



COMMUNITY ENGAGEMENT SESSION #1

Discovery

Slide on screen as community members enter auditorium



Superintendent Andy Johnson:

Welcome & Introductions – overview

BACKGROUND INFORMATION

- Strategic Plan was created during the 2022-23 school year
- QLEO Research
- Potential projects
- Potential Funding Sources



Superintendent Andy Johnson:

I joined the Effingham school district July 1st, 2022, and immediately began working district leaders to create a strategic plan.

STRATEGIC PLAN

MISSION STATEMENT:

Engage, Educate and Empower the **Heartbeat** of our Community

SLOGAN:

Engage, Educate, Empower: Effingham

VISION:

To ignite and nurture passion, to develop talent, and to create
successful lifelong learners

Superintendent Andy Johnson:

This strategic plan includes improvements and goals to the district – and has an overall vision “To ignite and nurture passion, to develop talent, and to create successful lifelong learners”

STRATEGIC PLAN GOALS & FACILITIES

FACILITIES

- Create a plan for **centrally located Pre-K – 5 facilities**
- Make all Pre-K – 12 facilities **state-of-the-art learning centers**

FINANCE

- Ensure that adequate financial resources are in place to achieve the mission, vision, and core values of the district

SAFETY

- Ensure a **safe and secure** physical learning environment for all students and staff



Superintendent Andy Johnson:

There are 6 goals overall – Facilities, Finance, Safety, Achievement / Curriculum, and Technology. Many goals surround the improvements of the learning environments to better support our students and staff.

This is where we've begun – with an overall knowledge of our goals, and knowledge that we will need a lot of help from our community and others to make sure the details of these goals best meet the needs of everyone in our community. We hired BLDD Architects in the Fall of 2023 to help assess the buildings as they are, which is information that we'll go over tonight. But beyond this – when we start to talk about where we want to go – this is still all up in the air because we want your involvement, the community's involvement, from the beginning to insure we obtain our goals together!

Introduce Katie:

With this, we've created a Community Facilitation Team to help guide us through this process. This team, called 40 Forward, will be leading this meeting. Katie, one of the 40 Forward Co-Chairs, will walk us through the overall process.



PROCESS OVERVIEW

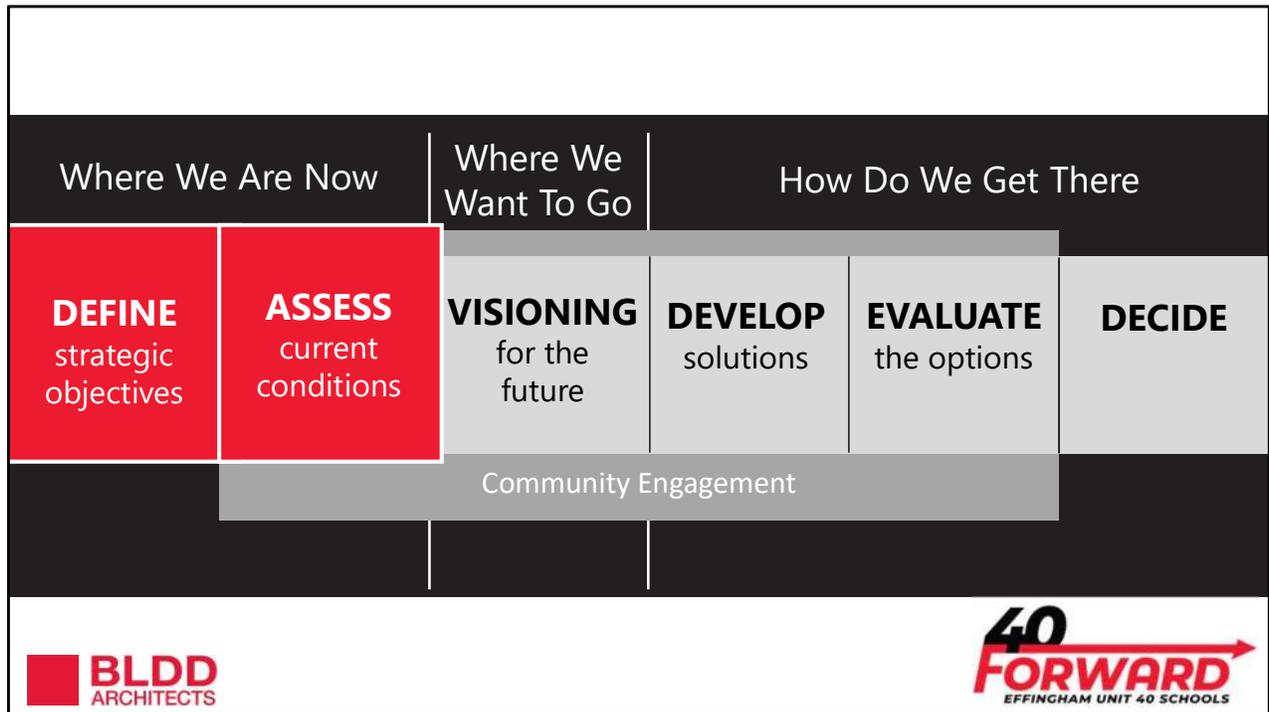
CES #1

Katie:

Good evening! First of all, thank you so much for being here tonight. My fellow co-chairs, myself and the rest of the community facilitating team are so excited to start our process tonight.

My name is Katie and I am one of (4) co-chairs on this process (tell a little about your background, connection to district, etc.)

Our first session is an orientation to our program including some “getting started” explanations.



Katie:

Shown here is an overview of the master planning process that we are implementing.

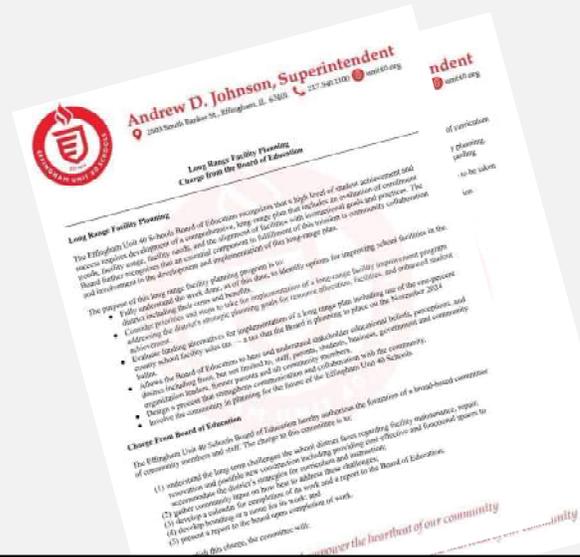
This is a three step process comprised of three key pieces.

Where we are now - Where we want to go and How do we get there

Tonight, we’re starting at the beginning – “Where we are now” – where we discuss Effingham’s current facilities and learning environments. With this knowledge, we will then start visioning for the future at our next engagement session.

WHY WE'RE HERE: BOARD CHARGE

- **Develop Long-Range Facility Improvement Program**
- Taking in account curriculum, instruction, safety, and funding
- **Engaging all stakeholders**
- Reporting to the Board of Education



Katie:

Let's first talk about why we're here. The charge to 40 Forward is to develop a long-range facility improvement program. **That charge is on your table.**

The plan is to be developed with **extensive community participation. That why we are here. Our school board needs help from you to identify facility priorities, evaluate funding opportunities, and ultimately create a facility improvement program that supports our students, staff, and community overall.**

COMMUNITY ENGAGEMENT SCHEDULE

**Feb.
29**

CES #1
Discovery

—
Koerner
Distributor

**Mar.
21**

CES #2

—
—
**Effingham
Event Center**

**Apr.
18**

CES #3

—
—
**Effingham
Event Center**

All community engagement sessions 6:30–8:30pm

Katie:

Tonight is CES #1 Discovery -

At future meetings, we will discuss school finances, review and brainstorm scenarios through a cost benefit analysis, and ultimately provide our feedback on our favorite plan(s).

