

Educational Facility Planning

January 28, 2021



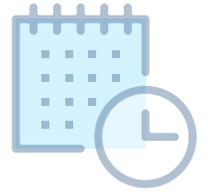
RHODE ISLAND NURSES INSTITUTE MIDDLE COLLEGE CHARTER SCHOOL

Providence, RI

DRA

Drummey Rosane Anderson, Inc.

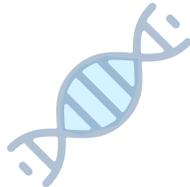
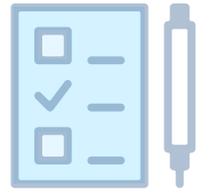
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Waltham, MA 02453
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“To do what nobody else will do, in a way that nobody else can, in spite of all we go through, is to be a nurse.”

Rawsi Williams, JD, BSN, RN, PhD





January 28, 2021

Rhode Island Nurses Institute Middle College Charter School
150 Washington Street, 4th Floor
Providence, RI 02903

Re: Educational Facility Planning

Dear Members of the Selection Committee:

We commend you for the time, effort, and resources that have already been invested in planning for the expansion of your innovative educational program. Drummey Rosane Anderson, Inc. (DRA) is pleased to submit this proposal to assist you with this valuable undertaking by providing responsive architectural services.

DRA is one of New England's recognized leaders in the design of public schools and is perhaps the foremost architectural firm in the planning, design, and construction of career/vocational technical schools in Massachusetts. Our experience is exhibited in over 80 educational projects in the last seven years alone, including 14 high school projects, seven of which were Career-Technical Schools featuring Nursing/ Health/ Medical programs. DRA's vocational technical educational design experience dates back to the 1970's when our firm established itself as a leader in this field with such projects as Minuteman Regional Vocational Technical High School (awarded based upon a design competition), and Greater Lowell Regional Technical High School (the largest such school in the state at that time).

Our expertise continues today where we find ourselves particularly energized and enthusiastic about the future of career and technical education. We have recently completed facility assessment studies for several regional vocational schools including: Shawsheen Valley Tech. HS, Nashoba Valley Tech., South Shore Voc. Tech., and Montachusett Tech. Our current recent relevant construction projects include the new \$125M Taconic High School in Pittsfield, the \$80M renovation of Blue Hills Regional Technical School, the new \$128M Cape Cod Regional Technical High School which opened this September, the \$115M Platt Technical HS currently under construction in Milford, CT, and the current planning and design of Northeast Metro Tech in Wakefield, MA. Each of these construction projects include planning and design for Health Technology/Medical Assisting/Nursing programs.

Other experience with Health Technology/Medical Assisting/Nursing includes:

- Southeastern Regional Vocational Technical HS, Easton, MA – add/reno
- Roger L. Putnam Vocational Technical Academy, Springfield, MA - new construction
- Greater New Bedford Regional Vocational School, New Bedford, MA – add/reno
- Lynn Vocational Technical Institute, Lynn, MA – adaptive reuse
- Tantasqua Regional Technical High School, Sturbridge, MA – new construction
- Weymouth Science & Technology High School, Weymouth MA- new & add/reno

Our most recent experience in Rhode Island includes the educational programming and facility planning review for three schools in Smithfield in association with DBVW. We also have educational facility master planning experience with independent and charter schools, including Atlantis Charter School in Fall River and Cambridge Community Charter School.

Ultimately, our goal is your continued success in educating a diverse group of future health care professionals. As you will see from the attached materials, our team will partner with you in an engaging and effective manner to find the optimal solution for your educational facility needs. Our process will help create a functional, engaging, efficient facility that will serve your students and the community for years to come.

We would be honored to partner with you on this important project and look forward to the next steps in your selection process.

Sincerely,

DRUMMEY ROSANE ANDERSON, INC.



Carl R. Franceschi, AIA, LEED AP^{BD+C}
Principal



Health Assisting Classroom at Roger L. Putnam



architecture planning interior design

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DRA resumes	46-50
consultant team	51+

Issue: New versus Renovation?

As it is for virtually every Feasibility Study, this is a key question for RINI. This will involve issues of location, historic preservation versus modern infrastructure; first cost versus life-cycle cost; operating costs and educational opportunities.

There are also secondary issues of RIDE reimbursement, community acceptance, disruption and the need for temporary facilities that will impact this decision.

Issue: Existing Building Limitations/ Program Accommodation

RINI's current use of its building is considerably different than the original purpose of the 1940 multi-tenant commercial office building. The spatial and infrastructure needs of a progressive 21st century STEM educational facility are significantly different than a mid-20th century office user. RINI has done a commendable job of fitting out its space, but a number of existing spaces are compromised, not appropriately located, serviced or sized.

Issue: Site Selection

Understanding that the existing RINI School site on Washington Street may be constrained, disruptive, or unavailable for the construction of an expanded educational program, RINI wishes to consider multiple sites as part of this planning effort. Potential sites may include both public and privately owned parcels and may include renovation and/or additions to existing buildings, demolition and redevelopment, or new construction on vacant parcels.

Issue: 21st Century Learning

RINI's physical facility must support its progressive curriculum. Commendable work is happening today within the existing space, however the existing facilities do not fully support RINI's goal of personalized learning or the 4 Cs of 21st Century Learning – Critical Thinking; Communication; Creativity; and Collaboration.

Strategy/ Recommendation:

DRA approaches these studies with no pre-conceptions and will objectively develop options and apply evaluation criteria to assist RINI with this crucial decision. To do this effectively each option must be fully developed and all relevant criteria considered. DRA's experience with similar recent, relevant projects will assist this process by focusing on "value" not just "cost" in comparing these options. One effective tool we recommend is a weighted matrix of project-specific criteria developed with RINI's Building Committee and community input.

Strategy/ Recommendation:

DRA will conduct in-depth facility assessment to investigate both the facility and educational appropriateness of the 150 Washington Street building. We will create an accurate inventory of all existing spaces to document the variances with the RIDE space standards and national space guidelines for career technical education. Our engineering team will also evaluate the capacity and configuration of the existing electrical, plumbing, and HVAC systems. Conceptual design options for renovations and reconfiguration will be produced to map RINI's educational vision onto the existing floor plates with associated cost implications and educational benefits.

Strategy/ Recommendation:

Despite the challenges and limitations of the current High School site, there are still many positives for keeping the school at its current location – it is a central location, near a number of community resources, and accessible to public transportation. Therefore, although we will consider alternative sites, DRA will exhaust all possible strategies to redeveloping the existing school site.

In considering alternative sites, DRA will develop appropriate criteria for your consideration. We will review each site (including the current location) and will evaluate them with respect to size, location, capacity, ownership, environmental status, utilities, traffic etc. We will also include RIDE's guidelines for responsible school site selection- smart growth, access to public transportation, and health & safety concerns.

DRA will prepare test fits of the building program and site requirements on each alternative site as necessary to evaluate the relative pro's and cons in a matrix format.

Strategy/ Recommendation:

As certified educational environment specialists, we design spaces that support educators, students, and all building users to translate a school's educational vision into reality. Today's educational environments are more collaborative, more self-directed, and more student-centered in comparison to traditional configurations. As a result, we will consider furnishing selections, room shaping, support spaces, adjacencies and technology to provide RINI with an appropriate variety of flexible, personalized, and highly adaptable educational spaces.

Issue: Community Engagement

As a progressive educational institution, RINI seeks to continue to engage the community in meaningful ways as it develops its educational master plan. Major decisions are upcoming in regards to site selection, curriculum, and enrollment. It is critical that broad-based input and consensus is achieved.

**Issue: Right-Sizing**

With its unique, innovative program, RINIMC doesn't fit a standard mold of educational specifications or space standards. Since there is a direct correlation between size and capital construction cost, this is a critical issue to resolve early to determine RINI's budget and space needs before searching for alternative sites.

**Strategy/ Recommendation:**

RINI has a strong foundation of community engagement with its diverse and representative Board of Directors and parent organization. DRA will build upon this support with RINI to identify the schedule, content, and format for community discussions to achieve three objectives:

- Listen and understand issues important to community members prior to framing the vision for the project.
- Respond to initial input with appropriate site selection and design options.
- Refine and evaluate recommended options with community-based criteria.

DRA recommends that this process involve at least three separate community forums, each with a diverse audience of directors, educators, parents, and students. DRA will facilitate these meetings to ensure meaningful input into establishing the need for the project and for evaluating the site selection and design options. We believe this process will result in a successful Necessity of School Construction Application to RIDE.

Strategy/ Recommendation:

DRA will address this issue of space needs early in the educational programming phase. First step is to confirm the projected enrollment. Then to look more closely at this enrollment to understand the on-campus space and schedule needs of all students. This will involve asking questions such as- *how many students are typically out of the building at internships or co-op positions? how much time are students off-campus taking college courses? How will food service best be provided? Where and when will extra-curricular activities occur? How will technology and distance- or blended learning affect student head count in the future?* The answers to such questions will allow us to refine the space needs based on actual occupants, not just total projected enrollment.

Similarly, we will consider multi-purpose spaces in the educational program to use space most efficiently. For instance: *can a "Student Commons" function as a meeting space, lounge, presentation venue? Or a Teacher's Room be used for planning, tutoring, collaborating? Can a widened corridor become a collaboration or personalized learning space?*

DRA will explore such strategies to right-size RINI's Educational Program and insure that it is both efficient and comprehensive in supporting the school's vision.

We at Drummey Rosane Anderson, Inc (DRA) recognize that the work that the Rhode Island Nurses Institute (RINI) Middle College Charter School aims to accomplish with this Education Facilities Master Plan is an exciting and valuable undertaking for one of the most innovative and progressive schools in New England. For this reason, we approach this project with the same passion that RINI staff and faculty bring to the school each day. Our portfolio of programming, planning, documenting and outfitting educational facilities, particularly Career Technical High Schools, is extensive and covers the full range of learners. Refined through the dozens of successful studies and projects we've completed, our experience gives us an unparalleled understanding and appreciation of career technical education. Our approach to these projects is based upon three principles:

- **Active listening** and thoroughness of investigation during the Programming/ Visioning phase
- **Thorough and extensive** investigation of options during site selection
- **Creative and meaningful** translation of educational vision into conceptual design options

The DRA staff assigned to this project, allied with our experienced consultants are committed to these principles.

Identifying, acquiring, and confirming the full range of data needed for success requires a multiple front approach. As we have done on previous studies, **Carl Franceschi, AIA, our Principal in Charge**, is the individual who will oversee the efforts of all the team members and provide direction at the highest professional level as he has done on many other career technical projects. **Gregory Smolley, ALEP, our Project Manager and Accredited Learning Environment Planner**, will direct the team on a daily basis, and lead Educational Programming interview and visioning sessions. **Sarah Carda, AIA** will lead the architectural and engineering teams in facility assessment. These key team members provides RINI with a depth of experience and knowledge likely unmatched by any other planning team.

Our approach is one of concurrent efforts, which allows our educational program experts, planners, and architectural and engineering personnel to gather information germane to their specific area with a minimum of idle time. When each of the disparate efforts are completed the information is overlaid to provide a multi-dimensional understanding of Rhode Island Nurses Institute Middle College Charter School's needs and the appropriate information for RIDE's Necessity of School Construction's application process.

We begin by meeting with the District's Administration to establish appropriate lines of communication and identify goals and milestones for this effort and have a high-level tour of the existing school.

Step I: Identifying the Need

Research:

The first step in this process is to collect all previously completed studies, reports, enrollment projections, any current-year update enrollment information, copies of available building plans, review recent investments in the high school, maintenance and repair records.

EDUCATIONAL and SPACE NEEDS

Developing the Educational and Space Programs is foundational element of this project. To assist RINI in developing these items we will perform the following tasks:

- Interviews
- Visioning
- Community workshops

Interviews:

Educational Programming interview sessions will be led by **Principal in Charge, Carl Franceschi** and include our team's in-house **Educational Programming and Planning Specialist, Greg Smolley, ALEP**. Interviews will be conducted with RINI's key administrators and appropriate stakeholders. We will work with you to agree on the best format (one-on-one, small group, other) and timing of these interviews; the goals to gain an understanding of your current practices and to solicit areas of further investigation.

Visioning:

Visioning sessions are typically an intense, large-group activity over a one or two day period to explore current practices and determine future directions. To do this most effectively, we work closely with the District’s Administration to identify appropriate stakeholders, including Board members, faculty, parents, students, and community members to participate. The DRA team will facilitate these sessions, led by Educational Planner, Greg Smolley. The agenda will include current practices, a variety of teaching modalities, examples of comparable educational facilities, and consensus building activities of goals and principles. Visioning activities may also involve visits (real or virtual) to similar relevant facilities that may be of use to the planning effort.

Community Workshops:

During this phase of the project, we also recommend holding the first community workshop to share preliminary findings to date and to elicit meaningful input from interested community members. Essentially this is to help establish and confirm the need for the project, prior to any discussion of a solution. The participants in this workshop may include stakeholders from the visioning sessions as well as current and potential parents, stakeholders from sending communities, college administrators, and health industry representatives.

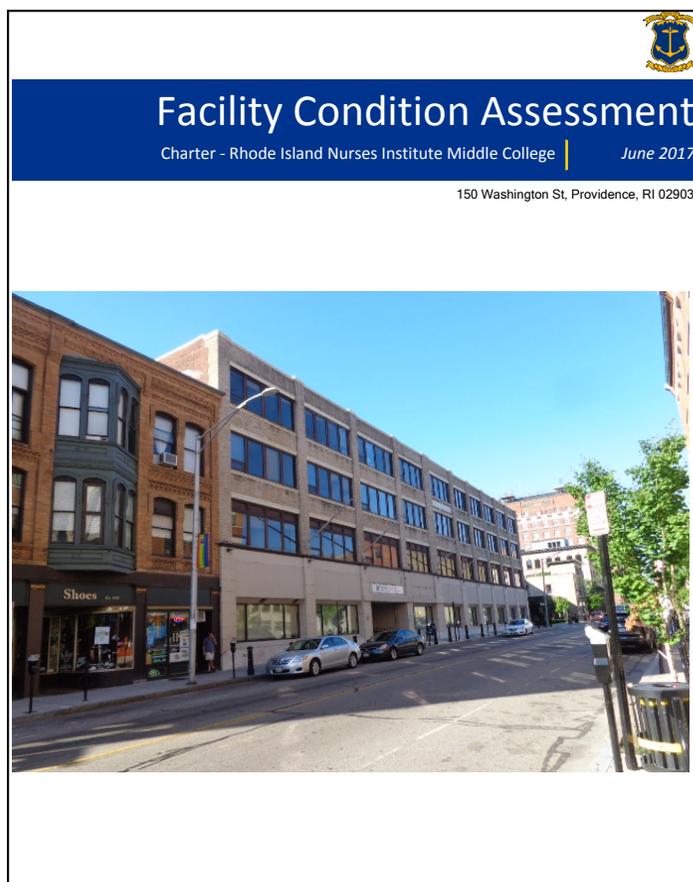
Facility Condition Survey

Led by **Project Architect, Sarah Carda, AIA**, our team will visit the school to conduct an in-depth facility assessment for at least one full day. We will prepare a photographic survey record of the existing conditions at the high school. At this same time, we will have consultant team members, engineers and equipment specialists, on site to conduct their investigations as well. We will use the photographs to assist us in developing a thorough understanding of the proposed area under consideration.

We will spend time making careful observations and will speak to users to gather information needed to fully understand the existing conditions. As part of the process, with the School’s approval and direc-

tion, we will also interview key facility stakeholders and user group representatives at to better understand key facility issues and concerns regarding the potential for the space to accommodate the intended program. Our experience has taught us that a few well-prepared questions lead to a more productive understanding of key issues and concerns.

This data will be utilized to develop a Five-Year Capital Improvement Plan (CIP) in accordance with RIDE’s requirements. We will also incorporate the facility data about RINIMC compiled in the Jacobs LEA Summary report from 2017.



Synopsis Of Work In Phase I

In the First Phase the team will work on these three fronts simultaneously. One group will review existing building plans and reports. They will contact key stakeholders and user group representatives for the building to hear firsthand reports regarding the facility and potential programs to understand the potential needs and uses more fully. A second group will undertake an assessment of existing demographic information and enrollment trends to confirm RINI's enrollment projections. Concurrently, the third group will conduct several interviews, visioning sessions, and workshops to develop an understanding of the current educational practices of Rhode Island Nurses Institute Middle College Charter School, and establish an array of educational options and alternatives for consideration by RINI's administration and Building Committee.

Deliverables

The team will synthesize this information into an Educational Program containing a Vision Statement, narrative, Educational Specifications, and Adjacency Diagrams.

This phase will also produce a Five-Year Capital Improvement Plan with categories of work, priorities, and budget cost estimates.

Step II: Site Evaluation and Selection

Site Identification

After development of an educational program including confirmed enrollment and space needs, DRA's design team will then "test-fit" that vision against RINI's existing space to evaluate its appropriateness and suitability to house the school's projected enrollment. Simultaneously, we will work with the School and the school's real estate consultant to identify at least three other properties suitable for potential development.

The potential criteria used to identify these sites will include:

- Size- is the property large enough to house the school's program (building and site requirements)?
- Ownership- is the site on public or private land? To be rented or purchased?
- Location- does the location satisfy the school's goals, as identified in phase one?
 - Does the location meet the State's "Smart Growth" criteria?
 - Is the site accessible via public transportation?
- Cost of development- is it within RINI's budget?

Design Options:

Once identified, DRA's design team will develop conceptual design solutions for each site. After review by RINI, we will revise the concepts accordingly and develop conceptual cost estimates for each option.

Site Evaluations:

In concert with RINI's administration and the Steering Committee, we will develop a list of evaluation criteria to apply to each option, including the current location. These could include: Development Cost, Operating Costs, Educational Appropriateness, Accessibility, Disruption, Health & Safety, etc. These criteria could also be "weighted" in order of importance or priority. Then in a matrix format, each option could be evaluated by these relative criteria to objectively determine the optimal alternative for the new Rhode Island Nurses Institute Middle College Charter School.

