GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES

REQUEST FOR PROPOSALS

ARCHITECTURAL/ENGINEERING SERVICES
ROOSEVELT HIGH SCHOOL

November 6, 2012

Proposal Due Date:	**November 27, 2012 by 2:00 p.m. EST**
Preproposal Conference:	**November 14, 2012 at 10:30 a.m. EST**
	to be held at:
	Frank D. Reeves Center **2nd Floor Community Room** **2000 14th Street, NW** **Washington, DC 20009**
Contact:	Thomas D. Bridenbaugh Leftwich & Ludaway, LLC 1400 K Street, NW Suite 1000 Washington, D.C. 20005 Phone: (202) 434-9100

Executive Summary

The District of Columbia Department of General Services ("DGS" or "Department") is issuing this Request for Proposals ("RFP") to engage a design firm to serve as the architect/engineer (the "Architect") for the renovation of Roosevelt High School ("Roosevelt HS") located at 4301 13th Street, NW, Washington, DC 20011 (the "Project"). This Project includes the complete modernization of Roosevelt HS. The existing structure was constructed in 1932 and consists of approximately 331,900 square feet of space.

Roosevelt houses a traditional grades 9-12 high school program as well as an evening part-time program for young people and adults. In the last five years Roosevelt HS' daytime enrollment has declined while the STAY enrollment has grown. Although both programs operate independently with separate administrations, there is some sharing of space. The modernized Roosevelt HS will serve 800-900 daytime students and up to 600 part-time evening students.

The Department expects a modernized facility to have operational and efficient building systems, clean and maintainable interior finishes, bright and "healthy" classrooms and public spaces. It should be flexible, functional and focused on both school and community needs. The Department believes that every child deserves to learn in an environment that supports the delivery of a high-quality education. High schools require special facilities, combining nearly every kind of learning environment, that operate and function at an advanced level. High schools generally have the largest student populations and those students attend school for a broad range of hours, participating in extracurricular activities and staggered class schedules. High schools also provide a range of opportunities to serve the community, including use of classrooms in the evenings for adult education and post-secondary education programs. In short, a comprehensive high school facility has it all – from computer and science labs to subject-specific classrooms to athletic facilities and large auditoriums – and serves students and adults alike. This modernization involves replacing or upgrading all building systems and components to new condition and modifying space to meet programmatic requirements.

A.1 Project Delivery Method

The Department intends to implement the Project through a modified design-build approach. Initially, the Architect engaged through this procurement will work directly for the Department. In the early spring of 2013, the Department intends to engage a builder who will work with the Architect to ensure that the design developed by the Architect is consistent with the Department's budget and schedule for the Project. In addition, in early spring the builder and the Architect will be required to develop a swing plan, with any construction necessary to implement the swing plan being completed during the summer of 2013. The Department envisions that design development documents will be completed in mid August 2013, at which point the builder will provide a Guaranteed Maximum Price ("GMP") based upon the approved design development documents. It is contemplated that the GMP will be finalized at the end of October 2013. Concurrent with the execution of the GMP, the Department will assign the Architect's contract to the builder. From and after that point, the Architect will work directly for the builder as part of a design-build team.

A.2 Form of Contract; Scope

The Form of Contract will be issued by an addendum to this RFP. Offerors should carefully review the Form of Contract when submitting their proposal. To the extent there are any inconsistencies between this RFP and the Form of Contract, the Form of Contract shall prevail. Offerors are further advised that they are required to submit their proposal premised upon entering into a contract that is substantially similar to the Form of Contract and that any proposed changes to the Form of Contract must be clearly identified and described in their proposal. A proposal that fails to specifically identify and describe the requested changes shall be deemed non-responsive.

A.3 Design Fees; Incentives

As will be more fully described in the Form of Contract, the selected A/E will be paid a fixed price for all design phase services. Construction administration services will be charged on an hourly basis at agreed upon rates. Offerors will be required to bid a Design Fee that covers all of the Offeror's costs associated with the preparation of concept, schematic, design development and construction documents. The preliminary design approval and the GMP package will be based on design development documents. The Department anticipates, however, that the GMP documents will require a greater level of detail than is typically required in design development documents, and in particular, the Department will expect a greater level of detail with regard to the MEP systems and finishes. A schedule of values should be provided that allocates the Design Fee among the various design phases (i.e. concept, schematic, design development and construction documents). This schedule of values will be used for purposes of making progress payments.

Offerors will also be required to bid hourly rates for construction administration services. Offerors should submit with their proposal an Offer Letter in substantially the form of **Attachment A** on the Offeror's letterhead that includes such rates and an estimated total amount of the contract.

The Form of Contract will provide for a five percent (5%) retention of the firm-fixed price which will be held by the Department until the Project's completion. In the event the Project is not delivered on-time and on-budget, the selected Architect will forfeit the retention amount. In the event the project is delivered on-time and on-budget, the Architect will receive an amount equal to twice the retention. Thus, if the project is delivered on-time and on-budget, the Architect will receive 105% of its bid fee.

The on-time parameter will be measured by the completion date established in this RFP (i.e. substantial completion of the renovation by July 15, 2015). The on-budget parameter will be measured by the budget that will be established at end of the schematic design phase.

Offerors should submit with their proposal an Offer Letter in substantially the form of **Attachment B** on the Offeror's letterhead that includes the proposed Design Fee as well as a schedule of hourly rates.

A.4 Economic Inclusion

The Department requires that Local, Small and Disadvantaged Business Enterprises ("LSDBEs") participate in this project to the greatest extent possible and desires that such businesses perform at least fifty percent (50%) of the work under this procurement. At least thirty five percent (35%) must be awarded to entities that are certified as either Small or Disadvantaged Business Enterprises by the District of Columbia Local Business Opportunity Commission, and twenty percent (20%) to entities that are certified as Disadvantaged Business Enterprises. The Department will also require that the Architect and all of its subconsultants, subcontractors, and suppliers, enter into a First Source Employment Agreement with the Department of Employment Services and hire fifty-one percent (51%) District residents for all new jobs created on the project. Please see **Part C** of this RFP for additional information.

A.5 Selection Criteria

Proposals will be evaluated in accordance with **Part D** of this RFP. The following evaluation criteria will be used:

- Experience & References (30 points)
- Key Personnel (20 points)
- Management Plan (20 points)
- Design-Build/Fast-Track Experience (15 points)
- LSDBE Compliance/Utilization (15 points)

A.6 Project Schedule

The preliminary project schedule is as follows:

- Notice of Award & Limited NTP - January 1, 2013
- Council Approval: - January 30, 2013
- Concept Design: - February 15, 2013
- Engage Builder: - April 1, 2013
- Schematic Design - April 30, 2013
- Construction of Swing Space - Summer 2013
- Design Development: - August 15, 2013
- Trade Bidding: - August 15 – September 15, 2013
- GMP Submitted: - October 31, 2013
- GMP Approved by Council: - November 25, 2013
- Substantial Completion: - July 15, 2015

A.7 Procurement Schedule

The schedule for this procurement is as follows:

- Issue RFP - November 6, 2012
- Pre-proposal Conference - November 14, 2012 @ 10:30 am
- Last Day for Questions/Clarifications - November 20, 2012
- Proposals Due - November 27, 2012 @ 2:00 pm
- Notice of Award - December 24, 2012

A.8 Attachments

Attachment A - Draft Educational Specifications
Attachment B - Form of Offer Letter
Attachment C - Disclosure Statement
Attachment D - Tax Affidavit

SECTION B SCOPE OF WORK

B.1 Scope of Work

In general, the selected Architect will be required to provide a full range of architectural and engineering services necessary to modernize Roosevelt HS. These services will include both architectural services and engineering services and will include engaging the necessary geotechnical consultants to assess the site conditions.

B.2 Concept Design Phase

B.2.1 Services. The first phase of the project will include the preparation of a feasibility study and program development. During this phase, the Architect shall complete the following tasks:

a. Conduct meetings with the Chancellor's Office and DGS representatives to confirm instructional program and verify facility requirements on a space-by-space basis.
b. Conduct life safety/building code analysis to verify compliance of design with IBC 2006.
c. Conduct LEED Workshops with design team and DGS representatives to identify sustainable design strategies to be included in revised design. It is understood that a minimum of LEED for Schools-Silver certification is expected.
d. Participate in Value Engineering workshops with the Chancellor's Office and DGS representatives.
e. Prepare and submit EISF.
f. Survey existing facility to confirm locations and types of hazardous materials to be abated.
g. Request and receive hydrant flow test.
h. Perform alternative mechanical systems evaluation and recommend selection.
i. Confer with audio-visual and acoustic consultants to establish design requirements for the Project.
j. Confer with the Department's IT representatives/consultants to verify technological requirements for the Project.

B.2.2 Deliverables. During this phase, the Architect will be required to prepare and submit to the Department the below-listed deliverables. All such deliverables shall be subject to review and approval by the Department, and the Architect's pricing should assume that revisions may be required to these documents to address concerns raised by the Department and/or other project stakeholders.

a. Historic resources survey
b. Education specifications survey update
c. Flow Test Results
d. Results of Hazardous Materials Survey
e. Record of Accepted LEED Strategies

f. Record of Accepted Value Engineering Strategies
g. EISF Submission
h. Summary of Required Agency Review, Timetables, including but not limited to: Office of Planning (OP), Commission of Fine Arts (CFA)
i. Architectural Concept Development
    i. Development of final master site plan
    ii. Building plan
    iii. Preliminary cost estimates
    iv. Project schedule

B.3 Schematic Design Phase

B.3.1 Services. During this phase, the Architect shall be required to develop a schematic design that meets the program requirements set forth in **Attachment A**. The schematic design shall contain such detail as is typically required for schematic design under the standard AIA contract. In general, the Architect shall be required to undertake the following tasks during this phase:

a. Further develop conceptual plans and incorporate design changes.
b. Conduct additional community meetings to solicit input and keep constituents informed.
c. Prepare necessary presentation materials (renderings and models) to communicate design and obtain approval of design direction.

B.3.2 Deliverables. During this phase, the Architect will be required to prepare and submit to the Department the following deliverables. All such deliverables shall be subject to review and approval by the Department and the Architect's pricing should assume that revisions may be required to these documents to address concerns raised by the Department and/or other project stakeholders.

a. Digital floor plans and site plan
b. Preliminary building elevations and sections
c. Plan-to-Program Comparison
d. Design Narrative
e. Updated Project Budget and Schedule

B.4 Design Development:

B.4.1 Services. During this phase, the Architect will be required to progress the schematic design into a full set of design development documents. The Department anticipates, however, that the GMP documents will require a greater level of detail than is typically required in design development documents, and in particular, the Department will expect a greater level of detail with regard to the MEP systems and finishes. The Architect shall be required to work with the Builder selected for this Project, and at a minimum shall meet with the builder twice a month to discuss the status of the design and key issues. The specific services required during this phase are:

a. Select and draft outline specifications for materials, systems, equipment.
b. Develop detailed and dimensioned plans, wall sections, building section, and schedules.
c. Complete code compliance analysis and drawing.
d. Confirm space-by-space equipment layouts with representatives from the Chancellor's Office and DGS.
f. Conduct follow up meetings with agencies as required.
g. Coordinate furniture, fixtures, and equipment requirements ("FFE").
h. Present the design to CFA, Office of Planning, and other regulatory agencies as required.

B.4.2 Deliverables. The following deliverables are required during this phase.

a. 35% (minimum progress) documents for all technical disciplines, drawings and specs
b. 50% design development progress printing.
c. A reconciliation report that addresses issues raised by the Builder as a result of the 50% progress printing.
d. CFA submission materials; meetings and presentations to CFA as required .
e. Updated Project Budget and Schedule.

B.5 Construction Documents:

B.5.1 Services. The Architect shall be required to develop a complete, coordinated set of construction drawings. During this phase, the Architect shall provide the following services:

a. Prepare detailed and coordinated drawings and specifications for bidding purposes.
b. Prepare application and submit documents for building permit.
c. Prepare and submit early-release concrete and steel packages, if needed.

B.5.2 Deliverables. The Architect shall provide the following deliverables during this phase:

a. Drawings and specifications, ready for bidding, hard copy and electronic
b. Final estimate of construction cost

B.6 Construction Administration

B.6.1 Bidding. The Architect shall provide support to the Builder and the Department as may be necessary to support the bidding of trade subcontracts. These services will include, but are not necessarily limited to:

a. Assist Builder with distribution of documents, as needed.
b. Prepare and issue bidding addenda.
c. Respond to bidding questions and issue clarification, as needed.

d. Consider and evaluate requests for substitutions
e. Assist with bid openings and tabulations as needed.

B.6.2 Construction Administration. The Architect shall provide support to the Builder and the Department as may be necessary to support the construction phase of the Project. These services will include, but are not necessarily limited to:

a. Attend biweekly progress meetings. Architectural site visits are included in base fee.
b. Review and process shop drawing submissions, RFI's, etc.
c. Prepare meeting notes and records of decisions/changes made.
d. Conduct punchlist inspections.
e. Review closeout documents for completeness.

In addition, the A/E shall provide the following deliverables during this phase:

a. Meeting minutes
b. ASI's or other clarification documents
c. Punchlists
d. Closeout document review comments
e. As-Builts (if authorized)

B.7 Key Personnel

In its proposal, each Offeror will be required to identify its key personnel. Key personnel shall include, at a minimum, the following individuals: (i) the Design Principal; (ii) the Project Architect; (iii) the Project Designer; and (iv) the key MEP engineers. The Architect will not be permitted to reassign any of the key personnel unless the Department approves the proposed reassignment and the proposed replacement.

B.8 Licensing, Accreditation and Registration

The Architect and all of its subcontractors and subconsultants (regardless of tier) shall comply with all applicable District of Columbia, state, and federal licensing, accreditation, and registration requirements and standards necessary for the performance of the contract. Without limiting the generality of the foregoing, all drawings shall be signed and sealed by a professional architect or engineer licensed in the District of Columbia.

