

Educational Master Facility Plan

2028 Vision

10/23/18

GRADE CONFIGURATION

The long-range Educational Master Facility Plan will maintain neighborhood schools and be designed for facilities that support a K-4; 5-8 grade level configuration:

- K-4 (3 schools)
- 5-8 Campus (1 school - organization of grades being reviewed by D36 staff)
- Skokie School: 5-year transition plan → decommission (will review in 2023)

BASELINE COMPONENTS

The long-range Educational Master Facility Plan will address baseline facilities needs equitably and recognize priorities for:

- Health, Life Safety items/projects
- Safety and security enhancements
- ADA accessibility upgrades
- HVAC upgrades with improved indoor air quality and temperature regulation (see also Sustainability)
- Domestic water pipe replacement
- Electrical capacity upgrades

FACILITY MODERNIZATION

The long-range Educational Master Facility Plan will include a multi-tiered approach to facility modernization to support the District's vision for teaching and learning, improve equity and access to programming, and provide the maximum flexibility and function of facilities.

See *School-Specific Plans* [HERE](#)

REDISTRICTING

Redistricting is a necessary component of the EMFP. In spring 2019, the School Board, in consultation with District administrators, community leaders, and Village and safety officials, will determine changes to the elementary school attendance boundaries and the implementation timeline to achieve optimal enrollments and eliminate the short-term Kindergarten plan.

SUSTAINABILITY

As repairs, renovations, and modernizations occur over the lifetime of the EMFP, qualitative metrics pertaining to environmental and material sustainability should be applied as design criteria and codified as a part of the adopted EMFP. Notably, Air Quality, Student Centric Design, Sustainable Operations, and Energy Consumption are some of the high priority items among a range of important topics.

Draft Educational Master Facility Plan - Supporting Evidence

GRADE CONFIGURATION

The long-range Educational Master Facility Plan will maintain neighborhood schools and be designed for facilities that support a K-4; 5-8 grade level configuration:

- K-4 (3 schools)
- 5-8 Campus (1 school - organization of grades being reviewed by D36 staff)
- Skokie School: 5-year transition plan → decommission

Evidence to Support:

- Educational Benefit ([Core Team - School Configuration Research, January 2018](#))
Eliminates one (1) school transition for students, which is beneficial per research
- Community Value ([September 2018 Survey](#))
Preserves Neighborhood Schools - “82% of respondents think maintaining neighborhood schools is very or somewhat important even though this configuration is significantly more expensive to operate than consolidation of schools.”
- Enrollment ([Core Team Report - June 2018 Board Packet](#))
“This is the status quo option [configuration]... with redistricting this concept **can be most responsive to enrollment fluctuations.**”
- Enrollment ([Cropper Demographic Report - October 2016](#))
 - Total district enrollment is forecasted to decrease by 114 students, or -6.7%, between 2016-17 and 2021-22. Total enrollment will decline by 64 students, or -4.0%, from 2021-22 to 2026-27.
 - The primary factors causing the district's enrollment to decline over the next 10 years are the growing number of empty nest households, an insufficient existing homes sales market to maintain the current enrollment in the district, and a steady rate of in-migration of families.
 - The median age of the population will increase from 42.7 in 2010 to 45.7 in 2025.
 - The rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.

BASELINE COMPONENTS

The long-range Educational Master Facility Plan will address baseline facilities needs equitably and recognize priorities for:

- Health, Life Safety items/projects
- Safety and security enhancements
- ADA accessibility upgrades
- HVAC upgrades with improved indoor air quality and temperature regulation (see also Sustainability)

- **Domestic water pipe replacement**
- **Electrical capacity upgrades**

Evidence to Support:

- **Community Value ([September 2018 Survey](#))**
 - Following a description and priority ranking (High, Medium, Low) for specific projects, 74% of respondents felt it was “a good idea to repair and upgrade Winnetka schools.”
 - Respondent’s ranking of projects as HIGH priority:
 - Replace aging water pipes: 70% High (*90% High+Medium*)
 - Make schools accessible: 62% High (*88% High+Medium*)
 - Upgrade electrical infrastructure: 59% High (*88% High+Medium*)
 - Modernize safety and security systems: 59% High (*87% High+Medium*)
 - Modernize buildings/classrooms: 36% High (*76% High+Medium*)
 - Install modern temperature control systems: 35% High (*80% High+Medium*)
 - Upgrade/add cafeterias or gym space: 22% High (*66% High+Medium*)
- **[School Facilities & Student Performance Research](#) (June 2018)**
 - “Evidence from 4.5 million New York City high school exit exams indicates that heat exposure may affect educational performance in both the short and long run.”
 - “An analysis published by the National Bureau of Economic Research comparing student test scores with average temperatures suggests that when classrooms get too hot it prevents students from learning as well as they would in more comfortable temperatures, with lasting impacts on students' future success and their ability to contribute economically. It also found that adequate investment in school infrastructure – namely air conditioning – can mitigate the negative effects of hot weather.”
- **[Lead Testing D36 Report \(May 2018\)](#)**
- **[Electrical Capacity Upgrades, ADA Accessibility, \(March 2018 Core Team Presentation\)](#)**
- **[Health Life Safety Report](#)**
- **[Deferred Maintenance Report](#)**

