



HAYES LARGE

Building Inspiration



Proposal to provide **Architectural Design Services** for
State College Area School District

January 30, 2012

Hayes Large is pleased to submit the enclosed proposal to provide professional design services.

If you have any questions regarding our proposal, or would like more information, please contact:

S. Dwight Knouse, II, AIA, LEED^{AP}

Executive Partner

814.946.0451

sdknouse@hayeslarge.com



ON THE COVER:

*Eastern York High School
Eastern York School District
Wrightsville, PA*

Background: Large Group Instruction Room,
Bald Eagle High School, 2011

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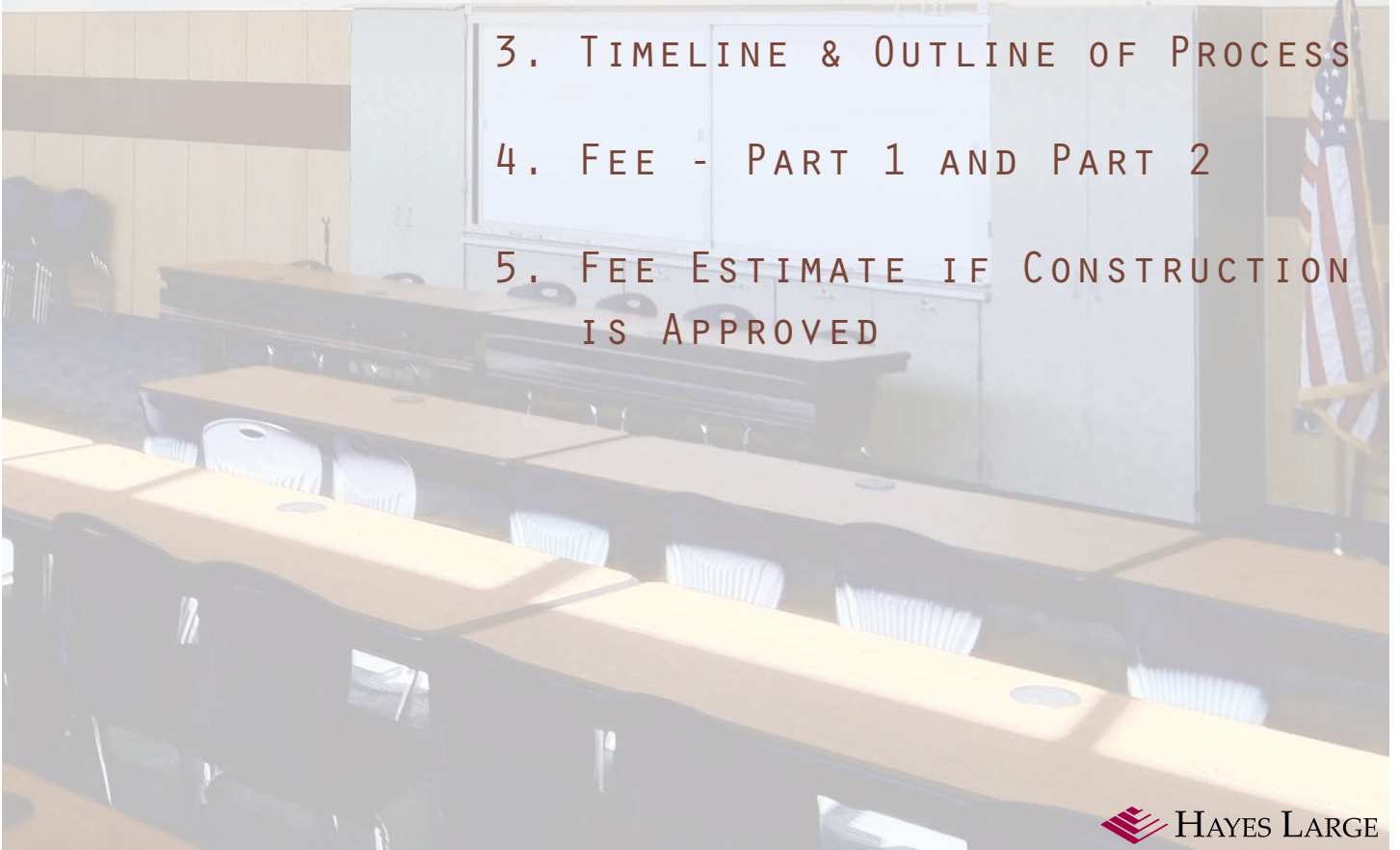
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Eastern York High School, 2010





Altoona, PA

January 30, 2012

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

3601 Fifth Avenue
Altoona, PA 16602
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Dear Mr. Poprik,

Baltimore, MD

Why hire Hayes Large for State College's next schools? We believe that nature of your facility needs, the general **climate** the District finds itself in, and the inclusive **process** you desire, make our team the best choice. In brief, we see our mission as this: to help SCASD **sustain excellence on a budget**. Hayes Large offers three critical advantages in planning high-performing schools under challenging constraints--and in delivering them with a process that gets the results that your whole community will support.

Harrisburg, PA

Your Next Projects: High-Performing High Schools

Everyone agrees it is time to address the high school. For hundreds of new or renewed high schools, we have designed for today's learning, while building in future flexibility. Whether creating grade-level houses or bringing the outdoors in, even renovations can reinvent an older building—technologically, functionally and aesthetically. We reorganized Loudoun County High School, VA to speed traffic and ease congestion and student stress. We adapted Salem City VA's 1960s high school classrooms for enrichment, remediation and peer learning.

Leesburg, VA

High School is a critical time for college admissions. SCASD students and teachers can't afford to deal with unnecessary distraction during construction. We specialize in phased occupied renovations, maximizing progress during breaks. Ask school districts about our performance: our emphasis on student and teacher experience makes a real difference.

State College, PA

The Climate Now: Achievement under Resource Constraints

PA schools are feeling the full financial and political impact of the recession. Even State College, an affluent and well-run district, faces budget deficits, difficult tradeoffs, and a community less willing and able to spend. **To sustain excellence, every dollar has to count toward education and sustainability.** We help schools thrive in a world of tough budget choices by considering initial cost per square foot and design efficiency and building life cycles, so that you see the benefits in both first costs and operating costs over the life of the building.

Partners

S. Dwight Knouse, II, AIA
G. Randolph Hudson, AIA
James R. Thompson, AIA

To spend dollars efficiently to **support curriculum**, we have engaged Dr. Kenneth Tanner, who has carried out ground-breaking studies on which building features most impact student achievement. To spend dollars effectively to **achieve sustainability**, we have partnered with David Johnson of global sustainability leader McDonough + Partners. State College is committed to being a Sustainable Community, which we fully support. At the same time, considering the constraints of budget, we are prepared to explore with you whether dollars spent on LEED documentation would be better spent on "deeper" sustainability measures. Last fall, US Secretary of Education Arne Duncan visited Alexandria, VA, where Hayes Large redesigned a 1960s high school into a Green School Laboratory that includes the US's first geo-solar HVAC system. Our designers and in-house engineers will find ways to save you energy and costs through innovative approaches to sustainability.

A Proven Process and Success in the Centre Region

We offer State College a road map toward a successful referendum. I'll be working with Carmen Wyckoff, LEED^{AP}, to lead our **Shared Design** process. Teammates Barb Doidge and the Triad Group offer referendum experience, employing both traditional techniques and new technology. They will work with the CACs, school and community to gather input, build consensus, and guide outcomes. Hayes Large graduate architect Rebecca Griffith, LEED^{AP}, SCAHS '00, will encourage and mentor student input. Partner Randy Hudson, LEED^{AP} has led some of the Centre Region's landmark designs, including Schlow Library, and is a frequent conference speaker on design, learning and sustainability. He brings deep knowledge of our area.

Please ask your neighbors—Bald Eagle Area, Bellefonte, and Mifflin County—about their experiences working with us to meet their budgets, conserve resources, and improve their students' educational environments. Our goal, after our State College projects are successful, is for you to say two things: "We love our schools now", and "Hayes Large was great to work with".

Sincerely,

S. Dwight Knouse, II, AIA, LEED^{AP}
Executive Partner

1. COMPLETED HIGH SCHOOL PROJECTS

Provide a choice of 2-3 completed High School projects that would be available for a tour by SCASD representative. The firm should be prepared to arrange for a tour and discussion of the project with representatives of the chosen district. (Specific project to be selected by the district). To help SCASD chose an appropriate project, please include details regarding:

- *completion dates*
- *cost*
- *program goals, design parameters, and scope*
- *members of the project team*
- *any other specific details that help distinguish the project*

Potential Visits: Three High Schools

Few SCASD topics have been as contentious as first, whether there should be one central High School campus or two campuses; and second, if there is one campus, whether to seek a one-or two-building solution.

For the purpose of this proposal, we assume that:

- There is one campus
- The District will respond to community voices favoring actions ranging from minimal updates to the existing North and South buildings, to constructing one all-new consolidated building.

We offer these three high schools for visits because each exemplifies one of the approaches that the SCASD community may eventually feel most comfortable with. Each building project was the outcome of a **Shared Design** process similar to that proposed for SCAHS. Each was envisioned by its stakeholders, endorsed by its community, and will serve learners well for many years to come.

Potential Visit One: Fix the Fundamentals

Bald Eagle Middle/Senior High School, Wingate Elementary School

Completion Date: August 2011

Construction Cost \$23,237,414

Project Team: S. Dwight Knouse, II, AIA, LEED^{AP}, Partner *
G. Randolph Hudson, AIA, LEED^{AP}, Designer *
Paul R. Hertzler, CDT, CSI, Project Manager *
Jason M. Mackovyak, RLA, ASLA, Landscape Architect *
Melissa A. Crist, NCIDQ, LEED^{AP}, Interior Design *
Karl H. Kessler, PE, Electrical Engineer *
Grant D. Walk, CDT, CSI, CCCA, LEED^{AP}, Contract Administrator *

* Project team proposed for SCASD Architectural Design Services

This project focused on “warm safe dry” upgrades; addressed the appearance of public areas and generally upgraded finishes; and installed a new geothermal heating and cooling system. Hayes Large Architects assisted the District with a \$500,000 energy harvest grant. By joining two separate facilities together, which increased the reimbursement from the Commonwealth was increased.

Client Contact: Daniel Fisher, Superintendent; 814.355.4860
dfisher@beasd.org

Potential Visit Two: Major Makeover

Eastern York High School

Completion Date: November 2009

Construction Cost \$35,544,209

Project Team: G. Randolph Hudson, AIA, LEED^{AP}, Partner*
Christopher J. Dietrich, AIA, Designer
Paul R. Hertzler, CDT, CSI, Project Manager *
Mark S. Shrift, RLA, ASLA, Landscape Architect
Melissa A. Crist, NCIDQ, LEED^{AP}, Interior Design *
Edward Ivory, Contract Administrator

* Project team proposed for SCASD Architectural Design Services

Originally planned as an all-new school, this redesign on an existing high school site conserves and renovates the Career Technology wing. The remaining 85% of the building is new construction. Hayes Large had completed EYSD's Wrightsville Elementary, Pennsylvania's first LEED public school renovation, in 2004. However, the District opted not to pursue LEED certification, while still maintaining a sustainable focus for the project.

