Fremont SD79 Educational Long-Range Facility Plan

December 2024



DLRGROUP

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Introduction

Located on a beautiful 150 acre campus, Fremont School District 79 (FSD79) has become one of the most desirable school districts in Lake County for growth and housing development. The District's commitment to providing the highest-quality education remains steadfast and celebrated by its community. This commitment to maintaining the highest-quality education for the students while being prepared for the pending large housing growth on the horizon is the driving force behind the call to action in developing an Educational Long-Range Facility Plan (ELFP). In crafting this ELFP, the District plans to be ready with building space and site development that is paced to accommodate student enrollment growth from the future housing development. FSD79 engaged DLR Group to facilitate in this planning process.

District Mission, Vision, & Values

Mission: Fremont School District 79 is an inclusive community committed to excellence, innovation and responsible stewardship.

Vision: Fremont School District 79 is an inclusive community committed to excellence, innovation, and responsible stewardship.

Values: We recognize each learner is unique and these values honor our commitment to personalized learning:

- Individualized
- Voice and Choice
- Reflective
- Authentic and inquiry-based
- Community-connected
- Responsive

About the District

Fremont School District 79's origin story dates back to the mid-1800s when there were eight one-room schools located throughout Fremont Township. It wasn't until the mid-1950s when several of the remaining one-room schools were consolidated into one brand-new school building on Tekampe Road (now Fremont Center Road), just south of Ivanhoe Farms. From 150 students at the time of Fremont School's opening in 1957 to an enrollment of nearly 2,100 students in its four schools today, FSD79 has grown with the times.

The District draws students from seven different municipalities across Lake County: Hawthorn Woods, Grayslake, Libertyville, Long Grove, Mundelein, Round Lake, and Wauconda. The area has experienced significant growth in recent decades due to the development of new neighborhoods thanks in part to the proximity to both the Chicago and Milwaukee metropolitan areas.

Three of the District's schools sit on a shared campus, allowing teachers and students alike to come together across grade levels, creating an atmosphere that encourages a collaborative culture and positive learning environment.

Fremont Elementary School (K-2) opened in 1998, while Fremont Intermediate School (3-5) opened in 2007. Meanwhile, Fremont Middle School (6-8) has grown and undergone multiple modernizing renovations, most recently in 2018. In addition, as part of a shared partnership with Mundelein District 75 and Hawthorn District 73, Lincoln Learning Learning Center (Pre-K and early childhood) in downtown Mundelein hosts the District's youngest learners.

The District's learners excel in the classroom as both Fremont Elementary School and Fremont Intermediate School earned "Exemplary" designations in 2022 for being among the top 10% performing schools in Illinois, while Fremont Middle School was close behind with a "Commendable" designation. Fall 2022 data showed Fremont Middle School eighth-graders achieving at the national 85th percentile for reading and at the 87th percentile for math.

FSD79 students matriculate to Mundelein High School (80%), Stevenson High School (18%), and Grayslake Central High School (2%).

Key Participants

Board of Education

Gabriela Whipple	President
Pamela Shaw	Vice-President
Shawn Killackey	Board Secretary
Maria Simoncelli	
Michael Jandes	
Aga Macoch	
David Whitson	

Administration

Dr. Trisha Kocanda	Superintendent of Schools
Dr. Brian Bullis	Asst. Superintendent of Learning
Ivy Fleming	Asst. Superintendent of Finance and Operations
Craig Albers	Director of Information Systems and Network Security
Nick Brilowski	Director of Public Relations
Tegan Dittmer	Asst. Director of Student Services
James Pettinger	Director of Buildings, Grounds and Safety
Allison Stempien	Executive Director of Human Resources
Leslie Lauritzen	Director Transportation
Krista Winkelman	Executive Director of Student Services

School Leadership

Fremont Middle School	
Emily Loerakker	Principal
Nick Atchley	Assistant Principal
Fremont Intermediate School	
Stefan Ladenbruger	Principal
Alana Davidov	Assitant Principal
Fremont Elementary School	
Beth Carmody	Principal
Andrea Wiklund	Assistant Principal
Lincoln Early Learning Center	
Katie O'Brien	**Principal**

names in **bold above also participated as members of the Steering Committee*

DLR Group

Paul Lawton	Client Leader | Licensed Architect
Dr. Tim Shimp	Educator | Planner
Keri VanSant	Planner | Project Manager | Licensed Architect
Erin Burk	Planner

Consultants

IMEG Engineering	
Harlan Doland	Senior Principal | Civil Engineer
Pepper Construction	
Lance Tritsch	Vice President | Operations
Thomas Sanderson	Vice President | Preconstruction Services
Max Lojewski	Project Manager | Preconstruction Services

Steering Committee Members

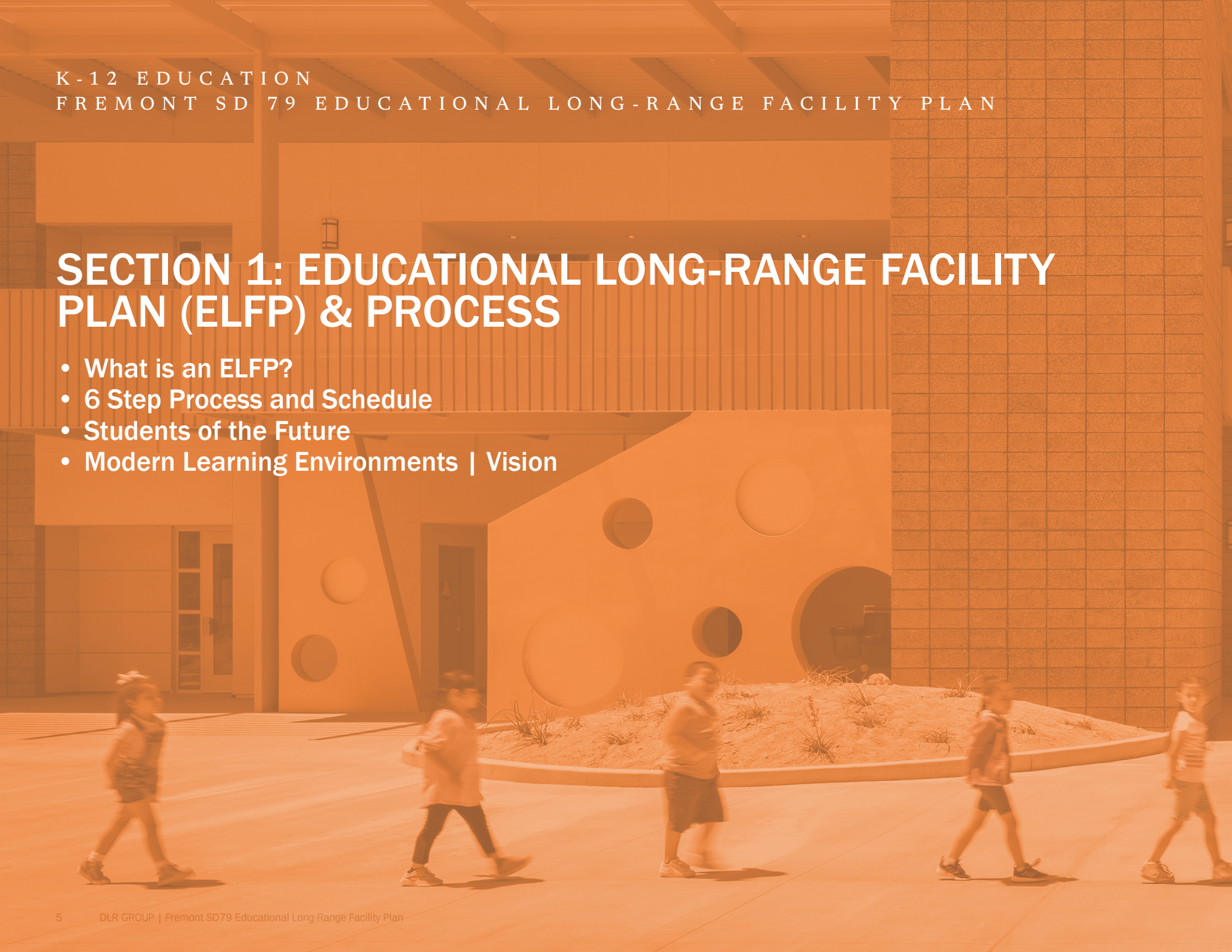
Abby Staroszcyk	Teacher, Fremont Elementary School
Ami Joshi	Community Member
Charlie Poterek	Community Member
Erica Tekampe	Community Member
Jeanine Bock	Teacher, Lincoln Early Learning Center
Kyle Snow	Teacher, Fremont Middle School
Lindsey Miska	Teacher, Fremont Middle School
Lisa Bordelon	Band Director, Fremont Intermediate School
Mark Gaunky	Community Member
Matt Melamed	Community Member
Pawel Truszkowski	Community Member
Stacie Brown	Community Member

Key Events

Initial Data Collection | Develop Building Plans	October 2023
Teacher & Staff Survey	October 10 - November 10, 2023
Kick Off Meetings with Administration	November 11, 2023
Co-Lab 1 Community Workshop | Global Education Perspective	December 4, 2023
Co-Lab 2 BOLD Teacher Future of Teaching & Learning Workshop	December 20, 2023
Teacher & Staff Update Meeting | Survey Results	January 8, 2024
Building Educational Suitability Assessments of Existing Schools	January 12 and 22, 2024
Middle School Students Input “Idea Wall” Activity	January 12, 2024
Co-Lab 3 Steering Committee Orientation and Co-Lab 1 & 2 Summary	January 22, 2024
Steering Committee Meeting - State of the Facilities	February 28, 2024
Intermediate and Elementary Student Input Drawing Activity	February 2024
Steering Committee Meeting – Guiding Principles Development	March 28, 2024
Steering Committee Meeting – Building and Site Planning Workshop	April 29, 2024
Community Survey	April 2024
Steering Committee Meeting – Enrollment and Phasing Scenario	May 29, 2024
Site, Building, Budget Development	June-August 2024
Co-Lab 4 Steering Committee Scenario Phasing and Budget Review	August 28, 2024
Steering Committee Scenario Recommendation	September 30, 2024
Community Town Hall Presentation	October 17, 2024
Board of Education Long-Range Plan Recommendation	November 18, 2024

SECTION 1: EDUCATIONAL LONG-RANGE FACILITY PLAN (ELFP) & PROCESS

- What is an ELFP?
- 6 Step Process and Schedule
- Students of the Future
- Modern Learning Environments | Vision





What is an Educational Long-Range Facilities Plan (ELFP)?

An educational vision defines **"future-ready" spaces for modern learning** to drive impactful **long-term capital investments** through a Long-Range Facilities Plan.

An ELFP 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.



Educational Suitability

+



Facility Condition Assessment

ELFP 6-Phase Planning Process

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

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

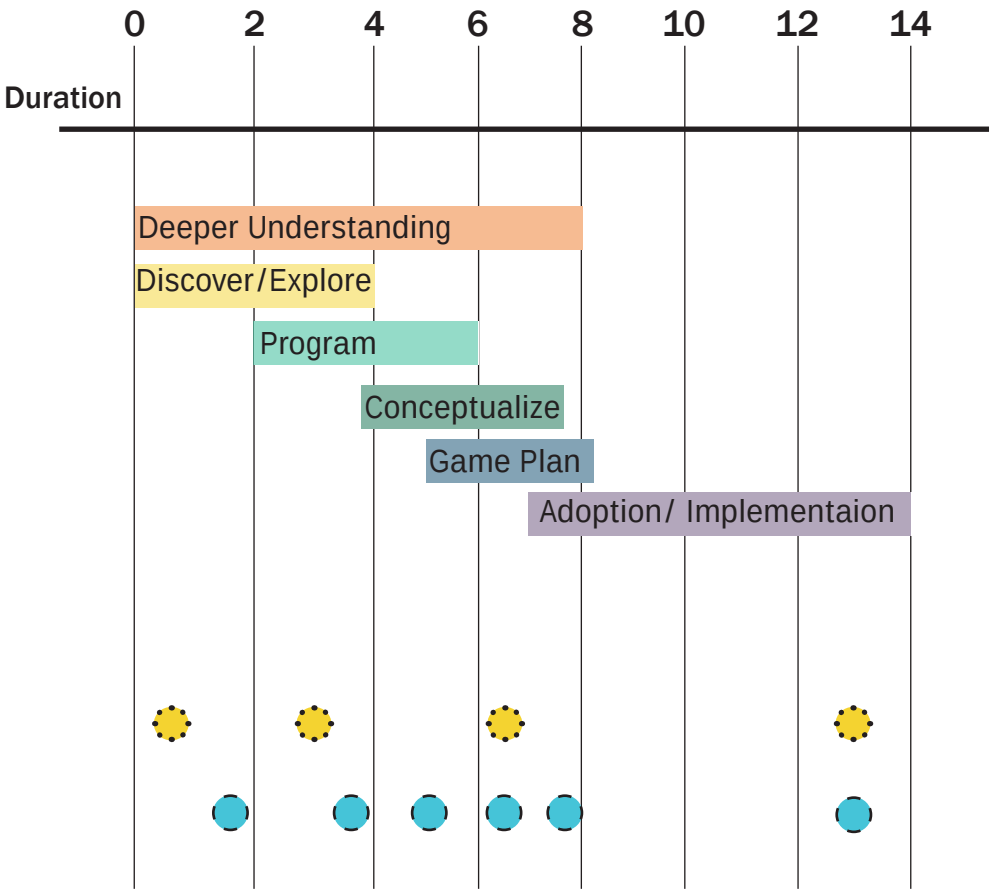
- Finalize scenarios
- Steering committee workshop
- Refine cost models

Phase 6: Adoption & Implementation

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

ELFP Process:

Planning Process



Interactive Sessions
Industry Partners, Leadership, Community, etc.

Steering Committee Workshop

Phase 1: Deeper Understanding

- What's happening in the District now?
- What is the foundation for success?

Phase 2: Discover and Explore

- How is the District changing?
- What does the future of education look like?
- Listen to teachers, students, and community
- Establish Guiding Principles

Phase 3: Program

- How can buildings support teaching & learning?
- What capital improvement & deferred maintenance work is needed?
- What resources does the District need?

Phase 4: Conceptualize

- How might this be created? What are the different scenarios to consider?
- What are the priorities and costs?

Phase 5: Game Plan | Recommend

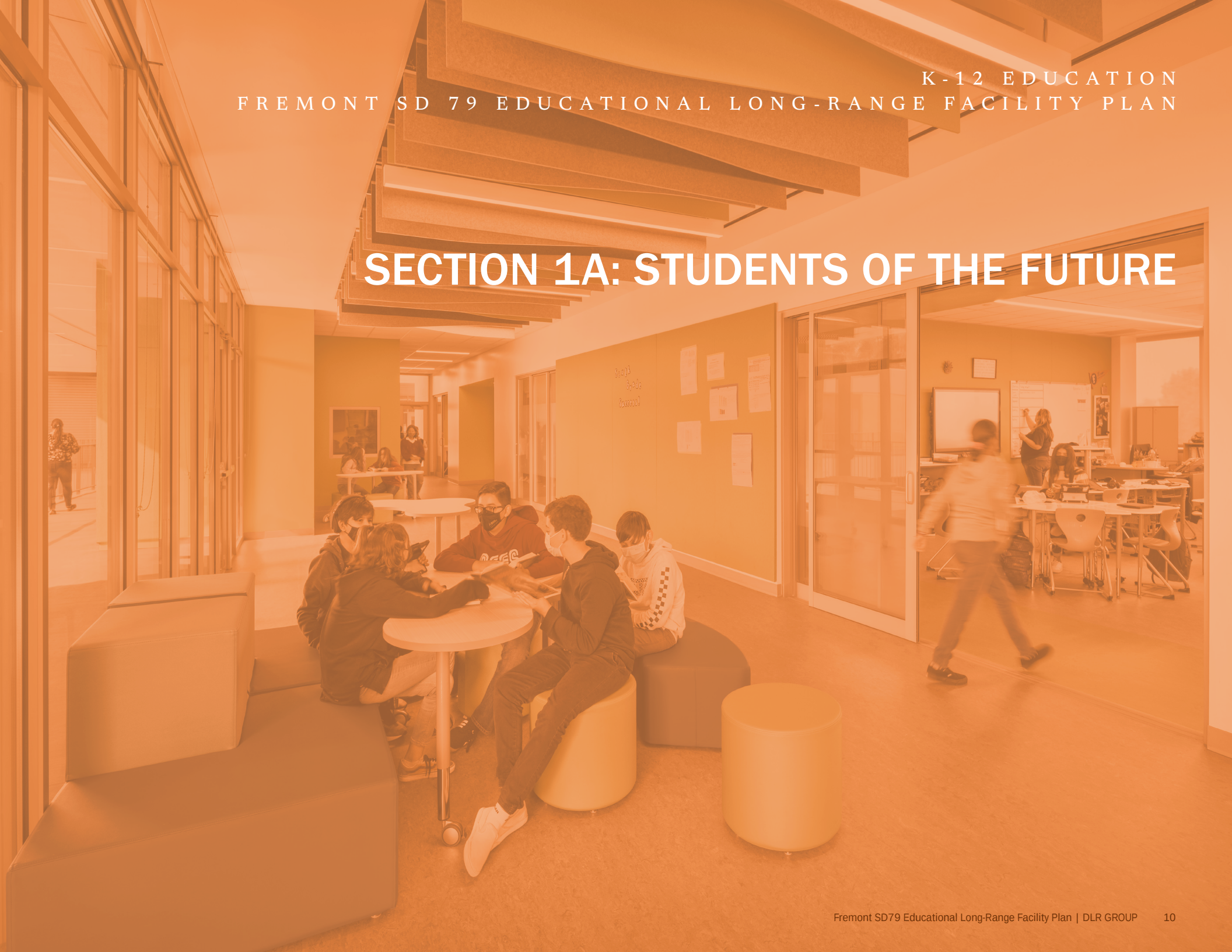
- Is there community consensus?
- What should be recommended to the Board?

Phase 6: Adoption & Implementation

- ELFP concludes at adoption.
- Board of Education to determine how to implement recommendations & timeline for potential projects.

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SECTION 1A: STUDENTS OF THE FUTURE



Why is School Design Important?



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

- John Dewey

What impacts student learning progress?

Individual student variability = **50%**

Teacher effectiveness = **30%**

Physical learning environment = **16%**

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.

Students of the Future



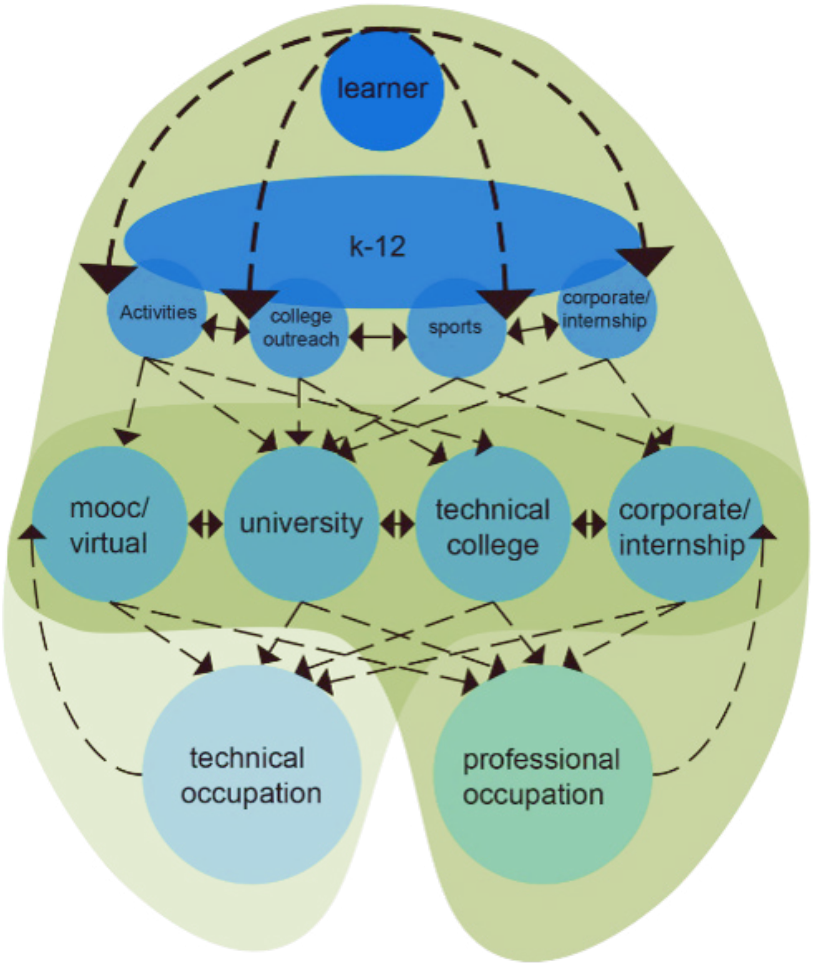
Designing for Generation Alpha

Many of today's most in-demand jobs did not exist 10 years ago. 85% of jobs that will exist in 2030 haven't been invented yet. Consider the **Value Propostion 1-2-7:**

1 in 10 Jobs — **Requires a Master's degree or more**

2 in 10 Jobs — **Require a Bachelor's degree**

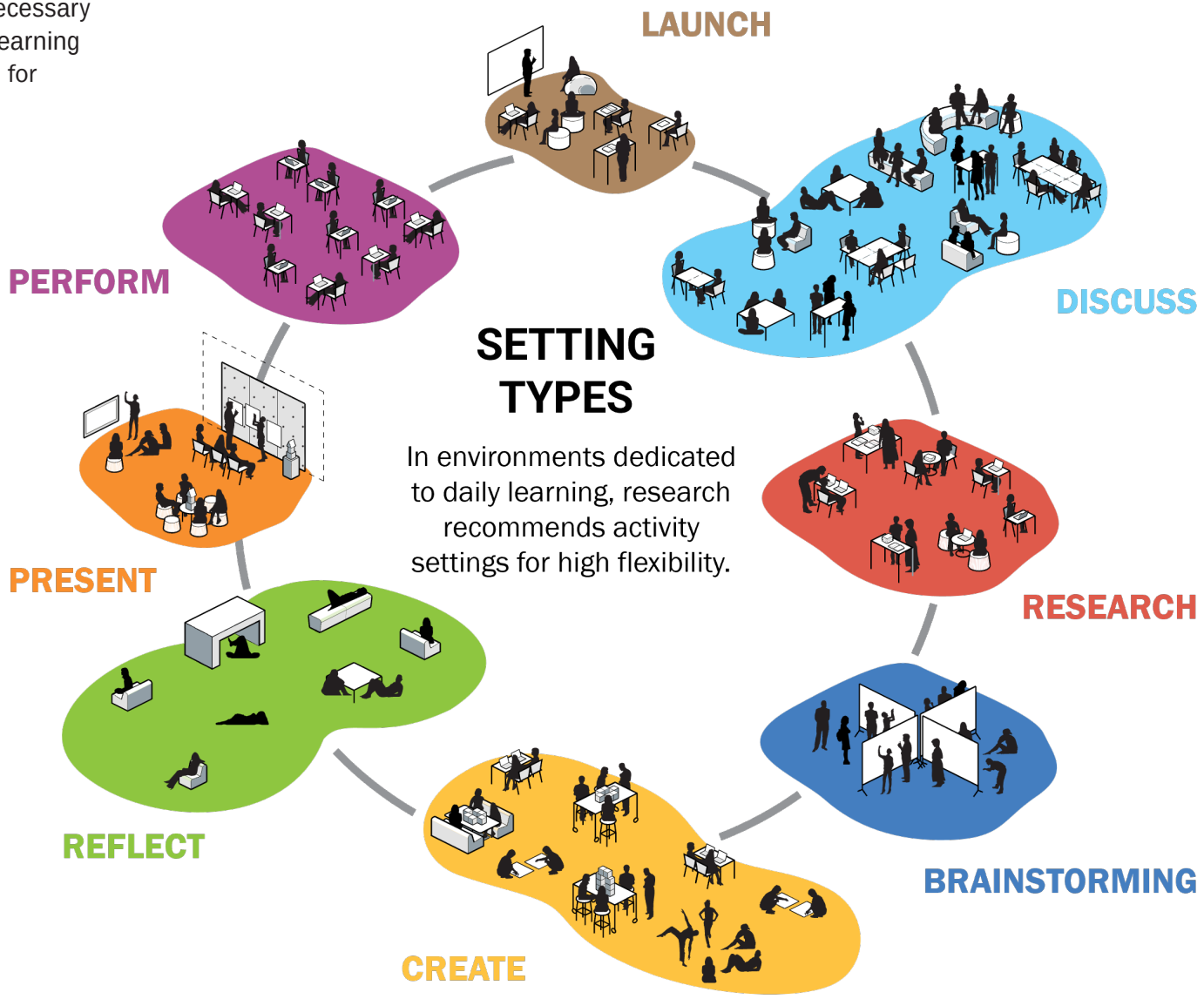
7 in 10 Jobs — **Require a professional/skilled trades 1-year certificate or 2-year degree**



Multi-Directional Learning

Activity Settings

The degree to which students have the necessary furnishings, tools, and resources for the learning activities identified by the District's vision for teaching & learning.



Types of settings for ideal teaching and learning as defined by DLR Group's FINNS framework

Learning Activities



Direct Instruction

Listening to Direct Instruction: Sitting or hearing a lecture.



Hands-On Learning

Engaging in Hands-On Learning: Actively moving, using materials to prototype, make or experiment.



Group Discussion

Participating in Group Discussion: Sitting or standing, talking and exchanging ideas.



Physical Practice

Practicing Physical Activities: PE, music, performing arts or other physical skills.



Research, Inquiry or Reflection

Researching Through Inquiry, or Reflection: Reading, thinking about, or investigating (digitally or physically).



Focused Study

Focusing on Studies: Taking a test, assessment, or independent study that requires concentrating on detailed activities that shouldn't be disrupted.



Creative Brainstorming or Drafting

Creative **Brainstorming** or Drafting: Loose, often collaborative, idea generation or iteration.



Practicing Student Agency

Engaging in self-guided or self-supervised activities that promote individual agency or empowerment.

