



HILLEL DAY SCHOOL OF METROPOLITAN DETROIT

2014 Renovation Master Plan Request for Funding

January 24, 2014

Outstanding Academics and 21st Century Facilities

Some Things are Simply Better Together



Hillel Day School of Metropolitan Detroit
32200 Middlebelt Road
Farmington Hills, Michigan 48334
(248) 851-3220

Hillel Day School of Metropolitan Detroit

2014 Building Renovation Plan

Proposal and Funding Request

January 24, 2014

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Executive Summary

Hillel Day School

Hillel Day School is a private, Jewish day school in Farmington Hills, Michigan founded in 1958. It provides both secular and Judaic studies instruction for students from preschool through eighth grade. At Hillel, we inspire a passion for learning, responsibility to self and community, and devotion to Jewish living in a warm, innovative and engaging and environment. We embrace imagination and inquiry, diversity and commonality, excellence and goodness. In a Jewish environment, children develop a strong and centered sense of self, the ability to thrive in dynamic and exciting settings, and acquire authentic learning skills to succeed in high school and beyond.

Project

Enhance and upgrade the existing academic facilities to provide “next generation” spaces for learning consistent with the school’s strategic plan and 21st Century learning initiatives. The project will strengthen the main circulation spine within the school by creating a central “heart”, build learning communities within the existing classroom wings, create an Innovation Hub to centralize specialized learning areas, enhance auxiliary spaces including a new music room, café and kitchen, create outdoor learning spaces including a greenhouse and provide a more secure environment. The project also includes training and professional development resources for administrative staff and faculty so that the new spaces are utilized to their full potential.

Funding Request

The project is consistent with the school’s mission and strategic plan and necessary for Hillel Day School to provide the curriculum and skills our students need to succeed in the 21st century (see page 6). We are requesting funding for the complete scope of Phases 1, 2 and 3 of the project in the amount of \$5,000,000.

Hillel Day School currently raises approximately \$2.7 million in donations annually from its Annual Fund Campaign, the Jewish Federation of Metropolitan Detroit, the Goldman-Hermelin Education Foundation, and the Shiffman Education Foundation. 100% of the money raised by the school is used to provide scholarships and financial assistance to approximately 60% of our families.

Owner

Hillel Day School owns and manages its existing facility. There is currently no mortgage debt on the property. Principles:

Steve Freedman, Head of School
Gary Izor, Chief Operating Officer
Bob Canvasser, President, Board of Trustees

Architect

Fielding Nair International (FNI), an award winning international planning and architectural design firm having a portfolio of more than \$10 billion worth of school renovation and construction over the past 15 years. FNI was responsible for the planning and design work on the new Bloomfield Hills High School. FNI representatives on this project are Prakash Nair, President and James Seaman, Principal and Senior Architect (see page 39)

Project Schedule

November, 2013:	Board of Trustees approves project planning and investigation
December, 2013:	FNI engaged to perform due diligence and master planning services
January, 2014:	Budget and master plan review, evaluation and comments
February, 2014:	Secure project funding; authorize FNI to proceed with working drawings and construction bid documents
April, 2014:	Bid process for general contractor services, negotiate contract
June, 2014:	Construction begins immediately after school year ends
June – August, 2014:	Construction

Project Phasing (See Page 36)

The project will be completed in 5 phases with phase 1, 2 and 3 completed during the summer of 2014. Phase 1 includes the demolition and construction relating to the central “heart” and main circulation routes, the new music room and associated furniture and fixtures. Phase 2 includes the construction of the Innovation Hub and associated exterior learning areas including the greenhouse. Phase 3 includes common facilities construction including the new café, kitchen, multipurpose room and associated fixtures and furniture. Phase 4 relates to the construction and furnishing of the school’s learning communities (K-2, 3-4, 5-6 and 7-8). Phase 5 includes the renovation of the administrative and service areas, and Phase 6 will include renovation, furniture and fixtures for our ECC. Our goal is to secure funding and complete the design, development and construction of Phases 4-6 during the fall, 2014 and summer, 2015.

Project Costs (see page 37)

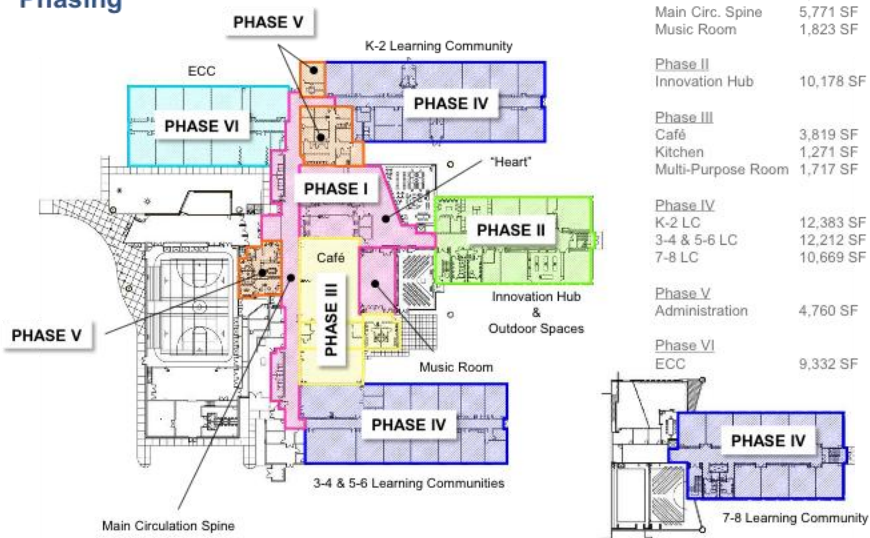
Phases 1, 2 & 3: \$5,000,000

Phase 4: \$5,550,000

Phase 5: \$450,000

Phase 6: \$1,000,000

Phasing



Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



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The 21st Century School

In the 21st century, education is about project-based learning, connections with peers around the world, service learning, independent research, design and creativity, and, more than anything else, critical thinking and challenges to old assumptions.

21st century education is about determining what competencies our students need beyond traditional academic achievement. To the most often defined skills, the 4C's – critical thinking, communication, collaboration and creativity – Hillel Day School has added 3 more: character, community and core Jewish values.

How do we organize and create our space at Hillel to reflect a school that uses technology as an essential tool, offers team-teaching in classrooms, is becoming increasingly project-based, and is committed to the 7C's, all of which requires flexible space? How do we insure that we have the facilities and materials and equipment to foster creativity, integration of technology and arts and so much more?

The classroom is a relic, left over from the Industrial Revolution, which required a large workforce with very basic skills. Classroom-based education lags far behind when measured against its ability to deliver the creative and agile workforce that the 21st century demands. This is already evidenced by our nation's shortage of high-tech and other skilled workers—a trend that is projected to grow in coming years.

As the primary place for student learning, the classroom does not withstand the scrutiny of scientific research. Each student “constructs” knowledge based on his or her own past experiences. Because of this, the research demands a personalized education model to maximize individual student achievement. Classrooms, on the other hand, are based on the erroneous assumption that efficient delivery of content is the same as effective learning. Environmental scientists have published dozens of studies that show a close correlation between human productivity and space design. This research clearly demonstrates that students and teachers do better when they have variety, flexibility, and comfort in their environment—the very qualities that classrooms lack.¹

Just last week, in an article published by Independent School Management (ISM), focus was placed on the importance of well-planned contemporary teaching environments. These environments provide “flexibility in space for variable student groupings and an ability to

¹ Education Week “The Classroom is Obsolete”, Prakash Nair, July 29, 2011

implement various teaching pedagogies... Form must follow function.”² ISM advocates strongly that the mission implications of architecture – the interpretation of time, space, program and people -- must be worked out by each school.

At Hillel, we exist because we are a Jewish day school. This will always be our essence. And paraphrasing Motel in Fiddler on the Roof – even a Jewish day school that can provide small class sizes, two general studies teachers in every K- 4 classroom and added support in every other grade, that has implemented a comprehensive 1:1 technology program using laptops and iPads, and continues to manage tuition through the brand new Tuition Grant Program and generous financial assistance, is entitled to dream about a 21st century facility that further energizes our students and promotes the kind of exciting learning we are creating at Hillel Day School.