Client Contact: Darla Pianowski, Ed.D., Superintendent; 717.478.6003
darlap@eyork.k12.pa.us



Potential Visit Three: Build New

Mifflin County High School

Completion Date: August 2011

Construction Cost \$56,954,564

Project Team: S. Dwight Knouse, II, AIA, LEED^{AP}, Partner *
Christopher J. Dietrich, AIA, Designer
Jason M. Mackovyak, RLA, ASLA, Landscape Architect *
Melissa A. Crist, NCIDQ, LEED^{AP}, Interior Design *
Matthew T. Filan, PE, LEED^{AP}, Mechanical Engineer
Rachel Prinkey, PE, Plumbing Engineer
Karl H. Kessler, PE, Electrical Engineer *
Ronald W. (George) Wirick, Contract Administrator

* Project team proposed for SCASD Architectural Design Services

This all-new high school on a constricted hillside site overlooks a new all-weather track and grass athletic field. A 21st-century school in a traditional wrapping, it is zoned to maximize flexibility, community use and social interaction. The building was designed to enhance the schools departmental structure. This building also utilizes geothermal heating and cooling. By tucking the heat pumps up in the attic space of the academic wing, ease of maintenance and noise reduction is accomplished.

Client Contact: James Estep, Superintendent; 717.248.0148
jae13@mcsk12.org

The following pages contain more information about the three High Schools that are available for tour. You will find program goals, design parameters, scope and other details about each project.



WINGATE ELEMENTARY, MIDDLE & HIGH SCHOOL

BALD EAGLE AREA SCHOOL DISTRICT
WINGATE, PA



3-School Campus is Hayes Large's 37th Project for BEASD Since 1952

Goals

Make safe and code-compliant
Create a good learning environment via educational infrastructure

- Keep existing school recognizable: "We like it"
- Refresh appearance to reflect regional pride
- Encourage community use

Design Parameters

- Phase construction to minimize student disruption
- Maximize state reimbursement

Scope

- Renovate high school and integrate into existing K12 campus
- Replace and upgrade 56-year-old Mechanical/Electrical systems
- Improve appearance and function of school for the next 30 years



Hayes Large carried out a **District-Wide Master Plan**. Afterwards, school leaders and Facilities Groups developed a Master Action Plan. The final design creates a Connector, a linking the High School to the Elementary and Middle schools via a new Fitness Center and High School Gym. The Connector also allows all 3 schools to share common science and computer labs.

(Construction costs were 9% lower than budgeted, allowing for) major enhancements: Upgrade to 30-year premium Roof with additional insulation; Replace Auditorium seats; Add LGI; Add outdoor basketball and tennis courts; Linoleum corridor floors; Upgrade Cafeteria serving/dishwashing areas.

Sustainable/Green Features

Geothermal Heating and Cooling, Linoleum Floors and Other Low-VOC finishes, High-Performance Glazing, Automatic Light Dimming

"In choosing an architect, do yourselves and your constituents a favor. Allow Hayes Large to show what they can do for you."

- Daniel F. Fisher, Superintendent

Additions and Alterations

36,657 sf Additions
239,480 sf Alterations
1,919 Students Grades PK-12

Hayes Large Roles

Masterplanning, Programming, Architectural Design, Interiors, Landscape Architecture, MEP Engineering, Contract Documents, Contract Administration

Hayes Large expertise in grants and PDE funding yielded **greatly increased reimbursement** and a **\$500,000 PA DEP Energy Harvest grant** for this exceptionally efficient building.

WINGATE ELEMENTARY, MIDDLE & HIGH SCHOOL



EASTERN YORK HIGH SCHOOL
EASTERN YORK SCHOOL DISTRICT
WRIGHTSVILLE, PA



Building a New High School While Operating the Old One - On a Tight Hilltop Site

Goals

- Excellent learning environment
- Energy performance matching Wrightsville Elementary (LEED Silver)
- Safe and welcoming
- Respect natural beauty of site

Design Parameters

- Phased occupied new and renovated structure
- Steeply sloping hillside
- Mid-project repurposing of shop wing to maintenance and lockers

Scope

- New Grade 9-12 Comprehensive High School (85%)
- Renovation of Career Tech Wing



A compact 2-story design replaces a sprawling 1-story 1962 structure and reduces travel time between classes. Built on an otherwise unusable steep hilltop, it conserves areas for community and school sports and rec.

Spacious daylighted stairs and corridors “de-stress” students. Common areas (Library, Dining, Offices)-are grouped around a Gallery with spectacular Susquehanna River views. The renovated vocational area contains state-of-the-art technology for visualization, media design and fabrication.

Each building phase was kept as far as possible from occupied classrooms.

Additions and Renovations

170,000 sf New 32,000 sf Renovations
757 Students Grades 9-12

Hayes Large Roles

Programming, Architectural Design, Landscape Architecture, Interiors, FFE, MEP Engineering, Documentation, Contract Administration

“Hayes Large worked within our limited funds while ensuring a high quality school that will meet the needs of our students for many years in the future.”

- Dr. Darla Pianowski, Superintendent

Sustainable/Green Features

Geothermal Heating/Cooling, High-Performance Glazing, Linoleum Floors and Other Low-VOC finishes, Automatic Light Dimming, High Recycled-Content and Regionally-Sourced Materials

EASTERN YORK HIGH SCHOOL



MIFFLIN COUNTY HIGH SCHOOL
MIFFLIN COUNTY SCHOOL DISTRICT
LEWISTOWN, PA



New High School is the Centerpiece for a Secondary Campus

Goals

- Merge existing Indian Valley and Lewistown High Schools
- Design flexible spaces for 21st-century learning
- Create campus-like setting
- Welcome community into school

Design Parameters

- Narrow, sloping hillside site

Scope

- New Grade 9-12 High School

Hayes Large Architects organized the building into 2 Houses and a connecting Commons:

- A front **Academic House** presents a traditional architectural image
- A rear **Activities House** blends traditional and contemporary design.
- A light-filled **Commons** connector houses dining/wellness spaces below and a library above.

A 3-story structure, tucked into the hillside, reduce its scale, provides student and community entrances, and preserves usable land. Designers used parking, drives and existing playfields to link to existing schools.

Building placement and site lighting minimize impact on neighbors.



“From the building committee to the school board, there is a strong feeling of trust and confidence in your firm.”

- Ronald L. Varner, Principal

Sustainable/Green Features

Geothermal heating/cooling, heat recovery wheels, linoleum floors, low-VOC finishes, bioretention stormwater areas

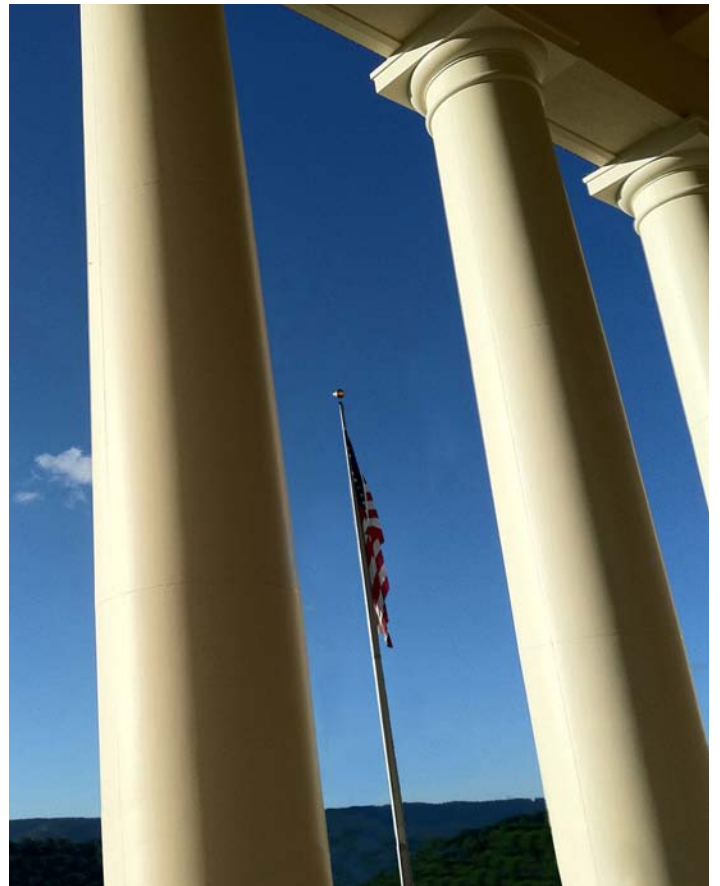
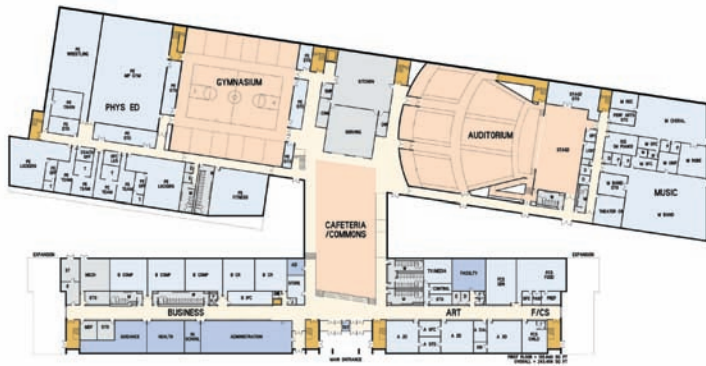
New Construction

251,088 sf
1,150 Students Grades 9-12

Hayes Large Roles

Programming, Architectural Design, Landscape Architecture, FFE, Interiors, Documentation, Contract Documents, Construction Administration

MIFFLIN COUNTY HIGH SCHOOL



2. TEAM MEMBER RESPONSIBILITIES

2. Identify the approximate percentage of responsibility each team member and consultant will have towards the final product (these percentages will total 100%). Additionally, the percentage of time each team member will devote to this project through the course of development (this number will range from 0 to 100% for each team member). This should be broken out by phase, and also by partner firms/consultants. This may be combined with question 3 if desired.

We offer six summary charts below, identifying the approximate percentages requested for Part 1, Part 2A and Part 2B. **The majority of the time required will be provided by Hayes Large in-house personnel, however, the contributions of our consultants will be significant in shaping our efforts and achieving your goals.** Hayes Large offers in-house architecture, educational facility planning, interior design, landscape architecture, mechanical/electrical engineering, landscape architecture and site planning. In fact, we dedicate over 75% of our professional practice to public school design. We are truly school specialists.

