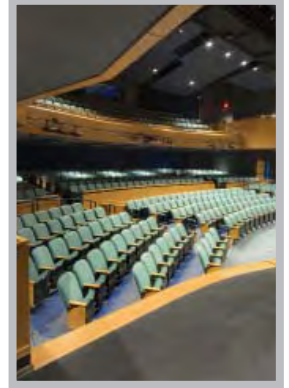


# CRABTREE, ROHRBAUGH & ASSOCIATES ARCHITECTS

ARCHITECTURE, PLANNING, INTERIOR DESIGN



PROPOSAL PREPARED FOR:

STATE COLLEGE AREA SCHOOL DISTRICT  
ARCHITECTURAL DESIGN SERVICES





**Crabtree, Rohrbaugh & Associates  
Architects**

401 East Winding Hill Road  
Mechanicsburg, Pennsylvania 17055  
phone: (717) 458-0272 - fax: (717) 458-0047

January 30, 2012

Mr. Ed Poprik, Director of Physical Plant  
State College Area School District  
131 West Nittany Avenue  
State College, Pennsylvania 17801-4899

Dear Mr. Poprik:

Enclosed you will find Crabtree, Rohrbaugh and Associates' proposal for consideration for the architectural design services for State College Area School District.

Per your request we have shown three high school projects that are similar to the proposed scope of work that would be available for a tour by SCASD representatives. They are as follows:

- Midd West High School, Addition/Renovation, LEED Gold
- Chambersburg Area Senior High School, Addition/Renovation, 500,000 SF+
- Spring Grove High School, New High School, Energy Star Rated

We have also included a detailed breakdown of our approach to include our plans for the update to the District Wide Facility Master Plan, the development of the Schematic Design, approach to Referendum Planning and a detailed breakdown of task and responsibility. Our approach shows a narrative describing each step and a detailed Project Schedule.

Lastly, we have shown a breakdown of our planned fees for these steps as requested.

Thank you for your kind consideration of Crabtree, Rohrbaugh & Associates. We look forward to our interview on February 9, 2012 to discuss in further detail our capabilities to provide all necessary services for State College Area School District. Please contact me at (717) 458-0272 if you have any questions.

Sincerely,

CRABTREE, ROHRBAUGH & ASSOCIATES

G. Douglas Rohrbaugh  
Chairman, Board of Directors

Randy Davis  
Director of Marketing & Communication

# TABLE OF CONTENTS

Table of Contents  
Cover Letter

1. High School Projects
  - a. Midd-West High School
  - b. Chambersburg Area High School
  - c. Spring Grove Area High School
2. Team Member Responsibility
3. Proposed Timeline
4. Fee
  - a. Master Plan Update
  - b. Schematic Design through Referendum
5. Fee Estimate for Construction
  - a. High School Project Design & Construction
  - b. Elementary School Project Design & Construction



# MIDD - WEST HIGH SCHOOL



Midd - West School District / Additions, Renovations & Demolition / 192,492 total SF



## PROJECT OVERVIEW

From the onset of the project, Midd-West School District administration and school board expressed to the design team the importance of involving the community in the design of their high school.

Jeff Straub, AIA, REFP, LEED AP BD&C as Project Manager worked closely with the administration and school board to first evaluate the overall needs of the entire district and involve the public before a definitive design was selected for the high school.

Midd-West School District's community had been discussing their high school for more than 10 years prior to Crabtree, Rohrbaugh & Associates (CRA) being hired in the summer of 2006. Fall 2006 through Spring 2008, the design team worked to gather with the district and the community's thoughts before any direction was established. Town hall meetings, design charrettes, online surveys of the community, teachers, staff and students were all utilized to create an inclusive environment for the future of the district.

# MIDD - WEST HIGH SCHOOL

From this outreach, a number of goals integrated into the final educational specifications.

- Commitment to preserve the current location of the 800 student high school within the community.
- Master Plan the 1,700 student Middleburg Campus, which includes the adjacent Middle School, Elementary School and Athletic Complex, to create a unified campus and take advantage of program relationships and overlap between the buildings.
- Importance for the building design to meet or encourage the district's 21<sup>st</sup> century educational direction for the coming 30-40 years. Past building expansions over 80 years had been reactive to district growth. This project was an opportunity to launch Middle-West School District in a new direction educationally.
- Integration of Sustainable Design and importance of Life-Cycle Modeling to create a 40 year facility that was flexible as education evolves over that time period.

In 2008, Middle-West School District's educational program had been fully developed through the process described above and gained public support through the open planning process. CRA was directed to implement the program and schematic scope of work for start of construction in early 2009.

The final scope of work included a 192,492 SF facility to hold 800 students. The core spaces (Auditorium, Cafeteria, Library, Administration and Athletics) were designed for 900-1,000 students to allow for future growth through classrooms additions. Approximately 80% of the existing building had to be removed due



## PROJECT HIGHLIGHTS

### Location

Middleburg, PA

### Student Capacity

800 students  
1,000 core capacity

### Project Size

88,117 SF Demolition  
169,609 SF Additions  
22,883 SF Renovations  
192,492 total

### Construction Estimate

\$35,498,808

Total Construction Cost  
with Alternates  
\$33,456,127

### Construction Start

May 2009

### Construction Completion

September 2011

### Contact

Dr. Wesley L. Knapp  
Superintendent  
570-837-0046

## PROJECT TEAM

Jeff Straub, AIA, LEED AP

Eric T. Huth, P.E.

Tracy M. Rohrbaugh

Kyle Strock, LEED AP

Stephen Arehart, RA

Arif Hasanbhai

Jeff Daniels



# MIDD - WEST HIGH SCHOOL

to failing wood construction, 4 periods of construction over 85 years and difficult program adjacencies. Eric Huth, PE, LEED AP with Centerpoint Engineering led the design and replacement of the entire mechanical, electrical and plumbing systems which were outdated and inefficient throughout the facility.

The final design, led by Jeff Straub, AIA, REFP, LEED AP BD&C and Arif Hasanbhai creates a central core of public spaces surrounded with classrooms. This concept was combined with a “Main Public Street” and a more private “Student Street” that intersects in a central Day lit Commons area. The building locates public spaces off the Main Street including Cafeteria, Administration, Auditorium and Gymnasium. A second floor off of the main street contains the library. The student street, designed with district staff and led by Tracy Rohrbaugh becomes the primary access for students, connecting two classroom wings at each end of the building.

