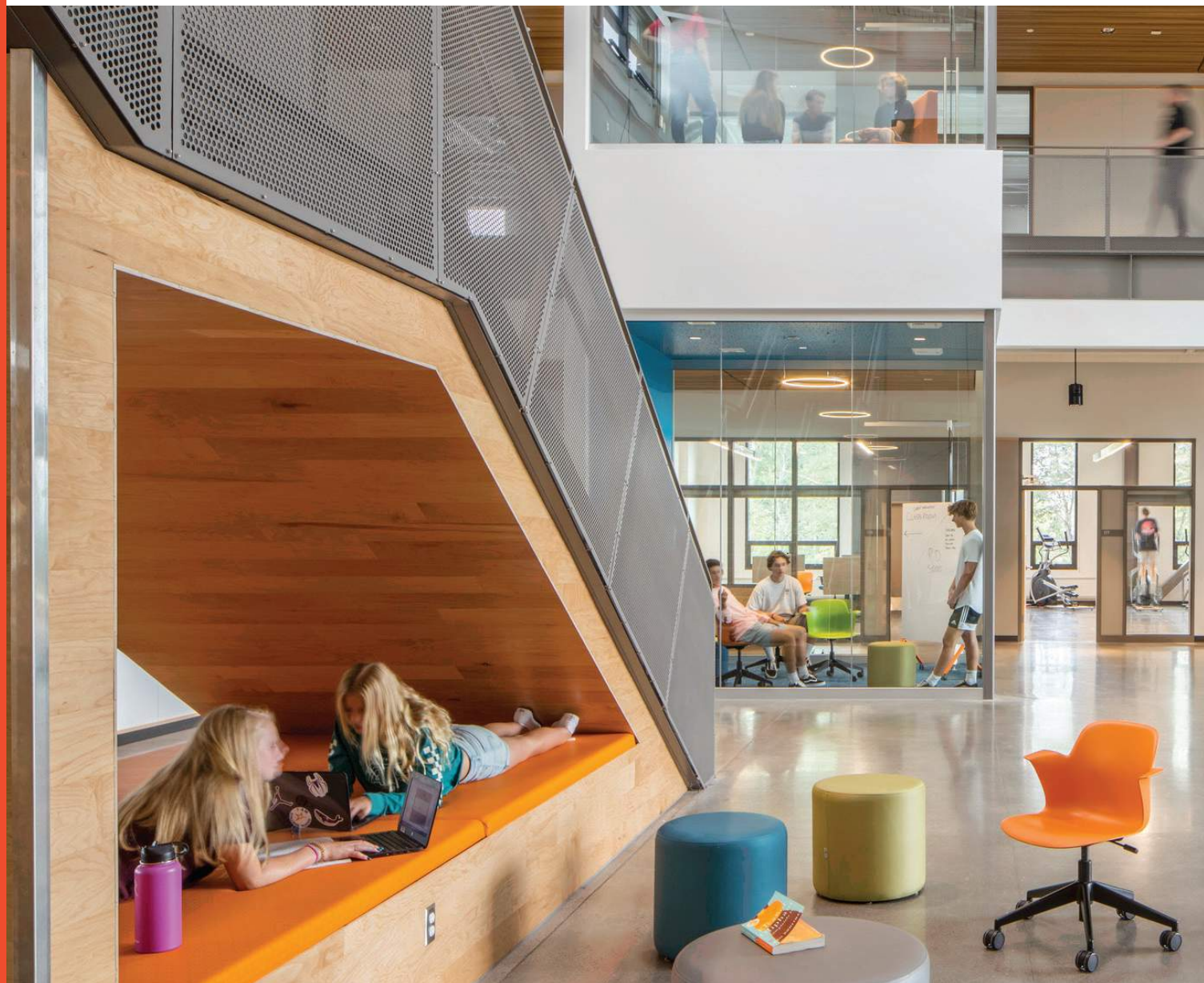



k-12 education design



A black and white photograph of a classroom. The room is filled with rows of student desks and chairs, arranged in a traditional layout. In the background, there is a teacher's desk with a computer monitor, a large window looking out onto a wooded area, and a bookshelf. The text "Historically, our classes were arranged in tidy rows – the teacher at the front." is overlaid on the right side of the image.

Historically,
our classes
were arranged
in tidy rows –
the teacher at the front.

Moving beyond is
where we are now—
and we're seeing
it evolve
every day.







DLR Group is transforming the **educational learning environment.**

Our team of educators, researchers, anthropologists, planners, architects, engineers, building performance experts, and interior designers draw from evidence-based design to aid districts in bridging the gap from old and new to improve all facets of operations, and elevate learning through design. Understanding the rapid pace of technological, social, and cultural change, our K-12 Education Studio works with districts across the country to navigate this change to better serve communities and improve educational experiences and outcomes for students.

COMPREHENSIVE PLANNING

As the nation's leader in educational design, DLR Group has extensive experience with facility assessments and master planning, as well as educational specifications and District standards. We effectively combine assessments (facilities conditions, educational adequacy, energy efficiency, and technology) with community outreach to develop consensus and support as we build a comprehensive facility master plan that positions a District for successful passage of a school bond.

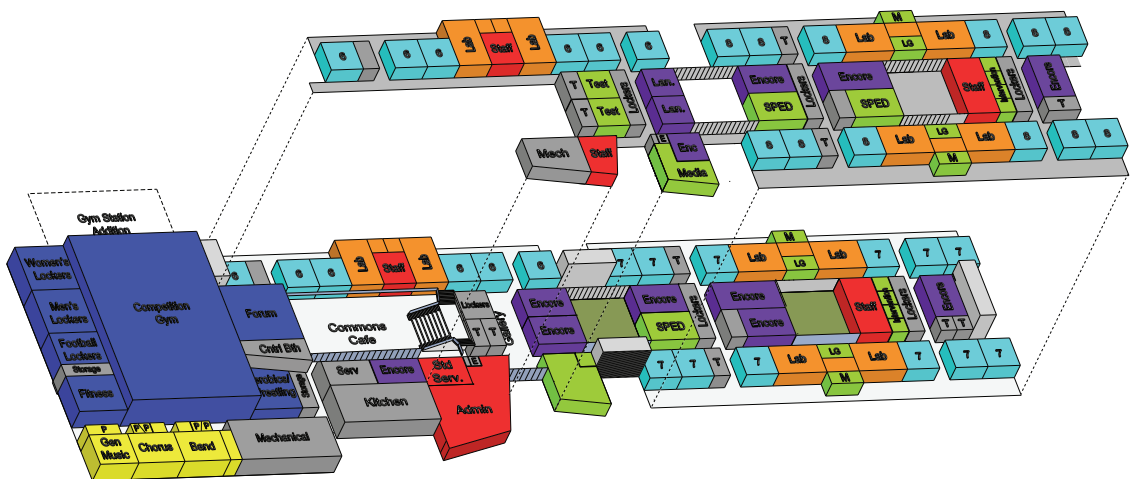
With the advent of Next Generation principles, the approach of defining the master plan has placed even more importance on understanding the relationship between the curriculum and how the facilities support the curriculum delivery. With our three wins of the A4LE MacConnell Award, DLR Group has been recognized for our forward-thinking approach to Next Generation design that includes community learning, technology-rich platforms and flexible learning environments. DLR Group is committed to developing a plan that will capture the long-term vision for your School District; serve as a strategic guide and baseline for facilities planning, operations & maintenance activities; and allow your District flexibility to respond and adapt to changing circumstances now and in the future.