Hayes Large in-house staff, as percentage of total time:

Part 1 – Master Plan Update: 65%

Part 2A – Schematic Design through Referendum for High School Project: 74%

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects: 74%

For State College Area School District, we added four other specialists that will make a significant contribution to our effort:

- Educational Facility Planner: C. Kenneth Tanner, Ed.D, REFP
- Community Engagement Specialist/Referendum Consultant: Barbara O. Doidge
- Referendum Consultant: TRIAD Research Group
- Sustainability Expert: David Johnson, AIA, LEED^{AP}

Educational Facility Planner: C. Kenneth Tanner, Ed.D, REFP

To supplement Hayes Large's educational facility planning expertise, our team includes the premier researcher in the effects of school design on student outcomes; C. Kenneth Tanner, Ed.D, REFP. Dr. Tanner is both the Director of the School Design and Planning Laboratory at the University of Georgia and a veteran educational facility planner. Dr. Tanner's approach emphasizes the Focused Strategic Planning model articulated in articles and books he has authored, including his 2006 book with J.A. Lackney: *Educational Facility Planning: Leadership, Architecture and Management* (Allyn and Bacon: Pearson Education). Dr. Tanner's role on the State College Area School District projects includes:

Phase 1 – Master Plan Update:

- The Guide-on-the-Side ... supporting Michael Hardy, Assistant Superintendent of your administration

- Educational assessments of schools
- Capacity analysis of schools
- Leadership and facilitation for his Focused Strategic Planning Workshops
 - Identifying big picture educational issues
 - Exploring a broad range of educationally sound options
- Facilitation in the 5-CAC Workshops:
 - Foundation of Knowledge
 - Preliminary District Wide Options
- Foundation of Knowledge presentations to CACs and to Public Forum One

Part 2A – Schematic Design through Referendum for High School Project:

- The Guide-on-the-Side ... Senior Advisor
- Refinement of the existing high school educational specifications
- Participation in the high school charrette

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects:

- The Guide-on-the-Side ... Senior Advisor
- Refinement of the existing high school educational specifications
- Participation in the high school *charrette*
- Refinement of the existing elementary school educational specifications, if requested

Educational Facility Planner: C. Kenneth Tanner, Ed.D, REFP, as percentage of total time:

Part 1 – Master Plan Update: 16%

Part 2A – Schematic Design through Referendum for High School Project: 6%

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects: 5%

Community Engagement Specialist / Referendum Consultant: Barbara O. Doidge

Barb has a more than 10-year relationship with Hayes Large, initially as a client, then as the firm’s Director of Marketing and most recently as a consultant for public school projects. During her tenure with Hayes Large she worked closely with the company’s EdVise and project teams to develop and implement community engagement and referenda plans in Ohio and Pennsylvania.

As the Public Information Officer for a school district for nearly 15 years Barb planned, implemented and evaluated community engagement plans. She was the district representative to community campaign committees working on referenda and bond issues. Her work has been recognized by the National School Public Relations Association/Ohio and the Ohio Association of Community Education. Barb has presented at state and national conferences for the National

Association of School Public Relations, the Ohio School Boards Association, the Pennsylvania School Boards Association, the National Association of School Administrators and the Ohio Community Education Association. Barb's role on the State College Area School District projects includes:

Part 1 – Master Plan Update:

- Develop and guide the Comprehensive Communication and Community Engagement Plan
- Guidance for the Referendum Approval Committee
- Facilitation at three Public Forums:
 - o Public Forum One Foundation of Knowledge
 - o Public Forum Two: Preliminary District Wide Update Options
 - o Public Forum Three: Option Consensus Building

Part 2A – Schematic Design through Referendum for High School Project:

- Update and guide the Comprehensive Communication and Engagement Plan
- Guidance for the Referendum Campaign Committee
- Facilitation at Public Forum Four – High School *Charrette* Presentation

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects:

- Update and guide the Comprehensive Communication and Engagement Plan
- Guidance for the Referendum Campaign Committee
- Facilitation at Public Forum Four – High School Charrette Presentation

Community Engagement Specialist/Referenda Consultant: Barbara O. Doidge, as percentage of total time:

Part 1 – Master Plan Update: 10%

Part 2A – Schematic Design through Referendum for High School Project: 5%

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects: 4%

Referendum Consultant: TRIAD Research Group

TRIAD Research Group has been conducting public opinion and community attitude research since 1975. They are well versed in both quantitative and qualitative research techniques. These include conducting telephone, mail, online and onsite surveys, focus groups and depth interviews, both in-person and by telephone. With a strong focus on public sector clients, such as local school districts, community colleges, public libraries, transit systems, park districts, and boards of mental health and developmental disabilities, TRIAD has developed an expertise in understanding and evaluating public attitudes and voter support for these types of organizations at the state, county and local levels. As part their research, they often assess voter support for possible ballot issues, including operating levies, bond issues and income or sales tax increases to obtain information needed to develop campaign themes and sound communication strategies. TRIAD's role on the State College Area School District projects includes:

Phase 1 – Master Plan Update:

- Presentation on the role of surveys in the referendum approval process at the 5-CAC Workshop: Preliminary District Wide Options
- Conduct the Options Survey
- Presentation of survey data at the 5-CAC Workshops: Building Consensus

Part 2A – Schematic Design through Referendum for High School Project:

- Conduct the Message Survey
- Meet with Campaign Committee

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects:

- Conduct the message Survey
- Meet with Campaign Committee

Referendum Consultant: TRIAD Research Group, as percentage of total time:

Part 1 – Master Plan Update: 9%

Part 2A – Schematic Design through Referendum for High School Project: 3%

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects: 3%

Sustainability Expert: David Johnson, AIA, LEED^{AP}

To supplement Hayes Large's sustainability expertise, our team includes the premier sustainability firm in the United States; William McDonough + Partners, represented by David Johnson, AIA, LEED^{AP}. David's role on the State College Area School District projects includes:

Part 2A – Schematic Design through Referendum for High School Project:

- Participation in the high school design *charrette*

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects:

- Participation in the high school design *charrette*
- Participation in the elementary school design, if requested

Sustainability Expert: David Johnson, AIA, LEED^{AP}, as percentage of total time:

Part 1 – Master Plan Update: 0%

Part 2A – Schematic Design through Referendum for High School Project: 2%

Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects: 2%

Other Experts:

Structural Engineering: Atlantic Engineering

A major component of the workload of Atlantic Engineering Services involves the design of school projects. Over the past 10 years, they have worked on 356 projects involving public or private schools in the K-12 range. Hayes Large has teamed together with Atlantic on 292 of these projects. These school projects have included renovation, design and construction of new buildings and additions to buildings, reinforcing of existing structures, as well as the repair of structural problems remaining from previous work by other consultants. They have designed the structure for large, completely new facilities such as the Mifflin County High School in Mifflin County. Some of their projects are large multi-phase renovations with significant additions, such as the Baldwin High School, in Baldwin Borough. They have also completed projects in the State College Area School District, including work at both the Park Forest and Easterly Parkway Elementary Schools.

Site/Civil Engineering: The EADS Group

A major component of the workload of Atlantic Engineering Services involves the design of school projects. Over the past 10 years, they have worked on 356 projects involving public or private schools in the K-12 range. Hayes Large has teamed together with Atlantic on 292 of these projects. These school projects have included renovation, design and construction of new buildings and additions to buildings, reinforcing of existing structures, as well as the repair of structural problems remaining from previous work by other consultants. They have designed the structure for large, completely new facilities such as the Mifflin County High School in Mifflin County. Some of their projects are large multi-phase renovations with significant additions, such as the Baldwin High School, in Baldwin Borough. They have also completed projects in the State College Area School District, including work at both the Park Forest and East-erly Parkway Elementary Schools.

Cost Estimating: Sponaugle Construction Services

Sponaugle Construction Services began as part of the G.R. Sponaugle family of contracting companies, founded in 1956. After an incubation period within the mechanical and electrical subcontracting “parent”, Sponaugle Construction Services (SCS) launched on its own in 2003. The vision for SCS was to use the lessons learned as a sub-contractor (and seeing how Owners are often treated by contractors) to be a better, more owner-focused construction services company. Given their unique background, they truly understand how to represent the client’s best interests – whether as consultant, CM or GC – in the planning and implementation of a construction project.

Located in State College, SCS has enjoyed a successful relationship with SCASD, including projects at Fairmont and Ferguson Township Elementary Schools and the Mount Nittany Middle School in 2011. In all cases, SCS has received accolades from the District for accuracy, quality and responsiveness in a proactive manner. SCS will support the Hayes Large Architectural Design team with budgets at the schematic, design development and final design phases as well as any CPM scheduling, constructability or value engineering reviews to ensure the High School project accurately and efficiently meets the budget and schedule goals.

Food Consultant: McFarland Kistler and Associates

McFarland Kistler and Associates has provided food service consulting services on over 400 projects from Ohio, Pennsylvania, Maryland and Virginia over the past 32 years. During that time, they have worked on 42 projects with Hayes Large. Their collaborative expertise has allowed them to provide customized programming and design services for Central Production Kitchen facilities, Satellite (Rethermalization) Kitchen facilities, Full-service Kitchen facilities and Concession facilities for a broad range of program requirements. They have incorporated a variety of serving areas including traditional “line-type” arrangements, upscale food courts with display cooking, unique scatter systems, etc..., enabling increased menu offerings, expedited service and an aesthetically pleasing, café-like environment, resulting in increased sales volumes.

Part 1 - Approximate Percentage of Responsibility Each Team Member and Consultant will have Towards the Final Product				
	Part 1 - Phase I Gather Information to Create a Foundation of Knowledge	Part 1 - Phase II Explore Master Plan Options	Part 1 - Phase III Build Consensus Toward a Master Plan	Part 1 Total Approximate Percentage of Responsibility Toward the Final Product
Dwight Knouse	8%	8%	12%	9%
Randy Hudson	2%	13%	11%	8%
Carmen Wyckoff	24%	20%	27%	23%
Brad Furey	12%	1%	0%	5%
HLA Engineering*	11%	1%	2%	5%
Other HLA Team Members*	9%	19%	19%	15%
Barb Doidge	11%	8%	13%	10%
TRIAD Research*	0%	14%	15%	9%
Dr. Kenneth Tanner	23%	17%	1%	16%
David Johnson	0%	0%	0%	0%
Atlantic Engineering*	0%	0%	0%	0%
The EADS Group*	0%	0%	0%	0%
Sponaule Construction*	0%	0%	0%	0%
Total Percentage	100%	100%	100%	100%

*Only those team members assigned to SCASD for any portion of the work.

Part 1 - Approximate Percentage of Time Each Team Member will Devote to this Project through the Course of Development				
	Part 1 - Phase I Gather Information to Create a Foundation of Knowledge	Part 1 - Phase II Explore Master Plan Options	Part 1 - Phase III Build Consensus Toward a Master Plan	Part 1 Total Approximate Percentage Devoted to this Project through Development
Dwight Knouse	10%	9%	11%	10%
Randy Hudson	2%	15%	9%	9%
Carmen Wyckoff	34%	23%	24%	27%
Brad Furey	16%	2%	0%	6%
HLA Engineering*	3%	0%	0%	1%
Other HLA Team Members*	2%	3%	2%	2%
Barb Doidge	15%	9%	12%	12%
TRIAD Research*	0%	8%	7%	5%
Dr. Kenneth Tanner	32%	20%	1%	18%
David Johnson	0%	0%	0%	0%
Atlantic Engineering*	0%	0%	0%	0%
The EADS Group*	0%	0%	0%	0%
Sponaule Construction*	0%	0%	0%	0%

*Only those team members assigned to SCASD for any portion of the work.

