

Renaissance

1

SCHOOLS

DISTRICT



Community Consolidated School District 62

District-wide Modernization

Executive Summary

The District 62 Master Plan encompassed **One District** and **11 Schools**. An Educational Alignment Study preceded a 26-month Community Engagement Process that involved Three Distinct Committees. Improvements were Implemented over Three Phases. There was **One Goal** in mind: **Guide a Renaissance within an Entire District to Inspire a Community.**

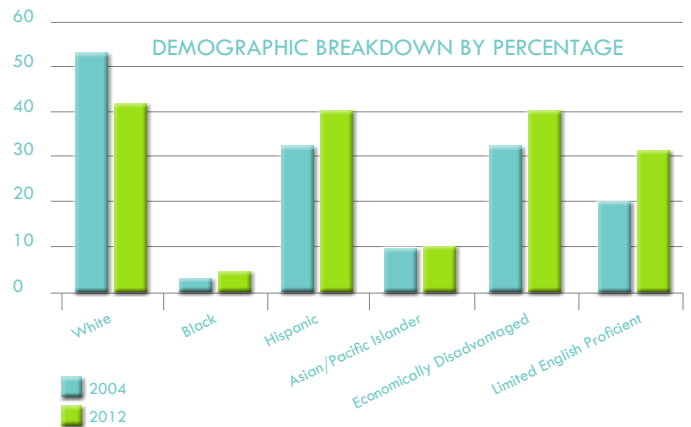
In 2007, the Board of Education of Community Consolidated School District 62 (Des Plaines, Illinois) and a team of architects embarked upon a modern day Renaissance of the entire School District. The process began with an educational assessment of 11 existing elementary and middle school facilities which then evolved into an extensive District-wide Master Plan, and culminated in a three-phase implementation process. Neither the architects nor the District could have imagined the extraordinary impact that the process would have on students, teachers, administrators, and the Des Plaines community.

District 62 serves over 5,000 students across eight elementary schools (K-5), two middle schools (6-8), one year-round school of choice enrolling students from kindergarten through eighth grade, and an Early Learning Center (located adjacent to one of the elementary schools). When the Master Planning process began, the District was struggling significantly. Under the leadership of a new superintendent, Dr. Jane Westerhold, the District began a process to carefully evaluate how each of these 11 learning environments could be improved and how the potential of all young learners and their instructors could be maximized with results the community could see and support.

The architects were tasked to create a road map to align educational programs and facility enhancements in the District with the dynamics of living and learning in a global society. Six years later, with improvements now complete, the District is seeing dramatic results in math and reading test scores and the community is overwhelmingly pleased with the end result.

This is truly a remarkable story of renaissance.

One of the significant challenges within District 62 was the diversity of the student population with 27.9% of students defined as Limited-English-Proficient (over four times the state's average of 6.6%). Students attending District 62 schools represent an astonishing 61 different languages. In addition, 31% of District 62's students come from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.



The overwhelming success of the Renaissance of District 62 is a result of both the partnership between the architects and the District and an extensive Community Engagement process. Only by working together were we able to identify the very best ways to help our students.

Dr. Jane Westerhold,
School Superintendent, District 62

SPECIAL REPORT TO THE COMMUNITY

SCHOOL DISTRICT 62 BUDGET REQUIRES COST CONTAINMENT IN 2003-2004

THE ISSUE: After struggling with budget deficits in eight of the last 11 years, the Board of Education finds that district reserves are now slipping unacceptably low.

Des Plaines District 62, with 11 schools that serve nearly 5,000 Des Plaines children enrolled in preschool and kindergarten through grade 8, must cut spending for the next school year (2003-2004) because of revenue shortfalls, rising costs and dwindling reserves.

This Special Report to the Community is intended to further alert Des Plaines households to the problem, explain some of the basic choices that are contemplated, and provide background in advance of several community meetings planned to discuss budget issues.

Overall, the District 62 administration, acting at the Board's direction, **proposes more than \$2 million in budget reductions and fee increases for next year** (from a total budget of \$50 million) in the funds for basic education, special education, and operations and maintenance.

BUDGET DEFICITS IN MILLIONS



Overall, the District 62 administration, acting at the Board's direction, **proposed more than \$2 million in budget reductions and for increases [for the 2004-2005 school year]** (from a total budget of \$50 million) in the funds for basic education, special education, and operations and maintenance.

SPECIAL REPORT TO THE COMMUNITY

DES PLAINES SCHOOL DISTRICT 62 BUDGET UPDATE

COST CONTAINMENT ROUND 2: After reducing spending by more than \$2 million for this academic year, Des Plaines District 62 plans to cut an additional \$2 million from 2004-2005 spending.

Rising pay and health insurance expenses combined with a continued bleak outlook for additional revenue means that Des Plaines School District 62 will be forced to reduce spending by another \$2 million or more during the next (2004-2005) academic year. These spending reductions mean that some programs will be eliminated, service levels in other programs will decline and class sizes will grow.

"Our cuts for this school year were difficult, but they mostly involved programs and services that were nice to have, but not essential to our central mission," said Dr. Robert H. Willis, the district's superintendent.

"Unfortunately, our proposed cuts for next year will be more painful for everyone. We will be forced to discontinue our dual-language program, eliminate the district's valuable birth-to-3 program, increase class sizes, reduce special education services to mandated levels and operate without a full-time chief financial officer or business office manager."

DISTRICT 62 BUDGET DEFICITS IN MILLIONS



Scope of Work

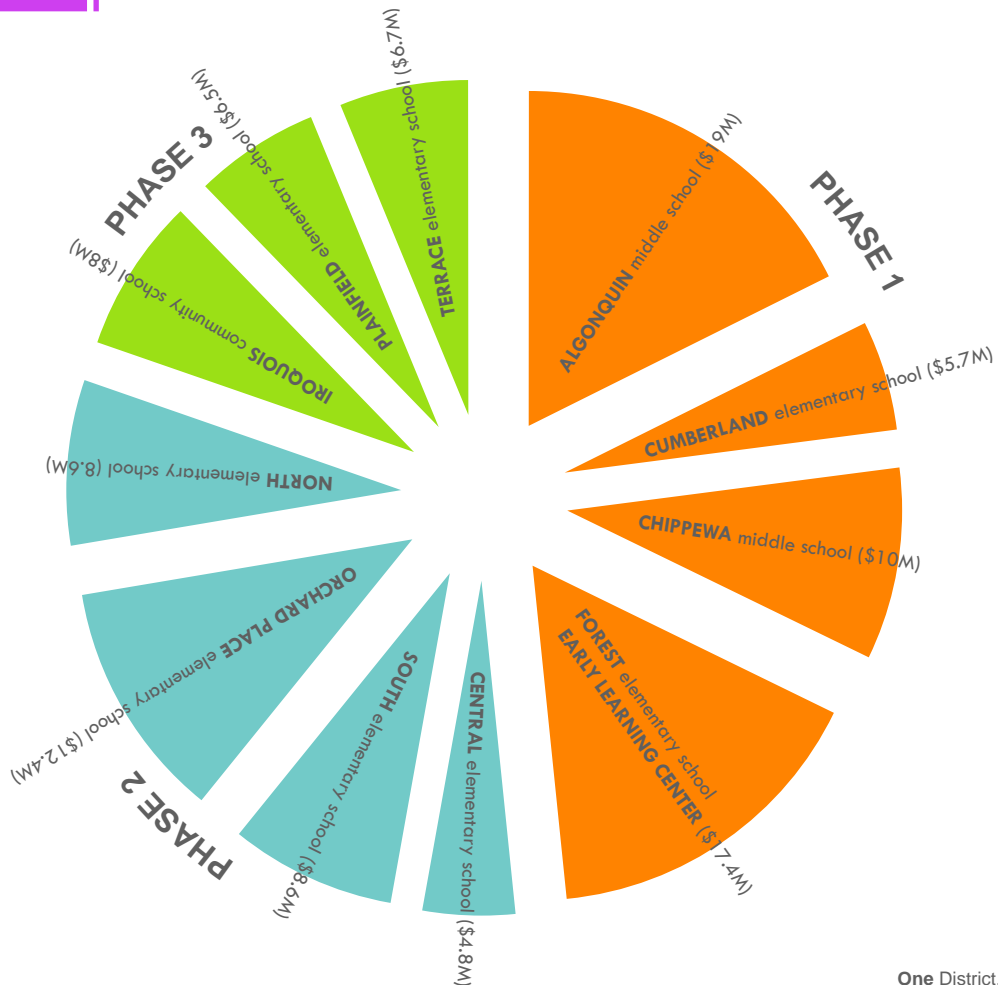
Master Planning, Educational Planning, Integrated Delivery between Architecture and Interior Design, Mechanical/Electrical/Plumbing Engineering, Civil Engineering, Structural Engineering, Landscape Architecture, and Construction Management.

\$109,000,000 reflects the combined, actual project cost of the Phase 1, 2 and 3 work scopes. Approximately 80% of those funds were designated for health, life-safety and infrastructure improvements – compared to the targeted 75%. The variance reflects the age and condition of the existing facilities before the start of construction activity. Curriculum-related enhancements comprised the remaining 20%.

BUDGET

\$109 million

Each of the three phases of work was delivered under a unique “design-led” at-risk integrated delivery approach.



Understanding Needs, Establishing Priorities

The Master Planning process of District 62 took place in three stages, beginning with the **Learning Environment Assessment with Recommendation of Needs (LEA/RN) Analysis**, followed by a more detailed analytical process called **Charting the Path**, and concluding with the **Comprehensive Plan Analysis**.

LEA/RN ANALYSIS

CHARTING THE PATH

COMPREHENSIVE PLAN ANALYSIS

Stage 1

LEA/RN Analysis (January 07 – April 07)

The LEA/RN Analysis was intended to provide a quick, first look at (1) How the schools were being used, (2) How the programs were impacted by physical constraints and (3) How learning environments detracted from opportunities.

The LEA/RN Analysis found that the buildings were well-maintained, but that age had caused significant deterioration. The newest school was already 43 years old and the oldest school was 73 years old. Each building also faced challenges in meeting the needs of diverse learners, ranging from gifted students to those with learning disabilities. Capacity itself was not a major issue at the Elementary Schools, but the Middle Schools required enhanced learning spaces for new programs and to ease overcrowding. Specific challenges within each facility were also identified in the LEA/RN Analysis.

