



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

Educational Master Facility Plan - Board Update

October 17, 2017



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D36**

Honoring our past.
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Process Update

Process Stakeholders – Core Team



Recommendations/Outcomes

District Administrators
Teachers
Community Members
Local Business or Industry Partners
Union Leader
A Board Member
Facilities Leader
+ Ad Hoc Members

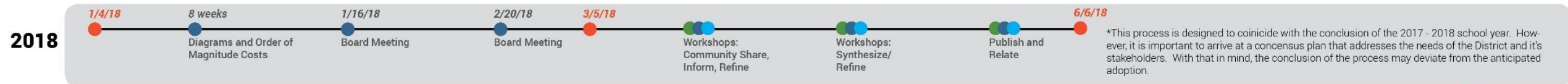
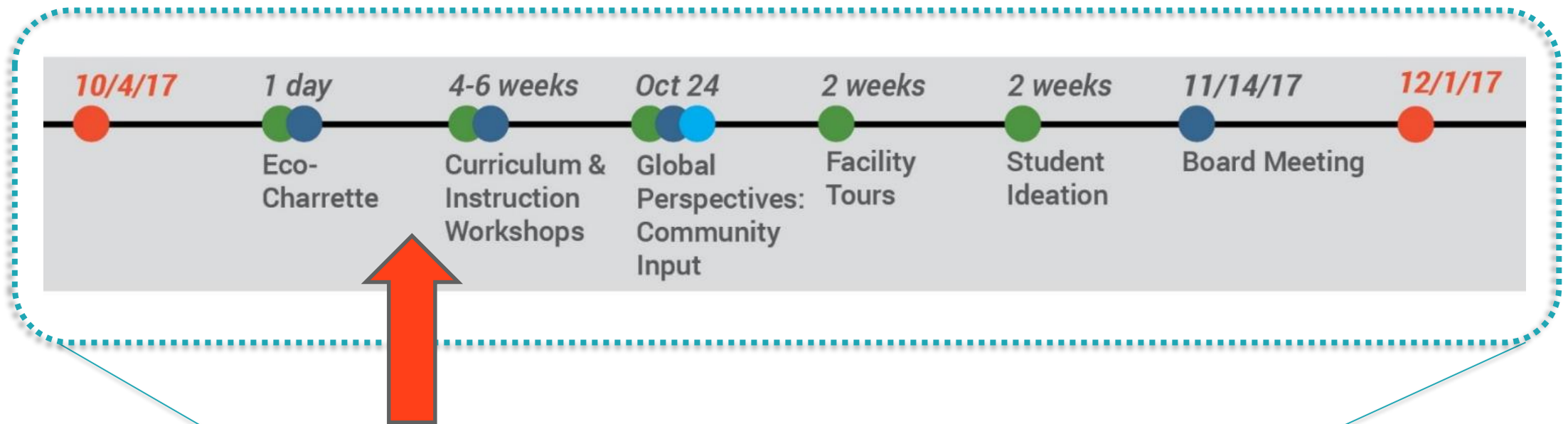
- ✓ **Core Team selected**
- ✓ **First meeting October 5th**



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Honoring our past.
Planning our future.

- 1 **Deeper Understanding**
- 2 **Discover/Explore**
- 3 **Program**
- 4 **Conceptualize**
- 5 **Game Plan**



Calendar V1 - July 14, 2017

July 2017 – June 2018*

Phase 1 – Deeper Understanding

Key Activities: Complete!

- ✓ Facility Assessments
- ✓ Listening Tours
- ✓ A Day in the Life: Part 1
- ✓ Student Ideation
- ✓ Review Existing Data
- ✓ Activity Logs
- ✓ Indoor Environmental Quality
- ✓ Surveys
- ✓ Qualifying “change”
- ✓ Sustainability | UX



Phase 1 – Activity Logs

Building: Skokie

Grade/Course/Specialty: Art 5-6 M. Greenman



Table 1 is designed to log the various instructional methods that you may use to facilitate learning with your students this week. Log the percentage of time that you spend in each for a given day. In Table 2, enter the percentage of time that you spent in a given location for that class period. For example, you may start a class in your classroom but travel to other locations for learning activities. Table 2 is meant to capture that movement. Lastly, in Table 3 to the right, please describe the activities themselves. The percentages of time in Table 3 should correlate to the instructional method listed in Table 1. For example, if you spend 60% of your class time in small groups discussing the American Revolution, you would list "Discussion on the American Revolution" and fill in 60%. That would correlate to the Monday's class log for the small group instruction (Table 1) which would also then be listed at 60%.

Enter approximate percentage of time spent each day where the listed teaching methods are utilized

Table 1: Inst. Method	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Individual (Tech)					
Individual (Project)	90%	70%	70%	70%	90%
Pairs					
Sm Group (4-6)					
Large Group (6-12)					
Whole Class (Presentation)					
Whole Class (Lecture)	10%	10%	10%	10%	
Whole Class (Facilitated)		20%	20%	20%	10%
	100%	100%	100%	100%	100%

Enter the approximate percentage of time spent each day in spaces around the campus. Please add any other spaces to the list that you use that aren't listed here

Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom	100%	30%	30%	30%	20%
Library/Media Center					
Computer Lab					
Small Group space					
Lab					
Related Studies #1					
Related Studies #2					
Outdoors		70%	70%	70%	
Gym					
Lunch					
Other					10%
Other					
	100%	100%	100%	100%	100%

Other Notes: (Please tell us below about the types of spaces, equipment, furniture, technology, etc., that you consider most important for successful lesson implementation)

Use of tech and internet to upload artwork to digital portfolio requires significant bandwidth for ipads, hotspot was just added (this week) to the Art Studio

Table 3: Description of Class Activities

	% of time
MONDAY	
A) Instructions	10%
B) Individual Work (pre assessment)	80%
C) Individual Clean up time	10%
D)	
E)	
TUESDAY	
A) Introduction concepts	10%
B) Activity, whole class	20%
C) Independent work time (w/ individual check ins)	70%
D)	
E)	
WEDNESDAY	
A) Introduction concepts	
B) Activity, whole class	
C) Independent work time (w/ individual check ins)	
D)	
E)	
THURSDAY	
A) Introduction concepts	
B) Activity, whole class	
C) Independent work time (w/ individual check ins)	
D)	
E)	
FRIDAY	
A) Introduction -procedures	5%
B) Individual work time to upload projects	90%
C) Wrap up	5%
D)	
E)	

Awareness Session: A Day in the Life of a Student

Date Observed: 9/15/17

Course Attributes:

Building: The Skokie School

Name: 6th Grade

Teacher: Balkin - Music

Room #: 18

Room SF: 27x38 = 1,026sf

Class Activities:

% of Time:

1. direct instruction - 10
2. whole class discussion - 0
3. large group - 0
4. small group - 60
5. individual - 30

Notes and Sketches

18 students in the class

9:15 - class meeting

- discuss homework
- done in Google docs
- create a journal entry about something music related

