

State College Area School District



November 12, 2012 Presentation



Providing a Client Oriented Approach to Architecture

Crabtree, Rohrbaugh & Associates, Architects



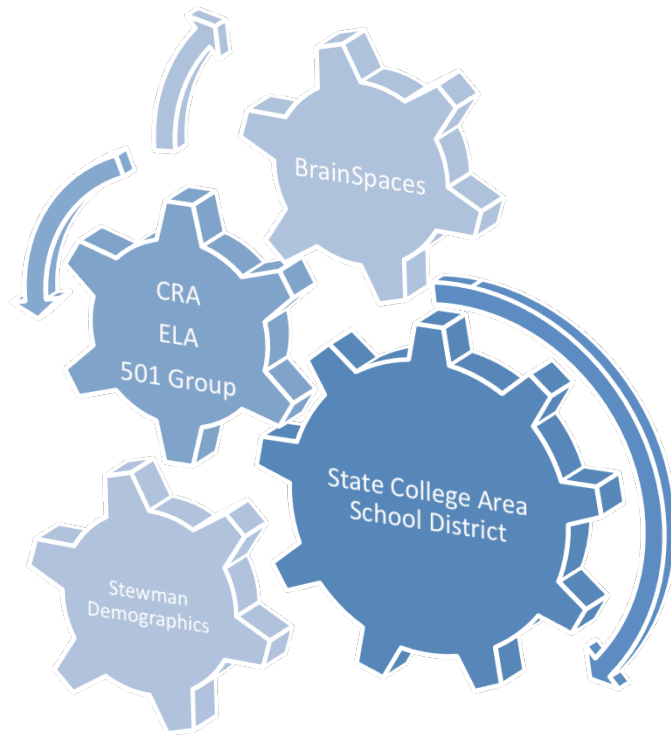
AGENDA

WHO - Introduction of team members and roles

WHAT - Tasks and Deliverables

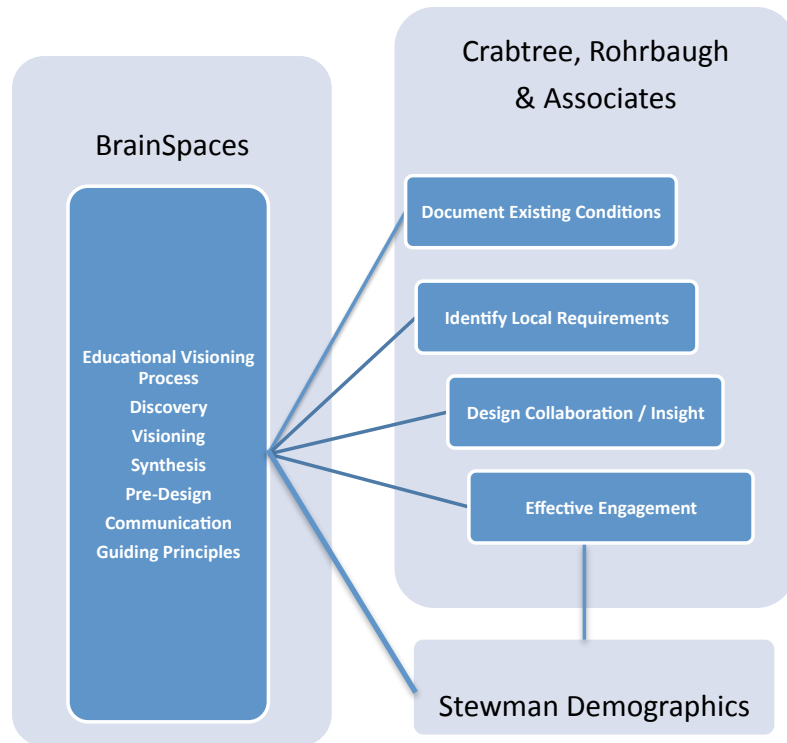
WHEN - Review Schedule and Sequence

HOW - Community Involvement, Committees,
Process, Communication



Team Organization – Roles

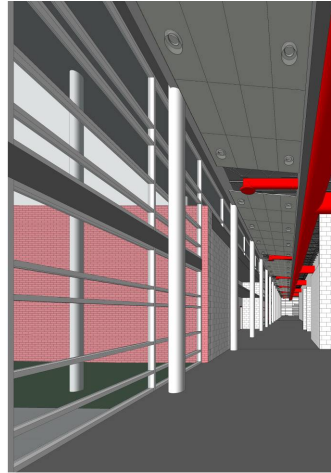
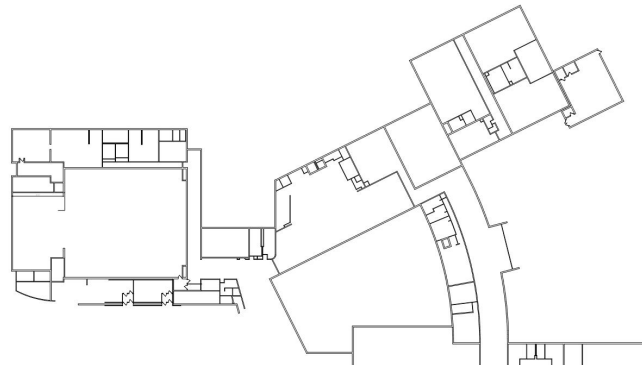
- **State College Area School District - Board**
 - Approve Schematic Design, Budget and Referendum Question
- **State College Area School District – Administration**
 - Facilitate Process, Advise
- **Crabtree, Rohrbaugh & Associates**
 - John Beddia, AIA, LEED AP, Team Leader, Principal
 - Overall Project Coordination, Planning & Scheduling
 - Paul Taylor, AIA, REFP LEED AP, Director of Educational Architecture, Principal
 - Programming, Facility Assessment, Option Development
 - Jeff Straub, AIA, LEED AP, B&C, Project Manager, Principal
 - Project Architect, Design, Budget & Schedule
