

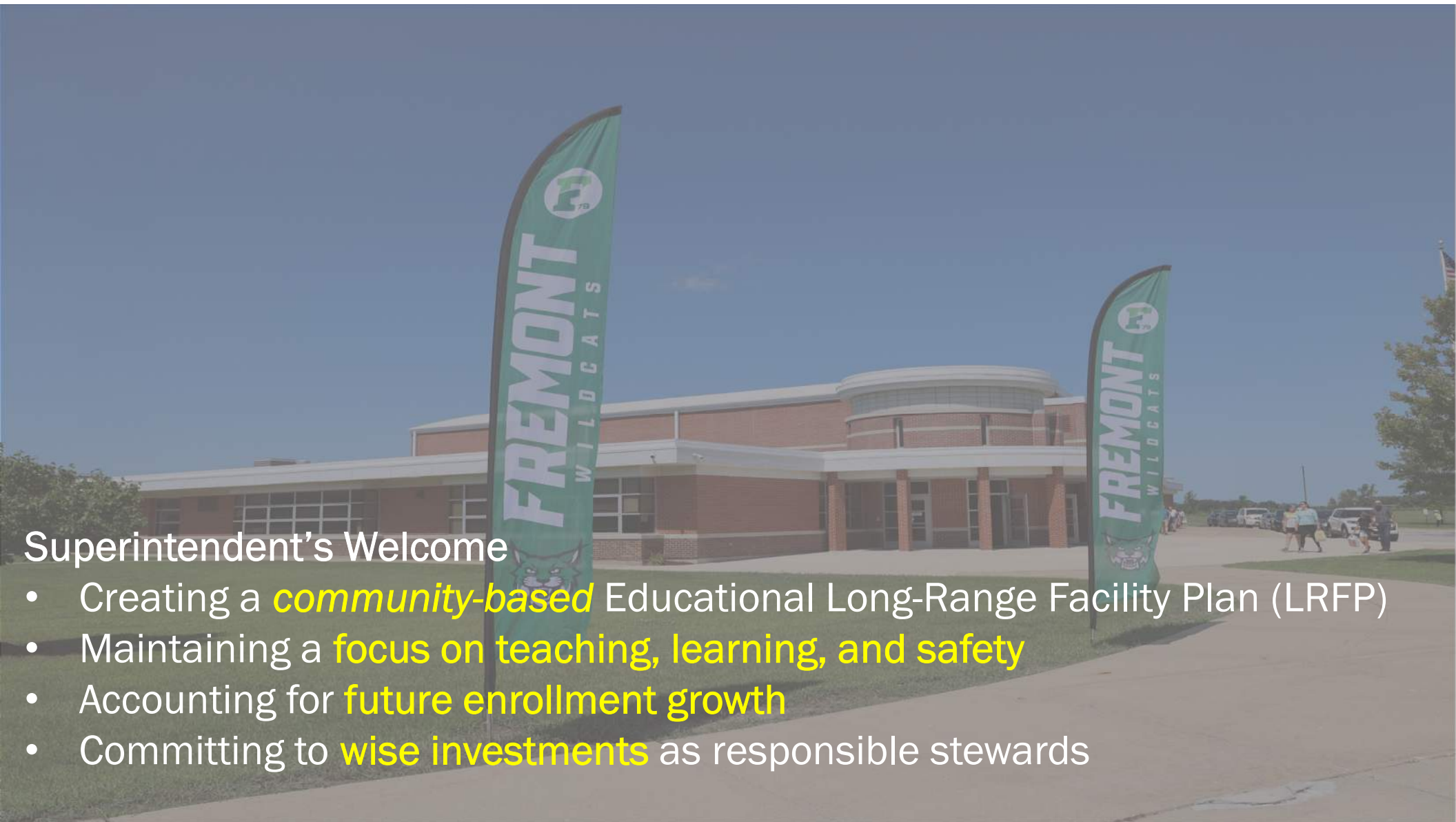
A group of six diverse school children are running happily in a hallway. From left to right: a boy with dark hair in a grey shirt and black backpack; a girl with blonde hair in a striped shirt and pink backpack; a boy with dark skin in a plaid shirt and black backpack; a girl with dark skin in a striped shirt and pink backpack; a boy with dark hair in a purple polo shirt and green backpack; and a boy with blonde hair in a black polo shirt and black backpack. They are all smiling and running towards the camera.

Welcome!

Fremont School District 79
Educational Long-Range Facilities Plan
Staff Update | January 8, 2024



 **DLR**GROUP



Superintendent's Welcome

- Creating a **community-based** Educational Long-Range Facility Plan (LRFP)
- Maintaining a **focus on teaching, learning, and safety**
- Accounting for **future enrollment growth**
- Committing to **wise investments** as responsible stewards

INTRODUCTIONS

Fremont School District Team



Leanne Meyer-Smith, AIA, LEED BD+C
Principal in Charge, Senior Education
Planner | Community Engagement



Keri VanSant, AIA, WELL AP
Project Manager | Planning &
Engagement Leader



Erin Burk
Architecture Designer



30 Locations
World-Wide

In-house Integrated Design

*Architecture
Energy Services
Engineering
Experiential Design
Interiors
ITDG - Innovative Technology
Design Group
Landscape
Master Planning
Preservation
Sustainability Consulting*

1,300+
Employee-Owners

Education
is our passion

Ranked #1
*Primary & Secondary
Education Firm In The World*

 **DLR GROUP**

WHAT IS AN LRFP?

Overall Process Goals for an LRFP



Inclusive
Process



Support Student
Achievement & Enhance
Safety



Community Voice &
Input



Educational Long-Range Facilities Planning

What is the process and what are the goals?



A black and white photograph of a modern classroom. In the foreground, a young girl with curly hair is looking towards the camera. To her right, several other children are seated at a round table, working on papers. The background shows more children at tables, large windows on the left, and a bright, open-plan environment with modern lighting fixtures on the ceiling.

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

~ John Dewey



MEET GEN ALPHA *planning for them*

“

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.

”



85%

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

*"The Next Era of Human/Machine
Partnerships" Institute for the Future & Dell
Technologies, 2017*

WHAT IS AN LRFP?

What is an Educational Long-Range Facilities Plan?

A educational vision defines “**future-ready**” **spaces for modern learning** to drive impactful **long-term capital investments** through a Long-range Facilities Plan.

Educational Suitability



Facility Condition Assessment



An LRFP **also** examines the **suitability** (today) and **educational readiness** (future) of your schools to meet your vision, so you can ensure lasting value to the community, teachers and students. Additionally, the timing of necessary facility improvements can be aligned to best support curricular space needs, thus maximizing District investment.

Why Should We Care About Education Design?



What impacts student learning progress?

Individual student variability = 50%

Teacher effectiveness = 30%

Physical learning environment = 16%

+

or

-

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

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.

PHASED PROCESS

LRFP Process: Phase 1 – Phase 2 – Phase 3



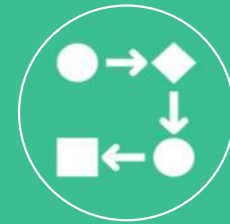
Phase 1: Deeper Understanding

- In-depth Review of Existing Data:
 - District Strategic Plan
 - Capacity & Utilization Analysis
 - Area Comparison Analysis
 - Facility Condition Assessment Review
 - Review District enrollment projections



Phase 2: Discover + Explore

- Student Ideation Workshop
- Curriculum & Instruction Workshop
- A Day in the Life of a Student
- Educator & staff survey



Phase 3: Program

- Departmental Program Meetings
- Aligning Vision with Space
- Right-size spaces to align with program

PHASED PROCESS

LRFP Process: Phase 4 – Phase 5 – Phase 6



Phase 4: Conceptualize

- Data analysis/synthesis
- Kit of Parts
- Build scenarios
- Start cost models
- Steering committee updates
- Space size/quantity confirmation



Phase 5: Game Plan

- Finalize scenarios
- Steering committee workshop
- Refine cost models



Phase 6: Adoption & Implementation

- Phasing identification
- Finalize implementation timeline
- Final Board presentation
- Community presentation
- Final budget alignment

TIMELINE

Long-range Facilities Planning Process

- ★ Steering Committee Workshop
- ★ Interactive Sessions
(Industry Partners, Leadership, Community, etc.)



A photograph of a modern school interior, featuring a large, multi-level staircase with glass railings. Students are seen sitting on the stairs and at circular tables in the foreground. The space is bright and open, with large windows on the right side. The entire image is overlaid with a semi-transparent red filter.