- discussion of choice time

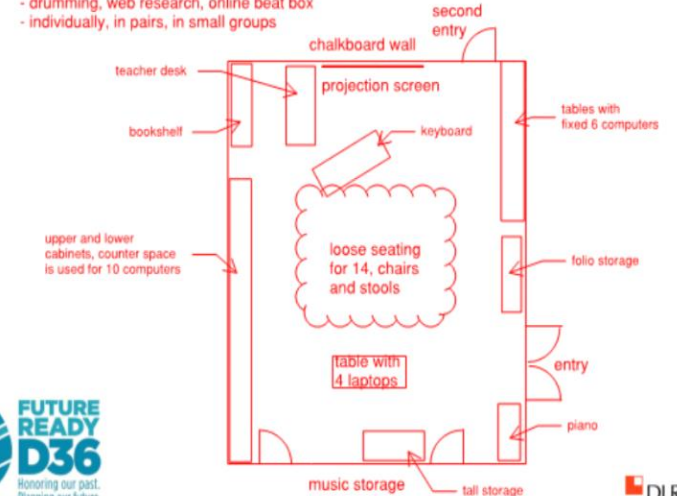
9:18 - students complete journal entry

9:30 - students are working on one of three activities

- drumming, web research, online beat box
- individually, in pairs, in small groups

classroom issues

- space is warm
- multiple floor fans are running
- no windows
- no daylight



Phase 1 – Indoor Environmental Quality



District 36 IEQ : High Performers

Energy: **Greeley School**

Air: **Greeley School**

Thermal Comfort: **Greeley School**

Acoustic Satisfaction: **Crow Island School**

Visual Comfort: **Carleton Washburne School**

*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

District 36 IEQ : Low Performers

Energy: **Crow Island School**

Air: **Carleton Washburne School**

Thermal Comfort: **The Skokie School**

Acoustic Satisfaction: **Hubbard Woods School**

Visual Comfort: **Hubbard Woods School**

*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

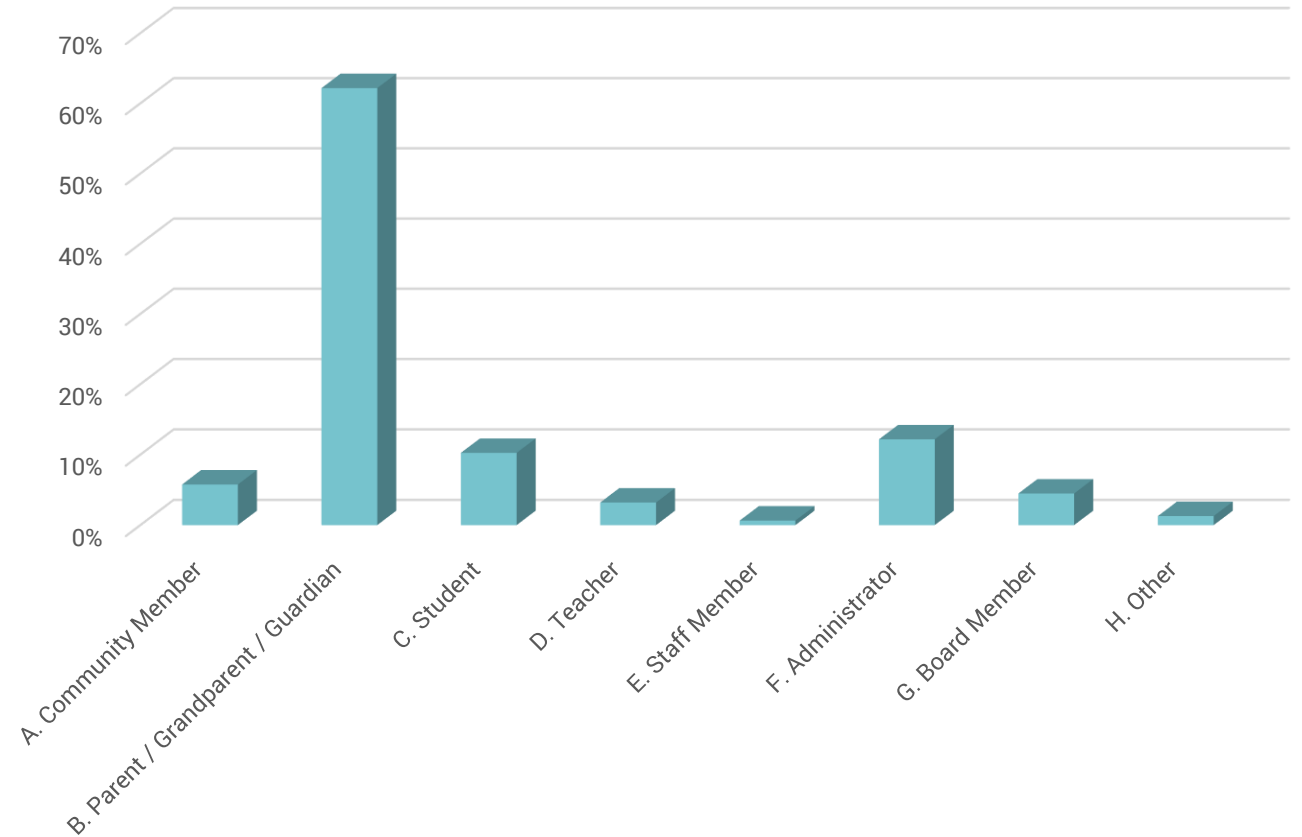
Phase 1 – Community Polling Results

Quick Facts

- Highest Attended – Hubbard Woods
- Least Attended – Washburne
- Total Attendance / Respondents – 156
- Most attendees do not feel that the facilities support the academic needs of the students
- Attendees indicated that Experiential Learning and Fine / Related Arts are the two most valued offerings of the District beyond core academics
- Attendees felt that the buildings are generally in good condition, but need updating and modernizing
- Educational Programming, Community Feel and Design of Spaces were the 3 most important elements of the schools selected by attendees

