

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): **Seattle School District No.1**
- b) Address: **2445 3rd Avenue South, Seattle, WA 98124**
- c) Contact Person Name: **Richard Best** Title: **Director, Capital Projects**
- d) Phone Number: **206-252-0647** E-mail: **rlbest@seattleschools.org**

1. Brief Description of Proposed Project

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

The proposed project is located at 11725 1st Avenue NE, Seattle, WA 98125, on a 5.81-acre site. The project will build a new multi-story school of approximately 95,000 sq. ft, to provide permanent space for up to 650 students in grades K-5. The new school will meet the requirements outlined in the District's elementary educational specifications for 650 students, be organized in learning clusters with classrooms surrounding a learning commons, have secure points of entry and be contextually appropriate for and respectful of the surrounding single-family, residential neighborhood.

There is an existing school building and several portables on site that will be demolished. One challenge with the project is that there is no interim site available for the students and staff to occupy while construction is occurring. Students and staff will remain on-site during construction. The design team and the GC/CM will need to coordinate with the Districts Project Manager to develop a plan that allows the existing building to remain an operationally safe and healthy environment for the school community to use during construction. Demolition of the existing school building will occur after the new school is built and occupied.

The project site has existing slopes to the northwest of the existing building which meet geometric criteria for treatment as steep slope criteria by the city of Seattle. Preliminary geotechnical analysis indicate that the slopes can be exempt from critical area regulation, but an additional design specific geotechnical analysis report is required before this can be confirmed.

2. Projected Total Cost for the Project:

A. Project Budget

Costs for Professional Services (A/E, Legal etc.)	\$6,500,000
Estimated project construction costs (including construction contingencies):	\$65,000,000
Equipment and furnishing costs	\$4,500,000
Off-site costs	\$1,000,000
Contract administration costs (owner, cm etc.)	\$1,000,000
Contingencies (design & owner)	\$3,772,294
Other related project costs (briefly describe) Curriculum	\$1,000,000
Sales Tax	\$7,500,000
Total	\$90,272,294

B. Funding Status

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

The Northgate Elementary School Replacement Project is funded by the recently approved, February 2019, Building Excellence Capital Levy V (BEX V). In addition, Washington State School Construction Assistance from the Superintendent of Public Instruction is available and is being sought for by Seattle Public Schools.

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)

Task	Start	Completion
Design Procurement (AE)	March 2019	September 2019
Programming	August 2019	October 2019
GC/CM Procurement (3-step process: Qualifications, Interview and Sealed Bid/Fee)	October 2019	December 2019
Schematic Design	September 2019	February 2020
GC/CM Pre-Construction	January 2020	December 2021
Design Development	March 2020	July 2020
Permitting – MUP (If Required)	February 2020	February 2021
Construction Documents	August 2020	January 2021
Permitting - Construction	October 2020	May 2021
Bidding, Approval, Award	February 2021	June 2021

Primary Construction (Phase I New Building)	July 2021	April 2023
Primary Construction (Phase II Demolition Existing Building and complete site work))	July 2023	November 2023
Owner Move-in / FFE (Phase I)	May 2023	August 2023
School Starts (Occupy Phase I)		September 2023
Final Completion (Phase I and II Complete)		December 2023

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?
 - a. The existing structure, Northgate Elementary School has been nominated as a Historic Landmark, no determination has been made at this date. The GC/CM delivery method will benefit the school district and design team, supporting the project regardless of this determination but significantly if the building is landmarked.
 - b. There is no interim site available for the relocation of this school program. The project will need to be constructed in phases due to the continual operation of the existing school during the construction period. The GC/CM will be valuable in the planning and design of the project such that the design can be responsive to the means and methods the contractor will use for project phasing. This is critical for student safety and ensuring a productive school environment during construction. This planning will include identifying areas that are needed for construction staging while preserving area for play, student drop-off and pick-up and other school outdoor functions.
 - c. The facility is located within a constrained northern single-family residential neighborhood. There is limited land surrounding the building and the new construction will further limit the available staging and laydown space. A GC/CM can develop the best means and methods necessary to construct the building and lessen the impact to the surrounding residential community.
 - d. Asbestos, lead paint, PCB lighting ballast and an abandoned underground fuel oil tank will require careful removal and disposal during the construction process. Early identification of these activities by the GC/CM may assist in reducing project risk.
 - e. The north perimeter of the site is lined with Norway Maple trees. The GC/CM will be able to work with the consulting arborist to develop a tree protection plan that is in conjunction with the construction transportation and delivery plan as well as utilization of the site near these trees.
 - f. The site layout and topography create some constraints that will affect the proposed design, construction activities and use of the site by the school during construction. Specifically, there is over 24 feet of topographic elevation change from north to south, and the site is L shaped with the existing building in an area to the south and the long narrow portion of land along the north. A GC/CM will be valuable in assisting the design process to address the topography in a cost efficient manner and propose how

to best utilize the available land for school and contractor activities during construction.

- g. SPS standards for energy efficiency recommend the use of a geothermal heat loop system that involves drilling a well field for the heat loop, which is typically in a playfield or other open ground area. Site restrictions and phasing dictate that there will be very limited open ground. Plus, the use of the existing building during construction of the new school will likely preclude the use of this part of the site for the well-field. A GC/CM will be valuable in addressing cost effective phasing options that will provide the area needed for these wells.

- 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.

- a. The existing elementary school building plus several portables will remain on site during construction to serve the teaching staff and approximately 320 students, their families and the broader community.
 - b. An existing school-based childcare in partnership with the Boys and Girls Club of Seattle must remain onsite and operational while the new school is under construction.
 - c. Existing before and after school tutoring through the Northgate READ/COUNTS program must remain onsite and operational.
- If involvement of the GC/CM is critical during the design phase, why is this involvement critical?
 - a. Early involvement allows better familiarity with the site/building to help reduce the risk of unforeseen conditions and missing scope especially for a project which potentially is the modernization of an existing historical building.
 - b. Early involvement and planning allow more thorough constructability reviews that often lead to more efficient and less costly ways to complete the work.
 - c. Early involvement gives the GC/CM an early opportunity to plan the logistics associated with a major project, for example: figuring out cranes swings, sizes, and locations; figuring out if concrete can be chute delivered or pumped and where the pump can be set up, requirements for scaffolding and type of scaffold such as elevated or fixed, etc. All items that can affect the cost of the work.
 - d. If the existing building remains there are limited as-built drawings available so the GC/CM can check dimensions and ensure fit of various systems in an existing historical building. This upfront site confirmation will reduce unknowns before subcontractor packages are bid.
 - e. Early involvement allows opportunities for the GC/CM to perform any destructive testing in order to check above ceilings, in attic spaces, and behind walls; activities which will help to eliminate unforeseen conditions.
 - f. With such a tight site, the construction work will need to be accomplished in a well-orchestrated manner and early involvement will allow time for thorough planning of

loading and unloading materials, staging, phasing, and scheduling. All this information can then be captured and placed in the various bid packages to better define scope, better scheduling, and more favorable pricing.

