

Welcome!

In-Person

- Please introduce yourself to others seated near you

Virtual

- Please review the virtual welcome sheet



I Have A Question or Comment!



Complete a form:

Let's Talk at u-46.org/letstalk

Email to UniteU46@u-46.org

Ask during small group work time

SCHOOL DISTRICT U-46
Unite46
Moving Forward Together

I HAVE A QUESTION!

I would like to be contacted by a Unite U-46 representative who can respond to this question/comment:

Your question or comment may be directly related to the community engagement project or any other matter regarding the school district.

Name: _____

Address: _____

Phone: _____

E-Mail: _____

UniteU46@u-46.org
UniteU46.com

Learn About, Review & Understand

- **Board Vision**
- **Long-Term Facility Challenges**
- **Facilities & Learning**
- **Enrollment**
- **Educational Facilities Master Plan**

Develop Recommendations

- **Best address school building and enrollment challenges**
 - **Perceptions and priorities**
 - **Plan implementation**
 - **Ongoing model for community collaboration and communication**
- 

- **Recommend how can we best support students through transition to middle school and preK, new boundaries**
- **Prioritize building improvements**
- **Provide feedback on buildings that were recommended as candidates to be retired, rebuilt or repurposed.**
- **Recommend when building improvements should be made**
- **Determine funding availability and options**

Community Engagement Sessions

Date	Potential Topic
April 27	Welcome to Unite U-46 Overview of U-46 and Our Buildings
May 11	How Our School Buildings Impact Student Success
May 25	The Whys Behind PreK and Middle School
September 14	How School Building Improvements Are Funded Options for Moving Forward
September - October	Building Tours
October 19	Refine Options to Move Forward
November 9	Selection of Final Recommendations

Meeting Materials

- Cover Sheet
- Agenda
- Meeting #1 Summary Documents
 - Verbatim Responses
 - Executive Summary
- Informational PowerPoint Presentation
- Work Activity
- Meeting Flier

Stay Informed!



Website: UniteU46.org

Social Media:

Like us on **Facebook** [SchoolDistrictU46](https://www.facebook.com/SchoolDistrictU46)

Follow us on **Twitter** [@sdu46](https://twitter.com/sdu46)

Online Customer Service Tool **Let's Talk** at u-46.org/letstalk

Email: UniteU46@u-46.org

SCHOOL DISTRICT U-46



How Our School Buildings Impact Student Success



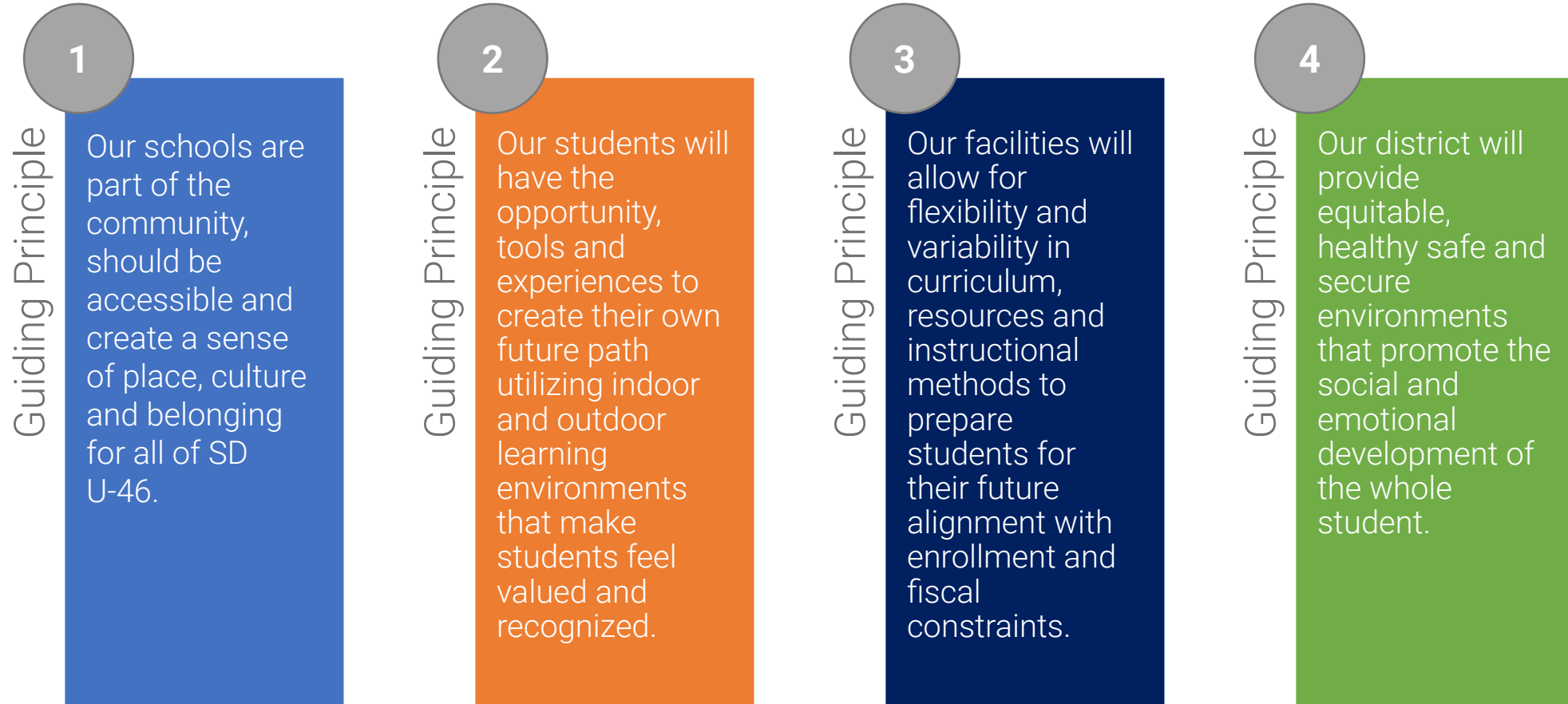
Project Manager



Design Research Leader

Guiding Principles

Developed by the Superintendent's cabinet, with input from the Steering Committee, Guiding Principles help to guide the EFMP process and outcomes.



