

REQUEST FOR QUALIFICATIONS FOR ARCHITECTURAL SERVICES

SEHOME HIGH SCHOOL REBUILD / REPLACEMENT and DISTRICT CENTRAL KITCHEN Project number 1516-0512 May 2015

A. PROJECT INFORMATION

1. Name: Bellingham School District – Sehome High School/Central Kitchen
2. Location: 2700 Bill McDonald Parkway, Bellingham, WA 98225
3. Background:

Sehome High School, originally constructed in 1966, is one of four high schools in the district. It is comprised of seven buildings; some connected by covered walkways and is primarily single story except for the two-story classroom area, gymnasium and arts building. The original 1966 building is approximately 155,000 square feet with additions in 1972 and 1980 bringing the present day size to approximately 175,000 square feet. There are currently two portables onsite. Approximately 1,050 grade 9-12 students currently attend Sehome. The school and fields are situated on a 40+- acre site that slopes to the south and east. A portion of the site consists of a natural wooded area. Refer to the attached, [Pre-Visioning for Sehome High School](#) document for additional information.

The district does not currently operate a Central Kitchen but will build one that will serve the entire district on the Sehome site as part of this project.

Because the Sehome project will be partially funded through the School Construction Assistance Program (SCAP) and the Central Kitchen will not, all costs for the two projects must be segregated and documented separately.

4. Project Description:

The new Sehome High School should be designed for at least 1,050 students but not more than 1,200 students within 175,000 square feet. We desire a state of the art facility that fosters innovation and provides flexibility for future programmatic initiatives (some of which are unknown). New synthetic athletic fields (baseball, softball, and football), tennis courts, and synthetic running track will also be part of the project. The new school must provide a healthy learning and teaching environment, be designed to enhance student safety, be energy efficient and take advantage of the beautiful setting. While we are open to the possibility of renovating and reusing some of the existing buildings, doing so cannot detract from the above.

The existing school will remain in operation for the duration of the project. As a result, careful master planning and phasing must be incorporated into the overall project strategy to ensure that student safety and learning are not compromised. The MACC for the new Sehome High school is \$52M.

The new Central Kitchen, located on the Sehome site is envisioned to provide a centralized production kitchen to prepare meals for the entire district. The idea is to produce and serve the kind of healthy, freshly prepared, locally grown, 'made from scratch' meals our students need for optimal health and learning instead of our current 'heat and serve' model. Currently, we provide approximately 6,000 meals per day but hope to increase participation and meal production when the new Central Kitchen becomes operational. The MACC for the new Central Kitchen is \$2M.

5. Project Schedule: Initial investigation and planning shall commence immediately following successful contract negotiations, as early as summer 2015. All remaining planning, design, preparation of construction documents, permitting and construction work shall be complete to allow the Owner to occupy both facilities in August of 2019.

B. GENERAL SCOPE OF SERVICES

General scope of services required by the selected architectural firm shall be as follows:

1. Provide an educational visioning process that will involve students, staff, parents and the community. This visioning work will be a precursor to the formal educational specifications process.
2. Development of educational specifications.
3. Provide site master planning to determine the best location for the Central Kitchen and if facilities other than Sehome and the Central Kitchen could be located on the site at some point in the future. e.g. elementary school, small skills center, etc.
4. Assist the district in determining the most appropriate, cost effective project delivery method for the project. Preference may be given to firms that have recently employed alternative project delivery methods.
5. Provide planning, architectural, civil, landscape, structural, mechanical, electrical, audio visual, kitchen/foodservice, acoustical, and all other architectural/consultant services necessary for successful completion of the project.
6. Design project and prepare construction contract documents.
7. Detailed cost estimating.
8. Assist the district in the preparation of documents associated with the School Construction Assistance Program (SCAP D-Form process).
9. Oversee and coordinate project bidding.
10. Administer construction contract.
11. Monitor and assist in warranty compliance.

