PROJECT TEAM:
Architectural Planning + Design:
Kimmel Bogrette Architecture + Site

Educational Planner /
Referendum + Public Relations Specialist
Dore & Whittier Architects, Inc.

MEP Engineering:
Moore Engineering Company

Site / Civil Engineering &
Landscape Architecture:
ELA Group

Structural Engineering:
Reuther+Bowen Engineering

Food Service Planning / Design:
Renald M. Corsi & Associates

151 East 10th Ave., Suite 300
Conshohocken, PA 19428
Tel 610.834.7805; Fax 610.834.7815
Web www.kimmel-bogrette.com
Contact: Martin Kimmel, AIA, NCARB
martin@kimmel-bogrette.com
WINNING APPROVAL

Our team considers referendum support to be an integral component of the design process, and will begin immediately as we start planning and design. To provide a high level of practical School Referenda Support Experience, Kimmel Bogrette has invited Dore & Whittier Architects to join our design team. In Massachusetts where they are based, all Districts seeking state reimbursement for a project must obtain voter approval to conduct a Feasibility Study and Schematic Design. Because of this requirement, the planners at Dore & Whittier have become expert at engaging the community, pumping up support and “pre-selling” the project by assisting with public relations campaigns, and winning approval to proceed. In collaboration with the District, we will share our team’s practical experience with referenda, create media that garners support, and participate in public meetings to effectively express the benefits and goals of your capital improvements projects.
BUILDING CONSENSUS

Because we work almost exclusively with board-driven decision making and community based projects, we are expert at organizing, communicating and delivering information that is readily embraced. Our team will provide the whole package you need to make informed decisions about various options for your school facilities. One of Kimmel Bogrette’s roles will be to incorporate ideas from the various stakeholders into a cohesive plan for your upcoming projects that can be presented for community and board meetings, decision-making and approval. We will help you define your goals, understand constraints and costs, and transform your collective goals into a functional, efficient and financially stable project that meets your mission.
Your upcoming facilities projects should embody the qualities of environmental stewardship and embrace the potential to become living / learning labs for sustainability. Our integrated “Holistic Design Approach” means that we treat the project like a living organism. We design from inside to out, from below the ground to above the roof ... for now and for future maintenance and adaptations. Our engineers use sophisticated Energy Modeling Programs that will minimize energy demand while improving comfort and reducing maintenance needs. Your goal of environmental stewardship will not come at the expense of your other needs. LEED Silver can be achieved at no additional cost, and higher levels can be achieved through our holistic process. As a team, we have been involved in dozens of LEED and Green projects, and you can rest assured that sustainability will be “designed in” to your school facilities projects. The result will be High Performance school buildings that also meet your academic and functional needs.
Fresh and Open-minded Approach: We will begin the planning and design process by listening to you and learning about the unique aspects of your District. We are very team oriented and inclusive in our process, and enjoy developing innovative approaches and solutions for your facilities needs. Because we have a diverse design practice, we can also apply experience gained from a wide variety of project types. It is our goal to enable you to explore all ideas that best suit the needs of the District.
The 21st Century learning philosophy focuses on flexible and collaborative learning environments that enable students to learn through project-based or other applied work. A 21st century building provides access to quality learning tools, technologies and resources and creates learning practices, student-teacher collaboration and physical environments that support the teaching and learning of 21st century skills. The building environment encourages learning within the community and beyond with both face-to-face and long distance learning and interaction. 21st century architecture and interior design address the group, team and individual learning. Our team’s project approach and educational planning process have proved valuable in our design of 21st century educational spaces, and we will bring that experience for the benefit of your School District.
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Understanding the needs of the State College Area School District and your goals for the future. How Kimmel Bogrette will provide a fresh approach for fulfilling your mission for this project.

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3 Referenda Experience + Strategy
How we will work with you and the community to achieve approval for your school facilities projects, and our team’s experience in succeeding in other communities.

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How our team members for this project are ideally suited to help the State College Area School District to achieve its goals for creativity, fiscal responsibility and a successful referendum.

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7 Experience: Lifelong Learning
Similar experience with educational institutions and district-wide facilities studies ... what does it mean to you?
Extraordinary Solutions for Ordinary Budgets
Dear Mr. Stahl,

We’re very excited to have the opportunity to participate in the Selection process for Architectural Design Services for the State College Area School District. It is our understanding that your District would like to move forward with major capital improvements to your facilities, and one possible project might be geared toward better accommodating your high school curriculum.

We also support the notion of collaboration with the District, and our goal is to start the process by listening and learning from key community stakeholders to handcraft design solutions that exceed your expectations.

Your RFQ is unique in that both your desired goals and the means for achieving those goals are clearly stated. Our design team stands out as a great choice for your District due to our strengths that are well suited to your stated goals. We have:

- An understanding of the need for consensus building as part of the design process;
- Significant expertise with referenda-based projects;
- An Integrated Sustainable Design Process;
- A thorough understanding of the PLAN CON process and the PA School Construction Code;
- Expertise in defining trends in 21st century educational facility design;
- A unique approach to master planning and facilities studies;
- The technical ability to implement these goals as real projects;
- A sense of fiscal responsibility; and
- A desire to build a long-term sustainable and mutually beneficial relationship with your District.

We selected the right mix of national design talent and PA K-12 expertise to ensure a successful project. Kimmel Bogrette has asked the nationally known firm of Dore & Whittier to participate as associate architect because of their extensive experience with Referenda and Bond issues, their collaborative approach, and high level of design expertise. As the leading K-12 design firm in New England, their broader perspective on K-12 in referendum-based states is a key strength. We have selected other subconsultants for their depth of local code expertise, understanding of the local K-12 construction market, and their commitment to sustainable design.

It is our hope that you will find our credentials and approach as defining factors in your decision to move our firm forward in the selection process.

Respectfully Submitted,

Martin Kimmel, AIA, NCARB, Principal / President

Christopher Elnicki, AIA, Education Director
Our Approach: Integrated Sustainable Design

Every project we do includes Integrated Project Management. We value the team approach and diverse team input, and employ this methodology in what we call: Holistic or “Whole Building” Design: Kimmel Bogrette’s approach to this project will be a holistic process and design that strives to achieve a high-performance building while looking at all the systems and parts that contribute to the whole. We have come to understand that, as in nature or systems of the human body, buildings also contain systems and parts that are dependent on each other and influence everything else in the building, including the people who inhabit it.

With the architects, engineers, and District stakeholders, parts of the whole building will be analyzed and modeled, using BIM and other IPM software. These parts include systems and methods for making the building cost-effective over its entire life cycle, as well as safe, secure, educational, accessible, flexible, aesthetically appropriate, productive, and sustainable. Through a systematic analysis of these interdependencies, a much more efficient and cost-effective building will be produced. For example, the choice of a mechanical system might impact the quality of the air in the building, the ease of maintenance, global climate change, operating costs, fuel choice, and whether the windows are operable. In turn, the size of the mechanical system will depend on factors such as the type of lighting and controls used, how much natural daylight is brought in, how the space is organized, the facility’s operating hours, and the local microclimate. At the same time, these same materials and systems choices may have an impact on the environment, aesthetics, accessibility, and security of the project. A successful, holistic and integrated building project is a solution that is greater than the sum of its parts.