² The National Association of Independent Schools

Project Description

Hillel Day School was constructed in five phases between 1970 and 2006 and consists of an approximately 100,000 square foot, one and part two-story building connected by common corridors. Classrooms are located throughout the building along double loaded center hallways and arranged according to traditional grade divisions: ECC, K-2, 3-5, and 7-8. The school sits on an irregularly shaped parcel of land totaling approximately 16.52 acres on the East side of Middlebelt Road in Farmington Hills, Michigan. The land and buildings (including an approximately 1,000 square foot historical school house at the main entrance) are owned by Hillel Day School of Metropolitan Detroit, a Michigan 501(c)(3) not for profit educational institution.

In November, 2013, the school engaged the services of the educational architectural firm Fielding Nair International for facility master planning services. The goal of project was to investigate opportunities for creating innovating learning spaces throughout the existing building that were consistent with the schools 21st Century learning initiatives including the creation of an “innovation hub” to be located in the center of the school. The final Master Plan developed by FNI identified the possible scope of work, strategies for phasing the construction, and projected costs associated with the work.

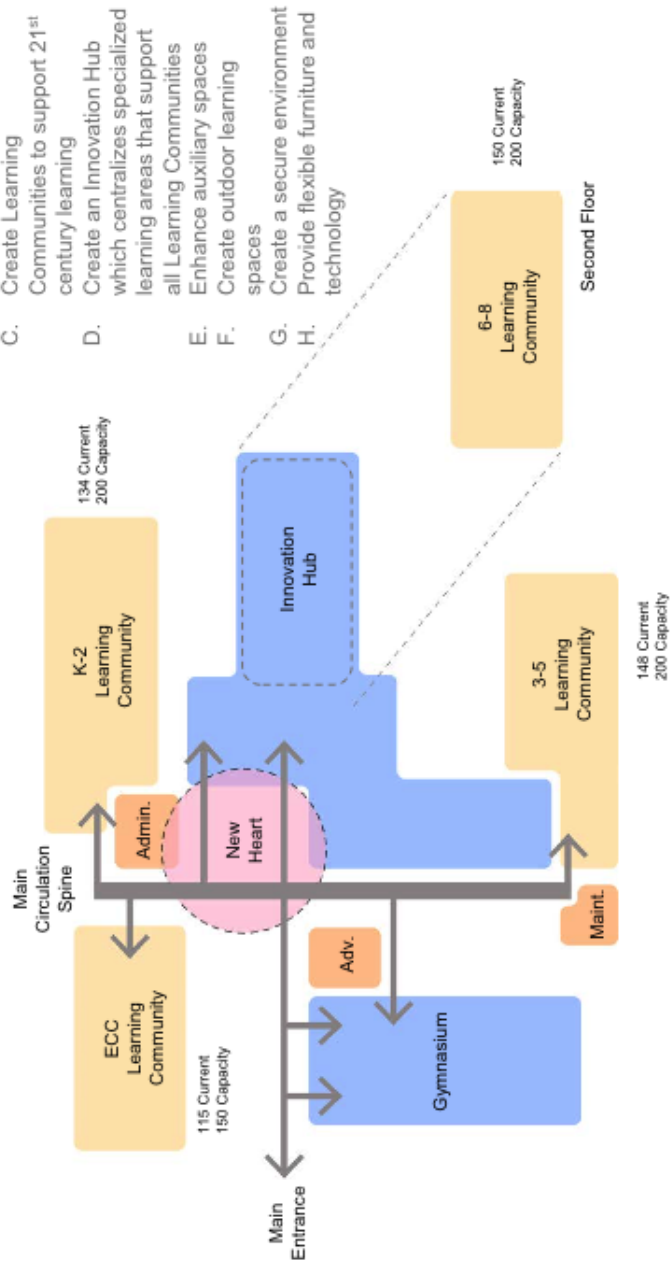
On Wednesday December 11th and Thursday, December 12, 2013 representatives from FNI met with interested stakeholders, including board members, administrative staff, teachers, students and parents, to develop its master plan. FNI prepared a detailed evaluation of the existing building and evaluated how our teachers and students currently utilize space. Key ideas developed during these meetings were to be incorporated into the final design master plan. Highlights of those ideas included:

- Learning communities and studios instead of traditional classrooms
- Soft, moveable, flexible furniture
- Innovative spaces for art, science, music, video
- Garden/greenhouse
- Collaborative spaces
- Professional development spaces
- Small group areas and learning “nooks”
- Large multi-use spaces
- Ease of circulation between learning communities
- Stimulating spaces
- Exterior learning areas
- Indoor and outdoor “café” dining spaces
- Increasing natural light and ventilation throughout
- More open space

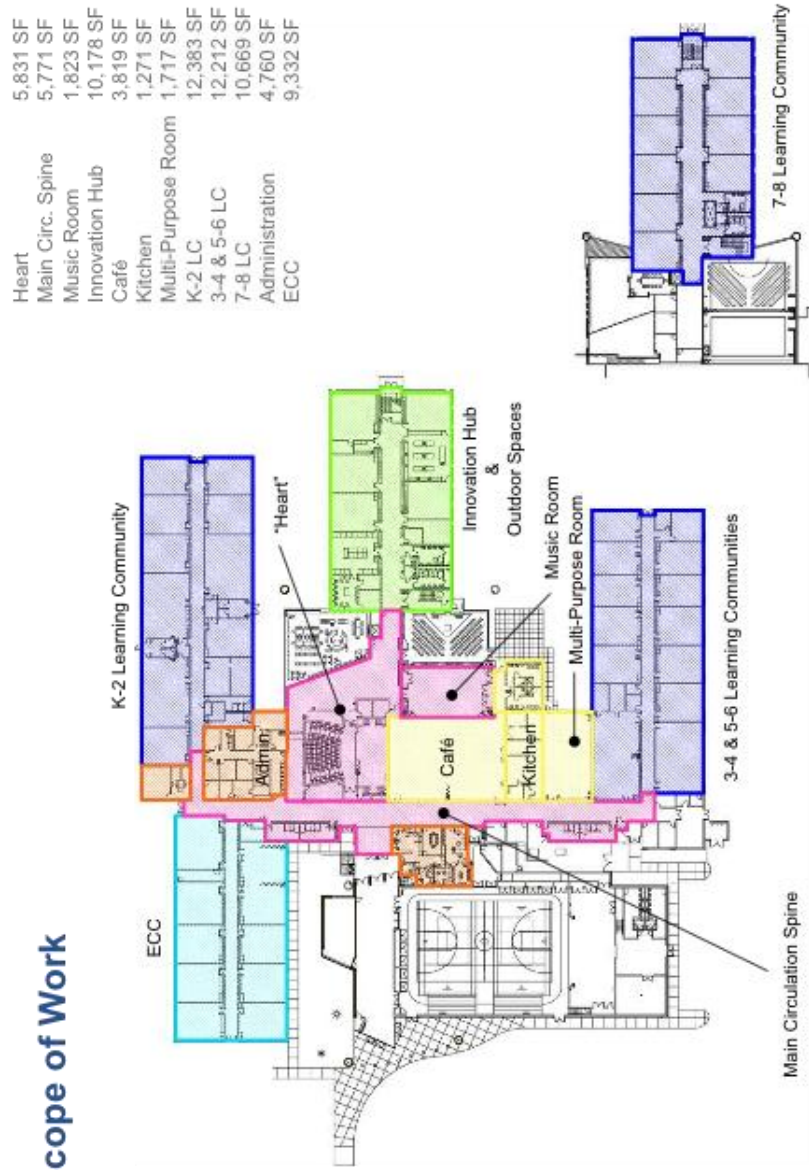
On Tuesday, January 14, 2014 FNI presented its initial findings a proposed Master Plan to the school's major stakeholders and provided a subsequent revision on Tuesday, January 21st. Key components of the plan include the demolition of the school's existing music room and small stage to create a central commons area, and the creation of an innovation hub on the first floor of the Fisher Wing, adjacent to the existing chapel and library. The plan strengthens the main circulation flow of the school, creates indoor and outdoor learning spaces and creates collaborative learning communizes³ in the ECC, K-2, 3-6 and 7-8 spaces.

