

Welcome

Community Engagement Session #2

~ Educational Alignment of District Facilities ~

- Please introduce yourself to others at your table
- Put on a name tag
- Complete the information on the sign-in sheet

Website/Email/Social Media

Website: www.vision202.org
Email: vision202@lisle202.org
eNewsletter: bit.ly/lislevision202enewsletter

Social Media:



Facebook: Lisle Vision 202

Twitter: @Vision_202

Questions/Comments

- Fill out “ I Have a Question/Comment” form
- Call: 630.493.8000
- Email:
vision202@lisle202.org
- Ask questions during Small Group time



LISLE CUSD 202
COMMUNITY ENGAGEMENT PROGRAM
A Planning Process

I would like to be contacted by a Vision 202 community engagement representative who can respond to this question/comment:

Your question or comment may be directly related to the community engagement project or any other matter regarding Lisle CUSD 202.

Name: _____

Address: _____

Phone: _____

E-Mail: _____

LISLE COMMUNITY UNIT SCHOOL DISTRICT 202
5211 Center Avenue • Lisle, IL 60532
Phone: 630.493.8000
Email: vision202@lisle202.org
Website: www.vision202.org

Sign-In Sheet



LISLE COMMUNITY UNIT SCHOOL DISTRICT 202
COMMUNITY ENGAGEMENT PROGRAM
A Planning Process

Table # _____
Sign in Sheet

Community Engagement Session # _____ Date: _____

Please sign in as a record of your participation in this session.

Name	Mailing Address	Phone Number	Email	Check All That Apply
1.				<input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Former Student <input type="checkbox"/> Lisle 202 Alumni <input type="checkbox"/> Lisle 202 Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Business Owner
2.				<input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Former Student <input type="checkbox"/> Lisle 202 Alumni <input type="checkbox"/> Lisle 202 Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Business Owner
3.				<input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Former Student <input type="checkbox"/> Lisle 202 Alumni <input type="checkbox"/> Lisle 202 Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Business Owner
4.				<input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Former Student <input type="checkbox"/> Lisle 202 Alumni <input type="checkbox"/> Lisle 202 Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Business Owner
5.				<input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Former Student <input type="checkbox"/> Lisle 202 Alumni <input type="checkbox"/> Lisle 202 Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Business Owner
6.				<input type="checkbox"/> Lisle 202 Parent Current Student <input type="checkbox"/> Lisle 202 Parent Former Student <input type="checkbox"/> Lisle 202 Alumni <input type="checkbox"/> Lisle 202 Staff <input type="checkbox"/> Community Member <input type="checkbox"/> Business Owner

Agenda

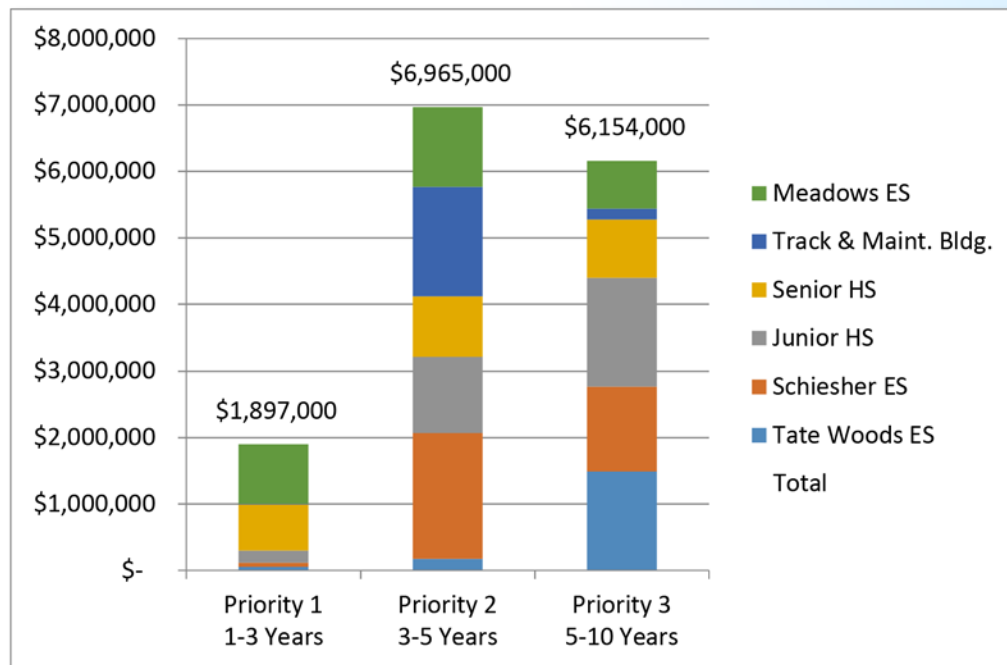
- Welcome and Opening Remarks
- Key Findings from CES #1
- Presentation: *Educational Alignment of District Facilities*
- Small Group Work Activity / Reporting
- Building Tour Information
- Preview of Next Session (CES #3)



Recap of CES #1

Financial Implications

Facility	\$
Tate Woods	\$1.7M
Schiesher	\$3.2M
Junior HS	\$3.0M
Senior HS	\$2.5M
Wilde Field/ Maint. Bldg.	\$1.8M
Subtotal	\$12.2M
Meadows	\$2.8M
Total	\$15.0M



Key Findings from CES #1

Tate Woods Elementary

Positive Building Features

- Learning Resource Center (LRC) Location & Updates
- New Playground Equipment
- Security Improvements

Desired Building Changes

- One Clear, Secure Entrance
- Flow/Layout of the Building
- Parking Lot Capacity and Safety Improvements

Key Findings from CES #1

Schiesher Elementary

Positive Building Features

- Large Gym with Stage
- New Playground Equipment
- Security Improvements

Desired Building Changes

- Clear, Secure Entrance at the Front of the Building
- Flow/Layout of the Building
- Learning Resource Center (LRC) Improvements – Especially in regard to Accessibility

Key Findings from CES #1

Junior High School

Positive Building Features

- Auditorium, Gym, Commons Area
- Access to Athletic Field
- Clear Entrance by Front Office

Desired Building Changes

- Additional Classroom Space
- Address Courtyard Space
- Parking Lot Capacity to Accommodate Events

Key Findings from CES #1

Senior High School

Positive Building Features

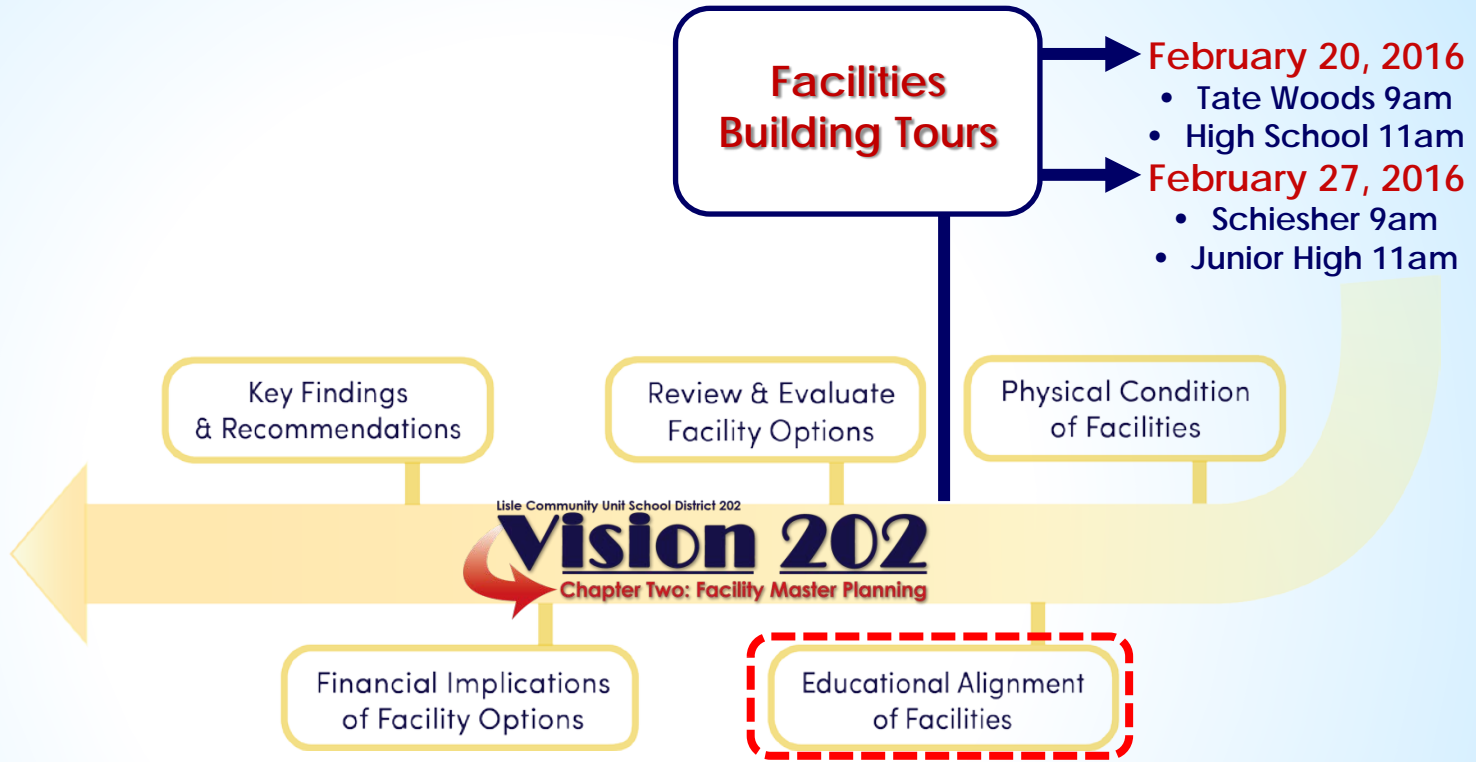
- Auditorium, Gyms, Commons Area
- Secure, Clear Entrance
- Parking Capacity

Desired Building Changes

- Athletic Fields/Track for Various Sports
- Repair Parking Lot
- Address Heating/Cooling



June 2016
Vision 202
Chapter Two
Recommendations



Educational Alignment of District Facilities

Session #2



Presented by:

Mark Jolicoeur, AIA, LEED AP

K-12 Education Market Leader

Rick Young, AIA, LEED AP

K-12 Education Project Manager

Main objectives for you today

- Gain a clear picture of the Trends in Education for the future of instruction
- Understand results of the existing facilities' Educational / Functional Assessment
- Consider possibilities for 21st Century Learning Environments

INSPIRING TRENDS IN EDUCATIONAL FACILITIES

IMPACT OF FACILITIES ON STUDENT PERFORMANCE

ERGONOMICS

Furniture that provides children an increased opportunity to move triggers **above average levels of concentration** during test taking



Daylighting has been linked to “**better performance of students** – as much as 20% improvement in math and 26% in reading on standardized tests”

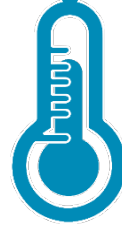
(Heschong Mahone Group, 1999)

LIGHTING



Thermal conditions below optimal levels affect dexterity while thermal conditions above optimal levels decrease alertness & cause physical stress

THERMAL CONTROL



ACOUSTICS

Noise influences children’s information processing strategies and feelings of personal control

(Cohen & Weinstein, 1981)



INDOOR AIR QUALITY

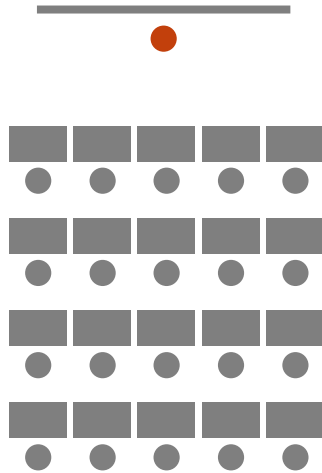
Asthma accounts for 10 million school absences per year. (EPA)



BUT... THESE FACTORS SHOULD BE
CONSIDERED BASE-LINE IN
TERMS OF PERFORMANCE.

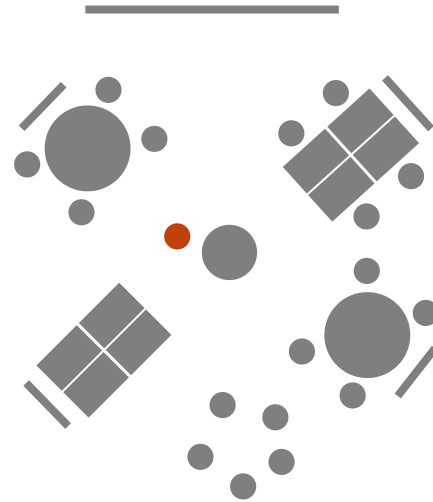
AND, OUR FACILITIES CAN
OFFER MORE ESPECIALLY
WHEN...

Change...



20th Century

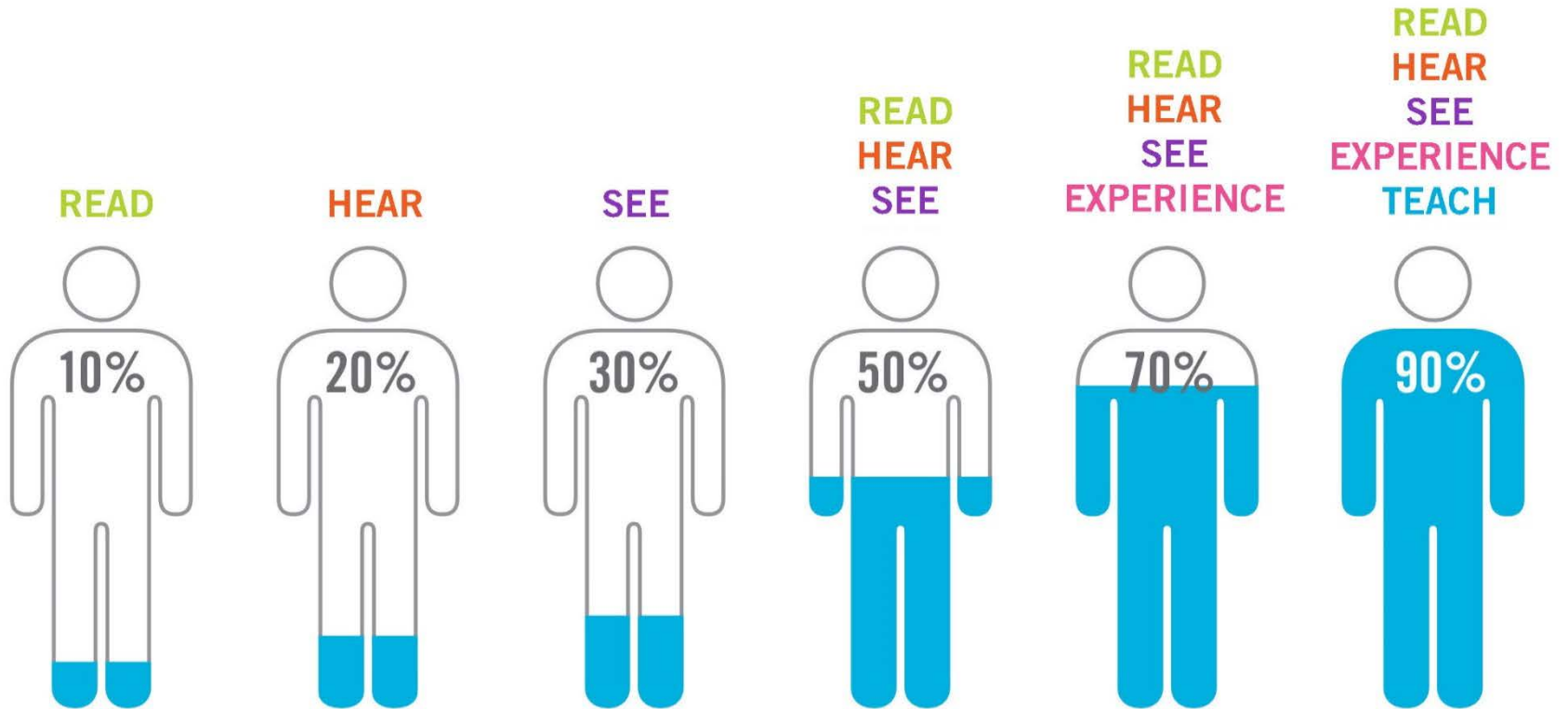
- Teacher-centered
- Passive learning
- Organized by age/subject
- Rote memorization
- Industrial efficiency



21st Century

- Student-centered
- Active learning
- Multi-age learning communities
- Project based and experiential
- Students not tied to fixed location

TODAY'S STUDENT THE INNOVATION MINDSET



“WHAT MATTERS MOST IN OUR
INCREASINGLY INNOVATION-DRIVEN
ECONOMY IS NOT WHAT YOU KNOW,
BUT **WHAT YOU CAN DO WITH WHAT
YOU KNOW**”

Most Likely to Succeed, Preparing our Kids for the Innovation Era
Tony Wagner, Ted Dintersmith

TRENDS IN EDUCATION

1. CREATIVITY & COLLABORATION
2. MEDIA CENTERED
3. FLEXIBILITY & AGILITY
4. SCALABILITY
5. EVIDENCE & ARTIFACTS

1. CREATIVITY & COLLABORATION

1,500 CEOs 'IDENTIFY CREATIVITY
AS THE NUMBER ONE
LEADERSHIP COMPETENCY OF
THE SUCCESSFUL ENTERPRISE
OF THE FUTURE''

IBM Global CEO Study, 2010

WHEN EMPLOYEES COLLABORATE

THEY WORK **15%** FASTER, ON AVERAGE

73% DO BETTER WORK

60% ARE INNOVATIVE

56% ARE MORE SATISFIED

The Collaborative Economy, Deloitte, 2014



CREATIVITY & COLLABORATION

Project and small group based learning allows a hands-on approach for teams, providing a tangible goal and encouraging critical thinking.



Hierarchical Dirichlet Process (Teh et al.)

$$G_0 | H \sim DP(\gamma, H)$$
$$G_j | G_0 \sim DP(\alpha, G_0)$$
$$\phi_j | G_j \sim G_j$$
$$x_{ij} | \phi_{ij} \sim F(\phi_{ij})$$

Stitch-breaking

$$G_0(\theta) = \sum_{k=1}^{\infty} \beta_k S(\theta, \theta_k)$$

(3.1) $\beta_k = \beta_k^*$

$$\beta_k^* = \frac{\gamma \pi_k}{\gamma + \sum_{i=1}^k \pi_i}$$
$$\theta_k = \left(\alpha_0 \phi_k, \alpha_0 \left(1 - \frac{\alpha_0}{\gamma} \right) \right)$$

Diagram showing a hierarchical structure with nodes G_0, G_1, G_2 and ϕ_0, ϕ_1, ϕ_2 .

CREATIVITY & COLLABORATION

The building is a lab for discussion, display and education.

Innovation and ideas can strike anywhere, so you are never too far from a writable surface

2. MEDIA CENTERED

TODAY, 8-18 YEAR-
OLDS DEVOTE MORE
THAN 53 HOURS A
WEEK TO USING
ENTERTAINMENT
MEDIA.

Generation M2: Media in the Lives of 8 to 18-Year-Olds
The Henry J. Kaiser Family Foundation



MEDIA CENTERED

Furnishings are flexible, modular and easily movable allowing for continued modification of the space to meet changing educational needs



MEDIA CENTERED

Simple additions such as the green room allow for teachers and students to expand their educational experience and maximize their creativity

3. FLEXIBILITY & AGILITY







4. SCALABILITY

THERE ARE MORE THAN **500**
STUDIES THAT SHOW
EVIDENCE OF **INCREASED**
ACHIEVEMENT FOR ALL
TYPES OF STUDENTS WHEN
THEY **WORK TOGETHER** IN
SMALL GROUPS

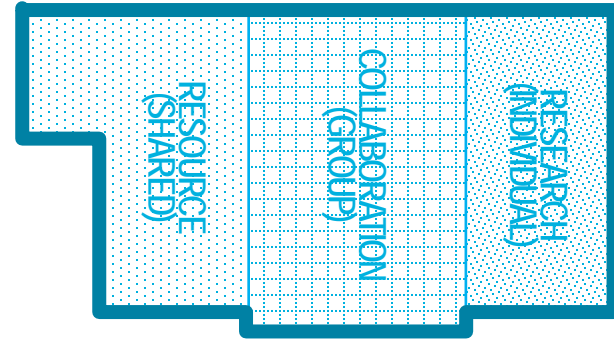
The Advantages of Collaboration in Education
Marie Anderson

CONCEPT DIAGRAMS

ACTIVITY



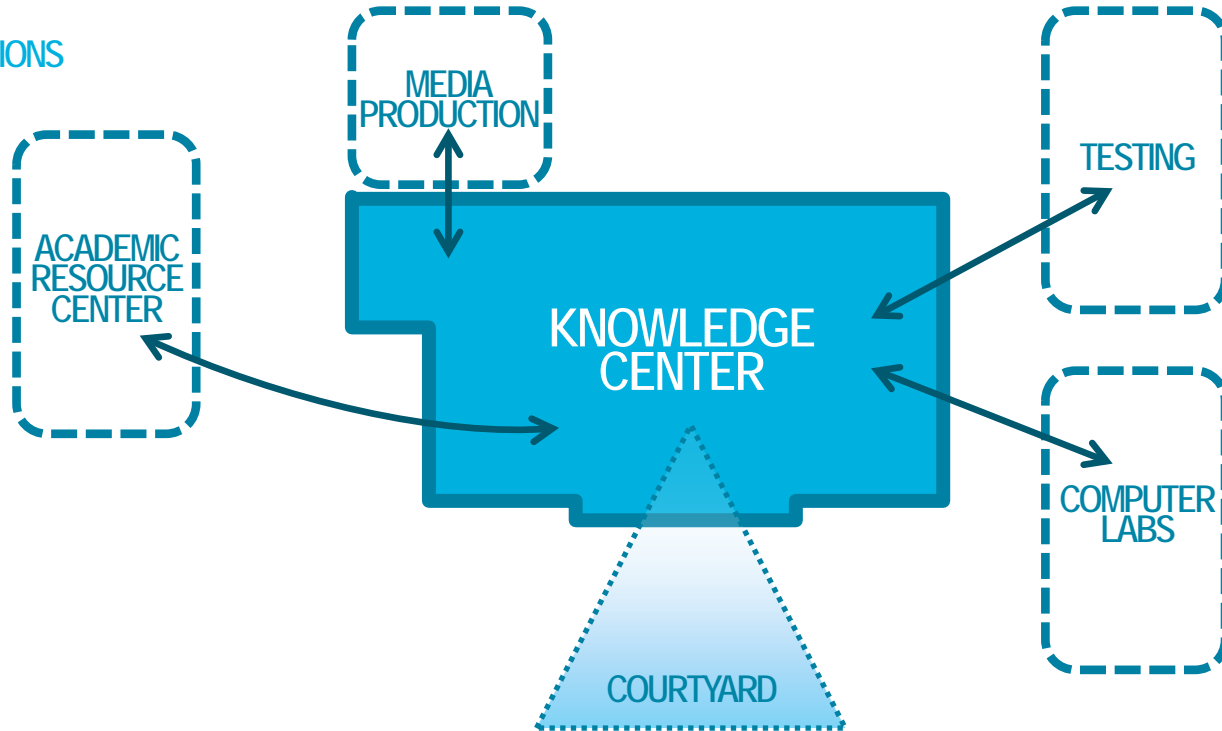
FUNCTIONAL ZONING

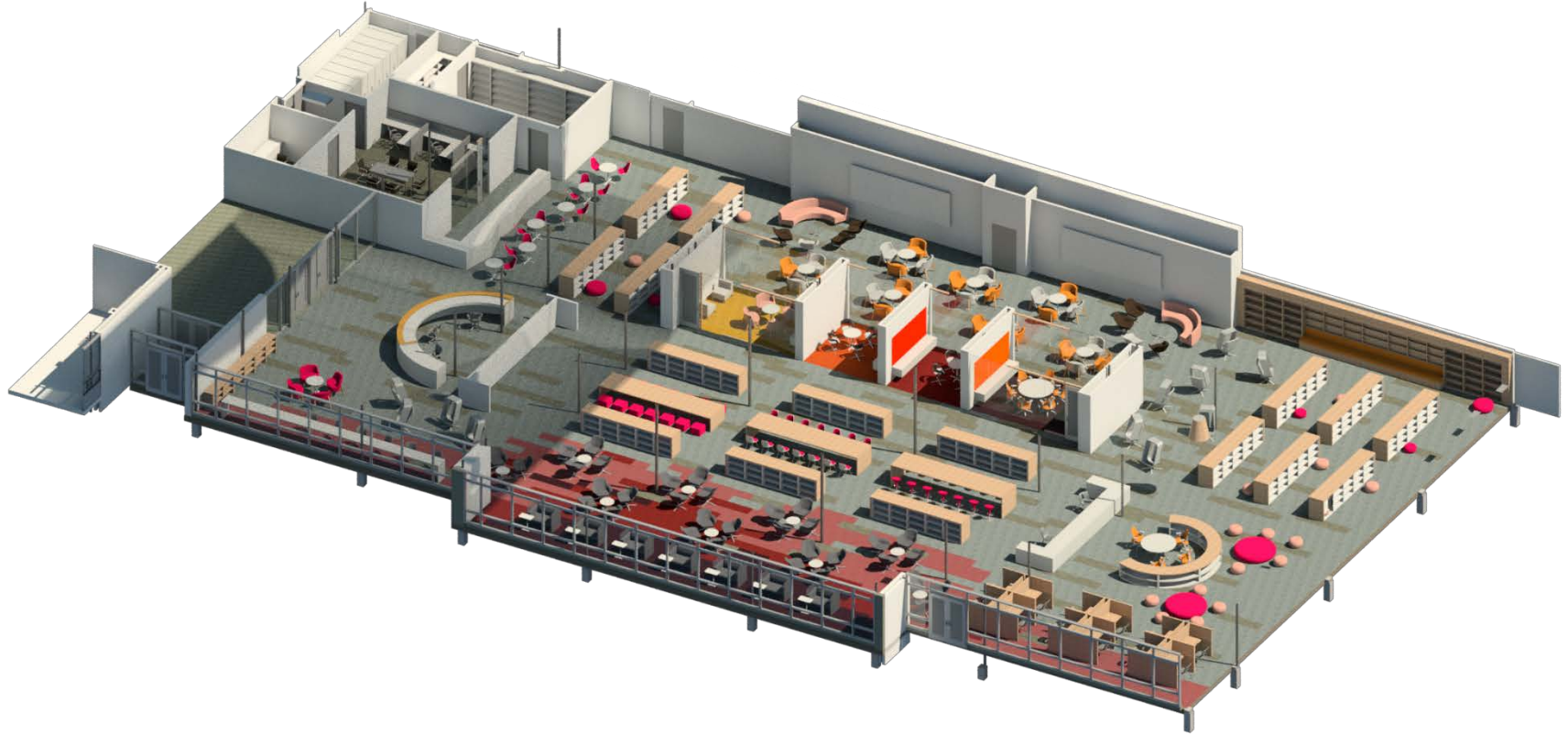


PUBLIC → INDIVIDUAL

CONCEPT DIAGRAMS

CONNECTIONS







5. EVIDENCE & ARTIFACTS

“DISPLAYING CHILDREN'S WORK LETS
THEM KNOW **YOU VALUE IT -- AND THEM.**
DOCUMENTING THE PROCESS OF STUDENT
WORK **BENEFITS CHILDREN, ENGAGES
PARENTS, AND GUIDES TEACHERS.**”

Children's Work – Visibility Leads to Value
Diane Weaver Dunne





NuVu Spring 2015
by Abi Tenenbaum



Feeling Tree
by Pablo Fiori, Sophia Thureau-Gray, Graeme Mills...



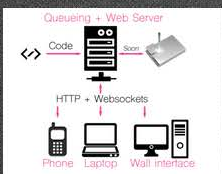
Emotion Mask
by Bryan Chan, Nuradin Bhatti



Interactive space
by Richard Lourie, Sophia Friedfertig, Jasmin Breakstone...



NuVu Tools 2.0
by Cole Kissam, Remi Shore, Harper Mills...



LaserQueue
by Sam Daitzman, Myles Lack-Zell, Yoni Segal...



Carousel
by Ryan Joy, Cece (Ciarra) Duffy



NuVu Tools
by Cole Kissam, Remi Shore, Harper Mills...



Social Furniture
by Ryan Joy, Pablo Fiori



Le Gardien
by Robert Costales, Teresa Lourie, Benjamin Fox...



Wheelchair Storage
by Bobby DeMarco, Fritz Stammen



Rower
by Max Dadagian



Final Front
Complete with an awesome NuVu logo. This front panel has hangings along the LORIS and edging along the bottom of the garment.