- **ELA Group**
 - Matthew Harlow, RLA, ASLA, Principal
 - Site Analysis, Municipal Planning/Permitting, Budget & Schedule
- **501 Group**
 - Michael Paston, Principal
 - Community Engagement
- **BrainSpaces**
 - Amy Yurko, Principal
 - Educational Program Development/Specifications
- **Stewman Demographics, Dr. Shelby Stewman,**
Professor of Sociology and Demography, Carnegie Mellon University



Team Organization – Coordination

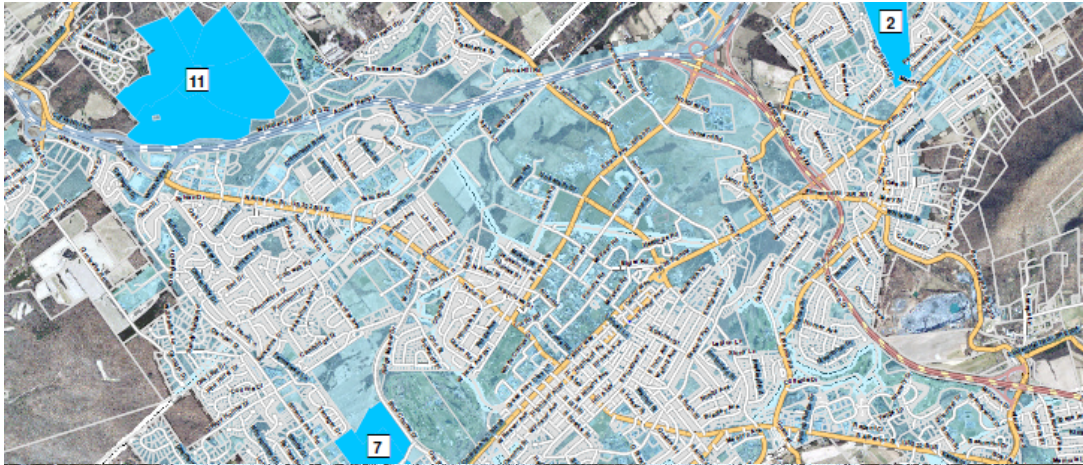
- CRA manages the collaboration of:
 - Educational Programming
 - Facility and Site Analysis, Design
 - Demographics
- Evaluation and sharing of previously developed information and new
- Translation of Ideas and Programs
- Each entity provides input, CRA to synthesize
 - PA Department of Education Guidelines
 - Building Codes / Ordinances
 - Existing Floor / Site Plans
 - Evaluate Current Use of Space
 - Enrollment / Capacity
- Communication
 - Meeting minutes to document discussion items / direction / ideas
 - Participation; BrianSpaces presentation = CRA attends
 - Routine reporting procedure
- Provide appropriate level of information to make informed decisions¹