Designing a “High-Performance” School Building: We will plan and design your facilities projects with the vision that our design has the power to influence the lives of the people using the space and to impact their sense of confidence, comfort, and control. We feel strongly that our creativity will result in unique and extraordinary projects ... not cookie cutter solutions that have worked for “some other district.” We are experienced in designing buildings and interiors that can be used as “living laboratories” where students learn about sustainable design and energy conservation methods that are functioning all around them. We will start our design process with the belief that if a building and site are “high performing,” that the users of the building will have a propensity for high performance, too. Integrating holistic, high-performance philosophies into the design will promote a stimulating and effective learning environment, lower operating costs and lessen the impact on the environment, while teaching students to be stewards of their surroundings.
Sustained Commitment: Green Design

We take our role as environmental stewards seriously. In fact, we are committed to sustainable design on all levels, through conducting our own research, hiring LEED-accredited architects, holding seminars and hosting field trips to our sustainable projects. This commitment serves our clients by reducing everyday costs, creating healthy work environments and reduced maintenance. We are members of the AIA Committee on the Environment, a sustainable design group, and are subscribers to numerous periodicals on the subject, including Environmental Design & Construction. These efforts help to keep us among the leaders in sustainable building.

Site Planning: For your projects, we will include resolution of site issues in the planning of any new or expanded facilities. Throughout the process, we will employ creative, environmentally sound “best” planning practices. We would seek to provide stormwater management bio-swales rather than traditional basins. We can orient buildings to take advantage of solar exposure and prevailing breezes and minimize impervious coverage. Landscaping will be of indigenous species requiring little maintenance.

Building Systems: As we develop concepts regarding building components, we will first consider which environmentally sensitive ones make the most sense. We envision the project as having an excellent balance between passive solar heating and cooling features. We will consider such features as a green roof, solar PV, operable windows, natural ventilation and lighting, shading, thermal mass to store heat and CFC-free air conditioning with a geothermal loop. All of these design innovations will be considered individually as they are appropriate to budget constraints and long-term benefits.

Materials: We will recommend interior and exterior materials that are natural and nontoxic, both in manufacturing and finished assemblies. These will be selected for energy efficiency, durability and ease of maintenance, aesthetics and cost.
Case Studies: LEED + GREEN DESIGN

New Horizons Montessori School
This 35,000-square-foot school was designed on a fill site adjacent to a stream with wetlands and flood plains. Being a Montessori School, everyone involved was interested in being environmental stewards and in how the design could extend the “natural world” into the curriculum. These opportunities included reducing the footprint by incorporating lower level classrooms, taking advantage of the sloping terrace. Green roofs were planned for over 75 percent of the building, including harvesting gray water for irrigating school gardens. Other strategies included incorporating daylighting throughout while also creating views to the “natural world” and using building and finish materials made of natural, recycled content.

Lincoln University Student Union Building
The renovation and expansion of the Lincoln University Student Union Building was designed to meet LEED Silver guidelines at no extra cost to the project. The project incorporated the required 33 to 38 points of Sustainable design features required for a Silver rating. Rating points were accumulated for features including Sustainable Sites, Water Efficiency, Energy & Atmosphere, Materials & Resources, Indoor Environmental Quality and Innovation & Design Process. Kimmel Bogrette has been incorporating sustainable design features into its projects for longer than LEED guidelines have been in existence, and we use this sustainable design approach for every project, whether a client asks for “green design” or not.

Tot Time Child Development Center
This project involved the design of a new Child Development Center in Bensalem, PA. This project is expected to achieve a LEED Silver certification. Numerous options for colors and elevation studies have been developed and refined through the course of the project, and various “green design” features are being explored. One of the goals was to establish a unique “Brand” for Tot-Time, symbolic of its mission of providing young children a warm, loving, and safe environment in which they can develop emotionally, physically, intellectually, and socially.
Case Studies: **LEED + GREEN DESIGN**

**Franklin Township Community Center & Library**
When faced with the challenge of designing a building for several community groups, we provided a solution that gave each group its identity, while maintaining the efficiency of collectively being in one building. Now each group — the public library, historical museum and community/senior center — co-exist, and each has its own location within the facility. This built solution allows for nearly all interior spaces to receive daylighting, reducing the need to have the lights on. When they are on, efficient and long-lasting fluorescent lighting is used. Outside we implemented the use of bioswales between parking aisles, using a sand, stone and plant filtration system that allows clean water run-off to discharge to the adjacent stream and, ultimately, to the public swimming lake across the street.

**Temple-Ambler Field House & Green Roof**
Temple University’s Athletics Field House incorporates an environmentally sensitive green-roof design, reflective of the school’s horticultural curriculum. Made possible through a $50,000 grant from PECO Energy, not only does the green roof reduce energy usage and water run-off, but it provides a living laboratory for the school’s many programs, including its Center for Sustainable Communities and Landscape Architecture and Horticulture. Situated amidst Temple’s new soccer, softball and baseball fields, the structure is centrally located to serve the playing fields and also be accessible to the buses transporting athletes from rival universities.

**Practicing What We Preach**
Because we are serious about protecting the environment, Kimmel Bogrette uses an eco-friendly Toyota Camry as our company car. In 1997, Kimmel Bogrette chose to reuse an existing older building as our firm headquarters and incorporated sustainable design features into its renovation, prior to the establishment of LEED standards. We reused 100 percent of the building envelope, when a LEED rating requires only 75 percent. To save energy, we replaced all windows while improving the “quality of environment” by facilitating better views. Multi-zone air conditioning systems and fluorescent lighting were installed, among other features.
REFERENDUM SUPPORT
For over 100 years, Pennsylvania School Boards had the right to levy taxes to fund school operations, including construction. With the advent of ACT1 in 2005 and modifications to ACT1, or ACT25 of 2011, School Districts will now need to go to Referendum to increase school taxes beyond specified limits. To date, only one ACT1 Referendum has passed in the Commonwealth and, until this year, about 1,300 exemptions to referendum have been requested by Pennsylvania school districts.

The Referendum process in school construction isn’t unique; 44 states have some referendum system in place and, in many states, most school construction referenda succeed. The process seems to work well in Massachusetts which has at a state-wide level, despite the Referendum process, been able to maintain a high standard with respect to Educational Facilities Design and Construction. To provide a high level of practical School Referenda Support Experience, Kimmel Bogrette has invited Dore & Whittier Architects to join our design team. Dore & Whittier is the largest school design firm in New England, and has considerable success in supporting School District Bond Issues.

We consider referendum support to be an integral component of the design process, and will begin immediately as we start planning and design. The notion of “pre-selling” the project not only increases the chances of a successful bond issue, but also provides a great way to keep your community informed and engaged in the design process. In this sense, it is intertwined with our Community-Based Consensus Building process, our Feasibility Study Update and our Schematic Design. While Consensus-Building permits your CAC’s and stakeholders to participate and contribute to design ideas, Referendum Support provides results of the design process and consensus building to be presented to the public in a way that encourages support for the project. In collaboration with the District, we will share our practical experience with referenda, create media that garners support, and participate in public meetings to effectively express the benefits and goals of your capital improvements projects.

Across the country, at referendum time, taxpayers ask the same basic questions:
• Is there a pressing need for School Facility Improvements?
• What will the Bond Issue cost?
• Can the community afford the Bond Issue?
• How well has the District utilized existing funds?
• How will a tax increase benefit taxpayers?

