



Proposal to Provide Professional Services for a Master Plan  
**CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS SCHOOL DISTRICT**

19 August 2011

Submitted by:  
Perkins+Will and Architectural Vision Group, Ltd.



*"Education is not a preparation for life;  
education is life itself."*

*John Dewey*



31150 Center Ridge Rd.  
Cleveland, Ohio 44145  
440.808.8520

PERKINS+WILL

330 North Wabash  
Suite 3600  
Chicago, Illinois 60611  
312.755.0770

August 19, 2011

Mr. Steve Zannoni  
Project Management Consultants  
127 Public Square  
39th Floor  
Cleveland, Ohio 44114

**Re: Master Planning Services, Cleveland Height-University Heights City School District**

Dear Mr. Zannoni:

Perkins+Will and Architectural Vision Group, Ltd. (AVG) are pleased to submit our qualifications and express our sincere interest to Master Planning Services for Cleveland Height-University Heights City School District (CHUH). The proposed project is truly innovative and responsive to 21st Century educational needs and clearly demonstrates CHUH's strong commitment to its community and students. We welcome the opportunity to be considered for this exciting endeavor.

Understanding the context of this project within Cleveland Height-University Heights City School District and the need for: strong community engagement, thoughtful and responsive educational design, a state-of-the-art sustainable architectural and engineering response, we have carefully chosen our team of experts. The architectural team brings to Cleveland Height-University Heights City School District the unparalleled expertise of AVG, an Ohio-based firm whose specialty is the planning and design of educational facilities, combined with Perkins+Will, an internationally recognized architectural firm specializing in the design of PreK-12 facilities.. In addition to unmatched expertise in school design, Perkins+Will also bring to CHUH City School District the #1 ranked Green Design Firm as cited in the recently released survey from Building Design and Construction (2010) (and #2 in the Design Intelligence Sustainable Design Survey (2010).

Our response is organized according to the sections and questions posed in the RFP and provides insight into the Perkins+Will/AVG team, our experience, value-driven project approach, strength and commitment of team members and unmatched educational master planning. Within our submission there is ample evidence of our ability to provide the required services to Cleveland Heights-University Heights School District. Collectively, the Perkins+Will/AVG team offers you the highest quality planning and design services delivered by the most experienced and creative education team regionally and nationally.

### Our Commitment

The Perkins+Will/AVG team is committed to the success of all aspects of the to Cleveland Height-University Heights City School District central community campus project. We will:

- Immerse ourselves in the culture of to Cleveland Height-University Heights City School District
- Be bold, contemplative, big thinkers
- Ask the question “Why not?”
- Engage the Cleveland Height-University Heights community in a participatory community engagement and design process
- Bring the most cost-conscious and innovative solutions by means of the highest quality and thoughtful educational planning and design - uniquely suited to Cleveland Height
- Provide engaged and focused Principal-level project leadership with continuity of personnel
- Promote sustainable design strategies that will benefit both student performance and long-term life-cycle operating costs
- Provide effective management of schedule, budget and quality
- Provide experienced and responsive construction administration
- Work diligently with Cleveland Height-University Heights City School District to “set the standard” that others will follow

Thank you for your consideration of our qualifications. We are excited by the opportunity to provide our services to Cleveland Height-University Heights City School District. Should you have any questions regarding Perkins+Will or our submittal, Steve Turckes at 312.755.4570 or Syed S. Abbas at 440.808.8520.

Sincerely,  
PERKINS+WILL



Steven Turckes, AIA, REFP, LEED AP  
Principal

ARCHITECTURAL VISION GROUP LTD.



Syed S. Abbas  
President

# TABLE OF CONTENTS



A. GENERAL FIRM INFORMATION	Company Overview + Insurance Certificates	01
<hr/>		
B. PROJECT SPECIFIC INFORMATION	Facility Master Planning Experience	02
	Project Team	03
	Local Participation	04
	Sustainability	05
	Innovative Educational Planning	06
	Public Engagement	07
	Partnerships	08
	Cost + Constructability	09
	Owner's Schedule	10



**PERKINS + WILL** Since 1935, Perkins+Will has collaborated with globally recognized clients to set worldwide standards for design innovation and exceptional service. We are committed to trend-setting leadership in our aviation + transit, corporate + commercial + civic, healthcare, higher education, K-12 education, science + technology and sports + recreation practices.

Sustainable, high-performance and environmentally conscious design is a cornerstone of our practice that informs every project. It's how we practice and how we live. Our people – some 1,500 – are enthusiasts. We have more LEED Accredited Professionals than any design firm as ranked by Building Design+Construction magazine.

An international firm practicing regionally, Perkins+Will is always close to our clients. We hold a common philosophy and standard of excellence; our firm shares expertise across twenty-three offices globally. This inclusive strategy focuses us on our clients, our communities, and our vision, which is as compelling today as it was at the firm's inception: *to craft ideas + buildings that honor the broader goals of society.*

AREAS OF PRACTICE	DISCIPLINES
Aviation + Transit	Architecture
Corporate + Commercial + Civic	Interiors
Healthcare	Branded Environments
Higher Education	Planning + Strategies
K-12 Education	Preservation + Reuse
Science + Technology	Urban Design
Sports + Recreation	

As a binding thread from generation to generation, educational architecture influences and connects our experiences of exploration, discovery, and learning to a common place and a shared adventure.

More than 70 years ago, Perkins+Will gained national recognition for sensitive educational design. Since then, we have planned and designed thousands of education projects world wide.

Perkins+Will offers an unparalleled education portfolio with projects ranging from small additions to master plans for entire learning communities, from rural settings to the densest urban sites - projects of every size and scope, with each design solution appropriate to the unique circumstances of the client and their educational needs.

With offices across North America and abroad, Perkins+Will brings a unique global perspective; each and every project benefits from our breadth of experience while also adding to it. We connect the knowledge and experience of educators with the energy and enthusiasm of children, families and communities to inspire learning and support educational missions.

**SERVICES**

At Perkins+Will we believe the role of the educational architect and planner is act as a collaborator in transforming educational goals into tangible learning environments. Our team includes many of the most experienced and creative education architects and planners in the world. They are committed to seeking answers to questions, providing guidance and solutions, and ultimately translating a client's hopes, dreams, and visions into a physical reality.

Our K-12 Education group leads the way in innovative planning and design. We share a collective knowledge that has been handed down through four generations of Perkins+Will architects and we build on this knowledge every day through inquiry, writing, exploration, and collaboration with our peers and educational partners.





## PROCESS

The long-term success of schools and districts come with honoring the past, addressing the present and considering the future. We translate a community's vision into a flexible, sustainable facilities plan for years to come. Our planning process is rooted in educational visioning and community collaboration. Through our process we assess the needs and goals of the learning community, find economical and creative solutions based on those needs, and seek to build trust and enthusiasm at every step.

From day one, our team works closely with the client to tailor a project process that best supports their educational goals. We have experience working with clients during all phases of a school construction project, including facilitating pre-referendum community meetings, developing facility planning options, creating a building program and designing building additions, renovations and new school facilities.

Our dedication to communicating and listening to the client, combined with our trademark process, results in custom educational environments designed to facilitate learning, create community, and support the beliefs and ideals that define excellence in education.

## EXPERIENCE

Designing schools since 1935

Over 2,500 K-12 projects

Experts in school programming, planning and design

Unique combination of local perspectives and resources of a diverse, global firm.

Projects rooted in educational inquiry and community collaboration.

## PLANNING AND RESEARCH

Focus on innovations within the educational environment

Dedicated planning group and research staff

Agile facilities providing innovative educational environments today and in the future

## COMMITMENT TO EXCELLENCE

Quality assurance program

Each project designed for the client - no stock plans

## OFFICE LOCATION

330 North Wabash Avenue

Suite 3600

Chicago, IL 60613

**ENTITY NAME:** Perkins+Will, Inc., 3/20/2006

**STATE INCORPORATED IN:** Delaware

**DATE INCORPORATED:** 3/26/1970

PERKINS  
+ WILL



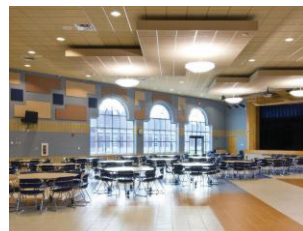
# overview

## About us...

Architectural Vision Group, Ltd. (AVG) is a full service, medium sized, architectural firm whose specialty is the planning and design of educational facilities. The firm was founded in 1998 as a Limited Liability Company. We have extensive experience in K-12 educational architecture design, as well as in facility assessments and master planning. The firm is conveniently located in Cleveland Metropolitan area and has a notable portfolio of school projects throughout both Ohio and West Virginia.



Pymatuning Valley Schools –  
New Middle School



Jackson Milton Local Schools –  
New K-6 Facility



Fairview Park City Schools –  
New Gilles – Sweet Elementary

## What we do...

We offer a broad spectrum of services to our clients. Services include, but are not limited to assessments, master planning, programming, development of design criteria, design (all phases), interior design, and construction administration. We take our projects and workload seriously, and strive for excellence in each endeavor. The firm has been recognized for outstanding design in American School and University Annual Architectural Portfolio three times in the last four years. We have also established an impressive record in educational facilities assessments throughout Ohio and West Virginia with nearly 300 building assessments being conducted in the last ten years. Additionally, AVG is one of the few architecture firms that have been retained continually by the Ohio School Facilities Commission to provide assessment and master planning services since 1998.

## Statement of Capability

Architectural Vision Group, Ltd. has the experience, expertise, resources, and most importantly, competent staff to consistently complete larger scale projects without sacrificing the quality of our services. Careful consideration is paid to all of the details and requirements of the project. We are careful listeners and pay close attention to the unique, individual needs each client brings to the project.

## company overview

### headquarters

31150 center ridge rd.  
cleveland, ohio 44145  
phone: 440.808.8520  
fax: 440.808.8301

### branch offices

6250 grand central avenue  
vienna, west virginia 26105  
phone: 304.865.1435  
fax: 304.865.1436

### partners of the firm

syed s. abbas, aia  
president

andrejs smiltars, aia, ncarb  
vice president

### visit our website at

[www.avgl.com](http://www.avgl.com)

### email us at

[architects@avgl.com](mailto:architects@avgl.com)

### staff size

- 22 professionals

### years of existence

-13 years



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/30/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).


PRODUCER LOCKTON COMPANIES, LLC-1 KANSAS CITY 444 W. 47TH STREET, SUITE 900 KANSAS CITY MO 64112-1906 (816) 960-9000	CONTACT NAME:	
	PHONE (A/C, No., Ext):	FAX (A/C, No):
	E-MAIL ADDRESS:	
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED 1075418 PERKINS+WILL, INC. ATTN: MEGHAN STUART 185 BERRY ST., LOBBY 1, STE. 5100 SAN FRANCISCO CA 94107	INSURER A: Zurich American Insurance Company	16535
	INSURER B: St. Paul Fire and Casualty Insurance Co	40967
	INSURER C: American Zurich Insurance Company	40142
	INSURER D: Lloyds & London Co (Paragon-London)	
	INSURER E:	
	INSURER F:	

**COVERAGES** PERWI01 P5 **CERTIFICATE NUMBER:** 10921285 **REVISION NUMBER:** XXXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	N	N	GLO9670765	7/1/2011	7/1/2012	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS SCHEDULED AUTOS NON-OWNED AUTOS	N	N	BAP9670773	7/1/2011	7/1/2012	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX
B	<input checked="" type="checkbox"/> UMBRELLA LIAB EXCESS LIAB DED RETENTION \$	N	N	QK08001265	7/1/2011	7/1/2012	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$ XXXXXXXX
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	N	WC9670774	7/1/2011	7/1/2012	WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	PROFESSIONAL LIABILITY	N	N	LDUSA1101441	7/1/2011	7/1/2012	\$2,000,000 PER CLAIM/\$2,000,000 AGGREGATE

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required) FOR INFORMATIONAL PURPOSES ONLY

<b>CERTIFICATE HOLDER</b>  10921285 SAMPLE	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE  





## CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/16/2011

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

**IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).**

<b>PRODUCER</b> STA, a Division of Oswald Companies 3401 Enterprise Parkway, Suite 101 Beachwood OH 44122	<b>CONTACT NAME:</b> Patricia Cholewa <b>PHONE (A/C, No. Ext):</b> 216-839-2807 <b>FAX (A/C, No):</b> 216-839-2815 <b>E-MAIL ADDRESS:</b> pcholewa@stassociates.net														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">INSURER(S) AFFORDING COVERAGE</td> <td style="width: 30%;">NAIC #</td> </tr> <tr> <td>INSURER A: Travelers C &amp; S Co. of America</td> <td>31194</td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Travelers C & S Co. of America	31194	INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A: Travelers C & S Co. of America	31194														
INSURER B:															
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															
<b>INSURED</b> ARCH-25 Architectural Vision Group Ltd 31150 Center Ridge Road Cleveland OH 44145															

**COVERAGES**      **CERTIFICATE NUMBER:** 28949760      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR VWD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	<b>GENERAL LIABILITY</b> <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				<input type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liability Claims Made RetroDate: Full Prior Acts	N	Y	105321271	7/29/2011	7/29/2012	Each Claim \$1,000,000 Aggregate \$2,000,000

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES** (Attach ACORD 101, Additional Remarks Schedule, if more space is required)  
 Waiver of Subrogation as designated above is provided when required of the Named Insured by written contract or agreement.

<b>CERTIFICATE HOLDER</b>  Specimen For Purposes of Evidencing Coverage Only OH 44145	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 
---	--



M 8949

DECLARATIONS (CONTINUED)

Office Policy for ARCHITECTURAL VISION GROUP LTD  
 Policy Number 95-GV-4825-2

12  
11  
10  
9

**SECTION I - EXTENSIONS OF COVERAGE - LIMIT OF INSURANCE - EACH DESCRIBED PREMISES**

The coverages and corresponding limits shown below apply separately to each described premises shown in these Declarations, unless indicated by "See Schedule." If a coverage does not have a corresponding limit shown below, but has "Included" indicated, please refer to that policy provision for an explanation of that coverage.

COVERAGE	LIMIT OF INSURANCE
Accounts Receivable	
On Premises	\$50,000
Off Premises	\$15,000
Arson Reward	\$5,000
Back-Up Of Sewer Or Drain	\$15,000
Collapse	Included
Damage To Non-Owned Buildings From Theft, Burglary Or Robbery	Coverage B Limit
Debris Removal	25% of covered loss
Equipment Breakdown	Included
Fire Department Service Charge	\$5,000
Fire Extinguisher Systems Recharge Expense	\$5,000
Forgery Or Alteration	\$10,000
Glass Expenses	Included
Increased Cost Of Construction And Demolition Costs (applies only when buildings are insured on a replacement cost basis)	10%
Money And Securities (Off Premises)	\$5,000
Money And Securities (On Premises)	\$10,000
Money Orders And Counterfeit Money	\$1,000
Newly Acquired Business Personal Property (applies only if this policy provides Coverage B - Business Personal Property)	\$100,000
Newly Acquired Or Constructed Buildings (applies only if this policy provides Coverage A - Buildings)	\$250,000

95-GV-4825-2 01-27-2011 11:01 AM

Prepared  
 FEB 01 2011  
 CMP-4000

© Copyright, State Farm Mutual Automobile Insurance Company, 2008  
 Includes copyrighted material of Insurance Services Office, Inc., with its permission.

Continued on Reverse Side of Page

Page 3 of 7

008951 291  
 E



District Master Plan  
Jurupa Unified School District  
Riverside, California



Completion Date: 1999  
District K-12 Enrollment: 20,314  
Number of Campuses: 25

Contact:  
Bill Elzig, Owner's Representative  
Jurupa Unified School District  
(951) 360-2704

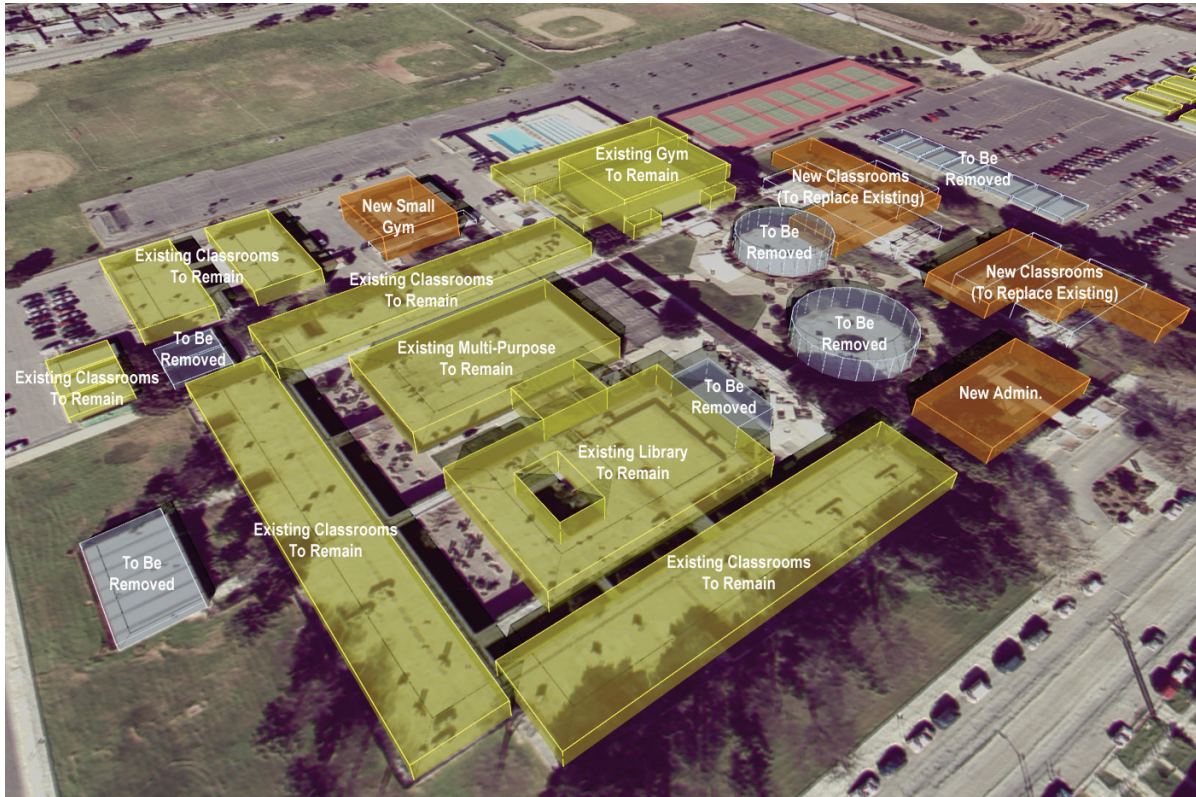
Perkins+Will completed a comprehensive master plan for the Jurupa Unified School District in 1999. The purpose of the master plan was to assess the existing 25 facilities within the district, to prioritize District needs, identify improvements needed for the future and to develop a document that clearly summarized and communicated the findings to the Board, the District administrators and members of the community. The process was a success.