- **DISCOVERY** - Fine-tuning the process & understanding your “givens”
 - Kick-off meetings
 - Awareness sessions
 - Program, schedule & plan reviews
 - Information gathering
- **VISIONING** - Establishing the “Big Idea” and Guiding Principles
 - Vision for the Future
 - Goals & Guiding Principles
- **SYNTHESIS** - Translating Goals into ideas and strategies for facilities
 - Updates to Educational Specifications
 - Program & planning diagrams
- **PRE-DESIGN** - Collaborating to translate your vision into reality
 - Floor plans
 - Aesthetic / Character studies
 - Furniture & equipment layouts



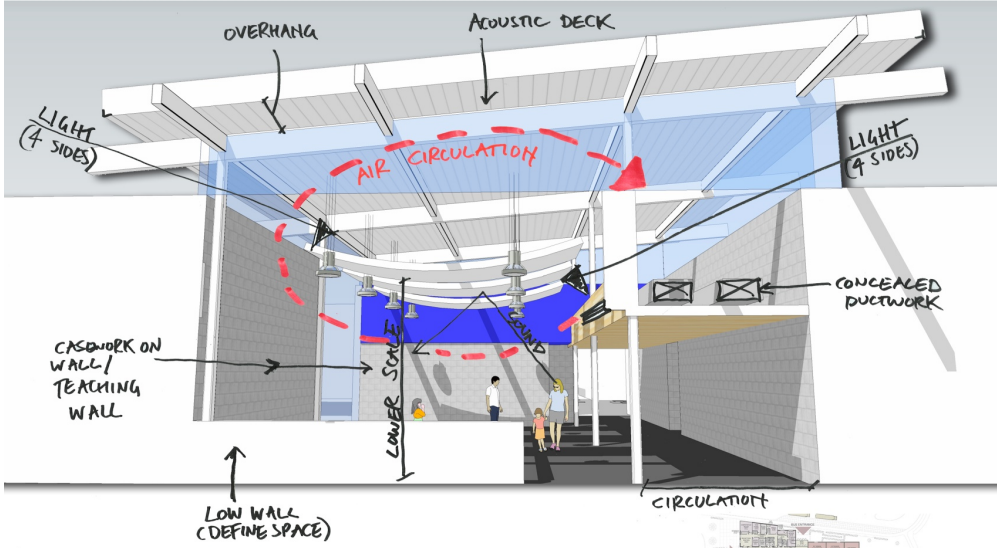
Deliverables

- Educational Program
- Educational Specifications
- Facility Assessments / Recommendations
- Options
- Understanding of impact on:
 - Municipal Planning / Permitting
 - Approvals
 - Community polling
- Budget
- Schematic Design
- Referendum Vote



Site / Land Development

- Define Process
- Identify Opportunities / Constraints
- Existing / New
- Cost
- Topography
- Geotechnical Subsurface Investigation
- Zoning
- Security / Safety/ Traffic / Parking
- Phasing Issues
- Utilities
- Environmental Studies
- Approvals



Sustainability

- Goal Setting/ Opportunity Investigation
 - Energy Efficiency
 - Daylighting
 - Acoustics
 - Indoor Environmental Quality
- Life Cycle Analysis of Systems
 - Evaluate Multiple Systems at Feasibility Level
 - Energy Modeling
 - Building Information Modeling (REVIT)
- Workshops & Conceptual Design
 - Evaluate Priorities of Community
 - Create Initial Framework
 - Breathing/ Evolving Tracking Document
- Sustainability as a Teaching Tool
 - Access to Building Control Information
 - Teaching Walls
 - Natural Ventilation vs. HVAC Systems
 - Exposure of Building Systems (Color Coding)