C. GENERAL ARCHITECTURAL FIRM REQUIREMENTS

Architectural firms shall comply with the following requirements to be considered for selection. Qualifications submitted by firms failing to meet these requirements may be considered non-responsive:

1. **State of Washington License:** Architectural firms shall be licensed to practice in the State of Washington.
2. **Office Location:** Local office providing services shall be located within 100 driving miles of Bellingham, Washington.
3. **School Experience:** Local office performing work shall have designed a comprehensive high school similar to the proposed project in the State of Washington within the last ten (10) years.
4. **Central Kitchen Experience:** Local office performing work shall have experience designing a Central Kitchen within the last ten (10) years.
5. **Professional Liability Insurance:** Architectural firm shall carry and plan to maintain a minimum of \$1,000,000 professional liability insurance coverage. This level of coverage shall be provided at no additional cost to the Owner.
6. **Schedule Compliance:** Architectural firms and their consultants shall be capable of meeting the Project Schedule.
7. **Contract Documents:** All contract documents prepared by architect and prime consultants shall be produced utilizing the most current version of REVIT with deliverables to the owner in the most current version of AutoCAD and PDF.
8. **Form of Agreement:** The selected firm should be prepared to enter into a form of agreement substantially the same as the district's draft form of Owner-Architect Agreement, copies of which may be obtained from the Finance and Operations Department. This form of agreement includes: lump sum pricing of Basic Services; minimization of Additional Services compensation; Owner's right to designate a Construction Manager; detailed budgeting guidelines; and other important features.

D. QUALIFICATION REQUIREMENTS

Prepare and submit qualifications as described below:

1. Format and Submittal Information:
 - a. Qualifications shall comply with all requirements and provide all information identified in this Request for Qualifications document. Qualifications found to be incomplete or failing to comply with these requirements may be considered non-responsive.
 - b. Qualifications shall not exceed 15 pages. Cover Letters and information provided in section 2.d. Architectural Similar High School and Kitchen Projects, and 2.e. General Projects, are in addition to the 15 page maximum.
 - c. Submit qualifications in an 8 ½" x 11" format.

2. Provide information as identified in the following sections. Prepare qualifications document according to the sequence identified below. To comply, the outline of the qualifications shall be as follows:

a. Section 1: Confirmation of Architectural Firm Requirements

- i. **State of Washington license:** Confirm architectural firm is licensed to practice in the State of Washington
- ii. **Office location:** Confirm the local office performing the work is located within 100 driving miles from Bellingham, Washington.
- iii. **Professional liability insurance:** Confirm architectural firm carries a minimum of \$1,000,000 professional liability insurance and plans to maintain this level of coverage at no additional cost to the Owner.
- iv. **Schedule compliance:** Confirm architectural firm and all proposed consultants have reviewed the Project Schedule (refer to A.5. above.) and are able to complete the project, including each individual phase of work, on schedule.
- v. **High School experience:** Confirm architectural firm has designed a comprehensive high school similar to the proposed project in the State of Washington within the last ten (10) years. In this section, only list the names of each applicable project designed during time period; the name of the owner; denote which projects, if any, incorporated green building standards such as the Washington Sustainable Schools Protocol (WSSP), the Leadership in Energy and Environmental Design (LEED) For Schools design standard, or the Living Building Challenge; denote the project delivery method utilized for each project.
- vi. **Central Kitchen Experience:** Confirm architectural firm has experience designing a Central Kitchen within the last ten (10) years. In this section, only list the names of each applicable central kitchen project designed during the time period; the name of the owner; denote which projects, if any, incorporated green building standards such as the Washington Sustainable Schools Protocol (WSSP), the Leadership in Energy and Environmental Design (LEED) For Schools design standard, or the Living Building Challenge; denote the project delivery method utilized for each project.

b. Section 2: Architectural Firm Information

- i. **Name and address:** Identify name of firm and address of local office performing the work.
- ii. **Firm history and information:** Provide brief history and general information about firm.
- iii. **Number and type of employees:** Identify total number of employees working at the local office. Also, identify the number of principals, project

managers/architects, designers, draftspersons, and clerical, or other type of employees.

- iv. **Project participants:** Identify the following individuals assigned to the project including time employed with firm:
 1. Principal in Charge
 2. Project Manager
 3. Project Architect or Designer
 4. Draftspersons
 5. Specifications Writer
 6. Construction Administrator

c. Section 3: Consultant Information

Provide the following information for **each consultant** proposed to assist in the architectural firm with this project. As a minimum, provide information regarding civil engineer, landscape architect, structural engineer, mechanical engineer, electrical engineer, audio visual consultant, acoustical, and kitchen consultant.