The excellent working relationship we formed with the district, as well as the knowledge of the existing facilities, led to the award to design three new facilities for the district including a new 2,781 student high school, a new 1,500 student middle school as well as a new elementary school. The high school project is almost complete and both the middle school project and the elementary school project are nearing the construction document phase.

In addition to these new construction projects, Perkins+Will is currently working on the modernization of five campuses throughout the district. These five schools include one middle school and four elementary campuses.



East Side Master Plan  
East Side Union High School District  
San Jose, California



Total Project Budget: \$342 Million  
Completion Date 2004  
Number of Campuses: 14

**Master Plan Executive Summary**

School	Amount
Andrew Hill H.S.	\$24,088,000
Foothill H.S.	\$9,567,150
Independence H.S.	\$67,840,000
James Lick H.S.	\$24,063,000
Mt. Pleasant H.S.	\$25,626,150
Oak Grove H.S.	\$28,515,000
Piedmont Hills H.S.	\$27,862,000
Santa Teresa H.S.	\$35,867,000
Silver Creek H.S.	\$21,430,000
W.C. Overfelt H.S.	\$36,343,000
Yerba Buena H.S.	\$21,425,000
Adult Ed./ IAC	\$5,334,000
Adult Ed./ OAC	\$7,875,000
Alternate Education	\$6,400,000
<i>Total:</i>	<i>\$342,235,300</i>

Perkins+Will was the District Architect for the preliminary designs for a \$330+ million bond project on the 14 high school campuses of the East Side Union High School District, located in the city of San Jose, California. In addition, Perkins+Will was the campus architect for three of these projects, which included site assessment, modernization, reconstruction, reorganization and new construction campus expansion projects.

The overall scope of the project was determined by comprehensive preliminary campus plans and cost analysis. Our team utilized a participatory process that involved interaction with the district, individual campus faculty and staff, parents and students. We worked closely with these individuals to redefine the educational goals and develop curriculum models for innovative facility designs for all of the campuses in the East Side Union High School District. These models were driven by the goal for an integrated curriculum to ensure an interactive project-based learning environment in which students can learn and grow.

Through Perkins+Will's efforts, the district will realize a greater equity between its campuses and will ensure that its educational facilities are safe and technically prepared to successfully teach students for the next 50 years.

**Contact**

Alan Garofalo, Director of Facilities  
East Side Union High School District  
(408) 347-5100



New Trier Township High School  
New Trier Township High School District 203  
Northfield, Illinois



*Master Plan completed August 2008*

*Design completed September 2009*

*Contact:*

*Dr. Linda Yonke, Superintendent  
New Trier Township High School  
District 203  
7 Happ Road  
Northfield, IL 60093  
847.784.6109*

New Trier Township High School District 203 has set the standard for academic excellence, a commitment to service, and a richness of student experience for more than 100 years. While ranked as a top-performing high school academically, the school facilities have imposed limitations on existing programs and future academic enhancements.

To help address these facility issues, Perkins+Will was selected to provide district-wide master planning, facility programming, and architectural design services. A two-year participatory process involved numerous District constituents working collaboratively to study long-term facility solutions that support and enhance the level of excellence the community expects from New Trier.

In the first year, Perkins+Will established through participatory workshops, evaluations, and the consideration of numerous alternatives, that the Winnetka Campus required a combination of minor renovations along with the tear down and replacement of five antiquated buildings. The oldest of such buildings dating back to 1912. This recommendation was approved by Fall 2008.

In the second year, Perkins+Will was commissioned to establish facility design guidelines that would provide the basis for temporary and long range construction, a site guide, a plan to support the District's "Long Range Plan," and, eventually, a schematic design plan. In November of 2009, the Board of Education approved the schematic design, and voted unanimously in favor of placing a \$174 million bond referendum on the February 2010 ballot that would pay for the proposed expansion and renovation of the Winnetka Campus.

# PERKINS + WILL

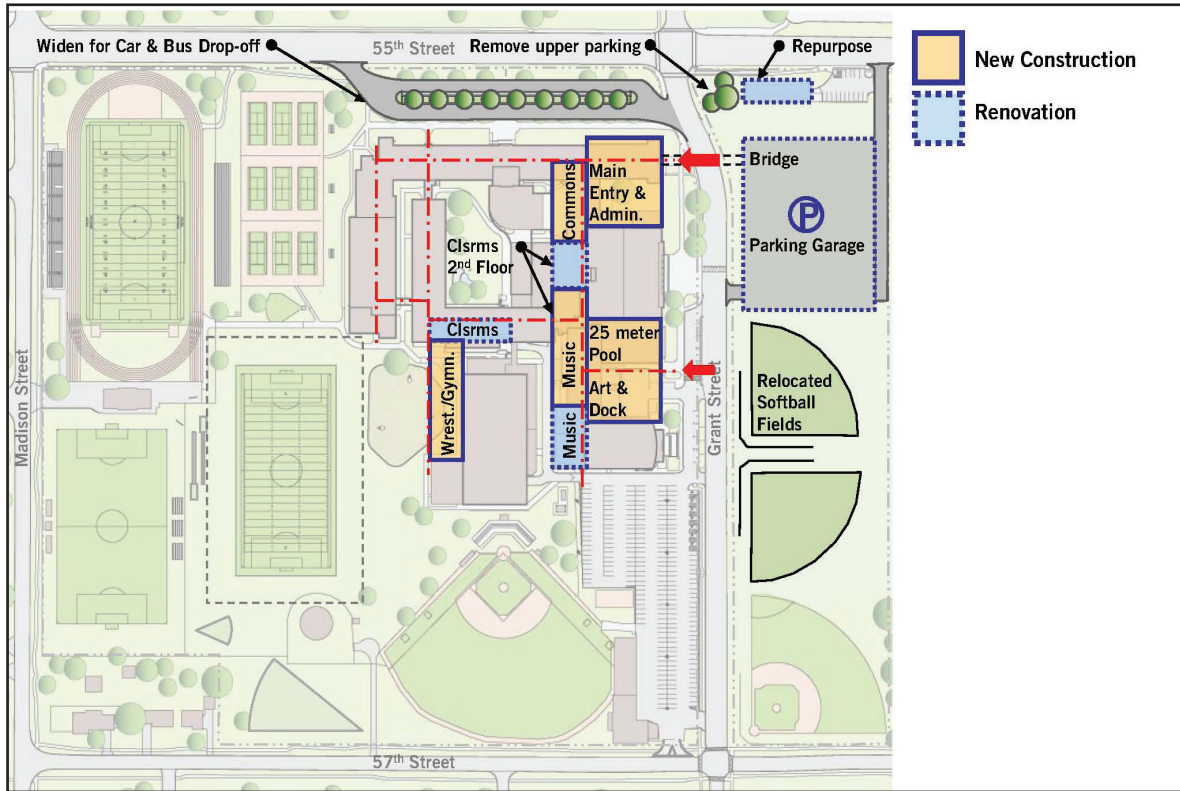
## New Trier Township High School New Trier Township High School District 203 Northfield, Illinois



The approved project includes the demolition of 287,987 sf of existing buildings, an addition of 507,065 sf of new construction, and the renovation of 72,000 sf of existing space. The end result will provide new or renovated space for 59.3% of the existing campus. The new construction will provide:

- All new spaces for: music, practical arts, art, drama, business, dining, student activities, audio visual production, and library services.
- 41 larger, more flexible classrooms for math, social studies, English, and foreign languages
- A 61,000 sf athletic field house that will feature a 200 meter track, a new gymnasium, and new fitness and locker rooms.
- Allowance for 18 larger and more flexible classrooms, 3 new science labs, and new faculty and conference areas.
- A 141-space underground parking facility to preserve valuable green space while expanding parking on site by 12%.

The project has been designed with sustainable goals in mind, increasing energy efficiency while simultaneously providing quality learning environments with ample natural light, indoor air-quality and superior acoustics. It is currently tracking on course to become a LEED certified school.



Master Plan Completed: On-going  
Design Completed: September 2009

Contact:  
Dr. Nicholas Wahl, Superintendent  
Hinsdale Township High School  
District 86  
55th and Grant Streets  
Hinsdale, IL 60521  
630.655.6100

Hinsdale Township High School District 86 hired Perkins+Will to become their Districts Architect in November 2008. The selection of Perkins+Will was based on our unique combination of expertise in educational programming, planning, design and technical proficiency, and followed an intensive selection process.

The initial assignment was recently completed which included an assortment of projects including masonry/coping improvements, concession building re-roofing, dance studio remodeling, and selective life safety up-grades (ventilation). The project was bid in May and was delivered recently on schedule.

Additional scope has been added to Perkins+Will for designing 4 artificial athletic fields. Two fields at each of the Districts two schools. Bids were recently received with favorable results allowing construction to begin later this month.



Lisle Senior High School. Existing high school is transformed, superbly meeting its educational goals while providing an efficient, well-planned, state-of-the-art educational environment.

*Completion Date: 2002*  
*Size: 55,000 addition; 24,000 renovation*  
*Sq. Ft.: 143,883*

*Contact*  
*Dr. Peter Lueck, Superintendent (recently retired)*  
*Lisle Community Unit School District 202*  
*5211 Center Avenue*  
*Lisle, IL 60532-2399*  
*630.493.8000*

*George Attaway, Assist. Superintendent for Business Affairs (recently retired)*  
*Lisle Community Unit School District 202*  
*5211 Center Avenue*  
*Lisle, IL 60532-2399*  
*630.493.8000*

Lisle Senior High School has served its community since the 1970's. In recent years a growing student population, advanced technologies, and changing curriculums brought about a pressing need for improvements to the building in order to allow the school to continue to uphold its high educational standards.

The new additions provide classrooms, physical education and athletic facilities, and a performing arts center. The additions were sited in such a way as to not only augment the existing plan with more space, but to enhance it as well. A much more efficient and comprehensible circulation pattern was established, and serious plan deficiencies like dead-end corridors were eliminated.

Renovated portions of the existing facility include a new cafeteria, science classrooms, administrative offices, art classrooms, and the library. The original building had very few windows and failed to provide adequate daylighting. The addition and renovation opened up the building and through strategic placement of energy efficient fenestration and shading devices brought sunlight deep into the previously dark interiors, enhancing learning and reducing operating costs.

As a result of the project, the existing high school facility was more than updated; it was transformed. The function of the building, as well as the building image, were completely revitalized by this project. The retooled facility superbly meets its educational goals, providing an efficient, well-planned, state-of-the-art educational environment.





**Harold G. Fearn Elementary School, West Aurora School District 129 Aurora, Illinois.** Innovative elementary school design includes classroom clusters, multi-purpose hall, resource areas, teaching lab, and mobile media center.

Harold G. Fearn Elementary School serves a new residential neighborhood in Chicago's west suburbs. The 600 student school comprises 58,000 square feet of teaching and support space. The school takes the form of a gently curving spine, the arc of which extends into the landscape to form a campus with the adjacent middle school.

Each classroom also has an entry porch and patio to provide independent external access, thus freeing the interior street to be an open, interactive learning environment.



**Oak Terrace Elementary School, North Shore District 112, Highwood, Illinois.** New building design divides the school into grade level houses, reducing the scale of the school to a size comfortable for small children.

Oak Terrace Elementary School represents the final phase of a larger group of projects for North Shore School District 112. This 85,000 square foot elementary school is a replacement facility for an existing school that was located on the same 3.5 acre site. The new 600-student facility was carefully integrated into the former elementary school site, preserving a stand of mature oak trees.

The new building design divides the school into grade level houses. This division reduces the scale of the school to a size appropriate to small children.



**Springdale Park Elementary School, Atlanta Public Schools, Atlanta, Georgia.** Perkins+Will designed a new 450-student elementary school for Atlanta Public Schools. Located on a site with two sizable houses in an Historic Landmark District in intown Atlanta, the new school building contains the core classrooms, some administrative space and the cafeteria. Other administrative offices, the media center, art room, and music rooms are located in the renovated residences.

Complementing one of the existing structures, we have designed a carriage house pavillion for the kindergarten classes. Constructed of brick with a green tile roof which matches the adjacent historic house, this pavillion is the most visible part of the new school. Behind it, the pavillion connects to a simple glass classroom building which houses the bulk of the program. This classroom building steps back from the kindergarten pavillion with a two story bar and then a three story bar as one moves to the back of the site. The two story element has a garden roof.

This school will be the first LEED certified project for the Atlanta Public Schools system.



**Central Middle School, Bartholomew Consolidated School Corporation, Columbus, Indiana** The new Central Middle School is a replacement facility for a 100-year old school located on the same site in Columbus' architecturally significant downtown district. Designed to serve 900 students in grades 7 through 8, the school demonstrates the district's commitment to a middle school educational model.

The building is planned for flexibility and agility to easily accommodate future change. Zoned into two components, the school maintains an academic zone and a public zone. In the public zone, the Commons is both the cafeteria and the multi-functional cultural hub of the school.

In the academic zone, the spaces are grouped together to support the middle school team methodology, and are also flexible to allow for future change.



**Middle School No. 7, Richland School District Two, Columbia, South Carolina** The 176,560 square foot facility is designed to support a teaming/teaching concept with Small Learning Communities (SLC). Each SLC has its own administration space and a pair of larger, flexible classrooms. One of these two classrooms opens up through movable glass partitions to a collaboration studio. All of the classrooms in each SLC open up to this space, which can be used for project-based learning, presentations, etc.

The eastern section of the new middle school contains academic spaces, while the western section contains shared spaces (music art, PE, etc.) The organization of the building allows for a secured interior courtyard, accessible from many areas of the school.

The building is sited so the classrooms are oriented north/south to maximize daylighting. These and other sustainable design features will contribute to achieving the goal of LEED Silver Certification.



**Creekview Ranch Middle School, Dry Creek Joint Elementary School District, Roseville, California** The Creekview Ranch Middle School project, LEED Gold, is located on 20 acres in the center of a rural community. The school accommodates approximately 1,000 students in 87,000 square feet of new construction.

The campus integrates grade-level clustering to provide small learning communities that enhance both the teacher and student educational experience. The school includes a unique space identified as the "challenge unit" lab. This flexible lab environment supports home economics, art, industrial technology and general instruction. It is also space that supports the district's dedication to long-term, project-based learning.

The school will be the center of the community, addressing the community's regional identity by valuing its rich agricultural heritage and preparing students for the 21st century and beyond.



**Blue Valley Center for Advanced Professional Studies (CAPS), Blue Valley Unified School District 229, Overland Park, Kansas** CAPS is a unique 68,200 square foot learning facility that will serve approximately 200 high school juniors and seniors from five area schools.

CAPS is a new type of learning facility where educators focus on engaging students as active participants in their own education through simulating a 'real world' environment that is both compelling and relevant to the students' future success. Innovative components of the facility include large flexible spaces for 'doing', transparent project areas for intra- and inter- strand collaboration, and small group areas for real world meetings and presentations or individual work. CAPS was designed with an anticipated LEED Gold certification.



**GlenOak High School, Plain Local School District, Canton, Ohio** GlenOak High School integrates/replaces an existing high school and a career center for 2,200 students. The driving concept behind the new 370,000 square foot facility was to create a truly integrated academic and technical curriculum through the relationships of spaces within the school facility, as well as the school's interaction with the community. At the core of this philosophy is a library jointly operated with Stark County District Libraries which offers expanded learning resources to both students and community members.



The design takes advantage of the site's natural topography including using a low area to create a pond that is used as an outdoor learning laboratory. The site also features a number of playing fields and a 2,000 seat stadium. As part of the district's goal for an interactive relationship with the community, a public walk/biking path winds through the site and space has also been set aside for potential community partnered out buildings such as a senior citizens' center.



**Lake Forest High School, Lake Forest Community High School District 115, Lake Forest, Illinois** Perkins+Will was chosen to renovate and expand Lake Forest High School's Academic East Campus and to improve portions of the West Campus facility and fields.

Since the last Lake Forest High School building referendum, 16 years ago, educational methods to prepare students for college and beyond have changed significantly. Additionally, enrollment has increased by over 60%. Lake Forest High School's need to remain current in order to prepare their students for life and work in an increasingly technological and competitive global economy led to the development of this plan.



Facility Improvements to the East Campus include classroom additions and renovations, science lab additions, and relocation and expansion of the library and student resource centers. The West Campus improvements were designed to accommodate more athletic and administrative functions in order to make room for an improved academic program at the East Campus.



## Olmsted Falls City School District Master Plan Completed 2008

AVG has been working with the Olmsted Falls City School District since 1998 on their on-going district improvement projects. In 2006, AVG prepared a long term, phased master plan for the School District, which included a New Intermediate School funded by local initiatives as part of Phase I. In the year 2007, AVG assisted the Olmsted Falls City Schools in a successful bond issue campaign of \$17 million dollars to complete Phase I. Subsequent to this bond issue passage, the Olmsted Falls City Schools became eligible for OSFC funding under a new program, the Exceptional Needs Program for Overcrowding. Olmsted Falls City Schools is one of the few school districts in Ohio experiencing a rapid enrollment growth which has resulted in the utilization of several mobile classrooms at each of the school district's current four school buildings.

AVG prepared an application for overcrowding study and supporting documentation on behalf of the school district which was submitted to the OSFC in the fall of 2007. Olmsted Falls City Schools received notification from the OSFC in early 2008 that they were the first school district approved under this new program and that an OSFC master plan would need to be finalized in order to complete the approval process.

AVG worked with the OSFC to establish a district-wide master plan which was tailored to the school district's unique needs and requirements, as well as the OSFC policies and guidelines. Additionally, LEED considerations were planned and cost impact (where applicable) were included into the Master Plan for each facility. Ultimately, the Olmsted Falls City Schools received enough funding from the OSFC to add the Middle School renovations & additions project into Phase I of the project, without having to provide any additional local dollars! Currently, AVG is working with the OSFC and Olmsted Falls City School District in finalizing Phase II of the Master Plan for remaining school building projects.

Projects in this Master Plan that have been constructed to date include:

- **New Olmsted Falls Intermediate School:** New \$17 million dollar facility designed for 657 students in grades 4 & 5. This 81,000 square foot facility was planned and designed for LEED Silver Certification and was completed in August 2009.
- **Olmsted Falls Middle School Renovations & Additions:** The scope of work for this \$8 million dollar Middle School Building included a classroom addition which totaled approximately 32,000 s.f. Renovations included (but not limited to) new air conditioning system, updated technology, ceiling tile replacement, and misc. building finishes repairs. The project was planned and designed for LEED Silver Certification and was completed in August 2010.



**reference contact:**  
dr. todd hoadley,  
superintendent

**phone number:**  
440.427.6000



Elyria City School District Phased Master Plan  
Phase I Completed 2007 (Phase II planning underway)

Architectural Vision Group was retained in the late fall of 2000 to provide a district-wide assessment and master plan of the school district's twenty school buildings. Shortly thereafter, the school district began participation in the OSFC's "Expedited Local Partnership Program" in order to provide funding for the desperately needed new high school project. AVG was requested by the Commission to rework our existing report into their computer data base and work with the Commission in developing a comprehensive master plan that was focused on the new high school project as the priority project, commonly referred to as a "discreet portion" project. After two attempts however, the school district was unable to pass a bond issue for the new high school while participating in this program.