State College LEED Certification Plan						LEED version 3	Crabtree, Rohrbach & Associates Architects						
CREDIT GOALS		USGBC Project ID #:				CRA Project #:							
Number	Credit	Target Points	Responsible	Description	Specifications	D/C	Coord. COMPLETE	ONGOING Coordination	Design Template Submitted	Coordr. Credit	Design Review Complete	Construct Review Complete	
Project Information													
PI form 1	Minium Program Requirements	Required	CRA / owner					X					
PI form 2	Project Summary Details	Required	CRA /MEP / Civil					X					
PI form 3	Occupant and Usage Data	Required	CRA					X					
PI form 4	Schedule and Overview Documents	Required	CRA /MEP / Civil					X					
Sustainable Sites		25					0	23	0	2	0	0	
SS Prereq 1	Construction Activity Pollution Prevention	Required	Civil	Erosion and Sedimentation Control Plan		C		X					
SS Prereq 2	Environmental Site Assessment	Required	CRA	Conduct Phase I Environmental Site Assessment. If contamination is suspected conduct Phase II Environmental		D		X					
SS Credit 1	Site Selection	1	Civil	Complies with list of sites allowed.		D		1					
SS Credit 2	Development Density and Community Connectivity	4		Located within a 1/2 mile of light rail line, or 1/4 mile from stops on 2 or more bus lines		D		4					
SS Credit 3	Brownfield Redevelopment	1		Develop and rehabilitate sites with environmental contamination		D		1					
SS Credit 4.1	Alternative Transportation, Public Transportation Access	4		Locate project within 1/4 mile of bus stops for at least 2 bus lines		D		4					
SS Credit 4.2	Alternative Transportation, Bike Storage & Changing	1	CRA	Bike storage for 5% of users, provide shower and changing for 0.5% (FTE) staff		D		1					
SS Credit 4.3	Alternative Transportation, Low Emmission & Fuel Efficient Vehicles	3	CRA / civil	Provide preferred parking for low emmission and fuel efficient vehicles for 5% of the total provided parking spaces		D		3					
SS Credit 4.4	Alternative Transporation, Parking Capacity	2		Provide preferred parking for carpools or vanpools for 5% of the total provided parking spaces		D		2					
SS Credit 5.1	Site Development, Protect or Restore Habitat	1	civil	Conserve existing natural areas and restore damaged areas to provide habitat and promote biodiversity		C				1			

Sustainability

- Identifies Goals Early
- Integrated Design Process
 - Owner
 - Architect
 - Civil Engineer
 - Mechanical, Electrical, Plumbing
 - Technology
 - Acoustics
 - Commissioning Agent
 - Municipal Agencies
 - Contractors
 - Testing Agencies
- Assigns Responsibility
- Monitors Progress of Design Team and USGBC (Evolving Document shared with Entire Team)

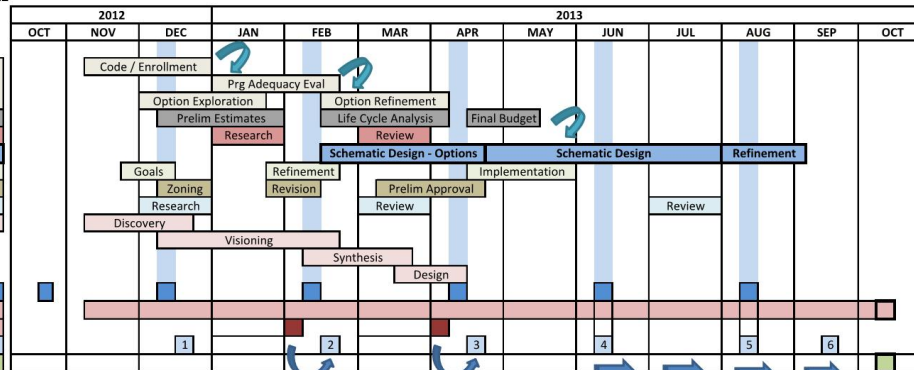
STATE COLLEGE AREA SCHOOL DISTRICT

PRELIMINARY PROJECT SCHEDULE

12-Nov-12

Existing Facility and Site Analysis
District Wide Facility Master Planning
Budget Development
Demographic Analysis
Design
Sustainability
Land Development
Regulatory Agency
Educational Programming

