

# Evanston/Skokie School District 65

## Facilities Master Plan

February 14, 2022



EVANSTON/SKOKIE  
SCHOOL DISTRICT 65

Every Child. Every Day. Whatever It Takes.



Tellabs  
Stage



*We believe....*

# Today's Future Ready Schools Create Healthy Environments to Learn



EVANSTON / SKOKIE  
SCHOOL DISTRICT 65  
Every Child. Every Day. Whatever it Takes.





***A Diverse Team of  
Interdisciplinary Educational  
Planning, Design,  
Demography, Survey &  
Thought Leaders***

***Your Trusted Partner***



**EVANSTON/SKOKIE  
SCHOOL DISTRICT 65**  
*Every Child, Every Day, Whatever it Takes*

**PROJECT LEADERSHIP**



**BRIAN KRONEWITTER**  
Executive Vice President



**ALEX LOPEZ**  
Project Manager



**ALEXIS FLOWERS**  
Architect



**DENNIS YOUNG**  
Principal

**PLANNING & DESIGN TEAM**



**CAYCE HORTON**  
Architect



**BRUCE CAIRNS**  
Senior Managing Architect



**JULIE VILLA**  
Educational Facility Planner



**CHARLES KOFRON, PHD**  
Demographer



**TOD STANTON**  
Public Survey Leader



**DAVE ALLEN**  
Senior Mechanical Engineer



**VIRAL SHAH**  
Architect



**WAI CHIANG**  
Structural / Forensics Engineer

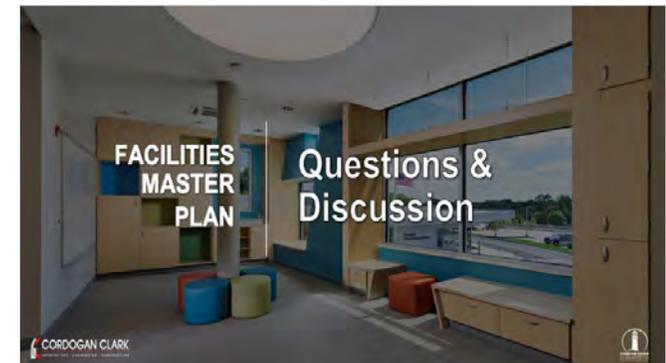


**LAUREN KILEY**  
Architectural Designer

# FACILITIES MASTER PLAN – DELIVERABLES & PRESENTATION AGENDA

1. Facilities Condition Assessments(FCA) – 20 Year Capital Outlay Recommendations
2. Demographic Study & Projections
3. District & Community Surveys Thought Exchange Surveys
4. Space Utilization & Building Capacity Study
5. Building Leadership, Administration, BOE Interviews & Questionnaire Results
6. Recommended Potential Facilities Improvements
7. School Boundary Scenarios Study – Overview of Process & Progress Update
8. FMP Financial Implications
9. Questions & Discussion

# FACILITIES MASTER PLAN – PRESENTATION AGENDA SECTIONS





**FACILITIES  
MASTER  
PLAN**

**Facilities Condition  
Assessments  
(FCA)**

# FACILITIES MASTER PLAN – FCA GUIDELINES & METRICS

## FACILITY CONDITION INDEX

Total Building Repair

Cost

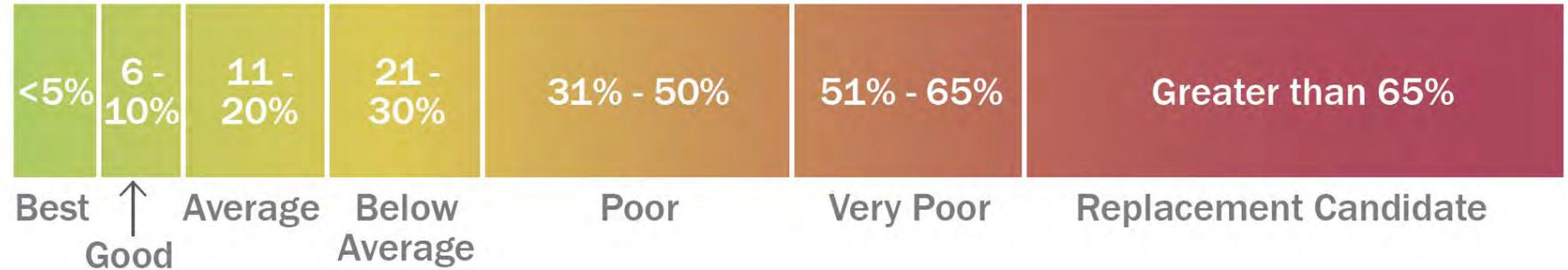


Total Replacement  
Cost



Facility Condition  
Index (FCI)

## FCI RATINGS SCALE:



(FULL REPORT AVAILABLE ON D65 BOARD BOOK)

# FACILITIES MASTER PLAN – FCA EXECUTIVE SUMMARY ALL BUILDINGS

| Building Name                   | Gross SF         | CRV (Current Replacement Value) \$350-\$400 per SF | 2021 FCI % (Facilities Cost Index) | 2021-2030 Total Deficiency Needs | Capital Needs  |                    |                     |                     |                    |                    |                     |                     |                     |                     |
|---------------------------------|------------------|--|------------------------------------|----------------------------------|--|--------------------|---------------------|---------------------|--------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
|                                 |                  |  |                                    |                                  | 2021   | 2022               | 2023                | 2024                | 2025               | 2026               | 2027                | 2028                | 2029                | 2030                |
| A Chute Middle School           | 112,898          | \$42,336,750                                       | 41.25%                             | \$17,464,130                     | \$312,212  | \$514,712          | \$54,212            | \$390,712           | \$285,912          | \$278,712          | \$3,359,682         | \$447,212           | \$10,377,532        | \$283,912           |
| B Haven Middle School           | 142,114          | \$53,292,750                                       | 35.64%                             | \$18,993,370                     | \$37,690   | \$441,190          | \$257,890           | \$555,490           | \$322,790          | \$647,690          | \$2,222,400         | \$127,690           | \$197,690           | \$12,908,950        |
| C Nichols Middle School         | 97,880           | \$36,705,000                                       | 35.78%                             | \$13,134,800                     | \$347,850  | \$189,850          | \$100,850           | \$18,850            | \$218,350          | \$507,850          | \$1,593,350         | \$8,458,150         | \$752,250           | \$131,350           |
| D King Arts Magnet School       | 100,022          | \$37,509,250                                       | 40.39%                             | \$15,150,830                     | \$0  | \$117,000          | \$2,803,440         | \$9,215,220         | \$405,740          | \$237,740          | \$1,716,070         | \$127,740           | \$15,740            | \$15,740            |
| E Bessie Rhodes Magnet School   | 50,661           | \$18,997,875                                       | 50.28%                             | \$9,551,715                      | \$221,080  | \$522,960          | \$232,960           | \$334,750           | \$161,380          | \$583,960          | \$910,015           | \$131,050           | \$398,055           | \$4,388,665         |
| F Park School                   | 35,367           | \$13,262,625                                       | 52.40%                             | \$6,949,735                      | \$171,100  | \$136,538          | \$94,100            | \$785,088           | \$148,100          | \$245,588          | \$703,895           | \$177,088           | \$292,275           | \$122,428           |
| G Hill Early Childhood & Admin. | 50,000           | \$18,750,000                                       | 18.18%                             | \$3,404,840                      | \$83,500   | \$595,784          | \$204,500           | \$27,884            | \$14,500           | \$100,284          | \$338,500           | \$57,884            | \$282,500           | \$34,784            |
| H Dawes Elementary              | 57,700           | \$21,637,500                                       | 44.55%                             | \$9,639,100                      | \$277,730  | \$308,750          | \$5,069,080         | \$128,250           | \$88,730           | \$157,500          | \$1,140,330         | \$78,000            | \$361,280           | \$148,500           |
| I Dewey Elementary              | 62,690           | \$23,508,750                                       | 41.98%                             | \$9,869,750                      | \$162,990  | \$939,990          | \$255,990           | \$5,349,140         | \$211,490          | \$152,490          | \$957,840           | \$87,990            | \$341,440           | \$27,990            |
| J Kingsley Elementary           | 63,427           | \$23,785,125                                       | 44.25%                             | \$10,524,435                     | \$12,624   | \$185,464          | \$77,374            | \$174,714           | \$1,388,624        | \$327,964          | \$1,170,119         | \$205,984           | \$623,099           | \$198,304           |
| K Lincoln Elementary            | 67,360           | \$25,260,000                                       | 42.99%                             | \$10,850,900                     | \$150,450  | \$222,450          | \$212,350           | \$183,950           | \$104,850          | \$285,850          | \$1,200,850         | \$156,850           | \$1,666,650         | \$269,850           |
| L Lincolnwood Elementary        | 61,039           | \$22,889,625                                       | 43.22%                             | \$9,892,785                      | \$24,080   | \$489,250          | \$81,180            | \$649,080           | \$27,080           | \$186,580          | \$1,059,335         | \$127,080           | \$317,275           | \$131,590           |
| M Oakton Elementary             | 95,470           | \$35,801,250                                       | 39.06%                             | \$13,984,940                     | \$250,590  | \$340,770          | \$282,910           | \$568,470           | \$150,940          | \$398,080          | \$1,446,140         | \$14,090            | \$583,120           | \$135,940           |
| N Orrington Elementary          | 46,933           | \$17,599,875                                       | 44.68%                             | \$7,884,060                      | \$147,710  | \$254,010          | \$246,810           | \$112,610           | \$59,810           | \$395,610          | \$809,705           | \$141,310           | \$446,275           | \$200,510           |
| O Walker Elementary             | 51,425           | \$19,284,375                                       | 46.47%                             | \$8,980,920                      | \$151,400  | \$285,140          | \$193,140           | \$1,201,300         | \$234,800          | \$327,740          | \$920,275           | \$239,400           | \$415,425           | \$197,800           |
| P Washington Elementary         | 76,798           | \$28,799,250                                       | 46.98%                             | \$13,530,180                     | \$424,450  | \$159,450          | \$127,550           | \$1,200,950         | \$106,450          | \$1,478,050        | \$1,479,780         | \$316,810           | \$724,940           | \$310,550           |
| Q Willard Elementary            | 56,856           | \$21,321,000                                       | 42.24%                             | \$9,005,960                      | \$82,890   | \$362,990          | \$375,490           | \$243,530           | \$223,510          | \$240,990          | \$940,830           | \$32,990            | \$330,610           | \$918,510           |
| <b>TOTALS:</b>                  | <b>1,228,640</b> | <b>\$460,740,000</b>                               | <b>40.97%</b>                      | <b>\$188,772,450</b>             | <b>\$2,838,446</b>   | <b>\$6,066,298</b> | <b>\$10,669,826</b> | <b>\$21,190,988</b> | <b>\$4,148,056</b> | <b>\$6,730,688</b> | <b>\$21,959,116</b> | <b>\$10,927,318</b> | <b>\$18,126,156</b> | <b>\$20,423,373</b> |
|                                 |                  |  |                                    |                                  | Inflation Adjustment: 5% 10% 15% 20% 25% 30% 35% 40% 45%<br><b>\$6,369,613 \$11,736,809 \$24,369,636 \$4,977,667 \$8,413,360 \$28,546,851 \$14,751,879 \$25,376,618 \$29,613,891</b><br><b>INFLATION ADJUSTED TOTAL: \$156,994,770</b> |                    |                     |                     |                    |                    |                     |                     |                     |                     |

**FACILITY CONDITION INDEX KEY:**

|                   |                |
|-------------------|----------------|
| FCI = 0% to 10%   | GOOD CONDITION |
| FCI = 11% to 20%  | AVERAGE        |
| FCI = 21% to 30%  | BELOW AVERAGE  |
| FCI = 31% to 50%  | POOR CONDITION |
| FCI = 51% to 65%  | VERY POOR      |
| FCI = 66% to 100% | REPLACEMENT    |

| Building Name   | Capital Needs      |                    |                    |                    |                     |                    |                    |                    |                    |                    |
|---|--------------------|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|   | 2031               | 2032               | 2033               | 2034               | 2035                | 2036               | 2037               | 2038               | 2039               | 2040               |
| A Chute Middle School   | \$40,212           | \$45,212           | \$20,212           | \$382,212          | \$248,912           | \$20,212           | \$20,212           | \$20,212           | \$341,712          | \$20,212           |
| B Haven Middle School   | \$62,690           | \$22,690           | \$22,690           | \$97,690           | \$956,690           | \$22,690           | \$22,690           | \$22,690           | \$22,690           | \$22,690           |
| C Nichols Middle School   | \$74,350           | \$105,150          | \$252,350          | \$18,850           | \$33,850            | \$222,850          | \$105,150          | \$18,850           | \$18,850           | \$23,850           |
| D King K-8 Magnet   | \$15,740           | \$90,740           | \$77,740           | \$15,740           | \$15,740            | \$15,740           | \$15,740           | \$15,740           | \$15,740           | \$15,740           |
| E Rhodes K-8 Magnet   | \$82,080           | \$7,080            | \$88,430           | \$1,211,080        | \$7,080             | \$144,760          | \$23,750           | \$7,080            | \$7,080            | \$88,430           |
| F Park School   | \$3,115,295        | \$228,538          | \$29,100           | \$127,088          | \$29,100            | \$247,588          | \$75,050           | \$11,588           | \$35,100           | \$175,088          |
| G Early Childhood & Admin.  | \$7,500            | \$47,884           | \$12,600           | \$16,284           | \$27,500            | \$27,884           | \$7,500            | \$36,284           | \$203,600          | \$1,277,884        |
| H Dawes Elementary  | \$1,333,080        | \$83,750           | \$37,480           | \$78,800           | \$119,080           | \$23,500           | \$110,480          | \$7,500            | \$154,380          | \$7,500            |
| I Dewey Elementary  | \$108,740          | \$12,990           | \$87,990           | \$12,990           | \$12,990            | \$108,740          | \$12,990           | \$87,990           | \$927,990          | \$12,990           |
| J Kingsley Elementary   | \$17,624           | \$5,403,919        | \$12,624           | \$119,624          | \$298,984           | \$32,624           | \$28,874           | \$12,624           | \$225,644          | \$12,624           |
| K Lincoln Elementary  | \$14,950           | \$221,850          | \$5,756,050        | \$14,450           | \$89,450            | \$156,250          | \$14,450           | \$25,450           | \$14,450           | \$89,450           |
| L Lincolnwood Elementary  | \$87,080           | \$12,080           | \$188,750          | \$5,297,405        | \$87,080            | \$12,080           | \$12,080           | \$109,090          | \$12,080           | \$982,530          |
| M Oakton Elementary   | \$14,090           | \$1,148,590        | \$89,090           | \$14,090           | \$8,220,720         | \$195,940          | \$14,090           | \$14,090           | \$14,090           | \$89,090           |
| N Orrington Elementary  | \$12,810           | \$78,310           | \$518,210          | \$155,610          | \$30,310            | \$4,012,810        | \$97,810           | \$12,810           | \$32,810           | \$108,210          |
| O Walker Elementary   | \$11,900           | \$11,900           | \$11,900           | \$11,900           | \$161,900           | \$166,200          | \$4,383,100        | \$11,900           | \$11,900           | \$11,900           |
| P Washington Elementary   | \$14,450           | \$14,450           | \$27,050           | \$14,450           | \$18,450            | \$224,050          | \$239,950          | \$6,617,450        | \$14,450           | \$18,450           |
| Q Willard Elementary  | \$12,990           | \$12,990           | \$12,990           | \$46,330           | \$59,510            | \$12,990           | \$12,990           | \$12,990           | \$4,845,750        | \$12,990           |
| <b>TOTALS:</b>  | <b>\$5,023,581</b> | <b>\$7,546,123</b> | <b>\$7,245,156</b> | <b>\$7,632,593</b> | <b>\$10,417,346</b> | <b>\$5,644,898</b> | <b>\$5,186,906</b> | <b>\$7,106,338</b> | <b>\$6,898,216</b> | <b>\$2,969,628</b> |
| Inflation Adjustment: 45% 50% 55% 60% 65% 70% 75% 80% 85% 90%<br><b>\$7,284,192 \$11,319,185 \$11,229,992 \$12,212,149 \$17,188,621 \$9,596,327 \$9,077,086 \$12,791,408 \$12,761,700 \$5,642,293</b><br><b>INFLATION ADJUSTED TOTAL: \$109,102,952</b><br><b>INFLATION ADJUSTED GRAND TOTAL: \$266,097,722</b> |                    |                    |                    |                    |                     |                    |                    |                    |                    |                    |

# FACILITIES MASTER PLAN – FCA PRIORITY & CATEGORIZATION

## Evanston Skokie School District 65 Facilities Condition Assessment



### Priority for Repairs

| Current Deficiencies (2021) | Priority for Repair  |
|-----------------------------|--|
| \$266,097,722               | <b>TOTALS</b>  |
| TBD                         | <b>Priority 1</b> – Currently Critical (Years 1-2) Conditions require immediate action to correct a potential safety hazard, stop accelerated deterioration, or return a facility to operation.  |
| TBD                         | <b>Priority 2</b> – Potentially Critical (Years 1-5) Conditions, if not corrected expeditiously, could become critical within a year resulting in intermittent operations, rapid deterioration, potential life safety hazards, etc.                                    |
| TBD                         | <b>Priority 3</b> – Necessary/Not Yet Critical (Years 5-20) Conditions require appropriate attention to avoid predictable deterioration, potential downtime, or associated damage or higher costs if deferred further.   |
| TBD                         | <b>Priority 4</b> – Recommended (Years 6-20) Conditions include items that represent sensible improvement to existing conditions but are not required for the basic function of the facility, overall usability improvements, or long-term maintenance cost reduction. |
| TBD                         | <b>Priority 5</b> – Does Not Meet Current Codes but is "grandfathered" by the jurisdictions responsible for enforcing the codes. No action is required at this time; however, renovation work performed in the future may trigger correction.                          |

## Evanston Skokie School District 65 Facilities Condition Assessment



### Categorization of Needs

| Current Deficiencies (2021) | Category  |
|-----------------------------|---|
| \$266,097,722               | <b>TOTALS</b>   |
| TBD                         | <b>Deferred Maintenance</b> - Includes major preventive maintenance, building system repairs and upgrades, and deferred maintenance activities that have been postponed due to funding priorities.  |
| TBD                         | <b>Code Compliance</b> - Includes items associated with jurisdictional fire, life-safety and building code issues.  |
| TBD                         | <b>Reliability</b> - Includes items that have been identified as potential for failing or is currently intermittently failing, or has the probability of failure or the increased frequency of failure.   |
| TBD                         | <b>Facility Integrity</b> - Includes items that have been identified as potential non-conforming items, but have not yet been formally tested and determined to be a Compliance item. Includes the highest priority repairs to building systems where failure may be imminent. These projects include repair and/or replacement of critical systems such as structure, roof, elevator, power, plumbing, heating, ventilation and air conditioning. If not funded, these projects may ultimately be performed under emergency conditions with possible consequential liabilities resulting from property damage and lost productivity. |
| TBD                         | <b>Mission Integrity</b> - Includes items that have been identified as potential items that could adversely affect the facility's business operations.  |
| TBD                         | <b>Safety</b> - Includes items that have been identified as potentially unsafe conditions.  |
| TBD                         | <b>Modernization</b> - Includes items that have been identified as obsolete or non-conforming to current best practices or technologies.  |
| TBD                         | <b>Energy</b> - Includes items that have been identified as potential energy conservation issues.   |
| TBD                         | <b>ADA Compliance</b> - Includes accessibility items associated with the federal Americans with Disabilities Act  |
| TBD                         | <b>Environmental</b> - Includes items that have been identified as potential non-conforming environmental health risk items, but have not yet been formally tested and determined to be a Compliance item. Includes the highest priority repairs to building systems where exposure to occupants may be imminent. These projects include repair and/or replacement of possible hazardous materials such as asbestos, lead paint, radon, mold and other volatile organic materials.  |
| TBD                         | <b>Appearance</b> - Includes items that have been identified as stained, soiled, warped, abused, vandalized or otherwise unsightly  |

# FACILITIES MASTER PLAN – FCA EXCERPT FROM FCA BOOK



# FACILITIES MASTER PLAN – BUILDING LOCATIONS

## BUILDING PROPERTY INFORMATION AERIAL OF BUILDING LOCATIONS



1. CHUTE MIDDLE SCHOOL
2. HAVEN MIDDLE SCHOOL
3. NICHOLS MIDDLE SCHOOL
4. DR. KING JR. LITERARY & FINE ARTS SCHOOL
5. DR. BESSIE RHODES SCHOOL OF GLOBAL STUDIES
6. PARK SCHOOL
7. JOSEPH HILL ADMINISTRATION BUILDING
8. DAWES ELEMENTARY SCHOOL

9. DEWEY ELEMENTARY SCHOOL
10. KINGSLEY ELEMENTARY SCHOOL
11. LINCOLN ELEMENTARY SCHOOL
12. LINCOLNWOOD ELEMENTARY SCHOOL
13. OAKTON ELEMENTARY SCHOOL
14. ORRINGTON ELEMENTARY SCHOOL
15. WALKER ELEMENTARY SCHOOL
16. WASHINGTON ELEMENTARY SCHOOL
17. WILLARD ELEMENTARY SCHOOL

# FACILITIES MASTER PLAN – PROPERTY INFORMATION

| # | DEPARTMENT / BUILDING         | ADDRESS               | CITY ZIP       | SQ FT   | VISIT DATE | DATE BUILT | TOTAL FLOORS | FND TYPE        | FRAME CONSTR.                      | EXT WALLS                  | ROOF CONSTR. | ROOF COVER              | HVAC                                | PARKING STALLS      |
|---|-------------------------------|-----------------------|----------------|---------|------------|------------|--------------|-----------------|------------------------------------|----------------------------|--------------|-------------------------|-------------------------------------|---------------------|
| A | Chute Middle School           | 1400 Oakton Street    | Evanston 60202 | 112,898 | 7/29/2021  | 1966       | 3            | Concrete        | Concrete                           | 4" Face Brick              | Steel        | EPDM/ Ballast           | RTU's, Boilers                      | 2 ADA/ 56 Non ADA   |
| B | Haven Middle School           | 2417 Prairie Avenue   | Evanston 60201 | 142,114 | 7/16/2021  | 1926       | 4            | Concrete/ Stone | Concrete                           | 4" Face Brick/Stone        | Wood         | EPDM                    | RTU's, ERV's, Boilers               | 3 ADA/75 Non ADA    |
| C | Nichols Middle School         | 800 Greenleaf Street  | Evanston 60202 | 97,880  | 7/29/2021  | 1928       | 4 + basement | Concrete/ Stone | Concrete                           | 4" Face Brick/ Stone       | Steel        | EPDM                    | AHU's, Boilers                      | 2 ADA/ 65 Non ADA   |
| D | King Arts Magnet School       | 2424 Lake Street      | Evanston 60201 | 100,022 | 7/29/2021  | 1956       | 2            | Concrete        | Concrete/ Steel                    | 4" Face Brick/ 1X1 Mosaic  | Steel/ Wood  | EPDM/ Ballast           | RTU's, ERV's, Boilers               | 3 ADA/63 Non ADA    |
| E | Bessie Rhodes Magnet School   | 3701 Davis Street     | Skokie 60076   | 50,661  | 7/15/2021  | 1957       | 2 + basement | Concrete        | Concrete/ Wall Bearing             | 4" Face Brick              | Steel        | EPDM/ Ballast           | AHU, Chiller, Boilers               | 2 ADA/ 26 Non ADA   |
| F | Park School                   | 828 Main Street       | Evanston 60202 | 35,367  | 7/30/2021  | 1959       | 2            | Concrete        | Concrete/ Wall Bearing             | 4" Brick/Cement Bd.        | Steel        | EPDM/ Ballast           | RTU's, AHU, Boilers                 | Street Parking only |
| G | Hill Early Childhood & Admin. | 1500 McDaniel Avenue  | Evanston 60201 | 50,000  | 7/29/2021  | 2002       | 2            | Concrete        | Steel                              | 4" Face Brick/ ACM         | Steel        | EPDM                    | RTU's, AHU, Boilers                 | 5 ADA/ 174 Non ADA  |
| H | Dawes Elementary              | 440 Dodge Avenue      | Evanston 60202 | 57,700  | 7/29/2021  | 1954       | 1 + annex    | Concrete        | Wood/ Wall Bearing                 | Stone/4" Face Brick        | Wood         | Asphalt Shingles/ EPDM  | RTU's, ERV's, Boilers               | 1 ADA/ 33 Non ADA   |
| I | Dewey Elementary              | 1551 Wesley Avenue    | Evanston 60201 | 62,690  | 7/15/2021  | 1940       | 3 + basement | Concrete        | Concrete/ Wall Bearing             | 4" Face Brick/ ACM/ Slate  | Steel        | EPDM/ Ballast           | RTU's, AHU, Boilers                 | Street Parking only |
| J | Kingsley Elementary           | 2300 Green Bay Road   | Evanston 60201 | 63,427  | 7/16/2021  | 1967       | 2            | Concrete        | Concrete/ Wall Bearing             | 4" Face Brick              | Steel        | EPDM/ Ballast           | Cooling Tower, AHU, Boiler          | 2 ADA/ 38 Non ADA   |
| K | Lincoln Elementary            | 910 Forest Avenue     | Evanston 60202 | 67,360  | 7/30/2021  | 1953       | 2            | Concrete        | Steel                              | 4" Face Brick              | Steel        | EPDM/ Ballast/ TPO      | RTU's, ERV, Chiller, Boilers        | 1 ADA/ 24 Non ADA   |
| L | Lincolnwood Elementary        | 2600 Colfax Street    | Evanston 60201 | 61,039  | 7/30/2021  | 1949       | 2 + basement | Concrete        | Concrete/ Wall Bearing             | 4" Face Brick              | Wood         | Asphalt Shingles/ EPDM  | ERV, Chiller, Boilers               | 2 ADA/ 35 Non ADA   |
| M | Oakton Elementary             | 436 Ridge Avenue      | Evanston 60202 | 95,470  | 7/30/2021  | 1914       | 3 + basement | Concrete/ Stone | Concrete/ Wall Bearing             | 4" Face Brick              | Steel        | EPDM/ EPDM with Ballast | RTU's, AHU's, Boilers               | 2 ADA/ 32 Non ADA   |
| N | Orrington Elementary          | 2636 Orrington Avenue | Evanston 60201 | 46,933  | 7/30/2021  | 1911       | 2 + basement | Concrete/ Stone | Steel/ Concrete                    | 4" Face Brick/ Stucco      | Steel        | EPDM/ Ballast           | RTU's, AHU, Boilers                 | Street Parking only |
| O | Walker Elementary             | 3601 Church Street    | Evanston 60203 | 51,425  | 7/15/2021  | 1962       | 2            | Concrete        | Steel                              | 4" Face Brick              | Steel        | EPDM/ Ballast           | RTU's, Boilers                      | 2 ADA/ 54 Non ADA   |
| P | Washington Elementary         | 914 Ashland Avenue    | Evanston 60202 | 76,798  | 7/30/2021  | 1901       | 3 + basement | Concrete/ Stone | Concrete Wall Bearing/ Steel/ Wood | 4" Face Brick/Ashlar Stone | Wood/ Steel  | Asphalt Shingles/ EPDM  | RTU's, ERV's, AHU, Chiller, Boilers | 2 ADA/ 37 Non ADA   |
| Q | Willard Elementary            | 2700 Hurd Avenue      | Evanston 60201 | 56,856  | 7/30/2021  | 1922       | 2 + basement | Concrete/ Stone | Concrete                           | 4" Face Brick              | Steel        | EPDM/ Ballast           | RTU's, ERV, Boilers                 | Street Parking only |

# FACILITIES MASTER PLAN – BUILDING AGE vs FUNCTIONAL AGE

## EVANSTON SKOKIE SCHOOL DISTRICT 65

Evanston, IL

Age of Facilities & Functional Age



| #                         | BUILDING                      | SQ FT            | DATE BUILT  | TOTAL AGE OF BLDG FROM ORIGINAL STRUCTURE | LAST MAJOR RENOVATION ** | TOTAL AGE OF BLDG FROM LAST MAJOR RENOVATION | FUNCTIONAL AGE | VALUE OF FAC IMPROVEMENTS RECOMMENDED (Not Adjusted for Inflation) | FCA FCI %     |
|---------------------------|-------------------------------|------------------|-------------|---|--------------------------|--|----------------|--|---------------|
| A                         | Chute Middle School           | 112,898          | 1966        | 56  | 1966                     | 56   | 56             | \$17,464,130   | 41.25%        |
| B                         | Haven Middle School           | 142,114          | 1926        | 96  | 1980                     | 42   | 42             | \$18,993,370   | 35.64%        |
| C                         | Nichols Middle School         | 97,880           | 1928        | 94  | 1940                     | 82   | 82             | \$13,134,800   | 35.78%        |
| D                         | King Arts Magnet School       | 100,022          | 1956        | 66  | 1956                     | 66   | 66             | \$15,150,830   | 40.39%        |
| E                         | Bessie Rhodes Magnet School   | 50,661           | 1957        | 65  | 1957                     | 65   | 65             | \$9,551,715  | 50.28%        |
| F                         | Park School                   | 35,367           | 1959        | 63  | 1959                     | 63   | 63             | \$6,949,735  | 52.40%        |
| G                         | Hill Early Childhood & Admin. | 50,000           | 2002        | 20  | 2002                     | 20   | 20             | \$3,404,840  | 18.16%        |
| H                         | Dawes Elementary              | 57,700           | 1954        | 68  | 1970                     | 52   | 52             | \$9,639,100  | 44.55%        |
| I                         | Dewey Elementary              | 62,690           | 1940        | 82  | 1985                     | 37   | 37             | \$9,869,750  | 41.98%        |
| J                         | Kingsley Elementary           | 63,427           | 1967        | 55  | 1967                     | 55   | 55             | \$10,524,435   | 44.25%        |
| K                         | Lincoln Elementary            | 67,360           | 1953        | 69  | 1980                     | 42   | 42             | \$10,850,900   | 42.96%        |
| L                         | Lincolnwood Elementary        | 61,039           | 1949        | 73  | 1970                     | 52   | 52             | \$9,892,785  | 43.22%        |
| M                         | Oakton Elementary             | 95,470           | 1914        | 108                                       | 1920                     | 102  | 102            | \$13,984,940   | 39.06%        |
| N                         | Orrington Elementary          | 46,933           | 1911        | 111                                       | 1920                     | 102  | 102            | \$7,864,060  | 44.68%        |
| O                         | Walker Elementary             | 51,425           | 1962        | 60  | 1962                     | 60   | 60             | \$8,960,920  | 46.47%        |
| P                         | Washington Elementary         | 76,798           | 1901        | 121                                       | 1950                     | 72   | 72             | \$13,530,180   | 46.98%        |
| Q                         | Willard Elementary            | 56,856           | 1922        | 100                                       | 1960                     | 62   | 62             | \$9,005,960  | 42.24%        |
| <b>TOTALS OR AVERAGE:</b> |                               | <b>1,228,640</b> | <b>1945</b> | <b>77</b>                                 | <b>1961</b>              | <b>61</b>                                    | <b>61</b>      | <b>\$11,104,262</b>  | <b>41.78%</b> |

\*\* District Buildings have had miscellaneous Maintenance Work done over the years such as Life Safety, some roof replacements, some secure entry projects and technology upgrades over the years. Major Renovations have not happened at most buildings. Additions were completed at Haven, Dewey, Dawes, Lincoln, Lincolnwood, Oakton, Washington and Willard over the years. The Functional Dates for this sheet shall use the original Building date or an extrapolation date to better note the last major Addition and original building date.