Over the next few years, the old Elyria High School continued to deteriorate at an accelerated rate, to such a degree that areas of the building were blocked or fenced off due to structural instability and falling block & brick. In 2007, a change in the State of Ohio's eligibility requirements to the Exceptional Needs program enabled the Elyria City Schools to participate in this program. AVG completed a thorough, detailed application and supporting paperwork on behalf of the school district. Ultimately, Elyria High School was ranked as #1 in the State in need of replacement due to poor condition.

AVG, the OSFC, and the school district conducted numerous meetings to develop a detailed plan for the New Elyria High School. Not only did this project have to meet OSFC guidelines, but several challenges had to be overcome before a final plan was agreed upon. The original portion of the high school built in 1894 is on the National Historic Register and a detailed scope of work for renovation had to be developed, while not exceeding the cost to rebuild. The existing site is only 5 acres and could not support the square footage necessary to support the projected enrollment of nearly 2,000 students. A plan had to be developed and incorporated into the master plan to purchase an entire city block adjacent to the existing site to give sufficient acreage to support the school facility. There were components that the community expressed desire for in previous bond issues, such as an auditorium, oversized gymnasium, central kitchen, etc. that needed to be incorporated into the plan, and identified as LFI (locally funded initiatives).

Together with the school district and the OSFC, this monumental project was finalized and approved by the OSFC, and after community engagement and their input, the plan was approved by the community by a successful bond issue campaign a few months later.

Projects from this Master Plan that have been constructed to date include:

- **New Elyria High School:** This project includes extensive renovations to the 40,000 s.f. Historic 1894 Washington Building, demolition of all remaining portions of the high school, and new construction of over 280,000 square feet. The academic wing portion of this \$73 million dollar project was completed in Summer of 2010, and the remaining athletic wing and kitchen/cafeteria portion is to be completed in early Fall of 2011.



**reference contact:**  
mr. paul rigda,  
superintendent

**phone number:**  
440.284.8208

Fairview Park City Schools Master Plan  
Completed 2004

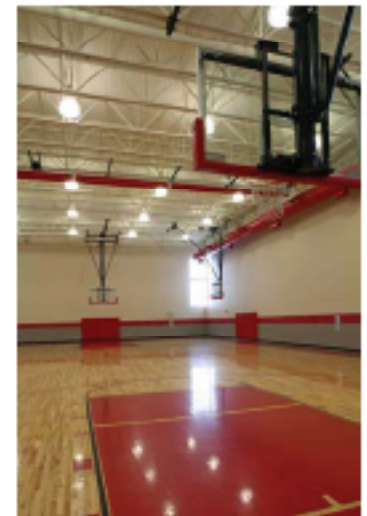
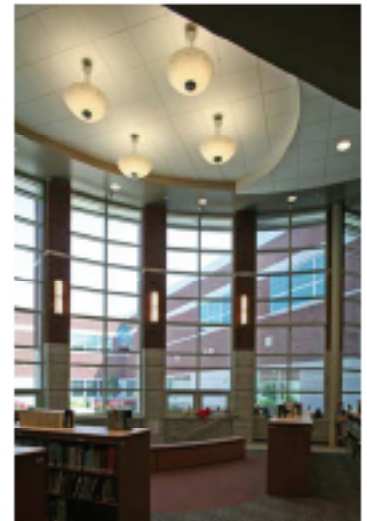
In 2004, AVG was contracted by the Fairview Park City Schools to assist in the development of their District-Wide Master Plan as part of an innovative partnership with the City of Fairview Park called "The Gemini Project". The Gemini Project was a collaboration between the City of Fairview Park and the Fairview Park City School District and involved the restructuring of the current school district's facilities, as well as building a new community recreation center located on the Fairview Park High School Site.

The scope of work included an assessment validation of a previous assessment of the middle/high school complex performed by another firm. The AVG assessment team of architects and engineers performed a field investigation to determine the inadequacies and deficiencies of the facility, with an associated cost to correct them. The renovation costs for the middle/high school facility were to be incorporated into the final master plan.

In addition to the middle/high school complex, AVG was to develop a master plan that addressed the entire K-12 student enrollment needs, while remaining at the financial cap of \$28.5 million dollars that was the bonding capacity of the school district. Not only did AVG have the challenge of developing a functional and feasible district-wide master plan with a very limited budget, but the time frame for the preparation of master planning documents had a very aggressive time schedule as well. AVG was awarded the project in October of 2004 with a completion date and presentation required in November of 2004.

AVG developed the district-wide plan which consisted of two main components: the consolidation of all three existing elementary schools into one new PK-8 facility, and renovations and additions to the existing middle/high school complex. Site analysis was conducted in conjunction with the school district and community to determine the best existing site to place the new elementary school. Components such as central location, site size and layout, existing site utilities, etc. were taken into consideration. A comprehensive renovation plan was developed for the middle/high school complex and included a breakdown of associated costs. Several meetings took place with the school district to determine a priority list of selective renovations, with consideration given to which proposed renovations could the school district afford and would be most likely approved by the voters on the upcoming bond issue. The entire master plan has been completed at a cost of approx. \$28 million dollars and included the following projects:

- New Gilles Sweet Elementary: A 101,959 s.f. new elementary school for grades K-5.
- Renovations & Additions to Fairview Park MS/HS Complex: Major renovations including but not limited to HVAC & Electrical system replacement, window replacement, exterior door and roofing replacement, as well as asbestos abatement.
- Renovations to Parkview Elementary School: Minor renovations and conversion / adaptive re-use of the facility into the Board of Education offices and Head Start facility.



**reference contact:**  
dr. nylajeau mcDaniel, former  
superintendent

**phone number:**  
216.371.7171

## North Olmsted City Schools Master Plan Completed 2004



In 2004, AVG was contracted by the North Olmsted City Schools to prepare a District-Wide Capital Improvements Study and Master Plan. The scope of work for the project included the development of a master plan and associated costs which not only met the school district needs, but would receive a positive community response as well. A summary of the study findings included:

**1) Pine Elementary School:** It was the school district's desire to study the possibility of converting the existing Pine Elementary into a middle school. As Pine Elementary School was originally constructed as a middle school, this school choice for conversion made sense. Based on AVG renovation study for the aging middle school, it was recommended that renovations dollars be allocated to a newer facility to house the middle school population, rather than in a building that would cost nearly as much to rebuild. Renovation work recommended for Pine Elementary School included the relocation of parking lots, sidewalks, and bus drives, and a substantial addition to accommodate the projected enrollment of the middle school population.

**2) North Olmsted Middle School:** Various selective renovations, demolition and site work was recommended for this facility which was composed of several different additions over an 80 year period. The original building which housed an auditorium and portions of the 1944 facility were proposed to remain and be utilized for cultural activities and a community center. Demolition of the remaining portions was recommended. Site work and landscaping to support the new function as a community center was recommended.

**3) North Olmsted High School:** A study of the existing high school facility was conducted, with two major building deficiencies noted as priorities, the Science Department and Music/Band Department. A plan was developed to perform various renovations to the extremely dated 13 science labs, a large expansion of 7,550 s.f. to the music and band department, and site work including improved traffic circulation and new parking.

**4) New Field House & Soccer Field:** The project scope also included a study for a new field house and new soccer field. The proposed facility was to be located on the existing middle school site which would have ample room once the demolition of portions of the facility took place (see item 2 above). In addition to the new field house and soccer field, the relocation of an existing baseball field to another area on site would be required.

In addition to the Capital Improvements Study Report, AVG prepared preliminary floor plans and site plans for each of the above facilities for the school district to utilize for community meetings, board meetings, etc.



**reference contact:**  
mr. robert matson,  
treasurer, cfo

**phone number:**  
440.779.3551



In 2007, the Ohio School Facilities Commission conducted an assessment of the Woodridge Local Schools, outlining the building inadequacies and recommendations for improvements to the school district's four facilities. Subsequently, the Woodridge Board of Education retained Architectural Vision Group to "validate" that assessment, and to provide building options to the Board of Education as well.

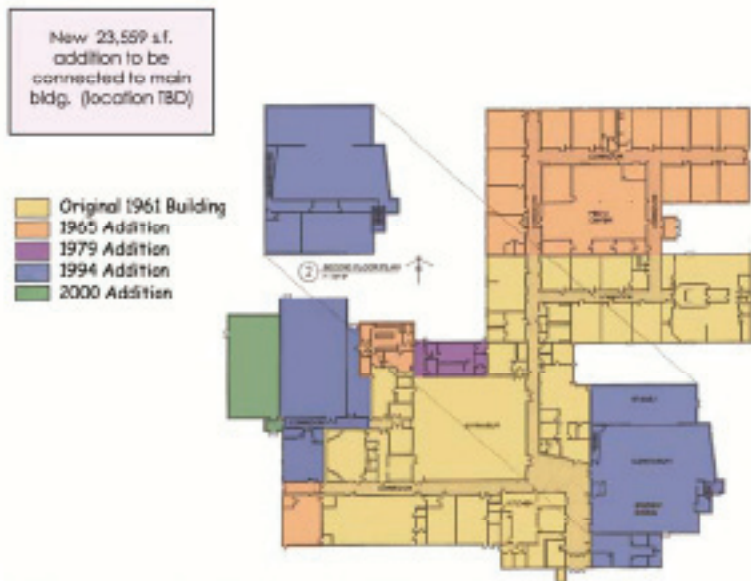
Upon the completion of this study, AVG prepared two main reports to the Woodridge School District. The first report outlined the facilities assessment validation and offered three master plan options based upon OSFC requirements. The second report provided a more detailed report of each facility and prioritized the renovation scope of work by Urgency Rankings. Urgency 1 Level outlined work recommended to be done within the next year; Urgency 2 Level outlined work recommended to be completed within the next 2 – 5 years; and Urgency Rank Level 3 outlined work recommended to be done within the next 5-10 years.

AVG provided more in-depth individual building planning options for Woodridge Primary School, Woodridge Intermediate School, Woodridge Middle School, and Woodridge High School, with associated preliminary project costs.

The report included specific information regarding the building capacities of each building, analyzing the existing educational programs and how the assigned associated spaces served the program needs. Issues with circulation patterns were identified, as well as site analysis.



Woodridge High School  
Building Option 1



\*\*Note: Additional costs may include wetlands investigation, Phase I & II Environmental Investigation, soil testing/remediation, etc.

**reference contact:**

ms. deanna levenger,  
treasurer

**phone number:**  
330.328.9074





Mason County Schools  
10 Year Long Range Master Plan  
Completed 2010

AVG was selected in 2009 to prepare the 2010-2020 Comprehensive Educational Facilities Plan for the Mason County Schools. This is a state requirement by the WV Department of Education and School Building Authority of West Virginia for all 55 County School Systems and is conducted on a 10 cycle basis. There are only a handful of architecture firms "certified" by the SBA to conduct the study/work due to the complexity and extensive knowledge in educational planning that is required.

AVG conducted in-depth facilities assessments of all eleven educational facilities and their sites within Mason County. Criteria of evaluations included SBA guidelines and standards, local codes, state codes, and ADA. The firm was also responsible for creating "inventory lists" of the materials that composed the building. This including documenting, cataloging, and reporting quantities and types of floor finishes, ceiling materials, paint, paving, roofing, mechanical and electric equipment (ie: boilers, chillers), etc.

AVG also studied the existing spaces of the facilities. We evaluated the sizes of the classrooms and large group spaces such as gymnasium, cafeteria, library, etc. based upon the programs they served in comparison to state recommendations. We also studied building capacities, program capacities, enrollment projections, historic enrollments, etc. as well. This data, coupled with the physical assessment condition report was presented to the committee.

The next task was to "prioritize" and rank the renovation, rebuild, or abandonment of the facilities. We classified each component based upon a three-tiered ranking system. Priority 1 for immediate need, Priority 2 for 5-10 year need, and Priority 3 – non-essential need. This process allowed for the draft formation of the 10-year plan that outlined maintenance plans, new construction plans, and renovation plans with a project schedule and costs associated to each.

AVG also developed a long range continued maintenance plan, which aids in the sustainability of current systems, extending the life cycles of the given material and / or building components.

This project was recently completed in July 2010 and was approved by the Mason County Board of Education and School Building Authority of West Virginia.



**reference contact**  
ms. suzanne dickens,  
superintendent

**phone number**  
304.675.4540



Taylor County Schools  
10 Year Long Range Master Plan  
Completed 2010

AVG was selected in 2009 to prepare the 2010-2020 Comprehensive Educational Facilities Plan for the Taylor County Schools. This is a state requirement by the WV Department of Education and School Building Authority of West Virginia for all 55 County School Systems and is conducted on a 10 cycle basis. There are only a handful of architecture firms "certified" by the SBA to conduct the study/work due to the complexity and extensive knowledge in educational planning that is required.

AVG conducted in-depth facilities assessments of all five educational facilities and their sites within Taylor County. Criteria of evaluations included SBA guidelines and standards, local codes, state codes, and ADA. The firm was also responsible for creating "inventory lists" of the materials that composed the building. This including documenting, cataloging, and reporting quantities and types of floor finishes, ceiling materials, paint, paving, roofing, mechanical and electric equipment (ie: boilers, chillers), etc.

AVG also studied the existing spaces of the facilities. We evaluated the sizes of the classrooms and large group spaces such as gymnasium, cafeteria, library, etc. based upon the programs they served in comparison to state recommendations. We also studied building capacities, program capacities, enrollment projections, historic enrollments, etc. as well. This data, coupled with the physical assessment condition report was presented to the committee.

The next task was to "prioritize" and rank the renovation, rebuild, or abandonment of the facilities. We classified each component based upon a three-tiered ranking system. Priority 1 for immediate need, Priority 2 for 5-10 year need, and Priority 3 – non-essential need. This process allowed for the draft formation of the 10-year plan that outlined maintenance plans, new construction plans, and renovation plans with a project schedule and costs associated to each.

AVG also developed a long range continued maintenance plan, which aids in the sustainability of current systems, extending the life cycles of the given material and / or building components.

This project was recently completed in July 2010 and was approved by the Taylor County Board of Education and School Building Authority of West Virginia.



**reference contact:**  
mr. sam modaniel, assistant  
superintendent

**phone number:**  
304. 265. 2497



#### EDUCATION

Ohio State University, Master of Architecture, 1989

Ohio State University, Bachelor of Science in Architecture, 1984

#### REGISTRATIONS

Architect: Illinois, Kansas, Missouri and Ohio

National Council of Architectural Registration Boards (NCARB) Certificate No. 62,194

Recognized Education Facility Planner (REFP) by the Council of Education, Facility Planning International (CEFPI)

Accredited Professional, Leadership in Energy & Environmental Design (LEED)

Steven Turckes, AIA, REFP, LEED®AP leads the K-12 Educational Facilities Group of Perkins+Will, an international award-winning architectural firm specializing in the research-based planning and design of innovative and sustainable educational facilities. In Mr. Turckes' 23-year career his work has focused on the programming, master planning and implementation of numerous K-12 projects across the nation and abroad.

An avid reader and strategic thinker about the evolving nature of our global society and economy, Mr. Turckes often assists schools navigate change to create flexible environments that support critical learning and skill acquisition objectives; helping to prepare students for success now and in the future.

Mr. Turckes firmly believes in a strong collaborative process and his work exhibits an ability to successfully translate client goals into innovative and thoughtful school environments that are uniquely suited to each school's specific needs. Mr. Turckes' experience and understanding of the key issues surrounding K-12 facilities have led to numerous presentations at regional and national educational conferences on a broad range of topics from planning 21st century schools to safety and security to green architecture and its use in school facilities. His projects have been recognized with numerous awards and honors from both the architectural and educational communities.

#### RELEVANT EXPERIENCE

William Jones College Preparatory High School

Chicago Public Schools / Public Building Commissions of Chicago  
Chicago, Illinois

Thomas Jefferson Independent Day School  
Performing Arts Addition  
Joplin, Missouri

Da Donggou School  
New 3,060 Student  
K-Secondary School  
Dalian, China

New Trier Township High School District 203  
- Master Plan  
- Day Care Center  
Northfield, Illinois

Barrington Community Unit School District 220  
Early Learning Center  
Barrington, Illinois

Peoria Public Schools District 150  
Programming/Planning for Two New Birth-8th Grade Facilities  
Peoria, Illinois

Cedar Ridge High School  
Round Rock Independent School District  
Round Rock, Texas

Plain Local Schools  
New GlenOak High School  
Canton, Ohio

New Albany/Plain Local Schools  
- New Albany Learning Community Campus  
- Wellness Center  
New Albany, Ohio

Blue Valley School District  
- New Blue Valley Southwest High School  
- Center for Advanced Professional Studies  
Overland Park, Kansas

Richland County School District 2  
- Blythewood High School  
- Middle School #7  
Columbia, South Carolina

Richland County School District One  
New Dreher High School  
Columbia, South Carolina



Steven R. Turckes, AIA, REFP, LEED® AP  
Programming/Planning Principal

Greenville County Schools

- Woodmont High School
- Travelers Rest High School
- Carolina High School

Greenville, South Carolina

Goshen County School District 1

Torrington Middle School  
Torrington, Wyoming

University Liggett School

- Campus Master Plan
- Facilities Planning

Grosse Pointe Woods, Michigan

Bartholomew Consolidated School Corp.