*Crabtree, Rohrbaugh elicited input from staff members, board members and community members and used this input in the building design and presentations to the community to effect approval.*

*~ Dr. Wesley Knapp  
Superintendent*

## DISTINGUISHING CHARACTERISTICS

The Construction Document Phase led by Kyle Strock, LEED AP and Jeff Daniels were completed and construction started May of 2009.

Sustainability was discussed early in the project. It was important to the district to increase building efficiency as well as increase indoor environmental quality. Some examples of sustainability utilized in the building include reduced energy use by 35% utilizing a water source heat pump system with cooling tower and daylighting lighting systems tied into building controls. The exterior envelope was highly insulated and utilized energy modeling to focus on major heat loss locations in the building and life cycle payback for the district to make selections on where to focus construction dollars and be able to empirically substantiate these decisions to the public.

The final building daylights 82% of the educational spaces, an early design request made by the client and community, through focused locations of glazing that still allowed a high energy efficiency.

## LEED Gold Registered

### SUSTAINABLE STATS

\$103,901	Projected Annual Energy Cost Savings
35.5%	Projected Energy Savings
44%	Projected Water Reduction
21%	Recycled Content in Building Materials
82%	Educational Spaces Daylit
41%	Regional Materials
84.5%	Construction Waste Diverted

The balance between energy efficiency and quality of space is perhaps most pronounced in the butterfly roof, which allows for a dense building core without sacrificing daylighting. At the same time, the butterfly roof becomes the main design feature of the building, carried throughout all of the primary public spaces.

Because of the slow unplanned growth of the school campus over 85 years and 7 construction phases, one of the first tasks, before designing the high school was to Master Plan the three building campus for Midd-West. The first decision that drove the entire site design was to reorient the three buildings so they face to a central location to create a unified campus. The most dramatic example of this is the high school, which was turned 180 degrees to allow the main entrance face the middle and elementary school. Site circulation was evaluated, the final design separated student, faculty, visitor, bus and pedestrian traffic for safety. Modular classrooms were removed from the core of the campus.

A campus green, sidewalk and plaza network were created to move vehicular traffic away from the core of the campus and refocus it on pedestrian interaction between the buildings. The success of the Master Plan and high school project has subsequently led into the planning and current construction of additions and renovations to Middleburg Elementary School, which is phase two of the High School Project.





# CHAMBERSBURG AREA SENIOR HIGH SCHOOL



Chambersburg Area School District / Additions & Renovations / 530,000 total SF



## PROJECT OVERVIEW

During the feasibility study phase, the Chambersburg Area School District assembled a 45 person community advisory committee to evaluate options associated with renovating the current High School facility or build a new facility.

Paul Taylor, AIA, LA, REFP, LEED AP was tasked with developing the Educational Program and Specifications to accommodate the instructional needs for 3,000 9-12 students in both one building and two building options.

The team began by evaluating the current instructional practices and programs. A regular meeting schedule was established to conduct detailed discussions and exchange of ideas involving staff, administrators, and committee members. While managing this process, CRA was able to understand the unique goals of the Chambersburg Area School District: develop a solution to provide adequate program space, integrate technology and the career and technical curriculum, improve functional relationships, increase flexibility, meet a fixed budget and be student centered. Due to the size of the planned facility and 9-12 grade group, specific attention was given to the interaction between grades, location of resources for students and planning centers for faculty to promote a teaming environment.

# CHAMBERSBURG AREA SENIOR HIGH SCHOOL

The educational specifications were translated into a program and preliminary schematic designs for both a new facility and an addition and renovation scenario. After multiple public meetings to present concepts, advantages and disadvantages and community goals, the board elected to stay on site and provide the required additions and renovations.

In addition to the program goals, the District required an aggressive 9 month design schedule for consideration of an Act 1 exemption. Under the direction of John Beddia, AIA, LEED AP, CRA managed the entire design team, consultants, municipal process and PDE PLANCON Process, all approvals and delivered the project on schedule and under budget.

The existing site was very limited in terms of providing adequate space for 330,000 SF of new additions while maintaining the current student population in the existing 200,000 SF facility. Modular classrooms were not feasible as staging areas necessary for construction were limited and parking, parent, bus traffic and practice fields were already limited. Therefore, the design parameters required a schematic design that would permit phased construction in a specific sequence in order to adequately maintain space for students. This approach provided the least disruption to students and staff.

The scope of work was establish by ensuring adequate program space would be provided, all existing mechanical and electrical systems would be upgraded, all new systems would be fully integrated and the Districts maximum budget not be exceeded. CRA continued to lead detailed bi-weekly meetings with the engineering group, administrative team and "hands on" facilities personnel. CRA gained insight into systems that had been upgraded under a recent



## PROJECT HIGHLIGHTS

### Location

Chambersburg, PA

### Student Capacity

2,000 students

### Size

330,000 SF Additions  
200,000 SF Renovations  
530,000 total

### Construction Estimate

\$62,744,092

### Construction Cost

\$61,895,700

### Construction Start

April 2007

### Construction Completion

December 2010

### Contact

Dr. Joseph O Padasak Jr.  
Superintendent  
717-261-3300

## PROJECT TEAM

Paul Taylor, AIA, REFP

John A. Beddia, AIA

Kelsey Rhoads, AAIA

Paul Weaver, RA

Tracy M. Rohrbaugh

Mary E. Rowe

Stephen Arehart, RA

Scott Cousin



# CHAMBERSBURG AREA SENIOR HIGH SCHOOL

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performance contract, current deficiencies and both operational and service concerns. The team produced a written project design criteria that described proposed improvements for each discipline.

A unique design challenge was to connect major student traffic from the existing facility to the new 70,000 SF physical education complex and its new main entry. The solution was to create a "Hall of Fame" to display the high school sports accomplishments via a large continuous gathering area and support concessions to accommodate large events.

Great attention to detail was given to renovated areas which became indistinguishable from new construction. CRA's interior design team lead by Mary E. Rowe, designed a unifying and consistent application of color and materials throughout the entire facility, such as quartz flooring tile.

During design, a phasing analysis of planned additions was evaluated to understand how traffic for students, service, pedestrians and bussing patterns would evolve during construction to ensure safety. These plans were incorporated into the bidding documents and various land development approvals to illustrate contractual responsibilities of the contractors.



The project construction duration of 36 months was met with no delay or additional cost. CRA sought to promote a team effort with all of the contractors, owner, various representatives and municipal staff. Tim Snell, Director of Construction Administration, conducted bi-weekly job conferences from the inception of the project thru final occupancy and project close out. Tim is credited for maintaining a 1% change order status for 530,000 SF of construction with a \$62,000,000 construction value.

