



26 July 2012

**State College Area School District**  
Educational Consultant for Visioning Process to Develop  
State College Area High School's 21st Century Educational Specifications

**2012 CEFPI Planner of the Year**

**SPACEM**  
UNITING EDUCATION & ARCHITECTURE

JULY 10, 2012

**RFP for Educational Consultant for Visioning Process to Develop  
State College Area High School's 21st Century Educational Specifications Document**

**1. Purpose**

The State College Area School District is seeking proposals from interested consultants to provide educational visioning services relating to the updating of its 2009 State High Educational Specifications document.

Assistance with actual implementation of the plan may be requested at a later time but will not be considered as part of this proposal process.

**2. Scope of Work:**

State College Area School District seeks an educational consultant who can demonstrate successful experience working with a school community (teachers, support staff, students, parents, community members, board members, and administrators) to develop a research based, educational plan for a 21st century high school with model programs. The consultant will work closely with a district designated leadership team to draft and articulate an effective process for constructing the visioning protocol necessary to update our high school's 2009 Educational Specifications document. Moreover, the consultant must share evidence of success in guiding an approach that builds consensus among constituent groups.

The development of a 21st century teaching and learning model needs to include each grade 9-12 programs, student services, Title programs, the alternative high school, vocational/ technical programs, and central administrative services. The proposal document should address the following:

- How this process will include information and feedback garnered from a wide variety of community based input opportunities
- Teaching and learning practices, structures, and programs (including but not limited to educational delivery options such as Career & Technology Center, STEM, academies, small learning communities, project based learning, Advanced Placement offerings, dual enrollment and dual credit options, virtual learning opportunities, personalized learning plans, infusion of technology, service learning, internships, etc.)
- Student Development (potentially including but not limited to critical thinking, problem solving, written and oral communication, argumentation, inquiry, social and collaboration skills, teamwork, and conducting research)
- Professional Development
- Integration of Instructional Technology
- Demonstration of how the outcome of this process will support the passage of a major funding initiative for facility enhancement
- Draft timeline with specific dates and target activities
- Update demographic data
- Multiple examples of the consultant's previous work and references

**3. Fee**

Please include all fees that would encompass services outlined in the submitted proposal. This fee should be all-inclusive with no additional reimbursable expenses.

**4. RFP Schedule**

The following schedule is subject to change.

| RFP Phase activity                                 | Date                |
|----------------------------------------------------|---------------------|
| Issue RFP                                          | July 10, 2012       |
| Written inquiries accepted no later than 3:00 p.m. | July 26, 2012       |
| Proposal Review and Selection of Finalists         | July 26, 2012       |
| Consultant Interviews                              | August 7 - 15, 2012 |
| Recommendations of Finalist to Board of Directors  | August 27, 2012     |
| Board Approval and Contract Signed                 | September 10, 2012  |

**5. Evaluation and Award Process**

Proposal recommendation to the State College Area School District Board of School Directors will be based on best value procurement method.

**6. Proposal Submission**

Each proposal must be submitted in two forms, one electronic copy (PDF format) and one hard copy. Proposals must be received at the below addresses on or before 3:00 p.m. (EDT), July 26, 2012. Late proposals will not be accepted. [Subsequent email correspondence clarified that digital copies must be received by 3pm on July 26, 2012, with hard copy to follow]

State College Area School District  
Attn: Mr. Michael Hardy  
131 West Nittany Avenue  
State College, PA 16801

Plainly mark on the envelope "PROPOSAL FOR EDUCATIONAL CONSULTANT FOR STATE HIGH 21ST CENTURY VISIONING PROCESS."  
Please include both hard and electronic copies in this envelope.

All inquiries should be submitted by email and directed to:

Mr. Michael Hardy, Assistant Superintendent  
Phone: (814) 231-1042  
Email: msh13@scasd.org



1100 N. California Ave.  
Chicago, IL 60622  
773.531.3221  
[www.BrainSpaces.com](http://www.BrainSpaces.com)

July 26, 2012

Mr. Michael Hardy  
Assistant Superintendent  
State College Area School District  
131 West Nittany Avenue, State College, PA 16801

Dear Mr. Hardy,

Your district is embarking on an important journey to actively and purposefully provide a legacy of powerful learning environments for current and future generations of students. We are pleased to submit for your consideration the attached proposal and qualifications to perform consultant services for educational visioning relating to the updating of your 2009 State High Educational Specifications document in preparation for successful community support of a high school construction project.

This assignment is by nature an integration of education and architecture. Our process begins by analyzing the collective needs of your district and the individual needs of your stakeholders and determining how well they can be supported by an educational environment that is also a true community asset. Understanding the broad range of student characteristics, curriculum, programs and delivery models as well as operational practices and community engagement is critical for determining the best direction for your facilities and resources.

A key component of your process will be to ensure that the voices of your diverse community are heard, and that their insights are considered and their expectations are addressed with consistency, efficiency, knowledge and respect. In balanced combination, understanding the educational, physical (architectural) and community needs will help us define effective strategies for addressing current and future school facilities as well as developing strategies for thoughtful implementation that maximizes community support and district resources.

With more than 20 years of experience planning and designing learning environments, we partner with each of our clients to effectively help define the educational vision as well as the best process for translating that vision into physical space. We have extensive experience working with Districts and schools such as yours, which are looking to provide their students with meaningful learning environments while also optimizing resources in order to keep pace with evolving demands. Our clients consistently remark that unlike a planner who is part of an architecture firm, our objective position allows us to pursue meaningful recommendations based solely on what is right for you, without the expectation or hidden agenda of acquiring or inflating the scope of a resulting construction project contract. We believe this is a measurable benefit for our clients.

As both architects and educators, BrainSpaces has the unique strength of integrating architectural expertise and educational perspective. Our work stems from a passion for exploring how physical environments affect learning. We strive to seamlessly assimilate both educational and physical components of school planning into a comprehensive, coordinated and accurate set of tools you and your architectural team can use to realize your goals today and into the future.

At BrainSpaces, our work takes us into schools throughout the country and around the world, giving us the opportunity to experience firsthand the latest thinking and best practices in education and how these practices manifest in spectacular learning environments. We help our clients take advantage of the collective lessons learned by sharing experiences, strategies and success stories among them.

*We commend you on your selection of Crabtree Rohrbaugh & Associates to serve as your architect. Congratulations on making this important selection!*

*BrainSpaces has teamed with CRA in the past, and we share your enthusiasm for the opportunity to work with such a talented firm with a proven record of quality educational facilities.*

*Ms. Yurko brings energy and enthusiasm to the challenges of design. Her international experience with school projects and various educational philosophies have provided her with the ability to share different perspectives and innovative solutions. A couple of the core values of our school district are to emphasize the human connection with stakeholders and to maximize learning opportunities for every child. Amy embraces these concepts and developed creative new solutions for each of our high school projects.”*  
- Dennis Auker, Laramie County School District #1

*“Thanks for the outstanding experience and your guidance in showing us the power of this highly collaborative process to work toward innovative solutions for our high school” – Roger CayCe, Director of Facilities Management/Building Commissioner, St. Louis Public Schools*

*“Amy’s bringing together, presenting and leading the design integrates her architectural skills with an uncanny understanding of educational principles, which are incorporated into a constructable design solution is absolutely amazing to witness. And to be the recipient of such designs is for our state a tremendous educational value.” – Wally Diller, Wyoming School Facilities Department*

For example, we have recently completed pK-12 District-wide educational specifications for Anchorage School District (ASD), some of which included updates to documents originally generated by DeJong & Associates. The high school ed specs include an extensive redefinition of Career & Technical education to take advantage of the latest innovations in hands-on learning while also being flexible enough to support changing and evolving programs and practices over time. As a separate activity for ASD, we completed the visioning, planning and ed specs for The Whaley Center, a K-12 system of supports, including a collection of separate buildings, for students with social, emotional and behavioral challenges. We believe that insights gained from this effort will have great value for even the most traditional educational environments.

The Wellspring Center for Professional Futures in Tupelo, Mississippi is a new facility for which we recently completed educational visioning and educational specifications. This new concept school is an educational campus that engages high school students through active participation in STEAM-based curriculum, career pathways, and real-world professional experiences. In addition, we collaborated in the visioning, planning, programming and ed specs for two of the four 2011 James D. MacConnel Award finalists. This award is the highest recognition for school facilities internationally, and the Marysville Getchell High School Campus was ultimately awarded the coveted distinction. Through these and a wealth of other innovative examples, a few of which are included in this submittal, we can use real success stories to help you define what is right for your students and community.

In response to your request, we offer this submittal which addresses your outlined scope of work and includes our firm profile, methodology, experience, resumes, references, and proposed fees. We believe you will find that our combination of qualifications, experience, perspective and enthusiasm will serve you, your students and the State College Area School District with excellent results.

Thank you for the opportunity to submit this proposal. Your process of selecting your architect, Crabtree Rohrbaugh & Associates, was thorough, thoughtful and appropriately inclusive, and we believe this is a most wonderful quality in a client. The possibility to work together on this project is exciting, and we would be pleased to discuss this submittal and/or further present qualifications to you in person. Please let me know if you require additional information or clarification of any aspect of this package, and we look forward to the next step in your process.

Sincerely,



Amy M. Yurko, AIA  
Principal/Founder, BrainSpaces Inc.



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## FIRM PROFILE

Firm Name: BrainSpaces Inc.  
 Address: 1100 N. California Avenue  
 Chicago, IL 60622  
 Contact: Amy Yurko, AIA  
 Phone: 773.531.3221  
 Email: ayurko@brainspaces.com  
 Web: www.brainspaces.com

BrainSpaces is a consulting firm dedicated to facilitating connections between education and architecture. Established in 2004, we provide educational facility consulting services to schools and Districts across the United States and abroad. We are a collaboration of licensed architects and educators who have rich histories of successful working relationships with students, schools and Districts throughout our careers. Key members of our team who will be assigned to this work have in excess of 20 years of experience each.

### Who we Are

BrainSpaces Inc. is a consulting firm promoting best practices and brain-based considerations in the planning and design of learning environments. We are a collaboration of architects and educators who seek, explore, and design and enhance effective links between learning & the physical environment.

*"When I look around the school and see students exploring their ideas with the same curiosity as they explore the building, I find myself saying out loud the same thing I say when I see a bolt of lightning in the sky: 'Wow, did you see that?!'"*

— Brian Amsler, Assistant Principal  
 Lincoln School (whose new mascot is 'Lincoln Lightning')

### What we Do

BrainSpaces maintains a collaborative organization where fresh ideas are combined with hands-on experience to develop the best solutions each of our clients. We engage the expertise of students, educators, and communities and we apply research and theory with real-life insights and best practices from across the country and around the world. Our approach provides our clients with fresh ideas and innovative school facilities that truly support learning.

### Where we Excel

Integrating architectural expertise and educational perspective is a unique strength of BrainSpaces. Understanding both educators and architects allows for an accurate translation of educational goals and needs into clear and effective direction for the District. We seamlessly assimilate both educational and physical components of schools into a comprehensive, coordinated and accurate set of tools for implementation by our clients and design teams. Our work recognizes the balance among all aspects of educating students including student achievement, curriculum, assessments & standards, school leadership, operations & management, staffing, technology, community building, public support, facilities, and the rapidly changing global environment. Our process includes strategies for prioritizing decisions and for allocating resources to those efforts that are most likely to yield the maximum educational value.

### What is our Passion

At BrainSpaces, we are passionate about learning. Engaging the expertise of students, educators, and communities, research and theory is combined with real-life best practices from across the country and around the world. Together we explore options, generate fresh ideas and provide tailored solutions, which result in school facilities programs, plans and designs to transform your educational goals into real spaces. Spaces that truly support learning. BrainSpaces.



# METHODOLOGY

## INTRODUCTION

State College Area School District will soon begin planning for the future of its high school facilities. However, creating a responsive school environment isn't rigidly defined by square-footage or construction budgets; more importantly, it's about making thoughtful connections between learning and facilities. Thus, the development of any strategy for addressing facilities must begin with an understanding of the educational vision - including goals, strategies and projected future needs - that these facilities are intended to support.

### What is Educational Visioning?

A vision is an image of the future, which can powerfully shape the practices of a school community. Every parent has a dream that their children will be happy and successful. Our communities and the schools that serve them should equally share in that dream and have a plan for making that dream a reality. Preparing students for success in school is secondary to preparing children for success in life. The core business of schools is to provide engaging, appropriate experiences for students so that they learn and are able to apply their knowledge in ways that will enrich their lives and ensure their well-being. A transformed system that meets the diverse needs of students in an increasingly digital environment demands new learning strategies and creative approaches to teaching. Visioning is a powerful tool to making this happen.

In short, a strong educational vision will serve to inform the proposed facility planning strategies, promoting close alignment of the educational vision with the physical facilities.

The visioning process will explore multiple interrelated educational components such as:

- 21st Century skills development
- Curriculum goals & delivery models
- Technology goals
- Virtual & Off-Site Learning
- Flexibility goals
- District-wide PK-12 continuity & program alignment
- Special programs (STEM, CTE, SpEd, AP, IB, etc.)
- Professional Development
- Community & after-hours use
- Partnership opportunities
- Internships, dual-credit & dual enrollment
- Projected future needs



## Why is Educational Visioning Important?

A strong educational vision can be translated into the criteria used to help design the school facilities which are intended to support that vision. Educational Specifications can be considered “action plans” which support the educational vision as it pertains to facilities. Criteria typically defined as the vision is translated into facility strategies include spatial parameters such as school size and capacity, grade configurations, space types, technology, flexibility, extended use guidelines, spatial relationships and hierarchies, and the like.

Without a strong education vision, evaluative criteria may not align with the goals of the district, or worse, facilities are independently addressed without any alignment at all, which can lead to inefficient, inequitable, and short term solutions. But with criteria developed directly from the educational vision, you have built-in assurance that decisions related to facilities are made with the best interest of the student in mind. It is our strong conviction that educational planning is essential to developing a coordinated, thoughtful, responsive and effective facilities plan that will serve the district and its students well into the future.

We are compelled to help you define a new vision that takes advantages of your community's hopes and challenges and of our experiences with communities similar to yours. We listen and continuously search for new knowledge and ways to assist school districts in their quests to help parents realize their dreams for their children. What is ultimately envisioned will come directly from the aspirations of your citizens, parents, community leaders, students, teachers, and school board members with whom you interact every day.

## How Can BrainSpaces Help?

BrainSpaces is a consulting firm dedicated to facilitating connections between education and architecture. We offer collaborative visioning, programming and planning expertise to school districts throughout the country and abroad. In our practice, we have found that collaborating with school clients and architecture firms creates a dynamic balance of perspectives, and we thrive in this environment.

Our value is in maintaining a clear and objective focus on the project vision – with an eye toward learning - and ensuring that all decisions throughout the planning and design process adequately support that vision. While this may sound relatively simple, we have found that with growing complexities of site, architecture, program, policy, funding, public support, etc. focus on the project vision can easily become derailed.

Our process includes strategies for prioritizing decisions and for allocating resources to those efforts that are most likely to yield the maximum educational value. Our clients continuously reiterate the value of our ability to keep all eyes on the goal – from project initiation through design and construction and as the building is populated with furniture and equipment, and of course as the building is occupied.