### INDUSTRY STANDARDS & RECOMMENDATIONS FOR PK-12 BUILDINGS:

- 1 Typical Anticipated Life Span of a PK-12 Building is 50 years
- 2 Typical Major Renovation Cycle of PK-12 Facilities is 20 to 25 years
- 3 Older Buildings Built Between 1900 to 1940 are Typically Built to Last Longer and more easily Renovated
- 4 Buildings Built Post War to the 80's were Typically Built with Cheaper Materials & have Shorter Life Spans or Need More Frequent Maint./Systems Replacement
- 5 Annual Preventive Maintenance for PK-12 Buildings Should be 2% to 4% of the Current Replacement Value (CRV)

# FACILITIES MASTER PLAN – FCA EXCERPT FROM FCA BOOK

## CHUTE MIDDLE SCHOOL



# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

## EVANSTON SKOKIE SCHOOL DISTRICT 65 Facilities Condition Assessment

|                |                            |                    |  |
|----------------|----------------------------|--------------------|--|
| Building:      | <b>Chute Middle School</b> | Facility Function: |  |
| Gross SF:      | 112,898                    |                    |  |
| Date of Visit: | 7/29/2021                  |                    | Middle school with classrooms, cafeteria, gymnasium, auditorium, and a library. Additionally there are administrative offices, music spaces, special education rooms, and service rooms. |
| Year Built:    | 1986                       |                    |  |



| Property Components           | Area or Type             | Life Exp.              | Comments | Typical Condition  | Improvement Type | Improv. Cost   | Recommended Capital Allocation Year & Amount |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
|-------------------------------|--------------------------|------------------------|----------|--|------------------|--|--|----------|----------|----------|----------|----------|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|                               |                          |                        |          |  |                  |  | 2021   | 2022     | 2023     | 2024     | 2025     | 2026     | 2027        | 2028     | 2029     | 2030     | 2031     | 2032     | 2033     | 2034     | 2035     | 2036     | 2037     |
| <b>Substructure</b>           |                          |                        |          |  |                  |  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 1                             | Foundations              | Concrete               | 100      | Not visible for evaluation at time of visit                              |                  | \$0  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 2                             | Slabs on Grade           | Concrete               | 100      | No visible cracking/displacement   |                  | \$0  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 3                             | Superstructure 3rd Floor | Concrete Slab          |          | VCT flooring is bowing in some areas                                     | 93049            | Replace as needed.                                   | \$25,000                                     | \$25,000 |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 4                             | Superstructure Ext. Wall | Multi-rythc            |          | grout joint missing in some areas. CMU spalling on interior side of wall | 90647            | tuckpointing and wall repair as needed               | \$2,000                                      |          | \$2,000  |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| <b>Exterior Envelope</b>      |                          |                        |          |  |                  |  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 5                             | Exterior Doors           | Hollow Metal           | 80       | Moderate wear  | 83837            | Repaint as needed.                                   | \$18,000                                     |          | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000     | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  | \$1,000  |
| 6                             | Exterior Windows         | Aluminum Frame         | 40       | screens are missing in some locations                                    | 83338            | Replace as needed.                                   | \$6,000                                      |          | \$2,000  |          | \$2,000  |          | \$2,000     |          |          |          |          |          |          |          |          |          |          |
| 7                             | Exterior Walls/Cladding  | Brick                  | 100      | Grout joint missing in some areas.                                       |                  | Replace as needed.                                   | \$2,000                                      | \$2,000  |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 8                             | Exterior Walls/Cladding  | Aluminum               | 50       | Fascia show fair condition   |                  |  | \$1,000                                      | \$1,000  |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 9                             | Exterior Walls/Cladding  |                        |          |  |                  |  | \$12,500                                     |          |          | \$12,500 |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 10                            | Canopies                 |                        |          | High wear, cracking, moisture damage                                     |                  | Repair and paint as needed.                          | \$25,000                                     |          | \$25,000 |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 11                            | Roofing                  |                        |          | East low roof show minor puddling around roof drains                     | 84740            | Replace as needed.                                   | \$6,000                                      | \$6,000  |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 12                            | Roofing                  |                        |          | Reroof   | 84741            | Replace end of warranty                              | \$1,624,000                                  |          |          |          |          |          | \$1,624,000 |          |          |          |          |          |          |          |          |          |          |
| 13                            | Envelope Improvements    |                        |          | Insulate walls, windows  |                  | Green Initiatives                                    | \$1,693,476                                  |          |          |          |          |          | \$1,693,476 |          |          |          |          |          |          |          |          |          |          |
| <b>Exterior Miscellaneous</b> |                          |                        |          |  |                  |  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 14                            | NA                       |                        |          |  |                  |  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| <b>Interior Construction</b>  |                          |                        |          |  |                  |  |  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 15                            | Interior Partitions      | Metal Stud/ Gyp Board  | 100      | gyp board missing at wall base   |                  | Replace as needed.                                   | \$2,000                                      | \$2,000  |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 16                            | Interior Partitions      | CMU                    | 100      | patch up wall  |                  | repair as needed.                                    | \$3,000                                      |          | \$3,000  |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 17                            | Interior Partitions      | Brick                  |          | minor tuckpointing   |                  | Repair as needed.                                    | \$61,000                                     |          |          |          | \$61,000 |          |             |          |          |          |          |          |          |          |          |          |          |
| 18                            | Interior Doors           | Metal Frame Wood Doors | 80       | Moderate wear, scratches on wood doors, a few door need to be realigned  |                  | Replace as needed.                                   | \$90,000                                     |          | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000    | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| 19                            | Interior Door Hardware   | Metal                  | 25       | transition strips show high wear. Kickplate show moderate wear           | 83737, 080218    | Capital List   | \$85,000                                     | \$85,000 |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 20                            | Handrails/ Guardrails    | Wood                   | 35       | Moderate wear, stain tarnished   | 84451            | Restain as needed.                                   | \$5,000                                      |          | \$5,000  |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 21                            | Handrails/ Guardrails    | Metal                  | 60       | railings at North main entrance show high wear                           |                  | Replace as needed.                                   | \$5,000                                      |          | \$5,000  |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 22                            | Handrails/ Guardrails    |                        | 60       | Replace w/ code compliant rail   |                  | Capital List   | \$155,000                                    | \$75,000 | \$80,000 |          |          |          |             |          |          |          |          |          |          |          |          |          |          |
| 23                            | ACM                      |                        |          | Asbestos containing materials in ACM throughout                          |                  | Asbestos treatment, remove ACM and replace with new. | \$0  |          |          |          |          |          |             |          |          |          |          |          |          |          |          |          |          |

Sustainability Initiatives are Included in the Assessment Report



# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

| Property Components      | Area or Type                | Life Exp.                  | Comments | Typical Condition  | Improvement Type      | Improv. Cost                      | Recommended Capital Allocation Year & Amount |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--------------------------|-----------------------------|----------------------------|----------|--|-----------------------|-----------------------------------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|                          |                             |                            |          |  |                       |                                   | 2021   | 2022     | 2023     | 2024     | 2025     | 2026     | 2027     | 2028     | 2029     | 2030     | 2031     | 2032     | 2033     | 2034     | 2035     | 2036     | 2037     | 2038     | 2039     |
| <b>Interior Finishes</b> |                             |                            |          |  |                       |                                   |  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 24                       | Floor Finish                | Vinyl Comp Tile            | 12       | Moderate wear, minor staining, cracking tile   |                       | Replace as needed.                | \$90,000                                     |          |          |          |          | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |          |          |          |          |          |          |
| 25                       | Floor Finish                | Carpet (Tile)              | 6        | Fair condition   |                       |                                   | \$0  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 26                       | Floor Finish                | Concrete                   | 50       | minor hairline cracks  |                       | Replace as needed.                | \$16,000                                     |          |          | \$16,000 |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 27                       | Floor Finish                | Rubber Base                |          | High wear, scratches, color fading, loose, missing   |                       | Replace as needed.                | \$20,000                                     |          |          | \$5,000  |          | \$5,000  |          |          | \$5,000  |          |          | \$5,000  |          |          | \$5,000  |          |          |          |          |
| 28                       | Floor Finish                | Ceramic Tile               | 20       | Moderate wear. Visible patch work in a previous repair. Grout discoloration                            | 84058                 | Replace as needed.                | \$37,500                                     |          |          |          |          | \$37,500 |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 29                       | Floor Finish                | Carpet (Roll)              | 6        | Fair condition   |                       |                                   | \$0  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 30                       | Ceiling Finish              | ACT (1x1)                  | 20       | High wear, mix match tiles, broken, missing tiles. Moisture damage along ceiling wall edge in corridor | 91807, 090024, 082835 | Replace as needed.                | \$30,000                                     | \$30,000 |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 31                       | Ceiling Finish              | ACT                        | 25       | Fair condition. minor moisture damage on tiles   | 75545                 | Replace tiles as needed.          | \$56,500                                     |          |          |          |          |          |          |          |          |          | \$56,500 |          |          |          |          |          |          |          |          |
| 32                       | Ceiling Finish              | Gyp Board                  | 30       | North Entry corridor shows high wear, cracking. Moderate wear in other location                        | 81003                 | Repair and paint tiles as needed. | \$16,000                                     | \$16,000 |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 33                       | Wall Finish                 | Paint                      | 5        | Moderate wear, peeling paint, paint touch up needed.   |                       | Paint as needed.                  | \$234,240                                    | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 | \$11,712 |
| 34                       | Wall Finish                 | Wood Panels                | 15       | Auditorium: fair condition   |                       |                                   | \$0  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 35                       | Casework                    | Wood                       |          | High wear, peeling finish, scratches   | 91710                 | Replace as needed.                | \$32,000                                     | \$32,000 |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 36                       |                             | Metal                      |          | Moderate wear. Dented end panels in Locker corridor  | 084641, 084948        | Replace as needed.                | \$10,000                                     |          | \$10,000 |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| <b>Plumbing</b>          |                             |                            |          |  |                       |                                   |  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 37                       | Plumbing Fixtures           | Water Closet               | 30       | Replace in kind: 45 +/- Count  |                       | corrective maintenance            | \$112,500                                    |          |          |          |          | \$37,500 |          |          |          |          |          | \$37,500 |          |          |          |          |          |          |          |
| 38                       | Plumbing Fixtures           | Lavatories                 | 30       | Replace in kind: 37 +/- Count  |                       | corrective maintenance            | \$75,000                                     |          |          |          |          | \$25,000 |          |          |          |          |          | \$25,000 |          |          |          |          |          |          |          |
| 39                       | Plumbing Fixtures           | Urinals                    | 30       | Replace in kind: 24 +/- Count  |                       | corrective maintenance            | \$60,000                                     |          |          |          |          | \$20,000 |          |          |          |          |          | \$20,000 |          |          |          |          |          |          |          |
| 40                       | Plumbing Fixtures           | Flush Valves               | 12       | Replace in kind: 69 +/- Count  |                       | corrective maintenance            | \$123,000                                    |          |          |          |          | \$41,000 |          |          |          |          |          | \$41,000 |          |          |          |          |          |          |          |
| 41                       | Plumbing Fixtures           | Faucets                    | 10       | Replace in kind: 37 +/- Count  |                       | corrective maintenance            | \$18,600                                     |          |          |          |          | \$6,200  |          |          |          |          |          | \$6,200  |          |          |          |          |          |          |          |
| 42                       | Plumbing Fixtures           | Electric Drinking Fountain | 30       | Replace in kind: 18 +/- Count  |                       | corrective maintenance            | \$72,000                                     |          |          |          |          | \$24,000 |          |          |          |          |          | \$24,000 |          |          |          |          |          |          |          |
| 43                       | Domestic Water Distribution | Piping                     | 30       | Repair domestic water leaks  |                       | condition-based maintenance       | \$50,000                                     | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  | \$2,500  |
| 44                       | Domestic Water Distribution | Piping                     | 30       | Replace aging galvanized piping  |                       | condition-based replacement       | \$225,000                                    |          |          |          |          | \$75,000 |          |          |          |          |          | \$75,000 |          |          |          |          |          |          |          |
| 45                       | Water Heater                | Domestic water heater      | 10       | Replace in kind  |                       | planned maintenance               | \$15,000                                     |          |          |          |          |          |          |          |          |          | \$15,000 |          |          |          |          |          |          |          |          |
| <b>HVAC</b>              |                             |                            |          |  |                       |                                   |  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| 46                       | Rooftop unit - 1            | Roof                       | 15       | Replace in kind  |                       | planned maintenance               | \$20,000                                     |          |          |          |          |          |          |          |          |          |          | \$20,000 |          |          |          |          |          |          |          |
| 47                       | Rooftop unit - 2            | Roof                       | 15       | Replace in kind  |                       | planned maintenance               | \$40,000                                     |          |          |          |          |          |          |          |          |          |          | \$40,000 |          |          |          |          |          |          |          |



# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

## FACILITY FLOOR PLAN

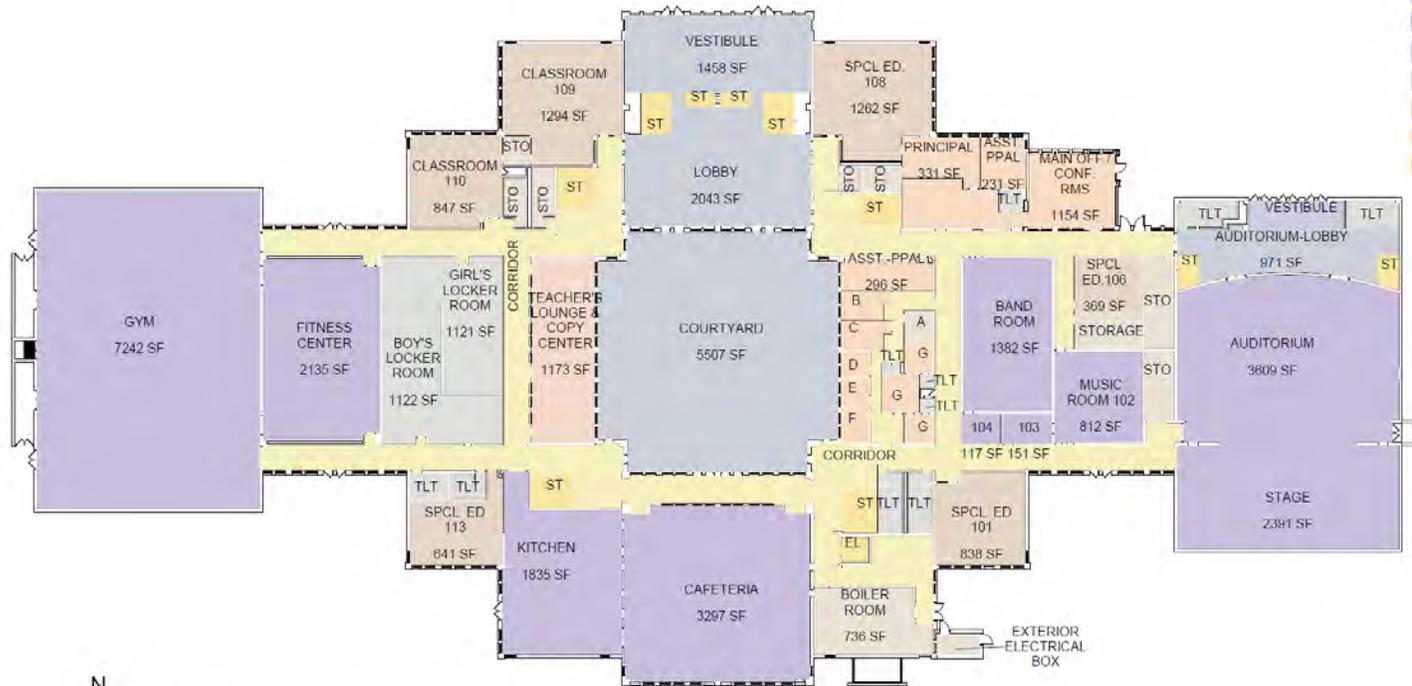
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### SPACE DESIGNATION

- CLASSROOMS/SPECIAL ED
- OFFICE/ADMINISTRATION
- LIBRARY/AUDITORIUM
- MULTIPURPOSE ROOM/GYM
- CAFETERIA/KITCHEN
- ASSEMBLY AREAS
- COURTYARD/VESTIBULE
- TOILETS/JANITOR
- STORAGE/MECHANICAL
- CORRIDORS
- STAIRS/ELEVATORS/RAMPS



N  
1 FIRST FLOOR PLAN  
1/32" = 1'-0"

CHUTE MIDDLE SCHOOL

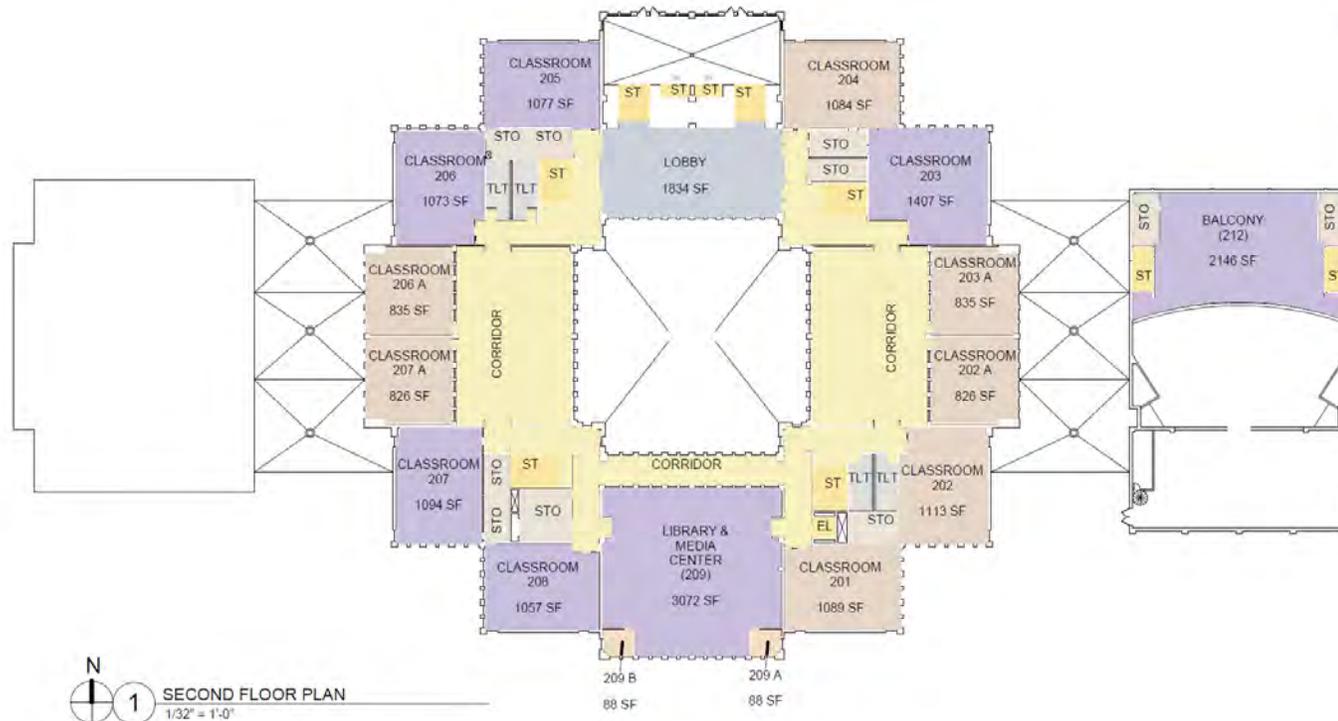
CHUTE 01

# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

## FACILITY FLOOR PLAN

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### SPACE DESIGNATION

- CLASSROOMS/SPECIAL ED.
- OFFICE/ADMINISTRATION
- LIBRARY/AUDITORIUM
- MULTIPURPOSE ROOM/GYM
- CAFETERIA/KITCHEN
- ASSEMBLY AREAS
- COURTYARD/VESTIBULE
- TOILETS/JANITOR
- STORAGE/MECHANICAL
- CORRIDORS
- STAIRS/ELEVATORS/RAMP

CHUTE MIDDLE SCHOOL

CHUTE 02

# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

## FACILITY FLOOR PLAN

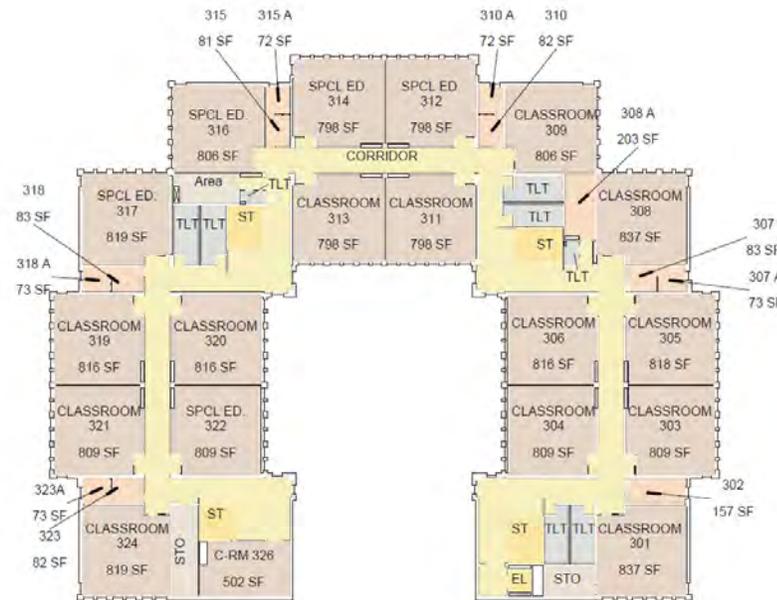
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### SPACE DESIGNATION

- CLASSROOMS/SPECIAL ED.
- OFFICE/ADMINISTRATION
- LIBRARY/AUDITORIUM
- MULTIPURPOSE ROOM/GYM
- CAFETERIA/KITCHEN
- ASSEMBLY AREAS
- COURTYARD/VESTIBULE
- TOILETS/JANITOR
- STORAGE/MECHANICAL
- CORRIDORS
- STAIRS/ELEVATORS/RAMPS



CHUTE MIDDLE SCHOOL

CHUTE 03

N  
1  
THIRD FLOOR PLAN  
1/32" = 1'-0"

# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

DRAFT

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## MECHANICAL ROOFTOP EQUIPMENT LOCATIONS AERIAL OF ROOF



CHUTE MIDDLE SCHOOL  
1400 OAKTON ST.  
EVANSTON, IL

# FACILITIES MASTER PLAN – FCA for CHUTE MIDDLE SCHOOL

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## FACILITY EQUIPMENT LIST

### EVANSTON SKOKIE SCHOOL DISTRICT 65

Master Facility Planning  
Facility Equipment List - Mechanical  
Building Chute Middle School



| Mechanical Equipment |                 | Manufacturer Information |               | Operational Capacity      |       | Notes             |      |
|----------------------|-----------------|--------------------------|---------------|---------------------------|-------|-------------------|------|
| <b>TAG</b>           | RTU-1           | MANUFACTURER             | DAIKIN        | COOLING CAPACITIES (TONS) | 5     | YEAR MANUFACTURED | 2014 |
| EQUIPMENT            | RTU             | MODEL NUMBER             | MPSA06BYCM    | HEATING CAPACITIES (MBH)  | NA    | PRIORITY          | 3    |
| LOCATION             | ROOF            | SERIAL NUMBER            | F261400229    | REFRIGERATION TYPE        | R410A | QUANTITY          | 1    |
| <b>TAG</b>           | RTU-2           | MANUFACTURER             | DAIKIN        | COOLING CAPACITIES (TONS) | 15    | YEAR MANUFACTURED | 2014 |
| EQUIPMENT            | RTU             | MODEL NUMBER             | DPS015AHMY2DV | HEATING CAPACITIES (MBH)  | NA    | PRIORITY          | 3    |
| LOCATION             | ROOF            | SERIAL NUMBER            | FBOU140500497 | REFRIGERATION TYPE        | R410A | QUANTITY          | 1    |
| <b>TAG</b>           | RTU-3           | MANUFACTURER             | DAIKIN        | COOLING CAPACITIES (TONS) | 5     | YEAR MANUFACTURED | 2014 |
| EQUIPMENT            | RTU             | MODEL NUMBER             | MPSA06BYCM    | HEATING CAPACITIES (MBH)  | NA    | PRIORITY          | 3    |
| LOCATION             | ROOF            | SERIAL NUMBER            | F261400230    | REFRIGERATION TYPE        | R410A | QUANTITY          | 1    |
| <b>TAG</b>           | CU-1            | MANUFACTURER             | CARRIER       | COOLING CAPACITIES (TONS) | 1.5   | YEAR MANUFACTURED | 2014 |
| EQUIPMENT            | CONDENSING UNIT | MODEL NUMBER             | 38HDF018-301  | HEATING CAPACITIES (MBH)  | NA    | PRIORITY          | 3    |
| LOCATION             | ROOF            | SERIAL NUMBER            | 1714X93173    | REFRIGERATION TYPE        | R410A | QUANTITY          | 1    |
| <b>TAG</b>           | C-2             | MANUFACTURER             | TBD           | COOLING CAPACITIES (TONS) | TBD   | YEAR MANUFACTURED | TBD  |
| EQUIPMENT            | CONDENSING UNIT | MODEL NUMBER             | TBD           | HEATING CAPACITIES (MBH)  | NA    | PRIORITY          | TBD  |
| LOCATION             | ROOF            | SERIAL NUMBER            | TBD           | REFRIGERATION TYPE        | TBD   | QUANTITY          | 1    |
| <b>TAG</b>           | C-3             | MANUFACTURER             | TBD           | COOLING CAPACITIES (TONS) | TBD   | YEAR MANUFACTURED | TBD  |
| EQUIPMENT            | CONDENSING UNIT | MODEL NUMBER             | TBD           | HEATING CAPACITIES (MBH)  | NA    | PRIORITY          | TBD  |
| LOCATION             | ROOF            | SERIAL NUMBER            | TBD           | REFRIGERATION TYPE        | TBD   | QUANTITY          | 1    |
| <b>TAG</b>           | B-1             | MANUFACTURER             | AERCO         | COOLING CAPACITIES (TONS) | NA    | YEAR MANUFACTURED | 2008 |
| EQUIPMENT            | BOILER          | MODEL NUMBER             | BMK2.0        | HEATING CAPACITIES (MBH)  | 2,000 | PRIORITY          | 3    |
| LOCATION             | FIRST FLOOR     | SERIAL NUMBER            | G-08-1239     | REFRIGERATION TYPE        | NA    | QUANTITY          | 1    |
| <b>TAG</b>           | B-2             | MANUFACTURER             | AERCO         | COOLING CAPACITIES (TONS) | NA    | YEAR MANUFACTURED | 2008 |
| EQUIPMENT            | BOILER          | MODEL NUMBER             | BMK2.0        | HEATING CAPACITIES (MBH)  | 2,000 | PRIORITY          | 3    |
| LOCATION             | FIRST FLOOR     | SERIAL NUMBER            | G-08-1037     | REFRIGERATION TYPE        | NA    | QUANTITY          | 1    |
| <b>TAG</b>           | B-3             | MANUFACTURER             | AERCO         | COOLING CAPACITIES (TONS) | NA    | YEAR MANUFACTURED | 2008 |
| EQUIPMENT            | BOILER          | MODEL NUMBER             | BMK2.0        | HEATING CAPACITIES (MBH)  | 2,000 | PRIORITY          | 3    |
| LOCATION             | FIRST FLOOR     | SERIAL NUMBER            | G-08-1238     | REFRIGERATION TYPE        | NA    | QUANTITY          | 1    |

## FACILITY EQUIPMENT LIST

### EVANSTON SKOKIE SCHOOL DISTRICT 65

Master Facility Planning

Facility Equipment List - Mechanical

Building Chute Middle School



| Mechanical Equipment |              | Manufacturer Information |                  | Operational Capacity      |     | Notes             |      |
|----------------------|--------------|--------------------------|------------------|---------------------------|-----|-------------------|------|
| <b>TAG</b>           | P-1          | MANUFACTURER             | BELL AND GOSSETT | COOLING CAPACITIES (TONS) | NA  | YEAR MANUFACTURED | TBD  |
| EQUIPMENT            | PUMP         | MODEL NUMBER             | 6207-2Z          | HEATING CAPACITIES (MBH)  | NA  | PRIORITY          | 3    |
| LOCATION             | FIRST FLOOR  | SERIAL NUMBER            | TBD              | REFRIGERATION TYPE        | NA  | QUANTITY          | 1    |
| <b>TAG</b>           | WH-1         | MANUFACTURER             | A. O. SMITH      | COOLING CAPACITIES (TONS) | NA  | YEAR MANUFACTURED | 2019 |
| EQUIPMENT            | WATER HEATER | MODEL NUMBER             | BTR-197118       | HEATING CAPACITIES (MBH)  | 199 | PRIORITY          | 3    |
| LOCATION             | FIRST FLOOR  | SERIAL NUMBER            | 1912114230927    | REFRIGERATION TYPE        | NA  | QUANTITY          | 1    |

Priority Level 1 - Replace in 1 - 2 years (Systems that are well beyond their useful service life and on the verge of failure)

Priority Level 2 - Replace in 2 - 5 years (Systems that are nearing their useful service life)

Priority Level 3 - Replace in 5+ years (Systems that should be scheduled for replacement based on anticipated remaining life and current condition )

\*Note: EPA regulations require a ban on the production and import of R-22 refrigerant by January 1, 2020. Any system using R-22 that requires servicing will have to depend on R-22 stockpiles or reclaimed refrigerant.