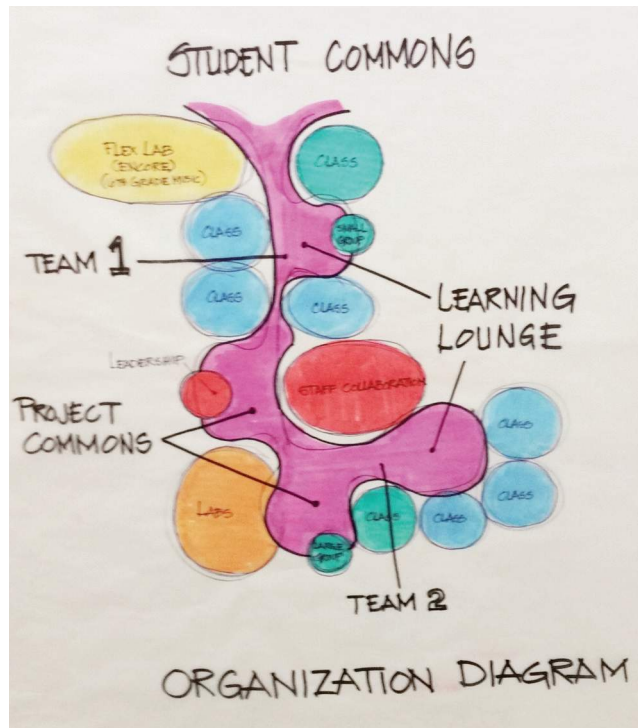
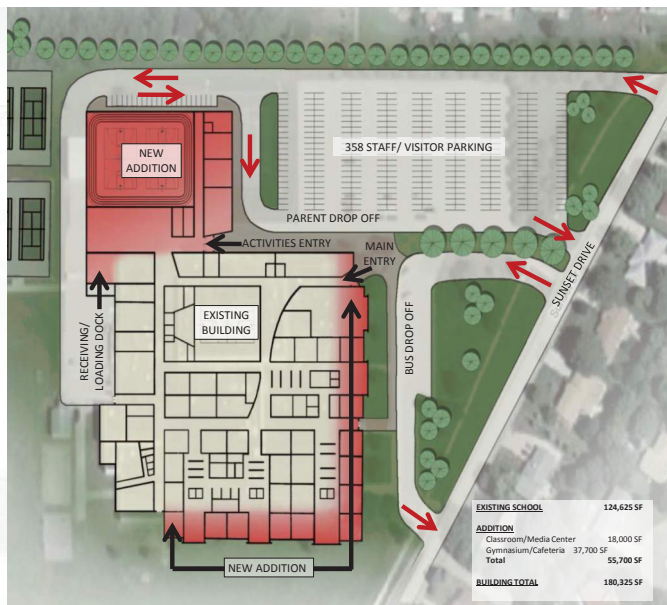


MASTER PLANNING

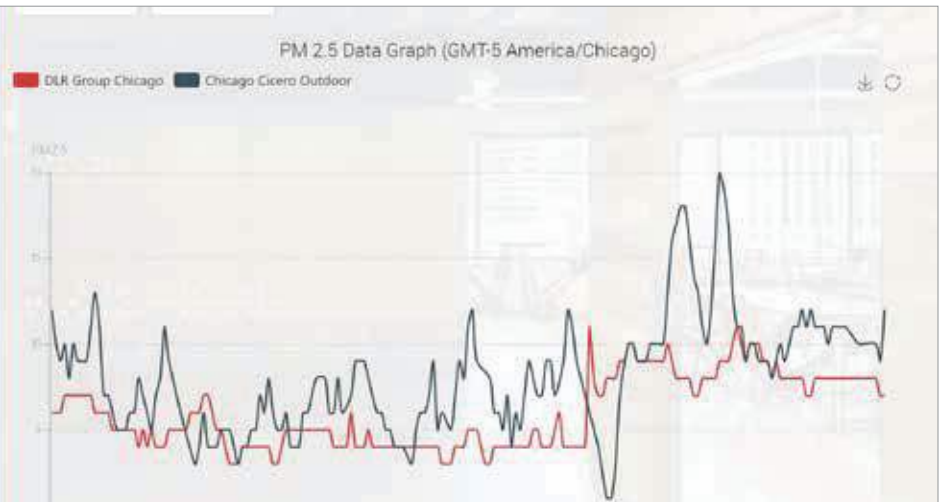
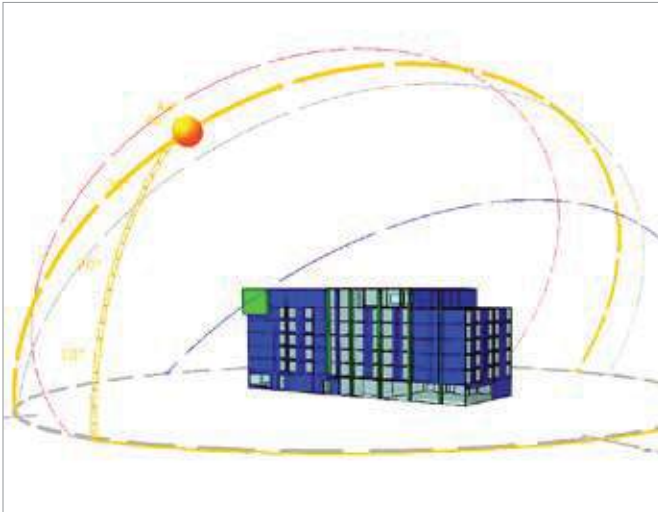