FACILITY MODERNIZATION

The long-range Educational Master Facility Plan will include a multi-tiered approach to facility modernization to support the District’s vision for teaching and learning, improve equity and access to programming, and provide the maximum flexibility and function of facilities.

The EMFP is designed to improve **student** growth and achievement through:

- Enhanced personalized learning opportunities for students
- Increased student engagement
- Increased student-to-student collaboration
- Increased number of high-quality, inquiry-based learning experiences

The EMFP will leverage the role of highly-qualified **teachers**, as *the primary* influence on student outcomes. Updated learning spaces will result in:

- Improved flexibility to meet the individual needs of learners
- Improved efficiency in instructional planning (including technological access)
- Increased staff satisfaction and the District’s ability to attract and retain highly-qualified staff

The long-range Educational Master Facility Plan could include renovations or additions to core spaces at all schools (e.g. cafeteria, gym, commons) to provide flexibility and to mitigate moderate fluctuations in enrollment and/or potential growth.

School Specific Plan Summary

	Crow Island K-4	Greeley K-4	Hubbard Woods K-4	Washburne 5-8	Skokie (Flex)
Modernization Level:	Multi-Tier (See Diagrams)	Multi-Tier (See Diagrams)	Multi-Tier (See Diagrams)	Multi-Tier (See Diagrams)	Skokie School could flex to serve a combination of students in grades 5, 6, 7 and/or 8 during construction on the CW Campus. Re-evaluate Skokie at the conclusion of Phase I construction (~5 years).
Classroom Changes:	Add 3 Classrooms	No New Classrooms Required	No New Classrooms Required	New Classrooms @ 950 SF Renovated Classrooms Same Size	
Food Service:	Add Cafeteria/Multipurpose (currently none)	Renovate Cafeteria/Multipurpose	Add Cafeteria/Multipurpose (currently none)	Renovate/Create Two Cafeteria/Multipurpose Spaces (currently one)	
	Add Kitchen	Add Kitchen	Add Kitchen	Expand Kitchen	
Kinetic Wellness:	Expand Gym/KW Storage	Expand Gym/KW Storage	Expand Gym/KW Storage	Expanded Gym / KW Storage	

Evidence to Support:

- [School Facilities & Student Performance Research](#) (June 2018)
 - “School facilities can have a profound impact on both teacher and student outcomes...school facilities affect teacher recruitment, retention, commitment, and effort...school facilities affect (student) health, behavior, engagement, learning, and growth in achievement.”
 - “Results...indicated that particular configurations of learning spaces did have a measurable effect on how students’ perceived their learning experiences and their engagement levels, with improvements often linked to new generation learning spaces.”
- [Tiers of modernization and impact on T&L Report](#) (August 2018)
- [Core Team Site Visit Findings](#) Community Presentation (January 2018)/ [Core Team Site Visit Findings Board Presentation](#) (December 2017)
 - Evidence and key priorities for:
 - **Student Agency** - Holistic use of space/furniture for learning with ease of access to tools, technology and opportunity (time) to support student autonomy, inquiry-exploration, and self-paced learning.
 - **Workspaces** - Visual transparencies with designated staff/student collaboration and professional learning space, energizing and restorative spaces, and quiet/private work spaces.

