

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

APPLICATION FOR PROJECT APPROVAL
To Use the Design-Build (DB)
Alternative Contracting Procedure

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

Identification of Applicant

- a) Legal name of Public Body (your organization): [Lake Washington School District](#)
- b) Mailing Address: [15212 NE 95th St, Redmond, WA 98052](#)
- c) Contact Person Name: [Laura DeGooyer](#) Title: [Capital Program Manager, Support Services](#)
- d) Phone Number: [425-936-1133](#) E-mail: ldegooyer@lwsd.org

1. Brief Description of Proposed Project

- a) Name of Project: [Kamiakin and Evergreen Middle School Campus Facilities](#)
- b) County of Project Location: [King](#)
- c) Please describe the project in no more than two short paragraphs. (*See Attachment A for an example.*)
[Add educational facility capacity to Kamiakin and Evergreen Middle School sites. Educational facilities include constructing a new 900-student middle school building at each campus. Further studies are required to determine the potential of including additional facilities \(beyond the middle school\) on the campuses and the program for all the new facilities. Alterations to existing educational facility to be determined.](#)

2. Projected Total Cost for the Project:

A. Project Budget

Project Budget through 50% Schematic Design (SD):

DB Contract through 50% SDs	\$ 900,000
Sales Tax	\$ 100,000
Professional Services and other Owner Costs	\$ 600,000
Owner Contingency	\$ 200,000
Total	\$1,800,000

Overall project budget TBD based on project definition/validation phase.

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 project is currently funded through 50% Schematic Design. Full funding provided by 2022 Construction Levy \(passed in February 2022\) and a pending measure scheduled in 2024.](#)

3. Anticipated Project Design and Construction Schedule

Please provide (*See Attachment B for an example schedule.*):

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.

Description	Duration	Start	Finish
<i>PROJECT PLANNING & PRC</i>			
Project Procurement Review & Recommendation	3 months	Mar 2023	Jun 2023
Application to PRC/CPARB	1 month	May 2023	Jun 2023
PRC Presentation & Determination	1 month	Jun 2023	Jul 2023
<i>DESIGN-BUILD TEAM PROCUREMENT (Pending PRC Approval)</i>			
RFQ/Ad/Outreach	1 month	Jul 2023	Aug 2023
DB Selection Process	2 months	Aug 2023	Sep 2023
DB Contracting	2 months	Sep 2023	Oct 2023
<i>DESIGN TO 50% SCHEMATIC DESIGN</i>			
Validation Phase/Estimating/Preliminary Design	6 months	Oct 2023	Mar 2024
<i>DESIGN / PERMITTING & CONSTRUCTION</i>			
Land Use and Long Lead Permits	6 months	Apr 2024	Nov 2024
Kamiakin MS Design & Permitting	8 months	Nov 2024	Jun 2025
Evergreen MS Design & Permitting	8 months	Nov 2024	Jun 2025
Kamiakin MS Construction	24 months	Jun 2025	Jul 2027
Evergreen MS Construction	24 months	Jun 2026	Jul 2028

4. Explain why the DB 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.

The Kamiakin and Evergreen Middle School Campus Facilities projects will benefit greatly from the flexibility, innovation and early collaboration that comes with design-build delivery. Both campuses are currently occupied by operating middle schools which will remain in use during construction. The goal of the projects will be to master plan each campus and build new middle schools to accommodate future growth.

By combining these projects with one design-build team, LWSD expects to increase overall efficiency and accuracy in meeting the educational requirements for both schools.

The existing infrastructure & facilities at each site will need to be evaluated to see how they will support new facilities. The collaborative spirit of design-build will allow the district to take full advantage of the design-builder team's collective expertise during the pre-construction stages of the projects to determine the best concepts that can be delivered within the defined budget and schedule.

Furthermore, LWSD recognizes that the design-build delivery method increases the ability for subcontractor outreach, early procurement flexibility, earlier input from design consultants & critical subcontractors, and greater cost predictability in an uncertain market through target value design.

The design-builder will guide the district in developing the vision and plan for each campus, assume the district's goals, opportunities, and challenges, offer increased innovation, reduce waste through project validation, and protect financial resources by increasing efficiency. Finally, design-build offers opportunities that further LWSD's commitment to diversity, equity, and inclusion goals.

If the construction activities are highly specialized and a DB approach is critical in developing the construction methodology (1) What are these highly specialized activities, and (2) Why is DB critical in the development of them?

Continual evaluation of enrollment trends and the ability to respond through educational facility design & programming is critical in meeting the needs of our communities. Often capacity is needed but the availability of land is a constraint. Programming our campuses & facilities in a way that ensures future flexibility and designing buildings that can accommodate changing needs is increasingly critical for our school district.

The programs for these sites are not fully defined, however, the expectation is that 900-student middle schools will be constructed. The design-builder will assist LWSD with planning for additional facilities during the project validation phase. Potential connection to and shared spaces between the new and

existing facilities will be determined and the construction phasing will be adapted to support these overlaps.

There are potential, challenging existing conditions (major utility upgrades, unsuitable soils, etc.) at both sites that require further investigation. Both campuses have large, mature tree groves that will need to be evaluated for health & longevity, athletic areas that are used by the schools and local communities, and residential neighbors with busy traffic corridors surrounding the campuses. Early input from a design-build partner & subcontractors will be vital to the master planning effort.

Construction phasing will need to be carried out carefully and in close coordination in order to minimize disruption to the teaching and learning environment of the existing school facilities.

If the project provides opportunity for greater innovation and efficiencies between designer and builder, describe these opportunities for innovation and efficiencies.

Growth and scarcity of land for the traditional model of school design & building is changing the way that educational campuses are master planned. It is critical to optimize available land to maximize flexibility and utilization of space and take an innovative and holistic approach to planning.

Collaborating with the design-builder will ensure that the best concept for the use of space, existing facilities to be re-used, and their relationship to the new facilities optimize the resources. Design-build delivery offers opportunities for more creativity, greater agility in decision making, and input from builders at even earlier stages of conceptual design which will reduce significant waste in the overall process.

At both campuses, the program for future buildings is not yet fully defined. The master planning phase will provide opportunities for innovation and efficiencies by taking a holistic look at both campuses, optimizing the sites for the new schools, and determining potential use for the existing buildings as non-educational spaces. LWSD seeks to reduce waste through project validation and protect financial resources by increasing efficiency.

- If significant savings in project delivery time would be realized, explain how DB can achieve time savings on this project.

As market conditions fluctuate inflation, supply chain issues & labor availability continue to impact current and future projects. The ability of a design-builder to forecast and continually monitor these conditions, pinpoint opportunities for early procurement of long-lead materials and equipment, and to guide the design to avoid market availability pitfalls & methods that are most susceptible to schedule & cost impacts will reduce the risk of delay and cost implications.

5. Public Benefit

In addition to the above information, please provide information on how use of the DB 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

With the continued volatility of the market mentioned above, the need for increased, early collaboration on a project of this complexity is even greater than it has been in the past. LWSD carefully considers all methods available and recognizes that design-build offers the greatest visibility of project risks & cost certainty. Expertise in master planning and construction phasing is key to protecting and optimizing the overall schedule & cost, which results in overall savings. LWSD also intends to collaborate with our local jurisdictions to discuss outside partnerships with the parks department, fire department, and others.

- How the use of the traditional method of awarding contracts in a lump sum (*the “design-bid-build method”*) is not practical for meeting desired quality standards or delivery schedules.

LWSD recognizes and continues to make use of a variety of delivery methods that work best for different projects by making use of an internal procurement review & recommendation process. For this reason, at any given time there are design-build, GC/CM, design-bid-build, job order contracting, and other delivery

models being carried out on concurrent projects. Upon review of all projects planned for the upcoming 2024 measure, it was determined that due to the complexity, size and unknown scope of this project, the design-build method offers the greatest degree of schedule, cost, and quality assurance.

