Request for Qualifications

State College Area School District
Architectural Design Services

Due: January 5, 2012
1. Cover Letter

2. Describe your firm’s process for Integrated Sustainable Design, comment on the factors involved in achieving LEED Silver or higher, and list specific examples of completed projects.

3. Provide specific details of your previous experience with referenda, an explanation of your philosophy, and your rationale for the strategies you would employ to increase the likelihood of a successful debt referendum in the State College Area School District.

4. Describe your anticipated process to translate the educational model and curriculum plans into a 21st Century High School design. In addition to delivering a schematic design based on your refinement of the district’s current educational specification, expected outcomes include a comprehensive communication and engagement plan, and a description of educational improvements offered by virtue of a High School project.

5. Outline of your firm’s personnel who might be expected to participate in this project, including their qualifications and experience.

6. List consultants, if any, that may be used for this project including their firm and number of projects they have completed in partnership with your firm.

7. Provide a listing of High School projects completed by your firm within the State of Pennsylvania. Highlight any specific features of these projects that you would consider relevant to this RFQ.
January 4, 2012

Ed Poprik, Director of Physical Plant
State College Area School District
131 West Nittany Avenue
State College, Pennsylvania 16801

RE: Request for Architectural Services

Dear Mr. Poprik:

USA Architects specializes in large K-12 projects for public school districts across the region. As a firm of 40 employees, we have the capacity and resources to apply to a project of this magnitude which requires both Pre-Referendum and Post-Referendum services. USA Architects is one of the few firms who have a successful record of a dozen school construction referenda by virtue of our extensive experience in New Jersey for the last 27 years, as well as an extensive educational design portfolio in Pennsylvania as well.

USA Architects hopes to be elevated, to move forward in the State College Area School District’s selection process, based on the following points:

- **REFERENDA** - USA Architects has been responsible twelve (12) very successful referenda for public school projects that total over $140,000,000.00. A great design is never built if it does not pass referendum.
- **SENIOR STAFF** - USA Architects project team is lead by two (2) partners of the firm in the programming, design and management of the project with a combined experience totaling sixty (60) years. This core group also includes a Project Manager and Educational Specialist with forty-two (42) years of experience in facilities for K-12 projects.
- **SUSTAINABLE DESIGN/LEED** - USA Architects has three (3) completed K-12 projects that have been certified as LEED Silver, Gold and Platinum. The Platinum certification was the very first of its kind awarded to a public school in New Jersey.
- **HIGH SCHOOL PROJECTS** - USA Architects has completed major renovations and additions to six (6) high schools in Pennsylvania that total over $150,000,000.
- **COMMUNITY INVOLVEMENT** - USA Architects will play a dynamic role in leading the State College Area School District (SCASD) through the process of engaging the Stakeholders within the School District and the various elements of the Community to actually “craft” as well as support a successful referendum.
- **STRATEGIC TEAMING RELATIONSHIPS** - USA has teamed with Brinjac Engineering a large multi-disciplined Harrisburg-based firm, with whom we have we have a 15-year relationship working on over 25 educational projects, as well as local firm ELA Group. All Team members have an exceptional working relationship with the PlanCon Office of the PDE, have completed numerous projects, and know how to conduct such services in concert with the PlanCon requirements to maximise reimbursement from the State.

USA Architects will work with all the stakeholders in the community, incorporating member’s ideas into the programming and Pre-Referendum (Schematic Design) phase of the project. We will enthusiastically lead workshop sessions with residents and neighborhood groups utilizing 3D images and computer graphics to convey the design ideas to interested parties in the community. In the end, the input of all parties will increase support for the project, necessary to pass the referendum. USA clearly understands if the Pre-Referendum Phase of the Project is not a success there is no project!

USA Architects’ team also includes the Communication Solutions Group (CSG) of Jenkintown, PA. CSG is the Communications Consultant who played a key role in the success of the only referendum ever passed in Pennsylvania. CSG’s experience, including its knowledge of the legislative parameters affecting the way communication must take place, will help assure the SCASD of getting the “Yes Vote Out” for a successful referendum.

The more successful projects are those that are a true collaboration between the Owner and the Architect. You have my commitment as Principal-in-Charge to dedicate a team that can deliver the service and design talent that will lead you through the process toward a successful referendum and ultimately the project(s) that stem from it. Please feel free to call me if you have any questions about our proposal. I look forward to the next step in the decision making process.

Respectfully Submitted,

Armand T. Christopher, AIA / Principal-in-Charge

1 south 3rd street, 7th floor
easton, pa 18042
t 610.559.6000 f 610.559.2174

Armand T. Christopher, AIA / Principal-in-Charge

610-559-6000 achristopher@usaarchitects.com
2. Describe your firm’s process for Integrated Sustainable Design, comment on the factors involved in achieving LEED Silver or higher, and list specific examples of completed projects.

Green building practices can substantially reduce or eliminate negative environmental impacts and improve existing unsustainable design, construction and operational practices. As an added benefit, implementing green design changes, reduces operating costs, enhances building marketability, increases worker productivity, and reduces potential liability resulting from indoor air quality problems.

At USA Architects, standard business practice includes strong consideration to sustainable design concepts that increase building performance. During a project, we consider all factors that will create healthy, efficient buildings, which leave a smaller mark on the environment. These factors include proper orientation to the sun, consideration for light control, energy star equipment, specifying regional and low-emitting materials, low-flow fixtures, meet or exceed minimum energy requirements, and stormwater and soil erosion regulations. These standards are implemented, if possible, on all projects, regardless if the building is aiming for LEED® certification.

USA has four in-house LEED® Accredited Professionals who are involved in projects from conception to completion, from the Proposal through until LEED® certification is received. Some of their tasks through the process are as follows: Evaluating new projects for LEED® rating status, identifying potential funding grants and opportunities, cost analysis for various certification levels, making design recommendations in order to achieve the determined points, coordinating with the entire design team (including consultants and the client) on executing those recommendations, communicating with USGBC on credit interpretations, managing contractors to ensure they complete the tasks required to achieve certification, coordination with Commissioning Agents, and finally, completing and submitting the LEED® Credit Templates. The role of the LEED® AP is vital to the success of any LEED® project.

Act 34 of 1973 determines the maximum building construction cost as well as the aggregate building expenditure standard based on the school building capacity. The school building capacity can be derived from a limited set of capacity-generating educational spaces. USA has successfully designed sustainable buildings that maximize capacity-generating spaces, and minimize others, keeping the costs below the maximum building expenditure standard. This ability is important, as seeking LEED Silver Certification, or higher, adds costs to the project. USA also lays emphasis on seeking the most cost-effective LEED credits to minimize costs.

While each project is located in very different environments, a general practice of utilizing high recycled content, low-emitting building materials, energy efficient light fixtures, and daylight harvesting allows us to achieve LEED® certified ratings with relative ease. In addition, implementing innovative ways of reducing water use and recycling gray water for irrigation and waste removal enhances the sustainable design characteristics of the project.

Minimally LEED® guidelines are utilized as a tool to design buildings in order to assure energy efficiency and adhere to sound sustainable practices. Our current data has determined that LEED® certification is achievable at very little, if not at any additional cost. Silver status is costing an additional 3 to 5% while gold and platinum can cost upwards of 15%.