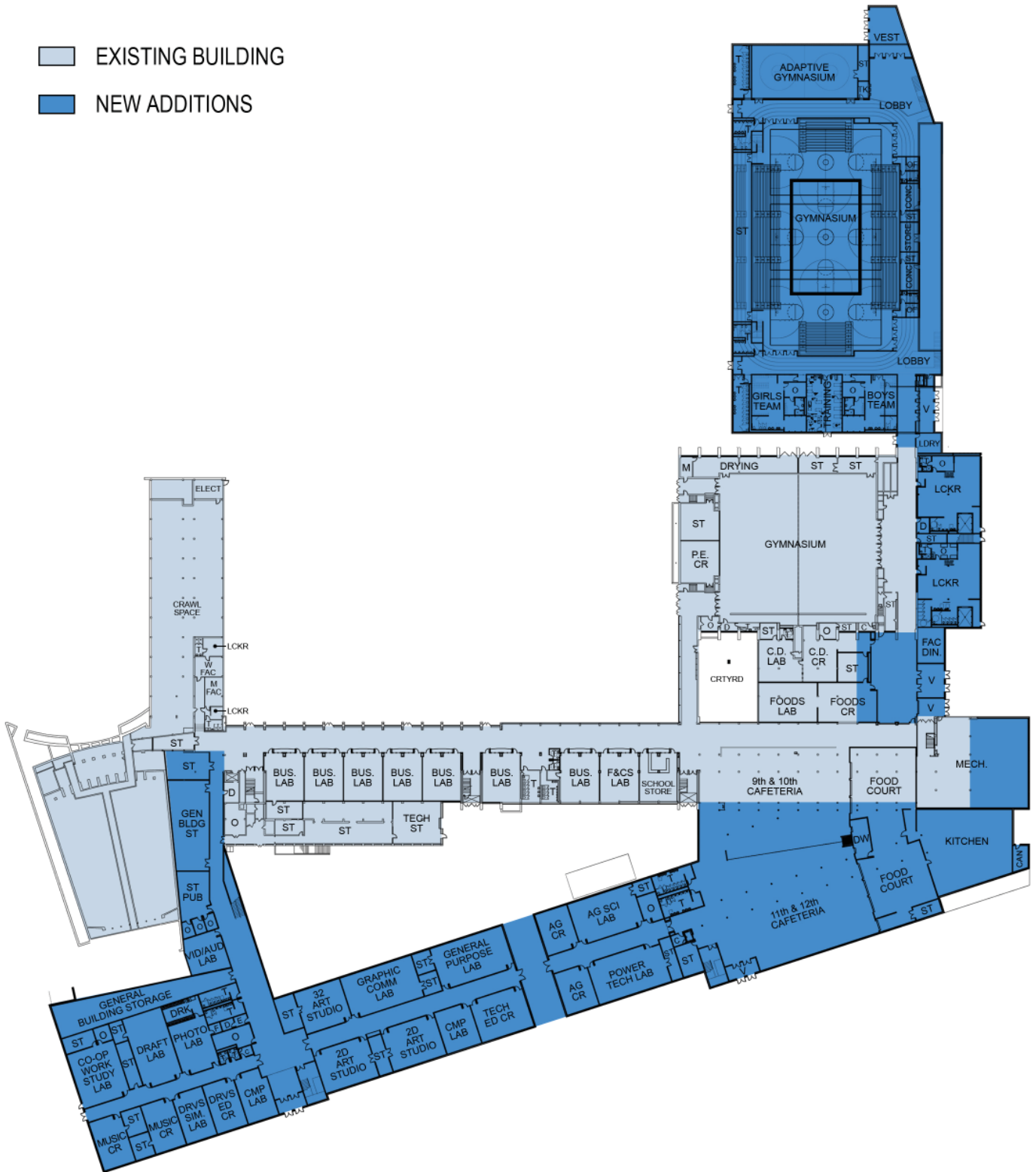
*We are currently on our 6<sup>th</sup> project with them, and I would say, in summary, Crabtree, Rohrbaugh & Associates are conservative and community oriented. We have almost no change orders on our projects. I mean, less than 1/10<sup>th</sup> of a percent on over \$100 million of projects. Crabtree, Rohrbaugh & Associates are very easy to work with and client oriented.*

*~ Dr. Joe Padasak, Jr.  
Superintendent*

## **DISTINGUISHING CHARACTERISTICS**

- Grade level "Houses" (9th grade cluster, 10th grade cluster, etc.) or "schools within a school" provide flexible learning communities and building organization that accommodate both traditional departmental organization and an academy / career pathway building organization.
- Each grade level House contains a de-centralized administration with "Grade level Dean Offices".
- A centralized "Science Zone" that is convenient to each grade level house.
- Multiple sizes and types of learning spaces to accommodate different learning and teaching styles. Small and large group rooms, flexible open space and formal structured spaces to accommodate the different styles.
- A three story existing building and three story new construction allowed for a highly efficient large addition ( 333,000 SF) on a small urban site.
- Total school SF is 530,000 SF on a 22 acre urban site, including a 7,000 seat football stadium and track complex
- Technology rich building, with all areas/rooms provided with data/communication access. Future-proofed with additional empty conduits and additional space in technology equipment rooms for future hardware expansion
- A rich interface between building interior/exterior includes outdoor plazas, seat walls, and social areas for all building users.