Community Workshops:

Near the end of this phase, but prior to final site selection, we recommend holding the second community workshop to share results of the site identification and evaluation activities and to elicit meaningful input and reactions from stakeholders and interested community members. The format could be similar to the first workshop, with a portion of the time spent presenting information and the balance in small-group break-out sessions seeking input and discussing reactions.

Synopsis Of Work In Phase I

The work of this phase requires close coordination between the Design Team and the School to simultaneously identify and evaluate sites. The culmination of this effort should result in a consensus decision for a preferred site for the new Rhode Island Nurses Institute Middle College Charter School.

Deliverables

The team will synthesize the information from this phase and assist the School in preparing the required Letter of Intent and the Stage I application to RIDE.

The DRA team will also attend all required meetings and work with RIDE’s review team to respond to their comments and update the materials if necessary.

Phase III: Schematic Design

Upon approval by RIDE and RINI, DRA will proceed into the Schematic Design phase to advance the project design to allow the development of a dependable construction cost estimate. This phase will identify the major project elements and produce the required documentation for a Stage II submission to RIDE. DRA’s process during this phase is very interactive, generally with bi-weekly meetings with the School to review the design decisions and confirm the project’s progress.

After submission, the DRA team will work with the School Building Advisory Board and respond to their review comments accordingly.

CONCLUSION

We understand the requirements of this project and we will provide a thorough process to assist Rhode Island Nurses Institute Middle College Charter School in defining the most effective paths forward to continue to provide their innovative educational programs with facilities that meet the demands of 21st century learners. DRA is particularly excited about Rhode Island Nurses Institute Middle College Charter School’s Educational Master Planning effort because we enjoy the challenges of these innovative career technical school building programs.

We are a firm of professionals with a passion for the development of first-rate plans and facilities for every student. We derive great satisfaction in helping our clients to harness the tremendous effect that a thoughtful building assessment and educational planning process can have on the staff, users, and students of career technical facilities.



Rhode Island Nurses Institute Middle College - Educational Facility Planning

Proposed Schedule & Work Plan

DRAFT - January 2021

Phases	Month	MAR	APR	MAY	JUN	JUL	AUG																					
Tasks	week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
STEP 1 - Identifying the Need																												
TASK: Confirm Project Understanding & Communication Process																												
Kickoff: Establish goals, confirm schedule, tasks, responsibilities and communication plan																												
Collect available existing information																												
TASK: Educational Space Needs																												
Conduct Interviews																												
Conduct Visioning Sessions																												
Conduct Community Workshop																												
Synthesize/ Produce Educational Program- Narrative, Ed Spec.s, Adj. Diagrams																												
TASK: Assess Facilities Conditions																												
Conduct Site Visits - 150 Washington Street, Providence																												
Conversation with Facilities representative on-site																												
Egress, accessibility and all other code / regulatory issues																												
Safety and security																												
Architectural Systems																												
Building structure																												
Building MEP/FP systems																												
Create/ confirm building base plans and assessment forms for design team																												
Verify existing space summaries																												
Identify and prioritize physical and educational deficiencies																												
Develop 5-Year Capital Improvement Plan																												
STEP 2 - Site Evaluation & Selection																												
Develop Site Criteria																												
Identify Potential Site Alternatives																												
Develop Conceptual Site Design Options																												
Develop Evaluation Criteria - Evaluate Site Options																												
Conduct Community Workshop																												
Identify Preferred Site																												
TASK: Submit Letter of Intent to RIDE																												
TASK: Submit Stage I Necessity of School Construction Appl. to RIDE																												
STEP 3 - Schematic Design																												
TASK: Develop Schematic Design Options																												
Generate space use and architecture alternatives																												
Identify sustainable strategies/energy conservation measures																												
Generate itemized costs for identified construction including phasing and scheduling options																												
Present preliminary options for review and comments																												
Conduct Community Workshop																												
Present final Schematic Design																												
Task: Submit Stage II to RIDE																												
Work with School Building Advisory Board																												
Incorporate SBA comments and update final options and cost estimates																												
CAMPUS COMMUNITY Involvement / Review / Participation																												
Community Involvement																												
Initial Kick-off Meetings + Campus-Community Workshops + Final Presentation																												
Steering/ Building Committee Meetings ( Virtual;  In-Person)																												

ON-CAMPUS 1-DAY VISIT

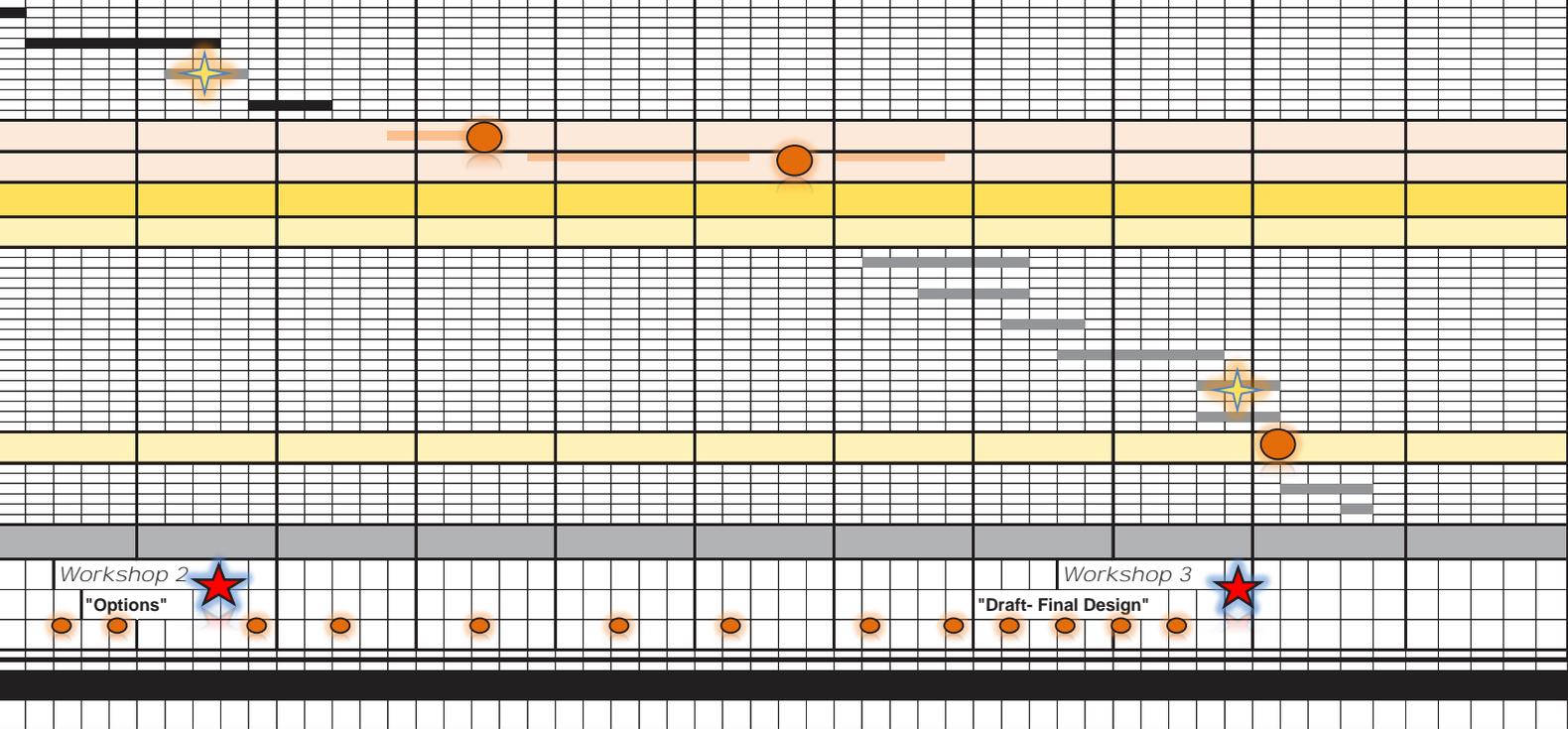
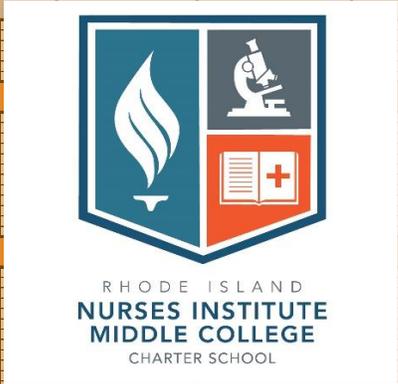


Kick-off Meeting

Workshop 1

"Need"

SEP				OCT				NOV				DEC				JAN				FEB				MAR				Spring				Summer				Fall				Winter														
28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	65	68	71	74	77	80	83	86	89	92	95	98	101	104	107	110	113	116	119	122



who we are

staff

Architects	10
Drafters	9
Interior Designers	3
Admin. Personnel	3
Total	25

portfolio

K-12 public schools & charter schools
career & technical schools
independent schools, colleges & universities
municipal facilities
performing & visual arts
public libraries
athletic and recreation

services

Architecture
Interior design
Existing conditions analysis
Feasibility studies
Long range and master planning
Programming
Historic preservation
Adaptive reuse
Building Information Modeling
Renderings & Visualization
Specifications
Budget control
Code review
Phasing plans
Life-cycle maintenance
Sustainable Design and LEED Certification
Technology integration planning
Equipment and furnishings selection

contact information

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We are a firm of 25+ professionals with diverse backgrounds and unique talents and traits. We are grounded in our desire to provide quality services and driven by our passion. Our firm is unique in that most people who come to work at DRA choose to stay at DRA. In a field that tends to have high turnover rates, we retain the talent and expertise we have. We consider ourselves problem solvers that listen, learn, collaborate, and create.

DRA's open studio environment inspires teamwork and creativity, and fosters collaboration in a shared mission. We maintain a positive and professional work place – one that nurtures learning and growing through teamwork, continuing education, independent exploration and socialization. These days working fully remotely we've become adept at collaborating via Teams, Zoom and other videoconferencing programs. We remain a tight knit community of talented individuals that work hard, support each other, and have fun.

public school clients

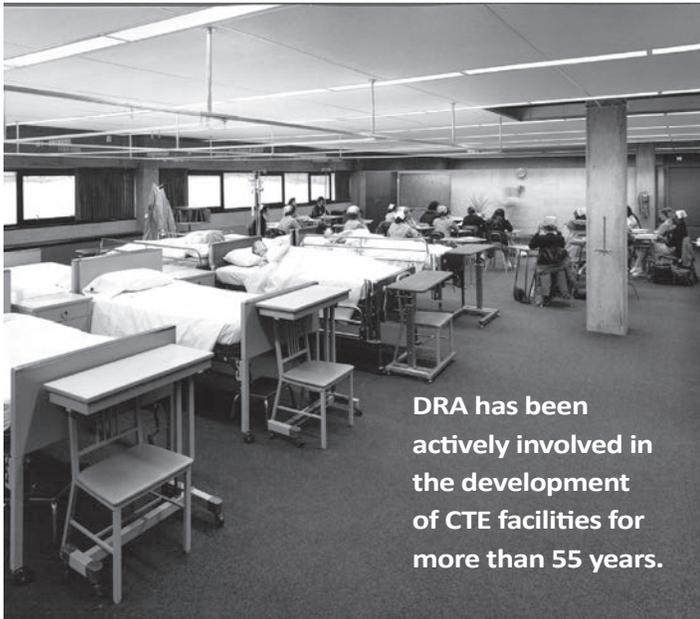
We strive to build strong partnerships with our public-school clients to understand their mission, values, and core beliefs in order to meet the unique challenges and opportunities of their facilities. We understand the nature of working within the context of multiple user needs, district demographics, and tight budgets. Our work responds to the challenges and opportunities of each learning community.

career and technical school clients

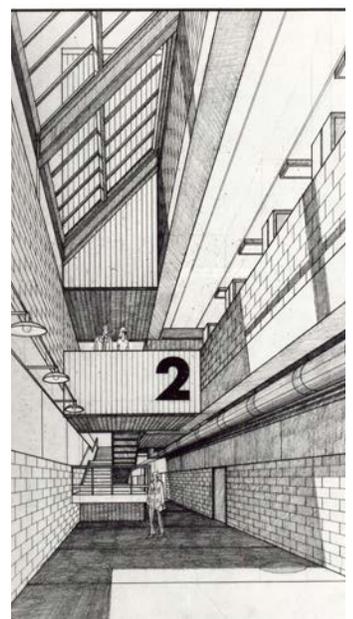
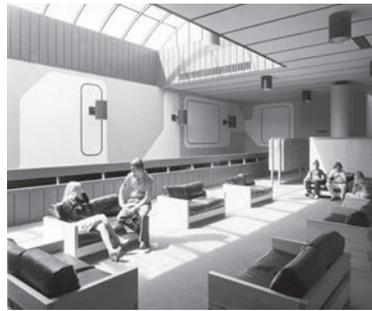
DRA's career and technical educational design experience dates back to the 1960's when our firm established itself as a leader in vocational technical design with Minuteman Regional Vocational Technical High School (awarded based upon a design competition) and Greater Lowell Regional Technical High School (the largest such school in the state at that time). Both projects were featured nationally in Architectural Record magazine in 1976 as leading case studies of this building type.

Our expertise continues today where we find ourselves particularly energized and enthusiastic about the future of career and technical education. We have recently completed facility assessment studies for several regional vocational schools including: Shawsheen Valley Tech. HS, Nashoba Valley Tech., South Shore Voc. Tech., and Montachusett Tech. Our current recent relevant construction projects include the new \$125M Taconic High School, the \$80M renovation of Blue Hills Regional Technical School, the new \$128M Cape Cod Regional Technical High School where construction is nearly complete, and the new Platt Technical High School scheduled for completion in 2022.

from Minuteman Regional Vocational Technical High School 1969 to...



DRA has been actively involved in the development of CTE facilities for more than 55 years.



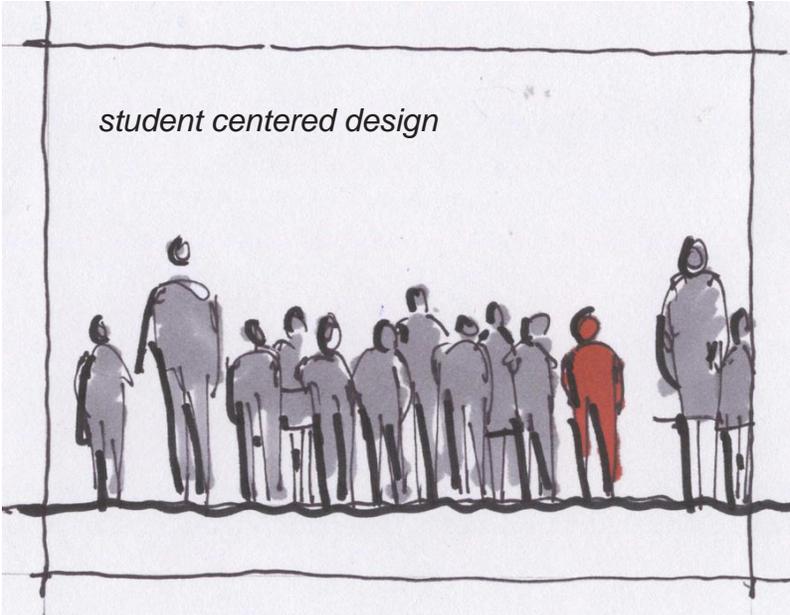
Experience with allied health/health assisting/health technology/nursing programs

- Northeast Metropolitan Technical High School, Wakefield, MA – in design/new
- Cape Cod Regional Technical High School, Harwich, MA – nearing completion/new
- Taconic High School, Pittsfield, MA - new
- Emmett O'Brien Technical High School, Ansonia, CT - add/reno
- Southeastern Regional Vocational Technical HS, Easton, MA – add/reno
- Blue Hills Regional Technical School, Canton, MA – add/reno
- Roger L. Putnam Vocational Technical Academy, Springfield, MA - new
- Greater New Bedford Regional Vocational School, New Bedford, MA – add/reno
- Lynn Vocational Technical Institute, Lynn, MA – adaptive reuse
- Tantasqua Regional Technical High School, Sturbridge, MA - new
- Weymouth Science & Technology High School, Weymouth MA new & add/reno
- Whittier Regional Vocational Technical High School, Haverhill, MA - new
- William Dean Technical High School, Holyoke, MA - new



...Platt Technical High School, Milford, CT 2022

Programming and Educational Specifications are the bedrock of the service DRA offers to our educational clients. We feel the program is the heart of the project, whether for a new elementary school, a multi-disciplinary high school, or new or updated program areas in an existing school. It defines the size, shape, quality and captures the vision of what is hoped for in the new learning environment. The program also functions as the starting point for design and is the standard by which the success of the finished project should be measured. The school should reflect the educational theme and mission while engaging the students, staff, parents and visitors in the excitement of a challenging curriculum and dynamic learning focus.



