

REQUEST FOR QUALIFICATIONS COLLEGE PLACE CAMPUS

Replace College Place Elementary and College Place Middle Schools GENERAL CONTRACTOR/CONSTRUCTION MANAGER SERVICES

Edmonds School District
March 12, 2024

1. Request for Qualifications - GC/CM Services

The Edmonds School District is requesting Statements of Qualifications to provide General Contractor/Construction Manager Services (GC/CM) for its College Place Elementary and College Place Middle Schools Replacement Project. Statements of Qualifications Electronic submittal SOQ are due at **noon, April 19, 2024**. Send ONE hard copy the same day via standard mail. There will be an optional project information meeting on **March 25, 2024 at 10:00 a.m. in room 101/102**, Educational Services Center, 20420 68th Ave West, Lynnwood, WA 90836. You can see the RFQ on the District website at <https://www.edmonds.wednet.edu/our-district/capital-projects>, or call Sharon James, CPO Support Technician, (425) 431-7163. Questions to the RFQ are due by **5:00 p.m., April 11, 2024**. Please check the District website frequently for Addenda to the RFQ which will be published only on this website. The District has tentatively scheduled interviews for the project on **May 1, 2024**, and bid open on **May 8, 2024**, which will be confirmed during the RFP process.

2. Project Description and Background Information

2.1 Background

With gratitude to our voters, the Edmonds School District's bond measure of \$594 million to its voters on February 13, 2024 passed with 65.33%. The schools in this project are part of the larger District Bond Plan to move 6th grade to middle school and to improve educational outcomes. The District will be issuing additional RFQs for GC/CM services for other projects in the near future. More information is available on the District's [website](#).

This bond measure allocates a cost estimated **Total Project Cost** of \$210 million for the College Place Elementary and College Place Middle Schools Replacement (CPE & CPM). The schools will continue to remain on the same site, which is located in the southwest corner of the City of Lynnwood. Due to the existing location of the two schools on site coupled with the desire for safer schools and efficient use of District property, these two schools will be completed as one project.

2.2 Initial Educational Program and Project Goals

The District intends to construct an entirely new K-5 dual language elementary level learning environment with a 550 student capacity, and a 1000 student capacity 6-8 grade level middle school utilizing the best feasible site layout. The City of Lynnwood will be the principal permitting agency for both schools.

College Place Elementary (CPE) is a currently operating K-6 dual language elementary school. Current students, staff, parents, and community members will be involved in the process to plan and design a replacement K-5 dual language elementary school. The school may remain in operation at the existing site until the new facility is available or may move to an interim site, possibly Woodway

Elementary School, also known as Woodway Center. If necessary, the District may request the GC/CM to assist with any needed upgrades to make the reserve campus occupiable for CPE during this time.

College Place Middle (CPM) is a currently operating 7-8 grade middle school. Current staff, parents, students, and community members will be involved in the planning and design process for the replacement 6-8 grade middle school. The school may remain in operation at the existing site until the new facility is available or may move to a reserve campus, possibly Former Alderwood Middle School. If necessary, the District may request the design team to assist with any needed upgrades to make the reserve campus occupiable for CPM during this time. Furthermore, the GC/CM team may need to coordinate plans with a separate contractor for the New Middle School located on the Former Alderwood Middle School site, with the same opening date as CPM (refer to the Bond Plan link).

CPE & CPM are eligible for OSPI School Construction Assistance funding as a New-In-Lieu of Modernization (N/L) project for only the existing square footage, which the District plans to front-fund. The District will need assistance from the GC/CM team with the required D-Form process regarding schedule, costs, value analysis and constructability review at a minimum.

2.3 Project Scope and Feasibility Study

The District has conducted a pre-planning concept and bond planning level cost-estimating for both of these schools. District staff, assisted by architects and a civil engineer, tested the feasibility of both schools by creating a site specific 3-D model of a structure having sufficient area to meet program needs, and major site improvements. These feasibility studies are NOT design documents and the actual design may be completely different. They are the basis for a bond planning level cost estimate prepared by Stoneside Consulting. These cost-estimates will be the starting point for a target value analysis approach to cost-control during design.