B.9 Conformance with Laws

It shall be the responsibility of the Architect to perform under the contract in conformance with the Department's Procurement Regulations and all statutes, laws, codes, ordinances, regulations, rules, requirements, orders, and policies of governmental bodies.

B.10 Time is of the Essence

Time is of the essence with respect to the contract. The Project must be substantially complete by July 15, 2015.

SECTION C ECONOMIC INCLUSION

C.1 Preference for Small, Local, and Disadvantaged Business Enterprises

General: Under the provisions of the Small, Local, and Disadvantaged Business Enterprise Development and Assistance Act of 2005, D.C. Law 16-33 (codified at D.C. Code § 2-218.01 et seq.), preferences shall be given to Offerors that are certified by the Department of Small and Local Business Development as being a small business enterprise, having resident business ownership, having a longtime resident business, being a local business enterprise, being a disadvantaged business enterprise, being a local business enterprise with its principal office located in an enterprise zone, being a veteran-owned business enterprise, or being a local manufacturing business enterprise. (A copy of the certification acknowledgment letter must be submitted with the Offeror's Proposal.) In accordance with these laws, the following preferences shall be awarded in evaluating an Offeror's proposal:

- Three (3) preference points shall be awarded if the Offeror is certified as having a small business enterprise.
- Five (5) preference points shall be awarded if the Offeror is certified as having a resident business ownership.
- Five (5) points shall be awarded if the Offeror is certified as having a longtime resident business.
- Two (2) preference points shall be awarded if the Offeror is certified as a local business enterprise.
- Two (2) preference points shall be awarded if the Offeror is certified as being a local business enterprise with its principal office located in an enterprise zone.
- Two (2) preference points shall be awarded if the Offeror is certified as a disadvantaged business enterprise.
- Two (2) preference points shall be awarded if the Offeror is certified as a veteran-owned business enterprise.
- Two (2) preference points shall be awarded if the Offeror is certified as a local manufacturing business enterprise.

Offerors may qualify for more than one of these categories, so that the maximum number of points available under this section is 12 points.

Information: For information regarding the application process, contact the Department of Small and Local Business Development at the following address or telephone number:

Department of Small and Local Business Development
One Judiciary Square Building
441 4th Street, NW, 9th Floor
Washington, DC 20001
(202) 727-3900 (Telephone Number)
(202) 724-3786 (Facsimile Number)

C.2 SLDBE Participation

The Department requires that significant participation by business enterprises certified by the Department of Small and Local Business Development as: (i) a local business enterprise; (ii) a small business enterprise; (iii) a disadvantaged business enterprise; (iv) having a owned resident business; (v) being a longtime business resident; or (vi) having a local business enterprise with its principal office located in an enterprise zone. Accordingly, and in addition to the preference points conferred by **Section C.1**, the Department requires that business enterprises so certified must participate in at least 50% of the development. At least 35% must be awarded to entities that are certified as either Small or Disadvantaged Business Enterprises by the District of Columbia Local Business Opportunity Commission and 20% to entities that are certified as Disadvantaged Business Enterprises. Offerors will be required to submit a Local Business Enterprise Utilization Plan with their proposals. The Utilization Plan must demonstrate how this requirement will be met and, to the extent possible at this stage in the project, should identify the specific firms that will be used and their respective roles.

C.3 Residency Hiring Requirements for Contractors and Subcontractors

At least fifty-one percent (51%) of the Offeror's Team and every subconsultant's employees hired after the Offeror enters into a contract with the Department, or after such subconsultant enters into a contract with the Offeror, to work on this project, shall be residents of the District of Columbia.

Upon execution of the contract, the Offeror and all of its member firms, if any, and each of its subcontractors and subconsultants shall submit to the Department a list of current employees that will be assigned to the project, the date that they were hired and whether or not they live in the District of Columbia.

The Offeror shall comply with subchapter III of Chapter II of Title 1, and subchapter II of Chapter II of Title 1 of the D.C. Code, and all successor acts thereto and the rules and regulations promulgated thereunder. The Offeror and all member firms, subcontractors, tier subcontractors, subconsultants, and suppliers with contracts in the amount of $100,000 or more shall be required to comply with the following: (i) enter into a First Source Employment Agreement with the D.C. Department of Employment Services ("DOES") upon execution of the contract; (ii) submit an executed First Source Agreement to DOES prior to beginning work on the project; (iii) make best efforts to hire at least 51% District residents for all new jobs created by the project; (iv) list all employment vacancies with DOES; and (v) submit monthly compliance reports to DOES by the 10^{th} of each month.

SECTION D EVALUATION AND AWARD CRITERIA

D.1 Evaluation Process

The Department shall evaluate submissions and any best and final offers in accordance with the provisions of this **Section D** and the Department's Procurement Regulations.

D.2 Evaluation Committee

Each submission shall be evaluated in accordance with this **Section D** by an Evaluation Committee. The Evaluation Committee shall prepare a written report summarizing its findings and submit the same to the source selection official. Based on the information submitted by the Offerors in response to this RFP and the report prepared by the Evaluation Committee, the source selection official shall select the Offeror(s) whose submissions are determined by the source selection official to be the most advantageous to the Department.

D.3 Oral Presentation

The Department does not intend to interview Offerors that are in the competitive range; however, the Department reserves the right to award conduct interviews of some or all Offerors prior to making its award. If the Department conducts such interviews, each Offeror within the competitive range shall make an oral presentation to the Department's Evaluation Committee, and participate in a question and answer session. The purpose of the oral presentation and the question and answer session is to permit the Evaluation Committee to fully understand and assess the qualifications of each Offeror and the Offeror's key personnel. The submission will be re-scored at the conclusion of the oral presentation.

D.3.1 Length of Oral Presentation

Each Offeror will be given up to 30 minutes to make the presentation. At the end of the initial presentation, there will be a break for approximately 15 minutes for the Evaluation Committee to assess the presentation and prepare questions. The Offeror will then respond to questions from the Department's Evaluation Committee for no more than 30 minutes.

D.3.2 Schedule

The order of presentation will be selected randomly and the Offerors will be informed of their presentation date before the beginning of oral presentations. The Department reserves the right to reschedule any Offeror's presentation at the discretion of the contracting officer.

D.3.3 Offeror Attendees

The oral presentation will be made by the Offeror's personnel who will be assigned the key jobs for this project. Each Offeror will be limited to 5 persons. The job functions of the persons attending the presentation will be considered to be an indication of the Offeror's assessment of

the key areas of responsibility that are deemed essential to the successful completion of the project.

D.3.4 Topics

The Offeror may present information about its capabilities and special qualifications to serve as the Architect for this Project, including the qualifications of key personnel.

D.4 Proposal Evaluation

Each proposal will be scored on a scale of 1 to 100 points. In addition, Offerors will be eligible to receive up to 12 preference points as described in **Section C.1** of this RFP for participation by Local, Small or Disadvantaged Business Enterprises. Thus, the maximum number of points possible is 112. The contract will be awarded to the Offeror with the highest evaluated score.

D.4.1 Experience & References (30 points)

The Department desires to engage an Architect with the experience necessary to realize the objectives set forth in **Section A** of this RFP. Offerors will be evaluated based on their demonstrated experience in (i) design excellence and design of public facilities in a manner that reflects civic importance and creates a sense of place and community; (ii) design of school facilities in an urban setting; (iii) adaptive reuse of school and other similar type buildings; (iv) cost estimating and value engineering/management; and (v) knowledge of the local regulatory agencies and Code Officials. If the Offeror is a team or joint venture of multiple companies, the Evaluation Panel will consider the experience of each member of the team or joint venture in light of their role in the proposed team or joint venture. This element of the evaluation will be worth up to thirty (30) points.

D.4.2 Key Personnel (20 points)

The Department desires that senior personnel who have experience in designing and completing high quality, construction projects on-time and on-budget be assigned to this project. The availability and experience of the key individuals assigned to this project will be evaluated as part of this element. This element of the evaluation will be worth up to twenty (20) points.

D.4.3 Design Approach and Management Plan (20 Points)

Offerors are required to submit: (i) a discussion of their intended Design Approach; and (ii) a design Management Plan. This elements of the proposal can be submitted either as separate portions within the proposal or as a single integrated section. The Design Approach should address the basic design theory or ideas that the Offeror proposes to employ in approaching the Roosevelt HS building and will be evaluated on the creativity demonstrated. The Management Plan should clearly explain how the Architect intends to manage and implement the Project. Among other things, the Management Plan should explain (i) how the Architect will manage the engineering subconsultants so as to ensure that the drawings are properly coordinated; (ii) how

the Architect will manage the value engineering/management process; (iii) how the Architect proposes to staff and handle construction administration and interact with the builder; (iv) how the Architect will manage the design process to ensure that bid packages are issued in a timely manner and incorporate agreed upon value engineering changes; and (v) describe the key challenges inherent in this Project and explain how they will be overcome or mitigated. The Department will also consider the experience that the Architect and its team members have working together on similar projects. This element of the evaluation is worth up to twenty (20) points.

D.4.4 LSDBE Compliance/Utilization (15 points)

The Department desires the selected Architect to provide the maximum level of participation for Local, Small and Disadvantaged Business Enterprises as well as employment opportunities for District of Columbia residents. Offerors will be evaluated in light of their demonstrated experience in meeting such goals and their proposed LSDBE Utilization Plan. This factor of the evaluation will be worth up to fifteen (15) points.

D.4.5 Design-Build/Fast Track Experience (15 points)

The Department desires that the selected Architect have demonstrated experience with design-build and fast track projects so as to realize the objectives set forth in **Section A** of this RFP. Offerors will be evaluated based on their (i) demonstrated experience in providing a full range of design services as part of a design-build team; (ii) demonstrated experience in, and their plan to deliver, coordinated and constructible documents in a phased, fast track environment; and (iii) demonstrated experience in managing, and their plan to manage, scope expansion in projects priced on design development documents, or drawings of a similar level of completeness. This factor of the evaluation will be worth up to fifteen (15) points.

SECTION E PROPOSAL ORGANIZATION AND SUBMISSION

This section outlines specific information necessary for the proper organization and manner in which Offerors' Proposals should be proffered. References are made to other sections in this RFP for further explanation.

E.1 Submission Identification

Submissions shall be proffered in an original and six (6) hard copies as well as two (2) electronic copies on CD-ROM or USB flash drive. The Offeror's submission shall be placed in a sealed envelope conspicuously marked: "Proposal for Architectural/Engineering Services for Roosevelt High School."

E.2 Delivery or Mailing of Submissions

Submissions should be delivered or mailed to:

DC Department of General Services
Att'n: JW Lanum
Frank D. Reeves Center
2000 14th Street, NW, 8th Floor
Washington, DC 20009

E.3 Date and Time for Receiving Submissions

Submissions shall be received no later than 2:00 pm EST, on November 27, 2012. The Offeror assumes the sole responsibility for timely delivery of its Submission, regardless of the method of delivery.

E.4 Submission Size, Organization and Offeror Qualifications

All submissions shall be submitted on 8-1/2" x 11" bond paper and typewritten. Telephonic, telegraphic, and facsimile submissions shall not be accepted. The Department is interested in a qualitative approach to presentation material. Brief, clear and concise material is more desirable than quantity. The submission shall be organized as follows:

E.4.1 Bid Form

Each Offeror shall submit a bid form substantially in the form of **Attachment B**, to bid a Design Fee and hourly rates, in accordance with the attached pricing schedule. Material deviations, in the opinion of the Department, from the bid form shall be sufficient to render the proposal non-responsive. The Department intends to award this contract to the most qualified firm and the cost information will be used to negotiate a fee for this project.

E.4.2 Disclosure Form

Each Offeror shall submit a Disclosure Statement substantially in the form of **Attachment C**.

E.4.3 Executive Summary

Each Offeror should provide a summary of no more than three pages of the information contained in the following sections.

E.4.4 General Team Information and Firm(s) Data

Each Offeror should provide the following information for the principal Architectural firm and each of its subconsultants.

A. Name(s), address(es), and role(s) of each firm (including all sub-consultants)

B. Firm profile(s), including:

i. Age

ii. Firm history(ies)

iii. Firm size(s)

iv. Areas of specialty/concentration

v. Current firm workload(s) projected over the next two years

vi. Provide a list of any contract held by the Offeror where the contract was terminated (either for default or convenience). This list should also identify any contracts that resulted in litigation or arbitration between the Owner and the Offeror. If the Offeror has multiple offices, only contracts held by the office submitting this proposal need be listed.

C. Description of the team organization and personal qualifications of key staff, including:

i. Identification of the single point of contact for the Architect.

ii. Organizational chart illustrating reporting lines and names and titles for key participants proposed by the team.

iii. Resumes for each key participant on the team, including definition of that person's role, relevant project experience, and current workload over the next two years.

E.4.5 Relevant Experience and Capabilities

A. List all projects that the team members have worked on in the last 5 years that are similar to this project. For purposes of this paragraph, similar shall mean projects where the Offeror has served as the lead design consultant for a school construction project where the estimated construction costs exceeded $50,000,000. This information may be provided in an overview matrix format or brief list; however, it should include the name and location of the facility, the name of the owner, the time frame of the project, the original budget for the project, and whether the project was delivered on-time and on-budget. If a project was not delivered on-time or on budget, a brief description of the reasons should be provided.

B. Detailed descriptions of no more than eight (8) projects that best illustrate the team's experience and capabilities relevant to this project, including at least three (3) projects where the Offeror served as the architect on a design-build team. On each project description, please provide all of the following information in consistent order:

i. Project name and location

ii. Name, address, contact person and telephone number for owner reference

iii. Name, address, contact person and telephone number for builder reference for those projects where the Offeror served on a design-build team

iv. Brief project description including project cost, square footage, firm's scope of work, and key firm strengths exhibited

v. Identification of personnel involved in the selected project who are proposed to work on this project

vi. Project process and schedule data including construction delivery method, and construction completion date (any unusual events or occurrences that affected the schedule should be explained)

vii. Renderings or photographs that show the interior and exterior of the project.

