

PROFESSIONAL SERVICES SUPPLEMENT #1

AIA Document G604

In accordance with the **AGREEMENT** dated:

December 2, 2014

BETWEEN:

**The Dover School District
School Administrative Unit #11
McConnell Center
61 Locust Street, Suite 409
Dover, NH 03820-4132**

and:

HMFH Architects, Inc.
130 Bishop Allen Drive
Cambridge, MA 02139

for the Project:

Dover High School and Regional Technical Center Feasibility Study

authorization is requested

{ to proceed with Additional Services
 to proceed with revised scope of Basic Services
 to incur Reimbursable Expenses

OR

notification is made

{ of the need to proceed with Contingent Additional Services
 of the need for other services

AS FOLLOWS:

For Visioning/Educational Planning Process to be billed as Lump Sum.

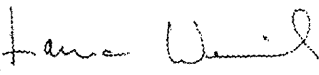
| | |
|--|--------------------|
| Frank Locker Educational Planning (Four Workshops) | \$26,500.00 |
| HMFH Mark-up at 10% | <u>\$2,650.00</u> |
| | \$29,150.00 |

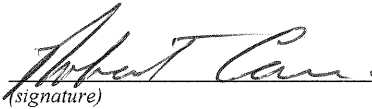
(insert provisions covering time of commencement and completion of authorized services as applicable).

Prompt written notice is required if the services indicated are not needed.

SUBMITTED BY: HMFH Architects, Inc.

AUTHORIZATION IS GIVEN or
NOTIFICATION IS ACKNOWLEDGED BY:


(signature)


(signature)

Laura Wernick, AIA, Treasurer
(printed name and title)

Robert Carrier - Chairman JBC
(printed name and title)

12/2/14
(date)

12/2/14
(date)



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EDUCATIONAL VISIONING

Educational Visioning establishes long term concepts for educational deliveries, school organization, and facilities concepts. It builds upon the Vision recently created by school stakeholders. At Dover High School and Career Technical Center (DHS/CTC), Visioning could engage stakeholders in a deep, rigorous dialogue to clarify the educational goals and explore the possibilities for organizing the high school years.

As an inclusive process, Visioning engages school stakeholders and creates a sense of common purpose. As a transparent process it opens and makes visible the many interrelated educational and community issues that define a high school education. At DHS/CTC, a thorough Visioning process would recognize current and proposed school organizational concepts, perhaps identify others, assess them from an educational point of view, and create clear, commonly held Guiding Principles to be shared with the DHS/CTC community and policy makers. It would also explore daily educational deliveries, the roles of teachers and students, and perhaps school schedule concepts, as these are instrumental in defining future facilities needs.

As such it is not only the foundation for all subsequent steps in facilities planning and design, but also for future staff Professional Development.



Process

Steps in this process include:

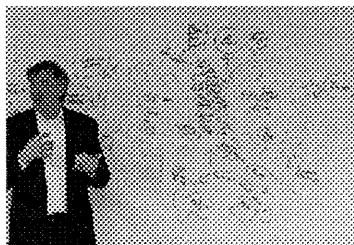
- Deployment concept:
 - Determine pace and calendar to meet district needs
 - Plan tours of other comprehensive high schools
 - Characterize Visioning workshop concepts
 - How to achieve appropriate representation
 - Number of participants
 - Balance of positions
 - Participants in addition to high school educators:
 - District educators
 - Students
 - Parents
 - Community representatives
 - Business leaders
 - Resources for substitute teachers
 - Workshops calendar and daily timetables
 - Establish communication/feedback process with whole DHS/CTC faculty/staff:
 - After school meetings?
 - Scheduled PD days?
- Preparation:
 - Receive school and district relevant background information, including:
 - District initiatives and policies
 - School organization, initiatives and policies
 - Existing facilities information
 - Identify the Visioning Team, representative stakeholder participants





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- Prepare agendas for school and district leadership review through conference calls and follow-up revisions
- Prepare workshop presentations and challenges
- Prepare pre-workshop videos and reading
- Visioning workshops
- Whole faculty/staff communication
- Develop notes shortly after the workshops/meetings
- Develop draft report for review and edits
- Finalize report



This process would be enhanced by school tours to innovative co-located academic/career tech high schools.

Issues

Visioning issues will be confirmed in the planning period preceding Visioning. Visioning workshops could include these issues:

Research Related to 21st Century Learning

- Learning Pyramid
- Revised Bloom's Taxonomy
- Relevance and Rigor Framework
- Multiple Intelligences
- Building relationships
- Emotional Intelligence
- Partnership for 21st Century Skills
- Project Based Learning/Design Thinking

School Organizational Structure

- Exploration of the relationship between academic learning and career-technical learning
- Future change in CTC programs
- Small Learning Communities
- Thematic Small Learning Communities, aligning DHS with CTC
- School as community center
- Schedule and time structure
- Support for teachers

Educational Deliveries

- Review of current programs, services, deliveries, and school organizational structure
- Impact of technology on teacher delivery
- Collaborative learning
- Collaborative, synchronous teacher teaching
- Interdisciplinary teaching
- Personalized, student centered learning, student-centered environments
- Mastery learning
- Making things to learn
- Learning to make things





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- Project-based learning
- Blended learning/flipped classrooms
- Bring your own device
- Teachers as facilitators
- Applied learning in the core curriculum
- Thematic learning
- Looping
- School in 2035
- Preferred learning modalities



Curriculum

- Impact of the Common Core
- Arts in core
- STEM and STEAM learning
- Design thinking
- 21st century skills, including the "Four Cs"
- Creativity, innovation, entrepreneurship

