

STATE COLLEGE AREA SCHOOL DISTRICT
STATE COLLEGE, PA

30 JANUARY 2012

- Sample High School Projects
- Team Member Responsibility
- Draft Timeline and Outline of Process
- Fee for parts 1 & 2
- Fee for part 3



ARCHITECTURE
ENGINEERING
P L A N N I N G





Our Vision For Your Success

30 January 2012

State College Area School District Selection Committee
State College Area School District
Physical Plant Office
131 West Nittany Avenue
State College, PA 16801


State College Area School District Selection Committee:

We are excited to be in the short-list and are pleased to receive the Request for Proposals for Architectural Design Services. El Associates and Fielding Nair International are uniquely qualified to meet State College Area School District's specific needs for this project and have provided a detailed description of our team process and requested fee structure.

We know the requirements of Pennsylvania School Districts and the unique requirements and history of the State College Area School District.

We look forward to providing our full qualifications during our scheduled interview on February 8th. Please do not hesitate to contact us if you have any questions..

Sincerely,


Bonnie M. Sowers, AIA
Vice President


Mark S. Barnhardt, AIA
Senior Vice President





PROJECT EXAMPLES

We have selected three projects which we feel the State College Area School District would benefit reviewing and discussing during the selection process.

Central Dauphin School District, Harrisburg, PA

- New Central Dauphin High School
- Central Dauphin East High School

*this example illustrates our capabilities of designing two large facilities at the same time for one district.

Cumberland Valley School District, Mechanicsburg, PA

- Alterations and Additions to the Cumberland Valley High School

*Bonnie Sowers, AIA was the principal-in-charge of this comprehensive phased design

Spring-Ford Area School District, Royersford, PA

- Alterations and Additions to the Spring-Ford Area High School

*EI Associates was the original architect of record on the design of the facility

The following pages are the schools respective project information sheets.

Although many of Fielding Nair International's projects may be too far to travel for a tour, we can connect the District to educators who have been through the planning and design process with Fielding Nair International, and taught in the designed learning environments. The individuals listed below can provide an educator's perspective on the educational value of the designs created, and give a sense of the process. We have connected many other school districts around the world with educators in schools we have designed, and all have appreciated hearing from peers about how design can support learning. The team can connect the State College Area School District to the educators via webex or Skype with the following individuals:

Scotch Oakburn

Andrew Barr

Principal

Launceston, Tasmania

Harbor City International School

Chris Hazelton

Founding Principal, now FNI Education Consultant

Duluth, MN

International School of Brussels

Kevin Bartlett

Director

Brussels, Belgium

CENTRAL DAUPHIN HIGH SCHOOL

CENTRAL DAUPHIN SCHOOL DISTRICT, HARRISBURG, PA



Over the last 10 years, the Central Dauphin School District has experienced a growth in student population, especially at the High School level. To meet this increased enrollment, the District engaged E I Associates to provide design and construction services for a new Central Dauphin High School and renovations and additions to the Central Dauphin East High School. Both High Schools have the latest technology and the space needed to meet curriculum requirements.

The new High School is situated on a site of approximately 99.5 acres, located within Dauphin County and West Hanover Township, east of the center of Linglestown. The site is mostly gently rolling topography. The site is accessed from two public roads, with the community having use of the building facilities and playfields.

The High School was designed to support the District's educational program and community needs; it accommodates one-half of the student enrollment for these grade levels. The new two-story building houses approximately 2,000 students.

The building design provides "separation and connection" for three integral school programs: Educational Program, Athletic and Liberal Arts Program, and a core Administration/Staff area. These programs have educational spaces connected by an underlying spine with centralized lobbies or "nodes" at connection points. Thus, an "organic" connection between separate programs permeates the building design, from the overall complex, to within separate program areas.

The School's academic classrooms include science, science labs, business classrooms, computer labs, special education resource rooms, and small group instruction classrooms. Core and support areas include art classrooms, family consumer science and technology education studios, and music facilities. Physical education areas include a main gymnasium with seating for 2,000. The performing arts area includes an auditorium and stage with seating for 1,000. A media center is a main feature of the facility, which the District refers to as the "room with a view." Window wall provides grand view of adjacent mountain range and changing scenery.



PROJECT PROFILE

Type of School: High School
Grade Levels: 9 - 12
Area of Building: 330,000 s.f. – New Construction
Cost Per Square Foot: \$119.88
Cost of Construction: \$39,986,285
Design Start Date: 2000
Completion Date: November 2004

CENTRAL DAUPHIN EAST HIGH SCHOOL

CENTRAL DAUPHIN SCHOOL DISTRICT, HARRISBURG, PA



The Central Dauphin East High School is one of two High Schools within the District. Based upon student population projections, each High School was planned to accommodate 1,700 students with core spaces designed for a population of 2,000 students. This required the Central Dauphin East High School to add a three-story classroom wing to handle both the increased population and diverse educational program.

To maintain parity with programs and facilities of the new high school, a new 2000 seat Gymnasium was also provided at the East High Campus. This addition allowed for several areas of reorganization within the existing facility. The old, original Gymnasium was converted to a new Media Center including areas for Computer Lab, Multi-functional Library Classroom, and TV Studio. The Library move allowed the former to be converted to a new Administration and Guidance Area at the main public entrance, providing better security for the School. The old Administration was converted to Seminars and Conference Room, along a major corridor system close to the visitor's entrance.

The old Wrestling Room was converted to a third Art Studio, which was formerly housed in a regular classroom, and a new Band Room was created to provide three major areas for their expanding music curriculum. Other renovations included upgrades to systems and new corridor treatment to unify the facility appearance.

