



December 5, 2022

DORCHESTER COUNTY PUBLIC SCHOOLS

Request for Proposals for Professional Consulting Services

DISTRICTWIDE MASTER PLANNING SERVICES

hord | coplan | macht



December 5, 2022

Chris Hauge
School Facilities Engineer and Safety/Security Coordinator
Dorchester County Public Schools
700 Glasgow Street
Cambridge, MD 21613

RE: **PROFESSIONAL CONSULTING SERVICES
DISTRICT-WIDE MASTER PLANNING SERVICES**

Dear Chris,

Hord Coplan Macht (HCM) is pleased to present you with our response to your RFP for the above-referenced project. Having worked in Dorchester County for almost two decades, we have proudly helped you plan and design the improvements to many of your school facilities. We have developed a deep appreciation for Dorchester County and its unique opportunities and challenges. We are eager to share with you why we believe HCM is again the best partner for you as you embark on this next project.

To meet this challenge, we have assembled a team of experienced, passionate, and mission-driven professionals, tailored specifically for this project. The team will be led by HCM, where we will leverage our extensive experience with planning and designing schools throughout the region, with a unique and specific focus on our long and successful partnership with Dorchester County.

We are joined by David Lever, the past Executive Director of the Maryland IAC. David brings invaluable perspective of the various State agencies and their requirements, along with having recently helped other Maryland LEAs undertake similar district-wide master planning studies.

Our team also includes Judy Hoskens, whose passion lies in creating environments that welcome and embrace ALL learners. Judy brings a national perspective, having undertaken dozens of similar district-wide studies across the country. She brings a passion and expertise in facilitating authentic community engagement conversations that meaningfully involve all stakeholders.

If requested and justified, we can supplement our team with specialists in several areas, including student enrollment projections and demographic analysis, school transportation analysis, and engineering disciplines.

Our team has developed a deep appreciation for the task at hand and are eager to share with you how we will meet the requirements within the proposed time limits to the satisfaction of the Board of Education of Dorchester County. We look forward to a favorable review of our information and to the opportunity to discuss this with you further.

Sincerely

HORD COPLAN MACHT, Inc.



Peter Winebrenner, AIA
Principal

700 East Pratt Street
Suite 1200
Baltimore, Maryland 21202
P 410.837.7311
F 410.837.6530

www.hcm2.com



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ARCHITECT - ENGINEER QUALIFICATIONS

PART I - CONTRACT-SPECIFIC QUALIFICATIONS

A. CONTRACT INFORMATION

1. TITLE AND LOCATION *(City and State)*

Dorechester County Public Schools, Professional Consulting Services - Districtwide Master Planning Services

2. PUBLIC NOTICE DATE

November 21, 2022

3. SOLICITATION OR PROJECT NUMBER

N/A

B. ARCHITECT-ENGINEER POINT OF CONTACT

4. NAME AND TITLE

Peter Winebrenner, AIA, LEED AP, REFP - Principal

5. NAME OF FIRM

hord | coplan | macht

6. TELEPHONE NUMBER

410.837.7311

7. FAX NUMBER

410.837.6530

8. E-MAIL ADDRESS

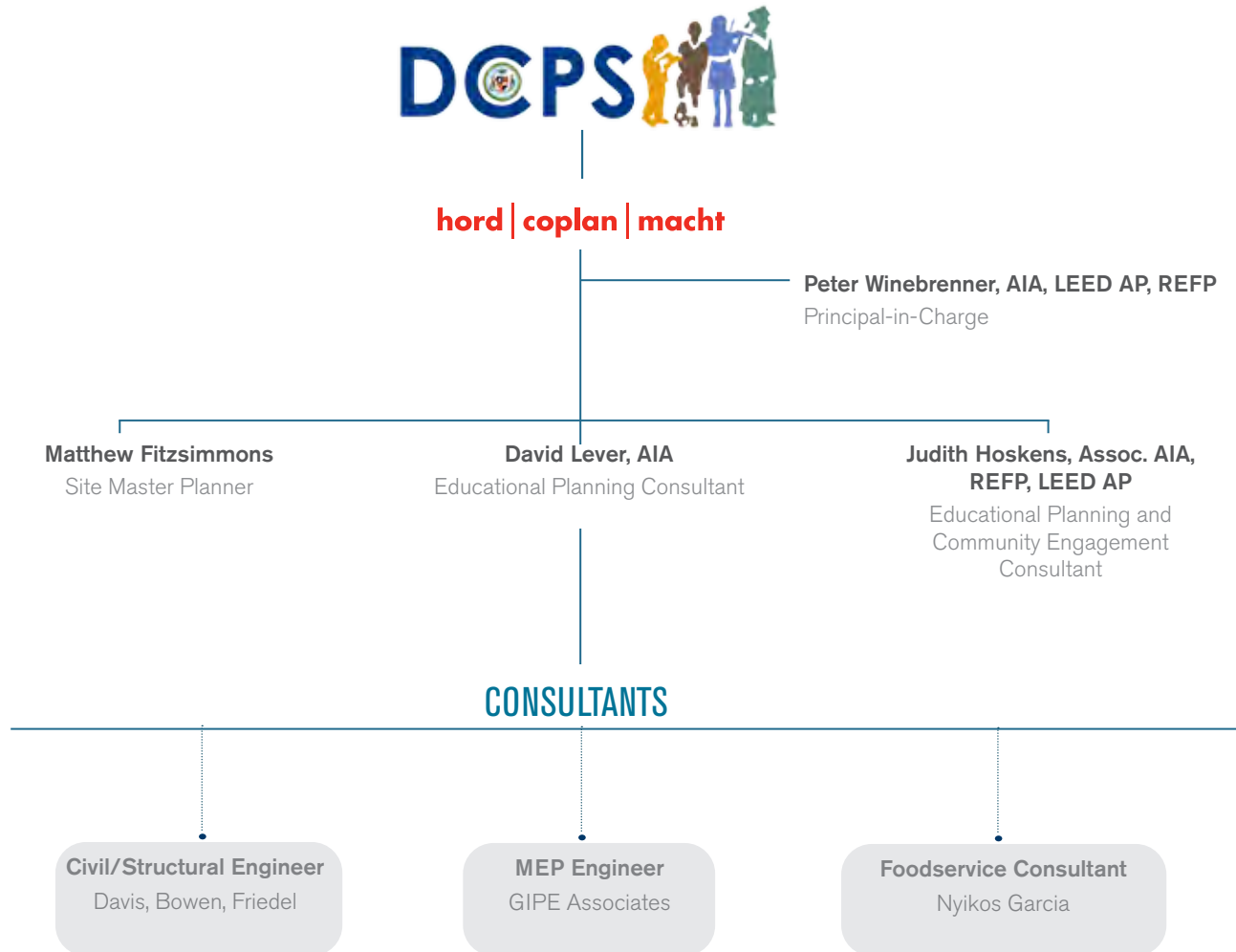
pwinebrenner@hcm2.com

C. PROPOSED TEAM

	(Check)			9. FIRM NAME	10. ADDRESS	11. ROLE IN THIS CONTRACT
	PRIME	J-V PARTNER	SUBCONTRACTOR			
a.	X			Hord Coplan Macht, Inc.	700 E. Pratt Street, Ste. 1200 Baltimore, MD 21202	Architect of Record, Construction Administration
b.			X	Gipe Associates	8719 Brooks Drive Easton, Maryland 21601	Mechanical, Electrical, and Plumbing Engineering
c.			X	Davis, Bowen & Friedel	601 E Main St #100 Salisbury, MD 21804	Civil and Structural Engineering
d.			X	Nyikos Garcia Foodservice Design	7146 Starmount Ct New Market, MD 21774	Foodservice Consultant
f.			X	David Lever Educational Facilities Planning LLC	1910 Martins Cove Ct. Annapolis, MD 21409	Educational Planning Consultant
g.			X	Judith Hoskens, Associate AIA, REFP, LEED AP	4730 Goldenrod Lane N. Plymouth, MN 55442	Educational Planning and Community Engagement Consultant

D. ORGANIZATION CHART

Hord Coplan Macht has partnered with the following consultants for the Dorchester County Public Schools Districtwide Master Planning project:



E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

12. NAME Peter Winebrenner, AIA, LEED AP, REFP		13. ROLE IN THIS CONTRACT Principal-in-Charge		14. YEARS EXPERIENCE	
				A. TOTAL 30	B. WITH CURRENT FIRM 16
15. FIRM NAME AND LOCATION		BALTIMORE, MARYLAND hord coplan macht			
16. EDUCATION (DEGREE AND SPECIALIZATION) Master of Architecture, University of Maryland College Park, 1992 Bachelor of Arts, Fine Arts, College of William and Mary, 1987			17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) Registered Architect: DC, MD, DE, SC, NC, AL, FL, GA, MI, NJ, NY, PA, TN, TX, VA, WV LEED Accredited Professional National Council of Architectural Registration Boards (NCARB)		
18. OTHER PROFESSIONAL QUALIFICATIONS (PUBLICATIONS, ORGANIZATIONS, TRAINING, AWARDS, ETC.) Peter Winebrenner is a Principal in Hord Coplan Macht's education studio with over 30 years experience in architecture, project management and master planning. His focus over the past 20 years has centered on educational facilities, specifically kindergarten through 12th grade public and independent schools. His experience in designing K-12 public school facilities spans more than 60 projects. Mr. Winebrenner excels at applying the latest education strategies and design trends to create vibrant and inspiring buildings. With a philosophy based around the needs and function of the end use, Mr. Winebrenner capably accommodates the rising challenges of each unique project.					
19. RELEVANT PROJECTS					
a.	(1) TITLE AND LOCATION (CITY AND STATE) North Dorchester High School Feasibility Study and Replacement School <i>Hurlock, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2015	CONSTRUCTION (IF APPLICABLE) 2019	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Principal-in-Charge, Size: 117,150 Cost: \$42M Following a feasibility study that recommended the replacement of the school, HCM partnered with the County to develop the Educational Specifications for the new facility. The community and County leadership helped define planning principles and other key drivers, which helped to influence the design of the new 117,150 sf school. The new, predominantly two-story school is located on the northeast corner of the site. By doing this, the full site – high school and adjacent middle school – will function as one large community asset. The two school buildings bracket a new and improved community athletic and recreation complex, complete with new or improved fields and track facility. This allowed the project to be built without the loss of any major site functions during construction.					
b.	(1) TITLE AND LOCATION (CITY AND STATE) Greensboro Elementary School Feasibility Study and Replacement School <i>Caroline County, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2017	CONSTRUCTION (IF APPLICABLE) 2021	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Principal-in-Charge, Size: 93,000 sf, Cost: \$34M The Greensboro Elementary School project represents a great opportunity to align Caroline County's and the school's educational program with the facilities. HCM developed the Educational Specifications for the new 93,000 sf, two-story replacement school, with a design capacity of 815 students in Pre-K through grade five. The new facility is organized to support the school's core educational programs and also to allow Greensboro Elementary School to continue to serve as a community resource after hours.					
c.	(1) TITLE AND LOCATION (CITY AND STATE) Beaver Run Elementary School Feasibility Study and Replacement School <i>Salisbury, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2018	CONSTRUCTION (IF APPLICABLE) 2022	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Principal-in-Charge, Size: 98,304 sf, Cost: \$36M Feasibility study and full design for a replacement school comprised of 7 separate buildings connected by covered breezeways and centered on a 16+ acre building site. Serving grades Pre-K through 2, the interior layout of the building allows for separation of classrooms from shared spaces. A Pre-K and Kindergarten classroom cluster surrounds one courtyard and a Grades 1 and 2 classroom cluster surrounds another courtyard. With limited building location options, the new school will be constructed in the back of the site, behind the existing building, which will allow the existing school to remain operational during construction.					
d.	(1) TITLE AND LOCATION (CITY AND STATE) Bennett Middle School Feasibility Study and Replacement School <i>Salisbury, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2013	CONSTRUCTION (IF APPLICABLE) 2015	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Principal-in-Charge, Size: 155,000 sf, Cost: \$55M The project began with a feasibility study, involving a detailed assessment of the existing multi-building campus, consisting of the James M. Bennett High School and the Bennett Middle School, plus the separate Auditorium Building. The team also undertook an educational adequacy assessment to identify the deficiencies in the facilities, along with creating recommendations for the program needed to properly support the schools' curricula. The recommendation of the study was to replace both schools, leaving the high school on the current site and building a new middle school on a nearby site.					
e.	(1) TITLE AND LOCATION (CITY AND STATE) George Cromwell Elementary School Expansion <i>Glen Burnie, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2018	CONSTRUCTION (IF APPLICABLE) 2020	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Principal-in-Charge, Size: 77,229 sf, Cost: \$22M Following a study to determine how best to improve and expand this existing 42,000 sf school, HCM worked closely with AACPS and the school leadership to design a 35,000 sf addition, along with the renovation of the existing facility. The addition contains the new main entrance and administrative suite, along with a new gymnasium, dining spaces, music rooms and the Learning Studios – multipurpose, project-based learning rooms that support a variety of instructional activities.					

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

12. NAME Matthew Fitzsimmons, AIA, AICP, LEED AP		13. ROLE IN THIS CONTRACT Site Master Planner		14. YEARS EXPERIENCE	
				A. TOTAL 17	B. WITH CURRENT FIRM 16
15. FIRM NAME AND LOCATION BALTIMORE, MARYLAND		hord coplan macht			
16. EDUCATION (DEGREE AND SPECIALIZATION) Master of Architecture, Master of Community Planning, University of Maryland School of Architecture, Historic Preservation and Planning, College Park, Maryland, 2004 Bachelor of Science, Towson University, Baltimore, Maryland, 2000			17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) Registered Architect: Maryland, New York, North Carolina LEED Accredited Professional Certified Planner with the American Institute of Certified Planners		
18. OTHER PROFESSIONAL QUALIFICATIONS (PUBLICATIONS, ORGANIZATIONS, TRAINING, AWARDS, ETC.) Matthew Fitzsimmons has focused his career on his passion for urban design and sustainable community planning. As a planner and architect with 17 years experience, his project management and design skills have enabled him to think about the important role of good urbanism in designing sustainable places. He has managed numerous urban design projects ranging from new town plans, comprehensive plans, urban infill developments and transit-oriented developments (TOD). He has worked with many academic institutions to help them improve their campuses and communicate their goals to the surrounding community. His extensive experience exhibits his understanding of the integral relationship between transportation, land use and design to create vibrant and sustainable communities for all users.					
19. RELEVANT PROJECTS					
a.	(1) TITLE AND LOCATION (CITY AND STATE) Cambridge Comprehensive Plan <i>Cambridge, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2008	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Site Master Planner Prepared long-range policy goals related to urban design for the City of Cambridge to strengthen the small town character, protect its highly sensitive environmental areas and create strategies to improve connectivity.					
b.	(1) TITLE AND LOCATION (CITY AND STATE) Nexus-Woodbourne Family Healing Facilities Master Planning <i>Baltimore, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2022	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Site Master Planner This project involved the Facilities Master Planning for NWFH at its Baltimore City campus. NWFH serves thousands of youth and families each year. Nexus Family Healing provides community-based mental-health services, foster care and adoption services, and residential treatment programs across Illinois, Minnesota, Maryland and North Dakota. Hord Coplan Macht worked with NWFH to develop a long-range Facilities Master Plan to help prioritize capital improvements and assess space needs to accommodate current demands and future growth.					
c.	(1) TITLE AND LOCATION (CITY AND STATE) Lexington Park Land Development District Plan <i>Lexington Park, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2011	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Site Master Planner Hord Coplan Macht provided urban design services for a focused update to the 2010 St. Mary's County Comprehensive Plan. This update specifically addressed three areas within the 26 square mile Lexington Park Land Development District (LPLDD) area. The LPLDD is located in proximity to the Patuxent River Naval Air Station.					
d.	(1) TITLE AND LOCATION (CITY AND STATE) Poe Homes <i>Baltimore, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2020	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Site Master Planner HCM facilitated engaging community outreach, including an interactive housing board game, to enable residents and stakeholders to participate in the design process. The Poe Homes housing plan preserves affordable housing by replacing all 288 existing public housing units and crafts a new walkable community for 600 mixed-income apartments with residential amenities and opportunities for supportive commercial uses. The plan integrates the new housing community with the surrounding neighborhood and enhances connectivity between a new K-8 Catholic School and future public park with pool and recreation center.					
e.	(1) TITLE AND LOCATION (CITY AND STATE) Wor-Wic Community College Master Plan (2006, 2018) <i>Salisbury, Maryland</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2019	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE _X_ CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Site Master Planner Wor-Wic Community College is an anchor institution serving 3100 students of the Lower Eastern Shore, providing higher-education and workforce training. Pursuant to the State Office of Planning projections of 40% growth in the 10-year planning horizon, the master plan provides a roadmap for expansion and reinvestment at this 9 building, 200-acre campus. The plan accommodates phased growth while respecting the formal grid of the campus and accommodating environmental constraints. Strengthening the sense of arrival and facilitating the pedestrian experience were primary elements of the campus plan, including reconfiguration of the primary and secondary entrances and internal points of arrival to resolve traffic issues and accommodate future building development.					

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

<p>12. NAME David Lever, AIA</p>	<p>13. ROLE IN THIS CONTRACT Educational Planning Consultant</p>	<p>14. YEARS EXPERIENCE</p> <table border="1"> <tr> <td>A. TOTAL 38</td> <td>B. WITH CURRENT FIRM 6</td> </tr> </table>		A. TOTAL 38	B. WITH CURRENT FIRM 6
A. TOTAL 38	B. WITH CURRENT FIRM 6				
<p>15. FIRM NAME AND LOCATION Educational Facilities Planning LLC ANNAPOLIS, MD</p>					
<p>16. EDUCATION (DEGREE AND SPECIALIZATION) Rice University School of Architecture, Houston, TX: Doctor of Architecture in Urban Design, May 1995: "Local Domains: Neighborhood Planning and the Interests of Cities" Harvard University Graduate School of Design, Cambridge, MA: Master of Architecture, June 1983 Cornell University, Ithaca, NY: Bachelor of Arts in philosophy and classics, June 1970</p>		<p>17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) Registered Architect, State of Maryland (Registration No. 9608) Member, American Institute of Architects Member, Association of School Business Officials MD-DC (ASBO)</p>			
<p>18. OTHER PROFESSIONAL QUALIFICATIONS (PUBLICATIONS, ORGANIZATIONS, TRAINING, AWARDS, ETC.) David Lever advises local boards of education, local and State governments, and private entities on a range of K-12 educational facility matters, from master planning to project design and delivery. As Executive Director of the Maryland Public School Construction Program from 2003 to 2016, he was responsible for the management of State funding for capital school projects throughout Maryland. His organization collaborated with three other State agencies in approvals of the programming, planning, design, and procurement of State-funded projects for every school district and the Maryland School for the Blind. Under his leadership, the agency promoted high performance schools, innovative design and construction methodologies, alternative procurement and financing approaches, and the integration of school facilities with neighborhoods and community services. Since 2016 he has worked with school systems throughout Maryland on strategic master plans, architectural design, project implementation, educational specifications, community engagement, organizational matters, and a range of related facility management issues.</p>					
<p>19. RELEVANT PROJECTS</p>					
<p>a. (1) TITLE AND LOCATION (CITY AND STATE) Kent County Public Schools <i>Kent County, Maryland</i></p>	<p>(2) YEAR COMPLETED 2017 - Present</p>	<p>PROFESSIONAL SERVICES 2017 - Present</p>	<p>CONSTRUCTION (IF APPLICABLE) N/A</p>		
<p>(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Educational Planner, Size: Varies, Cost: N/A</p> <ul style="list-style-type: none"> Six-Year Facilities Strategic Plan to guide long-term capital decisions (2017-2018) Assistance with annual Educational Facilities Master Plan and Capital Improvement Program (2017-present) Program management, project development and management, procurement of services, and capital forecasting (2017-present) Kent County Middle School: Educational specifications, investigation of planning alternatives for replacement of the school (current) 					
<p>b. (1) TITLE AND LOCATION (CITY AND STATE) Carroll County Public Schools <i>Carroll County, Maryland</i></p>	<p>(2) YEAR COMPLETED 2018</p>	<p>PROFESSIONAL SERVICES 2018</p>	<p>CONSTRUCTION (IF APPLICABLE) N/A</p>		
<p>(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Educational Planner, Size: Varies, Cost: N/A Facilitator for Redistricting and School Closure Committee, developing planning options to guide Board of Education capital decisions (2018)</p>					
<p>c. (1) TITLE AND LOCATION (CITY AND STATE) Baltimore County Public Schools <i>Baltimore County, Maryland</i></p>	<p>(2) YEAR COMPLETED 2017-Present</p>	<p>PROFESSIONAL SERVICES 2017-Present</p>	<p>CONSTRUCTION (IF APPLICABLE) N/A</p>		
<p>(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Educational Planner, Size: Varies, Cost: N/A</p> <ul style="list-style-type: none"> Multi-Year Improvement Plan for All Schools (MYIPAS; 2020-2021), with CannonDesign: Community engagement and survey; utilization, equity, capacity and condition assessment; recommendations for six-year capital plan Review and assistance with Educational Facility Master Plan, Comprehensive Maintenance Plan, and Capital Improvement Program, and development of elementary and middle school educational specifications (2017-2019) Study of Northwest Planning Region Career and Technical Education Center and development of educational specifications (current) 					
<p>d. (1) TITLE AND LOCATION (CITY AND STATE) Garrett County Public Schools <i>Garrett County, Maryland</i></p>	<p>(2) YEAR COMPLETED 2019, 2021</p>	<p>PROFESSIONAL SERVICES 2019, 2021</p>	<p>CONSTRUCTION (IF APPLICABLE) N/A</p>		
<p>(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Educational Planner, Size: Varies, Cost: N/A Strategic Facilities Plan, providing planning options to guide long-term Board of Education decisions on capital projects, school attendance boundaries, and funding (2019, 2021)</p>					
<p>e. (1) TITLE AND LOCATION (CITY AND STATE) Talbot County Public Schools <i>Talbot County, Maryland</i></p>	<p>(2) YEAR COMPLETED 2016-Present</p>	<p>PROFESSIONAL SERVICES 2016-Present</p>	<p>CONSTRUCTION (IF APPLICABLE) N/A</p>		
<p>(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Educational Planner, Size: Varies, Cost: N/A Educational Facilities Master Plan, assistance with capital planning and with project development and management (2016-present)</p>					

