SCHOOL REPORT

CHALLENGES AND OPPORTUNITIES

Heery's Fourth Annual Education Summit

If there's one thing Jim Moynihan knows, it's that building schools involves much more than just bricks, mortar and steel, which is why the CEO of Heery International convened the company's fourth annual Education Summit in Houston, Texas. "In order for our Heery employees to help build better schools for our children," he explained, "it's important to understand what school leaders think about the current and future state of education and issues that impact its delivery. It's important to understand, too, how the changing face of education affects school facility design and construction."

Two separate panels, the first consisting of educational policymakers and the second comprised of school clients ranging from superintendents to district facility managers and principals, responded to thought-provoking questions from nationally recognized moderator Randy Pennington.

Addressing Changing Demographics

Nothing changes the face of education more than adding more non English speaking students than ever before into already overtaxed schools. "In 1950, 90% of the population was Caucasian," noted Don McAdams, founder of The Center for Reform of School Systems. "By the middle of the 21st century, that figure will drop to 50%." He believes that changing demographics play a key role in what he sees as a growing achievement gap between Caucasian/Asian students and African American/Hispanic students. "It's not just the greatest challenge facing education," he states, "but the greatest challenge facing the country."

McAdams believes, however, that this gap clearly must be addressed in the nation's top 100 urban schools. "The tremendous rate of immigration is both a challenge and an opportunity," McAdams offered. "Because of immigration this country will refresh itself by mid-century. We'll have a youthful, dynamic society. That presents an opportunity to become even more dominant globally, especially as Japan and other European countries are faced with the challenges of aging populations."

School facilities, according to Cheryl Crawley, Superintendent of The Dalles, Ore., School District, need to adapt to address children's changing needs. "Teachers, especially those who work with ESL [English as a Second Language] or special education students, need smaller instructional spaces. A lot of times these instructors are like itinerant workers with no real space of their own. It would be helpful for these teachers to have their own space."

Building a Business Case for Change

Of course, creating new facilities or renovating existing ones requires funding. "People forget that 70% of the voters don't like the idea that they're paying taxes for schools," stated Bob Carlson, director of management

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In 2002-2003, 4,089,252 students were served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education).

Source: National Center for Education Statistics

INSIDE

2004

HEERY

Innovative ideas that lead our clients into the next millennium

CHALLENGES AND OPPORTUNITIES...

continued from front page

services for the Council of Great City Schools. "We have to build a business case that forecasts education investment returns taxpayers receive." Carlson knows there is a positive return on the approximately $120,000 taxpayers will spend to see each individual child through to high school graduation. The result is future taxpayers who have an opportunity to make a positive contribution to the economy. Conversely, taxpayers spend $50,000 for each individual inmate, with no hopes for a return on investment.

Securing voter buy-in is as much about educating community members as it is about serving them. "The question we have to ask is how can we design schools that benefit the community?" points out Fritz Edelstein, senior advisor to the U.S. Conference of Mayors. "We have to be sensitive to the community's needs and desires."

Lack of sensitivity, and/or community buy-in, as Dick Lindsay knows, is a good way to kill a bond proposal. The senior project executive for Houston Independent School District has been on the receiving end of a failed bond proposal. "Our initial bond proposal failed because we hadn't established a sense of community," he recalled. "When it came time for a new bond proposal, we brought in a variety of community groups in order to collaborate and develop trust. Subsequently, we were able to pass the next two bonds."

Crawley is also adept at gaining community consensus by adding value for community members. "We need our buildings to serve other purposes, which leads us to a community school concept. People need to meet and have meeting spaces available to them. They don't necessarily want to be in a classroom so it's good to have a meeting space or 'commons.' If our gyms can do dual duty, for example, the community looks upon us positively."

Don't Forget the Teachers

Once the decision to renovate or build a new facility is made, Ken Green, principal of Oak Ridge, Tennessee's Oak Ridge High School, believes it is vital that teachers be included in the initial decision-making process. "We often make decisions that aren't educationally sound," he said. "If you take the building, construction funding and issues like poverty out of the equation, the single factor that impacts a student is the classroom teacher. These folks contribute a great deal. A

LEARNING LANDSCAPES

Transfor

Mike Langley remembers when many of Denver's inner city elementary school playgrounds were eyesores, littered with dated, graffiti-covered equipment sitting atop ugly pea gravel, concrete or asphalt. Thanks to the Learning Landscapes program, growing numbers of Denver children spend recess surrounded by new plastic play equipment, gardens, brightly painted play areas, grass playing fields, inviting shelters and unique gathering places.

