



# COMMUNITY ENGAGEMENT SESSION #2

**Visioning**

Slide on screen as community members enter



# PROCESS OVERVIEW

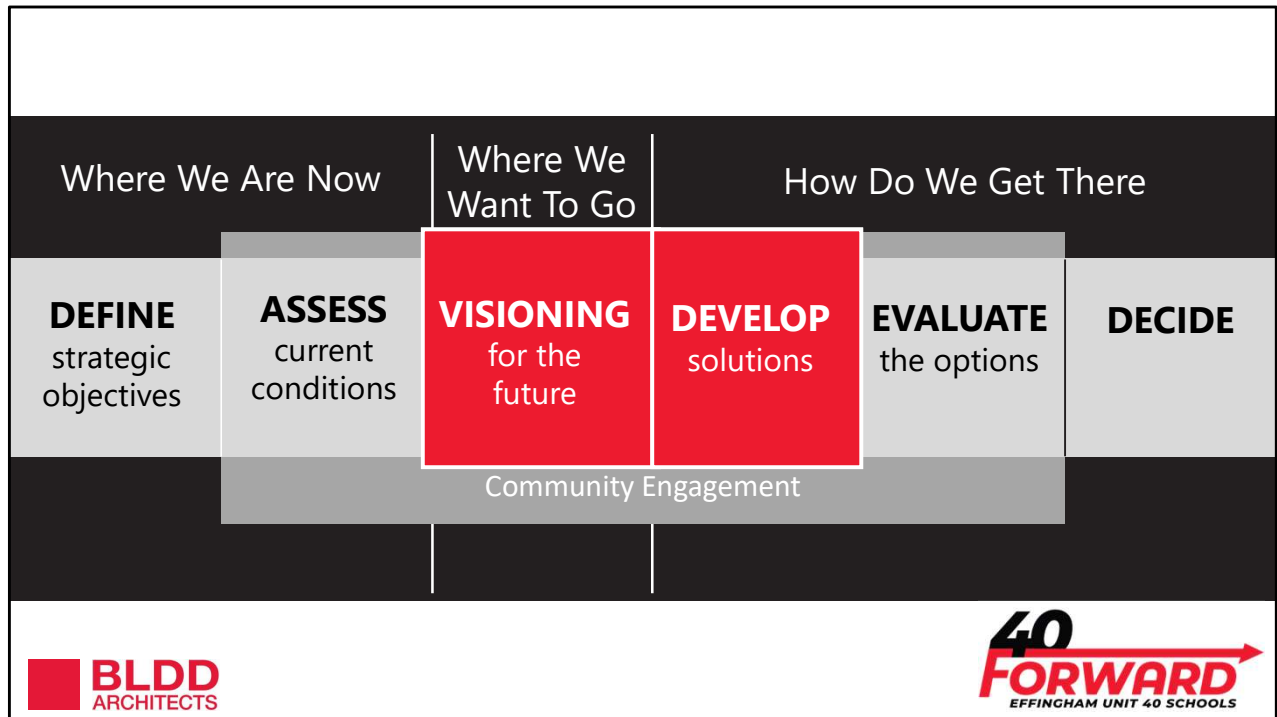
**CES #2**

## CARY

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

Tonight, at our second session, we are going to learn about the fundamentals of school financing and review starter scenarios. These scenarios are prompts for us to begin discussions on the possible future our schools and community could envision.



**Cary:**

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 visioning for the future – discussing **where we want to go** and dipping our toes in the water of some possible solutions.

# 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



## Cary:

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's 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**  
Visioning

—  
Effingham  
Event Center

**Apr.  
18**

**CES #3**  
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—  
Effingham  
Event Center

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

### Cary:

Tonight is CES #2 Visioning -

The previous session focused on the current conditions of the facilities. This presentation can be found on the schools website. Our next meeting will review scenarios that were ranked and created from tonight.

**Please mark your calendars for Thursday, April 18<sup>th</sup>**

## 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

### Cary:

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**

### Cary:

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

### Cary:

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](http://unit40.org/board_office/40_forward)

**Email:**

[40Forward@unit40.org](mailto:40Forward@unit40.org)

**Phone:**

217.540.1500

**Join us on Facebook!**

Effingham Unit 40 Schools



**Cary:**

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 and any additional information that we can provide along the way. This information and QR code is also in each table's packet.

# 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.

## Cary:

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



- **What happened last time**  
Discovery: Facility Assessments
- **School Financing Fundamentals**  
U40's Assist. Supt. Baker & Anne from Stifel
- **Visioning for the Future**  
Damien from BLDD Architects
- **Small Group Work and Report Out**  
40 Forward Co-Chairs

## Cary:

Here is an overview of our agenda for this evening. I will briefly go over what happened last time, then we will hear an informational presentation of school finances from U40's Assistant Superintendent Kelsey Baker and Anne Noble from Stifel Public Finance. And vision for the future of our scenarios with Damien Schlitt from BLDD Architects.



# WHAT HAPPENED LAST TIME

From CES #1

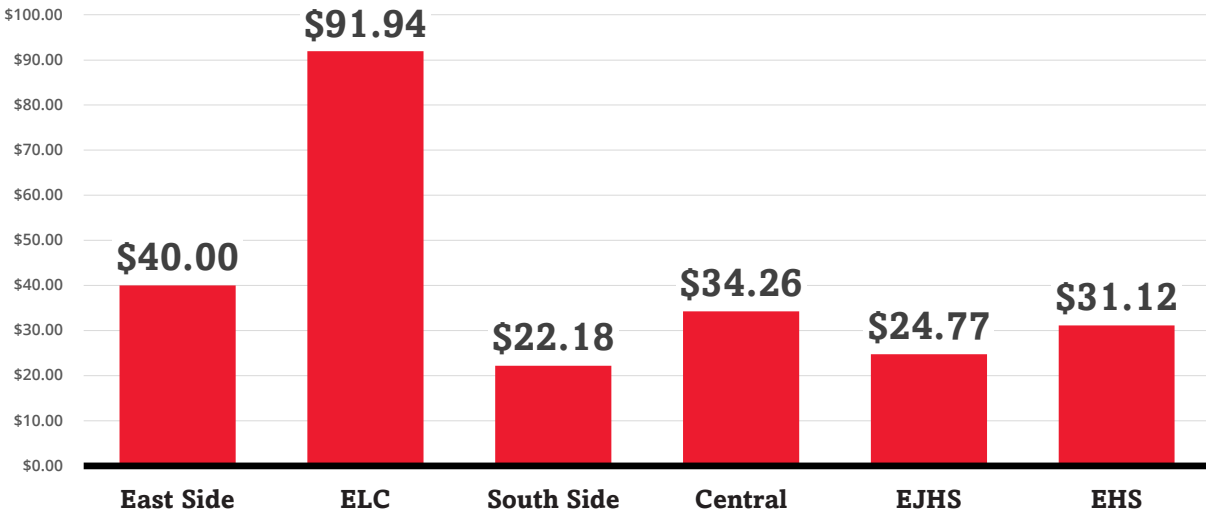
**Cary:**

Let's go over what happened last time



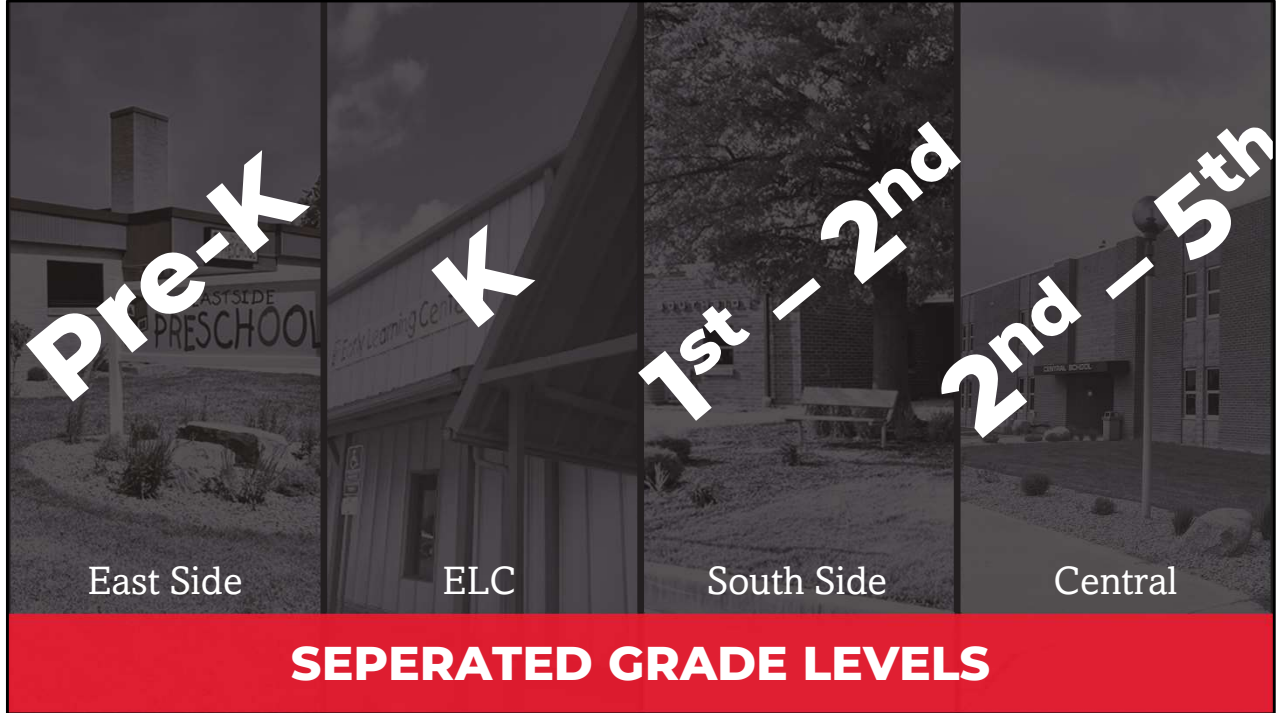
# PHYSICAL NEEDS ASSESSMENT:

## COST BY SQUARE FOOT



### Cary:

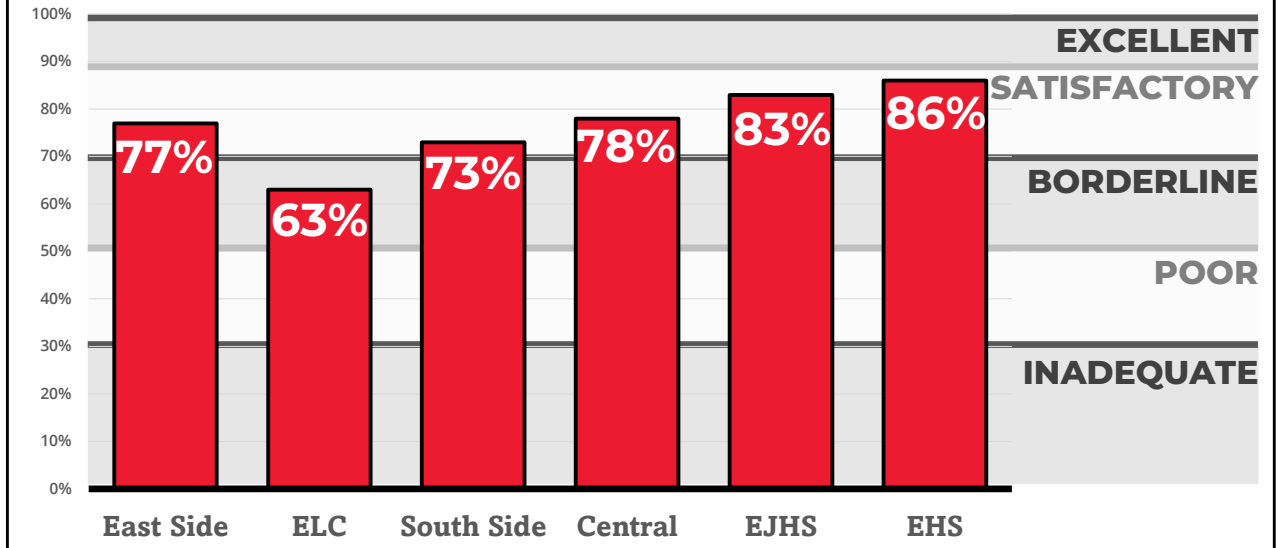
We focused on the existing buildings and their current conditions, and what it would take to maintain what we have – repair and replace items in the building as needed. All in all, the buildings are in good physical condition. The building with the greatest costs is ELC, because it has items like an old heating and cooling system that is a pricey replacement.