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

12. NAME Judith Hoskens, Associate AIA, Fellow-A4LE, REFP, LEED AP		13. ROLE IN THIS CONTRACT Educational Planning and Community Engagement Consultant		14. YEARS EXPERIENCE	
				A. TOTAL 35	B. WITH CURRENT FIRM N/A
15. FIRM NAME AND LOCATION N/A					
16. EDUCATION (DEGREE AND SPECIALIZATION) Bachelor of Architecture, Bachelor of Environmental Design, Bachelor of Arts: University of Minnesota			17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) American Institute of Architects, AIACAE, 2022 Chair Great Schools by Design Association for Learning Environments (A4LE), Fellow, 2010 Chair Recognized Educational Facility Planner (REFP) LEED AP		
18. OTHER PROFESSIONAL QUALIFICATIONS (PUBLICATIONS, ORGANIZATIONS, TRAINING, AWARDS, ETC.) Judy served as Principal-in-Charge on numerous Master Planning projects acting as the primary Point-of-Contact, leading the Community and District meetings, overseeing the communications plan, and developing appropriate feedback loops from community and staff. Her passion lies in creating environments that welcome & embrace ALL learners. Her strengths include facilitating authentic community engagement conversations that meaningfully involve all stakeholders. Her influence extends nationally and internationally having served as Chair of the two leading educational associations: Association for Learning Environments & AIA's Committee on Architecture for Education. In 2013, she was awarded the Lifetime Achievement award from A4LE recognizing her contributions to the profession of educational planning and design. Her insatiable curiosity fuels her passion to continually explore the edge of learning.					
19. RELEVANT PROJECTS					
a.	(1) TITLE AND LOCATION (CITY AND STATE) St. Louis Park Schools <i>St. Louis Park, Minnesota</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2016	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: PIC, Educational Facility Planner and Programmer, Size: Varies, Cost: N/A <ul style="list-style-type: none"> Facilities Master Plan Multiple Sites Additions and Renovations 					
b.	(1) TITLE AND LOCATION (CITY AND STATE) Sartell-St. Stephen School District <i>Sartell, Minnesota</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2015	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: PIC, Educational Facility Planner and Programmer, Size: Varies, Cost: N/A <ul style="list-style-type: none"> Facilities Master Plan New High School Remodeled Middle School 					
c.	(1) TITLE AND LOCATION (CITY AND STATE) Rock Ridge Public Schools <i>Virginia, Minnesota</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2018	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: PIC, Educational Facility Planner and Programmer, Size: Varies, Cost: N/A <ul style="list-style-type: none"> Rock Ridge High School Laurentian Elementary School North Star Elementary School Visioning, Programming, Design 					
d.	(1) TITLE AND LOCATION (CITY AND STATE) Department of Defense Education Activity – DoDEA <i>Worldwide</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2010	CONSTRUCTION (IF APPLICABLE) N/A	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Visioning and Community Engagement Facilitator Educational Facility Planner and Programmer, Size: Varies, Cost: N/A <ul style="list-style-type: none"> New Educational Specifications for DoDEA Schools worldwide Multiple New and Remodeled Schools: Bob Hope Elementary School, Amelia Earhart Intermediate School, Kadena Middle School, Okinawa, Japan, Fort Campbell Middle School, Kentucky 					
e.	(1) TITLE AND LOCATION (CITY AND STATE) Watertown-Mayer Public Schools <i>Watertown Minnesota</i>		(2) YEAR COMPLETED		
			PROFESSIONAL SERVICES 2007	CONSTRUCTION (IF APPLICABLE) 2019	
(3) BRIEF DESCRIPTION (BRIEF SCOPE, SIZE, COST, ETC.) AND SPECIFIC ROLE <input type="checkbox"/> CHECK IF PROJECT PERFORMED WITH CURRENT FIRM Role: Educational Facility Planner and Programmer, Project Manager, Principal-in-Charge, Size: Varies, Cost: N/A <ul style="list-style-type: none"> Master Plan Facilities Conditions and Educational Adequacy Assessment Watertown-Mayer High School/Middle School Remodeling and Additions New Watertown-Mayer Elementary School 					

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT

(Complete one Section E for each key person.)

12. NAME David R. Hoffman, PE, LEED AP	13. ROLE IN THIS CONTRACT Mechanical Engineer	14. YEARS EXPERIENCE	
		a. Total 34	b. With Current Firm 34

15. FIRM NAME AND LOCATON (City and State)
Gipe Associates, Inc., Easton, MD

16. EDUCATION (Degree and Specialization) B.S., Mechanical Engineering / 1988 University of Maryland Baltimore County	17. CURRENT PROFESSIONAL REGISTRATION (State and Discipline) Professional Engineer: Maryland, #19755; Also in VA, DE LEED Accredited Professional Certified GeoExchange Designer
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18. OTHER PROFESSIONAL QUALIFICATIONS (Publications, Organizations, Training, Awards, etc.)
Mr. Hoffman is responsible for surveys, studies, preparation of specifications, production of designs, quality control reviews and contract administration for various projects for the firm. He has been involved in projects requiring HVAC, plumbing, geothermal, fire protection, industrial ventilation, thermal storage, fuel oil piping, process piping, snow melt systems, steam systems, and energy management systems for industrial, commercial, and institutional facilities. He has been a leader in the promotion and design of geothermal and sustainable systems. Recently Dave was awarded ACEC's 2021 Small Firm Engineer of the Year Award as well as the National Capitol Chapter of the Association of Energy Engineers in Washington, DC Energy Engineer of the Year award in 2017. Because of Dave's expertise he is often sought out for troubleshooting problematic HVAC systems, Peer Reviews, commissioning, and expert testimony services.

19. RELEVANT PROJECTS

	(1) TITLE AND LOCATION (City and State)	(2) YEAR COMPLETED	
		PROFESSIONAL SERVICES	CONSTRUCTION (if applicable)
a.	South Dorchester K-8 Study, Golden Hill, MD Dorchester County Public Schools	2014	N/A
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firms An analysis of the existing HVAC systems and electrical systems serving the South Dorchester K-8 School. Our study included a review of existing drawings, field investigations, and non-destructive observations of the existing HVAC and electrical systems. Interviews with staff and/or maintenance personnel were conducted and documented to determine any non-visible deficiencies in the existing HVAC and electrical systems.		
b.	Vienna Elementary School Boiler Replacements, Secretary, MD Dorchester County Public Schools	2015	2015
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Gipe Associates provided mechanical, electrical, plumbing engineering design for the boiler replacement at Vienna Elementary School. Engineering design included modifications to the central heating water system and domestic hot water system and associated power, piping, equipment, insulation, and controls. Field investigations, preparation of specifications and drawing, bid phase services, and contract administration services were included as part of this design/build project.		
c.	Warwick Elementary School Boiler Replacements, Secretary, MD Dorchester County Public Schools	2015	2015
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Gipe Associates provided mechanical, electrical, plumbing engineering design for the boiler replacement at Warwick Elementary School. Engineering design included modifications to the central heating water system and domestic hot water system and associated power, piping, equipment, insulation, and controls. Field investigations, preparation of specifications and drawing, bid phase services, and contract administration services were included as part of this design/build project.		
d.	Mace's Lane Middle School Auxiliary Geothermal Design Cambridge, MD	2014	2015
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Mechanical design for geothermal enhancements and associated Contract Administration was provided for Mace's Lane Middle School. The enhancements included the design of a single production well, injection wells, plate/frame heat exchangers, variable speed pumps, piping, controls and supporting power wiring design. The project was a unique design that incorporated "open well" technology to resolve issues with an undersized geothermal well system. The project was completed on time and on budget. Gipe Associates also performed commissioning services on the project.		
e.	Hurlock Elementary School Chiller Plant Dorchester County Public Schools	2022	2022
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Gipe's scope of work included mechanical (including air cooled chiller replacement), and supporting electrical (including power to chiller and any new pumps) system design and Contract Administration for the Hurlock Elementary School. A series of tasks were performed to ensure that renovations we not only supporting the current space and student body, but would also support a future 20,000sf addition. Gipe performed load calculations, verified pipe sizes/pump head, evaluated pumping strategies, verified expansion tank and air separator size, verified chilled water pipe sizes, and design a differential pressure bypass valve to maintain minimum flow on the new chiller evaporator.		

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT			
<i>(Complete one Section E for each key person.)</i>			
12. NAME	13. ROLE IN THIS CONTRACT	14. YEARS EXPERIENCE	
Chris Holden	Electrical Engineer	a. Total 14	b. With Current Firm 14
15. FIRM NAME AND LOCATON <i>(City and State)</i>			
Gipe Associates, Inc., Easton, MD			
16. EDUCATION <i>(Degree and Specialization)</i>		17. CURRENT PROFESSIONAL REGISTRATION <i>(State and Discipline)</i>	
B.S., Electrical Engineering; Pennsylvania State University, 2007		In Progress	
18. OTHER PROFESSIONAL QUALIFICATIONS <i>(Publications, Organizations, Training, Awards, etc.)</i>			
Chris has experience in electrical engineering including development and preparation of contract documents for electrical systems on commercial, residential, and governmental buildings. As a project manager for the firm, he is responsible for preparation of plans and specifications, and overall discipline coordination on all projects assigned to him. Chris's experience includes primary and secondary power, lighting, fire alarm, solar photovoltaic, and communications systems. Chris' hands-on experience in commissioning and electrical inspections has given him a unique ability to provide designs that reflect robust, yet practical electrical engineering solutions.			
19. RELEVANT PROJECTS			
(1) TITLE AND LOCATION <i>(City and State)</i>		(2) YEAR COMPLETED	
a. South Dorchester K-8 Study, Golden Hill, MD Dorchester County Public Schools		PROFESSIONAL SERVICES 2014	CONSTRUCTION <i>(if applicable)</i> 2012
(3) BRIEF DESCRIPTION <i>(Brief scope, size, cost, etc.)</i> AND SPECIFIC ROLE		<input checked="" type="checkbox"/> Check if project performed with current firms	
An analysis of the existing HVAC systems and electrical systems serving the South Dorchester K-8 School. Our study included a review of existing drawings, field investigations, and non-destructive observations of the existing HVAC and electrical systems. Interviews with staff and/or maintenance personnel were conducted and documented to determine any non-visible deficiencies in the existing HVAC and electrical systems.			
(1) TITLE AND LOCATION <i>(City and State)</i>		(2) YEAR COMPLETED	
b. Vienna Elementary School Boiler Replacements, Secretary, MD Dorchester County Public Schools		PROFESSIONAL SERVICES 2015	CONSTRUCTION <i>(if applicable)</i> 2015
(3) BRIEF DESCRIPTION <i>(Brief scope, size, cost, etc.)</i> AND SPECIFIC ROLE		<input checked="" type="checkbox"/> Check if project performed with current firm	
Gipe Associates provided mechanical, electrical, plumbing engineering design for the boiler replacement at Vienna Elementary School. Engineering design included modifications to the central heating water system and domestic hot water system and associated power, piping, equipment, insulation, and controls. Field investigations, preparation of specifications and drawing, bid phase services, and contract administration services were included as part of this design/build project.			
(1) TITLE AND LOCATION <i>(City and State)</i>		(2) YEAR COMPLETED	
c. Warwick Elementary School Boiler Replacements, Secretary, MD Dorchester County Public Schools		PROFESSIONAL SERVICES 2015	CONSTRUCTION <i>(if applicable)</i> 2015
(3) BRIEF DESCRIPTION <i>(Brief scope, size, cost, etc.)</i> AND SPECIFIC ROLE		<input checked="" type="checkbox"/> Check if project performed with current firm	
Gipe Associates provided mechanical, electrical, plumbing engineering design for the boiler replacement at Warwick Elementary School. Engineering design included modifications to the central heating water system and domestic hot water system and associated power, piping, equipment, insulation, and controls. Field investigations, preparation of specifications and drawing, bid phase services, and contract administration services were included as part of this design/build project.			
(1) TITLE AND LOCATION <i>(City and State)</i>		(2) YEAR COMPLETED	
d. Mace's Lane Middle School Auxiliary Geothermal Design Cambridge, MD		PROFESSIONAL SERVICES 2014	CONSTRUCTION <i>(if applicable)</i> 2014
(3) BRIEF DESCRIPTION <i>(Brief scope, size, cost, etc.)</i> AND SPECIFIC ROLE		<input checked="" type="checkbox"/> Check if project performed with current firm	
Mechanical design for geothermal enhancements and associated Contract Administration was provided for Mace's Lane Middle School. The enhancements included the design of a single production well, injection wells, plate/frame heat exchangers, variable speed pumps, piping, controls and supporting power wiring design. The project was a unique design that incorporated "open well" technology to resolve issues with an undersized geothermal well system. The project was completed on time and on budget. Gipe Associates also performed commissioning services on the project.			
(1) TITLE AND LOCATION <i>(City and State)</i>		(2) YEAR COMPLETED	
e. Hurlock Elementary School Chiller Plant Dorchester County Public Schools		PROFESSIONAL SERVICES 2022	CONSTRUCTION <i>(if applicable)</i> 2022
(3) BRIEF DESCRIPTION <i>(Brief scope, size, cost, etc.)</i> AND SPECIFIC ROLE		<input checked="" type="checkbox"/> Check if project performed with current firm	
Gipe's scope of work included mechanical (including air cooled chiller replacement), and supporting electrical (including power to chiller and any new pumps) system design and Contract Administration for the Hurlock Elementary School. A series of tasks were performed to ensure that renovations we not only supporting the current space and student body, but would also support a future 20,000sf addition. Gipe performed load calculations, verified pipe sizes/pump head, evaluated pumping strategies, verified expansion tank and air separator size, verified chilled water pipe sizes, and design a differential pressure bypass valve to maintain minimum flow on the new chiller evaporator.			

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT
(Complete one Section E for each key person.)

12. NAME Andrew E. Welch, PE	13. ROLE IN THIS CONTRACT Senior Structural Engineer	14. YEARS EXPERIENCE	
		a. TOTAL 38	b. WITH CURRENT FIRM 38

15. FIRM NAME AND LOCATION (City and State)
Davis, Bowen & Friedel, Inc., Salisbury, Maryland

16. EDUCATION (DEGREE AND SPECIALIZATION) Bachelor of Science, Civil Engineering West Virginia Institute of Technology 1982	17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) Professional Engineering Registrations - MD, DE, PA, WV, NJ, VA
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18. OTHER PROFESSIONAL QUALIFICATIONS (Publications, Organizations, Training, Awards, etc.)

American Society of Civil Engineers, ACE Mentor Program

19. RELEVANT PROJECTS

(1) TITLE AND LOCATION (City and State) Mardela Middle & High School Expansion and Renovation Mardela Springs, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES On-going	CONSTRUCTION (If applicable) 2026
a. (3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Structural Engineer: DBF is providing structural and civil engineering services for renovations and additions to Mardela Middle & High School on the existing 39.8 acre site, alongside the prime architect, Crabtree, Rohrbaugh & Associates. Services for this project include providing structural and site design, drawings and bid specifications.	<input checked="" type="checkbox"/> Check if project performed with current firm	

(1) TITLE AND LOCATION (City and State) West Salisbury Elementary School - Feasibility Study Wicomico County, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2014	CONSTRUCTION (If applicable) 2015
b. (3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Structural Engineer: The Wicomico County Board of Education engaged DBF to oversee and provide a feasibility study evaluating the condition and potential expansion of the existing West Salisbury Elementary School. In-house services included architecture, structural engineering and civil engineering.	<input checked="" type="checkbox"/> Check if project performed with current firm	

(1) TITLE AND LOCATION (City and State) Greensboro Elementary School Greensboro, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2019	CONSTRUCTION (If applicable) 2020
c. (3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Structural Engineer: DBF provided structural engineering services for the design and construction of a new Greensboro Elementary School for the prime architect, Hord, Coplan and Macht, Inc. on behalf of Caroline County Public Schools.	<input checked="" type="checkbox"/> Check if project performed with current firm	

(1) TITLE AND LOCATION (City and State) Beaver Run Elementary School - New School Salisbury, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2019	CONSTRUCTION (If applicable) 2022
d. (3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Structural Engineer: DBF provided structural engineering services for the design and construction of a new Greensboro Elementary School for the prime architect, Hord, Coplan and Macht, Inc. on behalf of Caroline County Public Schools.	<input checked="" type="checkbox"/> Check if project performed with current firm	

(1) TITLE AND LOCATION (City and State) Worcester County Career & Technology Center Worcester County, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2006	CONSTRUCTION (If applicable) 2009
e. (3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Structural Engineer: DBF was responsible for the structural design of the primary steel framing, open web steel joists, concrete slabs, reinforced concrete masonry bearing walls and reinforced concrete spread footings. The design included moment resisting connections of steel beams and columns to resist lateral forces.	<input checked="" type="checkbox"/> Check if project performed with current firm	

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT (Complete one Section E for each key person.)

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT
(Complete one Section E for each key person.)

12. NAME Timothy M. Metzner, PLA, LEED AP ND	13. ROLE IN THIS CONTRACT Senior Civil (Site) Designer	14. YEARS EXPERIENCE	
		a. TOTAL 20	b. WITH CURRENT FIRM 20

15. FIRM NAME AND LOCATION (City and State)
Davis, Bowen & Friedel, Inc., Salisbury, Maryland

16. EDUCATION (DEGREE AND SPECIALIZATION) Bachelor of Science in Landscape Architecture, West Virginia University, 2002	17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) Registered Landscape Architect - MD, DE
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18. OTHER PROFESSIONAL QUALIFICATIONS (Publications, Organizations, Training, Awards, etc.)