- g. The Northgate Elementary school population is unique in that 25% of the students are homeless; these students are a particularly vulnerable population. There are many special programs, para educators, specialists and other programs to support these students including services that extend beyond standard school hours. These programs will need to continue through construction. The GC/CM will not only need to plan for construction around general school activities but also for the specialized needs and after-hours programs for this school. Early involvement by the GC/CM and familiarity with the school will allow for the level of coordination that is important for the success of these students. Detailed phasing analysis and plans will be important to minimize the impact on the day to day operations and mission of this school.
- If the project encompasses a complex or technical work environment, what is this environment?
 - a. The project is located in a densely populated, single-family residential environment.
 - b. All the major utility systems will need replacement. Phasing this work so that it does not impact the other construction activities and on-site activities is critical. Many subcontractors will require power or water in order to perform their scope of work and phases will need to be planned to accommodate utility requirements during construction.
 - c. There are many trees along the streets so material delivery, unloading and staging becomes a complex component to the project.
- 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?
 - a. The building is currently nominated for historical landmark status – it is yet to be determined if it is historically significant.
 - b. If the City of Seattle Department of Neighborhoods Landmarks Preservation Board designates the existing building it will require close coordination between the GC/CM, design team and the Owner to develop a construction phasing plan to maintain operation of the existing facility while an addition is constructed and subsequent phases renovate the existing building.
 - c. If the existing building is required to remain due to the landmark designation, there will need to be significant and extensive upgrades to the building including seismic upgrades that would likely involve large amounts of concrete. Additionally, all building mechanical, electrical and plumbing systems would need to be fully replaced and coordinated through the very limited interstitial space provided in the current structure.
 - d. GC/CM can also provide assistance and first cost analysis data on proposed EUI (Energy Use Intensity) measures to lower future operational costs since the Mechanical/Electrical/Plumbing (MEP) systems will be replaced.

- 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?

N/A

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;
 - a. Selection of the GC/CM is based largely on qualifications and experience relevant to the specific nature and challenges of each project. For this project the GC/CM will need experience working on owner occupied sites, experience coordinating work on tight urban sites, success with maintaining good neighborhood relations on past projects, and demonstrate knowledge to ensure systems installed are economical to operate, easy to maintain, and fully commissioned. Additionally, if the existing facility and site become a designated landmark the GC/CM will need experience working on historic renovations to existing buildings.
 - b. Design participation will allow the GC/CM to understand the work long before bidding reducing possible errors and/or omissions in scope and help guide the designers on what may be most efficient construction methods.
 - c. The GC/CM will participate in setting schedule and packaging scope to fit the marketplace in order to receive competitive bids.
 - d. Open book cost accounting of the work brings transparency to actual value of work to be constructed.
 - e. Top tier Contractors are much more likely to compete for this project if not low bid, thus carrying a higher likelihood of quality assurance, timely completion, and project safety which is a better value to SPS both in the short and long term.
 - f. The GC/CM will be valuable in participating in the phasing planning to address the means and methods of construction that will ensure a productive and safe school environment on this constricted site.
- 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.
 - a. Constructability and error/omission issues are often not raised by the Contractor until after the bid/award phase is complete.
 - b. Changes made during construction are costlier than changes made prior to bidding.
 - c. Traditional methods award to the lowest qualified bidder and set means and methods as a the contractors responsibility; the unique population of the school and the related special programs are more likely to be disrupted by a contractor who is bidding with less opportunity to develop means and methods that will accommodate the school needs.
 - d. If a historic renovation is required, it will likely have unforeseen conditions where a lump sum, low bid contractor will claim additional costs and potential schedule impacts while early investigation and planning with a GC/CM team can mitigate these events.

- e. To minimize the construction impact to the surrounding neighborhood the owner, architect and GC/CM can work together to develop a construction management plan. This plan can be reviewed with community members prior to the start of construction.
- In the case of heavy civil GC/CM, why the heavy civil contracting procedure serves the public interest.
N/A

6. Public Body Qualifications

Please provide:

- A description of your organization's qualifications to use the GC/CM contracting procedure.
 - a. SPS has used GC/CM procurement on several projects as listed in Attachment B.
 - b. Within the organization the Director, two Senior Project Managers (Sr. PM), and two Project Managers (PM), are very seasoned and have experience in GC/CM procurement and construction methods.
 - c. The architect, NAC Architecture, has also participated on several GC/CM projects.
 - d. SPS utilizes an eleven-member Building Excellence/Building Technology & Academics Oversight Committee which meets monthly to review major issues and make recommendations to the District concerning best practices. The committee currently includes members who have strong experience in alternative public works contracting and delivery including GC/CM and supports the use of GC/CM delivery method for this project.
- 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 - Project Organization Chart
- Staff and consultant short biographies
- 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.*)

Richard Best, SPS Director for Capital and Planning:

Extensive architectural and construction experience over past 37 years including school (K-12), hospital, laboratory and major hotel projects, gaining insights into all phases of a project. Skills include: a firm understanding of architectural programming and planning; a working knowledge of construction systems and methods; and a thorough familiarity with project budgeting and scheduling. Project responsibilities have included; architectural programming, conceptual design, space planning, development of project specifications; contract administration and construction oversight.

GC/CM Projects	Value	Role/Tasks	Completion
Cascadia ES/Robert Eagle Staff MS	119M	Director for Capital Projects	2017
Olympic Hills ES	42M	Director for Capital Projects	2017
Loyal Heights ES	46M	Director for Capital Projects	Aug.2018
Lincoln HS	101M	Director for Capital Projects	Sept. 2019
Ingraham HS Addition	41M	Director for Capital Projects	Sept. 2019
Bagley ES	40M	Director for Capital Projects	Sept. 2020
Webster ES	37M	Director for Capital Projects	Sept. 2020

Eric Becker, SPS Sr. Project Manager:

Registered Washington State architect with 32 years of extensive experience working in architecture, project management and construction. In depth understanding and experience in the entire building design and construction process - from initial concept to commissioning and occupancy. Unique perspective having worked as an owner's representative as well as a project manager and architect within an architectural firm. Managed design, bidding construction and commissioning of large institution and industrial facilities. Responsibilities included selection and management of design teams, general contractors and other consultants; coordinated with utilities and municipalities; facilitation of program and design development with educators; administration of the public bid process as well as budget management.

GC/CM	Value	Role/Tasks	Completion
Woodinville High School	50M	Design Project Manager	2012
Cascadia ES/Robert Eagle Staff MS	119M	Sr. Project Manager	2017
Loyal Heights ES	46M	Sr. Project Manager	Aug.2018
Ingraham HS Addition	41M	Sr. Project Manager	Sept.2019
Bagley ES	40M	Sr. Project Manager	Sept. 2020
Webster ES	37M	Sr. Project Manager	Sept. 2020

Vincent Gonzales. SPS Project Manager:

Over 20 years of design and construction related experience with a Bachelor in Art and Architecture from the University of New Mexico & Master's Degree in Architecture from the University of Washington. Mr. Gonzales has worked on both multi-family, higher education and K-12 education projects throughout his career. He has worked as the project lead on several architectural teams for a portion of his career and has worked with Seattle Public Schools as a Project Manager for the Capital Department. He is knowledgeable with all aspects of the design and construction from start to finish. Current responsibilities include selection and management of design teams, general contractors and other consultants; coordinated with utilities and local jurisdictions; facilitation of program and design

development with educators; administration of the public bid process as well as budget management.