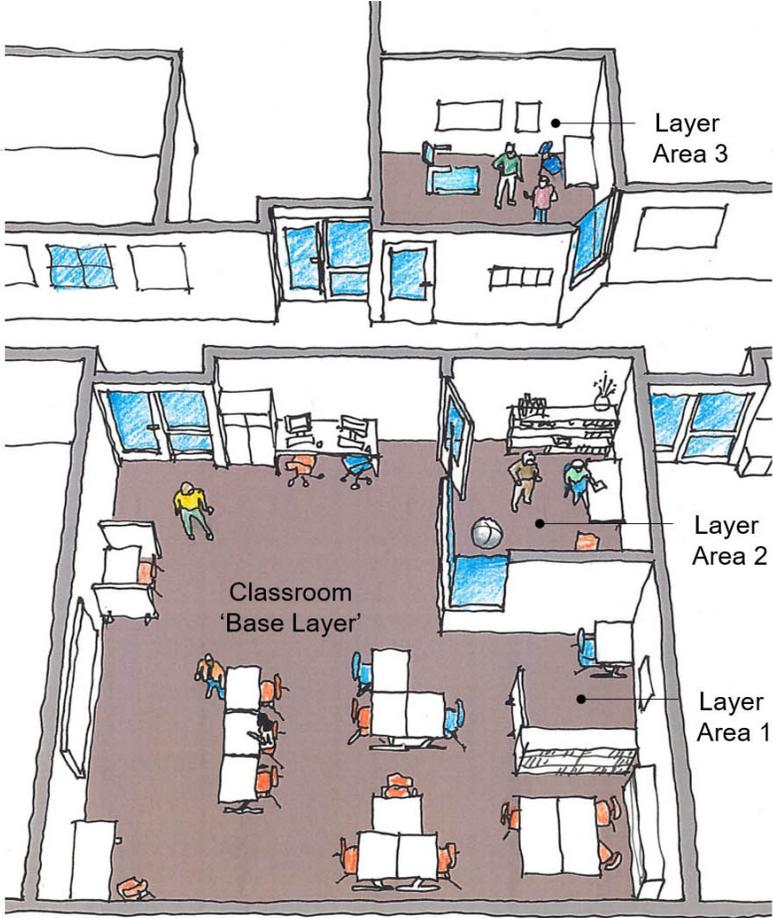
21st Century Schools ARE:

- Engaging to and with the community*
- Personalized to the needs of the user*
- Flexible and agile, able to accommodate change*
- Designed for multiple intelligences*
- Sustainable and high-performance*
- Reflective of a culture*
- Supportive of Communication*
- Technology-rich on site and at a distance*
- Continuously monitored through evaluation*

In all of our work, DRA strives to hold to the six principles developed by the U.S. Department of Education, which have been endorsed by the American Institute of Architects (AIA) and the Association for Learning Environments (A4LE):

- 1 *Develop learning environments that enhance teaching and learning and accommodate the needs of all learners;*
- 2 *Recognize the need for schools to serve as the center of the community, accommodating community use after hours and on weekends;*
- 3 *Utilize an inclusive planning and design process, gathering input from all stakeholders;*
- 4 *Address the need to provide adequate health, safety, and security through appropriate design and class sizes;*
- 5 *Make effective use of all available resources, striving to make the entire facility a learning tool;*
- 6 *Strive to design learning environments that allow for flexibility and adaptability to changing needs.*

educational planning & programming

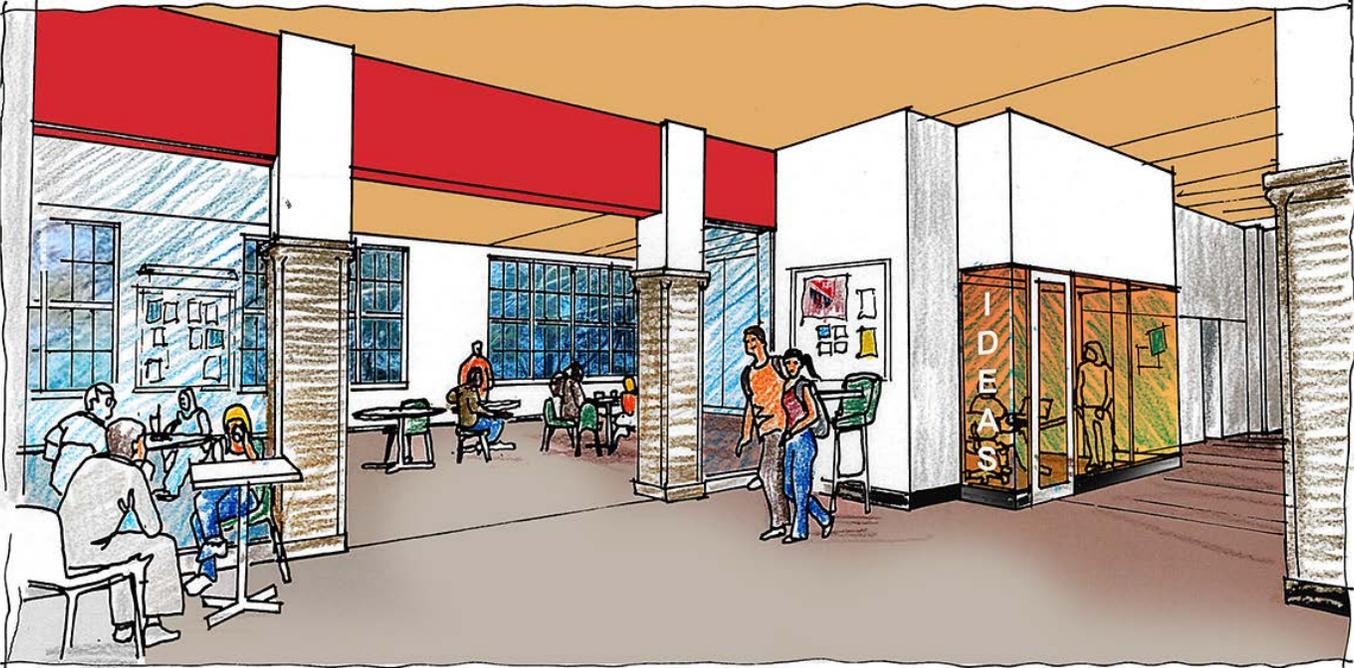


layering of space

Our planning approach is educationally driven, focuses on the district’s vision and identifies opportunities and constraints as you develop an affordable, flexible and sustainable plan for the future of your schools.

As a design team, we take pride in an inclusive process that invites owners to articulate their specific needs. The programming component first clarifies our understanding of current and future school needs. We collect information, conduct interviews and develop an architectural program to guide the design team. We consider this a “problem solving” phase as we translate educational requirements into an architectural vocabulary.

We have two school planning specialists who are internationally Accredited Learning Environment Planners. These comprise one of our Principals and a senior project manager who is an architect and a former director of planning and facilities for a number of New England municipalities.



adaptive re-use

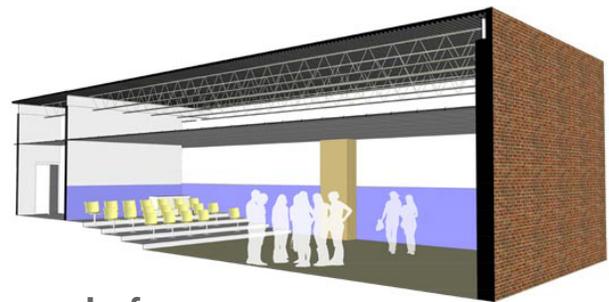
For many of our academic clients, the reuse of existing space is a practical solution. We consider ourselves creative problem solvers looking to find opportunities in existing spaces to transform the environment to meet 21st Century learning needs.

We approach adaptive reuse from the inside out. This means beginning the process with a space needs analysis. A space needs analysis leverages user and stakeholder interviews as well as behavioral observations to establish spatial, experiential, organizational and adjacency requirements. Care is taken during this portion of the process to identify the critical nuances between short term, mid-range, and long-term requirements. The intent is to clearly document space performance requirements that will serve as the driving force for design-related decision-making in both the near and distant future.

DRA believes that adapting existing facilities to future uses is not only possible, but often the most logical decision based on stakeholder values.

Other considerations in adaptive reuse include responsible use of existing facilities and consideration of carbon footprint, building systems and infrastructure condition, image (expression of values and local vernacular in the built environment), and budget restrictions. The DRA team includes specialists in all these areas, each of whom recognize that decision-making considerations are not necessarily mutually exclusive. The DRA team works actively with the campus community to not only develop strategies that seek balance among the competing considerations, but also to identify the criteria against which the strategies are evaluated.

When referencing existing structures and adaptive reuse, DRA believes space performance requirements must serve as the foundation for decision-making. Our team brings considerable expertise and experience to bear in an effort to find balance among adaptive reuse considerations. We take pride in coming to a project with no pre-conceived notions relative to potential solutions and believe that a viable range of strategies is the natural outcome of our experience and our process.



before



after



after

For New England School of Acupuncture, we fit-out a heavy timber-framed mill building to accommodate the sensitive needs of an alternative medicine educational program. Their program included classrooms, labs, library, cafeteria and related support spaces.



before



campus partnering: collaborative stakeholder engagement

Because we value input from a diverse population in identifying the key issues, goals, and desires for the future direction of a school campus, we rely on our time-tested practices to reach out to all stakeholders. We offer workshops to gather input, to educate groups and to achieve consensus. We have found that it is critical that the full community of users considers, understands, and ultimately supports the decision-making process and the direction of a planning or design effort.

Effectively engaging the spectrum of individuals and groups with an interest in a strategic capital project on a school campus requires the team to meet people where they are, with an approach that is comfortable and functional. Communication and engagement have evolved rapidly over the last decade; the COVID 19 pandemic has accelerated changes in every aspect of a project.

We had increased our use of on-line and social media tools as means of getting a broader range of input. In the past two years we have employed on-line surveys which are tailored to the recipient groups. This has increased the level of input tremendously, taking us from the typical 50 – 75 people at an in-person visioning session to hundreds of responses.

For RINI's project we will build upon our success with opinion gathering by establishing (or helping to expand an existing) project web site or social media page, utilizing on-line surveys to gain insight into the campus community's perception of the needs and goals, initial programming with faculty, staff and school leadership, and opinions from members of the Board of Directors, parents of past and present, and the students themselves.

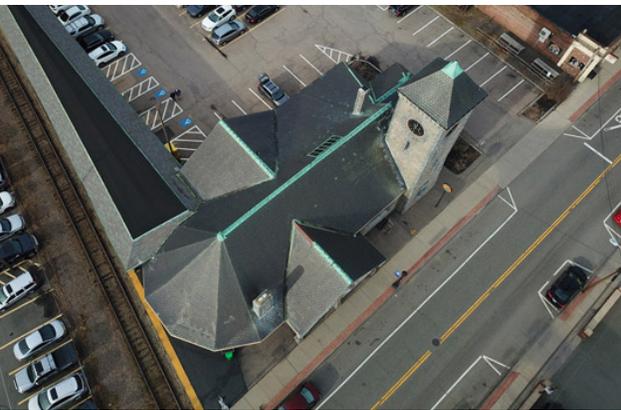


We have found that this open, collaborative process accomplishes three primary goals:

increase awareness.

provide a sense of ownership.

aid in developing a realistic understanding of the project goals and budget



facility assessment

DRA has provided planning services and facility assessment studies for clients like RINI across New England to resolve building needs. These studies have included existing condition analysis for a variety of program areas in buildings of varying ages, sizes, and construction materials as well as numerous site conditions. The resulting projects range from repairs, upgrades, and renovations, to major expansion to multi-million-dollar new construction. Our assessment work includes adaptive reuse studies, capital improvement planning, and historic preservation.

Drones, or unmanned aerial vehicles (UAVs) are transforming the world. They have proven useful in many building and construction processes and significantly improve efficiency. The technology allows inspections of areas difficult to access (roofs and facades) or dangerous to monitor, saving time and keeping workers safe.

master planning

A master plan is an evolving, long-term planning strategy that establishes a vision for the campus and is intended to guide growth and development.

DRA's master plan approach is educationally driven, focuses on your unique vision and identifies opportunities and constraints as you develop an affordable, flexible and sustainable plan for the future of your school.



2020 adaptability & looking ahead

Accommodating the new ways of working has been a challenge for all firms. We've enjoyed success working with clients for all of our current projects. As our lives continue to be impacted by current events, we as a firm are working to interact with our teams in new and exciting ways. We have invested in online polling and survey technologies that allow our team to gather project information data, and to collect survey responses in real time. We look forward to helping RINI make decisions that focus on flexibility and wellness as part of our design strategy.

building information modeling

We adopted BIM more than a decade ago and have employed it on a steadily increasing range of projects since that time. DRA and our consultants own the appropriate Revit Architecture software licenses and offer the coordination and design benefits of using building information modeling tools including Virtual Reality (VR). We are currently using BIM on all projects in conjunction with our consultants. Our teams also make extensive use of 3-D modeling, utilizing the BIM models and other software to aid in planning and design efforts in throughout the course of the project life-cycle. Our photorealistic renderings are particularly valuable for **fundraising purposes** and to garner project support.

virtual reality

DRA is excited about the impact that virtual reality has on the design process and the experience we can offer our clients. Our Virtual Reality Studio allows staff and clients to explore designs, see their projects come to life, and become immersed in the process. A user can take a virtual walk through a space that's still in the design stage to get a sense of scale and feel of the space before construction even begins.

Through the combination of BIM + VR technology, our team can explore all aspects of a design more fully before committing to the documentation of it. We can explore sun angles and natural lighting as well as finishes.





Taconic High School, a comprehensive high school constructed in 1969, had no major building-wide renovations other than a roof replacement. In close collaboration with the school community and school funding authority we determined building new was the best option. The design features a gymnasium and auditorium that are smaller than the existing with the new science labs being larger. The clustering feature creates “academies.” The classrooms tucked off the main hallway and surrounding a teacher’s area can be organized by grade or subject.

“I will forever count the Taconic High School project as the most powerful learning experience I have ever had. I will also count it is the best example of teamwork I have ever had the chance to be a small part of.”

Jason McCandless
former Superintendent
Pittsfield Public Schools





The Taconic High School **Health Technology** program provides a pathway into the health-care industry. Starting with “Career Exploratory” in 9th grade, students practice “hands-on” skills, as well as learn the foundations in health care: safety, infection control and communication. Health Tech I, the 10th grade program, adds a clinical experience in local long-term care and community-based senior health facilities. 11th grade Health Tech 2 students study the MA Certified Nurse Aide Curriculum and upon completion, are eligible to take the state certification exam. Health Tech 3, offers 12th-graders the option to participate in cooperative education and work in a health care setting, or learn advanced skills in the classroom, while attending academic classes every other week.



Roger L. Putnam Vocational Technical Academy, Springfield, MA

The existing facility, constructed in 1939 and added to at several stages in its history, no longer served the educational needs of today's career and technical students. Furthermore, after our existing conditions assessment, it became apparent that an entirely new facility would be the most cost effective and best accommodate the desired educational goals. To create smaller learning communities, the school's 1,400 students are organized into four academies: a freshman academy and 3 career academies. Unlike traditional vocational schools, each career academy in Putnam features its own academic classrooms along with their dedicated shops. Additionally, there are separate administration, resource and teacher work areas to foster collaboration among instructors and students.





The **Health Assisting** program at Putnam consists of a rigorous academic focus in order to prepare students for higher education in the medical field. In the program, students learn in a simulated hospital setting, working with qualified instructors of various educational and medical backgrounds. Students learn techniques to improve patient comfort in hospitals, homes, nursing homes, skilled care and day care facilities. The overall program focus consists of certifications in C.P.R., OSHA, C N A (certified nursing assisting), Home Health Aide, and Alzheimer's.





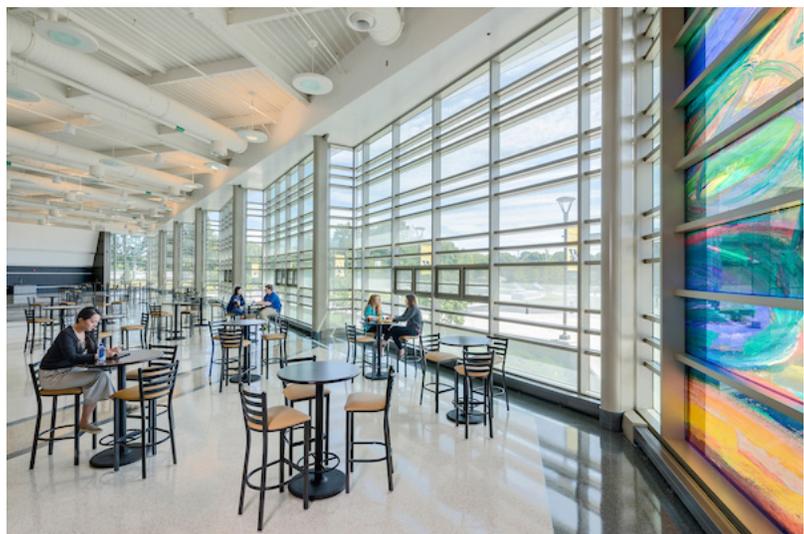
Emmett O'Brien Technical School provides students with academic and career tech mastery necessary to respond to current and emerging workforce needs of the 21st Century. This “renovate as new” project includes an addition grouped in career clusters and features a cafeteria with commercial grade kitchen, culinary arts program with a restaurant, hairdressing and cosmetology with a beauty salon, and a carpentry shop, a few of the school’s 11 trade programs.

Students in the **Health Technology** program are given instruction and demonstrate skills/knowledge in:

Health care safety, nutrition, characteristics of health care teams, National Health Care Standards, categories of health care facilities, legal/ethical/moral concerns in health care, effective communication including medical terminology.

The Health Technology program provides a broad-based exposure to a variety of health careers. Students’ progress in foundational health care skills and in grade 11 students are eligible to become certified nursing assistants.

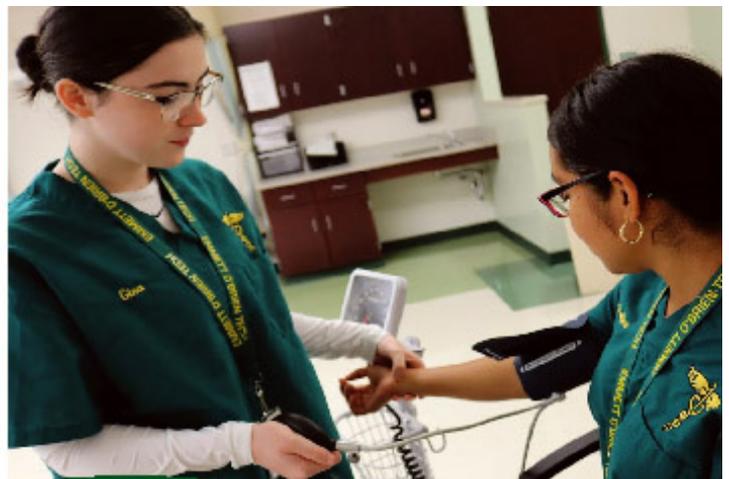
Students successfully completing this course of study can pursue a two- or four-year degree at colleges and universities or other private post-graduate institutions in the health care field. These programs provide for training as a Licensed Practical Nurse (LPN), Registered Nurse (RN) or other health related field, i.e., radiology or physical therapy, occupational therapy, social work, psychology, dental assistant/hygienist to list a few.





