



**REQUEST FOR QUALIFICATIONS
of
ARCHITECTURAL AND ENGINEERING FIRMS
for
DEVELOPMENT OF DESIGN ALTERNATIVES
FOR THE PORTSMOUTH MIDDLE SCHOOL
RFQ #08-08**

**CONTINUE BELOW FOR THE COMPLETE REQUEST FOR QUALIFICATIONS
DOCUMENT.....**

INVITATION

The City of Portsmouth New Hampshire, with this Request for Qualifications, is soliciting Statements of Qualifications from qualified firms interested in providing architectural and engineering (A/E) services to develop design alternatives to meet the program needs of the Portsmouth Middle School.

Following review of the Statements of Qualifications, a "short list" of firms will be invited to participate in the Request for Proposal phase. The Request for Proposal will require a full explanation of the organi-

zation, specific roles of the design team participants, a response to the terms of a proposed Agreement, Scope of Work and proposed pricing.

PART 1 - PROCESS

1.1 RESPONSES

The Statement of Qualifications shall be submitted in such form and quantity and at the location as is provided in PART 2 SUBMITTAL. The response must be submitted no later than **1:30 p.m., September 27, 2007** to:

City of Portsmouth
Purchasing Department
1 Junkins Avenue
Portsmouth NH 03801

1.2 PROJECT DESCRIPTION

The City of Portsmouth seeks design alternatives to meet the program needs of the Portsmouth Middle School. The Middle School is presently housed in a 100,000 square foot brick building constructed in 1930, and located on a 5.75 acre site on Parrott Avenue. The current structure does not meet present program needs and requires significant improvements.

The Portsmouth School Board is responsible for selecting the site of the Portsmouth Middle School. The Portsmouth City Council is responsible for funding construction. A preliminary review by the School Board narrowed sites for the Middle School to the present site at Parrott Avenue. Presently, the City would like to evaluate design alternatives for meeting the Middle School's program needs on Parrott Avenue.

Due to limitations on the existing site, design alternatives may include options which involve expansion on to adjoining parcel(s). **Attachment 1** is an aerial photo showing the current location of the Middle School. **Attachment 2** shows some of the nearby areas which may be considered as part of the development of creative urban planning/ design alternatives (may also include street realignments).

1.3 SCHEDULE

The current Schedule is as follows:

- 08/15/07 Advertise RFQ for Middle School Design Teams.
- 09/7/ 07 End of question period for RFQ
- 09/14/ 07 Addendum issued if required
- 09/27/07 Submittal deadline for Statements of Qualifications.**
- 10/15/07 Create shortlist and proceed with RFP

1.4 BUILDING PROGRAM

The Portsmouth Middle School Educational Narrative describing the program needs is found at **Attachment 3**. For additional information, please see the Middle School dialogue database at www.cityofportsmouth.com/school/middleschooldesign/2.pdf

The Project Goals for the new Middle School are to:

- A. Support grades six, seven and eight;
- B. Meet the Educational Narrative;
- C. Improve operational efficiency;
- D. Develop a sense of place;
- E. Provide for sufficient athletic fields (which may require other sites to be considered for at least some of this function); and
- F. Address parking, student drop off, pedestrian/bus safety.

1.5 PROJECT PARTICIPANTS

The Architect's primary interface will be with the City's Project Management Team which will act as a representative for the Owner.

1.6 SUSTAINABLE BUILDING

The City is committed to sustainable building practices, and will require certification of the completed Project in the US Green Building Council's (USGBC) Leadership in Energy and Environmental Design.

1.7 CRITERIA FOR SELECTION.

The purpose of this process, as previously stated, is to identify highly qualified firms (or team of firms) capable of providing the described services. Once identified, these firms will then be invited to respond to a Request for Proposals.

Qualifications will be reviewed and evaluated by project management staff and consultants, and short-listed by the Owner. The following criteria, among others, will be used in the evaluation of qualifications:

- A. Prior design service experience with renovation of historic buildings.
- B. Prior design service experience with projects of similar scale and complexity.
- C. Prior experience with public-sector clients and processes for projects of similar type (educational facilities).
- D. Clear understanding of the functional and operational aspects of middle schools and their role in society.
- E. Professional qualifications of individuals assigned to the Project.
- F. History of effective schedule and budget management for projects of similar scale and complexity.
- G. Use of methods that creatively engage all stakeholders in the design process.
- H. Experience developing an energy efficient and healthy building through adherence to the LEED certification requirements.
- I. Design philosophy and approach to design in general, especially including urban design.

