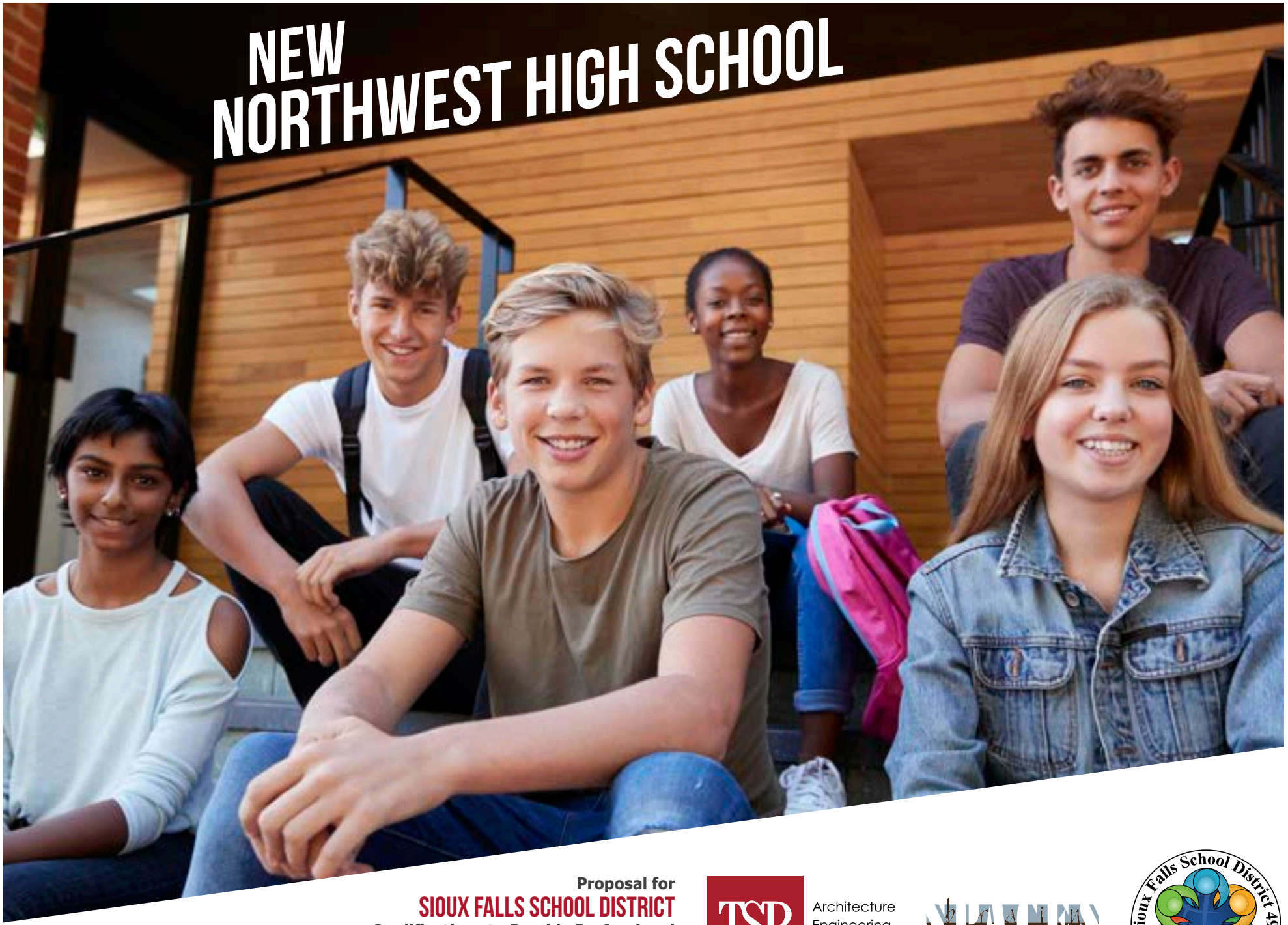
NEW NORTHWEST HIGH SCHOOL



Proposal for

SIOUX FALLS SCHOOL DISTRICT

Qualifications to Provide Professional Architecture, Engineering & Specialty Services

Sept. 6, 2018

TSP Architecture Engineering Planning

SPACES UNITING EDUCATION & ARCHITECTURE

Sioux Falls School District 49-5
Sioux Falls, South Dakota

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TSP
Design Redefined.

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phone (605) 336-1160 | www.teamtsp.com

September 6, 2018

Mr. Jeff Kreiter, Director of Operational Services
Sioux Falls School District 49-5
1101 N. Western Avenue
Sioux Falls, SD 57104

RE: New Northwest High School

Dear Mr. Kreiter and Selection Committee Members:

Over the past 18 months, our team here at TSP has followed with great interest the Sioux Falls School District's series of meetings, community input sessions and task force recommendations. As I've attended public meetings and devoted thought to this new high school project in particular, one word keeps coming to mind: **IDENTITY.**

The Northwest High School's design must do more than add classrooms or capture a look and feel. Your project team must explore and co-create with you the new school's identity—and we believe our integrated approach to architecture, engineering, and planning can play an active role in that exciting process.

We've assembled a team tailored to the unique needs of this project, blending strong, local project leadership and design expertise with thought leadership from Amy Yurko, a nationally acclaimed educational facility planner. Through collaboration with you and your stakeholders, our comprehensive team is poised to develop a new high school that ignites the hearts and minds of your students, staff, families, the business community, and citizens.

Together, we'll create a transformational school that supports positive educational outcomes and honors the culture of our entire Sioux Falls community. We want this new school to be a special place for generations of students and residents alike, and that demands a contextually sensitive and inclusive design solution.

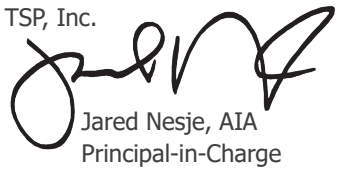
Times have changed since I attended the "old" Washington High School downtown. My circle of family and friends—many of whom are teachers, administrators, and coaches—keep me up to date on the opportunities and challenges facing current and next-generation students. These young adults are our near-future leaders.

Our team members agree with research that affirms children are naturally passionate, creative, open to new ideas, and full of energy to discover the world around them. During their high school years, students who are exposed to curriculum options based on real-world relevance learn about their individual and collective identities as members of society.

The TSP team has read and understands all elements of the Request for Proposal. We look forward to the next steps in your process and the opportunity to share our ideas with you in person during the coming weeks.

Best wishes for a successful referendum!

TSP, Inc.



Jared Nesje, AIA
Principal-in-Charge

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Sioux Falls School District

New Northwest High School

Proposal for SIOUX FALLS SCHOOL DISTRICT
Qualifications to Provide Professional Architecture, Engineering & Specialty Services

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OVERVIEW
A TESTED, PROVEN APPROACH

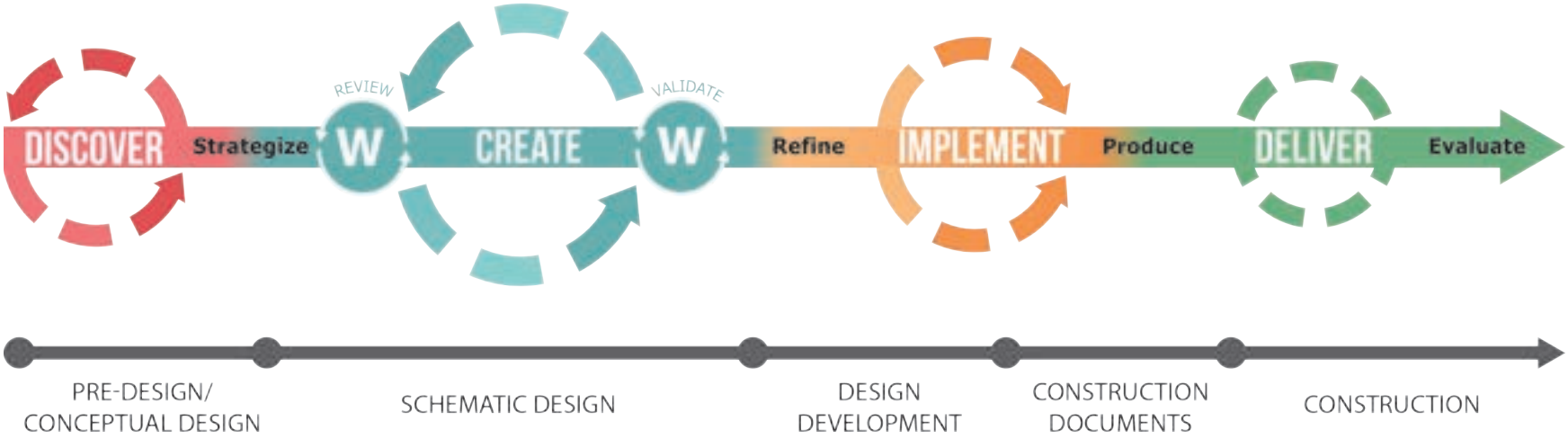
KEY INSIGHTS
The TSP team embraces integrated practice. Our approach to the Sioux Falls School District's New Northwest High School will reflect our comprehensive planning and design process. Our methods are grounded in our ability to understand your vision and aspirations for your project. At its heart, our approach is built on a process that engages stakeholders early and continuously communicates with these and other important end-user groups. We are problem-solvers who maximize the final product. We will provide you with the tools and knowledge to make informed decisions.

RELATIONSHIP-BASED
We build relationships, not just facilities. Our work also lies in the connections we make with you, your staff, and students. We commit to be there for you throughout design and construction—and well after our final punchlist. We proudly serve as trusted advisors, and that means we don't define our work solely by a project schedule. Principal-in-Charge Jared Nesje personally will guide your project to a successful completion.

PARTICIPATORY
Our workshop planning process brings the TSP team to you. We use these workshops to gain a deeper understanding of your needs, engage with user groups and listen to their input, test concepts, update ideas and options, and work toward consensus. The immediate feedback provided as part of this environment helps the entire project team work through complex issues, efficiently reaching compromise while building support for your project. Collectively, we'll drive better solutions and attain stronger outcomes.

TACTFUL, SAVVY, FUN!
Each member of the group will bring his or her own viewpoints to the table. It’s our responsibility—and our privilege—to hear and learn from these differing voices. When we better understand other perspectives, we can communicate project impacts, challenges, and opportunities in a more respectful and transparent manner. Each tactic helps us define the critical path for your project. The most crucial decisions happen early in the planning and programming stages. Discussing this information at critical points in the design process helps us vet the smartest alternatives, inform your decisions, and achieve optimum goals.

A COLLABORATIVE METHOD



WORKSHOP-BASED METHOD

The TSP team believes design is for people, whether a particular project focus is on students, staff, or community. That's why we've developed a highly collaborative process that leads to a clear understanding of the problems to be solved. Engaging all key stakeholders is the best way to create the right solution for Sioux Falls School District and its new high school.

To successfully vet and implement priorities, we'll need to work through complex and interrelated issues. We'll follow a methodical process to build consensus around the best design direction.

It's absolutely critical that we cover the ground thoroughly in the early stages. The TSP team's approach allows us to **DISCOVER** the real issues to be resolved; **CREATE** meaningful, tangible solutions; **IMPLEMENT** a design we'll realize in collaboration with your chosen construction professionals; and **DELIVER** a project that exceeds expectations.

INPUT & CONSENSUS

During the initial sessions, our design team is present not to propose or even suggest solutions. Our role is simply to listen and then listen some more. We understand it's important to be patient and give each facility's end-users time for thoughtful input.

We also realize that many staff members who will be involved in these efforts have never before participated in facility-design work. Our highly visual process uses design models, diagrams, images, and even on-site observations. Users can react to tangible examples and provide real-time feedback—so we can deliver real-time refinements to concepts.

By the end of these workshops, project proponents will reach consensus on workable solutions. We find that participants typically feel energized by seeing how their input has contributed to the options as we progress through the different phases.

A KNOWLEDGE THAT WHO WE ARE SHAPES HOW WE WORK TOGETHER

WE'RE HERE FOR YOU & FOR STUDENTS

TSP has gained specific experience with Sioux Falls School District facilities through our recent work at Southeast Tech and Eugene Field Elementary School as well as earlier projects at other elementary and middle schools. We'll bring this knowledge to your new high school.

But it's more than adding value as a recognized, trusted team with the benefit of a nationally recognized educational-planning expert. It's personal to us, too, for one simple reason: We're raising our families in the District. We live and pay taxes here, and we entrust our children to your capable teachers, administrators, and coaches. We're passionate about creating spaces where students feel supported, safe, and engaged in their learning.

WE BELIEVE THIS NEW HIGH SCHOOL WILL HAVE A UNIQUE IDENTITY

To create the best solution for the District and its families, we must understand the variables unique to the city's northwest neighborhoods. This interplay will give life to a campus culture all its own. Students connect with their high schools as a hub of activity for performing arts, athletics, and other extracurricular events that draw people in from the surrounding area. Affinity groups form around the life of the school and create a sense of place.

Today, families paint logos on the concrete of their driveways to declare their Patriot Pride, Rough Rider toughness, or membership in Warrior Nation. As attendance-area boundaries are redrawn, some of these families will be asked to adopt a new school. Students will identify with a new mascot and retrain themselves to give a different answer when someone asks, "Where do you go?" It's the equivalent of asking an adult, "What do you do?"—it comes up just as early in conversation, and it contributes just as surely to students' understanding of where they belong in society.

WE UNDERSTAND THE RELATIONSHIP BETWEEN ENVIRONMENT & OUTCOMES

An effective educational facility inspires learning, energizes teachers to connect with their students, engages students with one another to build deeper levels of understanding, and maximizes technology as a tool for learning. It's so much more than bricks and mortar.

Our team will help you discover not only what the new high school must contain but what it should be. What will be its learning signature? What will make it special within the District?

We will work with you and your stakeholders to confirm "needs" and separate them from "wants." Defining these goals up front enables us to maximize available funds. It also allows us to minimize operations expenses, staff time, and maintenance costs. We'll help you understand the possibilities and any drawbacks of each option.

High school commons at main entrance, Onamia Public Schools, Onamia, MN

WE PRIORITIZE STUDENT SAFETY

High schoolers are learning subject matter, but they're also learning the rules of conduct. Creating spaces for positive experiences can be as simple as widening hallways, making larger stairway landings, incorporating a courtyard space, or adding soft informal seating in a media center, commons, or cafeteria.

School designs can have a real effect on students' physical safety and their perceptions of whether they feel safe. Adult staff members must be able to supervise traffic patterns and student interactions.

TSP works with school administrators, board members, and other stakeholders to develop spaces where students feel accepted, free from bullying, and safe from dangerous influences. A nurturing environment can foster the confidence students need to develop self-discipline, self-control, and self-monitoring skills.

Our planners, designers, and engineers study access to buildings, athletic grounds, parking lots, and drop-off/pick-up locations. We examine how traffic flow and site layout affect the safety of students and teachers as well as the security of the school building itself.

WE CONSIDER THE BIG PICTURE

Even as we strive to develop a distinct identity for the new high school, we'll be mindful of the parity issue within the District's existing high schools. Today's learning spaces range from project labs that encourage messy experimentation to quiet areas that foster deep reflection and sustained periods of concentration. But long-established high schools tend to include a greater number of traditional classrooms, usually with less-flexible casework and fewer power and data supplies for mobile-device instruction.

Before TSP's architects design solutions for specific schools, we consider how each building fits into the larger network of facilities. That's precisely what our team did as we developed a new master plan for Brookings School District. We gathered community members, teachers, students, and administrators to talk about what mattered most to them, what worked, and what didn't fit them any longer. We tested edgier concepts alongside more understated ones to help them find what innovation looks like for their school system. Then, we identified easily adaptable components within new designs that could translate to older schools, raising all the boats in the harbor.

DISTRICT FACILITY STANDARDS

YOUR PROJECT, YOUR WAY

Our team is adept at working with client-specific guidelines, from LEED-level expectations to stringent requirements from the Department of Veterans Affairs, South Dakota National Guard, and the South Dakota Office of the State Engineer. Specific to learning environments, TSP's experience with specialized educational standards includes two standout projects:

- Ongoing work to create the new South Dakota School for the Blind & Visually Impaired campus in Aberdeen considers a myriad of acoustical, tactical, and wayfinding facility features for low-vision and blind students. Sitewide, all pedestrian-circulation walkways will comply with the American Council of the Blind's Pedestrian Safety Handbook.
- Our recent work to transform Minneapolis Public Schools' vacant Webster Elementary into a state-of-the-art community learning center proved we can handle highly customized guidelines. TSP planned and programmed the building within the district's parameters for a new K5-3K prototype school model. "Farm to School," a pilot program for nutrirional services, required unique food-storage, prep, and serving solutions.

OWNER REVIEWS

Early in the process, we'll use Owner Reviews to establish the project's parameters and the elements that must be incorporated in the design. At the end of each interactive session, we'll summarize the decisions made. Then, we'll follow up with written minutes that describe the work and the reasoning behind each decision. These are only the first steps. Each time we review documents with you, we'll check against the Owner requirement list and provide details on how various items are represented within the documents.

Southeast Tech Laboratory & Student Services "Hub," a TSP + Confluence + Sayre Associates project for the Sioux Falls School District

We do not expect you to review our drawings in detail on your own. Instead, we build in multiple opportunities for you to "trust, but verify." The review helps confirm our understanding. It also gives you the depth of design knowledge you need to relay to other stakeholders how ideas are being incorporated within the project and its construction. The cycle of decisions follows a predictable format: You express a goal, we'll confirm we've added it to the list, and we'll inform you of any difference it creates to the cost impacts.

CODE REVIEWS

Much of this process will carry over into Code Reviews. Sometimes, codes necessitate features you might not prefer. We'll examine how we can mitigate those negative effects while remaining fully compliant with stated requirements. Local officials have their own approach and are charged with ensuring safety for building occupants as well as fulfilling a consistent set of expectations across the community. We typically meet with code officials during design development.

SITE EVALUATION

LOCATION, LOCATION, LOCATION

Site selection is important in any project because sets the future for any facility. A school site has an even bigger impact, making site selection even more crucial. The TSP team's process takes into account all the elements that will affect the future of the facility, its staff, its students, parents, neighbors, and the overall Sioux Falls School District.

EVALUATING AGAINST NEEDS

We start by assessing how well a proposed site meets all of the District's needs. The team must agree on these selection parameters in advance to assure we're working with objective measurements that can be used to evaluate sites in comparison to one another.

We'll then assign a priority or importance factor to each parameter, allowing us to further examine each site's relative suitability. Subjective parameters also may be considered, but in those cases, we'll assign less weight so the final decision isn't driven entirely by emotional responses or "gut feelings." Tallying the series of scores for each site helps work-group members reach more objective opinions and find the right fit for the District.

Our experience has helped us develop a common set of factors to suggest as a baseline. But it's worth noting that the unique nature of each community and its local geography means even the "typical" considerations can be weighted very differently from one school project to the next.

SIZE & SHAPE

These are interrelated parameters. A long, skinny site may need much more area to make it workable than one that's more proportionate. (A ratio of 1:2 typically is the most oblong a parcel can be before it's no longer an effective use of land.) Together, we'll predetermine the needed size to act as the "bar" against which we'll judge the shape. We'll look at both with an eye toward open areas, parking, future expansion, and traffic flow for cars and buses.

University Center, a TSP + Confluence + Sayre Associates project in Sioux Falls, SD

Site evaluation and selection process diagram for Dakota State University Beacom Institute of Technology, Madison, SD

SITE SELECTION CRITERIA	SITE 1	SITE 2	SITE 3
Planning/Design Issues			
Sufficient Land	10	6	10
Conflicts w/ Neighbors: View, Sound, Security	9	5	8
Location Issues			
Public Acceptability	9	8	9
Compatibility w/ Neighbors & Zoning	9	7	9
Visibility	9	9	7
Access to Highways & Roadways	9	9	10
Access by Public/Services	9	9	9
Economic & Scheduling Issues			
Site Availability Timeframe	9	10	5
Site Purchase & Improvement Costs	8	10	4
Impact on Future Developments	8	6	5
Technical Issues			
Available Utilities	8	10	5
Geotechnical Conditions	9	9	3
Environmental Conditions	8	9	10
Suitable Topography	8	8	10
TOTAL SCORE	**122**	**117**	**104**

COMMUNITY USE

The public's perception and acceptance of the possible site is a critical factor. Depending on the location, we might be able to incorporate access to walking and/or bicycle trails. We'll examine the location's role in the Planning Commission's comprehensive plan, so we know how the site fits with future planned development. Accessibility for emergency-response services also may be a valid comparison.