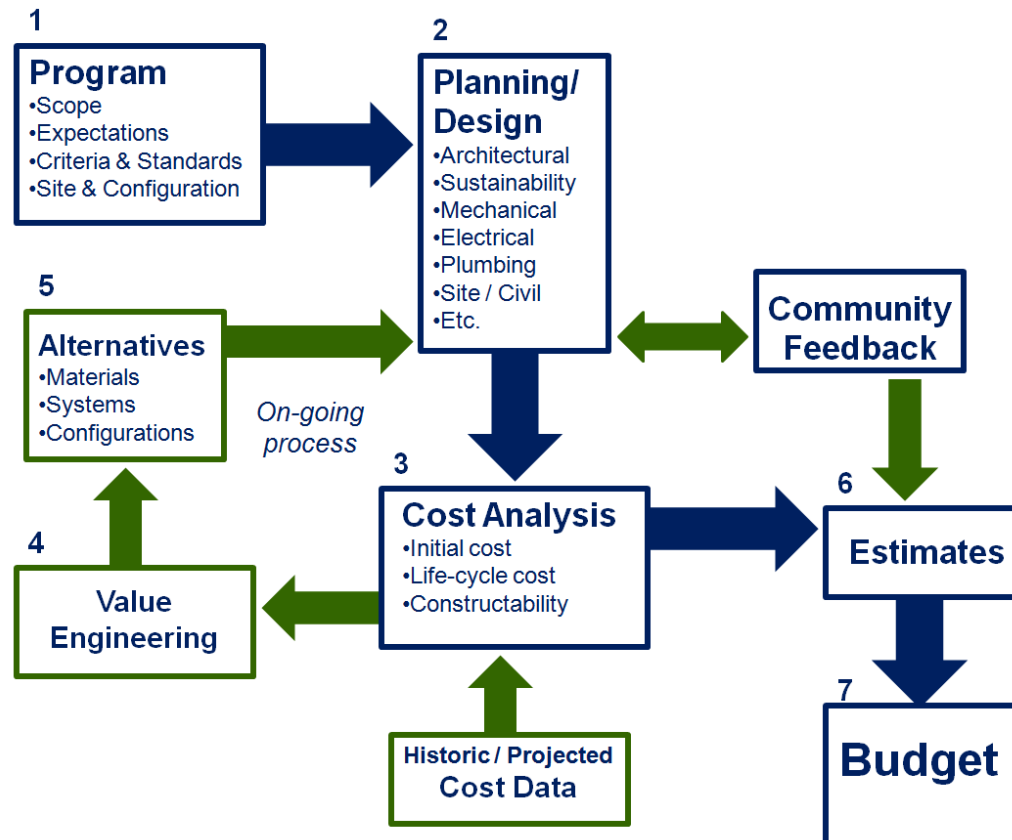
Board Meetings
Community Engagement
Community Surveys
Community Workshops
Referendum Vote



LEGEND		
Existing Facility and Site Analysis / DWFMP	Sustainability	Educational Programming
- Develop understanding of current use of space	- Goal Setting / Opportunity Investigation	- Strategy Session
- Identify program deficiencies / redundancies	- Life Cycle Analysis of Systems	- Establish Guiding Principles of SCASD
- Identify all options / On-site / New site	- Workshops & Conceptual Design	- Define physical parameters to support Vision
- Identify Pros / Cons	- Sustainability as a Teaching Tool	- Synthesis of Input / Collaboration on Design
Budget Development	Land Development	Board Meetings
- Discuss scope of Improvements	- Define Buildable Areas	- Establish Process for Information Exchange
- Evaluate Building, Site and Operational Costs	- Impact of Zoning / Setbacks / Traffic	- Schedule / Budget
- Preliminary Costs / Final Board Approved Budget	- Establish scope of Municipal Improvements	- Decision / Approvals
Design	Regulatory Agency	Community Survey/Workshops
- Preliminary Designs implementing Educational Program	- Centre Regional Planning Input	- Establish Community Engagement & Goals
- Identifies Building / Site Efficiency & Organization	- Identify All Municipal Requirements	- Facilitate Referendum Logistics
- Establishes Preferred Option for Schematic Design	- Develop Understanding of Schedule/Cost	- Transparent / Comprehensive

