SIOUX CENTER, IA

ONE WAY

2022 JAMES D. MACCONNELL AWARD SUBMISSION



SOUV CENTER HIGH SCHOOL



EXERUTIVE SUMMARY

A common challenge for any growing school district is lack of space, and for the Sioux Center Community School District that capacity issue was effecting them at all grade levels in every building. By investing and planning for a new high school facility, the district solved capacity issues and created a solution that not only allowed for growth and flexibility, but also elevated opportunities for students of all grades, teachers and community members.

The high school freed up space at their current buildings for a longer period than if they had added multiple additions solving only immediate needs. They now gain greater flexibility, re-aligned grade levels, and a long-term growth plan for the next 12-15 years. The new school has impacted not only the students, but the surrounding area as well. Community and business relationships have been formed with the school through the programs offered, especially in the Career Tech wing. Sporting events now occur in a state-of-the-art gymnasium, complete with a weight room and walking track also open to the public. The built-in growth and flexibility will serve this district for years to come.



Throughout the year and a half design process, the district embraced unique solutions to solving and developing a facility that would lead them into the future. Putting their learning on display through three guiding principles:

Variety of Space Collaboration

Community

These principles shaped not only the use of space and the types of space, but they also informed partnerships, fund-raising, and future curriculum.

SCOPE OF WORK & BUDGET

BUILDING FACTS:

180,000 SF



\$5 M in fundraising 4 multi-purpose practice fields

3 stories

\$42.5 M



34 acres

minority enrollment: 46% economically disadvantaged: 35%

CURRENT HIGH SCHOOL STUDENT POPULATION 500

building core sized to accommodate 850 students

SCHOOL & COMMUNITY ENGAGEMENT

THE ENGAGEMENT PROCESS STARTS WITH THE DISCOVERY PHASE. THE GOAL IS TO LEARN AS MUCH RELEVANT INFORMATION AS POSSIBLE ABOUT THE DISTRICT, ITS FACILITIES, THE STAFF AND STUDENTS, THE COMMUNITY AND THEIR GOALS.





COMMUNITY OVERVIEW

Sioux Center's population is diverse, collaborative, and future-minded with a strong support for its local businesses, which in turn, support the school district. From joint use agreements to private development, Sioux Center is a leader in northwest Iowa. Sioux Center's growth and modernization has been steady through the years, with population growing to about 8,229 residents, according to the U.S. Census Bureau.

Located in northwest Sioux County, Iowa, Sioux Center is close to Interstates 29 and 90, allowing business and industry to continue to expand. Agriculture and ag-related businesses are at the root of Sioux Center, and the community takes pride in this fact. Sioux Center is home to Dordt University, a private Christian college that is a leader in engagement and education and helps drive the community's advancement. These opportunities created an excellent environment for a strong school district.



Sioux County



POPULATION GROWTH over the last decade

The addition of a new highschool facility was an all-in, district-wide solution to enrollment growth, rather than chasing the problem from building to building.

With the **district growing at nearly** 3.5% annually, the administration had to figure out how to add capacity at all three of their current facilities with limited funds. Multiple studies were completed that ranged from additions to all the buildings, a new elementary, an intermediate school, to ultimately deciding the best solution was a new high school facility. This solution allowed the old high school to become a 7th-8th grade facility and support the needs of a larger gym, assembly spaces, larger media center, appropriately sized commons as well as the CTE spaces that the 7th and 8th grade curriculum required. Consequently, all of the facilities then re-aligned their grade levels to allow for, at minimum, 100 additional students in each building over the next ten years. Providing the district with space to accommodate the projected growth rate, the **learning opportunities** increased, and the district could better support age level curriculum and environments.

