



East Aurora Administration Center
310 Seminary Ave
Aurora, IL 60505

Date: June 1st, 2026

To: Dr. Robert Halverson, Superintendent of Schools
East Aurora School District 131 Board of Education

From: Andrew Allen, Assistant Superintendent of Operations

Subject: Cordogon Clark and Associates Facilities Assessment

The Issue:

The last known assessment was completed in 2015.

Justification:

A facility assessment will assist East Aurora School District 131 in projecting and planning for maintenance and upkeep of its existing facilities. Understanding current facility needs and strategically planning future investments is essential to maintaining safe, functional, and efficient learning environments. The proposed scope of services includes assessments of 20 district buildings. The Resilience Education Center and the Administrative Center will not be included in the facility assessment project.

Board Policy and Past Practices:

Pursuant to Board Policy 4:60, Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted including (vii) purchase and contracts for the use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software and services.

Strategic Plan:

This recommendation supports Strategic Goal #2, Operational Excellence that states the following: *East Aurora School District 131 will align and utilize systems and resources that promote operational excellence, efficiency, and fiscal accountability.*

Financial Impact:

The project would be funded out of district funds in the amount of \$100,000

Supporting Data:

See the attached documentation with proposals for service from Cordogon Clark, DLA Architects, and Green Associates.

Recommendation:

It is recommended that the Board of Education move forward with Cordogon Clark and Associates facility assessment in the amount of \$100,000



February 25, 2026

Dr. Robert Halverson
Superintendent
East Aurora School District 131
310 Seminary Avenue
Aurora, IL 60505

RE: Proposal to provide updated facility assessment services

Dear Dr. Halverson:

Cordogan Clark values our long-standing partnership with East Aurora School District 131 and the trust you have placed in our team over many years. Because of this relationship and our commitment to supporting the District's long-term facility planning efforts, we are approaching this assessment as an investment in your future capital strategy. We want to be transparent that the fee proposed does not fully reflect the actual level of effort required to assess all 20 facilities; however, we are providing this pricing in recognition of our history together and the continued work we anticipate supporting as the District advances its facility improvement initiatives.

The following is a synopsis of the scope of services and deliverables for the proposed assessment of the East Aurora School District 131 educational facilities.

PROJECT UNDERSTANDING:

A facility assessment is being considered to assist East Aurora School District 131 in projecting and planning for maintenance and upkeep of its existing facilities. Understanding current facility needs and strategically planning future investments is essential to maintaining safe, functional, and efficient learning environments. The proposed scope of services includes assessments of all 20 district buildings. Based on findings from the facility assessment, MEP survey, visual roof evaluation, and visual pavement evaluation, a 10-year capital project budget and annual expenditure forecast will be developed. These will be categorized by similar needs and include recommendations for maintenance, improvements, and upgrades. This effort will update the District's previous facility assessment and associated budget needs, while also identifying any new or emerging requirements across the district.

The Project intent is summarized below:

Facilities Condition Assessment

1. Undertake facilities assessment study to identify current facilities condition and 10-year deferred maintenance program.
2. Enhance effectiveness, efficiency, and sustainability while addressing deferred maintenance needs.
3. Define capital development program focused on the next 10 years.

SCOPE OF SERVICES:

Facilities Condition Assessment

The focus of this study will be on the three primary physical condition components of the facility – building assembly, building infrastructure and exterior/site. This study will be completed with a team of technically focused architects, mechanical, electrical, and structural engineers. The process will include detailed tours of the buildings with maintenance staff and designated representatives. The assessments will be conducted as a visual walking inspection and will not involve in-depth examinations and testing of building components. This study will be supplemented with information East Aurora School District 131 has on file and current knowledge of the buildings.

Findings will be categorized using a rating system refined with East Aurora School District 131 input for each building component's condition. The rating system will reflect the level of priority, condition, and life expectancy. To assist with prioritizing by East Aurora School District 131, observations may also be categorized into various criteria which may include: Building Enclosure, Infrastructures, Safety & Security, Interior Finish Conditions, and Site. A full report will be developed with documentation of existing conditions, photographic documentation, key plans, and a spreadsheet detailing projected facility expenditures for the next 10 years.

MEP High Level Systems Assessments shall consist of:

1. Mechanical HVAC and Plumbing Systems
 - a. Field verify major HVAC systems (i.e., Chiller plant, boiler plant, Air distribution systems) and comment on damaged or worn-out equipment. Documentation of all major building Mechanical systems. Provide recommendations on either replacement or practical life span remaining.

2. Electrical, Low Voltage, Lighting Systems

- a. Field verify all equipment nameplate information, including panel manufacture, generator data, and panel schedules.
- b. Visual condition of all equipment, comment on damaged or worn-out equipment and recommend either replacement or practical life span remaining.

3. Plumbing Systems and Restrooms

- a. Visual condition of all equipment, comment on damaged or worn-out equipment and recommend either replacement or practical life span remaining.

4. Fire Protection and Life Safety Systems

- a. Review visual condition of exposed sprinkler piping, fire pump, and back flow preventer. Provide recommendations on either replacement or practical life span remaining.
- b. Review condition of fire alarm systems, evaluate age, remaining life, and estimated replacement cost.

Building Architectural Systems Infrastructure Evaluations shall consist of:

1. Inspections, providing estimated remaining life, and estimated replacement costs of all major building systems: Architectural Systems (windows, building envelope, etc.), Interior Finishes (flooring, walls, paint, etc.)
2. Architectural Systems
 - a. Perform an architectural condition assessment on building envelope, including cladding and caulking.
 - b. Assess the condition of the interior borrowed light and door systems.
 - c. Identify deferred maintenance on above systems and provide correction pricing.
3. Interior Finishes
 - a. Visual condition of all interior finishes and systems, comment on damaged or worn-out finishes and recommend either replacement or practical life span remaining.
4. Building Enclosure shall consist of the following:
 - a. The scope of the exterior wall, window and door surveys will be based on visual assessments and will include:

- b. Exterior wall, window, and door survey
- c. Photographs of all elevations of the buildings
- d. Observations to determine the general appearance of the wall systems
- e. Observations to determine the general appearance of the window and door systems

The exterior wall, window and door data will address the general condition of the walls and masonry and will present recommendations for any additional services that may be required which may include physical testing, water testing or the disassembly of wall elements, window, curtain wall or door assemblies or components.

5. Roof Evaluations shall consist of the following:

- a. We will review, schedule and coordinate information with the current roofing assessment.