Continued on next page
Referenda Experience + Strategy

Our role is to help you answer those questions, by providing media, and with the direct participation of our design experts. We feel that your District has already done a great job in reaching out to your community and addressing these key issues. As the work develops, we will support this established framework and help to ensure a positive result at Referendum time.

**NEED:** We understand the direct relationship between a positive learning environment and excellence in academic performance. Well day-lighted and properly ventilated buildings increase the health and wellness of building occupants, which translates to fewer sick days and more time to teach and learn. Buildings configured to reflect 21st Century teaching methods also streamline the learning process and improve the quality of the educational experience.

**COST:** PLAN CON documents already carefully track project costs from the study phase through completion of construction, including both the state share and local share of the tax burden, but Referenda support will help to explain why these costs need to be incurred in a language that everyone can understand.

**IMPACT ON TAXPayers:** A good starting point would be to estimate both cost and PDE reimbursement for each potential project in the study phase. While we understand that our scope of services is limited to Schematic Design, for any resultant design projects, we will generate a draft of your PLAN CON ACT34 booklet which details all project costs, financing alternatives, and millage impact (this is a required document for any PDE projects involving new buildings or significant additions). After that we will work with your business manager and bond counsel to minimize impact to taxpayers and maximize the project’s value.

**PREVIOUS PERFORMANCE:** State College Area School District has always been a strong academic and athletic district in the Commonwealth, and has exhibited a high level of fiscal responsibility at all levels.

**BENEFIT TO TAXPayers:** Besides the obvious positive impact to property values, and having well educated children, school construction offers other benefits to the community. New construction or renovation will reduce energy costs, maintenance costs and operating costs, which throughout the life cycle of each building greatly reduce, rather than increase, your tax burden. Community schools, which permit public use of school amenities in a controlled fashion, provide immediate recreational benefit to residents. LEED projects also will benefit everyone due to their reduced impact to the environment.

**PROCESS:** All public relations media will be utilized: The spoken word, written word, and high quality illustrations of design are vital. 21st Century media such as your website, emails, and even YOU-TUBE, could be employed. Most importantly, the positive message must get out in a consistent and professional way. Direct involvement through consensus-building, CAC’s, and events like design charrettes and “eco-charrettes” will also help get the message out in a positive fashion. We are committed to participate in this process from beginning of design, up to and beyond Referendum Day.
Referenda Experience + Strategy

Educational Planning / Referendum + Public Relations Specialist:
Dore & Whittier Architects, Inc., Newbury Port, MA

Referendum / Bond Vote Projects:
Our team’s Educational Planning, Referendum and Public Relations Specialists at Dore & Whittier have been involved in numerous Bond / Referendum Votes for their K-12 projects. In Massachusetts, all Districts seeking state reimbursement for a school project must obtain voter approval to conduct a Feasibility Study and develop the Schematic Design for a preferred option. Once completed and approved, the project must then obtain the City’s/ Town’s approval for the final design and construction, which includes the District’s portion of the funding of the project. These efforts include an accompanying Public Relations effort to win approval from the community, as shown in an example flyer at right. The completed North Brookfield project is demonstrated on the following page. Approval for the following projects was obtained in this manner.

- Clinton Elementary School
- Dedham Middle School – Green School Certified
- King Philip Regional High School
- King Philip Middle School
- Lanesborough Elementary School
- Littleton High School
- Littleton Middle School
- Ralph C. Mahar Regional School
- Narragansett Regional High School
- North Brookfield Junior/Senior High School
- Pioneer Valley Regional School
- Ware Junior/Senior High School
- Webster Middle School

Feasibility Studies/Master Plans
- Avery Elementary School – MS CHPS and LEED Silver
- Granby Educational Center
- Greenfield High School
- North Reading High School/Middle School
- Rockland Middle School & High School – MA CHPS & LEED Silver
- Park Avenue Elementary School
- Wilmington High School
NORTH BROOKFIELD JUNIOR–SENIOR HIGH SCHOOL
NORTH BROOKFIELD, MASSACHUSETTS

The Voters of North Brookfield overwhelmingly approved a measure to demolish the existing high school and construct a new high school on the existing site. Entering the building, visitors are welcomed in a spacious lobby with a balcony overlooking the cafeteria. Windows on the upper floor also allow spectators to view activities in the gymnasium on the lower level. The new school utilizes the latest in technology with multiple computer labs. It has a large, state-of-the-art media and distance learning center.

Size 83,000 sf
Students 400
Cost $21 million
Grades 7-12
Completed 2004

Contact
Jim Murray, Co-Chair
Building Committee
978.897.4353

Photography: Gregg Shupe, Shupe Studios
State College School District is fairly large, both geographically and by enrollment. Your 14 schools vary considerably by date of construction, capacity, and type of neighborhood, and your two high school campuses offers a variety of challenge and opportunities as you move forward with your Major Capital Improvements process.

**DWFMP UPDATE**

It is our understanding that you recently completed a comprehensive District-Wide Facilities Master Plan in 2009, which resulted in two elementary school construction projects. Because the study is over two years old, a Feasibility Study update will be required prior to moving forward with another PLAN CON project. While it would not be our goal to “re-invent the wheel” with our study update, we will enter the process objectively and with an open mind to ensure all of the key PDE requirements have been addressed. Key aspects of a Pennsylvania public school Feasibility Study include:

**Demography:** We will review and update most recent demographic information to ensure projections are in line with enrollment, and if necessary determine alternative means to ensure that an accurate view of future enrollment is depicted. Projected enrollment is a major factor in determining the amount of reimbursement received from the Commonwealth for your next project.

**Capacity Analysis:** We will review and update previous work, and take into account recent construction projects. This is the second component used in determining potential reimbursement.

**Assessment of Existing Facilities:** We will take a fresh look at the physical condition of your existing facilities to ensure all repairs and improvements are itemized and identified. PDE requires parameters of site, building exterior, building interior, code issues, curriculum issues, as well as heating, ventilating, plumbing, electrical, technology and building security systems.

**Educational Theory:** We will listen and learn from you to determine how you will offer your curriculum to students today and in the future, and assess your facilities to determine if their current configuration accommodates your needs. We will then make recommendations to ensure that design solutions create facilities that help to maximize the effectiveness of classroom instruction.

**Grade Grouping Analysis:** We understand that your District’s curriculum is offered in three basic grade groupings: K-5, 6-8, and 9-12, and recent construction projects reflect this grade grouping alignment, so we are assuming that there will not be significant changes to grade grouping alignment.

**Design solutions:** Design solutions will reflect the previously mentioned building blocks of the study, and will be more than a “sum of their parts.” Solutions will be grounded with a good sense of reality: Constructability and cost will also be key factors.

*Continued on next page*
Our Process *(continued)*

**Cost:** Itemized scope of work items with accurate cost data will be provided. The issue and proposed improvement will be stated in an easy-to-understand format. This will be the basis for determining how you will implement your future capital improvements in a fiscally responsible fashion. Cost data will be organized by type of work, facility, and priority to ensure that the District can make informed decisions for future facilities upgrades.

**Implementation:** Consideration will be given to all design solutions to ensure that, at a district-wide and at a school-by-school level, work can be constructed in a practical fashion. Because there is a great likelihood that alterations and additions to occupied facilities may be part of ensuing projects, provisions for phased occupancy will be considered to ensure that the educational process is not disrupted and that a safe, healthy and secure environment is maintained for all building occupants during construction.