We plan schools for today and tomorrow with one primary goal in mind - learning. Our work recognizes the balance among all aspects of educating students including student achievement, curriculum, assessments & standards, school leadership, operations & management, staffing, technology, community building, public support, facilities, and the rapidly changing global environment.

*We plan schools for today and tomorrow with one primary goal in mind - learning.*

*Our process includes strategies for prioritizing decisions and for allocating resources to those efforts that are most likely to yield the maximum educational value.*

*Natrona County Schools*



We understand that teenagers by their nature are passionate, creative, open to new ideas, and full of energy to discover the world around them. We also understand the need to support creative leadership and teachers who see themselves as collaborators in designing a new type of learning environment that is more flexible, demanding and challenging. Our goal is to seek and find new ways to capture all of this positive energy, and to make sure that the students and teachers themselves are part of both the process and the solution.

High schools of the future need to see themselves as the starting place where young people launch themselves into other learning experiences, and then come back to their high school to integrate what they have learned. Effectively implemented, a strong vision will strengthen the State College Area School District high school's ability to offer students these enhanced learning experiences. In this new "economy of ideas" students must be inspired to hold themselves to the highest of standards, instead of merely being threatened of the consequences of failure.

From our own experiences planning and designing high schools, we recognize the challenges to achieving the high-performance status of the future high school. With each new school project, we help raise that bar by posing the right questions at the right time, while also interjecting key lessons-learned all along the way.

All of these attributes must be present in a safe, secure, and sustainable physical environment that also provides adequate lighting and daylighting, clean and comfortable air, stimulating aesthetics, and appropriate support facilities. In addition, the facility itself can contribute to the educational experience by allowing students to see and study building components and systems such as structural elements, mechanical components, and electrical meters.

With these things in mind, our team approaches each new project by bringing an understanding of best practices from school facilities throughout the country and around the world. In combination with a thorough understanding of the context, criteria, curriculum and vision of each individual client, we are able to create with you a collaborative atmosphere to achieve the design that will best serve your students and community both now and into the future.



*We believe that during their high school experiences, successful graduates of tomorrow will have had opportunities for:*

*REAL-WORLD RELEVANCE in a curriculum that is tailored to each learner and designed to optimize their success.*

*SCHOOL ORGANIZATION that allows for flexibility of time and space addressing teacher as well as student needs.*

*TECHNOLOGY that is supportive of individual learning and teaching styles and ubiquitous within the learning environment.*

*COMMUNITY PARTNERSHIPS that promote collaboration, encourage life-long learning, and are mutually beneficial.*

## OUR PROPOSED PROCESS

To kick-off this process with the strength it deserves, we propose a series of strategy and visioning sessions. These sessions are intended to establish and/or discuss your parameters (things that are “given”), clarify your goals and visions, establish the strategy for completing the entire visioning process, and determine how best to incorporate educational visioning into the pre-design activities and exhibits to be used to garner community support.

The following process includes suggested methodology for educational visioning and how BrainSpaces intends to collaborate with the district, schools, community and its consultant team. We welcome the opportunity to work with you to adjust and fine-tune the process to better meet everyone’s needs.

Our methodology includes the following activity categories:

|               |                                                                            |
|---------------|----------------------------------------------------------------------------|
| DISCOVERY     | Fine-tuning the process & understanding your “givens”                      |
| VISIONING     | Establishing the “Big Idea” and Guiding Principles for your high school    |
| SYNTHESIS     | Translating Guiding Principles into ideas and strategies for facilities    |
| PRE-DESIGN    | Collaborating with your team to begin translating your vision into reality |
| COMMUNICATION | Sharing the visioning outcomes with the larger community                   |



Note that these activities are quite interrelated and often occur simultaneously and/or with substantial overlap. In addition, varying degrees of stakeholder participation are expected along the way. The extent of involvement desired by District stakeholders will be discussed and outlined more specifically during our initial process strategy sessions as we coordinate with your school calendar, teacher schedules, Board meetings, community events, etc.

The following pages define these activity categories with expanded detail.

### 1) **DISCOVERY**

#### *Fine-tuning the process & understanding your “givens”*

This phase is an information-gathering and digesting time during which our team becomes familiar with the specific context and existing parameters of the district and its educational system. We have found that in similar districts, there are committees in place, activities in progress, and reports completed which can provide valuable insight into the educational system. Our goal with this activity is to ensure that the insights collected and work completed to date is honored and respected, and we anticipate reviewing, vetting and building upon the best of the efforts already expended in your district. This also allows us to participate in the stewardship of your resources, ensuring that your time and money for this effort are well-spent.

We have suggested below a list of information to facilitate our understanding of the current conditions, practices, delivery methodologies, and educational goals existing in the high school. This information will help our team understand you better, and it will serve as the “jumping-off” point for our visioning and synthesis activities. In some cases, the requested items are easily available and include the most up to date information, however we anticipate that other items may need verifying and updating, and still other information may need to be created “from scratch”. Requested information that has not yet been developed will be explored during the visioning portion of the process.

Discovery information falls into two basic categories: 1) Aspirations and 2) Current Practices.

### 1) Aspirations

- Mission, Vision, and Goals
- Strategic Plan
- Educational Philosophy & Initiatives
- Technology vision and goals
- Environmental/sustainability goals
- Parent and/or community survey results (suggestions & requests)
- Local Employment trends and projections

### 2) Current Practices

- School configuration (grade configuration, school size, class size, teacher ratios, etc.)
- Curriculum & delivery methods (including core, specialties/electives, sp ed, CTE, etc.)
- Attendance Procedures (boundaries, feeder systems, transportation, etc.)
- Demographics & enrollments (historic, current, projected)
- Student and Related Services (offerings, locations, enrollments, etc.)
- Alternative educational systems and settings (on-line, off-site, specialty schools, etc.)
- Community Partnerships and Programs, including after-hours use of school facilities
- Ongoing and recently completed studies and/or committee reports
- Facility data including site acreage, building age, size, enrollment, staff, etc.
- School facility use(s) including floor plans with current room uses indicated
- Master schedules, including delineations of time, class sizes, room uses, etc.
- Staff development, mentoring and/or continuing education plan
- Learning assessment summaries and graduation rates
- Safety, security and emergency plans
- Photographs of key spaces in each facility

Collecting this information is expected to be a joint effort among your leadership, committees, and BrainSpaces, and close coordination is necessary to ensure wise and efficient use of time and resources. We often develop and maintain a web-enabled communication site, such as google docs, share point or wikispaces, to facilitate sharing of ideas and information, and we recommend this or a similar web-based strategy for this effort.

*"It was brilliant of you to give everyone an opportunity to speak. I was so pleased to see the interest the community had in the project. People were so glad to be able to have their voices heard."*

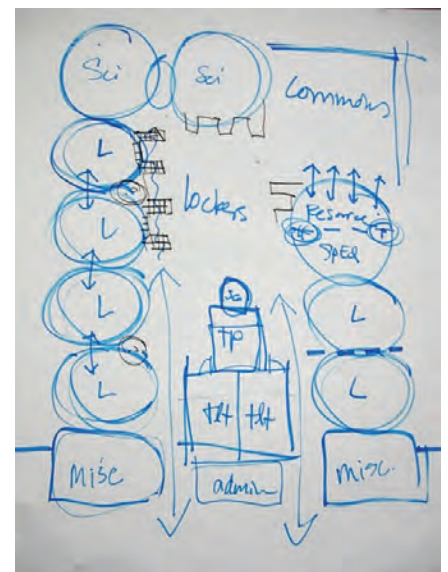
Dr. Roberta Taylor, Superintendent  
Schiller Park School District 81



## 2) VISIONING

### *Establishing the "Big Idea" and Guiding Principles for your school*

We often think of strategic planning as establishing tangible and quantifiable goals. While this is a key part of the process of developing a plan to address school facilities, the most important element is often left out. That element is visioning. The stronger and more persuasive the vision for educational facilities - the more power the team will have to attain each goal throughout the project's development.



The vision process can be organized in many ways, depending on your specific parameters, however visioning typically begins with an exploration of possibilities without much regard for general physical or operational constraints. When anything is possible, the discussion can focus on what is best for your vision. During the visioning process, many stakeholder voices are solicited and heard. Precedents and best practices from throughout the world are reviewed. Local successes and challenges are also explored. Input is synthesized into a compact, understandable set of principles on which all participants can agree. Through engaged visioning, a common set of values result, naturally aligning to support the delivery of a commonly held set of outcomes. These values translate into guiding principles for the high school itself.



As the deliverable for this portion of our scope, we will synthesize the ideas and insights from these visioning activities into a set of guiding principles which will be instrumental in keeping both quantitative and qualitative aspects of the project on track. The team must know how requests for physical space fit into the larger scheme of things. What does it mean to the District and its stakeholders (students, parents, staff, community, etc)? What is the core motivation? All further issues, ideas and decisions can then be evaluated on their ability to support these principles. Communication and engagement are core to the process.

The importance of a collaborative visioning process that results in useful guiding principles cannot be overemphasized. This process must precede any programming or planning work on the project in order to focus participant input as well as design ideas throughout all subsequent phases. At the completion of the project, when teachers and students are using their spaces, the guiding principles become the measure of a job well done.

*...not to find out new principles, or new arguments, never before thought of, not merely to say things which had never been said before; but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent, and to justify ourselves in the independent stand we are compelled to take. Neither aiming at originality of principle or sentiment, nor yet copied from any particular and previous writing, it was intended to be an expression of the American mind, and to give to that expression the proper tone and spirit called for by the occasion.*

—Thomas Jefferson on the purpose of writing the Declaration of Independence



### 3) **SYNTHESIS**

#### *Translating your Vision into ideas and strategies for facilities*

This portion of the work begins with the Guiding Principles for school facilities, and will result in possible responses to the question “What would it look like if we really meant it?” for each Principle. The deliverable includes the established Guiding Principles and a variety of potential directions upon which the District may choose to act. With the District's architectural design team as an integral part of this activity, the team should be ready and able to implement the District's preferred direction effectively. Through this synthesis phase, confidence in the district's direction as well as the design team's ability to follow through is established.

For the State College Area School District, additional information such as cross coordination of goals and programs among area schools will also be reviewed and recommendations made as needed to align strategies across the continuum of pre-kinder through 12th grade education and beyond.

Through the process, visions and goals are translated into facility ideas, parameters and characteristics which the architectural team(s) will use to design the district's buildings. These parameters will recognize the 2009 Educational Specifications, and may be formally collected and formatted into an Educational Specification Update as needed.

At the completion of the synthesis activities, our team will provide guidance for “next steps” the District and the design team should take to ensure the ideas and strategies discussed will be applied to positively affect the planning and design of school facilities throughout the District.

Posing the powerful question, “what would it look like if we really meant it?” encourages participants to set aside preconceived notions of space and traditional ideas of what schools should look like. Together, we can then envision environments that are acutely responsive to the established vision and guiding principles.

### 4) **PRE-DESIGN**

#### *Collaborating with your team to translate your vision into reality*

In our experience, a formal visioning process (including or not including educational specifications) is only as effective if it is appropriately applied to a real project. In other words, we have seen vision documents, guiding principles, and ed specs reside “on the book shelf” where even the most brilliant document is ineffective. Our suggestion, to ensure the results of the visioning process are effectively applied to the planning and design of your school, is to create collaboration between BrainSpaces and your architect to develop the preliminary design for the project.

During this pre-design effort, information generated during the visioning process is translated into conceptual designs and floor plans that uniquely address the stated needs and that begin to consider the realities of site and construction parameters.

To strengthen this step of the process, we typically engage the school communities (students, parents, teachers, administrators, staff, community members, etc.) in additional interactive workshops, often referred to as pre-design charrettes. Participants will review the goals, learn from examples of outstanding learning environments (physical and/or virtual tours), discuss the potential impacts of future educational strategies, technology and workforce trends of the school and community, and brainstorm ideas and options. The pre-design charrette is a method to facilitate and focus conversations so that the best collective priorities positively influence the final design.





Conducting planning and design “charrette” workshops is also an effective natural strategy for generating community awareness and support for the project.

It is important that participants in the visioning process are able to see real evidence that their ideas and insights matter.

When the project is funded and ultimately realized, participants understand that the spectacular school facilities are a direct result of their vision, insights and ideas.

Collaborating with the architectural and engineering teams in this activity, we ensure that the resulting design is an accurate translation of the educational vision. The resulting conceptual design will truly reflect the District’s commitment to students and the vision of the wider school community. Conducting these charrette workshops is also an effective natural strategy for generating community awareness and support for the project. It is important that participants in the visioning process are able to see real evidence that their ideas and insights matter.

As the project moves from the visioning into pre-design phases, our team can provide tangible and lasting benefits by ensuring that the design team follows through with the development and delivery of a facility that meets the established goals and principles. Even though the pre-design phase of the project development includes conceptual planning only, many of the decisions that most affect the educational atmosphere can be loosely defined. We collaborate with the design team to ensure that best practices and latest thinking in the design of educational environments are considered and incorporated as appropriate - from flexibility and educational systems down to the conceptual details such as color, materials, graphics and furniture. Thoughtful and accurate incorporation of all elements of the educational environment are critical to the ultimate success of the finished product.

