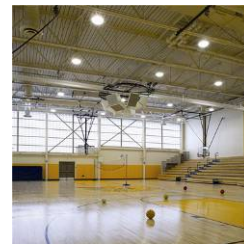


DESIGN FOR EDUCATION



A PROPOSAL FOR ARCHITECTURAL DESIGN SERVICES
presented to State College Area School District by
SCHRADERGROUP ARCHITECTURE with CANNON DESIGN

9 April 2012

A PROPOSAL FOR ARCHITECTURAL DESIGN SERVICES

presented to State College Area School District by
Schradergroup Architecture with Cannon Design

9 April 2012

table of contents

section one

REVISED DRAFT PROCESS + TIME OUTLINE

Process.....	1.1
List of Major Milestone Events.....	1.2
Draft Process and Time Chart.....	1.3

section two

FEE PROPOSAL

Part 1 – Master Plan Update	2.1
Part 2 – Schematic Design through Referendum	2.3
Part 3 – Fee Estimate if Referendum Fails	2.6

section three

CENTRAL YORK HIGH SCHOOL

section one

**revised draft process outline
+ timeline**

revised draft process outline and timeline

PROCESS

Despite the revised scope of work described in Request for Proposal #2, this team still believes that we are working on three strands of activity that fall under the major heading of referendum planning. All strands of activity work towards the same final solution. The activities are seen as more linear in this process and sequentially are structured as:

- DWFMP Update
- Educational Specification and Concept Design
- Schematic Design

We show the three community activities requested in the RFP for both the DWFMP and Schematic Design processes; however, we also believe two presentation and feedback sessions should be added as part of the basic process to provide appropriate opportunities for discussion.

The following Draft Process and Timeline will be further developed at the project kick-off meeting. The elements listed and defined below and in the Draft Process and Timeline chart are the major milestone dates and essentially require the majority of project stakeholders to take part. What is **not** shown in this schedule is a **continuous bi-weekly set of meetings between the planning and design team and SCASD**. During these meetings we focus on developing the reference material and work product to be used at all events and the continuation of the design process with the specific users face-to-face.

The process creates a blend between DWFMP/Educational Specification evolution and the referendum and design process. Our team is strategically crafted to create a fully integrated process that provides a successful merger of master planning update and design. The integrated process, also involving all constituents, encourages the success of the referendum and the project as a whole.

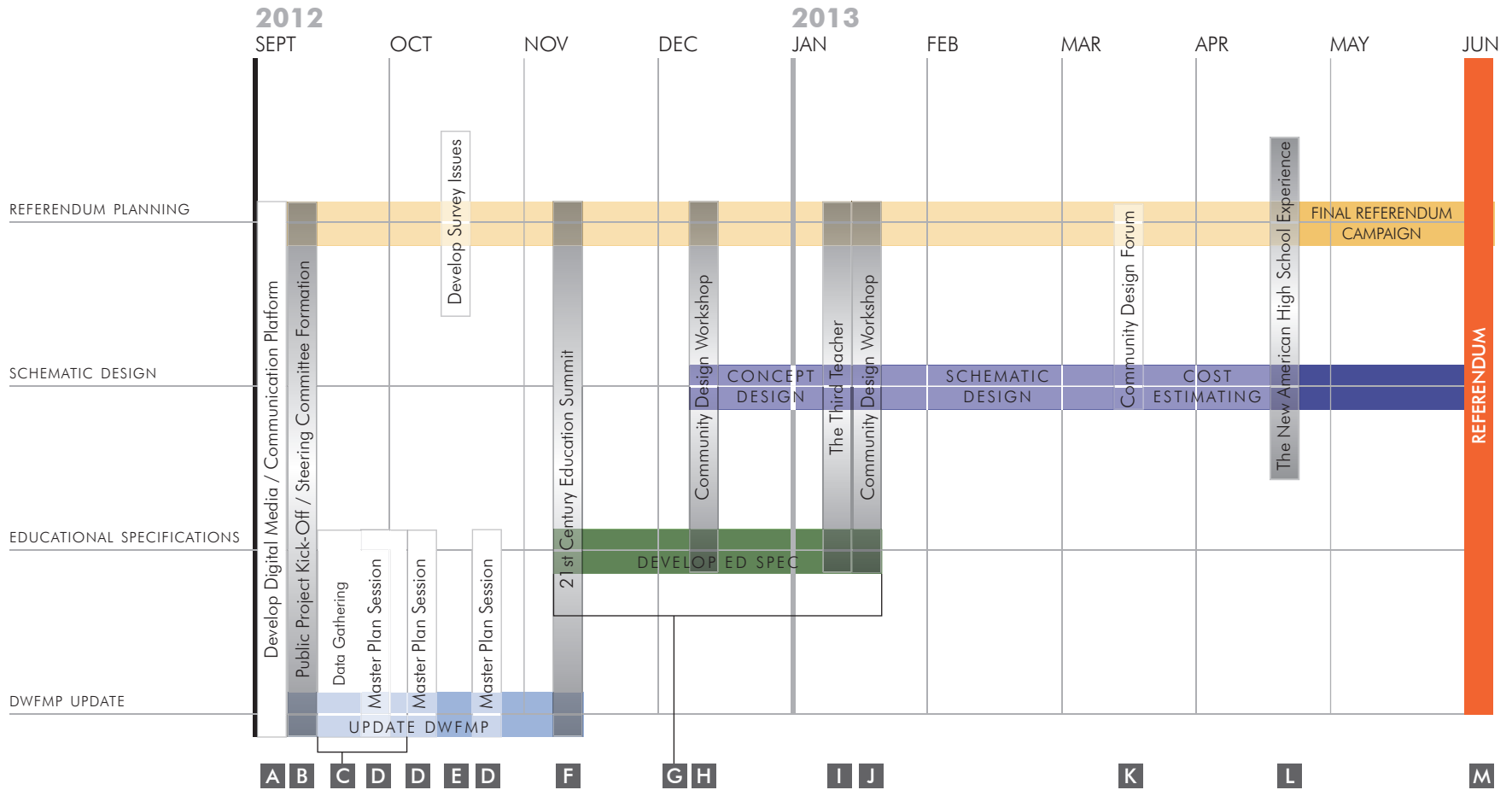
The Draft Process and Timeline chart includes our expectations for which parties should attend each event. *It should be noted that we expect a large contingent of students to become a major stakeholder group in this project. Their inclusion is critical to the project and process.* We want students to own the project much as we want the community to own the project. You will also see that Item K in the timeline is a specific workshop focused on the students and is an investigation into how the students see their environment of the future. The students must become a driving force behind the development of their “new place”.