E.4.6 Management Plan

Each Offeror should submit a Management Plan that addresses the issues set forth in **Section D.4.3** of this RFP.

E.4.7 Cost Information

The Offeror should submit the Bid Form in substantially the form of **Attachment B**.

E.4.8 Local Business Utilization Plan

Each Offeror must submit a proposed Local Business Utilization Plan that identifies the specific certified business enterprises that will participate in the contract and their anticipated roles. In addition, each Offeror should provide: (i) a narrative description of similar projects and the Offeror's success in meeting such goals; and (ii) a chart, in summary form, that identifies the Offeror's major public projects over the last five years and its success in achieving such goals (creativity should be displayed regarding joint-venture and subcontractor agreements).

E.4.9 Tax Affidavit

Each Offeror must submit a tax affidavit substantially in the form of **Attachment D**. In order to be eligible for this procurement, Offerors must be in full compliance with their tax obligations to the District of Columbia government.

SECTION F BIDDING PROCEDURES & PROTESTS

F.1 Contact Person

For information regarding this RFP please contact:

Thomas D. Bridenbaugh
Leftwich & Ludaway, LLC
1400 K Street, NW
Suite 1000
Washington, D.C. 20005
Phone: (202) 434-9100
Facsimile: (202) 783-3420

Any written questions or inquiries should be sent to Thomas Bridenbaugh at the address above.

F.2 Preproposal Conference

A pre-proposal conference will be held on November 14, 2012 at 10:30 a.m. The conference will be held at the **Frank D. Reeves Center, 2nd Floor Community Room, 2000 14th Street, NW, Washington, DC 20009.** Interested Offerors are strongly encouraged to attend.

F.3 Explanations to Prospective Offerors

Each Offeror should carefully examine this Request for Proposals and any and all amendments, addenda or other revisions, and thoroughly familiarize itself with all requirements prior to proffering a submission. Should an Offeror find discrepancies or ambiguities in, or omissions from, the RFP and amendments, addenda or revisions, or otherwise desire an explanation or interpretation of the RFP, any amendments, addenda, or revisions, it must submit a request for interpretation or correction in writing. Any information given to an Offeror concerning the solicitation shall be furnished promptly to all other Offerors as an amendment or addendum to this RFP if in the sole discretion of the Department that information is necessary in proffering submissions or if the lack of it would be prejudicial to any other prospective Offerors. Oral explanations or instructions given before the award of the contract shall not be binding.

Requests should be directed to Thomas Bridenbaugh at the address listed in Section F.1 no later than the close of business on November 20, 2012. The person making the request shall be responsible for prompt delivery.

F.4 Protests

Protests shall be governed by Section 4734 of the Department's Procurement Regulations (27 DCMR § 4734). Protests alleging defects in this solicitation must be filed prior to the time set for receipt of submissions. If an alleged defect does not exist in this initial RFP, but was incorporated into the RFP by an amendment or addendum, a protest based on that defect must be

filed before the next closing time established for proffering submissions. In all other cases, a protester shall file the protest within ten (10) days after the protester knows or should have known, whichever is earlier, of the facts and circumstances upon which the protest is based. All protests must be made in writing to the Department's Chief Contracting Officer ("CCO") and must be filed in duplicate. Protests shall be served on the Department by obtaining written and dated acknowledgment of receipt from the Department's CCO. Protests received by the Department after the indicated period shall not be considered. To expedite handling of protests, the envelope shall be labeled "Protest".

This section is intended to summarize the bid protest procedures and is for the convenience of the Offerors only. To the extent any provision of this section is inconsistent with the Procurement Regulations, the more stringent provisions shall prevail.

F.5 Contract Award

This procurement is being conducted in accordance with the provisions of Section 4712 of the Department's Procurement Regulations (27 DCMR § 4712).

F.6 Retention of Submissions

All submissions shall be retained by the Department and therefore shall not be returned to the Offerors. With the exception of proprietary financial information, the submissions shall become the property of the Department and the Department shall the right to distribute or use such information as it determines.

F.7 Examination of Submissions

Offerors are expected to examine the requirements of all instructions (including all amendments, addenda, attachments and exhibits) in this RFP. Failure to do so shall be at the sole risk of the Offeror and may result in disqualification.

F.8 Late Submissions: Modifications

A. Any submission or best and final offer received at the office designated in this RFP after the exact time specified for receipt shall not be considered.

B. Any modification of a submission, including a modification resulting from the CCO's requests for best and final offers, is subject to the same conditions as in F.8.A stated above.

C. The only acceptable evidence to establish the time of receipt at the Department's office is the time-date stamp of such installation on the submission wrapper or other documentary evidence of receipt maintained by the installation.

D. Notwithstanding any other provisions of this Request for Proposals to the contrary, a late modification of an otherwise successful submission which makes its terms more favorable to the Department may be considered at any time it is received and may be accepted.

E. Submissions shall be irrevocable and remain in full force and effect for a period not less than 120 days after receipt of submissions.

F.9 No Compensation for Preparation of Submissions

The Department shall not bear or assume any financial obligations or liabilities regarding the preparation of any submissions submitted in response to this RFP, or prepared in connection therewith, including, but without limitation, any submissions, statements, reports, data, information, materials or other documents or items.

F.10 Rejection of Submissions

The Department reserves the right, in its sole discretion:

A. To cancel this solicitation or reject all submissions.

B. To reject submissions that fail to prove the Offeror's responsibility.

C. To reject submissions that contain conditions and/or contingencies that in the Department's sole judgment, make the submission indefinite, incomplete, otherwise non-responsive, or otherwise unacceptable for award.

D. To waive minor irregularities in any submission provided such waiver does not result in an unfair advantage to any Offeror.

E. To take any other action within the applicable Procurement Regulations or law.

F. To reject the submission of any Offeror that has submitted a false or misleading statement, affidavit or certification in connection with such submission or this Request for Proposals.

F.11 Limitation of Authority

Only a person with prior written authority from the CCO shall have the express, implied, or apparent authority to alter, amend, modify, or waive any clauses or conditions of the contract. Furthermore, any alteration, amendment, modification, or waiver of any clause or condition of this RFP is not effective or binding unless made in writing and signed by the CCO or its authorized representative.

SECTION G INSURANCE REQUIREMENTS

G.1 Required Insurance

The Architect will be required to maintain the following types of insurance throughout the life of the contract.

G.1.1 Commercial general public liability insurance ("Liability Insurance") against liability for bodily injury and death and property damage, such Liability Insurance to be in an amount not less than One Million Dollars ($1,000,000) for liability for bodily injury, death and property damage arising from any one occurrence and One Million Dollars ($1,000,000) from the aggregate of all occurrences within each policy year. The policy should include completed operations coverage.

G.1.2 Workers' compensation and Employers Liability coverage providing statutory benefits for all persons employed by the Architect, or its contractors and subcontractors at or in connection with the Work.

G.1.3 Errors and Omissions coverage written on a claims made basis and having an aggregate policy limit of at least Five Million Dollars ($5,000,000).

Attachment A

Draft Educational Specifications

Draft Facilities List for

Roosevelt High School Modernization

September 2012

DCPS Academic Guiding Principals

Modernize/Enhance Classrooms

Focus attention on areas that most impact the learning environment of our students with a particular emphasis on infusing researched-based facility amenities such as enhanced natural and artificial lighting, acoustics, air quality, climate control and technology, along with other fundamental elements that directly impact student achievement and educator effectiveness.

Ensure Buildings Support Programs

Ensure that our facilities optimize learning by supporting specialized programs such as STEM (Science, Technology, Engineering, Mathematics), High Tech campuses, Fine Arts and Gifted and Talented programs; providing appropriate facilities for Special Education and Early Childhood Education; and accommodating necessary changes for schools undergoing grade configuration changes.

Accommodate Emerging/Existing Feeder Patterns, Enrollment Trends and School Clusters

Take into account school feeder patterns in order to maximize the likelihood that DCPS students will attend a modernized building during their academic career; consider emerging school clusters/campuses to maximize facility designs; and appropriately expand schools with evidence of overcrowding/waiting lists, as well as ongoing and successful joint-use agreements.

Leverage the School as a Community Asset

Optimize available space within schools to support complementary programming with community agencies such as health clinics, performing arts programs, sports and recreation efforts, and other community partners to increase student achievement, educator capacity, schools' effectiveness, and community engagement.

Introduction

This document articulates the space requirements for the modernization of Roosevelt High School. It will be the basis for a more developed Educational Specification with staff and community input.

Scope and Justification

This project is for the modernization of Roosevelt High School built to 21st century DCPS standards for 800-900 daytime students and up to 600 part-time evening students.

The Student Population

In the last five years Roosevelt's daytime enrollment has declined steadily while the STAY enrollment has grown.

	2007	2008	2009	2010	2011
Roosevelt HS	840	792	717	646	551
Roosevelt STAY	345	265	247	672	579

In addition to a regular grades 9-12 high school program, Roosevelt houses an evening part-time program for young people and adults. Although both programs operate independently with separate administrations, there is some sharing of space.

Currently a charter school is co-located on the third floor. It is anticipated that this school will relocated before the beginning of the 2013 school year.

Capacity Calculation

Graduation Requirements

In 2007, the District of Columbia revised graduation requirements. All students graduating in 2010 and beyond must have 4 Carnegie Units (CU) in English, Math, Social Studies, and Science. They will need 2 units in a foreign language, 2 units in a career or college prep class, 2 units in PE, and .5 each in the arts. Only 2 additional units are required in electives. At 80-85% utilization and a class size of 25, Roosevelt should need approximately 37 teaching stations for the academics.

	Carn. Units	Classrooms Needed*
English	4	6
Math	4	6
SS	4	6
Lang	2	3
Science	4	6
PE	2	3
Art/Music	1	2
CTE	2	2
Electives	1.5	3
	24.5	37

The Program - Daytime

Proposed Capacity

	# of Rooms	# Students/ Room	Capacity
Core Academic Classrooms (English 6, Math 6, Social Studies 6, ELL/Foreign Lang 5)	23	20	460
Science	6	20	120
Technology Lab	2	20	40
Special Education	10	6/10	80
Visual Arts	1	20	20
Instrumental/Choral	1	20	20
Gym	1	20	20
Multi-Purpose PE	1	0	0
Fitness/Weight Room	1	0	0
Health	1	20	20
ROTC	1	18	18
CTE Labs	2	18	36
Total at 80% Utilization	**53**		**834**

The Program – PM/Twilight

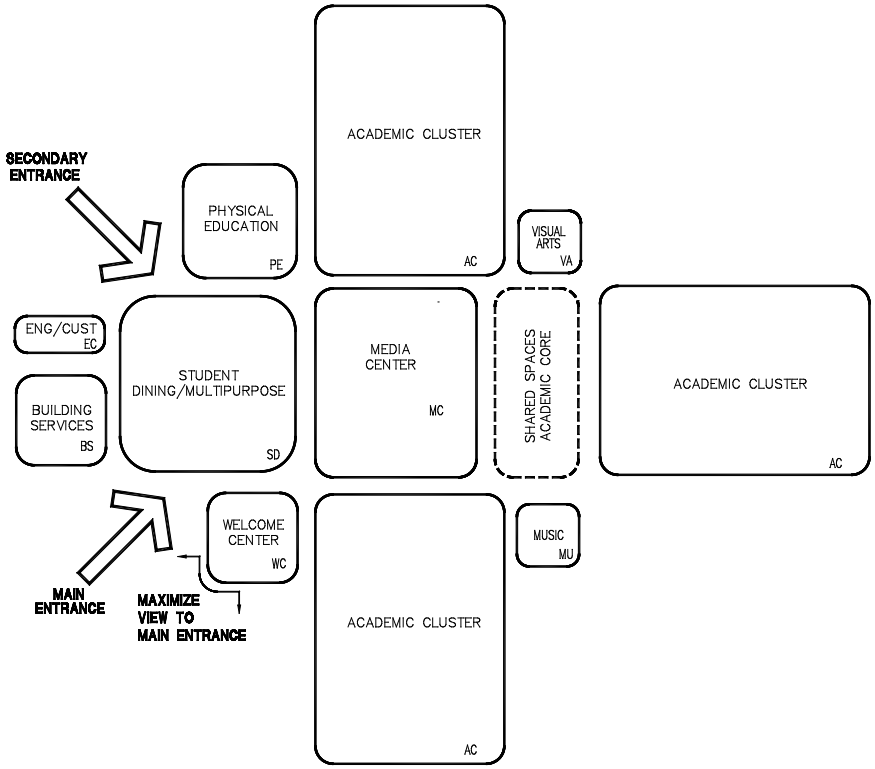
	# of Rooms	# Students/ Room	Capacity
Core Academic Classrooms	6	20	NA
Science	1	20	NA
Technology Lab	1	20	NA
CTE	3	20	NA
Equivalent Capacity			180

Overview of Planning Concepts

The Academies Structure

The goal of high school education is to provide students with a rigorous and comprehensive academic program which will prepare them in becoming responsible and independent citizens of a global society.

In recent years, DCPS has concentrated high school modernization efforts on 1) creating a personalized and orderly learning environments (small learning communities) 2) assisting students who enter high school with poor academic skills or who are at risk to drop-out (9th grade centers), 3) improving instructional practice (through technology and equipment upgrades) 4) preparing students for the world beyond high school (Career and Technology pathways).



The Academy Structure

Roosevelt is considering an academy structure based on grade level. The following is a typical academy structure.

All ninth graders would be assigned to a 9th Grade Academy (200-250 students). Emphasis is placed on basic reading and technology skills, and is intended to transition students from the middle school environment into high school. Most students spend the whole day with their homeroom cohort. They are enrolled in the core English, math (Algebra 1), science (physical science), and social studies (World History) as well as one or more semester(s) of physical education, foreign language, art and/or music.

All tenth graders would be assigned to a 10th grade academy (100-150 students). Emphasis is placed on the core academic skills needed for graduation as well as identifying special interests in career and technology courses. They are enrolled in the core English, math (geometry), science (biology), and social studies (U.S. History). Electives include foreign language, art and/or music, or one of the career and technology streams.