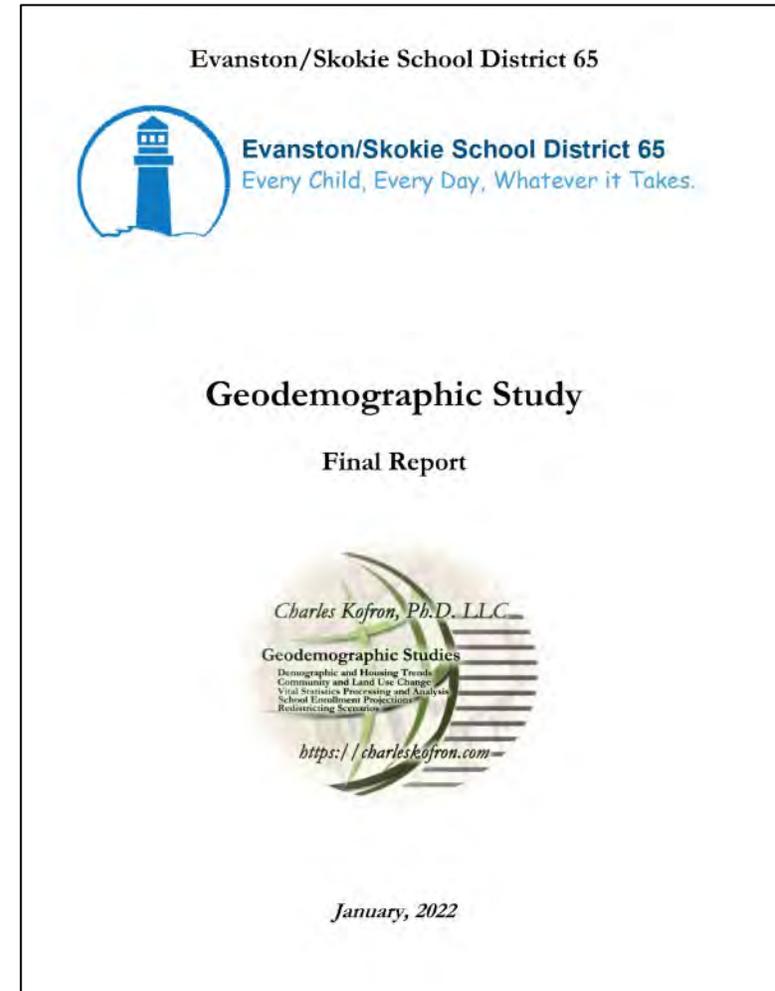
**FACILITIES  
MASTER  
PLAN**

**School District  
Geodemographic  
Study**

# OVERVIEW

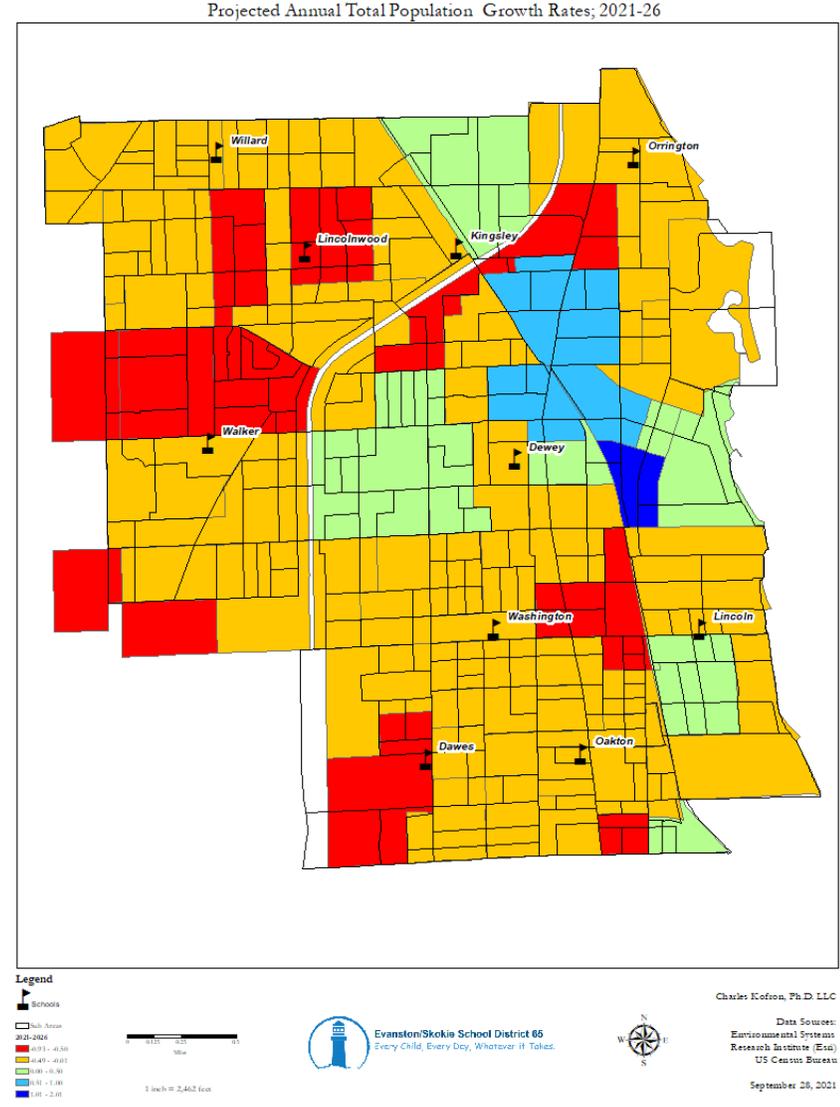
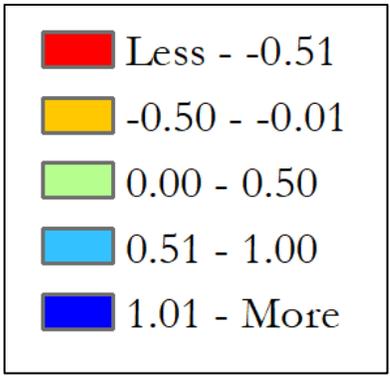
- **Master Facility Plan RFQ**
  - **Geodemographic Study Elements**
  - **Operational Definitions**
- **Data and Methodology**
  - **Base Map Development**
  - **Esri Estimates and Projections**
  - **Enrollment Projections**
- **Results and Findings**
  - **School and Community Demographics**
  - **Using District Base Map**
    - **Birth data processing**
    - **Student record data processing**
  - **Enrollment projections of resident student enrollments**
    - **District-Level**
    - **School Attendance Areas**
  - **Other tables**
- **Summary**
- **Better Planning Practices**

(FULL REPORT AVAILABLE  
ON D65 BOARD BOOK)



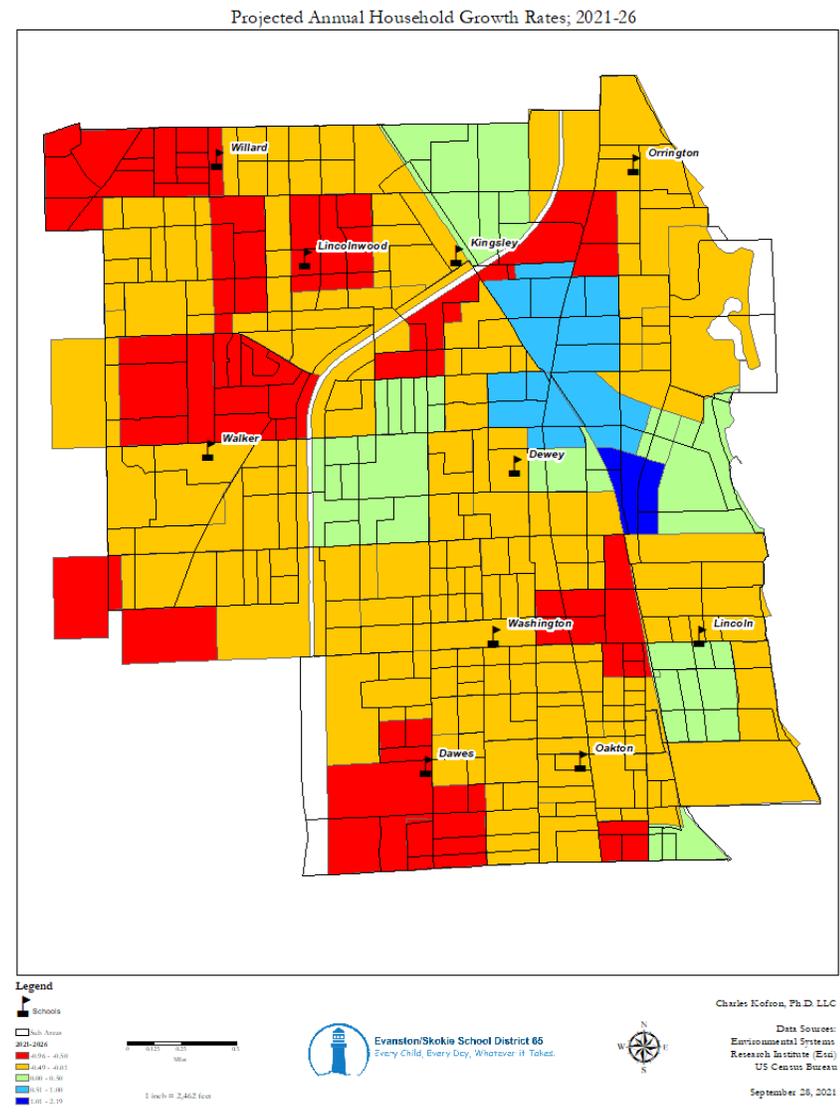
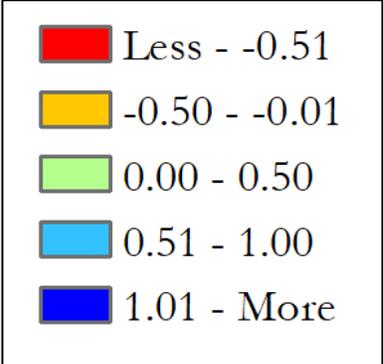
# RESULTS AND FINDINGS

- Total population change
  - Projected to remain steady or decline slightly
    - Less than 1% between 2021 & 2026



# RESULTS AND FINDINGS

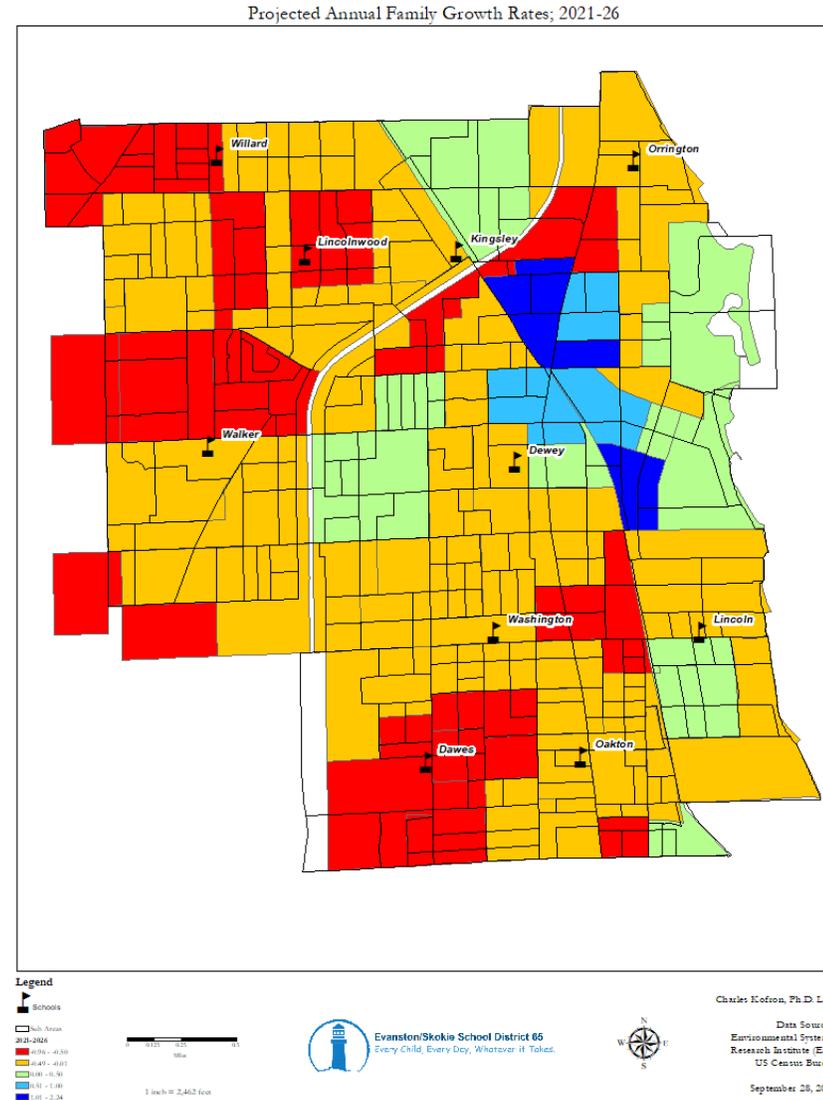
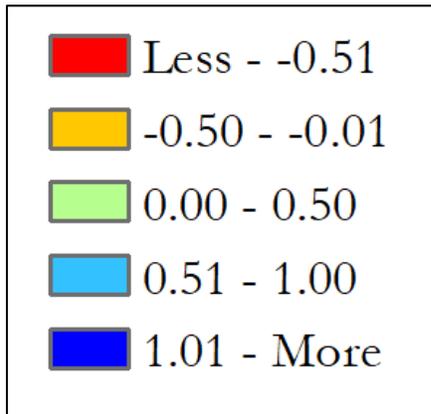
- Total Households
  - Projected to decline slightly
    - Less than .2% between 2021 & 2026
  - Average household size projected to decline slightly
    - Less than .5% between 2021 and 2026



# RESULTS AND FINDINGS

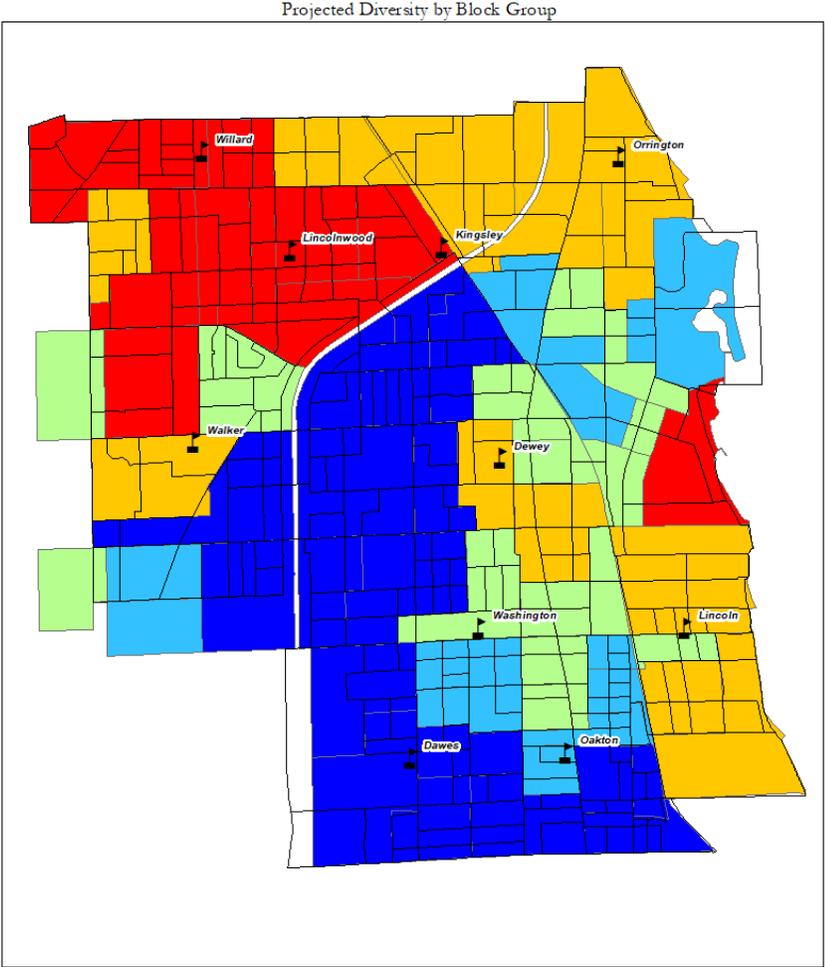
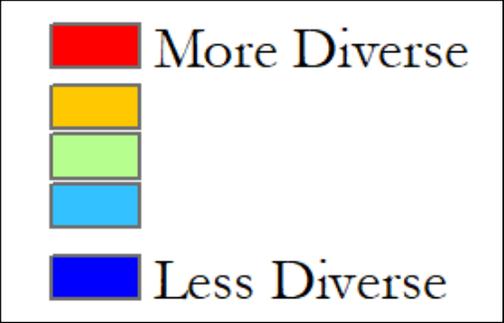
- **Total Families**

- Projected to decline by about 1% between 2021 & 2026
- Family size will remain about the same



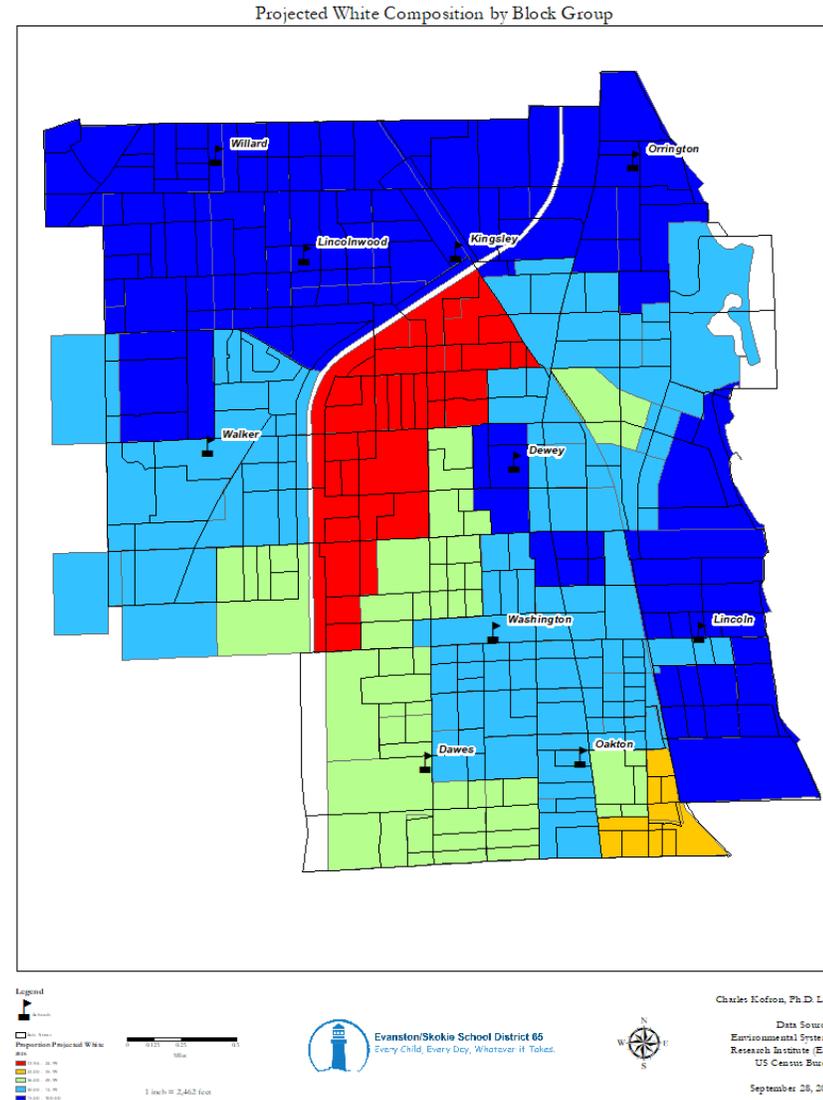
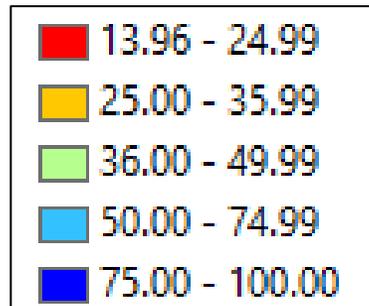
# RESULTS AND FINDINGS

- Diversity
  - Defined as the probability of randomly encountering a person of differing race and/or ethnicity



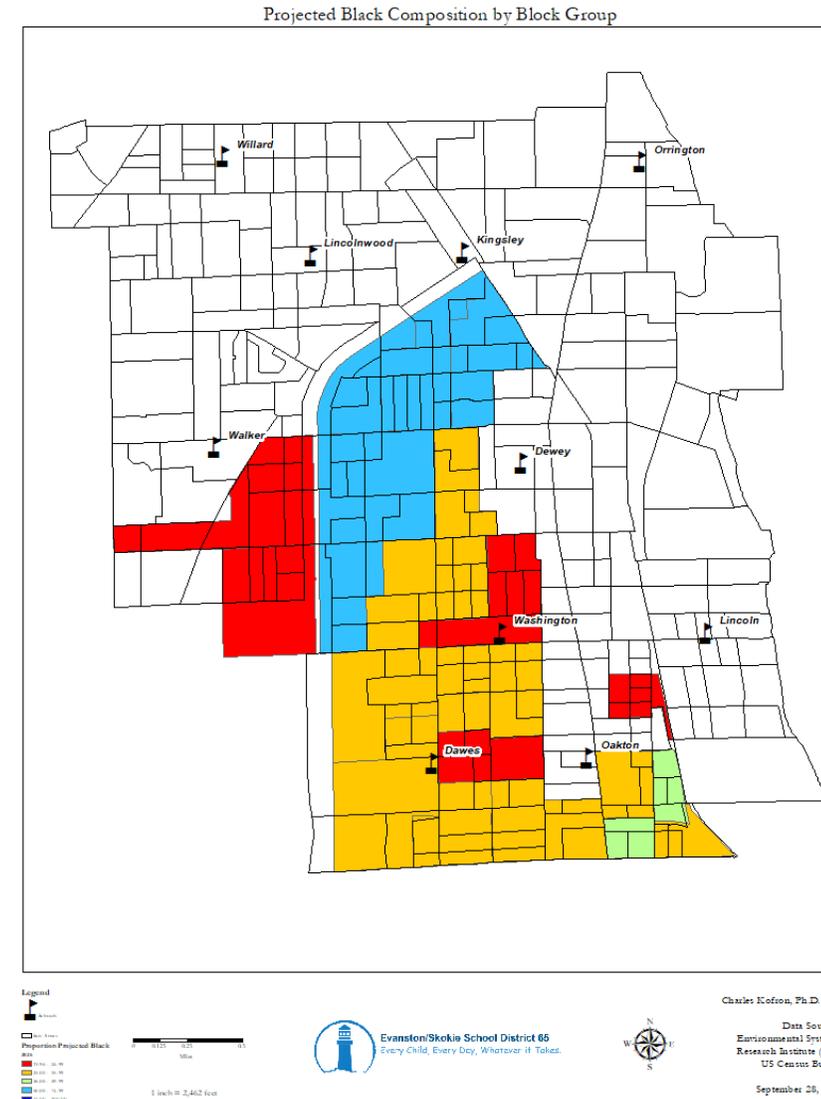
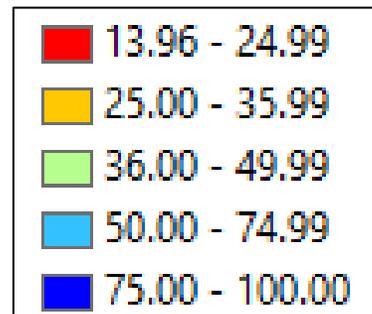
# RESULTS AND FINDINGS

- Race
  - White Population
  - Projected to decline
    - -2.7% between 2021 & 2026
- Composition
  - From 62.8% to 61.4% of the total population



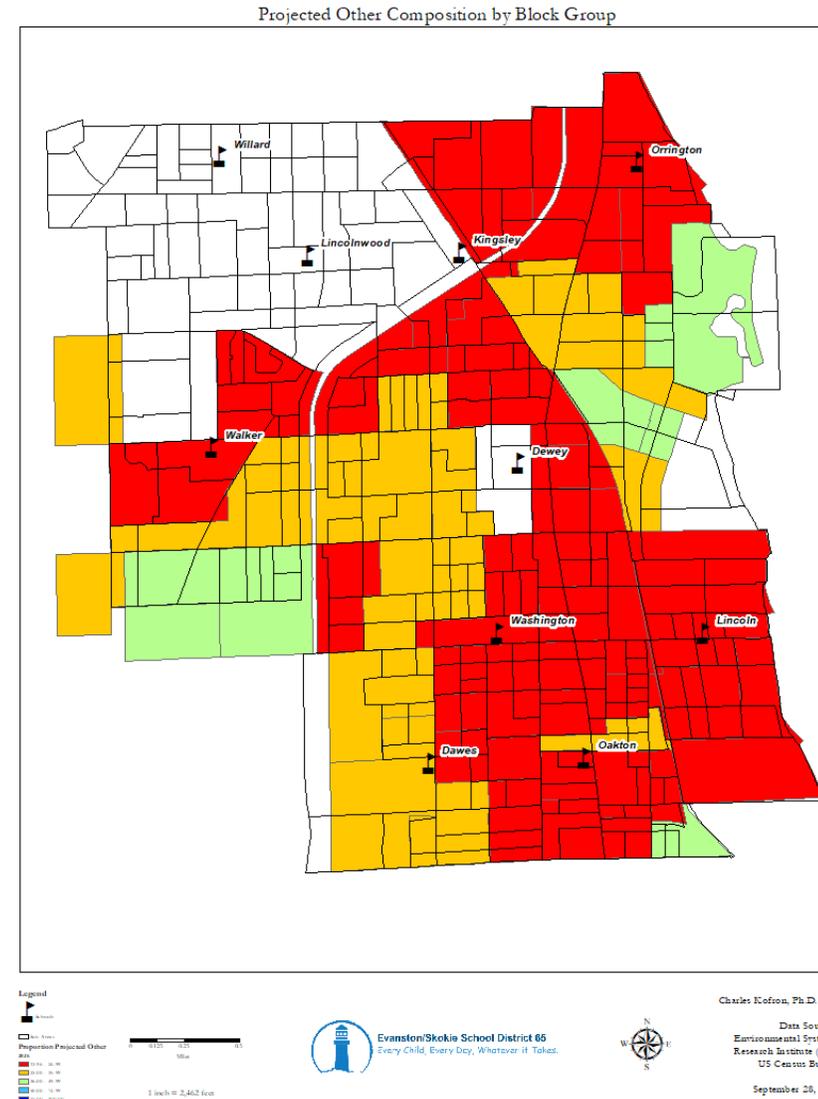
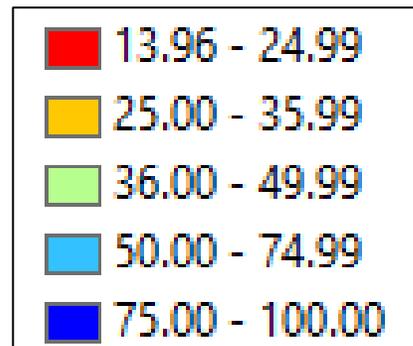
# RESULTS AND FINDINGS

- Race
  - Black Population
  - Projected to increase
    - 69.8% between 2021 & 2026
  - Composition
    - From 8.3% to 14.2% of the total population



# RESULTS AND FINDINGS

- Race
  - Other Population
  - Projected to decrease
    - 16% between 2021 & 2026
  - Composition
    - From 28.8% to 24.3% of the total population



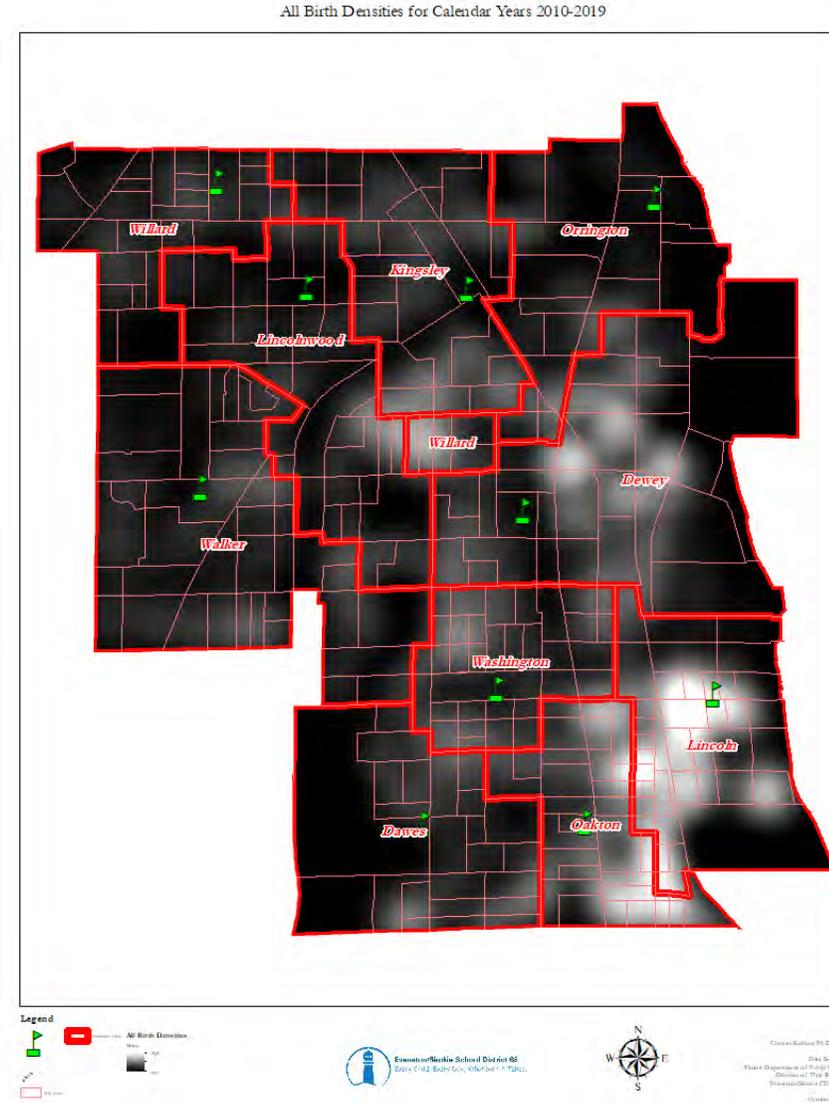
# RESULTS AND FINDINGS

- **School-Aged Population**
  - **Total under 15yrs**
    - Projected to decrease
      - 4.7% between 2021 and 2026
  - **Under 1 yr**
    - Projected to increase
      - 1.9% between 2021 and 2026
  - **From 6 to 11 yrs**
    - Projected to decrease
      - -6.1% between 2021 and 2026
  - **From 12 to 14 yrs**
    - Projected to decrease
      - -11.4% between 2021 and 2026