Enrollment Projection



DISTRICT PLANNING

New School

9TH - 12TH GRADE

200 STUDENTS

COMMUNITY ENGAGEMENT



"WATCHING HOW **TEACHERS AND STUDENTS USE** THEIR SPACE BUILT **CONFIDENCE & CONSENSUS AMONG OUR TEAM MOVING FORWARD**"



08 W Commu Q4 Of the types of instructional methods listed, plea nphasis you would put on each(5 being a high emphasi emphasis Q5 Of the types of instructional spaces listed, yould your students ideally spend on a ty

SCHOOL PRECEDENT TOURS

Touring larger districts outside of their local area allowed the district to experience first hand, ideas and solutions that could work for them. Seeing became believing.

COMMUNITY & STAFF SURVEYS

Collecting data and input from the community and staff guided the district's goals as they moved forward. Proposed solutions were then linked back to the information gathered.



VISIONING WORKSHOPS

The ability to dream became pivotal in developing and working through options that challenged their "normal."



STUDENT ENGAGEMENT

Asked to participate in a three phase engagement session, a group of students helped shape the learning environments that students will experience for many generations. 1.Listen & Learn 2.Dream & Design 3.Iterate & Present

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at p al c	t percentage of time al day in each?					Q7 How do you see your instructional method changing in the next 10 years? Assessed 33 Stated 3		
							RESPONSES	DATE
						1	Leve backer performed and more student performed instruction.	7/24/2018 7:09 AM
						2	More electives within my subject	7/24/2018 8:35 AM
						3	More problem solving. More collaboration	7/23/2018 8:03 PM
						*	I will condition to entrance my desct instruction while learning to find more appropriate opportunities for occeptuative, problem-based learning with substantive conversation and Seatwork ethodown.	7/23/2018 5 54 PM
					ED% 70%	5	Those to add more elements of keep term, abudent directed project-based learning that emphasizes student choice and addresses community needs.	7/23/2018 4 53 PW
					RESPONSI	8	NA	7/23/2018 4-25 PM
					01.52%	7	Yais I would expect there to be even more technicity; as we move forward. I exuit also expect the we will derive into the Project based educational opportunities.	7/23/2018 4:17 PM
					33.33%	п	With factorology evolving as fast as it is, it's hard to say. More hands on work, if I were to guess.	7/23/2018 4:12 PM
					15,15%	9	locorporating more technology and working more directly with community organizations	7/23/2018 3 47 PM
					0.00%	10	I don't see a lot changing in the instructional method of teaching choir.	7/23/2018 3 18 PM
					0.00%	11	I see high school students being independent learners where their schedule is "open" and they can come and go to beachers as they need acress or help.	7/23/2018 10:42 AM
						12	My goal would be for my classroom to become even more studentied. Plantite seating, flapped observors, goal wetting, coaching students through model win on their goals. Exitin indeption of historizing goaps, timistake assessment fools, ed.) you instantism of ed. Planking in commensation with my students, both in the target language (Specific) and English, to toot them to higher even of performer, Comprising their paul will control to be activity goals.	7/23/2018 7:19 AM
					igs. Also, max	13	Continue to design more problem based and hands on instruction	7/20/2018 8:28 AM
						14	Student centered and driven, even more project belief learning, much more coordination and cooperation with businessanamptoyers	7/19/2010 7:01 PM
ears sons toom ell continue la					el continue lo	16	I would love to see myself move lower befor facilitating a more student-centered learning environment	7/19/2016 3 37 PM
e ensi e voltariji v re usofut ta athorati					e wonang with In useful, but i difficult	10	I see the need for another obtain counsaler and an increase in outside community counselon, I anticipate collegies will go to an interview obtain viel format with alrype opportunities instead in sending admissions counselons to visit students. It will be important to have spaces for these types of searing collaboration.	7/19/2018 1:45 PM
10% 25.47	7%	30% 11.76%	10% 20.59%	TOTAL	ia best done sybs friding s	57	Noping all instructions are using more problem based learning. More occupration to meet standards across departments. Differentiated instruction—meaning several different learning experiences happening simultaneously in classroams/ansec. Ca-basching. Lots of interruction and conversion.	7/16/2018 12:45 PM
4.7	1%	29.41% 10	7 8.82% 3	34		18	I think cooperative learning will continue to grow. I will do less direct instruction and students will work together to only problems and learn concepts. I will be a facilitator to students taking male persenting in this or the imaming.	7/19/2016 11:04 AM
2.11	2%	30.30%	18.18%	100		19	97 Unsure. Moving Inwerds more prolifern beset, real works application.	7/10/2018 9:05 AM
7.65	5%	32.35%	11.76%	34		20	Liebold say that my instruction woold contrina to be more hands on, problem solving, working on the able, and skills that prepare students for independent living/community involvement after high entered.	7/19/2018 9.02 AM