The new additions matched the architectural style of the 1990 additions using a Spring Hue Velour brick with cast stone bands. Ground face masonry units created an attractive low maintenance wall finish in the lobby of the new gymnasium. Major vehicular circulation was changed, additional student parking was provided, and entrance and exit to the Campus main entrance was improved.



PROJECT PROFILE

Type of School: High School
Grade Levels: 9-12
Area of Building: 112,009 s.f. - Addition
217,396 s.f. - Alteration
Cost Per Square Foot: Addition - \$110.14
Alteration - \$25.85
Cost of Construction: \$18,584,530
Completion Date: August 2004

CENTRAL DAUPHIN SCHOOL DISTRICT

District Administration Office
600 Rutherford Road
Harrisburg, PA 17109
Telephone: (717) 545-4703
Fax: (717) 545-5624
jscola@cdschools.org



Dr. John A. Scola, Ed. D.
Superintendent

November 10, 2005

Gentlemen/Ladies:

I am writing this letter on behalf of EI Associates. EI has maintained a lasting relationship with the Central Dauphin School District; in fact, they were the Architect of Record on the two high school projects, Central Dauphin High School and Central Dauphin East High School.

The Central Dauphin High School, completed one year ago, houses over 2,000 students. The design of the building was done with thought and foresight. There were few problems encountered for a building of this magnitude. Overall the administration, staff and Board were very satisfied with this extensive new building project.

Central Dauphin East High School included renovation and additions. The design was conducive to the educational feasibility of the building and the Architect established a very good working relationship with all stakeholders. The building was completed and opened on time, and the District is very satisfied with this project. The building currently houses 1,600 students.

Both projects were completed under the planning, design and guidance of EI Associates. The Central Dauphin School District feels that both buildings are excellent educational facilities that will meet our needs for many years to come. In addition, EI is currently working on two middle school renovation projects. EI also helped with the turf field project at Landis Field.

If you have any additional questions, please do not hesitate to call me.

Sincerely,

A handwritten signature in cursive script that reads "John A. Scola".

Dr. John A. Scola, Superintendent
Central Dauphin School District

JAS:cjs

CUMBERLAND VALLEY HIGH SCHOOL

CUMBERLAND VALLEY SCHOOL DISTRICT, MECHANICSBURG, PA

The Cumberland Valley School District sought an architect to design the complete modernization of their prominent high school facility. This 290,000 s.f. expansion & 228,000 s.f. renovation project was completed in 2003. The expanded 2,600 student facility is based on a "house within a house" layout.

The building improvements were made in such a way to permit a full academic and athletic program to be conducted during the complex construction period. The building remained fully operational throughout all phases of construction. The building features a new 1,500 seat auditorium; an aquatic center with diving well and moveable bulkhead for 25 meter or 25 yard set-ups, diving area and ADA ramp entrance to the pool; four gymnasiums; cafeteria for 750 students per lunch period; a 12,000 s.f. Media Center; new industrial arts labs; new visual & performing arts areas; new Planetarium; the latest communications technology; and new & renovated building systems for energy efficient operations. Campus-wide improvements included a new stadium, field house, athletic fields, warehouse and parking lots.

The project also contained renovations to class rooms, science rooms, art suite & darkrooms, music suite, media center with associated classrooms, cafeteria and food preparation, four gyms, a weight training area, locker rooms, technology and computer rooms, and a new natatorium.



PROJECT PROFILE

Type of School: High School
Grade Levels: 9-12
Project Area: 290,000 s.f. - addition
228,000 s.f. - alteration
Cost of Construction: \$61,130,520
Completion Date: August 2003

Project by Bonnie M. Sowers, AIA with former firm

SPRING-FORD SENIOR HIGH SCHOOL

SPRING-FORD AREA SCHOOL DISTRICT, ROYERSFORD, PA



The alterations and additions allow the School District to create separate and dedicated areas for each grade level house. The 12th Grade House has been relocated into the new addition, which consists of an 80,000 sf, two-story academic wing located adjacent to the existing Auditorium. This addition houses 26 general and 6 special education Classrooms. This portion also houses Computer Labs, Science Labs and Science Classrooms, a Choral room, and Administrative/Guidance/Support spaces. Other additions to the existing High School facility consist of Art Rooms, two Health Classrooms, a Large Group Instruction Area, and Team Locker Room.

The new additions have been integrated into the existing building with similar interior and exterior materials and finishes as well as the building systems infrastructure. The construction began with the proposed additions, followed by a series of phased renovations to the existing facility.

The alterations to the existing High School facility pertain to specific areas within the building. Such areas include the Media Center/Library, Kitchen alterations and Cafeteria/Faculty dining expansion, Music and Band areas, Family Consumer Science, Training Room expansion, and Administration/Guidance/Health/Support area alterations. The Media Center/Library has been reconfigured to capture more space for both book storage and the expansion of computer technology. The cafeteria and food court are expanded to facilitate the serving of lunch for the projected 2,400 students. Additional space has been provided for the existing training room by expanding into an adjacent storage area. The existing administrative offices and counseling offices were reconfigured for more space and greater efficiency for the separate 10th and 11th Grade Houses. By relocating and reconfiguring the existing reception and waiting area, building security has been greatly improved. These alterations and renovations are in response to the "House Concept" and additional student capacity generated by the projected enrollment.



PROJECT PROFILE

Type of School: High School
Grade Levels: 10 - 12
Area of Building: 106,000 s.f. - Addition
65,000 s.f. - Alteration
Cost Per Square Foot: \$172.00 s.f. - Addition
\$60.00 s.f. - Alteration
Cost of Construction: \$22,160,470
Completion Date: October 2010

SPRING-FORD AREA SCHOOL DISTRICT

857 South Lewis Road, Royersford, PA 19468

Tel: 610-705-6202

www.spring-ford.net

March 29, 2010

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for EI Associates.

