OAK PARK & RIVER FOREST
HSD 200
ARCHITECT OF RECORD AND EDUCATIONAL DESIGN SERVICES

SUBMITTED TO:
Tim Keeley
Purchasing Coordinator
Oak Park and River Forest High School District 200
Room 270A
201 North Scoville Avenue
Oak Park, Illinois 60302

SUBMITTED BY:
Mr. John Ochoa, AIA
Principal in Charge
FGM Architects Inc.
1211 West 22nd Street, Suite 705
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November 18, 2010

Mr. Tim Keeley, Purchasing Coordinator
Oak Park & River Forest High School District 200
201 North Scoville Avenue, Room 270A
Oak Park, Illinois 60302

RE: Architect of Record & Educational Design Services

Dear Mr. Keeley,

We are pleased to submit our qualifications to Oak Park & River Forest High School (OPRFHS) District 200 and to further introduce you to FGM Architects. Since our inception in 1945, FGM has established itself as a leader in educational design in the State of Illinois, currently representing 85 school districts. We are proud of the long-lasting relationships we have developed with our clients and look forward to building one with Oak Park & River Forest HSD 200.

Having attended the pre-proposal walk through, we learned more about your school and the upcoming projects. We are very excited about the possibility of partnering with one of the largest high schools in the State of Illinois. We have reviewed the floor plans provided and enclosed please find a work plan for projects scheduled for next summer. AMSCO Engineering has been our MEP partner for many of our K-12 projects and we have included them on our team for the OPRFHS projects.

A principal-led team working from our Oak Brook office has been mobilized to serve OPRFHS for the immediate projects as well as the future projects. John Ochoa, the president and CEO of FGM Architects will be the Principal in Charge of this project. Working with John Ochoa will be Ron Richardson, a highly organized, detail oriented program manager who will lead the project team throughout the process. Additionally, we have included Augie Battaglia as the Design Director and Jim Woods, as Programmer/Planner. Augie and Jim have a combined experience of over 50 years designing award winning high schools locally, nationally and internationally. Together our team has been responsible for the management, design, planning and programming of more than 20 new high schools and over 100 major renovations and additions to high schools from Florida to Alaska and internationally in the past 20 years.

Thank you again for your consideration and the opportunity to present our qualifications. We welcome your review and look forward to the opportunity to meet with you to further discuss your projects. If you have any questions regarding our submission, please contact either John Ochoa or Ron Richardson. Contact information can be found below.

Sincerely,

John F. Ochoa, AIA
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630.574.7077
johno@fgmarchitects.com

Ronald W. Richardson, AIA
Program Manager
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Tab 1
Firm Qualifications
FGM Architects Inc. has specialized in the planning and design of educational facilities in the State of Illinois since 1945. FGM provides architectural services for over 85 school districts throughout the state. FGM offers educational expertise with a staff of 73 professionals, including architects, interior designers, landscape architects and support staff.

FGM actively participates in the following educational organizations:

- Illinois Association of School Boards
- Illinois Association of School Business Officials
- Illinois Association of School Administrators
- American Association of School Administrators
- Council of Educational Facility Planners International
- Association for Illinois Middle Level Schools
- National Middle School Association

FGM has received Awards of Merit from the IASB for many of our educational facilities. The firm was also awarded the AIA Illinois Distinguished Firm Award in 2003. This is a firm-wide award that recognizes our contributions to communities across the state of Illinois, to the American Institute of Architects and to the architectural profession. We are particularly proud of receiving this recognition from our peers as it reflects our core purpose, “FGM exists to enhance communities by creating quality environments.” Additionally, FGM is a member of the U.S. Green Building Council and 22 of our architects are LEED (Leadership in Energy and Environmental Design) Accredited Professionals. This accreditation recognizes expertise in sustainable design.

The FGM Team Approach:

- FGM offers clients a balanced, common sense approach to the operational, functional, technical and aesthetic sides of educational design.
- We provide a comprehensive and integrated approach to the development of buildings and interiors for educational institutions.
- We ensure that the project will achieve its strategic objectives in the most economical manner possible.
- We strive for design excellence in all of our projects.
- We have designed our services to minimize the risks associated with building projects - revenue risk, financing risk, capital cost risk and operating cost risk.
- We consistently maintain a focus on our client’s mission as the overriding determinant of project priorities.
FGM’s qualifications are enhanced by our core purpose, mission and values. They are the cornerstones for how we manage our company, support the needs of our clients and support the professional development of our associates. Our history and our approach to projects is based on these values; we truly are a community-based architectural firm.

Core Purpose: FGM exists to enhance communities by creating quality environments.

Mission: We provide architecture and planning services to a diverse clientele by assembling an integrated professional team who develops strong relationships and works collaboratively with the client to meet the client’s present and future needs.

Values:
1. Commitment to our Clients: We build long-term relationships by providing quality design and service that meets our clients’ needs, values and interests.
2. Commitment to the People of FGM: We offer opportunity for quality professional life and support for quality personal life to all.
3. Ethical Conduct: We bring integrity, respect, fairness and honesty to all our relationships.
4. Commitment to FGM: We apply sustainable business practices. These include responsible fiscal management, market diversity and development of future leaders.

FGM’s approach to facility planning and design is to form strong project teams that integrate planners, architects and interior designers. We also engage engineering consultants with whom we have established an effective working relationship. By assembling all disciplines early on for a project, the coordination and continuity throughout the planning, design and project management of any facility is assured. Because we believe in forming strong working relationships early in projects, we have a long list of repeat clients.

SERVICES PROVIDED BY FGM

Pre-design Consulting
- Strategic Facility Planning
- Sustainable Design/LEED Planning
- Programming
- Site Analysis
- Capital Improvements Master Planning
- Facilities Master Planning
- Grant Writing Assistance
- Referendum Planning & Management
- Alternative Financing
- Alternative Project Delivery Systems
- Program Management

Interior Architecture
- Pre-Design
- Programming
- Space Planning
- Interior Design
- Color & Material Coordination
- Furniture Selection & Specifications
- Equipment Planning
- Graphics & Signage/Wayfinding
- Move Management

Architectural Planning & Design
- Facilities Long Range Planning
- Facilities Master Planning
- Facilities Assessment & Programming
- Financial Feasibility Analysis
- Facilities Programming
- Facilities Pre-Design/Planning
- Educational Equipment Programming, Planning & Coordination
- Architectural Design
- Urban Design
- Restoration & Preservation
- Construction Administration
- 3D Rendering & Animation

Landscape Architecture
- Site Analysis
- Programming
- Code Analysis
- Landscape Architectural Design
- Recreation Planning
- Master Planning
- Construction Administration
Benefits FGM Brings to Educational Facilities Projects:

• Strengthening the owner’s involvement throughout the process
• Translating the users’ needs into reality
• Addressing the legitimate concerns of the community
• Providing the client with all of the requisite information and technical advice to make decisions quickly and confidently
• Incorporating all of the related constituent groups into the decision-making process
• Implementing the owner’s agenda with efficiency
• Minimizing demand on the client’s valuable time

FGM’s Project Management:

• Our management of the project emphasizes the facilitation of our clients’ decision-making process and the relentless execution of their vision.
• Communication is the core of management excellence in control of the three critical variables of quality, cost and schedule.
• Our role is to meet our client’s performance criteria in their entirety.

FGM’s Philosophy:

• We believe in involving the owner and the end-users (students, faculty and staff) of the space to be created and members of the facility site’s community.
• Only the owner is vested with the most intimate knowledge of a project’s institutional values and strategic objectives and, thus, with the right to determine project priorities.
• Users fully understand the performance needs of a facility and the characteristics essential to its success.
• Members of the community understand and appreciate the impact that a project will have on their neighborhood.

Facility Planning:

• FGM integrates all aspects of the project into a single comprehensive process.
• Client decision-makers, users and community members are involved in every step of the project. The end result is a project established by solid consensus, because all stakeholders have participated in its creation and understand the logic of planning decisions.
• FGM has the ability to work continuously with community members, users, various decision-makers and power centers to forge consensus and maintain a clear vision of the project’s strategic objectives.

Problem Solving:

• FGM’s personal approach to problem solving includes Principal involvement through all phases of the project.
• FGM’s emphasis on establishing a close working relationship with our clients has produced a wide range of projects, which incorporate innovative design and planning solutions responsive to the individual requirements of each client.
The changing demographics of population, an increasingly competitive educational environment and constant technological advances, have fostered the need for educational facilities that offer functional and innovative design in terms of master planning, spatial and functional relationships, operating efficiency and cost effectiveness.

While the focus on individualized instruction and social services continues to increase, the competition for available budget dollars is becoming acute. Ease of access, location, student, teacher, administrator and community comfort, environment and amenities are all becoming important tools to recruit students and faculty and attract funding.

Quality of instruction continues to be the highest priority, however, other factors are adding new criteria that affect the make-up of educational facilities. Economy of operation is essential in today’s climate of declining funding. Whether it be energy consumption, the elimination of labor, the design of low maintenance facilities or the design of facilities that provide for an increased level of utilization, reducing costs without compromising educational quality has increased in importance. The direct labor costs of education can be and are affected by facility design.

Today’s educational institutions compete for students and dollars in many ways. The visual and psychological environment created by the architect no longer plays a secondary role. A school or higher education building is an asset to be used by the owner’s management team to support educators, the educational delivery process, attract the student and funding providers by producing an environment that is non-threatening and visually appealing, one that conveys an image of security, educational competence and quality. These factors are paramount in creating an attractive and educational environment.

FGM’s educational facility team’s strength lies in our ability to structure design creativity within an established context and budget, satisfying the necessary programmatic criteria, reinforcing the client’s strategic goals and, importantly, providing a facility symbolizing a recognized “Standard of Excellence” in planning and execution.

The following issues are key to a successful solution in educational facility design:

- Design must be flexible to accommodate future needs in response to the constantly changing technology and spatial requirements of today’s educational environment.
- Design must meet the long-range strategic goals of both the owner and various user groups, as well as the day-to-day needs of students, teachers, administrators and community members.
- Design should establish an appropriate image for the campus, provide architectural site guidelines for future development and stimulate an environment of interaction and comfort to attract students and the highest quality staff.
- Design should encourage students to feel independent, at ease and unintimidated by the educational facility. This often means breaking down the scale of increasingly larger buildings (due to budgetary constraints) into smaller parts - “schools within schools” or “houses”.
- Design should include important people spaces for students, teachers, administrators, staff, community members and visitors that encourage activity and interaction.
- Design should include stimulating student and faculty spaces that promote a high quality of life and eliminate traditional institutional forms, spaces and materials.
Our projects demonstrate the expertise and commitment of the highly energetic and creative FGM Team. Our previous experience attests to our ability to design, plan and construct projects that strive to meet all functional and aesthetic goals of our clients. We will bring our expertise to manage the schedule, budget and communication issues that are an integral part of the design process, while working with you to ensure your expectations are met with a high quality. Each project is staffed with a team of professionals who will provide the leadership and management required for the project.

FGM currently serves as the Architect to 85 school districts in Illinois. The projects range from renovations and additions to Health Life Safety Surveys, as well as new facilities. We are proud to serve our clients and value our long-term relationships we have established over the years. Our client list includes school districts such as Cicero School District 99, the Chicago Public Schools and Mt. Vernon THSD 201, in addition to many more whom we have worked with for over twenty years. FGM recently completed a fast tracked project for Cicero SD that resulted in a 133,406 sf addition and renovation completed in 19 months. Moreover, FGM has been working in the Oak Park community with Fenwick High School for nearly a decade. Our dedication to our clients and our unsurpassed level of experience will greatly benefit Oak Park & River Forest HSD 200.

On the following pages, please find a matrix of our highlighted projects demonstrating our experience with the OPRF Summer 2011 projects. Additionally, we have included a table featuring details of our completed projects and their cost information.

We have also included visual representations of our recent K-12 educational projects which speak to FGM’s ability to complete quality facilities within feasibly outlined budget and schedule parameters.
## EXPERIENCE MATRIX

The matrix below represents our five featured projects that are similar in size and scope to the Oak Park & River Forest HSD 200 project.

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<th>PROJECT NAME</th>
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<td>Grayslake CHSD 127</td>
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<td>Community High School District 151 Additions &amp; Renovations</td>
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<td>Client</td>
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<tr>
<td>Grayslake CHSD 127</td>
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<td>New Trier High School</td>
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<td>Chicago Public Schools</td>
<td>Mather High School Additions/Renovations</td>
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<td>Community HSD 153</td>
<td>Crystal Lake Community SD Health/Life Safety</td>
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* Warren O’Plaine & Warren Almond are 95% Complete
The Grayslake Central High School renovation is proceeding on schedule and on budget. The renovations to the 1950 high school include new athletic facilities, renovated locker rooms, revamped and relocated library, computer resource center and faculty offices.

Phase 1 - Physical Education Wing Renovation
The first phase of the three-phased project was the 5,000 sf renovation of the physical education wing of the high school. Students at the school are excited that the antiquated bathroom stalls and group shower areas were upgraded to facilities with more personal privacy. The new areas have six individual showers with privacy curtains.

Phase 2 - Athletic Field Renovations
The second phase of the Grayslake Central renovations consisted of the renovation of the athletic fields including a new press box and a new concession building. This project was completed in August 2007.

