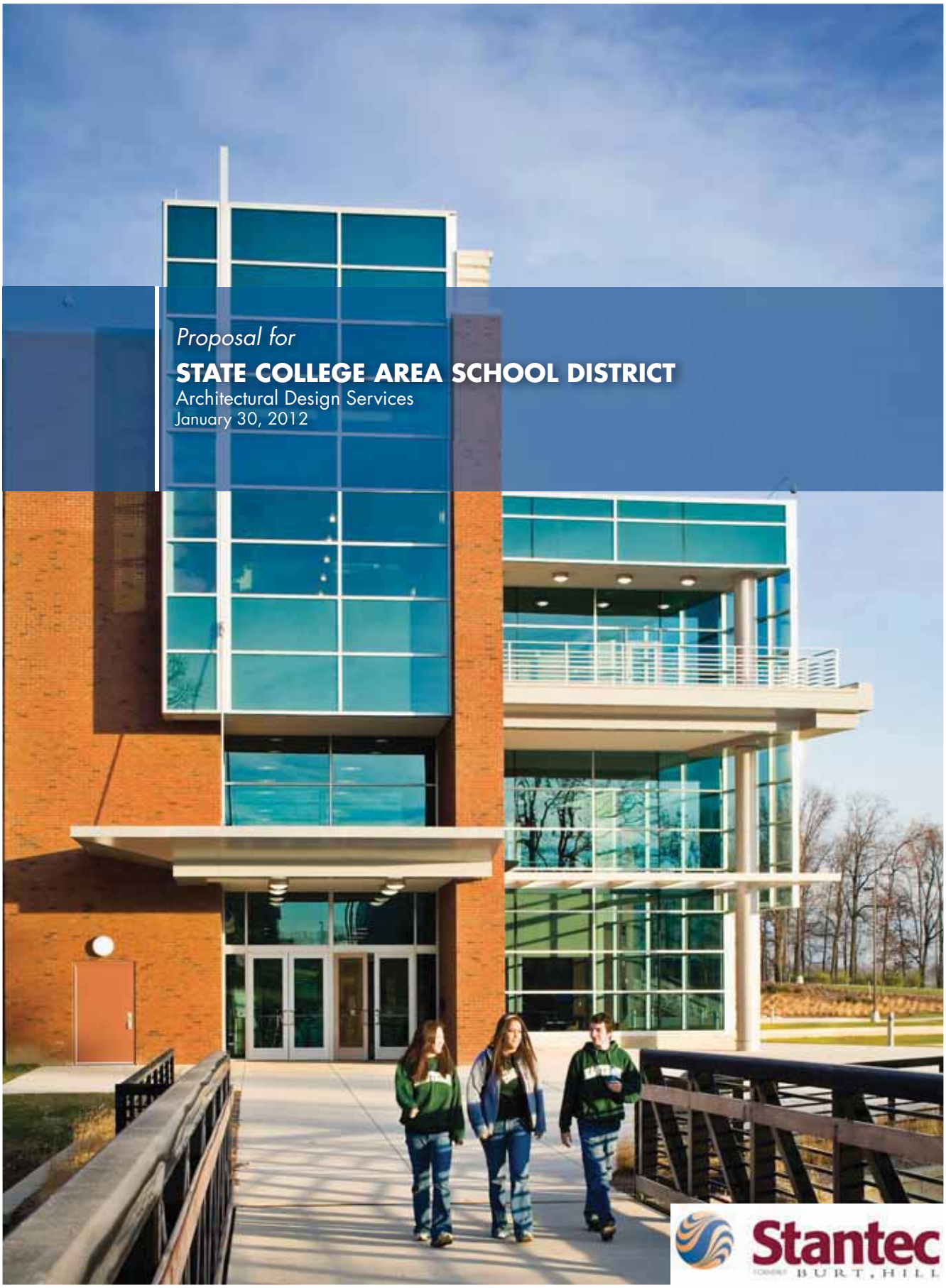

Proposal for

STATE COLLEGE AREA SCHOOL DISTRICT

Architectural Design Services

January 30, 2012

Stantec

FORMERLY BURT, HILL

Stantec Architecture and Engineering LLC
400 Morgan Center 101 East Diamond Street
Butler PA 16001-5923
Tel: (724) 285-4761
Fax: (724) 285-6815

Stantec

January 30, 2012

Mr. Ed Poprik, Director of Physical Plant
State College School District
131 West Nittany Avenue
State College, PA 16801

Dear Ed:

It is our pleasure to submit our proposal for educational planning and design services for the District Wide Facility Master Plan (DWFMP) update, high school education specification and bond campaign. We have assembled a team of highly experienced, innovative, and local professionals to guide the SCASD through this very important process. At the core of our process is the expertise to "ask the right questions" in a highly engaging and interactive series of workshops intended to give attendees real-time, hands-on access to the drivers under consideration. Many of our planned workshops go beyond simple data collection, opting instead to engage attendees with many of the technologies being proposed for and influencing schools for the 21st century.

We are particularly excited to offer SCASD the expertise of Frank Locker of Frank Locker Educational Planning and Nancy Sturm of The Sextant Group, each of whom supplement Stantec's 50+ years of educational design experience. Nancy and Frank bring decades of innovative educational planning experience. A Stantec leader in academic and science building design, Alex Wing, provides a deep understanding of the design trends affecting today's higher education institutions. Alex's involvement with planning and design will highlight innovative strategies currently being adopted in America's top higher education institutions.

Frank Locker, PhD brings to SCASD his passion for 21st century learning, leadership in educational change, and facility in innovative educational practices gained through his national/international practice. Frank was honored as Planner of the Year by the Council of Educational Facility Planners, International. He created and co-teaches a course jointly sponsored by the Harvard Graduate Schools of Education and Design, and produces the annual Project Based Learning Conference in the Boston area. He is a trained facilitator and accomplished national/international public speaker. Frank knows SCASD though his work as peer reviewer of the DeJONG facility assessments in 2009.

Nancy Sturm of The Sextant Group offers a highly unique expertise in developing the right vision for educational technology. Additionally, Nancy was a science teacher before focusing her attention on technology's role in education facilitation. Nancy was Executive Director of the Challenger Learning Center in Wheeling, West Virginia, playing a key role in its design and management. Nancy launched the first space simulation delivered through technology and was the first Executive Director appointed to National Board of Challenger Center of Space Science Education. Nancy was the creator of a professional development model, EdVentures in Simulations: A Great START to the 21st Century, which was implemented in Challenger Learning Centers across the country enabling teachers nationwide to utilize situated cognition learning environments. Nancy was the winner of Challenger Learning Center's Achievement Award for eight consecutive years and Invited to the White House to personally brief President George W. Bush on successful development and implementation of e-Mission, a first-of-its-kind product providing online space simulation delivered in real time through real-world technology.

Finally, our team offers specific value added services offering a holistic approach to the process by utilizing the design process as an opportunity for learning. Further our team offers the benefit of staff development in support of a 21st century curriculum. Specifically, we envision collaborating with SCASD to use the design in support of specific course work in civics, science, design and building technology.

We thank you for the opportunity to submit this proposal and look forward to discussing your project in more detail.
Respectfully,

STANTEC ARCHITECTURE AND ENGINEERING LLC

Rob Pillar, AIA, LEED AP, REFP
Principal
Tel: (724) 477-1212 rob.pillar@stantec.com

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SECTION 1 Selected Projects

Selected Projects

We believe fundamentals of innovative Education Design are common to all students, regardless of age. We practice educational design for "K-16." Our K-12, higher education, and community college experts continuously collaborate to explore common threads among the year groupings and inspire innovative approaches, drawing from one group into the others. Through this course of practice, we have found many strategies for the K-12 market have direct influence on secondary education and vice versa. In addition to our K-12 examples, we have included for your consideration three higher education projects that we feel exemplify the variety of approaches and design responses required to meet the expectations and changing demands of SCASD educators and learners. Each of these projects has employed learning environment strategies we envision as pertinent to any 21st century learning environment.

Common elements driving education, regardless of age group, are:

- Create a flexible facility that supports a variety of teaching and research requirements, and multiple learning styles.
- Create teaching and research laboratories that accommodate and encourage interdisciplinary programs.
- Provide public and private spaces for a variety of structured and serendipitous interactions.
- Provide integrated architectural and engineering systems that will accommodate effortless and economical modifications in the future.

Each of these drivers is at the root of our selected project examples.

Visioning workshops were used during programming and planning for La Salle College High School, McLean Hall. Our concept designs were used for fund-raising and publicity campaign for this private high school in Philadelphia.

WILLIAM TENNENT HIGH SCHOOL

Centennial School District
Warminster, Pennsylvania

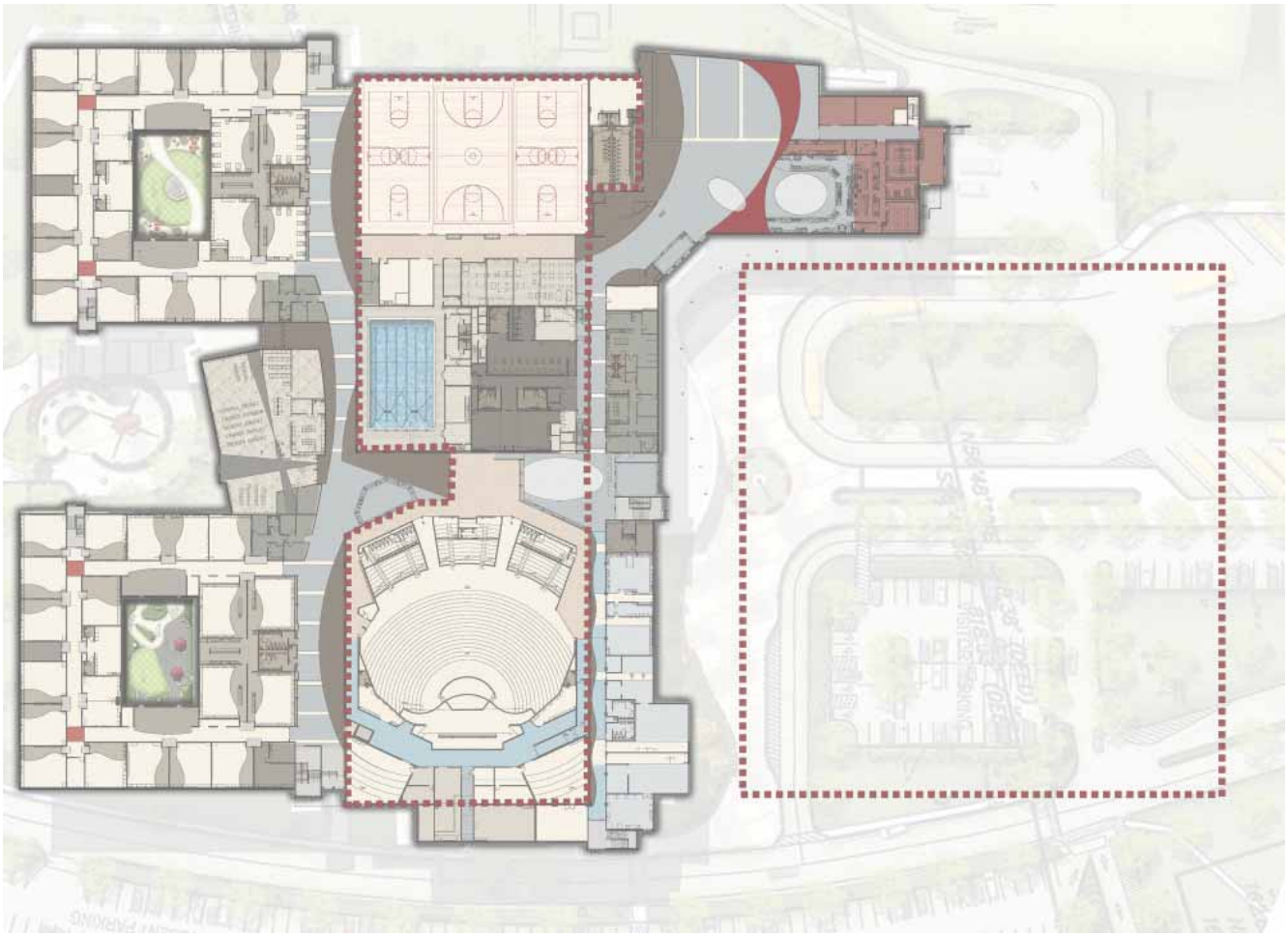
Completion Date
May 2012

Cost
$65,000,000

Program Goals, Design Parameters, and Scope

Centennial School District had a vision to improve the educational environment at William Tennent High School. The existing facility, constructed in the early 70s, consisted of two buildings connected by a bridge. The academic building was originally constructed as an "open plan" school that was later converted into traditional classrooms, which resulted in a poor learning environment due to lack of acoustic privacy, uneven delivery of heating and cooling, no natural day lighting in the classrooms and improper adjacency of space. However, the separate athletic and performing arts building satisfactorily served the district's community and educational needs. After reviewing several options, the Board chose to replace the academic building and provide small learning environments in the form of grade houses.