Higher level certifications result in more energy efficient buildings that reduce operating costs over the life cycle of the building. Once a conceptual design has been established, USA’s LEED® APs and the project design team (including engineers, commission agent, construction manager and owner, etc.) will meet to review the LEED® guidelines as it applies to the project. There are some unique opportunities to explore with technologies such as green roofs, solar and geothermal power, and gray water irrigation and septic designs. Based on an initial LEED® meeting along with our compilation of funding opportunities, USA will implement the appropriate LEED® process for the duration of your project(s).
1. **Efficient Landscaping**
The property is able to reduce water use for irrigation by planting indigenous plant species native to the region.

2. **Recycling**
The facility was built with an emphasis on both local and recycled materials.

3. **Low-Emitting Materials**
Using paint and flooring systems that don’t emit toxic gases and using ceiling tiles with non-toxic materials improves air quality in the classroom and throughout the school to keep students and faculty healthier.

4. **Reducing Water Usage**
Dual-flush toilet valves, low-flow faucets, and waterless urinals are just some of the ways water usage is minimized.

5. **Superior Indoor Air Quality**
The school features energy efficient lighting, to save energy and enhance learning conditions; ventilation systems that provide constant supply of fresh air to increase productivity and keep students more alert; and clerestory windows to allow daylight to stream in, reducing energy costs.

6. **Joint-Use Facility**
The multi-purpose, cafeteria, performing arts/music rooms and soccer field are used for non-school events and functions. By making school spaces available for use by the larger community, the need for additional facilities goes down; saving costs community-wide and decreasing the environmental impact on the community as a whole.

7. **Alternative Transportation**
A bicycle storage area and showers have been provided. There are preferred parking spaces for low emitting and fuel efficient vehicles. Bike racks, safe bike paths and sidewalks encourage an active lifestyle and decrease emissions.

8. **Storm Water Management**
A retention and infiltration basin are used to manage storm water runoff. The goal is to control erosion and to minimize the possible pollution of natural water flows.

9. **Geothermal Energy Technology**
The Ground Source Heat Pump system uses the Earth’s thermal mass to naturally heat or cool the temperature of the water used for heating and cooling the entire building.

10. **Cool Roof**
The entire roof is made of high reflectance materials to reduce the amount of heat absorption on the site.

11. **School as a Teaching Tool**
The building is a living textbook as students will monitor and analyze building systems as part of their learning process.
3. **Provide specific details of your previous experience with referenda, an explanation of your philosophy, and your rationale for the strategies you would employ to increase the likelihood of a successful debt referendum in the State College Area School District.**

**BACKGROUND**

It's only been since the enactment of Act 1 in 2006 that School Boards in Pennsylvania are required to get Voter Approval through a Referendum if taxes needed to be raised above the yearly index. Moreover, since June 30, 2011, passage of the State Budget and the accompanying legislation of Act 25 eliminated a variety of exceptions making it necessary for essentially any School Construction Project (other than maybe small maintenance projects) to be approved by the voters in order to raise the money through the sale of bonds. To date, only one successful bond referendum was passed in Pennsylvania, and that was Upper Dublin, back in 2008. However, USA Architects, which has an office in New Jersey, is a veteran of a dozen successful School Construction Referenda Campaigns in that State alone.

**COMMUNICATION IS INTEGRAL TO THE PROCESS**

As your Architect of Record, USA Architects is fully capable, and well experienced in leading the State College Area School District (SCASD) through the process of engaging the Stakeholders within the School District and the various elements of the Community to actually “craft” as well as support a successful referendum. To further our own expertise, we have teamed with the Communication Solutions Group (CSG) Inc. of Jenkintown, PA. CSG is the Communications Consultant who played a key role in the success of the only referendum ever passed in Pennsylvania. CSG’s experience, including its knowledge of the legislative parameters affecting the way communication must take place in order to remain appropriate (legal), coupled with USA’s experience (from the Architect’s role) will assure the SCASD with the very best possibility of getting the “Yes Vote Out” for a successful referendum. (For more on the strategies and experience of Communication Solutions Group, see Section 6 of this proposal).

The RFP indicates that the School District is already thinking about how to bring the community into the process through “Multiple Citizens’ Advisory Committees. We applaud the intention of including groups such as Facilities, Athletics, Finance, Safety and Technology. We can offer a lot of advice on how to engage not only people with children or other obvious connections to the school district, but others as well. These folks should not be told what the school district needs, but should be asked to review the information assembled by our Team in order to determine what projects they think should be a part of the referendum. Actually crafting the referendum is key to them owning the outcome…then with additional assistance from the A/E/Communications team these community leaders can go out and identify and convince like-minded people to become yes voters. Additionally members of the community without a direct interest in the schools, such as real estate professionals could talk about why good schools increase property value, are good for the local economy, and benefit all members of the community.

The expansive area of 151 square miles, and 14 schools within the SCASD makes it obvious that meeting with multiple groups, usually at night in a variety of communities within the District, to primarily “craft” and secondarily “sell” the referendum is going to be a magnanimous job. In this regard, at least two Partners and two Senior Managers of USA, and two Communications Specialists from CSG will strive to participate at these meetings. This presence, participation and committment (of six experts) will make a significant impact upon the Participant population; and likely produce the desired results with the Voting population the first time around.

Again, USA has worked with numerous Ad-Hoc Citizen Committees within numerous NJ School Districts, representing a variety of circumstances and demographics to assist them in the passage of their referendum. See the listing at end of this section.
3. [Continued]...

**Strategy Outline:**

**Preliminary Planning**
- Start early
- Resolve demographic / enrollment issues
- Determine an accurate building needs assessment
- Help organize and mobilize the various groups identified in the RFP into one or more diverse citizens’ committee(s).
- Conduct a thorough study and survey the community
- Acknowledge “political realities”
- Provide “something for everyone”
- Ensure we meet State Educational and Code requirements

**Organizing the Campaign**
- Establish organizational structure to control and monitor an “informational campaign”
- Encourage volunteerism, “vote yes”
- Energize school / parent / teacher / community groups
- Cover all bases (fundraising, advertising, voter registration, voter-participation, etc.)

**Implementing the Campaign**
- Communicate the “problems”
- Ensure widespread recognition of the “problems” allow the community to create the “solution”
- Analyze the district’s voting history
- Consider how financial information will be presented
- Set a time frame for the campaign
- Schedule referendum to coincide with another school event to maximize the votes of parents

**Getting the Vote Out**
Crafting and Marketing the referendum is a collaborative process involving the:
- Board of Education
- Architect
- Administration
- Communications Consultant
- Various Citizen Committees
- Financial Advisors
- Construction Manager
- Bond Counsel

Together, we help generate public interest and participation to identify and confirm the District’s needs, evaluate alternative solutions, discuss and determine budget costs and poll the community at large.

Then we market the concept through an Outreach Program. Knowledge is power, and an informed community is more likely to vote yes to a “cause” that they believe in, supported by all the information needed to make an informed decision.

More in-depth marketing strategies such as video presentations, informational handouts/brochures, graphic presentations, lawn signs, 3-d imagery, and even advertising on cable channels and websites can be provided if desired. The SCASD should rest assured that Team USA can advise the Board on all of the issues involved with the subject of the referendum and will work cooperatively to facilitate the activities of CSG as a sub-consultant who specializes in these types of communications.

