## SMALL GROUP WORK ACTIVITY - FACILITIES
## COMMUNITY ENGAGEMENT SESSION (CES) #5
**WEDNESDAY, SEPTEMBER 18, 2013 • 7:00 P.M. – 9:00 P.M. • CENTRAL HIGH SCHOOL**
**THURSDAY, SEPTEMBER 19, 2013 • 8:30 A.M. – 10:30 A.M. • GRACE CHURCH**

## *ACTIVITY*

### TASK #1: COMMUNITY PRIORITIES

Review the large sheet located on your table with nine priority statements (or issues) from previous *Future Focus 203* sessions.

*First,* discuss these statements as a group.

*Next,* use the nine colored dots at your table to indicate your table's consensus priorities by placing no more than one dot next to each item.

Use the dots based on the following levels of priority:
Green = Highest Priority        Yellow = Middle Priority        Red = Lowest Priority

On the following page, record the results on your large group sheets.

| Priority By COLOR | STATEMENTS |
|---|---|
|  | Assure most efficient use of current facilities by balancing enrollments |
|  | Address facility impact of adding all-day kindergarten |
|  | Take actions to address issue of aging buildings |
|  | Plan to adequately support learning and changing expectations for the future |
|  | Address equity among all District 203 school buildings |
|  | Enhance safety, security, and accessibility at all school facilities |
|  | Improve flexibility in learning spaces and classrooms |
|  | Reduce or eliminate existing temporary classrooms (mobiles) |
|  | Provide dedicated spaces for flexible instruction, small groups, and collaboration |

### TASK #2: ADDITIONAL COMMUNITY CONSIDERATIONS

Review the second smaller sheet located on your table with seven additional considerations that are commonly found in older school buildings.

*First*, review the list and determine if there is consensus in your group to add any possible "Additional Considerations" and, if so, use the blank boxes at the end to make the addition(s).

*Second*, prioritize the list by placing a **number in the column next to each Additional Consideration.** The number "**1**" means your group determined this to be the *most* important Additional **Considerations**. Place the number "**2**" beside the **Additional Consideration** your group determined to be the *second* **most important**. Place a "**3**" beside the *third* **most important**. Continue this process until all **Additional Considerations** have been assigned a priority number (number "1" through "?", depending on the number of items on your list).

*Third*, go back to each of your top three **Additional Considerations** and please provide any additional details or comments to help explain why your table believes that they should be added (or considered) as a Priority Statement.

**TASK #2: ADDITIONAL COMMUNITY CONSIDERATIONS**

| PRIORITY | POSSIBLE ADDITIONAL CONSIDERATIONS | IF YOU CHOOSE, PROVIDE ANY ADDITIONAL COMMENTS |
|---|---|---|
| | CREATE APPROPRIATE SPACE(S) THAT SUPPORT TECHNOLOGY'S INCREASING ROLE IN STUDENT LEARNING | |
| | PROVIDE APPROPRIATE FURNITURE TO SUPPORT EVOLVING LEARNING ACTIVITIES | |
| | PROVIDE SUFFICIENT SPACE IN EACH SCHOOL TO SUPPORT MUSIC AND ARTS PROGRAMS | |
| | ASSURE SUFFICIENT AND APPROPRIATE SPACES FOR SPECIAL NEEDS PROGRAMS | |
| | FOCUS ON ENHANCING ENERGY AND OPERATIONAL EFFICIENCY IN THE SCHOOL BUILDINGS | |
| | CREATE SPACES TO ENHANCE STUDENT'S ACCESS TO, AND USE OF, ONLINE OR VIRTUAL LEARNING TOOLS | |
| | RE-INVENT OUR LIBRARIES TO BETTER ALIGN WITH THE NEEDS OF TODAY'S AND TOMORROW'S STUDENTS | |
| | CREATE YOUR OWN: _____ | |
| | CREATE YOUR OWN: _____ | |

## NAPERVILLE 203 - CES-5 EXECUTIVE SUMMARY

Two presenters provided background information for this session—Dan Bridges, Superintendent of Schools; and Brad Paulsen, Vice President and Pre-Kindergarten – Grade 12 Practice Leader with Wight & Company architects. Following these presentations participants were asked to provide feedback regarding priorities to be considered and incorporated in the development of District 203' Facilities Master Plan. There were a total of 21 small groups (approximately 6 individuals per group) participating in the CES-5 evening and morning sessions.