Central Middle School  
Columbus, Indiana

Dalian International Bilingual School

New 6-12 School  
Dalian, China

Perspectives Charter School

New 6-12 Charter High School  
Chicago, Illinois

Lisle Community Unit School District 202

- Lisle Senior High School
- Addition & Renovation
- District-wide Master Plan

Lisle, Illinois

Fairbanks Northstar Borough School

Randy Smith Middle School  
Fairbanks, Alaska

West Aurora School District 129

- District-wide Renovations & Additions
- New Fearn Elementary School

Aurora, Illinois

Pewaukee School District

- High School Programming
- New Intermediate School

Pewaukee, Wisconsin

North Shore School District 112

- District-wide Renovations, Additions & Restorations
- New Oak Terrace Elementary School

Highland Park, Illinois

**PROFESSIONAL AFFILIATIONS**

American Institute of Architects

National Council of Architectural Registration Boards

National Committee on School Facilities, Association of School Business Officials (ASBO) (and Illinois Chapter)

Council of Education Facility Planning International

American Association of School Administrators

National School Boards Association

United States Green Building Council

**COMMUNITY INVOLVEMENT**

Conference Chair and Organizer - CEFPI Midwest Great Lakes Regional Conference, Chicago 2011

Chicago 19th Ward Design Review Committee, Chairman

Perspectives Charter School, Board Member

Steven R. Turckes, AIA, REFP, LEED® AP  
Programming/Planning Principal

**PUBLICATIONS + SPEAKING ENGAGEMENTS**

“Designing for the Innovation Generation: Lessons from the Planning and Design of Creative Learning and Work Environments”, CEFPI Midwest Great Lakes Regional Conference, Chicago 2011

“21st Century Early Learning Habitats: Why, How and What?”, School Building Expo, Chicago, 2011, with Educational Consultant Judy Helm

“From Collaboration to Careers: Profession-Based Learning for the 21st Century”, NSBA Conference, San Francisco, 2011

“Change Visions: The New Architecture of Learning” Contribution to “Shift Ed: A Call to Action for Transforming K-12 Education” by David Houle and Jeff Cobb, Corwin, 2011

Cedar Ridge High School and Blythewood High School. Featured in Architectural Record: 21st Century Schools. [http://archrecord.construction.com/schools/2011/projects/11\\_cedar\\_ridge\\_high\\_school-2.asp](http://archrecord.construction.com/schools/2011/projects/11_cedar_ridge_high_school-2.asp)

“What Brain Research and Neuroscience Tells Us about School Design”, School Building Expo, Chicago, 2010, with Educational Consultant Judy Helm

“Early Childhood Environments Grow Up: Creating a 21st Century Learning Habitat for Children and Families”, National Association for the Education of Young Children Annual Conference & Expo, Anaheim, 2010, with Educational Consultant Judy Helm

“Career-Focused Education for the 21st Century”, ASBO 96th Annual Meeting & Exhibits, Orlando, 2010

“Blue Valley Schools: Re-imaging Industry-School Partnerships from Design to Implementation”, Pre-conference workshop, CEFPI 87th Annual International Conference, San Jose, 2010

“The Perfect Campus: Start with the End in Mind”, SEEN Magazine, Volume 12.2, Fall 2010

CEFPI Midwest Great Lakes Regional Conference, Grand Rapids 2010

“Trends in New and Adaptive Reuse Schools”, NSBA 21st Century Schools Symposium, Chicago, 2010

Invited Panelist, “For the Greener Good: Sustainable Schools”, National Building Museum, Washington DC, 2010

“Safety and Security From the Ground Up”, International School Safety Convention, Denver, 2010

“A Habitat for 21st Century Learning”, Educational Leadership, Volume 67, Number 7, April 2010, Co-authored with Judy Helm and Ken Hinton

“USGBC Set to Launch LEED 2009 Rating System”, School Planning & Management, January 2009

“From Compulsory to Compelling: A Whole New School for a Whole New Mind”, The Educational Digest, November 2009, Co-authored with Jacqueline Degarmo

“Building Brains/Building Spaces: Brain Research, Neuroscience, and Implications for School Facility Design” with Educational Consultant, Judy Helm

NSBA Conference 2008, Orlando, Florida, 2008

ASBO's 93rd Annual Meeting & Exhibits, Toronto, Ontario, 2007

- “Sustainable School Design”, American School Board Journal, September 2007
- “Planning Schools for a Flat World”  
NeoCon World Trade Fair, Chicago, Illinois, 2007  
CEFPI 83rd Annual International Conference, Phoenix, Arizona, 2006  
V/S America Days, Tauberbishofsheim, Germany, 2006  
ASBO 92nd Annual Meeting & Exhibits, Pittsburgh, Pennsylvania, 2006
- “Facility Impact on Learning and Teaching” 4 hour workshop, ASBO 92nd Annual Meeting & Exhibits, Pittsburgh, Pennsylvania, 2006
- “So You’re Going to Build a School?: A Workshop on Planning a New School Facility”, School Building Expo, Philadelphia, 2005
- “Lessons Learned: A History of Perkins+Schools”, Council of Educational Facilities Planning International (CEFPI), San Antonio, 2005
- “Planning the 21st Century High School”, Council of Educational Facilities Planning International Southeast, Columbia, South Carolina, 2005
- “A Millennial Prescription: Designing for a New Culture of Post 8th Grade Students,” Association of School Business Officials (ASBO), Cincinnati, 2004
- “Impact of Facilities on Learning,” Association of School Business Officials (ASBO), Charlotte, 2003
- “Impact of Facilities on Learning,” NeoCon World Trade Fair, 2003
- “Elements of Green: Incorporating Green Design in School Construction” School Planning & Management, August 2002
- “Planning & Design Strategies for Safer Schools,” Council of Educational Facilities Planner International (CEFPI), Myrtle Beach, 2002
- “Planning the 21st Century High School,” Council of Educational Facilities Planners International (CEFPI), Myrtle Beach, 2002
- “School Design; Trends and Examples for the 21st Century,” AIA Conference, South Carolina, Speaker, 2002
- “Green Architecture and Energy Conservation in School Facilities,” Workshop, Council of Educational Facilities Planners International (CEFPI), Denver, 2001
- “Planning and Design Strategies for Safer Schools,” Association of School Business Officials (ASBO), Baltimore, 2001
- “Green Architecture and its Value in Schools,” NeoCon, Chicago, 2001
- “Planning Schools for a New Generation of Learners,” Council of Education Facilities Planners International (CEFPI), Kansas City 2001
- “Creating a Charter School: A Dynamic Team Process,” National School Boards Association (NSBA) Annual Conference, Orlando, 2000
- “New Learning Environments,” Council of Educational Facilities Planners International (CEFPI), Toronto, 1999
- “Innovation in School Architecture,” Mooney Foundation, Panelist, 1999
- “School Design in the 21st Century,” The World’s Trade Fair for Interior Design, Facilities

Steven R. Turckes, AIA, REFP, LEED® AP  
Programming/Planning Principal

Management and Workplace Communications (NeoCon), 1998

“School Design-Past, Present & Future,” Chicago Architectural Foundation, 1998

The Ohio State University, Design Critic, Teaching Assistant for Architectural, Theory and History, 1987-1989

#### AWARDS + HONORS

Council of Educational Facility Planners International (CEFPI) Excellence in School Building and Design, 2009 — Dreher High School

Learning by Design Citation of Excellence, 2009 — Central Middle School

American Institute of Architecture, Ohio Chapter, Merit Design Award, 2008 — GlenOak High School

AIA CAE Educational Facility Design Award of Excellence, 2007—Blythewood High School

American Institute of Architects, South Carolina Chapter, 2007—Blythewood High School

CEFPI Southeast Region Architectural Design Award, Best in Category, High School, 2007—Blythewood High School

American Institute of Architects Merit Award, Columbia Chapter, 2006—Blythewood High School

DesignShare Citation Award, 2006—Blythewood High School

Council of Educational Facility Planners International (CEFPI) MacConnell Award Finalist, 2006—Blythewood High School

AIA Illinois Mies Van Der Rohe Award, Special Recognition, 2006—Perspectives Charter School

American Institute of Architects, Interior Architecture Award, Chicago Chapter, 2006—Perspectives Charter School

Distinguished Building Award, American Institute of Architects, Chicago Chapter, 2005—Perspectives Charter School

Honorable Mention, CEFPI Exhibition of School Architecture, 2005—Perspectives Charter School

Citation, AASA Exhibition of School Arch., 2006—Perspectives Charter School

Stein, Ray & Harris Patron of the Year, Chicago Architecture Foundation, 2005—Perspectives Charter School

Richard H. Driehaus Foundation Award, 2005—Perspectives Charter School

Citation, NSBA Exhibition of School Arch., 2006—Perspectives Charter School

Merit Award Finalist, Chicago Building Congress, 2003—Lisle Senior High School

Buildings Magazine, Modernization Award, 2003—Lisle Senior High School

Impact on Learning Award, CEFPI, 2003—Harold G. Fearn Elementary School

John N. Shaw Award, CEFPI, Great Lakes Region, 2003—Harold G. Fearn Elementary School

Steven R. Turckes, AIA, REFP, LEED® AP  
Programming/Planning Principal

Award of Merit, IASB/IASA/IASBO, 2002—Oak Terrace Elementary School

Architecture Award for School Interiors, NSSEA, 2002—Harold G. Fearn Elementary School

Honorable Mention, Education Design Showcase, 2002—Harold G. Fearn Elementary School

Honor Award, Design Share/School Construction News, 2002—Harold G. Fearn Elementary School

Gold Medal Award for Excellence in Masonry Design, Illinois Indiana Masonry Council, 2000—West High School

Mayor's Award, West Aurora City Council/Aurora Preservation Commission, 2000—West High School

Honor Award, School Construction News/Design Share, 2000—Harold G. Fearn Elementary School

Certificate of Merit, Association of School Business Officials international, 1999—New Albany Learning Community

Interior Architecture-Honor Award, Chicago Chapter, American Institute of Architects, 1998—Temple Hoyne Buell Hall, University of Illinois-Champaign

Distinguished Building Award, American Institute of Architects, Chicago Chapter, 1998—Temple Hoyne Buell Hall, University of Illinois-Champaign

Merit Award, Ohio Chapter of American Society of Landscape Architects, 1994—New Albany Learning Community Campus

Architecture Citation, American School & University, 1993—Parkside Elementary/Solon Middle School

Honor Award, Parkside Elementary/Solon Middle School, American Institute of Architects, Cleveland Chapter, 1992

American Institute of Architects Medal, 1989

Faculty Prize in Architecture, 1984, 1987

The Architects Society of Ohio Medal/Foundation Scholarship, 1987

The Galen Oman Scholarship, 1987





Jerry joined the Chicago office of Perkins+Will in 1986. His project involvement has included all facets of design and delivery from facility space programming and design to planning and construction administration. His projects have won design awards at both the local and national level. Jerry has been a licensed architect since 1991 and is a LEED® Accredited Professional. A graduate of The University of Texas at Austin, he is also a Burnham Fellow of The American Academy in Rome. In 1999, in recognition of his design leadership within the firm, Jerry was made a design principal.

#### EDUCATION

University of Texas  
Bachelor of Architecture, 1987

#### REGISTRATIONS

Architect: Illinois, 1991  
Leadership in Energy & Environmental  
Design (LEED®) Accredited Professional

#### PROFESSIONAL AFFILIATIONS

American Institute of Architects  
Design Committee of the American  
Institute of Architects, Chicago Chapter

#### RELEVANT EXPERIENCE

##### *K-12 Education*

Thomas Jefferson Independent Day School  
Performing Arts Addition  
Joplin, Missouri

New Trier Township High School District 203  
Northfield, Illinois

Urbana Early Childhood Center  
Prairie Elementary School Connecting  
Addition  
Urbana School District 116  
Urbana, Illinois

Round Rock Independent School District  
Cedar Ridge High School  
Round Rock, Texas

Blue Valley School District  
- Blue Valley Southwest High School  
- Center for Advanced Professional  
Studies (CAPS)  
Overland Park, Kansas

Richland County School District 2  
- Blythewood High School  
- Middle School #7  
Columbia, South Carolina

Richland School District 1  
Dreher High School  
Columbia, South Carolina

The School Districts of Greenville City  
- New Woodmont High School  
- New Traveler's Rest High School  
- Carolina High School  
Greenville, South Carolina

Pewaukee School District  
- High School Programming  
- New Intermediate School  
Pewaukee, Wisconsin

Perry Local Schools  
Perry Community Education Village  
Perry, Ohio

Charleston County School District  
New District 4 High School  
Charleston, South Carolina

Saint Paul Public Schools  
Arlington High School  
St. Paul, Minnesota

Cristo Rey High School  
Chicago, Illinois

Lee County School Board  
North Fort Myers High School  
Fort Myers, Florida

Lisle Community Unit School District 202  
Lisle Senior High School  
Lisle, Illinois

Cary School District 26  
- Cary Junior High School  
- Praire Hills ES Renovation  
Cary, Illinois

Franklin School  
Franklin Fine Arts Academy  
Chicago, Illinois

Metro. School District of Warren Tsp.

Jerry Johnson, AIA, LEED® AP  
Design Principal

Warren Central High School  
Additions and Renovations  
Indianapolis, Indiana

Miami Beach Senior High School  
- Performing Arts Academy  
- Program/Concept Report  
Miami Beach, Florida

Robert Morgan Tech. High School  
Dade County, Florida

Conroe Independent School District  
The Woodlands High School  
Conroe, Texas

*Higher Education*

University of Nebraska - Lincoln  
- Nanoscience Facility  
- Physical Sciences Building  
Lincoln, Nebraska

University of Texas at Arlington  
Physics and Chemistry Building  
Arlington, Texas

The University of Pennsylvania  
Biomedical Research Building II  
Philadelphia, Pennsylvania

Washington University  
McDonnell Pediatric Research Building  
St. Louis, Missouri

Waubonsee Community College  
- Academic & Professional Center  
- New Student Center Building  
Sugar Grove, Illinois

Parkland College  
Student Services Center  
Champaign, Illinois

Illinois State University  
Bone Student Center/Braden Auditorium  
Revitalization Studies  
Normal, Illinois

Rush University Medical Center  
Cohn Research Building  
Chicago, Illinois

*Healthcare*

Rush University Medical Center  
Campus Transformation Project  
Chicago, Illinois

The Johns Hopkins Hospital  
New Clinical Building  
Baltimore, Maryland

The CORE Center  
(Rush University Medical Center/Cook  
County Hospital)  
AIDS/HIV Facility  
Chicago, Illinois

*Corporate+Civic+Commercial*

Chicago Park District  
- Gale School Community Center  
- Taylor-Lauridsen Community Center  
Chicago, Illinois

TWA Expansion  
JFK Airport  
New York, New York

The Fourth Presbyterian Church  
Programming/Planning  
Chicago, Illinois

**PUBLICATIONS & SPEAKING ENGAGEMENTS**

*Architectural Record*, "So Much to Do With So Little", Cary Junior High School, July 2003

*Buildings*, Feature Article, "High Achiever", Lisle Senior High School, June 2003

*Learning By Design*, "Cary Junior High School", 2003

*The Chicago Tribune*, Feature Article, "A Clinic That Cares", The CORE Center, December 1998

Jerry Johnson, AIA, LEED® AP  
Design Principal

*Progressive Architecture*, "P/A Plans: Schools", Perry Community Education Village, March 1993

*Metropolitan Review*, "Desert View Elementary, Perry Community Education Village", October 1989

*The Master Architect Series V*, "Perkins & Will", Images Publishing, 2000

*School Description Series, No. 3*, "Schools Making Progress, Arlington High School", September 2003

#### **AWARDS + HONORS**

Council of Educational Facility Planners International (CEFPI) Excellence in School Building and Design, Dreher High School, 2009

AIA CAE Educational Facility Design Award of Excellence, Blythewood High School, 2007

American Institute of Architects, South Carolina Chapter, Blythewood High School, 2007

CEFPI Southeast Region Architectural Design Award, Best in Category, High School, Blythewood High School, 2007

American Institute of Architects Merit Award, Columbia Chapter, Blythewood High School, 2006

DesignShare Citation Award, Blythewood High School, 2006

Council of Educational Facility Planners International (CEFPI) MacConnell Award Finalist, Blythewood High School, 2006

Daniel Burnham - Special Recognition Award for Implementation of a Master Plan Within an Existing Community, American Institute of Architects, Illinois Chapter, Cristo Rey Jesuit High School, 2007

Modernization Award Winner, Buildings Magazine, Lisle Senior High School, 2003

Merit Award for Renovation, Chicago Building Congress, Lisle Senior High School, 2003

Award of Merit for Excellence in Educational Environments, Cary Junior High, The Illinois Association of School Building Officials, 2003

Building Design Honorable Mention, Lisle Senior High School, The Illinois Association of School Building Officials Conference, 2003

Distinguished Building Award, St. Louis Chapter AIA, McDonnell Pediatric Research Building, 2001

Distinguished Building Award, Chicago Chapter AIA, McDonnell Pediatric Research Building, 2001

Design Build to Suit Award, Crain's Chicago Business, CORE Center, 2000

National AIA Honor Award, Perry Education Village, 1995

Honor Award, Chicago Chapter AIA, North Fort Myers High School, 1995

Distinguished Building Award, Chicago Chapter AIA, Perry Community Education Village, 1995

American School and University, Crow Island Award, Perry Community Education Village, 1994

Honor Award, Cleveland Chapter AIA, Perry Community Education Village, 1993

Selected Finalist, International Competition to Revitalize Denver's 16th Street Mall, 1991

Winner of the Chicago Burnham Prize Competition Sponsored by the Chicago Architecture Foundation, 1989

Burnham Fellow of the American Academy in Rome, 1989

# PERKINS + WILL

Aimee Eckmann, AIA, LEED® AP  
Senior Associate



Aimee Eckmann has 11 years of professional experience in a wide range of project types. Her project involvement ranges from the planning and concept states to full construction documentation. She has developed a specific expertise in educational facilities planning and design, where her involvement has been integral as both a planner and a client liaison.

Ms. Eckmann works closely with the Project Manager in order to manage the development of appropriate technical solutions which result in innovative projects completed on time and within budget.

