

# **Educational Long-Range Facility Plan & Future Growth**



**May 20, 2024  
Board of Education Presentation**

# Presentation Goals

- Share status of ELFP Steering Committee Progress
- Present the April 2024 Community Survey Results
- Calibrate next steps



# Steering Committee Membership

- 2 Board Members
- 5 staff members
- 11 administrators
- 7 community members



# Educational Long-Range Facility Plan

- Partnered with DLR Architects
- Launched Steering Committee in January 2024 for community-based planning
- Planning for our future
  - Facility Maintenance & Repair
  - Educational priorities and needs
  - Safety and Security
  - Enrollment growth
- *Wise* investments in facilities



# Steering Committee Progress

- Met monthly starting January 2024
- Reviewed community, staff, and student feedback regarding facility needs and priorities
- Evaluated facility assessment report, enrollment, capacity needs, site plans, and Fremont history
- Drafted four Guiding Principles to act a guidepost for decision-making
- Initiated the development of long-term growth options with additions, renovations, and new construction

# Steering Committee - Next Steps

- Review community survey data
- Continue to develop long-term growth options with renovations, additions, and new construction
  - Evaluate costs
  - Determine viability
  - Clarify enrollment thresholds
- Present ideas to School Board and Community (fall 2024)
- Determine preferred options for School Board consideration (fall/winter 2024)

# April 2024 Community Survey



- Conducted by Fako Research & Strategy
- Open April 8-22, 2024
- 570 Responses
- 3 Sections:
  - Satisfaction/Value
  - Evaluated facility project priorities
  - Solicited feedback on managing enrollment growth

# April 2024 Community Survey: Participation Rates

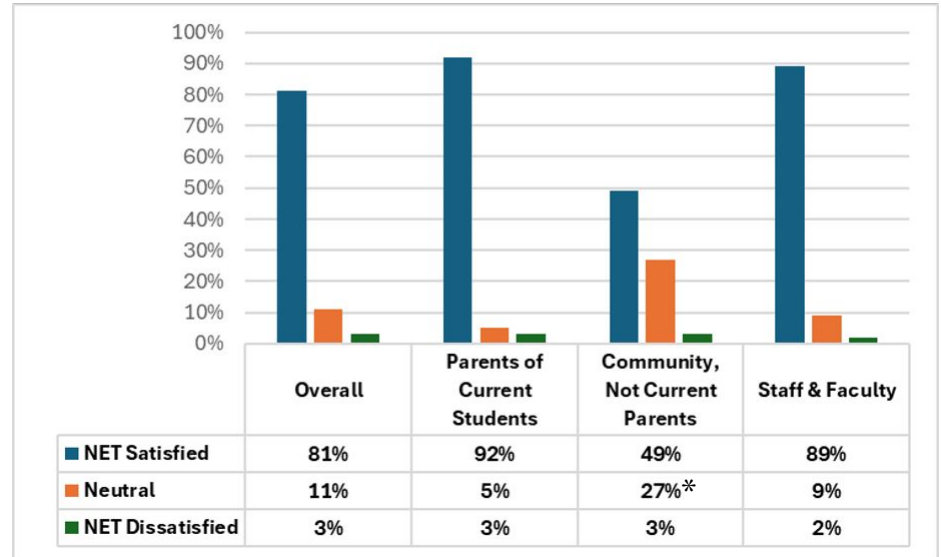
**N=570**

	<b>% of Respondents</b>
<i>Parents of Current Students</i>	70%
<i>Community, Not Current Parents</i>	24%
<i>Staff &amp; Faculty</i>	8%
	<b>% of Respondents</b>
<i>Reside in Mundelein HS</i>	81%
<i>Reside in Stevenson HS</i>	14%
<i>Reside in Grayslake Central HS</i>	2%

# Level of Satisfaction with the District

## Level of Satisfaction by Relationship to District

Respondents were asked to rate their overall level of satisfaction with the District, with which respondents were generally highly satisfied (81% NET Satisfied, 54% Very Satisfied).



*\*Respondents who were not current parents had a 49% satisfaction rate, though 48% replied as neutral/don't know/ prefer not to answer.*

# Value of Property Taxes Paid to the District

Overall, all groups hold a favorable opinion of the value in relation to the taxes that they pay to the District. As would be expected, Parents of Current Students and Staff & Faculty hold very favorable opinions on this assessment.

