



VERBATIM DOCUMENT
SMALL GROUPS WORK ACTIVITY
COMMUNITY MEETING
Wednesday, November 15, 2017

COMMUNITY CONVERSATION
SMALL GROUP WORK ACTIVITY AND QUESTIONS

Instructions:

Each group should select a recorder and a facilitator/spokesperson. The recorder is responsible for completing the information requested on this worksheet. Be sure to complete the information in the box in the upper right corner. This activity sheet will be collected at the conclusion of the session.

The facilitator/spokesperson should facilitate discussion and keep the group focused to complete the work in the allotted time. At the end of the session the facilitator/spokesperson from each table will be asked to report two of that table's responses to Task #1 and two for Task #2.

Please make sure the information recorded on this group's worksheet reflects the *consensus* or general agreement of everyone at the table, not just the opinion of one or two individuals

ACTIVITY

TASK #1: IMPORTANT THINGS LEARNED ABOUT FUTURE-READY LEARNING SPACES

Tonight's presentation by Perkins + Will architects focused on creating Future Ready Learning spaces in schools. Spend a few moments as a group discussing what you learned from that presentation. Then list three things that your group learned about future-ready learning spaces that you would like the Imagine Team to consider when evaluating existing facilities and planning future facilities.

Task #1: Important Things Learned about Future-Ready Learning Spaces	
TABLE #	IMPORTANT THINGS LEARNED
# 1	1. Interactive/collaborative learning is key 2. New subject matter means a need for new types of spaces 3. Project learning needs flexible environment Notes on this Task: <ul style="list-style-type: none"> • much different experience for individual than past value collaboration • new subject matter and environment • interactive approach - not rote learning • differentiated approach • project based to spur learning

Task #1: Important Things Learned about Future-Ready Learning Spaces

TABLE #	IMPORTANT THINGS LEARNED
# 2	<ol style="list-style-type: none"> 1. Longevity - don't over spend for the Future Innovation Sustainability 2. Movement & ergonomics & Flex of space 3. Use space for showcase of Maker Space Results
# 3	<ol style="list-style-type: none"> 1. Keep in mind the intersection of future learning (flexible, collaborative) with equity issues and able to meet the needs of diverse types of learners 2. Dismantling the building is a metaphor for dismantling the personal biases of our entrenched system of teaching and organizing learning (such as year-round schooling; focus college-track to career path vocational training 3. Keep the costs realistic – keep the community's priorities in mind without going to extremes –
# 4	<ol style="list-style-type: none"> 1. Must be flexible & agile 2. Student Centric Learning Style 3. Physical Environment has to be adaptable to future uses & learning advances.
# 5	<ol style="list-style-type: none"> 1. Flexible space, reconfiguring furniture, height adjustability, bar height or desk height 2. Ample power sources for all technology 3. Make it comfortable - open to learning
# 6	<ol style="list-style-type: none"> 1. Underutilized library & room 371 & 372
# 7	<ol style="list-style-type: none"> 1. Scalability & discipline/interactions 2. Professional Development & Learning Strategies for new spaces 3. Future proofing - pilot efforts / flexibility adapting spaces to changes and future trends/ facility conversation have to happen

Task #1: Important Things Learned about Future-Ready Learning Spaces

TABLE #	IMPORTANT THINGS LEARNED
# 9*	<ol style="list-style-type: none">1. Opportunity for everyone to learn, be considerate of individual needs! (Visual AuditoryStimuli)2. Not one size fits all Flexible Spaces needed3. Pilot projects on a small scale basis.4. Consider over stimulating impact of designs. Preserve historic qualities. Renumber Room #'s that make sense.
# 10	<ol style="list-style-type: none">1. Maximize interactions btw teachers students2. Importance of Experiential interactions3. Flexability needs to continue w/in the classrooms including maximize technology use.
# 11	<ol style="list-style-type: none">1. Flexibility2. Consider a variety of different spaces to satisfy a variety of teaching/learning styles - not all teachers will be able to work in these new spaces — has to be a mix - not all project base — teacher - led3. Intentional in how you introduce these changes — teacher led - buy in from teachers - support teachers through PD & funds