Local Model: Perspective View



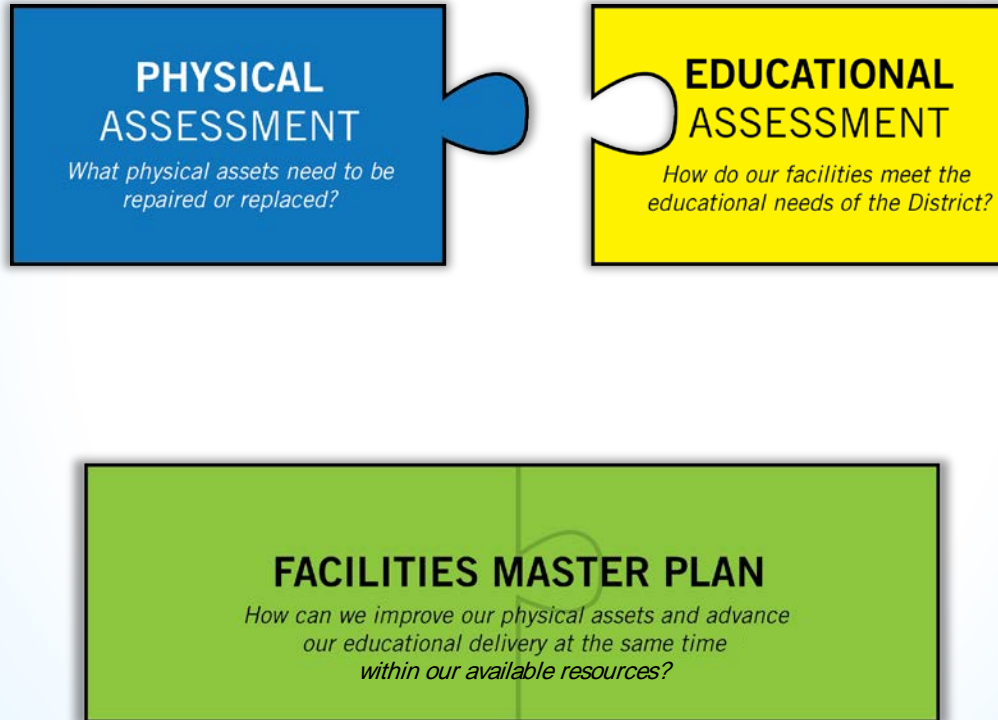
Local Model: Perspective View



Local Model: Perspective View

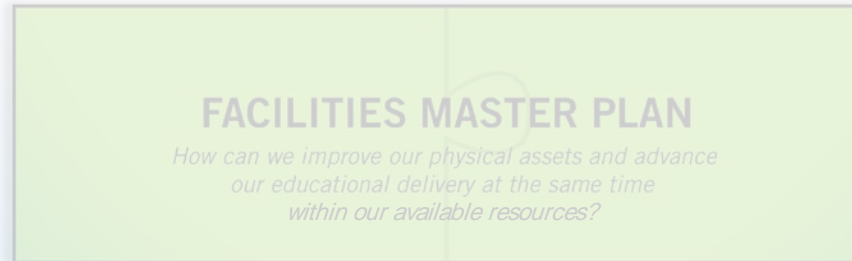
MASTER PLANNING PROCESS

Components



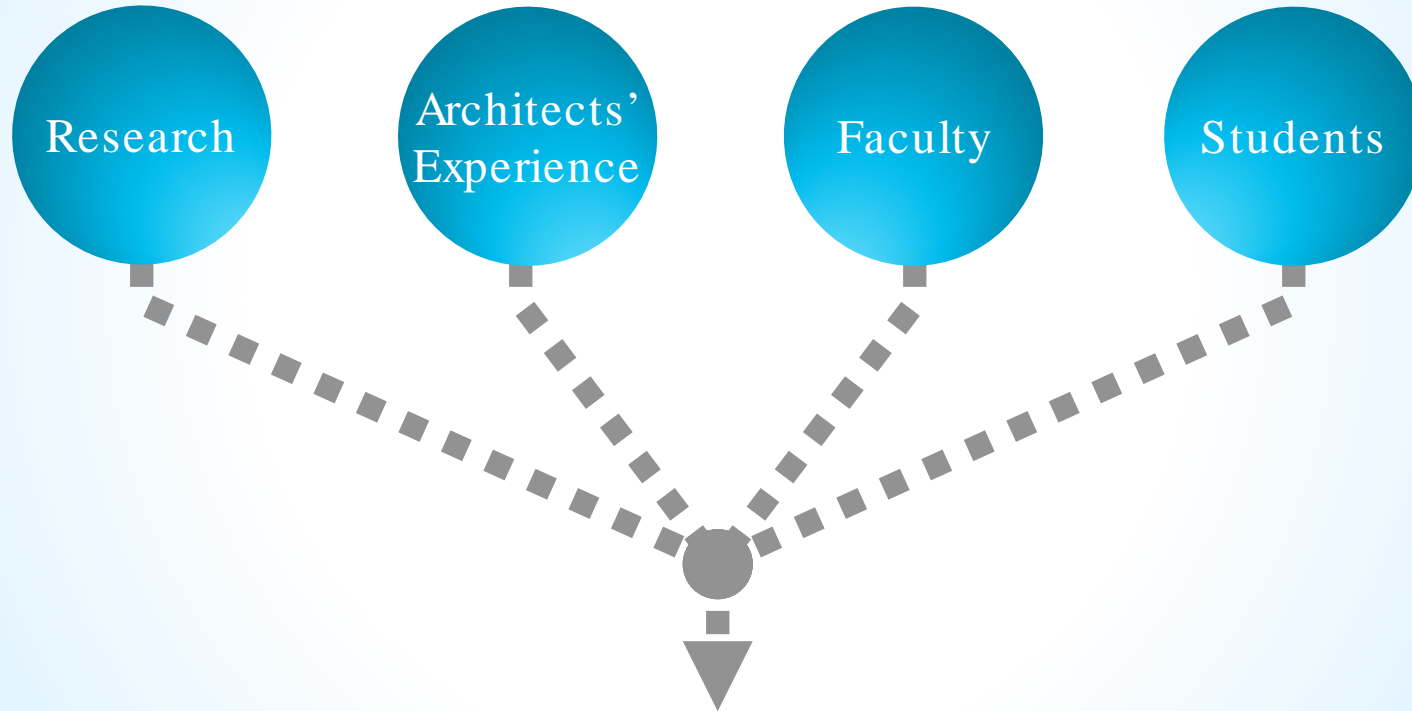
MASTER PLANNING PROCESS

Components



FACILITIES MASTER PLAN – OBSERVATIONS

Sources of Input

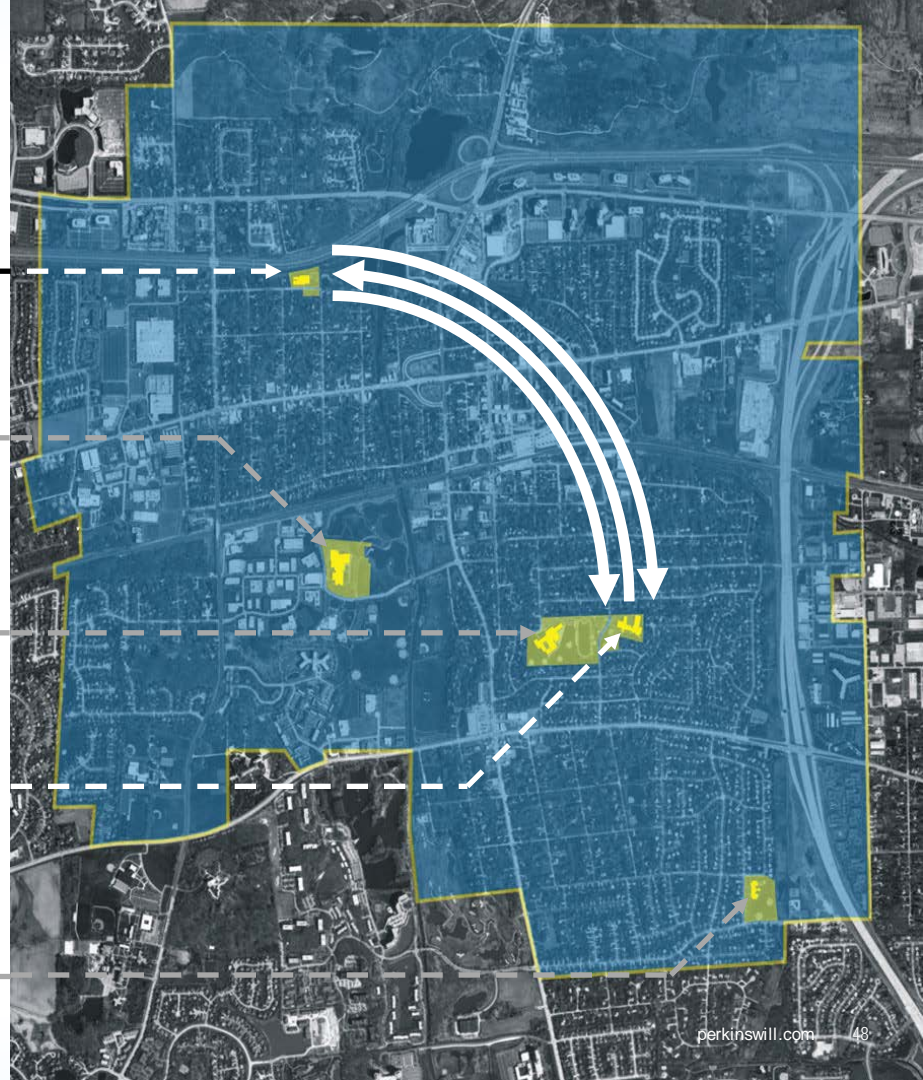


Educational / Functional Assessment

LISLE DISTRICT 202

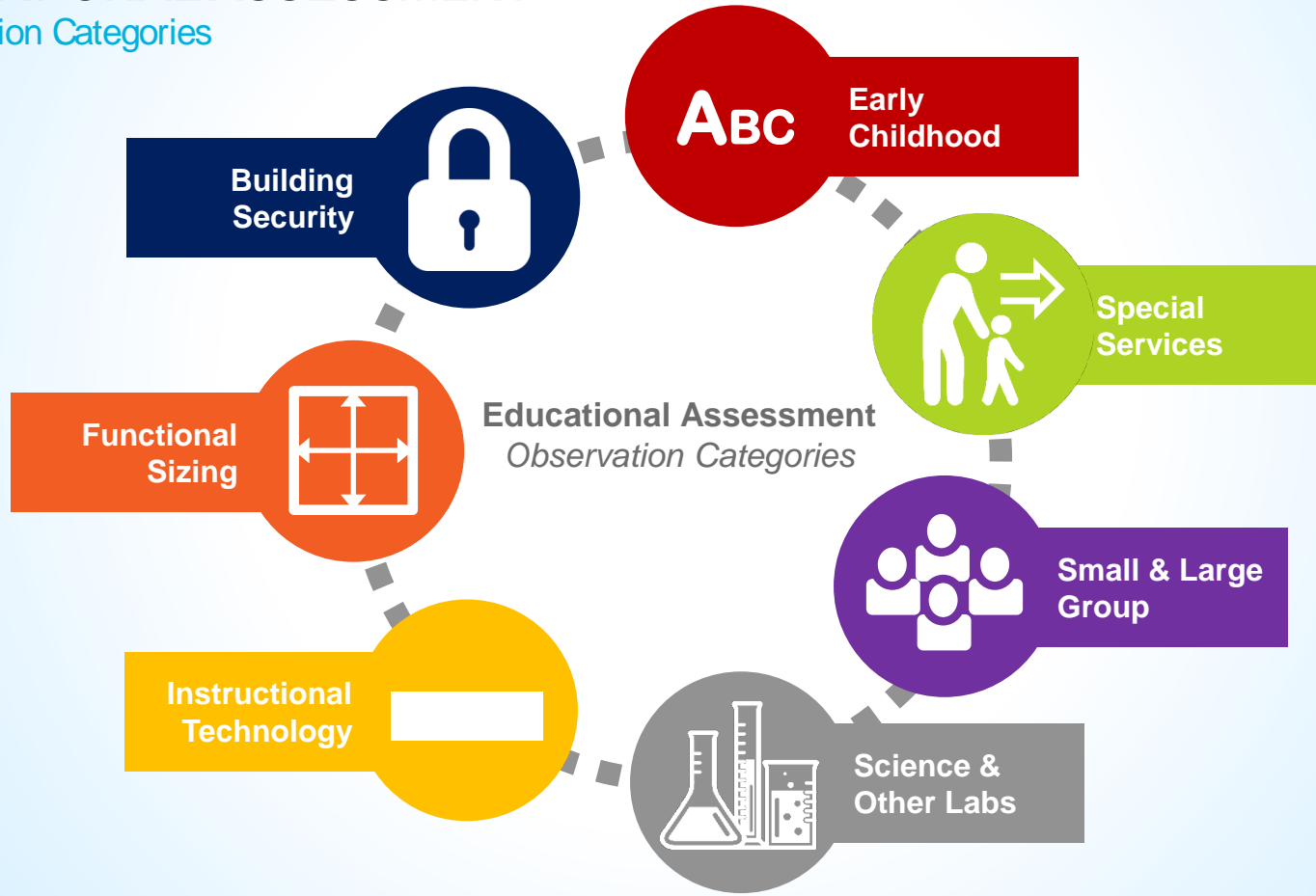
Transitions

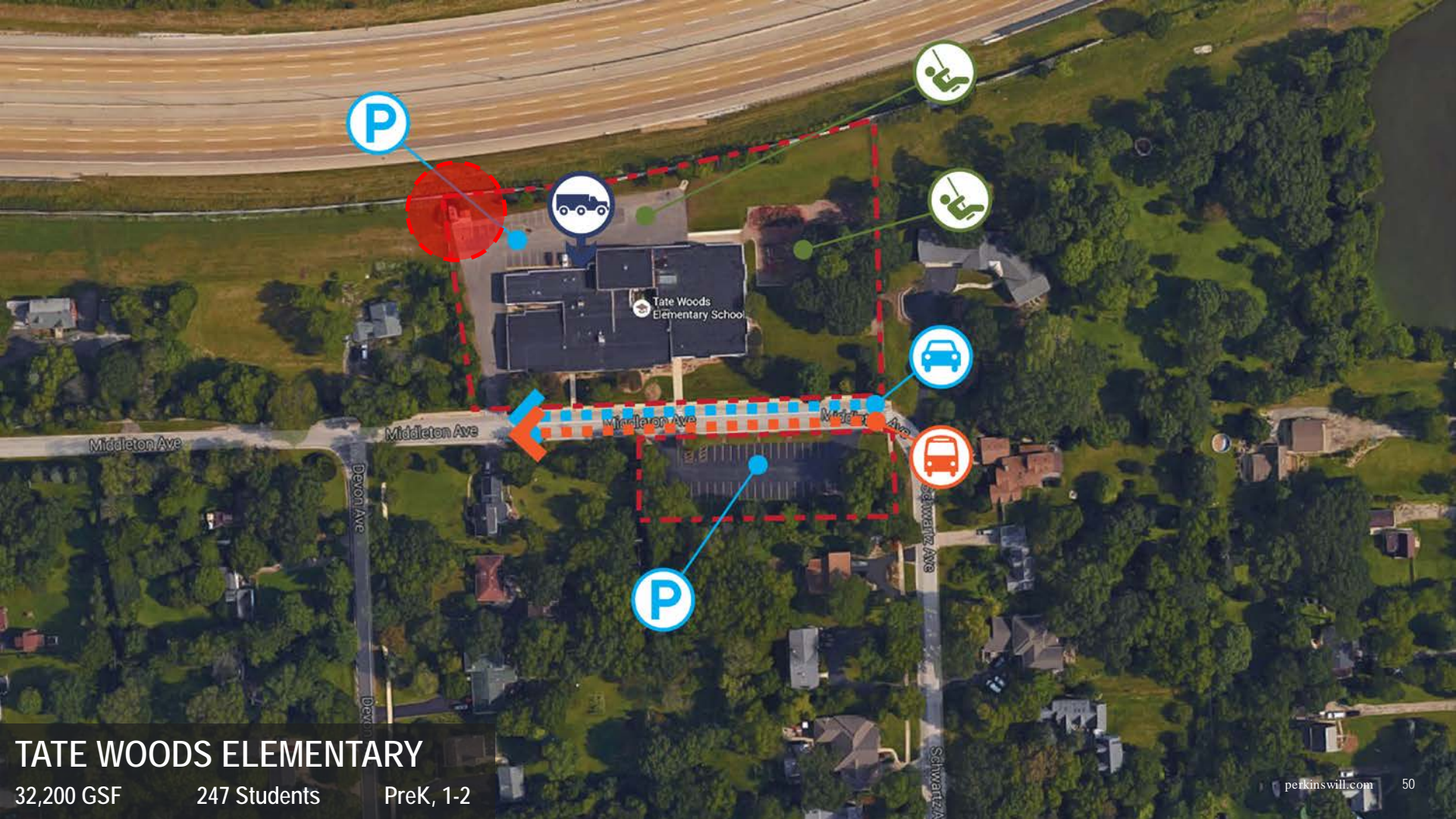
- **Tate Woods** - - - - -
 - Grades: PreK, 1-2
 - 247 Students
- **Senior High School** - - - - -
 - Grades: 9-12
 - 504 Students
- **Junior High School** - - - - -
 - Grades: 6-8, District Admin.
 - 340 Students
- **Schiesher** - - - - -
 - Grades: K, 3-5
 - 372 Students
- **Meadows Center** - - - - -
 - Grades: N/A
 - No District Students



EDUCATIONAL ASSESSMENT

Observation Categories





P



P

TATE WOODS ELEMENTARY

32,200 GSF 247 Students PreK, 1-2



Program Spaces

- Visual/Performing Art
- Core Classroom
- Special Services
- Library Resource Center
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services



Pre-Kindergarten

- <900 sf
- 900-999 sf
- 1,000-1,999 sf
- >1,100 sf

Core Classrooms

- <600 sf
- 600-699 sf
- 700-799 sf
- >800 sf



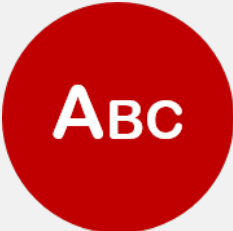
Observations

Early Childhood



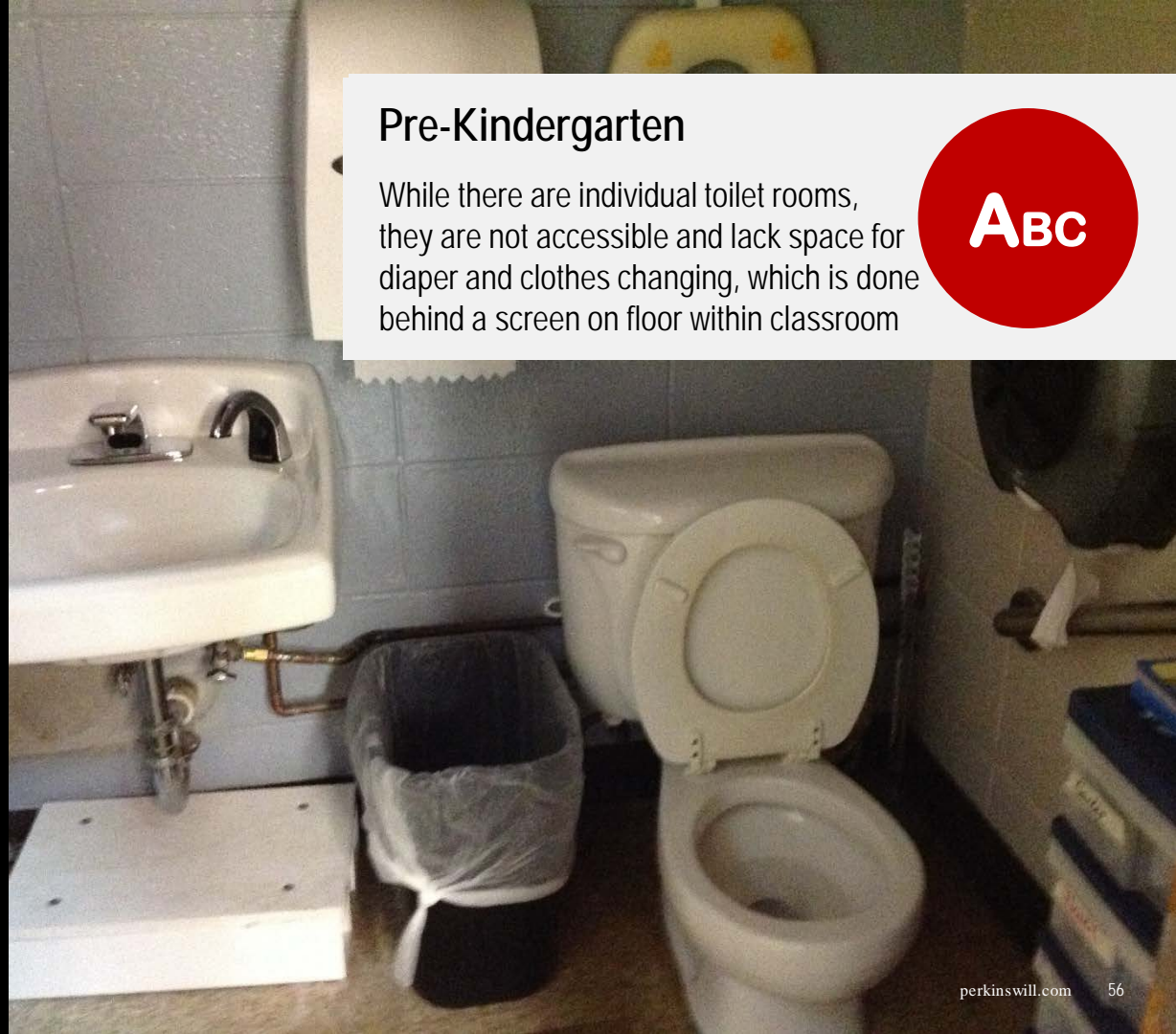
Pre-Kindergarten

Undersized space and lack of acoustical and visual separation impairs instruction by the multiple teachers, aides and specialists working within the space.



Pre-Kindergarten

Storage is insufficient storage for necessary equipment and thematic curriculum materials. Program would benefit from shared storage.



Pre-Kindergarten

While there are individual toilet rooms, they are not accessible and lack space for diaper and clothes changing, which is done behind a screen on floor within classroom



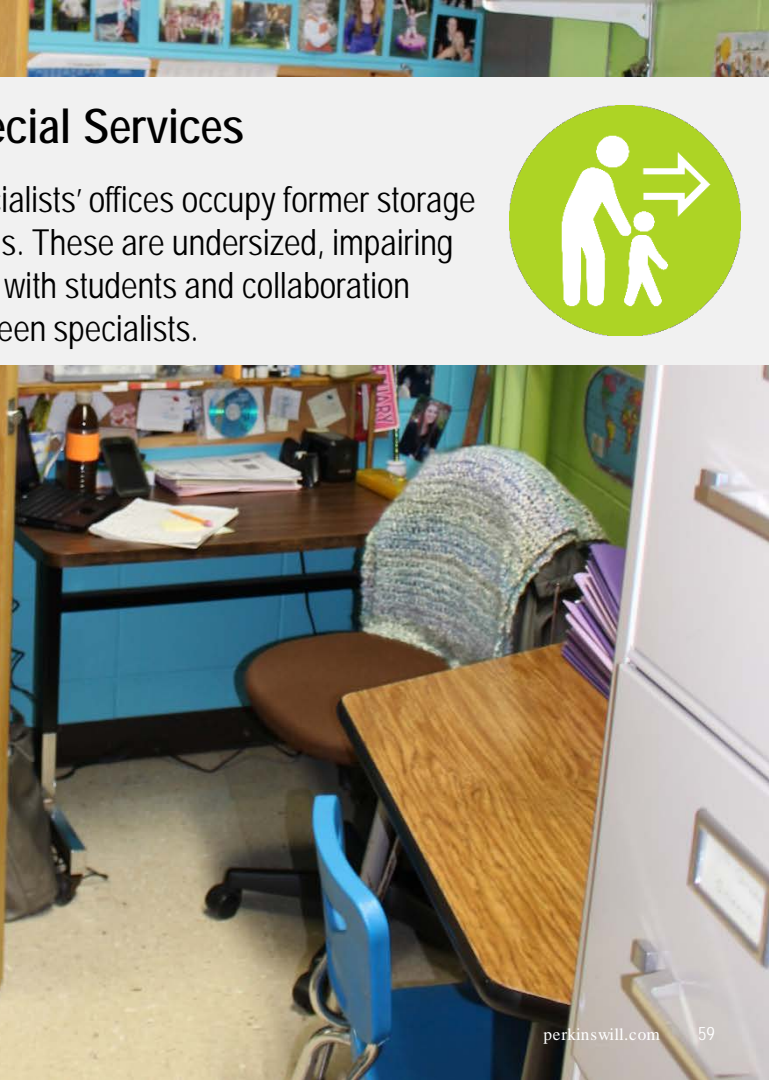
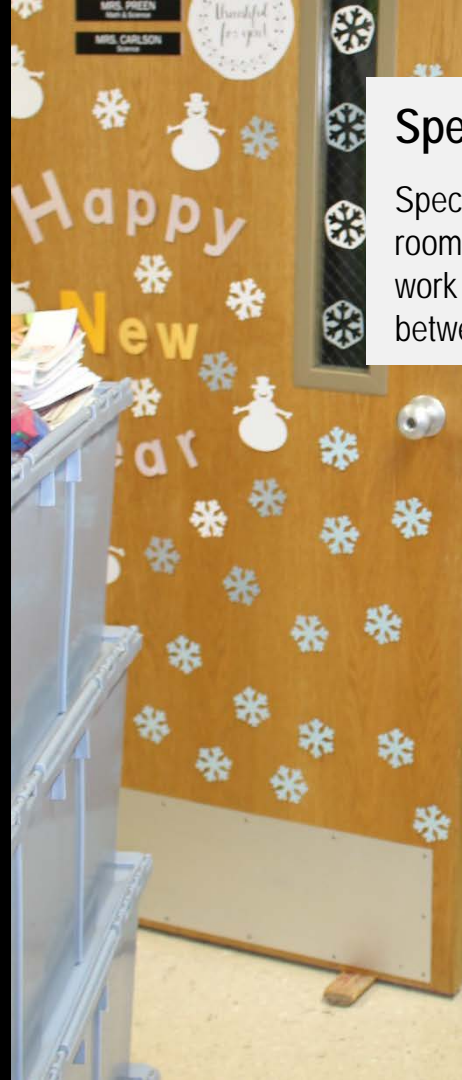
The image shows a classroom or office environment. In the foreground, there are cubicles with various papers and documents pinned to them. A green banner is overlaid on the middle of the image. In the background, there are shelves with books, storage bins, and two children sitting at a table. The room is well-lit with fluorescent lights.

Observations Special Services



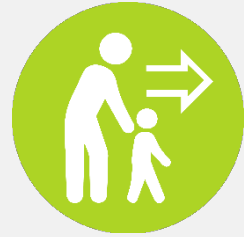
Special Services

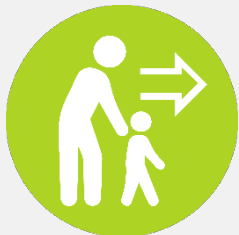
Program is placed in rooms not designed for its needs. Spaces lack acoustical and visual separation needed for working with individuals and in small groups.



Special Services

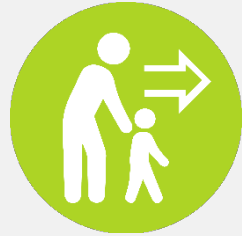
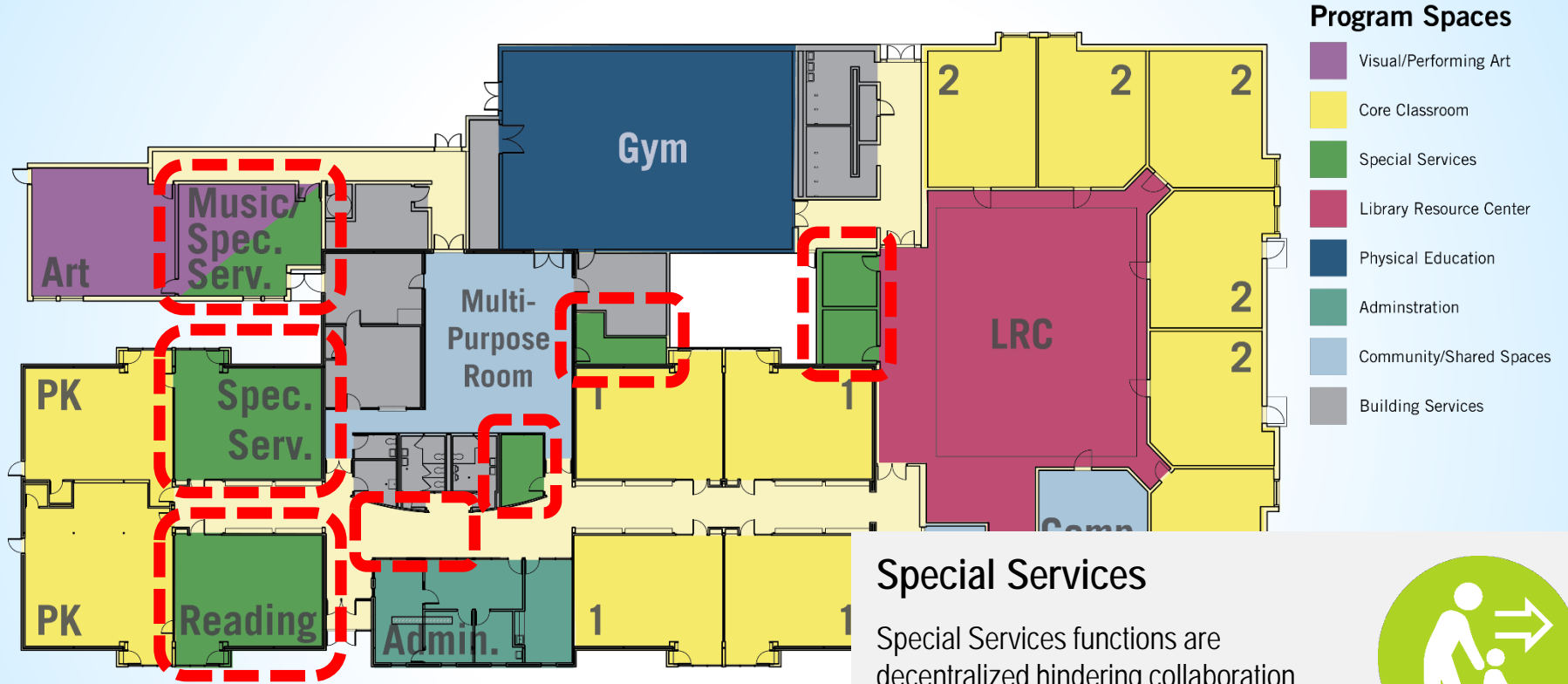
Specialists' offices occupy former storage rooms. These are undersized, impairing work with students and collaboration between specialists.

