



2007 REFERENDUM FACT SHEET

Fact Sheet #3: SELECTION OF HADLEY AS A BUILDING SITE

2/23/07

REFERENDUM FACT SHEET #3 explains the decision to propose expansions at Hadley, rather than propose a new school at the Spalding site.

REFERENDUM FACT SHEETS #1, #2 and #3 are posted on www.d41.org/referendum. Please watch for future REFERENDUM FACT SHEETS.

Proposal overview: On April 17, residents of D41 will be asked to approve a \$40 million bond referendum to pay for expansions and renovations to our schools.

- Approximately \$36 million will fund expansion and renovation of Hadley Junior High. Hadley will become a 5-8 middle-level campus housing grades 5 & 6 and 7 & 8 in separate wings connected through core spaces.
- Approximately \$4 million will fund a combination of additions and renovations among the four elementary schools, which will go through grade 4. Some portables may still be needed on some campuses at times in the future.

HOW WAS THIS DECISION MADE?

Numerous options were suggested and analyzed during a process that began in 2003.

- Many community members participated in the process, and the Facilities Task Force studied in depth the three options with the most support throughout the process before recommending a 5-6 solution.
- The other options the Task Force studied were building a K-6 or a K-5 elementary.
- The administration looked at a number of site options before recommending Hadley: the vacant Spalding parcel (including the possibility of acquiring adjacent parcels), possible collaboration with the Park District at Main St. or Ackerman, and acquiring the former Omni parcel in the far northwest corner of the district.

Information about this process, recaps of the public meetings and other supporting information is posted on www.d41.org/referendum.

WHY EXPAND HADLEY, RATHER THAN BUILD A SEPARATE SCHOOL?

Expanding and restructuring our schools in this way is a practical solution to our space needs. It is also a positive way to meet the academic and developmental requirements of each grade level in alignment with best practices in elementary and middle level instruction.

- A four-year experience in grades 5-8 will provide stability and a sense of school identity during the middle-level years. It is also an opportunity to meet the developmental needs that are unique to 5th and 6th grades, and unique to 7th and 8th grades. This approach is consistent with research on the academic, social and developmental needs of students this age.

PLEASE COME!

REFERENDUM INFORMATION FORUMS

Learn more about the April 17 Bond Referendum. Each session will provide information on:

- Why a referendum to expand and renovate our schools is needed
- The proposal
- Middle-level education
- Cost to taxpayers

Friday, March 2 (daytime session)

9:30-11:30 a.m., Churchill

Because this is an Institute Day and school is not in session, there will be parking available in the Churchill parking lot.

Babysitting will be provided for the March 2 session only. If you need babysitting, please RSVP to Nancy Mogk at (630) 534-7243 and let her know how many children you will be bringing.

Thursday, March 8 (evening session)

7-9 p.m., Hadley

Tuesday, March 13 (early evening session)

4-6 p.m., Lincoln

For more information, visit www.d41.org/referendum



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- From an educational and developmental standpoint, sixth graders have much in common with fifth graders. Sixth graders will be in a smaller environment than currently, with age appropriate programs and services.
- The plan calls for two wings (5-6 and 7-8), each with its own arrival and dismissal time, its own bus routes and its own daily schedules. The wings will share core spaces, using them at different times. Students in 5th and 6th grade will not mix with older students unless it is for a planned educational purpose.
- Moving 5th grade to Hadley will relieve crowding in the elementary schools, both in the buildings and on the campuses. Elementary students will have improved access to gyms, computer labs, libraries, bathrooms and playgrounds. Green space now occupied by portables can be reclaimed, although some portables may be necessary at times.
- D41 owns another parcel that could accommodate a structure; however, at 4.7 acres, the vacant parcel at Spalding is too small for the size school needed unless additional land could be acquired. There would be insufficient space for play areas, parking and bus traffic. Due to the absence of sidewalks in the Spalding area and the fact that many students would have to cross high-traffic roads (St. Charles and Main St.), nearly all students would be bused to the site, requiring 8 additional routes; the Hadley plan requires 3 additional routes.
- The Board felt that the community did not want it to fund detailed designs in advance of a voter approval of the plan; however, a concept diagram for Hadley is posted on www.d41.org/referendum. The diagram shows how expanding and renovating Hadley will address a number of facility needs. Renovations of the core areas will result in improvements that affect the students' experience every day, such as renovated learning center (media center), gyms, lunch areas, band and orchestra rooms, hallways and other areas. There will be four athletic fields to accommodate sport and recreation needs. Attention has been paid to neighborhood and safety concerns regarding traffic flow and parking, with off-street bus-loading bays and parent drop-off, and staggered arrival and dismissal times.
- Operational costs associated with a separate school would be higher than those incurred with the proposed addition, mainly due to the duplication of staff and services that would be required.

HOW CAN I FIND OUT MORE?

Visit www.d41.org; attend informational sessions (see front of this sheet), watch for upcoming **REFERENDUM FACT SHEETS**; direct questions or comments to referendum@d41.org.

*Please watch for upcoming **REFERENDUM FACT SHEETS**. Fact Sheets #1 and #2 are posted on www.d41.org/referendum. If you have questions or comments, please email them to referendum@d41.org.*