Educator and Staff Surveys

Summary Outcomes

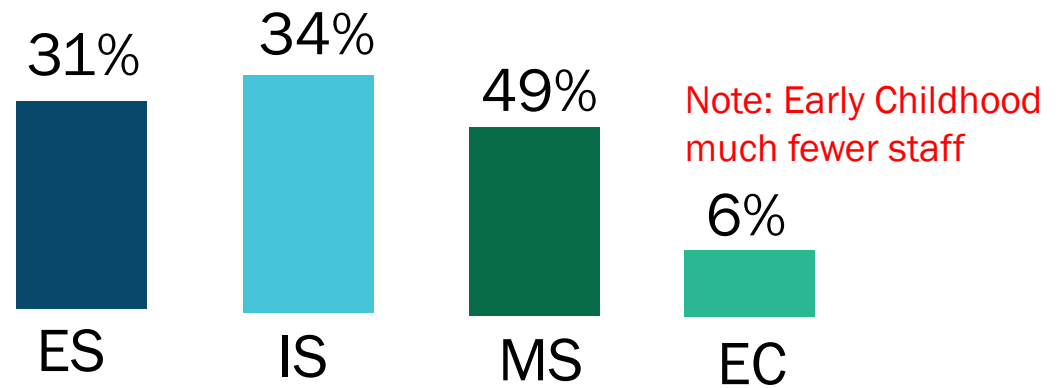


SUMMARY RESULTS

Educator and Staff Surveys – Response Rates



183 staff responses out of 230 possible
80% response rate!

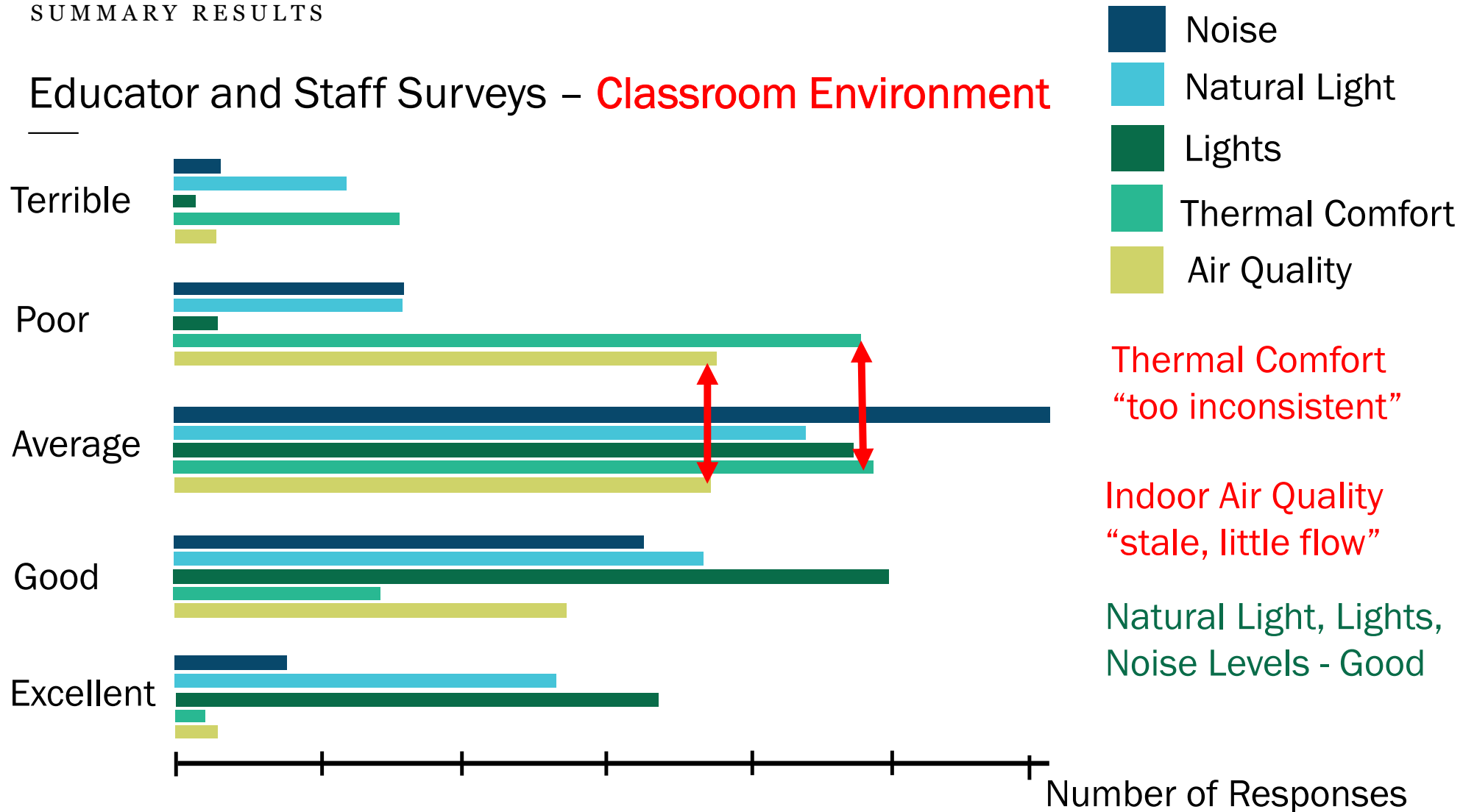


Building Distribution of Responses

Average of 27 Staff / Building Responded

SUMMARY RESULTS

Educator and Staff Surveys – Classroom Environment

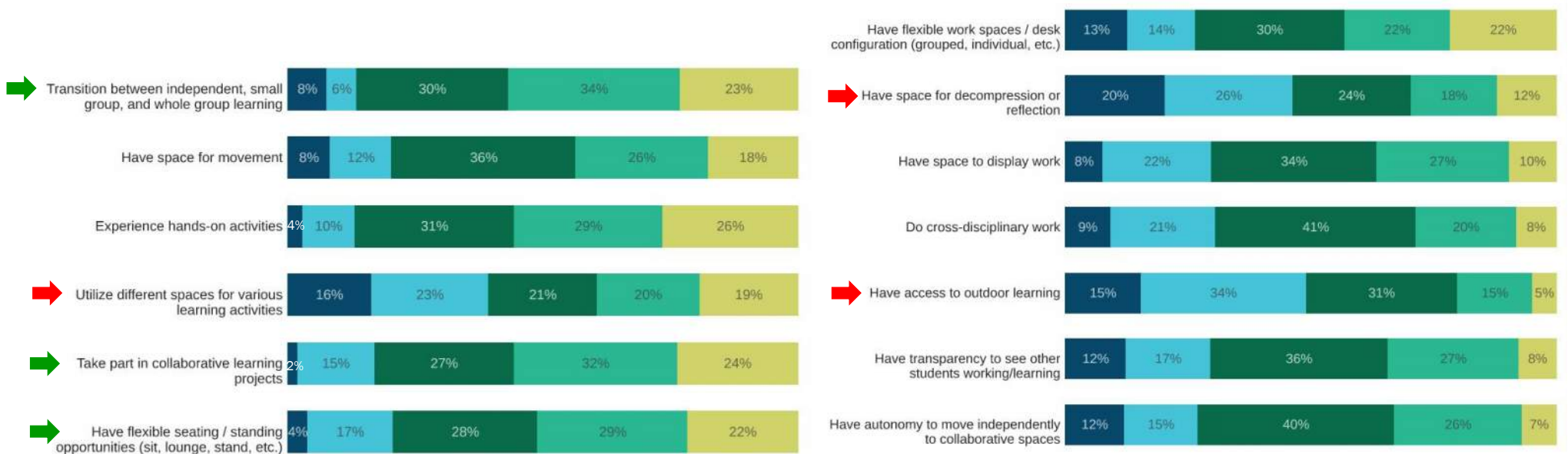


SUMMARY RESULTS

Educator and Staff Surveys – Current Classroom

The design of my current classroom/work area enables students to...