We will provide all PDE-required Feasibility Study criteria as a bound document, suitable for Board approval.

**THE FEASIBILITY STUDY PROCESS**

The process is inclusive. Key stakeholders such as community members, students, faculty, staff, administrators and the Board are welcome to participate in the process. Our team has considerable experience in helping you manage and interpret this input and determine a path forward. The process is holistic. All parameters of this study will be weighed as part of the decision making process, and will be consistent with your overall mission statement and key goals.

The process is designed to develop a consensus. Consensus is the basis for an approved referendum, and consensus begins by including your community and informing your community. We will help you keep everyone informed with a combination of public meetings, printed and electronic media. Our design team has the expertise to help you organize and disseminate this media in a way that encourages support for your major capital improvements projects.

The process is forward thinking. We offer a fresh approach to K-12 design. Our team is open-minded and flexible in approach ... key factors to continued success in these changing times. Successful K-12 design projects in 2012 will need to appeal to community needs, relate to more sophisticated clients and user groups, meet limited budgets, express concern for the environment and address trends in 21st century school design. Our diverse design team pools the talents of regional and national K-12 expertise, utilizes innovations from other market sectors, and is readily adaptable to a variety of needs and project types. This freedom to utilize all resources at hand, rather than to rely on outdated standards and procedures, encourages innovation and allows us to offer a higher quality design without sacrificing cost effectiveness and constructability.

The process is grounded in PLAN CON requirements. The study update only has value if work can be implemented within PDE guidelines. Each study component will be reviewed with respect to PDE requirements to ensure that State College School District will maximize PDE reimbursement for each ensuing project.

*Continued on next page*
Our Process (continued)

YOUR NEXT DESIGN PROJECT(S)

The study update will result in path forward that will encompass all of your facilities needs for the immediate future. The next PLAN CON project or projects will need to exhibit a successful process and action plan to maintain the positive momentum created by the study and to ensure a successful referendum. We understand that the high school or schools will be a key component in implementation of the study, and we are comfortable with further development of renovations, additions and alterations or a new facility based on the consensus developed by your stakeholders. If other facilities are to be considered along with the high school, they will be treated with equal emphasis and importance.

This project is unique and represents a new trend in Pennsylvania K-12 design in the sense that a referendum is an interim milestone. Our scope of schematic design services, listed below, would begin after completion of the study update, and would lead up to a successful referendum. This process will include regular meetings with the Board, your CAC’s, faculty, staff, students and the public at large. After that, we can provide another proposal to finalize design, bidding and construction administration services. It is our intent to provide you with services that result in both a successful bond issue and a realistic construction project.

SCOPE OF SERVICES:

CONSENSUS BUILDING: COMMUNICATION & ENGAGEMENT PLAN

The process began with the facilities study update and should continue throughout design and referendum preparation. Consensus building is:

Inclusive: We reserve the right for the District to determine to what level of inclusiveness the process will be extended, but we would prefer a broad base of participants who offer a complete and diverse representation of your community. We envision an active role for the Board, administrators, educators, staff, students, taxpayers and community leaders. We will facilitate this process and help you determine these parameters.

Top Down: The framework for organizing consensus building should develop with a consensus at the Board level. Interviews with individual board members permits our design team to develop a mission statement and memorable goals that help determine a path forward. At this time, board members could assume a mentorship role for a portion of the process. Depending on your unique goals, board-mentored focus groups could be organized by grade level, region, school, or appropriate design issue. In the case of an individual school project, board-mentored focus groups could be organized by academic department, facilities issues, or other means. Board members and other members of the community could interact in an informal collaborative setting. At a district-wide, then on a project-by-project basis, we will organize, we will facilitate and lead this process.

Continued on next page
Our Process *(continued)*

**Bottom Up:** All voices need to be heard but, to understand the message, not all voices need to be heard at once. One method of organizing the process is to let each smaller focus group select a champion to share what was agreed to and learned with a district-wide assembly of focus groups — essentially representative democracy. We will collate what was learned at the grass roots level and then organize and facilitate subsequent meetings.

**Transparent:** The results of the process become public knowledge, but more importantly the process should also become part of the public record. People are more likely to support a bond initiative if they had an opportunity to help shape it, or least an understanding that a large portion of their community helped to define the project’s goals. In collaboration with the District, we will disseminate appropriate media.

**Forward Thinking:** We encourage community groups to think big and feel that anyone can have a good idea. As design professionals we can offer technical advice regarding cost or feasibility of ideas, to ensure they are grounded in reality. We will facilitate these meetings, and provide examples of successful community based projects as a template for this process.

**Public Relations Tool:** The hard work pays off! Your end result is an informed school board, faculty, staff, student body and community. Each component group develops a sense of equity and an understanding that it is “our District.” We will compile and memorialize the process to ensure decisions are disseminated in the best light and in the best interest of the District.

**Summary:** It is hard to put a time limit on the consensus building process, and ideally our positive engagement with your community will continue at some level as work moves from Study, to Referendum to Actual Project. We feel that this commitment is vital to a project’s success.

**EDUCATIONAL SPECIFICATIONS**
State College Area School District is in the top 5% of all districts in the Commonwealth and one of the leading academic performers in the United States. Our role therefore would not be to “teach you how to teach,” rather to listen, learn and find a way for our design solutions to make the process even better. Educational Specifications document the District’s educational philosophy and how it relates to a specific design. PDE requires educational specifications to describe the following:

**Site:** School activities, community activities, vehicular circulation, playfields and athletic fields, parks, safety issues, maintenance issues, and overall appearance of the site.

**Interior Spaces:** Proposed use, number of occupants, number and room sizes, spatial characteristics, and proposed community use for each space.

*Continued on next page*
Our Process *(continued)*

**Spatial Relationships:** Adjacencies of all educational core and support spaces.

**Other Items:** Efficiency of design, future expansion, quality of materials and equipment, energy conservation, energy consumption, sustainable design, code compliance, safety and security, privacy and supervision for each space.

We will provide a written document based on input from your faculty, staff and administrators that meets or exceeds all PDE criteria.

**PLAN CON A**
Although your request for proposal makes it clear that the focus of the project is schematic design and assistance with passing the referendum, we would never provide a design package that does not meet the Pennsylvania School Construction Code or will not enable you to receive maximum PLAN CON reimbursement. As part of PLAN CON A, Project Justification, we will also “look ahead” and complete portions of PLAN CON D to ensure that our design is fiscally responsible and permits maximum PDE reimbursement. As part of this process we will complete PLAN CON A.

**PLAN CON B**
PLAN CON B simply is simply schematic design, including a site plan, floor plans and the Educational Specifications. As part of this process we will complete PLAN CON B.

**COST ESTIMATING AND LOGISTICS**
We will take a first pass at a conceptual estimate, and work with you bond counsel and business manager to ensure the project is on budget. Estimates will factor in construction logistics and any costs associated with phased occupancy. Subconsultants will provide written narratives with sufficient detail to provide accurate cost data for all building systems. We will provide a detailed estimate as back-up to cost information submitted as part of PLAN CON A.

