



2007 REFERENDUM FACT SHEET

Fact Sheet # 6: SPACE USAGE IN OUR SCHOOLS

3/16/07

The April 17 \$40 million bond referendum would finance expansions and renovations of our schools. Our schools would be restructured into four K-4 elementary schools, and one 5-8 middle-level campus at the Hadley site housing a 5-6 wing and a 7-8 wing. These wings would focus on delivering age-appropriate education and programs, and for the most part, would operate separately. **REFERENDUM FACT SHEET #6** examines space usage at our schools. This and all previous Fact Sheets are posted on www.d41.org/referendum.

Watch for future **REFERENDUM FACT SHEETS**. Please email questions to referendum@d41.org.

In recent years, D41 has installed 26 portable classrooms to accommodate growing enrollment and program demands. General classroom instruction is the largest single factor affecting space. There are other programs and services (many of which are required) which need appropriate space.

- Prior to 1975, special needs of any sort were seldom met within the confines of public schools—today the role of the public schools is to meet the educational needs of all children who enter our doors, whether they are typically developing or have special developmental, cognitive, physical, emotional or social needs. This is the philosophy behind programs such as Reading Improvement, Social Services, Gifted Services and Math and Literacy specialists, Special Education, Speech, Physical and Occupational Therapy, English Language Learning, Early Childhood Special Education and Pre-Kindergarten At Risk. Our schools devote significant space to such programs. This is a different situation than the more homogenous classrooms that existed in the past (and may still exist today in some private schools).
- The law requires schools to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability. For D41, this means evaluating and serving children ages 3-15.

- ✓ Space usage and class sizes are affected by enrollment and by changing student educational needs.
- ✓ In the last decade, enrollment has grown by 478* students. Growth is projected to continue.
- ✓ Range of educational needs has also increased during that time, as have the number and types of government mandates.

* Source: Fall Housing Report

PLEASE VOTE APRIL 17

Below is an overview of space usage at our schools. Our buildings are at or near capacity, and in many cases, space that was intended for staff work has been converted to instructional space. On high wind days (sustained winds of 35 mph) students in the portables are brought inside. At all campuses, halls are crowded, parking is inadequate, and traffic at arrival and dismissal obstructs local streets.

Hadley Junior High School

Building utilization:

- Enrollment is 1150* in grades 6-8.
- Four portable classrooms house the eighth grade team.

Special programs:

- Three self-contained Special Ed programs. English As A New Language (ENL).

Space challenges:

- Nearly all classrooms at Hadley are shared, with teachers operating from carts and vacating their rooms during their planning periods so that other classes can use the space. This affects instructional preparation time, classroom set-up and teachers' ability to interact with students between classes.
- Halls and stairwells are crowded during passing periods; halls are used for some instruction and after-school activities.
- The Pods, intended for large group assemblies and activities, are used for instruction. Throughout the building, an inefficient layout contributes to bottlenecks and separation within grade-levels and of some teams. Cafeteria and locker space is limited. A single, small conference room is inadequate to the demands for small meeting space.
- Our schools are community assets and we make them available to other groups before and after school hours, as many as seven days a week. We value our partnerships with other organizations, especially as they maximize the value of our buildings to the community. The Park District has priority for use of the gyms at each school nightly from 6-10 p.m. At Hadley, this limits our ability to offer intramural opportunities for 6th grade.

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Abraham Lincoln Elementary

Building utilization

- Enrollment is 651* with 29 sections of K-5, 2 of early childhood.
- Six portable classrooms house 2 third-, 2 fourth- and 2 fifth-grade sections.
- Lincoln is over capacity with essentially all spaces utilized throughout the school day.

Special programs

- Two sections of Early Childhood Special Education (one classroom).
- One Spanish bilingual class. Two English as a New Language (ENL) classes share one room, one of which is a small hallway room once used as a faculty lunchroom. Refugee families are being resettled in the Lincoln area by the government through World Relief, and the school's English as a New Language (ENL) population has doubled in the last two years.

Space challenges

- A multi-purpose area formerly used for assemblies, indoor recess and other activities has been subdivided into cubicles and a small storage area.
- Kindergarten PE is held in the classroom, since there is no more gym time available.
- Faculty workroom is used for special ed tutoring and life skills education. Faculty lunchroom is now a small classroom. Hallways are used for kindergarten reading improvement.
- There is no space for additional portables.

Benjamin Franklin Elementary

Building utilization

- Enrollment is 624* with 27 sections of K-5 and 2 sections of Pre-Kindergarten.
- Four portable classrooms house 2 fourth- and 2 fifth-grade sections.
- There are many shared spaces at Ben Franklin. One kindergarten classroom is occasionally available for other uses such as tutoring.

Special programs

- One classroom is used for the Pre-Kindergarten At Risk, a program that serves children who will go on to attend D41 schools. There is also a related parent education program held at the school. Franklin houses the Modified Instructional Program, a self-contained Special Education classroom.

Space challenges

- Franklin is our oldest school, and classroom sizes are inconsistent, some being undersized.
- Students must eat lunch in three shifts in order to fit into the multi-purpose room.
- The stage is used for instructional space.
- Inadequate school office space.

Churchill Elementary

Building utilization

- Enrollment is 624* with 28 sections of K-5, 2 sections of Pre-Kindergarten.
- Eight portable classrooms; five house the third grade, two serve students in bilingual classes (two Spanish classes share one; Vietnamese and Urdu share the other), one houses specialists.

Special programs

- One-fifth of Churchill students have a home language other than English, speaking among them 29 languages. Churchill provides four bilingual classes: two in Spanish, one in Vietnamese and in Urdu. It also provides ENL services for many other students.
- One classroom is used for 2 sections of Pre-Kindergarten At Risk, a program that serves children who will go on to attend D41 schools.

Space challenges

- The math specialist is housed in a cubicle in the library.
- Bathroom space is inadequate, halls are congested.
- Most of the open space is designated for stormwater detention and is not suitable for portable units.
- Due to its location along Geneva Road, Churchill is a closed campus, with all students having lunch at school in staggered shifts of two grade levels at a time.
- Churchill has no neighborhood parking. The capacity of its formerly adequate parking lot is now reduced because it houses four of the eight portable classrooms.

Forest Glen Elementary

Building utilization

- Enrollment is 539* with 24 sections of K-5 and 3 sections of Early Childhood.
- Four portable classrooms house 2 fourth and 2 fifth-grade sections.

Special needs

- Three classrooms are devoted to special education—two Early Childhood Special Education and one Guided Instructional Program.

Space challenges

- The stage is used only for storage.
- The basement houses special education services, the school psychologist, speech therapist, and the teacher lunchroom, which is also used for orchestra, band and faculty meetings.
- Bathroom space is inadequate.
- School office space is inadequate.
- Student services occurring in storage areas.

* Enrollment figures are taken from the 2006 Fall Housing Report.