6. Public Body Qualifications

Please provide:

- A description of your organization’s qualifications to use the DB contracting procedure.

LWSD has extensive experience successfully delivering capital projects. The 2016 Bond Program included the successfully completed 6 GC/CM projects worth over \$400M. The 2019 Capital Levy projects include additions at five schools and are worth over \$133 million with final completion in 2023. LWSD Capital Projects team has prioritized continuing education specific to design-build and is actively managing a Progressive Design-Build 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 Attachment C for an example.)

Please reference Attachment A – LWSD Organizational Chart.

- Staff and consultant short biographies that demonstrate experience with DB contracting and projects (not complete résumés).

Brian Buck, Executive Director, Support Services

Brian Buck moved into his current role in 2018 and served as Associate Director of the department for five years previous. In his tenure with the Lake Washington School District, Brian has provided leadership and direction of the roughly \$435 million capital bond program and roughly \$238 million capital levy program for the second largest school district in the state. In overseeing 13 major construction and over 300 small capital projects, Brian has worked on new construction, rebuilds, building additions, field upgrades, portable classrooms, and roof replacements. Brian provides oversight management of the design builder on the new elementary school in Redmond, WA and has also participated in a number Progressive Design-Build forums and small learning sessions with Design-Builders. Prior to joining the district, Brian had more than 20 years of experience in facilities and financial management.

Project Experience:

Project	Construction Value*	Delivery Method	Role	Time Involved
Norman Rockwell Elementary School Rebuild & Enlarge	\$67.5M	D-B	Executive Director	2022 - Present
New High School #10	\$45M	GC/CM	Executive Director	2022- Present
2022 Levy MS Additions (3 sites)	\$35.9M	GC/CM	Executive Director	2021 - Present
Rachel Carson ES Addition	\$5.1M	GC/CM	Executive Director	2018 - Present
Mark Twain ES Addition	\$15.6M	GC/CM	Executive Director	2018 - 2022
Rose Hill ES Addition	\$16.5M	GC/CM	Executive Director	2018 - 2022
Benjamin Franklin ES Addition	\$16.5M	GC/CM	Executive Director	2018 - 2022
Lake Washington High School Addition	\$42M	GC/CM	Executive Director	2018 - 2022
Juanita High School Rebuild & Enlarge	\$106.2M	GC/CM	Executive Director	2013 - 2022
Old Redmond School House (ORSH)	\$10.7M	D-B-B	Executive Director	2013 - 2022
Timberline Middle School	\$66.9M	GC/CM	Associate Director	2013 - 2019
Peter Kirk Elementary Rebuild & Enlarge	\$41.1M	GC/CM	Associate Director	2013 - 2019
Margaret Mead Elementary Rebuild & Enlarge	\$42.9M	GC/CM	Associate Director	2013 - 2019
Clara Barton Elementary School	\$43.2M	GC/CM	Associate Director	2013 - 2019
Ella Baker Elementary School	\$37.9M	GC/CM	Associate Director	2013 - 2019
Explorer Community School	\$1.9M	D-B-B	Associate Director	2013 - 2018

Laura DeGooyer, Capital Program Manager, Support Services

Laura is a certified project management professional with over 15 years of experience in the construction industry. Her career has included construction and project management of over \$1 billion of projects in water/wastewater, aviation, education, healthcare, and justice facilities in various roles as a general contractor, owner’s representative, and owner. She currently provides leadership and direction over a \$500M capital levy program for the second largest school district in Washington State including a PDB project for a new elementary school in Redmond, WA.

As an owner's representative, Laura managed the project controls scope for King County's WTD Brightwater Marine Outfall project. This design-build project won 8 local and national awards for 2009 projects and completed two years ahead of schedule and \$2 million under budget.

She is also responsible for the development and continuous improvement of LWSD’s capital projects program processes including providing PDB educational experiences for all her team members and managing the development of procurement documents. During her tenure, LWSD has successfully completed six GC/CM projects and with six more either in construction or close out phase. Within the last year, Laura has taken multiple PDB courses and organized multiple Q&A sessions with the industry leaders in PDB. Most recently, she facilitated a panel discussion regarding the benefits of PDB for building high performing teams at a DBIA PNW Chapter Meeting.

Project Experience:

Project	Construction Value*	Delivery Method	Role	Time Involved
Norman Rockwell Elementary School Rebuild & Enlarge	\$67.5M	D-B	Capital Program Mgr	2022 - Present
New High School #10	\$45M	GC/CM	Capital Program Mgr	2022- Present
2022 Levy MS Additions (3 sites)	\$35.9M	GC/CM	Capital Program Mgr	2021 - Present
Rachel Carson ES Addition	\$13.9M	GC/CM	Capital Program Mgr	2019 - Present
Mark Twain ES Addition	\$15.6M	GC/CM	Capital Program Mgr	2019 - 2022
Rose Hill ES Addition	\$16.5M	GC/CM	Capital Program Mgr	2019 - 2022
Benjamin Franklin ES Addition	\$16.5M	GC/CM	Capital Program Mgr	2019 - 2022
Lake Washington High School Addition	\$42M	GC/CM	Capital Program Mgr	2019 - 2022
First Hill Campus Expansion Program – Enabling and Make Ready Work	\$1.1B	GC/CM	Assoc. Construction Project Manager	2016-2017
Del Norte County Regional Airport New Terminal Program Phase 1 & 2	\$20M	D-B-B	Project Manager	2015-2016
King County WTD West Point Treatment Plant Influent Screenings & Interbay Pump Station Upgrade Projects	\$22M	D-B-B	Project Controls Engineer	2010-2015
King County WTD Brightwater Marine Outfall	\$30M	D-B	Project Controls Engineer	2018-2019

Tansy Hansen, Senior Project Manager, Support Services

Tansy has over 17 years of K-12 project management experience in Washington state. She is currently managing the new High School #10 located in Sammamish, WA and provides project management support for the current PDB project for a new elementary school in Redmond, WA. She also participates in future measure and resource planning as part of the LWSD capital projects leadership team.

As an owner’s representative, Tansy managed the \$145M Juanita High School rebuild and enlarge, multi phased school replacement as well as four of the five school addition projects included in the 2019 Levy.

Tansy is passionate about K-12 construction and chose to work exclusively in K-12 since starting out in 2006 with her work on the Puyallup School District 2004 Bond program. That program consisted primarily of design-bid-build projects, and from there she worked on some of the earliest GC/CM K-12 projects beginning in 2013, with the Clover Park School District, Tahoma School District, and Eatonville School Districts. Tansy has worked on two Design-Build projects, participated in the PDB selection committee for the LWSD Elementary School project, has completed training to obtain her DBIA Associate credential and will be testing for certification this summer.

Project Experience:

Project	Construction Value*	Delivery Method	Role	Time Involved
Norman Rockwell Elementary School Rebuild & Enlarge	\$ 67.5M	D-B	Sr. Project Manager (Support Team)	2022 - Present
New High School #10 – Sammamish	\$45M	GC/CM	Sr. Project Manager	2022 - Present
2019 Levy Elementary School Additions (4 sites)	\$77M	GC/CM	Sr. Project Manager	2019-Present
LWSD, Juanita High School	\$145M	GC/CM	Sr. Project Manager	2018-2019
Tahoma SD, New Tahoma High School/Regional Learning Center	\$117M	GC/CM	Sr. Project Manager	2014-2016
Tahoma SD, Lake Wilderness Elementary Replacement	\$40M	GC/CM	Project Manager	2015-2017
Clover Park SD, Evergreen Elementary Replacement, JBLM	\$55M	GC/CM	Project Manager	2015-2016
Clover Park SD, Beachwood Elementary Replacement, JBLM	\$50M	GC/CM	Project Manager	2014-2015
Clover Park SD, Meriwether Elementary Replacement, JBLM	\$50M	GC/CM	Project Manager	2013-2014
Clover Park SD, Rainier Elementary Replacement, JBLM	\$50M	GC/CM	Project Manager	2013-2014
Clover Park SD, Capacity and Infrastructure Projects	\$10M	D-B-B	Project Manager	2013-2016
Bundrant Ness STEM Center CRISTA Schools	\$20M	Negotiated Cost + Fee	Project Assistant	2011-2013
Spring Creek Cable-Stay Bridge	\$2M	D-B-B	Project Engineer	2008-2009
Eatonville School District Historic Eatonville High School Modernization	\$30M	D-B-B	Project Engineer	2007-2008
Puyallup School District 2004 Bond Program Infrastructure Projects	\$12M	D-B-B	Project Engineer	2006-2007

Ina Holzer, Associate DBIA Senior Project Manager, Support Services

Ina has over 15 years of construction/project management experience in Washington and California. Her experience with design build includes leading a design-build team for a LWSD elementary school and she previously managed a Progressive Design-Build project for Grant County PUD from 2015 until her first child was born in October of 2016.

