

VILLAGE OF VERNON HILLS

ORDINANCE NO. 2010-029

AN ORDINANCE GRANTING CERTAIN APPROVALS TO AMEND THE ZONING
ORDINANCE AND FOR A SPECIAL USE PERMIT TO ALLOW A PRIVATE,
THERAPEUTIC DAY SCHOOL ON PROPERTY LOCATED AT 702 DEERPATH
DRIVE, IN THE VILLAGE OF VERNON HILLS, LAKE COUNTY.

THE 20TH DAY OF APRIL 2010

Published in pamphlet form by the
Authority of the President and Board
Of Trustees of the Village of Vernon
Hills, Lake County, Illinois, this 21st
Day of April 2010

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WHEREAS, Sal Rappaport of New Connections Academy II, representing the property owner FBL Financial Group (Farmers Insurance), said property being legally described in Exhibit A, has petitioned the Village of Vernon Hills for the following:

1. To amend Article 15, Section 15.3 by adding "private, therapeutic day school" to the list of special uses permitted in the OR&D, Office Research & Development District; and,
2. Pursuant to Articles 15, 18 and 21 and Sections 15.3 and 21.6, approval of a Special Use Permit to allow for a private, therapeutic day school, known as New Connections Academy II, to be located in the portion of the building known as 702 Deerpath Drive.

WHEREAS, upon due notice and after public hearing held March 17, 2010 and continued from time to time by the Planning and Zoning Commission of the Village of Vernon Hills, and pursuant to the Vernon Hills Zoning Ordinance of 1982, as amended, said Planning and Zoning Commission has filed its report concerning said petition as listed above.

WHEREAS, it has been determined that the granting of approval of the zoning ordinance amendment and special use permit will have no serious and depreciating effect upon the value of surrounding property and will have no adverse effect upon the character of the neighborhood, public utility facilities or other matters pertaining to the public health, public safety and general welfare;

WHEREAS, based upon the evidence adduced at said hearings and in their application, the petitioner has entered into the record evidence and findings of fact that addresses the conditions in Sections 18.3 of the Zoning Ordinance.

NOW, THEREFORE BE IT ORDAINED BY THE PRESIDENT AND BOARD OF TRUSTEES OF THE VILLAGE OF VERNON HILLS, COUNTY OF LAKE AND STATE OF ILLINOIS:

SECTION I. Pursuant to the Vernon Hills Zoning Ordinance of 1982, the amendment of the Vernon Hills Zoning Ordinance, Article 15, Section 15.3 to add

“private, therapeutic day school” to the list of special uses permitted in the OR&D, Office Research & Development District, as set forth in Exhibit B, is hereby granted.

SECTION II. Pursuant to the Vernon Hills Zoning Ordinance of 1982, Articles 15, 18 and 21 and Sections 15.3 and 21.6, the Special Use Permit to allow for a private, therapeutic day school, known as New Connections Academy II, to be located in the portion of the building known as 702 Deerpath Drive is hereby approved subject to the conditions listed below in Section III.

SECTION III. Pursuant to the Vernon Hills Zoning Ordinance of 1982, as amended, and the recommendations of the Planning and Zoning Commission, the terms and conditions as set forth in Exhibit C are hereby approved and are made a part of the approvals as listed in the Sections above.

SECTION IV. SEVERABILITY. In the event that any section, clause, provision, or part of this ordinance shall be found and determined to be invalid by a court of competent jurisdiction, all valid parts that are severable from the invalid parts shall remain in full force and effect. If any part of this ordinance is found to be invalid in any one or more of its several applications, all valid applications that are severable from the invalid applications shall remain in effect.

SECTION V. REPEAL AND SAVINGS CLAUSE. All ordinances or parts of ordinances in conflict herewith are hereby repealed; provided, however, that nothing herein contained shall affect any rights, actions or causes of action which shall have accrued to the Village of Vernon Hills prior to the effective date of this ordinance.

SECTION VI. SUCCESSORS AND ASSIGNS. All of the provisions of this Ordinance and the attachments hereto are binding on all successors and assigns of New Connections Academy II.

SECTION VII. EFFECTIVE DATE. This ordinance shall be in full force and effect from and after its passage, approval and publication as provided by law.

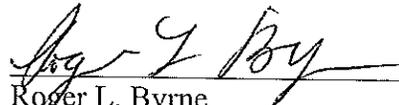
SECTION VIII. ORDINANCE NUMBER. This ordinance shall be known as Ordinance Number 2010- 029.

Adopted by roll call vote as follows:

AYES: 5-Koch, Marquardt, Schultz, Schwartz, Williams

NAYS: 0-None

ABSENT AND NOT VOTING: 1-Hebda


Roger L. Byrne
Village President

PASSED: 4/20/2010

APPROVED:4/20/2010

PUBLISHED IN PAMPHLET FORM: 4/21/2010

ATTEST:


Linda Pelletier
Village Clerk

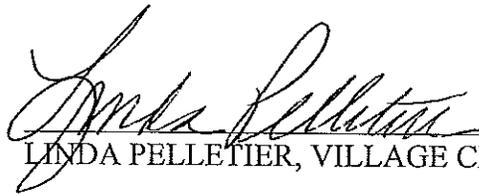


AFFIDAVIT OF SERVICE

STATE OF ILLINOIS)
)
COUNTY OF LAKE)

I, LINDA PELLETIER, BEING FIRST DULY APPOINTED, DEPOSES AND SAYS ON OATH THAT AS VILLAGE CLERK OF THE VILLAGE OF VERNON HILLS, SHE DID CAUSE THE FOREGOING CERTIFICATE FOR ORDINANCE 2010-029, AN ORDINANCE GRANTING CERTAIN APPROVALS TO AMEND THE ZONING ORDINANCE AND FOR A SPECIAL USE PERMIT TO ALLOW A PRIVATE, THERAPEUTIC DAY SCHOOL ON PROPERTY LOCATED AT 702 DEERPATH DRIVE, IN THE VILLAGE OF VERNON HILLS, LAKE COUNTY.




LINDA PELLETIER, VILLAGE CLERK

SUBSCRIBED AND SWORN to Before
Me this 5th day of May, 2010

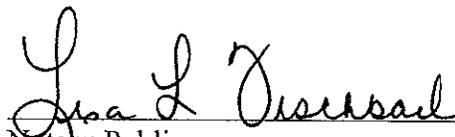

Notary Public

Exhibit A
Legal Description

Exhibit B
Approved Amendments to the Code of Ordinances, Appendix C -
Zoning

New 15.3.11

Private, therapeutic day school having the same curriculum as ordinarily given in the public schools; provided that:

- i. No rooms shall be used for housing or sleeping purposes; and
- ii. All educational or recreational activities shall take place within the building unless designated areas have been reviewed and approved as a part of any special use permit process; and
- iii. The property provides adequate parking and circulation for vehicles, including buses, within the parking lot as determined by the Village; and
- iv. All signage shall conform to the Village's Sign Ordinance.
- v. Storage of trash and recyclable materials shall be provided pursuant to Section 15.7.3.

Exhibit C

Terms and Conditions of Approval

- a) Receipt of all required licenses from the State of Illinois, Lake County Health Department and the Village prior to issuance of a final certificate of occupancy. Copies of all licenses shall be provided to the Village.
- b) Compliance with the Village Sign Ordinance
- c) Compliance with all ordinances and standards of the Village except as may otherwise be provided.
- d) If the New Connections Academy leaves the property or goes out of business, the special use permit shall expire.
- e) This Special Use Permit ("Permit") is not transferable to any entity in which either New Connections Academy II or an affiliate of New Connections Academy II does not have an ownership interest as a general partner in a partnership, a membership interest in a limited liability company, or a similar role unless such successor is presented to the Board of Trustees for the Village approval which shall not be unreasonably withheld. This restriction shall not apply to a transfer to a partner, member, or other owner in an ownership entity by reason of a default by New Connections Academy II. These terms and conditions remain in full force and effect. All the conditions and restrictions herein are binding on all successors and assigns.
- f) The Petitioner agrees to work with the Police and Fire District regarding the traffic flow into and out of the site.
- g) General compliance with the plans as set forth in the booklet submitted by the Petitioner with a stamped RECEIVED date of March 10, 2010.

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ORDINANCE 2010-029 Exhibit C(g): General compliance with the plans as setforth in the booklet submitted by the Petitioner with a stamped RECEIVED date of March 10, 2010.

EXHIBIT A

LEGAL DESCRIPTION OF THE PROPERTY

Lots 1 and 2 in Deerpath Atrium Subdivision, being a subdivision of the Northeast ¼ of Section 5 and the Northwest ¼ of Section 4, Township 43 North, Range 11, East of the Third Principal Meridian, Recorded September 21, 2000 as Document No. 4584694 by the Recorder of Deeds of Lake County, Illinois.

Colored Rendering



RECEIVED

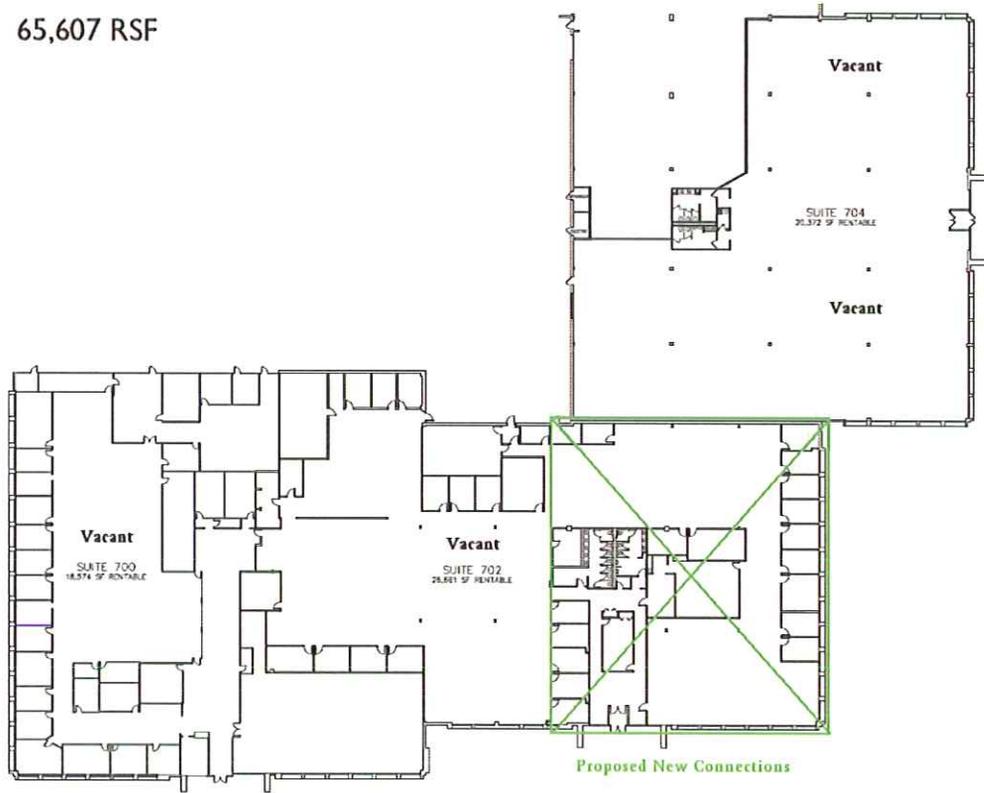
MAR 10 2010

**COMMUNITY DEVELOPMENT
DEPARTMENT**



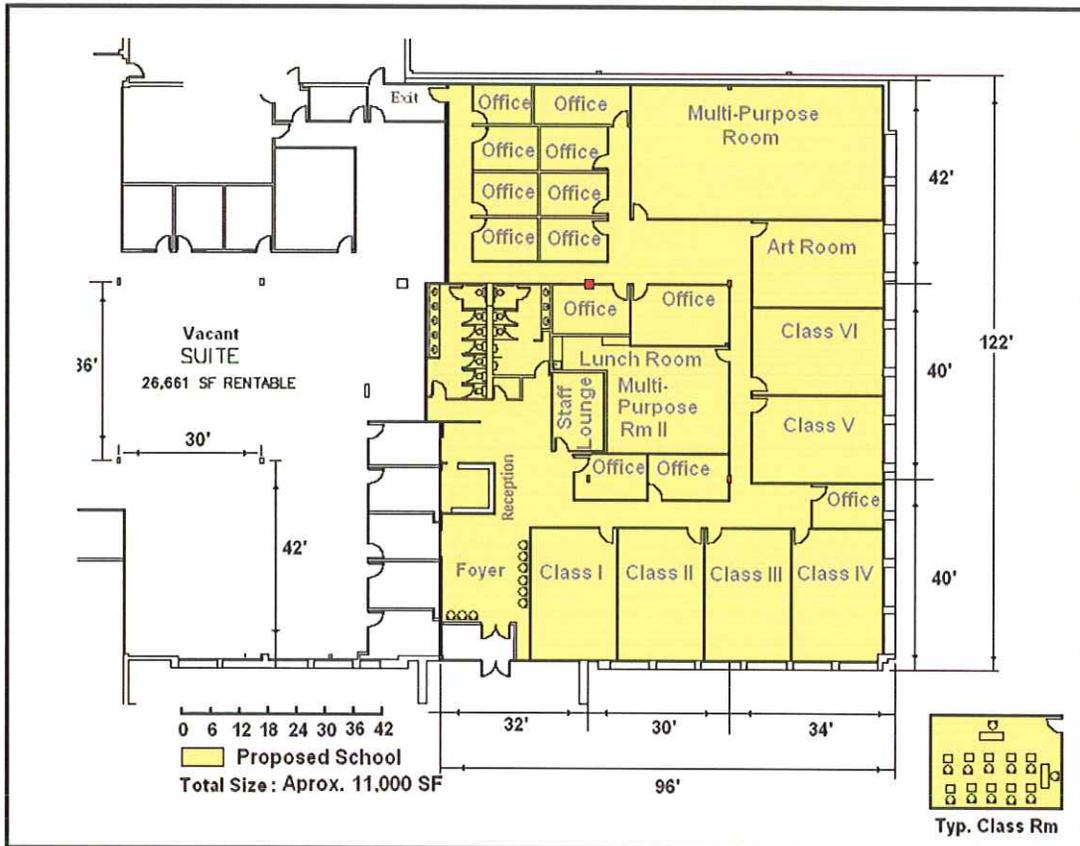
Building Configuration

65,607 RSF





Floor Plan



Exterior Signage Plan

No signs are proposed or anticipated except logo in front window as permitted by code and property management guidelines.



Sample of door window sign



Parking Lot Layout



Photometric Plan

This is not necessary since we have not planned any changes or modifications are proposed to the existing photometric appliances on the site.



Berkson & Sons
Est. 1902

March 10, 2010

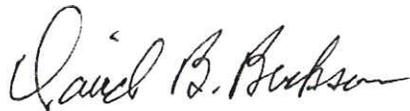
Rick Delisle, SIOR
Lee & Associates of Illinois
8755 West Higgins Road, Suite 1000
Chicago, Illinois 60631

Re: 702 Deerpath Drive, Vernon Hills IL. (Special Use Hearing)

Dear Rick:

Please accept this letter on the owner's behalf to confirming you have our full support to submit your application for a special use permit with respect to the above captioned facility.

Thanks



David B. Berkson
Berkson & Sons, Ltd.
A Licensed Realtor in the State of Illinois
Agent for Owner

cc: Bill Keating Farm Bureau Financial Services



COMMITTEE OF THE WHOLE ("COW")



Presented by: New Connections Academy II
March 10, 2010



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Executive Summary

I





Dear Committee as a Whole:

New Connections Academy (NCA) is a private therapeutic day school that was founded in 2006 to serve children and adolescents with Autistic Spectrum Disorders, ranging from Asperger's Disorder to High Functioning Autism. We serve students in Cook, DuPage, Kane, Lake and McHenry Counties. As an alternative day school program, NCA utilizes therapeutic, educational, family and community resources to enhance each child's social communication abilities, to establish effective, stable emotional regulation, to demonstrate academic progress and to engage successfully with their support team of parents, siblings, extended family, peers, teachers, and auxiliary staff (consulting psychiatrist and psychologists, nurse, behavioral intervention specialist, occupational therapist, music therapist, speech therapist, and art therapist). NCA serves children and adolescents from first grade through high school.

Based on recent discussions with your village staff, we have been encouraged to meet with you this evening to discuss the possibility of locating our next day school at 702 Deerpath Drive in Vernon Hills.

Sincerely,
New Connections Academy II

Betty Lindquist, M.B.A.
Founder

John Schuler, Psy.D.
Founder

Sol Rappaport Ph.D.
Founder

Libertyville Office:
31480 Hwy 45
Libertyville, IL 60048

Vernon Hills Office:
10 Phillip Road, Suite 102
Vernon Hills, IL 60061

Palatine Office:
865 East Wilmette Rd. Suite A
Palatine IL. 60061

Phone: 847-680-2715

Phone: 847-680-2715

Phone: 847-359-8690





Who We Are

II



NEW CONNECTIONS ACADEMY



MISSION STATEMENT

The mission of New Connections Academy is to integrate school, family and community in order to provide the highest quality academic and therapeutic programs. These programs are designed to enable students to become successful learners through a sense of belonging, generosity, mastery and independence.

HISTORY OF NEW CONNECTIONS ACADEMY

The creation of New Connections Academy began as a response to the increase understanding and growing population of children/adolescents diagnosed with an Autistic Spectrum Disorder, more specifically Asperger's Disorder (AS) and High Functioning Autism (HFA). The major challenges for these children are the development of age appropriate communication/ socialization skills and emotional regulatory systems despite generally adequate cognitive, language and academic skills. These difficulties may interfere with the child's ability to be successful in larger academic environments, thus interfering with their ability to access classroom learning for academic subjects and social-emotional development in the areas of reciprocal peer and adult relationships. Children with Autistic Spectrum Disorders may also experience co-morbid disorders including; Anxiety Disorder, Attention Deficit Hyperactivity Disorder, Mood Disorders, Learning Disabilities and Sensory Integration problems.