Please mark your calendars for Thursday, March 21st and Thursday, April 18th

COMMUNITY FACILITATION TEAM

Jennifer Brooks
Matt Cekander
Jeff DeLong
Dave Doedtman
Jenna Green
Lucinda Hart
Rob Heckert
Tom Henderson
Wendy Kellams

Paul Koerner
Norma Lansing
Aaron Leonard
Laura Linders
Deborah Love
Mark Mayhood
Mike McCollum
Lisa Norton

Steve Raymond
Dave Ring
Kim Stanfield
Hank Stephens
Alex Steppe
Jake Traub
Tracy Tuman
Jill Wendling
Courtney Yockey

Co-Chairs

Troy Hardiek · Abra Woomer · Cary Harper · Katie Koester

Katie:

This process is based around **gathering input and feedback from the community to ensure its translated in a plan that represents that feedback.**

The process is being led by a Community Facilitation Team. This group, comprised of parents, teachers, and community members, has been charged with leading this process with the goal of the creation of our Facilities Master Plan that will be presented to the board of education.

The team leading this process and the participants in the room are comprised of the community, by the community, and for the community. The master plan that comes out of this will be made by YOU!

CO-CHAIRS



Troy Hardiek is a Teutopolis native and has lived in Effingham since 1998 with his wife Laura and their four children. Troy was involved with the Unit 40 Mentoring program for 5 years and a board member/volunteer with the EHS Red Regiment marching band program for 5 years. By actively volunteering for book fairs, cafeteria monitoring, sporting events and more, Troy has become an integral part of the school community, forming bonds with students, teachers, administrators and other parents. It is through his volunteerism that Troy has gained a deeper understanding of the challenges and triumphs faced by educators and students alike, which has led to his support for these educational initiatives.



Abra Woomer currently works as a second-grade teacher at South Side School in Effingham. She is blessed to work alongside an incredible team of educators dedicated to serving children through teaching. Prior to serving in public education, she worked in the healthcare industry. During this time she worked as a dental hygienist, dental hygiene educator, public speaker, and communications consultant. Additionally, she was a Clinical Development Manager for a medical-device company. Her blended background has allowed her to utilize networking within the business and education communities to mobilize movements dedicated to driving meaningful change benefiting public education and the Effingham community.



Cary Harper volunteered to be a co-chair to help our community learn more about the condition of Unit 40 School District facilities. Cary is a 1993 graduate of EHS and earned a B.S. in Accounting at SIUE. He is employed at J&J Ventures in Effingham and he and his wife, Katie, have three children ages 19, 16, and 14. During his 22 year career with Enterprise Rent a Car, their children attended public schools in Edwardsville IL, Crestwood KY, and Highlands Ranch, CO. In 2022, Cary and Katie returned to Effingham where their children attend Unit 40 Schools. Having been a parent in four different school districts, he has been able to see first hand the benefits that improved facilities can have in a community. He's excited about 40Forward and hopes to see you at one of the upcoming Community Engagement Sessions.



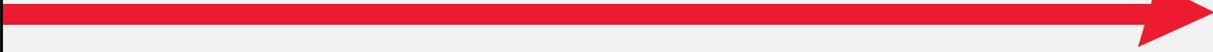
Katie Koester is passionate about people, hospitality, and giving back. As a proud Unit 40 graduate, she made the decision to return to Effingham as in her eyes it always was a small town with big opportunities. She currently works as the Integrator at firefly grill where she ensures the restaurant is firing on all cylinders at all times. Katie is involved in many community organizations, including Effingham Sunrise Rotary, City of Effingham Tourism Board, Effingham Unit 40 Education Foundation, 100+ Women Who Care of Effingham County, and others. Outside of her professional life, Katie is active in her church and sings in the Praise band. She is also an avid traveler and self-proclaimed shopaholic.

Troy Hardiek · Abra Woomer · Cary Harper · Katie Koester

Katie:

Within the facilitation team, we have four Co-Chairs that will help lead our meetings. Feel free to checkout our informational handout to get to know us a little more!

SESSIONS



- Participants – any community member
- Workshops designed / governed by FT
- Topics relevant to **Long-Term Facility Improvement Plan**
- Dialogue & discussions in small group setting

Katie:

These are “you all come” meetings and we’ve tried to invite everyone. It’s great so many have joined us tonight, and we encourage you to bring a friend next time to make sure **all voices are heard**. Tonight, following an informational presentation, we’ll work in small groups to start the process of developing our long-range facility improvement plan.

WEBSITE / SOCIAL MEDIA

Website:

unit40.org/board_office/40_forward

Email:

40Forward@unit40.org

Phone:

217.540.1500

Join us on Facebook!

Effingham Unit 40 Schools



Katie:

On the screen is information about the website plus our social media sites. Please continue to check the website, especially after meetings, to find our presentation, work activity results, and any additional information that we can provide along the way.

QUESTIONS / COMMENTS

- Fill out “I have a Question / Comment” Form
- **Call:** 217.540.1500
- **Email:**
40Forward@unit40.org
- Ask questions during Small Group time

40 FORWARD
EFFINGHAM UNIT 40 SCHOOLS

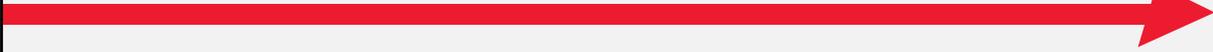
PARTICIPANT
I HAVE A QUESTION
FORM

I would like to be contacted by a member of the #40ward Facilitation team who can respond to this question / comment:

Katie:

Our agenda is tight. As such, it's important to not interrupt the presenter with questions so we will have plenty of time to work. During the work session, the presenters will visit the tables to answer questions you might have. Also, there are “I Have A Question” forms on each table. If you have a question we are not able to get to, please fill out a form and turn it in to us at the end of the session. You can also call or send us an email.

AGENDA



- **Existing Conditions and Challenges**
BLDD Architects + Abra Woomer (Co-Chair)
- **Small Group Work and Report Out**
40 Forward Co-Chairs
- **Next Steps**
40 Forward Co-Chairs

Katie:

Here is an overview of our agenda for this evening. First we are going to hear an informational presentation of our current facility conditions by our Architects from BLDD – we will then begin our small group work and report out.

Kayla Peck, from BLDD Architects, will begin by reviewing the existing conditions.



EXISTING CONDITIONS

CES #1

Kayla –

Thank you! I am Kayla Peck, from BLDD Architects, and I am a K-12 designer alongside one of our K-12 experts, Damien Schlitt. Our first phase of a master planning process will always be to assess the current conditions of the facilities both physically and functionally. From there, we can start to figure out where we want to go. I will be covering some of the physical concerns and Damien, with the help of Abra, one of our Co-Chairs and an Effingham Educator, will cover functional concerns of our buildings. Damien and I began these assessments this past Fall of 2023.

PHYSICAL NEEDS ASSESSMENT (PNA)



Kayla –

To understand where a school building is standing, we begin with a Physical Needs Assessment, also called PNA. PNA focuses on the built environment, as it is, and solely asks if components are running smoothly or in need of replacement within the next few years.