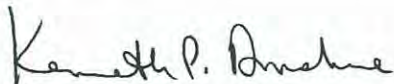
The Spring-Ford Area School District has worked with EI Associates on several projects over the past ten years. EI Associates conducted the feasibility study and developed the designs and plans for our 10th – 12th Grade Center, for our 5th-6th Grade Center/7th Grade Center as well as our current project which includes both additions and renovations to our 10th – 12th Grade Center.

We have developed an excellent working relationship with the firm. EI Associates has always listened to our concerns and has always worked closely with us in designing our buildings. They have worked collaboratively with our principals and teachers to meet our educational needs and they have worked cooperatively with our Director of Planning, Operations, and Facilities to value engineer the buildings to complete the projects within the established budgets.

During the actual construction phase of our current project, EI Associates has provided excellent site supervision; our project is on schedule and has had no significant problems or burdensome change orders.

We are very pleased with the quality of the services provided to us by EI Associates. If you have any questions, please feel free to call me.

Sincerely,



Kenneth P. Donahue, Ed.D.
Assistant Superintendent



section 2 TEAM INVOLVEMENT

Phase 1 - Master Plan Updates



40%

Bonnie M. Sowers, AIA - 30%
Mark S. Barnhardt, AIA - 20%
Daniel J. Bierzonski, AIA - 10%
Ronald L. Metzler, AIA, LEED AP BD+C - 10%
Leah E. Shiley, MBA - 10%
Ann D. Long, LEED AP - 10%
Programming - 10%



40%

Randal Fielding, AIA - 10%
Prakash Nair - 10%
Isaac Williams, LEED AP - 80%



10%

Leza Raffel - 50%
Beth Drost - 50%



5%

Roger M. Thies, P.E., LEED AP - 20%
David J. Barto, P.E., CPD, LEED AP - 40%
Brian G. Burkhart, P.E. - 40%



SWEETLAND
ENGINEERING
& ASSOCIATES

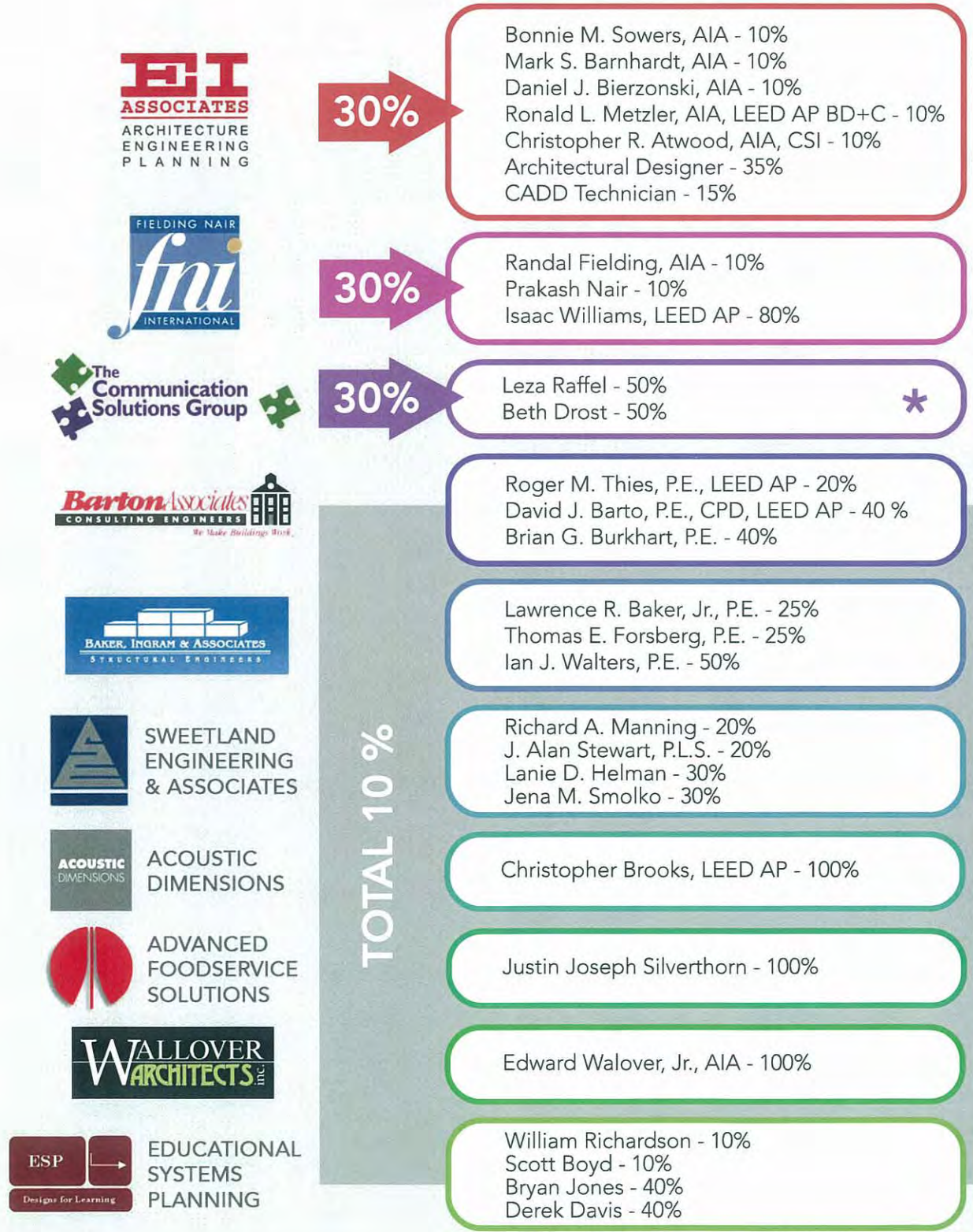
5%

Richard A. Manning - 35%
J. Alan Stewart, P.L.S. - 35%
Lanie D. Helman - 15%
Jena M. Smolko - 15%