Not at all supportive Slightly Supportive Moderately Supportive Very Supportive Extremely Supportive



Higher ratings: transitions between individual/group learning, collaborative learning activities and flexible seating

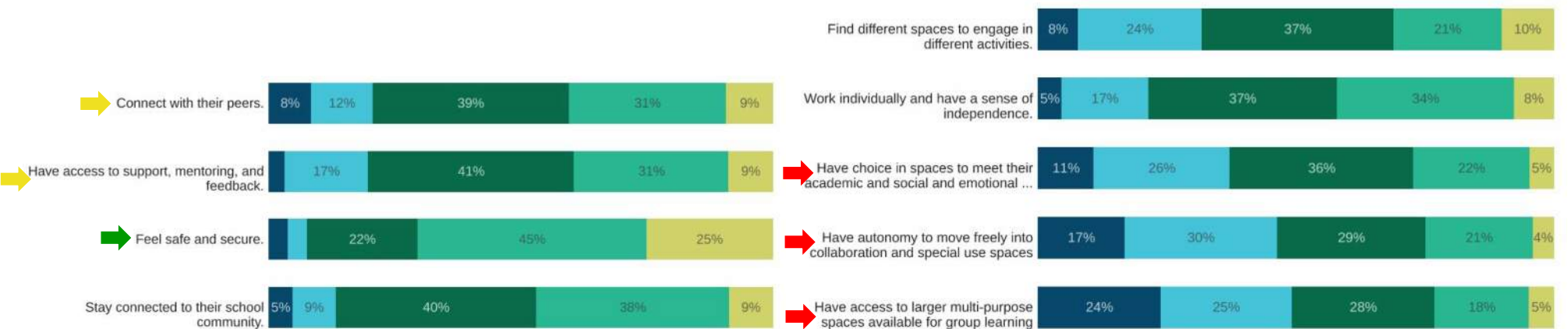
Lower ratings: decompression space, outdoor learning and variety of space for learning

SUMMARY RESULTS

Educator and Staff Surveys – Current Building

Currently, the overall design of the school building allows students to easily...

Not at all supportive Slightly Supportive Moderately Supportive Very Supportive Extremely Supportive



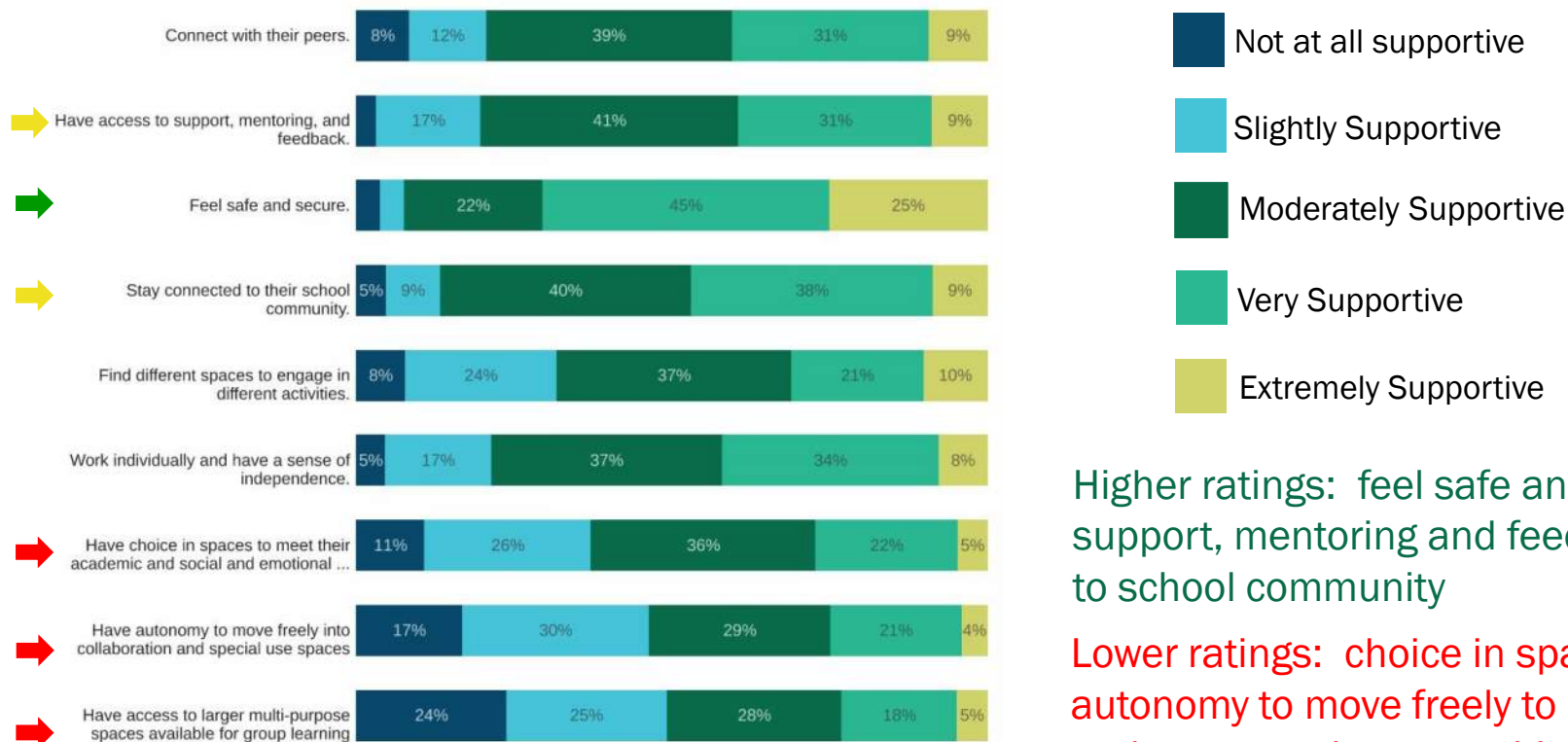
Higher ratings: feel safe and secure, connect with peers and access to support, mentoring and feedback

Lower ratings: choice in spaces, autonomy to move freely into collaboration space and access to larger multi-purpose spaces

SUMMARY RESULTS

Educator and Staff Surveys – Current Building Relative to Staff

Currently, the overall design of the school building allows staff to easily...



Higher ratings: feel safe and secure, access to support, mentoring and feedback, connected to school community

Lower ratings: choice in spaces to meet needs, autonomy to move freely to collaboration space and access to larger, multi-purpose spaces

SUMMARY RESULTS

Educator and Staff Surveys – Current Site Functionality

Currently, how well does the school building support site functionality?



Higher ratings: adequate parking for staff/visitors, adequate playground space

Lower ratings: separation of buses and cars during pick-up/drop off- not safe, lack of dedicated outdoor instruction/learning spaces, lack of special event parking

SUMMARY RESULTS

Educator and Staff Surveys – Current Safety and Security

Currently, how well does the school building support safety and security (consider threats from both outside the school as well as inside the school)?



Higher ratings: secure front entry, minimal points of entry into building, good entry visibility and lighting

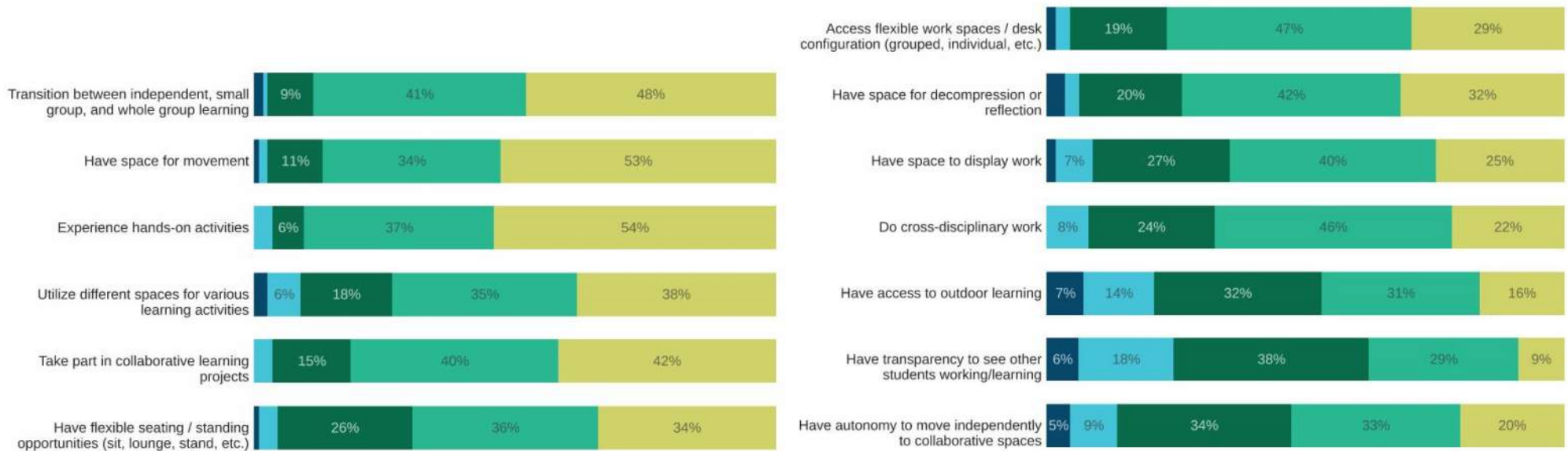
Lower ratings: lack of restroom supervision, lack of transparency between learning spaces and corridors

SUMMARY RESULTS

Educator and Staff Surveys – **Future** Goals/Priorities – **Student Engagement**

In order for students to be actively engaged in learning, it is important for them to be able to...