In a District with a high percentage of children from immigrant families, it was determined the unique needs of the bilingual students were not being met. Additionally, the LEA/RN Analysis determined that the libraries outdated. Food service needed a major overhaul and student safety was jeopardized with minimal security at building entrances and confused vehicular circulation routes at each campus. Furniture was also old and in poor condition. The architects gathered all of this information, organized it into a recommendation report, and presented it to the School Board in April 2007 on a facility-by-facility basis.

Stage 2:

Charting the Path (August 07 – July 08)

The District then embarked upon a broader, District-wide Community Engagement process called *Charting the Path* that would be community-based. It would provide recommendations to expand and refresh curriculum offerings, offer more authentic learning experiences, and provide children with the necessary knowledge for success in the 21st century. The District organized three designated committees (detailed later in this submission) that reported to a Steering Committee comprised of community leaders and District administrative personnel.

Stage 3:

Comprehensive Plan Analysis (September 08 – February 09)

Following Board Approval of the recommendations outlined in *Charting the Path*, the Board directed the administration to develop a *Comprehensive Plan Analysis (CPA)*. Five months later, the CPA was completed and building improvement recommendations were highlighted and placed into three categories:

1. Health Safety, Security Work Scope
2. Selected Infrastructure Upgrades
3. Curriculum Modernization Improvements

All three items established common work that would take place across all 11 facilities. Of note, items (1) and (2) accounted for 75% of the budget.

Category (3) items, on the other hand, provided a special opportunity to stretch the envelope when planning the future of the District. The work scope identified under this section had the greatest physical impact in transforming each of the **11 facilities** into **dynamic, forward-reaching learning environments**. This was largely due to the creation of a 50,000 sf Early Learning Center (ELC) addition at Forest Elementary School. By consolidating under one roof all of the special needs and at-risk programs that had been scattered throughout the District, the new ELC allowed space to open up in other District school buildings.



Deliverables developed for Stages 1, 2 and 3

Technology Integrated Learning Environments

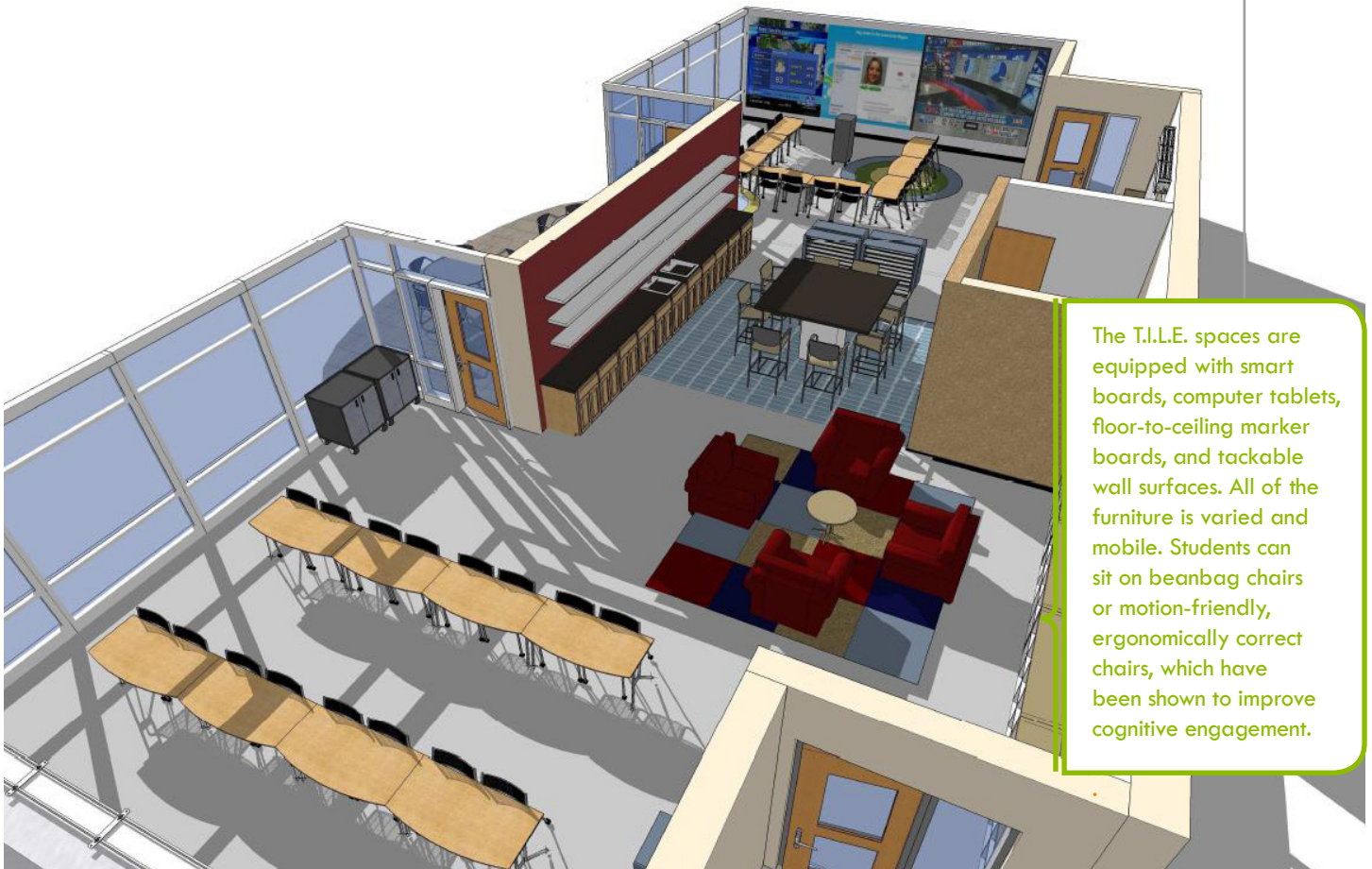
T.I.L.E.s are meant to serve as “living laboratories”

where students and teachers can experiment with different technologies, furniture options, and teaching approaches before making them District-wide as funds become available.



Space made available across the District by relocating programs to the ELC was then converted into technology-rich, flexible spaces called Technology Integrated Learning Environments (T.I.L.E.s).

A driving force behind the use of T.I.L.E.s is making classroom media easily available to students. Furniture must be agile and the overall spaces should be accommodating to active learning styles and techniques.



The T.I.L.E. spaces are equipped with smart boards, computer tablets, floor-to-ceiling marker boards, and tackable wall surfaces. All of the furniture is varied and mobile. Students can sit on beanbag chairs or motion-friendly, ergonomically correct chairs, which have been shown to improve cognitive engagement.

Community Engagement, Planning Process

In August 2007, a group of Des Plaines community members and District 62 Administrators convened to begin the **26-month Community Engagement process**. A **Steering Committee** was charged with the monumental task of overseeing **three subcommittees** (the Community Discussions Committee, Community Buildings Committee, and the Programs and Services Committee). Ultimately, the Steering Committee was tasked with reviewing the findings from the three subcommittees and making recommendations to the Board of Education for improving the learning environments while maintaining financial stability.

26-MONTH COMMUNITY ENGAGEMENT PROCESS

STEERING COMMITTEE

THREE SUBCOMMITTEES:

1. Community Discussions Committee (CDC)
2. Community Building Committee (CBC)
3. Programs and Services Committee (PSC)

SUBCOMMITTEE 1

Community Discussions Committee (CDC)

Stakeholders

The primary purpose of the Community Discussions Committee (CDC) was to engage the people of Des Plaines and stakeholders in the school facility planning process through community surveys and forums. To best engage the community, the CDC used the Harwood Process (developed by the Harwood Institute). This process focuses on changing and strengthening the relationship between communities and schools through a variety of social methods.

In December 2007, the first Community Forum took place and was built around the concept of **Engagement**. The purpose was to listen to the community and gather input on priorities and values regarding District 62. The second Community Forum was held in April 2008 and centered upon the **Evaluation** of findings. Here, feedback on preliminary options and strategies was gathered and breakout sessions took place between each subcommittee. Community members were asked to complete a post-meeting survey questionnaire. The third and final Community Forum took place in June 2008 and sought **Endorsement** of directions. Recommendations from the architects were presented and reviewed and the Community Engagement process was recapped.

- Veterans of Foreign Wars
- Kiwanis Club
- Lions Club
- Optimist Club
- Rotary Club
- Former District 62 Employees
- Des Plaines Residents
- District 62 Foundation
- Boy Scout Troop 114 Adult Leaders
- Boy Scout Troop 114 Scouts
- YMCA Members
- Central School Neighborhood Group
- Home Schooling Parents
- Polish Speaking Parents
- Service Clubs Members
- Community Building Committee
- Self-Help Closet & Pantry Volunteers
- Maine West High School Students
- Spanish Speaking Group
- All 11 schools



Community Engagement, Findings

Challenges

Community members were surveyed about qualities they believed would make Des Plaines a better place to live. Their responses created a host of exciting challenges for the architects as they began rethinking the **11 facilities** within the District. **Five major themes** arose:

1. Updated and Improved Technology Programs
2. Improved Safety
3. Well-Controlled Climate
4. More Efficient Use of Space and Improved Environmental Qualities
5. A Much Improved Lunch Program

Community Concerns

Principal concerns within the community were centered on **safety, good schools, a desire for cooperation across cultures and neighborhoods, and the preservation of Des Plaines' close-knit feel**. It also became clear that there were two general perceptions of District 62 schools: those who were connected to the schools (e.g., former students, parents, staff) had generally positive things to say about the schools and those who were not connected to the schools (e.g., community service groups) had generally negative things to say about the schools.

Overwhelmingly, community members were concerned about funding for these facility improvements. Many people struggled with the idea of **spending money on facilities versus spending money to retain and attract qualified teachers and staff**. Another related concern was that **money spent on facilities would take away from money that could have been spent on educational programming**. Participants also struggled with trusting whether the improvements would actually address their concerns in the schools or ever be implemented.

Welcome to Charting the Path!