- **Collaborative Learning** - Flexible furniture and group work spaces with “hubs” (e.g. Library Resource Center or Multi-purpose Cafeteria) for linking people, space and technology.
 - **Environmental Qualities** - Universal accessibility with intuitive wayfinding; safety/security features that promote freedom/movement; sustainability features; abundant natural lighting and responsive/interactive lighting; indoor/outdoor extensions for learning, green space and innovative play spaces.
 - **Project-Based Work** - Visual interaction with display/gallery space for presentation of production and products; and global access to equipment and Wi-Fi.
- [March 2018 Core Team Presentation](#)
 - [September 2018 Survey](#)
 - [Community & Staff Survey](#) Priorities (January 2018)/
 - [Summary Report](#) highlights community priorities (724 respondents) as Future-Focused Educational Design (439); Class Size Guidelines (421); School Safety and Security (248); staff priorities (228 respondents) as Class Size Guidelines (125); Future-Focused Educational Design (100); Thermal Comfort (96)
 - [Realtor Focus Group Findings](#)

IMPLEMENTATION SCHEDULE	Summary (in months once funding secured): slide 42 6.9.18
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K-4 5-8	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Skokie, 0</td> <td style="width: 50%; text-align: right;">Washburne, 32</td> </tr> <tr> <td style="text-align: center;">Hubbard Woods, 12</td> <td style="text-align: right;">Greeley, 12</td> </tr> <tr> <td></td> <td style="text-align: right;">Crow Island, 24</td> </tr> </table>	Skokie, 0	Washburne, 32	Hubbard Woods, 12	Greeley, 12		Crow Island, 24
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REDISTRICTING

Redistricting is a necessary component of the EMFP. In spring 2019, the School Board, in consultation with District administrators, community leaders, and Village and safety officials, will determine changes to the elementary school attendance boundaries and the implementation timeline to achieve optimal enrollments and eliminate the short-term Kindergarten plan.

Evidence to Support:

- [Copper Capacity Study Presentation \(October 2016\)](#)
 - [Enrollment Balancing Project \(2016-2017\)](#)
 - Redistricting is necessary to balance enrollment along with facility modifications (ex. Lunchrooms, gyms, etc.)
-

SUSTAINABILITY

As repairs, renovations, and modernizations occur over the lifetime of the EMFP, qualitative metrics pertaining to environmental and material sustainability should be applied as design criteria and codified as a part of the adopted EMFP. Notably, Air Quality, Student Centric Design, Sustainable Operations, and Energy Consumption are some of the high priority items among a range of important topics.

- **[VALUES Report \(December 2017\)](#)**
 - As a critical component in the process, a group of Teachers, Administrators, and Community stakeholders gathered to discuss and qualify goals related to sustainability through the lens of user experience. Under a number of topic areas, key performance indicators, or the qualification by which goals will be measured, were clarified for each stakeholder group. A more complete listing can be found on page 2 of the report, while pages 12-14 detail each goal's measure.

Additions, Renovations, and Modernization Summary

Crow Island



Crow Island K-4

Greeley



Greeley K-4

Hubbard Woods



Hubbard Woods K-4

Washburne



Washburne 5-8

Skokie



Skokie (Flex)

Modernization Level:

Multi-Tier (See Diagrams)

Multi-Tier (See Diagrams)

Multi-Tier (See Diagrams)

Multi-Tier (See Diagrams)

Classroom Changes:

Add 3 Classrooms

No New Classrooms
Required

No New Classrooms
Required

New Classrooms @ 950 SF
Renovated Classrooms
Same Size

Food Service:

Add Multipurpose /
Cafeteria (currently none)

Renovate Multipurpose /
Cafeteria

Add Multipurpose /
Cafeteria (currently none)

Renovate/Create Two
Multipurpose / Cafeteria
Spaces (currently one)

Add Kitchen

Add Kitchen

Add Kitchen

Expand Kitchen

Kinetic Wellness:

Expand Gym/KW Storage

Expand Gym/KW Storage

Expand Gym/KW Storage

Expanded Gym / KW
Storage

Skokie School could flex to serve a combination of students in grades 5, 6, 7 and/or 8 during construction on the CW Campus. Re-evaluate Skokie at the conclusion of Phase I construction (~5 years).