SERVICES IN THE DISTRICT

Our team will work with you to evaluate how well-placed the site is for neighborhoods that are not conveniently served at present. This could include related considerations such as public-transportation busing and proximity to libraries, parks, and other community services. Good orientation to natural light and fresh air also may be important considerations.

TOPOGRAPHY & DRAINAGE

Is the existing site too flat or too steep? Requirements may demand a retention feature for storm water and may be a safety concern for the District and community.

ACCESSIBILITY & TRAFFIC

Traffic near a new high school will affect students, staff, and visitors—and traffic generated by the site's new use will have an impact on surrounding traffic flow. Nearness of school-bus routes and city-transit routes also may be considered.

SECURITY & SAFETY

We'll study the site's proximity to railroads, airports, primary electrical infrastructure, pressurized-gas utilities, and other elements. These may affect student and staff safety as they arrive or depart. These factors also can play significant roles during an emergency.

AIR QUALITY LEVEL

Is there potential for adjacent pollution due to smoke, exhaust, dust, odors, chemical sprays, or other contaminants? Tied to security and safety, this consideration can be a deciding factor to eliminate locations outright.

NOISE LEVEL

The surrounding community's noise level can disrupt instructional time during the school day. While acoustical design can manage sound inside a building, the neighborhood's ambient noise still will affect open areas such as outdoor courtyards and practice fields.

SOIL CONDITIONS & VEGETATION

This factor comes into focus if the team anticipates a site-to-site difference in suitability for building support. Bedrock expected to be too high or too low has a cost impact. Water-table levels and existing trees can be a pro or a con, depending on intended use.

Rendering of Pocahontas Area Community Schools' latest classroom expansion at its joint middle/high school building in Pocahontas, IA

SITE AVAILABILITY & ACQUISITION COSTS

If a proposed site isn't already owned by the District or on the market or available to acquire, the project will face additional challenges. These could be significant in terms of timeline and cost, especially if the location requires relocating homes or businesses. Purchase price, legal fees, willingness of sale versus premium pricing, and other considerations can drive up the final bill. Even a donated site may have related expenses that contribute to its acquisition. All of these factors should be discussed and compared to objectively evaluate a site's true cost.

UTILITIES AVAILABILITY

Some sites are too far from utility connections at the time of construction but can be brought online in the near term—at a cost to extend the service lines. Others demand temporary services for extended occupied periods. Both can represent substantial cost factors, particularly if restrictions on the right of way have the potential to affect the site's long-term use.

SITE-PREP COSTS

Utilities are just one factor that contributes to a site's functionality. Based on the site's previous use, the team might anticipate that a complement of services could be necessary. These include soil mitigation, excessive soils grading, removal of existing structures, and unusual maintenance costs, to name a few.

ASSIGNING VALUE

The TSP team will collaborate with you to develop an extensive list of factors for the District to consider. We'll discuss these as a group to reach consensus on which will most strongly affect the District's interests. Once we've agreed on this list and the project's priorities, we'll set up a table scorecard to help us consider each property, one location and one parameter at a time. We can conduct this process on an individual basis and then recap the results in a wider group, or we can perform this portion in person by consensus. Whatever the preferred approach, our team will work to keep the scoring as objective as possible and prevent a skewed result.

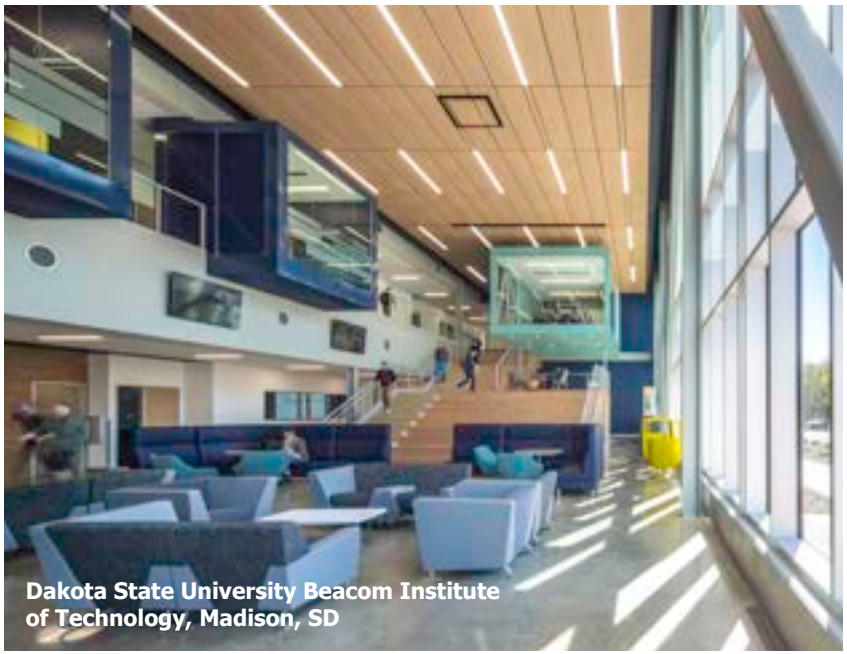
As the work group assigns each item a point figure, we'll adjust it according to an importance factor. A multiplier is a common method. In this model, a parameter with a 20% value is twice as important as one with a 10% value. From there, it's straightforward math to determine a score for each site. Some interpretation may be valid to assure the data properly represents each site, but no single site will be manipulated without changing and reconsidering all other sites.

Our team will help you walk through this important consideration, making certain the favored opinions emerge through a group process. The voice of many points of view, personal experiences, and knowledge bases always will produce a better decision. Together, we'll uncover effective answers to the question at hand: "Is one of these sites **our** site?"

CASE STUDY: 6-12 SCHOOL ADDITION

POCAHONTAS AREA COMMUNITY SCHOOLS

Seven years after TSP completed a major addition for the joint Middle/High School building in Pocahontas, IA, we returned to the growing community to design a 5,500 sf classroom expansion for middle-school students. First, however, we performed a site study to vet the district's assumed location for the latest addition. Together, we discovered the planned spot didn't meet the district's needs as well as an alternate site would. TSP suggested the new construction adjoin a different area of the building. This allowed the district to quickly realize the classrooms they needed—without forcing a decision about future gymnasium needs before identifying all considerations. The project finished in March 2018, giving the district the spaces it needed while preserving flexibility for future development.



Dakota State University Beacom Institute of Technology, Madison, SD

CASE STUDY: BEACOM INSTITUTE

DAKOTA STATE UNIVERSITY

DSU initially planned to develop the Beacom Institute of Technology by repurposing the community's former hospital facility. Through visioning sessions, assessments, and other collaboration with the TSP team and consultants from SmithGroup, University leaders decided to instead create an entirely new home for cyber programs. Shortly after issuing the first Schematic Design package in September 2015, the project team learned the chosen location concerned a group of residents who believed a contemporary design would be too great a contrast against the neighboring masonry of the East Hall, circa 1901. Our team put the design process on hold while we listened to various viewpoints at public meetings and worked toward consensus to build excitement for the campus' future. We then quickly re-evaluated a third and final site across the street, where the new tech center would not block views of East Hall. Then, we retooled the program plan and room layout, aligning changes realistically with the budget (and without extending the schedule).

PARTICIPATION IN DESIGN PROCESS
OPPORTUNITY

Planning a new high school today offers a remarkable opportunity. More so now than any other time, our industry—and especially this team—have a greater understanding about education and the impact of facilities on learning. We create relationships between academic collaboration and facility organization, recognizing the benefits of engaging communities in education. Creating a facility that truly captures your vision for high school education will be transformational for the Sioux Falls School District as well as for current and future generations.

We offer creative planning strategies and innovative design solutions that define your facility as a living laboratory—adapting and evolving with each student it serves. Our team approaches school design from the inside-out because we believe spectacular school facilities begin with the learner. We must collaboratively determine what your school should **BE** (visioning) before we can define what it should **HAVE** (space planning).

When we begin our exploration with those learners, we witness students being active and engaged, friendly and confident, expressive and content. We hear their ideas for their school building.

We are driven to help you define a new school that builds on our community's hopes and provides solutions to challenges. While knowledge gained from our work experience serving other districts will benefit the District, the ultimate vision will come directly from the citizens, parents, community leaders, students, teachers, and school board members with whom you interact every day.

'ROAD MAP' FOR SUCCESS

TSP's comprehensive Project Road Map serves two purposes. First, it lays out all the necessary design-related tasks, from visioning and programming through construction. Second, it establishes the correct sequence for this work, assigning dates for milestones we must reach before taking the project forward. We'll customize this tool for Sioux Falls' new high school. This not only keeps team members on track but also informs the District and other stakeholders of progress and crucial dates that may require input or approval. The new high school will take shape one detail at a time. A well-thought-out Road Map offers assurance we won't get lost on any detours.

QUESTIONING ASSUMPTIONS

The Road Map reminds us to ask the right questions at the right times. This sounds deceptively simple. It can be difficult to keep so many pieces in their proper order once a project gains momentum. Initiating key conversations at critical points uncovers layers of information about you, your operations, and your project needs.

Our goal is to discover each detail at the exact moment it can be incorporated most effectively into your design. We'll use our skills and experience to minimize backtracking and do-overs that negatively impact the work to follow. It costs time and money to make changes after certain elements are in place.

MOVING FORWARD

The Road Map also helps us maintain a sense of urgency in the communication process. The early stages of Conceptual Design can feel a bit like a roundabout at an intersection:

- The site impacts a building's placement, orientation, and floor plan.
- The way rooms are grouped together across levels affects the structural supports a facility will need.
- The building's skeleton influences how we plan system components for HVAC, lighting, and IT.
- Miles of ductwork, electrical wire, and network cabling determine how individual rooms will function.
- It all is closely tied to estimating models that forecast each option's cost.

TSP PROJECT ROADMAP

Andes Central School District
New High School Facility
Lake Andes, SD
#04161470

MISCELANEOUS MILESTONE NOTES

DISCIPLINE SORT	TASK/ACTIVITY DESCRIPTION	TASK SORT	PD / SD	Nov 1 - 23, 2016	11/28/2016	12/1/2016	12/5/2016	12/9/2016	12/13/2016	12/17/2016	12/21/2016	12/25/2016	12/29/2016
					300	301	302	303	304	305	306	307	308
1PM	Pricing Set												
1PM	Review Check Set												
1PM	QA / QC												
1PM	Conduct initial 1% meeting and conduct 1% implementation meeting				X								
1PM	Conduct brief weekly team meeting with the team.				X	X	X	X	X	X	X	X	X
4S	Determine Structural system.	301				X							
4S	Establish major grid lines, columns, shearwalls and other vertical elements. Determine dimensional requirements and size structural components.	305								X			
4S	Address Major slab openings on typical floor(s), size major beams and spandrel beams.	307										X	
4S	Establish Lateral system design	308											X
5A	Define Sustainability performance Criteria	301				X							
5A	Prepare preliminary building code review; as complete as possible. Follow up as necessary with governing authorities. B101-2007- 3.1.5 / 3.2.1	301				X							
5A	Develop Building elevations and note exterior materials. Indicate the extent of their use. Confirm alternatives with the Owner. B101-2007 - 3.2.5	305								X			
5A	Verify that all program requirements are incorporated in the plans including support areas such as staff break rooms / toilets, building storage areas, janitor closets, and trash rooms and recycling.	305								X			X
5A	Develop Building sections including typical foundation details. Indicate floor to floor dimensions, ceiling heights, major structural elements and major MEP transfer or horizontal distribution zones. B101-2007 - 3.2.5	307										X	
5A	Develop preliminary selections of major building systems with construction materials noted on the drawings or described in writing. B101-2007 - 3.2.5	307										X	
5A	Develop typical exterior wall sections, typical exterior details and typical exterior wall types with sufficent detail delineated in the drawings and adequately described in the Basis of Design Project Manual so that initial system pricing can be obtained.	307										X	
5A	Establish ceiling heights on a preliminary typical or representative reflected ceiling plan(s) as the basis to initiate project coordination. If possible layout a small representative portion to establish design intent.	307										X	

Every choice seems to depend on everything else. That's enough to send us around the circle again. But at several points in each project, we must decide which direction we'll take. If we put off those decisions, we push back other deadlines and jeopardize the overall project schedule. We can't keep moving forward if needed information is missing in-between. That mindset sometimes trades one mistake for another, causing a domino effect.

KEEPING YOU INFORMED

The Road Map holds team members accountable within TSP and across our consultant firms so we can serve as your project advocate in collaboration with the Construction Manager. The tool also sets clear expectations for Owner involvement. It outlines a schedule for regular check-ins to share updates and gather input from stakeholders, agencies, and code officials. Because you stay informed on progress, you know in advance when you'll need to make decisions that direct our design team to explore one option over another.

DISCOVER PHASE:
PRE-DESIGN PLANNING, PROGRAMMING, & CONCEPTUAL DESIGN

To kick off this project with the strength it deserves, we propose to start our pre-design work with a series of strategy and visioning sessions. These sessions are intended to clarify your goals, establish the strategy for the visioning process, and determine how best to incorporate educational visioning into activities and community communications.

In the remainder of this section, our team describes how we plan to work with the District, school stakeholders, and the larger community. We can adjust and refine our work plan to better meet everyone's needs.

Our methodology includes several activity categories for the Discover phase:

- **Understanding:** Fine-tuning the process and understanding your "givens."
- **Visioning:** Establishing the "big idea" and guiding principles for the future.
- **Synthesis:** Translating your vision into facilities benchmarks (also known as educational specifications).
- **Facility Master Planning:** Developing strategies for the actual building and preferred site.
- **Conceptual Design:** Giving real shape to your vision and concepts.

These activities are quite interrelated, often occurring simultaneously. Together, we'll define varying degrees of stakeholder participation expected along the way. Our team will coordinate with your school calendar, teacher schedules, standing board meetings, and community events to develop a realistic work plan.

UNDERSTANDING

Our first "must" is gaining a deeper understanding of the project scope. We'll tailor our tools to the specifics of your project, determine the most effective communication strategies, discuss the project timeline, and collect relevant resources, studies, and reports.

This stage also provides time for the team to become more familiar with the specific context and existing parameters of the District's educational system. Our goal is to ensure the insights collected and work completed to date is honored and respected, wherever appropriate. We anticipate building upon the best of those efforts and work products, if available.

The practices, delivery methodologies, and educational goals you plan to incorporate at the new high school will help our team understand your needs even further. This is the jumping-off point for our visioning and synthesis activities. In some cases, requested information is easily available and includes the most up-to-date resources. However, we expect some items may need verifying and/or updating, while still other information might need to be created from scratch.

VISIONING

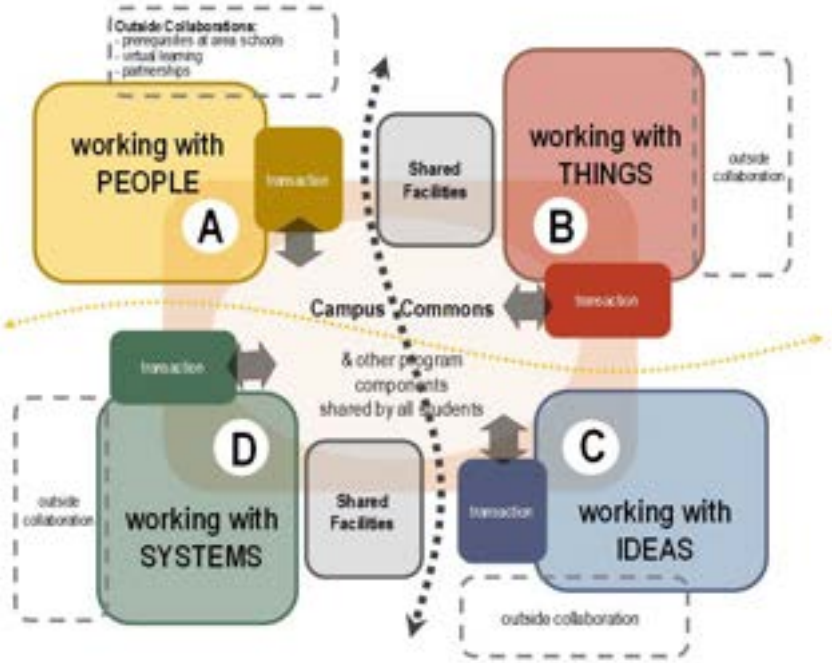
The stronger and more persuasive the vision for educational facilities, the more power our team will have to attain each goal throughout the project. A clear and compelling educational vision will drive development of a school design that is uniquely tailored to meet your needs. It will inform a wide variety of facility strategies including spatial parameters such as school size and capacity, configurations, space types, technology, flexibility, extended use guidelines, spatial relationships and hierarchies, and the like.

ALIGNING CRITERIA & GOALS

Without a strong vision, these criteria may not align with your goals--or worse, facilities may be independently addressed without any thought to the bigger picture. This can lead to inefficient, inequitable, and trendy short-term solutions that quickly become outdated.

Using criteria developed directly from the educational vision gives you built-in assurance that facilities-related decisions are made with learners' best interests in mind. It is our strong conviction that educational planning is essential to developing a coordinated, thoughtful, responsive, and effective facility plan that will serve the District and its students well into the future.

> Amy (Yurko of BrainSpaces) helped our team take a fresh and unencumbered approach to the challenges and opportunities that the new site and student enrollment presented. I felt that there were actions, comments and suggestions she made that forced our group to get out of our 'comfort zone.'
>
> —Ellis Kaufman, Director of Small Learning Communities & Design (retired), Los Angeles Unified School District



EXPLORING ALL THE POSSIBILITIES

The visioning stage typically begins with an exploration of possibilities, without much regard for general physical or operational constraints. This allows us to focus solely on what is best for learners. Communication and engagement are at the very core of this work, which will take place in a workshop setting. Together, we'll review precedents and best practices from around the world. We'll also explore local successes and challenges.

GIVING EACH VIEWPOINT A VOICE

Other options for interaction may extend outside the attendance groups for these workshops. At the District's discretion, we can gather input through electronic means and via social platforms as well. The District may wish to coordinate these methods as an after-the-fact communication tool.

When the project ultimately is realized, our goal is that those who participated understand the spectacular school facilities are a direct result of their vision, insights, and ideas. As facilitators, we are mindful to elicit viewpoints from all participants.

Some people are naturally more vocal than others. We are committed to capturing and then communicating insights from individuals as well as developing group priorities. In this way, we ensure everyone is heard accurately. This dynamic idea exchange and dialogue results in facilities that work on many levels for learners, teachers, and the community.

DEFINING OUR GUIDING PRINCIPLES

Our findings and your input will coalesce into a compact, understandable, and relatable set of principles on which all participants can agree. This common set of values naturally aligns to support the delivery of a shared held set of outcomes that may impact students well beyond the new high school.

It's impossible to overemphasize the importance of defining useful principles. They not only guide our work together, they become the measure of a job well done as teachers and students use the finished spaces.

SYNTHESIS

PROJECT BRIEF + EDUCATIONAL SPECIFICATIONS, IF NEEDED

This portion of the work includes translating your guiding principles into a variety of quantitative and qualitative benchmarks, which are needed to support your current and potential future educational goals, programs, and practices. We then can evaluate all further issues, ideas, and decisions according to their ability to support these principles.

Benchmarks typically include the types, sizes, and quantities of spaces needed to support your school. Benchmarks also outline educational and functional qualities for spaces, such as air quality, lighting levels, ceiling heights, durability goals, flexibility needs, adjacency requirements, and other standards.

These benchmarks define the optimal educational environment for your new high school and can be used to assess each conceptual-approach element in the form of educational specifications. Any priority benchmarks that emerge have the potential to be applied to existing District facilities.

> Amy brought new and creative ideas to the table for us to consider, but more importantly she was wonderful at listening to and addressing not only the adults present, but the students, too ... I saw my concerns, hopes and ideas being addressed, and I can't wait to see our new school built.
>
> —Meilani Roan, student/charrette member
> State College Area High School

FACILITY MASTER PLANNING

We'll pull together everything we've learned in previous stages to translate ideas into various potential layouts and broad floor plans. Though these will be the first iterations of early themes, each still should address the stated needs and consider the realities of site, costs, and construction parameters.

We'll use another workshop session to present draft ideas to stakeholders and get feedback. Then, we'll provide the District with a concise draft of the recommendations. As you review and vet this document, we'll adjust as needed and ultimately submit the work as a visionary—yet actionable—plan to address facility needs for the new high school.

To strengthen this step of the process, we can engage the school communities in additional interactive workshops, often referred to as pre-design charrettes. Participants might include students, parents, teachers, administrators, staff, and community members. These work groups review the project goals and learn from examples of outstanding learning environments. They also discuss the potential impacts of future educational strategies, technologies, and workforce trends of the school and community. This gives them a forum to react to ideas and options our team advances for consideration.