2.4 Owner, Architect and Contractor Roles: Integrated Project Delivery

The District will be implementing a modified GC/CM process to approximate Integrated Project Delivery (IPD). The selected firm will work under the direction of the District's Capital Projects Office. The team will work closely with a District-level Project Steering Committee (PSC), a joint school Visionary Committee (VC), and site-level Design Review Committees (DRC). The District expects significant interaction and collaboration between the design team, GC/CM and Capital Projects throughout the design and construction process.

Another guide for the process will be the Association for Learning Environments (A4LE) seven core competencies required for their Accredited Learning Environment Planner (ALEP) designation. The District intends to use research from the cognitive sciences and environmental psychology to inform how the built environment can support and enhance learning.

The differences in scope between the two schools will also inform the selection process.

2.5 Project Schedule and Activity Constraints

The District plans to open College Place Elementary and Middle Schools to students in September, 2028. These dates may be adjusted. The selected Design Teams will work with the District and selected GC/CM to review and refine the schedule. The following are some key scheduling issues:

- District enrollment growth over the course of the 2024 Bond program
- Planning, re-boundary, and implementation of the District’s grade reconfiguration for Elementary and Middle Schools
- Availability of reserve campuses for College Place Elementary and Middle schools and other projects
- City of Lynnwood Land use entitlements and permitting
- 204th St SW ROW upgrades and sidewalk improvements
- Time constrains from multiple concurrent activities, i.e. Educational Specification updates, Programming and Conceptual Design, ESD Uniform Design Standard updates
- Design phases and reviews
- Construction start and duration

3. Project Schedule and Selected GC/CM Service Milestone

The following are tentative targets.

Selected GC/CM Service Milestones	
February 13, 2024	Bond Election
March 12 & 19, 2024	Advertise for GC/CM
March 25, 2024	Optional informational meeting
March 26, 2024	School Board recommendation for GC/CM Alternative Delivery
April 11, 2024	RFQ Questions due by 5:00 p.m.
April 19, 2024	Receive SOQs
April 24, 2024	RFP notification
May 1, 2024	Interviews
May 8, 2024	RFP Fee Bid Open
May 15, 2024	Receive Pre-construction Services Proposal for recommendation to School Board
May 28, 2024	School Board decides on recommendation
May 29, 2024	Issue Notice to Proceed with Pre-construction Services
June, 2026	Issue Construction NTP – College Place Elementary and College Place Middle Schools Replacement
Summer, 2028	Substantial Completion - College Place Elementary and College Place Middle Schools Replacement
September 4, 2028	First day of School

4. GC/CM Services and Issues

4.1 Introduction - The GC/CM preconstruction services are as critical to the School District as those during construction. The School District anticipates that the use of the GC/CM process during the design phase will allow the District to obtain critical contractor insight on value engineering, constructability, phasing, sequencing, and other logistical challenges as these issues relate to schedule, cost, and site logistics. The School District is seeking a collaborative partner for the entire design and construction process. The District and the GC/CM partner will together determine the use of Civil, Structural, Mechanical and Electrical Sub-contractor Construction Management (CC/, SC/, MC/, and EC/CM).

More subtle, but equally important, is the value received through improved communication between the Owner, A/E team, and GC/CM given that their relationship begins early in the life of the project. The GC/CM's contributions can be best achieved by its commitment of experienced staff for the duration of the project. The School District expects that the overall constructability and permanency of the facility will be improved when the GC/CMs utilize highly qualified staff who are grounded in the A4LE 7 Core Competencies and also allowed to participate early and often with top-level people in the Owner's organization to weigh in on value analysis and constructability issues as they arise. Additionally, the District anticipates that the use of a GC/CM affords this project the opportunity for the GC/CM to secure the interest and availability of highly qualified sub-contractors.

During the construction phase, the School District expects the GC/CM to provide a high level of project management, including supervision and coordination, scheduling, cost control, quality control, and safety. Potentially overlapping design and construction phases add to the need for continuity of the GC/CM's project manager and other key staff.

4.2 Schedule/Phasing - The selected firm for the project will be asked to consider a plan which allows for the best use of the site, future operations and program changes, and mitigation of impacts and risk. School operations, security, community use, traffic access and internal flow, storm water management, energy efficiency, sustainability, and constructability will be major considerations. Integration of the regulatory requirements impact on schedule for the different development options will be part of the GC/CMs work.

Based on the bond planning, phasing, and programming activities the GC/CM team will prepare cost estimates, sequencing, and feasibility for the various conceptual designs generated by the Design Team for the project.