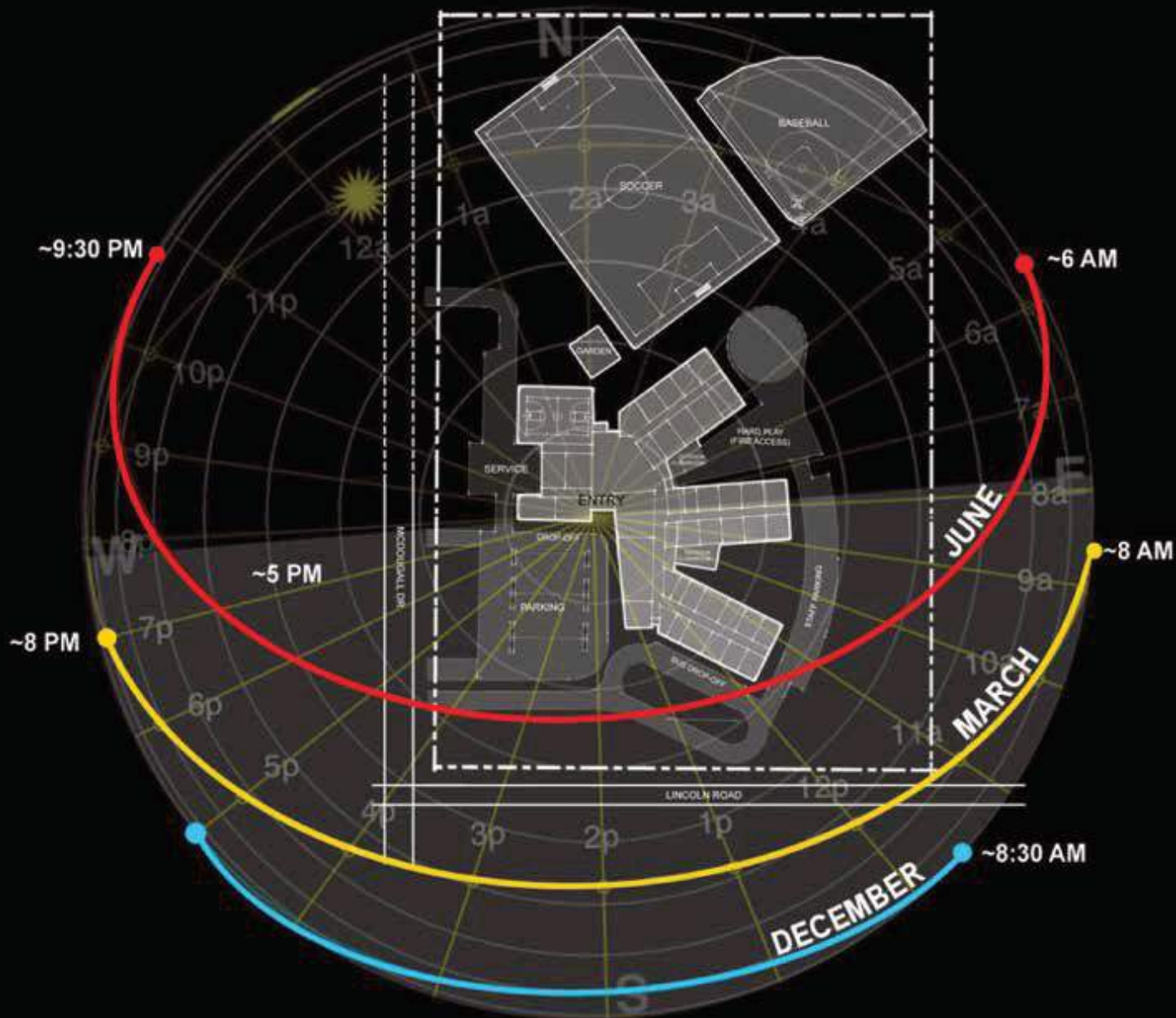
Jordan Middle School; Jordan, Minn.





ENERGY MASTER PLANNING





SCHOOL DISTRICT U-46, EDUCATIONAL FACILITY MASTER PLAN & ED SPECIFICATIONS

Elgin, Ill.

Size of the School District: 37,000 Enrollment; 56 school buildings involved

DLR Group is working with School District U-46 to propose an Educational Facility Master Plan that integrates U-46's vision, pedagogy, student experience, facilities' educational readiness, and environmental goals with the capital improvement needs and enrollment trends. The proposed plan will create learner-centered, developmentally- and age-appropriate, safe, comfortable, accessible, flexible, technology-rich, diverse, and equitable schools throughout the District. Our role in this project is to generate and analyze data and information related to existing buildings and sites, share ideas, develop options, and offer guidance in decision-making. Our goal is to help district stakeholders think differently about facilities and become assets towards continued excellence in academics and operations.

The scope of work addresses three items: capacity studies and analyses on all school facilities in the District, test fits and master planning studies on all school facilities, and development of a standard Educational Specifications for U-46. All proposed solutions include analysis and help to develop outcomes associated with three major shifts: sixth grade to middle school, adding two preK classrooms to each elementary school, and work with the District to develop a plan for further implementing Pathways

at the high schools. In addition to the above items, the scope includes a detailed facility condition assessment that identifies infrastructure items to be replaced along with the opinion of probable cost to remediate schools and support facilities. This work is addressed through a six-phase process. The project is currently working in Phase 4. DLR Group is facilitating meetings with the Steering Committee, who will help guide and recommend outcomes for the Educational Facility Master Plan Final Recommendations.

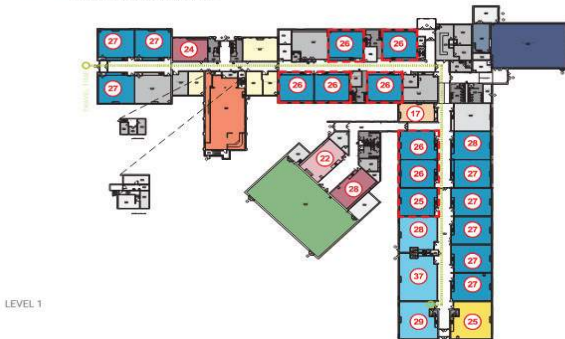
While the pandemic presented challenges, it also presented opportunities. We successfully conducted tasks for Phases 1, 2, and 3 simultaneously to keep the project moving forward. We did so by translating all in-person workshops to a virtual format so that all stakeholders could continue to participate safely and provide a voice for this project. Additionally, we created a new workshop specific to community engagement that provided an opportunity for community members to provide input on their vision for the future of teaching and learning in the district. Community members varied from alumni to librarians to business partners and city officials. Virtual workshop settings allowed greater participation from stakeholders who might not have otherwise been able to due to schedule, location, or time constraints.



Bartlett Elementary School

111 E. North Avenue/Bartlett, IL 60103

BUILDING SUMMARY			
Gross SF	60,591	Number of Levels	1
Year Built	1928	Number of Additions	6



LEVEL 1

ENROLLMENT METRICS	Occupancy**	1030
	Effective Capacity	570
	Total Enrollment	485

Occupancy: the maximum number of people that can be housed in a space in accordance with the building fire code.

****NOTE:** Occupancy is NOT the recommended number of students for a space, it is the maximum allowed by code.

Effective Capacity: the amount of students a school can effectively support based on the District's current practices and future vision for teaching and learning. This is calculated based on ISBE's square footage per student guideline. Calculated based on core classrooms, science labs and Special Education spaces.

Enrollment: number of students that attended the facility in 2019-2020.

AREA COMPARISON



125 square feet per student
Bartlett Elementary School

150 square feet per student
2015 National Low Quartile Number

* This comparison notes the difference between Bartlett Elementary School and an average school in the 2015 School Construction Report. The square footage per student is based on the total square footage of the school as a whole, not just the classroom space.



FACILITY LOCATION

TRAVEL

PLAN KEY

- Administration
- Building Support
- Cafeteria
- Core Classroom
- Elementary Classroom
- Gym / Fitness
- Kindergarten / ECC
- Learning Center
- Media Lab
- Performance Venue
- Performing Arts Classroom
- Resources
- Science Lab
- Special Education
- Specialty / Hands-On Learning
- Restrooms
- Student Support
- Visual Arts

Current
Acres
5.89

Outline
Acres
9.85

* Building footprint area is based on the 2015 School Construction Report. The square footage per student is based on the total square footage of the school as a whole, not just the classroom space.