Major Projects (last 11 years)	Value	Role /Tasks	Completion
Queen Anne ES Addition (DBB)	19.3M	Capital Project Manager	Sept. 2019
McGilvra ES – Three Phase Project (DBB)	9M	Capital Project Manager	Sept. 2018
Webster ES (GC/CM)	37M	Interim -/Capital Project Manager for Six Month's	Sept. 2020
Meany Middle School Renovation (DBB)	30M	Capital Project Manager	Sept. 2017
The Northwest School (GC/CM)	16M	Project Manager – Mithun Architects	Jan. 2014
Western Washington University Miller Hall Renovation & Addition (GC/CM)	52M	Project Manager – Mahlum Architects	Sept. 2013
Seattle Country Day School (DBB)	14M	Project Manager – Carlson Architects	Sept. 2008

Kevin Flanagan, AIA, NAC Architecture Managing Principal/ Educational Planner:

Kevin has over 30 years' experience with the planning and design of schools including many large complex projects and over 20 elementary schools as well as various projects that have used GC/CM. Kevin's collaborative, team building approach is valuable to integrating the contractor into the design process. Kevin highly respects the significance of how an experienced contractor can add value to the design process by addressing means, methods and time considerations that are applicable for a given project constraints.

Select Relevant Projects	Value	Role /Tasks	Completion
East Helena High School – GC/CM	30M	Design Principal, Educational planner	2020
Wing Luke Elementary (Seattle) -DBB	54M	Principal In Charge, Educational Planner	2020
Hazel Wolf K-8 (Seattle) - DBB	42M	Principal In Charge, Educational Planner	2016
Redington Jr/ Sr High School – GC/CM	70M	Design Principal, Educational planner	2015
The Hamlin Robinson School – GC/CM	14M	Principal In Charge, Educational Planner	2015

Snohomish High School -GC/CM	128M	Project Architect, OSPI coordinator	2013
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Matt Rumbaugh AIA, NAC Architecture Senior Project Manager:

Matt Rumbaugh has over 20 years’ experience as an architect with a focus on K-12 design. Matt has proven to be one of our most thorough and capable project managers. He has led some of NAC’s largest and most complex projects. His easy demeanor instills confidence and strong coordination with project team members including contractors. He is well versed in the District's Design and Technical Building Standards and his effective communication skills bridge that knowledge to contractors he works with.

Select Relevant Projects	Value	Role /Tasks	Completion
Wing Luke Elementary (Seattle) -DBB	54M	Senior Project Manager	2020
Mount Si High School- DBB	240M	Principal In Charge,	2019
Hazel Wolf K-8 (Seattle) - DBB	42M	Senior Project Manager	2016
Redington Jr/ Sr High School – GC/CM	70M	Project Architect	2015
Snohomish High School – GC/CM	128M	Project Architect,	2013

Boris Srdar, NAC Architecture, Principal Designer:

Boris has over 20 years of experience designing schools as well as other project types. Boris has experience working with Seattle Public School as well as other projects in the City of Seattle. Boris takes a highly collaborative approach to design that includes working with contractors. Boris’s approach to design emphasizes quality details and integration of the building with nature to provide an invigorating, human-scale experience. Boris appreciates working with the contractor to ensure the quality and integration of the design is delivered as envisioned.

Select Relevant Projects	Value	Role/Tasks	Completion
Wing Luke Elementary (Seattle) -DBB	54M	Principal Designer	2020
Mount Si High School - DBB	240M	Principal Designer	2019
Hazel Wolf K-8 (Seattle) - DBB	42M	Principal Designer	2016
The Hamlin Robinson School – GC/CM	14M	Principal Designer	2015
Ho'okele Elementary School - DB	52M	Principal Designer	2015
Snohomish High School – GC/CM	128M	Principal Designer	2013

Graehm Wallace, Perkins-Coie (Legal Consultant):

Partner with the firm's Construction Law practice and has over 24 years of experience working in all areas of construction transactions, counseling, and conflict resolution. His work covers all aspects of contract drafting and negotiating, including preconstruction, architectural, engineering, construction-management, design-build,

consultant, bidding, advice during construction, and claim prosecution and defense from initial claim analysis through discovery, mediation, alternative dispute resolution, arbitration or trial. Mr. Wallace has represented scores of Washington school districts and other Washington public entities in drafting and negotiating GC/CM contracts under RCW 39.10.

- A brief summary of the construction experience of your organization's project management team that is relevant to the project.
 - a. Please see above paragraphs and tables for the construction experience for the individual members of the organization's project management team.
 - b. Over the last few years, the number of GC/CM projects for SPS have increased which has provided practical experience for other team members in different support departments such as procurement, accounting, administration, relocation planners/activation specialists, mechanical/electrical coordinators and e-builder analysts.
- A description of the controls your organization will have in place to ensure that the project is adequately managed.
 - a. The roles and responsibilities of SPS, Architect-Engineer (A/E) team, and the GC/CM will be established in a matrix of responsibilities that is published in the Request for Proposal and other GC/CM contract documents. The Sr. PM and PM will monitor the various activities and the deliverables established in the matrix and keep the appropriate party on task for their respective work throughout the life of the project.
 - b. Weekly coordination meetings with the SPS PM, A/E team, and GC/CM will be conducted and timely meeting minutes that assigns action items will be published throughout the life of the project. The purpose of the meeting will be to ensure adherence to the established scope, budget and schedule and also resolve any issues brought up by any party. These weekly meetings will be paramount in the management and control of the project.
 - c. SPS requires the A/E team and the GC/CM to use e-builder software to monitor, control and track the budget, schedule, changes, pay apps, RFI's, submittals, issues, etc. This software allows collaboration from any computer through a cloud-based system and allows easy tracking of issues, cost impacts, and also archives the information for easy retrieval. Team members are notified by the software when actions are needed. Management reports which give current status on action items will be discussed at the weekly coordination meeting.
 - d. As part of the preconstruction services the GC/CM will develop a subcontracting bid plan, schedule, phases of construction, and identify long lead materials so all information can be included into a comprehensive schedule that will be reviewed at each weekly coordination meeting.
 - e. Construction cost estimates by the A/E team and the GC/CM are to be reconciled at the end of each design phase and as otherwise deemed necessary.
 - f. In addition to what is required by the Washington Administrative Code, value engineering and constructability reviews will be ongoing and will also be an established agenda item in the weekly coordination meetings.

