



# Resilience strategies for Communities, facilities and learners



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# AGENDA

**10:30-10:37**

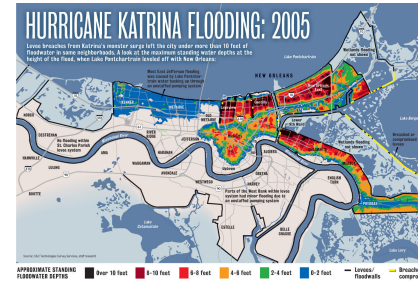
# Resilient Communities

**10:37-10:47**

## Essential Questions

**10:47-10:55**

# Share/Wiggle



**10:55-11:02**

# Resilient Schools

**11:02-11:12**

## Essential Questions

## 11:12-11:20

## Share/Stretch



**11:20-11:27**

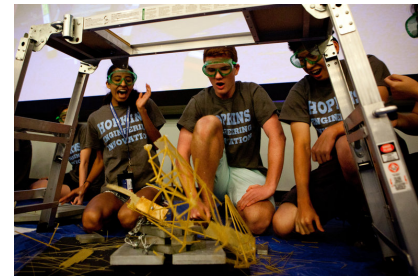
# Resilient Learners

**11:27-11:37**

## Essential Questions

**11:37-11:44**

## Share/Dance Party

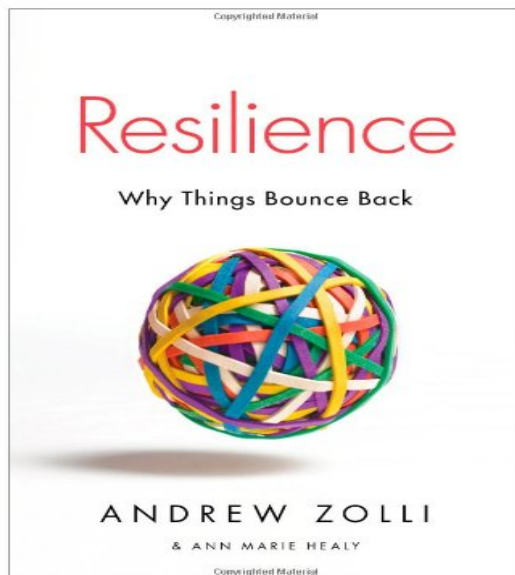


11:44

## Reflections

12:00

## Adjourn



# Resilient school of the future...



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# 1 Resilient Communities

Accommodate Change Over Time

Site Selection

Partners

Internships



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



*Building & Grounds Planning, Anaconda School District #10*

New school construction  
1410 Park Avenue West

**Site Scores** *(should be compared against the site scores generated for other candidate sites)*

### Score Profile

Category	Score
A	45
B	65
C	20
D	10
E	60





## FRANKLIN Right Location/ Wrong School

Expanded 5 times in  
99 years

Rapidly Changing/Infill  
Neighborhood

Use of Existing Street  
Network



# 1b Partners

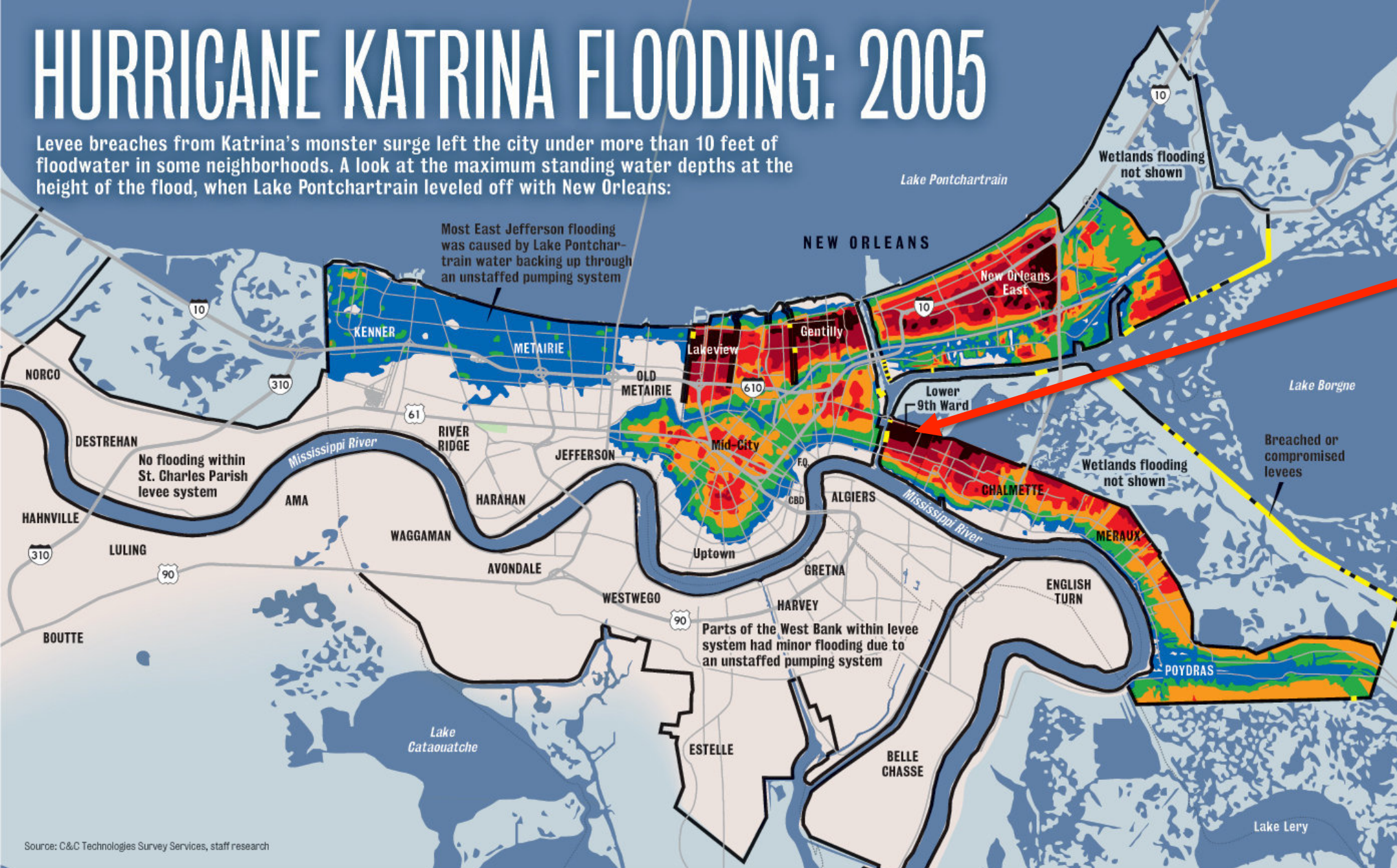
Our School at Blair Grocery  
Gahanna Jefferson  
Harlem Children's Zone



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# 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:



Source: C&C Technologies Survey Services, staff research

APPROXIMATE STANDING  
FLOODWATER DEPTHS







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?”



Our School at Blair Grocery New Orleans, LA





Clark Hall Gahanna Jefferson Public Schools, Gahanna, OH

Street level fitness, bank, offices  
On-site work opportunities





Harlem Children's Zone New York, NY

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

# 1c Internships

Half a day, every day

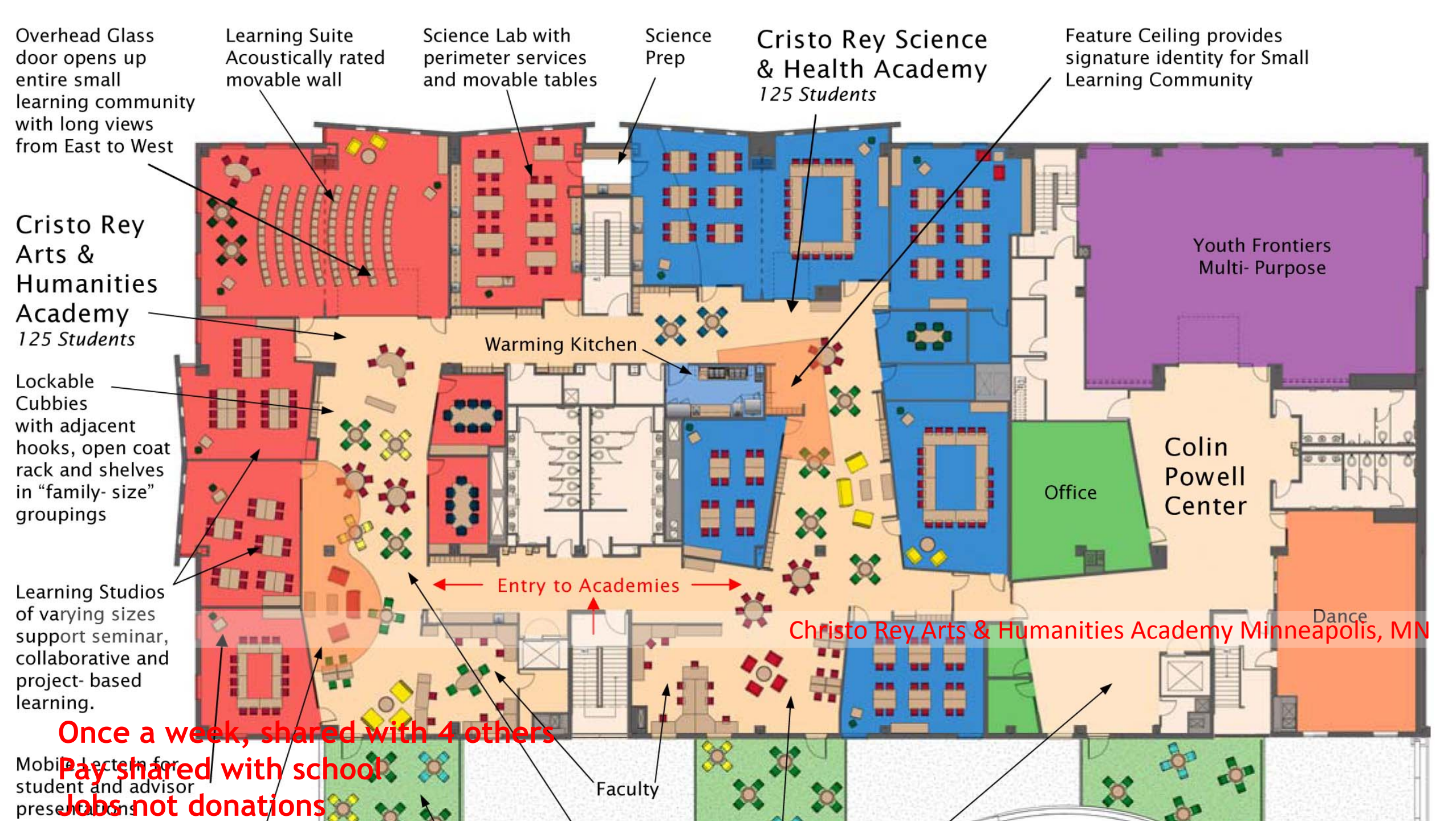
Once a week (Shared with 4 others)