Students in an upper grade academy (200-250 students) continue the core academics of English, math, social studies, and science along with similar electives.

Academies should be self-contained with most academic classrooms, administration, guidance, teacher planning, and storage located in the general area. It will offer an inclusive environment that serves all students regardless of special needs – physical, mental, emotional, academic, or language challenges.

Roosevelt HS should be design for flexible grade level academies

Classroom Breakout:
Academic classrooms = 10 (includes 2 English, 2 Math, 2 Social Studies, 2 Science, 2 flexible classrooms)
Project/Independent Study Lab = 1 (for reading, technology projects, and independent study, staff collaboration)
Technology Lab (resource and testing)

Learning/administrative Hub
Academy administrator Suite
Teachers' work/team room/conference room
Itinerant staff office (Social worker/counselor)
Commons space (large group presentations – circulation space)

Corridors
Universal Signage, Theme-based colors and textures
200-300 lockers

Electives Central to all Grades

Classroom Breakout:
Foreign Language = 3
Reading = 1
Art = 1
Music = 1
CTE Labs

Special Education

Special education facilities will be integrated throughout the school to support the concepts of inclusion and the specialized requirements for the students. Special attention will be given to accessibility of all facilities and an integrated learning program.

In addition to the academic academies, Roosevelt will house the Spectrum Program. This 'academy' should be located to provide services in a quiet contained area when needed.

Visual and Performing Arts

The music program may include band and chorus. Teaching spaces for these curricula must be planned with particular attention to room volume and acoustics. Several storage options must be included to support a variety of instruments, uniforms, and music.

The visual arts program should ideally be adjacent to an outdoor patio. The program may include 2D and 3D activities. The room should be located to maximize north lighting.

The Auditorium will provide for performance opportunities for drama and instrumental music groups. It may also be used as an instructional area for speakers, awards ceremonies, and other meetings. Support spaces such as set construction, costume shops, and sound booth should be located adjacent.

"Welcome Area"/Administration/Student Services

High schools often have two entrances with students entering by the 'noisy' areas of the building (gym, auditorium, and cafeteria) and visitors entering by the main office and student services suite. In addition, Roosevelt HS would like a third entrance for Stay students. All entrances should have security measures.

Immediately upon entry, visitors should be greeted in the Administration "welcome area." Ideally the main entrance vestibule should direct visitors through the main office for security before they can enter the school proper.

The registrar and partner services should be located in this area so that visitors will not need to go through the quieter academic areas to access services.

Some administration will be decentralized for security and programmatic reasons.

Multi-Media Center

The Media Center will be centrally located. The Media Center will be the information hub for the building and will contain extensive networked information resources including a variety of audio- and visual- resources. No longer just a book repository, the media center operates as a gathering area, teaming space, and presentation production area.

Physical Education

To support the high school physical education program, a variety of indoor and outdoor areas are required. Indoor areas include a gymnasium, locker rooms, health classroom, fitness room, and storage areas. All high school students are involved in physical education, which requires an adequate number of teaching stations. Physical education facilities must be designed for community use during non-school hours. The gym should be able to seat the entire enrollment.

Cafeteria/Commons

This area is planned to have multiple functions, which include student dining, performances, assemblies, and community meetings. It is proposed through creative design and new technology that this area effectively houses multiple functions.

As a dining facility, it should serve 1/3 of the student population at tables and chairs. It is common for students to sit, mill, work on assignments, and socialize during lunch, so a combination of group seating, standing and milling areas is acceptable. Because the dining area adjacent to a courtyard, it is desirable for students to spill into an outdoor patio (partially or fully covered).

Most high schools are moving toward a 'food court' arrangement in the servery. The food service area will be designed in coordination with DCPS food services contractor.

Corridors

Corridors should be bright and pleasant. Avoid long hallways and single loaded corridors. Through the size and arrangement of corridors encourage low stress social interaction and convey a sense of unity and 'place'. Numerous display areas should show student art work, projects, awards and offer opportunities for impromptu learning. Security cameras should blend with informational displays and signage.

Video monitors could share information items, student art, and intra-school TV broadcasts.

Furniture & Equipment

Classrooms vary in shape and size; therefore, the furniture should be flexible to accommodate a variety of classroom formats for both individual and group activities. Teachers and students should have storage space for personal belongings, papers, and books as well as storage for supplies and materials. Work areas exist with direct access to copiers, multi-media equipment, and telephones. Teacher preparation areas should be located in close proximity to classrooms to permit, encourage, and enhance student and teacher interface. To the extent possible, movable furnishings will be used, rather than fixed casework, to provide flexibility for future reconfiguration.

Handicapped Accessibility

The entire facility will be accessible for students, staff, and visitors. This includes sufficient internal clearances for circulation, convenient bus/van loading and unloading, and nearby handicapped parking spaces. All elements of the Americans with Disabilities Act must be complied with, including way finding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor facilities.

Roosevelt Pathways

Roosevelt's reform model is based around four 'pathways'.

- Academic Pathways
- Career and College Readiness
- Transformation
- Climate for Learning

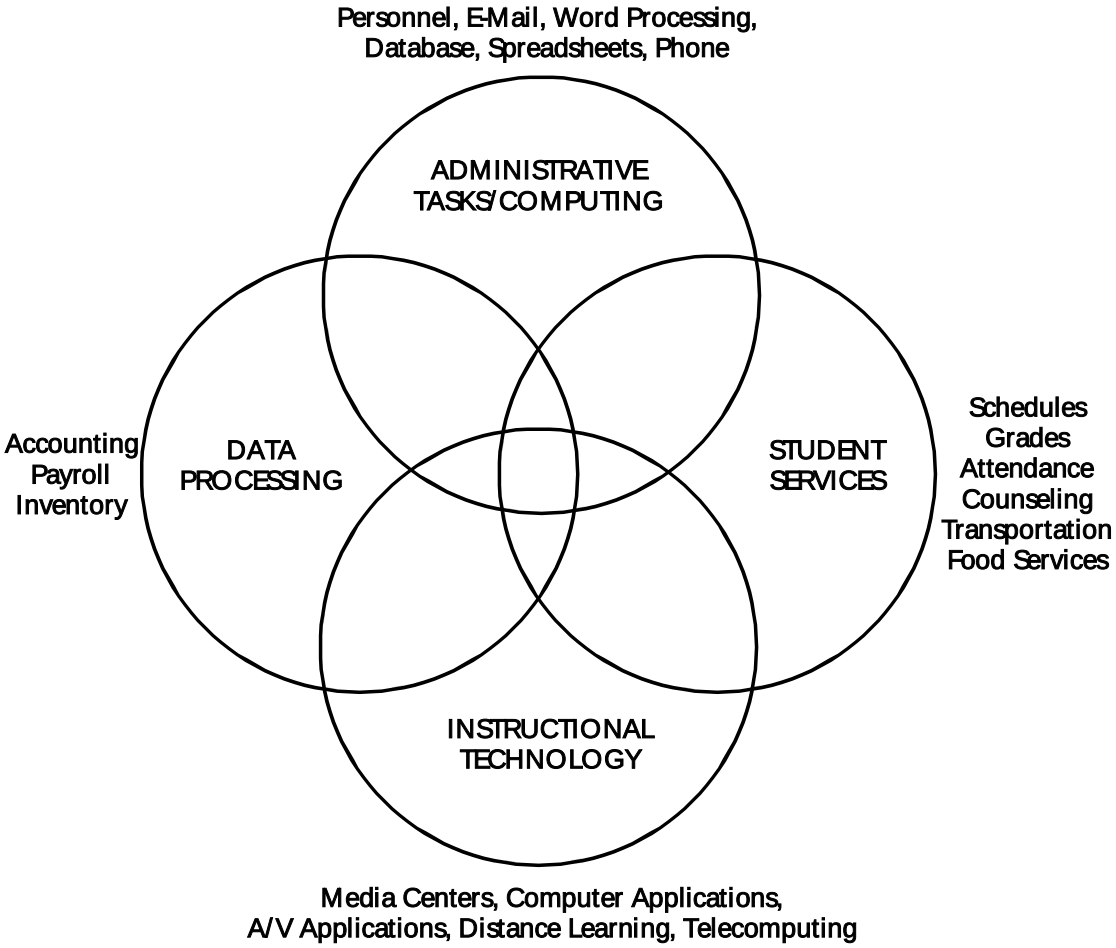
Each pathway team has a prominent 'center' and should anchor the corners of the building.

Technology

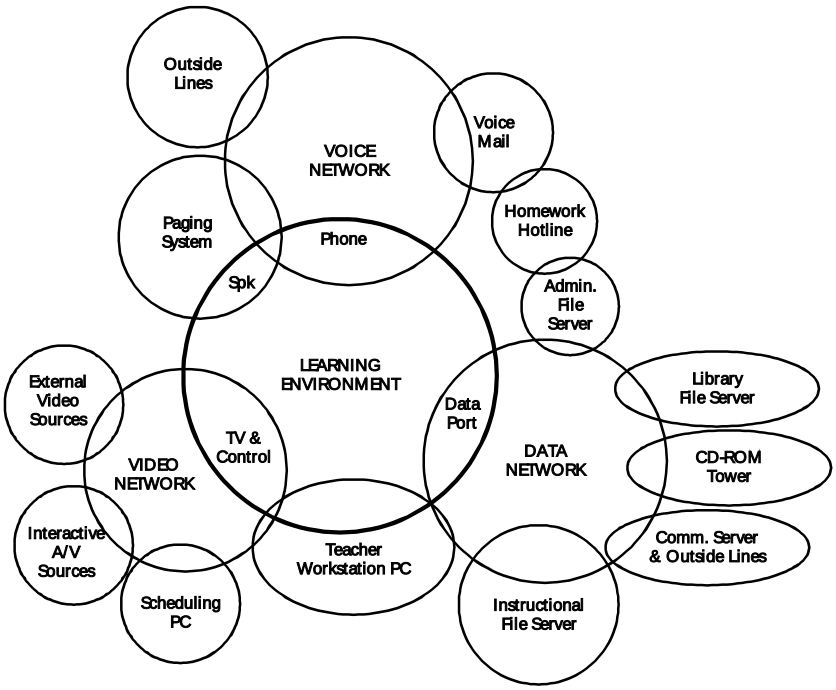
The implementation of a voice, data, and video telecommunications system throughout schools is fast becoming a standard across the country. Appropriate and strategically designed and installed technology will greatly enhance the teaching and learning of basic skills and position a school to take advantage of technological developments in the future. All classrooms should be multi-use/multi-purpose with invisible technological support. There should be a seamless web of technology to support the classroom management between administration, teachers, students, and the home.

Current voice, data, and video systems can provide leadership, instruction, data management, and student services which go far beyond the systems that were constructed as recently as the late 1980's. As home and business worlds move into higher levels of technological applications, it is critical for schools to be able to integrate technology into the teaching and learning processes.

Technology has four primary applications within the school environment. These applications have the potential for a positive impact on every aspect of the educational processes found in schools. The following diagram provides a visual of how the four primary applications interface with each other and some examples of educational applications in each area.



The following graphic demonstrates several applications where technology is providing essential support.



Technology can support multiple instructional designs:

Whole Group Instruction (20-30 students)
This includes the use of overheads, VCRs, LCD displays, video stills, and various forms of computer display techniques.

Small Group Instruction (6-8 students)
This includes areas in the classroom and in shared common spaces where a teacher or another resource person can work with groups of 6-8 students. The technology is essentially the same as whole group instruction technology, the only difference being the size of the groups.

Individualized Instruction (1-2 students)
This is primarily a computer-based instruction design where students interact with a computer workstation. As all forms of technology become more and more digitized, it is envisioned that these will become multimedia workstations that integrate voice, video, and data formats.

In the future, it is likely that most end-user devised will be portable.

Technology in every classroom:

Voice: Telephone (IP) and voice communications in every classroom and throughout the entire building as well as to other persons in the school system and external resources including parents and community members.

Data: Data retrieval capabilities in every classroom and throughout the building as well as network capabilities district-wide and to other external databases. (wireless)

Video: Video distribution in every classroom and throughout the building with interactive video capabilities to support whole and small group instruction, distance learning, and providing access to a wide range of internal and external resources. Appropriate school-wide infrastructure is needed.

Audio enhancement: Some spaces will need audio enhancement capability based on size, location or activity.

Teacher Equipment: Teachers should have a mobile 'multi-media work station' (computer, document reader, projection devise, printer, modem for wireless access to classroom computers).

Students Equipment: Some rooms will be designed predominantly for computer use. Others will be designed for multi-purpose activities and easy computer access. All classrooms will have wireless capability to allow for occasional lap top computer use.

Printing

DCPS is moving toward networked printing with the majority of computer printouts in centralized workrooms. Unless otherwise indicated all classrooms and offices will be networked as follows:

Central Workroom (print shop)
Academy Workrooms

Safety & Security

DCPS wants to maintain an inviting and de-institutionalized environment, while simultaneously providing a safe environment for students, staff, and community who use the facility and adjacent support services. The organization of a building will have a major impact on student behavior and safety concerns. Building security can be addressed in an active or a passive manner. Active security is based on security systems; passive security is based on program design, building configuration, and community participation. Schools should be based on passive concepts with applied active concepts where necessary.

Organizing a building into teams results in a number of changes which will reduce behavior problems. Since the greatest number of discipline problems in a school occurs when students switch classes and have to travel from one end of the building to the other, having students spend the majority of their day in one section of the building, reducing movement, will result in fewer discipline problems.