The charrette method facilitates and focuses conversations so the best collective priorities positively influence our final plan recommendations to the District's board. Charettes have another benefit, too: They're an effective natural strategy for generating community awareness and support of the project. Participants must be able to see real evidence their ideas and insights matter.

The plan guides the next steps for both the District and the design team. It should truly reflect the district's commitment to students and the wider school community's vision for the new high school.

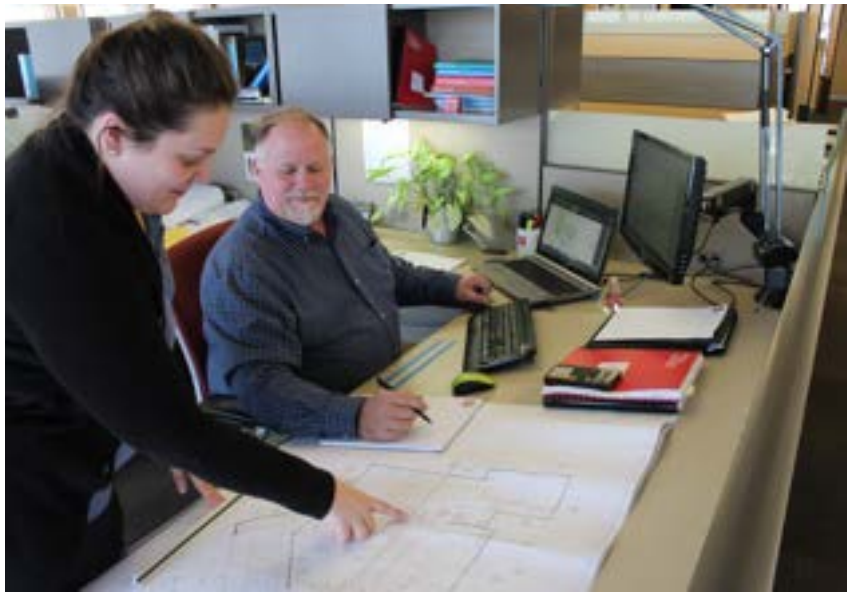
CREATE PHASE:
SCHEMATIC DESIGN & DESIGN DEVELOPMENT

Through quick iteration, we uncover layers, evaluate ideas, and incrementally refine the concept. Together, we'll generate multiple alternatives that solve your real problems.

The thorough information-gathering and programming conducted during the Discover phase reveals its value in the Create phase. We now can judge the work within the appropriate context, quickly eliminating any solutions that rely on flawed assumptions. That gives us more time to focus on making the good stuff even better.

Working from a shared information set, our team uses sophisticated Building Information Modeling (BIM) software to vet concepts and generate renderings for your review. The BIM program integrates with other software that runs "collision tests" to make sure structural, mechanical, and electrical components do not encroach upon the same space. Building first in the virtual world saves you time, money, and rework on site by avoiding costly change orders.

Ultimately, the Create phase brings the most tangible solutions to the group for critical evaluation. Immediate feedback provided as part of this environment helps the entire project team work through complex issues, reaching compromise and agreeing on the optimal outcome in an effective, respectful manner. By the end of the Create phase, we establish clear design expectations and the budget picture developed in collaboration with your Construction Manager.



IMPLEMENT PHASE:
CONSTRUCTION DOCUMENTS & BID SERVICES

It's time to implement our decisions through detailed final design, construction, and budgeting documents. We'll concentrate on making sure all the design components are represented in the final product. It’s our responsibility to provide a well-crafted and complete document set. The TSP team will provide documentation that exceeds District standards and programmatic expectations.

Quality technical materials help prevent design oversights, coordination errors, and construction problems. These materials are at the heart of efficient bidding and construction practices. TSP will work with your Construction Manager as well as material suppliers and contractors to focus on the details.

We’ll guide the crucial communication piece to confirm, define, and select individual design elements even as we ensure we account for all items carried through from previous phases.

DELIVER PHASE:
CONSTRUCTION & POST-OCCUPANCY SUPPORT

Design doesn’t end once the construction documents are issued. During construction, TSP team members spend time in field observation to review conditions, meeting with Construction Managers and/or contractors. We work to ensure that—once concealed—transitional details present no issues likely to cause problems for the District's building and maintenance staff.

The key word in the contract administration phase is responsiveness. Our team maintains reports, verifies shop drawings, oversees submittals, reviews pay requests, and coordinates constructor questions and Owner communications. We understand the importance of timely decision-making and careful record-keeping during construction.

It's our goal that anyone involved in the design process will develop an understanding of the facility from the ground up. We’ll stay connected as you grow into your school, continuing the discussion to support long-term success.

CONSTRUCTION METHODS

DELIVERING A PROJECT ON YOUR TERMS

TSP and our consultant partners have experience working with all available delivery methods, including traditional Design/Bid/Build (DBB), Design-Build, and Construction Management with the constructor either as "Agent" (CMA) or "At-Risk" (CM@R). Annually, TSP has averaged between 40 and 50 percent of our projects using the CM@R delivery method and between 40 and 50 percent using DBB. Any remaining projects have been delivered using either Design-Build or CMA methods. As a full-service design firm, we are adept at working with numerous regional contractors and have developed relationships with leading firms in South Dakota and other Midwest states in our footprint.

CASE STUDY: NEW HIGH SCHOOL

ANDES CENTRAL SCHOOL DISTRICT

TSP worked closely with Puetz Construction as CM@R to help target the estimated construction cost and develop an accurate guaranteed maximum price (GMP) with a very low contingency. We've carefully balanced cost considerations while creating quality documents and maintaining forward-thinking design direction and decisions.

CASE STUDY: REPLACEMENT HOSPITAL

MADISON REGIONAL HEALTH

TSP's latest large-scale project for Madison Regional Health illustrates how we add value with our knowledge of delivery methods and our specific market. Our team helped leaders at Madison Regional Health screen potential partners and select Journey Group as CM@R. We also assisted with documentation to secure USDA Rural Development funding. Madison's medical center is the first project in the state to use the CM@R delivery method in connection with the federal program, and it is also the largest USDA-funded project in the state. TSP's close partnership with Journey Group kept the work on schedule and delivered 11,000 more square feet of value-engineered space than originally programmed—without extending the construction schedule or budget. The project team included consultants from Confluence and Sayre Associates.

PROVEN TRACK RECORD: CM@R PROJECTS

CONSTRUCTION MANAGER AT RISK (CM@R)	CLIENT/OWNER & DESCRIPTION OF WORK
Puetz Construction	Andes Central School District Addition to Create New High School on K-12 Campus
Journey Group dba Sioux Falls Construction	South Dakota School for the Blind & Visually Impaired Replacement Campus
Vonasek & Schieffer, Inc.	Rice Lake Area Schools High School Auditorium Lobby Addition, HVAC Update, & Vo-Tech/Science Suite Renovations
Schwab, LLC	Grand Meadow Public Schools New K-12 Facility
Henry Carlson Company	Augustana University Froiland Science Complex & Gilbert Science Center Renovation
Wenck Construction	Faulkton School District Facilities Assessment & District-Wide Improvements
GH Phipps Construction	Sheridan County School District No. 2 High School Athletic/Lockers Addition/Renovation
Journey Group dba Sioux Falls Construction	Dakota State University Beacom Institute of Technology
Ainsworth-Benning Construction	Sanford Laboratory Homestake Visitor Center
Henry Carlson Company	Augustana University Mikkelsen Library Addition/Renovation
Henry Carlson Company	Sanford Luverne Medical Center Replacement Hospital & Clinic
Journey Group dba Sioux Falls Construction	Madison Regional Health Replacement Hospital & Clinic

SCHEDULING & PHASING

DESIGN & PRE-CONSTRUCTION SCHEDULES

Significant new-construction efforts must be carefully planned. The TSP team has found the greatest success when we work side by side with Construction Managers (CMs), building both the design schedule and the construction schedule together. Milestones in each timeline affect the other. We believe it's appropriate for your CM to take responsibility for developing the overall schedule. Our TSP team members will support those efforts by providing input to create a realistic design timeline within that larger context. It's important to remember the most obvious approach to phasing is not always the best.

Eugene Field Elementary Classroom Addition, a TSP + Sayre Associates project for the Sioux Falls School District

CASE STUDY: CLASSROOM ADDITION

SIOUX FALLS SCHOOL DISTRICT EUGENE FIELD ELEMENTARY

TSP, Confluence, and Sayre Associates worked with the Sioux Falls School District to establish a workable plan for a series of additions and interior remodels at Eugene Field Elementary School. The additions were built during the school year, and appropriate pathways were determined to minimize student and staff disruption. All remodeling was done during summers, after the new portion of the building became available.

COST ESTIMATES & BUDGET CONTROL

SEPARATING NEEDS FROM WANTS

The TSP team serves as your advocate to help you determine which facility components, spaces, materials, and features are real and pressing needs. Common criteria in this priority-setting work include cost, life expectancy, serviceability, functionality, and aesthetics.

Owners often base their decisions on an item's cost relative to the total project. We can leverage the resources of our in-house, full-time cost estimator to make early projections during Conceptual Design. In collaboration with your Construction Manager (CM), we will provide appropriate information so you can see where we can achieve the best value for the dollars invested. This is a useful way to identify "wants" that may be desirable but don't add true value relative to their proportion of the project's cost.

MATCHING COST TO SCOPE & BUDGET

Our experience tells us that continual communication among Owner, design team, and CM team is the surest way to hit budget targets. Biweekly meetings with the CM throughout the planning and design process provide a two-way sounding board. The topics change as the project evolves, but the need for shared information remains constant. For example, early conversations might focus on the design team's consideration of various mechanical systems and building materials.

A CM who is part of the discussion can provide real-time feedback on whether those options are feasible within budget. In the past, we've seen problems arise when one or more parties do not share timely, relevant information that affects the other's work. Simply communicating the details isn't enough. We've learned hard lessons when TSP team members kept the CM informed, but the CM wasn't actually putting pencil to paper to run the cost effects before the end of a design phase. That's too late to help drive meaningful decisions or make smaller adjustments along the way.

Our architects and engineers remain involved in your CM's early, periodic estimates so we can deliver an appropriate level of design work consistent with the CM's ultimate guaranteed maximum price (GMP).

ALTERNATIVE MATERIALS & SYSTEMS

PROBLEM-SOLVING

As architects and engineers, we are problem-solvers to our core. We never stop learning from you, with you, and for you. Think of us as pragmatic dreamers: We understand that project constraints are a part of the overall equation. To create the proper design solution, our project plan must allow room for understanding and addressing these constraints. Limitations might be related to budget, site or adjacency conditions, a tight schedule, politics, or simply personal preference.

VALUE ANALYSIS/VALUE ENGINEERING

The TSP team's philosophy on value engineering aligns with our perspective on cost analysis: We believe value engineering must occur throughout the project's life span. Making cuts later in the design process is a symptom of poor communication. And it often demands that an Owner sacrifice build quality or use alternative materials to fit within the budget.

It serves neither you nor your project to discover that a specific material or program component is too expensive after you've built other decisions around it. We work hand-in-hand with Construction Managers to confirm key selections early on:

- Wood or steel frame.
- Precast concrete or brick and block.
- Mechanical/electrical systems that require greater up-front investment but promise lifetime value or those that are less expensive but will need more frequent maintenance to perform optimally.

Previously underused space now is a learning center at Minneapolis Public Schools Webster Elementary, Minneapolis, MN

CASE STUDY: SCHOOL TRANSFORMATION

MINNEAPOLIS PUBLIC SCHOOLS WEBSTER ELEMENTARY

TSP and the District held to an aggressive schedule for its floor-to-ceiling remodel, with just six months of construction before opening at the start of the 2015-2016 school year. Construction bids came in under budget in a highly volatile bidding climate. This gave the District room to incorporate all desired alternatives—and still have a comfortable construction contingency. The project gained a wood gymnasium floor, rubber-tile flooring in classrooms, additional exterior windows, LED lighting, and a learning center to showcase student works or host small-group breakouts in a previously underused space.

SUSTAINABILITY

EMBEDDING SMART DESIGN

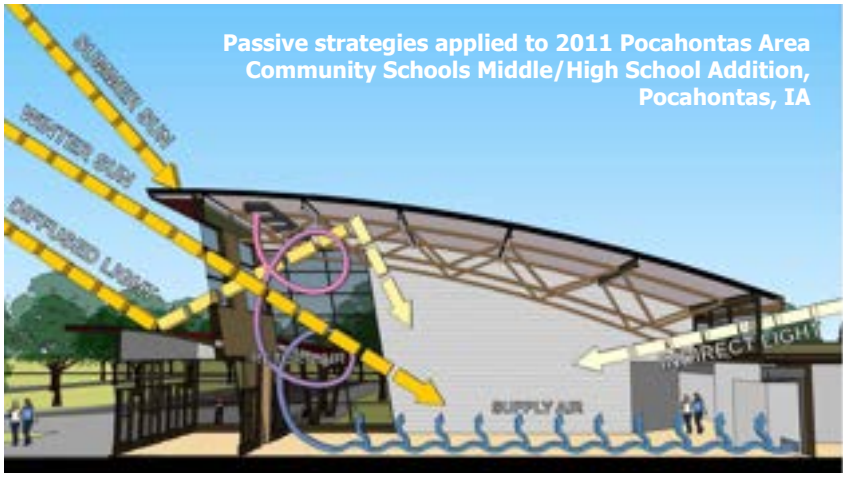
Done right, sustainability planning saves you time and money, both initially and in the future. The TSP team is committed to practical, sustainable solutions. Even if LEED certification is not desired, using a "sustainability workbook" tool can help us evaluate a variety of impacts that contribute valuable information for any operations budget. Our design team goes beyond sustainable design to embrace strategies for energy reduction, owner flexibility, occupant well-being, and responsible design. This is how we create better buildings. Sustainable design is embedded into our process, ensuring it becomes part of your facility's overall concept.

TSP's design processes often lead to higher levels of LEED performance than typically set out in a project's early stages—at no added cost. We did just that for Augustana University's Froiland Science Complex and the Chemical & Biological Engineering + Chemistry Building on the South Dakota School of Mines & Technology campus, earning Gold status for facilities designed to achieve Silver certification. More recently, TSP designed Dakota State University's Beacom Institute of Technology as one of the first facilities in the state aligned with LEED v4 guidelines.

We'll work with you to optimize all components, carefully considering your needs. We don't maximize one priority or element at the expense of another. Your vision for your facility drives our sustainable-design practices, and we measure our progress against established benchmarks and metrics.

EXPLORING EDUCATIONAL OPPORTUNITIES

True sustainable design is integrated design. It occurs at every stage in the process. It also provides opportunities to incorporate design and construction strategies into the curriculum—particularly if the District is open to leaving some components exposed to view. Students can see and interact with the technology at work, gaining a greater understanding of how we affect our environment. The materials we choose, our behavior patterns as we make use of spaces, and how we consume energy all have an impact.



Passive strategies applied to 2011 Pocahontas Area Community Schools Middle/High School Addition, Pocahontas, IA

Designed by TSP + Confluence + Sayre Associates, the Augustana University Froiland Science complex in Sioux Falls, SD, was designed for LEED Silver and achieved LEED Gold at no added cost

REDUCING THE ENERGY LOAD

Reducing loads in a building is not reached by simply selecting the right systems. The structure's architectural design has a significant effect. We recognize and address the various climate concerns and environmental forces your facility must withstand. Through planning and form, we take careful steps to reduce the energy load your building will consume:

- Establish energy targets.
- Integrate the total design process.
- Assess site resources.
- Apply passive strategies (site orientation, materials, daylighting).
- Apply active strategies (building systems).
- Thoroughly vet operational needs and capacities.

EVALUATING BUILDING PERFORMANCE

Implementing an Energy Management System will allow facilities personnel to monitor, record, and evaluate the building performance in real-time. At the District's discretion, we will conduct eco-charrettes with decision-makers, various user groups, and project-team members at the beginning of design. We will track our progress toward your stated objectives throughout design and into document production, construction, and post occupancy.

SHOWCASING FUNCTIONALITY

Looking ahead, we can assume that approaches to teaching and learning will continue to evolve with new technologies and philosophies. A facility should not only support today's needs but also be adaptable to meet changing expectations. Thoughtful arrangement of spaces helps reduce and control student and visitor movement. This translates into more functional traffic patterns and protects access to controlled areas such as technology services, mechanical rooms, and administrative offices. Cleaning is one of the most expensive operational cost for organizations The relationship between entry points and building uses also can reduce student travel time and tracking of mud, salt, and other contaminants throughout the facility.

ENHANCING WELLNESS

Ideas about sustainability also are evolving. Because the TSP team focuses on the user experience, we go beyond the technical aspects. Putting ourselves in your shoes means we think a great deal about how your students, teachers, support staff, and school visitors will use your new building. We explore ways that facilities can have positive, long-term effects on how well students learn and succeed. LED and circadian lighting systems combine with daylighting and outdoor views to keep users connected to the natural environment. Acoustical design of structures and systems can reduce noise distractions, and other elements—such as a visually appealing stairway—can encourage activity.

PROPOSER PROFILE

THERE'S NO 'ME' IN TEAM. IT'S ALL WE. AND IT REVOLVES AROUND YOU.

PRINCIPAL PLACE OF BUSINESS
Sioux Falls, SD

YEARS IN BUSINESS
88

FIRM STRUCTURE
C Corp

EMPLOYEES
75 (42 are in Sioux Falls)

DETAILED DESCRIPTION
Clients know this (and so do we): You are the planning and design experts when it comes to your culture and future high school needs. Why? Because you live daily with the challenges unique to your current overcrowded facilities.

TSP exists to perform fulfilling work. It's fulfilling for us because it makes our clients better at what they do. We believe our clients hold the keys to discover their designs. We have the knowledge and skill to unlock those ideas.

That's why we seek out complex projects that demand design expertise and reliability. These efforts require comprehensive, integrated services and fully engaged stakeholders to inform the work.

As a company, we're built around a few beliefs that resonate with our team members in communities across the Upper Midwest—including your project's team in our Sioux Falls office. The heart of this philosophy stretches back to 1930 and our founder's credo to design it like we own it.

We've dedicated ourselves to pursuits that hold the greatest potential for communities: education, civic, and healthcare projects that uplift our quality of life. Focusing on the work we want to do gives us more time to understand each client's vision, study emerging opportunities, and expertly weigh the inherent risks. We find the greatest success when we use our skills and passion to develop the single best solution that meets a client's needs.

Our full-service team ensures that spaces, systems, layouts, finishes, furniture, and technology function as a whole.

PROJECT TEAM MEMBERS
Jared Nesje, AIA | Principal-in-Charge
Sean Ervin, AIA, LEED AP | Project Integration Manager
Michelle Klobassa, AIA, LEED AP BD+C | Design Architect
Chase Kramer, AIA, GA | Project Architect
Brenna Wiertzema | Interior Designer
Lucas Lorenzen, PE | Structural Engineer
Roger Nikolas, PE, LEED AP | Mechanical Engineer
Darrell Bren, PE, LEED AP | Electrical Engineer

IN-HOUSE CAPABILITIES

Your team for the District's new high school offers a complementary set of design, engineering, planning, and specialty services professionals who devote themselves to your success. Our people will work in concert with you and key consultants to help you create an overarching plan. TSP's in-house staff from the Sioux Falls office offers expertise in the following services and disciplines to help you get the most out of your square footage and what you can do within it—

- Architecture
- Interior Design and FF&E Coordination
- Campus & Facilities Master Planning
- Space Planning/Modeling
- Student & Community Engagement
- Existing Facility Assessments
- Site Planning & Design
- Sustainable Design
- Mechanical Engineering
- Electrical Engineering
- Structural Engineering
- Technology & Security Planning
- Cost Estimating
- Total Project Cost Modeling
- Construction Documents
- Building Code Compliance
- Constructability Reviews
- Construction Administration
- Warranty Inspections & Reviews

COMMITMENT & INTEGRITY

TSP's success is the result of our unwavering commitment to each and every client since our founding in 1930, right here in Sioux Falls. What started as a one-person architecture practice during difficult economic times has evolved into a thriving, fully integrated architecture, engineering, and planning firm with offices across the Midwest.

Through teamwork, service, and passion, our people listen and develop a deep understanding of your "why." We collaborate with you to build trust-based relationships and discover solutions that combine form, function, and economy. We design legacy buildings that fit needs today and are flexible enough to serve campuses and communities well into the future.