Phase 3 - Library & Arena Renovations
The third phase of the project was the renovation of the computer learning resource center, the library, study hall and arena faculty offices, relocating them in different areas of the building. Included in the renovation were new technology, new office space and new library and arena furniture. The renovations in this phase totaled 16,000 square foot.

Phase 4 - Student Services Renovations & Life Safety Work
The last phase of the project includes the remodeling of the student services department and life safety work. The 9,000 sf renovation of the student services department includes the reconfiguration of office suites and the nurses’ area. New lighting, new HVAC, new roof, new fire protection sprinklers, and new furniture were included. This work was completed in October 2008.
To address tremendous growth within the District boundaries (as much as 400 students per year), Warren High School created a “space committee” comprised of dedicated parents, community members, staff and student to explore possible solutions to impending space needs.

The District plans to maintain their current structure (9-10 at O’Plaine Campus, 11-12 at Almond Campus) while updating their high school campuses. The space committee has prioritized phased upgrades and improvements at both campuses, while being mindful of maintaining equity of facilities and programs at each campus.

Following a successful referendum drive, the space committee worked to correct issues at the Warren Township High School Almond Road and O’Plaine campuses.

The original Almond Road campus houses grades 11 and 12 and was constructed in 1997. The following projects were completed at Almond Campus:

- 25,200 sf North Spine Extension which includes seven classrooms, four science labs, two computer labs, chemical safety and storage rooms
- 1,800 sf classroom addition and corridor renovation
- 1,800 sf classroom addition and corridor reconfiguration
- Fire lane reconfiguration
- 3,000 sf student services renovation
- 4,800 sf media center/student services addition
- 2,100 sf special education classroom renovation
- 2,300 sf lower level classroom renovations
- 1,200 lower level stairway renovations
- 7,600 sf cafeteria renovations
- 4,000 sf PE activity room addition
- 14,000 sf bus drive/parking reconfiguration
- Security and fire alarm upgrades
- Structural and remedial work
- 6,000 sf black box theater addition
- possible 6,000 sf district office addition

The following is the scope of the work to be completed at the Warren Township O’Plaine Campus following the 2008 referendum:

- 25,200 sf North Spine Extension which includes seven classrooms, four science labs, two computer labs, chemical safety and storage rooms
- 1,800 sf classroom addition and corridor renovation
- 1,800 sf classroom addition and corridor reconfiguration
- Fire lane reconfiguration
- 3,000 sf student services renovation
- 4,800 sf media center/student services addition
- 2,100 sf special education classroom renovation
- 2,300 sf lower level classroom renovations
- 1,200 lower level stairway renovations
- 7,600 sf cafeteria renovations
- 4,000 sf PE activity room addition
- 14,000 sf bus drive/parking reconfiguration
- Security and fire alarm upgrades
- Structural and remedial work
- 6,000 sf black box theater addition
- possible 6,000 sf district office addition
In 2005, FGM completed small life safety repairs to Almond Campus. In addition, major renovations to O’Plaine included:

- Renovation of existing Transportation/Grounds Maintenance area - Option
- Renovate transportation center and add new bus lot
- Re-tile kitchen and cafeteria with porcelain tile
- Re-do Domestic Hot Water Circulating Line
- Upgrade Fire Alarm System
- Fieldhouse roof and gutters - replacement
- New bleachers
- Replace gym flooring

- Renovate science labs - Rooms 309, 310, 311
- Connect hall lights to Building Automation System
- Air condition existing building
- Build new locker rooms/bathrooms
- Upgrade Automation System
- Add storage room to fieldhouse
- Renovation of locker rooms
- Build a new football stadium complex
- Rebuild fire lane by tennis courts to fieldhouse
FGM was selected to complete a Facilities Master Plan for Fenwick High School. The purpose of the Facilities Master Plan was to complete the transition of the school from an all-boys high school into a co-educational college preparatory school. FGM assessed the architectural and engineering building systems for each component of the school. Through user group meetings and facilitated conversations with various stakeholders, FGM identified ways to increase the number of classrooms and to modify the existing spaces to accommodate new educational programs. One of the recommendations was to fill-in the unused and out-dated lap pool area to be updated to usable space. The Fenwick Pool Infill project successfully converted Fenwick High School’s 80-year-old concrete shelled swimming pool, deck and mechanical areas into new offices, labs and a wrestling room.

Following the completion of the Master Plan and pool infill project, Fenwick commissioned FGM Architects to complete a four-story addition and a new entry way. The need for the new additions and renovations to Fenwick arose from the lack of science education classrooms and the need for better building circulation. The new plans have better circulation and create a link from the original 1929 building and the newer 1997 addition.

The stone and wrought iron arch will welcome students and visitors as the stone colonnade and landscaped pathway direct them to the new lobby and renovated offices, security and check-in.

A new multipurpose room has been inserted in an existing courtyard and will have skylights to retain the day lighting and openness.

The project adds two new stories to the building, creating an entirely new third and fourth floor. The second floor will house new art and general classrooms, technology offices and the radio and TV studio. The third floor will hold new physics classrooms and add a new library and reference library. The fourth floor will have science lecture halls, biology and chemistry classrooms and prep offices for faculty.
All floors are ADA accessible with wheelchair lifts and an elevator to the top floor. Additionally, new windows and window embellishments were added to the south side windows to tie them to the historical windows on the other sides of the building. Decorative lighting and stone arcade were added to emphasize the dramatic feature that makes this a historic high school. The new formal lobby will act as a meeting room for the groups that unite at Fenwick.

The challenges in this project for FGM architects were maintaining the historic character of the building while adding modern features, leveling the roof and unforeseen structural conditions. Throughout the construction phase, students stayed in class and athletic events maintained their regular schedules.
MATHER HIGH SCHOOL ADDITION & RENOVATION
CHICAGO PUBLIC SCHOOLS // CHICAGO, ILLINOIS

FGM was hired to complete construction documents for CPS Mather High School’s addition and renovation. Mather High School was built originally built in 1959 as a middle school. The school currently is a high school that houses 2,000 students with a total square footage of 160,215 square feet. The project includes the full renovation of the existing building including the alleviation of overcrowding through the expansion of program spaces, especially classrooms, student services and the library; new finishes; repair of cracks and replacement of broken equipment and furniture.

The following highlights the scope:

1. A new, single-story, double-height addition that includes a library, lobby, main entrance, entrance canopy, toilets and two classrooms. It provides a more distinctive entrance to increase the attraction of the school as well as increase the size of the lobby and library

2. Provide a lift that allows for reallocation of first floor space from storage to program space. Several interior rooms have been provided with lighting and spatial requirements for flexible future use.

3. Provision of additional classrooms.

4. Rearrangement of administrative, faculty and student services. Student services and the new teacher work room are located in the existing library space.

The project will be LEED Silver Certified and the following green elements were designed:

- A Greenhouse in Courtyard #1
- A creative reuse/recycling center in Room 701
- Permeable pavers in the new parking lot and drop off
- Increased energy efficiency through renovation of all mechanical systems

**Project will be LEED SILVER RATED**
In addition to our work at Mather High School, FGM has completed a variety of sound abatement, life safety and renovation projects for Chicago Public Schools. Below is a sampling of projects completed throughout our relationship:

- Steinmetz HS Swimming Pool Renovations
- Fenger Academy Pool Renovations
- Steinmetz HS Locker Room Renovations
- Steinmetz HS Science Lab Upgrades
- Steinmetz HS Roof & Window Replacements
- Dyette Academy Middle & HS Renovations
- John F. Kennedy HS Renovations
- Kennedy HS Science Lab Upgrades
- Percy L. Julian HS Exterior Renovations
- Crane HS Boiler Replacement
- Curie Metro HS ADA Work
- Stephen T. Mather HS Addition & Renovations
- Corliss HS Science Lab Upgrades
- Corliss HS Exterior Renovations
- Hancock College Prep Sound Abatement
- Phillips HS Science Lab Upgrades
- Rudy Lozano Elementary School
- Jane A. Neil ES Roof & Window Replacement
- Jane A. Neil ES ADA Upgrades
- Jane A. Neil ES Boiler Replacement
- Mason Elementary School Boiler Replacement & Masonry Restorations
- James Johnson ES MCR
- James Johnson ES Site Work
- Daniel Webster School MCR
- Enrico Tonti Main & Branch School Sound Abatement
- Thurgood Marshall MS Terra Cotta Repair
- William Dever ES Sound Abatement
- John H. Hamline ES Renovations
- McCosh School Major Capital Renovations
- McCosh School Elevator
- McCosh School ADA Upgrades
- Bradwell ES Renovations
- Arnold Mireles Academy Major Capital Renovations
- Arnold Mireles Academy ADA Work
- Washington Irving ES Roof Replacement
- Michael M. Byrne ES Sound Abatement
- Charles P. Caldwell Math & Science School Boiler Work
- South Chicago Community Area ES Boiler Project
- Spencer Math & Science Academy Renovations
- Edgar Allan Poe Classical School Boiler & HVAC Work
- Laughlin Facelon ES Masonry Repair
- Foster Park ES Boiler Replacement
- Hannah G. Solomon School Boiler Replacement
Community High School District 155 has been a client of FGM Architects for nearly 10 years. Over that time, we have developed a reputation of providing quality service on projects of both large and small scales. We have completed projects at Crystal Lake Central High School, Crystal Lake South High School and Cary Grove High School.

One of FGM's major projects for the District involved completing a Master Plan study for Crystal Lake South that was then followed by a 55,000 square foot addition and renovation. The renovation covered improvements from classrooms to student services, including the guidance center, computer resource center and central faculty office/work areas, three new science labs, library and administration space.

FGM was also asked to conduct a five-year Building and Infrastructure inspection and to conduct an evaluation of major building systems at Crystal Lake Central High School. The purpose of the inspection was to develop a comprehensive evaluation and documentation of the building systems and conditions, and to provide a five-year master plan and funding schedule for the maintenance and replacements of building systems.

A majority of FGM's work in the District, however has been of the smaller task order variety. These projects have included everything from paving and site improvements at Cary Grove to reroofing the locker room at Crystal Lake Central to restoring the indoor track at Crystal Lake Central. FGM also performed many different studies for the District from a district-wide capacity study to a study of the cooling tower at South High School. Because of the quality work provided to the district in the past, FGM continues to have a positive relationship with Community High School District 155.
OAK PARK & RIVER FOREST HSD 200
In addition to our five featured projects, FGM has had the opportunity to work on many projects similar to Oak Park & River Forest HSD 200’s Summer 2011 projects, including:

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<td>Grayslake North High School</td>
<td>Grayslake CHSD 127</td>
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<td>University of Chicago Lab Schools Addition &amp; Renovation</td>
<td>University of Chicago</td>
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<td>Mt. Vernon High School</td>
<td>Mt. Vernon THSD 201</td>
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<tr>
<td>Mascoutah High School</td>
<td>Mascoutah CUSD 19</td>
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<tr>
<td>Marian Central Catholic High School Addition &amp; Renovation</td>
<td>Marian Central Catholic High School</td>
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<td>McHenry East High School Addition &amp; Renovation</td>
<td>McHenry CHSD 156</td>
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<td>McHenry West High School Addition &amp; Renovation</td>
<td>McHenry CHSD 156</td>
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<td>St. Rita of Cascia High School Addition &amp; Renovation</td>
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<tr>
<td>Rich THSD 227 Central, East &amp; South Campus Upgrades</td>
<td>Rich THSD 227</td>
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<td>Geneva High School Expansion &amp; Renovation</td>
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<td>Oak Park Library Maze Branch</td>
<td>Oak Park Public Library</td>
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<td>Chicago Public School Various Projects</td>
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<td>All Saints Catholic Academy Addition &amp; Renovation</td>
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<td>Taylorville High School Addition &amp; Renovation</td>
<td>Taylorville CUSD 3</td>
</tr>
<tr>
<td>Rantoul High School Addition</td>
<td>Rantoul THSD 193</td>
</tr>
<tr>
<td>Grayslake Central High School Renovations</td>
<td>Grayslake CHSD 127</td>
</tr>
<tr>
<td>Warren Township HSD 121 Addition &amp; Renovations</td>
<td>Warren Township HSD 121</td>
</tr>
<tr>
<td>Fenwick High School Addition &amp; Renovation</td>
<td>Fenwick High School</td>
</tr>
<tr>
<td>Stephen T. Mather High School Addition &amp; Renovation &amp; CPS Work</td>
<td>Chicago Public Schools</td>
</tr>
<tr>
<td>Community High School District 151 Additions &amp; Renovations</td>
<td>Community HSD 151</td>
</tr>
<tr>
<td>PROJECT NAME</td>
<td>CLIENT</td>
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<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Belleville THSD 201 Additions &amp; Renovations</td>
<td>Belleville THSD 201</td>
</tr>
<tr>
<td>Effingham High School</td>
<td>Effingham CUSD 40</td>
</tr>
<tr>
<td>Centralia High School</td>
<td>Centralia HSD 200</td>
</tr>
<tr>
<td>Highland High School Addition &amp; Renovation</td>
<td>Highland CUSD 5</td>
</tr>
<tr>
<td>Immaculate Conception High School Renovation</td>
<td>Immaculate Conception Parish School</td>
</tr>
<tr>
<td>St. Anne High School</td>
<td>St. Anne CHSD 302</td>
</tr>
<tr>
<td>St. Joseph Ogden High School Addition &amp; Renovation</td>
<td>St. Joseph-Ogden CHSD 305</td>
</tr>
<tr>
<td>Wesclin High School</td>
<td>Wesclin CUSD 3</td>
</tr>
<tr>
<td>Auburn High School Renovation</td>
<td>Rockford Public Schools</td>
</tr>
<tr>
<td>Paris High School Renovations</td>
<td>Paris CUSD 4</td>
</tr>
<tr>
<td>Resurrection High School Addition &amp; Renovation</td>
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</tr>
<tr>
<td>J. Sterling Morton High School Renovation</td>
<td>J. Sterling Morton HSD 201</td>
</tr>
</tbody>
</table>
In addition to our five featured projects, FGM has had the opportunity to work on many projects similar to Oark Park & River Forest HSD 200’s Summer 2011 projects, including:

