



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

Phase 1: **Community Conversation**

Carleton Washburne School

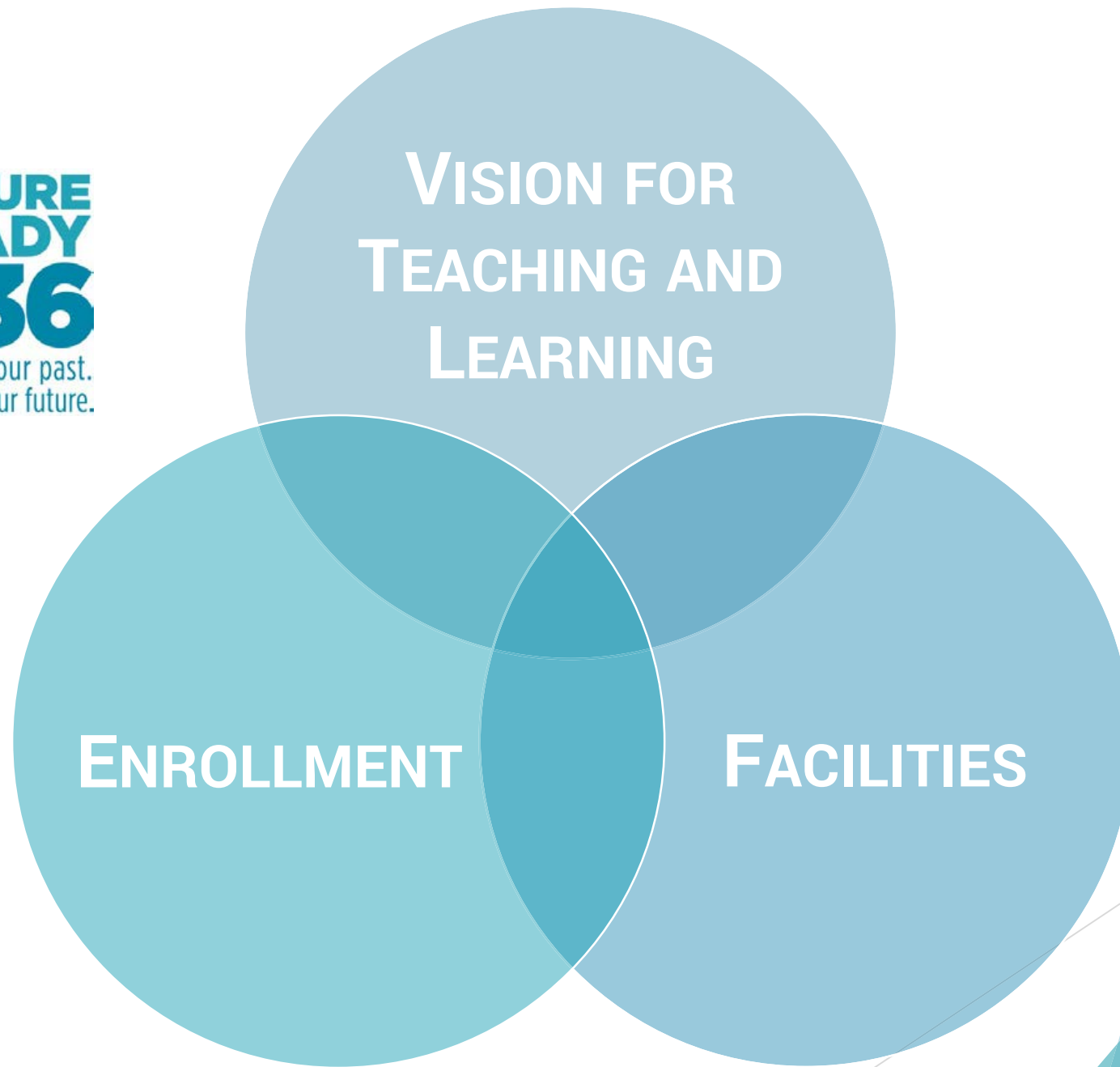


What is an Educational Master Facility Plan?

Traditional Master Facility Plans examine the components of a building, its structure, systems and condition.

An **Educational Master Facility Plan** also examines the **educational adequacy** (today) and **educational readiness** (in the future) of your schools to **meet your vision**, so you can ensure **lasting value to the community, teachers and students**.

The goal is to align the form to its function.



ENROLLMENT

Overall **declining** enrollment
Imbalance among 3 elementary schools' enrollments
Commitment to class size & **consistent** programming
Short-term solution: all Kindergarteners at Greeley & Hubbard Woods

FACILITIES

Cost/benefit of **maintaining** aging infrastructure
Greeley School, Hubbard Woods School, and the Skokie School are at or near **100 years old**
Updates, repairs, and replacements needed at all schools

VISION FOR TEACHING & LEARNING

Congruency with current needs of education
Forward thinking for the future needs
Continue to provide **engaging, progressive approach** to meet the needs of the current and **future generations of learners**



**Global Leadership.
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Primary and Secondary Education Firm in the World.



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Process Overview
Audience Polling
Campus History
Campus Metrics
Indoor Environmental Quality
Physical Condition
Listening Tour
Day in the Life
Input: Bold Ideas | FAQ



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Process

Anticipated Milestone Activity Calendar

2017



2017



2018



*This process is designed to coincide with the conclusion of the 2017 - 2018 school year. However, it is important to arrive at a consensus plan that addresses the needs of the District and its stakeholders. With that in mind, the conclusion of the process may deviate from the anticipated adoption.

Phase 1 : Key Activities



Facility Assessments



Listening Tours



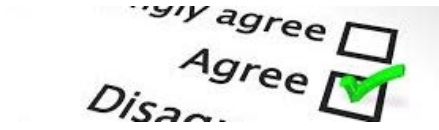
A Day in the Life : Part 1



Student Ideation



Indoor Environmental Quality



Surveys

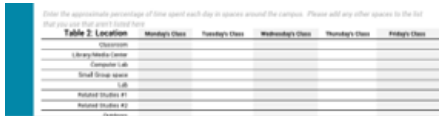


Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom					
Library/Media Center					
Computer Lab					
Small Group space					
Lobby					
Student Studies #1					
Student Studies #2					
Recess					

Activity Logging

**Everything is relative.
Context matters.**



Campus History

Carleton Washburne School



District Facility Timeline:

1913: Greeley School

Additions in 1921, 1954, 1968, 2009
Replaced the Horace Mann School

1921: The Skokie School

Additions: 1928, 1953, 1962; Renovations 1998, 2000
Closed in 1982, Re-opened in 1998

1969: Carleton Washburne

Additions in 1982, 2007, 2009

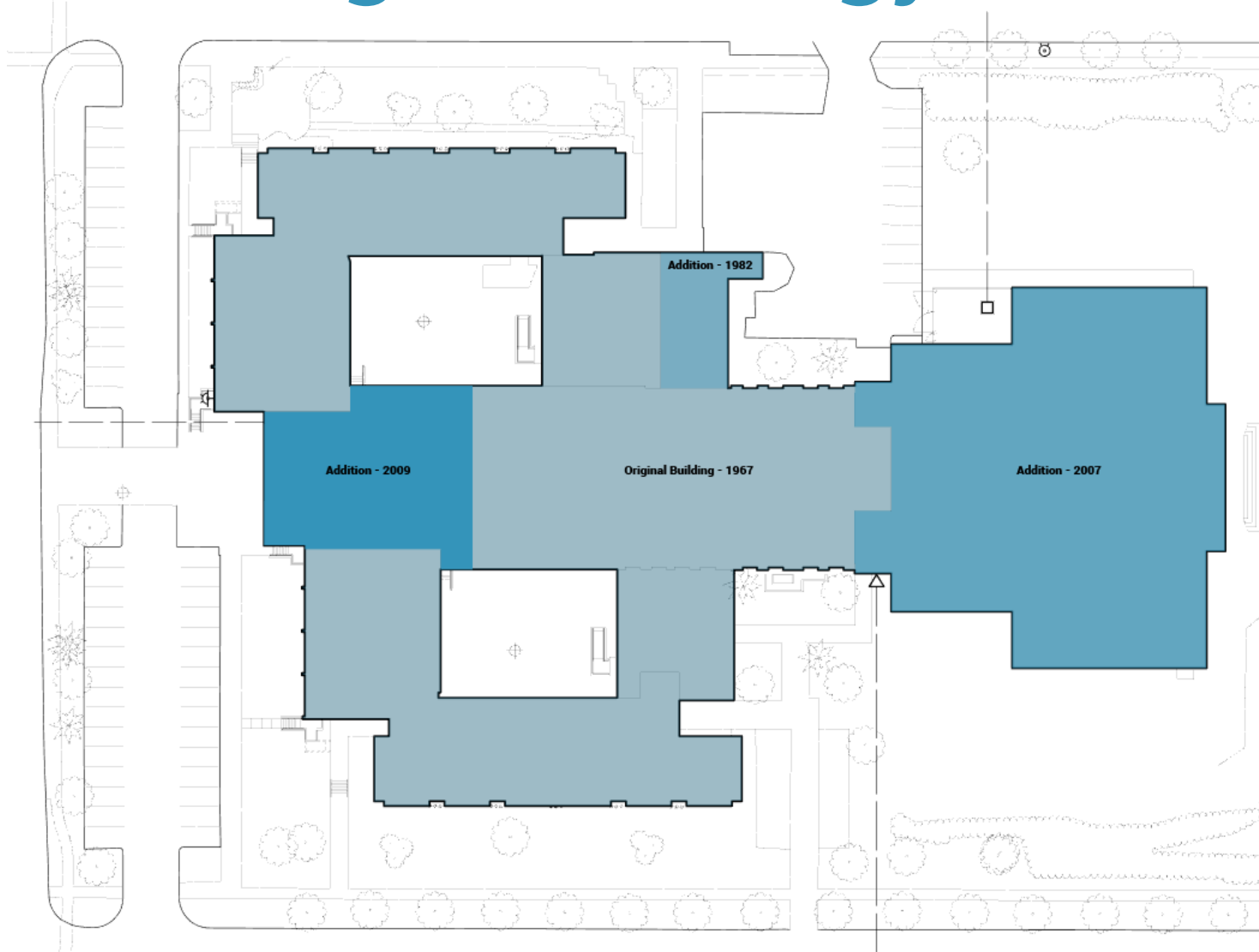
1940: Crow Island School

Addition in 1954
Became National Historic Landmark in 1990

1915: Hubbard Woods School

Additions in 1918, 1923, 1925, 1930, 1953, 1991, 1999
Replaced Lakeside School, Originally named Skokie School