*Enhance safety, security, and accessibility at all school facilities* and *provide dedicated spaces for flexible instruction, small groups and collaboration* were the items receiving the greatest number (11) of green dots (highest priority) listing. However, three items on the list each received 10 high priority ratings—*address facility impact of adding all-day kindergarten*, *plan to adequately support learning and changing expectations for the future*, and *improve flexibility in learning spaces and classroom*. It is also important to note that *take actions to address issue of aging buildings* received 11 yellow dots (middle priority) ratings. It is interesting to note that *assure most efficient use of current facilities by balancing enrollments* received a large number (10) of low priority ratings as did *reduce or eliminate existing temporary classrooms (mobiles)*— 16 yellow low priority ratings. See the chart below for all the priority ratings.

## TASK #1 - COMMUNITY PRIORITIES

| STATEMENTS | Total Green (G) High Priority | Total Yellow (Y) Middle Priority | Total Red (R) Low Priority |
|---|---|---|---|
| Assure most efficient use of current facilities by balancing enrollments | 3 | 8 | 10 |
| Address facility impact of adding all-day kindergarten | 10 | 7 | 4 |
| Take actions to address issue of aging buildings | 1 | 11 | 9 |
| Plan to adequately support learning and changing expectations for the future | 10 | 7 | 4 |
| Address equity among all District 203 school buildings | 7 | 8 | 6 |
| Enhance safety, security, and accessibility at all school facilities | 11 | 8 | 2 |
| Improve flexibility in learning spaces and classrooms | 10 | 7 | 4 |
| Reduce or eliminate existing temporary classrooms (mobiles) | 1 | 3 | 16 |
| Provide dedicated spaces for flexible instruction, small groups, and collaboration | 11 | 3 | 7 |

## TASK #2 - ADDITIONAL COMMUNITY CONSIDERATIONS

Among the list of "Additional Considerations" those listed most frequently in the priority 1, 2 or 3 ranking were as follows:
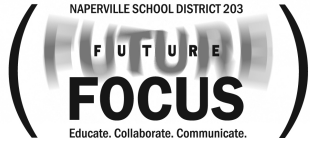
• Assure sufficient and appropriate spaces for special needs programs *(listed 16 times)*
• Provide sufficient space in each school to support music and arts programs *(14 times)*
• Create appropriate space(s) that support technology's increasing role in student learning *(13 times)*
• Create spaces to enhance student's access to, and use of, online or virtual learning tools *(11 times)*
• Re-invent our libraries to better align with the needs of today's and tomorrow's students *(9 times)*

It should be noted that if the item "spaces for technology" and "online/virtual learning" are combined the frequency number is 24, and if you add the concept of "reinventing the libraries" that number is over 30.

Additional Consideration items receiving lower priority rankings seemed to be the areas of "appropriate furniture," enhancing energy and operation efficiency."

Several participants expressed some difficulty in actually separating items such as space for technology, online learning and re-invention of libraries noting that they were components of the same concept.

***For a complete listing of all responses see the***
***September 18 & 19, 2013 CES-5 Verbatim Response Documents***

NAPERVILLE SCHOOL DISTRICT 203

(FUTURE FOCUS)
Educate. Collaborate. Communicate.

*Verbatim Response Document*
*SMALL GROUP WORK ACTIVITY*
COMMUNITY ENGAGEMENT SESSION #5 - FACILITIES
X WEDNESDAY, SEPTEMBER 18, 2013
☐ THURSDAY, SEPTEMBER 19, 2013

## *ACTIVITY*

*VERBATIM RESPONSES*

### TASK #1: COMMUNITY PRIORITIES

Review the large sheet located on your table with nine priority statements (or issues) from previous Future Focus 203 sessions.