# RESULTS AND FINDINGS

## Birth Data Processing



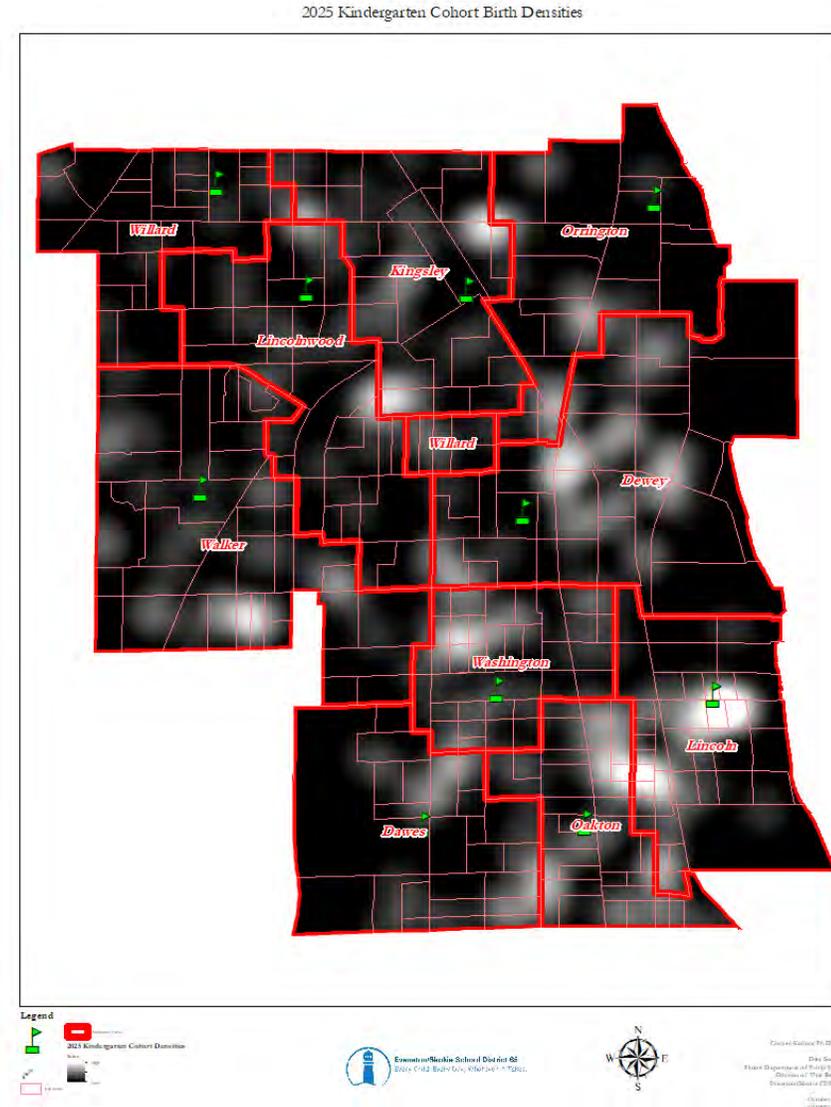
# RESULTS AND FINDINGS



- **Birth data processing**
  - **Purpose—to develop counts of births by sub and attendance area by kindergarten cohort year to project kindergarten enrollments**
  - **IDPH provided 28,500 records extracted by zip code of mother’s address**
  - **Records included address, zip code, birth month and year**
  - **Cohorts assigned to birth address records based on birth month and year**
    - *Based on year of eligibility to attend kindergarten*
  - **Addresses were geocoded at IDPH offices in Springfield**
    - *Match rate of 98%*
  - **Unmatched addresses were reviewed at IDPH offices in Chicago**
  - **Resulting in a 100% match of births in District**

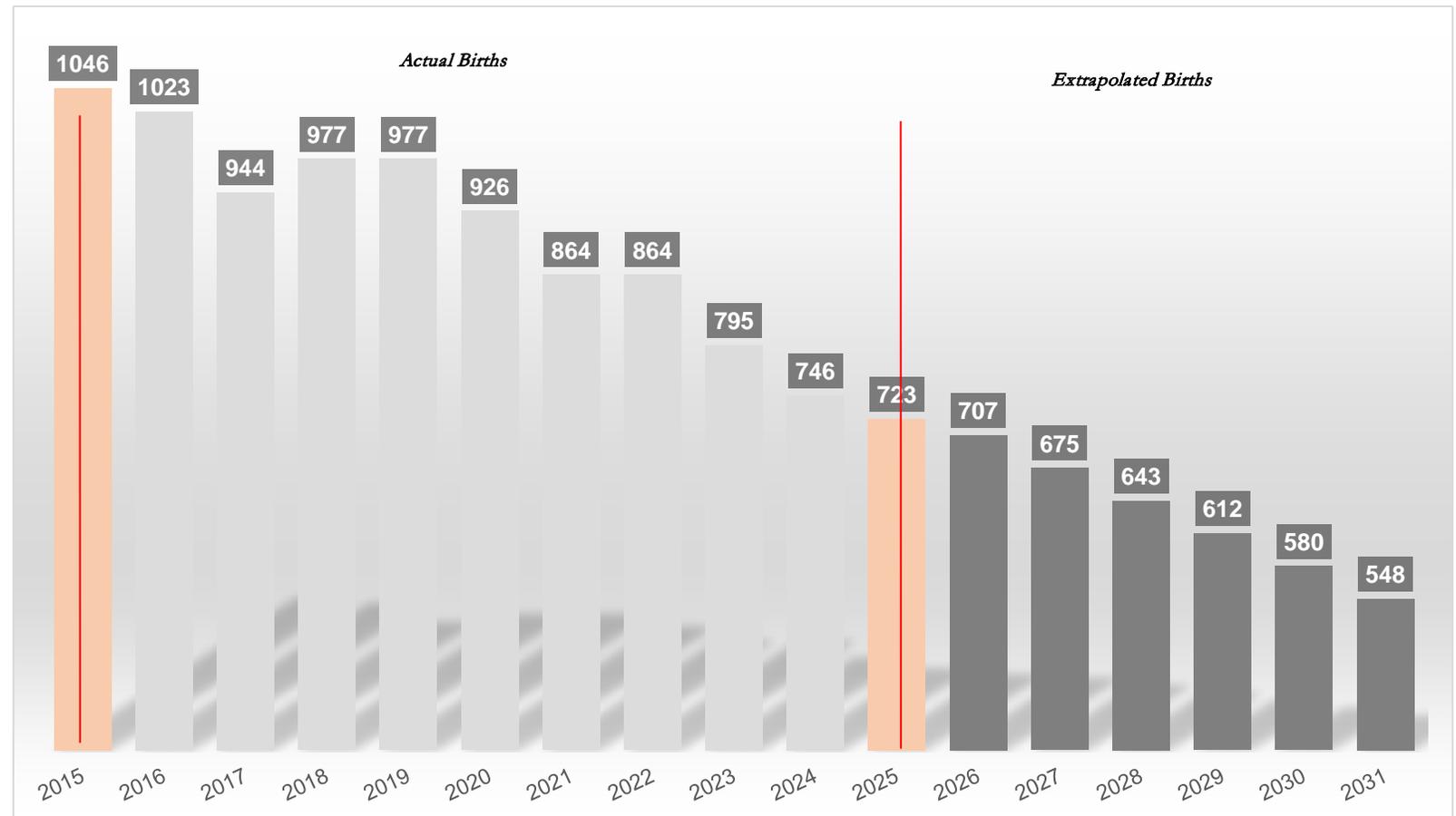
# RESULTS AND FINDINGS

- Births densities showing concentrations
- Birth data HIPPA protected
- Geocoding and data review conducted at IDPH offices
- Restricted to statistical counting and mapping that does not reveal actual address location



# RESULTS AND FINDINGS

- Changes in births
  - Calendar years 2010 through 2019
  - Kindergarten cohort years 2015 through 2025
  - Births annualized for 2015 and 2025
  - Births extrapolated from 2026 through 2031



# RESULTS AND FINDINGS

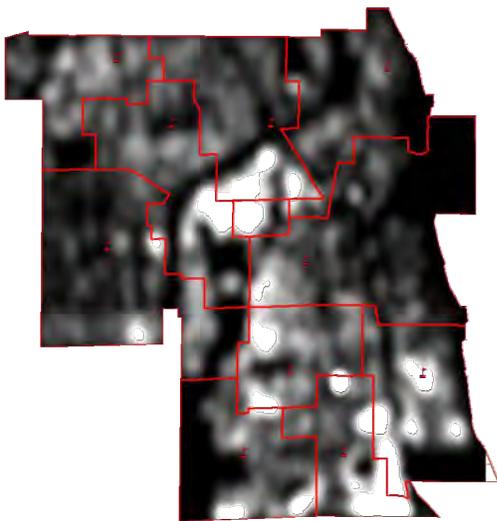


- Birth record counts by attendance area and kindergarten cohort

| Attendance Area | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----------------|------|------|------|------|------|------|------|------|------|------|------|
| Dawes           | 74   | 73   | 63   | 56   | 53   | 59   | 56   | 68   | 49   | 45   | 57   |
| Dewey           | 194  | 166  | 167  | 154  | 150  | 152  | 123  | 135  | 125  | 134  | 111  |
| Kingsley        | 101  | 93   | 79   | 93   | 100  | 78   | 68   | 80   | 70   | 76   | 84   |
| Lincoln         | 194  | 204  | 170  | 178  | 174  | 171  | 160  | 145  | 119  | 123  | 90   |
| Lincolnwood     | 62   | 57   | 54   | 64   | 58   | 62   | 72   | 56   | 60   | 51   | 42   |
| Oakton          | 113  | 130  | 128  | 131  | 131  | 126  | 112  | 126  | 125  | 93   | 87   |
| Orrington       | 50   | 50   | 54   | 48   | 38   | 43   | 42   | 41   | 38   | 32   | 42   |
| Walker          | 92   | 95   | 101  | 115  | 122  | 103  | 86   | 96   | 90   | 89   | 99   |
| Washington      | 77   | 80   | 68   | 60   | 72   | 65   | 55   | 64   | 58   | 50   | 63   |
| Willard         | 78   | 67   | 52   | 70   | 72   | 59   | 85   | 48   | 58   | 47   | 36   |
| Willard Is      | 11   | 8    | 8    | 8    | 7    | 8    | 5    | 5    | 3    | 6    | 12   |
| Totals          | 1046 | 1023 | 944  | 977  | 977  | 926  | 864  | 864  | 795  | 746  | 723  |

# RESULTS AND FINDINGS

- **District-wide student counts by grade entering and school year**



| Grade             | 2015-16     | 2016-17     | 2017-18     | 2018-19     | 2019-20     | 2020-21     | 2021-22     |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Births            | 1046        | 1023        | 944         | 977         | 977         | 926         | 864         |
| K                 | 921         | 918         | 915         | 890         | 863         | 816         | 696         |
| 1                 | 910         | 934         | 925         | 910         | 876         | 839         | 812         |
| 2                 | 958         | 912         | 909         | 921         | 892         | 799         | 785         |
| 3                 | 879         | 990         | 905         | 934         | 903         | 856         | 799         |
| 4                 | 910         | 888         | 979         | 909         | 918         | 918         | 820         |
| 5                 | 876         | 890         | 907         | 981         | 878         | 890         | 864         |
| 6                 | 905         | 904         | 874         | 908         | 978         | 873         | 864         |
| 7                 | 795         | 897         | 894         | 864         | 881         | 964         | 838         |
| 8                 | 751         | 783         | 891         | 874         | 858         | 869         | 933         |
| 9                 | 49          | 54          | 51          | 59          | 69          | 62          | 48          |
| 10                | 7           | 3           | 4           | 3           | 8           | 3           | 2           |
| 11                | 4           | 6           | 2           | 3           | 3           | 8           | 3           |
| 12                | 7           | 4           | 7           | 2           | 3           | 3           | 7           |
| <b>Total K-12</b> | <b>7972</b> | <b>8183</b> | <b>8263</b> | <b>8258</b> | <b>8130</b> | <b>7900</b> | <b>7471</b> |
| <b>Total K-5</b>  | <b>5454</b> | <b>5532</b> | <b>5540</b> | <b>5545</b> | <b>5330</b> | <b>5118</b> | <b>4776</b> |
| <b>Total 6-8</b>  | <b>2451</b> | <b>2584</b> | <b>2659</b> | <b>2646</b> | <b>2717</b> | <b>2706</b> | <b>2635</b> |
| <b>Total 9-12</b> | <b>67</b>   | <b>67</b>   | <b>64</b>   | <b>67</b>   | <b>83</b>   | <b>76</b>   | <b>60</b>   |
| <b>Total K-8</b>  | <b>7905</b> | <b>8116</b> | <b>8199</b> | <b>8191</b> | <b>8047</b> | <b>7824</b> | <b>7411</b> |

# RESULTS AND FINDINGS



## Enrollment Projections

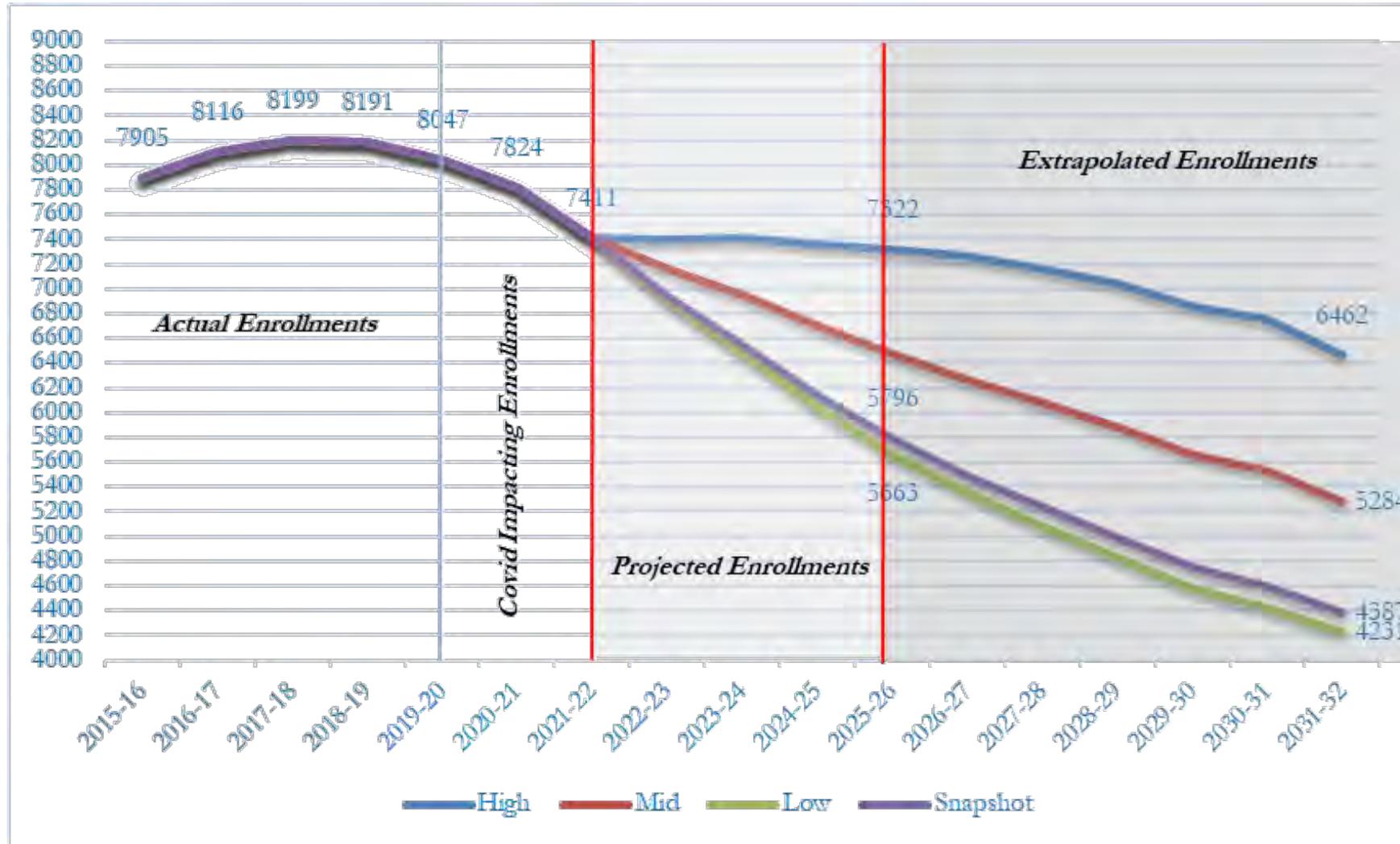
| 15-16   | 14-15   | 13-14   | 12-13   | 11-12   | 10-11   | 09-10   | 08-09   | 07-08   | 06-07   | 05-06   | 04-05   | 03-04   |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| SY21-22 | SY20-21 | SY19-20 | SY18-19 | SY17-18 | SY16-17 | SY15-16 | SY14-15 | SY13-14 | SY12-13 | SY11-12 | SY10-11 | SY09-10 |
| 2033-34 | 2032-33 | 2031-32 | 2030-31 | 2029-30 | 2028-29 | 2027-28 | 2026-27 | 2025-26 | 2024-25 | 2023-24 | 2022-23 | 2021-22 |
| 864     | 926     | 977     | 977     | 944     | 1023    | 1046    |         |         |         |         |         |         |
| 696     | 816     | 863     | 890     | 915     | 918     | 921     | 915     | 953     | 852     |         |         |         |
| 707     | 812     | 839     | 876     | 910     | 925     | 934     | 910     | 953     | 900     | 832     |         |         |
| 708     | 813     | 785     | 840     | 892     | 921     | 909     | 912     | 958     | 891     | 877     | 847     |         |
| 718     | 825     | 797     | 799     | 856     | 903     | 934     | 905     | 990     | 879     | 896     | 875     | 840     |
| 741     | 852     | 819     | 824     | 820     | 918     | 918     | 909     | 979     | 888     | 910     | 882     | 884     |
| 764     | 877     | 840     | 842     | 843     | 864     | 890     | 878     | 981     | 907     | 890     | 876     | 887     |
| 775     | 889     | 852     | 853     | 853     | 875     | 864     | 873     | 978     | 908     | 874     | 904     | 905     |
| 773     | 885     | 852     | 851     | 852     | 873     | 863     | 838     | 964     | 881     | 864     | 894     | 897     |
| 773     | 884     | 854     | 852     | 852     | 873     | 862     | 838     | 933     | 869     | 858     | 874     | 891     |
| 56      | 64      | 62      | 62      | 62      | 63      | 62      | 61      | 68      | 48      | 62      | 69      | 59      |
| 5       | 6       | 6       | 6       | 6       | 6       | 6       | 5       | 6       | 4       | 2       | 3       | 8       |
| 5       | 6       | 6       | 6       | 6       | 6       | 6       | 5       | 6       | 4       | 2       | 3       | 8       |
| 5       | 6       | 6       | 6       | 6       | 6       | 6       | 6       | 6       | 5       | 2       | 3       | 7       |
|         |         | 6546    | 6828    | 6937    | 7122    | 7246    | 7341    | 7403    | 7441    | 7487    | 7479    | 7471    |

# RESULTS AND FINDINGS

- **Cohort Projection Model**
  - **Using resident births and student enrollments**
  - **Arrange data by class or cohort**
  - **Develop cohort survival ratios**
    - *Ratios of actual kindergarten enrollments to births*
    - *Ratios of enrollments by class and grade*
  - **4 series of projections over the next 5 years (2022-2025)**
    - *High—weigh the three higher CSRs*
    - *Mid—weigh the three middle CSRs*
    - *Low—weight the three lower CSRs*
    - *Snapshot—use on the last two years of succeeding enrollments*
  - **Extending projections using extrapolations of resulting trend lines (2026-2031)**