4.3 Design Phase, Cost Estimating, Value Engineering and Constructability -

The site usage, coordination, and scheduling complexities mentioned above have obvious impacts on developing the design and feasibility. Exploration of how the district could realize efficiencies in constructing 2 schools on the same site, while maintaining separate programs, is an example of how the GC/CM will be expected to contribute while conducting cost-estimating and design reviews during the design phase.

The GC/CM will provide continuous cost estimating throughout the design phase working collaboratively with the District's cost-estimating consultant who will provide cost analysis reviews at key milestones. The consultant will meet and collaborate with the GC/CM's cost estimator to develop common estimating definitions, conventions, and presentation formats.

The District's Design Team and GC/CM will work with the District to refine the District's process for "Continuous Target Value Cost Analysis" and other techniques for applying Integrated Project Delivery concepts to the project.

The GC/CM will also be an active participant in reviewing the ongoing design for value analysis and constructability. For value analysis, the District is looking for the GC/CM to identify opportunities to meet specific project goals and objectives most cost effectively without compromising other values such as student programmatic spaces and design quality. Similarly, the District wants the GC/CM to provide constructability reviews that will maintain desired levels of quality, minimize changes to the Work, and keep the project on schedule and within budget.

4.4 Construction Phase Risk – The School District anticipates that the GC/CM method minimizes construction phase risks by a reduction in both real and perceived risks and therefore, provides a fiscal benefit to all parties. Real reduction in risk on this project should result from the GC/CM's involvement in traffic and safety management, utilities and related features, packaging subcontract work, and preparation of a workable staging plan, sequencing, and schedule. Prior to bidding the various sub-contracts, the GC/CM will be expected to suggest approaches to handling perceived risks.

4.5 Technical environment – It is the intent of the District that the selected GC/CM will be able to make beneficial use of the design team's building information model (BIM) during the pre-construction process. While specific uses have not yet been defined, the GC/CM will be expected to suggest beneficial uses of the model. Some uses may include quality assurance coordination and clash detection, materials quantities verification, and expedited shop drawing and early fabrication/delivery packages. The District is also interested in how the GC/CM's use of technology, such as 360° cameras and other techniques, during the design and construction phases will enhance the processes and contribute to its efficiency.

This project will comply with the Washington Sustainable Schools Protocol (WSSP) and will continue the District's commitment to improving instructional technology and energy efficiency. Our experience with several recent projects is

that these commitments require the use of new technologies that can have unexpected impacts on the design, construction and user satisfaction. Having the GC/CM's perspective on these products and systems prior to the construction phase will help mitigate these impacts during construction by allowing better coordination and detailing during design.

The School District is interested in bid packaging and other techniques to improve the quality of construction especially for high performance elements such as the building envelope, HVAC systems and storm water systems.

4.6 Bidding and Construction Phase Responsibilities – The GC/CM's responsibilities will be described in the Agreement and General Conditions A-133 (2017), A-201 (2019), revised to comply with Washington State law and School District policies and procedures, along with related Cost Matrix, Division 00 and 01 contract documents, which will be provided to shortlisted firms with the Request for Proposals (RFP). The following are some of the key construction phase service issues for this project:

- Bid packaging/Subcontracting plan
- Subcontractor pre-qualification and bidding
- Outreach to minority and women-owned businesses, small business entities, and disadvantaged business entities.
- Possible use of Civil, Structural, Mechanical and Electrical Contractor Construction Management (CC, SC, MC-EC/CM)
- Ability to meet GMP and GMP Cost Control
- Ability to Control Schedule
- Compliance with Apprenticeship requirements
- Safety
- Quality Control and Testing
- Management of sub-contractors
- Resolution of Commissioning Issues Log
- Operation and Maintenance Manuals and training
- Project Closeout
- 1/2 percent for art

5. SOQ Submittal Process

See 1. Request for Qualifications on Page 1, including submittal dates.

6. SOQ Contents & Selection Criteria

Statements of Qualifications must be limited to no more than 30 typed pages 8½ by 11 inch (no less than 11 point type), excluding, cover letter, resumes, covers, cover page, and dividers. Do not place additional information on covers, cover page and dividers. Please include the email address and phone number of your firm's principal contact for this selection in the cover letter. The selection committee commits to reading up to thirty pages of material that responds to the criteria listed below. SOQs must respond directly to each of the following criteria in the order presented below.