- g. Market prices will be constantly monitored for impacts to the current estimates or the established Total Contract Cost (TCC). Once the Maximum Allowable Construction Cost (MACC) is negotiated after the 95% construction documents are in place, the GC/CM, SPS PM and A/E team will constantly evaluate the construction documents to determine if there are any changes that impact the agreed to MACC. If so, then these changes will be brought back in line with the budget and the established MACC.
 - h. At intermediate review of the construction documents, the design team will be required to provide a list of changes/further development of design from the previous submittal as a means to identify and control scope that is not part of the TCC. At completion of the construction documents, the GC/CM is required to review the specifications and the drawings to determine if there are any changes that may have been incorporated and to reconfirm the MACC and the TCC.
 - i. SPS conducts monthly meetings with Seattle's Department of Construction and Inspection, Seattle City Light, The Department of Neighborhoods and Seattle Department of Transportation on all SPS projects in order to monitor the status of various approvals and permits. This meeting gives the opportunity for better understanding on any questions or concerns from the fire department and code officials and allows SPS to alert officials on scheduling concerns.
 - j. Any changes to be charged to the contingency will be thoroughly reviewed by SPS PM, Architect and GC/GM as to the scope, schedule impact, and costs. All three parties will sign off on changes prior to proceeding with the work.
 - k. Monthly, the Director of Capital Projects and Planning attends an O/A/C meeting with executives from NAC Architecture and the GC/CM to review any issues that have arisen that are not easily resolved.
- A brief description of your planned GC/CM procurement process.
 - a. As shown in Attachment B, SPS has successfully procured GC/GM firms for several past projects.
 - b. The procurement plan will include publicly advertising the solicitation, contacting GC/CM firms and other parties who qualify, based on District ties in the marketplace.
 - c. The RFQ/RFP process is a 3-step process: qualifications, interview and final bid. The final bid requires GC/CMs to submit sealed bids for certain general conditions and fee percentages. The selection will be performed utilizing a panel that will include SPS project managers, Architect and external representatives from either the BEX/BTA Oversight Committee, industry or both.
 - Verification that your organization has already developed (*or provide your plan to develop*) specific GC/CM or heavy civil GC/CM contract terms.
 - a. Through added language to AIA documents A 201 and Consultation with Perkins Coie LLP, SPS has generated standard GC/CM contract terms and language for use on GG/CM projects. These contract templates have been thoroughly reviewed by legal counsel and are in effect for this project.
 - b. For GC/CM projects we typically use an "elevation" process for Dispute Resolution as follows: the project site team (District/Contractor/Architect) are expected to resolve

disputes at their level. If the site team cannot reach agreement, the issue is moved to the next level of supervision, typically the firms' managing directors or program managers. Again if this team is unable to resolve disputes then the issue is elevated to the firms' ownership level. Typically, this group will be composed of the SPS's Director of Capital, an owner of the GC/CM firm and an owner of the Architectural firm.

- c. SPS also employs a formal disputes resolution process, either a 3-person Disputes Review Board (DAB) or a 3rd-party neutral during the construction to attend weekly OAC meetings on a periodic basis and to listen and informally provide comment on ownership of an issue. Formal hearings by a DAB or by a 3rd-party neutral can also be used if one of the contract parties' desires.

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 B - Agency's Prior 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:

- A 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 C – Preliminary Concepts and Sketches](#)

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.

SPS embraces the practice of continuous improvement and recognizes that independent audits are helpful because procedures, which need improvement, are brought to light. The Building Excellence Program (BEX) began in 1995 and the fourth cycle of levies were approved by Seattle voters in February 2013. In addition, the SPS BTA levies are also on their fourth cycle. SPS recognizes its responsibility to serve as responsible stewards of public

funds, to use prudent management practices to ensure the investment of over \$1.5 billion of levy funds is effectively managed. Accordingly, SPS continues to hone its procedures and processes as findings are identified by the audits.

- a. Internal Audit of Fairmount Park ES Construction Contract - issued 12-16-14
 1. Change order process - The district does not include the cost of pending obligations from change directives with the change orders submitted for review and approval. Resolved by implementing new procedures where fund amounts for change directives are part of change order logs and reviewed/updated each month.
 2. Contractor Insurance coverage - The district does not demand an additional insured endorsement with the COI and lacks procedures to ensure a new certificate and endorsements are obtained. Resolved by implementing new procedures where insurance endorsements and expiration dates are tracked as part of the pay app procedure.
- b. Internal Audit of Horace Mann (NOVA) HS Construction Contract- issued 6-16-15
 1. Construction delay costs - The hourly rate the District paid to its construction manager for schedule analysis exceeded rates paid for similar services on other district projects. Response -*Project managers should confirm personnel pricing is consistent with contract documents and should be similar to pricing for other projects when the same or similar scope of work is being proposed. Review contract documents prior to approving contract modifications to confirm proposed hourly rates are consistent with the contract documents.*
 2. Construction progress schedule - The district did not require CPM schedules throughout the project. Response - *Critical Path Method (CPM) schedules will be required for all BEX and BTA projects in excess of \$5,000,000 and exceeding six months in duration.*
 3. Permitting delays - Due to an oversight by the District, there was a delay in the permitting authority's review of plans and specs for the serving kitchen. Response - *Project Master Use Permits (MUP) and building permits will be tracked. Representatives from Seattle Public Schools and City of Seattle Department of Construction and Inspections are now meeting on a monthly basis to identify project required permits and discuss status. Meeting agendas are prepared prior to the meeting and minutes issued following the meeting. Charge accounts are set-up for paying City of Seattle permit fees.*
 4. Calculation and Assessment of Liquidated Damages - The District does not maintain a record of the anticipated administrative costs, temporary facilities costs, additional designer fees, etc. that comprise the liquidated damages calculation. Response - *Capital Projects Staff will work with the Business Office to calculate financial loss per day if project is delayed and delivered late. This calculated amount will be project specific and notated in the bid and contract documents.*
 5. Responses to Requests for Information (RFI)- The district has not defined a reasonable response time for RFI's. - Response- *Project Managers will review with project architects and engineers time allowed responding to a RFI. RFI response duration is noted in the project General Conditions for the construction contract.*

6. Change Order Processing -Some approved change orders contained no indication that additional time was considered for the contractor to perform the work. Response -*SPS will address time delay in all change orders and include a narrative in the record of negotiations with the contractor that the time delay was discussed and is either resolved or a 30-day period was reserved to allow contractor to determine the impact of the changed condition.*

c. Internal Audit of Genesee Hill ES Project Design Contract - issued 6-21-16

1. Late Redesign of Project Increased Costs- The district incurred additional costs due to the late redesign of the project. The district did not produce documentation to demonstrate that the architect received written authorization to proceed to design development. *Response-During the design process, the Capital Projects Office learned that the project was over budget at the end of conceptual design. We agree that the project should not move forward without either reconciling to the project budget or seeking additional funds. Providing a Value Analysis Study at the conclusion of this phase to assist in this effort is a tool to assist in reconciling the project to the budget and may provide some value but does not alleviate the architect's contractual responsibility.*
2. Maximum Allowable Construction Cost Did Not Include Escalation-The district did not produce documentation to demonstrate that the architect received written authorization to proceed to design development. *Response-Inflation is common on any multi-year project and needs to be considered when budgeting a project with funds allocated in the project budget to address this cost.*
3. Stakeholder Roles Could Be More Clearly Defined - Project budget and other restrictions should be more clearly communicated to School Design Advisory Team (SDAT). *Response-Clear guidelines need to be provided to all committees working on a project so that they have a clear understanding of their role and responsibilities.*

Please note that all internal audits with responses are available for public view on SPS's website.

10. Subcontractor Outreach

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

The District makes an effort to reach out to Women and Minority Business Enterprise (WMBE) firms by advertising our projects to Tabor 100, a local minority/small business association, as well as posting on the WA State's Office of Minority and Women's Business Enterprise (OMWBE) site. We have also in the past participated in reverse vendor trade shows with the City of Seattle to meet local small businesses and firms.