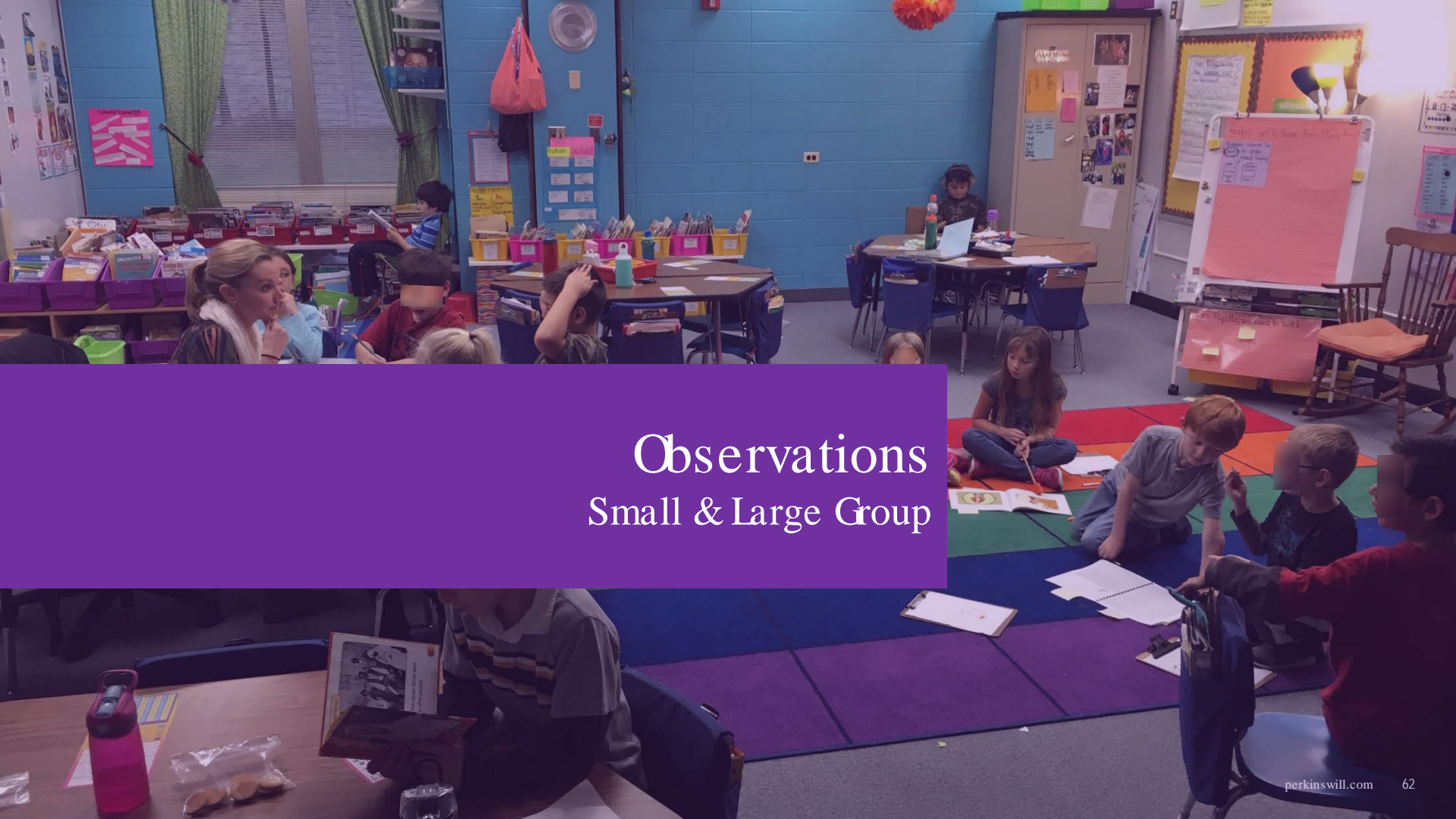




Special Services

Insufficient space within building requires Physical Therapist to work in hallway near main entrance and main office.





Observations

Small & Large Group



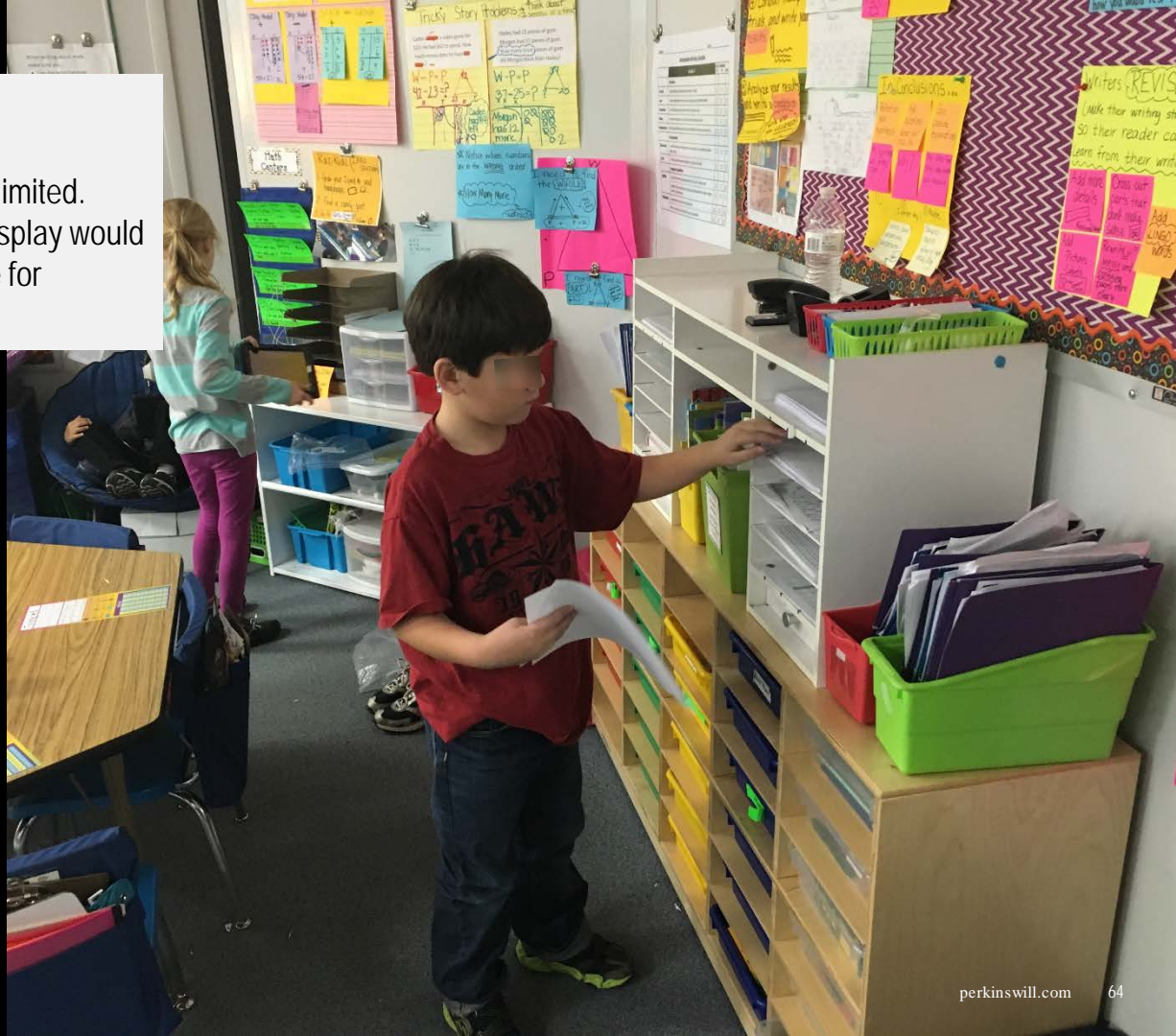
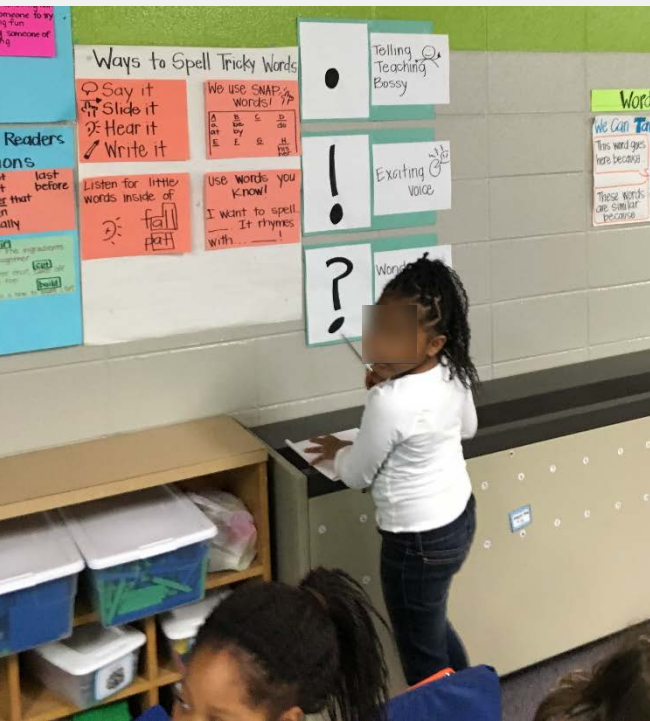
Small & Large Group

Classrooms need to enable learning in large group instruction, small group instruction, small group collaboration, and individual exploration.



Small & Large Group

Display and storage areas are limited. Ideally student Anchor Chart display would be at eye level and low storage for independent student access.





Small & Large Group

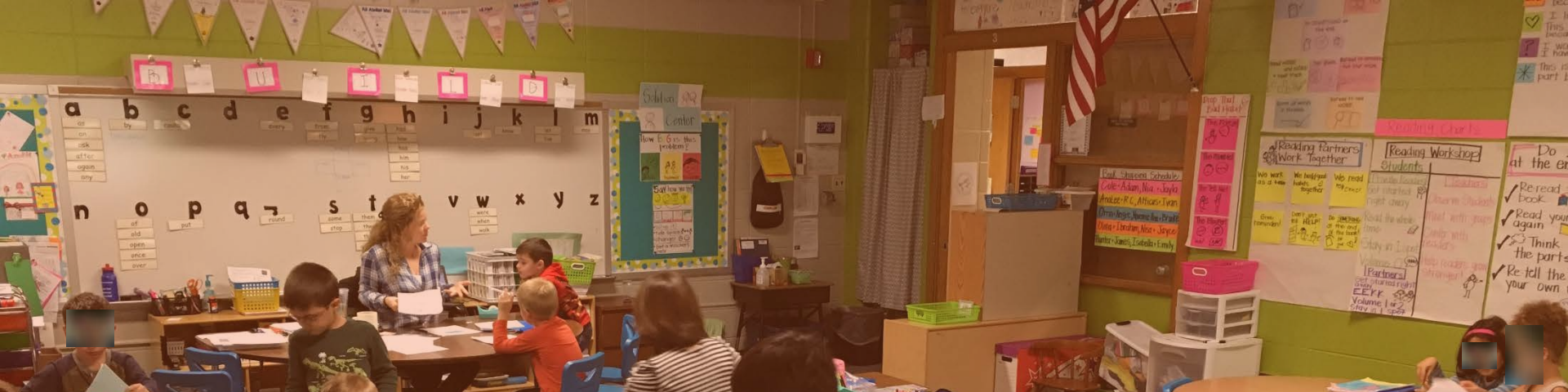
Library Resource Center (LRC) layout and furniture has been updated to allow for various size group and individual activities to occur simultaneously.



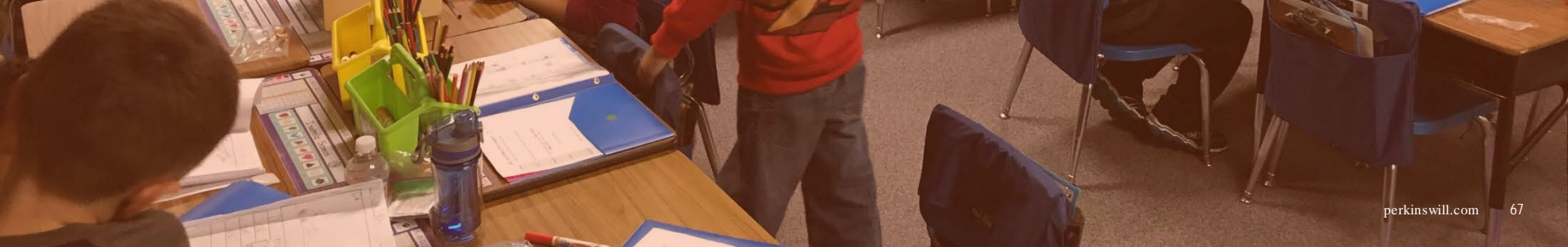
Small & Large Group

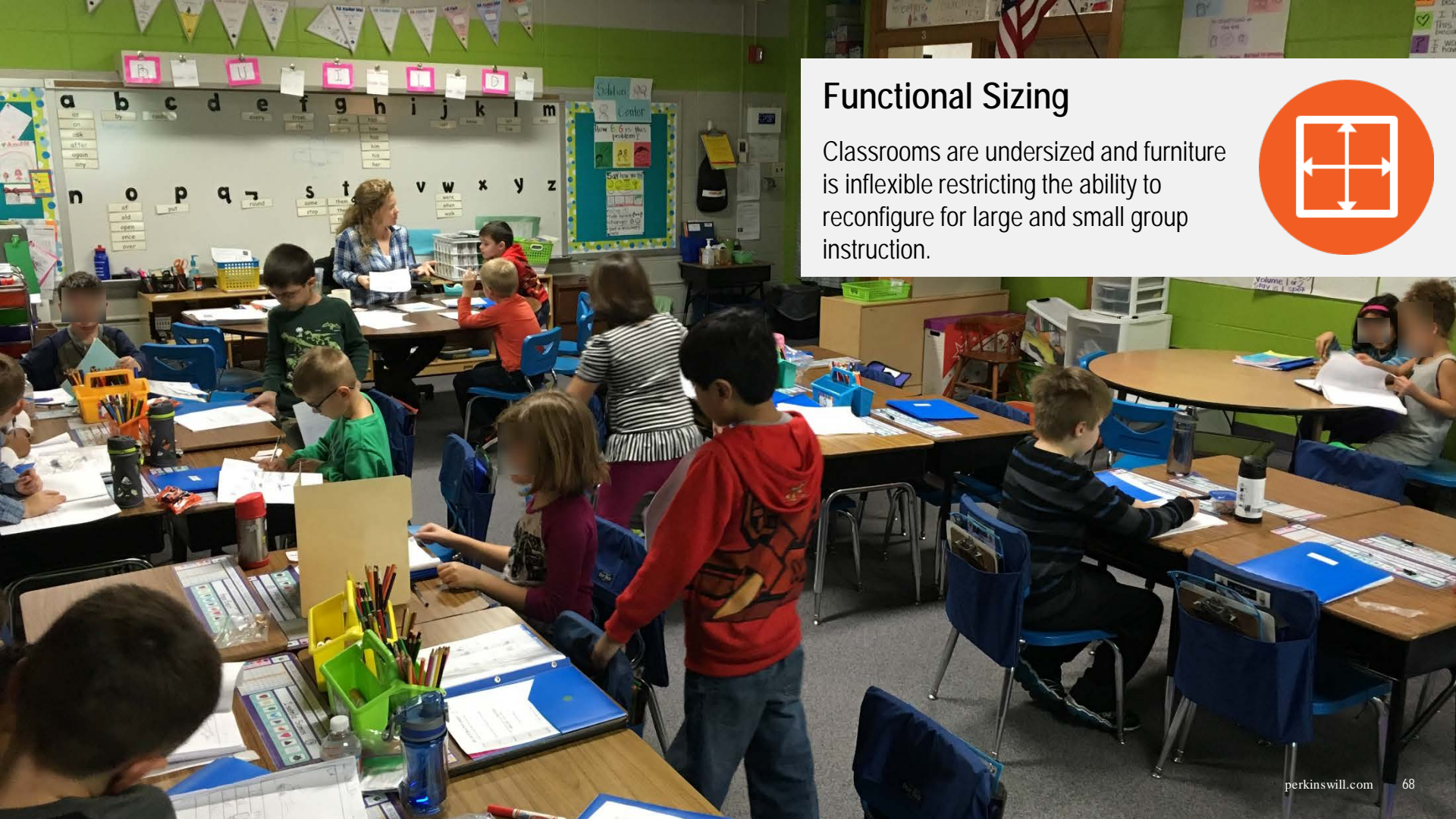
Classrooms surrounding LRC allow for easy access and flexibility. Students are allowed to breakout from classrooms for individual or small group studies.





Observations Functional Sizing





Functional Sizing

Classrooms are undersized and furniture is inflexible restricting the ability to reconfigure for large and small group instruction.





Functional Sizing

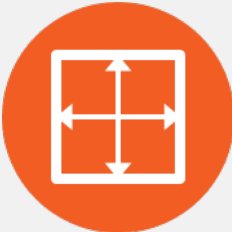
Art room is undersized. Storage limitations restrict the types of projects. There is lack of space for long term projects.





Functional Sizing

There is an overall lack of office space. Technology office occupies a corner of the LRC. There is no professional space for teachers to prepare and collaborate.



The image shows the exterior entrance of a school building. The walls are made of red brick. In the center is a set of double glass doors with dark frames. Above the doors is a small, illuminated light fixture. To the right of the doors is a large glass window. A white number '1' is visible on the window. A dark mat with a logo and text is placed in front of the doors. A blue banner is overlaid on the image, containing the text 'Observations Building Security'.

Observations

Building Security

 WELCOME TO
TATE WOODS SCHOOL
HOME OF THE
LION CUBS



Building Security

Exterior doors are locked. Visitors are use intercom to be buzzed through. Security cameras monitor the main entrance and entry corridor.





Building Security

Once inside exterior doors, there is no secure vestibule. Best practices would have visitors directed into office prior to being allowed into rest of building.





Central State Spray Booth System

Schiesher Elementary School

Schiesher Park

P

P

Car icon

Person with wheelbarrow icon

Truck icon

Bus icon

Person with wheelbarrow icon

Sports icon

Person walking icon

SCHIESHER ELEMENTARY

55,200 GSF 372 Students K, 3-5



Program Spaces

- Visual/Performing Art
- Core Classroom
- Special Services
- Library Resource Center
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services

CIRCULATION

Increased Travel Time

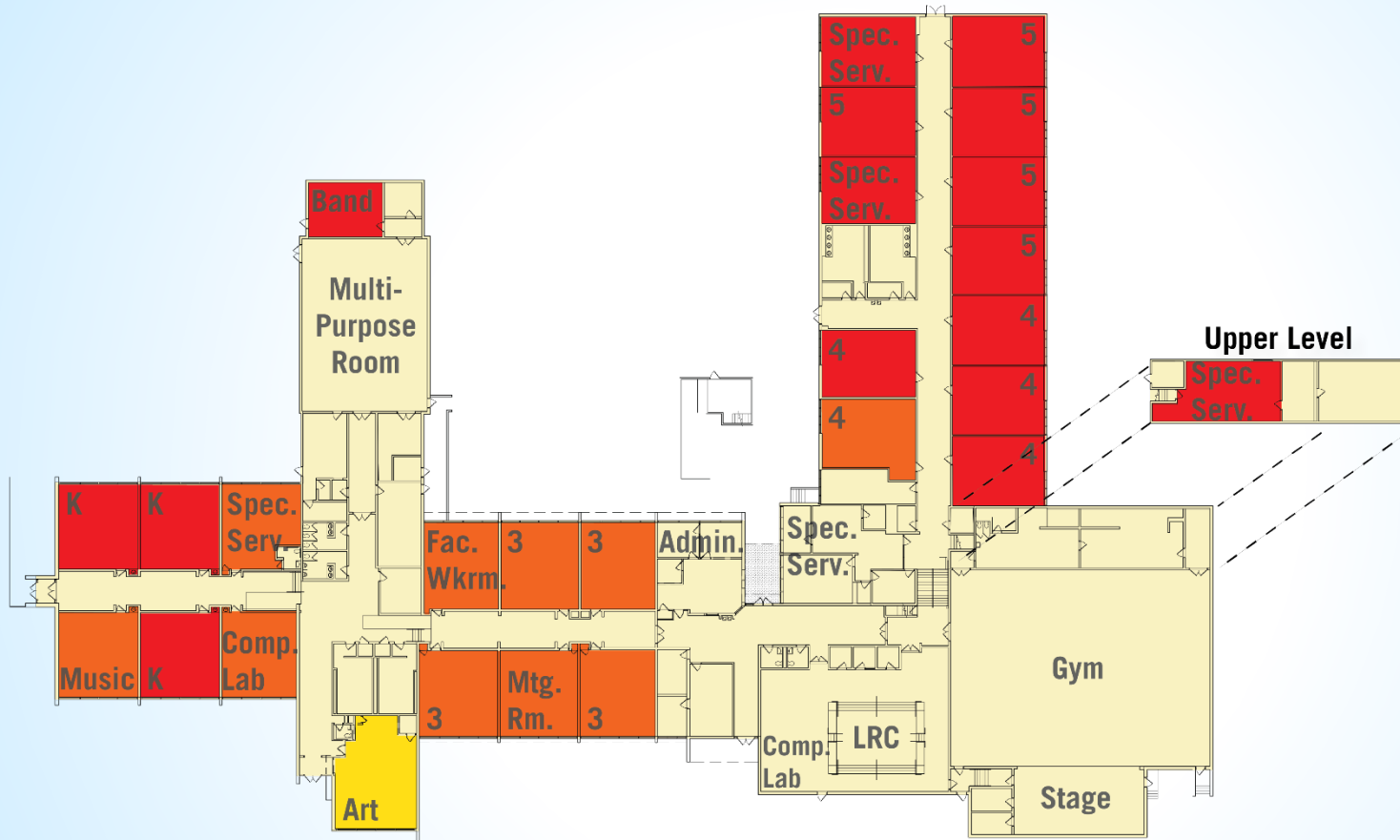


Program Spaces

- Visual/Performing Art
- Core Classroom
- Special Services
- Library Resource Center
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services

CIRCULATION

Congestion & Accessibility Issues



Kindergarten

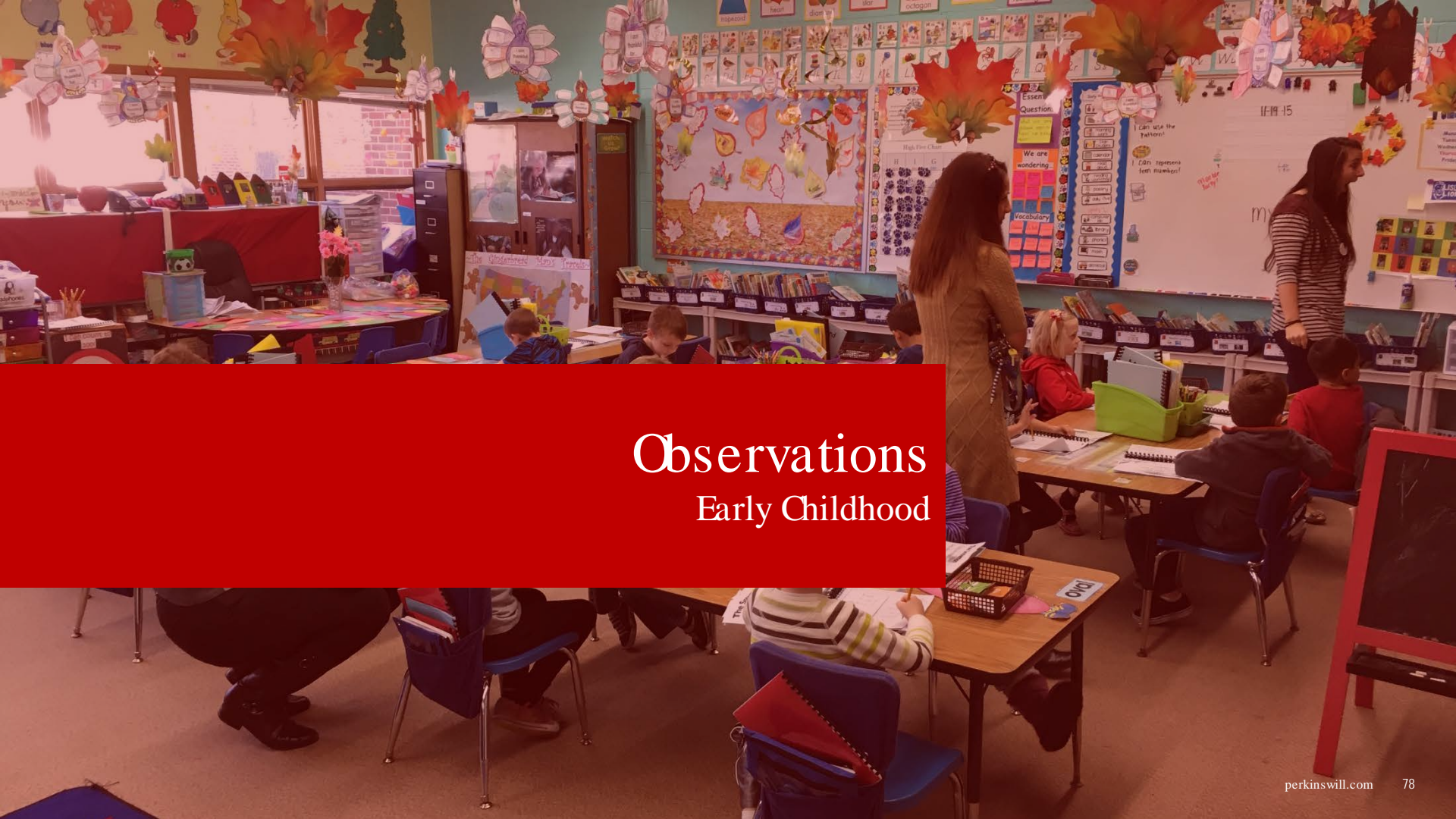
■	<900 sf
■	900-999 sf
■	1,000-1,999 sf
■	>1,100 sf

Core Classrooms

■	<600 sf
■	600-699 sf
■	700-799 sf
■	>800 sf

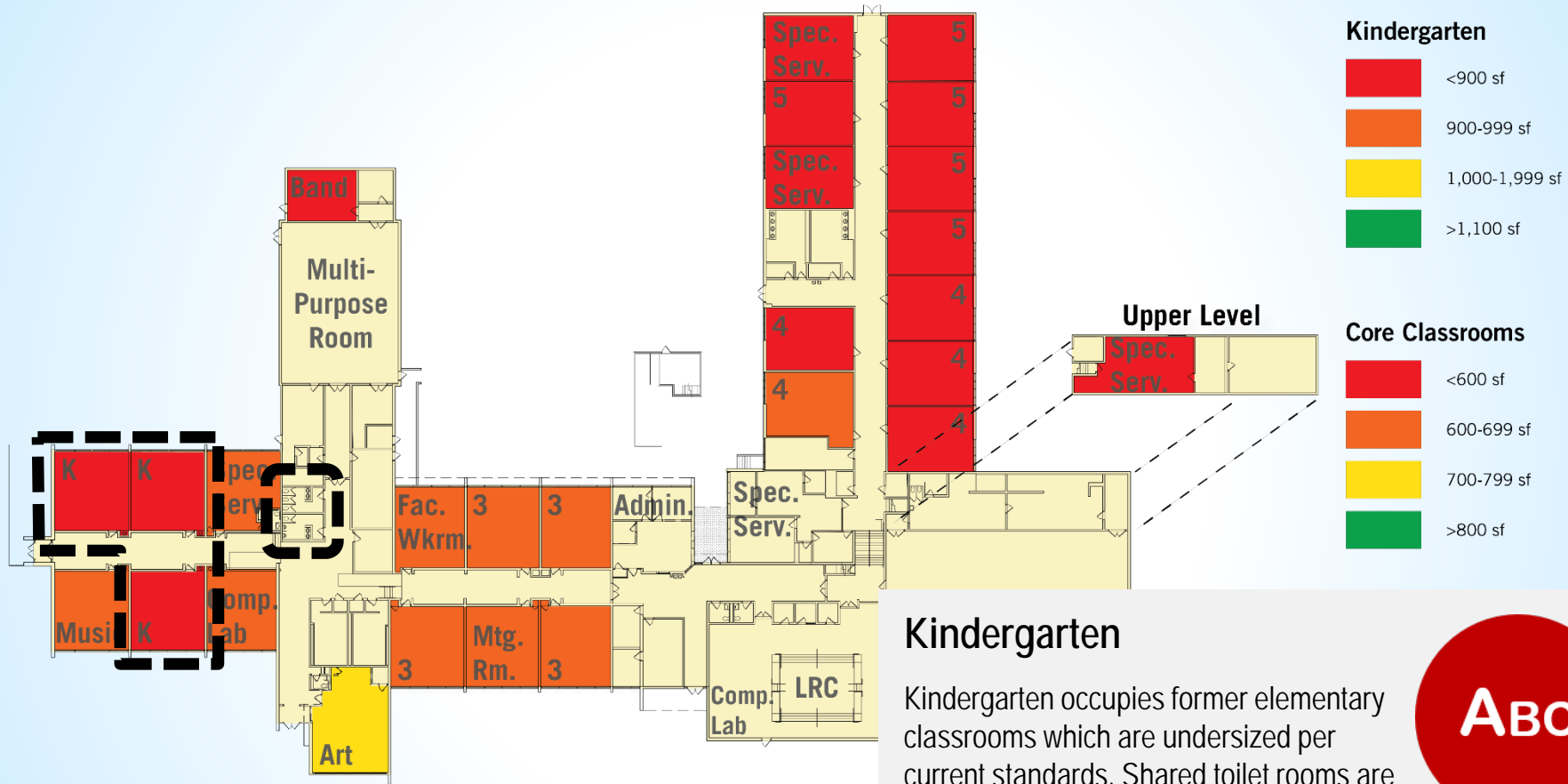
SCHIESHER ELEMENTARY

Classrooms Undersized



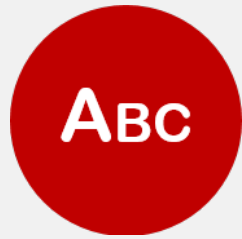
Observations

Early Childhood



Kindergarten

Kindergarten occupies former elementary classrooms which are undersized per current standards. Shared toilet rooms are down the corridor.



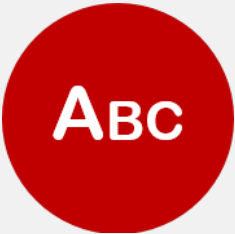


Kindergarten

Undersized space and lack of acoustical and visual separation impairs instruction by the multiple teachers, aides and specialists working within the space.