Value for Property Taxes Paid	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Total Good Value (Excellent + Very Good)</b>	<b>74%</b>	<b>81%</b>	<b>52%</b>	<b>82%</b>
<b>Total Low Value (Only Fair + Poor)</b>	<b>19%</b>	<b>19%</b>	<b>21%</b>	<b>18%</b>

# Assessment of Opinions of the District

The District earns high satisfaction ratings. This is observed across the spectrum and throughout the District. As is normal, those with a more direct connection to the District – Parents of Current Students and Faculty & Staff – express higher levels of satisfaction.

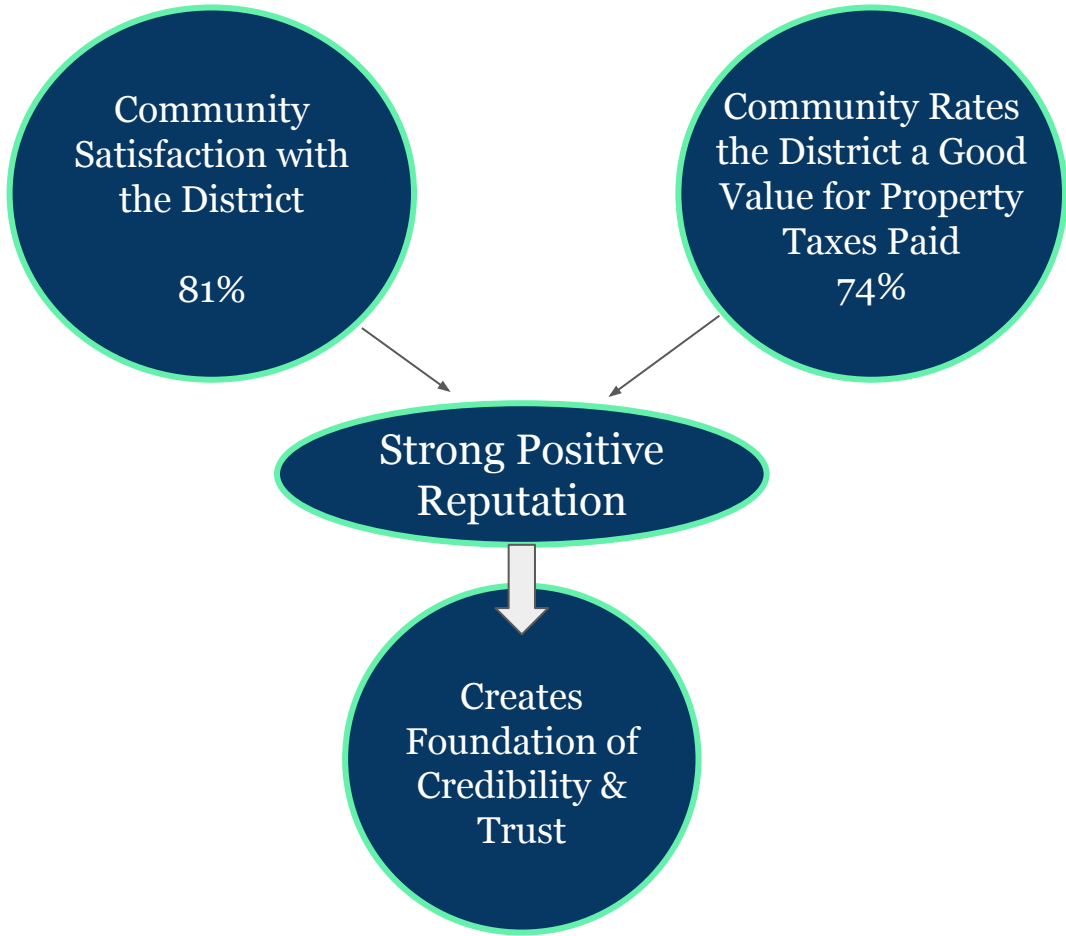
The Community also holds net favorable ratings, albeit lower than the groups more directly associated with the District. This favorable view of the District continues in the value they see in relation to property taxes they pay to the District, which like overall satisfaction is high and observed throughout the population.

These positive sentiments are solid, and the District's Board, staff, faculty, parents, and community should be proud that it has earned a strong reputation.

