

REQUEST FOR QUALIFICATIONS

CONCEPTUAL DESIGN AND COST ESTIMATING SUPPORT

Replacement/Addition Islander Middle School and Priority Upgrades Mercer Island High School

Mercer Island School District
January 31, 2024

The **Mercer Island School District** requests Statements of Qualifications from interested architecture firms having relevant expertise providing conceptual design, cost estimating support, and other services for two projects: Replacement/Addition of portions of Islander Middle School, and Priority Upgrades to Mercer Island High School. **Separate submittals are required for each project.**

Statements of Qualifications are due by 5:00 PM, February 21, 2024. Electronic submittals will be accepted. Respondents are encouraged to attend an **optional pre-submittal walkthrough, Thursday, February 8, 2024**, at 3:30 PM at Islander Middle School followed by a visit to Mercer Island High School at approx. 4:45 PM. Submitting firms are requested NOT to call any District personnel or visit the schools.

Copies of this RFQ may be downloaded from the following website:

<https://www.MercerIslandSchools.org/2024ConceptDesign> or, will be transmitted by calling Brandy Fox at (206) 949-4135, e-mailing them at, Brandy@CPMSeattle.com. This individual is the only permitted contact for this matter.

BACKGROUND

The Mercer Island School District proposes to implement its current Long Range Facility plan in phases, beginning with two major projects:

- Replacing some older academic portions of Islander Middle School with new construction, and,
- Upgrading various spaces, systems, and other components campus-wide at Mercer Island High School, on a priority basis.

The School Board is considering placing a bond measure before the voters in April 2025 that will fund these projects and some other smaller work. The District needs conceptual designs and cost estimates for these two projects to develop the bond measure. The District intends to select design teams to assist with these tasks. The District will be contracting separately for cost estimating services and will need the design teams and the cost estimators to collaborate closely.

Given the different scopes and tight schedules for these two projects, it is likely that the District will select separate teams for each project. It retains the right to do otherwise, and to extend contracts to include preliminary and final design, construction phase services, close-out, and other services associated with these projects or other work that may be considered as part of a bond measure. Responders should submit separate qualifications documents for each project for which they wish to be considered (Islander Middle School or Mercer Island High School). Please direct all questions to Brandy Fox at (206) 949-4135 or e-mail them at, Brandy@CPMSeattle.com. This individual is the only permitted contact for this matter.

COMMON FACTORS

Scope – In addition to being the basis for cost estimating by another entity, the District needs a Conceptual Design for each project that meets project goals and will communicate to the community their scope, impact, and appearance.

Schedule – In order to present a bond proposal to District voters for a Spring 2025 election, the School Board must adopt a formal resolution specifying the projects and dollar amount in late 2024/early 2025. The District needs to obtain stakeholder input before the end of the school year in June 2024. This approach will allow the project team to develop a design approach and cost estimate that can be presented to administrators and the School Board in the Fall of 2024. These schedule constraints mean that the selected design teams must be fully operational and productive immediately upon selection.

Project Delivery - The District intends to use the General Contractor/Construction Manager (GC/CM) procurement approach for both projects and expects to retain a GC/CM as soon as possible following funding approval so that the entire Design and Construction Team can work collaboratively from the earliest feasible stages of the project. The District may engage separate GC/CMs for each of these two projects. The State Project Review Committee (PRC) must approve the District's use of the GC/CM process and the District will need Design Teams' assistance in securing this approval.

SPECIFIC PROJECT SCOPES

There also are significant differences in scope between the two projects that will inform the selection process.

Replacement/Addition Islander Middle School

The District replaced major portions of Islander Middle School in 2016 with a single new structure that includes administration, 12 classrooms, library, commons, kitchen, gyms and locker rooms and a music wing. The school continues to use classroom portions of two original buildings, which were constructed in 1958 and modernized in 1993. These older portions present both educational program deficiencies, safety concerns, and physical condition issues. The proposed project will likely replace all or a portion of these two buildings. It will provide enrollment capacity for the total site of between 900 – 1,000 students.

The educational program deficiencies of the older structures include:

- No provision for smaller learning communities or extended learning/flex spaces
- Difficulty of supervision of common areas
- Science classrooms that do not support STEM or provide adequate storage
- Need for a Black Box theater
- Poor acoustic separation between classrooms.

The educational specifications for the 2016 portion of the school will be the basis for the conceptual design. However, the selected design team will need to review, work with the District and select stakeholders to update the document and to incorporate best practices, lessons learned, and any new needs.

The appearance of the new/replacement building needs to blend in with the 2016 facility. It is important to the District these portions of the campus exhibit continuity, present as a coherent whole, and create a learning environment for all students under one roof.

Priority Upgrades to Mercer Island High School

Mercer Island High School was constructed in 1958 and was fully modernized with some areas of new construction in 1997. Additional select improvements/additions were made in 2011, and 2015. The Crest Learning Center, which is part of the campus and this project, was constructed in 1960, and modernized in 1997. The District needs to review its current list of significant needed improvements for the entire campus, work with a high school design team and stakeholder groups to identify additional needs, and then provide concept designs and costs in order to prioritize and allow the School Board to determine the extent of improvements that will be included in a potential bond.

The District has identified the need for educational program improvements in the following areas:

- College and Career Readiness, including robotics, radio studio, journalism, STEM/Maker Space/Skills lab.
- Science Labs
- Art Studios
- Performing Arts, including seating and acoustic improvements, and a black theater/classroom.
- Physical Education, including locker and team room improvements.
- General Education, including classroom improvements and shared learning/study areas.
- Shared Support, including counseling, nursing, administration, teacher offices and support spaces, gender-inclusive restrooms.
- Crest Learning Center, including science, art, and new greenhouse.