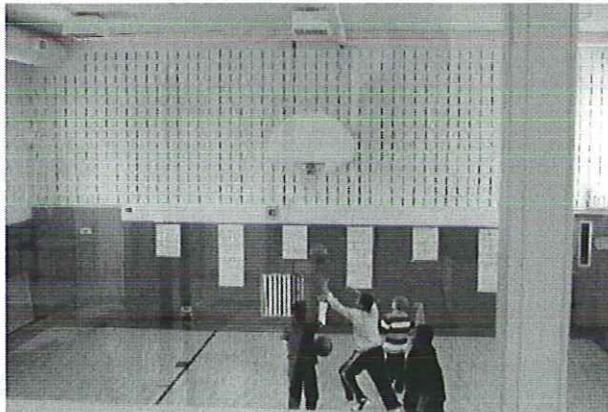
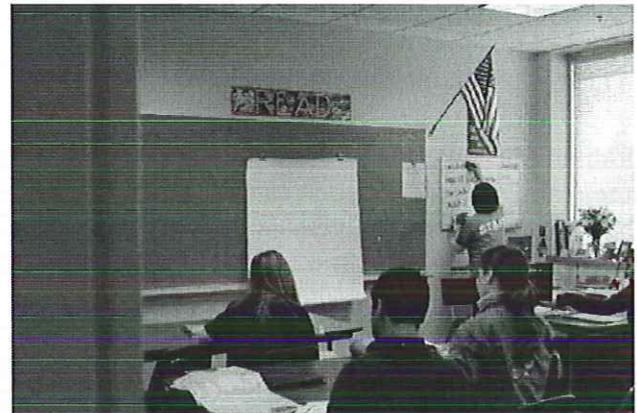
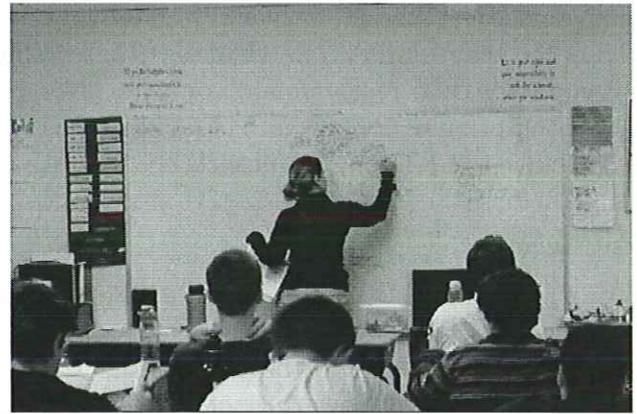
New Connections Academy recognizes that children with AS/HFA have the desire to develop co-operative relationships with the adults in their world, to have friendships and playmates and to perform well in their academic subjects in school. However, many of these students require a smaller, therapeutic/academic environment to develop the necessary skills to attain these goals. The use of the SCERTS Model at NCA allows for learning and practicing of Social Communicative (SC) and Emotional Regulation (ER) skills in a naturalistic setting on a daily basis in conjunction with their Transaction Partners (TS), or the people they come into contact with each day. Students are encouraged and supported to actively participate in academics, extracurricular and social activities using verbal/reciprocal communication skills, to develop effective self regulatory strategies, to utilize mutual regulatory help from others and increase their trust and comfort level during social interactions with the world around them.





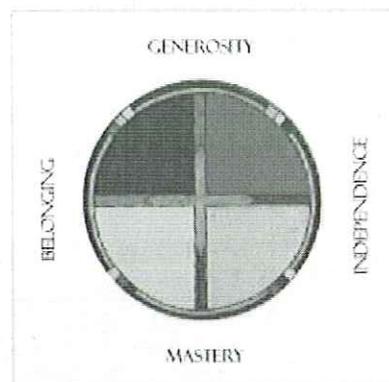
WHO WE SERVE

NCA serves students from 1st grade through high school that have Asperger's Disorder, High Functioning Autism, or any other type of high functioning Autistic Spectrum Disorder. Some of our students have a secondary diagnosis of ADHD, sensory integration difficulties, Mood Disorders and/or other types of emotional/behavioral challenges. We serve students from Cook, DuPage, Kane, Lake and McHenry Counties. All of our students are referred by their public school and our students are all funded through their public school.



THE CIRCLE OF COURAGE PHILOSOPHY

In their book *Reclaiming Youth at Risk*, Augustana professors Brendtro, Brokenleg, and VanBockern proposed a model of youth empowerment called the Circle of Courage. The model is based on contemporary developmental research, the heritage of early youth pioneers, and Native American philosophies of child care. The model encompasses four core values; Belonging, Mastery, Independence, and Generosity. Nevertheless, Europeans coming to North America tried to civilize indigenous children in punitive boarding schools, unaware that Natives possessed a sophisticated philosophy that empowered children. These values are validated by contemporary child research and compare favorably with Coopersmith's basis of self-esteem. Coopersmith identified four key components essential for a positive self-esteem: significance, competence, power, and virtue.



BELONGING

In the Native American culture, significance was nurtured in a community that celebrated the universal need for belonging. Native American anthropologist Ella Cara Deloria described the core value of belonging in Native American culture in these simple words: "Be related, somehow, to everyone you know." Treating others as kin forged powerful social bonds of community that drew all into relationships of respect. Theologian Marty observed that throughout history the tribe, not the nuclear family, always ensured the survival of the culture. Though parents might fail, the tribe was always there to nourish and come to the aid of the next generation.

Abraham Maslow's theory of human needs postulates that a sense of belonging must be attained before self-esteem and self-actualization can be realized. As a student is drawn into the circle in the Spirit of Belonging, a relationship is established which is based upon mutual trust and respect. This provides the motivation to live with "a minimum of friction and maximum of good will (Brendtro, et al, 1990)." The ultimate test of this kinship is behavior. You really belong when you act like you belong!

SPIRIT OF BELONGING	DISTORTED SPIRIT OF BELONGING	BROKEN SPIRIT OF BELONGING
Attached	Gang loyalty	Unattached
Loving	Craves affection	Guarded
Friendly	Craves acceptance	Rejected
Intimate	Promiscuous	Lonely
Gregarious	Cult vulnerable	Isolated
Trusting	Overly dependent	Distrustful



MENDING A BROKEN BELONGING SPIRIT

- Create a cohesive classroom environment where each student can feel like an important member
- Give positive encouragement
- Recognize individuality and creative talents
- Make sure teacher expectations are very clear so students understand classroom expectations and task assignments
- Be specific when reinforcing a student’s positive behavior
- With discipline and behavior, focus on the deed and not the doer

MASTERY

Competence, in Native American culture, was ensured by guaranteed opportunity for mastery. The first lesson in traditional Native American culture was that one should always observe those with more experience to learn from them. The child was taught to see someone with more skill as a model for learning, not as a rival. One must strive for mastery for personal reasons not to be superior to someone else. Humans have an innate drive to master their environments. When success is met, the desire to achieve is strengthened.

Native education strives to develop cognitive, physical, social and spiritual competence. This holistic view of learning recognizes that all students can learn and each student must be given the opportunity to demonstrate competence in some area. Without opportunities for success, students will tend to express their frustration and lack of self-worth through inappropriate behaviors. Learning that is somehow connected to the everyday life of the student and the opportunity for student collaboration provides very powerful intrinsic motivators. In the Spirit of Mastery, success becomes “a possession of the many, not of the privileged few (Brendtro et al, 1990).”

SPIRIT OF MASTERY	DISTORTED SPIRIT OF MASTERY	BROKEN SPIRIT OF MASTERY
Achiever	Overachiever	Non-achiever
Successful	Arrogant	Failure oriented
Creative	Risk seeker	Avoids risks
Problem solver	Cheater	Fears challenges
Motivated	Workaholic	Unmotivated
Persistent	Perseverative	Gives up easily
Competent	Delinquent skill	Inadequate





MENDING A BROKEN MASTERY SPIRIT

- Connect classroom learning with student’s personal lives.
- Make sure each student experiences success in something.
- Help students to set realistic goals
- Teach students problem solving strategies
- Teach students to solve problem through collaboration
- Encourage students to take on challenging tasks
- Consider alternative assessment to recognize the many facets to evaluate learning.

INDEPENDENCE

Power was fostered by deep respect for each person’s independence. In contrast to obedience models of discipline, Native teaching was designed to build respect and teach inner discipline. From earliest childhood, children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modeled, nurtured, taught values, and gave feedback, but children were given abundant opportunities to make choices without coercion.

Native child rearing philosophies place great emphasis on “guidance without interference (Brendtro et al, 1990).” Learning then becomes the responsibility of the student who can be held accountable through appropriate assessment procedures. Student empowerment is required to foster the belief that a student is in control of the learning process. This sense of autonomy is a powerful intrinsic motivator. In Native American culture the internal locus of control must be balanced by social controls. Students first need to be dependent, learning to respect and value the wisdom of “elders”. Modeling provides a basic framework which can be adjusted by each student to adapt to his/her particular learning style and multiple intelligences.

SPIRIT OF INDEPENDENCE	DISTORTED SPIRIT OF INDEPENDENCE	BROKEN SPIRIT OF INDEPENDENCE
Autonomous	Dictatorial	Submissive
Confident	Reckless/ macho	Lacks confidence
Responsible	Sexual prowess	Irresponsible
Inner control	Manipulative	Helplessness
Self-discipline	Rebellious	Undisciplined
Leadership	Defies authority	Easily led



MENDING A BROKEN INDEPENDENCE SPIRIT

- Model decision making and assist students in developing their own framework.
- Give choices for activities to recognize multiple intelligence development
- Involve students in participatory decision making
- Train students how to study and to learn
- Help students develop internal controls- an inner self discipline for student empowerment.
- Teach alternative behaviors to improve personal control
- Confront students with issues of personal responsibility
- Let students face the consequences of their behavior

GENEROSITY

Finally, virtue was reflected in the preeminent value of generosity in Native American culture. The central goal in Native American child-rearing is to teach the importance of being generous and unselfish. The Education of Little Tree Carter recounted his grandfather's overriding principal, "When you come on something good, first thing to do is share it with whoever you can find; that way, the good spreads out where no telling it will go." In helping others, youth create their own proof of worthiness: they have the power to make a positive contribution to another human life.

The highest virtues in Native American culture are generosity and unselfishness. Self-esteem and self-worth are greatly increased by learning to help others. There is a responsibility to consider the welfare of everyone in the community. In a classroom, peer tutoring and cooperative learning groups allow students to share their talents with others. There is a feeling of pride and joy that is experienced by helping others. Without opportunities to share their talents, students cannot become caring, responsible adults. The help given must be genuine and not equated with personal gain. Students should be encouraged to get involved in the school community through a variety of service projects.

SPIRIT OF GENEROSITY	DISTORTED SPIRIT OF GENEROSITY	BROKEN SPIRIT OF GENEROSITY
Altruistic Caring Sharing Loyal Emphatic Pro-social Supportive	Noblesse oblige Over-involved Plays martyr Co-dependency Over-involvement Servitude Bondage	Selfish Affectionless Narcissistic Disloyal Hardened Anti-social Exploitative

MENDING A BROKEN GENEROUS SPIRIT

- Foster cooperative interpersonal relationships
- Encourage students to be a good listener and a good communicator
- Encourage students to express their opinions
- Understand that students may express themselves in ways that may help or hurt themselves or others.

THE SCERTS MODEL

The SCERTS Model is a transactional, family centered approach to improving the communication and socio-emotional abilities for children with Autistic Spectrum Disorder (ASD) created by Barry M. Prizant, PhD; Amy M. Wetherby, PhD; Emily Rubin, MS; and Amy C. Laurent, OTR-L. The model prioritizes Social Communication, Emotional Regulation and Transactional Support (SCERTS) as the primary developmental dimensions to address core challenges for children with ASD. The model incorporates educational/treatment strategies from evidence based practice of contemporary behavioral and developmental social-pragmatic approaches to provide a framework to help the development of a child's ability to initiate communication using a conventional/symbolic-language system and to develop efficient capacity for self/mutual-regulatory strategies to modulate their attention, arousal and emotional state. The model emphasizes the importance of transactional supports in three major domains, interpersonal, educational and family supports. An equally important component of the SCERTS Model is providing individualized educational/treatment that is based on utilizing the child's strengths and weaknesses using research based on the developmental trajectory of children with and without disabilities.

A premise of the model is that children with ASD who have difficulty attaining age appropriate social/communication skills and emotional regulation will learn and develop these skills more effectively in naturalistic settings while engaging in activities with transactional support partners who understand, match and modify interactions to the unique needs of each child. The SCERTS Model provides professionals and families of children with Autistic Spectrum Disorders a comprehensive way of conceptualizing the developmental complexity of each child while at the same time providing a framework that allows for increased specificity of challenging areas of need for each child and family with specific educational/treatment goals and strategies to be utilized by the transactional support teams.



SOCIAL COMMUNICATION

Children with ASD who develop more effective communicative competence demonstrate more positive long-term outcomes. Therefore, the SCERTS model establishes educational/treatment goals for increased capacity for 'joint attention' in several areas. These areas include the expression of communicative intent, expanding the range of communicative functions, enhancing social reciprocity and communicative gaze. It also includes the sharing of emotional states and increasing the capacity for 'symbol use/behavior' so that students can understand and communicate more effectively.

EMOTIONAL REGULATION

The SCERTS model emphasizes emotional regulation as a core process that underlies attention and social engagement and is important for the development of communication, social-emotional regulation and interpersonal relationships for all children. The educational/treatment goals of the SCERTS model for this area include enhancing capacities for self-regulation including learning skills to maintain a sense of regulation, to learn skills to manage one's behavior and emotions when deregulated and to seek support from others to help regulate their own emotional state.

TRANSACTIONAL SUPPORT

The concept of Transactional Support includes three major areas in the SCERTS Model, interpersonal support, educational support and family support. Children with ASD require additional support due to their difficulties in social communication and emotional regulation to actively engage and participate in the development of interpersonal relationships with peers and adults and to experience interactions in their everyday activities as pleasant, enjoyable and emotionally comfortable. Transactional supports are referred to as 'Partners' indicating the goals for these different situations is a mutual understanding of the child's needs by the transactional support system. The Transactional Support goals for interpersonal support include communicative partner style and language that enhances the child's use of expressive language, focused attention, emotional regulation while also encouraging self-initiation and flexibility across different social partners and settings. The goals for educational and learning support include encouraging the development of child's expressive communication, understanding of others' language and non-verbal behaviors, use of cognitive-linguistic strategies to maintain emotional regulation and modified curriculum goals and environments using visual and organizational techniques to ensure successful participation.





Program Description

III





CLASSROOMS

Classes are small (averaging 8-10 students) with a teacher and an instructional aide. All staff meets or exceeds Illinois certification requirements. Students are grouped in age appropriate classes with no more than a four-year span in any one group. New Connections Academy offers a primary program (grades 1 to 3), intermediate (grades 4-6), junior high (grades 7 & 8) and several high school classes (grades 9-12). The classes are self-contained, offering a standard elementary curriculum of Reading, Spelling, Language Arts, Mathematics, Science, Social Studies, and Physical Education. Each student has an Individual Educational Plan developed by the placing district.

The High School Curriculum parallels the basic offerings of local high school districts. A variety of classes are available to meet individual student needs (as called for on the IEP) as well as graduation requirements. Students generally participate in a self-contained classroom.

A great deal of extra assistance is provided to help the students make progress in the general curriculum including providing breaks within the classroom, creating instruction with interwoven kinesthetic activities to provide for these children's need for movement, as well as trained staff in sensory integration techniques in order to proactively disperse the sensory activities throughout the day.

SUPPORT SERVICES

Due to the nature of the students' needs, a full array of related services is available including Speech Therapy, Occupational Therapy, Art Therapy, Music Therapy, Psychiatric and Psychological Consultation and School Health Services. New Connections Academy has secured the involvement of several prominent consultants skilled in working with students diagnosed with autism spectrum disorders. A unique difference in the New Connections Academy's program is bringing the related services into the classroom.

Art Therapy

Art therapy is a mental health profession that uses the creative process of creating art to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness and achieve insight.

At New Connections Academy, art therapy incorporates sensory integration with self-expression to help the students identify feelings, make choices and use creativity and imagination while creating an individual art piece in a safe, non-judgmental environment.





Speech Therapy

When most people think of speech therapy, they think of practicing speech sounds. Speech-language pathologists are trained to work with students in areas such as oral expression, language processing, comprehension, and pragmatic (social) language? At New Connections Academy, speech services are often provided in the classroom, which allows students to practice skills with their peers in the educational setting. For example, one might observe a speech class learning about and practicing conversational skills including active listening, topic maintenance, and nonverbal communication. At NCA, all staff works closely so that a student's speech goals are practiced in a variety of settings, not just in the speech room. The staff at NCA strives to provide the best services for the individual needs of each student, and the speech-language pathologist is one member of the team.

Music Therapy

All students at New Connections Academy participate in group and/or individual music therapy sessions. Activities include eurhythmics, improvisation, drum circles, song circles, yoga and progressive relation, music appreciation and history, song writing, music video production, instrumental and ensemble instruction, integrative arts and karaoke.

Music is uniquely suited as a therapeutic tool for individuals on the Autistic Spectrum. The holistic nature of music-making naturally lends itself to the structuring of individualized activities that promote sensory integration. Integrating expressive and technical elements into a musical performance requires the simultaneous application of cognitive, creative, emotional, motor, kinesthetic, visual, auditory and tactile skills. When accomplished, the result is inherently self-rewarding.

The brain thrives on patterns. Therapeutic use of rhythmic pulse and pattern is perceived by the brain on an intuitive level as non-threatening. Fear responses relax, allowing the opening of passages to channels of higher cognition. In addition, therapeutic goals of socialization, increased self-esteem, limit-setting and behavioral redirection and creative self-expression can be achieved within the music therapy session. The music activity itself provides the incentive for behavioral adaption.

Occupational Therapy

Sensory Integration Therapy is an integral part of the program at New Connections Academy. Since a high percentage of children with autism spectrum disorders have accompanying sensory integration dysfunction, the staff at NCA has been trained by our occupational therapists in the application of techniques into the everyday educational experience of our students. We have two sensory treatment rooms, each set up with a variety of sensory tools and products designed to give our students the opportunity to enhance their ability to register sensory information more successfully throughout their day. Each classroom is modified to meet the student's individual sensory needs, and provides the opportunity for students to use a variety of sensory tools and activities throughout their day.





The overall goal of occupational therapy at New Connections Academy is to help the students improve their quality of life, both at home and at school. Through occupational therapy groups and individual treatment sessions, the children may learn to be more successful in:

- Daily living skills such as toilet training, dressing, brushing teeth and other grooming skills
- Fine motor skills such as handwriting or cutting with scissors
- Gross motor skills used for walking or riding a bike, sitting posture, coordination for recreational activities
- Perceptual skills, such as discriminating the differences between colors, shapes and sizes
- Visual skills for reading and writing
- Play, coping, self-help, problem solving, communication and social skills
- Self regulation for successful interactions with the environment

ASSESSMENT/SERVICES PROVIDED

Upon enrollment, New Connections Academy staff assesses the student's functioning in academic, personal and interpersonal skills and provides programming that is developmentally appropriate. All students have the opportunity to participate in enrichment classes such as Art and Music.

Each student has an individual therapist who sees the student once or twice per week (as delineated on the IEP) and more often if needed. This therapist is also the primary liaison to the family. Students are assigned to appropriate group therapies based on the recommendation of their therapist and their school district. Wide arrays of group therapies are available to meet individual student needs including social communication and emotional regulation. The school has adopted the Social Communication, Emotional Regulation and Transactional Support (SCERTS) curriculum as an organizing principle in all of its programming. The primary therapists at New Connections Academy also have available the resource of outside program consultants with expertise in a wide variety of issues related to child and adolescent development. Family therapy is provided if called for on the IEP.