Facilities

- Flexibility for change
- Places for learning
- Defining critical spaces
- Overall school organizational diagrams
- Physical relationships between DHS and CTC

Overall

- Snapshot of current schools
- What currently works? What could be better?
- 21st century schools
- Most important issues for 21st century learning
- Pre-workshop videos
- Student success in life
- School Transformation + Development Map
- Key words to define future education and facilities

Pace

Visioning will probably take three to four full days of workshops to do a thorough job:

- Planning meeting with key educational leaders
 - 17th November 2014
- Two days back to back, dates TBD
 - Day 1: School Snapshots
 - Day 2: Innovations in Education
- One or two days, two or more weeks later, dates TBD
 - Day 3: Defining School
 - Possible Day 4: DHS and CHS relationships

The workshop format should be discussed/confirmed in a planning conference call with administration.



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Between Visioning sessions explore integration of academic and career-tech learning through strategic meetings with school and district leadership and, if appropriate, with the School Building Committee.

A communication/feedback process with the whole faculty/staff could overlap this process, precede it or follow Visioning. Assume afternoon meetings.

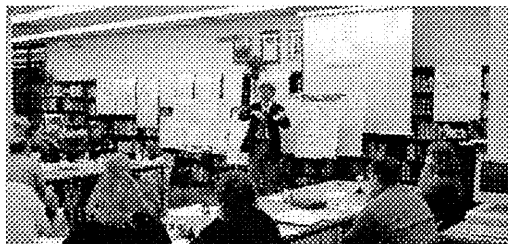
Participants

For Visioning workshops, determine the fewest number of stakeholders that can make decisions that would be considered balanced and representative, and that therefore will have support in the educational and general communities. Typically Visioning has been done by 25 to 50 participants. Fewer participants might not be representative. Greater numbers increase logistics issues.

Work Product

The Visioning participants create the long term Vision. The deliverable will be a final report expressing their thoughts, values, and concepts. Expected to be included will be:

- Guiding principles
- School organizational concepts
- Stakeholder thoughts on 21st century learning
- Preferred learning modalities
- Scoring on the School Transformation + Development Map
- Preferred places for learning
- Facilities organizational diagrams
- Facilities concepts for specific spaces
- Key words defining education and facilities
- Notes from all workshop days
- Copies of presentations



Potential Calendar

It usually takes about three weeks to develop the logistics for Visioning. We will have the additional challenge of scheduling around the holidays. A possible calendar is:

- (All-faculty/staff orientation meeting)
 - November-early December
 - Dates TBD
- Workshops 1 and 2
 - 19 and 20 November
- Academic and career-tech integration meeting s
 - Dates TBD
- Workshops 3 (+ 4)
 - Dates TBD, perhaps early January
- (School tours)
 - Dates TBD
- (All-faculty/staff reporting meeting)
 - January





OTHER SCOPES

Additional scopes of work could include:

- Staff Professional Development
 - Frank Locker would lead Professional Staff Development on focus issues that emerge from the Educational Visioning
- Educational Specifications
 - Frank Locker would develop Educational Specifications and lead a process of school stakeholder engagement to gain support make revisions and assure appropriateness
- Collaborative Concept Design
 - Frank Locker would collaborate with HMFH to assure essential Visioning concepts are integrated in the design of the facility

KEY STAFF

FRANK LOCKER PhD Honored as a Planner of the Year by the Council of Educational Facilities



Planners, International, Frank has taught at the university level, and is a trained facilitator and a registered architect. He conceived and co-teaches the Harvard University School of Education/School of Design course for educators and architects, *Learning Environments for Tomorrow*. A frequent speaker at international, national, and regional school planning conferences, keynote addresses have been in the UDSA and five other countries. Frank is an affiliate of the Partnership for 21st Century Skills, and a Recognized Educational Facility Planner.

FEE PROPOSAL

Visioning

PLANNING

- 17th November start-up meeting
- Agenda concepts developed through draft iterations and conference calls for review
- Fee included in Visioning

VISIONING

- Scope as noted above
- If three workshops: \$20,500
- If four workshops, \$26,500
- Includes prep and report

Other Scopes

ALL FACULTY/STAFF MEETINGS

- Assume two afternoon meetings, each one to two hours
- \$2,000
- Includes prep and notes

STAFF PROFESSIONAL DEVELOPMENT

- Fees to be determined as scope is better defined

EDUCATIONAL SPECIFICATIONS

- Professional services fee to be determined as scope is better defined

COLLABORATIVE CONCEPT DESIGN

- Professional services fee to be determined as scope is better defined
- Frank Locker PhD will be credited as "Educational Planner and Collaborative Concept Designer."



DOVER HIGH SCHOOL + CAREER TECHNICAL CENTER
EDUCATIONAL PLANNING FRAMEWORK + FEE PROPOSAL



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Dover School District SAU #11 will provide the space and partial tools necessary for facilitated workshops, including LCD projector and screen, speakers, and internet connection. Frank Locker Educational Planning will provide printed agendas and hand-outs, flipcharts and easels, and name tags.

Work product shall be delivered electronically in PDF form. Invoices will be submitted monthly as the work progresses. Payments will be due within 30 days. Overdue payments will accrue interest at 1.5% per month.

Thank you,

Frank Locker, PhD
President

Frank Locker Inc, dba Frank Locker Educational Planning
306c Dover Point Rd, Dover, NH 03820 617.412.7444 fl@franklocker.com

On behalf of HMFH Architects, I hereby accept this proposal as outlined above:

HMFH authorized representative

Date