- i. **Name and address:** Identify type of consultant, firm name, and address of local office.
- ii. **Firm history and information:** Provide brief history and general information about the firm.
- iii. **Number and type of employees:** Identify total number of employees working at local office. Also, provide the number of employees for each position within the firm.
- iv. **Recent project history:** List all applicable **similar** high school and/or central kitchen projects designed during the period specified above by the local office proposed for the work.
- v. **Project participants:** Identify the Principal in Charge and Project Engineer/Primary Designer/Consultant assigned to the project.

d. Section 4: Architectural Firm - Similar High School and Kitchen Project Experience

Provide information about each high school and kitchen project completed by your firm that best represents a similar scope, budget (similar MACC), program, and complexity to our Sehome and Central Kitchen projects within the specified time periods.

- i. For each project, include:
 1. Project name and location
 2. Owner

3. Completion date
4. Budget (Original MACC and Total Project Budget)
5. Graphic description and/or photographs
6. Total square footage broken down by:
 - a. New
 - b. Addition
 - c. Renovation
7. Cost per square foot – Base bid, plus (+) accepted alternates, plus (+) change orders, divided by total square footage.
8. Change order percentage – Final contract amount divided by original contract amount after all approved change orders.
9. Project Delivery Method
10. Green Building Standard

e. Section 5: Architectural Firm - General Project Experience (if different than cited in Section 4)

List a minimum of five (5) recent construction projects for which bids have been received or recently completed.

- i. For each project, please include:
 1. Project name and location
 2. Owner
 3. Completion date
 4. Budget (Original MACC and Total Project Budget)
 5. Graphic description and/or photographs
 6. Total square footage broken down by:
 - a. New
 - b. Addition
 - c. Renovation
 7. Cost per square foot – Base bid, plus (+) accepted alternates, plus (+) change orders, divided by total square footage.
 8. Change order percentage – Final contract amount divided by original contract amount after all approved change orders.
 9. Project Delivery Method
 10. Green Building Standard

f. Section 7: Licensure

- i. Has the Principal or Project Architect ever had their license to practice architecture in the State of Washington suspended?

g. Section 8: Legal Proceedings

- i. Identify all legal proceedings or pending legal proceedings (arbitration, complaint, or court action) filed by an Owner or contractor against your firm for any project in the past five years.

h. Special qualifications: Describe attributes that distinguish your firm from other firms submitting qualifications for this project and how utilizing your firm will benefit the district.

i. Section 10: References

- i. Please provide a minimum of three (3) references we may contact.

3. Submit six (6) copies of qualifications to Curtis Lawyer, Capital Projects Manager, 1306 Dupont Street, Bellingham, WA 98225. Deliver qualifications on or before **3:00 p.m., June 8, 2015.**
4. All qualifications submitted remain the property of Bellingham School District and shall not be returned.

E. ARCHITECTURAL FIRM SELECTION PROCESS

1. The following information identifies the process to be used by the Bellingham School District in the review and selection of architectural firm for the project:
 - a. To be considered, architectural firm shall submit qualifications that provide all information and complies with all requirements of the Request for Qualifications document.
 - b. To be considered, six (6) copies of an architectural firm's qualifications shall be delivered to Curtis Lawyer, Capital Projects Manager, Bellingham School District, 1306 Dupont Street, Bellingham, WA 98225, on or before **3:00 p.m., June 8, 2015.**
 - c. Qualifications shall be reviewed by members of a Bellingham School District selection team. Based upon this review, final candidates shall be identified for further consideration and interview(s). There is no minimum or maximum number of final candidates eligible for consideration. Final candidates shall be those considered to be most highly qualified to perform the services required.
 - d. Architectural firms shall be evaluated based upon content and quality of qualifications to provide required services, experience, performance on past projects, personnel assigned to the project, consultants assigned to the project, ability to meet schedule, references, and other factors the Bellingham School District wishes to take into consideration.

