



SAU 50



*Rye Junior High School
Rye, New Hampshire*



*Rye Elementary School
Rye, New Hampshire*

Rye School District
Architectural Consultant – Facilities Master Plan
BID FORM

Return the completed proposal form to the Business Administrator, Rye School District, 48 Post Road, Greenland, NH 03840. **Proposals will be opened at 2:00 p.m. on May 7, 2026.**

Company Name: _____ Barker Architects, PLLC

Company Street Address: _____ 8 Kearsarge St, Concord, NH 03301

Phone _____ (603)731-7796

Cell Phone _____ (603)731-7796

Fed ID # _____ 84-3999247

E-Mail: _____ kyle@barkerarchitects.com

Proposal Amount \$ _____ Ninety-Eight Thousand Six Hundred Dollars (\$98,600)

 5/4/2026

Owner/Authorized Signature Date

May 4, 2026



Rye School District
SAU #33
48 Post Road, Greenland, NH 03840
Attn: Susan Penny, Business Administrator

**RE: ARCHITECTURAL SERVICES FOR A
FACILITIES MASTER PLAN**

Dear Ms. Penny,

I am pleased to submit to you this proposal for an architectural study for the Rye School District. The scope of work outlined in your Request for Proposals is exactly the type of services that I specialize in. I have assembled a team of architects, planners and engineers to assist in the work. I am confident that you will find this proposal meets your expectations.

I have over 30 years of experience working with school facilities and have performed over two dozen similar studies. I have been the lead architect for educational work as a principal of Barker Architects and at other firms. My work in educational design has formed me into one of the few true experts in the field in New Hampshire. I have developed a unique and proprietary system for analyzing K-12 public school. My studies coordinate with the NH Department of Education design standards and requirements for existing schools. This ensures that your district will have the best chance at prevailing with the States competitive process and receive the most aid your district can get.

This background will enable us to anticipate the District's needs and provide the necessary materials at the correct moment to ensure a positive outcome.

I propose a fee of **Ninety-Eight Thousand Six Hundred Dollars (\$98,600)**. The following is an itemized list of services plus a detailed Technical Proposal describing the tasks. We are available to begin as soon as the District is ready and are prepared to meet the District's schedule. If there are any questions whatsoever, please do not hesitate to contact me (603)731-7796 anytime.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kyle Barker', is written over the name 'Kyle G. Barker, AIA'.

Kyle G. Barker, AIA

8 Kearsarge Street
Concord, NH 03301

Kyle Barker AIA
Principal Architect

Barker Architects, PLLC
kyle@barkerarchitects.com
p: 603-731-7796

TECHNICAL PROPOSAL

PROJECT UNDERSTANDING

The Rye School District is asking for a ten-year facilities master plan for the Rye Elementary School and the Rye Junior High School. The study will encompass many aspects of the educational facilities and will provide guidance for the district in making future decisions.

TEAM APPROACH

Barker Architects will lead the activities of the work and coordinate efforts of our team but will also enlist a team of architects, engineers and planners to complete all aspects of the study. The key members of the team are as follows:

- Kyle Barker, Barker Architects
Educational Planning, Enrollment Projections, Space Needs Analysis
- Jason LaCombe, SMP Architecture
Building Needs Assessment, Code Review, Concept Design
- Steve Whitman, Resilience Planning and Design
Coordination with Municipal Planning, Public Forum Facilitation
- Keach/Nordstrom, Team Engineering, WV Engineering (as required)
Site, Structural, Mechanical, Electrical, Plumbing – Engineering Analysis

Each team member will be vetted and presented to the District for approval. It is our intent to only utilize firms that are a good fit and in the best interests of the District.

SCOPE OF SERVICES

Working together with you (administration, teachers/staff, students, school building committees, community), we will gather and synthesize the specifics of your Comprehensive Facilities Review in a way that articulates clear vision for the future with deep educational programming and facilities understanding and fiscal stewardship, to ensure that your facilities can be developed to contribute to and foster a thriving community for your next potential capital project. The Request for Proposal outlines very specifically the scope of work expected. The following is our interpretation and our approach to each task.