6. Site Evaluations consist of the following:

- a. Evaluation of the physical condition of all pavement surfaces...including curbs, walks, parking lots, playground surfaces.
- b. Visual evaluation of existing drainage conditions

If requested or deemed necessary to be studied, the following areas would require the team to engage outside specialized consultants or vendors to provide a more detailed, technical assessment. This would be provided at a cost outside of our fee proposal, but would only be authorized following presentation too, and acceptance of, a proposal by East Aurora School District 131.

These areas could include:

- a. Video inspection of sewer lines
- b. Roof scans

The Facility Assessment process will conclude with the preparation and presentation of findings to East Aurora School District 131 Administration and Board.

COMPENSATION:

Cordogan Clark values our long-standing relationship with East Aurora School District 131 and the opportunity to continue supporting your facility planning efforts. As noted earlier, the fee proposed does not fully cover the actual cost of performing this level of assessment across 20 facilities. We are offering this reduced fee in recognition of our partnership and the future work we expect to support as the District advances its capital improvement program.

We propose to provide the professional services described above in the amount of One Hundred Thousand Dollars (\$100,000.00) for the assessment of the 20 facilities. This is based on the following:

- \$34,000 Physical Condition Assessment
- \$38,000 Report Documentation
- \$28,000 10-year Facility Spreadsheet Development

Includes development of 10-year Facility Improvement and upgrade planning document with estimated costs, and all client review meetings and preparation.

If scope increases beyond what is described within this proposal, Cordogan Clark shall notify and discuss with East Aurora School District 131 possible additional compensation beyond the not to exceed fee amount.

Reimbursable shall be provided at direct cost and it is recommended that an allowance of \$2,000 be set aside for such items.

SCHEDULE

We anticipate beginning the assessment in April 2026 and completing all work by October 2026. This schedule allows adequate time for building walkthroughs, coordination with District staff, documentation of existing conditions, and the development of the 10-year capital forecast. As we progress, we will work closely with your team to ensure that all necessary input is gathered and that each facility receives the appropriate level of attention. Should additional time be required to incorporate stakeholder feedback, address unforeseen conditions, or ensure the accuracy and completeness of the final assessment, we will adjust the schedule in collaboration with the District to maintain both quality and alignment with your planning needs.

Thank you for this opportunity to serve East Aurora School District 131. Should you require any additional information or clarifications, please do not hesitate to contact me.

Respectfully submitted,

Cordogan Clark



Richard Blair, AIA, RA
Managing Director - Aurora

Upon approval of this agreement please forward a copy of the signed proposal letter back to our office. A Service Order (AIA B221) will be issued upon approval.

Cordogan Clark & Associates

EASD SD #131

BY:  _____

BY: _____

Its representative

Its representative

DATE: 02 - 25 - 26 _____

DATE: _____



April 27, 2026

Andrew Allen
Assistant Superintendent of Operations
East Aurora School District 131
310 Seminary
Aurora, IL 60505

Dear Andy,

Facility Assessment and Long Range Plan

As we discussed, DLA Architects, Ltd. is pleased to provide Aurora School District 131 with architectural and engineering services in the preparation of your Facility Assessment and Long Range Plan. This document will provide your District with a comprehensive planning tool for the next 10 years. Services are included for the buildings listed below:

NICHOLAS A HERMES ELEMENTARY SCHOOL
C F SIMMONS MIDDLE SCHOOL
G N DIETERICH ELEMENTARY SCHOOL
OAK PARK ELEMENTARY SCHOOL
MABEL O'DONNELL ELEMENTARY SCHOOL
EAST AURORA EXTENSION CENTER
C I JOHNSON ELEMENTARY SCHOOL
ROSE E KRUG ELEMENTARY SCHOOL
EARLY CHILDHOOD CENTER
HENRY W COWHERD MIDDLE SCHOOL
EAST HIGH SCHOOL
FRED ROGERS MAGNET ACADEMY
C M BARDWELL ELEMENTARY SCHOOL
K D WALDO MIDDLE SCHOOL
L D BRADY ELEMENTARY SCHOOL
OLNEY C ALLEN ELEMENTARY SCHOOL
JOHN GATES ELEMENTARY SCHOOL
EDNA ROLLINS ELEMENTARY SCHOOL

W S BEAUPRE ELEMENTARY SCHOOL
EXCEL ACADEMY SUITE A
BENAVIDES STEAM ACADEMY
GONZALEZ CHILD CNTR
ADMINISTRATIVE CENTER
BUILDING AND GROUNDS SERVICE CENTER
WELCOME CENTER
RESILIENCE EDUCATION CENTER (R.E.C)

Project Scope of Services:

This task is a significant undertaking for 26 buildings. We are currently completing a similar project for Valley View School District, which involves a thorough and time-intensive analysis. However, it provides invaluable insights to guide future decisions for your District. We propose doing the following:

Part 1: Facility Assessment

- Update existing digital drawings and create updated floor plans and site plans in electronic format for all your buildings
- Survey all buildings to identify equipment and building elements that will expire over the course of the next decade.
- Create a summary of the existing conditions of all aspects of your buildings;
 - Building Exterior
 - Roofing
 - Paving
 - Building Interiors
 - Mechanical Equipment
 - Electrical and Low Voltage Equipment
 - Plumbing Equipment
 - Building Sites

Part 2: Discuss Unseen Needs

The assessment is a visual assessment only; we will rely upon your building staff to convey any operational issues with equipment or building elements that cannot be seen by our staff. This may include prematurely failing equipment, ongoing maintenance concerns, previous roof leaks during warranty periods, etc.

- Meet with building maintenance staff to discuss any issues or concerns.
- Create a summary of the listed concerns at each building along with recommended next steps;
- Environmental issues should be shared with DLA at this time and will be integrated into the report.

Part 3: Forecast/Long Range Plan

DLA will also complete a forecast plan with a timeline for the next 10 years, along with probable costs for the replacement and maintenance of all items. This work will include the following:

- Interior Architectural report of recommendations and probable costs;
- Exterior Architectural report of recommendations and probable costs;
- Mechanical, Electrical, and Plumbing report of recommendations and probable costs;
- Roof evaluation and report of recommendations and probable costs (provided by Garland);
- Paving report and probable costs;

Part 4: Rating of buildings related to overall lifespan costs

DLA will assess the current conditions of each facility and collaborate with the owner to assign an overall rating. This joint effort will guide future decisions regarding declining enrollment.