section 2 TEAM INVOLVEMENT

Phase 2 - Schematic Design through Referendum



* Significant Project Team Member - Additional Services



section 2 TEAM INVOLVEMENT

Phase 3 - Design Development through Construction



80%

Bonnie M. Sowers, AIA - 5%
 Mark S. Barnhardt, AIA - 5%
 Daniel J. Bierzonski, AIA - 5%
 Ronald L. Metzler, AIA, LEED AP BD+C - 5%
 Christopher R. Atwood, AIA, CSI - 10%
 Gary J. Bannon, AIA - 15%
 Architectural Designer - 40%
 CADD Technician - 15%



5%

Randal Fielding, AIA - 10%
 Prakash Nair - 10%
 Isaac Williams, LEED AP - 80%



Roger M. Thies, P.E., LEED AP - 20%
 David J. Barto, P.E., CPD, LEED AP - 40%
 Brian G. Burkhart, P.E. - 40%



Lawrence R. Baker, Jr., P.E. - 25%
 Thomas E. Forsberg, P.E. - 25%
 Ian J. Walters, P.E. - 50%



Richard A. Manning - 20%
 J. Alan Stewart, P.L.S. - 20%
 Lanie D. Helman - 40%
 Jena M. Smolko - 20%



Christopher Brooks, LEED AP - 100%



Justin Joseph Silverthorn - 100%



Edward Walover, Jr., AIA - 100%



William Richardson - 10%
 Scott Boyd - 10%
 Bryan Jones - 40%
 Derek Davis - 40%

TOTAL 15%



TIMELINE AND OUTLINE OF PROCESS

Our process is built on two key ideas:

1) A vision of education should drive the vision and design of facilities. Every facility decision and every capital expenditure should be rooted in the goal of improving educational outcomes for students. Our process begins with exploring the future of education in the State College Area District with District Leadership and the community. The shared vision that emerges from these discussions and workshops will inform the development of the master plan, and ultimately the design of the high school project and elementary school projects. The resultant master plan we will develop with you and the State College Community will optimize available resources to yield the highest education value.

2) All members of the State College community have a stake in the future of public schools. Therefore, our process is built on meaningful input from all stakeholders. Our experience has shown that when the community is broadly represented in discussions about the future of the school system, and invited to provide meaningful input, more members of the community see the impact great public schools have in their life specifically and the life of the community in general, and therefore become invested in the success of the master plan. In this way the referendum proposal is not one made by the District to the community, but one developed in partnership with the community.

The process outline on the following pages identifies the key meetings we see as part of the process. In general terms, the process can be defined in 3 major phases:

Phase 1 | Discover | 2 April – 13 June

This is a period of stakeholder engagement, thoughtful listening, and discovery of key issues. From a board work session on envisioning 21st century education in the District, to a community workshop on the skills of a 21st century graduate, the Discovery phase will be about discovering a shared vision for the future of education in the State College Area School District, and assessing what should be done to bring facilities in line with that vision.

During the discovery process, our team will collect District data, review the existing Master Plan, and assess the condition of school buildings and sites in terms of facility condition *and educational effectiveness*. Fielding Nair International will utilize its trademarked Educational Facility Effectiveness Instrument (EFEI), an assessment tool the firm developed and has utilized around the world to assess the effectiveness of school facilities to support learning. EFEI measures facility effectiveness with metrics that are based on the qualities of the learning environment that research has shown to support teaching and learning. The results of the EFEI help make it clear where resources should be expended to improve educational outcomes.

We also seek to discover public perceptions in this first phase. Polling of likely voters will play a key role in identifying public perceptions at this early state. We will examine the voter file to determine a 'likely' voter universe and then call through it until we get 400 to 500 respondents. Either sample size will yield a low enough margin of error to make an assessment of what people are thinking. First we will issue test some of the pieces central to the referendum. We will message test some language to be used in the campaign such as, 'would you be in favor of raising taxes to help our schools?' We will start with positive messaging and then test what people think - if they would be more or less likely to vote for the referendum. Then we will measure post positive attitudes. After that, we will do some negative message testing to see what our opponents might do or what might come out in public. Then we will record demographic questions. After that, we will be able to make an assessment of which language will work best in the campaign and who should be targeted. This approach can also be mirrored though an electronic survey if additional data is desired.



TIMELINE AND OUTLINE OF PROCESS

Phase 2| Define | 14 June – 22 August

During this period our team will synthesize the input collected from the discovery process to define needs and opportunities, and begin to define options. These options will be formed by the shared vision of education that emerges from the discovery process, and the needs identified from the assessments. Through multiple meetings and workshops with the District Wide Facility Master Plan Steering Committee (DWFMP Steering Committee) we will refine these options for presentation to the community in the fall when school reopens. We will engage the community at the third community workshop in a discussion of the challenges and opportunities they see in each option in small groups. Each group will then have an opportunity to report their findings to the larger group. We have found that working in small groups, community members often learn a great deal from their neighbors, and in presenting to the larger group, the “wisdom of the crowd” balances out strident and outspoken voices that often represent a minority point of view.

Based on this input, our team will define a recommendation for a preferred option in the final master plan.

Phase 3| Plan and Design | 23 August – 17 December 2012

During this phase, our team will focus on developing the master plan, and describe design options and strategies for the facilities in the master plan preferred option. The master plan’s chief goal will be to align the facilities with the shared educational vision. The master plan will be illustrated with diagrams and images to assist all stakeholders in understanding the recommendations of the master plan. Throughout this phase, we will meet with the DWFMP Steering Committee to refine the master plan.