Data Points Reviewed for Schools in SD U-46



Oldest elementary schools

Smallest site acreage

Lowest SF/student

Lowest spatial educational adequacy score

Lowest average projected enrollment

Least amount of space for expansion (any # of levels)

Least amount of space for expansion (more than one level)

Lowest overall building score

Highest FCI (worst condition)

Lowest Building Adequacy Score

Master Planning Findings: Operational

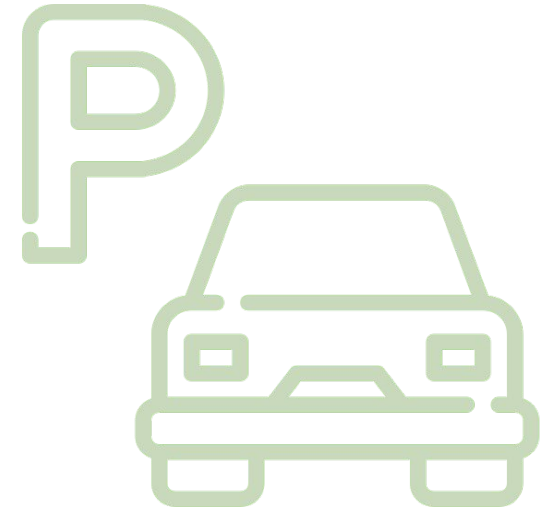
Overall conclusions for U-46 facilities



Aging buildings with
varying conditions &
energy use



Declining enrollment



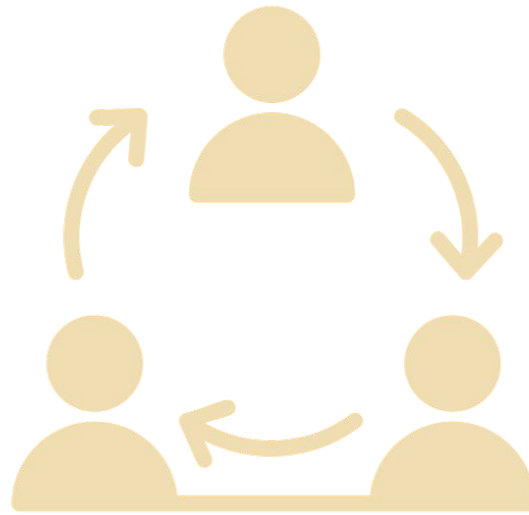
Traffic circulation, parking,
and drop-off area
challenges

Master Planning Findings: Functional

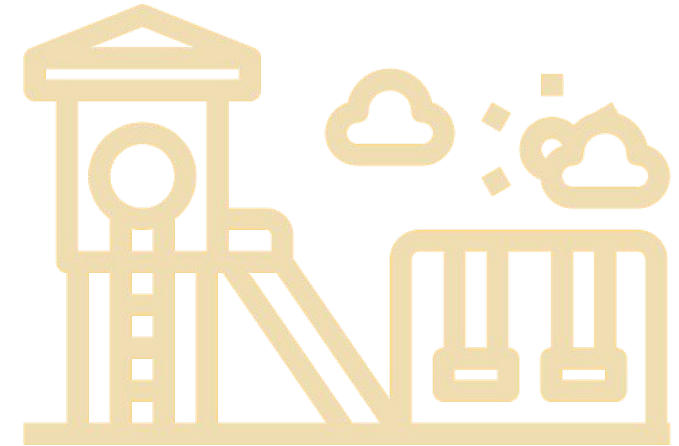
Overall conclusions for U-46 facilities



Main office/secure check-in often disconnected from main entrance



Need for flexibility, space variety and student collaboration space to support new teaching and learning



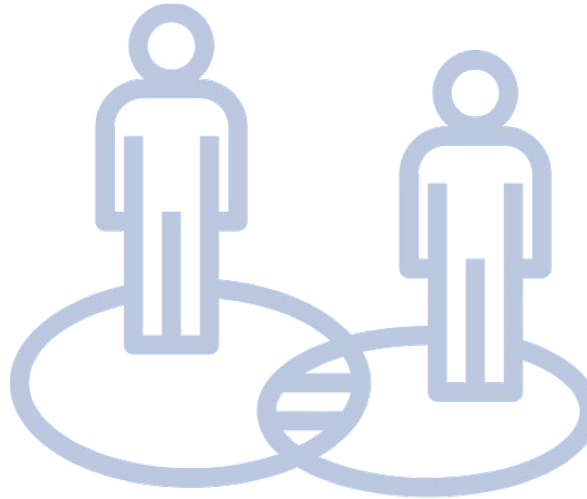
Varying ability to offer site amenities and play areas

Master Planning Findings: Building Equity

Overall conclusions for U-46 facilities



Physical accessibility
varies



Space per student and
access to programs varies



Uneven capacities and
utilization



New furniture,
fixtures &
equipment
(FF&E)

1:1 technology devices



Library and Pathways Renovations



Initial Steps in Our Timeline



The Plan

- Repurpose Hawk Hollow Elementary building and site to middle school
- Current students transition to Prairieview Elementary or Spring Trail Elementary

The Transition

- May 2022: Boundaries updated for Hawk Hollow Elementary attendance area
- Spring 2023: Construction bids gathered
- Fall 2023: Hawk Hollow Elementary students move to Prairieview Elementary and Spring Trail Elementary
- Summer 2023: Construction begins at Hawk Hollow Elementary to transition to middle school
- 2024: Hawk Hollow reopens as a middle school

School Design Over the Years: 1890s-1920s



- Daylight
- Natural Ventilation

School Design Over the Years: 1940s-50s



- Post-war suburban boom
- Cost-conscious
- Highly standardized

School Design Over the Years: 1970s



- Energy crisis
- No or few windows
- Mechanical ventilation and electric light
- Early open plan schools with poor acoustics