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 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: 

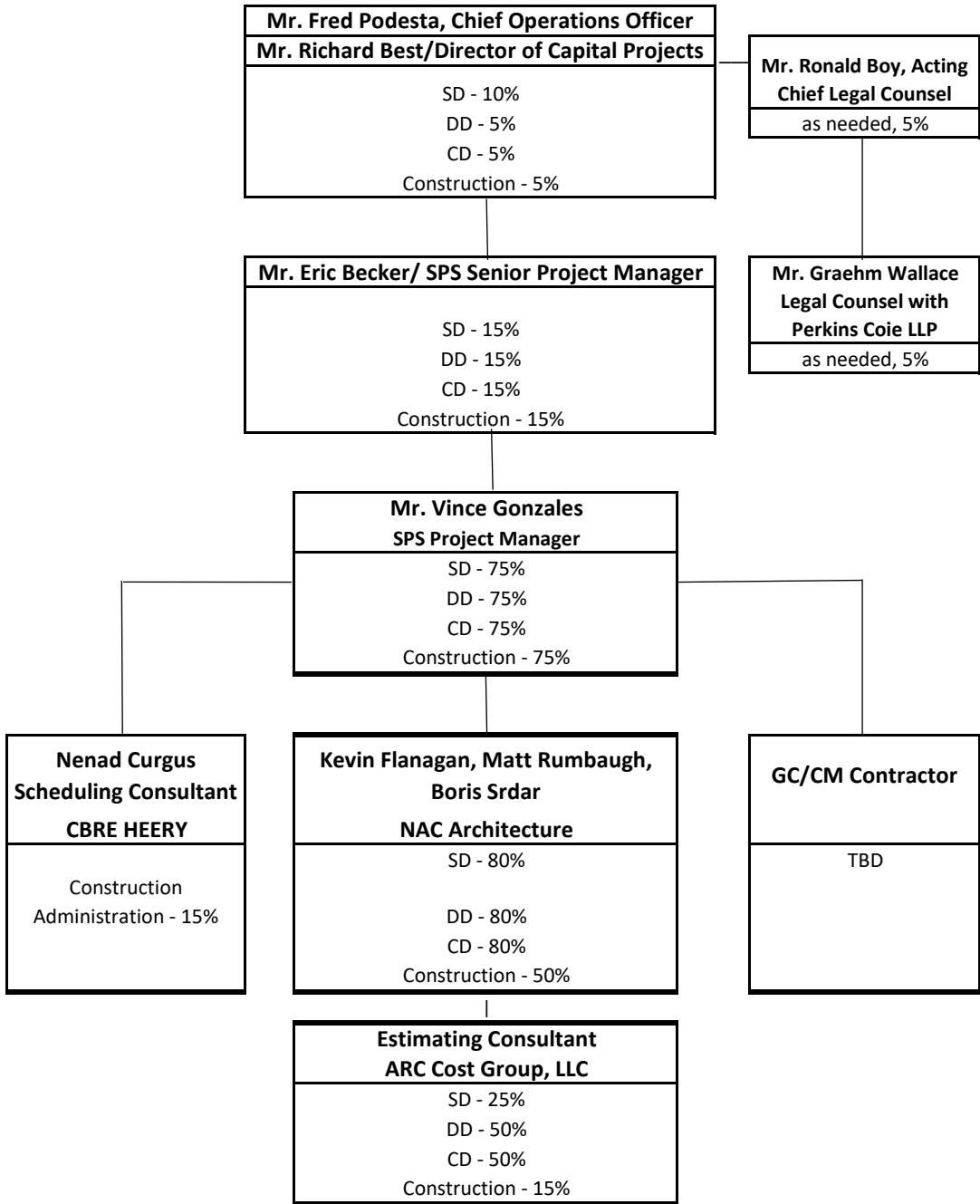
Name (please print): RICHARDS PROCT (public body personnel)

Title: DIRECTOR OF CAPITAL PROJECTS *ADJ PLS ATTN W/CF*

Date: 2-19-19

Project Organization Chart

Seattle Public Schools (SPS)