11-13 MIN Furthest approximate travel time from one location to another for an average Kindergarten Student.

9-11 MIN Furthest approximate travel time from one location to another for an average Fourth Grade Student.

Room Capacity based on ISBE Guidelines

December 4, 2020

Phase 1 Snapshot

Sustainable Design | DLR Group

Bartlett Elementary School Snapshot

What's the headline in 2030?

Insert Headline Here

U-46 brings Sustainability and Diversity together - through their food program

Bold Idea

Provides Scenic Community Gardens that Solve Pollution Issues

Bold Idea

Supporting diversity through sustainable food and vehicle program

Bold Idea

On Site Local Farming Program Allows Students to Grow Local Healthy Foods for Cafeteria Program

CELEBRATING DIVERSITY

Follow-up Stories

Fresher Healthier Meals at Home: Volunteers compensated with freshly grown produce

Supports communities and shares to reach zero food waste

End of day food service sends students home with healthy food

Healthy Food Program extends to entire community

Food Transparency Program can demonstrate where food comes from and where the waste goes

BATAVIA SCHOOL DISTRICT 101 EDUCATIONAL FACILITY MASTER PLAN

Batavia, Ill.

Size of the School District: 5,800 Enrollment; 8 school buildings involved

DLR Group was engaged by the Batavia School District to generate and analyze information, share ideas, develop options, and offer guidance in decision-making around their educational facilities. Through the process, the design team continues to challenge district stakeholders to think differently about the facilities and how they can help become assets toward continued excellence in academics and operations. Because engaged collaboration is critical in creating a reciprocally beneficial EMFP and developing widely understood outcomes amongst all groups, diverse voices are encouraged to give input and collectively discover opportunity. This process engages stakeholders from all areas of interest in the District to 1) develop a common understanding of the objectives, 2) proactively dialog, and 3) collaborate to consider available options.

Batavia School District serves approximately 5,800 PreK-12 students in eight school facilities. The district's

strategic goals – Staff are Connected and Engaged, Growing, Valued and Recognized; Students are Connected and Engaged, Growing, Performing, Safe and Supported – inform the Master Plan. In creating the EMFP all of the district facilities were assessed for educational adequacy and building integrity. Public presentations and multiple workshops provide opportunities for multiple stakeholder groups to participate in the generation and evaluation of options. The planning process will result in a fifteen-year plan for implementation of facility improvements, with a recommendation for a confirmation-validation-update review in five years.

While the COVID-19 pandemic halted most in-person engagements, the team continued to engage various constituent groups through virtual meetings and electronic communication. Recognizing that more time was needed to touch all stakeholders, the schedule for completion was extended by several months.



BATAVIA HIGH SCHOOL

Batavia High School was built in 1965 on a 44-acre site. The school serves 9th through 12th grade. Over time, there have been additions completed in 1969, 1971, 1995, and 2008 through 2011. The facility's gross square footage is 421,982 square feet.



LEVEL 1

LEVEL 2

ACTIVITY MAPPING



Observing representative classrooms within the school through a typical day allows the design team to quantify how learning spaces are used. Measurements are averaged from all classrooms visited.

TRAVEL

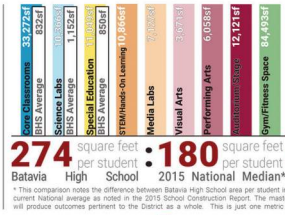
7-9 MIN Furthest approximate travel time from Point A to Point B for an average high school student

PLAN KEY

- Core Classrooms
- Science Labs
- Exploratory
- Special Education
- Resource
- STEM / Hands-On Learning
- Learning Center
- Media Lab
- Collaboration / Commons
- Performance Venue
- Performing Arts Classroom
- Gym / Fitness Spaces
- Gym Support
- Cafeteria
- Cafeteria Support
- Administration
- Visual Arts
- Longest Travel Distance

Phase 1 Snapshot

AREA COMPARISON



274 square feet per student : **180** square feet per student
Batavia High School : 2015 National Median*

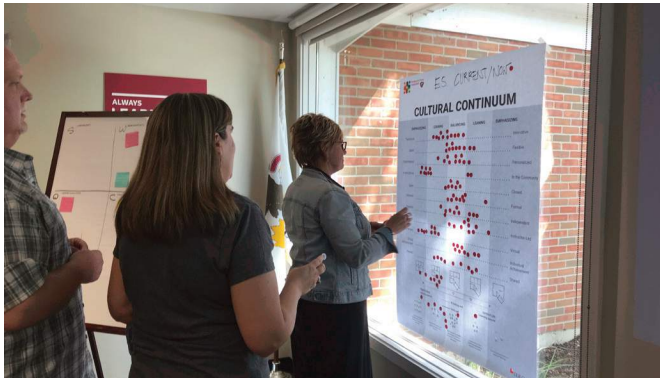
* This comparison notes the difference between Batavia High School area per student in comparison to the current national average as noted in the 2015 School Construction Report. The master planning process will produce outcomes pertinent to the District as a whole. This is just one metric to compare space.

ENROLLMENT METRICS

Occupancy	2104
Effective Capacity	TBD*
Enrollment	1933

Occupancy: the maximum number of people that can be housed in a space in accordance with the building/fire code.
**NOTE: Occupancy is NOT the recommended number of students for a space, it is the maximum allowed by code.
Effective Capacity: the amount of students a school can effectively support based on the District's current practices and future vision for teaching and learning. This is calculated based on ISBE's square footage per student guideline.
Enrollment: current number of students attending the facility.

May 23, 2019



Facility Assessment Explorer



BARRINGTON CUSD 220 EDUCATIONAL FACILITY MASTER PLAN

Barrington, Ill.

Size of the School District: 9,000 Enrollment; 12 school buildings involved

Barrington CUSD 220 needed an architectural partner to work with their leadership team on Blueprint 220, a holistic master plan process to measure, validate, and qualify opportunities to align the District's facilities, enrollment, and vision for teaching and learning.

DLR Group was engaged to facilitate an assessment, analysis, and community input process. The design team challenged District leaders to think differently about their facilities and how they might help become assets to continued excellence in academics and operations. Through a comprehensive assessment of all school facilities, an educational assessment of learning spaces, and input from both educational and community stakeholders, the team crafted a long-term Educational Facility Master Plan. This plan is consistent with the District's strategic plan and provides criteria to prioritize facility improvements.

Barrington CUSD 220 has an enrollment of over 9,000 students housed in 12 buildings. The District covers a 72-mile area touching 12 villages in the near north

suburbs of Chicago. Each building was assessed for structural deficiencies, code compliance, and indoor environmental quality. Shadowing students gave insights on the variety of learning modalities used each day throughout a typical week. All staff meetings allowed faculty to give insight on each building's strengths and weaknesses.

As one of the highest rated school districts in the state of Illinois, Barrington 220 inspires all learners to achieve excellence. In March of 2020, the District passed a \$147M referendum to improve safety and security, renovate schools to better accommodate school programs and create brighter futures for its students, and protect community investments by repairing and renovating its aging facilities. The first group of projects currently in design include additions and renovations to the District's two middle schools, renovations at its high school and additions and renovations to several elementary schools.

