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

Application for Project Approval
GC/CM Delivery
Sunnyland Elementary School Project

Submitted by
Bellingham School District #501 DBA Bellingham Public Schools
May 20, 2020

State of Washington
Capital Projects Advisory Review Board (CPARB)
PROJECT REVIEW COMMITTEE (PRC)

APPLICATION FOR PROJECT APPROVAL

To Use the General Contractor/Construction Manager (GC/CM) Alternative Contracting Procedure

The CPARB PRC will only consider complete applications: Incomplete applications may result in delay of action on your application. Responses to Questions 1-7 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): Bellingham School District #501
b) Address: 1306 Dupont Street, Bellingham, WA 98225-3118
c) Contact Person Name: Curtis Lawyer Title: Director, Capital Projects
d) Phone Number: (360) 676-6531 E-mail: Curtis.Lawyer@bellinghamschools.org

1. Brief Description of Proposed Project

a) Name of Project: Sunnyland Elementary School
b) County of Project Location: Whatcom County
c) Please describe the project in no more than two short paragraphs. *(See Example on Project Description)*

Sunnyland Elementary School in Bellingham, WA, is an existing school, and the scope of work will be New-in-Lieu (rebuild) with a $23,000,000.00 MACC. The new school will be designed as a two-story wood-framed structure for approximately 450 students in grades pre-kindergarten to fifth grade. The target numeric program is 58,000 SF, which does not consider the mechanical space. The attached floor plans and analysis reflects mechanical. Occupancy is planned for September of 2022. The new school will be a state-of-the-art facility that fosters innovation and provides flexibility for future programmatic initiatives. It will provide a healthy learning and teaching environment, be designed to enhance student safety, be energy efficient and take advantage of the beautiful setting.

This site is one of the smallest in the district, so the project team has budgeted for and is pursuing land acquisition on the south side of E. Maryland Street. The goal will be to vacate E. Maryland as part of the purchase. As a result, careful master planning and phasing must be incorporated into the overall project strategy to ensure that student safety and learning are not compromised. Some of the additional considerations for this project that are not normally involved in the construction of a new school are where kids will go for outdoor activities, how the district will safely manage student travel around the construction site, effective storm water management, and more restrictive delivery hours. Portable relocation will occur before construction and after (two phases).

2. Projected Total Cost for the Project:

A. Project Budget

Costs for Professional Services (A/E, Legal etc.)	**$2,445,000**
Estimated project construction costs (including construction contingencies):	**$23,000,000**
Equipment and furnishing costs	**$1,033,000**
Off-site costs	**$585,000**
Contract administration costs (owner, cm etc.)	**$707,000**
Contingencies (design & owner)	**$1,562,000**
Other related project costs (permits, utilities, printing)	**$417,000**
Sales Tax	**$2,001,000**
Total	**$31,750,000**

B. Funding Status

Funding for the Sunnyland Elementary School replacement was included in the 2018 bond program and was approved by voters in February 2018.

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.

(See Example on Design & Construction Schedule)

The Architect, GC/CM Advisor, legal counsel, and staff associated with the project have been hired or are employees of the District. A Preliminary project schedule is below, and a graphic schedule is also attached to this application as **Attachment A - Project Design and Construction Schedule.**

GC/CM Approval & Selection Process	
Submit Application to PRC	Wed 5/20/20 - Wed 5/20/20
PRC Presentation and Determination	Thu 6/25/20 - Thu 6/25/20
RFQ for GC/CM	Fri 6/26/20 - Thu 7/30/20
GC/CM Interviews	Fri 7/31/20 - Fri 7/31/20
RFP for GC/CM	Fri 7/31/20 - Thu 8/20/20
Select GC/CM	Fri 8/21/20 - Fri 8/21/20
Programming & Design	
Educational Specifications	Wed 12/4/19 - Wed 3/18/20
Schematic Design Phase	Mon 3/2/20 - Wed 7/1/20
Design Development Phase	Thu 7/2/20 - Wed 11/4/20
Contract Documents Phase	Thu 11/5/20 - Wed 3/31/21
Permit Review	Wed 1/6/21 - Wed 5/26/21
Bidding & Construction	
Bid Package Bidding	Thu 4/1/21 - Wed 5/12/21
Award Construction Contract	Thu 5/13/21 - Wed 5/26/21
Site Prep / Pad Construction	Thu 5/27/21 - Wed 8/4/21
Building Construction	Thu 8/5/21 - Wed 8/3/22
Abate Old School	Fri 6/24/22 - Thu 7/7/22
Demolish Old School	Fri 7/8/22 - Thu 7/14/22
Field and Parking Lot Construction	Fri 7/15/22 - Thu 9/22/22
Site Substantial Completion	Thu 9/22/22 - Thu 9/22/22
Punchlist Correction Work	Fri 9/23/22 - Thu 10/20/22
Project Closeout	Fri 10/21/22 - Thu 11/3/22
Commissioning & Move-In	Thu 8/4/22 - Wed 11/2/22
Commissioning	Thu 8/4/22 - Wed 9/28/22
Owner FFE	Thu 7/28/22 - Wed 8/24/22

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?
- 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.*
- If involvement of the GC/CM is critical during the design phase, why is this involvement critical?
- If the project encompasses a complex or technical work environment, what is this environment?
- 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?
- 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?

As outlined below, The Sunnyland Elementary School project meets three of the six criteria for use of GC/CM delivery.

Project involves complex scheduling, phasing and coordination all supported by GC/CM delivery:

The small site and the need to use the existing school until the replacement facility is complete adds substantial complexity and risk that are best managed by bring a GC/CM partner on early. Current design concepts and construction phasing have work taking place adjacent to and within the existing Sunnyland Elementary School campus. The initial phase of work will likely include some demolition of existing structure. Coordination of construction deliveries, parking, safety, and utilities will be critical to maintaining ongoing school operations while planning for an efficient construction site. The current schedule may support one or more early Contract Amendments (mini MACC's) to facilitate the most efficient delivery and risk reduction. Site excavation and underground utilities may be bid early in the design process to support summer excavation and erosion control.

The project involves construction at an occupied facility which must continue to operate during construction:

Site safety and ongoing proactive community outreach will be paramount given that work will be performed on an active elementary school campus that supports many school activities and athletics as well as community events. On such a small site the expertise of a highly qualified general contractor in planning site logistics while maintaining the highest level of student safety and maintaining an efficient learning environment is a great concern for the district. We believe that not having a general contractor on board to aid with logistics planning would be a disservice to the project and taxpayers.

Involvement of the GC/CM during the design phase is critical:

The relationship and cooperation between the GC/CM, design team and school district are critical in finding the most efficient use of funds, increasing budget and schedule predictability. During the design phase the project will benefit from having a GC/CM provide value engineering, constructability review, site logistics planning, and cost estimating services. The GC/CM involvement is critical in providing their expertise in influencing a design that is efficient, constructible, and safe, while achieving the requirements identified during programming.

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 example, your description must address, but is not limited to:

- How this contracting method provides a substantial fiscal benefit; or
- How the use of the traditional method of awarding contracts in a lump sum is not practical for meeting desired quality standards or delivery schedules.
- In the case of heavy civil GC/CM, why the heavy civil contracting procedure serves the public interest.

Bellingham Public Schools anticipates the following public benefits:

Increases predictability and reduced financial risk
By engaging the contractor early and building an integrated design and construction team to support decision making, accurate estimating, and phased buyout, overall predictability of delivery is increased, and the risk of over-budget bidding is reduced.

A GC/CM delivery improves schedule efficiency
A GC/CM is going to be critical to the successful and efficient completion of all phases of construction and relocations, the small site and maintained use of the existing school until the 2022 school year presents challenges that result in risk not easily mitigated with design-bid-build.