Building Layout

Avoid blind spots, corners, and cubby holes
Locate administrative and teacher preparation with good visual contact of major circulation areas (i.e., corridors, cafeteria, bus drop-off, parking)
Develop spatial relationships that are natural transitions from one location to another
Design toilets to balance the need for privacy with the ability to supervise
Locate areas likely to have significant community (after school) use close to parking and where these areas can be closed off from the rest of the building

Types of Building Materials

Use durable wall surfaces that are easy to clean so graffiti can be removed
Incorporate pitched roofs which inhibit roof entry and are aesthetically pleasing
Limit size of windows – use multiple smaller windows rather than one large window
Install non-slip floors at point of entry

Uses of Technology

Phones in every instructional and support area
Building-wide all-call designed to be heard throughout the school and on the play fields
Motion or infra-red detectors, which can also be configured to conserve lighting costs
Video cameras both inside and outside of the building
Key systems that track users

Vehicular and Pedestrian Traffic

Separate student (pedestrian) traffic flow

Landscaping, Play/Practice Fields, Site, and Lighting

Use high trees and low bushes (less than three feet high) to deter hiding
Use aesthetically pleasing fencing around perimeter of the building
Provide security lighting around building and parking lots with photocell timer with on/off
Locate athletic facilities away from building

Performance Criteria

All new and modernized schools will meet the following performance criteria for lighting, air quality, acoustics and Technology.

Lighting Quality: Improving natural and artificial lighting in classrooms

	DESIGN PARAMETERS	PARAMETER NOTES
1) Controlled Natural Lighting (Glazing)	10 - 12% of floor S.F.	LEED & Green Globe
2) Artificial Light	35-50 Foot-candles	IES

Environmental / Air Quality: Addressing temperature control, ventilation, air filtration, carbon dioxide levels, and HVAC background noise to ensure comfortable rooms.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Winter Temperature	68.5 to 75.5 degrees	EPA 2000 & ASHRAE 55-04
Summer Temperature	74 to 80 degrees	
2) Humidity	30 % to 60% relative humidity	EPA 2000 & ASHRAE 55-04
3) Air Changes	6-10 per hour	ASHRAE
4) Outdoor Air Ventilation	10CFM per person	Plus 0.12 per SF of area
5) Air Filtration	MERV 13	LEED
	MERV 6 to 8	ASHRAE 52.2-2007 &
		62.1-2007
6) Carbon Dioxide Levels	Below 700 PPM above	ASHRAE 62.1-2007
	outdoor air	
7) HVAC Background Noise Level	RC(N) Mark II level of 37	ASHRAE Handbook
		Chapter 47

Acoustics: Limiting reverberation and background noise and improving sound isolation.

	DESIGN PARAMETERS	PARAMETER NOTES
1) Reverberation	.6 per second	(ANSI S12.60-2002)
2) Background Noise	45 dBA	(LEED)
3) Sound Isolation (Varies)	STC 45 between Classrooms	

Technology: Providing data connections for online learning resources, AV equipment, closed-circuit televisions, and a sound system with emergency capabilities.

	DESIGN PARAMETERS PARAMETER NOTES
1) Data / Computer Drops	At Teacher and Student Computers at wireless access points for mobile cart
2) Audio / Video Equipment	
Projector linked to Teacher's PC	
Video Format Screen	
Digital DVD/VCR/Tuner	
Interactive Whitebaord	
Sound Reinforcement	Amplifier, microphone, speakers
3) Clock	Synchronized with Bell system
4) Sound System & Emergency Call-box	
Ceiling or Wall Speaker	Class change bells, emergency announcements
5) CCTV Camera	
Security, WebX conferencing, Distance Learning	

Energy and Environmental Design

There is interest in using the LEED certified school building as a teaching tool to teach environmental stewardship and awareness, while simultaneously providing an engaging environment for students, staff, and community who use the facility. The organization, understanding and use of a building will have a major impact on student and staff conservation behavior.

The sustainable design and green features of the building can be addressed in an active or a passive manner: active interaction is based on digital displays, educational features and curriculum integrated learning about environmental issues; passive interaction is based on the program design, building configuration, green building features, and energy efficient building automation.

Passive Concepts

1. Building Layout

- Concentrate daylight and views to the outside to areas of frequent human interaction (e.g. classrooms, cafeterias, media center, art rooms, music rooms) with passive solar design
- Avoid excessive window areas in corridors, lobbies, hallways with no gathering opportunities (design for less than 45% of wall area)
- Avoid skylights and use roof monitors with vertical glazing instead

2. Types of Building Materials

- Use durable wall surfaces that are easy to clean
- Design for cleanability with easy and safe access
- Incorporate light colored pitched roofs to prevent heat gain and leakage
- Install high performance walk-off mats at all points of entry
- Design with noise minimization in mind

3. Uses of Technology

- For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components.Digital display of buildings energy and water use at entrance and in cafeteria
- Website with environmental features of the school
- Use only vacancy sensors for classrooms, cafeteria etc. to turn off (not on) lighting
- Daylight sensors and dimming in larger areas (cafeteria, multi-purpose etc.)

4. Vehicular and Pedestrian Traffic

- Provide sufficient, covered and secures bicycle storage
- Provide bicycle lanes to building from all major access directions

5. Landscaping, Play/Practice Fields, Site, and Lighting

- Use native high trees and low bushes and ground covers and locate to provide shade to the building
- Non-intrusive lighting of all areas (not correctional-type lighting) according to the Light Pollution Credit in LEED-S with no lighting to leave property line

6. Green Curriculum

- Provide outdoor classroom
- Design interior with sense of buildings orientation to North – East – South - West

Active Concepts

1. Building Layout

- Provide signage to educate users about interior and exterior green building features throughout
- Provide signage for user behavior modification, e.g. DCPS policy for thermostat settings, reminders to turn equipment off when not in use
- Provide visitor map with floor plan for location and explanation of green building features

2. Types of Building Materials

- Provide view window to inside of wall constructions and mechanical room
- Provide materials with environmental massage in selective areas, e.g. 100% recycled post consumer plastic toilet compartments, wheatboard cabinets, or furniture made of wood harvested from school site, and explain with signage.

3. Uses of Technology

- For instructional and administrative purposes, the new school should have extensive technology systems. These same infrastructures and technology components can be used to enhance the perception of the buildings environmental components.
- Green morning announcement with update on energy and water use
- Student conducted energy audits
- School based resource conservation program with frequent feedback to users

4. Vehicular and Pedestrian Traffic

- Provide preferred parking for DCPS Green Fleet (for carpooling and fuel efficient vehicles)

5. Landscaping, Play/Practice Fields, Site, and Lighting

- Design for no-mow areas
- Design for student garden
- Provide solar or wind powered, off the grid site lighting as demonstration model for select areas

6. Green Curriculum

- LEED credit Schools as a Teaching Tool requires 10 hours of instruction per student, grade and school year on environmental issues related to the school building. The school buildings design should support this requirement wherever possible.

Space Requirements Summary

Base Required Space	Teaching Stations	Square Footage
Core Academic/Science	33	44,410
Special Education	10	11,600
Media Center	0	4,000
Visual Arts	1	4,200
Performing Arts	1	14,260
PE/Health	3	25,150
Administration Services	0	5,600
Health Suite	0	1,893
Pathway Centers	0	7,345
Student Dining & Food Service	0	9,750
STAY Classrooms and Administration		10,450
Engineering & Custodial Services	0	2,200
Building Support Areas [corridors, bathrooms, storage, stairwells, elevators]		50,000
Total		**190,858**
Construction Factor		.095
Gross Total		**208,987**

Site Requirements

Priority One	
Stadium Field	
Press Box [10 - 15 people in three sections]	600 SF
Concessions/Restrooms	900 SF
Exterior Grounds Equipment Storage [secure]	100 SF
Ticket Booth	60 SF
400 Meter Track - 200 Meter Straight	
Bleacher Seating for 1600 (Home 1,000/visitor 600)	
Long Jump & Triple on one side, Pole Vault Pit, Shot Put	
Multi-purpose field for football, soccer and lacrosse (if feasible)	
Parking (100 staff and 16 visitor)	
Priority Two	
Baseball Field	
Softball Field	

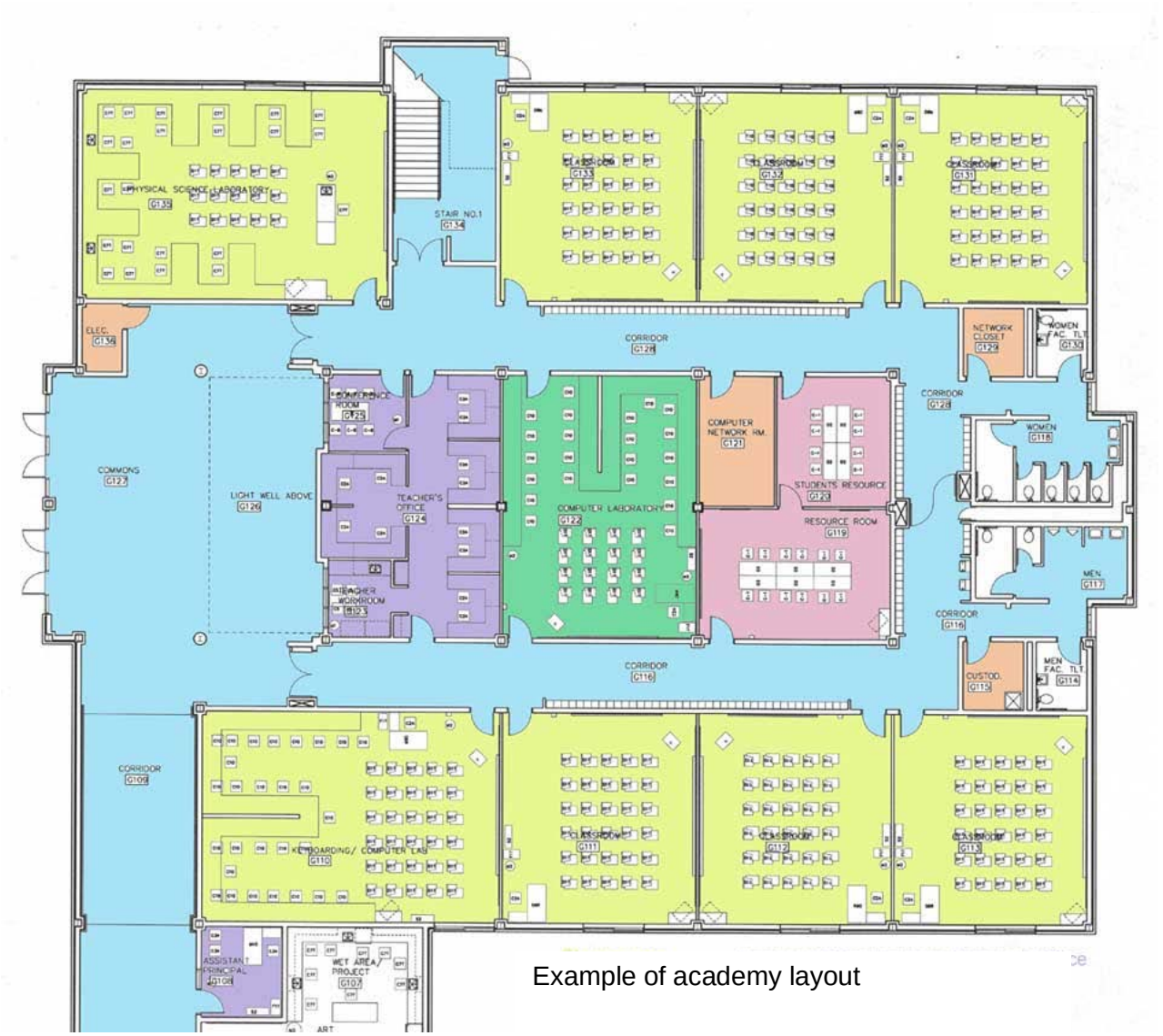
Space Requirements Summary

Pool	Teaching Stations	Square Footage
Pool (8 Lane 25 Yards)	1	As is
Support Space (office, mechanical, storage)	0	As is
Community Lockers/showers	0	As is

Core Academic Area Space Requirements

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Core Academic Classroom	23	800	18,400	
Collaborative/Project rooms	3	1000	2,700	One per academy
Science Lab	6	1300	7,800	
Science Prep	3	200	600	
Chemical/ department storage	1	varies	100	
Greenhouse	1	500	500	Accessible from hallway
Technology/business Labs	2	1,000	2,000	In the 9th grade and between upper grade academies
CTE Labs • Culinary Arts • TBD	2	6,000 2,000	6,000	
Alternative education classroom	1	600	600	
Decentralized Administration				
Reception Area	3	100	300	
Assistant Principal	3	120	360	
Student Support /Counselor Office	6	100	600	
Teacher Workroom	3	200	600	
Storage	4	100	400	Department (English, math, SS, For Lang)
Book Storage	1	500	500	
Conference Room	3	200	600	
Central workroom	1	500	500	
Total			43,960	

Specialty Rooms				Comments
	Qty.	S.F.	Total	
School Store	1	250	250	
Student Government Office	1	200	200	
Total			450	



Example of academy layout

Special Education

Space		Design Guideline		Comments
	Qty.	S.F.	Total	
Special Education Classrooms	7	800	5,600	Integrated into the academies
Special Education Resource rooms	4	400	1,600	
Special Education Support/Suite			0	Centrally located
Reception	1	150	150	
Office	2	150	300	
Conference room	1	250	250	
Testing/Speech	1	200	200	
Life Skills Lab	1	400	400	
Spectrum			0	
Classrooms	3	800	2,400	
Quiet Room	1	200	200	
Support/Suite			0	
Office	2	150	300	
Conference room	1	200	200	
Total			11,600	

Media Center Space Requirements

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Reading, Learning, Circulation & Computer area	1	3,000	3,000	
Office	1	150	150	
Workroom	1	350	350	
Equipment Storage	1	350	350	
Conference Rm.	1	150	150	
Total			**4,000**	