1. COMMUNITY DISCUSSIONS COMMITTEE

Community Recommendations

- Update and improve technology programs
- Improve safety
- Well-controlled climate
- Increase and better utilize space
- Improve lunch program
- Reduce class sizes
- Expand fine arts programs
- Expand sports, intramural, and after school programs
- Construct, maintain, and provide clean buildings

2. PROGRAMS & SERVICES COMMITTEE

Programs and Services Recommendations

- Provide technology-infused curriculum
- Establish a comprehensive Early Learning Center
- Provide on-going professional development programs
- Refine gifted program to better meet students' needs
- Provide a qualified Reading Specialist in each school
- Provide team sports and extra-curricular activities
- Build cultural competence through professional development
- Provide proficiency-based World Language programs
- Provide a comprehensive Art & Drama program based on systematic support

Charting the Path information brochure

Value of Process and Project to Community at Large

Throughout the community forums, the strongest and most pervasive theme was the desire for District 62 to maintain quality schools with a strong academic reputation in the future. These schools should be an asset to the community and an incentive for people to move to Des Plaines. The District 62 community is the foundation for the schools themselves and was inherent to the project; without input from and consideration of its members, this community-based process could not have been successful.

Available Assets: Financial

In 2005, well before Charting the Path ever began, District 62 passed a \$.50 rate increase for education funding. This meant the District was able to accumulate significant financial resources in its reserves before the process began. Community members were especially resolute in their desire to see funds were spent wisely and appropriately.

Available Assets: Physical

Again and again, the community expressed appreciation for the quality of District 62 teachers and the overall educational experience. Within the LEA/RN Analysis, the architects also observed the schools seemed to function well for current instructional practices with limited physical resources. For example, some schools had Art Classrooms that also housed Instrumental Music. While this is how it was done for many years before, the community needed schools that optimize the available space and offer a variety of spaces for diverse learning styles, instructional methods, and support anticipated curriculum changes.

Journey of Learning Charting the Path

A community-based planning process for continuous improvement of the educational and facility programs of Community Consolidated School District 62

The Board of Education is committed to the following goal during the 2009-2009 school year:
Community Consolidated School District 62 will analyze, and begin implementing the recommendations developed during teaching and learning, while maintaining financial stability.

Physical Environment, Buildings

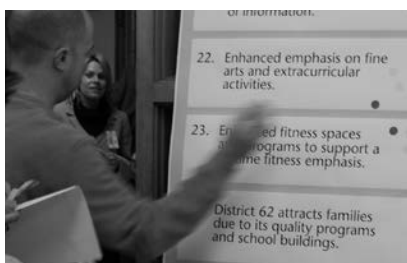
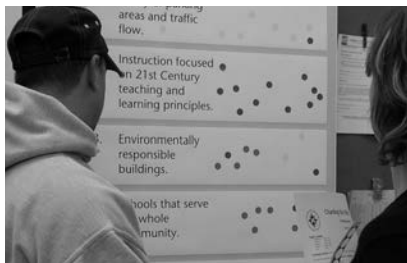
The second subcommittee was the **Community Buildings Committee (CBC)** and was formed to assess the physical condition of the district's facilities. The committee consisted of the following members: a School Principal, Assistant Superintendent for Business Services, Director of Buildings & Grounds, Maintenance Staff, Parents, Union Leaders and Parent/Teacher Association Representatives, Des Plaines Fire Department, Des Plaines Park District, Des Plaines Police Department, and School Board Members.

SUBCOMMITTEE 2 Community Buildings Committee (CBC)

The CBC spent several months conducting a multi-level review of the school facility needs. The primary purpose of the study was to gather information from multiple groups of teachers, staff, community members and architects. The CBC received study results from the architect after conducting a comprehensive Physical Condition Assessment for all 11 schools (the District Administration Building and Maintenance Facility were also included).

The **CBC** was charged to answer the following **key questions**:

1. What does research say about characteristics of the optimal learning environment for instructional programs for students in today's world?
2. Given our current reality, what is the best way to configure our facilities to provide optimal instructional space to support the kind of learning and teachings identified by the Programs and Services Committee?
3. What are our top facility priorities/issues that need to be addressed in order to reach our goals and provide the best learning environments for our students?
4. Can we recommend to the community and Board of Education a plan to address all of the above questions to provide input to an overall building plan?



Physical Environment, Findings

Physical Attributes

Modernizing Buildings for Improved Maintenance and Cost-Efficient Operations

The school buildings across the District had never been comprehensively modernized and were visibly outdated – both in terms of building system operation and aesthetics. The CBC recommended developing a building improvement scope of work that would address deferred maintenance, increase energy efficiency, and create an inspiring physical learning environment for students:

Fitting in with the Larger Community

Creating Welcoming and Safe School Sites and Buildings

Because each of these school facilities is located within a neighborhood of Des Plaines, architects gave particular consideration to the identity of the buildings to create a more welcoming and inviting image for the larger community. A consistent theme that arose during virtually all discussions throughout the Community Engagement process was the safety and security of children. The concerns ranged from traffic pattern issues on site to security at main entrances to basic emergency systems that are required in all new schools today.

Inspiring and Motivating

Developing Healthy, High Performing Learning Environments for Tomorrow's Teaching and Learning

In working with the architects, the CBC sought to create learning environments that respond to a growing body of research and evidence that link enriched and personalized learning environments to the varied ways in which children learn. Thus, the core educational objective calls for the use of many different instructional methods and models. With this in mind, the CBC established the recommendations to the right.

- **Alignment of Instructional Spaces with Educational Programs** - Develop District-wide priorities to upgrade spaces in alignment with the educational needs of District 62 curriculum and the specific needs of students.
- **Environmental Characteristics of Instructional Spaces** - use natural lighting, temperature and humidity control, indoor air quality and acoustics that have been understood to positively impact student performance.
- **Instructional Technology** - upgrade network infrastructure, hardware and equipment to support tomorrow's learning with technology. Upgrade electrical service and distribution in the school buildings to support the use of technology in all instructional spaces.
- **Furnishings and Equipment** - replace aging student desks, tables, chairs, and writing boards to provide more comfort and flexibility for different learning styles.

Educational Environment, Programs

The third subcommittee, the **Programs and Services Committee (PSC)**, was formed to assess the current educational environment and programs and make recommendations to the Steering Committee regarding improvements, priorities, and learning environment conditions necessary for improvement.

SUBCOMMITTEE 3

Programs and Services Committee (PSC)

The PSC was composed of **25 members** representing teachers, administrators, and community members. In order to expand the scope of input, each committee member also served on one of **five subcommittees** representing the major educational program areas in the district:

1. **Core Curricula and General Education**
2. **Specials and Enrichment**
3. **Instructional Technology**
4. **Second Language**
5. **Student Services and Early Childhood**

GUIDING PRINCIPLES FOR TEACHING AND LEARNING

The Guiding Principles for Teaching and Learning adopted by the School Board in 2007 served as a foundation for discussions held by the PSC as they assessed current needs and developed educational program priorities.

Digital-Age Literacies	Inventive Thinking
<ul style="list-style-type: none"> • Basic Literacy • Scientific Literacy • Economic Literacy • Technological Literacy • Visual Literacy • Information Literacy • Multicultural Literacy • Global Awareness 	<ul style="list-style-type: none"> • Adaptability & Managing Complexity • Self-Direction • Curiosity • Creativity • Risk-Taking • Higher-Order Thinking & Sound Reasoning
High Productivity	Effective Communication
<ul style="list-style-type: none"> • Prioritizing, Planning, & Managing for Results • Effective Use of Real-World Tools • Ability to Produce Relevant, High-Quality Products 	<ul style="list-style-type: none"> • Teaming & Collaboration • Interpersonal Skills • Personal Responsibility • Social & Civic Responsibility • Interactive Communication

6 Key Questions




Six key questions served as a guide for the PSC:






































1. What does research say about characteristics of the optimal learning environment and instructional programs for students in today's world?
2. Given our current reality, what kind of learning and teaching would we like to see happening in our classrooms in our schools in 5-6 years?
3. What educational programs would we like to have for our students in 5-6 years?
4. What kind of physical learning environment would help make this happen?
5. What are our top instructional priorities/issues that need to be addressed in order to reach our goals and provide the best instruction for our students?
6. Can we recommend to the community and the Board a 5-6 year program improvement plan that address all of the above questions and provide input to the building plan?

Educational Specifications

Environmental Support of the Curriculum and a Variety of Learning & Teaching Styles

Surveys were conducted by both the PSC and CBC sub-committees to gather input from 744 parents, 146 teachers and 23 administrators about current instructional practices in the district and what they considered to be improvement priorities related to program offerings and the educational environments. Based on these findings and information gleaned from the facility assessments, the following recommendations were developed and served as the guiding Educational Specifications for District Modernization Program.

-  Environmental Support of the Curriculum
-  Environmental Support for a Variety of Learning & Teaching Styles
-  Direct Impact on Facility Design

EDUCATIONAL SPECIFICATIONS/RECOMMENDATIONS			
Provide technology-infused curriculum delivery for all students by each teacher at least by 2010.			
Establish a comprehensive Early Learning Center for Early Childhood (PK-K: full-day at risk PK, blended special needs K) by 2013.			
Provide a rigorous, on-going professional development program for staff that increases student learning by 2010.			
Evaluate current gifted program and establish one that better meets students' needs by 2009.			
Provide a qualified Reading Specialist in each school for meeting the needs of all students and developing the skills of teachers by 2009.			
Provide a continuum of team sports and extra-curricular opportunities/activities for all students (K-8) by 2008.			
Implement a staff development program to expand upon cultural awareness & appreciation of diversity for all staff by 2008.			
Provide a solid instructional program based on scaffolded course content for Music, Art and Drama, beginning in K taught by certified specialists by 2010.			
Offer instrumental and choral instruction for all 4-8 students and opportunities outside of the school day for K-8 by 2013.			
Provide appropriate physical space for all Student Services Personnel by 2013.			
Provide a comprehensive therapeutic program for ED and BD students by 2009.			
Provide all Specials programs (i.e., P.E., music, art) to all students in integrated settings by 2009.			
Provide hands-on learning opportunities and appropriate physical space in all content areas for all students by 2012.			
Provide district-wide opportunities for gifted students to work together on after-school problem-centered activities by 2009.			
Develop a Multilingual Academic vocabulary for all core areas by grade level by 2009.			
Implement a skill-based, comprehensive program of instruction in P.E. and Health by 2010.			
Provide technology tools, technology access, and technology teacher delivery equitably among all students by 2010.			
Provide and maintain up-to-date hardware resources on a 3-year replacement cycle by 2010.			
Provide ADA-accessible environments for all students and staff by 2013.			
Purchase and install a VOIP classroom phone system for the safety and communication needs of all staff and students by 2010.			
Upgrade infrastructure for all buildings by 2010.			