PHYSICAL-NEEDS PRIORITIES



Immediate

This category records items that must be addressed within the near future. These items no longer function as intended, are no longer code compliant, or may be unsafe.



Necessary

This category records items that still function as intended or still remain code compliant, but exhibit signs of fatigue, failure, stress and may become unsafe or no longer code compliant in the foreseeable future.



Recommended

This category includes items that do not currently exhibit fatigue, stress or failure, but are reaching the end of their useful lives and ought to be included on a schedule for periodic building renewal.



Other

This category includes items that may currently function, but the District may be better served in the long run to consider replacing or correcting.

Kayla –

When we say “the next few years” we’ve categorized those years by priorities.

This Assessment follows the same prioritization as a Health Life Safety survey that is a regular survey required of a school. This prioritization sets out some rules of when an item should be replaced. The biggest priority, Priority A, being components that are a current hazard to occupants. This could be as simple as a loose floor that causes tripping. Priority A items should be replaced within the next year.

From there, Priority B items are items in need of replacement within the next 5 years. Priority C items are in need of replacement within the next 5 to 10 years.

Then there’s Priority D – this includes items that may function well now, but depending on age or type of item we’ve noted it as a possible replacement the district may want to consider, but is not urgent. We found Priority D items mostly in the recently remodeled Junior high and the high school, which is the youngest building in the district.

PHYSICAL NEEDS ASSESSMENT (PNA)

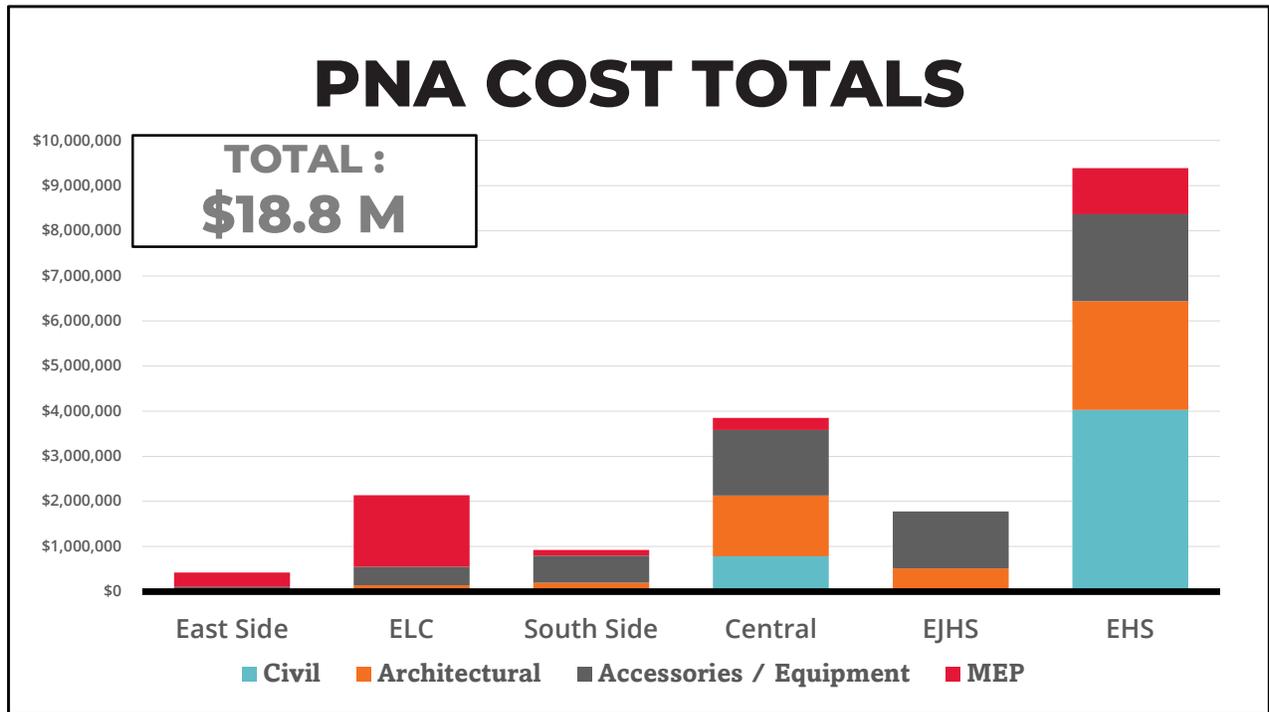
- Buildings are well maintained & in relatively good shape
- Some components are nearing their end of life
- PNA is not the controlling factor

Kayla –

For Effingham, we found your buildings to be well maintained and in relatively good shape. As with any building with a couple years on them, there's some components that are nearing their end of life.

But with some proper planning we can set out a to-do list on how to tackle these items within the following 10 years or so.

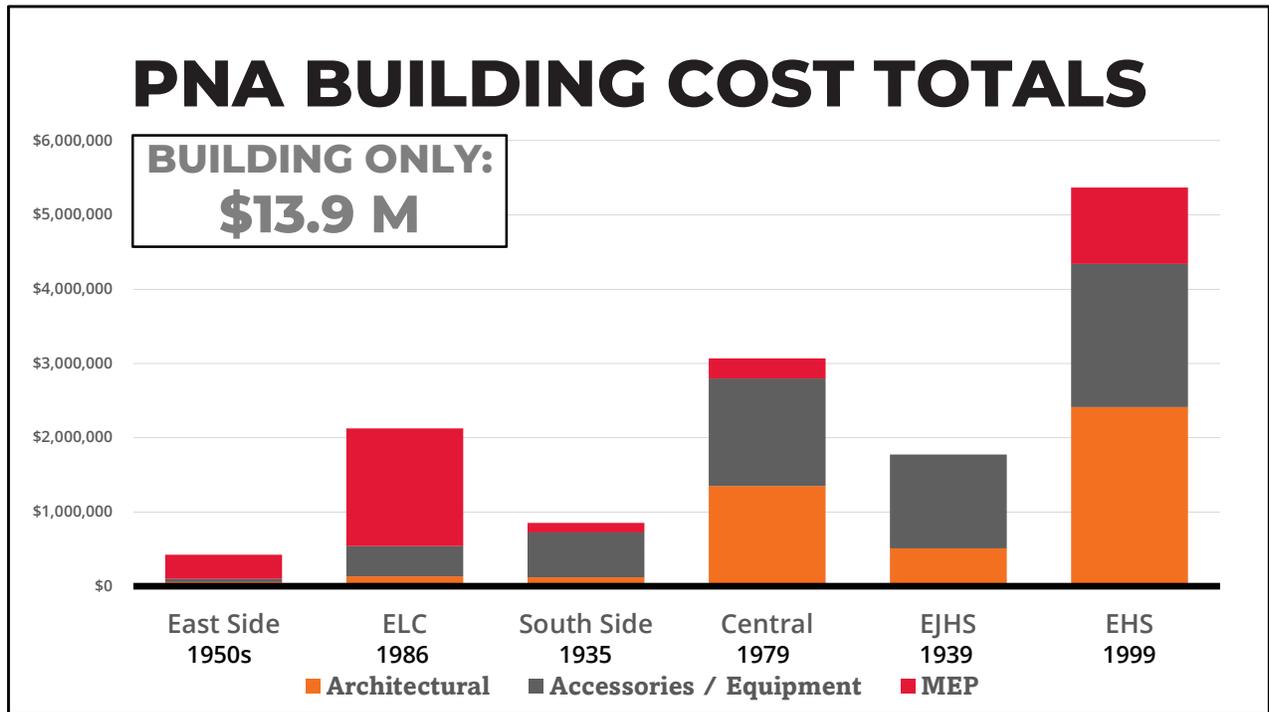
Overall, PNA is not the controlling factor, and it's the functional assessment Abra and Damien will present that will be the main focus of our night.