The design focuses on providing spaces to support 21st century skills of collaboration, communication, and



creativity and critical thinking. A student forum transforms the circulation space to support differentiated instruction and celebrates student work and achievement. The grade houses are designed to allow flexibility to adapt to a variety of education models that require small learning environments. Each grade house includes an educational courtyard that provides outdoor learning opportunities that support differentiated instruction and connection to the natural surroundings. The existing arts and athletics building has been renovated and incorporated into the design, giving the community a sense of a completely new facility, but at a greatly reduced cost.

Members of the Project Team

Rob Pillar, Principal in Charge
Mike Preston, Project Manager
Bob Gaskill, Project Architect
Steve Cotherman, Electrical Engineer
Pete Donnelly, Mechanical Engineer
David Lage, Project Architect
Mitch Leech, Construction Administration
Jennifer Montgomery, Telecommunications Engineer
Sara Moore, Landscape Architect
Steve Newcaster, Renderer
Bryon Schmidt, Electrical Engineer
Lauren Scioscia, Interior Design
Melissa Passafiume, Branding
Carl Shilling, Mechanical Engineer

Other Details

- Transformed the learning environment by providing spaces that support 21st century skills.
- Sustainable design strategies that reduce operational costs and enhance the educational environment, with minimum initial construction costs or a reasonable payback period.
- Minimized construction costs by keeping the portions of the existing facility that serve the district well.
- Maximized reimbursement by creating an additions and renovations project.
- Bids were received $10 million below budget which enabled the District to complete the elementary school renovation program.

CANON-MCMILLAN SENIOR HIGH SCHOOL

Canon-McMillan School District
Canonsburg, Pennsylvania

Completion Date

October 2002

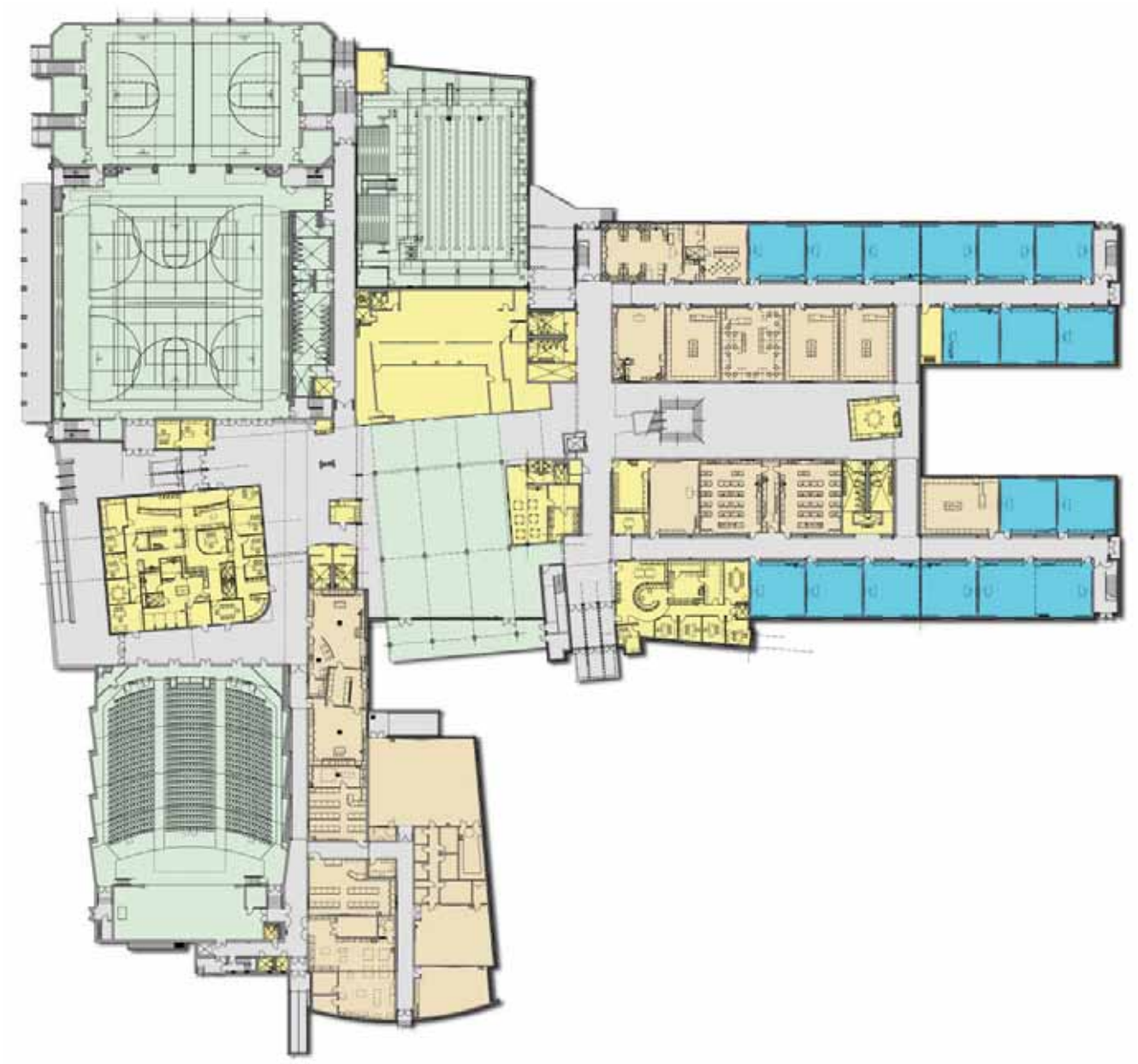
Cost

$26,213,212

Program Goals, Design Parameters, and Scope

To accommodate rapid growth in enrollment, the Canon-McMillan School District commissioned Stantec to design the renovation of and an addition to the district's high school. The school housed 1,100 students, but enrollment is expected to increase 23 percent over the next eight years. Our challenge was to design a new building that would be built over the footprint of the existing high school with minimal disruption to the learning environment.

The completed school was 240,000 SF designed with four small academies with built in flexibility to accommodate a variety of pedagogical models such as: career academies, grade houses, or traditional departmental. Science labs are located in each academy and face an interior atrium that is designed for collaborative learning. This space allows natural light to penetrate the building and is also used as a community resource for events.



Members of the Project Team

Rob Pillar, Principal in Charge
Mike Preston, Project Manager
David Lage, Project Architect
Thomas Wippenbeck, Project Architect
Mike Corb, Project Architect
Pete Donnelly, Mechanical Engineer
Dan Burlingham, Telecommunications Engineer
David Hornicak, Civil Engineer
Mitch Leech, Construction Administration
Jennifer Montgomery, Telecommunications Engineer
Sara Moore, Landscape Architect
Steve Newcaster, Renderer
Carl Shilling, Mechanical Engineer

Other Details

Maximizing reimbursement and minimizing cost

The strategy included keeping portions of the existing facility that worked well such as the auditorium. This minimized construction cost and allowed for 10% increased reimbursement for the district.

Phased Construction

The challenge for the Canon-McMillan High School was how to build a brand new 190,000 square foot high school over the footprint of the existing high school and keep the students in school.

This was achieved by careful design and phasing of construction. The plan demolished, in phases, the meandering single story classrooms wings and replaced them with an efficient and secure two story classroom wing.

INDEPENDENCE HIGH SCHOOL

Independence Local Schools
Independence, Ohio

Completion Date

August 2004

Cost

$33,000,000

Program Goals, Design Parameters, and Scope

Stantec worked with the District and City officials to create a joint-use facility which serves the needs of the entire community.

Stantec provided the architectural design and engineering services for a new high school and renovations of the middle school.

The two-story academic wing of the new high school includes general and special education classrooms. Science labs are supported with the latest technology and workstations. The community wing includes a two-story entry lobby as well as a 1,200-seat theatre. The theatre is the centerpiece of the new arts area, complete with a full fly-loft, a scene shop, an art studio, and vocal / instrumental spaces. The athletic area houses a competition gymnasium and field house with four full-size basketball courts surrounded by a 200-meter indoor running track.

Renovations to the existing school included reconfiguring the classrooms, sciences room for each grade, improvements to building façade, reconfigured office area, upgraded parking/access and the addition of an elevator.

Members of the Project Team

Mike Carter, Principal in Charge

Other Details

Stantec worked closely with District and City officials in the creation of a joint use agreement that covered aspects of funding, maintenance, usage, decision making and liability. Our team then assisted in a comprehensive Referendum Campaign that included media coordination, a 12 minute campaign video, 3D fly-arounds and extensive community engagement. The bond issue passed overwhelmingly on the first attempt.

NEW ACADEMIC BUILDING

Harrisburg University of Science and Technology
Harrisburg, Pennsylvania

Completion Date

December 2008

Cost

$63,500,000

Program Goals, Design Parameters, and Scope

Harrisburg University of Science and Technology's 373,700-square-foot academic building is a 16-story high-rise situated in downtown Harrisburg on the corner of 4th and Market streets. The design provides all of the essential facilities for this new academic community, including classrooms, laboratories, conference and meeting space, library facilities, faculty offices, teaming areas, and storage.

The university's academic floors are joined with intercommunicating stairs and two-story atria to form two-floor "pods" that provide a sense of community within the context of a high-rise structure. Upper level floors house offices for university administration and other non-academic functions, as well a 125-seat auditorium for university and community events, conference spaces, and an outdoor roof garden. The innovative learning environments in this project include multi-venue classrooms equipped with team tables and separate plasma screens for up to seven teams of +/- 6 people. Located adjacent to a "learning commons" configured to allow studio type science classes and a large classroom with an operable wall separating, this space forms the core of the team based/project based pedagogy that is the basis of the curriculum.

Members of the Project Team

Alex Wing, Principal in Charge
Steve Nearhoof, Project Manager
Shawn Maley, Project Architect
Jennifer Montgomery, Telecommunications Engineer
Steve Newcaster, Renderer
Melissa Passfiume, Branding
Sara Moore, Landscape Architect

Other Details

Innovative Features:

- Vertical campus with stacked atria
- Studio-based learning environments connect classrooms to the central atria
- Classroom/laboratory suites designed to increase utilization and maximize flexibility
- Public courtyard and auditorium at the top of the building connects the administrative function to students and visitors
- Extensive use of building information modeling enabled the project to proceed at a rapid pace and resulted in well integrated architectural and engineering design
- Public connections at lower level connect the center of the university to an internal arcade system in downtown Harrisburg allowing for future expansion and better integration with on-going community development efforts of the downtown area

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS COMPLEX

Delaware County Community College
Media, Pennsylvania

Completion Date

April 2010

Cost

$50,000,000

Program Goals, Design Parameters, and Scope

The new Science, Technology, Engineering, and Mathematics (STEM) Complex is designed to support modern educational trends, such as small-group collaboration, hands-on learning, use of multimedia tools, smaller class sizes, and multidisciplinary approaches, while remaining flexible enough to respond to future pedagogical innovations. The complex is comprised of two buildings: a 32,000-square-foot technology building and a 100,000-square-foot science, engineering, and math building. The technology building houses facilities for the vocational trades, including carpentry, HVAC/plumbing, electronics, manufacturing, and auto labs. The science facility includes chemistry, biology, physics, astronomy, computer and CAD labs; and general classrooms. The science facility also includes a fitness center, aerobics studio, computer technology center, and a tiered lecture hall.

The STEM Complex promotes the sciences on campus; supports vocational training for students and workforce development for local businesses; and better connects the college with the surrounding business community. Situated adjacent to the existing academic building, it also provides a new gateway to the college and creates a student-friendly courtyard, encouraging a relationship between the college and the environment. Sustainable design features of the LEED Silver certified facility include a green roof, energy efficient systems, recycled materials, and daylight harvesting.