CERTIFICATIONS

- OSHA 1910 (Health care Industry) certification
- CPR and 1st Aid Heart saver and Healthcare Provider
- Basic Life Support
- Stop the Bleed
- Certified Nursing Assistant
- Basic Care for Alzheimer client
- Advanced ADL for the Alzheimer Client



Our work with Southeastern Regional Vocational Technical High School (SERVTHS) began with an on-call architectural services contract involving a variety of projects ranging from assessments, repairs, replacements and other improvements to extend the useful life of the facility, and to accommodate the evolving needs of technical education.

SERVTHS was then invited into the School Building Authority's Vocational/Tech Initiative and DRA was selected to complete a comprehensive feasibility study and schematic design. The design included building a new gymnasium. The Library then moved into the existing/old gymnasium which freed up space for much needed additional cafeteria seating. The auxiliary gymnasium now houses the music and drama department. The early education moved to an outbuilding that had housed the electrical shop which moved into the area left from consolidating the machine shop and metal fabrication. The health and medical assisting suite moved into the area vacated by early education. This allowed for the creation of four new science labs.



"I would like to thank you for the pleasure of working with DRA on our building project. As you know, this project had some very unique challenges. Yet, despite those challenges you always worked with Southeastern in order to meet the financial limitations without sacrificing quality or the needs of the school."

Luis G. Lopes, Ed.S., Superintendent
Southeastern Regional Technical School District





Southeastern offers a diverse range of educational, vocational and technical programs and has several in healthcare – **Medical Assisting, Dental Assisting, and Nurse Assisting.**

Medical Assisting

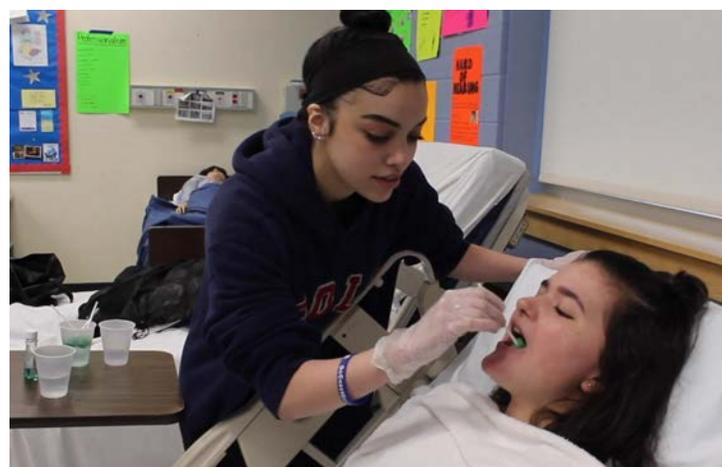
- Act as a driving force on a professional medical team that delivers high quality patient care
- Work with doctors by taking vital signs, drawing blood, giving injections, and assisting in medical office procedures
- Participate in clinical rotations in a wide-range of medical office environments

Nurse Assisting

- Help others by improving the quality of patients' lives
- Explore a wide range of healthcare careers
- Participate in clinical rotations in hospital and acute care facilities to enhance the quality of patients' lives

Dental Assisting

- Deliver high quality patient care through advanced clinical experiences in dental offices
- Use your dynamic personality to educate adults and children on the importance of oral health
- Perform a wide range of operations in a modern dental environment



In 2012, DRA was hired for on-call architectural services relating interior and exterior maintenance improvements at Blue Hills Regional Technical School (BHRTS). Since that time, we have provided planning and design services for a variety of projects – window replacements, handicap accessibility, roof replacements, brick restorations, HVAC modifications, domestic hot water systems, electrical / mechanical systems and kitchen design.

Our first step was to complete a comprehensive feasibility study to analyze the existing building infrastructure. We accomplished this task with sev-

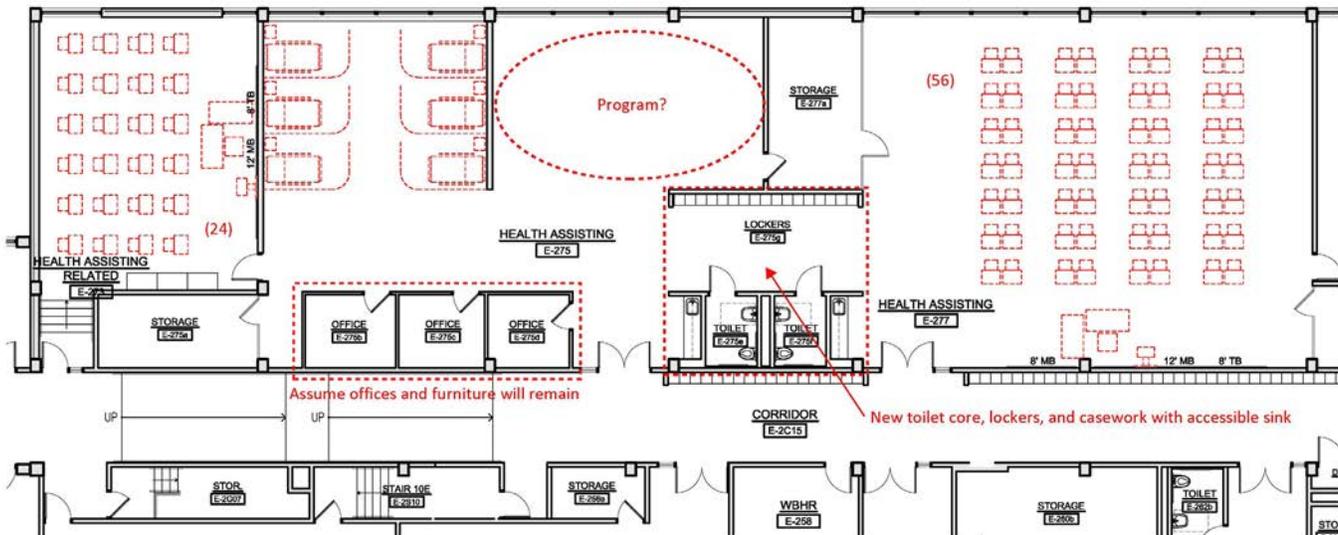
eral site reviews combined with a close examination of existing building documentation. DRA generated a report that targeted potential future projects. These projects were then prioritized based on criteria developed by the school.

In June 2016, the State School Building Authority awarded DRA the BHRTS core program renovation. The project includes numerous significant upgrades to infrastructure such as improved Americans with Disabilities Act (ADA) compliance, life safety systems, new HVAC and plumbing, new electrical systems, new windows and entries, an improved roof, and new locker rooms and lockers





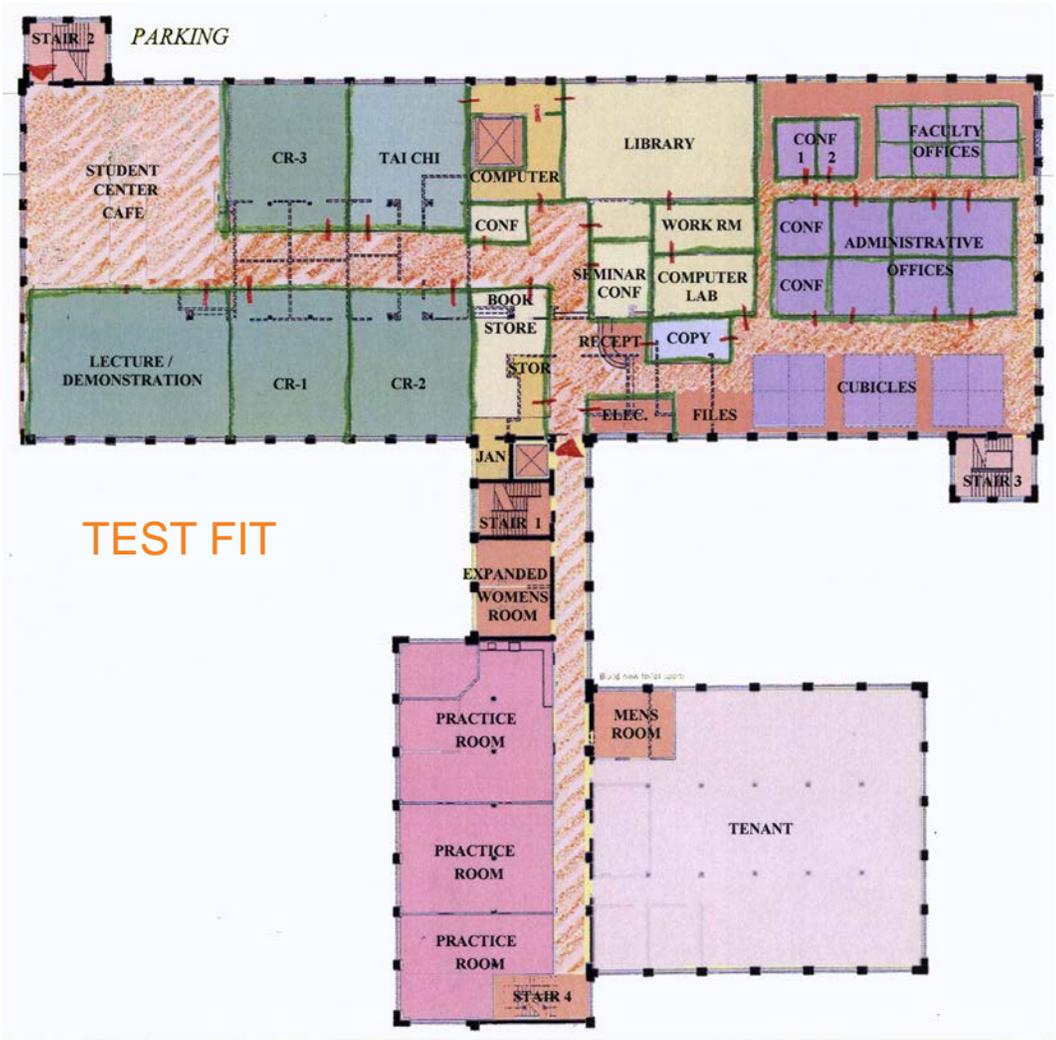
In the **Health Assisting** program students develop specific skills in areas of nursing and medical assisting. Students work toward meeting both classroom and clinical requirements to be eligible for state and/or national certification testing. The Certified Nurse Assistant component focuses on the care of the resident or patient in an in-patient setting. Students sit for the MA Nurse Aide Certification exam. The Medical Assistant component of the program focuses on clinical procedures needed to work in an outpatient setting such as a doctor's office.



New England School of Acupuncture, Newton, MA

With their lease coming to an end, New England School of Acupuncture saw the opportunity to improve their teaching and learning environment. DRA was hired to survey the existing facility and develop a program to ideally house the functions of the school, clinic and pharmacy/bookstore. Our design team listened to faculty, staff and students to fully understand how the spaces are used and what improvements could be made.

With a program in place, DRA examined several potential sites for program fit, projected quality of space, potential for growth and configuration efficiency. Specific considerations included, purchase vs. rental, location (parking and proximity to public transportation) and flexibility for change.





Ultimately, the third floor of an old mill building was selected.

The design of the chosen site reflects NESAs philosophy (founded in Traditional Chinese Medicine), efficiently combines classroom learning with clinical practice and fully integrates technology. Particular attention was paid to circulation, lighting, air quality and feng shui principles. The new space is lit with full spectrum lighting and natural sunlight. Reception, and administrative offices are housed at the northern end of the building while the bookstore and library are centrally located. Lecture rooms and the student center occupy the southern portion with clinical practice rooms facing east.

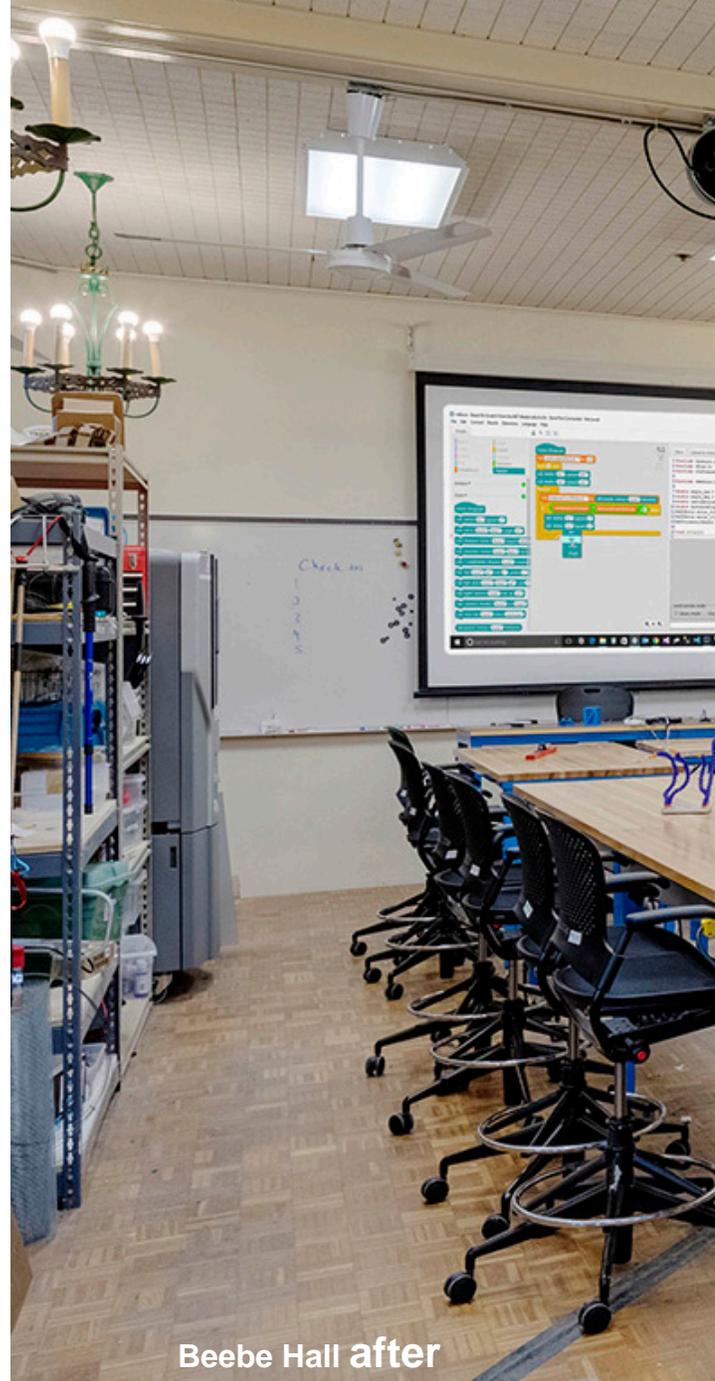
DRA maintained its “green practice” by recycling and relocating some of the HVAC, windows, doors, light fixtures, millwork and cabinetry. Because of the limited budget, NESAs received donated systems furniture.



Wellesley College
Temporary Science Facilities and Makerspace
Wellesley, MA

Wellesley College is currently undergoing renovations to its Science Center that are scheduled to last until 2021. During construction, the College needed to relocate educational and office space so that science teaching and research could continue uninterrupted.

DRA provided design and performance specifications for a 32,000 SF temporary modular building that serves as swing space for teaching and research labs, classrooms, and faculty offices. We developed an efficient layout for the modular construction on an existing parking lot that minimized disruption and preserved the surrounding vegetation of Wellesley's bucolic campus.



Beebe Hall after

We also designed infrastructure upgrades and finishes for a temporary makerspace for the College's engineering program on the first floor of Beebe Hall. The multi-purpose space had previously been converted from a former kitchen and dining area into a wood shop.

Using exciting new tech tools, the makerspace aims to promote creation and exploration within the Wellesley College community.



Beebe Hall before



Mount Alvernia High School, Newton, MA

Mount Alvernia High School is a private, all girls Catholic school for grades 7-12. Approximately 200 students attend the school. In addition to the high school, the campus includes a chapel and a convent for retired nuns. Our interiors department was contacted by the school to lead several projects on campus. The focus of the work was to update and modify existing spaces for functionality, aesthetics, and flexibility.

The main lobby is shared by the convent and is a major circulation space between the school and the cafeteria. The goal was to create a uniform space that defined areas for both school use (students/visitors) and convent use (sisters and their visitors). The selection of furniture with different colors defined the spaces needed to achieve these results.



On the school side, ottomans and stools make for a more informal gathering space. An inspirational quote on the wall reflects the school's philosophy. Technology was introduced to the space with a large flat screen monitor for school announcements and to welcome visitors. The carpeting and ambient lighting create a warm, inviting environment.

Three administrative offices were renovated for the Head Master, Assistant Head Master and Admissions Office. The updated spaces feature new furniture, window treatments, finishes, and artwork.



Renovation of the chemistry lab incorporated flexible tables to serve both lab and lecture needs. DRA selected new casework, ergonomic seating, lighting, eye wash, lab equipment, flooring, ceiling, and window treatments.



Atlantis Charter School

Fall River, MA

Atlantis Charter School (ACS) initially hired DRA to provide educational visioning and programming services. The scope of work focused on the school's desire to combine their currently separate Readiness Kindergarten through 4th grade school with their 5th through 8th grade school on a single campus with the potential for adding a high school component in the future. The ideals described in their mission statement include - Respect, Responsibility, Dedication, Integrity, and Learning.

The ACS educational experience provides their students with several unique educational opportunities that include the Centers of Ocean Sciences Education Excellence (COSEE) project that focuses on Marine Science, Portuguese language study, for all students, swimming for all students, and parent and community involvement through a Family Learning Center program.

The DRA planning and programming process took the school community through a series of workshops to collect information to better understand these programs and services, as well as to provide preliminary site analysis for the recently purchased property at 991 Jefferson Stret, a proposed program of spaces, and a range of conceptual options that meet the specific needs and educational values of ACS.