LIST OF MAJOR MILESTONE EVENTS

Descriptions for each event begin on page 1.4.

- A Develop Digital Media / Communication Platform
- B Public Project Kick-Off / Steering Committee Formation
- C Data Gathering / Facility Assessment Update
- D Community-Wide Master Plan Sessions
- E Develop Survey Issues
- F 21st Century Education Summit
- G Educational Specifications Process
- H Community Design Workshop – Vision + Design Drivers for State College Learning Community
- I The Third Teacher Plus Design Challenges for High School Students – Introduction to Design Thinking Methodology
- J Community Design Workshop – Final DWFMP and Ed Spec / The Learning Environment as “The Third Teacher
- K Community Design Forum – Presentation Feedback
- L The New American High School Experience at State College
- M Referendum

DRAFT PROCESS + TIMELINE



EXPECTED INTERACTIONS WITH DESIGN TEAM*

DISTRICT ADMIN	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
SCHOOL BOARD	■				■			■	■					■					■
COMMITTEES	■		■	■	■	■		■	■					■	■				■
STAFF	■	■						■	■	■				■	■				■
COMMUNITY	■		■	■	■			■	■					■	■				■
STUDENTS	■				■			■	■	■				■	■				■

* In addition to the above-stated meetings, the design team will meet with SCASD bi-weekly to conduct project updates.

INCLUDED AS PART OF THIS PROCESS ARE THE FOLLOWING EVENTS:

A Develop Digital Media / Communication Platform

Potential Date: September 3, 2012

How can we use media to access an even wider audience?

To further the community-wide inclusion and transparency established with Community Forums, we will develop a digital media/communications platform such as a website, blog or Facebook page. This site displays project updates, lists the dates of project events, provides a discussion board for concerns to be raised, and potentially elicits feedback on specific topics to aid in our project research.

B Public Project Kick-Off / Steering Committee Formation

Potential Date: September 11, 2012

Subcommittees might be considered for the Educational Specification and the DWFMP processes independently. Educational Specification Committees might include teachers, administrators, support staff, special services staff, students, central office personnel and community members.

If a separate Steering Committee is recommended for the DWFMP and the design process, then we envision the committee constructed of a broad cross-section of representation of school and non-school members of the community. This committee meets approximately three to four times throughout the process.

The tasks of this group are to:

- review data and reports,
- create local communications strategies,
- facilitate small groups at community meetings, and
- assist in development of options that will be reviewed by the School Board and community.

It is a misperception in a planning process that this committee is responsible for the final recommendations of the plan; ultimately the final recommendations are the responsibility of the School Board and Community-at-Large. This committee is charged with providing the best possible information and tools that the School Board and community can use to make informed decisions regarding final recommendations.



C Data Gathering / Facility Assessment Update

Potential Date: September 12, 2012 – October 2, 2012

The process will begin by developing a common basis of understanding of where the facility conditions are currently against what their conditions were when the prior DWFMP was developed. While minimal time has elapsed, three buildings have been modified or re-purposed. The result is the beginning of the change at the elementary level (as recommended by the prior DWFMP) which may have some impact on thinking at other levels of educational facility within the district. The design team will re-evaluate the conditions at these facilities and then will provide an updated facilities condition portion of the study. This will form the basis for the options to be developed at future meetings.

D Community-Wide Master Plan Sessions

Potential Dates: September 25, October 9, October 23, 2012

This portion of the process will be broken up into three distinct sessions, the first of which is a wider breadth re-evaluation and the last of which is a detailed review of options developed during Session 2. We envision the following:

Master Planning Session #1, September 25

The current DWFMP will be reviewed by the entire design, district and community team. The current status of the district facilities will be measured against the original intent of the DWFMP as developed by DeJung. Brainstorming sessions will be led to determine additional options to be evaluated on both the macro and micro level.