## EDUCATION

University of Wisconsin - Milwaukee  
Master of Architecture

Miami University of Ohio  
Bachelor of Environmental Design

## REGISTRATIONS

Licensed Architect, Illinois

Accredited Professional, Leadership in  
Energy & Environmental Design (LEED)

## PROFESSIONAL AFFILIATIONS

American Institute of Architects

Associate Board President, ACE Mentor  
Program

## COMMUNITY INVOLVEMENT

ACE Mentor Program  
President, Associate Board  
Team Leader and Mentor

## RELEVANT EXPERIENCE

William Jones College Preparatory High  
School  
Chicago Public Schools / Public Building  
Commission of Chicago  
Chicago, Illinois

Urbana Early Childhood Center  
Prairie Elementary School Connecting  
Addition  
Urbana School District 116  
Urbana, Illinois

Da Donggou School  
New 3,060 Student  
K-Secondary School  
Dalian, China

New Trier Township High School District 203  
- Master Plan  
- Day Care Center  
Northfield, Illinois

Peoria Public Schools District 150  
Programming/Planning for Two New Birth-  
8th Grade Facilities  
Peoria, Illinois

Lake Forest High School District 115  
- High School Addition/Renovation  
- Expansion Feasibility Study  
Lake Forest, Illinois

Lisle Community Unit School District 202  
- Lisle Senior High School  
- Addition & Renovation  
- District-wide Master Plan  
Lisle, Illinois

Barrington Community Unit School District  
220  
Early Learning Center  
Barrington, Illinois

Blue Valley School District  
- Blue Valley Southwest High School  
- Center for Advanced Professional  
Studies (CAPS)  
Overland Park, Kansas

Round Rock Independent SD  
Cedar Ridge High School  
Round Rock, Texas

Richland County School District 2  
- Blythewood High School  
- Middle School #7  
Columbia, South Carolina

Howell Public School  
Parker High School  
Howell, Michigan

Lake Forest Academy  
- Land Use Master Plan  
- Facilities Master Plan  
Lake Forest, Illinois

University Liggett School  
- Campus Master Plan  
- Facilities Planning  
Grosse Pointe Woods, Michigan

Cristo Rey Jesuit High School  
- Education & Specification Program  
- Athletic & Community Building  
Chicago, Illinois

Aimee Eckmann, AIA, LEED® AP  
Senior Associate

Goshen County School District 1  
Torrington High School  
Torrington, Wyoming

The School Districts of Greenville City  
- New Woodmont High School  
- New Traveler's Rest High School  
- Carolina High School  
Greenville, South Carolina

Dalian International School  
Dalian, China

Broward County Public Schools  
Robert Morgan Vocational Technical  
High School  
Weston, Florida

Concordia International School  
Shanghai, China  
University of Minnesota  
- Molecular and Cellular  
- Biology Building  
- Translational Research Facility  
Minneapolis, Minnesota

Skybridge @ One North Halsted  
Commercial and Residential Tower  
Chicago, Illinois

The Peshtigo  
Highrise Residential  
Chicago, Illinois

#### **PUBLICATIONS + SPEAKING ENGAGEMENTS**

"The Scope of the School, Shape of the Schoolhouse: Schools as a Whole Life Centers",  
School Planning & Management Expo, April 2011

"Last but Not Least - An Unique Approach to Furniture Procurement", School Planning &  
Management, February 2011

"The Scope of the School, Shape of the Schoolhouse: Schools as a Whole Life Centers",  
Council of Education Facilities Planners International (CEFPI) Midwest, May 2010

"A Breath of Fresh Air - Displacement Ventilation Systems for Schools", School Planning &  
Management, April 2009

#### **AWARDS**

Council of Educational Facility Planners International (CEFPI) Excellence in School Building  
and Design, 2009 — Dreher High School

Lake Forest High School Renovation/Expansion, Citation Award Winner, Illinois Association of  
School Business Officials, 2009

Council of Educational Facility Planners International (CEFPI) Excellence in School Building  
and Design, 2009 — Dreher High School

AIA CAE Educational Facility Design Award of Excellence, 2007—Blythewood High School

American Institute of Architects, South Carolina Chapter, 2007—Blythewood High School

CEFPI Southeast Region Architectural Design Award, Best in Category, High School, 2007—  
Blythewood High School

American Institute of Architects Merit Award, Columbia Chapter, 2006—Blythewood High  
School

DesignShare Citation Award, 2006—Blythewood High School

Council of Educational Facility Planners International (CEFPI) MacConnell Award Finalist,  
2006—Blythewood High School

Merit Award Finalist, Chicago Building Congress, 2003—Lisle Senior High School

Buildings Magazine, Modernization Award, 2003—Lisle Senior High School



## Profile

Syed S. Abbas is President and founder of Architectural Vision Group, Ltd., which was established in 1998. His focus is on quality, excellence, and personal attention to all clients. His hands-on experience spans more than 30 years in the field of Architecture, with major concentration in educational facilities. He brings a broad base of expertise to all projects and serves as contact person. In 1996 he was selected by Ohio Department of Education to serve on the Facility Advisory Committee to develop policy issues and legislative agenda for the school building assistance program. His responsibilities include contractual agreements, staffing, programming, project management, quality and cost control. Mr. Abbas is a long time member of CEFPI (Council of Educational Facility Planners International) and is also a Recognized Educational Facility Planner (REFP).

### role:

principal in-charge

### overview:

- principal & founder
- master of architecture, iowa state university
- national diploma in architecture, national college of arts
- licensed architect in ohio and west virginia
- recognized educational facility planner (refp)
- member, american institute of architects
- member, council of of educational facility planners international
- member, bay village / westlake rotary club
- member, westshore chamber of commerce

## Recent Assessment/Master Planning Experiences

### Ohio School Facilities Commission

#### Assessment & Master Planning Throughout Ohio

Principal in-charge for contract from **1998 – 2005 and 2008 to 2013** (current contract) to provide facilities assessments and master planning services. AVG has participated in the development of 79 master plans and over 300 school building assessments

### Woodridge Local Schools

#### Facilities Assessment Validation & Master Planning Options

Principal in-charge for assessment validation & master planning services, board presentations, and development of individual building plan options

**Jan – July 2008**

### Olmsted Falls City Schools

#### Facilities Assessment Validation & Master Planning Options

Principal in-charge for assessment validation & master planning services, board presentations, and development of long range, district-wide master plan

**2008**

### North Olmsted City Schools

#### Facilities Assessment Validation & Master Planning Options

Principal in-charge for assessment validation & master planning services, board presentations, and development of individual building plan options

**Jan – July 2008**

### Elyria City Schools

#### Facilities Assessment Validation & Master Planning Options

Principal in-charge for assessment validation & master planning services, board presentations, and de

**Phase I Master Plan Completed 2007 – Phase II Master Plan Completed 2011**



### Mason County Schools

**10-Year Master Plan Development** Comprehensive Educational Facilities Plan  
Principal in-charge for assessment/master planning services, committee meetings, and development of Long Range 10 Year Comprehensive Plan for 2010-2020 Cycle

### Taylor County Schools

**10-Year Master Plan Development** Comprehensive Educational Facilities Plan  
Principal in-charge for assessment/master planning services, committee meetings, and development of Long Range 10 Year Comprehensive Plan for 2010-2020 Cycle

## Recent Design Projects

### New Elyria High School Elyria, Oh

Principal in-charge the new \$73 million dollar new high school project funded by the OSFC and currently under construction. **Registered for LEED Silver**

### Olmsted Falls New Intermediate School Olmsted Falls, Oh

Principal in-charge of \$17 million dollar new intermediate school funded by the OSFC. **LEED Silver Certified**

### Olmsted Falls Middle School Additions/Renovations Olmsted Falls, Oh

Principal in-charge for \$8 million dollar Addition & Renovation Project funded by the OSFC. **LEED Silver Certified**

### New Miles PK-8 Cleveland, Oh

Principal in-charge for \$13.8 million dollar new PK-8 school for the Cleveland Metropolitan School District, co-funded by the OSFC. **Registered for LEED Silver**

### Hubbard Exempted Village Schools, Hubbard, Oh

In association with Burgess & Niple, Principal in charge of the Hubbard K-12 Facility, a new \$54.4 million, 282,458 s.f. elementary, middle & high school complex, funded in part by the OSFC. **Registered for LEED Silver**

### New Jackson Milton 6-12 Facility, North Jackson, Oh

Principal in charge of the Jackson Milton 6-12 Facility, a new \$16.4 million, 81,605 s.f. elementary and middle school complex, funded under Expedited Local Partnership Program

### Knox County Career Center Renovations & Additions Mt. Vernon, Oh

Principal in-charge for new 15,061 s.f. addition to the career technical facility, as well as extensive renovation to high bay & low bays spaces. Project cost of approx. \$16 million

### Woodridge Local Schools Peninsula, Oh

Principal in-charge for the following projects:

- New Stadium Project (Phase I). \$1.2 million dollar project completed in 2006
- New Field House Project (Phase II). Completed in 2009
- New Middle School Chiller Project. Completed in 2007

### at a glance.....

design recognitions:

- point pleasant junior/senior high school - 2009
- new west elementary school an osfc project - 2007
- new pymatuning middle school – an osfc project – 2006

personal experiences/achievements:

- conducted facilities assessments in over 60 school district totally over 300 school buildings
- facilities assessments value of over \$1.7 billion dollars if implemented
- participated in every osfc program, for both design and assessments/master planning
- developed over 80 district-wide master plans, with the majority being under OSFC

Andrejs K. Smiltars, AIA, NCARB



## Profile

Andrejs Smiltars is the Director of Design. He has over 35 years of experience in Architecture and planning practice, and as one of the Firm Principals, has been with the firm since its inception in 1998. His career commitment is for a high standard of design. He directs the programming and personally designs the buildings, including interiors & landscaping. He consults with clients to establish design criteria, produces studies to determine most desirable, functional and economical design solutions without sacrificing quality or good design. His prior Associations have been with well known design firms. He has been a design associate with national award winning firm of Hisaka and Associates and also worked as a lead designer with internationally known design firm of Gunnar Birkerts and Associates.

## Recent Assessment/Master Planning Experiences

### Ohio School Facilities Commission

#### Assessment & Master Planning Throughout Ohio

Participated from **1998 – 2005 and 2008 to 2013** (current contract) to provide facilities assessments and master planning services. AVG has developed of 42 OSFC master plans and over 300 school building assessments

### Woodridge Local Schools

#### Facilities Assessment Validation & Master Planning Options

Participated in assessment validation & master planning services, board presentations, and development of individual building plan options

**Jan – July 2008**

### Olmsted Falls City Schools

#### Facilities Assessment Validation & Master Planning Options

Participated in assessment validation & master planning services, board presentations, and development of long range, district-wide master plan

**2008**

### North Olmsted City Schools

#### Facilities Assessment Validation & Master Planning Options

Principal in-charge for assessment validation & master planning services, board presentations, and development of individual building plan options

**Jan – July 2008**

### Elyria City Schools

#### Facilities Assessment Validation & Master Planning Options

Participated in assessment validation & master planning services, board presentations, and de

**Phase I Master Plan Completed 2007 – Phase II Master Plan Completed 2011**

### Taylor County Schools

#### 10-Year Master Plan Development Comprehensive Educational Facilities Plan

Principal in-charge for assessment/master planning services, committee meetings, and development of Long Range 10 Year Comprehensive Plan for

**2010-2020 Cycle**

#### role:

principal, director of design

#### overview:

- principal & director of of design
- bachelor of architecture, university of cincinnati
- licensed architect in ohio, west virginia, new jersey, alabama, florida, & michigan
- member, american institute of architects
- member, ncarb
- member, cleveland museum of art
- member, council of of educational facility planners international
- member, bay village / westlake rotary club
- member, westshore chamber of commerce





## Mason County Schools

**10-Year Master Plan Development** Comprehensive Educational Facilities Plan  
Principal in-charge for assessment/master planning services, committee meetings, and development of Long Range 10 Year Comprehensive Plan for 2010-2020 Cycle

## Recent Design Projects

### **New Elyria High School** Elyria, Oh

Principal Designer of the new \$73 million dollar new high school project funded by the OSFC and currently under construction. **Registered for LEED Silver**

### **Olmsted Falls New Intermediate School** Olmsted Falls, Oh

Principal Designer of \$17 million dollar new intermediate school **Silver Certified**

### **Olmsted Falls Middle School** Olmsted Falls, Oh

Principal Designer \$8 million dollar Addition & Renovation Project **LEED Silver Certified**

### **Hubbard Exempted Village Schools**, Hubbard, Oh

In association with Burgess & Niple, Principal Designer of the Hubbard K-12 Facility, a new 282,458 s.f. elementary, middle & high school complex, funded in part by the OSFC. **Registered for LEED Silver**

### **Knox County Career Center Renovations & Additions** Mt. Vernon, Oh

Principal Designer of a new 15,061 s.f. addition to the career technical facility, as well as extensive renovation to high bay & low bays spaces. Project cost of approx. \$16 million and funded by the OSFC.

### **Choffin Career Center Renovation** Youngstown, Oh

Renovation of the 210,000 s.f. facility to comply with the OSFC Assessment Report under the Classroom Facilities Assistance Program. Total renovation cost of approx. \$10.6 million.

### **New Miles PK-8** Cleveland, Oh

Principal in-charge for \$13.8 million dollar new PK-8 school for the Cleveland Metropolitan School District, co-funded by the OSFC. **Registered for LEED Silver**

### **New Jackson Milton 6-12 Facility**, North Jackson, Oh

Principal in charge of the Jackson Milton 6-12 Facility, a new 81,605 s.f. elementary and middle school complex, funded in part by the OSFC.

### **New West Elementary School** Youngstown, Oh

Principal in-charge of new K-4, 97,009 s.f. facility for the Youngstown City Schools, co-funded by the OSFC. **Award winning design**

### **New Pymatuning Middle School** Andover, Oh

Principal in-charge of new 75,550s.f. facility co-funded by the OSFC. **Award winning design**

## at a glance.....

design recognitions:

- point pleasant junior/senior high school - 2009
- new west elementary school an osfc project - 2007
- new pymatuning middle school – an osfc project – 2006

personal experiences/achievements:

- conducted facilities assessments in over 60 school district totally over 300 school buildings
- participated in facilities assessments for value of over \$1.7 billion dollars if implemented
- participated in every osfc program, for both design and assessments/master planning
- participated in the developed over 80 district-wide master plans, with the majority being under OSFC



## Profile

Katie Manwell has a career that spans over 26 years in the field of Education including serving for 4 years as an Assistant Superintendent, 3 years as an Elementary School Principal, both with the Fairview Park City Schools, and 7 years as a Program Specialist with responsibilities for Curriculum and Staff Development with the Cleveland Heights – University Heights City Schools. Ms. Manwell has been employed with AVG for (4) years. Her Responsibilities include: Educational Planning; the development of educational specifications in collaboration with the clients, faculty and administrators, monitoring the development of preliminary design in relationship to educational specifications; developing district-specific surveys and analyzing feedback to inform the planning process; conducting community/staff engagement sessions and informational meetings; advising the project team with regard to effective space solutions to program problems; bond issue assistance to the client.

## Relevant Project Experience

### **New Elyria High School** Elyria, Oh

Developed the Program of Requirement of the new \$73 million dollar new high school project funded by the OSFC and currently under construction.

*Registered for LEED Silver*

### **Positive Education Program** Fairview Park, Oh

Developed the Program of Requirement for the New Autism Center. *LEED Silver Certified*

### **Hubbard Exempted Village Schools**, Hubbard, Oh

Recently completed the programming for the Hubbard K-12 Facility, a new 282,458 s.f. elementary, middle & high school complex, funded in part by the OSFC.

*Registered for LEED Silver*

### **Jackson-Milton Local Schools**, North Jackson, Oh

Recently completed the programming for the New Jackson-Milton 6-12 School – new 81,606 s.f. facility to accommodate 487 students in grades 6-12. This is an OSFC funded project.

## Career Highlights Include

Assistant Superintendent, Fairview Park City School District – 1999-2006:

Developed, implemented and monitored school district budgets in the areas of curriculum, staff development, and human resources.

Oversaw district curriculum, staff development and human resources functions for a district of 250+ employees

Coordinated Continuous Improvement Plan

Developed curriculum revisions and coordinated textbook adoptions in the areas of English Language Arts, Mathematics, and Science.

Worked with bond issue and levy committees to address local funding issues

### **role:**

community engagement

### **overview:**

- post-graduate coursework superintendency, ashland university, 2003
- post graduate coursework, educational administration baldwin wallace college, 1991
- master of arts in education, special education baldwin wallace college, 1989
- bachelors of science education, baldwin wallace college, 1979
- member, association for supervision & curriculum development
- member, national staff development council
- phi delta kappa
- member, ohio association of elementary school principals

Richard Bauschard, AIA, NCARB



## Profile

Rick's role as project director is to coordinate in-house services with the services of the consulting engineers. His extensive past experience in multiple-firm teaming on projects will be an asset to this endeavor.

During 30 years of practice his project responsibilities grew from designer to project manager and principal-in-charge. This experience included all phases of project development from initial planning and programming through project closeout.

## Personal Project Experience

### *School Building Experience*

**Shaker Heights Board of Education, Shaker Heights, Oh**  
Window Replacement and Masonry Repair

- High School
- Middle School
- Mercer School
- Fernway School
- Lomond School
- Onaway School
- Boulevard School

**Cleveland Municipal School District, Clev, Oh**

Renovations of:

- Bolton Elementary
- John W. Raper Elementary
- Dike Elementary
- Alexander Graham Bell ES
- Collinwood HS
- Union Elementary
- Charles W. Eliot K-8
- Gracemount Elementary
- Jesse Owen Academy
- Anton Grdina Elementary
- East Technical HS Science Focus Prg.
- BOE Capital Improvements (100 bldgs)

**Ohio School Facilities Commission, Facility Assessment and Master Planning for 13 School Districts throughout state**

### *Restoration of Historic Structures*

Cuyahoga County Court House Exterior Restoration  
Cleveland City Hall Exterior Restoration, Cleveland, Ohio  
Portage Country Club Reconstruction & Restoration, Akron, Ohio  
Oberlin College, Restoration Study of Allen Memorial Art Museum, Oberlin, Ohio  
Sherwin Williams, Landmarks Building Restoration Analysis  
Old Cleveland Post Office Exterior Restoration, Cleveland, Ohio  
Huntington Bank Building Interior Restoration, Cleveland, Ohio  
National Park Service, Garfield National Historic Site Restoration, Mentor, Ohio  
TRW Guest House, Bolton Residence Restoration, Lyndhurst, Ohio  
Massillon Historical Museum, Giltz Building Restoration, Massillon, Ohio  
Baldwin Wallace College, Marting Hall Restoration, Berea, Ohio  
City of Phoenix, Orpheum Theatre Restoration, Phoenix, Arizona

### **role:**

project director

### **overview:**

- over 30 years of practice experience
- master of architecture, university of pennsylvania
- bachelor of architecture, syracuse university
- licensed architect in ohio, florida & colorado
- member, american institute of architects, former clev. chapter president & chairman of national practice committee
- architectural board of review, city of shaker heights
- chairman, architectural review board, village of bratenahl
- author, "running the historic preservation gauntlet" symphony magazine
- co-author, "pediatric outpatient & emergency department architecture," american academy of pediatrics
- board member & executive committee member, salvation army greater cleveland area services



## Profile

Zora Kovanovic is a graduate of the School of Architecture at Kent State University. She studied Italian language, history, art, architecture and urban design in Florence, Italy, and traveled through the northern part of Italy, Spain, Monaco & Greece. Ms. Kovanovic has been employed at AVG for nearly 10 years. As Project Manager, her responsibilities include all architectural aspects of a project and coordination with both staff and outside consultants. This includes programming, scheduling, construction documents, construction administration, code reviews, and supervising assigned staff.

## Relevant Project Experience

### **New Elyria High School** Elyria, Oh

Project Manager for the new \$73 million dollar new high school project funded by the OSFC and currently under construction. **Registered for LEED Silver**

### **Knox County Career Center Renovations & Additions** Mt. Vernon, Oh

Project Manager for new 15,061 s.f. addition to the career technical facility, as well as extensive renovation to high bay & low bays spaces. Project cost of approx. \$16 million

### **Hubbard Exempted Village Schools**, Hubbard, Oh

Project Manager for the schematic design and design development phases for the Hubbard K-12 Facility, a new 282,458 s.f. elementary, middle & high school complex, funded in part by the OSFC. **Registered for LEED Silver**

### **Choffin Career Center Renovation** Youngstown, Oh

Project Manager for the renovation of the 210,000 s.f. facility to comply with the OSFC Assessment Report under the Classroom Facilities Assistance Program. Total renovation cost of approx. \$10.6 million.

### **New Gilles Sweet Elementary School** Fairview Park, Oh

Project Manager for the New Gilles-Sweet Elementary School – construction of a new 101,959 s.f. facility to house approximately 882 students. Project cost of approx. \$16.4 million.

### **New West Elementary School** Youngstown, Oh

Project Manager for a new 97,009 s.f. facility, to accommodate 825 students in grades K-4. Project cost of approx. \$12.8 million and was funded by the OSFC. **Nationally recognized for design excellence.**

### **Waterloo K-12 Facility** Atwater, Oh

Project Manager for new K-8 Facility, and renovation & additions of existing high school for Waterloo Local School District – Renovations to the existing 9-12 grade high school, with a K-8 grade addition to create a K-12 facility. Project cost of approx. \$25.5 million.