Twice a week, all day

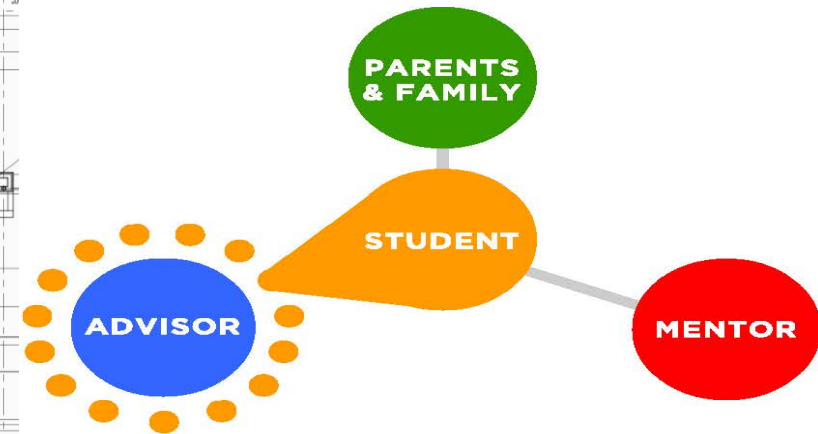
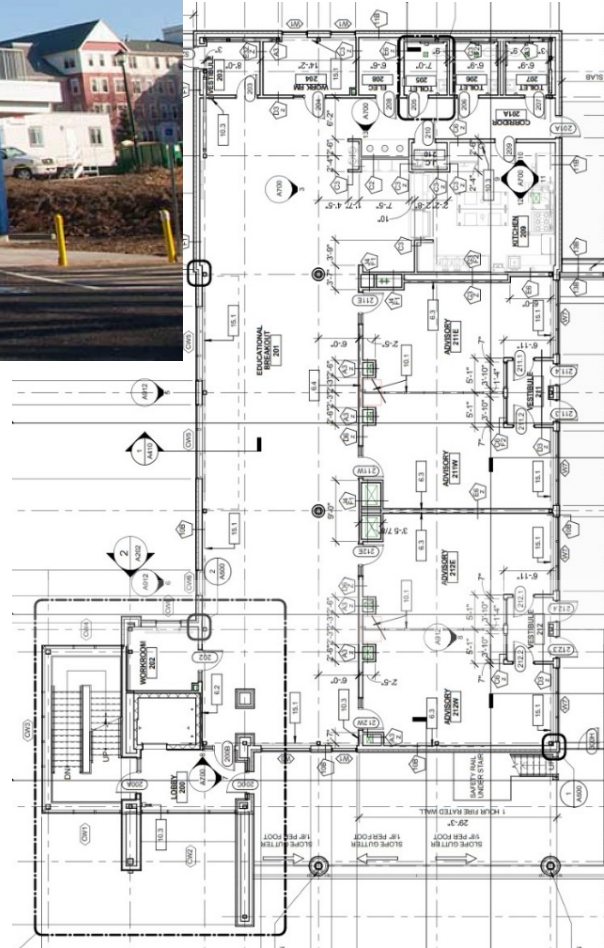


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Twice a week  
4 year focus on learner passion  
Job Mentor

MET School, Newport, RI







# Rome City School District

Rome, GA

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**



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# 2 Resilient Facilities

Smaller Buildings

Range of Learning Environments

100%- 200% Utilization



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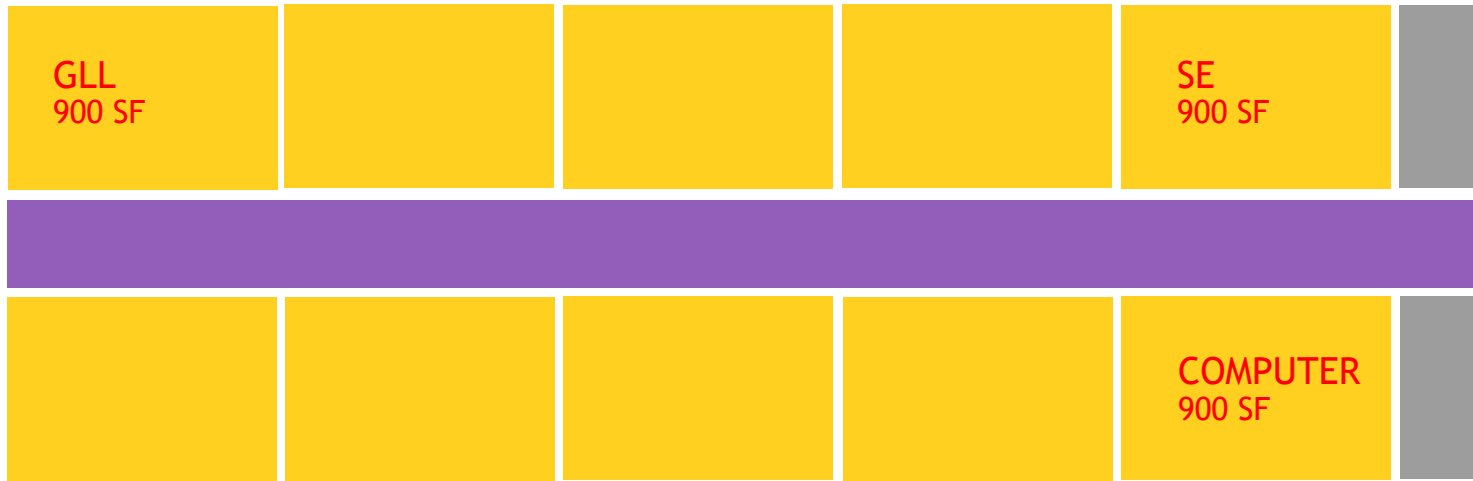
# 2a Smaller Buildings

60% - 90% Smaller

Greater portion devoted to teaching and learning

Less to design, build, own, operate and maintain





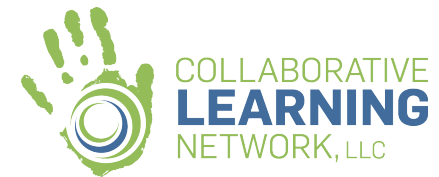
# Typical School

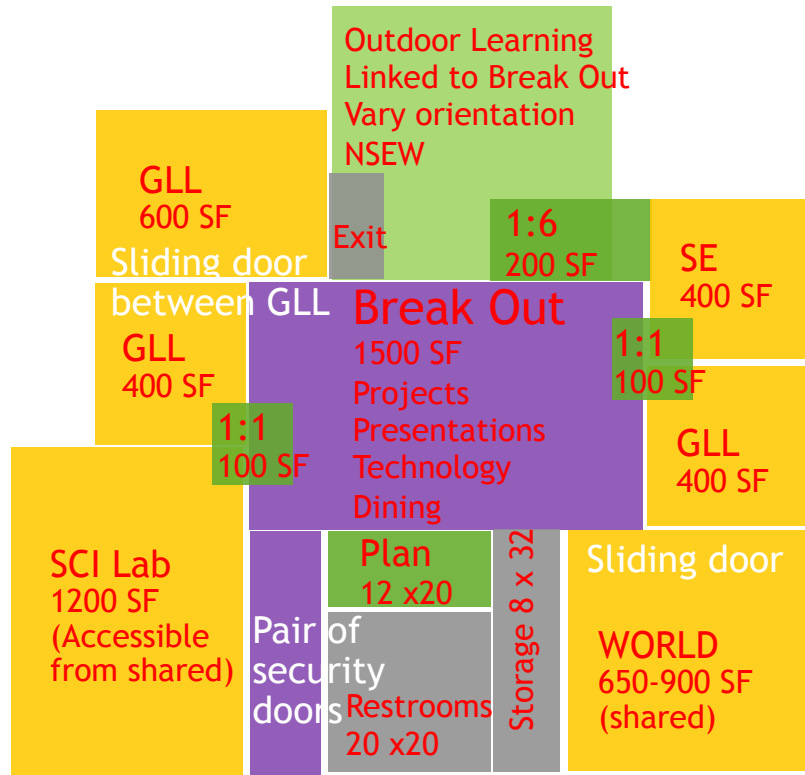
Before SE, Computers, Kindergarten, Title I, G&T, School lunch, Counselors, Security, ADA, PBL, STEM, STEAM, STREAM...