*See information on the Referendum Process in Section 3 of this proposal.*
Architectural Design Services Proposal

Our Process: Project Schedule

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<tr>
<th>Month</th>
<th>Study Update</th>
<th>Schematic Design</th>
<th>Consensus Building</th>
<th>Referendum Support</th>
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While the technical and creative process is reasonably easy to predict, we would like to leave a great amount of flexibility in the schedule to ensure that the State College Area School District is comfortable that all stakeholders and the community at large understand the project and support the overall project goals.

**Study Update:** This should only take about two months, but we would like to plan on an additional month midway through the process to ensure that all CAC’s and stakeholders have an opportunity to be heard and that a consensus is reached prior to finalizing design work.

**Schematic Design:** This phase can be completed in three to four months, including a thorough Educational Specification Process. Again we would like to take about a month midway through schematic design to ensure that a consensus is reached prior to finalizing design work.

**Consensus Building:** This will be ongoing for the duration of the project, but can be broken into two components: support for the study update and support for the schematic design effort. Each consensus-building effort should achieve its goals prior to finalization of corresponding project phases. Total consensus building time should be about 7 months.

**Referendum Support:** This is also an ongoing process that should begin the first day of the design process and, depending on the level of public support and scheduled referendum date, might extend several months after design work has been completed. “Pre-selling” the project as planning and design work develops will help ensure a favorable outcome to the proposed bond initiative.

**Summary:** There is a fine balance between rushing the process and dragging it out, and we have strived to find that balance. Because we encourage consensus-based design with a significant amount of stakeholder input, the duration of the project will vary according to your comfort level and community acceptance at each project milestone. Our goal is to ensure that State College Area School District has every opportunity to achieve a successful outcome to the referendum. In any case, the entire process should take less than one year.
Our Team: Staff + Services

Kimmel Bogrette Architecture + Site has been providing extraordinary design solutions for ordinary budgets since 1995. In the 17 years since, the firm has worked hard to dispel the notion that fixed budgets justify the mediocre outcomes that are built every day. Principals Jim Bogrette and Martin Kimmel bring with them more than 40 years of combined experience in helping clients fulfill their missions by transforming their unique needs into reality. Kimmel Bogrette has become a well-respected, award-winning design firm by combining experience and excellence that starts with the principals and is passed down through the firm and on to our clients.

For many years, Kimmel Bogrette has maintained a firm size of 15, including two principals/designers, four project managers, seven project architects (two LEED APs), one administrative director and a marketing director. Six of our architects are licensed in multiple states. Clients can be found throughout the Mid-Atlantic region and Ohio. Kimmel Bogrette has in-house AutoCAD and Archicad 3-D capability and is fully able to supply drawings on CD/DVD.

We provide full services in:

- Feasibility
- Planning
- Architecture
- Interior Design
- Construction Administration

Services are further enhanced in project delivery with a complement of services in:

- Construction Management
- Design-Build Construction
Firm Profile: Why Kimmel Bogrette?

**Education Expertise:** We have partnered with dozens of educational institutions to complete a diverse range of academic, recreational and student life spaces. One of the goals for all of our school projects is to maximize the educational potential of every space, no matter what type of facility. As you will see from our list of experience, our client institutions invite us back for work again and again, after they reap the benefits of our planning process, our responsiveness and accountability, and our commitment to ensure successful, on-time completion.

**Mission-Driven:** Because Kimmel Bogrette specializes in work for educational and public institutions, we understand your need to make fiscally responsible decisions that create long-term value while keeping first costs in check. Our process will help you define your goals, understand constraints and transform your collective dreams and goals into a functional, efficient and financially stable project that meets your mission. We will jointly examine operations, efficiencies and workflow, and build an understanding of real needs and objectives. Focusing on these goals and the mission will help to build consensus among all of the stakeholders for the project.

**Extraordinary Solutions:** We pride ourselves on creating Extraordinary Solutions for Ordinary Budgets. We challenge ourselves with every project to maximize the creativity while minimizing the costs. Design emanates, without preconception, emerging from a dialogue about needs, aspirations and the unique characteristics of the site.

**Sustainable Design / LEED:** We take our role as environmental stewards seriously and are committed to sustainable design on all levels. This commitment serves our clients by reducing everyday costs, creating healthy work environments and reduced maintenance. Throughout the design process, we employ creative, environmentally sound “best” planning practices. As we develop concepts regarding building components, we will first consider which environmentally sensitive ones make the most sense given budget constraints and long-term benefits to the building and the site.

**Meeting Commitments:** On several occasions, Kimmel Bogrette has been asked to perform our services in a compressed timetable. For Temple University’s $30 million Student Center, we began programming on a fast-track schedule and finished full documentation a mere seven months later. This can only happen with a dedicated team of professionals and a client who is committed to achieving the ultimate goal.
Christopher Elnicki, AIA, CEFPI

TITLE / ASSIGNMENT ON THIS PROJECT:
Education Director, Project Manager and Planner

EXPERTISE:
Facilities Assessment, PDE Feasibility Studies, Building Design,
Consensus Building, Cost Estimating, Project Management

EXPERIENCE:
Chris is a Senior Project Manager at Kimmel Bogrette and is an expert at educational facilities design. Chris com-
pleted his first PLANCON project in 1986, and has since then completed over 40 projects across the United States,
including Pennsylvania, New Jersey, Delaware, Maryland, Tennessee and Oregon. This body of work comprises the
equivalent of over $1 billion in construction and includes six feasibility studies. His feasibility study approach is team
oriented, and he is skilled in soliciting community support and developing a consensus within the project team. Chris
has worked in all aspects of professional practice, from programming through design, cost estimating and scheduling,
and construction management. This broad base of experience will be brought to bear on your project to ensure
that your feasibility study will be a success, which emphasizes current trends in education, provides safe and healthy
environments, along with concerns for cost and construction logistics. Chris has participated in numerous PLAN
CON projects and is facile in determining a path forward which meets PDE guidelines and maximizes potential re-
imbursement.

EDUCATION:
Bachelor of Architectural Design, Massachusetts Institute of Technology

REGISTRATION:
Registered Architect: Delaware

AFFILIATIONS:
AIA, Congress of Educational Facilities Planners International, PASBO, DEVASBO and Maryland ASBO
National Council of Architecture Registration Boards

SELECTED EDUCATIONAL EXPERIENCE
- Northern York School District, PA, Feasibility Study, 10 Schools
- Spring Grove School District, PA, Feasibility Study, 11 Schools
- Feasibility Study for the City of Lancaster School District, Lancaster, PA
- Phase One Feasibility Study for Red Clay School District, Wilmington, DE
- Master Plan for the Tatnall School, Wilmington, DE
- New Schuylkill Elementary School, Phoenixville SD, Phoenixville, PA
- New John Adams Elementary School, Kingsport BOE, Kingsport, TN
- Additions and Alterations to Washington Elementary School, Lancaster, PA
Martin D. Kimmel, AIA, NCARB, Principal

ASSIGNMENT ON THIS PROJECT:
Principal, Planner and Designer

EXPERTISE:
- Site Planning
- Building Design
- Code Research & Review
- Consensus Building
- Pre-bid Presentations
- Building Specifications
- Technical Building Envelope Detailing
- Construction Administration

EXPERIENCE:
Originally from Tyrone, PA, Martin is a principal and co-founder of Kimmel Bogrette Architecture + Site, Inc. He has more than 22 years of architectural design, land planning, historic preservation/restoration and project management experience. Martin’s work spans a variety of building types, including education, municipal, ecclesiastical, corporate, healthcare, geriatric care, retail, industrial and residential projects ranging in scale up to $150 million. His experience has been broadened by almost three years of training in a historic preservation and restoration firm in Philadelphia. Martin has gained additional experience by being the point-of-contact person on all the firm’s projects. This experience has given Martin the knowledge and understanding of institutional work, including the true meaning of accountability. His ability to work with administrators, staff, students and the community to bring a greater understanding to the process of architecture has been a positive aspect when considering the complexities of architecture and engineering. Further, Martin has a strong ability to take a project’s design goals and interpret them into a sound architectural design concept, upon which all future decisions will be based. Finally, Martin’s no-nonsense approach ensures that all projects are given special attention and care throughout the project’s life. This attention is not only for the firm’s protection, but also for the protection of clients.