Firm

- 1. Understanding of Project Issues and Concept of GC/CM Services** (Weighting: 5%) – Discuss the process the firm will implement to address the issues presented in Section 4 above and any other issues that will be critical to the success of the project.
- 2. Firm Qualifications** (Weighting: 5%) – Provide a brief description of the history and capabilities of the firm. Describe the types of projects or services the firm normally performs and the relative dollar value of each. Specify the firm's proximity to the project location. If the firm is a joint venture, describe its members and structure and indicate the projects and services that reflect the efforts of individual members and other projects successfully completed by the members.
- 3. Past Performance of the Firm in negotiated and complex projects** (Weighting: 10%) – List the experience that the firm has had in completing GC/CM or similar projects, e.g., negotiated or Guaranteed Maximum Price. Provide a list of at least five (5) similar and completed K-12 educational projects in Washington State. For each project, provide a project description, the duration of construction, the final cost, a description of the Design Phase (AKA Pre-construction) Services performed, an owner reference (with telephone number) who is familiar with your firm's performance in completing the project, and note the individuals named in your proposed Project Team who participated on the project team for the listed project. Also list for each project: 1) owner's original estimate; 2) original total contract cost (GMP); 3) final actual contract cost; 4) original substantial completion date; and 5) actual date of substantial completion. Indicate if any claims or major disputes were filed on the project, and if so, describe. If your firm has not completed five (5) GC/CM projects in Washington, then list projects you believe were successfully completed using a similar CM/GC, negotiated, or guaranteed maximum price format.
- 4. Recent, current, and projected workload of the firm** (Weighting: 5%) – Specify your firm's annual volume (in dollars) of construction for the past five (5) years, the anticipated volume for the current year and the planned volume for the next two (2) years. Discuss how your firm's participation in this project would affect that plan. Provide the firm's bonding capacity and address the ability of the firm to bond this project. List the name, contact person, and telephone number the firm's bonding agent. Note: Short-listed firms may be required to supply commitment statements from their bonding agent and/or financial statements as part of the RFP process.
- 5. Accident Prevention Program** (Weighting: 5%) – Describe your firm's approach to project safety and worker health. Provide information for a period of the past three (3) years indicating 1) the number of deaths, 2) the number of lost worker days due to accidents, and 3) the number of recorded OSHA incidents.

Proposed Team

- 6. Organization, Capability, Commitment and Continuity of Proposed Team** (Weighting: 15%) – Discuss the roles of each key team member. Discuss any

assignments that will be made later and the capability of the firm to cover those positions. Provide an organization chart showing role and percent commitment during each phase for each team member. Discuss your team's ability to comply with the proposed schedule through all phases of the project, including design, and how you plan to do so.

7. **Team Experience and Qualifications** (Weighting: 15%) – Provide resumes of qualifications and related experience of each committed staff member, including role and approximate duration. Provide at least three owner or architect references for each committed team member, including the last project on which the committed team member worked. Related experience should include K-12 educational facilities or related project types, experience with phased school or similar projects, experience on occupied school and office sites, experience with other publicly bid projects, experience with GC/CM, negotiated Bid or GMP work; experience related to other issues specific to this project. You may wish to use a matrix to summarize team experience.

Firm and Proposed Team

8. **Ability and Approach to Providing Design Phase (Pre-construction) Services** (Weighting: 15%) – Discuss and provide evidence of the proposed team's expertise and record of success providing the following pre-construction phase services. Describe how your firm would monitor and ensure that Owner's program scope is maximized and the Owner's construction budget and project schedule are met at every phase of Design and Contract Documents development.
 - Cost estimating – cost-tracking, developing common format with other parties, reconciling GC/CM's estimates with architects and owners, providing for escalation and market factors, providing Design and MACC Negotiated Support Services budgeting.
 - Scheduling – Making recommendations for change and advising long-lead procurement packages to ensure the project schedule. Recommending phasing and sequencing of work to minimize impacts to ESC operations. Examples of phasing and sequencing, and other related project scheduling issues.
 - Site-Investigations and logistics – Investigation of existing conditions to ensure the construction documents will reflect the actual site conditions. Assessing and recommending site logistics requirements. Protection of tree canopy and plantings.
 - Design Document Review – Providing Design and Construction Document coordination comments, tracking and verifying their implementation.
 - Value Analysis – Proposing ideas and assessing alternative construction options, products and engineering systems for cost savings and life cycle cost design considerations.
 - Constructability – Relevant examples of constructability proposals that reduced changes to the Cost of the Work.
 - Subcontract Plan – Subcontract Plan preparation and procurement planning.