Our full-service team based in Sioux Falls builds on personalized service and regional expertise to bring you the most effective planning and design. Every project is unique. Our decades of design experience in campus facilities and the depth of knowledge from our partner consultants mean you can move forward with confidence.

PROJECT ORGANIZATION CHART

Sioux Falls School District

DESIGN LEADERSHIP

JARED NESJE
PRINCIPAL-IN-CHARGE
TSP

SEAN ERVIN
PROJECT INTEGRATION MANAGER
TSP

PLANNING | PROGRAMMING | ARCHITECTURAL | SPECIALTY

MICHELLE KLOBASSA
DESIGN ARCHITECT
TSP

AMY YURKO
EDUCATIONAL PLANNER
BRAINSPACES

CHASE KRAMER
PROJECT ARCHITECT
TSP

BRENNA WIERTZEMA
INTERIOR DESIGNER
TSP

JON JACOBSON
LANDSCAPE ARCHITECT
CONFLUENCE

LYLE PUDWILL
LANDSCAPE ARCHITECT
CONFLUENCE

TERRY PELLEGRINO
FOODSERVICE DESIGNER
RIPPE ASSOCIATES

DARREN PETERSEN
FOODSERVICE DESIGN SUPPORT
RIPPE ASSOCIATES

SARI RÖNNHOLM
THEATRE & ACOUSTICS DESIGNER
KVERNSTOEN, RÖNNHOLM & ASSOCIATES

ENGINEERING DESIGN

LUCAS LORENZEN
STRUCTURAL ENGINEER
TSP

ROGER NIKOLAS
MECHANICAL ENGINEER
TSP

DARRELL BREN
ELECTRICAL ENGINEER
TSP

PAUL KORN
CIVIL ENGINEERING MANAGER
SAYRE ASSOCIATES

TYSON HASZ
CIVIL ENGINEER
SAYRE ASSOCIATES

FUNCTIONAL ROLES & RESPONSIBILITIES

DESIGN LEADERSHIP

JARED NESJE, PRINCIPAL-IN-CHARGE
TSP, Inc.

As the PIC, Jared ultimately is responsible for overseeing team work and allocating resources to your project. He will be heavily invested during early stages of the project, as conversations around the new school's identity and location explore ideas in the Discovery stage (Pre-Design through Conceptual Design phases). As design progresses, he'll continue to provide steady, visible leadership as a presence at key community workshops and public-education events. As a former senior project manager, Jared understands well the respectful push-and-pull relationship needed among Owner, Design Firm, and Construction Manager. He'll initiate and guide important conversations that drive our work together and serve as "gut checks" along the way.

SEAN ERVIN, PROJECT INTEGRATION MANAGER
TSP, Inc.

An architect by training and an experienced space programmer by trade, Sean is much more than a design project manager. In his role, he'll integrate TSP's full-service disciplines of architecture, engineering, planning, and interior design to make sure the schedule stays on track and the Owner stays informed. He will facilitate design charrettes and assist our team's educational planner to support work during visioning exercises in the Discovery stage. From Schematic Design through Construction Documents and on-site visits during the build itself, Sean will be the team's primary point of contact for coordinating the big picture and its necessary details with your Construction Manager. He also will maintain open, clear communication channels with all consultant partners. Sean will bring his considerable experience in site evaluation and analysis to the process in collaboration with our civil engineering and landscape architecture partners. As a LEED accredited professional, he looks for economical, energy-saving choices to boost your operational bottom dollar.

PLANNING, PROGRAMMING, ARCHITECTURAL, & SPECIALTY

MICHELLE KLOBASSA, DESIGN ARCHITECT
CHASE KRAMER, PROJECT ARCHITECT
TSP, Inc.

In Michelle's role as Design Architect, she will work closely with you and your stakeholders through every step in the process. She'll make certain your priorities and vision are reflected in early concepts and carried through to the built reality. She and Project Architect Chase Kramer will give you options during workshops, listen to feedback, and return each time with iterations that bring you closer to your final solution. The two will collaborate with our team's educational planner to arrange spaces around the way you'll use your new building. Michelle (LEED AP BD+C) and Chase (LEED GA) will embed sustainable strategies in each component, coordinating with their TSP engineering colleagues on systems selections. Chase will make sure every detail is captured in the Construction Documents.

BRENNA WIERTZEMA, INTERIOR DESIGNER
TSP, Inc.

Brenna is experienced in designing spaces that offer flexibility and durability. She prioritizes user needs by choosing furniture that moves with them and selects finishes that create a cohesive look. Brenna seeks out products that work within the architectural context and contribute to overall functionality.

ENGINEERING

LUCAS LORENZEN, STRUCTURAL ENGINEER
ROGER NIKOLAS, MECHANICAL ENGINEER
DARRELL BREN, ELECTRICAL ENGINEER
TSP, Inc.

Lucas, Roger, and Darrell will work with TSP's architects, interior designer, and our team's consultants from day one. They'll draw on their knowledge of building materials, HVAC, plumbing, and electrical-distribution systems to recommend efficient, low-maintenance components. Roger and Darrell both are LEED accredited professionals with advanced experience in using passive and active sustainable-design strategies. Lucas is adept at assessing constructability of early design concepts and matching them to structural-support systems. All three will coordinate with architectural colleagues to put power where it's needed and create a comfortable learning environment.

PERSONNEL EXPERIENCE

JARED NESJE, AIA
Principal-in-Charge

Jared has final responsibility for making good on our commitments to you and your stakeholders. He is a well-rounded former project manager with solid experience in diverse project types, including education. Jared's insight provides a valuable resource for the project team, and his background proves beneficial when dealing with tight budget constraints. He will devise solutions that maintain the integrity of your project without sacrifice to budget and schedule.

TSP TEAM MEMBER: 16 Years

REGISTERED ARCHITECT: SD, MN, IA, NE

EDUCATION: Bachelor of Architecture & Environmental Design,
North Dakota State University

SELECTED RELEVANT EXPERIENCE
- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Laboratory & Student Services "Hub"
  - » Eugene Field Elementary Classroom Addition
  - » Laura B. Anderson Elementary Addition/Renovation
- Augustana University, Sioux Falls, SD
  - » Campus Master Plan
  - » Humanities Building HVAC Upgrade
- Sioux Falls Regional Airport, Sioux Falls, SD
  - » Security Checkpoint Expansion/Remodel + Lobby Renovation
  - » Baggage Claim Expansion & Baggage-Handling System Redevelopment
- Sanford Health Summit League Office & Clinic, Sioux Falls, SD
- Madison Regional Health Replacement Hospital & Clinic, Madison, SD
- Special Olympics South Dakota Unify Center, Sioux Falls, SD

SEAN ERVIN, AIA, NCARB, LEED AP
Project Integration Manager

Sean will bring together all disciplines—whether in-house at TSP or from consultant partners—to make sure team members are unified in their understanding of project goals. Under his guidance, the team will develop a concept and the details that embody the unique character required of a new high school campus. Sean recognizes that successful education and community facilities require functionality, ease of operations, and a "wow" factor.

TSP TEAM MEMBER: 31 Years

REGISTERED ARCHITECT: SD, MN, IA

EDUCATION: Master of Architecture, Washington University-St. Louis;
Master of Construction Management, Washington University-St. Louis

SELECTED RELEVANT EXPERIENCE
- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Laboratory & Student Services "Hub"
  - » Eugene Field Elementary Classroom Addition
- Perham-Dent Public Schools New High School, Perham, MN
- Andes Central School District New High School, Lake Andes, SD
- Harrisburg School District, Harrisburg, SD
  - » High School
  - » Addition/Renovation to Repurpose High School as South Middle School
- Boyden-Hull Community School District, Hull, IA
  - » Hesla Field Master Plan Phase I—Athletic Field Support Building
  - » Auditorium Renovation
- Pocahontas Area Community Schools, Pocahontas, IA
  - » Middle/High School Building Addition/Remodel 2011
  - » Middle/High School Building Classroom Expansion 2018

MICHELLE KLOBASSA, AIA, LEED AP BD+C

Design Architect

Michelle is a Principal and Senior Architect who applies her technical skills and strong design sense to translate your concepts into tangible, efficient solutions. She collaborates closely with clients, construction managers, and contractors on the job site. Michelle recognizes that each project brings its own challenges and opportunities, and taking projects from drawings to completed buildings never fails to be an exciting reward for hard work in pursuit of a shared goal.

TSP TEAM MEMBER: 14 Years

REGISTERED ARCHITECT: SD

EDUCATION: Master of Architecture, Montana State University;
Bachelor of Environmental Design, Montana State University

SELECTED RELEVANT EXPERIENCE

- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Laboratory & Student Services "Hub"
  - » Eugene Field Elementary Classroom Addition
- South Dakota School for the Blind & Visually Impaired, Aberdeen, SD
- Greenway Public Schools & City of Coleraine Master Planning, Coleraine, MN
- Augustana University Froiland Science Complex, Sioux Falls, SD
- Northern State University Regional Science Education Center, Aberdeen, SD
- South Dakota School of Mines & Technology Chemical & Biological Engineering + Chemistry Building, Rapid City, SD
- Dow Rummel Village Memory Care & Assisted Living Expansion, Sioux Falls, SD
- Sioux Falls Regional Airport, Sioux Falls, SD
  - » Security Checkpoint Expansion/Remodel + Lobby Renovation
  - » Baggage Claim Expansion & Baggage-Handling System Redevelopment
- Sweetman Construction/Concrete Materials Corporate Office, Sioux Falls, SD
- Holy Spirit Catholic Church Interior Renovation, Sioux Falls, SD

CHASE KRAMER, AIA, LEED GA

Project Architect

Chase applies his keen eye for detail to design legacy buildings—facilities that stand the test of time. He takes his project work personally, putting himself in a client's shoes so he can better understand their needs. At the same time, he's able to maintain a professional attitude. This allows him to advise on issues where his expertise may lead to new ideas or better decisions. Chase has successfully guided several multimillion-dollar projects.

TSP TEAM MEMBER: 4+ Years

REGISTERED ARCHITECT: SD, IA

EDUCATION: Master of Architecture, Iowa State University;
Bachelor of Arts, Augustana University

SELECTED RELEVANT EXPERIENCE

- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Laboratory & Student Services "Hub"
  - » Southeast Tech Campus Development Plan
- Andes Central School District New High School, Lake Andes, SD
- Edgerton Christian Elementary School Addition/Renovation, Edgerton, MN
- Augustana University, Sioux Falls, SD
  - » Froiland Science Complex
  - » Hamre Hall Renovation
  - » Campus Master Plan 2015
- Northern State University Regional Science Education Center, Aberdeen, SD
- Dakota State University Beacom Institute of Technology, Madison, SD
- Sioux Falls Regional Airport Security Checkpoint Expansion/Remodel + Lobby Renovation, Sioux Falls, SD
- Holy Spirit Catholic Church Interior Renovation, Sioux Falls, SD
- Special Olympics South Dakota Unify Center, Sioux Falls, SD

BRENNA WIERTZEMA
Interior Designer

Brenna is drawn to projects that offer an opportunity to create uplifting, comfortable environments. Design affects everyone's lives on a daily basis, and she wants her work to provide surroundings where people can thrive. Brenna believes students are encouraged to do their best when they learn in a well-thought-out, stimulating environment. She incorporate colors, materials, and finishes to provide clear wayfinding guidance to building visitors.

TSP TEAM MEMBER: 3+ Years

EDUCATION: Bachelor of Science, Education & Human Sciences with an emphasis in Interior Design, South Dakota State University

SELECTED RELEVANT EXPERIENCE
- Sioux Falls School District Southeast Tech Laboratory & Student Services "Hub," Sioux Falls, SD
- Andes Central School District New High School, Lake Andes, SD
- Perham-Dent Public Schools New High School, Perham, MN
- Little Falls Community Schools High School Addition/Remodel, Little Falls, MN
- Augustana University Froiland Science Complex, Sioux Falls, SD
- Dakota State University Beacom Institute of Technology, Madison, SD
- South Dakota State University American Indian Student Center, Brookings, SD
- Special Olympics South Dakota Unify Center, Sioux Falls, SD
- Dow Rummel Village Memory Care & Assisted Living Expansion, Sioux Falls, SD
- South Dakota Department of Transportation Interstate Welcome Centers, Valley Springs and Wilmot, SD
- Madison Regional Health Replacement Hospital & Clinic, Madison, SD
- Holy Spirit Catholic Church Interior Renovation, Sioux Falls, SD

LUCAS LORENZEN, PE
Structural Engineer

Lucas is an accomplished structural specialist with focused experience in steel-frame building design. He's worked with HSS truss systems, welded and bolted connections, and cold-formed materials. Along with his technical skills, Lucas has a strong background in project management for complex designs and product development projects. He believes clear, open communication with clients enables him to add the greatest value to projects.

TSP TEAM MEMBER: 3 Years

LICENSED PROFESSIONAL ENGINEER: SD, MN, IA, NE

EDUCATION: Bachelor of Science, Civil Engineering, Structural Engineering Concentration, South Dakota State University

SELECTED RELEVANT EXPERIENCE
- Andes Central School District New High School, Lake Andes, SD
- Perham-Dent Public Schools New High School, Perham, MN
- Dakota State University Beacom Institute of Technology, Madison, SD
- Northern State University Regional Science Education Center, Aberdeen, SD
- South Dakota State University, Brookings, SD
  - » American Indian Student Center
  - » SDSU Foundation Alumni Center
  - » SDSU Foundation President's Home
- Dow Rummel Village Memory Care & Assisted Living Expansion, Sioux Falls, SD
- Sioux Falls Regional Airport, Sioux Falls, SD
  - » Security Checkpoint Expansion/Remodel + Lobby Renovation
  - » Baggage Claim Expansion & Baggage-Handling System Redevelopment
- Sanford Health, Sioux Falls, SD
  - » Wellness Center Addition/Remodel
  - » Summit League Office & Clinic

ROGER NIKOLAS, PE, LEED AP
Mechanical Engineer

Roger develops mechanical designs that improve operational efficiency and enhance comfort. He has extensive experience in project scheduling and project management. Roger's designs consider climate control, humidity, energy conservation, indoor air quality, energy-management systems, and contaminant restriction. He's designed systems for fire protection, temperature control, geothermal heat pumps, and building automation.

TSP TEAM MEMBER: 20+ Years

LICENSED PROFESSIONAL ENGINEER: SD, MN, IA, NE, ND

EDUCATION: Bachelor of Science, Mechanical Engineering,
University of Minnesota

SELECTED RELEVANT EXPERIENCE
- Andes Central School District New High School, Lake Andes, SD
- Yankton School District Facilities Condition Assessment & Master Plan, Yankton, SD
- Northern State University Regional Science Education Center, Aberdeen, SD
- Boyden-Hull Community School District Auditorium Renovation, Hull, IA
- Hamlin School District High School Addition, Hayti, SD
- Little Falls Community Schools High School Addition/Renovation, Little Falls, MN
- Greenway Public Schools High School Remodel, Coleraine, MN
- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Laboratory & Student Services “Hub”
  - » Eugene Field Elementary School Classroom Addition
- University Center Classroom Building & GEAR Center, Sioux Falls, SD
- Augustana University, Sioux Falls, SD
  - » Froiland Science Complex
  - » Humanities Building HVAC Upgrade
- Dakota State University Beacom Institute of Technology, Madison, SD
- South Dakota State University American Indian Student Center, Brookings, SD
- South Dakota School of Mines & Technology Chemical & Biological Engineering + Chemistry Building, Rapid City, SD

DARRELL BREN, PE, RCDD, LEED AP
Electrical Engineer

Learning environments require specialized electrical design to address technology, flexibility, energy-efficient building systems, and quality lighting. Darrell contributes seasoned knowledge to every education project. His extensive experience includes design for high-quality lighting, and electrical issues regarding system flexibility. As a Registered Communication Distribution Designer, he is skilled in the design of information transport systems and their related infrastructure.

TSP TEAM MEMBER: 14 Years

LICENSED PROFESSIONAL ENGINEER: SD, MN, IA, NE, ND

EDUCATION: Bachelor of Science, Electrical Engineering,
South Dakota State University

SELECTED RELEVANT EXPERIENCE
- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Laboratory & Student Services "Hub"
  - » Howard Wood Field Improvements
- Andes Central School District New High School, Lake Andes, SD
- Yankton School District Facilities Condition Assessment & Master Plan, Yankton, SD
- Pocahontas Area Community Schools, Pocahontas, IA
  - » Middle/High School Building Addition/Remodel 2011
  - » Middle/High School Building Classroom Expansion 2018
- Augustana University Froiland Science Complex, Sioux Falls, SD
- Harding County School District New K-12 School, Buffalo, SD
- Greenway Public Schools High School Remodel, Coleraine, MN
- Onamia Public Schools High School Remodel & HVAC Replacement, Onamia, MN
- Dakota State University Beacom Institute of Technology, Madison, SD
- South Dakota State University American Indian Student Center, Brookings, SD
- South Dakota School of Mines & Technology Chemical & Biological Engineering + Chemistry Building, Rapid City, SD

CONSULTANT PARTNERSHIPS

WORKING TOGETHER FOR YOU

The TSP team brings together the expertise, talent, and abilities to result in a successful project—and a rewarding experience for those with whom we collaborate. We know that assembling the right people at the right time is crucial to your project's success, and that highly focused expertise uplifts the end result. That's why, when the project calls for it, we invite selected groups to join us. Our collaborative approach fuels creativity and inspires us to develop trust-based partnerships with other leading firms whose people complement our own.

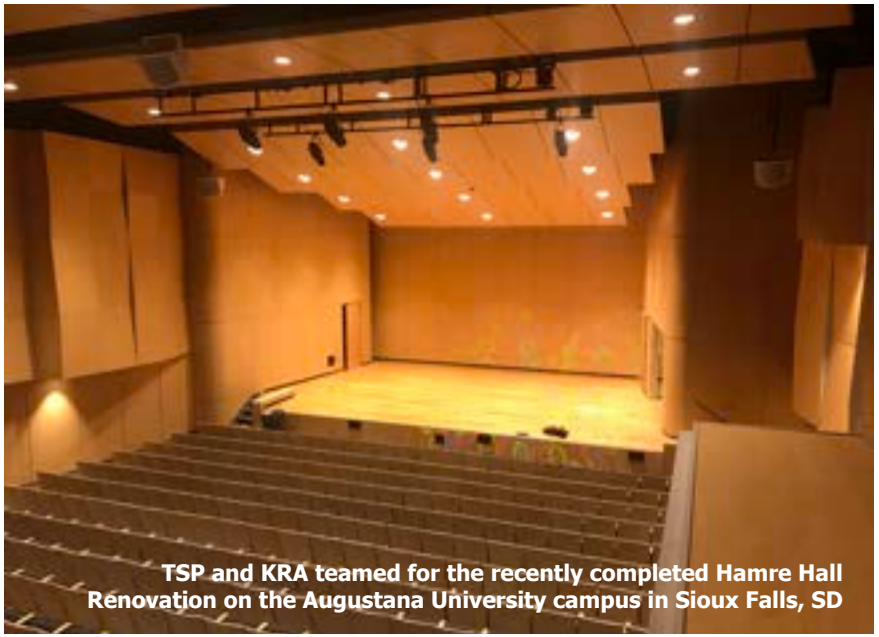
TSP's working relationships are built on a mutual respect for the strengths of individual firms and their strong experience designing for learning environments. **In addition to the high school and higher-education clients listed on Page 43,** our firms have partnered for numerous other projects. Here are a few:

TSP + CONFLUENCE + RIPPE ASSOCIATES + SAYRE ASSOCIATES
- Dow Rummel Village Memory Care & Assisted Living Expansion, Sioux Falls, SD

TSP + CONFLUENCE + SAYRE ASSOCIATES
- Sioux Falls School District Eugene Field Elementary Addition, Sioux Falls, SD
- Cherapa Place, Sioux Falls, SD

TSP + CONFLUENCE + RIPPE ASSOCIATES
- Madison Regional Health Replacement Hospital & Clinic, Madison, SD

TSP + CONFLUENCE
- South Dakota Department of Transportation New Interstate Welcome Centers, Valley Springs and Wilmot, SD
- State of Iowa Department of Interior Honey Creek Resort State Park, Rathbun Lake, IA
- Joint City/County Human Services Center, Sioux Falls, SD



TSP and KRA teamed for the recently completed Hamre Hall Renovation on the Augustana University campus in Sioux Falls, SD

TSP + RIPPE ASSOCIATES
- Michael J. Fitzmaurice State Veterans Home, Hot Springs, SD
- City of Rochester Recreation Center Addition/Renovation & New 125 LIVE Center for Active Adults, Rochester, MN
- Kandiyohi County Law Enforcement Center, Willmar, MN
- Murray County Medical Center Major Addition/Renovation, Slayton, MN

TSP + SAYRE ASSOCIATES
- Special Olympics South Dakota Unify Center, Sioux Falls, SD
- Avera McKennan Data Center, Sioux Falls, SD
- Lifescape Children's North Wing Addition/Remodel, Sioux Falls, SD
- Bell Inc. Warehouse Expansion, Sioux Falls, SD

TSP + KRA (Kvernstoen, Rönnholm & Associates)
- Holy Spirit Catholic Church Interior Renovation, Sioux Falls, SD
- St. George Catholic Church, Hartford, SD

PROJECT ORGANIZATION CHART

Sioux Falls School District

DESIGN LEADERSHIP

JARED NESJE
PRINCIPAL-IN-CHARGE
TSP

SEAN ERVIN
PROJECT INTEGRATION MANAGER
TSP

PLANNING | PROGRAMMING | ARCHITECTURAL | SPECIALTY

MICHELLE KLOBASSA
DESIGN ARCHITECT
TSP

AMY YURKO
EDUCATIONAL PLANNER
BRAINSPACES

CHASE KRAMER
PROJECT ARCHITECT
TSP

BRENNA WIERTZEMA
INTERIOR DESIGNER
TSP

JON JACOBSON
LANDSCAPE ARCHITECT
CONFLUENCE

LYLE PUDWILL
LANDSCAPE ARCHITECT
CONFLUENCE

TERRY PELLEGRINO
FOODSERVICE DESIGNER
RIPPE ASSOCIATES

DARREN PETERSEN
FOODSERVICE DESIGN SUPPORT
RIPPE ASSOCIATES

SARI RÖNNHOLM
THEATRE & ACOUSTICS DESIGNER
KVERNSTOEN, RÖNNHOLM & ASSOCIATES

ENGINEERING

LUCAS LORENZEN
STRUCTURAL ENGINEER
TSP

ROGER NIKOLAS
MECHANICAL ENGINEER
TSP

DARRELL BREN
ELECTRICAL ENGINEER
TSP

PAUL KORN
CIVIL ENGINEERING MANAGER
SAYRE ASSOCIATES

TYSON HASZ
CIVIL ENGINEER
SAYRE ASSOCIATES

FUNCTIONAL ROLES & RESPONSIBILITIES

PLANNING, PROGRAMMING, ARCHITECTURAL, & SPECIALTY

AMY YURKO, EDUCATIONAL PLANNER
BrainSpaces

As a subspecialty consultant, Amy works with architects nationwide and around the world to help give shape to early conversations. Amy will put to use her engaging communication and facilitation skills to guide many of the tasks in the Discovery stage. These include planning, visioning, coordinating, and programming exercises in the Pre-Design through Conceptual Development phases and potentially into Schematic Design.