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

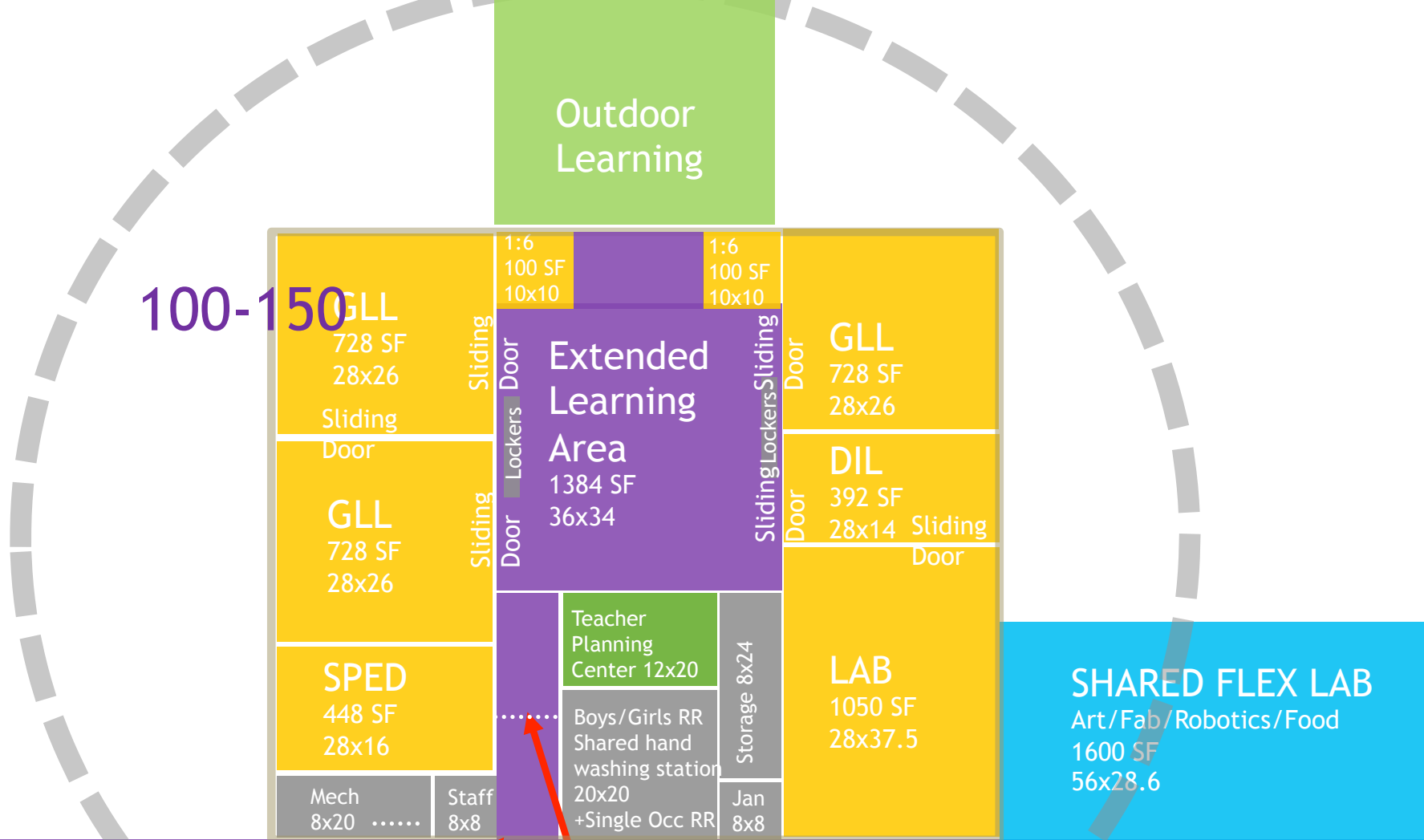
Variety of room sizes to meet needs of small groups, large groups, presentations, technology  
 Teachers work in teams share storage, planning center, flexible casework, breakout areas  
 Classrooms used 100% (7 hour day) to 200% of day (13 hour school day)



# 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





## 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

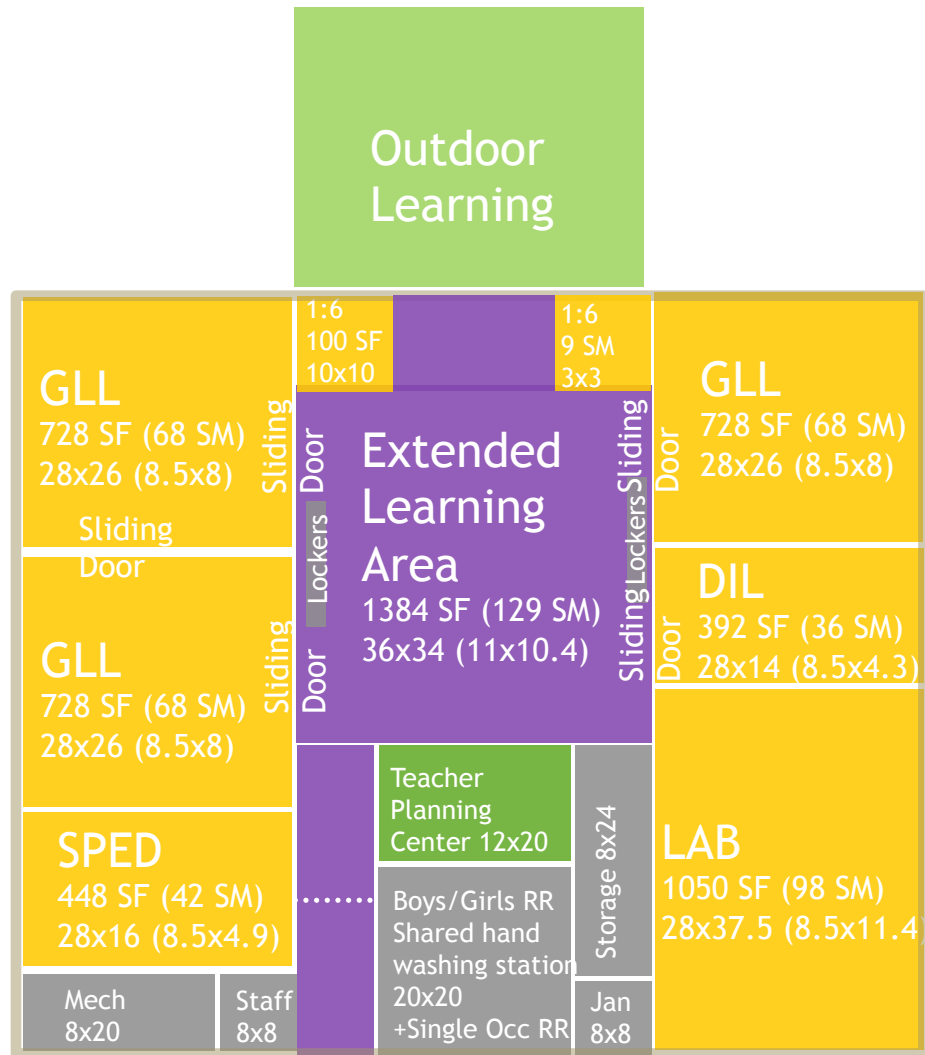
Flex Lab proximity for thematic flexibility: Art, STEM, FCS, etc