Part 2A - Schematic Design through Referendum for High School Project

Part 2A - Approximate Percentage of Responsibility Each Team Member and Consultant will have Towards the Final Product				
	Part 2A - Phase I Educational Specification Refinement	Part 2A - Phase II Schematic Design	Part 2A - Phase III Referendum Campaign	Part 2A Total Approximate Percentage of Responsibility Toward the Final Product
Dwight Knouse	6%	4%	8%	5%
Randy Hudson	3%	8%	0%	7%
Carmen Wyckoff	32%	9%	49%	15%
Brad Furey	7%	2%	0%	2%
HLA Engineering*	0%	11%	0%	9%
Other HLA Team Members*	16%	41%	10%	36%
Barb Doidge	0%	2%	34%	5%
TRIAD Research*	0%	4%	0%	3%
Dr. Kenneth Tanner	36%	2%	0%	6%
David Johnson	0%	2%	0%	2%
Atlantic Engineering*	0%	4%	0%	3%
The EADS Group*	0%	5%	0%	4%
Sponaugle Construction*	0%	4%	0%	4%
Total Percentage	100%	100%	100%	100%

*Only those team members assigned to SCASD for any portion of the work.

Part 2A - Approximate Percentage of Time Each Team Member will Devote to this Project through the Course of Development				
	Part 2A - Phase I Educational Specification Refinement	Part 2A - Phase II Schematic Design	Part 2A - Phase III Referendum Campaign	Part 2A Total Approximate Percentage Devoted to this Project through Development
Dwight Knouse	5%	14%	2%	6%
Randy Hudson	3%	29%	0%	10%
Carmen Wyckoff	27%	30%	11%	20%
Brad Furey	6%	6%	0%	3%
HLA Engineering*	0%	8%	0%	2%
Other HLA Team Members*	2%	21%	0%	7%
Barb Doidge	0%	8%	8%	6%
TRIAD Research*	0%	7%	0%	2%
Dr. Kenneth Tanner	30%	8%	0%	8%
David Johnson	0%	8%	0%	2%
Atlantic Engineering*	0%	14%	0%	4%
The EADS Group*	0%	18%	0%	6%
Sponaugle Construction*	0%	15%	0%	5%

*Only those team members assigned to SCASD for any portion of the work.

Part 2B - Schematic Design through Referendum for Concurrent High School and Elementary School Projects

Part 2B - Approximate Percentage of Responsibility Each Team Member and Consultant will have Towards the Final Product				
	Part 2B - Phase I Educational Specification Refinement	Part 2B - Phase II Schematic Design	Part 2B - Phase III Referendum Campaign	Part 2B Total Approximate Percentage of Responsibility Toward the Final Product
Dwight Knouse	6%	4%	8%	5%
Randy Hudson	3%	8%	0%	7%
Carmen Wyckoff	32%	9%	47%	14%
Brad Furey	7%	2%	0%	2%
HLA Engineering*	0%	12%	0%	9%
Other HLA Team Members*	16%	42%	9%	37%
Barb Doidge	0%	2%	36%	4%
TRIAD Research*	0%	4%	0%	3%
Dr. Kenneth Tanner	36%	2%	0%	5%
David Johnson	0%	2%	0%	2%
Atlantic Engineering*	0%	4%	0%	3%
The EADS Group*	0%	5%	0%	4%
Sponaugle Construction*	0%	4%	0%	4%
Total Percentage	100%	100%	100%	100%

*Only those team members assigned to SCASD for any portion of the work.

Part 2B - Approximate Percentage of Time Each Team Member will Devote to this Project through the Course of Development				
	Part 2B - Phase I Educational Specification Refinement	Part 2B - Phase II Schematic Design	Part 2B - Phase III Referendum Campaign	Part 2B Total Approximate Percentage Devoted to this Project through Development
Dwight Knouse	5%	17%	2%	7%
Randy Hudson	3%	36%	0%	12%
Carmen Wyckoff	27%	37%	11%	22%
Brad Furey	6%	7%	0%	3%
HLA Engineering*	0%	10%	0%	3%
Other HLA Team Members*	2%	25%	0%	8%
Barb Doidge	0%	9%	9%	7%
TRIAD Research*	0%	8%	0%	3%
Dr. Kenneth Tanner	30%	9%	0%	8%
David Johnson	0%	8%	0%	2%
Atlantic Engineering*	0%	18%	0%	6%
The EADS Group*	0%	22%	0%	7%
Sponaugle Construction*	0%	19%	0%	6%

*Only those team members assigned to SCASD for any portion of the work.

3. DRAFT TIMELINE AND OUTLINE OF THE PROCESS

3. Assuming a start date of April 2, 2012, please provide a draft timeline and outline of the process for Parts 1 and 2 of this project (outlined below). As part of the outline please project a detailed plan for community engagement, including number and timing of meetings, and other vehicles for this important process. Also include your expected interactions with SCASD Board, committees, and staff. Your draft process will be critical in the evaluation of this request.

When you begin a planning process for school facilities knowing that referendum passage will be essential to achieving your goals, your focus on a successful bond campaign cannot waiver. Until recently, it has been sufficient for Pennsylvania School Districts **to invite community participation into** the planning process, and those who were truly interested and motivated would lend their voice. Preparing for a referendum makes it necessary for the District and its supporters to do more than invite in -- they must **take their message out** and encourage a broader community to contribute to and support their vision.

This is not an easy task in today's economic climate. ***But if successful, this daunting process can be very rewarding.*** It creates stronger connections between the School District and the community as a whole. And a successful referendum passage gives District leadership tangible evidence that their community understands and shares their vision for the future.

We have outlined a draft planning process and possible timeline for State College Area School District in accordance with the scope identified for Part 1, Part 2A and 2B of your request for proposal. Included in this section are both a written narrative of that process and a graphic outline of how these events might unfold over time.

The foundation for this process is the successful **Shared Planningsm** approach developed by Hayes Large and used with dozens of school systems across Pennsylvania and in states like Ohio that require referendum. While we customized **Shared Planningsm** based upon what we have learned about SCASD, it is a work in progress that can be adapted to meet your specific needs and fit within the way you prefer to manage the interactions between District Leaders, School Board, Citizens Advisory Committees and your community. Our goals in creating the process:

- **Provide ample time within the schedule for broad community engagement** to ensure the best possible outcome if referendum is needed. If the proposed timeline is too lengthy, we can share with you ways that we can streamline the process and meet an earlier referendum date.
- **Engage expert consultants and guides at key milestones** to maximize their contribution. There is flexibility here too, and you can help to determine how much time will be needed to make the process successful.
- **Incorporate proven techniques and create an organized process that will be transparent and lead to the best solutions.** While we can provide insights as to the kind of tools that have worked well with other school systems, only you can determine what is right for SCASD.



Part 1 – Master Plan Update – Complete an update to the State College Area School District's, District Wide Facility master plan as outlined in your response to Item 3. Meetings with the State College Area School District Board of Directors, CACs, and staff to collect information, clarify project goals, and provide interim guidance on decision points and final approval. All meetings with state, municipal, and regional officials necessary for completion of this update. Feasibility level project estimates. Deliverables for this phase shall include at a minimum: 1) a complete update to the DWFMP that meets PDE requirements for a feasibility study. 2) a recommendation for a project(s) to move to the referendum phase.

Part 1 – Master Plan Update

We propose a three-phase Shared Planningsm process to achieve the update to the master plan and begin the type of community outreach that will set the stage for a possible referendum:

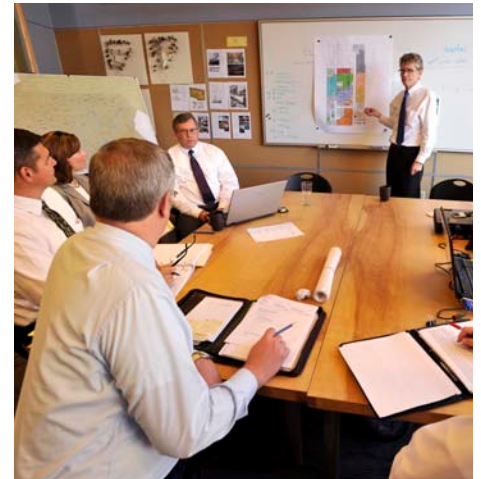
- Phase I: Gather Information to Create a Foundation of Knowledge
- Phase II: Explore Master Plan Options
- Phase III: Build Consensus Toward a Master Plan

Phase I: Gather Information to Create a Foundation of Knowledge

We will begin with a kick-off meeting with the State College Area School District in early April 2012. Key personnel from Hayes Large, the administration and the Facilities CAC meet to create the foundation that ensures the process addresses your needs. The group:

- Clarifies the District's expectations
- Defines the District team's roles and responsibilities, including the roles of the five identified Citizens Advisory Committees
- Defines the design team's roles and responsibilities, including our team of expert consultants in sustainability, educational facility planning, public relations and market analysis
- Previews schedules and establishes milestones
- Reviews community engagement and communication strategies and provides crucial feedback for our team to develop a Comprehensive Communication and Community Engagement Plan
- Identifies lines of communication

Your second request for proposals identifies a Master Plan Update to the existing District-wide plan suitable for submission for projects seeking PlanCon reimbursement. In conjunction with the kick-off meeting, our team will conduct two separate facility assessments; a physical condition assessment and an educational assessment of all District buildings and sites. We conduct physical and educational assessments of schools and buildings to the extent needed to update the previous District-wide plan. We determine the timing of these efforts and scope of the assessments early in our process. Since the District already has extensive information on the condition of these facilities, we precede both assessments with a review of prior studies and documents (including cost for proposed remediations).



Our planning team includes the Sponaugle Company as an independent professional cost consultant. The Sponaugle Company has recent experience with State College Area School District and is familiar with both your architectural standards and the local construction cost factors. We will update the existing study's cost estimates and provide a cost model that projects inflationary trends for budget planning purposes.

Our Assessment Teams:

- Hayes Large Project Manager, Carmen L. Wyckoff, AIA, LEED^{AP}, leads the physical condition assessment team that includes Mechanical Engineer, Matthew T. Filan, PE, LEED^{AP}, Electrical Engineer, Karl Kessler, PE, and Landscape Architect, Jason M. Mackovyak, RLA. This team will meet with facilities, maintenance, transportation, security personnel and other identified staff members to gather and confirm data.
- Brad Furey, REFP, leads the educational assessment team that includes C. Kenneth Tanner, Ed.D, REFP. This team meets with building and facilities administrators, School Principals, department heads and others identified by the District.
- Our educational assessment includes a student functional-capacity analysis. Brad Furey, REFP, will meet with the District and your selected demographic consultant to review enrollment trends and demographic data that could impact future enrollment. Enrollment projection analysis not only ensures that buildings are sized appropriately, but also that your District achieves the maximum PlanCon reimbursement.

Over the course of the past several years, the District has engaged multiple consultants to explore District-wide educational facility planning. Prior approved Master Plans serve as a basis for our team during our educational assessments. Dr. Tanner offers cutting-edge knowledge of current trends in elementary, middle years and secondary school programming, and in the translation of those program needs into a spatial form. His team meets with the administration to review current and future educational programs, and analyze how your academic programs fit into your existing schools. He will bring fresh thinking into this discussion. Dr. Tanner will lead a series of small- and large-group sessions with your administrators, faculty, staff and students to promote dialogue about current challenges and your vision for the future.

At each step of the process, we document our data gathering to create a **Foundation of Knowledge**. Later decision-making grows from this foundation of data, assessments and vision-setting, established during Phase I.