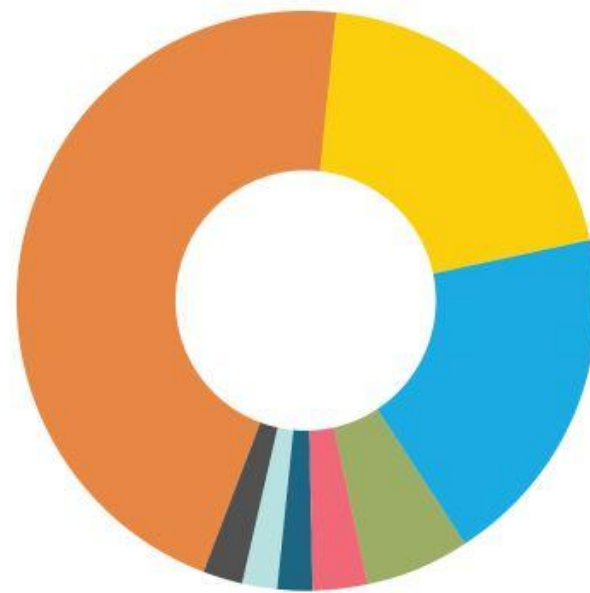
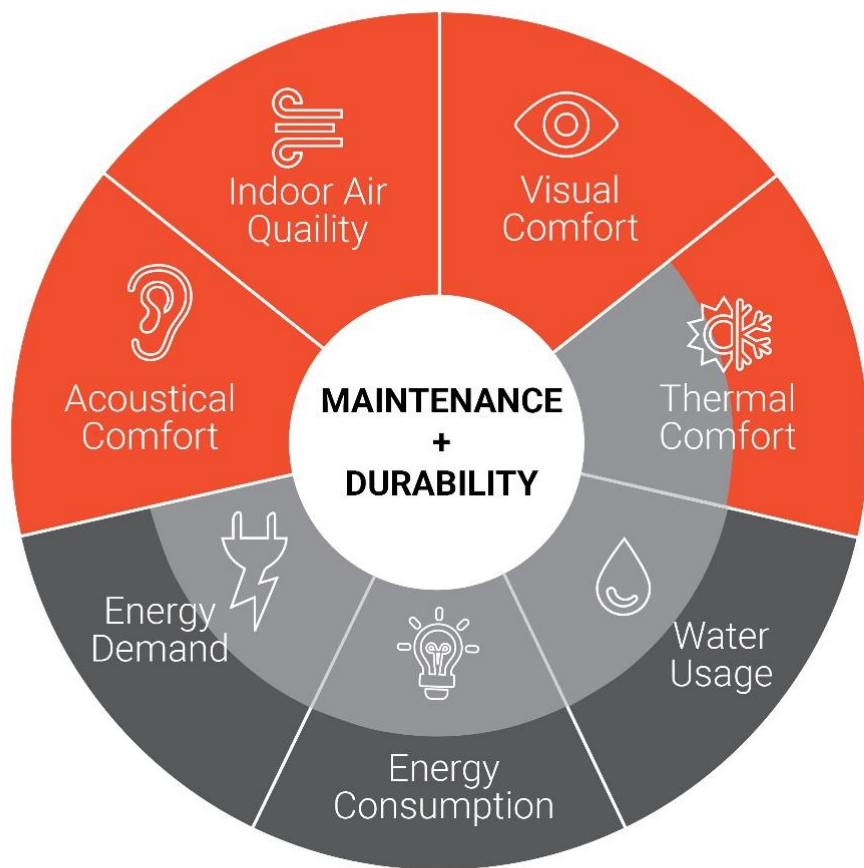
School Design Over the Years: 2000s



- Energy-efficient, sustainable design
- Healthy indoor environmental quality
- Safety and security

Energy Use in Schools

Source: US DOE, 2006



- Space Heating
- Lighting
- Water Heating
- Space Cooling
- Office Equipment
- Cooking
- Ventilation
- Miscellaneous

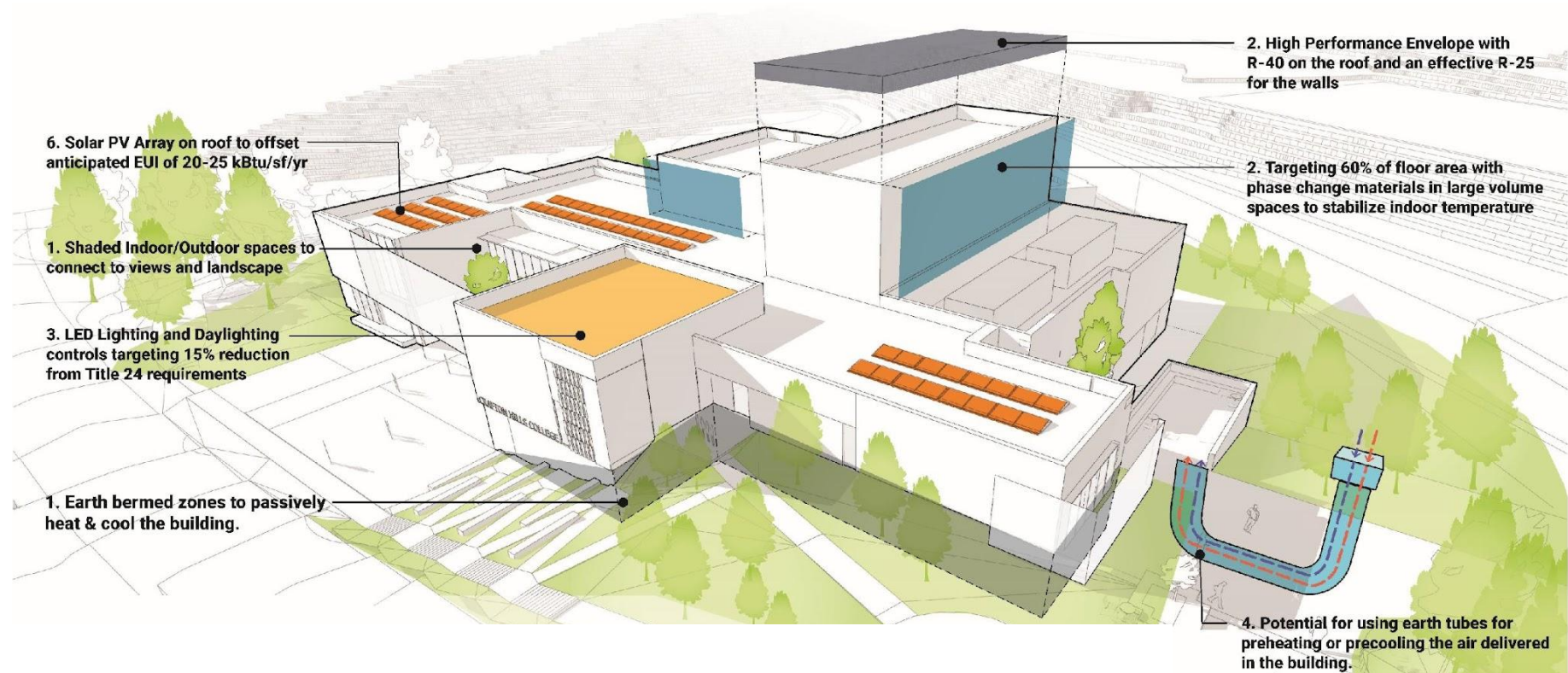
Sustainable Design & Outcomes

Lower energy costs

Reliable/comfortable
learning environment

Improved
maintenance

Visual educational
opportunity for
students



Then...



Now...

It's not just about operational improvements!