She started her career as Project Engineer for a general contractor. Ina represented owners primarily on K-12 projects for over 14 years. As an owner’s representative, she managed multiple successful projects for LWSD including the completion of Timberline Middle School, classroom and core expansion additions to Lake Washington High School, design for three middle school additions and led the inaugural progressive design build team for a new elementary school in Redmond, WA.

She has a passion for building schools and her favorite type of projects are those that require a high level of collaboration between all team members. She has her Associate DBIA certification since 2015 and continues to expand her knowledge and experience by participating in DBIA training and events.

Project Experience:

Project	Construction Value*	Delivery Method	Role	Time Involved
Norman Rockwell ES Rebuild & Enlarge	\$67.5M	D-B	Sr. Project Manager	2022 - Present
2022 Levy MS Additions (3 sites)	\$35.9M	GC/CM	Sr. Project Manager	2021 - Present
Lake Washington High School Addition	\$42M	GC/CM	Sr. Project Manager	2018 - 2022
Timberline Middle School	\$66.9M	GC/CM	Sr. Project Manager	2018 - 2019
Highline High School, HSD	\$108M	GC/CM	Sr. Project Manager (Pre-construction)	2018
Glacier Middle School, HSD	\$61M	D-B-B	Project Manager	2017 - 2018
Puget Sound Skills Center, HSD	\$16M	D-B-B	Project Manager	2016
Public Utility District No. 2 of Grant County, Substation Reliability Project	\$30M	D-B	Project Manager & DB Support	2015 - 2016
Hayward Unified School District Measure I, California	\$205M	Lease-Lease-Back	Assistant Project Manager	2009 - 2015

Zak Tomlinson, District Legal Counsel, Pacifica Law Group

Zak is a construction and procurement lawyer who represents a wide variety of public and private owners, including cities, port districts, school districts, utility districts and a number of special purpose districts.

He counsels clients at the initial phase of the procurement and construction process, including development and review of procurement policies and procedures, preparation of RFQ/RFP documents (including both traditional design/bid/build projects and alternative GC/CM, Design-Build and Progressive Design-Build procurement), and drafting and negotiation of design and construction contracts. He also represents clients at all stages of the dispute resolution process, including bid protests, project claims and change order evaluation, and the mediation, arbitration and litigation of substantive claims (including construction defects, delay and impacts, and insurance coverage).

- Provide the ***experience and role on previous DB projects*** delivered under RCW 39.10 or equivalent experience for each staff member or consultant in key positions on the proposed project. (See Attachment D for an example. The applicant shall use the abbreviations as identified in the example in the attachment.)
See biography section above for specific experience for each staff member.
- The qualifications of the existing or planned project manager and consultants.
Note: For Design-Build projects, you must have personnel who are independent of the Design-Build team, knowledgeable in the Design-Build process, and able to oversee and administer the contract.
Qualifications for each staff member are described in the biography sections above.
- If the project manager is interim until your organization has employed staff or hired a consultant as the project manager indicate whether sufficient funds are available for this purpose and how long it is anticipated the interim project manager will serve.

The employed staff members described in the Staff Biographies and Organizational Chart are expected to fulfill their respective roles for the duration of the project. Sufficient funds have been allocated as part of the project costs.

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

Senior members of the Capital Projects Team are currently engaged in an active design-build project. LWSD has experience utilizing alternative project delivery including GC/CM and Job Order Contracting. As mentioned in a previous section, we successfully completed six GC/CM projects as part of the 2016 Bond Program and five GC/CM projects as part of our 2019 Levy Program and have started the 2022 Levy Program. Senior members of Capital Projects team have all completed the Design-Build training offered through the Design-Build Institute of America (DBIA).

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

The projects will be managed by the LWSD Capital Projects team within the Support Services department with assistance from contracted staff. Project changes are controlled through designation of signing authority, under the overarching authority of the LWSD Board of Directors. Signing authority is granted to the following individuals:

- Dr. Jon Holmen, Superintendent
- Barbara Posthumus, Associate Superintendent Business and Support Services
- Brian Buck, Executive Director, Support Services
- Laura DeGooyer, Capital Program Manager, Support Services
- Margo Allen, Accounting Manager, Business Services

The LWSD team is led by Capital Program Manager, Laura DeGooyer who has oversight of contract negotiations and approval of financial matters for all capital projects. Day to day project management will be provided by a Senior Project Managers, Ina Holzer and Tansy Hansen, who will be the Design-Builder's main points of contact and responsible for coordinating interaction with both project stakeholders as appropriate to ensure timely decision making and direction in support of streamlined delivery of the project.

Organizational controls outlined below:

Project Management and Decision Making:

- Authority and decision-making responsibility will be provided by Lake Washington School District through the organization described above.
- The Capital Projects team will continue to meet with Brian and Laura regularly to discuss and plan, assist with decision making, develop and track schedules, identify project needs, develop and track budget, establish strategy and recommend courses of action for implementation of the project.
- Ina Holzer and Tansy Hansen will be the primary points of contact for the design builder's team.

Procurement Selection Committee:

- The Design-Build Selection Committee will at a minimum consist of the Executive Director, Capital Program Manager and two Project Managers.
- Carly Parkins will be a non-voting member facilitating the procurement process.

Communication:

- LWSD will use a variety of well-established formal and informal tools to provide continuous, effective, and impactful communications with all project stakeholders.
- LWSD will advertise the RFQ in the Daily Journal of Commerce, LWSD website, OMWBE website.
- After SOQ's have been scored, the selection committee will hold interactive meetings with each shortlisted team to better understand the project approach and have an opportunity to meet

each of the team members.

- When a design-build team is selected, we will meet the design-build team regularly during the design and construction phases and partake in interim reviews of the program, design, costs, and schedule to verify LWSD expectations and assure their vision of the completed project is being achieved.

Project Progress:

- Design and construction progress will be discussed daily and reported weekly by the design-builder to LWSD via meeting notes and project deliverables.
- Monthly status reports will be completed and distributed to project stakeholders.
- Project status updates will be provided to Central Leadership at all required project milestones.
- Quarterly project status updates will be provided to Central Leadership.

Budget:

- The Senior Project Managers will be managing and tracking the project finances and reporting budget status, committed costs, costs to date and project cost forecast monthly.
- Project financials to be reconciled monthly with LWSD accounting to assure accurate reporting.
- LWSD will utilize project contingency to address any owner driven scope changes or unforeseen conditions.

Schedule:

- The proposed project milestone schedule will be provided in the design build RFQ/RFP documents.
- The successful design build team will work with the owner to produce a very detailed project schedule accounting for permitting, design, bidding and construction, closeout, and warranty.
- Weekly look ahead schedules will be delivered along with monthly updates at each pay application.
- LWSD will review, analyze, and report on the originally submitted baseline schedule, and on updates to the project schedule monthly.