Schedule - Process

- Illustrate relationships between tasks
- Ability to evolve and respond
- Milestones
 - Acceptance of Educational Program
 - Impact of Permits / Approvals
 - Cost & Schedule
 - Understanding of Scope of Work
 - Identify criteria to evaluate options
 - Establish Budget to meet all goals
 - Voter approval



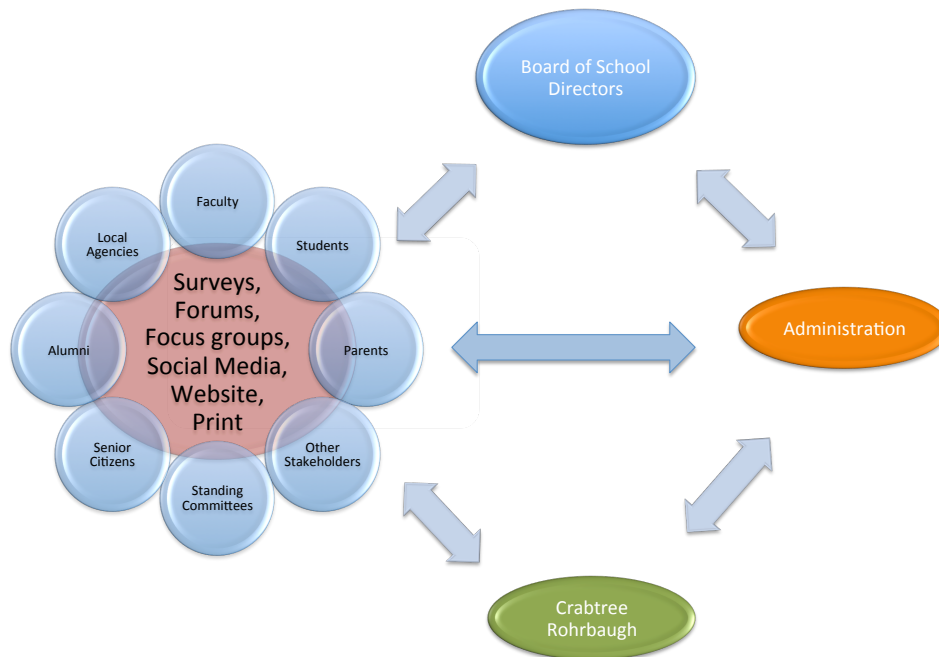
Budget Development

- **Start Early - programming phase**
- **Establish Priorities**
 - Required
 - Desired
- **Define “Cost Effective”**
 - Short Term – construction cost
 - Long Term – 20 year operating cost
- **Value Engineering**
 - Same Function , different approach
 - Emphasis on “value”
- **Apply process to each Option**