*First,* discuss these statements as a group.

*Next,* use the nine colored dots at your table to indicate your table's consensus priorities by placing no more than one dot next to each item.

> Use the dots based on the following levels of priority:
> Green (G) = Highest Priority
> Yellow (Y) = Middle Priority
> Red (R) = Lowest Priority
>
> On the following page, record the results on your large group sheets.

| STATEMENTS | Table #2 | Table #3 | Table #4 | Table #5 | Table #6 | Table #7 | Table #8 | Table #9 | Table #13 | Table #15 | | Total Green (G) High Priority | Total Yellow (Y) Middle Priority | Total Red (R) Low Priority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Assure most efficient use of current facilities by balancing enrollments | Y | R | R | R | R | G | Y | R | Y | Y | | 1 | 4 | 5 |
| Address facility impact of adding all-day kindergarten | G | Y | Y | Y | G | G | Y | G | G | Y | | 5 | 5 | 0 |
| Take actions to address issue of aging buildings | Y | R | Y | R | R | Y | R | Y | Y | R | | 0 | 5 | 5 |
| Plan to adequately support learning and changing expectations for the future | R | Y | G | Y | Y | Y | G | G | G | G | | 5 | 4 | 1 |
| Address equity among all District 203 school buildings | R | G | G | G | Y | R | R | Y | G | Y | | 4 | 3 | 3 |
| Enhance safety, security, and accessibility at all school facilities | Y | R | R | G | Y | G | Y | G | Y | G | | 4 | 4 | 2 |
| Improve flexibility in learning spaces and classrooms | G | G | Y | Y | R | Y | G | Y | R | G | | 4 | 4 | 2 |
| Reduce or eliminate existing temporary classrooms (mobiles) | R | Y | R | R | G | ---- No Response | R | R | R | R | | 1 | 1 | 7 |
| Provide dedicated spaces for flexible instruction, small groups, and collaboration | G | G | G | G | G | Y | G | R | R | R | | 6 | 1 | 3 |

**TASK #2:  ADDITIONAL COMMUNITY CONSIDERATIONS**

Review the second smaller sheet located on your table with seven additional considerations that are commonly found in older school buildings.

*First*, review the list and determine if there is consensus in your group to add any possible "Additional Considerations" and, if so, use the blank boxes at the end to make the addition(s).

*Second*, prioritize the list by placing a **number in the column next to each Additional Consideration.** The number "**1**" means your group determined this to be the *most* important Additional Considerations. Place the number "**2**" beside the **Additional Consideration** your group determined to be the *second* most important. Place a "**3**" beside the *third* most important. Continue this process until all **Additional Considerations** have been assigned a priority number (number "1" through "?", depending on the number on items your list).
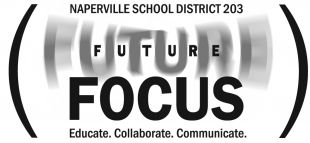
*Third*, go back to each of your top three **Additional Considerations** and please provide any additional details or comments to help explain why your table believes that they should be added (or considered) as a Priority Statement.