Establishing a Renaissance for One District, Eleven Schools

In July 2008, after the three subcommittees gathered their information and assembled the analyses and recommendations, the Steering Committee presented their findings to the Board of Education. In October 2008, the Board of Education approved the recommendations.

Recommended “Core Elements” Of A District-Wide Facility Improvement Program

After reviewing the broad range of physical needs across the schools, it became clear there were several components that were common across the entire District and became central points of discussion. The Steering Committee recommended that the following items be considered common elements of a District-Wide Facility Improvement Program:



Implementation of the recommendations, which began in June 2009 and lasted through August 2012, took place over three phases and was based on **five core considerations** identified in the CPA:

1. Take advantage of the favorable bidding climate
2. Complete all work over a three year period
3. Immediately start the new centralized Early Learning Center (ELC)
4. Minimize impact of construction on students over the three years
by first completing work on the Middle Schools
5. Evenly spread the work throughout the District

Comprehensive Plan Analysis, Project Schedule

Issues that either facilitated the specific duration of the total amount of work, or addressed certain expectations of the District and community drove the implementation strategy recommended by the architects. In 2009 initial Health/Safety/Security Improvements gave three schools immediate improvements that they would have otherwise not received for several years.

Comprehensive Plan Analysis

Following Board approval the team was charged with crafting the Comprehensive Plan Analysis (CPA) document, which was the final stage of the evaluation process. Over several months, District administrative personnel met weekly with the architects, analyzing, synthesizing and organizing the previously collected information into a series of conceptual building improvement options for the Board of Education to adopt and implement in subsequent years. The recommendations were defined by three (3) distinct categories: 1) Health Safety, Security Work Scope; (2) Selected Infrastructure Upgrades; and (3) Curriculum Modernization Improvements.

Work at the middle schools was recommended to occur in the summer of 2010 as the first major construction activity. Performing work at the middle schools during the beginning of the implementation process eliminated the possibility that a group of students would be subjected to continuous construction activity during their grade school experience.

The Early Learning Center (ELC) also began construction in 2010. This was perhaps the most critical piece of the overall schedule since the new ELC opened space at a number of other schools throughout the District. The classrooms that had been dedicated to the now relocated ELC programs began incorporating many of the recommended curriculum improvements, including the Technology Integrated Learning Environments (T.I.L.E.s).

Finally, the phasing of the District facilities over several years allowed the District to apportion the funding more evenly over several years of construction.

School	Health Safety Security Work Scope 2009	Phase		
		Phase I 2010	Phase II 2011	Phase III 2012
Algonquin		New Construction	Building Renovation	Building Renovation
Central				
Chippewa		New Construction	Building Renovation	
Cumberland		Building Renovation		
Forest		New Construction - ELC	New Construction ELC/Building Renovation	Relocate to Forest ELC (Option) Building Renovation (Year Round Schedule)
Iroquois		Site Work		
North			New Construction	Building Renovation
Orchard Place			Additions	Major Building Renovation
Plainfield				Building Renovation
South			Building Renovation	
Terrace				Building Renovation
Administration				Building Renovation
Maintenance				Building Renovation

Project Data by Phase Phase 1

Algonquin Middle School

Students: 642
New Construction: 26,000 sf
Renovation: 84,000 sf
Total Construction Cost: \$19,000,000



Cumberland Elementary School

Students: 271
Renovation: 67,400 sf
Total Construction Cost: \$5,700,000



Chippewa Middle School

Students: 657
New Construction: 9,000 sf
Renovation: 81,500 sf
Total Construction Cost: \$10,000,000



Forest Elementary School / Early Learning Center

Students: 988
New Construction: 51,000 sf
Renovation: 71,100 sf
Total Construction Cost: \$17,400,000



Project Data by Phase Phase 2

Central Elementary School

Students: 316
New Construction: 600 sf
Renovation: 42,500 sf
Total Construction Cost: \$4,800,000



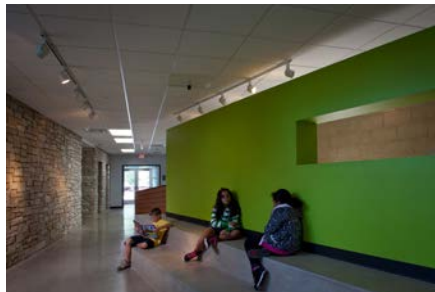
South Elementary School

Students: 234
Renovation: 50,700 sf
Total Construction Cost: \$8,600,000



Orchard Place Elementary School

Students: 344
New Construction: 28,400 sf
Renovation: 23,000 sf
Total Construction Cost: \$12,400,000



North Elementary School

Students: 530
Renovation: 56,900 sf
Total Construction Cost: \$8,600,000



Project Data by Phase Phase 3

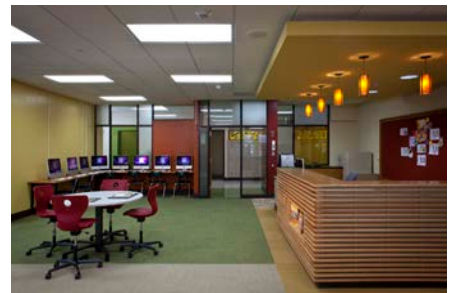
Iroquois Community School

Students: 475
 Renovation: 58,100 sf
 Total Construction Cost: \$8,000,000



Plainfield Elementary School

Students: 329
 Renovation: 43,300 sf
 Total Construction Cost: \$6,500,000



Terrace Elementary School

Students: 273
 Renovation: 44,200 sf
 Total Construction Cost: \$6,700,000



TOTALS

Students:
 New Construction:
 Renovation:
 Total Construction Cost:

5,059
 115,000 sf
 633,100 sf
 \$109,000,000

4

A Closer Look

We have highlighted in greater detail four of the facilities – The Early Learning Center at Forest Elementary School, South Elementary School, Orchard Place Elementary School, and Iroquois Community School – each of which presented unique challenges that required team members to think “out of the box” in very special ways. All four facilities incorporate the same building program elements and materials but were reinterpreted to reflect the individual character of each school.



A Closer Look Early Learning Center (ELC) at Forest Elementary School

An Inspiring Space to Support the District's Youngest Learners

Aspirations

The District's goal for the Early Learning Center was to provide a safe, secure environment where children could grow **physically, emotionally, socially, and intellectually.** While stressing these developmental areas, the staff hoped to gear activities to meet the needs and interests of individual children. The programs would include Book Time for 2's, Mini School, Preschool, Jr. Kindergarten, Extended Day Kindergarten, and Before/After School activities for school age children.

Challenges

Two programming challenges emerged from the very start of the ELC project. The first challenge was to take two schools serving students of differing program needs and age groups and combine them under one roof while maintaining their own distinct identities and operations. The second challenge was to create a welcoming and nurturing environment for students while fostering the efficiency and benefits of shared equipment and support spaces for the faculty.

Solutions

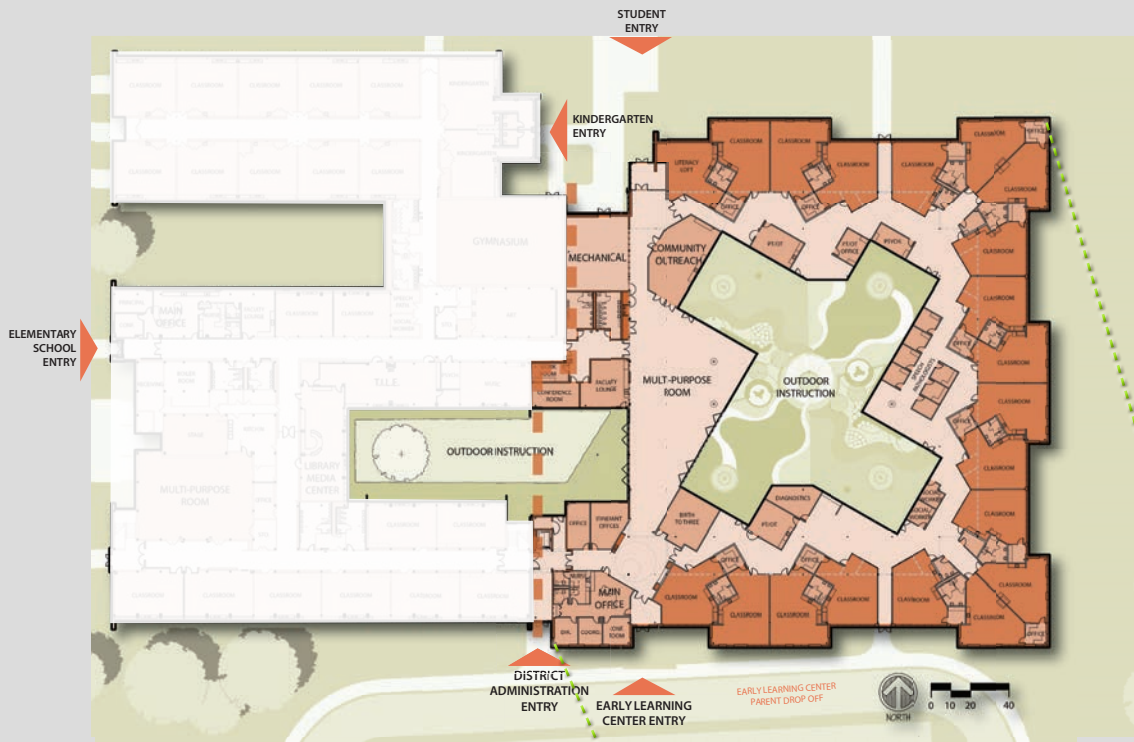
The overall planning concept started by **reconfiguring the elementary school floor plan** so that all student-occupied spaces were located on the first floor. This restacking was made possible by shifting pre-k functions to the addition and relocating District administrative offices and professional development spaces to the partial second floor of the existing school.