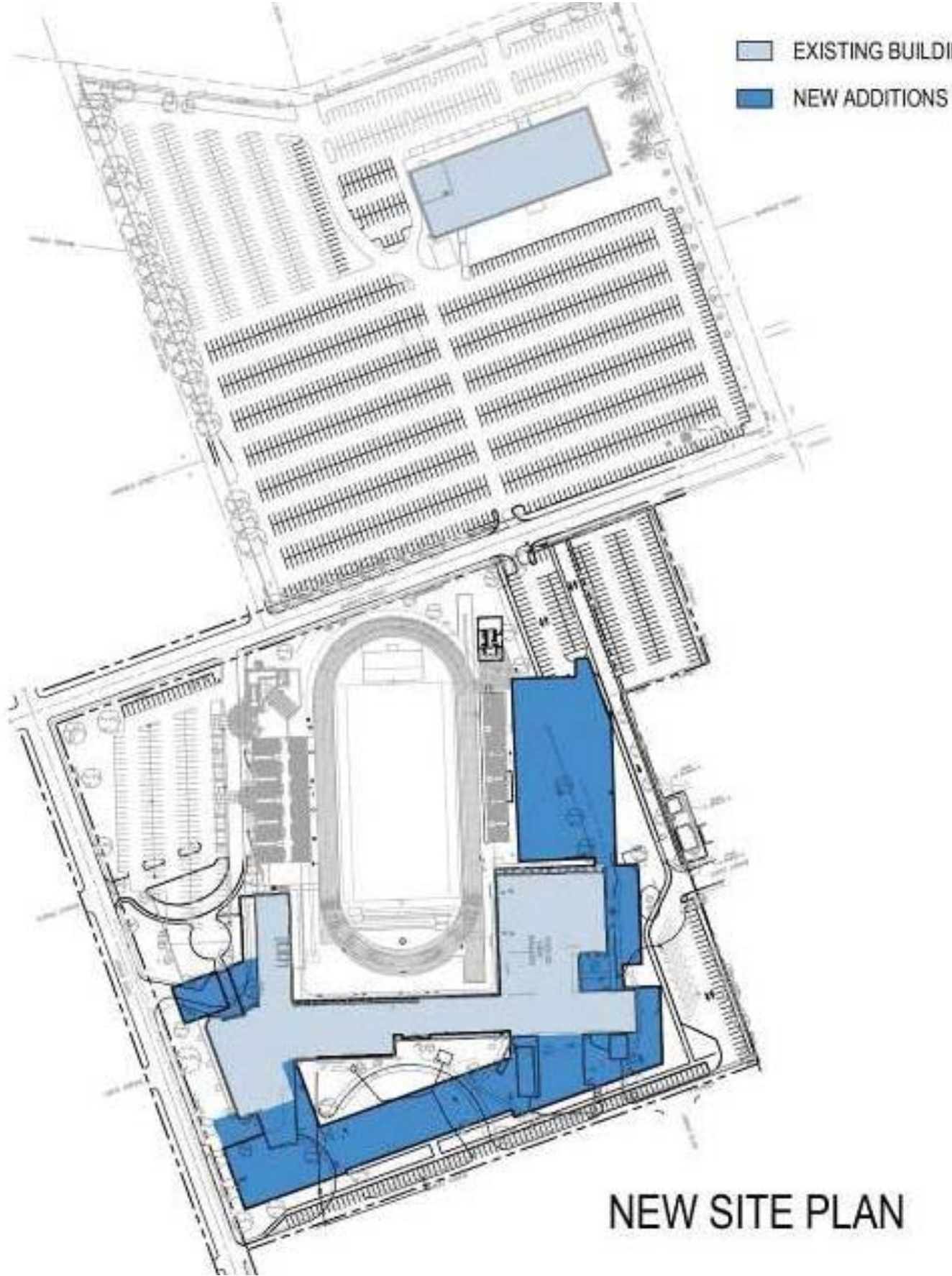
-  EXISTING BUILDING
-  NEW ADDITIONS

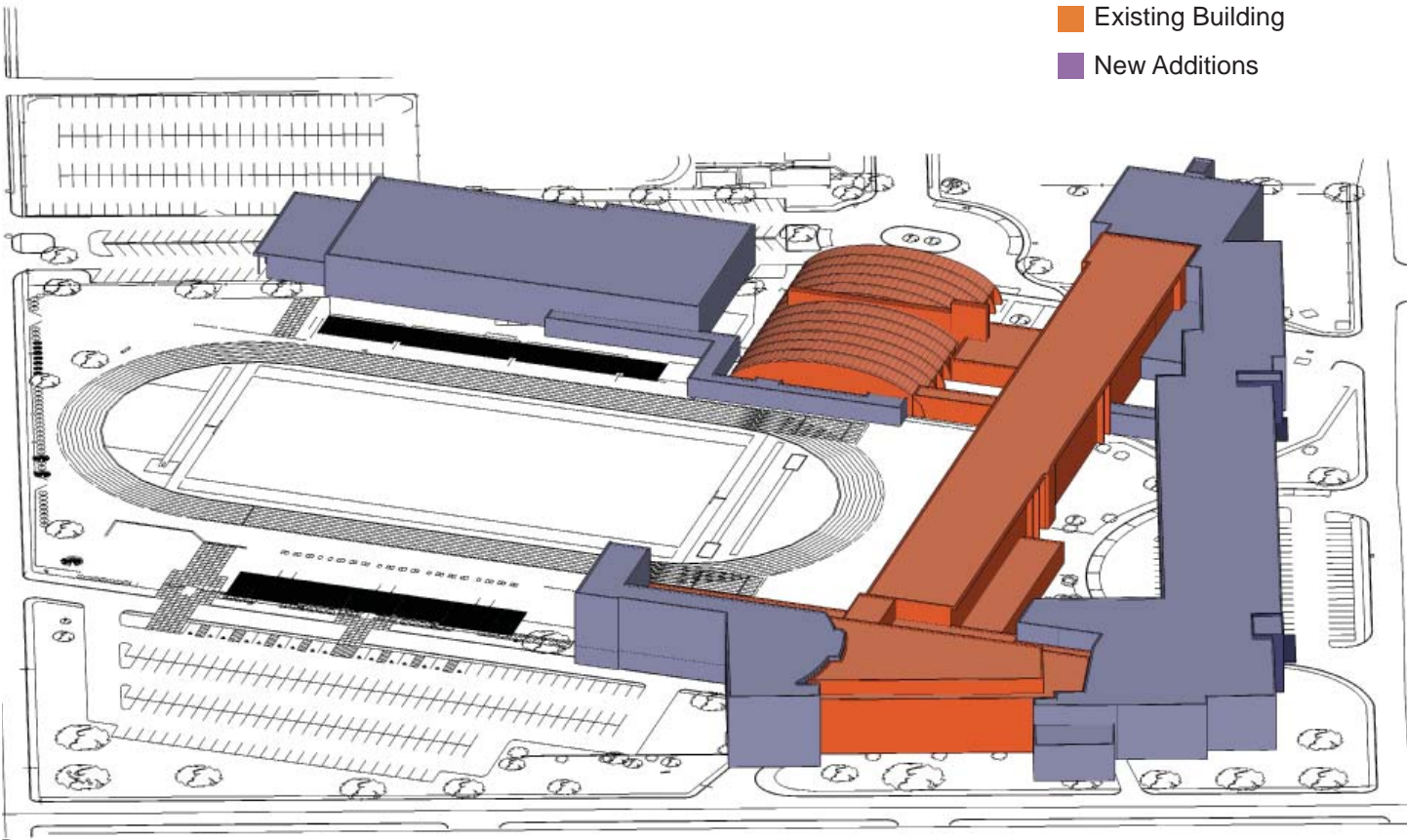


FIRST FLOOR PLAN

# CHAMBERSBURG AREA SENIOR HIGH SCHOOL

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# SPRING GROVE AREA SENIOR HIGH SCHOOL