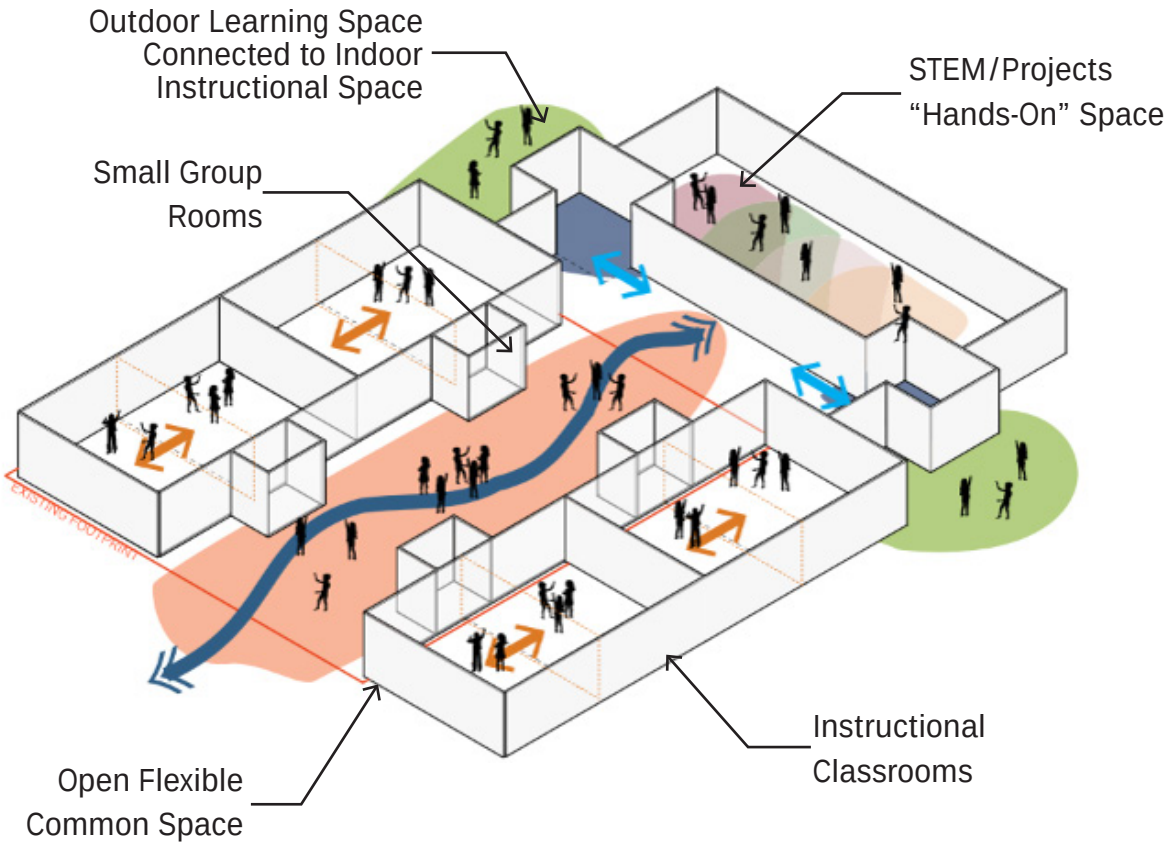


Presenting or Performing

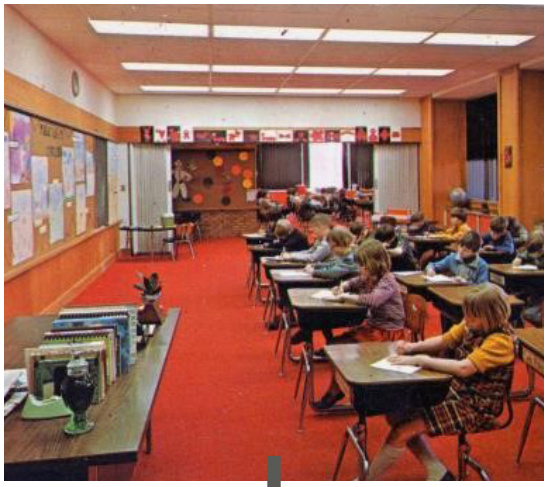
Presenting or Performing: Sharing ideas with a group through various methods or listening to shared ideas.

Learning Communities

Learning Communities are groups of learning spaces that are of various sizes to accommodate various types of teaching and learning activities. Classroom instructional spaces often are grouped around an open, flexible space for STEM, projects, and "hands-on" activities. This space typically has diverse, flexible furniture and can also be used for a variety of small group collaborative events and student support activities. The open space allows teachers to expand and use space outside the typical instruction space when needed for different learning activities. The open, shared project space can benefit teaching and learning by connecting to an outdoor classroom space when it's possible.



Then



Now



Space flexibility



Small group break out space



Student-Centered



Open Project Space



Library Media Centers - “Heart of the School”



Modern libraries and/or media centers are being designed to be fully occupied at all times of the school day, as well as being used before and after school. They are becoming the “heart of the school” - lively, open areas that support learning and social interactions. Small group rooms and areas created by diverse furniture arrangements promote both student collaboration and independent work. In addition to space books and print media, space for digital production is provided to support students’ multi-media projects.











Multi-Use Assembly Space



Building an addition for a multipurpose space can be expensive. Creating and utilizing larger, multi-purpose spaces throughout the day - not just during lunch or gym periods - is a more cost-effective strategy to bring a full grade level of classes together. Flexible furniture, storage space, and acoustic design are key components of making these spaces adaptable for many uses both throughout the school day and for community use after hours.


YOU
BE

Project-Based STEM Space



Providing open, flexible space for projects and group activities adjacent to the typical classrooms benefits teaching and learning by creating an extension of the classroom. The space can be shared by a group of classrooms to promote collaboration and social skills. Furniture and storage are designed to maximize the use of the space for a variety of activities. Direct access to outdoor learning space can also be beneficial in connecting with nature as a learning tool.


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Health and Life-Long Wellness

Providing spaces both indoor and outdoor that focus on the whole person's well-being help students develop life-long, healthy habits. These can be physical exercise spaces, quiet respite areas, areas to interact with nature, etc. Research has shown that designing spaces to have access to natural light, good indoor air quality, thermal comfort, and proper lighting and acoustics will positively impact student learning success.







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SECTION 2: ENGAGEMENT: GATHERING INFORMATION

- Staff and Educator Survey
- Educator Workshops
- Student Design Activities
- Community Survey
- Engagement Synthesis and Guiding Principles

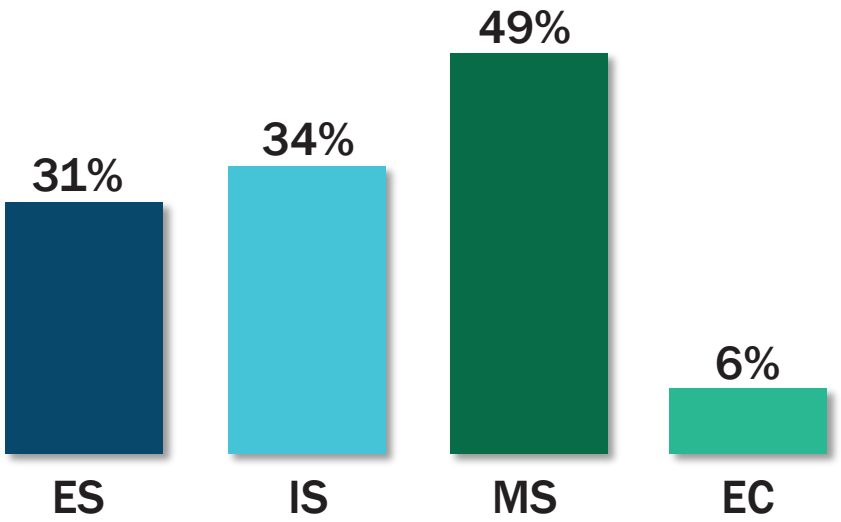




Educator and Staff Surveys – Response Rates



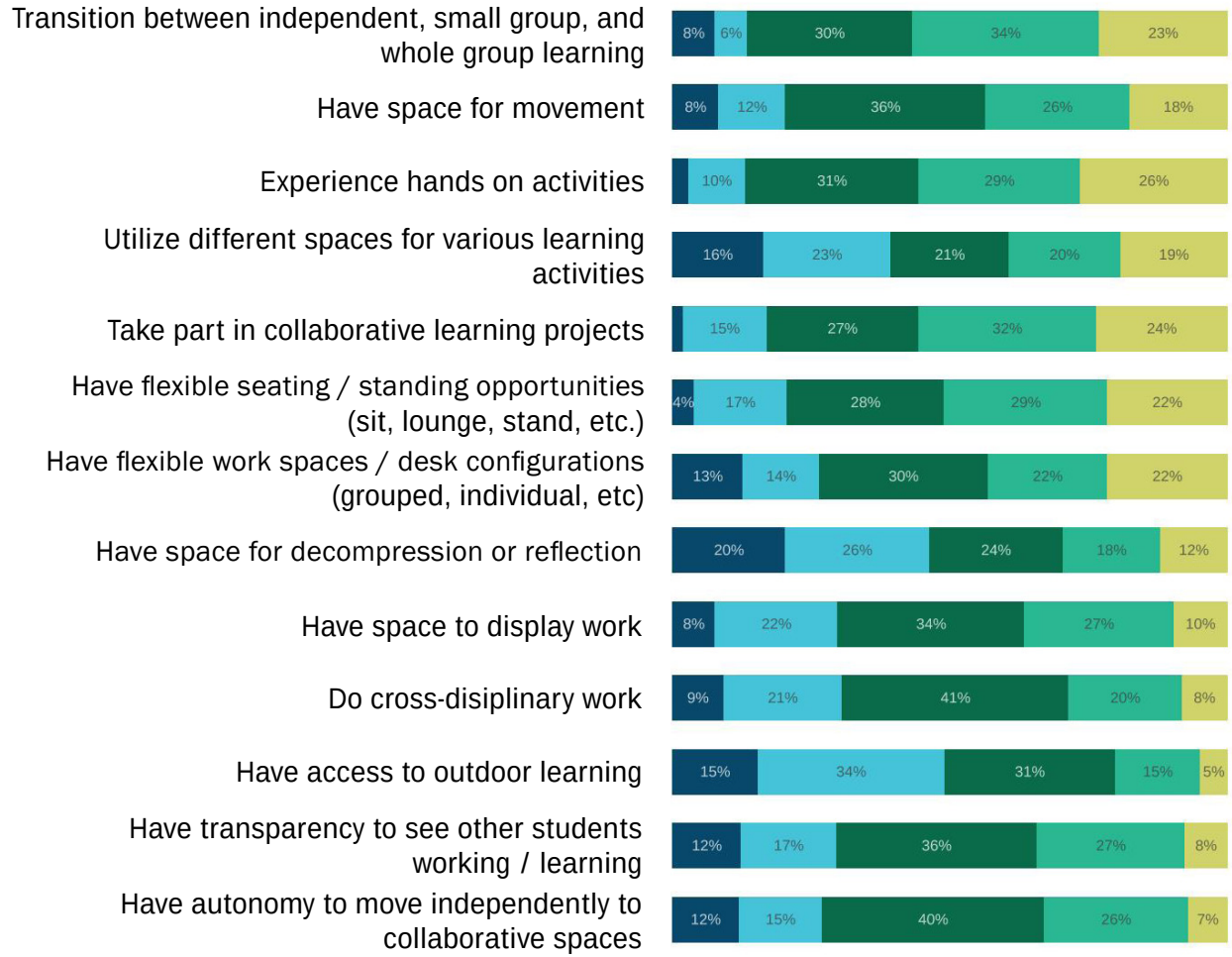
A survey was issued to educators and staff in December of 2023. **183 responses out of 230 possible were received.**



Distribution of responses per building

Staff and Educator Survey - Current Classroom

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

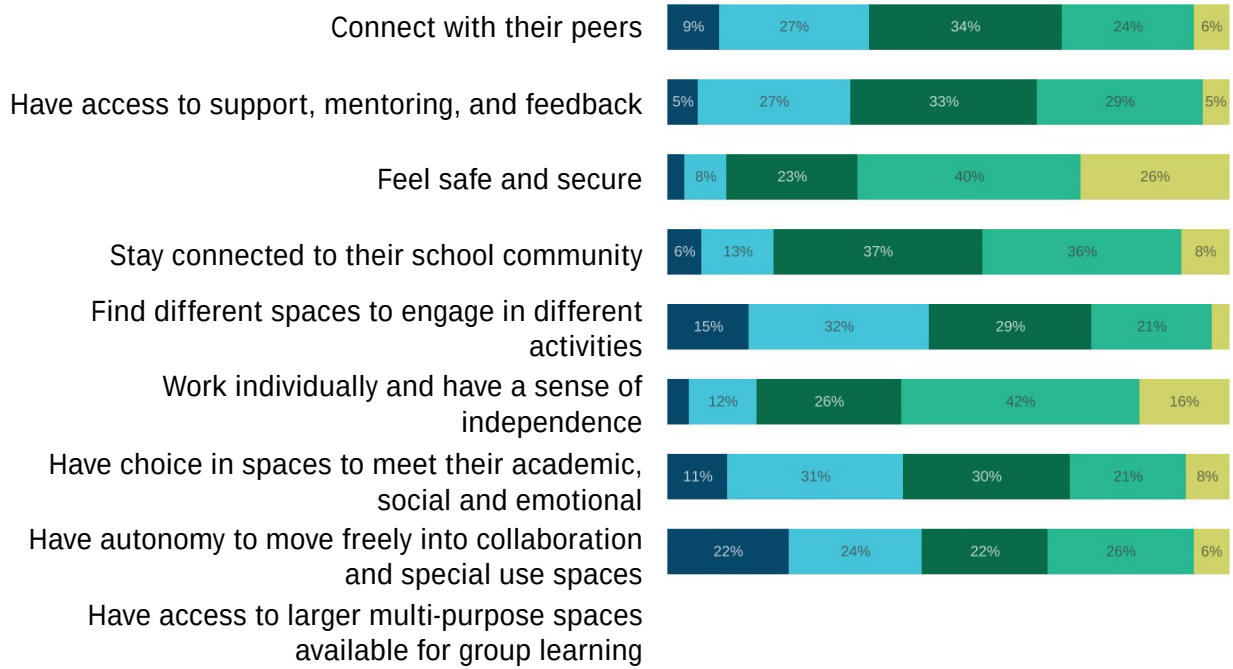


Key Takeaways:

- Current classroom design rated highly in transitions between individual/group learning, collaborative learning activities, and flexible seating
- Current classroom design rated lower in providing decompression space, connections to outdoor learning, and a providing a variety of spaces for learning

Staff and Educator Survey - Current Building

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

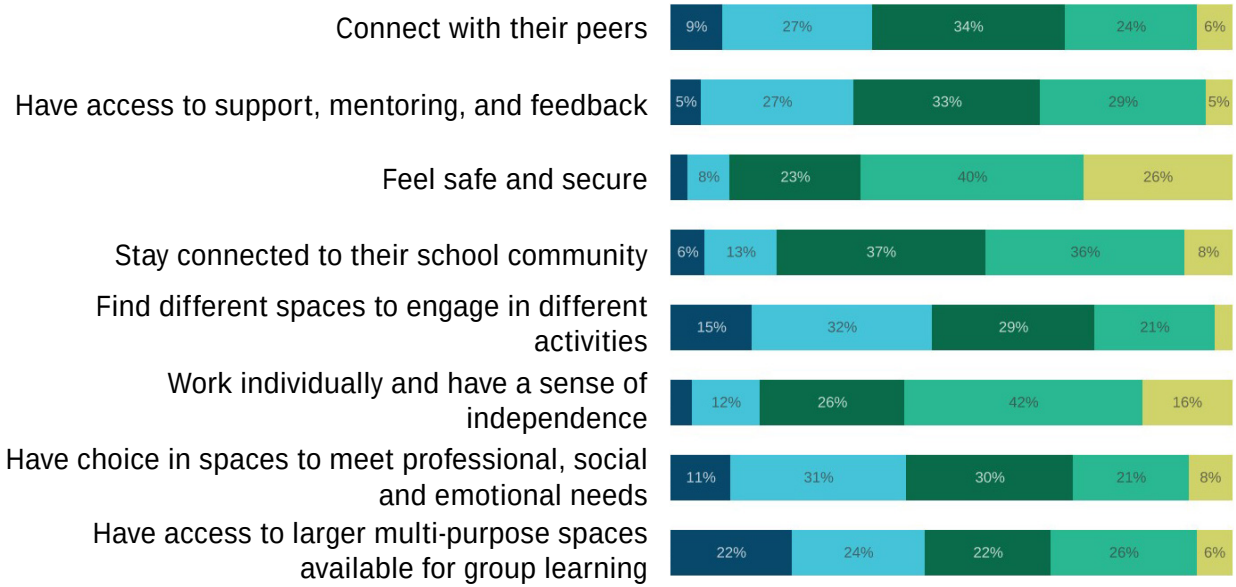


Key Takeaways:

- Current buildings rated highly in allowing students to feel safe and secure, connect with peers, and to access support, mentoring, and feedback.
- Current buildings scored low in allowing students a choice in space, autonomy to move freely into collaboration space, and access to larger multi-purpose spaces.

Staff and Educator Survey - Current Building

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



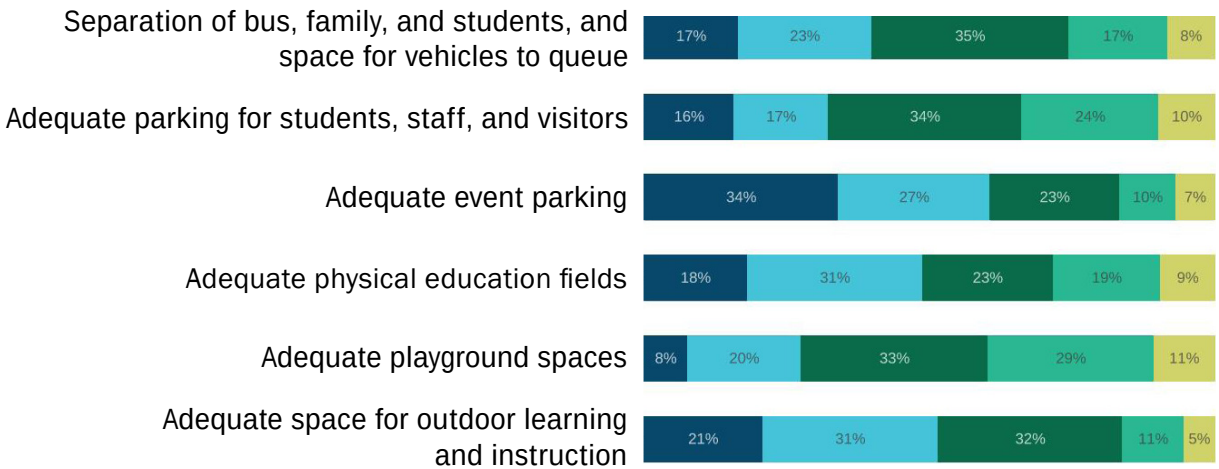
Key Takeaways:

- Current buildings rated highly in allowing staff to feel safe and secure, access support, mentoring, and feedback, and to feel connected to the school community.
- Current buildings scored low in allowing staff choice in spaces to meet needs, autonomy to move freely into collaboration space, and access to larger multi-purpose spaces.

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

Staff and Educator Survey - Current Site Functionality

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

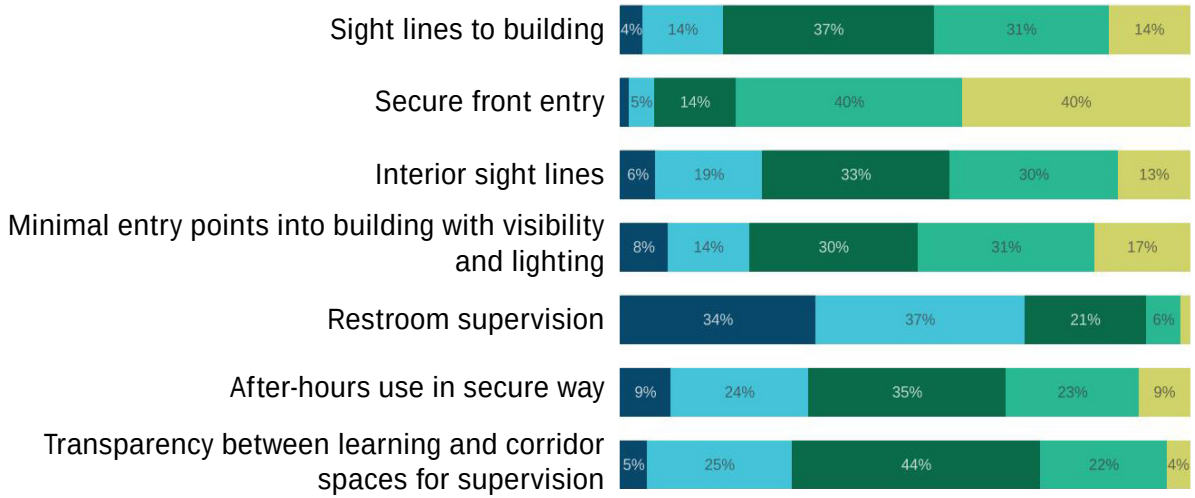


Key Takeaways:

- Current building sites rated highly in adequate parking for staff/visitors and adequate playground space
- Current building sites scored low in providing separation of buses and cars during pick-up/drop-off, dedicated outdoor instrucrtion/learning spaces, and special event parking

Staff and Educator Survey - Current Safety and Security

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

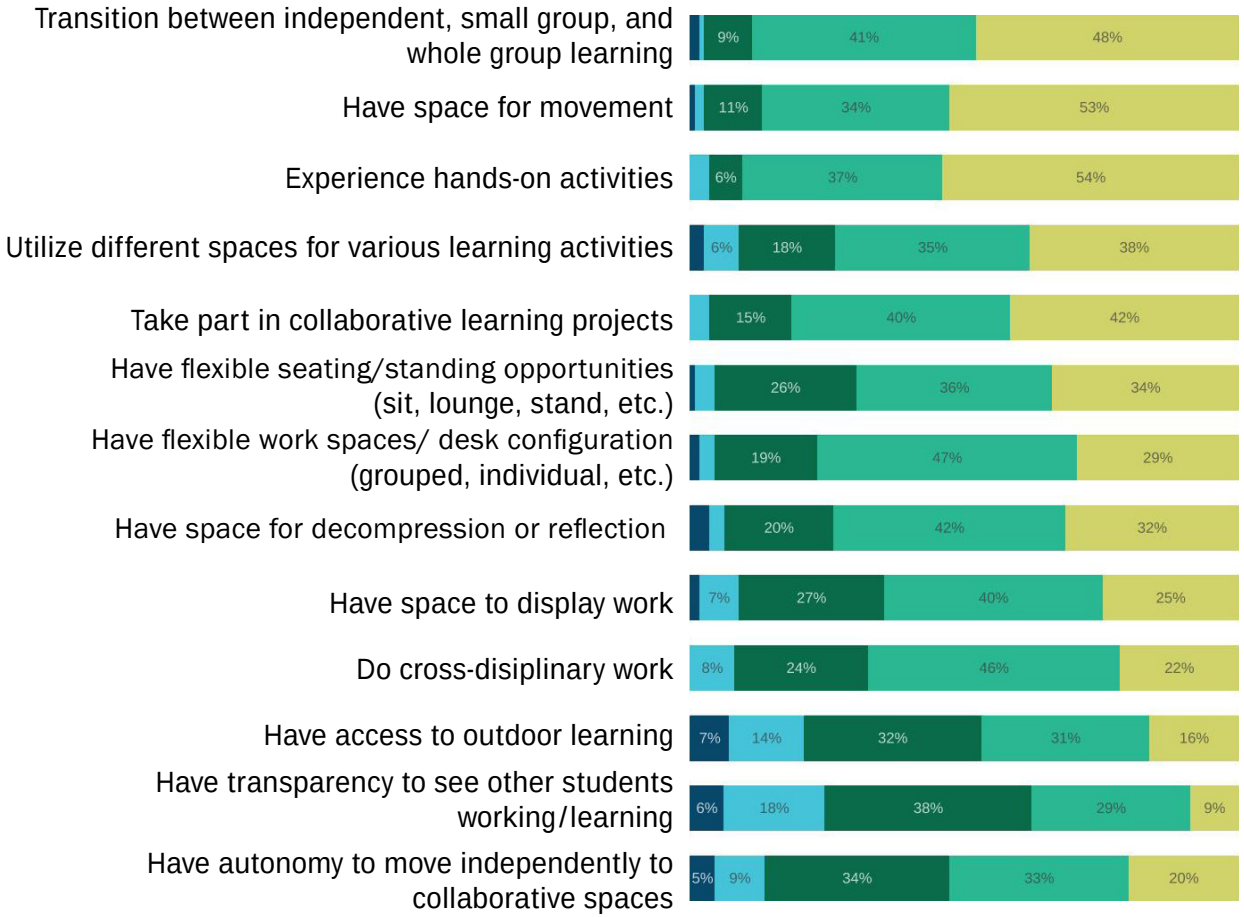


Key Takeaways:

- Current buildings rated highly in providing a secure front entry, minimal points of entry into the building, and good entry visibility and lighting
- Current buildings scored low in lack of restroom supervision and lack of transparency between learning spaces and corridors

Staff and Educator Survey - Future Goals/Priorities-Student Engagement

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



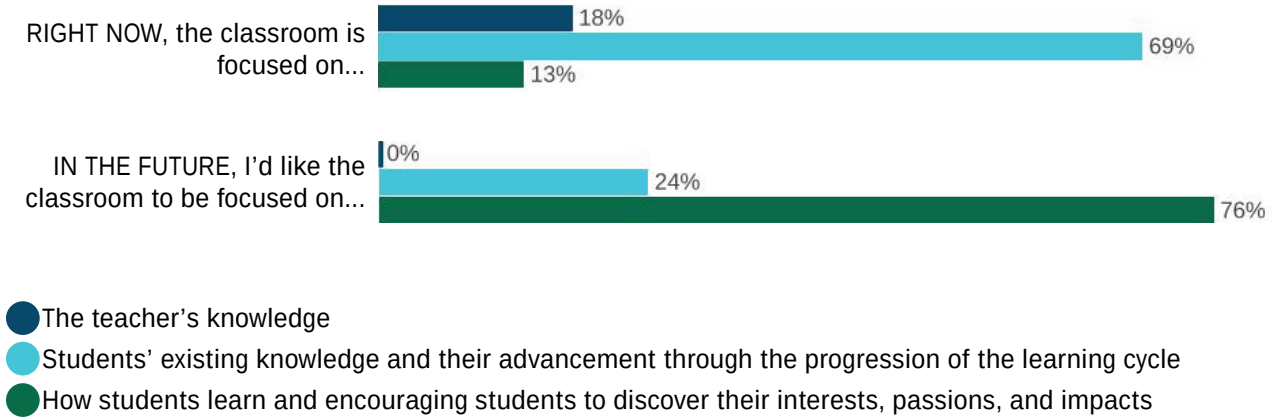
Key Takeaways:

In the future, the District would like to shift to learning spaces that:

- allow for movement and flexibility
- a connection to the outdoors
- support multiple “hands-on” collaborative modalities for learning.