³ In a Professional Learning Community school, teachers work together by writing common assessments, planning curriculum, and sharing teaching duties. Teachers often refer to students as "our" students instead of "my" students, reinforcing the collective atmosphere. Teachers work together to identify at-risk students and teams problem-solve to intervene for each student. Hillel Day School initiated a learning community model beginning in the August, 2013. (Professional Learning Communities Impact Student Success, NAESP Leadership Compass, Vol. 5, No. 2, Winter 2007, Erin R. Renfro)

Conceptual Diagram



Scope of Work



[illegible]

Central Heart



active movement stools



large scale soft seating



thermo-changing bean bag chairs



dry-erase graffiti wall



high back booth seating – "cave"



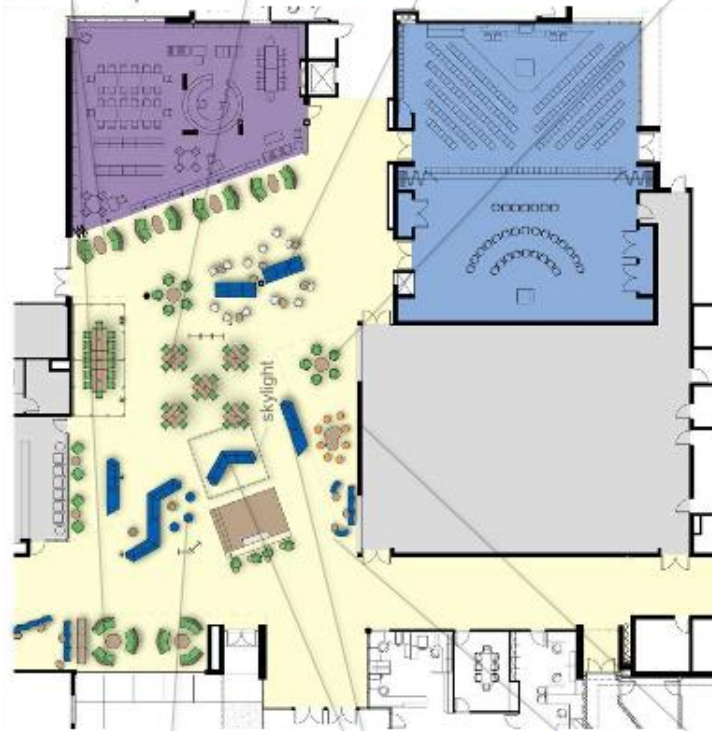
flexible/nesting tables



soft risers + ottomans



comfortable lounge chairs

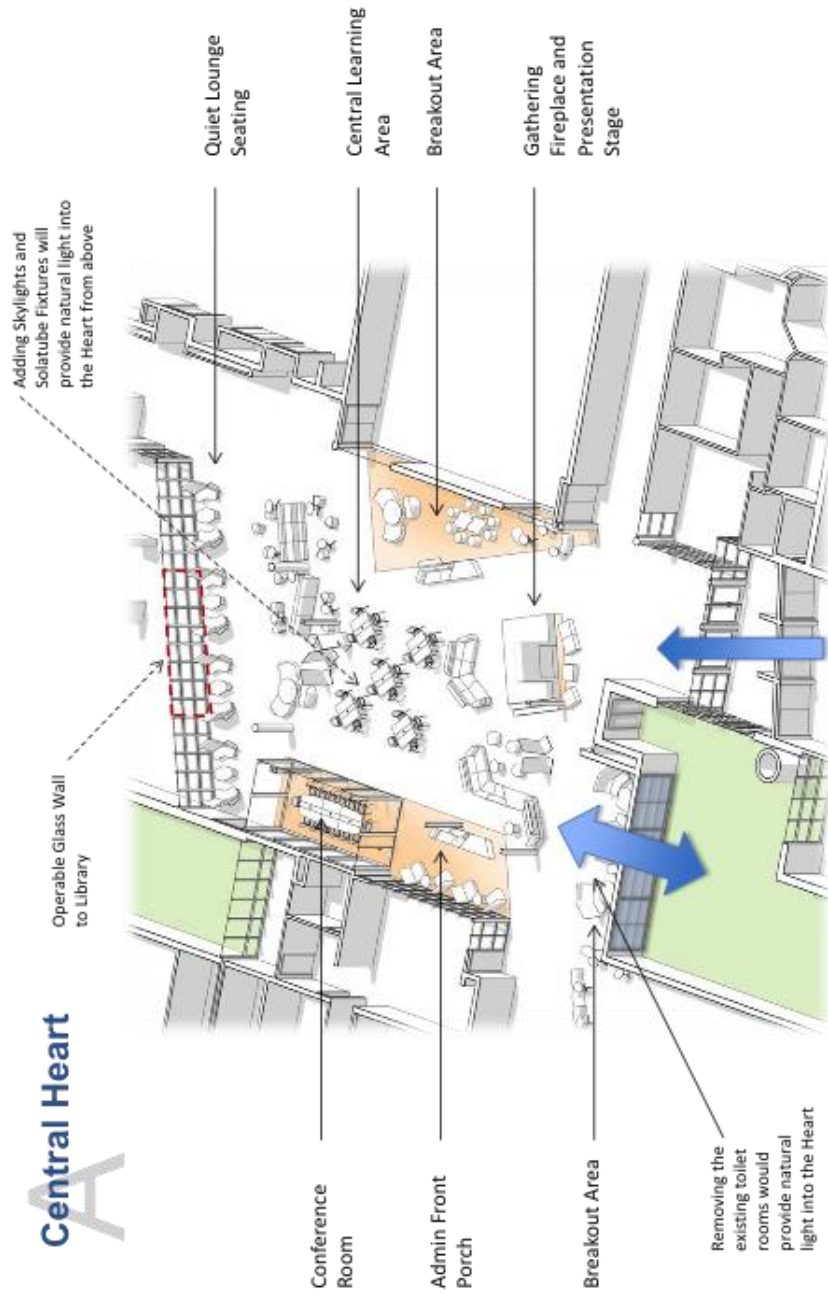


Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



Central Heart



Hillel Day School of Metro Detroit | Master Plan

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Central Heart



Main Circulation Spine

The Main Circulation Spine needs to be enhanced to strengthen the connections to the Learning Communities. Finish upgrades and lighting can provide for a brighter and more pleasant atmosphere distinguishing this corridor as the Main Circulation spine.

The corridor is wide enough to introduce gallery walls, collaborative surfaces, and study and gathering niches.

Carpeting and brick walls contribute to a drab and unpleasant atmosphere

Harsh fluorescent lighting



Main Circulation Spine

The images below represent how changes to lighting and finishes can enhance a circulation corridor and define niches for study and socializing. A similar approach can be done to the Main Circulation Spine at Hillel Day School



Hillel Day School of Metro Detroit | Master Plan

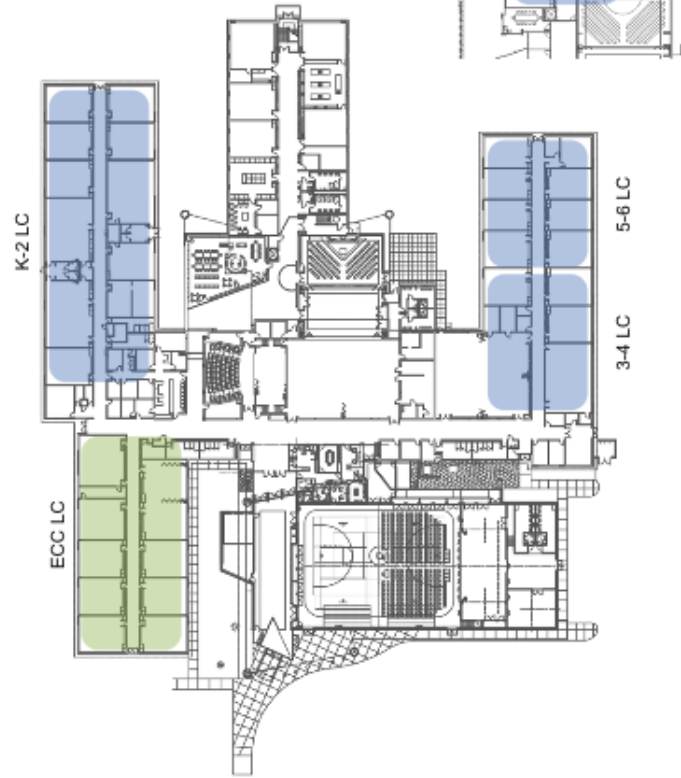
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Learning Communities

In a typical Learning Community, the maximum number of students should not be more than 150. Typical sizes range from 6,000 to 8,000 SF.