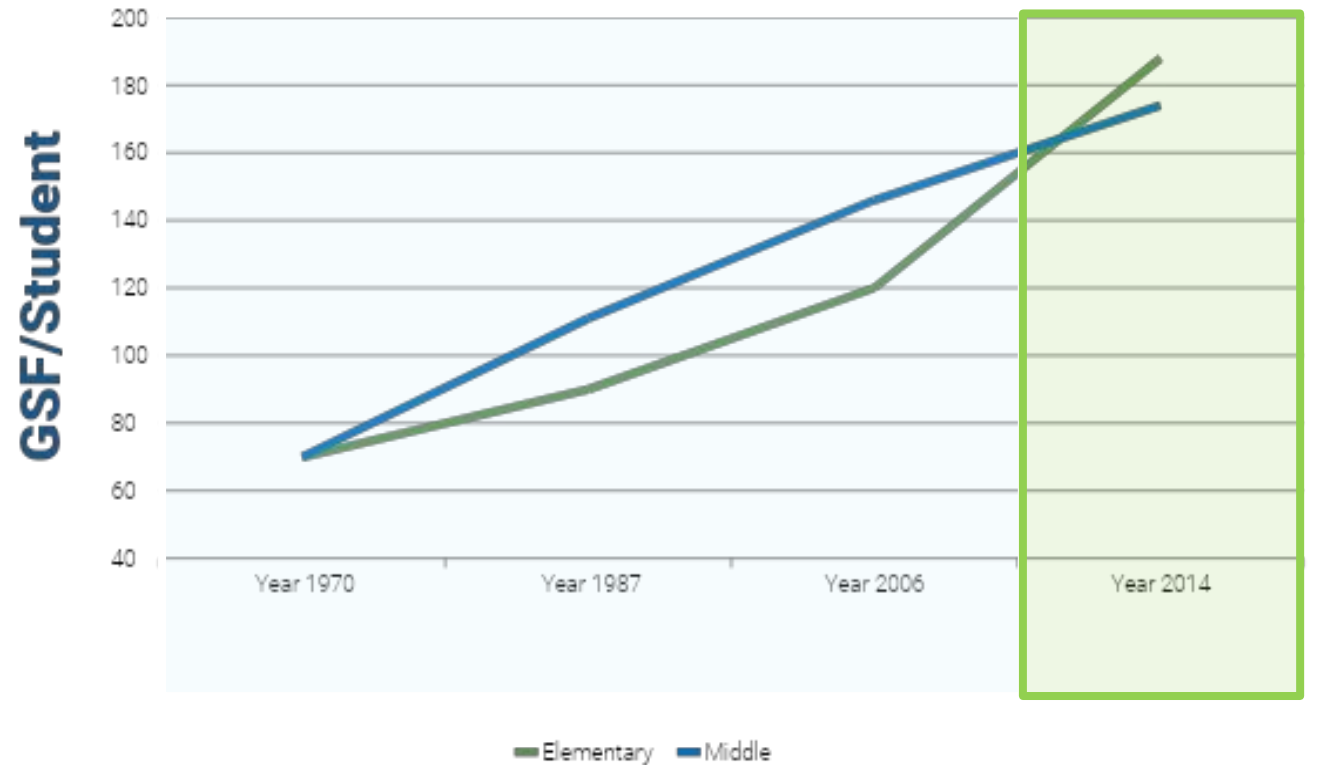
Factors That Influence Site Size

- ❖ Type of school
- ❖ Number of students
- ❖ Number and type of outdoor activities
- ❖ Number of parking spaces needed
- ❖ Number of buses vs. drop-off / pick-up cars
- ❖ Stormwater management
- ❖ Wetlands / Floodplains
- ❖ Availability of land (urban, suburban, rural)
- ❖ Maintenance services



Factors That Influence Building Size

- ❖ Type of school
- ❖ Number of students
- ❖ Curriculum
- ❖ Number and types of services offered
- ❖ Number and types of programs offered
- ❖ Amenities – Sports/ Athletics/ Performance
- ❖ Climate



Years 1970, 1987 and 2006 are State of Illinois guidelines.

Year 2014 uses National Median for Elementary/Middle schools

Learning Activities



Direct Instruction

Listening to Direct Instruction: Sitting or hearing a lecture



Hands-On Learning

Engaging in Hands-On Learning: Actively Moving, using materials to prototype, make or experiment



Group Discussion

Participating in Group Discussion: Sitting or standing, talking and exchanging ideas



Physical Practice

Practicing Physical Activities: PE, music, performing arts or other physical skills



Research, Inquiry or Reflection

Researching Through Inquiry, or Reflection: Reading, thinking about, or investigating (digital or physical)



Focused Study

Focusing on Studies: Taking a test, assessment or independent study that requires concentrating on detailed activities that shouldn't be disrupted.



Creative Brainstorming or Drafting

Creative **Brainstorming** or Drafting: Loose, often collaborative, idea generation or iteration.



Practicing Student Agency

Engaging in self-guided or self-supervised activities that promote individual agency or empowerment.



Presenting or Performing

Presenting or Performing: Sharing ideas with a group through many methods or listening to ideas shared.

Equalizing SF/student at elementary schools

Right-sizing building capacities: aligning SD U-46 facilities with future instructional and operational needs and goals



A range of reference points for SF/student are available – choosing the best guideline to fit needs & goals of SD U-46 while providing opportunity to grow.

U-46 Rising

The Vision and our Why for U-46 Rising

Our moral imperative to change until all **our** systems measurably work for all children.

It is **our** responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities.

Our focus must be on rigor, agency and equity (and all systems must support).

We will become a choice district that inspires families to join us.

Our Challenge

We need every student engaged in rigorous grade-level core instruction.

Our classroom learning environments will shift to Academic Teaming, where students develop and exercise agency by collaborating with peers on standards-aligned tasks using complex grade-level texts.

Equity Our Collective Effort

We will not locate deficits in **our** students, rather seek out deficits in our systems that generate **our** results.

Each of **our** systems must be measured and improved.





85%

of jobs that will
exist in 2030
haven't been
invented yet.



“

The pace of change [in 2030] will be so rapid that people will learn 'in the moment' using new technologies such as augmented reality and virtual reality. The ability to gain new knowledge will be more valuable than the knowledge itself.

”

60%

of respondents want to see an **increase in technology access and its use** in the post COVID-19 educational environment.