**Cary:**

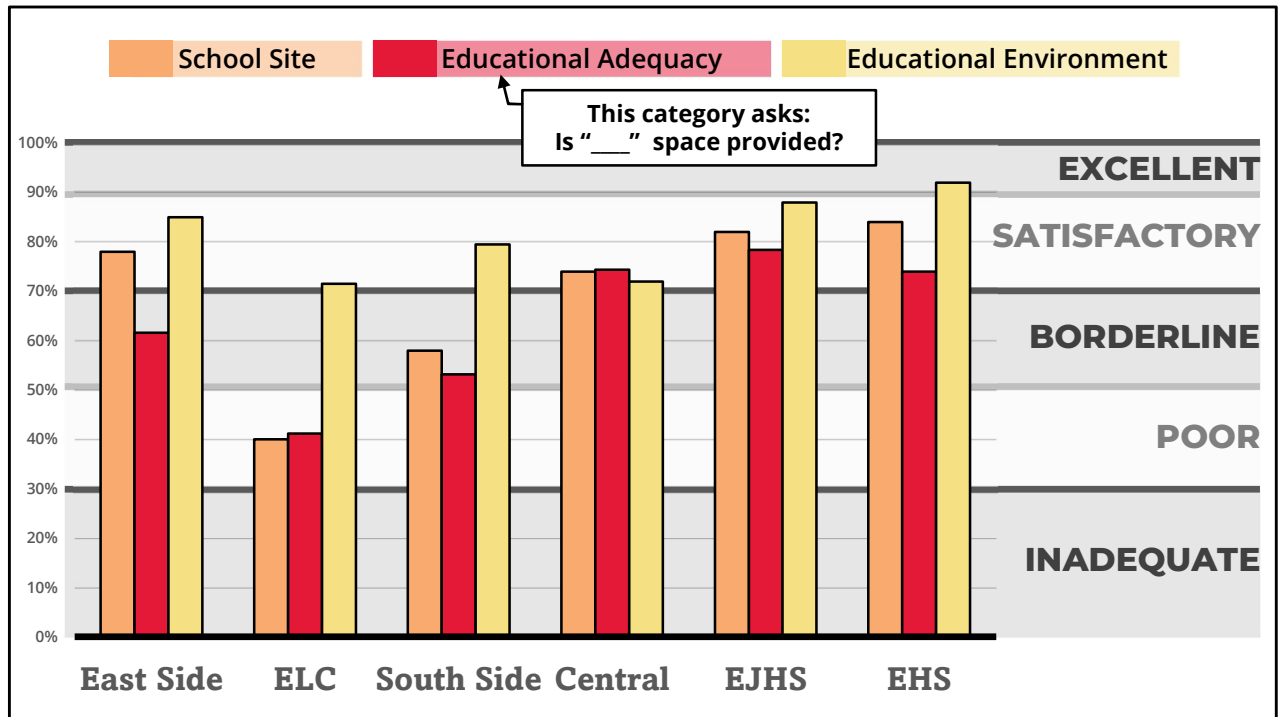
What we focused on was the functional concerns of these facilities, specifically the four elementaries that hold our students in PreK to 5<sup>th</sup> grade. A lot of concerns stemming from the fact that these grade levels are divided up - **students are moved between four buildings their first four or five years they're in school**, with 2<sup>nd</sup> grade having to split among two of these schools.

# FUNCTIONAL ASSESSMENT: OVERALL SCORING



## Cary:

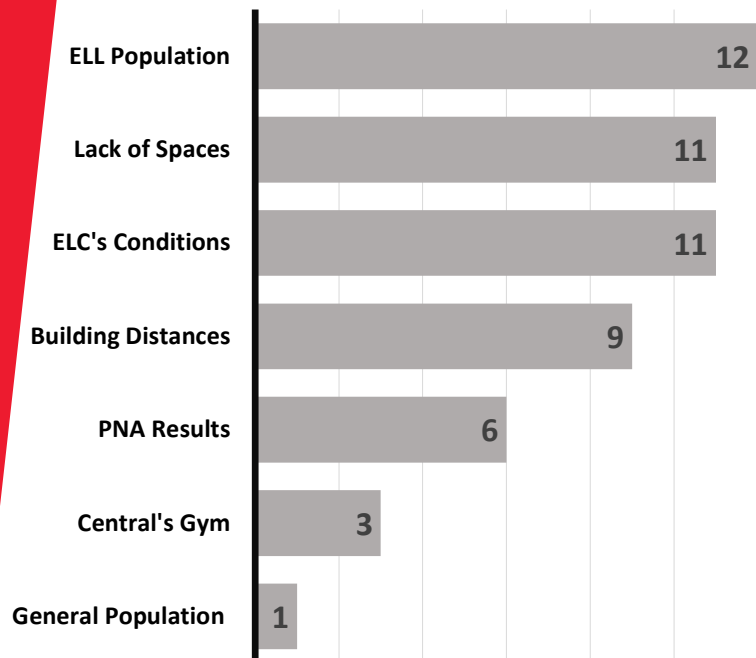
To understand how a building is performing as a school environment, we completed a functional assessment for each of the facilities. This assessment has 6 categories, and 96 questions, providing an overall grade or score of a school.



**Cary:**

Three of these categories are: School Site, Educational Adequacy and Educational Environment. These were the lowest scoring categories for Effingham’s school buildings.

## Work Activity #1 What surprised you?



### Cary:

After reviewing facility assessments, community participants worked on three work activities to help us gauge what the community learned that was new to them, and what they would like to learn next.

Our first work activity asked – what surprised you the most? The greatest surprise to many was the growth of our English Language Learners, or ELL community. Students with English as their second language. On top of that, programs like ELL, Intervention, or One on One or small group are newer programs that our schools did not plan for when these facilities were built. Beyond general classrooms, there's a lack of spaces that account for newer programs or activities that support all of our students.

## Work Activity #2

How would you describe the current conditions of U40's facilities?

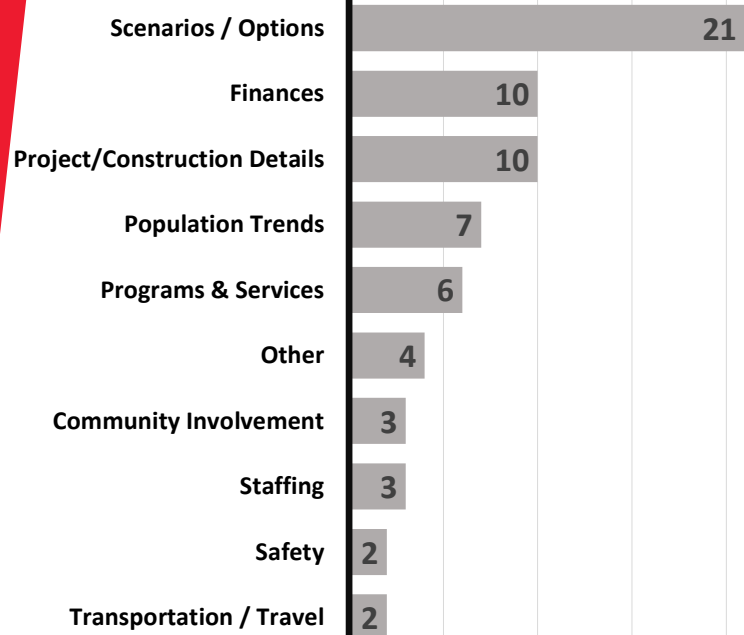


Cary:

The next activity was simple – we asked participants to describe the current conditions of their facilities in three words. The larger the word is on the screen, the more times participants mentioned that word.

## Work Activity #3

What do you want to learn and discuss next?



### Cary:

Then the last activity helps us form this meeting and the next one – we asked what participants want to learn next. Tonight we are focusing on Scenarios / Options and Financing – these are large discussion points and we want to make sure we focus enough time on them. Beyond tonight, Superintendent Andy Johnson is working on collecting data for our student population and possible trends, and we can cover this and further topics at our third session.

A handful of tables mentioned community involvement and growing the community’s relationship with the school district. And tonight, everyone in this room, is helping grow and cultivate this relationship. If you don’t hear it again tonight, **THANK YOU** so much for coming!

Now let’s get into our informational presentation. Assistant Superintendent Kelsey Baker will begin with School Financing



# FINANCE OVERVIEW

**CES #2**

**Assist. Supt. Baker:**

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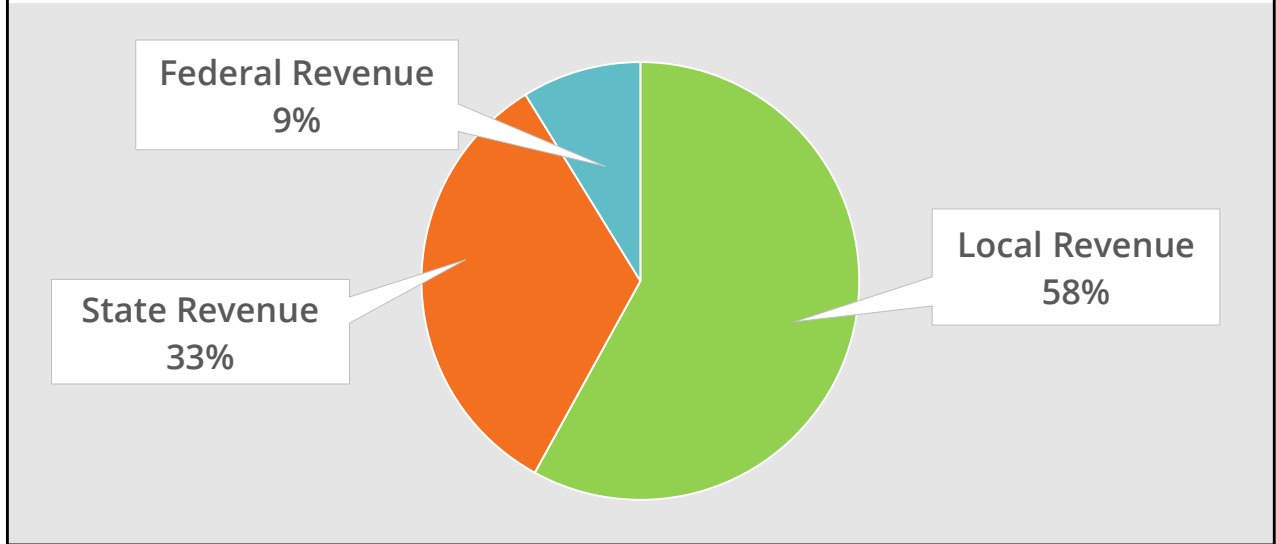
## District Finances and Budget

### *Fiscally Responsible*

- U40 financial health ranking: 3.55 / 4.00
- District average of **\$9.9K** per student vs state average of **\$17.9K** per student

The overall financial health ranking of the district is 3.55 out of a 4 point scale. The district average spending per student is \$9,900 – state average runs around \$17,900 per student

## District Revenue



Overall, a school district receives funds / revenue in three ways: Federal, State and Local.

## Main Sources of School Financing

### *Facilities Improvement Funding Options*



#### **Grants**

**IL Capital Bill**  
*(Last funded in  
2013 – 2003 list)*



#### **HLS**

**Health Life  
Safety Bonds**  
*(property tax)*



#### **Property Tax**

**Building Bond  
Referendum**  
*(Vote)*



#### **Sales Tax**

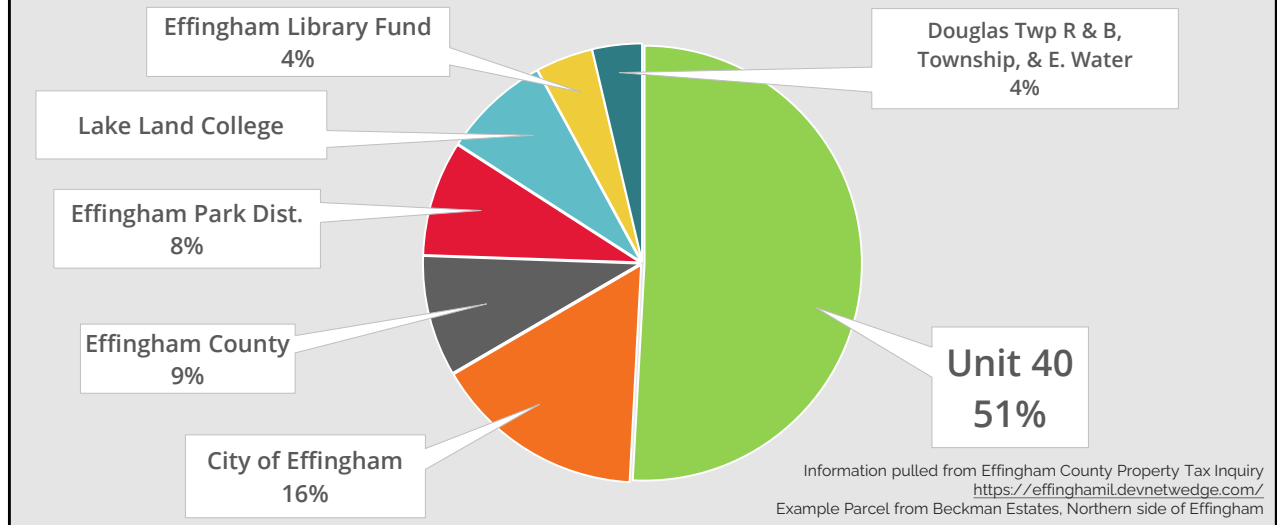
**County School  
Facility Sales Tax**  
*(\$0.01 Tax, Vote)*

When it comes to funding for school facilities / school buildings, there's four main forms of funding for these projects: Grants, Health Life Safety, Property Tax, and Sales tax if the sales tax has passed in the District's county.

the last major grant we have seen that can fund large scale school projects was the Illinois Capital Bill. This was last funded in 2013, that funded school districts that were on the 2003 list. Beyond this, what we typically see in Grants are at a smaller scale. Still very supportive funds, but focused on smaller projects, with specific requirements / improvements.

The main forms of fundings school districts have that can fund large scale projects are through property taxes and sales tax. The following slides will dive into these two in detail.