## 5)

### COMMUNICATION

#### *Sharing the visioning outcomes with the larger community*

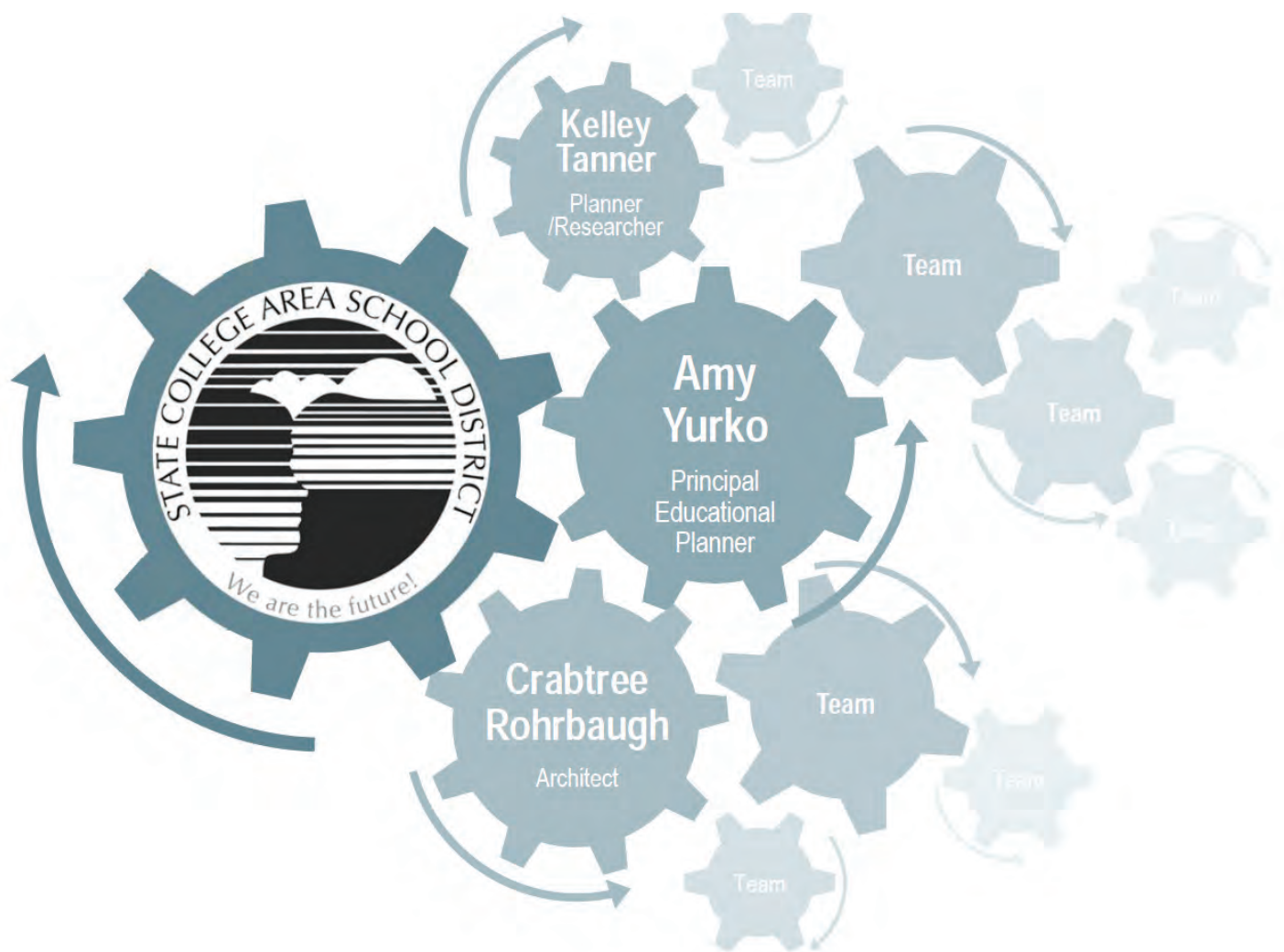
The process is participatory by nature, and community support for the passage of a major funding initiative is a natural outcome of our visioning process. Communication with the community will occur throughout the visioning process in the form of interactive workshops, “town-hall” input sessions, web- and paper-based communications, focus group conversations, school tours, etc. Our goal is to provide multiple venues and opportunities for community members and interested parties to engage in the process. As needed, we will work with your team and committees to help promote the facilities solution(s) that are developed. When the project is funded and ultimately realized, we aspire to have participants in the process understand that the spectacular school facilities are a direct result of their vision, insights and ideas.



## TEAM ORGANIZATION

Our visioning process begins with you. In place of a traditional hierarchical team organization chart, we prefer working in collaboration with you, your community and your consultants. Our efforts are driven by you, and every insight and decision you generate results in a responsive reaction that is intertwined like the gears of a precision time device. For the visioning portion of your project, we play a larger role in collaboration with you and your architect. As the vision becomes translated into facilities strategies and ultimately into an architectural design, your architect will take your lead, and BrainSpaces will follow. At key points along the way, additional team members from our office as well as experts such as demographers, engineers, cost-estimators and constructors will join the collaboration to ensure the resulting project represents a "360-degree" solution.

The following diagram illustrates the collaborative structure during the visioning process.





## PARTICIPATION

The process should be participatory, as student, staff and community involvement generate great value during the process and help ensure a successful outcome. Mutual benefits must be emphasized, and support should be solicited in a variety of venues and formats. Once these critical stakeholders are engaged, it is expected that they will continue to inform the direction of the project with knowledge and enthusiasm as it progresses to funding and subsequent phases of design and implementation.

BrainSpaces will assist you in identifying stakeholder groups and/or committees to ensure an inclusive and collaborative process. The District's stakeholder groups must be adequately represented to collaborate in the definition of both specific and integrated needs such as:

### Student Needs

- Recognize the unique developmental needs of students to be served
- Understand the specific demographics of the designated student body
- Recognition of 21st century skills acquisition
- Overlay the additional challenges unique to students within District area
- Include considerations for specific programs and special needs

### School Needs

- Attributes of a school facility that support student success
- Integration of technology for teaching, learning and administration
- Emphasis of STEM / STEAM
- Adequately support educators with professional development opportunities
- Community resources that can support the new school
- Planning considerations to allow the facility to evolve in alignment with changing needs

### Community Needs

- Explore community issues and concerns
- Recognize mutual benefits
- Explore arts & cultural connections
- Understand the opportunities and challenges of a multi-campus high school
- Recognize local, state and global workforce needs

### District Needs

- Provide learning environments that truly support 21st century learning
- Provide equitable opportunities for all students
- Provide safe, efficient and effective facilities throughout the district
- Acknowledge work previously completed such as the 2009 Ed Spec
- Consider operational efficiencies in the selection of systems, materials and finishes
- Provide a LEED-accredited facility that expresses a commitment to sustainability

### State Parameters

- Coordination with state-wide educational initiatives
- Planning Guidelines (SCLE)
- Educational Funding Strategies (impacts of state-funded programs)
- Potential Demonstration/Exemplary Learning Facility

## District Committees

It is expected that the District convene a “steering committee” to provide continuity, leadership and direction during the visioning process. Additional input, direction, review and decision making will be structured in a variety of ways facilitated by BrainSpaces in collaboration with the architectural team. While the visioning process is designed to achieve consensus, this committee will be responsible for timely review and approval of all documents and initiatives resulting from the visioning process. Members of this committee may also serve as liaisons to the School Board, and some members may move on to serve as champions for the funding initiative for facility enhancement.

## Stakeholder Engagement

BrainSpaces will help determine appropriate venues and approaches for optimal participation from each group of stakeholders. The purpose is to engage a wide audience and gain understanding of unique issues and needs, as well as to provide appropriate venues for stakeholders to review and respond to project progress. At various meetings, activities and work sessions, groups will be engaged singly and in multiples. Workshops are intended as “open-invitation” sessions conducted to include the insights, comments and questions of stakeholders and interested parties. Examples include:

- “Movie Night” (an fun evening to kick-off stakeholder engagement process, open to the entire community, where a medley of provocative videos showing real examples of 21st century learning are shown)
- Large & Small group meetings
- Student interviews (verbal, graphic)
- Faculty, staff, administrator interviews
- Business Partnering Workshops
- Community Forums (“very large” open, town hall approach)

## Student Engagement Workshops

We have found that engaging students in the process can reap huge rewards for the visioning process. Adults can more fully understand learning and environments from the “clients” perspectives. In addition to including students in overall visioning sessions, we have a proven hands-on student activity that engages students to think about their schools, brainstorm the characteristics of optimal environments, and share their insights for learning in the future. This student activity can be conducted by BrainSpaces, teachers, district personnel and/or the architectural consultant.

A wide range of student profiles should be engaged, including star performers and academic leaders as well as students who find less success in the traditional school environment – and everyone in between. The high school environment should provide opportunities and settings for ALL students to be engaged and successful, and we must understand from their perspectives what is needed to support that success.

## Design Consultant Team:

Experience shows that building designs more closely represent the District’s vision for education when the design team is engaged in the visioning process along with the District’s stakeholders. The design team should hear first-hand all visioning discussions so that they fully understand the goals and can implement them effectively in the resulting building design. In addition, the design team can provide valuable insights into the effective translations of educational goals into physical facilities. We understand that the design team selected for the master plan effort is SHP, and we look forward to working with them.

## Additional Participants

It is expected that additional participants in the visioning process may be added as needed through the educational visioning process as new issues are raised and unforeseen input is needed. We welcome wide participation in support of a thoughtful and well-rounded outcome.

*“I am always continually impressed by Kelley’s ability to connect with people and with any challenge placed in front of her. She leads by listening, asking the right questions, and approaching each situation with a fresh perspective, open mind and creative solutions.”*

Don Gillmore, Former BEX Capital Projects Director, Seattle Public Schools

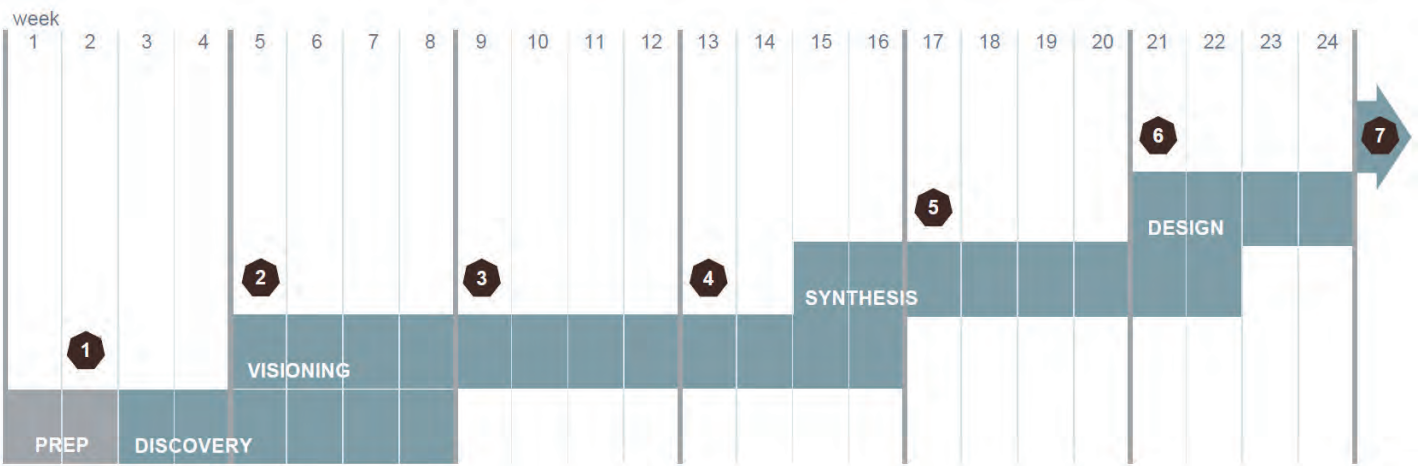


# PROPOSED TIMELINE

Any process that includes intense stakeholder participation is difficult to predict, primarily due to the availability of participants and desired extent of review & feedback processes. However, an approximate schedule for completing the visioning phase using the above methodology can be established initially as a point of departure for committee planning purposes. A 5-6 month timeframe is suggested for stakeholder input and review as well as thorough translation of user needs into Guiding Principles and implementation ideas. This schedule should be coordinated such that once the visioning effort is complete there is ample time allocated to any additional communication required to garner community support for the passage of a major funding initiative for facility enhancement.

We recommend that the visioning process is coordinated with and conducted in collaboration with the Master Plan Update and Pre-referendum services requested of your architectural design team. An integrated approach will allow for efficiency as well as coordination of all aspects of the project. This suggestion proposes that the visioning effort schedule kick-off is simultaneous, if not closely aligned with, the Crabtree Rohrbaugh scope of work.

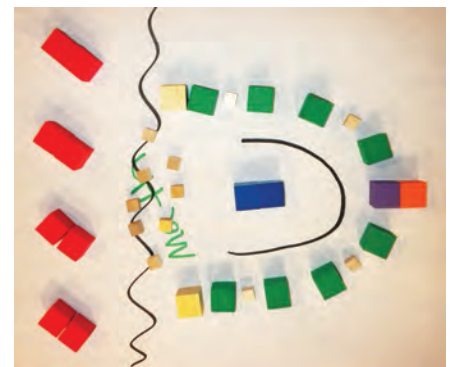
The following broad conceptual timeline is offered as a point of departure, and assumes that participant schedules can be reasonably accommodated. The schedule includes monthly on-site meetings, which will occur over 1-3 days each, as dictated by the scope and intent of activities and extent of participants.



|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Month 1 | <p><b>Project Initiation &amp; preparations for strategy meeting</b></p> <p>On-site Visioning Workshop 1: Strategy Session with District Leadership and Steering Committee</p> <ul style="list-style-type: none"> <li>– Initial collection of “Discovery” information, include school tours</li> <li>– Begin Discovery Phase, including “Awareness Sessions” with key district stakeholders (via conference call interviews)</li> </ul>                                                                                                    |
| Month 2 | <p><b>Continue Discovery activities, initiate Visioning activities</b></p> <p>On-site “Movie Night” community event, Visioning workshop 2: The Future of Education, face-to-face awareness sessions, Steering Committee meeting</p> <ul style="list-style-type: none"> <li>– Continue Discovery activities</li> <li>– Draft educational vision</li> </ul>                                                                                                                                                                                  |
| Month 3 | <p><b>Complete Discovery phase, begin development of Guiding Principles</b></p> <p>On-site Visioning Workshop 3: Guiding Principles, stakeholder focus groups, Steering Committee meeting, Board update</p> <ul style="list-style-type: none"> <li>– Translation of Vision into draft of Guiding Principles</li> <li>– Begin vetting Guiding Principles with various stakeholder groups</li> </ul>                                                                                                                                         |
| Month 4 | <p><b>Fine-tune Guiding Principles, begin Synthesis into facility strategies</b></p> <p>On-site Visioning Workshop 4: Translating Your Vision, stakeholder focus groups, Steering Committee meeting, Board update</p> <ul style="list-style-type: none"> <li>– Finalize Guiding Principles</li> <li>– Begin Synthesis: “What would it look like if we really meant it?”</li> </ul>                                                                                                                                                         |
| Month 5 | <p><b>Continue Synthesis: defining physical parameters to support the Vision</b></p> <p>On-site Visioning Workshop 5: Facility Ideas and Options, stakeholder focus groups, Steering Committee meeting, Board update</p> <ul style="list-style-type: none"> <li>– Collaborate with District’s consultants, 360° coverage</li> <li>– Refine and coordinate facility ideas and solutions</li> <li>– Propose updates to 2009 Educational Specifications</li> </ul>                                                                            |
| Month 6 | <p><b>Complete Synthesis by embarking on actual planning &amp; design solutions</b></p> <p>On-site Visioning Workshop 6: Facility Directions to support the Vision, stakeholder focus groups, Steering Committee meeting, Board update</p> <ul style="list-style-type: none"> <li>– Collaborate with District’s consultants, 360° coverage</li> <li>– Strategize &amp; communicate “Next Steps” for incorporating the Vision and promoting the resulting facilities concept</li> <li>– Deliver final Visioning Summary Document</li> </ul> |
| Beyond  | <p><b>Assistance with Public support, collaboration for schematic design</b></p> <p>On-site Design Workshop 7: Transitioning to Schematic Design</p> <ul style="list-style-type: none"> <li>– Collaborate with District’s consultants</li> <li>– Additional strategies for public support</li> </ul>                                                                                                                                                                                                                                       |

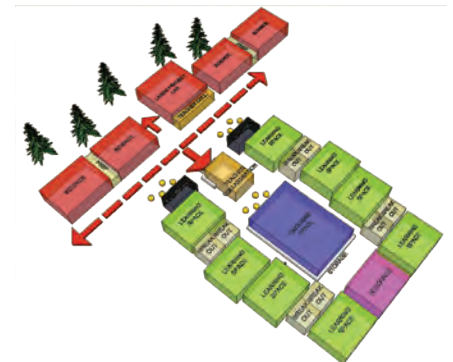
*“You are bright, talented and thoughtful. A real pleasure to work with. We’re destined to do more great projects together.”*

Victoria Bergsagel, Architects of Achievement/Gates Foundation



## DELIVERABLE

The value of our efforts will be evidenced through the visioning process, defining of the Guiding Principles for State College Area high school facilities, and engaging the stakeholders and the architects in such a way that they can continue to carry the vision effectively through the project's development. Our deliverable will include a summary of the guiding principles and the ideas and examples developed for how each of these principles can impact – physically manifest - in your high school facilities. Our deliverable will also include any suggested updates to the 2009 Educational Specification that result from this Visioning process.