Members of the Project Team

David Hatton, Principal in Charge
Anton Germishuizen, Designer
Scott Sullivan, Project Manager
Tim Beggs, Mechanical Engineer
Daniel Burlingham, Telecommunication Engineer
David Hornicak, Civil Engineer
Dave Linamen, Mechanical Engineer
Sara Moore, Landscape Architect
Steve Newcaster, Renderer
Melissa Passafiume, Branding
Bryon Schmidt, Electrical Engineer
Ed Wunderly, Electrical Engineer

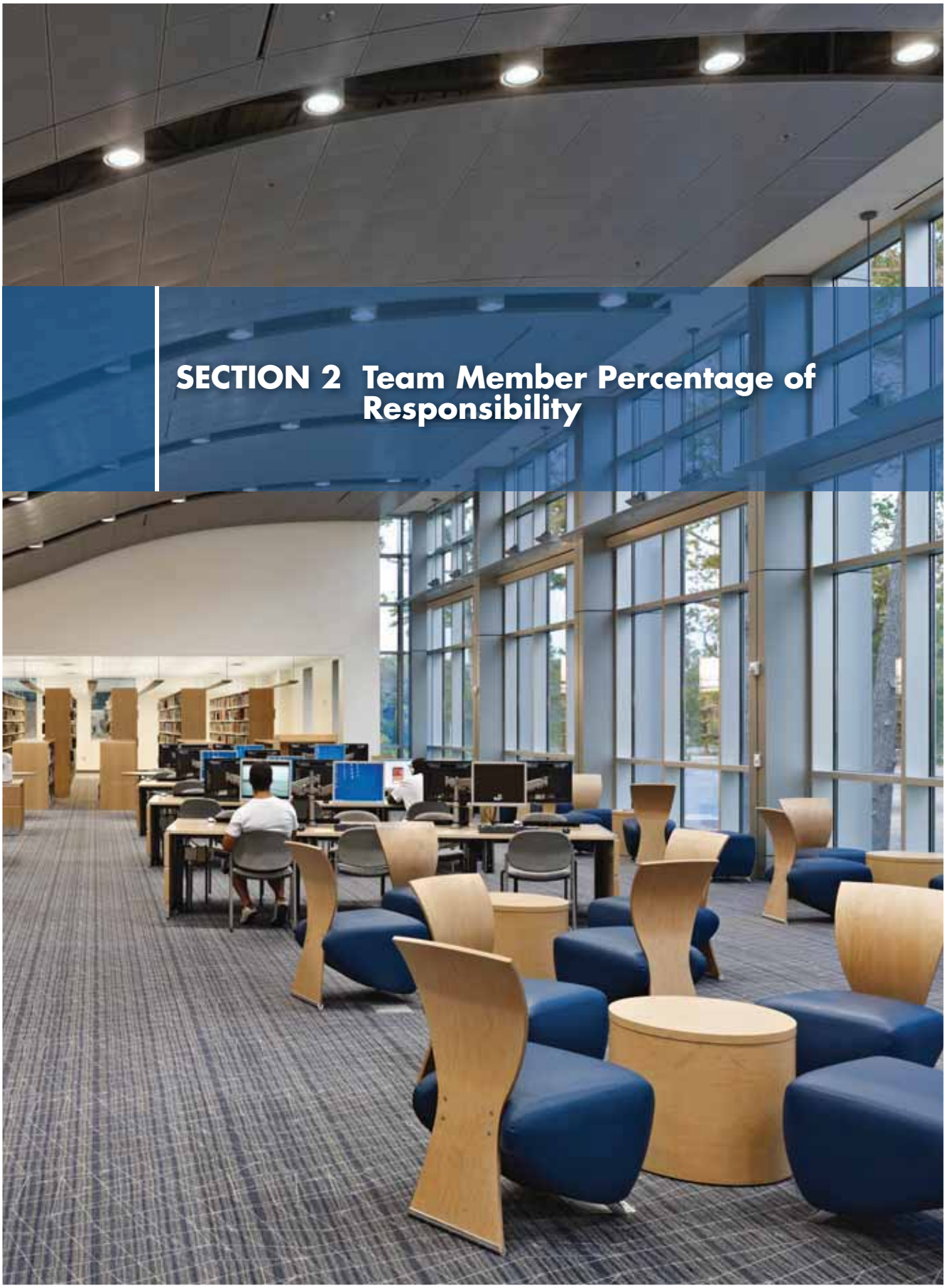
Other Details

A Building for the 21st Century:

The goal for this project was to design a facility that not only supports science education, but also promotes interaction and serves as a new public face of the campus. The broad gesture of the grand student life area on the ground floor, the atrium on the south that creates connectivity within the volume and lets in natural daylight to the middle of this large building, window apertures set as per photometric requirements of the lab – each of these elements were designed to support experiential learning and collaboration between the disciplines. The building itself will strengthen Delaware County Community College's efforts in the recruitment and retention of students, creating a virtual pipeline of skilled scientists, mathematicians, and engineers necessary for the local labor market to compete in a global economy.

Innovative Features:

- The facility is 20 percent more energy efficient than a standard educational science facility.
- Ten percent of the building is constructed from recycled materials.
- The building was constructed from 100% recycled steel
- A 4,600-square-foot green vegetated roof reduces storm water run-off and heat gain into the building. The remaining roof is white EPDM membrane, which also reduces heat gain into the building.
- Room finishes, adhesives, and paints contain low-emitting VOCs, which create a healthy building atmosphere.
- Construction waste has been reduced by 50 percent through the implementation of recycling containers and returning product containers back to the manufacturing plants.
- Ninety percent of the occupied spaces receive ample natural light reducing the need for energy-powered artificial lighting.
- High efficiency toilets use 20 percent less potable water than standard fixtures, and use of 100% recycled content porcelain tile is used for the floor of the toilet rooms.
- High Fly ash content cast-in-place concrete.
- Use of linoleum flooring in all the corridors and laboratories, which is comprised of natural products including linseed oil, pine rosin, wood flour and non-harmful colored pigments on a jute backing.
- Carpet tiles are made with a percentage of post industrial and post consumer materials.



SECTION 2 Team Member Percentage of Responsibility

SECTION 2

Design Team

Stantec is a full service design firm, focused on education design for over 50 years. Our in house services include architecture, engineering, interior design, master planning, landscape architecture, and civil engineering. Supplementing our in house expertise is Frank Locker Educational Planning for educational planning; The Sextant Group for visioning technology's role in pedagogy, technology design, AV design, auditorium design and acoustic design; and Hope Furrer for structural engineering. Both Stantec and Hope Furrer have local offices in State College.

Stantec has collaborated with The Sextant Group on nearly 30 projects in the past, many with The Sextant Group providing similar consulting services as proposed for the State College Area School District. Most recently is University of Mary Washington's Monroe Hall, a classroom and lecture venue, and Harrisburg University of Science and Technology. Michael Corb, your project manager and Alex Wing, your science and space planner have had direct working relationships with The Sextant Group on past projects.

Stantec has collaborated with Hope Furrer Associates on three projects in the past, with Hope Furrer Associates providing similar consulting services as proposed for the State College Area School District. Most recently is Bucknell University's new Academic West Building, currently out to bid. Your proposed project manager, Michael Corb has a direct working relationship with Hope Furrer Associates on past projects, including project development via BIM platform.

Frank Locker of Frank Locker Educational Planning and Rob Pillar of Stantec have a professional relationship that spans the decade. Rob and Frank initially collaborated on educational planning for schools in Honduras in 2002. Additionally, Frank and Rob have jointly contributed to many workshops for the Council of Educational Facility Planners International (CEFPI). Rob recently presented at a visioning charette hosted by Frank on virtual learning. Frank and Rob have developed a close professional friendship built upon trust and respect through common passions.

The Stantec team offers international expertise in educational planning and design, with experience specific to Pennsylvania and State College. Further, the Stantec team has worked together on many projects which are of direct benefit to your project. Our process plan is based upon our experience with similar projects and the value each team member brings you.

When designing technology-driven schools, the entire school should be considered as opportunity for supporting teaching and learning. The experience of walking up the stairs can enhance differentiated instruction thru the use of technology.

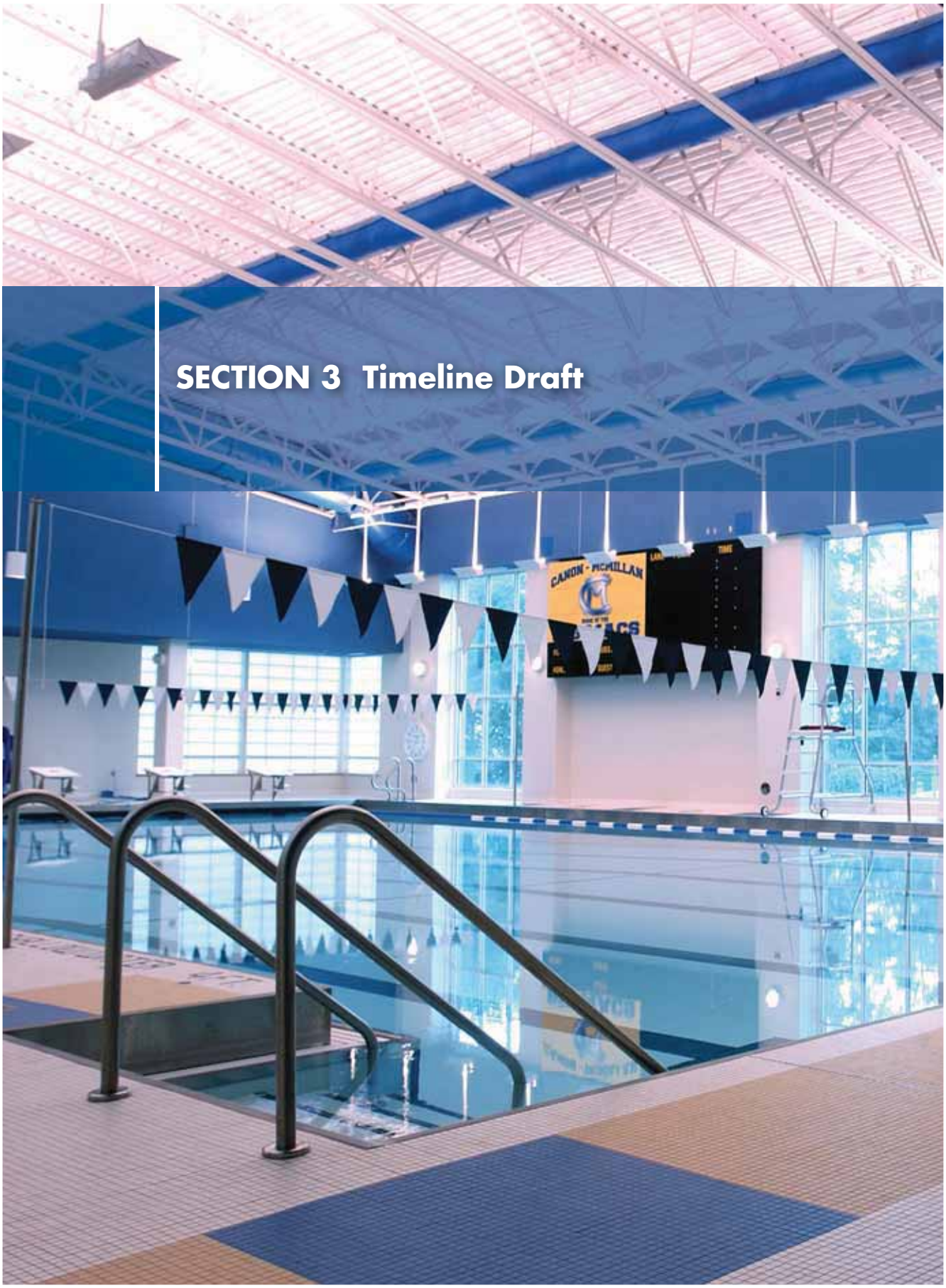
Team Member Percentage of Responsibility Toward Final Product

Firm / Consultant	Phase I Master Plan Update	Phase II Schematic thru Referendum	Phase III Design Development thru Construction
Stantec Architecture and Engineering	55%	75%	80%
Frank Locker Educational Planning Educational Planner	21%	8%	2%
Hope Furrer Associates Structural Engineering	6%	9%	10%
Sextant Group Educational Technology Planning and Design Consultant	18%	8%	8%
Total Percentage	100%	100%	100%

Percentage of Time Each Team Member Will Devote to the Project

Team Member	Phase I Master Plan Update	Phase II Schematic thru Referendum	Phase III Design Development thru Construction
Rob Pillar Principal in Charge, Stantec	60%	40%	10%
Michael Corb Project Manager, Stantec	75%	75%	40%
Thomas Wippenbeck Project Architect, Stantec	50%	60%	75%
Alex Wing Science & Technology Designer/Space Utilization & Planner, Stantec	10%	10%	0%
Mike Carter Referenda Strategist, Stantec	5%	10%	0%
Melissa Passafiume Referenda Graphics Coordinator, Stantec	0%	10%	0%
Harry Gordon Sustainable Design Leader, Stantec	10%	10%	2%
Carl Shilling Mechanical Engineer, Stantec	10%	20%	60%
Bryon Schmidt Electrical Engineer, Stantec	10%	20%	60%
Sara Moore Site Designer, Stantec	20%	10%	10%
Frank Locker Educational Planner, Frank Locker Educational Planning	60%	30%	5%
Judy Morgan Educational Planner, Frank Locker Educational Planning	3%	5%	20% (value added)
Hope Furrer Structural Engineer, Hope Furrer Associates	60%	15%	5%
Nancy Sturm Technology Planner, Sextant Group	10%	5%	5%
John Cook Technology Designer, Sextant Group	0%	20%	20%