Building Chronology:



Opened: **1967**
Additions: **1982, 2007, 2009**

Area Allocation:
1967 = **51%**
1982 = **8%**
2007 = **29%**
2009 = **12%**



Campus Metrics

Carleton Washburne School

Factors that influence site size:

Type of school

Number of students

Number and type of outdoor activities

Number of parking spaces needed

Number of buses vs. drop-off / pick-up cars

Storm water management

Wetlands / Flood plains

Availability of land (urban, suburban, rural)

Maintenance services

State of Illinois Guideline*

23.0 Acres



**Current Site :
6.5 Acres**

* Guideline Acreage recommended
by State of Illinois = 15 acres plus
1 acre per every 100 students

Factors that influence building size:

Type of school

Number of students

Pedagogy

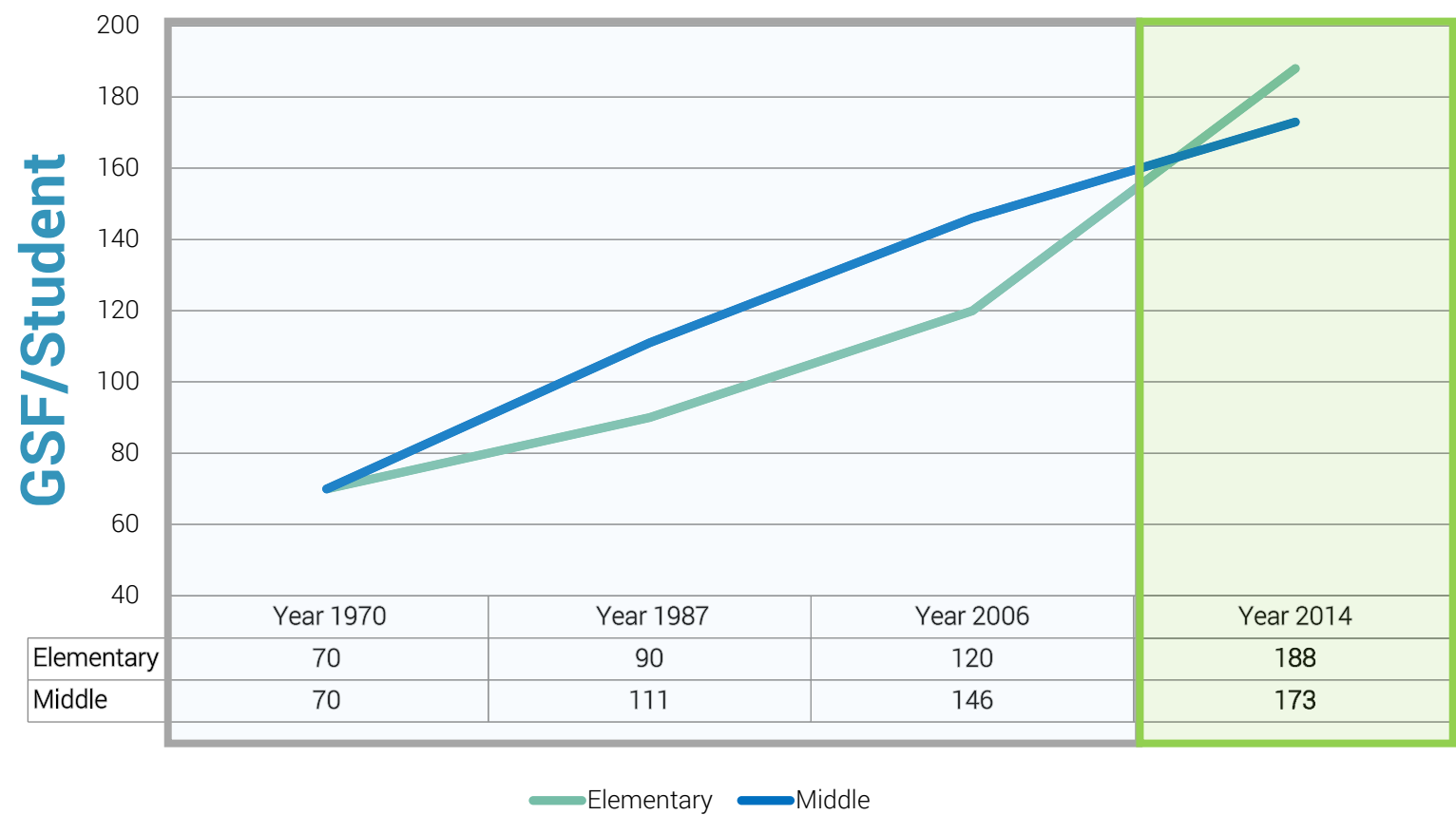
Number and types of services offered

Number and types of programs offered

Amenities – Sports / Athletics / Performance

Climate

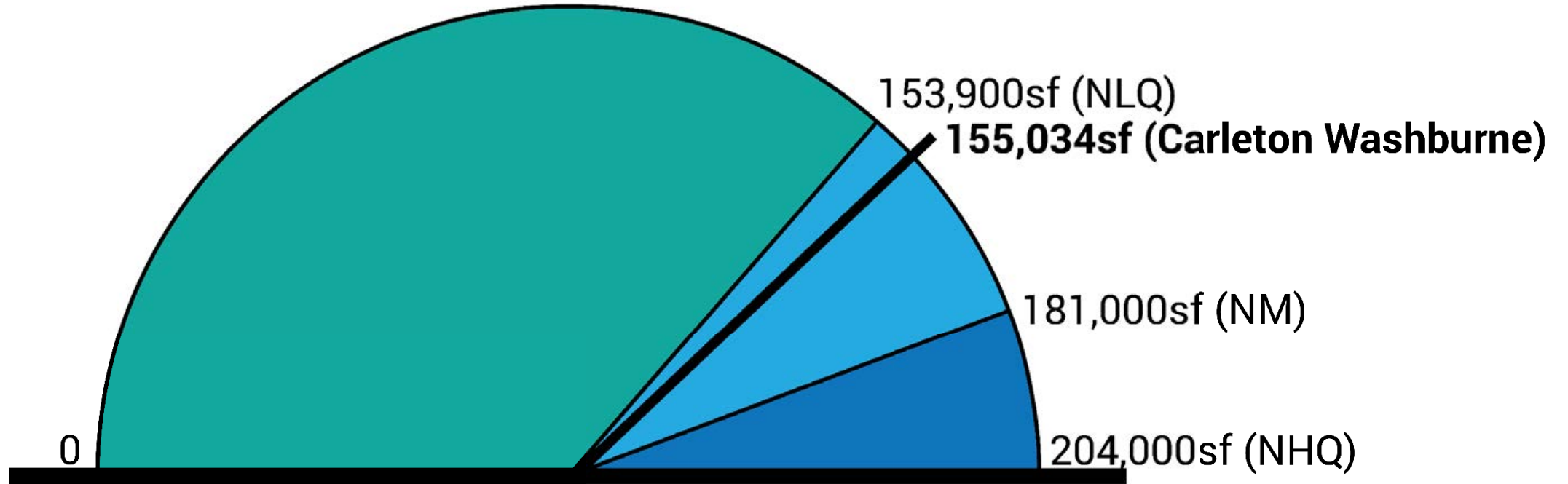
Gross Building Size Over Time



Years 1970,1987 and 2006 are State of Illinois guidelines.