The Behavior Management consists of New Connections Academy's model of the Circle of Courage. There is a behavior management point system, which provides students with clear, concrete, immediate feedback. Various privileges and rewards are contingent on the student's achievement on the behavior management system. The goal is to use the behavior management system as a transitory tool towards internalization of new behaviors and skills. The combination of a concrete behavior management system, a challenging curriculum and the nurturing therapeutic environment enables the students to make educational, social and emotional progress to become ready to transition to less restrictive settings.

All staff members are trained in Crisis Prevention and Intervention, a system of non-violent crisis intervention and de-escalation. While New Connections Academy does not accept students who are at imminent risk of harming themselves or others, students may occasionally become disruptive or threatening. At such times, students may be referred to our Behavior Intervention Service. This is a separate classroom with trained Behavior Intervention Specialists. Students receive help in crisis intervention, access to their therapist and additional counseling related to solving the behavioral problem in order to return to class.





Hours of Operation

IV





OUR DAY

The school day is 8:45am to 2:45pm on Monday, Tuesday, Wednesday and Friday. Thursday hours are 8:45am to 1:45pm. Students are transported to and from school by their public school district. Students are provided a well-balanced hot lunch each day. Students are met at the bus each morning by New Connections Academy staff and again escorted back to the bus at the end of the day.





Calendar

V



NEW CONNECTIONS ACADEMY



FALL/WINTER 2010-2011

School Hours

Monday, Tuesday, Wednesday & Friday: 8:45 am - 2:45 pm

Thursday: 8:45 am - 1:45 pm

AUGUST

Monday, Aug 30 First day of School

SEPTEMBER

Monday, Sep 6 Labor Day (No School)

Thursday, Sep 30 Parent Group Meeting

OCTOBER

Friday Oct 1 Professional Development Day (No School)

Monday, Oct 11 Columbus Day (No School)

NOVEMBER

Tuesday Nov 11 Veterans Day (No School)

Thursday November 25 Thanksgiving Day (No School)

Friday November 26 No School

DECEMBER

Thursday 17 Year end Break Begins

JANUARY

Monday, Jan 10 Year end break over (First day back)

Monday, Jan 17 Martin Luther King Day (No School)





FEBRUARY

Monday Feb 14 Valentines day (Be nice to your teacher)

Monday Feb 21 Presidents Day (No School)

MARCH

Monday Mar 21 Spring Break Begins

Monday Mar 28 Back to School

Thursday Mar 31 Bake Sale

APRIL

Friday April 22 Teachers Institute Day

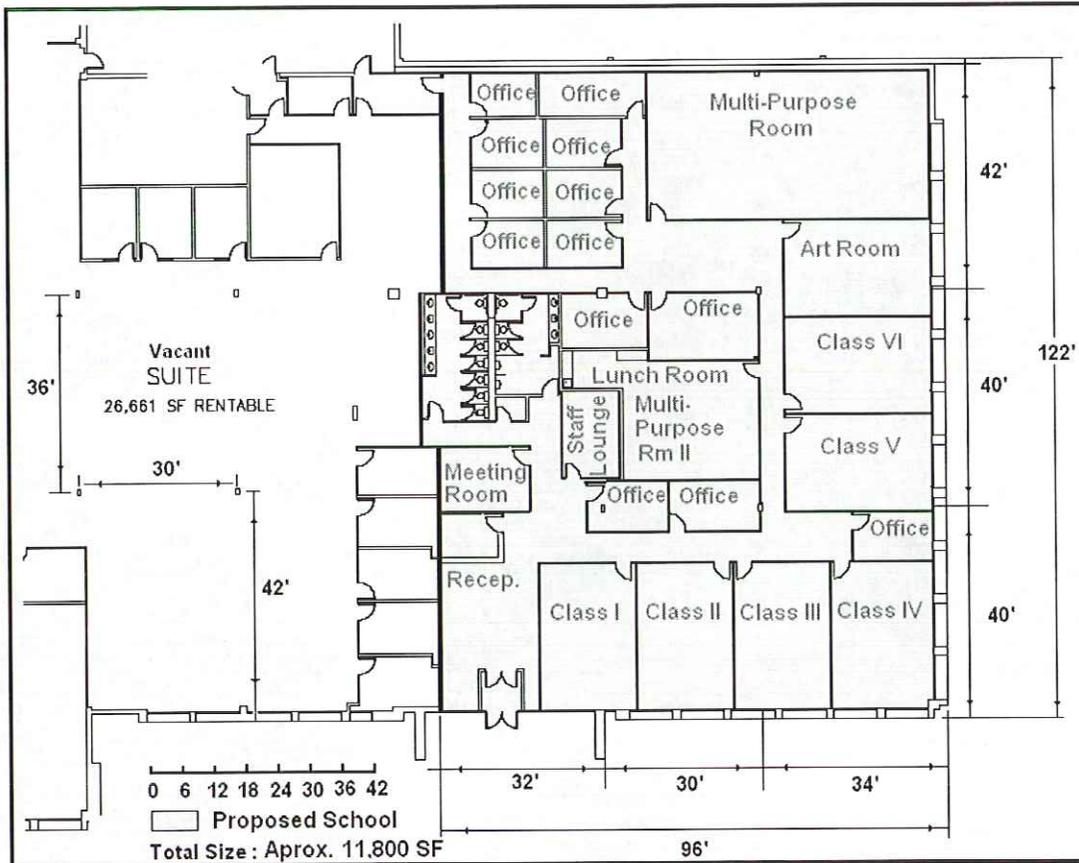
MAY





PROPOSED SITE OF NEW CONNECTIONS ACADEMY II







Traffic and Parking





STAFF:

- We have 37 full time staff and about 7 part time staff. Most staff will drive alone.
- The Property provides for 5 parking stalls for every thousand square feet of occupied space. Accordingly New Academy will have access to 55 parking stalls. If a practice is collocated at the same place the parking stalls ratio would provide for an additional 11 Stalls for a total of 67 parking stalls.

STUDENTS:

- We have approximately 36 vehicles dropping off and picking up kids. Of these 36, 24 are cabs, 2 are vans, and 10 are busses. Of the busses, 8 are full size and 2 are small. There is typically 1-2 people in each vehicle, although a few may have 3. In regards to busses/vans/taxis during the day we do have a few students who start late or end early to go to/come from another location. This is approximately 2-3 students at any given time. Thus, for the most part there are not busses coming and going throughout the day.

DROP OFF AND PICK UP:

- It takes between 15 and 20 minutes from the time we start letting kids in the school until all vehicles are emptied and gone. It takes 15-20 minutes at the end of the day for dismissal, although both in the morning and afternoon vehicles do begin to line up prior to entry and dismissal times. (See Traffic diagram on the last page of this section).

VISITOR TRAFFIC:

- We get on average 1-2 visitors per day. In actuality, most days we have none, but once or twice a week if there is a meeting on a student we may get approximately 4 visitors for each meeting.

CLEANING STAFF:

- Cleaning staff come in the evening after 9p.m. There are usually 2-3 of them.

OTHER TRAFFIC:

- We get approximately 3-4 FedEx/UPS deliveries each week; thus, less than one per day.

HOURS OF TRAFFIC:

- The school hours will begin around 8:45 or 9:00 and end at 2:45 or 3:00, although staff must stay for one hour after that and arrive early.

WEEKENDS:

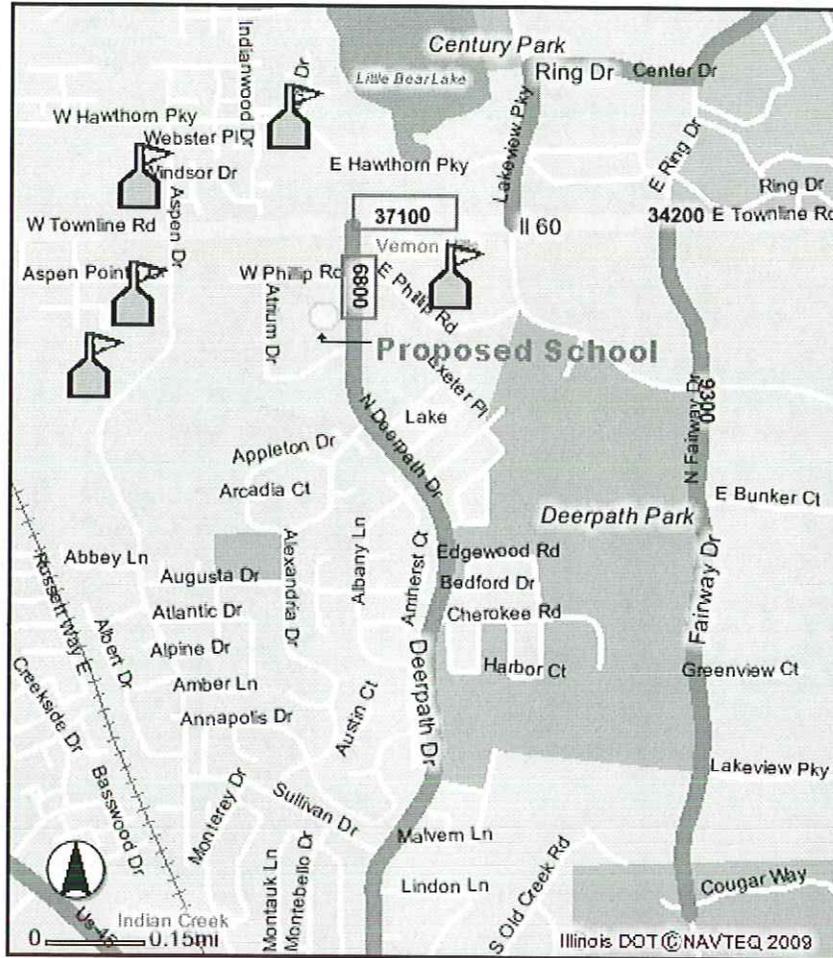
- The school will not operate on the weekend and there are no tournaments or other functions with lots of traffic.

IF THE PRACTICE CO-LOCATES:

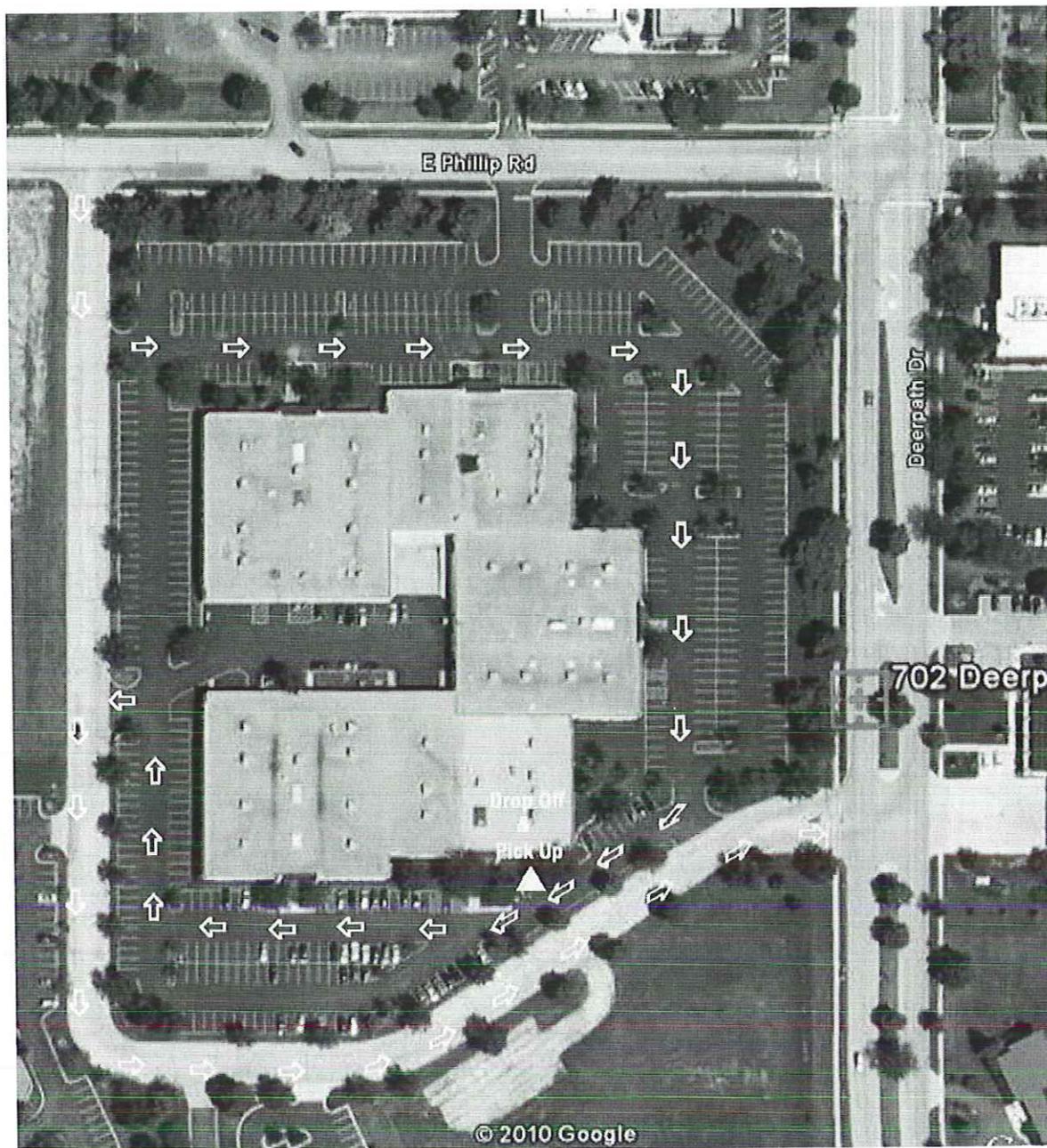
- If we also move the private practice into the same place, we would then have evening hours and Saturday hours.
- The Practice would add 3 to 4 cars for staff and 3 to 4 cars per hour for clients.

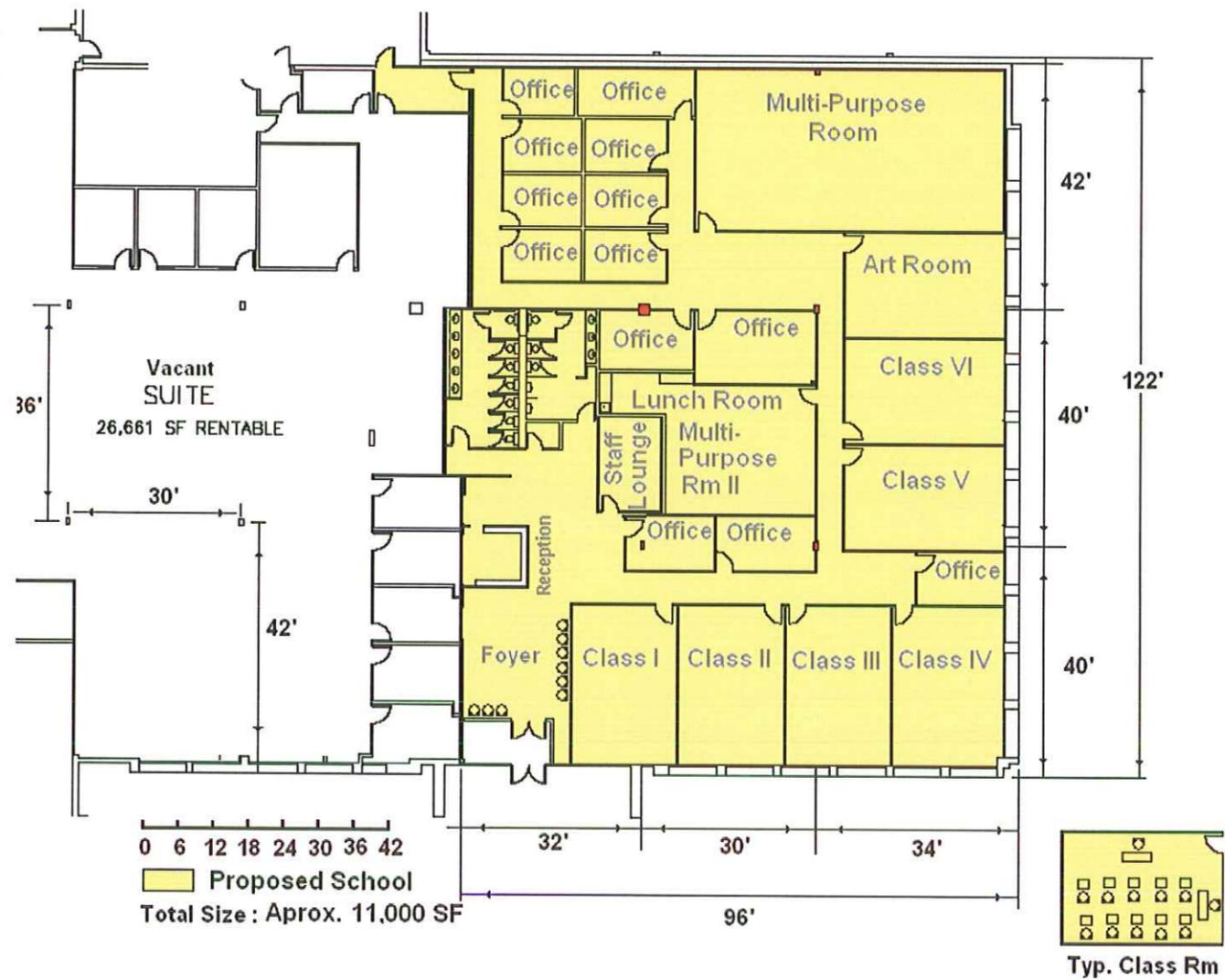


NEARBY TRAFFIC COUNTS:



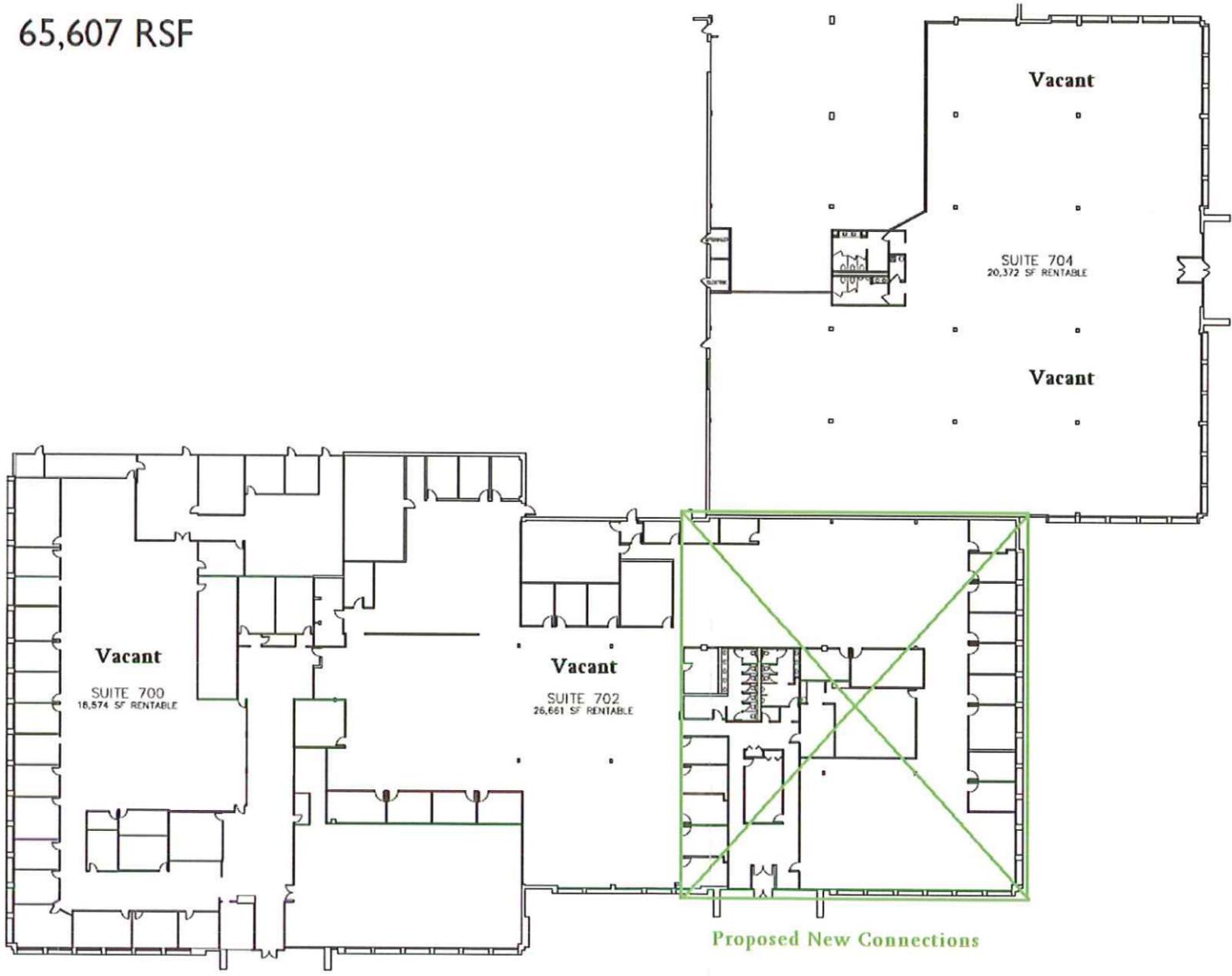
DROP OFF AND PICK UP ROUTE





Proposed New Connections	March 9, 2010
702 Deerpath Drive, Vernon Hills IL	Rick Delisle

65,607 RSF



Proposed New Connections	March 9, 2010
702 Deerpath Drive, Vernon Hills IL	Rick Delisle

Sheet Index

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- Perennials (Not in full size sets)
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- Rendered East Elevation
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- Site Amenities
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- Site Lighting Fixtures
- Site Lighting Fixtures
- Site Lighting Fixtures



RECEIVED

MAR 24 2010

COMMUNITY DEVELOPMENT
DEPARTMENT



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Vernon Hills, IL

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Landscape Plan



Victory Centre of Vernon Hills
Vernon Hills, IL



0 20' 40' 80'

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Lady's Mantle
Alchemilla mollis
 Height: 12 - 18"
 Flower: Lime green



Heart Leaf Brunnera
Brunnera macrophylla
 Height: 12 - 18"
 Flower: Blue in spring / early summer



Bleeding Heart
Dicentra spectabilis
 Height: 2 - 3'
 Flower: Pink in late spring to summer



Fanal Red Astilbe
Astilbe x arendsii 'Fanal'
 Height: 12 - 24"
 Flower: Early summer red flower and bronze foliage



Pink Turtlehead
Chelone obliqua
 Height: 30 - 36"
 Flower: Pink in late summer to fall



Purple Coneflower
Echinacea purpurea 'Magnus'
 Height: 3 - 4'
 Flower: Deep rose in late summer



Sprite Pink Astilbe
Astilbe simplicifolia 'Sprite'
 Height: 14"
 Flower: Silvery pink in May + June



Bronze Bugbane
Cimicifuga simplex 'Brunette'
 Height: 3 - 5'
 Flower: Pink tinged in fall on purple foliage



Sweet Woodruff
Gallium odoratum
 Height: 6"
 Flower: White in early spring - foliage as groundcover



Red Lady Fern
Athyrium angustum 'Lady in Red'
 Height: 12 - 2.5'
 Color: Green foliage on burgundy-red leaf stalks



Thread Leaf Coreopsis
Coreopsis vert. 'Golden Shower'
 Height: 24 - 30"
 Flower: Golden yellow in mid-summer



Johnson's Blue Geranium
Geranium x 'Johnson's Blue'
 Height: 12 - 18"
 Flower: Bright blue in summer





Elsbeth Hardy Geranium
Geranium sanguineum 'Elsbeth'
Height: 6 - 12"
Flower: Bright purple in summer with red fall foliage



Guardian Angel Hosta
Hosta 'Guardian Angel'
Height: 30"
Flower: White on blue and green foliage



Spotted Dead Nettle
Lamium maculatum 'Anne Greenaway'
Height: 6 - 10"
Flower: Medium pink in mid-spring on spotted foliage



Red Daylily
Hemerocallis 'Little Wine Cup'
Height: 12 - 18"
Flower: Wine purple in summer



Great Expectations Hosta
Hosta 'Great Expectations'
Height: 12"
Flower: White on green edged cream foliage



Munstead Lavender
Lavendula angustifolia 'Munstead'
Height: 18"
Flower: Lavender blue in mid-summer to fall



Yellow Daylily
Hemerocallis 'Stella D'Oro'
Height: 12 - 18"
Flower: Golden orange in summer



Elegans Hosta
Hosta sieboldiana 'Elegans'
Height: 2 1/2'
Flower: pale white on large deep blue green foliage



The Rocket Ligularia
Ligularia stenocephala 'The Rocket'
Height: 3 - 4'
Flower: Yellow in summer on large toothed leaves



Palace Purple Coral Bells
Heuchera micrantha 'Palace Purple'
Height: 16 - 20"
Flower: White on deep purple foliage



Thorndale English Ivy
Hedera helix 'Thorndale'
Height: 6"
Color: Dark green evergreen groundcover



Creeping Lilyturf
Liriope spicata
Height: 8 - 12"
Flower: Violet on grassy groundcover





Ostrich Fern
Matteuccia struthiopteris
 Height: 3 - 5'
 Color: Large, green 'ostrich feather' fronds



Green Carpet Pachysandra
Pachysandra terminalis 'Green Carpet'
 Height: 5 - 7"
 Color: Dark green evergreen groundcover



Spotted Bethlehem Sage
pulmonaria saccharata 'Berries + Cream'
 Height: 12 - 18"
 Flower: Raspberry red on silver spotted foliage



Virginia Bluebells
Mertensia virginica
 Height: 18 - 30"
 Flower: Pink changing to blue in mid spring



Blue Switch Grass
Panicum virgatum 'Heavy Metal'
 Height: 3 - 3.5'
 Color: Metallic blue foliage with purple florets; yellow in fall



Black - Eyed Susan
Rudbeckia fulgida 'Goldsturm'
 Height: 18 - 36"
 Flower: Orange-yellow in mid-summer to fall



Morning Light Miscanthus
Miscanthus sinensis 'Morning Light'
 Height: 3 - 5'
 Color: Silvery green foliage with silvery plumes



Piglet Fountain Grass
Pennisetum alopecuroides 'Piglet'
 Height: 12-20"
 Interest: Late summer bottlebrush flowerheads



Brilliant Sedum
Sedum spectabile 'Brilliant'
 Height: 16 - 24"
 Flower: bright pink in late summer to fall



Walker's Low Catmint
Nepeta x faassenii 'Walker's Low'
 Height: 10"
 Flower: lavender blue in spring and summer



Creeping Phlox
Phlox stoloifera
 Height: 4 - 6"
 Flower: Blue - Purple in spring



Allegheny Foamflower
Tarella cordifolia
 Height: 6-12"
 Flower: White in spring on fall bronze foliage





Rendered North Elevation



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Rendered East Elevation



PATHWAY
SENIOR LIVING

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Rendered West Elevation



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Rendered South Elevation



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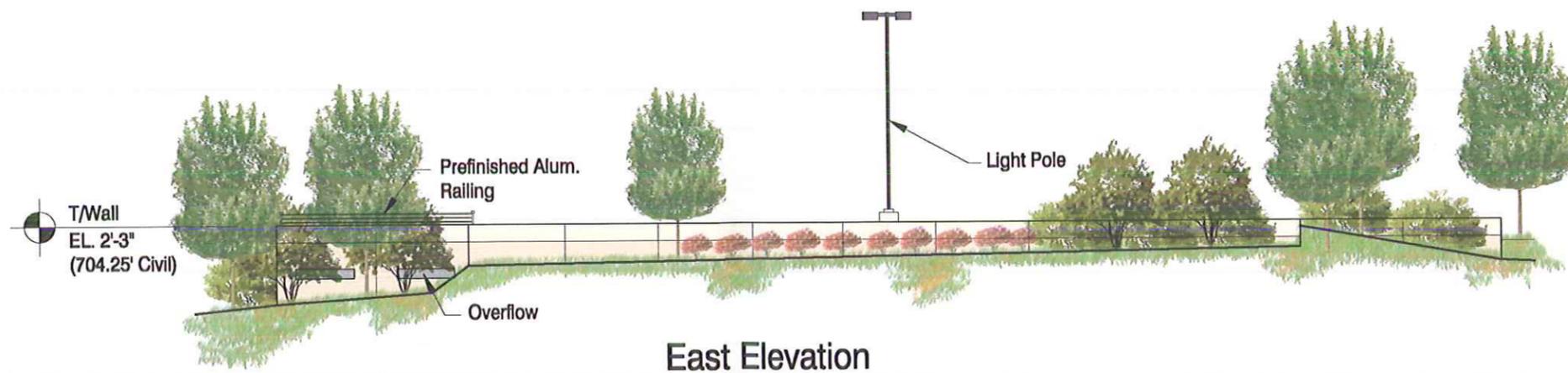
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South Elevation



East Elevation

Detention Structure



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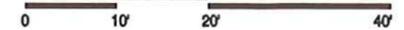
Senior Apartments West Elevation



Supportive Living Facility East Elevation



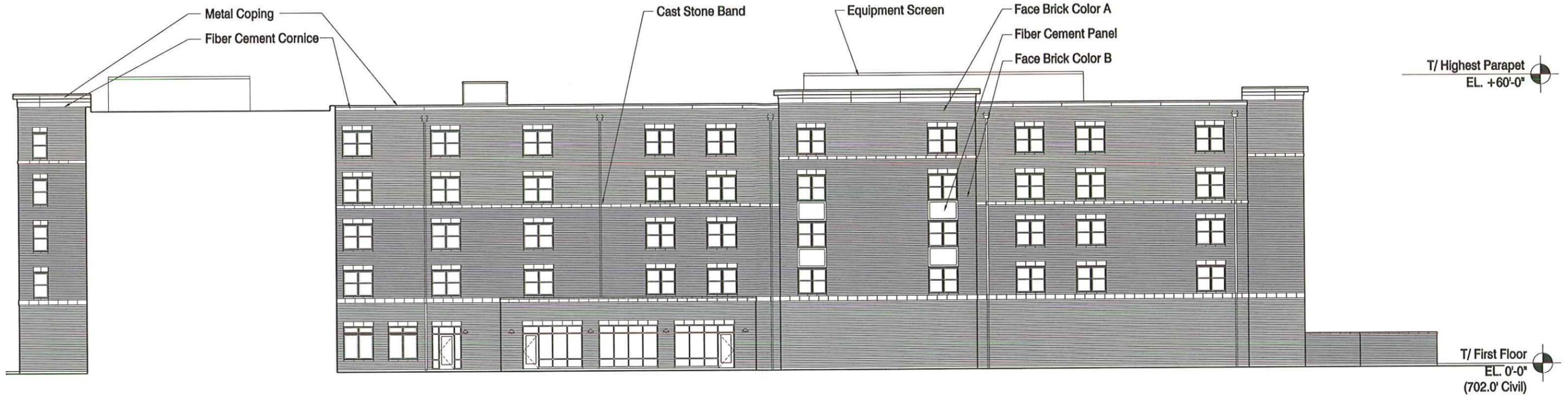
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Supportive Living Facility Courtyard Elevation



Senior Apartments Courtyard Elevation

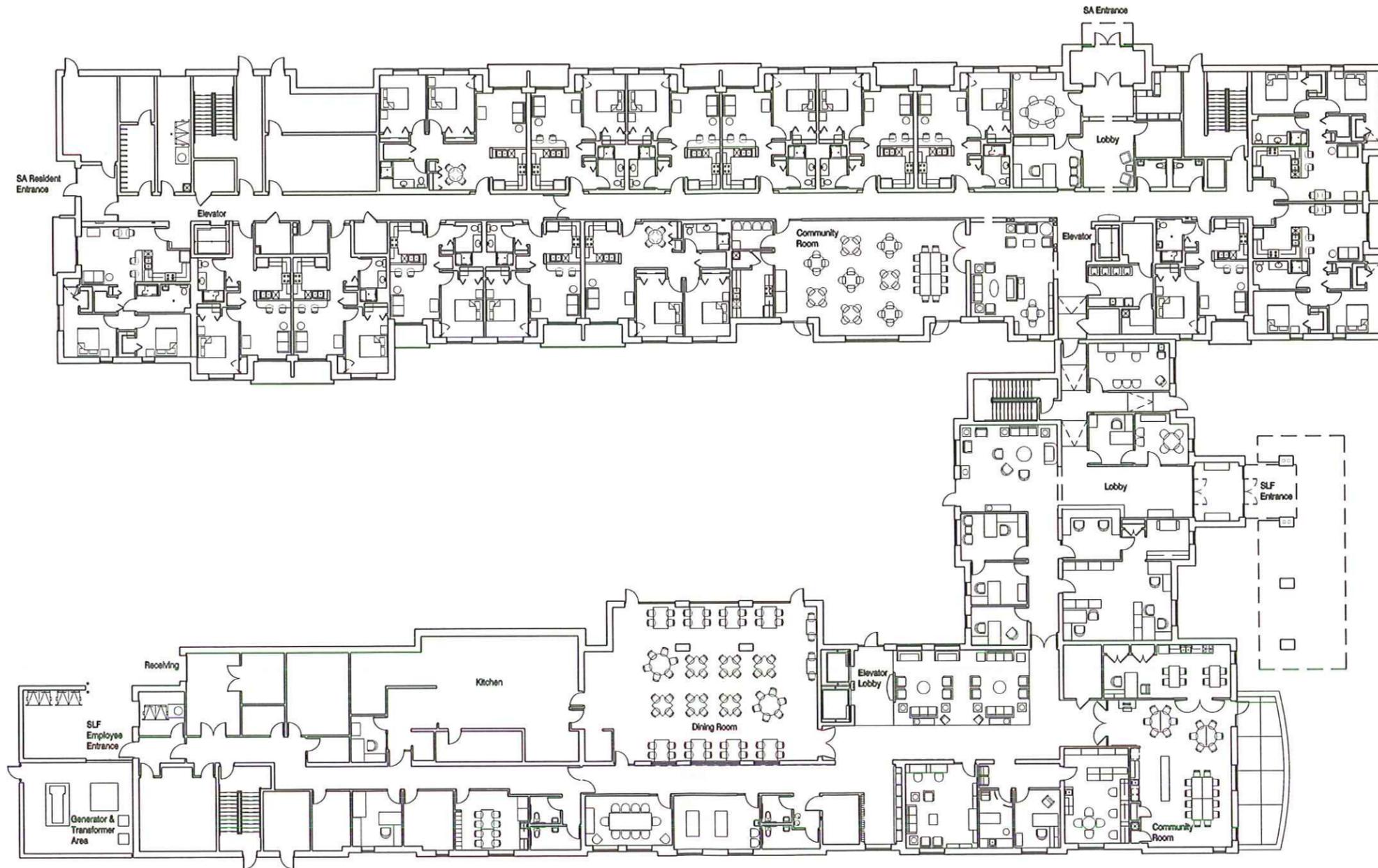


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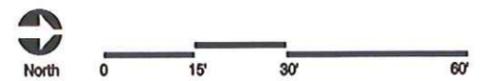
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First Floor Plan



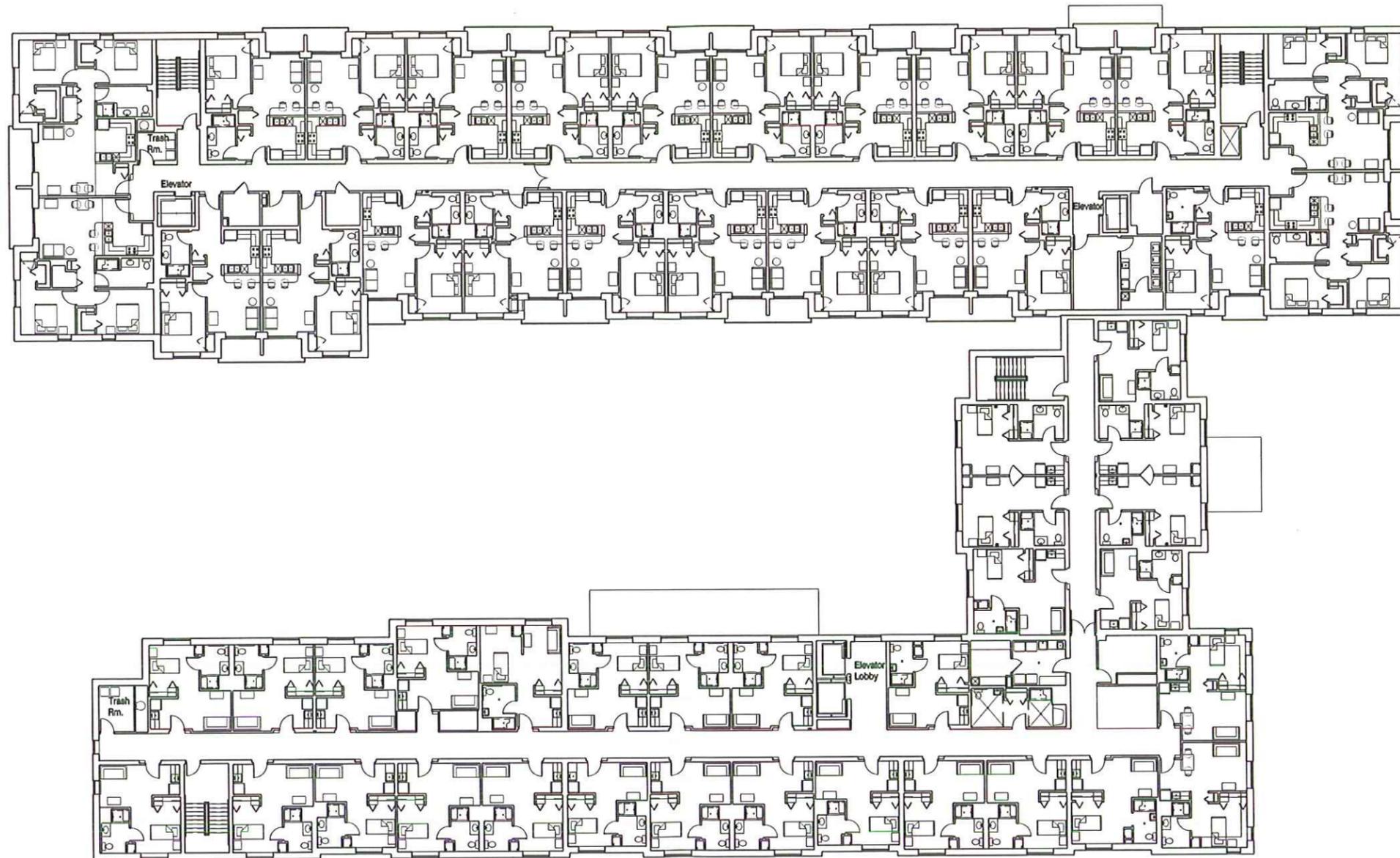
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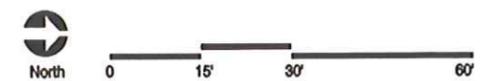
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Typical Floor Plan