# Future-Focused School

And dedicates a greater percentage to teaching & learning

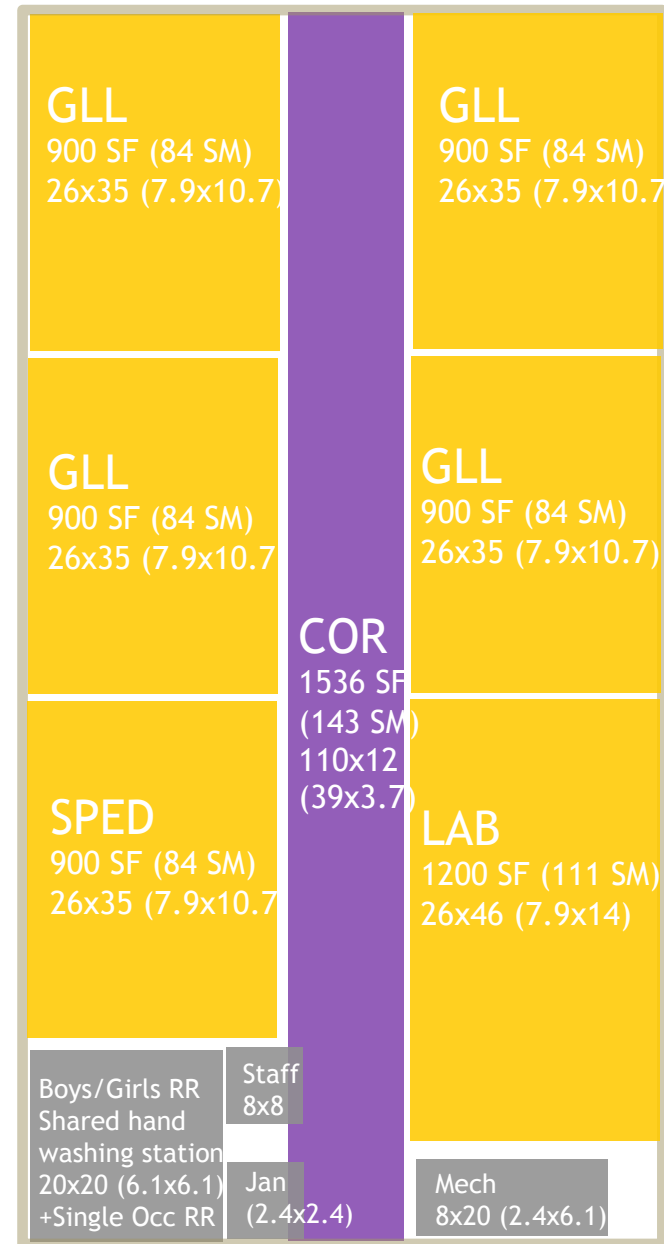




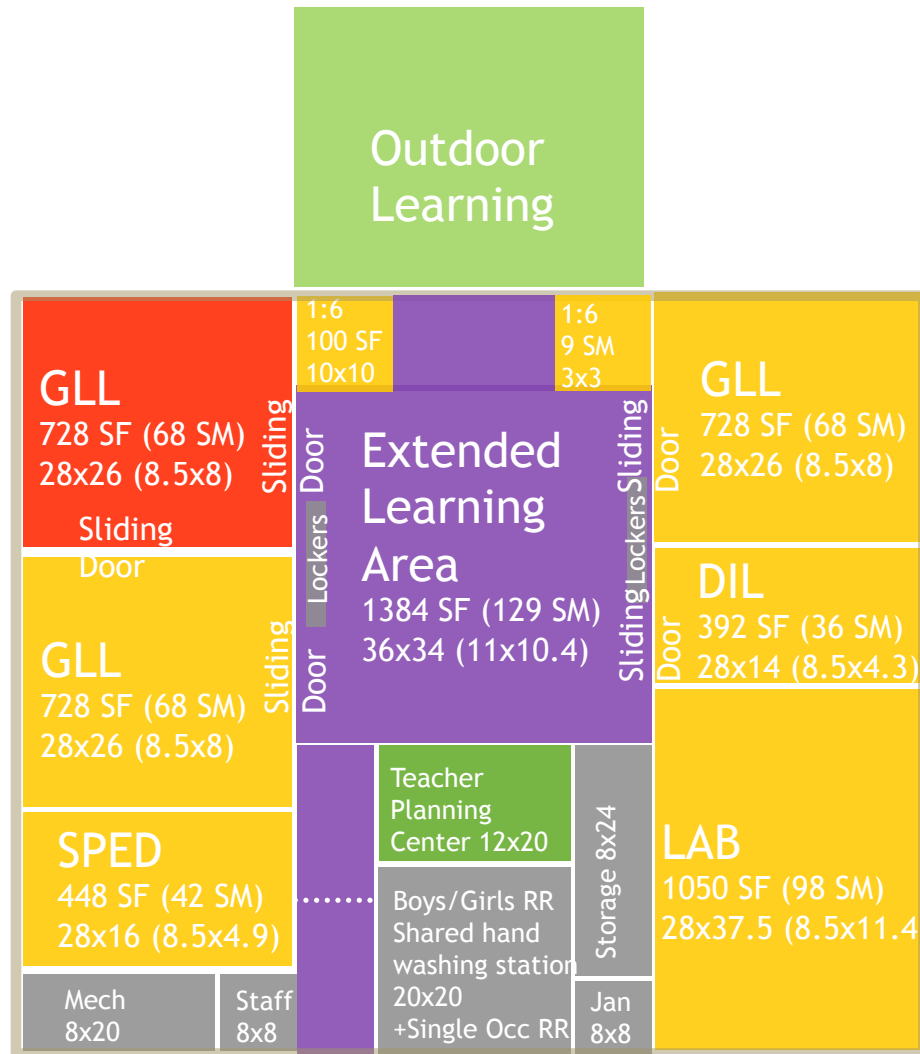


# Compare

7,175 +/- (667 SM)

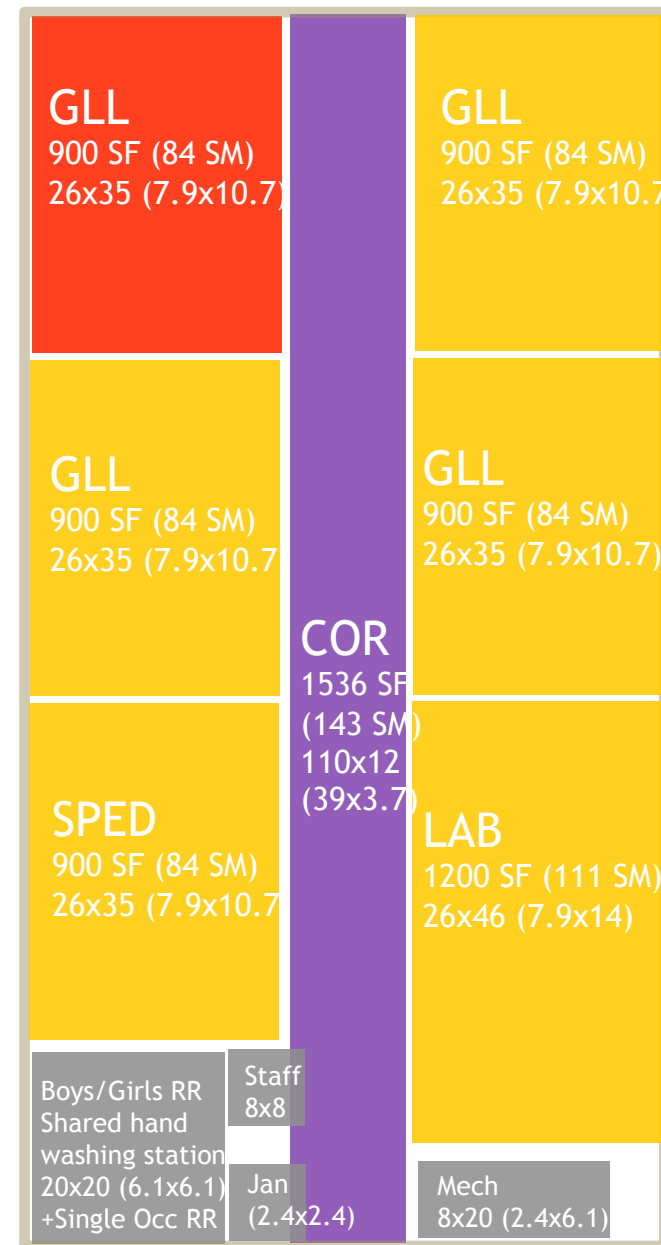


8,565 +/- (929 SM)

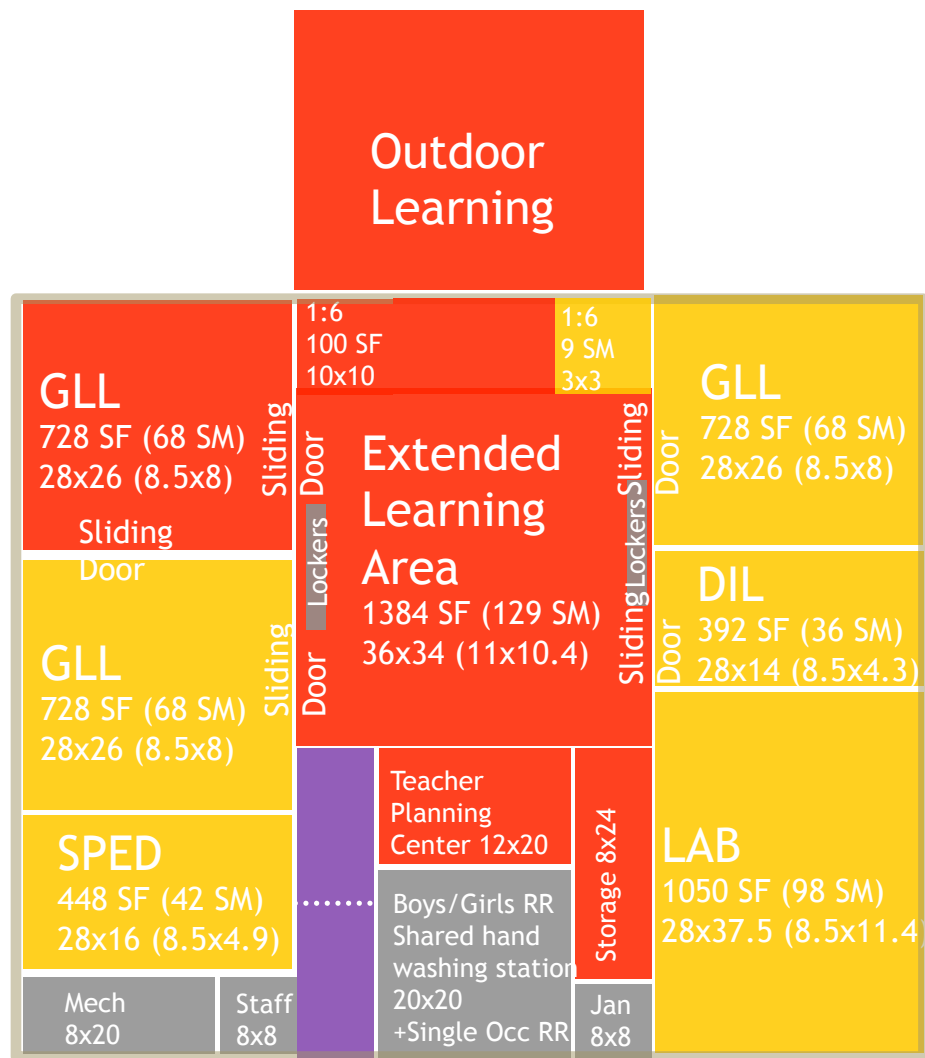


# Compare

7,175 +/- (667 SM)