A. EXISTING FACILITIES REVIEW

Most building assessments are limited to noting the condition of the facility to manage deferred maintenance expenditures. Barker Architects and SMP Architecture will approach the conditions assessment in a more holistic manner, looking at each building's current state and thinking ahead to potential solutions. This will entail reviewing the assessment of the building's systems and materials as well as working to determine its ability to support the goals of the occupants. Implied in this approach is understanding buildings as active collaborators in fulfilling an organization's purpose and how it will evolve over the next 20+ years.

Barker Architects has a system for building reviews that are comprehensive and thorough. It starts with a complete walkthrough of each school, which will become the basis for our building condition review. Our review will be based on our expert understanding of K-12 school

facilities, building systems and potential durability issues based on building science, to provide a detailed analysis of what aspects require repair, have reached the end of their useful life, could better function with modification, or will require modification, repair, or replacement in the future. We take a detailed and holistic approach, understanding how the condition or function of one system or element can have impacts on many other systems or elements in the building. We have a checklist of over 70 areas based on the Department of Education's rules on approval of facilities for schools. We do a room-by-room inspection of the facility and analyze existing documentation for deficiencies.

Barker Architects will prepare a package of information that will identify any code deficiencies. We generate a plan that shows issues specific to educational facilities such as dead-end corridors, common path of travel and egress width. This is accompanied by worksheets and code checklists that calculate the occupant loads, height and area limitations and other important related issues.

Our site assessment will focus on traffic flow at the point of access, egress, and through the loop. We will evaluate the space available in the loop relative to the number of current and potential vehicles, the differing traffic concerns in the morning drop off and afternoon pick up periods and the use of the bus loop for extracurricular and athletic services. We will evaluate the relationship between school bus traffic and parent traffic to determine potential bottlenecks, points of conflict, and risk concerns. The risk assessment will focus on the need to separate traffic to the greatest degree feasible, mitigation strategies, both physical and personnel-based, and signage. Our focus will be on the adequacy of the existing infrastructure under short, medium, and long-term plans; identifying whether the existing site plan offers opportunities for reconfiguration or reallocation of space; and the potential mitigation options using physical, behavioral, signage, and personnel-based strategies.

The building conditions and code deficiency data created by the Barker Architects process will be assembled in a straightforward and readable report. The data will be presented in a prioritized matrix allowing the school board to understand the needs and project building improvements for several years in advance along with clear and concise recommendations for consideration.

B. ENROLLMENT AND CAPACITY ANALYSIS

This effort will be the foundation for understanding how the District's educational vision can best pair with the facilities, and other quantitative data implications. We will evaluate current and future proposed educational programs to ascertain key aspects that will inform the final report recommendations. These reviews for each facility as well as all facilities across the District collectively evaluate the programming and ensure that each facility and associated spatial program requirements address the educational delivery models ascribed to the District in an equitable way.

Determining space needs is a multi-step process which include; Enrollment Projections, Curriculum Analysis and Programming. It is not enough to simply divide the number of projected students by the class size to get the number of classrooms. There is a lot of understanding of the program that needs to be in place to generate the most appropriate size of the facility. Barker Architects studies the student population on a much deeper level than other firms to produce a very accurate report.

Enrollment Projections: Barker Architects will calculate probable future enrollments using the data gathered. The enrollment projections would be performed in three different ways: simple projections, 5-year average projections and 3-year weighted projections. The results would be graphed and then compared to economic data, housing starts and immigration to assess a composite picture of likely scenarios. The enrollments would be projected out to 5 years with high probability and then out to 10 years or more with lower probability as length increases. This data will be used to determine the design and core student capacities for each school, to calculate the enrollments per grade and to understand trends in the general population.

Besides giving us a picture of future school enrollments, this data shows trends in population including birth rates and migration rates. This can help inform the report on what hidden influences can change the enrollments. Additionally, the data shows how these changes in enrollments impact individual rooms and that can help reduce situations where classrooms shift grades each year or specials can become displaced (art-on-a-cart).

Curriculum Analysis: Barker Architects begins this process with a curriculum assessment loosely based on the Castaldi Nomogram, that studies the projected enrollment on a room-by-room and section-by-section basis. Next the utilization rate is estimated. This will allow proper changes between classes and scheduling. There are different rates for classrooms and core facilities. The result of this analysis is a list of required teaching stations.

Programming: The number of required teaching stations is then applied to a worksheet that analyzes the size required by each use and compares them back to the existing sizes. The New Hampshire Department of Education offers guidelines for room size but often the required amount is based on what is needed by the district or dictated by current educational trends.