Tiers of Modernization

	Furniture Only	Tier 1	Tier 2	Tier 3	Rebuild
Included <i>(Definitions on reverse)</i>	Updated furniture	Finish and fixture upgrades; updated furniture	Tier 1 plus additional strategic changes to wall, ceiling, and other structural elements	Tier 1-2 with significant change of building or envelope, such as altering windows	Rebuild schools one at a time
What is the impact on teaching and learning?	<p>Allows for social-emotional learning opportunities through student choice, active seating to promote healthy behaviors, and greater flexibility within existing classroom spaces to support a wider variety of teaching and learning.</p> <p>Flexible furnishings have been shown to increase student engagement, which leads to deeper learning and improved outcomes.</p> <p>Furniture that is ergonomically appropriate and allows for active seating increases focused attention and promotes blood flow/oxygen flow within the body. Ergonomically appropriate furniture helps prevent injury.</p>	<p>Furniture upgrades facilitate student choice, active seating to improve attention, and greater flexibility for instructional groupings. Flexible furnishings have been shown to increase student engagement, which leads to deeper learning and improved outcomes.</p> <p>Studies have shown that students, teachers, and parents can perceive the upkeep of a facility and link quality facilities to quality in education. Keeping finishes and fixtures in good repair prevents the "broken window" effect, in which one item in disrepair leads more quickly to another and promotes a sense of no one "watching over" a space.</p> <p>Keeping finishes in good repair also allows rooms to function as intended, with furniture moving smoothly, storage opening and closing properly, etc.</p>	<p>Adds Tier 1 benefits, plus allows for improved lighting, acoustics, and addition of flexible or transparent wall systems.</p> <p>The right acoustics and lighting improve the learning environment by reducing distractions, supporting hands-on tasks, and facilitating conversation by reducing echos or outside noise interruptions. Facilities with appropriate lighting and acoustic conditions also reduce potential negative impacts on students with special learning needs.</p> <p>Adding flexible or transparent wall systems in strategic locations creates greater connectivity between classes, areas of study, or grade levels, increasing the potential for collaboration and putting learning on display.</p>	<p>Adds Tier 1-2 benefits, or increases impact in some cases. By altering windows and adding solar tubes, more daylight can be brought into classroom spaces; daylight has been linked to higher performance on both mathematical and language assignments and tests by improving energy, wakefulness, and attention.</p> <p>Some classrooms could be altered to right-size or reconfigure them, bringing greater equity to classroom spaces across the District.</p> <p>Reading nooks and other personal space can be created for students, both within and adjacent to the classroom, along with small group breakout space. This facilitates independent learning activities.</p>	<p>A new, flexible building would be planned to maximize efficiency on existing sites. Buildings could be purposefully designed for both horizontal and vertical flexibility, allowing classes to connect more strategically to resources and breakout spaces.</p> <p>Modern building systems and best practices would allow for the creation of facilities that respond to change more easily in the long-term. This is achieved by eliminating major structural or circulation elements that impede connection, using modular wall systems, and other techniques that keep options open.</p> <p>Buildings could also be designed to be more energy-efficient, reducing operating costs and creating a more sustainable District over time.</p>
Approximate Cost/SF	\$16-18 (depending on space type)	\$120 w/o furniture upgrades \$136-138 w/furniture	\$210 w/o furniture upgrades \$226-228 w/furniture	\$300 w/o furniture upgrades \$316-318 w/furniture	\$425 \$441-443 w/furniture

Definitions of Tiers of Modernization

A Tier 1 modernization would focus on elements that could be changed with little to no renovation outside of facility repairs:

- Lighting: Add LED task lights where needed
- Temperature: Installation of HVAC
- Acoustics: -
- Ownership: Create places to store and display student projects – both finished and in progress
- Flexibility: Change classroom furniture to flexible, varied, active seating.
- Complexity + Color: Adding “shape + color” wayfinding to hallways and rooms, which are easier for users than verbal-only