Risk and Opportunities:

- LWSD and Design-Builder will develop and track project risks on a risk register.
 - Risk register will identify all potential risks, quantify the potential schedule and monetary impacts, develop risk mitigation measures, and assign responsibilities.
 - Project risks to be evaluated and updated monthly as new risks are identified and others are mitigated.
-
- A brief description of your planned DB procurement process.

LWSD utilizes a two-step, qualification based, Progressive Design-Build procurement process as outlined below:

- Industry outreach includes a publication of Intent to Procure Progressive Design-Build services and an informational meeting prior to issuing the formal Request for Qualifications (RFQ).
- Following PRC Approval, we will issue the RFQ package which will include a draft Contract and an outline of the RFQ and Request for Proposal (RFP) requirements.
- The selection committee will review, evaluate, and score the Statements of Qualifications (SOQs) submitted in response to the RFQ. SOQs will be evaluated and scored based on the criteria set forth in the RFQ. LWSD shortlists the highest scoring teams (at least 3) to proceed to Step 2 – the RFP Process. Shortlisted proposers will be invited to respond to the RFP and participate in the Interactive Meetings. The selection committee will evaluate each team's proposal in accordance with the criteria identified in the RFP and the team's performance in the Interview Meetings. The highest scoring teams (likely between 2-3) will be extended an

invitation to submit their Fee Proposal, which will be opened publicly.

- Selection of the successful Design-Builder will be based upon combined scoring of the Proposal, Interactive Meeting, and Fee Proposal.

Following selection of the Design-Builder, LWSD will participate in subconsultant and subcontractor procurement. Procurement for subcontractors will be tailored for each bid package utilizing lump sum, design assist, and design-build as deemed appropriate based on each scope.

- Verification that your organization has already developed (or provide your plan to develop) specific DB contract terms.

LWSD is continuing our partnership with Zak Tomlinson of Pacifica Law Group to refine our current Progressive Design-Build contract documents. Our capital projects team will work in unison to align the contract with the RFQ and RFP, which will be tailored to this project.

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 Attachment E. 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

Please refer to Attachment B for LWSD Construction History between 2016 and present.

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. Some examples are included in attachments E1 thru E6. 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

Please refer to Attachment C for modernization/replacement studies for Kamiakin and Evergreen Middle Schools from 2013.

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.

No audit findings applicable to date.

10. Subcontractor Outreach

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

LWSD is committed to increasing business opportunities for the historically disadvantaged businesses. Our outreach efforts for this project will include the following:

- Owner Outreach: an informational meeting will be held in advance of issuing the Design-Build

RFQ and during subconsultant and subcontractor procurement post Design-Build award.

- **Design-Builder Team Make-up:** Design-Builder will be required to include WMBE and Small Business participation when considering the make-up of all their designers, engineers, and consultants.
- **Contractor Outreach:** Design-Builder will be required to include WMBE & Small Business participation in the organization of their bid packages, provide a detailed procurement plan and identify participation targets.
- **Continued Engagement with Community and Advocacy Groups:** LWSD will collaborate with the selected Design-Builder to further define this process. The goal is to engage with community advocacy groups in an effective and meaningful way. This may include organizations such as Tabor 100, the National Association of Minority Contractors, Black Collective, National Association of Women in Construction, the Hispanic Chamber of Commerce, the Korean American Chamber of Commerce, and the Regional Contracting Forum.

CAUTION TO APPLICANTS

The definition of the project is at the applicant’s discretion. The entire project, including all components, must meet the criteria of RCW 39.10.300 to be approved.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

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

The PRC strongly encourages all project team members to read the Design-Build Best Practices Guidelines as developed by CPARB and attend any relevant applicable training. If the PRC approves your request to use the DB contracting procedure, you also agree to provide additional information if requested.

The 2021 Legislature updated [RCW 39.10.330\(8\)](#) stating that Design-Build contracts must require the awarded firm to track and report to the public body and to the office of minority and women’s business enterprises (OMWBE) its utilization of the OMWBE certified businesses and veteran certified businesses. By submitting this application, you agree to include these reporting requirements in project contracts.

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

Signature: *Laura DeGooyer*

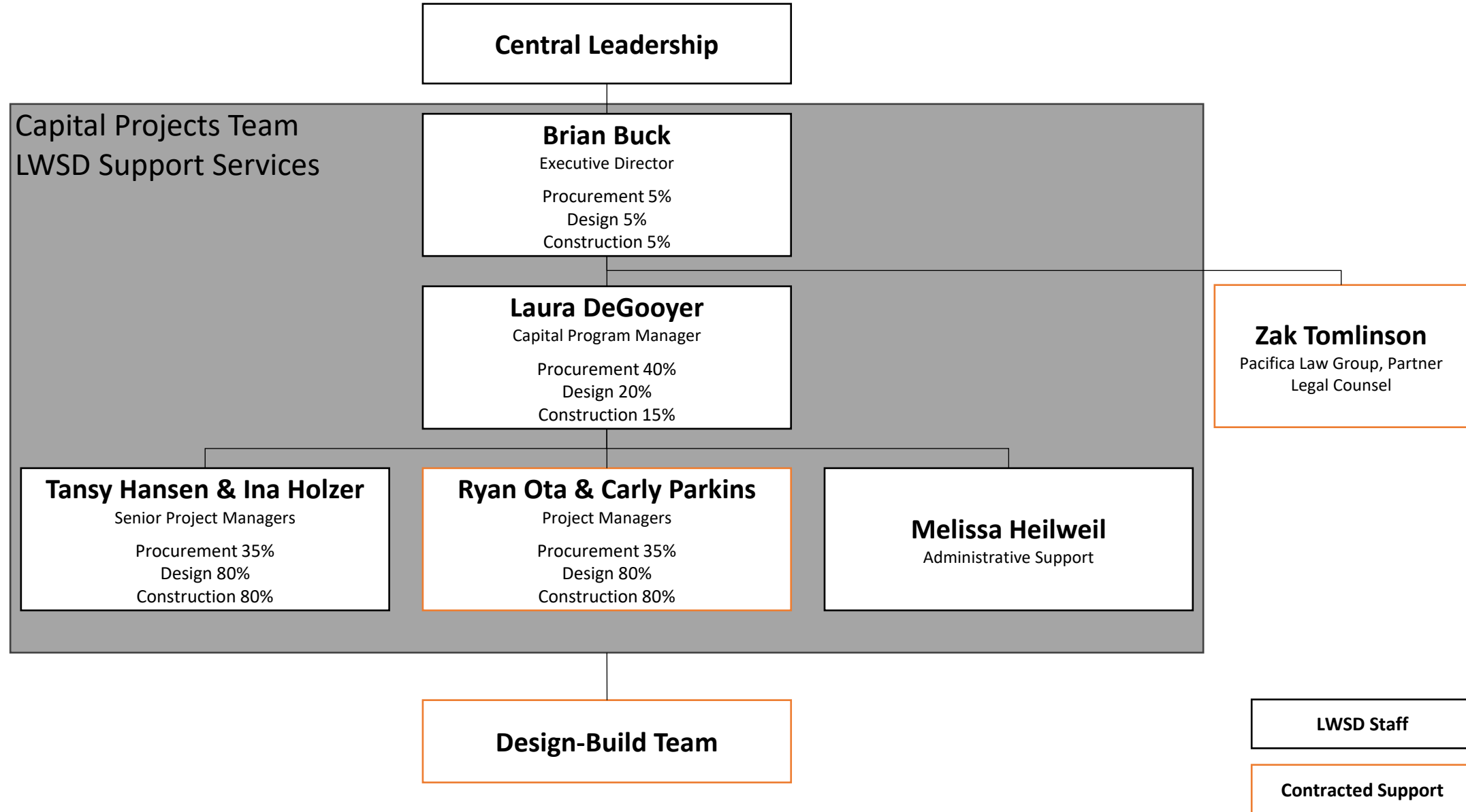
Name: *(please print)* Laura DeGooyer *(public body personnel)*