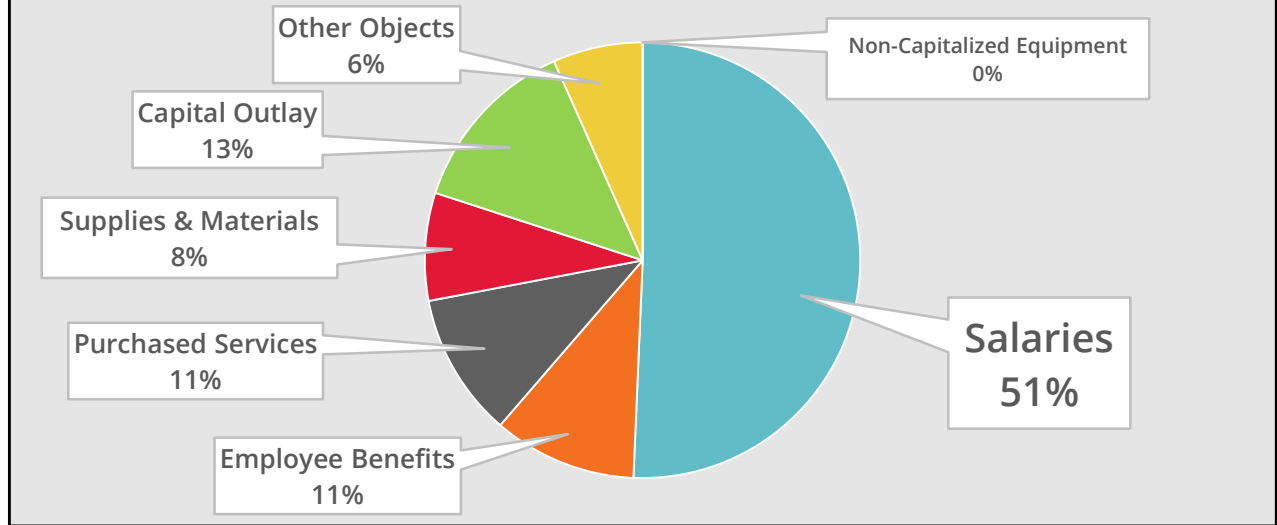
## Where are your Property Taxes Going?



For property taxes, 50% of an Effingham household's property tax goes to Unit 40. The other half goes to other public entities like the city, park district and community college. The one thing to note here is, **any school district can only control a portion of their community's property tax rate.**

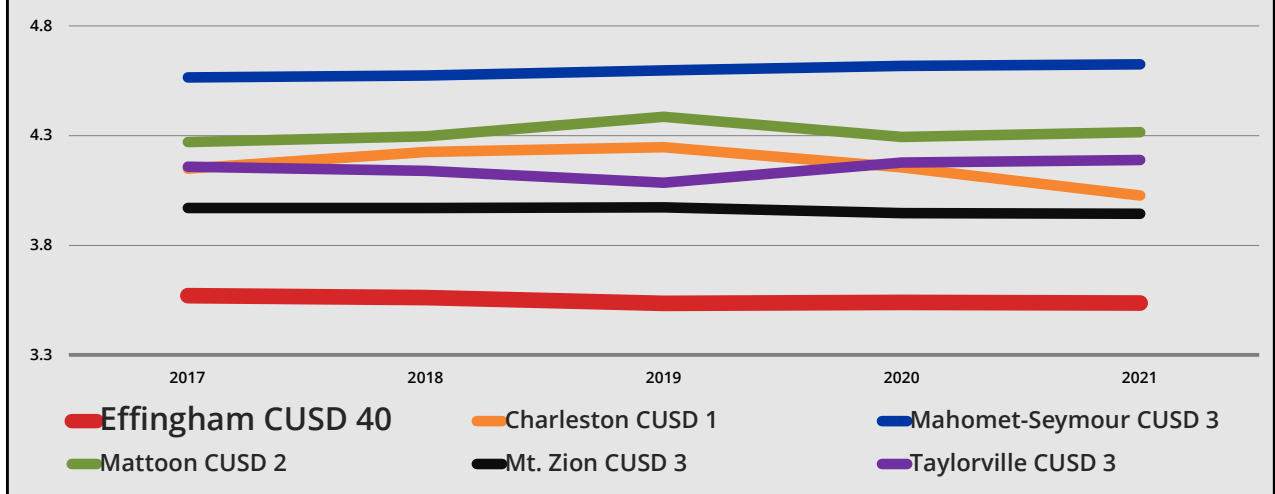
If EAV (Estimated Assessment Value) fluctuates, or other public entities request funds, **property taxes may still go up or down even if the school district has made no changes.**

## Expenditures



Roughly 50% of funds go to paying the salaries of our teachers and staff.

## Apollo Conference: Historical Property Tax Rates



When comparing our property tax rate to others, we find ourselves consistently lower than many in the Apollo Conference. The Apollo Conference being Effingham's athletic competitor, that are school districts of similar size.

## County School Facilities Sales Tax

- Sales Tax is a funding option **new to school districts in Illinois in 2007**
- Funds are **limited to facility improvements, except:**
  - **School Resource Officers and Mental Health Professionals** were allowed in 2021
- Every school district in the county gets funds and decides how to spend it
- Tax is a retail sales tax
- Tax is **one penny per \$1 spent** on qualified purchases
- \$1,000 of purchases would cost \$10 in sales tax

### **Anne Noble:**

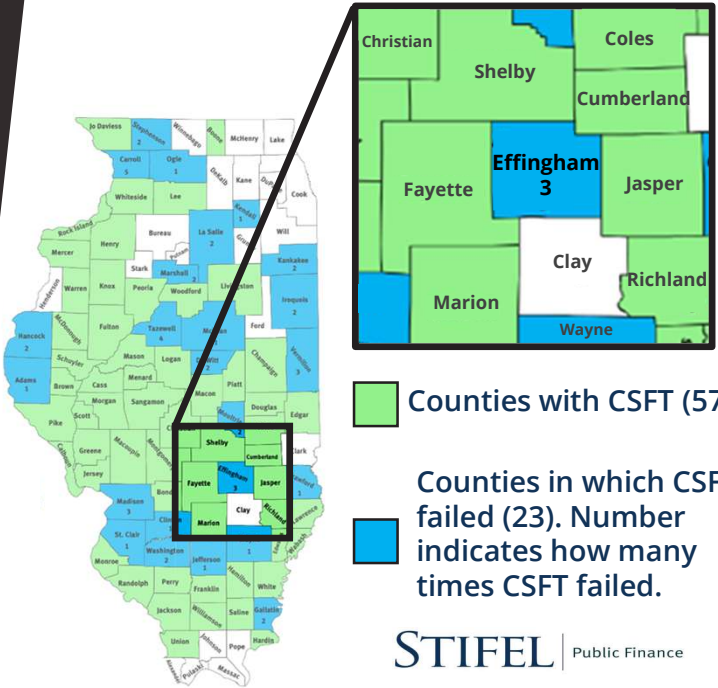
Those were the basics of property taxes - now moving on to the County School Facilities Sales Tax (CSFT)

These funds are **limited to facility improvements** – however SRO and Mental Health professional salaries were allowed in 2021. School districts are not allowed to spend these funds in other ways. However, they are allowed to decide from a variety of facility improvements to apply these funds.

The sales tax is one penny per one dollar and is limited to certain retail sales tax.

# Sales Tax Map

(April 2023)



This map shows all counties in Illinois that have passed CSFT (in green) and that have tried to pass CSFT but failed (in blue)



## Sales Tax Ballot “CSFT” Question:

Shall a retailer’s occupation tax and a service occupation tax (commonly referred to as a “Sales Tax”) be imposed at a rate of 1% to be used exclusively for school facility purposes, **school resource officers, and mental health professionals?**

Effingham U40 Board of Education will be reviewing the approval of the CSFT Question at the board meeting on March 25<sup>th</sup>, 2024. All Effingham county districts will be taking similar actions at their board meetings in March or April

This is the language that would be on the ballot in November if the community and district feels that this funding would be beneficial to the school.

It is intentionally vague – focused on facility improvements, but not specific on the improvements so schools can spend these funds as needed for their facilities. Again, as of 2021, schools can apply these funds to **some** salaries – SRO and mental health professionals.

# Effingham County

County Schools  
Facility Sales Tax  
(CSFT)  
Referendums

## March 2014

	Total Votes	Vote %
No	5876	72.80%
Yes	2195	27.20%

## April 2017

	Total Votes	Vote %
No	3983	58.27%
Yes	2853	41.73%

## April 2019

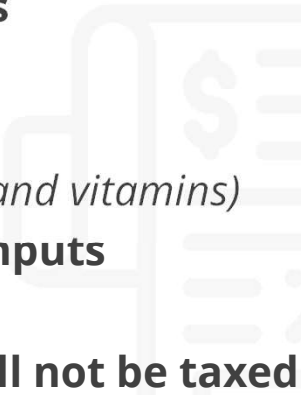
	Total Votes	Vote %
No	3465	54.58%
Yes	2884	45.42%

These charts show the last three attempts Effingham County has tried to pass CSFT.

## Sales Tax: What is Not Taxed?



*Items below would not be taxed under CSFT*

- Cars, Trucks, ATVs, Boats, & RVs
  - Mobile Homes
  - Unprepared Food
  - Drugs (*including over the counter and vitamins*)
  - Most Farm Equipment / Farm Inputs
  - Services
  - If it is not currently taxed, it will not be taxed
- 

As mentioned – the sales tax is applied to certain retail purchases. In general, if something is currently not taxed, it will not be taxed by CSFT.

## Sales Tax: Examples

*Items below are examples of what would be taxed under CSFT*

- McDonald's meal \$6 = 6¢
- TV at Walmart \$200 = \$2
- Ground beef at Walmart = not taxed
- Gasoline \$18 = 18¢
- Haircut = not taxed
- Amazon \$100 = \$1
- \$10,000 of annual purchases at Walmart = \$100

↳ *(excluding food and medicine)*

This slide shows some examples of what would be taxed and what would not be taxed.



Sales Tax:

# HOW CAN SCHOOLS USE IT?

## Uses

- New Facilities, Additions, Renovations**
- Demolition, Energy Efficiency**
- Fire Prevention & Life Safety**
- SRO's / Mental Health Staff**
- Technology Infrastructure**
- Parking Lots**
- Refund Bonds or Lower Property Taxes**
- Architectural Planning**
- Durable Equipment**
- etc...*


## Ineligible Uses

- Salaries & Overhead** (except SRO and MHP)
- Direct Instructional Costs**
- Text Books**
- Buses**
- Detached Furniture & Fixtures**
- Computers**
- Moveable Equipment**
- Operational Costs**

Schools are limited to using these funds for facility improvements and some staff salaries (SRO and Mental Health professionals) This slide shows some examples of what a facility improvement is.

## Sales Tax: Basics



- **Tax is voted by the full county** and goes into effect across the county if approved by majority of voters
  - **Every district receives the same dollar value per pupil** based on actual public school enrollment in the county
- 

The County School Facilities Sales Tax funds all districts within a county and the funds are divided up by the total number of students that attend each school district.