This reputation creates a foundation of credibility when the District and its leadership advocates on behalf of SD 79, on various topics or policy issues related to the District. This credibility is always an important factor when communicating with the public.



# Assessment of Options of the District



# Opinions of Planning Elements

Planning Element	Overall [NET Important]	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
Building Systems and Exterior Maintenance	93%	96%	85%	98%
Safety and Security Enhancements	93%	96%	84%	93%
STEM/CTE Learning Space	93%	96%	86%	96%
Add Space for Enrollment Growth	88%	92%	75%	100%
Fine Arts	86%	90%	76%	87%
Flexible spaces for a wide range of learners	83%	88%	70%	89%
Outdoor Athletic/Community-Use Space	80%	86%	64%	91%
Traffic Management	77%	80%	66%	96%
Outdoor Learning	76%	79%	70%	82%
Professional Learning	72%	75%	59%	80%
Preschool on Campus	36%	34%	34%	71%

# Assessment of Opinions of Priorities

Almost all of the range of District priorities related to the Educational Long-Range Facilities' Plan (ELFP) rank as “Important” when the “Very” and “Somewhat Important” responses are combined. This is not unexpected, as almost all of these priorities are likely favorably viewed by a large majority of the population regardless of their connection to the District.

However, the intensity behind these sentiments highlight priorities that are more important and found beyond those with a direct connection to the District. Additional space to address enrollment growth, Building Systems and Maintenance, Safety & Security, and STEM/CTE are important priorities across Parents of Current Students, the Community, and Staff & Faculty with solid intensity (60%+ Very Important) behind these priorities.



# Assessment of Opinions of Priorities

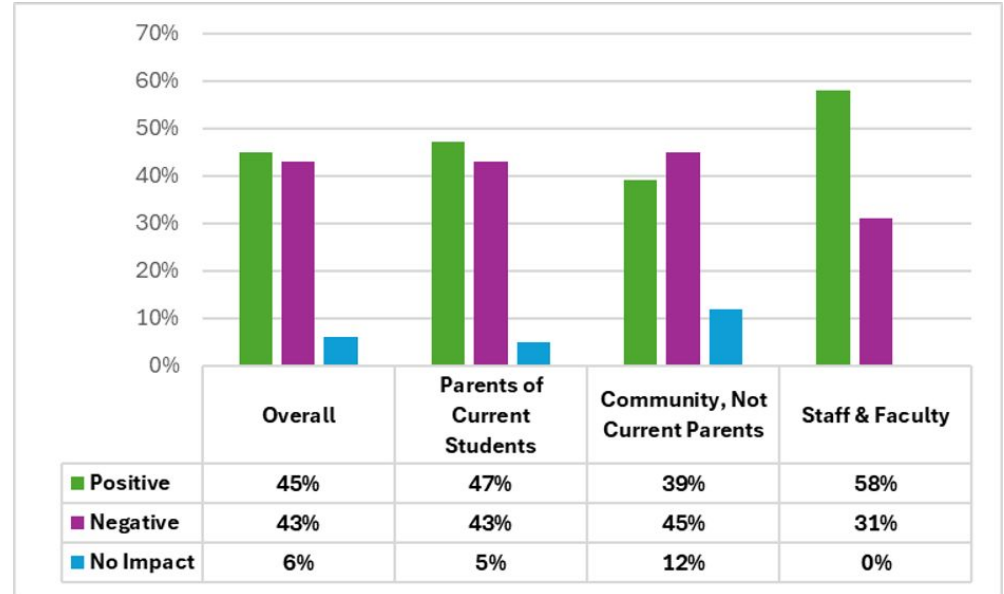
**Top-Rated Priorities across all constituent groups:**

<b>Safety &amp; security (93%)</b>	<b>STEM/CTE learning space (93%)</b>
<b>Building Systems and exterior maintenance (93%)</b>	<b>Additional space to address enrollment growth (88%)</b>

# Impact of Residential Developments

The population within the District offers mixed opinions of the impact of new residential developments on the schools.

The mixed views are possibly the result of lack of awareness of the impact the developments may have on the schools, such as the need for more facilities, and the impact on programs, services, finances, and taxes, etc.



# Options to Address Critical Needs

“The District should utilize financial reserves to address its most crucial facility needs.”