Master Planning Session #2, October 9

How can the high school and other district facilities capitalize on and harness the strengths of the State College community?

This master planning session will serve as the session to develop the various options for evaluation. The design team will begin by re-presenting the current options in place and discuss how those options are serving the district and community at large currently. Discussions will ensue regarding the role of the various buildings in their context focusing eventually on the high school. Discussions of how the high school relates on all levels to its surrounding context as well as within the context of the university will begin to coalesce into concepts for development. The balance of the session will serve as a brainstorming opportunity to ponder other district options. The design team will build upon these options as part of the DWFMP development in order to be prepared for the next Master Planning session.



Master Planning Session #3, October 23

The entire set of District facility options will be reviewed and feedback will be garnered, evaluated and modified where appropriate.

E Develop Survey Issues

Potential Date: October 16, 2012

The District team and design team will convene to discuss any elements of opportunity and challenge that have been conveyed about the potential project in prior meetings. The design team also will indicate areas in which they will require community feedback.

Through an intense workshop, a full survey is developed and made available to the public- at-large via one of the web-based survey generators. The design team will launch the survey immediately after development and buy-in from the committee. A definitive timeline is assigned for feedback and, afterwards, the feedback information will be available for the upcoming Community Presentation. By this point, the DWFMP information will be tailored to reflect the feedback.

F 21st Century Education Summit

Potential Date: November 13, 2012

What will inspire your community to move forward confidently and enthusiastically?

The 21st Century Education Summit is an open-to-the-public, kick-off event that gathers the entire State College community together to be inspired by the potential of your project. In a TED talk-like format, the summit will showcase global thought leaders taking on the living question, “What does the future of learning look like?” This will connect your project to the best minds in this global conversation. This serves to both include the wider community from the start and open everyone’s minds to the full range of possibilities that your project can embrace. Brainstorming for potential High School concepts will occur as part of the Summit.

G Educational Specification Process

Potential Dates: November 12, 2012 – January 4, 2013

Note: It is the expectation that State College Area School District will have a high school educational program developed at this point from which the Educational Specification can be derived.



Ed Spec Orientation/Visioning Sessions

An orientation meeting is held for the committee members to provide an overview of the planning process, project timelines, and committee member responsibilities. Visioning exercises encourage participants to consider educational delivery, staffing, students, community, and technology well into the future.

Ed Spec Planning Lab #1

Lab #1 is an intensive work session examining future trends and determining program direction. Participants discuss programmatic and space needs and generate a draft report. The presence of the District's design team at all planning labs is critical to the success of the process.

H Community Design Workshop – Vision and Design Drivers for State College Learning Community

Potential Date: December 11, 2012

Workshop One focuses on developing a common language to describe the 21st century pedagogy that is specific to the State College mission and vision. This language forms the design drivers that allow the community to make critical decisions related to the spatial program and the overall budget for the project.

I The Third Teacher Plus Design Challenge for High School Students – Introduction to Design Thinking Methodology

Potential Date: January 14, 2013

How can the design process unleash the incredible potential of each student?

As we strive to create a learning environment that will best support the success of your students, we see the design mindset as another valuable method for achieving this success. The design mindset and process looks for novel and creative ways to improve the world around us. In our day-long design challenges, we guide high school students through the design thinking process to solve a real-world challenge the State College community is facing. This activates and empowers the students to join us in the specific master plan project, but more importantly, to become committed citizens in their community at large. Through the design challenge experience, we also hope to observe and record the collaborative and learning patterns of teens, which informs spatial consequences, relationships and flow in the design of the new high school.



J Community Design Workshop – Final DWFMP and Ed Spec / The Learning Environment as “The Third Teacher”

Potential Date: January 15 and 16, 2013

This process will be composed of a two-day workshop. Day 1 serves as an informing session discussing the DWFMP and the Educational Specification, and Day 2 serves to engage participants.

The Facility Master Plan will outline an action for each of the District’s facilities. The recommendations will focus on the High School facility concepts developed as part of the Ed Spec. A final Ed Spec report is completed and presented for review. It contains results of the orientation and visioning session, as well as a compilation of space, program illustrations, and spatial relationship diagrams for each classroom and the entire facility.

The revelation of information provided in the final DWFMP and the Ed Spec during Workshop Day 1 provides the community-at-large with a basis from which to work on Day 2. Day 2 will be a fully-engaged community design workshop focusing on the same process as that used for the student workshop held two weeks earlier. The process in which the community will be engaged is informed by the results developed by the students in the earlier workshop. ***Further, those same students who developed concepts during the “Third Teacher” workshop will guide the community-at-large in the workshop process by helping participants to see what they envision as their educational and technological future!***

K Community Design Forum – Presentation Feedback

Potential Date: March 12, 2013

How can we continue to include the wider community in the design process and promise a transparent process?

Community forums maintain the momentum spurred by the Community Design Workshop. We propose monthly community forums for critical stages of the design development as they allow the design team to inform the State College community of the essential decisions made throughout the progress of the design. We want to create an interactive and optimistic setting in which the design team can elicit comments from the community. These events also allow the design team to demonstrate our willingness to address and respond to the questions and concerns of the community.