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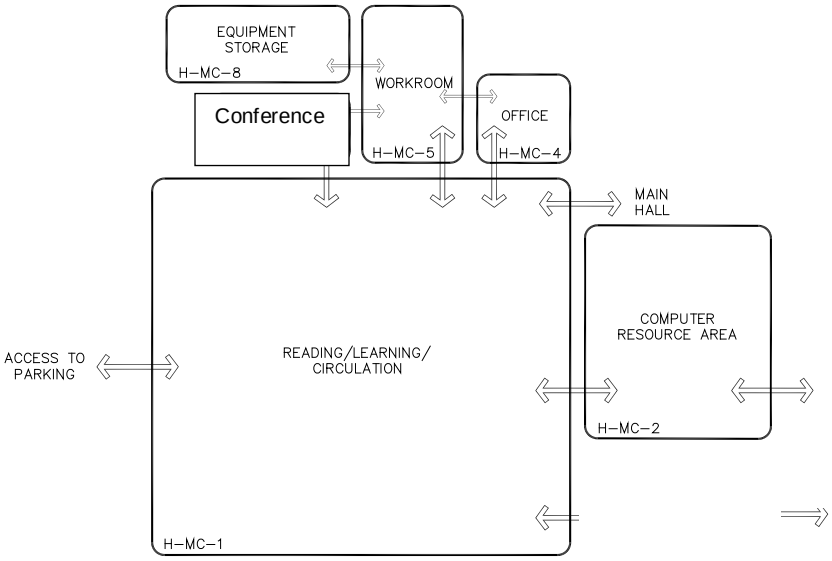


Visual Arts Space Requirements

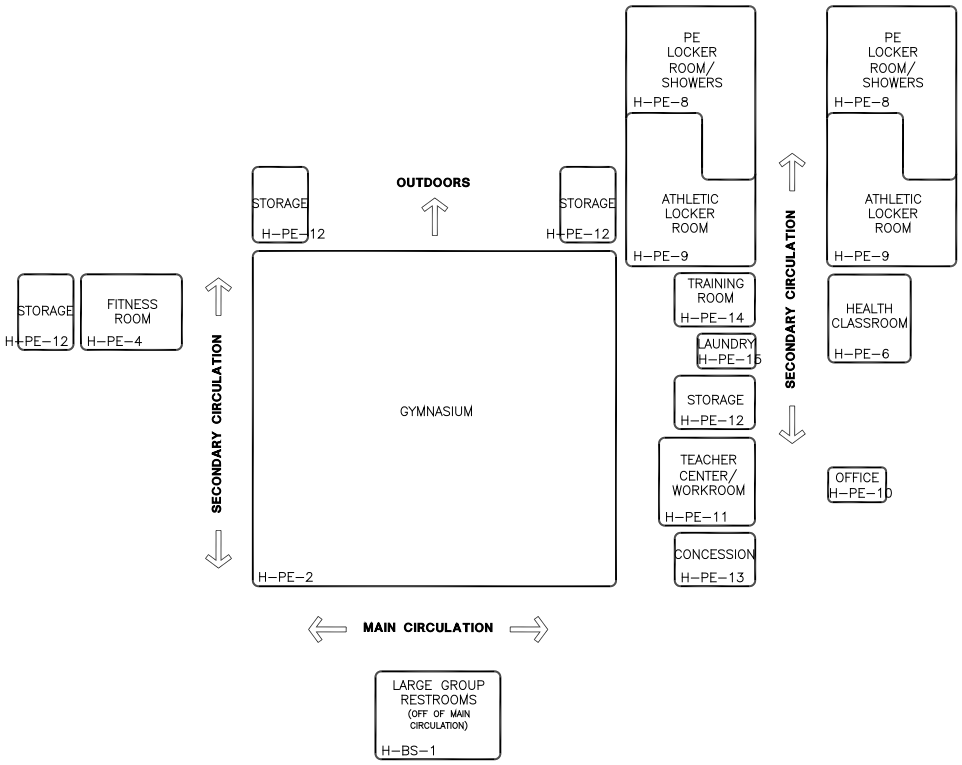
Space	Design Guideline			Comments
	Qty.	S.F.	Total	
3D/2D Studio	1	1,300	1,300	
Total			**4,200**	

Performing Arts Space Requirements

Space	Design Guideline			Comments
	Qty.	S.F.	Total	
Auditorium				
Lobby	1	700	700	Or as is
Auditorium (500 seats)	1	10 per person	5,000	Or as is
Auditorium Stage (inc. wing)	1	2,700	2,700	Or as is
Ticket Booth/Box Office	1	75	75	
Sound and Light Control Room	1	125	125	
Chair/Piano Storage	1	200	200	
Performance Support			0	
Scene Shop	1	900	900	
Costume/Prop Room	2	200	400	
Make-up/Dressing Room	2	300	600	
General Music			0	
Choral /keyboarding/ Instrumental	1	2,800	2800	
Uniform Storage	1	300	300	
Instrument Storage	1	300	300	
Practice Rooms	2	80	160	
Total			**14,260**	

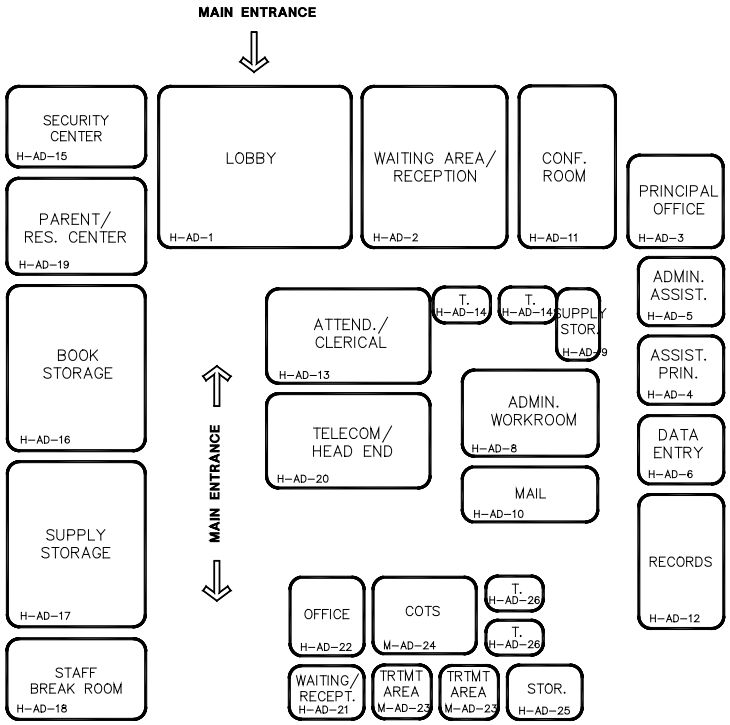
Physical Education Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Gymnasium	1	13,750	13,750	Or as is
Fitness Room	1	2,000	2,000	
Health Classroom	1	800	800	
PE Locker Room/Showers	2	1,600	3,200	Male and female
Athletic Locker Room	2	Varies	1,800	Male and female (Share showers w/ PE; Male can be larger due to equipment needs)
Dept. Office	1	200	200	
Workroom/coaches offices	1	900	900	
Storage	2-4	varies	1,700	
Concession	1	200	200	
Training Room	1	450	450	
Laundry	1	150	150	
Total			**25,150**	



Administration Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Lobbies	2	2,000	2,000	Main lobby/student entrance
Waiting Area/Reception	1	400	400	
Principal's Office	1	230	230	Includes toilet/shower
Conference Room	1	150	150	Adj. to principal
Administrative Assistant's Office	1	120	120	
Business Managers Office/vault	1	150	150	
Catalyst Office	1	175	175	
Administrative Workroom	1	300	300	
Administrative Supply Storage	1	75	75	
Mail Room	1	200	200	
Attendance Office/Registrar	1	250	250	
Records Storage	1	400	400	
Supply (General) Storage	1	450	450	
Staff Break Room	1	400	400	
Telecom/Head End Room(s)	1	300	300	
Total			**5,600**	



Health Suite Space Requirements

Space				Comments
	Qty.	S.F.	Total	
Health Suite			0	
Waiting Area/Reception	1	150	150	Shared
Office	1	125	125	
Treatment Area	1	150	150	
Cots	2	100	200	
Storage	1	50	50	
Toilet	1	64	64	
Health Clinic (School based clinic)			0	
Medical provider offices	2	150	300	
Med assistant cubicle	1	100	100	
Exam Rms.	3	80	240	
Lab	1	100	100	
Toilet	1	64	64	
Storage	2	varies	150	
Dental operatory	1	100	100	
Dental supplies	1	50	50	
Break area alcove	1	50	50	
Total			**1,893**	

The health suite should be designed so that all students enter the reception area. The school nurse and one of the medical provider offices should have visual control of this area. Students with appointments at the school clinic will check-in with the designated staff. All other 'drop-ins' will see the school nurse. These are two functions sharing a single access. The architect should work with the two health suite staffs.

Student privacy should be protected.

See staff for lab and dental requirements.

Career to College Readiness Center

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception and Work Area	1	200	200	
Offices	3	120	360	
Career Center	1	850	850	
Total			**2,315**	

Climate for Learning Center

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception and Work Area	1	200	200	
Offices/conference	3	120	360	
Teams	3	450	1350	
Total			**1,910**	

Transformation Center

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception and Work Area	1	200	200	
Offices	8	120	960	
Conference Rm	1	400	400	
Total			**1,560**	

Academic Pathways Center

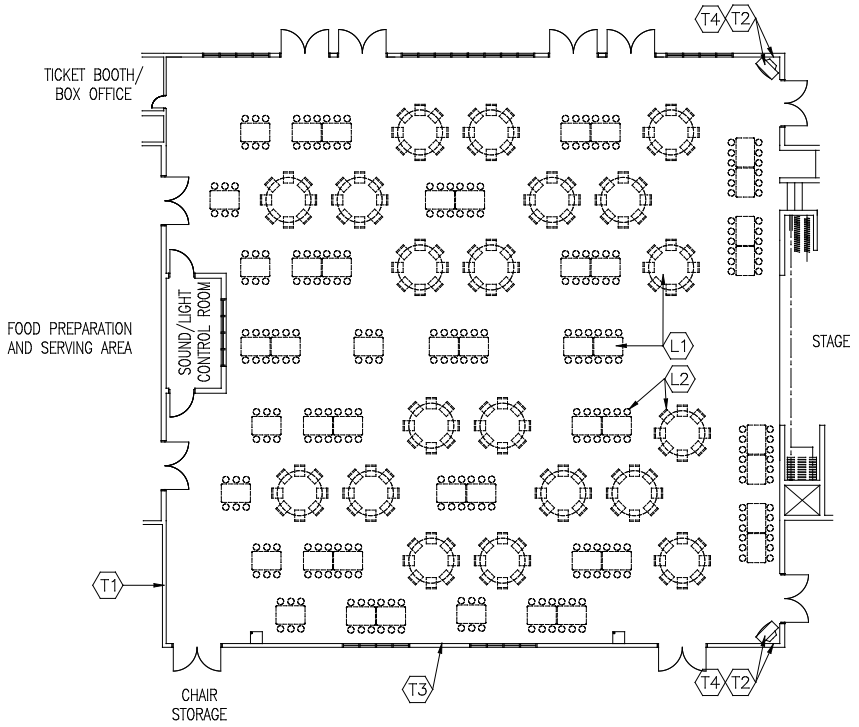
Space	Suggestions			Comments
	Qty.	S.F.	Total	
Reception and Work Area	1	200	200	
Offices	3	120	360	
Conference Rm	1	1000	1000	
Total			**1,560**	

Student Dining & Food Service Space Requirements

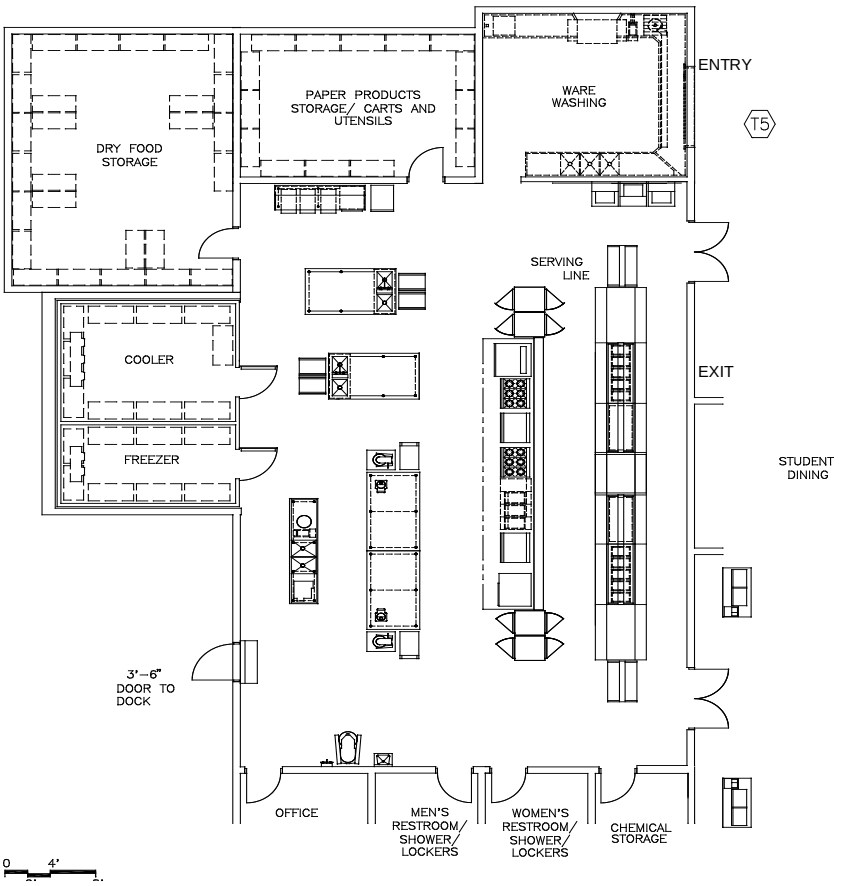
Space				Comments
	Qty.	S.F.	Total	
Cafeteria/Commons	1	4,500	4,500	
Serving Area	1	2,000	2,000	
Production Prep Area	1	400	400	
Food Storage	1	450	450	
Paper Products, Carts and Utensils Storage	1	150	150	
Ware Washing	1	250	250	
Freezer and Cooler	1	1200	1200	
Toilet/Shower/Lockers	1	150	150	
Cleaning Storage	1	100	100	
Chair Storage	1	450	450	
Office	1	100	100	
Total			**9,750**	

The dining area should include a combination of table seating, social gathering spots, and milling and may open onto the courtyard so that students can 'multi-task during the lunch hour.