**Elevator Experience**
- Fenwick High School
- Taylorville High School, Taylorville CUSD 3
- Stephen T. Mather High School, Chicago Public Schools
- Community HSD 151
- Grayslake North High School, Grayslake CHSD 127
- University of Chicago Laboratory Schools, University of Chicago
- Mt. Vernon High School, Mt. Vernon THSD 201
- Mascoutah High School, Mascoutah CUSD 19
- Effingham High School, Effingham CUSD 40
- Centralia High School, Centralia HSD 200
- Oak Park Public Library

**Asbestos Abatement Experience**
- Grayslake Central High School
- Chicago Public Schools
- Taylorville High School, Taylorville CUSD 3

**Ceiling Replacement Experience**
- Warren Township HSD 121
- Fenwick High School
- Community High School District 155
- Grayslake North High School, Grayslake CHSD 127
- University of Chicago Laboratory Schools, University of Chicago
- Mt. Vernon High School, Mt. Vernon THSD 201
- Mascoutah High School, Mascoutah CUSD 19
- McHenry East High School, McHenry CHSD 156
- Rich THSD 227 Campus Upgrades
- Taylorville High School, Taylorville CUSD 3
- Chicago Public Schools
- Paris High School, Paris CUSD 4
- Effingham High School, Effingham CUSD 40
- Centralia High School, Centralia HSD 200
- Immaculate Conception High School
- St. Anne High School, St. Anne CHSD 302
- Wesclin High School, Wesclin CUSD 3
- Oak Park Public Library

**Lighting Replacement Experience**
- Grayslake Central High School, Grayslake CHSD 127
- Warren THSD 121
- Fenwick High School
- Chicago Public School
- Community HSD 151
- Grayslake North High School, Grayslake CHSD 127
- University of Chicago Laboratory Schools, University of Chicago
- Mt. Vernon High School, Mt. Vernon THSD 201
- Mascoutah High School, Mascoutah CUSD 19
- Rich THSD 227 Campus Upgrades
- Taylorville High School, Taylorville CUSD 3
- Belleville East High School, Belleville THSD 201
RELEVANT EXPERIENCE (CONTINUED…)

Effingham High School, Effingham CUSD 40
Centralia High School, Centralia HSD 200
Immaculate Conception High School
St. Anne High School, St. Anne CHSD 302
St. Joseph Ogden High School, St. Joseph-Ogden CHSD 305
Wesclin High School, Wesclin CUSD 3
Auburn High School, Rockford Public Schools
Resurrection High School

Technology Upgrades
Grayslake Central High School, Grayslake CHSD 127
Warren THSD 121
Fenwick High School
Chicago Public School
Community HSD 151
Grayslake North High School, Grayslake CHSD 127
University of Chicago Laboratory Schools, University of Chicago
Mt. Vernon High School, Mt. Vernon THSD 201
Mascoutah High School, Mascoutah CUSD 19
McHenry East High School, McHenry CHSD 156
McHenry West High School, McHenry CHSD 156
Rich THSD 227 Campus Upgrades
Rantoul High School, Rantoul THSD 193
Belleville East High School, Belleville THSD 201
Effingham High School, Effingham CUSD 40
Centralia High School, Centralia HSD 200
Highland High School, Highland CUSD 5
St. Joseph Ogden High School, St. Joseph-Ogden CHSD 305
Auburn High School, Rockford Public Schools
Resurrection High School

Science Classroom Renovation
Warren THSD 121
Fenwick High School
Chicago Public School
Community HSD 151
Grayslake North High School, Grayslake CHSD 127
University of Chicago Laboratory Schools, University of Chicago
Mt. Vernon High School, Mt. Vernon THSD 201
Mascoutah High School, Mascoutah CUSD 19
Marian Central Catholic High School
McHenry East High School, McHenry CHSD 156
McHenry West High School, McHenry CHSD 156
Rich THSD 227 Campus Upgrades
Geneva High School, Geneva CUSD 304
All Saints Catholic Academy
Effingham High School, Effingham CUSD 40
Centralia High School, Centralia HSD 200
Highland High School, Highland CUSD 5
St. Anne High School, St. Anne CHSD 302
Wesclin High School, Wesclin CUSD 3
Auburn High School, Rockford Public Schools
Resurrection High School
RELEVANT EXPERIENCE (CONTINUED...)

**Vintage Building Redesign & Renovation**
- Fenwick High School
- Chicago Public Schools

**Library Renovation**
- Grayslake Central High School, Grayslake CHSD 127
- Chicago Public Schools
- Community HSD 151
- Grayslake North High School, Grayslake CHSD 127
- Mt. Vernon High School, Mt. Vernon THSD 201
- Mascoutah High School, Mascoutah CUSD 19
- Belleville East High School, Belleville THSD 201
- Effingham High School, Effingham CUSD 40
- Centralia High School, Centralia HSD 200
- St. Anne High School, St. Anne CHSD 302
- St. Joseph-Ogden High School, St. Joseph-Ogden CHSD 305
- Wesclin High School, Wesclin CUSD 3
- Oak Park Public Library

**Student Commons Renovation**
- Fenwick High School
- Chicago Public Schools
- Grayslake North High School, Grayslake CHSD 127
- University of Chicago Laboratory Schools, University of Chicago
- Mt. Vernon High School, Mt. Vernon THSD 201
- Mascoutah High School, Mascoutah CUSD 19
- St. Rita of Cascia High School
- Rich THSD 227 Campus Upgrades
- All Saints Catholic Academy
- Rantoul High School, Rantoul THSD 193
- Belleville East High School, Belleville THSD 201
- Effingham High School, Effingham CUSD 40
- Centralia High School, Centralia HSD 200
- Highland High School, Highland CUSD 5
- St. Anne High School, St. Anne CHSD 302
- St. Joseph-Ogden High School, St. Joseph-Ogden CHSD 305
- Wesclin High School, Wesclin CUSD 3
- Auburn High School, Rockford Public Schools
- Oak Park Public Library
SCIENCE CLASSROOMS

Fenwick High School
Crystal Lake South High School
Graylake North High School

Carroll Junior High School
Graylake North High School
Northwestern University Norris Dining Hall

Northwestern University Sears Basement

Unity Junior High School

Rich South High School

Warren Township High School - Almond Campus

Parker Junior High School

FGM ARCHITECTS

OAK PARK & RIVER FOREST HSD 200

PROJECT EXPERIENCE

STUDENT COMMONS
Tab 3
Project Approach
Project Understanding:
FGM understands that Oak Park & River Forest HSD 200 High School is looking for an Architect of Record and general architectural/engineering consulting services for various projects in District 200.

Summer 2011 Work:
District 200 is requesting that the Architect of Record develop Contract Documents for work that must occur during the summer of 2011. The Scope of Work is as follows:

- Stadium Press Box
- Elevator Upgrades
- 2nd Floor Asbestos Abatement and Tile Replacement
- Ceiling and Light Replacements

Additional work for the Summer of 2011:
- Replace HVAC units 2, 4 and S-3
  - Review equipment for ACM (piping and isolators)
- Replace domestic hot water piping in the tunnels

For the Summer of 2011 work, our plan will be to conduct a comprehensive facility assessment reviewing the full, and potential, Scope of Work proposed by the school district. This review will occur over Winter Break and run into early January. This assessment will include materials testing, scope confirmation, possibly destructive testing, etc. Amsco, our consulting engineer, may have concerns (structural obstructions or clearance considerations) related to the proposed pipe and duct routing. We will work closely with Amsco to identify potential areas of conflict and, if required, begin to design corrective measures or find alternate routes.

After our initial facility assessment FGM will develop Construction Documents to further define the Summer 2011 Scope of Work. At a point where Construction Documents are about a 30% complete FGM will develop a revised Opinion of Probable Cost to provide District 200 with updated budget information. After reviewing the cost data with District 200 FGM will complete the Construction Documents, assist with bidding and proceed into Construction Administration.

A tool that we commonly use to communicate the Scope of Work to stakeholders is what’s known as a Work Plan. This document is used to convey the scope, budget, schedule and other pertinent data to various stakeholders (Board, administration, faculty, etc.). Items in the Work Plan are periodically updated to reflect changes during the process.

A sample Work Plan, developed for the District 200 Summer 2011 projects, is located at the end of this section.

Long Range Planning:
Long range planning work could run parallel to the Summer 2011 work or FGM could begin this effort in the spring of 2011. Our long range planning effort could entail our comprehensive, four step, master planning effort (Data Gathering, Creating a Vision, Creating a Program and Creating Concepts) or we could create a long range plan specifically related to facility needs only (the Data Gathering phase).

The long range plan based on facility needs would assess all facility-related items (roofing, paving, health/life safety items, and large equipment) in an effort to develop a comprehensive long range capital improvement plan. The types of information typically included in this document:

- A large equipment replacement schedule. All large equipment components will be reviewed, the life expectancy of the equipment will be established and a comprehensive
equipment replacement schedule would be developed. Items such as air handling equipment, boilers, unit vents, condensing units, etc. would be reviewed.

- A review of site surface/drainage conditions.
- A review of the exterior enclosures.
- A review of the interior educational environment- floors, walls, ceilings, lighting, doors, toilet rooms and support spaces.
- Space utilization plans.
- Roof evaluation plans (based on visual survey or test cuts/destructive testing).
- Paving evaluation plans (based on visual survey or boring data/civil data).
- Meetings with staff to gather additional information from building staff on facility related issues that may not have been obvious during the facility review
- Meetings with staff to review and prioritize all items
- FGM could also review the status of the last 10 Year Safety Report (2003) and integrate this information into the comprehensive report. Items that are not completed could be integrated into the new 10 year plan.
- A 10 year cost matrix which will include the status of the life safety items, facility (maintenance and program) items, large equipment replacement schedule, paving work and roofing work.

**Project Approach:**

**Team Building**

At FGM, we understand that team building is an essential component to the entire design and construction process. Working on a team is our best insurance for a successful outcome. A component of team building that we employ is to unify and motivate all of our architects and consultants to your goals and objectives. Before any sketch is generated or any line is drawn, our team will engage in a thorough project planning process which includes the development of schedule milestones. Everyone at FGM understands the impact of their involvement to the schedule and to the budget. Cost expectations are identified early on, providing a clear understanding of what the design budget will support. Your goals help us develop realistic and affordable design solutions.

The FGM Team participatory process involves all current planning groups – Oak Park & River Forest HSD 200 High School administration, faculty, staff, students, parents, community and consultants as a team working to build consensus which establishes the project’s direction. This involvement will take three distinct forms:

- Workshops: brainstorming sessions designed to get everyone’s ideas on the table and begin to evaluate various alternatives as they develop
- Meetings / Interviews: to elicit information or feedback in specific areas
- Review and approval procedures: to finalize decisions

**Administration, Faculty, Staff, Student, and Community Needs:**

The FGM Team is committed to meeting the needs of Oak Park & River Forest HSD 200 High School and the community. Our entire project approach is built upon fulfilling the district and community’s objectives and program within the budget and schedule.

This approach is established at the onset of the project in programming and is monitored and controlled throughout the successive phases of the project. Responses from Oak Park & River Forest HSD 200 High School and the community are requested on a continuing basis to ensure compliance with your needs. FGM is particularly experienced and skilled in working with numerous and seemingly conflicting interests to achieve consensus direction.

**Communication:**

Our ability to listen enables us to have a clear understanding of different clients’ unique needs, desires and budgets. These factors – combined with the unique qualities of each site
- have led us to propose buildings that are very different from each other and that our clients have helped us to design. We promote an interactive process with the participation of all who will use the facilities and the community. We know how to make the process fun as well as effective.

The following describes how communication is at the core of The FGM Team’s philosophy:

- Extensive dialogue between our project team and Oak Park & River Forest HSD 200 High School during programming and the design phases.
- Interaction with the contractor and subcontractors during construction.
- Follow-up activities after completion.

FGM Architects use face to face discourse as their primary means of communication. The meetings and conversations are documented and memoranda are circulated to all concerned parties. Telephone conversations, a secondary method of communication, will be documented as well. Ultimately, our architects use their sketches, drawings and visual materials to communicate their designs.

Quality:
FGM has an established quality control program that provides both continuous quality monitoring and technical assistance during project design with a strictly enforced system of periodic review. We believe that no matter how much we reinforce the idea of quality documentation as an ongoing process during design, we must supplement careful document production with a rigorous checking process at various phases. Quality control reviews are performed on every project and it is the policy of the firm that no project be released for bid without the benefit of such a review.