L The New American High School Experience at State College

Potential Dates: April 23, 2013

What is the story of this process?

Leading up to the referendum vote, the design team curates a series of events throughout the community to synthesize the outcomes of the design process and communicate your project's human stories conveying hopes and aspirations. The design team will prepare architectural renderings, computer animation and physical models of the new State College High School to clearly communicate the ideas of the design in support of the school district's mission and vision for education.

M Referendum

Potential Dates: June 4, 2013

The culmination of the process – then celebrate!

section two

fee proposal

fee proposal

In the pages that follow, please find fixed fee proposals for a Master Plan Update, for Schematic Design through Referendum both with and without Plancon, and for reaching a second referendum vote should the first vote fail. Included as part of the fixed fees are all costs associated with the necessary local, regional and state approval processes. Fees also include any additional services or costs, including reimbursable expenses, which will be needed to provide the base services specified.

PART 1 | MASTER PLAN UPDATE

Completion of an update to the State College Area School District's District-Wide Facility Master Plan as outlined in the scope of this project.

INCLUDED AS PART OF THIS WILL BE THE FOLLOWING:

- Meetings with the State College Area School District Board of School 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.
- Three community-wide forums.
- Feasibility level project estimates.

DELIVERABLES FOR THIS PHASE SHALL INCLUDE AT A MINIMUM:

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

PART 1 | MASTER PLAN UPDATE

FEE		
SGA / Cannon	Architecture and Planning	\$ 52,500
Barton Associates	MEP Engineering	\$ 7,500
Baker, Ingram & Associates	Structural Engineering	-
Sweetland Engineering Associates	Site and Civil	\$ 5,000
TOTAL FEE		\$ 65,000
UNIT PRICE FOR ADDING OR SUBTRACTING COMMUNITY-WIDE FORUMS		\$ 5,000 per forum

PART 2 | SCHEMATIC DESIGN THROUGH REFERENDUM

Part 2A – High School Project – Schematic Design through Referendum with Plancon

INCLUDED AS PART OF THIS WILL BE THE FOLLOWING:

- Leading the process of translating the District-developed High School Program into a working High School Education Specification that will meet the requirements of Plancon A.
- Development of a schematic design advanced to a stage of sufficient detail to facilitate a referendum question.
- Complete estimating throughout the schematic design phase, which may include multiple estimates as details are developed.
- Multiple artistic renderings to educate voters on the nature of the project.
- Three community-wide forums.
- Leading the process of community publicity and interaction with the District as a partner.

Part 2B – High School Project – Schematic Design through Referendum without Plancon

INCLUDED AS PART OF THIS WILL BE THE FOLLOWING:

- Items stated for Part 2A, but with discounts offered if Plancon is not pursued.

**HIGH SCHOOL PROJECT
PART 2A | SCHEMATIC DESIGN THROUGH REFERENDUM WITH PLANCON**

FEE		
SGA / Cannon	Architecture and Planning	\$ 270,000
Barton Associates	MEP Engineering	\$ 45,000
Baker, Ingram & Associates	Structural Engineering	\$ 15,000
Sweetland Engineering Associates	Site and Civil	\$ 40,000
7group	Sustainability	\$ 10,000
ICI	Cost Estimating	\$ 5,000
TOTAL FEE		\$ 385,000
REIMBURSABLES		
SGA / Cannon	Architecture and Planning	\$ 10,000
TOTAL REIMBURSABLES		\$ 10,000
TOTAL FIXED FEE		\$ 395,000
UNIT PRICE FOR ADDING OR SUBTRACTING COMMUNITY-WIDE FORUMS		\$ 5,000 per forum

**HIGH SCHOOL PROJECT
PART 2B | SCHEMATIC DESIGN THROUGH REFERENDUM WITHOUT
PLANCON**

FEE		
SGA / Cannon	Architecture and Planning	\$ 260,000
Barton Associates	MEP Engineering	\$ 45,000
Baker, Ingram & Associates	Structural Engineering	\$ 15,000
Sweetland Engineering Associates	Site and Civil	\$ 40,000
7group	Sustainability	\$ 10,000
ICI	Cost Estimating	\$ 5,000
TOTAL FEE		\$ 375,000
REIMBURSABLES		
SGA / Cannon	Architecture and Planning	\$ 10,000
TOTAL REIMBURSABLES		\$ 10,000
TOTAL FIXED FEE		\$ 385,000

PART 3 | FEE ESTIMATE IF REFERENDUM FAILS

Strategy

If the first referendum fails and we discern that the issue is the configuration, location and/or design developed through the planning process we propose in this document, then the design team will be prepared for a re-design effort.

Our process truly is oriented around bringing all parties (agreeable and disagreeable) into the planning sessions so that all can be a part of the process and thus have “buy in”. If through this transparent process there is still enough dissent to vote down the project in a referendum, then it means we have not done our job with the Administration and Board to identify the hot button issues critical to the project. If the referendum fails and all of the above is true, then we will:

1. Work with the District to identify the true challengers to the project and to identify their concerns
2. Create another set of committees naming the challengers to the project as true stakeholders in the project
3. Develop another design to revisit with the community

Our job is to assist the District in promoting the story “that work must be done to the high school to make it a twenty-first century learning environment,” and then to work with the community to develop a project that meets the majority of their concerns.