Year 2014 uses National Median for Elementary/Middle schools

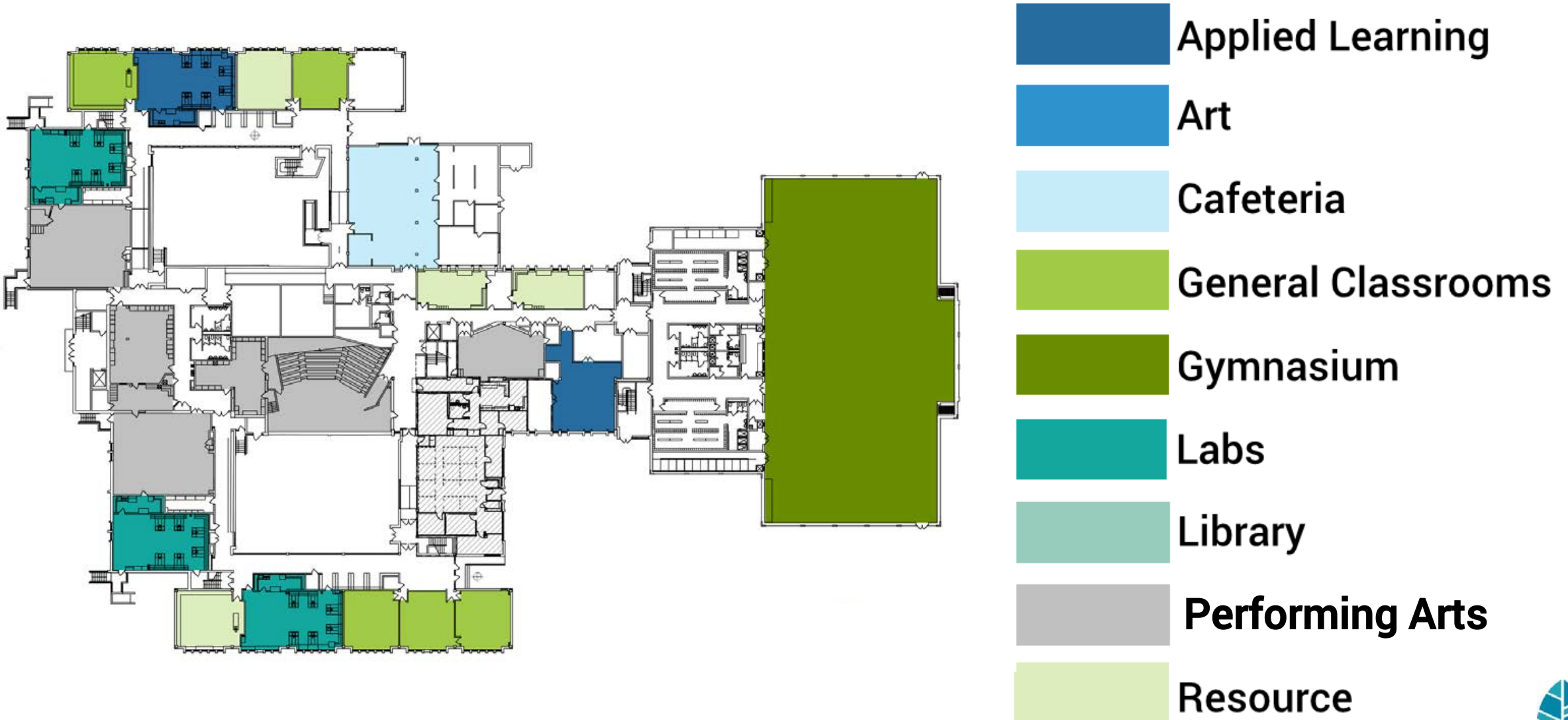
Gross Building Area Comparison



194 square feet per student : **173** square feet per student
Carleton Washburne : **2015 National Median**
At District Capacity of 798 : Peer Schools opened in 2015

