe Sports Field	Build new athletic field at the Monroe site	DBB	7/2022	10/2022	6/2023	10/2023	\$1.75M	\$1.81M	See explanation below

- Reasons for budget or schedule overruns:

Stevens Middle School - Design schedule extended to restart Schematic Design phase with revised scope and the addition of a GC/CM contractor through the remaining Design phases. Scope was revised to delete the renovation of the existing school classroom buildings and build 100% new. The revised scope saved several million dollars. Construction is ongoing.

Monroe Sports Field – Initial bids were over-budget, so the project was redesigned and repackaged to enhance local contractor participation. The redesign, repackaging, and rescheduling the work resulted in robust local participation, favorable bid proposals, and increased scope of work with budget.

- Small-, minority-, women-, and veteran-owned business participation planned and actual utilization.
 - Despite the District residing in a more remote corner of the state, the District places high emphasis on fostering local and disadvantaged businesses.
 - For Stevens Middle School project, the bidding results were:
 - 9% Local, 0.1% MBE, .5% WBE, 0% SBE; Resulting in \$5.875M contracts awarded (11% of total construction)
 - Project team continues to source supplies and equipment through local and MWSBE businesses.

9. Preliminary Concepts, sketches or plans depicting the project

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

 - See Attachment (B)

10. Resolution of Audit Findings on Previous Public Works Projects

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

There have been no recent audit findings on projects.

11. Subcontractor Outreach

Please describe your subcontractor outreach and how the public body will encourage small-, minority-, women-, and veteran-owned business participation. Please include past performance inclusion goals (%) and actual utilization (\$).

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. Though the District is in a remote area of the State along the north coast of the Olympic Peninsula, it has set significant inclusion goals including:

20% Local, 10% MBE, 6% WBE, 5% SBE. Stevens Middle School project resulted in \$ 5.875M awarded in local and diversity contracts (11% of total construction)

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, the District works to consistently improve and support family and community engagement, excellence in learning and teaching, to remove barriers, and support 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.

12. 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.
The District does not anticipate using Alternative Subcontractor Selection at this time.
- 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.
N/A
- 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.