■ Not at all important ■ Slightly important ■ Moderately important ■ Very important ■ Extremely important

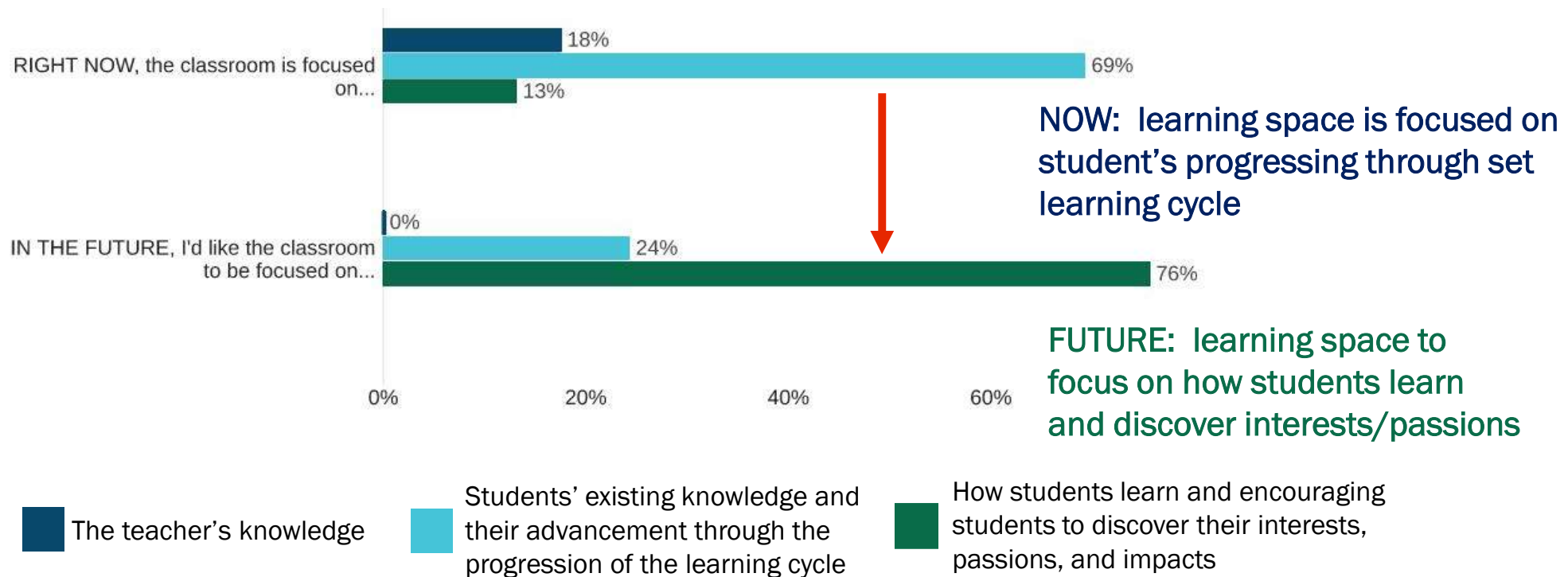


FUTURE: Shift to learning spaces that allow for movement, flexibility, outdoor connections and multiple “hands-on” collaborative modalities for learning.

SUMMARY RESULTS

Educator and Staff Surveys – **Future** Goals/Priorities – **Learning Space Focus**

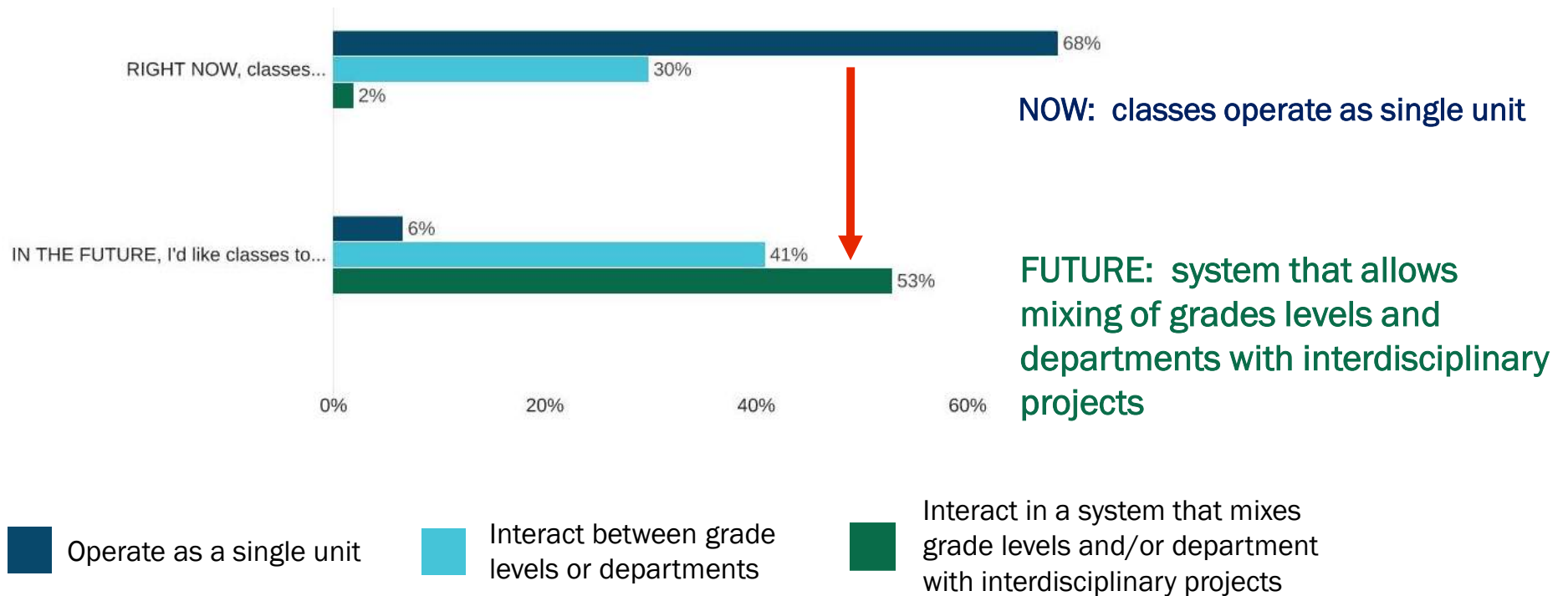
What is the primary focus of learning spaces (classrooms, media centers, libraries, etc.)?



SUMMARY RESULTS

Educator and Staff Surveys – **Future** Goals/Priorities – **Classes Interacting**

How do classes interact with one another?