- e. In-depth review and evaluation of final candidates shall be conducted by a team comprised of Bellingham School District staff and others as the district deems appropriate. This evaluation may include, but not be limited to, review of references, review of past projects, office/past project visitations, interviews, and review of additional requests for information sent to final candidates.
 - f. Upon completion of the architectural firm evaluation process, the Bellingham School District shall recommend the top candidate to the Board of Directors for authorization to commence with contract negotiations.
 - g. Final selection is anticipated to be completed in late June or early July 2015.
2. The Bellingham School District shall have the right to modify the selection process; waive any informality and irregularity; and make a selection, which in its judgment, is in its own best interest.

F. QUESTIONS

1. All questions and requests for information pertaining to this project shall be directed to Curtis Lawyer, Capital Projects Manager, Bellingham School District, 1306 Dupont Street, Bellingham, WA 98225, (360) 676-6500. Qualifications submitted by firms failing to comply with this requirement may be considered non-responsive.

2019



Pre-Visioning for Sehome High School

Sehome High School's staff provided this initial information to assist in the hiring of the project's architecture firm and as a starting point for the soon-to-be-formed Sehome High School Educational Specifications/Design Advisory Committee. This committee will include broad-based representation of students, families, community and staff, and will include opportunities throughout the design process for public input.

General Overview

Sehome High School is a comprehensive high school located on Sehome Hill on the south side of Bellingham, Washington. Western Washington University is a close neighbor and Sehome enjoys several educational partnerships with the university. Sehome serves approximately 1,050 students, and our enrollment has been holding steady over the past ten years. Most of the academic classes are able to be housed in the main building, but we currently use two portables, neither of which serves our students well. Teachers here value ample square footage in their classrooms, student work spaces, meeting spaces, and collaborative spaces. Sehome's students and faculty look forward to a state-of-the-art facility that embraces technology and provides for innovation and flexibility. Our students value and cherish the outdoor spaces that we currently enjoy, and they hope that the new Sehome makes good use of outdoor spaces for gathering and learning.



Student Services and Partnerships

Sehome has three counselors who provide a full-service counseling area for our students. They value light, privacy, and meeting space. In addition, we have a full-time school success coordinator, plus we enjoy partnerships with agencies such as Communities in Schools (whatcomcounty.ciswa.org). These positions require office space close to the counseling center.

While keeping our academic reputation in place, Sehome has also changed demographically over the past ten years, and as we adjust to our new population, our facilities need to accommodate the needs of all our students. The percentage of students who qualify for and receive free or reduced breakfast and lunch has grown each of the past ten years, up to our current 23%, and Sehome has the highest homeless rate of students of our three comprehensive high schools. The life challenges these students face often result in school struggles as well. In response, Sehome has a strong mentoring program, a Response to Intervention (RTI)/Remediation Program, and an after-school learning center. Our Learning Center, which is housed in the library, is for all students, and last year served over 7,000 students over the course of the school year. Students come to the learning center to receive tutoring, work on homework, use the computers, and expand their learning. Our new facility needs to meet the needs of our students by providing adequate learning centers, study areas, offices and meeting rooms, and places for our current and future partnership agencies to meet with our students.

Learning and Gathering Spaces

Sehome's general purpose classrooms and labs no longer meet the learning needs of today's students and current educational program. Future classrooms need to provide ample square footage, be equipped with modern technology, audio enhancement, space for both large and small group learning, healthy, efficient HVAC and lighting, and adaptable for varied teaching and learning styles.

Our library is a hub of student activity and we need it to serve both the technology and library media needs of our 21st century students. The library also serves as a meeting space for community members, PTSA and other parent groups.

One school feature that our students are not able to enjoy in our current school is a student commons, a gathering place for large numbers of students to meet and greet and socialize. We are hoping for such a space in the new Sehome. Ideally, the new school would have one main, obvious student gathering space as well as several other small areas that could serve as student gathering spaces and/or alternative learning sites.

Curricular Programs

Sehome students enjoy all of the benefits of a mid-size comprehensive high school, boasting a proud reputation in all academics areas, fine and performing arts, sports, and a robust Career and Technical Education (CTE) department. Our sciences are especially strong and over a quarter of our students take four full years of science while approximately 100 students actually fit in five years of science in a four-year career. STEM education is alive and ever-growing at Sehome.