ECC Learning Community
Current Enrollment: 115

K-2 Learning Community
Current Enrollment: 134
Capacity: 200

3-4 Learning Community
Current Enrollment: 109
Capacity: 133

5-6 Learning Community
Current Enrollment: 84
Capacity: 133

7-8 Learning Community
Current Enrollment: 105
Capacity: 133

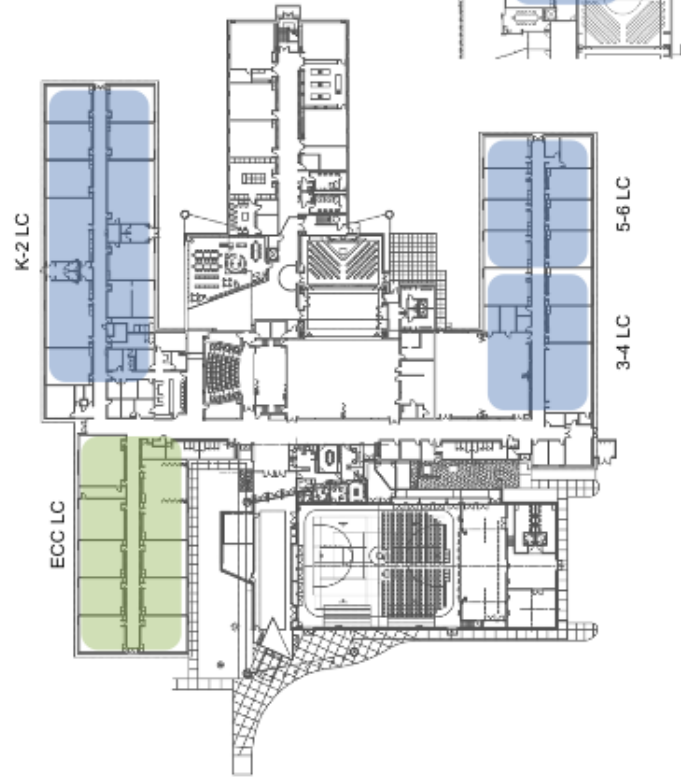


Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International

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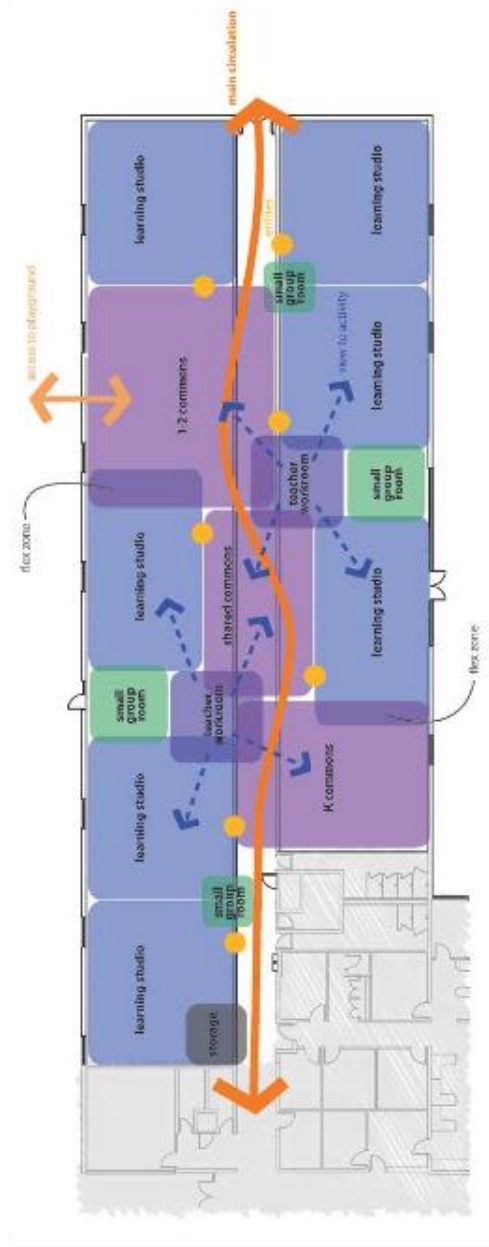
3-4 Learning Community
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7-8 Learning Community
Current Enrollment: 105
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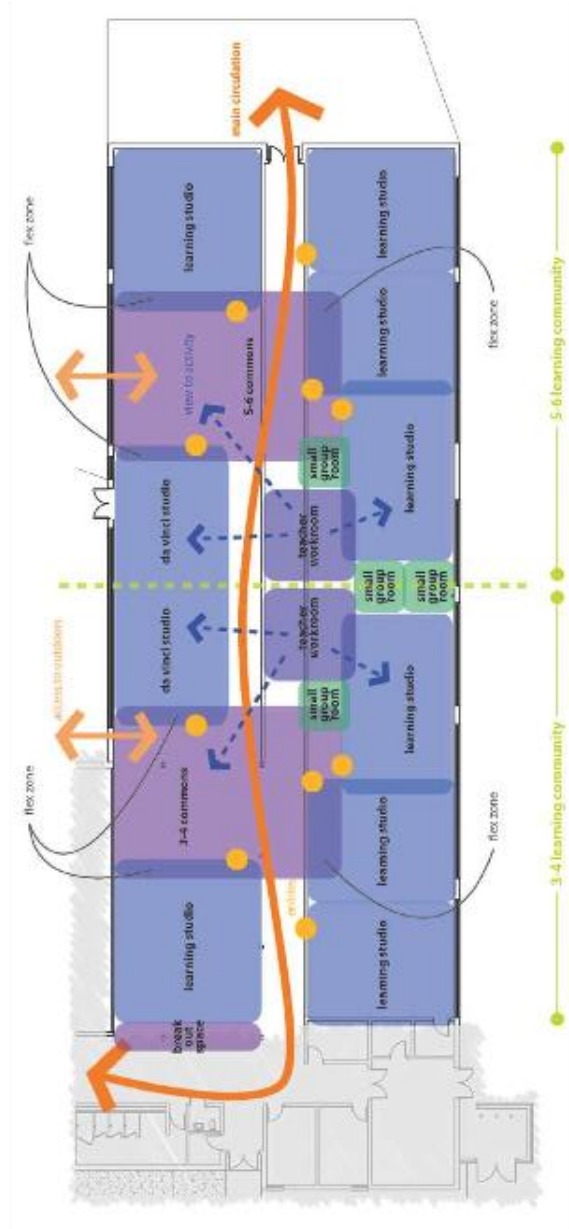
Learning Communities

K-2 Community



Learning Communities

3-4 + 5-6 Communities

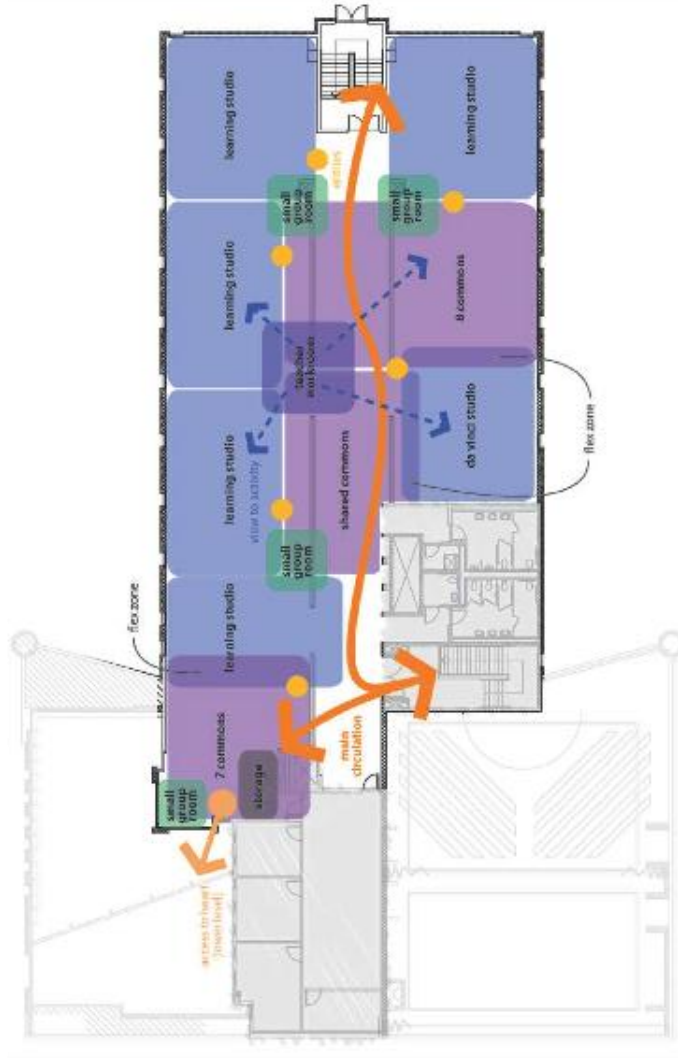


Hillel Day School of Metro Detroit | Master Plan

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Learning Communities

7-8 Community

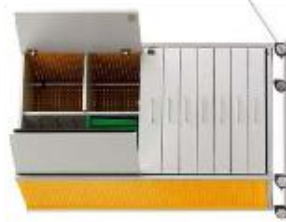


Learning Community

3-4 & 5-6 Community



mobile whiteboards



mobile storage



informal small group arrangement



collaborative wall surfaces



high back soft seating – "cave spaces"