Barrington High School



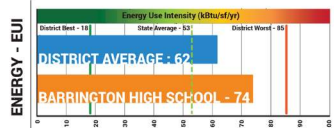
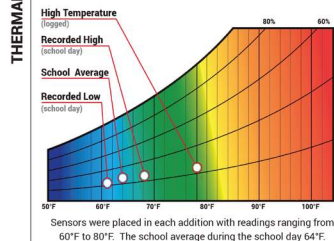
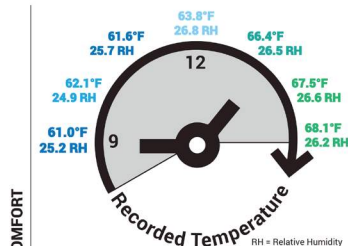
BLUEPRINT 220

A future-ready facilities plan

DLR Group collected data through the use of an environmental sensor. The sensor was placed in a predetermined room where it took in data from one to five days. The data was then analyzed using Excel.

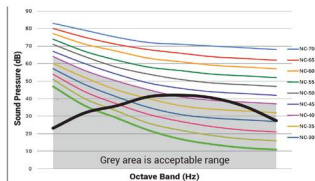
CO₂ DATA

Carbon Dioxide is a natural byproduct of respiration. As such, CO₂ accumulates inside of facilities and is a leading indicator of how well ventilated a space may be. It's important to quantify this data in a manner that not only characterizes conditions observed at any one time using spot measurements, but also trend logging over a period of 1-3 days to best understand the relative ventilation present. Given the size, number of additions, systems and construction methodologies employed since 1949 here at Barrington High School, it is expected that we would have varying results. As such, our team of energy analysts and mechanical engineers continues to log data. We look forward to sharing the data with the community once we have aggregated the results.

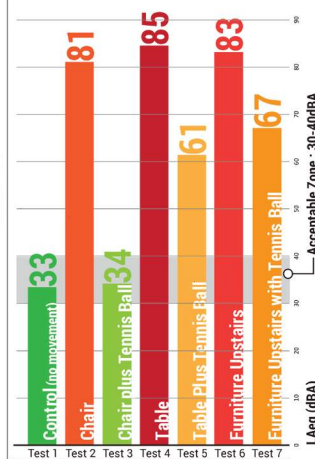


Did you know . . .

- Has the highest measured Equivalent Sound Levels 65% of occupants are "Too Cold" in Winter
- "Every classroom is a different temperature. No consistency"
- "Better/zoned lighting controls are needed"
- "Noise travels very easily from one classroom to another"
- 170 occupants responded to the facility survey

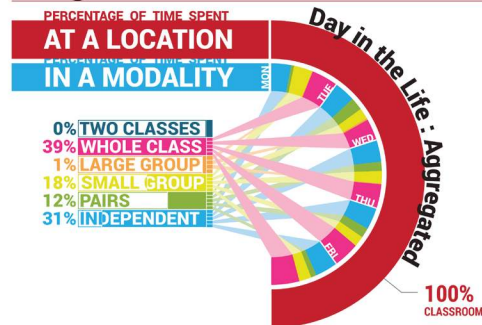


Acoustical data depicting a typical classroom - this is from room N243



After observing that most rooms had tennis ball "shoes" on the legs of the classroom tables and chairs and hearing complaints about the noise level in the classrooms, the team devised an experiment to test how acoustically live the rooms were. A sensor was placed in the middle of a classroom with no moving furniture to take a control sample. Once complete, a series of choreographed furniture movements took place to obtain the next six outcomes. Test 2 and 3 moved a single chair within the room. In test 4 and 5, a table was slid across the floor. For the final two tests, 6 and 7, a chair in the room directly overhead was moved. The results show a very live space though the tennis ball glides help cut down the noise.

- CONDITION**
- 1 Steam boilers are past expected life
 - 2 Improve temperature controls
 - 3 Replace athletics press box
 - 4 Water heaters are past expected life
 - 5 Remove gas cylinders from art room

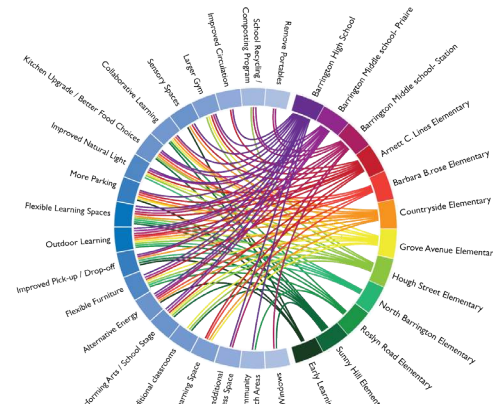


As a part of the Phase 1 process, to better understand how teaching and learning is happening today, we observed and had classroom activities logged according to the percentages of time spent in any one type of grouping or modality. This provides baseline information for our discussions moving forward into Phase 2 and will help determine what changes, if any, may be necessary in the facilities to best support your pedagogical goals.

Fine and Applied Arts	Applied Science	Humanities	Special Needs
0% TWO CLASSES 61% WHOLE CLASS 0% LARGE GROUP 2% SMALL GROUP 5% PAIRS 33% INDEPENDENT	32% INDEPENDENT 18% PAIRS 33% SMALL GROUP 0% LARGE GROUP 18% WHOLE CLASS 0% TWO CLASSES	0% TWO CLASSES 51% WHOLE CLASS 2% LARGE GROUP 16% SMALL GROUP 9% PAIRS 23% INDEPENDENT	38% INDEPENDENT 14% PAIRS 20% SMALL GROUP 2% LARGE GROUP 26% WHOLE CLASS 0% TWO CLASSES

DLR Group sat down with different teacher and administrator groups to better understand their perceived needs through a process called a Listening Tour. The resulting list is called the Top 5.

APPLIED SCIENCE	ATHLETICS	FINE AND APPLIED ART
1 Highly mobile furniture is desirable 2 Lab stations are static, prefer flexibility 3 More student project storage 4 Team teaching space would be useful 5 More card table	1 Elevator is needed in athletics wing 2 Restrooms are not adequate for large crowds 3 Want indoor 200m track 4 Weight room is too small 5 Storage is lacking	1 Auditorium seats are narrow as in stage side 2 Make space to going to share library space 3 Black box is highly used and outdated 4 More small group / conference spaces needed 5 Linking storage to art table







BARRINGTON HIGH SCHOOL

Barrington, Ill.

Size: 535,500 SF

Student Capacity: 3,000

The High School renovation will create updated learning environments to support next generation learning. Major renovations of 89,000 SF provide flexible spaces that support new ways of teaching and learning. A 5,500 SF addition will vertically connect the cafeteria with the second floor media center. The remainder of the building, 530,000 SF, will receive ADA compliant renovations and upgrades totaling about \$62M of repairs.





BARRINGTON MIDDLE SCHOOL PRAIRIE CAMPUS

Barrington, Ill.

Size: 145,550 SF existing, 15,500 SF new
Student Capacity: 1,100

A nine-classroom addition at the Prairie Campus, designed for flexible scheduling, replaces existing portable classrooms. The programs supported by the addition aligns equity between the district's two middle schools. Because the Prairie Campus shares its site with an Early Learning Center, the site is being reorganized to better accommodate safety and security measures associated with separation of the two age groups.