Part 5: Compiling of Entire Plan and Presentation

- Integrate all documents provided by DLA, the District and/or District Consultants and integrate in final document
- Meeting with owner representative to review preliminary draft of report;
- Revisions to reports and drawings per owner meeting; and
- Presentation of Final Report, which shall include all of the findings and opinions resulting from the services provided;
- Board presentation of report

Project Schedule:

We anticipate beginning this project immediately upon approval with a tentative project schedule as follows:

Kick Off Meeting – End of May 2026

Survey work – June – August 2026

Meet with Buildings and Grounds Staff – Summer 2026

Draft Review - End of September 2026

Revisions – October 2026

Final Board Presentation – November 2026

Schedule will depend on access to the buildings and if existing digital floorplans are available for the Administration Center, the Buildings and Grounds Building, the Welcome Center, and the R.E.C.

Architect's Compensation:

We propose to provide professional architectural and engineering services on a time and material basis with a not-to-exceed cost of \$188,414 for the following 26 buildings:

NICHOLAS A HERMES ELEMENTARY SCHOOL	\$6,651
C F SIMMONS MIDDLE SCHOOL	\$13,672
G N DIETERICH ELEMENTARY SCHOOL	\$6,353
OAK PARK ELEMENTARY SCHOOL	\$7,503
MABEL O'DONNELL ELEMENTARY SCHOOL	\$5,483
EAST AURORA EXTENSION CENTER	\$2,367
C I JOHNSON ELEMENTARY SCHOOL	\$4,955
ROSE E KRUG ELEMENTARY SCHOOL	\$3,954
EARLY CHILDHOOD CENTER	\$4,620
HENRY W COWHERD MIDDLE SCHOOL	\$14,075
EAST HIGH SCHOOL	\$53,200
FRED ROGERS MAGNET ACADEMY	\$5012
C M BARDWELL ELEMENTARY SCHOOL	\$8,969
K D WALDO MIDDLE SCHOOL	\$14,646
L D BRADY ELEMENTARY SCHOOL	\$4,994
OLNEY C ALLEN ELEMENTARY SCHOOL	\$11,093
JOHN GATES ELEMENTARY SCHOOL	\$6,103
EDNA ROLLINS ELEMENTARY SCHOOL	\$4,894
W S BEAUPRE ELEMENTARY SCHOOL	\$3,743
EXCEL ACADEMY SUITE A	\$217
BENAVIDES STEAM ACADEMY	\$3,600
GONZALEZ CHILD CNTR	\$2,310
ADMINISTRATIVE CENTER	NO CHARGE
BUILDING AND GROUNDS SERVICE CENTER	NO CHARGE
WELCOME CENTER	NO CHARGE
RESILIENCE EDUCATION CENTER (R.E.C)	NO CHARGE

SubTotal: \$188,414

Discounts and possible Refunds:

DLA values long-term client relationships and has provided a fair cost for this size project. However, as this assessment lays the groundwork for future work in the District, we aim to partner with you on its implementation. To support this, we are offering discounts and refunds that could make this service entirely free if we are selected to perform the work.

- We are providing this service without a charge for the Administrative Center, The Buildings and Grounds Service Center, The Welcome Center, and the R.E.C.
- Every time the District hires DLA Architects, we will credit our fee \$5000 for every \$100,000 in architectural and engineering fees. This refund is good until the entire fee is credited.

Reimbursables and Additional Services:

This proposal does not include reimbursable expenses such as printing, or additional services such as:

- Architectural Design Services
- Building Program Analysis
- Construction Documents
- Creating digital plans – we do not currently have building plans for the following buildings: R.E.C., Administrative Center, Buildings and Grounds, and the Welcome Center. If no digital drawings are available, DLA will recreate the plans on a time and material basis. Hourly rates are included herein.
- Specifications
- Landscape design services
- Storm water analysis
- Zoning meetings and documents, soil borings and site surveys, MWRD permitting/revisions

These additional services shall be billed on a time and material basis or via a separate proposal. Reimbursables shall be billed at cost. Our hourly rates are included herein.

Services Not Included in this proposal and will require owner's consultants:

- Environmental Studies
- Destructive Testing
- Infrared Scans
- Electrical Testing
- Commissioning of Building Systems

Our office looks forward to working on this project. This Memo of Understanding will establish the overall project expectations.

Please sign and return one copy of this memorandum as an acknowledgment that our perception of the project is in agreement with the District's wishes.

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April 27, 2026

We look forward to working with you in keeping your School District in a safe, well-maintained condition. Should you have any questions, please give me a call.

Sincerely,



Carrie Matlock, AIA, NCARB
President

c: Lou Noto

ACCEPTANCE OF FACILITY ASSESSMENT AND LONG RANGE PLAN

Owner: _____
East Aurora School District 131 Date

**Terms and conditions of this agreement identified above shall not be disclosed, or allowed to be disclosed, to any third party, school district, architectural firm, legal firm, or private citizen unless through compliance with the Freedom of Information Act without the express written consent of DLA Architects. East Aurora School District 131 shall provide written notice of all Freedom of Information Act requests to DLA Architects within three business days of the request receipt. Thanks for your cooperation in this matter.

Hourly Rates

Category	Rate
Senior Principal	\$220.00
Principal	\$205.00
Director	\$180.00
Senior Project Manager	\$175.00
Senior Architect	\$150.00
Architect / Project Manager	\$135.00
Apprentice Architect	\$115.00
Sr. Project Technician	\$105.00
Project Technician	\$90.00
Senior Designer	\$145.00
Designer	\$125.00
Senior Interior Designer	\$135.00
Interior Designer	\$125.00
Computer Graphics Manager	\$140.00
Senior Administration	\$130.00
Administration	\$85.00

■ Firm History

DLA Architects, Ltd. was founded as Dahlquist and Lutzow Architects, Ltd. in 1983 by Bruce Dahlquist, AIA, LEED® AP BD+C and Dwain Lutzow, AIA.

The firm's values are rooted in the principles these founding partners gleaned on the Little League baseball fields of Chicago, where they learned to work together as teammates to accomplish great things. They have since retired but inspired by the sport they loved, they instilled a culture of teamwork and mentorship in the firm.

The founding partners also valued forward-looking strategic planning. Between 2001 and 2007 they grew and developed a team of new leaders. Eric Sickbert, AIA, Bill Templin, AIA, LEED AP, Carrie Matlock, AIA, LEED AP BD+C and Lou Noto, AIA, LEED AP BD+C became part of the management team. And in 2008, Dahlquist and Lutzow Architects began doing business as DLA Architects, Ltd. The name change commemorated 25 years of exceptional service to our clients, and it started a new journey into the next 25 years.

Carrie Matlock was named president of DLA Architects in 2017, the same year Edward L. Wright, AIA, LEED AP BD+C became a part of the management team. A more than twenty year veteran of the firm, Carrie played a large role in the organization's strategic planning and success.