Kindergarten

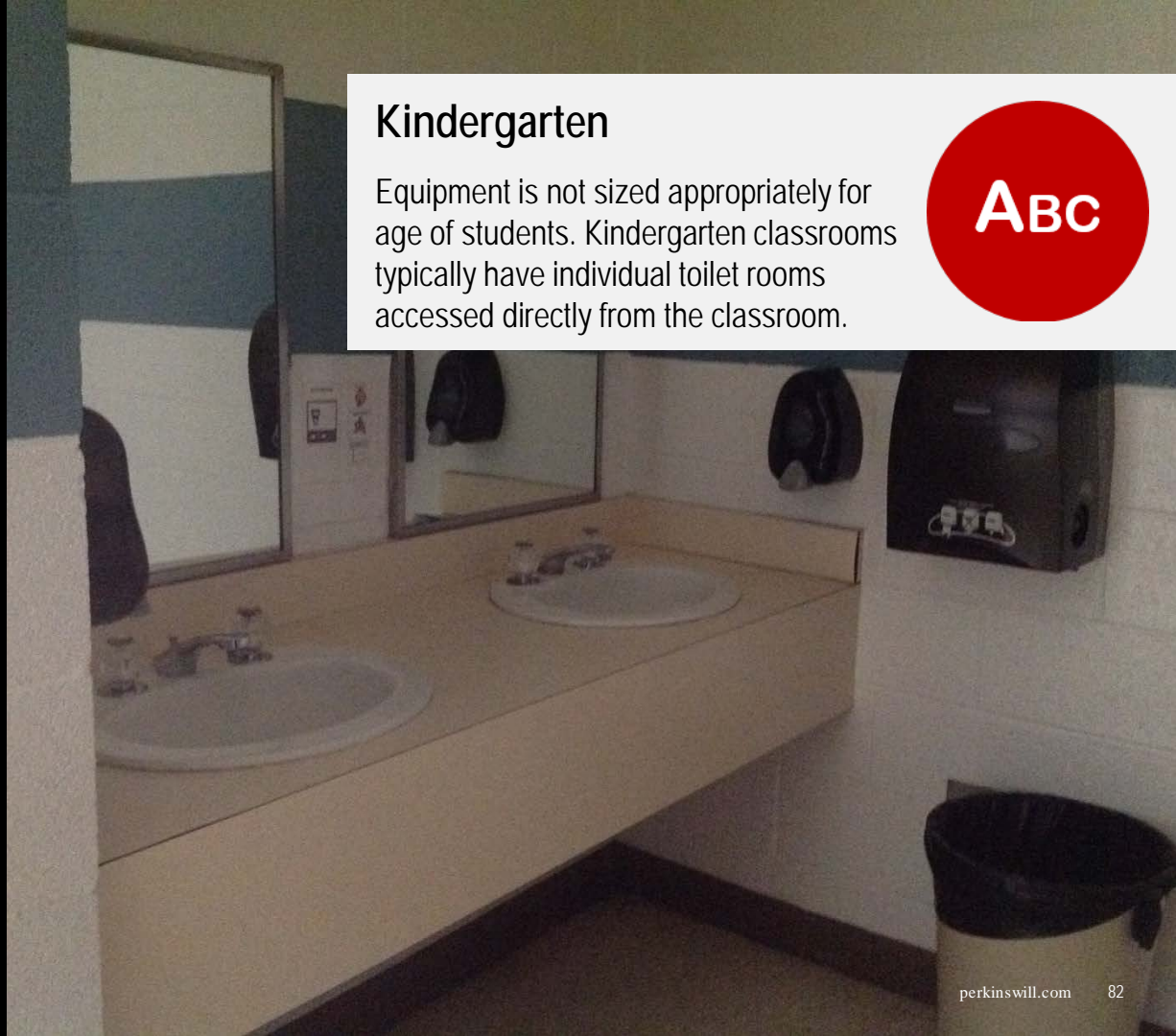
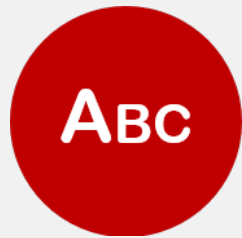
Lack of space results in display of Anchor Charts where they are not easily accessible by students. There is not storage space for long term projects.





Kindergarten

Equipment is not sized appropriately for age of students. Kindergarten classrooms typically have individual toilet rooms accessed directly from the classroom.

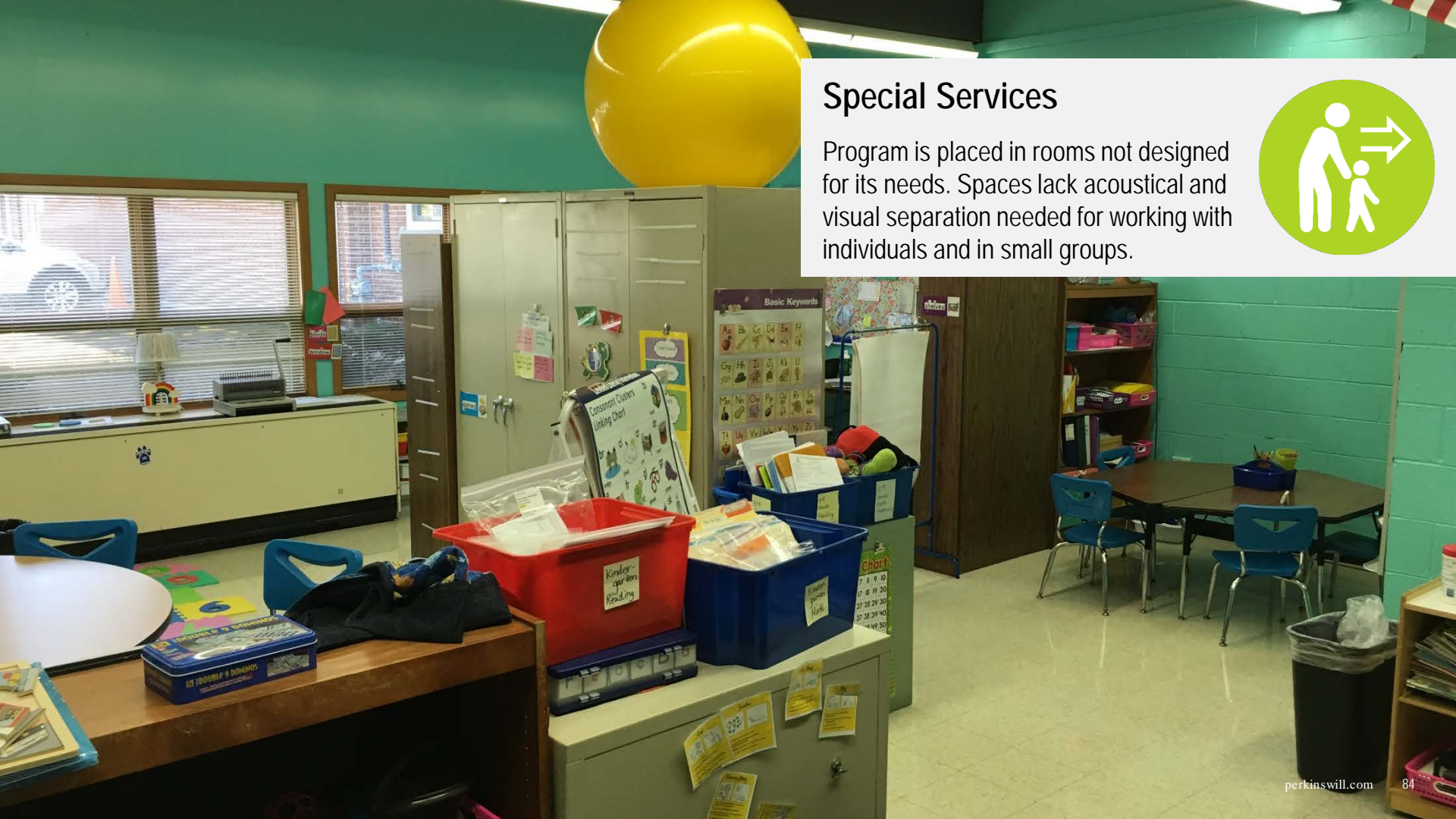
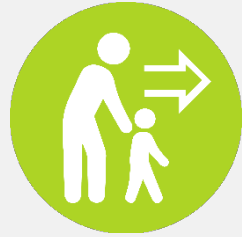




Observations Special Services

Special Services

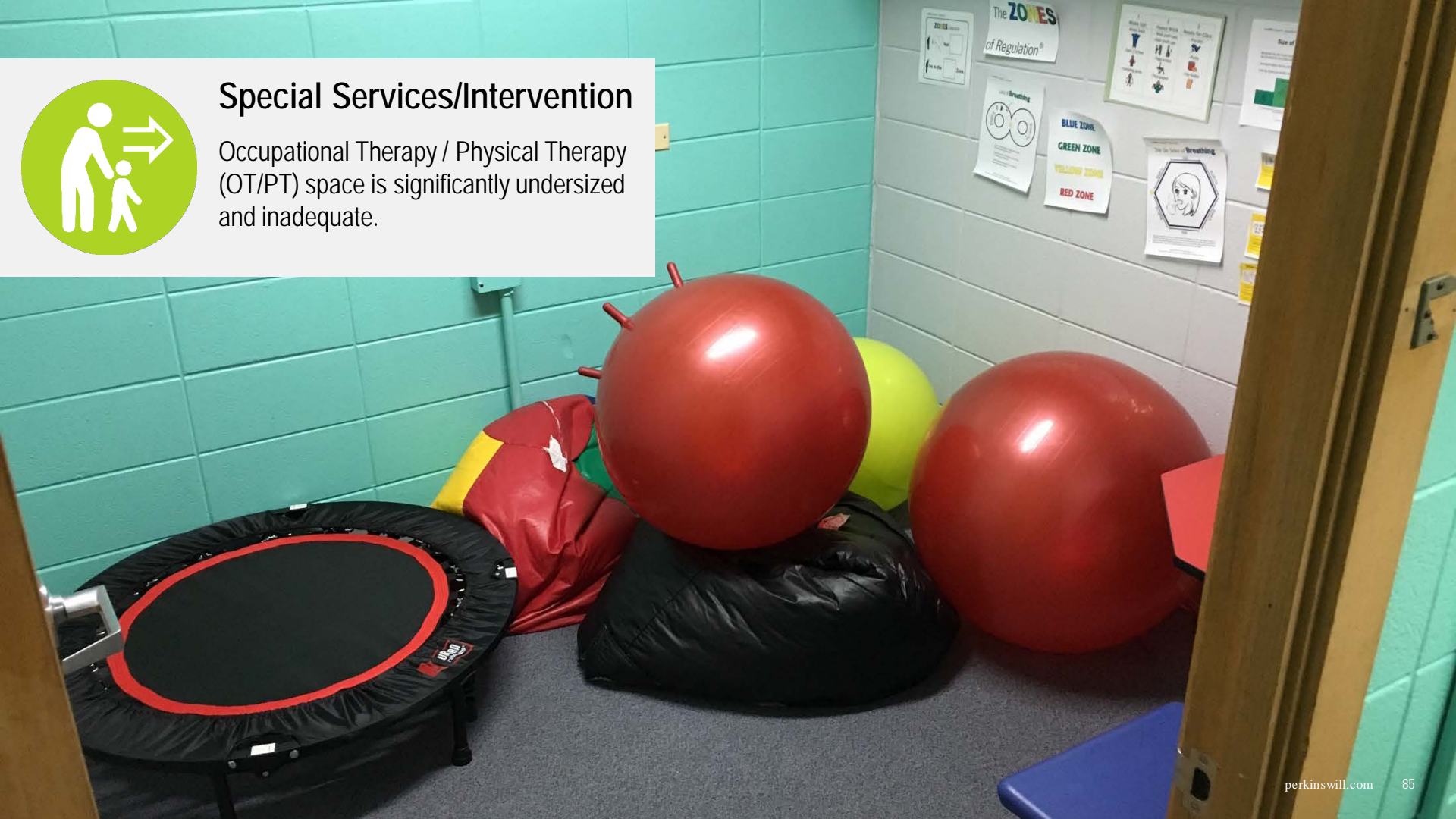
Program is placed in rooms not designed for its needs. Spaces lack acoustical and visual separation needed for working with individuals and in small groups.





Special Services/Intervention

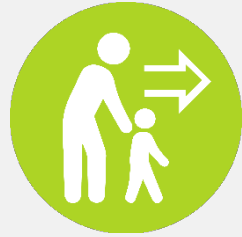
Occupational Therapy / Physical Therapy (OT/PT) space is significantly undersized and inadequate.





Special Services

There is not designed space for Pull-Out interventions with students. Classrooms also lack adequate Push-In space for interventions within the classroom.

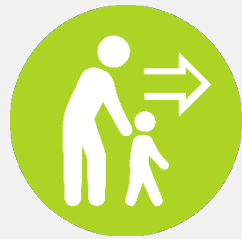




- ### Program Spaces
- Visual/Performing Art
 - Core Classroom
 - Special Services
 - Library Resource Center
 - Physical Education
 - Administration
 - Community/Shared Spaces
 - Building Services

Special Services

Special Services functions are decentralized hindering collaboration between specialists and increasing travel time resulting in loss of instructional time.





Observations Small & Large Group

CONNECT THE DOTS



Small & Large Group

Science lessons are held in core classrooms. Lack of dedicated science room restricts the type of lessons and experiments that can be performed.



	Yes	No	Not sure	Yes	No	Not sure
Class	No	No	No	No	No	No
Project	Yes	Yes	Yes	Yes	Yes	Yes
Project	Yes	Yes	Yes	Yes	Yes	Yes



Small & Large Group

Library Resource Center is undersized and inaccessible to students as well as visitors during school events.





Small & Large Group

Dedicated computer lab is adjacent to LRC with good visibility. As technology becomes more mobile, these spaces offer opportunity for alternative uses.

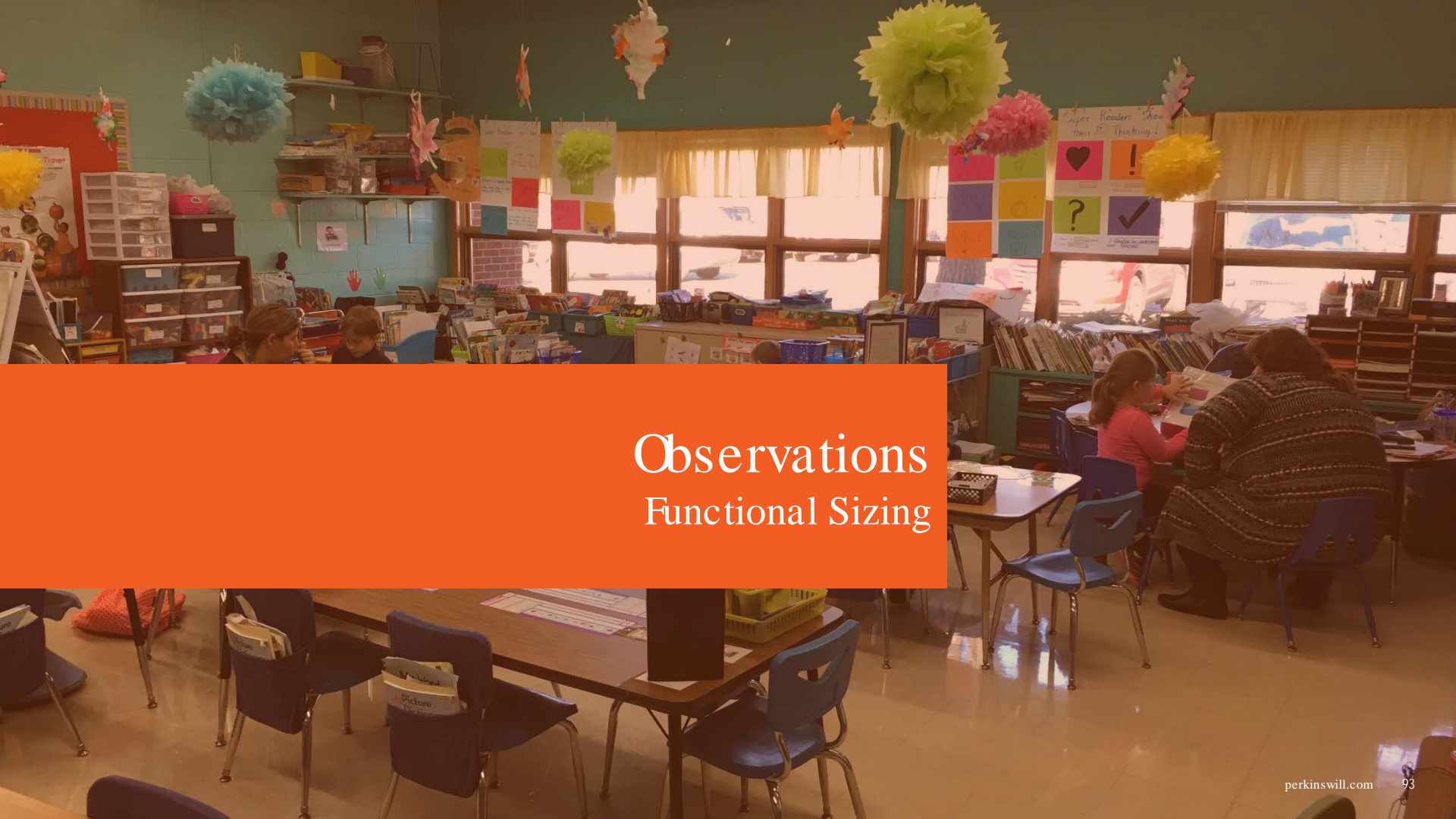




Small & Large Group

Small nook off LRC allows for small group work or reading, but it lacks any acoustical separation and had not furniture for students interact or work individually.





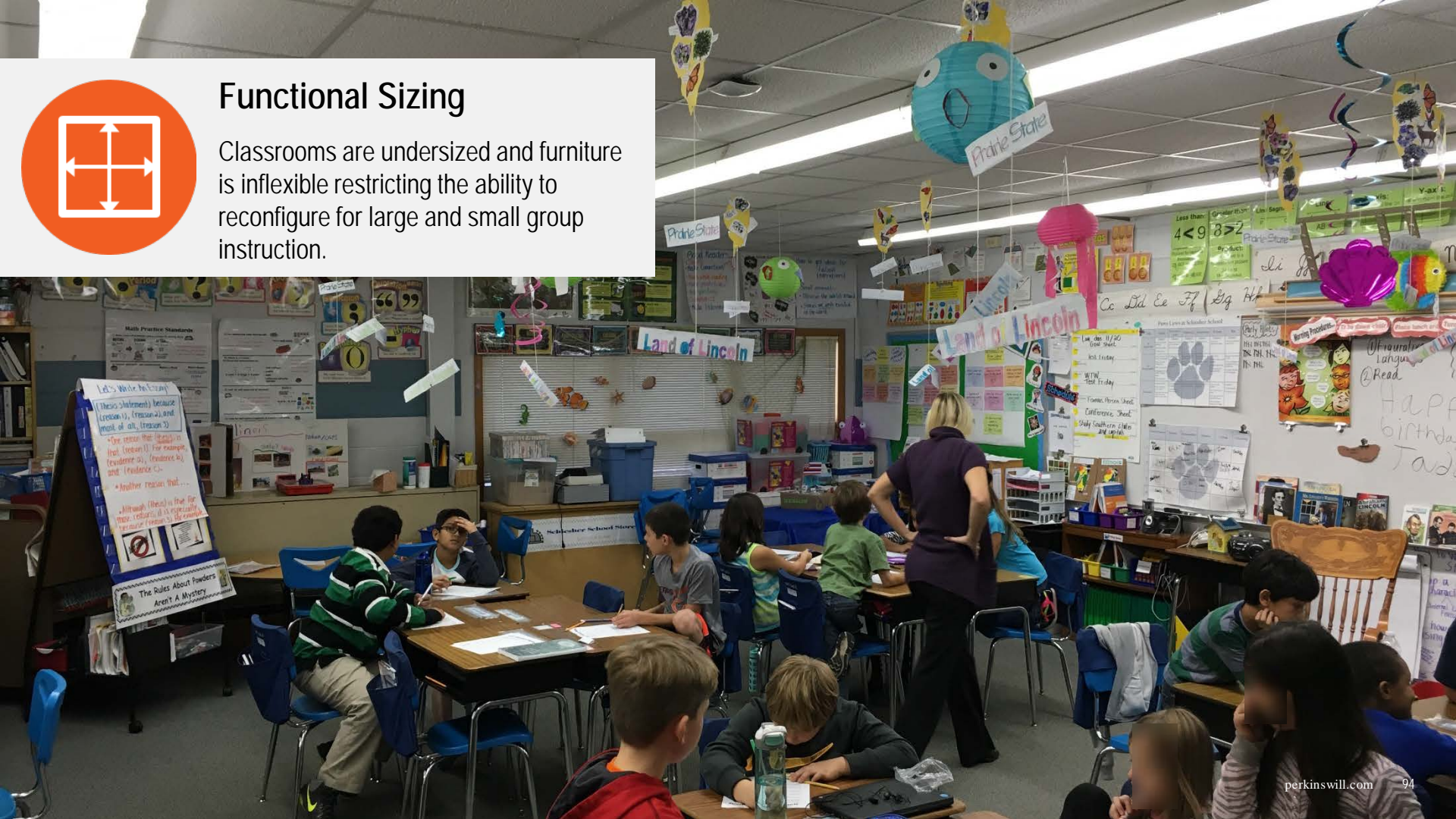
Observations

Functional Sizing



Functional Sizing

Classrooms are undersized and furniture is inflexible restricting the ability to reconfigure for large and small group instruction.

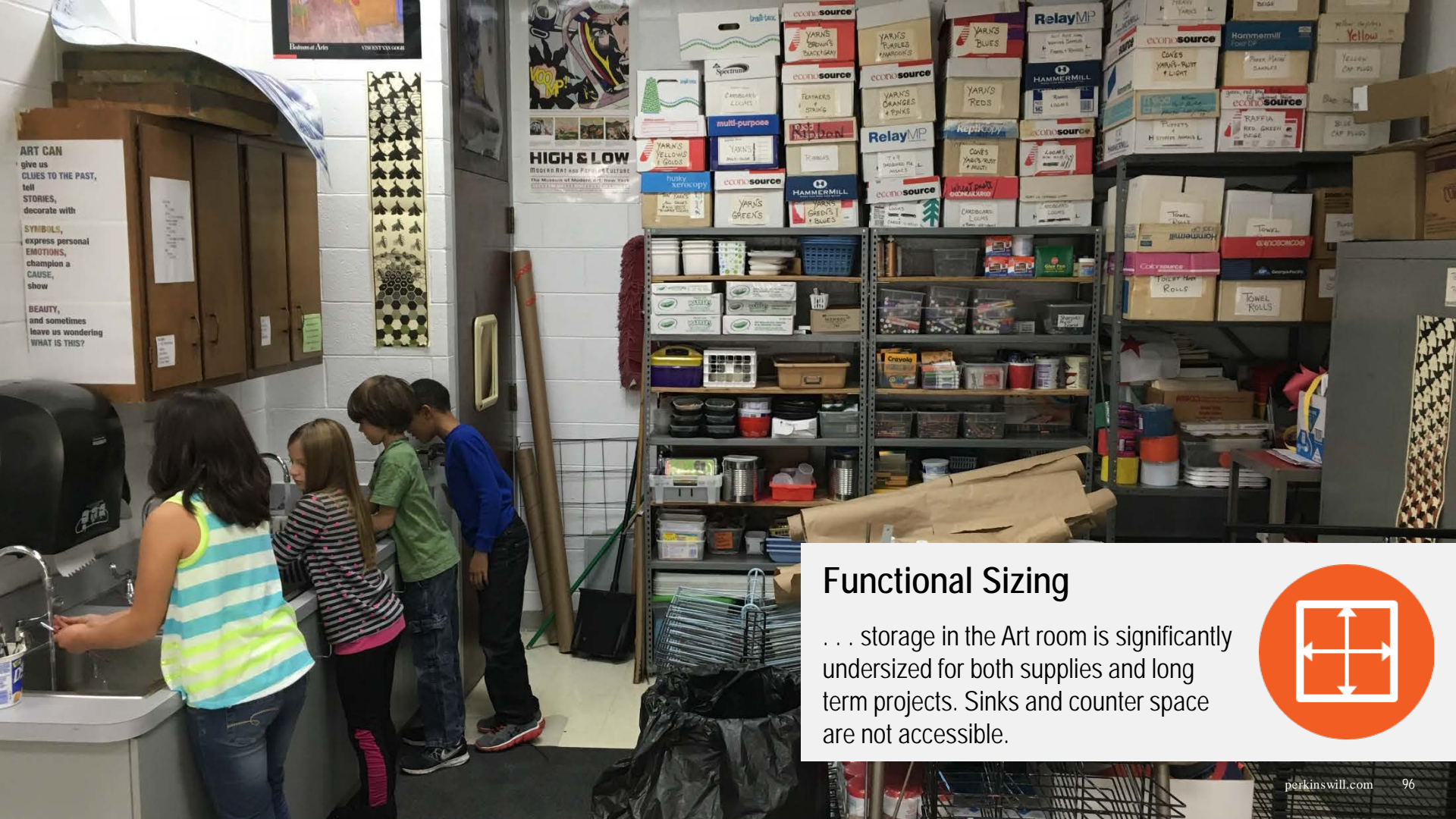




Functional Sizing

Art room is undersized. There is adequate space for general activities and projects, however . . .





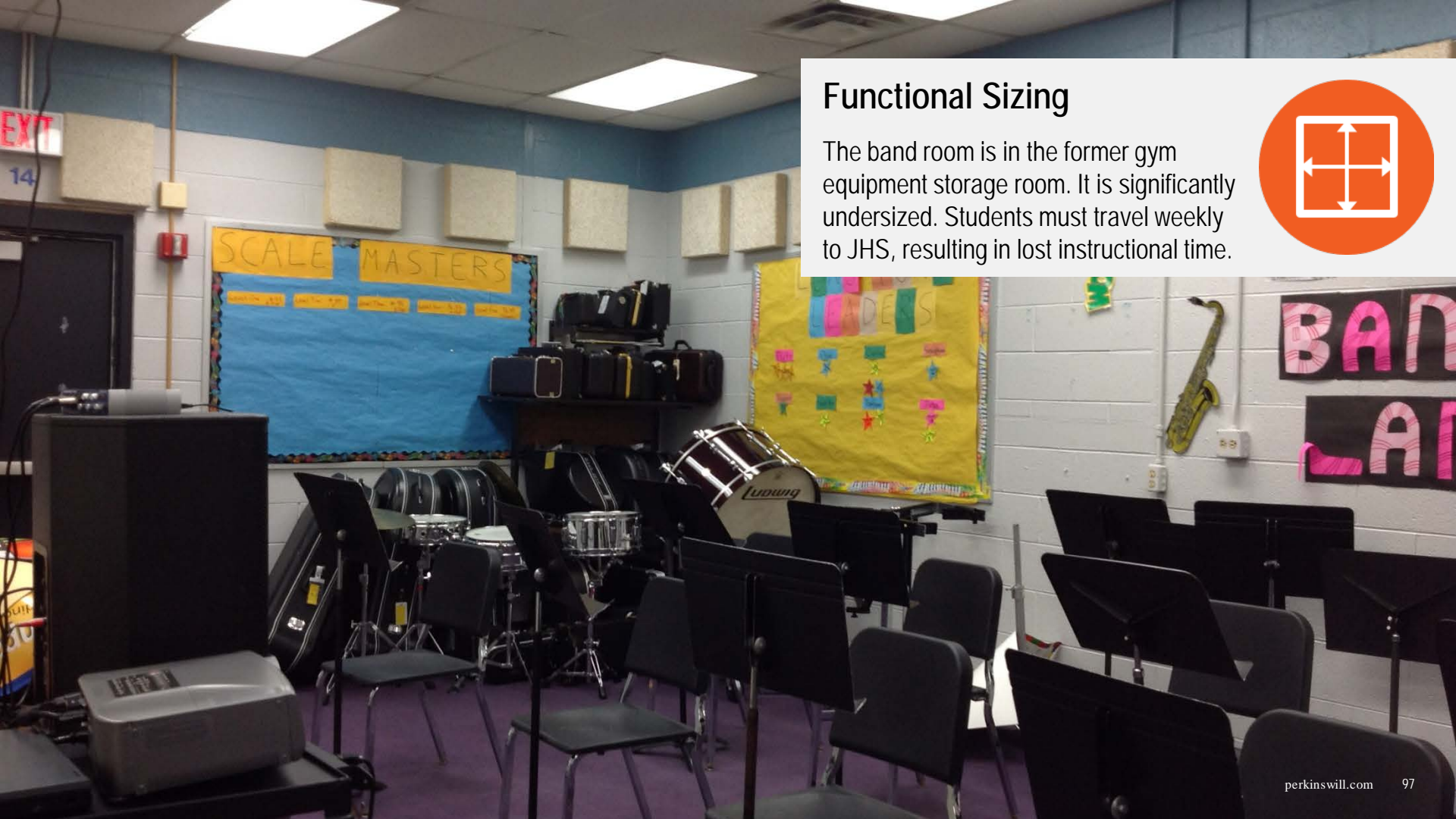
ART CAN
give us
CLUES TO THE PAST,
tell
STORIES,
decorate with
SYMBOLS,
express personal
EMOTIONS,
champion a
CAUSE,
show
BEAUTY,
and sometimes
leave us wondering
WHAT IS THIS?

HIGH & LOW
MODERN ART AND POP ART OUTLINE
THE MUSEUM OF MODERN ART NEW YORK

Functional Sizing

... storage in the Art room is significantly undersized for both supplies and long term projects. Sinks and counter space are not accessible.

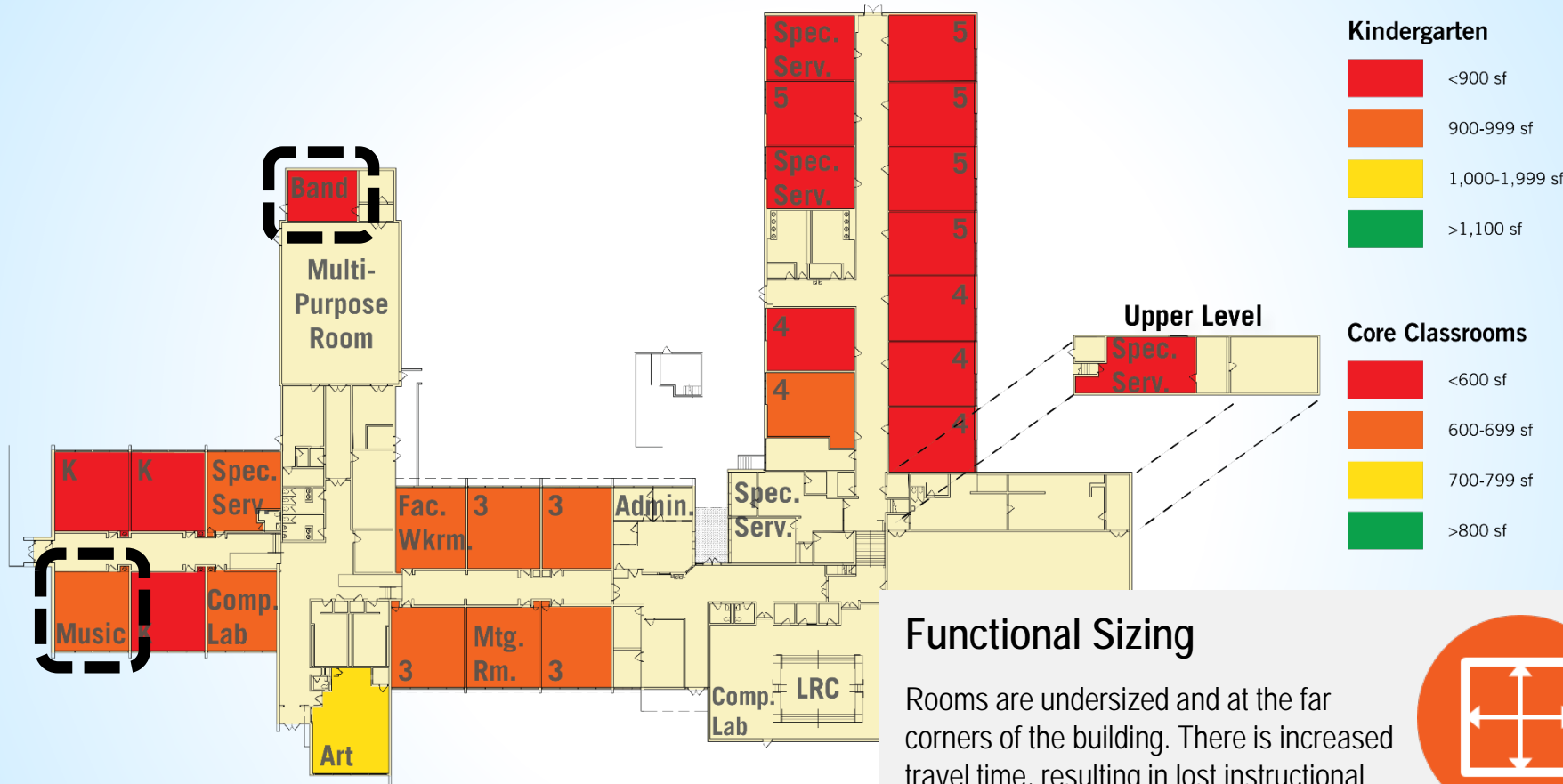




Functional Sizing

The band room is in the former gym equipment storage room. It is significantly undersized. Students must travel weekly to JHS, resulting in lost instructional time.