PART 3 | ACHIEVING SECOND REFERENDUM VOTE IF FIRST FAILS

FEE		
SGA / Cannon	Architecture and Planning	\$ 40,000
Barton Associates	MEP Engineering	\$ 10,000
Baker, Ingram & Associates	Structural Engineering	\$ 5,000
Sweetland Engineering Associates	Site and Civil	\$ 5,000
7group	Sustainability	-
ICI	Cost Estimating	\$ 5,000
TOTAL FEE		\$ 65,000
REIMBURSABLES		
TOTAL REIMBURSABLES		\$ -
TOTAL FIXED FEE		\$ 65,000

section three

central york high school

central york high school – new facility and additions

The SGA/Cannon Team is pleased to present Central York High School, the project that will be toured by representatives of the State College Area School District on May 23.

The information provided in this section is in response to the requirements stated in section 4 of the RFP. As requested, we additionally provide other information under separate cover that will help the team to better understand the dynamic Central York High School project. The other information includes:

1. The educational specification used for the project as developed by the Central York School District High School Advisory Group.
2. Energy usage information for the building provided by the Central York School District.
3. The 2012/2013 Central York High School Course Selection Guide, which will help the team to understand the evolution of the career academy structure.

We look forward to sharing this project with you in person!

CENTRAL YORK HIGH SCHOOL – NEW FACILITY AND ADDITIONS

Central York School District, York, PA



SPECIALIZED FACILITY CITATION FOR OUTSTANDING DESIGN | *American School & University Architectural Portfolio 2009*

CENTRAL YORK HIGH SCHOOL – NEW FACILITY AND ADDITIONS

	NEW FACILITY	RENOVATIONS / ADDITIONS	TOTAL
INITIAL BUDGET AS ESTABLISHED BY THE SCHOOL DISTRICT	\$48,391,085*	\$15,903,900	\$64,294,985
DATE OF BID AWARD	February 2003	July 2007	
CONSTRUCTION COST AT BID AWARD	\$47,710,704*	\$14,207,806	\$61,918,513
CONSTRUCTION COMPLETE	2005	2008	
CHANGE ORDER COSTS AND PERCENTAGES	\$1,259,997 / 2.64%	\$225,060 / 1.58%	
FINAL CONSTRUCTION COST	\$48,970,701	\$14,432,866	\$63,403,567
CONSTRUCTION COST PER SQUARE FOOT	\$146.79/SF	\$164.30/SF	\$154.84/SF
FINAL TOTAL PROJECT COST	\$64,987,324	\$17,920,624	\$82,907,948
BUILDING SIZE	333,620 SF	52,344 SF classroom addition 23,503 SF natatorium addition 12,000 SF renovations	409,467 SF

*developed by CM and included alternates

CENTRAL YORK HIGH SCHOOL – NEW FACILITY AND ADDITIONS

grade configuration

9-12

site size

138 acres

project team

CENTRAL YORK HIGH SCHOOL – NEW FACILITY

The project was completed by principals of SGA while employed by another firm. David Schrader served as Principal in Charge and Lead Educational Planner/Designer for the project, and Bruce Bachtle served as a technical resource in the office.

CENTRAL YORK HIGH SCHOOL – ADDITIONS

David Schrader, Principal in Charge/Lead Designer
Bruce Bachtle, Project Technical Leader
Sean Goodrick, Project Designer

scope of the project

Central York High School is a 409,467 SF (divided among two phases of projects, described below) complex that takes “Breaking Ranks” educational principles and adapts them to create an “Academy” structure that provides a traditional high school experience for ninth and tenth grade students while offering the option to attend one of four career academies to eleventh and twelfth grade students.





The decision to change the High School's existing educational program came about as a result of the District's strategic planning and the education specification developed in response to the strategic plan. In the education specification a number of critical issues were identified which the new high school facility needed to address. They included:

Curriculum: Create separate areas for the core and career academies.

Instructional Strategies: Create small and large group instruction rooms serving as lecture halls, easily accessible student work stations and gathering areas enabling students to work together informally.

School Environment: Create a warm, friendly design motif; abundant space; secured entry with security procedures; and separate athletic and performing arts areas with community and evening access.

Technology: Provide ability for laptops to be used throughout the building and accommodation for telephones in every instructor workstation.

Organization and Time: Structure teacher office space with areas organized in a multidisciplinary arrangement when appropriate.

Assessment and Accountability: Allow parent access to student grades/assignments and provide display areas to promote student work.

Professional Development for Faculty: Make available to faculty technology and individual office spaces.

Diversity: Promote an understanding and respect for diversity in the 'soul' of the school.

Governance: Streamline operations of the school and district.