DLA Architects has thrived under the guidance of this new generation of leaders. The strategic planning and direction provided by the current Principals have played a pivotal role in our achievements. For instance, in 2020, the firm made the transition from using the trade name DLA Architects, which had been in use for 15 years, to officially adopting it as the business name. 2020 also marked the introduction of an associate level of ownership, demonstrating DLA's commitment to nurturing the next generation of talented leaders within the firm.

2023 marked another significant year for DLA Architect. The firm not only commemorated four decades of successful business operations but also proudly announced the acquisition of Robert Juris & Associates Architects, Ltd. This strategic move reinforced DLA's dedication to providing exceptional design services and prioritizing client needs.

Today, DLA Architects operates from its office in Itasca, Illinois, with a team of 58 professionals, including 22 licensed architects and talented interior designers. While the firm does not have engineers on staff, it collaborates with trusted consultants to provide comprehensive engineering services. As DLA celebrates over 40 years in business, it remains committed to the same philosophy it started with: every project is a privilege, every client relationship is valued, and every design reflects both the client's and the firm's legacy.



When assembling the team for East Aurora School District 131, we placed a strong emphasis on selecting individuals with deep, relevant experience in educational design and demonstrated excellence in interpersonal skills. At DLA Architects, we believe our people are our greatest asset. The team-oriented approach and extensive expertise of our Proposed Team ensure the success of your project.

As you will be working directly with a firm owner, we can assure you of their involvement throughout your engagement with DLA Architects. This commitment ensures consistent communication and a seamless experience from start to finish.

With these priorities at the forefront, we are pleased to introduce a project team uniquely qualified to support your district's goals, foster collaboration, and deliver a seamless, client-centered experience:



Carrie L. Matlock, AIA, LEED® AP BD+C, Principal, President
Principal in Charge & Master Planning Expert

Carrie Matlock, President of DLA Architects, will serve in a strategic and highly engaged leadership role for your project. With over 30 years of specialized experience in educational design, Carrie is known for her expertise in guiding complex school renovations and additions, as well as her commitment to aligning facilities with the evolving needs of students and staff. Her deep industry knowledge and thoughtful leadership will help shape the project's vision and direction, while fostering strong connections among all stakeholders.

While Shannon will manage the day-to-day aspects of the project, Carrie will play a highly engaged role in leading stakeholder engagement and shaping the planning process. Drawing on her deep expertise in 21st Century Educational Design, Carrie excels at facilitating productive dialogue with district leadership, staff, and community members, ensuring all voices are heard. Her approach is to listen, ask thoughtful questions, and collaboratively explore how educational goals, teaching styles, and facility needs intersect. Through this process, she works closely with the District to ensure the resulting design authentically reflects your educational vision and supports long-term student success.

Carrie will ensure your project has access to the full breadth of DLA Architects' resources, offering strategic oversight and sharing technical perspectives at critical milestones. Her involvement ensures your project is guided by seasoned expertise and forward-thinking leadership, reinforcing our commitment to your district's goals.



Shannon Baird, AIA

Project Manager

An architect with DLA for over 25 years, Shannon Baird will be your principal point of contact and will lead the project management efforts from start to finish. In addition to overseeing daily activities and facilitating communication among all stakeholders, Shannon brings hands-on expertise in facility assessment. She will oversee comprehensive walkthroughs of your schools, carefully observing building conditions and documenting areas that require attention. Drawing on her deep knowledge of educational facilities, Shannon will work with you to understand your district's key priorities and potential needs, which will inform a reliable and tailored assessment process. Her approach ensures the assessment is thorough, accurately reflects your district's realities, and directly informs the planning and design phases. Throughout each stage, Shannon's focus remains on championing your district's priorities, maintaining clear communication, and delivering reliable results and a seamless experience for your district.

Drawing on her extensive architectural background and specialization in educational environments, Shannon has successfully led programming for a wide range of innovative 21st Century learning spaces. She excels at partnering with Boards and Committees to identify district-specific goals, actively listening to stakeholder input, and guiding dialogue toward creating environments that truly support teaching and learning. Throughout this collaborative process, Shannon works with the entire project team to develop tailored strategies that maximize educational impact while aligning with your project's budget and schedule.

Shannon will be highly engaged throughout all phases of the project, participating in regular site visits and meetings to ensure clear communication and alignment with your district's goals. Shannon's collaborative, hands-on approach not only fosters transparency and trust but also streamlines coordination, ensuring a smooth process and a successful outcome for your project.

Also joining the team are Matt Kinne and Jeni Berrun, whose proven experience further strengthens our project team.



Matt Kinne, Job Captain, has been with DLA Architects for 8 years and has successfully completed nearly 100 projects with the firm. Drawing on his in-depth experience in K12 educational design, Matt plays a hands-on role in facility assessment, conducting thorough walkthroughs of each school, carefully observing building conditions, and capturing the details that matter most. His expertise ensures the assessment process is both rigorous and insightful, allowing technical issues and improvement opportunities to be identified early. Matt excels at translating observations into actionable solutions, coordinating drawing production, and facilitating effective collaboration with consultants and the project team. His steady presence and problem-solving skills will be integral to maintaining project quality, meeting timelines, and ensuring open communication at every stage.



Jeni Berrun is an emerging professional at DLA and a valued member of our team, currently pursuing architectural licensure. Having contributed to more than forty educational projects, Jeni brings a fresh, thoughtful approach and an unwavering commitment to our collaborative process. She will support the facility assessment process by joining site walkthroughs, closely observing building conditions, and capturing essential details alongside Shannon and Matt. She will support the team with a focus on technical accuracy, adaptability, and responsive service, helping to ensure consistent progress and a seamless project experience for your district.

Together, Matt and Jeni bring valuable technical strength and fresh perspective to the team, reinforcing our capacity to deliver thorough, responsive service at every phase. Their collaboration seamlessly complements Shannon's leadership and Carrie's strategic guidance, ensuring your district benefits from a dedicated, well-rounded project team focused on your goals and long-term success.

The DLA Approach

As you will find throughout this Qualifications Statement, DLA Architects has extensive experience in the design and construction of many types of educational projects. We will work closely with East Aurora SD 131 to develop District schools to their full potential, within the allocated budgets. **The result will be outstanding, functional buildings that embody the Mission and Vision of East Aurora SD 131, meet the requirements for today's programs and are forward thinking in their ability to address future programs.**

Examples of this long range planning process in action include:

Vision Sears Master Facilities Planning

[Vision Sears Master Facilities Planning](#) showcases DLA Architects' expertise in Master Planning services. This project highlights how Kenilworth School District stakeholders and the community were actively engaged throughout the process. The plan has been successfully implemented in phases over several years, demonstrating a thoughtful and collaborative approach to long-term facilities planning.