Spring Grove Area School District / New Construction / 333,810 total SF



## PROJECT OVERVIEW

Crabtree, Rohrbaugh & Associates worked closely with the school district to develop a design scheme of smaller learning communities based on academic pathways for the new Spring Grove Area High School. The result is a blend of academic and extra-curricular facilities, as the new space will include state-of-the-art technology and systems integration including a security system, broadcasting provisions and a wireless internet system, a 1,400 seat auditorium, one gymnasium and an auxiliary gym, an elevated indoor track, an indoor swimming pool, an outdoor amphitheater, a practice softball field and a competitive soccer field.

The building organization unifies the academic, administrative, and public space creating an environment conducive to the overall development of the student. The main commons area houses all of the public spaces (Auditorium, Gymnasium, Natatorium, and Cafeteria). The Commons is intersected with the academic "Street" which houses the academic spaces. At the center of this intersection is located the career center which represents the heart of the facility. This is enclosed with glass for full transparency, showcasing the career development functions. Located directly above the career center is the media center which acts as the central hub to the learning environment. The educational program was based on career pathways: To accommodate this teaching philosophy, five wings were created off of the academic street to align with each pathway.

# SPRING GROVE AREA SENIOR HIGH SCHOOL

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The following programmatic requirements are incorporated into the design of the 1600 Student High School:

- 63 Classrooms
  - 10 Science Labs
  - 7 Technical Education Classrooms
  - 4 Art & Music Classrooms
- 8000 sf Media Center
- Administrative Space including Career Center
- 500 Seat Cafeteria with 2,400 sf Food Court
- 1,400 Seat Auditorium
- 1,600 Seat Gymnasium with Elevated 3 Lane Running Track
- 1000 Seat 6 Lane Natatorium with moveable Bulkhead
- TV Studio

- 150 seat Outdoor Amphitheater
- 8,000 sf District Storage

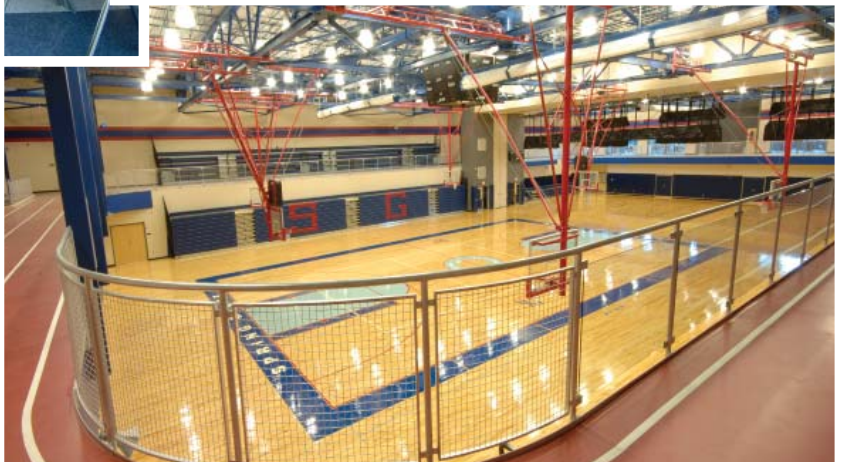
The following programmatic requirements are incorporated into the design of the Athletic Complex:

- 5000 Seat Stadium with Synthetic Turf Field and 6 lane Track
- Varsity Baseball Field
- Varsity Softball Field
- 2 Multi-use Practice Fields

Although the District specifically requested that the building not be certified by the USGBC, CRA integrated many 'green' initiatives into the design including energy efficient systems and thorough day lighting design. As a result, the building received recognition from the EPA as an Energy State Superior Energy Performance with a 91% rating.

The building also received an interior design award for Outstanding Design of a lobby/corridor space from American School & University.





# SPRING GROVE AREA SENIOR HIGH SCHOOL

## DISTINGUISHING CHARACTERISTICS

- Flexible learning communities and building organization that accommodate both traditional departmental organization and an academy / career pathway building organization.
- Hybrid science classroom labs arrangement that functions as a centralized "science zone" yet each building learning community / wing has direct accessibility to a science classroom/lab
- 91% superior building performance EPA Energy Star Rating
- Multiple sizes and types of learning spaces to accommodate different learning and teaching styles. Small and large group rooms, flexible open space and formal structured spaces to accommodate the different styles.
- Five distinct building wings that are two and three stories. This arrangement efficiently accommodated the sloping site and provided identifiable smaller schools within the larger academic zone of the building.
- Technology rich building, with all areas/rooms provided with data/communication access. Future-proofed with additional empty conduits and additional space in technology equipment rooms for future hardware expansion
- To increase safety and security the 500 parking spaces for visitor, faculty and students are provided distinct separate areas. Separate bus and parent drop areas are provided.
- A rich interface between building interior/exterior includes outdoor plazas and social areas for all building users.

*The Spring Grove Area School District staff, students and community were extremely pleased with this project and the work done by the architects to assist the district in meeting our educational goals in a cost effective manner. The overall design provides the school with the flexibility to change the educational programs to continue to enhance student learning and improve faculty productivity. As the district's only high school, the campus serves not only as a positive learning center but as an important symbol for the community at large. It has become a source of community enthusiasm and pride and will provide a safe and vibrant learning environment into the future.*

*~ Dr. David Stricker  
Former Superintendent*

## PROJECT HIGHLIGHTS

### Location

Spring Grove, PA

### Size

333,810 SF

### Student Capacity

1,400 students

### High School

Budget: \$48,498,140

Cost: \$44,070,044

### Athletic Complex

Budget: \$10,527,793

Cost: \$9,612,600

### Construction Start

February 2006

### Construction Completion

July 2008

### Contact

Mark Czapp

Facilities Director

717-225-4731

## PROJECT TEAM

Paul Taylor, AIA, REFP

Chris Barnett

Scott Cousin

Harold B. Benfer, AIA

Jeff Daniels

Mary E. Rowe

First Floor Plan



SPRING GROVE AREA SENIOR HIGH SCHOOL

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# State College Area School District District-Wide Facility Master Plan Update



## Part 1 - Master Plan Update Draft Timeline and Process Outline

### Pre-Study Review

#### Tasks

- Discuss Overall Process
- Review and confirm Schedule
- Identify District's Facility Master Plan Advisory Committee Members
- Identify District Primary Representative to Architect
- Identify CRA Primary Representative to District
- Identify decision-making criteria/method for unresolved issues
- Identify the desired level of involvement for the following:
  - general community
  - specific community groups
  - students
  - parents
  - faculty / staff
  - department heads
  - school administration
  - district administration
  - school board
  - committees

#### Meetings :

##### **Kick-Off Meeting w/ Advisory Committee**

Meeting with key District Reps and CRA Team to review, verify and confirm major components of the Study Process.