A separate, dedicated entrance for District staff prohibits crossing of visitors with students on either side of the facility. The main entrance to the elementary school was repositioned along the west side of the facility to help preserve the identity of each school and effectively manage vehicular and pedestrian traffic at peak congestion times.

A Closer Look

Early Learning Center (ELC)

The primary instructional spaces in the schools are positioned around two, secured courtyards. In both cases, a combination of fixed/operable windows and stackable glass doors allow an abundance of natural light to permeate from these outdoor instructional venues into the core of the building. Constructing the ELC addition along the east side of the elementary school forms the first courtyard. It is intended to accommodate shared-use garden plots. The second courtyard (Zone 3) is the organizing feature of the ELC. Classrooms and support spaces are arranged in two distinct zones (Zones 1 and 2) around this area.



1 **the outer, private wing**
Composed of individual instruction rooms with a variety of materials and textures positioned sensitively in relation to the height of children.

2 **the semi-public ring**
Serves as transitional, informal instructional space to the outdoor activity area.

3 **the public zone**
Equally accessed and developed for outdoor, play-based activities.



A Closer Look

Early Learning Center (ELC)



Now complete, the new Early Learning Center (ELC) serves over 500 children, ages 3-5, with varying developmental limitations. The existing elementary school has capacity for 440 K-5th grade students. At over 900 square feet, each instructional room in the ELC is designed to accommodate multiple, simultaneous activities. **Nooks and crannies** of varying sizes define the non-traditionally shaped rooms and work in conjunction with the movable furniture to provide **flexibility for individual and/or group activities**. As the program evolves, wireless smart boards will be installed in each ELC instruction room to maximize flexibility and interaction between the instructors and students.



The ELC has **GREATLY EXCEEDED OUR EXPECTATIONS**. From the Illinois Superintendent of Schools to our senior citizen representatives who have visited the ELC, they all have commented on the design and vision of educating young learners that was so obviously at the **FOREFRONT OF THE MINDS OF THE ARCHITECTURAL TEAM**.

Dr. Jane Westerhold,
School Superintendent, District 62

A Closer Look

Early Learning Center (ELC)

A variety of views depict the quality and character of the semi-public ring. The casual arrangement of rooms off the corridor in conjunction with the infusion of natural light, a variety of materials, and an earth tone color palette combine to mimic the feeling and experience of MEANDERING through a FOREST.



One of several activity areas in the semi-public ring. Here students are gathered for a SPONTANEOUS STORY TIME. Extensive use of glazing allows an abundance of natural light to penetrate into the building and also helps frame views to the courtyard.





A Closer Look Early Learning Center (ELC)

View of the secured courtyard highlighting landscape beds. The fiber glass splash blocks in the form of specific leaves are situated under directional gutters located at the four corners of the courtyard.



One of our parents called our building a MAGICAL PLACE. I love that. When you put your foot in this door, you can't help but be happy. All the kids are supported and loved.

Margarite Beniaris
Director of the Early Learning Center, District 62





A Closer Look South Elementary School

Creating a Bright Future for our Historic School

Aspirations

Built in **1934**, South Elementary is the oldest structure in the District. Through the years, little consideration was given to respecting exterior and interior elements that reflect the **vintage** quality of the **building**. For these reasons, District leadership gave serious consideration early in the planning process to demolishing this facility and starting anew. However, appreciating the importance that this neighborhood school has to community members and with an eye towards sustainable measures, the Board of Education decided to reinvest its capital resources into keeping the building operational for decades to come. With this in mind, the District established a set of goals for South Elementary that included upgrading the infrastructure and, at the same time, transforming the building to meet the demands of current educational performance standards and curriculum mandates.

Challenges

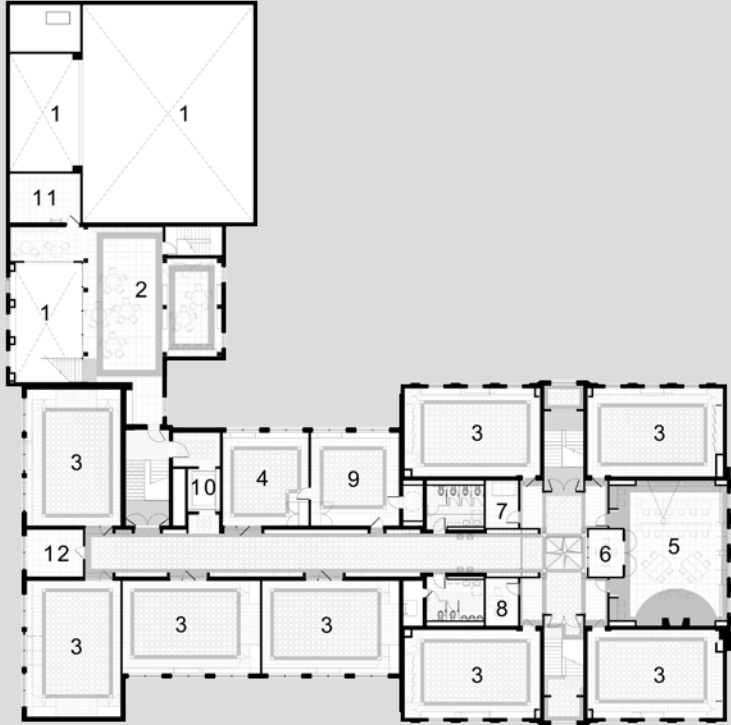
South Elementary is a **multi-level facility** with a half basement and two upper levels that awkwardly connected to a two-story gymnasium/Library Media Center addition constructed at ground level. A number of “improvements” over its history made access into and throughout the facility a challenge for those students and staff members with physical limitations. In fact, two-thirds of the facility was **inaccessible by current ADA standards**.

Solutions

The design of the newly renovated school celebrates, rather than masks, its age through sensitive and consistent incorporated colors and materials throughout all rooms that are in keeping with its **historic character**. The circulation challenges were mitigated by “surgically” installing an elevator aside the central stairway, as well as providing a new entry stair/ramp/planter configuration by the relocated main entrance. Mechanical, electrical, plumbing and fire protection systems were updated to reflect current code requirements and standards for **high performing learning environments**.

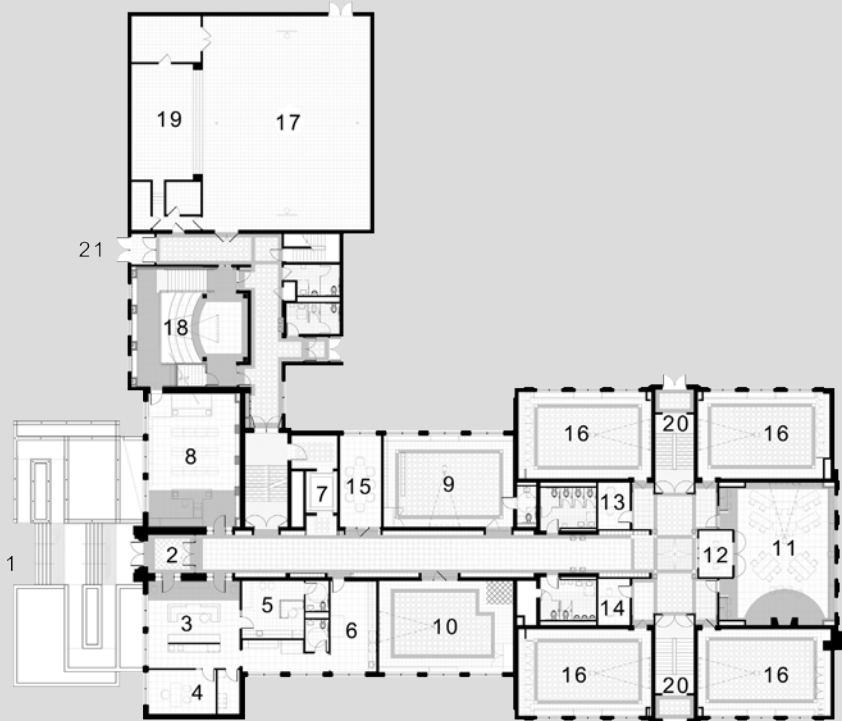
A Closer Look

South Elementary School



2ND Floor

- 1. Open to Below
- 2. Library Media Center/
Research Lab
- 3. Classrooms
- 4. Reading
- 5. T.I.L.E.
- 6. Small Group Instruction
- 7. Social Worker
- 8. Psychologist
- 9. Special Education
- 10. New Elevator
- 11. Technology
- 12. Conference



1ST Floor

- 1. New Front Entry
- 2. New Security Vestibule
- 3. Main Office
- 4. Principal's Office
- 5. Health Office
- 6. Staff Workroom
- 7. New Elevator
- 8. Library Media Center
- 9. Kindergarten
- 10. Special Education
- 11. T.I.L.E.
- 12. Small Group Instruction
- 13. Social Worker
- 14. Psychologist
- 15. Conference Room
- 16. Classrooms
- 17. Gymnasium
- 18. Large Group Instruction
- 19. Stage
- 20. Staff/Student Entry
- 21. Old Main Entrance/
New Activities Lobby



A Closer Look

South Elementary School



South Elementary is the oldest multi-level Elementary School in the District and benefits from ample room to house the educational programs that are offered to students. As such, a T.I.L.E. space is located on both the first and second floors. Each is equipped with **smart boards, computer tablets, floor-to-ceiling marker boards, and tack able wall surfaces.** All of the furniture is varied and mobile. Students can sit on beanbags or motion-friendly, ergonomically correct chairs, which have been shown to **improve cognitive engagement.**



Whoa – what happened to this school?

Jeidy,
South Elementary Student, District 62

A Closer Look

South Elementary School

Typical view of the first and second floor academic corridor. The use of materials and colors represented are consistently applied to all spaces throughout the facility and help REFLECT THE REVITALIZED BUILDING IMAGE.



A small group instructional room at the end of the first and second floor corridors. Even though the facility expresses the historic quality through its styling, the types of spaces provided in the building honor the more FORWARD LEARNING EDUCATIONAL PROGRAMS AND SERVICES offered to the students.