SECTION 3 Timeline Draft




SLIPPERY ROCK
15:00
HOME
GUEST

Timeline Draft

The following represents our proposed timeline to effectively meet the desired goals of updating the DWFMP, producing a high school educational specification, schematic design and successful bond campaign. This process will set a definitive course for the State College Area School District to 2030 and beyond. As such, we propose a process that is engaging, intense, thought provoking and transparent. We will:

- Create a consciousness of 21st century learning with all stakeholders, in schools and in the community
- Be messengers of best practices and next practices
- Demonstrate the next evolution of classroom design and classroom practice, rich in technology, supporting research-informed changes in educational delivery
- Work with you to identify representatives of key school and community stakeholder groups to assure the relevance of innovative ideas to SCASD
- Create a powerful vision of future school through intense, collaborative workshops
- Role model new media communication tools in our quest to engage SCASD stakeholders
- Share the vision with school and community groups
- Develop innovative school plans to support 21st century educational deliveries
- Share the design in strategic public forums to achieve a successful bond vote
- As added value, lead Professional Staff Development with high school faculty and staff to assure continuity in the strategic plan to adopting 21st century educational practices

The draft timeline and process convey the nature and timing of specific discussions and deliverables. "Process Highlights" provides more detailed information about specific steps in highlighting the uniqueness of our approach. "ID" numbers noted correspond to specific steps in the process.

ID3 Project Orientation: This project kick-off meeting will orient each organization making up the project team. Stantec will discuss the process, process philosophy, expectations and timeline. Additional topics will include identifying local partnerships that may augment the learning experience for students; creating a Curriculum Core Group (CCG) for focused facilitation of curriculum development; and discussing the use of social media as a primary communication tool. This meeting will provide the first opportunity to discuss the proposed project timeline; alternate dates will be considered to align with existing SCASD faculty and staff demands. The CCG would help streamline the timeline and decision-making process. Members of the CCG might consist of faculty, administrators, students, community members, and Penn State School of Education Faculty, among others and as agreed to by SCASD.

ID4 Social Media Strategy: We would work in partnership with the SCASD technology group to develop media venues to engage students and community, giving 24/7/365 access to the process. We believe this "Process of Transparency"would be an important bond campaign strategy by allowing the process to be transparent.

ID9 Survey Monkey: Develop and post an online survey instrument to express faculty, community and students' attitudes and experiences concerning teaching and learning. This pre-assessment will inform the programming and design effort based on the specific interests and needs of the participants.

ID10 What We Found: This presentation and report

of our analysis will help focus subsequent visioning efforts. The SCASD has developed a significant volume of information to date. Our team's analysis of this information is critical to supplementing that information as appropriate.

ID12 Partnering meeting with Penn State School of Education (if desired): We believe a collaborative relationship between SCASD and the School of Education can yield powerful benefits. The high school project could be the model learning environment labs for the Penn State School of Education. Key members of the School of Education could offer valuable input to designing learning environments for 2030. Model learning environments responding to the expectations of tomorrow's teachers can be an effective professional recruitment tool.

ID13 Identification of potential local partnering groups: We believe exploring partnerships with strategic local organizations can have a variety of benefits from supporting referendum to creating more responsive learning environments. We will focus on strengthening the relationship with Penn State's School of Education, local businesses that may provide professional mentoring, training or externships, city and/or township partnering on jointly desired facilities, etc. Schools are the heart of their communities. Investigating how the high school in particular can better serve the community may yield more favorable referendum efforts.

ID14 Visioning: The focus of these workshops will be a process which results in comprehensive long-term planning. Visioning is the cornerstone of all educational planning, directing deep, probing work which establishes clear statements about the most appropriate and effective educational practices, school organizational structure, and concepts for the school facilities needed to support them. Our visioning efforts are solidly based on research on learning, and emerging next practices in teaching.

ID16 One-half day workshop for "Pedagogical Modeling for active learning: competencies vs. content": This workshop will model pedagogical strategies planned for the new facility. This is a highly engaging workshop where participants play the role of students in a live simulation modeled around research-based Active Learning designs and incorporating classroom technologies. This workshop will address 2030 learning through problem solving, decision making and competencies.

ID17 Develop online survey instrument: This online survey instrument will access faculty, community and student's attitudes and experiences concerning teaching and learning. This pre-assessment will inform the programming and design effort based on the specific interests and needs of the participants.

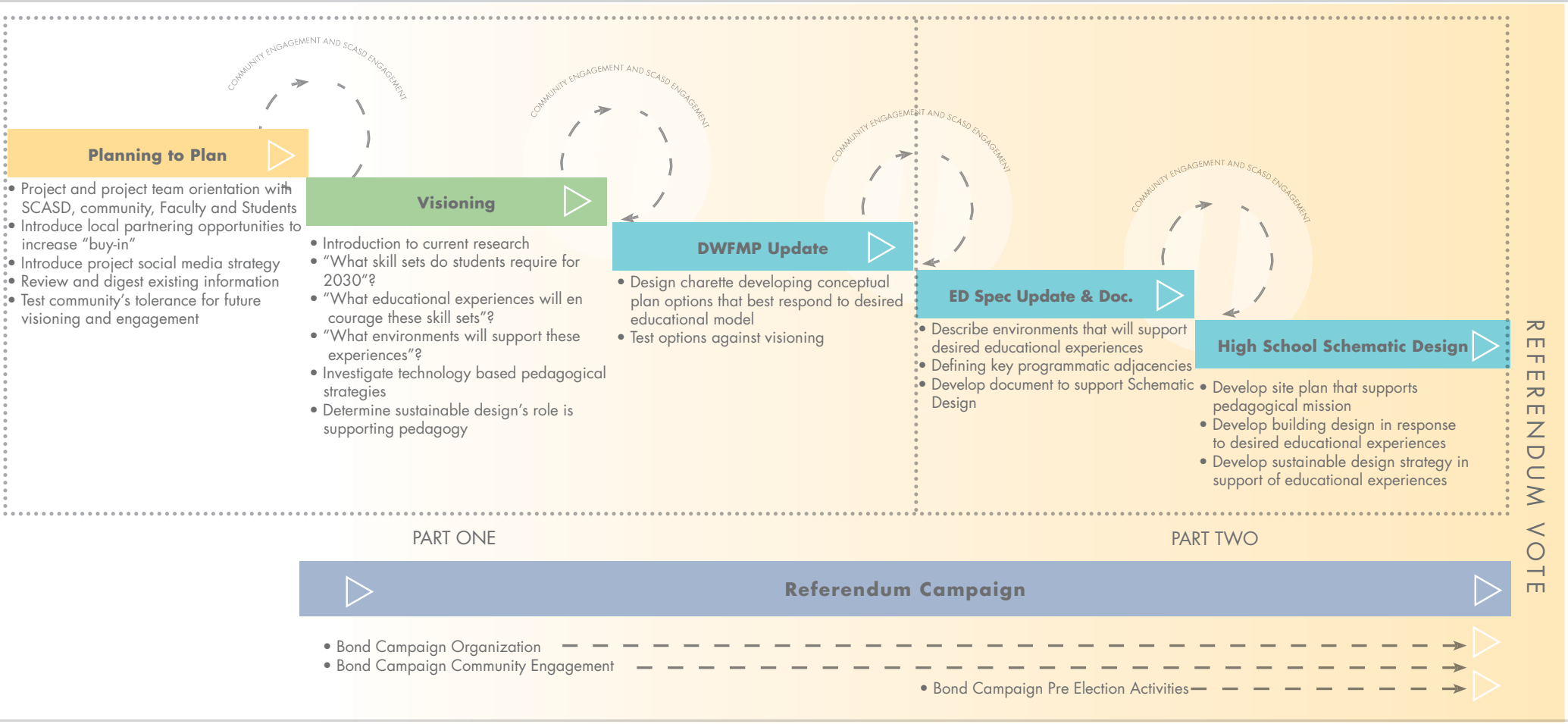
ID19 Visioning workshop for educational/ curriculum models: Based upon initial feedback from the Visioning sessions, this workshop will introduce bodies of research supporting relevant curricular models to explore. We will explore answers to: "What skill sets will students need for 2030?;" "What educational experiences encourage these skill sets?;" "What spaces support those experiences?" This and subsequent meetings will allow the team to make evidence-based decisions on the educational models that best fit the stated goals of SCASD.

ID20 Sustainable Design Workshop: In addition to discussing possible strategies to meet targeted energy and resource efficiency goals, we will discuss how sustainable design can directly support the desired educational model. Our facilitator, Harry Gordon, has conducted many similar workshops, addressing specific buildings and community master plans.

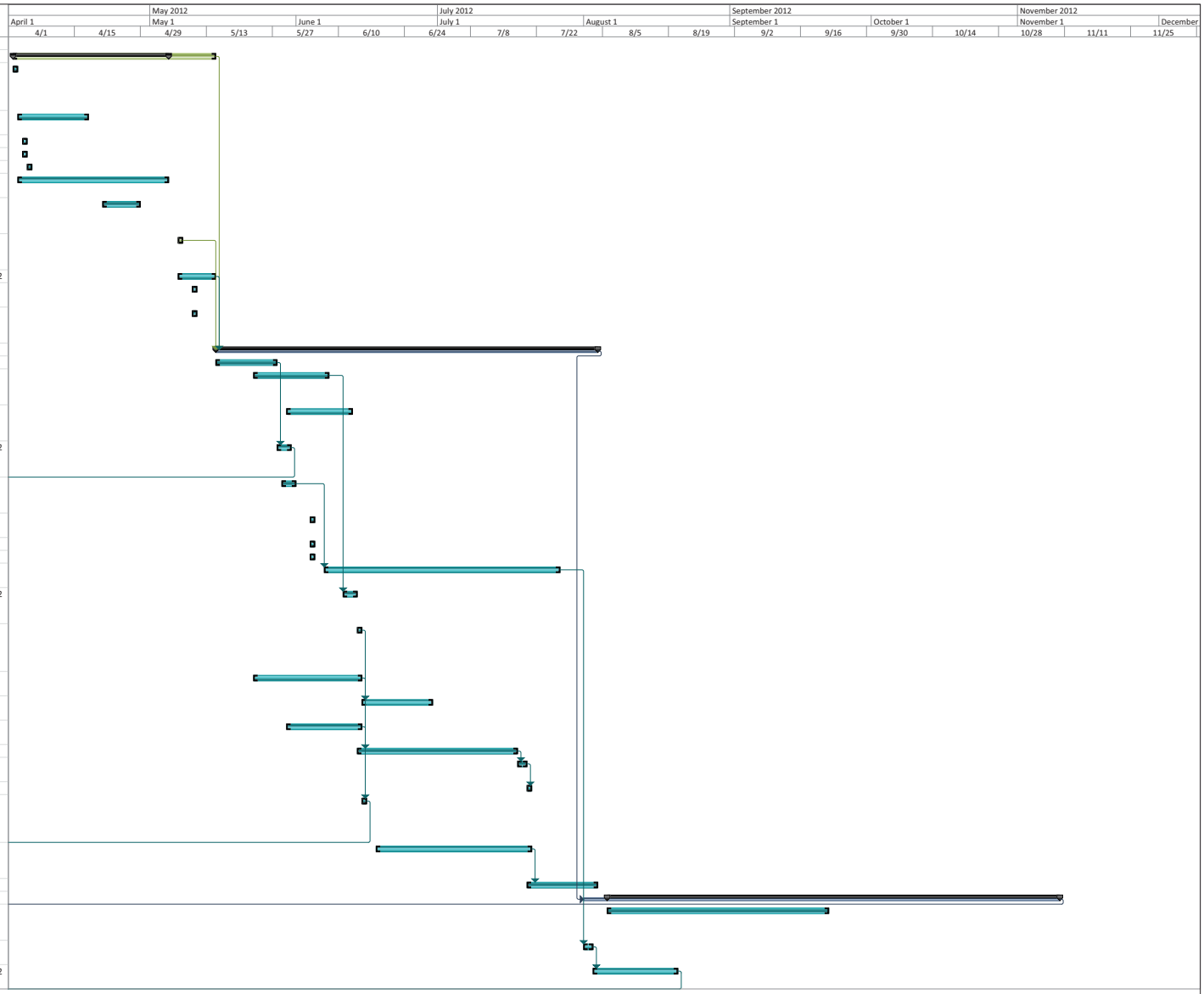
ID25 "Role of technology in future schools" workshop: This workshop will focus on three themes: Technology Visioning, Virtual Benchmarking, and Pedagogical Visioning. With Technology Visioning, we will present emerging technologies in audio, video, displays, computing, telecommunications, personal communications, and others that will impact the future of education. In the Virtual Benchmarking portion of the workshop, we will show dozens of photos, sketches and floor plans from various institutions with similar program elements and facilitate a discussion about what attributes of the various spaces are desired (and not desired) for your project. The Pedagogical Visioning component shares trends, best practices, research, space layouts and faculty roles for the various pedagogical strategies to be employed at SCASD.