Kayla –

To briefly dive into our PNA results – the chart on the screen shows all items, from priority B to Priority D, to be replaced or upgraded.

Most of the elementaries were within Priority B, to be replaced within the next 5 years. The Junior High, being recently remodeled, and the High School, being the youngest building in the district, had most of their items listed as Priority C and D.



Kayla –

This slide is similar to the last, however its missing the blue columns which were site and civil replacements and upgrades, like updating parking lots. When focusing on the buildings themselves, there’s roughly \$14 million of work that will be coming within roughly the next 10 years.

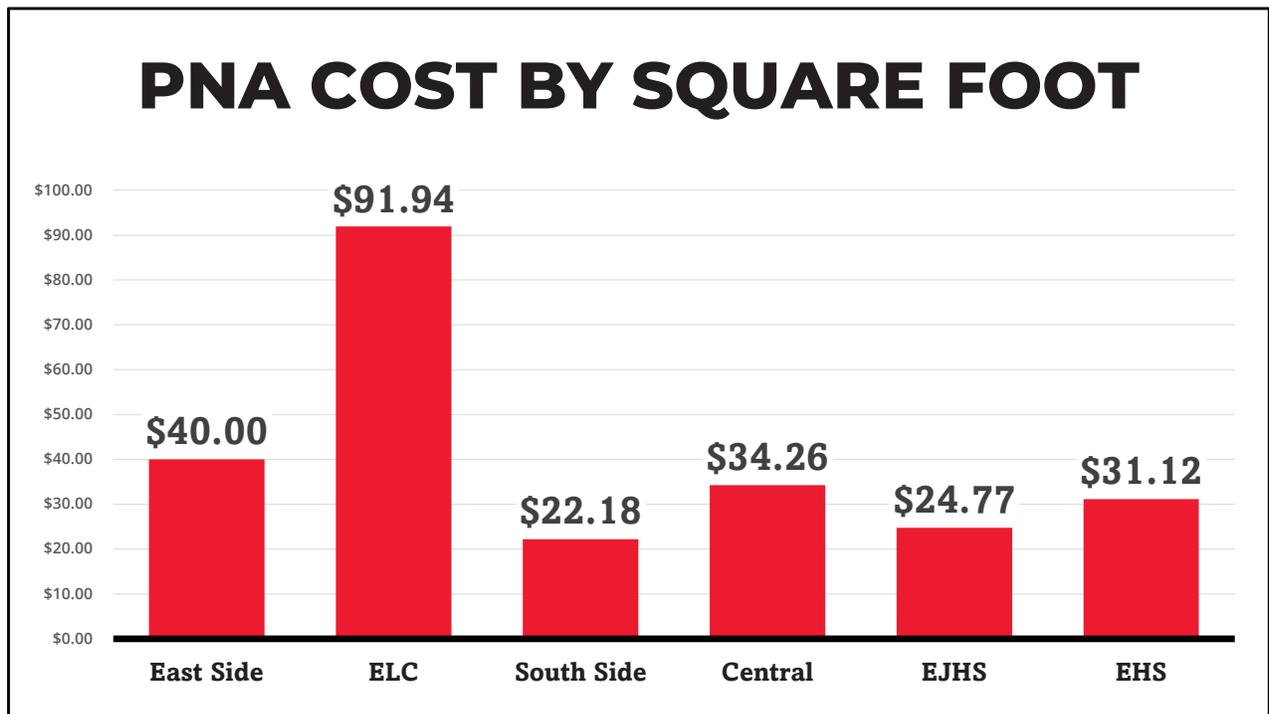
East Side and South Side had some fairly recent upgrades to those buildings and were in good standing for PNA.

Central grade school, being a larger building, had some general upgrades that are going to come down the pipeline within the next 5 years.

For the elementaries, ELC is the building with the most physical needs – much of which is surrounding the outdated heating and cooling system, and the requirement to upgrade security within this building.

The junior high was just completely remodeled, is in good standing, and had a lot of items listed as Priority D

The high school has more work, HOWEVER, it is also a larger building than all four elementaries combined. A lot of work at the building are simple upgrades and replacements we suspect to be coming soon as this building reaches 30 years of age by the year 2029.



Kayla – comparison of costs per SF

So with the discrepancy of building size of the high school to the other buildings, we start to see different needs arise when we look at cost per square foot. Specifically at ELC. That higher cost per square foot is indicating there's more, or bigger, needs within that little building than anywhere else.

Even with that, as we mentioned, our findings here are not a make or break situation for Effingham. The buildings overall are well maintained – and the numbers up on the screen are really indicating general care and upkeep that any building would require.

What will be important to us tonight is the review of our educational environments and how they are (or aren't) supporting Effingham's programs

So with that, I will have Abra begin our discussions on the Existing Challenges Effingham faces.



EXISTING CHALLENGES

CES #1

Abra: welcome statement

Growing Needs

Differentiation of instruction: tailoring instruction to meet individual needs

Umbrellas for Peace

1.25.24 Superintendent's Report:
East Side Preschool



Abra:

- To initiate an understanding of some of our existing challenges, we'll start with differentiation of instruction. This ranges from closing the academic gaps, since Covid we've seen a significant increase, to providing education enrichment opportunities so that we can truly meet the needs of ALL learners.
- We are seeing an increase in children who struggle with foundational levels of learning. These are children who are outside of the special education umbrella.
- From an infrastructure standpoint in many of our buildings, the educators delivering this instruction are doubled up and tripled up in corridors.
- Differentiated and specialized instruction need physical space to thrive.

- Keeping kids on task in these corridors and shared space is difficult at best.
- Currently in some of our buildings this type of instruction is not only happening within shared spaces of educators, but is actually occurring in busy hallways because we have nowhere else to go!!

Growing Needs

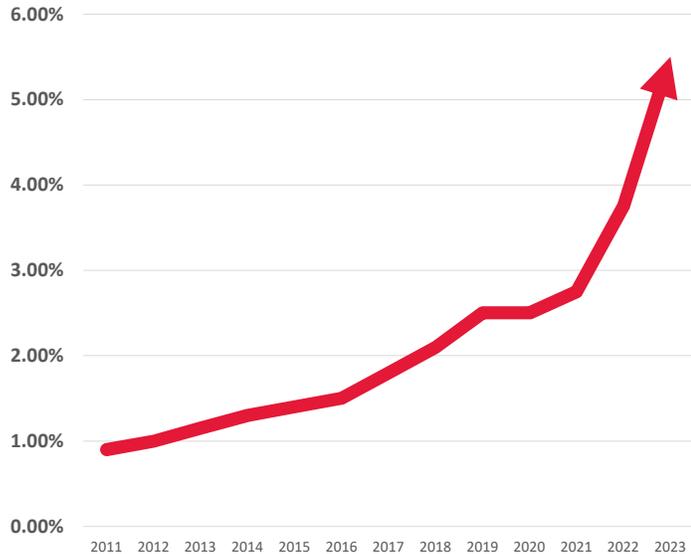
English Language Learning Population:

Tripled from last year

at South Side

1.25.24 Superintendent's Report:
South Side School

Percentage of EL Population in District, by Year



Abra:

Another component that has changed significantly this year is the increase in our "English Language Learning" population. We have had a 30% increase from August of 2023 to December of 2023. This particular slide shows that in one of our buildings, South Side, this population has tripled since last year. Our teachers are now challenged with the task of teaching English Language Learners who speak over seven different languages throughout our Effingham public schools! This increase is only expected to rise. In order to meet this challenge we will need to be able to provide bi-lingual services that again need space in order to effectively do so!!