## IMPORTANT ISSUES

BrainSpaces understands the trends in education today and the tremendous shift occurring in the pedagogy of learning. We know how to create learning environments that support 21st century learning and technology.

By understanding current research, trends, and best-practices for teaching and learning, those of us who serve educational institutions are better equipped to fully participate in creating holistic environments for 21st century learning. We can use this knowledge to assist decision-makers in problem-solving and addressing the issues and needs of their stakeholders: students, teachers, parents, administrators, communities, and beyond. We are better equipped to offer meaningful ideas and insights into and how environments can benefit learning.

### 21st Century Skills

At its essence, learning is the acquisition of skills, knowledge, values, wisdom and understanding. Learning theory in the 21st century has evolved from the 20th century paradigm of behaviorism (where knowledge is viewed as objective, factual and absolute and is thought to be transferred from the active teacher to the passive learner) to a new paradigm based on theories of constructivism (where learning is a process of constructing knowledge rather than acquiring it). In addition, deeper understandings of the human brain support brain-based teaching, which is defined by Eric Jensen, author of *Teaching with the Brain in Mind*, as “purposeful engagement of effective strategies derived from principles of neuroscience.” Since the brain is meaning-driven, it is inept at learning isolated facts. Meaning is gained in three key ways: patterns, emotions and relevance. In other words, we learn best with themes, the “big picture,” emotions, and interdisciplinary relationships.

These and other ongoing advances in learning are transforming the landscape of public education in the 21st century.

Citizens of the 21st century need to think critically and creatively, embrace diversity and ambiguity, and create as well as consume information. They need to be resourceful and self-reliant, while also being skilled at collaboration and group process. 21st century learning takes into consideration the learner’s context and theorizes that knowledge is constructed through experience in accordance with the learner’s cognitive development. In other words, learning is an active process of making meaning from experiences. In addition, current neuroscience research findings about the physiology/functions of the brain proposes that people learn better in a challenging, safe, comfortable, social and enriched environment.

Learning environments that support 21st century education are collaborative, student-centered, and experiential. They address the multiple and interconnected learning needs of the whole child. In these new settings, learning opportunities are not restricted to the classroom – students read in hallways, take classes outdoors, engage in peer-to-peer learning, and learn social skills throughout the day. In addition, students connect with a wider world through ubiquitous technology, and educators are facilitators and learners as well as instructors. Learning environments should provide students with opportunities to be collaborative, connected and creative.



## Technology and Learning

*"What matters most are not the machines and the wiring themselves, but what teachers and students do with them... a constructivist approach toward learning, in which students work in rich environments of information and experience, often in groups, and build their own understandings about them, taps into the computer's greatest strengths"*

- Archer, J. Education Week, 18 (5), 10-21.

Continuous advancements in technology will drive ongoing changes in all aspects of education and offer new opportunities to enhance and broaden learning experiences. Technology may be the lever that accelerates change.

Today's students possess technological competence not seen in previous generations. While it may be a personal decision on the educator's part as to what degree these tools will be integrated to support the curriculum, the infrastructure and equipment should allow for full implementation. Successful learning activities depend on more than just the technology. Technology should be looked upon as a companion in the classroom, much like a teaching assistant who helps to facilitate inquiry, discussion, expression, and learning.

Certain conditions are necessary for schools to effectively use technology for learning, teaching, and educational management. Physical, human, financial, and policy dimensions greatly affect the success of technology use in schools, and each of these parameters are key components to the visioning process.

## 21st Century Learning Environments

We believe that key attributes of successful schools of tomorrow include:

- Curriculum based on real-world relevance that is tailored to each learner and designed to optimize their success.
- Organization that allows for flexibility of time and space addressing teacher as well as student needs.
- Technology that is supportive of individual learning and teaching styles and ubiquitous within the learning environment.
- Community engagement to promote collaboration, encourage life-long learning, and which is mutually beneficial.

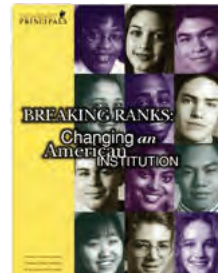
All of these attributes must be present in a safe and secure physical environment that also provides adequate lighting and daylighting, clean and comfortable air, stimulating aesthetics, appropriate furnishings, ubiquitous technology, and effective support facilities. Thorough consideration must be given to every aspect and element that comprises the learning space. A holistic approach to the selection of furniture, recognizing and carefully considering how furniture and other aspects of the classroom work together to create the most effective learning environment, can optimize the learning experience for both students and teachers.

School administrators make buying decisions for furniture based on many factors including cost, durability, functionality, safety, and aesthetics to name a few. While those issues are important, the role that furniture plays in creating positive, high performance learning environments should not be underestimated. The sophistication and versatility of today's educational furniture makes the benefits of choosing the right solutions, such as facilitating more effective learning outcomes, more visible than ever before.

Today's students possess technological competence not seen in previous generations. Continuous advancements in technology will drive ongoing changes in all aspects of education and offer new opportunities to enhance and broaden learning experiences. Technology is a key lever that can accelerate change, and FF&E selections should reflect the evolving nature of technology for learning.

*"Amy's outstanding and innovative work on educational facilities has established her as one of the most creative educational architects practicing today"*

Esther Cox, Anchorage School District, co-author of *Breaking Ranks: Changing an American Institution*.



## QUESTIONS & ANSWERS

Questions posed in your RFP are addressed below, along with a few others we think you might be interested in.



### How Can Visioning Engage the Widest Possible Community Input?

How will this process include information and feedback garnered from a wide variety of community-based input opportunities?

The process of visioning must include a wide range of perspectives collected from an equally wide range of venues and activities. No single entity can adequately address the holistic needs of a community. We use proven strategies for engaging students, parents, neighbors, and citizens who typically don't wish to participate. We think it's important to provide a safe and inclusive environment for all interests and abilities, and we work hard to ensure each participant is heard and respected.

The key to engagement is to understand people's internal motivations and meet them head-on. Some people hesitate to enter a school building because of a bad experience they may have had during their own schooling; some are more actively inspired in non-institutional environments; some who have great ideas are never given the opportunity to express themselves; some wish to stay informed from a distance or through various forms of media. Since this list literally has no limit, we have found successful wide-reaching community input by providing a range of formats, venues and opportunities to offer everyone the best chance to share in the visioning process and ultimately "own" its results.



We understand that SCASD has a history of reaching out to the community for input and guidance, and that several efforts and committees are already in place generating valuable information on the current and future priorities of the district. The 2009 facilities master plan and high school educational specifications appear to have engaged over 100 participants in their development. Our process will be sure to take advantage of these insights wherever possible, supplementing them with additional participants to broaden and deepen the deliverables. Past participants must understand that the energy they expended to assist the district in 2009 will not be wasted, but that in the constantly changing environment, revisions and updates are necessary.



### How Can a Visioning Process Promote Community Support of a Funding Initiative?

How Can the Outcome of a Visioning Process help support the passage of a Major Funding Initiative for Facility Enhancement?

This question is actually a direct result of the previous question. Engaging even the skeptics will allow for all issues and concerns to be addressed PRIOR to any referendum. We have found that even the most negative voice usually has an important point to make – a point that our team deserves the opportunity to address. One strategy we use includes asking participants to voice their "highest hope" for the outcome as well as one significant concern they may have. Responses are collected either verbally or in writing, as determined by each participant according to their comfort level. The results of this ad-hoc survey can tell us a lot about the issues that are important to the community as well as the issues we must either address during the visioning process or watch out for when the referendum is posted. Adequately addressing both hopes and fears – and clearly communicating our responses – well before we ask for community support is a proven strategy for success.

## How Can a Visioning Process Help Promote Change?

How does BrainSpaces recommend that the school district handle alternative educational approaches that the educators, administrators, and staff may not be ready to embrace?

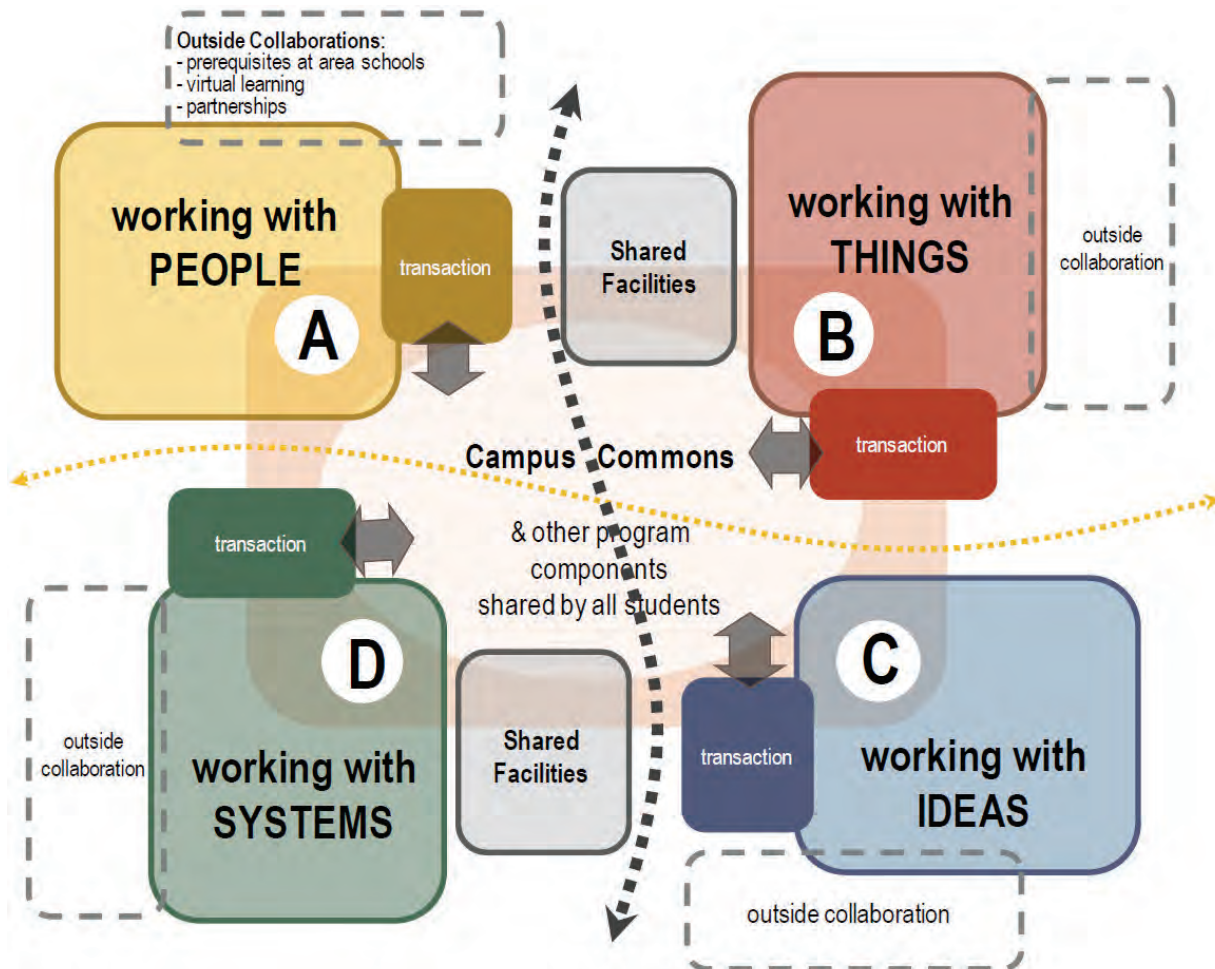
At BrainSpaces, we recognize that regarding educational approaches, educators, administrators and staff know what works for their students. However, we also understand that they have tough jobs, lots of kids and loads of responsibilities, and for various reasons, these professionals can have less exposure to alternative strategies for teaching and learning.

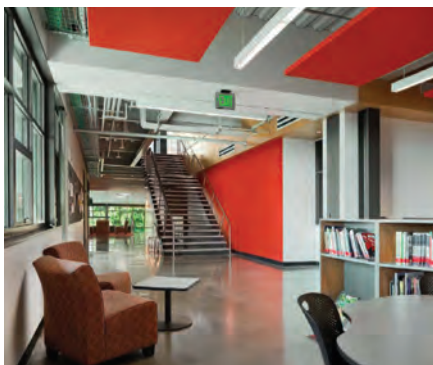
We see our role as leading stakeholders - including students and their families, teachers, staff, administrators, trustees and community members - in the exploration of a multitude of new ideas and educational approaches taking place throughout the country and around the world. Explorations include examples, virtual tours, interviews, research, presentations and school tours to ensure participants are exposed to and understand the challenges and benefits of each example.

We typically find that a few strategies explored rise to the top as preferred, and we work with staff to test and tailor strategies to best serve the unique needs and populations within the District or even within each school site. We nurture "champions" of each strategy so that they can spread these new ideas throughout the district and keep them progressing through challenges that may arise in the implementation of alternative practices. This strategy has proven to be sustainable long after our work is completed.

*"Thanks for all of your assistance – I learned a lot from you and thought you did a great job leading the group through the visioning process."*

Donna Wood, Lewis Palmer School District 38, New Palmer Ridge High School (2009 CEFPI MacConnell Finalist)





## How can BrainSpaces help Strengthen our 21st century Educational Model?

What specific strategies does BrainSpaces use to move school districts to 21st Century learning methods and other innovative practices?

By fully understanding the thoughts and needs of young learners, we can focus our activities on providing them with responsive solutions. When we tour schools, both inside and outside of the district, we prefer that the students who attend the school show us around. We ask them to take us to their most and least favorite spaces, classes, and programs and to help us understand why. We take the ideas and suggestions of students seriously, and offer them a role in redefining their learning experiences. The adults involved can get a true student's perspective through this activity. With each new school project, we help raise that bar by posing the right questions at the right time, while also interjecting key lessons-learned wherever appropriate.