Attracting a highly qualified contractor pool to a project of this complexity is more likely with GCCM
A project of this complexity is biddable by fewer of the region's general contractors, many of whom would be unlikely to bid the project in a design-bid-build delivery model. The GC/CM delivery will attract more competition and result in lower cost and greater value to the taxpayers.

Planning, coordinating and executing complex building systems is best done with collaboration between designers and builders throughout the project
GC/CM project delivery promotes close collaboration during design, buyout, and construction and the use of modern technologies including Building Information Modeling and Virtual Design. In addition, the District is considering the early award of mechanical and electrical subcontracts through EC/CM and MC/CM.

Selecting a contractor under Design-Bid-Build is not practical
Selecting a contractor at the completion of design will greatly increase risks to child safety, cost overruns, schedule certainty, and construction change orders. It may also negatively affect the District's ability to reuse some portion of the old building.

6. Public Body Qualifications

Please provide:

- A description of your organization's qualifications to use the GC/CM contracting procedure.
- 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)*
- Staff and consultant short biographies *(not complete résumés)*.
- 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.)
- The qualifications of the existing or planned project manager and consultants.

- 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.
- A brief summary of the construction experience of your organization's project management team that is relevant to the project.
- A description of the controls your organization will have in place to ensure that the project is adequately managed.
- A brief description of your planned GC/CM procurement process.
- Verification that your organization has already developed *(or provide your plan to develop)* specific GC/CM or heavy civil GC/CM contract terms.

Bellingham Public Schools is an experienced and successful builder and is supported by alternative delivery experts at Dykeman Architects, OAC Services, and Perkins Coie.

The Sunnyland Elementary School project is led by Director of Capital Projects, Curtis Lawyer, and other Capital Projects & Facilities staff. Curtis and Corey are managing the project and will oversee GC/CM procurement, execution, and closeout with support from OAC Services, Inc. Curtis and Corey have cumulative experience working on over $300M in capital projects specifically for K-12 and higher education.

Over the past 10 years, the District has successfully completed seven major capital improvement projects and many smaller renovations and equipment replacements. This work totals in excess of $300M and has been delivered on time and within budget.

The District has a fully dedicated in-house capital project team that is highly qualified, experienced, and field-tested. In addition, there is strong capability, experience, tenure, and commitment from key District staff and officers such as the Sunnyland Elementary School Principal, Assistant Superintendent, and the Building & Grounds Director. Dykeman Architects is providing design and specifications, OAC Services is providing GC/CM Advisory services, and Perkins Coie is providing legal services. The GC/CM will provide estimating, scheduling, phasing, early procurement, and eventual execution.

The project team is structured to optimize the experience and qualifications of District in-house resources and early involvement of the GC/CM to achieve the following objectives:

1. Involvement of key District staff who are experienced with elementary school programming and planning will minimize or eliminate late changes associated with stakeholder requirements.
2. Collaboration with the GC/CM on design approaches that achieve functional needs while reducing construction and/or operational complexity, risk, and cost.
3. Close coordination among Sunnyland Elementary School staff, Dykeman Architects, and the GC/CM on construction activities that affect staff and student safety, school operations, and the most efficient use of space on this site.

OAC Services will enhance Dykeman Architect's extensive alternative delivery experience and support District staff with GC/CM consulting including procurement, team building, pre-construction support, subcontractor buyout, GMP negotiations, support during construction and other services as needed.

Eager to expand its internal alternative project delivery experience, the District is committed to internal and external training, implementation of best practices, and regular lessons learned meetings.

Project Organization

See Attachment B – Project Organization Chart

Staff and Consultant Bios

Curtis Lawyer, Capital Projects Director, Bellingham Public Schools
Curtis has 20 years' experience, has a B.S. in Civil Engineering from Clemson University, is a Civil Engineering EIT having passed the FE exam, completed the AGC of Washington's GC/CM Workshop and is an Associate Design Build Professional with the Design-Build Institute of America. Curtis joined Bellingham Public Schools in 2011 and has provided project management on seven completed District K-12 construction projects and is currently overseeing numerous projects as a Director. Prior to joining the District, Curtis performed as Project Manager for multiple projects with U.C. Berkeley and the San Francisco United School District. He has worked as cost estimator, project engineer, and project manager on projects totaling over $650M. Delivery of this work included Design-bid-build, GC/CM, and Construction Manager as Contractor.

Corey Ayers, Capital Projects Manager, Bellingham Public Schools
Corey has over 10 years' experience in the AEC industry working with both design and construction firms. Corey holds a Bachelor of Arts in Architecture and a Bachelor of Science in Construction Management from the University of Washington. Corey joined Bellingham Public Schools in 2019 following successful completion of the Sehome High School replacement as part of the GC/CM contractor's team.

Amy Berreth, Sunnyland Elementary School Principal, Bellingham Public Schools
Amy has worked for Bellingham Public Schools since 2004. Prior to becoming the principal at Sunnyland, she was a middle school math teacher and dean of students. She is a graduate of Western Washington University and has a Master's in Education from Walden University. While teaching at Whatcom Middle School, she had the opportunity to participate in the planning and reopening of the new middle school. Amy's ability to consider multiple viewpoints and effectively communicate with a variety of representatives, including district staff, families, and community members, will contribute to the building of a strong resource for Sunnyland and the neighborhood.

Tim Jewett, AIA, Principal-in-Charge, Dykeman Architects
With Dykeman since 1997, Tim holds a Bachelor of Arts in Architecture and a Master of Architecture from the University of Washington. Tim has directly worked on over $400M in GC/CM High School projects on five different campuses. As Principal-in-Charge, Tim is personally committed to ensure that the project reaches all goals set by the school district and the team. He will oversee the project, will be involved at critical points of project development, and will remain informed throughout the duration. His understanding of educational projects, codes and government agencies, as well as his ability to communicate with various groups to reach consensus, makes him a perfect choice for this role. Tim is currently working with the Ferndale School District on its GC/CM-delivered Ferndale High School Replacement Project.

Zachary Ham, Associate Principal, CEFPI, Project Manager, Dykeman Architects
With Dykeman since 2005, Zach brought a valuable combination of knowledge, skill, and a passion for project delivery. Zach holds a Bachelor of Science in Architecture from Bowling Green State University and a Master of Architecture from the University of Washington. He has an extensive project portfolio that includes K-12 schools in Washington. His GC/CM experience includes Sehome High School for Bellingham Public Schools. As project manager, Zach will be the main point of contact and will carry out the day-to-day management of the project. His responsibilities include establishing the budget, scheduling staffing, team coordination, and deliverables. He will ensure that all milestones and goals are met and that information is properly integrated into the design process and contract documents. Zach is currently working on Alderwood Elementary School for the Bellingham Public Schools.

Dave Jobs, GC/CM Consultant, OAC Services
Dave has over 25 years of project and program management experience including many complex health, youth justice, educational and security projects for Snohomish County, King County, Microsoft, and multiple school districts throughout Western Washington. Dave is an expert at building high functioning, integrated Owner-Architect-Contractor teams. Dave's public sector project experience includes Snohomish County Courthouse Addition & Renovation, King County Children & Family Justice Center, Harborview Medical Center, and Evergreen Medical Center. Dave will assist Curtis Lawyer in the oversight of the GC/CM and Dykeman Architects, managing procurement, contract negotiations and team leadership.

Kevin Fromm, GC/CM Consultant, OAC Services
Kevin brings experience from seven public GC/CM projects including complex justice, educational, industrial and utility projects for Snohomish County, Mount Vernon School District, and Seattle Public Utilities as well as several other projects in the public, military and private sectors. Kevin will supplement Bellingham Public Schools staff, update and manage the Project Management Plan, be responsible for monthly invoicing, lead design reviews including VE and constructability, cost analysis, scheduling and phasing advising, GC/CM and design team collaboration, and managing subconsultant contracts and invoices.