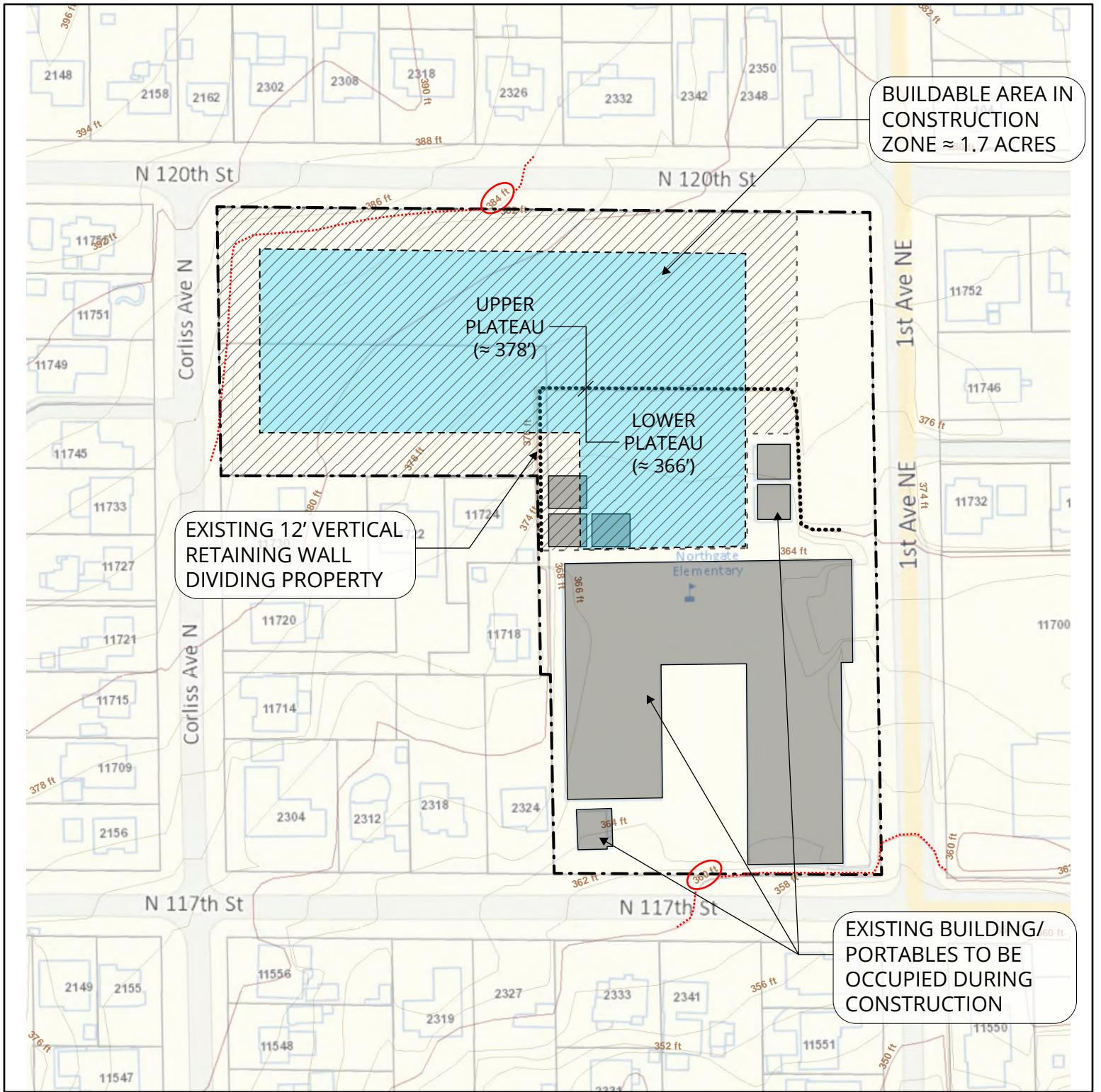


ATTACHMENT B
SEATTLE PUBLIC SCHOOLS MAJOR PROJECT LIST IN LAST 6 YEARS
Including ALL GC/CM Projects

Project Name	Scale / Description	Delivery Method	Completion	Project Cost
MAJOR CAPITAL PROJECTS				
Ingraham High School	Classroom Addition	GC/CM	2019	\$41 M
Lincoln High School	Modernization	GC/CM	2019	\$101 M
Loyal Heights Elementary	Modernization & Addition	GC/CM	2018	\$37.3 M
Cascadia Elementary and Robert Eaglestaff Middle School	Two New Schools	GC/CM	2017	\$118.2 M
Olympic Hills Elementary	New Building	GC/CM	2017	\$45.2 M
Denny Middle School/ Chief Sealth High School - Projects 1 & 2	Sealth HS 230,000 SF Modernization / Denny MS - New Building	GC/CM	2010/2011	\$149 M
Denny Middle School/ Chief Sealth High School - Project 3	Community / Sealth Athletic Fields	GC/CM	2011	\$5.9 M
Hamilton Middle School	Complete Renovation	D-B-B	2010	\$72.2 M
Ingraham High School	New Building Addition	D-B-B	2012	\$25.8 M
Nathan Hale High School Project 1	Modernization + New Library Addition	D-B-B	2009	\$14 M
Nathan Hale High School Project 2	Major Modernization	GC/CM	2011	\$72.8 M
South shore School - New K-8	New 130,000 SF Building	D-B-B	2009	\$64.7 M
South Lake	New Building	D-B-B	2008	\$14.4 M
Garfield High School	Complete Renovation	GC/CM	2008	\$87.5 M
Cleveland High School	Complete Renovation	GC/CM	2007	\$67 M
Roosevelt High School	Complete Renovation	GC/CM	2006	\$84.5 M
Nathan Hale High School Auditorium	New Addition	GC/CM	2004	\$10 M

OTHER CAPITAL PROJECTS

Buildings	Roof Replacements	BTA II 2005-2012 BTA III 2010-2016 BTA IV 2016-2022	\$200 M
	Exterior Renovations		
	Mechanical / Air Quality		
	Life Safety / ADA		
	Interior Finishes/ Flooring		
Technology	Technology, computers, networks	BTA II 2005-2012 BTA III 2010-2016 BTA IV 2016-2022	\$ 141 M
Academics	Literacy, Arts, Science Facilities	BTA II 2005-2012 BTA III 2010-2012 BTA IV 2016-2022	\$102 M
	High School Modernization		
	Athletics Improvements		

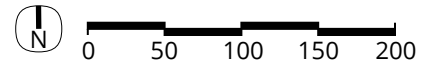


BUILDABLE AREA IN CONSTRUCTION ZONE ≈ 1.7 ACRES

EXISTING 12' VERTICAL RETAINING WALL DIVIDING PROPERTY

EXISTING BUILDING/PORTABLES TO BE OCCUPIED DURING CONSTRUCTION

NORTHGATE ELEMENTARY SCHOOL | Site Usage Diagram



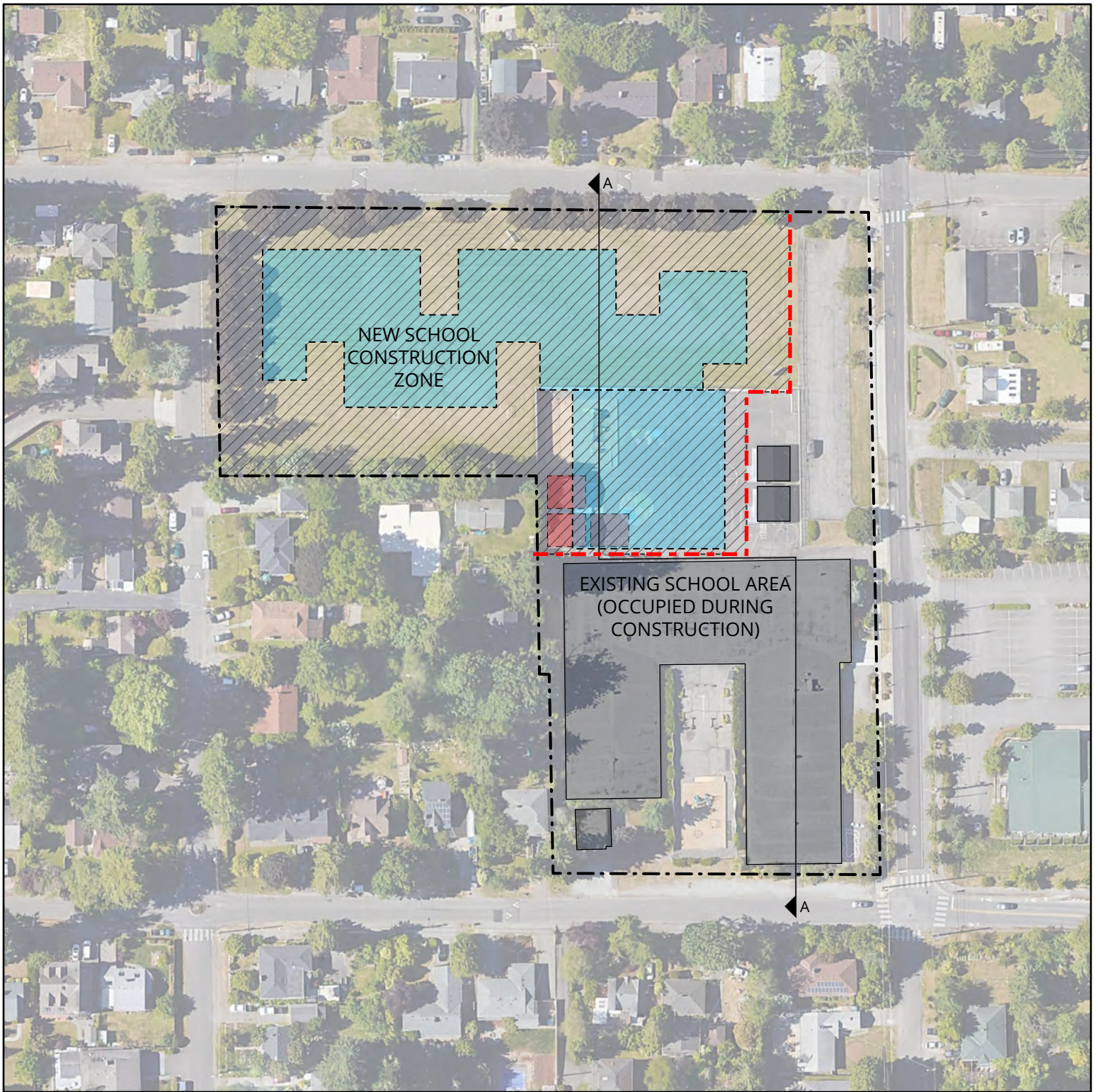
Property Line / Site Area
= 5.7 acres

Topography Change Across Site
= 384' - 360' = 24' change

Construction Zone
≈ 95,000 sf (2 acres)