Three years later, DRA was asked to assist the ACS in the assessment of an existing warehouse facility, and to evaluate that facility's ability to meet the established educational program. DRA developed a

test-fit plan evaluation of the subject property, a site study of the subject property, an updated educational program statement, and a budgetary construction cost evaluation.



Community Charter School of Cambridge Cambridge, MA

This grade 7-12 college preparatory charter school underwent a complete renovation of the third floor, converting an existing, adjoining office space into educational space. The renovation included four full size classrooms, conference room, toilet rooms, and an administration area.

The existing facility, located at 245 Bent Street, was expanded into the neighboring 3rd floor space at 255 Bent Street. Community Charter School of Cambridge now occupies the entire third floor of the building.

DRA worked with the property owner and the school to, first study the feasibility of converting the 3rd floor space into four classrooms, some offices, break room, toilets and conference space. Once the feasibility, budget and planning was finalized, construction documents were quickly developed, and the project was publicly-bid. Construction was a fast 10-week period over the summer, as the school needed to occupy the space in the fall.

The third floor space was completely gutted (other than the elevator and two stairs) and the building's mechanical systems were modified to serve the educational use of the building.



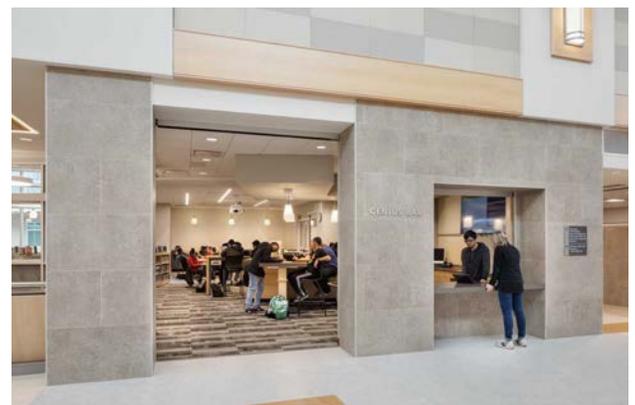
We take great pride in the relationships we develop with our clients. Our shared interest in the creation of first-rate places for learning often leads us to collaboration far beyond the project itself.

Ranging from simple ongoing conversations about trends in educational facilities design and administration to presenting as a team at conferences or guest-lecturing at schools or universities, the mutual respect is developed through clear, honest communication throughout the project and beyond.

You are encouraged to contact each of the individuals listed and to ask them whatever you may like to know regarding the work we have completed with them.

“My kind words about the DRA team were not even enough to convey my feelings and appreciation for each and every one of your team members that I have had the pleasure to work with on this and other projects in the City. You are certainly quite lucky, as you have an extremely talented group of individuals working with you and I feel so lucky to have the opportunity to work with all of you. Thank you for giving such a phenomenal gift to the City of Springfield with the design of the new Putnam School.”

Rita L. Coppola-Wallace
Former Director of Capital Asset Construction
City of Springfield



Taconic High School, Pittsfield, MA

Jason P. McCandless, Ed.D.
Former Superintendent
Pittsfield Public Schools
Current Superintendent
Mount Greylock Regional School District
413-458-9582 ext. 4009
jmccandless@mgrhs.org
jasonpnccandless@gmail.com

Roger L. Putnam Vocational Technical Academy, Springfield, MA

Rita L. Coppola-Wallace
Former Director of Capital Asset Construction
City of Springfield
Current Executive Director of Design & Construction
Williams College
413-597-3496
rc2@williams.edu

Southeastern Regional Vocational-Technical HS, South Easton, MA

Luis Lopes
Superintendent
Southeastern Regional School District
508-230-1215
llopes@sersd.org

Stoughton High School, Stoughton, MA

Thomas J. (TJ) Recuperero, Chair
Stoughton High School Building Committee
617-721-8277 mobile
781-344-5552 office
tjr@recuperero-law.com
tjrecuperero@gmail.com



Carl R. Franceschi, AIA, LEED AP^{BD+C} Principal-in-Charge

Carl has dedicated most of his 40 years as a professional architect to the design of educational environments. He is a recognized leader in the field, who has contributed to the planning, design and management of several award winning schools. Carl has presented seminars at several education conferences, contributed articles to school planning publications and co-authored the R.S. Means reference book: Building and Renovating Schools. Carl's integrity, passion and ability to see the big picture while maintaining an attention to detail make him a natural leader. He oversees the firm and project teams with openness and a collaborative spirit that encourages each person to contribute their unique skills and expertise to the best of their ability. His work is grounded in the belief that architecture is creative problem solving in service to others.

Education

Cornell University, B. Arch.
Cornell National Scholar

Professional Registrations

Registered Architect
RI, MA, CT
LEED Accredited Professional

Professional Affiliations

American Institute of Architects
Boston Society of Architects
Boston Architectural College, Faculty
National Middle School Association
Council of Educational Facilities
Planners International (CEFPI)

REPRESENTATIVE PROJECT EXPERIENCE

Smithfield Elementary Schools, Smithfield, RI- add/reno – current DRA/DBVW
Northeast Metro Tech, Wakefield, MA- new
Blue Hills Regional Voc. Tech HS, Canton, MA - phased renovations
Southeastern Regional Voc. Technical High School, Easton, MA- add/reno, occupied construction
Cape Cod Regional Voc Tech High School, Harwich, MA – new, occupied construction
Wahconah Regional High School, Dalton, MA - new, occupied construction
Stoughton High School, Stoughton, MA – new, occupied construction
Taconic High School, Pittsfield, MA- new (comprehensive)- new, occupied construction
Roger L. Putnam Vocational Technical Academy, Springfield, MA- new, occupied construction
Tantasqua Regional Technical High School, Sturbridge, MA- new, occupied construction
Greater New Bedford Reg.Voc. High School, New Bedford, MA- add/reno, occupied construction
Greater Lawrence Regional Technical School, Andover, MA- add/reno, occupied construction
Milton High School, Milton, MA- add/reno, occupied construction
Newton South High School, Newton, MA - add/reno, occupied construction
Lynn Vocational Technical Institute, Lynn, MA - add/reno, occupied construction
Blue Hills Reg. Voc.Technical High School, Canton, MA – on call services
Georgetown Middle /High School, Georgetown, MA- upgrades
Medford High School, Medford, MA – on call services
Westford Academy, Westford, MA – add/reno
Community Charter School of Cambridge, Cambridge, MA
Milton Academy, Milton, MA – science building renovations for Art & Media Center
Milton Academy, Milton, MA –studio space renovation for classroom/multipurpose
Lyndon Institute, Lyndon Center, VT- Campus Master Plan
Lyndon Institute, Lyndon Center, VT- Campbell House Dormitory
Lyndon Institute, Lyndon Center, VT- Brookside Dormitory
Woodstock Academy, Woodstock, CT – Campus Master Plan
Woodstock Academy, Woodstock, CT – Science Expansion Study



Greg Smolley, AIA, LEED AP, ALEP Project Manager

Greg joined DRA in 2016 with over 20 years of school planning and design experience in both the public and private sectors. He has led numerous school projects ranging from small-scale repairs and renovations and school facility studies to large, complex, multi-phased multi-million dollar addition renovations and new construction. His work is recognized as cost-effective, creative, and well-executed, while successfully meeting the needs and requirements of each client. In addition to school projects, Greg also has experience within planning and legislative areas of the profession that have contributed to his disciplined and forward-thinking approach.

Education

New York Institute of Technology,
BS, Architectural Technology

Professional Registrations

Registered Architect in New York
LEED Accredited Professional
ALEP- Accredited Learning Environ-
ment Planner

Professional Affiliations

American Institute of Architects;
Committee on Architecture in
Education

Association for Learning
Environments; New England
Chapter Treasurer

American Planning Association

US Green Building Council;
LEED AP

REPRESENTATIVE PROJECT EXPERIENCE

Smithfield Elementary Schools, Smithfield, RI- add/reno – current DRA/DBVW

Granby High School, Granby, CT (DRA)- add/reno

Fitch High School, Groton, CT (JCJ) - add/reno, occupied construction

Trumbull High School, Trumbull, CT (JCJ)- add/reno, occupied construction

Waterford High School, Waterford, CT (JCJ) - add/reno, occupied construction

Crosby High School, Waterbury, CT (JCJ) - add/reno, occupied construction

Norton High School, Norton, MA (JCJ)- add/reno, occupied construction

Southwick High School, Southwick, MA (JCJ) - add/reno, occupied construction

Marine Magnet High School, Groton, CT (JCJ)- New

Regional Center for the Arts, Trumbull, CT (JCJ)- New

Terryville High School, Plymouth, CT (JCJ)- New

West Vine Elementary School, Stonington, CT (DRA)- “renovate as new”

Deans Mill Elementary School, Stonington, CT (DRA)- “renovate as new”

Aitken Elementary School, Seekonk, MA (DRA) add/reno

Ranger School, Tiverton, RI (JCJ) – new PK-3

Pocasset School, Tiverton, RI (JCJ) – add/reno PK-3

Fort Barton School, Tiverton, RI (JCJ) – add/reno PK-3

MASTER PLANNING & FACILITY ASSESSMENTS (DRA)

Northwest Catholic High School, West Hartford, CT- Campus Master Plan

Forman School, Litchfield, CT- Campus Master Plan

Norwich Free Academy, Norwich, CT- Campus Master Plan

Ellington Schools Study, Ellington, CT (5 schools)

Strategic Planning for Schools, Berlin, CT (3 schools)

Millbury Schools Master Plan, Millbury, MA

STEM Center/Makerspace Feasibility Study, Clinton, MA

Municipal Buildings Assessment, Madison, CT



Sarah Carda, AIA, LEED AP^{BD+C} Project Designer

Sarah came to DRA with a background in planning, design and drafting for public schools in Massachusetts and New Hampshire. She has served as Job Captain/Project Architect for several of DRA's career & technical school projects. Sarah works extensively with the client, community agencies, user groups and consultants to ensure that her projects meet the highest possible standards. She understands that architecture goes beyond technical skill and drawings and is about listening, problem solving, and the collaborative process. Those that work with her value her ability to manage deadlines and shifting priorities with professionalism, patience, and a sense of humor.

Education

Savannah College of Art and Design
B. Arch Magna Cum Laude

Professional Registrations

Registered Architect- MA
LEED Accredited Professional

Professional Affiliations

American Institute of Architects
Boston Society of Architects
Tau Sigma Delta Honor Society in
Architecture and Allied Arts

REPRESENTATIVE PROJECT EXPERIENCE

Emmett O'Brien Technical High School, Ansonia, CT- add/reno
Cape Cod Regional Voc Tech HS, Harwich, MA- new
Kennedy Day School, Franciscan Hospital for Children, Boston, MA- add/reno
Platt Technical High School, Milford, CT- new
Taconic High School, Pittsfield, MA- new
Northeast Metro Tech, Wakefield, MA- new
Putnam Vocational Technical Academy, Springfield, MA- new
Silver Lake Regional High School, Kingston, MA- mostly new
Silver Lake Regional Middle School, Kingston, MA- new
Miss Porter's School, Farmington, CT- Admissions Office, adaptive re-use
Stony Brook Middle School, Westford, MA- new
Elias Brookings Elementary School, Springfield, MA- new
Mary Dryden Memorial Elementary School, Springfield, MA- add/reno
Crisafulli Elementary School, Westford, MA- new
Miller Elementary School, Westford, MA- new
Marshfield Athletic Complex, Marshfield, MA- schematic design
YMCA Central Campus, Worcester, MA- add/reno



Ann Marie Procopio, IIDA Director of Interior Design

Ann Marie has been responsible for interior planning, programming, and design for all types of projects including private and public schools, healthcare, courthouse and corporate facilities. She believes that interior environments should be aesthetically pleasing, intellectually stimulating and emotionally satisfying while meeting the technical demands of acoustics, lighting, ventilation and technology. Ann Marie has strong communication skills and is valued for her ability to present interior selections to client groups. Her philosophy is to listen first, then find an innovative, yet practical solution that addresses each of the client’s concerns using space, light and color to enhance the environment.

Education

Boston Architectural College
Onondaga Community College

Professional Registrations

NCIDQ

Professional Affiliations

Guest Critic, Interior Design
Thesis
Cazenovia College Interior
Design Internship Mentor
Program
Guest Critic, Various Interior
Design Studios

REPRESENTATIVE PROJECT EXPERIENCE

Platt Technical High School, Milford, CT – new
Emmett O’Brien Technical High School, Ansonia, CT – add/reno
Northeast Metro Tech, Wakefield, MA- new
Blue Hills Regional Voc. Tech HS, Canton, MA - phased renovations
Southeastern Regional Voc. Technical High School, Easton, MA- add/reno, occupied construction
Cape Cod Regional Voc Tech High School, Harwich, MA – new, occupied construction
Wahconah Regional High School, Dalton, MA - new, occupied construction
Stoughton High School, Stoughton, MA – new, occupied construction
Taconic High School, Pittsfield, MA- new (comprehensive)- new, occupied construction
Roger L. Putnam Vocational Technical Academy, Springfield, MA- new, occupied construction
Tantasqua Regional Technical High School, Sturbridge, MA- new, occupied construction
Greater New Bedford Reg.Voc. High School, New Bedford, MA- add/reno, occupied construction
Greater Lawrence Regional Technical School, Andover, MA- add/reno, occupied construction
Milton High School, Milton, MA- add/reno, occupied construction
Putnam High School, Putnam, CT- add/reno
Weymouth Science and Technology High School, Weymouth, MA- new
Middleborough High School, Middleborough, MA- new
Needham High School, Needham, MA (2016)– add/reno
Miss Porter’s School, Farmington, CT- Admissions Office, adaptive re-use
Milton Academy, Milton, MA – Art & Media Center renovations
Milton Academy, Milton, MA – Robert Saltonstall Gymnasium renovations
Milton Academy, Milton, MA – existing building re-use studies
Mount Alvernia High School, Newton, MA - science labs
Mount Alvernia High School, Newton, MA - dining & lobby renovations
The Learning Center for the Deaf, Framingham, MA- Dormitory Improvements
The Learning Center for the Deaf, Framingham, MA- Administrative/Guidance renovations
Solomon Schechter Day School, Newton, MA- upper school renovations
Solomon Schechter Day School, Newton, MA- lower school interiors master plan



Ron Paolillo, M. Arch Interior Design

Ron has more than 25 years of experience in the A/E/C industry. He has worked as an interior and architectural designer for design firms, corporations, and private universities. His experience encompasses a variety of project types including education, laboratory & research, healthcare, and commercial interiors. Most recently, Ron held the position of Director of Marketing and Business Development at a commercial furniture dealership specializing in educational environments.

Education

Master of Architecture
Boston Architectural College,
Boston, MA

Bachelor of Science, Interior
Design
University of C Storrs, CT

Responsibilities

Responsible for all Interior
Design elements.

- Room configuration, materials, finishes, colors.
- Furniture selection, scheduling, installation coordination.

REPRESENTATIVE PROJECT EXPERIENCE

EDUCATIONAL FACILITIES - PUBLIC*

Regional Center for the Arts Magnet High School, Trumbull, CT
Friendship School, Waterford, CT
Plainfield High School, Plainfield, CT
Woodland Regional High School, Beacon Falls, CT

EDUCATIONAL FACILITIES - PRIVATE*

Yale University, Research Lab Renovations, Yale, CT
Watkinson School, Science & Global Citizenship Building, Hartford, CT
3,950 SF

HEALTHCARE FACILITIES *

Norwichtown Rehabilitation & Healthcare, Norwich, CT
New London Rehabilitation & Healthcare assisted-living facilities; Waterford, CT
Kaiser Permanente Medical Clinics, CT and MA
Hartford Hospital Emergency Department, Hartford, CT
St. Francis Hospital, New Patient Tower & Emergency Dept, Hartford, CT

OTHER FACILITIES *

Travelers Insurance Company, multiple renovations and fit-outs
Hastings Hotel & Conference Center multifunction ballroom, Hartford, CT
AIG Financial Products Trading Floor, Wilton, CT

PUBLIC LIBRARY

E.C. Scranton Memorial Library, Madison, CT (DRA project)
Grafton Public Library, Grafton, MA (DRA project)

** Projects completed prior to joining DRA*



cost management + project controls + owner representation + professional training

Firm Profile

Overview

Incorporated in 1998, Ellana Construction Consultants is a certified Woman-owned Business Enterprise (WBE) and Disadvantaged Business Enterprise (DBE) construction consulting firm providing four core services consisting of cost management, project controls, owner representation and professional training services to a wide range of A/E/C industry clients. We are also certified WBE through the Woman's Business Enterprise National Council (WBENC) and SBA's Women Owned Small Business (WOSB).

We serve clients locally and regionally via our offices in New York, New Jersey, Pennsylvania, Massachusetts, Washington D.C. and California. Through the combined experience of our firm and staff, our portfolio includes projects from not only the northeastern United States, but California, the Caribbean, and the United Kingdom to Africa, the Middle East and Far East. Our staff includes architects, engineers and construction experts poised to providing quality cost estimating, scheduling, administration and project cost control services at all stages of design and construction.

Cost Management

Cost certainty and control are essential for any construction project. Our approach to cost management involves safeguarding your interests at every stage of design, procurement and construction process by focusing our efforts on achieving the best project results. We ensure the design fully matches your needs and budget, as well as manage the cost and risk performance against targets and identify opportunities for improvement.

We identify the best method of directing and controlling your project, then collaborate with the entire team to establish the best delivery policy and define clear accountabilities and responsibilities from concept to close-out.