PART 2 - SUBMITTAL

2.1 SUBMITTAL PACKAGE

- A. In total, twelve (12) copies of the Submittals, including attachments, are required. Eleven (11) of the copies shall be spirally bound (or other semi-permanent binding method). One (1) copy should be clipped together to facilitate document reproduction if necessary.
- B. Pages shall be no larger than letter-size (8 1/2 x 11 inches) or, if folded to that dimension, twice letter size (11 by 17 inches). It is acceptable to produce the Submittal on both sides of the paper in the eleven (11) bound documents.
- C. Complete all three SECTIONS as described in 2.3 STATEMENT OF QUALIFICATIONS below. In the eleven (11) bound copies, SECTIONS I through III below shall be separated by a tabbed divider followed by a section cover page. In the unbound copy, do not insert dividers.
- D. The box in which the Submittals are delivered must be clearly labeled on the outside with the Respondent's name and the project identification as follows:
"Statement of Qualifications of Architectural and Engineering Firms for Development of Design Alternatives for the Portsmouth Middle School- RFQ#08-08".
- E. Submittals shall be delivered to the following addressee at or before **1:30 p.m. September 27, 2007**:

City of Portsmouth
Purchasing Department
1 Junkins Avenue
Portsmouth NH 03801

2.2 SUBMITTAL FORMAT

- A. OUTSIDE COVER AND FIRST PAGE shall contain:
 - 1. The Title: "Statement of Qualifications for Architectural and Engineering Services For Development of Design Alternatives for the Portsmouth Middle School, RFQ #08-08"
 - 2. the name and address of the Respondent, and
 - 3. the Submittal date.
- B. TABLE OF CONTENTS: Include a table of contents.
- C. TRANSMITTAL LETTER: Include a short (one to three page) *Transmittal Letter*.
 - 1. The Transmittal Letter will include:
 - a. A Summary of why the Respondent believes itself to be the most qualified.
 - b. A statement indicating that to the best of the Respondent's abilities, all information contained in the RFQ submittal is complete and accurate.
 - c. A statement granting the City and its representatives authorization to contact any previous client of the Respondent (or a Respondent's Team Member) for purposes

of ascertaining an independent evaluation of the Respondent's or a Respondent's Team member's performance.

2. At least one copy of the transmittal letter must have the original signature of an officer of each principal firm that comprises the Respondent (not a sub-consultant).

2.3 STATEMENT OF QUALIFICATIONS

Include a complete narrative description of the Respondent's firm (or firms if the Respondent is comprised of a team of firms) listed in 3 Sections as follows. Information should include:

A. SECTION I - Description of the Respondent(s)

1. The Respondent's areas of architectural specialization;
2. The Respondent's ability to provide other non-architectural services (i.e., interior design, engineering capabilities);
3. Total number of professionals organized by seniority (i.e., 75 professionals 25 of whom have 20 or more years with the firm, 35 that have 10 or more years with the firm ...);
4. Internal resources (i.e., accounting , legal, survey, engineering, support staff)
5. Firm history;
6. Honors and awards;
7. Location of home and branch offices;
8. Location of office that could carry out this project;
9. Names of the principal officers of the firm;
10. Type of organization: Individual or sole proprietorship, professional corporation, partnership, joint venture, etc.; and
11. Identification of the major consultants if known.
12. Organization Chart

Include a simple organization chart showing how the Respondent, if selected as the Architect, would organize its personnel for the project.

13. Key Professionals

Identify the key members of your team (principal firms only) that would be involved in the project and describe their area of expertise and what role they will perform in the Architect's Team.

14. Resumes

Provide resumes of any person identified as a key professional. The resumes should contain the following:

- a. Name.
- b. Professional registrations, including New Hampshire
- c. Educational background.
- d. Employment history.
- e. Proposed role in the Project.
- f. An identification of other relevant projects in which the person has been involved and a name/phone number of a representative of any project cited that can be contacted for a reference.

15. Other information you believe to be relevant.

16. Respondent Contact Information

Provide the following information about the person who is designated to be the Respondent's key contact with the City:

- a. Name.
- b. Title.
- c. Firm.
- d. Address
- e. Office phone number.
- f. Facsimile number.
- g. E-Mail address.

B. SECTION II - Narrative

1. Provide a brief statement describing your school design philosophy.
2. Provide a brief statement describing your view of the role of Middle School education and how that might be reflected architecturally.
3. Describe your experience with renovation of historic buildings.
4. Provide a brief statement describing what you perceive to be the major challenges and opportunities of designing this project.
5. Briefly describe how you intend to develop and evaluate design alternatives.
6. Briefly provide a summary of your experience in general with Middle Schools with grades 6, 7 and 8, and public contract and code requirements.