Educational specification shows an abbreviated specification for the kitchen. The architect will work with the DCPS food services consultant to finalize design.



KITCHEN

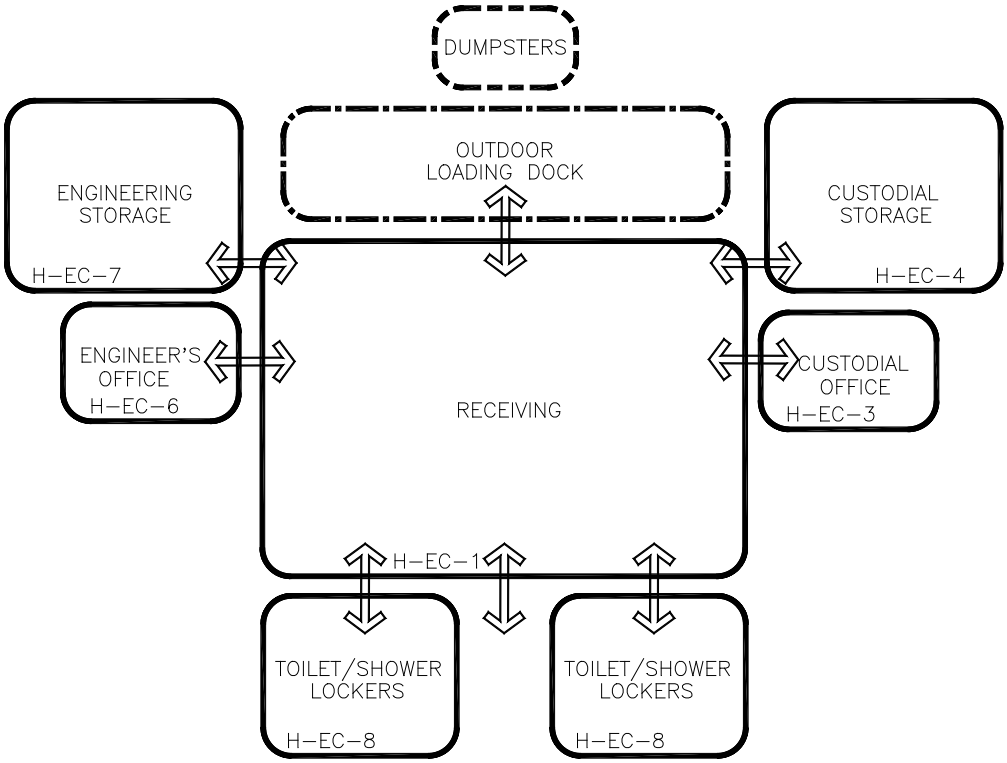

ENTRY
T5
PAPER PRODUCTS STORAGE/ CARTS AND UTENSILS
WARE WASHING
DRY FOOD STORAGE
SERVING LINE
COOLER
EXIT
FREEZER
STUDENT DINING
3'-6" DOOR TO DOCK
OFFICE
MEN'S RESTROOM/ SHOWER/ LOCKERS
WOMEN'S RESTROOM/ SHOWER/ LOCKERS
CHEMICAL STORAGE
0
4'

STAY Dedicated Space

Space				Comments
	Qty.	S.F.	Total	
Academic Classrooms	6	800	4,800	One science lab
Computer Lab	1	800	800	
Barbering Lab	1	1200	1,200	
Cosmetology Lab	1	1600	1,600	
Administration			0	
Welcome area	1	200	200	
Principal Office	1	150	150	
Student support services cubicles	7	100	700	
Conference room	1	300	300	
Teacher work room/lounge	1	400	400	
Storage	1	300	300	
Total			**10,450**	

Maintenance & Custodial Space Requirements

Space	Suggestions			Comments
	Qty.	S.F.	Total	
Receiving	1	600	600	
Custodial Shop	1	300	300	
Custodial Office	1	100	100	
Custodial Storage	1	300	300	
Engineering Shop	1	300	300	
Engineer's Office	1	100	100	
Engineering Storage	1	200	200	
Toilet/Shower/Lockers	2	150	300	
Total			2200	

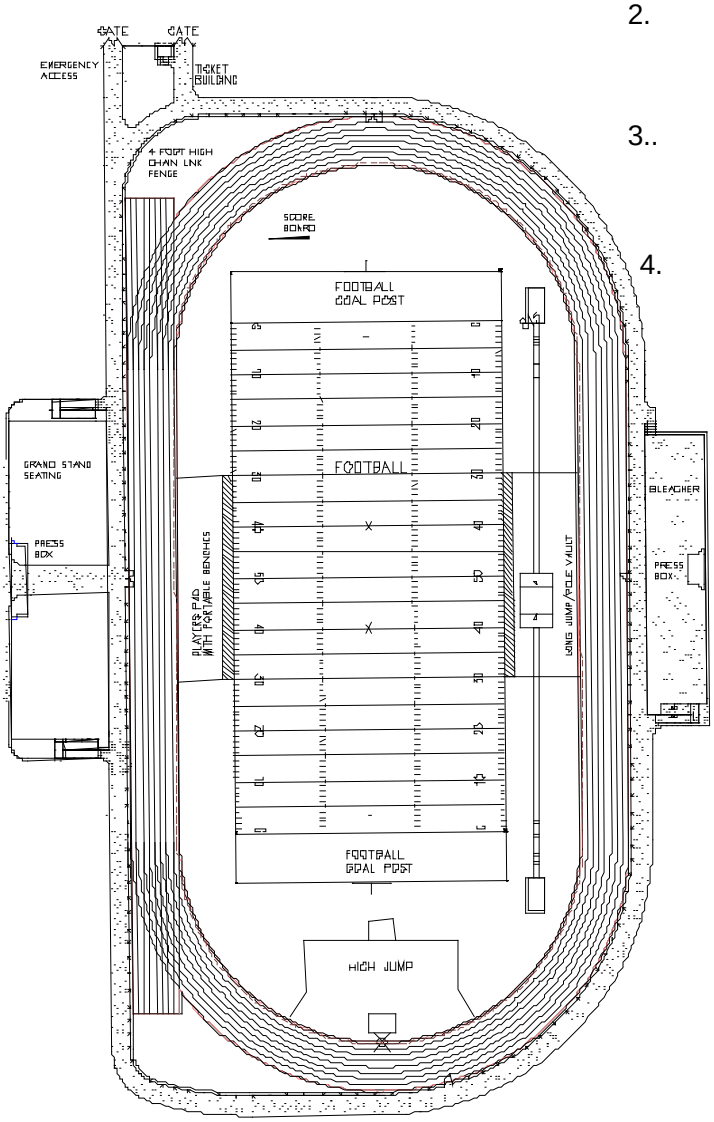


PHYSICAL EDUCATION FIELDS

1. Provide 6-lane track with center soccer/football field; field events; bleacher seating for 400, 3 basketball and 4 tennis courts as a minimum..

2. Provide grading of fields with 1 percent to 1-1/2 percent slope.

A. FOOTBALL FIELD



1. Provide 6- or 8-lane, 400-meter running track/football field in accordance with NCAA standards. See Figure E-1.

2. Design track radius to allow for a soccer or football field inside the track with player benches.

3.. Provide field events that include high jump, long/triple jump, discus, shot-put and pole vault.

4. Provide a 4-foot high chain link perimeter fence surrounding track with gates at center field and as needed for maintenance.

a. Include track equipment storage under bleachers – drive-in if feasible.

b. Archery range desirable.

RUNNING TRACK

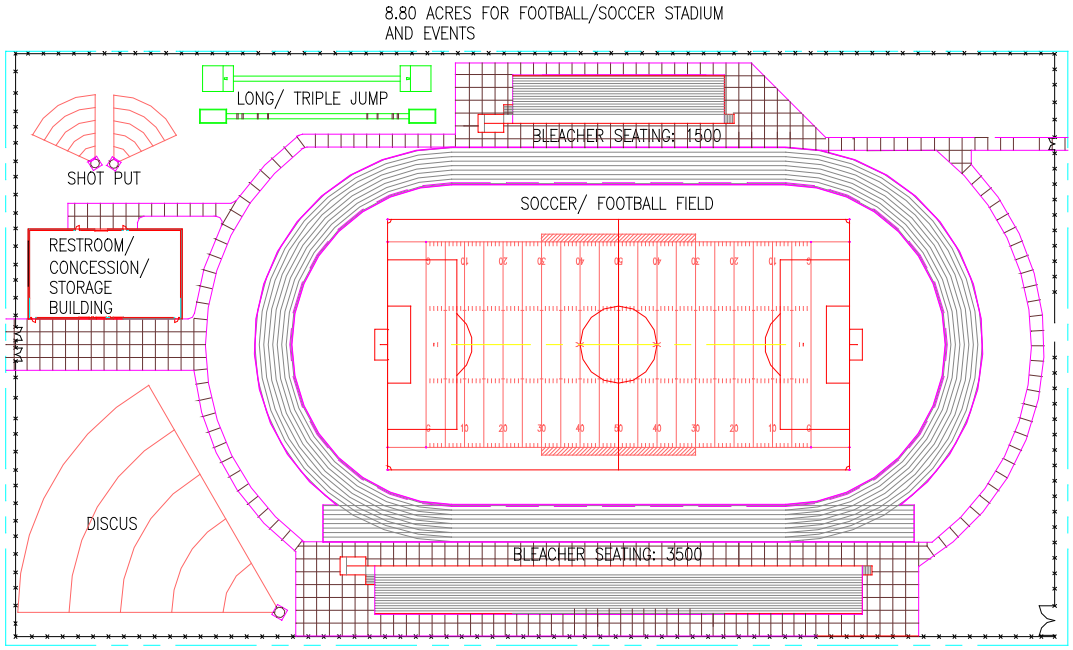
1. Provide 6- or 8-lane, 400-meter running track/football field in accordance with NCAA standards. See Figure E-1.

2. Design track radius to allow for a soccer or football field inside the track with player benches.

3. Provide field events that include high jump, long/triple jump, discus, shot-put and pole vault.

4. Provide a 4-foot high chain link perimeter fence surrounding the track with gates at center field and as needed for maintenance. Provide 8 foot high chain link fence around perimeter of stadium area with controlled entrance/exit. Locate gates for emergency access and maintenance.

5. Locate restroom/concession/storage building at one end of track for accessibility to visitor and home bleachers.



B. TENNIS COURTS

1. Provide be 36-foot wide by 78-foot long courts with a minimum of 21 feet behind each base line to the fence and a minimum of 12 feet from sideline to adjacent court or fence (see Figure F-1).

2. It is recommended to have no more than 3 courts side-by-side within a single fenced area.

3. Provide perimeter fence to be 10-foot to 12-foot high. Fence between adjacent banks of courts should be a minimum of 4-foot high.

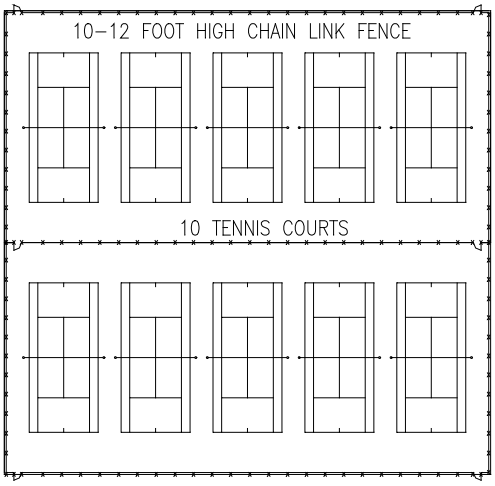
3. Provide windscreen on chain link fence for wind reduction and at ends of courts for increased ball visibility.

5. Backboards located on chain link fence at ends of courts for teaching are optional.

6. Modify spacing, depth of footings, and post size of fencing as required for additional wind load of future windscreen or backboard.

7. Recommended slope is 0.833 percent; maximum 1 percent.

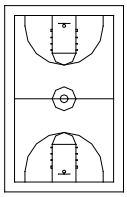
8. The direction of slope in order of preference: 1) side-to-side, 2) end-to-end, and 3) corner-to-corner.



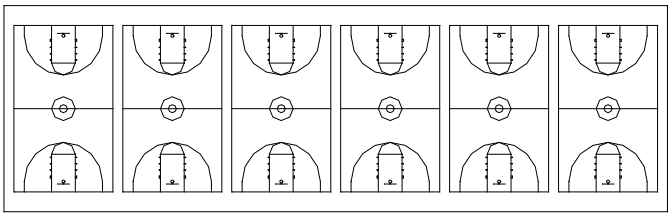
C. BASKETBALL

1. Provide 50 feet x 84 feet courts with 2 inch wide white striped lines on play pavement.

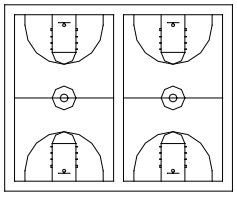
2. Courts in quantity of 1-2 have 5 feet pavement surrounding and between courts. Courts in quantity of 3 or more have 10 feet pavement beyond ends of court and 5 feet to sides or between courts.



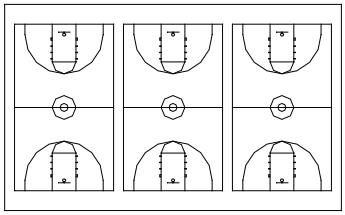
ONE COURT: 5640 S.F.



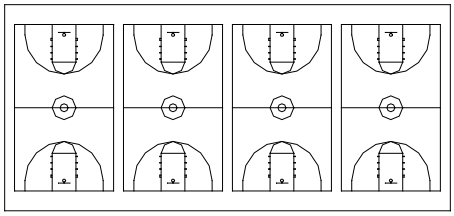
SIX COURTS: 34,840 S.F.