BARRINGTON MIDDLE SCHOOL STATION CAMPUS

Barrington, Ill.

Size: 104,280 SF existing, 18,600 SF new
Student Capacity: 1,000

A ten-classroom addition at the Station Campus, designed for flexible scheduling, replaces existing portable classrooms. The programs supported by the addition aligns equity between the district's two middle schools. The existing building will receive upgrades totaling about \$17.7M of repairs.





CLARA PETERSON ELEMENTARY SCHOOL

Paxton, Ill.

Size: 65,500 SF

Student Capacity: 550

The community supported the district's plan to demolish an existing intermediate school, construct an addition to house students in grades 2-5, and renovate several classrooms to create next generation learning environments while upgrading the school's electrical, mechanical, and HVAC systems.









PATHFINDER KINDERGARTEN CENTER

Everett, Wash.

Size: 65,000 SF

Student Capacity: 600

Designed to support full-day kindergarten and accommodate growing capacity demands, Pathfinder Kindergarten Center uses a student-centric design approach informed by extensive early-learning research. The redefined school program maximizes learning and minimizes time lost in transitions, resulting in a design that nurtures early learners with a compact building footprint.









LAKE STICKNEY ELEMENTARY SCHOOL

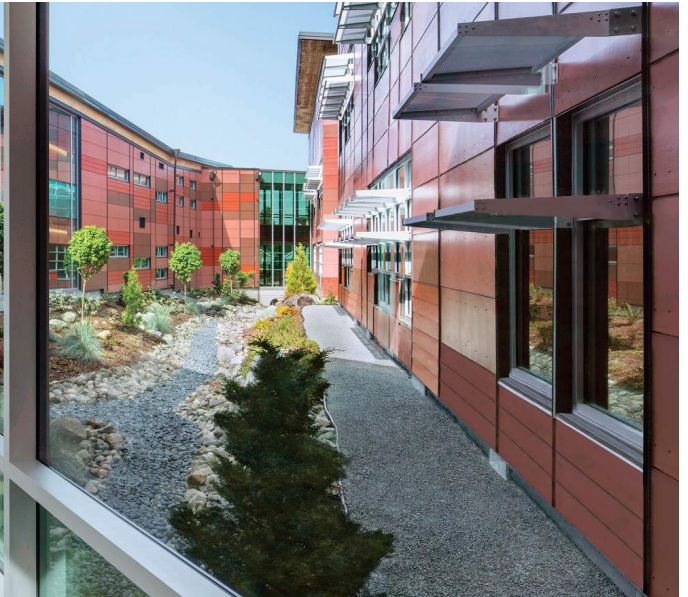
Lynnwood, Wash.

Size: 79,000 SF

Student Capacity: 650

Sustainably designed to the 2030 Challenge to reduce energy demand, Lake Stickney Elementary School provides student and community amenities with a focus on biophilia and connections to nature.









MCCARVER ELEMENTARY SCHOOL

Tacoma, Wash.

Size: 80,000 SF

Student Capacity: 450

To continue with its tradition of academic excellence, McCarver Elementary School underwent a complete modernization to provide a forward-thinking facility with shared learning spaces and community-focused elements, while keeping its historic charm.



McCARVER ELEMENTARY SCHOOL

2111 South J Street







MAURY ELEMENTARY SCHOOL

Washington, D.C.

Size: 70,000 SF

Student Capacity: 550

The modernization program increased capacity from 360 to 550 students. The multipurpose complex is located directly north of the 1886 building, with the classroom bar running the entire length of the east side of the building. Administration, Art, Music and the Pre-K, Kindergarten, and first grade classrooms occupy space on the first floor. Classrooms for grades 2-5 are placed on the second and third floors with Media Center and Maker Spaces distributed throughout the first and second floors.









WAINWRIGHT INTERMEDIATE SCHOOL

Tacoma, Wash.

Size: 65,000 SF

Student Capacity: 450

Wainwright Elementary School's flexible learning environment embraces the variety of social and educational needs of the unique student grouping. The school is designed around a main spine that transitions from public community space to core learning.









JORDAN MIDDLE SCHOOL

Jordan, Minn.

Size: 170,000 SF

Student Capacity: 700

DLR Group's design for Jordan Middle School seeks to create a STEAM-capable learning model that supports individual student success and collaboration. Spatial differentiation, interior transparency, and moveable walls provide flexibility to accommodate a variety of student-centered configurations.







DICKINSON
MIDDLE SCHOOL



DICKINSON MIDDLE SCHOOL

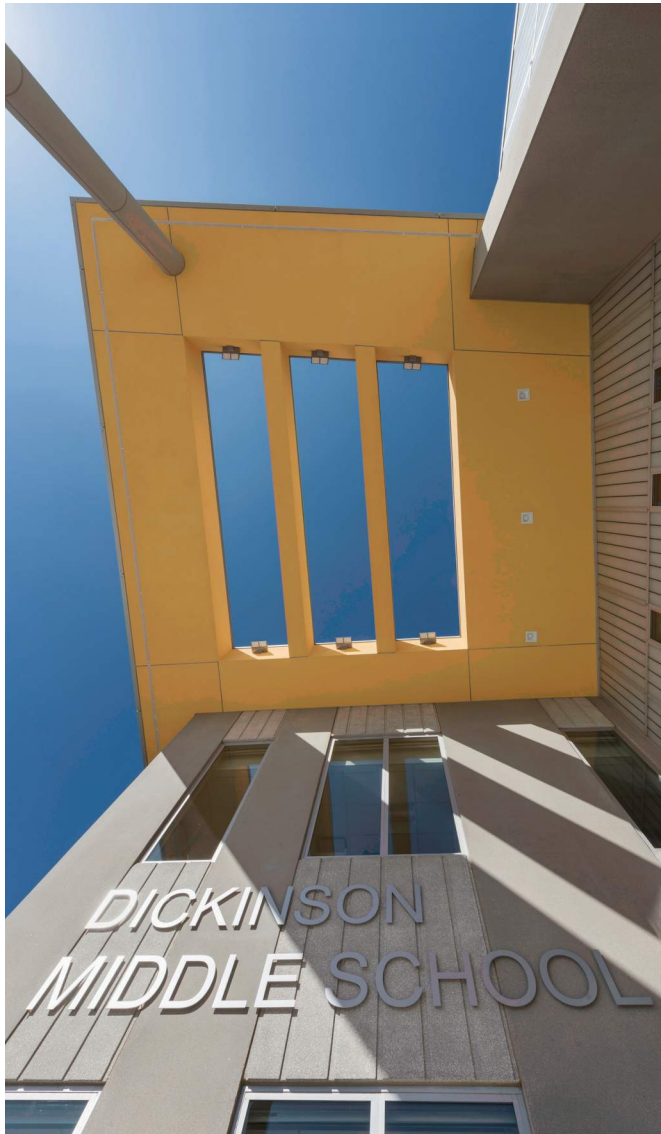
Dickinson, N.D.