C. SECTION III – Relevant Experience of the Respondent

1. Please list no more than six relevant projects which best exemplify your qualifications for this Project, including but not limited to experience with Middle School Design, LEED certified projects and renovation of historic schools or other public buildings.
2. For each project identified in SECTION III, prepare a Project Summary table organized in the following manner:
 - a. Name of project.
 - b. Building Type and size.
 - c. Project location.
 - d. Date of opening.
 - e. Total project cost.
 - f. Design awards including LEED Certification.
 - g. Written Project description with three exterior photos or renderings.
 - h. Delivery method.
 - i. A statement acknowledging if the project was completed on time and on budget.
 - j. Describe the services your firm provided including the Respondent's Team Members who were actually involved in the project and their role; and who the key entities were in the development process.
 - k. Contact information for the primary Client contact person or project manager.

PART 3 - ANTICIPATED ARCHITECT/ENGINEER SCOPE OF SERVICES in RFP:

- A. The City intends to provide those firms shortlisted as part of the RFQ #08-08 with updated program information as part of the Request for Proposals phase.
- B. It is anticipated that the City will seek the following services in the Request for Proposals from those firms short-listed based on Qualifications submitted in response to RFQ #08-08:
 - 1. Preliminary schematic architectural and engineering services sufficient to develop design alternatives for evaluation by the City and the public.
 - 2. Review Database at www.cityofportsmouth.com/school/middleschooldesign/2.pdf and work with City School Department staff to incorporate it into the Building Program.
 - 3. Coordinate and manage project progress and procedures.
 - 4. Oversee all tasks undertaken by consultants, including a survey, soil exploration, borings and related civil work.
 - 5. Review Codes, City requirements, Ordinances, etc.
 - 6. Prepare schedules and sequencing of site approval process.
 - 7. Prepare pre-schematic design information sufficient in detail to comply with requirements of governing regulations.
 - 8. Prepare and present visuals for School Board, neighborhood/City meetings and hearings.
 - 9. Provide an estimate of probable construction cost.
 - 10. Services in two phases, working with a Construction Manager retained by the City.

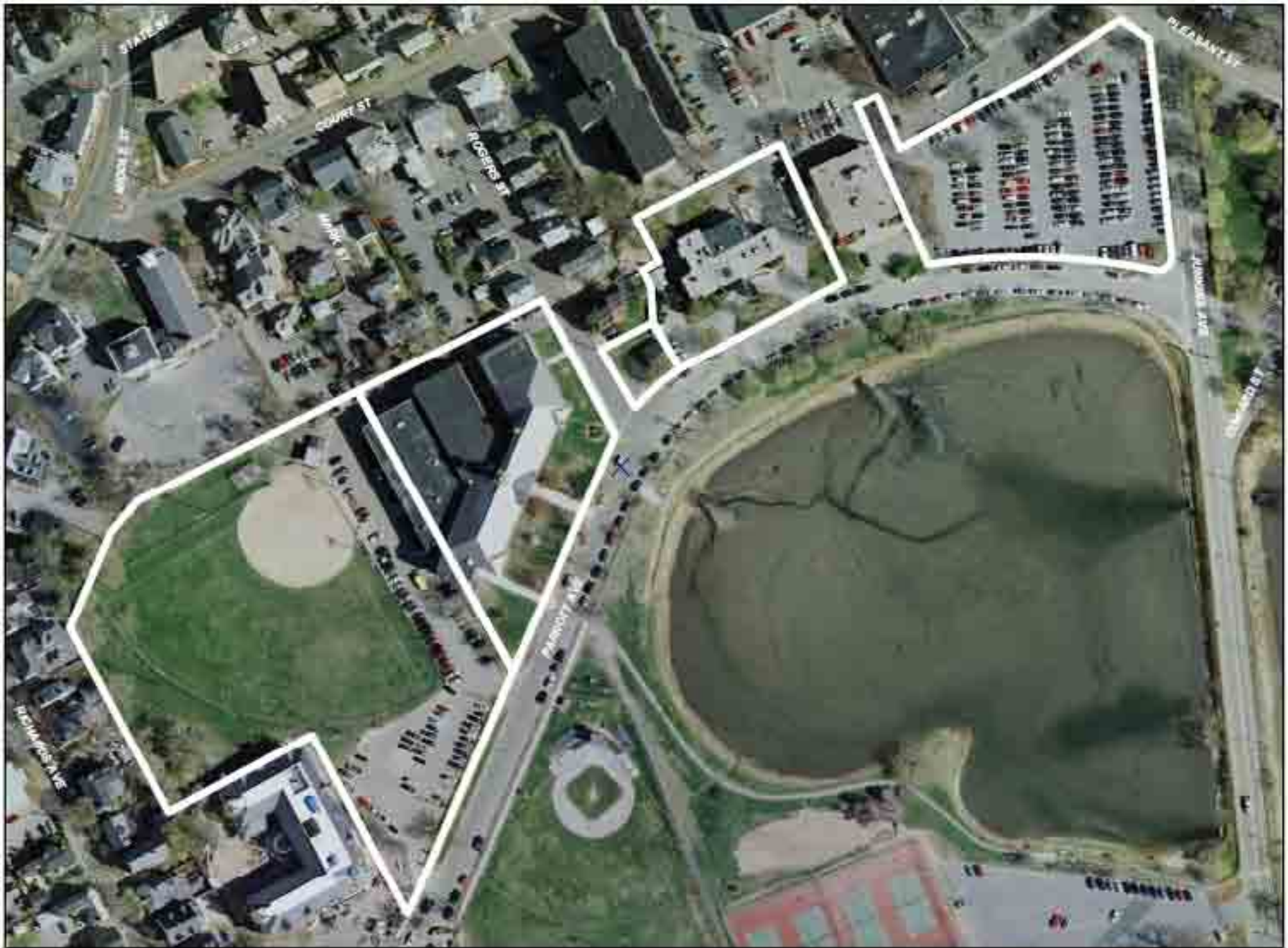
PART 4 - RESERVATION OF RIGHTS AND ADDITIONAL INFORMATION.