Graehm Wallace, Partner, Perkins Coie, LLP
Mr. Wallace is a partner in the Seattle office of Perkins Coie. He and his colleagues have represented public entities in hundreds of Washington projects. Mr. Wallace and his firm are highly respected throughout the industry for their knowledge in RCW 39.10. They have advised school districts across the State on the details and aspects of alternative delivery methods.

Organizational Controls

As a very experienced owner-builder, Bellingham Public Schools has extensive project controls and reporting systems to manage the scope, schedule, and budget, and report progress to District staff, elected officials, and the public. Curtis Lawyer and Kevin Fromm will utilize Bellingham Public Schools standard project budgeting tools, procurement processes and project management tools to manage communications and monitor progress. Detailed schedule and budget progress will be monitored and reported using OAC's tool set and reporting up to the school board and district staff.

Procurement of the GC/CM will be supported by the Bellingham Public Schools capital projects department in close concert with OAC and legal counsel. Extensive project status reporting will initiate with weekly and monthly project updates for quick information access by the project team and District stakeholders.

OAC will share their experience in managing GC/CM projects with the District and will proactively consult on issues and concerns.

Planned GC/CM Process

The District will be using a customized owner-contractor agreement developed by Perkins Coie in close coordination with consultant team members. In addition, the District is planning on a comprehensive Pre-Construction Services scope of work and General Requirements (Division 01) that will be coordinated thoroughly with the contract agreement for the GC/CM construction procurement within Washington State.

Preparation of the GC/CM RFP and selection process, already underway, will be based on an OAC proven approach and modified with the latest lessons learned from other public owners. This process will include selection criteria, interviews and fee proposals.

Recent modifications to OAC's procurement process include extensive GC/CM interviews, jobsite visits and a detailed Specified General Conditions Cost Responsibilities Matrix. Our overall goal is to select the most highly qualified and compatible GC/CM contractor at a competitive fee structure.

GC/CM Procurement

The District is planning on using a three-phased GC/CM selection model:

1. Public outreach followed by a Request for Qualifications
    a. Focusing on relevant experience, proposed team and approach
    b. Short list for interviews—three, possibly four firms
2. Extensive interviews, site and office visits
    a. Focusing on team members proposed
3. Fee and Specified General Conditions Bidding
    a. Focusing on competitive but reasonable fees

The District and Perkins Coie are currently assembling the GC/CM Contract. This work is being developed in close coordination with the District's risk and procurement specialists.

Completing the Design

The District intends to engage the GC/CM with the design firm in following preparation of the schematic design and education specifications. The value engineering, constructability and cost estimating input sought from the GC/CM during design development would continue through final design, prior to the preparation of the MACC.

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.)*

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

See Attachment C - Public Body Construction History.

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.*

See Attachment D - Preliminary Concepts, Sketches or Plans Depicting the Project.

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.

Bellingham Public Schools is audited annually by the Washington State Auditor's office. Consistently, there have been no findings.

10. Subcontractor Outreach

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

Bellingham Public Schools champions its subcontractor outreach by supporting diversity and cultural inclusion in every aspect of its operations and business. During the bid process the District will engage with professional organizations, including the Association of General Contractors, to seek out and encourage small, women, minority-owned, and veteran-owned firms, always with a lens towards equity. Bellingham Public Schools will also reach out to small, women, minority-owned, and veteran-owned contractors in the area with whom they have done previous work to encourage continued participation.

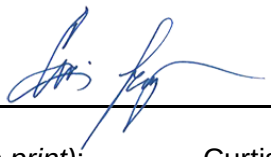
The definition of the project is at the applicant's discretion. The entire project, including all components, must meet the criteria to be approved.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

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

If the PRC approves your request to use the GC/CM contracting procedure, you also understand that: (1) your organization is required to participate in brief, state-sponsored surveys at the beginning and the end of your approved project; and (2) the data collected in these surveys will be used in a study by the state to evaluate the effectiveness of the GC/CM process. You also agree that your organization will complete these surveys within the time required by CPARB. Additionally, responding to the 2013 Joint Legislative Audit and Review Committee (JLARC) Recommendations is a priority and focus of CPARB. Data collection shall include GC/CM project information on subcontract awards and payments, and if completed, a final project report. 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)*: Curtis Lawyer *(public body personnel)*