#### **role:**

project manager (design phase)

#### **overview:**

- kent state university – college of fine and professional art
- bachelor of science, 1999
- bachelor of architecture, 2000
- award: first place in the 2000 competition for the “charles e. peterson prize”
- award: historic american building survey – measured drawing of loew’s akron are deposited in the library of congress
- international study: florence, italy with professor/architect andrea ponsi
- phi delta kappa

Rudy Plasko, RA



## Profile

Mr. Plasko has over thirty-seven years of technical experience in the field of architecture. He brings years of expertise in the field of architecture & engineering, with a proven track record of working well with building department officials, consultants, contractors, and team members, while maintaining schedules and budgets. Mr. Plasko also has a strong project background in public work, and maintains an active participation in a project from schematic design phase through the post occupancy phase. Mr. Plasko has been employed with AVG for 5 years. As Project Manager, his responsibilities include all architectural aspects of a project and coordination with both staff and outside consultants. This includes programming, scheduling, construction documents, construction administration, code reviews, and supervising assigned intern architects.

## Relevant Project Experience

**Lorain County Joint Vocational School** Oberlin, Oh  
Project Manager for the E- Wing Renovation Projects – Phase I and Phase II- \$2 million dollars

**New Elyria High School** Elyria, Oh  
Currently working on shop drawing review for the new \$73 million dollar new high school project funded by the OSFC and currently under construction.  
*Registered for LEED Silver*

**New Jackson-Milton 6-12 School** North Jackson, Oh  
Conducted shop drawing review for the new 81,606 s.f. facility. Project funded by the OSFC and was recently completed.

**Shaker Heights City Schools** Shaker Heights, Oh  
Project Manager for District-Wide Various Facility Improvements, projects which have included:

- Bus Garage Wash Bay Study
- Lomond Library/Computer Lab Renovation
- Middle School Kitchen Renovation
- High School Stadium ADA Improvements
- Middle School Gym Locker Replacement
- Shaker Heights Facility Relocation / Consolidation Study
- Fernway Elementary Restroom and Food Operations Renovation
- Middle School Solar Panel Pavilion Study
- Woodbury Solar Panel Study

**Fairview Park HS/MS Renovations**, Fairview Park, Oh  
Project Manager for major renovations to the existing middle/high school complex, including roof replacement, window replacement, technology, etc. Total project cost of approximately \$11 million.

### role:

construction administration/  
project manager (design phase)

### overview:

- architectural technology, certification of completion, kent state university, 1973
- registered architect in ohio



### **Time Commitment**

The Perkins+Will and AVG team are committed and prepared to deliver the highest level of service to Cleveland Heights-University Heights City School District in order to ensure the success of the district-wide facilities master plan. The team members introduced in this proposal are meaningfully engaged in other assignments. However, each member is in a position to transition off of their current projects in order to be available up to 100% of his or her time depending on the phase and needs of this important project. We are confident that our other assignments will not interfere with our service to you. We are committed to the success of this venture, understand the schedule constraints and are the faces you will see from inception through completion.



Our team is a collaboration of the nationally recognized firm Perkins+Will, Architectural Vision Group, a leader in K-12 architecture and planning in northeastern Ohio, and Calvin Singleton Associates, a Cleveland Heights based firm with a reputation for quality, efficiency and integrity. Together, our team offers the knowledge and experience of the latest trends in planning for 21st century learning spaces, coupled with the understanding of the unique heritage, history and perspectives of the Cleveland Heights – University Heights City Schools and the residents it serves. Additionally, the proximity of Architectural Vision Group, Ltd. and Calvin Singleton Associates provides benefits and advantages to you that only our team can bring to this project. Those benefits include:

- Familiarity with local issues pertaining to the school district that firms located farther away will not have.
- Our location provides a convenience to your board and committees. Immediate contact and responsiveness is possible due to the location of our firms.
- This proximity and local presence enables us be readily available for important meetings and milestone dates. It also allows for us to be available when “unforeseen” meetings arise.
- The use of local firms will help establish a closer relationship and mutual trust between all the stakeholders in the project, especially the community. This is critical to a project facing an upcoming bond issue.



### Sustainable Design

Demands for improved student performance, concerns about student health and a continuing need for cost-effective facilities have focused attention on the integrated design approach known as green building.

Perkins+Will has made a firm-wide commitment to improving environmental performance by incorporating green building techniques into every project we design. The firm has over 950 LEED-accredited professionals and we continue our aggressive commitment to train staff in green building techniques. We are sensitive to the substantial impact of buildings on the environments and are always searching for solutions which contribute to human well-being and the continuing health of our global ecosystem.



Integrating green building techniques into school design can result in a demonstrated improvement in student performance, increased teacher satisfaction, reduced operating costs and a healthier indoor environment. For the planet, green building offers the promise of dramatically lowered air pollution, improved surface water quality, and the preservation of habitat and natural resources for future generations.

Green buildings do not necessarily cost more to design or build than conventional buildings. Sustainable design involves a range of choices that can be evaluated against the project criteria. Some strategies, like the use of recycled materials or native plant landscaping, cost the same or less than conventional choices, and can easily be incorporated. Other strategies, such as improved mechanical system efficiency, may involve higher capital costs, but will have significant long-term strategic or operational paybacks, and can be evaluated on that basis.



Taking sustainable design one-step further, our designers create a facilities that doubles as a teaching tool. Students learn through their school about native plant life, the power of sunlight, and the efficiency of building systems.

Sustainable design is a criteria in all of our K-12 design projects. Much of what we do—siting our buildings with classrooms facing north and south to maximize energy efficiency and daylighting, using bioretention gardens and riparian buffers for storm water management, using natural ventilation, specifying recycled materials—is just sensible design adding no costs to the our projects. We have found only an average of 1-1/2 to 2% cost increase with projects where our clients chose to increase up front costs for long-term savings, to invest in more expensive sustainable design alternatives, and/or to pursue LEED certification.



Specific elements of sustainable design, along with their accompanying benefits are described on the following pages.

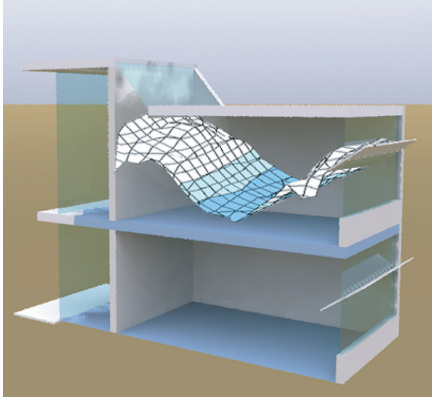
### Reduced Energy Cost

An early focus on facility performance and the use of sophisticated energy analysis software enables Perkins+Will to optimize anticipated energy utilization while maintaining a high degree of comfort and control.

For the *Newport Coast Elementary School* in Costa Mesa, California, Perkins & Will used computational fluid dynamics analysis to increase ventilation effectiveness while reducing overall energy consumption by 43%.

Geothermal heating and cooling were used for all Perkins+Will's projects at *Woodward Academy*. Water source heat pumps are supplied with water





Classroom daylight analysis  
Central Middle School

circulated through pipes in the ground. Since the earth remains at a fairly constant temperature, less energy is needed to warm or cool the water used to condition the space, resulting in considerable energy savings. A geothermal system also reduces the need for mechanical equipment and mechanical space in the building, thus saving square footage.

### Benefits of Daylighting

Careful site analysis and solar orientation offer opportunities to use natural light for illumination, reducing energy costs, and taking advantage of the direct link between daylighting and school performance. Research shows students perform 16 to 26% better in classrooms with natural light.

Daylighting analysis for the *Newport Coast Elementary School* determined how to best introduce even, glare-free daylighting as the primary source of illumination.

Careful design of fenestration and shading devices permitted Perkins+Will to bring sunlight deep into the interior of the *Lisle Senior High School*, in Lisle, Illinois, reducing operational costs and creating an environment that naturally enhances learning.

### Strategic Building Orientation and Sun Angles

When siting a building Perkins+Will orients classrooms with north/south exposure for energy efficiency, minimizing heat gain from the hot west afternoon sun. On the south side of our buildings, sun screens and patterned glass are used to shade direct overhead sun. Also taken into account wherever possible are the use of deciduous trees. These trees offer shade in the summer when the southern sun is high in the sky and in the winter lose their leaves allowing the low winter sun to provide warmth in the building.

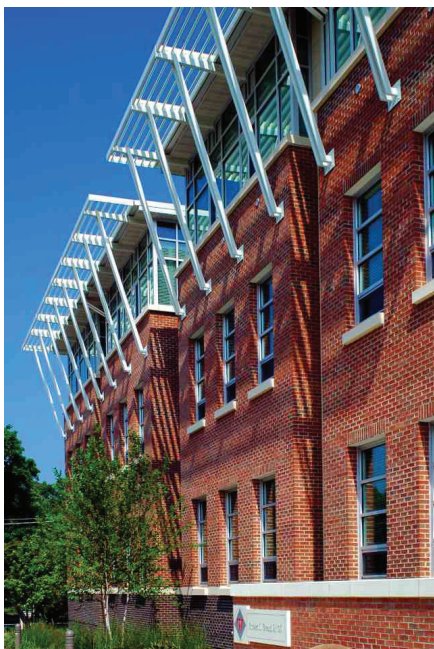
At *Woodward Middle School* all classrooms have natural daylight reducing the need for artificial lights in the building. Art rooms are located on the northern side of the facilities where they receive north light which is most consistent and glare free.

### Conserving Natural Resources

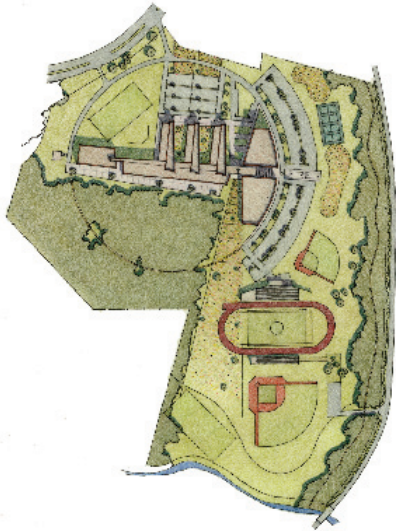
Careful selection of materials helps reduce the draw down of finite resources and reduces construction waste. This also encourages the development of alternative material industries.

Designed within a very tight budget, the headquarters for the *Los Angeles Chapter of the American Institute of Architects* serves as a showcase for environmentally friendly materials including ceramic tile made from recycled glass, and linoleum, cork tile, and hardwoods from sustainably harvested sources. The project also made extensive use of reused and remanufactured materials in its choice of furnishings and light fixtures.

To help reduce the draw down of finite resources and construction waste at *Woodward Middle School* recycled wood from the trees on site were used for the stairs in the middle school lobby. Similarly brick and stone pavers from the existing middle school complex were reset in the new middle school courtyard. Whenever possible, existing trees were relocated and transplanted on site.



Sun screens moderate direct sunlight  
Woodward Academy Middle School.



Building's master plan carefully maximizes use of natural topographical and hydrological features  
Alpharetta High School



Classroom ventilation diagram  
Newport Coast Elementary School



Green roof  
Woodward Academy Middle School

### Maximizing Landscape and Site Design

Using native plant materials and absorption drainage to increase biodiversity and improve surface water quality minimizes maintenance costs.

Designed as an integral part of the natural environment, the *Peggy Notebaert Nature Museum* in Chicago links environmental science with building technology through hands-on exhibits and direct interface with nature. In addition to daylight spaces and careful orientation, the building is designed to incorporate vegetated roof technology as part of its stormwater management system.

A series of rain gardens created for *Alpharetta High School* provide an attractive setting for a suburban high school, require little ongoing maintenance and help absorb stormwater before it becomes runoff.

### Improving Indoor Environmental Quality

Substantial improvements to the air quality of indoor environments are beneficial to human health.

At *Woodward Middle School* all ducts have an antimicrobial coating to assure clean air throughout the facility.

After closing a school because of indoor air quality problems, the *Mounds View Public School District* in Mounds View, Minnesota engaged a team led by Perkins+Will to make air quality improvements system wide while reducing overall energy consumption. The result was a multi-year effort to increase ventilation effectiveness, control humidity, and provide constant feedback and monitoring of all schools in the system.

### Sustainability as a Teaching Tool

In addition to preserving natural resources, green buildings also educate students on the impact of their actions on the environment.

*Central Middle School* in Columbus, Indiana will incorporate technology into the building structure that will enable students to access information about how much energy the school is using, the amount of energy captured by photovoltaic cells in the windows, and the path of rainwater through the native landscape.

*Blythewood High School* in Columbia, South Carolina will realize the benefits of building orientation by taking advantage of natural site topography to enhance student connection with the outdoors through thoughtful integration of a natural pond and trees.

### Benefits of Green Roofs

Green roofs provide a means for storm water management and provide insulation for buildings. Significantly reducing the heat load on the roof, green roofs reduce energy use and concomitant costs. Roof plantings collect rain water reducing the need for on-site detention. They also can provide learning environments for students.

Perkins+Will designed a green roof for the Art Building at *Woodward Academy*. In addition to the benefits listed above, the building roof has transformed a normally unused building element into a source of pride and enjoyment on the campus.



Blue Valley CAPS

The following Perkins+Will projects are LEED® Certified, or registered for LEED® Certification with the United States Green Building Council (USGBC).

#### LEED® Certified Projects

Arabia Mountain High School  
DeKalb County School System  
Lithonia, Georgia  
Certification Level: LEED NC Silver Certified

Blue Valley Center for Advanced Professional Studies  
Blue Valley School District  
Overland Park, Kansas  
Certification Level: LEED NC Certified

Blue Valley Southwest High School  
Blue Valley School District  
Overland Park, Kansas  
Certification Level: LEED NC Silver Certified

Creekview Ranch Middle School  
Dry Creek Joint Elementary School District  
Roseville, California  
Certification Level: LEED 2.1 Gold Certified

Hector P. Garcia Middle School  
Dallas Independent School District  
Dallas, Texas  
Certification Level: LEED 2.1 Certified

Paidea School  
Junior High School Building  
Atlanta, Georgia  
Certification Level: LEED NC Gold Certified

St Alcuin Montessori School  
Galbraith Middle School and Academic Building  
Dallas, Texas  
Certification Level: LEED Silver Certified

St Alcuin Montessori School  
Shawn Underhill Library and Community Building  
Dallas, Texas  
Certification Level: LEED Silver Certified

Woodward Academy  
Upper School Math and Science  
College Park, Georgia  
Certification Level: LEED NC Gold Certified



Hector P. Garcia Middle School

# PERKINS + WILL

## LEED Project Examples



Blue Valley Southwest High School

Woodward Academy Middle School  
The A. Adair Dickerson, Jr. Art Building  
College Park, Georgia  
Certification Level: LEED 2.1 Certified

Woodward Academy Middle School  
Brand-Tucker Hall Classroom Building  
College Park, Georgia  
Certification Level: LEED 2.1 Silver Certified

Woodward Academy Middle School  
Middle School Dining Hall  
College Park, Georgia  
Certification Level: LEED 2.1 Certified

### Projects Pending LEED® Certification

Brighthouse Elementary School  
Richmond School District  
Vancouver, British Columbia  
Goal: LEED NC Gold Certification

Cedar Ridge High School  
Round Rock Independent School District  
Round Rock, Texas  
Goal: LEED for Schools, Silver

Clark County Prototype Elementary School  
Clark County School District  
Las Vegas, Nevada  
Goal: LEED for Schools, Gold

Mother Goose Building  
Paidea School  
Atlanta, Georgia  
Goal: LEED NC Gold Certification

Pace Academy  
Athletics Complex  
Atlanta, Georgia  
Goal: LEED NC Certified

Richland Middle School No. 7  
Richland School District 2  
Columbia, South Carolina  
Goal: LEED Silver



Cedar Ridge High School



Creeksview Ranch Middle School



Springdale Park Elementary School

Springlake Park Elementary School  
Atlanta Public Schools  
Atlanta, Georgia  
Goal: LEED Silver

Therrell High School  
Atlanta Public Schools  
Atlanta, Georgia  
Goal: LEED for Schools, Silver

Westside K-8 School  
Duval County Public Schools  
Jacksonville, Florida  
Goal: LEED for Schools, Silver

Young Middle School  
Atlanta Public Schools  
Atlanta, Georgia  
Goal: LEED for Schools, Silver



SproutSpace

**Select Noteworthy Sustainability Work**  
SAMI Center for the Performing Arts  
Spirit Lake Schools  
Spirit Lake, Iowa

Collaboratively planned sustainable facility within larger sustainable master plan.

#9 - Environmental Protection Agency's List of Green Power Schools, 2009

Triggs Elementary School  
Clark County Prototype Elementary School  
Clark County School District  
Las Vegas, Nevada  
67% reduction in energy costs, 20% reduction in construction costs

SproutSpace  
Dynamic and sustainable modular classroom model  
Winner - "Relocatable Classroom" division, Open Architecture Challenge - International design competition, 2009

## LEED Project Examples



## Sustainable Projects

Architectural Vision Group understands the complex nature of designing energy efficient and environmentally conscious buildings. Achieving LEED for Schools Certification requires a complex framework and **planning** in the very beginning of the project, by all team members. It is imperative to any given project seeking Certification to determine early on which credits will be incorporated into the design, and develop a comprehensive scope of "green design". The planning and preparation of LEED components were considered during the master planning phase to ensure adequate funds for all of the projects listed below.

### **New Elyria High School, Elyria, Ohio**

**Registered for LEED for Schools - Silver Certification (striving for Gold)**

Project Area: 320,000 s.f.

Project Cost: \$73,000,000.00

Sustainable Features: Geothermal heating & cooling system with boreholes located under parking lots due to site constraints, sustainable site components such as bio-swales, fuel efficient parking spaces, alternative transportation components, as well as erosion & sedimentation control. Local and regional materials are utilized as much as possible on the New Elyria High School, with approximately 20% of the building materials extracted and manufactured regionally. The drought resistant landscaping used is also local / native to the region. The floor system, adhesives and sealants used, ceiling and wall systems, and paints/coating are all low emitting materials.

### **New Hubbard K-12 Facility, Hubbard, Ohio**

**Registered for LEED for Schools - Silver Certification**

Project Area: 282,458 s.f.

Project Cost: \$54,000,000.00

Sustainable Features: Geothermal heating & cooling system, daylighting, sustainable site components and use of low emitting materials.

### **Olmsted Falls Middle School - Renovations & Additions, Olmsted Falls, Ohio**

**Registered for LEED for Schools - Silver Certification**

Project Area: 32,000 s.f.

Project Cost: \$8,000,000.00

Sustainable Features: Geothermal heating & cooling system, daylighting, sustainable site components and use of low emitting materials

### **New Center for Autism Positive Education Program, Fairview Park, Ohio**

**Registered for LEED for Schools - Silver Certification**

Project Area: 35,000 s.f.