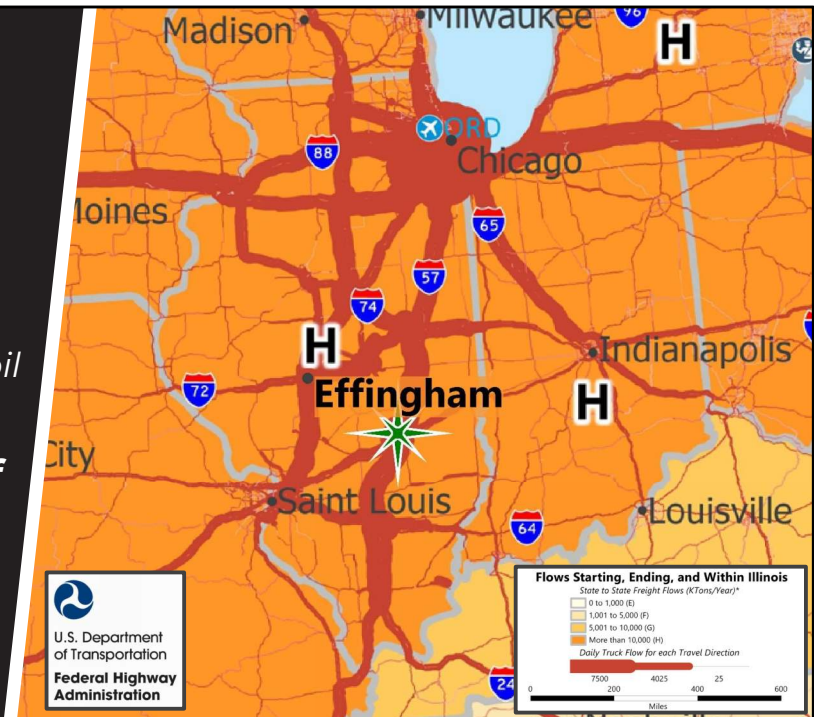
## Per Student Revenue

Estimated at **\$1,700** annually

Average range is **\$500 - \$1,000** per pupil

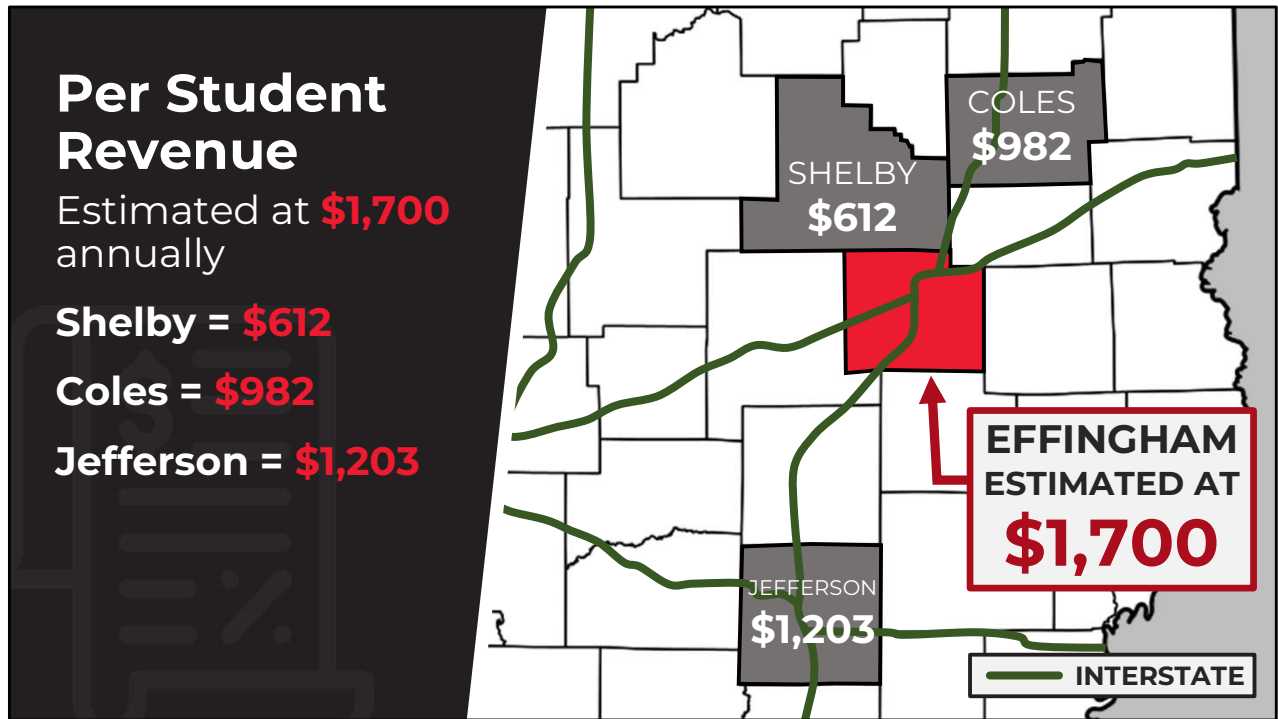
Indicating a **high level of “out of county” sales in Effingham County**

Map: “Estimated FAF Flow for Trucks Going To, From, and Within Illinois on National Highway System 2017”  
U.S. Dept. of Transportation, Federal Highway Administration



Why we think this discussion of CSFT is important to Effingham County is its location to interstates I-57 and I-70. This map is from the U.S. Department of Transportation and shows the amount of travel of major Freight Trucks through Illinois.

The estimated funding all Effingham County public school districts would receive is around \$1,700 per pupil (student) this is much higher than the state average of roughly \$500 - \$1,000. We see this higher funding coming from out of county sales – those passing through town and filling their gas tanks would be helping fund Effingham County’s public schools (alongside our own residents).



To compare this to other counties, we've looked at some of your neighboring counties. Jefferson County (Mt. Vernon) appears to have similarly larger funds per pupil due to a similar interstate intersection and the town hub in this county.



# Historical Sales Tax

Online sales taxed beginning 2021

Jan-Dec	CTPS at 1/4%	Adjusted Net CTPS at 1%	% Change
2006	\$1,343,925	\$5,268,184	N/A
2007	\$1,363,042	\$5,343,126	1.42%
2008	\$1,362,665	\$5,341,645	-0.03%
2009	\$1,238,929	\$4,856,600	-9.08%
2010	\$1,284,464	\$5,035,100	3.68%
2011	\$1,314,154	\$5,151,485	2.31%
2012	\$1,336,733	\$5,239,995	1.72%
2013	\$1,341,759	\$5,259,693	0.38%
2014	\$1,395,499	\$5,470,356	4.01%
2015	\$1,364,504	\$5,348,856	-2.22%
2016	\$1,369,913	\$5,370,059	0.40%
2017	\$1,410,299	\$5,528,372	2.95%
2018	\$1,483,223	\$5,814,236	5.17%
2019	\$1,497,932	\$5,871,894	0.99%
2020	\$1,488,074	\$5,833,251	-0.66%
2021	\$1,934,186	\$7,582,008	29.98%
2022	\$2,116,855	\$8,298,072	9.44%
2023 (Estimate)	\$2,114,541	\$8,289,001	-0.11%

STIFEL | Public Finance

Here's a look at the historical sales tax. Note that online sales started getting taxed beginning in 2021


## Sales Tax Revenue for Effingham Co.

<b>District:</b>	<b>Enrollment:</b>	<b>Estimated Annual Revenue:</b>
Altamont CUSD 10	735	\$1,250,000
Beecher City CUSD 20	255	\$435,000
Dietrich CUSD 30	514	\$875,000
<b>Effingham CUSD 40</b>	<b>2,318</b>	<b>\$4,000,000</b>
Teutopolis CUSD 50	1,036	\$1,765,000

As we mentioned, public school districts would receive funding from CSFT based on enrollment, or number of students in their district. This slide shows the estimated revenue Effingham school districts would receive.

## Sales Tax Borrowing Options

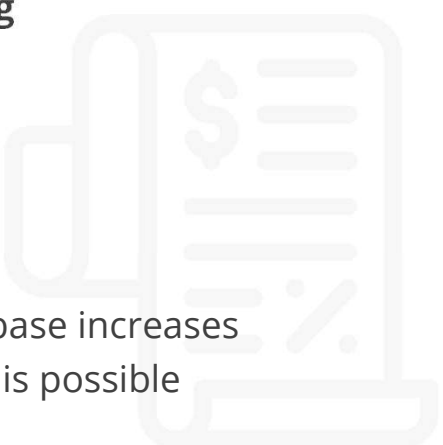


- District can sell bonds secured by the sales tax
  - No property tax increase
  - Would **fund \$50 - 70 million of building projects**
    - Uses 80-100% of annual sales tax revenues over 30 years
- 

Overall, without a property tax increase, CSFT could help fund up to \$50 to \$70 million of building projects over 30 years.

## Outstanding Bonds and Capacity



- **Current bonds secured by property taxes:**
    - **\$18.1 million principal outstanding**
    - Annual bond payment \$1.62 million
    - Final payment December 2038
  - **Statutory debt capacity:**
    - **\$66.7 million**
    - Grows as bonds are repaid and tax base increases
    - Legislative override for voted bonds is possible
- 

This slide shows some quick facts of Effingham's current bonds.

# Existing Bond Levy

*\* Stifel makes no assumption for EAV growth after EAV year 2023*

EAV Year	Tax Year	Fiscal Year	EAV	Growth*	Series 2019A Debt Serv.	Series 2019B Debt Serv.	Total B&I Debt Serv	Req'd Tax Rate
2022	2023	2024	\$ 580,225,896		636,800	986,561	1,623,361	0.280
2023	2024	2025	\$ 649,853,004	12.0%	636,800	986,251	1,623,051	0.250
2024	2025	2026	\$ 649,853,004	0.0%	636,800	986,891	1,623,691	0.250
2025	2026	2027	\$ 649,853,004	0.0%	842,600	781,011	1,623,611	0.250
2026	2027	2028	\$ 649,853,004	0.0%	1,623,100		1,623,100	0.250
2027	2028	2029	\$ 649,853,004	0.0%	1,621,700		1,621,700	0.250
2028	2029	2030	\$ 649,853,004	0.0%	1,623,600		1,623,600	0.250
2029	2030	2031	\$ 649,853,004	0.0%	1,623,700		1,623,700	0.250
2030	2031	2032	\$ 649,853,004	0.0%	1,622,000		1,622,000	0.250
2031	2032	2033	\$ 649,853,004	0.0%	1,623,400		1,623,400	0.250
2032	2033	2034	\$ 649,853,004	0.0%	1,622,800		1,622,800	0.250
2033	2034	2035	\$ 649,853,004	0.0%	1,620,200		1,620,200	0.249
2034	2035	2036	\$ 649,853,004	0.0%	1,620,500		1,620,500	0.249
2035	2036	2037	\$ 649,853,004	0.0%	1,623,500		1,623,500	0.250
2036	2037	2038	\$ 649,853,004	0.0%	1,619,200		1,619,200	0.249
2037	2038	2039	\$ 649,853,004	0.0%	1,619,500		1,619,500	0.249
2038	2039	2040	\$ 649,853,004	0.0%				
<b>Totals</b>					21,579,400	2,754,153	24,333,553	

**STIFEL** | Public Finance

This chart shows current bonds being paid out by the year 2038.

## Property Tax Bond Options

- District can sell bonds secured by **property tax**
- **With NO property tax increase for bonds**
  - Bonds could be sold for \$15-20 million over next 30 years
- **Funding projects equal to sales tax bonds would cost approximately \$.50 cent increase in bond tax rate**
  - \$100,000 home annual tax increase = \$135
  - \$300,000 home annual tax increase = \$470

We wanted those last few slides to show the two main forms of funding for school districts, specifically for Effingham U40 – property taxes and CSFT (sales tax).

As Effingham U40 stands now, with no property tax rate increase, and no CSFT, the school can fund a \$15 - \$20 million project.

To give you an idea of what it would take to fund projects of a similar caliber to the possible sales tax, we estimate roughly \$.50 cent increase in the property tax to fund an equally sized project.

# Project Budget

	Option 1	Option 2	Option 3
Bond Property Tax Increase	None	50 cents	None
Sales Tax Increase	No	No	1 cent per \$1
Bonds	\$20 million	\$70 million	\$20 million
Sales Tax	N/A	N/A	\$50 million
<b>Total Project \$</b>	<b>\$20 million</b>	<b>\$70 million</b>	<b>\$70 million</b>

Based on assumption of using 80% of sales tax revenue for 30 years to support sales tax bonds.

STIFEL | Public Finance

This chart give you an idea of just a handful of funding options (of many!!) that Effingham and its community could choose.

Keep property tax as it is, and no approval of sales tax

Raise property tax, but don't approve sales tax. **Note:** the property tax increase does not have to be \$.50. It could be just about anything.

Or option 3: No property tax increase, and approve the County Schools Facility Sales Tax.

These options could technically be a little bit of both – approve the sales tax, and approve a slight increase in property taxes (if that really floats your boat!!)

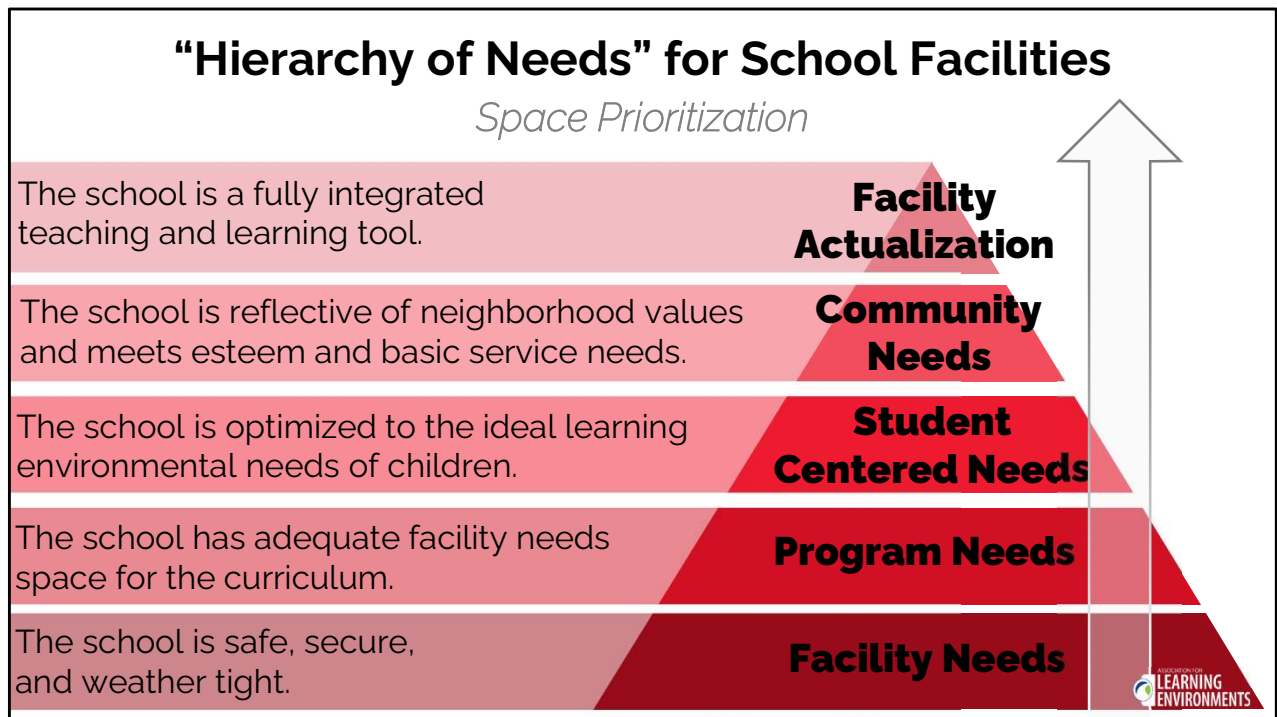
# WHAT HAS CHANGED?

How is **“FORM”** changing to follow **“FUNCTION”**?

**Damien Schlitt:**

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Now, to our main presentation – Visioning for the Future.