Title: Director, Capital Projects

Date: May 20, 2020

Attachment A - Project Design and Construction Schedule

ID	Task Name
1	**GC/CM Approval & Selection Process**
2	Submit Application to PRC
3	PRC Presentation and Determination
4	RFQ for GC/CM
5	GC/CM Interviews
6	RFP for GC/CM
7	Select GC/CM
8	
9	**Programming & Design**
10	Educational Specifications
11	Schematic Design Phase
15	Design Development Phase
20	Contract Documents Phase
26	
27	**Permit Review**
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33	**Bidding & Construction**
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45	**Commissioning & Move-In**
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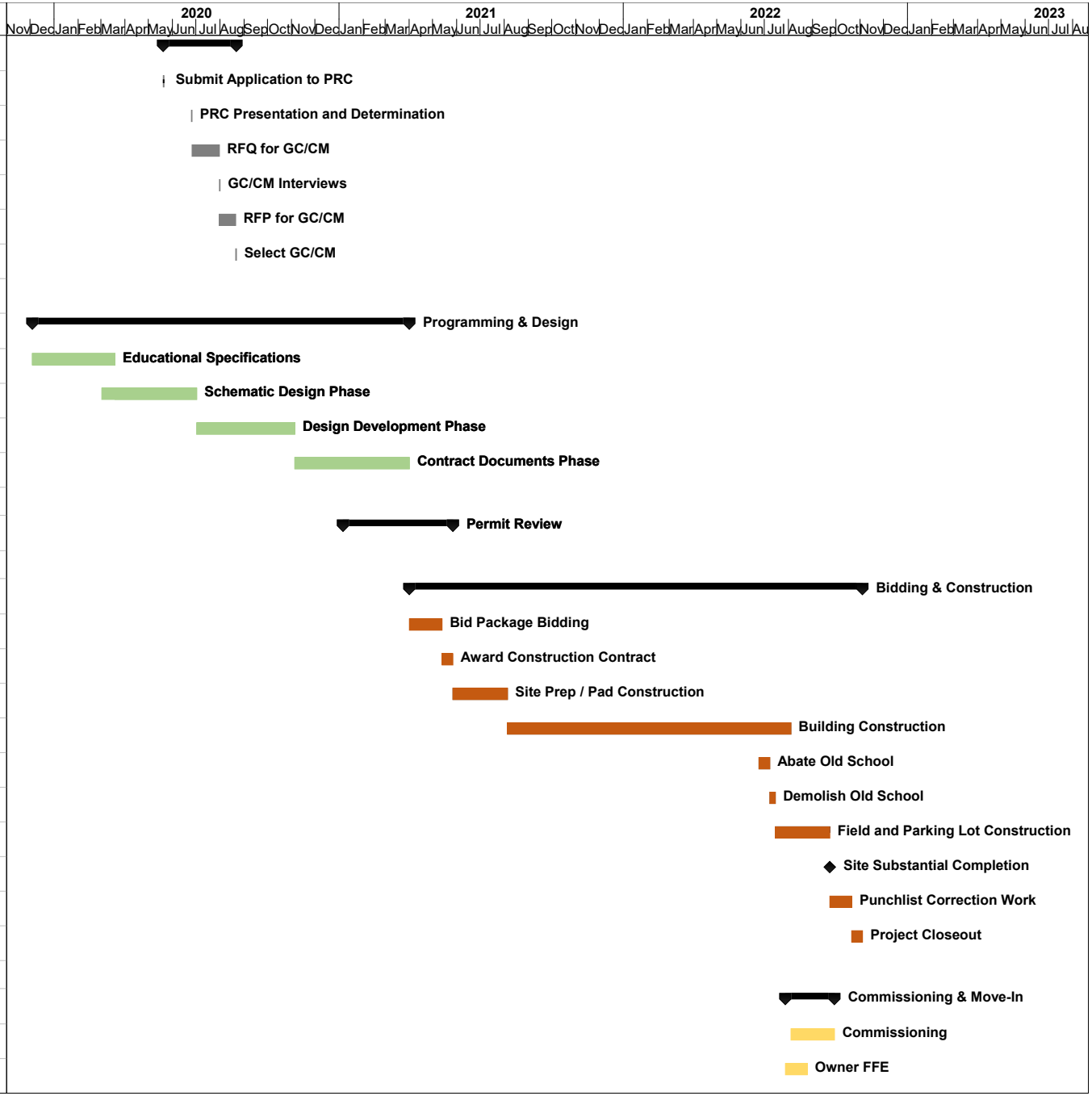
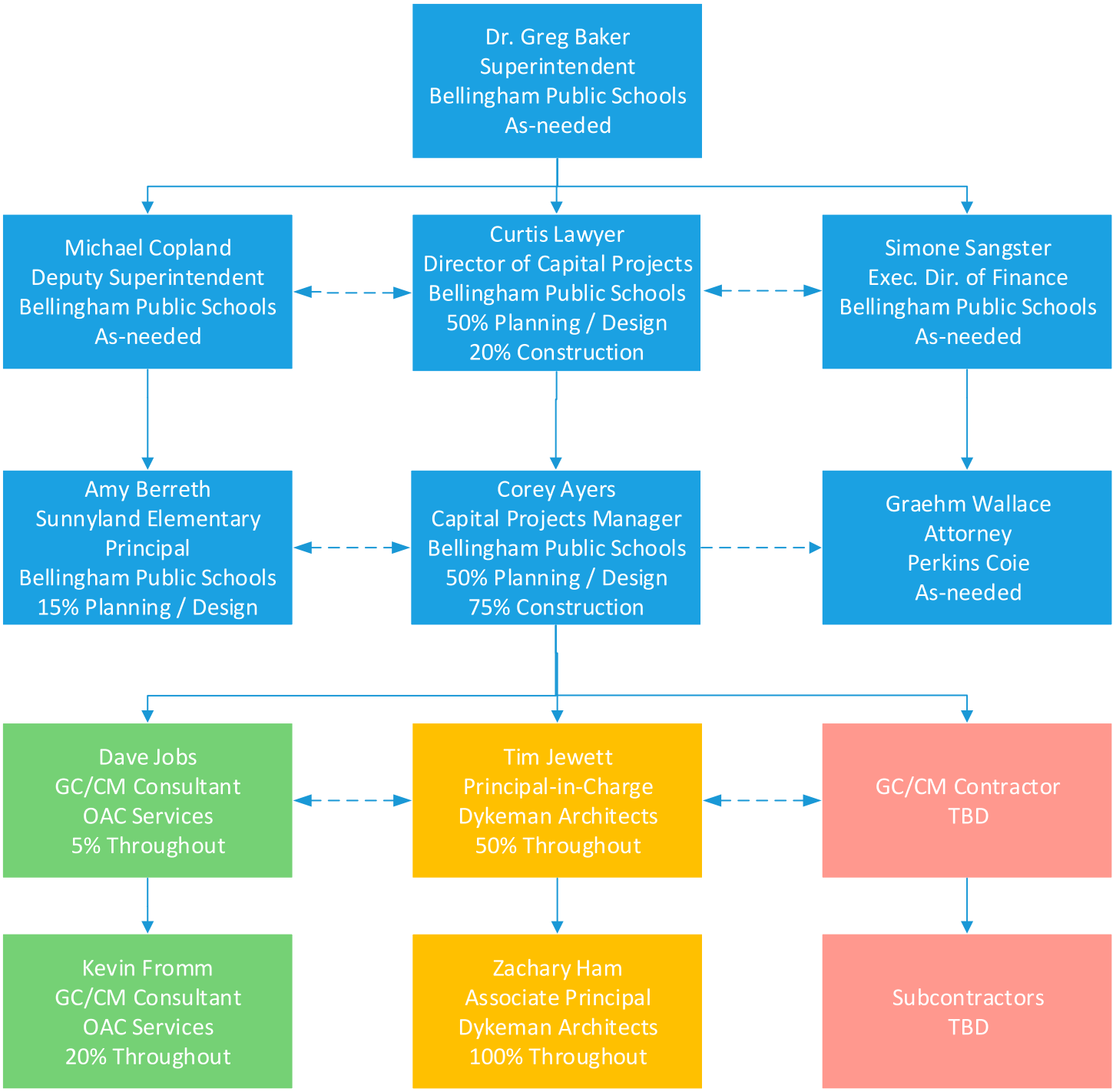
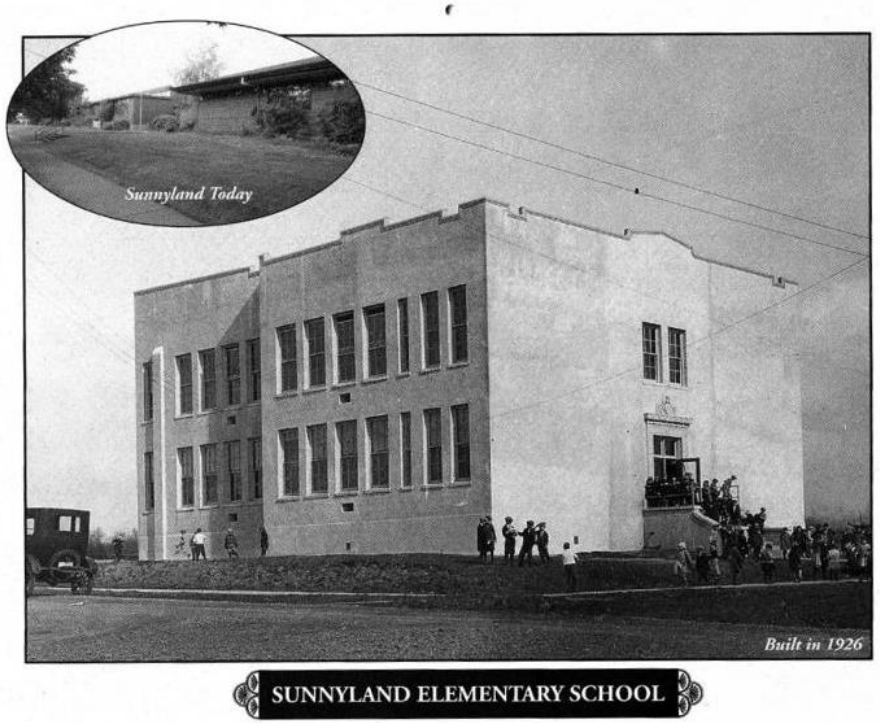


Attachment B - Project Organization Chart



The following table lists some of the relevant experience of the Sunnyland Elementary School team.