Title: Capital Program Manager

Date: June 20, 2023

Lake Washington School District

Design-Build Organizational Chart



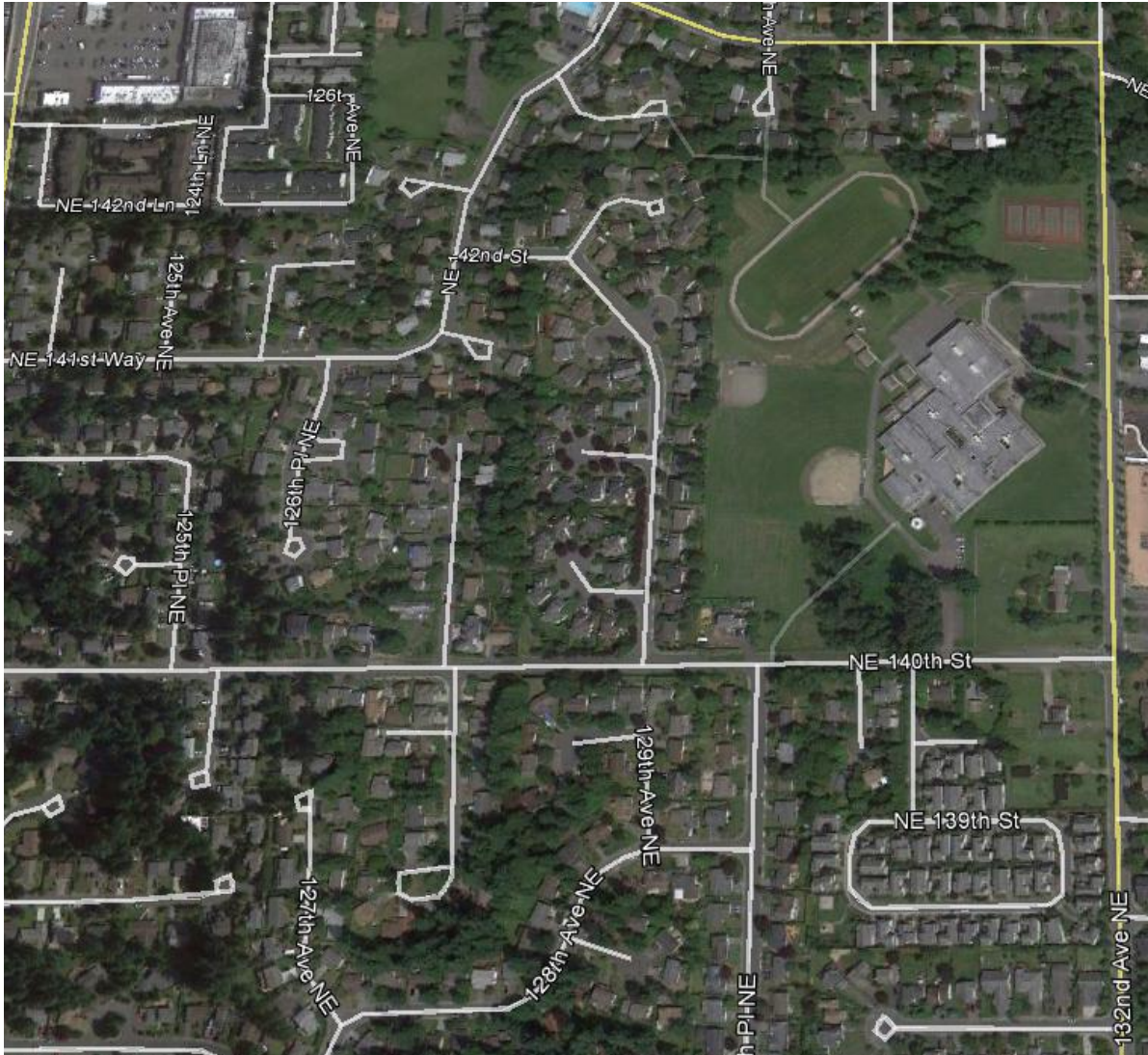
ATTACHMENT B - LWS D CONSTRUCTION HISTORY (2016-present)

Kamiakin and Evergreen Middle School Campus Facilities

Project Name	Description of Project	Agency Project Number	Method	Planned Construction Start/Finish	Actual Construction Start/Finish	Project Budget	Actual Project Value	Reason for budget or schedule overrun
Norman Rockwell Elementary Rebuild and Enlarge	New replacement elementary school to serve 690 students on an occupied, existing elementary school site.	2101	PDB	Jun 2025 - Aug 2026	In progress	\$80.4M	In progress	
High School #10	New choice high school to support 600 students plus master planning to accommodate future growth and program flexibility.	9601	GC/CM	March 2024 - Aug 2025	In progress	\$54.8M	In progress	
Redmond Middle School Addition	New 2-story, 8-classroom addition on an occupied campus.	7101	GC/CM	Jun 2023 - Aug 2024	In progress	\$17.2M	In progress	
Finn Hill Middle School Addition	New 2-story, 8-classroom addition on an occupied campus.	6301	GC/CM	Jun 2023 - Aug 2024	In progress	\$17.5M	In progress	
Kirkland Middle School Addition	New modular 1-story, 8-classroom addition on an occupied campus.	6501	GC/CM	Jan 2024 - Aug 2024	In progress	\$15.9M	In progress	
Rachel Carson Elementary Addition	New 2-story, 4-classroom addition and expanded commons at an occupied site.	5297	GC/CM	Jun 2021 - May 2023	In progress	\$13.9M	In progress	
Benjamin Franklin Elementary Addition	New 2-story, 8-classroom addition and new gymnasium at an occupied site.	1697	GC/CM	Jun 2020 - Aug 2022	Jun 2020 - Oct 2022	\$20M	\$20M	Project was completed within budget with a 2 month schedule delay due to unforeseen conditions.
Rose Hill Elementary Addition	New 2-story, 8-classroom addition and expanded commons at an occupied site.	1597	GC/CM	Jun 2020 - Aug 2022	Jun 2020 - Aug 2022	\$23.7M	\$23.7M	Completed on time and within budget.
Mark Twain Elementary Addition	New single-story, 4-classroom addition, new library and gymnasium at an occupied site.	1497	GC/CM	Jun 2020 - Aug 2022	Jun 2020 - Aug 2022	\$19.8M	\$19.8M	Completed on time and within budget.
Lake Washington High School Addition	New 2-story, 40,000 square foot, 20-classroom wing addition and auxiliary gym addition to add capacity of 500 students.	8497	GC/CM	Jun 2019 - Aug 2021	Jun 2019 - Aug 2021	\$54.9 M	\$51.0 M	Project was completed on time and under budget.
District-wide Portables	Installation of 10 new portables and relocation of 10 portables at 7 sites throughout the District	2507 6907 6507	Heavy Civil GC/CM	Jun 2020- Nov 2020	Jul 2020- Nov 2020	\$7.5 M	\$7.5 M	Project was completed on time and within budget.
Juanita High School Rebuild and Enlarge	New 3-Story, 219,000 square foot, high school addition, constructed to serve 1,800 students.	8360	GC/CM	Apr 2018 - Aug 2020	Apr 2018 - Aug 2020	\$136.8 M	\$132.3 M	Project was completed on time and within budget.
Old Redmond School House (ORSH)	Historic renovation for an early learning center in Downtown Redmond.	9560	D-B-B	Dec 2018 - Dec 2019	Dec 2018 - Aug 2021	\$16.4 M	\$16.2 M	Project was completed within budget and with a 1.5 year delay. Schedule delay was due to unforeseen envelope issues.
Peter Kirk Elementary Rebuild and Enlarge	New 2-Story, 78,000 square foot, replacement elementary school, constructed to serve 690 students on an occupied, existing elementary school site.	960	GC/CM	Apr 2018 - Aug 2019	Apr 2018 - Aug 2019	\$49.3 M	\$48.9 M	Project was completed on time and within budget.
Margaret Mead Elementary Rebuild and Enlarge	New 3-Story, 78,000 square foot, replacement elementary school, constructed to serve 690 students on an occupied, existing elementary school site.	5860	GC/CM	Apr 2018 - Aug 2019	Apr 2018 - Aug 2019	\$50.9 M	\$50.0 M	Project was completed on time and within budget.
Timberline Middle School	New 3-Story, 134,000 square foot, middle school, constructed to serve 900 students.	7260	GC/CM	Jul 2017 - Jul 2019	Jul 2015 - Jun 2019	\$79.4 M	\$78.5 M	Project was completed on time and within budget.
Ella Baker Elementary School	New 2-Story, 78,000 square foot, elementary school, constructed to serve 690 students.	3160	GC/CM	May 2017 - Aug 2018	May 2017 - Aug 2018	\$45.6 M	\$45.5 M	Project was completed on time and within budget.
Clara Barton Elementary School	New 2-Story, 78,000 square foot, elementary school, constructed to serve 690 students.	2860	GC/CM	May 2017 - Aug 2018	May 2017 - Jul 2018	\$53.3 M	\$53.1 M	Project was completed on time and within budget.
Explorer Community School	Replacement of portables for an existing choice program on the Dickinson ES campus.	4560	D-B-B	June 2017 - Aug 2017	June 2017 - Aug 2017	\$2.3 M	\$2.3 M	Project was completed on time and within budget.