This slide represents Maslow’s Hierarchy of needs, but for school facilities. All of this is a fancy way to say that we generally have step by step process on how to tackle the needs of the building from the bottom of the pyramid up to the top. The first two tiers are fairly basic, and are historically what most school accomplish – which is the Facility needs like security and weather tightness, and basic program needs for the current curriculum. But to make a building a great school, it must go beyond this. Specifically, accomplishing Student Centered Needs. Which are needs that the district has already been tackling with new programs – however its questionable on if the buildings themselves are actually keeping up and supporting these Student Centered program. Then, up at the top of the pyramid is Community needs and seeing if the school can not only support its students but the community at large with basic service needs. If all of these needs are accomplished, then we have designed a school that is a fully integrated teaching and learning tool of awesomeness.

Another way to look at this is, the bottom tier is your to-do list for general updates. And getting a design to the top of the pyramid, accomplishing all needs, means that you have created a comprehensive master plan that the district can rely on. So tonight – we not only want to accomplish these first few needs, but ask what else could these buildings be to support the needs of the student, staff, and community?

# How do we accomplish these needs?

So those are the core needs a school building should support – but how do we accomplish these needs?

“ The best way to predict  
the future is to design it.”



*Buckminster Fuller*

As the famous architect Buckminster Fuller was quoted as saying – the best way to predict the future is to design it. Or in other words – its more important to be active as opposed to reactive to the ever changing and growing needs of our students in our schools.

# Start with understanding what has changed

So where do we begin with school design? We'll start by understanding what has changed.



**1**

**JOBS**

**2**

**PROGRAMS**

**3**

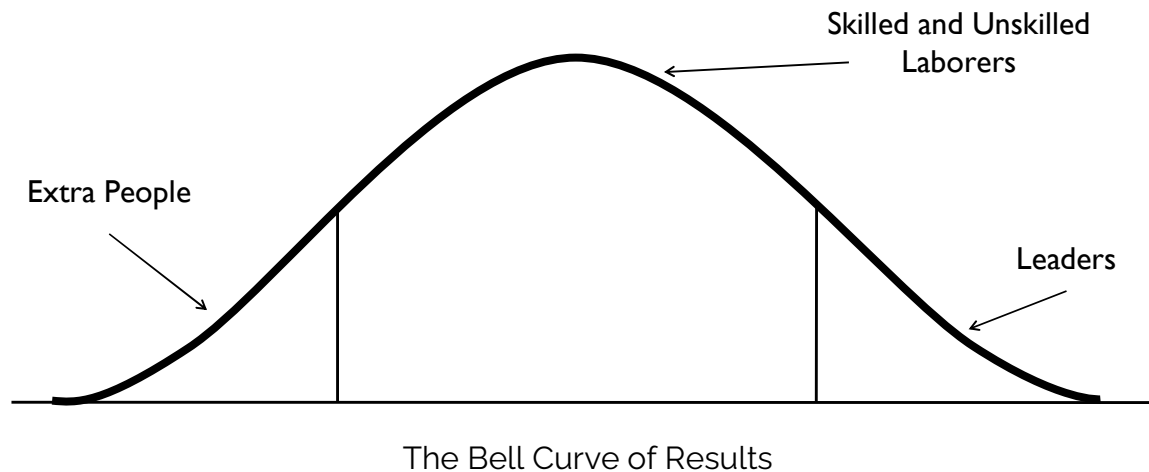
**DELIVERY**

The best way to understand today's needs of our educational facilities, is to understand the differences between how our existing spaces were designed, what curriculum and programs were the spaces designed for, and what jobs and careers the curriculum was intended to teach and spill into in the first place. In other words - the goal of school is to prepare students for careers and life, therefore the curriculum reflect those current trends, and the schools are design to meet these needs.

On top of this, the way curriculum is delivered has changed since our existing buildings were built - and will be something we cover a little later.

# What's Changed?

## Yesterday's Educational Approach: The Factory Model



So what has changed in our workforce, and therefore our curriculum?

Yesterday's educational model approach was developed to support factory model of education. Students went room to room, very much like on an assembly line, and gained the needed skills to thrive in that type of work.

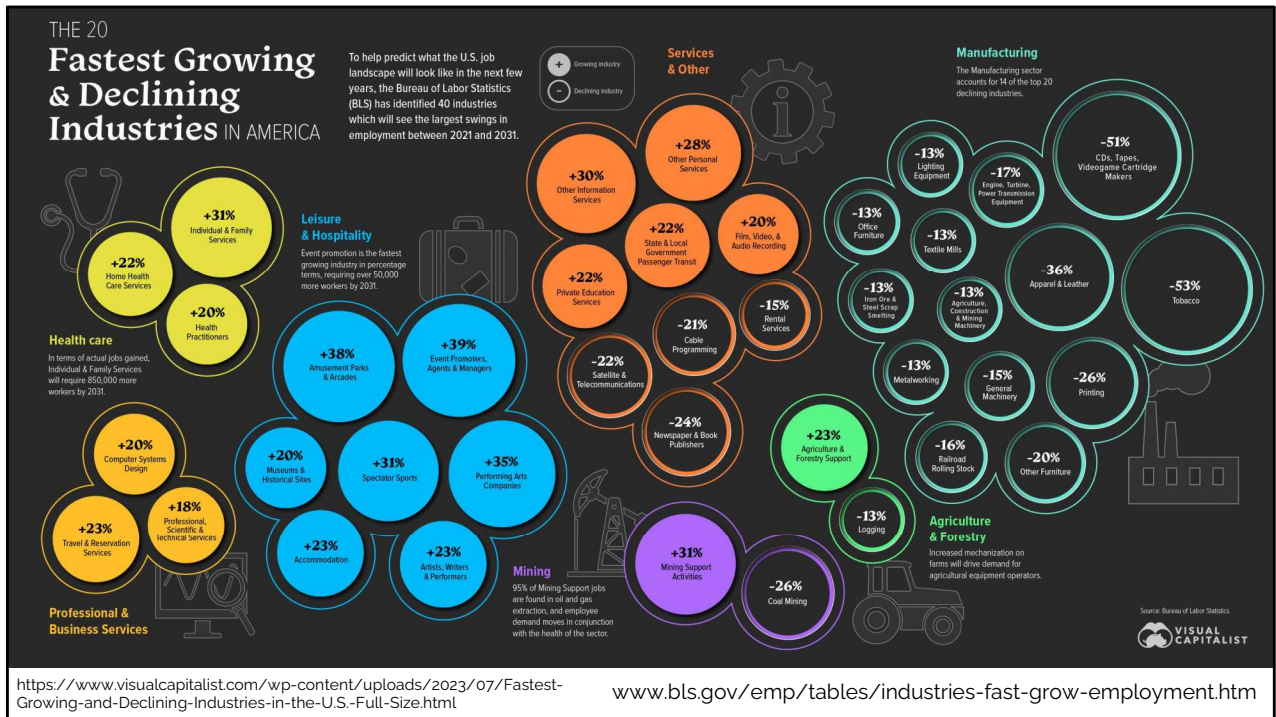
The goal outcomes was the bell curve of results – where skilled and unskilled laborers were being developed to thrive in that era. There would be some leaders that would find their way to the top, and then there were extra people that were considered expendable as they didn't fit the model. This ideology is not something schools support anymore.

**jobs**

## Top In-Demand & Growing Jobs of 2024

1. Nurse Practitioner
2. Financial Manager
3. Software Developer
4. IT Manager
5. Physician Assistant
6. Medical and Health Svcs.
7. IT Security Analyst
8. Data Scientist
9. Actuary
10. Speech-Lang. Pathologist
11. Marketing Manager
12. Statistician
13. Management Analyst
14. Genetic Counselor
15. Operations Research Analyst
16. Orthotist and Prosthetist
17. Lawyer
18. Mechanical Engineer
19. Occupational Therapist
20. Veterinarian

Not only has the skills and model changed, but the types of jobs have changed as well.



Provided is another slide showing the fastest growing and declining industries.



## program

**Special  
Programs**

**Curriculum  
Offerings**

**STEAM**

**Passive  
vs.  
Active**

Moving on to programs. The types of programs offered are changing, some even beyond job markets. Special programs have been added intended to support every child no matter their capabilities. Curriculum offerings continue to grow – either to support careers or general requirements of higher education. There’s a strong focus on STEAM, which is Science Technology Engineering Arts and Mathematics. And within all this, there’s a change on how things are taught. Nowadays, education is shifting away from passive learning where students sit and are fed information. Education is now more active than ever – learners are active participants, creating and directing their own learning experience to increase their engagement.



## Social Studies CURRICULUM

American History  
Soc. Prob.  
Social Studies  
Western History

1960

Adv. World History  
AP European History  
AP Psychology  
AP US Government  
AP US History  
Basic Law  
Economics  
Government  
Psychology  
Sociology  
US History  
World Geography  
World History

today

Within that, the curriculum is growing rapidly. The types of classes students can choose from is always expanding.



## Business Education **CURRICULUM**

Basic Business  
Bookkeeping  
Business Law  
Office Practice  
Shorthand  
Transcription  
Typing 1-3

**1960**

Accounting 1  
Business Mrkt. Mgmt.  
Business/Tech Conc.  
Computer Applications  
Consumer Education  
Co-op Occupations 1-2  
Keyboarding  
Multimedia  
Video Production 1-4  
Web Design/Media Dev't  
Yearbook Production 1-2

**today**

**Damien Schlitt:**



## Learning Environments **BEST PRACTICES**

- Learning is no longer optional
- Meet the needs of every child
- Engage students in learning
- Anywhere/anytime learning
- Support the 6 C's:  
**collaboration – communication - citizenship**  
**creativity - critical thinking - character**

So let's discuss great learning environments & begin with our best practices.

What we hope everyone can agree upon off the bat is:

Learning is no longer optional

Schools must meet the needs of every child

Students should be engaged, and active, in learning

Learning should be anywhere, anytime, everywhere, all at once

And we should support these six Cs: collaboration, communications, citizenship, creativity, critical thinking, and character.

**In the year  
2037...**

What will  
**teachers**  
be doing ?

What will  
**students**  
be doing?

Referring back to our dear Architect Mr Buck Fuller. To predict the future is to design it, and its more important to be active as opposed to reactive to the ever changing and growing needs of our students in our schools.

So to be active in the ever growing needs of schools - we want to ask, in the year 2037, when our kindergarteners are graduating seniors, what will teachers be doing? What will students be doing?



# Beginning

With the end in mind

## OUTCOMES

*What are the skills needed?*



## CURRICULUM TO DEVELOP OUTCOMES

*What are the courses needed to develop these skills?*



## LEARNING MODALITIES

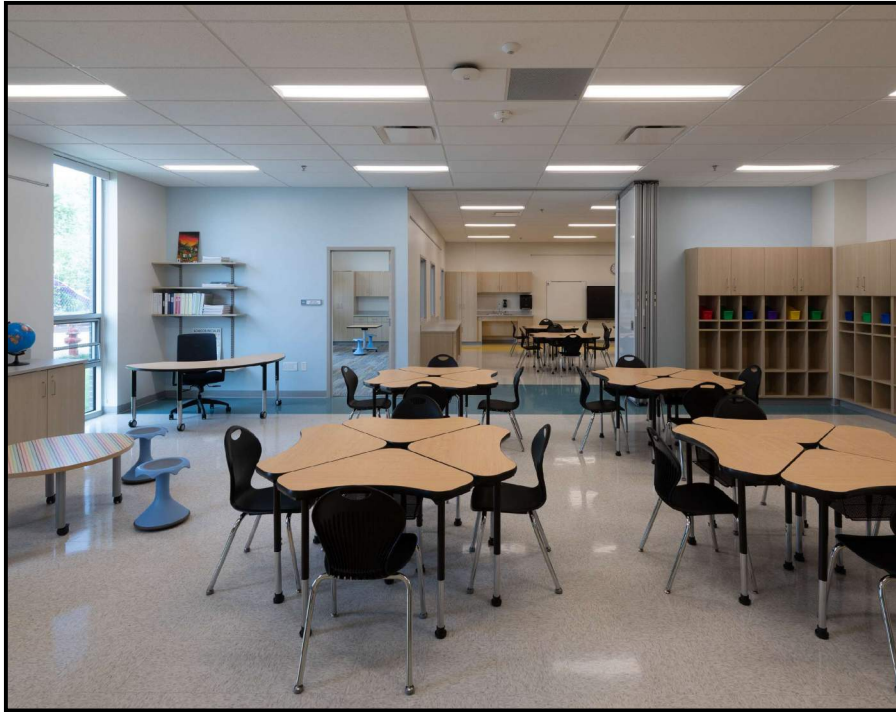
*How are these courses best learned?*




## LEARNING ENVIRONMENTS

*What type of environment is needed to encourage learning?*

So, when envisioning for the future, we begin with the end in mind. The outcome is to prepare our students with skills for their careers. We therefore need curriculum to develop those outcomes, and fashion our learning / teaching model to follow this curriculum. From there, we can understand how the learning environment should be designed to support this.



**IPA**  
Elementary School  
New Construction  
Champaign, IL  
**CSFT Passed 2009**

**GENERAL  
EDUCATION  
CLASSROOMS**

The following slides are to help shown how things have changes in learning environments. Let's start with the classroom. Desks and chairs are light and moveable for various activities throughout a single day. Operable partitions allows access into other classroom spaces for large group activities. Or these partitions can close to keep these spaces separate. Smaller rooms are directly adjacent to these classrooms for one-on-one work.



**MERIDIAN**  
Elementary School  
Additions & Renovations  
Blue Mound, IL  
**CSFT Passed 2010**



As the years go on, programs like business / technical programs or art classes aren't only for high school or junior high, but begin at the elementary level.





**JOHNS HILL**  
Elementary School  
New Construction  
Decatur, IL  
**CSFT Passed 2010**

**SUPPORT:**  
SMALL GROUP/  
BREAKOUT

Outside of the main classrooms many spaces are focused on student centered needs or more active ways of learning. Presented on the screen is a breakout space, or small group space, easily accessible by anyone in the nearby classrooms for various activities they may be doing.