Name	Summary of Experience	Projects	Budget	Delivery Method	Role During Project Phases		
					Pre-Design	Design	Construction
Curtis Lawyer	Capital Projects Director for Bellingham Public Schools with over 20 years of experience including multiple GC/CM projects.	Sehome Highschool	$52M	GC/CM	Project Manager	Project Manager	Project Manager
		Bellingham Public Schools, Eight K-12 Projects	$109M	D/B/B	Project Manager	Project Manager	Project Manager
		Central Utility Plant, Hospital Tower, & Support Building	$55M	GC/CM	Project Manager	Project Manager	Project Manager
		San Francisco Unified School District	$10M	D/B/B	Project Manager	Project Manager	Project Manager
		UC Berkeley Stanley Hall Replacement	$162M	CM at Risk	Project Manager	Project Manager	Project Manager
		San Francisco Federal Building	$143M	CMc	Project Engineer	Project Engineer	Project Engineer
Corey Ayers	Capital Projects Manager for Bellingham Public Schools with over 10 years experience including GC/CM work as a general contractor and district employee.	Bellingham Public Schools, K-12 Projects	$30M	D/B/B	Project Manager	Project Manager	Project Manager
		Sehome High School	$52M	GC/CM			Project Engineer
		Forest Garden Student Housing	$18M	D/B/B			Project Engineer
Tim Jewett, AIA, CEFPI, NCARB	Principal-in-Charge for Dykeman Architects. Decades of experience including over $400M in GC/CM school projects.	Sehome High School	$81M	GC/CM	Principal-in-Charge	Principal-in-Charge	Principal-in-Charge
		North Creek High School	$100M	GC/CM	Principal-in-Charge	Principal-in-Charge	Principal-in-Charge
		Bothell High School, Phase II,	$15M	GC/CM	Principal-in-Charge	Principal-in-Charge	Principal-in-Charge
		Bothell High School, Phase III	$25M	GC/CM	Principal-in-Charge	Principal-in-Charge	Principal-in-Charge
		Cascade High School	$22M	D/B/B	Principal-in-Charge	Principal-in-Charge	Principal-in-Charge
Zachary Ham	Associate Principal for Dykeman Architects with extensive K-12 experience and a long history working with Bellingham Public Schools on previous projects.	Sehome High School	$81M	GC/CM	Project Manager	Project Manager	Project Manager
		Tambark Creek Elementary School	$34M	D/B/B	Project Manager	Project Manager	Project Manager
		Birchwood Elementary School	$12M	D/B/B	Project Manager	Project Manager	Project Manager
		Monroe Elementary School	$17M	D/B/B	Project Architect	Project Architect	Project Architect
		Whatcom Middle School	$30M	D/B/B	Project Manager	Project Manager	Project Manager
Dave Jobs, CCM, AVS, LEED AP	Vice President of OAC Services, a 140 Project and Construction management firm. 25 years of experience including several GC / CM projects.	Snohomish County Courthouse	$76M	GC/CM	Project Manager	Project Manager	Principal-in-Charge
		King County Children and Family Justice Center	$185M	DB	Project Manager	Project Manager	Principal-in-Charge
		Bothell Fire Stations 42 & 45	$35.5M	PDB	Principal-in-Charge	Principal-in-Charge	
		Sound Transit Sounder Maintenance Base	$100M	DB	Advisor	Advisor	
		North Sound Behavioral Health and Treatment Center	$17M	GC/CM	Principal-in-Charge	Principal-in-Charge	Principal-in-Charge
		Sehome Highschool	$52M	GC/CM	Advisor	Advisor	Advisor
Kevin Fromm	Senior Project Manager for OAC Services, a 140 Project and Construction management firm. 12 years of experience including several GC / CM projects.	Snohomish County Courthouse	$76M	GC/CM			Project Manager
		North Sound Behavioral Health and Treatment Center	$17M	GC/CM		Project Manager	Project Manager
		Snohomish County Sheriff South Precinct	$14M	GC/CM	Project Manager	Project Manager	
		Mt Vernon School District Harriet Rowley Elementary	$33M	GC/CM			Project Manager
		Mt Vernon School District Madison Elementary	$34M	GC/CM	Project Manager	Project Manager	
		Seattle Public Utility North Transfer Station	$108M	GC/CM			Project Manager
Graehm Wallace	Partner with Perkins Coie. Extensive experience and in depth knowledge in successful completion of alternative delivery projects.	North Central High School	$12M	GC/CM	Attorney	Attorney	Attorney
		Oak Harbor WWTP	$70M	GC/CM			
		Northwood Middle School	$30M	GC/CM			
		Stewart Middle School	$45M	GC/CM			



Attachment D - Preliminary Concepts, Sketches or Plans

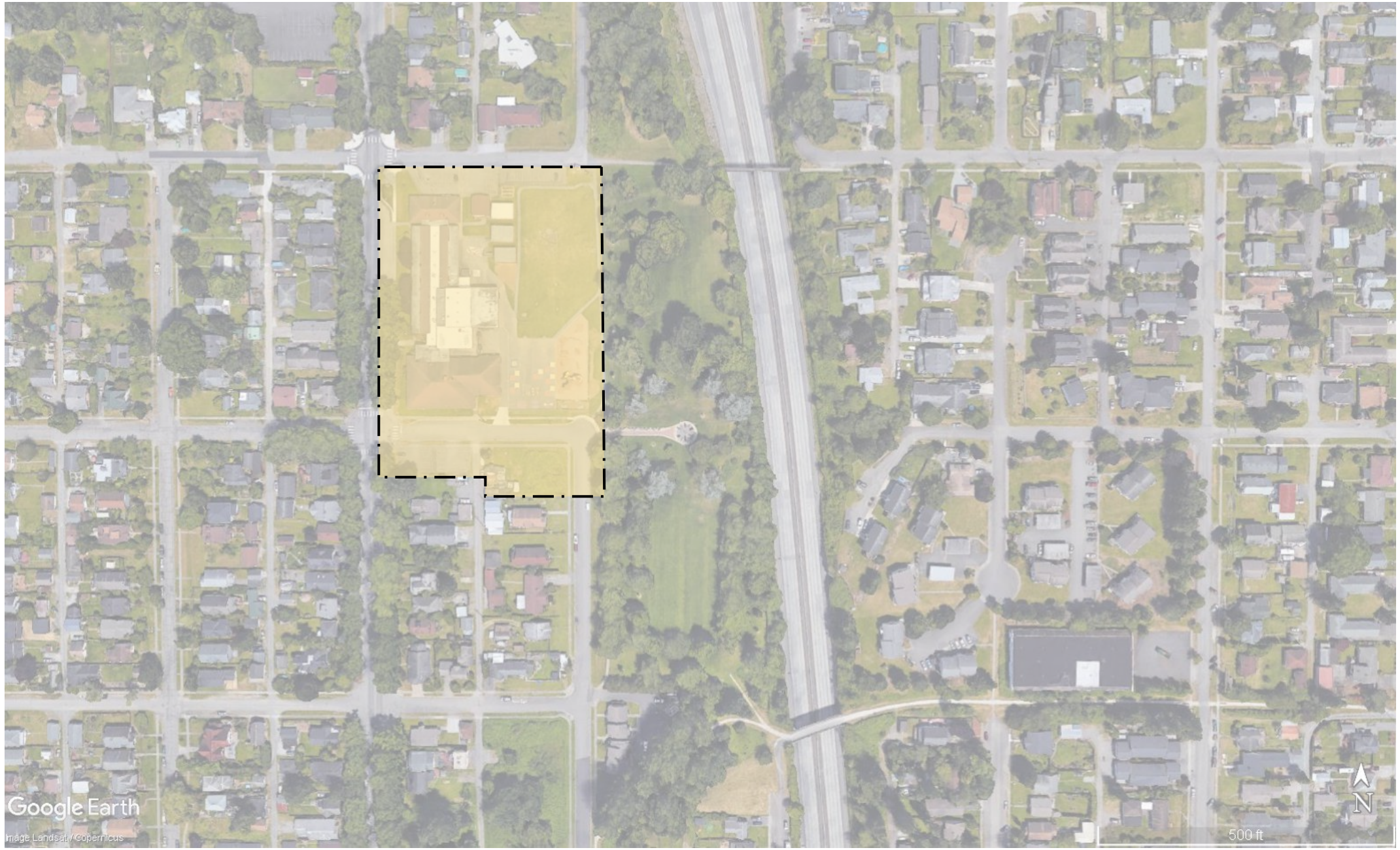
SUNNYLAND ELEMENTARY

1926 :Original Sunnyland was built

1954: Addition build adjacent to the original building

1976: Original 1926 was closed and demolished for safety reasons.

1977/ 1978: Addition was built adding 8 classrooms, library and support spaces.