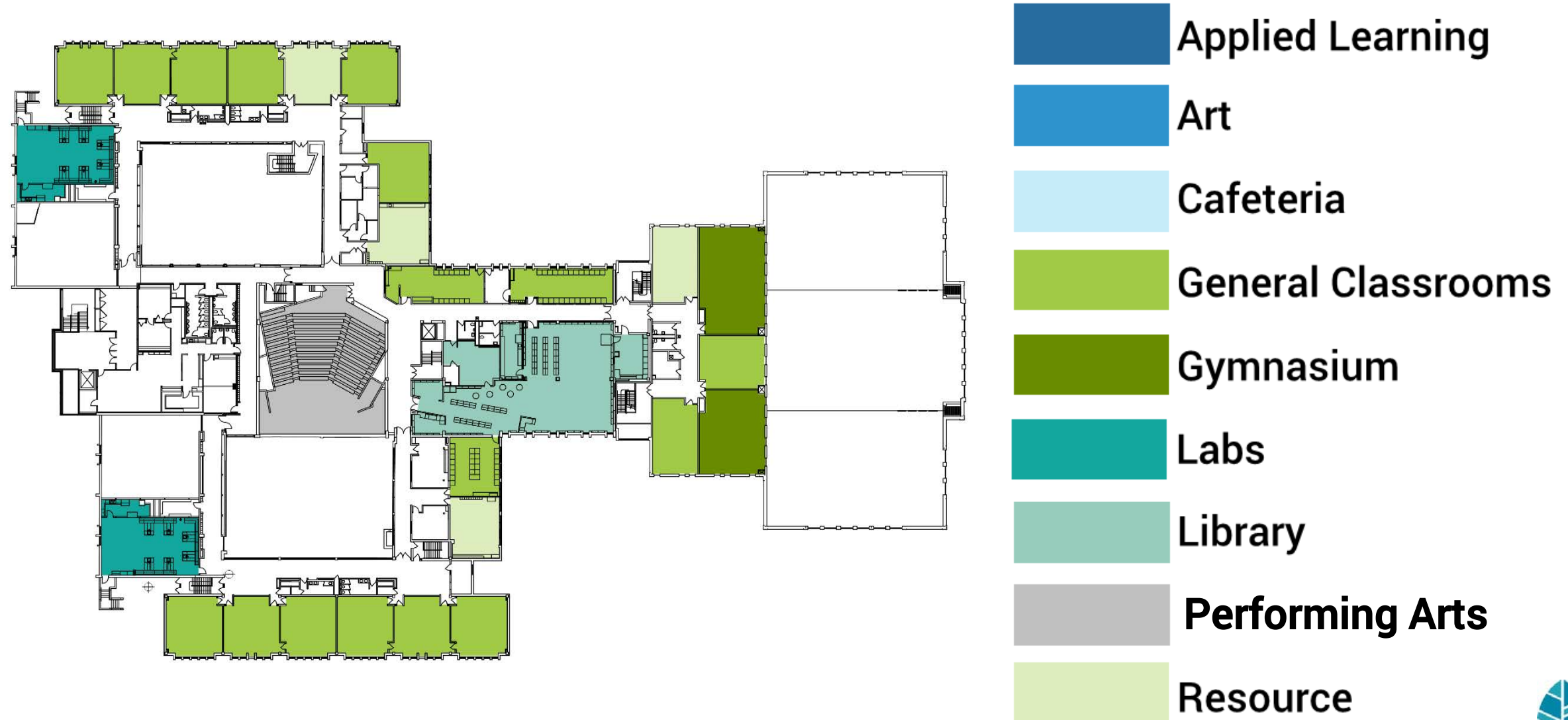
2017 Area Utilization

Gross Building Area : 155,034 SF

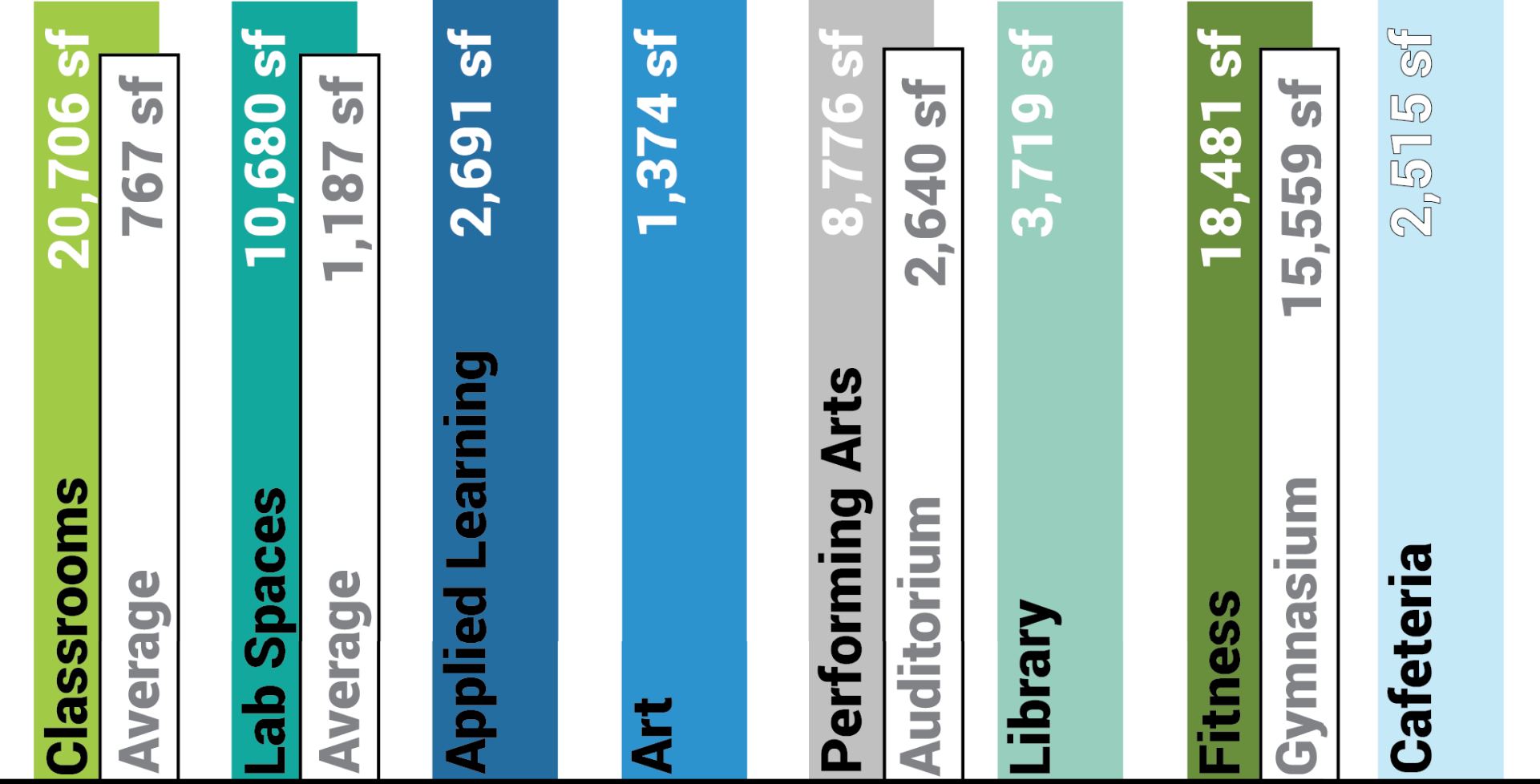




2017 Area Utilization

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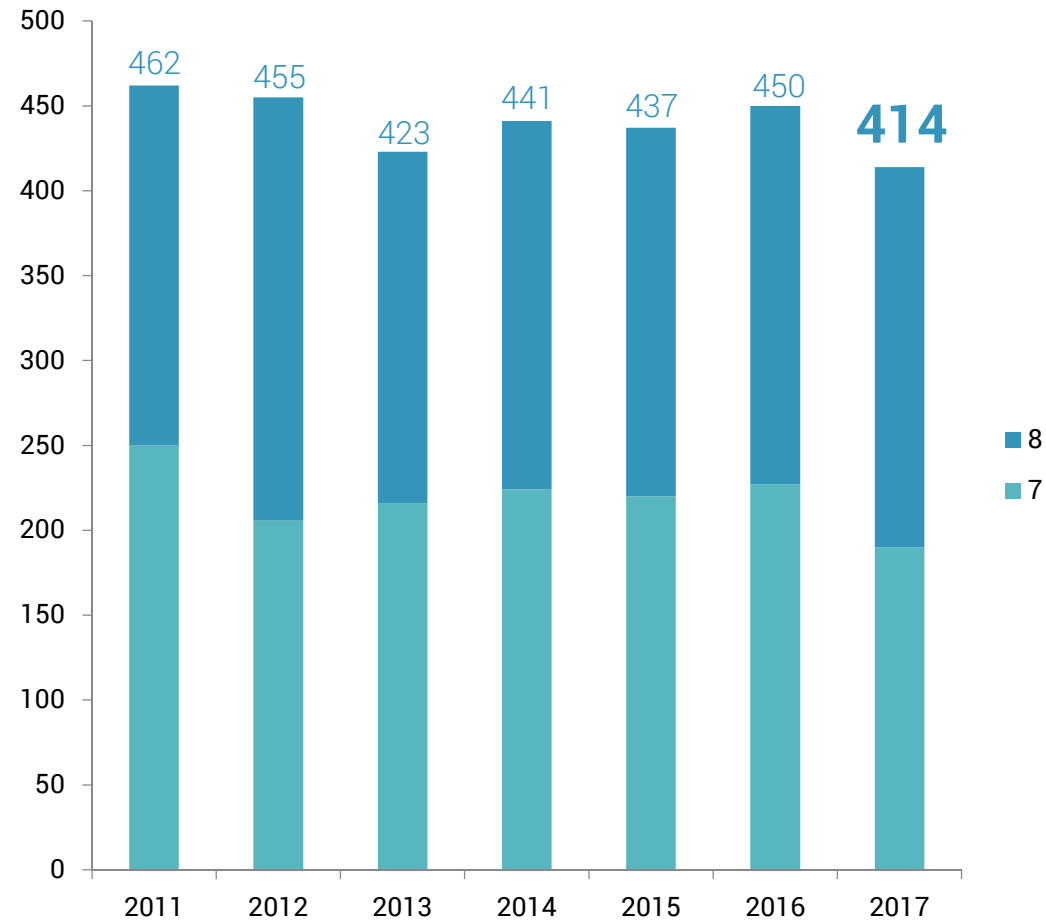


2017 Area Comparison



 School Average
 School Total

2017 Enrollment History



By Grade Level

Enrollment Forecast

Current : **414**

2018-2019 : **402**

2019-2020 : **389**

Capacity per
State Standards **1,044***

Capacity per
District Guidelines **798**

D36 Post-2020 : **Holds Steady**

* This capacity value is a measurement of students per square foot per State of Illinois guidelines and indicates the relative number of students that may be present at any one time. The Future Ready process will determine the facility's ability to support district goals and program offerings.



Indoor Environmental Quality (IEQ)

Carleton Washburne School



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**

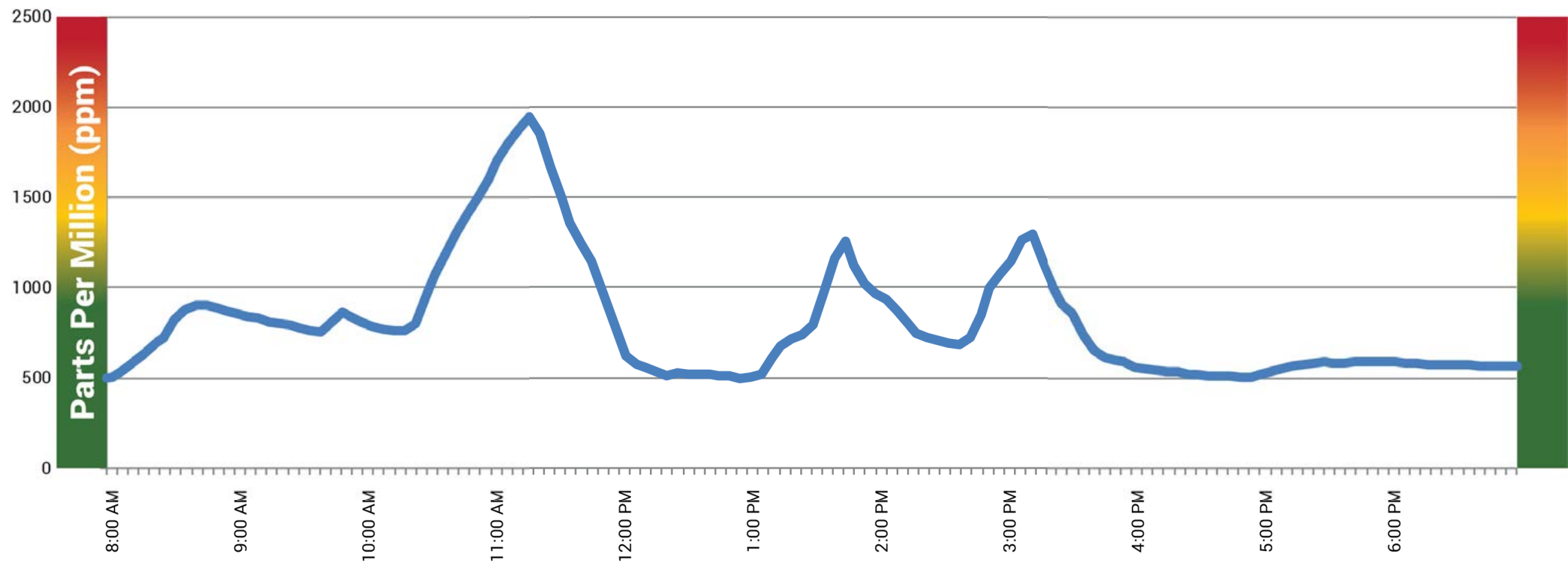
Thermal Comfort: **The Skokie School**

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.