The program got its start when Lois Brink, a landscape architect professor at University of Colorado at Denver (UC Denver), decided to work with her graduate students to redesign and raise the standard at her daughter's elementary school playground. Denver Public Schools (DPS) and UC Denver have since signed a formal agreement in which the university established a multi-course graduate curriculum in urban learning landscapes. In what has become an incredibly successful public-private partnership between DPS, UC Denver, private foundations, local business and community volunteers, Learning Landscapes have blossomed across the Denver Public School System.

According to Langley, DPS executive director facility management, no two Learning Landscapes are alike. UC Denver students, as part of their course load, work with students, teachers and community volunteers to create a master plan that suits a school's specific needs. While some schools have slides to journey from one play level to the next, others have artwork created by neighborhood artists or chessboards built into picnic tables.

"I liken the construction of the early Learning Landscapes to a barn raising," Langley smiles.

"Whenever a Learning Landscape went up, we provided food and drink for the 50–150 volunteers from the community who came to work," Langley offers. These volunteers laid sod, planted trees, spread mulch and generally just did whatever was needed to change the face of the playgrounds, which have become centers of each community.

"Because these facilities are open to the community, we're seeing much less vandalism," Langley says. "Garden Place School, for example, is located in one of Denver's poorest communities. Since the Learning Landscape was installed, there's been only one incident of vandalism, and that vandal was turned in within 24 hours. Community members are incredibly proud of these facilities and want to see them maintained."

There's no doubt in Langley's mind that Learning Landscapes' success helped garner the voter support needed to pass a 2003 school bond. "As I went out to talk to the community before the bond was voted on, I heard people refer to these facilities as parks," notes Alan Baczarek, DPS associate director of research and planning.

"We've got the design and creation of three dozen Learning Landscapes on tap for this bond," Langley adds. "The remainder of DPS schools will be covered in the next bond."

Southmoor, Whiteman, Carson and Goldrich Elementary Schools are some upcoming Learning Landscape recipients. Heery International, in a joint venture with AMI Mechanical Inc. and Empire Construction Services, is handling project management.

"Learning Landscapes are time consuming projects," notes Heery Quality Control Observer Charles Burdo. "It takes a good year for the graduate students who manage community research to create a master plan for a single Learning Landscape. Of course, watching the ultimate transformation of drab site to colorful learning and playing space makes the effort worthwhile."

The benefits associated with Learning Landscapes stretch well beyond new play equipment. "Many of the schools use these facilities to enhance their classroom instruction," Baczarek notes. "Teachers now look at how they can

common complaint from our teachers is 'why did we build this way?'" he noted. "It may be beautiful to add glass, for example, and contribute more natural lighting, but if you put that glass in the wrong place it's a disaster for the practitioner. They know the kids and they know the process."

"Teachers simply look at things we never thought off," Crawley added. Kenston, Ohio, School District Superintendent Bob Lee agreed with Crawley, but expressed concern that teachers, after participating in the design or renovation process, believe all of their ideas will be incorporated into the final product. "That's not always possible," he commented.

"There are those who say consensus-building stretches out the process," Lindsay remarked. "I believe, however, we get a better end-product when we get teachers, community leaders and parents involved."

Once the construction process begins, Green said a chain of command needs to be implemented through the principal. At that point, he believes, it is up to the principal to manage communication with the construction managers.

Embracing Sustainable Design

When asked whether sustainable building was a fad or trend, *American School & University* magazine's Editor-in-Chief Joe Agron countered by querying whether the industry could afford not to look at sustainable building options.

"Sustainable building is vital for our survival," noted Tim Woodley, West Linn/Wilsonville, Washington, School District's director of operations. "Putting in energy conservation measures puts less pressure on the general fund."

Some of the measures Woodley's schools have taken include replacing one grass football field with all weather turf. "In July, we paid $10,000 for irrigation," he explained. That bill, he knows, will drop dramatically with the new turf. "Recently, we spent $25,000 installing trash compactors in all our schools. Not only will they pay for themselves in two and a half years, but the savings going forward will go into the general fund."

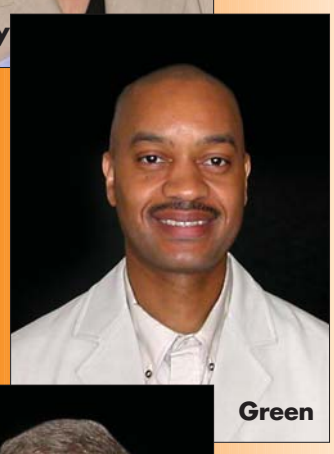
While Donald Moore, managing director of design and construction for New Jersey Schools Construction Corporation, believes in sustainable building, he is tired of hearing about high performance schools. "Sustainable building," he said, "is simply a natural evolution in building and design. In New Jersey we're making buildings green, yet affordable. We just don't attach names to it. The problem with so many people waving a banner is that it naturally attracts detractors. If we didn't talk about it so much, we'd be greening all over."