Google Earth
Image Landsat / Copernicus
500 ft
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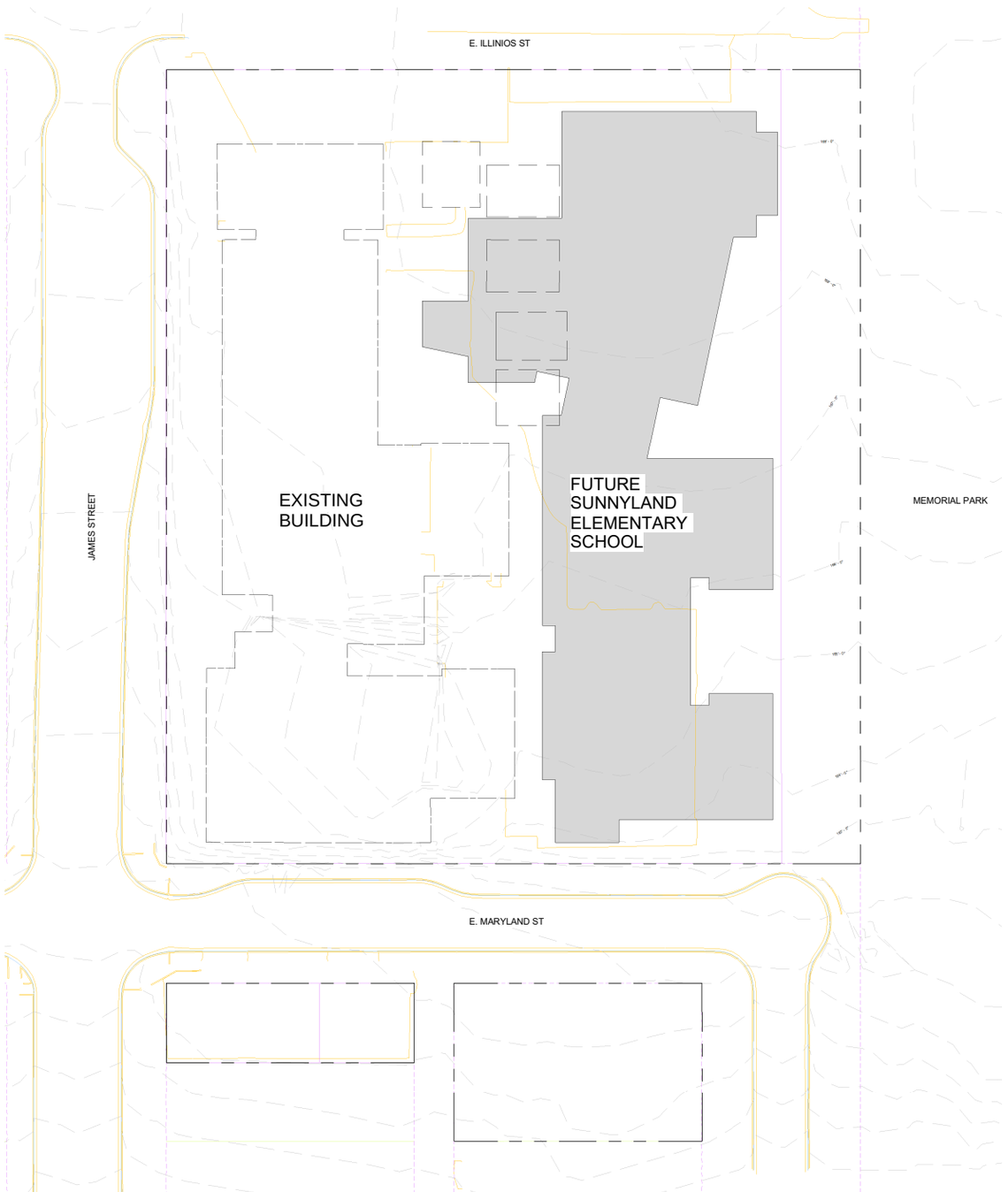
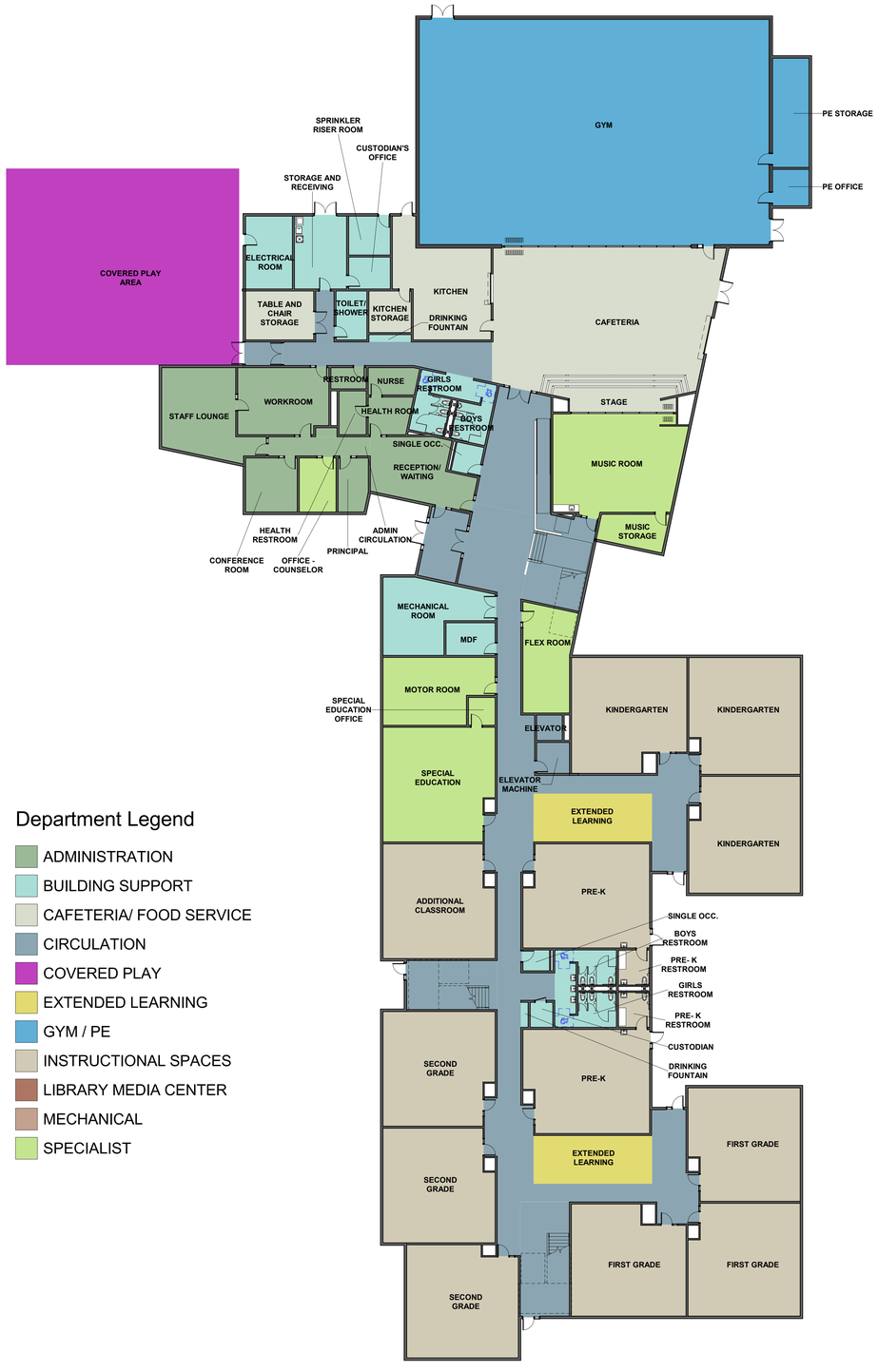


1 SITE PLAN
1" = 50'-0"

SITE PLAN

DYKEMAN
www.dykeman.net
425.259.3161 (T)
1716 West Marine View Drive
2nd Floor / Everett, WA 98201