EDUCATION:
Bachelor of Architecture, Temple University, Magna Cum Laude

REGISTRATION:
Registered Architect: Pennsylvania, Delaware, Texas, Florida, Maryland

AFFILIATIONS:
- Code Review & Appeals Board, Borough of Conshohocken
- National Council of Architecture Registration Boards
- American Institute of Architects

SELECTED EDUCATIONAL EXPERIENCE
- Tot Time Child Development Center (will be submitted for LEED Silver Certification), Bensalem, PA
- Sankofa Academy Charter School, Master Planning for New Campus, Chester County, PA
- Valley Forge Military Academy, Building Investigation & Analysis, Valley Forge, PA
- Lincoln University, Building & Housing Facilities Study, Lincoln University, PA
- Lincoln University, Student Union & Services Building Expansion, Lincoln University, PA
- Rosemont College, Connelly Hall Renovation / Expansion, Rosemont, PA
- Rutgers University - Camden Campus, New Business School Design, Camden, NJ
- Temple University Student Activity Center Renovation / Expansion, Philadelphia, PA
James F. Bogrette, AIA, Principal

ASSIGNMENT ON THIS PROJECT:
Principal, Planner and Designer

EXPERTISE:
- Site Planning
- Building Design
- Architectural Interior Design
- Code Research
- Building Programming
- Construction Administration
- Building Specifications

EXPERIENCE:
Jim is a principal and co-founder of Kimmel Bogrette Architecture + Site. He has more than 21 years of experience in a variety of project types, including educational, ecclesiastical, municipal, retail and healthcare. He performs programming, preliminary design, interior design and planning functions within the firm. He regularly designs and collaborates on projects, from inception through design development, ranging in scale up to $150 million. Before the formation of the firm, Jim studied urban planning, art and architecture in Rome. Jim has been part of every project since the firm’s inception 17 years ago. His experience is multifaceted in that he has been a generalist in all aspects of the project. This position in the firm presents an opportunity for an internal check as the project develops in order to achieve all of the project’s goals and objectives. Jim provides a more hands-on approach in the form of his expertise in interior and exterior architectural design and regularly works with landscape architects to develop complementary schemes. All of the firm's projects benefit from Jim's acute sense of proportion, materials, finishes and colors. By working with a client's objectives and goals while leading a team of designers, Jim is able to define and implement the appropriate direction for each project. Jim has lectured on Green Roof and Sustainable Design and advocates for sustainable design to local and regional politicians and other organizations.

EDUCATION: Bachelor of Architecture, Temple University

REGISTRATION: Registered Architect: New Jersey and Delaware

AFFILIATIONS AND VOLUNTEER POSITIONS:
- Building/Grounds Committee, Delaware Valley Friends
- Long-Range Planning Committee, New Horizons School
- Past President & Treasurer, AIA Philadelphia
- Building Committee, Chestnut Hill Academy
- Greater Philadelphia Leadership Exchange
- Past President & Director, Center for Architecture

SELECTED EDUCATIONAL EXPERIENCE
- New Horizons Montessori School, Master Planning & New Building Design, Fort Washington, PA
- Sankofa Academy Charter School, Master Planning for New Campus, Chester County, PA
- Lincoln University, Expansion of Dickey Hall Academic Building, Lincoln University, PA
- Rosemont College, Connelly Hall Renovation / Expansion, Rosemont, PA
- Campus Master Plan, Stadium, Track & Field, Lincoln University, Lincoln University, PA
- Law School Renovations, Temple University, Philadelphia, PA
Lee P. Dore, Associate AIA, CSI, LEED™ AP

ASSIGNMENT ON THIS PROJECT:
Educational Facilities Planning and Referendum Specialist

EXPERTISE:
Facilities Assessment  Community Engagement and Consensus Building  Building Design
Feasibility Studies  Project Management

EXPERIENCE:
From D&W’s Vermont office, Lee has been the Principal and/or Project Manager for all of the firm’s Vermont and most of the western Massachusetts projects for the last 10 years. Lee understands the big picture and the issues, nuances and distractions confronting school leaders, and knows how various concerns and considerations influence thinking and decisions. Clients (mayors, city managers, headmasters, superintendents, school committees, boards and trustees) appreciate the value of his special skill in assisting them to identify needs, formulate strategies, and build consensus around practical and realistic solutions to reach agreement with stakeholders, mobilize project teams and unify various entities and interests in mission. Lee forged a path of mutual understanding and vision for school leaders and the board in Granby in developing a consolidation plan to co-locate its K-12 school population. For Minnechaug High School in Wilbraham, his seven years of support, determination and careful articulation for a renewal of its property led to a cost-effective solution and a unanimous decision to pursue a new construction project.

EDUCATION:
Bachelor of Science in Civil Engineering, University of Vermont

CERTIFICATIONS:
USGBC LEED Accredited Professional  Massachusetts Certified Public Purchasing Official

AFFILIATIONS:
American Institute of Architects, Associate Member
Council of Educational Facility Planners International
Construction Specifications Institute

SELECTED EDUCATIONAL / PLANNING EXPERIENCE:
• Charlotte Central - Master Plan, Options, Design and CA to Update Middle School, Charlotte, VT
• Granby Schools - Master Plan/Schematic Design to consolidate into K-12 Educational Ctr, Granby, MA
• Minnechaug Regional High School - Master Plan and new High School concept developed, Wilbraham, MA
• Georgetown Schools - Town-wide Master Plan, Georgetown, MA
• Pittsfield Schools - Educational program development and Feasibility Study for 2 High Schools, Pittsfield, MA
• Oxbow High School and Riverbend Career & Technical Center - Master Plan / Schematic Design, Bradford, VT
• Webster Schools - Master Plan and new Middle School, Webster, MA
• Ralph C. Mahar Regional School - 3-year phased expansion and athletic field improvements, Orange, MA
Thomas E. Hengelsberg, AIA, NCARB, LEED™ AP

ASSIGNMENT ON THIS PROJECT:
Educational Facilities Planning and Referendum Specialist

EXPERTISE:
Facilities Assessment  Feasibility Studies  Building Design
Consensus Building  Project Management

EXPERIENCE:
As an Educational Planning Specialist, Mr. Hengelsberg participates on the planning and design team. His responsibilities include the budget, schedule, and attending project-related meetings with the Owner. He ensures that communications and activities are executed in a timely and complete manner such that all project objectives are met.