Publicizing Education Needs

At the heart of the matter is that some things, like the challenges educators, administrators and construction professionals face, need to be publicized. Every panelist agreed that when major companies relocate, one of the first things employees research is the quality of public schools. "One of the first things real estate agents tell prospective buyers is where the good schools are," noted South Carolina-based Brian Moody, board member, Charleston County Schools.

"The question I'm asking myself is why I don't talk about education more," said Texas Senator John Whitmire. "I can tell you about jails. I can tell you about mental health. I talk about them all the time. I think the challenge for all of us is simply to make it a more glamorous subject."


Crawley


Green


Lee


Lindsay


Moody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Woodley

m Denver Playgrounds

incorporate Learning Landscapes into their lesson plans."

Additionally, Baczarek and Langley report that early studies show decreased disciplinary problems attributed to these new facilities. "We're seeing more constructive play, more focus when the students return to the classroom, less bullying and fewer injuries," Baczarek cites. UC Denver is currently studying the statistics to create a baseline for accumulated data.

Langley is excited that he's fielded phone calls from other schools wondering how they can incorporate Learning Landscapes into their program. "Learning Landscapes have changed the face of our elementary schools," he says. Thanks to a continued public-private partnership, that face will only grow brighter with time.

DPS's Mike Langley smiles through another Learning Landscapes project.

NORTH CHARLESTON ELEMENTARY

Takes a LEED

▲ *North Charleston Elementary*

Forty years of deferred maintenance is more than enough to wreak havoc on any facility. Such was the case at North Charleston (S.C.) Elementary School. Built in 1922, the school was beloved by current residents, many of whom were also former students. Despite the toll the years had taken, a facelift rather than a new facility was what North Charleston residents wanted.

Happy to heed the community's request, the school district slated the building for renovation during its most recent bond program. "The problem was that an engineering analysis uncovered $4 million worth of structural problems," notes Doug Vincent, Heery's construction manager. Heery was hired by the Charleston County School District to oversee North Charleston's school building program. To meet code, those structural problems had to be addressed.

"We could have made the necessary changes, but the building would still be substandard," Vincent says. "The question was do we spend $8 million on a substandard building or allot $10 million to give the children a state-of-the-art school?"

The decision was made not only to provide the children with a new facility, but to construct it using LEED (Leadership in Energy & Environmental Design) Certification guidelines as outlined by the U.S. Green Building Council. "Once it's completed, North Charleston Elementary will be South Carolina's first LEED certified school," Vincent comments proudly.

The school's LEED construction and certification effort is part of a larger plan to revitalize North Charleston. "North Charleston is undergoing a renaissance," notes Bill Lewis, Charleston County School District executive director of facilities. "The Noisette Company, the developer behind this rebirth, is collaborating in a public-private partnership with the city of North Charleston to restore 3000 acres of the city's historic urban core. The company's overall strategy is one that stresses sustainable building. Since North Charleston Elementary falls smack in the middle of this development, it makes sense for us to embrace sustainability concepts. All parties, from the developers to the community, were excited when we made the commitment to build using sustainable practices."

School officials are also excited that the school will not only incorporate sustainable design concepts in the construction, but in the curriculum as well. "This structure will have so much from which students can learn about sustainable building and its impact on the environment," Vincent says.

Energy efficient air conditioning, for example, is one topic soon to be on the school agenda. "The air conditioning unit is essentially an ice storage unit," Vincent offers. "It makes ice from 10 p.m. – 6 a.m. when utility rates are lowest." Once the system shuts down in the morning, the ice begins to melt and circulate, keeping the school cool.

"Typically a cooling unit is placed on the roof," Vincent notes. "But in this case, we're placing it in the center of the school so the students have an opportunity to learn how the system works. A recycling station will be next to it, with pictures explaining the recycling process as it relates to this project. We'll also be covering some of the ductwork and piping with glass to enable students to see how the building is put together."

The school will also earn LEED points for taking advantage of natural light in the building, reducing light pollution through careful study of outdoor light placement, installing waterless urinals, recycling bricks from the original building, contracting with nearby suppliers and more. "During the demolition, we diverted 75% of volume by weight from a landfill for use in other areas of construction," Vincent says. "Even now, we require the contractor to recycle as much site waste as possible."

While popular opinion often cites sustainable building as being too expensive, the team at North Charleston Elementary knows otherwise. "Thanks to careful costing, we're paying $106 per square foot," Vincent notes. "That price is less than a lot of non-sustainable projects. We knew up front that it was important to look at first costs versus lifecycle costs. Thanks to the waterless urinal system, we know we'll reduce water usage by about 20%. Since the school's air conditioning unit will be used most during off-peak hours, we'll reduce monthly power bills. What's important to realize is that these aren't one-time savings, but savings that will take place over the lifetime of the building. Not only will North Charleston Elementary be an impressive looking building, it's also going to be an economically sound one."