At the culmination of this phase, we will work with the District to prepare schematic plans and a referendum campaign that utilizes a comprehensive, multi-phase communication plan to educate the public about the District’s educational vision, how it is supported by the master plan, and the positive impact and value that this plan would provide all community members if supported by votes. To maximize public awareness this plan will include carefully-timed media relations, website updates, speaking engagements, targeted mailings, social media, and ongoing public outreach leading up to the referendum.

Stakeholders within the District as defined in the Process Outline

The Board of Directors

District Administrators includes key administrative leadership at the District level, and High School and Elementary School principals at schools in the scope of the Master Plan.

District Education Staff includes department heads, and District selected teacher representatives who will consistently engage the Education Specification effort, and overall Master Planning effort. We recommend that either all, or a representative group from the education staff sit on the DWFMP Steering Committee, so that decisions about facilities and education can be had simultaneously.

Stakeholders within the larger Community as Defined in the Process Outline

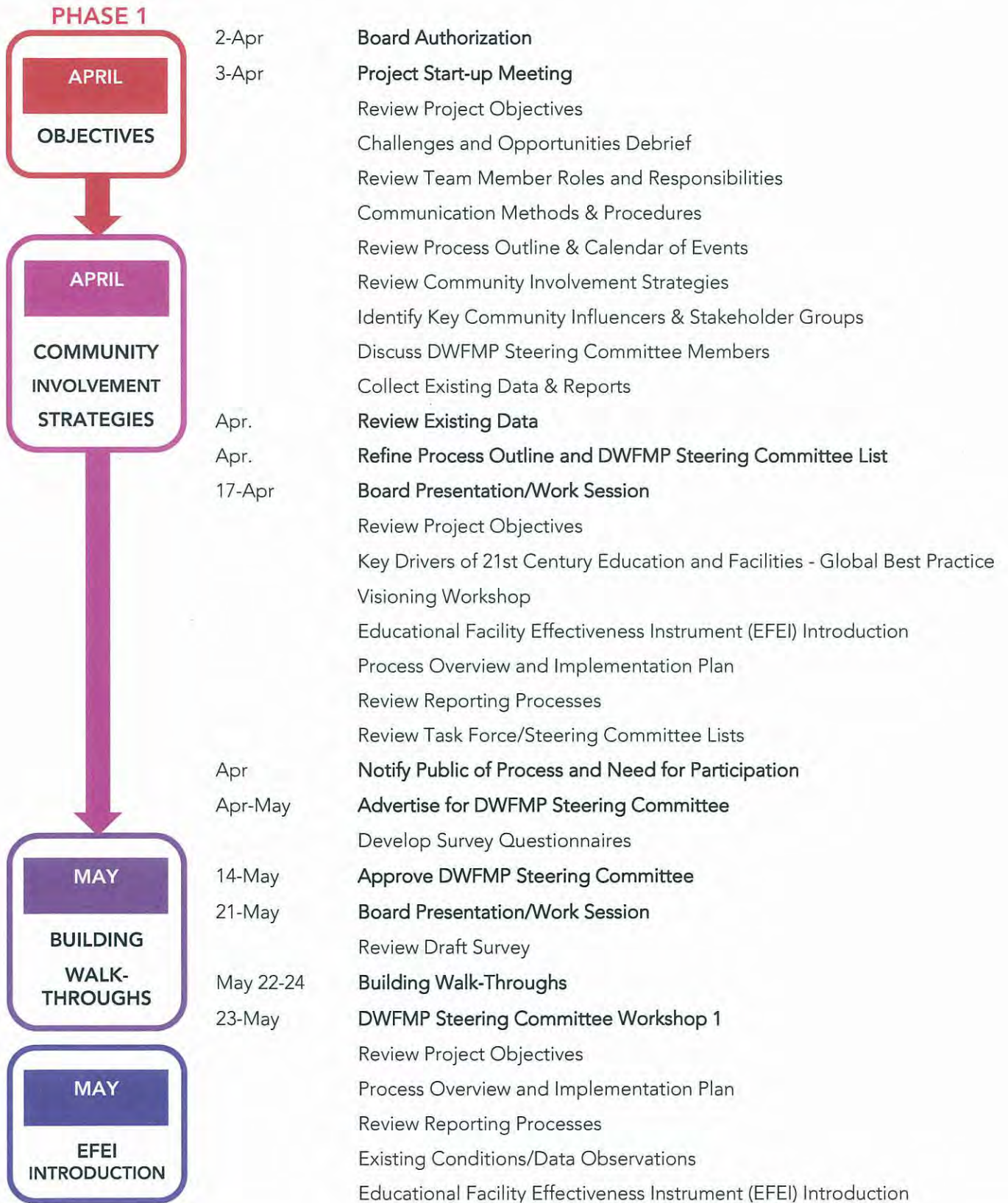
District Wide Facility Master Plan Steering Committee (DWFMP Steering Committee)

A District selected representative group of administrators, educators, staff, parents, and students. We recommend balancing the need for representation across the district with the need to keep this body of a manageable size, so that the steering committee can meaningfully provide consistent input. It is critical that students are represented on this committee – they are the chief users of the facilities, and the stakeholders most affected by the choices to be made.

Community is defined as all who live in the State College Area School District, including those with children in the District, and those without.