**MODERNIZATION / REPLACEMENT STUDY
KAMIAKIN MIDDLE SCHOOL**



Summary

In consideration for Phase 3 of the Capital Facilities Program, Kamiakin Middle School was evaluated to determine whether modernization/additions or replacement of the existing school on site was the better approach to meeting the district’s long-range educational and facilities goals. Based on enrollment projections, the 34 teaching stations (750 student) Educational Specification standard was applied to both modernization and replacement approaches; with a building program of 123,107 square feet. The process included on-site visits, physical condition analysis, evaluation of the existing school’s program fit with the District’s educational delivery standards, construction-phase logistics and comparative cost estimates.

To most effectively meet the District goals, it is recommended that Kamiakin Middle School be replaced rather than modernized.

Considerations	Modernization	Replacement
Portables	Requires additional portables during modernization/addition	No additional portables
Moving	Numerous moves and program disruptions	Fewer moves and program disruption
Phasing	Complicated phasing to keep program running onsite during construction	Less complex phasing
Schedule	Extended schedule due to phasing	Less schedule impact
Bus and Parking	Limited improvement, existing functions well	Greater potential for improvement, including street access improvements
Fields	Limited improvement	Greater potential for improvement
Program	May not meet current Ed Spec program due to existing structure constraints, large floor plate of existing building is inefficient	Meets current Ed Spec program and any specialized site program emphasis
Maintenance and Operations	Less efficient with existing building configuration	Improved efficiency and resource conservation
Site Safety	Outdated safety and structural standards, potential safety issues during construction if existing building partially occupied	Safety upgrades to current standards built into replacement
Future Expansion	Existing facility layout does not easily support program expansion	Planned for potential future expansion options

Cost Comparison Chart

Modernization	MACC (2012)	Replacement	MACC (2012)
Modernize Existing Building	\$21,032,132		-
New Additions	\$10,645,368	New Construction	\$31,667,500
Site Redevelopment (On -Off Site)	\$5,300,000	Site Redevelopment (on/off site)	\$5,300,000
Temporary Housing/Relocation	\$1,250,000	Relocation	\$900,000
Local Conditions	\$1,650,000	Local Conditions	\$1,650,000
Partial Demolition existing structure	-	Demolition	\$1,026,608
Modernization Cost Summary	\$39,867,500	Replacement Cost Summary	\$40,544,108

The Cost Model illustrated above demonstrates that the cost to modernize Kamiakin Middle School is nearly the cost of replacement. Actual bond program costs will reflect inflation to year of construction and other considerations.

Analysis of Conditions and Considerations for Kamiakin Middle School

Existing Conditions

Original School Construction	1974
Site Area	26.0 acres
Building Area, GSF	93,328 square feet (Per District 2011 inventory of permanent school facilities report to Superintendent of Public Instruction) 7 existing portable classrooms
Student Capacity	570/ 717 students with portable classrooms
2012 Enrollment	558
Proposed Ed Specification Capacity	24 teaching station model (750 students)

The Kamiakin Middle School site is located at 132nd Avenue NE, Kingsgate; bounded to the north, west and partially to the south by residential development and the John Muir Elementary School directly across 132nd Ave. The existing middle school is a single story masonry structure located in the central portion of the site. Drop-off and parking is located at the front of the school off 132nd Ave NE. Staff parking and service yard access is south of the school, off NE 140th Street. There are currently 7 portable classroom buildings on site, located just northwest of the school and the outdoor play fields located to the western and northern side of the site, up a slight grade change.

The School houses students in grades 6-8. The school appears to have been originally designed with an open plan approach which was later renovated to an enclosed classroom layout with no clear circulation organization. The result is a plan with many program areas, including the Library, locked into the middle of the layout with little or no access to natural light or ventilation, except through small courtyards sprinkled through the plan.

Site Considerations

Current vehicle access to the site is by way of a loop drive from 132nd Avenue NE which provides access to parent drop-off and pick up, and parking. Bus drop-off splits from the entrance drive lane prior to the parking area to bus drop area adjacent to the gym play area and then loops around the building to staff parking at south and exiting at NE 140th. The site has good separation of various circulation elements such as pedestrian, vehicular, bus, and service.

The site is predominately flat with a pronounced slope up to the football play field located at the northwestern corner of the site and sloping down to turf playfields at the western and southwestern portions of site. There appears to be small wooded areas at the southern and northern portions of site. Hard court play areas are located north of the gym area and tennis courts at the northeast corner of the site.

Site area to build a replacement school phased with ongoing school operations or creating a temporary portable campus appears to be feasible using the adjacent play fields at the north and western portions of the site. Lawn areas directly south of school are also available for addition or portables.

Application of the Education Specification

The current school building area of 93,328 square feet is less than current District standard of 123,107 square feet plan for a 750 student middle school. This represents a program area deficit of 29,779 square feet, not taking into account plan layout inefficiencies, which will add building area in a modernization/addition option.

Core Instruction/Learning Suites

The District education plan for the middle school level incorporates learning suites in a clustered learning environment, each of which incorporates 4 classroom learning settings, 1 shared learning area, 2 small group areas, 1 teacher prep, storage areas, and toilet room facilities centered around the shared learning space with an adjacent learning lab for Science, and project based learning. The current layout of Kamiakin Middle School does not support this model. Classrooms are currently scattered around the school in departmental (Science Classroom/Labs) or by grade level. There are currently 15 classroom spaces of many sizes and configurations, some of which are smaller than the required minimum square footage of 890 square feet. Given the current plan configuration and circulation it would be difficult to create suites of learning settings and shared instructional space within the existing configuration to meet the current educational model and meet daylighting and ventilation goals.

Science Classroom/Lab spaces are to be part of each learning suite per the current education plan. Currently there are 5 Science Classroom spaces grouped together in the northwest corner of the school plan, except one located adjacent to the existing Shop/Technology Lab. Given the clustered departmental grouping of existing Science spaces, it will be difficult to distribute them among learning suites in a modernization of the existing facility approach.

While most existing classroom spaces have some exterior exposure for light and ventilation, many are landlocked and have only limited exposure to an interior courtyard or clerestory lighting configurations. Natural lighting is compromised and inadequate due to classroom configuration and layout.