STEP ONE: LISTEN & LEARN

As the designers and the clients, the students listened to the reasoning behind the new building's current, in-process, design. They learned what led to many of the programmatic adjacencies taking place in the schematic plan



Inspired by the planning process and experiencing one year in the new facility, now studying architecture in college!



STEP TWO: DREAM & DESIGN

With the background information covered, the students began forming a learning environment they found **exciting, inspiring & inclusive**. Using plans, sketches, and inspiration photos, the group helped to direct the function and feel of a successful student space

Also studying architecture in college after her involvement in the engagement sessions and watching the construction progress of the new school!

STUDENT ENGAGEMENT

3

STEP THREE: ITERATE & PRESENT

Dreaming is fun. However, challenging the students to present to each other the reasoning behind their ideas, and what makes their space successful, brought another level of challenge (function) to the exercise. This accountability to the team guided the workshop from "wild ideas" to the **balancing of innovation and practicality**.

"STUDENT INVOLVEMENT NOT ONLY HONED THE DESIGN BUT CREATED IN THEM A SENSE OF PRIDE AND OWNERSHIP IN THE NEW SCHOOL."



Through strong collaboration and communication, the City of Sioux

Center, Dordt University and the school district worked together to find the best location for the new school that would be beneficial for everyone. Already having a strong joint use agreement, they had a centralized athletic complex that was located adjacent to both the school and Dordt for shared use. Near by was also the county fair grounds and an old dirt race track. Both these venues were out growing their location and becoming more surround by the growth of the town making for a very congested

county fair experience while disturbing the surrounding neighborhoods. This led to the negotiation to remove the old race track and an agreement that the county fairgrounds would eventually relocate to the outskirts of town as they planned a new location. The team then began master planning efforts to redevelop this area into a more robust athletic complex. This would eventually house much needed soccer fields for the city, an indoor turf facility for Dordt and additional growth and great adjacencies for the school to their fields and main circulation roads.





COMMUNITY PLANNING

JOINT USE SITE

COMMUNITY ENGAGEMENT

Needing to pass a bond to help fund the new facility, the story needed to be told to the community through multiple avenues. Consistent, concise and clear information during a two month campaign was provided to the district and promoted through:

- custom website and tax calculator for voters to learn their personal tax impact
- existing school tours for parents/community members to reinforce the need
- "vote, yes" committees answering questions at events
- community fliers
- coffee shop meetings
- community town hall meetings
- newspaper articles
- radio interviews

Being open and transparent with the community led to overwhelming positive support from the community even with a large parochial school population.

passed \$24.9 million bond with 76% APPROVAL



"THIS BOND MEANS A STRONG AND SUSTAINABLE FUTURE FOR SIOUX CENTER. IT AMPLIFIES THE GROWTH WE CONTINUE TO SEE AND AFFORDS US THE SPACE TO CONTINUE TO EXPAND IN ALL FOUR SCHOOL BUILDINGS. THIS BOND ISN'T JUST A SOLUTION FOR OUR HIGH SCHOOL, BUT FOR ALL STUDENTS FROM TK THROUGH HIGH SCHOOL AND ULTIMATELY FOR OUR COMMUNITY AS WE CONTINUE TO ASSESS THEIR NEEDS AND THE POTENTIAL MULTI-USES OF OUR FACILITIES." -Monica Sedelmeier, co-chair of the bond vote committee

EDUGATONA ENVIRONMENT

LEARNING ON DISPLAY

The success of this facility is its unique solutions for "Learning on Display." This was achieved through three guiding principles:

Variety All students learn differently. Each class is taught differently. Therefore, spatial needs are different, and because of this, the overall design gives agency to teachers and students to best position themselves for success.