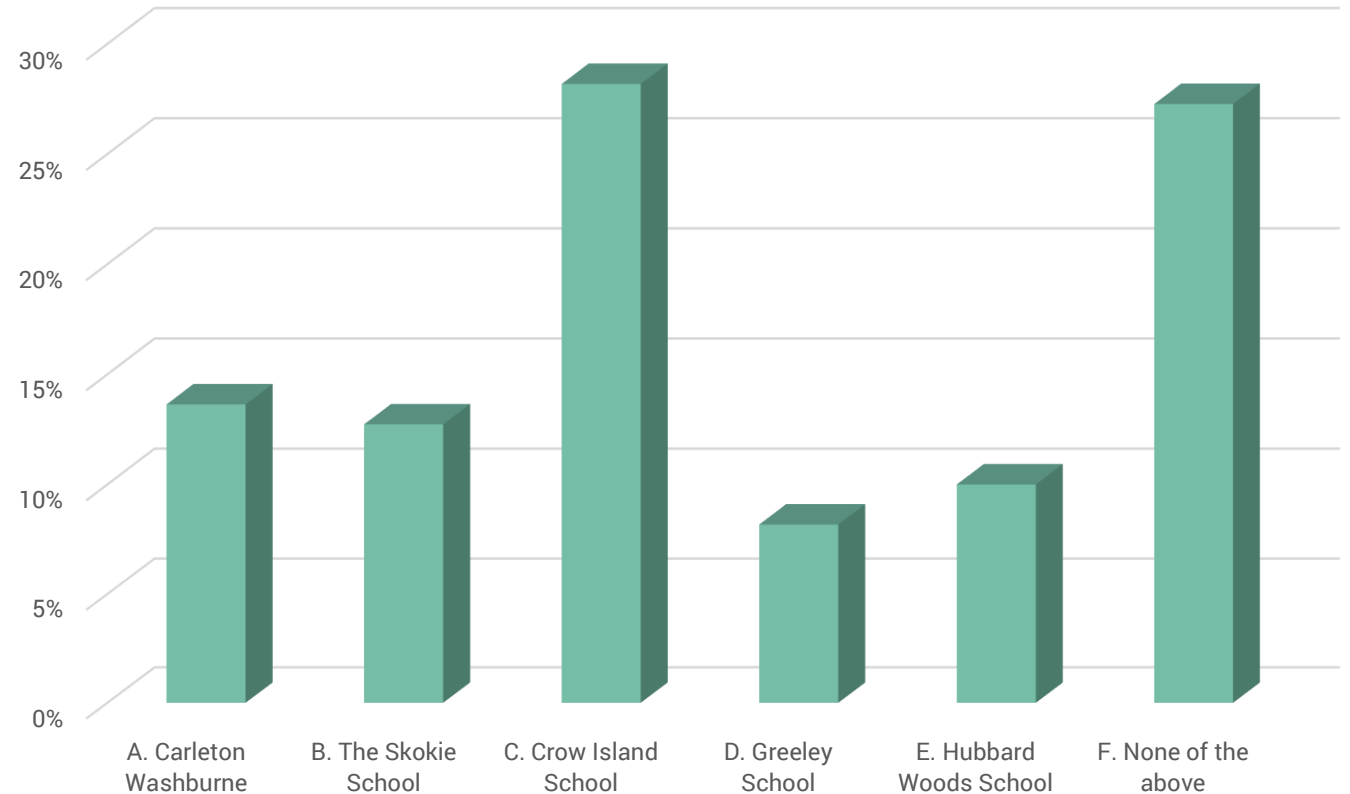
Q1: To help us understand who is here tonight, please select the role you most identify with:

- A. Community Member
- B. Parent / Grandparent / Guardian
- C. Student
- D. Teacher
- E. Staff Member
- F. Administrator
- G. Board Member
- H. Other



Q2: I currently have a student at:

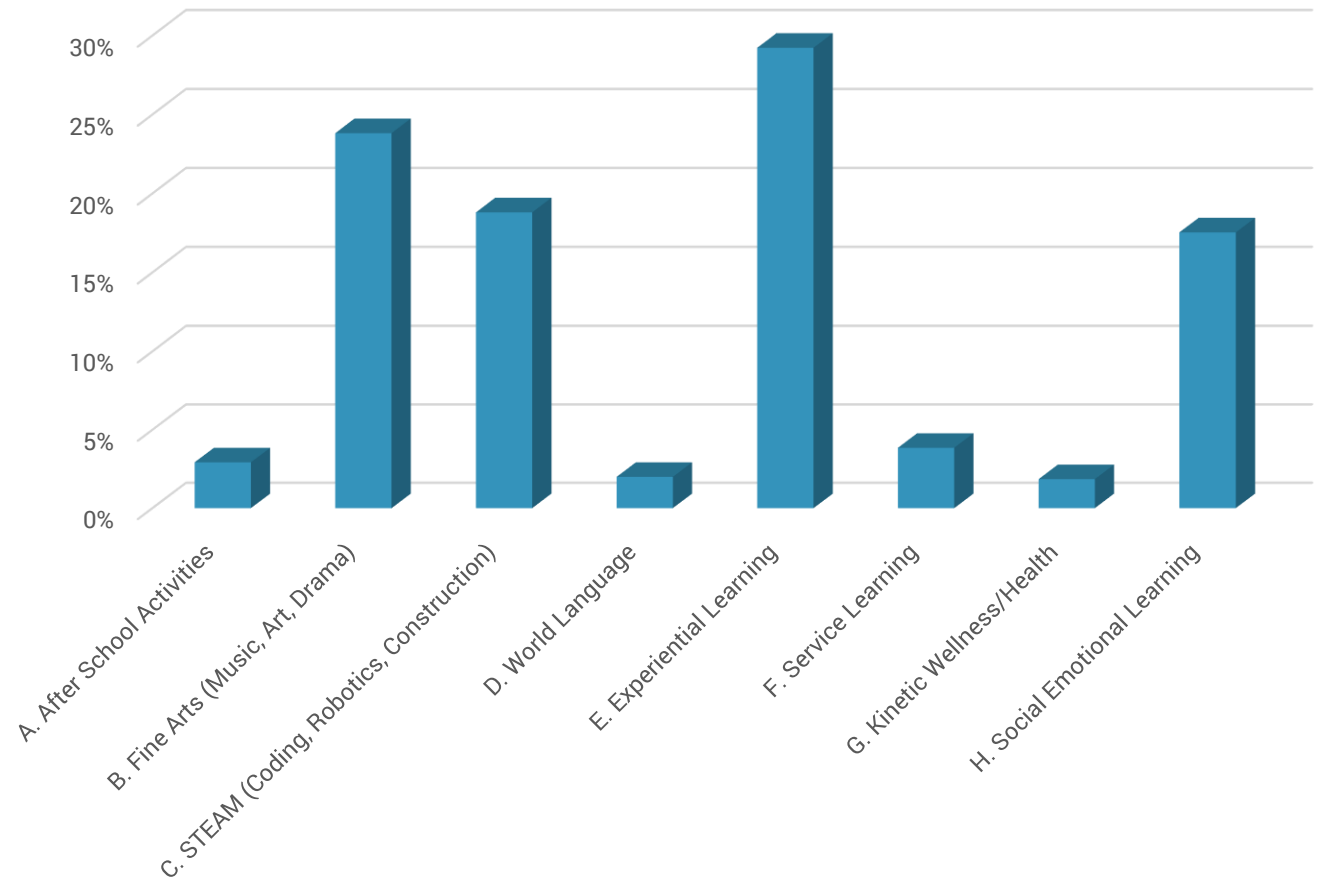
- A. Carleton Washburne
- B. The Skokie School
- C. Crow Island School
- D. Greeley School
- E. Hubbard Woods School
- F. None of the above



Q3: Considering the offerings of the District, beyond core academics, I value _____ (choose two):