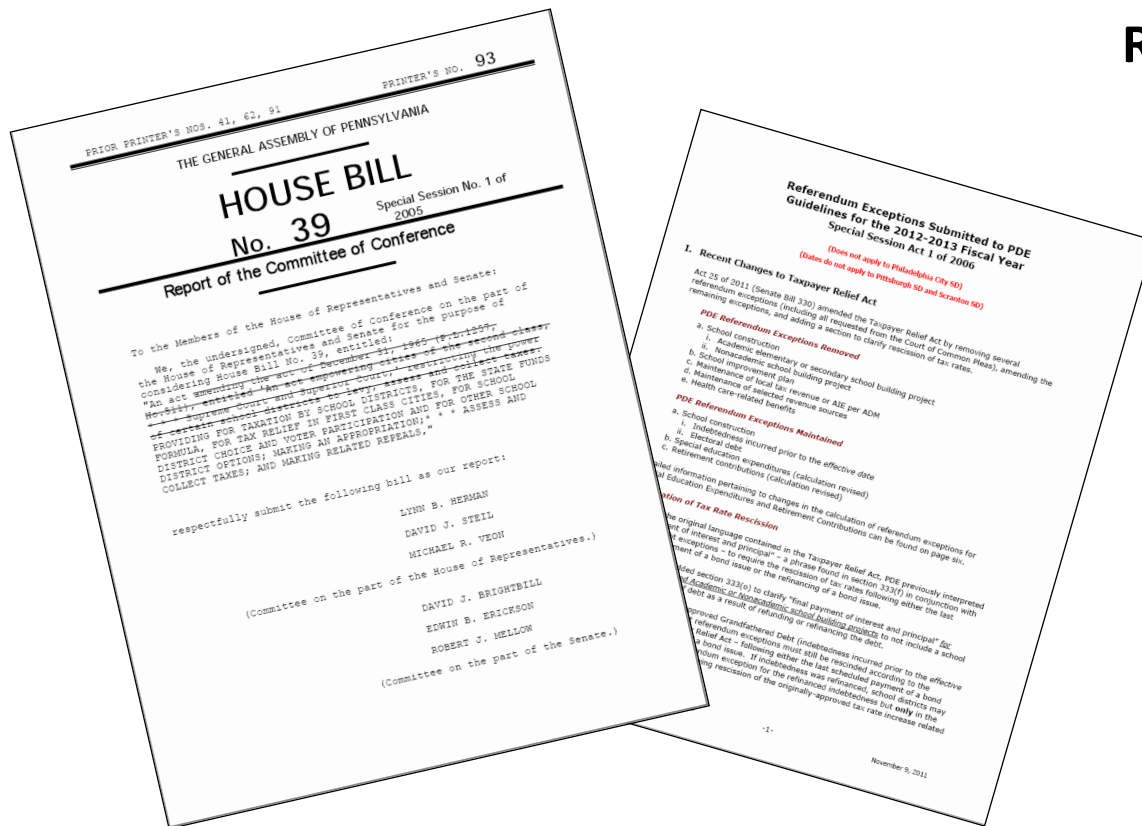
Process Overview

- Planning Meeting
- Information Gathering
- Solution Development
- Presentation to Community
- Feedback
- Presentation of Referendum Solution
- Vote



Community Engagement

- Establish Clear lines of Communication
- Define Process for exchange of ideas and concepts by all participants
- Identify Challenges and Milestones



Referendum Process

- Special Session Act 1 of 2006
 - Property Tax Limitation Ceiling
 - Act 1 Index – Determines maximum school districts can raise taxes without voter approval
 - Voter approval required to exceed Index.
- Referendum Process
 - School Districts referendum can be special election, or on scheduled election date
 - District assumes role of “education of process”
 - School District pays cost of special election.
 - Simple majority “Yes” vote required to pass referendum
 - Only one question allowed on ballot – not multiple choice.
 - Published in minimum 2 newspapers for 3 weeks.



Key Steps

- Research community voting patterns
- Meeting with local and county government officials
- Best role for School Board
- Community Groups
- Surveys
- Use of technology
 - Information gathering
 - Online Surveys & Questionnaires
 - Interactive “clickers” for polling
 - Social Media
 - Referendum Specific Website
 - Development of 3D Renderings & Models



Referendum Meetings

- **Community Workshops and Presentations**
 - Clearly present why the referendum is needed and what will happen with a yes or no vote.
 - Discuss the School Board's expectation for decisions/recommendations
 - Discuss how best to communicate with the community
 - Discuss options/concepts that would gain community support
 - Conduct breakout sessions with specific topics for small groups to discuss and provide feedback to all attendees
 - Discuss expectations of Community



Referendum Meetings

- **Initial Meeting with School Board**

- Review Act 1/Debt Act - procedures for referendum
- Review prior PA referendum and lessons learned
- Review steps and elements common to all referendum
- Discuss special vs. regular election
- Explain how people need to be in certain roles for this to work
- Discuss management of public discussion and important themes (i.e. tax impact)
- Review local political landscape
- Discuss other issues which may impact vote (i.e. labor contracts, local economy)
- Discuss different types of feedback from community