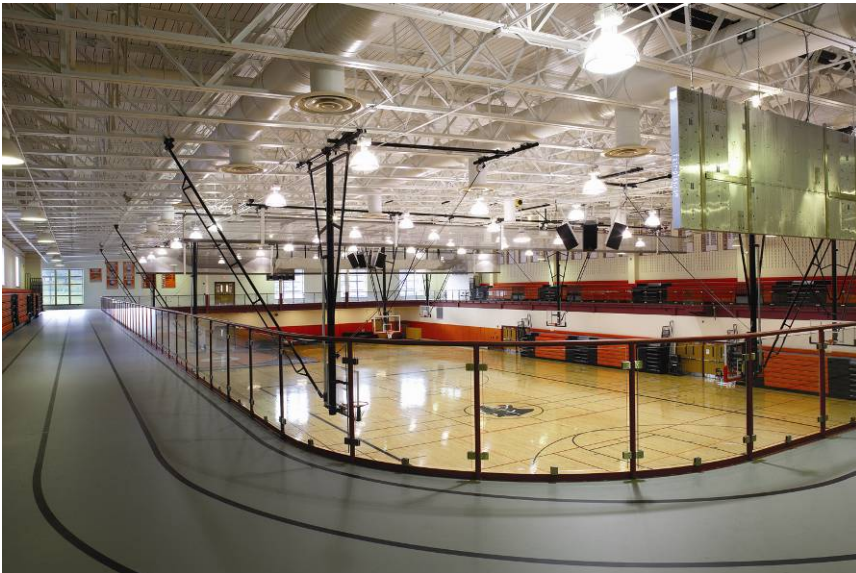
Utilization of Resources: Maximize energy sources and impact of the physical environment on learning.

Connection to Higher Education: Provide distance learning courses along with the spaces and technology to conduct them.

Alliances: Create small conference rooms for private meetings, and adult education classes and community fitness area for use with parents, neighboring districts, business and community agencies.

Leadership: Provide an open learning environment allowing students to develop leadership through example.



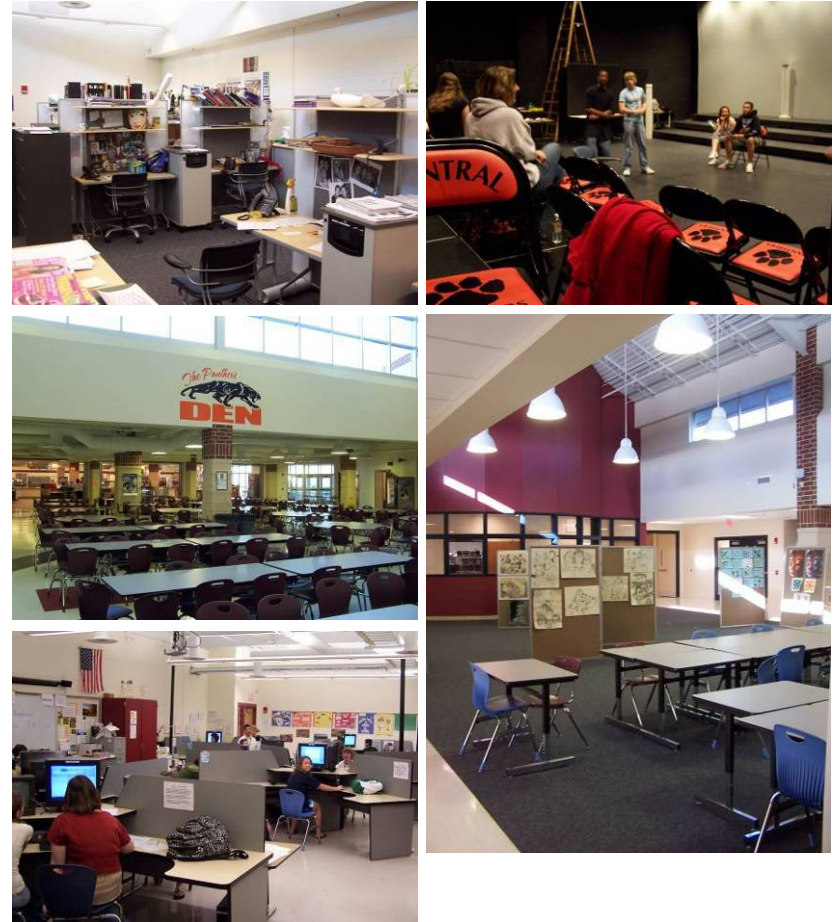


Armed with the education specification, the District, using David Schrader and his team, engaged in a series of community planning exercises that ultimately led to the final design solution. As a result, the new Central York High School consists of four academies: Arts and Humanities; Business/Finance/Information Technology; Health and Human Services; and Science and Industry. The academies emphasize school-to-career opportunities, incorporate the small schools/school within a school concept, offer “real world” connections for the students and instructors, and provide a flexible structure that allows for acceleration of articulation, alternative learning venues and alternative modes of teaching and learning. The physical design of the facility, in addition to supporting the academy approach, responds to all issues presented in the education specification as well as to a variety of requirements defined throughout the community design process.

The facility design was part of a comprehensive site design project that even included a significant realigning of a major PaDOT roadway. Site amenities designed into the project include a football stadium with internal team lockers and synthetic track and field, a soccer stadium, competition baseball field, tennis courts, and a variety of other competition and practice fields.