Staff and Educator Survey - Future Goals/Priorities

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



Now:

Learning spaces focused on students' progressing through set learning cycle

Future:

Learning spaces focused on how students learn and to help them discover their interests & passions

Staff and Educator Survey - Future Goals/Priorities

How do classes interact with each other?



Now:

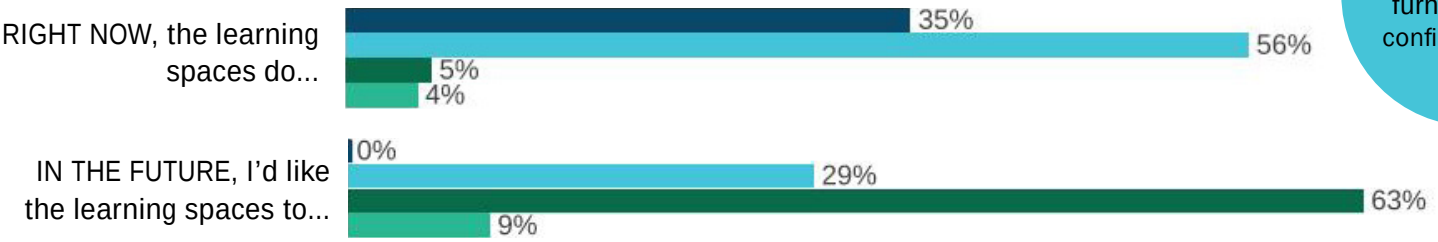
Classes operate as a single unite

Future:

System that allows a mixing of grade levels and departments with interdisciplinary projects

- Operate as a single unit
- Interact between grade levels or departments
- Interact in a system that mixes grade levels and/or department with interdisciplinary projects

How adaptable is the learning environment?



Now:

Students can move furniture to re-configure rooms

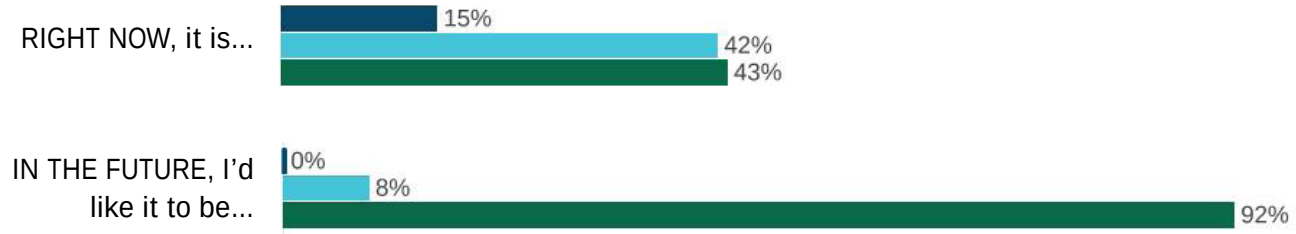
Future:

Students will be able to move furniture and walls to adapt space to learning activity

- Not applicable
- Not allow for much flexibility, movement, or changes in the layout of the furniture
- Allow students to move furniture into different groupings quickly and easily
- Allow students to move furniture and operable walls, changing space sizes

Staff and Educator Survey - Future Goals/Priorities

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



- Poor, and the technology interferes with learning rather than promotes it
- Adequate for teaching and learning
- Supportive and aids in teaching and learning

Now:

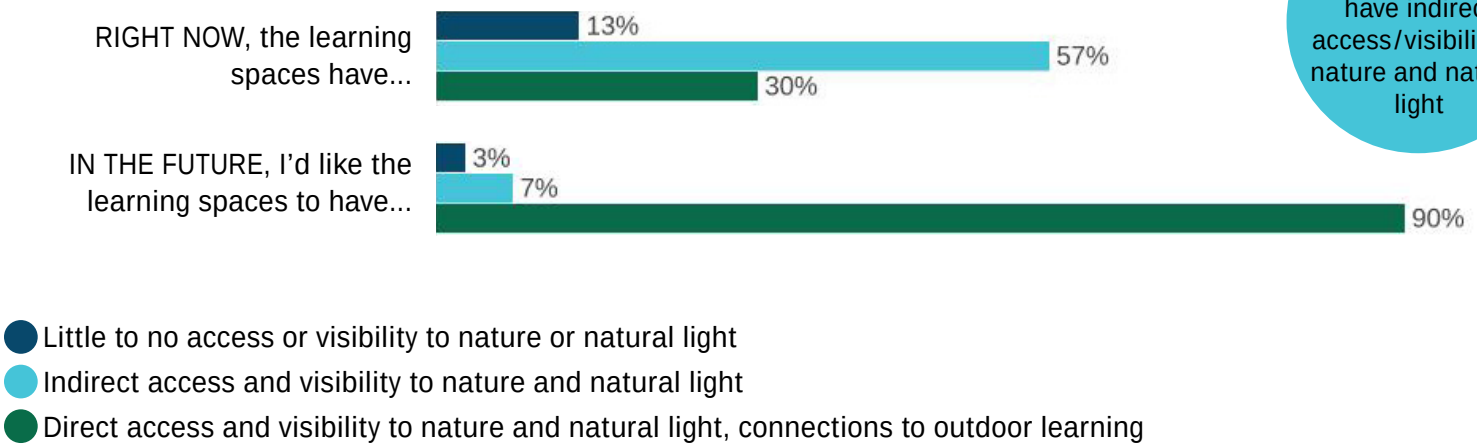
Technology is adequate for teaching and learning

Future:

Technology will have a greater role in supporting/ aiding teaching and learning

Staff and Educator Survey - Future Goals/Priorities

How do the interior learning spaces link to nature?



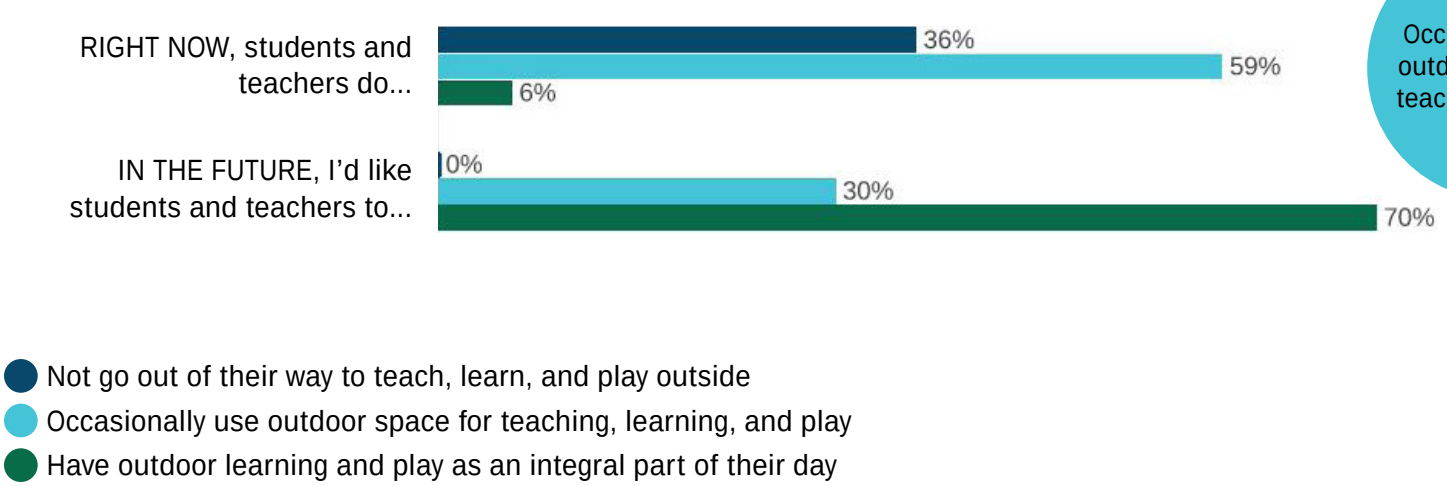
Now:

Learning spaces have indirect access/visibility to nature and natural light

Future:

Learning spaces will have more direct connections to nature and natural light

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



Now:

Occasionally use outdoor space for teaching, learning and play

Future:

Outdoor learning and play will be an integral part of a student's day

SECTION 2A: WORKSHOPS

- Educator Workshops
- Student Student Design Activities



Educator Engagement: CoLab 1 - Global Perspectives

The Global Perspectives workshop consisted of (1) 90-minute session with staff, Board of Education members, parents, and community members in attendance. The purpose of the workshop was to introduce attendees to current day trends in education and how they impact facilities today, and to gather feedback on their vision of FSD79 now and in the future.

Activity 1: Describe Fremont School District 79 Now: SWOT Analysis
• Attendees were organized into small groups and asked to identify what they see as the District's Strengths, Weaknesses, Opportunities, and Threats/Concerns.

Activity 2: Describe Fremont School District 79 in the Future: Headline News
• In their same small groups, attendees envisioned what Fremont School District 79's story will be 10-15 years from now. This vision was then documented in the format of a newspaper headline.



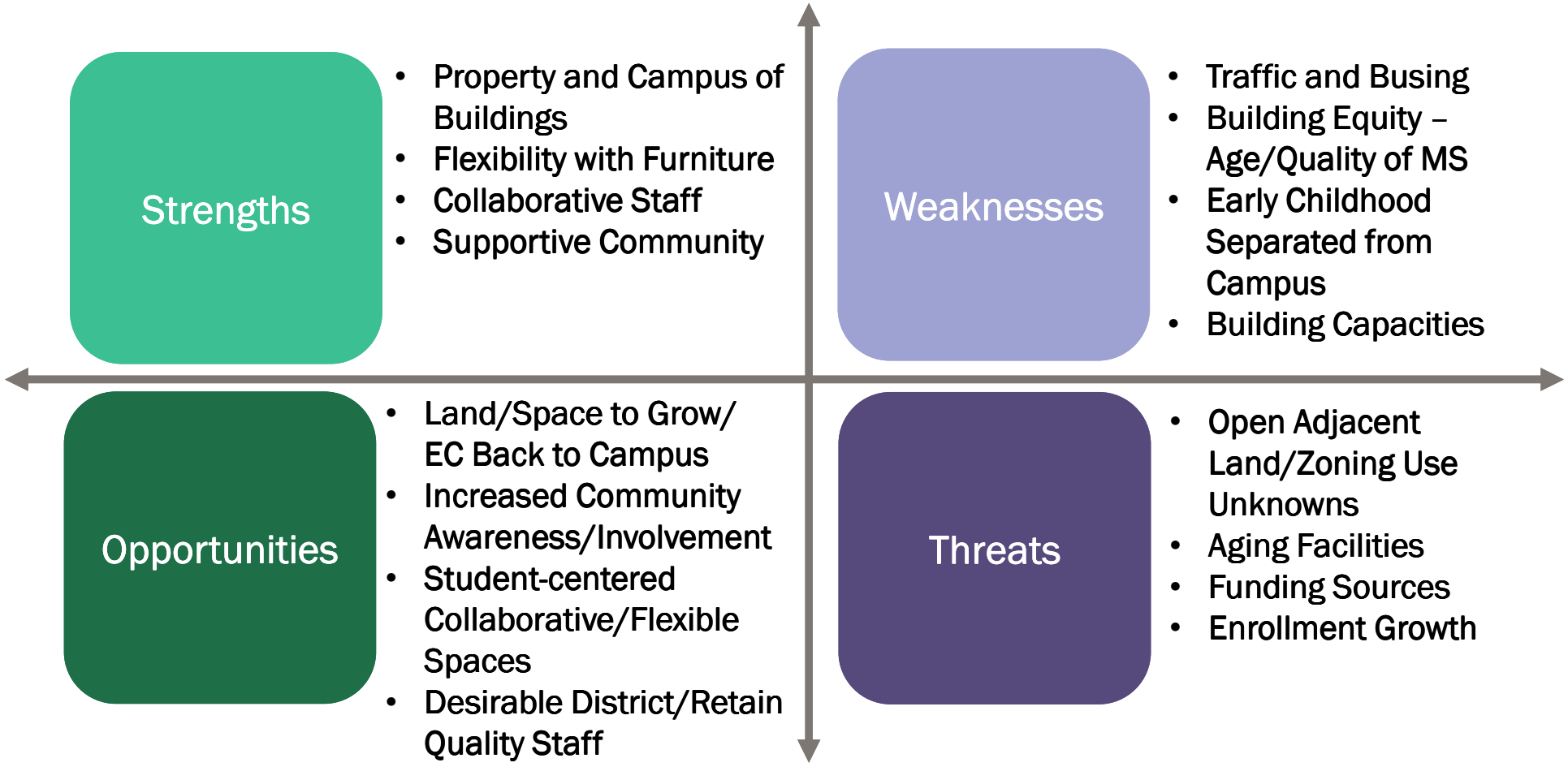
→ *Key Theme: Enrollment Growth*

During Co-Lab 1, and subsequent engagement sessions, the theme of enrollment growth and its impact on District facilities was introduced and discussed as a key factor in the ELFP. The Village of Mundelein announced the annexation of 700 acres of farmland to pave the way for a new residential development known as Ivanhoe Village in December 2022, which would result in over 3,000 additional residential units within District boundaries over the course of 20-25 years. This development, coupled with the many other current residential developments within District boundaries, would lead to a dramatic increase of the student enrollment within the District. The manner in which this enrollment increase would be addressed became a key theme throughout the ELFP process and in the final recommended plan.



Educator Engagement: CoLab 1 - Global Perspectives

Activity 1: SWOT Analysis



Educator Engagement: CoLab 1 - Global Perspectives

Activity 2: Headline News

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.

FREMONT SD 79: A BEACON FOR EDUCATIONAL INNOVATION IN LAKE COUNTY!
Forbes Lists 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!

Educator Engagement: CoLab 2 - Visioning

What is an Educator Visioning Workshop?

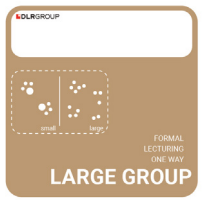
The Educator Visioning Workshop is an investigation into desired teaching and learning approaches and the relationship with newly-built environment. School design research acknowledges that there are changes happening in teaching and learning. There is an ongoing shift from a teacher-centered model to a student-centered one. Students must encounter a variety of learning activities daily, and the educator role is shifting to a facilitator rather than the one that imparts knowledge. Developing educational priorities provides a clear focus on what is important as the teaching, learning, and built environment work together.



















Two Activities

Educators and staff from the Central Office gathered after the school day for the Teaching and Learning Visioning Workshop to develop educational priorities. Participants self-selected table groups, and each group chose to represent a different grade level. During the workshop, the participants engaged in two activities.

1. **Day in the Life, Now and Future** –After creating a student persona, each group utilized learning activity cards to describe how their student would have gone through a day of learning at their current school today. This was followed by completing a bar chart for the time the students would engage in different learning activities during the day.

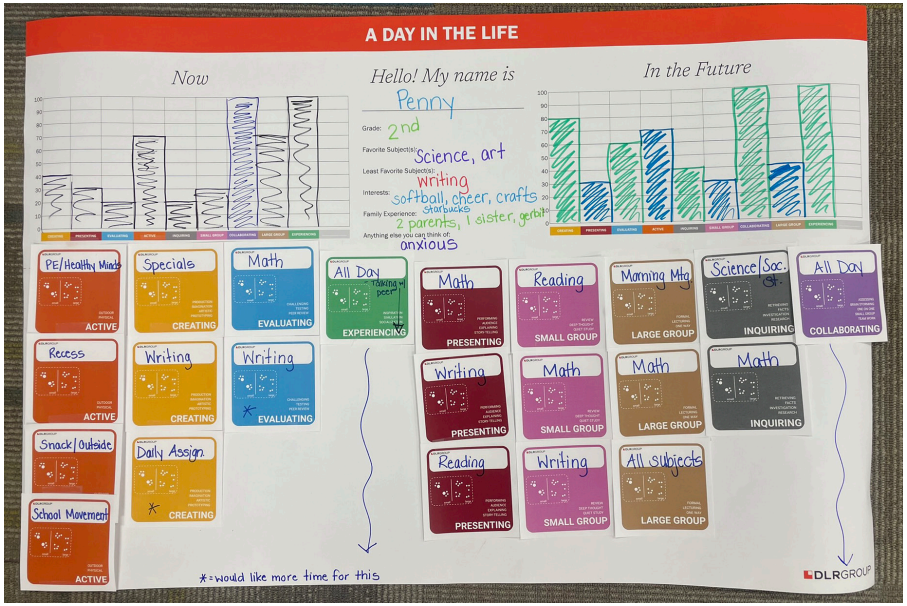
   After future-forecasting, each group redesigned the day of learning for their student and completed a new bar chart for the time their student would engage in the different learning activities for a day in the future. After completing the activity, each group shared their stories that represented the student's day in the future and analyzed how the bar chart differed based on learning activities now and in the future.

2. **Learning Connections** – This interactive workshop utilizes descriptive cards to explore the different elements of the learning environment, ensuring that priorities support the desired teaching and learning. To begin, a set of cards describing several types of learning were given to the groups of participants. Together, each group selected one card describing the type of learning desired within their environment in the future, when space constraints were lifted. The next set of cards was provided to each group so they could select a card that describes the teaching the best supports the learning they chose. Finally, the groups then selected three cards **describing the physical space that would best support teaching and learning selections, followed by furniture, technology, and safety.**

Educator Engagement: CoLab 2 - Visioning

Activity 1: Day in the Life





Activity 1: Day in the Life Key Takeaways:

- Participants identified that great teaching is happening throughout the district, and students are experiencing many types of teaching and learning to support all students.
- Inquiry based activities that support creative experiences have increased across the District, and the District has the desire to continue this trend in the future.
- Participants also noted that there is a desire for more flexible space and different sizes/types of space to support a variety of learning modalities in the future.

Activity 2: Learning Connections Priorities:

The recurring selections from participants in each Learning Connections category are as follows:

- Spaces: Spaces that can be easily adapted/changed, outdoor spaces, small group or small collaboration spaces, and spaces that allow for movement
- Learning: Social Emotional Learning
- Teaching: Inquiry-based teaching
- Furniture: Flexible/adaptable furniture
- Safety and Security: Health and Wellness
- Technology: Flexible Technology

→ *Key Theme: Educational Priorities*

Throughout multiple engagement sessions, the desire for flexible learning spaces to support a variety of learning modalities and outdoor learning was repeatedly emphasized by educators and staff. This feedback was further reinforced by the results of the Educator Survey and Community Survey, and therefore became one of the key focus areas when developing a recommended plan.

Educator Engagement: CoLab 2 - Visioning

Activity 2: Learning Connections

Priorities: Desired type of teaching and learning

Through the visioning of teaching and learning in future elementary spaces, the staff identified their preferences for teaching methodologies and the type of learning they most desired. The discussion illuminated a shared commitment to creating an environment that fosters both academic growth and emotional well-being. Teachers envision spaces that promote collaboration, adaptability, and hands-on experiences, enabling students to thrive academically, socially, and emotionally.

The group highlighted a learning process where individuals cultivate the ability to build strong interpersonal connections, navigate their emotions effectively, and demonstrate care and understanding toward others. Additionally, they envisioned spaces that encourage learners to take ownership of their actions and decisions through enhanced self-regulation. This collective focus underscores the educators' commitment to nurturing well-rounded individuals prepared to engage meaningfully with their communities.

There also exists a desire for more activities in multi-purpose spaces that support inquiry-based teaching methods; opportunities for students to create, experience, and be an active participant in their learning. This change will support greater collaboration and learning activities that allow for real-world relevancy, and the construction and sharing of knowledge. Using a variety of spaces, greater inquiry-based methods will help learners to identify, investigate, and research issues and respond to challenges or complex problems. This will promote greater student engagement, and a "life-ready" philosophy.



SOCIAL
EMOTIONAL LEARNING

A process through which learners (and adults) acquire and effectively apply the knowledge, attitudes, and skills necessary to establish and maintain positive relationships, understand and manage emotions, feel and show empathy for others, and regulate personal behaviors through self-management.

50%
of groups
chose this



INQUIRY-BASED
TEACHING

A dynamic form of active learning that begins with inquiry, problems, or scenarios. Learners then identify, investigate, and research issues and respond to challenges or complex problems.

DLRGROUP
LEARNING
connections

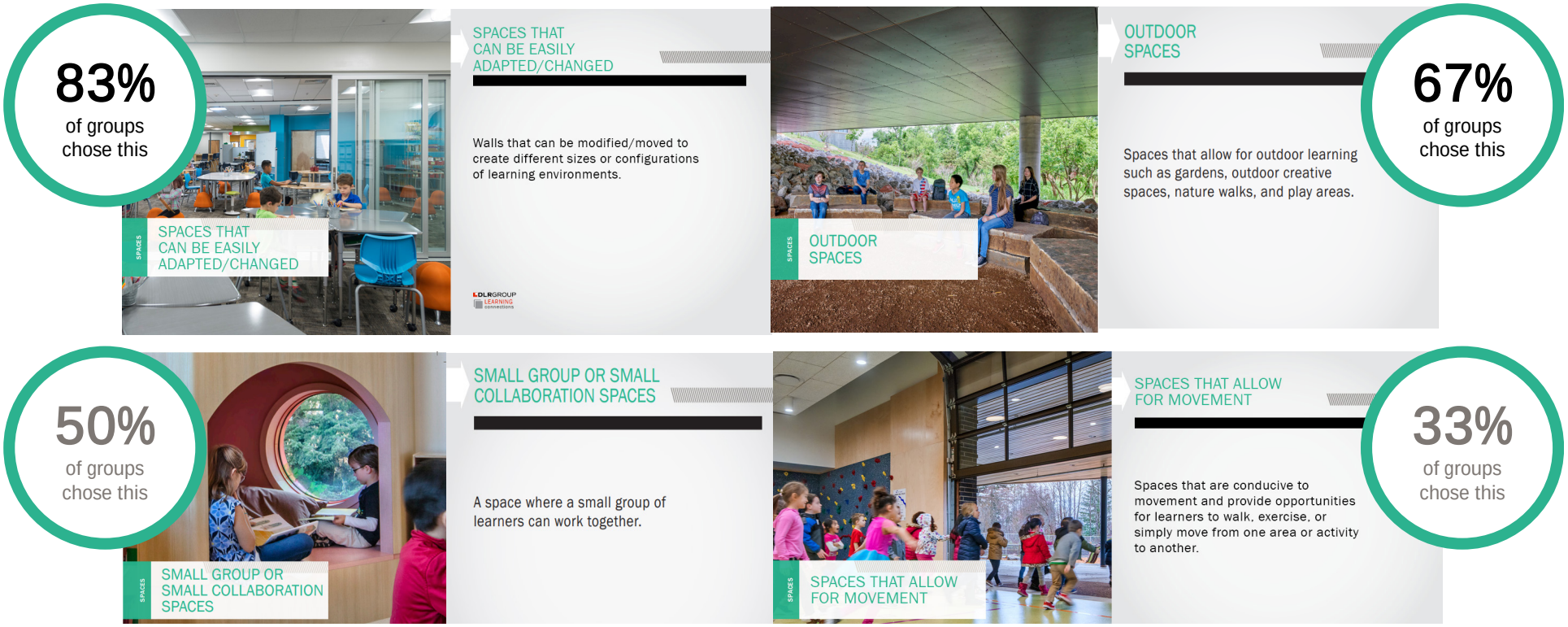
50%
of groups
chose this

Educator Engagement: CoLab 2 - Visioning

Activity 2: Learning Connections

Insights: Learning Community Types of Space to Support Teaching and Learning

School facilities impact teaching and learning in profound ways. Spaces that are easily adapted to create different sizes and configurations to meet the needs of the learning cycle in real time are of high importance. Also, spaces that allow for outdoor learning and bringing elements of nature indoors to provide enhanced creativity, cognitive function, and reduced stress are crucial. Educational delivery within innovative and adaptable environments makes a difference. Providing flexible space that allows for movement, collaboration, and individual work that also promotes student-centered learning makes the environment a teaching tool.



Educator Engagement: CoLab 2 - Visioning

Activity 2: Learning Connections

Insights: Furniture, Technology, and Safety/Security

Furniture that is flexible and adaptable supports changing group configurations at the appropriate time to support the learning cycle. Technology that is flexible and interactive allows instruction to be personalized and creative in numerous ways. Utilizing learning, teaching, and resources also provides strategies that promote health and wellbeing throughout the learning environment.