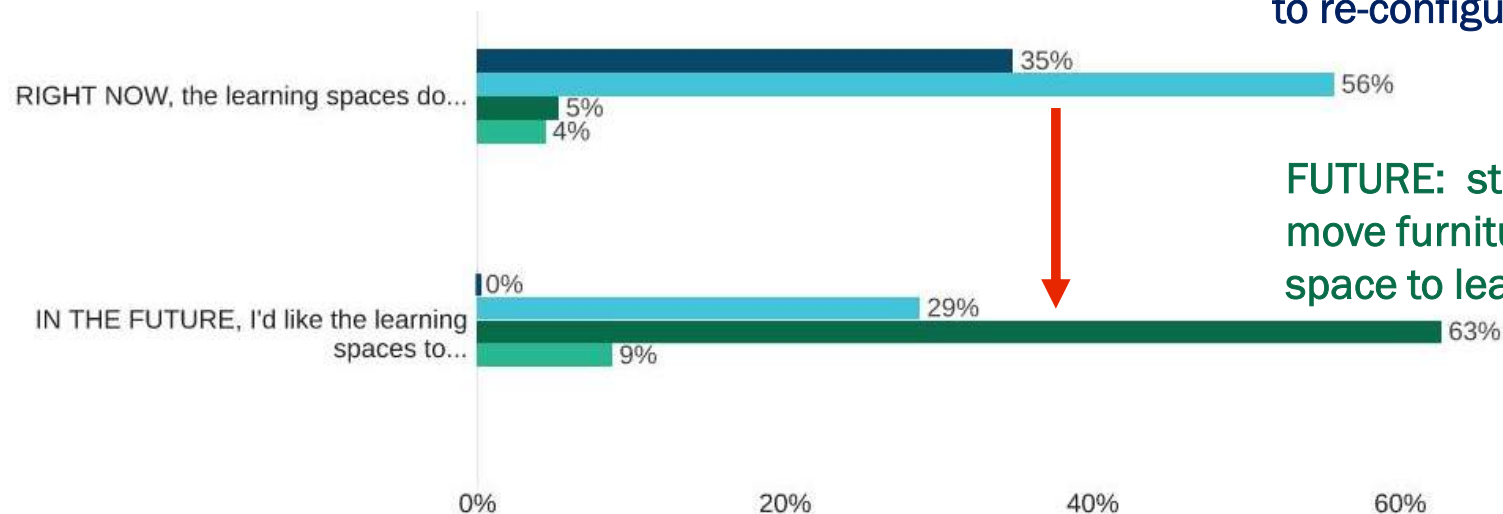
SUMMARY RESULTS

Educator and Staff Surveys – Future Goals/Priorities – Learning Space Adaptability

How adaptable is the learning environment?

NOW: students can move furniture to re-configure rooms

FUTURE: students will be able to move furniture and walls to adapt space to learning activity



Not allow for much flexibility, movement, or changes in the layout of the furniture

Allow students to move the furniture into different groupings quickly and easily

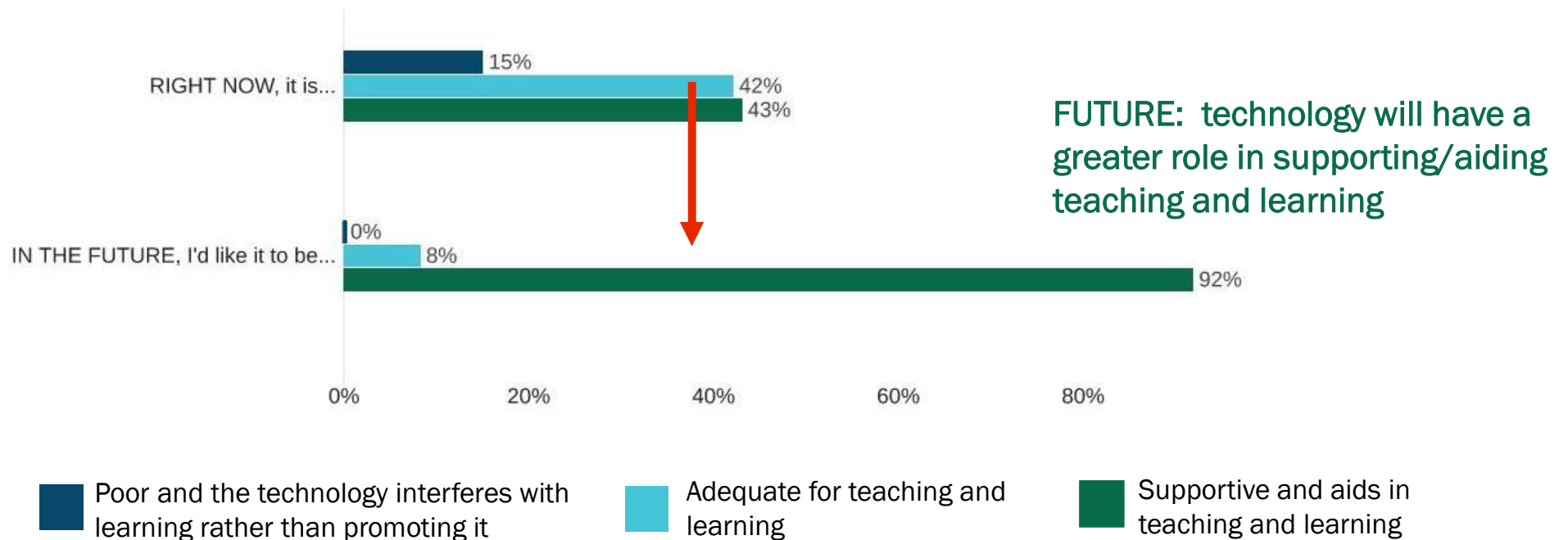
Allow students to move furniture and operable walls changing the space sizes

Not applicable

SUMMARY RESULTS

Educator and Staff Surveys – Future Goals/Priorities – Role of Technology in Supporting Teaching & Learning

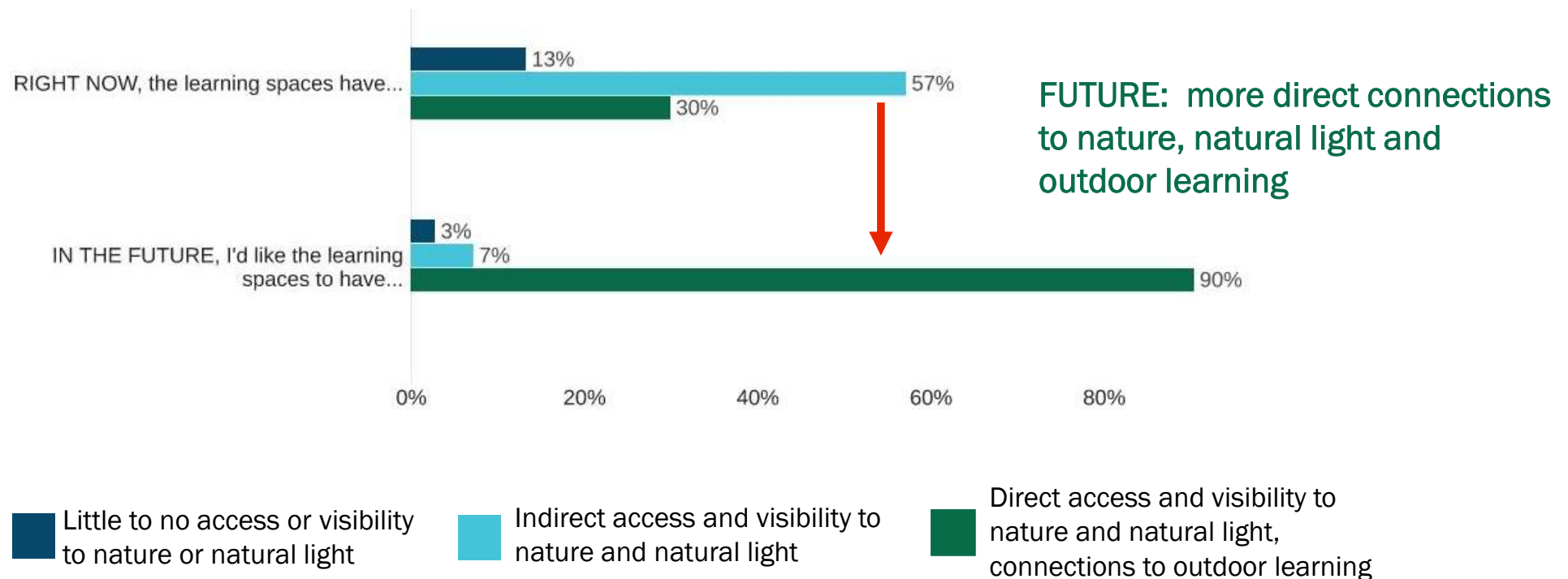
How does the technology (internet connection, flat panel digital TV, overhead projector, etc.) support teaching and learning?