Specialized Instruction

The current plan layout provides spaces for Family and Consumer Science Lab and Instructional Area, Production Lab (Shop), Special Needs Lab and Resource Specialists. Art Studio/Lab space is also provided although location in the plan does not provide adequate natural lighting or exterior access opportunities. 1 Computer Lab beyond the computer space in Library is provided, although the Computer Lab space is being dropped from the current Ed Spec criteria. There is currently no Design/Imaging (CADD) lab space or space dedicated to Project Based Learning studios.

Music/ Performing Arts

The Music program is located in the southeast corner of the school with an Instrumental Music Room, Office, Storage and 1 practice room provided. Vocal program can be accommodated in a larger classroom assembly space with tiered seating located across the main entrance from the Administration area. The current program is deficient in providing 1 larger practice room and a stage/drama instruction platform area located adjacent to the Cafeteria/Commons area which can also be used as a performance platform.

Physical Education

The current gymnasium location near the front of school adjacent to the main entrance meets the intent of the Ed Spec of providing easy community access and also provides direct access to exterior play areas and fields. The location does not provide adjacency to the Cafeteria/Commons for expanding available assembly space. The current gymnasium is oversized for the Ed Spec program, however additional space approximates missing Fitness/Weight room area (3,120 square feet). Locker Rooms and Storage Area are well located for access to the gymnasium and exterior.

Library /Media Center

The existing Kamiakin MS Library/Media Center is approximately the same 3,500 square feet required by the current MS Education Specification. While its central location at the middle of the existing building serves student access well, its landlocked position does not meet the requirements for the space to be visible and easily accessed from the school's main entry for parent and community meetings. Its current location also limits natural light to a small area of interior court windows and some clerestory light units. Location also limits opportunities for natural ventilation. The existing, adjacent Computer Lab function is not defined in the current Ed Spec.

Food Service/Commons

Currently the Campus Food Service/Commons area and Kitchen are located in the southwest corner of the building. The Kitchen area is oriented to the service court area at the rear of the school and the Commons/Cafeteria space opens to a small recessed covered area along the south wall of the building. The layout of the Commons with 2 levels and satellite food serving stations is difficult. Proximity to the adjacent Administration area is good from a supervision point of view, however direct access is confusing and difficult. Access to exterior for lunch time activities is provided through a partially covered area, however the exterior area has not been developed to encourage physical activity during the lunch period and a larger covered area is needed.

Administration and Student Services

Although the existing Administration area is currently located near the main entrance area to the school, it does not meet the education specification intent to provide a 180 degree view of the front of the school and parking area. The location adjacent to the Commons area is good for supervision, although the change in floor level within the administration area is awkward and the transition does not meet current accessibility requirements. The Administration area is undersized and layout of spaces is not optimal.

Counseling area occupies a separate area from the Administration area and is easily accessible for students from the central corridor area. While there are dedicated spaces for special needs and ELL learning, it is not clear where spaces for shared provider activities (specialists, therapists, etc.) are provided.

Adaptability/Flexibility

Extensive alteration of the existing building, as well as added building area, would be required for the existing facility to meet current Ed Spec and educational goals as well as community expectations and it is not clear whether the existing building can be successfully altered to meet these current building system and educational goals. Reconfiguration of buildings and systems will be costly and disruptive to ongoing education programs. Phased construction activity and additions may also incur the cost of temporary housing of program areas elsewhere on site. Program support areas such as Commons, Administration and Library/Media areas will need larger areas not easily accommodated within the existing building footprint. Existing building mechanical and technology systems will need extensive updating or replacement. It is not clear whether the existing building can be successfully altered to meet these current building system and educational standards.

Long Term Operating Cost – Sustainability

Given the age of the existing school building (originally built 1974) it is likely that it is performing well below current energy standards for both building envelope and systems. The latest Study & Survey and ICOS scores places Kamiakin Middle School in the lower/ middle of Bond Program Phase 3 facility building evaluation scores. Building modernization will probably require totally new building systems including new mechanical, electrical and lighting systems to meet current energy standards. The building envelope is also a challenge given the predominant concrete and masonry construction and will require an insulation layer added to the exterior or interior walls (reducing program area). Natural daylighting and ventilation for typical classroom area is also problematic given plan configuration and existing window layout.

School Use During Modernization/Replacement***Modernizing the Existing Facility***

Modernizing the existing facility creates difficulties in housing existing program during this effort. Whether phased or completed all at once, temporary housing will need to be provided for the current student population.

Approximately 40,170 square feet of additional new building area will also be required to meet current District Educational Specification program area requirements.

Constructing a New Replacement School

Constructing a replacement facility on-site with current learning spaces in-use, solves the temporary housing issue, but creates issues of site access safety for construction activities as well as providing a safe outdoor play/activity area for students during the construction and the site work period. A phased approach will allow for replacement of site program items such as circulation, parking and playfields in the footprint of the existing school once it is removed.



**MODERNIZATION / REPLACEMENT STUDY
EVERGREEN MIDDLE SCHOOL**



Summary

In consideration for Phase 3 of the Capital Facilities Program, Evergreen Middle School was evaluated to determine whether modernization/additions or replacement of the existing school on site was the better approach to meeting the district’s long-range educational and facilities goals. Based on enrollment projections, the 39 teaching station (900 student) Educational Specification standard was applied to both modernization and replacement approaches; with a building program of 131,925 square feet. The process included on-site visits, physical condition analysis, evaluation of the existing school’s program fit with the District’s educational delivery standards, construction-phase logistics and comparative cost estimates.

To most effectively meet the District goals, it is recommended that Evergreen Middle School be replaced rather than modernized.

Considerations	Modernization	Replacement
Portables	Requires additional portables during modernization	Requires portable classrooms during replacement
Moving	Numerous moves and program disruptions	Moves and less program disruption due to site constraints
Phasing	Complex Phasing	Less complex
Schedule	Extended scheduled	Less schedule impact
Bus and Parking	No improvement	Potential improvement
Fields	No improvement	Potential improvement
Program	May not fully meet current Ed Spec program due to existing building constraints	Meets current Ed Spec and specialized site program emphasis
Maintenance and Operations	Less efficient with existing building configuration	Improved efficiency meeting current performance standards
Site Safety	Existing facility not built to current standards. Retrofit upgrades required. Potential safety issues during construction	Current safety standards built into replacement
Future Expansion	Expansion options limited due to existing layout and site constraints	Planned for potential future expansion options

Cost Comparison Chart

Modernization	MACC (2012)	Replacement	MACC (2012)
Modernize Existing Building	\$23,290,850	New Construction	\$33,920,000
New Additions	\$10,629,150	Site Redevelopment (On/Off Site)	\$5,650,000
Site Redevelopment (On/Off Site)	\$5,650,000	Relocation	\$900,000
Temporary Housing/Relocation	\$1,250,000	Local Conditions	\$3,025,000
Local Conditions	\$3,025,000	Demolition	\$1,137,400
Partial Demolition existing structure	-	Replacement Cost Summary	\$44,632,400
Modernization Cost Summary	\$43,845,000		

The Cost Model illustrated above demonstrates that the cost to modernize Evergreen Middle School is nearly the cost of replacement. Actual bond program costs will reflect inflation to year of construction and other considerations.

Analysis of Conditions and Considerations for Evergreen Middle School

Existing Conditions

Original School Construction	1983
Site Area	50.49 acres (includes Dickinson Elementary and Explorer program)
Building Area, GSF	103,400 square feet (Per District 2011 inventory of permanent school facilities report to Superintendent of Public Instruction)
	9 existing portable classrooms
Student Capacity	684/ 873 students with portable classrooms
2012 Enrollment	754 students
Proposed Ed Specification Capacity	31 teaching station model (900 students)

The Evergreen Middle School site is located on 208th Avenue NE, Redmond; bounded to the north by Emily Dickinson Elementary School, east and partially to the south by residential development. The existing middle school is a single story structure located in the central portion of the site with drop-off and parking located at the front of the school off 208th Avenue NE. The staff parking is located south of portable classrooms south of the gymnasium. Service yard is at the back of school and accessed via service road which loops around the north of the school from the front parking/drive area. There are currently 9 portable classroom buildings on site, located northwest and south of the school. Outdoor play fields are located to the eastern and southern side of the site. Football field/track and tennis courts are located down a slight grade change at the southern portion of the site.