Department Legend

- ADMINISTRATION
- BUILDING SUPPORT
- CAFETERIA/ FOOD SERVICE
- CIRCULATION
- COVERED PLAY
- EXTENDED LEARNING
- GYM / PE
- INSTRUCTIONAL SPACES
- LIBRARY MEDIA CENTER
- MECHANICAL
- SPECIALIST

1 PRESENTATION PLAN - LEVEL 1
1/16" = 1'-0"

2 PRESENTATION PLAN - LEVEL 2
1/16" = 1'-0"

PROGRAM TARGET WITH CIRCULATION			
Name	Target SF	Area	Area Check
ADMINISTRATION			
ADMIN CIRCULATION	348 SF	146 SF	-202 SF
CONFERENCE ROOM	210 SF	210 SF	0 SF
HEALTH RESTROOM	100 SF	90 SF	-10 SF
HEALTH ROOM	110 SF	117 SF	7 SF
NURSE	100 SF	100 SF	0 SF
PRINCIPAL	120 SF	120 SF	0 SF
RECEPTION/ WAITING	450 SF	435 SF	-15 SF
RESTROOM	56 SF	56 SF	0 SF
RESTROOM	56 SF	Not Placed	
STAFF LOUNGE	500 SF	532 SF	32 SF
STUDY ALCOVE	20 SF	15 SF	-5 SF
WORKROOM	450 SF	450 SF	0 SF
ADMINISTRATION: 12	2,520 SF	2,271 SF	
BUILDING SUPPORT			
BOYS RESTROOM	160 SF	166 SF	6 SF
BOYS RESTROOM	160 SF	164 SF	4 SF
BOYS RESTROOM	160 SF	164 SF	4 SF
CUSTODIAN	50 SF	43 SF	-7 SF
CUSTODIAN	50 SF	43 SF	-7 SF
CUSTODIAN'S OFFICE	100 SF	100 SF	0 SF
DRINKING FOUNTAIN		23 SF	
DRINKING FOUNTAIN		14 SF	
DRINKING FOUNTAIN		14 SF	
ELECTRICAL PANEL CLOSETS	52 SF	Not Placed	
ELECTRICAL ROOM	200 SF	257 SF	57 SF
GIRLS RESTROOM	160 SF	166 SF	6 SF
GIRLS RESTROOM	160 SF	164 SF	4 SF
GIRLS RESTROOM	160 SF	164 SF	4 SF
IDF	50 SF	Not Placed	
IDF	50 SF	Not Placed	
MDF	120 SF	120 SF	0 SF
MECHANICAL ROOM	400 SF	474 SF	74 SF
SINGLE OCC.	56 SF	61 SF	5 SF
SINGLE OCC.	56 SF	42 SF	-14 SF
SINGLE OCC.	56 SF	42 SF	-14 SF
SINGLE OCC.	56 SF	Not Placed	
SINGLE OCC.	56 SF	Not Placed	
SPRINKLER RISER ROOM	120 SF	122 SF	2 SF
STORAGE AND RECEIVING	300 SF	286 SF	-14 SF
TOILET/ SHOWER	90 SF	113 SF	23 SF
BUILDING SUPPORT: 26	2,822 SF	2,738 SF	
CAFETERIA/ FOOD SERVICE			
CAFETERIA	2,500 SF	2,168 SF	-332 SF
KITCHEN	740 SF	657 SF	-83 SF
KITCHEN STORAGE		132 SF	
STAGE		332 SF	
TABLE AND CHAIR STORAGE	250 SF	250 SF	0 SF
CAFETERIA/ FOOD SERVICE: 5	3,490 SF	3,540 SF	
CIRCULATION			
CIRCULATION		656 SF	
CIRCULATION	7,242 SF	3,012 SF	-4,230 SF
CIRCULATION		2,633 SF	
CIRCULATION		490 SF	
DISPLAY		18 SF	
ELEVATOR		49 SF	
ELEVATOR MACHINE		76 SF	
STAIRS		421 SF	
STAIRS		312 SF	
STAIRS		333 SF	
VESTIBULE		64 SF	
VESTIBULE		205 SF	
CIRCULATION: 12	7,242 SF	8,270 SF	

PROGRAM TARGET WITH CIRCULATION			
Name	Target SF	Area	Area Check
EXTENDED LEARNING			
EXTENDED LEARNING	300 SF	430 SF	130 SF
EXTENDED LEARNING	300 SF	430 SF	130 SF
EXTENDED LEARNING	300 SF	244 SF	-56 SF
EXTENDED LEARNING	300 SF	174 SF	-126 SF
EXTENDED LEARNING	300 SF	136 SF	-164 SF
EXTENDED LEARNING	300 SF	149 SF	-151 SF
EXTENDED LEARNING: 6	1,800 SF	1,564 SF	
GYM / PE			
GYM	6,000 SF	5,923 SF	-77 SF
PE OFFICE	100 SF	100 SF	0 SF
PE STORAGE	300 SF	300 SF	0 SF
GYM / PE: 3	6,400 SF	6,323 SF	
INSTRUCTIONAL SPACES			
ADDITIONAL CLASSROOM	925 SF	926 SF	1 SF
ADDITIONAL CLASSROOM	925 SF	964 SF	39 SF
ADDITIONAL CLASSROOM	925 SF	964 SF	39 SF
FIFTH GRADE	925 SF	894 SF	-31 SF
FIFTH GRADE	925 SF	917 SF	-8 SF
FIFTH GRADE	925 SF	916 SF	-9 SF
FIRST GRADE	925 SF	894 SF	-31 SF
FIRST GRADE	925 SF	917 SF	-8 SF
FIRST GRADE	925 SF	916 SF	-9 SF
FOURTH GRADE	925 SF	926 SF	1 SF
FOURTH GRADE	925 SF	926 SF	1 SF
FOURTH GRADE	925 SF	915 SF	-10 SF
KINDERGARTEN	950 SF	931 SF	-19 SF
KINDERGARTEN	950 SF	943 SF	-7 SF
KINDERGARTEN	950 SF	937 SF	-13 SF
PRE- K RESTROOM		82 SF	
PRE- K RESTROOM		82 SF	
PRE-K	1,025 SF	951 SF	-74 SF
PRE-K	1,025 SF	951 SF	-74 SF
SECOND GRADE	925 SF	926 SF	1 SF
SECOND GRADE	925 SF	926 SF	1 SF
SECOND GRADE	925 SF	915 SF	-10 SF
THIRD GRADE	925 SF	942 SF	17 SF
THIRD GRADE	925 SF	939 SF	14 SF
THIRD GRADE	925 SF	931 SF	6 SF
INSTRUCTIONAL SPACES: 25	21,550 SF	21,531 SF	
LIBRARY MEDIA CENTER			
CIRCULATION DESK	180 SF	182 SF	2 SF
LIBRARY	1,400 SF	1,400 SF	0 SF
LIBRARY WORKROOM	320 SF	322 SF	2 SF
LIBRARY MEDIA CENTER: 3	1,900 SF	1,904 SF	
SPECIALIST			
BOOKROOM	350 SF	350 SF	0 SF
FLEX ROOM	425 SF	389 SF	-36 SF
KILN/ ART STORAGE	125 SF	76 SF	-49 SF
MOTOR ROOM	500 SF	508 SF	8 SF
MUSIC ROOM	950 SF	942 SF	-8 SF
MUSIC STORAGE	120 SF	163 SF	43 SF
OFFICE	100 SF	100 SF	0 SF
OFFICE	100 SF	100 SF	0 SF
OFFICE	100 SF	100 SF	0 SF
OFFICE	100 SF	100 SF	0 SF
OFFICE - COUNSELOR	150 SF	150 SF	0 SF
SPECIAL EDUCATION	925 SF	926 SF	1 SF
SPECIAL EDUCATION OFFICE	56 SF	56 SF	0 SF
TITLE 1	425 SF	469 SF	44 SF
TITLE 1	425 SF	469 SF	44 SF
TITLE 1 BOOKROOM	100 SF	138 SF	38 SF
SPECIALIST: 16	4,951 SF	5,033 SF	
Grand total: 108	52,675 SF	53,174 SF	