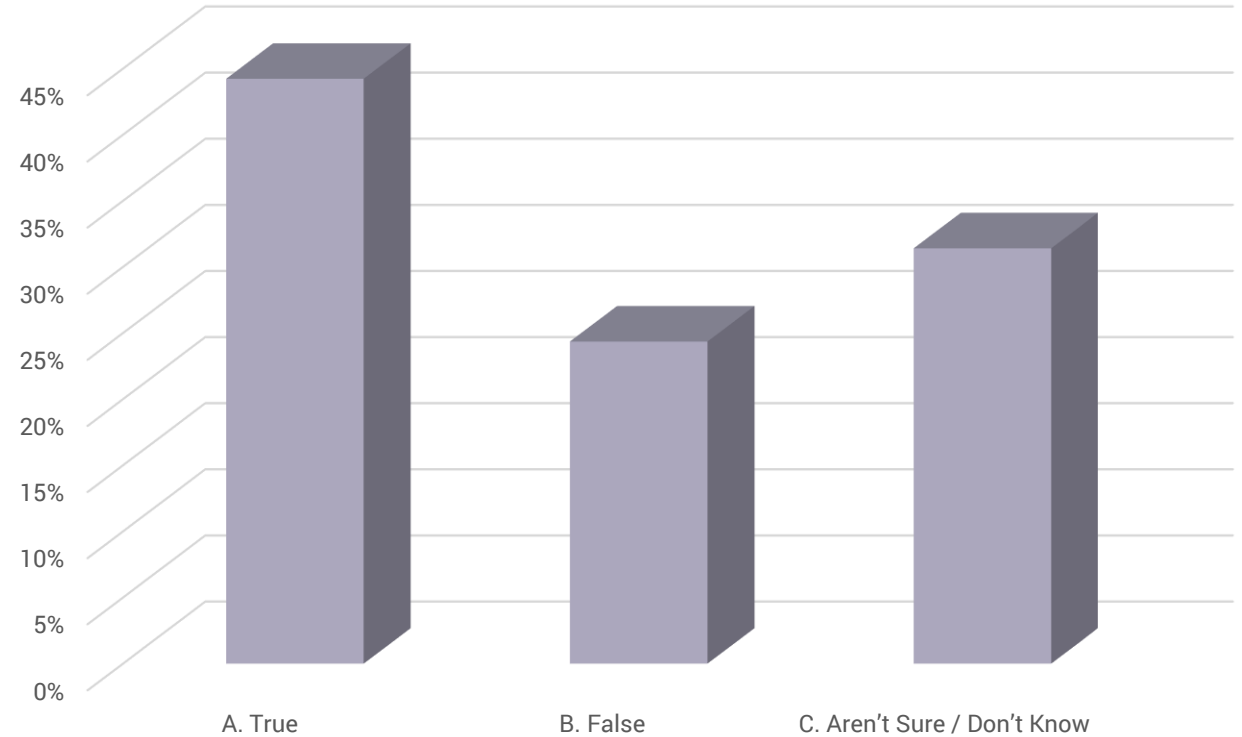
* Answer options D and G were unique to the meetings at Skokie School, Washburne, and Greeley.

- A. After School Activities
- B. Fine Arts (Music, Art, Drama)
- C. STEAM (Coding, Robotics, Construction)
- D. World Language
- E. Experiential Learning
- F. Service Learning
- G. Kinetic Wellness/Health
- H. Social Emotional Learning



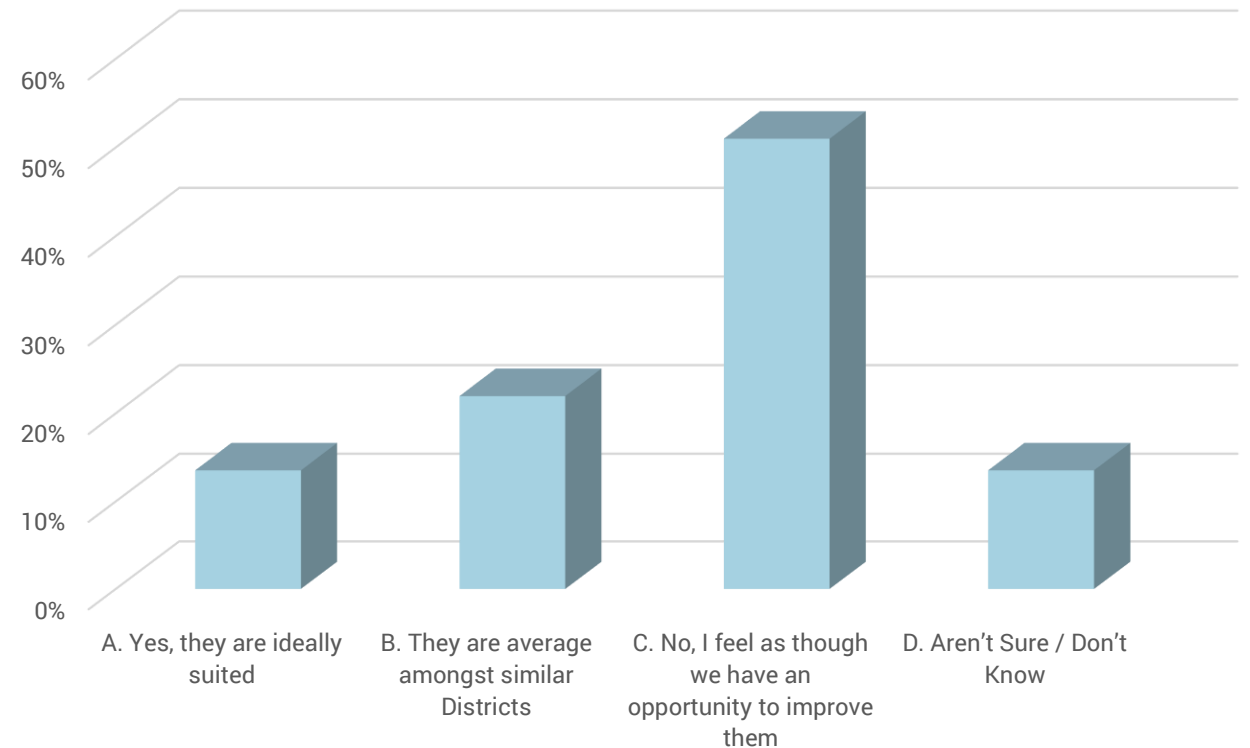
Q4: In general, I believe the facilities are in good repair:

- A. True
- B. False
- C. Aren't Sure / Don't Know



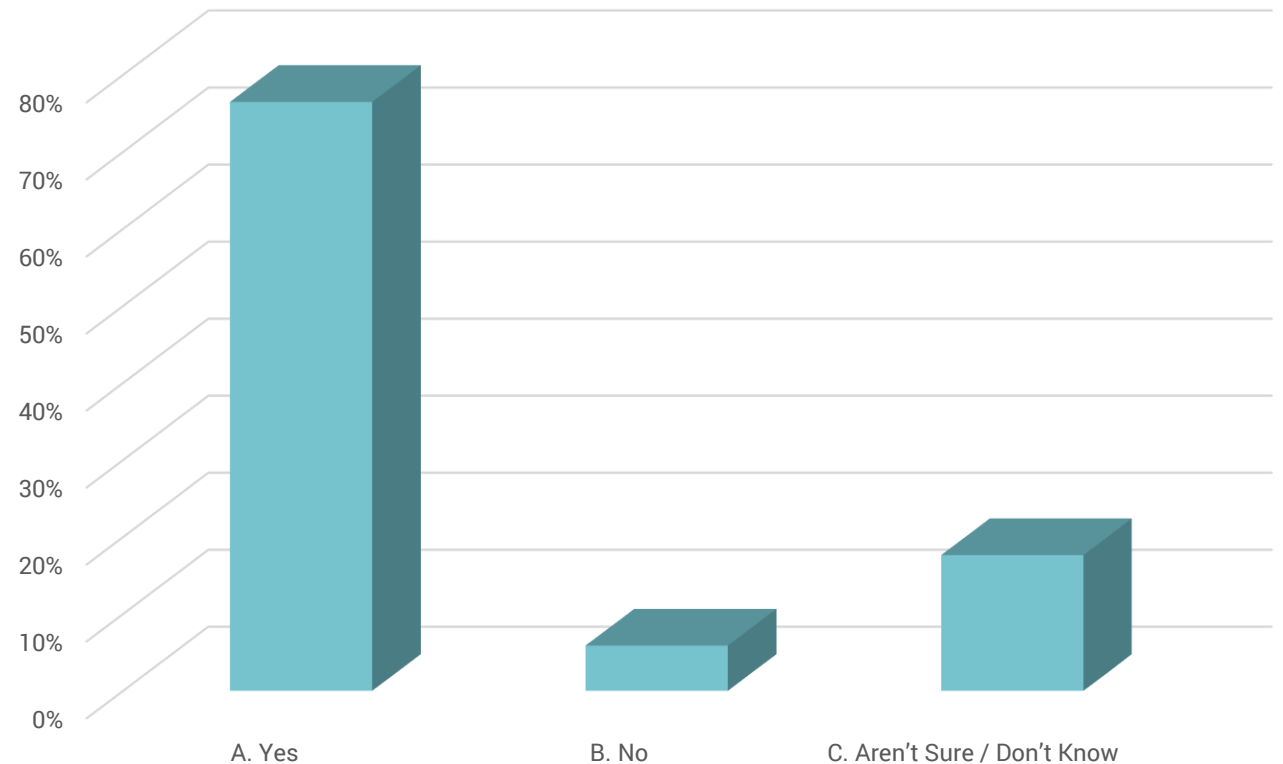
Q5: Do the facilities support the academic needs of your student(s):