Opinion	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Support</b>	<b>83%</b>	<b>84%</b>	<b>80%</b>	<b>93%</b>
<b>Oppose</b>	<b>10%</b>	<b>8%</b>	<b>14%</b>	<b>4%</b>

“The District should request the residential developer pay sufficient impact fees equal to the cost of new building construction needed to manage the enrollment growth.

Opinion	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Support</b>	<b>91%</b>	<b>90%</b>	<b>93%</b>	<b>96%</b>
<b>Oppose</b>	<b>4%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>

# Options to Address Critical Needs

“The District should request limits on tax breaks/incentives for the developers, including Tax Increment Financing (TIF), because current District taxpayers may pay a larger share of the annual property tax request for local governments.”

Opinion	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Support</b>	<b>80%</b>	<b>80%</b>	<b>79%</b>	<b>80%</b>
<b>Oppose</b>	<b>8%</b>	<b>7%</b>	<b>12%</b>	<b>9%</b>

“The District should increase class sizes and decrease programming to manage enrollment growth.”

Opinion	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Support</b>	<b>11%</b>	<b>6%</b>	<b>27%</b>	<b>2%</b>
<b>Oppose</b>	<b>86%</b>	<b>92%</b>	<b>70%</b>	<b>98%</b>

# Options to Address Critical Needs

“The District should save reserves to partially fund building additions or new school buildings in the future.”

Opinion	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Support</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>82%</b>
<b>Oppose</b>	<b>14%</b>	<b>13%</b>	<b>15%</b>	<b>16%</b>

“The District should construct mobile classrooms to manage student growth.”

Opinion	Overall	Parents of Current Students	Community, Not Current Parents	Staff & Faculty
<b>Support</b>	<b>25%</b>	<b>19%</b>	<b>43%</b>	<b>20%</b>
<b>Oppose</b>	<b>68%</b>	<b>76%</b>	<b>48%</b>	<b>76%</b>

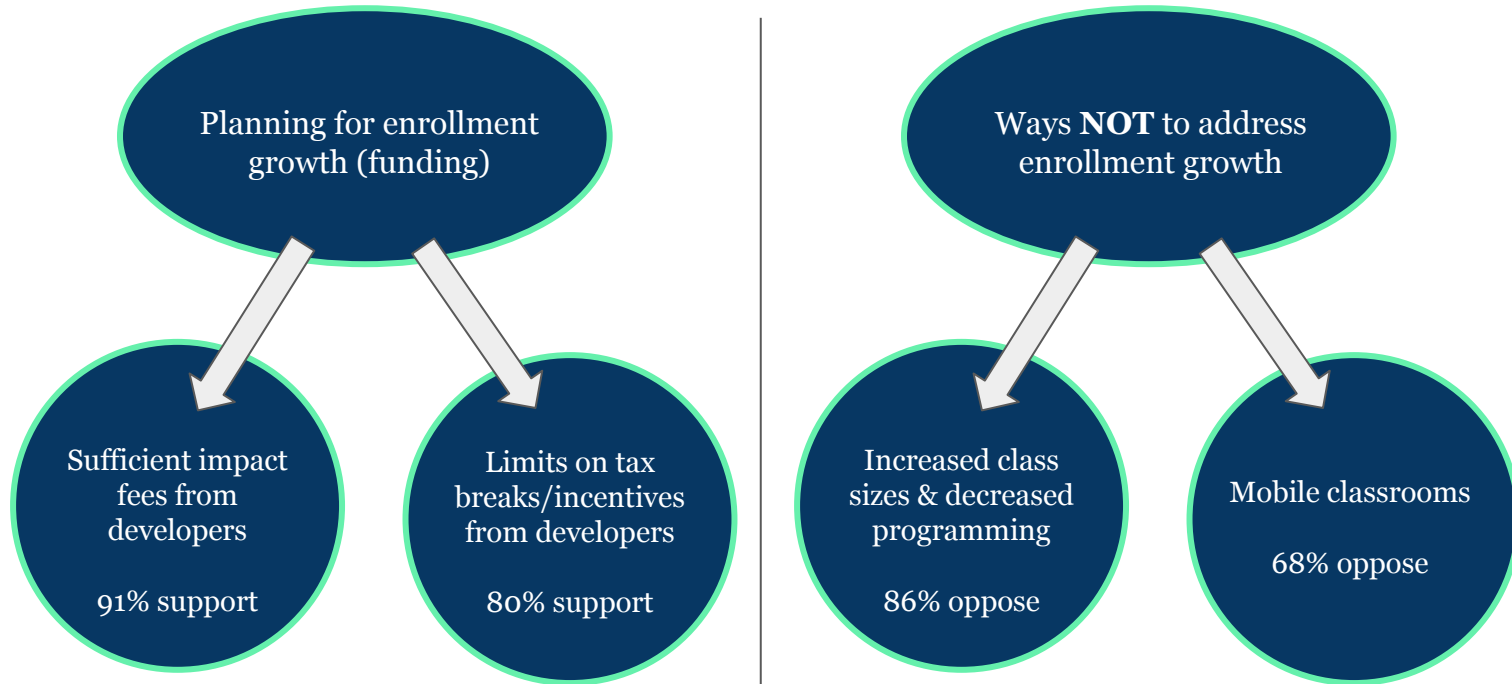
# Assessment of the Opinions to Address Facility Needs & Financial Costs

