



Glen Ellyn School District 41

Serving students in parts of Carol Stream, Glendale Heights,
Glen Ellyn, Lombard and Wheaton

MASTER FACILITY PLAN Recommendation to The Board of Education

Submitted by the Master Facility Plan Steering Committee



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Our Vision

Ignite passion. Inspire excellence. Imagine possibilities.

Our Mission

We embrace the future with optimism, working in partnership with our community on behalf of our children. We develop intellect, engage creativity, foster responsibility, and build positive and collaborative relationships to enable all children to thrive in a changing and increasingly global society.



MFP participants "WHO"

Community Members

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Rob Herbold
Jack Kahler
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Staff members

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Board of Education members

John Kenwood
Bob Solak

District 41 Administration members

Superintendent Dr. Ann Riebock
Assistant Supt. Finance, Facilities & Operations Bob Ciserella
Communications Director Julie Worthen

FGM Representatives

Augie Battaglia
Ron Richardson
Chris Grandy

* Assisted committee with study group work



"What" is the Master Facility Plan?

- The Master Facility Plan is a *strategic approach* to meeting the needs of our students for the next 20 years. It is a facility plan that is aligned to the long-range educational plan.
- The plan will be kept fresh and relevant through ongoing monitoring and updating.



Purpose of the Master Facility Plan "WHY"

- Help the district and community plan for what lies ahead.
- Provide direction to current and future Boards of Education.
- Identify, organize and prioritize our facility and environmental requirements in alignment with long-range educational needs.
- Provide a practical framework and a sound rationale for decision making.
- Enable the public to see the district's needs in context.
- **IN OTHER WORDS: IT'S CREATING A PHYSICAL ENVIRONMENT THAT WILL HELP PRODUCE SUCCESSFUL STUDENTS AND CITIZENS**



MFP Guiding Principles



- **Empowered Learning Environment:** All students under roof; adequate, flexible and adaptable space for different learning and teaching styles; conducive to learning—comfortable HVAC, sufficient bathrooms, quiet environment.
- **Empowered Students:** Enough space per pupil; space supports hands-on activities and interaction; building inspires learning.
- **Parent Involvement:** Security needs met, parents have access to materials & resources, can collaborate with teachers, facility incorporated into the curriculum, technology supports involvement, outdoor education spaces.
- **Restructured System:** Scalable/configurable classrooms, variable classroom content, large multi-purpose room, more small-group space, variable time-space scheduling. The Steering Committee refers to this concept as “Integrated Resources”



M.F.P. timeline of work

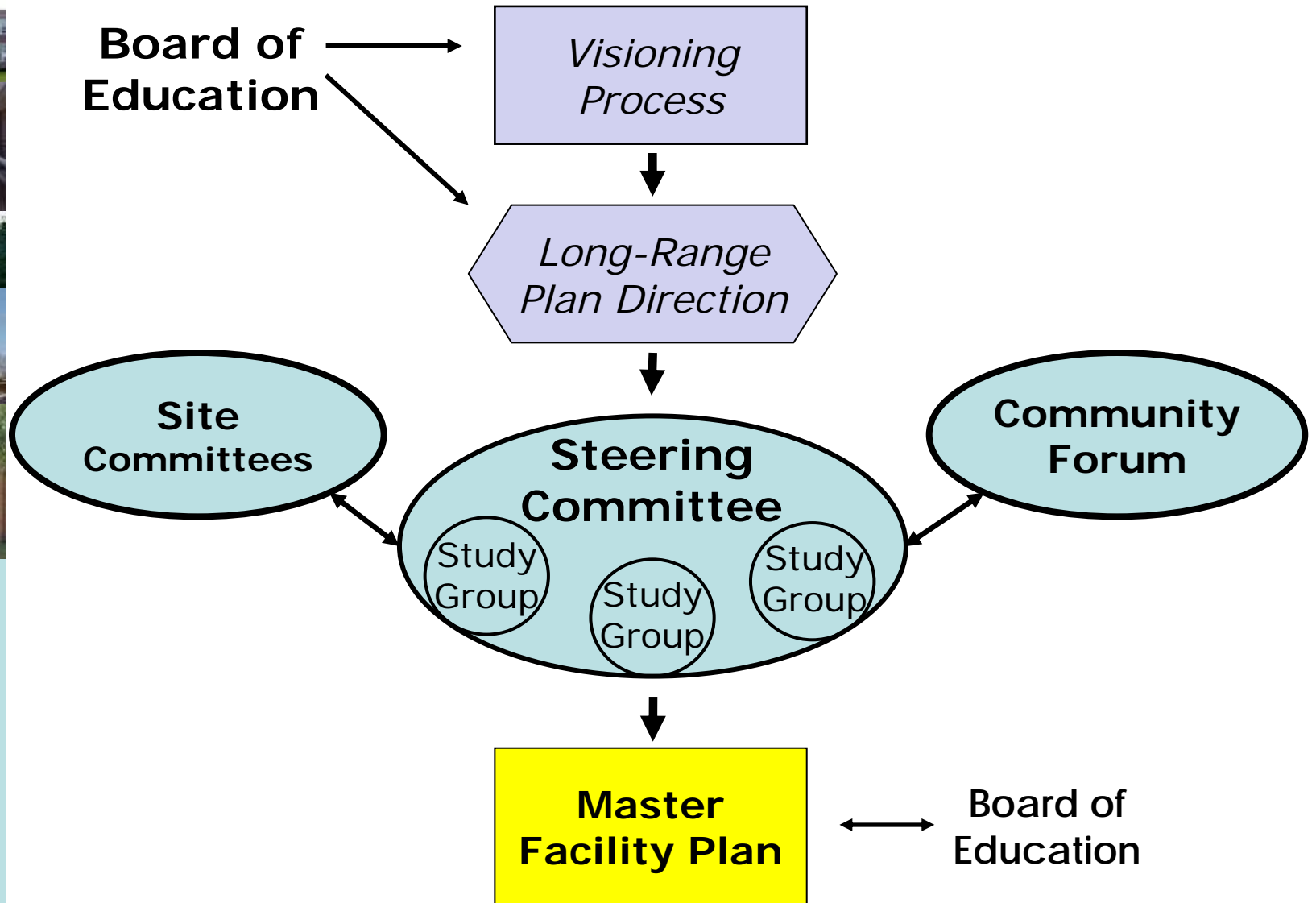
September, 2008: Launch of project, recruitment of steering committee members. Site Committees evaluate strengths, needs at each school.