- A. Yes, they are ideally suited
- B. They are average amongst similar Districts
- C. No, I feel as though we have an opportunity to improve them
- D. Aren't Sure / Don't Know



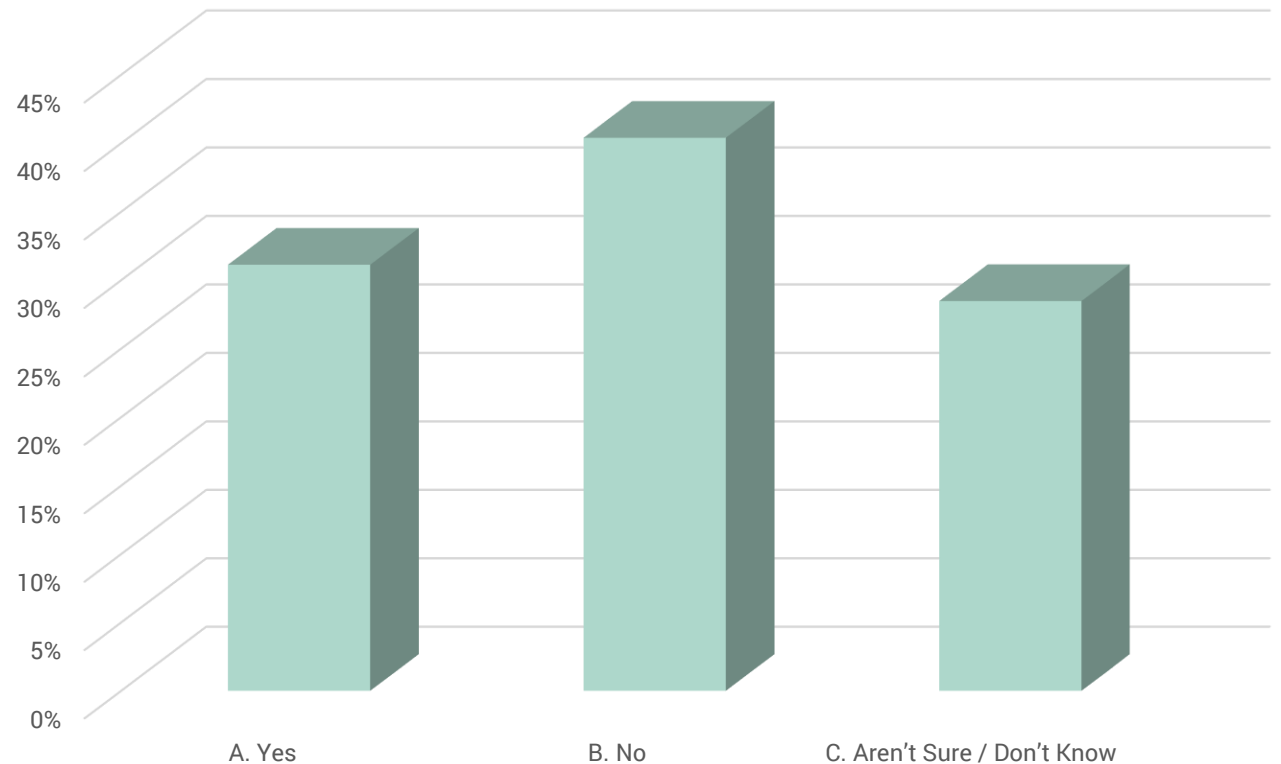
Q6: From my perspective, the facilities need updating, modernizing and/or repairs:

- A. Yes
- B. No
- C. Aren't Sure / Don't Know



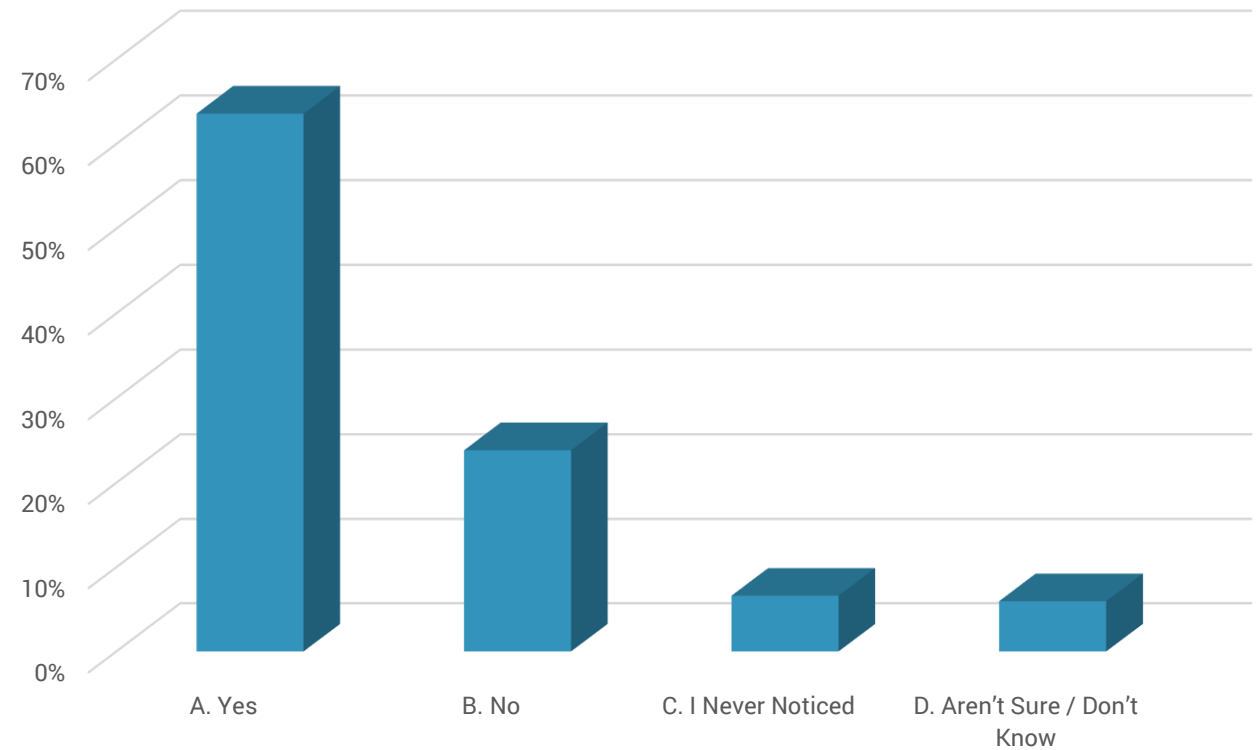
Q7: Vehicular traffic patterns (pick up/drop off) are easily understood and followed:

- A. Yes
- B. No
- C. Aren't Sure / Don't Know



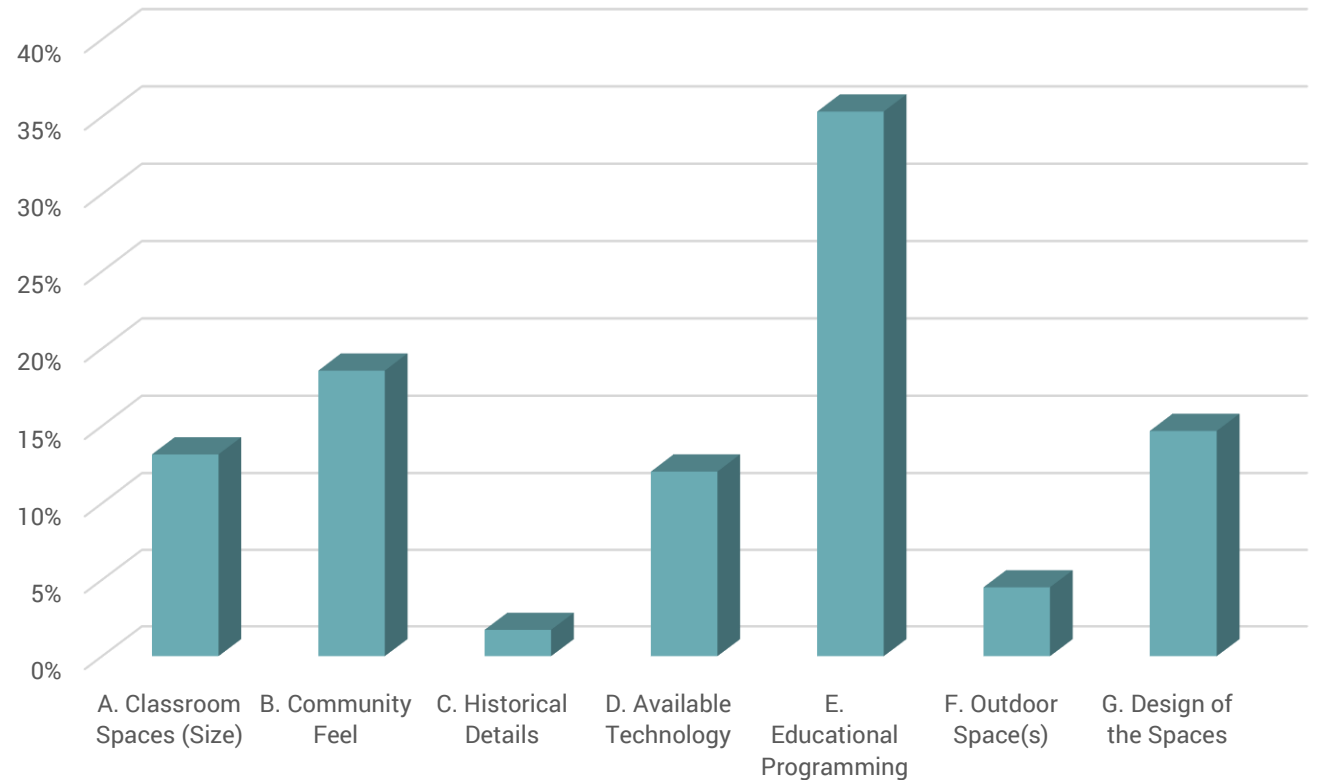
Q8: The historical details of this school are important to me:

- A. Yes
- B. No
- C. I Never Noticed
- D. Aren't Sure / Don't Know



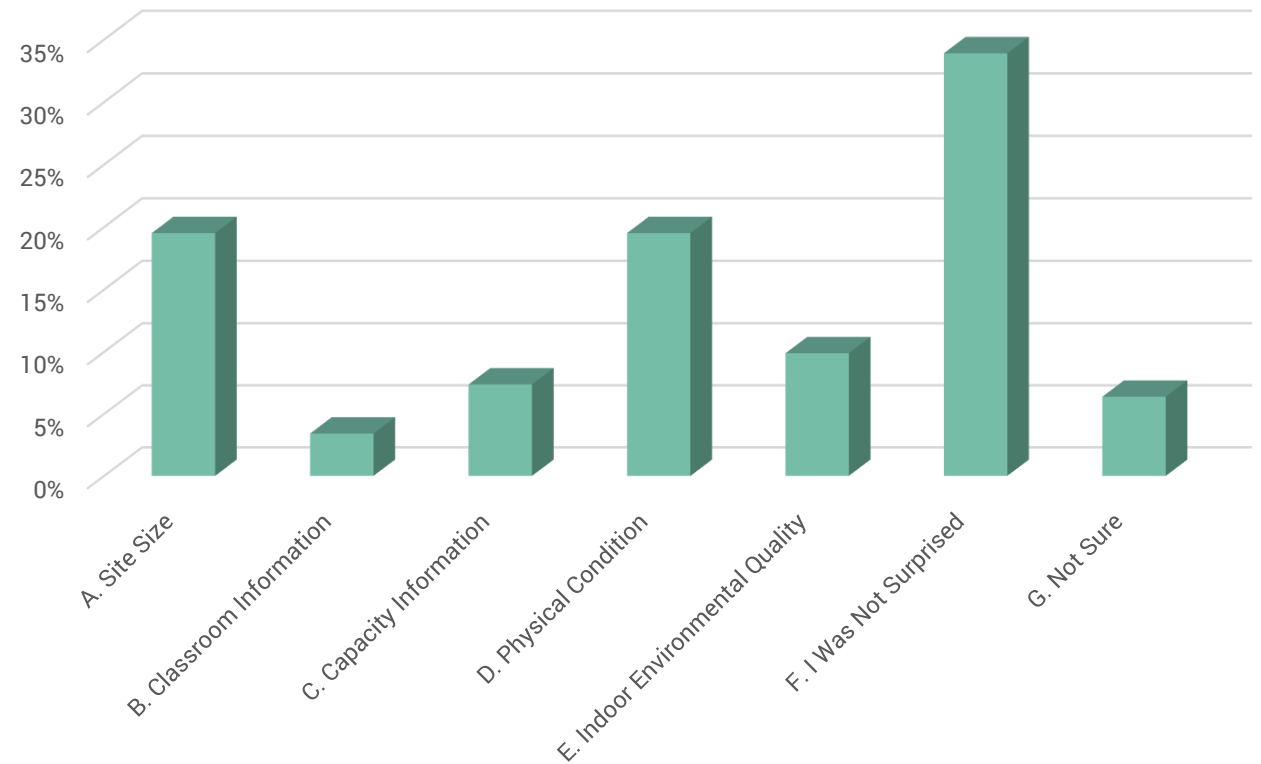
Q9: To me, two of the most important elements of this school are:

- A. Classroom Spaces (Size)
- B. Community Feel
- C. Historical Details
- D. Available Technology
- E. Educational Programming
- F. Outdoor Space(s)
- G. Design of the Spaces



Q10: From the information you heard tonight, what was the most enlightening / informative?