State of Delaware Board of Landscape Architecture, President (term 2019 – present)

19. RELEVANT PROJECTS

a. (1) TITLE AND LOCATION (City and State) Mardela Middle & High School Expansion and Renovation Mardela Springs, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES On-going	CONSTRUCTION (If applicable) 2026
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Civil (Site) Designer. DBF is providing structural and civil engineering services for renovations and additions to Mardela Middle & High School on the existing 39.8 acre site, alongside the prime architect, Crabtree, Rohrbaugh & Associates. Services for this project include providing structural and site design, drawings and bid specifications.		<input checked="" type="checkbox"/> Check if project performed with current firm

b. (1) TITLE AND LOCATION (City and State) Beaver Run Elementary School Wicomico County, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2018 - 2020	CONSTRUCTION (If applicable) On-going
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Civil (Site) Designer. Beaver Run Elementary School is a 98,193 SF facility set to replace the existing elementary school. The site consists of 17.95 acres of land that includes the staff and visitor parking lots, bus parking, drop off queuing and dedicated pre-kindergarten, kindergarten, grades 1 and 2 and physical education play spaces. Through careful coordination with the school administrators and design team, the site design is laid out in a way that will phase construction so that all the site transformation is as seamless as possible, and completed within the same time frame as traditional school construction.		<input checked="" type="checkbox"/> Check if project performed with current firm

c. (1) TITLE AND LOCATION (City and State) Chipman Elementary Parking Revisions Salisbury, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2019	CONSTRUCTION (If applicable) 2020
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Civil (Site) Designer. Due to inadequate parking at the school, 59 new parking spaces for staff and visitors were added. Traffic congestion caused by stacking cars on the adjacent roads was eliminated by creating a new drop off loop which separates bus traffic from parent cars. Aside from providing a safer environment, the separation of traffic provides a more efficient transition. Micro-bioretenment areas were added to treat on-site stormwater. DBF provided full design and permitting services.		<input checked="" type="checkbox"/> Check if project performed with current firm

d. (1) TITLE AND LOCATION (City and State) Northwestern Elementary School Mardela Springs, Maryland	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2019	CONSTRUCTION (If applicable) N/A
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Landscape Architect/Project Manager. Services included evaluating the property to determine how much drainage was flowing to this low point, then potential options for a solution. The design solved the flooding issues not only encountered along the walkways, but positively drained the standing water from under each of the portable buildings. The solution allowed students and teachers to walk safely to the buildings during rainy or freezing conditions, and also helped reduce the mold from occurring under the buildings.		<input checked="" type="checkbox"/> Check if project performed with current firm

e. (1) TITLE AND LOCATION (City and State) Sussex Consortium Sussex County, Delaware	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES 2017	CONSTRUCTION (If applicable) 2021
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE Senior Civil (Site) Designer. DBF is the civil engineer of record for a new 415-student, special needs school located in Sussex County, Delaware. DBF provided civil and traffic engineering, as well as landscape architecture, GIS and surveying services.		<input checked="" type="checkbox"/> Check if project performed with current firm

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT
(Complete one Section E for each key person.)

12. NAME Steven P. Nichols, PE	13. ROLE IN THIS CONTRACT Civil Engineer	14. YEARS EXPERIENCE	
		a. TOTAL 14	b. WITH CURRENT FIRM 8

15. FIRM NAME AND LOCATION (City and State)
Davis, Bowen & Friedel, Inc., Salisbury, Maryland

16. EDUCATION (DEGREE AND SPECIALIZATION) B.S. in Civil Engineering Technology, Rochester Institute of Technology, Rochester, NY, 2008 A.A.S. in Civil Engineering Technology, Hudson Valley Community College, Troy, NY, 2005	17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE) Professional Engineer - MD, DE, NY
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18. OTHER PROFESSIONAL QUALIFICATIONS (Publications, Organizations, Training, Awards, etc.)

ASCE (American Society of Civil Engineers) Member

19. RELEVANT PROJECTS

(1) TITLE AND LOCATION (City and State)	(2) YEAR COMPLETED	
	PROFESSIONAL SERVICES	CONSTRUCTION (If applicable)
a. Mardela Middle & High School Expansion and Renovation Mardela Springs, Maryland	On-going	2026
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Civil Engineer: DBF is providing structural and civil engineering services for renovations and additions to Mardela Middle & High School on the existing 39.8 acre site, alongside the prime architect, Crabtree, Rohrbaugh & Associates. Services for this project include providing structural and site design, drawings and bid specifications.		
b. Beaver Run Elementary School Wicomico County, Maryland	2018 - 2020	On-going
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Civil Engineer: Beaver Run Elementary School is a 98,193 SF facility set to replace the existing elementary school. The site consists of 17.95 acres of land that includes the staff and visitor parking lots, bus parking, drop off queuing and dedicated pre-kindergarten, kindergarten, grades 1 and 2 and physical education play spaces. Through careful coordination with the school administrators and design team, the site design is laid out in a way that will phase construction so that all the site transformation is as seamless as possible, and completed within the same time frame as traditional school construction.		
c. Bennett Middle School Fruitland, Maryland	2012 - 2014	2015
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Civil Engineer: Bennett Middle School is a 161,304 SF middle school, housing over 1,000 Wicomico County students. DBF was responsible for preparing the site plan in consultation with the lead architecture firm. DBF provided civil engineering, site planning and landscape architecture service for this project.		
d. Sussex Consortium Sussex County, Delaware	2017	2021
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Civil Engineer: DBF is the civil engineer of record for a new 415-student, special needs school located in Sussex County, Delaware. DBF provided civil and traffic engineering, as well as landscape architecture, GIS and surveying services.		
e. Chipman Elementary School Salisbury, Maryland	2019	2020
(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE <input checked="" type="checkbox"/> Check if project performed with current firm Civil Engineer: Due to inadequate parking at the school, 59 new parking spaces for staff and visitors were added. Traffic congestion caused by stacking cars on the adjacent roads was eliminated by creating a new drop off loop which separates bus traffic from parent cars. Aside from providing a safer environment, the separation of traffic provides a more efficient transition. Micro-bioretenion areas were added to treat on-site stormwater. DBF provided full design and permitting services.		

E. RESUMES OF KEY PERSONNEL PROPOSED FOR THIS CONTRACT
(Complete one Section E for each key person.)

12. NAME Jay Garcia, FCSI	13. ROLE IN THIS CONTRACT Food Service Designer	14. YEARS EXPERIENCE	
		a. TOTAL	b. WITH CURRENT FIRM
		34	28
15. FIRM NAME AND LOCATION (City and State) Nyikos Garcia, 7146 Starmount Way, New Market, MD 21774 / 240-683-9530			
16. EDUCATION (DEGREE AND SPECIALIZATION) Bachelor of Science, Architecture/Adamson University, Manila, Philippines		17. CURRENT PROFESSIONAL REGISTRATION (STATE AND DISCIPLINE)	
18. OTHER PROFESSIONAL QUALIFICATIONS (Publications, Organizations, Training, Awards, etc) Professional Member, Foodservice Consultants Society International (FCSI), AIA Associate Member			

19. RELEVANT PROJECTS

a	(1) TITLE AND LOCATION (City and State) North Dorchester High School Hurlock, MD	(2) YEAR COMPLETED	
		PROFESSIONAL SERVICES	CONSTRUCTION (If Applicable)
		2015	2019
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE X Check if project performed with current firm Food Service Designer. . The new kitchen serves 650 students of grades 9 thru 12. The new kitchen is designed to operate as a full-production on-site prep/cooking facility equipped to provide breakfast and lunch meal service for the students and staff. All equipment is of commercial grade and installed to meet current health code requirements. Meals are served on re-usable dinnerware requiring a full dishroom complement. The kitchen received all new equipment Size: 116,720 SF; Cost: \$43.1M.		
b	(1) TITLE AND LOCATION (City and State) Greensboro Elementary School Greensboro, MD	(2) YEAR COMPLETED	
		PROFESSIONAL SERVICES	CONSTRUCTION (If Applicable)
		2018	2021
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE X Check if project performed with current firm Food Service Designer. This was new construction silver LEED. The new kitchen contains roughly 1,830 sf and designed to operate as an on-site prep/cooking facility equipped to produce and serve lunch meals to a SRC of 800 students during three (3) meal periods of grades PK thru 5. Meal service is on re-usable dinnerware requiring a full dishroom complement. Size: 93,867 SF; Cost: \$47M.		
c	(1) TITLE AND LOCATION (City and State) Galena Elementary School Galena, MD	(2) YEAR COMPLETED	
		PROFESSIONAL SERVICES	CONSTRUCTION (If Applicable)
		2019	2022
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE X Check if project performed with current firm Food Service Designer. This was a renovation/modernization project. There is approximately 1,652 sf of design space. The county cannot replace all equipment within the budget but serving line and hood are beyond lifespan. They currently run 6-8 serving shifts every 15 minutes to accommodate population. Cafeteria is too small to hold the numbers and serve meals to an enrollment of 438 students and staff during three (3) meal periods of grades Pre-K thru 5. They need the flow to improve for the serving lines. The kitchen received new and existing equipment Size: 1,652 SF Equipment Cost: \$135,000.00		
d	(1) TITLE AND LOCATION (City and State) Somerset County Technical School Hanover, MD	(2) YEAR COMPLETED	
		PROFESSIONAL SERVICES	CONSTRUCTION (If Applicable)
		2016	2019
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE X Check if project performed with current firm Food Service Designer. This project involved the creation of a Culinary Art Program for Somerset County Public Schools. The overall new kitchen and storage spaces contain approximately 4,930 sf. and designed to accommodate up to 17 students twice a day, one (1) teaching kitchens with 2,950 sf, where students can gain experience cooking and serving, a 80 sf office for the instructor and 600 sf. for storage. The facility received all-new equipment installed according to local Health Department codes Size: 103,000 SF; Cost: \$42,781,000		
e	(1) TITLE AND LOCATION (City and State) Mardela Middle/High School Mardela Springs, MD	(2) YEAR COMPLETED	
		PROFESSIONAL SERVICES	CONSTRUCTION (If Applicable)
		2021	Under Construction
	(3) BRIEF DESCRIPTION (Brief scope, size, cost, etc.) AND SPECIFIC ROLE x Check if project performed with current firm Food Service Designer. The new kitchen/serving area will contain roughly 3,500 square feet and equipped to operate as an on-site prep/production/cooking facility. The kitchen will prepare and serve breakfast and lunch meals to a projected enrollment of 808 students of grades 6 thru 12. Meals will be served on re-usable dinnerware requiring a full dishroom complement. The kitchen will receive all new equipment The kitchen received all-new equipment. Size: 146,000 sf Equipment cost: \$71.8M est		

F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER **1**

21. TITLE AND LOCATION (CITY AND STATE) North Dorchester High School Replacement <i>Hurlock, Maryland</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2015	CONSTRUCTION (IF APPLICABLE) 2019

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER Dorchester County Public Schools	B. POINT OF CONTACT NAME Chris Hauge	C. POINT OF CONTACT TELEPHONE NUMBER 410.221.1111 x 1009
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24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

The replacement of North Dorchester High School offers a tremendous opportunity for Dorchester County to advance learning and teaching to a new level. Following a feasibility study that recommended the replacement of the school, HCM partnered with the County to develop the Educational Specifications for the new facility. The community and County leadership helped define planning principles and other key drivers, which helped to influence the design of the new 117,150 sf school.

The new predominantly two-story school is located on the northeast corner of the site. By doing this, the full site – high school and adjacent middle school – will function as one large community asset. The two school buildings bracket a new and improved community athletic and recreation complex, complete with new or improved fields and track facility. This also allows the project to be built without the loss of any major site functions during construction.

The southern portion contains the dining commons/food service, athletics, and auditorium, all organized around a central gathering space that will serve as pre-function space for these large public use spaces. During the day it will also provide general circulation, large-group meeting space, and additional student dining space. It will also provide formal and informal learning spaces, highlighted by a learning stair.

The northern two-story wing contains academic classrooms organized in an “academy” layout with similar subject areas grouped together. English, History/ Social Studies and Foreign Languages are grouped together to form a Humanities Academy on the first floor. **Science, Technology, Engineering, Arts and Math disciplines are grouped together on the second floor to form a STEAM Academy.**

The two wings are connected by a two-story section of the building that contains administration, health clinic, nurse’s suite, and guidance on the ground floor and learning commons, technology education, and art on the second floor.

Relevance to Dorchester County Public Schools Master Plan:

- Dorchester County Experience
- Extensive Community Engagement Process
- Campus-wide Site Master Planning Approach
- Significant IAC and MSDE Experience

Construction Cost: \$42M; Size: 117,150 sf



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

	(1) FIRM NAME	(2) FIRM LOCATION (CITY AND STATE)	(3) ROLE
A.	Hord Coplan Macht	Baltimore, Maryland	Architect of Record
B.	Gipe Associates, Inc.	Easton, Maryland	MEP Engineer
C.	Nyikos-Garcia Foodservice Design	New Market, Maryland	Food Service

F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT



F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 2

21. TITLE AND LOCATION (CITY AND STATE)

City of Cambridge Master Plan

Cambridge, Maryland

22. YEAR COMPLETED

PROFESSIONAL SERVICES

2011

CONSTRUCTION (IF APPLICABLE)

N/A

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER

City of Cambridge

B. POINT OF CONTACT NAME

Christopher Jakubiak (formerly with City of Cambridge)

C. POINT OF CONTACT TELEPHONE NUMBER

443-895-4240

24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

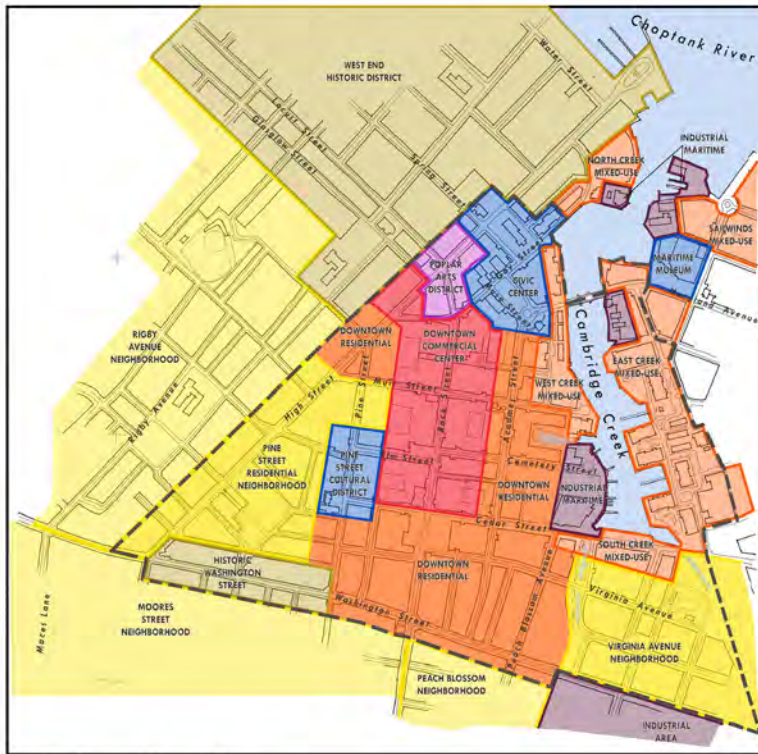
The new vision for the City of Cambridge can be described as a viable, walkable, human-scaled city that is easily identifiable as the heart of Dorchester County. Cambridge should continue to reflect the compact urban forms of traditional eastern shore towns—providing a vibrant quality of life for its residents and visitors, valuing the natural environment, and celebrating its historic maritime context while maintaining a framework for the everyday needs of future generations.

Hord Coplan Macht developed a land use framework to promote a diverse economy—defining Cambridge as a tourism, government/civic, educational, medical services, industry, and retail center. With infill development in mind, Hord Coplan Macht developed policies and guidelines that promoted adaptive reuse, preserved and rejuvenated the existing neighborhood character, and encouraged new neighborhoods to be contextual and interconnected with the town.

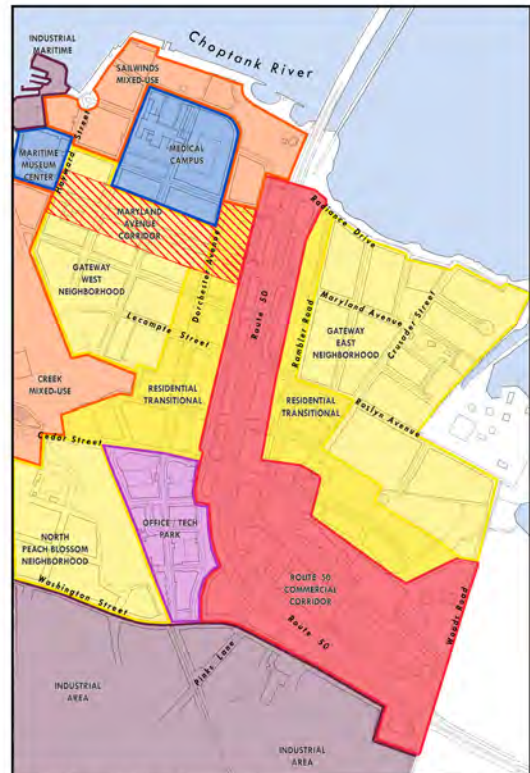
An open space and recreational plan, encouraging multi-modal connectivity between destinations, proposes convenient access for everyone, locating open spaces and facilities as central points of the neighborhoods. The Plan makes recommendations to the Route 50 corridor and access to the historic downtown core. Lastly, this comprehensive plan promotes a framework that unifies the city from its center to its edge, linking neighborhoods to civic amenities, such as the waterfront and downtown, through multiple forms of transportation.

Relevance to Dorchester County Public Schools Master Plan:

- Dorchester County Experience
- Extensive Community Engagement Process
- Multi-faceted District Master Planning



Downtown Conceptual Program Plan



Route 50 Conceptual Street Framework

25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A. (1) FIRM NAME
Hord Coplan Macht

(2) FIRM LOCATION (CITY AND STATE)
Baltimore, Maryland

(3) ROLE
Architect of Record

F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 3

21. TITLE AND LOCATION (CITY AND STATE) Dorchester Career & Technical Center <i>Dorchester County, Maryland</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2011	CONSTRUCTION (IF APPLICABLE) 2011

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER Dorchester County Public Schools	B. POINT OF CONTACT NAME Chris Hauge	C. POINT OF CONTACT TELEPHONE NUMBER 410.221.1111 x 1009
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24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

Hord Coplan Macht partnered with Dorchester County Public Schools to create a new facility that better supports its expanding career technology curriculum. The new Dorchester Career and Technology Center replaces an aging facility that was no longer able to meet the growing needs of the County or school system. Through a highly collaborative effort, involving school and district leadership, faculty and students, local businesses and other stake-holders, HCM was able to create a facility that offers great flexibility while also meeting the current needs of these equipment-intensive programs.

The 98,000 sf facility is located adjacent to Cambridge-South Dorchester High School. The building design is a direct response to its programmatic needs, creating a stimulating environment for students, staff and community. Four career clusters - Construction, Transportation, Consumer Services and Information Technology – organize the 18 programs, enabling students to identify and integrate within the larger school. The clusters encircle a two-story atrium, organizing the design and providing gathering and interactive display spaces. A courtyard encourages the trades to work together on construction projects.

The collaborative nature of CTE curriculum is reinforced by extensive interior glazing, offering views into instructional and shop spaces, displaying the students' learning process. This enlivens the communal spaces, giving students a glimpse of their peers' efforts and sparking interaction. The design reinforces the link to community, industry and work-force development to the CTE programs. Early Childhood Education, Cosmetology, Culinary Arts and Horticulture are located to promote public use and interaction. Transportation programs provide services for publically-owned vehicles. CTE instruction is congruent with life-long learning, with relevance being a key factor in the design. The work-force environment is replicated with classrooms adjacent to instructional labs, reinforcing the relationship of academic learning and practical application. Technology is a cornerstone of the CTE program with classrooms utilizing LCD projectors, interactive white-boards, and multiple terminals facilitating computer-based training.