Overall existing site is shared with adjacent elementary and preschool facilities. Separate street access to these programs from 208th Ave. NE.

The school houses students in grades 6-8. The school layout has classrooms located off double loaded corridors and courtyard spaces leading from a central Commons area. Administration, Library and Food Service areas face the Commons area which opens to an internal courtyard space to the north. Gym and Music program areas are located at the south and front of the school with good access for students and the community.

Site Considerations

Current vehicle access to the site is by way of a loop drive from 208th Avenue NE which provides access to parent drop-off and pick up and parking. Bus drop-off splits from the entrance drive lane prior to parking to the bus drop area at the front of school and then connects back to main circulation loop. Staff parking is located south of the gym and portable classrooms and is also accessed from main vehicle loop. Overall traffic and parking flow on-site is congested due to single ingress/egress loop from the street.

The site is predominately flat with a pronounced slope down to football/track play field located at the southeastern portion of the site and upslope from street frontage to front of school. There are small wooded areas at the eastern and northern portions of site. Hard court play areas are located south of the gym are currently covered with portable classrooms. Tennis courts are located down a slope to the south adjacent to the football fields.

Site area to build a replacement school phased with ongoing school operations or creating a temporary portable campus appears to be feasible using the adjacent play fields at the eastern and southern portions of the site or building on the existing footprint with phased construction.

Application of the Education Specification

The current school building area of 103,400 square feet is less than current District standard 131,925 square feet program for a 900 student middle school. This represents a program area deficit of 28,525 square feet, not taking into account plan layout inefficiencies, which will add building area in a modernization/addition option.

Core Instruction/Learning Suites

The District education plan for the middle school level incorporates learning suites in a clustered learning environment, each of which incorporates 4 classroom learning settings, 1 shared learning area, 2 small group areas, 1 teacher prep, storage areas, and toilet room facilities centered around the shared learning space with an adjacent learning lab for Science, and project based learning. The current layout and loading of Evergreen Middle School does not support this model. Classrooms are currently scattered around the school in departmental or grade level manner and there are currently 21 standard classroom spaces of many sizes and configurations. Given the current plan configuration and circulation it would be difficult to add or create learning suites and shared instructional spaces within the existing configuration to meet the current educational model.

Science Classroom/Lab spaces are to be part of each learning suite per the current education plan. Currently there are 6 Science Classroom spaces grouped together in the eastern portion of the school plan. Given the clustered departmental grouping of the Science existing spaces, it will be difficult to distribute them among learning suites in a modernization of the existing plan to meet the educational program direction.

While most existing classroom spaces have some exterior exposure, the existing opening is limited. Natural lighting and ventilation is compromised and inadequate due to classroom configuration and layout.

Specialized Instruction

Current plan layout and usage provide spaces for Family and Consumer Science Lab and instructional area, Production Lab (shop), Art Studio/Lab, Special Needs and Resource Specialists. Computer Lab spaces are being dropped from current Ed Spec criteria, however some computer space will still be provided in the Library and provisions for computer connections will be incorporated into the typical learning environment. There is currently no Design/Imaging (CADD) lab space or space for the Project Based Learning studio.

Music/ Performing Arts

The Music program is located at the front of the school with an instrumental Music Room, Vocal Music, Office, Storage and 1 Practice Room provided. The current program area is deficient in providing 1 larger practice room and a stage/drama instruction platform area located adjacent to the Cafeteria/Commons area.

Physical Education

The current Gymnasium location near front of school adjacent to the main entrance meets the intent of the Ed Spec of providing easy community access and also provides direct access to the exterior play areas and fields. This Location does not provide adjacency to Cafeteria/Commons for expanding available assembly space. The current Gymnasium is oversized for the current program, however additional space provides an educational and community resource. The Fitness/Weight Room location is immediately adjacent to and open to the Gym and works well for supervision. Locker Rooms and Storage Area are located well for access to the Gymnasium and exterior.

Library /Media Center

The existing Evergreen MS Library/Media Center is approximately the same 3,500 square feet required by the current MS Education Specification. Its central location at the main entrance to the school serves student access

well, and meets the requirements for the space to be visible and easily accessed from the school main entry for parent and community meetings. However, the entrance from Commons is very closed and uninviting and should be opened up in a modernization program scenario. The current Library layout also limits natural light and ventilation which should be addressed in a modernization program. Location also limits opportunities for natural ventilation. The existing, adjacent computer lab function is not defined in the current Ed Spec.

Food Service/Commons

The Commons area is located at the center of the school at the main entrance with Administration, Student Services, Library, Food Service and campus circulation all centered on the space. Food service/Kitchen area opens to commons and has direct exterior service access at the back of the school. The Commons opens to an adjacent courtyard area for the only natural light source. The Commons lacks a platform performance area and a direct link to a covered exterior activity area.

Administration and Student Services

Although the existing Administration area is currently located near the main entrance area to the school, it does not meet the education specification intent to provide a 180 degree view of the front of the school and parking area. Located adjacent to the Commons area is good for supervision. Administration area is slightly undersized and layout of spaces is not optimal.

Student Services/Counseling area occupies an adjacent area to the Administration area and is also easily accessible for students from the Commons area. While there are dedicated spaces for special needs and ELL learning it is not clear where spaces for shared provider activities (specialists, therapists, etc.) are provided.

Adaptability/Flexibility

Extensive alterations of the existing building as well as added building area would be required for the existing facility to meet current Ed Spec and educational goals as well as community expectations and it is not clear whether the existing building can be can be successfully altered to meet the current building system and educational goals.

Reconfiguration of buildings and systems will be costly and disruptive to ongoing education program. Phased construction activity and additions may also incur the cost of temporary housing of program area elsewhere on site.

Program support areas such as Commons, Administration and Library/Media area will need larger areas not easily accommodated within the existing building footprint. The existing building mechanical and technology systems will need extensive updating or replacement. It is not clear whether the existing building can be successfully altered to meet the current building system and educational standards.

Long Term Operating Cost – Sustainability

Given the age of the existing school building (originally built 1983) it is likely that it is performing well below current energy standards for both building envelope and systems. Latest Study & Survey and ICOS scores place Evergreen Middle School in the upper middle of Bond Program Phase 3 facility building evaluation scores. Building reconfiguration will probably require totally new building systems including new mechanical, electrical, and lighting systems to meet current energy standards. The building envelope is also a challenge given the predominant concrete and masonry construction and will require an insulation layer added to the exterior or interior walls (reducing program area). Natural daylighting and ventilation for a typical classroom area is currently not adequate and also challenging to improve given plan configuration and existing window layout.

School Use During Modernization/Replacement***Modernizing the Existing Facility***

Modernizing the existing facility creates difficulties in housing existing programs during this effort. Whether phased or completed all at once, temporary housing will need to be provided for the current student population. This phasing may extend the project construction timeline. Additional new building area will also be required in the modernization effort to meet the Ed Spec program area requirements.

Modernization effort may not fully meet the intent of the District Ed Specs and Design Standards and Guidelines for program spaces, goals and relationships. In addition, the modernized facility may not meet stakeholder and community expectations. The opportunity to dramatically improve the school in function and appearance is more likely in a replacement scenario.

Constructing a New Replacement School

Constructing a replacement facility on-site with current learning spaces in-use, solves the temporary housing issue, but creates issues of safe site access for students and construction activities as well as providing a safe outdoor play/activity area for students during the construction period. A phased new construction approach would allow in creating improved site program elements such as parking and playfields in the footprint of the existing school once it is removed.