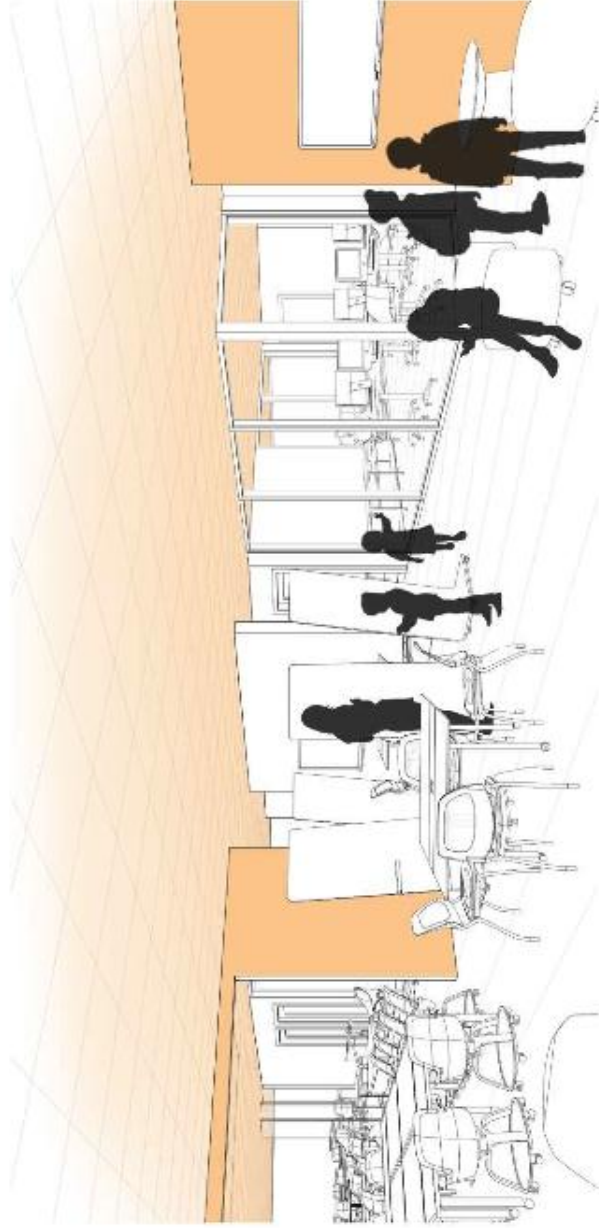
mobile tables and chairs

Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



Learning Community



Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



Innovation Hub



break-out group



large scale soft seating



collaborative technology lounge



production/media studio with green screen



makerspace



teaching greenhouse



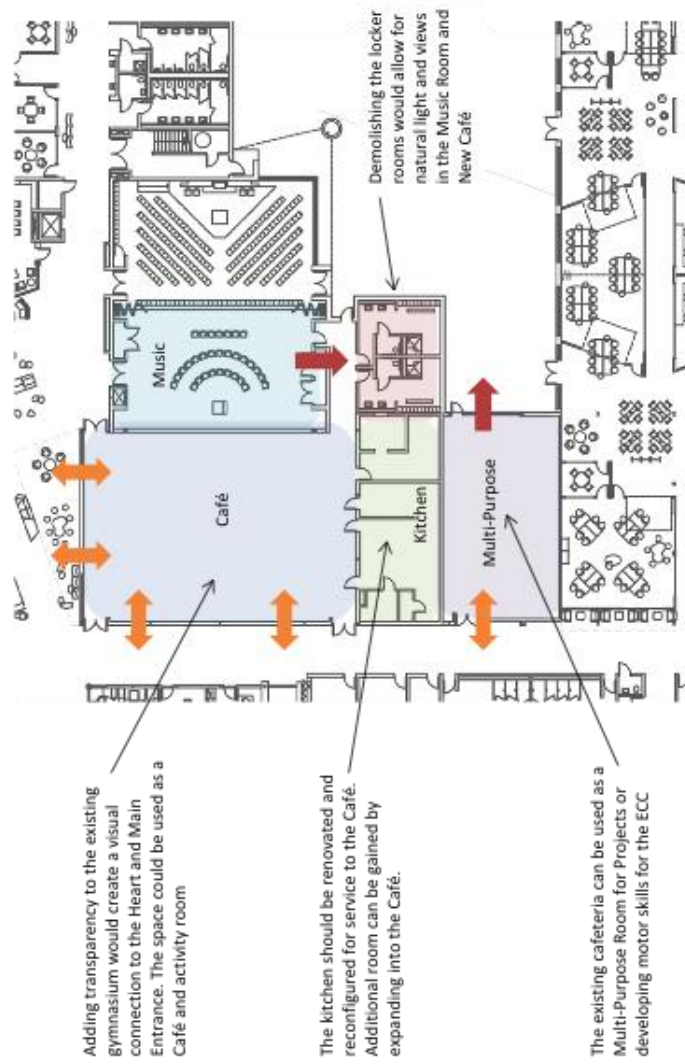
art/design studio

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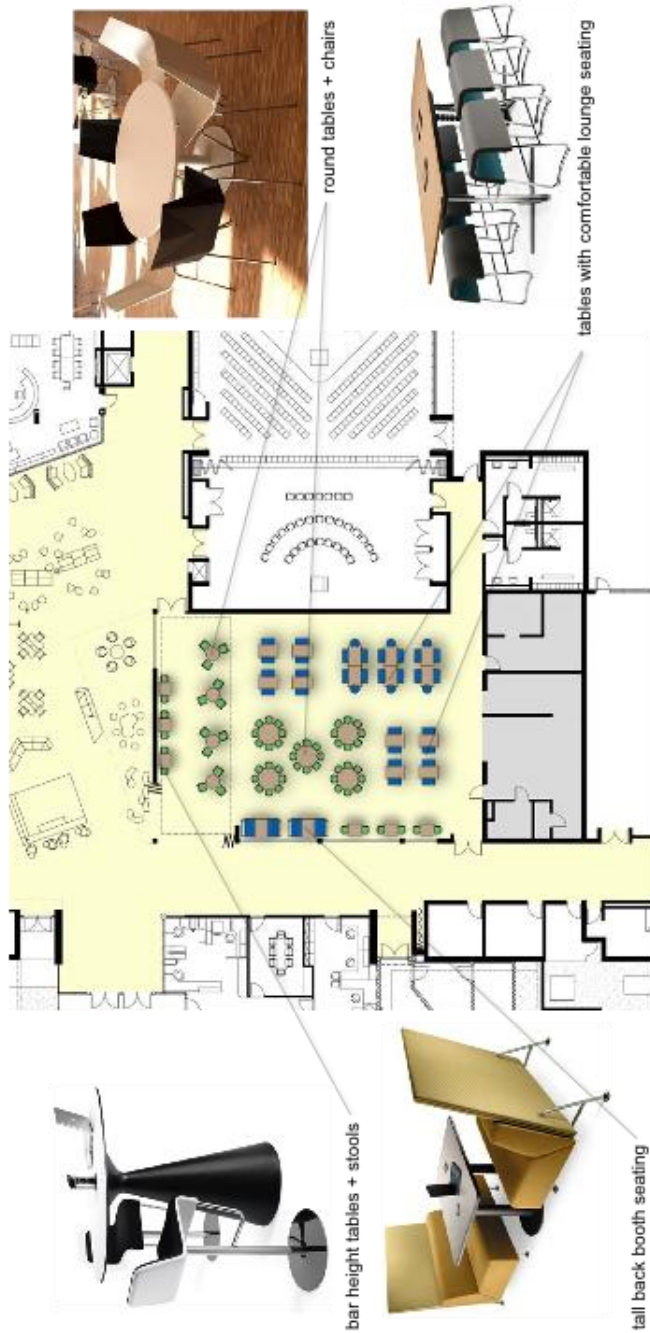
January 21st, 2014 | © Fielding Nair International