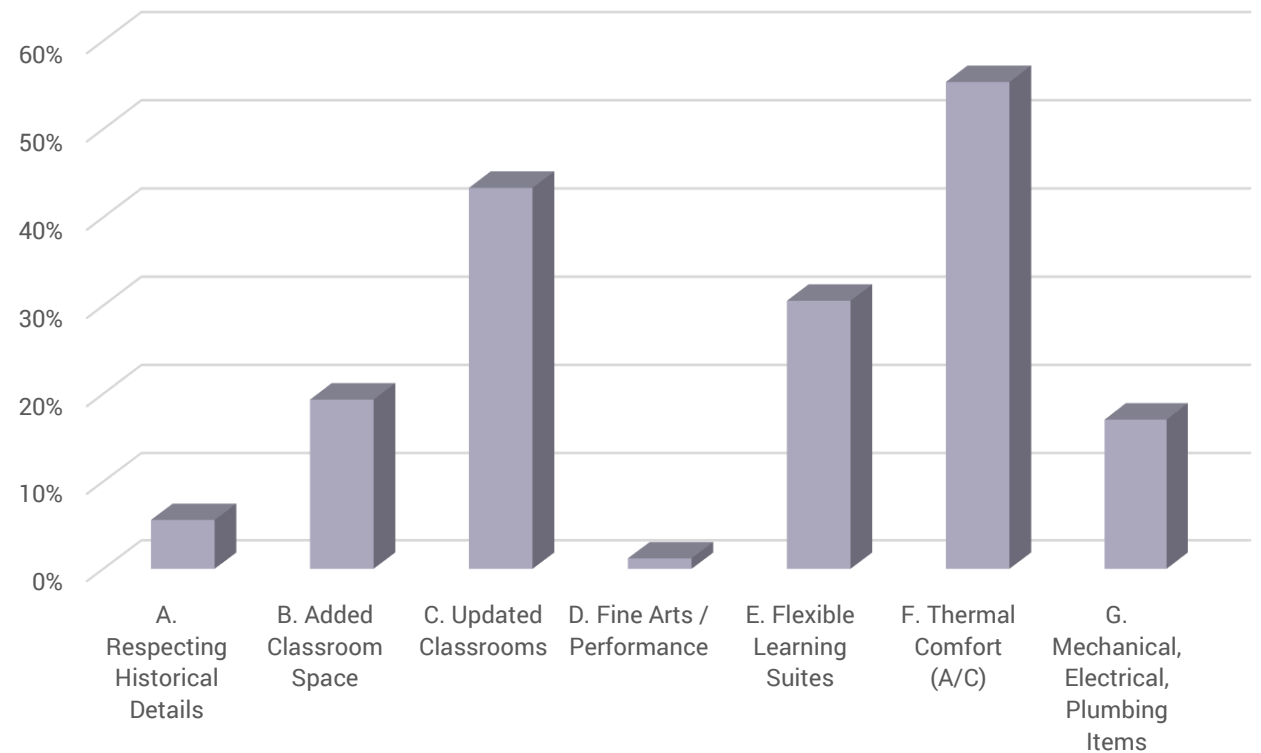
- A. Site Size
- B. Classroom Information
- C. Capacity Information
- D. Physical Condition
- E. Indoor Environmental Quality
- F. I Was Not Surprised
- G. Not Sure



Q11: From the information you heard tonight, what would you prioritize to be addressed first?

* Write-in answers also accepted.

- A. Respecting Historical Details
- B. Added Classroom Space
- C. Updated Classrooms
- D. Fine Arts / Performance
- E. Flexible Learning Suites
- F. Thermal Comfort (A/C)
- G. Mechanical, Electrical, Plumbing Items



Phase 1 – BOLD Ideas

- Flexible large spaces for multiuse
- Tinkering, thinking, and maker spaces
- Biotechnology “maker space”
- Media labs for video/VR/3D/motion capture creations
- Moving walls that can transform different classrooms
- Quiet independent spaces, studio rooms for electives, sensory rooms, etc.
- Museum-like approach to learning
- Build a new building
- Rent out space to educational-related providers/organizations
- Consider Net-zero – geothermal, solar, and wind energy

“I want the school to look like the schools in Finland – modern, easy to learn in, and fun to be in. I want to be able to say that I want to go to school.”

~ Student at Washburne community presentation



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Phase 1 Findings

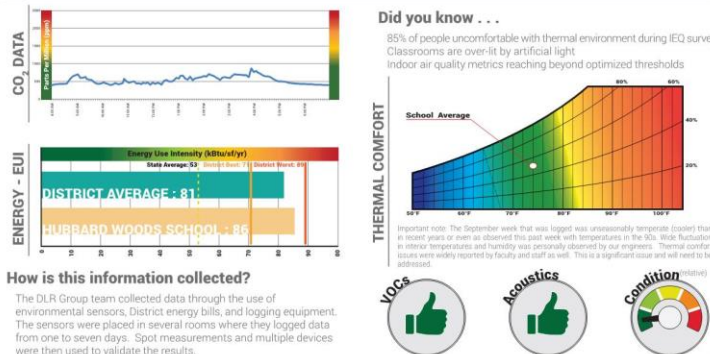
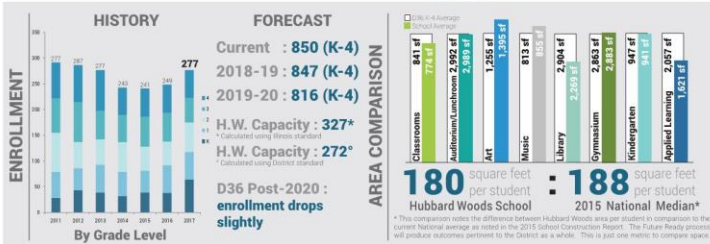
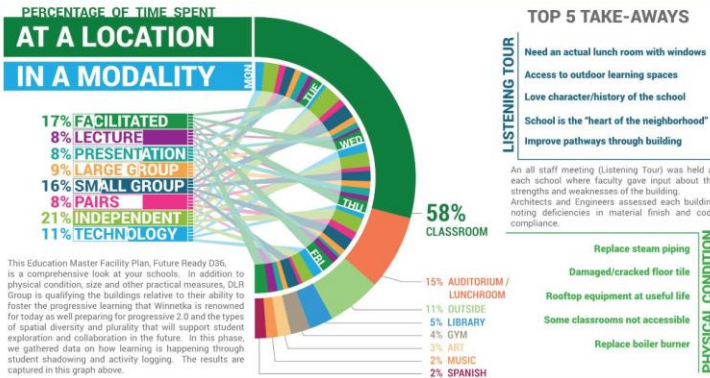
Phase 1 Findings