**IPA**  
Elementary School  
New Construction  
Champaign, IL  
**CSFT Passed 2009**



The last page showed these small break out spaces as very public visible spaces – these are great for when a student will break out from the main group but still needs to be visible to the teacher. Other times, these spaces may need to be private, quiet spaces to help a student focus or work through tasks at hand privately.



**RICHLAND CO.**  
High School  
Additions & Renovations  
Olney, IL  
**CSFT Passed 2018**



Jumping over to larger spaces – programs are ever growing and expanding – including fine and performing arts.



**MT ZION**  
High School  
Additions  
Mt Zion, IL  
**CSFT Passed 2010**



Athletics are ever growing as the heart of the district and a way to bring the community together. Mt. Zion's field house was fully funded by the county sales tax, that passed in Macon County in 2010.





**IPA**  
Elementary School  
New Construction  
Champaign, IL  
**CSFT Passed 2009**

**PERFORMING /  
MULTI PURPOSE**

Another thing to consider while designing scenarios are spaces that can be multi purpose – insuring the space you’ve invested in are used throughout the day, by as many groups as possible. For IPA, they wanted the opportunity to host performances, however IPA does not have a program expansive enough to dedicate a whole space to it. In this case, we designed the commons to have tiered seating areas that could also be set up with rows of chairs to watch a performance. The colorful partition in the background can open up into what would then be a stage. However most days is closed and used for band and chorus. The balcony, a viewing platform during performances, is used as circulation, collaboration, and accesses the library during the day. No matter the program needs, the school is using this space as much as possible.



**SOUTHSIDE**  
Elementary School  
Renovations & Addition  
Champaign, IL  
**CSFT Passed 2009**

**ATHLETICS /  
MULTI PURPOSE**

Southside elementary wanted more space for general activities. As the picture is right now, users can access both the gym and commons area for various large group activities. However, if they need to split the space for the next class period, a partition closes the wall between the spaces, creating a commons/cafeteria that is separated from the gym.



## MAHOMET SEYMOUR

High School  
Renovations  
Mahomet, IL

**CSFT Passed 2009**



Spaces like media centers, or libraries, might be the spaces that have seen the greatest changes recently. Libraries will always be a place of resources – but what are those resources for your school? For Mahomet-Seymour, they renovated an existing space directly off of their cafeteria – the goal was to make the space as open, welcoming, and accessible to as many students, as much as possible throughout the day. The space provides amenities that we expect in a media center – books! But also has furniture for quiet reading, collaboration and study. And rooms that can be used for breakout support spaces. Classes can access media center’s digital lab dedicated to online learning, collaboration, and conferencing systems. Or use other equipment – like the green screen and recording equipment and space dedicated to filming and recording class presentations, not to mention the other projects and clubs that use this area.





**JACKSONVILLE**  
Middle School  
Renovations & Additions  
Jacksonville, IL  
**CSFT Passed 2014**



We've shown you a lot of pretty pictures so far (at least we think they are!) But many of these photos are important in more ways than a welcoming appearance. Many schools focus a lot of effort on organizing the security of their facilities. Many schools start by integrating a secure entry. In this photo, visitors have to be let in (typically 'buzzed' in by a magnetic lock) through a series of doors, pass through reception / sign in, and then typically only allowed into office spaces that are not directly connected to the rest of the school. Helping district staff control the comings and goings of the day to day.





**JOHNS HILL**  
Elementary School  
New Construction  
Decatur, IL  
**CSFT Passed 2010**



We focused a lot on the building – but there’s plenty more we could go on. Like site improvements, and how busses, cars, and pedestrians approach the school and are controlled on and off the site.



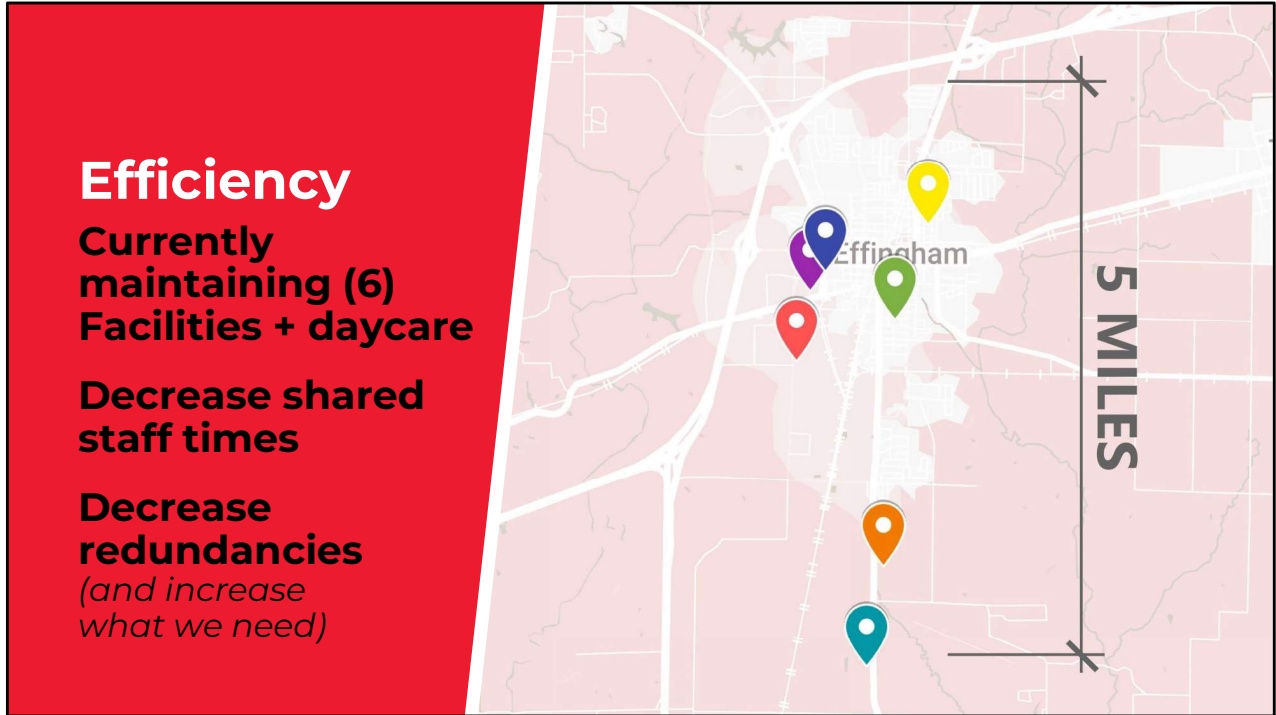
# STARTER SCENARIOS

**CES #2**

Moving on to some starter scenarios. These scenarios are to help us get conversations going and to show some of the main things we learned from the district that they would like to see improved.

*Planning Considerations:*  
**FACILITY IMPROVEMENTS**  
*and*  
**CENTRALLY LOCATING**  
**Pre-K - 5**

Before going into scenarios, we wanted to talk about some of the goals of improving PreK – 5<sup>th</sup> grade facilities.



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**



We also want to improve the student experience. From Pre-K to 1<sup>st</sup> 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**



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.



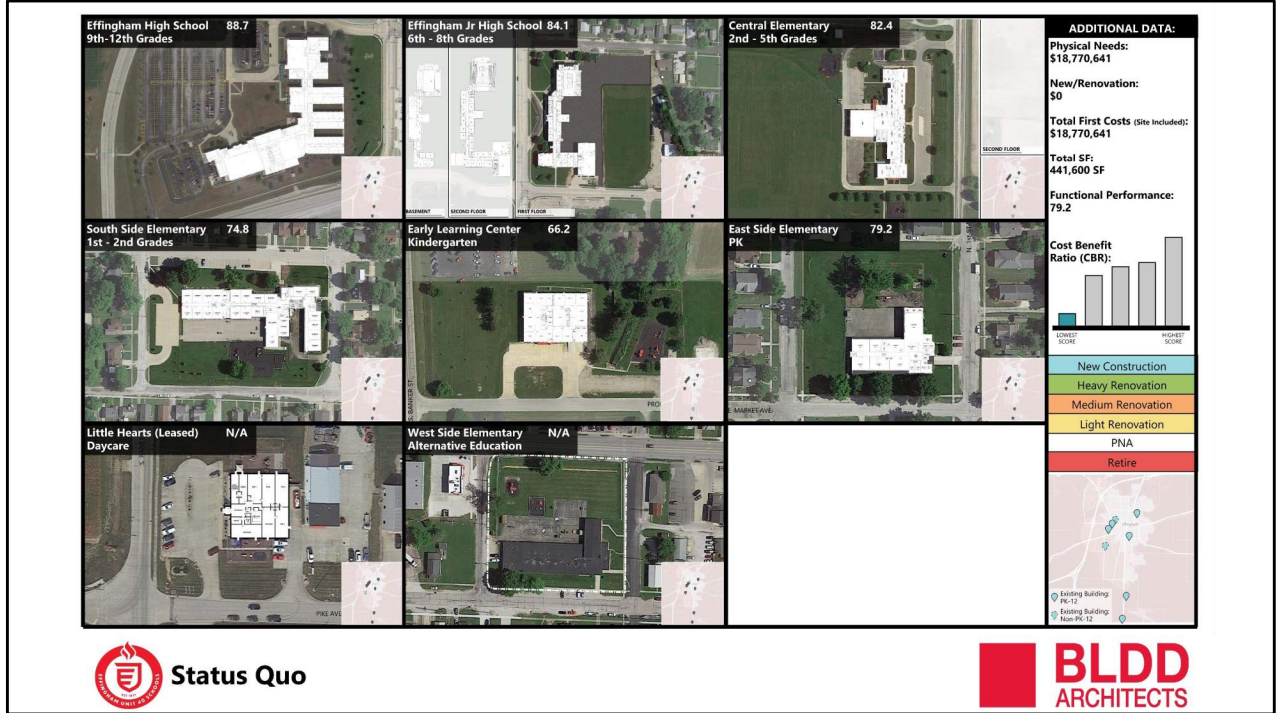
## Up to Date Spaces

**Safe & Secure**

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



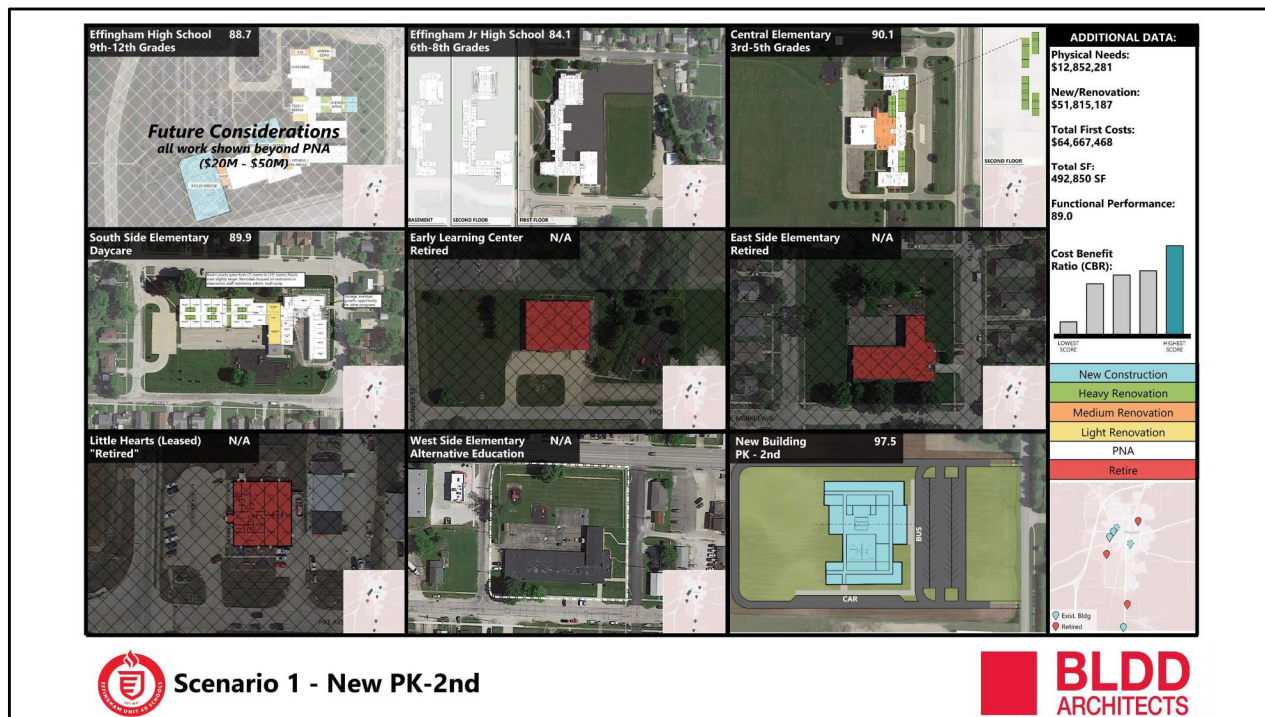
And last, but not least, updating our spaces. This doesn't just mean updating paint and flooring – our programs have changed drastically, and so must our schools to account for our current and future needs.



When discussing scenarios, we will always begin with Status Quo – remain as we are, and repair / replace what we need to as the years go on. If a scenario does not do better than Status Quo, it’s typically thrown out very quickly!