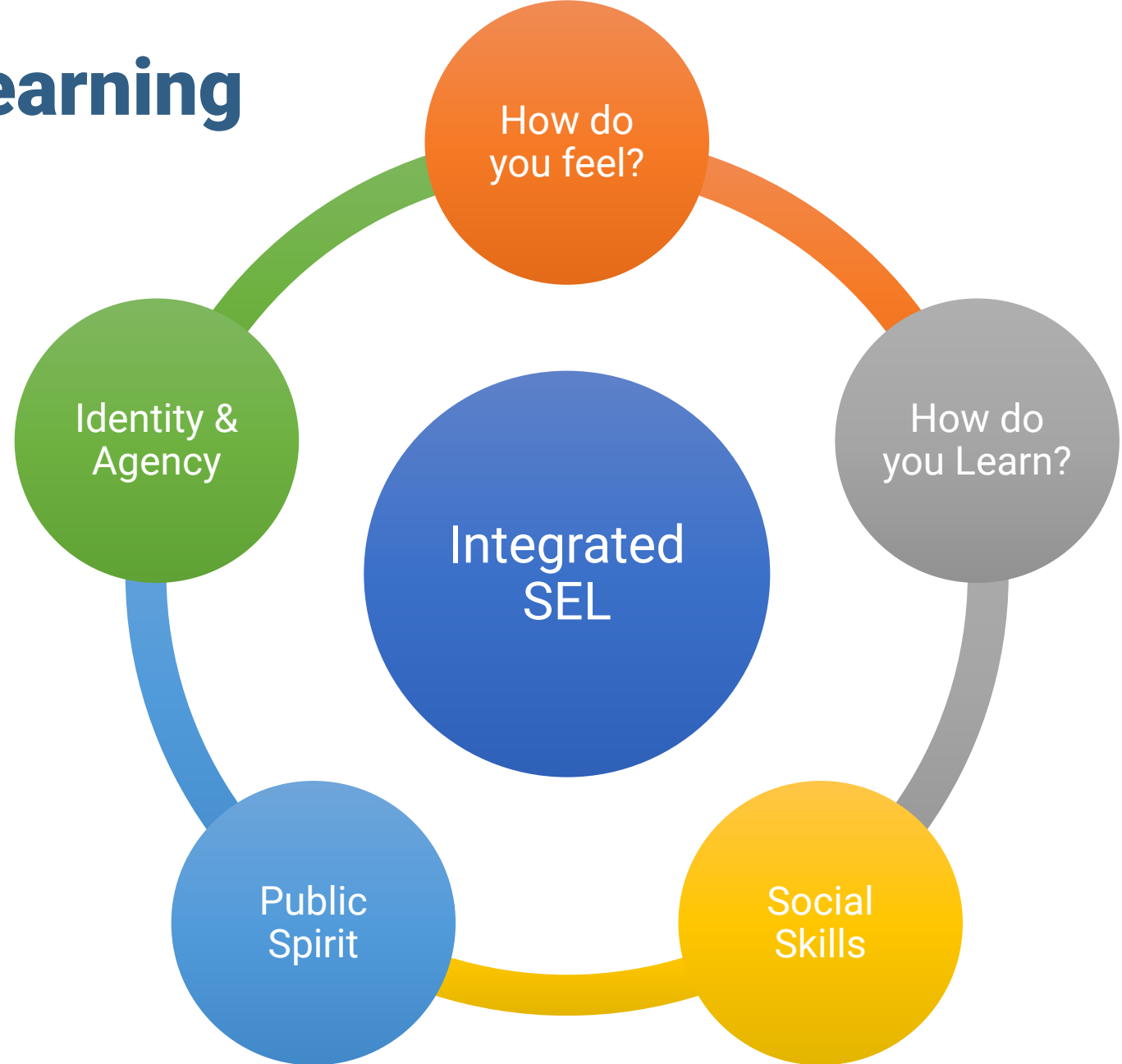


<https://engage.dlrgroup.com/rethinking-k-12/>

Social-Emotional Learning

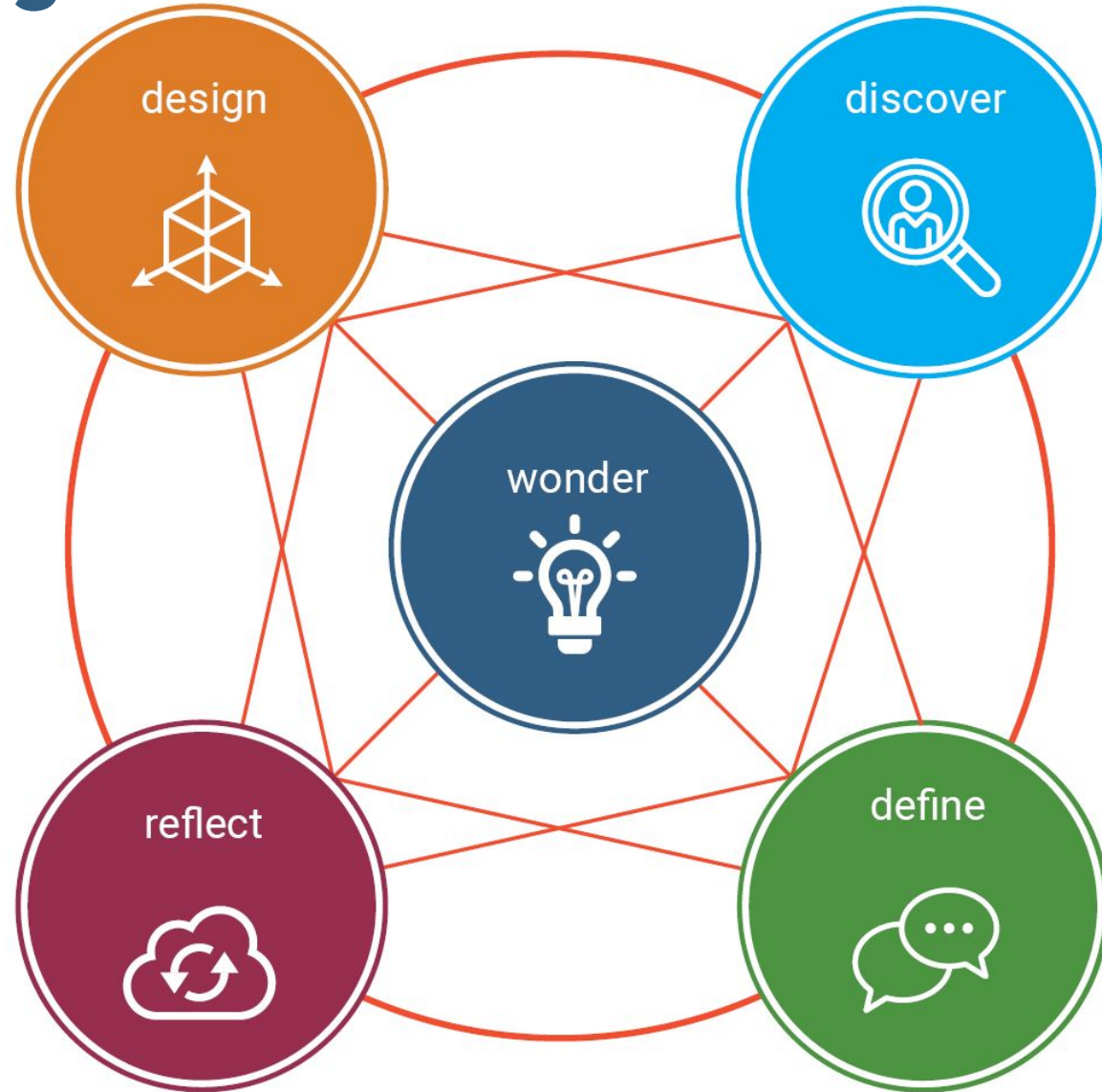
The Guide to Schoolwide SEL defines **social and emotional learning** as “...the knowledge, skills, and attitudes [that help children and adults] develop healthy identities, manage emotions, and achieve personal and collective goals...