Portion of Buildable Area on Upper Plateau
≈ 73,000 sf (1.7 acres)

Divide of Total Site
Upper Plateau ≈ 2.9 acres
Lower Plateau ≈ 2.9 acres



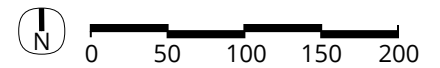
NORTHGATE ELEMENTARY SCHOOL | New Construction Phases

Construction:

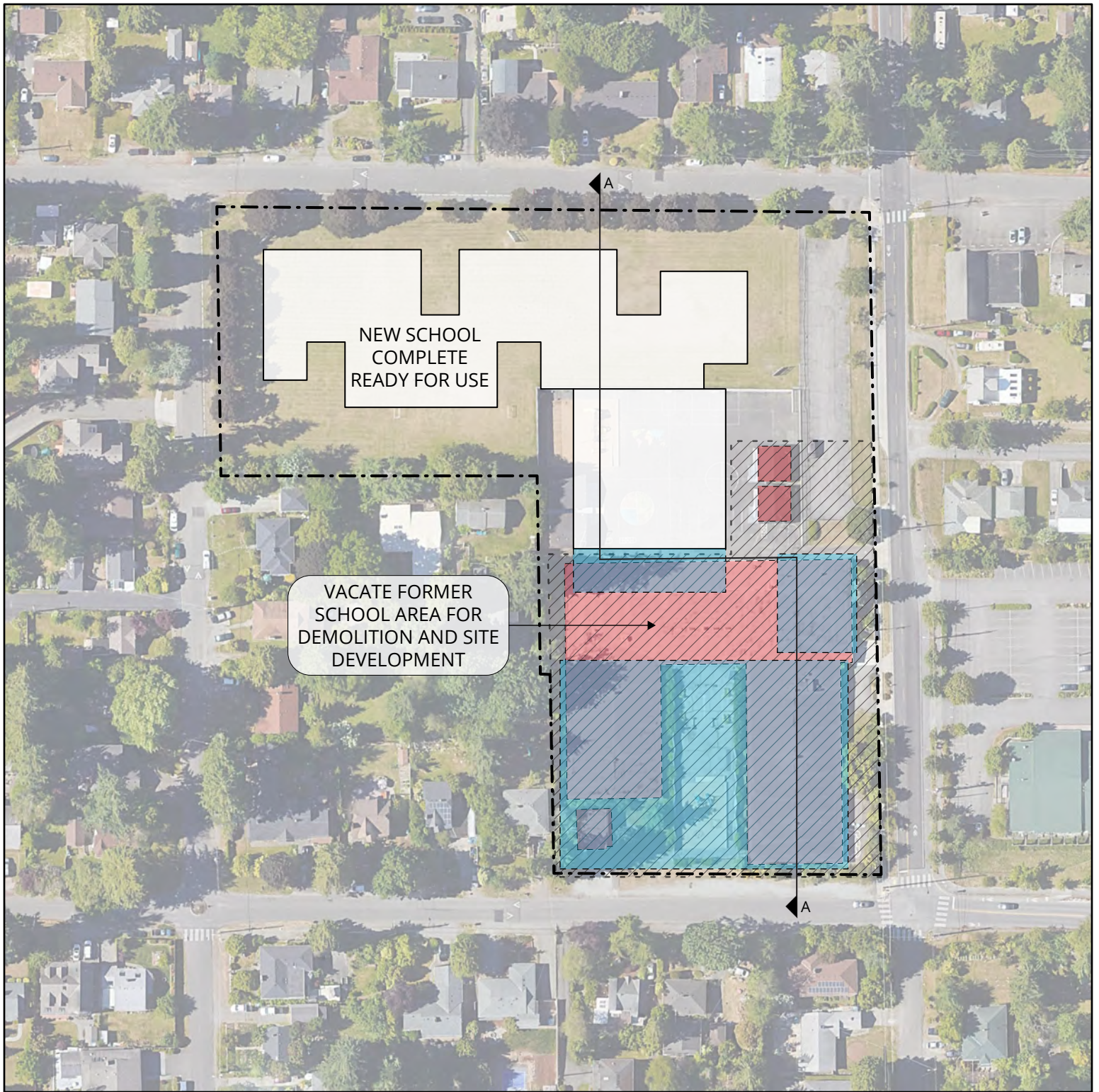
- Define construction entrance, routes and staging areas.
- Coordinate construction activities in limited area.
- Coordinate how/ where geo-loop wells will be located.
- Define construction phasing (portions to build earlier vs. later).

School:

- Define reduced play areas
- Provide reduced/ temporary parking area and bus drop-off zone
- Consolidate programs in portables (reduce and/ or relocate as possible).



- Existing Buildings
- ▨ Construction Zone
- Active Construction
- New Construction
- Demolition/ Removal
- Property Line



NORTHGATE ELEMENTARY SCHOOL | Demo and Site Work Phases

Construction:

