

Request for Proposal  
Shoshone-Paiute Tribe of Duck Valley  
**School Project**

**Introduction**

The Shoshone-Paiute Tribes of Duck Valley Reservation (Tribe) is in the process of developing a new school on its tribal lands near Owyhee, Nevada in partnership with the Elko County School District and Bureau of Indian Affairs. The school project is approximately one mile north of Owyhee, approximately 99 miles north of Elko, Nevada on Nevada State Route 225 and approximately 90 miles south of Mountain Home, Idaho on Idaho State Route 51.

**Project Description**

The school project will be located on one of two parcels owned by the Tribe:

- 1) A parcel east of the Shoshone-Paiute Tribes Fire Station accessed from SR 225 via the fire station access road, or
- 2) A parcel southeast of Our Grocery Store accessed from SR 225 via the east-west road south of the store area.



The facility description for the school grounds would be identical regardless of the location. However, site preparation for the first location (past the fire station) would involve relocation or piping of an existing agricultural irrigation channel plus development of a stormwater diversion east of the school facility.

The school building, designed to serve 400 students and 60 faculty, will be a two-story building with 117,400 square feet per story. The building will have a neutral color scheme that includes colors from the surrounding landscape. It will be accompanied by external facilities including:

A 57,000 square foot parking lot,  
A 60,000 square foot outdoor track and athletic field equipped with bleachers,  
A 80,000 square foot outdoor playground area, and  
A 2,000 square foot stand-alone maintenance building.

The maintenance building will include fuel and lubricant storage for use by school buses and school maintenance equipment.

The entire 15-acre school grounds, including the outdoor areas, will be enclosed by gated a perimeter fence (four to six feet high) and accessed via a paved driveway extending from the access roads that lead to the school area from SR 225.

The utilities utilized by the school will be:

- Electrical power supplied by Raft River Electric by tapping into the community transmission line (277v/480v, 2,500 amps) and potentially supplemented by on-site solar panels,
- Exterior areas including the school building exterior, parking lot, track and athletic field, and maintenance building will be equipped with downward oriented LED lighting installed no more than 40 feet above ground surface,
- Potable water supplied by the Owyhee drinking water system,
- Septic service provided by a connection to the Owyhee septic system or by an on-site septic tank and leach field,
- Trash and solid waste will be removed to the community landfill, and
- Internet and communication services provided by Century Link or Lumen

No fixed plant combustion equipment (e.g., boilers, incinerators, generators) are planned for the school facility.

Initial designs for the school are being developed by Design West Architects in partnership with the Elko County School District that will manage the facility construction. Upon review and approval by the project partners, the initial design will be finalized in a for-construction design. The Tribe will conduct the initial earthwork required to prepare the ground for construction.

Initial site preparation will include leveling and development of stormwater controls using graders and dozers. Facility construction will utilize excavators, dump trucks, dozers, cement mixers, cranes, forklifts and man-lifts to assist construction personnel.

Following construction, the facility will be landscaped and pedestrian sidewalks constructed to allow for access between the school facilities.

School facilities will be utilized by students and faculty plus the public for after-school functions. The average occupancy of the school facilities will be 10 hours per day with approximately 200 vehicles accessing the facility daily, consisting of community personal vehicles plus school buses and delivery trucks.

### **Pre-Development and Permitting**

As a project on Tribal land, the school development and construction require National Environmental Policy Act (NEPA) permitting through the Bureau of Indian Affairs (BIA).

Topographic surveys for both potential parcels have been conducted by the Tribe to act as the facility base map. In addition to the topographic base map, the following ground surveys will be required:

- 1) A wildlife survey to identify the presence of any special status species as determined by the BIA,
- 2) A vegetation survey to identify the presence of any special status species as determined by the BIA, and
- 3) A Class III cultural survey.

These field survey results will be combined to prepare desktop assessments for:

- a. Locations and designs stormwater controls and diversions,
- b. Site soils based on the vegetation survey and Soil Conservation Service mapping of soil types in the area.
- c. Site geology and paleontological potential based on regional geologic data and mapping,
- d. A description of the site ecosystem based on results of the wildlife and vegetation surveys,
- e. A description of potential dust emissions from the school project, primarily associated with construction activities,
- f. An assessment of school project effects on lighting and visual resources given its incorporation into a developed town,
- g. An assessment of school project noise effects during construction and utilization of the school,
- h. An estimate of electrical power consumption by the school and its associated greenhouse gas emissions, and
- i. An assessment of traffic-related risks and controls (e.g., speed limits).

The ground surveys and desktop assessments should be completed for both of the potential school facility parcels, though only one of the parcels will be select by the Tribe and proposed to the BIA for permitting.

Ground survey information and desktop assessments will be combined with the initial facility design information for the required NEPA permitting process. This information will be utilized to complete the BIA Categorical Exclusion Exception Review (CEER) Checklist for submittal to the BIA for its review and decision. If the BIA determines that the project can be permitted under NEPA as a Categorical Exclusion, the BIA will issue that decision accordingly. If the BIA determines that a Categorical Exclusion can not be utilized, NEPA will proceed through development of an Environmental Assessment (EA). The EA would be prepared for BIA review and acceptance, and project permitting under NEPA would involve a BIA Decision for the project.

## Scope of Work

The Tribe requests bidders prepare a scope description, schedule and cost estimate for the following tasks, separated into two phases:

- I. Phase 1 – Pre-development
  - a. Field Surveys
    - i. Wildlife survey and report submittal
    - ii. Vegetation survey and report submittal
    - iii. Class III cultural survey and report submittal
  - b. Desktop Assessments
    - i. Location and design of stormwater controls and diversions
    - ii. Site soil types
    - iii. Site geology and paleontology potential
    - iv. Ecosystem description
    - v. Potential for dust emission
    - vi. Visual assessment
    - vii. Noise assessment
    - viii. Assessment of facility lighting as proposed
    - ix. Electrical power consumption and greenhouse gas emission estimate
    - x. Assessment of traffic risks and controls
  - c. Complete BIA CEER Checklist
- II. Phase 2 – Environmental Assessment (if required)
  - a. Develop School Project description document for submittal to the BIA to inform their initial scoping
  - b. Develop a Draft Environmental Assessment (assuming the following resources)
    - i. Geology and paleontology
    - ii. Air quality (dust emissions)
    - iii. Climate change (green-house gas emissions from energy consumption)
    - iv. Soils
    - v. Vegetation
    - vi. Wildlife
    - vii. Land use
    - viii. Noise
    - ix. Visual effects
    - x. Cultural resources
    - xi. Transportation and access
    - xii. Water resources (stormwater control and diversion)
    - xiii. Socioeconomics
    - xiv. Environmental justice
  - c. Respond to comments on the Draft Environmental Assessment
    - i. Revisions from BIA review
    - ii. Public comments (assume 25 public comment letters)
  - d. Develop a Final Environmental Assessment

The Tribe requests that bidders prepare a description of the work activities and deliverables associated with both Phase 1 and Phase 2. The description should include identification and resumes of key personnel involved in the work activities and deliverables. A cost estimate and schedule for completion

of the work activities and deliverables should be included following the task descriptions. The cost and schedule should utilize the assumptions provided in this RFP or should supply alternative assumptions for the Tribe's consideration.