Collaboration Collaborative learning and teaching is at the forefront of the design with a variety of learning environments. This includes active science labs, open classrooms, group rooms, presentation spaces, multifunction classrooms, large assembly areas and an open office space for teachers. This open office space, dubbed the "PLC," acts not only as a hub for professional development, but also gives teachers space outside of classrooms to team up and share

EDUCATING THE WHOLE STUDENT FOR A WHOLE LIFETIME

resources. The PLC also helps free up unused classroom space, not designated to a specific instructor.

Community Promoted by the openness of the facility, there is a strong visual and physical connection between athletics, traditional education spaces and the Career Tech programs. The use of glass allows for greater visibility into each classroom and encourages the use of Team Rooms adjacent to the classrooms for small groups and breakout sessions.



VARIETY OF LEARNING SPACES

Through the planning process, it was determined that hands-on and cooperative spaces were lacking in comparison to direct instruction environments. The goal was to more than double the hands-on and co-op environments.







HANDS-ON

DIRECT

COOPERATIVE

"DISTRIBUTING DIFFERENT ENVIRONMENTS THROUGHOUT THE SCHOOL, ACTIVATES EACH LEVEL, **ENGAGES STUDENTS DURING TRANSITIONS, AND ALLOWS BOTH ACTIVE AND PASSIVE SUPERVISION."**



DISTRIBUTED



DESIGNING THE "TEAM ROOMS" ADAPTABLE SPACE FOR CHANGING NEEDS

The Team Rooms, located in the core of the building, along the main circulation path, provide diverse environments easily accessible by a number of classrooms and students.

INDIVIDUAL SPACE

designed for independent reading, make-up work, privacy

SMALL GROUP

team assignments, break-out discussions, hang-outs

LARGE GROUP

presentations, specialty courses, overflow classroom space



enclosed video call space, club meetings, acoustical privacy

EDUCATING THE STAFF ON THE PURPOSE OF EACH SPACE AND VISUALLY COMMUNICATING THE CONFIGURATION OPTIONS WAS CRUCIAL FOR SUCCESS





DISTINCT YET FLEXIBLE

One size does not fit all. Learning environments were designed with specific activities in mind. Within that framework, a few scenarios can be achieved with a simple rearrangement of furniture.









TURN & TALK



COLLABORATION Collaboration was studied not only among students but teachers as well. The consensus was formed early on that **collaboration often produced the best results** and that more of it was needed.

Visibility into and through spaces encourage participation from others Flanked by classrooms on either side, writable surfaces and open, informal learning spaces at the Team Rooms allow for impromptu collaboration





Giving educators a place to work during their planning periods frees up classroom space for the rest of the school. This model allows for internal growth and flexibility before needing to build additional classrooms.

The main function of the Professional Learning Community is to promote collaboration between teachers and departments. The second, though just as important, is its key role in the flexibility and growth of the school by not always dedicating a classroom to a teacher.

"THE PLC GIVES THE STAFF A PLACE OF THEIR OWN TO WORK AND RELAX. IT ENCOURAGES TEACHERS TO GET OUT OF THEIR SILOS & COLLABORATE!"



THE "PLC"

A PROFESSIONAL LEARNING COMMUNITY

The PLC provides educators with an open office environment, outfitted with Team Rooms, a shared library, lounge space and private workstations

COMMUNITY

Special attention was given to the connectedness of each space and program within the building. An open environment that feels inclusive, active and engaging supported the second guiding principle.