ID27 Student Video: 2-3 minute student video: Students will work in teams to create a 2-3 minute video that would highlight their favorite place(s) to learn. They would then share their videos with the SCASD community, giving a "voice" to the end-users in a creative, innovative manner.

PROCESS OF FACILITATION AND TRANSPARENCY
COMMUNITY AND SCASD ENGAGEMENT



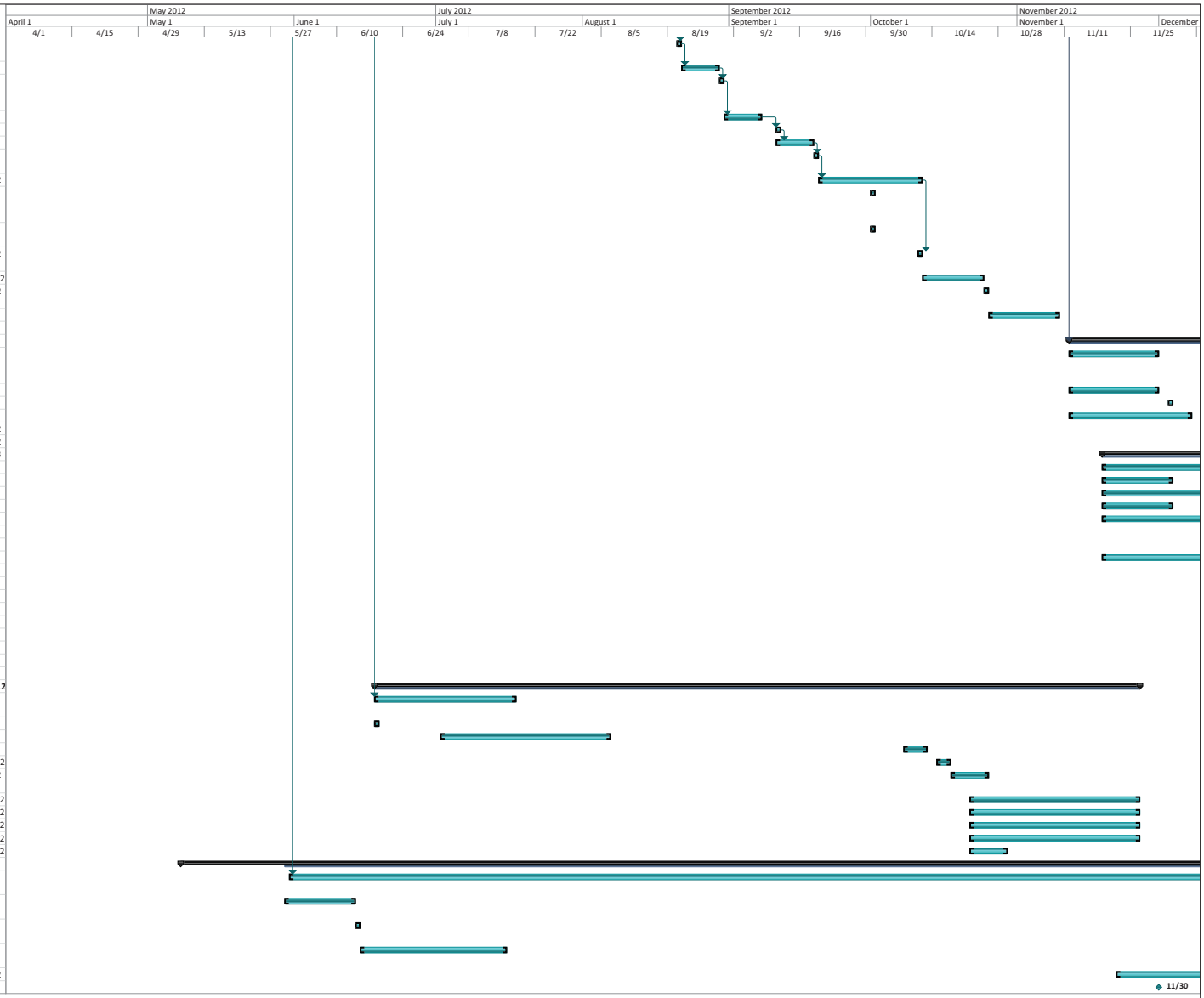
ID	Task Mode	Task Name	Duration	Start	Finish
1		**PART 1 - MASTER PLAN UPDATE**			
2		**Planning-to-Plan**	**25 days**	**Mon 4/2/12**	**Fri 5/4/12**
3		SCASD Admin + CAC(s) + Stantec project orientation (roadmap to success). Discuss partnering opportunities, establish Curriculum Core Group, Discuss role of social media, discuss teacher contract negotiation	1 day	Mon 4/2/12	Mon 4/2/12
4		Develop project specific social media strategy/ outlet in collaboration with SCASD technology team	11 days	Tue 4/3/12	Tue 4/17/12
5		Faculty and staff project orientation meeting	1 day	Wed 4/4/12	Wed 4/4/12
6		Student project orientation meeting	1 day	Wed 4/4/12	Wed 4/4/12
7		Community project orientation meeting	1 day	Thu 4/5/12	Thu 4/5/12
8		Review existing planning information (DWFMP, high school Ed Spec, district technology plan, others)	24 days	Tue 4/3/12	Fri 5/4/12
9		Issue Survey Monkey to community, faculty, students - Focused on existing facilities, operations and engagement process	7 days	Sat 4/21/12	Sat 4/28/12
10		SCASD Administration + CAC(s) presentation and report- "what we found", "what to keep", "what to supplement", "what has been asked of stakeholders to	1 day	Mon 5/7/12	Mon 5/7/12
11		Stakeholder review period	6 days	Mon 5/7/12	Mon 5/14/12
12		Project team partnering meeting with PSU School of Education	1 day	Thu 5/10/12	Thu 5/10/12
13		Meeting with SCASD Admin & CAC(s) to identify potential local partner groups - Local business, township, etc. (if desired)	1 day	Thu 5/10/12	Thu 5/10/12
14		**Visioning (pedagogy, future, sustainability)**	**59 days**	**Tue 5/15/12**	**Fri 8/3/12**
15		Visioning prep - Stantec	10 days	Tue 5/15/12	Sun 5/27/12
16		Develop half-day workshop "Pedagogical Modeling for active learning: competencies vs. content" - Administration & faculty	12 days	Wed 5/23/12	Thu 6/7/12
17		Develop online survey instrument to access faculty, community and student's attitudes and experiences concerning teaching and learning - technology focus	10 days	Wed 5/30/12	Tue 6/12/12
18		Multiple stakeholder visioning workshops (community, CACs, faculty, students, business leaders, Penn State School of Education (if desired)	3 days	Mon 5/28/12	Wed 5/30/12
19		Visioning workshop with SCASD admin, CAC(s) and CCG to discuss educational/ curriculum models that will support requirements of visioning	3 days	Tue 5/29/12	Thu 5/31/12
20		Sustainable design workshop with SCASD admin & CAC(s) - Strategies to link sustainable design to	1 day	Mon 6/4/12	Mon 6/4/12
21		Sustainable design workshop with community	1 day	Mon 6/4/12	Mon 6/4/12
22		Sustainable design workshop with students	1 day	Mon 6/4/12	Mon 6/4/12
23		Continued meetings with SCASD admin, CAC(s) & CCG to facilitate research on educational models	36 days	Thu 6/7/12	Thu 7/26/12
24		Half-day workshop "Pedagogical Modeling for active learning: competencies vs. content" - Administration & faculty	3 days	Mon 6/11/12	Wed 6/13/12
25		"Role of technology in future schools" workshop - community/faculty/students with a focus on three themes: Technology Visioning, Virtual Benchmarking and Pedagogical Visioning.	1 day	Thu 6/14/12	Thu 6/14/12
26		Develop an online student competition around learning spaces in the form of 2-3 minute video	17 days	Wed 5/23/12	Thu 6/14/12
27		Implement an online student competition around learning spaces in the form of 2-3 minute video	11 days	Fri 6/15/12	Fri 6/29/12
28		Review, organize, overlay, document workshop results - identify initial design drivers	12 days	Wed 5/30/12	Thu 6/14/12
29		Prepare the classroom technology program document	24 days	Thu 6/14/12	Tue 7/17/12
30		Presentation of findings for classroom technology program, with costs - Adminstration, Students, Faculty,	2 days	Wed 7/18/12	Thu 7/19/12
31		Submission of final classroom technology program	1 day	Fri 7/20/12	Fri 7/20/12
32		Multiple stakeholder visioning workshops results presentation - SCASD, CAC's, Community, Faculty, Students - present divergencies, synergies, design and referendum drivers	1 day	Fri 6/15/12	Fri 6/15/12
33		Deliverable - Document identifying relevant issues affecting all stakeholders -foundation upon which to build Ed specs and DWFMP update	25 days	Mon 6/18/12	Fri 7/20/12
34		Stakeholder review period	11 days	Fri 7/20/12	Fri 8/3/12
35		**DWFMP Update**	**70 days**	**Mon 8/6/12**	**Fri 11/9/12**
36		review the direction for the elementary schools in the current DWMP, update costs and reimbursement calculations, and include the elementary schools in the final presentation	35 days	Mon 8/6/12	Fri 9/21/12
37		Design charette - Superintendent, CCG, CAC(s) - Develop options that respond to the selected educational model	2 days	Wed 8/1/12	Thu 8/2/12
38		Design charette documentation and analysis - Stantec & SCASD (superintendent/CCG)	12 days	Fri 8/3/12	Mon 8/20/12



Project: Project workplan_DRAFT
Date: Mon 1/30/12

Task | Milestone | Project Summary | External Milestone | Inactive Milestone | Manual Task | Manual Summary Rollup | Start-only | Deadline
Split | Summary | External Tasks | Inactive Task | Inactive Summary | Duration-only | Manual Summary | Finish-only | Progress