Technical Proposal
The process will begin with the establishment of the project team made up of the administration, representatives of the faculty, staff, students, parents, FGM, community members and our consultants. FGM will work with Oak Park & River Forest HSD 200 High School from the feasibility phase until the project evaluation. We will do this by organizing the process; facilitating meetings; developing the program for the project parameters given by the board; developing alternatives to address the needs; developing and refining the design selected by the project team; developing cost estimates for the design; developing the design; preparing construction documents; participating in the bidding process; administering the construction of the projects and completing a warranty inspection. These services can be enumerated as follows:

- Pre-Design
- Schematic Design
- Design Development
- Construction Documents
- Bidding
- Construction Administration
- Post-Construction

In providing these services, FGM will be responsible for coordinating the services of any consultants required throughout the project. A detailed description of each element of our services follows:

Pre-Design/Long Range Planning
Task 1: Data Gathering
The first step in our pre-design process is Data Gathering. During this phase, FGM will collect existing documentation of the district including community background (traditions & values), demographic information (enrollment projections & socioeconomics), educational specifications (including grade level configuration
& curriculum information), the history of capital improvements in the district and funding sources available for the new school. Data gathering is a critical step as it will help us better understand the history, mission, values and personality of the district. We will meet with all faculty, staff, students, administration and any other stakeholders the district identifies to learn everything about your district including the operations, needs and desires.

Task 2: Workshop Process

The next step in the pre-design phase is our Workshop Process. During this phase of the project, we will host a series of workshops with the district and all stakeholders to begin building consensus with the district community as we begin to develop the framework for Oak Park & River Forest HSD 200.

Workshop 1 – Creating a Vision

During the first workshop, FGM will facilitate a public meeting to develop a vision for the Oak Park & River Forest HSD 200. FGM will present current societal/national trends, technological trends and educational facility design trends to start this workshop. Prior to the first workshop, FGM will prepare, with the school administration, questionnaires for students and community members to answer to understand what they believe their schools should be like and how they should respond to current and future needs. The responses will be presented at this first forum. These presentations will provide a foundation for the discussion to follow on the effect that these trends will have on educating the School’s children and the vision that the project team (community) wants for their educational facilities.

Workshop 2 – Where are we going? - Creating a Program

Prior to Workshop 2, FGM Architects will prepare, with the administration, questionnaires for the students and community to obtain input from them on program related topics. FGM will meet with the administration, faculty and staff to identify current space and adjacency deficiencies and develop a preliminary program for the school. The program will consist of a facility list (space types, sizes and quantities) and adjacency diagrams. To obtain further input on the development of the space program for the school, FGM will present the results of the Facility Analysis and Program Questionnaires to provide the context for the discussions of programmatic issues.

Workshop 3 – How do we get there? Creating a Concept

During this phase, FGM will refine the program developed by Oak Park & River Forest HSD 200 High School based on the input from the previous workshop and administrative and faculty input. We will prepare alternatives that will address the issues identified by the facility analysis and program. We will prepare with the administration questionnaires for the students and community to obtain input on the plans for the school. The program will consist of a facility list (space types, sizes and quantities) and adjacency diagrams.

We will then facilitate a third public workshop to obtain input on the development of alternatives to the facility needs. The results of the questionnaires and the preliminary alternatives will be presented as a basis of discussion of possible alternatives. The purpose will be to develop a minimum of three viable alternatives.

Once the information is assembled and reviewed by District 200, we will refine the selected alternative into final documentation so that we can begin programming the addition and renovation.

Task 3: Programming

This phase of the design process is critical to the future success of the entire project. It is here that the decisions which will have the greatest impact on land use, functionally, adaptability and economy will be made. It is an intense phase
that will require extensive communication between the architect, planning groups and consultants. The team plans to have many on-site meetings and workshops at District 200’s facility during this and the schematic design phase to assure adequate communications.

We will meet with all current planning groups and consultants to develop general program requirements for the addition & renovation. The project program will establish space requirements for each area identified; the relationships among the required spaces; finishes; furnishings and equipment required; a general description of the mechanical/electrical systems and requirements for site development. Upon confirmation of the program, final documentation will be prepared, including:

- Executive Summary
- Project Goals
- Facility List
- Space Relationship Diagrams
- Room Data Sheets

**Schematic Design**

Upon confirmation of the program by the district, we shall proceed with Schematic Design.

**Task 1:** Site analyses will be performed that will address zoning, site restrictions, easements, site circulation, existing buildings, landscape and site design, parking capacity and site utilities. We will meet with all agencies having jurisdiction over the project and all local utilities companies to ensure coordination and compliance with all requirements.

**Task 2:** An Integrated Design Workshop will be conducted with all team members and consultants to review sustainability options for the project. FGM will discuss with the school district the opportunity for incorporation of sustainable practices and design choices into the facility as well as the potential for LEED certification.

**Task 3:** A schematic design workshop will be held with all current planning groups and consultants to kickoff the schematic design process. This workshop will be a brainstorming session intended to develop alternative concepts addressing the spatial, functional and operational requirements of all participants and evaluate these options.

**Task 4:** Based on the outcome of the workshop and an additional input of the participants, up to three options will be refined cost estimates developed. The options will be reevaluated and a preferred option affirmed.

**Task 5:** A series of meetings will be held with all current planning groups and consultants throughout the schematic design phase to build a consensus for a design direction from the alternatives developed for each site.

**Task 6:** Upon confirmation of a preferred schematic design option for each site, final documentation including plans, cost estimates and supporting data – goals and objectives, site analyses and program – will be prepared.

**Task 7:** A preliminary building code review will be prepared.

**Task 8:** Upon confirmation of the selected schematic design option, we will develop Schematic Design documents for a full outline description of the building, renovation and site improvements.

The outline description will include:

- Project description
- Site plan indicating all major site improvements.
- Typical architectural building plans and elevations.
Task 9: In consultation with the district, we will prepare alternative studies for such major building systems as the structural frame, exterior envelope and HVAC distribution system. These studies shall be suitable for obtaining preliminary construction cost pricing and life cycle and operation costs to determine the appropriate systems for the building.

Task 10: Prepare documentation suitable for public meetings, government reviews and cost estimating. Attend meetings as required to clarify documentation.

Task 11: Assist with the preparation of a cost estimate.

Task 12 (optional): If fast-track, and with the approval of the client, we will immediately begin preparation of construction documents for the first bid package which might include: site work, foundations, structural and other items which would allow an early commencement of construction.

Task 13: Obtain District 200’s approval to proceed into Design Development.

**Design Development**

The intent of this phase is to refine and further define all design elements of the project. Coordination of all the building systems is addressed and materials and finishes for the exterior and all public spaces are selected. Building standards for classroom, laboratory, office, etc. space finishes and materials, where required, are selected.

Task 1: Based on the approved schematic design documents and any adjustments authorized by the district to program or budget, we will prepare design development documents consisting of drawings and other documents to fix and describe the size, location and character of each element of the entire project pertaining to architectural, civil, landscape, structural, mechanical and electrical systems and materials.

Task 2: Hold a series of meetings during the design development phase with all current planning groups and consultants to confirm that the design development documentation is in compliance with the established schematic design direction and to obtain additional information required for the greater level of detail provided by design development documentation.

Task 3: Life cycle and operating costs analyses will be conducted for all major materials to assure the selection of appropriate materials.

Task 4: Prepare documentation suitable for public meetings, government reviews and cost estimating. Attend meetings, government reviews and cost estimating. Attend meetings as required to clarify documentation.

Task 5: Assist with the preparation of a cost estimate.

Task 6: Obtain district approval to proceed into Construction Documents.

**Construction Document Phase**

The Construction Documents serve to communicate to Oak Park & River Forest HSD 200 High School and the Contractor the work required to complete the project including: quantities of materials and equipment, relationships of materials and systems and quality.
Task 1: Upon approval of the design development document phase, and based on the selected alternative system studies, we shall prepare complete construction documents. The construction documents shall consist of complete contract drawings, specifications, general conditions, instructions to bidders and other necessary documents. All components and systems not released in an earlier bid package(s), would now be documented and specified for a final bid package.

Task 2: FGM will assist the district with the filing of the required permits and documents for approval of authorities having jurisdiction over the project.

Bidding

Task 1: Respond to requests for information from bidding.
Task 2: Prepare and issue addendums if required.
Task 3: Assist in the evaluation of bids.

Upon receipt of bids, the determination of a bidder’s qualification usually proceeds on two levels. From an objective standpoint, information can be gathered reflecting the contractor’s or subcontractor’s previous experience, financial stability, equipment ownership, organization, etc. by requiring submission of a qualification statement (such as AIA Document A305). Equally important, however, is an assessment of the contractor’s or subcontractor’s workmanship, efficiency, responsiveness and other more subjective attributes, which cannot be determined by reviewing the standard qualification statement. Here FGM relies on many years of experience in the local construction industry and its special knowledge of educational building projects.

We have worked with many of the area’s General Contractors and Subcontractors and will bring that experience to bear when qualifications are reviewed.

If fast-track, bidding will occur at various phases throughout the project.

Construction Phase

The construction administration phase will be given our full attention to assure that the projects are completed expeditiously and in the manner intended.

Task 1: We will provide administration of the construction contract including advising and consulting with Oak Park & River Forest HSD 200 High School and the contractor, acting as the district’s advocate; meeting with governing agencies; forwarding all district instructions to the contractor; review of shop drawings, samples and other submissions of the trade contractors; interpreting the documents for the trade contractors; issuing certifications of payment and certificates of substantial completion and preparing and issuing change orders.

Task 2: We shall prepare and coordinate punch lists of items requiring remedial work or replacement, collect and deliver to Oak Park & River Forest HSD 200 High School written warranties and other related documents and provide record documents in reproducible form.

Task 3: We will provide an average of one day/week of on-site observation throughout the construction phase.

Post-Construction Phase

Task 1: Ten months after substantial completion of the project, observe building architectural and MEP/FP systems. Prepare a defects list. Assist in the coordination, review and approval of all corrective action under the warranties.
Life Safety Requirements:

The FGM team is highly skilled at the development of protection, health and life safety projects. As District Architect, it is our role to handle all projects as they arise, including new construction, additions, renovations and life safety implementations. We have completed hundreds of health and life safety projects for our clients including accessibility renovations, roof and floor replacements, laboratory renovations, paving replacements, ceiling work, tuckpointing, HVAC upgrades, chilled water system additions, steam boiler replacements, integration of new temperature control systems and electric service switchboards, lighting upgrades, and fire alarm system upgrades. When completing health and life safety projects, we begin with a Life Safety Survey Checklist – a procedure that is repeated each time we perform life safety work at any level for any client. This process helps us to ensure we are able to accurately pinpoint and attend to the client’s health and life safety needs. Having completed these types of projects and surveys hundreds of times, our team of technical architects are experts in the understanding of Illinois code as it applies to educational facilities. Our team will work with Oak Park & River Forest HSD 200 to properly identify and address all of your health and life safety needs.
FGM Architects continues to help numerous public and private schools apply for energy efficiency grants throughout Illinois that were created through the Energy Efficiency Portfolio Standard (EEPS) legislation passed in 2007. The Illinois Department of Commerce and Economic Opportunity (DCEO) oversees multiple grant programs and has nearly $42 million of grant dollars available between now and May 31, 2011 for public school districts. Commonwealth Edison also has $25M of grant dollars available to support energy efficiency projects for private schools during this same time period through the Smart Ideas Program. The Illinois Clean Energy Community Foundation (ICECF) has grants to support energy efficiency projects, renewable energy installations, and sustainable building design and construction. Since 2001, ICECF has provided over 3000 grants valued at $161 million across Illinois, and they still have a working reserve of $500 million for future grants. The beauty of these different grant programs and their separate funding sources is that sometimes you can apply for multiple grants from these various agencies for the same project to really stretch your matching dollars. FGM is one of a handful of architectural firms that has been designated as a Trade Ally by both Commonwealth Edison and Ameren Illinois through attending multiple training sessions on their grant programs and application processes. We have dedicated resources that research and monitor state and federal grant opportunities which can be used to support capital improvement projects for both new construction and renovations. FGM Architects has assisted school districts throughout Illinois in securing $312,754,257M of school construction grants from the Illinois State Board of Education since 1999, and we are currently working with multiple school districts to take advantage of the re-start of the Illinois School Construction Grant Program.
FGM has dedicated a significant amount of time and resources to find grants and available funding for our clients. Below is a list of our clients and the amount they received:

<table>
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<th>School District</th>
<th>Amount</th>
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<td>$1,950,800</td>
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Includes Grant Application Assistance and Projects Funded by Grant Monies. Several of these Grants are Pending the District’s Local Share.

$312,754,257
Sample Work Plan

for

2011 Remodeling Work
at
Oak Park River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302

OWNER:
Board of Education
Oak Park River Forest High School District 200
201 North Scoville Avenue
Oak Park, IL 60302

DATE:
November 18, 2010

ARCHITECT:
FGM Architects, Inc.
1211 West 22nd Street, Suite 705
Oak Brook, IL 60523-2109

FGM Job No. MK-1451.01

©2010 FGM, INC.