**TASK #2: ADDITIONAL COMMUNITY CONSIDERATIONS**

| TABLE | | CREATE APPROPRIATE SPACE(S) THAT SUPPORT TECHNOLOGY'S INCREASING ROLE IN STUDENT LEARNING | PROVIDE APPROPRIATE FURNITURE TO SUPPORT EVOLVING LEARNING ACTIVITIES | PROVIDE SUFFICIENT SPACE IN EACH SCHOOL TO SUPPORT MUSIC AND ARTS PROGRAMS | ASSURE SUFFICIENT AND APPROPRIATE SPACES FOR SPECIAL NEEDS PROGRAMS | FOCUS ON ENHANCING ENERGY AND OPERATIONAL EFFICIENCY IN THE SCHOOL BUILDINGS | CREATE SPACES TO ENHANCE STUDENT'S ACCESS TO, AND USE OF, ONLINE OR VIRTUAL LEARNING TOOLS | RE-INVENT OUR LIBRARIES TO BETTER ALIGN WITH THE NEEDS OF TODAY'S AND TOMORROW'S STUDENTS | ADD YOUR OWN: | ADD YOUR OWN: |
|---|---|---|---|---|---|---|---|---|---|---|
| Table #2 | PRIORITY | 3 | 7 | 2 | 1 | 6 | 4 | 5 | | |
| | COMMENT | | | | | | | | | |
| Table #3 | PRIORITY | 4 | 5 | 2 | 1 | 7 | 6 | 3 | | |
| | COMMENT | | | | | | | | ALLIANCE W/PUBLIC LIBRARIES FOR INVENTORY OF BOOKS Centralize efforts (eg inventory) of physical books in alliance w/public libraries as we repurpose LRC space | LARGER COMMON AREAS OR MULTI-PURPOSE AREAS FOR EXTRACURRIC ACTIVITIES Multi-purpose rooms to elementary schools Room for larger clubs Athletics |
| Table #4 | PRIORITY | 7/26 | 6 | 5 | 1 | 3 | 2 | 4 | | |
| | COMMENT | We view this as an overlap w/the spaces for #2 choice, on line learning | | | | | Our understanding is wifi, network functions and capatability including our re-invented library | | | |

| Table | | Create appropriate space(s) that support technology's increasing role in student learning | Provide appropriate furniture to support evolving learning activities | Provide sufficient space in each school to support Music and Arts programs | Assure sufficient and appropriate spaces for Special Needs programs | Focus on enhancing energy and operational efficiency in the school buildings | Create spaces to enhance student's access to, and use of, online or virtual learning tools | Re-invent our libraries to better align with the needs of today's and tomorrow's students | Add Your Own: | Add Your Own: |
|---|---|---|---|---|---|---|---|---|---|---|
| **Table #5** | Priority | 2 | 6 | 1 | 5 | 7 | 3 | 4 | | |
| | Comment | This priority will & should drive many other facilitator's decisions | Furniture is a subset of a couple of these other priorities so we see it becoming a higher priority as the situation demands | Elementary programs are a major concern. There seems to be no parity in the jr. The high schools have inadequate practice facilities | Issues of adjancy absolutely should be addressed | We support green initiatives but not to the detriment of students & community | 21st century classrooms & schools | This facility within our schools is perhaps the most malleable in its current config. Attention must be paid to this potential | | |
| **Table #6** | Priority | 3 | 5 | 4 | 1 | 6 | 2 | 7 | | |
| | Comment | | | | | | | | Gym space for elementary & jr highs | |
| **Table ##7** | Priority | 2 | 5 | 6 | 1 | 7 | 4 | 3 | | |
| | Comment | | | | | | | If classrooms have current technology the library would exist in every classroom | | |
| **Table #8** | Priority | 1 | 5 | 3 | 3 | 7 | 6 | 2 | | |
| | Comment | | | We had a major discussion about the inequity of resources. We all agreed we need space for ELEMENTARY art & music, however there was discussion about if jr high needs this | | | | | | |
| **Table #9** | Priority | 1 | 5 | 2 | 3 | 4 | 1 | 1 | | |
| | Comment | Similar content/language as other #1 priorities | | | | | Similar language/content as other #1 priorities | Similar language/content as other #1 priorities | Explore virtual learning as a district run operation | Explore "outside"learning opportunities in the community |
| Table | Priority | 1 | 7 | 4 | 3 | 5 | 2 | 6 | | |