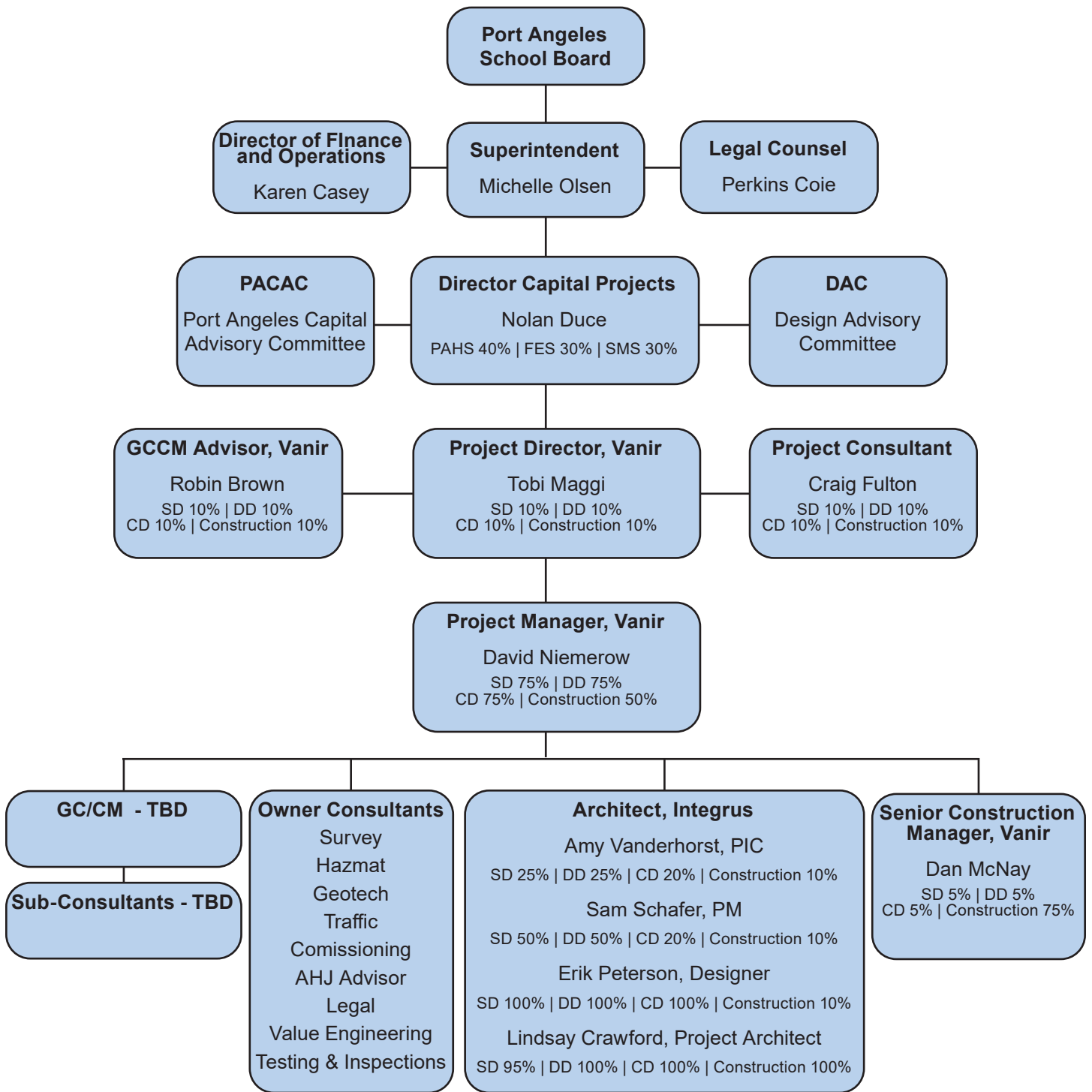
SIGNATURE OF AUTHORIZED REPRESENTATIVE

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.

The PRC strongly encourages all project team members to read the GC/CM Best Practices Guidelines as developed by CPARB and attend any relevant applicable training. If the PRC approves your request to use the GC/CM contracting procedure, 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): Michelle Olsen (public body personnel)Title: SuperintendentDate: 10-13-25



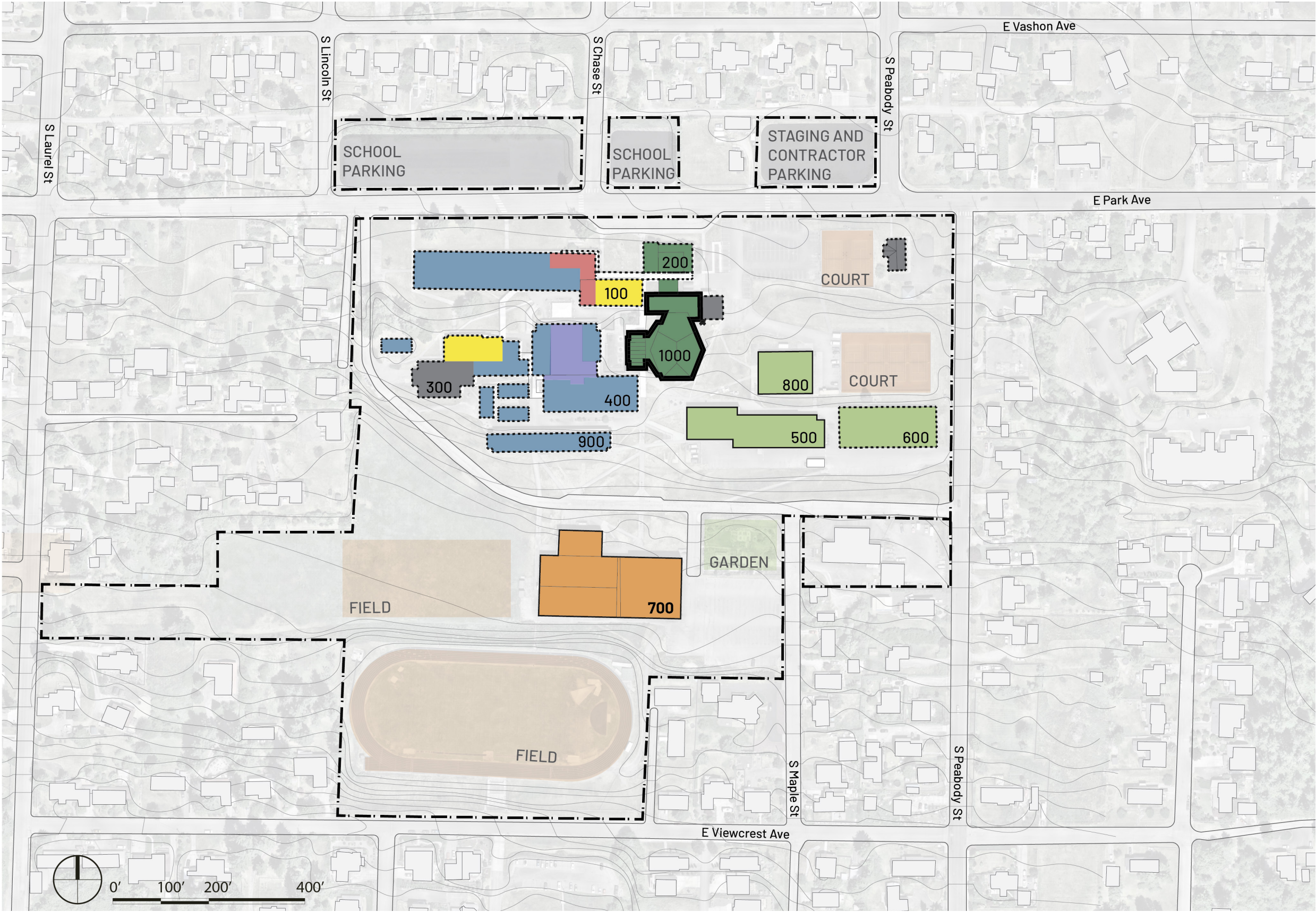
Attachment (A)