Our orchestra program is 200 students strong, which requires a 1.0 orchestra teacher. In addition, our bands are growing once again, and require a band room 4 hours per day. Our choirs right now are high quality but small, requiring a choir room only 2 periods per day, but the vision is a choir program that supports a .8 teacher. Our drama program is another source of community pride and our intimate theater troupe performs state award winning plays every year. The Sehome community enjoys the intimacy of a small theater and we are hoping for a state-of-the art small theater in the new facility; but we also need a performing arts venue for our bands, choirs, and orchestras to perform, as well as to share with our community. Our visual arts are currently housed in what was originally the auto shop. The teachers and students love the large space and high ceilings, but look forward to work spaces that have been created specifically for artists, sculptors, and potters.

Sehome is also the educational home for the high school-aged LifeSkills students in the Bellingham School District. These students have profound needs and require facilities that can address their educational needs as well as their physical, social, and emotional needs. In the Lifeskills area, there is a need for ample teaching space, vocational skill-building areas, group areas, play areas, safe areas, quiet areas, de-escalation areas and ample restroom/changing area/shower space. Care should be given to make this program space inclusive to the rest of the school community.

Career and Technical Education (CTE)

The vision for CTE offerings for the new Sehome is to have the capacity and space for courses at a similar capacity as the other 2 comprehensive high schools in our district. We want to expand our lab spaces so that we can offer Advanced Placement (AP) Computer Science, Business and Marketing, and a student store.

Current CTE courses at Sehome include Applied Physics 1 & 2, Engineering Technology, Computer Science, Robotics Foundations, Marketing, Yearbook, American Sign Language, Video Production and Video Game Design. Sehome has a thriving robotics program and we want to expand to include an Advanced Manufacturing, CAD-CAM-CNC program. When planning the new building, Robotics, Applied Physics, Engineering, and Manufacturing classes should be in close proximity to each other.

CTE space considerations for the new Sehome include:

- Manufacturing- CAD CAM CNC- Advanced Manufacturing space should be similar to the existing footprint with increased storage. Some existing machinery would be installed with provisions for new equipment.
- Engineering CAD lab needs a clean-fabrication computer lab with ample workstations, an area for laser engraving with ventilation, 3D printing stations and teacher presentation/ demonstration area. This space could be used for Visual Communications and Video Game Design.
- Robotics Engineering needs a flexible lab space in close proximity to the advanced manufacturing shop with storage and workbenches. This space should be slightly larger than a traditional classroom and could accommodate Applied Physics. It should be a flexible lab design that could accommodate changing trends in CTE. NWCTA Anacortes campus is a good example of a flexible lab space.
- Computer Science lab-classroom needs to be close to or connected with the Engineering CAD lab, and have space for lecture and hands on computer coding.
- Business & Marketing needs a computer lab connected to a student store.
- Yearbook /Visual Communications needs a MAC lab classroom for publication/ journalism and visual communications courses.

- American Sign Language (ASL) and AP Macroeconomics need standard size classrooms. ASL needs a language lab similar to what they have now with updated computers; this could be shared with other world language programs.

Possible Long-Range Program Considerations that may be incorporated into the CTE program:

- Agricultural Science Lab could be a hands-on science classroom with flexible work space with a greenhouse attachment. Next Generation Science Standards requires real world experience with hands on lab work (greenhouse or aquaculture); other districts are trying to adopt NGSS and finding hardships meeting these standards in traditional science classroom set ups. This would support coursework in Ag Science/ Horticulture/ AP environmental sciences.
- A Culinary Arts Lab could be modeled after Meridian High School’s Culinary Arts lab. This could be the best culinary facility in our district, and have close proximity to the central kitchen.

Co-Curricular

Three times in the past six years, Sehome’s sports program has won the prestigious “All Sports” trophy for being the most successful 2A sports program in the state of Washington. We are looking forward to facilities that support our student athletes and respect the differences between varsity sports areas, where competition floors are extremely important, and physical education areas, where wall space and large, uninterrupted floor space create excellent teaching stations. In addition, we eagerly await new turf fields that will hold up to our soggy Washington weather and can easily serve thousands of children in the community.

Sehome has a reputable athletics history with many awards, trophies and school records posted throughout the existing gym. Somehow these items should be saved and honored, while providing new space provided for future awards.

Conclusion

The Sehome community is excited to begin the process of planning and creating our new comprehensive high school.