CO₂ Data

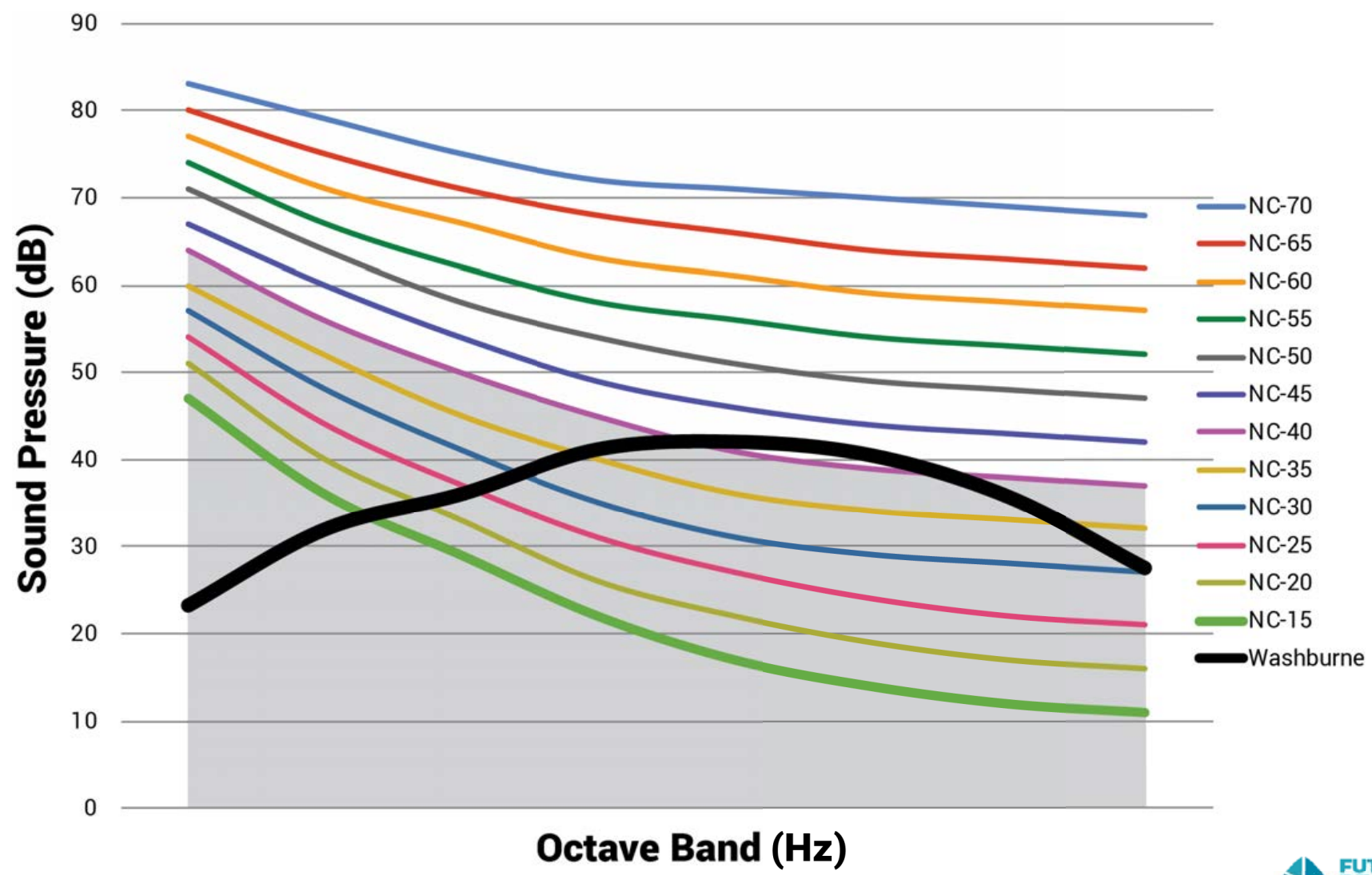


VOC Data



VOC < 3.4 $\mu\text{g}/\text{m}^3$

Acoustical Data



Visual Comfort



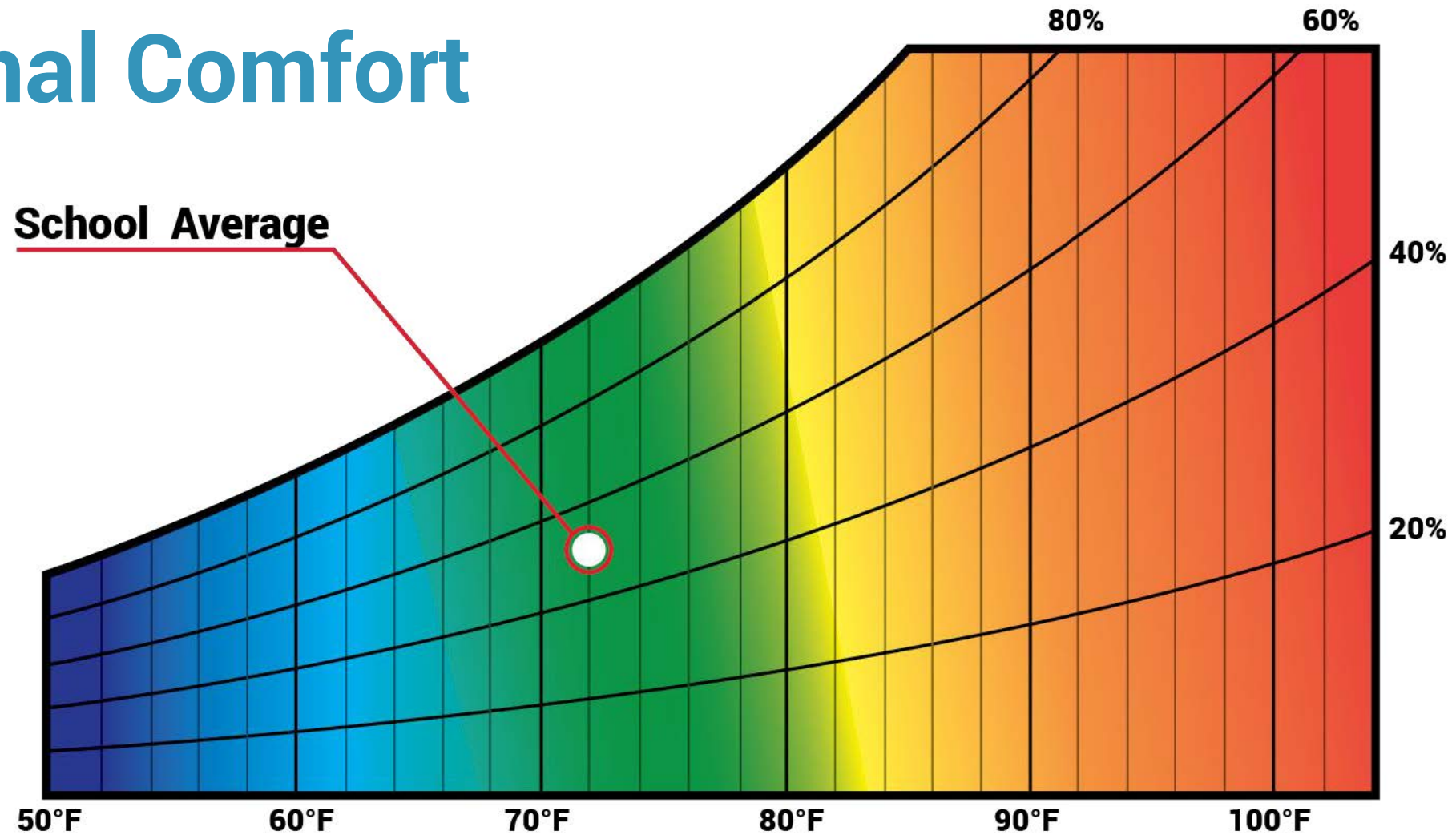
76% Satisfied*

88% Have Access to Daylight

74% Have Multiple Light Switches

*Several buildings are over lit. We've observed that many classrooms elect to turn their ceiling lights off and use the natural light coming in or task lighting. We believe that this was a significant reason why those surveyed indicated comfort.