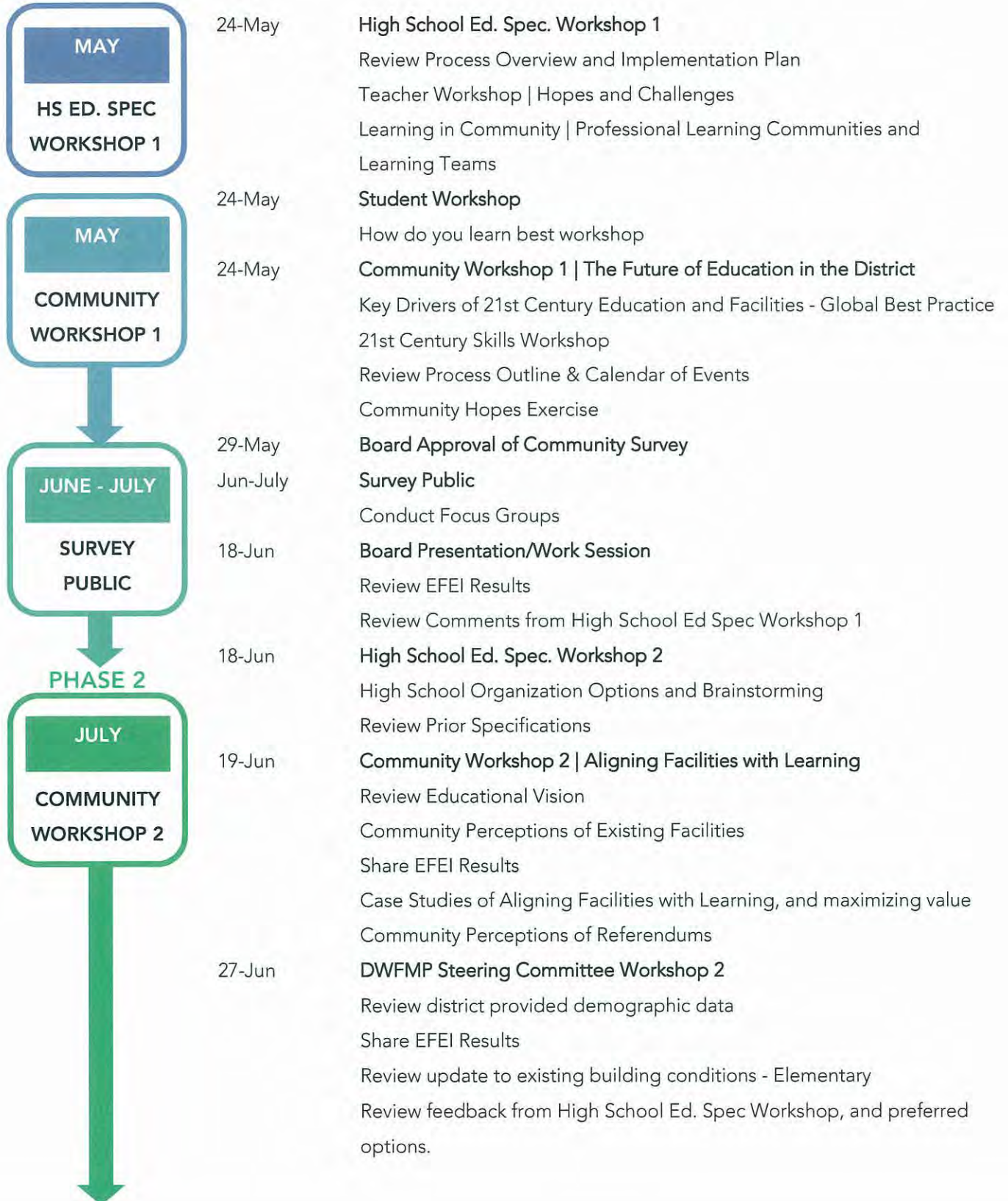


TIMELINE AND OUTLINE OF PROCESS





TIMELINE AND OUTLINE OF PROCESS





TIMELINE AND OUTLINE OF PROCESS



PHASE 3



| | |
|--------|--|
| 25-Jul | DWFMP Steering Committee Workshop 3 Review update to existing building conditions - elementary & secondary |
| 13-Aug | Board Work Session Update on Committee Work Review survey data and public concerns from community meetings Sustainability Presentation |
| 22-Aug | DWFMP Steering Committee Workshop 4 Review survey data and public concerns from community meetings Prioritize Elementary and Middle School Needs Review Previous Options - Define Pros and Cons |
| 26-Sep | Community Workshop 3 Options Review Educational Vision, EFEI Results, Building Conditions, Survey Results Presentation Facility Options to meet Educational Goals, and Building Needs Challenges and Opportunities Workshop Sustainability Presentation |
| 27-Sep | DWFMP Steering Committee Workshop 5 Review Elementary Options & Cost Estimates Prioritize Options |
| 27-Sep | High School Ed. Spec. Workshop 3 Review Organization Options and Draft Program |
| 24-Oct | DWFMP Steering Committee Workshop 6 Review High School Needs Review Previous High School Options Review/Discuss High School Educational Recommendations |
| 15-Nov | DWFMP Steering Committee Workshop 7 Develop Elem. & Secondary Master Plan Develop Master Plan Phasing |
| 3-Dec | Board Work Session Review Elementary & Secondary Needs Review Master Plan, Phasing & Cost Estimates Review Summary of Community involvement |



TIMELINE AND OUTLINE OF PROCESS

DECEMBER
COMMUNITY WORKSHOP 4

17-Dec

Community Workshop 4 | Master Plan

Present Elementary & Secondary Needs
Present Master Plan, Phasing & Cost Estimates
Present Summary of Community involvement
Present Next Steps

JANUARY
SCHEMATIC DESIGN

Jan. 2013

Develop Referendum Theme and Strategy

Develop content for website and "Focus on Facilities" Newsletter
Design & Write Informational Take-away Materials for schools, etc.