JON JACOBSON, LANDSCAPE ARCHITECT
LYLE PUDWILL, LANDSCAPE ARCHITECT
Confluence

Jon and Lyle will draw on their experience in educational and community work to lead the site-development planning efforts for the new high school's campus. They'll work very closely with civil engineering staff from Sayre Associates in this capacity and will be important voices during the site-evaluation process. As the project moves into full design, they'll key off the site's geographical features and collaborate with facility architects to create a sense of arrival and clear traffic patterns for vehicles and pedestrians alike.

TERRY PELLEGRINO, FOODSERVICE DESIGNER
DARREN PETERSEN, FOODSERVICE DESIGN SUPPORT
Rippe Associates

Terry and Darren will identify flexible design options that allow the new high school's foodservice operations to adapt to changes in volume, equipment, and menu trends. They'll base their recommendations on a clear understanding of operations, food production and holding processes, staffing needs, and opportunities to streamline or otherwise simplify kitchen/dining work patterns. They will provide a seamless process from start to finish, including equipment selection and layout for optimal functionality.

SARI RöNNHOLM, ACOUSTICS DESIGNER
Kvernstoen, Rönnholm & Associates

Sari will advise on all matters related to acoustics and noise control, including sound isolation, room acoustics, and mechanical-noise issues. As part of the design for auditorium and theater spaces, she will give special attention to perceptions not only of audience members but also those of performers. Sari will contribute sound-management strategies to improve the design for students and teachers in classrooms and project-based learning spaces. In this role, she will support the work of team members from BrainSpaces and TSP to consider LEED characteristics that tie to user experience and wellness.

ENGINEERING

PAUL KORN, CIVIL ENGINEERING MANAGER
TYSON HASZ, CIVIL ENGINEER
Sayre Associates

Paul will be the lead designer for all civil engineering aspects of the project and will direct and oversee Tyson's activities. During construction, Paul will review and approve all civil-related shop drawings, Requests for Information (RFIs), and Requests for Proposal (RFPs). Tyson’s design tasks will be associated with site design, grading design, utility design, and drainage analysis. Both will work in concert with landscape architects from Confluence and inform the site-evaluation process.

CONSULTANT PROFILE & PERSONNEL EXPERIENCE

EDUCATIONAL PLANNING

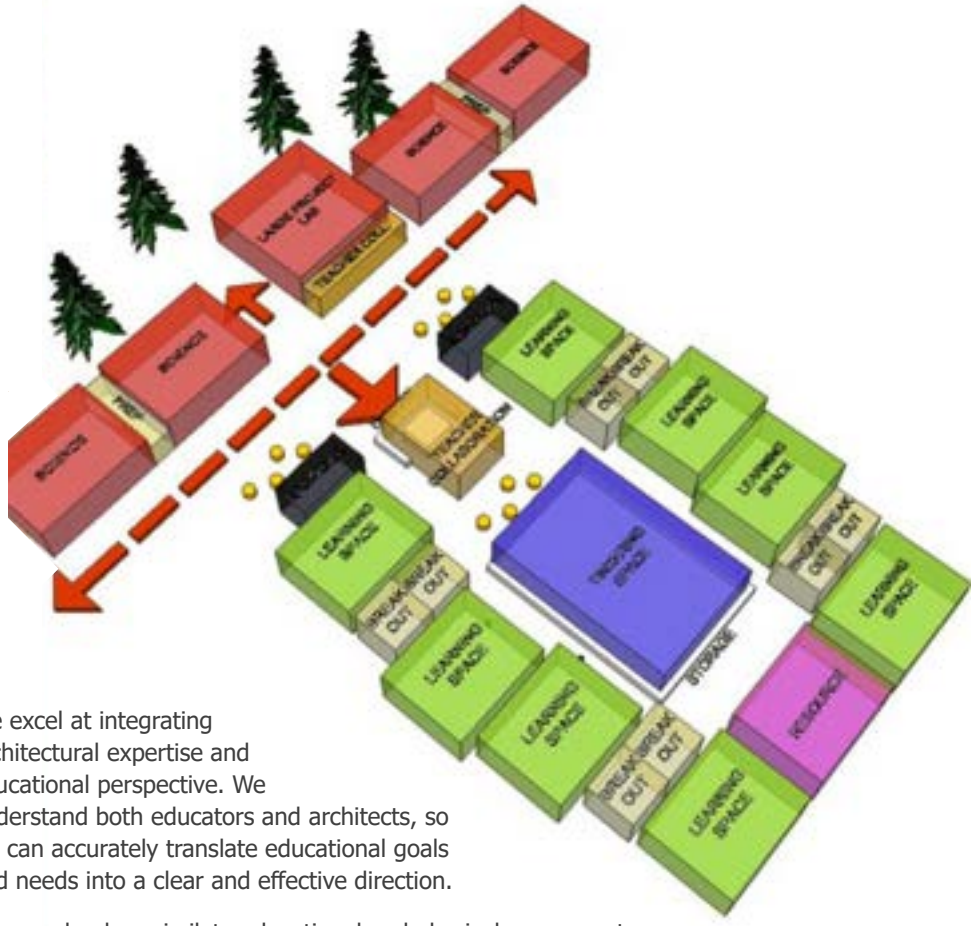
PRINCIPAL PLACE OF BUSINESS
Chicago, IL

PROJECT TEAM MEMBER
Amy Yurko, AIA | Educational Planning Architect

DETAILED DESCRIPTION
BrainSpaces is a consulting firm dedicated to facilitating connections between education and architecture. Since our founding in 2004, we've offered collaborative visioning, programming, and planning expertise to schools and school districts throughout the country and abroad.

We plan schools for today and tomorrow that inspire meaningful learning opportunities for all students. Our work recognizes the balance among all aspects of educating students—including brain-based research, student achievement, curriculum, assessments and standards, school leadership, operations and management, staffing, technology, community building, public support, facilities, and the rapidly changing global environment.

BrainSpaces maintains a collaborative organization where fresh ideas are combined with hands-on experience to develop the best solutions for each of our clients. We engage the expertise of students, educators, and communities and we apply research and theory with real-life insights and best practices from across the country and around the world.



We excel at integrating architectural expertise and educational perspective. We understand both educators and architects, so we can accurately translate educational goals and needs into a clear and effective direction.

We seamlessly assimilate educational and physical components of schools into a comprehensive, coordinated set of tools for school districts and design teams to implement.

Our process includes decision-making strategies that allocate resources where they will yield the maximum educational value. Together we explore options, generating fresh ideas and providing tailored solutions.

AMY YURKO, AIA
Educational Planner

Amy is both an architect and an educator. She applies brain-based strategies in the planning and design of learning environments. As the founder and president of BrainSpaces, Inc., she works with educational leaders around the world. She's the recipient of the Lifetime Achievement/ Planner of the Year Award from A4LE (Architecture for Learning Environments, formerly the Council of Educational Facilities Planners International).

Amy considers herself fortunate to experience the joy of learning and the value of promoting that joy in others. She has been involved in needs assessments, educational specifications, and facility planning for projects that collectively serve nearly a million students worldwide. A recognized expert in her field, Amy frequently is invited to teach, write, participate in design juries and summits, and present at local, national, and international events.

Amy has developed a keen understanding of the opportunities in education today and how they can be supported through effective learning environments. Over her 30-year career, Amy's wide range of experiences have deepened her perspective, allowing for a holistic approach virtually unparalleled in the field. She's served as an educator in the Chicago Public School system and for partners including Harvard University, the Illinois Institute of Technology, and the University of Southern California.

EMPLOYED BY BRAINSPACES: 14 Years

REGISTERED ARCHITECT: IL

EDUCATION: Master of Architecture, Washington University-St. Louis; Bachelor of Arts, Architecture, Washington University-St. Louis

SELECTED RELEVANT PROJECT EXPERIENCE*

- Marysville School District Marysville-Getchell High School, Marysville, WA
- State College Area School District High School, State College, PA
- Wellspring Center for Professional Futures, Tupelo, MS
- Poudre School District, Fort Collins, CO—Two new 7-12 school campuses
- St. Michael the Archangel High School, Kansas City, MO
- Bellingham Public Schools Sehome Replacement High School, Bellingham, WA
- Granite Public Schools, Salt Lake City, UT—One new high school and one replacement high school
- Bismarck Public Schools Legacy High FF&E Planning, Bismarck, ND
- Cleveland Heights-University Heights City School District High School, Cleveland Heights, OH

> "Amy has done an extraordinary job of listening, creating, revising, and designing for our needs. She is very adept at soliciting feedback from people with competing ideas in a way that allows for participation, but not domination."
>
> —Carol Comeau, Superintendant (retired)
> Anchorage School District, Anchorage, AK

SELECTED PRESENTATIONS^

- "Calculating School Capacity: New Strategies for Next Generation Learnings," A4LE 2017 World Conference
- "Aiming High: Environments for Powerful Learning," Keynote Address, 2017 Nohr-Con Conference on the Future of Education, Oslo, Norway
- "The Wonder of Wonder: How Environment Can Stimulate Curiosity," 2011 TEDx Bloomington, IN

*Please see additional project experience on Page 43 of this proposal
^Visit http://www.brainspaces.com/index_files/BrainSpacesPresentations.htm to download materials

CONSULTANT PROFILE & PERSONNEL EXPERIENCE
LANDSCAPE ARCHITECTURE

CONFLUENCE

PRINCIPAL PLACE OF BUSINESS
Sioux Falls, SD

PROJECT TEAM MEMBERS
Jon Jacobson, ASLA, PLA | Landscape Architect
Lyle Pudwill, ALSA, PLA | Landscape Architect

DETAILED DESCRIPTION
Confluence is a professional consulting firm comprised of landscape architects and planners. Our firm's work includes a wide range of educational, institutional, public, and private sector projects. Our process focuses on collaboration and interaction with our clients, consultants, and the community in which we work. Confluence's staff of 48 includes 24 licensed landscape architects and AICP certified planners. Our landscape architects carry licenses in South Dakota and nine other states.

We merge our client's needs with the environment. Our work is characterized by a philosophy of place-making—creating unique, human connections with every project, its location, and its surrounding environment.

Momentum, energy, and depth: These three words best describe the passion, creativity, experience, and people of Confluence. With award-winning experience and hundreds of completed projects, Confluence has helped shape the practice of landscape architecture, planning, and urban design across the Midwest.

We believe the values that we share define who we are and serve as the basis for our success. The same core principles set forth with our founding in 1998 continue to guide our growth. We strive to exceed expectations, better our communities, deliver exceptional service, and collaboratively design built environments with a sense of place.

Augustana University Froiland Science Complex, a TSP + Confluence + Sayre Associates project in Sioux Falls, SD

JON JACOBSON, ASLA, PLA
Landscape Architect

Jon has led Confluence's Sioux Falls office since its inception, coming to that role off nearly a decade at TSP. In that multi-disciplinary environment, he worked alongside several of the architects and engineers assembled for this team. A true bridge-builder, Jon is adept at communicating with a wide range of design professionals as well as clients. He values open and candid client relationships as the heart of any successful project.

EMPLOYED BY CONFLUENCE: 13 Years

REGISTERED LANDSCAPE ARCHITECT: SD, IA, MN, ND, WY

EDUCATION: Bachelor of Landscape Architecture, Iowa State University

SELECTED RELEVANT EXPERIENCE

- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Campus Development Plan*
  - » Southeast Tech Laboratory & Student Services "Hub"*
- Harrisburg School District High School, Harrisburg, SD^ (now South MS)
- Dell Rapids School District New Track & Field, Dell Rapids, SD^
- Dakota Wesleyan University McGovern Library & Museum, Mitchell, SD*
- Crook County School District No. 1 K-12 Addition, Hulett, WY
- University Center, Sioux Falls, SD
  - » Campus Master Plan*
  - » Classroom Building*
  - » Graduate Education & Applied Research (GEAR) Center*
- Augustana University, Sioux Falls, SD
  - » Athletic Facility Site Planning
  - » Froiland Science Complex & Gilbert Science Center Renovation*
  - » Center for Visual Arts Courtyard*
  - » Campus Master Plan & Updates^

*Teamed with TSP ^Previous experience while employed at TSP

LYLE PUDWILL, ASLA, PLA
Landscape Architect

A native of northern South Dakota, Lyle has been with the Confluence design team since the doors opened in Sioux Falls in 2005. He enjoys the challenge of developing memorable landscapes that reflect a client's vision, are sustainable and lasting, and just "feel good." With more than 15 years of experience in a diverse blend of project types, Lyle strives to lead a design process that is collaborative, innovative, and maybe even a little fun!

EMPLOYED BY CONFLUENCE: 13 Years

REGISTERED LANDSCAPE ARCHITECT: SD, IA

EDUCATION: Bachelor of Landscape Design, South Dakota State University

SELECTED RELEVANT EXPERIENCE

- Mitchell School District Performing Arts Center, Mitchell, SD
- Tea Area School District K-4 North End Elementary, Tea, SD
- University Center, Sioux Falls, SD
  - » Campus Master Plan*
  - » Classroom Building*
  - » Graduate Education & Applied Research (GEAR) Center*
- Augustana University, Sioux Falls, SD
  - » Center for Visual Arts Courtyard*
  - » 2015 Campus Master Plan Update*
- Southeast Tech Laboratory & Student Services "Hub," Sioux Falls, SD*
- Northeast Community College Campus Master Plans in Norfolk, O'Neil, South Sioux City, and West Point, NE
- South Dakota State University, Brookings, SD—numerous projects, including:
  - » SDSU Foundation Alumni Center & President's Home*
  - » Dana J. Dykhouse Football Stadium & Indoor Practice Facility
  - » Architecture, Mathematics, & Engineering (AME) Building

*Teamed with TSP

CONSULTANT PROFILE & PERSONNEL EXPERIENCE

CIVIL ENGINEERING

Sayre Associates
Engineering Solutions

PRINCIPAL PLACE OF BUSINESS
Sioux Falls, SD

PROJECT TEAM MEMBERS
Paul Korn, PE | Civil Engineering Manager
Tyson Hasz, PE | Civil Engineer

DETAILED DESCRIPTION
Sayre Associates has provided quality planning, engineering, legal surveying and platting services to public and private schools in the Sioux Falls region for nearly 50 years. Our full-time staff of 23 includes 12 registered professional engineers and three registered land surveyors. Our public school district and higher education experience includes:

- Sioux Falls School District, Sioux Falls, SD
  - » Five new elementary schools: Discovery, Rosa Parks, Pettigrew, Susan B. Anthony, and Sonia Sotomayor
  - » Lincoln High tennis courts and practice-field improvements
  - » Southeast Tech Laboratory & Student Services "Hub"*
- Harrisburg School District, Harrisburg, SD
  - » North Middle School and athletic facilities
  - » High School, athletic complex and tennis courts
- University Center Campus Master Planning, Sioux Falls, SD*
- Augustana University Froiland Science Complex & Gilbert Science Center Renovation, Sioux Falls, SD*
- South Dakota State University, Brookings, SD
  - » Performing Arts Center
  - » Crothers Engineering Hall Addition

*Teamed with TSP

Southeast Tech Laboratory & Student Services "Hub," a TSP + Sayre Associates + Confluence project for Sioux Falls School District

PAUL KORN, PE
Civil Engineering Manager

Paul has more than 25 years of design and construction administration experience on several public and private projects throughout Sioux Falls and the surrounding area. His combination of design and construction administration experience provide valuable insight for any project. He is a member of the South Dakota Engineering Society and the American Council of Engineering Companies.

EMPLOYED BY SAYRE ASSOCIATES: 18 Years

LICENSED PROFESSIONAL ENGINEER: SD

EDUCATION: Bachelor of Science, Civil Engineering, South Dakota School of Mines & Technology

SELECTED RELEVANT EXPERIENCE

- Sioux Falls School District, Sioux Falls, SD
  - » Southeast Tech Campus Development Plan*
  - » Southeast Tech Laboratory & Student Services "Hub"*
  - » Eugene Field Elementary Classroom Addition*
  - » Multiple Elementary Schools
  - » Lincoln High School Track & Football Field
- Harrisburg School District, Harrisburg, SD
  - » Elementary, Middle, & High School Site Design Projects
  - » Middle School Track & Football Field
  - » High School Track & Football Field
  - » High School Post-Tensioned Tennis Courts
- Howard School District Track, Howard, SD
- University of South Dakota, Vermillion, SD
  - » Outdoor Track & Soccer Complex
  - » Artificial Turf Practice Field

*Teamed with TSP

TYSON HASZ, PE
Civil Engineer

Tyson assists in all design phases of projects, from preliminary design through construction documents. His portfolio includes municipal, industrial, commercial, and residential clients. Tyson has experience in AutoCAD Civil 3D, construction observation, and surveying.