50%
of groups chose this



83%
of groups chose this



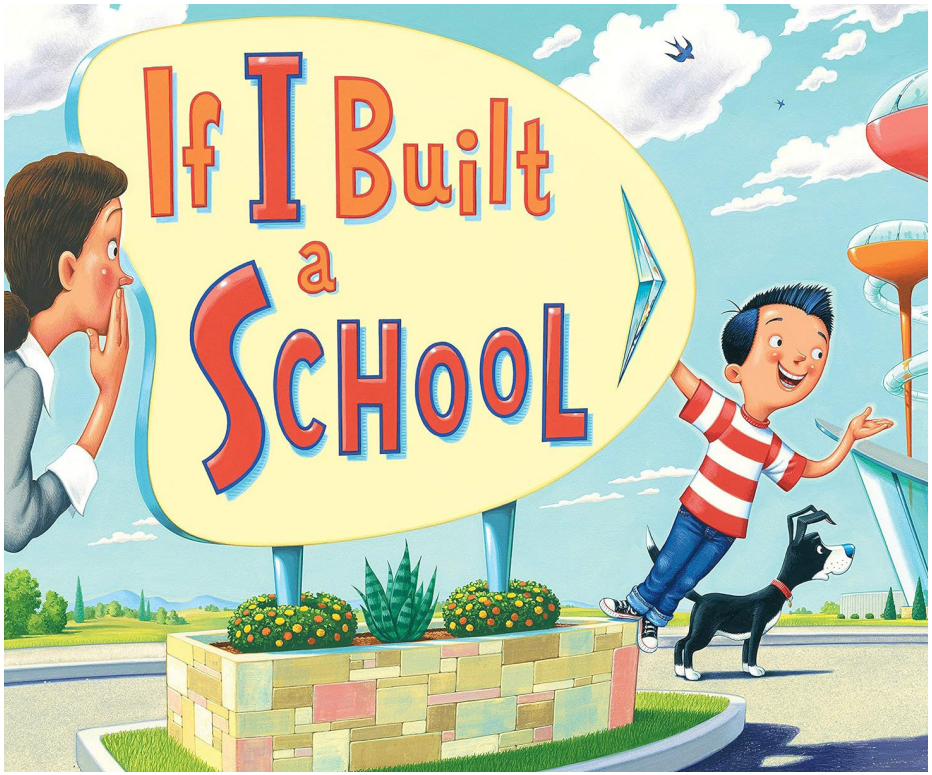
50%
of groups chose this

Student Design Activity for Elementary School Students

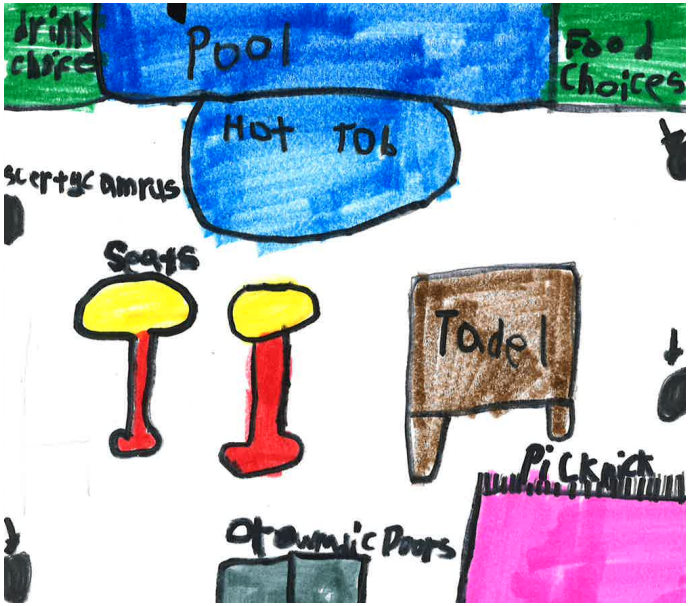
Activity

This activity sought elementary student participation to help create the vision for what teaching and learning looks like in the future.

Art teachers were asked to read “If I Built a School”, by Chris Van Dusen, to their students. They then asked students to draw, write, or describe visually what their ideal school would look like in response to a set of questions. Questions were grade-appropriate and pertained to different space types within a school. Examples include “what does your ideal classroom look like,” “what sort of learning goes on in your classroom,” “what sort of spaces would be in your library?”



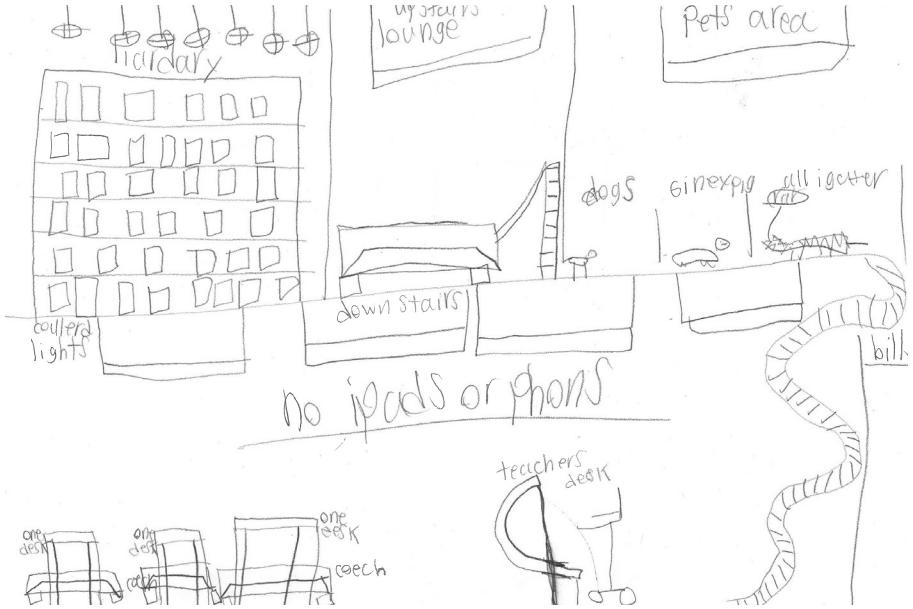





Library
Media center
Lamp
Shades
robot
Pete
People
Previwe TV
The
Fly
back
chair
2
get out your
energy
bouncies
Yoga
teacher
New Stretch
forward
Yoga mat
13
Would you
like a thing of
water?
The
Fly
back
Chair
Petes
robo dog
max
Max
Live
books


rock
ckliming
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tomblig
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Fish
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the Fly

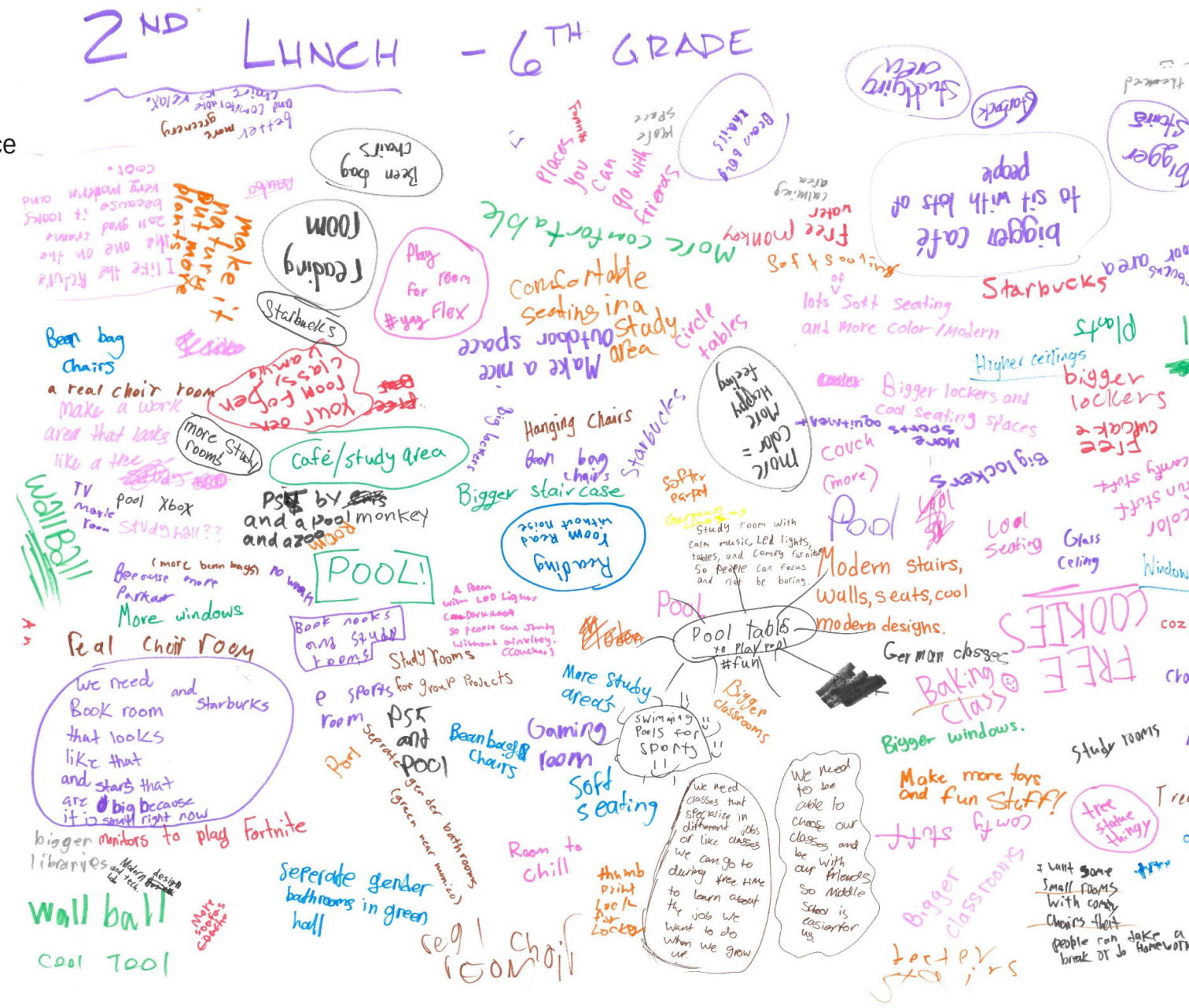

Free time
zone
Welcome
Done
Done
Ask
for
help
Sience
Math
Pettys


Holiday
lounge
Pets area
dogs
Guinexpig
alligator
down stairs
coulerd
lights
No ipads or phons
teachers
desk
one
desk
coech

Student Engagement: Student Design Activity for Middle School

6th Grade - Key Takeaways:

- Pool
- Soft Seating | Gaming Room
- Cooking Class | Crafts
- Student Lounge | Calming Space
- Better Toilet Rooms

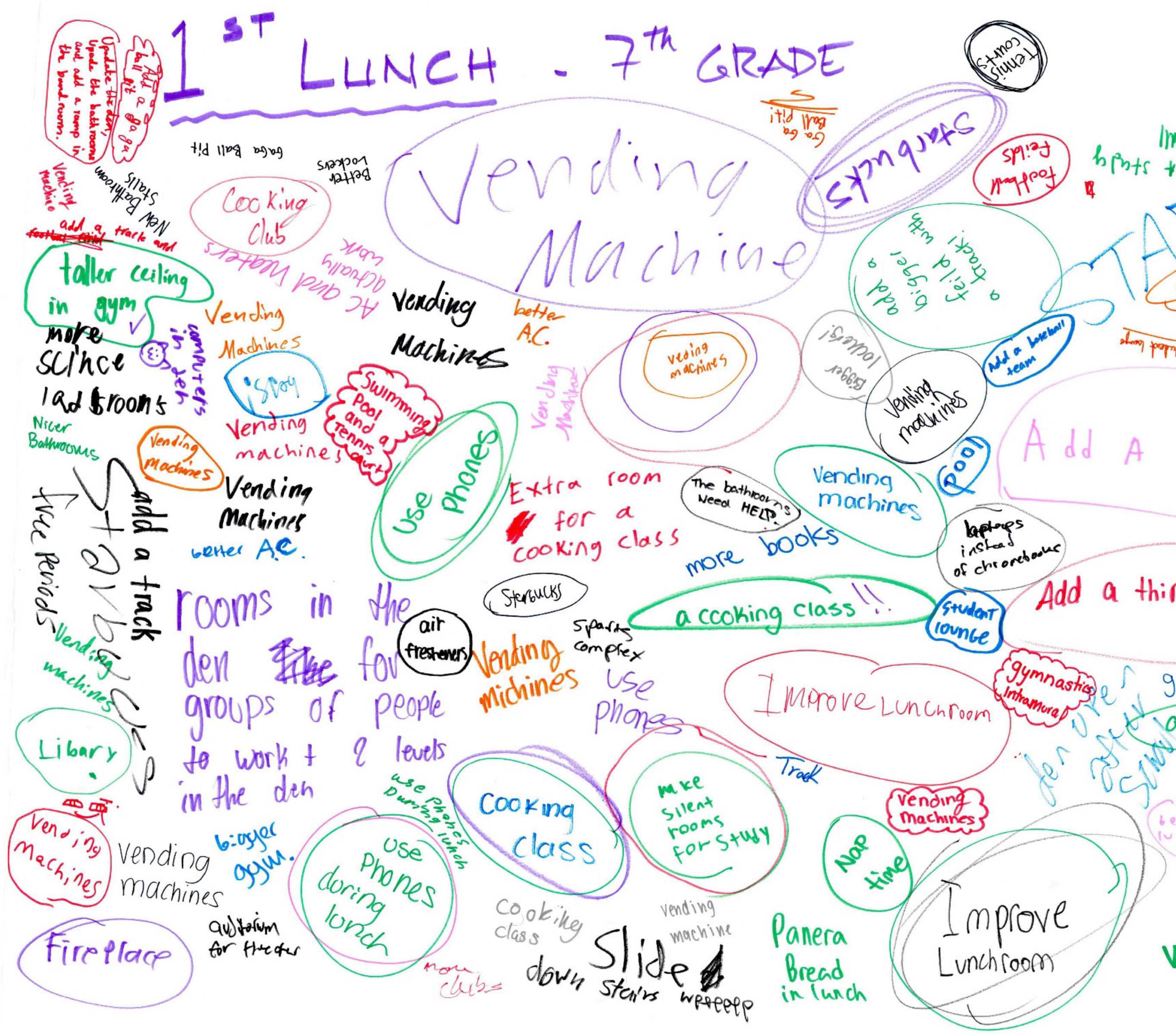



Sunlight
Better Playground
BIGGER library
A Calm Secluded/Closed Study Place/Library
a nice indoor space that looks like outside so kids can enjoy outside without it getting super hot
Study rooms with a window and couches
A small space in a bigger space for individual learning
More spaces for group work
No carpet in the band room
Bigger lockers for white team
Bigger stairwells
Bigger lockers
Seperate gender bathrooms pls
Seprate gender bathrooms
Separate gender bathrooms
indoor tree-house
Pools
Bigger tables
Bigger Den
Space for reading
Arched Doors
indoor baseball field
Better Playground
Big classroom
Make fitness room bigger
A nice library/chill lounge
Make lockers bigger
Bigger library
Bigger Library
More Books
Better Playground
Starbucks
Bean Bag Room
Craft Room
cooking room
Sleeping room
Comfortable Chair
More Nature and modern
escalator
Baking room
The elevator Sounds like its breaking
No brick
a pool
I love these Pictures! I love the designs and the modern type.
Greenhouse
Put a couple plates they freshen the air
More room to relax
Lots of soft seating
Circle tables
Bigger Den/library
Fridge
Yes!
Glass dome roof
E Sports room
A big room to do yoga or relax
More flexible seating
A room to cook/food testing
Make modern/bigger rooms/bigger café.
German class
Crochet Room
A wall for wallball!!!
Bigger stairwells People get stuck going up and down
More stuff in
fitness
Silent study rooms
White board
I like individual space with music
I like a lot of space
Fix lock on 6th grade bathroom
Bigger stairwells
Vanity mirros in bathrooms and locker rooms
good-smelling bathrooms
Bigger windows
Big stairs
Bigger Baking club
lots of 1-2 People spaces to work
make it easier for people with difincys
Basketball room
two story
Add modern things/designs
Cozy chairs in smaller rooms for studying and group projects

Student Engagement: Student Design Activity for Middle School

7th Grade - Key Takeaways:

- Larger Cafeteria | Vending Machines
- Starbucks | Food Options
- Cooking Class
- Student Lounge | Relaxing Space

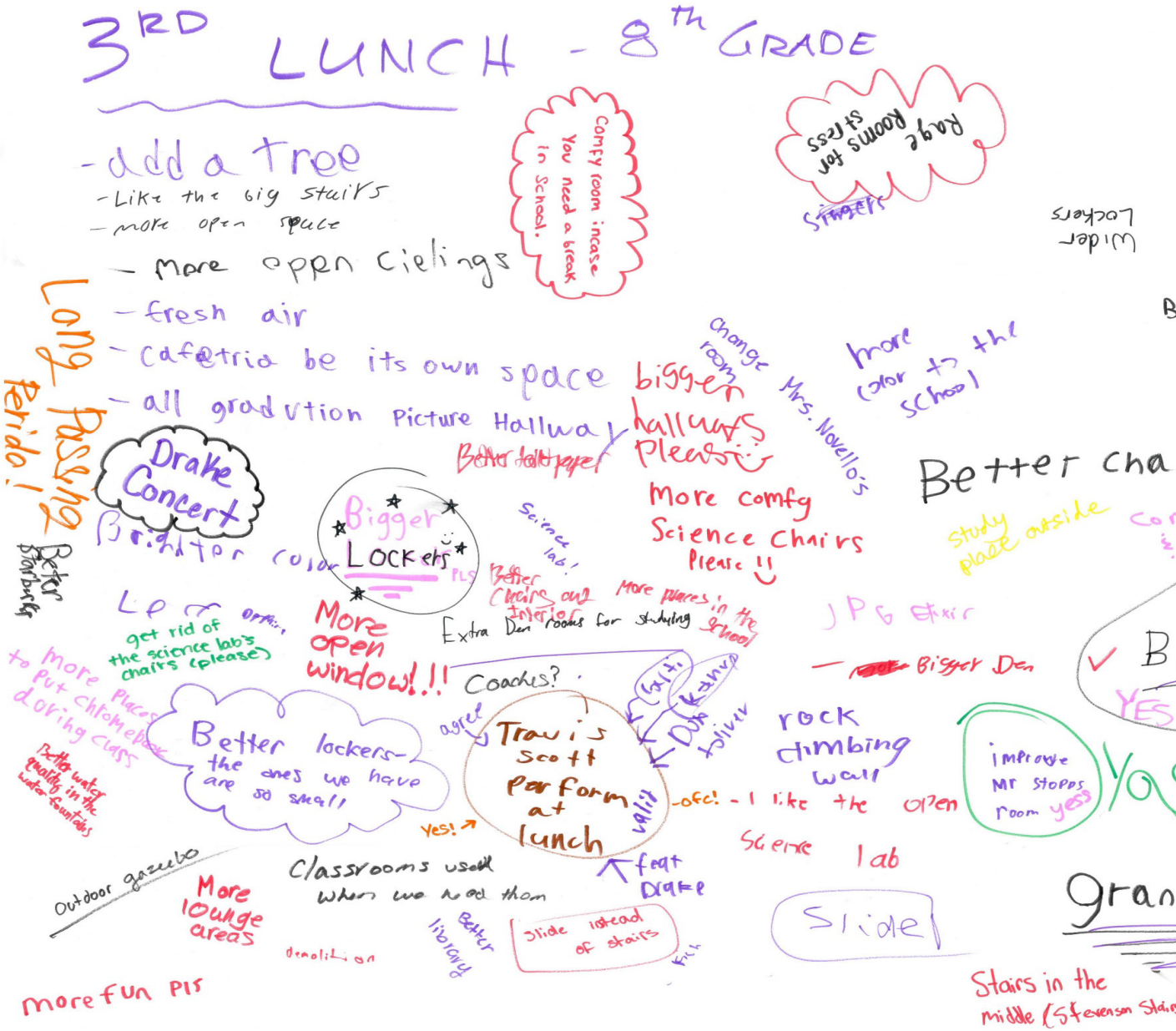


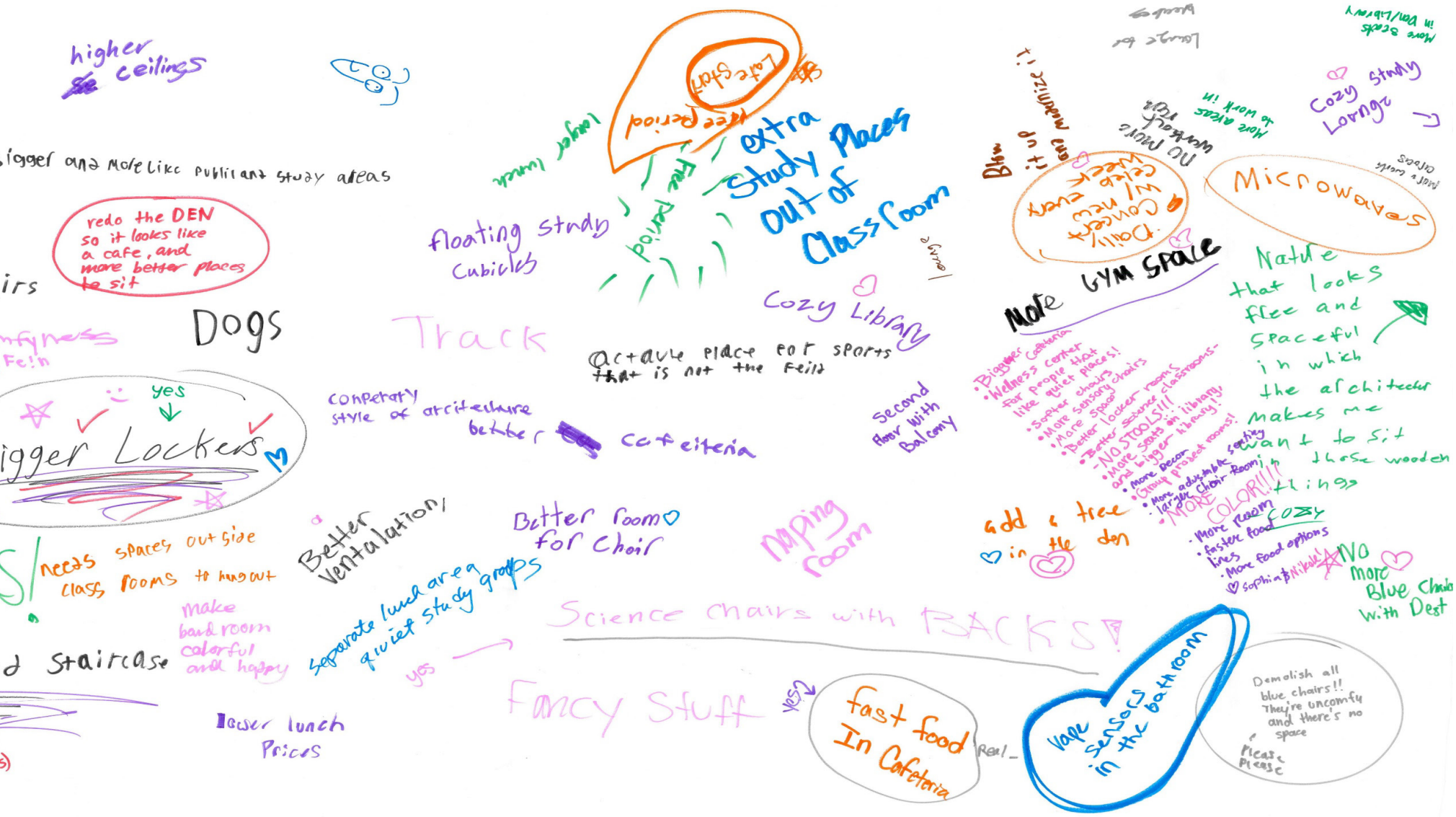

Student lounge
Starbucks
Bucks
Vending machines
Bigger lockers
Longer Lunch
A TRACK
Bigger lockers!!!
Food court
Bigger DEN/library
having a class period for relaxing and phone
Bigger classrooms
cooking class
Split the Art room in half and put another RS class
tech room
more relaxing spaces.
STUDENT LOUNGE
New and improved furniture -
bigger lockers
big room for relaxing and using your phone
Plaza spaces
bigger lockers
better aesthetics
More clubs
bigger classroom
bigger lockers
softball team
give the den more furniture
Make a cooking class
New furniture more modern
Awesome Sinks
Chill out Area
Track and Field Track to run on
better chairs
Add a track
baking class
Strike of brick
Improve Lunch room
Vending machines
Improve the lunch room.
More colors
Cooking/ Baking Class
Home Ec
Better chairs
Vending Machines
Track
Cooking class
big tables
Cooking class
Common room to hang/eat/Phones.
McDonalds
Baking class!
More sports teams
Chill spot for flex
base ball field
Cooking class
Cooking class
Warmer lighting Please!!!
More languages in RS
McDonalds
Quiet room for people to work
FOOTBALL FIELD

Student Engagement: Student Design Activity for Middle School

8th Grade - Key Takeaways:

- Better Chairs | Soft Seating | Lounge
- Stress Relief Room | Wellness Center
- Learning Stair | Study Areas
- Wider Lockers



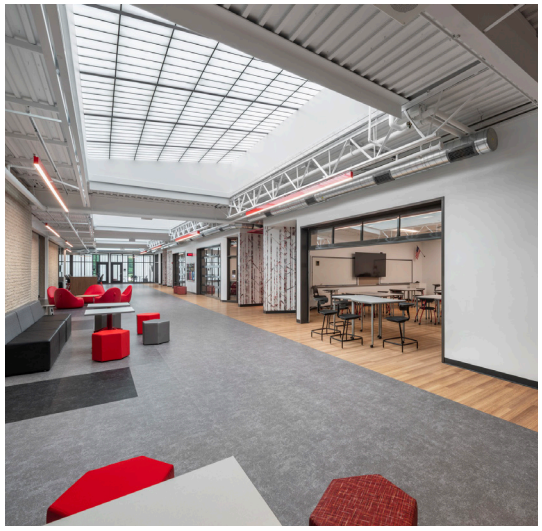

higher ceilings
redo the DEN so it looks like a cafe, and more better places to sit
Dogs
yes
Bigger Lockers
needs spaces out side class rooms to hang out
make band room colorful and happy
Staircase
Lower lunch Prices
Better Ventalation
separate lunch area quiet study groups
yes
Better room for Chair
Science chairs with BACKS
Fancy Stuff
yes
fast food In Cafeteria
Real
floating study Cubicles
Free Period
Late start
extra Study Places out of Classroom
Cozy Library
Track
Active place for sports that is not the Field
Second floor with Balcony
cafeteria
Bigger and More like Publix and study areas
Microwaves
Nature that looks free and Spaceful in which the architecture makes me want to sit those wooden things
GYM SPACE
add a tree in the den
COLOR!!!
More Blue Chairs With Desk
Demolish all blue chairs!! They're uncomfy and there's no space
Please Please
Vape sensors in the bathroom
Cozy Study Lounge
Bigger Cafeteria
Wellness center for people that like people that like quiet places!
Softer chairs
More sensory chairs
More space
Better locker rooms
Better Science classrooms
NO STOOLS!!!
More seats in library and bigger library!
More Decor
Group project rooms!
More adjustable seating
larger Choir Room!
MORE
More room
faster food lines
More food options
Sophia & Nikki

Student Engagement: Student Design Activity for Middle School

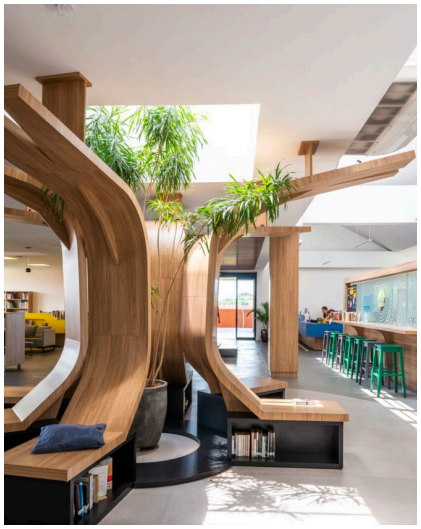
Dot Exercize: What types of spaces are preferred?