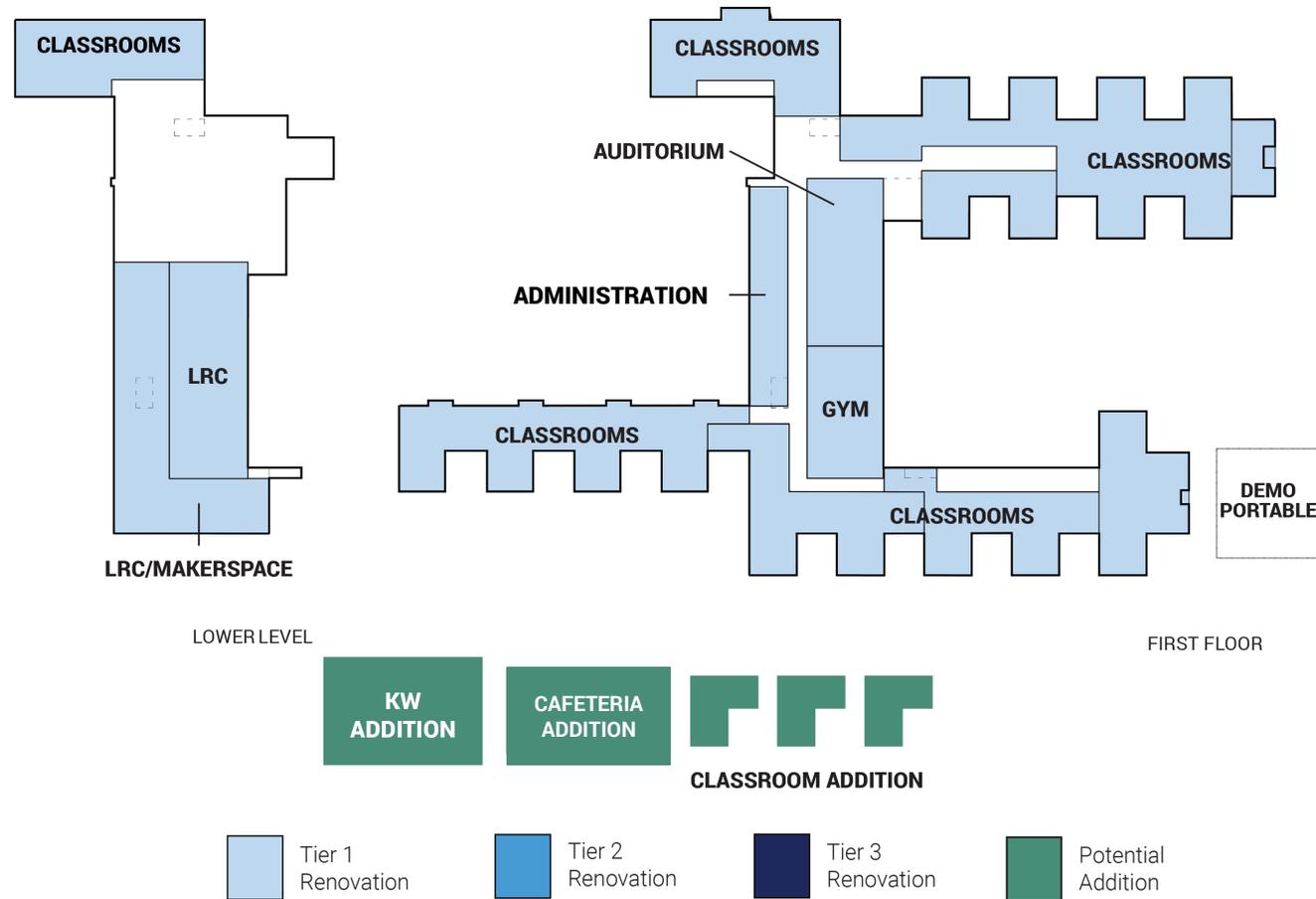
A Tier 2 modernization would include Low, plus elements that could be changed with some reconfiguration:

- Lighting: Reduce distracting/non-responsive lighting by changing fixtures to LEDs
- Temperature: Installation of room-specific controls
- Acoustics: Install acoustic treatment around problem areas
- Ownership: -
- Flexibility: Add operable partitions to strategically selected spaces to allow for connectivity, expansion, and differentiation
- Complexity + Color: -

A Tier 3 modernization would include/replace Low and Medium elements through significant change of building/envelope:

- Lighting: Adding/altering exterior windows and/or installing solar tubes from roof
- Temperature: -
- Acoustics: Install additional acoustic treatment/acoustic glass
- Ownership: Alter classrooms to developmentally appropriate plans: simple and large for older students, varied shapes and more nooks for younger students
- Flexibility: Increased number of operable partitions (see Ownership) and insertion of breakout spaces
- Complexity + Color: Altering circulation within the buildings to be wider, more visually open, and with clear pathways