Task #1: Important Things Learned about Future-Ready Learning Spaces

TABLE #	IMPORTANT THINGS LEARNED
# 12	<p>1. Balance of more flexible spaces & non-digital analog spaces</p> <p>2. We need more data or research around the idea of future-ready learning — As it relates to space. Also, data that supports or defines these concept</p> <p>3. Influence of ergonomics.</p> <p>Notes: What did we learn <u>"It isn't</u> that new" Collaborative learning spaces, this is what a already trend in business world Challenge that the brain learns differently not. What data are they using? Is this STEM driven only? Is collaborative space as productive in English/History? Be nice to have a space with 0 technology Equity - how does this space/facility level the playing field — or more flexible space - do open spaces cater more to extroverts. Non- wifi. A better definition of <u>future-ready learning</u> Maker spaces - some tech What spaces are there for critical thinking</p>

TASK #2: IDEAS FOR IMAGINE TEAM'S CONSIDERATION

Now that you have learned a bit more about the scope of the Imagine Team's work and its goal of producing a comprehensive facilities plan for OPRF, please list five things your group would like the Imagine Team to consider as it conducts its research and creates its facilities plan recommendations.

TASK #2: IDEAS FOR IMAGINE TEAM'S CONSIDERATION	
TABLE #	IDEAS FOR IMAGINE TEAM'S CONSIDERATION
# 1	<ol style="list-style-type: none">1. Enrollment projections and capacity2. Finances that reflect the future needs of the district while not being unrealistic burden on the taxpayer3. Nice/clean/well maintained/safe spaces4. Raising the bar on facilities across the spectrum oo a comprehensive high school, not just one aspect. <p>Notes:</p> <ul style="list-style-type: none">• Nice/clean facilities - well maintained - safe• Raising the bar in facilities and experiences to meet homeowner needs• Facilities upgraded thru out the building, not just building for one or two specific groups
# 2	<ol style="list-style-type: none">1. Look at innovation done more in place, repurposing, DIY, materials at hand.2. Would like student input including college and recent alumni.3. Cooperating with other taxing bodies like the Park Dist. & D97, D904. Where are we on the baseline items (acoustics, air quality, temp, light)5. Make redesign part of the curriculum
# 3	<ol style="list-style-type: none">1. Vocational education - trades, mechanics2. Special ed - better identification of needs3. Meeting a variety of student needs diverse types of learning

TASK #2: IDEAS FOR IMAGINE TEAM'S CONSIDERATION

TABLE #	IDEAS FOR IMAGINE TEAM'S CONSIDERATION
# 4	<ol style="list-style-type: none">1. Dedicated Resources who know & support the Technology, the Teachers & the Students.2. Imagine Team must prioritize improvements based on a transparent approach to prioritization of user groups.3. Consideration of good services of the future.4. Consider corporate partnerships?
# 5	<ol style="list-style-type: none">1. Do teachers need their own classrooms exclusively2. Actual school day hours as structured - Have flexible hours/scheduling3. What do we imagine a library to look like4. How does "UTube" style learning fold into the curriculum or how teachers teach5. More students involved in "imagine" group
# 6	<ol style="list-style-type: none">1. Consider learning styles/abilities/subject matter & fit w/classroom2. Verify actual effectiveness and address any deficiencies - Thru interviews where they have put in these new classrooms with teachers and students3. Consider "Needs" versus "Wants"4. Review state requirements versus OPRF requirements5. Maximum student size for maximum learning
# 7	<ol style="list-style-type: none">1. Budget/cost2. Measurement of needs versus wants and prioritization3. New enrollment projections4. Linking facility efforts to outcomes5. Athletics & extra-curriculars are important to connections to school

TASK #2: IDEAS FOR IMAGINE TEAM'S CONSIDERATION

TABLE #	IDEAS FOR IMAGINE TEAM'S CONSIDERATION
# 9*	<ol style="list-style-type: none">1. Flexible base & collaboration not appropriate for all curriculum (e.g. calculus.)2. How are Special Education students navigating spaces in general education environ.3. Prioritize in realistic manner taking into account financial expenditures; although maybe boring (e.g. Parking)4. Consider sharing spaces among departments.5. Be civil & compromise because school is land-locked. Be CREATIVE!
# 10	<ol style="list-style-type: none">1. Great physical labs2. Increase student interactions w/natural opportunities to engage (How to make sure we meet the needs of) pools for curriculum vs pools for competition vs pools for community use3. Maximize access for kids w/disabilities or injuries incl elevators4. Room usage and appropriate size for performing arts5.
# 11	<ol style="list-style-type: none">1. Timely - phase something in quickly - don't take ten years2. Proven research on the intersection of technology and education - no technology for technology sake - proper investment3. Draw on Community to support educational process with teachers & students, Mark has example — Writer Coach connection4. Future of football? Future of all sports5. Community is stodgy - resistant > psychology of this