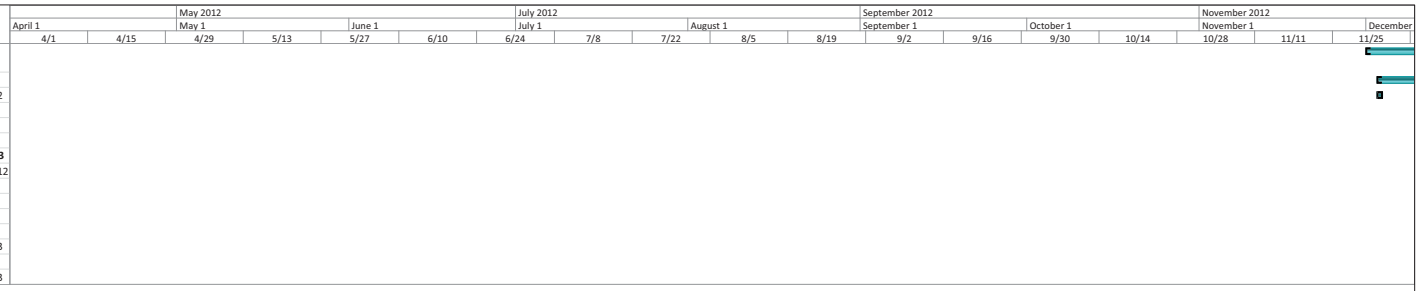
ID	Task Mode	Task Name	Duration	Start	Finish
39		Follow-up meeting with Superintendent & CCG - Review design options that respond to educational models	1 day	Tue 8/21/12	Tue 8/21/12
40		Document workshop & prepare for CAC workshop	6 days	Wed 8/22/12	Wed 8/29/12
41		Community educational model workshop - facilitation by Stantec & Superintendent - "what is being considered and why"	1 day	Thu 8/30/12	Thu 8/30/12
42		Document community educational model workshop	6 days	Fri 8/31/12	Fri 9/7/12
43		Presentation of findings to Superintenedent, CCG & CAC	1 day	Tue 9/11/12	Tue 9/11/12
44		SCASD review period	6 days	Tue 9/11/12	Tue 9/18/12
45		Formal report and presentation of educational model research and decision to SCASD Board	1 day	Wed 9/19/12	Wed 9/19/12
46		Develop draft high school options	16 days	Thu 9/20/12	Thu 10/11/12
47		Sustainable Design workshop with Stantec & SCASD - develop options integrating desired educational model with sustainable design strategies	1 day	Mon 10/1/12	Mon 10/1/12
48		Develop LEED for Schools strategy to meet Certified Silver, minimum	1 day	Mon 10/1/12	Mon 10/1/12
49		meeting with SCASD and CAC's to review final high school draft options	1 day	Thu 10/11/12	Thu 10/11/12
50		High school Option revisions and finalization	9 days	Fri 10/12/12	Wed 10/24/12
51		Final DWFMP update with recommended project(s) for referendum	1 day	Thu 10/25/12	Thu 10/25/12
52		SCASD review and approval period	11 days	Fri 10/26/12	Fri 11/9/12
53		PART 2 - SCHEMATIC DESIGN THROUGH REFERENDUM			
54		**High School Educational Specification Update**	**25 days**	**Mon 11/12/12**	**Fri 12/14/12**
55		Define environments that will support desired educational experiences and define key programmatic adjacencies - includes 2 on-site workshops	15 days	Mon 11/12/12	Fri 11/30/12
56		Sustainable design strategy documentation	15 days	Mon 11/12/12	Fri 11/30/12
57		Draft Ed Spec review	1 day	Mon 12/3/12	Mon 12/3/12
58		High School Education Specification update	20 days	Mon 11/12/12	Fri 12/7/12
59		SCASD administration + CACs presentation - Ed Spec	1 day	Thu 12/13/12	Thu 12/13/12
60		SCASD review and approval period	6 days	Thu 12/13/12	Thu 12/20/12
61		**High School Schematic Design**	**66 days**	**Mon 11/19/12**	**Mon 2/18/13**
62		Integrated design development	63 days	Mon 11/19/12	Wed 2/13/13
63		Review existing geotechnical report and survey	11 days	Mon 11/19/12	Mon 12/3/12
64		Site plan refinement	63 days	Mon 11/19/12	Wed 2/13/13
65		Township/ authority project introduction meetings	11 days	Mon 11/19/12	Mon 12/3/12
66		Plan development	63 days	Mon 11/19/12	Wed 2/13/13
67		Engineering systems narrative	26 days	Mon 1/7/13	Mon 2/11/13
68		Structural engineering narrative	26 days	Mon 1/7/13	Mon 2/11/13
69		Cost modeling/ estimation	45 days	Mon 11/19/12	Fri 1/18/13
70		50% design review with SCASD and CAC's	1 day	Fri 1/18/13	Fri 1/18/13
71		50% design review with faculty	1 day	Fri 1/18/13	Fri 1/18/13
72		50% design review with students	1 day	Fri 1/18/13	Fri 1/18/13
73		Finalize bond campaign package	1 day	Fri 1/18/13	Fri 1/18/13
74		Schematic design development	18 days	Mon 1/21/13	Wed 2/13/13
75		90% schematic design review meeting with SCASD & CAC	1 day	Fri 1/18/13	Fri 1/18/13
76		Final schematic design presentation to SCASD and CACs	1 day	Thu 2/14/13	Thu 2/14/13
77		Final schematic design presentation to community	1 day	Tue 2/19/13	Tue 2/19/13
78		SCASD review and approval period	11 days	Thu 2/14/13	Thu 2/28/13
79		**Bond Campaign - Organization**	**116 days**	**Mon 6/18/12**	**Mon 11/26/12**
80		Test referendum drivers with community to guide successful options	22 days	Mon 6/18/12	Tue 7/17/12
81		Survey Monkey (identify yes/no voters)	1 day	Mon 6/18/12	Mon 6/18/12
82		Outreach to opposition groups	26 days	Mon 7/2/12	Mon 8/6/12
83		Draft bond campaign Committee Leadership	5 days	Mon 10/8/12	Fri 10/12/12
84		Organize subcommittees	3 days	Mon 10/15/12	Wed 10/17/12
85		Research voter registation rolls - identify probable "yes" voters	6 days	Thu 10/18/12	Thu 10/25/12
86		Target unregistered yes voters	26 days	Mon 10/22/12	Mon 11/26/12
87		Outreach to recent graduate voters	26 days	Mon 10/22/12	Mon 11/26/12
88		Develop Media strategy	26 days	Mon 10/22/12	Mon 11/26/12
89		Meet with Media Contacts	26 days	Mon 10/22/12	Mon 11/26/12
90		Identify targeted Community Groups	6 days	Mon 10/22/12	Mon 10/29/12
91		**Bond Campaign - Community Engagement**	**209 days**	**Tue 5/8/12**	**Fri 2/22/13**
92		Engage the community on their vision for SCASD - insight to successful referendum drivers	189 days	Thu 5/31/12	Tue 2/19/13
93		Review, organize, overlay, document community workshop results - identify initial referendum drivers	11 days	Wed 5/30/12	Wed 6/13/12
94		Community visioning workshops results presentation - SCASD, CAC's - present referendum drivers	1 day	Thu 6/14/12	Thu 6/14/12
95		Test referendum drivers with community to guide successful options	22 days	Fri 6/15/12	Sun 7/15/12
96		Develop Strategies for Letters to Editor Response	16 days	Thu 11/22/12	Thu 12/13/12
97		Newspaper article on need an support for the project(s)	0 days	Fri 11/30/12	Fri 11/30/12

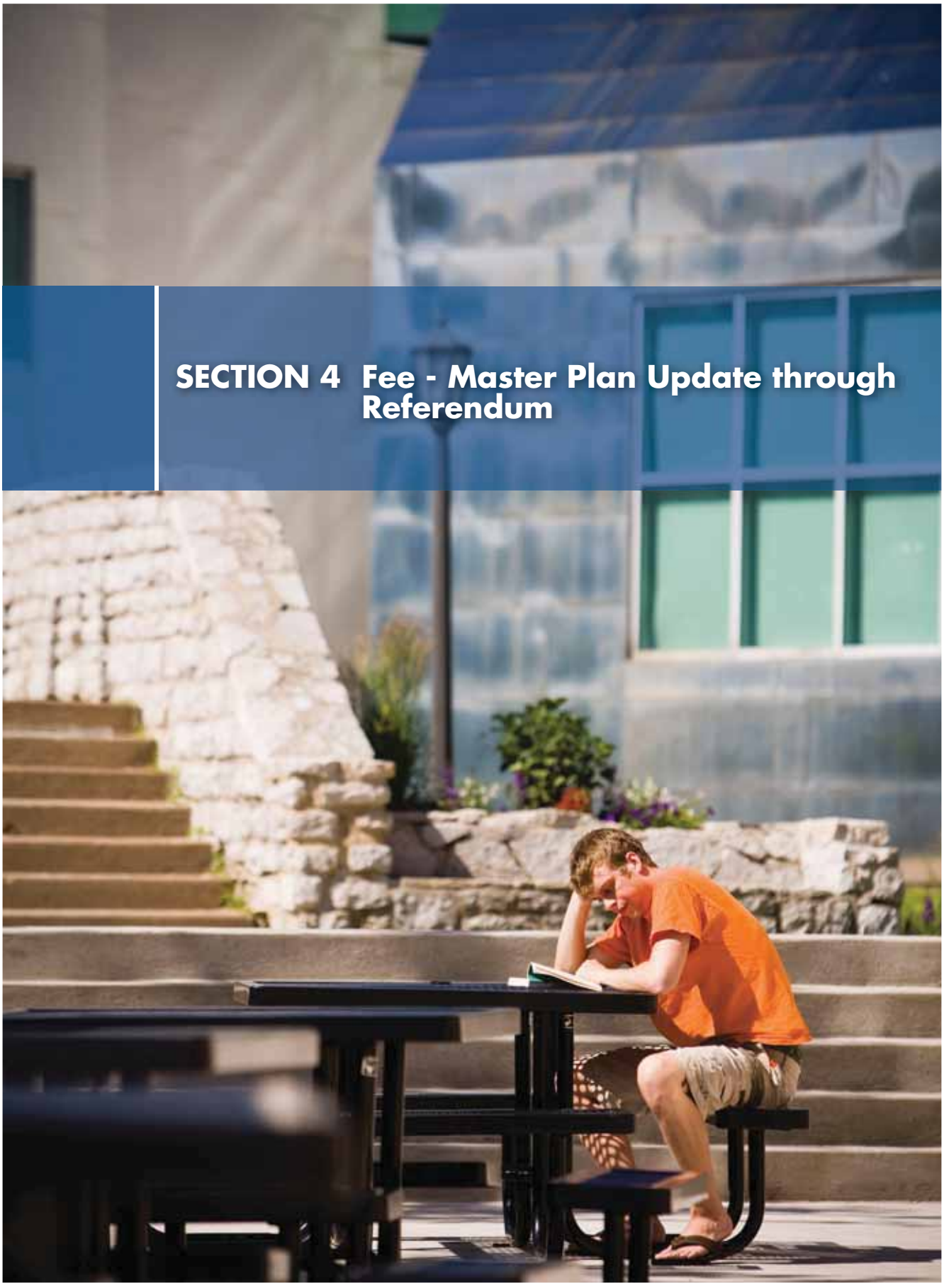


Project: Project workplan_DRAFT
Date: Mon 1/30/12

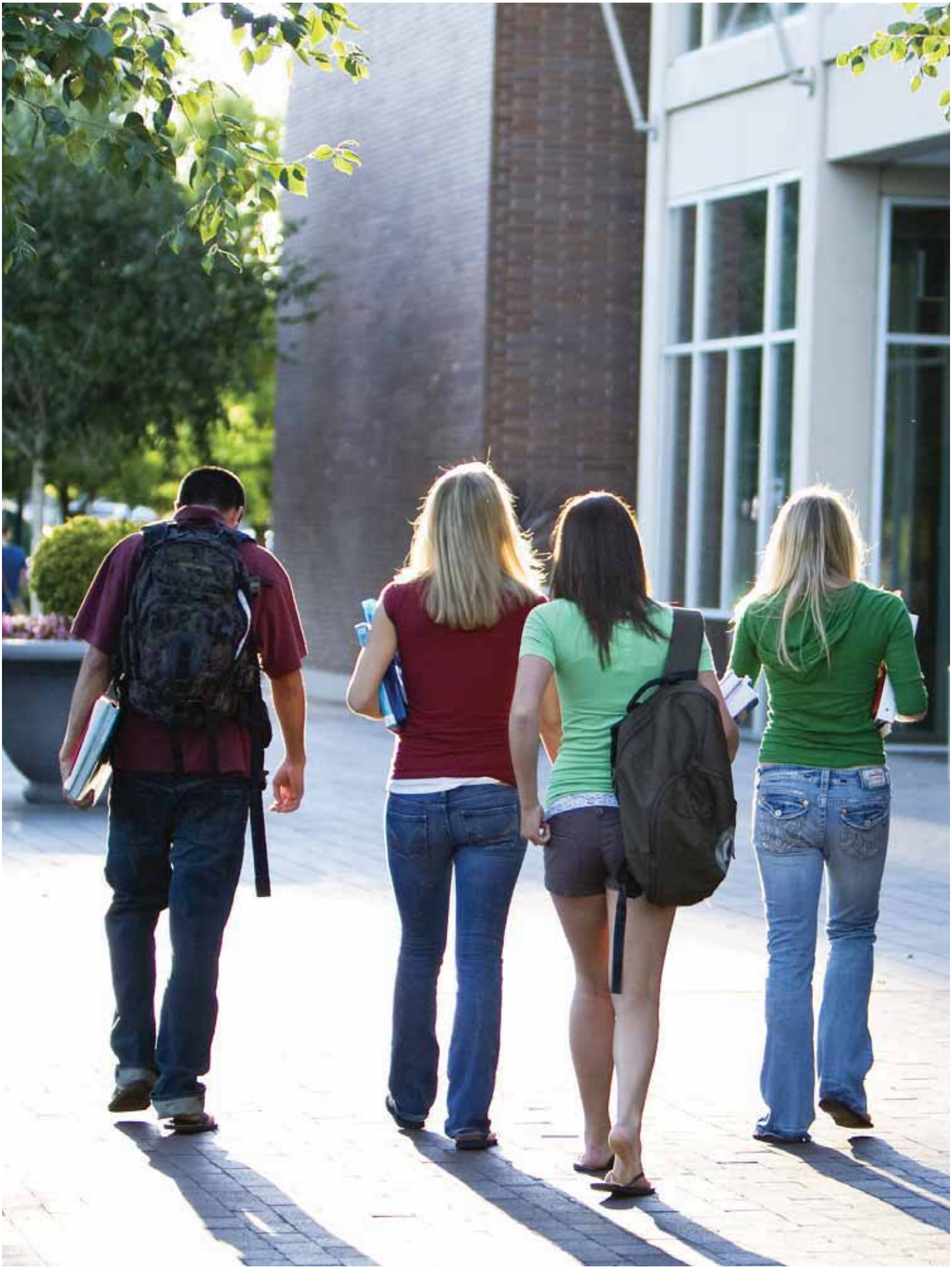
Task | Split | Milestone | Summary | Project Summary | External Tasks | External Milestone | Inactive Task | Inactive Milestone | Inactive Summary | Manual Task | Duration-only | Manual Summary Rollup | Manual Summary | Start-only | Finish-only | Deadline | Progress