Lake Zurich CUSD 95 - Forward 95 Strategic Plan

The [Forward 95 Strategic Plan](#) for Lake Zurich CUSD 95 is another excellent example of DLA Architects' impactful work. While the original Facility Assessment and Plan that formed the foundation for the successful referendum is no longer available online, the site provides a detailed list of the resulting capital projects. Notably, District 95 exceeded expectations by accomplishing more with fewer resources than anticipated, resulting in \$6,152,718 in restricted reserves for additional voter-approved initiatives. This outcome underscores DLA's ability to deliver efficient, resource-conscious solutions.

Lyons Township High School - Groundwork for a Brighter Future

Phase One of the [Groundwork for a Brighter Future](#) initiative at Lyons Township High School is nearly complete. This project reflects DLA Architects' commitment to aligning community input with strategic objectives. The District has incorporated broad community feedback alongside recommendations from the Facilities and Mechanical Assessment to prioritize capital improvements. Phase Two is currently under consideration, further demonstrating a phased and inclusive approach to facilities planning.

■ Our Philosophy is Form Follows Learning



We believe that our designs are successful when they reflect, support, and inspire learning. To do this, we dig deep and learn about your educational process and design the architectural fabric of the building to follow the pedagogy and priorities of your District.

What this philosophy means to East Aurora SD 131 is that we listen and understand your goals, your vision, and therefore produce creative design solutions that support your needs, not our own.

At DLA, we share our experience, including local, regional and national exposure to current and future trends in the educational delivery process, with our educational clients.

Without inflicting our opinions, we attempt to educate schools as to opportunities for developing curricula and facilities that support and reinforce 21st Century education.

Educational spaces must be catalysts which support learning, particularly related to technology and collaboration.



Ridgewood High School
| NORRIDGE, IL



AFTER: Designed for project based learning experiences, the space provides variable learning and display areas that allow for all students to benefit from the integration of the curriculum. Students plan and build various projects within the space. Flexibility with respect to electricity and technology were priorities for the school. Therefore, there are flexible drop-down data and power cords making the space extremely versatile for different size groups and moveable furniture.



■ Visionary in Thought and Action



At DLA, we share our experience, including local, regional and national exposure to current and future trends in the educational delivery process, with our educational clients.

Without inflicting our opinions, we attempt to educate schools as to opportunities for developing curricula and facilities that support and reinforce 21st Century education.

Educational spaces must be catalysts which support learning, particularly related to technology and collaboration.

In conjunction with the need for defined educational spaces, 21st Century education requires Multi-Use/Multi-Purpose spaces, outfitted with a wide array of multi-media opportunities.

Teachers and students need one-on-one peer tutoring and teaming, research, individual study, group study, as well as large group assembly space not housed in the Auditorium.

Properly located within the school, these spaces can be accessed by the community in a safe, controlled manner, not disrupting the school during the day. Isolating them from the remainder of the school opens them for after-hours use, as well.

Lake Zurich High School | LAKE ZURICH, IL



"It's called Studio C for collaboration," said senior Grace Williams [one of the students who's provided input through the design process]. "So, it'll be a collaboration center focused on the group. This means, basically, it'll be focused on the group because, even when I was in the library (last week), I was working on some stuff with other students and we were being (shushed) very loudly."

via Daily Herald about Studio "C" Renovation at Lake Zurich High School

■ Related Experience: Long Range Plans & 21st Century Educational Assessments



Lyons Township HSD 204 in LaGrange, IL

- Long Range Plan

Schiller Park School District 81

- 21st Century Evaluation / Facility Assessment / Long Range Plan

Riverside Brookfield HSD 208 in Riverside, IL

- Facility Assessment

Riverside School District 96 in Riverside, IL

- Facility Assessment / 21st Century Evaluation

Kenilworth School District 38 in Kenilworth, IL

- Facility Assessment / Long Range Plan

Harlem School District 122 in Loves Park, IL

- Facility Assessment & Phased Implementation

Kankakee School District 111 in Kankakee, IL

- Facility Assessment / 21st Century Evaluation

Meridian School Dist. 223 in Stillman Valley, IL

- Facility Assessment

Newark CHSD 18 in Newark, IL

- Facility Assessment / 21st Century Evaluation

Lisbon CCSD 90 in Newark, Illinois

- Facility Assessment

Ridgewood High School in Norridge, IL

- Facility Assessment / Long Range Plan / 21st Century Evaluation

Homewood Flossmoor CHSD 233

- Facility Assessment & Phased Implementation

Lake Zurich CUSD 95 in Lake Zurich, IL

- Facility Assessment / Long Range Plan

East Maine School District 63 in Des Plaines, IL

- Facility Assessment / 21st Century Evaluation

Elmwood Park CUSD 401 in Elmwood Park, IL

- Science Curriculum Assessment
- Junior High School Building Assessment
- District-wide 21st Century Evaluation

Steger School District 194 in Steger, IL

- Facility Assessment / 21st Century Evaluation

Will County School District 92 in Lockport, IL

- Facility Assessment

Lockport THSD 205 in Lockport, IL

- Facility Assessment / 21st Century Evaluation

LaGrange School District 105 in LaGrange, IL

- School Facility Assessment & Long Range Facility Planning

Lincoln-Way Area Special Ed Dist 843 in New Lenox, IL

- Building Analysis

Western Springs School Dist. 101

- Building Assessment

Warren Township HSD 121 in Gurnee, IL

- Facility Assessment / 21st Century Evaluation

Lemont Township High School District 210

- Facility Assessment

Northbrook School District 28

- Long Range Plan

Pennoyer School District 79

- Long Range Plan

CHSD 218 in Oak Lawn, IL

- Facility Assessment / Long Range Plan/Space Utilization

Golf School District 67 in Morton Grove, IL

- 21st Century Evaluation

Avoca School Dist. 37 in Wilmette, IL

- Facility Assessment / Long Range Plan

Itasca School District 10 in Itasca, IL

- 21st Century Evaluation / Long Range Plan

Little Brothers, Friends of the Elderly in Kings, IL

- Facility Assessment

St. Mary of the Annunciation at Fremont Center in Mundelein, IL

- Facility Assessment

Hononegah High School Dist. 207 in Rockton, IL

- 21st Century Evaluation

Oak Park Public School District 97 in Oak Park, IL

- Facility Assessment & Long Range Master Plan (10 Schools)