MOORE SQUARE

Proves Less is More

If Moore Square Museums Magnet Middle School were a typical Wake County (N.C.) school, it would span 35–40 acres and include ample space for parking, athletic fields and lawns. Given the fact that school designers had only 10% of that space to work with, "typical" was simply not an option.

Truth be known, the facility was never intended to be typical. "The school system expressed an interest in having a school within close proximity to downtown Raleigh museums and arts and cultural organizations about a decade ago," notes retired Moore Magnet School principal Cathy Bradley. "Most students in traditional schools are lucky if they get to visit a museum or arts organization once per year. Here, our teachers build museum visits, some of which are weekly, into the curriculum. Not only do the students walk to the North Carolina Museum of History or Exploris to learn about exhibits or work on research projects, the staff members of these organizations come to the school as well. It is a resource rich school. I remember one group of students, for example, that had a unique opportunity to go behind the scenes at Exploris' IMAX Theater to see how it worked. Although the projector wasn't functioning properly that day, they learned a lot from the experience."

The experience was also a rich one for Heery International, which served in the capacity of project manager throughout the course of design and construction. "Located on a four-acre site, Moore Square is about half the size of typical middle schools," notes Heery Project Manager Ed Kerber. "Without a doubt, it's always a challenge to build a facility in a tight area. Rather than build out, we built up. Because we were in the heart of downtown, we had to do a lot of coordination with the city to shut down streets to meet construction needs."

Hoping to please city officials as well as community members,

PRESERVING HISTORY

With an Eye on the Future

Historic buildings don't have to be outdated. No one knows that better than Phil Brockman, the recent past principal at West Seattle High School in Seattle, Wash. Thanks to renovations designed to preserve and upgrade the circa 1920s landmark facility, Brockman believes West Seattle combines an historic sensibility with state-of-the-art educational opportunities for its growing student population.

"This was a great adaptive re-use project," notes Heery International Project Manager Ralph Rohwer. "The stately façade was cleaned and repainted to retain its original charm. One of the cafeteria's countertop eating areas was fashioned from old marble taken from the school's bathrooms and lockers." Although the girl's gym was converted into the library, the old running track that towers above the room still exists. "We preserved as much as possible," he adds. "The resulting facility is a beauty."

While form was important to Brockman, function was his greatest concern. Could the historic facility keep pace with current as well as future educational demands? To ensure optimum design, the school, like others receiving facelifts in the district, asked for feedback from teachers, administrative staff, parents and community members.

"One thing we've been able to do, thanks to the renovation, is create smaller learning communities, or pods if you will," Brockman says. "We group related teachers around a project lab, enabling them to work together more efficiently." The school's science lab has also been separated from the science classroom. "Now experiments don't have to be broken down in order to get back to classwork."