SUMMARY RESULTS

Educator and Staff Surveys – **Future** Goals/Priorities – **Learning Spaces Link to Nature**

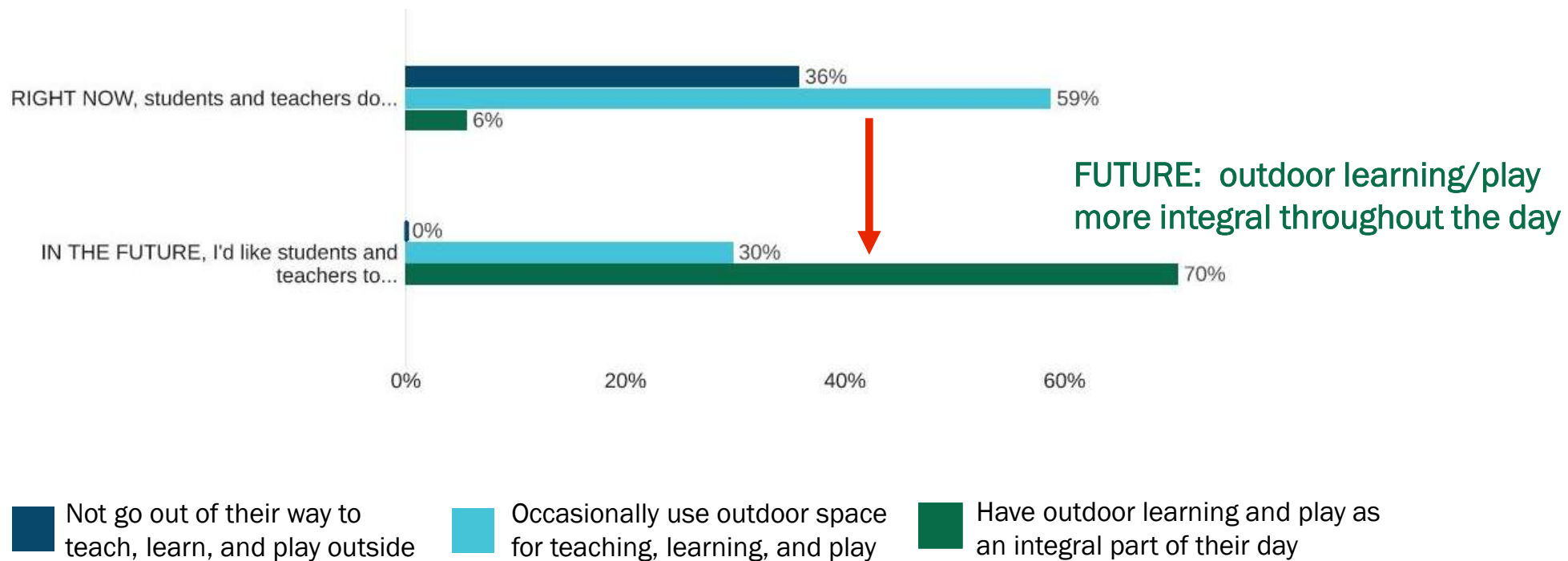
How do the interior learning spaces link to nature?



SUMMARY RESULTS

Educator and Staff Surveys – Future Goals/Priorities – Outdoor Learning

How much is outdoor learning incorporated into the typical learning routine?



CoLab 1: Interactive Activities: Defining Success

What do you see and feel that we need to know to plan education and facilities 10-15 years from now?



SUMMARY RESULTS | INTERACTIVE ACTIVITY

Co-Lab 1 : Global Perspectives

- (1) 90-minute engagement with staff, board members, parents, community
- Describe Fremont 79 Now - SWOT analysis
- Describe Fremont 79 Future - Headline News



Your Campus



Housing Development

- enrollment growth

Land Development

- protected species
- wetlands
- storm water management

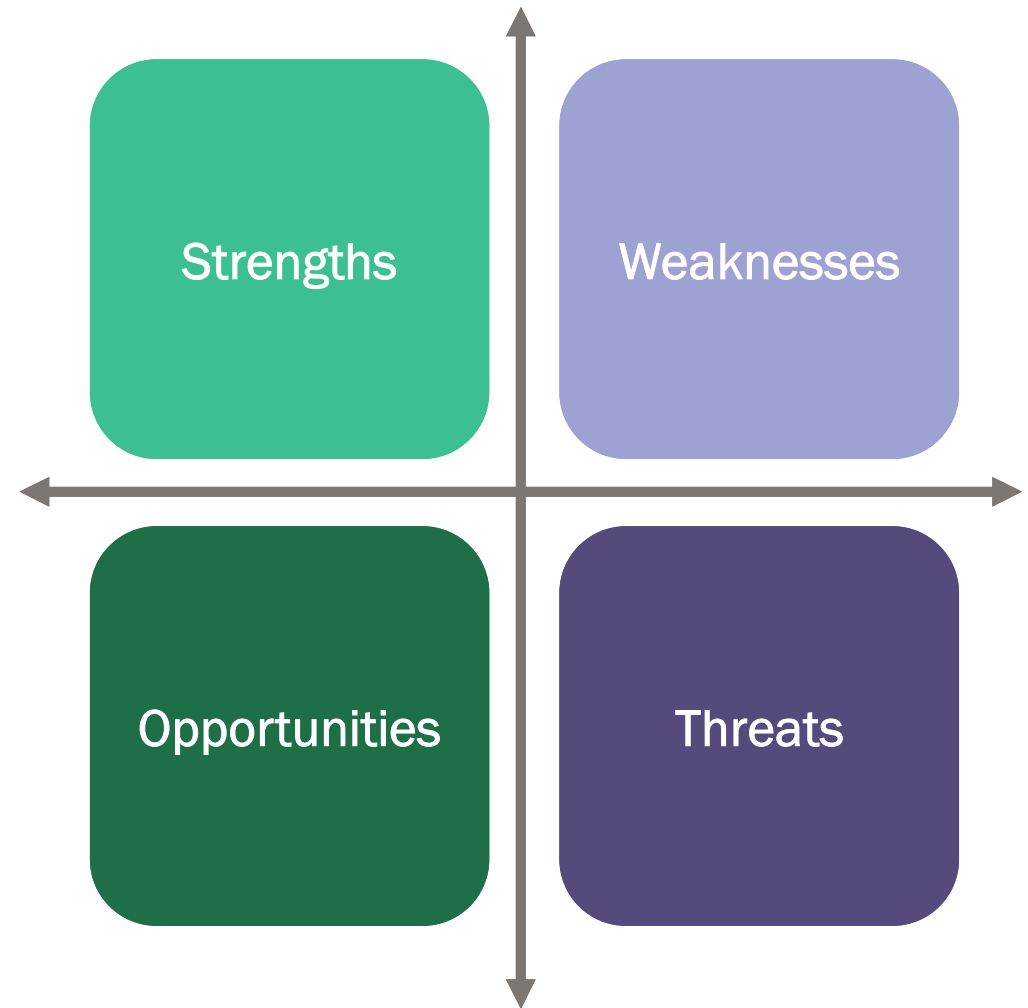
Traffic Concerns

School Buildings

- one campus or two?

Activity 1 - SWOT Analysis

- **Strengths**
 - What are you already doing well?
- **Weaknesses/Challenges**
 - What could be better?
- **Opportunities**
 - What do you perceive as future opportunities?
- **Threats/Concerns**
 - What might get in the way of successful implementation?



INTERACTIVE ACTIVITY - SWOT ANALYSIS

Strengths

- Property and Campus of Buildings
- Flexibility with Furniture
- Collaborative Staff
- Supportive Community

large amount of property	campus feel	flexible furniture	flexible spaces + double classrooms	supportive community	we place students as a high priority (focus)	class sizes (keep them small)	security
Land to grow	campus environment	updated furniture	flex space	family-like	collaborative staff	data driven	security (good process)
physical size of the space- campus + buildings	cohesive campus environment	flexible furniture	all kindergarten in one building	forward - thinking	staff open + willing to make change	Communication	technology
buildings are age appropriate	all in one area together	differentiated seating options	team rooms @ IS	good culture	updated curriculum & resources	good structure	maintaining facilities

INTERACTIVE ACTIVITY - SWOT ANALYSIS

Weaknesses

- Traffic and Busing
- Building Equity – Age/Quality of MS
- Early Childhood Separated from Campus
- Building Capacities

lack of public water + sewer	traffic	pre-school located away from campus	MS building	need more information on increased enrollment	limited athletic space	lack of break out space at ES	age of district office
parking	crowded buses	equity of buildings	age of MS	current capacity of buildings	limited activity spaces-gym, locker rooms	lack of storage	student progress reports
use outdoor space more	long time on buses	commuter district	MS building across street from IS + ES	limited space + capacity	limited cafeteria space	cafeteria space	disconnect - parent understanding and way report cards read
ES playground exposure	large + long bus routes		MS smaller classrooms	MS –big kids, small spaces	limited music facilities	HVAC systems	we don't give enough information (to parents)