Relevance to Dorchester County Public Schools Master Plan:

- Dorchester County experience
- Campus-wide Site Master Planning approach
- Significant IAC and MSDE interaction

Construction Cost: \$28M; Size: 98,000 sf



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Hord Coplan Macht	(2) FIRM LOCATION (CITY AND STATE) Baltimore, Maryland	(3) ROLE Architect of Record
B.	Nyikos-Garcia Foodservice Design	New Market, Maryland	Food Service

F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 4

21. TITLE AND LOCATION (CITY AND STATE) Durango 9-R School District, Districtwide Master Plan <i>Durango, Colorado</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2020	CONSTRUCTION (IF APPLICABLE) N/A
23. PROJECT OWNER'S INFORMATION		
A. PROJECT OWNER Durango 9-R School District	B. POINT OF CONTACT NAME Samantha Gallagher, CFO	C. POINT OF CONTACT TELEPHONE NUMBER 970.247.5411

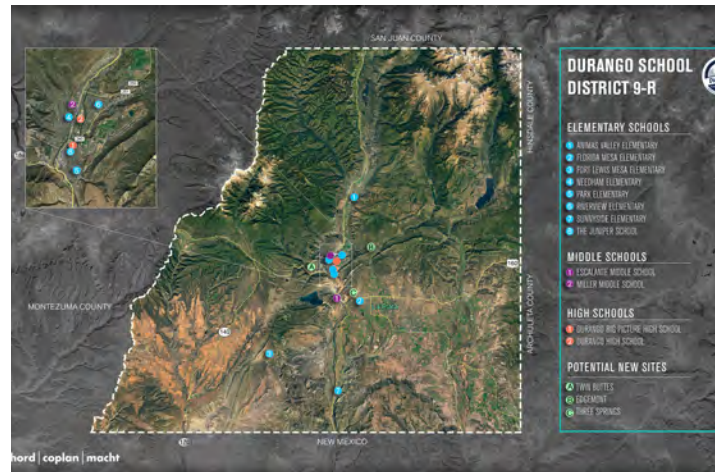
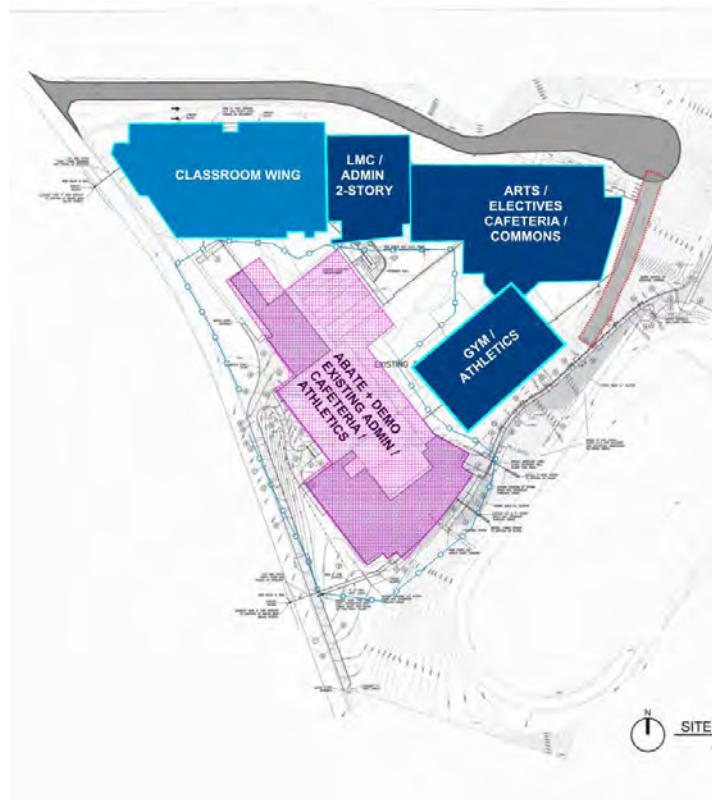
The Durango 9-R Master Plan provides guidance for a district that simultaneously faces both declining enrollment and demand for new learning programs. The multi-phase plan creates a strategy for replacing aging facilities, consolidating remote, under-enrolled schools, and for providing new Career and Technical pathways, across eleven district properties. A thorough demographics study was conducted, along with building assessments by a local partner architect and engineers. Several staff and community meetings helped prioritize a phased approach to safety and security improvements, correcting deferred maintenance, and new facilities.

One of the bigger challenges included finding direction for two remotely located, under-enrolled elementary schools. The solution proposed replacing an aging elementary in a new housing development in Durango, with the capacity to eventually absorb the students at the remote elementaries. This gave the district some flexibility for the issue.

The District prioritized the projects and put together a package that included a new (replacement) middle school, a new CTE center, and upgrades at all schools for a successful bond campaign in 2020.

Relevance to Dorchester County Public Schools Master Plan:

- Extensive Community Engagement Process
- District-wide Master Planning
- Led to Multi-year Capital Improvement Program



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Hord Coplan Macht	(2) FIRM LOCATION (CITY AND STATE) Denver, Colorado	(3) ROLE Architect of Record
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F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 5

21. TITLE AND LOCATION (CITY AND STATE) Kent County Public Schools, Strategic Facilities Plan <i>Kent County, Maryland</i>		22. YEAR COMPLETED	CONSTRUCTION (IF APPLICABLE)
		PROFESSIONAL SERVICES 2017-Present	N/A
23. PROJECT OWNER'S INFORMATION			
A. PROJECT OWNER Kent County Public Schools	B. POINT OF CONTACT NAME Dr. Karen Couch	C. POINT OF CONTACT TELEPHONE NUMBER 410-778-3829	

Kent County occupies a unique place on the Eastern Shore of Maryland: its natural beauty, small town life, and long coastline attract retirees and vacationers, but its distance from major employment centers precludes large investments that could lead to job opportunities, particularly for younger people with school age children. Consequently, public school enrollments have experienced a long period of decline while the adult population has remained constant or even grown.

To meet this challenge, in the early 2010s the school system closed two of its five elementary schools, consolidated three small middle schools into a single countywide middle school in Chestertown, re-purposed one of the former middle schools as an elementary school, and relocated the Board of Education Offices into one of the former elementary schools. Facing a highly constrained fiscal environment, the school system initiated a comprehensive planning process in 2017 to determine if further closures and consolidations were warranted, as well as identify the highest need capital projects in order to extend the life of the facilities and reduce operating costs.

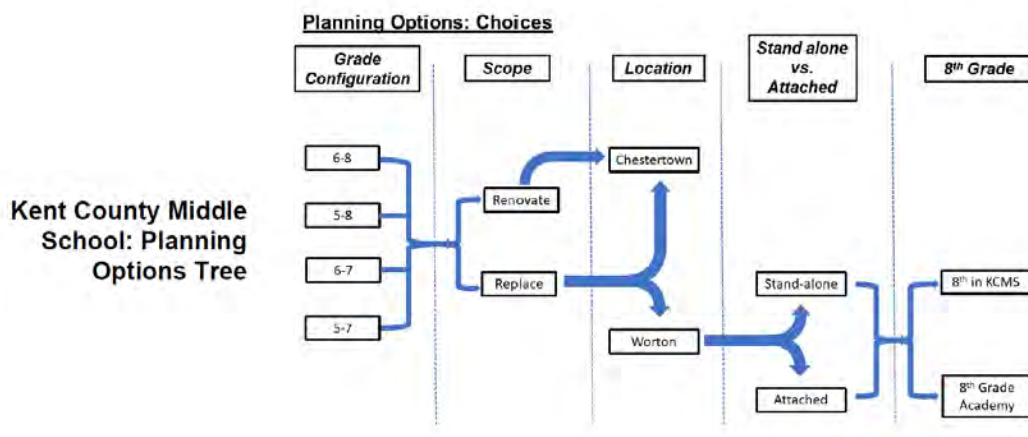
A planning committee was established with representation by community members, the county government, parents of school-age children, and school system staff members. EFP was charged with managing the master plan process, providing the background information needed for decision-making, organizing tours of all the schools, conducting community listening and informational sessions, proposing planning alternatives and a prioritized list of future capital projects, calculating the costs of the projects (including the local and State of Maryland financial shares), developing the timeline for implementation, and communicating the results to the Board of Education, the Board of County Commissioners, and the community.

As a result of the master plan, no further schools were proposed for closure or consolidation, but every capital project that was proposed has been carried out since 2018 or is currently in process: security vestibules in all five schools, two roof replacement projects, two elementary school targeted renovations or renovations with addition, and planning activities for the replacement or renovation of the single middle school (potentially including targeted renovations of the high school). Since September 2021, EFP has led the educational specifications process for the middle school; architectural/engineering design will begin in mid-2023 and the building will be occupied for the 2026-2027 school year.

Relevance to Dorchester County Public Schools Master Plan:

- Urgent need to improve outdated, poorly performing school buildings in an environment of severe fiscal constraints;
- Declining enrollment;
- Rural county, attractive to retirees and second-home owners but not to investors bringing well-paying jobs

Construction Cost: N/A; Size: Varies



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Educational Facilities Planning LLC	(2) FIRM LOCATION (CITY AND STATE) Annapolis, Maryland	(3) ROLE Educational Planning Consultant
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F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER **6**

21. TITLE AND LOCATION (CITY AND STATE) Carroll County Public Schools, Redistricting and School Closure Committee <i>Carroll County, Maryland</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2018	CONSTRUCTION (IF APPLICABLE) N/A

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER Carroll County Public Schools	B. POINT OF CONTACT NAME Mr. Jon O'Neal	C. POINT OF CONTACT TELEPHONE NUMBER 410-751-3127
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Located on the western perimeter of the Washington-Baltimore metropolitan area, Carroll County has experienced the impacts of rapid urbanization in parts of its territory while other parts remain rural in character. Following a period of rapid growth in the late 2000s and early 2010s that required the construction of new schools, both population growth and student enrollments flattened, leaving a number of schools that were over-crowded and others that were underutilized.

To balance the enrollments among its 40 school facilities, ensure equity of access to educational opportunities, and use its existing facility plant more effectively, CCPS engaged EFP in early 2018 to work with the Redistricting and School Closure Committee (RSCC), a broad group of community members and public officials, to analyze the potential impact of redistricting and school closures. The Committee found that the current situation did not yet warrant a comprehensive redistricting approach, but occasional spot changes in attendance patterns should be implemented to address anomalies in school utilization. However, the Committee recommended that the situation should be monitored annually to watch for sudden shifts in demographics and/or enrollments.

With equity of school facilities as a driving force behind the study, the Committee did find that one of the oldest middle schools in the main town of Westminster was in such poor condition, affecting a minority population, that it required immediate attention. As a result of the RSCC study, the school system issued a solicitation for a feasibility study to examine planning options for the school, architectural/engineering design was completed, and the project is now under construction.

Relevance to Dorchester County Public Schools Master Plan:

- Imbalances in school utilization among schools in different parts of the county;
- Backlog of capital needs requiring careful, well-prioritized use of available fiscal resources;
- Large differences in culture, socioeconomic status, and school condition between town and country

Construction Cost: N/A; Size: Varies; Completion: October 2018

Westminster East Middle School



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Educational Facilities Planning LLC	(2) FIRM LOCATION (CITY AND STATE) Annapolis, Maryland	(3) ROLE Educational Planning Consultant
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F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 7

21. TITLE AND LOCATION (CITY AND STATE) Garrett County Public Schools, Strategic Facilities Committee; Broad Ford Elementary/Southern Middle Planning Study <i>Garrett County, Maryland</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2019 / 2021	CONSTRUCTION (IF APPLICABLE) N/A

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER Garrett County Public Schools	B. POINT OF CONTACT NAME Ms. Barbara Baker	C. POINT OF CONTACT TELEPHONE NUMBER 301-334-8901
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24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

Within a completely different geographic and climatic environment, Garrett County in mountainous Western Maryland shares some of the social and economic characteristics of Kent County on the Eastern Shore: a beautiful and largely rural landscape that attracts retirees, second home owners, and many vacationers while experiencing a lack of stable, well-paying employment opportunities that can support young families. Like Kent County, it has seen its school-age population gradually decline even while the overall population grows and while the assessed value of the property in the county increases. The problem is compounded in Garrett County by the extremes of weather: in a typical winter its location on the high Allegheny Plateau has delivered over 100 inches of snow, and in one winter the county was buried under over 200 accumulated inches. The school system faces daily operational challenges in transportation and communication that are unlike those of any other jurisdiction in Maryland.

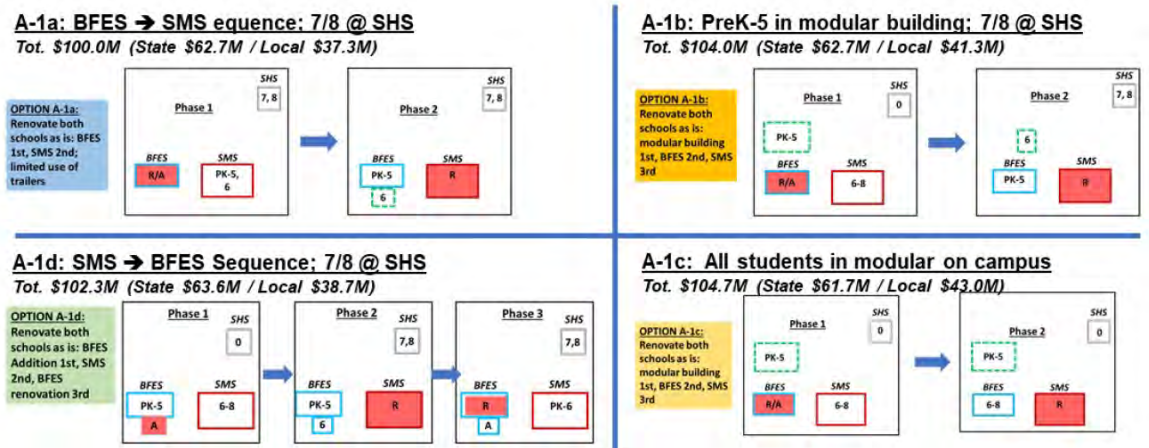
EFP was engaged in early 2019 to work with a planning committee to consider the future of the school system, which demonstrated significant social and economic disparities between schools in the north and those in the south. Through a process of meetings, planning exercises, and intensive community engagement sessions, the committee developed a set of recommendations that hinged crucially on the decisions regarding one school complex, an elementary and middle school campus in the south that is in severe need of renovation or replacement. Decisions on this project were delayed by the pandemic crisis of 2020, but in late 2021 EFP provided the school system with an analysis of planning options with varying educational, siting, schedule and fiscal impacts. At this writing, the Board has selected an option and a full feasibility study, as required by the Interagency Commission on School Construction, is underway.

Relevance to Dorchester County Public Schools Master Plan:

- Need to reduce the school footprint and balance enrollments in the face of declining enrollments;
- Social and cultural divisions within the county that pointed toward a thorough, intensive, inclusive community engagement process;
- Challenges presented by the geographic situation: a location that discourages employment-generating investment, long distances between schools and communities, poor electronic communication capacities.

Construction Cost: N/A; Size: Varies; Completion: December 2019/December 2021

**Broad Ford ES/
Southern MS:
Planning Options**



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Educational Facilities Planning LLC	(2) FIRM LOCATION (CITY AND STATE) Annapolis, Maryland	(3) ROLE Educational Planning Consultant
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F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER

8

21. TITLE AND LOCATION (CITY AND STATE)

Stillwater Area Public Schools, Long Range Facility Master Plan

Stillwater, Minnesota

22. YEAR COMPLETED

PROFESSIONAL SERVICES

2019

CONSTRUCTION (IF APPLICABLE)

N/A

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER

Stillwater Area Public Schools

B. POINT OF CONTACT NAME

Denis Pontrelli, Former Superintendent

C. POINT OF CONTACT TELEPHONE NUMBER

651.247.3906 (m)

24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

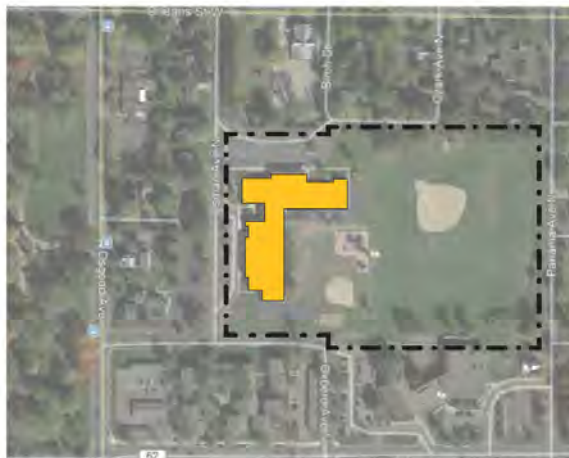
As Principal-in-Charge while at Cuningham, Judith Hoskens led Stillwater Area Public Schools in a Long-Range Facilities Planning Process that would help heal and knit together their communities. Comprised of twelve school buildings spread across eighteen communities, the District needed a process that was transparent, authentic and engaged a broad range of stakeholders that also included students. The plan was completed within seven months and resulted in a strong list of recommendations that the School Board could implement flexibly over time. The process included review of their Facility Condition Assessment and incorporated that scope into the plan eliminating any redundancies. The Long-Range Planning Process began with creating a shared Facility Vision Statement and Principles that served to guide all remaining conversations grounding them in their aspirations for learning. Laying this foundation helped the district successfully navigate through difficult decisions and diffuse the volatile emotions that existed within these communities. The plan successfully addressed inequity between buildings, enrollment growth and projections, and the desire to support NEXT Century learning.

Highlighted Component: Oak Park Building

Because of its low utilization and central location, it was recommended that the Oak Park Building be fully utilized to support both educational programming and district functions. The plan recommends the renovation of the spaces Transitions currently occupied to accommodate their specific needs, to relocate the ALC program from the High School - which also frees up classroom space there - and to consolidate Central Services functions here creating synergy with the Transitions and ALC programs and the Training Center. All 3 programs efficiently utilize the existing area of the building.

Relevance to Dorchester County Public Schools Master Plan:

- Comprehensive Long-Range Facilities Plan including Facility Condition and Educational Adequacy Assessments
- Extensive Visioning and Community Engagement Process
- Utilized an objective analysis to fully vet and recommend options in support of the District's Vision and Goals



Legend:

- Administration / Staff
- Art
- Athletics
- Career & Tech Education
- Common Space
- Dining
- Facilities Support
- General Learning
- Media Center
- Performing Arts
- Science
- Special Education
- Student Support

25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

(1) FIRM NAME	(2) FIRM LOCATION (CITY AND STATE)	(3) ROLE
A. Cuningham (Judy Hoskens, Principal)	Wayzata, Minnesota	Educational Planner & Programmer

F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 9

21. TITLE AND LOCATION (CITY AND STATE) Rock Ridge Public Schools, New Laurentian Elementary School <i>Eveleth, Minnesota</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2018	CONSTRUCTION (IF APPLICABLE) 2022

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER Rock Ridge Public Schools	B. POINT OF CONTACT NAME Dr. Noel Schmidt, Superintendent	C. POINT OF CONTACT TELEPHONE NUMBER 218.742.3901
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24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

The new Laurentian Elementary School is the first in a series of projects that resulted from a district-wide Master Planning/Visioning effort for Ridge Public Schools that combines the communities of Eveleth, Gilbert, and Virginia into a progressive school district. The elementary school is part of the new Rock Ridge Campus that includes the new 7-12th grades Middle/High School just down the road. The structure utilizes simple, recognizable forms responding to the hilly context of the site. Internally, the design creates playful forms and shapes with a range of different-scaled learning environments. The playful punched openings bring dappled light into the main commons space, which serves as the heart of the school. The design includes an indoor and two outdoor playgrounds. On the backside, an exterior courtyard supports outdoor learning and serves to connect the two academic neighborhoods. The school opened in the Fall of September 2022. This project came in on time and under budget.

Relevance to Dorchester County Public Schools Master Plan:

- Leveraged an inclusive Community Engagement process that served to knit its disparate communities together
- Utilized an objective approach grounded on the District's aspirations for learning
- Produced recommendations that were both fiscally and physically responsible to maximize their impact

Construction Cost: \$35M; Size: 78,000 sf; Completion Date: Fall 2022



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Cunningham (Judy Hoskens, Principal)	(2) FIRM LOCATION (CITY AND STATE) Wayzata, Minnesota	(3) ROLE Educational Planner & Programmer
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F. EXAMPLE PROJECTS WHICH BEST ILLUSTRATE PROPOSED TEAM'S QUALIFICATIONS FOR THIS CONTRACT

20. EXAMPLE PROJECT KEY NUMBER 10

21. TITLE AND LOCATION (CITY AND STATE) Columbia Heights Public Schools, North Park School for Innovation <i>Fridley, Minnesota</i>	22. YEAR COMPLETED	
	PROFESSIONAL SERVICES 2012	CONSTRUCTION (IF APPLICABLE) 2019

23. PROJECT OWNER'S INFORMATION

A. PROJECT OWNER Columbia Heights Public Schools	B. POINT OF CONTACT NAME Jeff Cacek, Principal	C. POINT OF CONTACT TELEPHONE NUMBER 763.528.4300
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24. BRIEF DESCRIPTION OF PROJECT AND RELEVANCE TO THIS CONTRACT (INCLUDE SCOPE, SIZE, AND COST)

The renovation and addition to North Park School for Innovation is the culmination of a master planning effort that began in 2012 and continued over the course of seven years. When district leaders began developing plans to renovate and build on to its 1960s-era elementary school, they were committed to their core values of Creativity, Collaboration, Communication and Critical Thinking. The North Park School for Innovation, part of the Columbia Heights Public School District in Fridley, MN is changing the way students prepare for the Innovation Economy in an environment robust with technology and flexibility to support the ever-evolving needs of teaching and learning. The Pre-K through 5th Grade school has a focus on STEM, creativity, and sustainability with learning studios that facilitate hands-on learning programs. The \$11.4 million project included a 12,500 square foot addition featuring new learning studios and new administrative spaces with an enhanced single-point entry. The 30,000 square foot renovation improves hands-on learning spaces for both the sciences and arts. The design includes a new cafeteria, Pre-K and Kindergarten classrooms, learning studios for 3rd and 4th Grade students, a new relocated age-appropriate playground, outdoor learning spaces, and a relocated main entry to alleviate their busing and drop-off congestion challenges.