- Collaborative Participation – Examples of successful cooperation with Owners and Architects, continuity of staff through the course of a similar project.

9. Ability and Approach to Providing Bidding and Construction Phase Services (Weighting: 15%) – Discuss and provide evidence of the proposed team’s expertise and record of success providing the following construction phase services. Describe how your firm would monitor and ensure that Owner’s program scope is maximized and the Owner’s construction budget and project schedule are met during construction.

- Bid packaging strategy, timing, and contents
- Scope of work firm proposes to self perform and ability to perform that work
- Ability to meet GMP and cost control during construction
- Ability to control schedule
- Safety
- Coordination and quality control results
- Use of technology during construction
- Ability to address and resolve unexpected challenges

10. MWBE (Weighting: 10%) – Describe your plan for outreach to minority and women-owned businesses, small business entities, and disadvantaged business entities. Describe past performance in similar outreach.

7. Selection Schedule and process

The optional Pre-Submittal Conference will be held on: **Refer to Page 1. 1. Request for Qualifications for important dates.** Proposing firms are asked NOT to visit the school or call school personnel.

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: **Refer to Page 1. 1. Request for Qualifications for important dates.**

Final selection may be based upon additional written data, reference checks, site visits, and presentations and discussions. The District has tentatively scheduled interviews: **Refer to Page 1. 1. Request for Qualifications for important dates.**

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 per Section 3. Project Schedule. If this negotiation is not successful, the District expects to enter into negotiations with the next most qualified firm.

The District intends to utilize its standard agreement for consulting services, which is available upon request from Sharon James at 425-431-7163 or james@edmonds.wednet.edu. The final design agreement will be based upon an AIA standard form, with District-specific edits.

Submittal Requirements

Statements of Qualifications contents shall comply with **Page 6. 6. SOQ Contents and Selection Criteria**. Refer to **Page 1. 1. Request for Qualifications for important dates and Submittal**. Submit SOQ's to:

Attn: Taine Wilton, AIA | ALEP, Director Capital Projects

ADDRESS:

Capital Projects Office
Edmonds School District
20420 68th Avenue West
Lynnwood, WA 98036-7400

EMAIL:

james@edmonds.wednet.edu

If you have questions, please call Sharon James, Capital Projects Support Technician, (425) 431-7163 or e-mail at the listed email address.

District selection panel for this project will include the following members:

Laura Bowers, Manager Design and Construction
Christopher Long, Manager Custodial and Warehouse Services
Michael Nelson, Construction Project Coordinator
Will Thomsen, Manager Design and Construction
Taine Wilton, Director Capital Projects

The District selection panel for this project may include other individuals.

8. Members of the selection panel will review properly submitted Statements of Qualifications (SOQs) and rate them using the criteria and weighting listed above. The District will create and announce a short list of firms to be evaluated for further consideration. Shortlisted firms will be provided with a Request for Proposal (RFP). **Refer to 4.6 Bidding and Construction Phase Responsibilities** for a list of RFP documents. Sealed cost proposals will be due from all parties and publicly opened after the interviews. **Refer to Page 1. 1. Request for Qualifications and Page 3. 3. Project Schedule and Selected GC/CM Service Milestone** for tentative bid open.

The District selection panel will conduct interviews in accordance with the instructions provided. After the interviews, the selection panel will rate the firms using the selection criteria and weighting listed in the RFQ for 80% of the selection, based on all the information presented. Soon after, sealed cost proposals will be received and reviewed for the remaining 20% of the calculation.

Members of the selection panel will meet with the firm to be recommended for selection and finalize the Design Phase (pre-construction) services fee. District staff will recommend selection and award of the Design Phase (pre-construction) agreement at a regular School District Board of Directors business meeting. Upon receiving School Board approval, District staff will issue a notice of award and upon receipt of a properly executed agreement issue a notice to proceed with pre-construction services.