BUILDING TYPE

- CLASSROOMS
- PERFORMANCE
- CTE/ ART SCIENCE
- STUDENT ACTIVITIES
- ATHLETICS
- SUPPORT SERVICES
- LIBRARY
- SERVICE

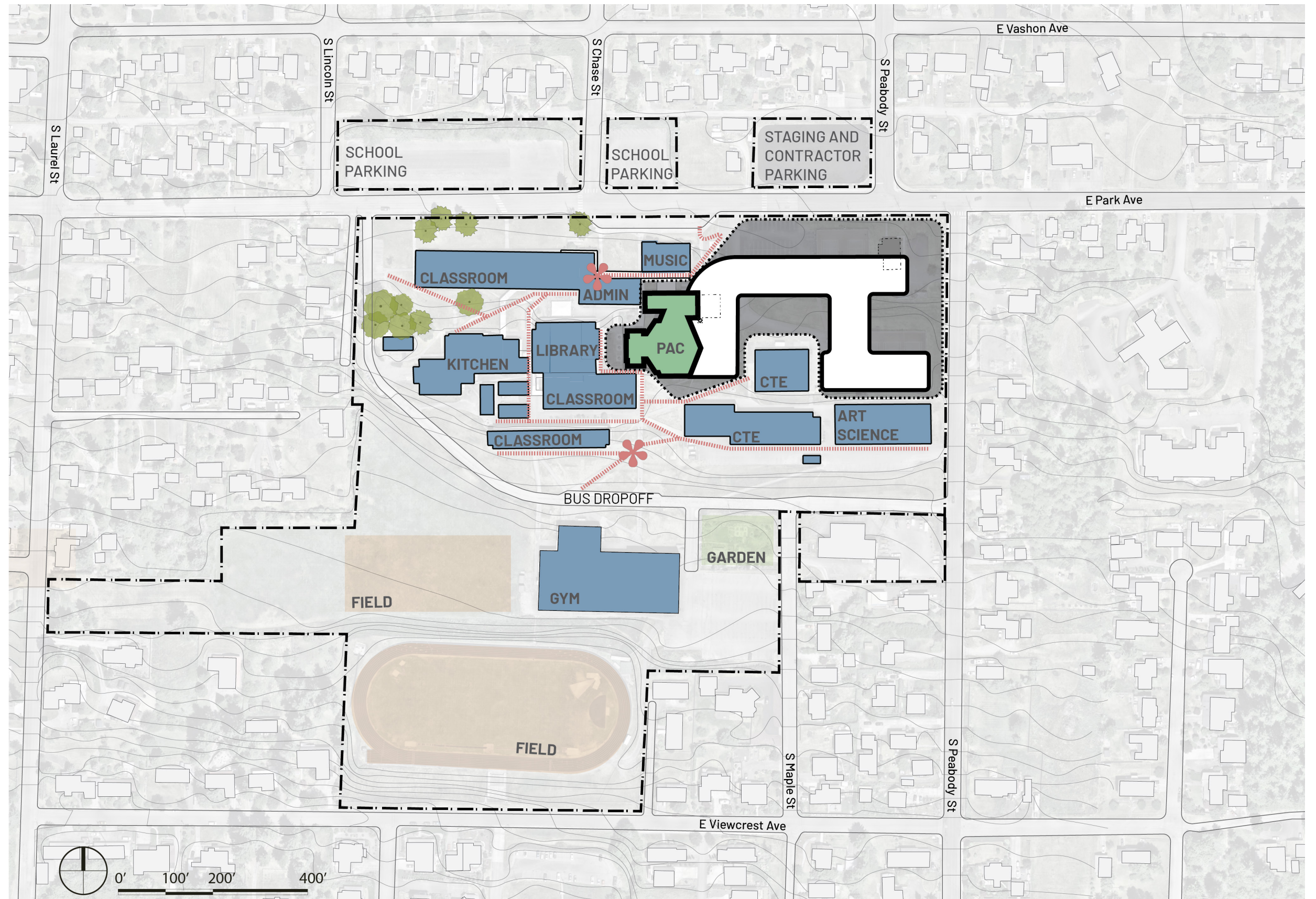
PHASING

- REPLACE
- MODERNIZE
- EXISTING TO REMAIN



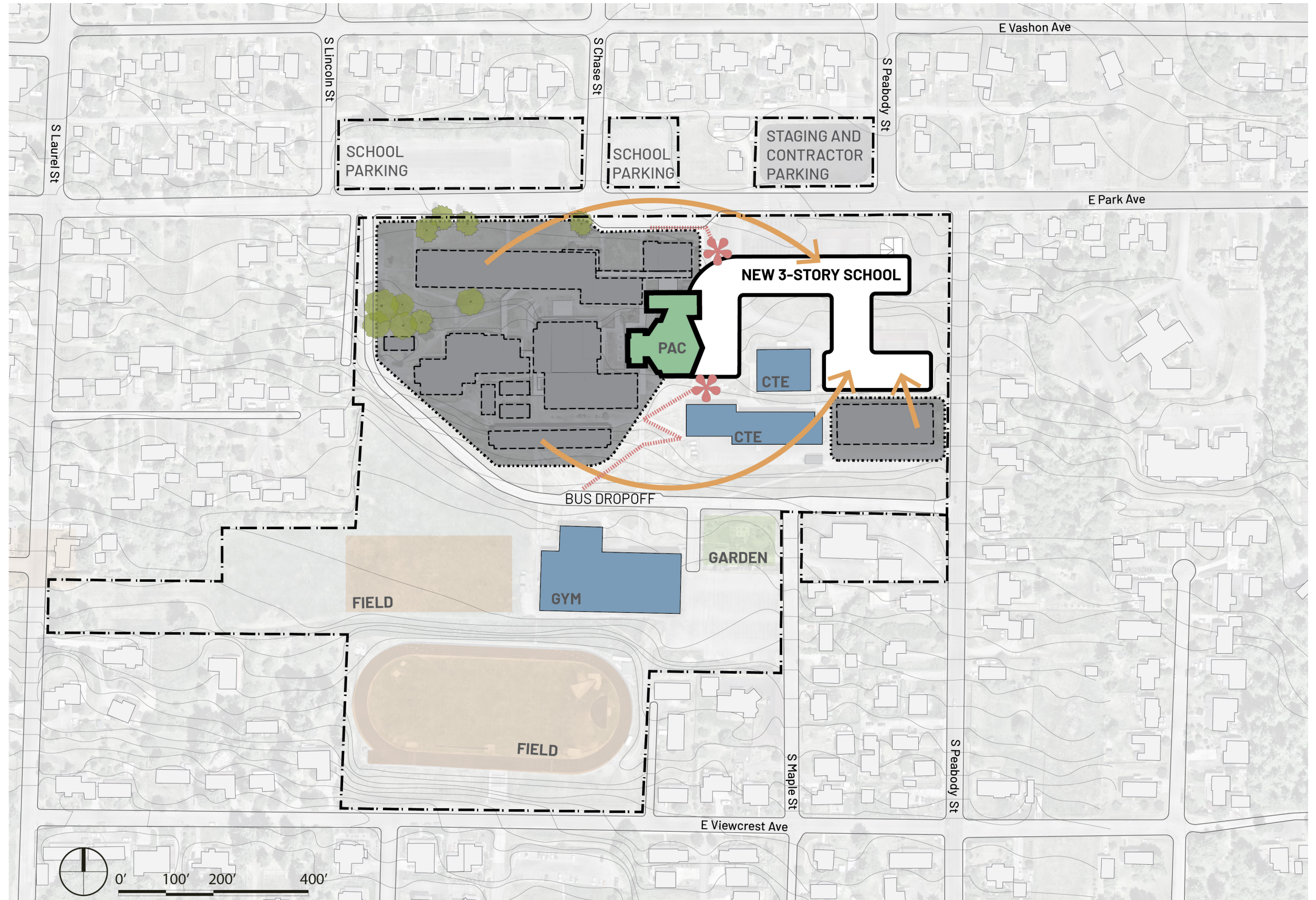
PHASING

- EXISTING SCHOOL
- EXISTING FIELDS
- MODERNIZATION
- NEW CONSTRUCTION
- CONSTRUCTION ZONE
- DEMOLISHED BUILDING
- CRITICAL CIRCULATION
- STUDENT ARRIVAL



PHASING

- EXISTING SCHOOL
- EXISTING FIELDS
- MODERNIZATION
- NEW CONSTRUCTION
- CONSTRUCTION ZONE
- DEMOLISHED BUILDING
- CRITICAL CIRCULATION
- STUDENT ARRIVAL



PHASING

- EXISTING SCHOOL
- EXISTING FIELDS
- MODERNIZATION
- NEW CONSTRUCTION
- CONSTRUCTION ZONE
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