All of the schools will receive improvements as called out in our Physical Needs Assessment (PNA). Status Quo still has a cost to it, as we have to keep up what we have. These improvements include basic replacements and repairs like fixing Central’s original wood flooring – allowing the district to use this space again for athletic and extracurricular activities.





Any floor plan in white still includes PNA improvements.

Beyond this – red, blue, green, orange, yellow, are indicating the building being retired, getting new construction, or being remodeled.

**Details of Scenario 1:**

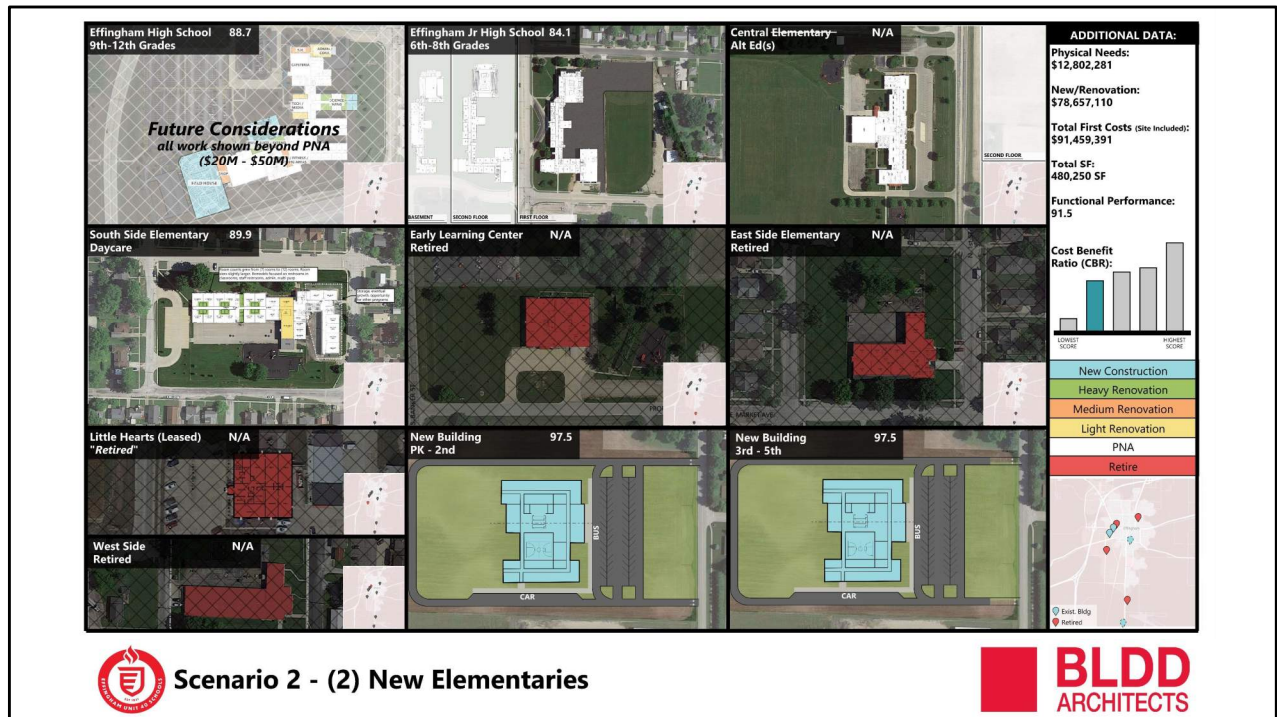
Improvements are focused on PK-2<sup>nd</sup> with a new building. Students that were once in four facilities (East Side, ELC, Southside, and a few 2<sup>nd</sup> graders in Central) are now all combined into one building for efficiency, sharing of services, and cross curricular collaboration. Central grade school gains some space with the removal of 2 sections of second grade. The cafeteria / kitchen are remodeled for general improvements. Classrooms are heavily remodeled so they can be right sized, and include one-on-one, small group, and office spaces. PNA for central includes the replacement/repair of the existing wood floor in the gym.

Each of the following scenarios place the Daycare at Southside. Little Hearts’ current space is small for the quickly growing program. And it is currently a space the district leases from another owner.

The Junior high, remodeled in 2018, does not receive many improvements beyond PNA

in most of the scenarios. At CES #2, many community members discussed the needs of the Junior High's larger spaces – building an additional gym and remodeling the auditorium.

There's been improvements that have been considered for the high school as well. The district is looking for input for a master plan for the next coming years. After accomplishing the first goal of improving PK-5, the district would like to know what they should do next. Discussions of possible High School improvements will happen at CES #3 on April 18<sup>th</sup>.

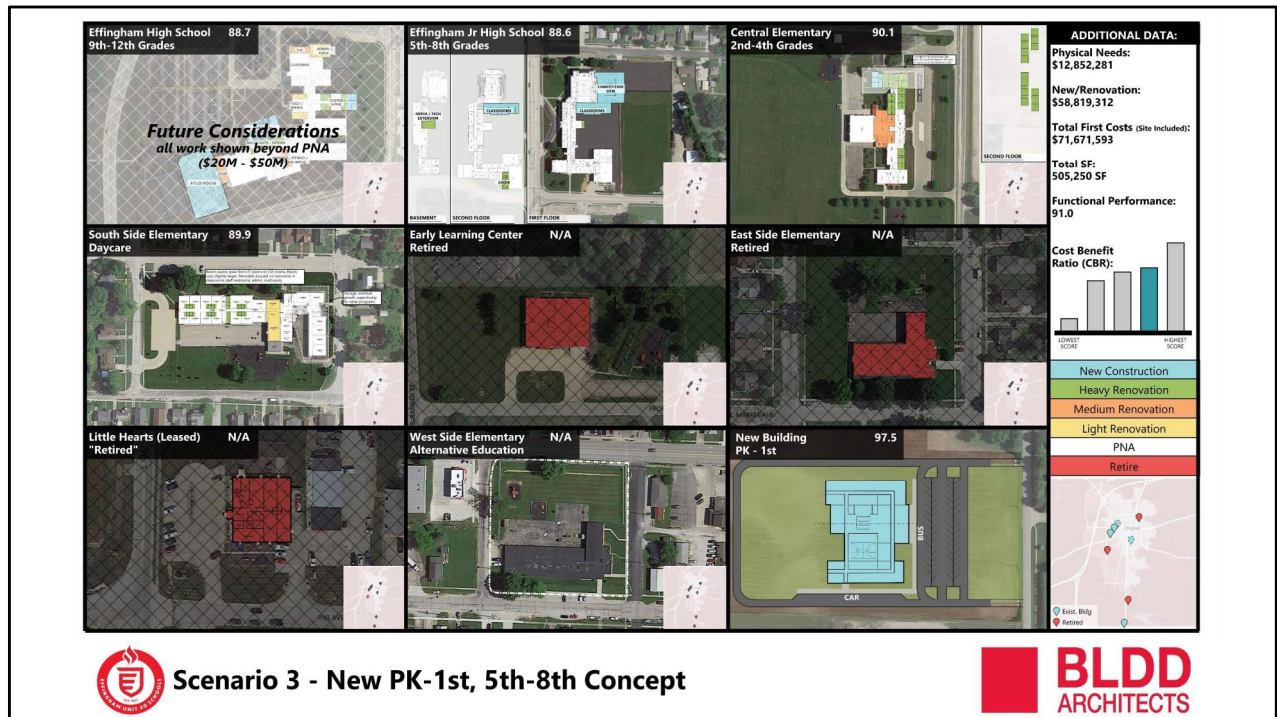


**Scenario 2 - (2) New Elementaries**



**Details of Scenario 2:**

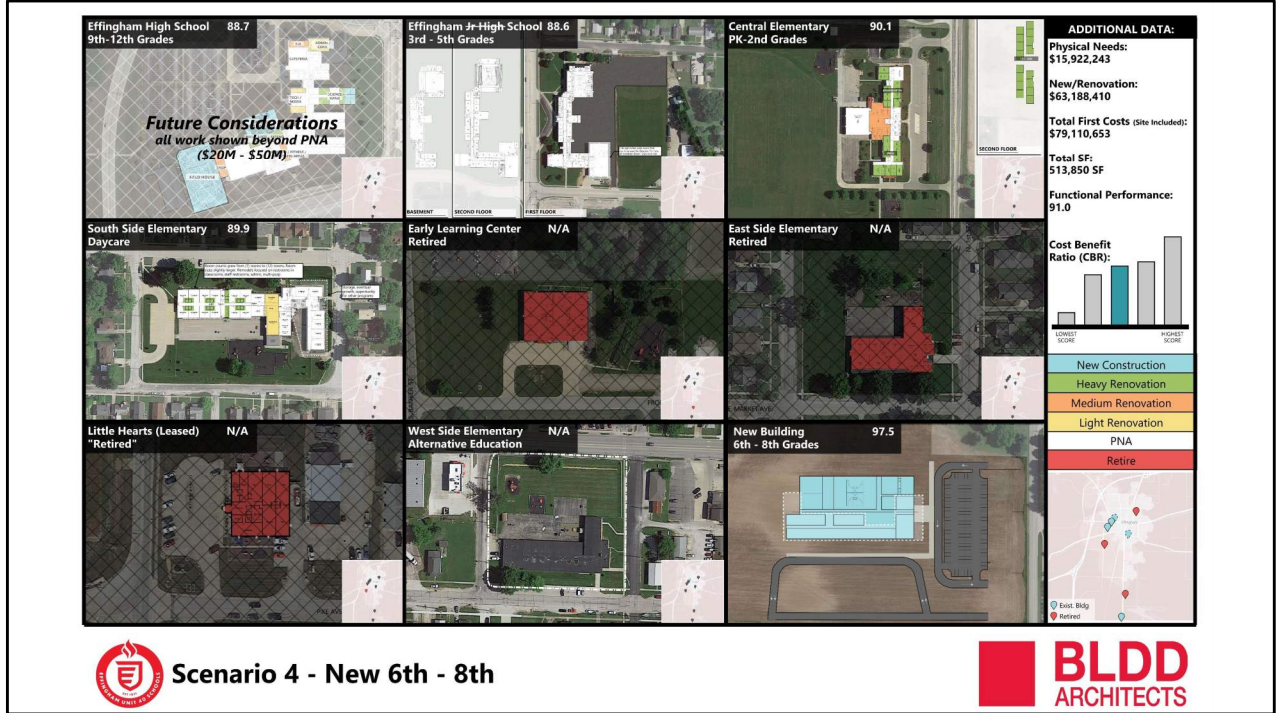
All grade levels from PK – 5<sup>th</sup> grade get a new building. (2) new elementaries are built, pulling all students out of East Side, ELC, South Side, and Central. Some schools are “retired”. Others could possibly be used for other programs – like Daycare at South Side or moving the county’s alternate ed program to Central.



### Details of Scenario 3:

The Junior High receives a classroom addition and gym addition to add 5<sup>th</sup> grade to this building. The building would be designed in two groups: 5<sup>th</sup> and 6<sup>th</sup> grade group and a 7<sup>th</sup> and 8<sup>th</sup> grade group. A new building would be built for PK-1<sup>st</sup> grade. And Central Elementary would hold 2<sup>nd</sup> – 4<sup>th</sup> grades.





**Details of Scenario 4:**

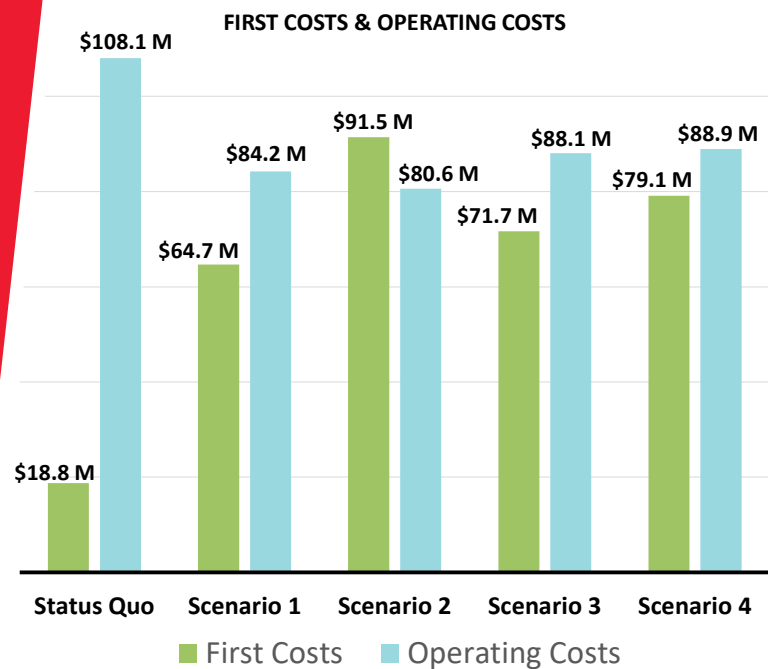
The Junior High is a new building for 6<sup>th</sup> – 8<sup>th</sup> grades. What was once the junior high now holds 3<sup>rd</sup> – 5<sup>th</sup> grades. And would most likely have enough space to hold other programs like the Daycare, unless the adjacent High School needs to use those spaces. Central Elementary receives various heavy remodels so it can hold PK – 2<sup>nd</sup> grade (PreK and Kindergarten need individual toilet rooms in each room = heavy remodels)

## Life Cycle Costs

**First Costs**  
(Construction Costs)

+

**Operating Costs**



The following charts help us start to quantify these scenarios into key data points. Let's start with costs - Life Cycle Costs. These costs are looking at costs for the next 30 years. Life Cycle Costs include:

**First costs** - what it costs to construct the improvements

**Operating costs** – how much it costs to keep the lights on, provide general maintenance, building deterioration model, and option variables

**Building deterioration model (BDM)** – these scenarios are looked at over 30 years. Within those 30 years, some major building components may need to be replaced. BDM makes sure these replacements are kept in mind. So, if an existing building has a 5 year old roof with a 20 year warranty, BDM calls for this roof to be replaced in 15 years.