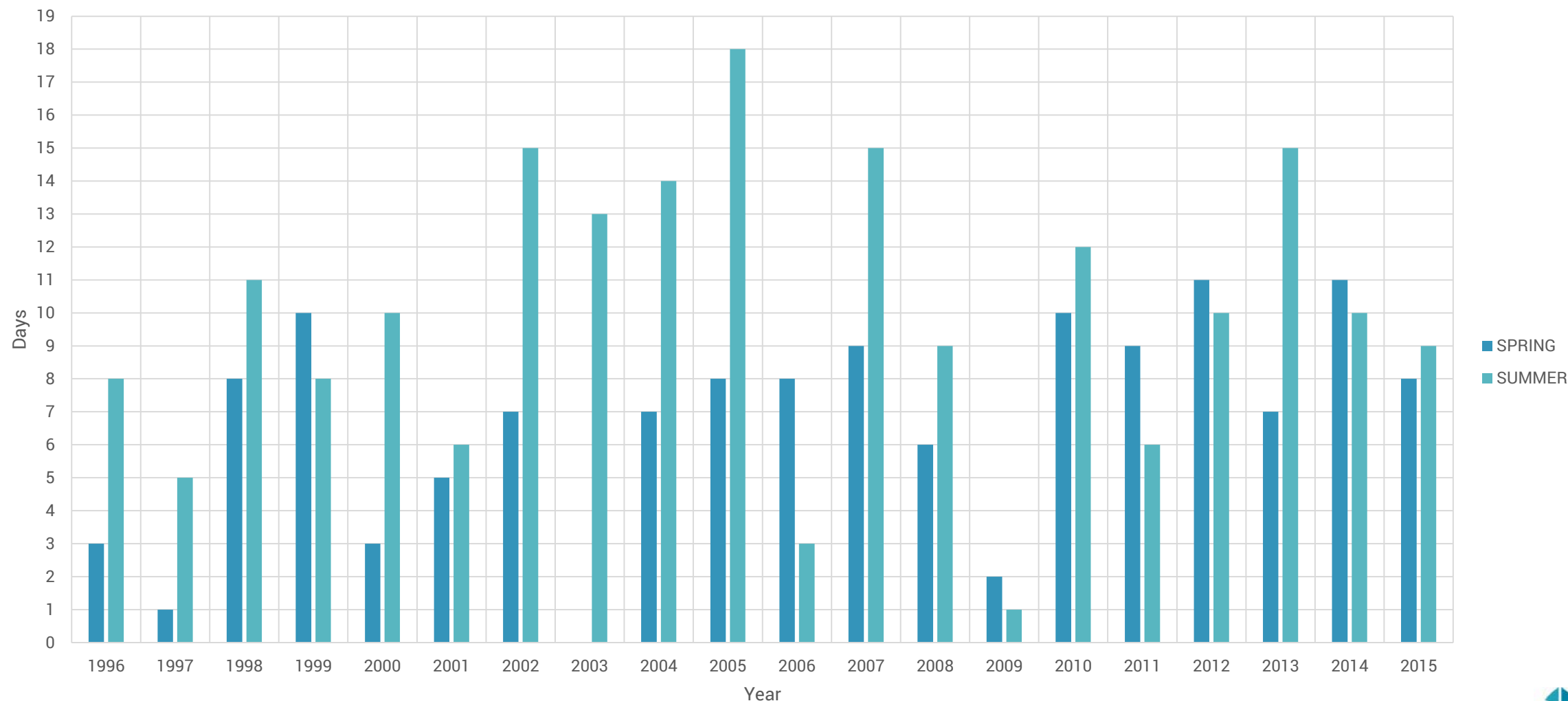
Thermal Comfort



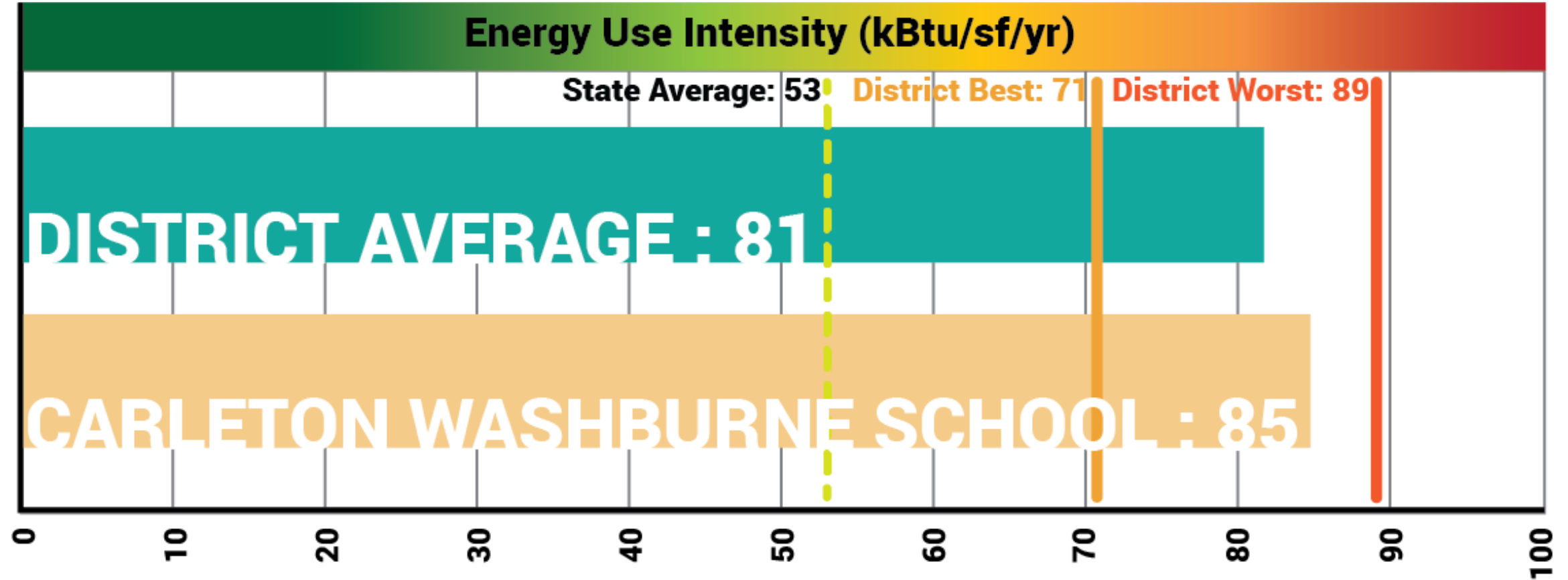
*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