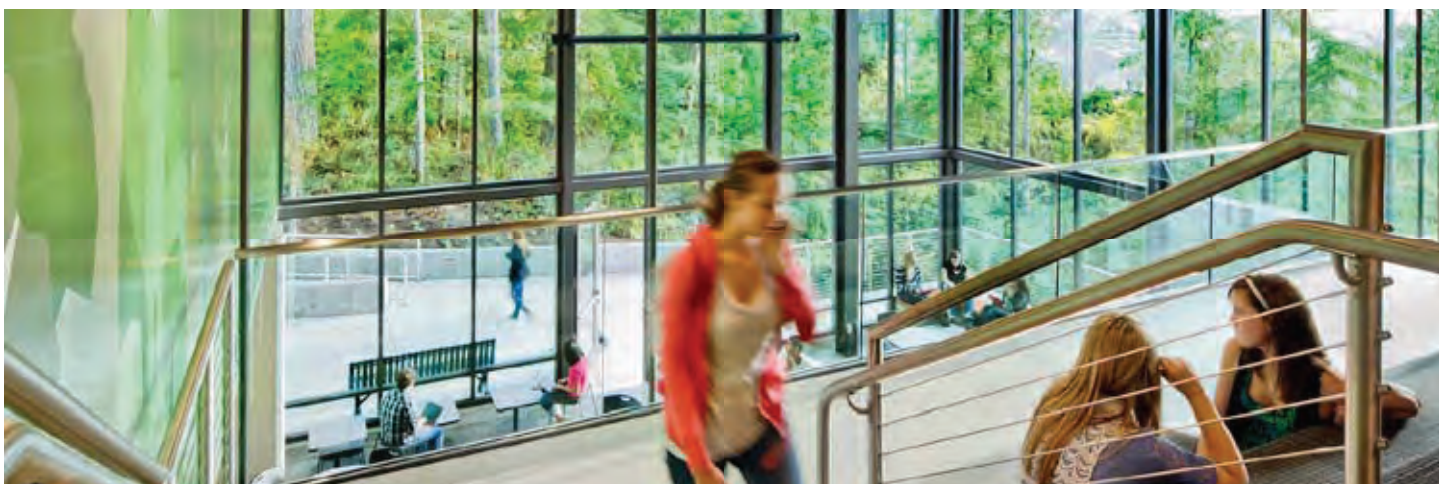
At BrainSpaces, our strength is in understanding - and experiencing whenever possible - a multitude of strategies for teaching and learning. Of course, new and innovative practices are our focus, but in addition, we also take advantage of the lessons learned from older, more proven methodologies, like the Socratic, Montessori, and Reggio Emilia methods, as well as direct instruction. Current programs like International Baccalaureate, STEM, Career Pathways, and 21st century skills continue to inform the process. We have found that various approaches can be blended in various ways to offer teaching strategies that are tailored to address unique teaching and learning needs. While the latest trends in meeting the needs of 21st century learners are explored with our clients, they can easily become a source of apprehension and skepticism if teachers begin to feel overwhelmed by change. At BrainSpaces, we understand these challenges and are ready to face them with innovative strategies for making the best, most efficient use of the built areas we are asked to address.

To facilitate this step of the process, we typically engage your school community (students, parents, teachers, administrators, staff, community members, etc.) in interactive workshops to review your goals, learn from examples of outstanding learning environments (physical and/or virtual tours), discuss the potential impacts of future educational strategies, technology and workforce trends of your school and community, brainstorm ideas and options, and collaboratively develop design solutions. We help alleviate concerns for change and implementation of new methods by engaging teachers, administrators and students in the development or tailoring of these new practices. Our role is to ensure that everyone understands the benefits of innovative practices, the opportunities and challenges presented by change, and to keep everyone focused on the main goal of achieving student success now and into the future.

Specifically, we think that visiting model schools is a powerful way to share innovative practices. Peer-to-peer conversations can provide real insights into the inner workings of the benefits and challenges inherent in many new approaches. In addition, we offer presentations, research and readings, videos and workshops to explore ideas and practices from across the country and around the world. We suggest ways for teacher volunteers to begin testing ideas in their classrooms and with their peers, and then reporting back to the group their experiences.

A highly interactive and collaborative process is essential. We understand that students by their nature are passionate, creative, open to new ideas, and full of energy to discover the world around them. We also understand the need to support creative principals and teachers who see themselves as collaborators in designing new strategies for schools to be more flexible, demanding and challenging. Our goal is to seek and find new ways to capture all of this positive energy, and to make sure that the students and teachers themselves are part of both the process and the solution.

We also illustrate, through examples, models and even sketches, the facility implications of various educational practices. This helps participants see the practices in action and understand how spatial transformations can assist with transformations in teaching and learning. We understand the relationships between learning and learning environments, and the importance of stimulating curiosity and achievement in all who occupy these facilities. However, we strongly believe that the physical facility should not limit or dictate educational innovations over time. We offer ideas to support teachers, students and administrators in their quest for continual improvement, and allow for the flexibility of the facility to support whatever strategies the stakeholders invent throughout the life of the facility.



## EXPERIENCE

Each assignment is inherently unique, from the vision and goals, to the atmosphere and school climate, to the distinct project parameters. Included in this section are excerpts from several projects by BrainSpaces, selected because they each contain components that are strikingly similar to the parameters of your project.

We are building a reputation for innovation, creativity, inclusiveness and results, and our record number of repeat clients is a testament to our ever-growing reputation for success. We were recently honored by the Council of Educational Facility Planners International (CEFPI) with a record two (of four) projects selected as finalists for the coveted James D. MacConnell Award in one year. This award is the highest distinction awarded by CEFPI and recognizes the highest quality educational facility planning process and its creative manifestation in a school facility. At the CEFPI Annual World Conference in Memphis last September, one of our projects, Marysville Getchell High School Campus took home the prize. In addition, Amy Yurko was named CEFPI's "Planner of the Year" in recognition of her dedication to education and her ability to support teaching and learning through planning and designing learning environments. Indeed, it was a very good year!

A selection of our projects are detailed below, followed by a complete listing of projects by BrainSpaces since 2004.



*"It is my pleasure to recognize Amy Yurko for the many contributions she has made to teaching and learning through thoughtful school facility planning and design. As both an architect and an educator, Amy is what CEFPI is all about – creating undeniable connections between learners and their environments. Not only does she plan and design schools throughout the country, she teaches both inner-city middle school students and university graduate students and still finds time to volunteer building schools in some of the neediest countries in the world. This year, Amy has raised the bar for our members - as she was the educational facility planner for two of the four schools that are finalists for the coveted MacConnell award. Please join me in congratulating Amy Yurko, AIA as the 2011 CEFPI Planner of the Year."*

David C. Edwards, B.E.S., SAA, AIA  
Chairman, CEFPI

## WELLSPRING CENTER FOR PROFESSIONAL FUTURES

### SCOPE OF PROJECT:

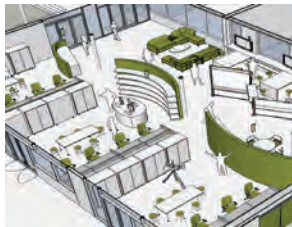
CREATE Foundation | Toyota Motor Corporation | 8 School Districts  
Tupelo, Mississippi  
Capacity: 1,000 students  
Enrollment: \*3,000+ students  
Building Area: 143,500 gsf  
Site Size: 44 acres  
Project Cost Estimate: \$ 36,100,000  
Completion: 2013

\* Student enrollment is defined as the number of students taking at least one course through the WCPF

### Responsibility:

BrainSpaces completed the educational specifications, educational programming, planning, concept design and community facilitation.

The project is a partnership based in northeast Mississippi between the not for profit CREATE Foundation and eight public school districts. It is made possible by a \$50 million gift granted by the Toyota Motor Corporation to the CREATE Foundation. The school will offer high-level, innovative curriculum choices that are connected to *career and college readiness standards for all high school students who wish to participate.*



The Wellspring Center for Professional Futures (WCPF) is a secondary, non-degree granting school serving the eight school districts within the Pontotoc, Union, and Lee county lines. By enhancing education in the region, opportunities are expected to extend into a wide array of benefits such as increased graduation rates, increased student engagement in their own learning, enhanced connections between school and community, a stronger more skilled workforce, a reduction in "brain-drain" of students and professionals leaving the region, and an overall strengthening of economy of northeastern Mississippi.

While students will remain enrolled in, and receive their diplomas from, their home-base high schools, a rough projection of the number of students on-site attending the center at any given time is approximately 1,000 students. Provisions for off-site programs as well as virtual learning opportunities will effectively extend student access to the Center's programs and offerings. In addition, facilities include accommodations for essential community use and involvement, modeling professional and collaborative relationships throughout the region.

The project is located near the geographic center of the PUL counties. The 44 acre site enjoys mature trees and rolling topography as well as easy access and good visibility from adjacent roadways – a beautiful setting for the new facility. Intending to set lightly on the land, the facility is designed as a campus comprised of five separate but interconnected pavilions organized along the banks of a natural stream. In addition to the buildings, functional elements also include roadways, drop-off areas and parking as well as outdoor classrooms and other connections to nature.

One of the five campus pavilions is the Campus Commons which includes a Welcome Center, Media Café, a small Conferencing Center, a Wellness/Fitness Center, a Virtual Learning Support Center, Technology Support, student services and career counselors, school nurse, and the operational administrative offices. The Campus Commons will serve all students as well as welcome both visitors and community activities. The other four pavilions house Professional Learning Communities (PLCs), each housing unique career-focused programs and resources: PLCs include: the Center for Humanities, the Center for Design, the Center for Ideas, and the Center for Systems. While the exact curricular offerings will evolve over the life of the campus, these pavilions are planned to flexibly accommodate learner interests and professional proficiencies along the following four timeless categories: working with people, working with things, working with ideas, and working with systems.



## MARYSVILLE GETCHELL HIGH SCHOOL CAMPUS



### SCOPE OF PROJECT:

Marysville School District  
Marysville, WA  
Capacity: 1,600 students  
Building Area: 195,000 gsf  
Site size: 43 acres  
Project cost: \$85,000,000  
Completion: 2010  
Architect: DLR Group

### Responsibility:

BrainSpaces completed the educational specifications, educational programming, planning and community facilitation. The project was produced in association with DLR Group architects, and Architects of Achievement, both based in Seattle.

This project exemplifies one of the most incredible turnarounds in educational history. After a record-long teacher strike, low graduation rates, enmity between the community and school board, and school overcrowding aggregated over years of bond failures, the Marysville School District & community rallied under the leadership of a new superintendent. They united to redirect energies toward student learning. Five years later, Marysville can boast a 27% increase in graduation rates and having one of the most innovative and award-winning campuses in the nation. The new Marysville School District superintendent knew another high school campus was needed when he joined the district in 2004. Having inherited the biggest high school in the state and a system that was shoe-horning students into portables, business-parks, and an old YMCA, he needed to engage the community, reinvigorate teachers, and inspire public confidence in the school system. Putting together a design team of architects, planners and an educational strategist well-versed in community engagement and educational facility design, he empowered his community to realize results.

Under his leadership, District administrators traveled coast-to-coast to experience first-hand successful strategies of peer districts. The District engaged students, parents, teachers, Board members, civic, faith and Native American tribal leaders to garner input, share research, and build an esprit de corps that could move mountains. Their approach resulted in five board-adopted Guiding Principles for Design that are now evident in the campus.

Set among second-growth trees, forest wetlands, and with sweeping mountain views, Marysville Getchell Campus is a new type of high school. Educational organizations are taking notice. Marysville Getchell is earning accolades by a variety of user groups for its innovative planning and unique learning environment.

The design enables great flexibility in the administration of student-focused learning. Responding to the District's adoption of a new, small learning community (SLC) model, the design arranges four, independent SLC buildings around a central community commons. Within each SLC building, a series of interconnected learning spaces support the educational approach described by the district's five guiding principles: relationships at the center, focused learning, identity and purpose, community, and accountability. Moveable walls and furniture allow learning spaces to be reconfigured to meet any instructional model now and in the future.



## RECOGNITION:

The new Marysville Getchell High School Campus has sweeping wins in awards programs throughout the country. Recognition includes:

Council of Educational Facility Planners International (CEFPI)  
2011 James MacConnell Award

National School Boards Association (NSBA)  
2011 Grand Prize, Exhibition of School Architecture

American School & University  
2011 High School Citation, Architectural Portfolio

Council of Educational Facility Planners International (CEFPI), Washington Chapter  
2011 Polished Apple Award, Exhibition of School Planning & Architecture

School Planning & Management  
2011 Grand Prize, Education Design Showcase

American Institute of Architects, Committee on Architecture for Education (AIA-CAE)  
2011 Award of Merit, Educational Facility Award

American Institute of Architects, Washington Council  
2011 Merit Award, Civic Design Awards

American School & University  
2008 Outstanding Design for Commons Area (Work in Progress), Educational Interiors Showcase

Council of Educational Facility Planners International (CEFPI), Washington Chapter  
2008 Design Concept Award, Exhibition of School Planning & Architecture

International Interior Design Association (IIDA), Northern Pacific Chapter  
2007 Best in Competition – Design INconcept, INawards

DesignShare  
2007 Merit Award

National School Boards Association (NSBA)  
2007 Citation Award (unbuilt), Exhibition of School Architecture

Set on 47 acres in Marysville, Washington, the “non-traditional” design earned the school one of six exemplary educational environment citations at the 2007 Exhibition of School Architecture held at the National School Board Association Conference in San Francisco. NSBA jurors praised the school’s “refreshing design, capable of adapting to changing specifics in educational program and curriculum needs by reexamining the core functionality of educational spaces, focusing entirely on student learning.”

School Planning & Management Education Design Showcase Jury comments:

*Flexibility to Accommodate Change: The planning for this school involved the community and the students. The academic spaces have been thought out (themed) but are capable of change so there is flexibility to accommodate new or other teaching methods. The environment is an important aspect. This is the most complete project – Paul Abramson*

*Creating a Community: This project reflects a great campus design creating a community instead of just a bunch of separate facilities. It possesses beautiful aesthetics and was conceived through an impressive planning process. I especially love that students were an integral part of process. Fantastic. – Tracy Heally*

*Involving The Students: the active involvement of students in every step of the design process had a dramatic impact on the creation of an exhilarating, engaging and sustainable learning environment. – Tom Rushin*



## SUVALLEY JR/SR HIGH SCHOOL



Following the destruction of the old school by fire in June 2007, the Mat Su Borough acted decisively to meet community needs. Prior to fall semester a temporary facility was established and a planning team was in place to design the new school. With less than 2 months to explore new directions, create an educational specification and develop a concept design, the project team developed an integrated approach combining concept design activities with visioning exercises in a series of interactive user driven workshops. Breaking from the usual linear progression this process created unique opportunities and insights as design and program discussions evolved on parallel tracks. The more than 200 participants included a broad range of school and community partners and every student in the school.

Due to past conflicts, the initial planning session began with an air of tension and concern. The initial exercise simply asked each participant to discuss their hopes and apprehensions, an activity that was scheduled to last less than an hour. FOUR hours later (30 minutes of hopes and 3.5 hours of apprehensions) there were smiles and anticipation. The community had aired their concerns directly to key Borough officials, those officials had communicated their support for creating a great community school and the planning team had displayed their understanding of community values.