A Closer Look

South Elementary School

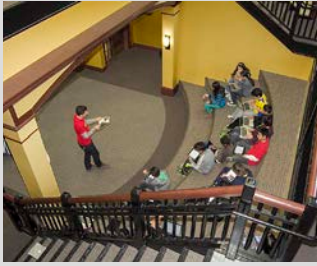


In addition to the T.I.L.E. spaces, a number of extended instructional areas and support spaces populate the facility and provide opportunities for large/small group learning exercises and one-to-one intervention/assistance. Specifically, **breakout rooms** immediately adjacent to each T.I.L.E. space are located at the end of the first and second floor corridors. Across the hallway from these rooms are psychologist and social worker offices, conference rooms and areas for special needs services. Most prominently, at the core of the building, positioned between the LRC stacks and **research loft**, is an **amphitheater-like venue** for lectures and other large-group activities.




A Closer Look


South Elementary School



South Elementary School



Name: Madelyn



Draw a picture and write about the construction that took place in your school. What was it like? What is it like now?

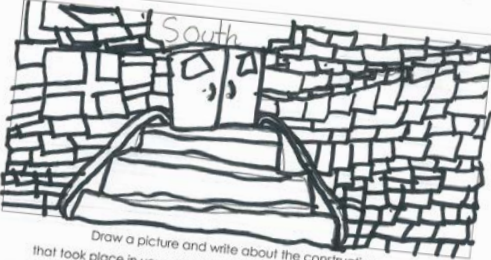
At first the construction workers made a lot of crazy sounds with their tools. It drove me nuts!! and it was fun to

hear the teacher, now the construction made the school a better place before they did construction the school was not that pretty like it is now.

Before they did construction the school was not pretty like it is now ...

Madelyn,
South Elementary Student, District 62

Name: _____



Draw a picture and write about the construction that took place in your school. What was it like? What is it like now?

South School used to look like a good school. But now it looks amazing and

South school used to look like a good school. But now it looks amazing and nice ...

Unnamed,
South Elementary Student, District 62

nice AWESOME! Nice jobs workers!



A Closer Look Orchard Place Elementary School

Recreating a School... Creating a Community Beacon

Aspirations

Orchard Place Elementary is a neighborhood school located in a residential area that serves a diverse student population. The campus is used all week and at all times of the day and is a **social and educational hub for community members**. For this reason, the District wished to maximize green spaces on the property and provide welcoming and flexible interior environments that could accommodate a variety of group functions and individual needs. Additionally, the District wished to create a **new public image** for the building along with making extensive improvements to the aged building infrastructure.

Challenges

Orchard Place is one of District 62's oldest facilities and was in need of the greatest amount of improvement. Narrow hallways dictated that lockers be located in the classrooms; reducing the usable space in each room. A minimal power supply was provided throughout and little to no consideration was given to space for collaborative exercises and activities. The school lunchroom was located in the basement in two separate, cramped rooms without any exposure to natural light or direct access to the outside. The safety and security of students and staff was compromised, as monitoring visitors at the entry sequence was ineffective. Traffic patterns at the exterior were not clearly defined and the overall image of the facility did little to announce the prominence and importance of this school in the community. In short, a complete overhaul of the building was needed.

Solutions

The recreation was divided into two phases. The first phase involved the construction of a new, two-story classroom/gymnasium wing immediately behind the oldest portion of the building. Once that was completed, students and staff vacated the original 1947 wing and began using the addition. The vacated portion of the facility was then torn down to make way for parking and drop-off lanes. Renovations for the remainder of the facility occurred the following summer (**not one day of school was lost** or cut short as a result of this activity).

A Closer Look

Orchard Place Elementary School



This **revitalized** institution is a source of community pride and is utilized on a 24/7 basis. The refreshed building image, through its extensive use of glazing, conveys a sense of openness and welcomes interested community members to experience ways in which students learn in the new millennium. Additionally, play fields and playground equipment were either expanded or maintained in the final design solution as recreational facilities are at a premium in the community. Community group usage encourages and demonstrates to students that **education is a life-long pursuit.**

An abundance of glazing around the addition is used to maximize the amount of daylight that penetrates into the building. It also serves to increase visibility in and around the building, ultimately conveying an appropriate sense of controlled accessibility of this **COMMUNITY BEACON** to the public.

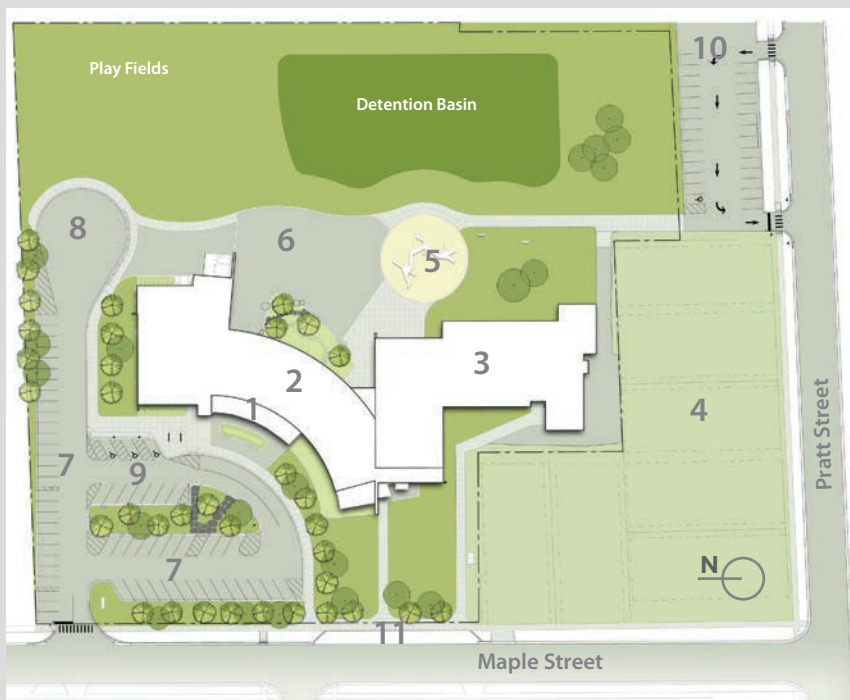


A Closer Look

Orchard Place Elementary School



From the outside, the entire building **appears to be a completely new facility**. The second floor rain screen façade, in combination with alternating precast concrete panels and stone veneer walls, projects a refined contemporary appearance.



Legend

1. Main entry
2. New addition
3. Existing 2-story renovated building
4. Residential property
5. Playground area
6. Hard surface play area
7. Staff parking
8. Parent drop-off
9. Visitor parking
10. Kindergarten drop-off
11. Bus drop-off

A Closer Look

Orchard Place Elementary School

2ND Floor (Finish Pattern)

1. Open to below
2. Itinerant services
3. New classrooms
4. Renovated classrooms
5. Roof top



Typical classroom configuration

1ST Floor (Finish Pattern)

1. Main entry
2. Security vestibule
3. Stage
4. T.I.L.E.
5. Gymnasium
6. Cafeteria/student commons
7. Renovated classrooms
8. Kindergarten
9. Faculty lounge
10. Administration
11. Art room
12. Library media center
13. Special education
14. Office space
15. Mechanical space
16. Demolished existing building



A Closer Look

Orchard Place Elementary School

View of the two-story addition as seen from the new playground. The hard surface play area and playground equipment are reconfigured close to the building to help MAXIMIZE AVAILABLE PLAYFIELDS on the back-half of the site.



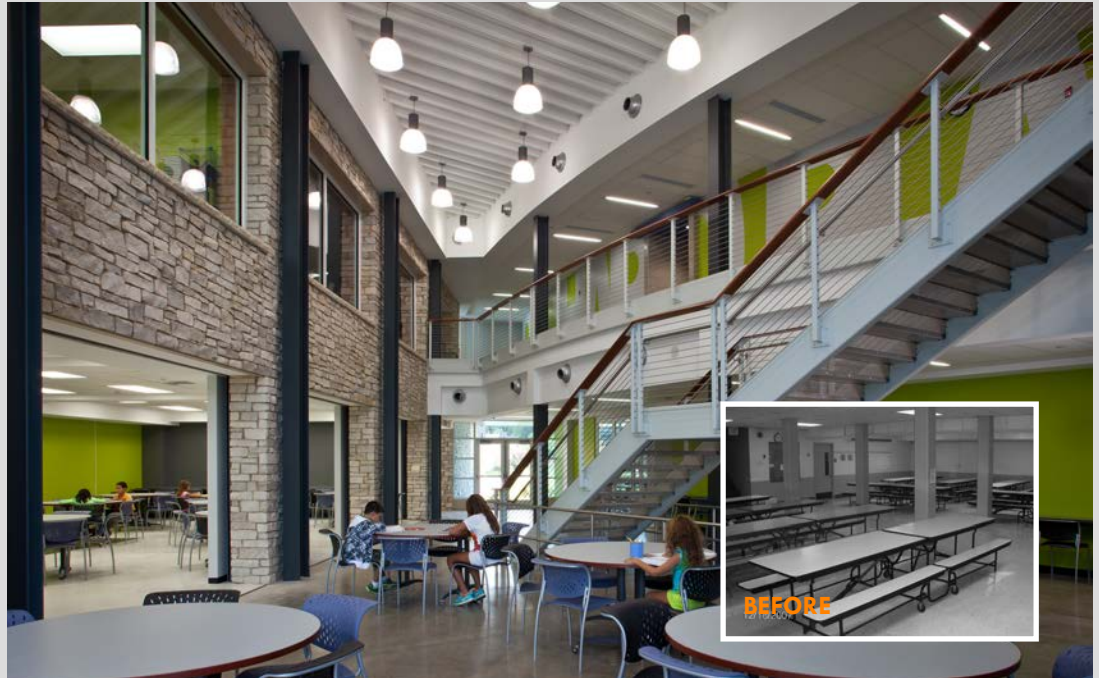
A major aspect of curriculum improvements integrated at other renovated facilities in the District was the incorporation of **Technology Integrated Learning Environments (T.I.L.E.s)**, discussed in the previous chapter. Specific to Orchard Place Elementary School, the new T.I.L.E. is centrally located between the main entrance lobby and commons area for ease of access before, during and after school hours. It is equipped with SMART Boards, computer tablets, floor-to-ceiling marker boards, and tackable wall surfaces. **Staff training seminars and community group meetings** can also be accommodated.

A Closer Look

Orchard Place Elementary School

Inside, the color and material finish palettes were chosen and implemented to provide a consistent look and feel between the new and renovated spaces. The **cafeteria/student commons** area **exemplifies** this interface as it straddles the new and renovated sides of the building and has become the **main hub** of the school. Other social zones and small breakout areas are scattered throughout the facility to support the **spontaneous, dynamic activities** happening all day long.