Channahon School District 17 in Channahon, IL

- Facility Assessment / Long Range Plan

School District U-46 in Elgin, IL

- 20 Year Long Range Plan

Elmhurst CUSD 205 in Elmhurst, IL

- District Facility Assessment

Rosemont School Dist. 78

- 21st Century Evaluation

CHSD 94 in West Chicago, IL

- Facility Assessment & Phased Implementation

Special Ed District of McHenry County (SEDOM) in Woodstock, IL

- Building Assessment

Gavin School District 37 in Ingleside, IL

- Gavin North School Facility Assessment & subsequent Re-Assessments

University of Illinois Chicago in Chicago, IL

- ADA Survey, Circle Center & Illini Union

Hinsdale Township HSD 86 in Hinsdale, IL

- Comprehensive Five-year Facility Plan

Wheaton Park District in Wheaton, IL

- Hurley Gardens Preservation Plan & Stabilization

Bloomington Public Library in Bloomington, IL

- Facility Assessment & ADA Survey

County of DuPage in Warrenville, IL

- Warrenville City Hall Preservation Plan

YMCA of Metropolitan Chicago in Chicago, IL

- Design & Architectural Facility Assessment at 20 YMCA Facilities

- ADA Facility Assessment at 20 YMCA Facilities

Valley View Community Unit School District 365U

- Facility Assessment / Long Range Plan

■ Related Experience: CTE Spaces

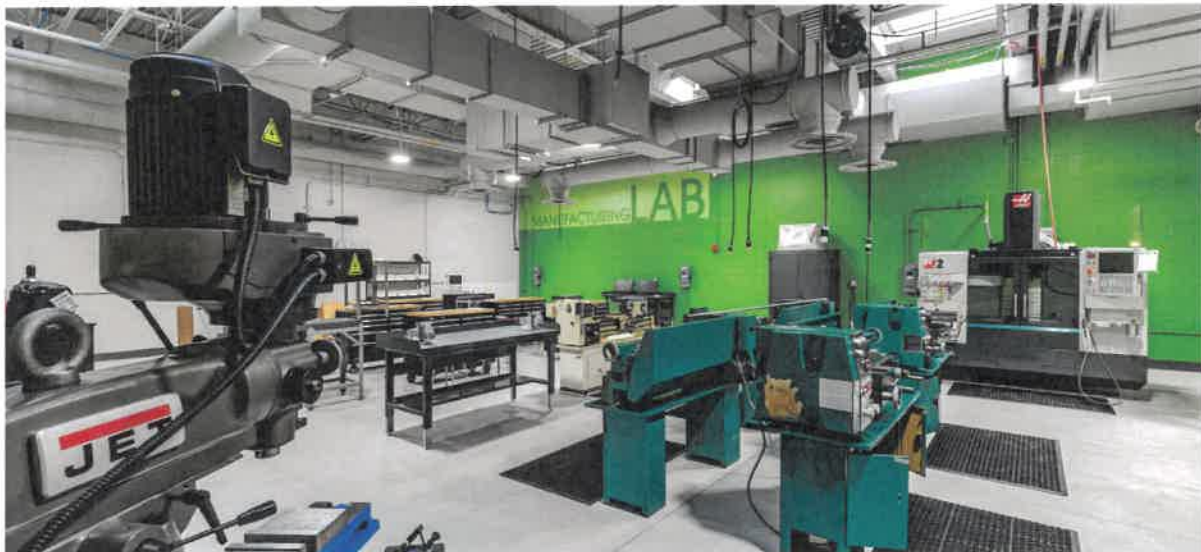
Harlem High School Career and Technical Education Addition & Remodeling | HARLEM SCHOOL DISTRICT 122



Harlem High School aimed to modernize and expand its Career and Technical Education (CTE) Program, offering comprehensive courses in Welding/Metal Fabrication, Automotive, Manufacturing, Construction Trades, Culinary, and Child Development. The school also sought to include an onsite health clinic for the Harlem School District 122 staff. Our task was to bring all off-site CTE instruction under one roof, thereby enhancing student accessibility and instructional time. We collaborated closely with the district to craft a design that incorporated the newest trends in K-12 education, ultimately creating a learning environment that mirrored real-world work settings.



The resulting project, which includes a 27,000-square-foot addition to the southeast side of the high school, ensures seamless integration with the existing structure while enhancing accessibility and instructional time for students. This strategic location allowed us to optimize space and natural light, while providing dedicated classrooms, labs, and support spaces. The roughly \$13.5 million expansion allows students more time in the classroom, eliminating the need for them to be bused about 3 miles away to a building near the district offices where automotive, small-engine repair, and welding classes were held. Furthermore, the district resurrected its defunct construction program, in which students worked to build homes in the area.



Related Experience: CTE Spaces

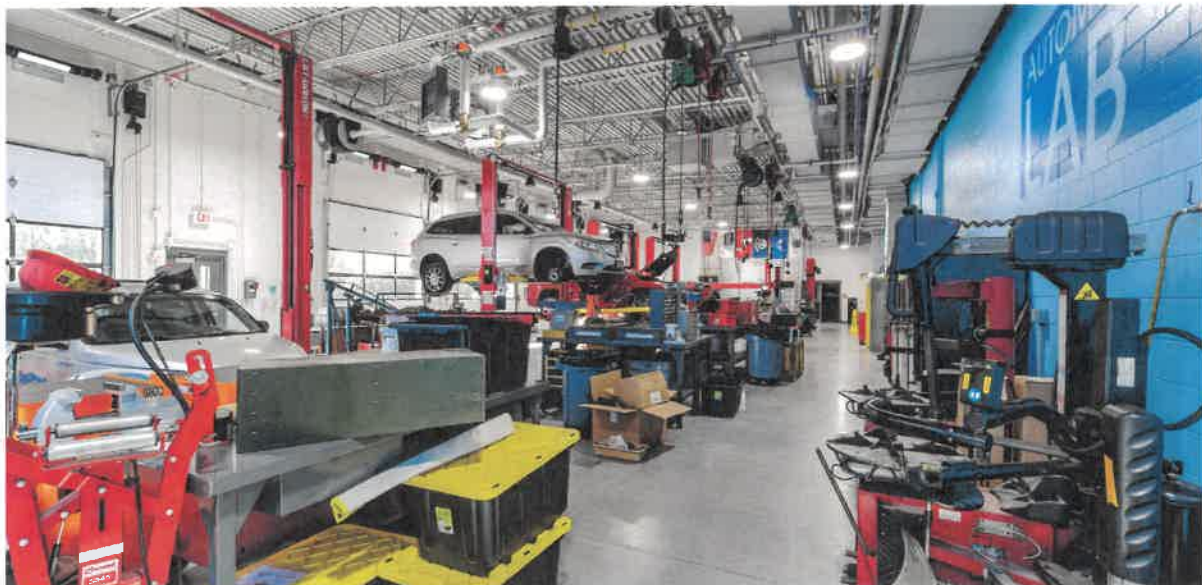


The project presented unique challenges, including integrating cutting-edge technologies while maintaining the budget, creating adaptable spaces for future job market changes, and visually reflecting the school's brand. We navigated these by:

- Selecting cost-effective materials and technologies without sacrificing quality or functionality.
- Creating flexible spaces to accommodate changing educational needs.
- Incorporating the school's branding throughout the facility, especially in the Commons Areas

The future-ready learning environment features:

- Hands-on, project-based learning spaces that simulate real-world experiences. The expansion includes bays for automotive repairs, a welding lab, learning spaces, a construction lab, and an on-site health clinic for district staff and their dependents.
- State-of-the-art technology like electric-powered automobiles and forklift operator training, creating realistic learning scenarios. Dedicated classrooms will support the skills-based opportunities and experiences students will develop in their associated labs.
- A spacious 2-story commons with a learning stair, facilitating student presentations and guest lectures.
- A crow's nest conference room overlooking the learning stair commons area, perfect for small group collaboration.



Related Experience: CTE Spaces

Manufacturing and Technology Center (MTC) | ELGIN COMMUNITY COLLEGE



The Manufacturing and Technology Center (MTC) at ECC is a state-of-the-art facility tailored to support programs in maintenance technology, industrial manufacturing, HVAC-R, energy management, and welding. Spanning 150,000 square feet, this new center will also provide the space needed to introduce and enhance robotics, renewable energy, pipe welding, industrial process control programs, and more. The first floor will feature labs and communal spaces, while the second floor will be dedicated to administrative and student areas. Transparency both inside and out allows for learning environments to be on display as well as flooding them with natural light. Strategically located at the campus's main entrance, the building stands as a beacon for the community.

- **Meeting Workforce Demands:** The MTC will offer expanded space and learning environments tailored for specialized programs such as maintenance technology, industrial manufacturing, HVAC-R, energy management, and welding. In these settings, students will cultivate skills and knowledge that are directly relevant to their respective industries.
- **Emerging Technologies:** ECC is committed to integrating emerging technologies such as automation, digitization, cybersecurity, and artificial intelligence into its curriculum. The new building will feature state-of-the-art classrooms and laboratories designed to facilitate these innovative programs, ensuring that graduates are well-equipped to meet the challenges and seize the opportunities of today's workforce.
- **Robust Facilities:** The facility features cutting-edge amenities, such as sophisticated ventilation systems and integrated robotics, significantly enhancing learning experiences and operational efficiency. In specific lab areas, floor slabs are reinforced to support the heavy equipment necessary for the innovative programs.
- **Showcasing CTE Learning:** The architecture is thoughtfully designed to promote connections among students while offering the public a unique view into the inner workings of the CTE programs. The building features brick masonry accented by metal panels and expansive windows that invite passersby on McLean and Spartan to glimpse inside.
- **Solar Racking System:** The Energy Management Program will feature a solar racking system funded by a grant from the Illinois Green Economy Network. This initiative not only supports sustainability but also offers students hands-on experience in renewable energy technology. The building itself is designed to be solar panel ready.
- **Student Activities and Lounges:** Designed to foster a supportive learning environment, the MTC includes ample spaces for student activities and relaxation, promoting a sense of community and collaboration. Open and collaborative spaces promote hands-on learning and interaction between students and industry professionals, setting a benchmark for community colleges nationwide.



Related Experience: CTE Spaces

Elgin Community College Public Safety



What does it take to provide top-notch training for first responders? In addition to a well-trained faculty, it requires some unique spaces built to take a beating.

This campus is approximately 50 acres. The campus creates practical training facilities for police, fire, and other public services, such as EMT/Paramedics, within the Elgin Community College District and enhances the existing Fire Science and Public Safety curricula currently offered at the college.

The new building structures at the Public Safety Training Center include: an 18,000 SF Academic Building, a 10,000 SF Apparatus Building to accommodate training on fire and police equipment, a 3-story Fire Training Tower (or Burn Tower) to simulate both residential and commercial fire scenarios, and a Pump House/Grounds Storage Facility.

The site itself offers some unique features such as: a driving pad that includes a wet-weather skid pad to provide firsthand experience with advanced vehicle maneuver training, a pond that will be used to draft the water for firefighter training, and a second pond that will be used for search and rescue training.



Homewood-Flossmoor High School | HOMEWOOD-FLOSSMOOR CHSD 233

The award-winning renovation was designed around the Project Based Learning activities that take place in the TV and Radio Programs. Whether focused on TV or Radio, a cohort of students takes on the real-world task of developing program content, creating a production schedule and collaborating to meet their project goals. Each day, the students create TV and Radio shows that are broadcast over the airwaves and online. The new, highly visible production spaces were designed specifically to make evident the connection between the student defined goals and how they are accomplished.

The nature of the program requires the full integration of technology with the curriculum. In a world where everyone can be a publisher, the design focused on creating an environment for students to develop digital literacy and explore ethical issues involving media. Students are applying their problem-solving skills to not only use the technology, but to develop content. As they work through their tasks, the open design allows "just-in-time" direct instruction and encourages students to teach each other.



Homewood-Flossmoor High School |
HOMEWOOD-FLOSSMOOR CHSD 233



An electric glass privacy wall behind the new production desk allows visitors to view the inner workings of production during rehearsals and keeps them out of the shots during filming. To enhance flexibility in the production studios, the broadcasting desk also features movable curtains and a retractable green screen to allow for multiple possibilities when filming at the desk. The set also includes green and white screens along with more curtains to allow for an even greater flexibility and indulgence of the student's creativity.



Culinary Arts Remodeling at Elgin High School | SCHOOL DISTRICT U-46

DLA partnered with School District U-46 to transform an outdated kitchen classroom into a Culinary Arts Lab and Dining Area. Having won several state culinary competitions with students, the culinary instructor at Elgin HS was garnering much attention to the rapidly expanding program.

The design challenge for the remodeling project was to provide a commercial-grade kitchen and adjoining dining room to fit within the foot print of two existing classroom spaces.

The new kitchen included a walk-in cooler, commercial ranges, griddles, kettles, fryers, prep tables, warewashers, dry storage rooms, and even a living herb garden. The dining area needed the flexibility to be a working restaurant for several periods of the day and an instructional classroom for students the rest of the time.

A host station at the front of the dining room allowed students to take orders from patrons and send tickets electronically into the kitchen for meal preparation.