Functional Sizing

Rooms are undersized and at the far corners of the building. There is increased travel time, resulting in lost instructional time.



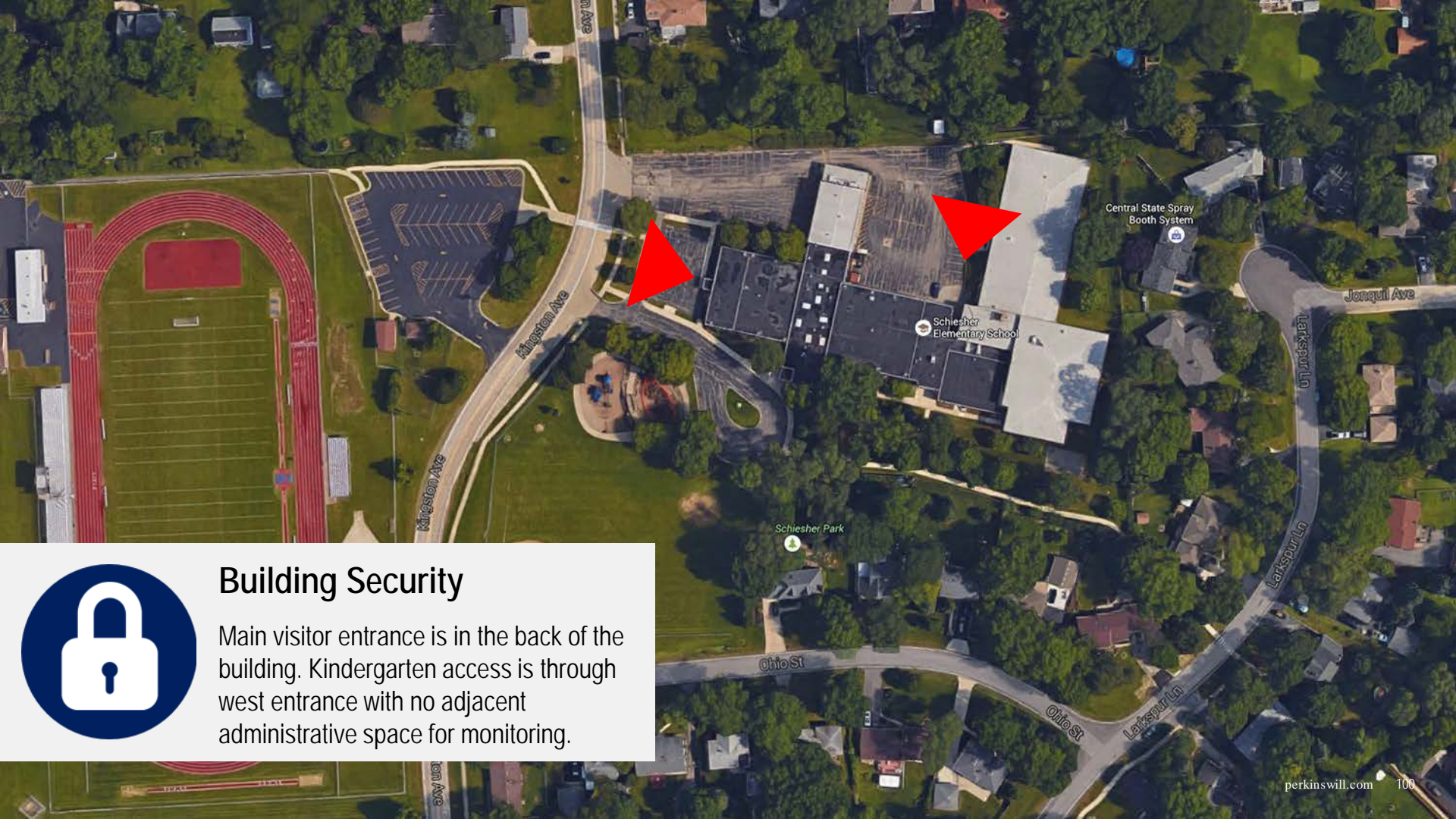


1

ILLINOIS
STATE LAW
PROHIBITS THE
USE OF TOBACCO ON
ALL SCHOOL PROPERTY
AT ALL TIMES

Observations

Building Security



Building Security

Main visitor entrance is in the back of the building. Kindergarten access is through west entrance with no adjacent administrative space for monitoring.



ILLINOIS
STATE LAW
PROHIBITS THE
USE OF TOBACCO ON
ALL SCHOOL PROPERTY
AT ALL TIMES



1

Building Security

Main entry doors are locked. Visitors are use intercom to be buzzed through. Security cameras monitor the main entrance and entry corridor.





Building Security

There is not secure vestibule. Visitors have immediate access to the main corridor and must turn the corner to sign in at the main office.





Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
- Literature & Language Arts
- Social Studies
- Special Services
- Library
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services

Accessibility

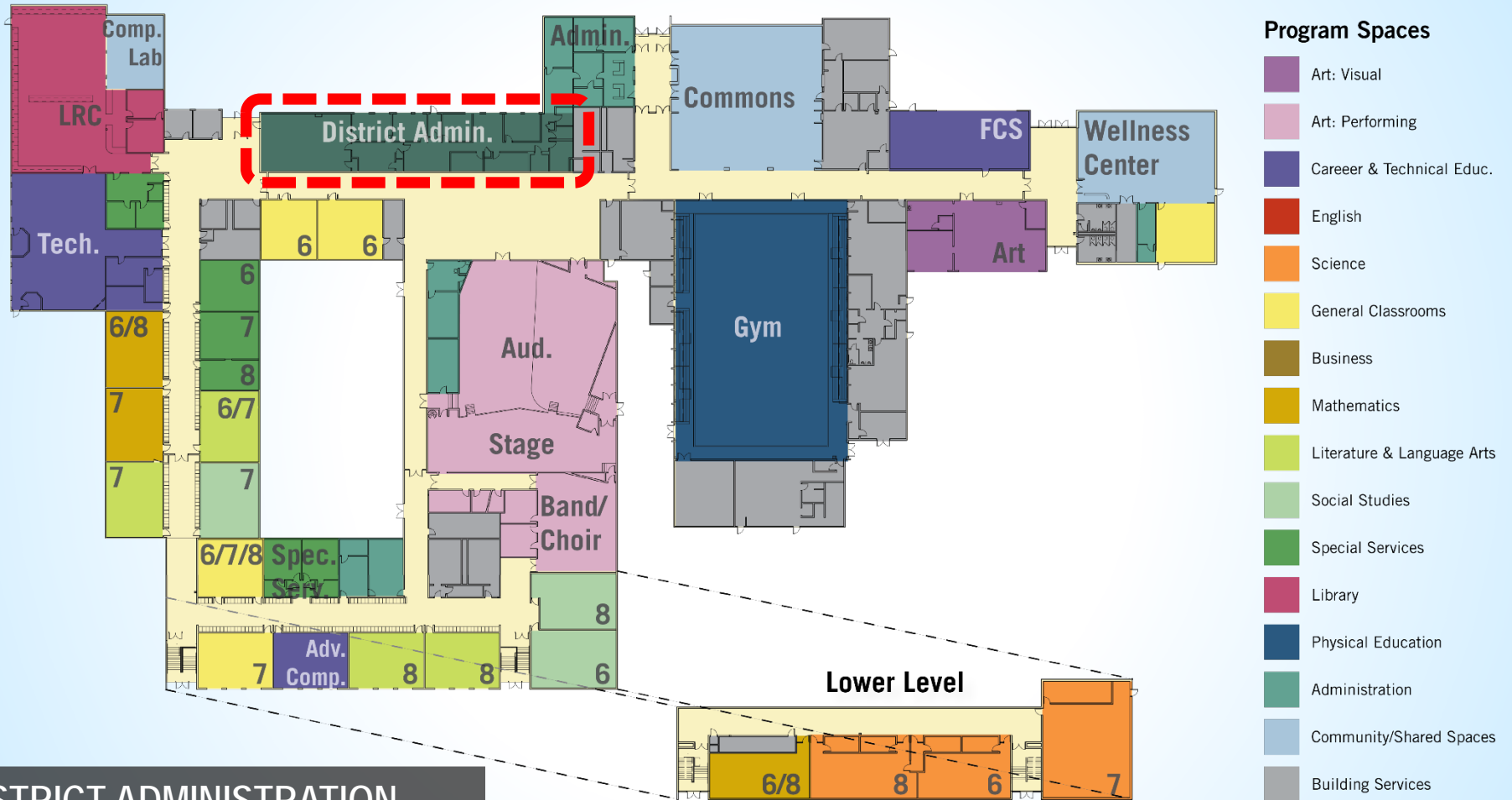
Stair lift is very slow, Band risers inaccessible



Program Spaces

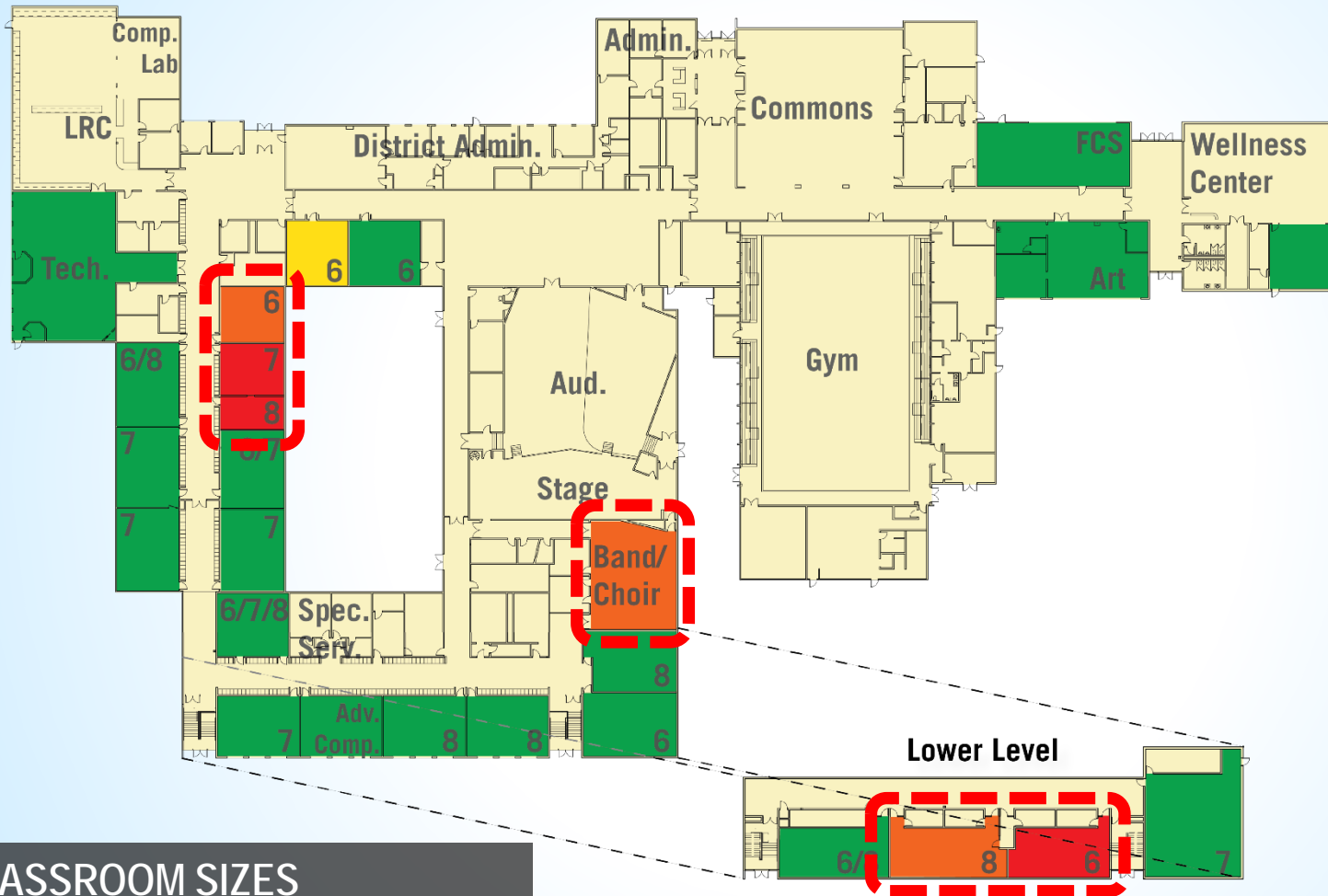
- Art: Visual
- Art: Performing
- Career & Technical Educ.
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- Literature & Language Arts
- Social Studies
- Special Services
- Library
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services

6th GRADE CLASSROOMS
 Dispersed; No 6th Grade hallway with lockers

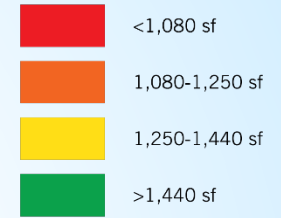


DISTRICT ADMINISTRATION

Occupying valuable classroom space



Science & Other Labs



Core Classrooms



CLASSROOM SIZES

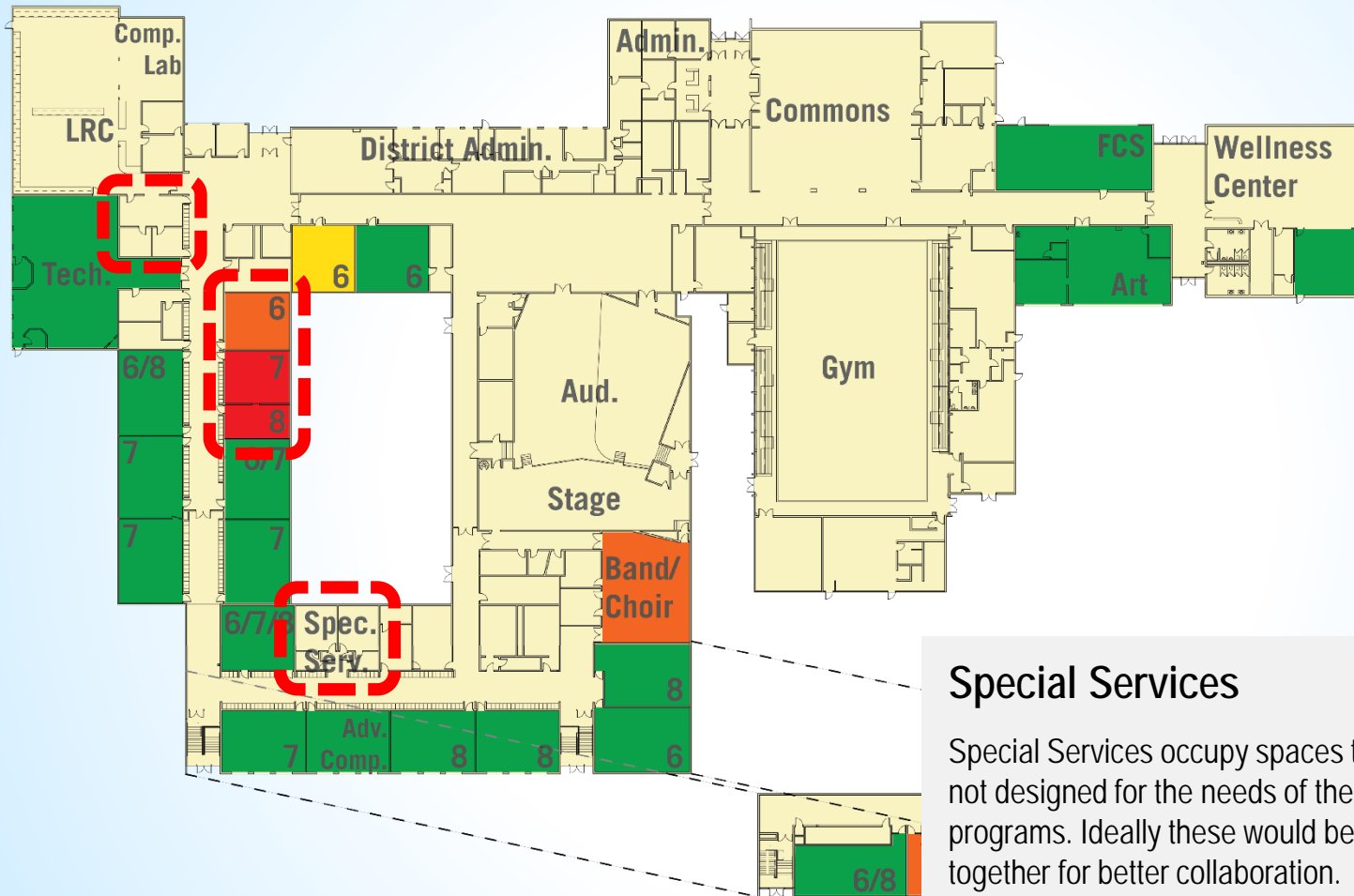
Science, Music & Special Services undersized



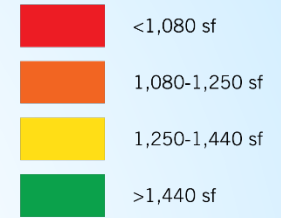
Special Services

Specialists' offices occupy former storage rooms. These are undersized, impairing work with students and collaboration between specialists.





Science & Other Labs

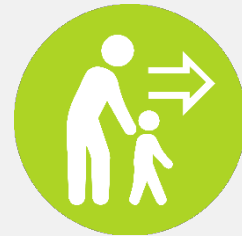


Core Classrooms



Special Services

Special Services occupy spaces that were not designed for the needs of these programs. Ideally these would be grouped together for better collaboration.





Observations
Small & Large Group



Small & Large Group

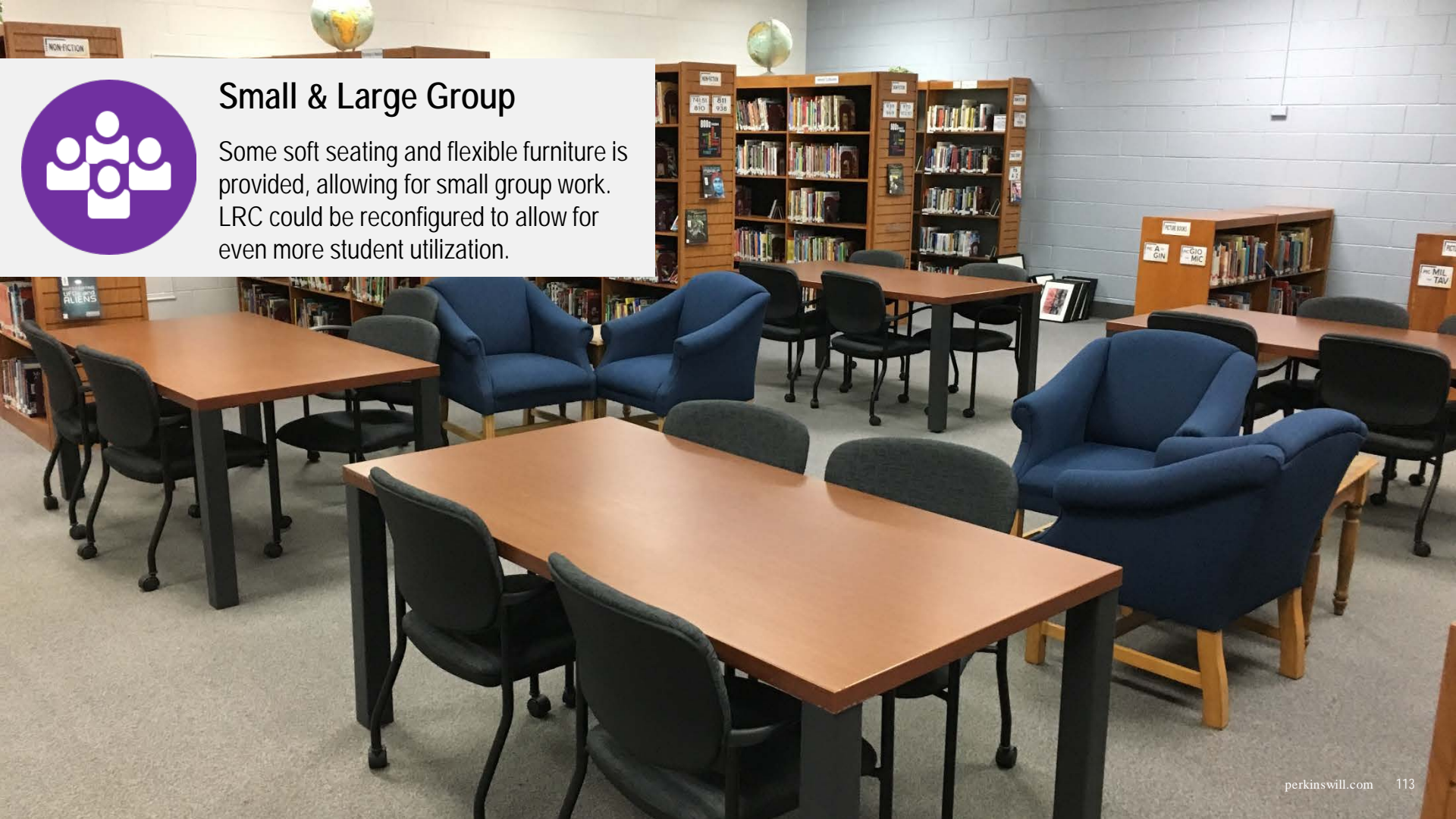
Library Resource Center (LRC) has ample space. Stacks and furniture help divide up the overall space for up to three classes.

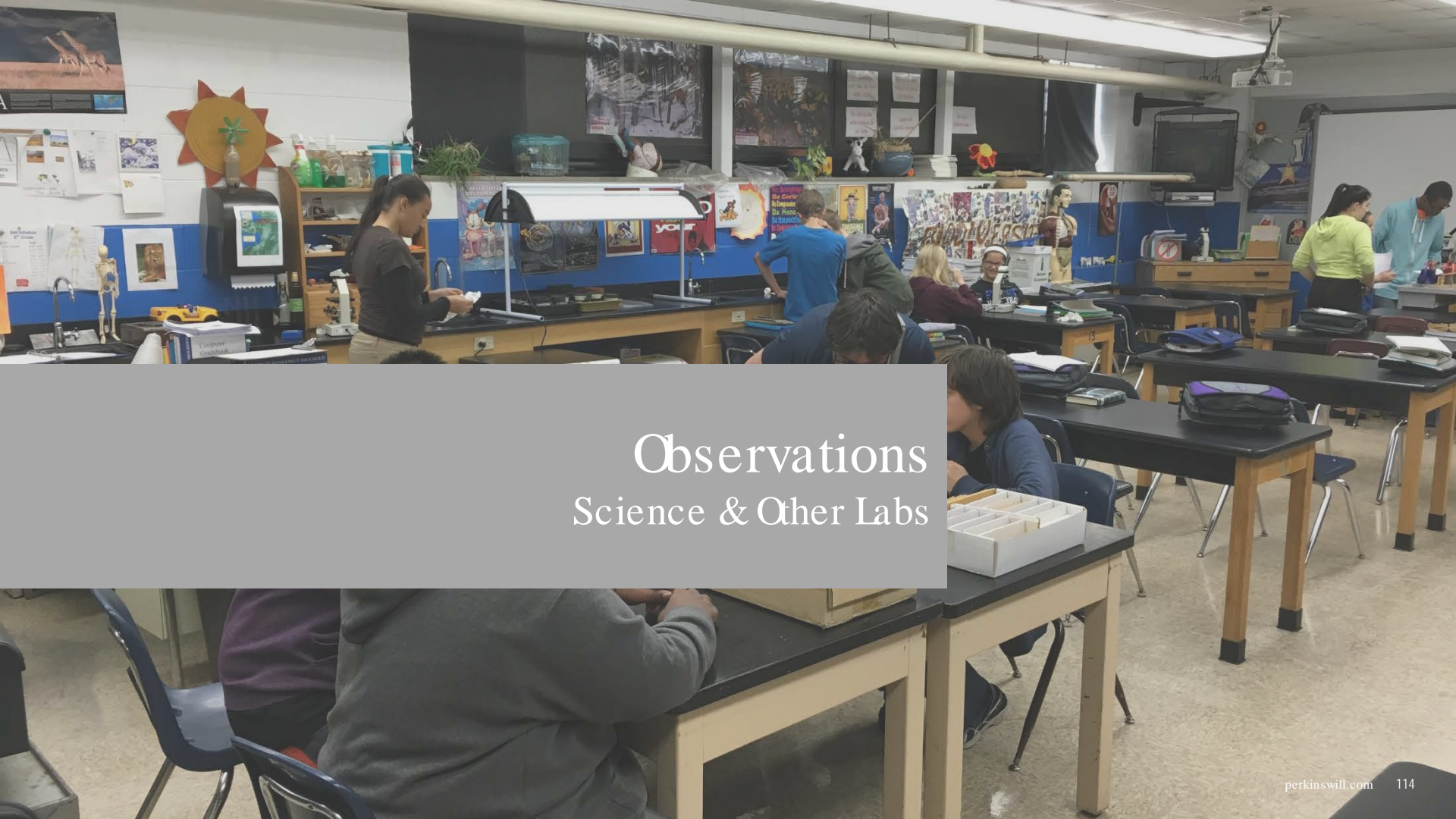




Small & Large Group

Some soft seating and flexible furniture is provided, allowing for small group work. LRC could be reconfigured to allow for even more student utilization.





Observations Science & Other Labs



Science & Other Labs

Science rooms are undersized and have poor proportions (long and narrow) and heavy furniture, making them inflexible.





Science & Other Labs

Family Consumer Science space is adequately sized, but its proportions (long & narrow), furniture and stair risers restrict flexibility.





Observations

Instructional Technology



Instructional Technology

Dedicated computer lab is adjacent to LRC with good visibility. As technology becomes more mobile, these spaces offer opportunity for alternative uses.





Instructional Technology

Current infrastructure is inadequate to support increase in mobile devices. Teachers are developing unique solutions to accommodate charging and storage.





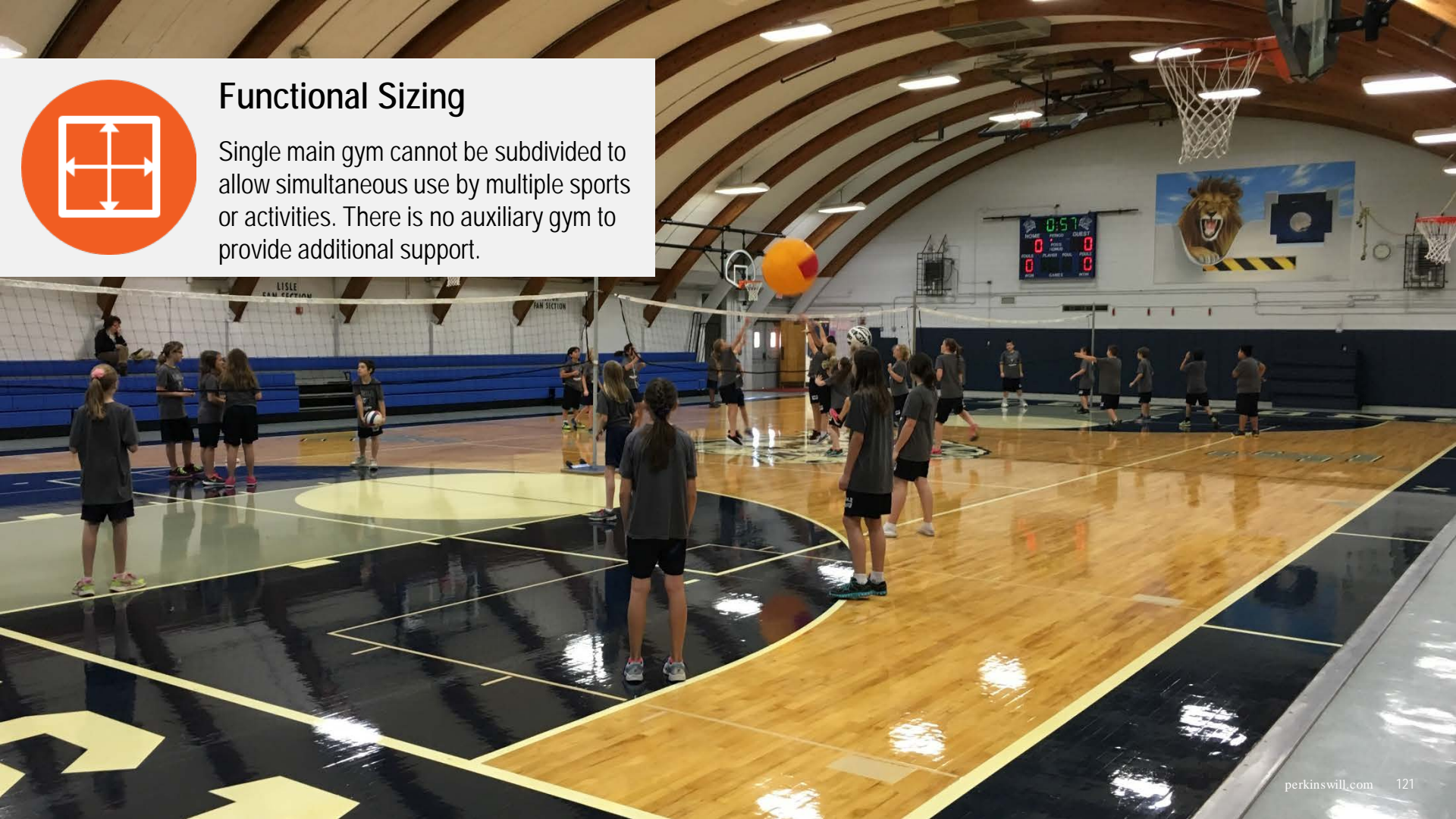
Observations

Functional Sizing



Functional Sizing

Single main gym cannot be subdivided to allow simultaneous use by multiple sports or activities. There is no auxiliary gym to provide additional support.





Functional Sizing

Auditorium lobby is underutilized. It functions as breakout for events, but is otherwise unused. It has potential as small group activity areas.