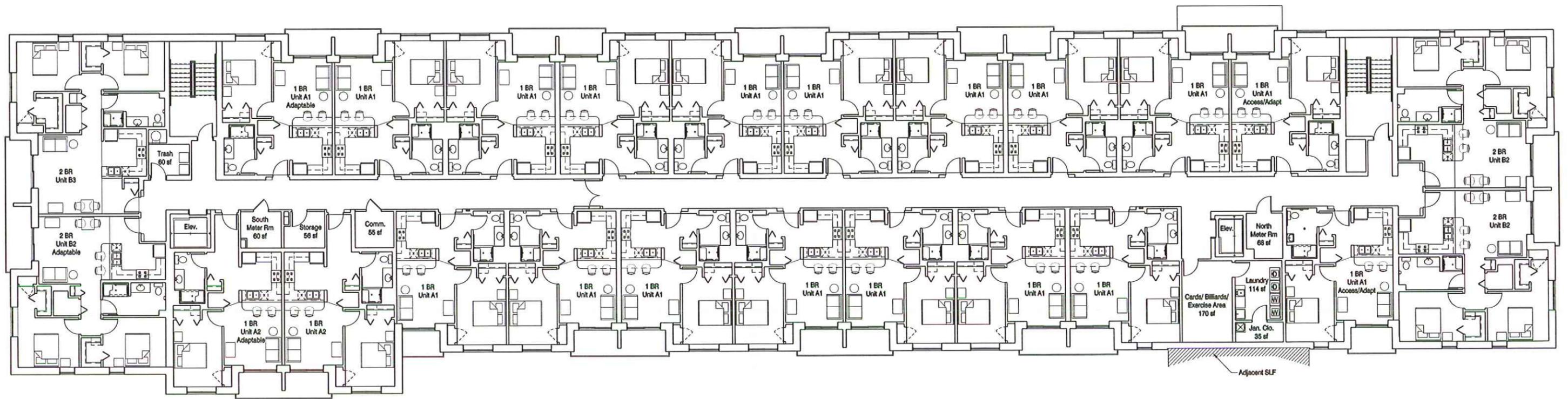
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Senior Apartments - Typical Floor Plan



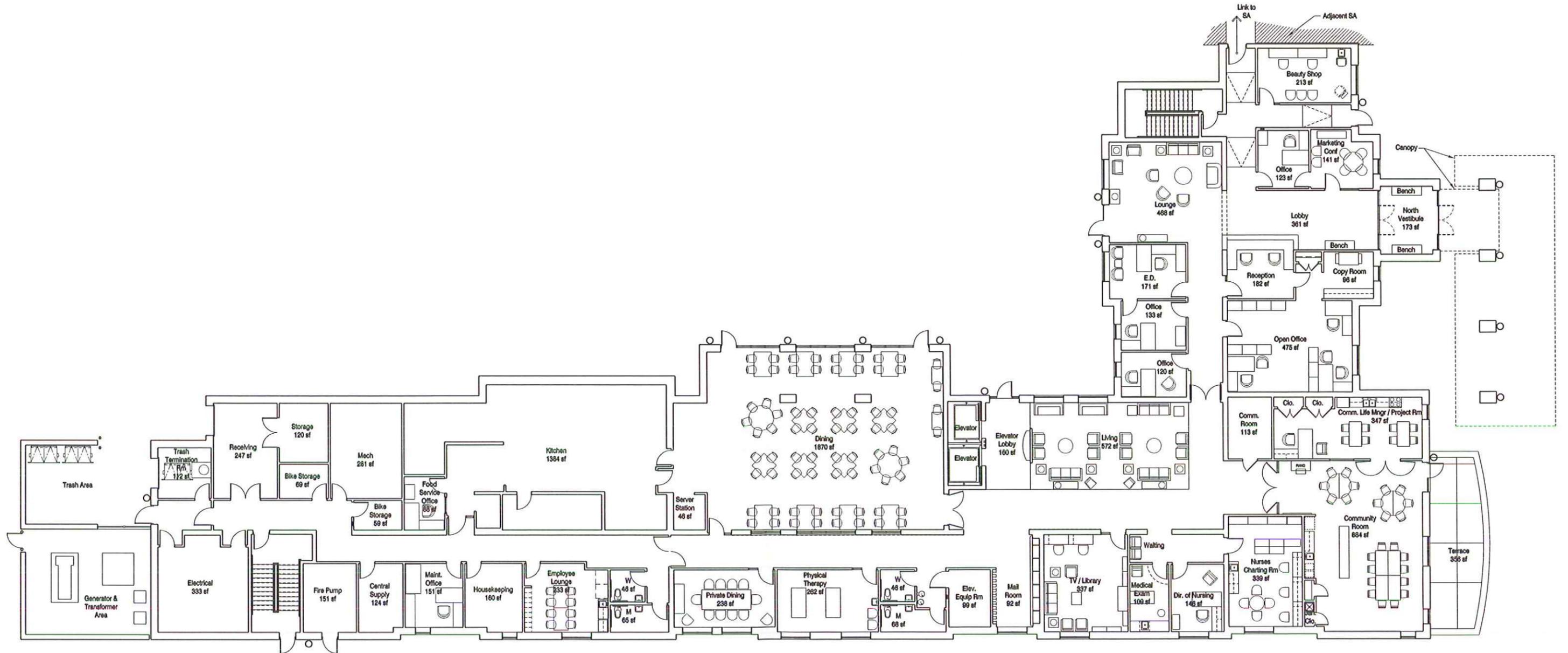
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Supportive Living Facility - First Floor Plan



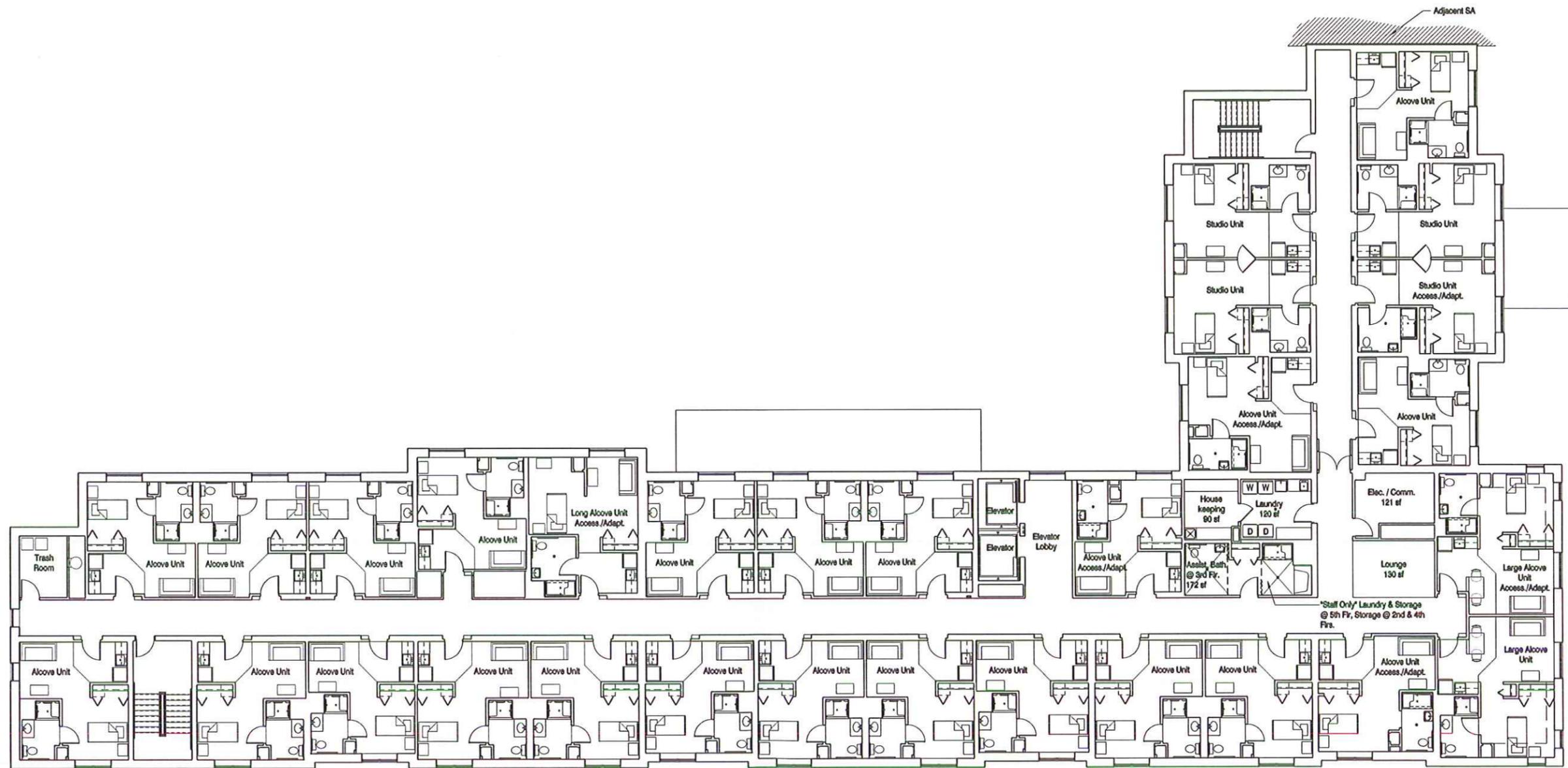
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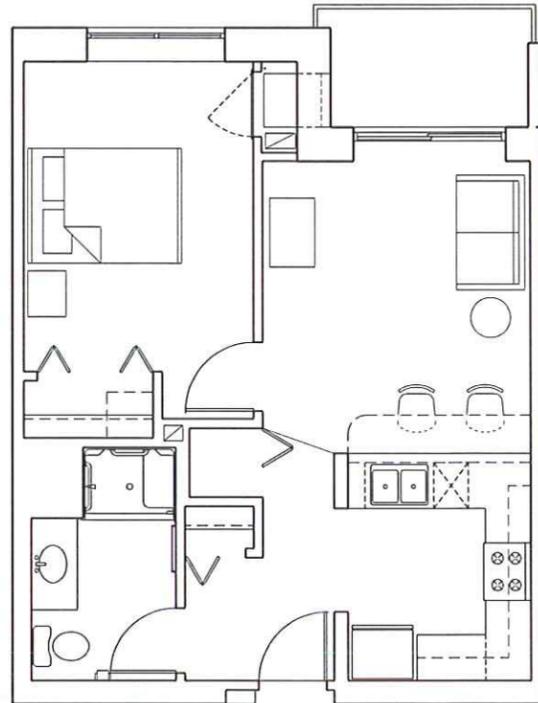
Supportive Living Facility - Typical Floor Plan



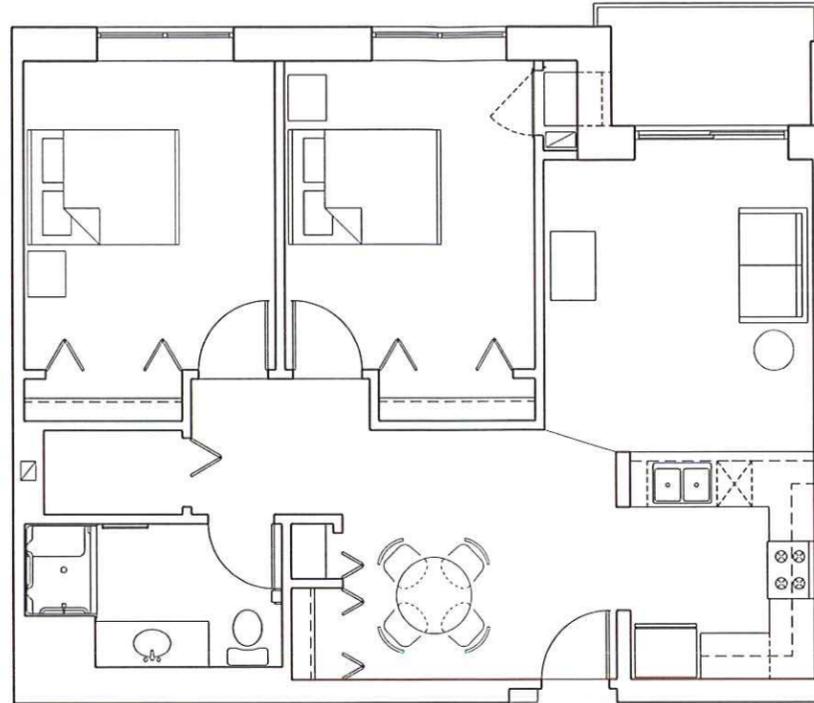
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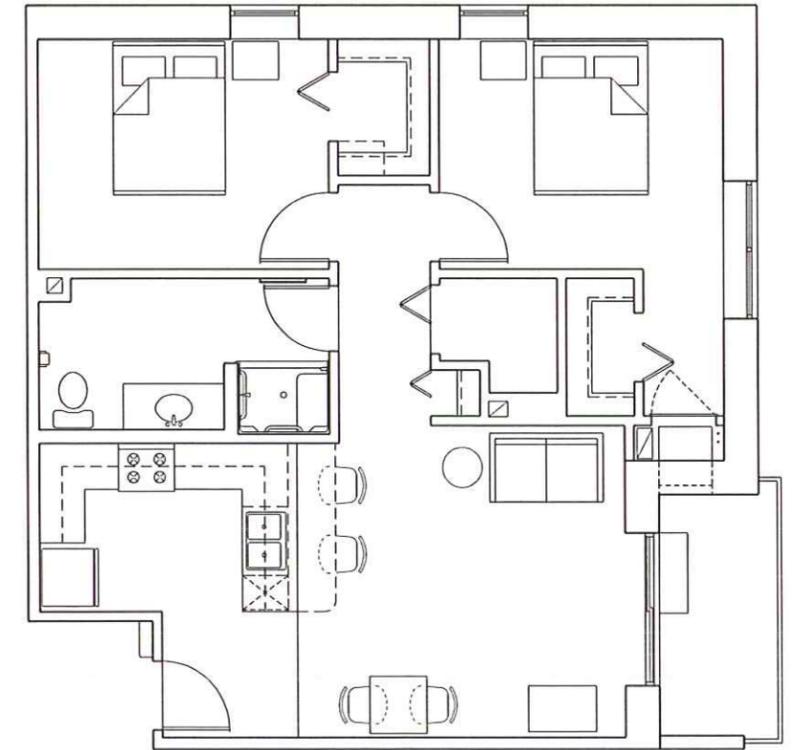
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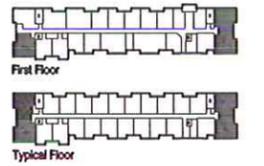
1 Bedroom
606 sf



2 Bedroom
961 sf



2 Bedroom End Unit
944 sf



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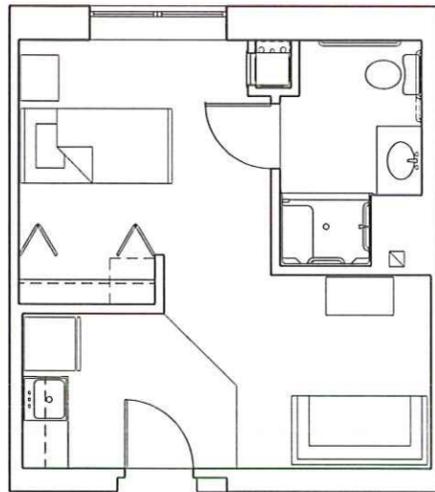
Senior Apartments - Unit Plans



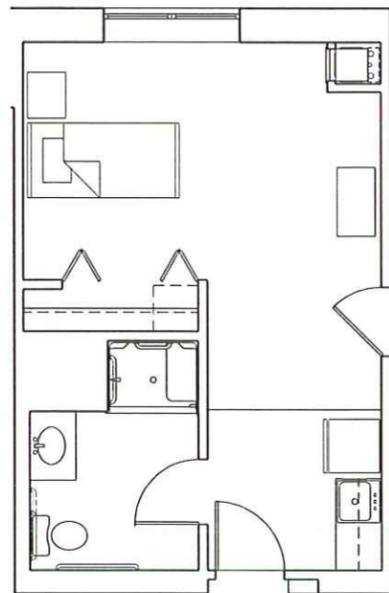
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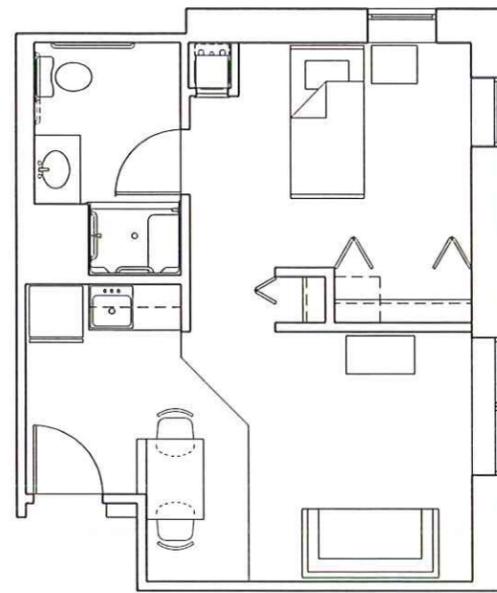
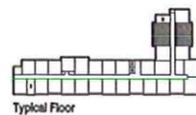
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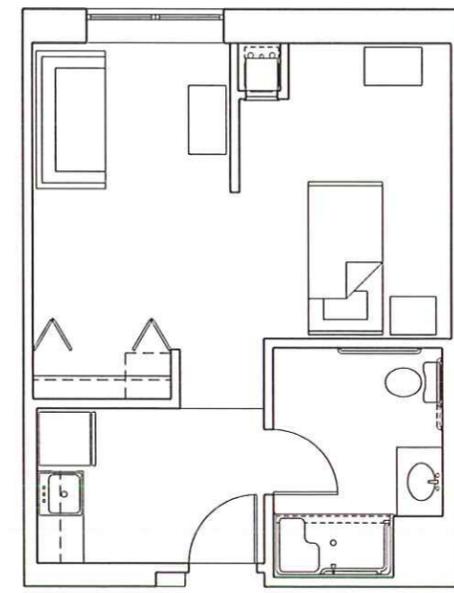
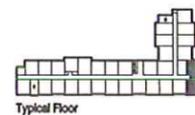
Alcove Unit
372 sf