| TABLE | | CREATE APPROPRIATE SPACE(S) THAT SUPPORT TECHNOLOGY'S INCREASING ROLE IN STUDENT LEARNING | PROVIDE APPROPRIATE FURNITURE TO SUPPORT EVOLVING LEARNING ACTIVITIES | PROVIDE SUFFICIENT SPACE IN EACH SCHOOL TO SUPPORT MUSIC AND ARTS PROGRAMS | ASSURE SUFFICIENT AND APPROPRIATE SPACES FOR SPECIAL NEEDS PROGRAMS | FOCUS ON ENHANCING ENERGY AND OPERATIONAL EFFICIENCY IN THE SCHOOL BUILDINGS | CREATE SPACES TO ENHANCE STUDENT'S ACCESS TO, AND USE OF, ONLINE OR VIRTUAL LEARNING TOOLS | RE-INVENT OUR LIBRARIES TO BETTER ALIGN WITH THE NEEDS OF TODAY'S AND TOMORROW'S STUDENTS | ADD YOUR OWN: | ADD YOUR OWN: |
|---|---|---|---|---|---|---|---|---|---|---|
| #13 | COMMENT | 21$^{st}$ century technology is necessary to prepre our students for future | | | | | 21$^{st}$ century technology is necessary to prepre our students for future | | | |
| | | | | | | | | | | |
| Table #15 | PRIORITY | 1 | 7 | 4 | 3 | 6 | 2 | 5 | | |
| | COMMENT | | | | | | | | | |
| | | | | | | | | | | |

## *ACTIVITY*

VERBATIM RESPONSES

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| STATEMENTS | Table #8 | Table #4 | Table #2 | Table #1 | Table #6 | Table #5 | Table #9 | Table #10 | Table #3 | Table #7 | Table #11 | Total Green (G) High Priority | Total Yellow (Y) Middle Priority | Total Red (R) Low Priority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Assure most efficient use of current facilities by balancing enrollments | R | Y | Y | R | Y | Y | G | G | R | R | R | 2 | 4 | 5 |
| Address facility impact of adding all-day kindergarten | G | G | G | Y | R | G | R | Y | G | R | R | 5 | 2 | 4 |
| Take actions to address issue of aging buildings | R | R | Y | Y | Y | R | Y | G | R | Y | Y | 1 | 6 | 4 |
| Plan to adequately support learning and changing expectations for the future | Y | R | R | G | G | G | Y | R | Y | G | G | 5 | 3 | 3 |
| Address equity among all District 203 school buildings | Y | Y | Y | R | G | R | G | Y | Y | G | R | 3 | 5 | 3 |
| Enhance safety, security, and accessibility at all school facilities | G | G | G | G | G | Y | G | Y | Y | Y | G | 7 | 4 | 0 |
| Improve flexibility in learning spaces and classrooms | G | G | R | G | Y | G | Y | R | G | G | Y | 6 | 3 | 2 |
| Reduce or eliminate existing temporary classrooms (mobiles) | Y | R | R | R | R | R | R | R | R | R | Y | 0 | 2 | 9 |
| Provide dedicated spaces for flexible instruction, small groups, and collaboration | R | G | G | R | R | Y | R | G | G | Y | G | 5 | 2 | 4 |

**TASK #2: ADDITIONAL COMMUNITY CONSIDERATIONS**

Review the second smaller sheet located on your table with seven additional considerations that are commonly found in older school buildings.

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|---|---|---|---|---|---|---|---|---|---|---|
| **Table #8** | **PRIORITY** | 1 | 5 | 2 | 4 | 6 | 7 | 3 | | |
| | **COMMENT** | Plug ins, charging stations | Having dedicated furniture that is ergonomic would be great & can aid in learning but having the sufficient spaces in the bldgs is a more important use of funds | Very important | | Can't be done as easily & quickly as some of the others. Typically it is a large initial expense for a long term saving | We support in building learning for the majority of students. However it is a good thought for higher grades, like high schoolers as a step to college preparedness | Interesting ideas of using "library licensed" virtual information from NPL so students can access info during daytime hours | | |
| **Table** | **PRIORITY** | 2 | 4 | 5 | 3 | 7 | 2 | 6 | 1 | |