**Lessons Learned**
- Provide the facts
- Offer a fair and balanced response to both “pro” and “con” arguments
- School Board Directors should express their personal opinions, but differentiate between those opinions as a school official, and as a citizen
- Do not use school facilities, resources or funds to advocate positions in favor of the proposal
- Acknowledge the public’s perception of realistic budget
- Remain focused on realistic goals
- Control the “wish list” to avoid “cost creep”
- Stimulate community participation
- Allow enough time for public acceptance
Randolph
$24.7 M

Atlantic Highlands
$6.5 M

Stanhope
$6.4 M

No. Hunterdon
$12.5 M

West Amwell
$2.5 M

Ocean Twp
$22.0 M

Montville Twp
$22.5 M

Fair Haven
$4.9 M

Red Bank
$11.4 M

Edison Twp
$12.2 M

Hazlet
$7.2 M

Florham Park
$14.5 M

30% – 40% in state aid obtained

successful referendums
4. Describe your anticipated process to translate the educational model and curriculum plans into a 21st Century High School design. In addition to delivering a schematic design based on your refinement of the district’s current educational specification, expected outcomes include a comprehensive communication and engagement plan, and a description of educational improvements offered by virtue of a High School project.

Modern teaching philosophies are often in direct conflict with existing school buildings and in some cases, with new ones that are currently being implemented utilizing the same old school model. The traditional model of education as we know it now hasn’t changed much since it’s inception in the 19th Century; A teacher standing at the front of a classroom lecturing to a group of students. The traditional model is characterized by the following key points:

1. Focused on the memorization of discrete facts,
2. Passive learning
3. Teacher centered
4. Fragmented Curriculum
5. Literacy is gauged by the 3 R’s – Reading, Writing and Math
6. Driven by standardized testing

The design of the contemporary classroom over the past 40 years reflects as much; a rectangular room with a podium and writing surface at the front of the room with student desks facing the front and modern technology shoe horned into all available spaces. This model of design does little to address the changes in teaching philosophy and technology that have taken place over the last 40 years.

Differentiation has started to turn these traditional ideas on their heads by stating that individual students have different modes of learning. Incorporation of these diverse modes of learning within the existing structure of learning is difficult however. More recently, with the studies of people like Sugata Mitra, we have learned that in addition to having multiple modes of learning students also learn much better in groups, often times with little instruction from teachers. Additionally, with the ubiquitous nature of high-speed internet and wireless data connections, learning no longer has to be confined to the classroom. Any space that can access the internet is now potentially a space for learning as long as the students have a way of accessing it.

What is 21st Century Curriculum?

Twenty-first century curriculum has certain critical attributes. It is interdisciplinary, project-based, and research-driven. It is connected to the community – local, state, national and global. Sometimes students are collaborating with people around the world. The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple literacies of the 21st century; and authentic assessments. Key attributes of the 21st Century curriculum would include:

1. The classroom is expanded to include the greater community.
2. Students are self-directed, and work both independently and interdependently.
3. The curriculum and instruction are designed to challenge all students, and provides for differentiation.
4. The curriculum is not textbook-driven or fragmented, but is thematic, project-based and integrated.
5. Skills and content are not taught as an end in themselves, but students learn them through their research and application in their projects.
6. Textbooks, if they have them, are just one of many resources.

Designing the 21st Century School

There is no “one size fits all”, or “one style fits all” blueprint. Each school should be designed with the students and the goals of the school and community in mind. Some basic things to be considered:

1. Stay away from the traditional design which has students isolated in small classrooms. Those school facilities were designed for the emerging industrial age of the 19th century, and were based on a factory model.
4. [Continued]...

2. Provide spaces needed by students and teachers as they conduct their investigations and implement their projects.

3. Provide spaces for large groups, small groups and for independent work.

4. Provide places where the parents and community can gather to watch student performances as well as a place where they can meet for discussions.

5. There should be full access to technology.

The challenge of designing a 21st century school is often difficult to define and harder to implement without a clear understanding of the intended curriculum. Modern pedagogies are in direct conflict with the ones we are currently implementing. How many of these newer ideas are incorporated should be determined by the district itself but the spaces that are created should support those decisions directly. The curriculum as well as the building should be designed to transition from one philosophy to another. Each solution will be different however, based upon the needs of a given client. To that end it is imperative that the architect and curriculum designers work closely to incorporate all of these modern systems into a beautiful and functioning product that facilitates the learning process.

By directly interacting with the administration, faculty, and students USA Architects will assess the needs of the educational community at large. The incorporation of the faculty and students in the process is of particular importance because they will ultimately be the end users of the building. Through a series of design charettes the new spaces for learning and the technology that should be incorporated into them can be designed. Once the basic building blocks have been designed the building can be organized according to the needs of the district accounting for possible expansion on the allotted site. Green technology will also be woven into the fabric of the building to make optimal use of the systems.
5. Outline of your firm’s personnel who might be expected to participate in this project, including their qualifications and experience.

Armand T. Christopher, Jr., AIA
Principal-in-Charge

Paul R. Swartz, AIA, PP
Principal / Architectural Lead in Programming and Design

James Petro, AIA
Project Manager / Educational Specialist

James Kavanaugh, AIA
Educational Specialist

Joy Cohen, AIA
Project Architect / Code Official

Severine Rennie, LEED®AP, BD+C
Sustainable Design Specialist

Mitchell Miller, AIA, CCS, CSI, MAI
Specifications Writer

Ray Boyce
Construction Administration

The Communication Solutions Group
referendum specialist
Armand Christopher, AIA is a Principal and Director of Technical Services. For this commission Mr. Christopher will serve as Principal-in-Charge. With 30 years of architectural experience, Mr. Christopher has had extensive involvement in all aspects of the architectural process from site selection through design documentation and construction administration. His knowledge of the public sector, i.e., education, military, government, justice, makes him our “resident expert”.

**PROJECT RESPONSIBILITY:**
As the Principal-in-Charge Armand’s chief responsibilities will be:
- key communicator and project facilitator
- oversee all contractual negotiations
- coordinate regular communication with the project managers and key stakeholders
- conduct public presentations
- coordination of the in-house design team

**RELEVANT EXPERIENCE:**
- Professional, PA Licensed Architect for the 30 years
- Expertise in Educational design that includes:
  - William Allen High School Allentown, PA
  - Louis E. Dieruff High School, Allentown, PA
  - Overbrook High School, Philadelphia, PA
  - Thomas Edison High School, Philadelphia, PA
  - Girard Academic Music Program, Philadelphia, PA
  - Benjamin Rush Creative and Performing Arts Academy, Philadelphia, PA
  - Fred J. Jaindl Elementary School, Breinigsville, PA
  - Architect of Record: Allentown, PA School District and Philadelphia School District
- Principal-in-Charge of these LEED Certified Schools:
  - William Allen High School 9th Grade Annex Addition: LEED Gold
  - Fred J. Jaindl Elementary School: LEED Silver

**ARCHITECTS PLANNERS + INTERIOR DESIGNERS**

Armand T. Christopher, Jr., AIA
Principal-in-Charge

Paul R. Swartz, AIA, PP
Principal / Architectural Lead in Programming and Design

James Petro, AIA
Project Manager / Educational Specialist

Joy Cohen, AIA
Project Architect / Code Official

Severine Rennie, LEED®AP, BD+C
Sustainable Design Specialist

Mitchell Miller, AIA, CCS, CSI, MAI
Specifications Writer

Ray Boyce
Construction Administration

**THE COMMUNICATION SOLUTIONS GROUP**

referendum specialist
KEY TEAM ROLE:
As co-founder of USA Architects, Paul Swartz, AIA offers an impressive body of work that substantiates his role as Architectural Lead Designer. He has been involved with the majority of the firm’s major design projects, several of them award-winning. With over 30 successfully completed K-12 projects, educational design is a highlight of Paul’s portfolio.