### Educational Program / Project Program

#### Note:

The focus of this Study Component is to explore, discover and identify MACRO Program Components, Goals, and Expectations of the District's Programs.

#### Tasks

- Document Current Functions and Spaces in each building
- For each Grade Group, Identify District's desired:**
  - Program of Building Functions and Spaces
  - Future Philosophy / Functions / Additions
  - Sustainability Goals
  - Community Use / Interface
  - Site / Athletic / PE fields
  - Departmental relationship/adjacency
  - Parking spaces/location
  - Bus/Auto circulation improvements
  - Special Site Elements (trees, monuments, etc.) to be preserved
  - Existing Building Elements to be preserved
  - Demolition of any existing structures
  - Any project elements that are not desired
  - Other issues as identified

#### Meetings - Discussion / exploration of issues listed above

##### **Facility Study Advisory Committee Meeting**

Meeting key District Reps that reviews the intent and expectations of the Study level Programming activity.

##### **Directors of Curriculum**

##### **Faculty/ Staff Meeting**

##### **Student Meeting**

##### **Community Meetings**

##### **School Board**

Explore, discover and define the macro expectations of each group

## Obtain Board Approval of Educational and Project Programs

Formally approve Overall Program of desired program goals  
Provides basis and standards for study

## Sustainability Planning and Goals

### Note:

Define the goals, expectations and long term responsibilities of sustainability in District  
Define energy use status throughout district (PDE requirement)

### Energy Use Analysis 1

All Existing Buildings:  
Energy Benchmarking Analysis (EPA/DOE Portfolio Manager tool)

### Energy Use Analysis 2

For All Construction Options:  
Predictive Utility Budget Analysis (EPA/DOE Target Finder tool )

### Meetings :

#### Advisory Committee

Define Districts goals and long term sustainability responsibilities

#### Business manager

Obtain basic information from district on existing building energy use

## Physical Survey of Existing Facilities

### Note:

**The focus of this Study Component is to identify, analyze and document existing building and site conditions for all District buildings.**

### Tasks

Obtain **Existing floor plans** and Site Survey for each building

### Retain Study consultants:

Environmental  
Civil  
MEP  
Food Service

### Building and Site Systems

Photograph building exterior / interior and site  
Analyze and prepare report on existing:  
Architectural Components and Systems  
Mech., Elec. and Plumb. Systems  
Technology Systems  
Site Conditions

### Hazardous Material Abatement

Collect Facility Investigations and Abatement Reports

### Food Service/Kitchen

Analyze and prepare report on planned Kitchen requirements

### Physical Improvements

Develop "**Menu**" of **SYSTEM** Improvements  
**Prioritize** Menu of Physical Improvements

### Meetings :

Review known issues, philosophies and standards

**Meet with Director of Facilities**

**Meet with District's Technology Coordinator**

**Meet with District's Food Service Director**

**Meet with Director of Transportation**

**Meet with Safety Director**

## Educational Facilities Adequacy Analysis

Review District Capacity Standards for each Functional Area  
Determine Existing Capacity based on District Standards  
Identify Educational Space Deficiencies based on District Program  
Develop "Menu" of EDUCATIONAL Improvements  
Prioritize Menu of Physical Improvements

**Meeting** - discuss preliminary results of analysis  
Facility Study Advisory Committee Meeting

## Enrollment Projection Analysis

Obtain and review recent Enrollment Studies  
Obtain last ten years of **Actual Enrollment from District**  
Obtain District's **year 2010 Census** information  
**Develop** Enrollment Projections to meet PDE guidelines

**Meetings**  
County/Regional Planning Agency

## Regulatory Agency / Code Analysis / Utility Availability

Complete general code/ordinance review and obtain initial agency feedback  
Identify all applicable regulatory agencies and include in project directory:  
Identify any Special Studies required by regulatory agencies

Local	Municipal Engineer
Township	Building Codes Official
State	Fire Marshall

Identify any regulatory agency submittal deadlines  
Contact all applicable Utility Companies and obtain letters of utility availability/capacity

**Meetings** w/ staff :

Borough of State College	PDE
College Township Planning	PennDot
Centre County Planning	DEP

## Develop Estimated Improvement Costs

Apply costs to identified Physical Improvements  
Apply costs to identified Educational Improvements

## Develop Improvement Options ( Improvement Packages )

## Develop Option Cost Estimates

## Review Preliminary / Interim Studies with Board

**Note:**

**The intent of these activities is to update the board and clarify the approach, information and direction of various key components of the study**

Program	Improvement lists
Enrollment	Options
Sustainability	Regulatory Agencies

**Incorporate Revisions**

**Present Final Study to District and Community**

**Incorporate Revisions**

## **Part 2 - Schematic Design through Referendum**

### **Educational Specifications Development**

**Note:**

**The focus of this Task is to Review, Validate and Expand the DETAILS and SUB CATEGORIES of all Macro Program Components developed in the Study Phase for the selected PROJECT BUILDINGS.**

#### **Tasks**

Review DeJong 2009 Educational Specifications Document  
Review Facility Study Educational Program Documentation  
Validate and Refine MACRO components of previous Program/Spec work  
Validate Budget and Schedule

**For each PROJECT BUILDING, Identify District's desired:**

- Required Program** of Building Functions and Spaces
- Alternate Program** Building Functions and Spaces (if any)
- Sustainability Goals and Components
- Student Capacities of each function and/or space
- Community Use / Interface
- Site / Athletic / PE fields
- Departmental relationship/adjacency
- Parking spaces/location
- Bus/Auto circulation improvements
- Technology Plan
- Building Operation Improvements
- Building Materials Standards exterior and interior
- Building HVAC System Standards
- Safety Security Goals and Improvements
- Special Site Elements (trees, monuments, etc.) to be preserved
- Existing Building Elements to be preserved
- Demolition of any existing structures
- Any project elements that are not desired
- Other issues as identified