Relevance to Dorchester County Public Schools Master Plan:

- Leveraged an inclusive Visioning and Master Planning process to maximize the impact of their limited budget
- Also served as Staff Development to best equip staff on how to utilize the spaces
- Provided a Road Map for the District to implement improvements logically over time

Construction Cost: \$11.4M; Size: 77,000 sf; Completion Date: 2019



25. FIRMS FROM SECTION C INVOLVED WITH THIS PROJECT

A.	(1) FIRM NAME Cunningham (Judy Hoskens, Principal)	(2) FIRM LOCATION (CITY AND STATE) Wayzata, Minnesota	(3) ROLE Educational Planner & Programmer
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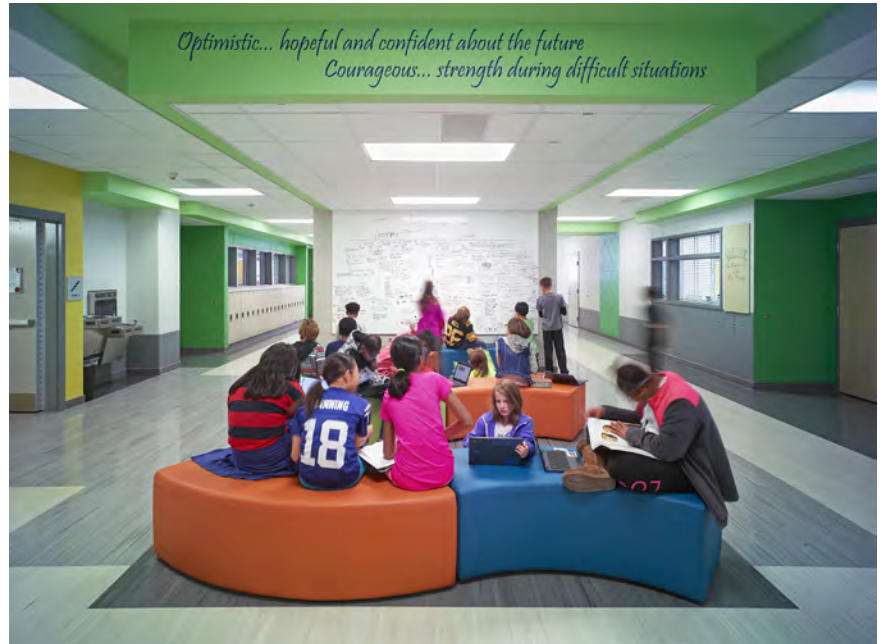
G. PROJECT MATRIX OF KEY PERSONNEL AND EXAMPLE PROJECTS (Complete using each project from Section F.)

26. NAMES OF KEY PERSONNEL (From Section E, Block 12)	27. ROLE IN THIS CONTRACT (From Section E, Block 13)	28. EXAMPLE PROJECTS LISTED IN SECTION F (Fill in "Example Projects Key" section below before completing table. Place "X" under project key number for participation in same or similar role.)									
		1	2	3	4	5	6	7	8	9	10
Peter Winebrenner	Principal-in-Charge	X		X							
Matthew Fitzsimmons	Site Master Planner		X								
David Lever	Education Planner					X	X	X			
Judith Hoskens	Educational Planner/Community Engagement/Principal-in-Charge								X	X	X
GIPE Associates	MEP Engineer	X									
Davis, Bowen, Friedel	Civil/Structural Engineer										
Nyikos-Garcia	Foodservice Consultant	X		X							

29. EXAMPLE PROJECTS KEY

NO.	TITLE OF EXAMPLE PROJECT (FROM SECTION F)	NO.	TITLE OF EXAMPLE PROJECT (FROM SECTION F)
1	North Dorchester High School Feasibility Study & Replacement	6	Carroll County Public Schools, Redistricting and School Closure Committee
2	City of Cambridge Master Plan	7	Garrett County Public Schools, Strategic Facilities Committee; Broad Ford Elementary/Southern Middle Planning Study
3	Dorchester Career & Technical Center	8	Stillwater Area Public Schools, Long Range Facility Master Plan
4	Durango 9-R School District, Districtwide Master Plan	9	Rock Ridge Public Schools, New Laurentian Elementary School
5	Kent County Public Schools, Strategic Facilities Plan	10	Columbia Heights Public Schools, North Park School for Innovation

H. ADDITIONAL INFORMATION



CONTACT INFORMATION

Peter Winebrenner, AIA, REFP, LEED AP
Principal
700 East Pratt Street, Suite 1200
Baltimore, MD 21202
phone 443.451.2414
pwinebrenner@hcm2.com
www.hcm2.com

LOCATIONS

Baltimore, Maryland
Denver, Colorado
Alexandria, Virginia
Charlotte, North Carolina
Hilton Head Island, South Carolina

SERVICES

Architecture
Planning
Interior Design
Landscape Architecture
Graphic Design

HORD COPLAN MACHT

In 1977, Hord Coplan Macht was founded with the goal of providing quality architectural, landscape architectural and planning services to our clients. We firmly believe in a collaborative, multi-disciplinary approach to problem solving. Hord Coplan Macht has a diverse studio environment with award-winning education, multifamily/mixed use, healthcare, landscape architecture and planning studios to serve the diverse needs of our clients. We strive for quality design which will, through the clarity of ideas and sensitivity to the environment, produce a compelling project. We integrate our client's financial, functional and aesthetic goals into buildings, landscapes and land plans that will be a delight to the end user.

Our in-house architectural, interiors, and landscape planning capabilities provide our public school clients with holistic design solutions that support their curriculum and enhance the surrounding community.

Hord Coplan Macht (HCM) is pleased to submit our qualifications to Dorchester County Public Schools to provide consulting services for the Districtwide Master Planning effort. We have proudly helped you plan and design the improvements to many of your school facilities. We have developed a deep appreciation for Dorchester County and its unique opportunities and challenges. We are eager to share with you why we believe HCM is again the best partner for you as you embark on this next project.

- HCM has assembled a team of experienced, passionate, and mission-driven professionals, that have direct experience, specifically related to this project.
- Our team is joined by David Lever, past Executive Director of the Maryland IAC, who brings an invaluable perspective of the various State agencies and their requirements, along with having recently helped other Maryland LEAs undertake similar district-wide master planning studies.
- Our team is joined by Judy Hoskens who brings a national perspective, having undertaken dozens of similar district-wide studies across the country.
- Familiarity working with Dorchester County Public Schools and on the Eastern Shore.

SERVICES PROVIDED BY HORD COPLAN MACHT

In addition to architecture, the following are the areas of service Hord Coplan Macht provides to its clients.

Architecture

The goal of every HCM project is to achieve a high level of functional and aesthetic architectural design, enriching the lives of the people who use the buildings as well as the places in which they are built. To achieve this goal, we use an efficient, logical design process for consistent development of coherent aesthetic concepts. We see our job as elevating the conversation and offering our clients what they truly need – a partner who understands them and will strive to deliver the right solution.

Interior Design

Our interior designers bring best practices from industry leaders to design environments in all of our disciplines and areas of practice. Regardless of project type, we believe that well planned interior design not only creates a lasting impression, but also recognizes the importance of the bottom line and the organizations' culture. Our aim is to translate the goals for the project into an exciting aesthetic to meet the client's expectation at many levels.

Graphic Design

We recognize that both traditional graphic design and environmental graphic design are integral parts of creating a holistic experience for our projects and the people we create spaces for. To this end, we enhance projects through placemaking, branded environments, environmental graphics, signage and wayfinding, as well as logo identity and collateral material development.

Educational Planning

HCM is focused on the design of educational spaces from birth through Higher Education. We believe every space is a learning space, and lead our clients through the planning and design process that address the needs of Next Generation learners. We want to guide our clients through a process that plans for the future and provides flexible and adaptable learning environments.

Landscape Architecture

We profoundly understand the meaning and importance of outdoor spaces. The delicate interplay between building and landscape determines its success. Our landscape architects view improvements to the public realm or private spaces as our sustainable legacy. The places we create represent not only our legacy, but also that of our clients.

Illustrations

It is often said that "a picture is worth a thousand words." At HCM, we understand and appreciate the importance of creating exciting, informative design images. We have a dedicated and talented staff that creates renderings and digital images of our design solutions to help our clients visualize the new spaces.



SUBCONSULTANT TEAM INFORMATION

We recognize that a firm's reputation extends beyond the firm's own work, and is also reflected in the work of the consultants the firm chooses and their personnel.

We work only with the most qualified firms and the specific professionals who are recognized and respected in their field for delivering the highest quality work. The subconsultants listed in this section are proposed based on their experience and our relationship working together on projects.



GIPE Associates

MEP Engineer

8719 Brooks Drive
Easton, Maryland 2160
410.822.8688

FIRM PROFILE

Gipe Associates, Inc. offers over 40 years of experience with mechanical, electrical and plumbing engineering including planning, feasibility studies and reports, preparation of specifications/design/cost estimates, and contract administration for educational facilities. Over the years, Gipe Associates, Inc. has worked for Federal, State and Local government agencies, the Department of Defense, Colleges and Universities, numerous School Systems and noteworthy corporate clients to meet their needs on many challenging projects. The firm's experience includes all major mechanical, electrical and plumbing systems interior to the building, as well as campus-wide mechanical and electrical utility distribution.

The firm employs 34 professional and technical staff members and has offices in Towson and Easton, Maryland. Working as a team, our Principals, Project Managers, Project Engineers and Design Technicians form an alliance with the client to bring projects to a successful outcome. From concept to completion, we offer the people, experience and expertise required to get your project done right.

RELEVANT EXPERIENCE

South Dorchester HS Feasibility Study	Wicomico Middle School HVAC Study
North Dorchester Middle School Engineering Study	Westside Primary Elementary HVAC Feasibility Study
JM Tawes Tech Center Feasibility Study	West Salisbury Elementary Feasibility Study
Ocean City Elementary School Feasibility Study	Galena Elementary School Feasibility Study
Pocomoke High School Feasibility Study	Kent County Middle School Feasibility Study
Snow Hill Feasibility Study	BOE Administration Building Geothermal Study
Beaver Run Elementary School Feasibility Study	Centreville Elementary School Feasibility Study
Bennett Middle School	Kent Island ES Feasibility Study
Bennett High School	Sudlersville Middle School Feasibility Study
Mardela Middle/High School Feasibility Study	Showell Elementary School Feasibility Study
Parkside High School HVAC Feasibility Study	Greenwood Elementary School Feasibility Study
Pinehurst Elementary School Feasibility Study	Washington High School Feasibility Study

H. ADDITIONAL INFORMATION



601 E. Main Street Suite 100
Salisbury, MD 21804
410.543.9091

Davis, Bowen, Friedel

Civil/Structural Engineer

FIRM PROFILE

Davis, Bowen & Friedel, Inc. (DBF) has been improving our communities, shaping the world around us, and creating value by design since 1983. Our broad range of services in the Architecture, Engineering, Planning, and Surveying disciplines provides clients throughout the Delmarva Peninsula and Mid-Atlantic region with comprehensive industry expertise under one roof. The firm creates a specialized team approach for every project, meeting the needs of our clients with a staff of over 100 uniquely qualified professionals in our Salisbury and Easton, MD and Milford, DE offices.

With a strong commitment to improving the quality of life in our communities, DBF's projects range in size and type from designing whole neighborhoods, providing on-call services for entire towns, and restoring ecosystems to sketching ideas for a new home, creating a state-of-the-art medical facility, or designing public safety and transportation-related structures and infrastructure.

The dedication DBF provides is evidenced by our long standing clients - municipalities, businesses, institutions - who have entrusted DBF for over 39 years to provide high quality design documents with a commitment to making our communities better places to live. This commitment begins with a thorough understanding of our clients' needs, wishes, and concerns. From project inception through construction we are committed to providing you with quality professional consulting services.

RELEVANT EXPERIENCE

Mardela Middle & High School - Renovation/Expansion	Pocomoke Middle School - Roof Replacement
Beaver Run Elementary School - New	Berlin Middle School - Roof Replacement
Chipman Elementary School - Renovation	Milford School District - Miscellaneous Improvements
West Salisbury School Campus - Feasibility Study	Milton Elementary School - Engineering, Planning, Surveying
Chestertown Middle School - Roof Replacement	Shields Elementary School - Engineering, Planning, Surveying
Greensboro Elementary School - New School Structural Eng.	Lewes Elementary School - Engineering, Planning, Surveying
Wicomico High School Property - Survey	Love Creek Elementary School - Engineering, Planning, Surveying
Bennett School Campus - New	Sussex Central High School - Engineering, Surveying
Salisbury School's High School - Structural	Mariner Middle School - Engineering, Planning, Surveying
North Salisbury Elementary School - Renovation	Beacon Middle School - Engineering, Planning, Surveying
East Salisbury School - Renovation	Sussex Consortium - Engineering, Planning, Surveying
Fruitland Primary School - Renovation	H.O. Brittingham Elementary School - Engineering, Planning, Surveying
Fruitland Intermediate School - Renovation	Rehoboth Beach Elementary School - Engineering, Planning, Surveying
Wi-Hi Middle School - Renovation	Cape Henlopen High School - New School & Addition
Mardela Senior High School - Renovation	Woodson Elementary School - Addition & Renovation
Worcester Vocational-Technical School - Renovation	Banneker Elementary School - Minor Capital Improvements
Dorchester Career & Technology Center - New	Ross Elementary School - Minor Capital Improvements
Willards Elementary School - Renovation	Milford High School - Minor Capital Improvements
Worcester County Schools - ADA Upgrades	
Snow Hill Middle School - Roof Replacement	

H. ADDITIONAL INFORMATION



Nyikos Garcia

Foodservice Consultant

7146 Starmount Ct
New Market, MD 21774
240.683.9530

FIRM PROFILE

NYIKOS-GARCIA FOODSERVICE DESIGN, INC. is a woman-owned independent professional Design/Consulting Firm specializing in Commercial Foodservice Facilities Planning for the hospitality and institutional industries. Founded in 1988, we have grown to become one of the areas premier consulting organizations focused on providing excellence in commercial facilities design. We believe our diversity and experience, combined with the quality of our staff makes us uniquely effective firm. The technical quality of our documents assists in the effective completion of any project in a timely manner, saving thousands of dollars in construction costs, due to reduced areas of questionable definition, limited need for change.

Nyikos-Garcia Foodservice Design, Inc. has over 800 elementary and secondary public and private school designs we have been involved with. For feasibility studies we determine life expectancy of equipment, determine if their space is equivalent to number of student and make suggestions for updating the kitchen to today's standards. As an independent Foodservice Design/Consulting Firm, we are not in any way associated with manufacturers or sale of equipment, supplies or products. We, therefore, have developed no loyalties that may cloud our ability to make recommendations in our client's best interest. Our income is derived strictly from fees for design and consulting work. We, therefore, can make recommendations that we feel best meet our client's needs, desires and budgets.

As a small firm with diverse capabilities our motivation is to provide the highest level of professional service, unmatched technical quality of documents, and the ability to remain flexible to respond to the changing needs of each specific project. Our purpose is to provide as much information and assistance as necessary so that work can be complete on time, and that all parties are aware of "who does what". Quite simply, our job is to make your job easier, not to complicate it.

RELEVANT EXPERIENCE

Twinbrook Elementary School - HVAC Replacement

North Dorchester High School

Dorchester Career & Technology Center High

North Dorchester Middle School

Maces Lane Middle School

Choptank Elementary School

Bennett High School

Elkton High School

Kent County High School

Mardela Middle/High School

North Caroline High School

Northeast High School

Parkside High School

Pokomoke High School

Snow Hill High School

Washington High School & Academy

Worcester Technical High School

Beaver Run Elementary School

Cecil Manor Elementary School

Galena Elementary School

Greensboro Elementary School

Holly Hall Elementary School

Kent Island Elementary School

Matapeake Elementary School

Northeast Elementary School

North Salisbury Elementary School

Ocean City Elementary School

Prince Street Elementary School

Showell Elementary School

West Salisbury Elementary School

Woodson Elementary School

H. ADDITIONAL INFORMATION

MASTER PLANS & FACILITY ASSESSMENTS

Our K-12 planning team brings an extensive portfolio relevant master planning and school design experience. As recognized leaders in school planning and design, we have had the good fortune to have partnered with many school districts, helping them address district facility issues. In addition, we have partnered with more than 70 independent schools in 14 states, developing 50+ campus master plans.

Some of our relevant experience is listed below, and information on our master planning / facility assessment process can be found on the pages that follow.

Alta Vista Charter School

Lamar, Colorado

- Master Plan & Successful BEST Grant Application

Animas High School Master Plan

Durango, Colorado

East Grand school District

Granby, Colorado

- District Wide Master Plan

Elbert School District 200 Master Plan

Elbert, Colorado

- K-12 Master Plan & New PK12 School

Haxtun School District

Haxtun, Colorado

- Master Plan & Middle School Addition

Horizons K-8 School

Boulder, Colorado

- Master Plan & 3 Projects Phases

Montezuma-Cortez School District

Cortez, Colorado

- District Wide Master Plan

Steamboat Springs School District

Steamboat Springs, Colorado

- District Wide Master Plan
- Pre-Bond planning

Weld 8 School District

Fort Lupton, Colorado

- District Wide Master Plan
- Pre-Bond planning

Weld 6 School District

Greeley, Colorado

- District Wide Master Plan
- BEST Grant for new middle school

Mullen High School

Denver, Colorado

- Campus Master Plan



H. ADDITIONAL INFORMATION

FEASIBILITY STUDY AND EDUCATIONAL SPECIFICATIONS EXPERIENCE

The focus of the studies is the need to assess an existing building and site to determine its suitability to support functional and curricular needs. We employ a very organized and pragmatic approach, carefully and objectively assessing the physical environment while capturing the true essence and details of the functional needs. By first exploring a variety of solutions and options, we are collectively able to focus in on only those options which are both viable and appropriate for the various project parameters. Below is a list of recently completed K-12 Public School feasibility studies, which includes the development of 12 educational specifications which follow the State of Maryland's guidelines and format.

Project	Location	Client	Maryland PSCP	Ed. Specs	Follow on Design	Delmarva/
Beaver Run Elementary School	Salisbury, MD	Wicomico County Public Schools				
Fruitland Primary School	Fruitland, MD	Wicomico County Public Schools				
Greensboro Elementary School	Greensboro, MD	Caroline County Public Schools				
Luxmanor Elementary School	Rockville, MD	Montgomery County Public Schools				
Christa McAuliffe Elementary School	Germantown, MD	Montgomery County Public Schools				
Pimlico Elementary/Middle School	Baltimore, MD	Baltimore City Public Schools				
Arlington Elementary/Middle School	Baltimore, MD	Baltimore City Public Schools				
West Salisbury Elementary School	Salisbury, MD	Wicomico County Public Schools				
North Dorchester High School	Hurlock, MD	Dorchester County Public Schools				
Carroll County Career & Tech Center	Westminster, MD	Carroll County Public Schools				
Worcester Career & Technology Center	Newark, MD	Worcester County Public Schools				
Washington High School	Princess Anne, MD	Somerset County Public Schools				
Dorchester Career & Technology Center	Cambridge, MD	Dorchester County Public Schools				
Ocean City Elementary School	Ocean City, MD	Worcester County Public Schools				
Bennett Middle School	Salisbury, MD	Wicomico County Public Schools				
Dover High School	Dover, DE	Capital School District, DE				
Charles Carroll Elementary School	Westminster, MD	Carroll County Public Schools				
Edward M. Felegy Elementary School	Hyattsville, MD	PG County Public Schools				
Oakland Mills Middle School	Columbia, MD	Howard County Public Schools				
East Middle School	Westminster, MD	Carroll County Public Schools				
Neelsville Middle School	Germantown, MD	Montgomery County Public Schools				
Richard Montgomery High School	Rockville, MD	Montgomery County Public Schools				
North Frederick Elementary School	Frederick, MD	Frederick County Public Schools				
William Winchester Elementary School	Westminster, MD	Carroll County Public Schools				
Robert Moton Elementary School	Westminster, MD	Carroll County Public Schools				
Winfield Elementary School	Westminster, MD	Carroll County Public Schools				
Farmland Elementary School	Rockville, MD	Montgomery County Public Schools				
Georgian Forest Elementary School	Silver Spring, MD	Montgomery County Public Schools				
Mount Airy Middle School	Mount Airy, MD	Carroll County Public Schools				
Blair Ewing Center	Rockville, MD	Montgomery County Public Schools				
Patterson Mill Middle/High School	Bel Air, MD	Harford County Public Schools				
Quincy Elementary School	Arlington, VA	Arlington Public Schools, VA				
Campbell Elementary School	Arlington, VA	Arlington Public Schools, VA				
Benjamin W. Murch Elementary School	Washington, DC	District of Columbia Public Schools				
Kimball Elementary School	Washington, DC	District of Columbia Public Schools				

H. ADDITIONAL INFORMATION

KNOWLEDGE OF STATE OF MARYLAND PUBLIC SCHOOL CONSTRUCTION PROGRAM

Our collective design team has an extensive understanding of the IAC/PSCP process and have worked together on numerous public K-12 school projects in Maryland, more than 80 school projects for 17 jurisdictions. As a leading architecture firm in the planning and design of Maryland Public Schools, Hord Coplan Macht has an outstanding reputation at the state level. HCM has some of the most up-to-date knowledge and experience with the new standards and process being implemented by MSDE and the IAC. We have assisted MSDE in developing and testing their new space utilization tool and have recently testified in front of the IAC on behalf of another LEA to help secure additional state funding support.