October, 2008 through March, 2009: Steering committee met almost weekly for five months. Members also did considerable work outside meeting time. The committee:

- Studied and processed site committee reports.
- Organized itself into study groups to research main topics and report back to the group.
- Toured schools in Geneva and Hinsdale.
- Evaluated scores of options and concept diagrams against criteria, Guiding Principles.



M.F.P. Process & Organization





The committee:

Looked at the big picture

- **Best practices** *in school facilities that align with educational needs, such as incorporating flexible, adaptable space that promotes collaborative work, the importance of natural light, noise control for optimum learning*
- **Demographic trends** *e.g. enrollment levels, socio-economic components, language needs (MFP assumes that student population will remain relatively stable)*
- **Community traditions**, *e.g. Community schools, sustainable "green" buildings*
- **School organization**, *needs and opportunities (e.g., school layouts, k-6 vs. middle school concept, location of services/resources relative to classes)*
- **Flexible facilities** *that can adapt to changing instructional and programmatic needs*
- **Site needs today and in the future** *throughout D41 as identified by those in the school community*



The committee:

Studied the basics

- **Working within existing sites** *and maximizing existing assets*
- **Core spaces**, *e.g. gyms, libraries, bathrooms, outdoor spaces, etc.*
- **Collaborative space**, *e.g. meeting rooms, conference areas, professional development spaces*
- **Staff and student health & wellness**
- **Specific instruction requirements**, *e.g. science & math labs*
- **Space sharing with 3rd parties**
- **Age-specific needs**, *e.g. Pre-K, and middle-level learners*
- **Special populations**, *e.g. disabilities, gifted programs*
- **Programmatic needs**, *e.g. English as a New Language, Hadley New Horizons*
- **The Arts performing space**, *instrumental and choral music space, visual arts space*
- **Technology in Education**, *e.g. multi-media, computers, wireless networks, impact of tech on the classroom, library learning centers*
- **Extra-Curricular Activities**



The committee:

Considered possibilities

- **How can our facilities foster and support best practices** *in curriculum and instruction?*
- **Are there alternative, non-traditional approaches** *to space configuration and use District 41 can incorporate into its planning?*
- **What enrichment opportunities should be planned for, both now and in the future, e.g. multi-media, before- and after-school opportunities?**
- **What expanded educational opportunities should be planned for, e.g. foreign language, science, technology, theater?**
- **How can our facilities foster existing and potential community collaborations** such as recreation and performing opportunities and civic partnerships?



MFP Data collection



The Steering Committee examined data from the BrainSpaces Report, the Safety & Security Audit and the district Stormwater Study.



It also looked at data provided by the school site committees, studied portable classrooms, researched aspects of school planning and visited other districts that had completed master facility plans and recently implemented recommended changes.





Top 5 district-wide Site Committee concerns

The MFP Steering Committee received thorough analyses from each of the school site committees. These reports provided a wealth of insights into the way the schools are working today and what will be needed in the future so that they continue to provide the education our students need. The main themes district wide are:

- Lost instructional time due to: (i) traveling to/from portables; (ii) over-stimulation in crowded lunchrooms; (iii) student lack of concentration resulting from poor HVAC-noise/hot/cold.
- Security/safety of portables.
- Insufficient multi-purpose rooms (for use as cafeteria or for full school performances).
- Classroom/learning environment deficiencies.
- Infrastructure/core space deficiencies (e.g., library learning centers, gymnasiums, admin. offices, etc.).



Study Group Findings



I. Site Usage: Innovative designs to address site restrictions; sustainable concepts incorporated throughout; allow for flexibility; create outdoor learning environments; build partnerships with third parties.