ID	Task Mode	Task Name	Duration	Start	Finish
98		Community Meetings - discussion of design and design drivers - transparency	65 days	Sat 12/1/12	Thu 2/28/13
99		Solicit Endorsements	65 days	Mon 12/3/12	Fri 3/1/13
100		Survey Monkey (gauge yes/no voters)	1 day	Mon 12/3/12	Mon 12/3/12
101		Outreach to opposition groups	23 days	Wed 1/2/13	Fri 2/1/13
102		Second Newspaper Article	1 day	Fri 2/15/13	Fri 2/15/13
103		Present to community groups	5 days	Mon 2/18/13	Fri 2/22/13
104		**Bond Campaign - Pre-Election Activities**	**83 days**	**Mon 12/31/12**	**Wed 4/24/13**
105		DEADLINE for Filing Bond Issue with Board of Elections	1 day	Mon 12/31/12	Mon 12/31/12
106		DEADLINE for Voter Registration	1 day	Fri 3/1/13	Fri 3/1/13
107		Reminder Mailer(s)	46 days	Mon 2/11/13	Sun 4/14/13
108		Final Newspaper Article/Endorsements	1 day	Sun 3/31/13	Sun 3/31/13
109		Phone Banks	28 days	Fri 3/15/13	Tue 4/23/13
110		Poll Watching	66 days	Mon 1/21/13	Mon 4/22/13
111		Referendum vote	1 day	Tue 4/23/13	Tue 4/23/13
112		Victory Party	1 day	Wed 4/24/13	Wed 4/24/13

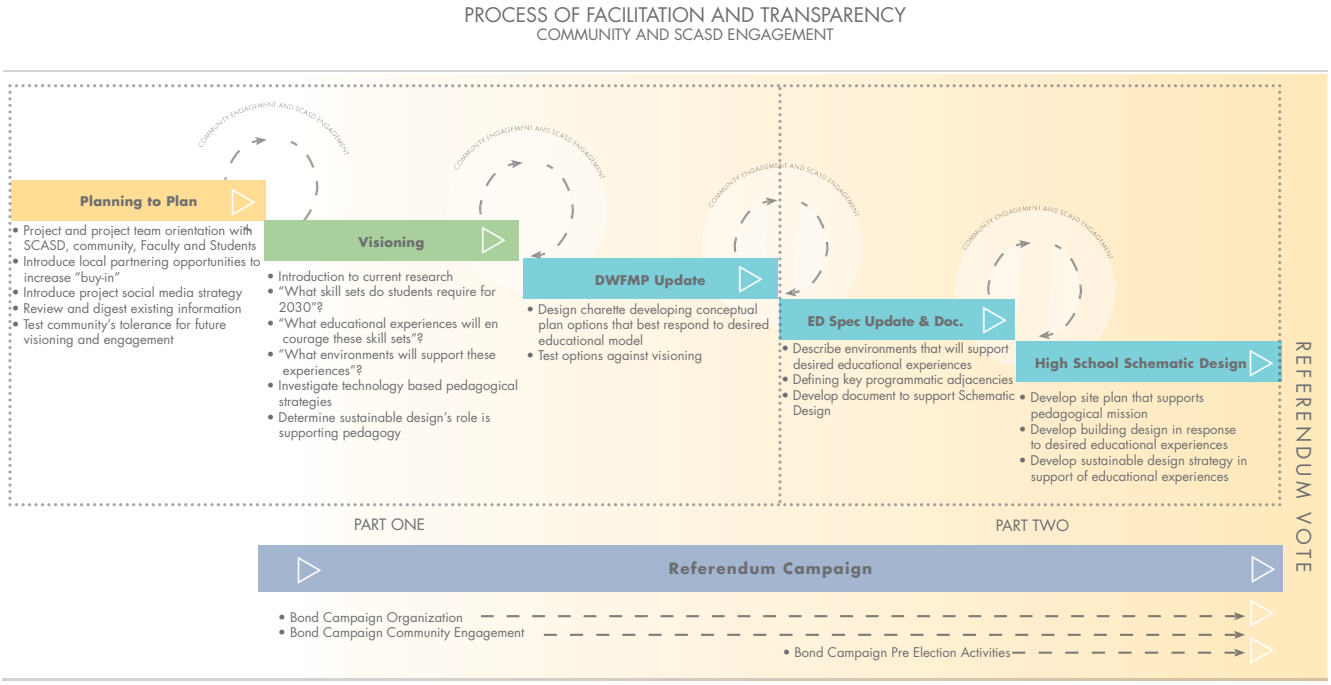




SECTION 4 Fee - Master Plan Update through Referendum



Fee - Master Plan Update through Referendum



Part 1 – Master Plan Update

Stantec has developed a work plan that is geared toward maximizing the potential for success in the bond campaign. It includes a series of administrative, community, and student workshops for developing an educational vision for 21st century education in State College Area School District as well as workshops to develop a direction for the High School Project. Our fee is based upon the following number of meetings:

- 8 stakeholder workshops for visioning, technology, and sustainable design
- 3 design charrettes to explore high school options including sustainable design
- 9 meetings / presentations with SCASD administrators and CAC groups

Stantec proposes to complete the Master Plan update for a Lump sum fee of

$245,000

The scope of meetings and amount of fee may be adjusted after our first step, Planning to Plan based upon input from the SCASD team.

Part 2 Schematic Design through Referendum

Upon authorization to proceed with a selected option Stantec will complete schematic design and assist the district with a bond campaign as described in our work plan per on of the two options listed below:

Part 2A High School Project:

Stantec will develop educational specifications, schematic design, and bond issue assistance for the selected high school project for a lump sum fee of:

$980,000

Part 2B Concurrent High School and Elementary School projects

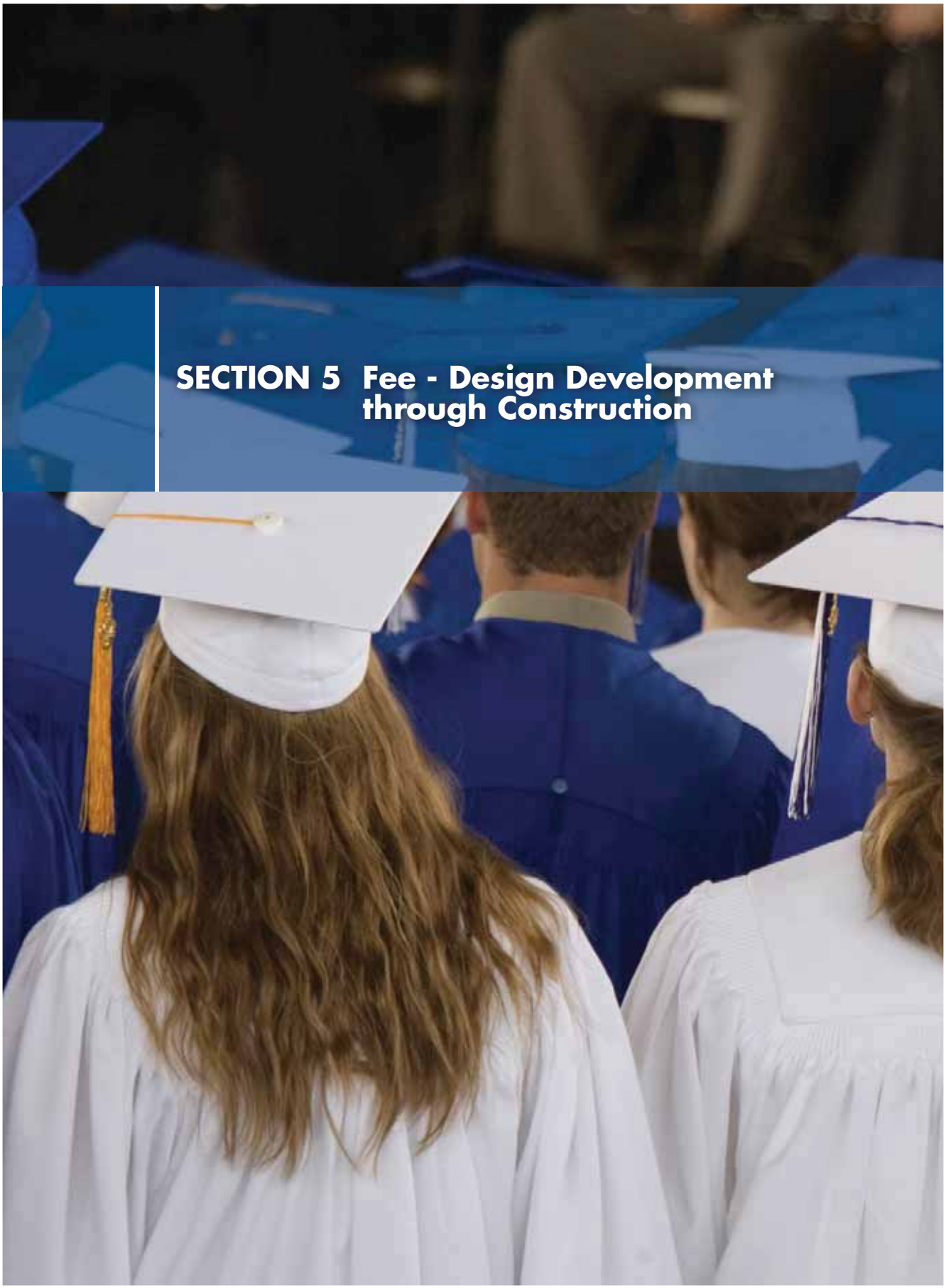
Stantec will develop educational specifications, schematic design, and bond issue assistance for the selected high school, as well as schematic design and bond issue assistance for one elementary school project utilizing existing elementary school Educational Specifications for a Lump Sum Fee of:

$1,110,000

Assumptions and Exclusions:

The following tasks and deliverables are specifically excluded from the basic scope of services of this contract but can be included as an additional service as required by the specifics of the selected project site and at the request of the Owner.

1. Measured drawings of existing conditions.
2. Survey
3. Geotechnical Investigation
4. Traffic Study
5. Re-zoning & Variance Requests
6. Subdivision / Consolidation Plans
7. Environmental Investigation or Impact Assessment
8. Wetlands Delineation
9. Highway Occupancy Permit
10. Utility Approvals
11. Off-site Utility Design
12. US Army Corps of Engineers Section 404 Permit (Joint Permit)
13. National Pollutant Discharge Elimination Systems (NPDES) Individual Permit



SECTION 5 Fee - Design Development through Construction

Fee - Design Development through Construction

Part 3 – Design Development through Construction

Upon authorization to proceed Stantec will complete bid documents, bidding assistance, construction administration and close out services. We understand that architect will not be acting as the construction manager and that the district may negotiate a fixed fee prior to entering into a contract. These fees are given as a percentage of the construction costs.

Part 3A High School Project Design & Construction

Stantec proposes to complete these services for a fee in the range of 4% to 4.25% depending on the size and complexity of the selected option.

Add for LEED Silver document:

$65,000 - $85,000

Part 3B Elementary School Design and Construction

Stantec proposes to complete these services for a fee in the range of 4.25% to 4.9% depending on the size and complexity of the selected option, and if the elementary school project is constructed concurrently with the High School project.

Add for LEED Silver document:

$65,000 - $85,000

Optional Value Added Services:

Stantec professional team will assist SCASD in teaching course in civics, science, design, or building technology, utilizing the design an design process as a case study. Specific curriculum will be developed with SCASD. Fee for this service will be provided upon definition of scope with SCASD.