As part of our cost management process, we work with the team to identify, then address any potential risks or issues to provide solutions to any discrepancies or conflicts that arise. Our cost management services include:

- Construction cost estimating
- Value engineering exercises
- Constructability reviews
- Project schedule development
- Feasibility studies
- Work breakdown structure development
- Budget allocation and asset management
- Cost forecasting / trending
- Early warnings / mitigation
- Cash flow / accruals / value of work completed
- Contingency management
- Monitoring of commitments and expenditures
- Project forecasting / reporting
- Independent reporting to project / finance partners
- Reconciliation / integration with financial reporting

Clive Tysoe
Senior Cost Manager

Introduction

Mr. Tysoe has over 40 years of experience in cost estimating, quantity surveying, internationally and regionally. His experience in the UK, USA and overseas covers many sectors of the construction industry and his strong focus on client satisfaction and managing expectations provides a great benefit especially on larger, more complex projects. His experience involves projects ranging from small projects to multimillion dollar endeavors. Mr. Tysoe has assisted on several value engineering workshops, providing an opportunity to the clients to re-evaluate the design and cost of their project. His broad base of construction knowledge and experience gives clients valuable advice and the ability to make informed decisions early in the design process.

Education

RICS External Examinations Part II/Manchester College of Building, Manchester, England/1986

RICS External Examinations Part I/Manchester College of Building, Manchester, England/1984

Licenses/Certifications

Appointed Associate Member of the RICS

Relevant Experience***RIDE East Providence High School, East Providence, RI***

This project involved providing cost estimating services for the design of East Providence's new, 295,000sf high-school and campus. We provided the schematic feasibility analysis for multiple alternatives including renovation of the existing CTC building, major site-configuration alternatives, all sporting facilities, and alternatives for partial demolition and renovations. Once the preferred alternative was selected, ELLANA provided a RIDE Stage II SD estimate totaling the project for submission and approval by RIDE and the school building committee. The project comprised a complete review for renovation or replacement for a new 1600 student school, about 300,000sf and on about 30-acres of developed site. The entire existing school was under consideration for renovation, addition, or total replacement. The site needed to be evaluated for configuration and relocation of circulation space and all major sporting facilities. The previous study had shown that the structure was at the end of its service life and a substantial project was needed for its replacement.

RIDE North Smithfield Elementary and High School Addition and Renovations, North Smithfield, RI

ELLANA provided a feasibility/SD estimate for adding 4 additional classrooms to the existing NSSD primary school. Our scope included modifications and connection to the existing building and ancillary road work to the existing site. For the NSSD High School, ELLANA provided a feasibility/SD estimate for complex science laboratories, a locker room and related facilities within the original 1930's High School. Alternative schemes were priced for this project.

RIDE Pilgrim and Toll Gate High Schools Master Plan, Warwick, RI

This project involves providing cost estimating consultant service at master planning stage for construction of new or renovation of existing Pilgrim and Toll Gate High Schools. The estimates will be for master planning. Options for new construction and renovation of existing buildings was estimated including site works.

RIDE Smithfield School Renovations - LaPerche, McCabe, Old County Road, Smithfield, RI

This project involved providing cost estimating services for design renovations to three Smithfield Schools. Those schools, LaPerche, McCabe, and Old County Road—which all serve as Elementary Schools for the town—were due for modernization, upgrades, and additional space.

The St. Mark's School – Residence, Southborough, MA

This project involved providing cost estimating services for a new residence hall for The St. Mark's School, a private boarding school. This new, 3-story, 80,000sf residence hall features single and double bedrooms for students/prefects and apartment space for faculty and their families. The full scope includes new site amenities.

George E. Mitchell Elementary School, Bridgewater, MA

Mitchell Elementary School was beyond its useful life, design began on the new school. Ellana drew on previous experiences working on MSBA projects and applied our knowledge of the agency's standard procedures to ensure project success. Our work on the project included reconciling our estimate with the

Clive Tysoe
Senior Cost Manager

OPM's estimator. The town was tasked with connecting the school grounds to the nearby Senior Center. The connection came by way of a proposed roadway-bridge that linked to two town owned properties. The building also had a particularly challenging site. As design progressed the architecture team added features like a large glass lobby, and skylights throughout the building.

McCall Middle School, Winchester, MA

This project involved providing cost estimating services for the proposed renovation of 4,000sf classroom expansion at Winchester's McCall Middle School. Scope covered demolition/protection, new construction into a courtyard, interior finishes for classrooms, entrance vestibule, toilets rooms, and updated courtyard. MEP included lighting/controls, fire alarm/devices plus re-programming, and empty conduit for Tele/Data systems. The mechanical/plumbing scopes included finned tube radiation system, and plumbing fixtures at toilet rooms, and fire protection to accommodate architectural layout of rooms and ceilings.

Wahconah Regional High School, Dalton, MA

The Wahconah Regional High School project involved providing cost estimating for a new 123,000sf High School. Reconciliation services were provided. Dalton's Wahconah Regional High school was completed in 1961 and its condition at the time of the feasibility study called for construction of a school. A particular challenge with the project was brought on by the need for site work, originally estimated at ~\$5m. Of the site work necessary was a significant amount of parking areas and drop-off lanes calling for a complex layout/design.

Modernization of O'Shea House, Brookline, MA

The project entails providing cost estimating for modernization of the apartments at O'Shea Houses. Scope consisted of upgrading 100 apartments. Common spaces were renovated. The project required 27,000 sf of site work.

Tufts University CoHo2 Jr/Sr Housing Study, Boston, MA

After completing construction on their CoHo1 housing project, Tufts University looked to their other buildings for potential conversion to student housing. The idea for this CoHo2 study was to develop high-level options to add 200 new student beds to Tufts' Medford campus. The 23 existing structures within the study included administration, faculty housing, and student housing buildings. The schemes presented included renovation,

demolition, and construction work. ELLANA handled cost estimating and modeling. We explored bed optimizations—looking at ways in which more bedrooms could be added to residential buildings. The study allows the University to make informed capital planning decisions.

Grafton Public Library, Grafton, MA

The project entails providing cost estimating for the renovation/expansion of the Grafton Public Library. The expansion consists of 2 levels and 24,000sf and the renovation is 2 levels and 3,600sf. The library includes program rooms, offices, lounges, café, and periodical space. Scope includes partitions, doors, millwork, finishes and MEP systems. The expansion comprises of shallow foundations, steel structure, brick/window façade and asphalt shingle roofing. The project required 67,000sf of site work..

Boston City Hall Renovation, Boston, MA

This high-profile and highly visible project for The City of Boston posed many complications. The particular complications were associated with subsurface conditions, which include 3 subway tunnels, underground parking garages, a utilities layout. Key components included addressing accessibility issues, providing opportunities for civic events, sustainability considerations, and the upgrading of landscaping and hardscaping. The design team intends to use a lot of the existing materials to provide a design that facilitates true civic engagement. We provided cost estimates to help the owner set the budget. The design includes water features, custom playground features, accessibility ramps, gardens, modern café and plaza areas that facilitate civic engagement.

The Massachusetts State House - Water Infiltration Repairs, Boston, MA

As a part of larger measures to extend the life of The Massachusetts State House building, the waterproofing needed to be upgraded. ELLANA provided cost-estimating. The water infiltration occurring was mostly associated with skylights, walkways, and staircases at the exterior. The engineer's work involved dismantling and re-building of a large portion of the stone work, pavers, balustrades, and stone treads. Historic preservation practices like matching materials with new materials and the coordination of finely detailed custom masonry played a significant role in the project.

East Providence High School *East Providence, RI*



ELLANA joined SMMA's project team for the design of East Providence's new, 295,000sf high-school and campus. We provided the schematic feasibility analysis for multiple alternatives including renovation of the existing CTC building, major site-configuration alternatives, all sporting facilities, and alternatives for partial demolition and renovations. Once the preferred alternative was selected, ELLANA provided a RIDE Stage II SD estimate totaling the project for submission and approval by RIDE and the school building committee.

The project comprised a complete review for renovation or replacement for a new 1600 student school, about 300,000sf and on about 30-acres of developed site. The entire existing school was under consideration for renovation, addition, or total replacement. The site needed to be evaluated for configuration and relocation of circulation space and all major sporting facilities. The previous study had shown that the existing structure was at the end of its service life and a substantial project was needed for its replacement.

Client
SMMA

Owner
City of East Providence / RIDE

Project Value
\$158,000,000

Contract Duration
November 2017 - January 2018

Services Provided
Concept/SD Cost Estimating

North Smithfield Elementary and High School Addition and Renovations
North Smithfield, RI



ELLANA provided a feasibility/SD estimate for adding 4 additional classrooms to the existing NSSD primary school. Our scope included modifications and connection to the existing building and ancillary road work to the existing site. For the NSSD High School, ELLANA provided a feasibility/SD estimate for complex science laboratories, a locker room and related facilities within the original 1930's High School. Alternative schemes were priced for this project.

NSSD had two independent requirements for this project. The primary school needed additional classrooms, best provided by the addition of advanced modular units and extending the existing MEP systems. For the much older High School building, an extensive upgrade for the science laboratories was required. This included reconfiguration of the teaching spaces and laboratories, renovation of the MEP systems, and provision of modern laboratory hoods and HVAC capability. In addition the project required renovation and upgrades in sports facilities bathroom areas.

Client
SMMA

Owner
Town of North Smithfield / RIDE

Project Value
\$6,100,000

Contract Duration
December 2017 - January 2018

Services Provided
Feasibility/SD Cost Estimating

Quest Montessori School
Narragansett, RI



This project involved conceptual cost estimating services to Union Studio Architects for this project.

The project scope consists of a 2,900sf addition to the Quest Montessori school building in Narragansett, Rhode Island. The building is a wood and steel framed single story structure, with wood siding and “barn” style exterior features. The interior is a multi-purpose room, heavy in AV equipment, plus new bathrooms.

Client
Union Studio Architects

Owner
Quest Montessori School

Project Value
\$1,500,000

Contract Duration
Current

Services Provided
Cost Management
Cost Estimating

RIDE Pilgrim and Toll Gate High Schools Master Plan Warwick, RI



This project involves providing cost estimating consultant service at master planning stage for construction of new or renovation of existing Pilgrim and Toll Gate High Schools at Warwick, RI. The estimates will be for master planning. Options for new construction and renovation of existing buildings was estimated including site works.

Client
SAAM

Owner
RIDE

Project Value
\$77,000,000 to \$137,000,000

Contract Duration
02/2019 - 03/2019

Services Provided
Cost Estimating - Master Planning

Smithfield School Renovations - LaPerche, McCabe, Old County Road Smithfield, RI



The Town of Smithfield and the Rhode Island Department of Education, selected DBVW Architects to design renovations to three Smithfield Schools. Those schools, LaPerche, McCabe, and Old County Road—which all serve as Elementary Schools for the town—were due for modernization, upgrades, and additional space.

As a part of the modernization and upgrade efforts for the schools, the design team was tasked, not only with designing renovations, but also with adding to the footprint of the buildings. Due to the age of the structures, a main focus for the renovations was bringing the MEP systems up to code. Apart from the challenges that existed there, a major challenge for our team was keeping within budget with the level of work that the project required. After our team reconciled with the OPM's estimator and realized the difficulty in keeping the cost within budget, we came together for value engineering sessions. In order to ensure that our team delivered the best overall project we could within budget range, we had to weigh the cost to benefit of all line items and sections of scope in the project. Those sessions proved successful as the project moved past early phases and into final design.

Client
Durkee Brown

Owner
RIDE/ Town of Smithfield

Project Value
\$40,000,000

Contract Duration
July 2019 - March 2020

Services Provided
*Cost Estimating
Value Engineering*



Firm Profile



About CES

Founded in 1994, CES is a mechanical, electrical, plumbing, fire protection engineering and commissioning firm with 120 employees in six national offices. CES specializes in the design of custom building systems for projects across the United States. For over 25 years, our firm has participated in facility assessments and analysis, master planning, complex renovations, and new construction projects. Nearly all of our projects invite the possibility of sustainable design elements - from the incorporation of high performance building design to LEED certification and net zero buildings.

SERVICES

- Mechanical
- Electrical
- Plumbing
- Fire Protection
- LEED & Net Zero Design
- Commissioning

MARKETS

- Academic
- Civic
- Healthcare
- Hospitality
- Workplace
- Multifamily Housing
- Private Residences

SIZE

- 120 Employees
- 15 LEED AP
- 6 HERS

OFFICE LOCATIONS

- Connecticut
- Massachusetts
- New York
- Florida
- Texas
- Montana

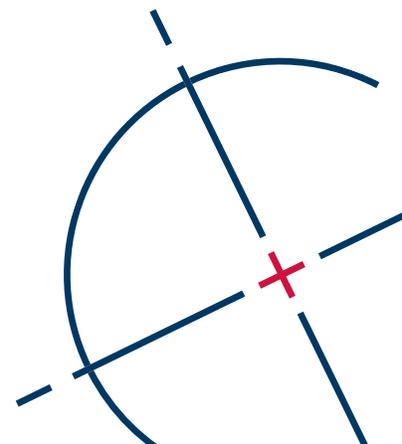
ceseng.com

Critical Thinkers | Problem Solvers

As engineers, we are critical thinkers and problem solvers. We come about it naturally and we are drawn to situations where we can use our innate problem solving skills. We like to take things apart to figure out how they work and then put them back together just for fun so we can learn from the process.

In this current COVID-19 climate, we have had to pivot and refocus. We are all adjusting rapidly and without precedent: the way we work, the way we communicate, the way we do everyday things we have taken for granted up until now. We would like to say we are doing well adjusting, that our natural tendency to reconsider, to rethink, to re-engineer is paying off now as we approach each day absorbing new knowledge and refocusing our compass to weather this storm.

We approach projects the same way: take the time to listen and learn first, apply lessons learned and experience from past projects and offer a solution. If that doesn't work we reconsider, rethink, re-engineer. We are engineers and solution providers by nature.



Healthcare Experience



Ambulatory Medical Center
Miami FL

Anna Jacques Hospital
Newburyport MA
Fast Track Suite

Backus Hospital
Norwich CT
Medical Office Renovation
MRI
Vestibule
Therapy Room

Baystate Medical Center
Springfield MA
Over 75 MEP & Cx Projects

Birmingham Health Center
Derby CT

Bristol Hospital
Bristol CT
Fast Track Suite
Oncology Renovation
ED Registration

Brockton VA Hospital
Brockton MA
Commissioning
SPD Facility

Carroll County Endoscopy Center
Wolfboro NH

Cedarcrest Hospital
Newington CT

Chapel Haven
New Haven CT

Charter Oak Health Center
Hartford CT

Cornell-Scott Hill Health Center
Ansonia CT
Ambulatory Care

CT Children's Medical Center
Farmington CT
Commissioning

CT Mental Health Center
New Haven CT

Cooley Dickinson Hospital
Northampton MA

Danbury Hospital
Danbury CT
Endocrinology
Cardiac Rehab
Praxair Cancer Center
Medical Office Building
Breast Imaging Center
Pulmonary MOB

Delray Medical Center
Delray FL
Fair Oaks Pavilion Patient Bed
Conversion

Dialysis Clinic Inc.
Farmington CT

Florida Medical Center
Ft. Lauderdale FL

Gaylord Hospital
Wallingford CT
Solar Hot Water System

Greenwich Woods Health Center
Greenwich CT

Griffin Hospital
Derby CT
Breast Wellness Center
Commissioning
Outpatient Radiology
GI Suite
Planetree Office
ED & Lab Treatment Rooms
AHU Renovations

Ambulatory Care Center
Hal Watson Shoreline Medical Office
Madison CT

Harrington Hospital
Southbridge MA

Hartford Dispensary
Hartford CT

Hartford Hospital
Hartford CT

Henderson Behavioral Health
Fort Lauderdale FL
Crisis Stabilization Unit

High Watch Recovery Center
Kent CT

Holy Cross Hospital
Ft. Lauderdale FL
Inpatient Radiology Dual CT
Replacement

Institute of Living
Hartford CT
Commissioning
Master Plan
Olin Research Center
Huntington Building
Donnelly Building Renovations
Staunton Williams Building Renovations
Research Building Renovations
Whitehall MRI Expansion
Schizophrenia Ambulatory Clinic

Jupiter Medical Center
Irongate Urgent Care
Palm Beach Gardens FL

Manchester Memorial Hospital
Manchester CT
Boiler Room
3 North Renovations
Gastroenterology Unit
North Dialysis Room Renovations

Martin Health System South
Stuart FL
Mobile MRI

Meadows Health Center
Wilton CT

Healthcare Experience



Medical Eye Ambulatory Surgical Center

Miami FL

Medical Office Building

Boerne TX

Memorial Regional Hospital

Hollywood FL

ED Imaging Replacement

Graduate Medical Office Suite

Memorial Hospital

Miramar FL

Fast Track Suite

MOB Cancer Surgeon Suite

Mercy Medical Center

Springfield MA

Addition

Pharmacy

Middlesex Hospital

Middletown CT

Lab Office Renovations

USP Pharmacy

Middlesex Hospital Urgent Care

Madison CT

Middlesex Hospital

Marlborough Medical Center

Marlborough CT

Middlesex Hospital

Shoreline Medical Center

Westbrook CT

Milford Mental Health Clinic

Milford CT

New Milford Hospital

New Milford CT

Northern Dutchess Hospital

Rhinebeck CT

Additions & Renovation

Central Sterilization

Master Plan

Medical Office Building

Norwalk Hospital

Norwalk CT

Ambulatory Surgery

Patient Room Renovation

Department of Medicine

Department of Surgery

Norwichtown Rehab & Care Center

Norwich CT

Personal Physicians Healthcare

Newton MA

Rigali Orthodontic Office

Wallingford CT

Sanchez Dental

Boerne TX

St. Francis Hospital

Hartford CT

Center for Innovation

St. Raphael Hospital

New Haven CT

Stahl General Practice

Boerne TX

Stony Brook Univ. Medical Center

Stony Brook NY

Taunton State Hospital

Taunton MA

Commissioning

UConn Health Center

Farmington CT

Commissioning

Emergency Department Renovations

NRM Room Modifications

Dental Laboratory Study

Academic Research Laboratory

Cytogenetics Lab Renovations

Non-Stress Laboratory

Pulmonary Suite Renovations

CT Scanner Replacement

Student Services Renovations

UMASS Medical Center

Worcester MA

Over 50 Projects

Uncas on the Thames Hospital

Norwich CT

United Services MOB

Willimantic CT

US Department of Veterans Affairs (VA Providence, VA Medical Center)