EDUCATION:
Bachelor of Architecture, Syracuse University

CERTIFICATIONS:
USGBC LEED Accredited Professional
National Council of Architectural Registration Boards

AFFILIATIONS:
American Institute of Architects, Member

SELECTED EDUCATIONAL / PLANNING EXPERIENCE:
- Portsmouth Elementary Schools – Facilities needs study for City’s 3 elementary schools, Portsmouth, NH
- Hamilton-Wenham Regional School District – Comprehensive Facilities Assessment, Hamilton & Wenham, MA
- Granby Public Schools - Master Plan/Schematic Design to consolidate into K-12 Educational Ctr, Granby, MA
- Webster Park Avenue School – Feasibility Study & Schematic Design for the elementary school and possible grade reconfiguration, Webster, Massachusetts
- Greenfield High School – Feasibility Study/Schematic Design considering renovation and new construction options for the high school, Greenfield, Massachusetts
- Charlotte Central - Master Plan, development of options, design and CA to update K-8 School, Charlotte, VT
- St. James Episcopal School, Hagerstown, MD
- Massachusetts Bay Community College, Wellesley Hills, MA
Dore & Whittier continues a proud, four decades-long tradition of providing practical and responsive design solutions, skilled leadership, superior service, and outstanding performance to educational clients across New England and other northeastern states. When John Dore and Roland Whittier began working together in the mid-sixties, John’s “whatever it takes” approach to projects and client satisfaction took root and still governs the firm’s every move.

With offices in South Burlington, VT, and Newburyport, MA, D&W has completed master plans, feasibility studies, programming, grade configuration and consolidation analyses, and design projects of wide ranging scope and complexity for educational institutions in highly contrasting demographic and geographic regions throughout the Northeast. Thirty Master Plans completed in the last seven years have resulted in over $500 million in educational construction projects.

From rural communities to densely populated cities and suburban towns, D&W has gained a wide spectrum of experience and understanding of various drivers, missions, constraints, divisions, governance and passions that motivate, propel and, in contrast, limit institutional advancement. The firm’s professionals are equipped and always excited to process the uniqueness of each educational mission, physical assets, and business model, and, in collaborating with the Owner and the entire project team, to develop the right approach in achieving the Owner’s specific objectives.
The successful design of numerous educational facilities demonstrates the high level of expertise at Moore Engineering Company. Moore has served over 50 school districts — some of them for 20 years or more — and completed over 800 educational construction projects. Moore Engineering designs highly functional systems while staying in budget. Schools return to the firm because they can be sure they will receive excellent value from Moore’s services. Moore’s reputation for delivering quality systems with lasting value derives from hundreds of successful projects, each with unique requirements. The firm’s engineers can show how built-in system technology and controls can pay dividends in lower operating costs. Moore has helped many schools achieve that desirable balance between initial construction costs, operating expenses and future value. From energy management to facilities management, Moore Engineering brings decades of insight and expertise to the design process. Moore Engineering Company’s experience in designing data networks, video distribution, media retrieval, distance learning and voice communication systems keep clients’ facilities on the cutting-edge of educational technology.

Christopher Elnicki of Kimmel Bogrette has worked with Moore on numerous Pennsylvania K-12 projects, including one high school.

Pennsylvania High Schools - Partial List
- Blue Mountain High School
- Canton Area High School
- Cedar Crest High School
- Central Dauphin East High School
- Central Dauphin High School
- Area High School
- Coatesville Area Senior High School
- Conestoga Valley High School
- Council Rock North & South High Schools
- Downingtown East & West High Schools
- East Pennsboro high School
- Ephrata High School
- Forest Hill High School
- Garden Spot High School
- Glendale Junior/Senior High School
- Greencastle-Antrim High School
- JP McCaskey High School
- Kutztown Area High School
- Lampeter Strasburg High School
- Lebanon City High School
- Lehighton Junior High School
- Line Mountain High School
- Lower Dauphin High School
- Manheim Central High School
- Middletown Area High School
- New Oxford High School
- Norristown Area High School
- Northern Lebanon High School
- Penn Manor High School
- Pequea Valley High School
- Phoenixville Area High School
- Plymouth Whitemarsh High School
- Pottsgrove High School
- Red Lion High School
- Radnor High School
- Shanksville Stoneycreek High School
- Solanco High School District
- Spring-Ford High School
- Springfield High School
- Unionville High School
- Valley View High School
- Warwick High School
- West Chester East High School
- William Penn High School
Incorporated in 2000, Reuther+Bowen is a highly accomplished, talented and diverse structural engineering, design and construction services firm working with architects, owners, contractors. The firm’s collective portfolio includes building projects of all types and sizes — several receiving national or regional AIA Awards and other distinctions. Individual commissions we accept vary widely from small consulting efforts to projects that are large and complex. Some of the firm’s work has been featured by publications such as New York Construction, Modern Steel, and Engineering News Record. Reuther+Bowen’s project portfolio includes numerous K-12 schools, college and university buildings, hospitals and healthcare facilities, office buildings, commercial and retail, industrial, residential and other institutional facilities. In addition to architects, the firm’s professionals also consult directly to owners, contractors, fabricators and private developers to offer: detailing and building information modeling (BIM), Integrated Project Delivery (IPD) Methods, CM preconstruction/construction services, pre-engineered buildings, renovations/modifications, peer review and value engineering, structural integrity investigations/forensic studies, and insurance reports.

Kimmel Bogrette is currently working with Reuther+Bowen on an assisted-living development project in Chester County, PA.
Whether there is a need to develop a small urban school or large campus plan, ELA Group has the expertise to provide sound, yet creative planning. ELA’s experience can guide your school district through the development of a Master Plan achieving long range strategic goals or through the community approval process for immediate construction. Schools face the challenge of ever-changing technology and learning styles and a growing number of extracurricular activities and athletic programs. Now more than ever, flexibility, planned expansion and phased construction are critical to efficient use of land and resources. Considerations like shared community uses, integrating sustainability in the learning environment, minimizing pavement and stormwater runoff are often necessary to achieve the balance between aesthetics and functionality.

*Christopher Elnicki of Kimmel Bogrette has worked with ELA Group on numerous projects, including several projects for the City of Lancaster School District.*
Incorporated in 1983, Renald M. Corsi & Associates has reported steady growth as one of the nation’s largest food service design agencies in terms of volume specified as listed in Foodservice Equipment Specialist magazine. This growth and success in the food service industry can be attributed to the firm’s professional approach to food service design and attention to details throughout all project phases, from preliminary concept to project completion and operation. The firm’s past experience has included commercial and institutional food service clients of all types, including: k-12 schools, hospitals and healthcare, corporate and in-plant feeding, government and military facilities, colleges and universities, hotels and casinos, etc. The firm’s commitment to its clients is to provide innovative design solutions in meeting each project goal and objective in a timely, professional manner and within budget.

Christopher Elnicki of Kimmel Bogrette has worked with Renald Corsi & Associates on numerous Pennsylvania K-12 projects.
Experience: Lifelong Learning

Education Experience*: Kimmel Bogrette has a great depth of experience in the study, planning, design, renovation, and expansion of educational facilities.