PROJECT RESPONSIBILITY:
As the Principal Designer Paul’s chief responsibilities will be:
- lead design charrette
- provide design and alternatives if appropriate
- conduct public presentations
- coordination of the in-house design team
- work in tandem with the senior project manager on contract negotiations, budget, and schedule

RELEVANT EXPERIENCE:
- Professional, PA Licensed Architect for the 36 years
- Principal Designer for LEED Certified Schools:
  - Center for Lifelong Learning: LEED Platinum
  - William Allen High School 9th Grade Annex Addition: LEED Gold
  - Fred J. Jaindl Elementary School: LEED Silver
- Featured speaker at the Middlesex County Showroom of Environmental Technology where he showcased the Center For Lifelong Learning - a registered LEED Platinum facility
- Expertise in K-12 educational design that includes:
  - William Allen High School, Allentown, PA
  - Louis E. Dieruff High School, Allentown, PA
  - Giarard Academic Music Program, Philadelphia, PA
  - Benjamin Rush Creative and Performing Arts High School, Philadelphia, PA
  - Overbrook High School, Philadelphia, PA
  - William Sayre High School, Philadelphia, PA
  - Fred J. Jaindl Elementary School, Breinigsville, PA
  - Reading School District, Reading PA
  - Union County Vo-Tech Schools, Scotch Plains, NJ
  - Daylight/Twilight High School, Trenton, NJ
  - Vineland Pre-k-5 Demonstration School, Vineland, NJ
  - Center for Lifelong Learning, Piscataway, NJ
KEY TEAM ROLE:
Jim Petro, AIA will be this project’s Project Manager and Educational Specialist. Jim has 29 years of professional architectural experience. He employs an aggressive and efficient management process so his projects are meticulously documented, and very well organized, with a focus on clear communication between all trades.

PROJECT RESPONSIBILITY:
As Project Manager, Jim’s chief project responsibilities are:
- work in tandem with the Principal-in-Charge
- fully understand and communicate client expectations
- technical team leader for all trade disciplines
- establish objectives, deliverables, and milestones dates
- key facilitator in navigating the project scope
- ensure resources are provided to support the project requirements
- maintain project scope, budget and schedule
- meet regularly with the design team and maintain a high level of communication
- meet as appropriate with client and key stakeholders on project progress
- conduct public presentations

RELEVANT EXPERIENCE:
- Licensed Pennsylvania Architect for 25 years
- Expertise in Educational design that includes:
  - Benjamin Rush Creative and Performing Arts Academy, Philadelphia, PA
  - Overbrook High School, Philadelphia, PA
  - William Sayre High School, of Philadelphia, PA
  - William Allen High School, 9th Grade Annex, Allentown, PA
  - Louis E. Dieruff High School, 9th Grade Annex, Allentown, PA
  - Architect of Record, Philadelphia School District
  - Architect of Record for the Allentown School District, Allentown, PA
  - Daylight/Twilight High School, Trenton, NJ
KEY TEAM ROLE:
Mr. James Kavanaugh, AIA is a Philadelphia based architect and Principal of studio591. He has 15 years of educational architectural experience in Pennsylvania and New Jersey that includes an intimate knowledge of PlanCon and Educational Referenda.

PROJECT RESPONSIBILITY:
As the Educational Specialist, Mr. Kavanagh’s chief responsibilities will be:

- working in tandem with the project manager in updating the Districts Wide Facilities Master Plan
- liaison with the Citizen’s Advisory Committees and USA
- escalate approvals and delivery of time-sensitive materials
- facilitor at public presentations / meetings

RELEVANT EXPERIENCE:

- Licensed Pennsylvania Architect
- Project Management Expertise with approximately $300M of Educational facility design that includes:
  - William Allen High School, Allentown, PA
  - Samuel Fels High School, Philadelphia, PA
  - Central York High School, Central York, PA
  - Twin Valley Elementary Center, Elverson, PA
  - Fred J. Jaindl Elementary School, Breinigsville, PA
  - Upper Providence Elementary School, Royersford, PA
  - Evans Elementary School, Limerick, PA
  - 5-7 Intermediate School, Royersford, PA
  - 9th Grade Center, Limerick, PA
  - Northwood Academy Charter School, Philadelphia, PA
  - Chesterbrook Academy, Collegeville, PA
  - Chesterbrook Academy, Broomall, PA
  - Renaissance Academy, Phoenixville, PA
  - Long Range Facilities Plans for School Districts in New Jersey that include Perth Amboy, Camden, New Brunswick and West New York
KEY TEAM ROLE:
Ms. Joy Cohen, AIA has 27 years of experience as an architect, specializing in developing design and construction documents and code review for educational clients. She is a member of NCARB and a Certified Document Technologist.

PROJECT RESPONSIBILITY:
As Project Architect / Code Official Joy’s chief responsibilities will be:
- programming, schematic and design development
- interviews department heads
- field verifies conditions and dimensions of existing and/or to be constructed space
- provide design alternatives if appropriate
- develops construction documents
- conduct public presentations
- code interpretation
- early review of documentation through construction documents to prevent change orders
- liason with local, and state construction code inspectors
- wherever possible expedites approval process

RELEVANT EXPERIENCE:
- Professional, PA Licensed Architect for the last 27 years
- Expertise in K-12 Educational Design that includes:
  - Girard Academic Music Program, Philadelphia, PA
  - Benjamin Rush Creative and Performing Arts Academy, Philadelphia, PA
  - William Sayre High School, Philadelphia, PA
  - William Allen High School 9th Grade Annex, Allentown, PA
  - Architect of Record for the Allentown School District, Allentown, PA
  - Fred J. Jaindl Elementary School, Breinigsville, PA
  - Daylight/Twilight High School, Trenton, NJ
- Code Official for LEED Certified Schools:
  - William Allen High School 9th Grade Annex Addition: **LEED Gold**
  - Fred J. Jaindl Elementary School: **LEED Silver**
As a LEED Accredited Professional, Ms. Severine Rennie, LEED AP has proficient knowledge in sustainable development practices principles and the LEED certification process for advanced performance building/development through design and construction with an understanding of building systems and materials. As a project designer she creates, maintains, and communicates project management information, reviews designs to assess compliance with customer requirements, building codes and applicable regulations. She is also well versed in BIM 3D-modeling software and has an expert eye for design and a meticulous sense of detail.