EMPLOYED BY SAYRE ASSOCIATES: 3 Years

LICENSED PROFESSIONAL ENGINEER: SD

EDUCATION: Bachelor of Science, Civil Engineering, South Dakota School of Mines & Technology

SELECTED RELEVANT EXPERIENCE

- Sioux Falls School District Sonia Sotomayor Elementary, Sioux Falls, SD
- Harrisburg School District, Harrisburg, SD
  - » High School Building Additions
  - » High School Parking Additions
  - » Elementary No. 7 Site Design (school name TBD)
- Sanford Health Ava's House Hospice Facility, Sioux Falls, SD
- Wexford Addition Phase 1 Development Engineering Plan, Sioux Falls, SD
- Boyce Park Addition Phases 2 & 3 Development Engineering Plans, Sioux Falls, SD
- Canterbury Heights Addition Phases 4A-4C Street Plans, Sioux Falls, SD
- City of Garretson Third Street/Main Avenue Reconstruction, Garretson, SD

CONSULTANT PROFILE & PERSONNEL EXPERIENCE
FOODSERVICE DESIGN

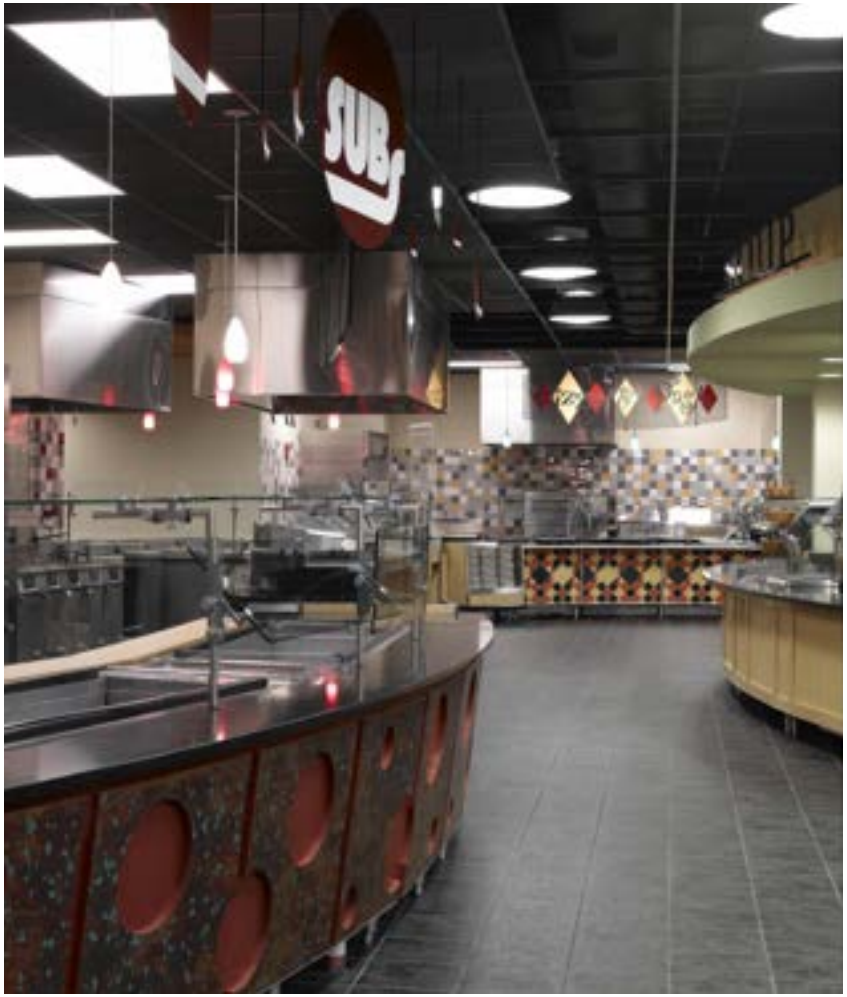
RIPPE ASSOCIATES
FOODSERVICE DESIGN + CONSULTING

PRINCIPAL PLACE OF BUSINESS
Minneapolis, MN

PROJECT TEAM MEMBERS
Terry Pellegrino, FCSI | Foodservice Designer
Darren Petersen | Foodservice Design Support

DETAILED DESCRIPTION
Rippe Associates is a nationwide consultant offering a range of services to help successful foodservice operations. Since our founding in 1981, Rippe has focused on understanding the unique culture and needs of each client and their project goals. Through a collaborative process, we provide expertise and creative solutions, while asking questions and soliciting client feedback.
We use the diverse backgrounds of our 28 staff members and the experience gained from hundreds of successful projects to develop personalized solutions.

We work in multiple segments, including education, healthcare, and hospitality, and we share these experiences across our teams to the benefit of all projects. As independent consultants, we can represent the best interests of our clients. Rippe is well-regarded for crafting high quality operational solutions for the global foodservice community. From master planning through design, to operational assessments and implementation guidance, Rippe delivers "Kitchens that work."™



University of Nebraska-Lincoln, Lincoln, NE

TERRY PELLEGRINO, FCSI

Foodservice Designer

Terry has been planning foodservice facilities since 1985 and has considerable experience developing functionally oriented operations for colleges and universities. Her understanding of form, function, and flexibility has led to projects on more than 70 campuses—including designs for convenience stores, retail, and board plan facilities. She is a member of the National Association of College and University Foodservices.

EMPLOYED BY RIPPE ASSOCIATES: 30+ Years

CERTIFIED: Professional Member, Foodservice Consultants Society International

EDUCATION: Bachelor of Arts, Food & Nutrition, Concordia College

SELECTED RELEVANT EXPERIENCE

- Hamlin School District New K-8 Facility, Hayti, SD*
- Intermediate District 287 West Education Center, Minnetonka, MN*
- Alexandria Area Public Schools High School, Alexandria, MN
- Farmington Public Schools Elementary, Farmington, MN
- Iowa City Community School District, Iowa City, IA
- St. Cloud Area School District, St. Cloud, MN
- South Dakota State University, Brookings, SD

MULTIPLE PROJECTS FOR THESE CLIENTS

- St. Paul School District, St. Paul, MN
- Northeast Metro Intermediate District 916, Lake Elmo, MN
- Waukee School District, Waukee, IA
- Cedar Rapids Community School District, Cedar Rapids, IA
- University of South Dakota, Vermillion, SD
- University of Nebraska, Lincoln, NE
- University of Minnesota, Minneapolis, MN

*Teamed with TSP

DARREN PETERSON

Foodservice Design Support

Darren began his nearly 25 years in foodservice operations in the convention and hospitality field before moving to the higher-education market segment. His background includes both contract-management and self-operated models. Darren possesses an innate ability to assess needs, identify strengths and opportunities, and listen to recognize the best outcome. He is a member of the National Association of College and University Foodservices.

EMPLOYED BY RIPPE ASSOCIATES: 1 Year

EDUCATION: Bachelor of Arts, Business Administration, Coe College

SELECTED RELEVANT CLIENT EXPERIENCE

- Minnehaha Academy, Mendota Heights, MN
- Mounds View Public Schools, Mounds View, MN (multiple projects)
- Waukee School District, Waukee, IA
- University of Nebraska, Lincoln, NE
- University of Wisconsin-La Crosse, La Crosse, WI
- College of St. Benedict, St. Joseph, MN
- Gustavus Adolphus College, St. Peter, MN
- Johnson County Community College, Overland Park, KS
- Rhode Island School of Design, Providence, RI
- Second Harvest Heartland, St. Paul, MN

CONSULTANT PROFILE & PERSONNEL EXPERIENCE

THEATRE & ACOUSTICS DESIGN

KVERNSTOEN, RÖNNHOLM & ASSOCIATES
CONSULTANTS IN ARCHITECTURAL ACOUSTICS

PRINCIPAL PLACE OF BUSINESS
Minneapolis, MN

PROJECT TEAM MEMBER
Sari Rönnholm | Acoustical Designer

DETAILED DESCRIPTION
Kvernstoen, Rönnholm & Associates is one of the leading architectural acoustics consulting firms in the Upper Midwest. KRA strives for acoustic excellence while seeking to balance the conflicting realities of budget, visual aesthetics, utility, and performance.

Although KRA is widely known for its work on auditoriums and arts facilities, the firm also works on educational facilities and churches as well as commercial buildings, court facilities, athletic facilities, and government buildings.

KRA has expertise and experience in the following areas:
- Room Acoustics
- Sound Isolation (between interior spaces)
- Mechanical Noise Control (interior)
- Community Noise Issues (exterior sources such as chillers, generators, etc.)
- Impact & Vibration Isolation (from mechanical equipment and footfall noise)

SARI RONNHOLM

Theatre & Acoustics Designer

Sari has worked in architectural acoustics since 1999. She's acted as acoustical consultant for a wide range of projects including those for education, arts, government, and corporate facilities. Sari's background as a performing musician/ conductor gives her a unique understanding of acoustical requirements for rehearsal and performance spaces. She is a member of the Acoustical Society of America and the American Symphony Orchestra League.

EMPLOYED BY KRA: 19 Years

EDUCATION: Doctor of Musical Arts, University of Minnesota;
Master of Music, University of the Arts, Helsinki-Sibelius Academy

SELECTED RELEVANT EXPERIENCE
- Iowa City Community School District New Liberty High School, Iowa City, IA
- Williston School District New High School, Williston, ND
- Hermantown Community Schools New High School, Hermantown, MN
- Augustana University Hamre Hall Renovation, Sioux Falls, SD*
- Northern State University Johnson Fine Arts Center Auditorium Renovation, Black Box Theater, and Music Addition, Aberdeen, SD
- Eastern Carver County Schools Chanhassen High School Auditorium, Chanhassen, MN
- Shakopee Public Schools High School Auditorium, Music Suite, and Black Box Theater, Shakopee, MN
- Bloomington Arts Center, Bloomington, MN

*Teamed with TSP

REWARDING RELATIONSHIPS

The TSP team is proud of our many long-lasting relationships with education clients, some of which have spanned decades. The ongoing trust placed in us by staff members, parents, and school board leaders is strong testimony to our client-centered approach. Below, we offer a **selected listing of K-12 school districts and institutions of higher education** for which TSP and our partner consultants have provided planning, design, or engineering services. ***Note: Firm-name groupings indicate team members partnered on a specific project or projects for the client/s.*** *In many cases, firms also have performed individual work for clients on other projects.*

TSP + CONFLUENCE + RIPPE

South Dakota School for the Blind & Visually Impaired, Aberdeen, SD

TSP + CONFLUENCE + SAYRE

Alcester-Hudson School District, Alcester, SD
Augustana University, Sioux Falls, SD
Sioux Falls School District Southeast Tech, Sioux Falls, SD
University Center, Sioux Falls, SD

TSP + CONFLUENCE

Brookings School District/City of Brookings Bob Shelden Athletic Complex, Brookings, SD
Dakota Wesleyan University, Mitchell, SD
Flandreau School District, Flandreau, SD
South Dakota State University, Brookings, SD
South Dakota State University Foundation, Brookings, SD

TSP + RIPPE

Hamlin School District, Hayti, SD
Intermediate District 287, Plymouth, MN

TSP + SAYRE

Howard School District, Howard, SD

TSP + KRA

Augustana University, Sioux Falls, SD
Boyden-Hull Community School District, Hull, IA
Onamia Public Schools, Onamia, MN

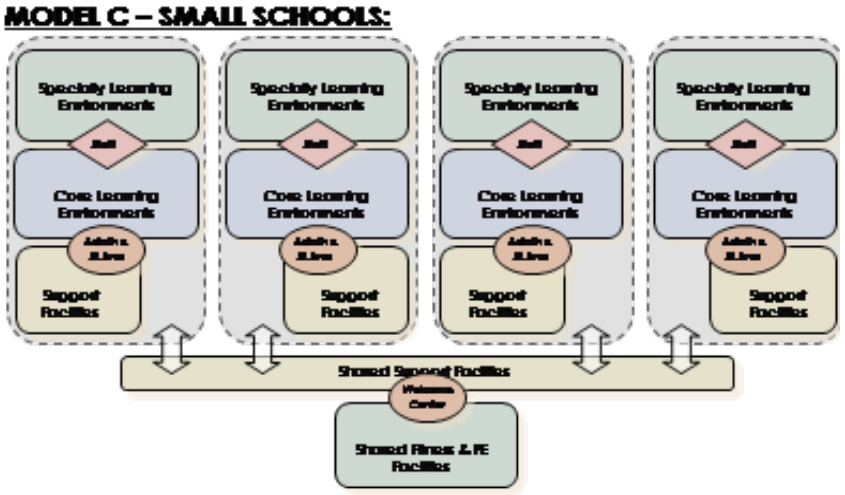
TSP

Augustana University, Sioux Falls, SD
Andes Central School District, Lake Andes, SD
Brookings School District, Brookings, SD
Brooklyn Center Community Schools, Brooklyn Center, MN
Campbell County School District No. 1, Gillette, WY
Custer School District, Custer, SD
Dakota State University, Madison, SD
Faulkton Area School District, Faulkton, SD
GMG Community School District, Green Mountain, IA
Greenway Public Schools, Coleraine, MN
Harding County School District, Buffalo, SD
Harrisburg School District, Harrisburg, SD
Hill City School District, Hill City, SD
Intermediate District 287, Plymouth, MN
Kenyon-Wanamingo Public Schools, Kenyon, MN
Little Falls Community Schools, Little Falls, MN
MACCRAY School District, Clara City, MN
Marshalltown Community School District, Marshalltown, IA
Minneapolis Public Schools, Minneapolis, MN
Minnewaska Area Public Schools, Glenwood, MN
Northern State University, Aberdeen, SD
Perham-Dent Public Schools, Perham, MN
Pipestone Area Schools, Pipestone, MN
Rice Lake Area School District, Rice Lake, WI
Sheridan County School District No. 2, Sheridan, WY
Sioux Falls School District, Sioux Falls, SD
South Dakota State University, Brookings, SD
South Dakota School of Mines & Technology, Rapid City, SD
SouthWest Metro Intermediate District 288, Shakopee, MN
University of South Dakota, Vermillion, SD
Yankton School District, Yankton, SD

BRAINSPACES

Anchorage School District, Anchorage, AK
Barrington School District 220, Barrington, IL
Bellingham Schools, Bellingham, WA
Bismarck Public Schools, Bismarck, ND
Campbell County School District No. 1, Gillette, WY
Central Kitsap Public Schools, Central Kitsap, WA
Cleveland Heights-University Heights City School District, Cleveland Heights, OH
Dixon Public School District 170, Dixon, IL
Farmington Public Schools, Farmington, MN
Granite Public Schools, Salt Lake City, UT
Laramie County School District No. 1, Cheyenne, WY
Lewis-Palmer School District, Monument, CO
Los Angeles Unified School District, Los Angeles, CA
Marysville School District, Marysville, WA
Metropolitan School District of Washington Township, Indianapolis, IN
Matanuska-Susitna Borough School District, Talkeetna, AK
Missoula Public Schools, Missoula, MT
Montgomery Public Schools, Montgomery, AL
Natrona County School District No. 1, Casper, WY
Northern Lights School Division, La Ronge, Saskatchewan, Canada
Quaker Valley School District, Sewickley, PA
Poudre School District, Fort Collins, CO
Round Rock Unified School District, Austin, TX
St. Vrain Valley School District, Longmont, CO
State College Area School District, State College, PA
Yorkville Community Unit School District, Yorkville, IL
Wellspring Center for Professional Futures, Tupelo, MS

RELEVANT PROJECTS



NEW HIGH SCHOOL CAMPUS
MARYSVILLE SCHOOL DISTRICT

This project exemplifies one of the most incredible turnarounds in educational history. After a record-length teacher strike, low graduation rates, enmity between the community and school board, and school overcrowding aggregated over years of bond failures, the Marysville School District and community rallied under the leadership of a new superintendent. Five years later, Marysville boasted a 27% increase in graduation rates and one of the most innovative and award-winning campuses in the nation.

BrainSpaces completed the educational specifications, educational programming, planning, and community facilitation for the project, whose design enables great flexibility in student-focused learning.

Responding to the District's adoption of a new, small learning community (SLC) model, the design arranges four, independent SLC buildings around a central community commons. Within each SLC building, a series of interconnected learning spaces supports the educational approach described by the district's five guiding principles: relationships at the center, focused learning, identity and purpose, community, and accountability. Movable walls and furniture allow learning spaces to be reconfigured to meet any instructional model.

LOCATION
Marysville, WA

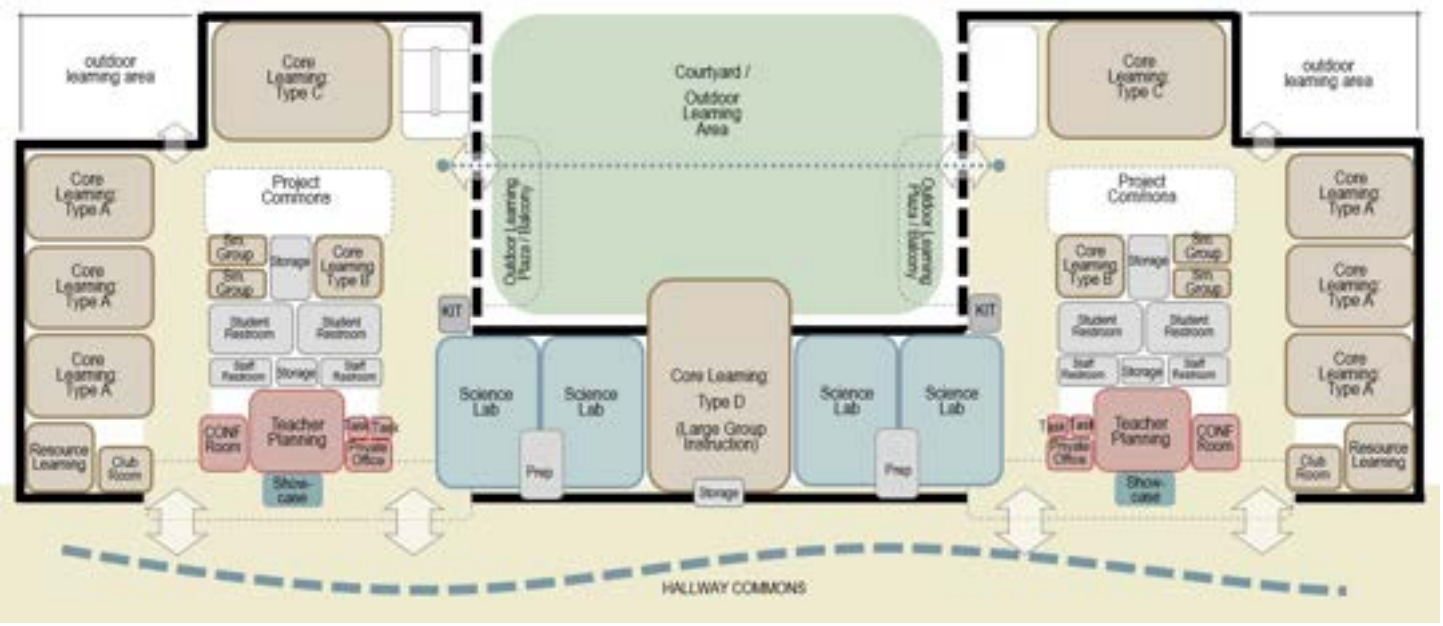
SIZE
195,000 sf

TOTAL PROJECT COST
$85,000,000

COMPLETED
2010

CLIENT CONTACT
John Bingham, Capital Projects Director
(360) 651-8851

MULTI-PHASE, TWO-CAMPUS HIGH SCHOOL PROJECT
STATE COLLEGE AREA SCHOOL DISTRICT



LOCATION
State College, PA

SIZE: 683,000 sf
- 466,000 sf new (Phase 1)
- 48,000 sf addition
- 169,000 sf renovation

PROJECT BUDGET
$120,000,000

STATUS
Phase 1 complete; Project completion anticipated July 2019

CLIENT CONTACT
Scott DeShong, Principal
(814) 231-5020

State College is home to Penn State University, and the school district includes one high school located on two sites. Attempts to garner community support for bond referendums to address facility needs for the high school all had failed over the previous 10 years.

District leaders engaged BrainSpaces to coordinate an engaging and inclusive process that included educational visioning, specifications, educational programming, planning, and community facilitation.

The result: a spectacular state-of-the-art high school and the subsequent passage of a referendum to modernize the high school sites.

BrainSpaces developed and implemented a student-led process, involving community members, staff, administrators, and business owners. Phase 1, the new high school, opened to students in January 2018. Remaining phases include additions and renovations at both campuses and are on schedule.

NEW TECHNICAL EDUCATION CAMPUS
PUBLIC/PRIVATE PARTNERSHIP

The Wellspring Center for Professional Futures (WCPF) is a secondary, non-degree-granting school serving eight school districts within the Pontotoc, Union, and Lee county lines.

The project is a partnership of the nonprofit CREATE Foundation and the public school districts. It is made possible by a $50 million gift granted by the Toyota Motor Corporation. The school will offer high-level, innovative curriculum choices connected to career and college readiness standards for all high school students who wish to take part.

BrainSpaces completed the educational visioning, educational specifications, educational programming, planning, conceptual design, and community facilitation for the eight participating high schools in three public districts.

Students will remain enrolled in (and receive their diplomas from) their home attendance area high schools. At any given time, approximately 1,000 students are projected to be on site. Provisions for off-site and virtual-learning opportunities effectively will extend student access to the Center's offerings. In addition, facilities will include accommodations for essential community use and involvement, modeling professional experiences for students and community members alike.