PRESENTATION PLANS

SUNNYLAND ELEMENTARY SCHOOL REBUILD | 05/01/20

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425.259.3161 (T)
1716 West Marine View Drive
2nd Floor / Everett, WA 98201

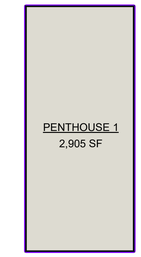
AREA SCHEDULE (GROSS BUILDING)				
Name	**Area Type**	**Area**	**Level**	**Comments**
Level 1				
GROSS BUILDING AREA - LEVEL 1	Gross Building Area	37,979 SF	Level 1	
OVERHANG - COVERED PLAY ROOF	Exterior Area	3,447 SF	Level 1	
OVERHANG - BUILDING	Exterior Area	235 SF	Level 1	
Level 1: 3		**41,661 SF**		
Level 2				
GROSS BUILDING AREA - LEVEL 2	Gross Building Area	19,113 SF	Level 2	
MECHANICAL 2	Gross Building Area	489 SF	Level 2	
MECHANICAL 1	Gross Building Area	2,738 SF	Level 2	
Level 2: 3		**22,341 SF**		
Penthouse Level				
PENTHOUSE 1	Gross Building Area	2,905 SF	Penthouse Level	
Penthouse Level: 1		**2,905 SF**		
Grand total: 7		**66,906 SF**		

NUMERIC PROGRAM
TOTAL BUILDING AREA: 56,219
COVERED PLAY: 3,500
MECHANICAL AND ELECTRICAL: 6,746

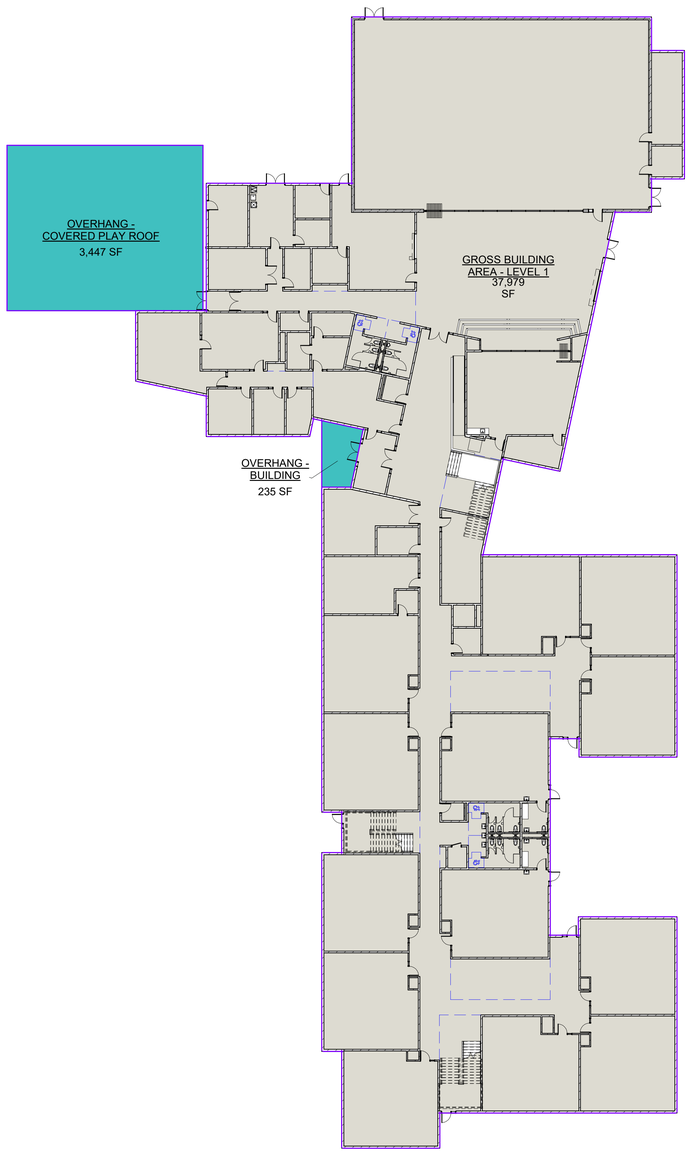
TOTAL: 66,465

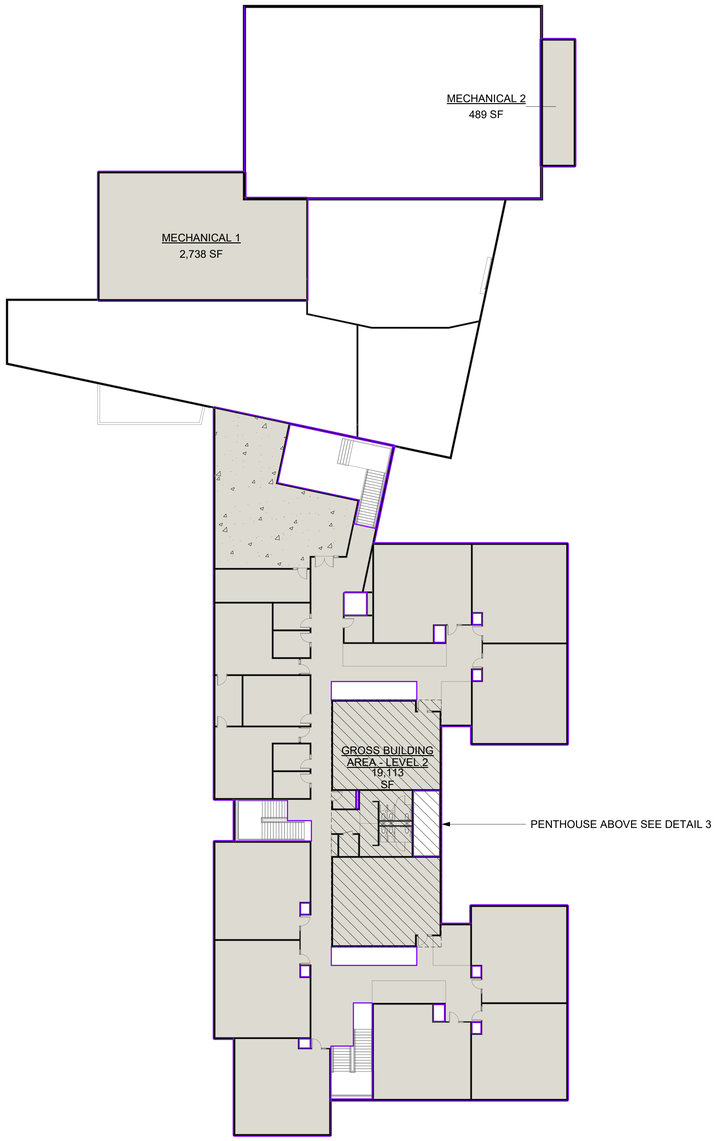
CALULATED AREAS
TOTAL BUILDING AREA: 57,092 (873 OVER)
COVERED AREAS: 235 (235 OVER)
COVERED PLAY: 3,447 (52 UNDER)
MECHANICAL AND ELECTRICAL: 6,132 (614 UNDER)

TOTAL: 66,906 (441 OVER)



3 Gross Building Area - Penthouse Level
1" = 20'-0"





Building Area Legend
- Exterior Area
- Gross Building Area

1 Gross Building Area - Level 1
1" = 20'-0"

2 Gross Building Area - Level 2
1" = 20'-0"

BUILDING AREA ANALYSIS
SUNNYLAND ELEMENTARY SCHOOL REBUILD | 04/23/20

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