Appendix: Project Delivery Method Checklist and Recommendation, Capital Projects Office

Serving Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway, and portions of Snohomish County

Project Delivery Method Checklist and Recommendation

Instructions: The CPO Design and Construction Manager is responsible for scheduling a project delivery method meeting that includes CPO Director, other CPO Design and Construction Managers, CPO Construction Coordinator, CPO Support Technician and ESD Senior Purchasing Agent. The Project Manager shall complete both Part 1 and Part 2 and provide the form at least two days prior to the meeting. The Project Manager is responsible for providing the completed form at the project's acquisition planning meeting.

PART 1: PROJECT INFORMATION

Project Name: **College Place Elementary and Middle Schools Replacement**

Scope Summary:

Replace two schools; an elementary school and a middle school on the existing site. The District intends to construct an entirely new K-5 dual language elementary level facility for a 550 student capacity, and a 1000 student capacity 6-8 grade level middle school utilizing the best feasible site layout. The designs for both schools will be informed by the District-wide Elementary School Educational Specification and recent District experience with new elementary and middle schools. It will reflect the District's move to K-5 grade configuration for elementary schools and commitment to educational equity and learning environments that support student learning.

Estimated Project Costs:	Estimated Bid Value	125.5M
	Other Construction Costs	20M
	Soft and Other Project Costs	65M

Project Funding Source: **2024 Bond**

Milestone Schedule (assuming Design Bid Build):

Design:	Start Spring/2024	End Spring/2026
Construction:	Start Summer/2026	End Fall/2028

Other Relevant Project Information:

- 1) Is the completion date critical for this project? Yes / No
 Explain: **The completion date is critical to the overall success of bond projects since this is the second project out of five.**
- 2) Does the project include phasing or tenant build out? Yes / No
 Explain: **phasing of demolition, school moves, and construction of two school on a 27.85 acre site.**
- 3) What is the risk of significant scope change for this project? High / Medium / Low
 Explain: **replacing two existing schools with grade configuration modifications.**
- 4) What is the degree of stakeholder scope control for this project? High / Medium / Low
 Explain: **High stakeholder involvement to establish new middle school educational specifications for 6-8 and a modified district-wide elementary school ed spec k-5.**
- 5) Will operational impacts or constraints be a key consideration? Yes / No
 Explain: **Facilities and maintenance are highly involved in the design process and future maintenance is an important component for the new facility.**
- 6) Is the project a standalone system? Yes / No
 Explain: **The two schools are both on the same site separate from other district property.**
- 7) Does the project include work by ESD Maintenance? Yes / No

Explain: salvage of existing mechanical, electrical, and data systems that could be reused at other similar era schools.

PART 2: APPLICABLE PROJECT DELIVERY METHODS

Design-Bid-Build (DBB) Procurement Methodology

"Public work" means all work, construction, alteration, repair, or improvement other than ordinary maintenance, executed at the cost of the state or of any municipality, or which is by law a lien or charge on any property therein. If the answer to the question below is yes then the DBB procurement methodology can be considered for the project (see Title 39 RCW).

- 1) Is the project considered public work? Yes / No

Explain: If no, provide a short explanation

General Contractor/Construction Manager (GC/CM) Procurement Methodology

If the answer to any of the six questions below is yes then the GC/CM procurement methodology can be considered for the project (see RCW39.10.340).

- 1) Does the project involve complex scheduling, phasing, or coordination? Yes / No

Explain: Construction on one side of an occupied site, Site safety around occupied sites, deliberate phasing plan and sequencing, environmental and utility services, mitigate and positively manage risks around material and supply chain coordination, It is critical to meet the project completion dates to keep the bond projects on schedule to meet the promises to the community.

- 2) Does the project involve construction at an occupied facility which must continue to operate during construction? Yes / No

Explain: The district has limited schools to facilitate interim sites. One of the schools is likely to move off site and the other remain on site during construction.

- 3) Is the involvement of the general contractor/construction manager during the design stage critical to the success of the project? Yes / No

Explain: The District expects significant interaction and collaboration between the design team and contractor. There will be high stakeholder involvement and coordination to ensure instruction drives construction.

- 4) Does the project encompass a complex or technical work environment? Yes / No

Explain: Co-locating 2 schools on one site and master planning for future expansion will be technically complex. The City will likely require street frontage improvements and the site has some environmental constraints.

- 5) Does the project require specialized work on a building with historic significance? Yes / No

Explain: Not applicable.