Focusing on the school's specific education programs and unique character the planning/design team crafted a facility that honors the independent artistic spirit of a community that is grounded in the wild landscape of Alaska. A natural outgrowth of the project vision and planning process, the building plan organizes programs to optimize learning relationships, creating an efficient and effective school. At the same time it creates dynamic social spaces to foster meaningful interaction between students, staff, teachers, parents and community. Key features include:

- **Diverse Learning Spaces:** multiple configurations allow learning to occur in a variety of settings. U-shaped classrooms, small group rooms, and the applied learning labs are grouped around informal student areas.
- **Connected Spaces:** scalable spaces can combine or separate throughout the day to meet multiple program needs. A prime example is the welcoming entry where lobby, library, multipurpose room, stage and music rooms flow together to create a flexible, multifunctional environment that accommodates everything from quiet study to community banquets.
- **Community Service:** the expansive and flexible commons creates an excellent after-school venue where community interaction can be easily accommodated while maintaining building security.
- **Environmental Response:** learning spaces are strategically arrayed around the path of the winter sun maximizing solar exposure in a daylight challenged environment.
- **Learning with Art and Nature:** local stone and wood are set in an integrated earth themed color scheme. More than a dozen nature based works from Alaskan artists populate the school creating a lively dialogue between art, architecture and the Alaskan environment.
- **Inspiring and Motivating:** this bold facility brings the power of the Alaskan landscape and the community together. The new school creates a positive and visible focus that is at once fun and serious, provoking student and community pride in its strong sense of purpose and unique expression.

### SCOPE OF PROJECT:

Matanuska-Susitna Valley Borough School District  
Talkeetna, AK  
Capacity: 200 students  
Building Area: 50,700 gsf  
Project Cost Estimate: \$ 17,850,000  
Completion: 2010  
Architect: MCG Architects

### RESPONSIBILITY:

BrainSpaces completed the educational specifications, educational programming, planning and community facilitation.

### RECOGNITION:

- 2011 MacConnell Award finalist
- Su Valley is the first high school in the state of Alaska to receive the US Green Building Council's LEED Silver certification.

### VISION:

One of the most telling statements came from Sandra Dawn White, the community representative on the school board:

*"I want the school to reflect who our kids are... when they aren't in school they are hiking on the tallest mountain in North America, flying airplanes and landing them on lakes, pulling fish half their size out of the river, riding snow machines to school...if we want our kids to be excited about coming to school, it has to be an exciting place."*

## PALMER RIDGE HIGH SCHOOL

### SCOPE OF PROJECT:

Lewis-Palmer School District  
Monument, CO  
Capacity: 1,200 students  
Building Area: 219,000 gsf  
Site size: 69 acres  
Project cost: \$45,400,000  
Completion: 2008  
Architect: H+L Architects

### RESPONSIBILITY:

BrainSpaces completed the educational specifications, educational programming, planning and community facilitation.

### RECOGNITION:

- MacConnell Finalist, 2009
- Citation Award, AIA Colorado

### ENDORSEMENT:

*"It is likely that the very students in this school will solve the current and future energy challenges that face our nation. I believe that we have successfully created a learning environment that will inspire them in this endeavor."*

- Dr. Ray Blanch, Superintendent



Palmer Ridge High School is the second high school in the Lewis Palmer School District. The school's investigative learning curriculum, where students are inspired to be seekers of knowledge, was the creative underpinning for the planning and design team.

Palmer Ridge High School's campus design seeks inspiration from higher education planning and teaching models, enabling collaboration between students and faculty as well as treating the facility as a laboratory and learning tool. The school's central spine is designed to maximize the social interaction of all students with lounges, food service points, lobbies, courtyards, and the media center. The lower level contains public spaces while the upper levels are formed by instructional spaces, the media center and administrative space. Courtyards and green roofs punctuate the experience along the spine while extending the instructional areas outside.

The high school is planned in a way that allows it to accommodate several teaching models ranging from small learning communities to more conventional grade-based or departmental models. The instructional areas are organized around "academic crossroads," a dynamic hub fostering collaboration between students and teachers. Faculty neighborhoods have been designed to give teachers a permanent location to utilize as their home base and allow sharing of classrooms. "Front porches" enable the neighborhoods to convey their unique identities through visual displays and digital messaging.

Palmer Ridge High School consists of a multi-level program that steps along with the site; courtyards and green roofs extend interior spaces into the exterior landscape, and every instructional space has access to natural light and views to the outside.

## SOUTH CHEYENNE HIGH SCHOOL

### SCOPE OF PROJECT:

Laramie County School District  
Cheyenne, WY  
Capacity: 1,350 students  
Building Area: 253,000 gsf  
Site size: 55.8 acres  
Completion: 2010  
Architect: DLR Group

### RESPONSIBILITY:

BrainSpaces completed the educational specifications, educational programming, planning, community facilitation.



Laramie County School District 1 began addressing its intensifying population growth by deciding to open a third comprehensive high school. In doing so, overcrowding in the existing two high schools would be alleviated and the district's 9th graders could enroll in the high schools to alleviate middle school overcrowding as well. BrainSpaces was engaged to facilitate the visioning process, orchestrate wide-reaching community input, and complete educational specifications for the new 9-12 facility.

Once this pre-design process was complete, the district retained BrainSpaces to provide similar services for the modernization of its existing two high schools. This strategy allowed the overall vision for high school education to remain consistent among all high schools, while the physical manifestations could be artfully distinct for each school site. A key vision articulated during the process was for each high school to retain its own character while also achieving a consistent and coordinated vision of success for all high school students in the District.

The resulting South High School is a State-of-the-Art facility that provides Cheyenne and Laramie County School District #1 with a school facility to meet the growing demands of its constituents. With a focus on STEM and Professional Learning Communities, it provides a variety of learning spaces for students who are interested in the Trades, Culinary, Fine, and Visual Arts, Sciences, and Engineering fields. Students, staff and administrators have access to technology throughout the facility. The 55.8 acre school complex includes a 750 seat auditorium, two full-size gymnasiums, eight lane competition swimming pool, eight lane all weather track, 4,000 seat football & soccer stadium, tennis courts, and practice fields.

*"Ms. Yurko brings energy and enthusiasm to the challenges of design. Her international experience with school projects and various educational philosophies have provided her with the ability to share different perspectives and innovative solutions. A couple of the core values of our school district are to emphasize the human connection with stakeholders and to maximize learning opportunities for every child. Amy embraces these concepts and developed creative new solutions for each of our three high school projects."*

- Dennis Auker, Laramie County School District #1

## CENTRAL CHEYENNE HIGH SCHOOL RENEWAL



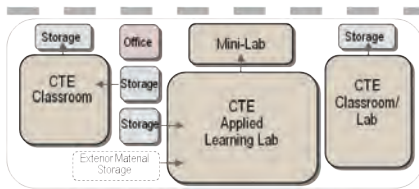
The newly modernized Central High School is a technology-rich environment where whole school, large group, small group, one-on-one and individual instruction takes place conscious of and responsive to individual differences, taking advantage of global, as well as local, opportunities for interactive, two-way communication and learning. It also is responsive to the diversity of persons in the learning environment; respectful of the physical, economic, cultural and ecological environment. Central High School is where learning can be measured, recorded and used to diagnose and guide future teaching and learning, as well a place where successes can be observed and celebrated. Prior to the modernization, Central served students in grades 10-12. Ninth grade students were added once the modernization project was complete.

**SCOPE OF PROJECT:**  
Laramie County School District  
Cheyenne, WY  
Capacity: 1,350 students  
Building Area: 252,000 gsf  
Completion: 2008  
Architect: By Architectural Means

**RESPONSIBILITY:**  
BrainSpaces completed the educational specifications, educational programming, planning, community facilitation and completed the concept design in collaboration with By Architectural Means.

The school remains a "comprehensive" high school, meaning that it provides opportunities for academics, programs, and activities equal to those provided at the other District high schools. It meets the various needs and interests at all levels, minimizing inequality between schools. The school is designed as a collection of Small Learning Communities. A critical need for flexibility arises from the operational goal, which states that every student is assigned to their Learning Community of choice.

The renewed school is welcoming, open, clean and inviting, and looks like a place of learning. Access to the school site is controlled for safety, but the control measures are not intimidating or threatening. Upon entering the facility, students, staff and visitors alike are greeted by a welcoming lobby and receptionist with a comfortable waiting area, and exhibits of student work. They immediately feel a sense of belonging. Circulation through the facility is now clear and intuitive and accented with views and natural light.



While nearly the entire building received a range of upgrades, the key areas addressed in the project include: new entry lobby to enhance the school image and highlight the front door; relocation of the main office, administration and student services to the front of the school; expanded media center to accommodate 21st century learning and resources; all classrooms renovated to have access to natural daylight; and streamlined and widened hallways to facilitate smooth building circulation and wayfinding.

Construction was carefully organized into 12 phases to allow for the school to remain fully functional throughout the building's renovation.

## ANCHORAGE SCHOOL DISTRICT K-12 DESIGN STANDARDS

Since its launch, BrainSpaces has enjoyed ASD as a continuous client. Assignments have ranged from elementary to high schools and from modernizations to new facilities. According to the former ASD Facilities Planning Manager, Rob Balivet (retired this summer), "Your expected level of quality is one of the reasons we have continued to be pleased with your service." And according to Superintendent Carol Comeau, "Amy has done an extraordinary job of listening, creating, revising, and designing for our needs. She is very adept at soliciting feedback from people with competing ideas in a way that allows for participation, but not domination." A few examples of Amy's work in Anchorage are included below.



### SCOPE OF PROJECT:

Anchorage School District  
Anchorage, AK

Educational specifications which will be used to measure the adequacy of all the District's schools, to develop and implement the long-range capital plan, and direct the planning and construction of all new and modernized schools throughout the District through 2021.

#### Elementary Schools:

- 585 students
- 66,700 sf

#### Middle Schools:

- 750 – 1,150 students
- 123,000 – 186,000 sf

#### High Schools:

- 1,800 – 2,200 students
- 297,000 – 363,000 sf

### RESPONSIBILITY:

BrainSpaces completed the entire scope, including redefining facilities for the future of career and technical education.

### District-wide Educational Specifications:

The educational specification offers valuable direction in the planning and design of educational facilities. Through this process, visions and goals were established and translated into tangible facility parameters and characteristics. BrainSpaces developed strategies and tools for collecting, analyzing, documenting and communicating both quantitative and qualitative findings during the development of these educational specifications. Collaboratively developed, the resulting ed specs define the criteria used to establish and measure the adequacies and unmet needs of all school facilities, districtwide.

Educational Specifications were completed as separate documents for elementary, middle and high schools while also being coordinated between the three. Typical contents for each set include: Executive summary, Introduction, Educational Goals, Planning & Design, Technology, Space Requirements, Individual Room Attributes, and an appendix. The methodologies for calculating student capacity for each off the schools was also included and coordinated with the demographics and boundary information.

The documents were written with both current and future viability in mind. Wherever possible, guidelines define flexibility for evolving educational needs and curricular strategies. For example, performance-based criteria for educational technology is used in lieu of defining actual technology equipment. This will allow the district to incorporate the most appropriate technology in existence at time of each new or renewal project.

During the process, new ideas and strategies for enhancing student engagement were discussed and developed, including transitioning the District's grade configuration to accommodate a 6-8 middle school model, enhanced focus on hands-on learning, providing adequate supports for teachers and parents, and initiating a technology plan that is based on developing student skills in addition to simply providing access to technology services and devices. Since these district-wide standards have been developed, several construction projects have been completed or are underway. The District has used this process to begin its transformation, and is just beginning to see the positive impacts of the new standards.

## PROJECT LIST

### High School Projects completed by BrainSpaces:

Anchorage School District, West High School; Anchorage, AK  
Campbell County School District, Westwood Alternative High School, Gillette, WY  
Laramie County School District Number 1, Central High School; Cheyenne, WY  
Laramie County School District Number 1, East High School; Cheyenne, WY  
Laramie County School District Number 1, South High School; Cheyenne, WY  
Lewis-Palmer School District, Palmer Ridge High School; Monument, CO  
Los Angeles Unified School District, Small Schools Initiative for High Schools; Los Angeles, CA  
Marysville School District, Marysville-Getchell High School; Marysville, WA  
Marysville School District, Marysville-Pilchuck High School Renewal; Marysville, WA  
Matanuska-Susitna Borough School District, Susitna Valley Jr/Sr High; Talkeetna, AK  
Montgomery Public Schools, New Carver High School; Montgomery, AL  
Natrona County School District, Kelley Walsh High School renewal, Casper, WY  
Northern Lights School Division, Churchill Community High School, La Ronge, Canada  
Penn Manor School District, Penn Manor High School, Lancaster, PA  
St. Vrain Valley School District, New St. Vrain Valley High School, Longmont, CO  
Wellspring Center for Professional Futures, Tupelo, MS  
Yorkville Community Unit School District 115, Yorkville High School Additions/Renovation, IL

### High School Experience Prior to the Formation of BrainSpaces:

Bradley-Bourbonnais Community High School; Bradley, IL  
Washington Unified School District; New High School; West Sacramento, CA  
Farmington Independent School District #192; New High School; Farmington, MN  
Gravette Public Schools; New High School; Gravette, AR  
Nampa School District; New High School; Nampa, ID  
Oklahoma Public Schools; Douglass Replacement High School, Oklahoma City, OK  
Lee's Summit High School; Lee's Summit, KS  
Long Branch Public Schools; New High School; Long Branch, NJ  
Anchorage School District; New South High School; Anchorage, AK  
Broward County School District; New High Schools; Miami, FL  
Anderson Community Schools; Two High Schools; Anderson, IN  
Liberty Public Schools; New High School; Liberty, OH  
Falmouth Public Schools; New High School; Falmouth, ME

### K-12 District-wide Master Planning & Other Projects completed by BrainSpaces:

Anchorage School District, District Standard Educational Specifications; Anchorage, AK  
Anchorage School District; The Whaley School (K-12), Anchorage, AK  
Glen Ellyn School District 41, District-wide K-8 Facilities Utilization Study; Glen Ellyn, IL  
Helena Public Schools, District-wide K-12 Master Plan, Helena, MT  
Maker Faire: DIY Learning and the Classroom of the Future, San Mateo, CA  
Montgomery Public Schools; K-12 Planning, Montgomery, AL  
Olympia Public Schools, District-wide K-12 Master Plan, Olympia, WA  
River Forest Public School District 90, District-wide K-8 facilities study, River Forest, IL  
Shaker Heights School District, District-wide K-12 Educational Visioning, Shaker Heights, OH  
Winton Woods City Schools, District-wide K-12 Educational Visioning, Winton Woods, OH



*"By having a firm grasp of the essential and necessary elements required to provide a 21st century educational facility and being able to effectively communicate those concepts to varied audiences speaks to a depth-of-knowledge not only of her craft, but also the phenomenal ability to describe the concept in terms understandable to the less informed folks in a community ... a basic requirement to bring together the enthusiastic support of the local folks and inspiration that propels a project forward."*

Wally Diller  
Woming School Facilities Department

#### Middle School Project Listing:

Anchorage School District, Clark Middle School; Anchorage, AK  
Anchorage School District, Girdwood K-8 Community School, Girdwood, AK  
Anchorage School District, Romig Middle School; Anchorage, AK  
Aptakisic Junior High School Library, Buffalo Grove, IL  
Bennett Day School, Chicago, IL  
Clark County School District; Prototype Middle School; Las Vegas, NV  
Fairbanks North Star Borough School District, Ryan Middle School, Fairbanks, AK  
Fairbanks North Star Borough School District, Barnette Exploratory Magnet School, Fairbanks, AK  
Joplin Public Schools, East Middle School (replacement), Joplin, MO  
Lincolnwood Public School District #74, New Lincoln Hall Middle School, Lincolnwood, IL  
Matanuska-Susitna Borough School District, Susitna Valley Replacement School; Talkeetna, AK  
Schiller Park School District 81, Lincoln Middle School, Schiller Park, IL