Size: 198,000 SF

Student Capacity: 950

Dickinson Middle School embodies the collaborative and community-driven approach to educating young people in this western North Dakota community. Flexible learning clusters support more active pedagogies and inspire student self-discovery and collaboration.









ASPEN CREEK MIDDLE SCHOOL

Gretna, Neb.

Size: 155,568 SF

Student Capacity: 1,000

The new Aspen Creek Middle School gives form to the values, history, and traditions of the Gretna community while providing a setting for the intellectual and social experiences of students. DLR Group's design of the forward-thinking learning environment is adaptable to future needs. Each space incorporates Next Generation learning principles while leveraging organization and functionality.







UNIVERSITY OF CENTRAL MISSOURI
LEE'S SUMMIT

SUMMIT TECHNOLOGY ACADEMY
LEE'S SUMMIT R-7 SCHOOL DISTRICT



MISSOURI INNOVATION CAMPUS

Lee's Summit, Mo.

Size: 135,000 SF

Student Capacity: 1,800

Missouri Innovation Campus (MIC) is a high-tech facility setting the benchmark for future education models. High school graduates can earn an associate's degree, followed by a bachelor's degree two years later in various STEM programs.









CHERRY CREEK INNOVATION CAMPUS

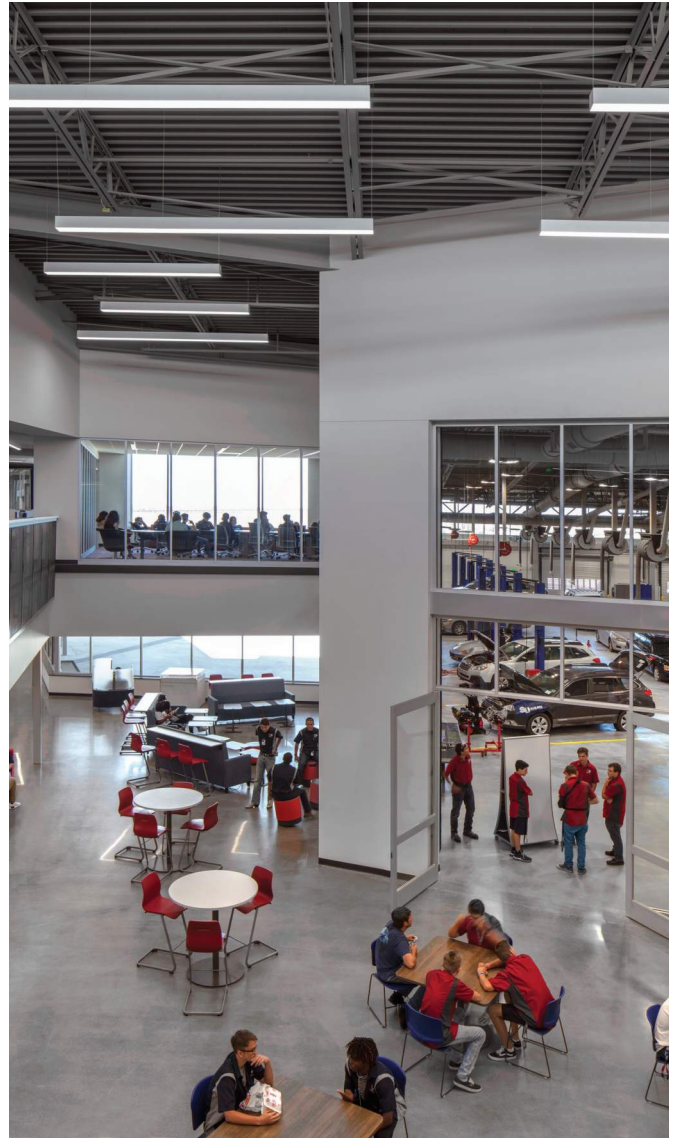
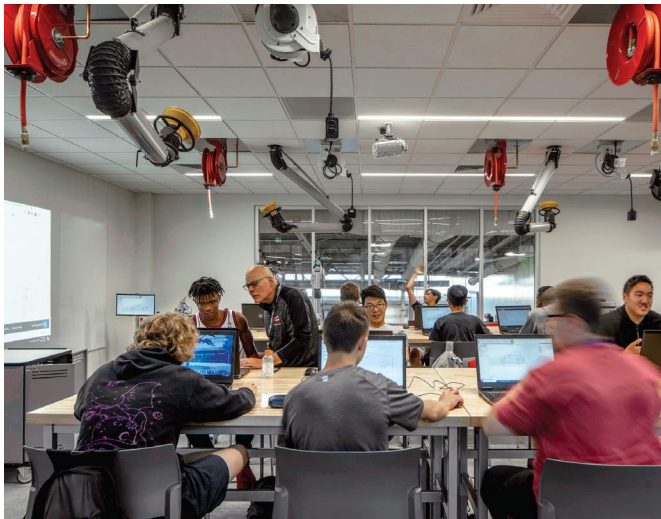
Centennial, Colo.

Size: 117,000 SF

Student Capacity: 1,100

Cherry Creek Innovation Campus expands career and technical program opportunities and serves as a college and career readiness hub for 11th and 12th grade students across the Cherry Creek School District. Pathways include advanced manufacturing, business services, health and wellness, hospitality and tourism, infrastructure engineering, I.T. and STEAM, transportation.







ERATOR

BROADCAST



CANYON VIEW HIGH SCHOOL

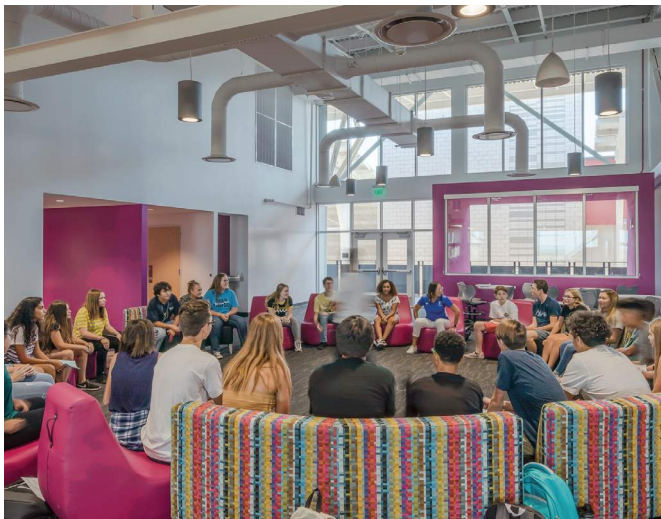
Waddell, Ariz.

Size: 231,000 SF

Student Capacity: 1,800

Designed around Viewing Architecture through the Lens of User Experience for Sustainability (VALUES), Canyon View High School creates an innovative facility that fosters multiple pedagogies to better individualize learning opportunities.









JOPLIN HIGH SCHOOL

Joplin, Mo.

Size: 490,000 SF

Student Capacity: 3,000

Rebuilt after a devastating tornado, Joplin High School reforms the traditional educational experience by providing a flexible and collaborative facility that advocates for “Career Readiness.” This theory comes to life in the “Eagle Alley,” which encourages students to explore various career pathways.









WEST-MEC CAMPUSES

Buckeye, Ariz.