TASK #2: IDEAS FOR IMAGINE TEAM'S CONSIDERATION

TABLE #	IDEAS FOR IMAGINE TEAM'S CONSIDERATION
# 12	<ol style="list-style-type: none">1. What are best practices/ facilities at peer schools. (# of students/land locked/\$ issues) in IL/outside IL2. What are future trends in athletics/academics that have brought to bear on this decision?3. What feedback have we gotten from our post graduate colleges. How prepared are our students?4. Current <u>student</u> input, as well as teacher5. Remember that high school prepares college bound students but also trades people, people who don't go to college. Be civil to

TASK #3: QUESTIONS ABOUT THE FACILITIES & IMAGINE PROCESS

Based on what you learned tonight, what questions does your group have about OPRF's facilities and the Imagine Team's work process?

TASK #3: QUESTIONS ABOUT THE FACILITIES & IMAGINE PROCESS [Answers on pp. 10-11]	
TABLE #	QUESTIONS
# 1	<p>1. When is this next community meeting?</p> <p>2. What will be the total costs of <u>all</u> of the projects be from the Imating team to facilities completion.</p> <p>Notes: Cost of <u>all</u> aspects of the project including the Imagine to completion of the facilities projects.</p>
# 2	<p>1. How are students involved in the process - eg. AIC "Reimagine" program</p> <p>2. What are the Financials - How \$ prioritized?</p> <p>3. Are we fully utilizing the rich local resource in Oak Park and Chicago - eg AIA Engineering Firm</p>
# 3	<p>1. They are doing a lot of work</p>
# 4	<p>1. Publish results/status updates on internet of all phases of Imagine plan developments.</p> <p>2. Will Imagine group present findings to the board or will superintendent present finding?</p>
# 5	<p>1. Great job of maintaining the building structure</p> <p>2. How to prioritize the findings of this process</p>
# 6	<p>1. Who determines priorities. How will be determined</p> <p>2. Will there be only 1 plan or multiple?</p>
# 7	<p>1. Looking to learn from others</p> <p>2. Architecture should follow education trends/objectives (not lead)</p>

TASK #3: QUESTIONS ABOUT THE FACILITIES & IMAGINE PROCESS*[Answers on pp. 10-11]*

TABLE #	QUESTIONS
# 9*	<ol style="list-style-type: none">1. Collaboration w/other intergovernmental agencies & local facilities.2. Think beyond the building3. Decrease parking become more environmentally conscience.
# 10	<ol style="list-style-type: none">1. Can we build up?2. Decrease environmental impact integrated w/environmental education program3. Is the Stadium being used a great use of the space
# 11	<ol style="list-style-type: none">1. Don't let faculty/staff have too much input because they don't want change2. How is equity being discussed?3. Fix the seating in the Stadium - cannot possibly be to code. Completely uncomfortable, bathrooms gross4. How many strategic plans will we write up and ignore? What is going to compell the BOE to stick to the plan
# 12	No response provided

**Please note: There was no Table #8 discussion group at this event. People at that table rearranged themselves to create full groups at other tables.*

Answers to Task #3 Questions About the Facilities & Imagine Process

Table # 1

1. When is this next community meeting?

Most likely in late February. We will let you know as soon as we are able to set a specific date. The overall process is being content driven, not time driven, so we do not yet have firm dates for all the future events.

2. What will be the total costs of all of the projects be from the Imagine team to facilities completion.

It is impossible to say at this point in the process. Once we have a good sense of the school's needs and appropriate changes to address them we can begin to estimate their costs.

Table # 2

1. How are students involved in the process - eg. AIC "Reimagine" program?

We are planning to gather considerable student input in January. We have held off until the members of the Imagine team developed a more thorough understanding of the current conditions of the facilities. We anticipate gathering student input through multiple methods, most likely including, but not limited to, surveys, focus groups, and suggestion boxes (real or virtual).

2. What are the Financials - How \$ prioritized?

We do not yet have any cost data. An essential step, which Imagine OPRF is conducting now, is to gather a wealth of data on facilities needs. This includes assessing the building's physical infrastructure; gathering input from students, faculty, and staff on how the facilities affect instruction; listening to feedback from community members on what facilities investments they believe are important, etc. We believe that through compiling and then analyzing this data, some key priorities will emerge. Additional steps likely will involve gathering stakeholder feedback on the prioritized list, estimating costs associated with the identified priorities, and testing the level of community support for the financial investment in various options.