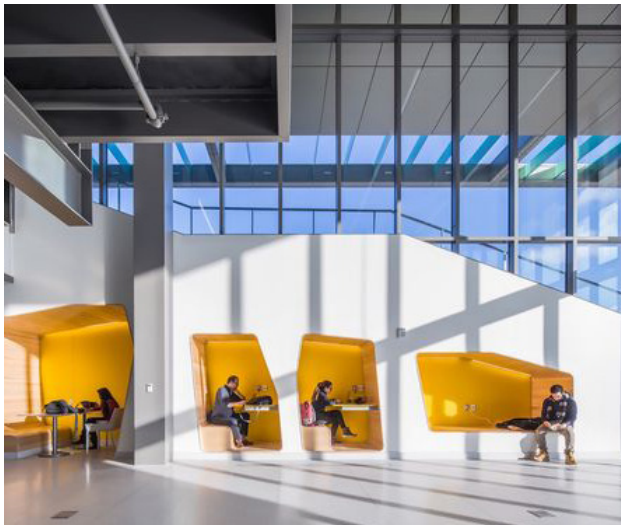
During the Student Design Activity, students were asked to pick their preferred spaces out of several printed images. The common preferences were dynamic gathering spaces, biophilic design, and spaces that provide choice for different learning activities/settings.



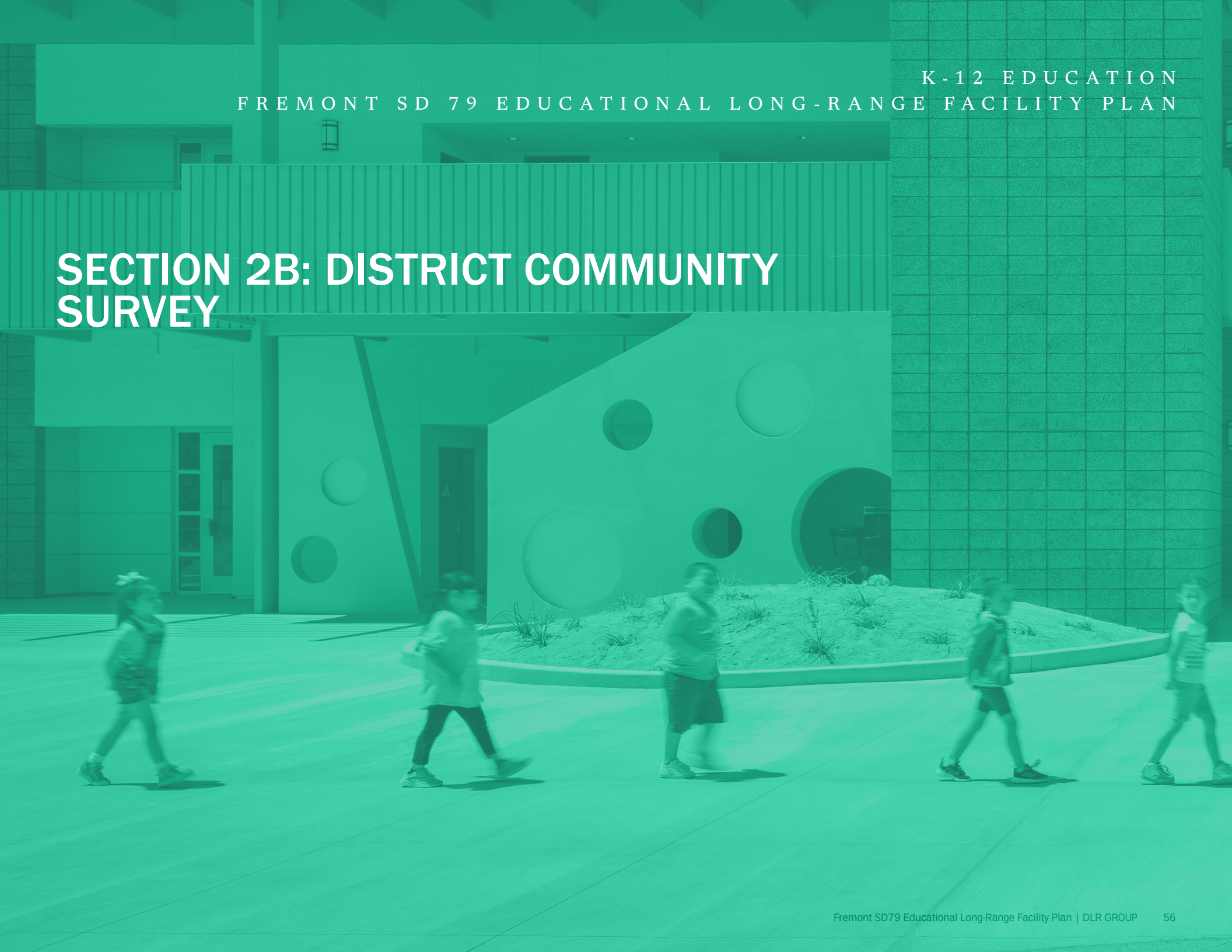








SECTION 2B: DISTRICT COMMUNITY SURVEY



Community Survey

Fremont School District 79 commissioned a community survey from Fako Research & Strategies (FR&S), of Lemont, Illinois. FR&S conducted the online surveys on April 8 – 22, 2024 via the following methods with a link to the survey or a QR code sent or distributed by the District: email to families, email to preschools/daycares, email to retirement communities, Fremont Township e-newsletter, mailed newsletter, District and principal e-newsletters, website, social media, Daily Herald newspaper, Parent-Teacher Organization, printed half-sheets at District Office desk, and at the middle school musical. A total of 570 respondents completed the survey. Seventy percent of respondents were parents of current students, 24% were community members that were not current parents, and 8% were staff & faculty of the district.

The following were identified by the survey respondents as the top priorities:

Top Tier Priorities:

- Building Systems & Exterior Maintenance
- Safety & Security Enhancements
- STEM (Science, Technology, Engineering, Mathematics) & CTE (Career & Technical Education) Learning Spaces
- Add Space for Future Enrollment

Next Tier Priorities:

- Fine Arts
- Flexible Spaces for a Wide-Range of Learners
- Outdoor Athletic / Community Spaces
- Traffic Management

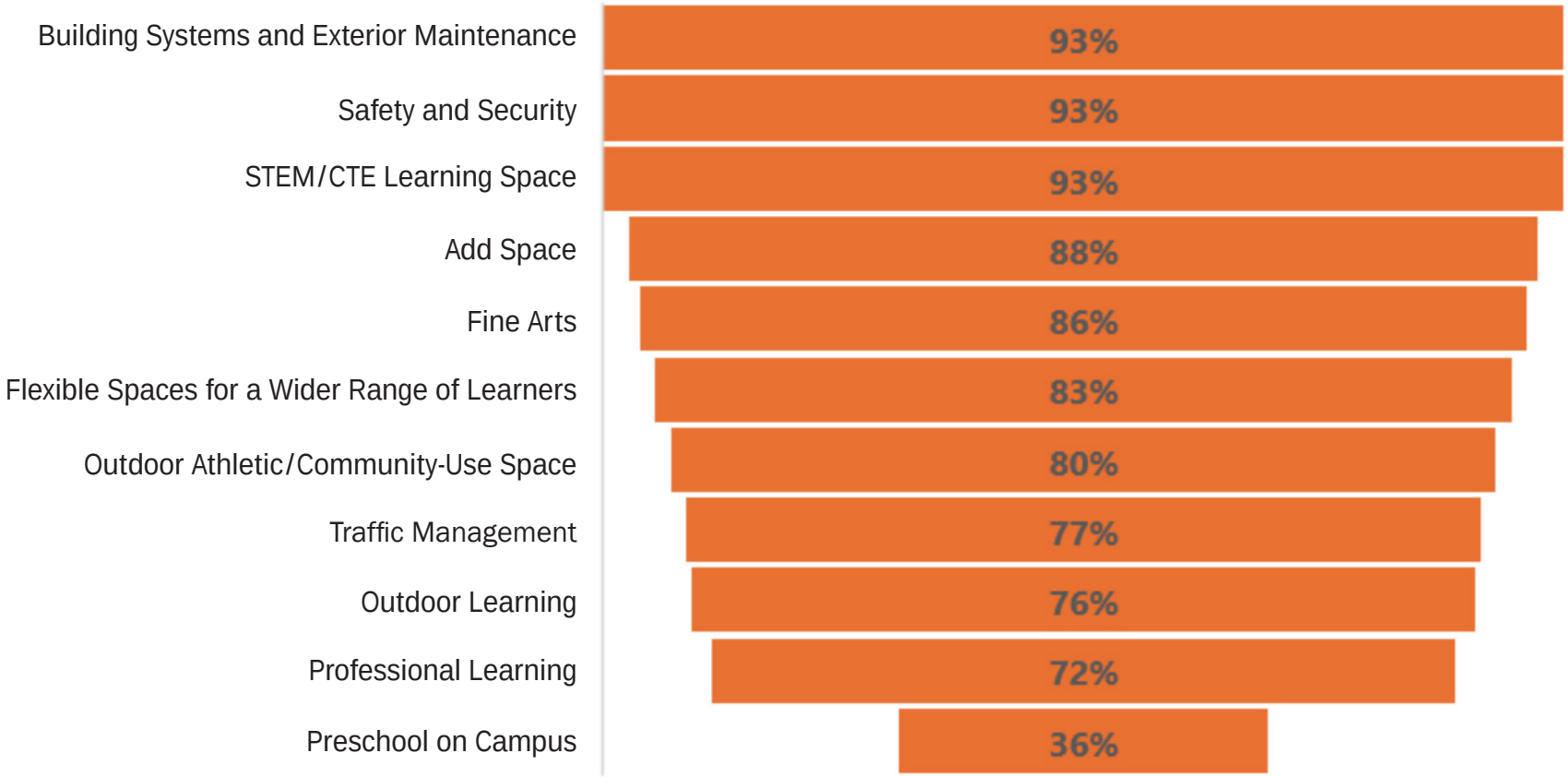
→ *Key Theme: Facility Assessments*

The District completed a Facility Condition Assessment in partnership with Wold Architect & Engineers in April of 2023. This report documented what the District facilities need to remain well-maintained, secure, and up-to-date. The priorities identified in this report were incorporated into the ELFP recommended plan to support the District's ongoing goal to provide safe and secure buildings, and in response to the maintenance of existing facilities being identified as a top priority by the community.

Community Survey

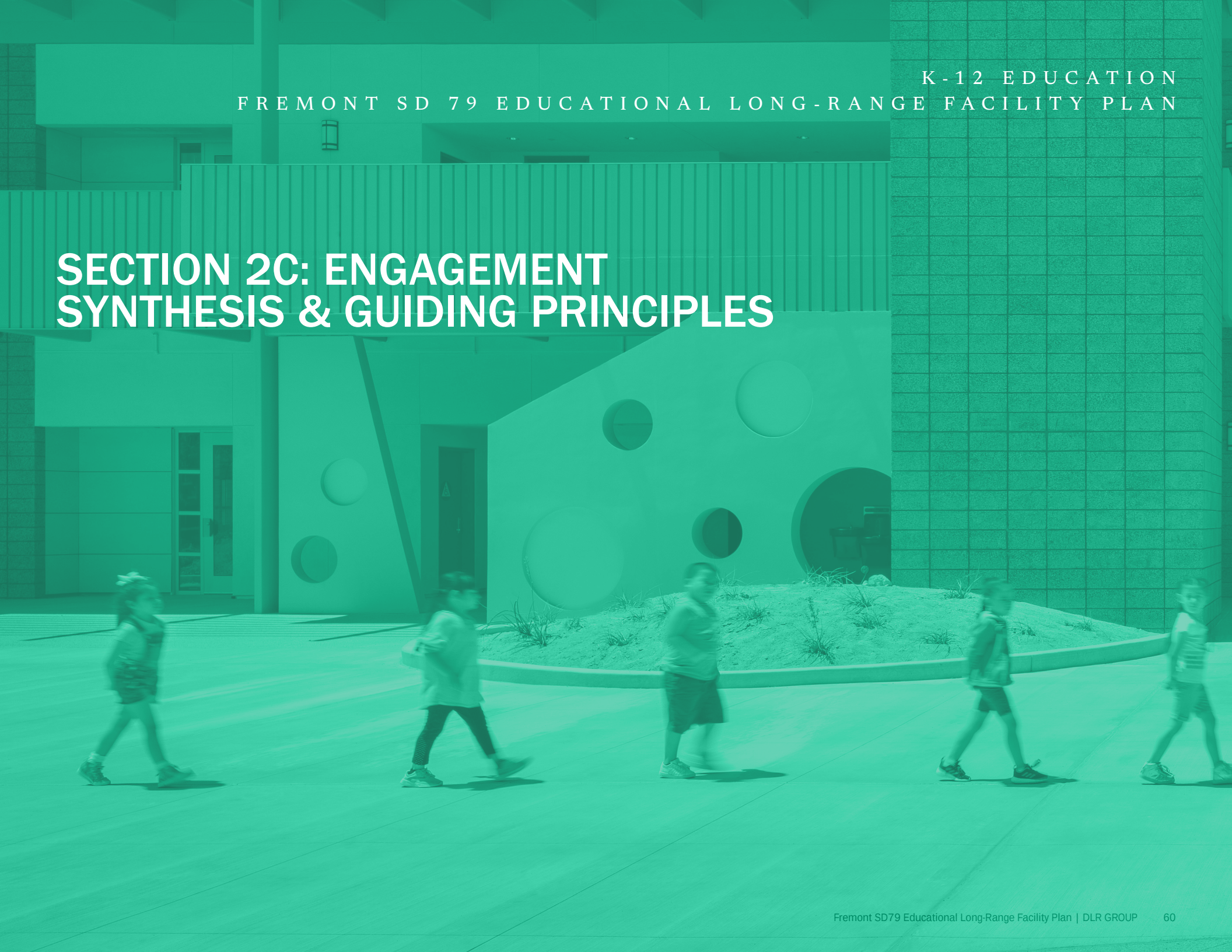
Respondents were provided the following information and then asked to indicate the degree of importance they felt the District should place on each item when prioritizing facilities planning elements for its Educational Long-Range Facility Plan:

"As you may or may not know, Fremont School District 79 is currently in the process of developing an Educational Long-Range Facility Plan (ELFP) as it examines its short-term and long-term facility needs. The following questions will rate which areas you believe the District should prioritize in creating this 10-year plan. The District serves approximately 2,100 preK-8 students and maintains over 345,000 square feet in 3 schools, 1 transportation center, 1 District administrative building, and 1 maintenance storage barn. The District owns approximately 150 acres of land, 60 acres of which is available for building. The community has effectively maintained facilities over time, and we want to ensure ongoing investments are prioritized based on feedback."

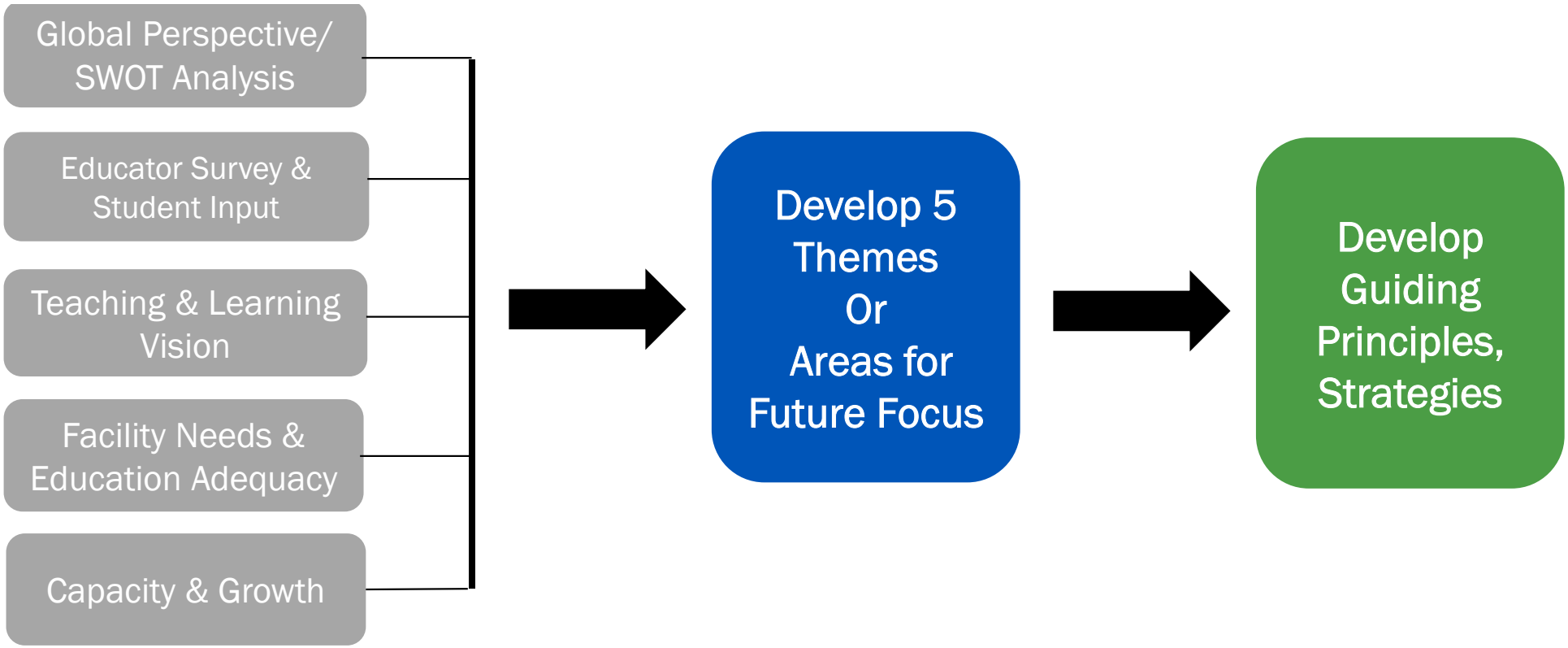


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SECTION 2C: ENGAGEMENT SYNTHESIS & GUIDING PRINCIPLES



Synthesis


Global Perspective/ SWOT Analysis
Educator Survey & Student Input
Teaching & Learning Vision
Facility Needs & Education Adequacy
Capacity & Growth
Develop 5 Themes Or Areas for Future Focus
Develop Guiding Principles, Strategies

Fremont School District 79 Strategic Plan & Key Themes

The following key areas of focus emerged after synthesizing the feedback and information gathered during Engagement and Deeper Understanding activities:

- Flexibility to create a variety of learning spaces
- Student-focused learning
- Health, Wellness, and Safety
- Future Growth
- Maintaining One Campus
- Fiscal Responsibility

The key areas of focus identified above align with the four Strategic Goal Areas adopted by the District as part of the 2023-2027 Strategic Plan. These four Strategic Goal Areas became the key organizational drivers to form the Guiding Principles and ultimately the final recommended plan.



Aligning Feedback With District Strategic Goal Areas

Financial & Facility Stewardship



- Facility Condition Needs | Public Sewer, Water
- Managing Growth while Maintaining Education Quality
- MS Building Age & Ability to Support Future Advanced Programs
- MS Classrooms Cafeteria, Media Center, Gym, Drama undersized

Safe, Healthy & Connected Culture



- Traffic Flow Buses / Cars
- Integrate Support Services / SEL Spaces
- One Campus with Early Childhood
- Outdoor Learning Areas and Athletic Fields/Track

Growth & Achievement for All



- Inclusive & Inquiry Based Learning Environments
- Student Autonomy with Collaboration & De-Compression Spaces
- Connections to Nature – Daylight & Outdoor Learning
- Hands-On, & Real World Experiences

Talent Recruitment & Development



- School Building Adequacy & Functionality
- Diversity & Flexibility for Evolving Teaching & Learning Styles
- Professional Development
- Collaborative & De-Compression Spaces

Guiding Principles



Financial and Facility Stewardship: We will uphold the District's Vision while responsibly managing resources, balancing the priorities of effective fiscal management in the midst of tremendous enrollment growth.



Safe, Healthy & Connected Culture: We will establish a dynamic and welcoming environment that fosters diversity, encourages innovation, and supports continuous personal development while providing accessible spaces that promote creativity and collaboration, enhancing students' ability to adapt to evolving needs.



Growth & Achievement for All: Our schools will be an inclusive environment where we will empower student ownership of authentic, real-world learning that fosters collaboration, lifelong well-being and sparks each student's unique potential.



Talent Recruitment: We prioritize a unified campus feel that functions well, inspires, and provides flexibility for teachers, staff, and students to empower learners to forge their own paths to reach their full potential.

SECTION 3: BUILDING INFORMATION

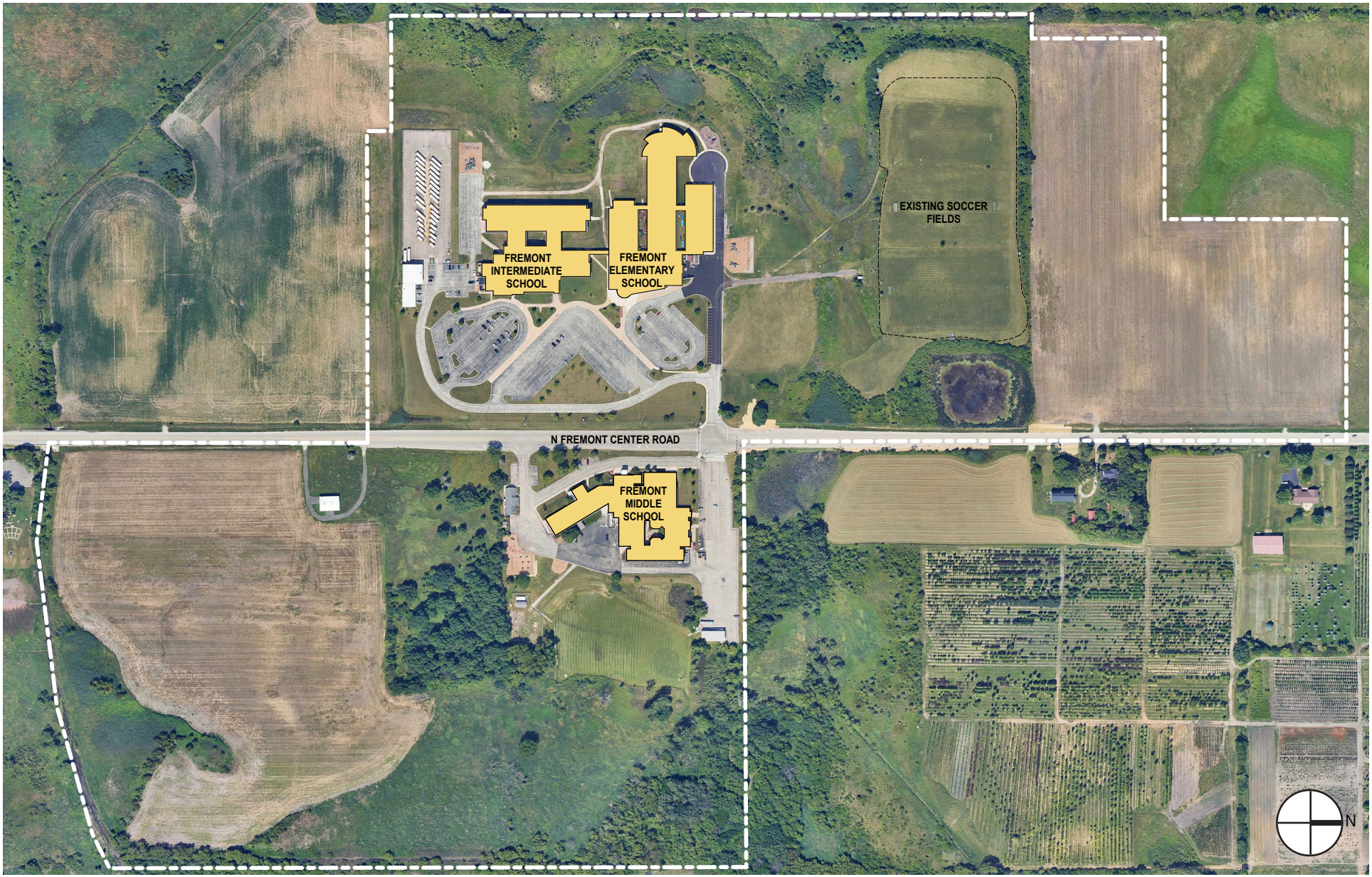
- District Campus Plan
- Existing Building Overview
  - Facility Condition Assessment Summary
  - Eductional Adequacy Summary
- District Enrollment (Current and Projected)
- Existing Building Utilization Floor Plans

All Facility Condition Assessment (FCA) data pulled from April 2023 Facilities Condition Assessment Report by Wold Architects & Engineers

Educational Adequacy tours of existing buildings conducted by DLR Group during December of 2023. Educational Adequacy is an evaluation of the suitability of an existing school site and building for supporting the students, stsaff, and teaching and learning goals of the District; it is not an evaluation of the health & life safety or condition of spaces.