Community Engagement

Our Communication and Community Engagement Plan is designed and led by Barbara O. Doidge, former Public Information Officer for Bay Village City Schools and a veteran of over a dozen bond issue support efforts. Barb holds a special certification in public group facilitation. She plays a key role in collaboration with District communications specialists in designing the Comprehensive Communication and Engagement Plan. For example, Barb often says ... inviting everyone invites no one. She recommends customizing invitations to promote participation. During **Gather Information to Create a Foundation of Knowledge**, our plan:

- Establishes an informational page within the District's web site dedicated to the master planning effort
- Posts study documents on the District web site:
 - Relevant documents from previous study efforts
 - Milestone schedule
 - CAC meeting reports
 - Background information on our team of experts
- Posts Shared Planning Workshop meeting notes
- Utilizes customized invitations including e-mail and texting blasts to promote CAC and Public Forum One participation

Public Forum One

The culminating event of Phase I will be **Public Forum One – Foundation of Knowledge and Community Dialogue** (conducted twice in one day, once in the afternoon and once in the evening). As a preparation and a rehearsal for this event, we propose to meet with the five targeted CACs; District Administrators; and selected students, faculty and staff in a Five CACs Workshop led by Dr. Tanner. Our team and their roles include:

- Barbara O. Doidge, Dialogue facilitator
- C. Kenneth Tanner, Ed.D, REFP
 - Effects of school design on student outcomes
 - Trends in elementary, middle years and secondary education
- G. Randolph Hudson, AIA, LEED^{AP}
 - Lessons learned in sustainability
 - Future-proofing schools
- Brad Furey, REFP, and the District's demographic consultant
 - Demographics – enrollment projections
 - School functional capacities and enrollment vs. capacity analysis
 - Act One and the need for referendum approval
- Dwight Knouse, II, AIA, LEED^{AP}, and Carmen Wyckoff, AIA, LEED^{AP}
 - Status report on facilities and condition assessments
- Barbara O. Doidge
 - Communication and research strategies to support referenda
 - Engaging communities in discussions about school construction



Following Public Forum One the Hayes Large team debriefs the Facilities CAC. We support the Facilities CAC with presentation materials suitable for an interim report to the State College School Board, prior to proceeding with the second phase; Explore Master Plan Options.

Phase II: Explore Master Plan Options

The study team develops a range of options for meeting both your short- and long-term facility needs. We integrate building and site assessments, programming information, Board and administrative preferences, cost estimates and project implementation phasing into the options for consideration. Our team analyzes environmental comfort and safety, as well as first costs, life-cycle costs and energy consumption for mechanical/electrical systems. We estimate potential PlanCon reimbursement for each option identified.

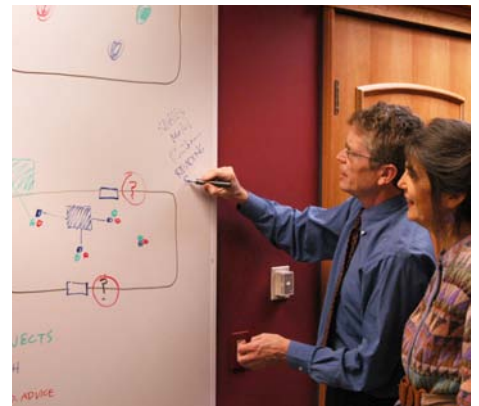
As we review possible facility options with you, we work together to select the ideas and projects that best meet your program and community needs within fiscally-responsible budget limits identified by the District. Options will be refined and a framework will be developed for implementing facility improvements according to a specific time line that reflects your priorities. Your Master Plan Update becomes a working document that provides a road map for successfully budgeting for and implementing school improvements now and into the future.

Again, Dr. Tanner will promote dialogue among educators at all levels through a second Options Exploration Workshop to validate the programs offered. Dr. Tanner will lead a series of small- and large-group sessions with your administrators, faculty, staff and students. These topical focus groups will coax big-picture educational issues out of the dialogue, including; complementary programming to existing career and technology offerings, small learning communities, thematic groupings, STEAM, grade-level houses, traditional departmental academies, etc.

Based upon the results of this workshop, the design team further refines master plan options to be shared with the CACs and Community for feedback.

During this phase the focus of our Comprehensive Communication and Community Engagement Plan becomes:

- On-going updates to the web page to post information about the Options Exploration Workshop and Public Forums
- Getting the facts shared in Public Forum One out to the community through informational summer meetings led by the District that are scheduled with targeted organizations. This might include senior citizens groups, civic groups, Chamber of Commerce, Rotary, Churches, or other organizations important to the State College community. The intent is to share the Foundation of Knowledge and invite dialogue.
- Customized invitations including e-mail and texting blasts to promote CAC and Public Forum Two participation



Public Forum Two

The culminating event of Phase II will be **Public Forum Two – Master Plan Options and What We Heard in Forum One** (conducted twice in one day; once in the afternoon and once in the evening). As a preparation and a rehearsal for this event, we propose to meet with the five CACs; District Administrators; and selected students, faculty and staff in a Five CACs Workshop several weeks prior to the Public Forum.

- Barbara O. Doidge - Dialogue facilitator
- S. Dwight Knouse, AIA, LEED^{AP} and Carmen Wyckoff, AIA LEED^{AP} will review Preliminary Options with:
 - o Pros and Cons
 - o Costs
 - o Sustainability Features
- District Representatives
 - o Educational Impact of the Options
- Barbara O. Doidge
 - o What we heard in Public Forum One

Following Public Forum Two the Hayes Large team debriefs the Facilities CAC. We support the Facilities CAC with presentation materials suitable for an interim report to the State College School Board, prior to proceeding with the third step; Build Consensus toward a Master Plan.

Phase III: Build Consensus Toward a Master Plan

At the optimum time following Public Forum Two, our team will implement a scientific public survey to help fine-tune your preferred option and identify themes and strategies to inform our Comprehensive Communication and Community Engagement Plan. This **Option Survey** will be led by TRIAD Research Group, an organization with exceptional experience in gauging public opinion toward school construction referenda. Data and analysis from their survey will help our team to determine additional information needed to build further consensus toward a plan and to set the stage for referendum approval. As an example, the Option Survey could include a battery of questions to assist the District in determining the advantages and disadvantages of pursuing Part 2A – Schematic Design through Referendum for High School Project versus Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects.

During this period, we meet with a Five CACs Workshop to review the results of the Options Survey. Through an ongoing dialogue between District Leadership, staff and CAC members, we work toward narrowing the options for presentation at Public Forum Three.



Public Forum Three

The culminating event of Phase III will be **Public Forum Three – Building Option Consensus and What We Heard in Forum Two** (conducted twice in one day; once in the afternoon and once in the evening).

- Barbara O. Doidge - Dialogue facilitator
- S. Dwight Knouse, AIA, LEED^{AP} and Carmen Wyckoff, AIA LEED^{AP}
Review Best Option(s) with:
 - o Pros and Cons
 - o Costs
 - o Sustainability Features
- District Representatives
 - o Educational Impact
- Barbara O. Doidge
 - o What we heard in Public Forum Two

Following Public Forum Three the Hayes Large team debriefs the Facilities CAC. The planning team works closely with District leaders and the Facilities CAC to incorporate and address public comment from Public Forum Three. Hayes Large prepares a written final report summarizing the facility needs and solutions. Together, Hayes Large and the Facilities CAC present our report to the Board, seeking approval of a ballot question and communication strategies.

Hayes Large will seek direction from the State College School Board in November 2012 on the scope of service required for Part 2. The District identifies two possible choices: Part 2A – Schematic Design through Referendum for High School Project versus Part 2B – Schematic Design through Referendum for Concurrent High School and Elementary School Projects.

Information about the proposed Master Plan Update will be shared via the web site, through media coverage, and other targeted means.

Forming a Referendum Campaign Committee

If the CACs and Board approve options that will necessitate referendum, the Comprehensive Communication and Community Engagement Plan will enter a new phase -- the establishment of a **Referendum Campaign Committee**. Since the District is only permitted to inform voters, this citizen-driven Campaign Committee is tasked with advocating for referendum approval -- their message: Vote Yes!

Identifying potential members of this committee and inviting participation will be the first focus. CAC and Board members can take an active role. As the design and planning team begins work on the specific project or projects approved by the Board, Barb Doidge will begin regular meetings with the Campaign Committee to develop strategies and a work plan, and will advise the committee on messaging and activities critical to building referendum support.



Part 2A – High School Project

Lead the process of producing a High School Ed. Spec. Develop a schematic design, advanced to a stage of sufficient detail to facilitate a referendum question. As a dollar amount in the critical component of the referendum, the design professional will provide complete estimating throughout the schematic design phase, which may include multiple estimates as details are developed. Additionally, multiple artistic renderings will be required to educate the voters on the nature of the project. Finally, the professional will lead the process of community publicity and interaction, with the district as a partner.

Part 2 – Schematic Design through Referendum for a High School Project

There are three parts to the process of moving forward with the design of a High School project and preparing for a referendum:

- **Educational Specification Refinement:** Before design can proceed, we need concurrence on your vision for your 21st Century High School and the overriding ways in which your facility will need to support your programs and goals.
- **Schematic Design Beginning with a High School Design Charrette**
- **A Well-organized Referendum Campaign:** this begins even as we are working on the educational specifications, and continues at an accelerated pace as we approach voting day.



Refining Your High School Educational Specifications

Over the past seven years, the District has engaged multiple consultants to explore high school educational specifications and design. These documents will serve as a basis for our team during educational specifications refinement. Dr. Tanner offers cutting-edge knowledge of current trends in secondary school programming, and in the translation of those program needs into a spatial form.

Your District and Dr. Tanner have already worked together to create a vision for your high school during the Master Planning process. Now, during an Educational Specifications Workshop led by Dr. Tanner, selected members of your faculty, staff, students and community examine the needs of your programs and determine whether the current educational specifications address the desires of the District. Dr. Tanner and the design team promote the dialogue needed to update the Educational Specifications and provide the foundation necessary to begin the Schematic Design of your school.

Dr. Tanner and Hayes Large conduct a Five CACs Workshop to build consensus behind revised educational specifications. We support the Facilities CAC with presentation materials suitable to present a recommended high school educational specification to the State College School Board for approval in February 2013.



Schematic Design

Conducting the High School Design Charrette

Once the Educational Specifications have been approved, we propose to kick off Schematic Design by bringing together multiple design teams with your key stakeholders in an exciting multi-day design charrette in State College. The charrette will extend over a three-day period and will feature:

- Selected administrators, faculty and staff
- Selected student representatives
- Selected Board and CAC representatives from the Five targeted CACs
- Our team:
 - Educational facility planners: Dr. Tanner and Brad Furey
 - Sustainability Expert: David Johnson of William McDonough + Partners
 - Architects: Dwight Knouse, Randy Hudson and Carmen Wyckoff
 - Landscape Architect and site planners: Jason Mackovyak and Rick Seffick supplemented by Civil Engineering Consultants

In preparation for the charrette, our team:

- Conducts peer high school tours, if desired
- Organizes State College High School student participation in the Charrette

State College High School students play two specific roles in the charrette: active participants in the design of their school, and reporters who create a video documentary of the charrette to be shared with the public. Their

efforts will be guided Hayes Large team member and State College High School graduate **Rebecca Griffith, Associate AIA, LEED^{AP}**. Rebecca will work with high school faculty to help organize the documentary produced by a team of current high school students. She will also mentor three students selected as members of the design teams for the charrette.