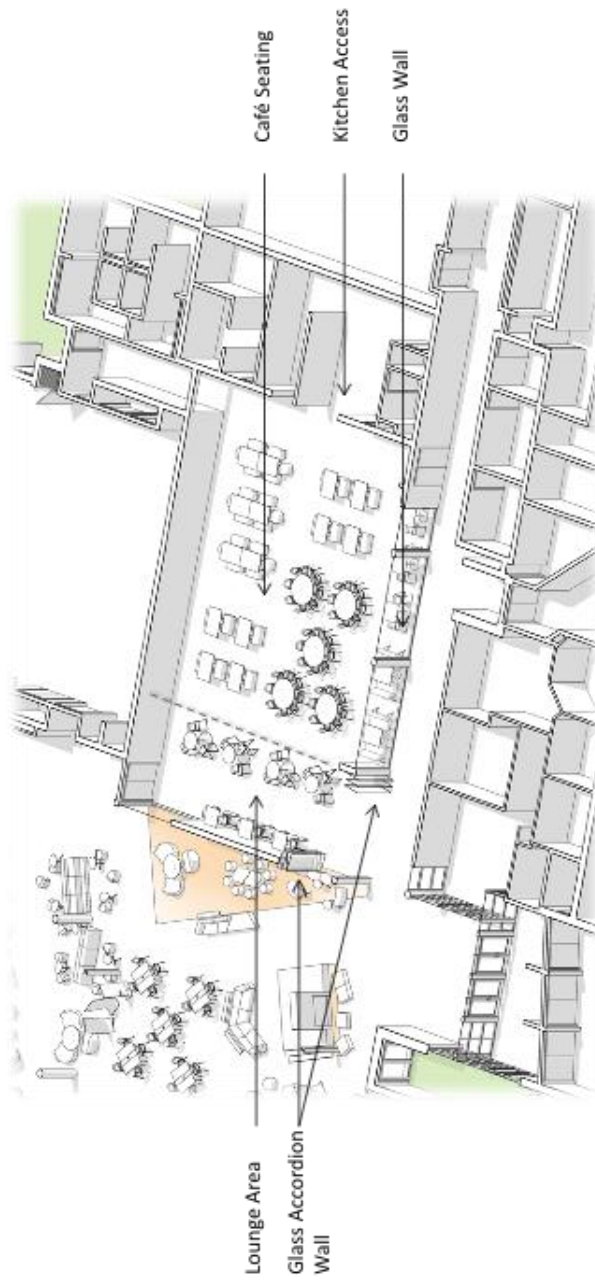
Auxiliary Spaces



Café



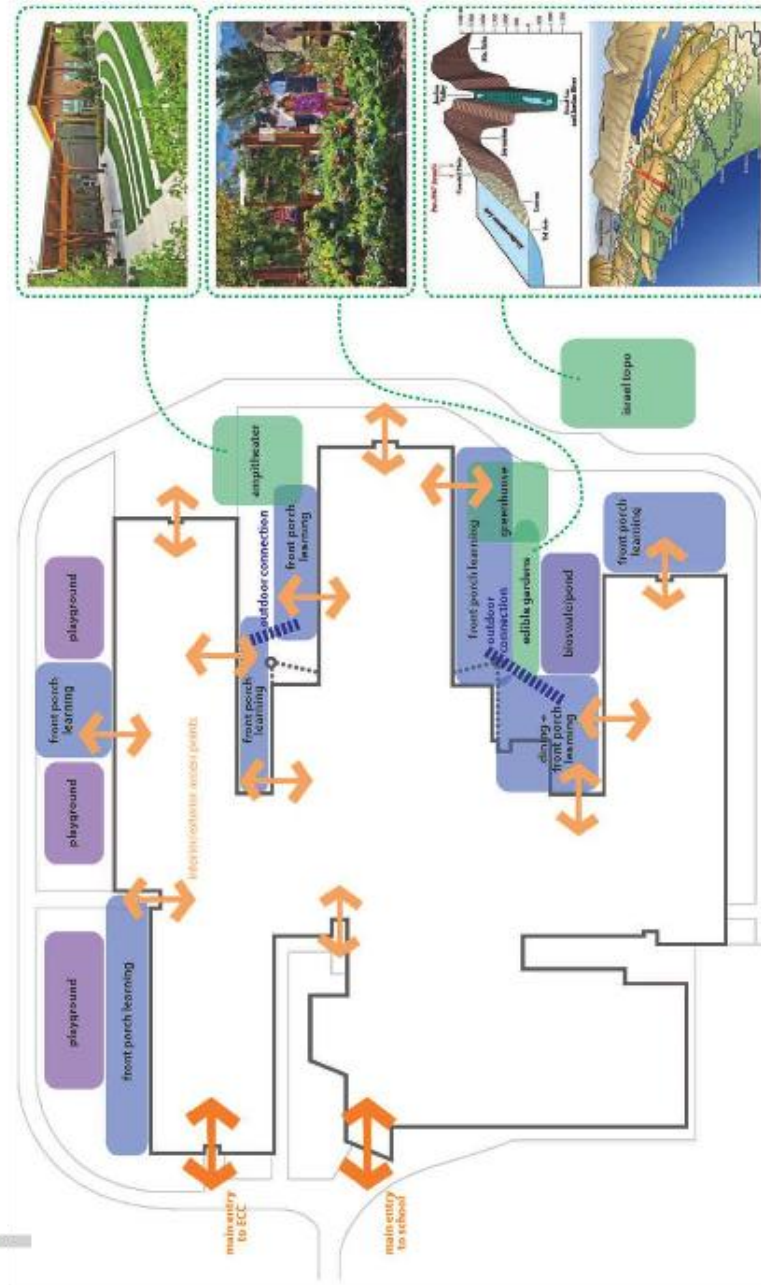
Café

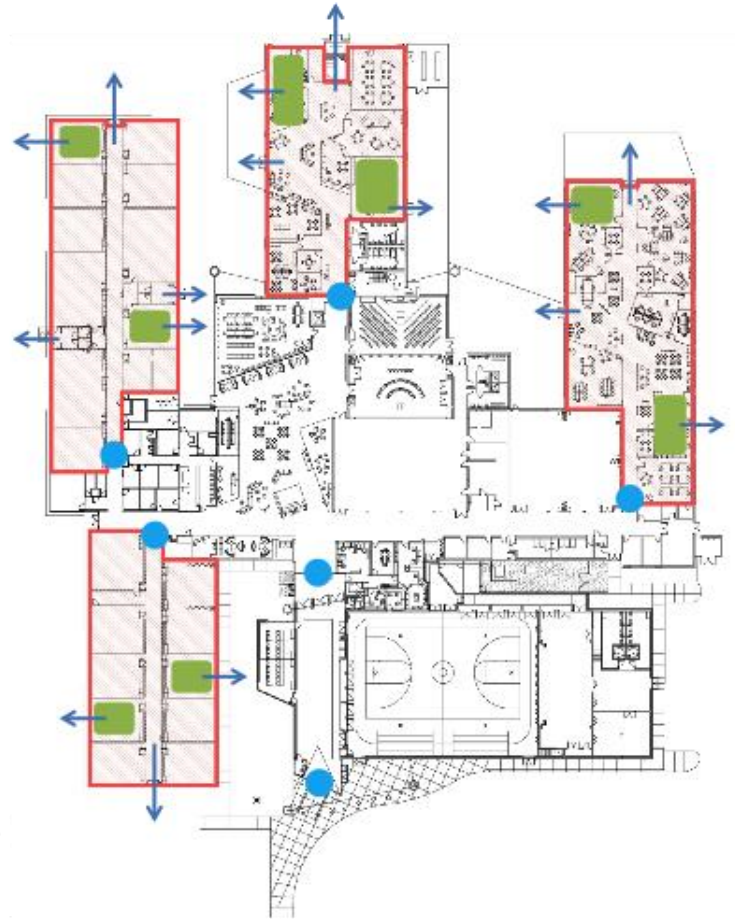


Hillel Day School of Metro Detroit | Master Plan

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Outdoor Learning





Security is an important issue in considering design options. Each Learning Community should have a secure access point via doors on hold-open. In case of a security situation, the doors can be closed either manually or remotely to create secure zones with the communities.