Providence RI

Dental Clinic

United States Department of

Veterans Affairs (VA) - Providence

VA Medical Center - Dental Clinic

Providence RI

West Boca Outpatient Diagnostic Center

Boca FL

West Haven VA Hospital

West Haven CT

Wallingford Medical Center

Wallingford CT

Yale University School of Medicine

New Haven CT

K-12 Public School Experience



CES has provided MEP/FP engineering design services for 300+ public school facilities. Our recent experience includes:

Amistad K-8 Academy
New Haven CT

Attleboro High School
Attleboro MA

Barack Obama Pre K-5 School
New Haven CT

Brookfield Elementary School
Brookfield CT

Bulkeley High School
Hartford CT

Career Academy High School
Waterbury CT

Charles H. Barrows K-5 Academy
Windham CT

Coburn Elementary School
West Springfield MA

Cranbury Elementary School
Norwalk CT

CREC Public Safety Academy
Enfield CT

CREC River Academy (Cx)
East Hartford CT

Cresthaven Elementary School
Pompano Beach FL

Danbury High School
Danbury CT

Deans Mill Elementary School
Stonington CT

Delray Full Service Center - Adult Education
Delray Beach FL

Del Rio High School
Del Rio TX

DiLoreto Magnet School
New Britain CT

Dr. Elmer S. Bagnall School
Groveland MA

Dupont Middle School
Chicopee MA

E.O. Smith High School
Mansfield CT

East Hampton High School
East Hampton CT

Farmington High School
Farmington CT

Franklin High School (Cx)
Franklin MA

Gaffney Elementary School
New Britain CT

Greene Hills Elementary School
Bristol CT

Greenwich High School
Greenwich CT

Groton Middle School
Groton CT

Guilford High School (Cx)
Guilford CT

Hadley Elementary School
Hadley MA

**Hartford Magnet
Trinity College Academy**
Hartford CT

Helene Grant Early Childhood
New Haven CT

Hill Central Elementary School
New Haven CT

Holbrook PreK – 12 School (Cx)
Holbrook MA

Hollywood Hills Elementary School
Hollywood FL

International Baccalaureate School
Norwalk CT

Jefferson Elementary School
Norwalk CT

Journalism and New Media HS
Hartford CT

Larkdale Elementary School
Fort Lauderdale FL

Mabelle M. Burrell Elementary
Foxborough MA

Mansfield Elementary School Cx
Mansfield CT

Maple Elementary School
Easthampton MA

Martin Luther King School
Hartford CT

Mattacheese Middle School Cx
Yarmouth MA

MD Fox K-8 Elementary School
Hartford CT

Middleborough High School
Middleborough MA

K-12 Public School Experience



Mount Greylock High School
Mount Greylock MA

Naugatuck High School
Naugatuck CT

New Fairfield High School
New Fairfield CT

New Haven Academy
New Haven CT

New Lebanon Elementary (Cx)
Greenwich CT

New London High School
New London CT

New Renaissance Middle School
Miramar FL

Newtown High School
Newtown CT

Nonnewaug High School
Woodbury CT

Norwalk High School
Norwalk CT

Orchard Hill Elementary School
South Windsor CT

Oxford Middle School
Oxford CT

Ox Ridge Elementary School
Darien CT

Panther Run Elementary School
Pembroke Pines FL

Park Ridge Elementary School
Deerfield Beach FL

Paul Turner Elementary School
Lauderhill FL

Pawtucket Schools
Pawtucket RI

Pembroke Pines Elementary School
Pembroke Pines FL

Platt Technical High School
Milford CT

Pleasant Valley Elementary School
South Windsor CT

Portsmouth Middle School
Portsmouth NH

Putnam High School
Putnam CT

Ramblewood Middle School
Coral Springs FL

Russell Street Elementary School
Littleton MA

Silver Lakes Middle School
North Lauderdale FL

Simsbury Middle and High School
Simsbury CT

Smalley Elementary School
New Britain CT

Squadron Line Elementary School
Simsbury CT

Stoughton High School
Stoughton MA

Walsh Intermediate School
Branford CT

Waterford High School
Waterford CT

Watertown High School
Watertown CT

Weaver High School
Hartford CT

West Bristol K-8 School
Bristol CT

West Middle School
Hartford CT

West Vine Elementary School
Stonington CT

Wethersfield High School
Wethersfield CT

Wheeler Elementary School
Plainville CT

William J. Johnston Middle School
Colchester CT

Winderemere Elementary School
Ellington CT

Winston Park Elementary School
Coconut Creek FL

Woodland Elementary School (Cx)
Milford MA

Woodrow Wilson Middle School
Middletown CT



Yale School of Nursing - Simulation Lab

NEW HAVEN CT



Scope
Renovation

Size
14,000 sf

General Contractor
Shawmut

Cost
\$2 million est.

Completion Date
August 2018

Yale University hired CES for the expansion and renovation to its School of Nursing's Simulation Lab. The center acts as a learning laboratory to prepare the next generation of Yale nurses and midwives for clinical, home-based, and acute care settings. The mission of the Clinical Simulation Program is to provide a safe environment to promote clinical competence, self-confidence, reflective practice, teamwork and collaboration for students and faculty.

The project nearly tripled the physical space allowing for higher enrollment and relevancy to current healthcare trends. An expanded Simulation Center helps students master clinical techniques in a controlled educational setting with close supervision by course faculty and simulation experts.

Electrical components include LED lighting, dimming controls with daylight harvesting capability to reduce light output when sunlight is adequate, occupancy controls on lighting. Mechanical systems include variable air volume heating and cooling with averaging thermostat controls. When an HVAC zone is satisfied for temperature, the system begins to ramp down to save energy.

CES was also instrumental in providing telephone and data design for the space which included highly advanced video and audio monitoring systems. As students perform diagnosis and mock procedures in the lab, all nursing activities are live streamed to teachers and students at other campuses. The work is also recorded for testing and certification purposes.

Because the building remained occupied and in session, CES carefully coordinated shutdowns by issuing early release design packages. This allowed the work to be phased accordingly with minimal interruption.



Douglas Lajoie

PE, LEED AP

Vice President // Principal in Charge



Contact

dlajoie@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
1995-present
Prior: 9 years

Education

BS Electrical Engineering
University of New Haven
New Haven CT

Licenses

Professional Engineer
CT CA FL HI LA MD MA MI NH NY
NC RI SC TN VT VA

Memberships

ACE Mentoring Program

Building Commissioning
Association of America (BCXA)

Illuminating Engineering Society of
North America (IESNA)

US Green Building Council
(USGBC)

Certifications

LEED Accredited Professional

MA Certified Public Purchasing
Official (MCPPO)

Doug is a Founding Principal, Vice President and the Chief Operating Officer of CES. Confident, logical, and decisive, he leads the charge for countless projects in our portfolio. Always focused on the big picture, he guides projects in the right direction, providing oversight and ensuring that the detail work of our staff aligns with our client's overall goals. With solar panels in use at his own home, Doug is a huge proponent of sustainability and is knowledgeable about best practices in alternative energy. All this aside, he would really rather be traveling the globe or 100 miles offshore fishing for pelagic species.

RELEVANT PROJECT EXPERIENCE

Cornell Scott Hill Health Center | West Haven CT
10,000 sf | Renovation

Middleborough High School | Middleborough MA
166,000 sf | Study & New Construction

Nashoba Valley Technical High School | Westford MA
4,000 sf | Renovation | Dental & Health Suite

Nonnewaug High School | Woodbury CT
150,000 sf | Renovate as New

Orchard Hill Elementary School | South Windsor CT
72,000 sf | New Construction

Pawtucket Schools Swing Space | Pawtucket RI
15,100 | Renovation/Change of Use

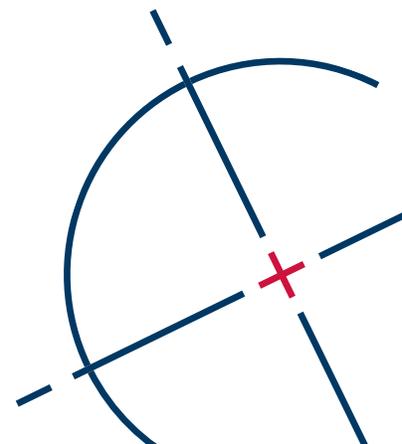
Pleasant Valley Elementary School | South Windsor CT
96,500 sf | New Construction

Putnam High School | Putnam CT
83,450 sf | Study & Renovate as New/Addition

UConn Health Center Clinic | Storrs CT
8,500 sf | Renovation

West Vine Elementary School | Stonington CT
54,600 sf | Renovate as New

Yale School of Nursing Simulation Lab | New Haven CT
14,000 sf | Renovation





Eric Romeo

Associate // Project Manager



Contact

eromeo@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
2007-present
Prior: 1 year

Education

University of Hartford
BS Mechanical Engineering
West Hartford CT

Memberships

American Society of Heating,
Refrigeration and Air Conditioning
Engineers (ASHRAE)

Stemming from his love of repairing cars, Eric originally intended his degree in Mechanical Engineering to lead him to the automotive industry, instead, his road led to designing building systems. Now a decade veteran at CES, Eric specializes in mechanical, plumbing and fire protection design. Due to his highly detailed nature and organizational skills, Eric often serves as Project Manager for fast-tracked projects with tight deadlines. Eric's hobbies, besides working on cars, include snowboarding and Nissan Xterra off-roading. He is one of four officers for the Northeast Xterra Club.

RELEVANT PROJECT EXPERIENCE

Attleboro High School | Attleboro MA

480,000 sf | New Construction

Cornell Scott Hill Health Center | West Haven CT

10,000 sf | Renovation

Groton Middle School | Groton CT

155,000 sf | New Construction

Martin Luther King K-8 School | Hartford CT

164,000 sf | Historic Renovation

New London High School | New London CT

225,000 sf | Renovate as New

Nonnewaug High School | Woodbury CT

150,000 sf | Renovate as New

Orchard Hill Elementary School | South Windsor CT

72,000 sf | New Construction

Oxford Middle School | Oxford CT

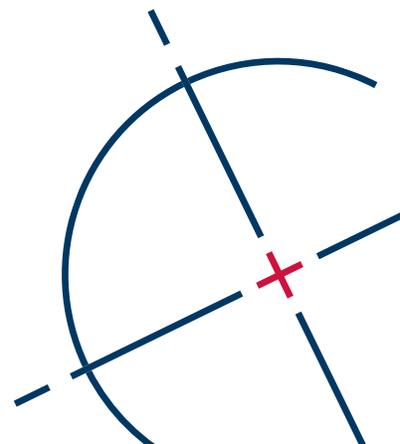
82,000 sf | New Construction

Ox Ridge Elementary School | Darien CT

83,830 sf | Renovation/Addition

Stoughton High School | Stoughton MA

216,000 Sf | New Construction





Rachel Basso

Mechanical Engineer



Contact

rbasso@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
2015-present

Education

BS Mechanical Engineering
CCSU - Central CT
State University
New Britain CT

Memberships

American Society of Heating,
Refrigerating, Air Condition Engineers
(ASHRAE)

Meet Rachel, the leading actress in our newly released video, "Meet CES". When she's not starring on the big screen, you'll find Rachel hard at work, interacting with the entire project team, coordinating all the details that make each job a success.

Always optimistic, encouraging, and ready to lend a hand, Rachel can't help but emit all the positive energy she has inside. Without any effort at all, she makes everyone's day a little brighter.

Every December, Rachel wins employee of the month hands down, not for her stellar creative solutions (although she is quite a fabulous engineer!) but solely for the delicious homemade cookie packages she leaves on our desks.

RELEVANT PROJECT EXPERIENCE

Barack H. Obama Magnet School | New Haven CT
69,000 sf | New Construction

Cornell Scott Hill Health Center | West Haven CT
10,000 sf | Renovation

CREC Ana Grace Elementary School | Hartford CT
75,000 sf | Renovations & Addition

Mount Greylock Regional Middle & High School | Williamstown MA
133,000 sf | Renovations & Addition

New London High School | New London CT
225,000 sf | Renovate as New

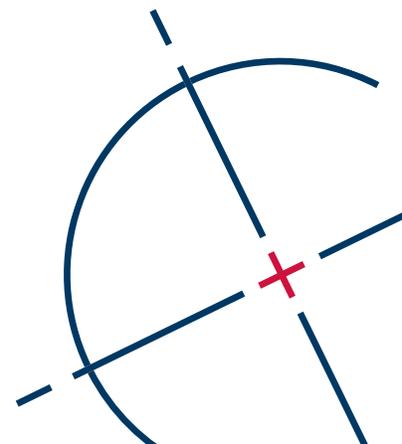
Nonnewaug High School | Woodbury CT
150,000 sf | Renovate as New

Oxford Middle School | Oxford CT
82,000 sf | New Construction

Stoughton High School | Stoughton MA
216,000 sf | New Construction

Wendell Cross Elementary School | Waterbury CT
90,000 sf | Renovations & Addition

Wheeler Elementary School | Plainville CT
55,000 sf | Renovation





Matthew Couceiro

Electrical Engineer



Contact

mcouceiro@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
2015-present

Education

BS Electrical Engineering
Western New England University
Springfield MA

Matt is our resident Revit wiz and “can-do” guy. If you’ve got a problem that needs a solution, he’ll work on it until it comes out right (and maybe even a little more for good measure). With thorough comprehension of technical issues, and a genuine concern about getting every little detail in order, Matt nails it deadline after deadline. With an approachable and easy going style, he’s a resource for technical and standards support in the office. If given the choice, though, he’d work remote on a tropical island.

RELEVANT PROJECT EXPERIENCE

[Cornell Scott Hill Health Center | West Haven CT](#)
10,000 sf | Renovation

[Groton Middle School | Groton CT](#)
155,000 sf | New Construction

[Martin Luther King K-8 School | Hartford CT](#)
164,000 sf | Historic Renovation

[Middleborough High School | Middleborough MA](#)
166,000 sf | New Construction

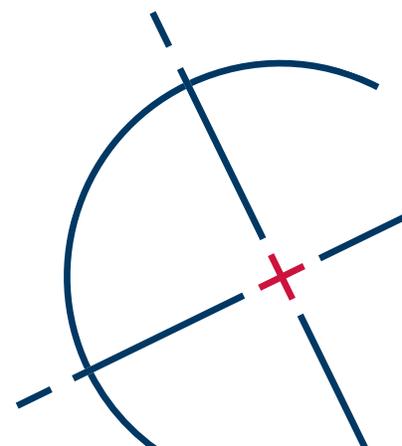
[Mount Greylock Regional Middle & High School | Williamstown MA](#)
133,000 sf | Renovations & Addition

[Nonnewaug High School | Woodbury CT](#)
150,000 sf | Renovate as New

[Platt Technical High School | Milford CT](#)
220,000 sf | New Construction

[Stoughton High School | Stoughton MA](#)
216,000 sf | New Construction

[Whitebrook K-8 School | Easthampton MA](#)
177,000 sf | Feasibility Study & New Construction





Delbert Smith, Jr

PE, LEED AP

Principal // Senior Plumbing & Fire Protection Engineer



Contact

dsmith@ceseng.com
860 632-1682

Experience

Consulting Engineering Services
1994-present
Prior: 8 years

Education

BS Mechanical Engineering
Syracuse University
Syracuse NY

Licenses

Professional Engineer
CA CT DC FL HI
KY MA MN MO NJ
NY OH PA RI VA VT

Memberships

US Green Building Council (USGBC)

American Society of Plumbing
Engineers (ASPE)

American Society of Heating,
Refrigerating and Air Conditioning
Engineers (ASHRAE)

National Fire Protection Association
(NFPA)

Association of Energy Engineers

Certifications

LEED Accredited Professional

Certified Energy Manager (CEM)

Certified Plumbing Designer (CPD)

Del is a founding principal of CES with 30 years' experience in HVAC, plumbing and fire protection design. Although interested in both architecture and engineering from an early age, a fascination with solar thermal systems motivated him to pursue a career in Mechanical Engineering at Syracuse University. Del's strengths lie in HVAC and thermal dynamics / heat transfer systems. With a driving desire to "make things work", when ordinary projects hit a roadblock, they usually end up on Del's desk, where he welcomes the challenge of figuring it all out. As an avid outdoorsman, Del is a seasoned surfer and snowboarder. He is also a 5th degree black belt in Karate.

