Resilience strategies for communities, facilities and learners
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:30-10:37</td>
<td>Resilient Communities</td>
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<tr>
<td>10:37-10:47</td>
<td>Essential Questions</td>
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<tr>
<td>10:47-10:55</td>
<td>Share/Wiggle</td>
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<td>10:55-11:02</td>
<td>Resilient Schools</td>
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<td>11:02-11:12</td>
<td>Essential Questions</td>
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<td>11:12-11:20</td>
<td>Share/Stretch</td>
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<td>11:20-11:27</td>
<td>Resilient Learners</td>
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<td>11:27-11:37</td>
<td>Essential Questions</td>
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<td>11:37-11:44</td>
<td>Share/Dance Party</td>
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<td>11:44</td>
<td>Reflections</td>
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<td>12:00</td>
<td>Adjourn</td>
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Resilient school of the future...
1 Resilient Communities
Accommodate Change Over Time
Site Selection
Partners
Internships
1a Site Selection

Community Values
First Costs/ Total Cost of Ownership
EPA Smart School Siting Tool

<table>
<thead>
<tr>
<th>Key Characteristics</th>
<th>Grades to be served: PK-5</th>
<th>Planned enrollment: 532</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Existing School Site</td>
<td></td>
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<td>● Access to Highway 1</td>
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<td>● Potential re-use for residential/commercial development</td>
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</table>
FRANKLIN
Right Location/Wrong School

Expanded 5 times in 99 years

Rapidly Changing/Infill Neighborhood

Use of Existing Street Network
1b Partners
Our School at Blair Grocery
Gahanna Jefferson
Harlem Children’s Zone
HURRICANE KATRINA FLOODING: 2005

Levee breaches from Katrina’s monster surge left the city under more than 10 feet of floodwater in some neighborhoods. A look at the maximum standing water depths at the height of the flood, when Lake Pontchartrain leveled off with New Orleans:

Most East Jefferson flooding was caused by Lake Pontchartrain water backing up through an unstaffed pumping system.

Parts of the West Bank within levee system had minor flooding due to an unstaffed pumping system.

Source: C&S Technologies Survey Services, staff research

APPROMATE STANDING FLOODWATER DEPTHS
- Over 10 feet
- 8-10 feet
- 6-8 feet
- 4-6 feet
- 2-4 feet
- 0-2 feet

Levees/floodwalls

Breached or compromised levees

OS@BG
9th Ward Redevelopment
Grocery store & community garden
Alternative school learners responsible for 700 service learners
“to what extent are we empowering at-risk youth to take leadership in making New Orleans, Louisiana the City that Ended Hunger?”
Street level fitness, bank, offices
On-site work opportunities
PK-12+  
Neonatal parental engagement/Focus on child development  
Community medical clinic within school  
Serve as community center after school  
Support for children & families through college  

Harlem Children’s Zone New York, NY
1c Internships

Half a day, every day
Once a week (Shared with 4 others)
Twice a week, all day
Once a week, shared with 4 others
Pay shared with school
Jobs not donations
Twice a week
4 year focus on learner passion
Job Mentor

MET School, Newport, RI
Main mode of transportation provided by Rome Transit Department
Essential Questions #1:

A. Why do we default to 10Acres+?
B. How are you engaging the community in the site selection process?
C. What internship opportunities are you taking advantage of/who are your partners in success?

10 MINUTES ½ TABLE TEAM
3 MINUTES Pair/Share
5 Minutes Whole Group
Resilient Facilities

Smaller Buildings
Range of Learning Environments
100%-200% Utilization
2a Smaller Buildings

60% - 90% Smaller
Greater portion devoted to teaching and learning
Less to design, build, own, operate and maintain
Typical School

Before SE, Computers, Kindergarten, Title I, G&T, School lunch, Counselors, Security, ADA, PBL, STEM, STEAM, STREAM...
Teachers work alone and solve all the problems of the universe in each room
10-15% for teacher + 5% for casework + 20% single purpose circulation
Classrooms used 65-75% of day
Future-Focused School

Variety of room sizes to meet needs of small groups, large groups, presentations, technology

Teachers work in teams share storage, planning center, flexible casework, breakout areas

Classrooms used 100% (7 hour day) to 200% of day (13 hour school day)
2b Range of Learning Environments

Variety of needs/not solving all the problems of the universe room after room
Spaces for extroverts and introverts
Flexible furnishings
Future-Focused School

And dedicates a greater percentage to teaching & learning

SLC SINGLE POD
1 team of 100-150 (Including 12-18 SE)

Variety of rooms sizes:
100, 200, 400, 600, 900, 1200 SF
Many 400 SF, few 600 SF

Average of 1,050 SF/ adult

Pairs of rooms linked with sliding doors

Planning center as home base for teacher teams

SCI Lab accessible to shared area to allow AP/non-team use

World Language accessible to shared area to allow for AP/non-team use

Flex Lab proximity for thematic flexibility: Art, STEM, FCS, etc
Compare

7,175 +/- (667 SM)

8,565 +/- (929 SM)
Compare

7,175 +/- (667 SM)

8,565 +/- (929 SM)
Resources

7,175 +/- (667 SM)

8,565 +/- (929 SM)
Resources

7,175 +/- (667 SM)

8,565 +/- (929 SM)
2c 100%-200% Utilization

75-85% utilization is not acceptable (and neither are 30 minutes/day for passing periods)

Planning Centers
Team A & Team B/Thirteen hour school day with early, mid-morning, mid-day start
Essential Questions #2:
A. Why do we accept standardization of classrooms and 35% non assignable?
B. How are you addressing the needs of introverts?
C. What are the range of learning needs we should be accommodating?

10 MINUTES ½ TABLE TEAM
3 MINUTES Pair/Share
5 Minutes Whole Group
3 Resilient Learners

Project Based Learning
Learning from failure
Learning at own pace
Creating Resilient Learners
Productive Struggle is a Good Thing!
Failure, Recovery, Persistence

Chicago Heights, IL
Project Based Learning
Essential Questions #3:

A. Why go to school?
B. How does project based learning, learning from failure and learning at your own pace impact facilities?
C. What are you doing to build resilience in learners?

10 MINUTES ½ TABLE TEAM
2 MINUTES Pair/Share
5 Minutes Whole Group
Your reflections?

Why is resilience important to communities, facilities and learners?
How is resilience best achieved in your community?
What will you integrate into your future practices?
Rule of Five (Adult Anchors)

Web of Support

Derek Peterson
www.BrightwaysLearning.org
https://www.youtube.com/watch?v=Jx2GMbs99FU&t=35s
Rule of Five (Adult Anchors)
Level of Connection, Adult Protective Factors

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Thank You

Please text your workshop photos & contact information (now)

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