**Meetings** - Discussion / exploration of issues listed above

#### **Facility Study Advisory Committee Meeting**

Meeting key District Reps that reviews the intent and expectations of the Schematic Design Phase

**Directors of Curriculum**

**Faculty/ Staff Meeting**

**Student Meeting**

**Community Meetings 1 - 4**

**School Board**

Explore, discover and define the DETAILED expectations of each group

**Site Development**

Obtain Municipal Submittal Requirements  
Develop LDP Schedule  
Submit to Zoning Hearing Board if required  
Initiate HOP Highway Occupancy Permit process and other Agency permits

**Floor plans, Elevations and Site**

Develop Preliminary Design  
40% Design Review with Admin.  
90% Design Review with Admin.  
Sketch plan Review with Municipality

**Building MEP Systems Schematic layout and report**

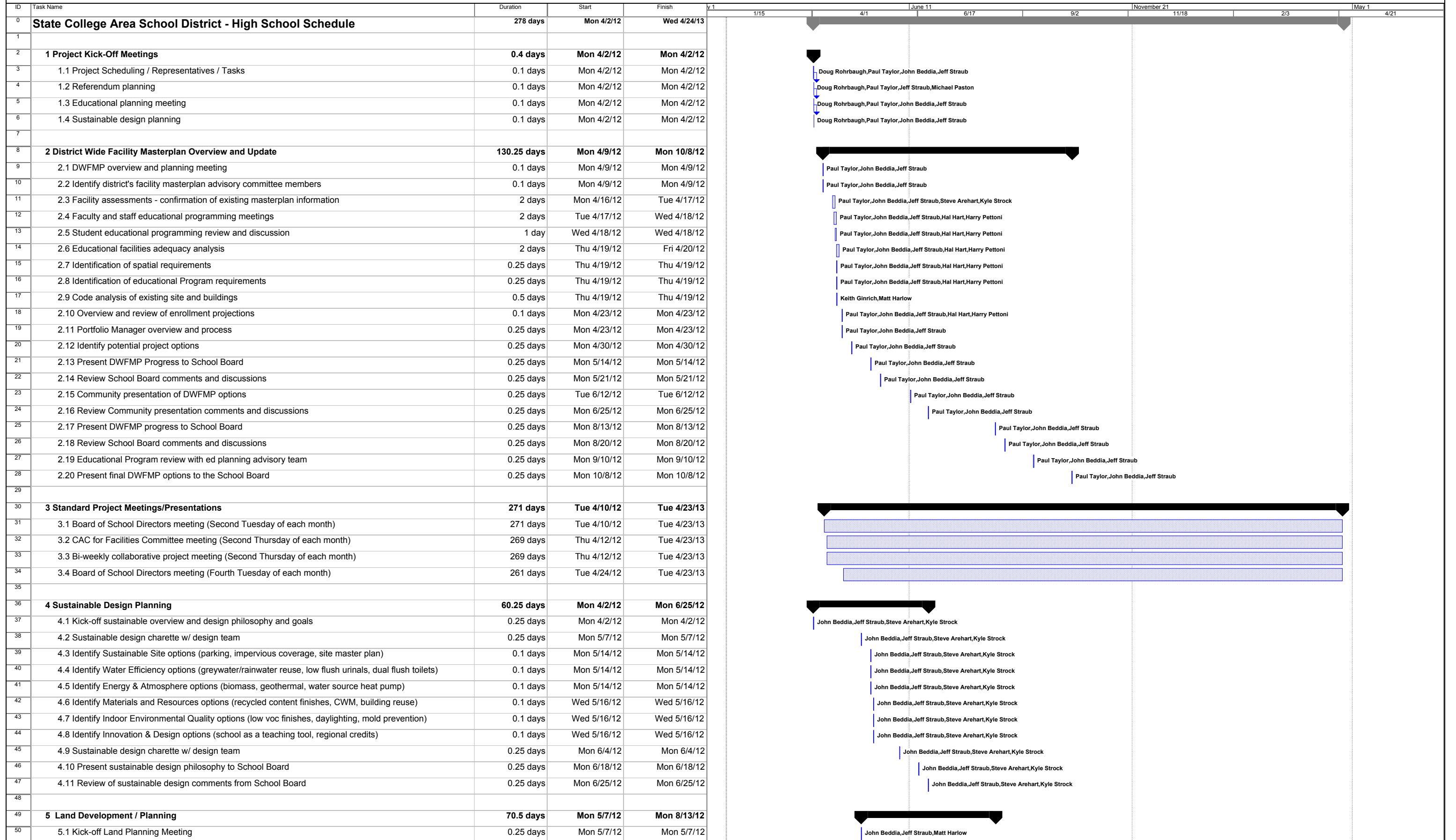
Review MEP Systems w/ Admin. & CRA  
Locate Major System Components  
Obtain Utility Availability letters from Utilities  
Initiate DEP Sewer Module