Students learn a variety of skills by rotating through each role including hostess, server, and food production. Not only do students learn the "four C's of preparing food" (cleaning, cooking, cross contamination, and chilling), opportunities abound for them to build communication and collaboration skills. They exercise creativity and critical thinking every day as they work to make their venture a success.

The 'Clumsy Chef' restaurant is open to the public and gives students real-world practical knowledge of running a restaurant from taking orders to cooking delicious meals.



Related Experience: CTE Spaces



Kankakee High School Culinary Arts | KANKAKEE HIGH SCHOOL

Planning for Kankakee High School's new Culinary Arts Program resulted from an extensive assessment within the school district. The design of the learning spaces occurred hand in hand with the shift of teaching and learning at the secondary level. The District has adopted a Reggio Emilia-inspired approach in a High School setting.

The Reggio embrace of experiential learning supported the High School's desire to offer a track for students interested in a variety of vocations. The team recognized the environment plays a significant role in creating a successful Reggio-inspired program.

The Culinary Arts Studio is exciting because it offers students a professional experience. The objective was to create a culinary lab that would prepare students for food service jobs 30 years into the future. It is designed to support innovative experiences such as a student-catered dinner theater.

To showcase the learning to the entire school, the program is located adjacent to the cafeteria/commons, a well-traveled route in the core of the school. Windows are strategically placed to frame the activity happening inside.



The new, innovative vocational program aligns with a local Community College Culinary Arts degree program.



Far beyond Home Ec, students in the program don't just learn how to cook. They learn how to collaborate in a commercial kitchen. No longer simply learning to prepare meals for home, Culinary Arts is now training students preparing to join the Hospitality/Food Service Industry.



05/20/2026

Mr. Andrew Allen
Assistant Superintendent of Operations
East Aurora School District #131
310 Seminary Ave
Aurora, IL 60505

RE: Master Plan Report

Dear Andrew,

GreenAssociates is pleased to assist with the request for information on a long-range Master Plan for the District facilities.

District Master Planning Process

GreenAssociates has assisted many Illinois school districts with developing comprehensive plans of action for improving and maintaining their facilities. Our process is outlined below.

When Is a Master Plan Required?

Numerous issues can trigger the need for a Master Plan. These can be aging buildings and maintenance needs; a change in population; additional or modified educational programs; student/teacher ratios; a change in funding sources or a change in teaching methodologies.

Other complex issues that put pressure on a school's instructional space are the evolving use of technology, increases in pupil services, and the need for flexible learning spaces. When teaching efficiency begins to suffer because of these excessive infrastructure demands, a corrective plan is required.

**Enlightened Design.
Practical Solutions.**

I. Visioning

A kickoff meeting is paramount for the District to discuss planning goals, their relation to other strategic District goals, expectations, timeline, and the level of stakeholder participation in the process. This should also bring out dialogue on potential options as well as those aspects that must remain the same.

II. Facility Assessment

The physical review of the District's existing facilities in terms of the following:

- Building structure
- Building envelope
- Electrical service
- Thermal comfort
- Lighting, interior finishes and furnishing
- Mechanical equipment
- Technology
- Health life/safety status as well as site conditions will provide us with key information regarding their condition and expected remaining useful life.

III. Data Gathering

Program Review

A review of the educational programs is essential to any Master Plan. It identifies and quantifies the spaces currently used to house a district's curriculum, and should have sufficient detail to reveal any current and potential shortfalls. This may occur if there are changes to the curriculum. These changes may involve subject matter, such as the addition of a foreign language, or delivery processes (team-teaching, project-based learning, and technology). Additionally, increasing student services such as language skills, reading, and counseling, can affect the use of existing spaces. We will want to re-confirm your educational delivery preferences and methodologies in order to maintain/enhance your current learning environment.

Interviews

In any district, there are several stakeholders — groups with direct involvement with the schools and their operations. The diverse nature of these stakeholders requires each group's specific needs and objectives to be understood. We can interview and gather facts from school groups that the District elects to consult. The end result is a cache of invaluable programming information and a constituency that has been both involved and informed.

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Andrew C. Jose
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District-provided Information

The District's own technology plan, complete with priorities and timetables, is also an important background component of the master plan affecting facility design.

The District's demographic study of the community as well as internal student enrollment will help determine space needs for the master plan. The study should include changes in growth patterns by grade, as well as any special needs of the population.

A master plan also needs contextual input to be complete. A digital community survey is important to determine the role school buildings play and impressions within the community.

Surveys of the District properties will be useful in developing the potential options available to the District.

IV. Analysis

Green Associates collects and quantifies information relating to the above components and converts it into programmatic education and support areas following state and national planning guidelines. The resulting 'program' represents the ideal number and size of spaces required to support the district's curriculum. The current district buildings would then be compared against this model via BIM software, and a tally of differences is generated. These differences are then examined to determine which spaces are deficient, underutilized, in surplus, unassigned, or missing altogether. Following this process and folding in the information gained in walk-thru and interviews, allows us to determine the capacity and 'educational adequacy' of each facility.

V. Facility Planning and Recommendations

With the above information in place, the Green Associates design team will then review each building to determine which spaces need to be modified or created. After analysis, potential building concept scenario descriptions are generated and reviewed with the Administration. Aerial concepts will be provided if a recommendation is for new construction. The Plan will be presented to the Administration for review and revised as needed for subsequent presentation to the Board. Recommendations will include estimated costs (SF cost basis) to assist District's long-range planning. The documents will be provided digitally and minimal reimbursables will be invoiced per the standard reimbursable list. There are many pieces to a Master Plan, and the cost is broken down per building as follows:

Breakdown of cost by study:

Facility Assessment	\$412,000
Educational Adequacy	\$61,800
Utilization Analysis	\$185,400
Capacity Analysis	\$21,000

Total Master Plan Fee **\$680,200**

Conclusion

The Master Plan is structured as a working document and should be revisited periodically to ensure applicability in light of changes and for tracking recommendations which are complete. By following the steps outlined above, Green Associates will ensure the district has a very successful Master Plan to serve as the road map for future facility improvements over many years.

Implementation Next Steps

1. Once the Plan recommendations are reviewed and accepted, the next step in planning following the Master Plan is to reconfirm the priorities and grouping of recommendations for implementation for optimum cost efficiency. Concept designs will be next for the selected options needing further study with a timeline set for implementation.
2. The composition and timing of each phase of implementation or construction is determined by your priorities, the cost of the proposed work, its duration and complexity, funding sources, and any related external legislative considerations such as grant programs.

Respectfully,

Stephen M. Chassee
Principal, Green Associates Inc.

Acceptance

Date