During the charrette, we explore the cost/benefit implications of new additions versus renovation. We explore combining both high schools on a single site. Our planning team will provide you with options that will help to lower your long-term costs and best support your educational mission. We do this by examining numerous themes and key aspects of effective school facility planning. Each option explored includes:

- Diagrammatic site plans
- Diagrammatic building plans
- Descriptive option name
- Cost estimate of the option
- Advantages and disadvantages of the option including:
 - Sustainability features
 - Potential impact on student outcomes
 - Relationships to adjoining community features



Over the first day, we briefly review the foundation of knowledge (assuming that all charrette participants have been actively engaged in the previous sessions). We break into two or three groups, depending on the number of participants, and begin exploring new addition versus renovation options in a series of quick exercises designed to rapidly broaden our perspectives and identify themes for later development. For example, we name each option. Giving each option a memorable name, descriptive of the nut of the concept, helps focus scheme development in later exercises. We often find that we combine great elements of two or more options in later phases of the charrette.

At the beginning of day two, we pin up the work from day one for a dialogue on the merits of the previous day's work. Then we switch it up. The groups that explored new addition schemes are assigned renovation schemes. We develop great concepts to improve them. We throw away bad ideas. We create new schemes. By the end of day two, we begin to narrow down the options to the best of the best. We pin up again on the morning of day three and begin a series of exercises designed to refine and build consensus behind the best of the options. By the end of the third day, we strive to narrow our focus to one or two design concepts that the group believes achieve the most benefit for the District.

Public Forum Four

Following the charrette, we are ready for **Public Forum Four: High School Design Options**. In preparation for the Forum, the team meets with the CAC for Facilities to review and confirm the results of the charrette. Announcements and invitations are issued to the community to drive public participation in Public Forum Four. The team for this event includes:

- Barbara O. Doidge - Dialogue facilitator
 - o The role of a public survey in preparation for passage of a referendum to fund your school project
- Carmen L. Wyckoff, AIA, LEED^{AP}
 - o Charrette report and design options
 - o Charrette – a special documentary project of the students of State College Area High School
- G. Randolph Hudson, AIA, LEED^{AP}
 - o Cradle to Cradle
 - o Sustainability themes
- District Representatives
 - o Educational improvements
 - o Opportunities for improved student outcomes



Preparing for a Successful Referendum Campaign

Following the charrette, TRIAD conducts a second Message Survey, to explore themes and strategies that could help our team to sculpt the design to fit the wishes of State College stakeholders. TRIAD scientifically designs the survey in collaboration with the District, and conducts the survey by telephone, with a sampling of 400 to 500 residents. Because of the transient nature of a University town, like State College, TRIAD recommends a supplemental sampling of written and on-line survey recipients. TRIAD reports the results of the survey to the Facilities CAC and adjustments are made to the Comprehensive Communication and Community Engagement Plan. The Message Survey informs the design teams during the High School Schematic Design Phase.

Following Public Forum Four and the Message Survey, Hayes Large conducts a Five CACs Workshop to build consensus behind the best option. Kathy Severinski, President of TRIAD Research Group, presents survey results and recommendations to the workshop participants and conducts a dialogue to identify communication themes and concept features that are likely to affect the outcome of the proposed referendum to fund the high school project.

Following Public Forum Four and the Five CACs Workshop, the Hayes Large team debriefs the Facilities CAC. We support the Facilities CAC with presentation materials suitable for a final draft report to the State College School Board, prior to recommending a High School Schematic Design and final Referendum Question. We time the School Board approval for May 2013, to prepare the Referendum Campaign Committee for a summer 2013 of campaign activities to promote the passage of the Referendum on November 5th, 2013; a full six-month campaign.

The Comprehensive Communication and Community Engagement Plan reaches its crucial stage in communicating the proposed solutions generated during the charrette. How we present and package the design concept is vital to making this effort successful. Efforts include:

- Design Team creates exciting visualization tools and presentations to support community outreach efforts.
- Barb Didge works with the Campaign Committee to create messaging materials and communications pieces with input from TRIAD researchers. The Campaign Committee holds grassroots community and civic organization meetings, in addition to using social media and traditional media to get the message out.
- The District continues to provide information via its web page (now focused on the high school project). The District provides answers to frequently asked questions, including information about the financial impact to taxpayers are provided. They post summaries and footage of public meetings and the student documentary of the charrette are posted. The District also continues to provide information via its traditional means of public and parent communication.



The Final Push Toward Referendum

In August 2013, we begin the crucial twelve-week push leading up to the November 5th balloting. We begin this push with a Five CACs Workshop as a dress rehearsal to **Public Forum Five – Our High School: A Plan for the Future**. We schedule Public Forum Five to optimize enthusiasm and build referendum support very soon after students return to school in Fall 2013. The Forum is a recap of the entire process; a reminder of:

- Foundation of Knowledge ... aging schools and current needs
- Trends in 21st Century Schools ... big-picture educational themes
- Options explored ... a broad range of great ideas
- The best of the best ... consensus building through the planning process
- The Referendum Question on the Ballot ... the costs and the benefits

The final stages of the Comprehensive Communication and Engagement Plan include support of informational presentations by the CACs and a get-out-the-vote campaign by the Referendum Campaign Committee. Absentee balloting begins about a month before the actual November 5th date. Vigilance to keep voters or volunteers from becoming apathetic will be key to the success of the Referendum Campaign.

Following Public Forum Five the Hayes Large team debriefs the Facilities CAC. We support the Facilities CAC with presentation materials suitable for the an interim report to the State College School Board in early October 2013, prior to the last push; resulting in success at the polls through a lot of grassroots effort on November 5th Referendum Balloting.



Part 2B – Concurrent High School and elementary School Projects

Items as stated for Part 2A but with an additional Elementary School project to be placed on a ballot with the High School project.

In addition to the steps outlined in Part 2A – Schematic Design through Referendum for High School Project, above, we propose to address the addition of an elementary school to the ballot question in three specific ways:

- The costs and benefits of elementary school projects will be determined during Part 1 – Master Plan Update.
- TRIAD explores key elementary school issues in their **Option Survey**, in October 2012; possible topics will depend on the results of our options explorations in summer 2012. The District is rightfully concerned that announcing elementary school consolidation could affect the outcome of referendum approval, for example. Adding a battery of elementary school questions in the Option Survey could help the State College School Board to determine whether to pursue Part 2A - High School Project versus Part 2B – Concurrent High School and Elementary School Projects.
- TRIAD will address the elementary school project in a specific way in their **Message Survey** following Public Forum Four (High School charrette presentation) and Public Forum Four.Point.One - Elementary School Design Options. Thereby, the District could determine the impact of the costs and benefits of adding an elementary school on the prospects of approving the referendum for the high school. The District could opt, for example, to add an elementary school build-new versus renovate design charrette, based on the results of the Message Survey. The visualization tools that would result from elementary school schematic design could help to build consensus in funding for the elementary school in the same way that visualization tools could for the high school project.




Refining the Elementary School Educational Specifications

During Part 2B, Hayes Large will work with administrators to make any updates necessary to ensure that the current elementary school educational specifications reflect the District's needs before proceeding with the design of any elementary projects.



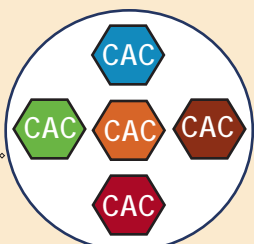
Conducting the Elementary School Schematic Design Phase

Hayes Large conducts the Schematic Design phase for the proposed elementary school project(s). Our team feeds design progress into a separate **Five CACs Workshops** and the **Public Forum Four.Point.One – Elementary School Options** in a process that parallels the design process for the High School.

Part 1: Master Plan Update Spring 2012

Date	Educational Planning & Design Team	District Leadership	Citizens Advisory Committees (CAC)	Broader Community Engagement
April 4th				

Phase I: Gather Information to Create a Foundation of Knowledge

April 12th	<p><i>Begin Work with Administration to review existing reports and gather information:</i></p> <ul style="list-style-type: none"> --Capacity Analysis --Physical Assessments --Update Costs 	<p><i>Dr. Tanner & Design Team meet with staff and Administration to assess educational adequacy of schools</i></p>	<div style="text-align: center;"></div> <p><i>Initial meeting with CAC for Facilities to review process & schedule (Dwight Knouse, Carmen Wyckoff, Dr. Tanner, Barb Doidge)</i></p>	<p><i>Master Planning Page created for District web site</i></p>
May 24th	<p><i>Continue information gathering and analysis</i></p>	<p><i>Meet with Community Engagement Specialist Barb Doidge to review and customize Community Engagement Plan</i></p>	<div style="text-align: center;"></div>	<p><i>Communications strategies developed for reaching targeted groups within State College community</i></p> <p><i>Key community groups are identified. Informational meetings with those groups are scheduled for July and August.</i></p>
June 14th	<p><i>Planning & Design Team prepares reports to create a Foundation of Knowledge for Master Planning</i></p> <p><i>Team prepares for first Workshop to include all CACs.</i></p>	<p><i>Dr. Tanner works with District Leadership to begin setting an educational vision that will inform the Master Planning Process</i></p>	<div style="text-align: center;"></div> <p>CAC Workshop Foundation of Knowledge</p> <p><i>Facilities conditions, data, educational vision & community engagement, referendum planning. Design Team & Dr. Tanner.</i></p>	<p><i>Web announcements, Press releases, e-mails and customized invitations issued for Public Forum #1.</i></p> <p><i>Workshop recorded and summary posted on Master Planning page of District web site.</i></p>
June 14th	<p><i>Planning & Design Team prepares for first Public Forum.</i></p>			<div style="border: 2px solid #800000; padding: 10px; text-align: center;"> <p>Public Forum One Foundation of Knowledge <i>Informational Meeting and Community Dialogue facilitated by Barb Doidge</i></p> </div>

Part 1: Master Plan Update Summer 2012

Date	Educational Planning & Design Team	District Leadership	Citizens Advisory Committees (CAC)	Broader Community Engagement
June 25th	School Board Update			Results of Public Forum #1 shared via the web site and press releases. Further public comment invited.