Professional Design Firm #184-000350

Distributed to:
• District 200
• FGM
• File 1.2
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<table>
<thead>
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<th>Description</th>
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<td>Program Summary</td>
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<td>Area of work diagram</td>
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<td>Proposed staging location</td>
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<tr>
<td>Basement Plan</td>
<td>5</td>
</tr>
<tr>
<td>First Floor Plan</td>
<td>6</td>
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<td>Second Floor Plan</td>
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<td>Third Floor Plan</td>
<td>8</td>
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<td>Fourth Floor Plan</td>
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<tr>
<td>Schedule</td>
<td>10</td>
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<td>Sample budget summary</td>
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Project Summary:

Program:
The Board of Education for Oak Park River Forest High School District 200 would like to complete the following projects during the summer of 2011:

- Repair (not remodel) Stadium Press Box
- Elevator Upgrades (based on recommendations from an elevator inspector. Scope could include a second elevator adjacent to the kitchen.
- Second floor asbestos tile removal and replacement
- Ceiling removal and installation of new lighting
  - Review ceiling for ACM (asbestos containing material)

Additional work not specifically identified in the RFQ:

- Replace HVAC units 2, 4 and S-3
  - Review equipment for ACM (piping and isolators)
- Replace domestic hot water piping in the tunnels (may want to also consider cold water piping).
  - Review piping for ACM
  - Vertical distribution to floors above to remain

Schedule:
The schedule presented in this Work Plan is based on RFQ data from District 200. See page 10 for the detailed project schedule. The proposed schedule is ambitious (5 week construction duration) which will require second (and possibly third) shifts to complete. The project will likely be broken down into multiple zones so that certain areas, with less asbestos removal, will be turned over to the remodeling contractor more quickly. The specific details will be developed once the full extent of asbestos containing material is established.

The zones are noted on the schedule are defined as follows:

- Zone 1: Work that does not require abatement (ceiling/lighting)
Zone 2: Work that will require abatement and light remodeling (corridor floors)
Zone 3: Work that may require abatement and medium remodeling (Library mechanical)
Zone 4: Basement- water mains

Lead times for mechanical equipment may be an issue. FGM will work closely with Amsco to schedule appropriately.

Permitting requirements:

See schedule for specific details.

Educational Impact:

The project will be occurring while students are in adjacent spaces. The goal is to separate the contractors from students with physical barriers.

Security barriers will be erected to separate the construction workers from the summer students while allowing for safe egress. Additional measures that could be taken:

- In addition to criminal background checks issue photo ID's to all workers.
- Require all workers to sign in and out each day.
- Require the contractor to hire security during large school-sponsored events.
- Require a fire watch around the Fourth of July weekend.
- Establish "black-out" dates (contractors cannot work or park in certain areas) during large school events.
- Monitor key access points during events.
- Limit contractor access to certain building entries.
- Construct 8' high minimum temporary fencing around all staging areas.
SITE PLAN - AREA OF WORK
SCALE: 1"=150'-0"
NOVEMBER 17, 2010 - JOB NO. 510-30
OPRF HSD #200
*NO WORK IS SCHEDULED FOR THE FIRST FLOOR

DOOR FOR CONTRACTOR ENTRANCE AND EXIT

DOOR ONLY FOR CONTRACTOR EXIT
SECOND FLOOR - SCOPE OF WORK

SCALE: 1/64"=1'-0"

NOVEMBER 17, 2010 - JOB #MK-1451.01

ASBESTOS ABATEMENT

CEILINGS AND LIGHTING
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<td>Tue 12/17/10</td>
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<td>Thu 12/16/10</td>
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### Sample Budget Summary

**November 18, 2010**

**Construction Costs:**

**WITHOUT FEE AND CONTINGENCY**

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**Adjustment- Work Completed**

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**Adjustment- Scope Changes**

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**Adjustment- EC Estimates**

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**Design Contingency**

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<td>B Total EC cost w/ scope changes/ inflation</td>
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**Actual Bid Adjustments:**

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**Contingencies:**

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**Professional Fees:**

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**Adjustment- EC Fee**

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### Bid Package Totals

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### Project total- summary

November 18, 2010 $ TBD
Tab 4
Organization
FGM will provide Oak Park & River Forest HSD 200 with a qualified team of experts who will strive to successfully deliver your projects on time and within budget. We offer you individuals with a proven record of experience who are committed to ensuring that your project will be of a highly distinctive quality. These individuals are senior level people, five of which are Vice Presidents in the firm, that have experience with similar projects. Furthermore, our team has worked together before and understands Oak Park & River Forest HSD 200’s demanding schedule.

The FGM team will bring value to your project, as well as experience, talent and a superior level of communication. With a wide range of previous project involvement, these individuals can offer expertise in areas varying in detail, including interior and landscaping specialists and designers dedicated to educational and community-oriented architecture.

In addition to providing a highly qualified project team that is readily available to begin working on the Oak Park & River Forest HSD 200 project, FGM also understands the challenges set forth by our clients to complete initial phases expeditiously so that the school can utilize initial design options for funding assistance or to satisfy strict schedule parameters. We will mobilize our team quickly and will create a schedule which will outline tasks and milestones to keep the project moving toward Oak Park & River Forest HSD 200’s target completion date.

The following organizational chart outlines our team, as well as their roles and responsibilities. Due to the importance of Oak Park & River Forest HSD 200, as well as the fast paced schedule, we have assembled a project team made up of FGM’s expert K-12 staff. Our exceptional team will all work under the direction of your Principal in Charge John Ochoa.

Detailed resumes follow, which illustrate the expertise and commitment the FGM team is able to provide Oak Park & River Forest HSD 200 in the establishment of successful projects. These items will give you further insight into our depth of resources and ability to complete your project.
Effective communications are at the heart of any successful team effort or good client relationship. Our team prides itself on our ability to carefully plan and implement projects.
Mr. Ochoa, as the Principal-in-Charge, is directly responsible to you for the performance and quality of work performed by our project team. He will take the necessary actions to ensure that the work is progressing in accordance with the goals of Oak Park & River Forest HSD 200. He will be responsible for all contractual arrangements, maintaining overall control of the project and has the overall responsibility for all key decisions made by our team.

John has worked in educational design for 31 years. He has acted as Principal-in-Charge for numerous projects ranging from renovations and additions to the design of Unity Junior High, the largest junior high school in the state of Illinois. As a leader in the field, he has presented at a number of conferences and has been asked to testify before legislative committees regarding the design and construction of educational facilities in Illinois.

Mr. Richardson has been in the architecture field for 23 years. He has developed a broad base of experience in the K-12 educational market. He is skilled in all project types including major additions, renovations and new facility design. His leadership abilities, enthusiasm and motivational skills augment his managerial and design abilities.

As Program Manager, Ron will be responsible for the day-to-day management of your projects including assigning additional personnel as required from our professional staff and seeing that the Oak Park & River Forest HSD 200, the architectural team and the engineering team members are kept up-to-date with decisions, discussions, and other pertinent information pertaining to the progress and scope of the work as new developments occur during the project process.
Jim will be responsible for the programming and planning of the Oak Park & River Forest HSD 200 project. With more than 25 years in the field of architecture, he specializes in education facility programming and planning with particular emphasis on a public and user group participatory process. Early in his career, Jim developed an affinity for working with educational projects because of the importance these environments have on the youth of our country. The upfront portions of a project are what Jim finds most intriguing; as he helps his clients translate their strategies into spaces that work. An expert programmer and planner with parallel skills in design and management, Jim’s thoughtful guidance has resulted in 36 prestigious awards for excellence in design.

**EDUCATION**
Master of Architecture, University of Virginia, 1981
Bachelor of Science in Architecture, University of Virginia, 1978
Polytechnic of Central London

**PROFESSIONAL AFFILIATIONS**
American Institute of Architects
Recognized Educational Facility Professional - Council of Educational Facility Planners International
Society for College and University Planning
Council of Educational Facility Planners International
LEED Accredited Professional

**RELEVANT EXPERIENCE**
Grayslake Community High School District 127, Grayslake, Illinois
Community High School District 155, Crystal Lake, Illinois
Fenwick High School, Oak Park, Illinois
Chicago Public Schools, Chicago, Illinois
Mascoutah Community Unit School District 19, Mascoutah, Illinois
Rich Township High School District 227, Olympia Fields, Illinois
All Saints Catholic Academy, Naperville, Illinois

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Augie has specialized in the design of educational projects, having designed over 36 high school projects, including ten new high schools. Through his engaging personality and communication skills, he inspires clients and staff alike to be the best that they can be and provide the highest quality environments that their budgets and schedules will allow. He creates environments that support curriculum, engage their sites, and encourage life-long love of learning. His in-depth knowledge of educational facilities, together with his leadership abilities, has resulted in successful projects with admiration and accolades from clients and award recognition. The 36 design awards, 12 of which are AIA chapter awards, are testament to the success of his efforts to educate clients of the value of quality design, inspire project teams, and develop strong design concepts.

**EDUCATION**
Master of Architecture, University of Illinois at Urbana-Champaign, 1976
Bachelor of Architectural Studies, University of Illinois at Urbana-Champaign, 1974

**PROFESSIONAL AFFILIATIONS**
Licensed Architect / 1983 / Illinois and Wisconsin
Fellowship, American Institute of Architects
Illinois Association of School Boards
Council of Educational Facility Planners International (CEFPI)

**RELEVANT EXPERIENCE**
Grayslake Community High School District 127, Grayslake, Illinois
Community High School District 155, Crystal Lake, Illinois
Fenwick High School, Oak Park, Illinois
Chicago Public Schools, Chicago, Illinois
Mascoutah Community Unit School District 19, Mascoutah, Illinois
Grayslake Community High School District 127, Grayslake, Illinois
Community High School District 155, Crystal Lake, Illinois
Fenwick High School, Oak Park, Illinois
Chicago Public Schools, Chicago, Illinois
Mascoutah Community Unit School District 19, Mascoutah, Illinois

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During a career that has spanned nearly 30 years, Augie has specialized in the design of educational projects, having designed over 36 high school projects, including ten new high schools. Through his engaging personality and communication skills, he inspires clients and staff alike to be the best that they can be and provide the highest quality environments that their budgets and schedules will allow. He creates environments that support curriculum, engage their sites, and encourage life-long love of learning. His in-depth knowledge of educational facilities, together with his leadership abilities, has resulted in successful projects with admiration and accolades from clients and award recognition. The 36 design awards, 12 of which are AIA chapter awards, are testament to the success of his efforts to educate clients of the value of quality design, inspire project teams, and develop strong design concepts.
Mr. Manasses has 16 years experience in the architecture field. He specializes in complicated remodeling, renovation and addition projects. He also has experience in new facility design and master planning. He is skilled at coordinating multiple aspects of a project on-site. He takes a hands-on approach to projects, working with owners and consultants to achieve consensus and project direction.

Mr. Sullivan will be the Project Architect for the Oak Park & River Forest HSD 200 project. Kevin has been in the architecture field for 23 years. He is skilled in the addition, renovation and design of K-12 and higher education facilities. As Project Architect, he will be involved in setting project goals, creating project schedules, and making critical architectural decisions. Kevin will use his experience and knowledge as a benchmark to assist him in providing you with the facilities to best suit your needs today and in the future.
Ms. Randall will be the Senior Designer for the Oak Park & River Forest HSD 200 project. Robin has been in the architecture field for almost 20 years. She is skilled in space needs analyses, addition & renovation projects and the design of new municipal facilities. As Senior Designer, she will be working closely with our Design Director to determine the designs that will work best for the Oak Park & River Forest HSD 200 facility in the long and short term. She will use her previous experience in educational facility planning and design as a benchmark to provide Oak Park & River Forest HSD 200 with the facility plans to best suit your needs.

Robin Randall, AIA, LEED AP
Senior Designer

Ms. Randall has 20 years of architectural and interior design experience. She is experienced in all phases of design with an emphasis on interior design, space planning, programming and furniture. Her responsibilities include establishing the direction for interior design concepts and the selection of appropriate colors, materials, furniture, and lighting. She works with the Design Director to ensure that each project fulfills the unique needs of each client. Her career has been primarily focused on the design of educational interiors. Peggy has a unique ability to design spaces that provide a comfortable and welcoming environment for students, teachers and the community. She is highly adept at organizing areas with color and furnishings, creating clear, defined spaces that are easily understandable and to provide strong solutions. Her philosophy of design is to present conscientious solutions that are aligned with each client’s aesthetic and budgetary goals. During her career, Peggy has worked on over 15 high school projects, including a major addition/renovation to Mather High School, currently underway.

Peggy Hoffmann, IIDA, LEED AP
Vice President
Interior Designer

Ms. Hoffmann has 20 years of architectural and interior design experience. She is experienced in all phases of design with an emphasis on interior design, space planning, programming and furniture. Her responsibilities include establishing the direction for interior design concepts and the selection of appropriate colors, materials, furniture, and lighting. She works with the Design Director to ensure that each project fulfills the unique needs of each client. Her career has been primarily focused on the design of educational interiors. Peggy has a unique ability to design spaces that provide a comfortable and welcoming environment for students, teachers and the community. She is highly adept at organizing areas with color and furnishings, creating clear, defined spaces that are easily understandable and to provide strong solutions. Her philosophy of design is to present conscientious solutions that are aligned with each client’s aesthetic and budgetary goals. During her career, Peggy has worked on over 15 high school projects, including a major addition/renovation to Mather High School, currently underway.