- Northern York School District, PA, Feasibility Study, 10 schools
- Spring Grove School District, PA, Feasibility Study, 11 schools
- Cornwall Lebanon School District, PA, Additions and Alterations to High School, 160,000 sqft
- Cornwall Lebanon School District, PA, Additions and Alterations to Middle School, 80,000 sqft
- Lewisburg School District, PA, Additions and Alterations to Middle School, 55,000 sqft
- Armstrong County School District, PA, Additions and Alterations to Ford City Junior High / High School, 120,000 sqft
- Armstrong County School District, PA, Additions and Alterations to Kittanning Junior High / High School, 160,000 sqft
- Armstrong County School District, PA, Additions and Alterations to Elderton K-12, 140,000 sqft
- Shippensburg School District, PA, Additions and Alterations to Shippensburg Middle School, 110,000 sqft
- Gettysburg School District, PA, Gettysburg Middle School, 120,000 sqft
- Harrisburg School District, PA, Cost Estimate for New Harrisburg Middle School, 300,000 sqft
- Southern Lehigh School District, PA, Renovations to District Office, 10,000 sqft
- Armstrong County School District, PA, District-Wide Feasibility Study, 8 schools
- Benton School District, PA, Benton Elementary School, 80,000 sqft
- Arlington School District, PA, Additions and Alterations to Elementary School, 40,000 sqft
- Lehighton School District, PA, Additions and Alterations to Elementary School, 40,000 sqft
- Pocono Mountain School District, PA, Additions and Alterations to Junior High, 150,000 sqft
- Central Columbia School District, PA, New Elementary School, 150,000 sqft
- Prince George’s County BOE, MD, Replacement school Hyattsville Elementary, 100,000 sqft
- City of Lancaster School District, PA, Additions and Alterations to Washington Elementary School, 110,000 sqft

*The projects listed above represent the experience of Education Director Christopher Elnicki before joining Kimmel Bogrette.
Experience: Lifelong Learning (continued)

- City of Lancaster School District, PA, Additions and Alterations to Lafayette Elementary School, 100,000 sqft
- City of Lancaster School District, PA, Additions/Alterations to Wharton Elementary School, 60,000 sqft
- City of Lancaster School District, PA, Additions/Alterations to Ross Elementary School, 60,000 sqft
- City of Lancaster School District, District-wide Feasibility Study, 26 schools
- Kingsport BOE, TN, New John Adams Elementary, 100,000 sqft
- Ashland BOE, OR, Ashland Elementary School, 75,000 sqft
- Springford School District, PA, Evans Elementary School, 100,000 sqft
- Long Branch BOE, NJ, Long Branch High School, 300,000 sqft
- Long Branch BOE, NJ, Renovations to Long Branch Alternative School, 100,000 sqft
- Philadelphia School District, PA, Bache-Martin Elementary School, Electrical upgrades, 60,000 sqft
- Philadelphia School District, Overbrook Elementary School Electrical upgrades, 40,000 sqft
- Philadelphia School District, Bridesburg Elementary School Electrical upgrades, 50,000 sqft
- Philadelphia School District, Guion Bluford K-8 Additions and alterations, 110,000 sqft
- Phoenixville School District, PA, New Schuylkill Elementary, 100,000 sqft
- Philadelphia School District, PA, Construction Phase Hamilton Elementary School, Boiler Replacement, 45,000 sqft
- Philadelphia School District, PA, Schimmel Elementary School Boiler Replacement, 45,000 sqft
- Philadelphia School District, PA, Steele Elementary School Boiler Replacement, 45,000 sqft
- Capital School District, DE, Central Middle School, 150,000 sqft
- Red Clay School District, DE, HB DuPont Middle School, 80,000 sqft
- Red Clay School District, DE, Feasibility Study, 36 schools

*The projects listed above represent the experience of Education Director Christopher Elnicki before joining Kimmel Bogrette.*
Experience: Lifelong Learning (continued)

More Education Experience: Kimmel Bogrette has a great depth of experience in planning, design, renovation, and expansion of educational facilities.

- Sankofa Academy Charter School, New Campus, Chester County, PA
- New Horizons Montessori School, Ft. Washington, PA
- Tot Time Child Development Center, Bensalem, PA
- University of Delaware, Early Learning Center, Newark, NJ
- Valley Forge Christian College, Campus Life Center & Campus Green Plan, Phoenixville, PA
- Camden County College, Jefferson Hall Addition & Renovation, Blackwood, NJ
- Camden County College CICM Building Renovations, Blackwood Campus, Blackwood, NJ
- Camden County College, Joseph Papiano Building, Indoor Pool Fit-Out/Renovation Study, Blackwood, NJ
- The College of New Jersey Renovations to Decker & Cromwell Halls, Ewing, NJ
- Rutgers University, Lecture Hall Renovations, New Brunswick, NJ
- Rutgers University, Camden Campus, New Business School, Camden, NJ
- Cabrini College, New President’s House, Radnor, PA
- Franklin & Marshall College, Wohlsen House Admissions Building, Lancaster, PA
- Lincoln University, Renovation/Expansion to Student Union & Services Building, Lincoln University, PA
- Lincoln University, New Stadium and Athletics Facilities, Lincoln University, PA
- Lincoln University, Dickey Hall Academic Building Renovation/Expansion, Lincoln University, PA
- Lincoln University, Housing Renovation Study, Lincoln University, PA
- Rosemont College, Rosemont Center (Student Center & Dining), Rosemont, PA
- Rosemont College, Connelly Hall Renovation and Addition, Rosemont, PA
Experience: Lifelong Learning (continued)

• Renovation and Restoration of Rathalla Hall*, Rosemont College, Rosemont, PA
• Rosemont College, Kistler Library Renovation, Rosemont, PA
• Temple University, Field House, Ambler, PA
• Temple University, Football Training Facility, Philadelphia, PA
• Temple University Student Activity & Conference / Dining Center, Philadelphia, PA
• Temple University, Johnson-Hardwick Dining Renovation/Expansion, Philadelphia, PA
• Temple University, Anderson-Gladfelter Dining Hall, Philadelphia, PA
• Temple University, James E. Beasley School of Law, Philadelphia, PA
• Temple University, College of Science and Technology, Barton Hall, Philadelphia, PA
• Temple University, New Greenhouse, Ambler, PA
• University of Pennsylvania, Mixed-Use Development, Philadelphia, PA
• Villanova Student Apartments, Villanova, PA

Additional Children’s Learning Spaces
• Bethlehem Township Community Center, Bethlehem, PA
• Boy Scouts of America Chester County Council, Exton, PA
• Girl Scouts of S.E. PA, Whittemarsh Township, PA
• Haverford Community Recreation & Environmental Center, Havertown, PA
• Gill Memorial Library Expansion, Paulsboro, NJ
• Fellowship House Community Center for Children, Conshohocken, PA
• East Donegal Township, New Environmental Center, Marietta, PA
• Franklin Township Library, Franklinville, NJ
• Philadelphia Boys Choir, New Headquarters, Philadelphia, PA
• Jenkins Arboretum Visitor Center, Devon, PA
• Lake Naomi Community Center + “Kid’s Klub,” Pocono Pines, PA
• Manheim Township Library, Manheim, PA
• Pennypack Farm Environmental Education Center, Horsham, PA
• Ronald McDonald House Expansion*, Philadelphia, PA
• Wapiti Wilderness Retreat Center, Northeast, MD
• Whitsun Hall Arts and Education Center*, Camphill Soltane.

*Indicates projects performed by KBA+S principles or associates before joining our firm.