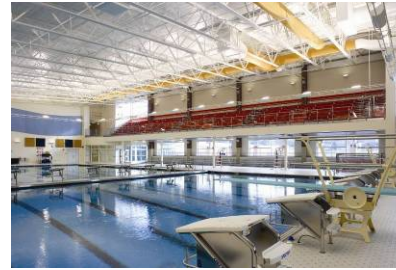
Although sustainability was an important issue and the design embraces a sustainable approach, the District elected not to pursue a LEED rating. Among many sustainable initiatives, some specific sustainable features include the utilization of a ground source heat pump heating and cooling system, daylighting strategies with light and occupancy sensors, waterless urinals, and the use of low-emitting and sustainable materials.

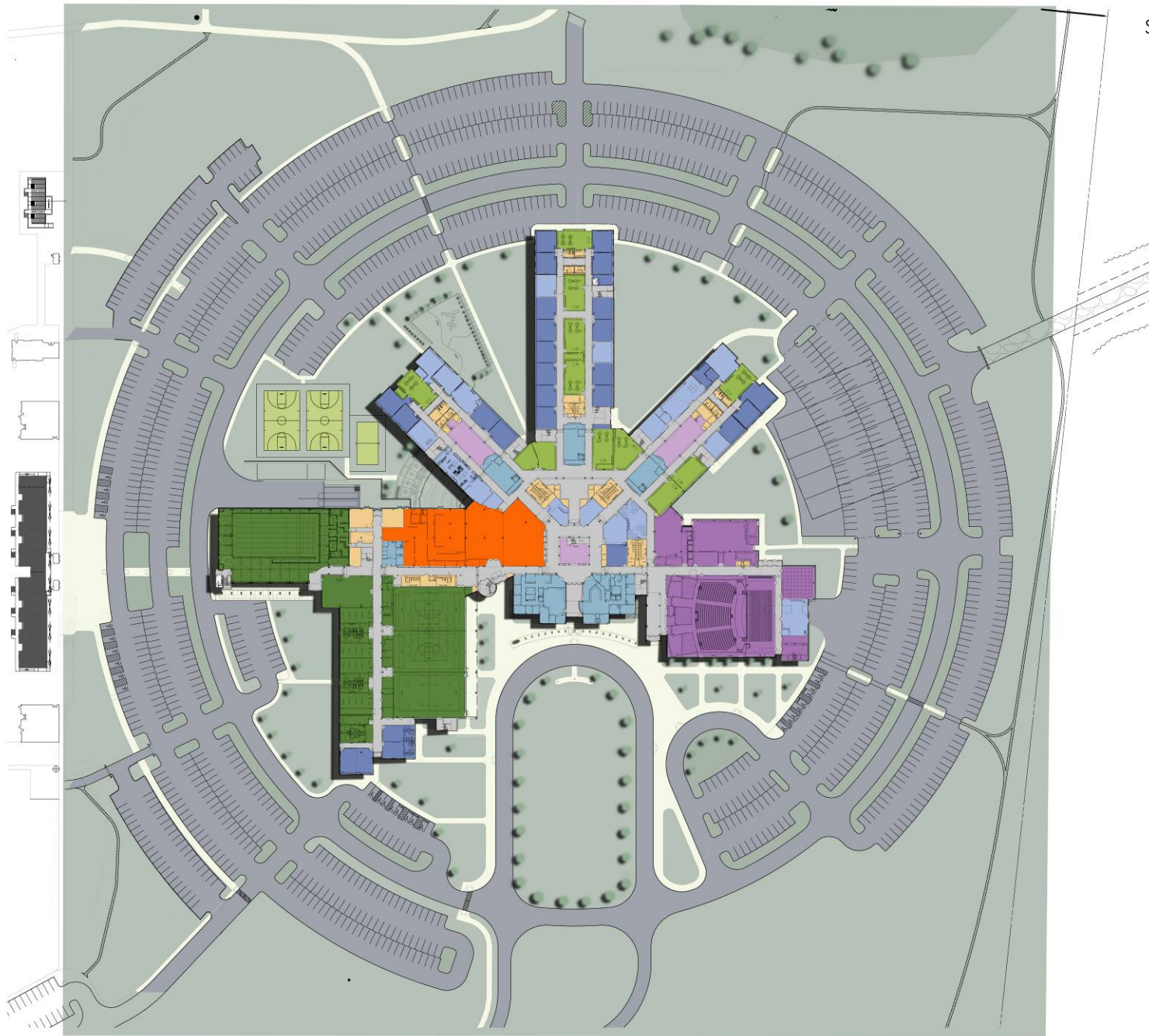
Following the completion of the 333,620 SF High School in 2005, the District experienced unprecedented growth and required an addition of 52,344 SF to provide more academic space. The additions, completed in 2008, were designed to continue to support the academy structure and embrace the same sustainable approach as the existing building.



While completing the classroom additions, the District elected to also add a 23,503 SF natatorium that includes an 8-lane competition-class pool as well as supporting amenities for accommodating PIAA local and regional swim and diving meets. The natatorium also supports the District's high school Physical Education curriculum and allows for swimming instruction for the children in the primary schools. Seating 500 spectators on the mezzanine level and 250 competitors on the pool deck level, the facility has independent vehicle drop-off and entrance points that permit use by students and the community before and after school hours without compromising school security. Some important design features include strategically placed windows for maximizing natural lighting, creative acoustics control, and indirect pool perimeter track lighting that prevents glare. Also, the use of roof mounted PoolPaks provide HVAC through fabric ductwork that prevents negative indoor air quality issues resulting from high humidity levels. The dehumidification system additionally helps to reduce energy costs by recovering and returning heat to the indoor facility environment.