View of the cafeteria/student commons in the new addition. This space serves as a **CONNECTING LINK** between the renovated and new construction areas of the facility. Besides accommodating students during the lunch hour, instruction activities occur before, during, and after the school day.



View from the second floor stairway leading to the cafeteria/student commons. From here, it is possible to see the renovated second floor classrooms that overlook this space.



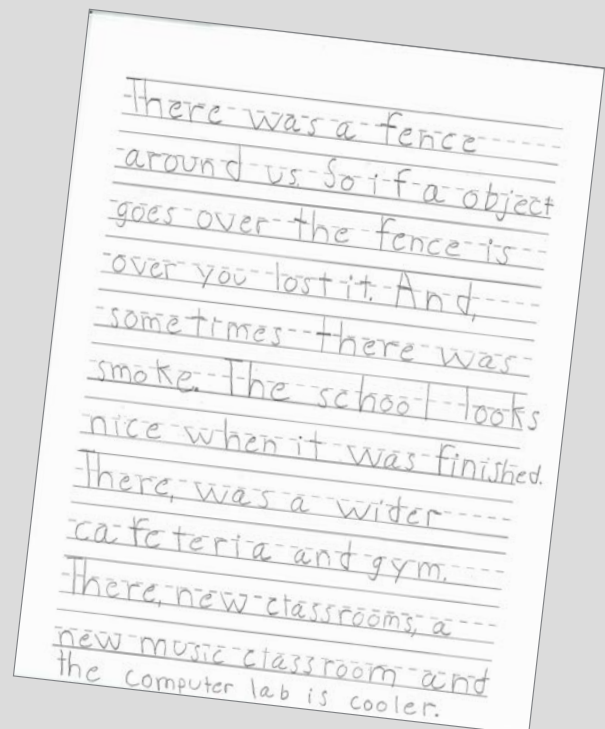
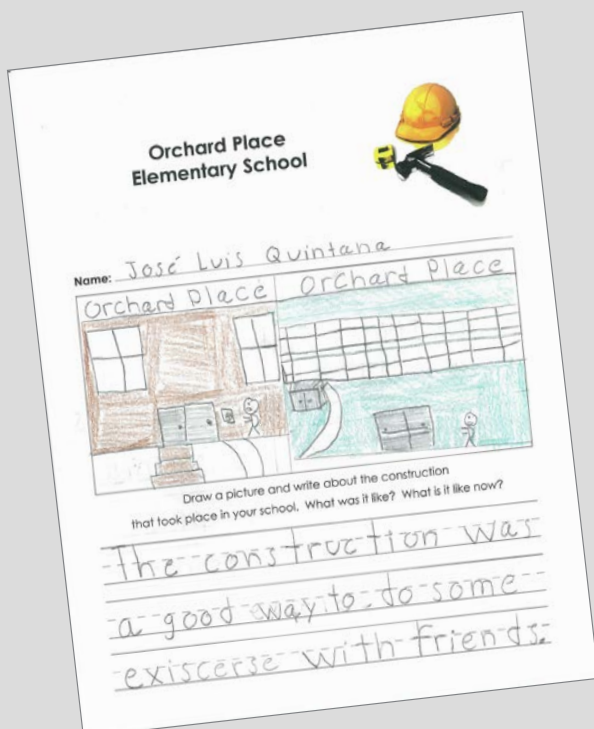
A Closer Look

Orchard Place Elementary School



The school looks nice when it was finished. There was a wider cafeteria and gym. There [were] new classrooms, a new music classroom and the computer lab is cooler ...

José,
Orchard Place Student, District 62





A Closer Look Iroquois Community School

Creating a High-Tech, Year-Round Learning Environment

Aspirations

The final school to be completed during the implementation stage was Iroquois Community School, District 62's **only year-round, K-8 facility**.

Families in the District who choose to have their children attend this school do so for several reasons: first, they feel there is less knowledge lost when students do not have a three-month summer break; and second, parents value the consistency – both in instruction and the learning environment - for their children. Families feel this gives Iroquois a tight-knit, community feel. With input from parents, faculty and the community, the District identified three major goals for Iroquois:

- Improve Circulation
- Introduce Natural Light in Facility
- Refresh Building Image

Challenges

Desperately in need of renovation, Iroquois was perhaps more run-down than the other 11 schools within the District. Because of its location along a heavily trafficked arterial highway, near a major interstate, and under a major flight path serving O'Hare International Airport, **noise was a major issue**. When the school was built in the late 1960s, the problem was addressed by simply not including windows at the building perimeter, resulting in a claustrophobic, cave-like interior environment. There were also **code violations** and **awkward interior circulation** routes that needed reshaping.

The yearly calendar posed a unique construction challenge during the implementation stage because, unlike the other 10 schools, there was **no extended summer break**. Therefore, the District redeveloped their academic schedule for Iroquois by adjusting the break sessions to maximize the amount of time available for construction activity.

A Closer Look

Iroquois Community School



Solutions

Iroquois required a complete reconstruction of its interior core. The major design challenge for the architects was to create a building that served the needs of students across the kindergarten through 8th grade age spectrum. Nowhere else in the school building did architects face this challenge more than in the recreation of the library or **Academic Research Center (ARC)**, as it was renamed.

Inspired by **energized dot-com working environments**, the ARC incorporates many different seating options that define collaboration zones for large and small group activities. It is centrally located and can be accessed from three sides. The T.I.L.L.E. concept, used in other District 62 schools, is placed inside the ARC. Sliding glass doors separate the spaces but can easily be moved to create an expanded space for all-staff meetings and school-wide gatherings. (see above)

The extensive use of glazing and similar finish material, which extend from the ARC into the corridor, help dissolve the barriers placed between spaces and keep all areas in the facility visually connected to each other. Fixed booth seats and free-standing tables and chairs strategically placed in the hallways surrounding the ARC provide the opportunity for **spontaneous social engagement** and one-to-one instructional assistance away from the formal classroom setting. The remaining portions of the facility reflect the same spirit of the ARC through the **playful and sophisticated use of color** and careful placement of seating nooks.

The District 62 community is overwhelmingly **PLEASED** with the more contemporary environment created at Iroquois. Students are **PROUD** of their new school and seek out opportunities to spend time in the ARC, which they see as a destination with **ENDLESS POSSIBILITIES**. Dr. Westerhold, Superintendent of District 62, recently spoke with the librarian at Iroquois who, when asked how she liked the new ARC space, responded, **'In all my years of teaching, I never could have imagined working in such a wonderful school.'**

A Closer Look

Iroquois Community School

Built-in and free-standing, flexible furnishings populate the interior of the ARC and support large and small group instructional activities. Selectively placed windows frame views to the surrounding corridors, dissolve the boundaries between these areas, and create enhanced visibility and accessibility to all parts of the school.



A Closer Look

Iroquois Community School



Legend

1. Main entry
2. Security vestibule
3. Administration
4. Kindergarten
5. Gymnasium
6. Lockers rooms
7. Music/Band room
8. Cafeteria
9. Academic Research Center
10. Renovated classrooms
11. Special education
12. Art room
13. Office space
14. Mechanical space



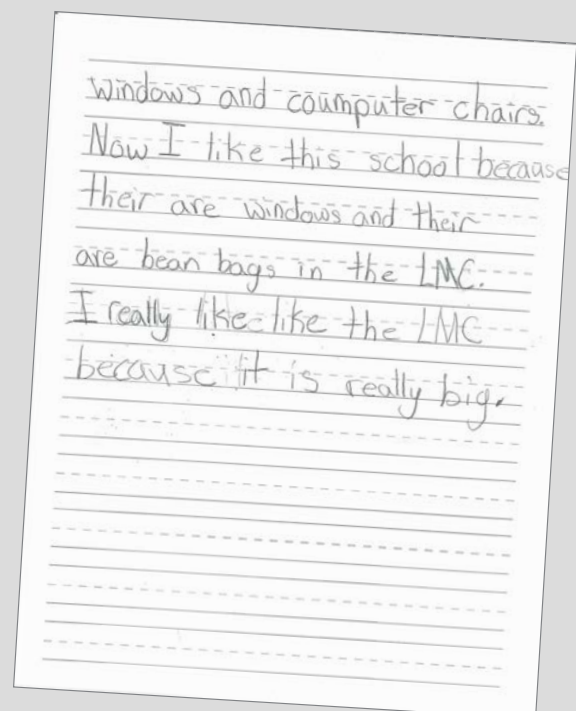
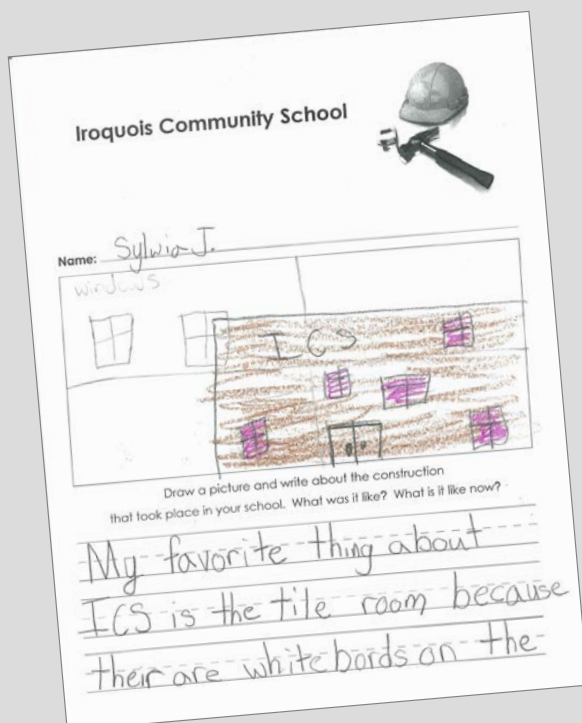
A Closer Look

Iroquois Community School



Now I like this school because there are bean bags ...

Sylvia,
Iroquois Community School Student, District 62



Results of the Process and Project

District 62 had One Goal in mind:

a Renaissance within an Entire District to Inspire a Community.