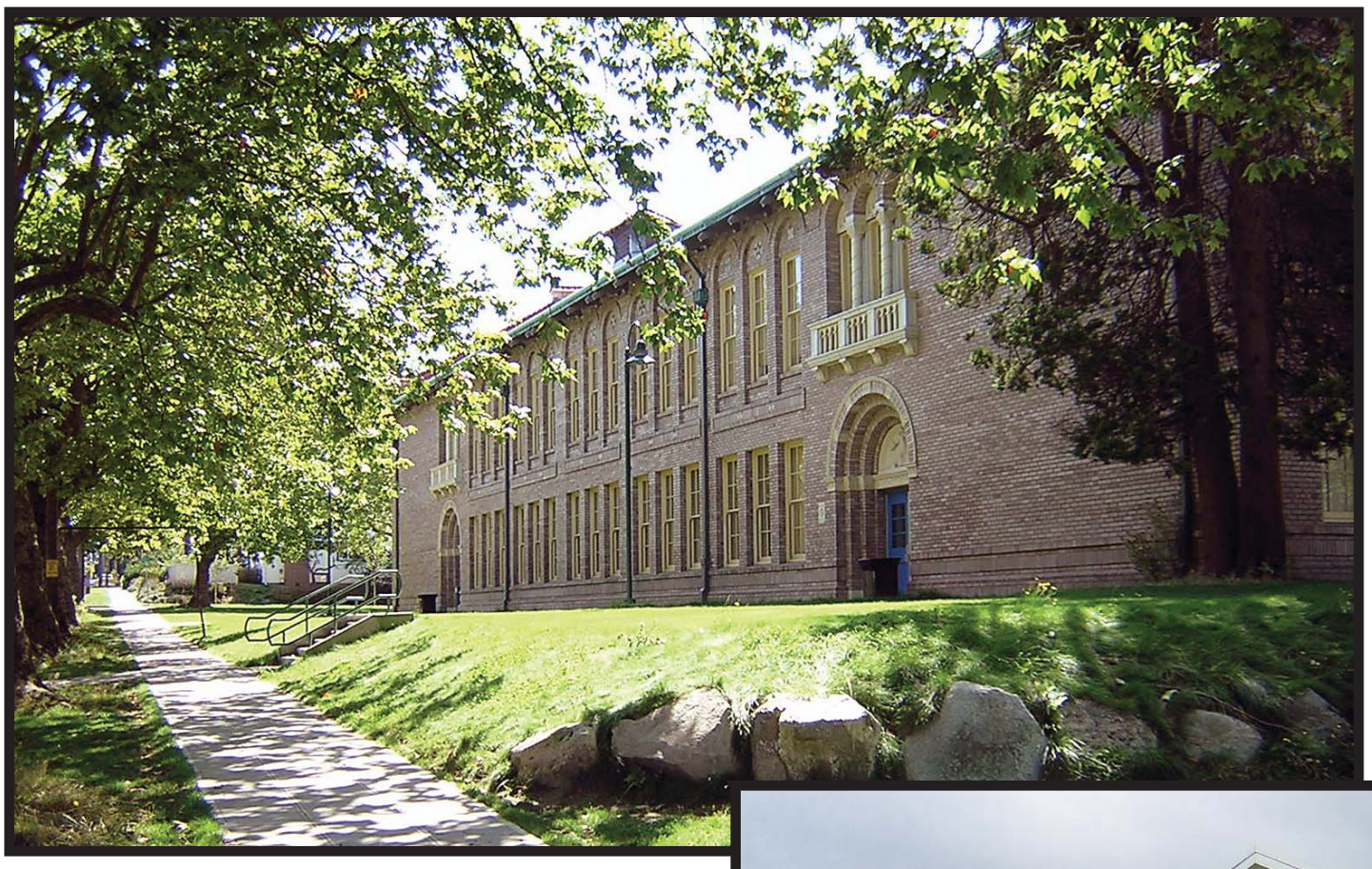
New to the school is the drafting lab where Introduction to Engineering is taught. "We've brought in computers and a laser that allow students not only to design items like ball bearings, but to create them physically as well," Brockman offers. "Thanks to this lab, we've also been able to add robotics as an after school program."

West Seattle's special needs population is another renovation beneficiary. "We've got an entire wing devoted to our special needs students," Brockman says. "These students now have a kitchen and family area where they can learn the life skills they'll need once they leave here."

Teachers appreciate that they no longer have to do their curriculum planning in the classroom. "Now they've got their own workspaces, complete with computer access," says Brockman, who also cites a state-of-the-art theatre and an auto shop as standout facility features.

Prior to West Seattle's renovations, school enrollment was hovering around 900. "Not only will we hit 1200 this year," Brockman smiles, "we've got a waiting list of students who'd like to attend. Teachers, staff, students and their families are excited about being here." Brockman predicts the enthusiasm combined with the enhanced facility will lead to improved test scores. "West Seattle High School is a special school."

▼ *West Seattle High School*



▼ *Moore Square Museums Magnet Middle School*

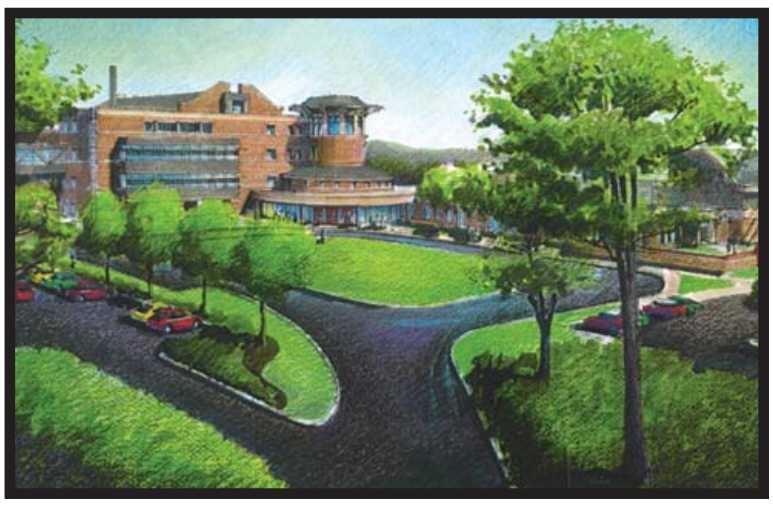
the school paid close attention to details such as brick selection to match those used in historic downtown buildings. The school's success has been noted through the receipt of awards such as the Sir Walter Raleigh Award for Community Appearance. School officials were also pleased that the U.S. Environmental Protection Agency honored Moore Square with a national award for "Smart Growth Achievement."

During her tenure Bradley enjoyed watching students conduct their own research as their teachers guided them. She appreciates that teachers serve as guides rather than lecturers. She also believes that the school will blossom even more in coming years.