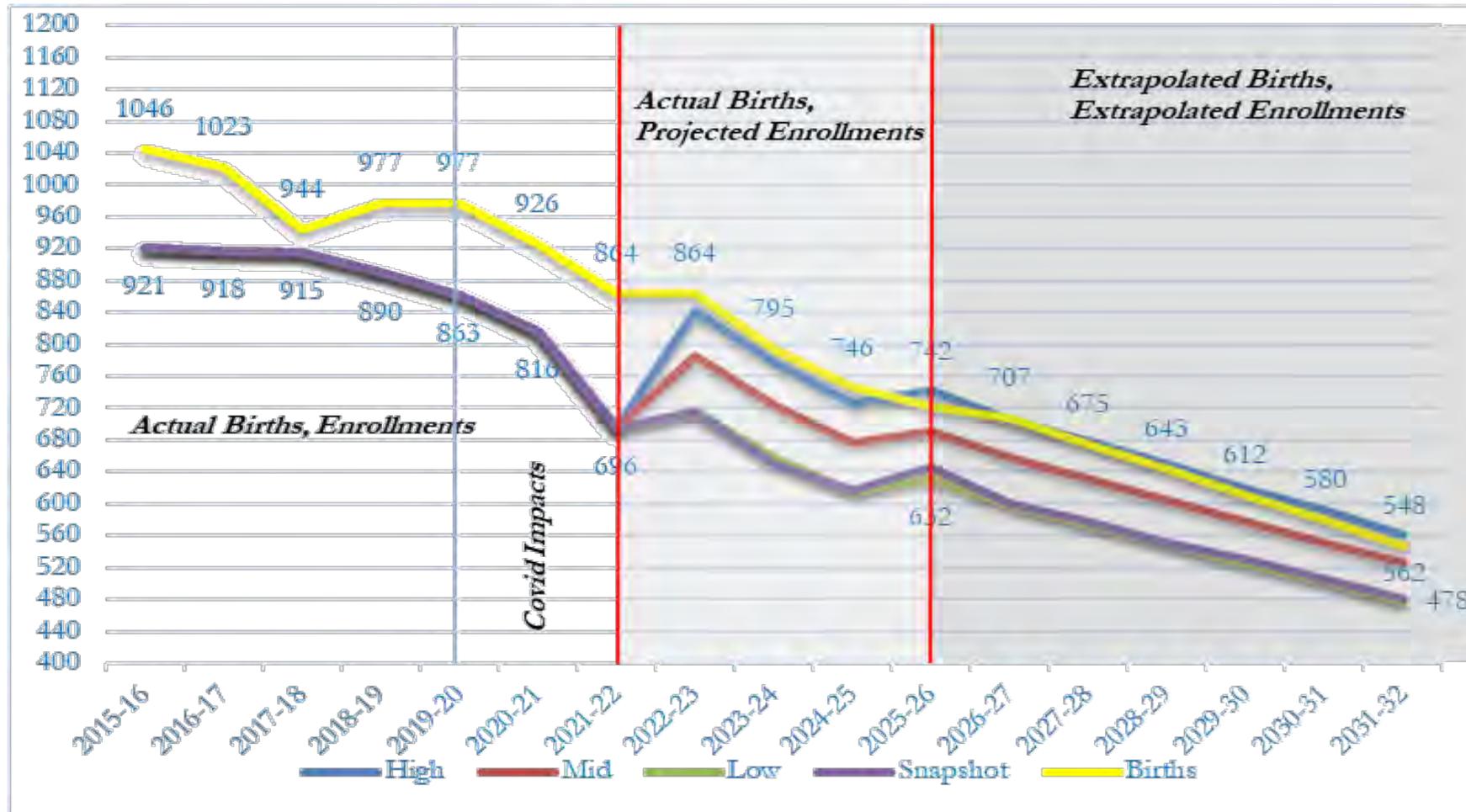
# RESULTS AND FINDINGS

- District-wide K-8 enrollment projections



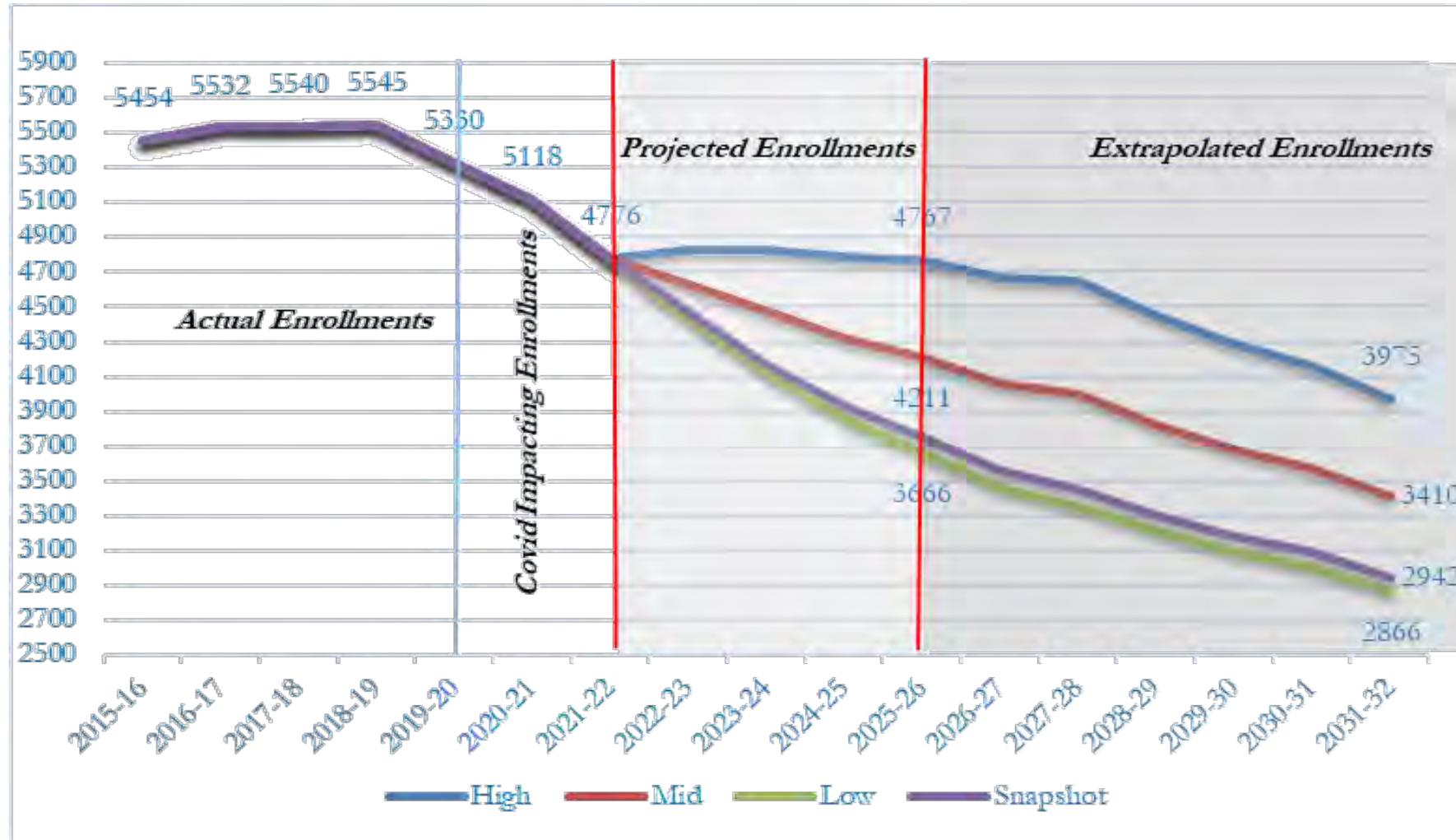
# RESULTS AND FINDINGS

- District-wide births and kindergarten enrollments



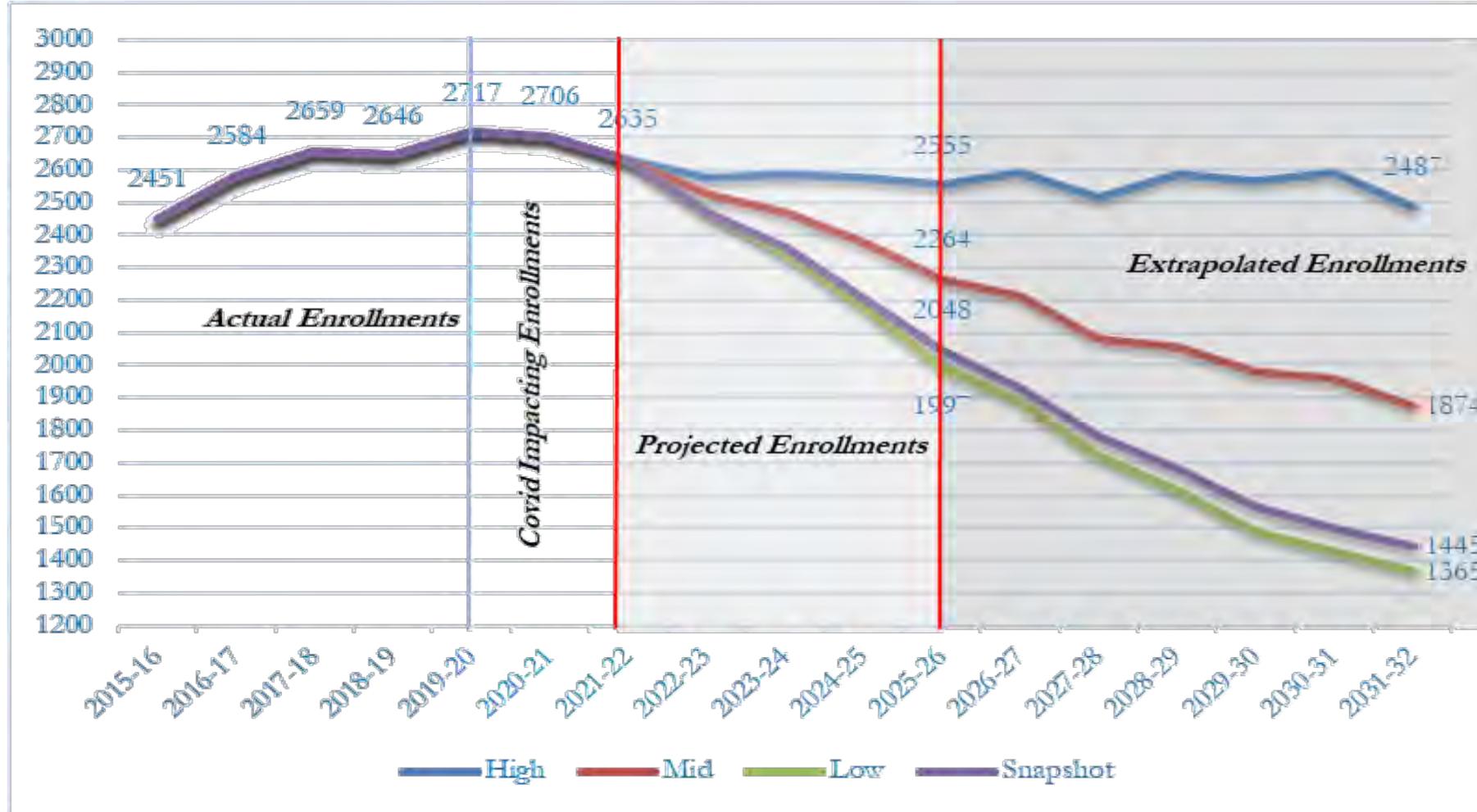
# RESULTS AND FINDINGS

- Total K-5 resident district enrollments and projections



# RESULTS AND FINDINGS

- Total grades 6-8 resident enrollments and projections

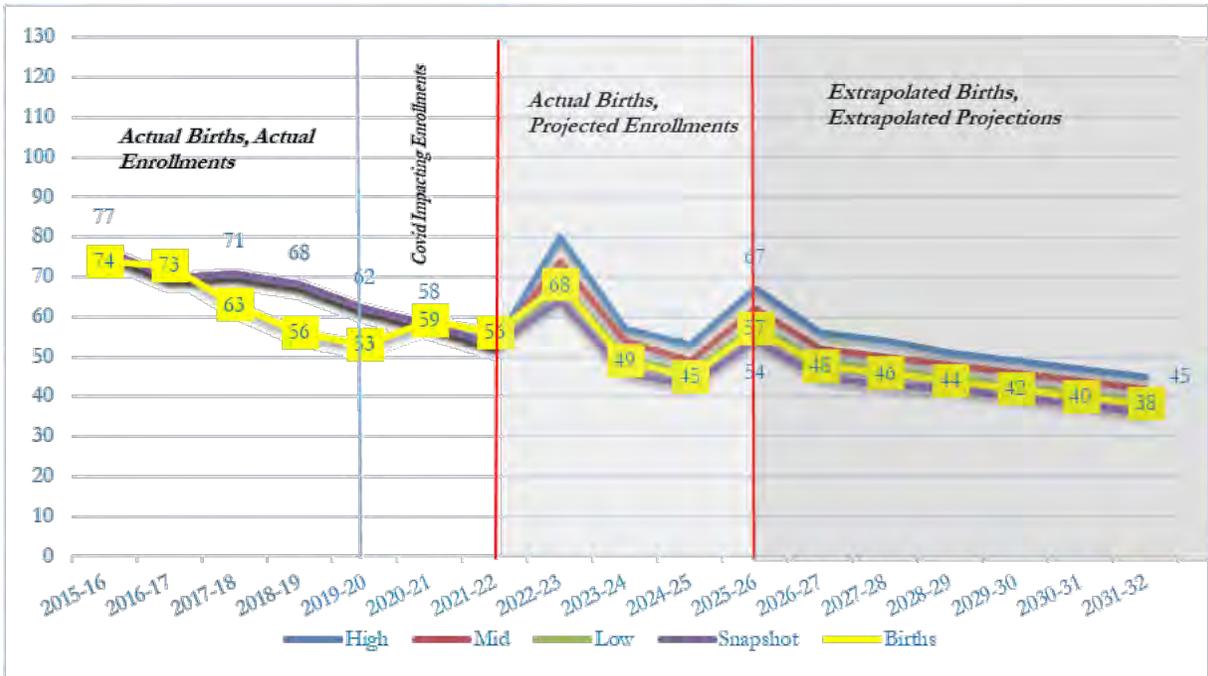
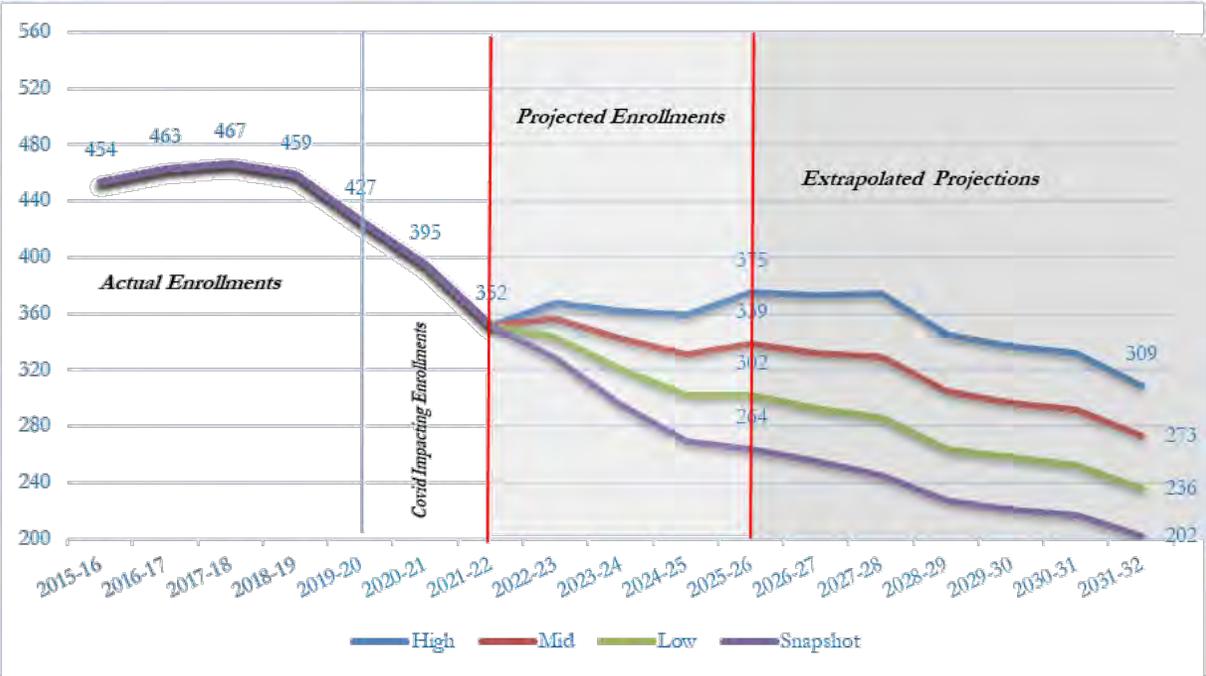


# RESULTS AND FINDINGS



- Graphs showing projections of total elementary resident enrollments and births and kindergarten projections by attendance area

*Dawes Attendance Area*

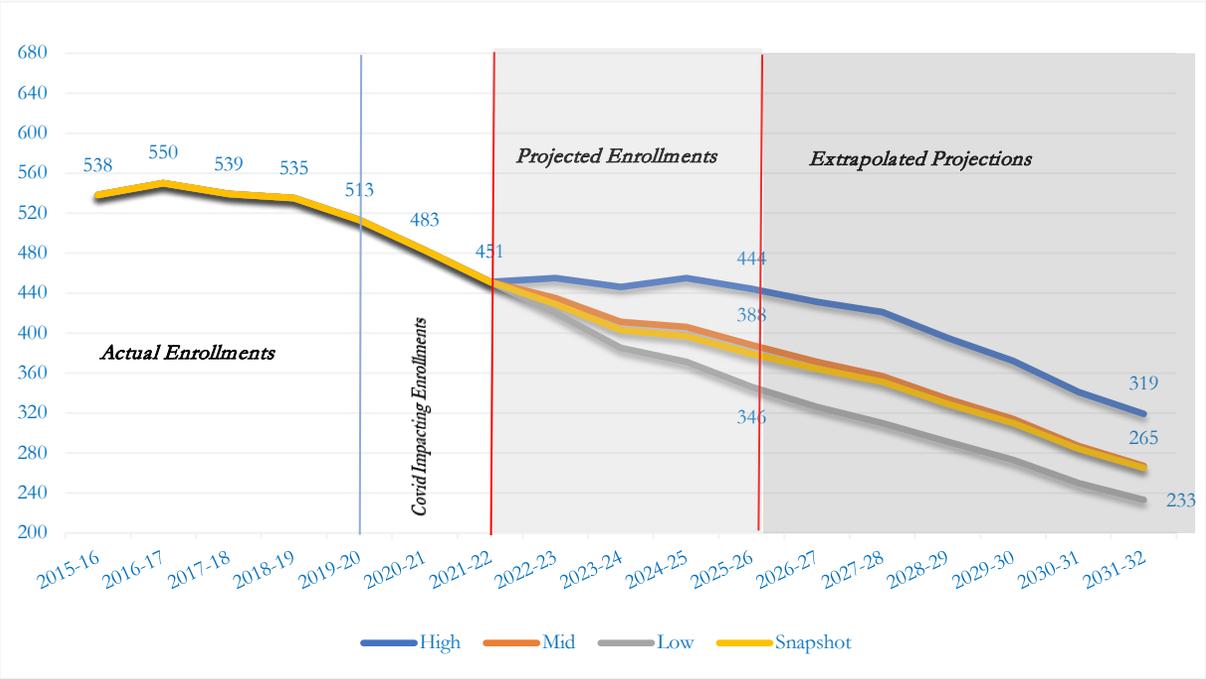


# RESULTS AND FINDINGS

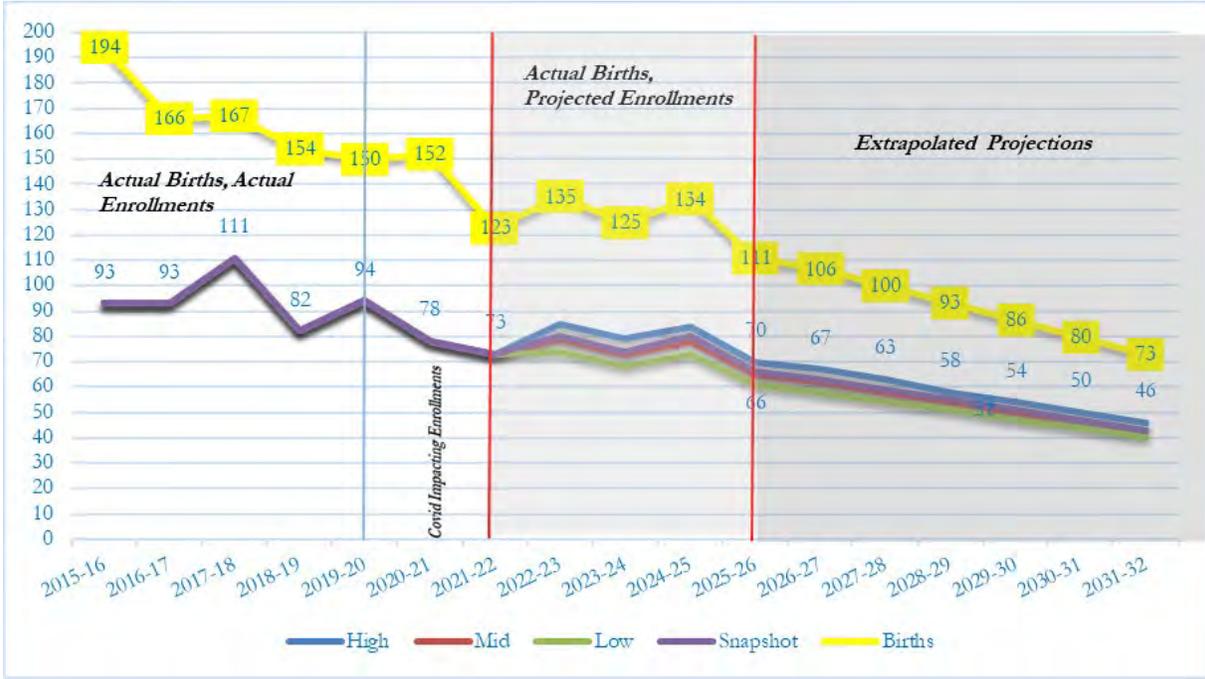


## Dewey Attendance Area

**Total Enrollments K-5**



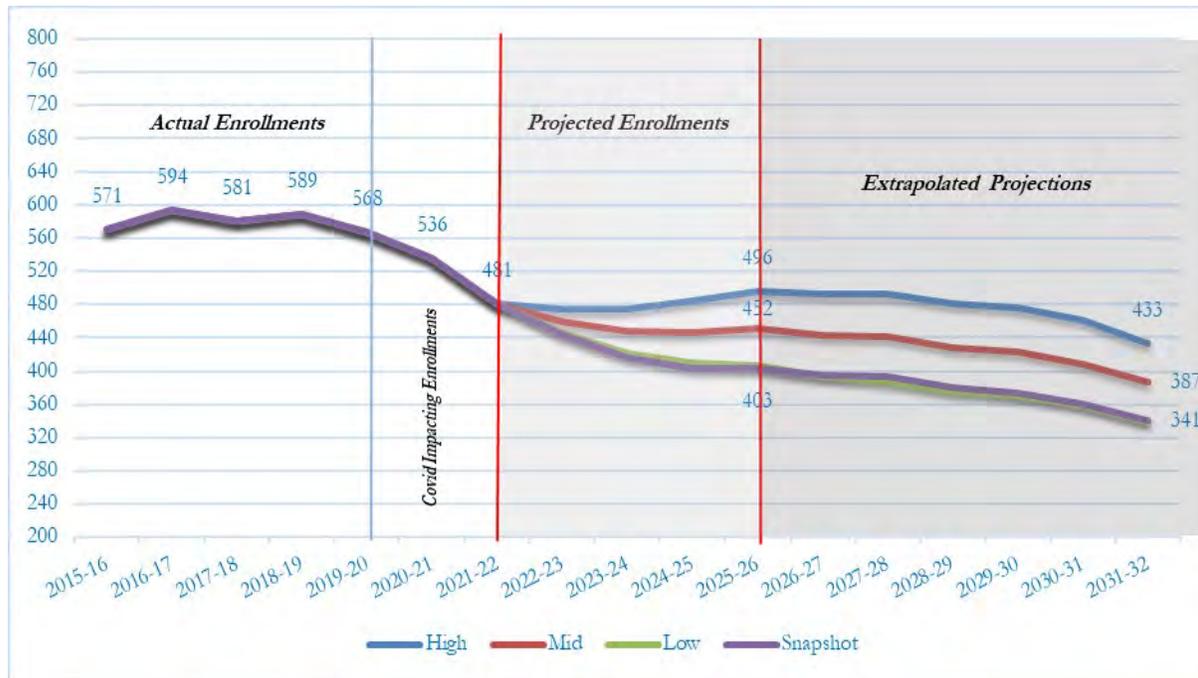
**Births and Kindergarten Enrollments**



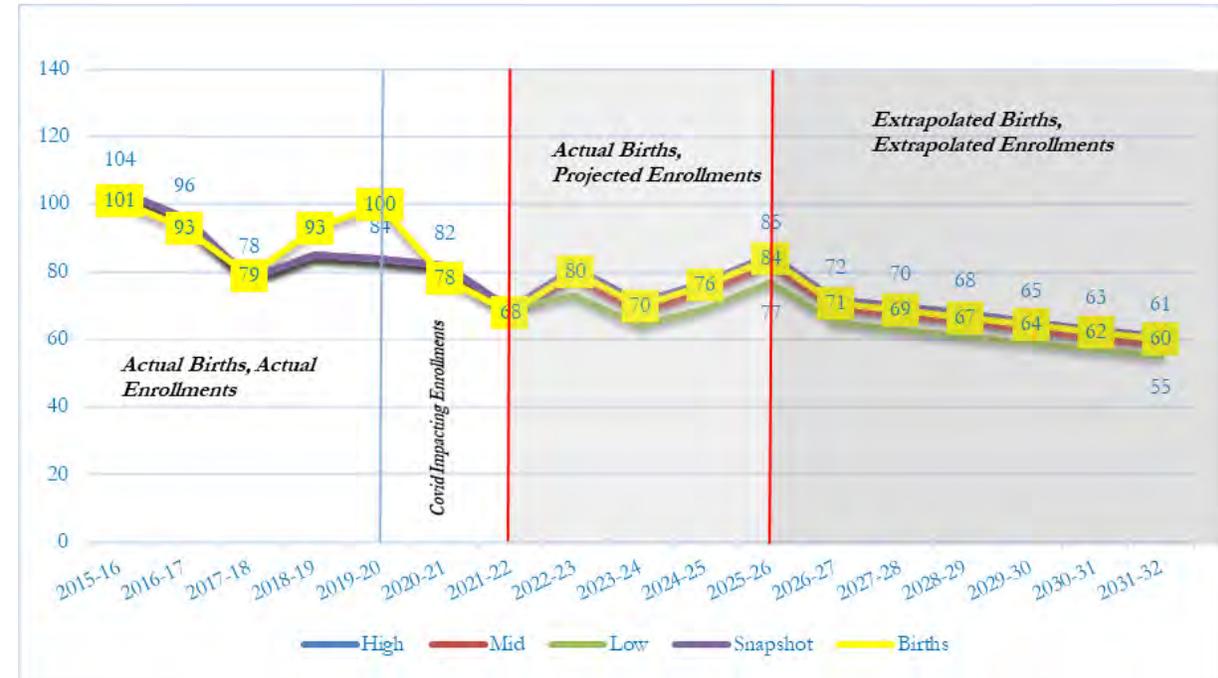
# RESULTS AND FINDINGS

## Kingsley Attendance Area

### Total Enrollments K-5



### Births and Kindergarten Enrollments



# RESULTS AND FINDINGS

Charles Kofron, Ph.D. LLC

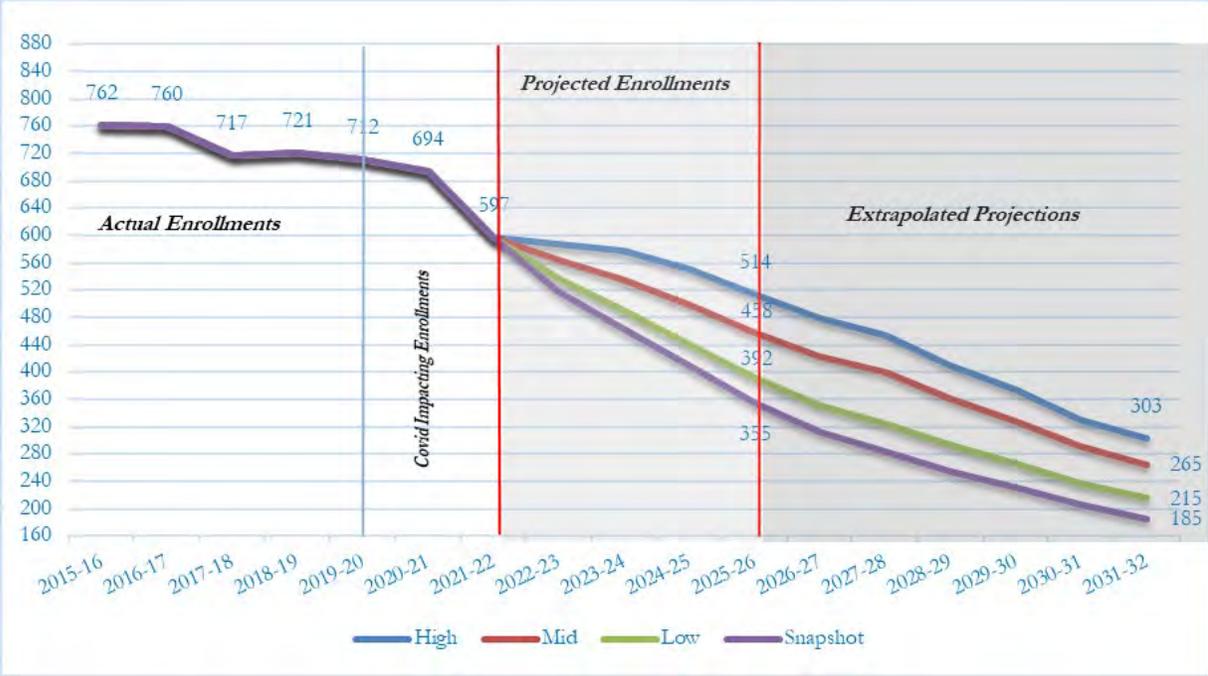
Geodemographic Studies

Demographic and Housing Trends  
Community and Land Use Change  
Vital Statistics Processing and Analysis  
School Enrollment Projections  
Redistricting Scenarios