In addition to the requested services the Stantec team can offer professional development services through our consultant Frank Locker Educational Planning these services include the following scope:

- Lead all-school meetings and focus groups to share, develop, and deploy 21st century teaching/learning concepts
- Facilitate development of a high school Strategic Plan to coordinate activities, meetings, expectations, and early adopters od 21st century educational practices
- Maintain contact with the school over a period of time to guide internal development and discussions on 21st century learning
- Coordinate with SCAHS and SCASD administration

If requested Stantec will complete these services for a fixed fee of

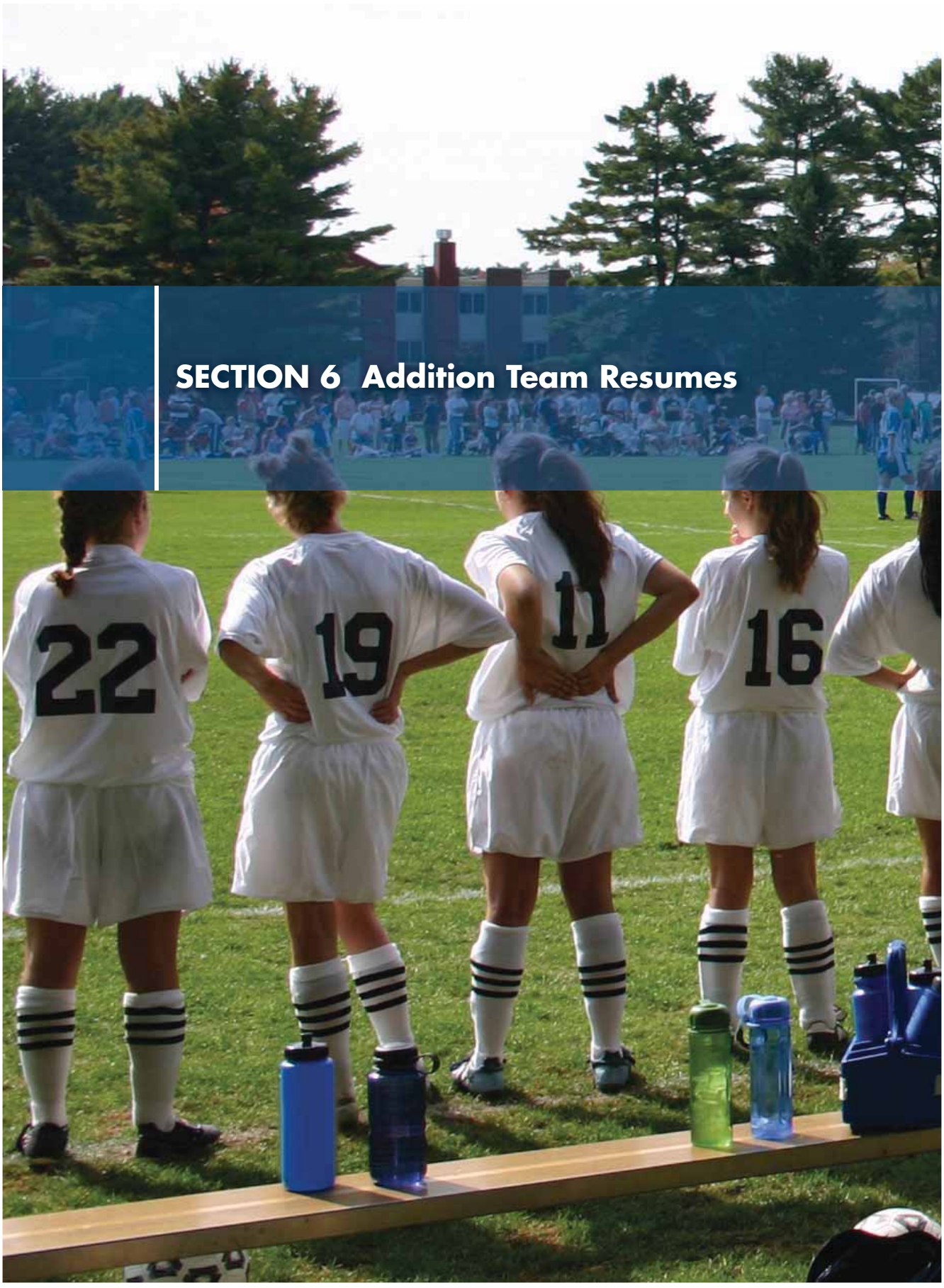
$40,000

Assumptions and Exclusions:

The following tasks and deliverables are specifically excluded from the basic scope of services of this contract but can be included as an additional service as required by the specifics of the selected project site and at the request of the Owner.

1. Measured drawings of existing conditions
2. Survey
3. Geotechnical Investigation
4. Traffic Study
5. Re-zoning & Variance Requests
6. Subdivision / Consolidation Plans
7. Environmental Investigation or Impact Assessment
8. Wetlands Delineation
9. Highway Occupancy Permit
10. Utility Approvals
11. Off-site Utility Design
12. US Army Corps of Engineers Section 404 Permit (Joint Permit)
13. National Pollutant Discharge Elimination Systems (NPDES) Individual Permit
14. National Pollutant Discharge Elimination Systems (NPDES) General Permit
15. Fees associated with permit applications, inspections and submittals
16. Professional Cost Estimating
17. LEED Documentation

SECTION 6 Addition Team Resumes



Judy A. Morgan

Educational Planner

EDUCATION

C.A.S., State University of New York at Cortland, Cortland, NY, 1994

Masters of Science, Education, State University of New York at Cortland, Cortland, NY, 1992

Bachelors of Science, Liberal Arts, The University of the State of New York, 1988

PROFESSIONAL EXPERIENCE

2011 - Educational Consultant
Working with teachers and administrators around the country to assist with the implementation of 21st century skills with a focus on thinking and learning as well as leadership development.

Anderson, South Carolina – Workshop for teachers to plan for the implementation of 21st century skills

Cleveland, Ohio – 21st Century School Design Workshop – Working with school administration and architects to define the components of 21st century learning which should be considered in the design for future learning environments.

West Virginia – Working with schools identified by State. Provide guidance and support for the implementation of best instructional strategies to improve student learning. Focus on the development of highly effective leadership skills for administrators.

2000 - 2011 East Syracuse – Minoa Central School District, Executive Director of Curriculum, Instruction and Accountability
As a member of the Executive Cabinet, worked closely with the superintendent and the other executive cabinet members. Responsible for the creation and maintenance of a comprehensive curriculum, State and local testing, coordination of scoring and data reporting and creation of documents for District accountability. Responsible for the creation, organization and implementation of the District Strategic Plan. Lead the implementation of 21st century skills at all levels that aligned with Common Core Standards and District curriculum. Planned and monitored all district staff development for teachers, support staff, as well as administrators. Reviewed and approved the purchase of all district textbooks. Prepared all State grants for submission and monitored the expenditure of these funds. Oversaw eleven District budgets. Supervised and evaluated the district instructional specialists, reading teachers, math diagnosticians, library media specialists, ESL teachers and enrichment teachers. Supervised administrative interns.

2002 - 2006 SUNY Cortland
Adjunct Instructor
Taught Supervision to students in the CAS program

1995 - 2000 East Syracuse-Minoa Central School District, K-6 Principal – Minoa Elementary School
Responsible for the daily management of an elementary building, including budgeting, scheduling, supervision and discipline of students. Formed multi-grade level teams within the building to align teaching with the New York State Standards and the New York State tests. Facilitated summer curriculum projects. Worked with other administrators to evaluate and select new testing instruments. Encouraged staff to implement alternative teaching strategies to better meet the needs of students. Supervised administrative intern. Served on many district committees to facilitate change based on research of best practices.

1994-1995 Dryden Central School District
K-3 Principal / Supervisor of Special Education Programs
Responsible for curriculum implementations, staff supervision, building management and site based budgeting for two elementary buildings that offered a variety of options to most effectively meet the learning needs of the students. One building operated as a traditional graded system. The other building operated under a developmentally appropriate continuous progress philosophy. Other responsibilities included the design and preparation of the K-6 master staff schedule for 4 buildings and supervision of records for 61 home schooled students. The special education responsibilities included writing and monitoring Federal Grants, supervising the CSE chair and the support staff chairs.

Judy A. Morgan

Educational Planner

1988-1994 OCM BOCES/Cortland City School District Administrative Intern (1993-94) – Worked with 7 administrators to build master schedules, interview professional and non-professional staff, teaching observations, teacher-parent-administrator conferencing, workshop planning and presentations, budget preparation, administrative meetings, established procedures for teacher supervision of Quiz Bowl and National Geographic Bee. Teacher / Coordinator of Gifted Programming – Designed and implemented a grade 2-6 pullout program for identified gifted students as well as designed curriculum for enrichment and acceleration for high ability students in grades K-6. Students were identified yearly for placement in the program. Administered inventories and analyzed data for identification consisting of IQ scores standardized test scores, parent/teacher recommendations and classroom observations. Designed curriculum yearly focusing on program goals, while meeting the needs of participating students. Classroom was equipped with advanced technology not available in all classrooms. Organized and accompanied students in grade 4-6 on yearly field trips to Boston, Albany and Rochester. Initiated student participation in Knowledge Master Open Quiz Bowl, NYS Quiz Bowl, National Geographic Geography Bee, Odyssey of the Mind, Stock Market Game, Johns-Hopkins Talent Search, and New York State Mathematics League Competition.

Consultant (Summer 1993) – Reviewed G/T program at Homer Central School District and made recommendations for services for gifted students. The process involved interviewing parents, teachers and students, collecting and compiling data resulting in a recommendation for a comprehensive master plan including identification, staffing, evaluation and program structure.

CONTINUING EDUCATION

21st Century Learning with Ken Kay 2007-2011

Professional Learning Communities with Rick and Becky DuFour 2006-2010

Leader in Me (Covey) Trainer Training 2010

7 Habits of Highly Effective People (Covey) Trainer Training 2009

Thinking Maps Trainer Training 2007

Cognitive Coaching Training 2002-2006

Adaptive Schools Training 2005-2006

Data Driven Decisions Training

PROFESSIONAL PRESENTATIONS

Creating 21st Century Classrooms (for teachers, administrators and architects) 2011

National School Boards Conferences 2003, 2006, 2008, 2010, 2011

New York State School Boards Conferences 2007, 2009, 2010

7 Habits of Highly Effective People 2009

7 Habits of Highly Effective Families 2010

Leader in Me 2010

Thinking Maps 2007

OTHER AREAS OF INVOLVEMENT

President New York State ASCD 2009-2011

Congressional Appointment to Military Academy Selection Committee 1986 - 2009, 2011

Susan G. Komen Board of Directors 2004-2006

Member of Cortland City School District Board of Education 1986-1988

Nancy Sturm, MS Ed.

Educational Technology Planner

Over 20 years industry experience and design credentials on over 600 projects across North America. Nationally-recognized visionary leader in Education Technology with over 30 years of tackling education, technology, and business needs to develop viable, successful, and sustainable solutions Career marked by creating award-winning educational programs and techniques enabling teachers to effectively utilize technology in the classroom to motivate and facilitate student achievement.

EDUCATION

Master of Science, Education, University of Iowa, 1983
Bachelor of Arts, Elementary Education, University, of Northern Iowa, 1979

PROJECT EXPERIENCE

Needham Public Schools, Needham, MA
Leadership Team Consultation

Coppin State University, Baltimore MD
Science & Technology Center STEM Learning Environments Workshops

Howard Community College, Columbia MD
Health Sciences Pedagogical Visioning Workshop

Northern Michigan University, Marquette MI
Jamrich Hall Pedagogical Visioning Session

State University of New York, Brockport NY
Brockport Drake Library

University of Iowa, Iowa City IA
Psychology Building Visioning Session

University of Michigan, Ann Arbor MI
School of Education Visioning Session

CAREER HIGHLIGHTS

While Executive Director of the Challenger Learning Center in Wheeling WV, designed and managed flagship center. Launched first space simulation delivered through technology; first Executive Director appointed to National Board of Challenger Center of Space Science Education.

Creator of professional development model EdVentures in Simulations: A Great START to the 21st Century, implemented in Challenger Learning Centers across the country, enabling teachers nationwide to utilize situated cognition learning environments; winner of Challenger Learning Center Achievement Award for eight consecutive years.

Invited to White House to personally brief President George W. Bush on successful development and implementation of e-Mission, a first-of-its-kind product providing online space simulation delivered in real time through real-world technology; program still in use today by students and teachers nationwide.

AWARDS AND ACHIEVEMENTS

Science Teacher of the Year, State of Iowa

180 Regent Court
Suite 102
State College, PA 16801
Tel: (814) 238.3491

400 Morgan Center
101 East Diamond Street
Butler, PA 16001
Tel: (724) 285.4761

Stantec