Within each community, multiple points of egress allow occupants to get out of the building. Additionally, certain rooms with the communities can be designated as hiding spaces having locked doors and opaque walls.

- Secure Access Point
- Secure Zone
- Area for Hiding
- ➔ Egress Point

Flexible Furniture & Technology



Current Furniture

Puzzle Tables with
Seating Variety



Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



Flexible Furniture & Technology



Space Division with Collaborative Surfaces

Current Furniture



Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



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Flexible Furniture & Technology



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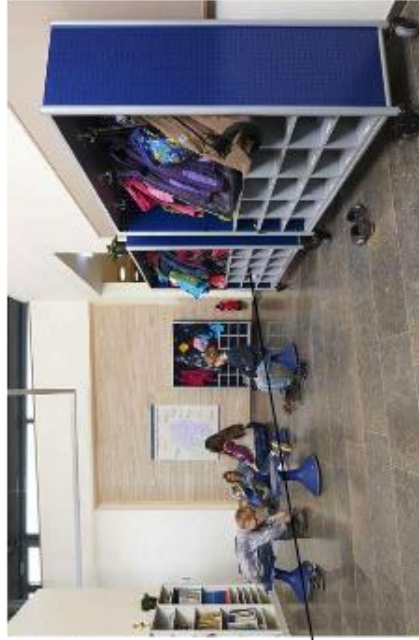
Flexible Furniture & Technology

Storage as Usable
Reading Nook



Current Furniture

Storage for Personal
Belongings



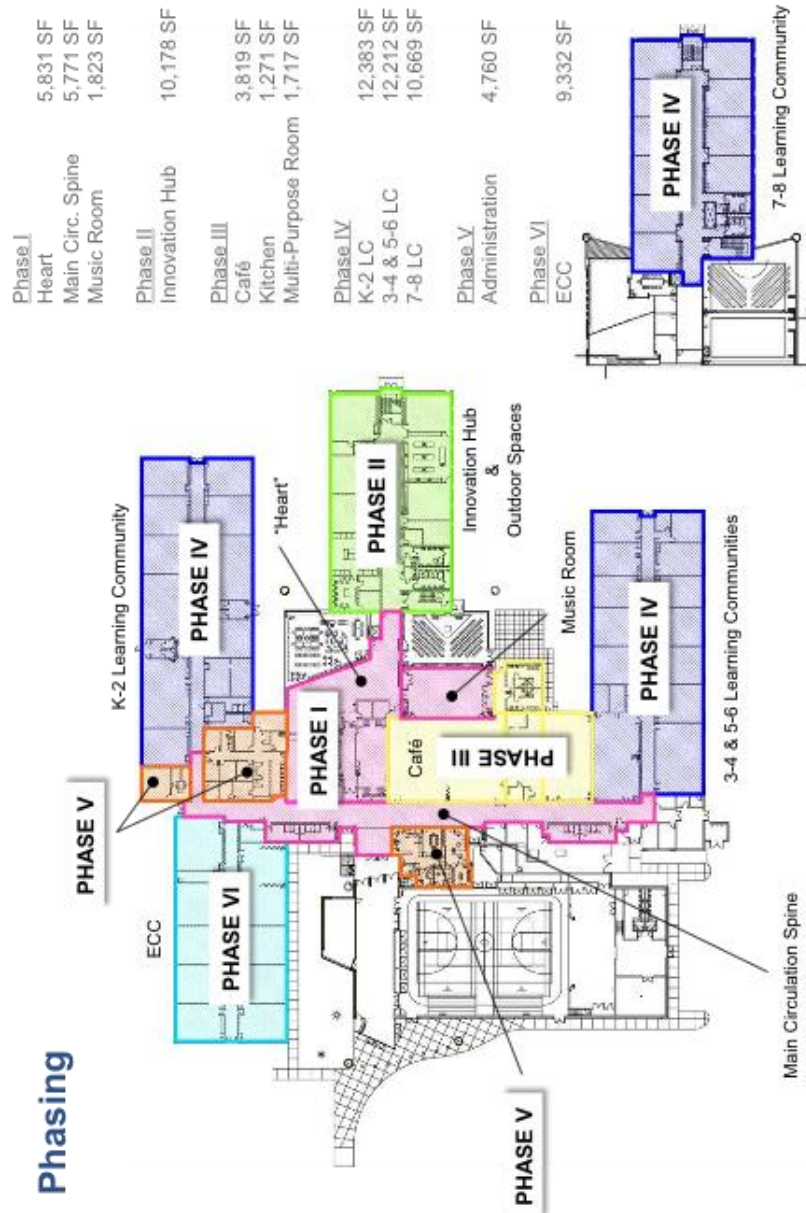
Hillel Day School of Metro Detroit | Master Plan

January 21st, 2014 | © Fielding Nair International



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Phasing



Budget Estimate – Phase I through III

Phase I	Area (SF)	\$/SF	Total
New Heart	5,831	\$ 135	\$ 787,185
Furniture (Heart)	5,831	\$ 16	\$ 93,296
Main Circulation	5,771	\$ 75	\$ 432,825
Furniture (Circ)	5,771	\$ 5	\$ 28,855
Music Room	1,823	\$ 90	\$ 164,070
Furniture (Music)	1,823	\$ 16	\$ 29,168
Total			\$ 1,535,399
Indirect Costs		25%	\$ 383,850
Total Project Costs			\$ 1,919,249

Phase II	Area (SF)	\$/SF	Total
Innovation Hub	10,178	\$ 110	\$ 1,119,580
Furniture	10,178	\$ 16	\$ 162,848
Greenhouse	500	\$ 75	\$ 37,500
Landscape	12,000	\$ 20	\$ 240,000
Total			\$ 1,559,928.0
Indirect Costs		25%	\$ 389,982
Total Project Costs			\$ 1,949,910

Phase III	Area (SF)	\$/SF	Total
Café	3,819	\$ 90	\$ 343,710
Furniture (Café)	3,819	\$ 16	\$ 61,104
Kitchen	1,271	\$ 90	\$ 114,390
Kitchen Equipment	1,271	Allow	\$ 175,000
Multi-Purpose Room	1,717	\$ 75	\$ 128,775
Demo of Locker Rooms	932	\$ 40	\$ 37,280
Total			\$ 860,259.0
Indirect Costs		25%	\$ 215,065
Total Project Costs			\$ 1,075,324

For the purposes of the Master Plan, the Budget Estimate is intended to identify the probable costs associated with the renovation of spaces at Hillel Day School.

The building renovation budget assumes a complete renovation of the indicated spaces for Phase I through IV. It includes costs for demolition and construction and assumes the following: new flooring, new paint, new stud walls, minor electrical and mechanical work for reconfiguration of walls, new electrical outlets and data drops, adding windows and/or skylights to increase daylighting, new interior doors and interior windows, new ceilings and lighting, and minor structural work for creating openings in bearing walls. Furniture, Kitchen Equipment, and landscaping have been included as separated line items.

Phases V and VI assumes lighting and finish upgrades but does not include major work associated with the reconfiguration of walls.

The Budget Estimate does not include maintenance upgrades for roofing, the exterior envelope, or mechanical systems.



Budget Estimate – Phase IV through VI

Phase IV	Area (SF)	\$/SF	Total
K-2 LC	12,383	\$ 110	\$ 1,362,130
Furniture (K-2)	12,383	\$ 16	\$ 198,128
3-4 and 5-6 LC	12,212	\$ 110	\$ 1,343,320
Furniture (3-5)	12,212	\$ 16	\$ 195,392
7-8 LC	10,669	\$ 110	\$ 1,173,590
Furniture (7-8)	10,669	\$ 16	\$ 170,704
Total			\$ 4,443,264
Indirect Costs		25%	\$ 1,110,816
Total Project Costs			\$ 5,554,080

Indirect Costs represents the additional soft costs associated with design and construction (contingency, general conditions, permits, inspections, professional fees, etc.).