Project Cost: \$2,600,000.00

Sustainable Features: Energy efficient heating & cooling system, daylighting, sustainable site components, recycling of materials, and use of low emitting materials.

### **New Miles PK-8 Facility, Cleveland, Ohio**

**Registered for LEED for Schools - Silver Certification**

Project Area: 64,298 s.f.

Project Cost: \$13,800,000.00

Sustainable Features: In design - scope being defined

### sustainable projects



Jackson Milton 6-12 Facility was designed with several green / sustainable features including a geothermal heating/cooling system and use of low emitting materials.



New Elyria High School Rendering



New Elyria High School Rendering



When thinking of the core themes that fuel a 21st Century School, there are certain principles that clearly resonate with our planning team, designing for— **connectivity, agility, and creativity**. While specific technologies evolve and change, the physical design of schools and campuses can help facilitate innovative learning for generations.

**CONNECTIVITY** | Spaces that share

*The connected school is one that connects with the world, within itself, and to the larger community. Today's learners are connected in ways unimaginable just a few short years ago. At the core of all of these programs is a heightened sense of connectivity, between disciplines, people, places.*

**WITH THE WORLD** | Connectivity first conjures up images of technology and association with the larger world. Indeed, the knowledgeable and appropriate use of technology is a core skill for today's learners. It allows learners to redefine the traditional physical boundaries of a school to anywhere an Internet connection is available. We design spaces that embrace and evolve with technology, rather than merely catering to a specific in-ovation or trend-favoring versatile platforms and flexibility over time-bound tools. Students should not have to "power down" mentally and technologically when they enter the classroom. We are committed to integrating tools and platforms into all spaces and to providing ubiquitous network access to make schools salient today and robust enough for tomorrow.

One project that typifies this is the Blue Valley Schools Center for Advanced Professional Studies [1], where connectivity is possible in every square foot of the building. From the wired global business lab to corridors rethought as project labs to the flexible "Innovation Atrium" at its core, classes connect with local and global leaders with the same ease of a high performing business.



**OUR LEGACY OF INNOVATION**

*Crow Island Elementary School is a "landmark of design for education which demonstrates that an inspired educational philosophy can be translated into an architecture of continuing function and beauty."*  
—The American Institute of Architects.

It was our first school building that established us as educational design game-changers in 1940 with Crow Island Elementary School. It was then that we received an accolade from a superintendent that we strive to uphold with every new community we engage.

*"The most important feature... is the architectural expression of an educational philosophy."*  
—Carelton Washburne, Winnetka Public Schools, 1941

The school was the first of its type to be zoned by age group, with four classroom wings surrounding a common activity core. Each classroom is a self-contained unit; an L-shaped space with its own workroom, outdoor study/play courtyard, restrooms, sink, and drinking fountain. The façade of the building is filled with art inspired by their educational philosophy. These learning environments fostered creative curriculums and warm communities by design.

More than 70 years after the school was opened, it remains one of the most imaginatively and effectively-designed educational facilities of our time.

Designed in collaboration with Eliel and Eero Saarinen, the school helped to establish Perkins+Will's reputation as an innovative and sensitive school architect. In the spirit of observation and responsive design, Larry Perkins spent significant time in the classroom, observing teachers, students, and learning to inform Crow Island's design. Time and use have proven



the enduring significance of the school's design, which was recognized with an American Institute of Architects' Twenty-Five Year Award.

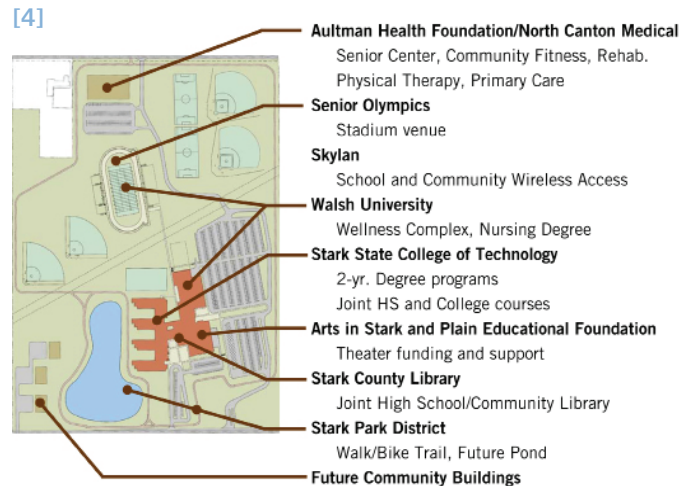


**WITHIN THE SCHOOL** | Connectivity within the school environment—spatially, technologically, and interpersonally—is core to the collaborative and interdisciplinary nature of 21st century learning. One strategy—transparency—provides an indirect means of connectedness. The ability to literally see learning happening (traditionally behind solid walls and closed doors) can be a transformative and freeing experience for learners and community members. It can excite the mind to explore areas of interest and invite connections between people and content areas that might otherwise go unnoticed. This is facilitated by visible project spaces, strategically placed interior windows, and/or allowing rooms to open in on one another. Additionally, connectivity amongst students, between students and staff, and amongst staff is crucial to culture building and a generative educational environment. A variety of methods are employed to foster this from creating third spaces, such as a café areas, for teens to socialize informally innovate or by spatially supporting small learning communities with collaborative professional spaces for project planning, debriefing, and social support.

At Cedar Ridge High School [2,3] in Round Rock, Texas, we re-conceptualized the media center to dynamically connect the school. The central media center is framed by an internet café that spills onto the corridor. This café and space is a comfortable place for personal and professional collaboration at any hour. We placed distributed media centers at the end of each academy to provide each learning concentration with focused resources and project space.



**WITH THE COMMUNITY** | How a school connects with the broader community and fosters a sense of place is another component of connectivity. Does the facility appear as a fortress or does it extend into the community with a warm, welcoming entry? The connection to the real world is a crucial component to holistic education programs—whether it is connecting with local IT businesses to support STEM mentorship or travelling to an underused park to facilitate stewardship. Beyond reaching out, schools can offer spaces for the community to come in for meetings, adult education, local health services, child care, banking services, etc. Some schools have even provided leasable space for compatible partners. These educational programs thrive when schools, especially at the secondary level, connect with local universities and businesses. Schools that embrace connectivity wholly transform into lifelong learning studios rather than isolated schoolhouses.



A powerful example of that connection is in Canton, Ohio at GlenOak High School [4]. A powerful community building and charrette process led to a final campus that was fiscally advantageous and culturally rich for the community and school. At its core, the Community Piazza acts as a portal for the community into a public library, community arts center, primary care facility, and cosmetology program. The programmatic and capital partnerships were crucial to creating a community-facing school.





**AGILITY | Spaces that transform**

*A campus that is agile facilitates rather than handicaps the multidirectional learning environments that these 21st century skill-based curricula demand. Responsive design of these campuses includes a floor plan that reflects community goals, a sensitive selection of furnishings, and dynamic consideration of communal and in-between spaces.*

**MULTIDIRECTIONAL LEARNING + MULTIPLE INTELLIGENCES**

Agility, a cousin of flexibility, differs in a number of ways but most importantly in terms of speed. Modern teachers employ a kind of educational athleticism—a constant balance of assessment and reaction. He or she may transform his or her classroom to accommodate a long-term documentary project, a civil war reenactment, and six midterm presentations all before lunch. School facilities should be designed with a quick-response ability: to flex and morph nearly instantaneously as the learning needs dictate. Participation, personalization, creation, immediacy—this new world empowers agency and connection that traditional teacher-directed instruction struggles to compete with and outmoded school buildings handicap. New design must empower small groups, independent study, informal innovation, cross-discipline collaboration, and real-life projects alike.

When Branded Environments principal, Eva Maddox, was invited to explore her vision for the future of education for the Chicago Public Schools at the Art Institute of Chicago [5], she did so through the lens of Howard Gardner’s multiple intelligences. This exhibit explored what educational curricula, tools, and environments might look like to truly serve diverse learners in an increasingly connected future. In many ways, this exhibit was a laboratory for our practice to empathize with teachers who navigate a variety of learning modalities on a regular basis. Through research and prototyping, we continue to enhance our understanding of what diverse, future-forward classrooms need.



*Our work is supported by conceptual research. Eva Maddox worked with Ohio University design/education students to create an exhibit for the Art Institute of Chicago to reimagine education for multiple intelligences.*

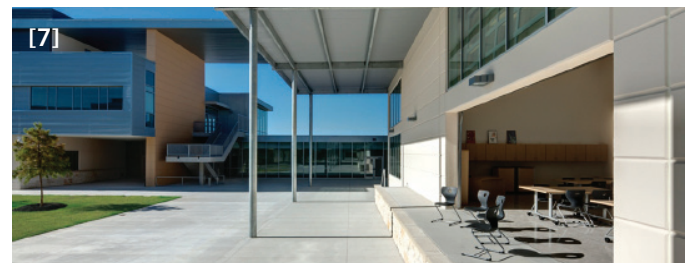
**PROJECT-READINESS** | A sense of agility is a requirement if campuses are to be ready to support a 21st century learning

environment. Project ready environments are filled with flexible and hearty furniture, surfaces, storage, and space that can adapt to handle long and short-term collaboration within and between classrooms. In this light, classrooms transform into studios and hallways into active collaboration zones.

At Alpharetta High School [6] in Alpharetta, Georgia, we wanted project-based learning to be truly empowered. Classrooms like this art room embrace transparency between the creation and display of projects. A large “garage door” allows project work the spread into the corridors and connect with the school and other resources.



**COMMUNAL FLEXIBILITY** | Large communal spaces pose a fun design challenge when considering limited space and budgets and an increase in usage demands throughout the day, night, and year amongst after school and community partners. We love to uncover the most efficient and elegant solutions to community spaces: from stages with interior and exterior house areas (cafeteria and courtyard respectively; see Cedar Ridge High School [7]) to an innovation atrium that hosts community presentations on one night and project break out space the next day (BVCAPS). Surveying the community needs and educational program goals allows us to find a plan and design features that best fit each school.





**CREATIVITY** | Spaces that inspire

*Expression, innovation, + collaboration are all crucial components of modern educational programs. No longer will purely linear thinking solve tomorrow's challenges—the information age is led by those that can creatively design the world around them through holistic thinking.*

**EXPRESSION + SHARING** | Storytelling, expression, and creation of meaning are all vital to child development and to creative learning environments. Designing spaces that inspire creation, complete with nooks, color, light, display areas, is crucial to creating a generative school. Part of this is to create a school that invites students to leave their mark—polished enough to be professional, but raw enough to inspire, and subsequently showcase, work.

**INFORMAL INNOVATION + CROSSING WIRES** | Another component to innovative spaces is creating opportunities for content areas to overlap and spaces for informal collaboration and play. Nexus gathering areas between small learning communities allow for in-class project space and out of class sharing of work and personal ideas. The transparent and flexible cyber lounge featured in the Urban High School [8] above is a great example of the power of creative, connected spaces. Additionally, the colorful dynamic core of Perspectives [9] at the bottom showcases the heart of the school with a lofted corridor and ribbon of windows.



**SMART THINKING ABOUT TECHNOLOGY**

- Involve IT leadership from day one
- Look to industry standards and emerging technologies
- If you don't know, ask an expert
- Plan for a flexible future
- Listen to digital natives
- Use technology to bring sustainable buildings to life

**ON TECHNOLOGY**

The AVA/Perkins + Will Team has significant experience in the integration of technology into all aspects of school buildings. Technology in society is ubiquitous and pervasive, and it is no different in schools—if anything, it should be heightened.

Technology is one of the key elements in transforming the industrial age schoolhouse into a more viable model that satisfies the needs of today's schools. Just as technology is reshaping most other institutions, it has the potential to reshape educational facilities and minimize the gap that often exists between schools and the broader society. We, as planners and designers, recognize the influence of technology to reshape, and believe that technology should not be an afterthought or a collection of the latest trends, but rather an integrated consideration throughout the design process.

We accomplish integration through a variety of strategies and tailor our approach to the goals of our client and larger community. We:

- **Involve IT Leadership:** By involving the school district's information technology leadership, we are able to include their perspective, gain knowledge of existing technology, and shed light on their technology goals. Investment from district IT leadership and informal IT school leaders ensures that momentum from planning charrettes is carried into the implementation phase.
- **Leverage best practice, research, and experience:** We use the community engagement process as a way to showcase technology best practices in workplaces and schools with which we've worked, researched, or admired. We bring to the table a broad experience in planning and design for technology infused spaces in schools, hospital, labs, college, and workplace contexts. We pride ourselves in



ongoing research and professional development to remain informed and relevant experts for our clients.

- **Plan for a flexible future:** It is tempting to think of connectivity and envision the future of education in technical hardware – new gadgets and gizmos on every surface. Not only do the realities of exponential change and tightened budgets render this vision superficial, but a focus solely on acquiring hardware misses the mark. We must learn from the intuitive, agile, and connective design of technology, rather than attempt to fit every room to the gadget. Our environments need to be integrated, rather than piecemeal, to maximize agility and empower diverse learning modalities by “getting out of the way” of learning. Environments should be both flexible and responsive, empowering learners by seamlessly transitioning to accommodate the independent virtual scholar, interdisciplinary teams, the traditional lecture, a community forum, and other forms of teaching and learning both today, and ten years from now.
- **Listen to digital natives:** When working with technology, it is important to realize that students are the natives in the land of high-speed information exchange. Students today have never lived in a world where the personal computer did not exist. While adults’ familiarity with computers increases they still have difficulty matching a young mind’s ability to explore, experiment, and find the short cuts. Facilities can promote this innate student knowledge for the benefit of other life-long learners, and we make it a priority to listen to students during the planning process. Schools that provide opportunities for the students to be teachers help to foster better student/teacher relationships while taking advantage of the student’s knowledge of technology. Students-as-teachers aid their own education because retention of a particular subject is greatly enhanced if they teach it to someone else.
- **Bring sustainable buildings to life:** In addition to what is normally a part of the District’s educational technology program, other aspects such as the automated HVAC system, lighting controls, daylight harvesting systems and security, all are integrated, and can play a role in informing students about the built environment and how their day to day activity is linked and responsible for the resources being used. We view the entire building as an integrated system that includes all these – not just computers in classrooms.
- **Recognize ubiquity:** Innovations are often born out of informal interactions or are found at the intersections of various disciplines. Therefore, the model of merely outfitting classrooms with technology is no longer enough. We recognize that wired and wireless access and integration of collaboration tools throughout the school campus is necessary to plan connected and agile schools.



## PHILOSOPHY, EXPERIENCE + COST WITH COMMUNITY ENGAGEMENT

Our best schools mirror the values and goals and aspirations of the communities that built them. They speak to the optimistic act of learning and the hopes and dreams we have for our children. To that end, the engagement of the school's constituents is critical to the success of any school project. This is especially true when considering that the funding source for capital projects in many public school districts occurs via bond election/referendum.

The passage of any school building referendum is dependent on numerous factors. Included among these might be components such as a verifiable analysis of need, constant and consistent communication, polling of community attitudes, preparing viable cost-effective options for review, effective publicity, targeting the "yes" vote, etc.

But perhaps no single factor is more important than involving the community in the solution. Generally speaking, a successful referendum is a clear signal from the community that the question asked was aligned with the community's understanding of the need, their expectations and vision, their sense of fiscal responsibility, or, very likely, a combination of all of these.

A truly collaborative and participatory process is a core belief of the Perkins+Will/AVG team. Therefore, community engagement is the rule, not the exception to the rule. A very good example of this process is GlenOak High School, Perkins+Will project for Plain Local Schools in Canton, Ohio. GlenOak combined two campuses onto one new campus. The engagement process for GlenOak brought together school

board members, administrators, faculty and staff, parents and students, business partners, local hospitals and universities, the local public library (which now operates the high school's library as a public branch library), the local park district and others to create the vision for this 21st century campus, one that compelled then U.S. Secretary of Education, Margaret Spellings, to remark "I have never, in the history of my career visiting schools across the country, seen a school like this, and it is terrific -- wow."

Another recent example of a true engagement process surrounded the creation of the programming and planning for two new Birth through 8th Grade Community Learning Centers for Peoria Public Schools. This process brought together over 100 individuals (similar types of constituents as GlenOak) to create their vision for the future. The result is a new highly community-oriented facility: 42% of the entire facility can be used by the community.



The cost associated with community engagement activities prior to a referendum will vary according to the precise process used, consultants that may be retained, and the overall level of involvement necessary. The process outlined below assumes a fairly intense engagement process but also suggests that the final process will be the product of initial conversations with the district to fine tune the process to the particular needs of Cleveland Heights-University Heights City School District and the Cleveland Heights-University Heights community. We do understand and appreciate the potential difficulties that might be encountered funding professional fees prior to the passage of a referendum and look to work with the district to find creative ways to satisfy the objectives of all parties.

## ENGAGING PEOPLE AND PLACE IN EDUCATION

We believe that the community engagement process is fundamental to the built environment, but perhaps most powerful in the context of schools. It is a demonstrative act in itself that echoes the power of civic involvement and recognition of place central to celebrated education philosophies. When students and members of the larger community are truly brought into this process, it sets the tone for an engagement inside and out before the doors of a new school even open.

## PHILOSOPHY, EXPERIENCE + COST WITH COMMUNITY ENGAGEMENT

### IMMERSE > INTEGRATE > INNOVATE > IMPART

#### Approach

Our approach to community engagement is the choreography that creates a plan. We welcome diverse thinkers and their ideas to the process. This diversity of perspective, after all, leads to innovation. We supply participants with good information, share new perspectives, listen and learn. We step back frequently and assess our progress and the information and insights collected, always keeping an eye on the long view, recognizing that we must bring significant benefits to our communities and our planet. Together, we move toward creating a plan, circling around to validate our work against core principles and the realities of this place, build an informed constituency, and assure a powerful engagement with Cleveland Heights-University Heights City School District's mission and objectives. We then build upon the strength of this engagement process to create a communications plan that enables Cleveland Heights-University Heights City School District's to get the word out to its voters leading to success at the polls.

In the description of our approach that follows, we present a logical sequence of tasks, always with an eye toward the implementation phase.

We organize our community engagement process around four key stages:

- I. Immerse
- II. Integrate
- III. Innovate
- IV. Impart

Each stage is informed by decades of experience and by the fresh eyes of a team excited by this challenge.

## Step I. IMMERSE...TO LEARN

Truly learning who our clients and their communities are is an essential first step for any project. While we collect important documents and statistics (e.g. OSFC facility analysis, building and site plans, curricular information, graduation requirements, course offerings, course schedules, etc.), we also immerse ourselves in the communities in which we work, to understand your culture as well as your dimensions. We examine history, geography, topography, climate, uses, demographics, ecology, infrastructure, culture, and style. We intend to spend a good deal of time in Cleveland Heights-University Heights City School District's schools, "going to school" if you will, by sitting in classes, having lunch with students, getting to know and understand the culture or ethos of who you are. We will seek to gain an understanding not just of Cleveland Heights & University Heights, but of the Cleveland region and how the two interact. As a means to gathering a broader spectrum of information, we may choose (with CHUH permission) to send a survey to district constituents about their knowledge of current facility conditions, issues they see as in need of repair/replacement, etc.