The best supported options to address the needs and financial costs associated with the increase in students from new residential development projects were *requesting that the developer pay sufficient impact fees to cover various costs and limits on tax breaks and incentives for the developers*. These options are supported by super majorities (80%+), with significant intensity behind this support (60% - 74% Strongly Support). Support for these options was high and strong in all areas of SD 79 and among the Parent, Community, and Staff & Faculty groups.

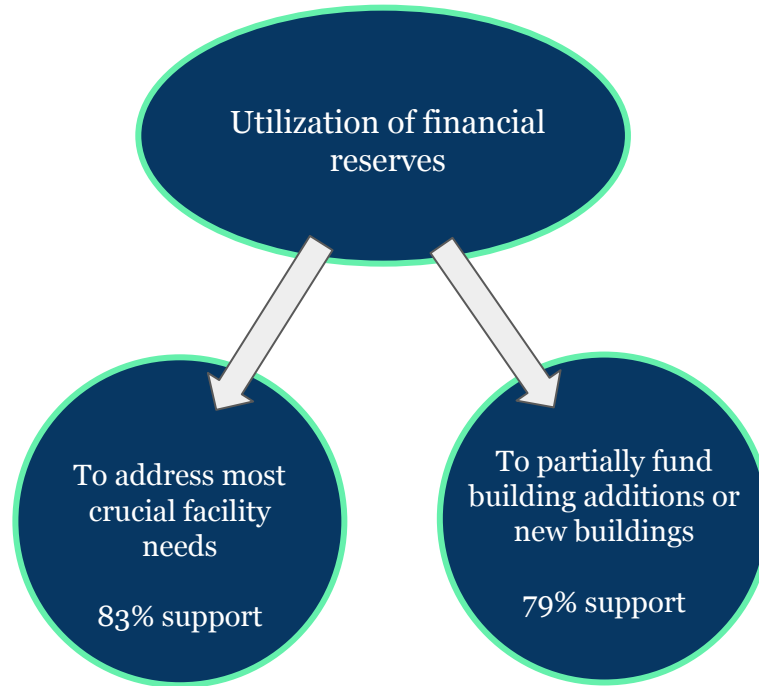
The use of reserves to pay for the developments' impact was also supported (~80%+), although support of these options was much less enthusiastic (< 50% Strongly Support, < 40% among some subgroups). These options are viewed by the population as reasonable uses of these finances, but they are also definitely not solidly behind these choices and favor the options related to the developers' impact fees and incentives much more.

Increasing class sizes and the use of mobile classrooms to address the impact are simply opposed by wide margins among most groups.

# Assessment of the Opinions to Address Facility Needs & Financial Costs



# Assessment of the Opinions to Address Facility Needs & Financial Costs





# Next Steps

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## **Educational Long-Range Facility Steering Committee**

- Meets monthly through fall 2024
- Evaluates facility needs through a teaching and learning lens
- Devises approach to manage enrollment growth
- Recommends a 10-Year plan for School Board in fall 2024

## **Developer Impact Fee Negotiations**

- Expected to start negotiations with developer in June/July
- Developer has been a neighbor for over 100 years and schools are hopeful for a positive experience
- Goal is to land on a fair and reasonable donation/impact fee agreement