Experience with the various State agencies allows the school construction projects that HCM is involved with to be designed and managed in a very efficient and effective manner. Specific benefits include:

- Strong inherent knowledge of the new Maryland Public School standards, procedures and guidelines, resulting in a minimal learning curve;
- Ability to produce State submissions with greater efficiency and accuracy;
- Familiarity with key State staff, allowing for better communication and fewer unknowns in the submittals;
- Deep understanding of the new State funding process and formulas, allowing for better use of local and State resources during the design phases; and
- Knowledge of IAC and DGS review expectations, resulting in technical reviews with fewer comments and issues.

Ultimately, the already complicated process of designing and building a public school in Maryland should not be made more difficult because of a lack of experience and familiarity with the State procedures. HCM's key staff members bring the high level of State knowledge and experience that will enable Dorchester County Public School's projects to move forward in a logical and efficient manner.



H. ADDITIONAL INFORMATION

EXPERIENCE WITH COMMUNITY & SCHOOL-LEVEL ADMINISTRATIVE INVOLVEMENT

The HCM team brings a strong commitment and experience facilitating a successful public input process. We begin by listening to our clients to understand the composition of their community and their culture. Our process is adaptive to meet the needs of the communities we serve. We identify all the voices that should be heard - all residents, civic groups, institutions, etc.

HCM is equipped with a deep toolbox for public outreach. Our collective experiences have created time-tested strategies of engagement including but not limited to surveys, charettes, visioning/preference sessions, and focus group interviews.

We have found that the most successful way to achieve creative solutions is to fully engage highly experienced experts—whether they are architects, engineers, programmers, contractors, or owners. Our team of specialists extract the best ideas from each field.

Together our integrated process encourages community members to be excited and we inspire to help them craft their vision. Throughout our process, we work to provide accurate data and analysis to help you define problems and deliver recommendations that elevate the vision and create positive transformations.

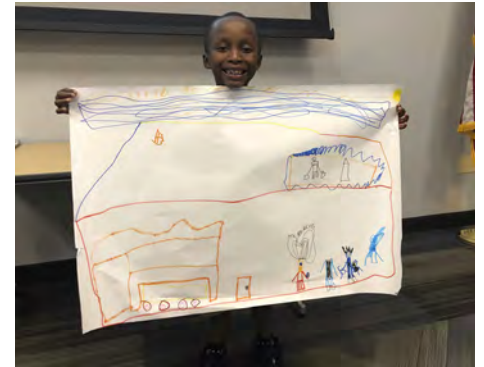
Success pivots on one key element—communication. Hord Coplan Macht believes all strategic parties be a part of the planning process from the beginning. By doing this, goals of the project are understood and required milestones are successfully met.



VISIONING - JOHNSTON SQUARE
BALTIMORE, MARYLAND



DESIGN GAME - POE HOMES
BALTIMORE, MARYLAND



CONVENIENT MEET & GREET - POE HOMES
BALTIMORE, MARYLAND



ACTIVITIES FOR ALL AGES - KIMBALL ELEMENTARY SCHOOL
WASHINGTON, DC



ENGAGING WORKSHOPS - MURCH ELEMENTARY SCHOOL
WASHINGTON, DC

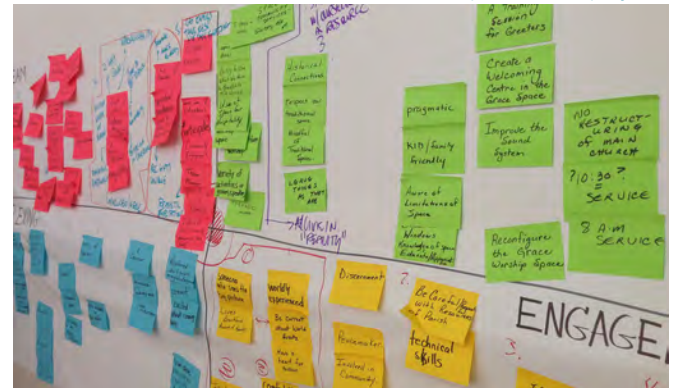
EXPERIENCE WITH COMMUNITY & SCHOOL-LEVEL ADMINISTRATIVE INVOLVEMENT

CASE STUDY: Community Involvement at North Dorchester High School in Hurlock, Maryland

Below are images of the various exercises we use to engage the community and school administrators during the planning, design and construction phases of a project.

The replacement of North Dorchester High School offered a tremendous opportunity for Dorchester County Public Schools to advance the level of learning and teaching for their students and teachers. Following a feasibility study that recommended the replacement of the existing high school, HCM then partnered with the County to develop the Educational Specifications for the new facility. It was important that the North Dorchester community and County leadership help to define the planning principles and other key building elements, which then influenced the design of the new 117,150 sf school.

The North Dorchester High School campus is a beacon in the community and therefore it was imperative to have the community involved in the design process. With limited funds, specific needs and a unique culture, the community's approval of the school's aesthetic and function was important. Through a series of community meetings, including Greatest Hopes, Dot Democracy, Building Blocks and Brown-Paper activities, this project was truly designed FOR the community, WITH the community and even BY the community. The school's project steering committee, parents, students and neighbors all participated in creating the design of the new North Dorchester High School.



H. ADDITIONAL INFORMATION

WORKING IN EASTERN SHORE COMMUNITIES

Hord Coplan Macht and its key project team members all have a long and successful history of planning and designing projects on the Eastern Shore. Through this experience, we have developed a deep understanding of and appreciation for the unique challenges and opportunities this region presents. And while our offices may be on the western shore, HCM invites you to speak with any of our Eastern Shore clients to fully understand our unwavering commitment to servicing them and their projects.

Eastern Shore projects by Hord Coplan Macht and its key team members (some while with other firms*) include:

- HVAC Replacement Projects (3 Dorchester County Public Schools)
- North Dorchester High School (Dorchester County Public Schools)
- Dorchester Career & Technology Center (Dorchester County Public Schools)
- South Dorchester School Renovation (Dorchester County Public Schools)
- Judy Center Renovation (Dorchester County Public Schools)
- Hurlock Elementary School Renovation (Dorchester County Public Schools)
- Pinehurst Elementary School - Roof Replacement (Wicomico County Public Schools)
- Beaver Run Elementary School (Wicomico County Public Schools)
- Fruitland Primary School (Wicomico County Public Schools)
- Mardela Middle High School - Lab Renovations (Wicomico County Public Schools)
- Delmar Elementary School (Wicomico County Public Schools)
- Fruitland Primary School - Ed Specs (Wicomico County Public Schools)
- Bennett Middle School (Wicomico County Public Schools)
- Greensboro Elementary School (Caroline County Public Schools)
- West Salisbury Elementary School Study & Ed Specs (Wicomico County Public Schools)
- Ocean City Elementary School* (Worcester County Public Schools)
- James M. Bennett High School Study & Ed Specs (Wicomico County Public Schools)
- Washington High School Renovations* (Somerset County Public Schools)
- Worcester Career & Technology Center (Worcester County Public Schools)
- Woodson Elementary School Renovation (Somerset County Public Schools)
- Sudlersville Elementary School (Queen Anne's County Public Schools)
- Stephen Decatur High School Renovation/Addition* (Worcester County Public Schools)
- J.M. Tawes Technology and Career Center – ADA Renovations – (Somerset County Public Schools)
- Marion Sarah Peyton School – ADA Renovations (Somerset County Public Schools)
- Deal Island Elementary School – Roof replacement (Somerset County Public Schools)
- Greenwood Elementary School – Roof Replacement (Somerset County Public Schools)



Bennett Middle School

SAFETY AND SECURITY IN EARLY LEARNING AND ELEMENTARY SCHOOL ENVIRONMENTS

Change the way you look at things and the things you look at change.

-Warren W. Dyer

Conversations around safety and security are at the forefront of school design. When it comes to Safe & Welcoming Learning Environments, we need to acknowledge that to learn, students and teachers need to be able to bring their full selves into the learning space. Your mission speaks to the importance of nurturing “intellectual curiosity and skills”. Learning is all about risk taking and creating an environment, a culture, where students feel safe and secure in order to stretch outside of themselves and take risks is critical to their success.

When we conduct conversations around safety and security, we need to engage not just the adults, but also the students by asking them what makes schools safe and welcoming. It's also important to recognize that health and safety includes mental, emotional, social, community, and intellectual components as well as physical components. It depends on the quality of our relationships and the sense of community we foster. To that end, Judy Hoskens as Chair of the American Institute of Architect's Committee on Architecture for Education (AIA CAE) recently led a Convening on Cultivating Community and Safety in Schools following the EDspaces Conference in Portland, OR. The Convening was an opportunity to work beyond just CAE and across multiple AIA Knowledge Communities including Health, Housing & Community, Justice, and Interiors to address holistic strategies for safe and secure learning environments that welcome & celebrate all learners and build community. We examined the root causes that are contributing to school violence and the role that environment can play in helping mitigate them. We strove to expand our knowledge and the tools we can use to create environments that: are equitable, build community, are safe and welcoming; and that nurture the health and wellbeing of each and every student, parent, teacher, administrator and community member.

In alignment with your mission and commitment to close achievement gaps and promote equity, we need to acknowledge the important role equity, diversity and inclusion play in creating a culture of community. We need to recognize that trauma is real, that some populations are more impacted than others. We need to acknowledge that prevention is better and equip our learners with Behavior Intellect. We need to foster a culture of care giving students' agency to take care of their needs as they arise with the kinds of spaces that support their needs.

When it comes to school design in particular, we can provide a calming atmosphere; we can provide a variety of spaces and places for students and for students and teachers to gather, building relationships and connections; we can provide daylight and connections to nature for their calming and healing effects; and we can provide places for storytelling and for student curated displays that honor and celebrate the rich cultural history represented by students and their families.

Recognizing that We are ONE, some of the biggest takeaways that we can apply to our conversations together at Dorchester include: the opportunity we have to design for JOY and not from fear; to provide culturally responsive design where all children's histories are acknowledged and celebrated; and finally and perhaps most importantly, we need to design from a place of “Acceptance, Love and Choice”.

TOP IDEAS! EQUITY

- MENTAL SPACE FOR JOY & OWNERSHIP
- STUDENT OWNED SPACE (VERSUS TEACHERS)
- ADVOCATE FOR CREATING INTEGRATED SYSTEMS OF CARE
- PROVIDE RESOURCES FOR PARTICIPATION. INVITE THOSE IMPACTED BY INEQUITY TO LEAD.
- BUILD SENSE OF COMMUNITY & BELONGING
- SEEK TO FIRST UNDERSTAND! LISTEN TO HEAR!
- PROCESS THE REPAIR

COMMUNITY

- ASK COMMUNITY WHAT THEY REALLY NEED
- CO-DESIGN TO CREATE A COMMON LANGUAGE
- ADDRESS TRAUMA-FRUS ON HEALING
- PROVIDE INTENTIONAL TIME FOR THIS WORK
- CULTIVATE CULTURE
- INVITE MULTI-GENERATIONAL PARTICIPATION
- PROVIDE COMPENSATION, CHILDCARE, & OTHER INCENTIVES

SAFE AND WELCOMING SCHOOLS

- EVERYONE HAS A VOICE
- CULTURALLY RESPONSIVE DESIGN
- LOCATION & DESIGN OF SOCIAL SERVICES / MENTAL HEALTH TO DE-STIGMATIZE
- CREATING OWNERSHIP
- EMPOWERMENT / CHOICE / AGENCY
- CHANGE THE WAY WE TALK ABOUT KIDS- ONE SIZE DOES NOT FIT ALL
- CULTIVATE RESTORATIVE PRACTICES

MENTAL HEALTH

- ENSURE FUNDING FOR MENTAL & BEHAVIORAL HEALTH
- MULTIPLE ACADEMIC & CAREER PATHWAYS FOR MENTAL HEALTH
- NORMALIZE DIFFERENT TYPES OF STACES & VOLUMES
- WORK WITH AHS TO UNDERSTAND CODES & MENTAL HEALTH
- TRAUMA-INFORMED DESIGN
- CONNECT TO OUTDOORS / NATURE
- SUPPORT THE PEOPLE WHO HELP THE STUDENTS, FACULTY, PARENTS
- CULTURALLY RESPONSIVE MENTAL HEALTH
- INVOLVE EXPERTS
- SPACES TO SELF-REGULATE
- ACCEPTANCE, LOVE, CHOICE!

H. ADDITIONAL INFORMATION

I. AUTHORIZED REPRESENTATIVE

The foregoing is a statement of facts.

31. SIGNATURE



32. DATE
12/5/22

33. NAME AND TITLE

Peter Winebrenner, AIA, LEED AP, REFP - Principal

ARCHITECT ENGINEER QUALIFICATIONS

1. SOLICITATION NUMBER (If any)

PART II - GENERAL QUALIFICATIONS

(If a firm has branch offices, complete for each specific branch office seeking work.)

2a. FIRM (OR BRANCH OFFICE) NAME Hord Coplan Macht			3. YEAR ESTABLISHED 1977	4. DUNS NUMBER 08-7302147
2b. STREET 700 East Pratt Street, Suite 1200			5. OWNERSHIP	
2c. CITY Baltimore	2d. STATE MD	2e. ZIP CODE 21202	a. TYPE Corporation	
6a. POINT OF CONTACT NAME AND TITLE Peter Winebrenner, AIA, LEED AP, REFP, Principal			b. SMALL BUSINESS STATUS Large Business	
6b. TELEPHONE NUMBER 410.837.7311	6c. E-MAIL ADDRESS pwinebrenner@hcm2.com		7. NAME OF FIRM (If block 2a is a branch office)	
8a. FORMER FIRM NAME(S) (If any)			8b. YR. ESTABLISHED	8c. DUNS NUMBER

9. EMPLOYEES BY DISCIPLINE

10. PROFILE OF FIRM'S EXPERIENCE AND ANNUAL AVERAGE REVENUE FOR LAST 5 YEARS

a. Function Code	b. Discipline	c. No. of Employees		a. Profile Code	b. Experience	c. Revenue Index Number (see below)
		(1) FIRM	(2) BRANCH			
	Administrative	71	51	A11	Auditoriums & Theaters	4
	Architects	151	98	C06	Churches; Chapels	3
	Architectural Designers	73	39	D07	Dining Halls; Clubs; Restaurants	5
	Interior Designers	29	20	E02	Educational Facilities; Classrooms	9
	Landscape Architects	15	9	F02	Field Houses; Gyms; Stadiums	5
	Graphic Designer	4	2	H05	Health Systems Planning	5
	Construction Manager	6	6	H09	Hospital & Medical Facilities	9
				H11	Housing (Residential, Multi-Family; Apartments; Condominiums)	9
				I05	Interior Design; Space Planning	6
				L01	Laboratories; Medical Research Facilities	5
				L03	Landscape Architecture	5
				L04	Libraries; Museums; Galleries	4
				P06	Planning (Site, Installation, and Project)	4
				R04	Recreation Facilities (Parks, Marinas, Etc.)	4
				R06	Rehabilitation (Buildings; Structures; Facilities)	4
				S08	Special Environments; Clean Rooms, Etc.	3
				U02	Urban Renewals; Community Development	5
Total		349	225			

11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LAST 3 YEARS

(Insert revenue index number shown at right)

a. Federal Work	1
b. Non-Federal Work	9
c. Total Work	9

PROFESSIONAL SERVICES REVENUE INDEX NUMBER

- | | |
|---|---|
| 1. Less than \$100,000. | 6. \$2 million to less than \$5 million |
| 2. \$100,00 to less than \$250,000 | 7. \$5 million to less than \$10 million |
| 3. \$250,000 to less than \$500,000 | 8. \$10 million to less than \$25 million |
| 4. \$500,000 to less than \$1 million | 9. \$25 million to less than \$50 million |
| 5. \$1 million to less than \$2 million | 10. \$50 million or greater |

12. AUTHORIZED REPRESENTATIVE - The foregoing is a statement of facts.

a. SIGNATURE



b. DATE

12/5/22

c. NAME AND TITLE Peter Winebrenner, AIA, LEED AP, REFP - Principal

Architect-Engineer Qualifications	1. SOLICITATION NUMBER (IF ANY)
--	---------------------------------

PART II - GENERAL QUALIFICATIONS
(IF A FIRM HAS BRANCH OFFICES, COMPLETE FOR EACH SPECIFIC BRANCH OFFICE SEEKING WORK.)

2A. FIRM (OR BRANCH OFFICE) NAME Gipe Associates, Inc. - Towson Office			3. YEAR ESTABLISHED 1977	4. DUNS NUMBERS 08-7299459
2B. STREET 1220 East Joppa Road, Suite 223			5. OWNERSHIP	
2C. CITY Towson	2D. STATE Maryland	2E. ZIP CODE 21286	A. TYPE Corporation	
6A. POINT OF CONTACT NAME AND TITLE Michael J. Purtell, PE, LEED AP, Senior Vice President			B. SMALL BUSINESS TYPE Small Business Reserve	
6B. TELEPHONE NUMBER 410.832.2420		6C. E-MAIL ADDRESS mpurtell@gipe.net		
7. NAME OF FIRM (IF BLOCK 2A IS A BRANCH OFFICE) Gipe Associates, Inc.			8B. YEAR ESTABLISHED 1968; 1963; 1956	8C. DUNS NUMBER N/A
8A. FORMER FIRM NAME(S) (IF ANY) Albert B. Gipe & Associates, Inc.; Albert B. Gipe & Associates; Miller, Schuerholz & Gipe				

9. EMPLOYEES BY DISCIPLINE				10. PROFILE OF FIRM'S EXPERIENCE AND ANNUAL AVERAGE REVENUE OR LAST 5 YEARS		
A.	B. Discipline	C. No. of Employees		A. Profile Code	B. Experience	C. Revenue Index Number (See Below)
		(1) FIRM	(2) BRANCH			
02	Administrative	8	2	A11	Auditoriums and Theaters	2
42	Mechanical Engineer	8	4	B01	Barracks; Dormitories	3
21	Electrical Engineer	6	5	A12	Automation; Controls; Instrumentation	6
98	Mechanical/Electrical Designers	10	6	C06	Churches; Chapels	1
05	Construction Administrators	1	1	C11	Community Facilities	2
97	CADD Technicians	2	1	D04	Design-Build - Preparation of RFP's	4
				C07	Dining Halls, Clubs, Restaurants	3
				D04	Design Build - Preparation of RFP's	2
				E02	Educational Facilities; Classrooms	6
				E03	Electrical Studies and Design	6
				E07	Energy Conservation; New Energy Sources	4
				F02	Field Houses, Gyms, Stadiums	4
				G01	Garages, Vehicle Maintenance Facilities; Park Decks	3
				H04	Heating; Ventilating; Air Conditioning	6
				H11	Housing (Residential; Multifamily; Apartments; Condominiums)	3
				I01	Industrial Buildings/Plants	3
				L01	Laboratories; Medical Research Facilities	2
				L04	Libraries; Museums; Galleries	2
				L05	Lighting (Interior; Display; Theater, Etc.)	2
				L06	Lighting (Exterior; Streets; Memorials; Athletic Fields, Etc.)	2
				O01	Office Buildings	3
				P07	Plumbing & Piping Design	5
				P08	Prisons & Correctional Facilities	2
				P13	Public Safety Facilities	2
				R06	Rehabilitation (Buildings; Structures; Facilities)	6
				S11	Sustainable Design	5
				U03	Utilities (Gas & Steam)	2
Total		35	19			

11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LIST 3 YEARS (INSERT REVENUE INDEX NUMBER SHOWN AT RIGHT)	PROFESSIONAL SERVICE REVENUE INDEX NUMBER			
	1.	Less than \$100,000	6.	\$2 million to less than \$5 million
	2.	\$100,00 to less than \$250,000	7.	\$5 million to less than \$10 million
	3.	\$250,000 to less than \$500,000	8.	\$10 million to less than \$25 million
	4.	\$500,000 to less than \$1 million	9.	\$25 million to less than \$50 million
	5.	\$1 million to less than \$2 million	10.	\$50 million or greater
A. Federal Work	1			
B. Non-Federal Work	7			
C. Total Work	7			

12. AUTHORIZED REPRESENTATIVE
THE FORGOING IS A STATEMENT OF FACTS.

A. SIGNATURE 	B. DATE 1/6/2022
---	---------------------

ARCHITECT - ENGINEER QUALIFICATIONS

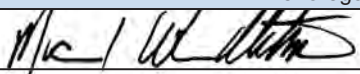
1. SOLICITATION NUMBER (If any)

PART II - GENERAL QUALIFICATIONS (If a firm has branch offices, complete for each specific branch office seeking work.)