Functional Sizing

Interior Courtyard is underutilized. It provides light to adjacent classrooms, but could be redesigned and laid out as intentional outdoor educational spaces.



The image shows the exterior of a brick school building under a clear blue sky. A dark blue rectangular overlay is positioned in the center-left, containing the text 'Observations' and 'Building Security' in white serif font. To the right, a blue sign on the brick wall reads 'LISLE COMMUNITY UNIT SCHOOL DISTRICT 202'. Below it, a white directional sign points left to 'LISLE JUNIOR HIGH SCHOOL' and right to 'DISTRICT ADMINISTRATIVE OFFICES'. A concrete walkway leads to a set of glass doors, flanked by two brown textured trash bins. Green bushes and trees are visible in the foreground and background.

Observations

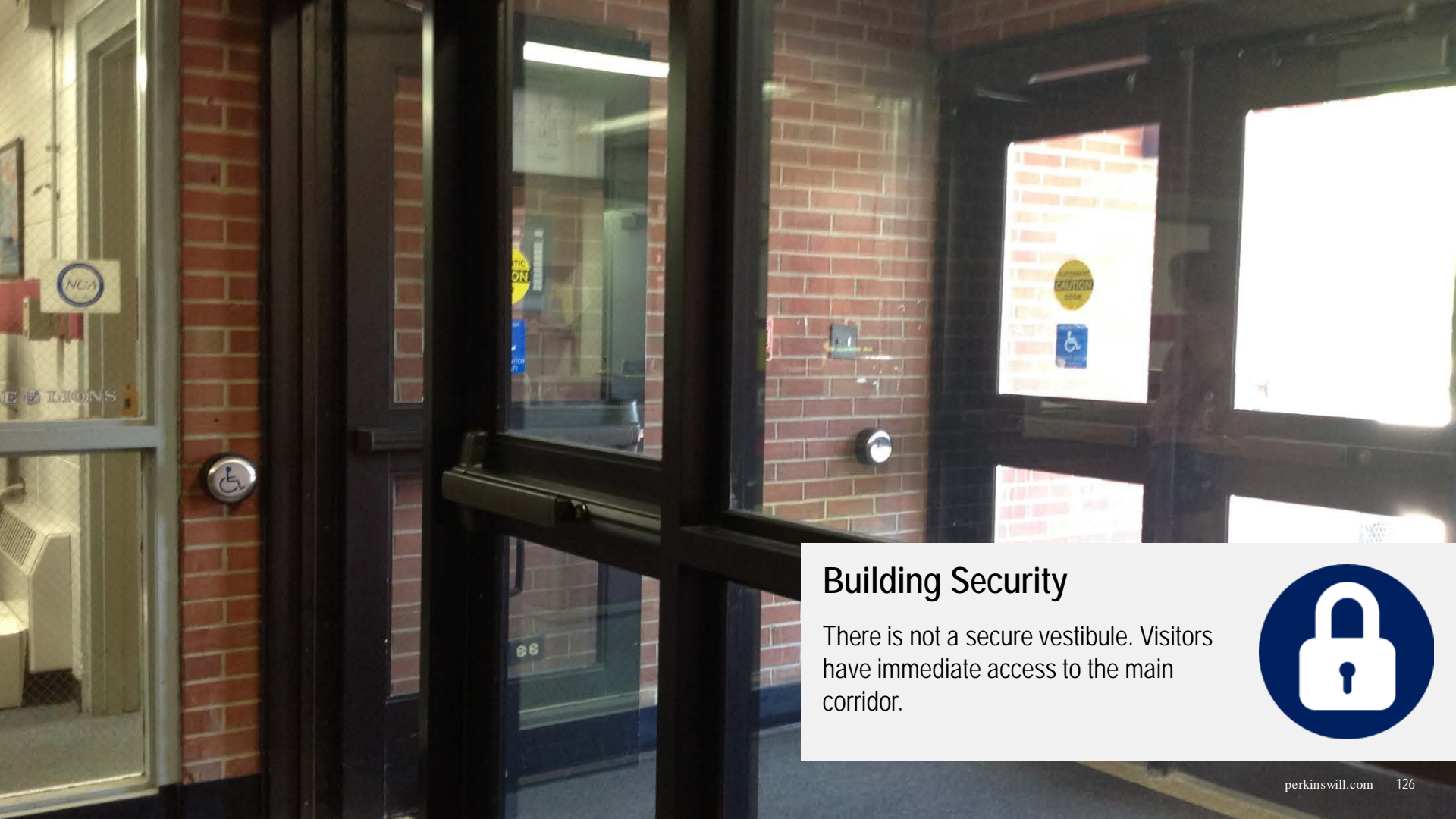
Building Security



Building Security

Exterior doors are locked. Visitors are use intercom to be buzzed through. Security cameras monitor the main entrance and entry corridor.





Building Security

There is not a secure vestibule. Visitors have immediate access to the main corridor.

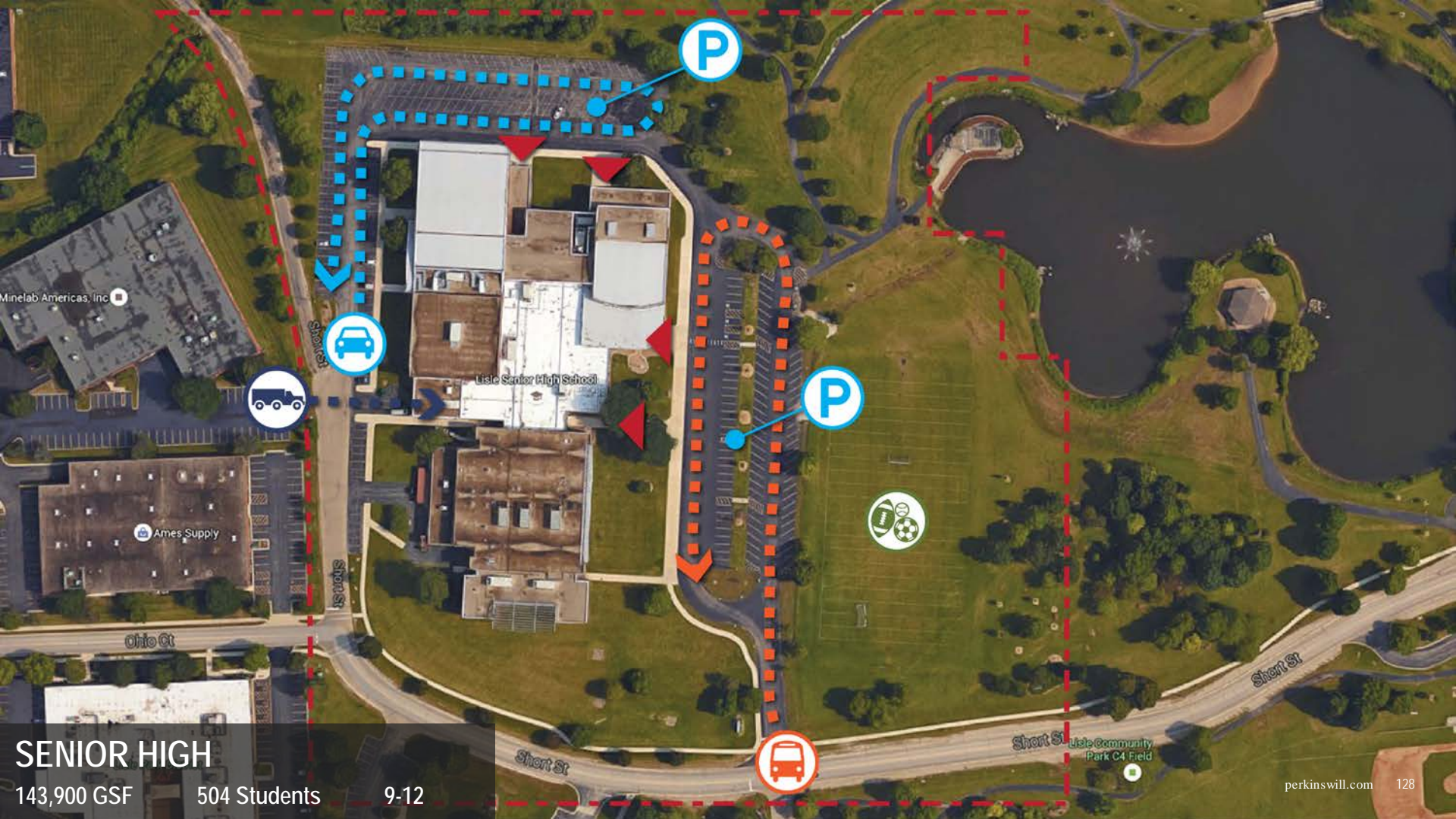




Building Security

Visitors check in at window to main office. Entrance and main office could be reconfigured to better align with best practices.



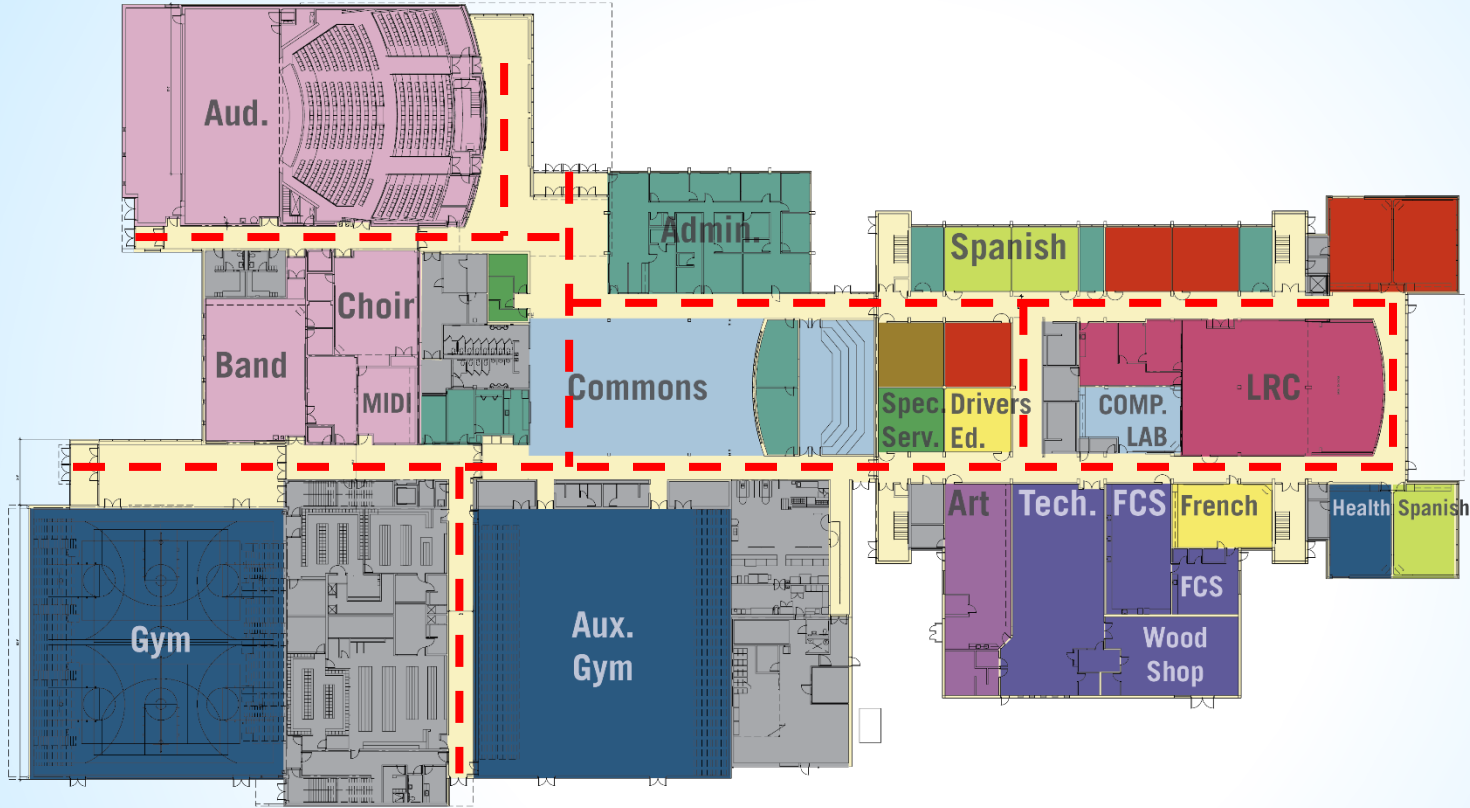


SENIOR HIGH

143,900 GSF

504 Students

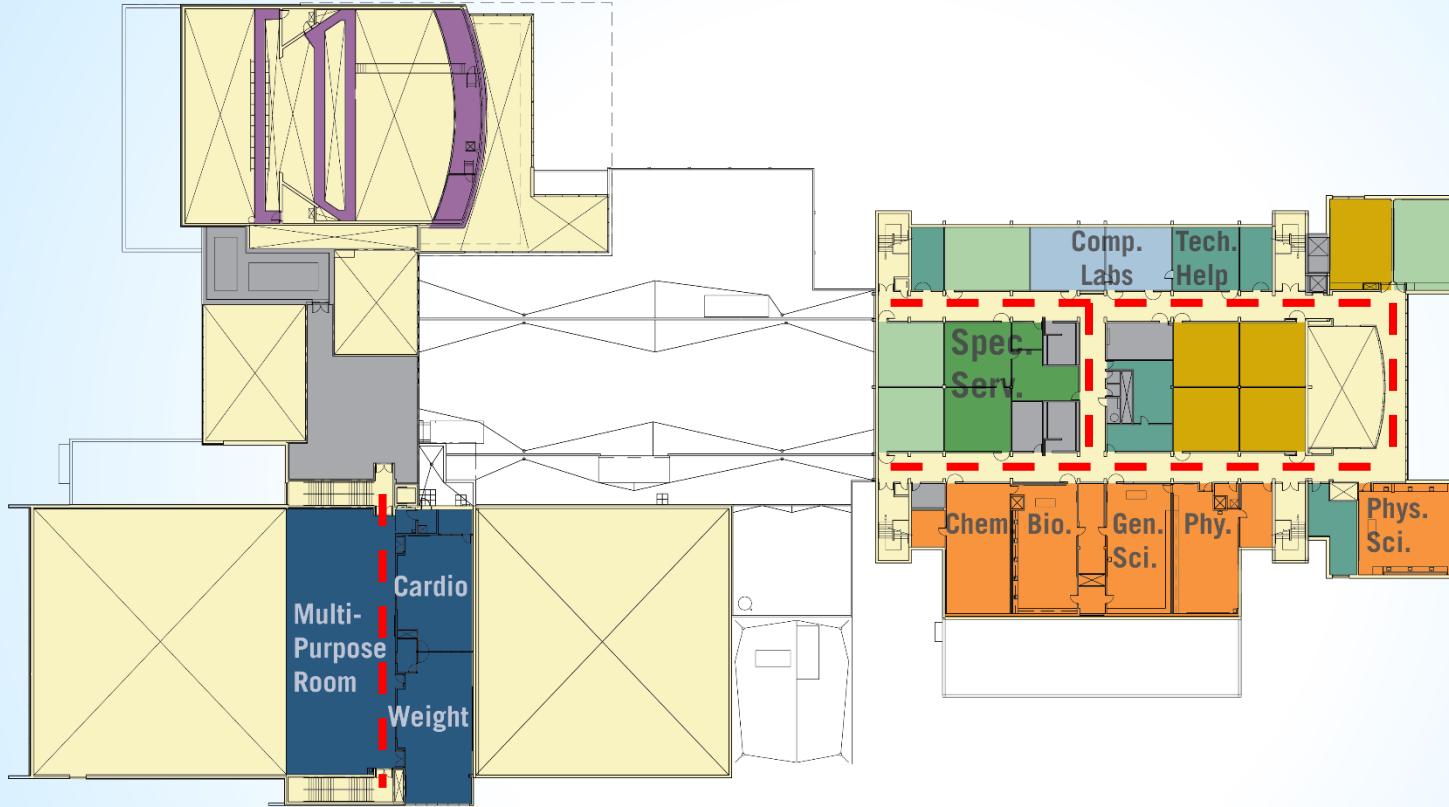
9-12



Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
- Literature & Language Arts
- Social Studies
- Special Services
- Library
- Physical Education
- Administration
- Community/Shared Spaces
- Building Services

CIRCULATION
Clear circulation pattern

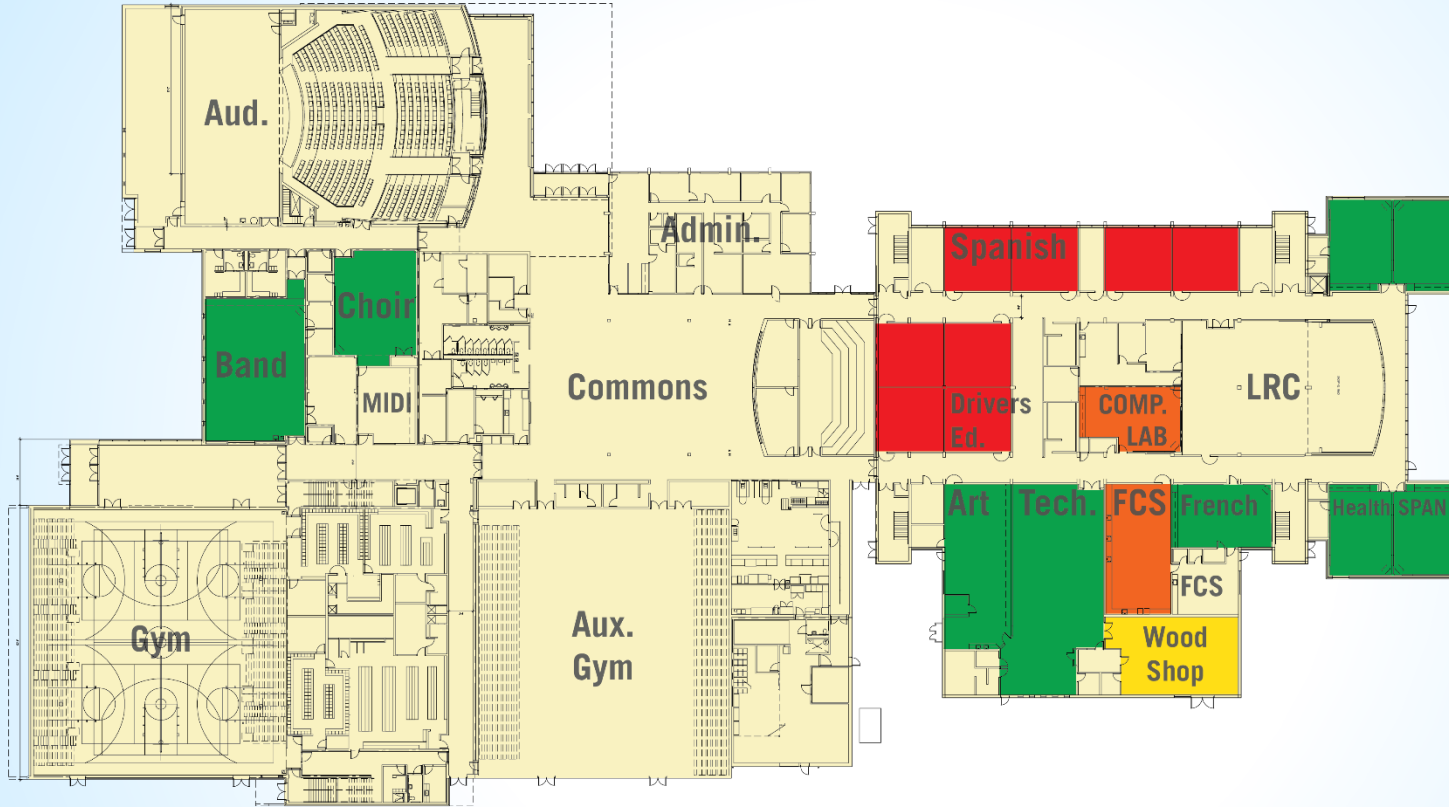


Program Spaces

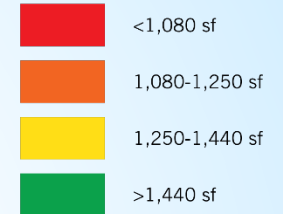
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- Career & Technical Educ.
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CIRCULATION

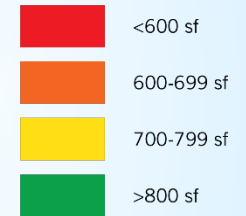
Clear circulation pattern



Science & Other Labs

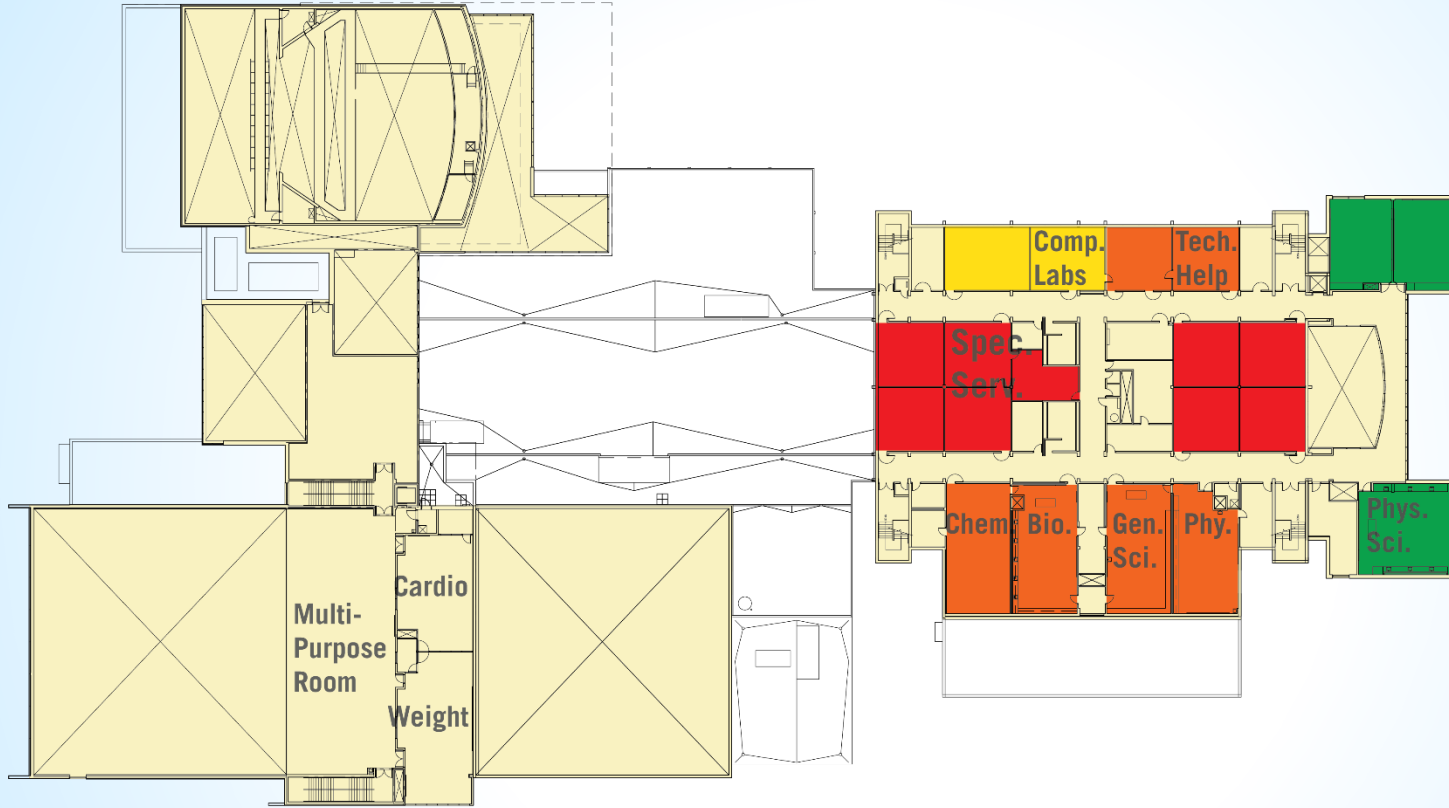


Core Classrooms



CLASSROOM SIZES

Orig. Classrooms Undersized, but Small Classes



Science & Other Labs

- <1,080 sf
- 1,080-1,250 sf
- 1,250-1,440 sf
- >1,440 sf

Core Classrooms

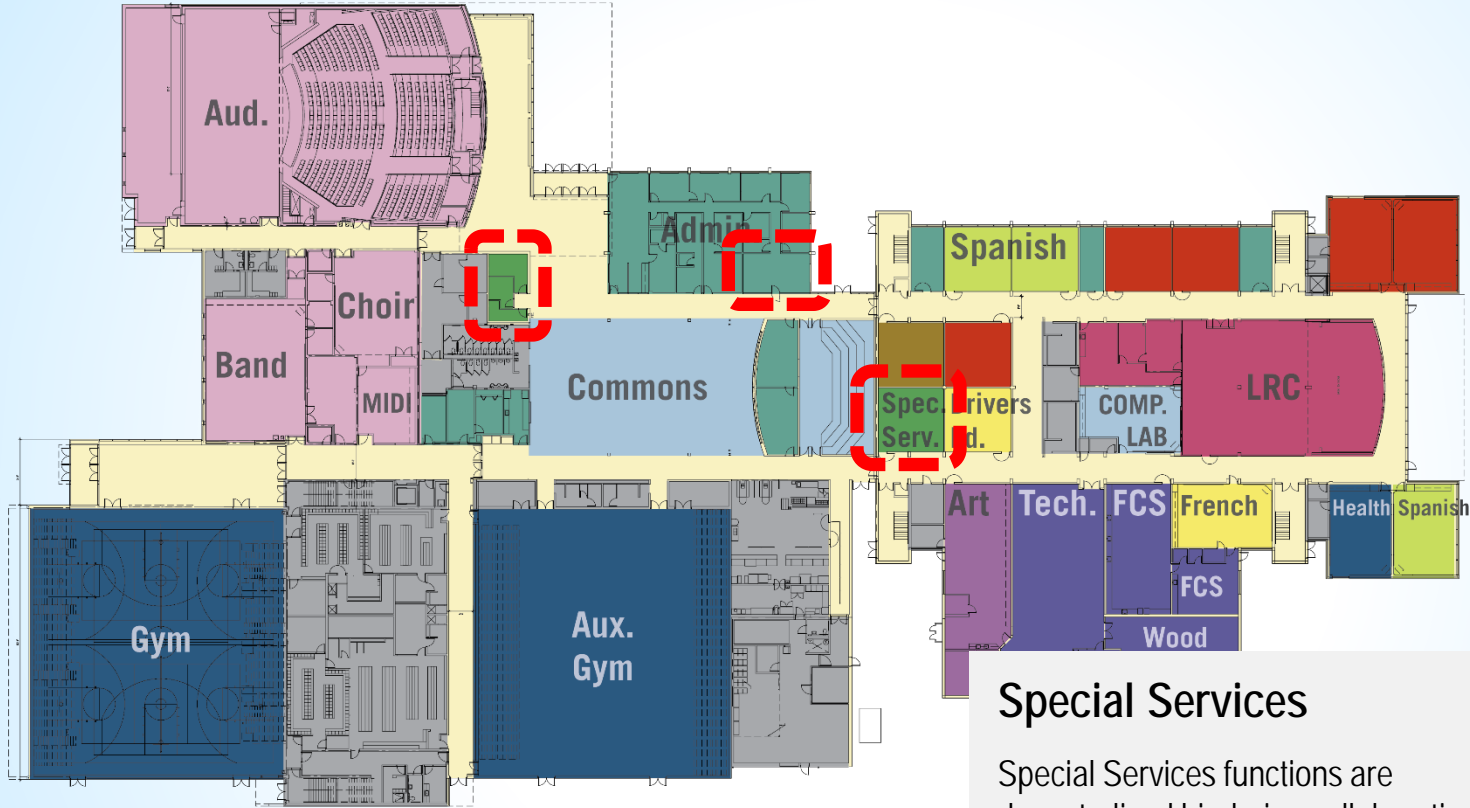
- <600 sf
- 600-699 sf
- 700-799 sf
- >800 sf

CLASSROOM SIZES

Orig. Classrooms Undersized, but Small Classes

Observations

Special Services



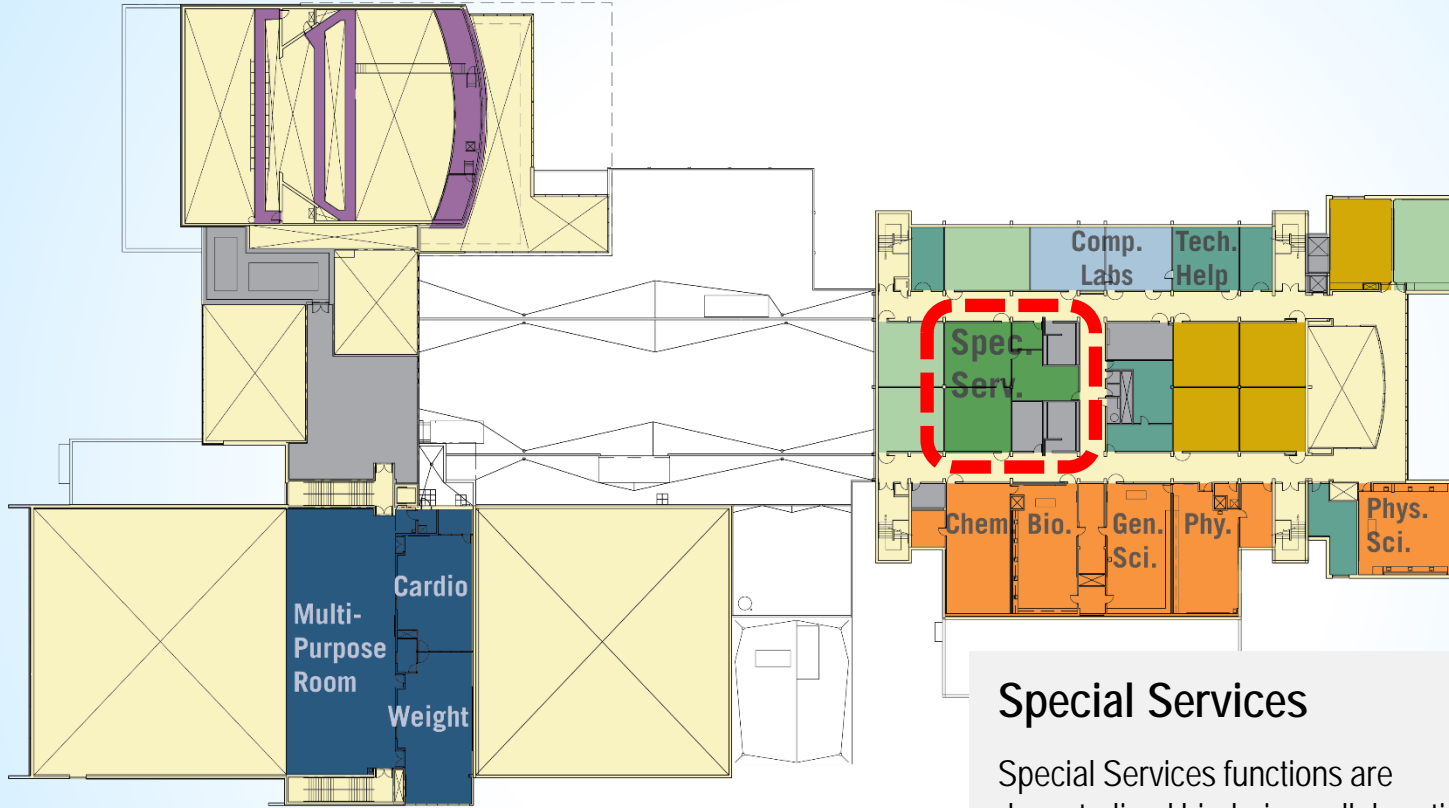
Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
- Literature & Language Arts
- Social Studies
- Special Services

Special Services

Special Services functions are decentralized hindering collaboration between specialists.