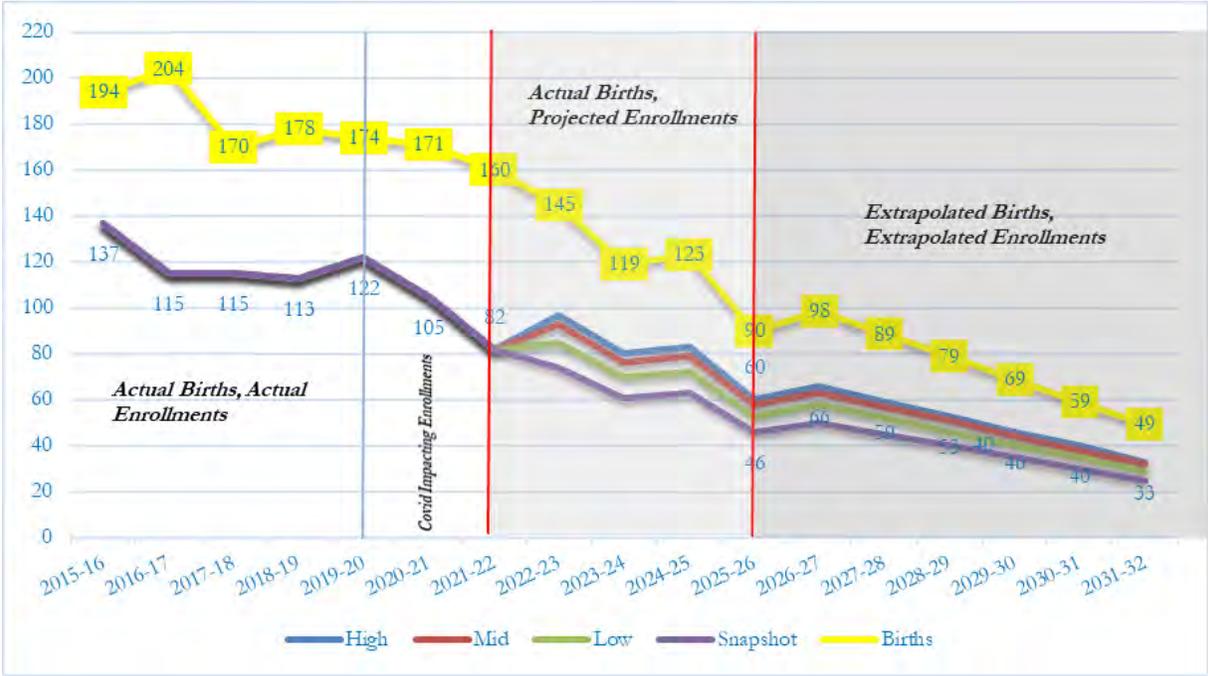
<https://charleskofron.com>

## Lincoln Attendance Area

### Total Enrollments K-5



### Births and Kindergarten Enrollments

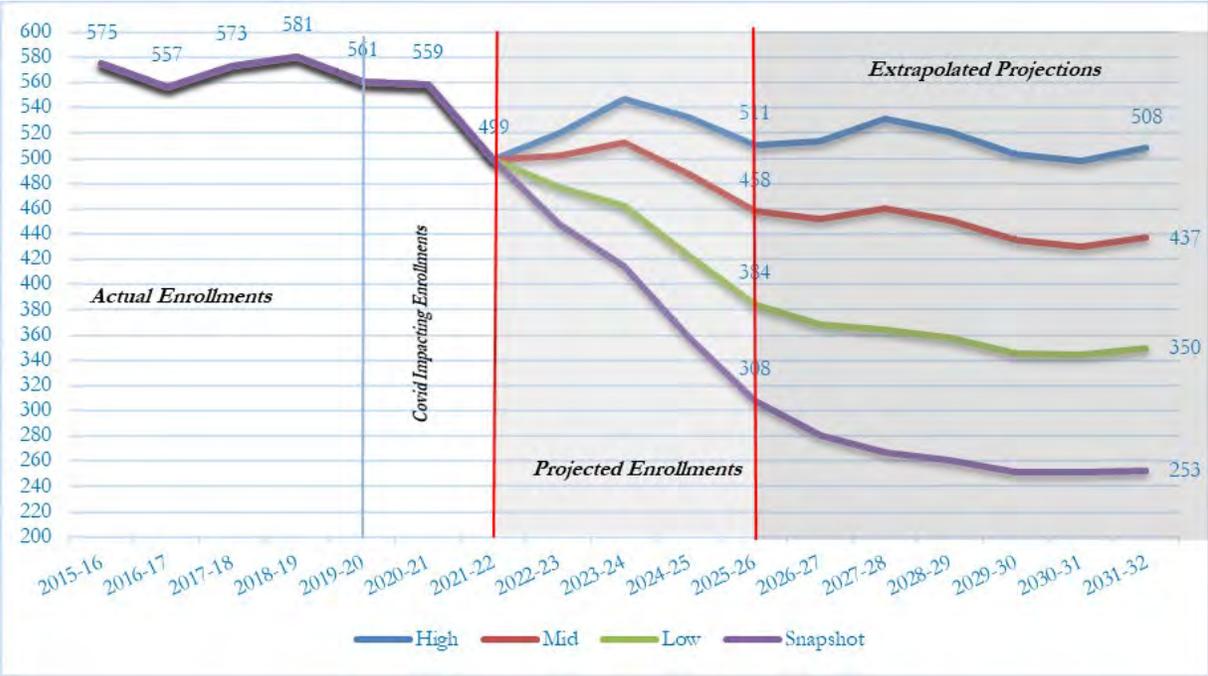


# RESULTS AND FINDINGS

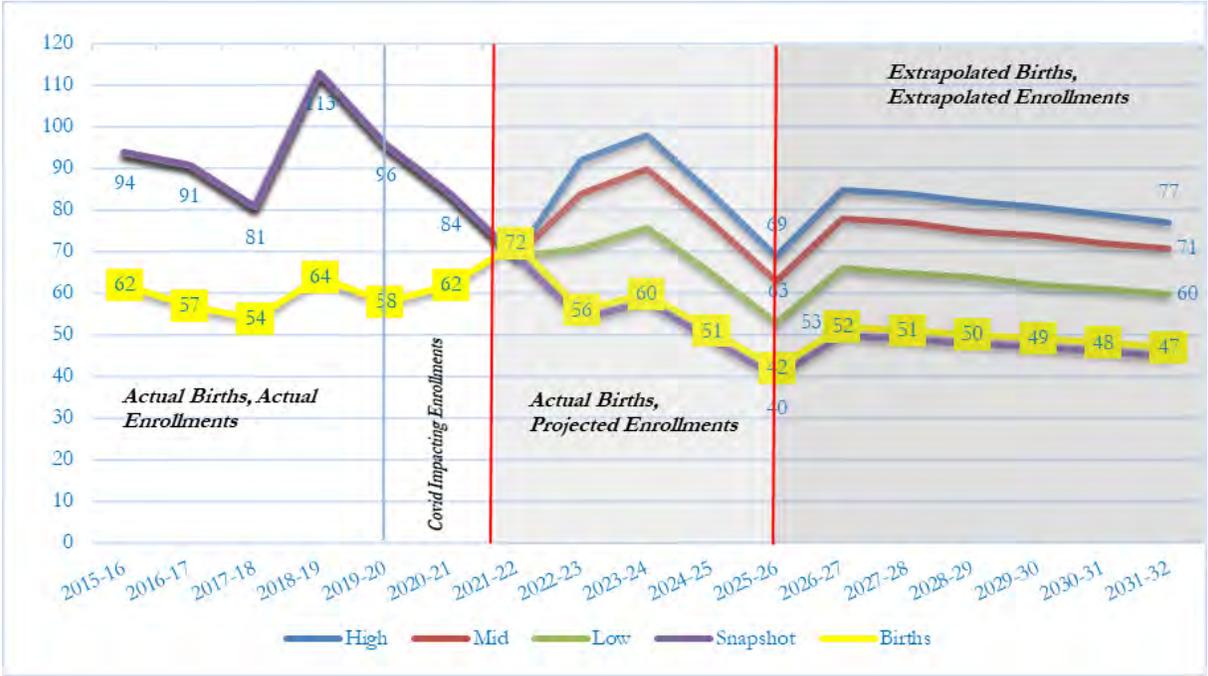


## Lincolnwood Attendance Area

### Total Enrollments K-5



### Births and Kindergarten Enrollments

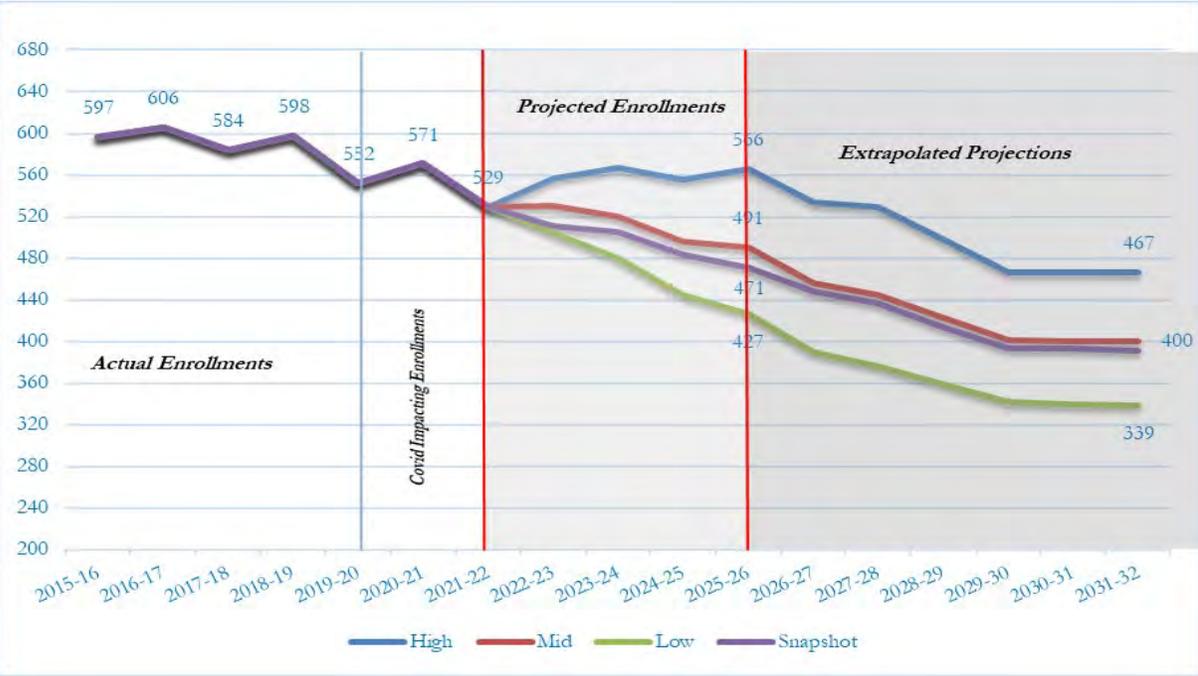


# RESULTS AND FINDINGS

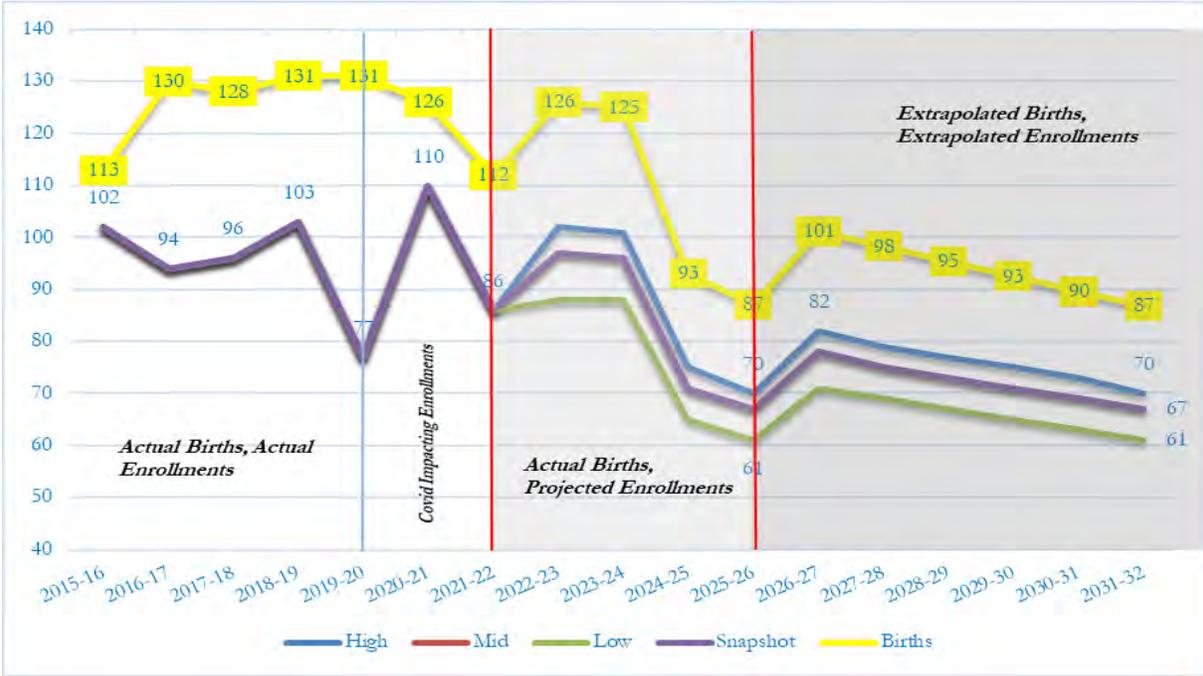


## Oakton Attendance Area

**Total Enrollments K-5**



**Births and Kindergarten Enrollments**

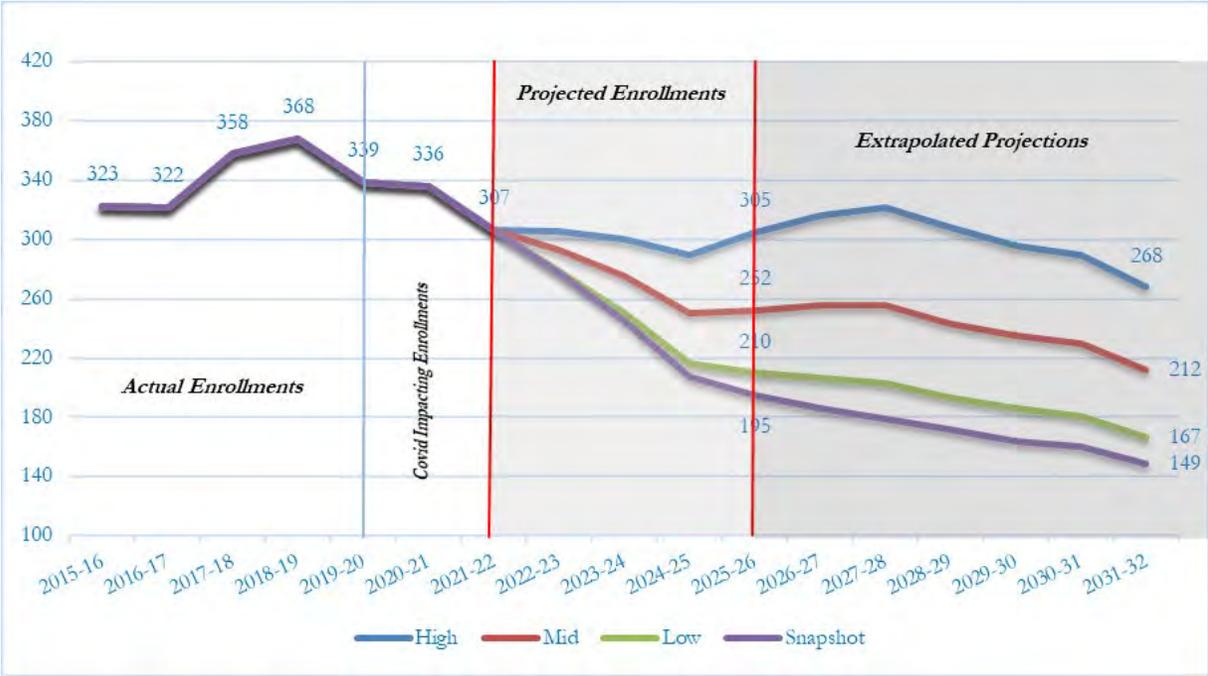


# RESULTS AND FINDINGS

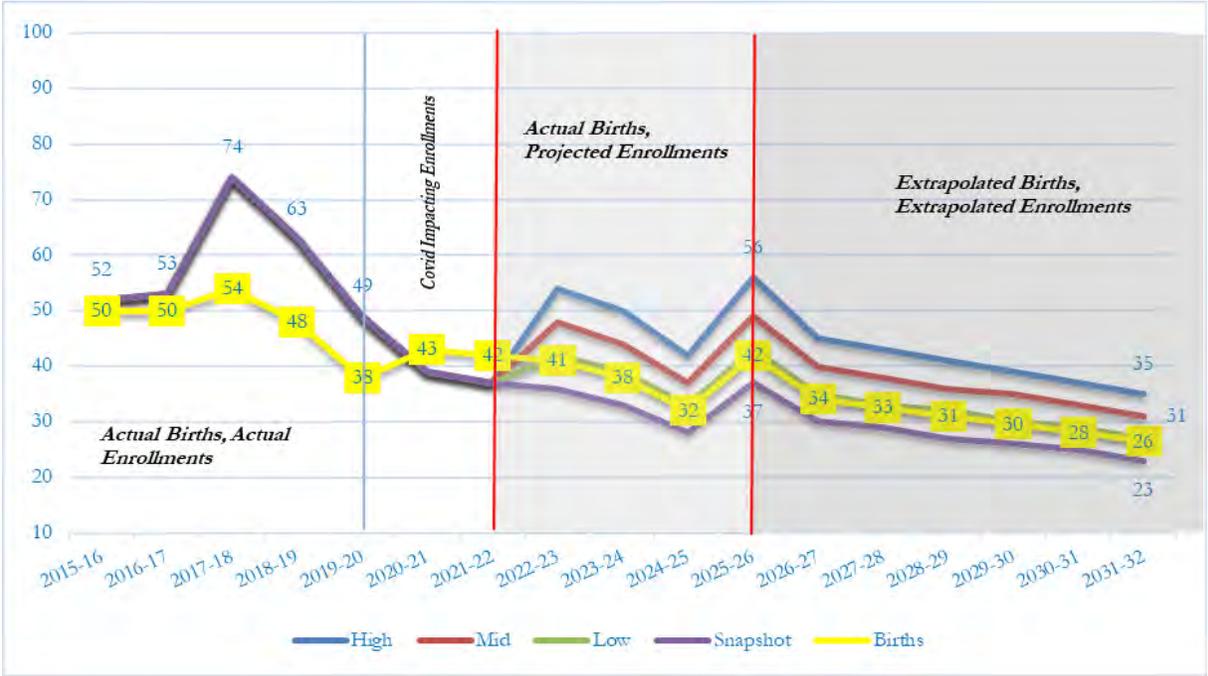


## Orrington Attendance Area

**Total Enrollments K-5**



**Births and Kindergarten Enrollments**

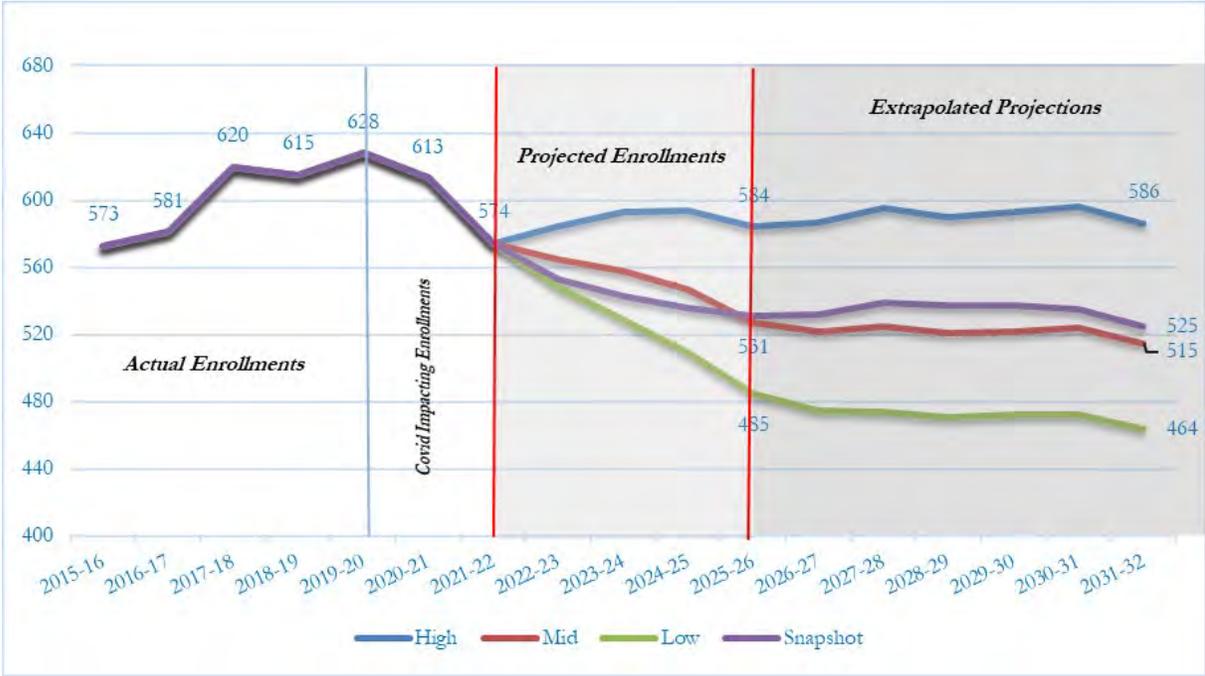


# RESULTS AND FINDINGS

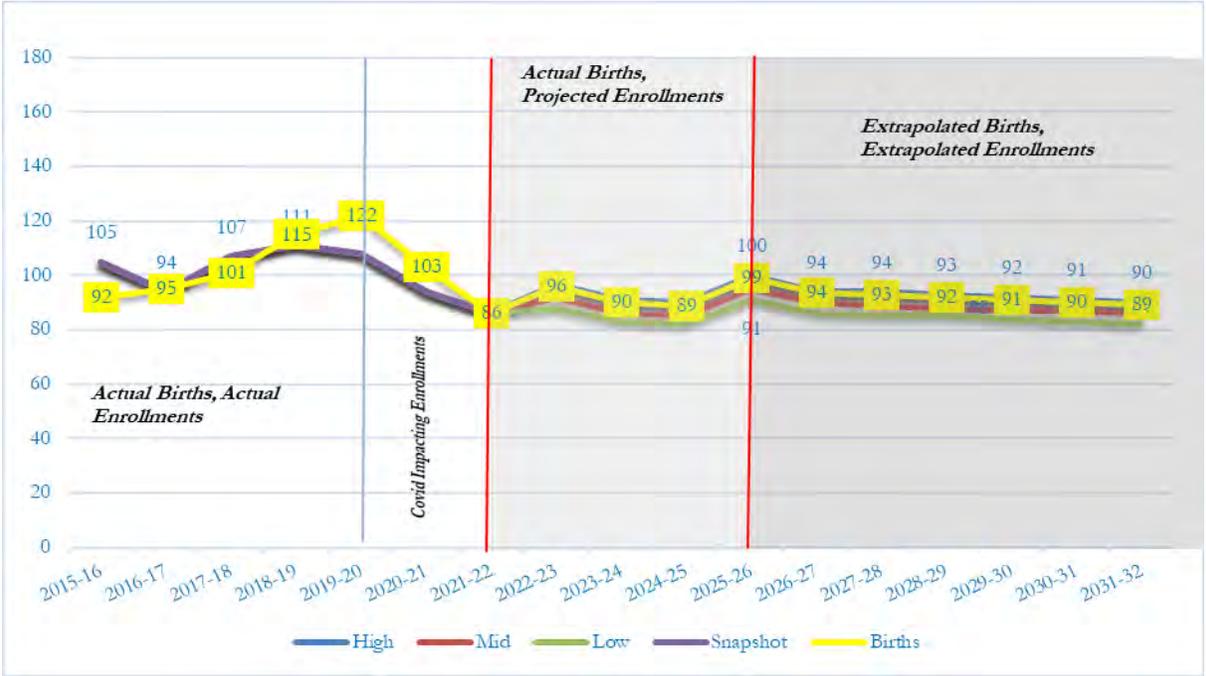


## Walker Attendance Area

**Total Enrollments K-5**



**Births and Kindergarten Enrollments**

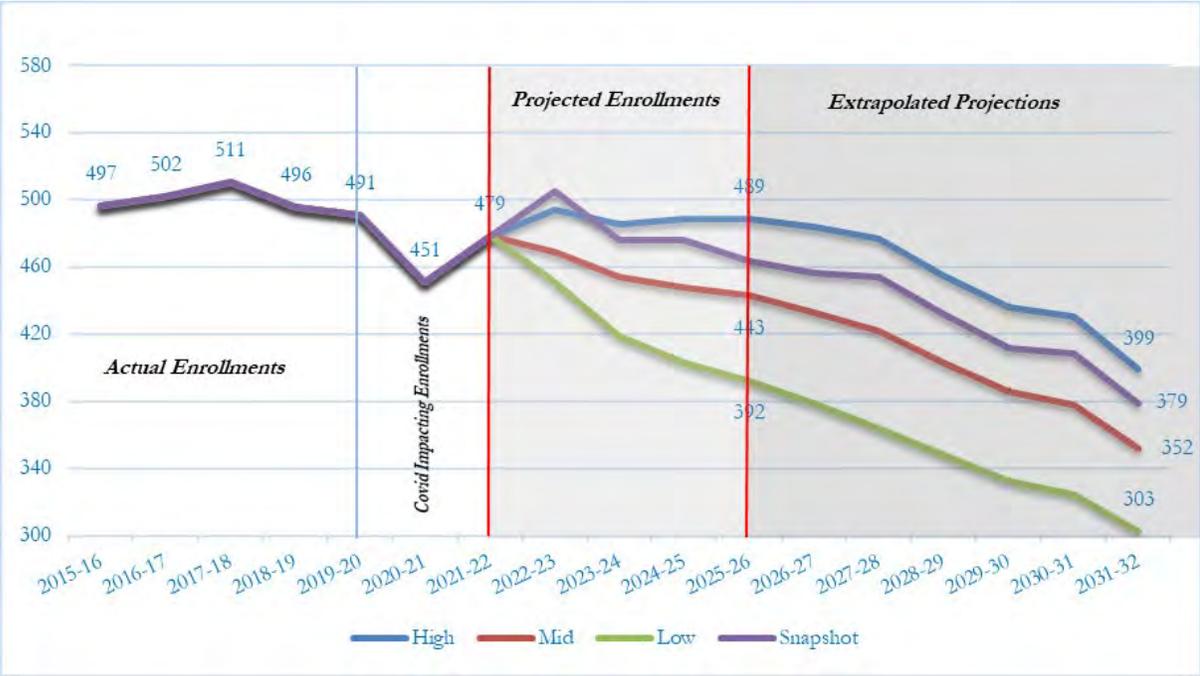


# RESULTS AND FINDINGS

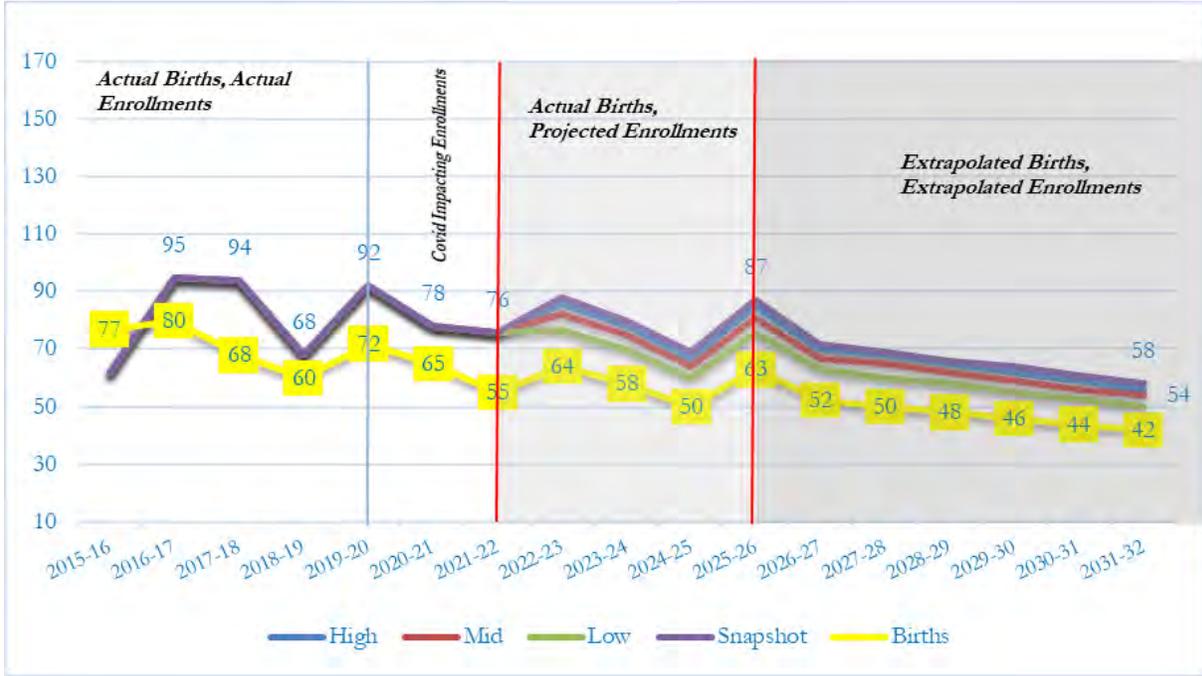


## Washington Attendance Area

**Total Enrollments K-5**



**Births and Kindergarten Enrollments**

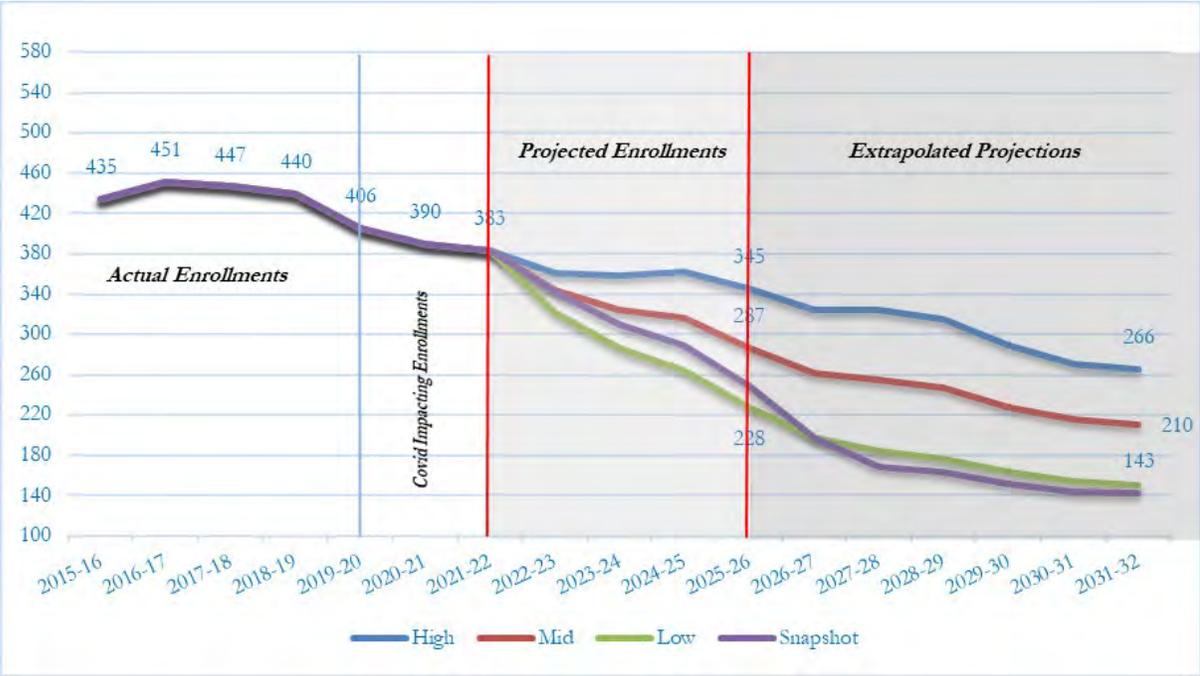


# RESULTS AND FINDINGS

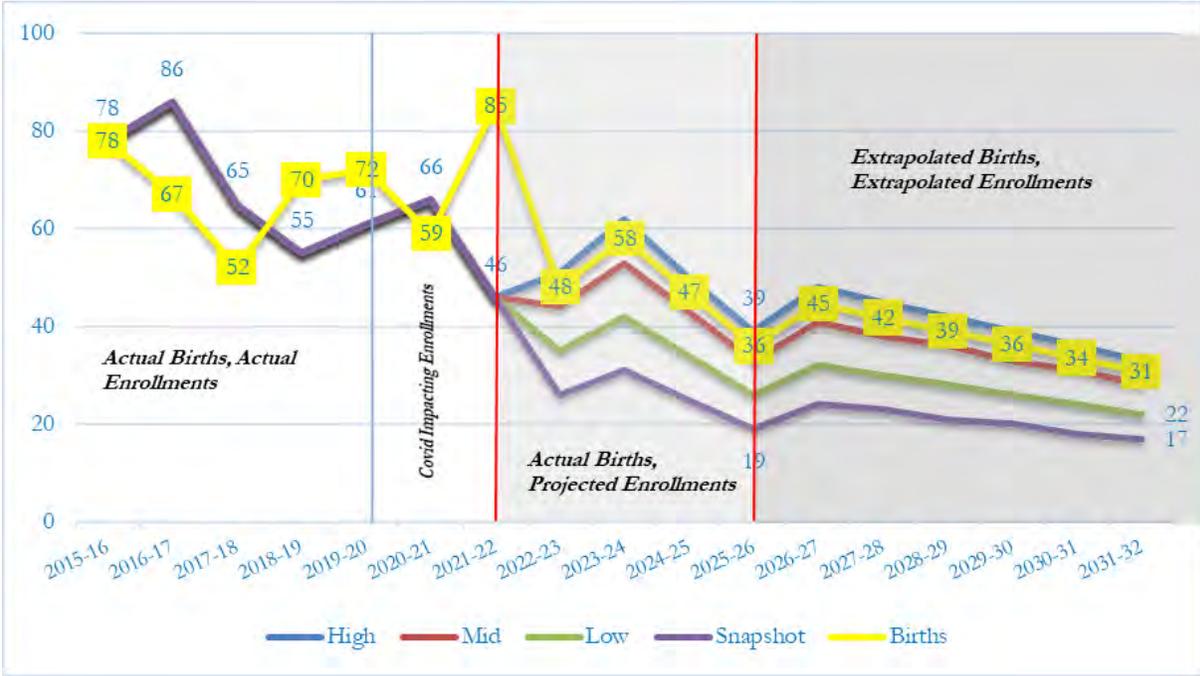


## Willard Attendance Area

### Total Enrollments K-5



### Births and Kindergarten Enrollments

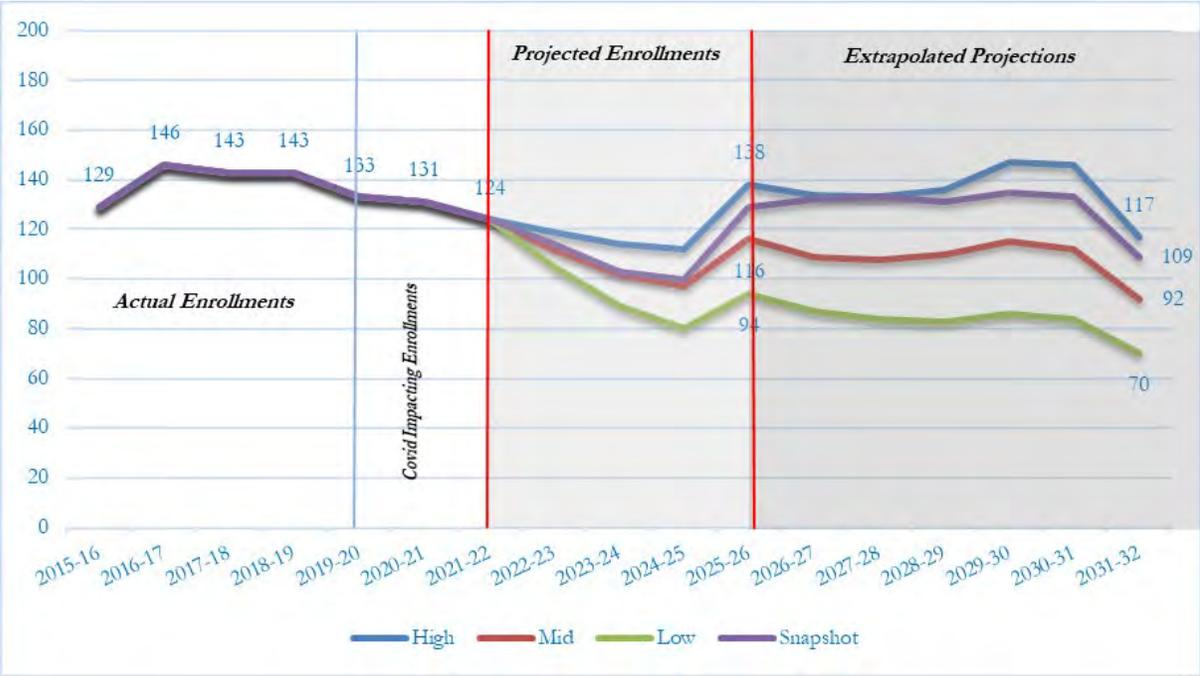


# RESULTS AND FINDINGS

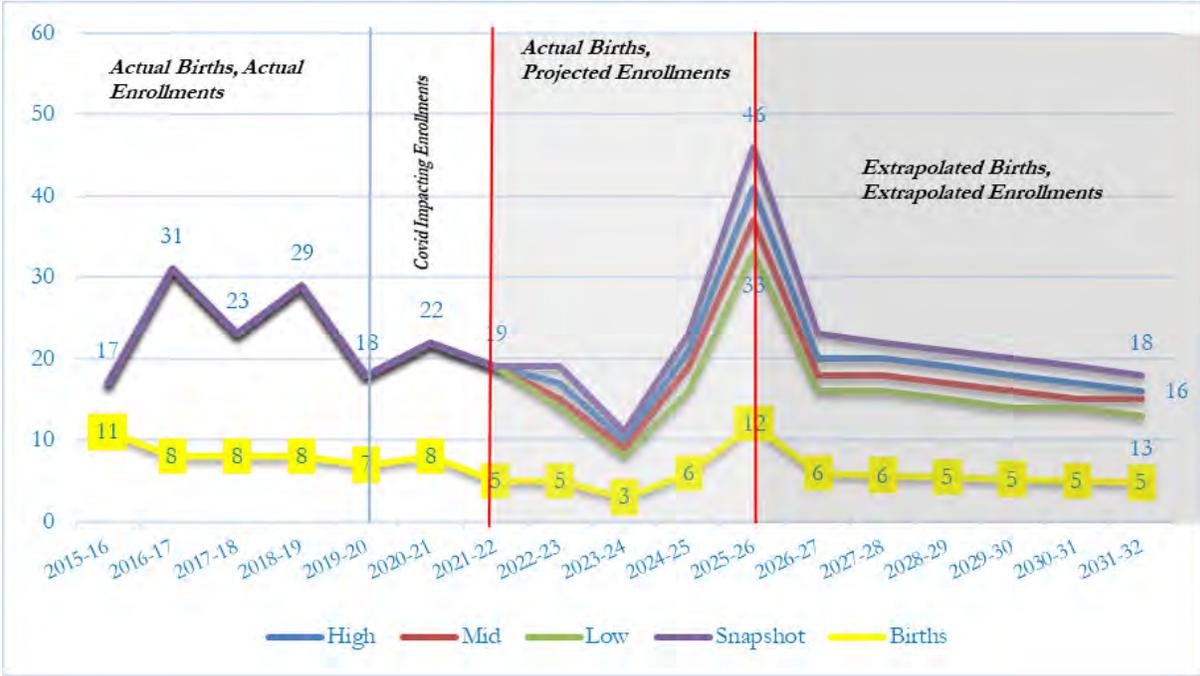


## Willard Island Attendance Area

**Total Enrollments K-5**



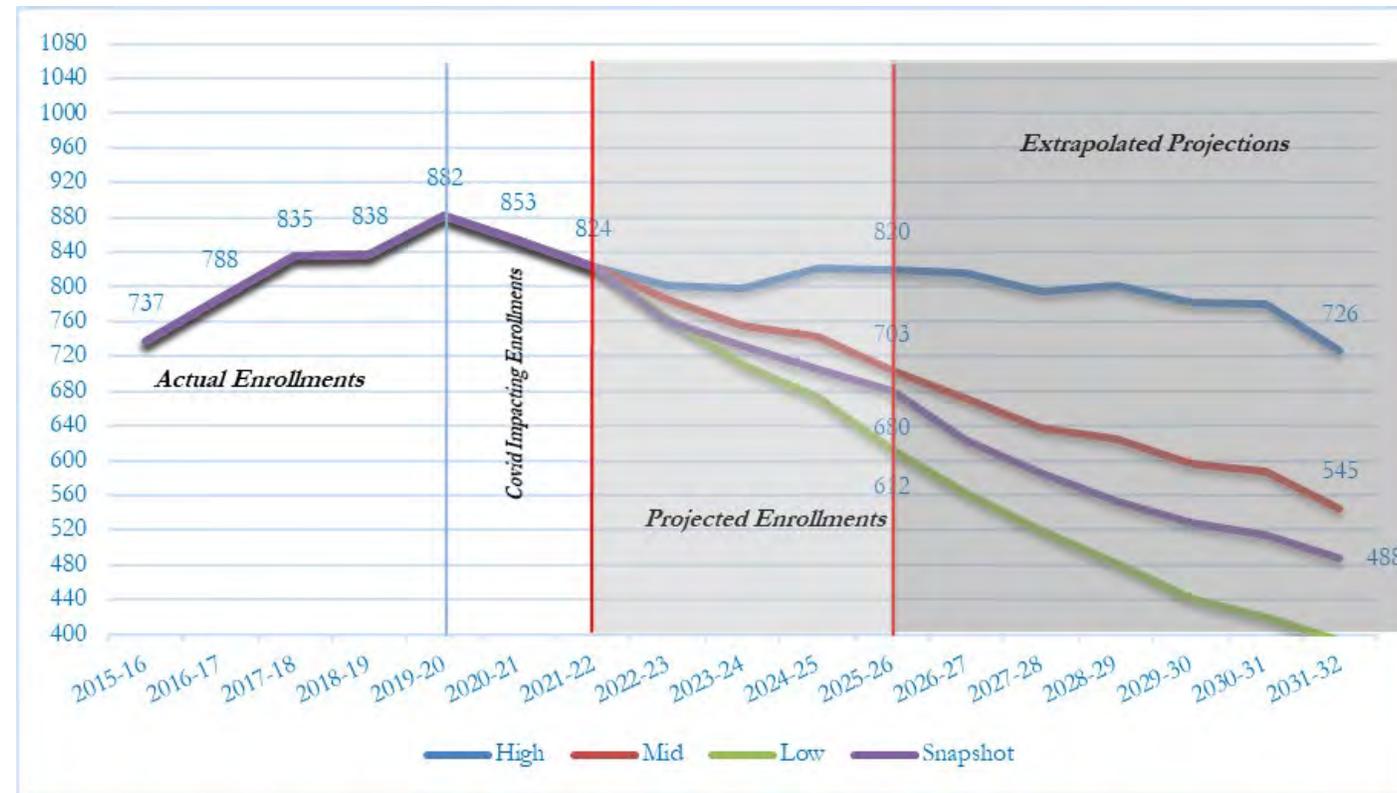
**Births and Kindergarten Enrollments**



# RESULTS AND FINDINGS

- Graphs showing projections of total middle school resident enrollments by attendance area