Parents from across the county have already responded positively. "In the first year of operation we had 327 students," Bradley notes. According to Kerber, the four-story facility, which can house 650 students, is now at full capacity.

WORCESTER

Builds a Vocational School For the Future



Worcester Vocational High School

Good things come to those who wait. If you need proof, just ask any of the professionals responsible for building the new Worcester Vocational High School in Worcester, Mass. While the initial conversation to build a new facility began close to thirty years ago, the actual decision to build a new facility wasn't approved until the late 1990s. Ground was finally broken in June 2002.

The need was simple. Although the quality of education the school afforded its students was high, the quality of facilities, which had deteriorated due to age and lack of maintenance, was not. In fact, the school had been placed on accreditation warning by the New England Association of Schools and Colleges.

An ardent supporter of the school, long recognized for hiring Worcester Vocational graduates, Edwin B. "Ted" Coghlin, chairman of the Worcester Vocational High School Advisory Boards and former president of Coghlin Electric Contractors, has been working hard to create a school that will meet student's evolving needs into the future. "We've been negotiating with a number of corporate giants to create entrustments to provide the school with equipment and improvements for the next five years," Coghlin offers. "By providing students with learning tools that are state-of-the-art, we'll be graduating future Worcester area employees with state-of-the-art skills."

The high-tech state of affairs excites Heery International Project Director Tom Ellis. Heery is serving as the project's on-site construction manager. "In October, we'll be halfway through the project," Ellis notes. "The general contractor should have the lion's share of the building closed before winter." To date, the project has been praised for being on time and on budget.

"We're already working with the general contractor and various subcontractors to determine the process and schedule for closing out the project and preparing it for occupancy," Ellis adds.

In addition to staying on top of schedules and budgets, Ellis is committed to staying on top of environmental concerns. "There was initial concern that this project would negatively impact the adjacent vernal pools and wetland resource areas," Ellis explains. "We meet monthly with the City, design team and various environmental groups to discuss properly preserving these resources."

When it's completed in Fall 2006, the 400,000-square-foot vocational school will have more than 100 classrooms, 24 learning centers, retail stores, restaurants, full-service bank, automotive repair shop, health facilities and more. It will house 1500 day students and 3000 after-hours students.

MONROE COUNTY SCHOOLS

A New Approach

Facing a limited budget and the need to overhaul many of its schools, Monroe County (Fla.) Public Schools opted for a comprehensive solution, combining the programming, design and construction throughout the district into one assignment, which it calls Total Program Management (TPM). In the past, the school district had always renovated one school at a time. This time, they decided to look at all schools simultaneously and equitably, bringing them all up to the same standard.

Monroe County Public Schools tapped Heery with the significant responsibility for both design and construction, while holding all sub-contracts. "In hiring Heery," Key West Superintendent of Schools John Padget affirmed at the time of selection, "Monroe County Public Schools can leave the facility management business and focus instead on its core mission of education."

The chance to work from design all the way through construction presents an exciting opportunity to the Heery team. "Having responsibility for the full scope of the program, from design through construction, helps us to ensure accuracy and quality from start to finish," Linda Smith, Heery's project director, explains.

Selecting a Total Program Manager

Capitalizing on Heery's unique combination of program and construction management expertise and based on a successful working relationship that spanned nine years and seven projects, Monroe County Schools entrusted Heery with responsibility for a scope encompassing early planning and community meetings through design and construction for the entire system.

Most recently, Heery served as construction managers-at-risk for the county's two newest high school projects—the replacement of Coral Shores and Key West High Schools. Under the TPM assignment, Heery is now responsible for a multi-school program that may include replacement, remodeling, renovation, additions and other projects, all to be implemented in phases over five years. The scope includes ten schools: one high school, one middle school, three pre-kindergarten through eighth grade schools, and five elementary schools.

Heery was selected in part for the firm's previous experience with the district. Padget said of the selection, "I'm pleased that we already know the project principals and the caliber of work for which they're capable. Given the scope of work we're about to undertake, I'm encouraged that we'll get off to a timely start."

The TPM Challenge

Heery has just completed the initial "scoping" process: facilities assessments and master planning. At each stage in the master-planning process, Heery presented the plan to community members at public meetings. Heery is also taking three projects through the project criteria (schematic design) stage and then giving a guaranteed maximum price for each. These projects, which include renovations and significant additions at one school and replacements at the other two are scheduled to start construction next year.

"It's a close-knit community, and everybody wants to do all they can for the schools," says Clay Clayton, Heery's project manager. "We are helping them prioritize and showing how improvements to one school can affect plans for another school."

A sales tax extension referendum—just approved overwhelmingly by over 70% of voters—has given the schools $120 million over 10 years for school improvements, but that sum "barely covers the scope," says Smith. The Heery team has helped to cut the schools' wish list from $167 million worth of projects to $124 million, based on the schools' priorities.