Fremont School District 79 Current Campus Plan



Lincoln Early Learning Center

Building Facts:

- Leased classroom space by Fremont District 79 since 2015.
- Lincoln Early Learning Center is only District school building not located on the Fremont Center Road campus
- Used by District 79 under an agreement with Mundelein SD 75 and Hawthorn SD 73
- Not included in scope of the Facility Condition Assessment Report or the ELFP



Fremont Elementary School

Summary of Facility Assessment Priorities:

- Replacement of concrete sidewalks
- Replace all exterior aluminum windows and doors, replacement of exterior soffits
- Replacement of damaged flooring and ceilings
- Installation of occupany sensors

Educational Adequacy Summary

- The following features of the school building received a **GREAT** rating: furniture is flexible/movable and offers variety; Media Center/Maker/Technology rooms provide project-based leaning opportunities.
- The following features of the school building received a **GOOD** rating: School and Site in good condition and are welcoming; classrooms allow for multiple learning modalities; most spaces have access to daylight/view.
- The following features of the school building received a **FAIR** rating: Multiple sizes of learning spaces not available (no small/medium group rooms); learning spaces are not changeable/adaptable to curriculum; Cafeteria is long and narrow and is not used as a stage as design; no dedicated outdoor space for outdoor learning



Fremont Elementary School Building Facts

- Opened in 1998
- Last renovation in 2020
- 97,886 total SF

Summary of Facility Assessment Priorities:

- Spot tuckpointing and brick replacement
- Replacement of damaged flooring and ceilings
- Replace ceramic tile in toilet rooms
- Replace boilers and RTUs
- Replace existing lighting and add dimming controls

Educational Adequacy Summary

- The following features of the school building received a **GREAT** rating: furniture is flexible/movable and offers variety; Classrooms allow for multiple stations/modes of learning; Team Rooms provide staff collaboration space throughout the building; Learning Studio provides flexible professional development and presentation space.
- The following features of the school building received a **GOOD** rating: School and Site in good condition and are welcoming; Gym, Media Center, Cafeteria function well.
- The following features of the school building received a **FAIR** rating: Multiple sizes of learning spaces not available (no small/medium group rooms); learning spaces are not changeable/adaptable to curriculum; Site does not have dedicated space for outdoor learning or athletics; STEM space within Media Center not adequate size of space for project-based learning



Fremont Intermediate School Building Facts

- Opened in 2007
- Last renovated in 2019
- 118,458 total SF

Fremont Middle School

Summary of Facility Assessment Items:

- Replacement of 1966 addition and 1972 addition roofing and flashing
- Spot tuckpointing and brick replacement
- Replacement of damaged flooring and ceiling
- Replace all student lockers
- Replace galvanized and PVC piping
- Replace unit ventilators, replace boiler room heating plant

Educational Adequacy Summary

- The following features of the school building received a **GREAT** rating: Media Center/ "The Den" provides space for project-based learning; furniture is flexible/movable.
- The following features of the school building received a **GOOD** rating: School and Site in good condition and are welcoming; Media Center is a good space but undersized for typical middle school capacity.
- The following features of the school building received a **FAIR** rating: Classrooms are too small for class sizes; Multiple sizes of learning spaces not available (no small/medium group rooms); Learning spaces are not changeable/ adaptable to curriculum; No spaces for independent learning.
- The following features of the school building received a **POOR** rating: Site does not have dedicated space for athletics or outdoor learning; no visibility into areas of vulnerability (stairs, restrooms); Physical Education spaces and Cafeteria are undersized.



Fremont Middle School Building Facts

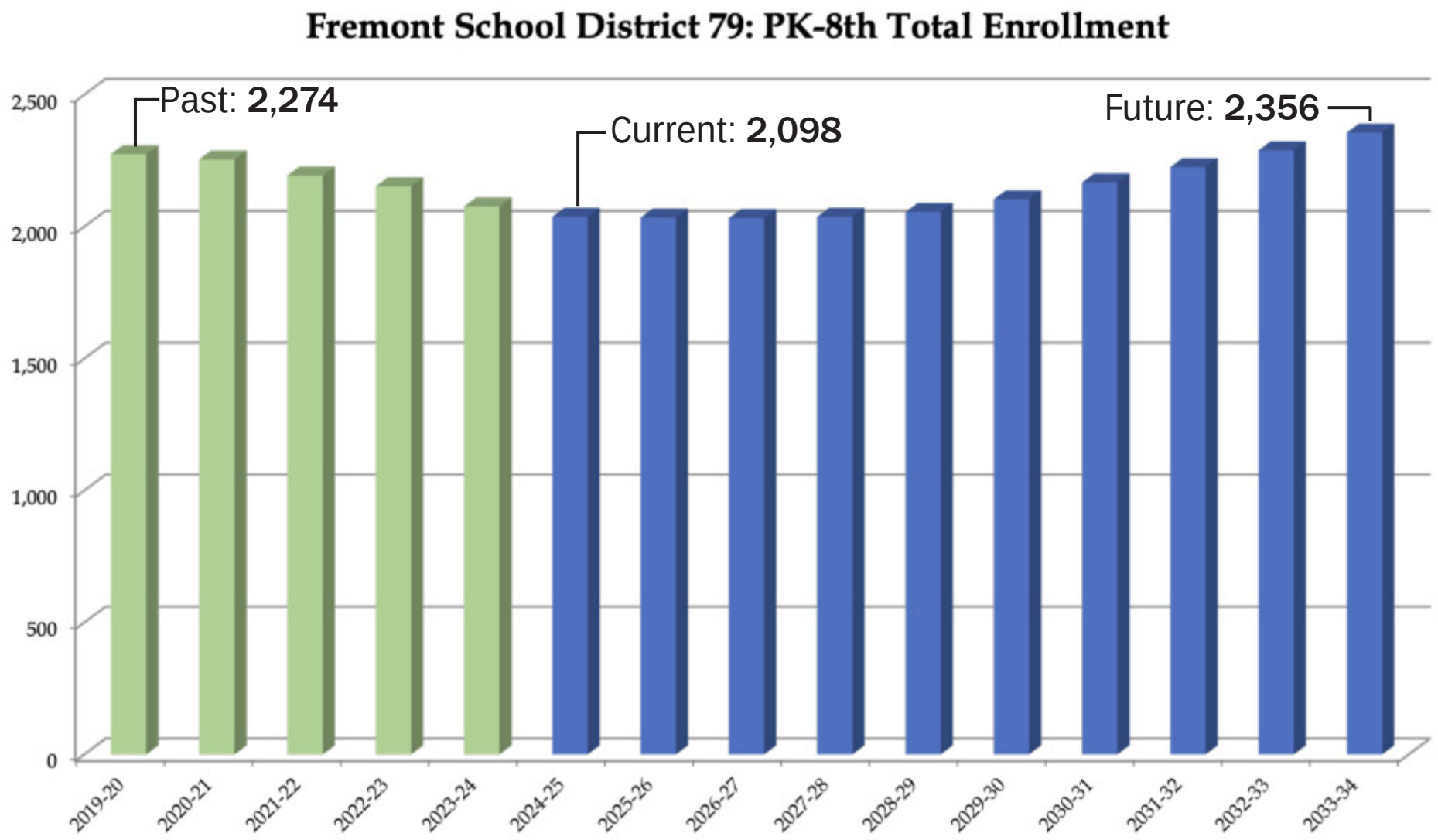
- Opened in 1957
- Remodeled in 2007
- Last renovation in 2018
- 114,994 total SF

SECTION 3A: ENROLLMENT AND UTILIZATION

- District Enrollment Current and Projected
- Current Building Floor Plans and Utilization

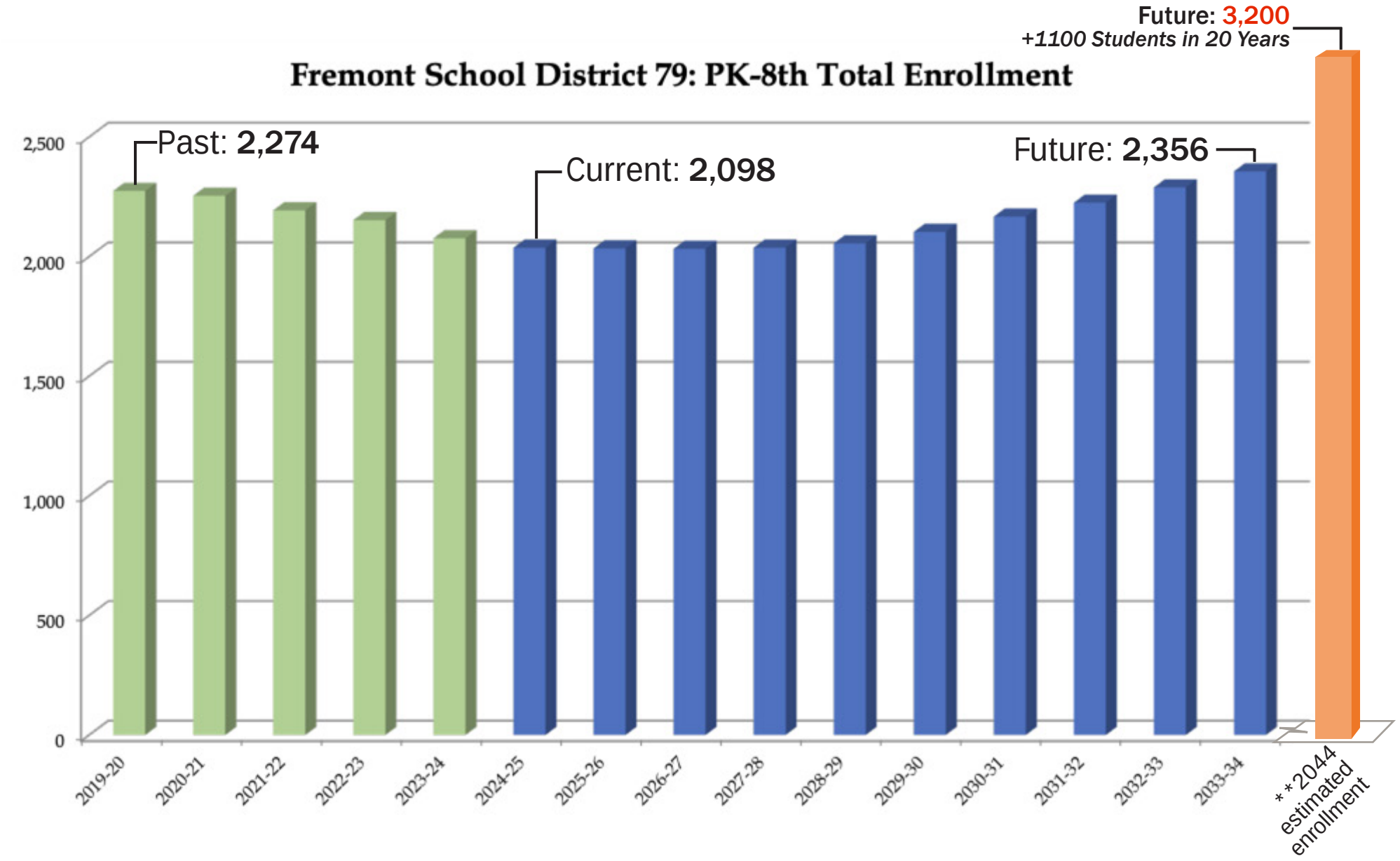


Enrollment - Current and Projected



*Enrollment data from 2024 Cropper Demographic Study Report

Current and Future Building Enrollment



**2044 estimated enrollment based on projection using anticipated number of new homes from current and known future developments

Current and Future Building Enrollment

		2024-2025 Enrollment	2033-2034 Enrollment*	2038-2039 Enrollment**	2043-2044 Enrollment**
Pre-K	PK	96	100	120	140
Elementary School	K-2	635	714	825	1,020
Intermediate School	3-5	655	749	825	1,020
Middle School	6-8	712	797	825	1,020
		2,098	**2,356**	**2,595**	**3,200**

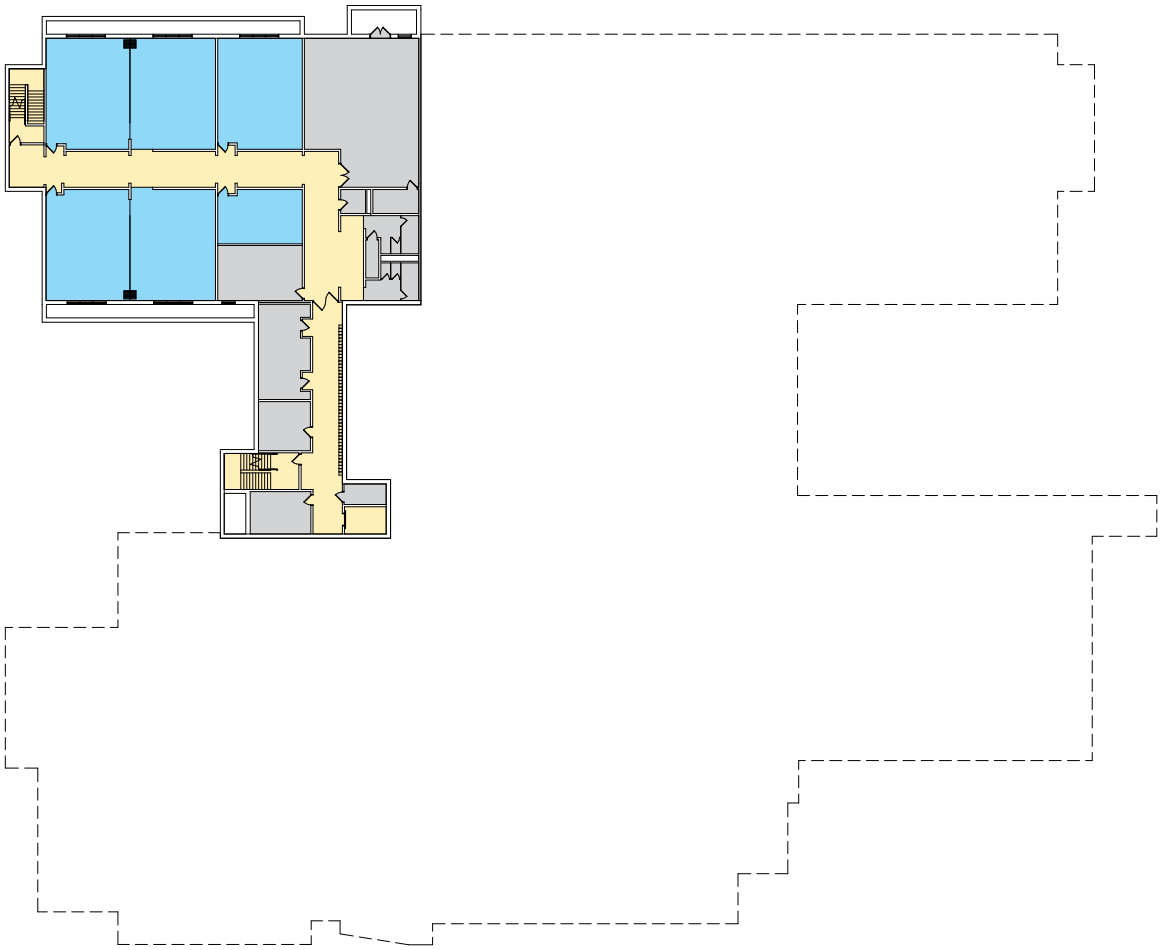
*Enrollment data from 2024 Cropper Demographic Study Report

**2044 estimated enrollment based on projection using anticipated number of new homes from current and known future developments

Fremont Elementary School



Fremont Intermediate School - Level 00

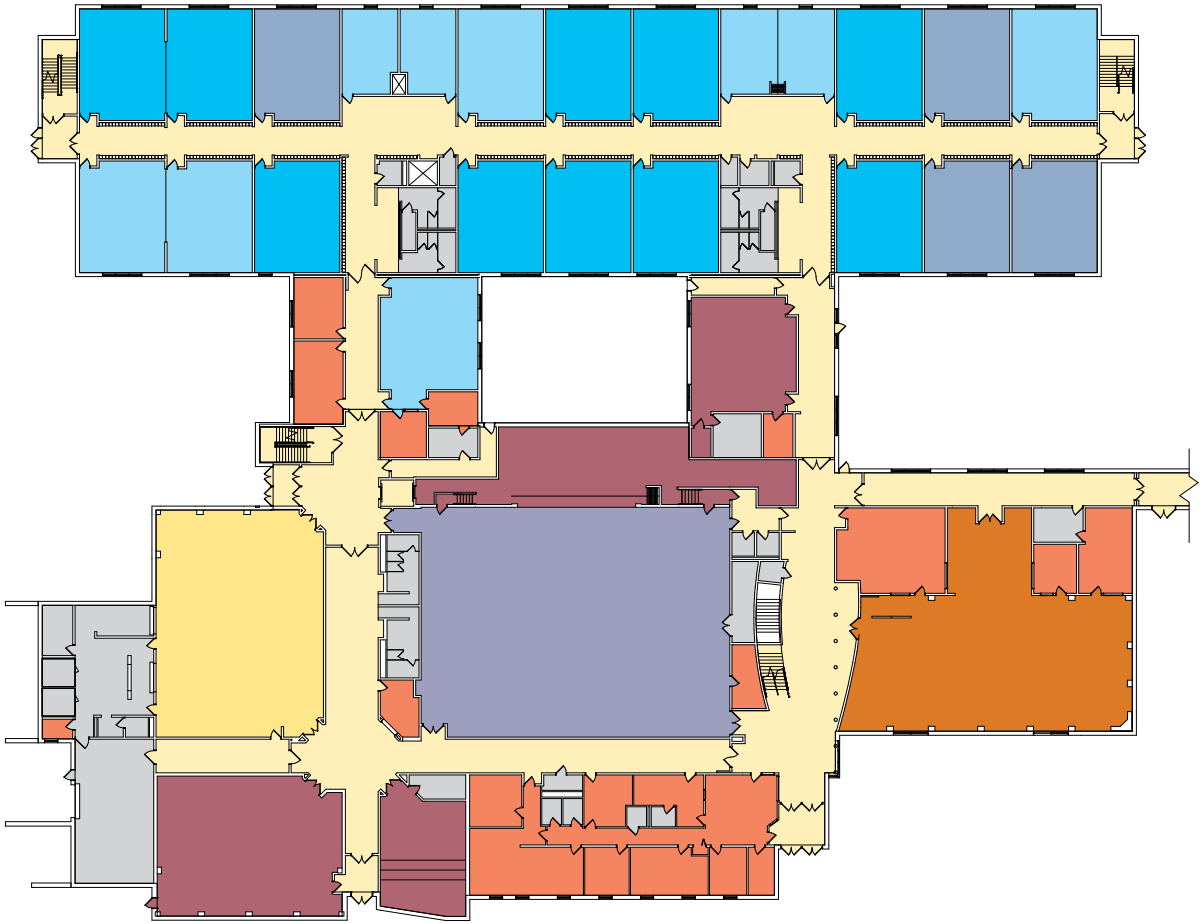


SCHOOL ROOM USE LEGEND

- CLASSROOMS
- SPECIALIZED LEARNING (SCIENCE LABS, ETC.)
- SPECIAL EDUCATION
- PERFORMING ARTS & ARTS CLASSROOMS
- ATHLETICS FACILITIES & PHYSICAL EDUCATION
- DINING/CAFETERIA
- MEDIA RESOURCE CENTER
- ADMIN & TEACHER WORK SPACES
- BUILDING CIRCULATION
- SERVICES, UTILITIES & STORAGE



Fremont Intermediate School - Level 01



SCHOOL ROOM USE LEGEND

- CLASSROOMS
- SPECIALIZED LEARNING (SCIENCE LABS, ETC.)
- SPECIAL EDUCATION
- PERFORMING ARTS & ARTS CLASSROOMS
- ATHLETICS FACILITIES & PHYSICAL EDUCATION
- DINING/CAFETERIA
- MEDIA RESOURCE CENTER
- ADMIN & TEACHER WORK SPACES
- BUILDING CIRCULATION
- SERVICES, UTILITIES & STORAGE

N

Fremont Intermediate School - Level 02

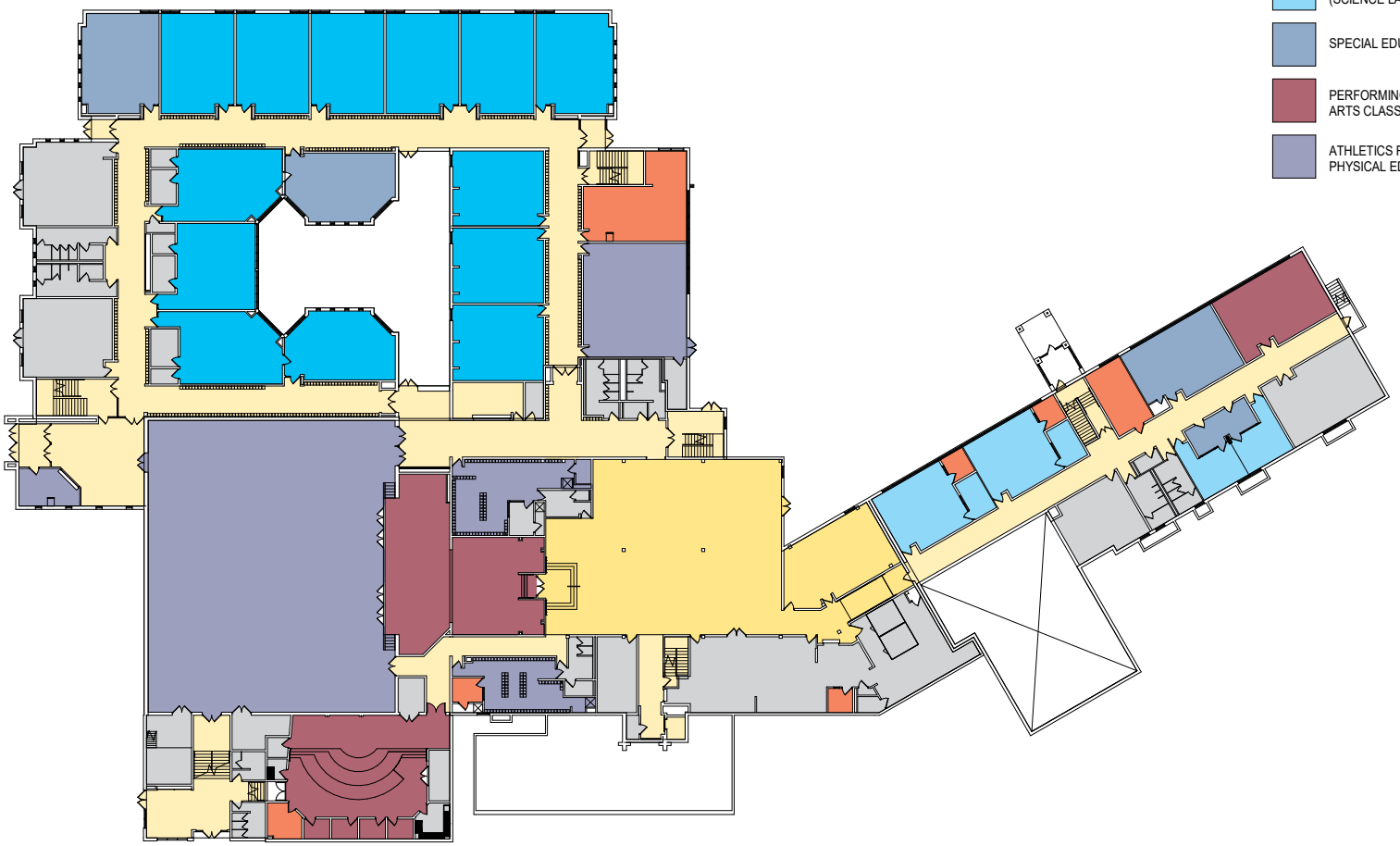


SCHOOL ROOM USE LEGEND

- CLASSROOMS
- SPECIALIZED LEARNING (SCIENCE LABS, ETC.)
- SPECIAL EDUCATION
- PERFORMING ARTS & ARTS CLASSROOMS
- ATHLETICS FACILITIES & PHYSICAL EDUCATION
- DINING/CAFETERIA
- MEDIA RESOURCE CENTER
- ADMIN & TEACHER WORK SPACES
- BUILDING CIRCULATION
- SERVICES, UTILITIES & STORAGE

N

Fremont Middle School - Level 00



Fremont Middle School - Level 01



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SECTION 4: RECOMMENDATIONS

- Recommended Plan Summary
- Capacity Alignment with Future Enrollment
- Recommended Campus Plans & Plan Costs
- Recommended Plan Phasing



Recommended Plan Summary

The recommended plan is built on the needs and priorites of the Fremont SD79 community identified through the planning process. Throughout this process, various community members and Fremont SD79 groups were engaged to understand the current and future needs and goals of the District. This feedback combined with existing data about the facilities informed the direction of the plan and ultimately the recommendations. This recommended plan is intended to guide investment and facility improvements over the next 10 years, and considerations for investment over the next 20 years.

Three key themes developed through the planning process: needed expansion of district facilities due to large **enrollment growth**, addition/renovation of spaces to meet District **educational priorities**, and the need to address facility maintenance needs by including the **facility condition assessment** priorities into the final plan. The recommended plan addresses these three key themes in the following ways:

- **Enrollment Growth**: Current student enrollment totals 2,098 with an expected increase of 258 students by 2034, for a total of 2,356 students. However, due to the current and known planned developments within District boundaries, total enrollment is expected to grow by over 1,000 students to a projected total of 3,196 by 2044. The current capacity of the school buildings is 2,119 students, meaning the District will outgrow its facilities within the next 10 years. This, coupled with the large increase in enrollment over the next 20 years, pointed to a need for increased capacity in District facilities. Under the recommended plan, a new 6th-8th grade Middle School will be built in approximately 6-10 years. The building of the new school in a more recent phase will allow the District to expand into available space without having to increase class sizes or reduce program to accommodate the increase in enrollment. Infrastructure to suppport this expansion will also be completed in the first two phases of the plan.
- **Educational Priorities:** A common theme heard through multiple engagment sessions is the existing school buildings lack a variety of sizes of learning spaces and flexible learning space that can adapt to different learning modalities. The District has made considerable investment in recent years upgrading furniture in learning spaces to provide flexibility within these spaces to meet curriculum needs, but staff identified a need to add a variety of and flexible spaces to support the District's future teaching and learning goals. The recommended plan includes an expansion of flex, collaboration, and STEM spaces at each building to meet this need. The recommended plan also includes renovations to connect indoor learning spaces to outdoor learning spaces, as well as bring PreK students back to the Fremont Center Campus to continue to strengthen the one-campus model of the District.
- **Facility Condition Assement:** An important part of providing safe and healthy learning spaces is maintenance of existing facilities and systems. The recommended plan prioritizes the completion of the facility condition assessment priorites by planning to address all assessment items in the first two phases of the plan.