Chute  
Haven  
Nichols



# RESULTS AND FINDINGS



- Other tables (for data mining)
  - Student race breakdowns by resident attendance and sub areas
  - Magnet school attendance by resident attendance area, grade & school year

| Counts              | Race/Ethnicity  |       |       |          |              |                  |           |       |             |
|---------------------|-----------------|-------|-------|----------|--------------|------------------|-----------|-------|-------------|
| Row Labels          | American Indian | Asian | Black | Hispanic | Multi-racial | Pacific Islander | Undefined | White | Grand Total |
| Attendance/Sub Area |                 |       |       |          |              |                  |           |       |             |
| Dawes               | 20              | 228   | 2494  | 2517     | 561          | 3                |           | 2055  | 7878        |
| 1                   |                 |       | 28    | 28       | 35           |                  |           | 91    | 182         |
| 2                   | 2               | 15    | 97    | 96       | 32           |                  |           | 126   | 368         |
| 3                   |                 | 5     | 214   | 135      | 55           |                  |           | 161   | 570         |

| Student Counts* | School Years |      |      |      |      |      |      |      |      |      |      |             |
|-----------------|--------------|------|------|------|------|------|------|------|------|------|------|-------------|
| Grades          | 2011         | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Grand Total |
| Blank           | 47           | 42   | 37   | 52   | 51   | 44   | 45   | 34   | 32   | 23   | 21   | 428         |
| 1               | 9            | 5    | 5    | 10   | 3    | 3    | 9    | 5    | 4    | 1    | 1    | 55          |
| 2               | 6            | 8    | 3    | 5    | 9    | 4    | 4    | 7    | 4    | 4    | 2    | 56          |

# SUMMARY



## DETAILED ANALYSIS OF SCHOOL AND COMMUNITY DEMOGRAPHICS

- The district population appears to be aging with losses projected for persons of elementary and middle school age, in the household and family formation ages of 30-39, and increases in the 65 year and over age groups
- Total population and housing will not change by significant margins over the next 5 years.
  - *Increases in the 20-29, 40-44, and 65 and over age group will hold population totals at or above the current levels*
- Renter-occupied housing in the district will decline with owner-occupied housing rates up slightly between 2021 and 2026
- Median and per capita household income is expected to increase significantly across the district
- Diversity in the district will continue to increase with larger proportional increases in the black population
- Racial concentration of the black population will continue to exist in the central corridor of the district and in the southern block groups of the Oakton attendance area

# SUMMARY

## ENROLLMENT PROJECTIONS FOR TAKING INTO ACCOUNT CURRENT AND FUTURE FACILITY NEEDS

- Births counts declined by more than 30% over the last decade
- Kindergarten enrollments declined by about 26% between 2015 through 2021
- Elementary enrollments will probably continue to decline due to the impact of larger enrollment declines during the Covid years
- Elementary enrollments are projected to bounce back to 2020 enrollment levels in 2022 in the high and mid projection scenarios
  - *Both of these enrollment projection series take out the sharper decline in enrollments between 2020 and 2021 or the Covid enrollment impact school years.*
- Probable declines in extrapolated elementary enrollments are expected beyond 2025-26
- Probable middle school declining enrollments are expected, beginning with the 2022-23 school year and extending through the extrapolated enrollment projection interval
- Declining student enrollments are supported by the Esri age-specific estimates and projections for the elementary and middle school-aged population in district block groups between 2021 and 2026 with the caveat that Esri age-projections are expecting sharper declines in the middle-school aged population.



# SUMMARY



## CONTINUATION OF ENROLLMENT PROJECTIONS ANALYSIS:

- High projection series removes some of the effects of the Covid pandemic
- Elementary attendance areas with increasing projected enrollments using high (and considering the mid) projection series
  - *Dewey, Lincolnwood, Oakton, Walker, Washington, Willard Island*
- Elementary attendance areas with steady or declining projected enrollments using high series (and considering the mid) projections
  - *Dawes, Kingsley, Lincoln, Orrington, Willard*
- All resident enrollments in middle school attendance areas are expected to be similar to 2021 enrollments or decline
  - *Chute enrollments will decline through 2025-26, but will begin to increase in 2026-27*
  - *Haven enrollments will remain at current 2021-22 levels*
  - *Nichols enrollments will decline slightly over the next two years, but then rebound to current levels in 2024-25*

**FACILITIES  
MASTER  
PLAN**

**District &  
Community &  
Thought Exchange  
Surveys**

# SURVEY STATISTICAL SUMMARY & KEY OBSERVATIONS

1. Survey Questions Authored by District Leadership & Reviewed by Professional Consultants
2. Survey Administered by Public Research Group
3. Three Surveys Were Completed in Fall of 2021 in the Following Order:
  - 2021 District Employee Student Assignment Survey (197 Completed)
  - Statistically Valid Random Selected Sample of the 2021 Parent/Caregiver and Community Student Assignment District Population Survey (715 Completed)
  - Voluntary (Self-Selecting) 2021 Parent/Caregiver and Community Student Assignment District Population Survey (1,089 Completed)
4. The Statistically Valid Random Selected Sample Survey had a 95% Confidence Level with a +/- Margin of Error of 3.65%
5. The Survey Responses Between the Statistically Valid & the Self-selecting (Voluntary) Surveys When Compared are Generally Similar in Nature
6. Survey Participation Was Generally Reflective of the Census Demographic Statistics for Each Ward & Ethnicity

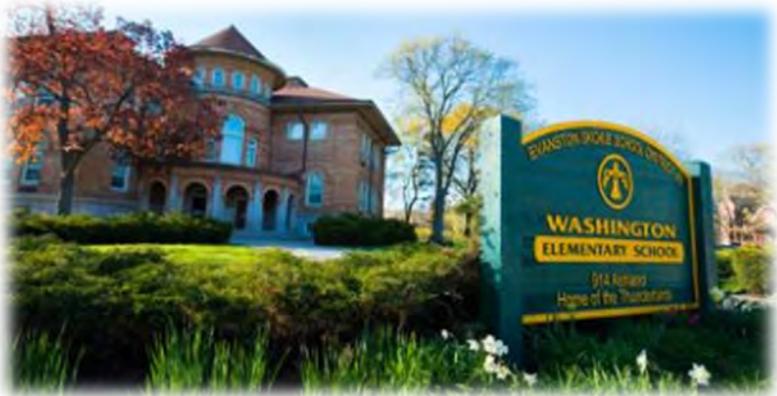
# SURVEY KEY OBSERVATIONS

- Strong Support for a Neighborhood School in the 5<sup>th</sup> Ward
- Walking Distance to School From Where a Student Lives is Very Important
- Preference to Keep District Lottery as is
- Two Way Immersion (TWI) Program Should be Reviewed for The Potential to be Offered at More Schools With 1 Class Per Grade in the Future
- African Centered Curriculum Should be Reviewed for the Potential of the Program to be Expanded in the Future
- Current Model (K-5, 6-8, And K-8 Magnet) is a Top Choice
- High Satisfaction Rates for Schools That are Attended by Children From the Parent/Caregiver



**Evanston / Skokie  
School District 65**  
Every Child, Every Day, Whatever it Takes.

# District Population vs Voluntary General Population Survey Data Comparison



Prepared by  
Public Research Group  
1167 Hobson Mill Drive  
Naperville, IL 60540

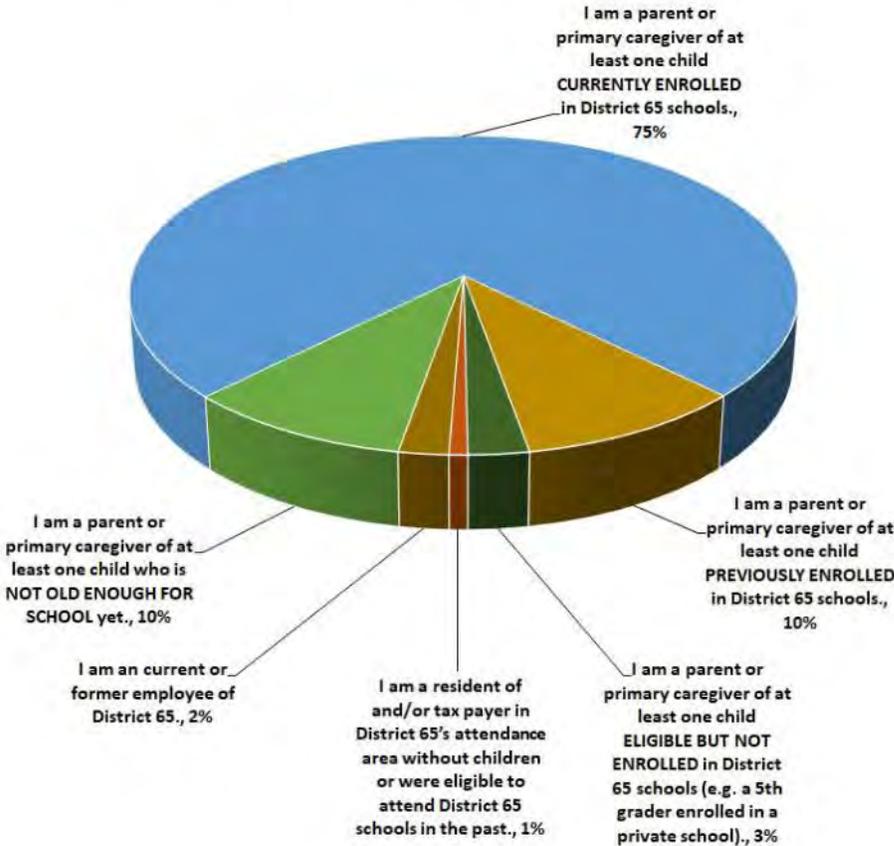
November 15, 2021



**Evanston / Skokie  
School District 65**  
*Every Child, Every Day, Whatever it Takes.*

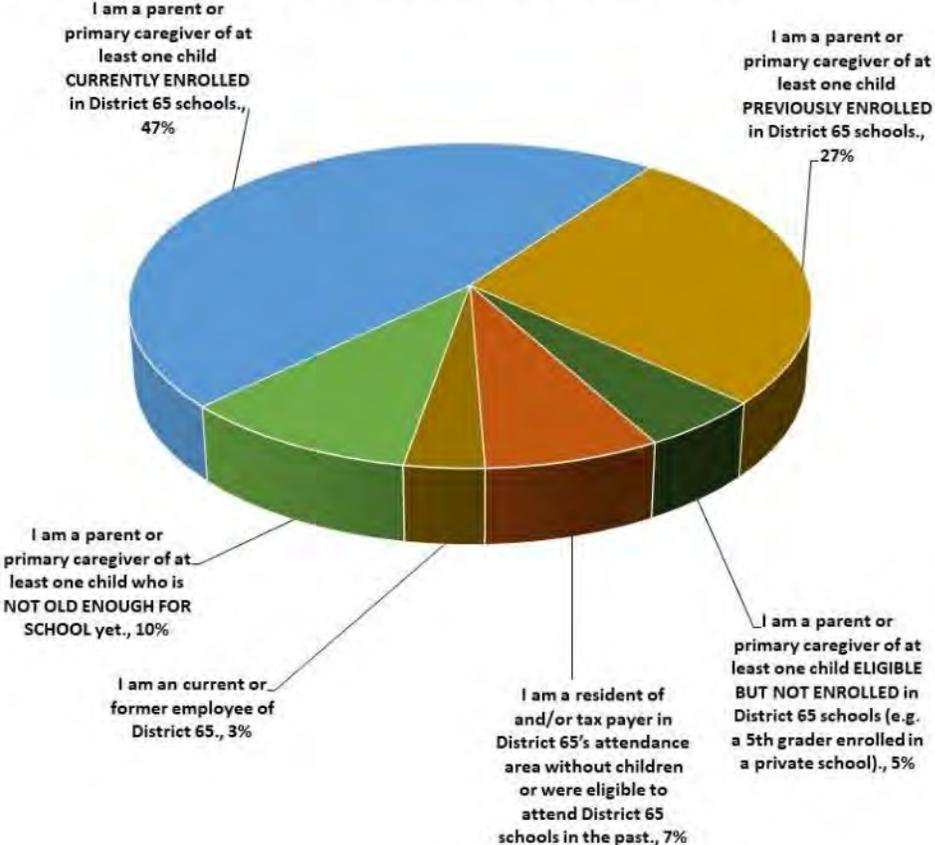
Which statement(s) best describes your relationship to District 65?  
(Please select all that apply)

**Which statement(s) best describes your relationship to District 65? (Please select all that apply)**



District Population Sample

**Which statement(s) best describes your relationship to District 65? (Please select all that apply)**



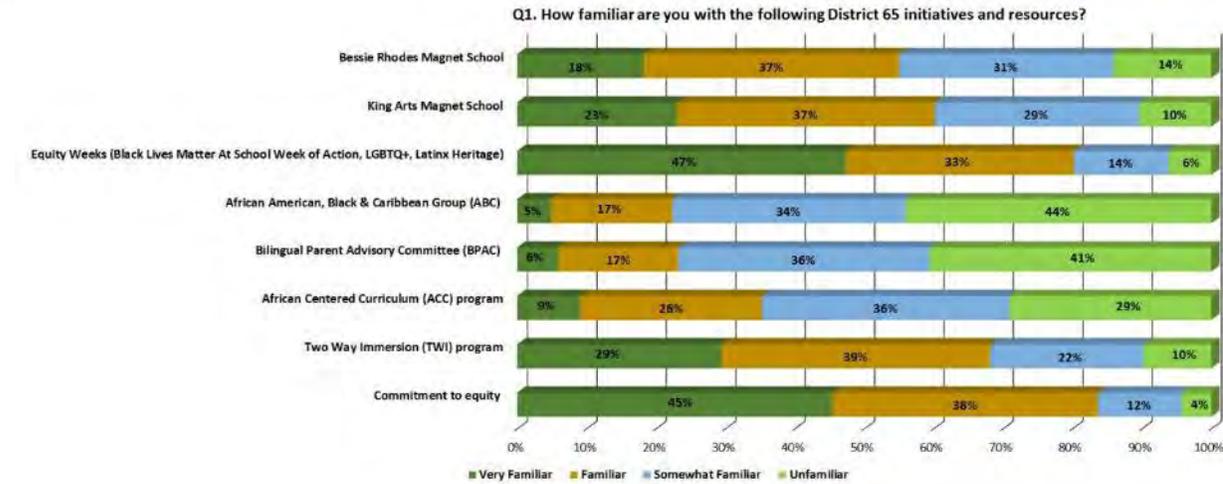
Voluntary Population Sample

Data Comparison:  
Somewhat Divergent

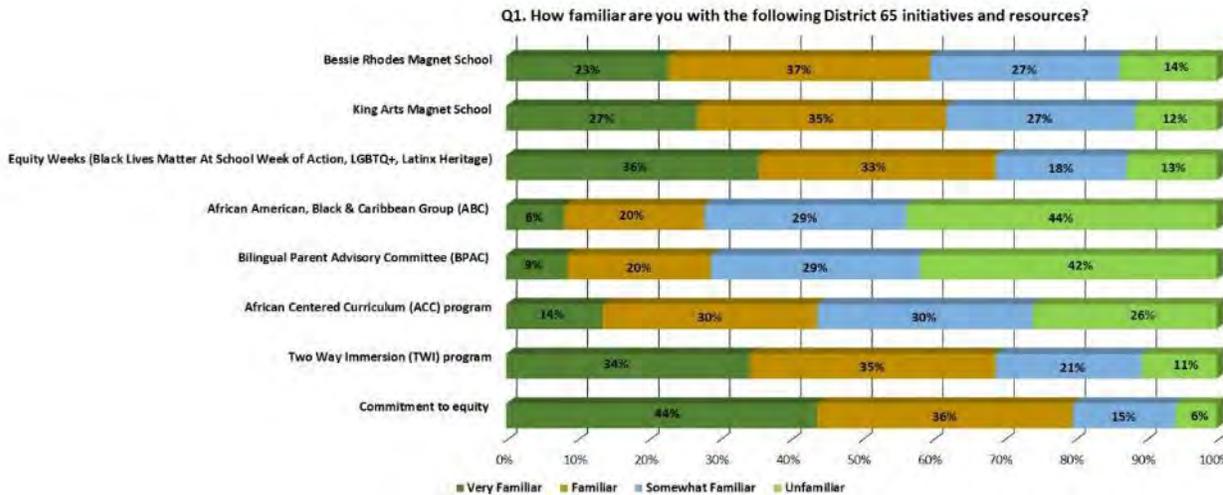




Q1. How familiar are you with the following District 65 initiatives and resources?



District Population Sample



Voluntary Population Sample

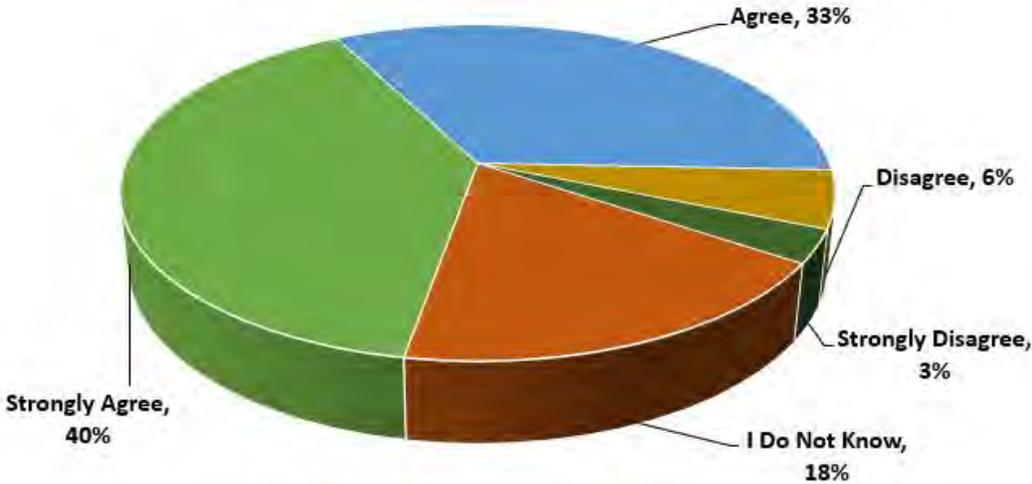
Data Comparison:  
Somewhat Similar



**Evanston / Skokie  
School District 65**  
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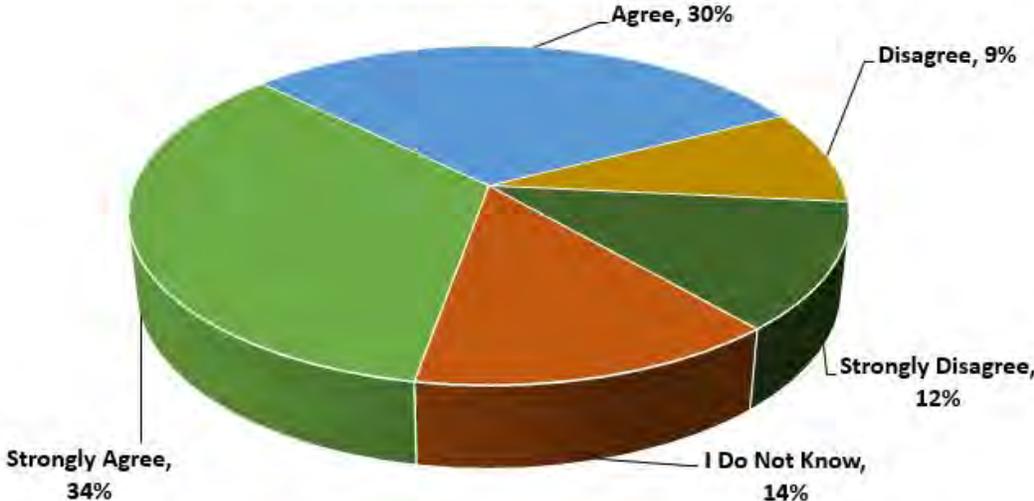
Q2. With the closing of Foster School in 1967, students who reside in the Fifth Ward (predominantly Black students at the time) are being bused to other District 65 schools. I support opening a neighborhood school for 5th ward families knowing that this will decrease enrollment of students of color at other district schools (primarily Northside of Evanston) if they have the opportunity to attend school within their neighborhood.

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District Population Sample

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Voluntary Population Sample

Data Comparison:  
Somewhat Similar

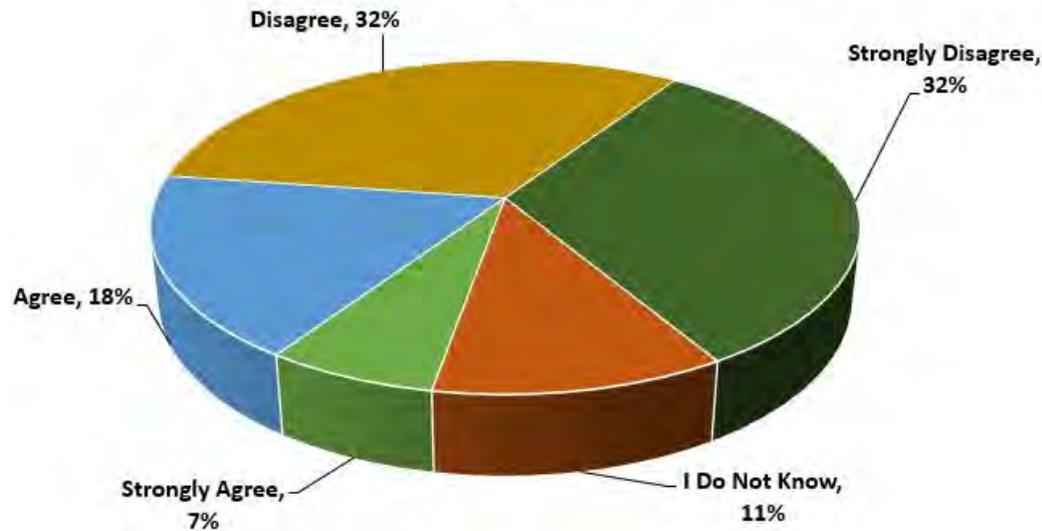




**Evanston / Skokie  
School District 65**  
Every Child, Every Day, Whatever it Takes.

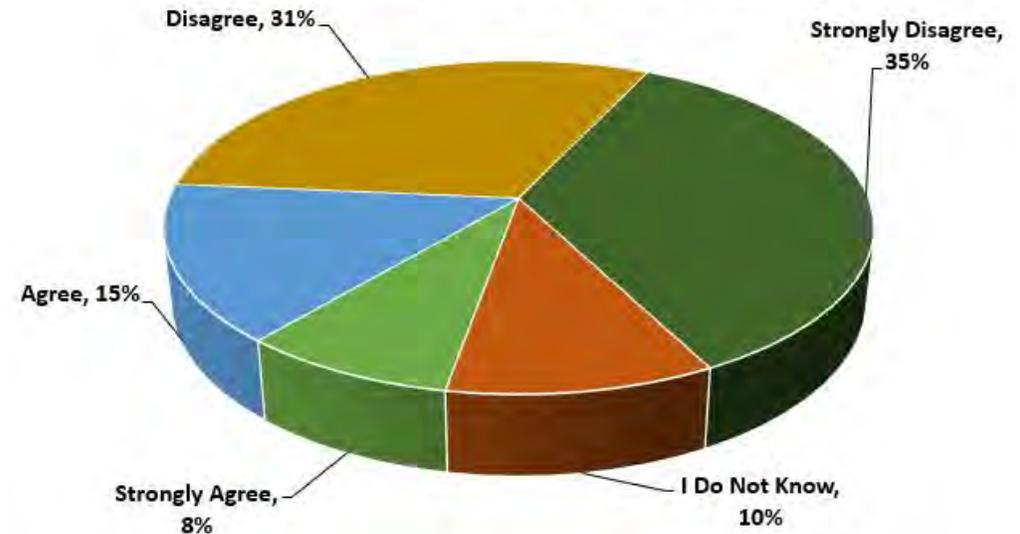
Q3. As part of the lottery process, the District currently offers preference to siblings of a student currently enrolled in a magnet school or selective enrollment program. This prevents the District's ability to offer seats to a variety of families. The lottery process should NOT use sibling preference, so that available seats may be more equitably distributed.

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District Population Sample

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Voluntary Population Sample

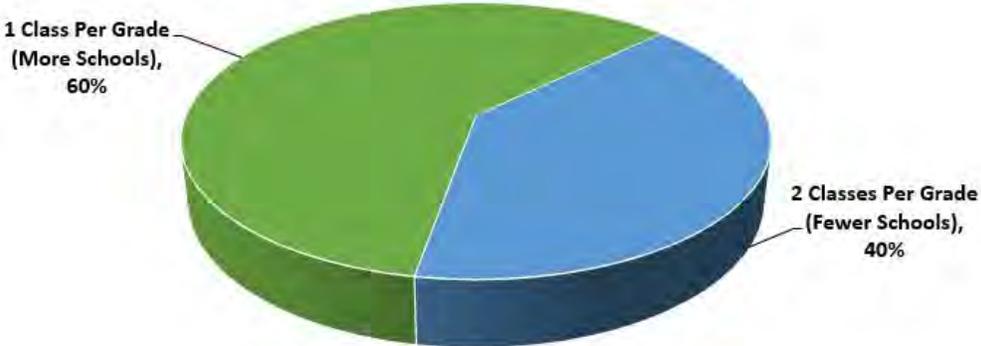
Data Comparison:  
Somewhat Similar



**Evanston / Skokie  
School District 65**  
*Every Child, Every Day, Whatever it Takes.*

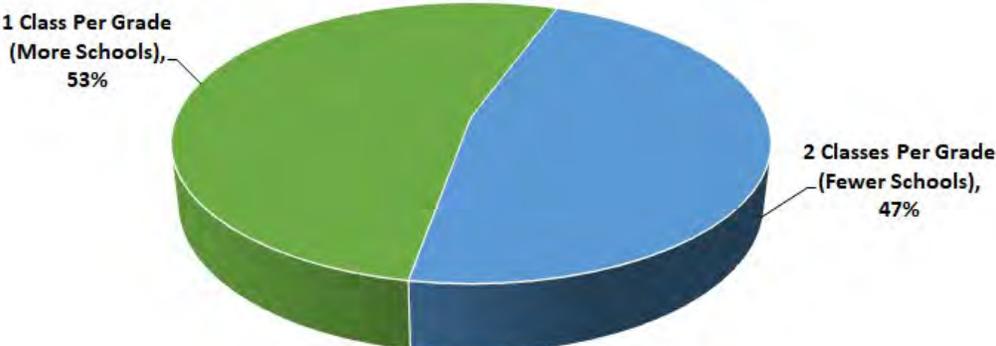
Q4. Two Way Immersion (TWI) which is an English/Spanish program, should be offered at fewer schools with at least two classes per grade for improved teacher collaboration or at more schools with one class per grade to expand the program across the District.