The basic priority is to invest in things that produce the most positive benefits to students and student learning. Facilitating equity is a guiding principle.

3. Are we fully utilizing the rich local resource in Oak Park and Chicago, e.g. AIA Engineering Firm?

All of the community members of the Imagine team are residents of Oak Park or River Forest. They are our most important "local resource." The consulting architectural firm has its home office in Chicago, and two of their staff assigned to this work are residents of Oak Park.

Table # 3

1. They are doing a lot of work

You are correct. This is a very large investment of community resources.

Table # 4

1. Publish results/status updates on internet of all phases of Imagine plan developments.

There will be regular updates on the OPRFHS website, and we plan to hold several more community information and engagement meetings.

2. Will Imagine group present findings to the board or will superintendent present the findings?

We expect that a representative group of the Imagine team members will present the recommendation to the BOE.

Table # 5

1. Great job of maintaining the building structure.

Thanks! Much of the credit goes to the school's hardworking Buildings and Grounds Department.

2. How to prioritize the findings of this process.

The basic priority is to invest in things that produce the most positive benefits to students and student learning. Facilitating equity is a guiding principle. (See additional information in the response to Table #2, Question #2 above.)

Table # 6

1. Who determines priorities? How will they be determined?

Community input to the process will go a long way to determine the priorities of the Imagine team. The Imagine team will determine what will be recommended to the BOE, which will have final approval of the recommendations. (See additional information in the response to Table #2, Question #2 above.)

2. Will there be only 1 plan or multiple?

It is really hard to say at this point. If one plan emerges as clearly superior to all others, the Imagine team may recommend that single plan. If several plans are nominally equal, we may recommend multiple plans for the Board's consideration.

Table # 7

1. Looking to learn from others

A key part of our data gathering process includes visits to multiple other area high schools who have had to deal with similar issues to ours.

2. Architecture should follow education trends/objectives (not lead)

We agree. The needs of the educational system and the students and educators will drive changes to the facilities.

Table # 9

1. Collaboration w/other intergovernmental agencies & local facilities.

The high school has several agreements in place for shared facilities and Imagine will be evaluating the potential for others.

2. Think beyond the building

We are attempting to think as broadly and creatively as possible.

3. Decrease parking become more environmentally conscience.

While we are working to incorporate environmental responsibility throughout our planning process, intentionally decreasing parking is not an active goal of this plan.

Table # 10

1. Can we build up?

There are a couple of areas on the campus where building up is a possibility. In some cases, this would likely entail demolishing an existing structure to build a taller structure in its place. This will be explored later in the process as we begin to consider solutions.

2. Decrease environmental impact integrated w/environmental education program.

We expect that any recommended changes will be environmentally responsible.

3. Is the stadium being used a great use of the space?

We will be evaluating all the spaces, both indoor and outdoor, in order to develop the best possible plan, realizing that there are a lot of objectives to be satisfied. The Athletics/Extracurriculars Team is looking intently at the stadium.

Table # 11

1. Don't let faculty/staff have too much input because they don't want change.

What we have discovered so far is that the faculty are very engaged in this process and very supportive of improvements that will benefit student instruction.

2. How is equity being discussed?

Ensuring that facilities foster equity has been a guiding principle from the start of the Imagine process. One research goal is to assess the impact of current facilities on equity. As we begin to develop potential solutions for the current problems, equity will continue to be one of the important considerations.

3. Fix the seating in the stadium - cannot possibly be to code. Completely uncomfortable, bathrooms are gross.

Thanks for your input. We will factor this into our plans as we consider possible changes for the stadium. The Athletics/Extracurriculars Team is looking intently at the stadium.

4. How many strategic plans will we write up and ignore? What is going to compel the BOE to stick to the plan?

OPRFHS has one strategic plan, and it is a guiding document for the Imagine process. We are confident that the current Board will have enough time and information to act on Imagine's recommendations prior to a new Board being seated. The recommendations from Imagine OPRF are expected to be presented to the Board of Education about nine months before the next Board election. Two current Board members act as liaisons to Imagine, and the full Board receives regular updates from Imagine at its monthly meetings. The significant number of community stakeholders on Imagine adds to an expectation that the Board will be responsive to the group's work and recommendations.