Future Enrollment vs Existing District Capacity

Projected Enrollment:

(assumes no additional capacity added to District facilities)

		2024-2025 Enrollment	2033-2034 Enrollment*	2038-2039 Enrollment**	2043-44 Enrollment**	Existing Functional Building Capacity
Pre-K	PK	96	100	120	140	96
Elementary School	K-2	635	714	825	1,020	633
Intermediate School	3-5	655	749	825	1,020	700
Middle School	6-8	712	797	825	1,020	786
		2,098	**2,360**	**2,595**	**3,200**	**2,119**

District enrollment will surpass current building capacity by 2033

** projected enrollment per 2024 Cropper Demographic Study*

*** project enrollment using anticipated number of new homes*

Capacity Alignment to Future Enrollment

Current (2023-2024)

Building	Enrollment	Enrollment Per Grade										Capacity
		PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	
PK		96										96*
**Pre-K off-site at Lincoln ELC total not included in capacity calculation*												
Elementary (K-2)	636		212	212	212							633
Intermediate (3-5)	654					218	218	218				700
Middle (6-8)	712								237	237	238	786
	2002											2,119
										Open Capacity		117

5-10 Years (2029-2034)

Building	Enrollment	Enrollment Per Grade										Capacity
		PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	
PK		100										100*
**Pre-K off-site at Lincoln ELC total not included in capacity calculation*												
Elementary (K-1)	476		238	238								633
Intermediate (2-3)	487				238	249						700
Middle (4-5)	500						250	250				786
New Middle School (6-8)	797								265	266	266	1,020
Includes District Office												
	2,260											3,139
										Open Capacity		879

Capacity Alignment to Future Enrollment

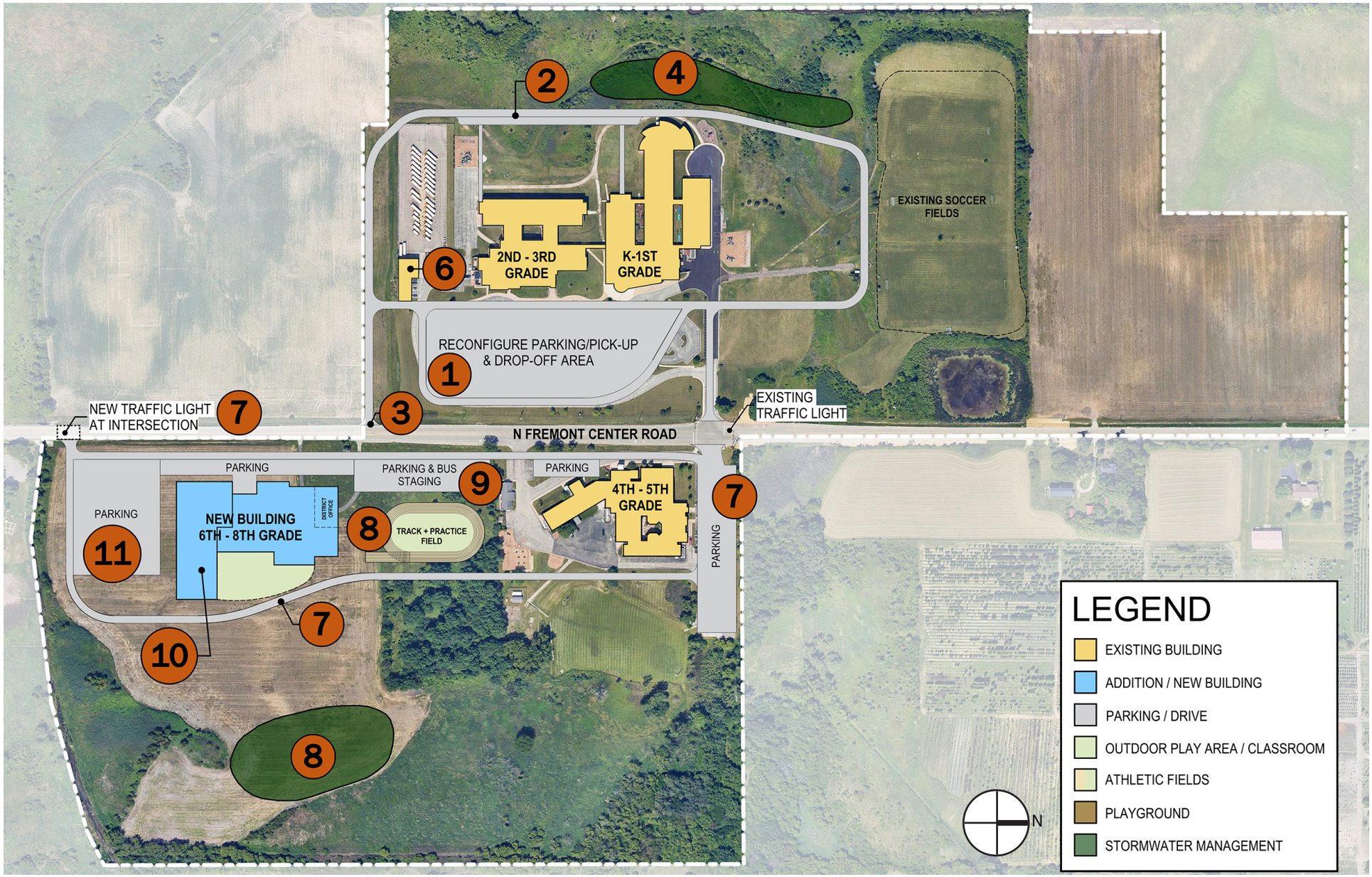
11-15 Years (2035-2039)

Building	Enrollment	Enrollment Per Grade										Capacity
		PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	
Elementary (PK-1)	670	120	275	275								833
Addition 10 CR/Multi-Purp/STEM Collab, PreK moves to ES												
Lower Intermediate (2-3)	550				275	275						700
Renovate for STEM/Flex Learning												
Upper Intermediate (4-5)	550						275	275				786
Middle (6-8)	825								275	275	275	1,020
	2,595											3,339
											Open Capacity	744

16-20 Years (2040-2044)

Building	Enrollment	Enrollment Per Grade										Capacity
		PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	
Elementary (PK-1)	820	140	340	340								833
Lower Intermediate (2-3)	680				340	340						700
Upper Intermediate (4-5)	680						340	340				786
Middle (6-8)	1,020								340	340	340	1,020
	3,200											3,339
											Open Capacity	139

Recommended Plan - Enrollment Growth

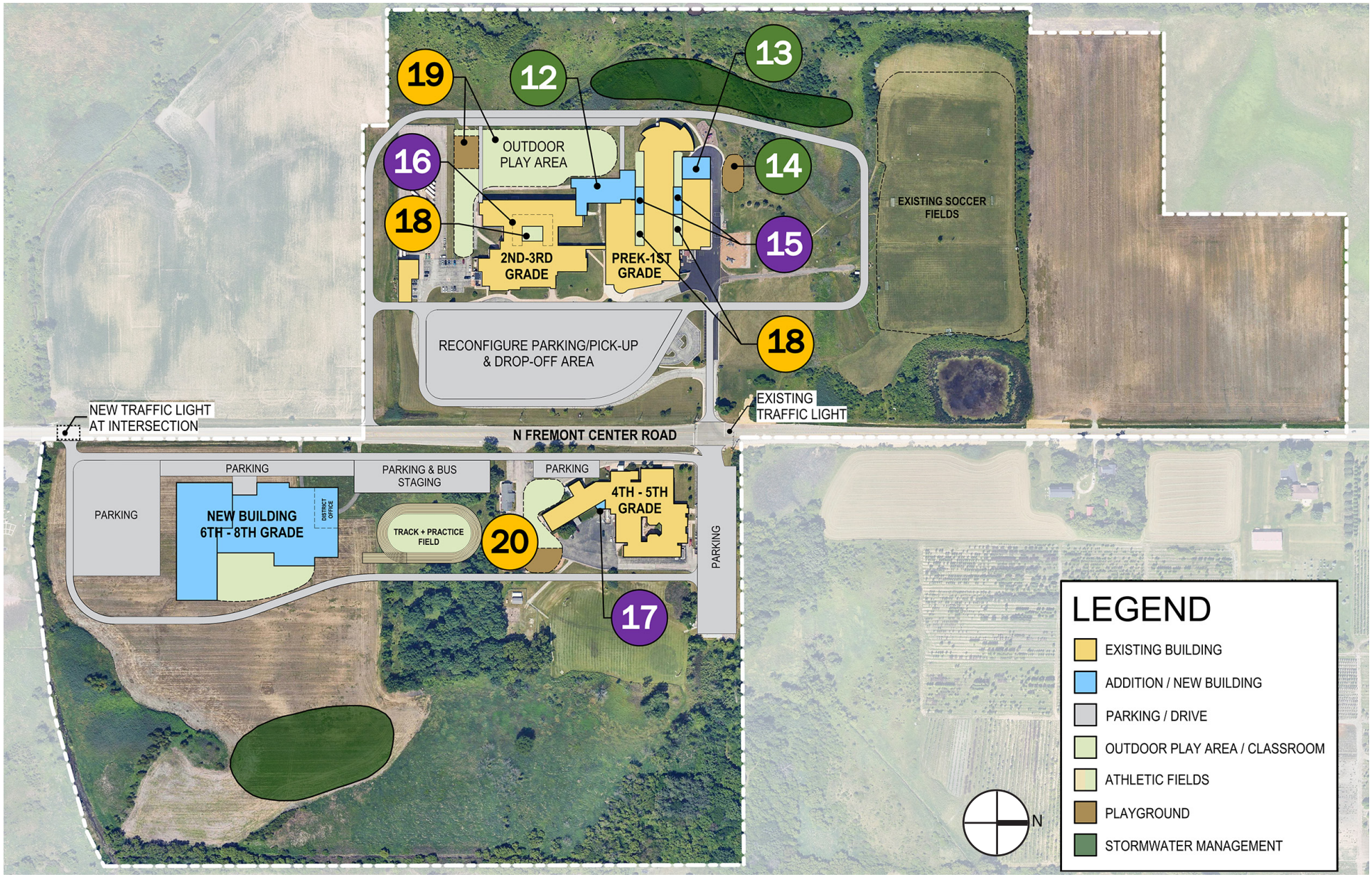


Recommended Plan - Enrollment Growth

Enrollment Growth Projects:

1. Reconstruct Front Parking/Bus & Car Access
2. Fire/Car Lane Road Around Back of Fremont Elementary School and Fremont Intermediate School
3. Right-in/Right-out South Exit
4. Fremont Elementary School Stormwater Management Area
5. Municipal Water and Sewer Source Extension to Campus *(not pictured)*
6. Renovate Existing Transportation Building
7. Fire/Car Lane Around Existing Fremont Middle School and Parking, South Exit Drive & Traffic Light
8. Track + Field and Stormwater Management Area
9. Parking and Bus Staging
10. New Middle School Building (6th-8th Grades + District Office)
11. Parking at New Middle School Building

Recommended Plan - Educational Priorities



Recommended Plan - Educational Priorities

Educational Priorities Projects:

12 Pre-K: 10 Pre-K Classroom Addition at Fremont Elementary School

13 Pre-K: Multi-Purpose Addition at Fremont Elementary School

14 Pre-K: New Pre-K Playground

15 STEM/CoLab: Co-Lab Learning Additions + Outdoor Learning Courtyards at Fremont Elementary School

16 STEM/CoLab: Flex/Learning Hub Renovation at Fremont Intermediate School

17 STEM/CoLab: STEM/Cafeteria Addition + Drama Renovation at Fremont Middle School

18 Outdoor Learning/Athletics: Outdoor Learning Courtyard

19 Outdoor Learning/Athletics: Playground Renovation + Outdoor Play Area

20 Outdoor Learning/Athletics: Playground Renovation

Recommended Plan Costs

Costs:

- Enrollment Growth: $148.4 million
- Educational Priorities: $31.2 million
- Facility Assessment *(excludes H/LS items)*: $38.9 million

Note: Costs are estimated all-in costs in 2024 dollars and include soft costs like Design/Consultant Fees, FF&E, Technology/Security, Geotechnical, Permitting, Environmental, Testing/Inspections, Surveys, and Site Funishing

Portion of Cost for Facility Assessment Items:

- HVAC Replacement/Maintenance: 23%
- Roofing: 2%
- Window & Masonry: 8%
- Flooring & Doors/Frames: 14%
- Lighting: 14%
- Safety & Security: 11%
- ADA Standards: 1%
- Various Projects: 27%

Funding Sources

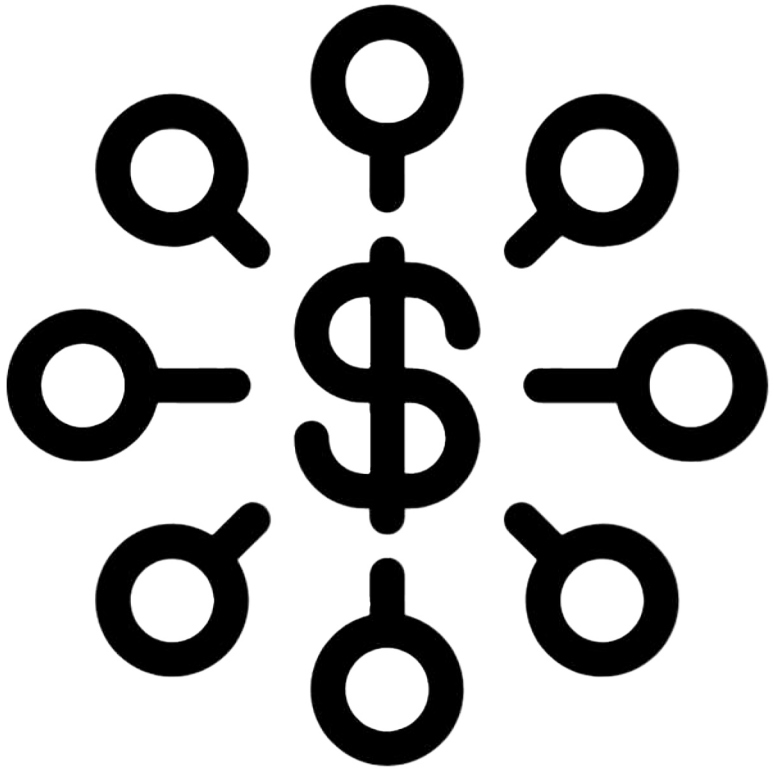
- District Fund Balance
  - Funds strategically saved over time to contribute to large capital projects (est. $12M - $15M)

- Municipality/Developer for Growth Impact
  - Developer Impact Fees
  - Developer Donation
  - Special Service Area Tax

- Community Partnerships
  - Joint investments for shared use (ie Park District)

- Grants (note State program has not been funded in over two decades)

- Community Request / Referendum
  - District will pursue this source only after all other sources are exhausted



SECTION 4A: RECOMMENDED PLAN PHASING



Recommended Plan Phasing Summary

Phase 1 (0-5 Years) Projects:

- Facility Assessment Items 1 & 2, All Schools
- Enhanced Secure Vestibules, All Schools
- Reconstruct Front Parking/Bus & Car Access
- Fire/Car Lane Road Around Back of Fremont Elementary School and Fremont Intermediate School
- Right-in/Right-out South Exit
- Fremont Middle School Cafeteria/ STEM Addition + Drama Renovation
- Fremont Elementary School Stormwater Management Area
- Municipal Water and Sewer Source Extension to Campus
- Renovate Existing Transportation Building

Capacity After Improvements: 2,119
Estimate Enrollment: 2,002

Phase 2 (6-10 Years) Projects:

- Facility Assessment Items 3 & 4, All Schools
- Existing Fremont Middle School Playground Renovation
- Fire/Car Lane Around Existing
- Fremont Middle School and Parking South Exit Drive and Traffic Light
- Track + Field and Stormwater Management Area
- Parking and Bus Staging
- New Middle School Building (6th - 8th Grade + District Office)
- Parking at New Middle School Building

Grades per Building:
ES (K-1); IS (2-3); MS (4-5); New (6-8)

Capacity After Improvements: 3,239
Estimate Enrollment: 2,360

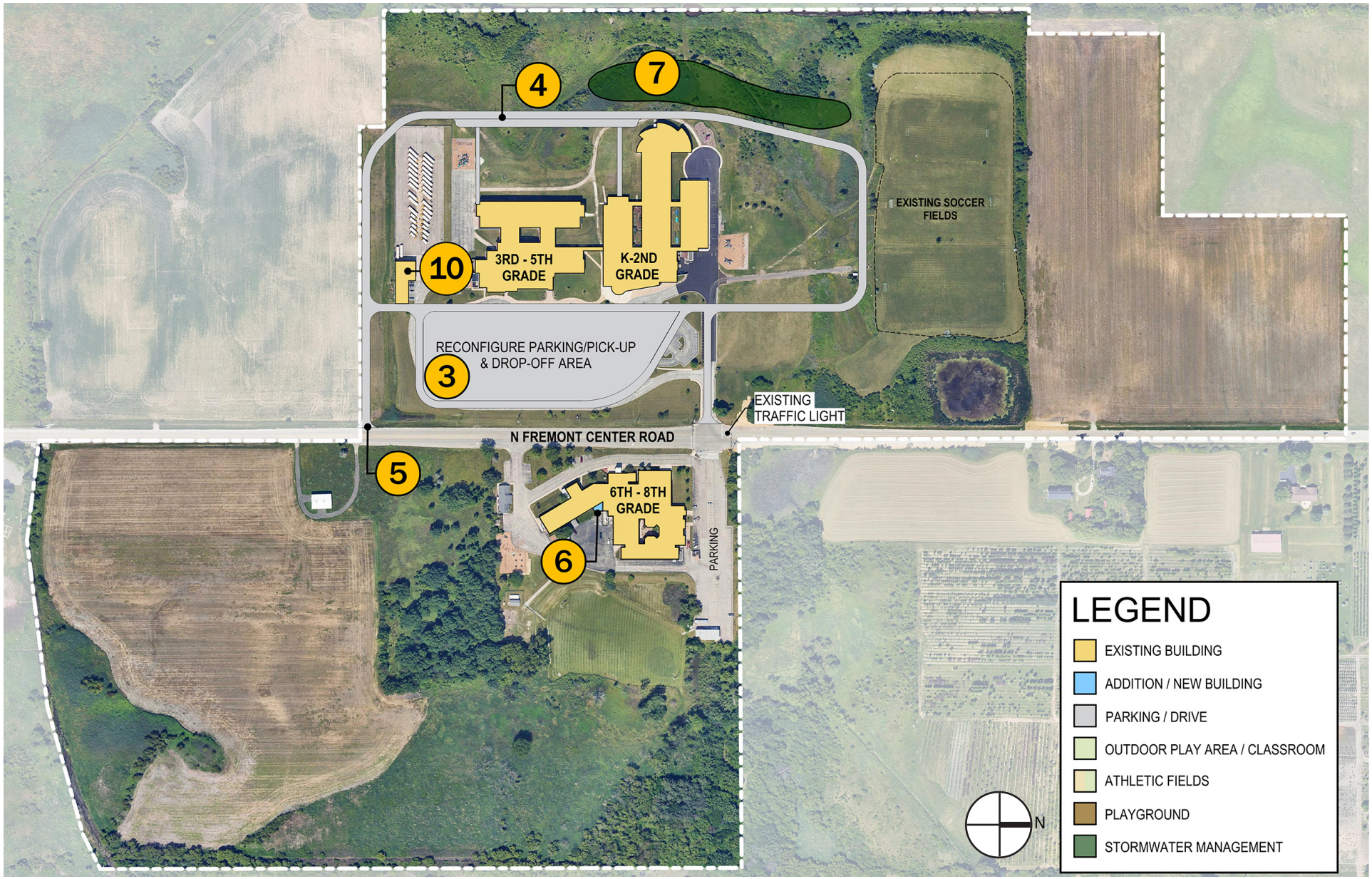
Phase 3 (11-20 Years) Projects:

- 10 Pre-K Classroom Addition at Fremont Elementary School
- Pre-K Multi-Purpose Addition at Fremont Elementary School
- Co-Lab Learning Additions + Outdoor Learning Courtyards at Fremont Elementary School
- New Pre-K Playground at Fremont Elementary School
- Flex/STEM Learning Hub Renovation + Outdoor Learning Courtyard at Fremont Intermediate School
- Playground Replacement + Outdoor Play Area at Fremont Intermediate School

Grades per Building:
ES (PK-1); IS (2-3); MS (4-5); New (6-8)

Capacity After Improvements: 3,339
Estimate Enrollment: 3,200

Recommended Scenario - Phase 1 (0-5 Years)



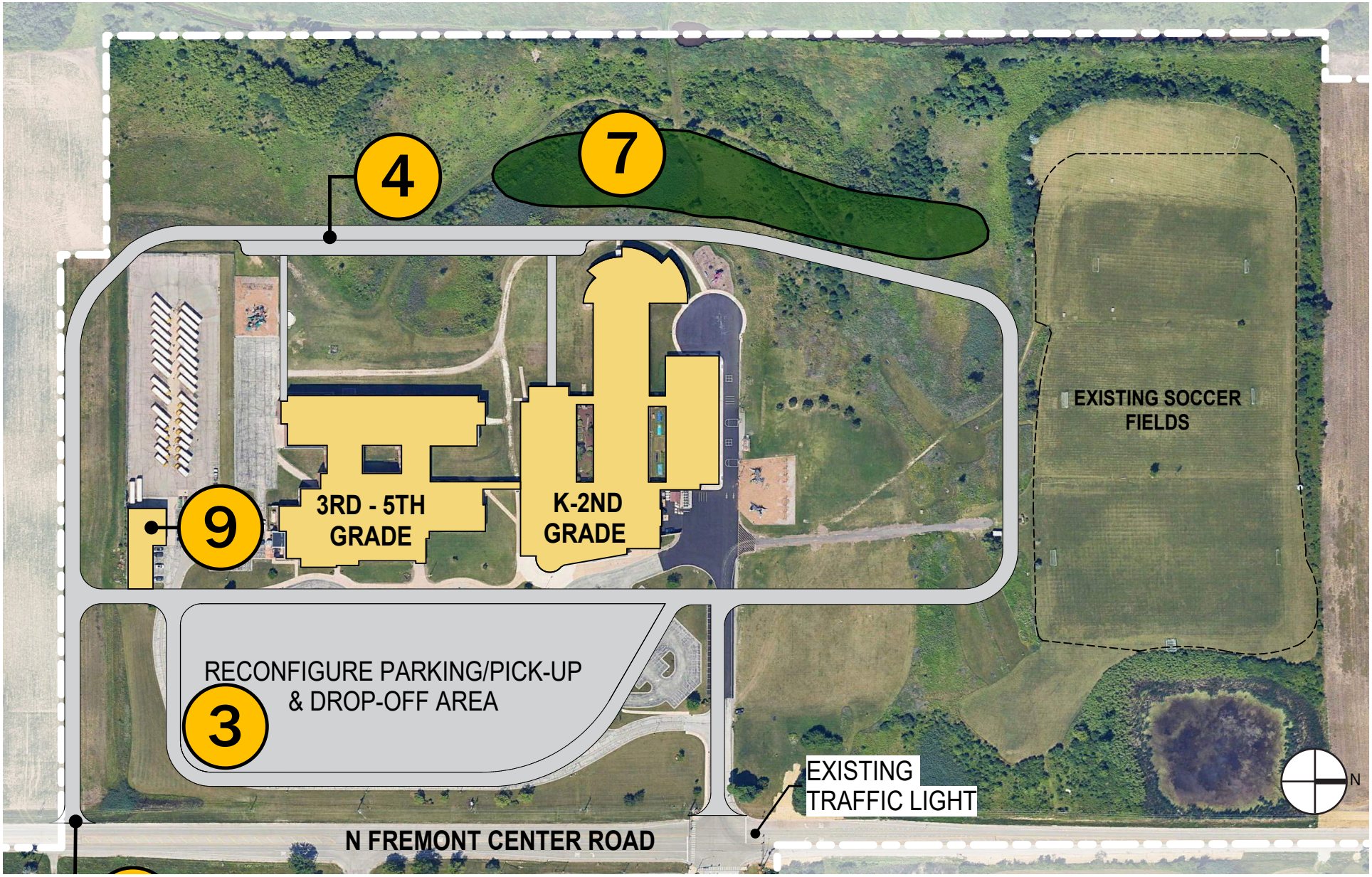
Recommended Scenario - Phase 1 (0-5 Years)

Phase 1 (0-5 Years) Projects:

1. Facility Assessment Items 1 & 2, All Schools
2. Enhanced Secure Vestibules, All Schools
3. Reconstruct Front Parking/Bus & Car Access
4. Fire/Car Lane Road Around Back of Fremont Elementary School and Fremont Intermediate School
5. Right-in/Right-out South Exit
6. Fremont Middle School Cafeteria/STEM Addition + Drama Renovation
7. Fremont Elementary School Stormwater Management Area
8. Municipal Water Source Extension to Campus *(not pictured)*
9. Municipal Sewer Source Extension to Campus *(not pictured)*
10. Renovate Existing Transportation Building

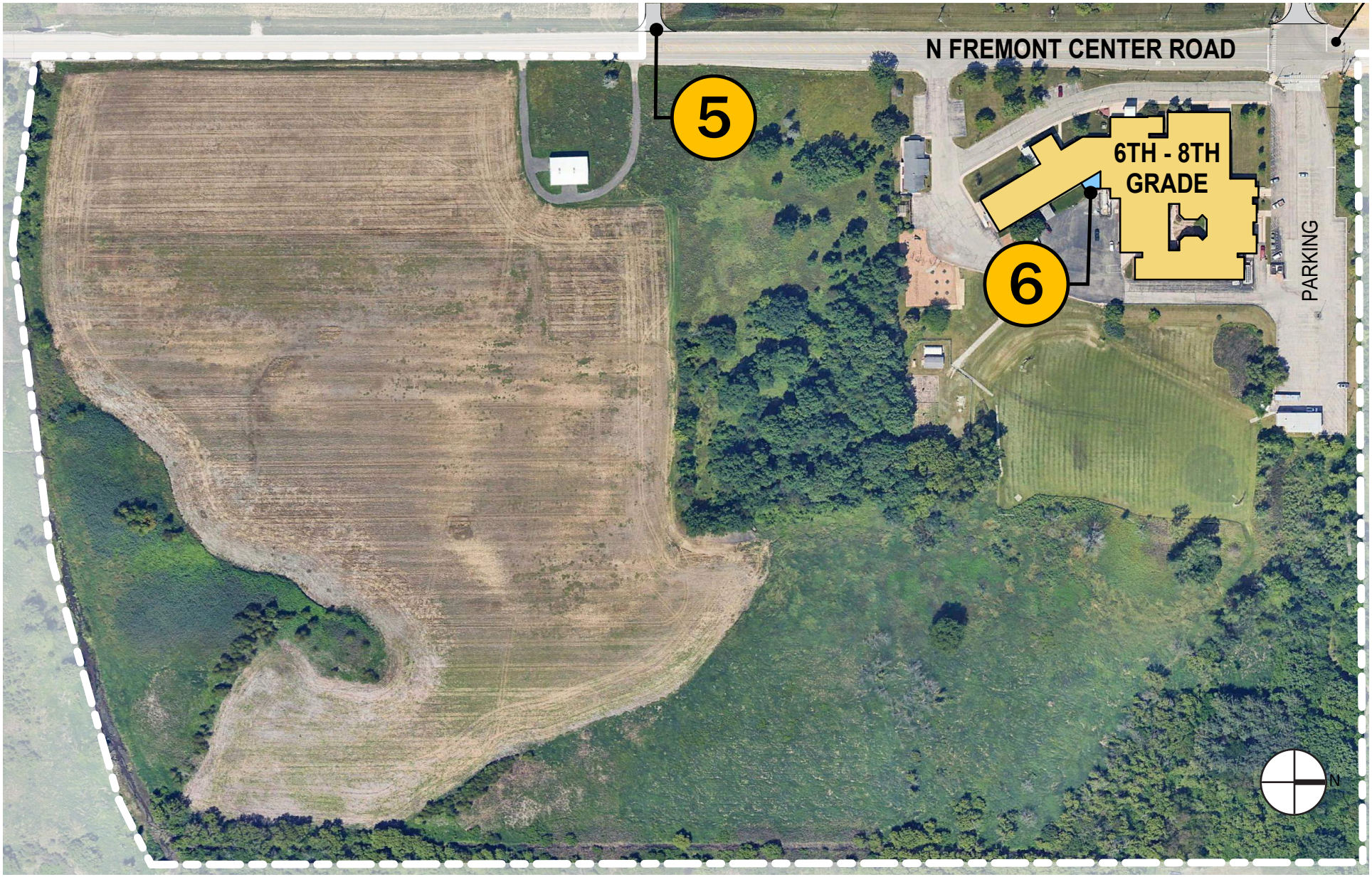
Recommended Scenario - Phase 1 (0-5 Years)