"CORRIDORS BASICALLY DISAPPEAR. YOU LEAVE ONE LEARNING SPACE AND IMMEDIATELY ENTER ANOTHER" Previously closed-off spaces, like the Media Center, are now opened up to allow for more informal use throughout the day

Easily movable furniture encourages groups to form and gives agency to students, allowing them tailor their spaces

PHYSICAL ENVIRONMENT

"IT LOOKED LIKE A COLLEGE. IT LOOKED LIKE THE INNOVATION CENTER AT IOWA STATE... I MEAN, IT MIRRORED SOME OF THE SAME THINGS THAT I SAW THERE." -IOWA GOVERNOR KIM REYNOLDS

SOUX CENTER HIGH SCHOOL

SIDIH CENTER URARIORS

> School spirit is boldly displayed throughout. This warrior stands 23′ tall.

The administrative area provides a secure entry that gives visibility to the main entrance, parking lot, and drop-off zone. The large open views create time for staff to see and react to approaching visitors.

PHYSICAL ENVIRONMENT

PHYSICAL ENVIRONMENT

keeping "Learning on Display" a prominent feature.

growth of the district.

PHYSICAL ENVIRONMENT

In this open environment, blue acoustical felt lines the walls and ceiling to create a level of noise reduction and privacy, minimizing distractions

Ceiling and flooring transitions define circulation paths and highlight zones of activity

An acoustical wood ceiling contrasts the industrial feel of the exposed, fire-rated structure

ATHLETICS CONNECTION TO THE SCHOOL & COMMUNITY

Acting as a multipurpose gym, considerations were given to the acoustics for a variety of occasions such as concerts, graduation, and speaking events. For example, a perforated acoustical deck, acoustical wall paneling, and flexibility with speaker locations were designed to enhance each experience.

The gymnasium is adjacent to and visually connected to the main entry and commons, drawing users into the competition space

To improve the school's wellness program, a walking track was designed to for use during PE and to provide simple circulation around the gym, keeping spectators off the court

> Along with the walking track, the weight room is available for community use at certain hours during the week

Translucent upper glazing in the athletic areas to gain natural daylight but limit sun glare on the courts

PHYSICAL ENVIRONMENT

Culinary arts has a direct adjacency to the school's coffee shop and concessions stands. Students can provide "school-made" goods to sell, and concessions volunteers can access the large kitchen, if needed.

Science labs are one of the few dedicated classrooms, due to their specific chemical and experiment requirements. The labs are connected to one another through shared storage and prep rooms.

Specialty classrooms, including the Fashion Lab, incorporate customized casework and storage, specific to the program needs

Visibility into joint lecture style classrooms add a layer of supervision to the separate classroom space.

PHYSICAL ENVIRONMENT

RESULTS OF THE PROCESS

THROUGH THE CONSTRUCTION MANAGER AS AGENT PROCESS, THE COMMUNITY WAS ABLE TO SECURE 70% OF THE PROJECT **BY LOCAL CONTRACTORS WHICH IN TURN SUPPORTED THEIR OWN COMMUNITY BUSINESSES**.

- a quick enclosure time.

• Initiated by local landscape nurseries, a "Tree Drive" was created. Supporters could purchase a tree and get one tree dontaed to the school. This helped to populate the area with native vegetation. Almost 70 trees were purchased and donated during the construction of the building.

• Due to lowa's climate and foresight in the scheduling and planning process, precast wall construction was used to facilitate winter erection of walls and

BOGO BOGO MECHANICAL EQUIPMENT LOAD REDUCTION FROM SUN SHADE DESIGN

Continuing with community partnerships, ice storage was used to capitalize on local rebates and incentives. This strategy was used to minimize peak demand and reduce utility costs by creating ice overnight to be used as a cooling source throughout the day.

SIOUX CENTER HIGH SCHOOL

RESULTS OF THE PROCESS COMMUNITY PARTNERSHIPS

This project has served the interests of the community, beyond the school district. With the excitement of the new Career Tech Education wing, a CTE Booster club was formed.