HUBBARD WOODS



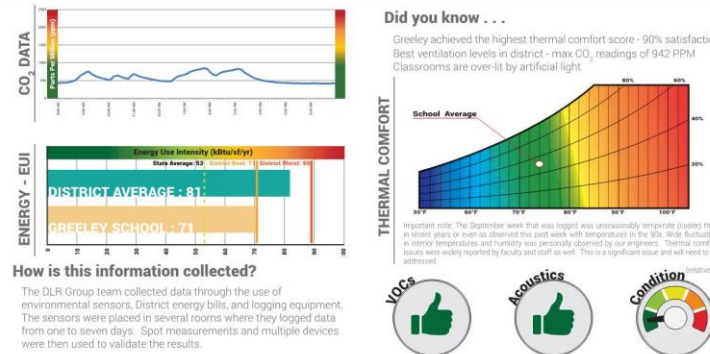
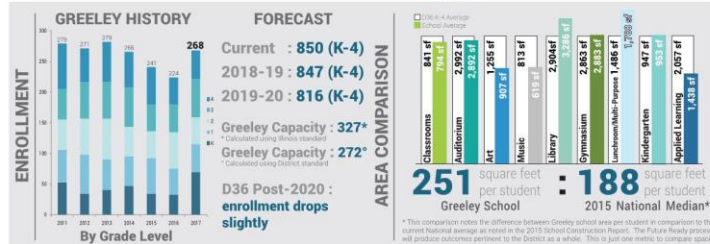
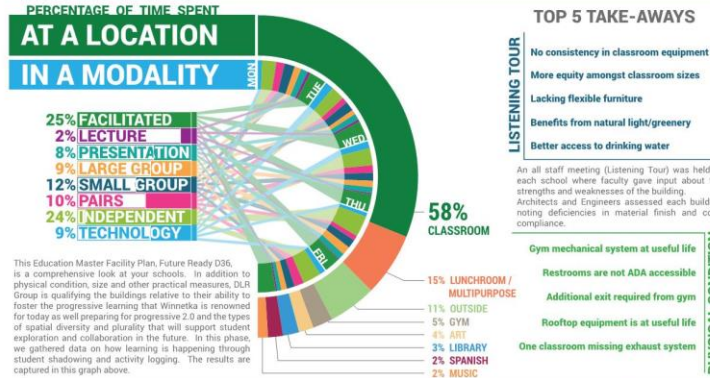
Hubbard Woods School opened in 1918 with additions in 1923, 1925, 1930, 1953, 1991, and 1999 on a 3.1-acre site. The school's gross square footage is 48,910 square feet, with an optimal capacity of 272 students.



GREELEY SCHOOL



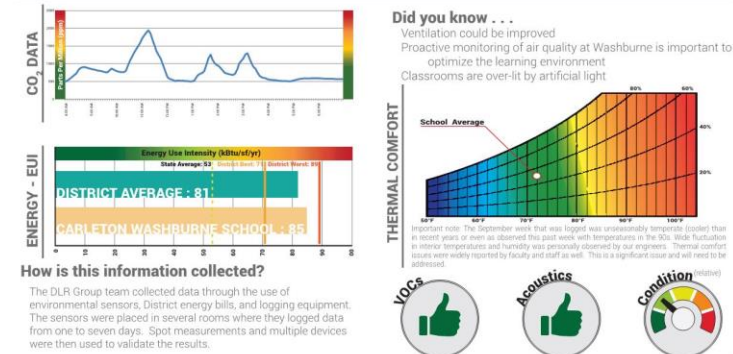
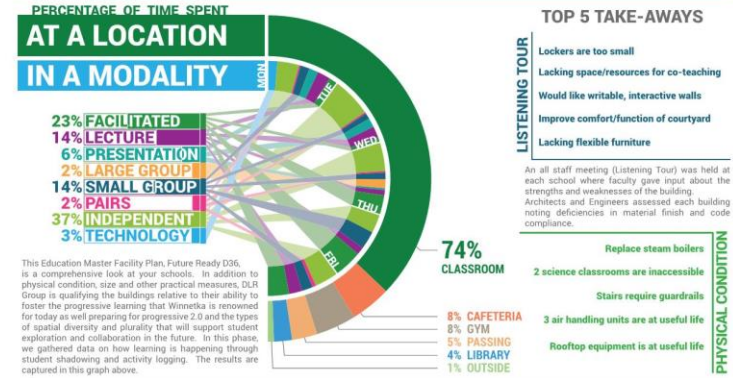
Greeley School was built in 1913 with additions in 1921, 1954, and 2009 on a 3-acre site. The school's gross square footage is 68,277 square feet, with an optimal capacity of 272 students.



Representational Samples



Carleton Washburne School was built in 1967 with additions in 1982, 2007, and 2009 on a 6.5-acre site. The school's gross square footage is 155,034 square feet, with an optimal capacity of 798 students.





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Phase 2 – Discover / Explore

Phase 2 – VALUES Workshop

64 °F / 18 °C
October 5, 2050

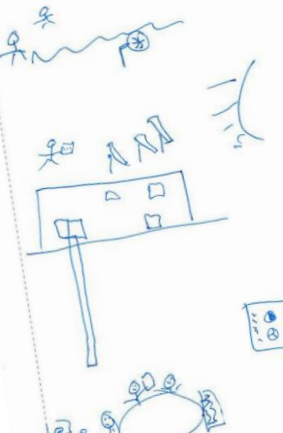
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Winnetka Students LEED

Insert Headline Here



Draw Photo Here

Winnetka Schools integrate Progressive LEED learning with Green Challenge to make a meaningful difference.

Insert Sub-Heading Here

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WINNETKA PUBLIC SCHOOLS

DLR Group

Draw Photo Here

Key Performance Indicators

In order to gain insights into your priorities and goals, please:

1. Indicate what user group (Student, Teacher, Administration, Neighbors, Community) is impacted by each KPI
2. Divide a budget of 100 points between each KPI depending on your how important you believe them to be
3. Indicate how you would like to achieve this KPI in the Design, Promote and Prove columns

User Experience (UX)	Key Performance Indicator (KPI)	Human Health	Resource Conservation	Ecology	Priority (1 to 10)	Design 1 Good 2 Better 4 Best	Promote 1 Educate 2 Engage 4 Empower	Prove 1 Survey 2 Meter 4 Sensor
S,T	Acoustics				5	4	1	4
S,T	Air Quality				7	4	1	4
T,A,N,C	Carbon Emissions				5	4	4	4
IC	Connectivity to Outdoors				6	4	4	4
	Daylight				2	4	1	4
IC	Doing Less Harm				9	4	4	4
	Energy Consumption				2	4	1	4
	Interior Fitness				2	4	1	4
	Healthy Materials				2	4	1	4
	Indoor Biophilia				5	4	1	4
	Innovative Building Systems				10	4	4	4
	Low Energy Materials				8	4	4	4
	Lighting Control				2	4	4	4
	Native Plantings				7	4	4	4
	Water Conservation				7	4	4	4
	Waste Management				2	4	1	4
	Indoor Air Quality				9	4	4	4
	Indoor Climate				7	4	4	4
	Indoor Environmental Quality				3	4	4	4



Phase 2 – Upcoming Events

Curriculum & Instruction Meetings – October 23

Global Perspectives – October 24

Local Tours

- October 27
- November 1

Facility Sub-Committee – October 30

Core Team Meetings

- November 13
- December – No Meetings
- January 10

Phase 2 Preview: Global Perspectives



October 24th → 9:15am & 7:00pm



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Questions?