Bachelor of Architecture, University of Cincinnati, 1988

Bachelor of Science in Environmental Design, Ball State University, 1985
Bachelor of Architecture – Cum Laude, Ball State University, 1986
Departmental Honors, Honors College Degree

Fullbright Academic Fellowship to Denmark, August 1989 – July 1990
Royal Academy of Art, Copenhagen, Denmark
Study of Cooperative Housing and Educational Facilities in Denmark

Licensed Architect / 1995 / Washington
American Institute of Architects
LEED Accredited Professional

Association for Women in Architecture, Member and Conference Planner, 1990 to 2000
Co-operative for Architecture, A Collective of Seattle Architects Pursuing Excellence, Three Exhibitions, Co-Founding Member, 1990 to 1995
Newhouse Foundation Volunteer, Architectural Education

Grayslake Community High School District 127, Grayslake, Illinois
Community High School District 155, Crystal Lake, Illinois
Fenwick High School, Oak Park, Illinois
Rich Township High School District 227, Olympia Fields, Illinois
Mother McAuley Liberal Arts High School, Chicago, Illinois

All Saints Catholic Academy, Naperville, Illinois
Geneva Community Unit School District 304, Geneva, Illinois
Frankfort School District 157C, Frankfort, Illinois
Sycamore Community Unit School District 427, Sycamore, Illinois

Bachelor of Architecture, University of Cincinnati, 1988

Bachelor of Architecture, University of Cincinnati, 1988

Registered Interior Designer / 2009 / Illinois
International Interior Designers Association
LEED Accredited Professional

Mascoutah Community Unit School District 19, Mascoutah, Illinois
Mother McAuley Liberal Arts High School, Chicago, Illinois
All Saints Catholic Academy, Naperville, Illinois
Marion Catholic High School, Woodstock, Illinois
Geneva Community Unit School District 304, Geneva, Illinois
Mr. Dzarnowski brings his clients 20 years of experience with a strong emphasis on recreation facility projects. Through his involvement in a broad range of project types, John offers significant expertise with the functional, technical, and aesthetic elements which define a successful project. His strong leadership and management skills, enhanced by his firsthand knowledge of the client-side of the educational and recreational setting, makes him particularly adept at fostering a collaborative, consensus-building approach to the design and construction of educational and recreational facilities.

**EDUCATION**
Bachelor of Architecture, Cum Laude, University of Detroit, 1988

**PROFESSIONAL AFFILIATIONS**
- Licensed Architect / 1993 / Missouri
- American Institute of Architects
- Past President, Northeast Illinois Chapter of the AIA
- DuPage Housing Affordability Task Force/Design Charrettes Co-Chair
- Illinois Association of Park Districts
- National Recreation & Park Association
- Midwest Institute of Park Executives

**RELEVANT EXPERIENCE**
- J. Sterling Morton High School District 201, Cicero, Illinois
- St. Rita of Cascia High School, Chicago, Illinois
- City of Salem, Salem, Illinois
- Lake Bluff Park District, Lake Bluff, Illinois
- Lombard Park District, Lombard, Illinois
- Addison Park District, Addison, Illinois
- Arlington Heights Park District, Arlington Heights, Illinois
- Batavia Recreation Center, Batavia, Illinois
- Bloomingdale Park District, Bloomingdale, Illinois
- City of Countryside, Countryside, Illinois
- River Forest Park District, River Forest, Illinois
- Bolingbrook Park District, Bolingbrook, Illinois*
- Naperville Park District, Naperville, Illinois*
- Elk Grove Park District, Elk Grove, Illinois*
- Village of Morton Grove, Morton Grove, Illinois*
- Wheaton Park District, Wheaton, Illinois*
- City of Palos Heights, Palos Heights, Illinois*
- Glen Ellyn Park District, Glen Ellyn, Illinois*

* Projects completed while Mr. Dzarnowski was affiliated with another firm.
Dan is the President of AMSCO Engineering Inc. and his engineering design experience covers a multitude of public and private sector projects primarily in education facility design. As a Project Executive, Mr. Wesley helps to insure the project team’s timely and thorough execution in all areas of project delivery. He utilizes his extensive design expertise and project management skills to successfully coordinate all phases of a building program involving preliminary building surveys, design studies, bid document preparation, field observation and the completion of punch list items. Mr. Wesley’s main area of emphasis involves the analysis and design of energy-efficient heating and cooling systems for new facilities and the retrofit of existing buildings. He also spearheads investigations for the proper design of piping and pumped systems, large chilled water systems, hot water and steam systems as well as the design of specialized fume and duct collection systems for laboratory, shop and repair facilities. He has extensive experience in the design of fire protection systems and domestic water drainage.

**RELEVANT EXPERIENCE**
- Wheaton North High School Addition, SD 200, Wheaton, IL
- Lake Park East High School, SD 108, Roselle, IL
- Lake Park West High School, SD 108, Roselle, IL
- Rich Township High Schools, SD 227, Park Forest, IL
- Morton College Rooftop Multi-zone Replacement, Cicero, IL
- Stratford Jr. High School, SD 93, Carol Stream, IL
- Multiple Elementary School Additions, SD 41, Glen Ellyn, IL
- J.B. Nelson School, SD 101, Batavia, IL
- Hinsdale Middle School, SD 181, Hinsdale, IL
- Batavia High School, SD 101, Batavia, IL
- Evanston Multiple Schools, SD 65, Evanston, IL
- Darien Schools Multi-zone Replacement, SD 61, Darien, IL
- Jefferson Jr. High School Rooftop Replacement, SD 68, Woodridge, IL
- Plainfield Middle School, SD 202, Plainfield, IL
- Old Quarry Middle School, SD 113A, Lemont, IL

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**EDUCATION**
Bachelor of Science, Mechanical Engineering, Milwaukee School of Engineering, 1985

**PROFESSIONAL AFFILIATIONS**
- Professional Engineer / Illinois; Wisconsin; Michigan; Maine
- National Society of Professional Engineers (NSPE)
- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)

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**DANIEL G. WESLEY, PE, CXA, LEED AP, BD+C**
Project Executive

As a Project Manager for AMSCO Engineering Inc., Dan has supervised design teams on numerous projects for educational, municipal, institutional and private sector projects. He has over 18 years field supervision experience for a wide variety of building systems and was a facilities director at Glen Ellyn School District 41 for 6 years managing the operations and maintenance of 8 buildings. His background enables him to provide cost effective design solutions very much in tune to the building owner while minimizing problems faced by contractors during installation. Recent projects include HVAC Upgrades at Highland Park School District 113, Glen Ellyn School District 41, and HVAC Upgrades at the High Schools in Glenbard School District 87. Mr. McCurdy’s responsibilities as Project Manager include establishing design standards, defining scope of work and exploring options sympathetic to the project budget. He sees that the mechanical and electrical group leaders are completing tasks on time and maintaining good lines of communication with all project stakeholders. Dan is also AMSCO’s Director of Mechanical Engineering and sees that our mechanical engineers keep current with emerging technologies and design standards. His extensive experience covers a broad spectrum in engineering design challenges relative to heating, ventilation and air conditioning systems including the design of large chilled water, hot water and steam systems, domestic water supply and drainage and fire protection systems design.

**EDUCATION**
Bachelor of Science, Mechanical Engineering, Illinois Institute of Technology, 1999

**PROFESSIONAL AFFILIATIONS**
- Registered Professional Engineer Intern / Illinois
- Illinois Society of Professional Engineers (ISPE)

**RELEVANT EXPERIENCE**
- Wheaton/Warrenville South High School, School District 200, Wheaton, Illinois
- Wheaton High School, School District 200, Wheaton, Illinois
- St. Viator High School: Science Room Renovation, Illinois
- LaGrange/Highlands School, School District 106, LaGrange, Illinois
- Stratford Jr. High School, School District 93, Carol Stream, Illinois
- Willowcreek School, School District 68, Illinois
- Bromberek School, School District 113A, LaGrange, Illinois
CHARLES E. ANDERSON, SE, PE
President
Chuck is a 1968 graduate of Oak Park River Forest High School, and still lives across the street from Lincoln School in Oak Park. He has over 30 years experience in structural engineering, architectural design, building construction and project management. Chuck has been involved with the design and management of a wide variety of projects. His education in both structural engineering and architecture, as well as his extensive knowledge of construction, greatly contribute to the quality of the projects he is involved with. Chuck is personally responsible for guiding the performance of all staff members, coordinating the structural analysis and design of all projects. Chuck supervises each project through all stages of the structural design: from proposal development, to identification of design requirements, to on-going supervision of design concepts and their respective requirements, to written and graphic details, and project schedules. His additional responsibilities include client contact, advancement of office technology, office finances and personnel management.

EDUCATION
Master of Science, Architectural Engineering, University of Illinois Urbana-Champaign, 1974
Bachelor of Architecture, University of Illinois Urbana-Champaign, 1973
Architecture Study Abroad Program, University of Illinois, Versailles, France

PROFESSIONAL AFFILIATIONS
Licensed Structural Engineer / Illinois
Licensed Architect / Illinois
Professional Engineer / 26 States
American Society of Engineers
Chicago Committee on High Rise Buildings

RELEVANT EXPERIENCE
Fenwick High School Renovations, Oak Park, Illinois
Grayslake High School, Grayslake, Illinois
Warren Township High School Additions & Renovations, Gurnee, Illinois
Crystal Lake South High School Addition, Crystal Lake, Illinois
McHenry East & West High School Additions & Renovations, McHenry, Illinois
Southwest Area High School, Chicago, Illinois

KELSEY A. TAYLOR, PE, LEED AP, CPESC
Senior Civil Engineer
Mr. Taylor has twelve years of experience in civil engineering and construction ranging from engineering start-to-finish design of new power plants and municipal projects, to providing field construction services for large residential developments. In addition to his Professional Engineering license, Mr. Taylor holds certifications as a LEED Accredited Professional, a Certified Professional in Erosion and Sediment Control (CPESC), and is currently pursuing a Graduate Certificate in Construction Management.

EDUCATION
Bachelor of Science, Civil Engineering, University of Illinois - Chicago, 1998

PROFESSIONAL AFFILIATIONS
Professional Engineer / Illinois; Wyoming
LEED AP, U.S. Green Building Council
Certified Professional in Erosion & Sediment Control (CPESC)
CPESC, CPESC Council, 2008

RELEVANT EXPERIENCE
University of Chicago Laboratory Schools, Main Campus Rehabilitation, Chicago, Illinois
Westinghouse High School Athletic Fields, Chicago, Illinois
Educare Family Center Expansion, Chicago, Illinois
Chicago Park District Holstein Park, Renovations to Field House, Chicago, Illinois

Chicago Park District, Jonquil Park Rehabilitation, Chicago, Illinois
Dry Fork Coal-Fired Power Station, Campbell County, Wyoming
Stickney Water Reclamation Plant, Westside Settling Tank and Grit Handling Improvements, Chicago, Illinois
Wolfs Crossing Substation, Naperville, Illinois
RYAN T. WALTER, PE  
Project Engineer

Mr. Walter has nearly 10 years of experience in civil site development. He has worked in the private sector throughout his professional career and has experience working on residential, commercial, institutional, and power plant developments. Over his career, he has served as a Senior Associate, Project Manager, and Project Engineer. He has vast experience preparing and obtaining approvals on final site plans and stormwater management reports, interacting with Village Engineers, attending Public Hearings, and securing permits from state and federal agencies, including IDOT, IEPA, FMWRD,

EDUCATION
Bachelor of Science, Civil Engineering, Marquette University, 2000

PROFESSIONAL AFFILIATIONS
Professional Engineer / Illinois
Illinois Society of Professional Engineers
American Society of Civil Engineers

RELEVANT EXPERIENCE
University of Chicago Laboratory Schools, Main Campus Rehabilitation, Chicago, Illinois
Educare Family Center, Chicago, Illinois
Air Force Academy, Rehabilitation of Existing Elementary School, Chicago, Illinois
Chicago Park District Holstein Park, Renovations to Field House, Chicago, Illinois
White Bluff Power Plant, 2-Unit Coal Power Plant, Redfield, Arkansas
Teche Power Plant, Simple Cycle Gas Turbine Unit, Baldwin, Louisiana

JOHN FELLER, CIH, CSP  
CIH; CSP

Mr. Feller manages staff of Industrial Hygiene, Safety and Environmental Professionals to ensure clients receive services that are technically sound and within budget. Mr. Feller has expertise in the recognition, evaluation and control of occupational health, safety and environmental hazards and in the development of written programs and training for OSHA compliance. Mr. Feller has particular expertise in Indoor Air Quality and general industrial hygiene issues.

EDUCATION
Masters, Industrial Hygiene, University of Illinois at Chicago, 1991
Bachelor of Science, Geology, Northern Illinois University, 1986

PROFESSIONAL AFFILIATIONS
Certified Industrial Hygienist (CIH)
Certified Safety Professional (CSP)
Illinois Department of Public Health (IDPH)

RELEVANT EXPERIENCE
Thornton School District #205, Dolton, South Holland, Harvey, Illinois
Naperville Community Unit School District #203, Naperville, Illinois
Prime Group Realty Trust, 330 North Wabash Avenue, Chicago, Illinois
CNA Insurance Companies, 333 South Wabash Ave., Chicago, Illinois *(And Lead Abatement Mitigation Project)
Transwestern, One North State Street, Chicago, Illinois
Mr. Bartos manages staff of Industrial Hygiene, Safety and Environmental Professionals to ensure clients receive services that are technically sound and within budget. Mr. Feller has expertise in the recognition, evaluation and control of occupational health, safety and environmental hazards and in the development of written programs and training for OSHA compliance. Mr. Feller has particular expertise in Indoor Air Quality and general industrial hygiene issues.