Phase II: Explore Master Plan Options

July 12th	<p><i>Design Team assists in developing options for meeting District goals. Team also provides feedback on feasibility and cost of options under consideration.</i></p>	<p><i>Dr. Tanner & Design Team work with District leadership to explore planning and facility options.</i></p>	<p style="text-align: center;">CAC for Facilities</p> <p><i>Meeting with CAC for facilities to review options developed by team and obtain CAC input.</i></p>	<p><i>District and CAC Representatives host informational meetings with key community organizations to share status report on facilities, educational vision and District needs. Feedback from these meetings is recorded and reported back to the team as options are explored. Barb Doidge will work with the District to develop presentation materials needed to support these efforts.</i></p>
August 9th	<p><i>Planning & Design Team creates diagrammatic options and supporting information regarding costs, reimbursement, and educational impact in preparation for CAC Workshop.</i></p>	<p><i>Dr. Tanner works with District Leadership to refine the options based upon CAC for Facilities feedback and prepare options to share at combined CAC workshop.</i></p>	<p style="text-align: center;">CAC Workshop Exploring Options</p> <p><i>Design Team and Dr. Tanner share a range of educationally sound and fiscally prudent options with the CACs and invite dialogue.</i></p>	<p><i>Web announcements, Press releases, e-mails and customized invitations issued for Public Forum #2.</i></p> <p><i>Workshop recorded and summary posted on Master Planning page of District web site.</i></p>
September 6th	<p><i>Planning & Design Team prepares presentation materials for second Public Forum.</i></p>			<p style="text-align: center;">Public Forum Two Preliminary Master Plan Options <i>Informational Meeting and Community Dialogue facilitated by Barb Doidge</i></p>

Part 1: Master Plan Update

Fall 2012

Date	Educational Planning & Design Team	District Leadership	Citizens Advisory Committees (CAC)	Broader Community Engagement
September 13th	<p>Prepare update for Board based upon direction from District Leadership and CAC.</p> <p>Continue to refine options based upon Board and Administration feedback.</p>	<p>School Board Update</p>	<p>CAC for Facilities</p> <p>Team reviews feedback from Public Forum Two and updates CAC. CAC determines recommendations to move forward to School Board. Finalize plans for phone survey by TRIAD.</p>	<p>Results of Public Forum Two shared via the web site and press releases. Further public comment invited.</p> <p>Options Survey by TRIAD</p> <p>Barb Doidge and TRIAD conduct a public opinion survey to gather data on community support for various options. Phone survey by TRIAD in conjunction with on-line survey via District web site.</p> <p>Web announcements, press releases, e-mails and customized invitations issued for Public Forum #3.</p> <p>Workshop recorded and summary posted on Master Planning page of District web site.</p>
September 24th				

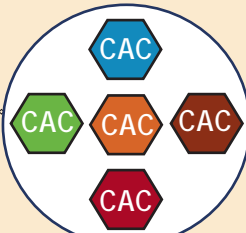
Phase III: Build Consensus Toward a Master Plan

October 11th	<p>Planning & Design Team works with District Leadership and CACs to continue to refine options in preparation for Public Forum Three.</p>	<p>District Leadership participates in further refinement and narrowing of Options based upon CAC input and community Options Survey. Work with CAC to determine content of options presented at Public Forum Three.</p> <p>District Leaders provide recommendations on educational impact of preferred options and assist in creating draft plan based upon public survey and CAC Workshop.</p>	<p>CAC Workshop Building Consensus</p> <p>Design Team and CACs review and modify draft plan to be presented at Public Forum Three.</p>	<p>Public Forum Three Building Consensus Informational Meeting and Community Dialogue facilitated by Barb Doidge</p>
October 25th	<p>Planning & Design Team works at the direction of the CAC and District Leadership to incorporate public input into final options and draft plan.</p>	<p>Continue to work with team to refine the plan based upon Public Forum Three.</p>	<p>CAC for Facilities</p> <p>Meeting with CAC for Facilities to review Draft Plan to be sent to the School Board.</p>	<p>Results of Public Forum Three and Community Survey posted on Master Planning page of District web site.</p> <p>Draft Plan available for review by community on web site.</p> <p>Updates provided on Board action taken.</p>
November 1st	<p>Prepare final draft of plan to be presented to School Board based upon CAC and District Leadership input.</p>			
November 12th	<p>Clarifications and updates to plan based upon Board feedback / requests.</p>	<p>Present Plan to School Board</p>		
November 26th		<p>School Board Plan Approval</p>		

Part 2: Schematic Design through Referendum Late 2012 - Early 2013

Date	Educational Planning & Design Team	District Leadership	Citizens Advisory Committees (CAC)	Broader Community Engagement
December 2012	<i>Prepare for Educational Specifications Shared Planning Workshop with Dr. Tanner.</i>	<i>Select staff, students and community representatives to participate in Ed Spec Planning Workshop.</i>	<i>Work with District Leadership to identify potential members for Referendum Campaign Committee.</i>	<i>Establish Referendum Campaign Committee</i>

Educational Specification Refinement



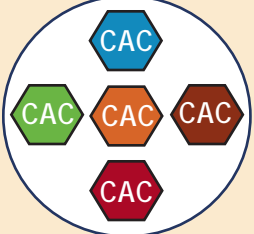
January 10th 2013	<div style="background-color: #C0392B; color: white; padding: 5px; border-radius: 10px; display: inline-block;">Ed Spec Shared Planning Workshop</div>		<p>Key CAC members participate in Ed Spec Shared Planning Workshop.</p>	<p>Barb Doidge works with Referendum Campaign Committee to create strategy for message delivery and fund-raising in support of advocacy efforts.</p>
January 24th	<p>District Ed Spec Group works with Dr. Tanner and the Design Team to refine the current High School Ed Spec support of the District's Vision for its 21st Century High School.</p>	<p>District Leaders work with various committees and staff to identify participants in the Design Charrette.</p> <p>Optional: District Leaders tour peer high schools with design team in preparation for the charrette.</p>	<div style="text-align: center;">  <p>CAC Workshop Ed Spec Update</p> <p>Dr. Tanner and Planning Team meet with CACs to review Ed Spec and discuss participation at the Schematic Design Charrette.</p> </div>	<p>Web site page is reorganized to provide updates on the progress of High School design and planning, along with any other approved projects.</p>
February 11th	<div style="background-color: #003366; color: white; padding: 5px; border-radius: 10px; display: inline-block;">School Board Ed Spec Approval</div>			<p>Workshop recorded and summary posted on Master Planning page of District web site.</p>

Schematic Design

February 21-23rd	<p>Prepare base plans and initial design concepts. Organize multi-disciplinary teams to participate in design charrette.</p>	<p>District leaders help with preparation and logistics for the charrette.</p>	<p>Members of the CACs prepare for the charrette.</p>	<p>Members of the Referendum Campaign Committee should be included in the charrette process.</p>
	<div style="background-color: #C0392B; color: white; padding: 10px; border-radius: 15px; display: inline-block;">Multi-Day High School Shared DesignSM Charrette</div>			<p>Results of the charrette are posted on the High School Project page of District web site.</p>
	<p>Presentations by Administration, Dr. Tanner, Design Team, and Sustainability Experts set tone for design work. Broad group of stakeholders work through an organized process of collectively generating design options that support the high school vision. Design options are evaluated by the group, refined and narrowed.</p>			

Part 2: Schematic Design through Referendum

Spring 2013

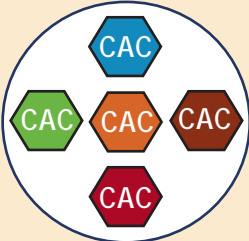
Date	Educational Planning & Design Team	District Leadership	Citizens Advisory Committees (CAC)	Broader Community Engagement
March 14th	<p>Charrette documentation. Cost estimates for preferred schemes. Further refinement and visualization images.</p>		<p> Review schematic designs and cost estimates.</p>	<p>Web announcements, Press releases, e-mails and customized invitations issued for Public Forum #4.</p>
March 21st	<p>Prepare presentations for Public Forum Four: High School Design Options.</p>	<p>Work with Design Team on schematic design refinement. Prepare information for Public Forum Four. Students finalize documentary project to be featured at Public Forum.</p>		<p>Public Forum Four High School Design Options Informational Meeting and Community Dialogue facilitated by Barb Doidge</p>
March 21st	<p>Planning & Design Team refines options based upon feedback from the Public Forum at the direction of District Leadership and the Facilities CAC.</p> <p>Prepare for Schematic Design presentation to CAC Workshop.</p>	<p>District Leaders review the progress of designs and cost estimates and provide direction to the Design Team.</p>	<p>Facilities CAC Committee members continue to weigh in on designs and cost estimates, and results of public forum.</p>	<p>Forum results posted on High School project page of District web site.</p> <p></p>
April 11th	<p>Finalize Schematic Design, visualization tools and artistic renderings at the direction of District Leadership and the CAC.</p> <p>Prepare to present plan to the Board.</p>	<p>Review and provide feedback on the Schematic Design in preparation for Board action.</p>	<p> CAC Workshop Schematic Design Design options and costs are presented to the CACs for input. Results of charrette and Public Forum are shared. Group determines recommendations to be sent to School Board. Message Survey and potential ballot question discussed.</p>	<p>TRIAD conducts a second public opinion survey to gather data on community support for high school design options. This will help to set the message for the campaign. Phone survey by TRIAD in conjunction with on-line survey via District web site.</p>
May 6th	<p>Clarifications and updates to design based upon Board feedback / questions.</p>	<p>Present Designs to School Board</p>		<p>Barb Doidge meets with Campaign Committee to solidify strategies for community engagement and referendum passage. Continue fund-raising and organize volunteer efforts. Identification of groups and scheduling of summer outreach meetings.</p>
May 20th		<p>School Board Design & Ballot Question Approval</p>		

Part 2: Schematic Design through Referendum

Summer 2013

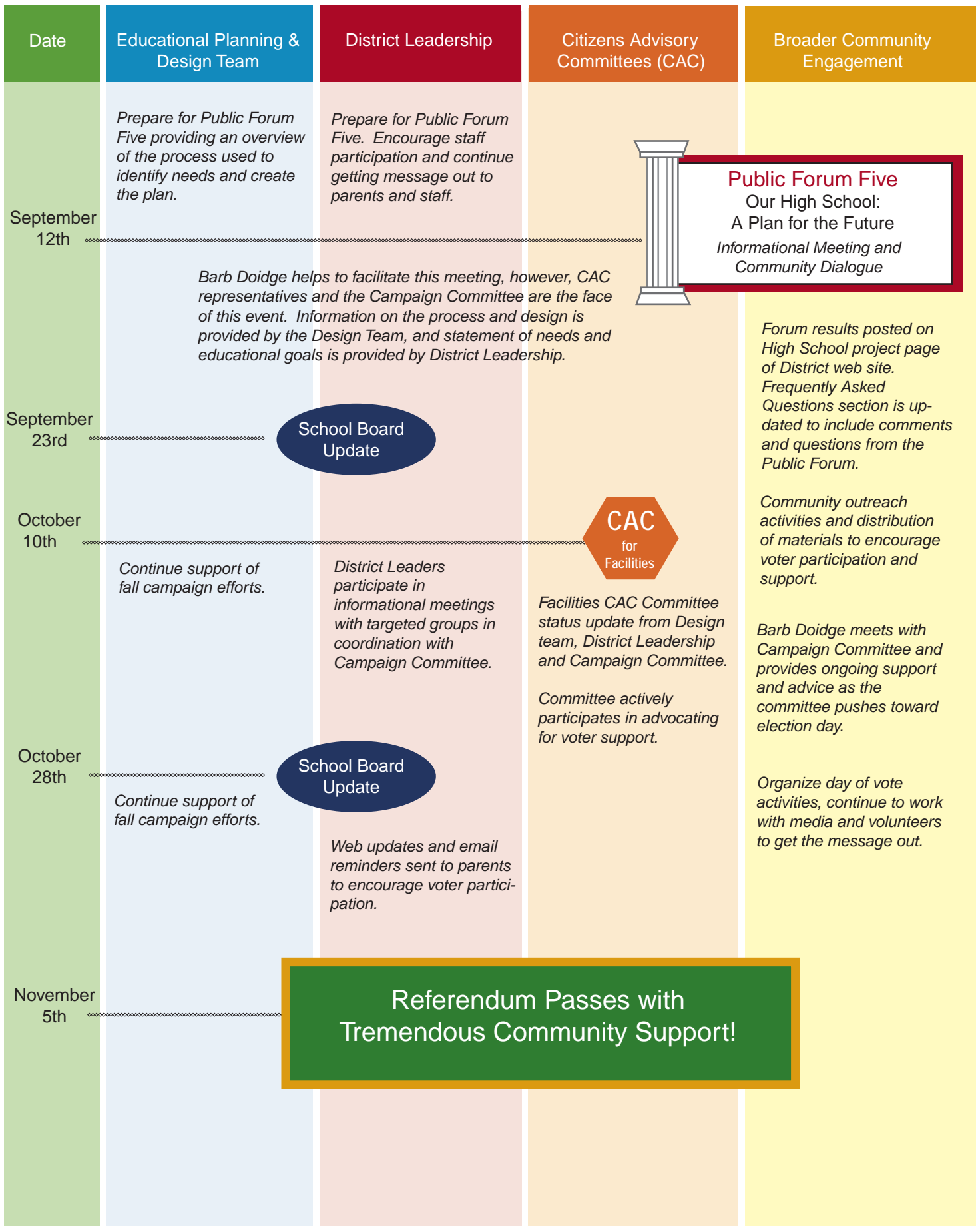
Date	Educational Planning & Design Team	District Leadership	Citizens Advisory Committees (CAC)	Broader Community Engagement
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Referendum Campaign