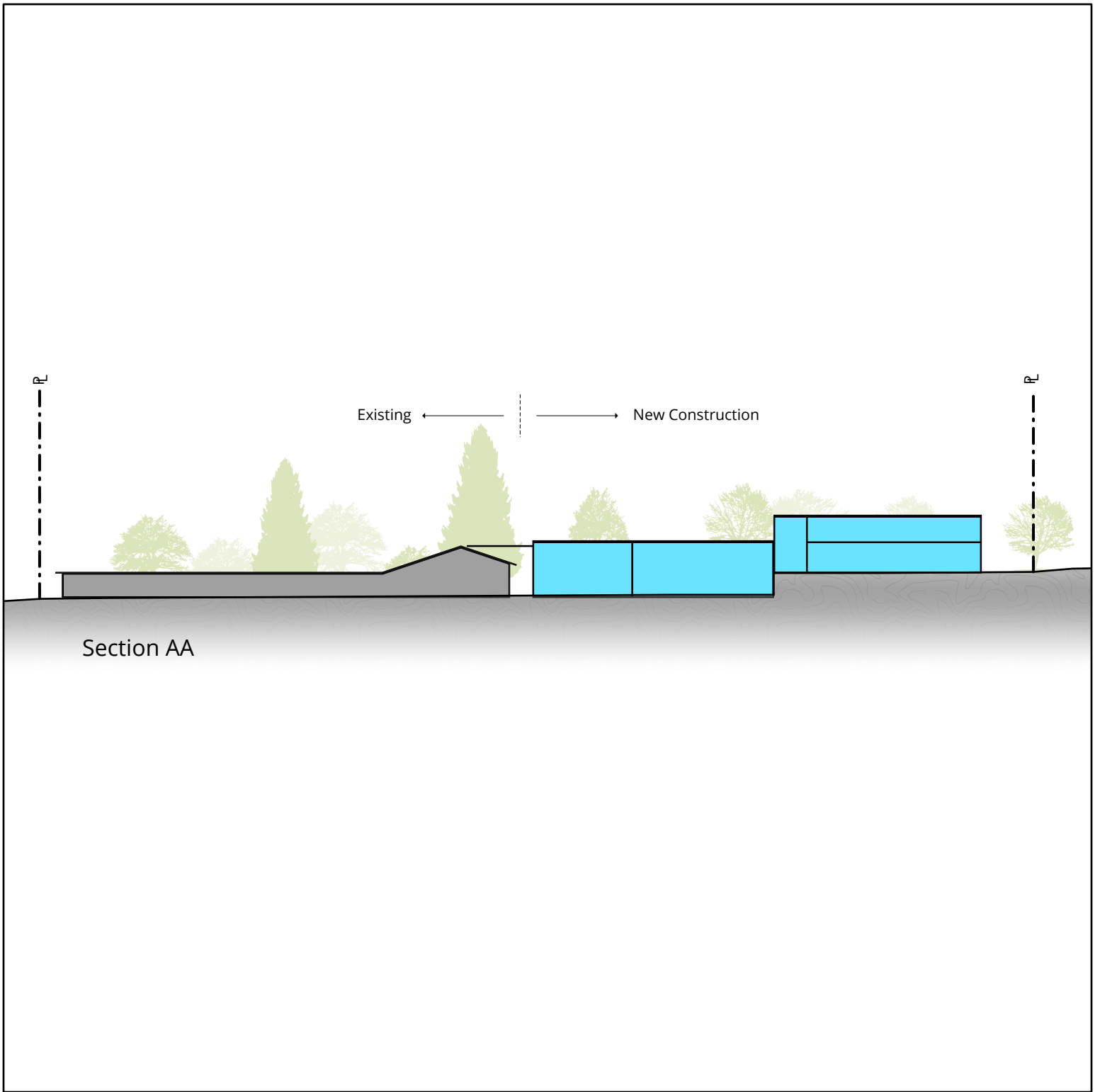
- Completion of new building.
- Facilitate move-in by start of school.
- Abatement and Demolition.
- Coordinate where and when geo-wells will be done for operational HVAC system at opening.
- Develop site: play fields, outdoor play areas, parking, and service drives.
- Coordinate staging and field offices on limited work area.
- Construction of covered play areas.

School:

- Coordinate use of reduced/ temporary parking and bus zones.
- Coordinate use of reduced / temporary play areas.



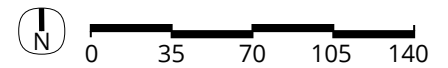
- Existing Buildings
- ▨ Construction Zone
- Active Construction
- New Construction
- Demolition/ Removal
- Property Line



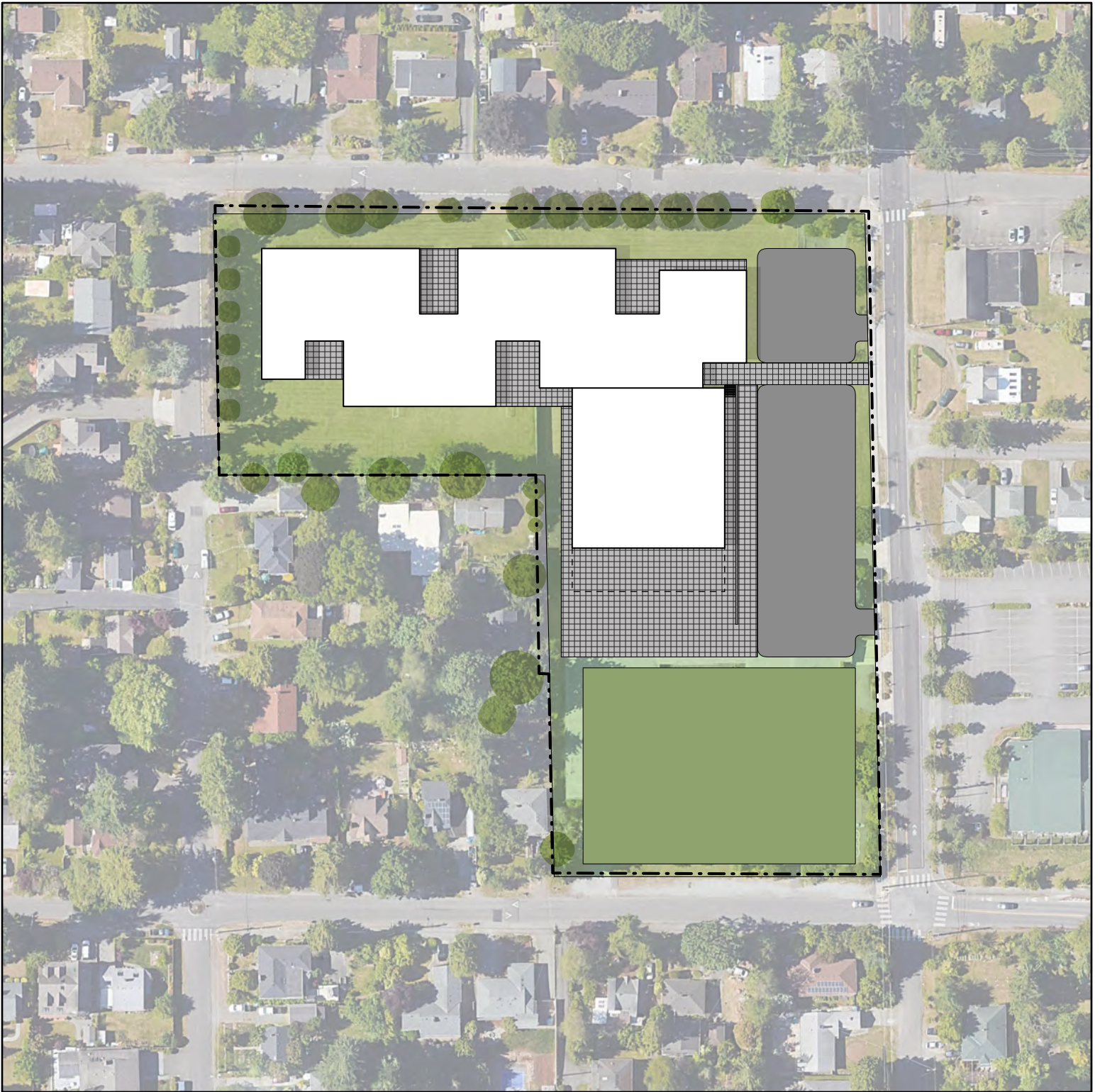
NORTHGATE ELEMENTARY SCHOOL | Site Section - West

Notes:

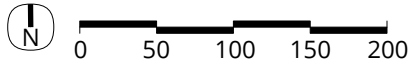
- Approximately 12' of grade change from the Upper Plateau to the Lower Plateau.
- Total grade change across the site from North to South = 24'



- Existing Buildings
- Active Construction



NORTHGATE ELEMENTARY SCHOOL | Site Plan at Completion



- New Construction
- Plaza / Hardscape

- Parking Areas
- Play Fields

- Site Landscaping
- Property Line