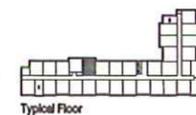
Studio Unit
398 sf



Large Alcove Unit
506 sf



Long Alcove Unit
458 sf



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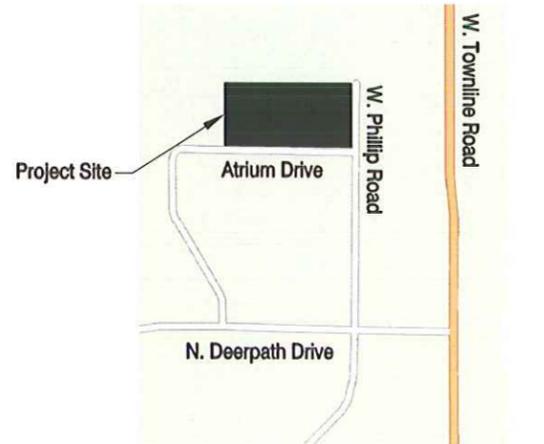
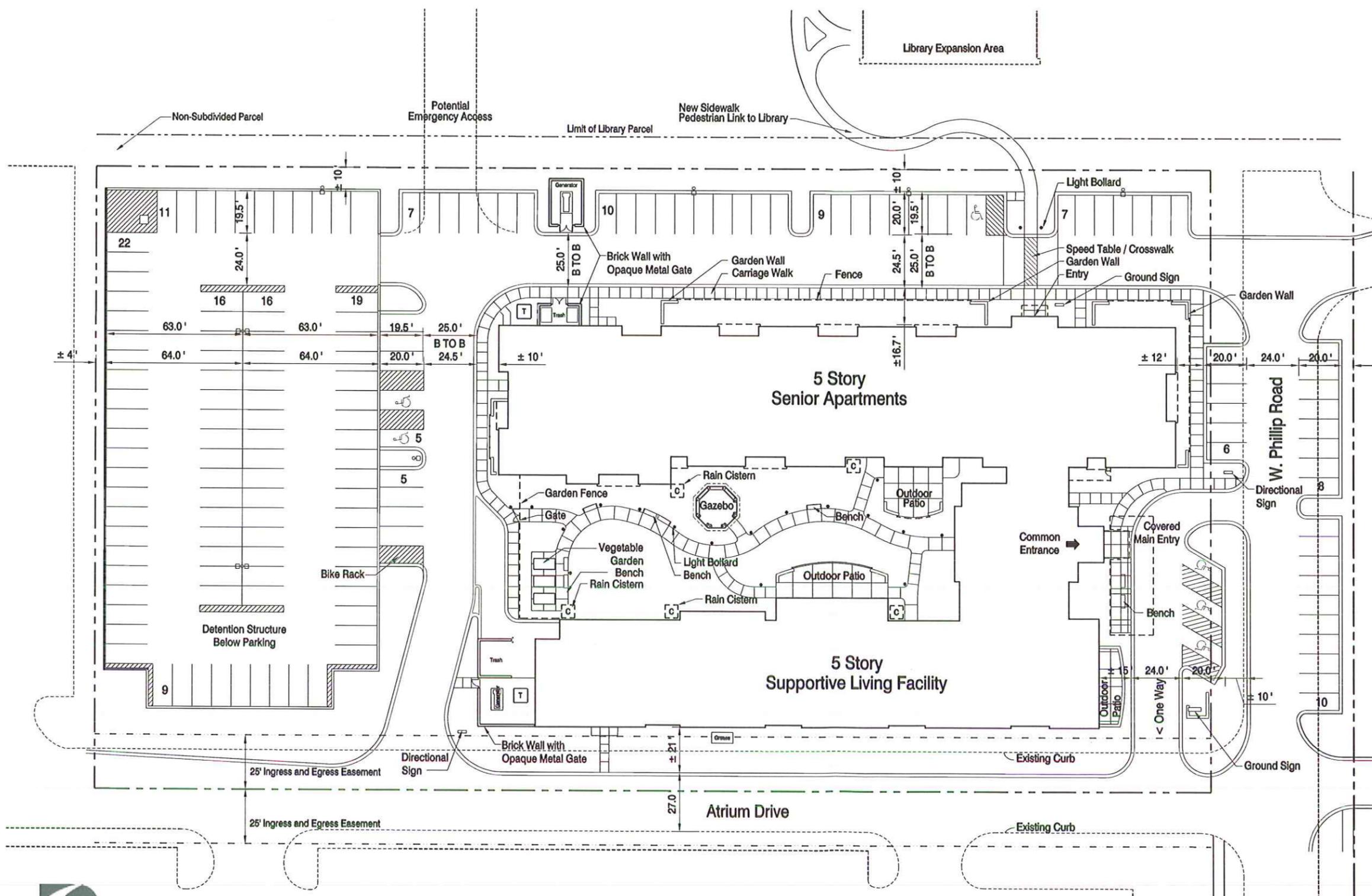
Supportive Living Facility - Unit Plans



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Location Map
Scale : Not to scale
North

Overall Site Data

Site Acreage	3.39 acres
Site Area	±147,897 sq.ft.
Density	69 units/ac

Residential Data

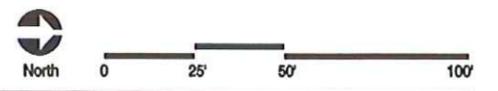
Senior Apts - 1 Bedroom	90 units
Senior Apts - 2 Bedroom	21 units
SLF - Alcove	96 units
SLF - Studio	16 units
SLF - Large Alcove Units	8 units
Total	231 units

Maximum Building Height @ Parapet (From Finished Floor) 60'

Parking Data

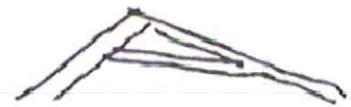
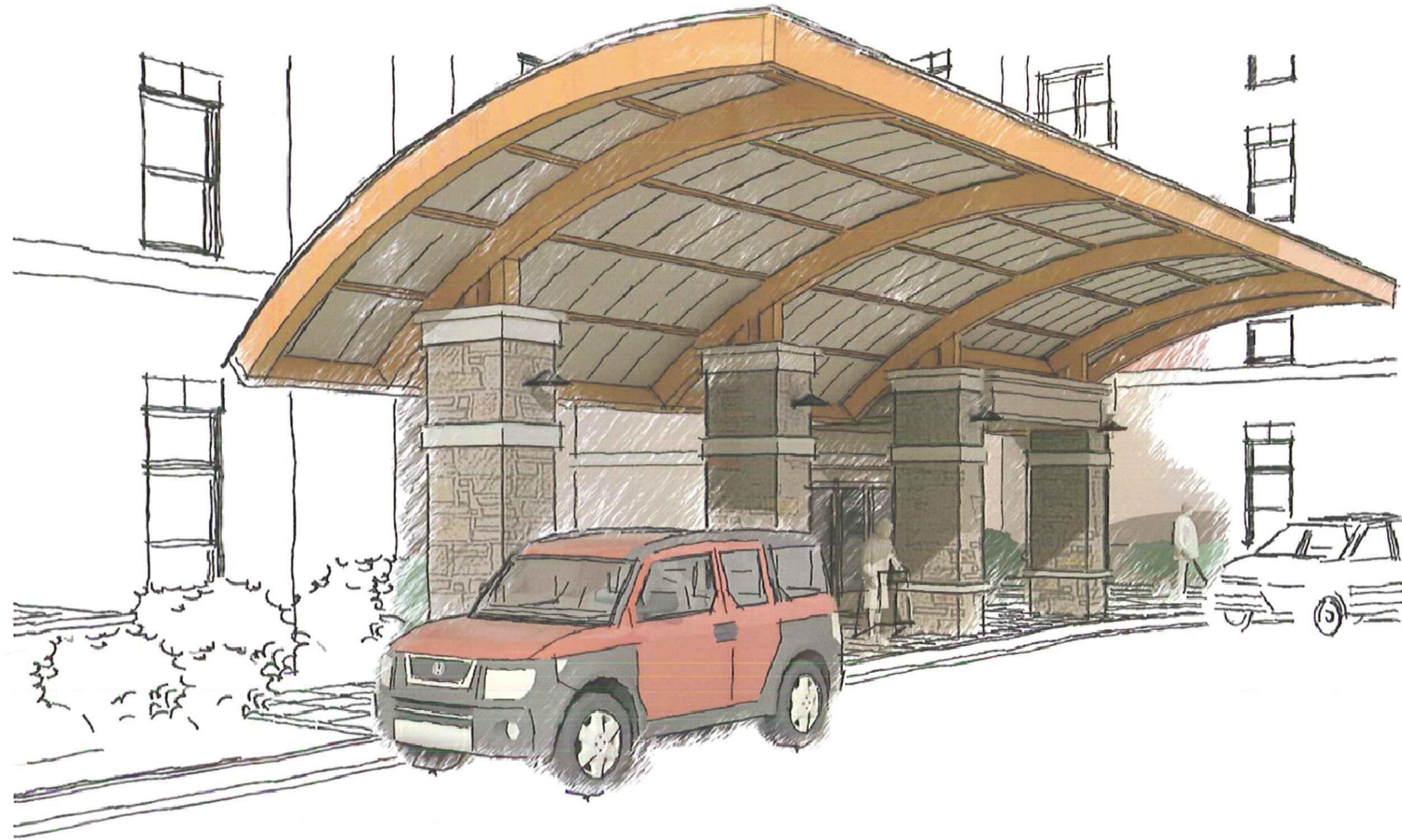
Parking Data	Parking Provided
On Site	136 stalls
Phillip Rd.	26 stalls
Total	162 stalls

Site Plan



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Entrance Canopy

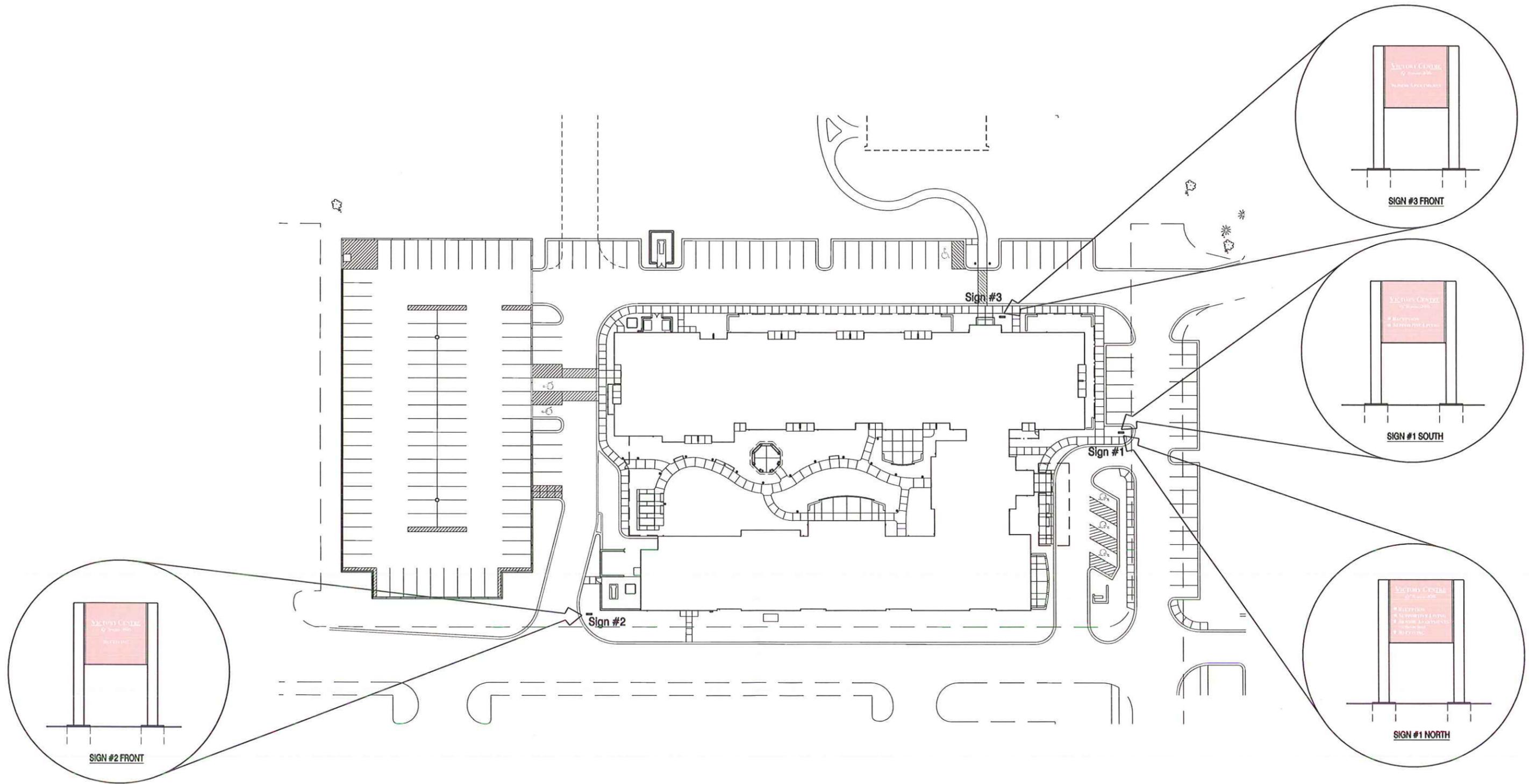


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December 16, 2009



Site Plan with Directional Sign Locations

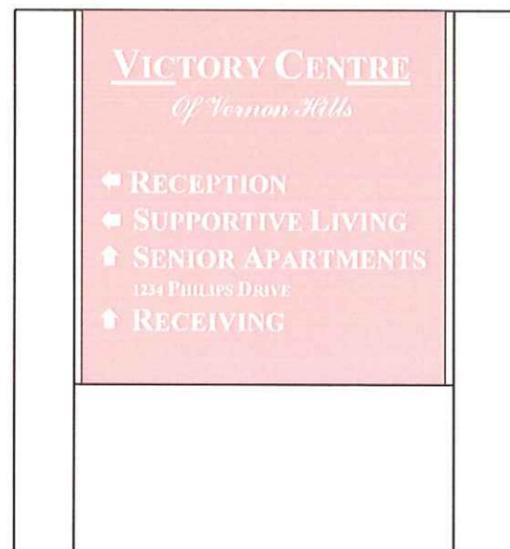


Victory Centre of Vernon Hills
 Vernon Hills, IL

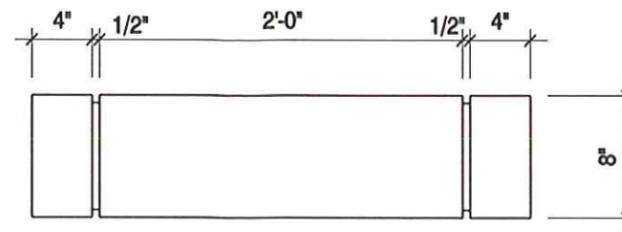
43 South Vail Avenue
 Arlington Heights, Illinois 60005
 Job No. 08021 © 2010



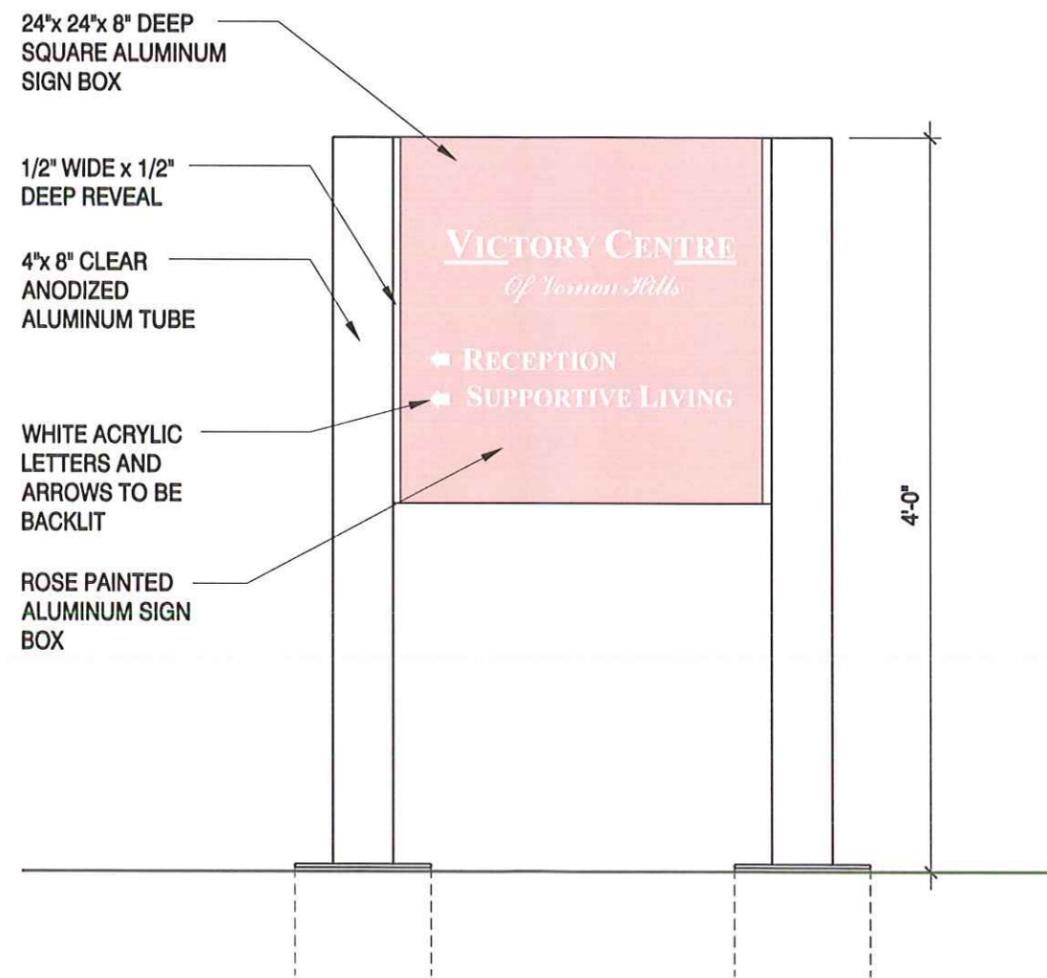
February 5, 2010 ARCHITECTS + PLANNERS, INC.