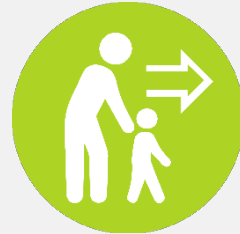


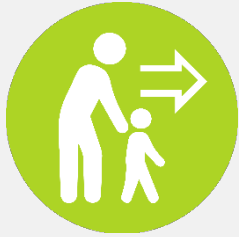
Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
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- Social Studies
- Special Services

Special Services

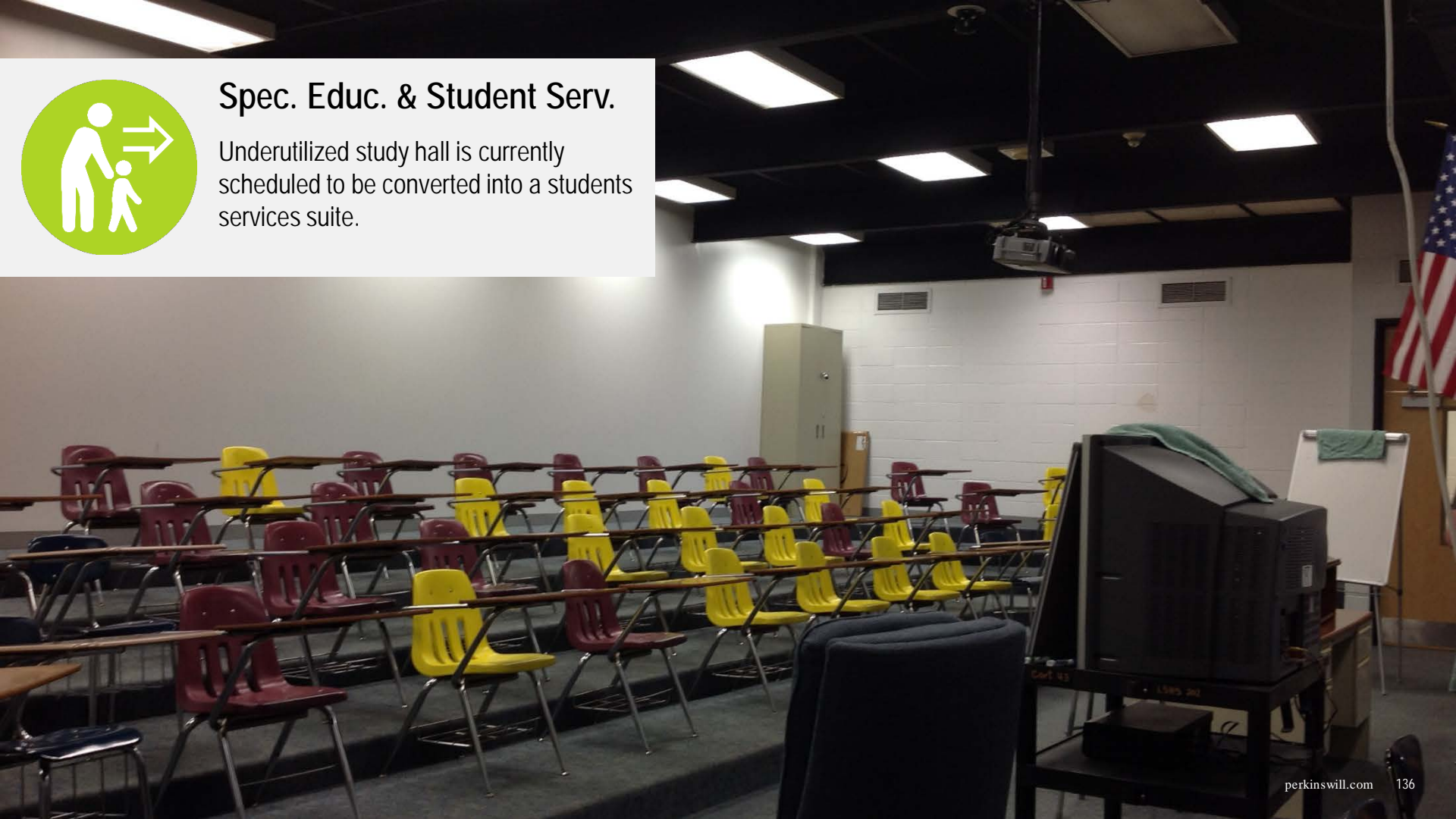
Special Services functions are decentralized hindering collaboration between specialists.

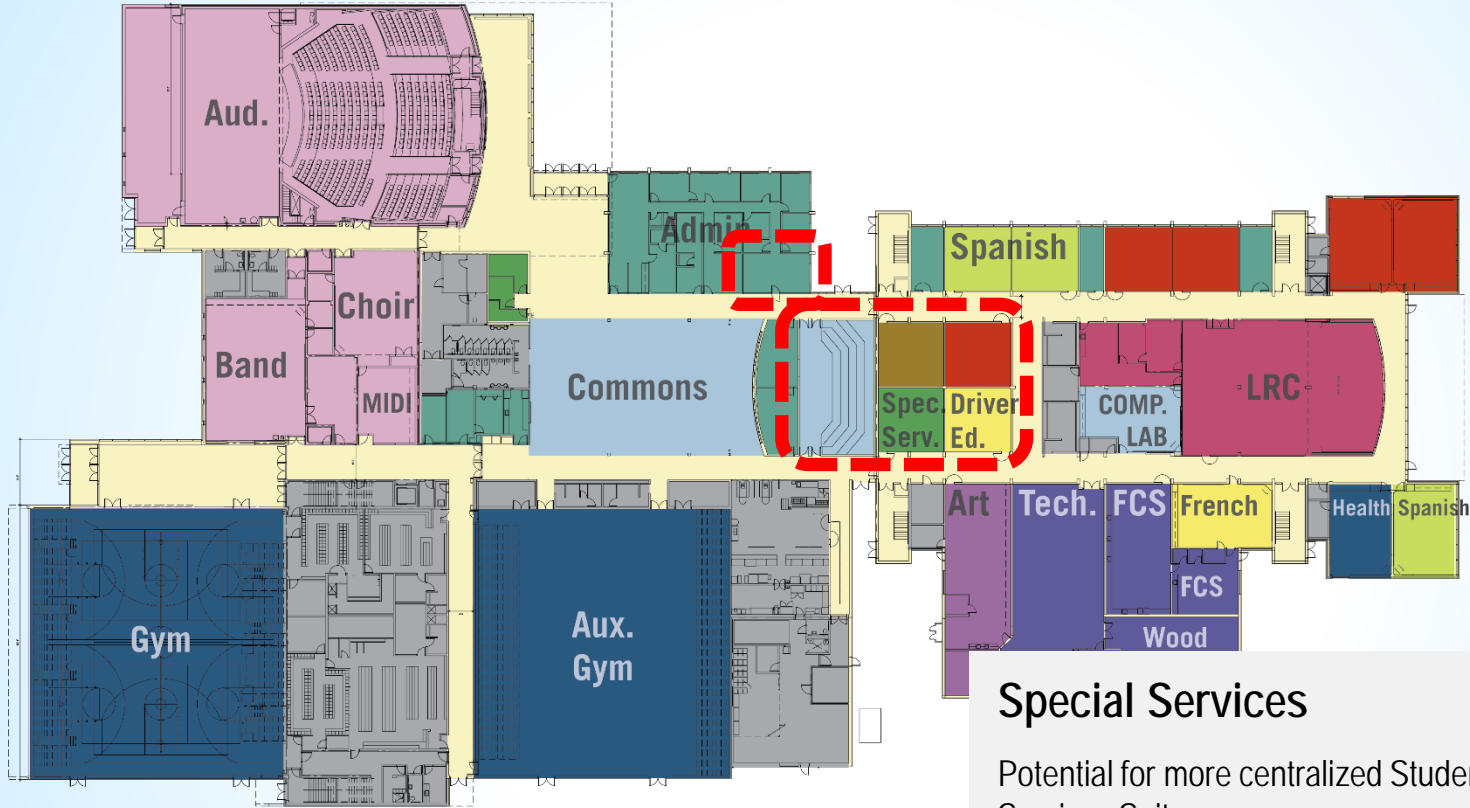




Spec. Educ. & Student Serv.

Underutilized study hall is currently scheduled to be converted into a students services suite.





Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
- Literature & Language Arts
- Social Studies
- Special Services

Special Services

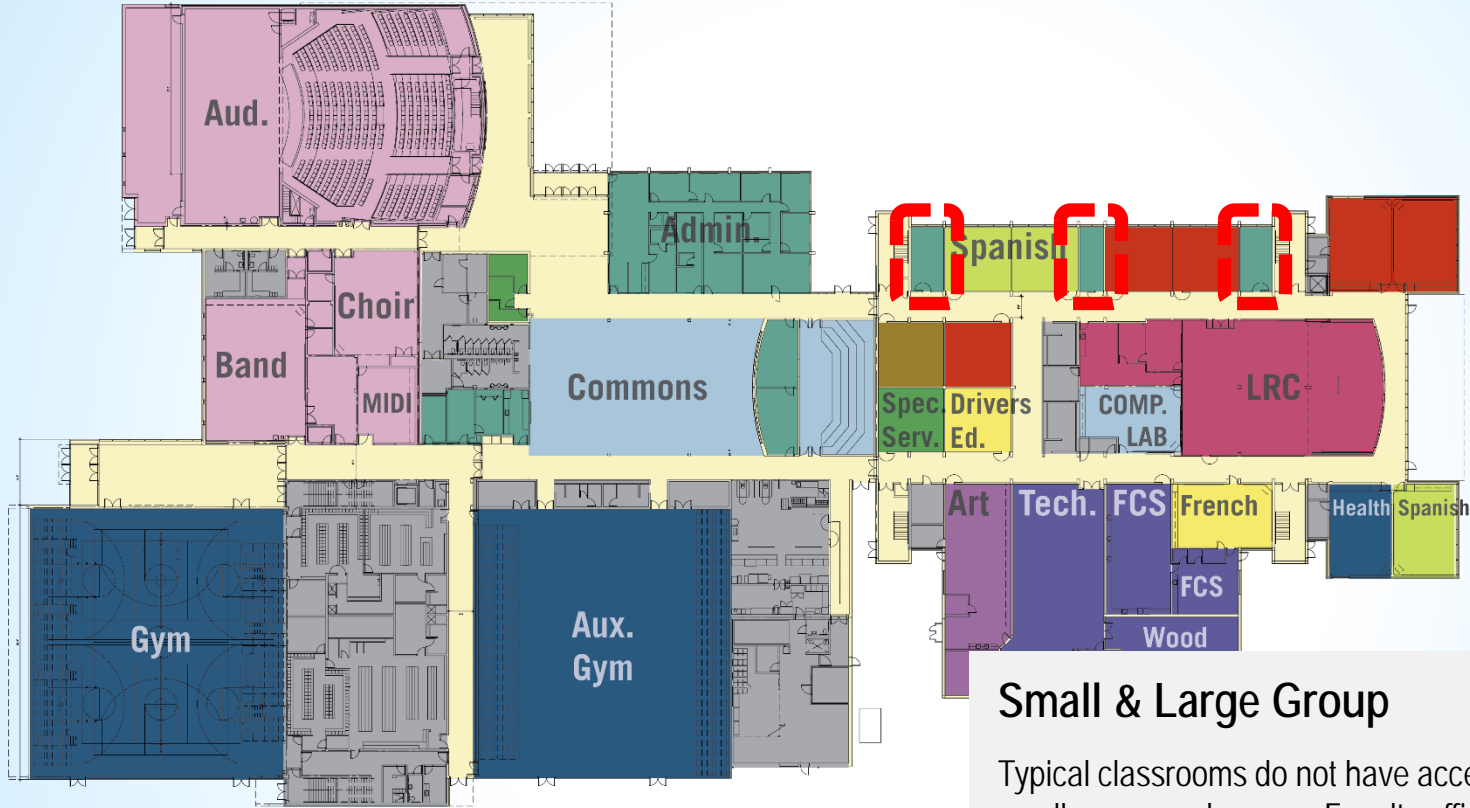
Potential for more centralized Students Services Suite.



A photograph of a library interior. In the foreground, there are wooden bookshelves filled with books. Some books are standing upright, while others are lying flat. A large window with horizontal blinds is in the background, looking out onto a building and a lawn. A purple rectangular overlay is positioned in the center of the image, containing white text. A large green plant is visible on the right side of the bookshelves.

Observations

Small & Large Group



Program Spaces

- Art: Visual
- Art: Performing
- Career & Technical Educ.
- English
- Science
- General Classrooms
- Business
- Mathematics
- Literature & Language Arts
- Social Studies
- Special Services

Small & Large Group

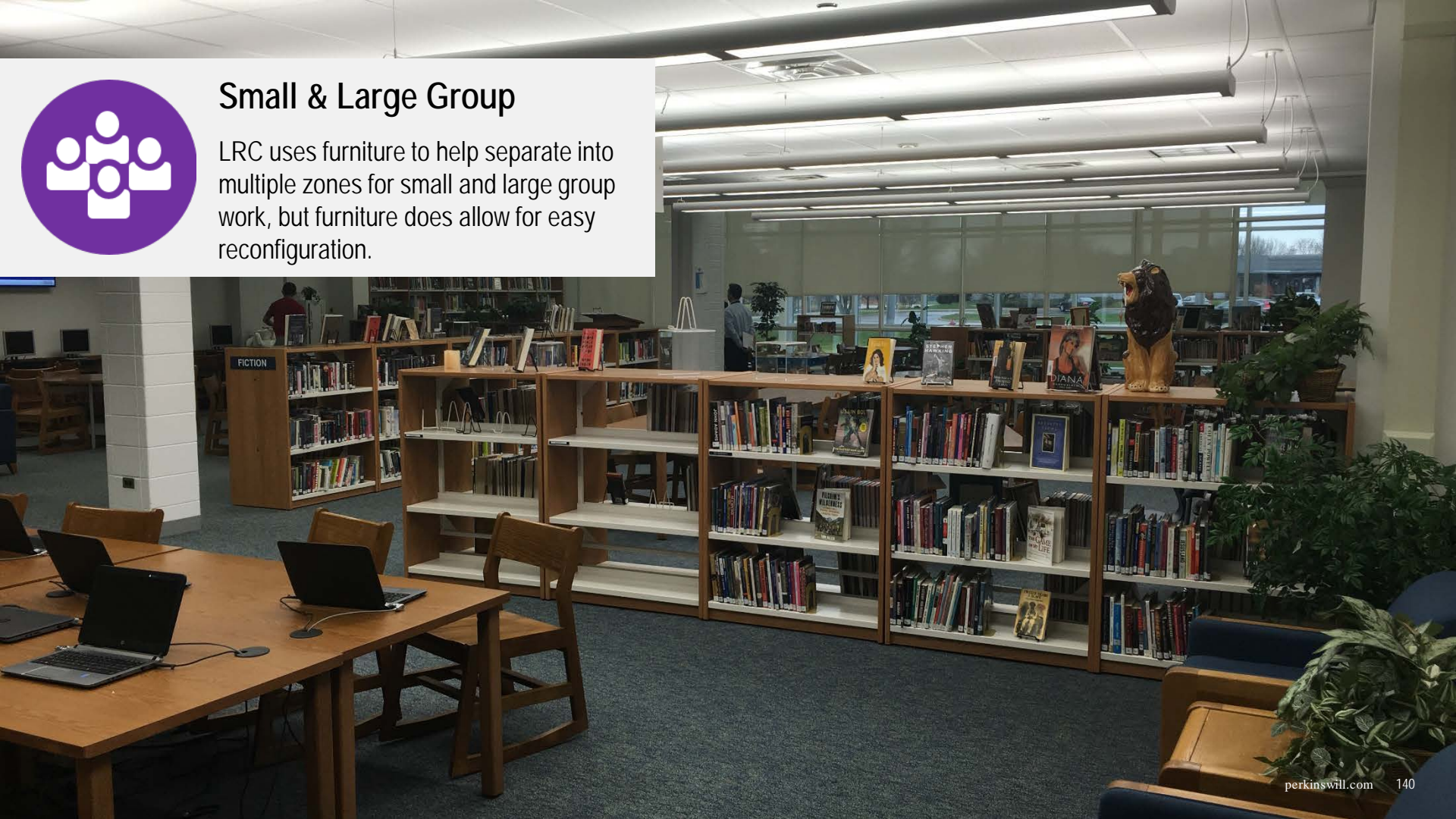
Typical classrooms do not have access to small group work space. Faculty offices and meeting rooms are underutilized and could serve as small group space.





Small & Large Group

LRC uses furniture to help separate into multiple zones for small and large group work, but furniture does allow for easy reconfiguration.

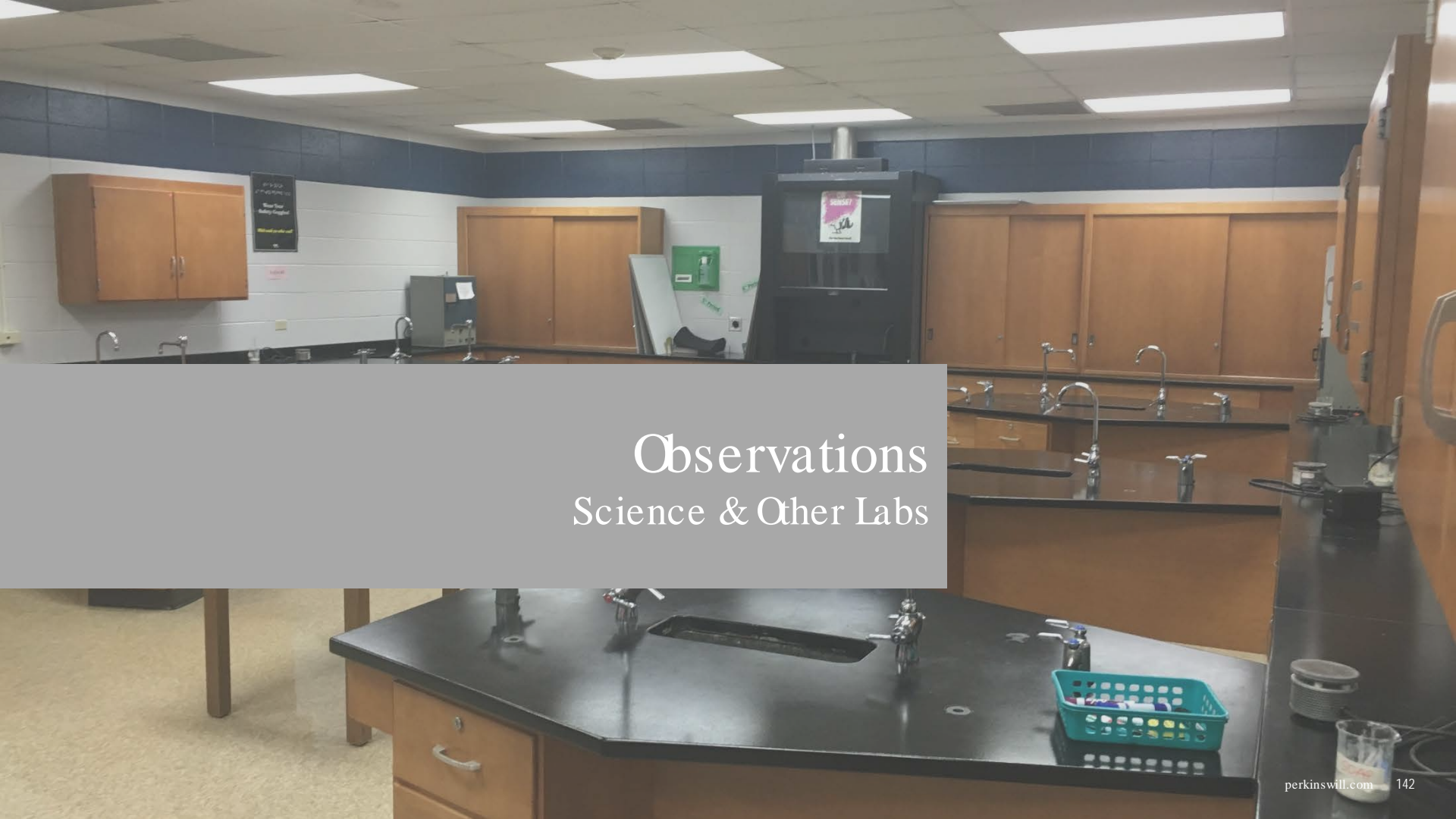




Small & Large Group

LRC uses furniture to help separate into multiple zones for small and large group work, but furniture does allow for easy reconfiguration.





Observations
Science & Other Labs



Science & Other Labs

Science labs have fixed tables that do not allow for flexibility in the curriculum. There are no windows to allow daylight into the science labs.





Science & Other Labs

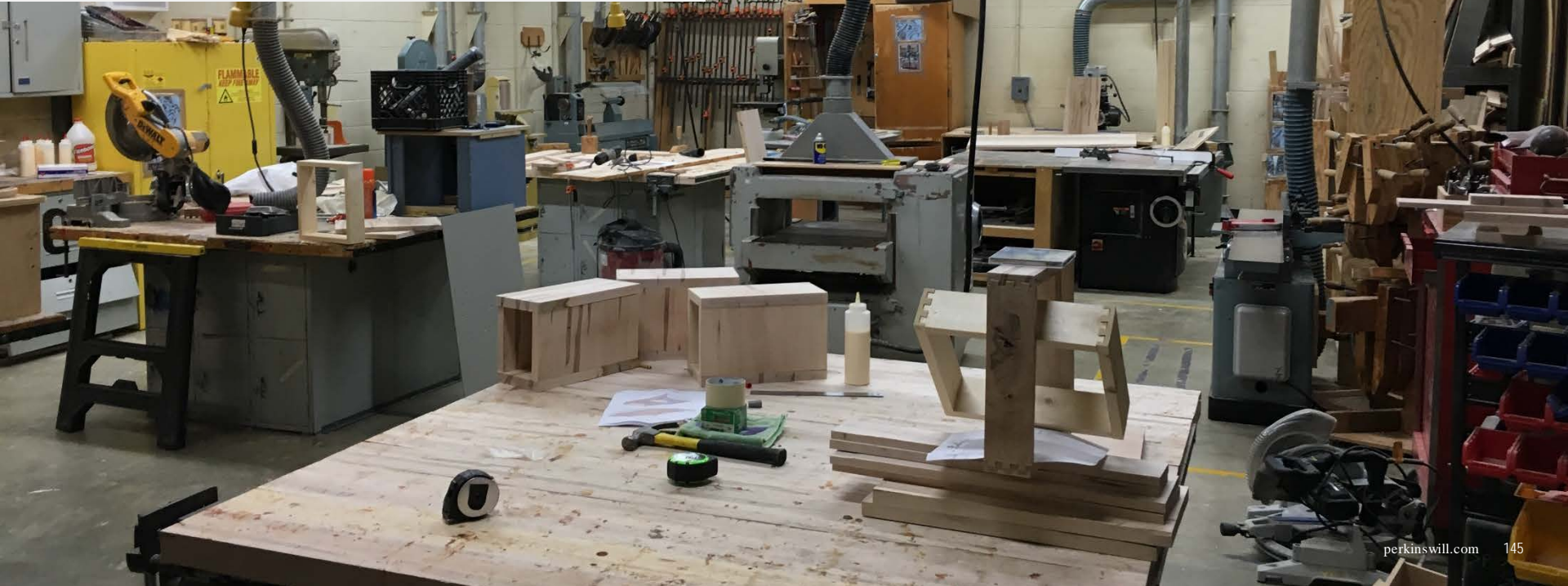
Technology center has ample space exceeding its current use offering potential for growth. Adjacency to LRC offers opportunities for synergies in space use.





Science & Other Labs

Wood Shop adjacent to technology program presents opportunities for adapted use in combination with engineering.





Observations

Instructional Technology



Instructional Technology

Dedicated computer lab adjacent to LRC used by classes. It is not available to individual or small groups of students.



Instructional Technology

Students visit LRC during study hall to access computers, but student access is limited. Travel back and forth to Study Hall results in lost time.

Observations

Functional Sizing



Functional Sizing

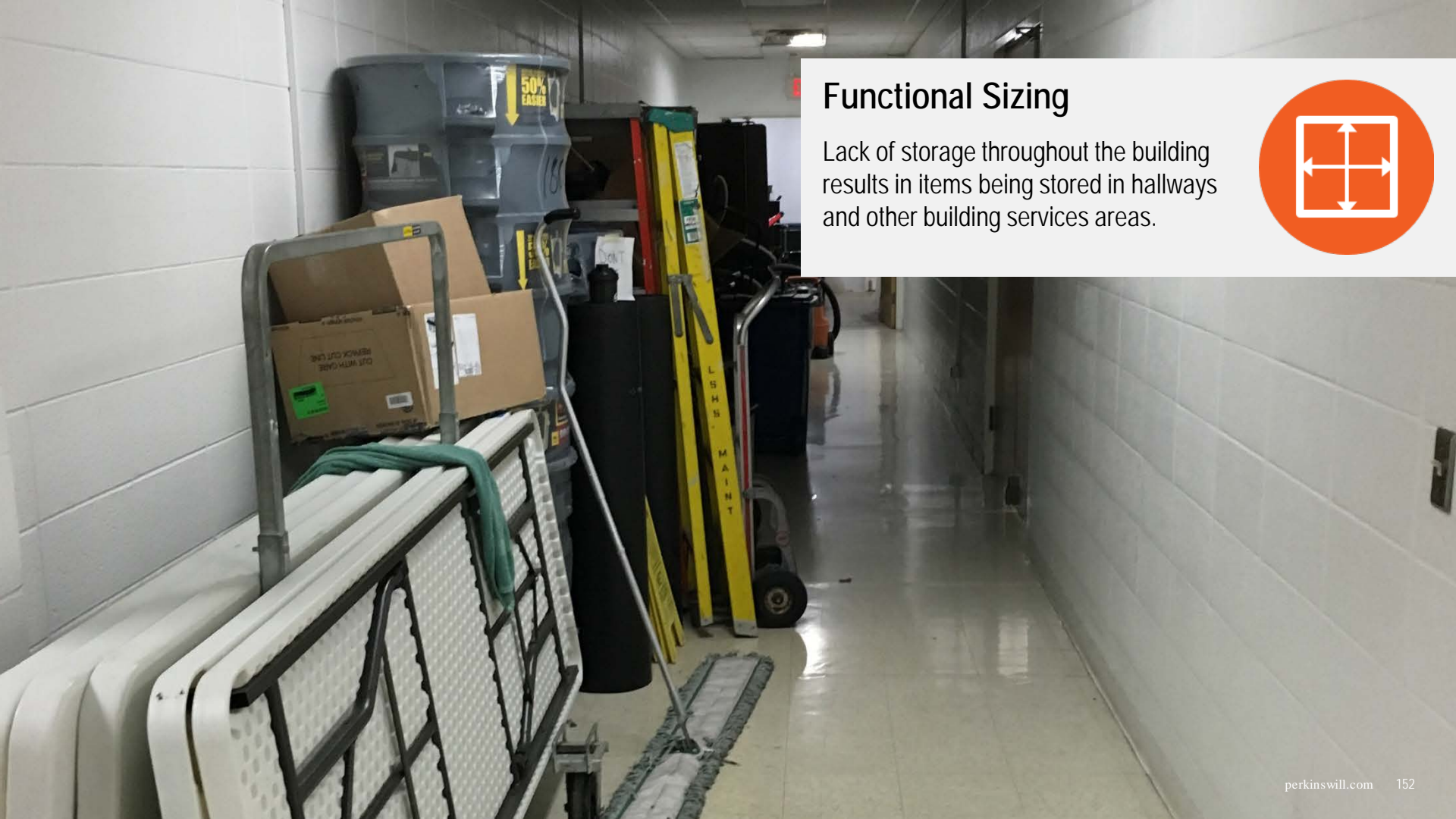
Classrooms are undersized per current standards, however average class size is 20 students. Furniture is inflexible and creates noise when rearranged.





Functional Sizing

Walls separating classrooms are temporary demountable partitions up to underside of ceiling and do not properly separate rooms acoustically.



Functional Sizing

Lack of storage throughout the building results in items being stored in hallways and other building services areas.



A photograph of a modern building's entrance. The building features a long, covered walkway supported by several grey columns. The ceiling of the walkway has recessed lighting. To the right, there is a large wall of glass windows reflecting the sky and surrounding environment. The building's exterior is a mix of grey metal panels and red brick. In the foreground, there is a concrete walkway leading to the entrance, and a dark asphalt road with yellow diagonal stripes. A dark blue rectangular box is overlaid on the center of the image, containing the text "Observations Building Security".