Referendum Meetings

- **Faculty, Staff and Student Meetings**

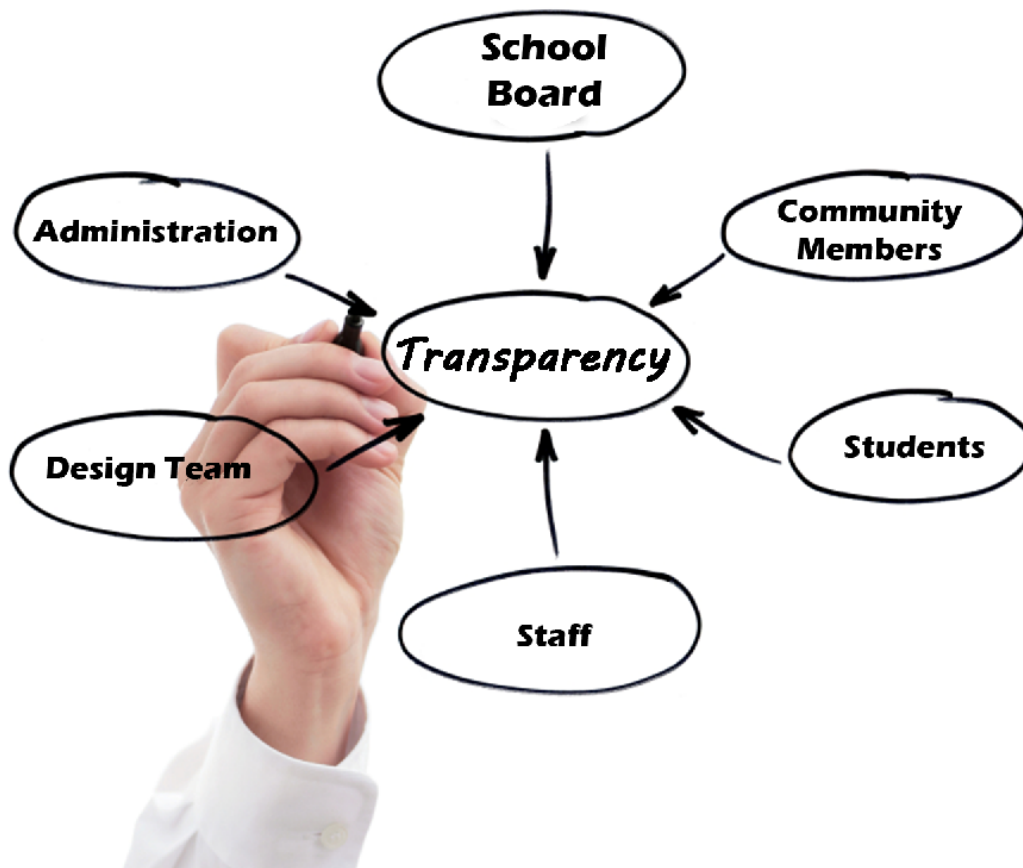
- Clearly present why the referendum is needed and what will happen with a yes or no vote.
- Discuss the School Board's expectation for decisions/recommendations
- Gather attributes and deficiencies of the existing facility from a teacher/student perspective
- Conduct breakout sessions with specific topics for small groups to discuss and provide feedback to all attendees
- Discuss expectations for faculty and students



Referendum Meetings

- **Community Final Presentation**

- Clearly present why the referendum is needed and what will happen with a yes or no vote
- Present School Board approved option including scope, estimated cost and project schedule
- Clearly present the Referendum Question that will appear on the ballot
- Present location of all communication tools for attendees to collect information between public meetings
- Create a inviting atmosphere for community members to share their comments and concerns
- Present information gathered from previous meetings



Plans for Success

- Establish Partnership with Community
- Transparency
- Time for everyone
- Present facts not conclusions
- Understand Tax Implications
- State College Area School District & Community own the process.



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Communication

- **Website**
 - Study & Project Information
 - Increase Communications
 - Public Relations Tool
 - Interactive
 - Managed and Maintained by CRA
 - School District Approval
- **Surveys & Communication**
 - Web Based Information Management Tool
 - Interactive “clickers” for polling
 - Quantitative Analysis of Information
 - Instant Tabulation
 - Ability to reach larger constituency