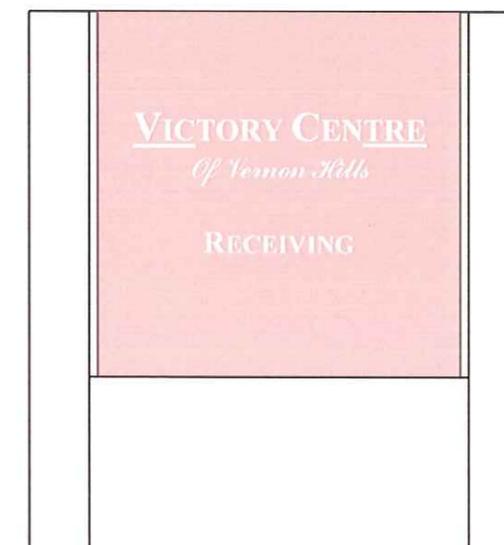
Sign #1 East Elevation



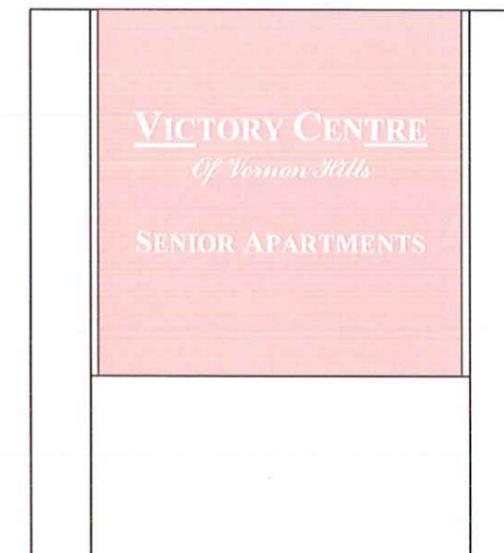
Plan



Sign #1 West Elevation



Sign #2



Sign #3

Directional Signs



Victory Centre of Vernon Hills
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February 5, 2010

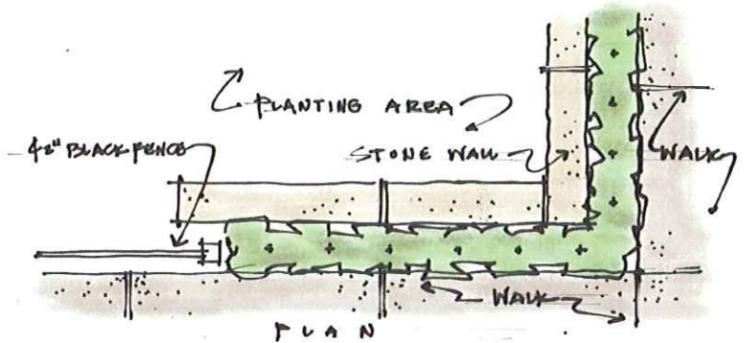
ARCHITECTS + PLANNERS, INC.



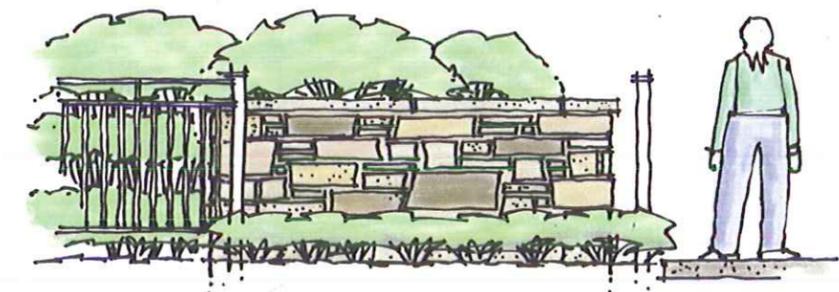
G A Z E B O



G R O U N D S I G N



P L A N



W A L L & F E N C E E L E V A T I O N

Site Amenities



Victory Centre of Vernon Hills
Vernon Hills, IL

43 South Vall Avenue
Arlington Heights, Illinois 60005
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48" Capri Bench by Freedom Outdoor Furniture



9' Diameter Market Style Umbrella by Freedom Outdoor Furniture



Rolling Rack Bike Rack by Dero Bike Rack Co.



Days End Chair by Freedom Outdoor Furniture



48" Pedestal Table by Freedom Outdoor Furniture

Site Amenities



Victory Centre of Vernon Hills
Vernon Hills, IL

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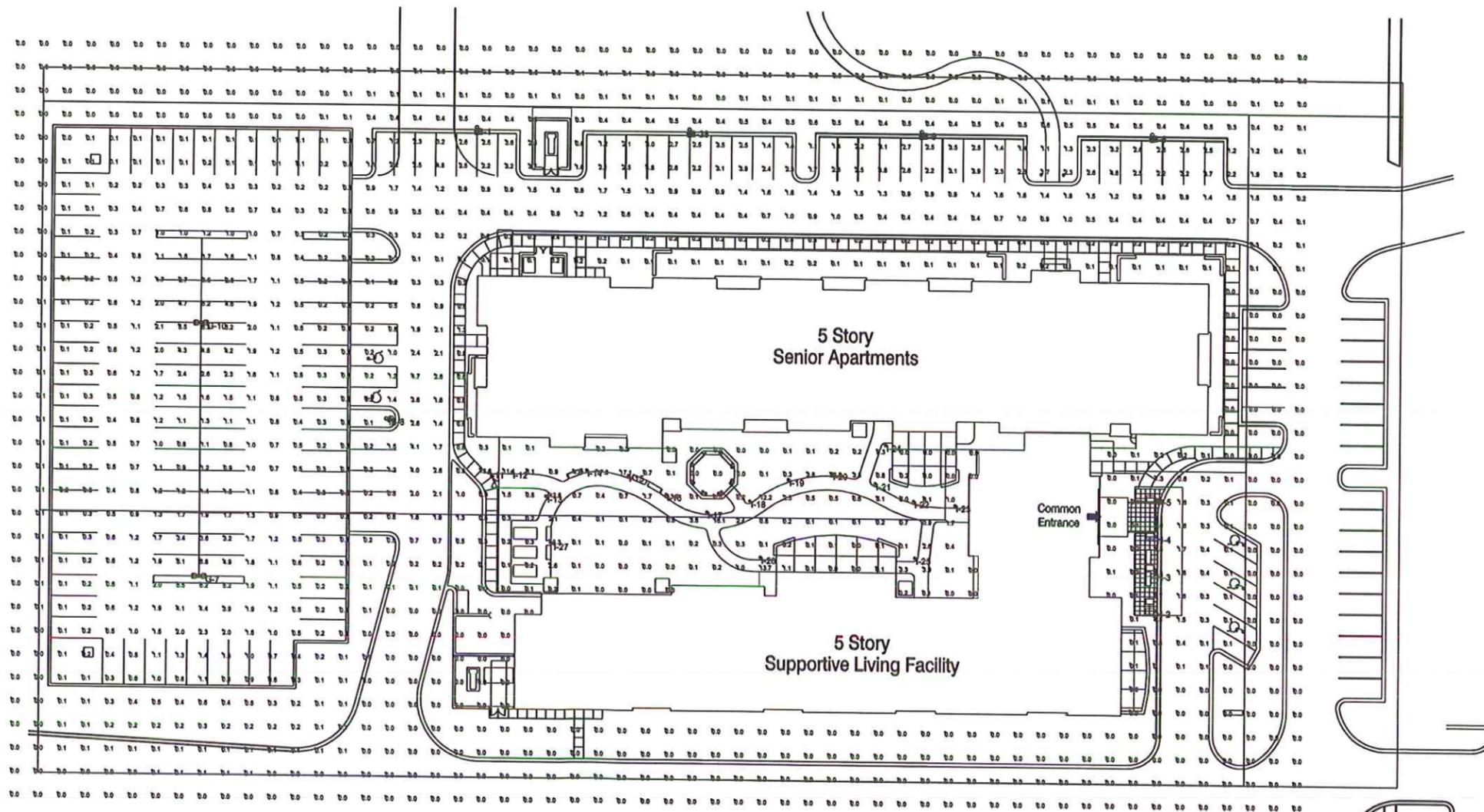


February 5, 2010 ARCHITECTS + PLANNERS, INC.

LUMINAIRE SCHEDULE									
Symbol	Label	Qty	Catalog Number	Description	Lamp	File	Lumens	LLF	Watts
⊙	B	5	KAR1 250M R3 HS (PULSE START)	CIRC. AREA, SHARP CUT-OFF, LUMINAIRE, HOUSESIDE SHIELD.	ONE (1) 250 WATT CLEAR ED28 PULSE START METAL HALIDE LAMP IN HORIZONTAL POSITION	KSF1_175M_R3_HS_(PULSE_START).ies	22000	0.72	288
⊙	G	2	KAR1 175M R3 SCWA	CIRC. AREA, SHARP CUT-OFF, LUMINAIRE	ONE 175-WATT CLEAR PULSE START METAL HALIDE, HORIZONTAL POSITION.	KAR1_175M_R3_(PULSE_START).ies	14400	0.72	418
⊙	H	4	8514P	WALL MOUNTED LUMINAIRE W/SHIELDED LIGHT SOURCE, THREE-PLY OPAL GLASS DIFFUSER	(2) 28W CF QUAD-2P	8514P.IES	1800	0.75	120
⊙	I	17	8091MH	HEAVY DUTY SINGLE HEAD BOLLARD W/ASYMMETRICAL DISTRIBUTION	(1) 100W ED-17 MH	8091MH.IES	8800	0.72	100

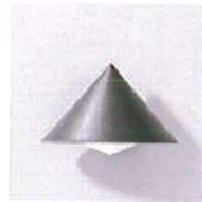
STATISTICS						
Description	Symbol	Avg	Max	Min	Max/Min	Avg/Min
Calc Zone #1	+	0.7 fc	20.0 fc	0.0 fc	N/A	N/A

LUMINAIRE LOCATIONS						
No.	Label	Location		MH	Orientation	
		X	Y			
1	B	8237.8	-385.1	23.0	180.0	
2	H	8530.8	-587.5	10.0	90.0	
3	H	8530.8	-571.8	10.0	90.0	
4	H	8530.8	-555.8	10.0	90.0	
5	H	8530.8	-539.8	10.0	90.0	
6	B	8527.8	-385.1	23.0	180.0	
7	G	8119.7	-577.1	23.0	90.0	
8	B	8199.7	-509.1	23.0	90.0	
9	B	8428.4	-385.1	23.0	180.0	
10	G	8119.7	-489.1	23.0	90.0	
11	I	8244.0	-531.4	3.5	212.9	
12	I	8254.0	-531.3	3.5	180.0	
13	I	8268.8	-541.4	3.5	87.3	
14	I	8285.7	-530.1	3.5	180.8	
15	I	8303.8	-532.1	3.5	206.8	
16	I	8319.7	-540.2	3.5	220.9	
17	I	8337.2	-547.5	3.5	180.0	
18	I	8355.7	-542.8	3.5	144.0	
19	I	8372.2	-533.3	3.5	150.9	
20	I	8391.0	-530.4	3.5	180.0	
21	I	8409.5	-534.6	3.5	207.8	
22	I	8425.9	-542.0	3.5	180.0	
23	I	8443.8	-543.6	3.5	180.0	
24	I	8413.8	-518.2	3.5	-90.0	
25	I	8428.8	-568.1	3.5	140.4	
26	I	8300.3	-568.8	3.5	180.0	
27	I	8271.7	-581.8	3.5	-90.0	
28	B	8328.8	-385.1	23.0	180.0	



Site Photometrics

Wall Mounted Fixture - BEGA 6514P - Black Finish



Surface wall with shielded light source

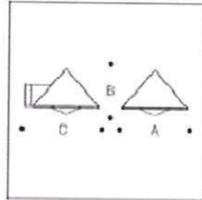
Designed for down lighting for interior and exterior locations featuring asymmetrical light distribution.

Wall mounted luminaires with shielded light source. Die-cast aluminum construction with three-ply opal glass diffuser.

U.L. listed, suitable for wet locations.

Protection class: IP44

Finish: Standard BEGA colors.



Select product

No. for details	Lamp	β	LEED	Lumen	A	B	C	D	E	Temp°C
6510.538	(1) 60W A-19 MED		LZ-2	850	11	7 1/2	12 3/8			
6513	(2) 60W A-19 MED		LZ-2	1700	15 3/4	10 5/8	17 3/4			
6511P.538	(1) 13W CF quad-2p		LZ-2	860	11	7 1/2	12 3/8			
6514P	(2) 26W CF quad-4p		LZ-2	3600	15 3/4	10 5/8	17 3/4			

Bollard Light Fixture - BEGA 8691MH - Black Finish



Bollard with shielded light source

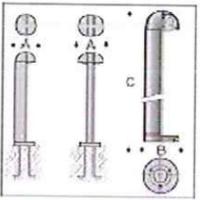
Designed for effective lighting of landscapes, pathways, and open spaces from a low mounting height featuring asymmetrical light distribution.

Bollards with impact resistant, heavy pressed glass lens. Die-cast aluminum top and internal twin reflector optical system.

U.L. listed, suitable for wet locations.

Protection class: IP55

Finish: Standard BEGA colors.



Select product

No. for details	Lamp	β	LEED	Lumen	A	B	C	D	E	Temp°C
8691MH	Single (1) 100W ED-17 MH C		LZ-2	8800	10 1/4	10 1/4	47 1/4			
8692MH	Twin (2) 100W ED-17 MH C		LZ-2	17600	13 7/8	10 1/4	47 1/4			



Victory Centre of Vernon Hills
Vernon Hills, IL

Site Lighting Fixtures

43 South Vail Avenue
Arlington Heights, Illinois 60005
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February 5, 2010 ARCHITECTS + PLANNERS, INC.

Pole Mounted Light Fixture - Black Finish



FEATURES & SPECIFICATIONS

INTENDED USE

Best suited for use in parking lots, plazas or entrances.

CONSTRUCTION

Rugged, heavy-gauge, spun aluminum housing in centriform shape. Aluminum door frame with 1/8" impact-resistant, tempered, glass lens. Stainless steel external hardware. One-piece EPT closed-cell housing gasket. Horizontally-oriented, mogul-base porcelain socket with copper alloy, nickel-plated screw shell and center contact. UL listed 1500W - 600V, 4KV pulse rated. For use with US lamps.

FINISH

Standard finish is dark bronze (DDB), polyester powder, with other architectural colors available.

INSTALLATION

Contoured, extruded 9" aluminum arm with integral splice compartment for pole or wall mounting. Optional mountings available.

OPTICAL SYSTEM

Anodized, hydroformed aluminum reflectors. Two IES cutoff distributions available: Type II (Roadway), Type III (Asymmetric). Reflectors hinge out for easy removal during installation and maintenance.

ELECTRICAL SYSTEM

Constant wattage autotransformer (-20°F starting) is used with 175-250W. Ballast is copper wound and 100% factory tested. Removable power door and positive locking disconnect plugs.

LISTING

UL listed for wet locations.

Catalog Number	
Notes	YFP

Arm-Mounted Centriform Cutoff Lighting KAR1

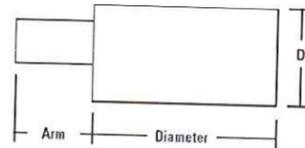
METAL HALIDE
175W, 250W

15' to 25' (4.5m to 8m) Mounting



Specifications

EPA: 1.2 ft² (11m²) (includes arm)
Diameter: 19-1/2 (49.5)
Depth: 9-1/2 (24.1)
Arm length: 9 (22.9)
Weight: 36 lbs (15 kg)



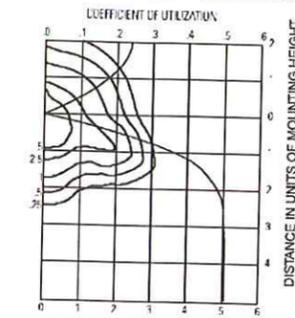
All dimensions are inches (centimeters) unless otherwise specified.

Mounting Option	Drilling Template ⁴
SPDxx, RPDxx, DAD12P	5
WBDxx, DAD12WB	6
WWDxx	7

KAR1 Arm-Mounted Centriform Cutoff Lighting

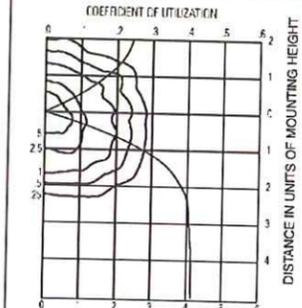
Coefficient of Utilization
Initial Footcandles

KAR1 250M R2 Test No. 1186062404



250W Metal Halide lamp, 20500 rated lumens. Footcandle values based on 20' mounting height, Distribution R2, cutoff.

KAR1 250M R3 Test No. HT 16686



250W Metal Halide lamp, 20500 rated lumens. Footcandle values based on 20' mounting height, Distribution R3, cutoff.



23'-0"

Black Finish

Elevation of Light Pole

ORDERING INFORMATION

Choose the boldface catalog nomenclature that best suits your needs and write it on the appropriate line. Order accessories as separate catalog number.

Example: **KAR1 250M R2 23050HZ SPD09 SF DDB**

KAR1 250M	23050HZ		
Series	Voltage	Mounting⁵	Options
KAR1 175M KAR1 250M	23050HZ ¹	SPD09 Square pole RPD09 Round pole WWD09 Wood pole or wall WBD09 Wall bracket	Shipped Installed in Fixture SF Single fuse HS House side shield (R3 only) CR Corrosion resistant finish
Distribution		Optional Mounting	Architectural Colors (painted finish) ² Standard Colors DDB Dark bronze (standard) DWH White DBL Black Classic Colors DMB Medium bronze DNA Natural aluminum DSS Sandstone DGC Charcoal gray DTG Tennis green DBR Bright red DSB Steel blue
R2 IES Type II Roadway R3 IES Type III Asymmetric		DAD12P Degree arm pole DAD12WB Degree arm wall KMA Mast arm adapter KTMB Twin mounting bar	Shipped Separately ² VG Vandal guard

NOTES:

- Operates 220, 230 and 240 vclt 50HZ.
- May be ordered as accessory.
- Order as separate line item. Important: with this accessory, an RPD09 or optional DAD12P mounting arm must be ordered on the fixture.
- Other architectural colors available; see Architectural Colors brochure.
- For arm mounting refer to technical data section in the Outdoor binder for drilling template.