INTERACTIVE ACTIVITY - SWOT ANALYSIS

Opportunities

- Land with Space to Grow/EC Back to Campus
- Increased Community Awareness/Involvement
- Student-centered Collaborative/Flexible Spaces
- Desirable District/Retain Quality Staff

room to grow (land)	bring PK back to campus	sustainability (solar panel)	more desirable school district	retain & recruit high quality staff	more opportunities for student to collaborate	student driven experiences	equitable & flexible learning spaces across buildings
Lake County growth	bring early childhood back to campus	community use of facilities	preparing for the future	meetings like this - advantage from the HS	opportunities for more collaborative spaces for staff	student achievement	technology growth
land we have to grow	bring PK back on campus	more awareness to the community	expand families involvement	more inclusive practices	increase collaboration opportunities	ES/IS media center underutilized	better utilization of spaces
location of transportation department	land we have to expand	opportunities for outdoor learning + outdoor play	future community involvement opportunities	more inclusive services	more flexibility in design	CTE/STEM	facilities investment

INTERACTIVE ACTIVITY - SWOT ANALYSIS

Threats

- Open Adjacent Land/Zoning Use Unknowns
- Aging Facilities
- Funding Sources
- Enrollment Growth

open land that can be developed on either end of us	aging facilities	public perception	what will the needs of the new community be?	threats to learning	enrollment growth	funding matching enrollment	
re-zoning	snakes & mice		keeping the community whole	overcrowding, larger class sizes	future enrollment	Wirtz funding	
traffic	safety & security limitations		charter school - disproportionate funding	what impact will be on students during construction	timing of the growth	money	
	safety				timeline being inaccurate	funding	

Activity 2 - Headline News

Fremont SD 79
Your Story 10-15 Yrs
from Now

Breaking News



BREAKING NEWS

INTERACTIVE ACTIVITY – HEADLINE NEWS

Fremont SD 79 News 10-15 Years From Now

Fremont SD 79: Adopts and Thrives in Light of Substantial Growth #Learn! Lead! Empower!

Fremont SD 79: Best Place to Raise Kids!

New Tech . Innovative Learning Spaces . Fully Staffed . Student Learning

Fremont SD 79: Record Growth!

Highest Student Achievement . Student Enrollment Nearly Doubles . Highest Staff Retention in Illinois . Nationally Recommended Facilities

INTERACTIVE ACTIVITY – HEADLINE NEWS

Fremont SD 79 News 10-15 Years From Now

Fremont SD 79: A Beacon For Educational Innovation In Lake County!

*Forbes List as Best Place to Work . State of the Art STEM CTE Arts & Athletics
Facilities . Wirtz Center Opens on Campus . President Beyonce Visits*

Fremont SD 79: Outsmarts AI !

*New Self-driving Bus Solves Driver Shortage . Adds Outdoor Trail Spaces .
Future-Ready New School Opens Its' Doors Feb. 1, 2033*

Fremont SD 79: A Model Campus For Innovation, Student Achievement and Community Collaboration !

CoLab 2: Visioning

Educator perspective on current and future teaching and learning



SUMMARY RESULTS

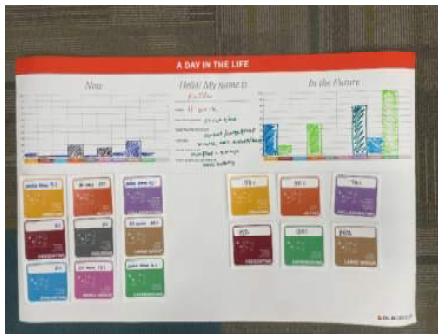
Co-Lab 2 : Educator Visioning

- (1) 120-minute engagement with educators from early childhood, elementary, intermediate and middle - Dec 2023
- What a student's day could look like in the future
- What types of teaching and learning should occur in the future

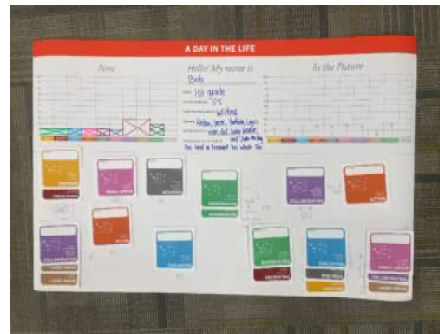


TEACHING AND LEARNING VISIONING

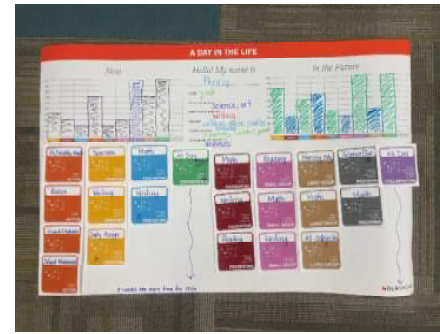
Day in the Life – Student Learning Activity Profile



Emilia Grade: PreK



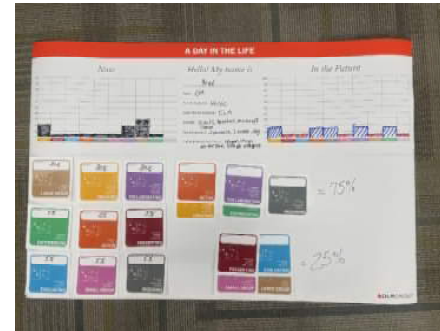
Bob Grade: 1st



Penny Grade: 2nd



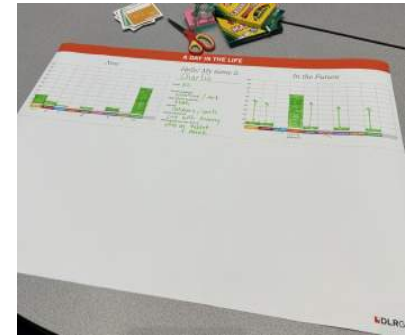
Liam Grade: 5th



Brad Grade: 6th



John Grade: 7th



Charlie Grade: Early Childhood

NOW: Great teaching and learning going on, but facility limitations get in the way

Future: Facilities adapt to support multiple learning modalities

TEACHING AND LEARNING VISIONING

How can teaching and learning define space?

Learning

What type of learning do you want to see?



Spaces

What spaces are required to support desired teaching and learning?



Technology

What technology will support and elevate desired teaching and learning?



Teaching

What type of teaching do we need to support desired learning?



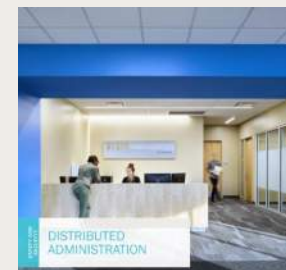
Furniture

What furniture and fixtures are needed in the identified spaces to support desired teaching and learning?



Safety and Security

What approach creates a safe, equitable environment for the whole school community?



TEACHING AND LEARNING VISIONING

Learning Connections –

Results and Recurring Selections



RESULTS

Inquiry-Based Teaching
to Support Social
Emotional Learning

Flexible/Adaptable
Furniture Types

Individual Technology
Devices | Flexible
Technology

Spaces Easily Adapted
& Changed / Access to
Outdoor Spaces

Health and
Wellness

Learning	Teaching	Spaces	Furniture	Technology	Safety and Security
Social Emotional	Workshop Model	Adapted/Changed Outdoor Spaces Allow for Movement	Supports Individuals	Flexible	Health and Wellness
Flexible Groups/Sizes	Workshop Model	Adapted/Changed Outdoor Spaces Individual Spaces	Flexible & Adaptable	Individual Technology Devices	Social Group Connections
Social Emotional	Differentiated	Adapted/Changed Outdoor Spaces Learner Equanimity Spaces	Flexible & Adaptable	Flexible	Health and Wellness
Visible	Inquiry-Based	Adapted/Changed Outdoor Spaces Small Group/Collaboration	Flexible & Adaptable	Individual Technology Devices	Health and Wellness
Social Emotional	Inquiry-Based	Connections to Nature Small Group/Collaboration Allow for Movement	Ergonomic	Flexible	Health and Wellness
Authentic/Real-World	Inquiry-Based	Adapted/Changed Large Group Spaces Small Group/Collaboration	Supports Individuals	Individual Technology Devices	Health and Wellness



What's Next?