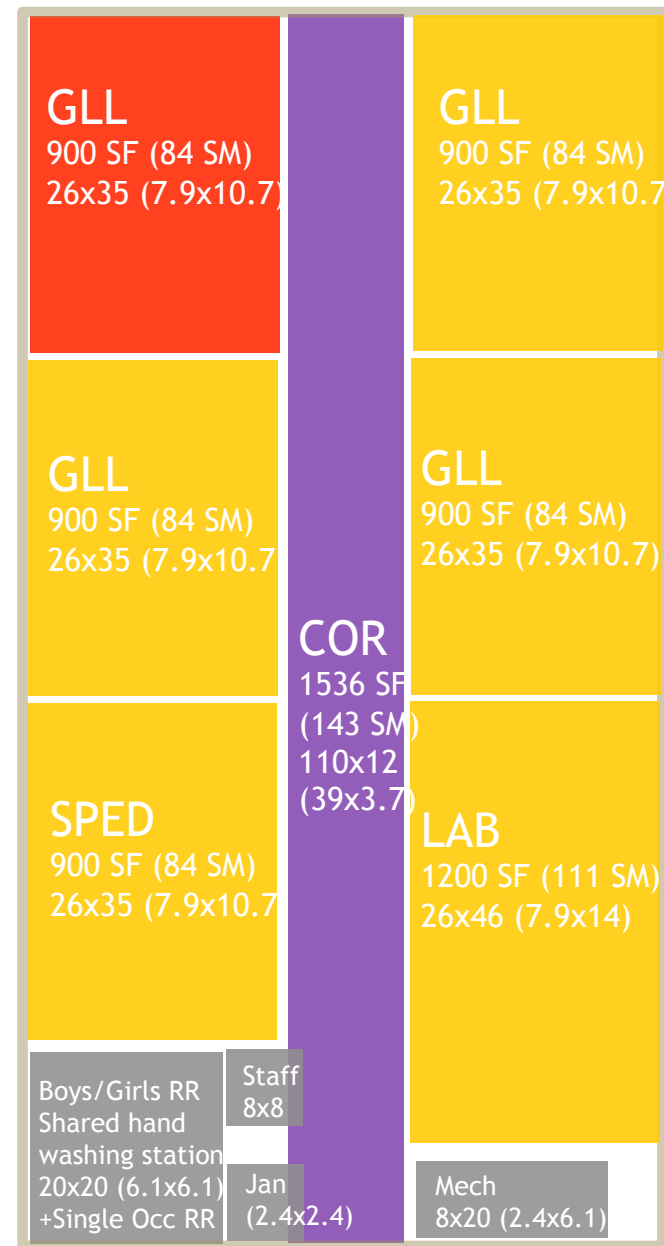


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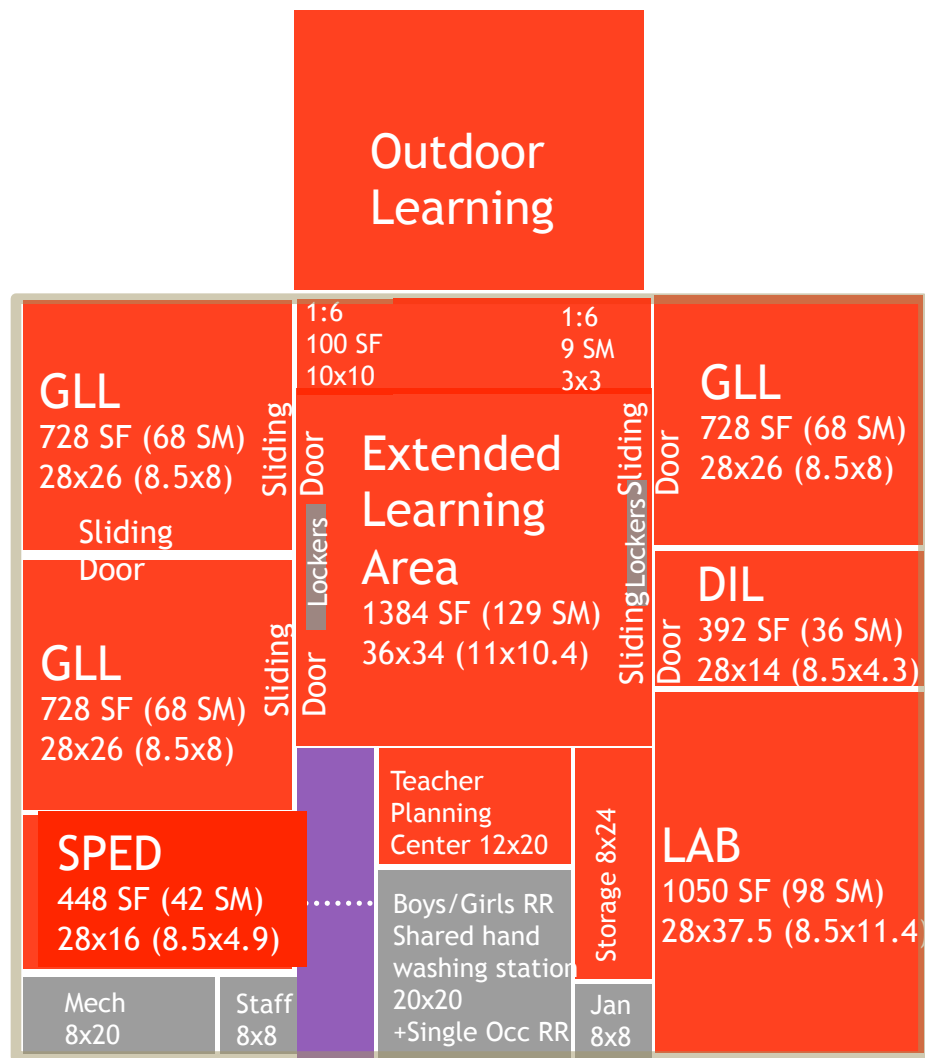


# Resources

7,175 +/- (667 SM)

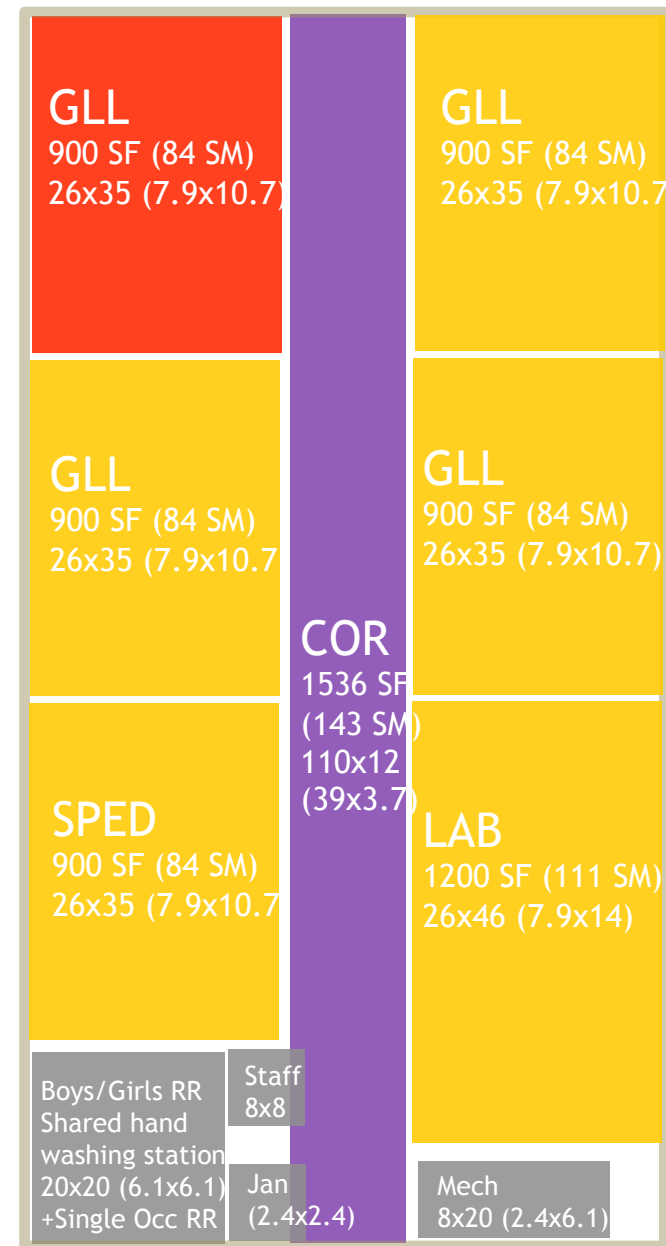


8,565 +/- (929 SM)



# 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

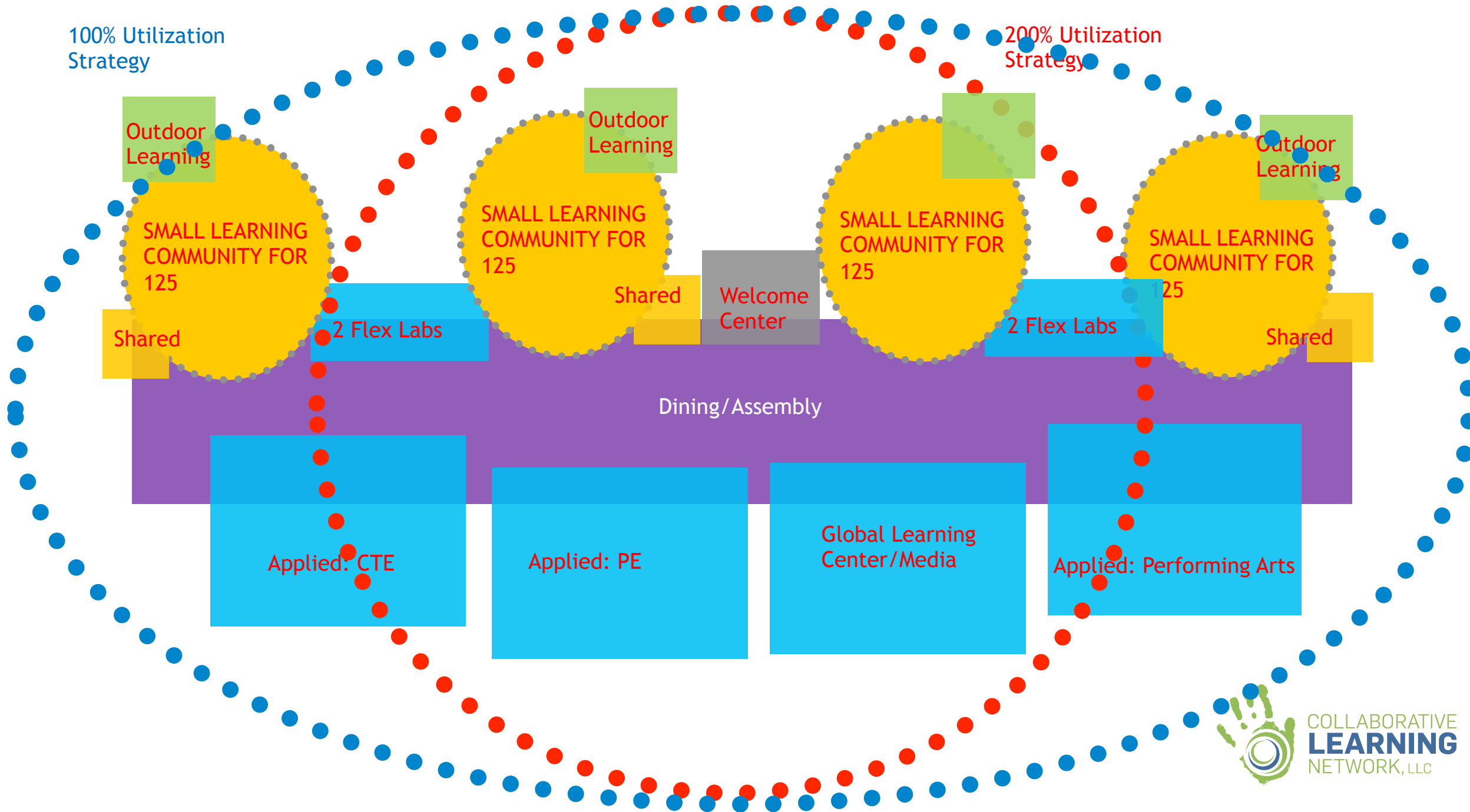
Team A & Team B/Thirteen hour school day with early, mid-morning, mid-day start