Special Education

Ensure all students can learn and grow academically and social emotionally

1.25.24 Superintendent's Report:
Special Education

35	Sped teachers
62	Paras
2	ESL Paras
7	Speech Pathologists
3	School Psychologists
2.5	Social Workers
2	Nurse Paras
2	Nurses

Abra:

•Now let's talk about special education and the increase in special education needs we continue to face. One of the main goals in delivering special education services is to help children develop out of the need for special education...if possible! Take a look at this slide and notice the team of people needed to make this happen.

•At this point in the presentation, it is important to bring to the forefront that some of our most vulnerable populations within our community, walk through the doors of our public schools. Our challenges involve showing up every day to serve not only those that need varying degrees of specialized and differentiated instruction, but also those that are significantly medically compromised. We are seeing an increase in children who have severe trauma in their background which equates to the need for more proactive mental health services. Because of the rise in mental health difficulties, we are seeing that translate to an uptick in severe behavioral disorders. Ask our local counselors about the mental health issues impacting our community, and how long of a waiting list it is for those to be seen. Then, ask them how many of those people are children. We are serving and loving those children every day, but it is important to note this issue has dramatically increased in just a few short years.

Growing Curriculum

Expanding Computer Sciences

Vocational offerings

Advanced Placement

1.25.24 Superintendent's Report:
Effingham High School



Abra:

Contrast those challenges with the ever-growing need to provide ambitious science, technology, engineering and mathematics programs alongside excellent trade school opportunities that prepare our students to compete at the highest level on the global stage and attend their vocational school or college of choice. The ultimate goal of all of this is to create a talented, skilled workforce who will want to come back and be leaders in our community.

Expanded Services

Counseling

Social Work

Hearing / Vision

Physical & occupational therapy services

Community Services

1.25.24 Superintendent's Report:
East Side Preschool

Effingham Unit 40 Schools

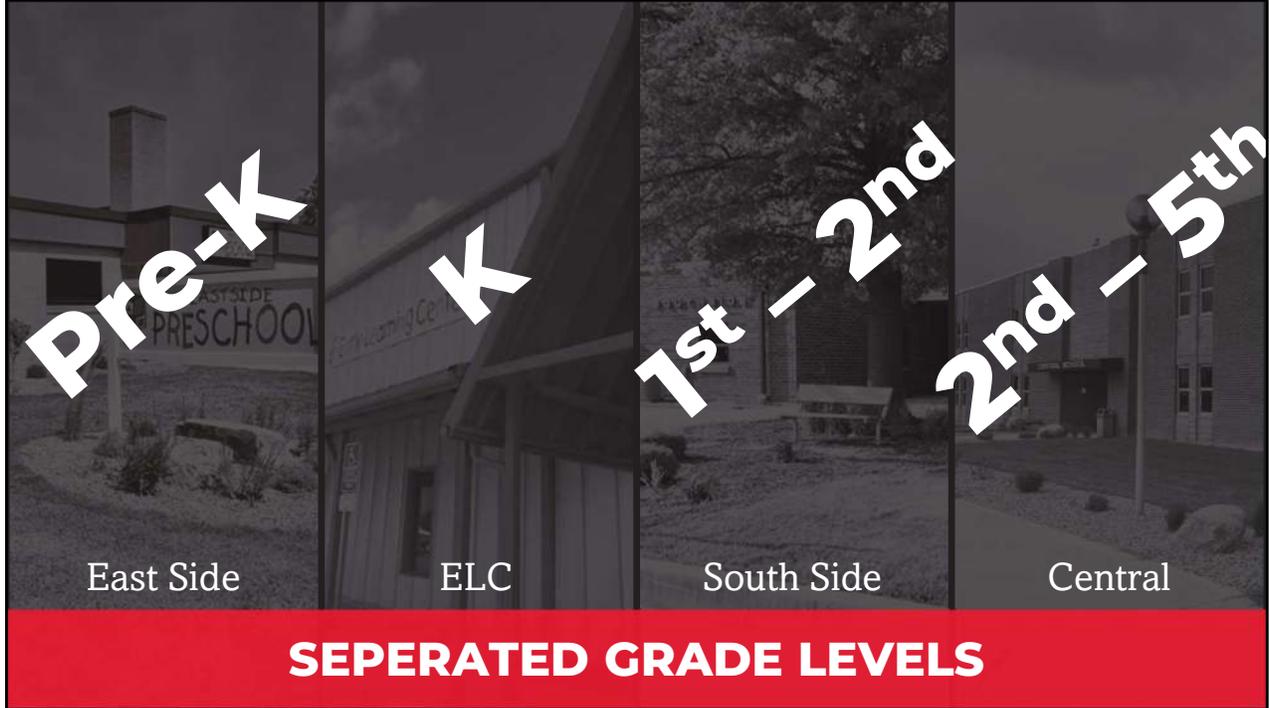
February 5 at 3:01 PM · 🌐

Preschool Screenings for children ages 2-5 start on Wednesday, February 7th. Learn how your child is developing in the areas of speech, language, concepts and motor skills. Vision and hearing screenings are also provided free of charge. Call to make your child's appointment: Effingham School 217-540-1380. Hearing screenings are held at Effingham First Church, 3200 S. Banker St, Effingham on Wednesday, February 7th, Friday March 19th and Wednesday, March 20th.... [See more](#)



Abra:

This slide, yet again, shows the list of expanded services and people needed to meet the ever growing and changing needs within our Effingham public schools. All of the expanded services mentioned are programs that will help us grow a strong district and even more importantly community, by helping to meet the increasing needs and challenges we now face. But, those programs need additional spaces. Our schools built 30 years ago or older, did not account for these new programs and the spaces we now require.



Damien:

What Abra covered were a lot of the changing programs Effingham has witnessed these past few years. Now, we're going to take a quick look at the environments these programs are housed in and review a functional assessment that allows us to quantify how the learning environment is performing for each school.

To begin, a lot of discrepancies we found stemmed from the fact that our elementary grade levels are split among four elementaries – causing redundancies, inadequacies, and overall inefficiencies surrounding these facilities. Not only that, but one grade level, 2nd grade, can't find space to all be together and are therefore split between South Side and Central.

Site & Building Constraints

SOUTH SIDE SCHOOL

1st – 2nd, U40



Damien:

We also found that some sites have become congested throughout the years, like South Side School. When planning for the future, it has been hard to determine proper additions or renovations due to the constraints in space.

Learning Environment vs. Safety

EARLY LEARNING CENTER

Kindergarten, U40



Damien:

Within the buildings, we've found some functional hardships along the way. Particularly at ELC, that has a more open concept. Classrooms are open into the corridors, creating noise issues but, more concerning, there's no way to lock down a classroom.

Learning Environment + Safety

WALTHAM

Elementary School

Utica, IL

New Construction



Damien:

Comparing this to other schools, like Waltham. There are ways rooms can open up into each other for that opportunity for flexibility. But what you can't see in this photo is equipment that can also shut down sections of this room – both for noise and control.