2a. FIRM (OR BRANCH OFFICE) NAME Davis, Bowen & Friedel, Inc.			3. YEAR ESTABLISHED 1983	4. UNIQUE ENTITY IDENTIFIER 11-435-4517
2b. STREET 601 East Main Street, Suite 100			5. OWNERSHIP	
2c. CITY Salisbury	2d. STATE MD	2e. ZIP CODE 21804	a. TYPE Corporation	
6a. POINT OF CONTACT NAME AND TITLE Michael E. Wheedleton, AIA, LEED Green Associate, Principal			b. SMALL BUSINESS STATUS	
6b. TELEPHONE NUMBER 410-543-9091			6c. E-MAIL ADDRESS mwh@dbfinc.com	
8a. FORMER FIRM NAME(S) (If any) Davis, Friedel & Associates			8b. YR. ESTABLISHED 1983	8c. DUNS NUMBER
			7. NAME OF FIRM (If block 2a is a branch office) N/A	

9. EMPLOYEES BY DISCIPLINE				10. PROFILE OF FIRM'S EXPERIENCE AND ANNUAL AVERAGE REVENUE FOR LAST 5 YEARS		
a. Function Code	b. Discipline	c. No. of Employees		a. Profile Code	b. Experience	c. Revenue Index Number (see below)
		(1) FIRM	(2) BRANCH			
02	Administrative	22	15	H11	Housing	6
06	Architect	7	4	P06	Planning (Site, Installation and Project)	5
08	CADD Technician	31	9	S10	Surveying; Platting; Flood Plain Studies	5
12	Civil Engineer	7	3	W03	Water Treatment & Distribution	5
15	Construction Inspector	6	5	C10	Commercial Building; Shopping Centers	4
29	Geographic Information System Specialist	1	0	O01	Office Buildings; Industrial Parks	3
38	Land Surveyor	2	1	S04	Sewage Collection; Treatment & Disposal	3
39	Landscape Architect	2	2	E02	Educational	4
52	Sanitary Engineer	1	0	H07	Roadways & Parking Lots	3
57	Structural Engineer	2	1	C07	Coastal Engineering	1
60	Transportation Engineer	2	0	M05	Military Design Standards	2
	Survey Technician	26	12	H09	Hospitals & Medical Facilities	2
				S06	Solar Energy Utilization	3
				T03	Traffic & Transportation	2
				R04	Recreational Facilities (Parks; Marinas; etc.)	2
				S09	Structural Design	2
				S13	Stormwater Handling & Facilities	2
				P13	Public Safety Facilities	2
				L04	Libraries; Museums; Galleries	1
				R06	Rehabilitation (Buildings; Structures)	2
	Other Employees			F02	Field Houses; Gymnasiums; Stadiums	1
	Total	109	52	D07	Dining Halls; Clubs; Restaurants	1

11. ANNUAL AVERAGE PROFESSIONAL SERVICES REVENUES OF FIRM FOR LAST 3 YEARS (Insert revenue index number shown at right)		PROFESSIONAL SERVICES REVENUE INDEX NUMBER			
a. Federal Work	3	1. Less than \$100,000	6. \$2 million to less than \$5 million	7. \$5 million to less than \$10 million	8. \$10 million to less than \$25 million
b. Non-Federal Work	8	2. \$100,000 to less than \$250,000	9. \$225 million to less than \$50 million	10. \$50 million or greater	
c. Total Work	8	3. \$250,000 to less than \$500,000			
		4. \$500,000 to less than \$1 million			
		5. \$1 million to less than \$2 million			

12. AUTHORIZED REPRESENTATIVE The foregoing is a statement of facts.	
a. SIGNATURE 	b. DATE November 28, 2022
c. NAME AND TITLE Michael E. Wheedleton, AIA, LEED Green Associate, Principal	

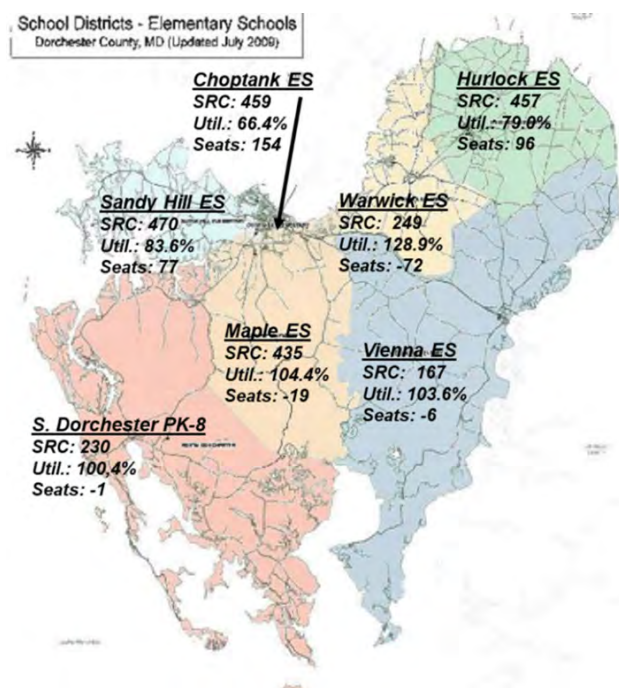
Tab 2

02 UNDERSTANDING SCOPE OF WORK, SERVICES, SCHEDULE

Dorchester County Public Schools is about to embark on an exciting and critical journey, to explore what the future of elementary and early childhood education looks like.

This District-Wide Master Plan (DWMP) will analyze the programmatic and facility needs as they currently exist and then explore alternative planning strategies to deliver early childhood and elementary education in the County. The study will examine “best practices” for educating the youngest learners, while also factoring in the critical realities of the unique factors impacting education in Dorchester County. Recognizing that the current financial trajectory is not sustainable, and with the newest mandates captured in the “Blueprint for Maryland’s Future,” the study must creatively solve this problem within the fiscal and operational pressures Dorchester continues to experience. Finally, the Study must acknowledge and address the views and input from the community, looking at this through a number of lenses, including County-wide as well as the more granular communities around each of the different school sites.

Dorchester County occupies a unique position on the Eastern Shore of Maryland. Distant from the employment centers on the Western Shore as well as from the recreation attractions of the Atlantic shoreline, the county offers a quiet, pleasant rural scene that draws retirees and second home owners, but not major investments that could sponsor population growth, particularly among younger families with children. The result is that while the overall population of Dorchester County was projected by the Maryland Department of Planning to grow by 9.5% between 2020 and 2030, the county-wide public school enrollment is projected to increase by only 2.0%, or 89 students, by the 2031-2032 school year. The enrollment figures mask, however, the differences between schools: while Choptank Elementary School operated in 2021 at a utilization of 66.4%, Warwick Elementary School was at 128.9% utilization. These disparities translate to inequities in educational delivery. Compounding the difficulty is the dispersed geography of the county and the character of the buildings themselves: largely built in a wave between 1953 and 1982, most are open space schools, a facility configuration that has been widely criticized as detrimental for learning, particularly for younger students and those with social and emotional disabilities.



To meet this challenge, Hord Coplan Macht has assembled a team of experienced, passionate and mission-driven professionals, tailored specifically for this project. The team will be led by HCM, where we will leverage our extensive experience with planning and designing schools throughout the region, with a unique and specific focus on our long and successful partnership with Dorchester County. Having led DCPS through their largest and most ambitious capital school projects over the past two decades, HCM brings a deep appreciation for the unique character of Dorchester County, along with the even more unique personalities of the different communities within the County.

David Lever, the past Executive Director of the Maryland IAC, is also part of our team. Not only does David bring the invaluable perspective of the State and the many factors that the IAC and MSDE will bring to bear, but he has also most recently partnered with numerous other Maryland LEAs in his current role as an education consultant, helping them undertake similar district-wide master planning studies. Having worked with three school systems on the Eastern Shore, David has gained an understanding of the geographic, cultural, and economic factors that influence facility decisions in this region.

Our team also includes Judy Hoskens, whose passion lies in creating environments that welcome and embrace ALL learners. Judy has undertaken dozens of similar district-wide studies across the country bringing her passion and expertise in facilitating authentic community engagement conversations that meaningfully involve all stakeholders. Judy's national perspective and extensive thought-leadership around the future of education and the facilities that support it will be an invaluable asset to the team.

Our team has developed a deep appreciation for the task at hand and are eager to share with you how we will meet the required scope of services. Below we offer our proposed schedule and description of tasks that we will perform in the course of this study.

PROPOSED SCHEDULE

DORCHESTER COUNTY PUBLIC SCHOOLS COUNTYWIDE MASTER PLAN Proposed Schedule

		Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23	June 23
1. PLAN-TO-PLAN								
Kick-off meeting	December 2022							
2. ANALYSIS AND EVALUATION	Dec. 2022 – Jan. 2023							
Tour facilities, gather information								
3. DEFINING FACILITY ASPIRATIONS AND PRIORITIES	February – March 2023							
Workshop One: Defining What You Want								
Workshop Two: What do you have/What are the Facility Implications?								
4. CONCEPTUALIZATION: DISTRICT-WIDE / BUILDING-SPECIFIC	March - April 2023							
Workshop Three: What might it look like?								
5. SYNTHESIS AND RECOMMENDATIONS:	April 2023							
Workshop Four: What might it look like? When will it unfold? What might it cost?								
6. COST ESTIMATES AND PHASING RECOMMENDATIONS	May 2023							
Workshop Five: What are the recommendations?								
7. FINAL PRESENTATION OF THE DCPS DISTRICT-WIDE MASTER PLAN	May - June 2023							

DESCRIPTION OF TASKS/SERVICES

The following outline of tasks and associated time frames is included as a starting point for our conversation together on how the Master Plan process might play out. Please note that our first step involves sitting down together to tailor the scope and schedule to fit your specific needs. As a starting point, we offer the following:

1. PLAN-TO-PLAN

This critical first step defines the project expectations, defines roles and responsibilities, sets the project schedule, and involves sitting down with Project leadership to initiate the planning process.

Activities:

- Conduct the Project kick-off meeting
- Understand the priority stakeholders for the Project and the extent of their involvement
- Establish different stakeholder groups and committees, including:
 - o Community Design Team – represents all stakeholders
 - o Steering Committee – sub-group of CDT, guides the process, facilitates communications with BOE
 - o School-based Committees – stakeholders from each study school
 - o Community-based groups
- Define roles and responsibilities
- Refine the schedule – milestones and stakeholder meetings
- Establish budget parameters
- Establish/clarify expectations/goals for the planning effort

Participants:

- Key DCPS Leaders
- HCM team

Deliverables:

- Project Charter, including detailed schedule of activities and meetings
- Signed Contract to Proceed

Time Frame:

- Promptly upon notification of award (Dec 15, 2022)

2. ANALYSIS AND EVALUATION

Accumulation and analysis of quantitative and qualitative information necessary to understand the District's strategic context: educational program, community, sites and facilities. Utilizes existing data, studies, visual assessments, and reports. Includes tour of school sites. Consideration of outside forces that may influence program growth, facilities, utilities, and education initiatives.

Activities:

- Tour the district's sites and facilities
- Review qualitative and quantitative data/reports that may influence the discussions and recommendations.
- Focus on capacity and use to understand:
 - o What is the utilization rate now vs. the standard?
 - o Where is growth projected, and how will that impact future utilization?
 - o Do State Rated Capacities (SRC) accurately reflect current and projected use of the facilities?
- Conduct a Facility Condition Assessment of the elementary school facilities.

Gather and review existing materials and studies:

- District Vision
- Demographic and Enrollment Projections
- Existing Facility Use and Capacity Studies
- Facility Condition Assessments of Study schools
- Facilities Maintenance Plans
- Technology Plans
- Curriculum Review Plans

Participants:

- Key DCPS Administration
- Building Principals
- HCM Team

Deliverables:

- School Building Fact Sheets
- Needs Assessment Reports

Time Frame:

- December 2022 – January 2023

3. DEFINING FACILITY ASPIRATIONS AND PRIORITIES

Workshop One: Defining What You Want

Session 1 Creating a Shared Vision for Facilities

This is the pivotal first step in the Community Engagement Process that invites participation from all the key stakeholder groups to co-create a clear and compelling Shared Vision that is used to guide the entire District-Wide Master Planning effort. The value of creating a facility-related vision is to help set priorities, align resources with those priorities, promote consensus among stakeholders, and facilitate an efficient decision-making process. Activities include two four-hour Visioning sessions to share the latest research surrounding NEXT Century learning and to engage the district community in conversation around the implications for DCPS.

Session 2: Generating Issues and Campus Principles

Workshop One concludes with participants identifying the primary concerns that are currently limiting DCPS from achieving its Vision. These are used to generate a set of Facility Principles -belief statements that describe how DCPS facilities should match the educational program, expectations and future needs of the students and the community.

Activities:

- Two, four-hour Workshops

Participants:

- Community Design Team
- Representatives from all the key stakeholder groups :
 - o Students
 - o Principals
 - o Teachers & Staff
 - o Parents
 - o Community Members
- HCM Team

Deliverables:

- Shared Facility Vision Statement
- Issues
- Facility Principles

Time Frame:

- February 2023

Workshop Two: What do you have/What are the Facility Implications?

The purpose of Workshop Two is four-fold:

- Review the Facility Principles generated from Workshop One.
- Share and integrate all information from past and parallel studies.
- Customize a set of Facility Standards.
- Begin to identify the gaps between what exists in each school and what is desired.

Session 1: Information Forum

To share the tremendous amount of work that's been conducted either in the past or with parallel efforts, we recommend that representatives knowledgeable about these efforts present a summary of the work as it helps inform the DWMP. A focus on community growth patterns as they diverge from school capacities follows, with an overview of the educational adequacy of the current facility inventory for elementary and early childhood learning.

Session 2: Creation of Facility Standards and Initiation of Gap Analysis

Facility Standards define the facility implications of the desired Facility Vision and Principles. The Standards apply to all existing facilities and to future construction projects. As the term "standard" implies, they are meant to establish guidance for value and quality for DCPS's facilities. They are useful to promote consistency, value, and quality across all school facilities as they are built or improved.

Once the Facility Principles and Standards are in place, a Gap Analysis is performed on a building-by-building basis identifying each facility's present ability to support the Principles and Standards. The analysis is created with input from school-specific teams.



Activities:

Session 1:

Presentations by the following school teams:

- District Strategic Plan
- Demographics and Enrollment
- Community Conditions: social, cultural, employment, etc.
- Facilities Maintenance Plan
- Technology Planning Team
- Curriculum Review Plan
- Non-Academic Program Areas
- Community Education Services Plan (if applicable)
- Presentation on Best Practices and NEXT Century Learning by HCM Team

Session 2:

- Focus on capacity and utilization Divergence of school locations and growth
- Customize a set of Facility Standards
- Begin to identify the gaps between what exists and what is desired

Participants:

- Community Design Team
- HCM Team

Deliverables:

- Facilities Standards

Time Frame:

- February 2023



4. CONCEPTUALIZATION: DISTRICT-WIDE / BUILDING-SPECIFIC:

Workshop Three: What might it look like?

The purpose of Workshop Three is three-fold:

- Review the Gap Analyses performed by school teams.
- Generate District-wide scenarios incorporating utilization goals
- Create Level-Specific Concept Scenarios.

Session 1 Gap Analysis and District-Wide Scenarios

This Workshop begins with a review of the Gap Analysis completed by school teams for input by the CDT. A color code is associated with a scale to assist in quickly identifying areas that need attention. The purpose of the Gap Analysis is to help the Community Design Team determine the “big priorities” and major needs across the district and at each building.

This session culminates in a co-creative work session that results in a set of planning scenarios that holistically address the DCPS's needs at the early childhood and elementary school levels. Alternative planning approaches are evaluated and prioritized. These preliminary Concept Plans provide the fundamental diagrammatic organization for future long-range strategies for all DCPS sites. Parameters for development are derived from the day's conclusions.

Session 2: Site Specific Design Workshop

The primary purpose of this Workshop is to co-create conceptual design strategies for each school site in support of the Shared Vision and all of the groundwork laid to date. Secondly, the purpose is to review all outcomes and ideas with The Board of Education, to obtain their input in support of a set of Planning Parameters that guide the recommendations of the DWMP.

Activities:

- Identify the big facility challenges that need to be addressed
- Two half-day workshops

Participants:

- Community Task Force
- HCM Team

Deliverables:

- Gap Analysis per Building
- District-wide Scenarios
- District-wide Planning Parameters
- Building Specific Concepts

Time Frame:

- March-April 2023

5. SYNTHESIS AND RECOMMENDATIONS:

Workshop Four: What might it look like? When will it unfold? What might it cost?

The primary purpose of Workshop Four is two-fold:

- Share the Draft of Recommendations for each site that is a synthesis of all the information received to date and that forms the foundation of the DWMP.
- Share the preliminary Rough Order of Magnitude Costs.

Synthesis, Phasing and Costing:

This Workshop with the CDT includes feedback on refined district-wide scenarios and concepts for each building, incorporating input from school representatives as well as at-large input. It concludes with a review of preliminary costing and phasing information.

Activities:

- Half-day Workshop to get feedback on refined diagrams and preliminary input on phasing and costing
- Optional "Speed Sharing" with School Board

Participants:

- Community Task Force
- School Specific Representatives
- HCM Team

Deliverables:

- Preferred District-wide Scenario(s)
- Site Specific Concepts with Preliminary Phasing and Estimates of Costs

Time Frame:

- April 2023



6. COST ESTIMATES AND PHASING RECOMMENDATIONS

Workshop Five: What are the recommendations?

The primary purpose of Workshop Five is to:

- Share the Phasing and Costs of the DWMP Recommendations and gather any remaining feedback from the School Board and CDT.
- Summarize the process and share the Recommendations. This workshop may include a “Speed Sharing” event, where CDT members give a presentation of building concepts to the School Board.
- Summarize the Projected Costs and Phasing Scenarios.

The Workshop allows time for questions and clarification of any remaining issues. All the information generated is reflected in the final DWMP.

Activities:

- Half-day Workshop
- Meeting with School Board, if desired

Participants:

- CDT
- HCM Team

Deliverables:

- Draft of DWMP with Recommendations

Time Frame:

- May 2023

7. FINAL PRESENTATION OF THE DCPS DISTRICT-WIDE MASTER PLAN

This Facilities Planning process culminates in a final presentation to the School Board and School Community for their formal approval of the DWMP.

Activities:

- Meeting with School Board

Participants:

- School Board
- CDT
- School Community
- HCM Team

Deliverables:

- Final District-Wide Master Plan Report

Time Frame:

- May-June 2023

Tab 3

03 PROJECT APPROACH

(Given the one-page maximum limitation on this section, we offer here a summary of our approach, with an expanded, more detailed description of how we propose to approach this project provided in the “Understanding Scope of Work” section in our proposal.)

How we research and develop initial assessment program/options and various schedules to be presented for consideration.

Our approach and process is predicated on deep, meaningful and frequent engagement with DCPS leadership as well as all critical stakeholders. We must first fully familiarize ourselves with DCPS educational goals for early childhood and education learners, while also exploring with you what “Next Century Learning” looks like for DCPS.