The Heery team is excited about the program. "What we do today will impact the students and their ability to learn for the next 40-50 years," observes Clayton. "It's important work."

TRANSFORMING THE AMERICAN HIGH SCHOOL

The Oak Ridge High School Project

In a project that promises to raise the bar in high-school design, the Oak Ridge (Tenn.) Board of Education launched a process to upgrade Oak Ridge High School. Built in 1951 to support the many families who moved to the area as part of the Manhattan project, the original facility served its community well. The building, however, has not proven conducive to incorporating new teaching methods. Recognizing the need for modernization, UT-Battelle, which holds the management and operations contract for the Oak Ridge National Laboratory, commissioned Heery to provide a master plan for the campus. The plan analyzed the facility and provided a draft program and master plan options for the school.

Based on these options, the Oak Ridge Board of Education chose a combination of addition and renovation to the school. The project was placed on a referendum and passed with overwhelming support. The Board then hired Heery to provide project management services for the design and construction of its new, state-of-the-art high school. The project encompasses 375,000 square feet of renovation and addition to a school housing 1700 students. Construction will begin spring 2005 and finish in three years.

Built to Grow

Oak Ridge High School promises to be state-of-the-art in several ways. "What's exciting about this project is the opportunity to move forward on the cutting edge of secondary schooling in terms of both architecture and function," exults Ken Green, principal of the school. "We hope to be a trend-setting project that moves us toward transforming the American high school."

The school will accommodate a variety of emerging teaching methods, so that it can adapt to future educational trends. "We hope to build our school with a lot of flexibility in mind," Green explains. "Rather than thinking in terms of one delivery method or building structure, we'll be able to accommodate a wide variety of learners at the same time…we're building a school that considers as many variables as possible, so that we can adapt and change and grow."

Two new teaching methods to be accommodated are the "small schools" and "academies" concepts, which replace the traditional departmental method. In a small school arrangement, three schools of 500 students might be housed in one facility, instead of a single school of 1500. Generally a facility is divided into separate wings for each smaller school. In the academy concept, several magnet schools are contained within one high school. Oak Ridge, for example, will include construction and manufacturing academies within its facility.

Leading-Edge Environmental Design

The school will also incorporate leading-edge environmental design features. The project team hopes to attain gold or even platinum LEED (Leadership in Energy & Environmental Design) certification. "Oak Ridge is an environmentally sound community, and the high school will be the focal point of that," explains Dale Randels, Heery's project manager. The facility's LEED high-performance-schools features include daylighting, energy conservation and water recycling functions. "The green, sustainable elements of this project will be cutting-edge," says Randels.

Randels couples his innovative ideas with a pragmatism that keeps the project on the straight and narrow. "We're building with the unknown in mind, and Heery is well prepared to do that," says Green. "We've been pleased with Dale's input and knowledge of what's out there, and what has been done. He can steer us away from things that look good on the outside, but don't work."

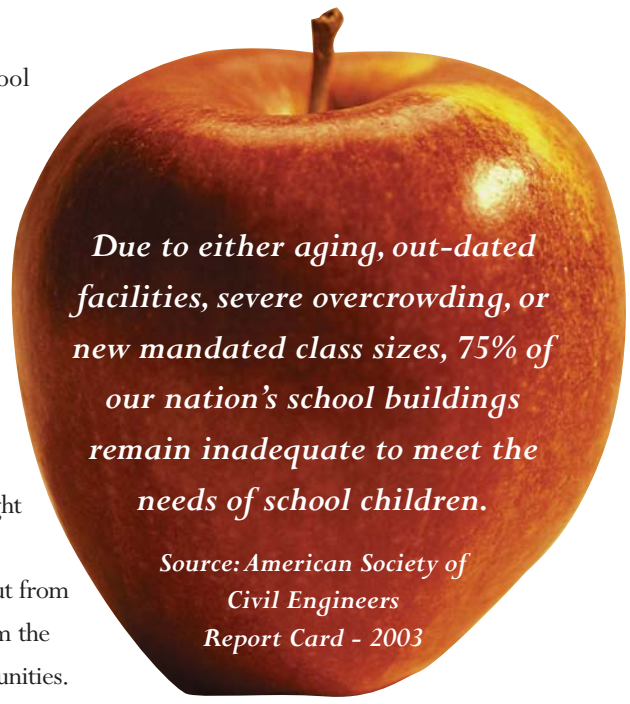
Community-Driven Process

From the start, the Oak Ridge High School project has been driven by its community. As evidence of that support, private funds are contributing $6 million to the project. Moreover, nearly three quarters of the town's population approved the sales tax referendum to provide more funds. Up to $11 million in federal funding—in the form of Qualified Zone Academy Bonds (Q-ZAB)—is also expected.