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100% Utilization  
Strategy

200% Utilization  
Strategy



# 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**



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# 3 Resilient Learners

Project Based Learning  
Learning from failure  
Learning at own pace



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Creating Resilient Learners



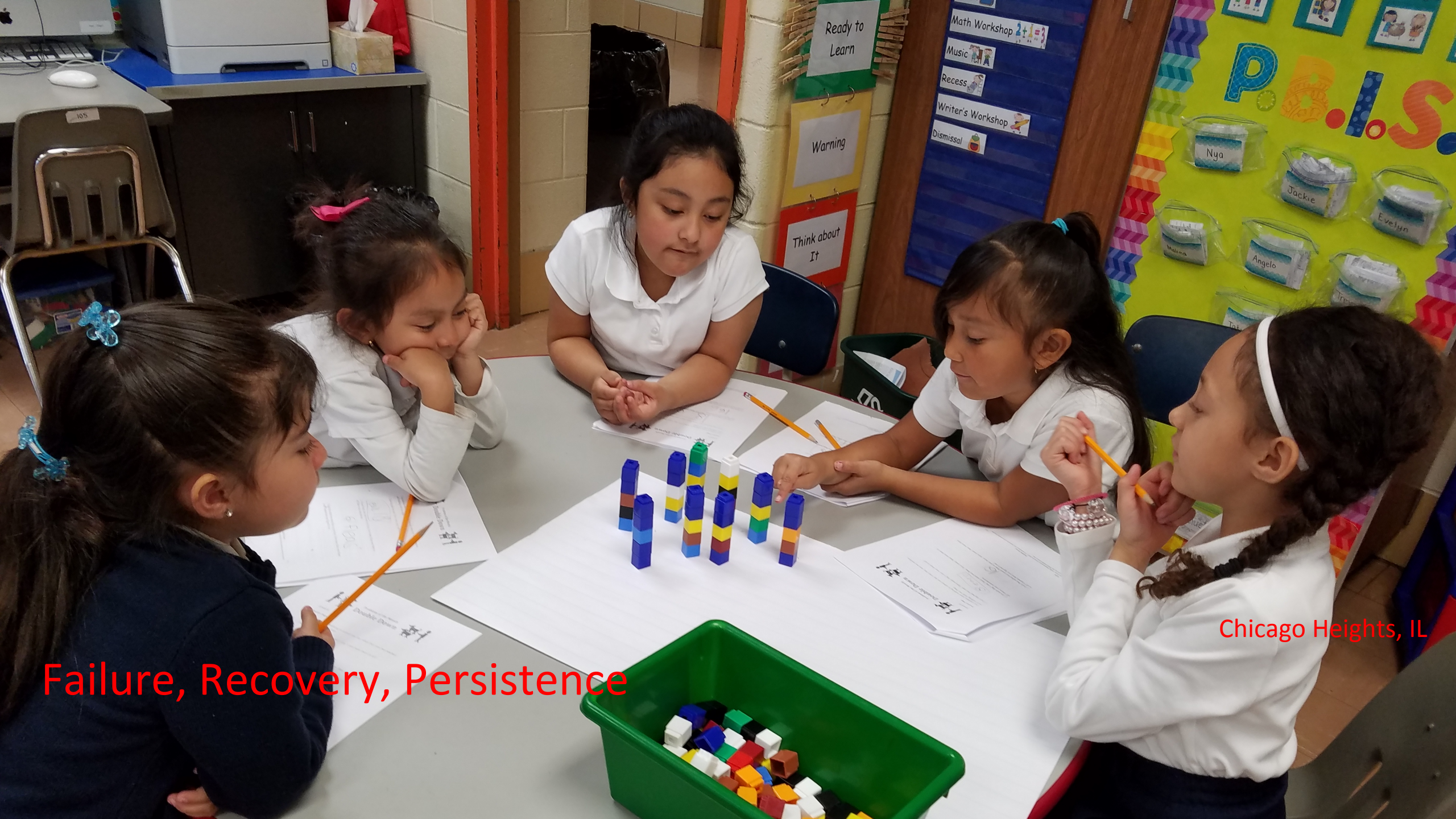
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Productive Struggle is a Good Thing!

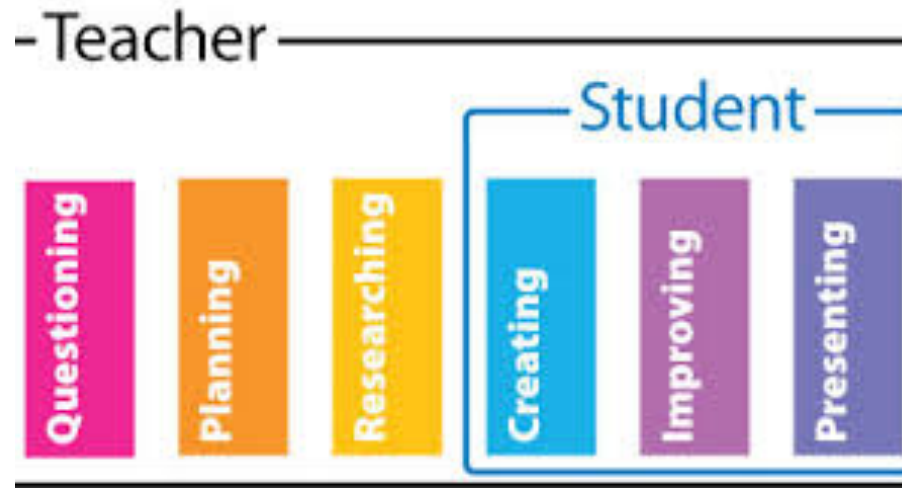




Failure, Recovery, Persistence

Chicago Heights, IL





Chicago Heights. IL

Project Based Learning





Chicago Heights. IL

Students Learn at Own Pace

# 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**



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# 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?**



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# Web of Support

Derek Peterson

[www.BrightwaysLearning.org](http://www.BrightwaysLearning.org)

<https://www.youtube.com/watch?v=Jx2GMbs99FU&t=35s>





Rule of Five (Adult Anchors)

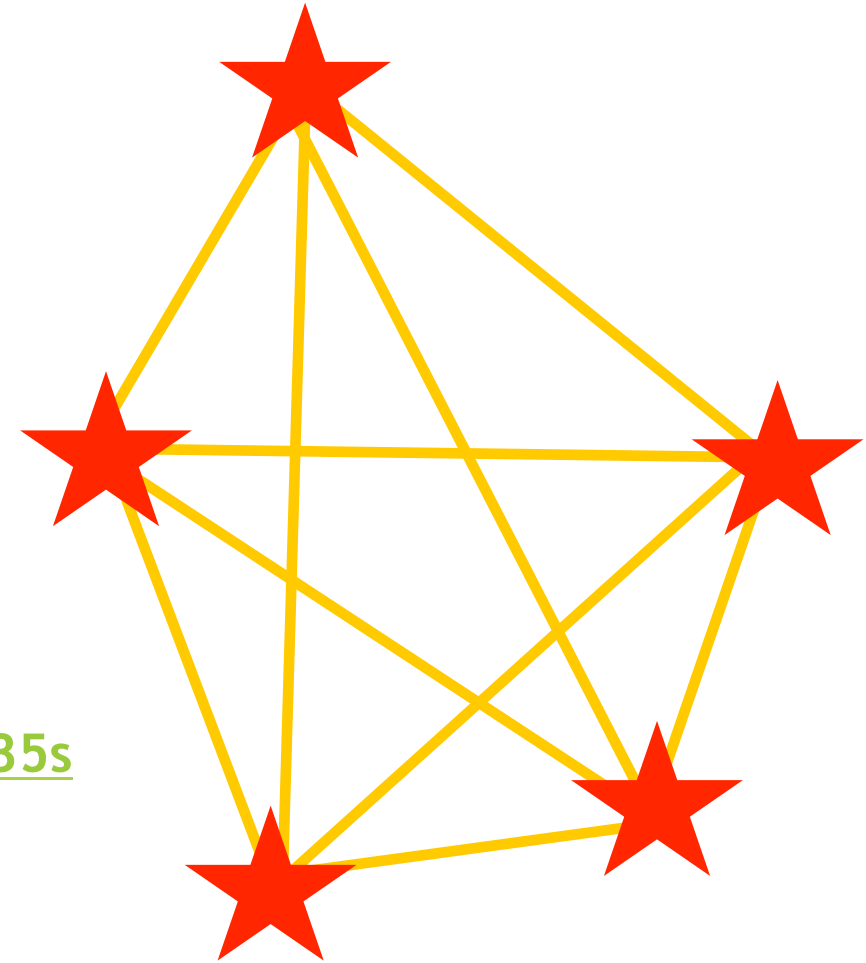
Level of Connection, Adult Protective Factors

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Brightways Learning



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Rule of Five (Adult Anchors)

Level of Connection, Adult Protective Factors

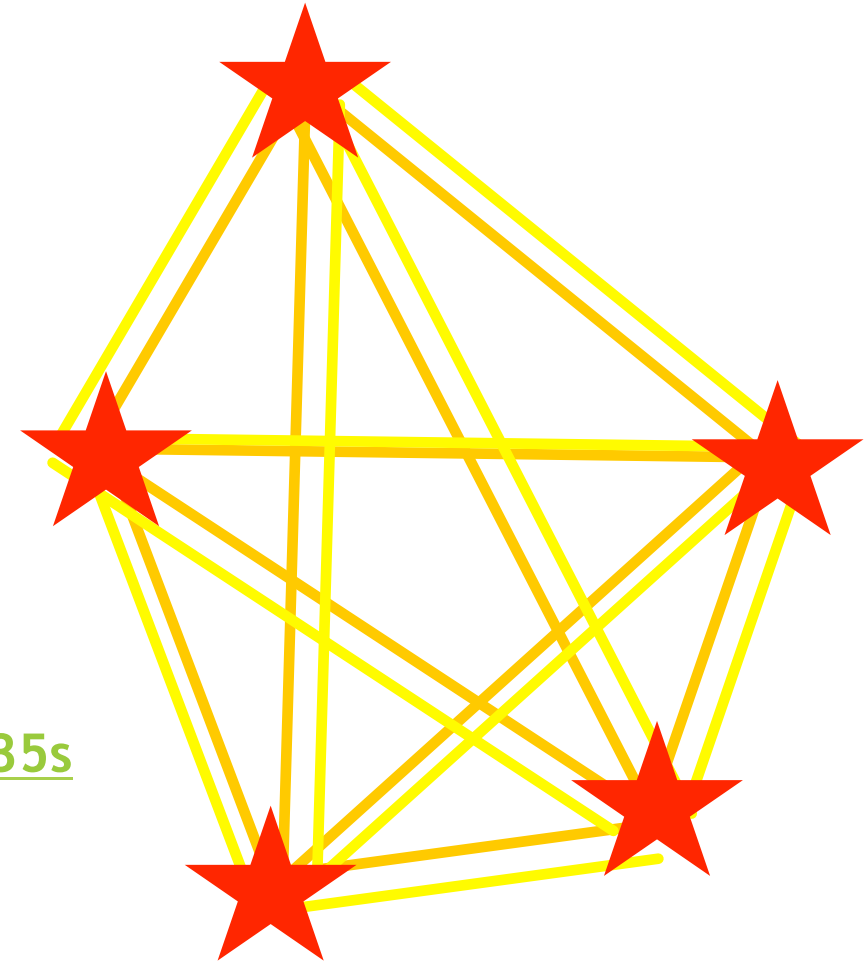
Intangible Values (Cultural)