...show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”



Inquiry-Based Learning

A learner-centered, question-guided process that isn't always linear...

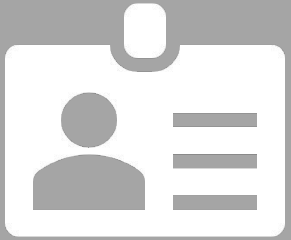


Student Pathways



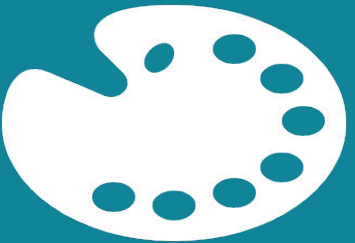
Students Heading to College/University

- Academic achiever with high anxiety
- Driven to succeed but needs support and guidance



Students Starting in Workforce

- Entering the family business
- Graduation with a certification in a trade



Students on Unique Paths

- Entrepreneurs and freelance workers
- Gap year service programs

Learning Activities



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Figure 1: Dovey and Fisher's (2014) learning spaces types, as adapted in Imms, Cleveland, and Fisher (2016).



Individual variability and teacher effectiveness account for roughly 50% and 30% of students' learning progress, respectively [1]

The physical learning environment accounts for 16% of students' learning progress. [2]
When students variability and teacher effects are set to average, models show that **moving a student from the least effective to the most effective learning environment increases learning progress by up to 65% overall**

[1] Hattie, John. "Visible learning: A synthesis of over 800 meta-analyses relating to achievement." (2008)

Nye, Barbara, Spyros Konstantopoulos, and Larry Hedges. "How large Are Teachers effects?" *Educational Evaluation and Policy Analysis* 26, no. 3 (2004): 237-57

[2] Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. "The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis." *Building and Environment* 89 (2015): 118-133.