June 13th	<p><i>Following the approval of the Design and Ballot question, the campaign to promote referendum success moves forward in earnest with increased community outreach activities over the summer and preparation of materials to support a push in the fall. District Leadership will focus on informing the public, while the campaign committee works to advocate and build support for the project.</i></p> <p><i>Support summer campaign efforts of District Leadership,</i></p>	<p><i>Web site updates to include Frequently Asked Questions list that will be added to, along with tools to allow taxpayers to calculate the personal impact of the referendum on their taxes.</i></p> <p><i>District Leaders participate in informational meetings with targeted groups in coordination with Campaign Committee.</i></p>	<p style="text-align: center;">CAC for Facilities</p> <p><i>Facilities CAC Committee status update from Design team, District Leadership and Campaign Committee. Results of the second Public Survey are shared.</i></p>	<p><i>Barb Doidge meets with Referendum Campaign Committee to review results of survey and define themes for the campaign targeted to specific demographic groups.</i></p> <p><i>Committee develops draft materials for advocacy efforts.</i></p> <p><i>Summer meetings held with targeted groups in coordination with District Leadership outreach efforts .</i></p> <p><i>Student involvement in these outreach efforts is encouraged. Student documentary of design charrette could be a vehicle for student participation.</i></p>
July 11th	<p><i>Continue support of summer campaign efforts.</i></p>	<p><i>Continue to provide information to community and prepare for Public Forum Five.</i></p>	<p style="text-align: center;">CAC for Facilities</p> <p><i>Facilities CAC Committee status update from Design team, District Leadership and Campaign Committee.</i></p>	<p><i>Barb Doidge works with Campaign Committee to prepare for the fall Public Forum.</i></p> <p><i>CAC members work with Campaign committee to continue targeted outreach activities to senior citizens, local government officials, civic organizations, etc. Specific focus on reaching absentee voters early in process.</i></p>
August 8th	<p><i>Prepare materials for fall Public Forum Five to share with CAC Workshop on August 8th.</i></p>	<p><i>Prepare materials for fall Public Forum Five to share with CAC Workshop on August 8th.</i></p>	<div style="text-align: center;">  <p>CAC Workshop Referendum Campaign</p> <p><i>CAC previews presentation to be shared with the community in Public Forum Five. Campaign activities are discussed, materials reviewed and approved.</i></p> </div>	<p><i>Web announcements, Press releases, e-mails and customized invitations issued for Public Forum #5.</i></p> <p><i>Review campaign materials with Board prior to printing.</i></p>
August 12th	<div style="background-color: #003366; color: white; border-radius: 50%; padding: 10px; display: inline-block;"> <p>School Board Update</p> </div>		<p><i>CAC previews presentation to be shared with the community in Public Forum Five. Campaign activities are discussed, materials reviewed and approved.</i></p>	<p><i>Review campaign materials with Board prior to printing.</i></p>

Part 2: Schematic Design through Referendum

Fall 2013



4. FEE - PART 1 AND PART 2

Fee: The district plans on utilizing AIA document B102 as a basis for the final, negotiated contract. Included with the fixed fees should be all costs associated with the necessary local, regional and state approval processes. All fees should include reimbursable expenses as needed for the base services specified.

We understand that AIA Document B102-2007 Standard Form of Agreement Between Owner and Architect will be utilized as a contracting method. This AIA Document will be supplemented by our Proposal and other necessary documentation to fully describe the scope of services. Fees required by governmental agencies are not included and will be paid directly by State College Area School District (SCASD). The June 2009 District-Wide Facilities Master Plan and High School Educational Specifications shall be provided by the District as an editable file for purposes of updating these documents. Additionally, the District shall provide topographic, boundary, wetland, geotechnical, environmental information, and other testing as required.

As discussed in Section 3, our approach is customized to meet the needs of SCASD. However, it can be adapted to meet your budget. We are ready to streamline or expand our approach to match the goals of the District.

Part 1 - Master Plan Update - All fees for this part will be stated as "fixed fees" rather than percentages.

Complete an update to the State College Area School District's, District Wide Facility Master Plan as outlined in the scope of this project. Include, as part of this, will be the following:

- *Community involvement process as outline in your response to Item 3.*
- *Meetings with the State College Area School District Board of School Directors, CAC's, and staff to collect information, clarify project goals, and provide interim guidance on decision points and final approval.*
- *All meetings with state, municipal, and regional officials necessary for completion of this update.*
- *Feasibility level project estimates.*

Deliverables for this phase shall include at a minimum:

- *A complete update of the DWFMP that meets PDE requirements for a feasibility study.*
- *A recommendation for a project(s) to move to the referendum phase.*

Our "fixed fees" for Part 1 - Master Plan Update includes all services required by the Request for Proposal and process outlined in Section 3 of this Proposal.

The District is advised that recent changes in the Pennsylvania Department of Education requirements for District-Wide Facility Studies will require content that does not currently exist in the June 2009 District-Wide Facilities Master Plan. This new content requirement is an "Energy Portfolio Survey" of each existing building and then each construction option considered. Because this is an unfunded mandate and could be overturned, we suggest that this significant piece of work not be completed unless absolutely necessary or desired by SCASD. If required, it could be completed prior to submission of PlanCon A in 2014.

For Part 1 - Master Plan Update, we propose a fixed fee of \$275,000, inclusive of all reimbursable expenses.

Part 2 - Schematic Design through Referendum - All fees for this part will be stated as "fixes fees" rather than percentages.

After completion of Part 1, the Board may choose one of several options (reserving the right not to proceed, or proceed with an option not outlined below). If authorized to proceed with one of the suggested options below, please offer your additional fixed fee for each option. (Fees for 2A and 2B will be independent and exclusive of each other).

Part 2A - High School Project

Lead the process of producing the High School Ed. Spec. Develop a schematic design, advanced to a stage of sufficient detail to facilitate a referendum question. As a dollar amount is the critical component of the referendum, the design professional will provide complete estimating throughout the developed. Additionally, multiple artistic renderings will be required to educate voters on the nature of the project. Finally, the professional will lead the process of community publicity and interaction, with the district as a partner.

Our "fixed fees" for Part 2A - Schematic Design through Referendum for High School Project includes all services required by the Request for Proposal and the process outlined in Section 3 of this proposal. We propose a fixed fee of \$375,000 inclusive of all reimbursable expenses.

Part 2B - Concurrent High School and Elementary School Projects

Items as stated for Part 2A, but with an additional Elementary School project to be placed on the ballot with the High School project.

Our "fixed fees" for Part 2B - Schematic Design through Referendum for Concurrent High School and Elementary School Projects includes all services required by the Request for Proposal and the process outlined in Section 3 of this proposal. We propose a fixed fee of \$435,000, inclusive of all reimbursable expenses. This fee is based on the assumption of a \$12,000,000 additions and alterations project at an elementary facility.

List any additional services or costs that could be incurred, including reimbursable expenses and include a fee schedule. (all indirect costs will be billed 1X, that is, not mark-up).

Add services include:

- Producing the DWFMP update without access to an editable version of the original document.
- Producing the High School Educational Specifications without access to an editable version of the original document.
- Helping to develop a major revision to the Elementary Education Specification.
- Peer High School tours if requested.
- Services necessitated by a change in the agreed upon scope of services and/or process.
- An Energy Portfolio Survey of each existing building and each construction option considered. The estimated fee for this service is \$24,500, assuming the SCASD has not already assembled some of the required information.

There are no reimbursable expenses related to Parts 1 and 2. One (1) bound final copy of any document produced will be provided to the District at no additional charge. The primary means of document distribution will be by electronic means.

5. FEE ESTIMATE IF CONSTRUCTION IS APPROVED

Fee Estimate if Construction is Approved:

Projected Part 3 - Design Development through Construction - (percentage)

After completion of Part 2, the Board may choose one of several options (reserving the right not to proceed, or proceed with an option not outlined below). If authorized to proceed with one of the suggested options, please offer your estimate for a percentage fee for each option. (The district reserves the right to negotiate a fixed fee prior to entering into a contract).

Part 3A - High School Project Design and Construction

Within the scope of the final, approved schematic design, provide bid documents to complete a High School project. This price will also include project management and close out services (with the architect not acting as the construction manager).

Part 3B - Elementary School Project Design and Construction

Within the scope of the final, approved schematic design, provide bid documents to complete an Elementary School project. This price will also include project management and close out services (with the architect not acting as the construction manager).

Upon authorization to proceed with Part 3, Hayes Large Architects proposes entering into the AIA Standard Form of Agreement Between Owner and Architect Document B101-2007. This document will be modified to meet the requirements of the approved project.

Since there is no scope of work developed at this time, we offer the following sliding scale as an estimated basic services fee for either 3A or 3B. In order to compare “apples to apples”, this fee is based on a percentage of the “Cost of the Work” as defined in Article 6 of the AIA Document B101-2007. This is not a percentage of the Total Project Cost as some may quote - which would appear lower.

Basic Architectural and Engineering Services (AIA B101-2007)				
as a percentage of the Cost of the Work:				
Range of Cost of the Work			New Construction	Alterations to Existing
Cost of the Work up to \$ 5,000,000			6.00%	6.63%
Cost of the Work between	\$ 5,000,001 and	\$ 10,000,000	5.77%	6.40%
Cost of the Work between	\$ 10,000,001 and	\$ 20,000,000	5.54%	6.17%
Cost of the Work between	\$ 20,000,001 and	\$ 35,000,000	5.31%	5.94%
Cost of the Work between	\$ 35,000,001 and	\$ 55,000,000	5.08%	5.71%
Cost of the Work between	\$ 55,000,001 and	\$ 80,000,000	4.85%	5.48%
Cost of the Work between	\$ 80,000,001 and	up	4.62%	5.25%