C. CONCEPTUAL SCENARIO DEVELOPMENT

The Conceptual Design will identify the size, scope and quality of the project. It may not show the exact location of each component such as doors, windows and fixtures. The intent is to show the basic layout of the building with rooms identified with their relative size and adjacency to other spaces. This will allow the District and the State to understand how the program of spaces will fit within the building and on the site. The development of this design will continue in future phases of work.

We will approach the concept development for this project as a verification and furthering of the information gathered from Tasks A and B. This includes quantitative understanding of the space for matters regarding function, infrastructure, and adjacencies, and well as qualitative understanding regarding the student and faculty experience within the spaces and how they can best contribute to and foster dynamic and successful learning environments. This information will be tested and refined in concert with the existing conditions, cost management, and stakeholder engagement.

Thorough but effective space planning is a passion of ours, approaching this from an interior design and human experience perspective. We will ensure that various options are explored with a keen eye for how students and faculty will experience the space and how functionally it can best serve the educational needs, optimizing design flow throughout and between the diverse space types. Our experience with space planning and 21st Century learning environments provides a sound foundation for ensuring the design will produce dynamic and effective spaces at the same time adaptable and flexible for the future changes.

The Request for Proposal outlines steps in Concept Scenario Development and each will be handled with efficiency and accuracy:

Conceptual Planning Materials: In past studies we always provided more than one option to consider and, in some cases, had as many as 16 with each having a concept plan, a pros/cons list and cost.

Educational Operations Considerations: The Educational Operations need to be codified into Educational Specifications for the District before conceptual designs have begun. This ensures that each option is compared fairly. We are well-versed in the process, but each district will result in a unique result. We will facilitate the process and document the data to use in any subsequent option to be considered.

Order-of-Magnitude Cost Estimates: To be able to make a value decision between options it is necessary to have a relative cost estimate. These costs are not considered very accurate at the early stages of design but provide an important comparison between options. We have a data set of previously completed projects that allow us to quickly assess the cost of any concept. We also have resources that we use to verify the information.

Implementation Considerations: Often overlooked is the physical impact of construction, particularly renovations, on the on-going educational system. It is always at the top of our minds to design projects that are effectively built with the least disruption.

Enrollment Sensitivity: The enrollment projections that we provide will be a comprehensive look at the demographics affecting the school age population which should inform whether a 30% increase or decrease or something in between will occur. There are factors statewide that have an impact but local issues (homeschooling, private schools, etc..) often are the driving force. Understanding those factors and having a good idea of how those can change enrollments is the first and most important step in concept analysis.

The Request for Proposal indicates a desire to consider community use opportunities and constraints. We believe strongly that community use of an educational facility should be as essential part of the design, however that design needs to incorporate security and management measures to ensure the proper separation of functions.

Schools designed as community centers have many benefits. For NH schools, it helps communities rally support behind their projects. Without that support, school projects are much less likely to gain voter approval for bond issues. Schools that serve as centers of community are making notable improvements in four specific areas:

1. Student learning: Students demonstrate significant gains in academic achievement and inessential areas of non-academic development.
2. School effectiveness: Parent teacher relationships are stronger and teacher satisfaction is higher. There is a more positive school environment and broader community support.

3. Family engagement: Families show greater stability. Parents communicate more often with teachers, are more involved in school activities, and demonstrate a greater sense of responsibility for their children's learning success.
4. Community Vitality: Surrounding neighborhoods enjoy increased security, heightened community pride, and better rapport among students and residents. The schools themselves are more intensively used.

The downside risk of designing a school as a community center is the potential for security breaches. For the past five years there has been more than one school shooting a week meaning that the design of schools to be secure is more important than ever. However, there are ways to allow community use while keeping the school safe.

After-hours use of spaces such as the gymnasium, cafeteria, library as well as some other rooms helps bring the community together. However, there is also a security aspect that needs to be provided for this to be a symbiotic relationship. Generally, we design educational facilities to have those rooms normally used by the public to be "locked-down" from the purely educational spaces. This ensures no unauthorized interaction between them.

D. COMPARATIVE ANALYSIS

Once all the necessary data is established, we will begin to compare various options for consideration. By using the previously constructed data set for all possible options we can create a fair assessment of each.