The Budget Estimate is based on current planning cost data for schools and does not account for future inflation. Actual project costs may vary.

Phase V	Area (SF)	\$/SF	Total
Administrative Areas	4,760	\$ 75	\$ 357,000
Total			\$ 357,000
Indirect Costs		25%	\$ 89,250
Total Project Costs			\$ 446,250

Phase VI	Area (SF)	\$/SF	Total
ECC	9,332	\$ 75	\$ 699,900
Furniture (ECC)	9,332	\$ 10	\$ 93,320
Total			\$ 793,220
Indirect Costs		25%	\$ 198,305
Total Project Costs			\$ 991,525





PRAKASH NAIR, REFP • Resume

Contact Information

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Fielding Nair International

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Email: prakash@fieldingnair.com

Prakash Nair is a futurist, a visionary planner and architect with Fielding Nair International, one of the world's leading change agents in school design. He is also the Managing Editor of DesignShare.com which attracts over one million visitors each year. He is the recipient of several international awards including the prestigious CEFPI MacConnell Award, the top honor worldwide for school design.

He has written extensively in leading international journals about school design and educational technology and their connection to established educational research. He is also the author of two guidebooks on school planning including the landmark 2005 publication, *The Language of School Design* which he co-authored with his partner Randall Fielding.

Prior to co-founding Fielding Nair International, Prakash worked for 10 years as Director of Operations for a multi-billion dollar school construction program for New York City.

In 2003, Prakash completed a project with the University of Wisconsin on a Rockefeller Foundation-funded grant to develop international best practice standards for tomorrow's schools. He also led the effort to develop a new research-based tool to evaluate the educational effectiveness of schools. This tool, now being tested by schools and governments in the United States, Australia and Singapore will revolutionize the way we look at how school buildings and campuses actually work to support teaching and learning.

Prakash has served as the Northeast Regional President of the Council of Educational Facility Planners International and serves on the ICOPE Task Force — New York City's Independent Commission on Public Education.

Prakash Serves as a Managing Principal on several projects scattered around the world. He has served as a school planning and design consultant, presenter and/or keynote speaker for clients in Australia (five states), Canada, Cayman Islands, India, Indonesia,

Malaysia, New Zealand, Qatar, Singapore, Thailand, The Netherlands, Spain, U.A.E., U.K. and the United States (19 states).

By staying current with the research as well as national and international social, economic and cultural trends, Prakash is always able to bring best practice thinking from many disciplines and fields to bear on education-related problems and projects. This approach has helped education clients save millions of dollars while still achieving or exceeding their schedule and quality expectations.

Prakash's signature talent lies in his ability to communicate his passion for a new approach to education across the globe. He has consistently built strong partnerships with local firms, helped client communities visualize their future, built consensus for uniquely tailored solutions, and helped execute them successfully.

AWARDS

- Prakash Nair is the winner of the coveted MacConnell Award, the world's top honor for school planning and design. Altogether, his projects have won have won seven international awards: Reece Community High School in Tasmania, Australia, Millennium High School in New York City, Canning Vale High School in Perth, Western Australia; Pathways World School in New Delhi, India; TakingITGlobal - worldwide youth centers.
- New York City Urban Fellowship – Competitive award limited to 20 students nationwide.
- Distinguished Service Award 2001 and 2004, Council of Educational Facility Planners International.
- Summer Study Scholarship, Government of Norway.
- Valedictorian, Architectural Graduating Class of 1979, Hyderabad, India.

EDUCATION

- Master of Urban Planning, City University of New York, 1982
- Master of Architecture, University of Illinois, 1980
- Master of Community and Regional Planning, Iowa State University, Graduate Coursework 1981.

LICENSES

- Licensed Architect, New York State since 1991
- Recognized Education Facilities Planner (REFP) since 1998

PROFESSIONAL AND CIVIC ACTIVITIES

- Past-President, Council of Educational Facility Planners International (CEFPI), Northeast Region
- Founder and Past-President, Urban Educational Facilities for the 21st Century

- Project Director, Great Schools NJ, A Rockefeller Foundation Initiative
- President, [Fielding/Nair International](#)
- Member, CEFPI 1994-2003
- Advisory Board Member and Columnist, School Construction News
- Juror, Awards 2000, 2001, 2002, 2003 and 2004 – International School Design Competition sponsored by Designshare.com
- Instructor, University of Wisconsin, Madison for following courses:
 - Planning Successful Schools for Today and Tomorrow
 - Designing Better Schools With Technology
- Managing Editor, DesignShare.com

PUBLICATIONS, CONSULTING and SPEAKING ENGAGEMENTS

- *The Language of School Design*, With Randall Fielding. Published May 2005.
- Articles on school planning and design published nationally and internationally including: [Education Week](#), School Business Affairs, New England Board of Higher Education's "Connection", Schools for Life (UK), [School Planning and Management](#), CEFPI's Educational Facility Planner, [School Construction News](#), OECD's PEB Exchange (Paris), Florida Education Technology Corporation's [Connections](#), [TASBO Report \(Texas\)](#) and US Department of Education's [NCEF Digest](#)
- Work published extensively on the Internet. See several articles at: <http://fieldingnair.com/2004/Publications/Publications.html>
- School planning consulting, seminars/workshops and keynote addresses for (partial list): Council of Educational Facility Planners International; OECD (Paris) Programme on Education Building; US Department of Education; The American School Boards Association; IBM ThinkPad University; KnowledgeWorks Foundation; University of Wisconsin; Baruch College, New York; the American Institute of Architects; The American Architectural Foundation; The National School Boards Association; The National Academy Foundation; Armstrong Industries; HLW International; Ohio Schoolnet; The Ohio School Facilities Commission; The Education Law Center in NJ; The Public Education Institute at Rutgers University; Florida Educational Technology Corporation; Cutler-Orosi School District in California; Wake County School District, North Carolina; Broward County School District, Florida; Western Australia School Libraries Association; Ministry of Education, UAE; Ministry of Education, Singapore; Association of Heads of Independent Schools of Australia; Learning Education Technology Australia (LETA); the Departments of Education in New South Wales, Tasmania, Victoria, South Australia and Western Australia; and the Ministry of Education in New Zealand



James Seaman, AIA, REFP, LEED AP

Principal and Senior Architect, Fielding Nair International

James Seaman has over a decade of architectural experience primarily focused on the design of educational facilities. He is a well-rounded architect and his skill at seeing both the big picture and the details gives him the ability to lead complicated projects. He has managed, planned, and designed numerous schools around the world.

Recent projects with FNI include the modernization of three schools in Puerto Rico for 21st century learning; a new 375,000 square foot high school in Bloomfield Hills, Michigan; a comprehensive master plan for Cleveland Heights-University Heights City School District; the design of Surround Learning™ at Magnificat High School in Rocky River, OH; a master plan for St. George's School in Vancouver, BC; and a new International School in Bandar Seri Begawan, Brunei Darussalam. Prior to joining FNI, James worked on three award-winning projects: the Al Glick Field House at the University of Michigan; the half- million square foot Penta Career Center in Perrysburg, Ohio; and the JFK Jr. Library in Dearborn Heights, Michigan.

James truly straddles between the world of architecture and education. He holds a Masters degree in Architecture from Lawrence Technological University and is currently studying the relationship between education and the built environment as a PhD student in Educational Psychology and Educational Technology at Michigan State University. Passionate about learning and teaching, he has taught undergraduate courses in design visualization and volunteers his time to teach K-12 students about architecture and design.

Committed to serving the profession of educational facility planning and design, James is the Midwest Great Lakes Region Vice President of the Council of Educational Facility Planners International (CEFPI). Through the organization, he received a Regional Service Citation Award in 2010 for his work on the Midwest Great Lakes Regional Conference.

It is the cross-pollination of disciplines, and a holistic approach to design that form the cornerstones of James' career. His influence extends beyond architecture as he regularly collaborates with educators and students. James believes that research is essential for the realization of new ideas. It is from this research that James has authored articles about 21st century learning, career and technical education, and sustainability. He enjoys sharing his research through presentations at educational conferences and critical discussion amongst colleagues on topics related to architecture and educational design. Recent presentations include: "A Holistic Approach to Implementing Green in Career and Technical Education," "Collectively Designing the Future of Education," and "Educational Trends that Affect School Design in the 21st Century."