- 6) Does the project require heavy civil construction? A heavy civil construction project is defined as a civil engineering project where the predominant civil infrastructure improvements. Yes / No

Explain: Not applicable

Alternative Subcontractor Selection Process (see RCW39.10.385):

- 1) If the mechanical scope is above \$3 million, should the ESD and selected GC/CM consider the alternative subcontractor selection process (RCW 39.10.385) for the mechanical subcontractor? Yes / No
 Explain: *Green energy building codes require high level of mechanical system coordination & commissioning of those systems. The energy code will need to be met and the District is interested in sustainable and robust systems.*
- 2) If the electrical scope is above \$3 million, should the ESD and selected GC/CM consider the alternative subcontractor selection process (RCW 39.10.385) for the electrical subcontractor? Yes / No
 Explain: *Green energy building codes require high level of electrical system coordination.*
- 3) If the structures and civil scope is above \$3 million, should the ESD and selected GC/CM consider the alternative subcontractor selection process (RCW 39.10.385) for the structures and civil subcontractor? Yes / No
 Explain: *Having the two schools on a 27.85 acre site with combined support structures, transportation, & associated fields requires a high level of coordination for both structural & civil work.*

Design-Build (DB) Procurement Methodology

If the answer to either question 1 (including either subpart a, b, or c), question 2, or question 3 is yes then the DB procurement methodology can be considered for the project (see RCW39.10.300). DB procurement cannot be used to procure operations and maintenance services for a period longer than three years.

- 1) Is the total project cost over \$2 million? Yes / No
- a. Will the construction activities be highly specialized where the design-build approach is critical in developing the construction methodology? Yes / No
 Explain: *Either not applicable or provide short explanation*
- b. Will the design-build approach provide greater innovation or efficiencies between the designer and the builder? Yes / No
 Explain: *Yes there are efficiencies, but we haven't completed a PDB school and this size seems too risky for our first one.*
- c. Will the DB approach provide significant savings in project delivery time? Yes / No
 Explain: *Either not applicable or provide short explanation*
- 2) Is this a parking garage project? Yes / No
- 3) Does the project include the construction of portable facilities per WAC 392-343-018, pre-engineered metal buildings, or not more than ten prefabricated modular buildings per installation site? Yes / No

Additional Considerations:

- 1) Design-Build includes three general types. If the DB procurement methodology is being considered for the project, which type(s) are you considering? Refer to Comparison of DB Types for guidance.
- Progressive
 Traditional
 Bridging

Explain: The District is currently in the process of delivering a small scale Progressive Design Build project. The District does not have experience delivering a large scale new school with Design-Build and would therefore be risky.

Building Engineering Systems Procurement Methodology

"Building engineering systems" means those systems where contracts for the systems customarily have been awarded with a requirement that the contractor provide final approved specifications, including fire alarm systems, building sprinkler systems, pneumatic tube systems, extensions of heating, ventilation, or air conditioning control systems, chlorination and chemical feed systems, emergency generator systems, building signage systems, pile foundations, and curtain wall systems. If the answer to the question below is yes then the Building Engineering Systems procurement methodology can be considered for the project (see RCW39.04.290).

- 1) Does the project include the design, fabrication, and installation of a building engineering systems? Yes / No

Explain: The mechanical scope is only a small portion of the project.

Job Order Contracting f JOC) Procurement Methodology

"Job order contract" means a contract in which the contractor agrees to a fixed period, indefinite quantity delivery order contract which provides for the use of negotiated, definitive work orders for public works (as defined under the DBB procurement methodology).

The following limitations apply for job order contracts per RCW 39.10.440 and 39.10.450:

- The maximum amount that may be awarded per contract is \$4 million per year for a maximum of three years.
- Any unused capacity from the previous year may be carried over for one year and added to the immediate following year's limit.
- The maximum annual volume including unused capacity shall not exceed the limit of two years.
- The maximum total dollar amounts are exclusive of Washington state sales and use tax.
- The initial contract term cannot exceed two years, with an option of extending or renewing the contract for one year.
- The ESD can only have three job order contracts in effect at any one time.
- At least 90% of the work included in the contract must be subcontracted to entities other than the job order contractor.
- The contract must be awarded and signed before July 1, 2031.