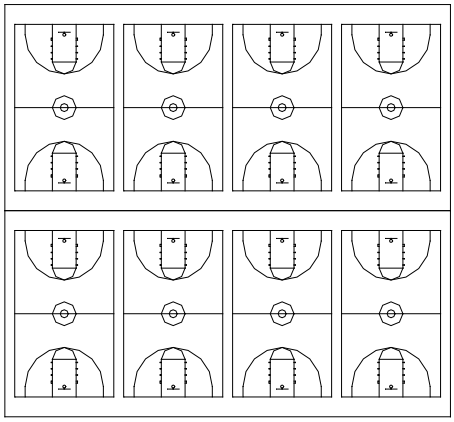
TWO COURTS: 10,810 S.F.



THREE COURTS: 17,680 S.F.

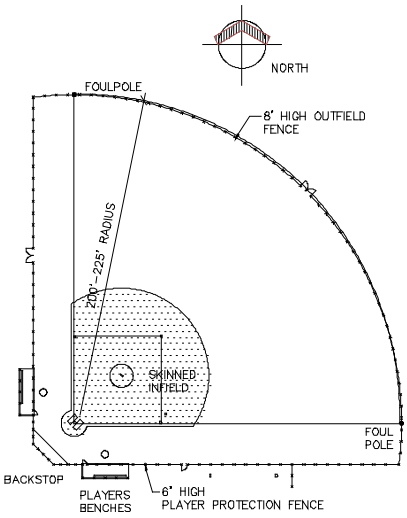


FOUR COURTS: 23,400 S.F.



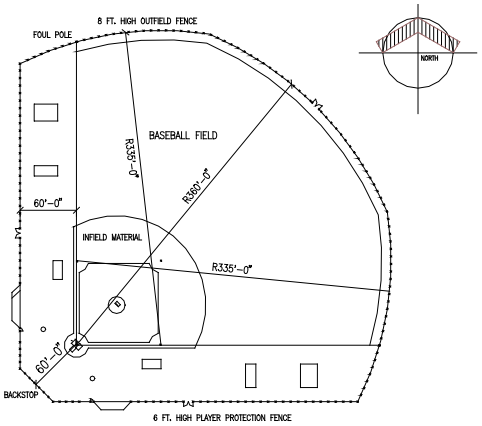
EIGHT COURTS: 46,800 S.F.

D. SOFTBALL FIELD (If feasible)



1. Provide softball field radius of 225 feet to 275 feet. See Figure B-1.
2. Provide infield area in compliance with the High School Athletic Association guidelines. See Figure B-1.
4. Provide a backstop having a 17-foot 6-inch overhang height; and a 10-foot high by 20-foot wide back panel with 10-foot wide side panels. Locate backstop a minimum of 25 feet and a maximum of 30 feet behind home plate.
4. Provide 6-foot high chain link player protection fence.
5. Consider 8-foot high chain link outfield fencing, foul poles, and top rail protective pad for competition fields.
6. Provide player benches, set back from side fence line.
7. Provide bleacher seating on home and visitor sides for competition fields only. Provide space for future bleachers at practice fields.

E. BASEBALL FIELD (if feasible)



1. Verify radius required based on program use of field. Estimate of area needed is based on 360 feet radius to center field and 335 feet to right and left outfield. See Figure D-1.
2. Provide infield area in compliance with High School Athletic Association guidelines. See Figure D-1.
3. Provide a 24-foot high backstop a minimum of 60 feet from home plate.
4. Provide a player protection fence that is 6-foot high chain link fence offset 60 feet from first and third base lines.
5. Consider outfield fencing 8-foot high chain link fence with foul poles and top rail protective pad between foul lines for competition fields.
6. Provide for player benches, set back from side fence line.
7. Provide bleacher seating on home and visitor sides for competition fields only.

Stadium Support Facilities

1) These areas shall be located centrally to all competitive athletic fields. Locate the ticket booth so that it creates a main gate area for the public attending outdoor competitive sporting events.

2) Restrooms (Home side: 2 @ 300 SF; Away side:)

- Restrooms (Male & Female) shall have steel, securable entrance doors.
- Ceilings shall be hard – no lay-in ceiling.
- Restroom partitions and fixtures shall be durable
- Forced ventilation shall be provided in restrooms.
- The restroom area floor surface shall be non-slip epoxy resin sloped to a floor drain. Note: Maintenance of the floor will include mopping so that the texture of the epoxy resin cannot be excessively rough.
- The restroom walls shall be block with epoxy paint.

3) Ticket Booth (60 SF)

- This will be an unsecured building when not in use
- The utility closet floor shall be sealed concrete.

4) Concessions Stand (600 SF)

- This building will be centrally located with window facing the home and visitors sides.
- The concession stand shall include serving windows and counters to accommodate up to four lines of customers.
- The concession stand shall be equipped with plumbing and electrical outlets for popcorn poppers, coffee makers, microwaves, ice machine, etc.
- The concessions stand floor shall be sealed concrete.

5) Storage (100 SF)

- The storage area shall have an overhead door plus a steel personnel door.
- The storage area shall include electrical outlets for lighting.
- The storage area shall include shelving for storage of small equipment
- The storage room shall be provided with sufficient ventilation.
- The storage area floor shall be sealed concrete.

7) Stadium Press Box (600 SF)

- This building shall be located on the home side at the football/soccer/track stadium.
- The press box shall be a minimum of 640 SF.
- The press box shall be totally enclosed with sufficient glazing to provide an unobstructed view of the entire tack and playing field area.
- The front windows of the press box shall be operable.
- A high desk counter shall be provided under the front press box windows.
- The press box shall be heated and air-conditioned.
- A P/A sound system shall be provided.
- An upper deck with safety railing on all sides shall be provided on the roof of the press box. Access to the upper deck shall be by stairs from inside the press box.
- Provide electrical power on press box upper deck for video recording equipment.
- Provide electrical wiring and control connections from the press box to the scoreboard location.

Attachment B

Form of Offer Letter

Attachment B

[Contractor's Letterhead]

[Insert Date]

District of Columbia Department of General Services
2000 14th Street, NW
Washington, D.C. 20009

Att'n: Mr. Brian J. Hanlon
Director

Reference: Request for Proposals
Design-Build Services – FY 2013 Phase 1 Classroom Modernizations

Dear Mr. Hanlon:

On behalf of [INSERT NAME OF BIDDER] (the "Offeror"), I am pleased to submit this proposal in response to the Department of General Services' Request for Proposals (the "RFP") to provide Architect/Engineering Services for Roosevelt High School. The Offeror has reviewed the RFP and the attachments thereto, any addenda thereto, and the proposed Form of Contract (collectively, the "Bid Documents") and has conducted such due diligence and analysis as the Offeror, in its sole judgment, has deemed necessary in order to submit its Proposal in response to the RFP. The Offeror's proposal, the Design Fees (as defined in paragraph A) and the Construction Administration Services Hourly Rates (as defined in paragraph B) are based on the Bid Documents as issued and assume no material alteration of the terms of the Bid Documents. (Collectively, the proposal, the Design Fee, and the Construction Administration Services Hourly Rates are referred to as the "Offeror's Bid".)

The Offeror's Bid is as follows:

A. The Design Fee is: $see attached spreadsheet

The Offeror acknowledges and understands that the Design Fee covers all of the Offeror's costs associated with the preparation of concept, schematic, design development and construction documents. A schedule of values is attached that allocates the Design Fee among the various design phases (i.e. concept, schematic, design development and construction documents).

B. Construction Administration Services: $see attached spreadsheet

The Offeror acknowledges and understands that the attached hourly rates are for construction administration services.

The Offeror's Bid is based on and subject to the following conditions:

1. The Offeror agrees to hold its proposal open for a period of at least sixty (60) days after the date of the bid.

2. Assuming the Offeror is selected by the Office and subject only to the changes requested in paragraph 5, the Offeror agrees to enter into a contract with the Office on the terms and conditions described in the Bid Documents within ten (10) days of the notice of the award.

3. Both the Offeror and the undersigned represent and warrant that the undersigned has the full legal authority to submit this bid form and bind the Offeror to the terms of the Offeror's Bid. The Offeror further represents and warrants that no further action or approval must be obtained by the Offeror in order to authorize the terms of the Offeror's Bid.

4. The Offeror and its principal team members hereby represent and warrant that they have not: (i) colluded with any other group or person that is submitting a proposal in response to the RFP in order to fix or set prices; (ii) acted in such a manner so as to discourage any other group or person from submitting a proposal in response to the RFP; or (iii) otherwise engaged in conduct that would violate applicable anti-trust law.

5. The Offeror's proposal is subject to the following requested changes to the Form of Contract: [INSERT REQUESTED CHANGES. OFFERORS ARE ADVISES THAT THE CHANGES SO IDENTIFIED SHOULD BE SPECIFIC SO AS TO PERMIT THE OFFICE TO EVALUATE THE IMPACT OF THE REQUESTED CHANGES IN ITS REVIEW PROCESS. GENERIC STATEMENTS, SUCH AS "A MUTUALLY ACCEPTABLE CONTRACT" ARE NOT ACCEPTABLE. OFFERORS ARE FURTHER ADVISED THAT THE OFFICE WILL CONSIDER THE REQUESTED CHANGES AS PART OF THE EVALUATION PROCESS.]

6. The Offeror hereby certifies that neither it nor any of its team members have entered into any agreement (written or oral) that would prohibit any contractor, subcontractor or subconsultant that is certified by the District of Columbia Office of Department of Small and Local Business Enterprises as a Local, Small, Resident Owned or Disadvantaged Business Enterprise (collectively, "LSDBE Certified Companies") from participating in the work if another company is awarded the contract.

7. This bid form and the Offeror's Bid are being submitted on behalf of [INSERT FULL LEGAL NAME, TYPE OF ORGANIZATION, AND STATE OF FORMATION FOR THE OFFEROR].

Sincerely,

By: _____
Name: _____
Its: _____

Schedule of Values Allocating Design Fee	**Total Design Fee**	**Allocation of Design Fee Among Design Phases**	**Allocation of Fee for Construction Documents among Bid Packages**
Total Design Fee			
Concept Design			
Schematic Design			
Design Development			
Construction Documents			
[INSERT DESCRIPTION OF CONSTRUCTION DOCUMENT BID PACKAGES]			
[INSERT DESCRIPTION OF CONSTRUCTION DOCUMENT BID PACKAGES]			
[INSERT DESCRIPTION OF CONSTRUCTION DOCUMENT BID PACKAGES]			
[INSERT DESCRIPTION OF CONSTRUCTION DOCUMENT BID PACKAGES]			
PLEASE COMPLETE THE SHADED CELLS			

Hourly Rates for Construction Administration Services	**Estimated Number of Hours**	**Hourly Rate**	**Total Cost**
Principal in Charge	150		0
Design Principal	150		0
Project Architect	2100		0
Staff Architect	2100		0
Senior Mechanical Engineer	750		0
Mechanical Engineer	1250		0
Senior Electrical Engineer	300		0
Electrical Engineer	900		0
Senior Structural Engineer	350		0
Structural Engineer	700		0
Other - please specify	0		0
	0		0
	0		0
	0		0
	0		0
Total Estimated Cost of CA Services			0
PLEASE COMPLETE THE SHADED CELLS			

Attachment C

Disclosure Statement

Attachment C

The Offeror and each of its principal team members, if any, must submit a statement that discloses any past or present business, familiar or personal relationship with any of the following individuals:

A. D.C. Department of General Services

Brian J. Hanlon	Director
Scott Burrell	Chief Operating Officer
JW Lanum	Associate Director, Contracts and Procurement Division
Camille Sabbakhan	General Counsel
Charles J. Brown, Jr.	Deputy General Counsel

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

_____
_____
_____
_____
_____

B. Leftwich & Ludaway

Thomas D. Bridenbaugh

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

_____
_____
_____
_____
_____

C. Brailsford & Dunlavey
McKissack & McKissack

Please identify any past or present business, familiar, or personal relationship in the space below. Use extra sheets if necessary.

_____
_____
_____
_____
_____

This is to certify that, to the best of my knowledge and belief and after making reasonable inquiry, the above represents a full and accurate disclosure of any past or present business, familiar, or personal relationship with any of the individuals listed above. The undersigned acknowledges and understands that this Disclosure Statement is being submitted to the False Claims Act and that failure to disclose a material relationship(s) may constitute sufficient grounds to disqualify the Offeror.

OFFEROR:

By: _____
Name: _____
Title: _____
Date: _____

Attachment D

Tax Affidavit

ATTACHMENT D

GOVERNMENT OF THE DISTRICT OF COLUMBIA

Office of the Chief Financial Officer

Office of Tax and Revenue

TAX CERTIFICATION AFFIDAVIT

THIS AFFIDAVIT IS TO BE COMPLETED ONLY BY THOSE WHO ARE REGISTERED TO CONDUCT BUSINESS IN THE DISTRICT OF COLUMBIA.

Date _____

Authorized Agent
Name of Organization/Entity
Business Address (include zip code)
Business Phone Number

Authorized Agent
Principal Officer Name and Title
Square and Lot Information
Federal Identification Number
Contract Number
Unemployment Insurance Account No.

I hereby authorize the District of Columbia, Office of the Chief Financial Officer, Office of Tax and Revenue to release my tax information to an authorized representative of the District of Columbia agency with which I am seeking to enter into a contractual relationship. I understand that the information released will be limited to whether or not I am in compliance with the District of Columbia tax laws and regulations solely for the purpose of determining my eligibility to enter into a contractual relationship with a District of Columbia agency. I further authorize that this consent be valid for one year from the date of this authorization.

I hereby certify that I am in compliance with the applicable tax filing and payment requirements of the District of Columbia. The Office of Tax and Revenue is hereby authorized to verify the above information with the appropriate government authorities.

Signature of Authorizing Agent _____ **Title** _____

The penalty for making false statement is a fine not to exceed $5,000.00, imprisonment for not more than 180 days, or both, as prescribed by D.C. Official Code §47-4106.