Local businesses & individuals donated toward the purchase of a new CNC machine for the students. The education and experience that the students receive, along with the exposure to local industry, is an investment in the community's workforce. The CTE Booster Club is an avenue for businesses to train and connect with the school and students.

"THIS IS PRETTY CLOSE TO MY HEART BECAUSE I DIDN'T GO TO A FOUR-YEAR SCHOOL OR A TECHNICAL SCHOOL. STARTED A FULL-TIME JOB THREE DAYS AFTER GRADUATING HIGH SCHOOL AND I WORKED MY WAY UP. I'M LUCKY TO BE THE OPERATIONS MANAGER HERE AT WALINGA USA. HARD WORK GOT ME WHERE I AM." - BOOSTER CLUB PRESIDENT, BRIAN HOOYER

CTE BOOSTER CLUB

RESULTS OF THE PROCESS CATALYST FOR INNOVATION

Without skipping a beat, Dordt University and the City of the Sioux Center continued their development of the old fair grounds area and moved forward with their vision to complete an indoor turf facility that will house year round soccer, baseball practice, wellness opportunities and other indoor sport for Dordt University along with providing space for community events such as city recreation programming, youth athletic leagues and clinics, and other activities. It is estimated that more than 200,000 visitors will make use of the facility each year.

Scott Wynja (city administrator) said the turf area is large enough to allow for spectators and mobile bleachers around different field configurations, ranging from full-size soccer and softball fields to three youth football or soccer fields side-by-side. The facility also will be set up to host regional soccer youth tournaments, which are expected to draw athletes and members of their families from around the region. "THE MULTI-SPORT RECREATIONAL FACILITY WILL BRING NEW OPPORTUNITIES FOR MEMBERS OF THE SIOUX CENTER COMMUNITY TO MEET, CONNECT, AND DEEPEN RELATIONSHIPS WITH YEAR-ROUND SOCCER, SOFTBALL, FOOTBALL, BASEBALL, AND MORE—FOR ALL AGE GROUPS FROM A VARIETY OF DIVERSE BACKGROUNDS. -DR. ERIK HOEKSTRA, PRESIDENT OF DORDT UNIVERSITY.

AMERICAN STATE BANK SPORTS COMPLEX

EDUCATIONAL SPECIFICATIONS BUILDING FOR THE FUTURE

lower level

main level

Learning from past experience, the district knew they needed to plan, not only for this growth surge, but future growth as well. Consequently, this led to a three phased growth strategy.

Phase One - Internal Growth

With a tight budget, the district had to embrace creative solutions to build internal growth within the facility. Early on in the process, it was decided that the core teachers would not be assigned a dedicated classroom and instead were given office space in a professional learning community. This allowed the school to not occupy a full classroom during a teacher's prep period and instead provide an open classroom for use by another teacher. This flexibility, combined with the variety of learning environments around the building, is estimated to handle the 3.5% projected growth for the next ten years.

Phase Two - Building Expansion

Creating a plan that had simple circulation, organization and uncapped ends allows the school to extend in multiple directions, without hindering the flow and organization of the facility. The current core of the building is sized to handle 850+ students while relying on the internal growth strategy of phase one to size the classroom space for their current needs. Knowing the classrooms would expand to the west, the team placed the PLC and the special education wing near this expansion that would eventually put those programs in the center of the education "wing".

Phase Three - Site Expansion

Avoiding the sprawl of a single story building, the team developed a multi-story facility that maintained a smaller footprint on the site and gave them plenty of space for future additions and out-buildings as needs arise or change overtime.

Practice fields connected to joint use athletic complex

upper level

EDUCATIONAL BRIEF

From the start of the Master Planning process through construction and completion, engagement with the school and community was at the forefront. Following and trusting the process, led to unique solutions which created the best results.

"IT IS EXACTLY WHAT OUR KIDS NEED. IT IS TRANSFORMING WHAT EDUCATION LOOKS LIKE TODAY." -IOWA GOVERNOR KIM REYNOLDS

SIOUX CENTER HIGH SCHOOL