RELEVANT PROJECT EXPERIENCE

Attleboro High School | Attleboro MA

480,000 sf | New Construction | Combines High School & Regional VoTech

Bulkeley High School | Hartford CT

320,000 sf | Renovation

Cornell Scott Hill Health Center | West Haven CT

10,000 sf | Renovation

Gaylord Hospital | Wallingford CT

Multiple Projects

New Fairfield High School | New Fairfield CT

143,000 sf | New Construction

New London High School | New London CT

292,000 sf | Renovate As New

Nonnewaug High School | Woodbury CT

150,000 sf | Renovate as New

Ocean Avenue Learning Academy | New London CT

36,000 sf | Renovation & Addition

Oxford Middle School | Oxford CT

82,000 sf | New Construction

Stoughton High School | Stoughton MA

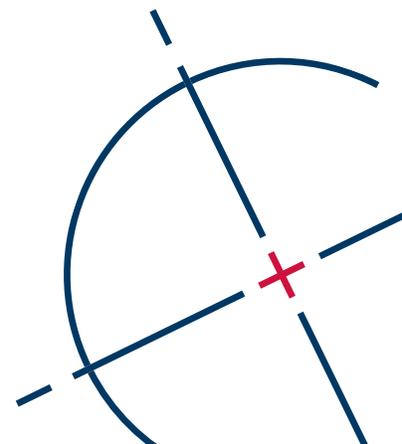
216,000 Sf | New Construction

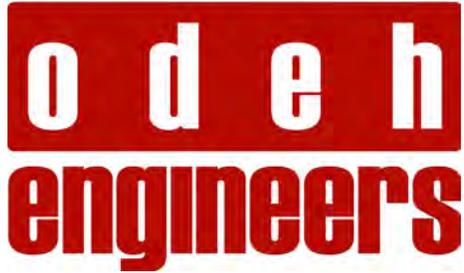
Weaver High School | Hartford CT

271,500 sf | Renovate as New | Includes Dental Space

Wheeler Clinic | New Britain CT

25,000 sf | Renovation





www.odehengineers.com
N. Providence, RI — Boston, MA

PROFESSIONAL ENGINEER REGISTRATIONS

- | | |
|----------------------|----------------|
| Massachusetts | Michigan |
| Rhode Island | Minnesota |
| Connecticut | Missouri |
| California | New Hampshire |
| Colorado | New Jersey |
| Delaware | New York |
| District of Columbia | North Carolina |
| Florida | Ohio |
| Georgia | Pennsylvania |
| Illinois | South Carolina |
| Kentucky | Vermont |
| Maine | Virginia |
| Maryland | |

PROFESSIONAL MEMBERSHIPS

- American Concrete Institute
- American Council of Engineering Companies
- American Institute of Steel Construction
- Boston Association of Structural Engineers
- American Society of Civil Engineers, Structural Engineering Institute
- Council of American Structural Engineers
- Concrete Reinforcing Steel Institute
- Rhode Island Builders Association
- Structural Engineers Association of Rhode Island

PROFESSIONAL LIABILITY INSURANCE

- \$5,000,000 per occurrence
- \$5,000,000 aggregate

innovative



collaborative



responsive



COMPANY OVERVIEW

Odeh Engineers, Inc. is a full-service structural engineering consulting firm specializing in the design, analysis and evaluation of building structures. Founded in 1978, the company has a diverse portfolio of award winning projects throughout the eastern United States. With expertise in all major structural materials and systems, Odeh Engineers' work includes new design as well as renovation, expansion, and preservation of existing structures.

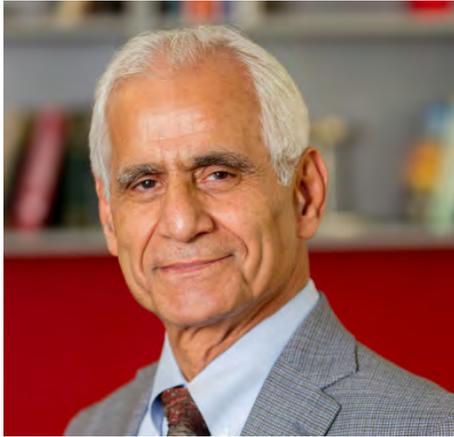
The company brings an innovative approach to design, solving challenging structural issues in a collaborative and responsive manner. Our capabilities include:

- Structural design
- Testing
- Construction supervision
- Structural investigations
- Evaluation of existing structures
- Peer review
- Forensic engineering
- Structural consultations for facilities management and insurance-related purposes

Odeh Engineers leverages innovative technology to develop and implement more efficient design solutions, and to improve the quality of construction documentation. The firm is a recognized leader in the application of computer technology and three dimensional building information modeling (BIM) in structural engineering. We use this technology to improve the efficiency, accuracy, and accessibility of our work. Since 2006, most major projects executed by the firm have been delivered using BIM (Revit Structure). To date, we have completed more than 1000 projects of varying sizes in BIM, often with architectural and MEP models for fully-integrated coordination.

Odeh Engineers is a service-oriented firm with a focus on collaborative teamwork to complete projects. The company's principals are directly involved in all projects. Our team is large enough to handle the most challenging assignments, but is organized so that the expertise and resources of the company's top engineers are always directly accessible to clients. Based in North Providence, RI with a branch office in Boston, the company currently has a staff of 35 structural engineers, including 17 registered Professional Engineers.

Odeh Engineers has built its reputation as a leading structural engineering firm by bringing its innovative, collaborative, and responsive approach to clients.



M. DAVID ODEH, PE

SENIOR PRINCIPAL IN CHARGE



M. David Odeh is President, Principal and the founder of Odeh Engineers, Inc. Mr. Odeh has more than 45 years of experience in structural engineering, design, analysis and construction of all types of buildings. His experience comprises a large spectrum of major projects, including universities, public schools, theaters, hotels, libraries, hospitals, courthouses, office buildings, and historic restoration. His innovative designs have been used to construct many buildings in the New England region.

Mr. Odeh specializes in creating cost-effective structural designs that integrate well within architectural, mechanical and site constraints. He is an expert in the diagnosis of structural problems and development of practical solutions through close interaction with clients. He has also developed proprietary computer aided design software used by Odeh Engineers, Inc. to enable rapid visualization of structural systems and accurate development of design documents. As President of Odeh Engineers, Inc., Mr. Odeh is directly involved in all work performed by the company.

Before founding Odeh Engineers, Mr. Odeh was the structural engineer for the Rhode Island State Building Commissioner's Office. Since 1981, he has served as structural consultant to the Rhode Island State Building Commissioner for code-related issues, and in July 2015 he was appointed as the Structural Engineer for the State's Building Codes Standards Committee.

Mr. Odeh is a member of the American Concrete Institute, American Institute of Steel Construction, and the Structural Engineers Association of Rhode Island, and has published articles in the AISC Journal of Structural Engineering. M. David Odeh was the 2004 recipient of the Brown University Engineering Alumni Medal for his achievements in structural engineering over the past 35 years. In February 2010, M. David Odeh was awarded the prestigious Freeman Award, presented by the Providence Engineering Society, for "His outstanding achievements and contributions to the structural engineering profession and construction industry in the state of Rhode Island".

EDUCATION

Master of Science, Structural Engineering,
Northeastern University

Master of Science, Engineering/Structural
Mechanics, Brown University

Bachelor of Science, Civil Engineering,
American Jesuit University

PROFESSIONAL ENGINEER REGISTRATIONS

Massachusetts	New Hampshire
Rhode Island	New Jersey
Connecticut	New York
Maine	

RELEVANT EXPERIENCE

- **Chariho Regional School District (Charlestown, RI)**
Additions and renovations to Chariho Regional High School, including new classroom addition, new kitchen expansion, new operations building, and new band room addition.
- **The MET School (Providence, RI)**
New \$20 million high school campus (three buildings, including new gymnasium, classrooms and cafeteria).
- **Minuteman Career and Technical High School (Lexington, MA)**
New high school building comprised of a Life Sciences & Services Academy at one end of the building and an Engineering, Construction, & Trades Academy at the other end of the building with the central portion of the building containing common cafeteria, gymnasium, auditorium, offices, and other miscellaneous spaces.
- **Providence School District (Providence, RI)**
Juanita Sanchez Educational Complex—New high school building, including The Providence Academy of International Studies & William B. Cooley, Sr. Health & Science Technology and new double gymnasium facility; Springfield Middle and Elementary School—New combined elementary and middle school complex, including new gymnasium; Bailey Elementary School—New elementary school building, including new gymnasium; RIDE Stage II Evaluations of 41 school buildings.



New performing arts building

THE WHEELER SCHOOL

Providence, RI

- **Gilder Center for Performing Arts** - *New* 18,000 sf, two-story building with a stepped seating auditorium, five new performing arts classrooms, studios, and storage spaces. The project also included the *addition* of balcony seating in the Black Box Theater, housed within one of the abutting historic buildings.
- **Student Union** - *New* Student Union building.
- **Hamilton School** - *Addition and renovations* to existing Hamilton School building.
- **Campus Expansion** - *Master plan services* for expansion of Providence campus.



New Albert H. Gordon Field House

ROXBURY LATIN SCHOOL

Boston, MA

- **Albert H. Gordon Field House** - *New* building including double gymnasium with 500 seat spectator capacity.
- **Refectory Building** - *New* refectory building, housing classrooms and offices.
- **Science Center** - *New* science center featuring four laboratory/classrooms with mini-labs, preparation rooms, storage facilities, offices, and 60-seat lecture hall.



New Art & Science building

EAGLEBROOK SCHOOL

Deerfield, MA

- **Art & Science Building** - *New* classroom building, currently under construction.
- **Macy and Flagler Halls** - *New* dormitory buildings.
- **Athletic Center** - *Additions and renovations* to existing Athletic Center and Squash Courts.
- **Alfond Arena** - *New* indoor hockey rink and associated support spaces.



New community & performance center

MOSES BROWN SCHOOL

Providence, RI

- **East Wing** - *Structural renovations* to the existing East Wing.
- **West Wing** - *Renovations* to the existing Middle School West Wing.
- **School Facilities Audit** - *Structural assessment* of existing school buildings.
- **Woodman Community & Performance Center** - *New 36,000 sf* community performance center and lower school classroom building.



New Wellington School building

WELLINGTON SCHOOL

Belmont, MA

New 575 student, 88,000 gsf elementary school building (with grades K-4), including new classrooms, media center, gymnasium, science room and other related facilities.

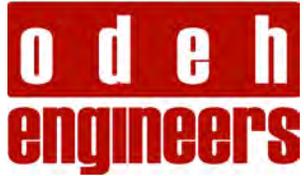


New Field Elementary School building

FIELD ELEMENTARY SCHOOL

Weston, MA

Design of new elementary school to replace existing school. In addition to classrooms, the new facility includes a gymnasium, kitchen, cafeteria, administrative offices, music room, study center and walk-out basement.



RELATED EXPERIENCE

K-12 EDUCATION (Project List)

Attleboro High School (Attleboro, MA)

- New 481,000 sf high school building.

Barrington Public Schools (Barrington, RI)

- Sowams School—*Renovations and addition* to K-3 elementary school.
- Primrose Hill School—*Renovations and addition* to K-3 elementary school.
- Hampden Meadows School—*Renovations and addition* to Grades 4-5 school.
- Barrington High School—*Addition and renovation*.
- Barrington Middle School—*New* 144,630 sf middle school.

Bay View Academy/Saint Mary's (East Providence, RI)

- *New* Athletic and Wellness Center, including exercise area and gymnasium.
- *Expansion* of Middle School and Early Childhood Center.

Bishop Hendricken High School (Warwick, RI)

- Theater and classroom *addition*.

Bishop Connelly High School (Fall River, MA)

- *Additions and renovations* to existing high school building.

Blackstone-Millville Regional Middle School (Blackstone, MA)

- *New* \$15 million middle school building.

Bournedale Elementary School (Bourne, MA)

- Design of *new* \$25 million, 68,200 sf facility, designed to support 660 students, including a new gymnasium, media center, computer lab, tutorial rooms, art room and full kitchen.

Bristol-Warren Regional School District (Bristol, RI)

- Kickemuit Middle School—*Addition*.
- Guiteras Elementary Memorial School—*Renovations and alterations*.
- Bristol-Warren High School—*Addition*.

Brooks School, Center for the Arts (North Andover, MA)

- *New* 37,000 gsf Center for the Arts including a new theater, black box rehearsal space, dance studio, music classrooms and visual arts classrooms (currently in the design phase).

Burrillville School District (Burrillville, RI)

- *Addition* to elementary school.
- *Additions* to Burrillville High School.

Canton High School (Canton, MA)

- \$38.5 million *addition and renovations*, including new classroom wing, new gymnasium, new cafeteria, and new entry addition.

Central Falls School District (Central Falls, RI)

- Ella Risk Elementary School—*New* school.
- Robertson Elementary School—*Addition*.
- Calcutt Middle School—*Addition*.
- Captain Hunt Elementary School—*Third-party review* of brick veneer repairs and related *structural repairs*.

Chariho Regional School District (Charlestown, RI)

- *Additions and renovations* to Chariho Regional High School, including new classroom addition, new kitchen expansion, new operations building, and new band room addition.

Coyle Cassidy High School (Taunton, MA)

- *Additions and renovations* to existing high school building.

Cranston School District (Cranston, RI)

- Orchard Farms Elementary School—*New* school.
- Norwood Avenue School—*Addition* to K-5 school.
- Cranston High School West—*Additions and Modifications*.
- Western Hills Middle School—*Additions and Modifications*.

Cumberland School District (Cumberland, RI)

- Gavin School—*Addition*.
- Community School—*Addition*.
- Ashton School—*Addition*.
- Cumberland Hill School—*Addition*.

Easton School District (Easton, MA)

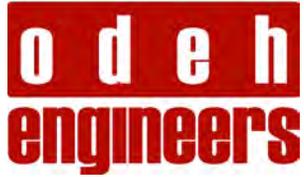
- Easton Middle School—*New* 43,000 gsf *addition and renovations* to the existing middle school building.
- Oliver Ames High School—*New* \$47 million, 274,000 sf *additions and renovations* to existing high school building.

East Providence School District (East Providence, RI)

- Agnes Hennessey Elementary School—*Addition*.
- Emma Whiteknact Elementary School—*Addition*.

Franklin School District (Franklin, MA)

- Franklin K-8 School—*New* \$28 million middle and elementary school complex.
- Franklin High School—*Investigation* of existing school field house for structural damage and conceptual design study for *additions and renovations*.



RELATED EXPERIENCE

K-12 EDUCATION (Project List)

Freetown Lakeville Middle School (Lakeville, MA)

- New \$15 million middle school.

The Gordon School (East Providence, RI)

- New classroom building, gymnasium and library.
- New cafeteria and classroom building as well as structural modifications to the original gymnasium and stage areas.

The MET School (Providence, RI)

- New \$20 million high school campus (three buildings, including new gymnasium, classrooms and cafeteria).

Minuteman Career and Technical High School (Lexington, MA)

- New high school building comprised of a Life Sciences & Services Academy at one end of the building and an Engineering, Construction, & Trades Academy at the other end of the building with the central portion of the building containing common cafeteria, gymnasium, auditorium, offices, and other miscellaneous spaces.

The Music Center at Indian Hill (Groton, MA)

- New 100,000 sf concert hall and school building, to include a performance hall for up to 1000 seats, associated front and back of house and support spaces, administrative offices, classrooms, practice rooms, 300-seat recital hall, orchestral rehearsal room, and recording suite.

North Providence Public Schools (North Providence, RI)

- Two new elementary schools for the town of North Providence.

Portsmouth Abbey School (Portsmouth, RI)

- New three level residence hall building.

Providence School District (Providence, RI)

- Juanita Sanchez Educational Complex—New high school building, including The Providence Academy of International Studies & William B. Cooley, Sr. Health & Science Technology and new double gymnasium facility.
- Springfield Middle and Elementary School—New combined elementary and middle school complex, including new gymnasium.
- Bailey Elementary School—New elementary school building, including new gymnasium.
- RIDE Stage II Evaluations of 41 school buildings.

Rehoboth Public Schools (Rehoboth, MA)

- Palmer River School—Addition.
- Beckwith Middle School—Addition.

Saint Andrews School (Barrington, RI)

- Design of *additions and renovations* to existing Cady House, a residence hall for students.
- Design of *additions and renovations* to existing Bill's House, a residence hall for students.

Saint Pius X Elementary School (Westerly, RI)

- Design of *new* gymnasium.

Saint Raphael Academy (Pawtucket, RI)

- Design of *new* \$10 million Athletic and Wellness Center, including new three-level building with lobby, offices, locker rooms, student fitness/weightroom facilities and new long span gymnasium structure with bleacher seating.

Seekonk Public Schools (Seekonk, MA)

- Seekonk High School—*Additions and renovations*.
- Martin Elementary School—*Additions and renovations*.

Sharon Middle School (Sharon, MA)

- *Renovations* to existing Sharon Middle School including seismic upgrades.
- *New additions* including a two-story classroom wing, a one-story classroom wing and a one-story gymnasium addition.

Somerset High School (Somerset, MA)

- Design of *repairs* to deteriorated column piers and slab systems within a crawl space beneath a 1950s era wing of Somerset High School.

Westbrook Middle School (Westbrook, CT)

- New 120,000 sf classroom and cafeteria *addition*.

Westerly Public Schools (Westerly, RI)

- *Addition and renovations* to Westerly High School.
- *Addition* to Bradford Elementary School.
- New \$25 million Middle School Building.
- *Renovations* to Babcock School Building.

Westport Middle/High School (Westport, MA)

- New combined middle and high school for Westport, MA.

Westwood High School (Westwood, MA)

- New \$45 million, 235,000 sf high school *addition* featuring multi-purpose science labs, art and music spaces, and an innovative media center and 650-seat auditorium and a fitness/wellness center.



The firm of Tavares Design Associates, Inc. was established in 1971 for the purpose of providing an independent professional service in the specified areas of Facilities Planning and Equipment Consulting. Directed by Manuel J. Tavares, the firm offers a full range of consulting services of space programming, equipment studies, interior design, color coordination, evaluation of existing facilities and equipment, cost estimates, and complete design drawings and specification documents for institutional facilities to include:

- Public and Private Schools
- Libraries and Media Centers
- Laboratory Facilities
- Colleges and Universities
- Vocational Technical Institutes
- Food Service Facilities

Public school projects in New England

Southeastern Regional Voc Tech HS, S. Easton, MA
Taconic High School, Pittsfield, MA
Cape Cod Regional Voc Tech HS, Harwich, MA
Platt Technical High School, Milford, CT
Emmett O'Brien Technical High School, Ansonia, CT
Putnam Voc. Tech. Academy, Springfield, MA
Putnam High School, Putnam, CT
Orchard Hill Elementary School, South Windsor, CT
West Bristol School, Bristol, CT
Stoughton High School, Stoughton, MA
Lynn Vocational Technical Institute, Lynn, MA
Greater Lawrence Technical HS, Andover, MA
Greater New Bedford Reg. Voc. Tech HS, New Bedford, MA
Tantasqua Regional High School, Sturbridge, MA
Manchester Skill Center, Manchester, NH
Weymouth High School, Weymouth, MA
Dean Vocational Technical HS, Holyoke, MA
Needham High School, Needham, MA
Windham Regional Vocational Technical School, Willimantic, CT
South Windsor High School, South Windsor, CT
Stonington High School, Stonington, CT
Tolland High School, Tolland, CT
East Haddam High School, East Haddam, CT
Horace Porter School, Columbia, CT
Thomas Hooker School, Bridgeport, CT