Crow Island Concept Diagrams

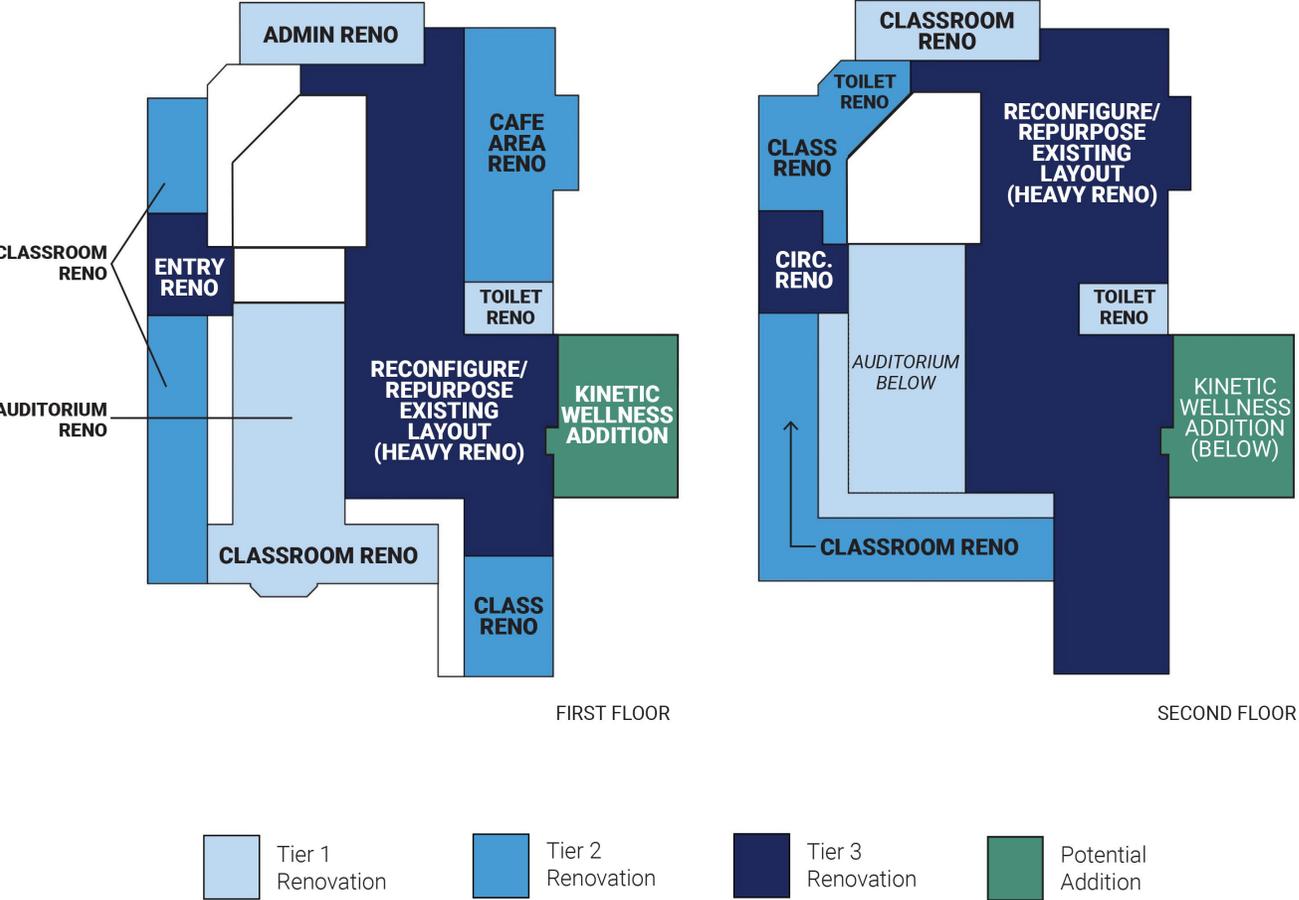


Included in Renovations + Additions	Result (Approximate SF)
Classrooms	~4,000 SF new space; add 3 classrooms, remove portable unit
Dedicated Project Space	~2,500 SF renovated space
Inquiry Learning Space	~655 SF renovated space
Study and Collaboration Space	~1,000 SF renovated space
Library Space	~3,000 SF renovated space
Kinetic Wellness Space/Storage	~7,500 SF new space
Multipurpose / Cafeteria and Kitchen Space	~3,000 SF new space
Auditorium	Restore finishes
Circulation	Restore; Security features added
Support Space Renovation	<i>Additional office, toilet room, storage, and other renovations will occur.</i>
Total Building Size Increase	+ ~30% (~20,200 SF)

Proposed additions are not shown in any potential location due to the historic significance of the Crow Island School. Diagram is only intended to show relative size and needed spaces.

1. All Test Fits are based on Cropper Report demographic projections.
2. Test Fits illustrate one way to accommodate the anticipated spaces within the existing building; other permutations are possible. Following a community-approved funding source, detailed programming and design will occur to identify the best arrangement given building constraints and desired teaching and learning activities.