- A. The City reserves the right to:
 - 1) investigate and evaluate the qualifications submitted;
 - 2) waive any irregularities in the statement of qualifications;
 - 3) reject any or all firms submitting qualifications, should it be deemed in the City's best interest to do so.
- B. Firms may be asked to submit releases as part of the investigation and review of qualifications. Failure to provide a release if requested will result in disqualification.
- C. An RFQ pre-submittal conference will *not* be held. The City welcomes any questions regarding this solicitation. Questions should be addressed to Dan Hartrey, Facilities Project Manager, at djhartrey@ch.cityofportsmouth.com or fax (603 427-1593).
- D. A response in the form of an addendum will be made to all written questions received by September 7, 2007 at 4:30 p.m. The addendum will be posted on the City's website by September 14, 2007.

END OF RFQ #08-08



**EXISTING MIDDLE
SCHOOL LOCATION**



ATTACHMENT 3

PORTSMOUTH MIDDLE SCHOOL EDUCATIONAL NARRATIVE

These bullets summarize the narrative that was developed from the work of the Middle School Facilities Committee and faculty and staff of Portsmouth Middle School. The timeline was October 2003 to June 2004. The educational narrative is driven by the needs of the programs offered to grades six, seven, eight at Portsmouth Middle School.

- Teams of teachers and students are the heart of a Middle School.
- Each grade at the Middle School is organized into two teaming teams. A team has five teachers who work with approximately 100 students.
- Each team has a teacher who is a specialist in the adaptation of instruction to the learning needs of individual students.
- Teaching teams meet during the school day to plan instruction collaboratively and to discuss the progress of each student.
- Having a “team space” or area especially for the team and its teachers helps to build a community of learners.
- Team planning areas in each cluster of rooms are necessary for parent conferences and team planning.
- Flexibility in the classroom space, such as tables and chairs that can be moved easily depending on the activity is a necessary component.
- Each team cluster needs bathroom facilities, space for student storage (lockers or cubbies) and common space for team meetings.
- Adolescent development requires large spaces for movement and educational activities.
- Students try harder and achieve at a higher level if they feel their teacher is interested and supportive, and that they belong to a group of peers and adults that encourages them to succeed and provides help when it is needed [Turning Points 2000].
- Belonging within a supportive web of relationships motives young adolescents to make the effort and to take the intellectual risks that produce high level learning [Turning Points 2000].
- Adolescents is a time of exploration, therefore, unified arts are critical at this age. These would include art, computer education, music, family and consumer science, international language, physical education, health, and technology education.
- The media center/library needs to be the focal point of the facility, so students, teachers and staff can have easy access to library programs and electronic networks that support the educational program.
- The very successful band/choral programs, with over half the student body participating, requires large spaces for instruction.
- An auditorium is needed to accommodate the entire student body and staff for assemblies, concerts, and drama productions.
- A gymnasium that supports the ever increasing athletic and physical education programs is required.
- A cafeteria must support adolescent development and their nutritional needs.
- Adequate space is required for the developmentally disabled and emotionally handicapped programs.
- Additional space requirements for: administration, guidance, nurse, school supply and custodial needs.