We also must understand each existing school site, facility and surrounding community, factoring in enrollment projections, County demographics, geographic influences, and critical community needs. We need to understand operation and financial limitations in order to establish recommendations that can realistically be implemented.

Once we have developed a clear and thorough understanding of all the various factors impacting this study, we will explore planning scenarios that can address the needs within the parameters. We will assess each option for how well it meets the desired learning outcomes while maximizing the available resources and not taxing the operational capabilities of the school system. We will share the proposed options with the various key stakeholders through a series of community input meetings and workshops. We will also interact with the key State agencies, so that the proposed options are in alignment with the various state requirements.

Finally, we will work with DCPS leadership to prioritize the specific recommended improvements, building a case for the logical and manageable implementation of the changes. We will map out the anticipated schedule for when each project will be undertaken and will define the local and State capital resources needed for each, allowing DCPS to plan for the various financial and operational elements that will be required for each subsequent project.

Initial beliefs as to the best approach and why

As stated above, we have provided a comprehensive and detailed description of our proposed approach in Tab 2 of this submission. That being said, it is the HCM Team’s belief that the keys to success for this District-Wide Master Plan include:

- The initial and continual management of stakeholder expectations;
- The intentional and authentic engagement of all key stakeholders;
- The willingness to explore and evaluate “Next Century Learning” strategies for adoption by DCPS;
- The full understanding of the unique factors impacting each part of the County as well as each specific school site and community;
- The careful exploration of possible planning scenarios followed by a thoughtful assessment and selection of the best approach;
- A realistic, manageable and financially sustainable implementation plan, and;
- A clear and transparent process and final recommendations that ensure full stakeholder buy-in and support.

Tab 4

SECTION 5 - PROPOSAL FORM SIGNATURE SHEET
BIDDERS MUST SIGN PROPER SPACE BELOW TO VALIDATE BID

I/We agree to provide the services in accordance with the accompanying specifications and all conditions, provisions, attachments and any addenda of this RFP.

Hord Coplan Macht
Company

700 East Pratt Street, Suite 1200
Address

Baltimore, MD 21202
Address

443.451.2426
Telephone Number


52-2136408
Federal I.D. Number

12566
Maryland State Registration No.

Peter Winebrenner, Principal
Name of Vendor's Contract Administrator

443.451.2426
Telephone Number of Vendor's Contract Administrator

Peter Winebrenner, AIA, LEED AP, REFP
Authorized Representative (Print)


Signature

Principal
Title

pwinebrenner@hcm2.com
Email

PLEASE CHECK APPROPRIATE BOXES:

Small Business

Minority Business

Individual Proprietorship

Corporation

Woman Owned Business

Approved Minority DOT # _____

Partnership

Non-incorporated

SECTION 6 - PROPOSAL CONDITIONS

A. Submittal of Proposal

By submitting a Proposal, the undersigned also hereby agrees that from its review of the RFP and the attachments, the firm fully understands the intent and purpose of the documents and conditions of submitting a Proposal. Claims for additional compensation and/or extensions of time because of the firm’s failure to follow the foregoing procedure, and to familiarize itself with the contract documents and all conditions which might affect the work, will not be allowed.

B. Acceptance of Proposals

The undersigned agrees that this Proposal may be held by the Board of Education of Dorchester County for a period not to exceed ninety (90) days from the date of opening. If written notice of acceptance of this Proposal is mailed, telegraphed or delivered to the undersigned within the time noted above, after the date of the opening of Proposals, or at any time hereafter before this Proposal is withdrawn, the undersigned agrees that it will execute and deliver a contract in the form prescribed by the Board of Education of Dorchester County in accordance with the Proposal as accepted. It is understood and agreed that the Board of Education of Dorchester County reserves the right to award the contract in its best interests, to reject any and all Proposals, to waive any informalities in the Proposals, and to hold all Proposals for the period above noted.

C. Time for Completion of Work

The undersigned agrees, if awarded the contract, to commence work within five (5) consecutive calendar days after date of issuance of written notice to proceed and to perform the contract work within the time frame specified within the RFP.

D. Declaration of Interest

I/We, the undersigned firm, declare that the only person, firm, or corporation, or persons, firms or corporations, that has or have any interest in the Proposal, or in the contracts proposed to be taken, is or are the undersigned. The undersigned also certifies that this Proposal is made without previous understanding, agreement or connection with any person, firm, or corporation submitting a Proposal for this same project and is, in all respects, fair and without collusion or fraud.

E. Acknowledgment of Addenda


I/We acknowledge receipt of the following Addenda:

No. _____,

Hord Coplan Macht
Company Name

No. _____,

No. _____,


Authorized Representative Signature

No. _____,

DORCHESTER COUNTY PUBLIC SCHOOLS
700 Glasgow Street, Cambridge, MD 21613

MANDATORY BID/PROPOSAL AFFIDAVIT

COMAR 21.05.08.07

Bidder shall complete and submit this bid/proposal affidavit to the Supervisor of Facilities, Dorchester County Public Schools with the bid or offer.

A. AUTHORITY

I HEREBY AFFIRM THAT:

I (print name) Peter Winebrenner, Principal possess the legal authority to make this Affidavit.

B. CERTIFICATION REGARDING COMMERCIAL NONDISCRIMINATION

The undersigned bidder hereby certifies and agrees that the following information is correct: In preparing its bid on this project, the bidder has considered all proposals submitted from qualified, potential subcontractors and suppliers, and has not engaged in “discrimination” as defined in §19-103 of the State Finance and Procurement Article of the Annotated Code of Maryland. “Discrimination” means any disadvantage, difference, distinction, or preference in the solicitation, selection, hiring, or commercial treatment of a vendor, subcontractor, or commercial customer on the basis of race, color, religion, ancestry, or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or any otherwise unlawful use of characteristics regarding the vendor’s, supplier’s or commercial customer’s employees or owners. “Discrimination” also includes retaliating against any person or other entity for reporting any incident of “discrimination”. Without limiting any other provision of the solicitation on this project, it is understood that, if the certification is false, such false certification constitutes grounds for the State to reject the bid submitted by the bidder on this project, and terminate any contract awarded based on the bid. As part of its bid or proposal, the bidder herewith submits a list of all instances within the past 4 years where there has been a final adjudicated determination in a legal or administrative proceeding in the State of Maryland that the bidder discriminated against subcontractors, vendors, suppliers, or commercial customers, and a description of the status or resolution of that determination, including any remedial action taken. Bidder agrees to comply in all respects with the State’s Commercial Nondiscrimination Policy as described under Title 19 of the State Finance and Procurement Article of the Annotated Code of Maryland.

B-1 Certification Regarding Minority Business Enterprises.

The undersigned bidder hereby certifies and agrees that it has fully complied with the State Minority Business Enterprise Law, State Finance and Procurement Article, §14-308 (a)(2), Annotated Code of Maryland, which provides that, except as otherwise provided by law, a contractor may not identify a certified minority business enterprise in a bid or proposal and:

DORCHESTER COUNTY PUBLIC SCHOOLS
700 Glasgow Street, Cambridge, MD 21613

- (1) Fail to request, receive, or otherwise obtain authorization from the certified minority business enterprise to identify the certified minority proposal;
- (2) Fail to notify the certified minority business enterprise before execution of the contract of its inclusion in the bid or proposal;
- (3) Fail to use the certified minority business enterprise in the performance of the contract; or
- (4) Pay the certified minority business enterprise solely for the use of its name in the bid or proposal.

Without limiting any other provision of the solicitation on this project, it is understood that if the certification is false, such false certification constitutes grounds for the State to reject the bid submitted by the bidder on this project, and terminate any contract awarded based on the bid.

C. AFFIRMATION REGARDING BRIBERY CONVICTIONS

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business (as is defined in Section 16-101(b) of the State Finance and Procurement Article of the Annotated Code of Maryland), or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities including obtaining or performing contracts with public bodies has been convicted of, or has had probation before judgment imposed pursuant to Criminal Procedure Article, §6-220, Annotated Code of Maryland, or has pleaded nolo contendere to a charge of bribery, attempted bribery, or conspiracy to bribe in violation of Maryland law, or of the law of any other state or federal law, except as follows (indicate the reasons why the affirmation cannot be given and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of person(s) involved, and their current positions and responsibilities with the business):

N/A

D. AFFIRMATION REGARDING OTHER CONVICTIONS

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities including obtaining or performing contracts with public bodies, has:

DORCHESTER COUNTY PUBLIC SCHOOLS
700 Glasgow Street, Cambridge, MD 21613

(1) Been convicted under state or federal statute of:

(a) A criminal offense incident to obtaining, attempting to obtain, or performing a public or private contract; or

(b) Fraud, embezzlement, theft, forgery, falsification or destruction of records or receiving stolen property;

(2) Been convicted of any criminal violation of a state or federal antitrust statute;

(3) Been convicted under the provisions of Title 18 of the United States Code for violation of the Racketeer Influenced and Corrupt Organization Act, 18 U.S.C. §1961 et seq., or the Mail Fraud Act, 18 U.S.C. §1341 et seq., for acts in connection with the submission of bids or proposals for a public or private contract;

(4) Been convicted of a violation of the State Minority Business Enterprise Law, §14-308 of the State Finance and Procurement Article of the Annotated Code of Maryland;

(5) Been convicted of a violation of §11-205.1 of the State Finance and Procurement Article of the Annotated Code of Maryland;

(6) Been convicted of conspiracy to commit any act or omission that would constitute grounds for conviction or liability under any law or statute described in subsections (1)—(5) above;

(7) Been found civilly liable under a state or federal antitrust statute for acts or omissions in connection with the submission of bids or proposals for a public or private contract; or

(8) Been found in a final adjudicated decision to have violated the Commercial Nondiscrimination Policy under Title 19 of the State Finance and Procurement Article of the Annotated Code of Maryland with regard to a public or private contract; or

(9) Admitted in writing or under oath, during the course of an official investigation or other proceedings, acts or omissions that would constitute grounds for conviction or liability under any law or statute described in §§B and C and subsections D (1)- (8) above, except as follows (indicate reasons why the affirmations cannot be given, and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of the person(s) involved and their current positions and responsibilities with the business, and the status of any debarment):

N/A

E. AFFIRMATION REGARDING DEBARMENT

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I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities, including obtaining or performing contracts with public bodies, has ever been suspended or debarred (including being issued a limited denial of participation) by any public entity, except as follows (list each debarment or suspension providing the dates of the suspension or debarment, the name of the public entity and the status of the proceedings, the name(s) of the person(s) involved and their current positions and responsibilities with the business, the grounds of the debarment or suspension, and the details of each person's involvement in any activity that formed the grounds of the debarment or suspension).

N/A

F. AFFIRMATION REGARDING DEBARMENT OF RELATED ENTITIES

I FURTHER AFFIRM THAT:

(1) The business was not established and it does not operate in a manner designed to evade the application of or defeat the purpose of debarment pursuant to Sections 16-101, et seq., of the State Finance and Procurement Article of the Annotated Code of Maryland; and

(2) The business is not a successor, assignee, subsidiary, or affiliate of a suspended or debarred business, except as follows (you must indicate the reasons why the affirmations cannot be given without qualification):

N/A

G. SUB-CONTRACT AFFIRMATION

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, has knowingly entered into a contract with a public body under which a person debarred or suspended under Title 16 of the State Finance and Procurement Article of the Annotated Code of Maryland will provide, directly or indirectly, supplies, services, architectural services, construction related services, leases of real property, or construction.

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H. AFFIRMATION REGARDING COLLUSION

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business has:

- (1) Agreed, conspired, connived, or colluded to produce a deceptive show of competition in the compilation of the accompanying bid or offer that is being submitted;
- (2) In any manner, directly or indirectly, entered into any agreement of any kind to fix the bid price or price proposal of the bidder or offeror or of any competitor, or otherwise taken any action in restraint of free competitive bidding in connection with the contract for which the accompanying bid or offer is submitted.

I. CERTIFICATION OF TAX PAYMENT

I FURTHER AFFIRM THAT:

Except as validly contested, the business has paid, or has arranged payment of, all taxes due the State of Maryland and has filed all required returns and reports with the Comptroller of the Treasury, the State Department of Assessments and Taxation, and the Department of Labor, Licensing, and Regulation, as applicable, and will have paid all withholding taxes due the State of Maryland prior to final settlement.

J. CONTINGENT FEES

I FURTHER AFFIRM THAT:

The business has not employed or retained any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency working for the business, to solicit or secure the Contract, and that the business has not paid or agreed to pay any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency, any fee or any other consideration contingent on the making of the Contract.

K. ACKNOWLEDGEMENT

I ACKNOWLEDGE THAT this Affidavit is to be furnished to the Procurement Officer and may be distributed to units of: (1) the State of Maryland; (2) counties or other subdivisions of the State of Maryland; (3) other states; and (4) the federal government. I further acknowledge that this Affidavit is subject to applicable laws of the United States and the State of Maryland, both criminal and civil, and that nothing in this Affidavit or any contract resulting from the submission of this bid or proposal shall be construed to supersede, amend, modify or waive, on behalf of the State of Maryland, or any unit of the State of Maryland having jurisdiction, the exercise of any statutory right or remedy conferred by the constitution and the laws of Maryland with respect to any misrepresentation made or any violation of the

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obligations, terms, and covenants undertaken by the above business with respect to (1) this Affidavit, (2) the contract, and (3) other Affidavits comprising part of the contract.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.

December 5, 2022

Date: _____

By:

Peter Winebrenner, Principal

(Print name of Authorized Representative and Affiant)



(Signature of Authorized Representative and Affiant)

Hord Coplan Macht

(Company name)

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CONTRACT AFFIDAVIT

MANDATORY CONTRACT ADDENDUM

COMAR 21.07.01.25

Bidder shall complete and submit this contract affidavit to the Legal Department of Dorchester County Public Schools to attach with the contract form.

A. AUTHORITY

I HEREBY AFFIRM THAT:

I, (print name) Peter Winebrenner, Principal possess the legal authority to make this Affidavit.

B. CERTIFICATION OF REGISTRATION OR QUALIFICATION WITH THE STATE
DEPARTMENT OF ASSESSMENTS AND TAXATION

I FURTHER AFFIRM THAT:

The business named above is a (check applicable items):

Corporation: domestic ___ or foreign

Limited Liability Company: ___ domestic ___ or foreign

Partnership: ___ domestic ___ or foreign

Statutory Trust: ___ domestic ___ or foreign

Sole Proprietorship: ___ and is registered or qualified as required under Maryland Law.

I further affirm that the above business is in good standing both in Maryland and (IF APPLICABLE) in the jurisdiction where it is presently organized, and has filed all of its annual reports, together with filing fees, with the Maryland State Department of Assessments and Taxation. The name and address of its resident agent (IF APPLICABLE) filed with State Department of Assessments and Taxation is:

Name and Department ID Number Hord Coplan Macht, Inc. - MD Registration # 12566

Address: 700 East Pratt Street, Suite 1200, Baltimore, MD 21202

and that if it does business under a trade name, it has filed a certificate with the State Department of Assessments and Taxation that correctly identifies that true name and address of the principal or owner as:

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Name and Department ID Number: Hord Coplan Macht, Inc. - MD Registration # 12566

Address: 700 East Pratt Street, Suite 1200, Baltimore, MD 21202

C. FINANCIAL DISCLOSURE AFFIRMATION

I FURTHER AFFIRM THAT:

I am aware of, and the above business will comply with, the provisions of the State Finance and Procurement Article §13-221, Annotated Code of Maryland, which require that every business that enters into contracts, leases, or other agreements with the State of Maryland or its agencies during a calendar year under which the business is to receive in the aggregate \$100,000 or more shall, within 30 days of the time when the aggregate value of the contracts, leases, or other agreements reaches \$100,000, file with the Secretary of State of Maryland certain specified information to include disclosure of beneficial ownership of the business.

D. POLITICAL CONTRIBUTION DISCLOSURE AFFIRMATION

I FUTURE AFFIRM THAT:

I am aware of, and the above business will comply with, Election Law Article §§14-101-14-108, Annotated Code of Maryland, which requires that every person that enters into contracts, leases, or other agreements with the State of Maryland, including its agencies or a political subdivision of the State, during a calendar year in which the person receives in the aggregate \$100,000 or more shall file with the State Board of Elections a statement disclosing contributions in excess of \$500 made during the reporting period to a candidate for elective office in any primary or general election.

E. DRUG AND ALCOHOL FREE WORKPLACE

(Applicable to all contracts unless the contract is for a law enforcement agency and the agency head or the agency head's designee has determined that application of COMAR 21.11.08 and this certification would be inappropriate in connection with the law enforcement agency's undercover operations.)

I CERTIFY THAT:

- (1) Terms defined in COMAR 21.11.08 shall have the same meanings when used in this certification.
- (2) By submission of its bid or offer, the business, if other than an individual, certifies and agrees that, with respect to its employees to be employed under a contract resulting from this solicitation, the business shall:
 - (a) Maintain a workplace free of drug and alcohol abuse during the term of the contract;
 - (b) Publish a statement notifying its employees that the unlawful manufacture, distribution, dispensing, possession, or use of drugs, and the abuse of drugs or alcohol is prohibited in the

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business' workplace and specifying the actions that will be taken against employees for violation of the prohibitions;

- (c) Prohibit its employees from working under the influence of drugs or alcohol;
- (d) Not hire or assign to work on the contract anyone who the business knows, or in the exercise of due diligence should know, currently abuses drugs or alcohol and is not actively engaged in a bona fide drug or alcohol abuse assistance or rehabilitation program;
- (e) Promptly inform the appropriate law enforcement agency of every drug-related crime that occurs in its workplace if the business has observed the violation or otherwise has reliable information that a violation has occurred;
- (f) Establish drug and alcohol abuse awareness programs to inform its employees about:
 - (i) The dangers of drug abuse and alcohol abuse in the workplace;
 - (ii) The business's policy of maintaining a drug and alcohol free workplace;
 - (iii) Any available drug and alcohol counseling, rehabilitation, and employee assistance programs; and
 - (iv) The penalties that may be imposed upon employees who abuse drugs and alcohol in the workplace;
- (g) Provide all employees engaged in the performance of the contract with a copy of the statement required by §E(2)(b), above;
- (h) Notify its employees in the statement required by §E(2)(b), above, that as a condition of continued employment on the contract, the employee shall:
 - (i) Abide by the terms of the statement; and
 - (ii) Notify the employer of any criminal drug or alcohol abuse conviction for an offense occurring in the workplace not later than 5 days after a conviction;
- (i) Notify the procurement officer within 10 days after receiving notice under §E(2)(h)(ii), above, or otherwise receiving actual notice of a conviction;
- (j) Within 30 days after receiving notice under §E(2)(h)(ii), above, or otherwise receiving actual notice of a conviction, impose either of the following sanctions or remedial measures on any employee who is convicted of a drug or alcohol abuse offense occurring in the workplace:
 - (i) Take appropriate personnel action against an employee, up to and including termination; or
 - (ii) Require an employee to satisfactorily participate in a bona fide drug or alcohol abuse assistance or rehabilitation program; and
- (k) Make a good faith effort to maintain a drug and alcohol free workplace through implementation of §E(2)(a)-(j), above.

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(3) If the business is an individual, the individual shall certify and agree as set forth in §E(4), below, that the individual shall not engage in the unlawful manufacture, distribution, dispensing, possession, or use of drugs or the abuse of drugs or alcohol in the performance on the contract.

(4) I acknowledge and agree that:

(a) The award of the contract is conditional upon compliance with COMAR 21.11.08 and this certification;

(b) The violation of the provisions of COMAR 21.11.08 or this certification shall be cause to suspend payments under, or terminate the contract for default under COMAR 21.07.01.11 or 21.07.03.15, as applicable; and

(c) The violation of the provisions of COMAR 21.11.08 or this certification in connection with the contract may, in the exercise of the discretion of the Board of Public Works, result in suspension and debarment of the business under COMAR 21.08.03.

F. CERTAIN AFFIRMATIONS VALID

I FURTHER AFFIRM THAT:

To the best of my knowledge, information, and belief, each of the affirmations, certifications, or acknowledgments contained in that certain Bid/Proposal Affidavit dated December 5, 2022, and executed by me for the purpose of obtaining the contract to which this Exhibit is attached remains true and correct in all respects as if made as of the date of this Contract Affidavit and as if fully set forth herein.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.

Date: December 5, 2022

By:

Peter Winebrenner, Principal

(Print name of Authorized Representative and Affiant)



(Signature of Authorized Representative and Affiant)

Hord Coplan Macht

(Company name)