Greeley Concept Diagrams

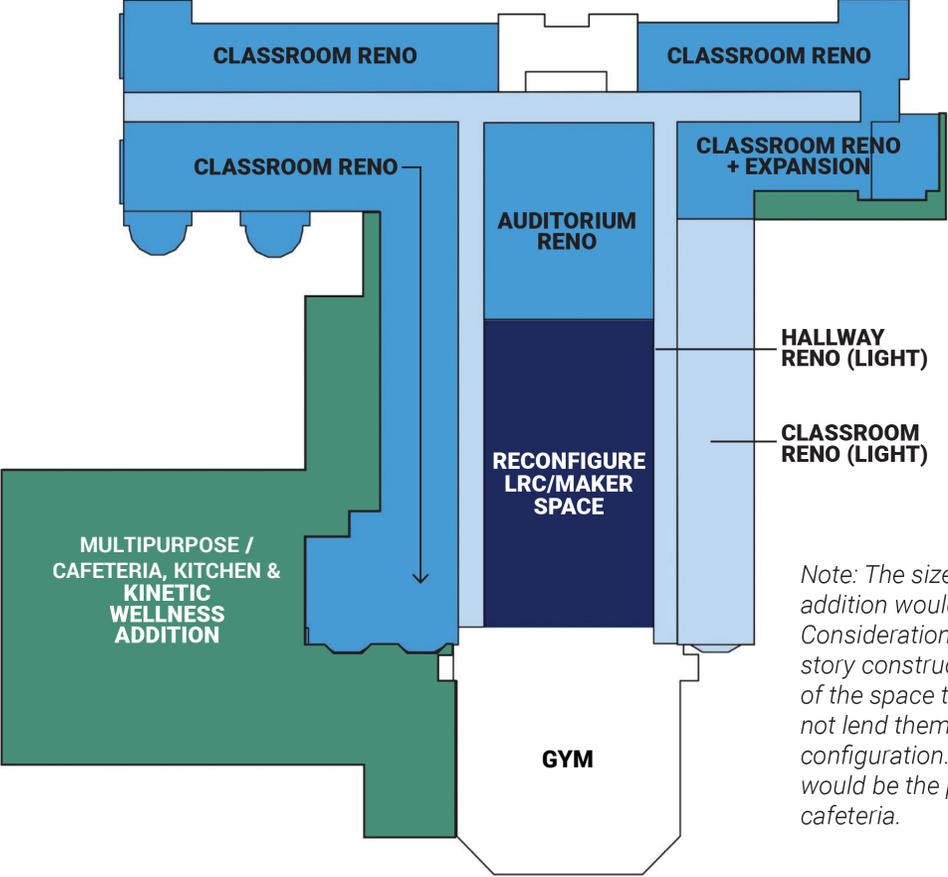


Included in Renovations + Additions	Result (Approximate SF)
Classrooms	~13,000 SF renovated space
Dedicated Project Space	~1,300 SF renovated space
Inquiry Learning Space	~1,300 SF renovated space
Study and Collaboration Space	~1,000 SF renovated space
Library Space	~3,000 SF renovated space
Kinetic Wellness Space/Storage	~7,500 SF new space
Kitchen Space	~900 SF new space
Auditorium	Renovate
Circulation	Security features added
Support Space Renovation	<i>Additional office, toilet room, storage, and other renovations will occur.</i>
Total Building Size Increase	~ +16% (~11,200 SF)

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Hubbard Woods Concept Diagrams