**Mike Bartos**  
Senior Project Manager

**Education**  
Bachelor of Science, Biology, Northern Illinois University, 1987

**Professional Affiliations**  
Illinois Department of Public Health (IDPH)
State of Wisconsin Department of Health & Family Services

**Relevant Experience**  
Joliet Township High School District #204, Joliet, Illinois
Naperville Community Unit School District #203, Naperville, Illinois
Park Forest-Chicago Heights School District #163, Park Forest, Illinois
Thornton School District #205, Dolton, South Holland, Harvey, Illinois
Transwestern, One North State Street, Chicago, Illinois

---

Mr. Miller oversees and conducts asbestos and lead surveys. Responsible for asbestos project management, air sampling and analysis for commercial, industrial and IDPH regulated asbestos projects.

**Mike Miller**  
Building Inspector; Project Manager; Air Sampling Professional

**Education**  
Associates Degree, Architectural Building & Technology, Morrison Institute of Technology, 1980

**Professional Affiliations**  
Illinois Department of Public Health (IDPH)
State of Wisconsin Department of Health & Family Services

**Relevant Experience**  
Inspection & Abatement – Joliet Township High School District #204, Joliet, Illinois
Inspection – Northern Illinois University, Chicago, Illinois
Abatement – AT&T Hickory Hills CO, Hickory Hills, Illinois
Inspection - Rush University Medical Center, Chicago, Illinois
Kristin Schmidt, Principal & Owner, brings a strong operational background to S2O Consultants by drawing on her extensive hospitality experience as well as her in-depth knowledge of all facets of the food design service industry. In 2008, Kristin and Harry formed S2O Consultants and continue to provide a broad range of specialized consulting services to the Sports, Healthcare, Corporate, Educational and Hospitality industries in the areas of food service, laundry, and solid waste. She is both a facilities designer and operational consultant. Key projects have included renovations to the New Orleans Superdome after Hurricane Katrina, winning project of the month from FE&S Magazine for the new dining pavilion at Ravinia Festival, working on the new Indianapolis Colts Lucas Oil Stadium (which was named the Sports Facility of the Year by Street and Smith’s Sports Business Journal), designing food service facilities for the first LEED-certified green major professional sports stadium in the U.S. – the new Nationals Ballpark in D.C., and receiving the LEED Gold certification for work done on the HSBC North America Headquarters in Mettawa IL.

**EDUCATION**
Bachelor of Science, Hospitality Management, Roosevelt University, 2000

**PROFESSIONAL AFFILIATIONS**
Foodservice Consultants Society International, Senior Associate Member, 2003-Present

**RELEVANT EXPERIENCE**
- Almond Campus Addition & Renovation, Gurnee, Illinois
- O’Plaine Campus Additions & Renovations, Gurnee, Illinois
- Rolling Meadows HS Renovations, Rolling Meadows, Illinois
- Buffalo Grove HS Renovations, Buffalo Grove, Illinois
- Wheeling High School Renovations, Wheeling, Illinois
- Crystal Lake South HS Renovations, Crystal Lake, Illinois
- Crystal Lake Central HS Renovations, Crystal Lake, Illinois
- University of Chicago Laboratory Schools Addition & Renovation, Chicago, Illinois
- Sycamore North Grove Elementary School, Sycamore, Illinois
- Sycamore Middle School Additions & Renovations, Sycamore, Illinois
- Fabyan Elementary School, Geneva, Illinois
- Williamsburg Elementary School, Geneva, Illinois
- Lincoln Middle School, Schiller Park, Illinois
- DePaul University, New Student Center, Chicago, Illinois

**CHRISTOPHER SPRAGUE**
Theatre Consultant

**EDUCATION**
Bachelor of Arts, Ohio Northern University

**PROFESSIONAL AFFILIATIONS**
United States Institute for Theatre Technology
OSHA Training - General Industry Safety & Health

**RELEVANT EXPERIENCE**
- Mascoutah High School, Mascoutah, IL
- William Jones College Preparatory School, Chicago, IL
- Westinghouse High School, Chicago, IL
- Juarez High School, Chicago, IL
- Lemont High School, Lemont, IL
- Francis Parker School, Chicago, IL
- Woodstock High School, Woodstock, IL
- Marysville High School, Marysville, MI
- Senn High School, Chicago, IL
- Northwestern University – Bienen School of Music, Evanston, IL
- The University of Chicago – Mandel Hall, Chicago, IL
- Eastern Illinois University – Doudna Fine Arts Center, Charleston, IL
- North Central College – Meiley-Swallow Hall, Naperville, IL
- North Central College Fine Arts Center, Naperville, IL
- Kennedy-King College, Chicago, IL
- Thomas Jefferson Independent Day School, Joplin, MO
Jim Baney has a passion for lighting architecture. As a Partner in the Chicago office, he is responsible for ensuring the high quality design standards that have become synonymous with Schuler Shook. Jim’s award-winning lighting designs have encompassed a wide range of project types including museums, houses of worship, retail, hospitality, building facades, city streetscapes, transportation facilities and corporate offices. Jim enjoys the challenge of crafting lighting solutions that meet client requirements and fit the unique architectural character of each project.

Jim has addressed multiple professional organizations and trade shows including the AIA, IESNA, IALD, Lightfair, and Neocon. He has also been a guest lecturer at the Illinois Institute of Technology, The University of Illinois - Chicago, and Andrews University.

Jim Baney, IALD, IESNA, LC, LEED AP
Partner

Bachelor of Arts, Engineering, The Pennsylvania State University
International Association of Lighting Designers
Illuminating Engineering Society of North America
LC-Lighting Certified by NCQLP
US Green Building Council LEED Accredited Professional

Music and architecture are Laurie’s thread, but her path has also taken her through Dartmouth College for a French degree, orchestral performance, and even some computer network design along the way. While at Dartmouth, she performed as a bassoon soloist with the Dartmouth Symphony Orchestra and Symphonic Wind Ensemble, picking up numerous citations of merit and culminating in a senior recital. Pursuing music for several years after Dartmouth, she performed first in Boston, then in Portland, where her French degree led to a useful digression into translation and support, then network design in the IT world.

Architecture ultimately came to the fore, bringing Laurie to the University of Illinois at Chicago, where she received a Master of Architecture with honors in 2004. She was a teaching assistant all three years, for both computer technology and structures courses, and was chosen to present her work in two “Year End Shows” and two “Portfolio Day” competitions, the ultimate accomplishment for UIC students. Her design class was awarded “Best of Show” for a design-build course in which her team designed and built a new studio for 120 freshman architecture students. As an architectural intern at Gonzalez Partners in Chicago deepened her architectural experience before Threshold enticed her back to acoustics.

Laurie R. Kamper, AIA
Consultant

Bachelor, French, Dartmouth College
Master of Architecture, University of Illinois at Chicago, 2004

Music and architecture are Laurie’s thread, but her path has also taken her through Dartmouth College for a French degree, orchestral performance, and even some computer network design along the way. While at Dartmouth, she performed as a bassoon soloist with the Dartmouth Symphony Orchestra and Symphonic Wind Ensemble, picking up numerous citations of merit and culminating in a senior recital. Pursuing music for several years after Dartmouth, she performed first in Boston, then in Portland, where her French degree led to a useful digression into translation and support, then network design in the IT world.

Architecture ultimately came to the fore, bringing Laurie to the University of Illinois at Chicago, where she received a Master of Architecture with honors in 2004. She was a teaching assistant all three years, for both computer technology and structures courses, and was chosen to present her work in two “Year End Shows” and two “Portfolio Day” competitions, the ultimate accomplishment for UIC students. Her design class was awarded “Best of Show” for a design-build course in which her team designed and built a new studio for 120 freshman architecture students. As an architectural intern at Gonzalez Partners in Chicago deepened her architectural experience before Threshold enticed her back to acoustics.

Laurie R. Kamper, AIA
Consultant

Bachelor, French, Dartmouth College
Master of Architecture, University of Illinois at Chicago, 2004

The Poetry Foundation, Chicago, Illinois
University of Chicago Laboratory Schools, Chicago, Illinois
Muchin High School, Noble Charter School Network, Chicago, Illinois
The Museum of Science and Industry Science Storms Exhibit, Chicago, Illinois
Elgin Academy of Arts and Sciences, Elgin, Illinois

The Children’s Chapel at the Korean Church of Boston, Boston, Massachusetts
Byron Middle School and Byron Civic Theatre, Byron, Illinois
Slagle Auditorium, University of South Dakota, Vermillion, South Dakota
Muntu Dance Theatre of Chicago, Chicago, Illinois
Ford Calumet Environmental Center, Chicago, Illinois
HARRY J. HUNDERMAN  
Director of Knowledge & Communication Management & Senior Principal  
Mr. Hunderman specializes in the application of technology to the conservation of the built environment. He has special expertise in repair and rehabilitation of existing, new and historic buildings. As former manager of the WJE Architecture Group, Mr. Hunderman was involved in a wide variety of technical issues related to the building envelope, ranging from roofing and waterproofing to performance testing of facade components. Mr. Hunderman has led multidisciplinary teams to provide problem-solving investigation and design services for the repair and rehabilitation of some of the nation’s most notable historic buildings and monuments, including both older and modern landmarks. He has published and lectured extensively on preservation technology, and has chaired several conferences and symposia on preservation issues.

EDUCATION  
Bachelor of Science, Architecture, University of Michigan, 1971  
Master of Architecture, Architecture, University of Michigan, 1974

PROFESSIONAL AFFILIATIONS  
Licensed Architect / 9 states  
American Institute of Architects (AIA)(Fellow)  
Association for Preservation Technology International (APT) (Fellow and past President)  
AIA Committee of Historic Resources (Advisory Group Member 2006-2011)

RELEVANT EXPERIENCE  
Kennedy Center for the Performing Arts, Washington, D.C. - Facade Assessment  
Perry’s Victory & International Peace Memorial, Put-in-Bay, Ohio - Historic Preservation  
Cape Hatteras Lighthouse, Outer Banks, North Carolina - Historic Preservation  
Promontory Apartments, Houston Texas - Historic  
San Jacinto Monument, Houston, Texas - Historic Preservation  
Lyndon Baines Johnson Library, Austin, Texas - Plaza & Terraces  
Franklin Delano Roosevelt Memorial, Washington, D.C. - Plaza & Terraces  
Johnson Square Building, Savannah Georgia - Terra Cotta Assessment

CAROL JH YETKEN  
Principal  
Ms. Yetken is a landscape architect and founder of CYLA Design Associates, Inc. Her extensive experience includes a strong background in project coordination, design development, construction documents and observation related to outdoor environments. She acts as the primary client contact for projects; the project manager by providing schedule coordination, design, and design review; conducts public meetings and interviews; and oversees technical coordination and production. Carol is an Accredited Professional for Leadership in Energy & Environmental Design (LEEDTM) and her firm is a member of the U.S. Green Building Council. Carol also serves on the faculty of The School of the Art Institute in the graduate level Historic Preservation Program.

EDUCATION  
Bachelor of Science, Environmental Studies, Ball State University, 1978  
Master of Landscape Architecture, University of Virginia, 1981

PROFESSIONAL AFFILIATIONS  
Licensed Architect / Illinois  
LEED Accredited Professional  
Certified Women Enterprise / Disadvantaged Business Enterprise for City of Chicago, METRA  
Female Business Enterprise (FBE), State of Illinois

RELEVANT EXPERIENCE  
Oak Park & River Forest High School Pedestrian Mall  
Lisle High School Site Design  
Fenger High School Athletic Fields  
Cristo Rey Jesuit High School  
Attea Middle School Athletic Fields  
Newberry Math & Science Academy  
Morton College Landscape Design  
Lee Pasteur Hurley Elementary School  
Portage Park Elementary School  
Braeside School Highland Park  
Chicago Public Schools Campus Evaluation  
Cary Middle School Site Design  
Woodson School Site Design  
Lake Forest College Preservation Plan  
Northwestern University Ford Design Center  
University of Illinois at Chicago Campus Improvements  
Loyola University Medical Center
Tab 5
Budget / Schedule Compliance
Budget:

At FGM we understand following a client’s budget and schedule parameters are a must for a successful project. We work with the client’s budget and schedule to strive to create a project that reflects the client’s wants while still serving the client’s needs. In order to do so we utilize various strategies to ultimately strive to exceed client expectations.

Primarily, we employ an active “Design to Cost” approach rather than a “Costing of the Design” process. Costs are controlled by means of frequent construction cost estimates throughout the progress of a project. In the early stages, costs may be estimated using square footage or other yardsticks. Due to the large number of educational projects that we bid every year, we have a large database of recent bids on which to base our early estimates. This use of previous experience brings confidence to the Oak Park and River Forest HSD 200. Your Program Manager will be involved in this cost monitoring process from project inception through to project close-out to ensure your budgeting concerns are not overlooked.

As part of the interdisciplinary coordination meetings that are held on a regular basis over the course of designing and coordination all elements of a project, we benchmark the development of building systems against established budget parameters. We want to develop the best system possible for a client within the budget range that has been established. We do not want to design a system that has to be altered to fit within a budget. We will not sacrifice functionality. By continuously measuring systems development against budget parameters, rather than only reviewing budget after phases have been completed, we believe that we will eliminate project revisions, maintain the project schedule and ensure project quality.

As a project progresses, more detailed estimates are completed. Oftentimes, manufacturers and suppliers are consulted regarding specific costs of items. By constantly monitoring a project, changes during the design are incorporated in updated estimates, and the project scope can be altered to maintain the budgets.