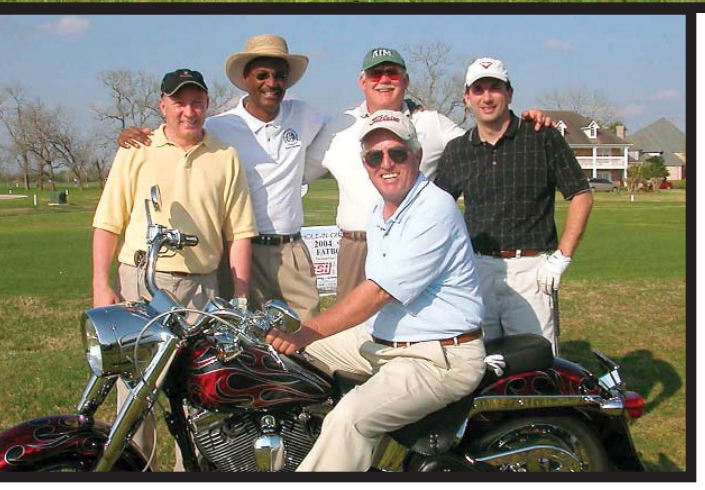
Public input into the project has been sought from the start—even before design began. The preliminary planning process was based on input from stakeholders, who included representatives from the academic, religious, athletic and general communities.

"Teachers and students were involved in the planning," elaborated Randels. "Ideally projects like this should always incorporate such input, but other priorities often keep us from getting it. This community recognizes the school's importance and is willing to invest time and money to support it…they want to be involved and to make the school great."

Principal Ken Green is excited to have Heery's expert guidance throughout the life of the project. "Dale [Randels] has been with us from the beginning thoughts about the project, and he'll be with us all the way through to the end. What we educators do best is educate; we don't build buildings or do architecture. This way, we have project management expertise from the inception to the end."



IN THE COMMUNITY



◀ At the groundbreaking for the **Phillipsburg (N.J.) Early Childhood Center**, the community celebrated the start of construction for the $18.7 million facility, which includes 31 classrooms, six group instructional rooms and specialty rooms for art, music and computer instruction, by releasing butterflies and having the children turn the symbolic first dirt. The project team will seek Silver LEED certification by incorporating sustainable features into the building, including photovoltaic and ice storage systems and recyclable materials where possible. Heery is providing the project management services for design and construction of the 86,000 SF school.

▲ Heery staff members played in the annual Barbara Jean Hoffman Memorial Scholarship Golf Tournament on March 16. The Barbara Jean Hoffman Memorial Foundation, named in honor of **Houston Independent School District (HISD)** board member's Kevin Hoffman's late mother, helps children help themselves through education. Proceeds from the tournament go toward a college scholarship fund for HISD high school graduates and a school-supplies program for economically disadvantaged students in Houston. Heery is one of the construction program managers of HISD's school construction program.

▼ On April 30, more than 1000 of the **Friends School of Baltimore**'s students, faculty and staff donned a wild array of construction hats (decorated by the students themselves) and broke ground for a new middle school and renovated science/mathematics center, for which Heery is providing owner's representative services. Heery helped with the media planning and helped provide the children with hard hats for the day's festivities.

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▲ The namesake of the new **Ensworth Elementary School** in Bend, Ore.—long-time educator and coach Jack Ensworth—was on hand for the first day of school on Sept. 7, handing out popsicles at a lunch-time barbeque for 300 children, sponsored by Heery International. The new school, which received glowing reviews from students, teachers and parents, was officially dedicated in a ceremony on September 17. Heery has worked as construction program manager for **Bend-La Pine Public Schools** since1992.

▶ The Cleveland office of Heery was asked by Superintendent Robert Lee to run the **Kenston Foundation** Golf Outing for 2004. Heery staff planned and organized this event that took place on June 14, 2004 at Punderson Golf Course in Geauga County, Ohio.

▲ **North Charleston (S.C.) Elementary School** students celebrated Earth Day by learning about the green technology and sustainability features of their new school, which is under construction. The students heard about preservation of wooded areas and trees near the school, the use of natural light throughout the building, and a unique air conditioning unit that creates ice for storage during off-peak hours and then uses the ice during the day to help cool the school. The students then built models of their school using graham crackers, icing and other gooey treats. North Charleston Elementary School will be the first LEED certified school in South Carolina. Heery is the Charleston County School District's construction program manager for the North Charleston Elementary School project, among others.

■ With the nation's capitol as the backdrop, District of Columbia Public Schools design competition finalists were honored at a **School Building Day** Awards ceremony on April 23, 2004. The middle school students participated in a design competition challenging them to demonstrate how they would renovate their own schools in order to create a better learning environment. Heery provided the students with lunch on awards day.