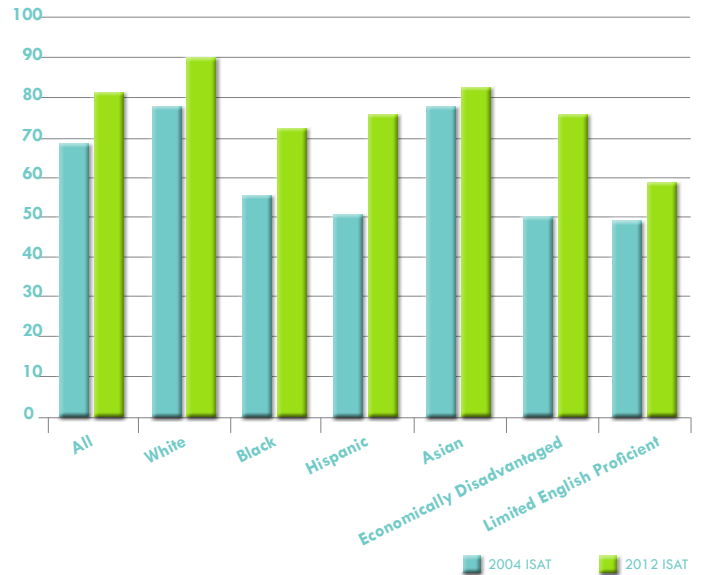
Achieving Educational Goals and Objectives

The District has experienced a **remarkable increase** in reading and math test scores across all demographics. Every school has seen their Hispanic students increase test scores from 51.5% to 76.1% in reading and from 57.7% to 93.1% in math. Perhaps most significantly, the “Limited English Proficient” and “Economically Disadvantaged” demographics have both seen increases in reading and math by 30-40%.

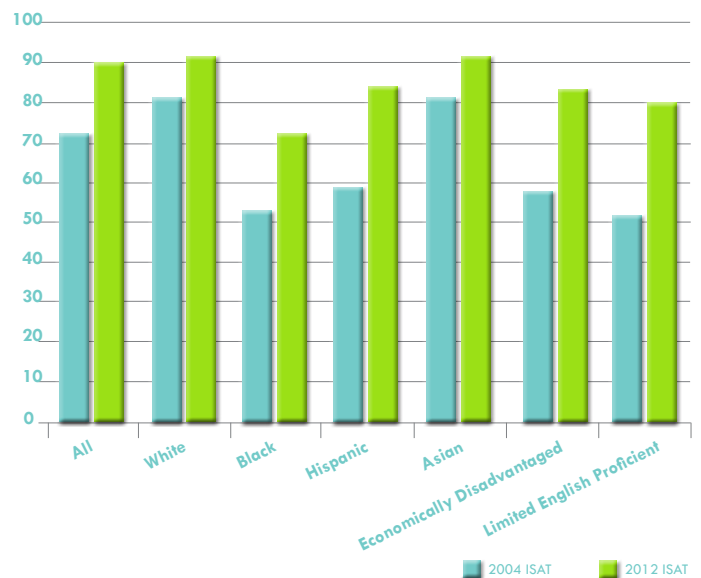
The creation of the Early Learning Center was a major step towards achieving the Educational Goals and Objectives of the project. Sparking **lifelong learning** in our youngest students starts with the idea that architecture and the natural surroundings are teaching tools. By stimulating a child’s curiosity and excitement for learning early, these special users of the ELC are poised for a streamlined, and successful educational career.

Based on programmatic recommendations during the Process, the School Board has already approved a **literacy pilot program** to provide three Literacy Coaches in five of the schools. The Second Language Committee examined the need for exposure to world culture and languages and recommended Spanish should be offered beginning in the sixth grade. There has also been a greater emphasis placed on technology, including the acquisition of laptops, document cameras, SMART boards and more.

PERCENTAGE OF STUDENTS MEETING BY SUBGROUP
READING



PERCENTAGE OF STUDENTS MEETING BY SUBGROUP
MATH



Results of the Process and Project

Achieving School District Goals

Following Implementation, District 62 reinstated and/or enhanced many of its programs. Professional Development for teachers was reinstated and the building upgrades and improved technology allow for **collaborative work** and meeting spaces for small and large groups. As a result of enhancements to buildings and school grounds, **team sports, intramurals and extra-curricular activities were also reinstated**, allowing for safe and improved sports and student activities.

Gifted programming was reviewed and improved upon through an alignment of instruction and content. Cross-content, project-based models of instruction were created for students in third through fifth grades. Additionally, technology upgrades and space improvements in the school buildings have allowed for more effective instructional practices, including the use of more **online resources and digital materials**; a collaboration across the District and with students in other locations; the introduction of new technology devices to motivate students; and collaborative and project based work that takes place in new, flexible work spaces.

Now that the project is complete, each of the three District-wide goals and recommendations identified in the Comprehensive Plan Analysis encompass the following:

1

Health Safety, Security Work

Scope - site circulation and main entrance/ security upgrades and restroom renovations; architectural environment features; food service program modifications and expansion

2

Selected Infrastructure Upgrades -

mechanical, electrical and technology enhancements

3

Curriculum Modernization

Improvements - centralized Early Learning Center program; large and small group meeting and instruction venues for students and staff; T.I.L.E.s

Achieving Community Goals

Despite initial concerns and challenges along the way, the Des Plaines community received 11 “new” elementary and middle schools in their district. The **five themes** set forth during the Community Engagement Process are now realized:

1. Updated and **Improved Technology Programs** make school technology compatible with the rest of the world including enhanced technology curriculum.
2. **Improved Safety** in/around means schools with controlled entries, better defined entry doors, and safer pick-up and drop-off areas with less congestion and better traffic flow.
3. **Well-controlled Climates** allow children to learn more easily because they are comfortable, with air conditioning, better ventilation and heating systems.
4. **More Efficient Use of Space** and Improved Environmental Qualities limits overcrowding and allow a large amount of flexible space and different types of grouping and different types of activities, especially small group work, and space that is inviting, comfortable, and bright.

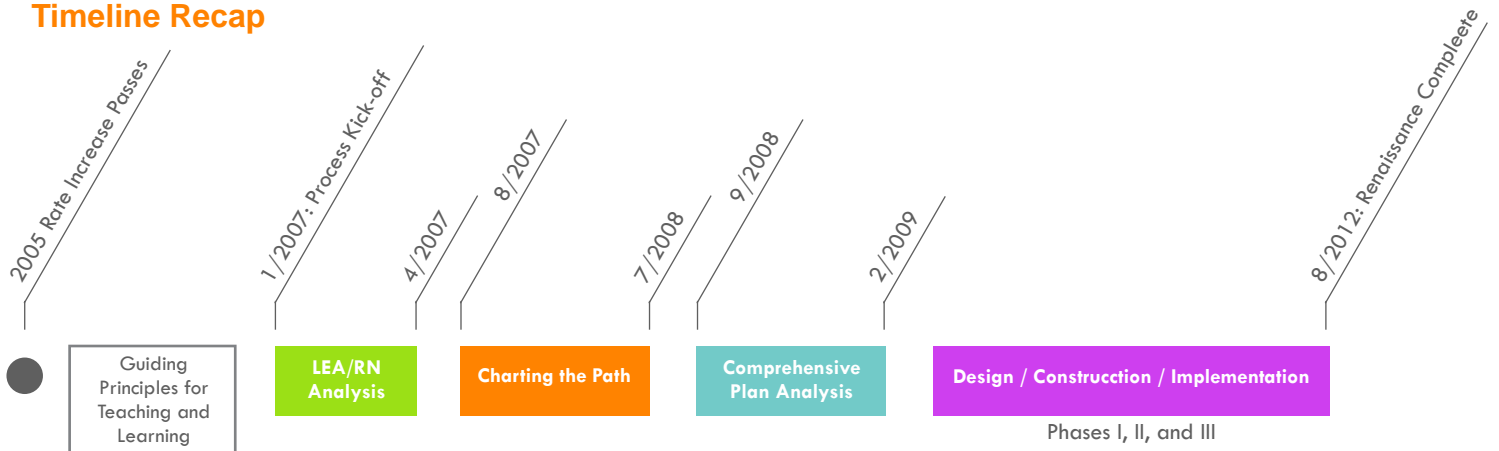
5. A Much **Improved Lunch Program** promotes healthy eating habits, with better food quality, healthier choices and a more friendly dining environment.

Additionally, through the numerous local and national **awards won**, community members who are not involved with the schools on a daily basis can also see **positive results** and external validation from the Master Planning process without ever setting foot in the buildings themselves.

The response from the community has been **overwhelmingly positive** and parents and their children are proud of their new facilities and excited by the opportunities they offer. With so many immigrant families in the District, quality schools go beyond simply aesthetically pleasing places, representing a bright future and the realization of **hopes and dreams** for a new generation of American citizens.

Results of the Process and Project

Timeline Recap



Final Thoughts

Creating spaces that provide children with the skills necessary to become productive global citizens is a daunting task. The architects were fortunate to have a client partner who was always keeping the final goal in mind. Through this collaboration, the project was brought to fruition on time and on budget with overwhelming support from a community who, through the Community Engagement process, set the project in motion along a path of success.

Perhaps most notably, on November 18th, 2012 the Illinois Association of School Administrators named Superintendent Dr. Jane Westerhold the Illinois Superintendent of the Year (there are more than 800 superintendents state-wide). Dr. Westerhold feels strongly that the award represents the achievements of the faculty, staff and community and would never have been possible without the great success of Charting the Path.

With implementation complete, District 62 teachers and administrators are about to embark on another journey. In April 2013, Dr. Westerhold plans to launch an exciting new set of goals and begin another Community Engagement Process centered on Digital Learning and Conversion, which includes moving beyond textbooks and into a digital world. With modernized infrastructure and exceptional resources in place, the future is bright for District 62 and the possibilities are endless.

District 62 experienced not only a programmatic and infrastructure Renaissance, but also a major rebranding. An updated logo reflects the refreshed and contemporary feel within the schools themselves.



BEFORE



AFTER

Although I am extremely proud of District 62's accomplishments, I certainly cannot take the credit in isolation. I share this award with a Board of Education committed to children, an amazing group of fellow administrators, our teachers and support staff, our parents, our partners, our volunteers, and the boys and girls who we serve.

Dr. Jane Westerhold,
School Superintendent, District 62