As the Project Designer, Severine’s chief responsibilities will be:
- work closely with the project manager/project architect in developing project design
- developing LEED design elements and LEED checklist
- coordination with all consulting disciplines
- attending weekly meetings
- preparing meeting minutes
- producing architectural renderings

LEED Accredited Professional
- Expertise in Educational design that includes:
  - William Allen High School, Allentown, PA
  - Louis E. Dieruff High School, Allentown, PA
  - Union County Vo-Tech Academy of Allied Health
  - Architect of Record for the Allentown School District, Allentown, PA
  - Fred J. Jaindl Elementary School, Breinigsville, PA
  - Shippensburg University Huber Arts Center, Shippensburg, NJ
  - Temple University Science Education Research Building, Philadelphia, PA
- LEED AP responsible for LEED Certified Schools:
  - William Allen High School 9th Grade Annex Addition: LEED Gold
  - Center for Lifelong Learning: LEED Platinum
KEY TEAM ROLE:  
Mr. Mitch Miller, AIA has over 30 years experience as a planner, designer and project manager for a wide array of projects that include healthcare, post-secondary education, corporate, municipal, transportation, religious and senior housing. Known for his expertise in writing technical specifications, Mr. Miller is the Vice President Professional for the Mid-Atlantic Region at Construction Specifications Institute. He is also a Certified Construction Specifier, Construction Document Technologist and MasterFormat Accredited Instructor.

PROJECT RESPONSIBILITY:
As Specifications Writer, Mitch’s chief responsibilities will be:
- writing technical documents and specifications
- coordinates “front-end” general bidding requirements
- quality assurance / quality control which includes review of all project requirements and review of construction documents against established “quality control checklist”

RELEVANT EXPERIENCE:
- Professional, Licensed Architect for the last 38 years
- Expertise in K-12 Educational Design that includes:
  - Girard Academic Music Program, Philadelphia, PA
  - Benjamin Rush Creative and Performing Arts Academy, Philadelphia, PA
  - William Allen High School, Allentown, PA
  - Louis E. Dieruff High School, Allentown, PA
  - Overbrook High School, Philadelphia, PA
  - Thomas Edison High School, Philadelphia, PA
  - Fred J. Jaiindl Elementary School, Breinigsville, PA
  - Union County Vo-Tech Schools, Scotch Plains, NJ
  - Daylight/Twilight High School, Trenton, NJ
  - Center for Lifelong Learning, Piscataway, NJ
KEY TEAM ROLE:
Mr. Ray Boyce, CDT has experience in all aspects of construction management with an emphasis on value engineering, construction inspection, cost estimating and scheduling. His experience is deeply rooted in the administration of educational projects.

PROJECT RESPONSIBILITY:
As Construction Administrator Ray’s chief responsibilities will be:

- logging submittals, RFI’s, payment applications and shop drawings
- conducts field observations
- documents and circulates timely field reports
- oversees coordination of construction project, administrative, client, and team communication
- makes recommendations to the client regarding RFI’s, drawing revisions, and change orders
- establishes delivery, installation and move-in schedules
- prepares punch lists, assists with final move-in and project close-out.

RELEVANT EXPERIENCE:

- 15 Years of experience in Construction, Building and Codes
- Expertise in K-12 Educational Design that includes:
  - William Allen High School 9th Grade Annex, Allentown, PA
  - Louis E. Dieruff High School, Allentown, PA
  - Architect of Record for the Allentown School District, Allentown, PA
  - Warren Township Board of Education, Warren, NJ
  - North Hunterdon-Voorhees Regional District, North Hunterdon, NJ
  - Morris School District, Morris Plains, NJ
6. **List consultants, if any, that may be used for this project including their firm and number of projects they have completed in partnership with your firm.**

Although USA Architects is comprised of 40 employees which includes 13 licensed architects, five of whom are principals, each with over 25 years of architectural experience, the firm made a strategic decision years ago to provide only architectural services. Therefore, we retain engineering firms specific to the project type, which allows us to select firms who have proven to be outstanding in their respective disciplines.

**BRINJAC ENGINEERING**

Since each project is unique and different, requiring specific areas of expertise, we select consultants on a project-by-project basis. In the case of this project, Brinjac Engineering – a large multi-disciplined firm with an office in Harrisburg – has all the disciplines inhouse to effectively and efficiently orchestrate all engineering services. **Brinjac Engineering and USA Architects have collaboratively designed over 60 projects which includes over 25 school facilities over the last 15 years.** They will be primarily responsible for structural, mechanical, electrical, plumbing, and information technology.

In addition, we have included a local engineering firm – ELA Group – with whom we have collaborated with on other proposals. They will provide site / civil engineering and landscape architecture. Should the need arise, Brinjac Engineering can also supplement ELAs services with whom we are equally confident in these specific areas of expertise.

**The Communication Solutions Group**

Based in Jenkintown, PA, the Communication Solutions Communication Solutions has had the privilege of providing strategic communication and public relations support to 47 school districts throughout Pennsylvania. They are well-versed on Act 1, referendum, No Child Left Behind, PSERS and the many other issues and obligations that challenge the financial operations of Pennsylvania school districts. President, Leza Raffel, has conducted workshops on Communication Strategies and Referendum for the Pennsylvania School Boards Association and the Pennsylvania Association of School Business Officials.

Their team is comprised of former education reporters, regional planners, marketing strategists, public relations pros and graphic designers who helped the School District of Upper Dublin win a stand-alone referendum for its new high school by producing a video on the dire need for the new building, developing a series of informational newsletters, promoting community meetings, and providing public relations support in area media outlets. Upper Dublin’s victory at the polls was the **first winning stand-alone referendum by a school district in Pennsylvania.**

Communication Solutions’ philosophy regarding referendum communications is well-defined: every school district is composed of distinct stakeholders and that messages and communication approaches need to be tailored to each stakeholder group. The best way to reach parents, for example, is quite different from the best way to reach senior citizens. Their communication outreach services, therefore, are extensive and involve:

- Selection and training of spokespeople by stakeholder target
- Social media campaigns and outreach
- Targeted direct mail and newsletter creation
- Development of web content
- Media relations and interview coordination
- Promotion and coordination of public outreach meetings
- Creation and promotion of a speakers bureau to speak at rotaries, senior centers, chamber of commerce meetings and schools
- Awareness building advertising, posters and signage
- Targeted informational display advertising
- Video production to provide viewers with a visual sense of why the construction project is essential.
- Community feedback surveys and focus groups

Understanding that no two school districts are alike, Communication Solutions’ community outreach strategies are highly customized to the needs of each school district based on an assessment of demographic make-up. (www.comsolutions.com)

Although USA Architects has not worked with either firm, they come highly recommended and are familiar to the firm through networking and participating at educational conferences, workshops and other mutual pursuits of business opportunities.
7. Provide a listing of High School projects completed by your firm within the State of Pennsylvania. Highlight any specific features of these projects that you would consider relevant to this RFQ.
1. The School District's new "team-based" educational curriculum - The educational spaces were designed into "pods", housing 120 students into three general classrooms and a science laboratory. The science laboratory is flexible space serving as a lab, as well as lecture/classroom space. The new facility consists of eight pods with Faculty Workrooms being shared between pairs of pods. Additionally, two Special Education classrooms, as well as two additional classrooms serve the Reading 180 program and other specialized programs where students from different teams meet.

2. Security – Since there are two entrances, on two different city streets, each had to be strategically planned given its primary access to specific functions of the building. The main entrance was designed with a security office for staff to verify students entering the facility. This entrance leads directly to the main interconnecting stair which is open at all levels of the facility. Each floor level has an administrative office which has visual control of the stair and elevator. The Main Administration Area contains the Assistant Principal's Office, a Conference Room, Counseling Office and the Health Suite. This provides spaces for visitors only and eliminates the need for anyone other than staff and students to be in the corridors or other spaces.