Our team will create a very conceptual outline for multiple options using the space needs analysis and the building needs assessments. This will include large blocks shown on the plans indicating where additions and/or renovations would take place in the impacted buildings. This will not be a design but rather a simple diagram indicating whether a true design could work. This will allow the District to understand the pros and cons of each option and the relative cost.

The cost for each option will be tracked as the designs progress. Early estimates will likely be based on cost per square foot allowing us to quickly assign a value to each option. Construction costs over the last five years have been extremely volatile and the atmosphere as of this writing is no different. The Team will keep the District apprised to changes in the market to mitigate any surprises.

Besides the cost of construction, soft costs such as; design fees, furniture, utility fees and contingency will also be estimated. This will provide a full picture of the associated costs. Our cost estimating worksheets closely align with the State Building Aid formula to give the most accurate prediction of funding options.

Our team will narrow the options to those that could potentially be successful and guide the District in making decisions on the best solution. This data will be assembled into a matrix for easily seeing the differences and comparing the value of each option.

Rye School District Master Plan Technical Proposal

5/4/2026

Page 7

SUMMARY OF FEES

The Scope of Work includes the following summary of tasks with associated fees:

• Existing Facilities Review:	\$21,500
• Enrollment and Capacity Analysis:	\$11,300
• Conceptual Scenario Development:	\$34,200
• Comparative Analysis:	\$14,400
• General Project Management:	\$17,200
Total:	\$98,600

See attached worksheet for further details. Work will be invoiced monthly according to work completed in the previous month's time.

EXCLUSIONS AND QUALIFICATIONS

This scope of work, in our opinion, is appropriate to complete the items in the Request for Proposal however, due to the nature of studies, it is impossible to know now what might be needed to complete the study. Additional services may be required, including further design efforts to develop a favored option. Some additional services might include:

- Public Forums or Charrettes: \$2,500 per meeting
- Land Surveys: \$5,000 to \$15,000 (highly dependent of size and complexity)
- Wetlands Mapping or Geotechnical Engineering: \$5,000 to \$30,000
- In-Depth Engineering Assessment per Facility per Trade - \$2,000
- New Property Feasibility Investigation: \$5,000
- Construction Manager RFP Assistance: \$2,000

Barker Architects has never been involved in litigation.

Please refer to the following brochure for details regarding past experience and qualifications.

Barker Architects has completed approximately 20 similar studies. For specific examples of Educational Facility Needs Assessments and/or Master Plan, the most recently completed similar studies are:

- Raymond School District, Lamprey River Elementary School Facility Assessment Study completed in 2021. The District took the recommendations and hired Barker/SMP to prepare Schematic Designs and submit a NH State Building Aid application in March, 2026. A bond vote is expected in March 2028.
- Monadnock Regional School District, Elementary Level District-Wide Facility and Space Needs Assessment Study Completed in 2019 with an update in 2020. The District moved forward with a \$41.5 million project, received State Building Aid and it is now under construction. This study is included in this proposal as an example of a multi-building / multi-option assessment study.

Rye School District Master Plan Technical Proposal

5/4/2026

Page 8

For references you can contact the following:

- Raymond School District;
Terry Leatherman, Superintendent of Schools
Email: t.leatherman@sau33.com
Phone: (603) 895-4299

Todd Ledoux, Facilities Director
Email: t.ledoux@sau33.com
Phone: (603) 895-4299

- Monadnock Regional School District;
Jeremy Rathbun, Superintendent of Schools
Email: jrathbun@mrsd.org
Phone: (603) 352-6955

Janel Morin, Business Administrator
Email: jmorin@mrsd.org
Phone: (603) 352-6955

TIMELINE AND EXPECTATIONS

The timeline for delivering the identified scope of work can change due to outside factors but certain milestones need to be met. Here is a summary of some of those milestones:

- | | |
|-------------------------|--------------------------------|
| • May 2026 | Selection of Architect |
| • Summer 2026 | Facility Conditions assessment |
| • Summer/Fall 2026 | Analysis and Programming |
| • Fall/Winter 2026/2027 | Conceptual Design |
| • January 2027 | Submit Final Report |
| • Spring 2027 | Presentation of Final Report |

CONCLUSION

Please feel free to contact Kyle Barker at (603)731-7796 with any questions or comments.
Thank you.

END TECHNICAL PROPOSAL