Thermal Comfort: History of Discomfort

Days of High Temperatures Over 80°F and Humidity Above 60%



Energy Use

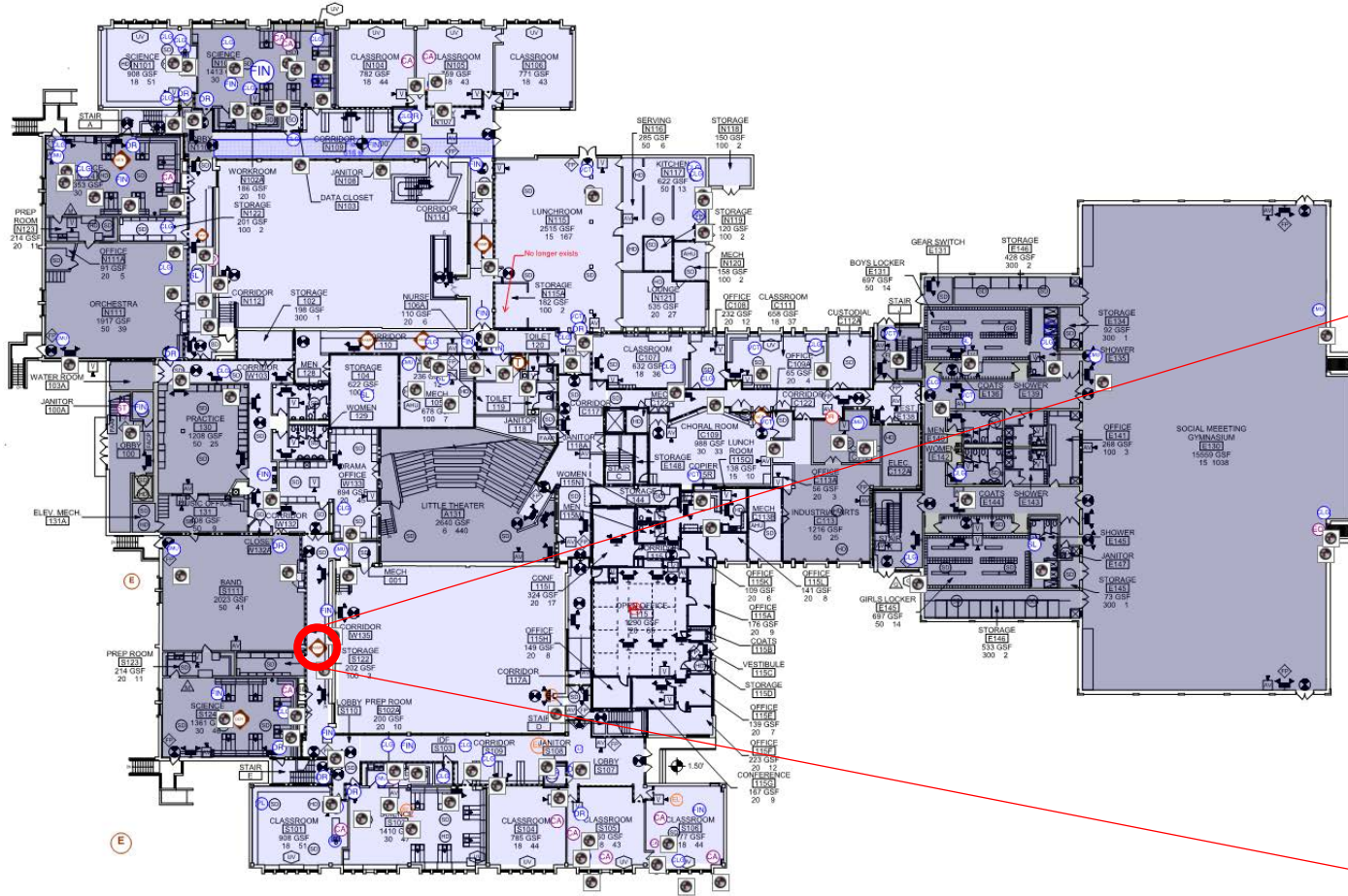




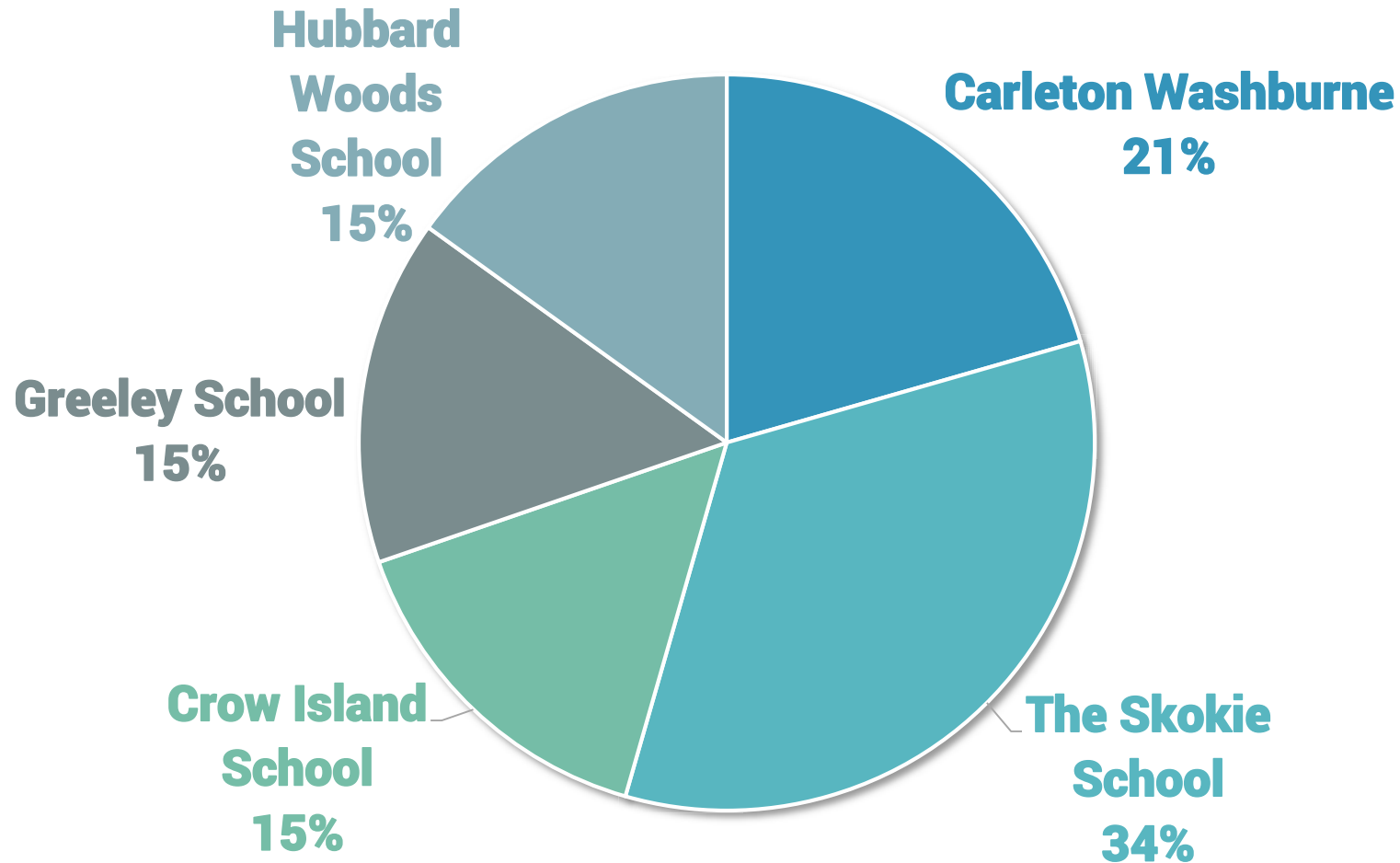
Physical Condition

Carleton Washburne School

Facility Assessment : Methodology + Tools

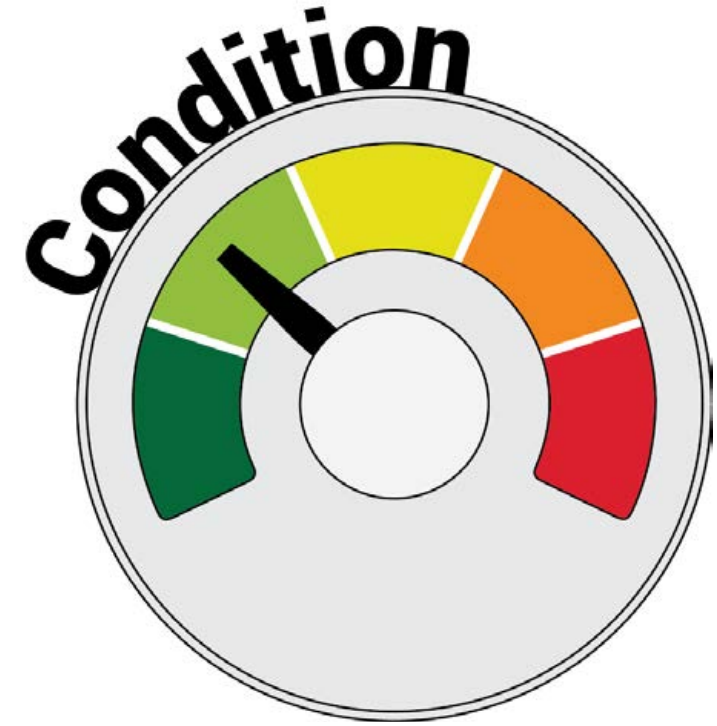
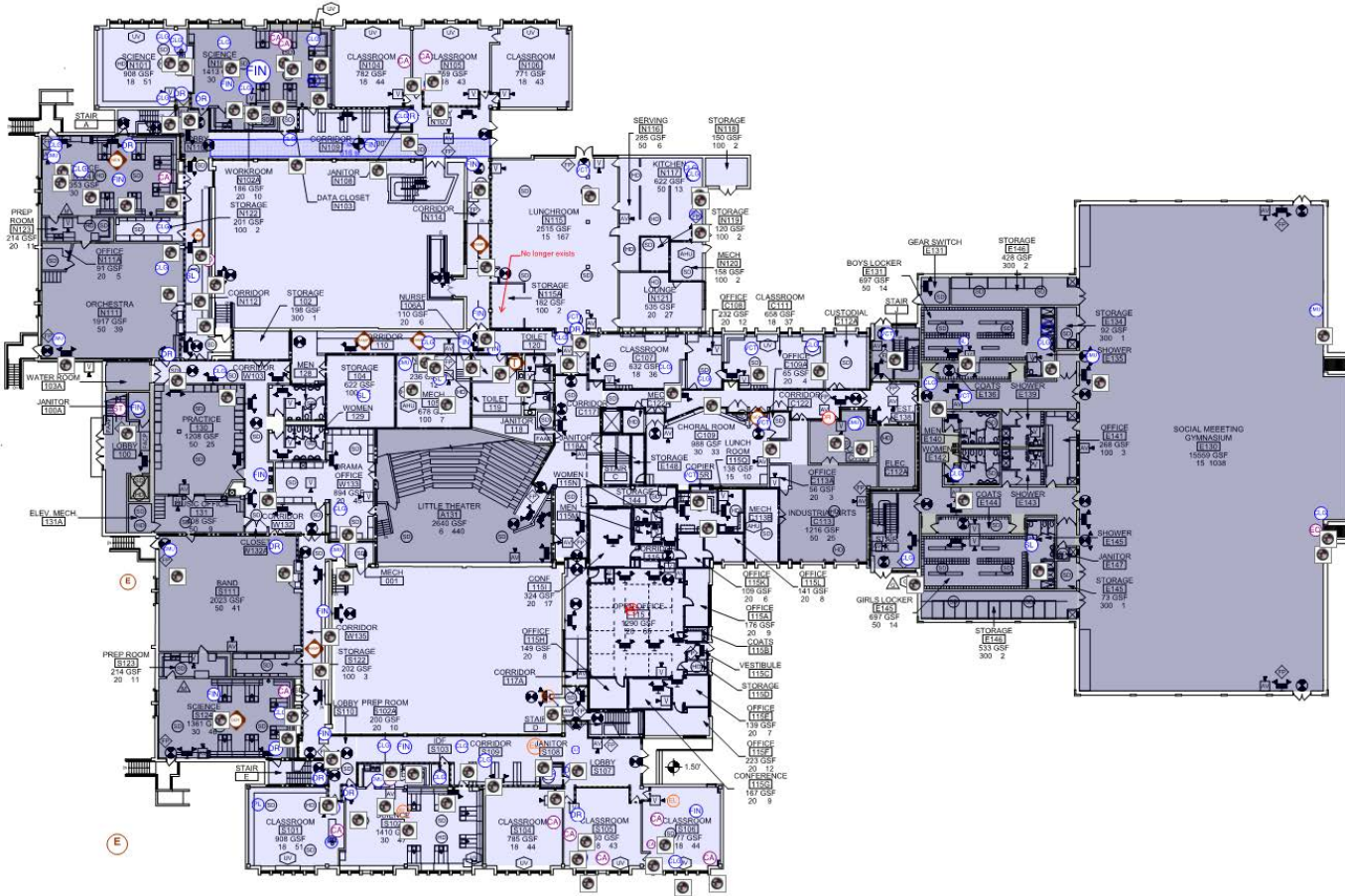


Quick Facts



DLR Group observed 1,343 items, including the Decennial HLS Survey items previously identified.

Physical Condition



Note: The facility condition is ranked relative to a building of a similar age

Physical Condition

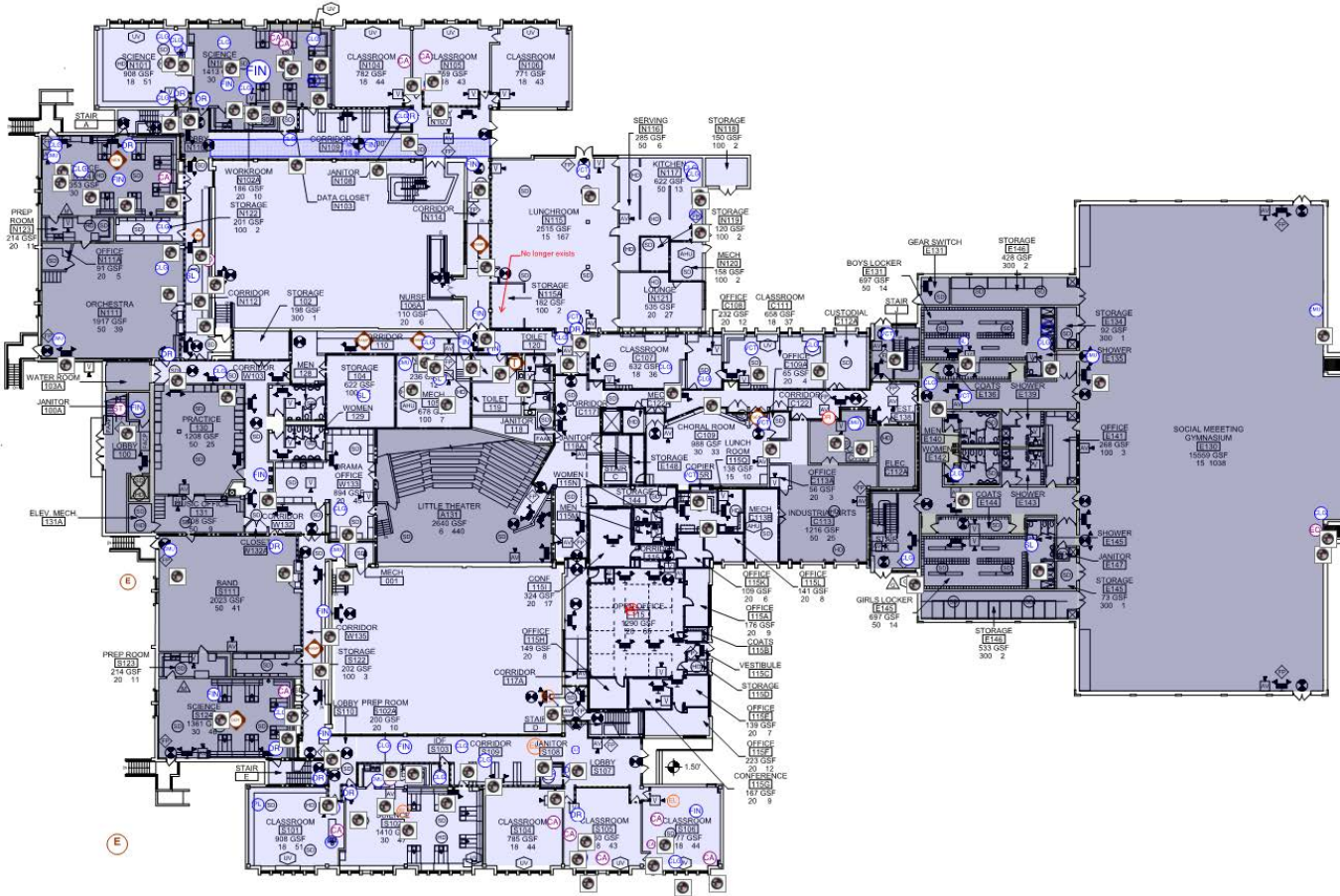
Quick Facts:

273 items found

- 67 remaining Health Life Safety
- 27 related to Accessibility
- 21 related to Mechanical, Electrical and Plumbing

Items to explore:

Cracks in CMU (Orchestra / Band)
Possible Settlement – north hall
Accessibility improvements
Cause of water damaged tiles



Physical Condition – Highlighted Items



Replace roofing and flashing (HLS)

Replace steam boilers (HLS)



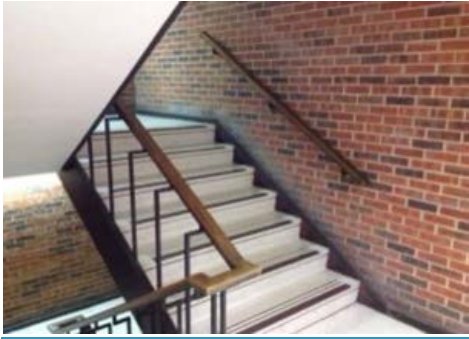
Gym exit is not connected to accessible path (A)

No intermediate landing at ramps (A)

Two Science rooms not accessible (A)



Physical Condition – Highlighted Items



Exposed steel reinforcing (EXT)



Stairs require guardrails (INT)



Vertical / Horizontal CMU cracks at exterior wall (EXT)

Air Handling Units are at useful life (MEP)

Rooftop equipment is at useful life (MEP)



Listening Tour

Carleton Washburne School

Listening Tour “Top Five”

Lockers are too small

Lacking space/resources for co-teaching

Would like writable, interactive walls

Improve comfort and function of courtyard

Lacking flexible furniture

Note: Thermal comfort was discussed at all buildings and is a concern universally in the District.