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Rule of Five (Adult Anchors)

Level of Connection, Adult Protective Factors

Intangible Values (Cultural)

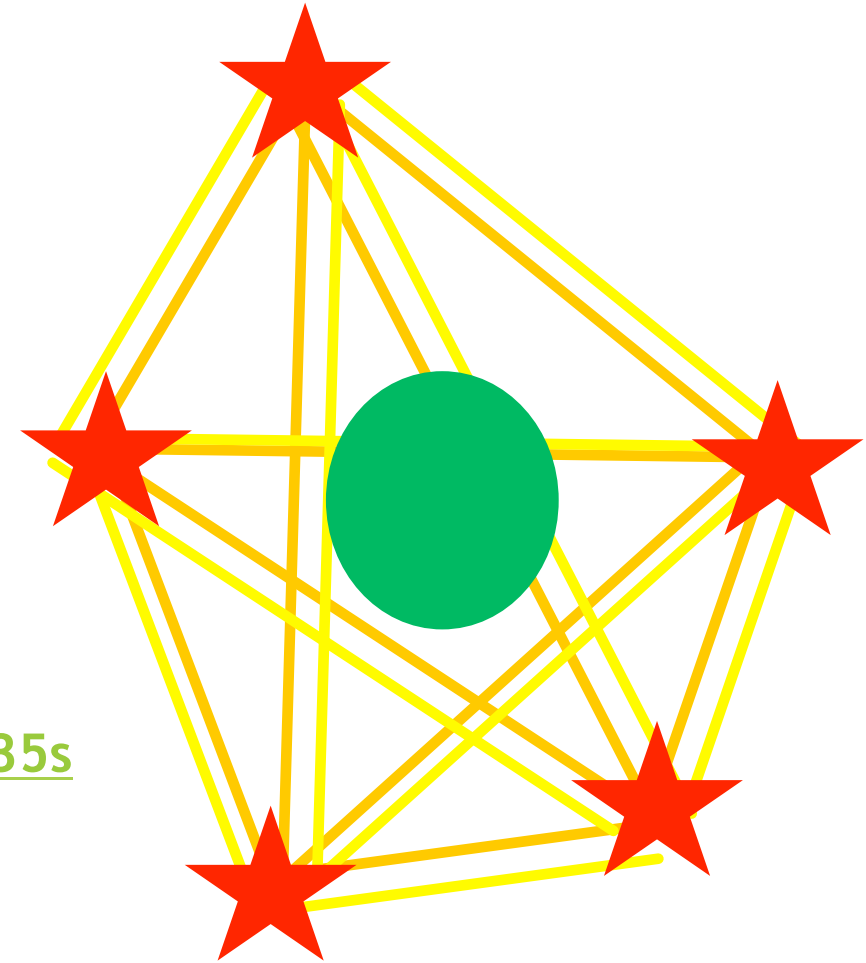
Child on Top of Web

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Rule of Five (Adult Anchors)

Level of Connection, Adult Protective Factors

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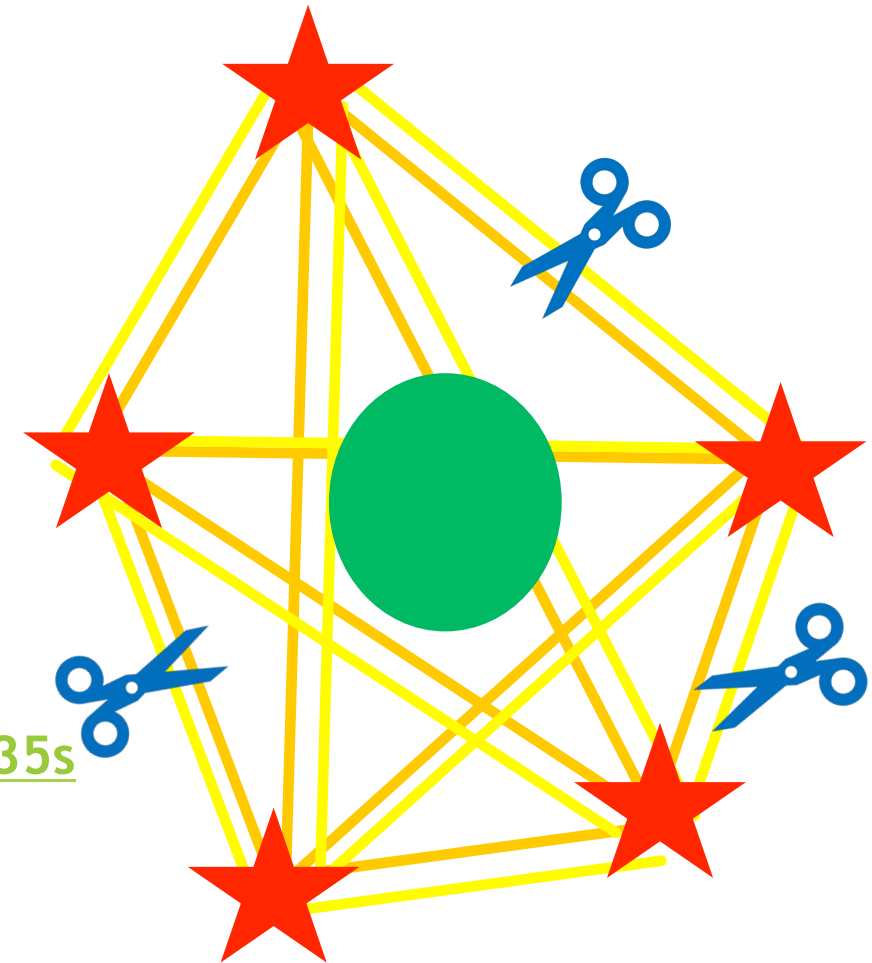
Scissor Cuts, Forces Eroding Web of Support

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Rule of Five (Adult Anchors)

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Scissor Cuts, Forces Eroding Web of Support

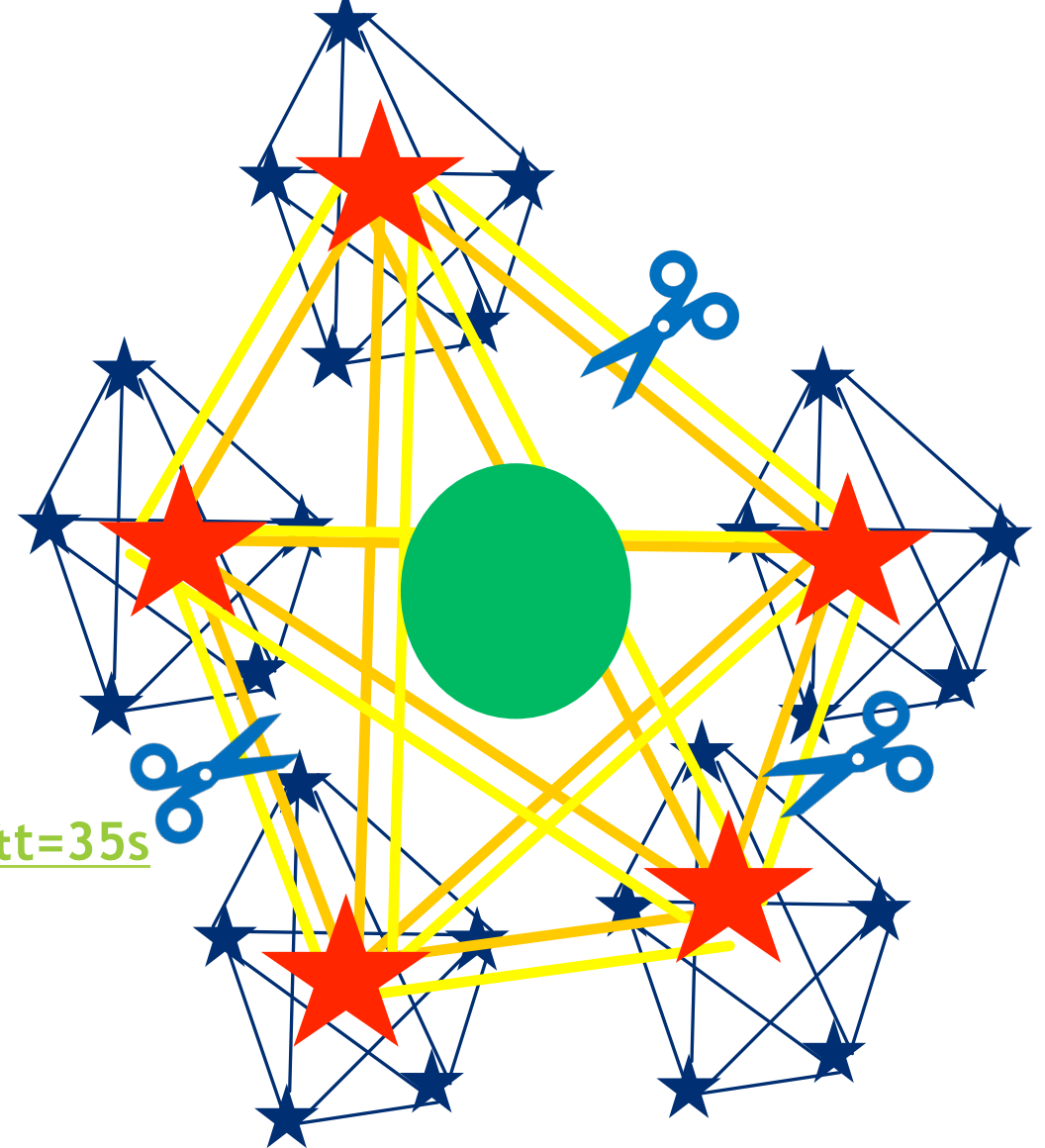
Caring for Care Givers

# Web of Support

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<https://www.youtube.com/watch?v=Jx2GMbs99FU&t=35s>