Intervention EARLY LEARNING CENTER

Kindergarten, U40



Damien

Another room in ELC, what used to be a classroom is now split into three spaces to accommodate many of the newer programs Abra mentioned – social work, intervention, counseling, and overall one-on-one work or small group work. Consider how this space feels and sounds when there's three different activities running for kindergarteners.

Intervention

IPA

Elementary School
Champaign, IL
New Construction



Damien

What we'd like to see are spaces specifically dedicated to these new programs that can really help our learners thrive. This space is easily accessible from the classroom, but yet its own private, quiet space, for work to get done.

PE / Athletics

CENTRAL GRADE SCHOOL

2nd, 3rd – 5th, U40



Damien:

There are other one-off items that have been making a hard impact on a space, even when its provided. Like the flooring at Central's gym. This plastic tile system is not performing up to par with a more standard wood flooring.

PE / Athletics

CENTRAL 51

Intermediate School
Washington, IL
Additions & Renovations



Damien:

Elementary students, now more than ever, need a space to run and play, and just take a break in their day. A gym can be the Heart of many schools – during the day, and for after school activities and events. Many activities for Central’s students have to be held elsewhere due to their existing conditions.

Large Group

SOUTH SIDE SCHOOL

1st – 2nd, U40



Damien:

Moving on to other large group spaces like South Side School. This space, designed to be a cafeteria, gym, and stage/auditorium is a blast from the past when lunch time looked more like a Model T factory line than anything else. Activities in this space has changed.

Large Group SOUTH SIDE

Elementary School
Champaign, IL
Additions & Renovations



Damien:

As we mentioned, these larger spaces have become the heart to many schools and communities. These spaces should be flexible, open, and easily accessible for everyone to use. We will always want to make sure a space is used for as many purposes as possible – it means we efficiently designed one space with multiple uses instead of multiple spaces for one use at a time – but we have to make sure the configuration, like operable walls, can also accommodate varying schedules and activities.

Media Center

CENTRAL GRADE SCHOOL

2nd, 3rd – 5th, U40



Damien:

One of the strategic plans of Effingham is to improve upon their technology programs. This also includes programs at the elementary level. Including South Side and Central. This photo is of the Central Grade School Media Center. Here, we can see the library portion of the room, with book stacks, but far beyond this photo is a newly implemented computer lab. Effingham has been able to begin implementing technology programs. However, with this space being one large open room, it can get a little hectic when running different types of classes in the different areas of the media center.

Media Center

MAHOMET SEYMOUR

High School
Mahomet, IL
Renovations



Damien:

The Library, or Media Center, will always be a place of resource. What that resource is – books, computers, 3d printers, recording booths – is always changing and growing. The media center will always be an integral part to every school, and its important that these spaces provide all that’s needed for learners to expand their resources.

Shown on the screen is the Media Center at Mahomet Seymour. In this picture, there’s a technology room acoustically sealed behind a glass wall, a small maker area with various types of equipment to use, furniture for individual or small group work, and just off the page, plenty of books to still check out! Much of the furniture and the book stacks are on wheels so this space can be reconfigured based on the needs of each class.

Storage & Support

EARLY LEARNING CENTER

Kindergarten, U40



Damien:

And finally, within all of this, is just the need for some of the basics – like storage. If we can redefine how our elementary facilities function, we can start to support our students and staff in many different ways.

FUNCTIONAL ASSESSMENT

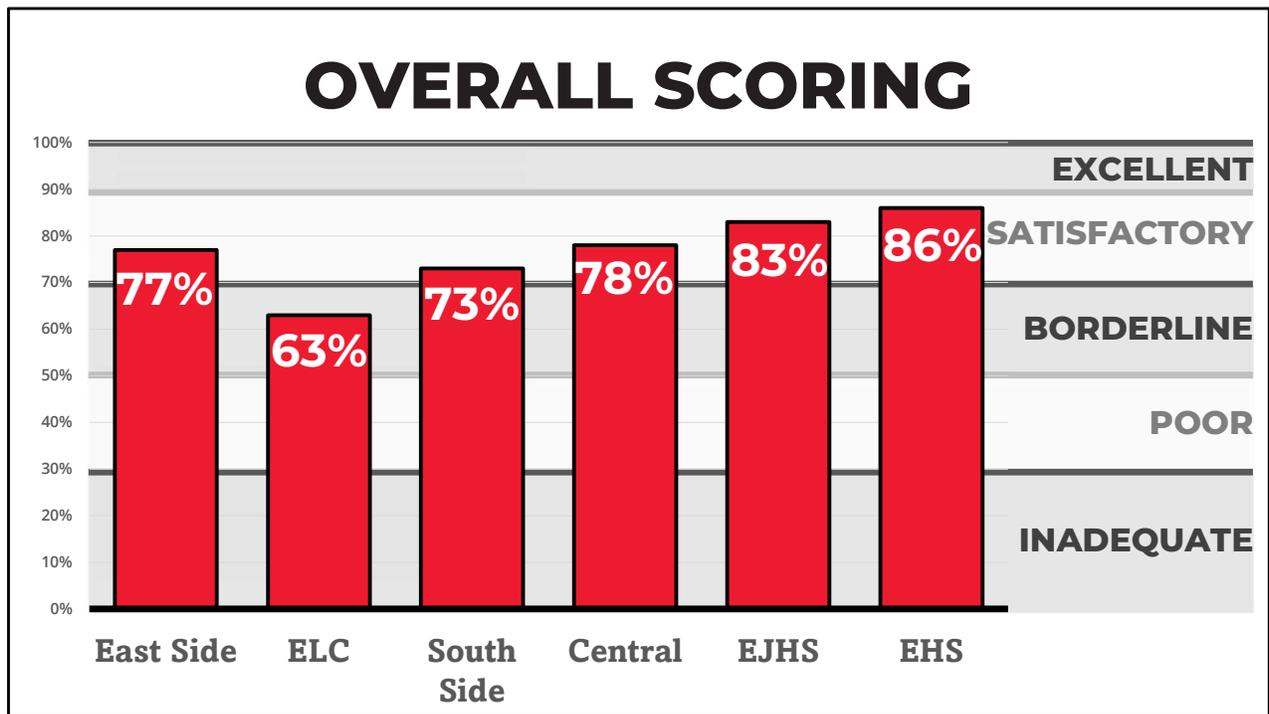
Does the learning environment support the educational program?

- Adequate space for instructional delivery
- Appropriate educational environment
“If children have interest, learning happens.”
- Capacity and utilization
- Changing demographics and proximity
- Educational program delivery

Damien / Kayla – introduction of Functional Assessment

So! By this point in the presentation, you may start getting the idea that there’s a lot that goes into a school! It can be overwhelming, and hard to understand just how our schools shape up as learning environments. This is where we rely on a Functional Assessment to give us an overall idea.

A Functional Assessment is a 96 question assessment, split into six sections. We filled this assessment out with Effingham’s Principals, Director of Buildings and Grounds, and other district leaders to make sure we were placing fair judgement across the board.



Damien:

Each question gets graded that will eventually add up to an overall total, or grade, of 0% - 100%. The right side of the screen helps us determine how the facility stands.