3. Community-Use Space – A second entrance accesses a portion of the building that is available to the Community, primarily the Cafeteria, situated adjacent to the main entrance. With the use of overhead coiling gates, access to other areas of the school is prevented.

4. Limited Site Area And Zoning Ordinance Requirements – Given that this is an urban school district with limited site area and a zoning ordinance requiring onsite parking, an underground parking garage with card access control system was incorporated. Access from the parking area is separate from the student entrance to ensure faculty security.

The William Allen Ninth Grade Academy is the 2nd school in the district to attain LEED Gold certification. In order to achieve Gold status, the building was modeled to use 29.4% less energy than comparable buildings, and included the following elements as part of its design/construction:

- Green roof system to reduce the urban heat island effect, help filter stormwater and provide a habitat for wildlife. It also functions as a living classroom where students learn about sustainable technologies
- Daylighting in classrooms to improve health and performance
- Energy efficient heating/cooling systems and increased ventilation systems for superior indoor air quality
- Use of aluminum windows and sunshades improve the thermal efficiency of the building
- Use of low emission paints and materials
- Low-toxicity, 27.96% high-recycled content building materials
- Diverted 94.23% of on-site generated construction waste from landfill by recycling
- Purchased Green Power

Careful collaboration between the Owner, Design team, and the Construction Manager from the inception was an important aspect of the project as the district had not undertaken a major construction project in well over 25 years. This close team collaboration along with cooperation from multiple prime contractors was the cornerstone of achieving an on-time and under-budget project.
The Dieruff High School project involved the design of a new 9th Grade Center addition and renovations of the existing facility. The existing 293,000 square foot facility was originally constructed in 1956 and had several additions constructed in 1963, 1970 and 1982. USA conducted an initial needs assessment study to determine the future space and programming requirements of the school.

Programmatic upgrades included renovation of the science classrooms and laboratories, the family and consumer science lab, the art and music classrooms, and the renovation of obsolete lab space to provide a black-box theatre. Building upgrades included renovation of toilet and locker rooms throughout the facility to provide handicapped accessibility as well as the construction of new ramps and corridors to make the entire facility accessible. The wood Gym floor was replaced and new accessible bleachers were installed, as well as new finishes throughout the facility. The building’s upgraded plumbing, HVAC and electrical systems included a new electrical service and distribution system, lighting, new unit ventilators, air conditioning of all educational spaces and the auditorium, new fire alarm system and data distribution system.

The 9th Grade Center accommodates 720 students. It has 19 classrooms, 5 science classrooms, teacher workrooms and conference rooms, a serving kitchen and cafeteria, an administrative office suite, media center, wrestling room, weight room, locker room and storage rooms.
The School District of Philadelphia (SDP) - the eighth largest school district in the nation by enrollment, serving a racially and ethnically diverse student population, initiated an aggressive $1.5 billion, 5-year Capital Improvement Program district-wide. The majority of the district’s schools exceed 50 years of age and suffered from years of insufficient or no capital spending.

USA designed new construction and major renovations of existing buildings for the district. Facilities were upgraded to relieve overcrowding and provide new educational options. Under the program, middle schools were phased out and elementary schools were transformed from K-5 to K-8 system wide. Existing middle schools were converted to small high schools or elementary schools.

The first wave of projects, under the new program, were advertised in 2003. USA was awarded the GAMP School - a magnet school with an emphasis on music and performing arts - which received an addition to accommodate a performance arts space, gymnasium, and full service kitchen. Rush CAPA High School which was a conversion of an existing 194,000 sf middle school to a Creative and Performing Arts Academy. Overbrook High School which underwent emergency repairs to the auditorium, brick face and roof as a result of storm water infiltration and William Sayre High School which required major renovations, including health and life safety improvements. Prior to the beginning of design, the A/E team conducted a Facility Assessment of each school to determine the magnitude of renovations and/or new construction that would be necessary to complete the goals of the District.

Many of the improvements involved the restoration / preservation of historic elements at these facilities. They include:
- Replacement of the existing copper cornice at the McCall School
- Masonry restoration and historic door replacement Julia Masterman School

Further Alterations / Improvements at Various Locations - this contract was for ongoing maintenance related repair projects to bring school facilities in line with ADA, code and safety compliance criteria. The following projects have been awarded thus far:
- Anne Frank Elementary School: Roof and Door Replacement, Facade Upgrades, Interior Renovations, Electrical Upgrades and Sitework.
- Thomas Edison High School: Emergency Roof Repairs/Replacement, and Interior Finish Repairs
- Widener School: Renovations to the pool.
- Lincoln School: Renovations to the pool.
- Community Education Partners School: Space Conversion
- Sweetbriar Ball Fields: Upgrades
The proposed design of the New Kensington High School is sited on a long rectangular lot with primary frontage on Front Street in a working class neighborhood in Philadelphia. The Northern academic core wing is angled to reflect the buildings along Norris Street while providing a dynamic juxtaposition to the rectangular portion of the design. The Market/Frankford Elevated Line runs above Front Street for the length of the site. A new transit station, the SEPTA Berks Street Station is located at the intersection of Front and Berks Streets. The primary entrance to the transit station is located on the East side of Front Street in a separate building.

There is an interesting historical note about Trenton Street and its relationship with the proposed site. A nineteenth century train bridge spanned Norris Street at Trenton Street taking trains to the Kensington Depot which was this site's previous use. The proposed site (Kensington Depot) was formerly the turntable and the end of the line from Northern destinations.

An outdoor courtyard is planned at the building's rear entrance area situated East of the SEPTA Berks Street Station and between the two wings of the building. This area will also serve as the drop-off area for arriving students, parents and visitors. The courtyard will be a mix of planted areas, cobblestones and pavers to create a multi-use area that could serve not only as the center of the school but as a location for community events. A multi-use recreation field is proposed for the Southern end of the site adjacent to the exit road. Another important site planning issue is the relationship of the new school to the existing Mercado, once home to a farmers market. It is believed that the Mercado site will remain as an important cultural center for the community.

The main entrance is planned at the intersection of the masses and is adjacent to the SEPTA station on Front Street. The transparent Front Street entrance offers views toward the courtyard, which also serves as the format vehicular entrance to the school. A pedestrian bridge at the second floor spans the entrance lobby and connects the academic wing to the core spaces.

The core elements such as the media center, auditoria, kitchen, gymnasium and other specialized teaching spaces are located on the opposite side of the school’s lobby. The spaces are accessed from the hallway/locker spaces that run parallel to the rail line. The placement of the hallway acts as a sound barrier between the elevated rail line and the academic spaces. The second floor hallway is similar to the first floor but it also allows for mezzanine and upper level seating, respectively, at the auditoria and gymnasium. Since the auditoria space is intended to facilitate multiple functions such as dining and performances, the seating will be moveable at the first floor and fixed.
at the second floor. The lighting and sound booth is also located at the auditoria’s mezzanine. The dance studio is located on the second floor and the team has visualized glass windows that look down into the stage and auditoria. The upper level seating of the gymnasium is also fixed and features a broadcast booth, which is adjacent to the broadcast classroom.