Accessories: Tenon Mounting Slipfitter³

Number of fixtures	
Tenon O.D.	One
2-3/8" (6)	T20-199
2-7/8" (7.3)	T25-199
4" (10.2)	T35-199
Two@180°	T20-280
Two@90°	T20-290
Three@120°	T20-320
Three@90°	T20-390
Four@90°	T20-490
	T25-280
	T25-290
	T25-320
	T25-390
	T25-490
	T35-280
	T35-290
	T35-320
	T35-390
	T35-490

Outdoor

Sheet #: KAR1-M-Int.



An Acuity Brands Company

Sheet #: KAR1-M-Int. ©1999 Lithonia Lighting, Rev. 02/02 KAR1-M-Int.P05

Lithonia Lighting
Acuity Lighting Group, Inc.
Outdoor Lighting
One Lithonia Way, Conyers, GA 30612-3957
Phone: 770-922-9300 Fax: 770-918-1209
In Canada: 1100 50th Ave., Lechin, Quebec H3T 2V3
www.lithonia.com

Mounting Height and Lux Correction Factor

(Multiply the fc (footcandle) level by the correction factor)

15 ft. (5 m) = 1.78 (18 lux)
20 ft. (6 m) = 1.09 (11.1 lux)
25 ft. (8 m) = 0.84 (8.20 lux)
30 ft. (9 m) = 0.44 (4.94 lux)

$$\frac{\text{Existing Mounting Height}^2}{\text{New Mounting Height}^2} = \text{Correction Factor}$$

NOTES:

- Photometric data for other distributions can be accessed from the Lithonia Lighting website. (www.lithonia.com)
- For electrical characteristics, consult technical data tab.
- Tested to current IES and NEMA standards under stabilized laboratory conditions. Various operating factors can cause differences between laboratory and actual field measurements. Dimensions and specifications are based on the most current available data and are subject to change.



Victory Centre of Vernon Hills
Vernon Hills, IL

Site Lighting Fixtures

43 South Vail Avenue
Arlington Heights, Illinois 60005
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February 5, 2010

Recessed Can Light Fixture

FEATURES

OPTICAL

- Reflector - Self-flanged, specular clear or semi-diffuse reflector. Bounding Ray Optical Principle design provides lamp before lamp image and smooth transition from top of reflector to bottom. Minimum flange matches reflector finish. White painted flange optional.
- Baffle/cone - Specular clear upper reflector. Microgroove baffle with white painted flange or specular black cone with flange that matches cone finish.
- 1/8" tempered clear or prismatic glass lens.

MECHANICAL

- 16-gauge galvanized steel mounting/plaster frame with friction support springs to retain optical system. Accommodates up to 7/8" thick ceiling standard. See Accessories for increased ceiling thickness capability.
- Mounting bars are 16-gauge galvanized steel with continuous 4" vertical adjustment, held in place with tool-less, cam-action locking system. Post installation adjustment possible without the use of tools from above or below the ceiling. Shipped pre-installed.
- Galvanized steel junction box with bottom-hinged access covers and spring latches. Two combination 1/2"-3/4" and four 1/2" knockouts for straight-through conduit runs. Capacity: 8 (4 in, 4 out) No. 12 AWG conductors rated for 90°C.

ELECTRICAL SYSTEM

- Die-cast aluminum lampholder housing. Designed for effective heat dissipation and positive light center positioning.
- Medium-base porcelain socket with nickel-plated screw shell. Extended porcelain socket for "open fixture" rated metal halide lamps.
- Prewired, enclosed-and-potted, 120/277V or 120/347V ballast tray module. Module can be attached before or after mounting of mounting/plaster frame.
- Thermally-activated insulation detector.

LISTING

- Fixtures are UL Listed for thru-branch wiring, recessed mounting and damp locations. Listed and labeled to comply with Canadian Standards (see Options).

ENERGY

LER DOL	Annual Energy Cost	Lamps	Lamp Lumens	Ballast Factor	Input Watts
40	\$5.95	(1)100W MHC	8700	1.00	125

Calculated in accordance with NEMA standard I.E.-5.

ORDERING INFORMATION

Choose the boldface catalog nomenclature that best suits your needs and write it on the appropriate line. Order accessories as separate catalog numbers (shipped separately).

AH

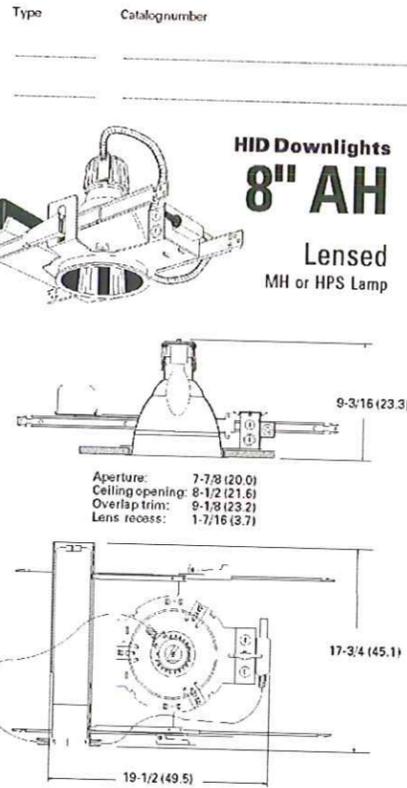
Series	Reflector Type	Finish	Lens Type*	Voltage	Options
AH	8AR Clear	(blank) Specular	CGL Safety glass	120	WLP With lamp (shipped separately).
	8PR Pewter	low iridescent	T73 Tempered	277	TRW White painted flange. (Standard with 8MB.)
	8WTR White	LD Semi-diffuse	Prismatic Lens	347	LRC [†] Provides compatibility with Lithonia Reloc System.
Metal Halide	8UBR Umber	low iridescent			QRS Quartz restrike system (uses maximum 100W DC base quartz lamp by others). Operates like QRS, except quartz lamp remains on for two minutes after HID lamp restrikes.
	8CR Champagne	low iridescent			QRSTD Quartz restrike system with time delay.
	8GR Gold				EC Emergency circuit (DC socket with leads for connection to external emergency power source; maximum 100W lamp).
	8MB [‡] Black Baffle				SF Single fuse.
	8BC [‡] Black Cone				CSA Listed and labeled to comply with Canadian Standards.
Color Corrected Metal Halide					HEB Electronic ballast.

NOTES

- California Title 20 compliant. Not available in 347V.
- Ceramic arc tube consistent color lamp. Philips MasterColor or GE ConstantColor.
- Not available with finishes.
- Provided with lampholder for enclosed metal halide lamp.
- For compatible Reloc systems, refer to options and accessories tab.

Accessories

- Order as separate catalog number.
- SC8 Sloped ceiling adaptor. Degree of slope must be specified (10D, 15D, 20D, 25D, 30D). Ex: SC8 10D.
 - CTA8 Ceiling thickness adaptor (extends mounting frame to accommodate ceiling thickness up to 2").



All dimensions are inches (centimeters).

Example: AH 100M 8AR CGL 120

8" AH Lensed

Distribution curve	Distribution data	Output data	Coefficient of utilization	Illuminance Data at 30" Above Floor for a Single Luminaire
--------------------	-------------------	-------------	----------------------------	--

AH 100M 8AR CGL (1) MP100/C/U/MED lamp, 7900 rated lumens, 1.2 s/mh, test no. LTL8010

From 0°	cp	Lumens	Zone	Lumens	%lamp	pf	80%			20%			Mount height	Initial fc at beam center	50%		10%	
							pc	pw	50%	30%	50%	30%			50%	30%	beam angle	beam angle
0°	3755	0	0°-30°	3355	42.5	1	78	76	76	74	73	72	8'	124.1	6.6'	62.1	10.4'	12.4
5°	3687	379	0°-40°	4752	60.2	2	72	69	70	68	68	66	10'	66.8	9.0'	33.4	14.2'	6.7
15°	4397	1232	0°-60°	5563	70.4	3	66	62	65	62	63	60	12'	41.6	11.4'	20.8	17.9'	4.2
25°	3843	1745	0°-90°	5569	70.5	4	61	57	60	58	55	51	14'	28.4	13.8'	14.2	21.7'	2.8
35°	2257	1397	90°-180°	0	0.0	5	57	52	58	52	59	55	16'	20.6	16.2	10.3	25.5'	2.1
45°	821	654	0°-180°	5569	70.5*	6	53	48	52	48	51	47						
55°	146	157				7	49	44	49	44	48	44						
65°	4	6				8	46	41	45	41	45	41						
75°	0	1				9	43	38	42	38	42	38						
85°	0	0				10	40	36	40	36	39	35						
90°	0	0																

AH 100MHC 8AR CGL (1) MPC100/C/U/MED lamp, 8700 rated lumens, 1.3 s/mh, test no. LTL8011

From 0°	cp	Lumens	Zone	Lumens	%lamp	pf	80%			20%			Mount height	Initial fc at beam center	50%		10%	
							pc	pw	50%	30%	50%	30%			50%	30%	beam angle	beam angle
0°	3523	0	0°-30°	3170	36.4	1	76	74	74	72	71	70	8'	116.5	7.1'	58.2	11.5'	11.6
5°	3606	349	0°-40°	4797	55.1	2	69	66	68	65	66	64	10'	62.6	9.7'	31.3	15.6'	6.3
15°	3886	1104	0°-60°	5590	68.8	3	63	60	63	59	61	58	12'	39.0	12.2'	19.5	19.9'	3.9
25°	3779	1717	0°-90°	6003	69.0	4	59	54	63	54	56	53	14'	26.6	14.8'	13.3	24.0'	2.7
35°	2654	1626	90°-180°	0	0.0	5	54	49	53	49	52	48	16'	19.3	17.4'	9.7	28.1'	1.9
45°	1188	931	0°-180°	6003	69.0*	6	50	45	49	45	48	44						
55°	256	262				7	46	41	46	41	45	41						
65°	1	1				8	43	38	42	38	42	37						
75°	0	1				9	40	35	39	35	39	35						
85°	0	0				10	37	33	37	32	36	32						
90°	0	0																

AH 150M 8AR CGL (1) MP150/C/U/MED lamp, 12000 rated lumens, 1.2 s/mh, test no. LTL8012

From 0°	cp	Lumens	Zone	Lumens	%lamp	pf	80%			20%			Mount height	Initial fc at beam center	50%		10%	
							pc	pw	50%	30%	50%	30%			50%	30%	beam angle	beam angle
0°	5903	0	0°-30°	4775	39.8	1	77	75	76	74	73	71	8'	195.1	6.5'	97.6	10.6'	19.5
5°	6000	575	0°-40°	6959	58.0	2	71	68	70	67	67	65	10'	104.9	8.8'	52.5	14.5'	10.5
15°	6030	1705	0°-60°	8403	70.0	3	65	61	64	61	62	59	12'	65.4	11.2'	32.7	18.4'	6.5
25°	5503	2495	0°-90°	8412	70.1	4	60	56	59	55	58	54	14'	44.6	13.5'	22.2	22.2'	4.5
35°	3548	2183	90°-180°	0	0.0	5	56	51	55	51	54	50	16'	32.4	15.9'	16.2	26.1'	3.2
45°	1452	1144	0°-180°	8412	70.1*	6	52	47	51	47	50	46						
55°	280	300				7	48	43	47	43	47	43						
65°	6	9				8	45	40	44	40	43	39						
75°	0	0				9	42	37	41	37	41	37						
85°	0	0				10	39	35	39	34	38	34						
90°	0	0																

AH 100MHC 8MB CGL (1) MPC100/C/U/MED lamp, 8700 rated lumens, 1.2 s/mh, test no. LTL8043

From 0°	cp	Lumens	Zone	Lumens	%lamp	pf	80%			20%			Mount height	Initial fc at beam center	50%		10%	
							pc	pw	50%	30%	50%	30%			50%	30%	beam angle	beam angle
0°	3587	0	0°-30°	2966	34.1	1	68	67	67	66	65	63	8'	118.6	6.4'	59.3	11.1'	11.9
5°	3624	348	0°-40°	4354	50.0	2	63	60	62	59	60	58	10'	63.8	8.8'	31.9	15.1'	6.4
15°	3817	1075	0°-60°	5412	62.2	3	58	54	57	54	55	52	12'	38.7	11.1'	19.9	19.1'	4.0
25°	3398	1542	0°-90°	5424	62.3	4	53	49	52	49	51	48	14'	27.1	13.5'	13.6	23.1'	2.7
35°	2249	1388	90°-180°	0	0.0	5	49	45	48	45	47	44	16'	19.7	15.8'	9.8	27.2'	2.0
45°	1041	813	0°-180°	5424	62.3*	6	45	41	45	41	44	40						
55°	252	245				7	42	38	42	38	41	37						
65°	4	11				8	39	35	39	35	38	34						
75°	0	0				9	36	32	36	32	36	32						
85°	0	0				10	34	30	34	30	33	30						
90°	0	0																

AH 100MHC 8BC CGL (1) MPC100/C/U/MED lamp, 8700 rated lumens, 1.2 s/mh, test no. LTL8042

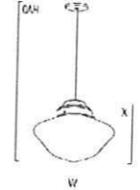
From 0°	cp	Lumens	Zone	Lumens	%lamp	pf	80%			20%			Mount height	Initial fc at beam center	50%		10%	
							pc	pw	50%	30%	50%	30%			50%	30%	beam angle	beam angle
0°	3528	0	0°-30°	2931	33.7	1	67	66	66	64	63	62	8'	116.6	6.5'	58.3	11.0'	11.7
5°	3570	344	0°-40°	4291	49.3	2	62	59	61	58	59	57	10'	62.7	8.8'	31.4	15.0'	6.3
15°	3766	1062	0°-60°	5310	61.0	3	57	53	56	53	54	52	12'	38.1	11.1'	19.5	19.0'	3.9
25°	3365	1526	0°-90°	5324	61.2	4	53	49	52	49	51	48	14'	26.7	13.5'	13.3	23.0'	2.7
35°	2203	1360	90°-180°	0	0.0	5	48	44	48	44	46							

Gazebo Pendant Light Fixture - Black Finish

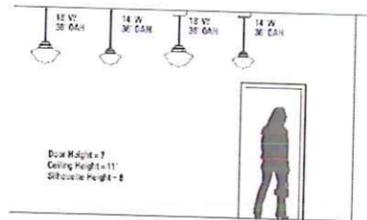
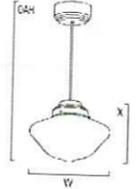
SAMPLE CATALOG NUMBER				
Model Number	Lamping Option (Voltage)	BRNZ Finish	XPS Option	OAH(36) Option
CP4510	1FH100(MTAF)			
Model	Lamping Options	Finish	Options	
Model Number	Dimensions			
CP4510	W 14" (356 mm)	1N150 1PH100	PTD • BCB • CB • FB • SN	DCC OAH ORS SBC XPS
	OAH 36" (914 mm)			
	X 11-3/4" (298 mm)			
	Globe 14x8-3/8" (356x213 mm)			
CP4512	W 18" (457 mm)	1N150 1PH100	PTD • BCB • CB • FB • SN	DCC OAH ORS SBC XPS
	OAH 36" (914 mm)			
	X 12-3/8" (314 mm)			
	Globe 16x10-3/4" (407x263 mm)			
CP4514	W 14" (356 mm)	2OF26	PTD • BCB • CB • FB • SN	DCC OAH XPS
	OAH 36" (914 mm)			
	X 11-3/4" (298 mm)			
	Globe 14x8-3/8" (356x213 mm)			
CP4516	W 18" (457 mm)	2OF26	PTD • BCB • CB • FB • SN	DCC OAH XPS
	OAH 36" (914 mm)			
	X 12-3/8" (314 mm)			
	Globe 16x10-3/4" (407x263 mm)			

LINE DRAWINGS

CP4510 / CP4512



CP4514 / CP4516



ABBREVIATION KEY

• Indicated Finish or Option is not available with XPS

Dimensions
 W Width
 OAH Overall Height
 X Housing Height

Lamping Options (Voltage)
 OF26 26w eqval. 4 pin G24q-3 base, FLR (MVOLT, 347V)
 N150 150w A-21, medium base, INC (120V)
 FH100 100w ED-17, medium base, pulse start MH (MTAF, 347V)
 Specify Voltage, MVOLT or MTAF
 MVOLT is a ballast that operates 120V through 277V
 MTAF is a ballast that operates 120V or 277V

Finishes (see inside back cover)
 PTD Painted - specify color code (ex. BRNZ for Bronze)
 • BCB Brushed Chrome
 • CB Polished Chrome
 • FB Polished Brass
 • SN Satin Nickel

Options
 DCC Damp clear coat required for all metal finishes in damp locations
 OAH Overall height variation from standard. Include desired height in inches. (ex. OAH(36) will produce an overall fixture height of 36")
 ORS Quartz restrike, 100w T4 dc bayonet base, specify 120V or 277V
 SBC Surface mounted ballast canopy for HID lamping
 XPS Express 10 day shipping

PHOTOMETRICS and BIM

Complete EIM Building Information Modeling and photometric files for these models may be downloaded from www.visalighting.com

ES File Number	Reports	LER
CP4510-1N150		15
CP4510-1PH100		43
CP4512-1N150		15
CP4512-1PH100		43

Optional Integral HID Surface Mounted Ballast Canopy (SBC)



Printed on Total Recovered Fiber 100% Post-Consumer Fiber

INDOOR

SCHOOL HAUS™

INDOOR

CP4510-BRNZ

Ceiling P 232

Ceiling P 232

COMPANIONS

FEATURES

- 5 year product warranty
- White glass diffuser
- Oven cured no VOC acrylic powder coat for painted finishes; oven cured low VOC clear coat on metal finishes
- Easy tool-less relamping
- Fluorescent lamping (CP4514, CP4516)
- Incandescent or pulse start HID lamping (CP4510, CP4512)
- Use coated lamps for HID or incandescent applications
- High power factor electronic ballast (fluorescent lamping)
- Surface ballast canopy standard for fluorescent lamping
- Remote mounted HID ballast with long distance ignitor standard, 50' maximum ballast to lamp distance; 15' maximum for 347V
- Mounts to standard electrical junction box (by others)
- for sloped ceiling up to 45 degrees from horizontal

SUGGESTED VARIATIONS

- Specialty finishes to match architectural detail
- 10" diameter "School Haus" white glass diffuser or other glass diffuser shape with 6" filter
- Can accommodate Metal Halide lamping up to 150w
- Fluorescent lamping up to (2) 42w CF
- Add fluorescent dimming ballast, (Lutron only)
- Add remote emergency battery pack
- Include fused circuit protection
- Sloped ceiling adapter for ceiling slopes greater than 45 degrees
- Weather tether to secure fixture from wind or excess movement. Safety requirement for all outdoor covered applications
- Can be configured to accommodate lowering system mounting (by others)

Approved for indoor damp locations. Metal finishes require DCC (damp clear coat) for 5 year warranty.

VISA LIGHTING
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Victory Centre of Vernon Hills
Vernon Hills, IL

Site Lighting Fixtures