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Scissor Cuts, Forces Eroding Web of Support

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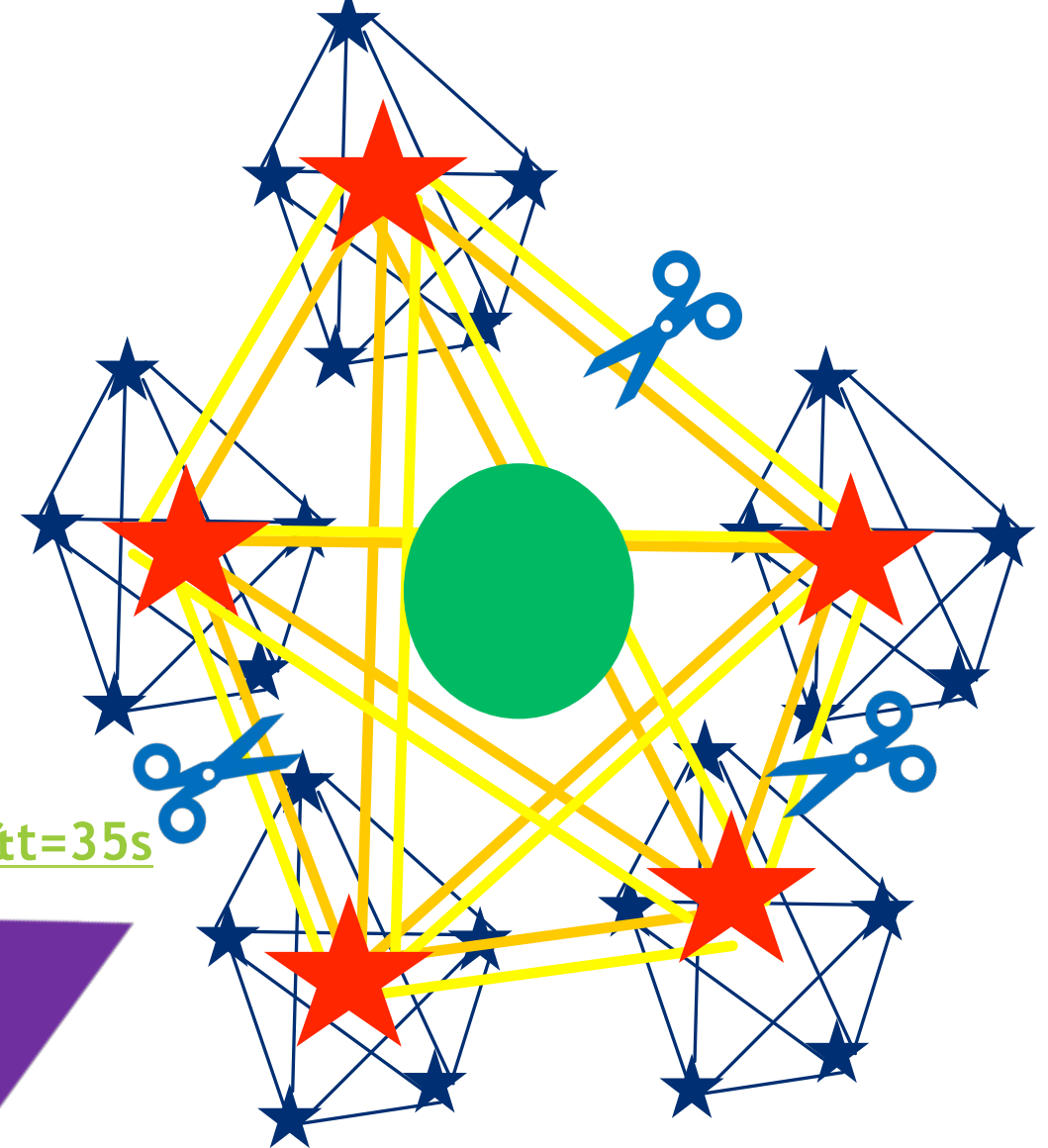
Social Norms Blow Up Web (Drugs, etc)

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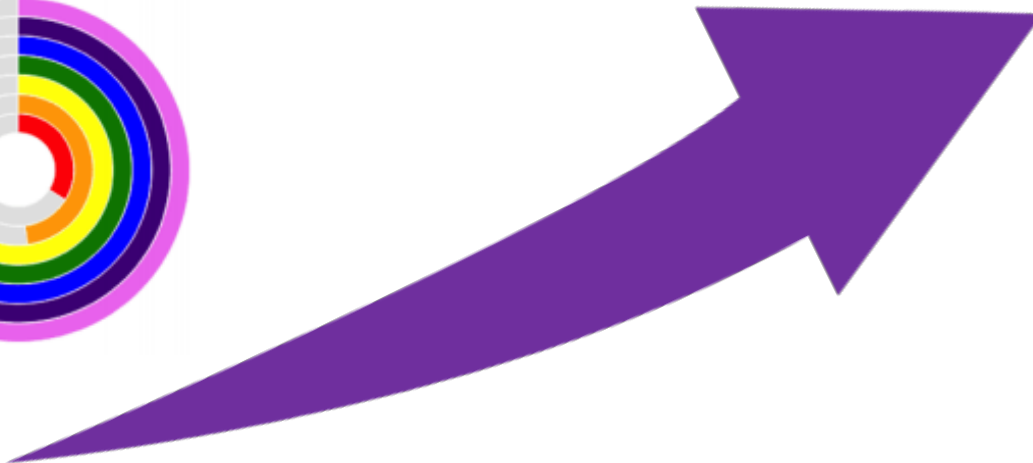
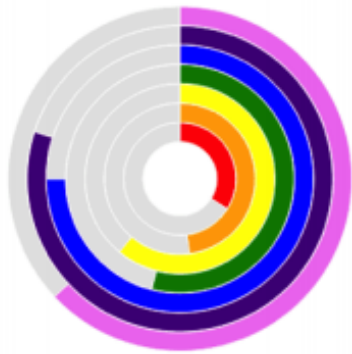
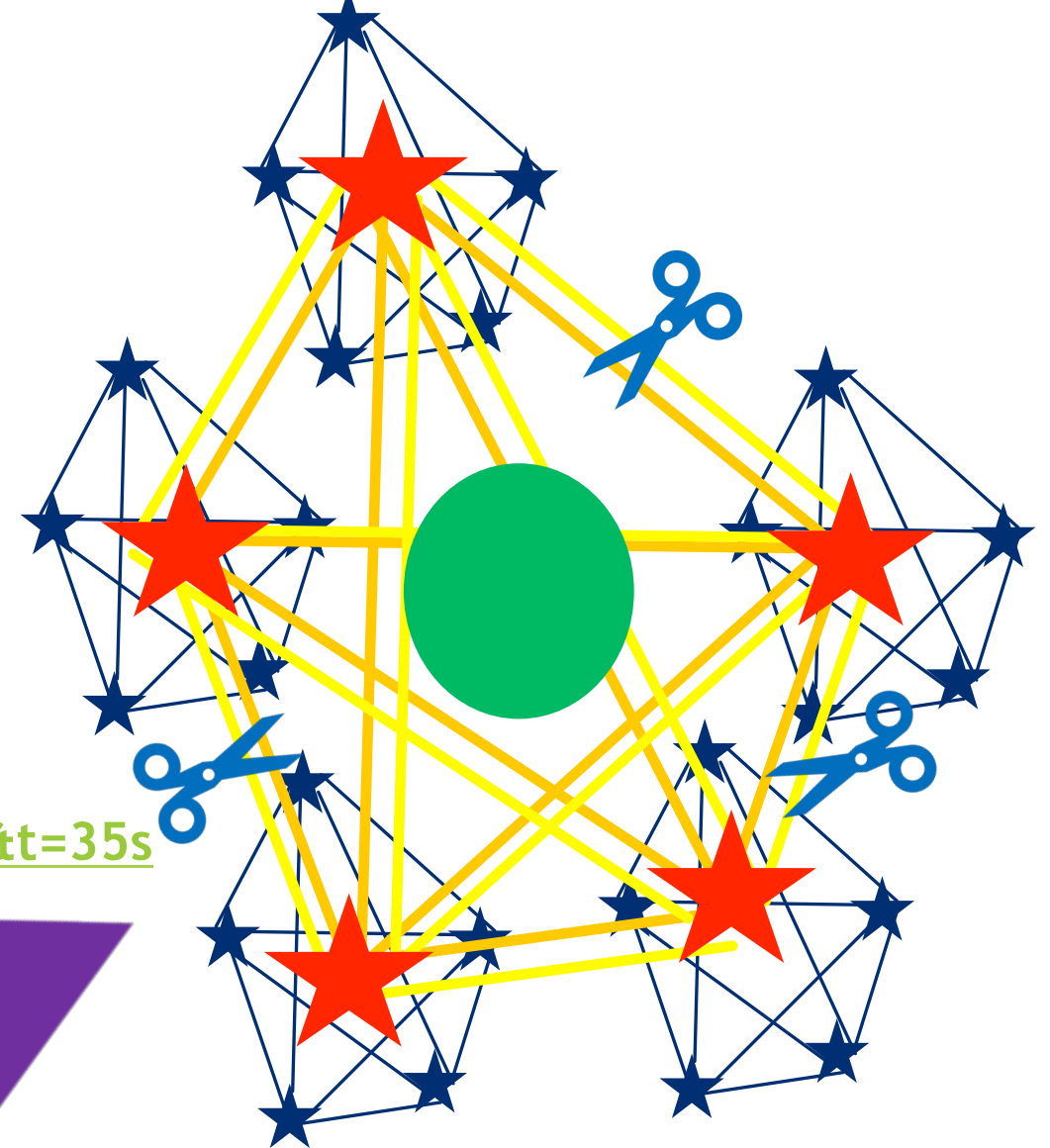
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# Thank You

## Please text your workshop photos & contact information (now)

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Mary Kay Entsminger  
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