**PLANCON A / B Project Justification / Schematic Design**

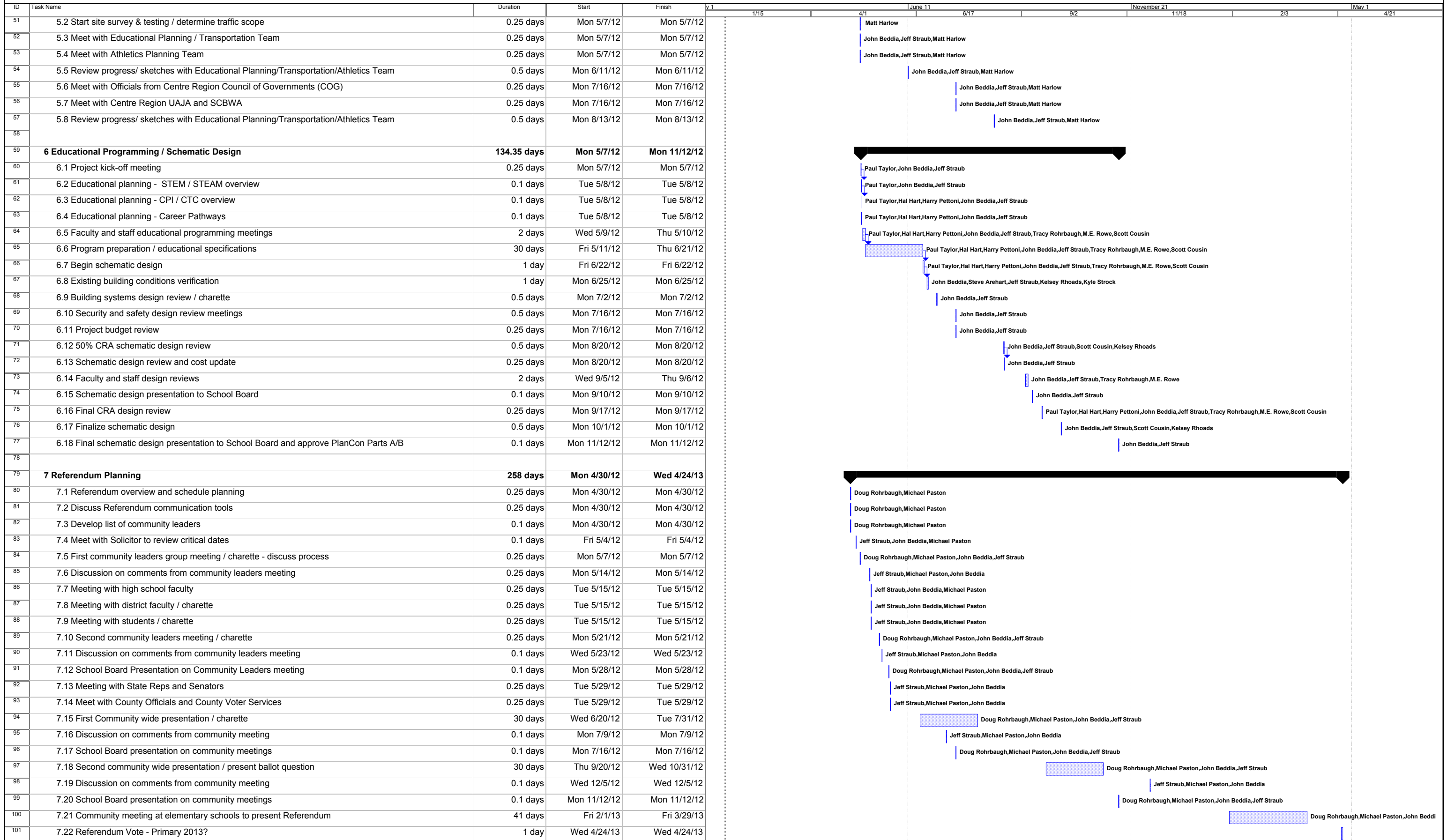
Identify Financing Cost  
Identify any Municipal Impact Fees  
Review Budget /Schedule w/ Admin.  
Verify Demographic Source  
Review PLANCON A/B w/ Admin  
Schedule PLANCON A/B Review w/ PDE

**PLANCON A / B Board Approva**

Attend PLANCON A/B PDE review  
PLANCON A / B PDE Approval



CRABTREE, ROHRBAUGH & ASSOCIATES ARCHITECTS







**Crabtree, Rohrbaugh & Associates  
Architects**

401 East Winding Hill Road  
Mechanicsburg, Pennsylvania 17055  
phone: (717) 458-0272 - fax: (717) 458-0047

**State College Area School District – Architectural Design Services  
Fee Proposal**

It is our understanding that the district plans on utilizing AIA document B102 as a basis for the final, negotiated contract. Included with the fixed fees are all costs associated with the necessary local, regional and state approval processes. All fees include reimbursable expenses as needed for the basic services specified.

Provided please find our fee proposal and schedule.

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

Part 1 - Master Plan Update		Notes:
A. Facility Assessments	\$ 12,500	
B. Energy Portfolio Manager	\$ 10,000	
C. Complete Update to DWFMP	\$ 25,000	
C. Civil Consultant	\$ 10,000	
D. Reimbursables	\$ 1,500	
Subtotal:	\$ 59,000	

## Part 2 – Schematic Design through Referendum

After completion of Part 1, the Board may choose one of several options (reserving the right to not proceed, or proceed with an option not outlined below).

<b>Part 2 - Schematic Design through Referendum</b>		
<b>Part 2A - High School Project</b>		<b>Notes:</b>
A. High School Educational Specifications	\$ 35,000	
B. Referendum Development	\$ 50,000	
C. Schematic Design	\$ 180,000	
D. Referendum Consultant	\$ 16,000	
E. Civil Consultant	\$ 15,000	
F. Reimbursables	\$ 5,000	
Subtotal:	\$ 301,000	
<b>Total</b>		<b>\$ 360,000</b>
<b>Part 2B - Concurrent High School and Elementary School Projects</b>		<b>Notes:</b>
A. Elementary Educational Specifications	\$ -	Provided by SCASD
B. Referendum Development	\$ -	Included in Part 2
C. Schematic Design	\$ 25,000	
D. Referendum Consultant	\$ -	Included in Part 2
E. Civil Consultant	\$ 6,000	
F. Reimbursables	\$ 1,500	
Part 2A - High School Project	\$ 301,000	
Part 2B - Concurrent Elementary School Project	\$ 32,500	
Part 2 - Total for Concurrent Projects	\$ 333,500	
<b>Total</b>		<b>\$ 392,500</b>
Note: Reimbursable for Printing includes printed materials for the School District and CAC for Facilities, not for public meetings.		



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### Projected Part 3 – Design Development through Construction

After completion of Part 2, the Board may choose one of several options (reserving the right to not proceed, or proceed with an option not outlined below).

Part 3 Fee Estimate if Construction is Approved		
3A - High School Project Design and Construction	4.55%	
3B - Elementary School Project Design and Construction	5.00%	
The fee percentage is based on the execution of a AIA B101 Standard Contract. The proposed fee is based on the development of Bid Documents to complete identified project. It represents Design Development, Construction Documents, Bidding, Construction Administration as identified in AIA B101 Contract.		

### Fee Schedule

Fee Schedule		
May 1 2012		\$ 19,666
June 1 2012		\$ 19,666
July 1 2012		\$ 19,666
August 1 2012		\$ 41,688
September 1 2012		\$ 41,688
October 1 2012		\$ 41,688
November 1 2012		\$ 41,688
December 1 2012		\$ 41,688
January 1 2013		\$ 41,688
February 1 2013		\$ 41,688
March 1 2013		\$ 41,686
Total Fee:		<b>\$ 392,500</b>