LOCATION
Tupelo, MS

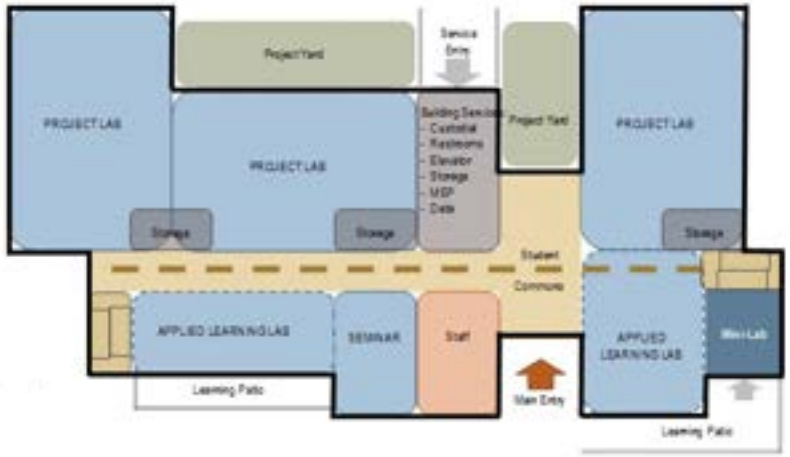
SIZE
125,000 sf

PROJECT BUDGET
$35,000,000 (estimated)

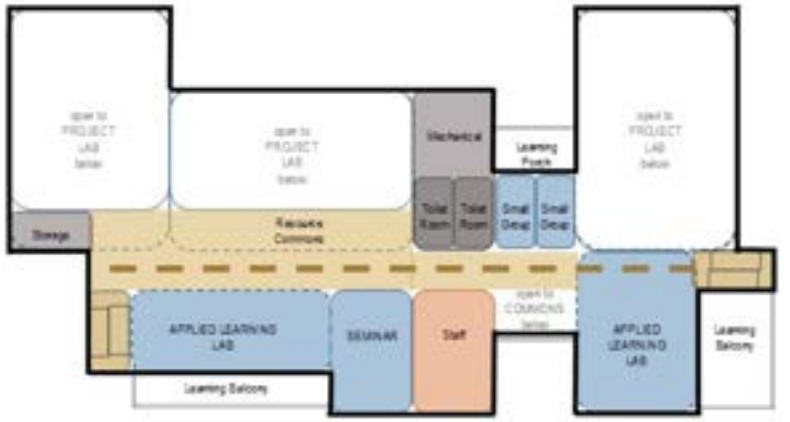
STATUS
Additional funding pending; Completion TBD

CLIENT CONTACT
Mike Clayborne, President
(662) 844-8989

Lower Level



Upper Level



MIDDLE/HIGH SCHOOL FACILITY ADDITION & REMODEL
BROOKLYN CENTER COMMUNITY SCHOOLS

Brooklyn Center Community Schools has seen a nearly 20 percent jump in enrollment during less than five years. Roughly half of the district's 2,500 students open-enroll to the school system, which serves a diverse population that often lives in poverty (40%) and overwhelmingly qualifies for free- or reduced-price meal programs (80%).

Cramped conditions at the district's three schools demanded solutions. But the November 2017 referendum vote to increase the operating levy and issue almost $30 million in construction bonds for district-wide projects faced an uphill battle. TSP brought a positive energy to the challenge, convening public education sessions and project-team workshops to co-create solutions that fit the district and its voters. The design group helped Brooklyn Center overcome the idea that taxpayers would be footing the bill for families who live beyond the immediate attendance area.

TSP provided community engagement, planning, programming, architecture, interior design, structural engineering, electrical engineering, and mechanical engineering.

The project will dramatically transform the joint middle/high school facility, effectively separating the age divisions to form two schools within the same building. The work will encompass nearly 80% of the existing 195,800 sf structure. Each school will get a new, secure entrance and learning areas designed around the age-appropriate student experience. Classroom remodels will adapt existing spaces to better support the STEAM curriculum: science, technology, engineering, arts, and mathematics.

The high school/middle school building work is part of a district-wide effort to upgrade buildings and programming. Earle Brown Elementary also will get much-needed repairs—plus a significant addition to accommodate primary school enrollment demands and a growing early childhood education program.

LOCATION
Brooklyn Center, MN

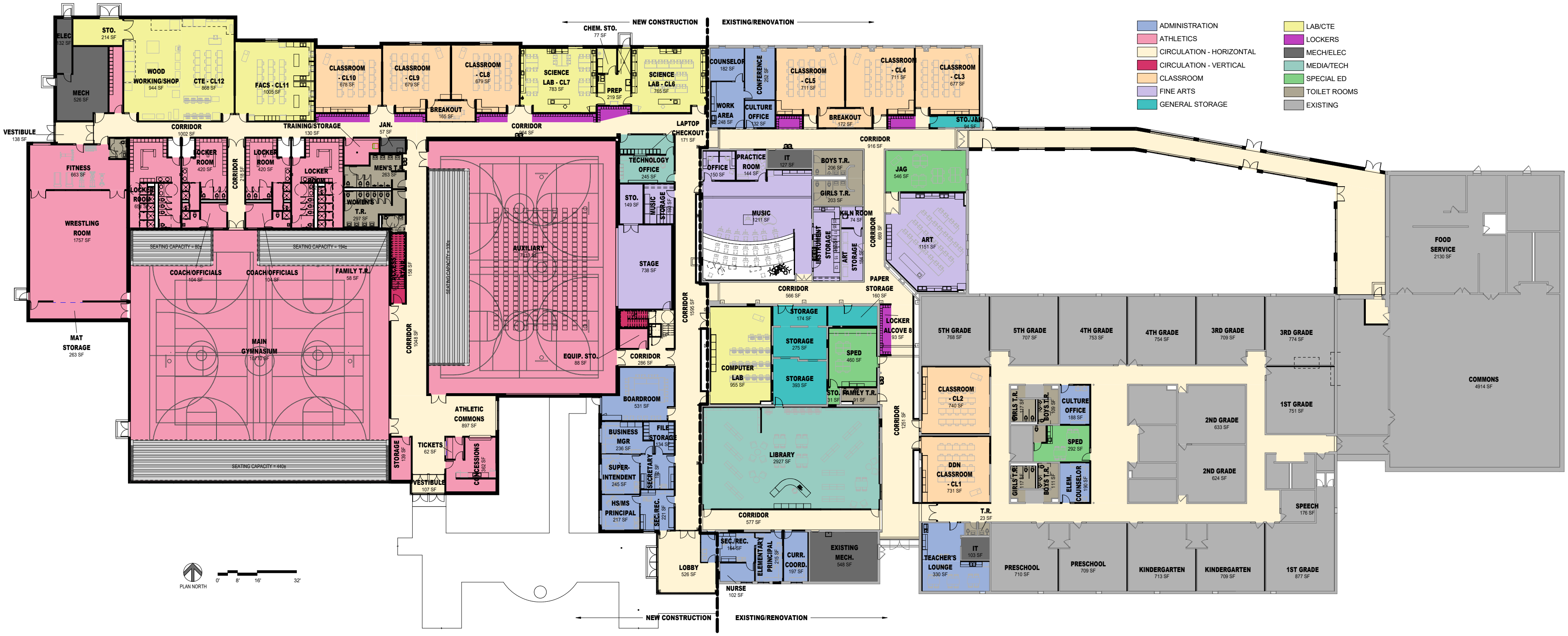
SIZE: 157,250 sf
- 2,250 sf addition
- 155,000 sf remodel

CONSTRUCTION COST
$13,767,551 (estimated)

COMPLETION
Anticipated Fall 2020

CLIENT CONTACT
Carly Baker, Superintendent
(763) 450-3386

PRINCIPAL-IN-CHARGE
Tony Dwire, TSP


NEW CONSTRUCTION
EXISTING/RENOVATION
ADMINISTRATION
ATHLETICS
CIRCULATION - HORIZONTAL
CIRCULATION - VERTICAL
CLASSROOM
FINE ARTS
GENERAL STORAGE
LAB/CTE
LOCKERS
MECH/ELEC
MEDIA/TECH
SPECIAL ED
TOILET ROOMS
EXISTING
WRESTLING ROOM
FITNESS
MAIN GYMNASIUM
AUXILIARY
STAGE
MUSIC
ART
LIBRARY
COMPUTER LAB
FOOD SERVICE
COMMONS
LOBBY
ATHLETIC COMMONS
PLAN NORTH

EXPANSION TO CREATE NEW HIGH SCHOOL
ANDES CENTRAL SCHOOL DISTRICT

LOCATION
Lake Andes, SD

CONSTRUCTION COST
$13,000,000 (estimated)

SIZE: 80,000 sf
- 55,000 sf high school addition
- 25,000 sf elementary renovation

COMPLETION
High School: Anticipated November 2018
Elementary: August 2018

CLIENT CONTACT
Debera Lucas, Superintendent
(605) 487-7671

PRINCIPAL-IN-CHARGE
Sean Ervin, TSP

Residents of Andes Central School District wanted to expand and modernize their high school for more than 10 years, in part because a sizable number of students open-enrolled in surrounding districts to attend newer facilities. TSP engaged consultants from Great Horse to advise on cultural-design aspects for the school, as a majority of the student body identifies as Native American.

Because the existing high school was landlocked, leaders decided to build an addition at another site, where the elementary and middle school share a campus. This puts all three grade divisions—pre-kindergarten through fifth grade, grades six through eight, and grades nine through 12—in a single, connected building. A link between the elementary and high schools will serve as a courtyard space.

TSP's architects and engineers embedded sustainable-design features throughout the complex to give the District a high-efficiency facility without the added time and expense for full LEED certification. The 55,000 sf addition creates a new high school with two gymnasiums.

A total of 12 flexible classrooms will be added to serve middle and high school students. These include science "classatories" with movable furniture. Four general classrooms feature breakout spaces for small-group study, with each breakout connecting a pair of classrooms. A centrally located former gym will become a larger library with new clerestory windows to provide natural light. A large, flat ceiling area and a cabinet for a specialty projector will allow display of star charts and other imagery. Rooms for K-12 music and art also will be at the center of the complex.


PENHAM
HIGH
SCHOOL

NEW HIGH SCHOOL
PERHAM-DENT PUBLIC SCHOOLS

LOCATION
Perham, MN

SIZE
157,905 sf

CONSTRUCTION COST
$29,651,018

COMPLETED
August 2018

CLIENT CONTACT
Mitch Anderson, Superintendent
(218) 346-6500

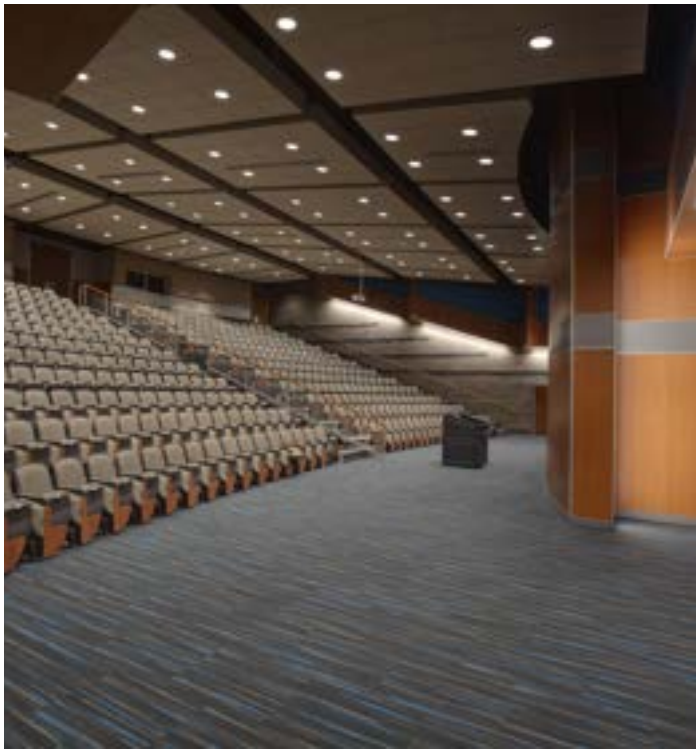
PRINCIPALS-IN-CHARGE
Ron Halgerson, TSP; Tony Stoll, bhh Partners

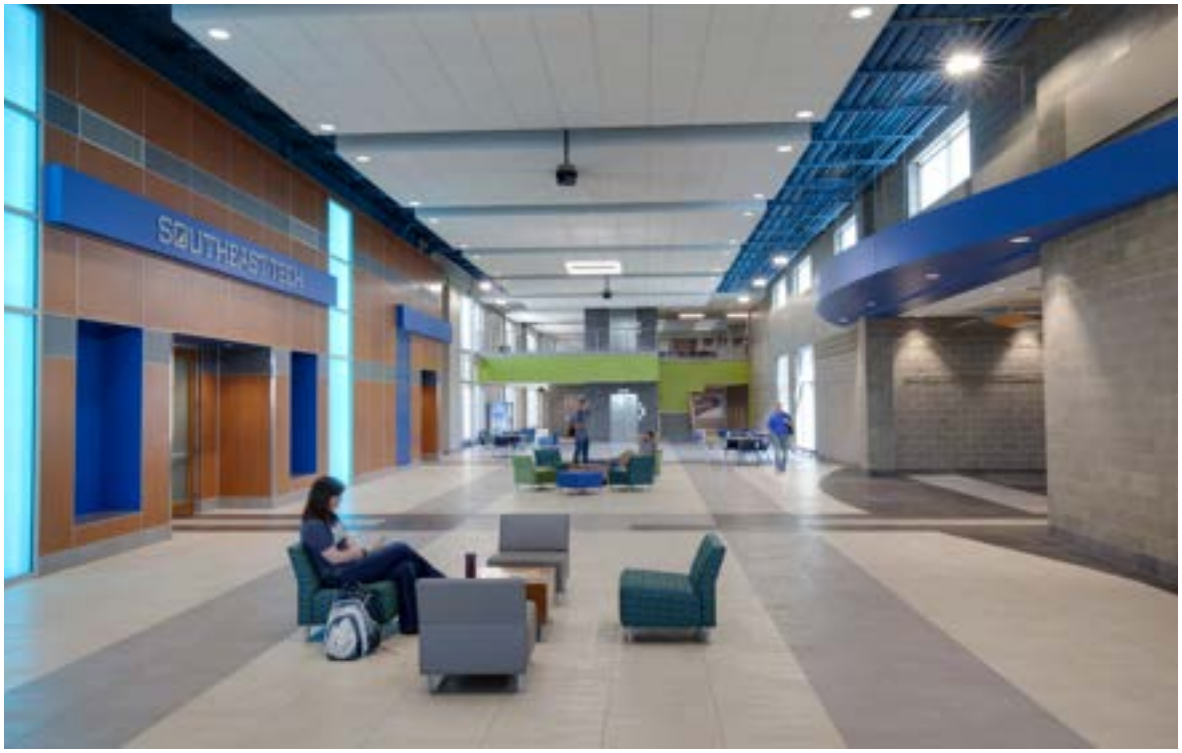
Collaborating with district stakeholders and a local architect at bhh Partners, our team helped guide a diverse facility task force of community members to assess existing facility and educational needs. The task force met six times to provide input and give feedback.

Then, our team created design renderings, folding self-mailers, and other materials to help secure a more than $40 million bond. The successful effort means a new high school for the community—as well as additions and renovations for the existing elementary and middle schools. The project added a new classroom wing and gymnasium at the elementary, plus relocated early childhood education programs. The overall work created a campus to reunite all three education levels for the first time in 25 years.

The all-new senior high opened for the start of the 2018-2019 academic year. Created as a significant addition to the current middle school facility, it's designed for a core capacity of as many as 650 students. The team substantiated the space program, evaluated adjacency requirements, and refined layout solutions for the addition as well as the exterior design. TSP led the group to develop project-guiding principles, serving as the consulting architect while also providing structural engineering and interior design services for the full project.

The work includes a secure entry with administrative suite as well as a receiving area and an airy commons adjacent to the full-service kitchen. The facility enables multiple learning styles with a main academic wing, dedicated spaces for special education, an alternative learning center, a media center, and wood and metal shops as part of a 15,580 sf career tech center. The fine arts section features private rehearsal/recording sound booths, while the gymnasium includes three courts and is supported by locker rooms and coaches' offices. There's also a separate fitness room, a wrestling and weights area, and a health department. View a video tour at https://www.facebook.com/OtterTailCountry/videos/vb.134352073283731/462227094271544/?type=2&theater online.






SOUTHEAST
TECH

NEW LEARNING LABORATORY & STUDENT SERVICES "HUB"
SIOUX FALLS SCHOOL DISTRICT

Southeast Tech plays a rapidly expanding role in Sioux Falls and the area. The two-year institution engaged TSP to verify its existing master plan and help guide new development strategies. Our team studied access to campus and routes within the site as well as visibility, pedestrian friendliness, and amenities to serve the entire student population. The site design incorporates intentional paths between buildings, encouraging foot traffic at this "commuter campus."

An all-new laboratory and student-services facility—nicknamed "The Hub"—is the first project completed under this development plan and was designed using LEED principles. The Hub provides two, large-format laboratory environments in the Automotive Technology and Heavy/Diesel Equipment programs, supporting a high-tech curriculum driven by computerized diagnostics. The Automotive Tech lab's clean, bright space incorporates large projection surfaces so faculty can use live camera feeds for teaching. The clear span of 112 feet maximizes the possible configurations for vehicles and equipment. In the Heavy Equipment area, two, five-ton bridge cranes enable students and faculty to work safely and more effectively.

The new facility also houses adjacent breakout rooms and student lounges, plus three classrooms. The Commons space connects all the program pieces and offers flexibility for a variety of functions and events.

The exposed structure above provides a pop of color to reinforce an energetic collegiate aesthetic. Aligned with the building's entrance, the Auditorium is centered in the Commons. This provides high visibility and natural flow as people move through the building. Inside the Auditorium, stadium-style seating can accommodate 500 occupants. To the south, the Administrative Offices, Business Office, and Southeast Tech Foundation suite face a food court with ample seating and an unfettered view of the downtown skyline.

The building itself creates a new gateway and image at the campus' south end. Its glass front faces the interstate to showcase activities within. Inside, Southeast Tech's signature blue reinforce the institution's identity.

LOCATION
Sioux Falls, SD

SIZE
Laboratory Facility:
90,750 sf new
Ed Wood Industry & Trades Building:
27,481 sf addition/remodel

CONSTRUCTION COST
$20,811,298

COMPLETED
Phase I (New Lab & "Hub" Facility):
December 2016
Phase II (Ed Wood Additions/Renovations):
August 2017

CLIENT CONTACT
Jeff Kreiter, AIA
Director, Operational Services
(605) 367-7965

PRINICPAL-IN-CHARGE
Jared Nesje, TSP

LOCATION
Aberdeen, SD

SIZE: 45,000 sf on two levels
(32,000 sf lower; 13,000 sf upper)

CONSTRUCTION COST
$12,000,000 (estimated)*

*GMP of $11,962,182

STATUS
Design Development complete; Completion anticipated Late 2019

CLIENT CONTACT
Stacy Langdeau, State Engineer
(605) 773-3466

PRINCIPAL-IN-CHARGE
Mike Jamison, TSP

TSP + RIPPE ASSOCIATES FOODSERVICE DESIGN + CONSULTING + CONFLUENCE

REPLACEMENT CAMPUS FOR SPECIALIZED LEARNING
SOUTH DAKOTA SCHOOL FOR THE BLIND & VISUALLY IMPAIRED

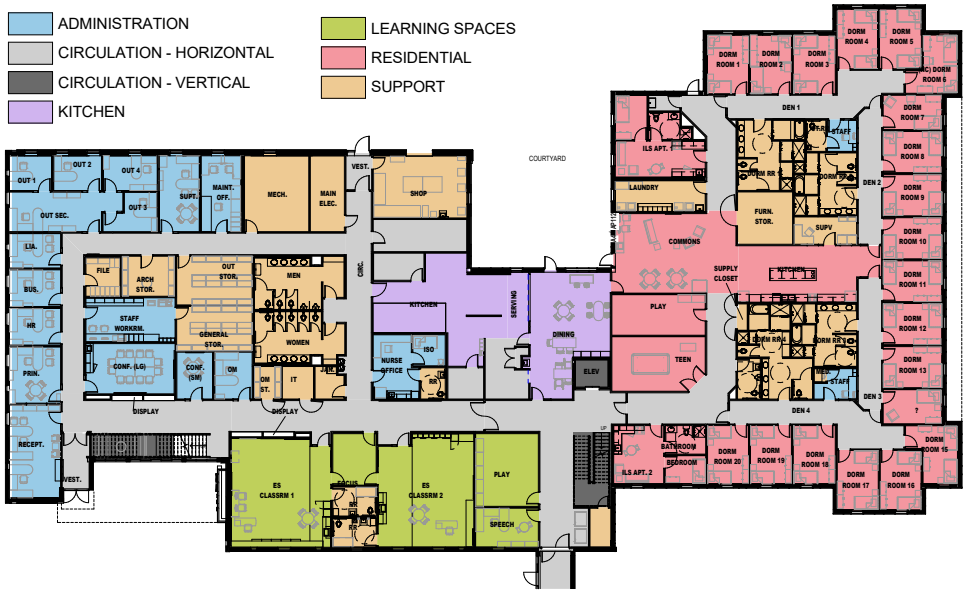
The SDSBVI has a statewide mission to serve individuals with sensory impairments—including students who are deaf and blind—from birth to age 21. The new facility must support academic lessons as well as therapies included in each student's Individualized Education Program (IEP). And it must be much more than a school: Students have the option to live in dorms if their home communities are too far away for a daily commute or if their IEPs call for training beyond the typical school day.