During this initial step we will meet with district administrators several times to discuss more precisely the process and schedule for community engagement and the project in general. We request that Cleveland Heights-University Heights City School District form a Steering Committee that will be charged with working with the Perkins+Will/AVG team to guide

the project from beginning to end. While many topics will be discussed in early Steering Committee meetings, one that will be of importance is the amount of information desired (program/design/etc.) when goes to referendum. For instance, some districts will decide that they do not want to take the design process too far prior to a referendum for fear of the perception that the district has foregone conclusions regarding the outcome. Other districts feel the need to have a more fully developed program and conceptual design so that tax payers know with precision what they are being asked to support. While the final process and information required at the time of referendum will come via further conversation with Cleveland Heights-University Heights City School District, the process outlined below assumes that the design progresses through a conceptual design phase to allow building planning and three dimensional images to be shared with the community.



## Step II. INTEGRATE...TO ANALYZE

Having collected a broad base of information, our team will proceed to analyze that information in order to prepare for a series of community forums that will create an integrated vision for Cleveland Heights-University Heights City School District. To truly involve the community, consideration must be given to investing time with select representatives from a broad range of stakeholders including (but not limited to):

- Parents
- Students and faculty
- School administrators and school board members
- Representatives from the senior and business communities
- Civic and cultural institutions



- John Carroll University
- Other public institutions (park district, public library, etc.)
- Cleveland Clinic
- University Hospital
- Community leaders
- Adults without children in the district

From these constituents, a Planning Committee will be formed. This will be the committee that participates in a series of workshops designed to develop a facility solution and build community consensus. The Steering Committee will invite CHUH constituents to participate as members of the Planning Committee. Planning Committee members establish a project's team dynamic, operate by consensus and serve as project ambassadors who bring the Planning Committee decisions to the larger school population.

Actively engaging the community in the process—from the beginning—has proven to be an important part of creating relevant schools that are uniquely suited to their communities. This process also has the important benefit of being a very effective strategy for improving the odds at the polls.

The initial Planning Committee meetings are designed to both present the findings from our initial investigations as well as allow the necessary space and time to create vision and guiding principles that will inform the final facility direction. During the workshops, the committee will explore planning scenarios that carefully evaluate educational goals and space requirements, and site strategies. Each workshop focuses on articulating, through small and large group discussions, facility goals as they relate to the district's educational mission. These planning workshops are a critical and vital component of a successful engagement and planning process.



The workshop format generally consists of initial presentations made by the Perkins+Will/AVG team on various related topics and small group work sessions that allow specific topics to be explored in greater detail. The smaller groups will be asked to present their findings back to the whole group for discussion and consensus. A similar format would be used for most workshops. The Perkins+Will/AVG team will rely on the District to provide adequate space and refreshments during the workshop meetings.

As workshops progress, the ideas and information move from very general and broad brush to more specific information with the goal of this step being to compile, in written form, the vision, mission and goals of for the facilities solution as well as detailed planning and programmatic space needs and room functions.

### Step III. INNOVATE...TO PLAN

With the programmatic information in hand, Step III sets a course to bring all of the previous information together into a cohesive and integrated plan for a district and facility solutions that will meet the long-term needs for CHUH. Our team will prepare engaging and interesting presentations on: state-of-the-art educational facilities, 21st century learning environments with flexible spaces, cutting edge sustainable design/carbon neutral strategies, site planning strategies, etc. This step will be particularly exciting as committee members are turned into the architects of their solution as they discuss and diagram their ideal solutions.

Our team will work with committee members, hand in glove, on these diagrams and ideas. This step, like the steps before it, is iterative, where various options will be considered, discarded, combined into new more potent options and where ideas build upon each other until a final and agreed upon solution is reached. Along the way, order-of-magnitude costs will be generated for the various options to allow Planning Committee members to weigh value versus benefit.



### Step IV. IMPART...TO COMMUNICATE

Through this community engagement process true excitement can be generated, at a grass roots level, behind the selected solution. If focused, this excitement will build wide spread support and significantly increase the likelihood of a successful referendum. As an uninformed voter is more likely to cast a no vote, it is critical that the facilities plan be effectively communicated to CHUH constituents.

Our team has experience in this area and will provide support to Cleveland Heights-University Heights for assistance throughout the pre-referendum planning. This support can include such functions as:

- Creation of a project website and blog where information can be shared and community members can comment on what they see/hear. A similar blog for the Samuel Brighthouse Elementary School project can be found at: <http://www.brighthouse.ca/>
- Creation of presentations that will educate and involve the community on the decision-making process including options considered
- Facility assessments (both physical and educational) that will gather appropriate data to illustrate areas of concern and need
- Presentation of research on the impact that educational facilities have on the learning process
- Preparation of promotional materials that illustrate the selected solution
- Supporting the school district community in “getting the word out” to the voting public about the planning process and selected solution—this can be done through presentations at schools, community forums, to chambers of commerce, neighborhood groups, communications with media, newsletters, door hangers, yard signs, etc.

Overall, this process is designed to link the required investment with educational results. Importantly, it will help the community make an educated and informed decision and truly understand the value proposition before them—that good schools turn out good students, are advantageous for property values, and are an investment in the future of their children and the community.



GlenOak: Plain Community Branch Library

The Perkins+Will team has numerous examples of the incorporation of community input into educational facilities that we have designed. At GlenOak High School in Canton, Ohio, for instance, a number of major enhancements occurred to the project via the community engagement process and through the efforts of then Superintendent Jacqueline DeGarmo. One such enhancement came via a partnership with Arts in Stark, a local nonprofit arts organization that contributed to the project, effectively increasing the number of seats in the theater from 600 to 900 via the addition of a balcony. Similarly, a partnership with the Stark County District Library altered the programmed high school library as it became the Plain Community Branch Library of the Stark County system. This library serves both high school students who enter at the second level as well as community members who enter at the ground level. In lieu of two full-time district librarians, this public branch library has six to seven full-time public library employees. Less overall tax payer dollars and more intense use: a true win-win.

There are also many more subtle examples that the impact of community engagement has had on facilities. At the Harrison Birth through Eighth Grade Community Learning Center, the community engagement process yielded measurable impact on the planning of the building and also added a number of spaces. For instance, the building was planned so that many spaces in the building could be easily accessed after hours and on weekends without opening other portions of the building to the public. In lieu of adding dedicated rooms for all of the community organizations that would have liked a presence in the building (and there were quite a few), we conceived of dedicated mobile storage carts that would be secured in a storage room. The carts (filled with materials specific to a particular community organization) could then be wheeled into any number of spaces that a particular organization might reserve for a meeting. Therefore, with the simple addition of a 150-square-foot mobile cart storage room, large portions of the building (42%) avail themselves to these after-school and weekend activities. As we proceeded through the community engagement process on this project, it was clear that to fully serve the Harrison community, this school also needed a number of additional, non-traditional spaces. These came with the inclusion of an adult education classroom, a family center and health clinic.

AVG has recently completed several projects where the design clearly reflects community input and partnerships with local businesses and organizations. At the new Elyria High School in Elyria, Ohio, we utilized information gathered from surveys, meetings with staff / administration, review of curricular / extra-curricular programs to develop spaces that allow for the effective delivery of instruction while creating a school facility that can be used for community events/activities as well. Constant community engagement by a series of meetings that informed and included the community in the design and program of the school enabled us to design a true “community school center”.





Blue Valley CAPS: Cafe Area



Barrington Learning Center: Spring Wing

Through partnerships and generous donations from Invacare, Elyria Memorial Hospital, Rigid Tools, and the Elyria Rotary Club, the new Elyria High School was designed with significant enhancements. A few examples include the new auditorium complex which seats 800 people, complete with amenities such as make-up and dressing rooms, scene shop and storage spaces, gift shop, concessions, ticket booths, etc. The auditorium complex serves school events, drama club programs and community events during non-school hours. Design enhancements and upgraded theater seating was made possible by Invacare, Inc. In partnership with Rigid Tool Company, a large technology lab was made possible and its location was designed so that it could be utilized by the students in the media center complex during the day, and by the community during the evenings and weekends. In partnership with Elyria Memorial Hospital, the science department was designed with a forensics classroom/lab complete with specialty equipment. The Elyria Sunrise & Noon Rotary Clubs partnered with the school district to create the truly unique “Wi-Fi Café” located in the media center, which is operated by the special education students enabling them to gain social, living and work skills.

Contributions and collaborations did not end there, with donations and enhancements including Athletic Hall of Fame in partnership with the Kaplan Family, an “Art Courtyard” funded in partnership with Elyria Charities, Inc., and a “Science Courtyard” made possible with a partnership with the Kiwanis Club of Elyria. An enhanced teacher workroom was designed utilizing donations from the Altfeld Family. The strength of community support and partnership was clearly visible by anonymous donations that enabled the Music Hall of Fame to be designed and constructed.

### The Student Voice

Perhaps some of the most poignant clues we pick up are provided by the students that are involved in the engagement process (and we strongly encourage student participation). Students bring a fresh and very different point of view to the process and we often hear them say how delighted they are that somebody “actually cared enough to ask us our opinion”. One common thread among student requests is the thirst for what they often will describe as “places for us to hang out”. These informal student “hang out” spaces are often overlooked in today’s school design and were totally absent in factory model schools. These spaces have taken many forms in our work – from very small gathering spaces for two to three people, to larger spaces for 20-30 students. These spaces can create a sense of identity and belonging for students and can be designed to be very tactile, warm and with interesting lighting (think Starbucks).

One recent example of encouraging student participation was the Design Charrettes for the Art and Science courtyards at Elyria High School. A series of workshops between the students in the art program, science program and design architects were held. The student’s vision and ideas were incorporated in the design of each courtyard by the designers. This interaction engaged the students and built enthusiasm and energy for the project and fostered a sense of ownership in the facility.



The success of an education project is largely determined by its process. The process sets the tone and foundation for addressing the needs of the users, finding economical and creative solutions based on those needs, and designing an educational environment that promotes the client's educational goals and ideals.

Perkins+Will's entire management approach is focused on fulfilling the client and community's program within their budget and on schedule. Before any line is drawn our team engages in a thorough process planning effort to establish a common set of goals and objectives for all phases of the project. This planning of the process is done with the client and is customized to meet the needs of the school district and the particular project.

### **Team Building**

From the beginning, we will build a team of cost consultants, engineers and general contractors each with the established skill set and specific experience required to successfully integrate the district's needs and ideals into the project.

Team building is a vital component in the process. It serves to unify and motivate all of the individuals and entities toward common goals. An interactive process that includes key members of the school district community helps us create a project approach that reflects the priorities and culture of the district. We work closely with the district prior to the commencement of the project to determine their desired make-up of the project committee, typically involving the school board, administrators, faculty, staff, and students working with the design team to build the consensus that establishes the project's direction.

### **Communication with Consultants**

The importance of consultant coordination cannot be overstressed. Historically, the most significant source of change orders during the construction phase is a lack of coordination between systems in the construction documents.

At the most basic level, coordination is the responsibility of the project team. The senior architects and engineers will be in continuous communication to discuss and resolve coordination issues. Regularly scheduled meetings will also be held to assure a high level of coordinated effort.

In addition, only well-informed team members can make project-appropriate decisions. The identification of appropriate format and forum for information and its timely distribution contribute to good communications.



### **Ability to Meet Owner's Proposed Schedule**

Our experience has taught us that every project has unique and specific challenges, especially in regards to project schedule. While every project has a timeline, school projects have additional variables which affect the deadline, such as timing for bond issue campaigns and starting/completion dates often coinciding with the school year calendars. Our team understands these stringent deadlines and will work with you to find a project schedule that fits your requirements.

Our approach to the project has been outlined in the chart provided. Within this matrix we have developed a preliminary schedule / process to complete the identified milestone dates of the Cleveland Heights – University Heights City School District Master Planning Project. The following 5 steps outline the master planning process. Please note that other milestone dates in-between the 5 major steps we have listed may be further developed during the planning and scheduling phase.

#### **STEP 1: IMMERSE...TO LEARN:**

Based upon the Owner's Schedule, September 15th through the beginning of November will be utilized for Planning and Scheduling of the project with the school district administration. During this initial step we will meet with district administrators several times to discuss more precisely the process and schedule for community engagement and the project in general.

#### **STEP 2: INTEGRATE...TO ANALYZE:**

We collect important documents and statistics (e.g. OSFC facility analysis, building and site plans, curricular information, graduation requirements, course offerings, course schedules, etc.). Our team will examine history, geography, topography, climate, uses, demographics, ecology, infrastructure, culture, and style. We will send surveys to all staff, administration and constituents.

#### **STEP 3: INNOVATE...TO PLAN:**

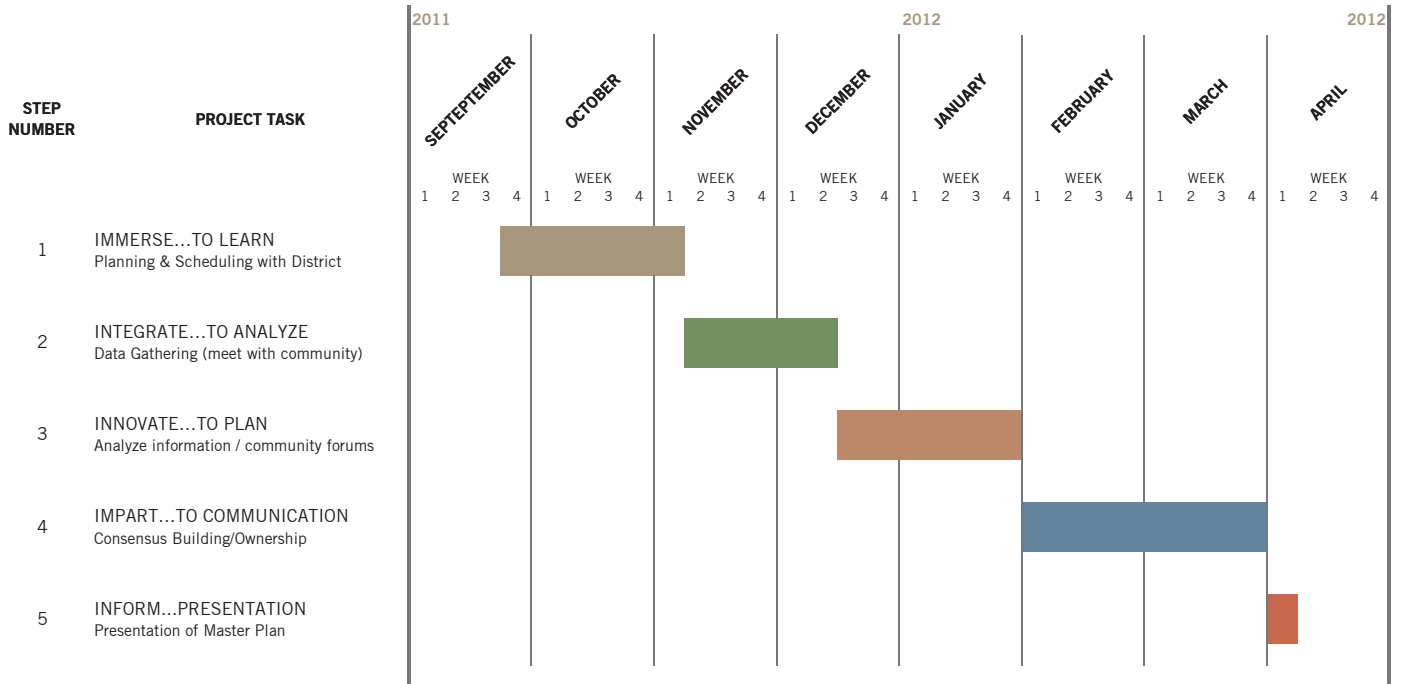
During this timeframe, we will prepare for a series of community forums to include students, parents, faculty, community members and all potential stakeholders. Also in this phase we will form all planning committees and actively engage the community in the process.

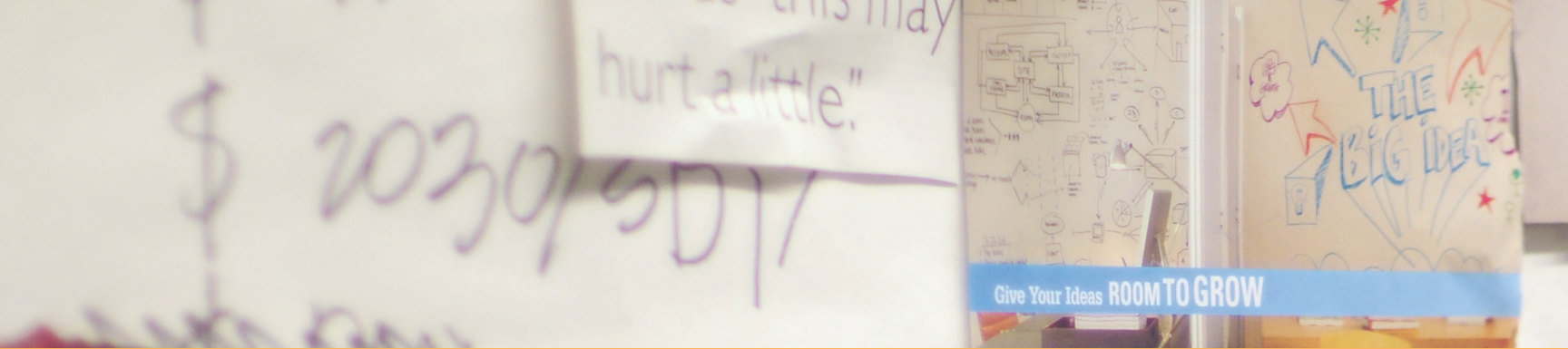
#### **STEP 4: IMPART...TO COMMUNICATE:**

As we move into the consensus building phase of the process, options will be refined and an implementation plan with associated costs developed. After dialogue and focus group discussions we will work with district administration and the Facilities Committee to develop options with regards to the District Master Plan. Having reached consensus, the master plan graphics will be developed for committee presentation to all stakeholder groups. A final report with a detailed review of the process and recommendations will be prepared for the district which will include a graphic communication plan to be used in tandem with the master plan graphics.

#### **STEP 5: INFORM...PRESENTATION:**

Our team will present the master plan in a formal presentation to the Board, Committees and the Community by the April 1, 2012 completion date.





Contact Information:

Steven Turckes, AIA, REFP, LEED AP  
Principal  
**PERKINS+WILL**  
330 North Wabash Avenue  
Suite 3600  
Chicago, Illinois 60611  
tel 312.755.4570

Syed S. Abbas  
President  
**ARCHITECTURAL VISION GROUP, LTD.**  
31150 Center Ridge Road  
Cleveland, Ohio 44145  
tel 440.808.8520