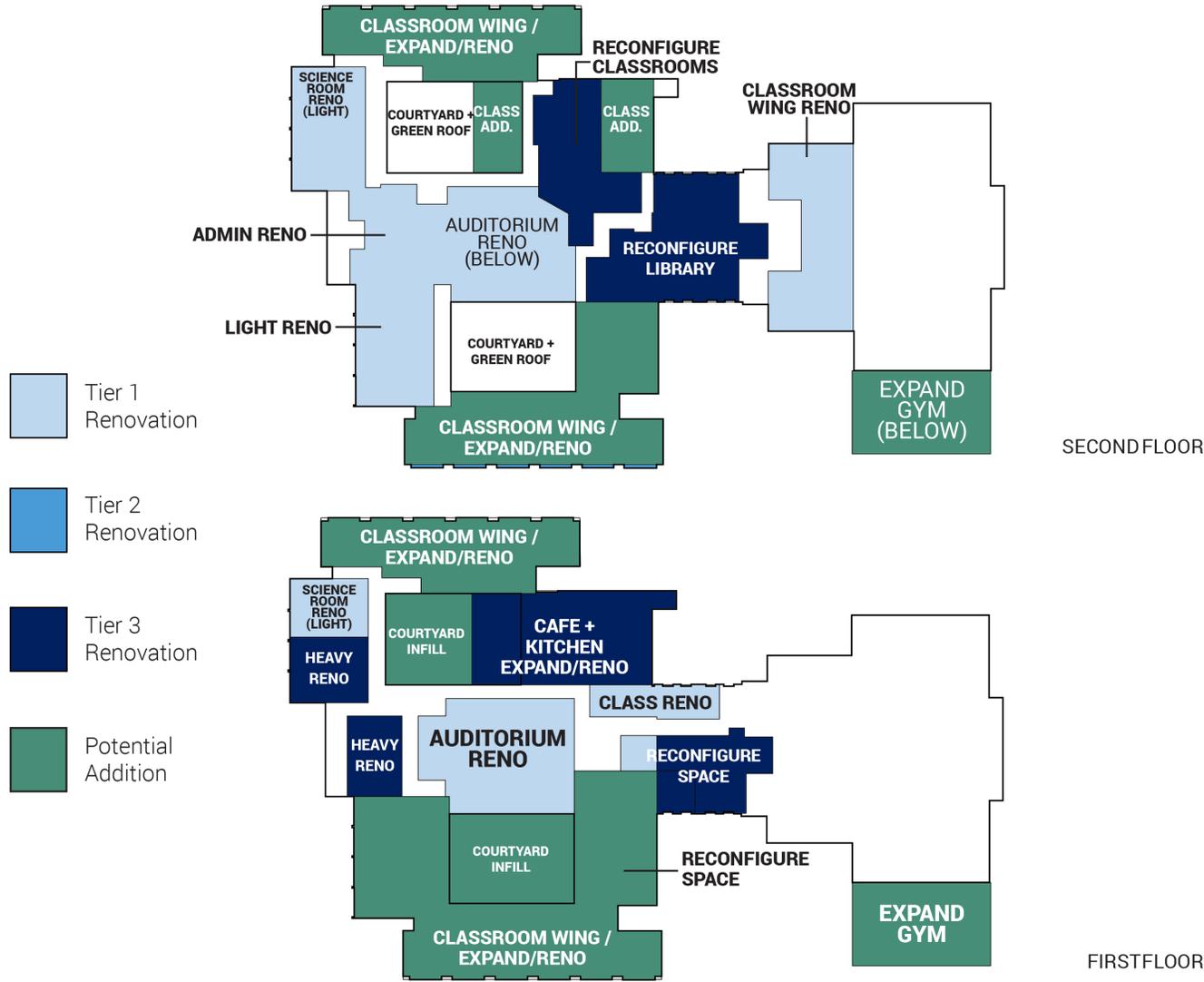
Note: The size of the estimated addition would limit outdoor space. Consideration was given to two-story construction, however some of the space types in the addition do not lend themselves to a two-story configuration. An example of this would be the planned inclusion of a cafeteria.

- Tier 1 Renovation
- Tier 2 Renovation
- Tier 3 Renovation
- Potential Addition

Included in Renovations + Additions	Result (Approximate SF)
Classrooms	~13,000 SF renovated space
Dedicated Project Space	~4,000 SF renovated space
Inquiry Learning Space	~1,300 SF renovated space
Study and Collaboration Space	~1,000 SF renovated space
Library Space	~2,300 SF renovated space*
Kinetic Wellness Space/Storage	~4,200 SF new space
Multipurpose / Cafeteria and Kitchen Space	~3,000 SF new space
Auditorium	Renovate
Circulation	Security features added
Support Space Renovation	Additional office, toilet room, storage, and other renovations will occur.
Total Building Size Increase	~ +21% (~10,400 SF)

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Washburne Concept Diagrams



Included in Renovations + Additions	Result (Approximate SF)
Classrooms	7,600 SF of new space, renovate all existing classrooms
Dedicated Project Space	~10,000 SF new space
Inquiry Learning Space	~3,700 SF new space
Study and Collaboration Space	~9,000 SF new space
Library Space	~3,700 SF renovated space
Kinetic Wellness Space	~8,000 SF new space
Multipurpose / Cafeteria and Kitchen Space	~4,700 SF of new space for second cafeteria
Auditorium	Renovated
Circulation	Security features added
Support Space Renovation	<i>Additional office, toilet room, storage, and other renovations will occur.</i>
Total Building Size Increase	~ +27% (~41,800 SF)

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