| Table # | | Create appropriate space(s) that support technology's increasing role in student learning | Provide appropriate furniture to support evolving learning activities | Provide sufficient space in each school to support Music and Arts programs | Assure sufficient and appropriate spaces for Special Needs programs | Focus on enhancing energy and operational efficiency in the school buildings | Create spaces to enhance student's access to, and use of, online or virtual learning tools | Re-invent our Libraries to better align with the needs of today's and tomorrow's students | Add Your Own: | Add Your Own: |
|---|---|---|---|---|---|---|---|---|---|---|
| #4 | Comment | Access to ipads but not in classroom (shared) | Different learning enrollment & experience. Good examples at NCHS w/different chairs | | | Has identified that the District is already in good shape. Work on maintaining | Continue to utilize them in the classrooms | Need to begin at the books but will transition to ebooks/computer in the future | Dedicated classroom for all grades. All grades. All day K in all schools. Bathroom access | Reduce or eliminate temporary classrooms. We were in agreement that the kids & teachers do not mind. Kids adjust well. It seems to be a bigger concern for the parents. Maybe a safety issue in a tornado situation |
| Table #2 | Priority | 4 | 7 | 2 | 1 | 6 | 5 | 3 | | |
| | Comment | | | | | | | | | |
| | | | | | | | | | | |
| Table #1 | Priority | 1 | 6 | 5 | 4 | 7 | 3 | 2 | | |
| | Comment | | | | | | | | | |
| | | | | | | | | | | |
| Table #6 | Priority | 1A | 1B | 3 | 2 | 4 | 1 | 5 | | |
| | Comment | | | | Think more permanent space should be build into a handful of schools | | | | | |
| | | | | | | | | | | |
| Table #5 | Priority | 7 | 5 | 2 | 1 | 3/4 | 6 | 3/4 | | |
| | Comment | Because technology now "walks" with the students, we do not need a designated space | | | | | | | | |
| Table | Priority | 6 | 3 | 1 | 5 | 4 | 7 | 2 | | |

| TABLE # | | CREATE APPROPRIATE SPACE(S) THAT SUPPORT TECHNOLOGY'S INCREASING ROLE IN STUDENT LEARNING | PROVIDE APPROPRIATE FURNITURE TO SUPPORT EVOLVING LEARNING ACTIVITIES | PROVIDE SUFFICIENT SPACE IN EACH SCHOOL TO SUPPORT MUSIC AND ARTS PROGRAMS | ASSURE SUFFICIENT AND APPROPRIATE SPACES FOR SPECIAL NEEDS PROGRAMS | FOCUS ON ENHANCING ENERGY AND OPERATIONAL EFFICIENCY IN THE SCHOOL BUILDINGS | CREATE SPACES TO ENHANCE STUDENT'S ACCESS TO, AND USE OF, ONLINE OR VIRTUAL LEARNING TOOLS | RE-INVENT OUR LIBRARIES TO BETTER ALIGN WITH THE NEEDS OF TODAY'S AND TOMORROW'S STUDENTS | ADD YOUR OWN: | ADD YOUR OWN: |
|---|---|---|---|---|---|---|---|---|---|---|
| #9 | COMMENT | Do we need extra "space" to support technology integrate | Appropriate flexible furniture "multiuse" | Unique appropriate space might help community understand the need "performance programs" | High priority – but not difficult to accomplish more of a niche outcome | Cost savings to the district | Space not needed | Teaching students to be resourceful and initiative on their own | | |
| Table #10 | PRIORITY | 1 | 6 | 3 | 2 | 4 | 1 | | | |
| | COMMENT | | | | | | Considered to be a subset of other #1 | | | |
| Table #3 | PRIORITY | 2 | 5 | 3 | 1 | 6 | 2 | 4 | | |
| | COMMENT | | | | Include enrichment in this defnition | | | | | |
| Table #7 | PRIORITY | 7 | 4 | 1 | 2 | 6 | 3 | 5 | | |
| | COMMENT | | | | | | Change to modifiy classrooms/ spaces to enhance…. | Change to repurpose our librarieis….. | | |
| Table #11 | PRIORITY | 6 | 8 | 3 | 2 | 4 | 7 | 5 | 1 | |
| | COMMENT | | | Add PE to reflect needs of schools that use gymns for multipurposes | CCC will increase the load on special needs students | We would use this to free up funds to be used for addressing the other issues | | | Each elementary school needs a flexible space for learning and other activities so that theyt do not infringe on LRC or ther spaces (multi purpose room) | |