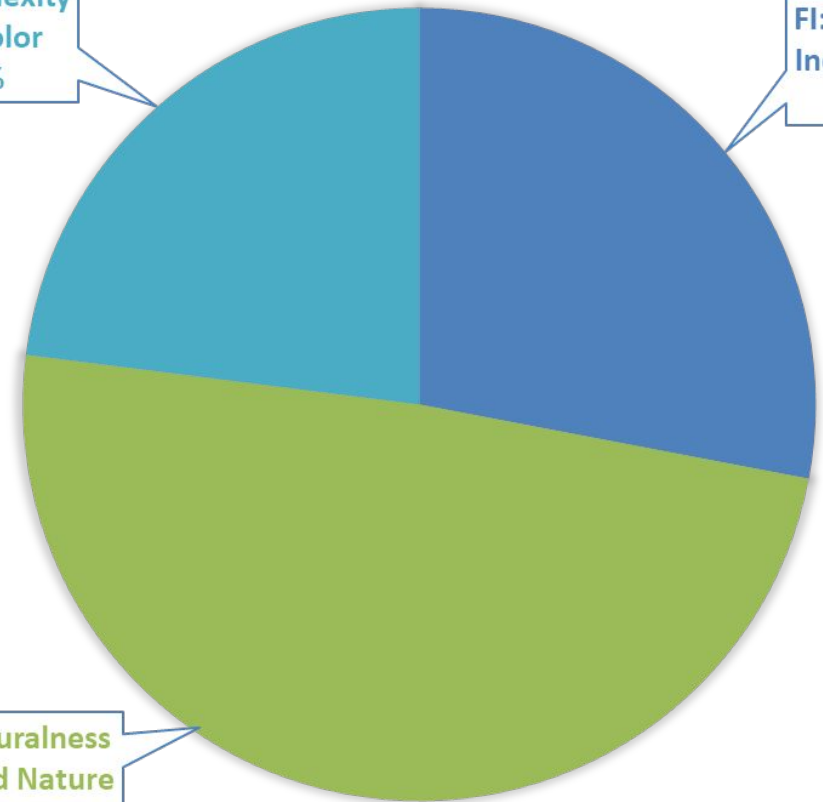


IMPACTS OF ENVIRONMENTAL FACTORS ON LEARNING*

**S: Complexity
and Color**
23%

**FI: Flexibility and
Individualization**
28%

**NN: Naturalness
(IEQ) and Nature**
49%



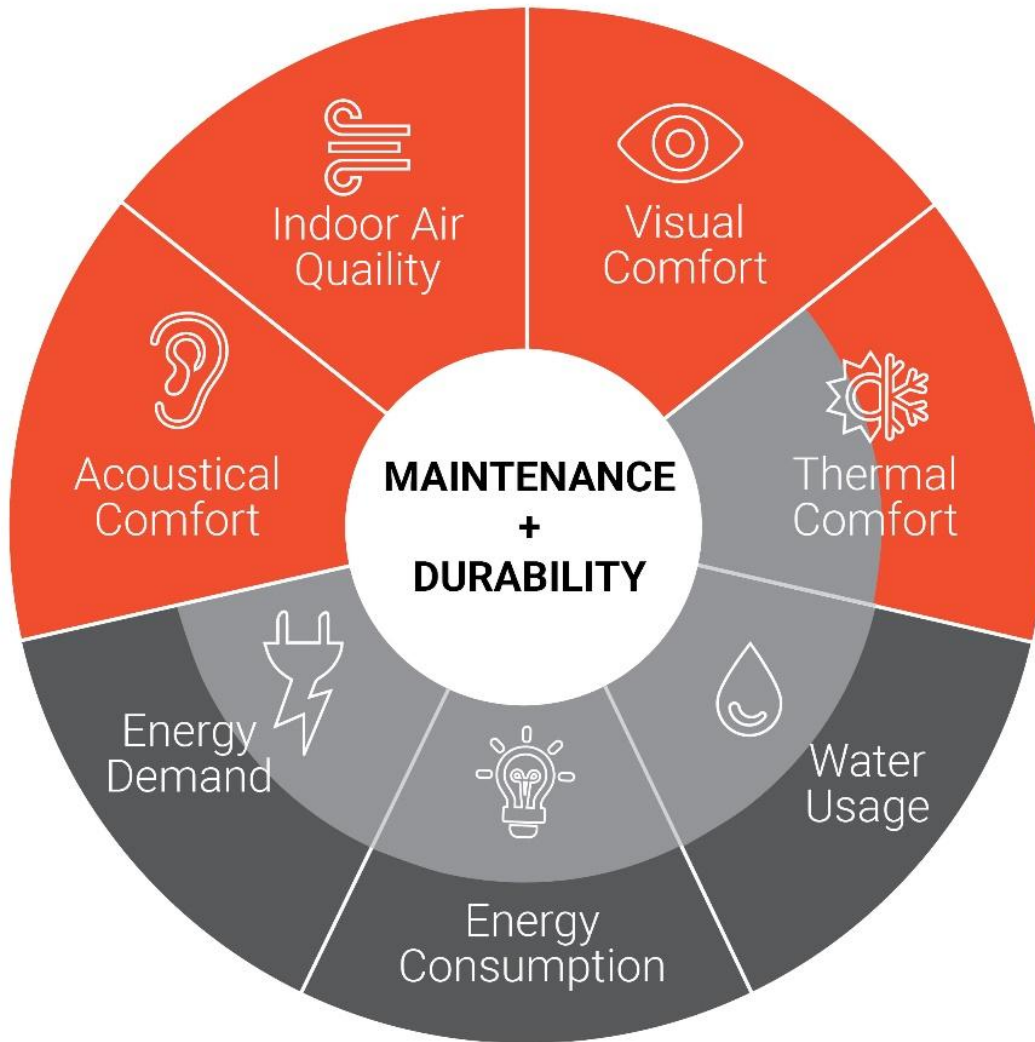
[1] Hattie, John. "Visible learning: A synthesis of over 800 meta-analyses relating to achievement." (2008)

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[2] Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. "The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis." *Building and Environment* 89 (2015): 118-133.

*For overall model; varies by subject matter, e.g. writing vs. math

Indoor Environmental Quality and Learning



Healthy IEQ isn't just about comfort – it's about getting all the information during the lesson and mental energy to process it.

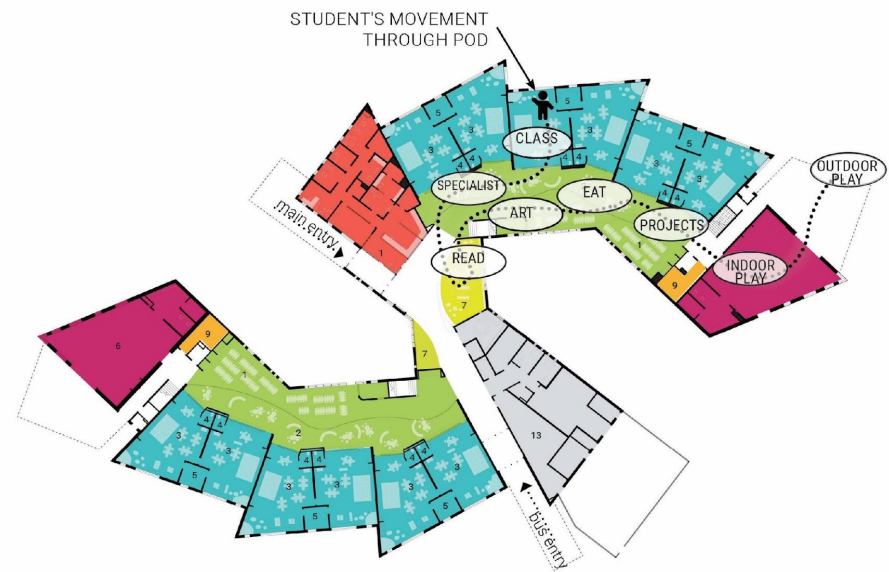






Blended Learning





"This is incredible. I've never sat next to a specialist teacher. We were always in our own little island, and never would talk."

-specialist

"It has been an amazing experience...here you kind of get surrounded with the kids, and they give you a lot of appreciation feedback...they feel welcomed. "

-food service staff



MAURY ELEMENTARY SCHOOL

55-17104-00

CLIENT: DC PUBLIC SCHOOLS

LOCATION: WASHINGTON D.C.

COMPLETION DATE: AUGUST 2019

DLR GROUP ROLE: DESIGN / AOR

LEED CERTIFICATION: LEED V4

HISTORIC RENOVATION

TOTAL FLOORS: 3

TOTAL SF: 83,000 SF

STUDENTS: 539

SF / STUDENT: 154 SF/STUDENT

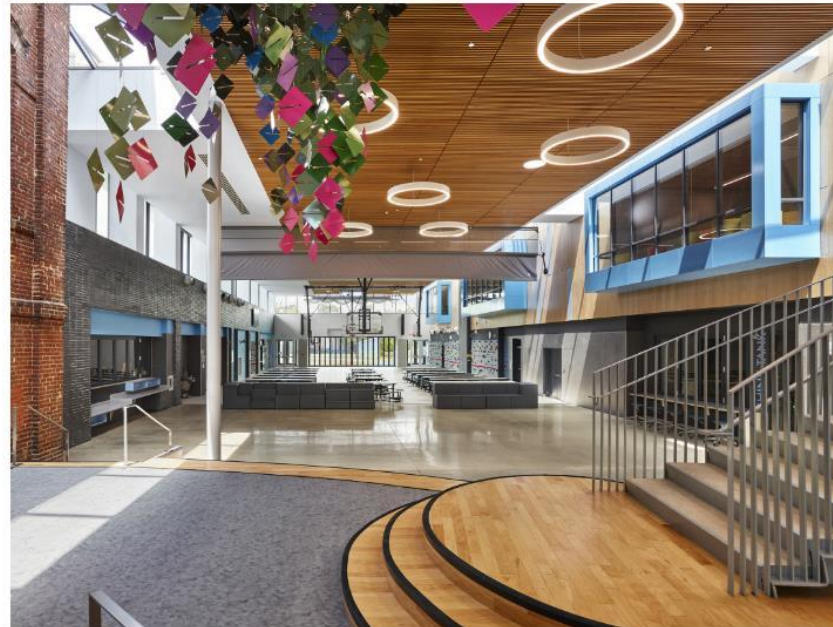
KEY CONCEPT: NEED FOR GREATER CAPACITY AND ALIGNMENT WITH THE COMMUNITY'S EVOLVING NEEDS THAT MAINTAINS THE HISTORIC BUILDING, BUT FOSTERS A LOVE OF LEARNING