A consultant prepared educational specifications for some programs in 2014, but they do not address all areas of need. The selected firm will review the 2014 document and develop additional educational specifications as needed.

Due to projected declining enrollment over the next 10 years, it is expected the District would accommodate any program expansion by recapturing existing space rather than new construction.

SELECTION CRITERIA AND PROCESS

It is likely the District will engage two different design teams from this process and will evaluate consultant statements of qualifications on the basis of the following ten criteria. Responders to this RFQ should submit a separate qualifications document for each project for which they wish to be considered.

Selection Criteria

1. Conceptual Design and Cost Estimating Support for Specific Project Type and Scope

- Project examples from the last three years demonstrating expertise and experience in providing conceptual designs that meet project goals, and will communicate to the community their scope, impact, and appearance.
- Experience collaborating with a separate cost estimator.
- Examples of renderings and graphics to convey the project layout and appearance to a variety of audiences.

2. Organization and Commitment of Personnel

Relevant experience (including GC/CM), qualifications, definition of roles, and availability of primary individuals committed to the project including at a minimum, Principal-in-Charge, Lead Designer, Project Manager, Project Architect. The School District is interested in the quality and continuity of the entire design team. Please identify personnel size and location(s) and organizational structure of the prime design firm.

Ability to Develop and Coordinate Sub-Consultant Team. The District anticipates an architectural firm will assume the role as prime consultant but is open to other approaches. Proposing firms are asked to list sub-consultant firms acceptable to their firm including for these following disciplines: Civil Engineer, Landscape Architect, Structural Engineer, Mechanical Engineer, and Electrical Engineer. The District will work with the selected prime architectural firm to finalize sub-consultants.

3. Scope Analysis, Approach and Methodology

- Understanding of services required and methodology.
- Ability to facilitate discussions of “Best and Next” educational practices and their implications for project design and delivery.

- Ability to optimize GC/CM project delivery, especially via involvement of the GC/CM at the earliest feasible stage of the project, and use of target value analysis throughout the planning and design process.
- Ability to create and execute design concepts for constructible, functional & maintainable facilities.

4. References

Current, useful contact information for references relevant to the project requirements and the committed individuals. Indication of the projects and/or staff involved and dates of service.

Provide two references in each the following categories:

- School Principals or other Educational Administrators
- School District Maintenance or Custodial Managers
- School District Project or Construction Managers
- General Contractors using GC/CM project delivery

5. Familiarity with Local Conditions and Permitting

Knowledge and experience with physical conditions, development, and other features of the general project vicinity. Experience and familiarity with land/building development and permitting procedures and requirements of relevant agencies having jurisdiction.

6. Constructability and Construction Administration

- Experience with GC/CM project delivery in terms of contract document review and quality-control.
- Constructability of bid documents, including buildability, marketability to bidders, clarity, completeness, coordination between disciplines, and construction quality control provisions. Review of GC/CM bid packages.
- Type, scope, and approach to responsibilities and services during construction, including construction observation, quality control, requests for information, communications between parties, change order procedures, dispute resolution and close-out methodology.

7. Project Management and Quality Control

- Demonstrated process and outcomes for managing the design team's products and services.
- Techniques and results for controlling time, cost and quality of those products and services throughout all project phases.
- Approach and results for supporting the overall management of the project in collaboration with the District and the GC/CM.

8. Communications, Team Building, and Group Process

- Techniques and results for communicating with a wide range of audiences under many different circumstances throughout the planning, design, and construction process.
- Experience with GC/CM communications through all project phases.
- Ability to develop communication channels and maintain constructive interaction throughout entire project.

- Experience and ability to conduct and receive peer-reviews with other design teams.

9. Engagement and Use of Minority, Women-Owned and Veteran-Owned Firms

The design team's plan for the involvement of minority and women-owned firms and veteran-owned firms in this work.

10. Sustainability

The design teams experience using unusually innovative approaches to sustainability, i.e. mass timber, green concrete, non-standard student learning opportunities.

Selection process

Respondents are encouraged to attend an optional pre-submittal walkthrough, Thursday, February 8, 2024 at 3:30 PM at Islander Middle School followed by a visit to Mercer Island High School at approx. 4:45 PM. Submitting firms are requested NOT to call any District personnel or visit the schools. A District Review Committee will evaluate written Statements of Qualifications and select the most qualified firms for further consideration. Statements of Qualifications are due by February 21, 2024, at 5:00 PM.

Final selection may be based upon additional written data, reference checks, site visits, and presentations and discussions. The District has tentatively scheduled interviews for both projects for the week of March 4.

In accordance with RCW 39.80, the District expects to determine the most qualified firm, using the criteria outlined above, and enter into fee negotiations with that firm. The District hopes to complete the selection process and issue a notice to proceed by March 15, 2024. If this negotiation is not successful, the District expects to enter negotiations with the next most qualified firm. The District intends to utilize its standard agreement for consulting services. The final design agreement will be based upon an AIA standard form, with District-specific edits.

Submittal Requirements

Statements of Qualifications shall be limited to no more 25 pages, excluding an optional appendix containing full resumes, project data sheets and other information. Submittals should address each selection criteria in the order listed. Electronic submittals will be accepted. Please deliver your submittal electronically as described in this RFQ. If you also would like to provide hard copies, please 10 copies of your Statement of Qualifications no later than 5:00 PM, February 21, 2024 to:

Brandy Fox, Capital Projects
Mercer Island School District
4160 86th Ave. SE
Mercer Island, WA 98040

Please direct all questions to Brandy Fox at (206) 949-4135 or e-mail them at, Brandy@CPMSeattle.com. This individual is the only permitted contact for this matter.