Jan. -May

Prepare Schematic Documents & Estimates

Jan. - May

Review Documents with District Staff

4-Mar

Board Work Session

Update Board on Schematic Plans & Referendum Strategies

JANUARY
DEVELOP REFERENDUM STRATEGIES

Apr.-May

Develop Video Tour & Power Point Presentations for Community Presentations

Schedule Presentations to Service Clubs, Parent Groups, Chamber, etc.
Schedule Media Tours of Facilities

Prepare Public Service, Print Media, and Social Network Announcements

MAY - JUNE
COMMUNITY PRESENTATIONS & EXISTING BUILDING TOURS

May

Train Key Stakeholders in Presentation Delivery

May-June

Conduct Community Presentations & Building Tours of Existing Facilities

June

Hold Referendum

JUNE
REFERENDUM



FEES

Part 1 - Master Plan Update

El Associates and Fielding Nair International will complete the Master Plan Update for the State College Area School District at a fixed fee of Two Hundred Fifty-Three Thousand Five Hundred Dollars (\$253,500).

Part 2 - Schematic Design Through Referendum

Part 2A - El Associates and Fielding Nair International will complete Part 2A - High School Project at a fixed fee of Nine Hundred Ninety Thousand Dollars (\$990,000).

Part B - El Associates and Fielding Nair International will complete Part 2B - Concurrent High School and Elementary School Projects at a fixed fee of One Million Eighty-Nine Thousand Dollars (\$1,089,000)

El Associates and Fielding Nair International envision Parts 1 and 2 working concurrently together.



FEES

Architectural Design Services for the Design of the High School or the Design of the High School and the Elementary School concurrently are broken down as follows:

- i. OPTION ONE - EI Associates proposes to perform the Basic Services outlined in the AIA Document B101TM - 2007 Form of Agreement for 5.0% of the awarded prime contract and awarded alternatives for construction of the project.
- ii. OPTION TWO - EI Associates proposes to perform the Basic Services outlined in the AIA Document B101TM - 2007 Form of Agreement for 5.5% of the awarded prime contract and awarded alternatives for construction of the project.
- iii. OPTION THREE – EI Associates proposes to perform the Basic Services outlined in the AIA Document B101TM - 2007 Form of Agreement for 6.0-7.0% of the awarded prime contract and awarded alternatives for construction of the project.

| Service Provided | Option 1 | Option 2 | Option 3 |
|--|--------------------|--------------------|--------------------|
| Fee at % (of awarded prime contract & awarded alternates for construction of project) | Fee at 5.0% | Fee at 5.5% | Fee at 6.0-7.0% |
| Pre-design and Construction Services | | | |
| Basic AIA Owner Architect Agreement Services | ● | ● | ● |
| Programming | ● | ● | ● |
| Educational Consultant | | ● | ● |
| Existing Facilities Survey | ● | ● | ● |
| Update Feasibility Study | ● | ● | ● |
| Electronic Project Management | ● | ● | ● |
| Cost Estimating | | ● | ● |
| Design Services | | | |
| Engineering Services | ● | ● | ● |
| Land Development | | | ● |
| Kitchen Design | | ● | ● |
| Acoustic Design | | ● | ● |
| Lighting Design | | ● | ● |
| Interior Design / Color Selections | | ● | ● |
| As Built Documents | | ● | ● |
| Site Design | | ● | ● |
| Reimbursable Expenses (as noted) | | ● | ● |
| PlanCon Documentation | | ● | ● |
| Municipal Meetings & Reviews | | ● | ● |
| Building Information Modeling | | ● | ● |
| Construction Services | | | |
| Field Observation | ● Bi-Weekly | ● Weekly | ● Weekly |
| Independent Construction Management Firm | | | * |
| LEED Design Services | ● | ● | ● |
| Project Registration | | ● | ● |
| LEED Consulting / Coordination | | ● | ● |
| Daylighting Analysis- Classrooms | | ● | ● |
| Design for Green Building Educational Signage | | ● | ● |
| School As a Teaching Tool | | ● | ● |
| LEED Specifications / Documentation | | ● | ● |
| Project Certification Design Review | | ● | ● |
| Project Certification Construction Review | | ● | ● |
| Minimum Acoustical Performance | | ● | ● |
| Design Charrette | ● | ● | ● |
| Energy Modeling and Documentation | Additional Service | Additional Service | Additional Service |
| LEED Construction Administration and Documentation | Additional Service | Additional Service | Additional Service |
| Commissioning | By Owner | By Owner | By Owner |
| Phase One Site Analysis | Additional Service | Additional Service | Additional Service |

* Recommending an independent Construction Manager as an additional service



FEES

Architectural Design Services for the Design of the Elementary School are broken down as follows:

- i. OPTION ONE - EI Associates proposes to perform the Basic Services outlined in the AIA Document B101TM - 2007 Form of Agreement for 5.5% of the awarded prime contract and awarded alternatives for construction of the project.
- ii. OPTION TWO - EI Associates proposes to perform the Basic Services outlined in the AIA Document B101TM - 2007 Form of Agreement for 6.0% of the awarded prime contract and awarded alternatives for construction of the project.
- iii. OPTION THREE – EI Associates proposes to perform the Basic Services outlined in the AIA Document B101TM - 2007 Form of Agreement for 7.0-8.0% of the awarded prime contract and awarded alternatives for construction of the project.