For this unique project on the Northern State University campus, TSP partnered with special consultant Chris Downey, a San Francisco-based architect who abruptly lost his vision a decade ago. His insights guided design-team members to focus on the student experience at every stage of planning and design. Our work built on early programming from Dekker Perich Sabatini.

The team involved staff members and students to make recommendations. Their input helped identify features that will give the state-of-the-art school a much homier feel. The new SDSBVI also will include a library, a game room for older students, a lounge, and a playroom for younger learners. Rippe Associates designed the main foodservice, serving, and dining components as well as a kitchen for student use in the dorm wing. A gymnasium, locker rooms, and a dedicated fitness area will provide year-round options for gross-motor movement, recreation, and athletics.

The new facility doesn't sacrifice performance. Designed for LEED certification, the high-efficiency school will include better lighting controls. Quieter HVAC system units won't generate

FIRST LEVEL - SCHOOL AND DORM



audio interference for students, who rely heavily on hearing to process information. Acoustic engineers from ARUP designed ways to control sound between rooms.

The grounds are just as carefully thought out. Confluence's site-development and landscape architecture design creates a one-way pull-in lane for easy pick-up and drop-off. Walkways comply with the American Council of the Blind's "Pedestrian Safety Handbook." Plantings in the sensory garden will be selected for their aroma and tactile features, and overstory trees will line the perimeter to provide an acoustic enclosure.


AUGUSTANA

MULTIDISCIPLINARY SCIENCE EDUCATION & RESEARCH COMPLEX
AUGUSTANA UNIVERSITY

The Froiland Science Complex is the largest and most complex building endeavor in Augustana University's 158-year history. The state-of-the-art instructional and research facility re-invents an aging science building with a significant addition while putting science on display. TSP provided academic and laboratory planning, architecture, and engineering services in partnership with SmithGroup.

From the start, TSP looked for ways to make the 1966 Gilbert Science Center vibrant again, placing the same degree of thought and passion into the renovation as we did the new construction. The result is a facility in which even returning students and alumni are hard-pressed to tell the all-new from the newly renovated.

Eight departments share the Froiland Complex: Biology, Chemistry, Nursing, HPER, Physics, Math, Science Education, and Computer Information Science. Within the complex are complementary educational environments and undergraduate research laboratories. The project called for the complete replacement and commissioning of laboratory HVAC, plumbing, and electrical systems to match the level of learning that takes place within.

The Froiland Science Complex creates a living laboratory. New collaboration spaces are dispersed throughout the facility, encouraging collaborative "collisions" as students from different disciplines interact. The complex's design optimizes the use of teaching laboratories as "classatories" so learning can take place through demonstration as well as by observation. A majority of the instructional environments are Active Learning Classrooms equipped with new technologies and layouts to encourage team-based learning. The project exceeded the Owner's goal of LEED Silver and earned Gold certification at no extra construction cost.

LOCATION
Sioux Falls, SD

SIZE: 127,000 sf
- 43,000 sf addition
- 84,000 sf renovation

CONSTRUCTION COST
$25,949,000
($26,000,000 GMP)

COMPLETED
September 2016

CLIENT CONTACT
Tom Meyer, VP for Finance & Administration
(605) 274-5330

PRINCIPAL-IN-CHARGE
Mike Jamison, TSP

TOTAL-BUILDING SCHOOL REMODEL
MINNEAPOLIS PUBLIC SCHOOLS

TSP helped District planners identify and prioritize several goals to reopen and reinvigorate Webster as a modern PreK-5 elementary to serve its neighborhood in central Minneapolis.

The project team invited families for multiple collaboration and listening sessions to hear questions and gather input. The outcome is a design that brings natural light into the building, improves classroom spaces, and incorporates 21st Century Learning tools to support hands-on learning, special education, and mobile technology. The project earned a Finance & Commerce Top Projects of 2015 Award.

As part of the strategic focus to enhance security and safety, TSP moved the main administration office to the building's redesigned entrance and completely reworked the parking lot to improve traffic flow for student drop-off and pick-up. Inside, the dramatic transformation includes a new kitchen and elevator, a black-box theater, and labs for project-based learning.

TSP also restructured the previous media center's atrium to provide more usable space, infilling it with a two-story block of rooms for hands-on learning and special education. A 70-foot-long skylight and 4,620 sf of interior glass panels flood the building with daylight, helping conserve electricity and creating a more natural feel. Energy-efficient LED lighting—nearly a mile of it—and a new HVAC system contribute to a comfortable, quality learning environment.

The project updated Webster Elementary to meet the District's prototype requirements and its new "Farm to School" nutritional standards for fresh food prepared on site. The school opened for the 2015-2016 school year as a home for K-2 students and an early childhood special education program. Webster Elementary added a grade each year, growing into a PreK-5 school at the start of the 2018-2019 calendar.

LOCATION
Minneapolis, MN

SIZE
75,900 sf

CONSTRUCTION COST
$15,729,268

COMPLETED
August 2015

CLIENT CONTACT
Ginger Davis Kranz, Principal
(612) 668-1210

PRINCIPAL-IN-CHARGE
Tony Dwire, TSP

TSP + CONFLUENCE

CITY-SCHOOL ATHLETIC COMPLEX REDEVELOPMENT & UPGRADES
CITY OF BROOKINGS & BROOKINGS SCHOOL DISTRICT

TSP and Confluence are working together to upgrade Dwiggins-Medary Park, a joint-use facility shared between the City of Brookings and the Brookings School District. The park comprises several components, including the Bob Shelden Athletic Complex for community baseball and Brookings High School (BHS) sub-varsity football, the BHS track and football practice complex, and additional outdoor recreation amenities.

TSP is providing architecture, electrical and structural engineering, and cost-estimating services for the work. Confluence, meanwhile, has led the site-redevelopment planning effort and created landscape architecture designs to support the capital-improvements project.

Proposed improvements to the Bob Shelden complex include new grandstand seating with a press box and renovations to the existing restroom building's exterior. Players will benefit from several field features: new surfacing, fencing, lighting, and dugouts. Visitors will experience the improvements, too, as they enter through a new structure and plaza.

The BHS facility will see potential changes including expanded bleachers, improved football-field drainage and new field lighting, and revamped locations for field-event stations clustered near the track.

LOCATION
Brookings, SD

CONSTRUCTION COST
To be determined

STATUS
In planning/design

CLIENT CONTACT
Dan Brettschneider, Director of Parks, Recreation, & Forestry
(605) 692-2708

PRINCIPALS-IN-CHARGE
Sean Ervin, TSP; Jon Jacobson, Confluence

REPLACEMENT STADIUM & ATHLETIC FACILITIES
YANKTON SCHOOL DISTRICT

This complete replacement of a stadium and its supporting buildings is part of District-wide improvements recommended by a TSP-led facilities assessment and planning process.

Original concrete grandstands at Crane-Youngworth Field were torn down to make room for new, elevated grandstands crafted from aluminum. The effort moved the "home" side from the south to the north end of the field and includes new press boxes with access via a LULA nontraditional elevator lift.

The stadium received additional bleachers revisions as well as a new restroom and concessions building, permanent ticket booths at both the north and south gates, and pedestrian sidewalks and plazas. The project more than tripled the number of toilet stalls and urinals.

The stadium hosted its first football game on Sept. 22, 2017. Superintendent Wayne Kindle told an enthusiastic home crowd that the evening was the result of "more than two years of public meetings, committees, public input, planning, and construction" all designed to "return home to Crane-Youngworth Field."

The stadium got new artificial turf in Spring 2018, further expanding its usefulness for events such as post-season playoffs, marching-band competitions, and youth soccer tournaments.

LOCATION
Yankton, SD

CONSTRUCTION COST
$2,100,000

COMPLETED
Fall 2017

CLIENT CONTACT
Wayne Kindle, Superintendent
(605) 665-3998

PRINCIPAL-IN-CHARGE
Sean Ervin, TSP

STADIUM & PLAYFIELD FOR NEW HIGH SCHOOL
CAMPBELL COUNTY SCHOOL DISTRICT NO. 1

LOCATION
Gillette, WY

CONSTRUCTION COST
$10,131,684

COMPLETED
Fall 2017

CLIENT CONTACT
Kirby Eisenhauer, Assoc. Superintendent for Instructional Support
(307) 682-5171

PRINCIPAL-IN-CHARGE
Mark Averett, TSP

TSP developed specialty athletics plans for this district's new Thunder Basin High School in collaboration with RDG Planning & Design. The football stadium with running track seats 5,000. Concessions and fully equipped locker rooms are housed beneath the bleachers. A "fat track" configuration allows for a field wide enough to accommodate soccer as well as football.

This joint project is the first in a pair of stadium complexes for the District, and football-field components were finished in time for the 2017-18 season. The time frame aligned with a major renovation to convert the former "satellite" facility into Thunder Basin High School—a full-fledged high school separate from Campbell County High School North Campus (previously the largest secondary school in the state). Security components include access-control hardware within certain areas as well as press-box surveillance cameras and other safeguards

TSP will follow with a stadium facility for the North Campus.

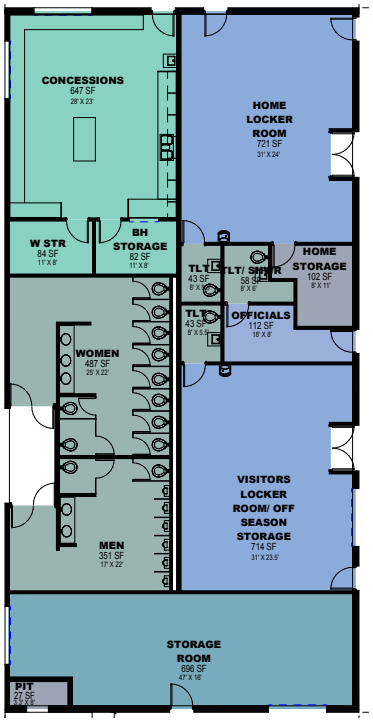
NEW ATHLETIC FACILITIES SUPPORT BUILDING
BOYDEN-HULL COMMUNITY SCHOOL DISTRICT

This facility at Hesla Field replaced an aging concrete-block structure built in the 1940s. Woefully undersized at 600 sf, the existing building needed to do more than provide restrooms and a concession stand to serve the new complex's seating capacity.

TSP recommended several new considerations for the support building as part of the overall Hesla Field Master Plan effort.

Our team designed a concession stand with three serving windows. The two windows that directly overlook the field are arranged to avoid cross-traffic between waiting patrons and those exiting after making their purchases. Careful planning relieves the need for freestanding railings to separate the traffic. The third window, on an adjacent wall, serves a covered patio that provides a sheltered eating area.

Our team designed the main restrooms to accommodate an upsized spectator crowd. Men's and women's facilities are laid out to handle a constant flow of traffic to 18 fixtures.



Department Legend

OFFICE	CONCESSIONS
LOCKERS	OFFICIALS
STORAGE	RESTROOMS

LOCATION
Hull, IA

CONSTRUCTION COST
$460,080

SIZE
4,600 sf support-services building

COMPLETED
August 2016

CLIENT CONTACT
Steve Grond, Superintendent
(712) 439-2440

PRINCIPAL-IN-CHARGE
Sean Ervin, TSP

The building provides updates for players, coaches, and officials, too. In fact, the new officials' suite is a first for the District, whose leaders hope to improve referee recruitment to the remote community. Because the field is located roughly four blocks from the high school, half-time and team meetings previously were not well-supported. The support facility includes a pair of locker rooms specifically soundproofed to further protect privacy.

PROJECT SHOWCASE: OUTDOOR SPACES

Students can access the Augustana University Froiland Science Complex courtyard via three major pathways: from within the renovated Gilbert Science Center, from within the the substantial addition, or from a pedestrian route that runs beneath the skyway and connects to other routes on the campus in Sioux Falls, SD (Design by TSP + Confluence + Sayre Associates)

SCHEDULE

CAPACITY TO COMPLETE THE WORK

The TSP team has been watching the Sioux Falls School District's process and progress to this point, and we've been readying ourselves for this opportunity. We understand your ideal team does you no good if its members are wrapped up in other projects.

We assure you that each team member is ready and eager to commit themselves to your success. From Principal-in-Charge Jared Nesje to Project Integration Manager Sean Ervin and the architects, planners, and engineers they'll direct over the course of our work together, our team is excited by the new high school's potential to transform learning in our community.

The TSP team is well-positioned to take on this planning and design effort. We confirm we can complete final plans and specifications within the proposed schedule, which coincides with a Fall 2022 opening.

High school auditorium lobby, Rice Lake Area Schools, Rice Lake, WI

GENERAL CONSIDERATIONS

As noted in the Project Road Map on Page 11, the planning and design process involves multiple, critical points at which Owner input is absolutely paramount to continue moving forward.

We must carefully consider the timeline from the District's perspective. Especially during the academic year, it can be a challenge for decision-makers and other stakeholders to commit the hours needed to engage in the type of deep conversations that define your vision, goals, and preferred direction. We cannot move forward without this direct input, and we cannot afford to stretch the District's schedule.

The TSP team can design as fast as you make decisions on these crucial issues. In either the Proposed Schedule (Fall 2022 opening) or the Accelerated Schedule (Fall 2021 opening), we envision the District's formation of two key work groups:

- Design Committee—A larger group whose composition should encompass various viewpoints and stakeholder categories.
- Design Sub-Committee—A smaller group, likely comprising five to eight members, whose participants advise and make timely decisions on behalf of the Design Committee.

To illustrate the time commitment, the TSP team proposes biweekly half-day to full-day design sessions to meet the Proposed Schedule. The Accelerated Schedule would require those same half-day to full-day design workshops on a weekly basis.

This is a heavy ask of District staff members and other stakeholders. It's also a must to thoughtfully address all components of the design process, achieve your intended goals, and deliver a legacy project that meets community expectations for the resources invested.

ACCELERATED SCHEDULE

If the District prefers the tighter time frame, the entire project team must compress each task's duration by a small increment to make an overall significant impact. Simply skipping steps in planning, visioning, and design is not a realistic option because it results in a less functional facility that does not meet the District's needs over the long term.

Collaborative work yields the best results and is the most rewarding experience for everyone involved. The need to discuss and vet ideas and potential concepts also brings the potential for slowdown in the Accelerated Schedule. We will confirm the final schedule together and add detail as the project advances.

ANALYSIS OF COMPRESSED TIMELINE

Pros

- Saves on schedule and relieves crowding sooner by opening the new Northwest High School a year earlier.
- Construction can begin at the halfway point in the design process.
- Includes early team commitment and direction on both design and GMP construction costs.

Cons

- Accelerated site-selection process reduces our time to share recommendations with the public and secure buy-in for our due diligence.
- Higher overall project cost: greater design contingencies are required to mitigate unknowns as the entire process moves more quickly.
- Design-decision window is compressed for District and stakeholder input as well as design-team work.

This page: Dakota State University Beacom Institute of Technology, Madison, SD

PRICING PHILOSOPHY

LEVELS OF SERVICE

The TSP team establishes fees differently than many of our competitors do. We believe a fee should be easy to comprehend so you can plan for the services you'll actually use.

To fully understand what various fee proposals really mean for your budget, it's critical to compare the total projected cost. Differences in fees most commonly are related to varying levels of services. If a low fee appears to cover the same scope of work as a high fee, you likely can expect to pay some sort of catch-up fee later in the project.

University Center auditorium, a TSP + Confluence + Sayre Associates project in Sioux Falls, SD

BUDGET UNCERTAINTIES

We don't believe that approach is fair to clients. It doesn't help you make informed decisions, and it's no way to build a trust-based relationship. We don't play games with fees or the future of your community facilities. Here's what we do believe: An "all-in" fee is much easier for you to manage and relieves a great deal of the stress that often comes with budget uncertainties.

DRIVING FACTORS

Below, we offer an overview of how the most common factors affect professional fees.

- Size—The larger the project (whether in cost or square footage) the lower the fee as a percentage of the GMP.
- Scope of Services—Basic services produce a lower fee than a project that requires additional scope or specialty services.
- Nature of the Work—New, stand-alone buildings create lower fees.
- Complexity—More complex or sophisticated work requires higher fees.
- Construction Contracts—Multiple contracts result in a higher fee.
- Job Site Services—The greater the number of services and visits required during Construction Administration, the higher the fee.

CUSTOMIZED SOLUTIONS

The fees within this proposal are based on the Sioux Falls School District's Modifications to AIA Document B133, 2014 Edition, as included as part of the RFP materials. If you are interested in discussing options to streamline the number of group-listening sessions and workshops, design, approval, and/or bidding processes, we are open to presenting opportunities that reduce our professional fees. The TSP team looks forward to additional conversations.

PROPOSED FEE

PERCENTAGE OF GMP

The TSP team proposes a fee equal to 4.8% of the GMP, to be determined in collaboration with your Construction Manager as part of a unified approach to the CM@R delivery method.

BASIC SERVICES

The following Basic Services are included in the TSP team's proposed fee:

- Educational Planning & Visioning
- Architecture
- Interior Design—including FF&E Coordination
- Structural Engineering
- Mechanical Engineering
- Electrical Engineering—including telecommunication and data design
- Site Evaluation
- Sustainable Design Practices & Strategies—aligned with standards for the LEED Silver level
- Civil Engineering
- Landscape Architecture & Site Planning
- Foodservice Planning & Design
- Acoustical Design

ADDITIONAL SERVICES

The following is not included in the TSP team's proposed fee:

- LEED Certification—documentation, application, and processing, should the District decide to pursue certification

Middle/high school library, Pocahontas Area Community Schools, Pocahontas, IA

CHANGE ORDERS

TRACK RECORD

TSP has an exemplary track record of producing quality, well-coordinated construction documents that result in low change-order amounts on our projects. By their very nature, changes to project plan, scope, and design require us to re-examine assumptions and create alternative solutions.

While change orders are unplanned, we believe each hiccup presents an opportunity to reassess how the end result will be affected—and the value we're providing you. We embed quality assurance review in every phase of our change-order process. Controlling cost during construction is a critical element of our role as we advocate on your behalf. Changes to the construction contract can impact cost, time, or both.

TSP's project-management procedures strongly emphasize design processes with the Owner team. During Design Development and creation of Construction Documents, proper research and quality control reviews will avoid the later need for many types of common change orders. Even with all this effort, some changes are inevitable. Based on industry averages, large construction projects ($5 million or greater) typically see a change order rate of 1% to 4%.

Security vestibule, Rice Lake Area Schools, Rice Lake, WI

Southeast Tech Laboratory & Student Services "Hub," a TSP + Confluence + Sayre Associates project for Sioux Falls School District

CHANGE-ORDER PROCESS

The TSP team is familiar with and agrees to the District's stated approach to A/E services regarding change orders, per section 3.6.5.2 of the Modifications to AIA Document B133, 2014 Edition.

Change orders can originate with any of the parties involved in the project or result from unforeseen conditions (for example, an undocumented water well on a new "greenfield" site).

Regardless of the source, we believe correcting the issue should be a collaborative effort. Involvement from Owner, TSP team members, and construction partners is reflected in our process:

- Project team identifies issue.
- Architect evaluates issue with Owner and Construction Manager/Contractor.
- Architect informs Owner of the issue's validity to the project
- Architect obtains Owner consent to move forward in creating a Proposal Request (PR).
- Construction Manager/Contractor pulls together pricing for an additive or deductive change to the contract and submits to architect as a Change Order Request.
- If pricing seems in line with scope defined, Architect will recommend change to Owner for acceptance.
- If Owner accepts, all parties will sign documents for proper execution of change to contract.

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EXCEPTIONS & CLARIFICATIONS

The TSP team requests no exceptions or clarifications to the Request for Proposal.

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TSP

Architecture
Engineering
Planning