For additional information about the scope of the project, please refer to the excerpts from the educational specifications included as Other Information submitted separately from this proposal.

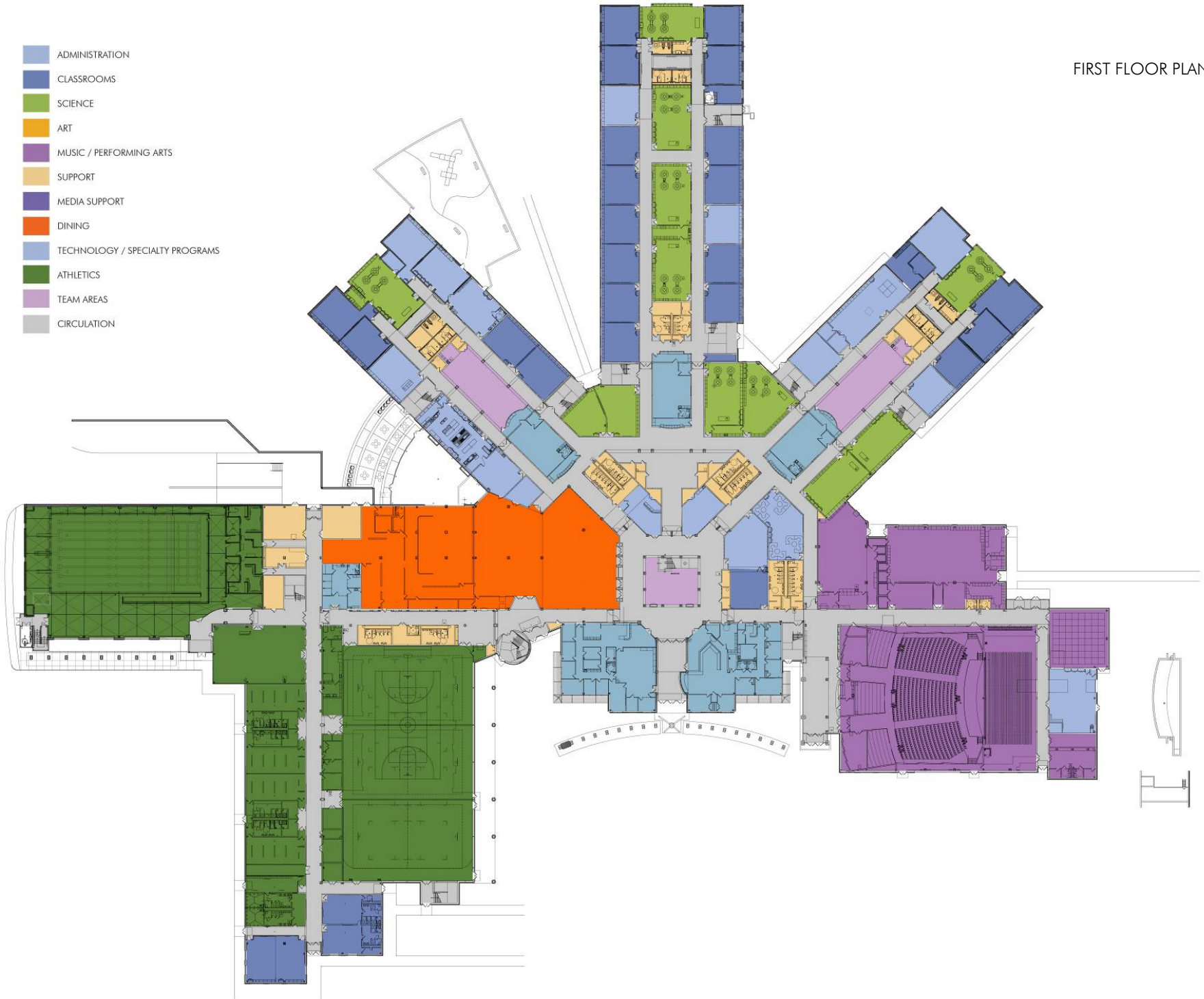




SITE PLAN

FIRST FLOOR PLAN

- ADMINISTRATION
- CLASSROOMS
- SCIENCE
- ART
- MUSIC / PERFORMING ARTS
- SUPPORT
- MEDIA SUPPORT
- DINING
- TECHNOLOGY / SPECIALTY PROGRAMS
- ATHLETICS
- TEAM AREAS
- CIRCULATION



SECOND FLOOR PLAN

- ADMINISTRATION
- CLASSROOMS
- SCIENCE
- ART
- MUSIC / PERFORMING ARTS
- SUPPORT
- MEDIA SUPPORT
- DINING
- TECHNOLOGY / SPECIALTY PROGRAMS
- ATHLETICS
- TEAM AREAS
- CIRCULATION







SCHRADERGROUP architecture LLC

PHILADELPHIA

161 Leverington Avenue, Suite 105
Philadelphia, PA 19127
215.482.7440
www.sgarc.com

HARRISBURG

614 North Front Street
Harrisburg, PA 17101
717.260.3771