| Service Provided | Option 1 | Option 2 | Option 3 |
|--|--------------------|--------------------|--------------------|
| Fee at % (of awarded prime contract & awarded alternates for construction of project) | Fee at 5.5% | Fee at 6.0% | Fee at 7.0-8.0% |
| Predesign and Construction Services | | | |
| Basic AIA Owner Architect Agreement Services | ● | ● | ● |
| Programming | ● | ● | ● |
| Educational Consultant | | ● | ● |
| Existing Facilities Survey | ● | ● | ● |
| Update Feasibility Study | ● | ● | ● |
| Electronic Project Management | ● | ● | ● |
| Cost Estimating | | ● | ● |
| Design Services | | | |
| Engineering Services | ● | ● | ● |
| Land Development | | | ● |
| Kitchen Design | | ● | ● |
| Acoustic Design | | ● | ● |
| Lighting Design | | ● | ● |
| Interior Design / Color Selections | | ● | ● |
| As Built Documents | | ● | ● |
| Site Design | | ● | ● |
| Reimbursable Expenses (as noted) | | ● | ● |
| PlanCon Documentation | | ● | ● |
| Municipal Meetings & Reviews | | ● | ● |
| Building Information Modeling | | ● | ● |
| Construction Services | | | |
| Field Observation | ● Bi-Weekly | ● Weekly | ● Weekly |
| Independent Construction Management Firm | | | * |
| LEED Design Services | ● | ● | ● |
| Project Registration | | ● | ● |
| LEED Consulting / Coordination | | ● | ● |
| Daylighting Analysis- Classrooms | | ● | ● |
| Design for Green Building Educational Signage | | ● | ● |
| School As a Teaching Tool | | ● | ● |
| LEED Specifications / Documentation | | ● | ● |
| Project Certification Design Review | | ● | ● |
| Project Certification Construction Review | | ● | ● |
| Minimum Acoustical Performance | | ● | ● |
| Design Charrette | ● | ● | ● |
| Energy Modeling and Documentation | Additional Service | Additional Service | Additional Service |
| LEED Construction Administration and Documentation | Additional Service | Additional Service | Additional Service |
| Commissioning | By Owner | By Owner | By Owner |
| Phase One Site Analysis | Additional Service | Additional Service | Additional Service |

* Recommending an independent Construction Manager as an additional service



ADDITIONAL SERVICES

Reimbursable Expenses

| | |
|------------------------|---------------|
| Mileage | 0.55 per mile |
| Tolls | 1.00 |
| Lodging | n/a |
| Meals | n/a |
| Electronic Files | n/a |

Additional Drawings:

| | |
|---------------------|--------------------|
| 30 x 42 | \$ 2.25 per sheet |
| 24 x 36 | \$ 1.75 per sheet |
| 15 x 21 | \$ 1.25 per sheet |
| 30 x 42 color | \$ 12.00 per sheet |
| 24 x 36 color | \$ 10.00 per sheet |

Additional Reproductions:

| | |
|-----------------------------------|-------------------|
| 8 ½ x 11 single-sided | \$ 0.20 per sheet |
| 8 ½ x 11 double-sided | \$ 0.30 per sheet |
| 11 x 17 | \$ 0.35 per sheet |
| 8 ½ x 11 single-sided color | \$ 0.95 per sheet |
| 8 ½ x 11 double-sided color | \$ 1.35 per sheet |
| 11 x 17 color | \$ 1.75 per sheet |

Public Relations Expenses

Fixed monthly retainer of \$11,000 per month for ongoing communications leading up to referendum or individually based on the prices below.

Theme and Communication Material Development

Development of theme and brand identity for the District's future facility needs.....\$3,300

Create content for a section of the District's website to focus on the district's facility needs, data which supports it, FAQs, etc. This section will be updated continuously.....\$1,650

"Focus on Facilities" newsletter series- mailed to all taxpayers – detailing the District's imperative facilities needs, process by which they were determined, steps taken to reduce costs, and the important role that taxpayers can play in supporting the District (staying abreast of issues, touring schools, etc.)\$4,400

Design and writing of informational take-away materials to be placed in schools, senior centers, community buildings.\$2,000

Direct Community Outreach

- Identification of key community influencers who can serve as "cheerleaders" for the project among different stakeholder groups. Training to ensure consistent delivery of talking points.
 - Messaging modification, where needed, to support the needs of different stakeholder groups.
 - Development of a Powerpoint presentation to be taken to community groups
 - Presentations to Service Clubs (Rotary, Lions), parent groups, senior centers, and the Chamber of Commerce
 - Organizing of public tours of building to show shortcomings and need for new construction
- All the services included depend upon response from community..... \$7,700 – 19,800



ADDITIONAL SERVICES

Media Relations

Frequent Communication with Area Media Outlets: ongoing press releases and letters to the editor, as well as the coordination of media interviews in print, broadcast and web-based local news sites.....\$165.00 per hour

Media relations might also include coordinating a media walking tour of school buildings, the opportunity to interview the architect, etc.\$1,650

Social Media

Create updates on the district's facilities plan on Facebook and Twitter and to engage and grow followers. Reminders leading up to a referendum will be provided along with key messages, adapted as needed. \$5,000

Paid Advertising

Paid informational display advertising should only be used, close to the day of the referendum, to remind the public of the district's need for new facilities and to encourage them to place an educated vote. We can design and write the ads and coordinate placement..... \$1,100 per ad

*Not part of the Monthly Retainer

Video Production

The creation of a video which "walk" community members through the existing high school and illustrates the challenges of crowded hallways, outdated facilities and other impediments to student learning. On-camera interviews with students, teachers and residents representing distinct key demographic groups will also be incorporated into this informative 20 minute video. It can be taken to speaking engagements detailed later in this action plan.....\$22,000 or \$1,100 per finished minute

Public Service Announcements for cable access channel. Using shortened segments of the video detailed above, can be used to state the District's need for new facilities and to encourage voters to understand the issues before they vote.\$1,100

Items not included in basic services

- Site Survey
- Land Development - (fees to municipalities for submission or land development)
- Geotechnical Engineering - Special Studies (unknown site conditions from geotechnical assessment)
- Agency Fees (State and Local)
- Bid Document Printing
- Traffic Studies
- Environmental Testing