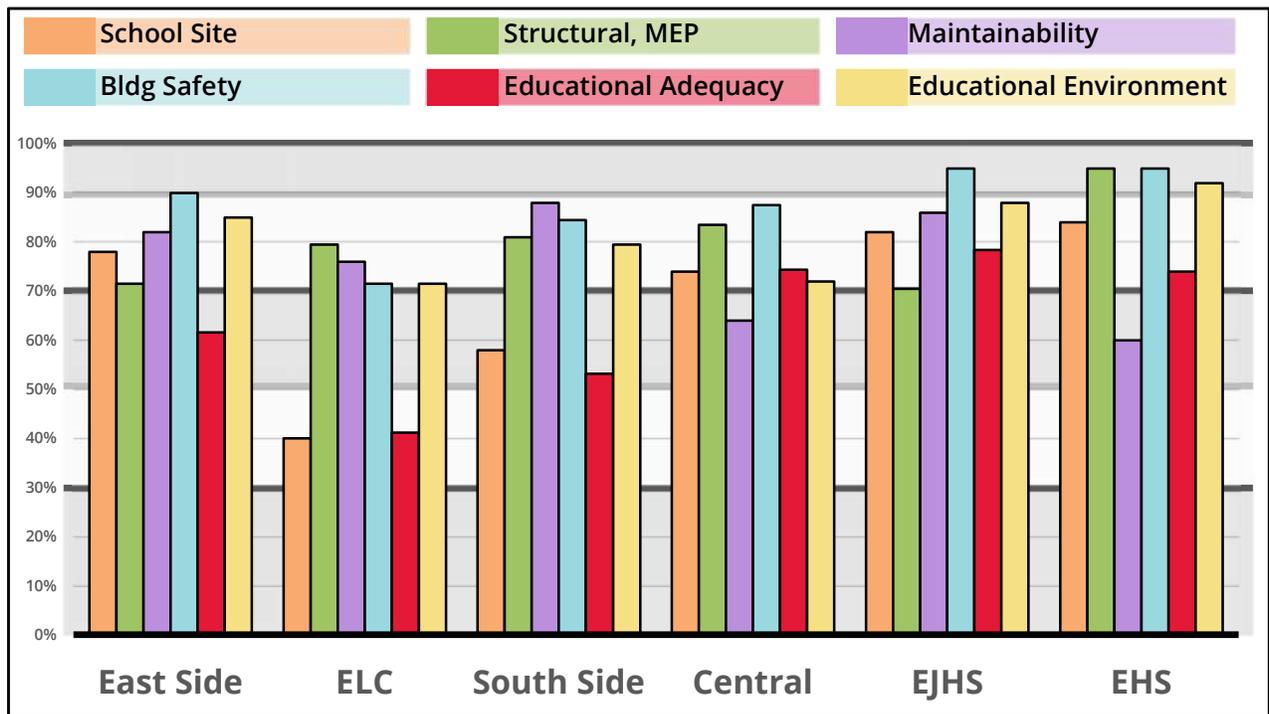
Excellent (> 90%): Meets today’s needs as a school and can easily accommodate likely future needs

Satisfactory (70%-80%): Meets today’s needs and with some minor investment should accommodate likely future needs

Borderline (50%-70%): Meets most of today’s needs, but will require major investment to meet future needs

Poor (30%-50%): Does not meet many of your needs and will require major investment to continue basic service

Inadequate (< 30%): Building should not be used for education



Damien:

The last slide gave the overall average of all six sections to each school. This slide shows the grading of each section for each school. As we mentioned in PNA, these buildings are well maintained and are overall safe – when speaking in terms of fire safety and general day-to-day hazards. However, school site, educational adequacy, and educational environment are falling behind.

These six sections are listed below:

School Site: The school site is an integral part of the school facility and is a basic tool in the educational process. A student's educational experience as well as many community functions will be strengthened or limited by the adequacy of the site.

Structural, Electrical and Mechanical Features (“Structural, MEP”): These are basic functions of a school's operation and will have an impact on future maintenance costs and the school's ability to accommodate changes in its educational program.

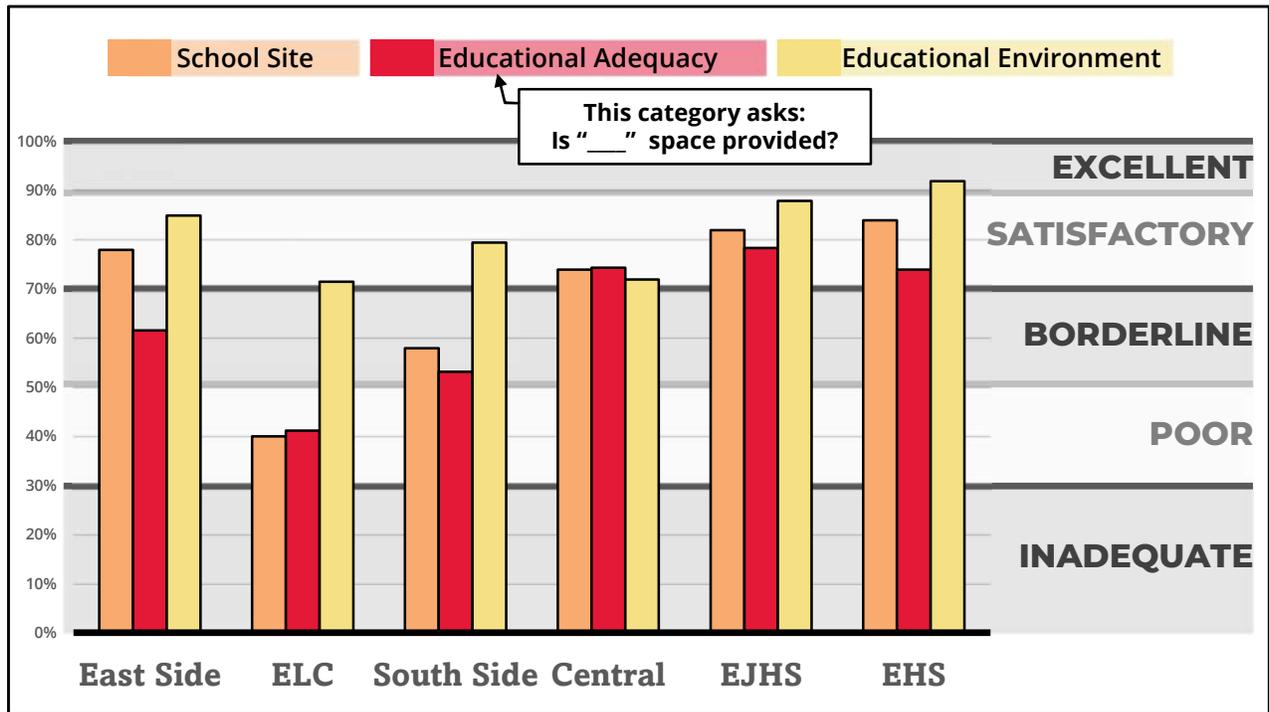
Plant Maintainability: This category refers to the cost or ease with which building

systems and architectural elements can be kept in the good working order or in a good state of repair by district personnel. Evaluate the condition of the building and not the manner in which the maintenance staff performs their duties.

Building Safety: The safety of students, staff and visitors is vital to a positive and successful educational experience. This category focuses on fire safety, site safety like location of pedestrian paths to vehicular paths, and basic safety like nonslip flooring.

Educational Adequacy: This category is determined by comparing the physical requirements necessary to support the educational plan with the existing physical elements of the building itself.

The Educational Environment: The school should welcome students, staff and visitors. The school's environment, both inside and out, should be conducive to learning. This category evaluates how well the school facility is able to provide an atmosphere that supports teaching and learning.