West Side of Campus - Enlarged Plan

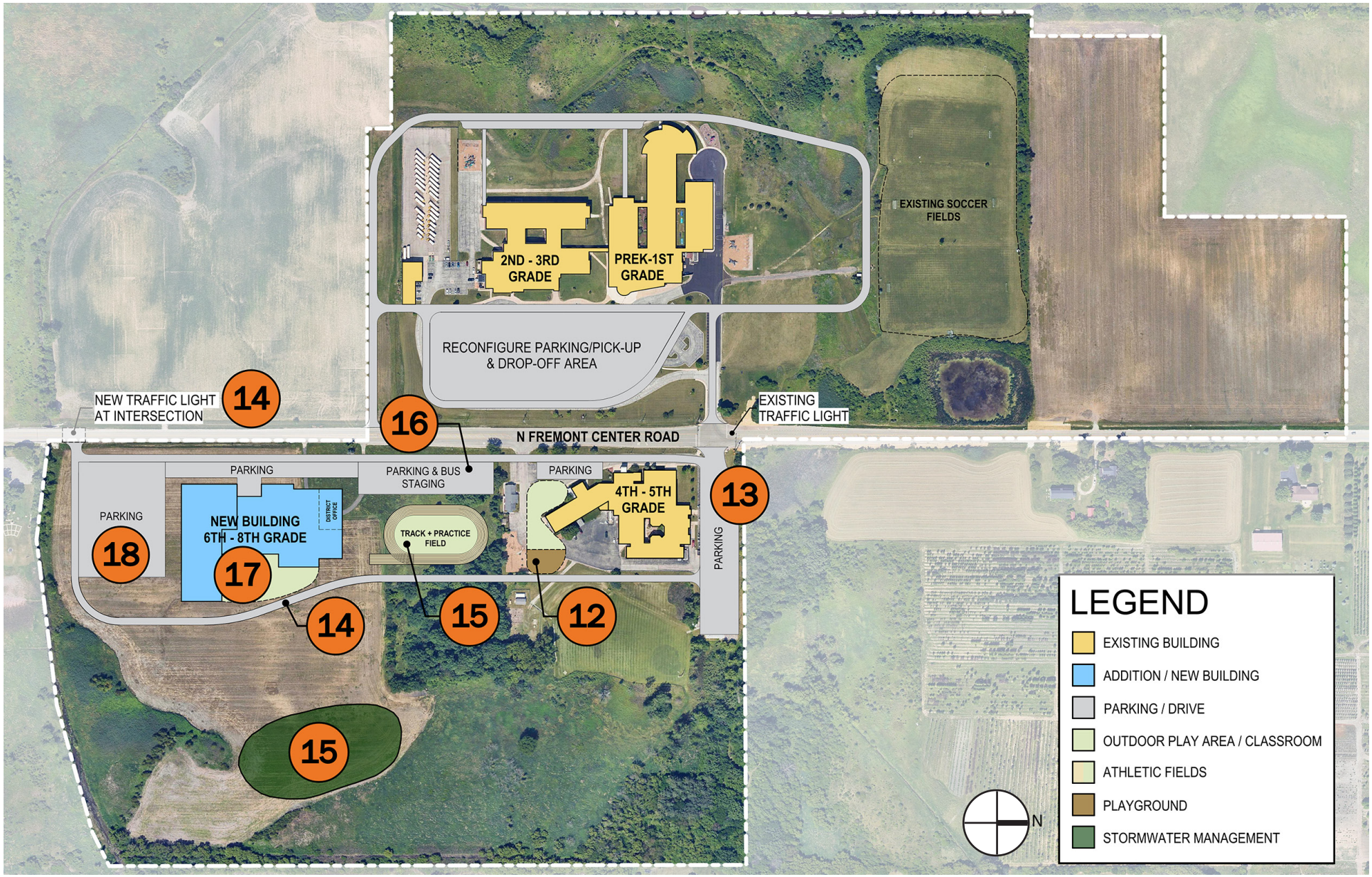


Recommended Scenario - Phase 1 (0-5 Years)

East Side of Campus - Enlarged Plan



Recommended Scenario - Phase 2 (6-10 Years)



Recommended Scenario - Phase 2 (6-10 Years)

Phase 2 (6-10 Years) Projects:

11 Facility Assessment Items 3 & 4, All Schools

12 Existing Fremont Middle School Playground Renovation

13 Fire/Car Lane Around Existing Fremont Middle School and Parking

14 South Exit Drive and Traffic Light

15 Track + Field and Stormwater Management Area

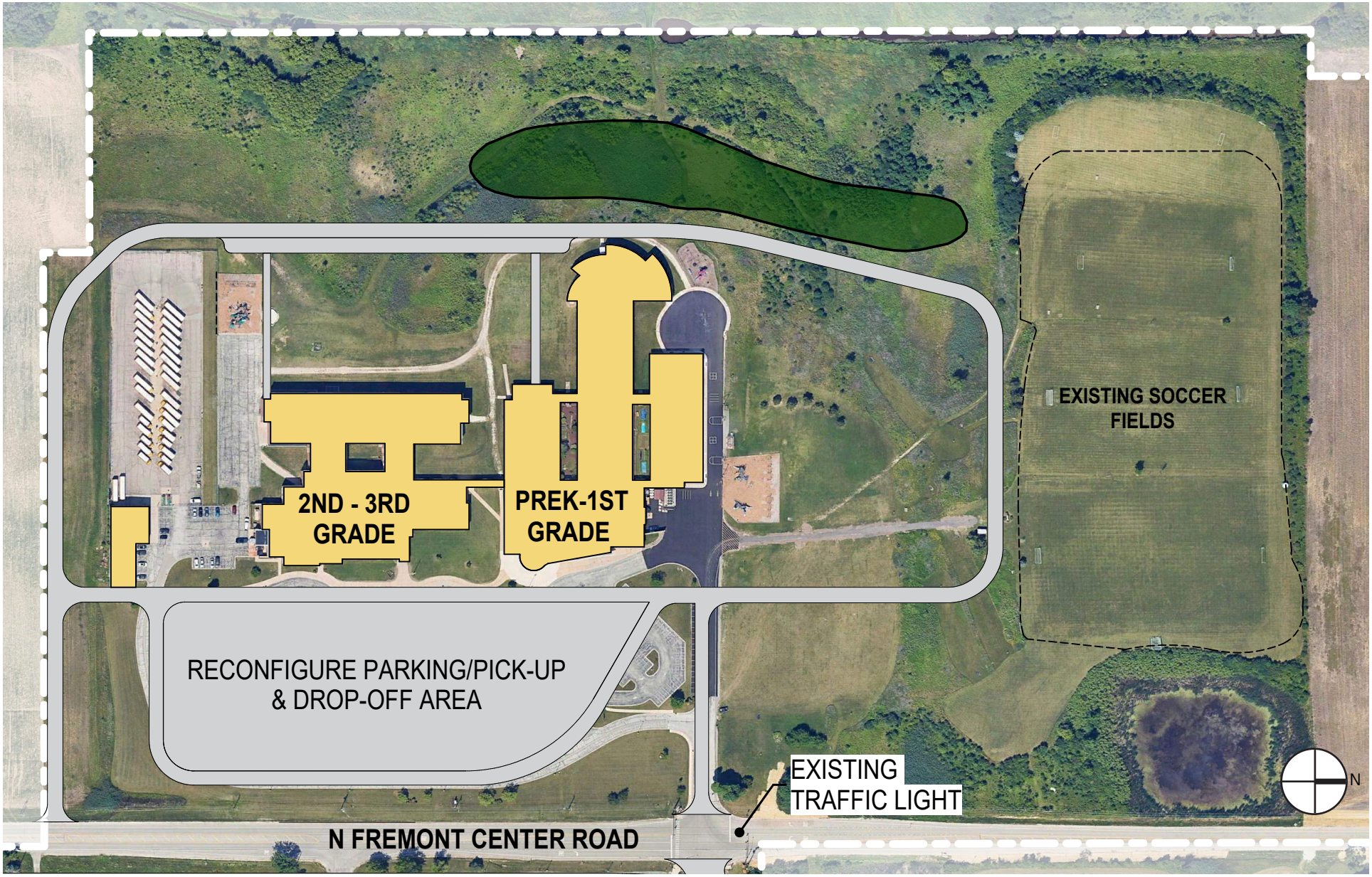
16 Parking and Bus Staging

17 New Middle School Building (6th - 8th Grade + District Office)

18 Parking at New Middle School Building

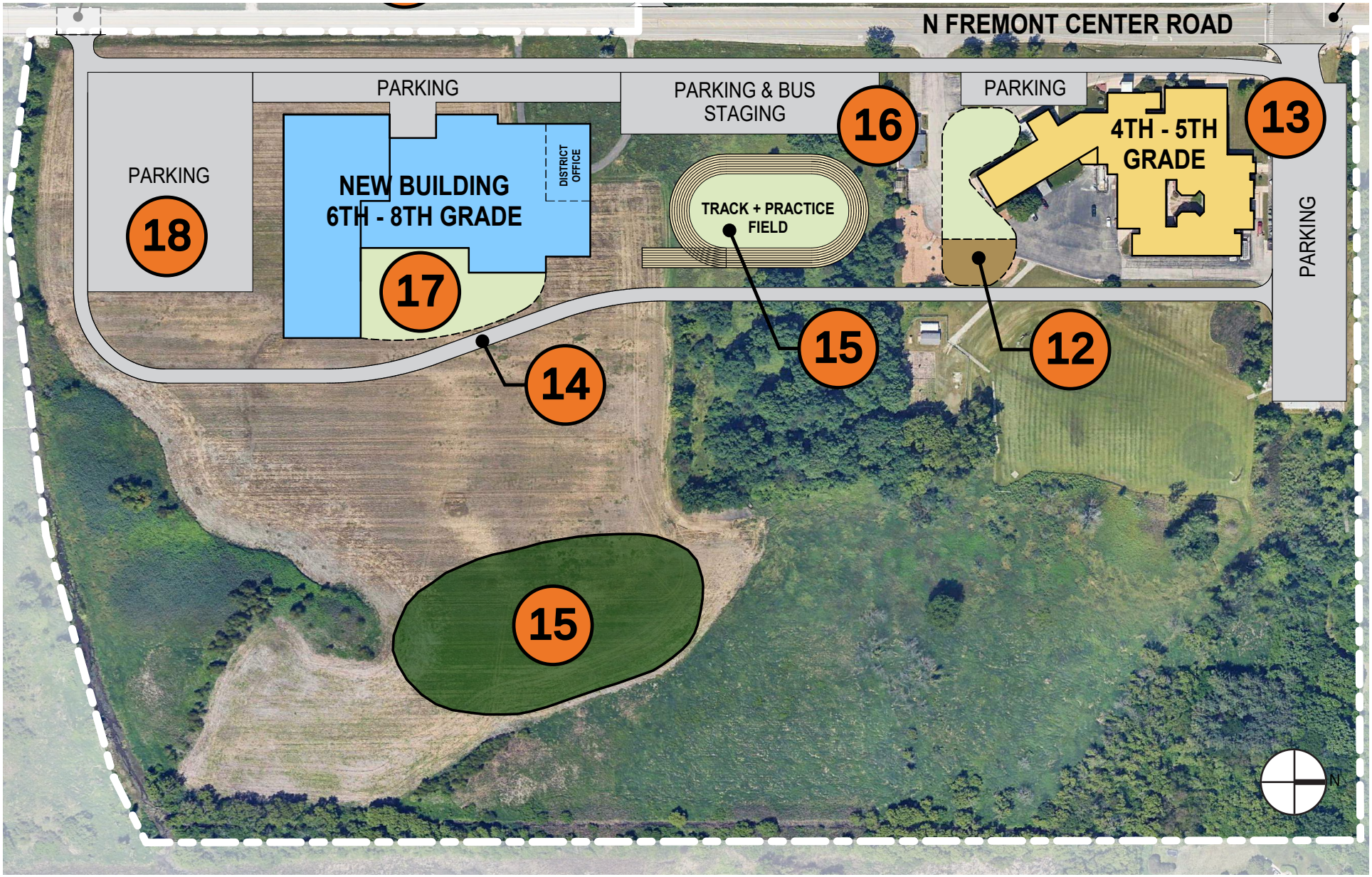
Recommended Scenario - Phase 2 (6-10 Years)

West Side of Campus - Enlarged Plan

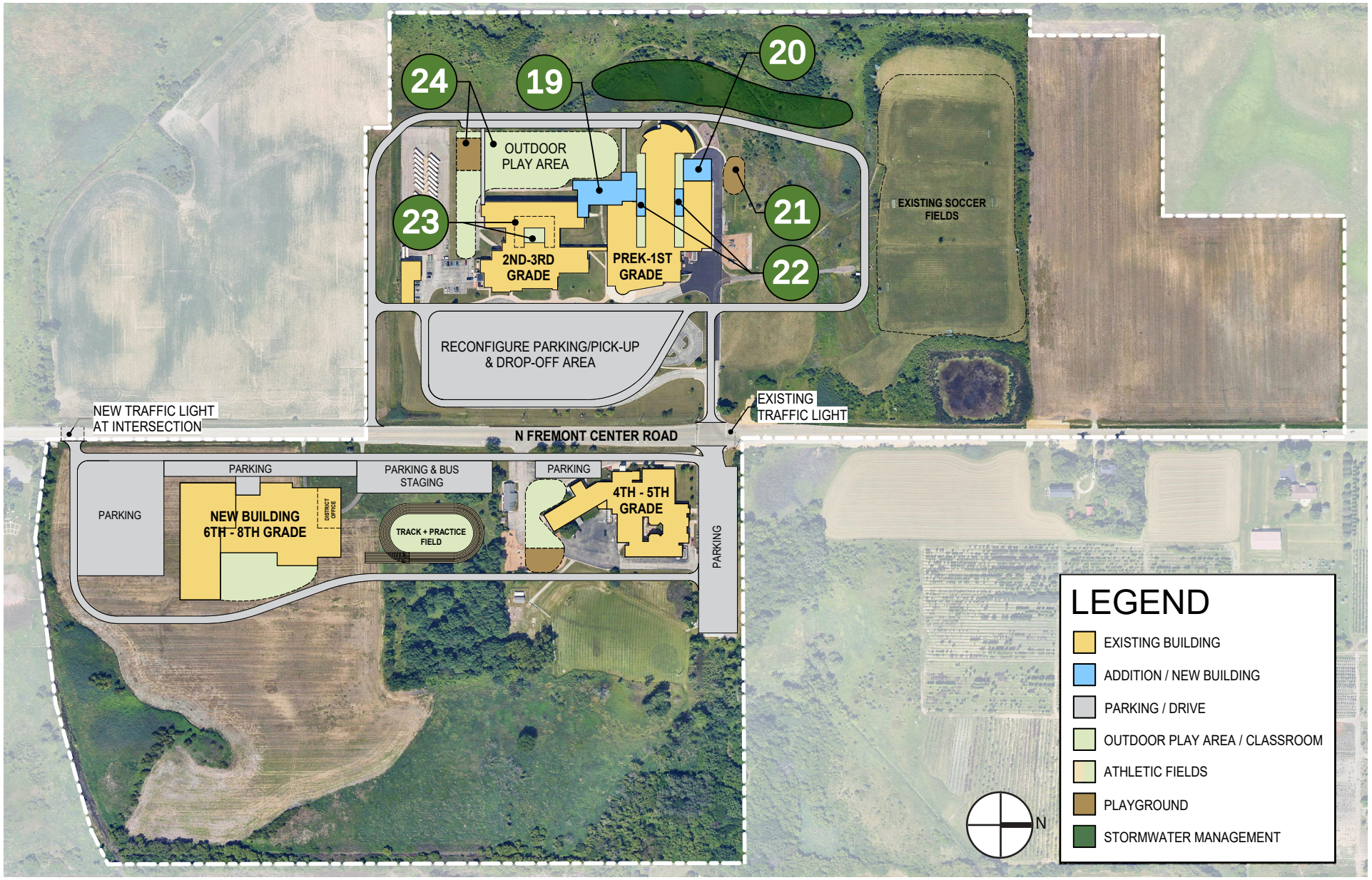


Recommended Scenario - Phase 2 (6-10 Years)

East Side of Campus - Enlarged Plan



Recommended Scenario - Phase 3 (11-20 Years)



Recommended Scenario - Phase 3 (11-20 Years)

Phase 3 (11-20 Years) Projects:

19 10 Pre-K Classroom Addition at Fremont Elementary School

20 Pre-K Multi-Purpose Addition at Fremont Elementary School

21 Co-Lab Learning Additions + Outdoor Learning Courtyards at Fremont Elementary School

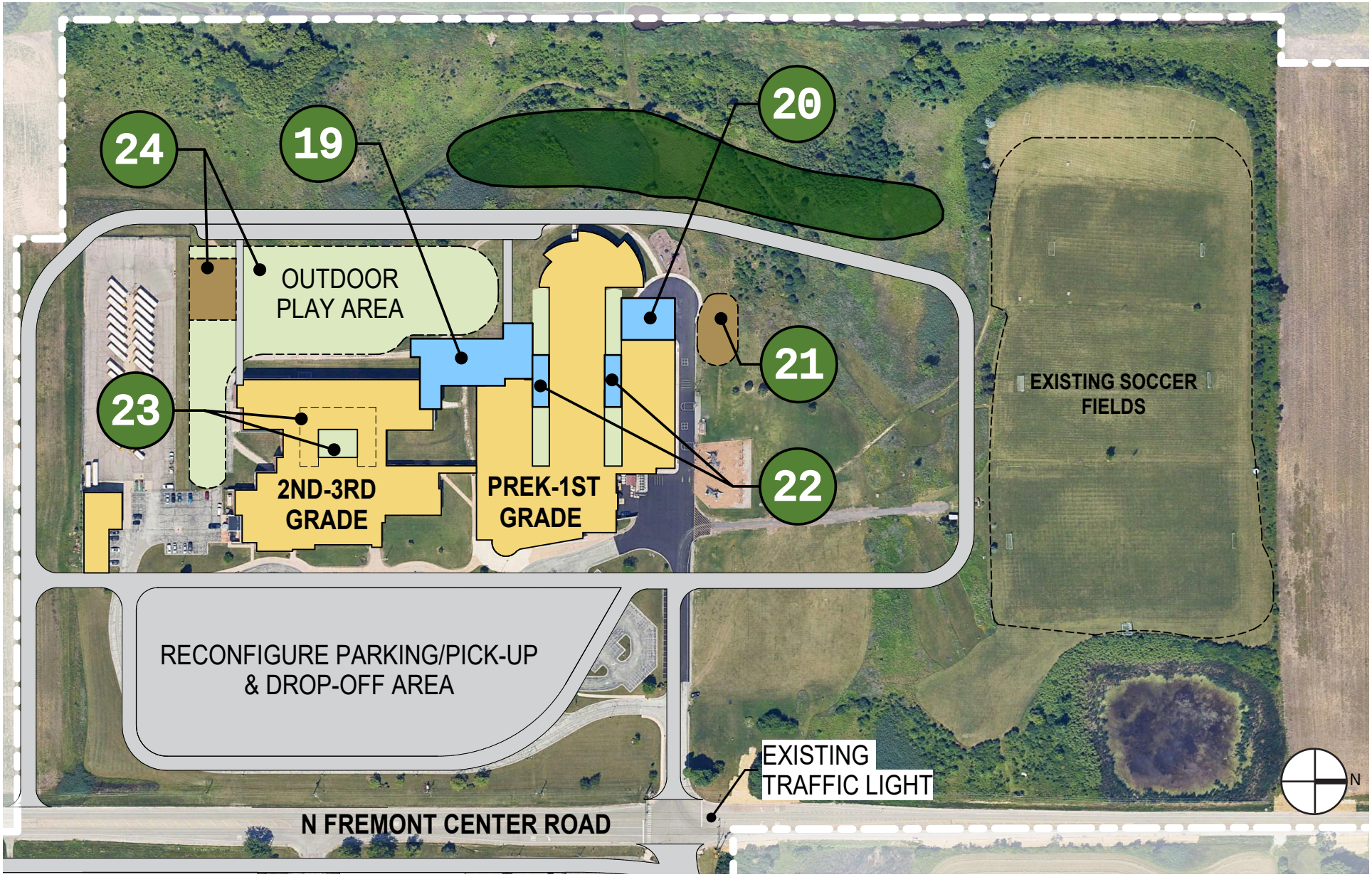
22 New Pre-K Playground at Fremont Elementary School

23 Flex/STEM Learning Hub Renovation + Outdoor Learning Courtyard at Fremont Intermediate School

24 Playground Replacement + Outdoor Play Area at Fremont Intermediate School

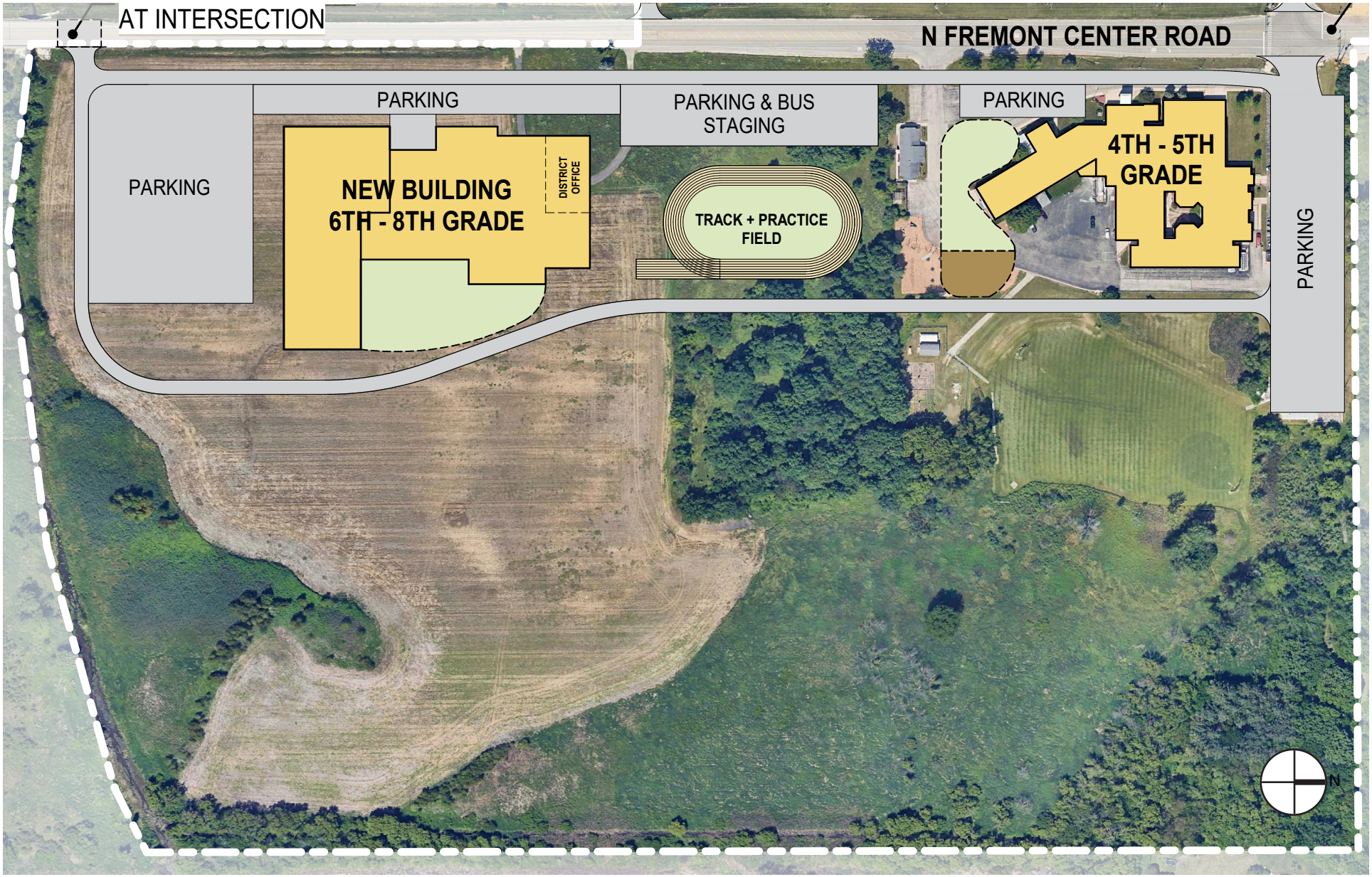
Recommended Scenario - Phase 3 (11-20 Years)

West Side of Campus - Enlarged Plan



Recommended Scenario - Phase 3 (11-20 Years)

East Side of Campus - Enlarged Plan



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THROUGH DESIGN



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