II. Technology: Should support E-learning, e.g. innovative, interactive and future friendly technologies such as virtual learning communities, paperless “books,” distance/mobile learning & conferencing. Allow for improved building safety/security.

III. Curriculum and Instruction: Should support wireless instruction, equitable environments, differentiated approaches, cooperative learning, professional learning communities.

IV. Interior Space Usage: Should be flexible, inspirational, sustainable, secure, healthy, efficient, shared.



The recommendation

This recommendation is a result of the committee's research into current district conditions and anticipated needs as well as research into facility implications of curriculum and instruction, site usage, interior space, and technology.

Our recommendation addresses:

- 1) The physical environment (bricks and mortar)
- 2) The educational environment (classrooms/resources)
- 3) As many site committee deficiencies in the near-term as possible



The recommendation

The committee recommends that in the long-term, portable classrooms should be eliminated and all children should be housed within the school buildings.

The committee recommends that in the long-term, adequate and equitable small-group and resource spaces should be created and/or relocated. Some of this type of space exists, but is usually remote from the classrooms. Providing sufficient small-group spaces and better integrating them into the general instruction classroom vicinity makes these crucial spaces more convenient, more flexible, more conducive to collaborative teaching and better able to support dynamic learning and instructional strategies.

The committee recommends that in the short- and mid-term, the Board of Education determines which of the pressing matters identified by the school site committees can be reasonably addressed and implements an action plan for doing so.



The recommendation rationale

Portables

The District has 32 portable classrooms. Children in portables are isolated from the rest of the school and lose learning time getting to and from services such as the library or gym. Portables are subject to greater safety concerns than are the main buildings. Over time, the cost of maintaining and eventually replacing these temporary structures approaches or even exceeds the cost of building permanent space.





The recommendation rationale

Integrated resource space

In addition to general classroom space, children need flexible, accessible space for their small-group work, and to address special needs such as English as a New Language and Special Education, to name two. The committee's visits to schools where this arrangement is in action provided evidence of the value of this approach.





The recommendation rationale

Site committee needs

The site committee reports document many pressing needs that impact the educational experience. (Some of these are covered in the existing capital improvement plan created by the district.) We urge the Board to review these needs and address those that are high priority where it makes sense to do so in advance of a more comprehensive facility improvement project.



Illustrative concepts

The committee reviewed scores of concepts for possible solutions against its Guiding Principles and its criteria, including their impact on:

- Learning and teaching
- The physical site
- Flexible space
- The portables
- Safety and security
- Core spaces and internal circulation
- Large group, assembly and lunch space

The supporting materials include diagrams and timelines for two concepts ("A" and "B"), which illustrate two ways these recommendations could be implemented over the long-term.



Concept "A"

Adapt the existing schools

Enlarge and reconfigure all five schools so they can accommodate their existing enrollments and better serve student needs. This concept:

- Brings all children into main building, creates appropriate educational spaces
- Boundaries and school populations remain as they are.
- Improvements should be equitable among schools
- Avoids costs associated with operating a new school
- In some cases, this concept calls for rebuilding the most obsolete sections of the schools.
- Two-story additions and underground stormwater detention would maximize capacity of the small sites.
- Buildings remain large in proportion to their sites; parking and traffic issues remain.



Concept "B"

Build a new elementary school at Spalding, and renovate/enlarge existing schools

Spalding is the smallest district site. It could accommodate a school of three classrooms per grade if a two-story structure is built. This concept:

- Brings all children into main building, creates appropriate educational spaces
- Requires boundary changes.
- Requires fewer changes to existing schools and creates schools that are appropriate sizes for their sites.
- Provides relief to existing elementary schools by reducing enrollment (except for Churchill). Construction less disruptive to students in the early phase of this concept.



A word about costs

The MFP committee spent a good deal of time discussing the proper approach to costs in this recommendation. Committee members agree that:

Cost matters. The solution should be fiscally responsible and consistent with community values.

Direction vs. details. This recommendation provides a roadmap for general direction. It is not specific enough for cost estimates to be meaningful at this time.

MFP Committee work vs. BOE work. It is the Board of Education's role to further flesh out next steps. Once the BOE has established a firmer plan, it can obtain meaningful cost estimates.



Next Steps for the BOE/Administration

- Provide ample opportunities for the community and staff to learn about this recommendation and offer feedback.
- Determine which of the pressing matters identified by the school site committees can be reasonably addressed in the short-term.
- Work with staff to further develop the integrated small-group and resource space model.
- Investigate potential facility partnerships in the community.
- Continue to operate from the district's Long-Range Educational and Financial Plan in determining financial implications, including if and when a facilities referendum is necessary.
- Keep the community involved with future volunteer group(s).



Supporting materials

- Guiding Principles
- Site Committee Reports
- Study Group Report
- Geneva/Hinsdale Tour Report
- Overview of Design Concepts considered
- "A" and "B" Solution Concepts & Diagrams
- Pros and Cons of "A" and "B"
- Sample implementation timelines
- Portable Data