#### Elementary School Project Listing:

Anchorage School District, District Standard Elementary Ed Specs; Anchorage, AK  
Anchorage School District, Girdwood K-8 Community School, Girdwood, Anchorage, AK  
Bennett Day School (Reggio Emilia K-8 School), Chicago, IL  
Bensenville School District, District-wide K-8 Master Plan, Bensenville, IL  
Clark County School District; Prototype Elementary School; Las Vegas, NV  
Fairbanks North Star Borough School District, Barnette Exploratory Magnet School, Fairbanks, AK  
Fairbanks North Star Borough School District, Machetanz Elementary School, Palmer, AK  
Joplin Public Schools, New Joplin Elementary School #, Joplin, MO  
Laramie County School District Number 1, Prairie Wind Elementary School, Cheyenne, WY  
Montgomery Public Schools, New Montgomery Elementary School; Montgomery, AL  
Prodigy Preparatory Early Childhood Academy, Lansing, IL  
Sublette County School District #9, Big Piney Elementary School, Big Piney, WY

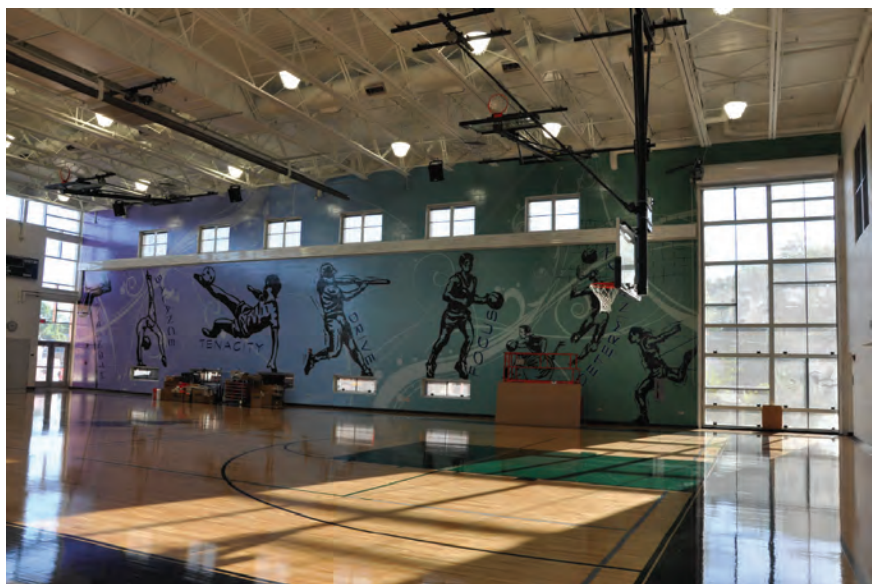
#### K-12 & International School Experience Prior to the Formation of BrainSpaces Inc:

Kamehameha Schools; K-12 Boarding School Campus Master Plan; Honolulu, HI  
Concordia International School (k-12); Shanghai, People's Republic of China  
International School Manila (k-12); Fort Bonifacio, Metro Manila, Philippines  
International School Beijing (k-12); Beijing, People's Republic of China  
Brent International School-Manila (k-12); Manplasan, Metro Manila, Philippines  
International School Yangon (k-12); Yangon, Myanmar  
Lawrence Unified School District #497; District-Wide K-12 Master Plan; Lawrence, KS

*"You did a great job last night - I was so pleased to see the interest the community had in the project. It was brilliant of you to give everyone an opportunity to speak. People are so glad to be a part of the design process, and were pleasantly surprised to be able to have their voices heard."*

*Through these meetings the community is learning so much about the district, and the meetings have provided the forum for developing relationships with different stakeholder groups."*

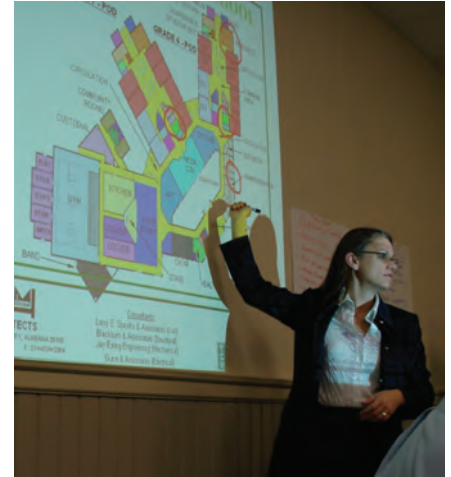
- Dr. Roberta Taylor, Superintendent  
Schiller Park School District.



## PRESENTATIONS

BrainSpaces has had the honor to be invited to participate in the following conferences, summits and publications:

- “The Future of the Library” Panel Discussion & Design Charrette, sponsored by UNO (United Neighborhood Organization) Charter Schools, Chicago, 2012
- “Brave New Schools” HIPA 21st Century Schools Symposium, Keynote, Honolulu, 2012
- “What is Pre-Design? Valuing Pre-Design and Creating a Shared Vision that Forecast Needs,” REFP Session, CEFPI Pacific Northwest Regional Conference; Seattle, WA 2012
- “Understanding Learning Styles and the Environments that Best Support Them” NSSEA Conference, 2011
- “A Brave New Campus” Headline Article, CEFPI Educational Facility Planner, Volume 45, Issue 4, 2011
- “The Wonder of Wonder: Environments can Stimulate Curiosity” TEDx Bloomington, 2011
- “If we Learn by Doing, then what are we learning sitting in this classroom?” REFP Workshop, CEFPI MWGL Conference, 2011
- “The Right Fit: Schools for Students with Social, Emotional and Behavioral Challenges” CEFPI Annual World Conference, 2010
- “When Funding is Scarce: making the Best Use of Existing Facilities”, by-line article, CEFPI Educational Facility Planner, Volume 44, Issue 2/3, Summer 2010.
- “The Best School Ever Made: How Architecture can Support Learning”, Opening Minds Annual Conference, 2010
- “When There’s No Money to Build: How to Enhance Utilization of Existing Facilities”, CEFPI Annual World Conference, 2009
- “Learning Styles & the Spaces that Support Them”, Workshop facilitated with Susan Rundle, CEFPI AK Chapter Conference, 2008
- “Gearing Up for Change: Transforming a School District One Facility at a Time”, CEFPI, Annual World Conference, 2008
- “Vision to Reality: The Planning & Design of Marysville Getchell High School”, AIA Committee on Architecture for Education, 2008
- “The League of Extraordinary School Designers”, Panel Discussion, AIA Committee on Architecture for Education Conference, 2008
- “Calculating School Capacity: Local, State & National Perspectives”, CEFPI, 84th Annual World Conference, 2007
- “Small School, Different Model: Students in Learning Communities”, Coalition of Essential Schools, Annual Conference, 2006
- “The Great Debate: Small Schools”, CEFPI Midwest/Great Lakes Regional Conference, 2006
- “Trading Spaces: Transforming Existing Classrooms into Spectacular Learning Environments”, CEFPI 82nd Annual World Conference, 2005 (Also presented at Alaska CEFPI Annual Conference, 2005)
- “Educational Adequacy Assessments: Case Studies”, CEFPI 82nd Annual World Conference, 2005 (Also presented at Alaska CEFPI Annual Conference, 2005)
- “Community Use Spaces in the K-12 Environment”, School Planning & Management, “The Art of Redesign”, by-line article: 2004
- “To Renovate or Build New – Looking Beyond the Numbers” CEFPI Quarterly Review, 2004
- “Successful Learning Environments: Linking Facilities to Student Achievement” Wisconsin Association of School District Administrators, Annual Conference, Appleton, WI, 2003
- “Are We Breaking Ranks? Notes on the Progress of High School Reform” ASBO 89th Annual



*While we are primarily educational facilities planners, we are also dedicated to knowledge sharing and community service relative to enhancing educational opportunities for all learners. We are regularly invited to share our expertise through publications, presentations and workshops at national and international conferences, and through design juries for school awards and competitions. Activities such as these continually widen our perspective while also allowing us to pursue our one primary goal - to help all children discover the joy of learning.*



# RESUMES



## AMY YURKO, AIA, LEED AP | BRAINSPACES, INC.

Amy Yurko is the founder of BrainSpaces and the recipient of the coveted CEFPI School Planner of the Year award in September of 2011. She is both a licensed architect and educator who believes in applying brain-based strategies to the design of learning environments.

Amy has developed a keen understanding of the challenges in education today and how they can be addressed through effective learning environments. Her thoughtful integration of education, learning and architecture allows for fresh approaches to programming and planning as well as accurate translations of educational goals into clear and effective directions for school facilities. For nearly 25 years she has planned and designed meaningful places for learners throughout the country and around the world. She has participated in the development of over one billion dollars of public and private, domestic and international school projects, ensuring that best practices in educational facility planning and design are considered throughout the project's development.

A wide range of rich experiences have deepened Amy's perspective, allowing for a holistic approach virtually unparalleled in the industry. Creating architecture with some of the country's most renown educational architecture firms, collaborating as an educational facility planner with some of the country's most thoughtful clients, working as an educator in the Chicago Public School system as well as with high caliber institutions such as Harvard, Illinois Institute of Technology and the University of Southern California, and volunteering to build schools in underprivileged communities in Central America, she has been fortunate to experience the joy of learning and the value of promoting that joy in others.

A recognized expert in her field, Amy is consistently invited to teach, speak, write and participate in design juries and summits. As designated advocate for curriculum strategies on the national American Institute of Architects' Board Knowledge Committee, she led efforts to strengthen continuing education for its 80,000 members worldwide. An engaging communicator and facilitator, she demonstrates an innate ability to envision, coordinate and apply complex solutions to challenging design projects. She is known for her straightforward style and no-nonsense approach, and has a proven talent for bringing people and ideas together in new ways – promoting dynamic collaborations with compelling results.

### PROJECT ROLE

Educational Planner  
Principal in Charge

### EDUCATION

Master of Architecture, Washington University,  
1987  
Bachelor of Arts, Architecture, Washington  
University, 1985

### LICENSES AND CERTIFICATIONS

Licensed Architect | IL

### AFFILIATIONS:

- American Institute of Architects (AIA)
- Council of Educational Facility Planners International (CEFPI)
- Schools for the Children of the World (NGO)
- American Architectural Foundation (AAF);  
“Great Schools by Design” initiative
- Association for the Advancement of International Education (AAIE)

*“Amy has done an extraordinary job of listening, creating, revising, and designing for our needs. She is very adept at soliciting feedback from people with competing ideas in a way that allows for participation, but not domination.”*

Carol Comeau, Superintendent  
(retired) Anchorage School District

### TEACHING EXPERIENCE

Drummond Montessori Magnet  
Chicago Public Schools  
Introduction to Architecture  
Middle School Choices Program, 2008-10

Illinois Institute of Technology  
College of Architecture, Adjunct Professor  
Graduate/Doctoral Course, Thesis Prep. 2008-present  
2nd Year Design Studio, Fall-Spring 1995-96  
1st Year Design Studio, Spring 1995

University of Southern California  
School of Architecture, Visiting Professor  
3rd-4th Year Topic Design Studio, 1998

Harvard Graduate School of Design  
Professional Development Course Instructor  
“Public School Planning & Design”, Summer 1997

## RELEVANT EXPERIENCE:

### Project Experience:

Amy has been involved in all projects completed since the formation of BrainSpaces. Since these projects are listed in the "Experience" section of this submittal, they are not included here. Please see pages 28-29 of this submittal for a listing of Amy's project experience.

However, prior to founding the company, Amy led educational facility planning and design efforts for nearly \$1billion in school construction with such renown architectural firms as Perkins+Will and DLR Group. Project experience prior to the formation of BrainSpaces is listed below, included to illustrate her extensive experience with K-12 educational facilities.

### Prior Project Experience:

In addition to the work of BrainSpaces, Amy has extensive experience with school planning and design prior to establishing the firm. The following projects were completed with Amy Yurko prior to the formation of BrainSpaces.

#### K-12 Campuses

- Kamehameha Schools; K-12 Boarding School Campus Master Plan; Honolulu, Hawaii
- Concordia International School (k-12); Shanghai, People's Republic of China
- International School Manila (k-12); Fort Bonifacio, Metro Manila, Philippines
- International School Beijing (k-12); Beijing, People's Republic of China
- Brent International School-Manila (k-12); Maniplasan, Metro Manila, Philippines
- International School Yangon (k-12); Yangon, Myanmar
- Lawrence Unified School District #497; District-Wide K-12 Master Plan; Lawrence, Kansas

#### Elementary, Middle, K-8 & High Schools

- Laramie County School District #1, Prototype Elementary School; Warren Air Force Base, Cheyenne, WY
- Clark County School District; 2-Story Prototype Elementary School; Las Vegas, Nevada
- San Diego City Schools; Prototype Elementary School; San Diego, California
- Ray Marsh Elementary School; New Elementary School; Overland Park, Kansas
- Pequot Lakes School District; New Elementary School; Pequot Lakes, Minnesota
- Saskatchewan Public School Division; New Primary School; Estevan, Saskatchewan, Canada
- St. Bonaventure Parish; New pK-8 Elementary School; Concord, California
- Sacred Heart School; K-8 Primary School; Chicago, Illinois
- Nampa Middle School; New Middle School; Nampa, Idaho
- Middle School at High Desert; New Middle School; Albuquerque, New Mexico
- Bradley-Bourbonnais Community High School; Bradley, Illinois
- Washington Unified School District; New High School; West Sacramento, California
- Farmington Independent School District #192; New High School; Farmington, Minnesota
- Gravette Public Schools; New High School; Gravette, Arkansas
- Nampa School District; New High School; Nampa, Idaho
- Oklahoma Public Schools; Douglass Replacement High School, Oklahoma City, Oklahoma
- Lee's Summit High School; Lee's Summit, Kansas
- Long Branch Public Schools; New High School; Long Branch, New Jersey
- Anchorage School District; New South High School; Anchorage, Alaska
- Broward County School District; New High Schools; Miami, Florida
- Anderson Community Schools; Two High Schools; Anderson, Indiana
- Liberty Public Schools; New High School; Liberty, Ohio
- Falmouth Public Schools; New High School; Falmouth, Maine

## AWARDS | RECOGNITION

2011 CEFPI Planner of the Year - International

2010 CEFPI Planner of the Year - US, Midwest/Great Lakes Region

CEFPI MacConnell Award, 2011, Marysville Getchell High School Campus, WA

CEFPI MacConnell Award Finalist, 2011, SuValley Jr/Sr High School, AK

CEFPI MacConnell Award Finalist, 2009, Palmer Ridge High School, CO

AIA Committee on Architecture for Education, Annual Design Awards Juror, 2008  
American School & University, Annual Design Awards Juror, 2006

NSBA Grand Prize, Exhibition of School Architecture, 2011, Marysville Getchell High School Campus, WA

School Planning & Management, Grand Prize, Education Design Showcase, 2011, Marysville Getchell High School Campus, WA

American School & University, High School Citation, Architectural Portfolio, 2011, Marysville Getchell High School Campus, WA

*"Amy helped our team take a fresh and unencumbered approach to the challenges and opportunities that the new high school site and student enrollment presented. I felt that there were actions, comments and suggestions [she] made that forced our group to get out of our 'comfort zone' and truly do what's best for our kids".*

– Ellis Kaufman  
Former SLC & School Re-Design Director  
Los Angeles Unified School District



## KELLEY TANNER, REFP | BRAINSPACES, INC.

Kelley Tanner is educational planner and researcher fueled by her desire to make a difference in education.