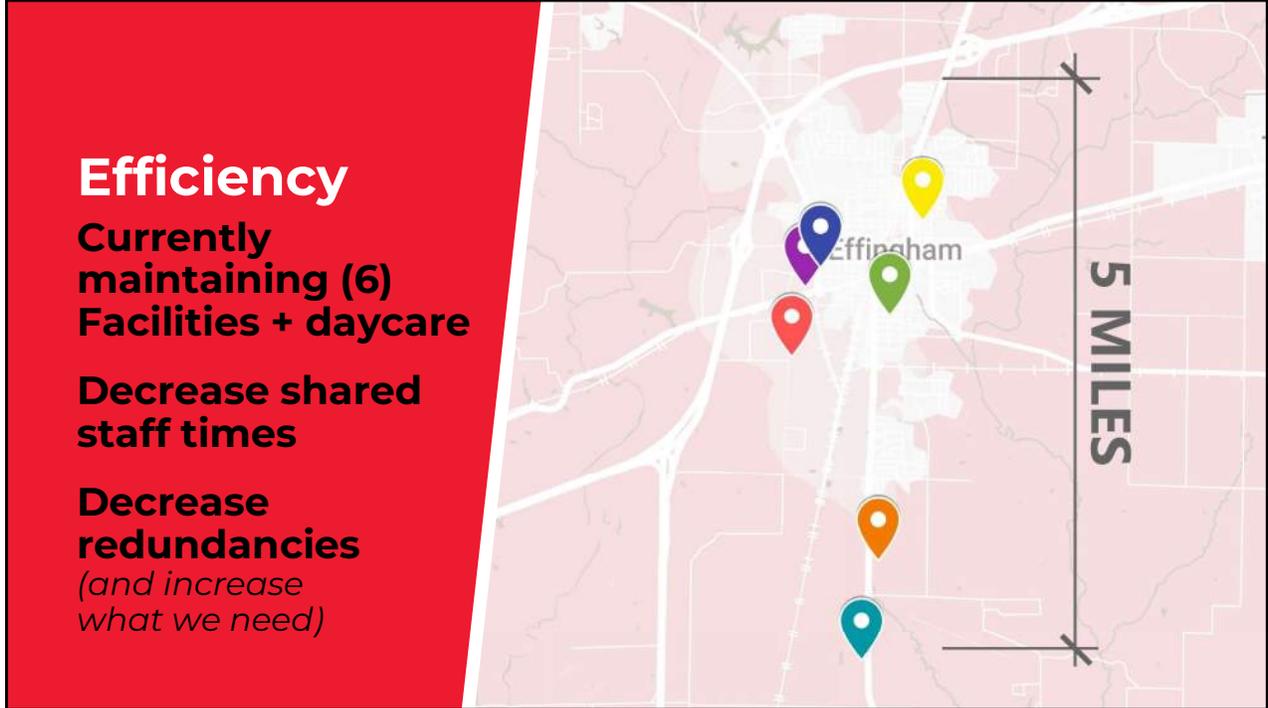
Damien:

When looking at the three sections that focus on the learning environment itself, we can start to highlight our greatest needs. School site – both what’s provided on the site or how the community can access the site. Educational Adequacy asks if basic spaces like labs, collaboration spaces, fine and performing arts, and supporting spaces that meet the needs of the whole child (counseling, intervention) are provided. Then, Educational Environment, dives into those spaces to see how equipment, furnishings, finishes, temperature, lighting, etc.. are functioning within.

Goals for
FACILITY IMPROVEMENTS
and
CENTRALLY LOCATING
Pre-K - 5

Damien / Kayla –

From all of this, we found most of our greatest needs are within the elementaries, and this was reported to the district this past fall. We have an idea of what we'd like to do – improve our elementaries – but beyond this, we need the community's help to understand what exactly that means. The next few slides are discussions we will continue into our next Engagement Session on March 21st . These are goals we hope to accomplish with any scenario that we create at our next session.



Damien

One goal surrounds efficiency. We are currently maintaining 6 facilities, 4 of which are elementaries. These elementaries have redundant spaces and some redundant staff, or staff that are shared that have to drive to each school. This drive time loses precious time and resources. If we ensure facilities are efficient, we can use those savings elsewhere.

Student Experience

Ease grade transitions & student stability

Increase Programs

Increase Resources & Support



Damien:

We also want to improve the student experience. From Pre-K to 1st grade, each year, a student moves to three different facilities. Transition can be hard on the students, and takes time each year for them to learn the new facility and new operations.

Staff Development

**Increase staff
collaboration**

**Increase
professional
development
opportunities**

Staff retention



Damien:

We'd also like to improve staff development. Staff are doing an amazing job at making do with what they have. We'd like to provide them with all that we can for our amazing current staff, and to encourage others to join, even in these times of teachers shortages.

Up to Date Spaces

Safe & Secure

**One-on-One
and Small Group
spaces**



Damien / Kayla –

And last, but not least, updating our spaces. This doesn't just mean updating paint and flooring – our programs have changed drastically, and so must our schools to account for our current and future needs.

These are discussions that we will dive into at our next meeting, please be sure to come and bring a buddy!

But with that, we are at the end of our presentation and are ready to begin small group work. But before we start Cary will walk us through some ground rules.



SMALL GROUP WORK

CES #1

Cary:

Thank you Damien and Abra for that great background related to our current and recent facility issues.

With that complete we would like to begin our small group work.

Small-Group Work Activity

Select a Recorder and Facilitator

Recorder Responsibilities

- Complete the information on the group's worksheet

Facilitator Responsibilities

- Facilitate discussion
- Keep group focused/on task
- Report group's information

Cary:

Before we start our work activities, we will want to identify a recorder and facilitator for your group. The recorder should record the information for the group on the work sheet in front of you for the various activities. The facilitator will help keep the conversation on task and report out the group's information at completion of the activity.

Small-Group Worksheet

- Information on worksheet should reflect consensus/general agreement of group members
- Monitor progress to complete the worksheet in allotted time
- Only group recorder's worksheet will be collected

Cary or Katie:

Please note, the information on the worksheet should reflect the consensus of the entire group. Only the recorder's worksheet will be collected.



Group Activity Questions

1 What did you learn that surprised you?

2 In 3 words, how would you describe our current district facilities?

3 What do you want to learn & discuss in the upcoming meetings?

Cary or Katie:

We have three activities tonight – these questions will help us form our next meeting.

Question 1 – we want to learn what surprised you. This should be discussed amongst the group and your recorded answers should be **the top topics discussed at your table.**

Question 2 – we want to know how you would describe your districts facilities in three words. This question can be discussed amongst the group, however the recorder should **record 3 answers from each individual at their table**

Question 3 – Our final question will help us determine our following meetings – what do you want to learn and discuss in upcoming meetings? Please discuss this in a group **and write down your top answers from the group.**

COMMUNITY ENGAGEMENT SCHEDULE

Feb.
29

CES #1

Discovery

—
Koerner
Distributing

Mar.
21

CES #2

—
—

Effingham
Event Center

Apr.
18

CES #3

—
—

Effingham
Event Center

All community engagement sessions 6:30–8:30pm

We hope to see everyone at the next Engagement Session #2!!!

Anyone and everyone is welcome to join us, (with or without a RSVP), please invite neighbors, friends, and even your kids / students!

THE LOCATIONS FOR CES #2 and CES #3 HAVE BEEN UPDATED AND FINALIZED: PLEASE JOIN US ON MARCH 21st and APRIL 18th AT THE EFFINGHAM EVENT CENTER



THANK YOU!!

CES #1