Day in the Life

Carleton Washburne School

Student Shadowing



Student Ideation



What activities will the school of the future have?



Explain what the school of the future looks like?

Student Ideation



What is the biggest difference?



How would space be used differently in the future?

Building: WashburneGrade/Course/Specialty: 7th and 8th grade social studies

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 classes 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)	0%	0%	0%	0%	0%
Individual (Project)	60%	58%	35%	0%	25%
Pairs	0%	0%	0%	0%	25%
Sm Group (4-6)	0%	30%	35%	25%	0%
Large Group (6-12)	0%	0%	0%	0%	0%
Whole Class (Presentation)	0%	0%	0%	0%	0%
Whole Class (Lecture)	15%	12%	30%	0%	0%
Whole Class (Facilitated)	25%	0%	0%	25%	50%
	100%	100%	100%	50%	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	65%	73%	68%	73%	70%
Library/Media Center	10%	0%	0%	0%	0%
Computer Lab	0%	0%	0%	0%	0%
Small Group space	0%	0%	0%	0%	0%
Lab	0%	0%	0%	0%	0%
Related Studies #1	0%	0%	0%	0%	0%
Related Studies #2	0%	0%	0%	0%	0%
Outdoors	5%	5%	15%	5%	0%
Gym	0%	0%	0%	0%	0%
Lunch	20%	20%	20%	20%	10%
Other	0	0	0	0	0
Other	0%	0%	0%	0%	0%
	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)

Given that most of my lessons involved choice for students and a high degree of differentiation, it is rare that all students are doing the same things at

Table 3: Description of Class Activities

	% of time
MONDAY	
A) Discussion of Hindu Sacred Texts	25%
B) Work time for Hinduism assignments with facilitation	25%
C) Lessons on writing concepts including footnoting, plagiarism, and analysis	15%
D) Writing times for current events papers with facilitation	35%
E)	
TUESDAY	
A) Individual work on Hinduism readings	20%
B) Hinduism movie trailer group work - planning phase	30%
C) Lessons on writing concepts including formal voice	12%
D) Writing times for current events papers with facilitation	38%
E)	
WEDNESDAY	
A) Discussion on preparing for quizzes	15%
B) Hinduism movie trailer group work - filming phase	35%
C) Lessons on writing concepts including introductions	15%
D) Writing times for current events papers with facilitation	35%
E)	
THURSDAY	
A) Discussion about end of unit projects and supporting questions	25%
B) Hinduism movie trailer group work - editing phase	25%
C) Lessons on writing concepts including conclusions	15%
D) Writing time for current events papers with facilitation	35%
E)	
FRIDAY	
A) Choice work time for students, most took quizzes and finished Hinduism work	25%
B) Current events discussion about DACA and Dreamers	25%
C) Peer editing for current events informational papers	25%
D) Current events discussion about DACA and Dreamers	25%
E)	

RM 9105: Math 17J
Ms. Aureeshi - ~~MA~~ KIDS - 50min.

10:34-10:40 → indiv. work - warm up exercise

10:40-11:15 → whole grp. instruction

teacher explaining warm

up answer - asking

students for answers,

asking qs if they don't understand

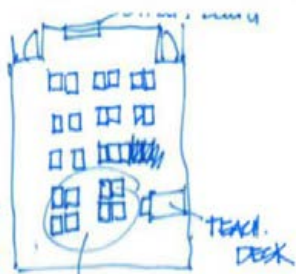
- going over homework

- new lesson - multiplying integers - kids

engaged + asking qs

11:15-11:20 → indiv. / pair activity

11:20-11:24 - whole class instruction



RM 1102 - Innovative Tech - 32min.

Mr. Selgrat - ~~MA~~ Kids + stu. assistant

11:26-11:40 whole class instruction

(normally move around a lot, but

today going over project)

11:40-11:58 - kids working on own

laptops but sitting

in large/small groups -

chatting w/ e/o, teacher also

giving instruction

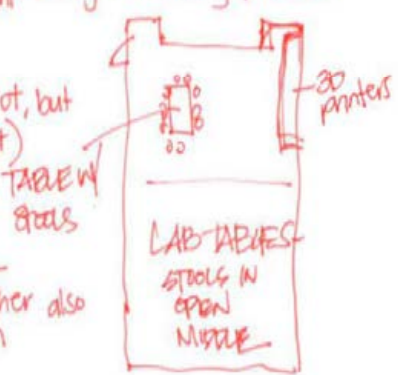
teacher instructing as

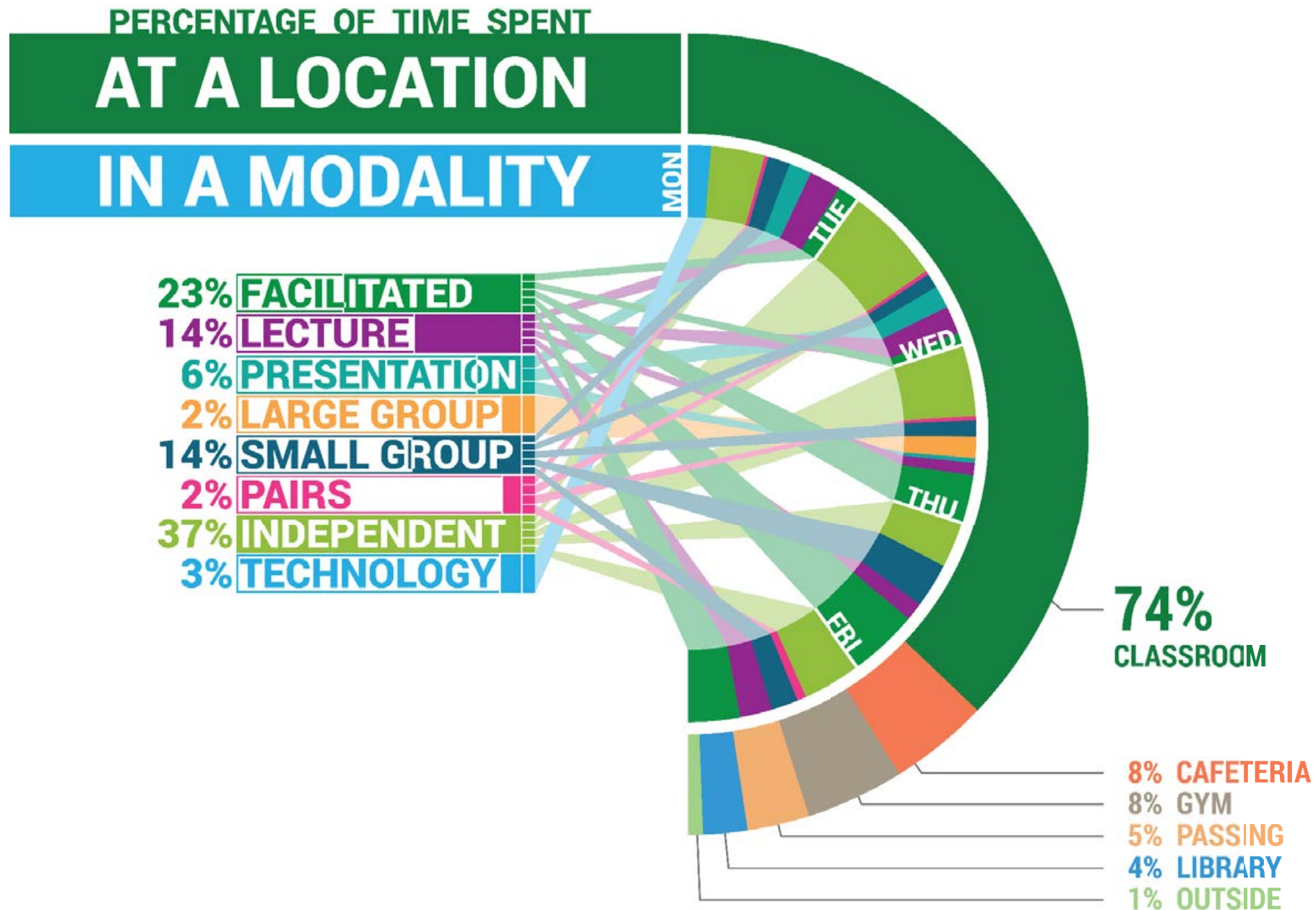
students use

their laptops to

make portfolio/

website





A Week in the Life of a Learner : Washburne 2017



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Live FAQs

Three **BOLD** ideas

Questions



Bold Ideas



Thank You !

We appreciate your input.