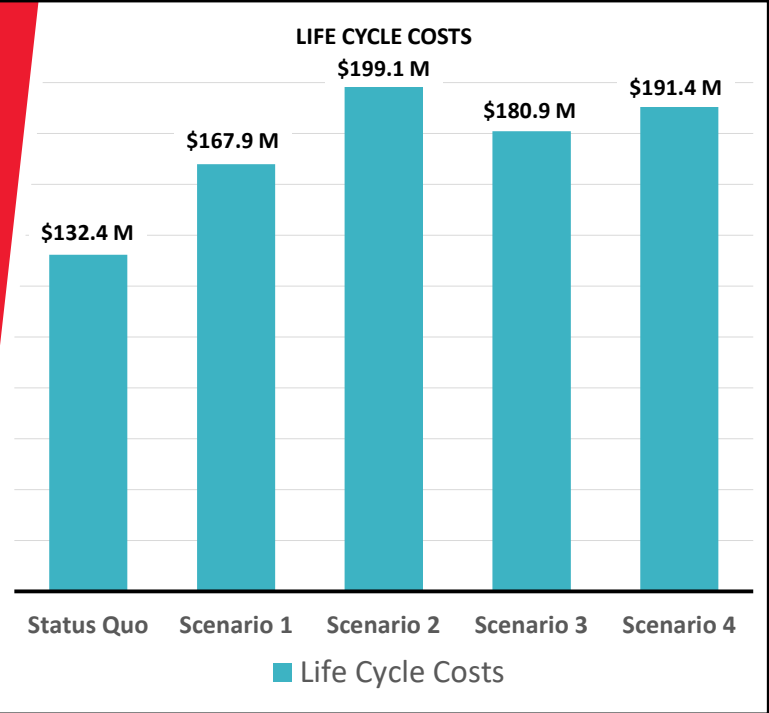
**Option Variables** – additional costs that may be affecting a scenario. This may include the extra cost to travel between various facilities. Or the cost for multiple building staff salaries at separated facilities. Or the cost to rent a space for the district.

# Life Cycle Costs

**First Costs**  
(Construction Costs)

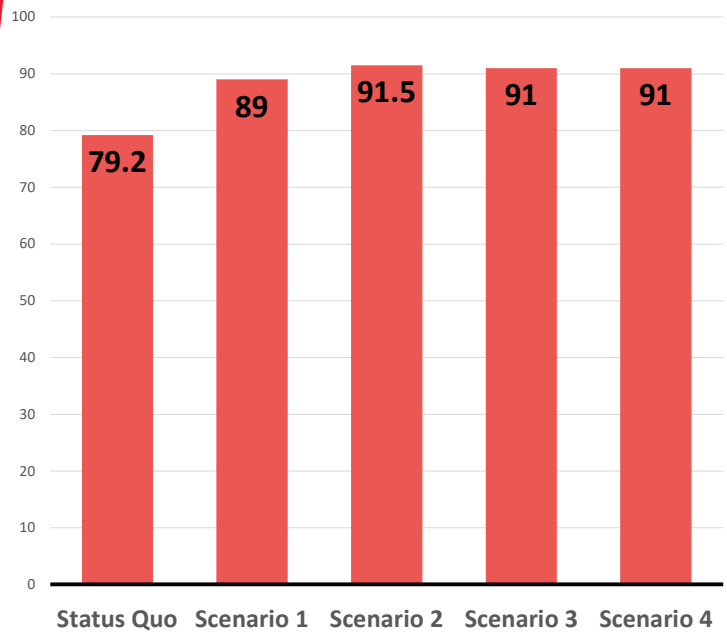
+

**Operating Costs**



This chart shows the total of all costs combined into life cycle costs

## Functional Performance



What we will always look at besides costs is the Functional Assessment (Functional Performance). This Assessment is discussed in detail at CES #1. Any good scenario should be able to improve the functional performance of the entire district. The scoring shown is the district average of all school buildings combined.

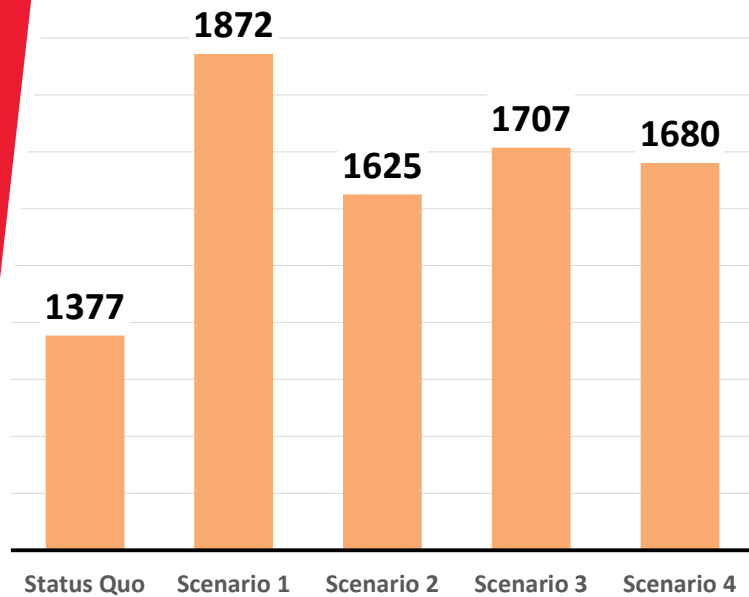


## Cost Benefit Ratio

Life Cycle Costs

&

Functional Performance



What these two key pieces of information – costs and functional performance – gets us is a Cost Benefit Ratio. How much benefit are you getting for each dollar spent. If a scenario spends a lot of money up front (first costs) or costs a lot over the years due to inefficiencies (operating costs) and does not improve the learning environment (functional performance), then it will get a low CBR rating. If costs are low, and there's a noticeable improvement to functional performance, then the scenario will receive a high CBR rating.

This isn't the end-all be-all. This score is just to help a district and community understand if they are making rational decisions overall. The scenario with the best CBR doesn't mean it's going to be the favorite among the community. There may be factors that simple data can't quantify. That is where community engagement is important – these meetings help us understand what is best for the district and community as a whole.



# SMALL GROUP WORK

**CES #2**

**Troy:**

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

#### **Troy:**

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

### **Troy:**

Please note, the information on the worksheet should reflect the consensus of the entire group. Only the recorder's worksheet will be collected. The worksheets that should be filled out and turned in are on colorful sheets of paper on your table.



## Group Activity Questions

1

Ranking Scenarios

2

Provide feedback on how to improve your top ranking scenario

3

Additional Scenarios to consider

### Troy:

We have three activities tonight – focused on the scenarios presented and the additional information that we provided at this session and our previous session.

**Question 1** – Discuss with your table the four starter scenarios and status quo. Focus on the **BIG** ideas –

- What's remaining as-is, remodeled, or new?
- What grades levels are going where?
- How do costs, functional performance, and the CBR compare?

**Your table should rank these scenarios – favorite scenario (#1) to least favorite scenario (#5) based on these big ideas.**

**Question 2** – Focus on your favorite scenario. Review details and let us know how you would improve that scenario. These are **starter** scenarios. Simple sketches to get conversations started. Help us improve these scenarios!

**Question 3** – Did your table have an idea that we didn't present? Let us know! Tell us of other scenarios or ideas that we should consider.



# Group Activity Results

1

Ranking Scenarios

2

Provide feedback on how to improve your top ranking scenario

3

Additional Scenarios to consider

## Troy:

We have three activities tonight – focused on the scenarios presented and the additional information that we provided at this session and our previous session.

**Question 1** – Discuss with your table the four starter scenarios and status quo. Focus on the **BIG** ideas –

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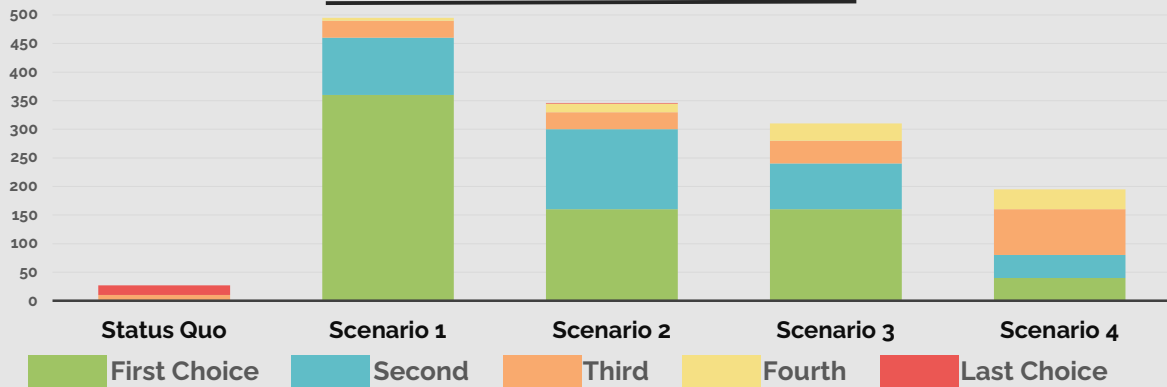
**Question 2** – Focus on your favorite scenario. Review details and let us know how you would improve that scenario. These are **starter** scenarios. Simple sketches to get conversations started. Help us improve these scenarios!

**Question 3** – Did your table have an idea that we didn't present? Let us know! Tell us of other scenarios or ideas that we should consider.

# CES #2 Work Activity #1 RESULTS

Below are the results for the first work activity from Thursday night. We will be compiling results of the other activities and presenting them April 18<sup>th</sup>. Stay tuned!

## Overall Scoring – Weighted



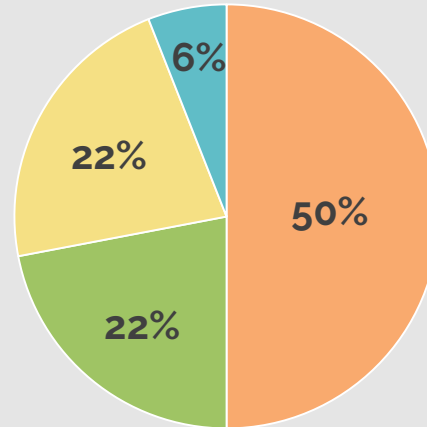
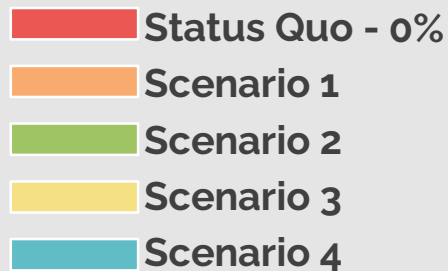
**These slides were added after our meeting on Thursday, March 21<sup>st</sup>. They are the results from that night, from Activity #1. We're still working through cataloging the results of Activity #2 and #3!**

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## First Choice

50% of the tables picked Scenario 1 as their top scenario



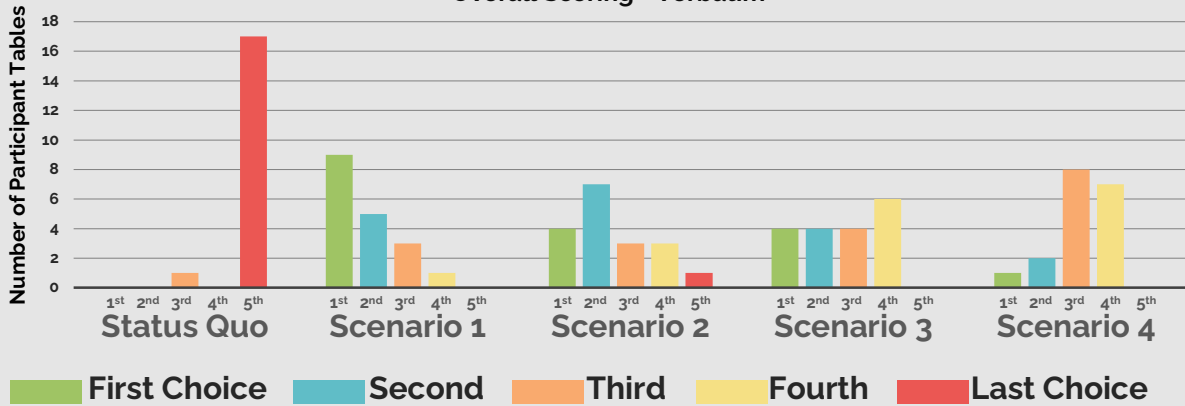
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# CES #2 Work Activity #1 RESULTS

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Overall Scoring - Verbatim



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## COMMUNITY ENGAGEMENT SCHEDULE

Feb.  
**29**

CES #1  
Discovery  
—  
Koerner  
Distributing

Mar.  
**21**

CES #2  
Visioning  
—  
Effingham  
Event Center

Apr.  
**18**

CES #3  
---  
—  
**Effingham  
Event Center**

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

### CARY:

And that concludes our second Community Engagement Session!

Who here tonight will be able to attend our third engagement session on April 18<sup>th</sup>? (raise of hands)

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

PLEASE MARK YOUR CALENDARS FOR APRIL 18<sup>th</sup> 6:30 – 8:30pm at the EFFINGHAM EVENT CENTER to continue our work!



**THANK YOU!!**

**CES #2**

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