The Front Street building elevation is setback approximately thirty feet from the elevated rail structure. The building elevation will have slight setbacks to break up the long building elevation. There is an opportunity to place sets of doors adjacent to the entrances of the auditoria and gymnasium which could be utilized during performances and events that could be isolated from the remaining portions of the school.

Whereas the Front Street elevation is envisioned as colorful, industrial and playful, the courtyard facades could be more traditional or perhaps Latin to reflect the current neighborhood’s makeup. This theme is expressed on the mural that currently occupies one of the facades of the Mercado. The design team has landscaped the entire site and is exploring “green roofs” that may be utilized as outdoor learning environments. The “green roofs” are one of many sustainable ideas that the design team has explored in seeking LEED (Leadership in Energy and Environmental Design) certification.
The new $24 million high school was converted from a former middle school in Northeast Philadelphia into a Creative and Performing Arts curriculum focused on music, dance, drama, art and photography. Full scale renovations to the 194,000 square foot building were designed for 750 students but could ultimately accommodate up to 1000. A black box theater was initially designed to serve as the main entrance to the building. It was unfortunately value engineered out because of costs. Interior renovations included the demolition of the majority of existing walls that were replaced with new ones to meet the program needs. Additional seating and aesthetic upgrades were made to the theater. The existing cafeteria was reduced in size in order to accommodate new program spaces for art and music rooms.

Capital improvements to the building’s infrastructure included new windows, doors, lockers, hvac systems, plumbing upgrades, roof repair, electrical upgrades and restoration of the exterior masonry walls. There were also ADA accessible and life safety upgrades that incorporated the current code regulations.

Exterior upgrades included new sidewalks and the re-pavement of existing parking and drives. The high school is a public City of Philadelphia School but is open to any City resident who is artistically driven and can successfully audition or interview for admission to the school. The Philadelphia School District has two other successful CAPA programs including the Girard Academic Music Program, another project designed by USA.
The Daylight/Twilight School offers Trenton High School students an alternative to the traditional educational process, enabling struggling students, past student dropouts or “older” students another option to graduate from high school. The school has 3 shifts starting at 8 am and finishing at 9 pm, with approximately 500 students per shift. The school offers unique programs such as a CADD/ CAM programs (developed in cooperation with the College of New Jersey) where students design and construct products; science, culinary arts, cosmetology and photographic design and pre-production. The new facility also features a daycare center primarily for student parents, as well as a media center and lecture rooms that are open to the public.

The new school is one of six Demonstration Schools designated by the New Jersey Schools Development Authority. The inherent nature of the Demonstration school is based on a partnership between the City and the School District which maintains that the facility remains a community based school that is open to the neighborhood.

The final placement of the new school saved two historically significant, five story buildings from the wrecking ball. A three story addition links the two taller buildings. The two upper levels of the five story buildings are occupied by the Mercer County Community College with the intention of providing a continuum of education from high school to College. The school is entered from Hanover Street where a courtyard has been placed beyond the one story structure that fronts the street. The courtyard provides for passive activities and a secure environment for the students. The design team has maintained the integrity of the existing buildings by salvaging the exterior brick walls and replacing the windows with historic replications. The new addition is clad with stone face concrete masonry, metal and pre-cast. The building was sustainably designed with features such as energy efficient HVAC systems, exterior natural light and lighting control.

Cost: $31,856,944
Square Footage: 83,000
Completion Date: 2008
Contact:
Dennis Mochaitis
Joseph Jingoli & Sons
3131 Princeton Pike/Bldg 4 Suite 214
Lawrenceville, NJ 08648
609.896.3111

Impact on Learning Award
Building Design + Construction Reconstruction Bronze Award
Featured in December 2008 Construction Today
Landmarks Preservation Award - Award of Distinction from the City of Trenton
Landmarks Preservation Award - Award of Distinction from the City of Trenton

Featured in December 2008 Construction Today

Building Design + Construction Reconstruction Award - Bronze Award

Impact on Learning Award
The Academy for Performing Arts High School at the Union County Vocational-Technical School campus enrolls approximately 200 students who participate in a comprehensive program designed to educate and train future actors, dancers, singers, stage managers and technicians.

The new facility features classrooms, and several theater and studios for acting, dance and recording, a black box theater with formal lobby, a sound studio, control rooms, administrative spaces, computer classrooms, science laboratories and general instruction classrooms.

Students are challenged with rigorous academics and a dynamic performing-arts program scheduled to culminate with a senior year spent at Kean University in Union Township, where students take a full freshman college-course load. The partnership between the county and Kean is expected to provide more opportunities for Union County students to achieve academically while building a future career in the performing arts.
As the District's Architect of Record, USA Architects has designed additions and renovations to several buildings on campus.

At West Hall, we designed a substantial addition which accommodates the food services program and 500-seat cafeteria. This facility also features a highly successful baking program complete with retail store where products are sold to the public.

USA also designed 14,685 sf of renovations to the existing building which included a culinary studio where chefs and faculty teach students the arts of cooking.

Across campus, the firm designed an addition to Baxel Hall to accommodate the new 27,300 sf Academy for Allied Health Sciences which compliments the existing 20,600 sf building which was also renovated. The Academy accommodates special classrooms for specific health and medical studies, computer rooms and a 600-seat auditorium and wet lab facilities.

This project involved a partnership between Union County Vo-Tech, and Union County College and the University of Medicine & Dentistry of New Jersey. Its highly specialized curriculum offers students the opportunity to earn an Associate of Science Degree in Liberal Arts where students earn college credits and reflected on an official transcript from Union County College. Students enrolled in the Allied Health Sciences Academy participate in a comprehensive program designed to prepare them for careers as doctors, nurses, medical technicians, medical assistants, and health care managers.

The program, one of the first in the State of New Jersey, enrolls 260 students in grades 9-12. Applicants are selected from a diverse population of eighth grade students from each of the twenty school districts in Union County.
This new interactive media center (once known as the library) actually contains no physical books or reference materials at all. Instead it is a place that supports passive and active collaborative learning via technology. The interior of the room is strategically designed to blend furniture and information technology within each defined space to foster collaboration and group work—a dominant instruction and learning style by educators.

The space features:

- **Study Area** - a quite refuge that allows students / tutors to have a quiet focused area to work on different tasks and for research and activities outlined within the district's curriculums.

- **Collaborative Learning Center** (CLC) is a place to get "plugged in" to laptops and other electronic devices and access/upload electronic books and other online resources. Here students and staff review and research learning materials and work as a team on problem solving and other activities.

- **Interactive Learning Center** (ILC) is an area for students to use technology with natural user interface software and controls to work on different task-orientated issues as directed by the curriculum.

- **Video Editing Room** is equipped with software and production equipment for class assignments under the supervision of a faculty member.

- **Breakout Rooms** allow students and teachers a have a small quiet environment that will allow for a complete focus on specific tasks.

- **Student Lounge** is a place to simply to relax and study comfortably between classes.

- **Food Service / Wifi Cafe** is a student run café with internet accessibility

- **Supervisor's Office** a space for a faculty member to oversee the Media Center and also provides secure storage for the technology used within the Center. The Supervisor / Librarian will also have a desk out in the general space to oversee the students.
Elizabeth Public Schools is partnering with The National Academy Foundation that engages an Academy Development Process that incorporates an industry-focused curricula, work-based learning experiences and business partner expertise that prepares young people for college and career success.