In a project involving a construction manager, cost estimates provided by both architect and construction manager serve as checks and balances for each other.

FGM also provides cost estimates during the following stages of a project in order to effectively manage your cost:

- At the Commencement of the Project - The estimating process begins very early in the project and is reviewed and updated during each phase of the project. This ensures that the project stays within your budget. Our objective is to develop an estimate that accurately reflects the price at which your project can be awarded. This requires precise pricing, experienced judgment and continuing assessments of local market conditions.
- At the Conclusion of Schematic Design
- At the Conclusion of Design Development
- At 65% Completion of Construction Documents
- During Evaluation of Bids - Upon receipt of bids, we check the cost estimates provided previously to ensure the qualified bidders are at or under budget. Besides cost, information of the bidder’s financial stability, previous experience, equipment ownership, and insurance is carefully reviewed.
Schedule:
Equally as important as budget control is FGM’s schedule checks. The FGM Architects team will take a proactive approach for controlling the schedule of your project. Our scheduling process consists of two components: schedule establishment and schedule control. Establishment of a schedule requires the cooperative involvement of the design professional and the client. Because we believe that each facility belongs to the client and the building users, our design process places the client at the center of the design team. We sit down and establish a common set of goals and objectives for the project; these goals are then developed and understood by Oak Park & River Forest HSD 200, as well as the architects, engineers and consultants. The client’s needs for a desired project completion date must be weighed against budgetary limitations, potential risks and the client’s decision-making process.

At the commencement of the process, a master bar line schedule – a work plan – is established by the architect and the client. This schedule establishes milestone dates through the life of the project, from master planning through building occupancy. Tasks, task schedules, task responsibilities and the end product (deliverables) are indicated on the master schedule. Additionally, for each phase, a detailed work plan is developed which addresses specific tasks in greater detail and allocates specific resources to accomplish those tasks.

To control the established schedule, a variety of tools and techniques are utilized:
- Update of the detailed schedule within the fixed master schedule at the commencement of each task to reflect any change in master planning needs.
- Weekly project team meetings to review progress and performance, to reallocate resources as necessary and to communicate the client’s objectives.
- Weekly update of manpower needs.
- Scheduled quality control reviews of the documents to assure that documentation is complete.

During the Construction phase, primary responsibility for maintaining the project schedule is shifted to the Constructor. Time lines for completion are established as part of the construction documents. We work with the contractors from the Pre-construction meeting onward to make sure that the team stays on schedule. Project schedule is also addressed at every construction progress meeting.

Additionally, the Project Manager will schedule weekly team meetings with the architects, engineers, technical director, interior designer, and all members of FGM’s team for your project. These meetings ensure that all members of the team are on schedule and on budget. The regularly scheduled weekly interdisciplinary project meetings will be documented and will be used to continuously update Oak Park & River Forest HSD 200 on the status of the project. Written agendas will be used. One weekly meeting might deal with the review of the exterior envelope of the building; the next might be about HVAC and the routing of ductwork. Each meeting focuses on the details necessitated by the specific project phase.
Tab 6
Billing Rates
We serve as Architects for many clients throughout the State of Illinois. These clients have varying philosophies relative to fee structure. Methods of compensation include, percentage of construction cost, lump sum, and hourly not to exceed a stipulated amount. We are agreeable to work with you utilizing any of these methods. If you would like to propose an alternate basis for compensation we would be happy to discuss it with you.

Compensation for feasibility studies, planning, pre-construction services and cost estimating are based on the scope of work, the size of a project and its complexity. The following is a summary of our hourly billing rates, followed by our consultants, as well as a breakdown for the key personnel.

**FGM Hourly Rate Schedule**

<table>
<thead>
<tr>
<th>Position</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>$205.00</td>
</tr>
<tr>
<td>Arch IV</td>
<td>$165.00</td>
</tr>
<tr>
<td>Arch III</td>
<td>$135.00</td>
</tr>
<tr>
<td>Arch II</td>
<td>$100.00</td>
</tr>
<tr>
<td>Arch I</td>
<td>$85.00</td>
</tr>
<tr>
<td>Construction Administrator</td>
<td>$130.00</td>
</tr>
<tr>
<td>Project Administrator III</td>
<td>$90.00</td>
</tr>
<tr>
<td>Project Administrator II</td>
<td>$70.00</td>
</tr>
<tr>
<td>Project Administrator I</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

Key Personnel assigned to Oak Park & River Forest HSD 200:

- **John Ochoa, AIA, Principal in Charge** $205.00
- **Jim Woods, AIA, REFP, LEED AP, Programming & Planning** $205.00
- **Augie Battaglia, FAIA, Design Director** $205.00
- **Ron Richardson, Program Manager** $165.00
- **Dean Manasses, AIA, LEED AP, Project Architect** $135.00
- **Kevin Sullivan, AIA, Project Architect** $135.00
- **Robin Randall, AIA, LEED AP, Senior Designer** $135.00
- **Peggy Hoffmann, Interior Designer** $135.00
- **John Dzarnowski, AIA, Athletic Facilities Specialist** $165.00

*Rates are subject to adjustment each November 1st.*
HOURLY RATES

AMSCO Engineering Hourly Rate Schedule of Key Personnel

Principal .............................................................................................................. $167.50
Project Engineer .......................................................... $155.00
Engineer / Design .......................................................... $150.00
Draftsman ................................................................. $75.00
Clerical ......................................................................................... $75.00

C.E. Anderson & Associates Hourly Rate Schedule of Key Personnel

Principal in Charge .............................................................. $165.00
Senior Project Engineer ............................................... $125.00
Project Engineer .......................................................... $115.00
Project Designer ........................................................ $100.00
BIM Technician ........................................................... $100.00
CAD Technician .............................................................. $85.00
Clerical ...................................................................................... $50.00

Environmental Design International Inc. (EDI) Hourly Rate Schedule of Key Personnel

Project Manager (Chambers) .................................................. $165.00
Senior Project Engineer (Taylor) ........................................ $110.00
Project Engineer (Walter) ....................................................... $93.50
Project Engineer (Joshi) ......................................................... $82.50

*Rates escalate on July of each year.

Hygieneering Inc. Hourly Rate Schedule of Key Personnel

Asbestos Project Designer / Certified Industrial Hygienist .... $125.00
Certified Safety Professional ........................................... $125.00
Senior Environmental Services Manager ..................... $95.00
Senior Industrial Hygienist / Safety Professional ........ $95.00
Industrial Hygienist / Safety Professional ....................... $85.00
IDPH Licensed Asbestos Inspectors ......................... $75.00 / $600/shift
IDPH Licensed Air Sampling Professionals ............. $75.00 / $600/shift
Clerical / Administrative Support ............................... $45.00

S20 Consultants Hourly Rate Schedule of Key Personnel

Principal & Owner ................................................................. $150.00
Schuler Shook Hourly Rate Schedule of Key Personnel

Principal ................................................................. $235.00
Senior Consultants ..................................................... $185.00
Project Consultants .................................................. $135.00
Theatre Consultants, Lighting Designers ...................... $120.00
Drafters, Specialists ................................................ $90.00

Threshold Acoustics Hourly Rate Schedule of Key Personnel

Principal - Scott Pfeiffer .......................................... $185.00
Consulting Staff - Laurie Kemper .............................. $105.00

Wiss Janney Elstner Associates, Inc. (WJE) Hourly Rate Schedule of Key Personnel

Senior Principal ....................................................... $275.00
Principal ................................................................. $235.00
Associate Principal ................................................ $195.00
Senior Associate ..................................................... $175.00
Associate III .......................................................... $155.00
Associate II ............................................................ $135.00
Associate I .............................................................. $115.00
Senior Specialist ..................................................... $120.00
Specialist ............................................................... $100.00
Senior Technician ................................................... $90.00
Technician II ......................................................... $80.00
Technician I ............................................................ $60.00

CYLA Design Associates, Inc. Hourly Rate Schedule of Key Personnel

Principal ................................................................. $130.00
Senior Associate ..................................................... $100.00
Production 2 ........................................................... $85.00
Production 1 ............................................................ $75.00
Administrative Clerical ............................................. $60.00

*Effective through December 2010
Tab 7
Insurance
FGM Architects’ insurance provider is M.G. Welbel & Associates, Inc. Our contact is listed below.

**INSURANCE REFERENCE**

Michael Welbel, President  
M.G. Welbel & Associates, Inc.  
847.412.1414

As architect, FGM will be happy to obtain the required insurance limits per the requirements of Oak Park & River Forest HSD 200, should we be fortunate enough to be awarded a particular project. We will work with Oak Park & River Forest HSD 200 to ensure FGM meets the appropriate insurance limits if selected as a project architect. Our Current Limits are as follows:

**Professional Liability (Errors and Omission Insurance)**
- Per Claim: $2,000,000
- Aggregate: $3,000,000

**Comprehensive or GCL:**
- $1,000,000 per claim;  
- $2,000,000 aggregate

**Umbrella:**
- $2,000,000 per claim;  
- $2,000,000 aggregate

**Workers Compensation**
- With Employers Liability: Statutory

**Comprehensive Automobile Liability:**  
- $1,000,000 combined single limit

* A copy of our current insurance certificate can be found on the following page.
## Certificate of Liability Insurance

**Certificate Number:**

**Type of Insurance:**

**Policy Number:**

**Policy Effective Date:**

**Policy Exp. Date:**

**Limits:**

### General Liability
- **Occur Claims-Made:**
- **Subject To:**
- **Aggregate Limit Applies Per:**
- **Categories:**
- **Occur Claims-Made:**
- **Retention:**
- **Each Occurrence:**
- **Was Statutory Limits:**
- **Other:**
- **EE, Each Accident:**
- **EL, Disease - EA Employee:**
- **EL, Disease - Policy Limit:**

### Automobile Liability
- **Any Auto:**
- **All Owned Autos:**
- **Schedules Autos:**
- **Hired Autos:**
- **Non-Owned Autos:**
- **Comprehensive:**
- **Duty Injury:**
- **Property Damage:**

### Umbrella Liability
- **Excess Liability:**
- **Aggregate Limit Applies Per:**
- **Each Occurrence:**
- **Aggregate:**

### Workers' Compensation and Employers' Liability
- **Statutory Limits:**
- **Other:**
- **EE, Each Accident:**
- **EL, Disease - EA Employee:**
- **EL, Disease - Policy Limit:**

### Professional Liability
- **Per Claim:**
- **Aggregate:**

**Certificate Holder:**

FGM Architects, Inc.
1211 W. 22nd St.
Oak Brook, IL 60523

**Cancellation:**

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:**

Michael G. Welbe

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Tab 8

References
Below please review FGM’s school district references whom we have served with recent projects. Our references are the best testament to our work and provide confidence to Oak Park & River Forest HSD 200.

Cicero School District 99, Cicero, Illinois
Ms. Donna Adamic, Superintendent…………………………………………………………708.863.4856
Ms. Fran Arcuri, Assistant Superintendent for Finance and Operations……708.863.4856
5110 West 24th Street
Cicero, Illinois 60804

Berwyn North School District 98, Berwyn, Illinois
Mr. John Belmont, Superintendent………………………………………………………………708.484.2482
Mr. Kenneth Keeling, Business Manager…………………………………………………708.484.6200
6633 West 16th Street
Berwyn, Illinois 60402

Glen Ellyn School District 41, Glen Ellyn, Illinois
Dr. Ann Riebock, Superintendent……………………………………………………………630.534.7207
Mr. Bob Ciserella, Asst. Superintendent of Finance, Facilities & Operations ……630.534.7220
793 North Main Street
Glen Ellyn, Illinois 60137

Flossmoor School District 161, Chicago Heights, Illinois
Dr. Donna Joy, Superintendent………………………………………………………………708.647.7000
Mr. Joseph Martin, Director of Operations ………………………………………………708.647.7022
41 East Elmwood Drive
Chicago Heights, Illinois 60411

Frankfort Consolidated Community School District 157C, Frankfort, Illinois
Mr. Curt Saindon, Business Manager…………………………………………………………...815.469.5922
10482 West Nebraska
Frankfort, Illinois 60423

Geneva Community Unit School District 304, Geneva, Illinois
Dr. Kent Mutchler, Superintendent…………………………………………………………..630.463.3010
Mrs. Donna Oberg, Assistant Superintendent for Business ………………………………630.463.3000
227 North Fourth Street
Geneva, Illinois 60134
REFERENCES

Sycamore Community Unit School District 427, Sycamore, Illinois
Dr. Wayne Riesen, Superintendent.......................................................815.899.8100
Mr. Luke Glowiak, Assistant Superintendent for Business...............815.899.8100
245 West Exchange Street
Sycamore, Illinois 60178

Grayslake Community High School District 127, Grayslake, Illinois
Dr. Michael Zelek, Associate Superintendent for Business Services ....847.986.3300
400 North Lake Street
Grayslake, Illinois 60030

Fenwick High School, Oak Park, IL
Dr. Gerald F. Lordan, Director of Institutional Advancement.............708.386.0127
505 West Washington Blvd.
Oak Park, Illinois 60302

Warren Township High School District 121, Gurnee, Illinois
Dr. Philip Sobocinski, Superintendent..................................................847.548.7144
34090 North Almond Road
Gurnee, Illinois 60031

Community High School District 155
Mr. John R. Lutsch .................................................................815.455.8500
Center for Education
One South Virginia Road
Crystal Lake, Illinois 60014