Observations

Building Security



Building Security

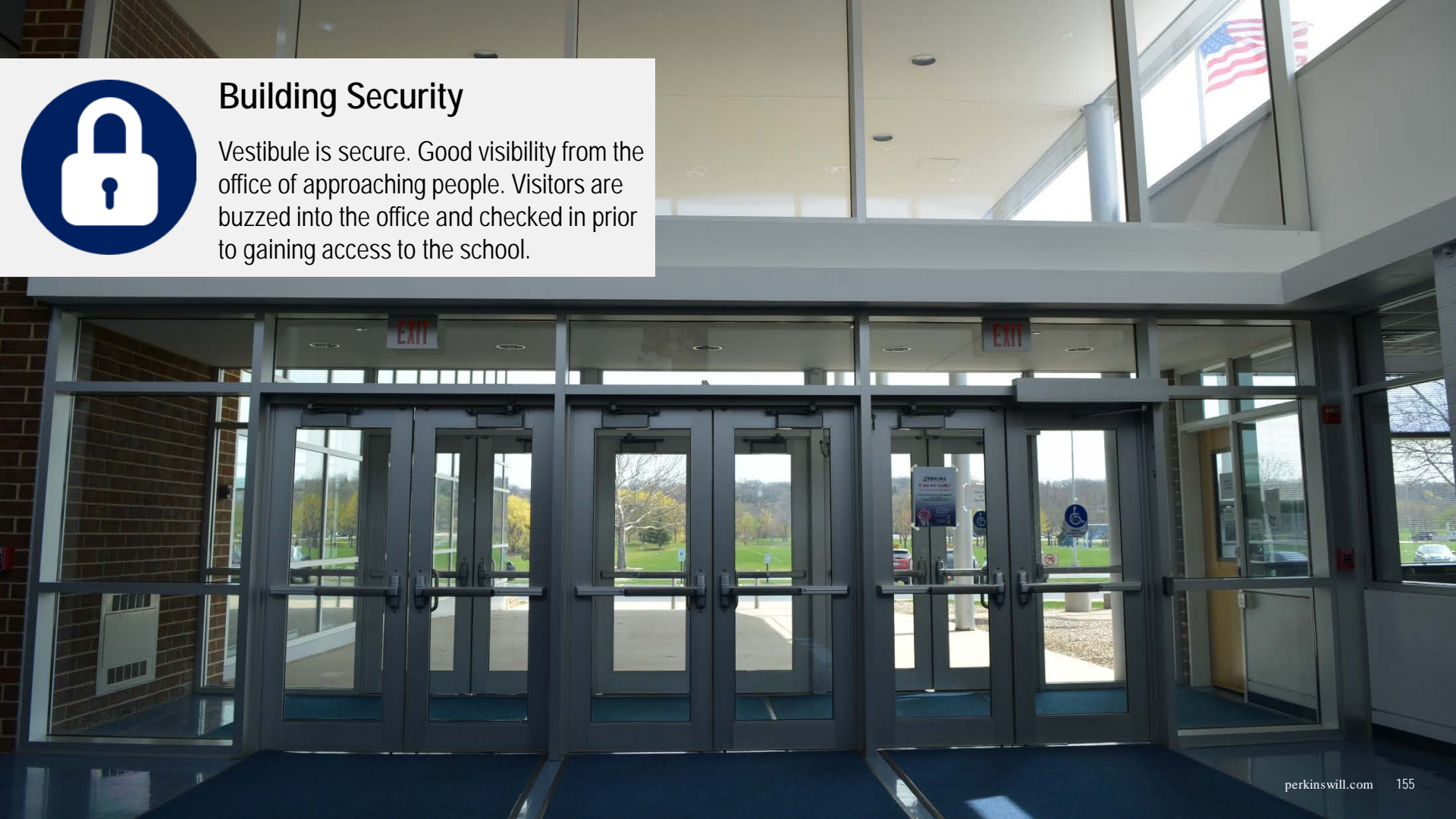
Single exterior door is open during the school day.





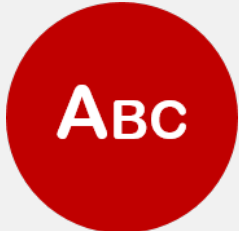
Building Security

Vestibule is secure. Good visibility from the office of approaching people. Visitors are buzzed into the office and checked in prior to gaining access to the school.



21ST CENTURY LEARNING ENVIRONMENTS

Early Childhood



Tate Woods Elementary

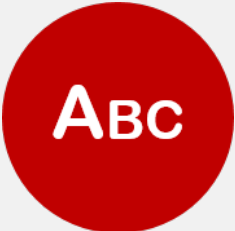
Pre-Kindergarten classroom

ABC

21st Century Space

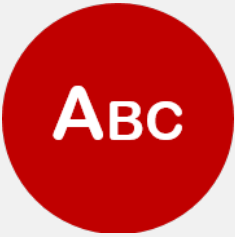
Adequate space for multiple activities. Child accessible storage. Understated finishes. Natural daylight and low windows for views.





Tate Woods Elementary

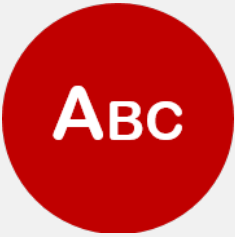
Pre-Kindergarten storage



21st Century Space

Multiple stations for student work and projects. Clear organization of students accessible storage and higher teacher storage. Access to toilet and sink.

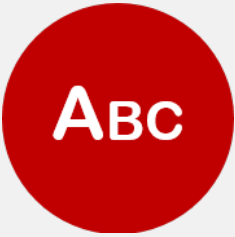




21st Century Space

Secure outdoor play area. Direct line of sight and easy access from surrounding classrooms.



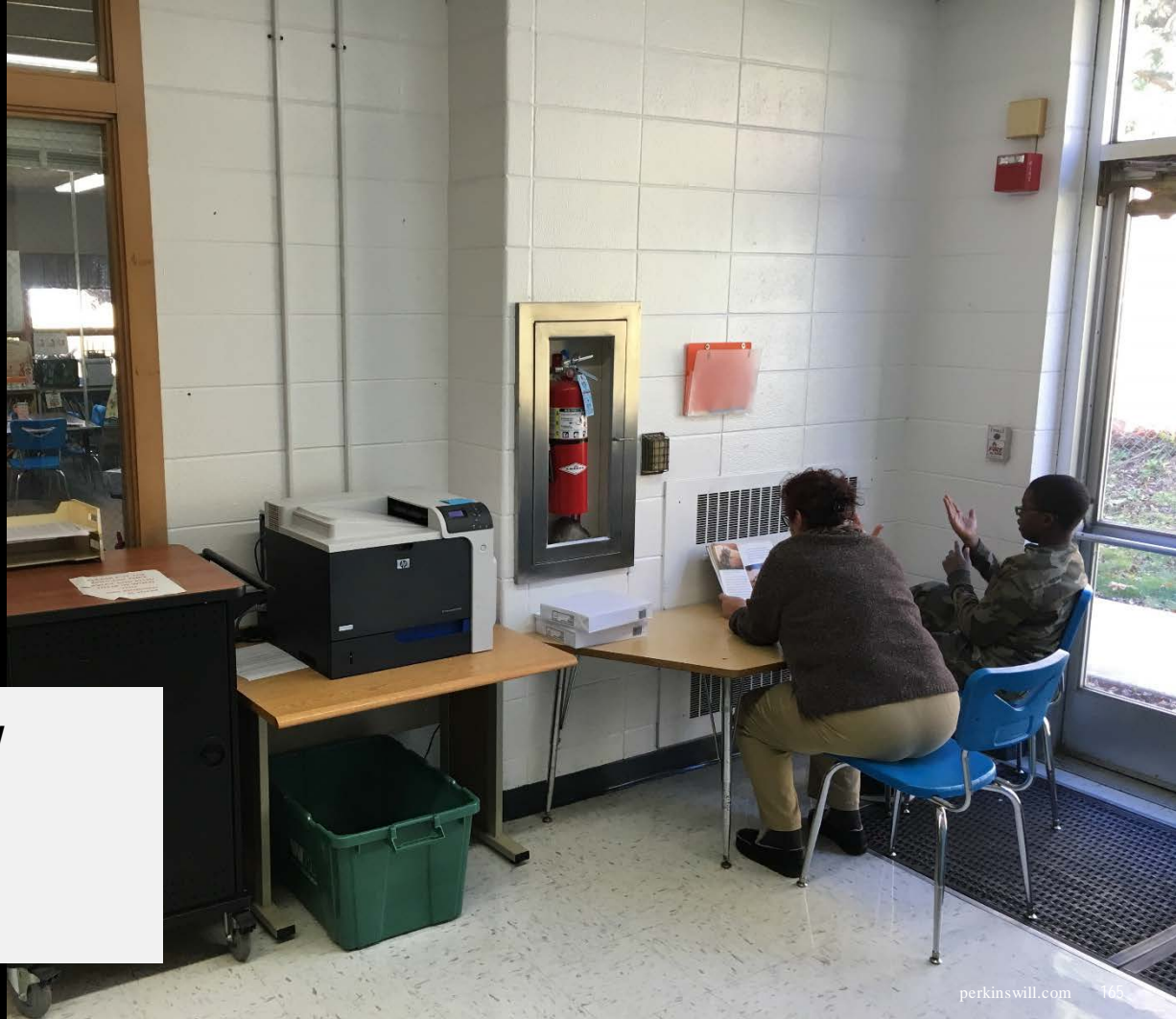


21st Century Space

Gross Motor Room

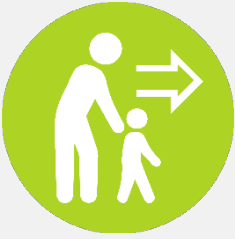


Special Services



Schiesher Elementary

Pull-Out Interventions



21st Century Space

Small Group Work Area adjacent to Classrooms





Schiesher Elementary

Specialists Offices





Tate Woods Elementary

Reading Room & Office





21st Century Spaces

Professional Faculty Offices



Small & Large Group

CONNECT THE DOTS



Schiesher Elementary

Small Group Projects in Classrooms



	Yes	No	Yes	No	Yes	No
Canis	No	No	Yes	No	No	No
Proton	Yes	Yes	Yes	Yes	Yes	Yes
Proton	Yes	Yes	Yes	Yes	Yes	Yes



21st Century Spaces

Corridor as Collaboration Space





Schiesher Elementary

Library Resource Center





21st Century Spaces

Media Center





21st Century Spaces

Media Center



Science & Other Labs



Senior High

Science Lab





21st Century Spaces

STEM Lab





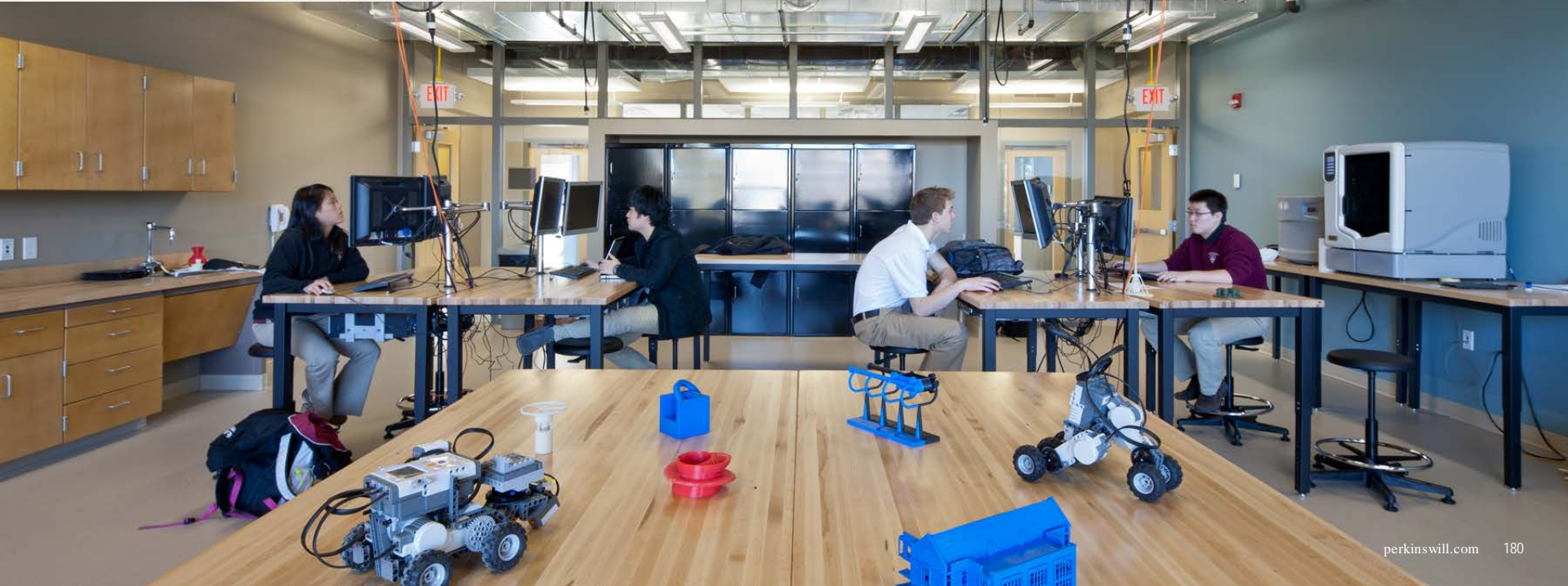
Junior High Technology Center





21st Century Spaces

Engineering/Robotics Lab





Senior High

Technology Center





21st Century Spaces

Engineering/Robotics Lab



Instructional Technology



Junior High

Chromebook Charging & Storage





21st Century Spaces

Charging Options





Schiesher Elementary

LRC Computer Lab





21st Century Spaces

Technology is Ubiquitous





21st Century Spaces

Green Screen Room



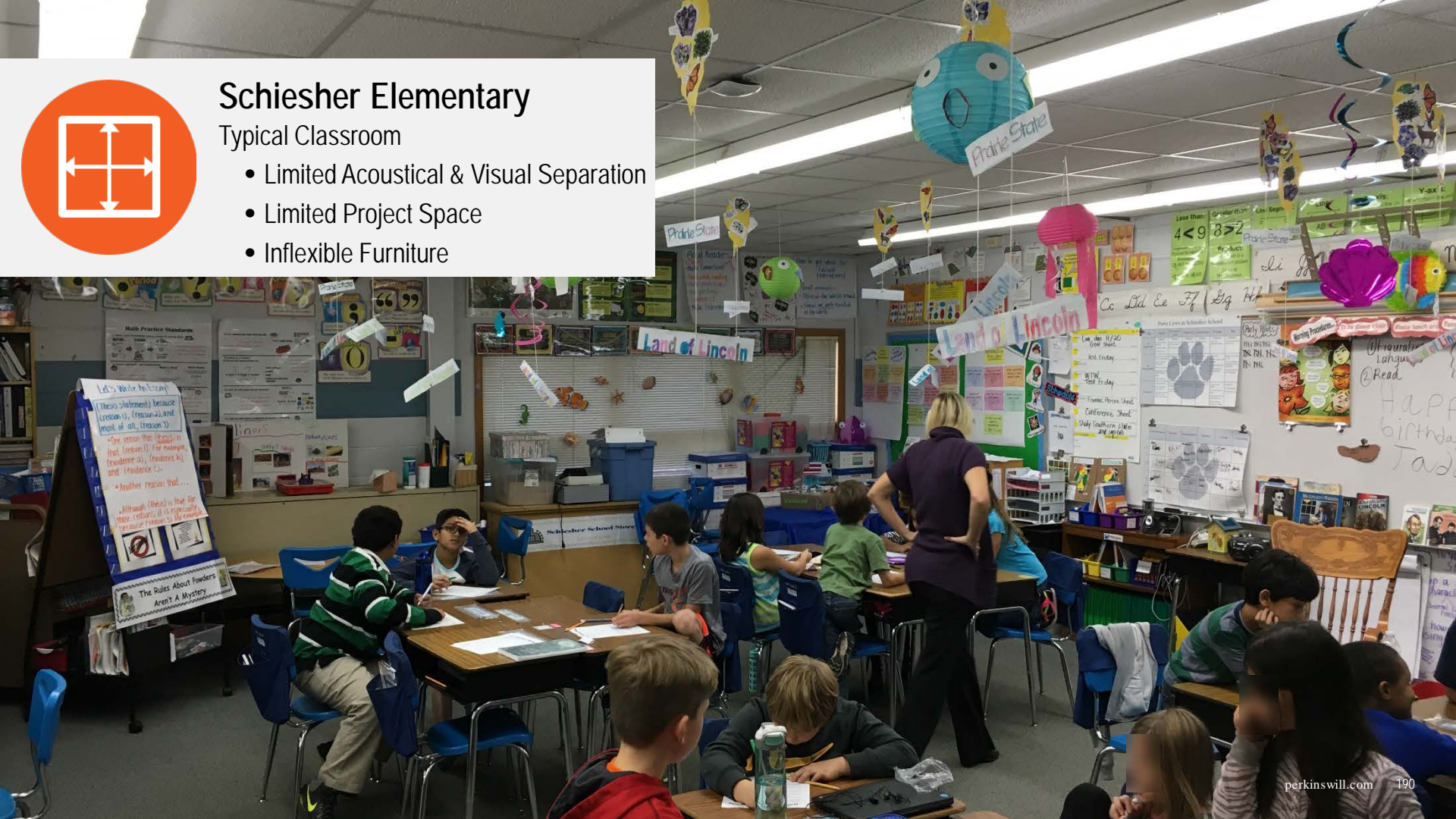
Functional Sizing



Schiesher Elementary

Typical Classroom

- Limited Acoustical & Visual Separation
- Limited Project Space
- Inflexible Furniture





21st Century Spaces

Flexible Furniture





21st Century Spaces

Flexible Classroom





Schiesher Elementary

Band Room





21st Century Spaces

Band Room



Building Security



Building Security Best Practices

3 Major Components:

Surveillance – Monitor & record events around campus

Access Control – Control & monitor exterior access points

Visitor Control – Control entry and access to building





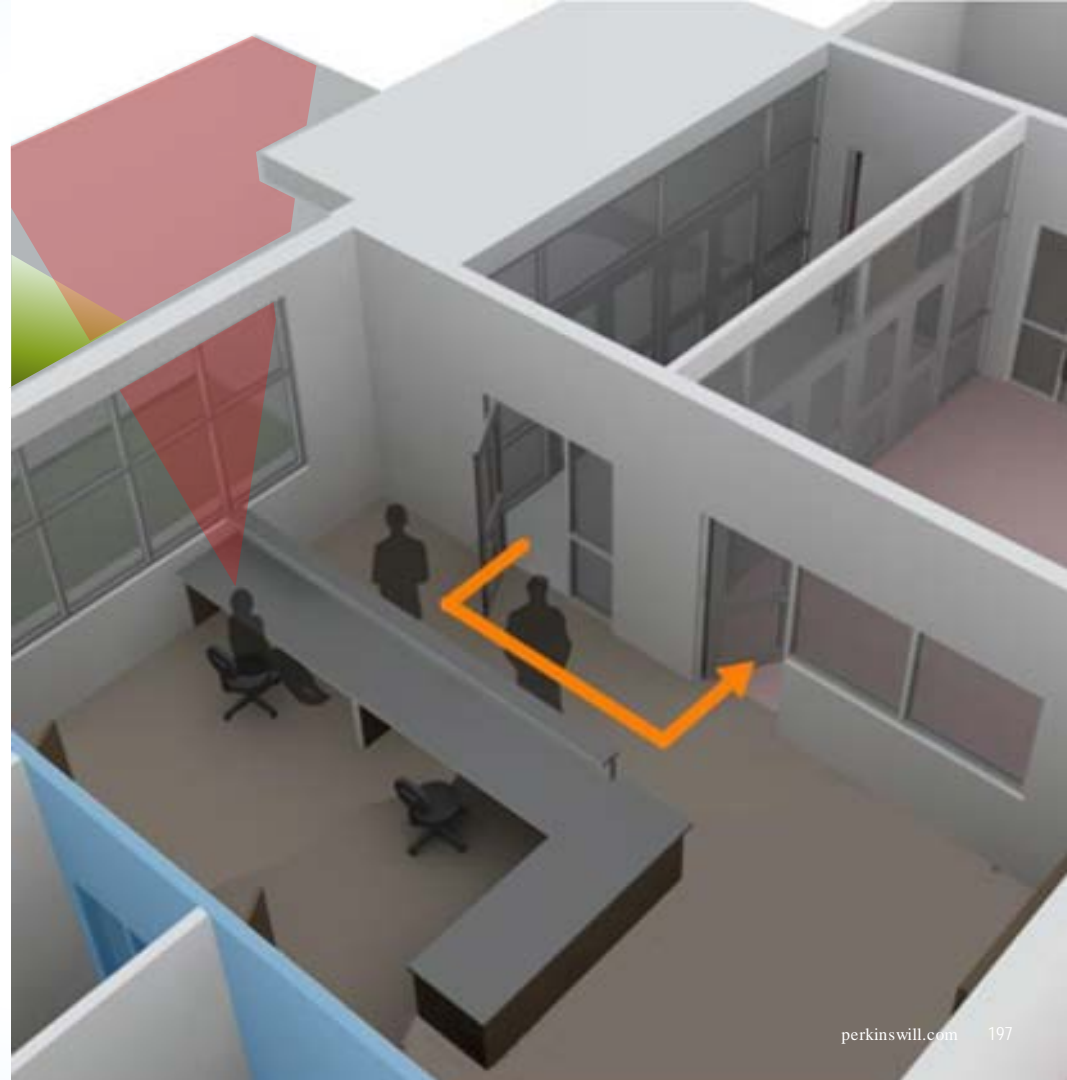
Building Security Best Practices

Visitor Control:

Confront – Visitors are confronted immediately upon entering

Contain – Visitors do not have direct access to the building

Release – Visitors are controlled when they get access into the building





21st Century Spaces

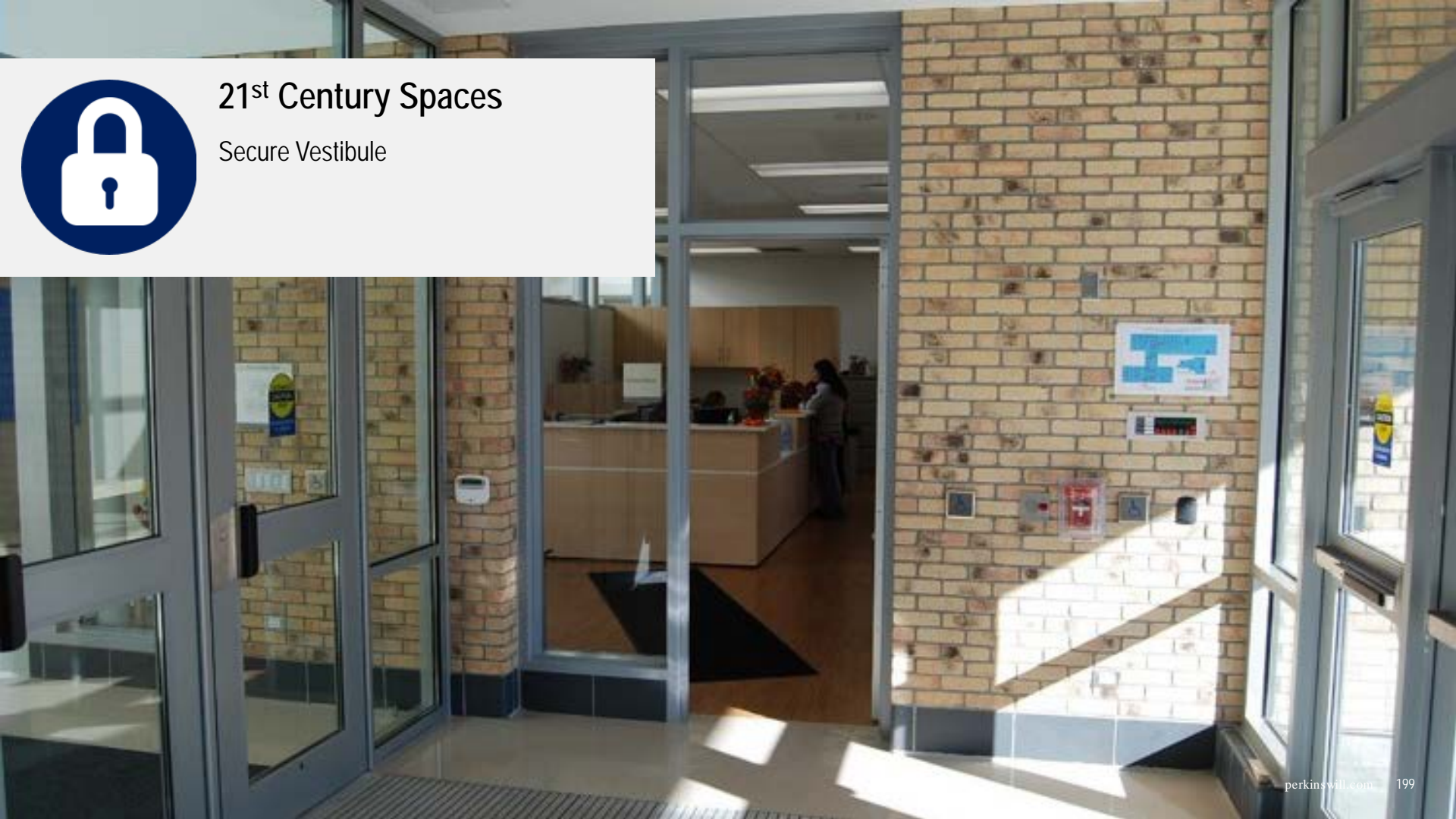
Highly visible visitor approach





21st Century Spaces

Secure Vestibule





Senior High

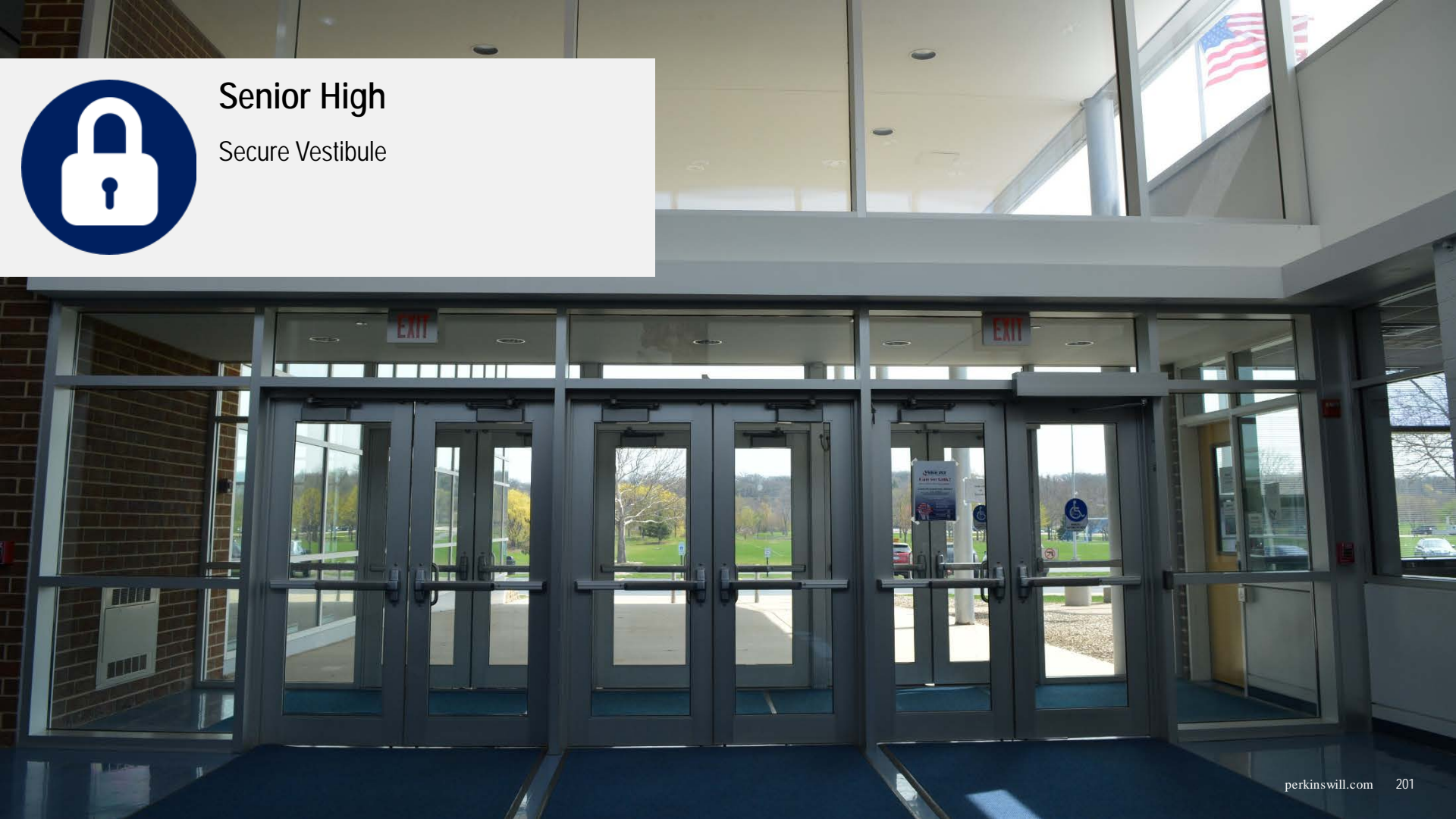
Main Entrance





Senior High

Secure Vestibule



Yesterday...

Today...

Tomorrow...



Work Activity Questions

Task #1:

Educational Assessment of District Facilities

Table # _____

Task #1:
Educational Assessment of District Facilities

Trends in Education	
Educational Assessment	
Facilities Possibilities	

CES #2
February 16, 2016

Vision 202
Chapter Two: Facility Master Planning



Small Group Work Activity

Select a Recorder and Spokesperson

Recorder Responsibilities —

- Complete the information on the group's poster

Spokesperson Responsibilities —

- Report group's Information

Small Group Work Activity Posters

- Information on the group poster should be a compilation of ideas from the group members
- Monitor progress to complete the worksheet in allotted time
- Only the group recorder's poster will be collected

SMALL GROUP WORK ACTIVITY REPORTING



Facilities Building Tour Dates

Saturday, February 20, 2016

Tate Woods Elementary School

- 9 am

Lisle High School

- 11 am

Saturday, February 27, 2016

Schiesher Elementary School

- 9 am

Lisle Jr. High School

- 11 am

Building Tour RSVP

- RSVP appreciated, but not required to help us plan at www.vision202.org

The screenshot displays the Vision 202 website interface. At the top, it says "Vision 202 Join the conversation." with social media icons. A navigation bar includes links for "Welcome to Vision 202: Ch 2", "About", "Meet the Team", "Vision 202: Ch 2 Sessions", "Session Dates", "Vision 202 News", "Vision 202: Ch 1", and "Contact". The main content area features a "Welcome to Vision 202: Ch 2" heading, followed by the "Facility Master Plan" logo and "Session Two Educational Alignment of District Facilities". A central green dashed oval highlights the "Lisle CUSD 202 Building Tours" section, which states "RSVP appreciated, but not required to help us plan." and includes a "Click Here to RSVP" link. Below this, a grid lists four tours for Saturday, February 20th: Tate Woods Elementary School (9 am), Schlesher Elementary School (9 am), Lisle High School (11 am), and Lisle Junior High School (11 am). The right sidebar contains information about "Vision 202: Chapter 2", "Session Two" on February 18, 2018, and a "Sign up for the Vision 202 eNewsletter" section. At the bottom, there is a "Translate this Website" section with a language selector.

Thank You!

Don't Miss Session #3

Review & Evaluate Facility Options

Wednesday, March 23, 2016 • 7:00 – 9:00 P.M.

Lisle Junior High Commons