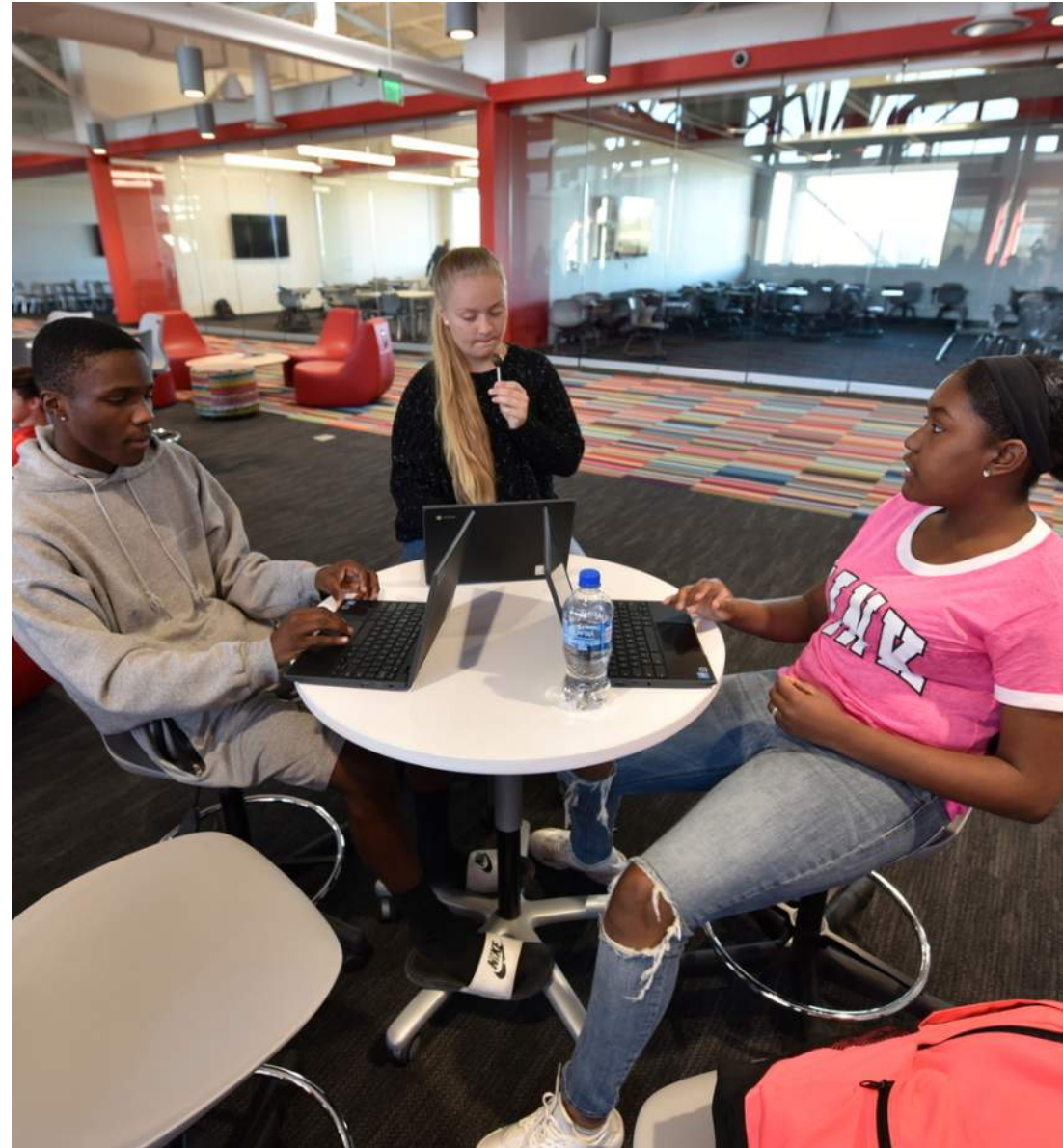
*What are the next steps and tasks
in DLR Group's process?*



WHAT'S NEXT

Student Input Activities

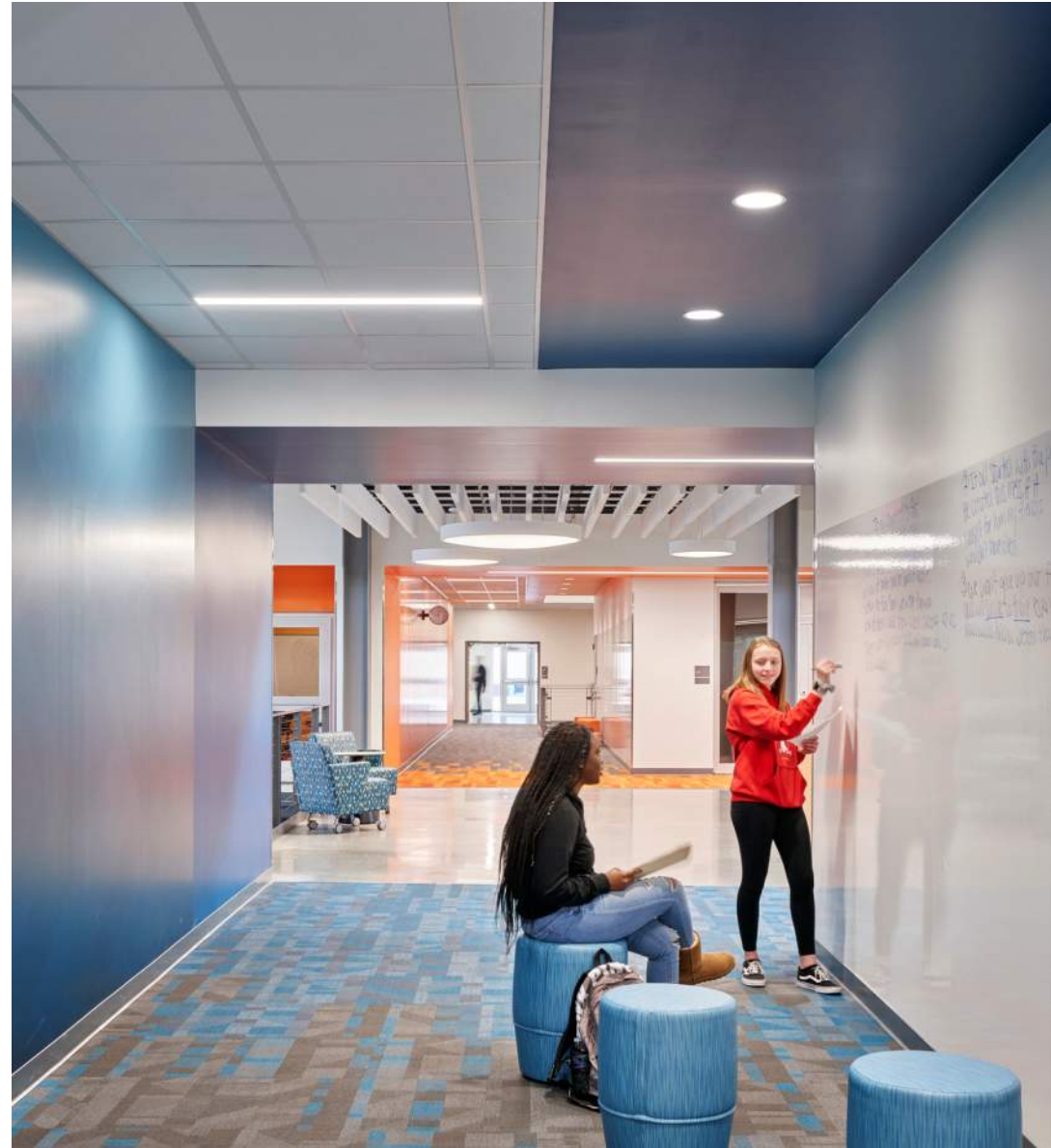
- Engagement with middle school students through “idea wall” drawings – January 12 during lunch
- Storytime with “If I Built a School” books and drawing activity for elementary students January – February 2024



WHAT'S NEXT

Building Adequacy

- Walk-throughs of buildings for an overview of educational adequacy of space – January 12 and 22
- Review of previous assessments: facilities condition, utilization and capacity, enrollment – January and February



TIMELINE

Long-Range Facilities Planning Process

- ★ Steering Committee Workshop
- ★ Interactive Sessions
(Industry Partners, Leadership, Community, etc.)





Thank you!

Questions?

Give us your input at:

www.fsd79.org/about-fsd79/long-range-facility-planning