The Sam E. Aboff Academy of Business, is one of eight these specialty academies that form Elizabeth High School, whose mission is to connect high school students with the world of financial services, including banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.

The school requires interior alteration work to deliver this highly specialized finance-based curriculum. Upon entering the school, the students will be greeted with a real-time stock ticker in the lobby to keep students abreast of financial holdings throughout the day - a constant reminder of the schools business focus. The existing classrooms are to be converted into science laboratory and preparation rooms, classrooms are to be added along with a Career Resource Room, Faculty Suite, and Conference Room (complete with large board room simulations), a Storage Room and a Multi-Purpose Room with large flat screen televisions that stream financial programming channels.

Square Footage: 8,500 sf
Construction Budget Estimate: $500,000
Completion Date: Spring 2012
Contact:
Mr. Luis Couto
Elizabeth Board of Education
Director of Facilities
908-436-5180
Additions to North Hunterdon and Voorhees High Schools

In May 2001, a $12.5 million referendum was passed to build additions to both North Hunterdon and Voorhees High Schools due to a growing student enrollment.

The addition contains twelve (12) classrooms, five of which will be technology-based science labs, and a new 16,000 sf, barrel-vaulted ceiling, 3-station gymnasium (anticipated to be the epicenter for Hunterdon County’s major sporting events with the capacity to accommodate 2000+ spectators).

Additionally, the high school received interior alterations to reprogram the building for optimum delivery of North Hunterdon’s educational curricula.

The auditorium / theatre at neighboring Voorhees High School was upgraded which included new lighting, dressing room and handicapped accessible toilets.

USA has been providing services to the North Hunterdon-Voorhees Regional School District since 1995, including the execution of their long range facility plan.
USA's design for Gloucester City was a significant deviation from the original study that was conducted in 2001. As an example, the initial study prepared by another firm, sought to expand the existing gymnasium to meet NJDOE requirements but upon investigation, USA determined that this cost could have easily exceeded the price for a new gymnasium. USA convinced NJDOE that the population of the school could easily support an auxiliary gym so it was decided to convert the existing to the auxiliary gym and then construct a new field-house that was adjacent to the outdoor athletic functions.

Similarly, the initial design expanded the existing media center, but because of construction constraints, USA designed the new media center as an addition adjacent to the main entrance of the school and converted the media center to new classrooms. Both major additions anchor the existing school and provide community access to each after school hours. There were also major renovations to the existing school including new science and art rooms, new hvac and electrical upgrades, new windows and doors along with new ceilings and painting of the entire school.

A major revolutionary battle took place on the site of the school and there is a plaque that commemorates the event. At the request of administration, the design has some traditional qualities including the brick end walls that are in keeping with that period. However, the design incorporates some contemporary idioms including the use of large expanses of glass that flood the media center. Large clerestory windows were also introduced in the gymnasium where natural light is utilized in lieu of the artificial lights.

The major building materials are brick, metal and glass for the wall surfaces and a standing seam metal roof. The team was also responsible for new baseball field, parking and a storm water detention system. The project was completed in three phases under three separate contractor contracts. The construction duration was extended however, the additions and renovations were constructed while school was in session and there were only minor inconveniences to the operations of the facility.
The Performing Arts program at Randolph High School occupies a state of the art facility of around 12,000 sf including an addition of 9,500 sf and a renovated area of around 2,500 sf constructed recently.

The Mass Media program housed in this facility teaches students essential and advanced techniques in T.V. Productions and Mass Media Communications. The program includes the following spaces:

- T.V. Production and Mass Media Arts
- T.V. Production Studio (including pipe grid and portable sound & lighting fixture positions)
  - Control Room
  - Video Editing Studio
  - Media and Teaching Studio
  - Dimmer and IT room
  - Instructors’ Office
  - Equipment Storage

The Music program housed in this facility teaches students music, and essential and advanced techniques in music technology and productions. The program includes the following spaces:

- Music Ensemble and Technology
  - Music Technology Studio
  - Virtual Sound Ready Practice Rooms
  - Large and Small Ensemble Rooms
  - Music Instrument Storage Rooms
  - Equipment Storage
  - Instructors’ Offices

Both these programs work together to provide the students an enhanced learning experience and prepare them better for possible futures in the performing Arts.
Montville Township High School Additions/Renovations

USA was awarded the contract for full pre-referendum services for the Board of Education. The $22.5 million referendum passed by a near 3:1 margin with the state providing over $6 million in aid (or 30% of the total cost).

USA worked closely with a Citizens Taskforce made up of local professionals, code officials, and trades people in designing the proposed additions. The project included the expansion of the existing high school, to accommodate a new science and technology wing with 10 high-tech science labs, expanded athletic and cafeteria facilities, and the expansion of the performing and fine arts department. The high school also required a complete reprogramming of interior spaces through alterations and upgrades to accommodate an increase in enrollment.

Unique to the curriculum is the addition of a new child development classroom outfitted as a pre-school. This room serves a dual purpose: for students to experience hands-on learning for future careers in early childhood education and social services; and for parents in the community to use as an actual pre-school under a tuition program.

Square Footage: 70,500 sq. ft.
Budget: $18 million
Bid Cost: $14.5 million
Completion Date: 2003 construction

Montville Township High School Roof Replacement

USA provided full architectural services for the replacement of designated roof areas, totaling approximately 30,000 square feet. This project required the total removal of existing roof and insulation, in order to provide a complete replacement system using rigid insulation and a roof membrane.

Cost: $330,000
Completion Date: 2000

Projects at Four Schools in Montville Township

Full architectural services and Site/Civil engineering was provided for the reconfiguration of paved drives and parking areas at the Woodmont, Hilldale, Valley View, and Cedar Hill Elementary Schools. USA analyzed existing conditions with regard to vehicle and pedestrian circulation and implemented design solutions that improved efficiency and safety. The scope of the project also included collateral work such as design of Soil Erosion and Sedimentation Controls.

Cost: $600,000 estimate
Completion Date: 2000
The new Fred J. Jaindl Elementary School resides on 20 acres at Mosser, Weiler and Cetronia roads near Route 222 in Upper Macungie Township, a growing area of the district.

The school serves roughly 600 pupils in Kindergarten through Grade 5. The new elementary school is designed to achieve the certification of LEED Silver which means that “green/eco-sensitive” building practices are employed. This certification also provides for a learning opportunity for students and results in additional reimbursement from the state.

The school design features (24) classrooms serving Kindergarten through 5th grade, (8) classrooms serving specialized instruction, music room, multi-purpose room, art room, tv studio, computer lab and library. The school was designed with multi-level floors which step with the natural terrain of the site. The building elevations change with the use of ramps instead of stairs or elevators. An initial study of the site aided in the development of the schools design.

The Parkland School District helped facilitate the design of the new elementary school as a community resource and joint use facility. An initial study of the site aided in the development of the schools design.

The primary spaces used for community access are the multi-purpose room, cafeteria, performing arts/music classroom and soccer field. The design provides for a separate building entrance to spaces intended or joint use and secured doors to close off the portion of the classroom wings and administrative areas that are not being used during off-hour events.

LEED® Silver - LEED for Schools 2007