Size: 247,000 SF

Student Capacity: 1,530

Western Maricopa Education Center (West-MEC) is a dynamic public school district enhancing Career and Technical education. Spread across multiple campuses to reach 3,600 square miles in the Phoenix metro, DLR Group has designed technical classrooms, labs, sustainable building systems, and administrative spaces that impact more than 29,000 students from 46 high schools.



SAFETY

It's full time job

it you are the key

Work together

time out





"Students learn CAPS (Computer Aided Professional Studies) through a combination of self-paced, self-directed learning and experiential learning. This program is designed to help students develop the skills and knowledge needed to succeed in the professional world."

caps

CENTRE FOR ADVANCED PROFESSIONAL STUDIES



CENTER FOR ADVANCED PROFESSIONAL STUDIES

Overland Park, Kan.

Size: 66,000 SF

Student Capacity: 300

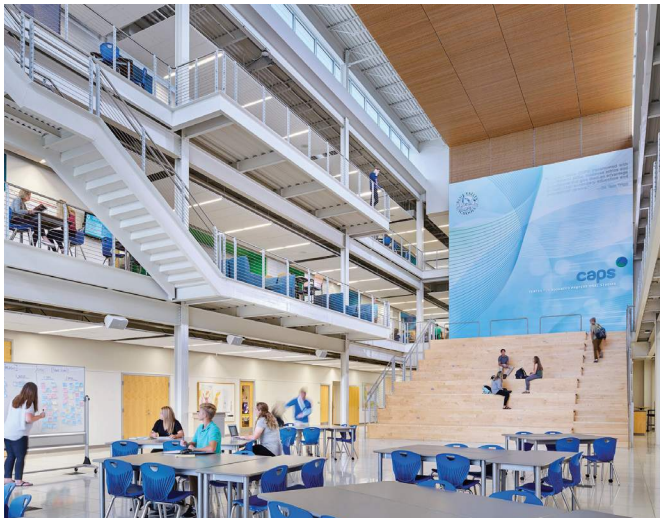
The design for the Center for Advanced Professional Studies facilitates professional innovation in educational spaces that mimic the workplace for specific careers and encourage partnerships between local businesses, teachers, and students.



ps
STUDIES

1. Select a team (optional)
2. Add your opportunities
3. Record your work and progress









DISCOVERY PBL HIGH SCHOOL

Camas, Wash.

Size: 89,600 SF

Student Capacity: 800

A research and development pod forms the suite of core learning spaces where 150 students spend the majority of their day. Another featured space is a Fab Lab, a crucial component for hands-on learning that includes digital controls, a fabrication area, computer lab, tools exchange, and adjacent outdoor learning.





DLR GROUP K-12 TEAM



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WHO WE ARE

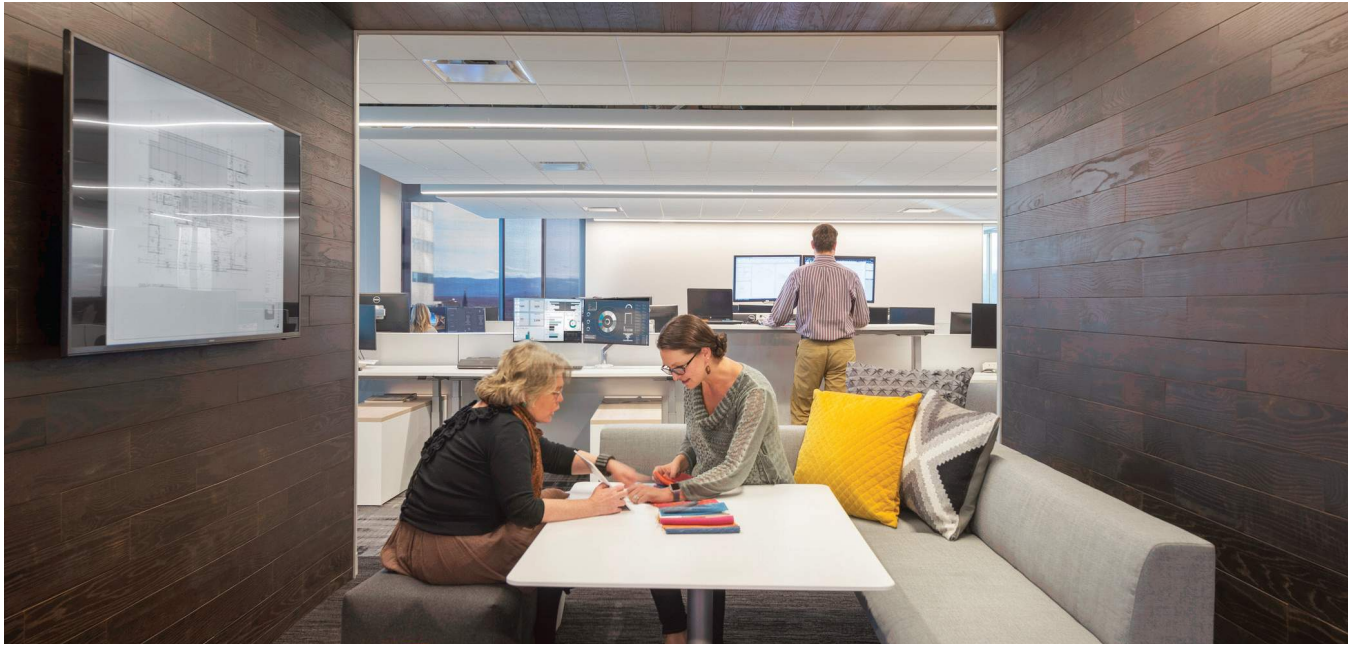
DLR Group is a global integrated design firm.

Our promise is to elevate the human experience through design. This inspires a culture of design and fuels the work we do around the world. **We are 100 percent employee-owned:** every employee is literally invested in our clients' success. At the core of our firm are interdisciplinary employee-owner teams, engaged with all project life-cycle stakeholders. These teams champion true collaboration, open information sharing, shared risk and reward, value-based decision making, and proficient use of technology to elevate design.

Our clients experience this through our service model: [listen.DESIGN.deliver](#)

Locations

Austin	Des Moines	Omaha	Tucson
Charlotte	Honolulu	Orlando	Washington, D.C.
Chicago	Houston	Phoenix	Dubai
Cleveland	Kansas City	Portland	Shanghai
Colorado Springs	Lincoln	Riverside	
Columbus	Los Angeles	Sacramento	
Dallas	Minneapolis	San Francisco	
Denver	New York	Seattle	



Your design team is backed by the resources of the entire firm. This enables DLR Group to scale teams to meet your challenges and deliver specialized expertise to any location whenever and wherever it is needed. Distributed management means the best ideas can come from anywhere, and being 100 percent employee-owned fosters a culture of entrepreneurial innovation.

Services

ARCHITECTURE
ENERGY SERVICES
ENGINEERING
EXPERIENTIAL DESIGN
INTERIORS
ITDG - INNOVATIVE TECHNOLOGY DESIGN GROUP
LABORATORY PLANNING
LANDSCAPE ARCHITECTURE
MASTER PLANNING
PRESERVATION
SUSTAINABILITY CONSULTING

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