- 1) Given the above limitations is job order contracting a consideration for this project? Yes / No

Explain: Provide a short explanation

Cooperative Procurement

"Cooperative Procurement" means a contract in which the School District selects a contractor or vender through "Piggybacking" on another agencies bid process combining the requirements of two or more public entities to leverage the benefits of volume purchases, delivery and supply chain advantages, best practices, and the reduction of administrative time and expenses, provided the requirements in RCW 39.34.030 have been met.

- 1) Given the above limitations is cooperative procurement a consideration for this project? Yes / No

Explain: Provide a short explanation

Small Works Roster

"Small Works Roster" means a contract in which the School District selects a contractor or vender from an annually advertised and updated roster process, which can lead to a reduction of administrative time and expenses.

The following limitations apply to small works roster contracts per RCW 28a.335.190 (4) and RCW 39.04.155:

- The maximum amount that may be awarded directly from the roster is \$350,000 per Edmonds School District Board Policy.
- At least once a year, ESD shall publish in a newspaper of general circulation within the jurisdiction a notice of the existence of the roster or rosters and solicit the names of contractors for such roster or rosters. In addition, responsible contractors shall be added to an appropriate roster or rosters at any time they submit a written request and necessary records.
- In lieu of awarding contracts as stated above, the ESD may award a contract for work, construction, alteration, repair, or improvement projects estimated to cost less than fifty thousand dollars using the limited public works process.
- For limited public works projects the ESD may solicit electronic or written quotations from a minimum of three contractors from the appropriate small works roster and shall award the contract to the lowest responsible bidder as defined under RCW 39.04.010.
- The breaking of any project into units or accomplishing any projects by phases is prohibited

1) Given the above limitations is the small works roster a consideration for this project? Yes / No

Explain: Provide a short explanation

PART 3: PROJECT DELIVERY METHOD RECOMMENDATION

1) Does the project funding eliminate any potential project delivery methods identified in Part 2 above? Yes / No

Explain: Either not applicable or provide short explanation

The following project delivery methods can be considered for this project:

Project Delivery Method	Yes	No
Design, Bid, Build	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General Contractor/Construction Manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heavy Civil General Contractor/Construction Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Progressive Design-Build	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Traditional Design-Build	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bridging Design-Build	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Building Engineering Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Job Order Contracting (JOC)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cooperative Purchasing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Small Works Roster under 350k per School District Policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Based upon the information provided in Part 1 and other project details identify the advantages and disadvantages for each project delivery method considered in the attached table. The assessment should at a minimum consider the following criteria:

- Project Schedule - consideration of critical milestones and construction phasing.

- Project Costs - consideration of competitive bidding, additional alternative delivery contractor costs, change order costs, and other risk costs.
- Project Scope / Quality - consideration of level of scope definition, qualifications as part of contractor selection process, constructability and value engineering during design.
- Stakeholder Approval / Decisions - consideration of ownership of design process, stakeholder involvement and approvals.
- School Operations - consideration of operational impacts or limitations during construction.
- Project Risks - consideration of identified project risks and their impact on the project delivery methods.

Recommendation:

In accordance with RCW 39.10.340, a project proposed for the GC/CM delivery method must meet at least one of the six criteria listed in the above checklist. The College Place Elementary School and College Place Middle School Projects meets four of these criteria.

The schedule for the College Place Elementary School and College Place Middle School projects interconnects with multiple commitments the Edmonds School District has made for its 2024 bond. The District intends to construct both schools on the same site. We would prefer to keep at least one of the existing schools in operation during construction.

During the planning and design phase we will evaluate potential shared utilities, shared functional program and master planning for the entire site. Input from the GC/CM will be highly valuable in making these evaluations.

Involvement of the GC/CM during the design stage is critical to the success of the project because of the numerous value engineering, constructability and cost issues to be resolved. These benefits would be best realized by involving the GC/CM in the design phase. Although replacement appears to be the best option, input from the GC/CM will help confirm or challenge this conclusion.

High performance systems for building envelope, HVAC, and storm water along with energy efficiency and sustainability are goals for the project. These systems all pose complex and technical work environment challenges and require careful coordination by the GC/CM. This project will be evaluated for use of the Mechanical Contractor/Construction Manager and Electrical Contractor/Construction Manager (MC/CM & EC/CM) procurement methods.

Meeting Participants (Departments): ESD (CPO), Director, Project Managers and Construction Coordinator

Date of Meeting: 2/29/24

Document Review and Approval (Departments): ESD (SB)

Date of School Board Meeting: 3/26/24