For over 20 years, she has been involved with the planning and design of human-centered environments both locally and nationally, and for the last 10 years her primary focus has been the development and planning of learning environments as she worked as an Educational Researcher and Planner for the largest school design firms in the world. Through these efforts the creation of meaningful places for learners has been accomplished with thoughtful interaction and collaboration with staff, students, parents and communities.

With an ability to connect with a diversity of people and perspectives, Kelley is a valuable member to any team. She is known for her no-nonsense and approachable style of communication. As detail-oriented and organized person she can balance the “big picture” and overall vision to enable quick conflict resolution and successful consensus building. Her approach is to first listen.

She is currently the 2011-2012 CEFPI Pacific Northwest Regional President after serving two years on the PNW Regional Board, three years on the CEFPI Washington Chapter Board, three years as a conference chair, and on countless committees and juries. Earlier this year she left an eleven year position at DLR Group, a firm that designs more educational facilities than any other architecture firm in the world, to collaborate with Amy Yurko at BrainSpaces and start an educational research and discussion organization, BrainSpaces | PK12Forum.

### PROJECT ROLE

Educational Planner  
Project Manager

### EDUCATION

Bachelor of Science in Environmental Design,  
Texas A&M University | 1990

### LICENSES AND CERTIFICATIONS

Recognized Educational Facility Planner  
(REFP)

### AFFILIATIONS:

- Council of Educational Facility Planners International (CEFPI)
- Citizens for Federal Way Schools
- Community in Schools Facilitator

### AWARDS, RECOGNITION & NOTABLES

CEFPI PNW Regional President, 2011-2012

CEFPI Washington Board Member, 2004-2007

CEFPI MacConnell Award, 2011, Marysville  
Getchell High School Campus, WA

AIA Committee on Architecture for Education,  
Fall Conference Planning Committee, 2012

AIA Seattle, What Makes It Green? Honor  
Award, 2010, Federal Way Elementary  
Schools, WA

CEFPI Regional Service Award, 2004-2005

CEFPI Washington Chapter Service Award,  
2003-2004

Community in Schools Mentor

### RELEVANT EXPERIENCE:

Maker Faire: DIY Learning and the Classroom of the Future, San Mateo, California

Design & coordination of 23 booths in the education pavilion, including a design activity for the classroom of the future

ModLE Symposium for Portland Public Schools, Portland, Oregon

Planner and Facilitator for district-wide visioning sessions with PPS educators

UNO (United Neighborhood Organization) Summit on the Future of the Library, Chicago

Consultant and advisor to explore what future library environment

Citizen for Federal Way Schools

Board President of citizens advisory group to Federal Way Public Schools for educational and local public financing issues; developing campaign for November 2012 \$110M capital levy

Future of Library and Information Resource Learning Environments (Sponsored Research Project)

Ethnographic research and study of K-12 library environments - perspectives and utilization by various user-groups

### Prior Project Experience:

During her tenure at DLR Group, Kelley gained extensive experience developing responsive learning spaces and facilities, several of them in collaboration with Amy Yurko and BrainSpaces, Inc. The following are a few of those projects:

- Tahoma School District, Pre-Bond & Long Range Facility Planning; Maple Valley WA
- Marysville Getchell High School Campus, Pre-Design and Education Specifications, Marysville School District; Marysville, WA
- Marysville Pilchuck High Pre-Design and Education Specifications, Marysville School District; Marysville, WA
- Marysville Middle School Pre-Design and Education Specifications, Marysville School District; Marysville, WA
- Mukilteo School District, Pre-Bond & Long Range Facility Planning, State Study & Survey; Mukilteo, WA

- Federal Way Public Schools, Pre-Bond Services; Federal Way, WA
- Panther Lake Elementary Replacement, Federal Way Public Schools; Federal Way, WA
- Valhalla Elementary Replacement, Federal Way Public Schools; Federal Way, WA
- Meeker Middle School Addition, Tacoma School District; Tacoma, WA
- Foss High School Renovation and Additions, Tacoma School District; Tacoma, WA
- Lincoln High School Historic Renovation and Additions, Tacoma School District; Tacoma, WA
- Steilacoom Historical School District, Pre-Bond and State Study & Survey Services; Steilacoom/DuPont, WA
- Pioneer Middle School Replacement, Steilacoom Historical School District; DuPont, WA
- Chloe Clark Elementary School Addition, Steilacoom Historical School District; DuPont, WA
- Steilacoom High Addition & Renovation, Steilacoom Historical School District; Steilacoom, WA
- The International School Addition and Renovation, Bellevue School District; Bellevue, WA
- Nampa School District, Long Range Facility Planning, State Study & Survey; Nampa, ID
- New East Valley Middle School, Nampa School District; Nampa, ID
- New Columbia High, Nampa School District; Nampa, ID
- Hazen High Renovation & Auditorium Addition, Renton School District; Renton, WA
- Hazen High Renovation & Classroom Addition, Renton School District; Renton, WA
- West Park High School Roseville Unified School District; Sacramento, CA
- Miller Transition Center and High School Renovation/Addition, Los Angeles Unified School District; Los Angeles, CA
- Index School District, State Study & Survey; Index, WA
- Skykomish School District, State Study & Survey; Skykomish, WA
- Wahluke School District, State Study & Survey; Wahluke, WA
- Conway School District, Pre-Bond Planning, State Study & Survey; Conway, WA

#### Selected Professional Presentations, Award Juries, & Forums:

- CEFPI James D. MacConnell Symposium - Case Study of Marysville Getchell High School Campus, Moderator and Speaker; Marysville, WA (scheduled for Sept 2012)
- “Changing Libraries” What is their role in the 21st Century,” Interactive Session, CEFPI Pacific Northwest Regional Conference; Seattle, WA 2012
- “What is Pre-Design? Valuing Pre-Design and Creating a Shared Vision that Forecast Needs,” REFP Session, CEFPI Pacific Northwest Regional Conference; Seattle, WA 2012
- “School of the Future - Case Study by Teeland Middle School Students” Facilitator, CEFPI Pacific Northwest Regional Conference; Seattle, WA 2012
- “Acts of Engagement,” CEFPI Washington/Oregon Chapter Conference; Portland, OR, 2011
- “Learning from the Learners” Workshop Participation with Anchorage and Mat-Su students, CEFPI Alaska Chapter Conference; Anchorage, AK, 2011
- Educational Design Juror, CEFPI Alaska Chapter Conference; Anchorage, AK, 2011
- “Are You As Smart as Your Phone? Educational Use of Social Media” Keynote Speaker, CEFPI Alaska Chapter Conference; Anchorage, AK, 2010
- Educational Design Juror, CEFPI Alaska Chapter Conference; Anchorage, AK, 2010
- “Creating 21st High School Learning Environments,” Portland Public Schools, 2010
- Successful Bond/Levy Campaigning Symposium, Portland/Seattle, 2009
- “Planning for Change: Flexible Design Solutions,” CEFPI International Conference, Washington D.C., 2009
- “The Heart of Education Change: Rethinking Education through Planning and Design” CEFPI Regional Conference, Portland, OR, 2008
- “The Heart of Education Change: Rethinking Education through Planning and Design” CEFPI International Conference, San Diego, CA, 2007
- DLR Group K12 Forum - Educational Research and Trends, 2006-2012

*“Imagine, if you will, you could form a dream team of advisors, your personal board of directors. Kelley Tanner would be sitting at that table...she understands that the built environment is paramount in the education of children. She is a good planner because she listens to the user.”*

Steve Cole  
Project Manager, Seattle Public Schools

*“Kelley’s ability to work with clients collaboratively, her flexibility, knowledge of facility planning, pre-design and educational specifications made her invaluable to our district and our projects. She is an effective leader and has great communication skills, commitment, group facilitation abilities...I am also very impressed with her organization, vision, support and work ethic...I would highly recommend Kelley to any district or organization.”*

John Bingham  
Director of Capital Projects, Marysville School District



## CLIENT REFERENCES

### ENDORSEMENTS

In addition to the quotes from our clients included throughout this proposal, we offer a few more:

*BrainSpaces is proud of the relationships built, the clients supported and the students that are delighted by the results of our work. The perspectives of clients and peers are powerful indications of our commitment to quality learning environments. Included below are a collection of client comments to supplement the conversations we hope you will have with our past clients – we believe that client experiences speak more loudly and clearly than nearly everything else.*

*“Ms. Yurko has impressed me with her overall superior performance as an educational facility planner, and her relentless drive as an advocate to continually improve educational facility designs, while keeping the design focused on the learner. I appreciate her continued desire for providing excellence in all she does.”* – Robert Bechtold, Matanuska-Susitna Borough School District.

*“Your expected level of quality is one of the reasons we have continued to be pleased with your service.”* – Rob Balivet, Planning & Design Manager [retired], Anchorage School District

*“Amy’s outstanding and innovative work on educational facilities has established her as one of the most creative educational architects practicing today”* – Esther Cox, Anchorage School District, co-author of Breaking Ranks, Changing an American Institution.

*“Amy’s bringing together, presenting and leading the design integrates her architectural skills with an uncanny understanding of educational principles, which are incorporated into a constructable design solution is absolutely amazing to witness. And to be the recipient of such designs is for our state a tremendous educational value.”* – Wally Diller, Wyoming School Facilities Department

*“Thanks for your help on our renovation project; it sure is good to have your expertise on board.”* – Rick Porter, Principal, Laramie County School District #1

*“In planning our school, Amy led many activities that engaged our stakeholders – even the non-supporters – and opened our minds to the many possibilities for the school building itself to support learning. She led workshops that solicited and documented ideas from every student in the building. The level of involvement had a lasting impression on our students and staff, and it helped us see that our ideas and concerns could be addressed through thoughtful planning and design, in ways we hadn’t thought of before.”* – Tina Stavrou, Principal, Lincoln Middle School

## REFERENCE CONTACTS

We are proud of our service to our clients and of the quality of our work, and we encourage you to contact any of our references. A range of references is listed; however we would be happy to supply you with additional contacts as necessary to convince you of our commitment to exceeding the expectations of our clients!

Client: Anchorage School District  
Projects: District Standard pK-12 Educational Specifications, plus Multiple Projects, pK-12  
Contact: Mrs. Mary Cary, Design Planning Manager, Anchorage School District  
1301 Labar Street, Anchorage, AK 99517-3517  
Email: Cary\_Mary@asdk12.org

Client: CREATE Foundation (on behalf of Toyota Corporation)  
Project: Wellspring Center for Professional Futures (High School)  
Contact: Mr. Mike Clayborne, President  
P.O. Box 1053, Tupelo, MS 38802  
Ph: 662.844.8989 Email: mike@createfoundation.com

Client: Laramie County School District #1  
Projects: South, Central and East High Schools  
Contact: Mr. Dennis Auker - Director of Planning & Construction  
2810 House Ave, Room 202, Cheyenne, WY 82001  
Ph: 307.771.2124 Email: AukerD@laramie1.k12.wy.us

Client: Marysville School District  
Projects: Marysville Getchell High School Campus & Pilchuck High School Renewal  
Contact: Mr. John Bingham, Capital Projects Director  
4220 80th St. N.E., Marysville, WA 98270-3498  
Ph: 360.651.8857 Email: john\_bingham@msvl.k12.wa.us

Client: Matanuska-Susitna Borough School District  
Project: SuValley Jr./Sr. High replacement school  
Contact: Mr. Bob Bechtold, Project Manager  
350 E Dahlia Avenue, Palmer, Alaska 99645-6488  
Ph: 907.746.7417 Email: Robert.Bechtold@matsugov.us

Client: Natrona County School District #1  
Project: Kelly Walsh High School  
Contact: Mr. Mark Mathern, Associate Superintendent of Curriculum and Instruction  
970 N. Glenn Rd. Casper, WY 82601  
Ph: 307.253.5253

Client: Wyoming School Facilities Department  
Projects: Multiple projects throughout the state of Wyoming, including 4 high schools  
Contacts: Mr. Wally Diller, WYSFD Project Manager  
123 W. First Street, Suite 710, Casper, Wyoming 82601  
Ph: 307.472.0477 x24 Email: wally.diller@wyo.gov

Mr. Rich Hardt, SFD Project Manager  
715 East Roosevelt Ave, Riverton, Wyoming 82501  
Ph: 307.856.1285 Email: rhardt@state.wy.us



above: Amy with Esther Cox, co-author of "Breaking Ranks: Changing an American Institution" on the construction site of South Anchorage High School.

*"Ms. Yurko brings energy and enthusiasm to the challenges of design. Her international experience with school projects and various educational philosophies have provided her with the ability to share different perspectives and innovative solutions. A couple of the core values of our school district are to emphasize the human connection with stakeholders and to maximize learning opportunities for every child. Amy embraces these concepts and developed creative new solutions for each of our high school projects."*

- Dennis Auker, Laramie County School District #1, South, Central, East Cheyenne High Schools



## FEE PROPOSAL

Fees to complete this visioning effort are outlined below and represent a “fixed-fee” approach inclusive of expenses.

|                 |                              |
|-----------------|------------------------------|
| DISCOVERY -     | \$ 8,000                     |
| VISIONING -     | \$ 30,000                    |
| SYNTHESIS -     | \$ 20,000                    |
| PRE-DESIGN -    | \$ 15,000                    |
| COMMUNICATION - | \$ 5,000 (initial estimate*) |
| total:          | \$ 78,000                    |

\*Since the continuation of the effort into public communication and design collaboration is difficult to define at this point, we recommend that fees for these activities are quantified and negotiated once more is known about the need and extent of these services, or that they are compensated on an hourly basis.

### EXPENSES

The fees proposed above include expenses related to the performance of the work up to a maximum of \$15,000.00. Amy Yurko and Kelley Tanner of BrainSpaces will attend 5-7 meetings in State College, and video conferencing will be utilized whenever possible. Any documentation provided by BSI will be in .pdf file format. We anticipate that all printing and reproductions will be the responsibility of others (SCASD or it's consultants). Out of pocket expenses in excess of \$15,000 will be included on invoices and paid as reimbursable expenses. Travel in excess of 7 trips will be considered additional services, and billed at our hourly rate.

### HOURLY RATES

In the case that additional services are requested by SCASD, beyond the scope listed above, our 2012 hourly rates specifically for this work are included below.

Hourly rates for team members by classification:

|                      |       |
|----------------------|-------|
| Principal:           | \$185 |
| Educational Planner: | \$150 |
| Project Support:     | \$ 50 |





2012 CEFPI Planner of the Year



**BrainSpaces, Inc.**

*Environments for a New Generation of Learners*

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