PROJECT LOCATION



EXTERIOR



COLLABORATION



CLASSROOM



FLOOR PLAN



Safe & Welcoming





Hands-on learning





Collaborative



Flexible & adaptable





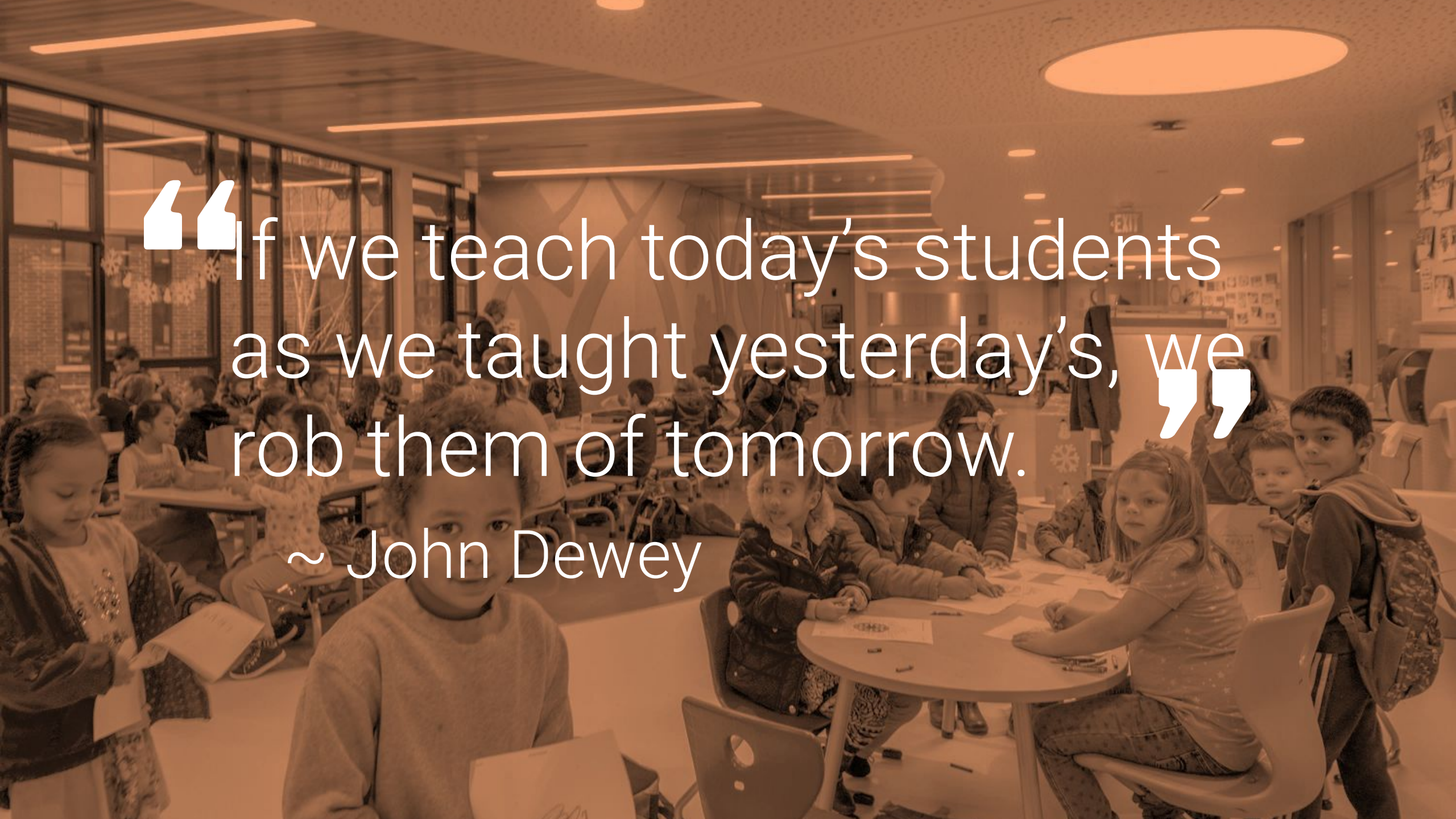
Engaging &
Student-centered



Technology-infused





A warm-toned photograph of a modern classroom. In the foreground, a young girl with curly hair sits at a table, looking towards the camera. To her right, several other children are seated at a round table, focused on their work. The background shows a large, bright room with floor-to-ceiling windows on the left, through which some snow is visible. Other students are seen working at tables in the distance. The ceiling features modern, recessed lighting. The overall atmosphere is bright and educational.

“If we teach today's students
as we taught yesterday's, we
rob them of tomorrow.”

~ John Dewey

SCHOOL DISTRICT U-46



Small Group Work Activity

Select Recorder & Spokesperson

Recorder Responsibilities

- Complete the information on the group's worksheet

Spokesperson Responsibilities

- Facilitate discussion
- Keep group focused and on task
- Report group's information



Small Group Worksheet

- Information on worksheet should reflect consensus/ general agreement of group members
- Monitor progress to complete the worksheet in allotted time
- Only group recorder's worksheet will be collected



Small Group Work Activities

Task #1: Front Page News

If you were writing a newspaper article about the presentation that focused on how schools are different today than they were when you went to school, what would be the first thing you would mention in your story? What three to four additional facts about schools today you would include?

Task #2: Dream Big!

First, think ahead ten years to 2032:

- How does your group think education be different then? Please list two ways it will be different and how they will impact U-46 building planning today.

Now, dream big:

- If your group had the opportunity to build the ideal school for the success of all students and their learning styles, what are the top five features that would be included in this building?

Task #3: Building Update Priorities

As we develop our recommendations, the following criteria could be used to prioritize U-46 building updates. Keep in mind that criteria involving overall safety and security, ADA accessibility and indoor environmental quality (temperature controls, ventilation, lighting, etc.) will be addressed with any building updates or new construction.

Please rank each of the criteria below by level of importance with 1 being the lowest level of importance and 5 being the highest level of importance. If there are any additional criteria you would like included please list them in the empty boxes.

A group of six diverse people (three men and three women) are sitting around a long wooden table in a meeting room. They are engaged in a discussion, with some looking at laptops and others at each other. The room has bookshelves in the background. The image is overlaid with a semi-transparent white box containing the title text.

Small Group Work Activity Reporting

SCHOOL DISTRICT U-46



Thank you!

Next Session: May 25