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District Population Sample

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Voluntary Population Sample

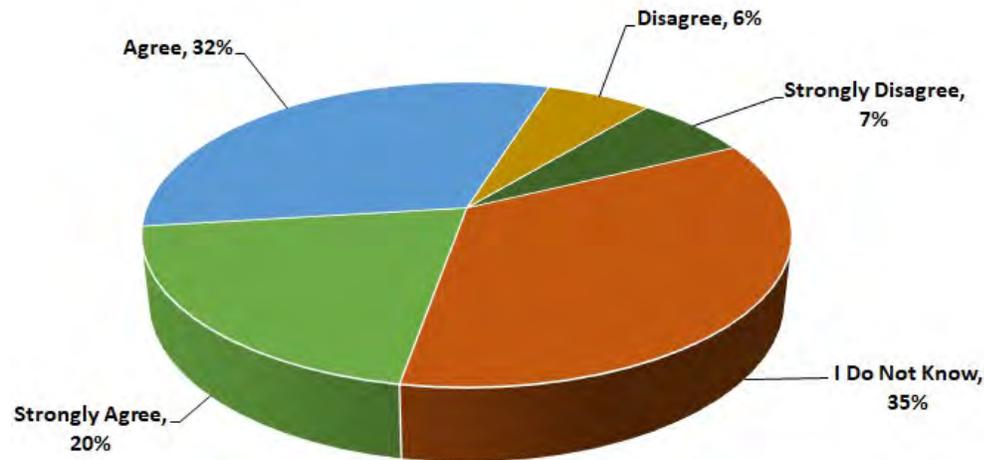
Data Comparison:  
Somewhat Similar





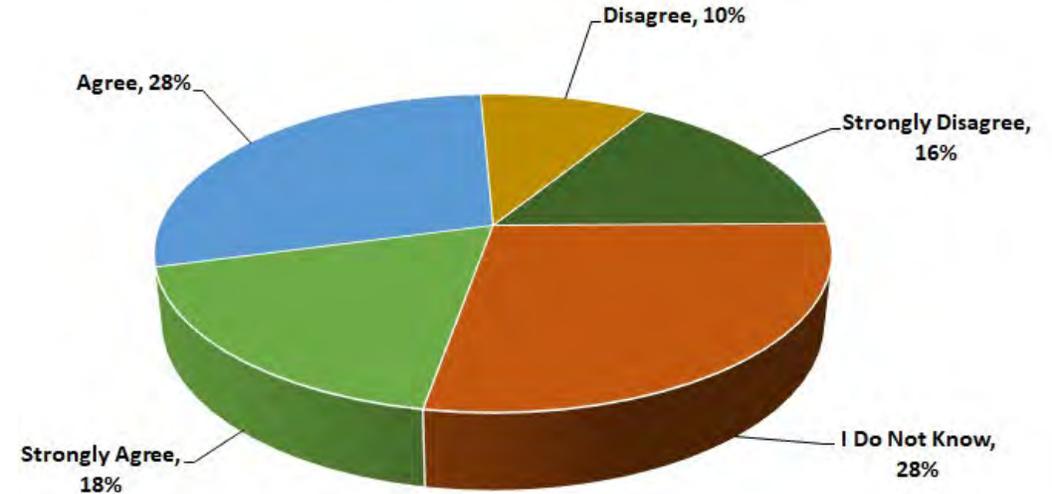
Q5. African Centered Curriculum (ACC) is offered at one school. Should the School District consider expanding this program?

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Should the School District consider expanding this program?



District Population Sample

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Voluntary Population Sample

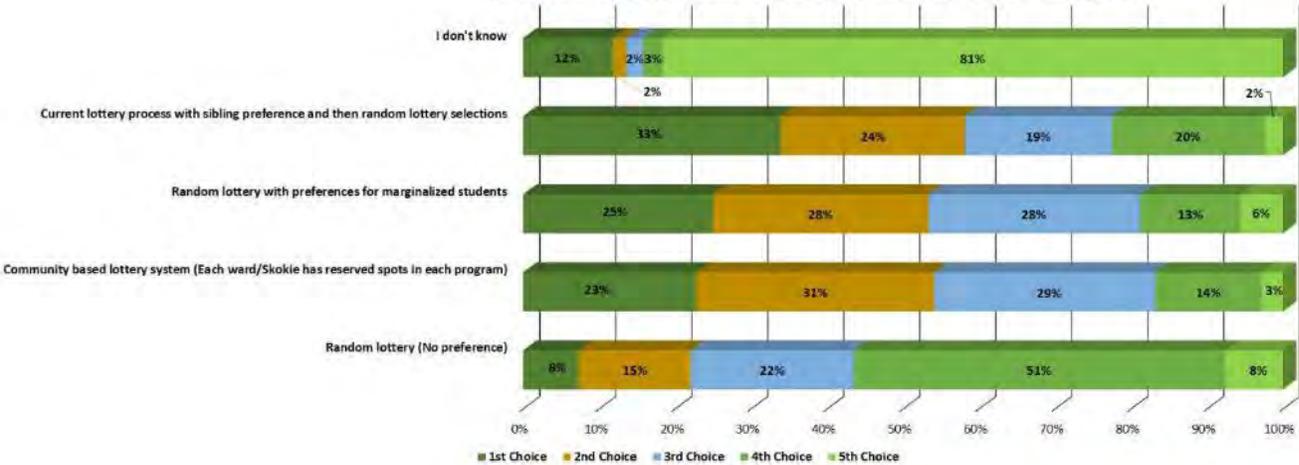
Data Comparison:  
Somewhat Similar



**Evanston / Skokie  
School District 65**  
Every Child, Every Day, Whatever it Takes.

Q6. Please rank the following options for an equitable program and magnet school lottery process.

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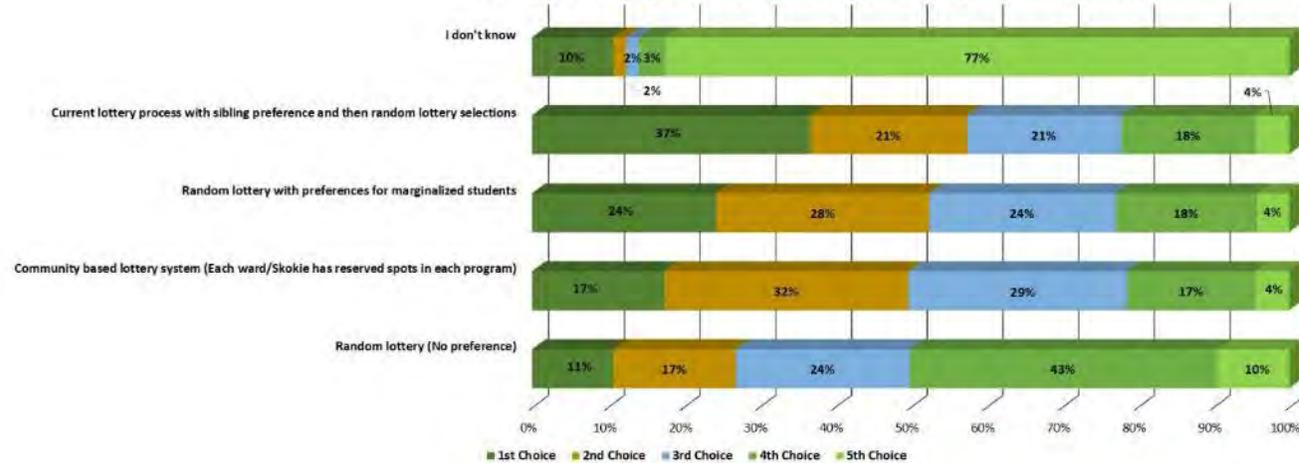


### District Population Sample

The top three rankings were:

- Current lottery process with sibling preference and then random lottery selections (33%)
- Random lottery with preference for marginalized students (25%)
- Community based lottery system (Each ward/Skokie has reserved spots in each program) (23%)

Q6. Rank the following options for an equitable program and magnet school lottery process.



### Voluntary Population Sample

The top three rankings were:

- Current lottery process with sibling preference and then random lottery selections (37%)
- Random lottery with preferences for marginalized students (24%)
- Community based lottery system (Each ward/Skokie has reserved spots in each program) (17%)

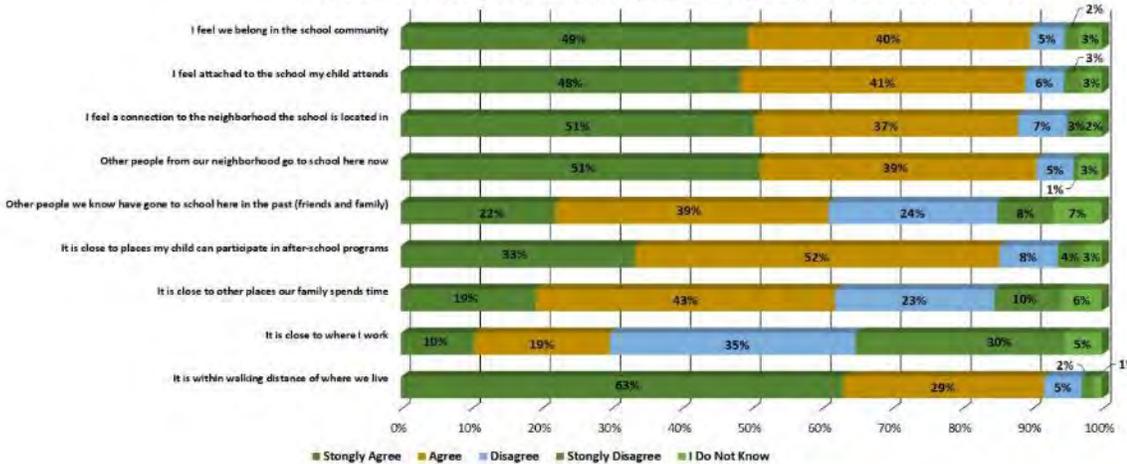
Data Comparison:  
Somewhat Similar



**Evanston / Skokie  
School District 65**  
Every Child, Every Day, Whatever it Takes.

Q7. To what extent do you agree with the following statements regarding the future of District 65 schools.

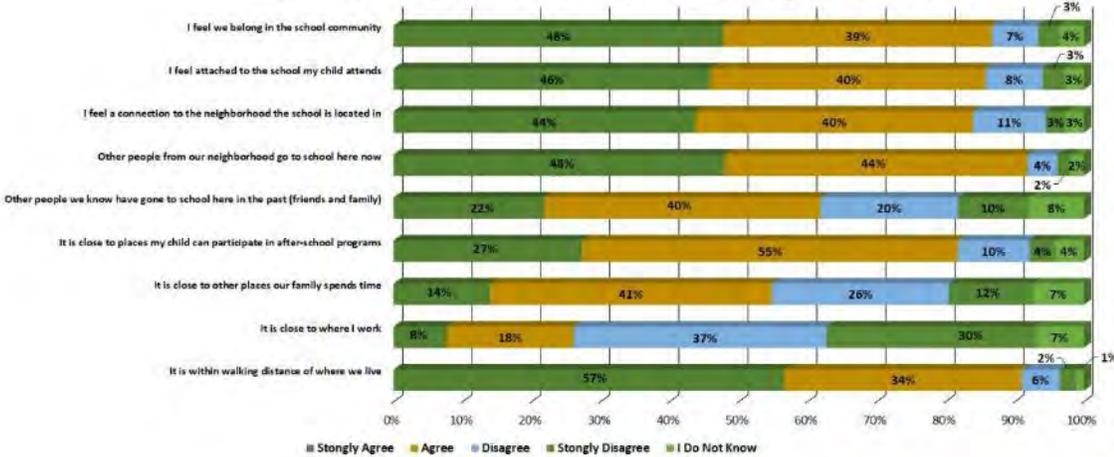
Q7. To what extent do you agree with the following statements regarding the future of District 65 schools.



### District Population Sample

- The top three strongly agree responses were:
- It is within walking distance of where we live (63%)
  - I feel a connection to the neighborhood the school is located in (51%)
  - Other people from our neighborhood go to school here now (51%)

Q7. To what extent do you agree with the following statements regarding the future of District 65 schools.



### Voluntary Population Sample

- The top three strongly agree responses were:
- It is within walking distance of where we live (57%)
  - I feel we belong in the school community (48%)
  - Other people from our neighborhood go to school here now (48%)

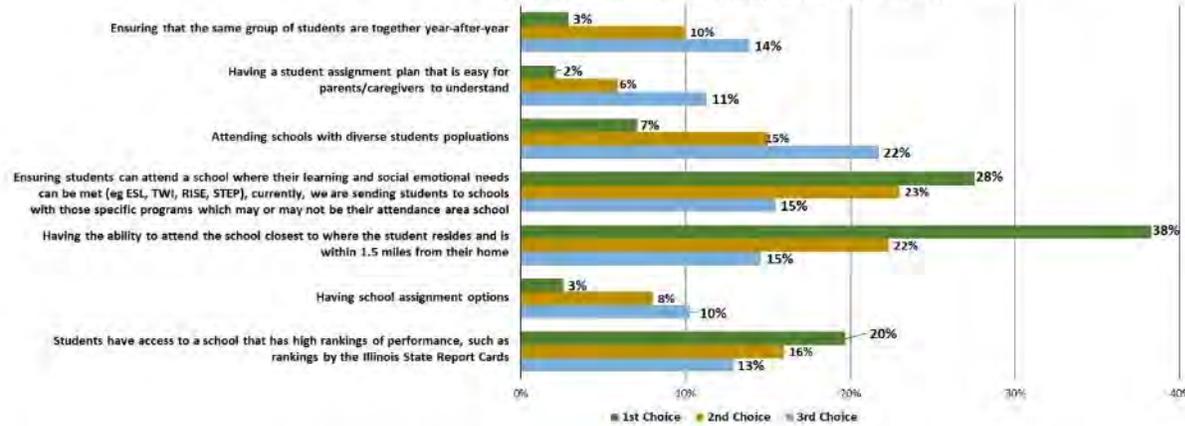
Data Comparison:  
Somewhat Similar



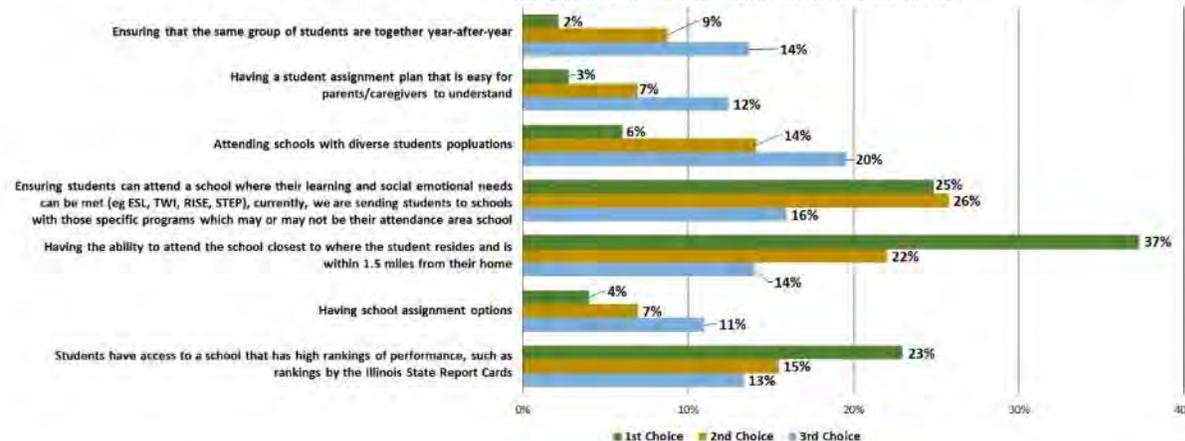


Q8. Please select the top 3 factors and rank them below in order of interest that you believe are **most important** for the School District to consider when assigning students to specific schools.

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### District Population Sample

The top three first choice rankings were:

Having the ability to attend the school closest to where the student resides and is within 1.5 miles from their home (38%)

Ensuring students can attend a school where their learning and social emotional needs can be met (eg ESL, TWI, RISE, STEP), currently, we are sending students to schools with those specific programs which may or may not be their attendance area school (28%)

Students have access to a school that has high rankings of performance, such as rankings by the Illinois State Report Cards (20%)

### Voluntary Population Sample

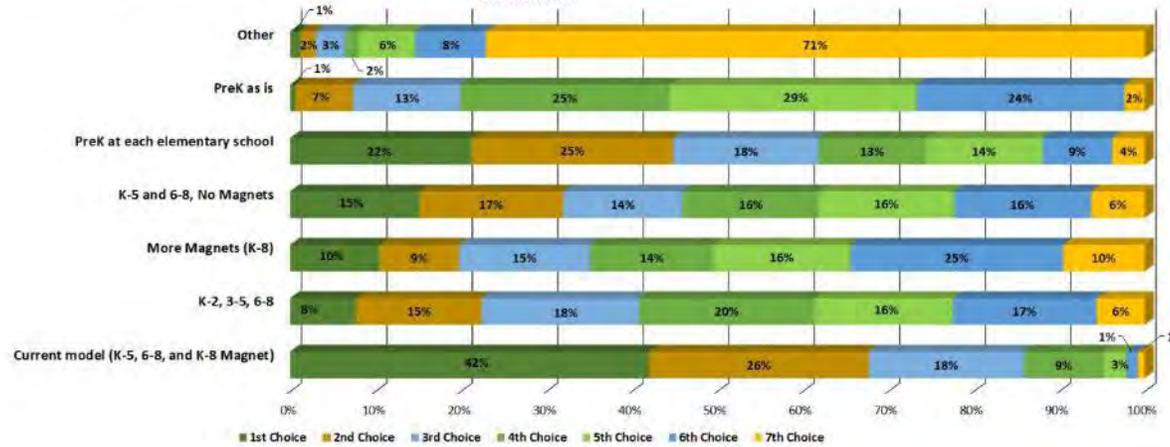
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- Students have access to a school that has high rankings of performance, such as rankings by the Illinois State Report Cards (23%)



Q9. The School District is examining multiple types of models some of which are listed below. Please rank these options in order of interest to share your preferences of a desired school model.

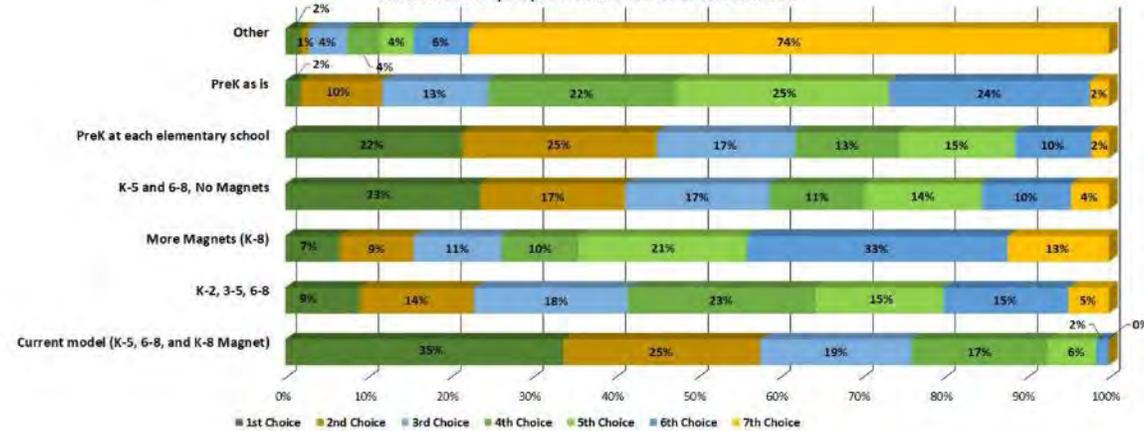
Q9. The School District is examining multiple types of models some of which are listed below. Please rank these options in order of interest to share your preferences of a desired school model.



**District Population Sample**  
The top three first choice rankings were:

- Current model (K-5, 6-8, and K-8 Magnet (42%)
- Pre K at each elementary school (22%)
- K-5 and 6-8, No Magnets (15%)

Q9. The School District is examining multiple types of models some of which are listed below. Please rank these options in order of interest to share your preferences of a desired school model.



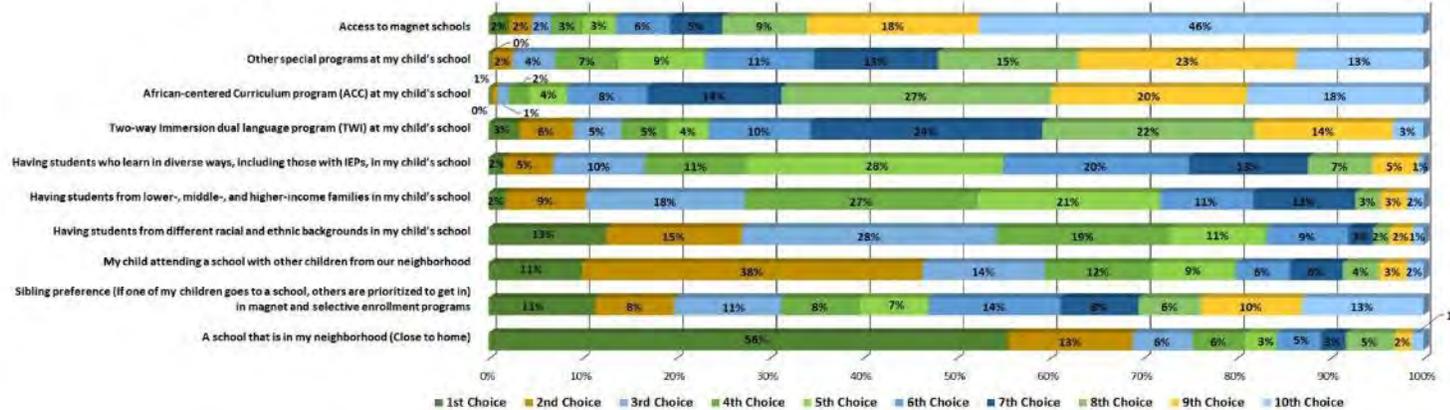
**Voluntary Population Sample**  
The top three first choice rankings were:

- Current model (K-5, 6-8, and K-8 Magnet (35%)
- K-5 and 6-8, No Magnets (23%)
- Pre K at each elementary school (22%)



Q10. Please rank the following in order of what you are concerned about **losing** if changes are made to how District 65 handles student school assignments.

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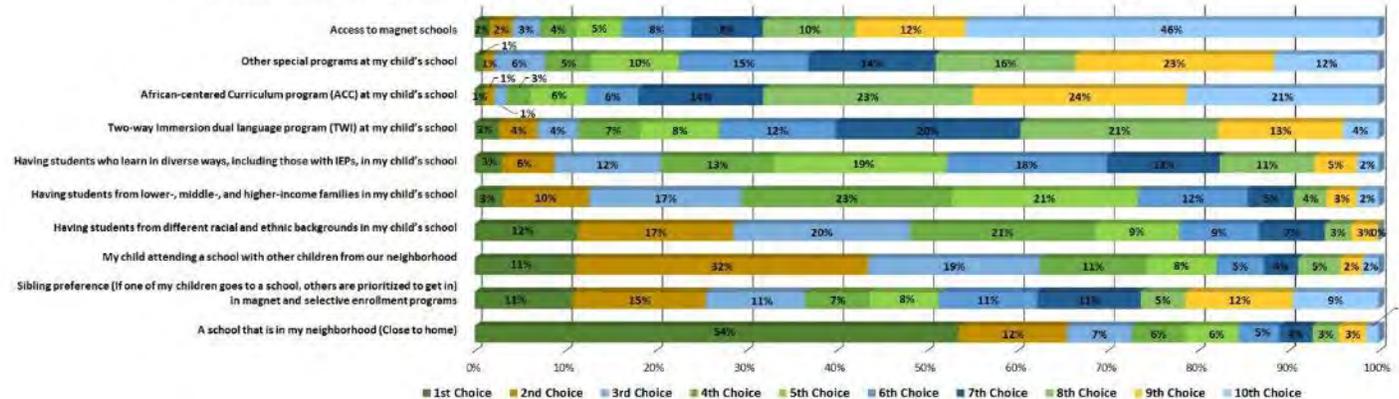


### District Population Sample

The top three first choice rankings were:

- A school that is in my neighborhood (Close to home) (56%)
- Having students from different racial and ethnic backgrounds in my child's school (13%)
- Sibling preference (If one of my children goes to a school, others are prioritized to get in) in magnet and selective enrollment programs (11%)
- My child attending a school with other children from our neighborhood (11%)

Q10. Please rank the following in order of what you are concerned about losing if changes are made to how District 65 handles student school assignments.



### Voluntary Population Sample

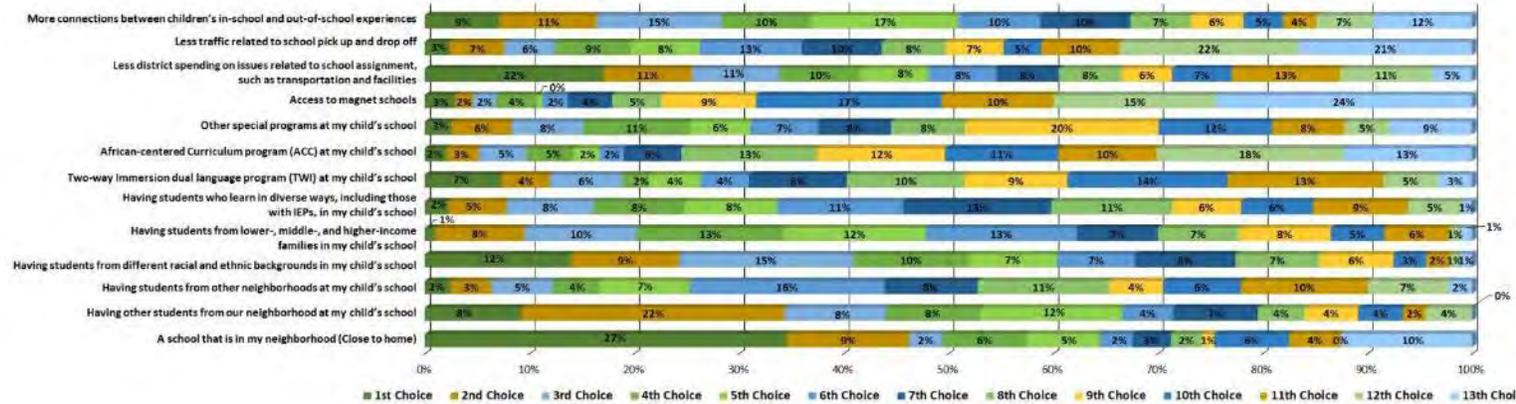
The top three first choice rankings were:

- A school that is in my neighborhood (Close to home) (54%)
- Having students from different racial and ethnic backgrounds in my child's school (12%)
- Sibling preference (If one of my children goes to a school, others are prioritized to get in) in magnet and selective enrollment programs (11%)
- My child attending a school with other children from our neighborhood (11%)



Q11. Please rank the following in order of what you are hoping to **gain** if changes are made to how District 65 handles student school assignments.

Q11. Please rank the following in order of what you are hoping to gain if changes are made to how District 65 handles student school assignments.

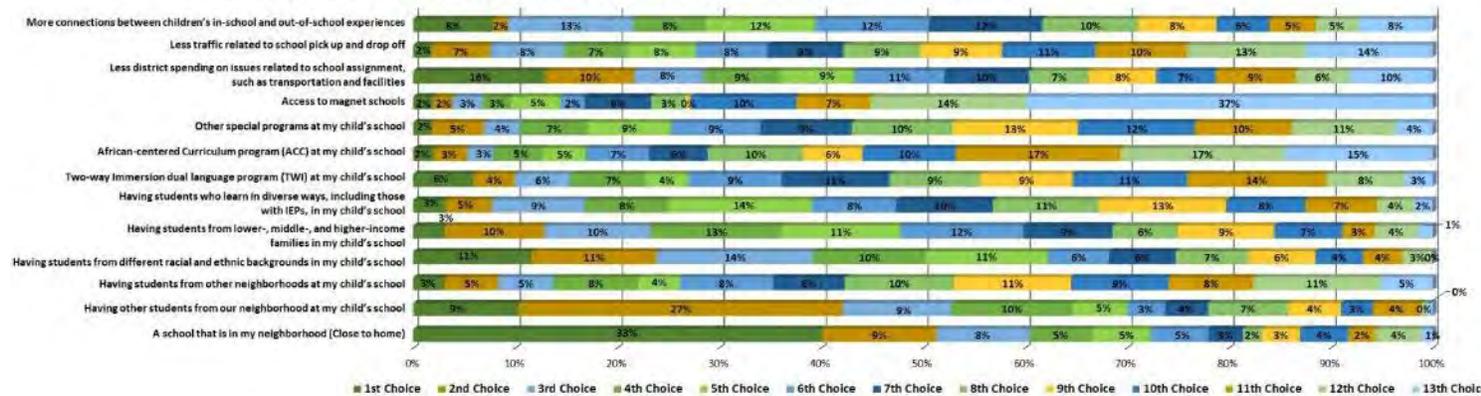


### District Population Sample

The top three first choice rankings were:

- A school that is in my neighborhood (Close to home) (27%)
- Less district spending on issues related to school assignment, such as transportation and facilities (22%)
- Having students from different racial and ethnic backgrounds in my child's school (12%)

Q11. Please rank the following in order of what you are hoping to gain if changes are made to how District 65 handles student school assignments.



### Voluntary Population Sample

The top three first choice rankings were:

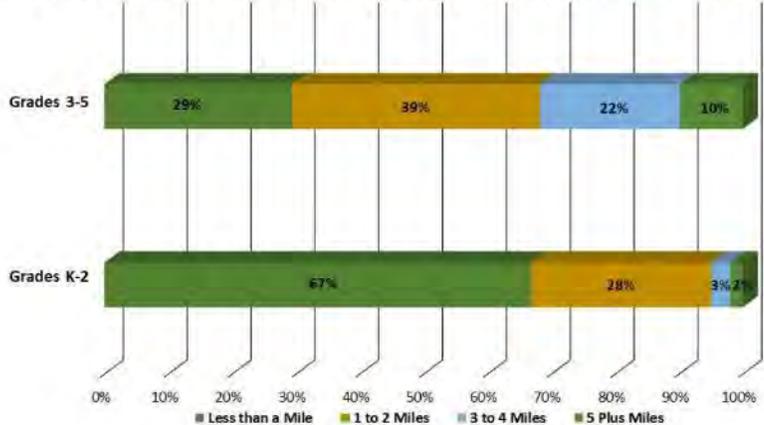
- A school that is in my neighborhood (Close to home) (33%)
- Less district spending on issues related to school assignment, such as transportation and facilities (16%)
- Having students from different racial and ethnic backgrounds in my child's school (11%)



**Evanston / Skokie  
School District 65**  
Every Child, Every Day, Whatever it Takes.

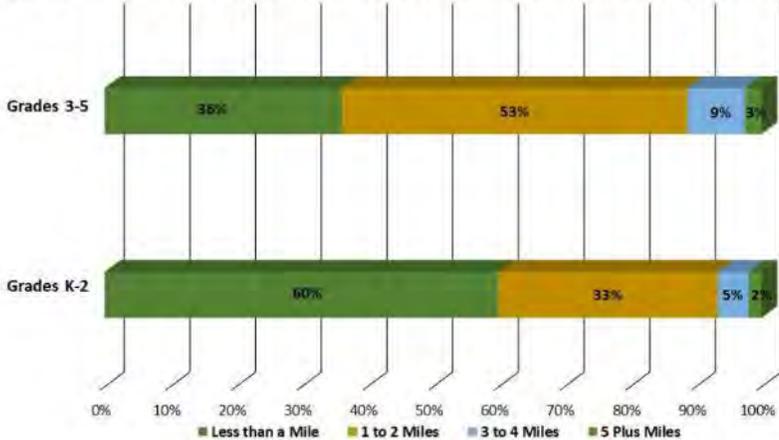
Q12. What do you think is an acceptable distance for an elementary school aged child to travel from home to school?

Q12. What do you think is an acceptable distance for an elementary school aged child to travel from home to school?



District Population Sample

Q12. What do you think is an acceptable distance for an elementary school aged child to travel from home to school?



Voluntary Population Sample

Data Comparison:  
Somewhat Similar

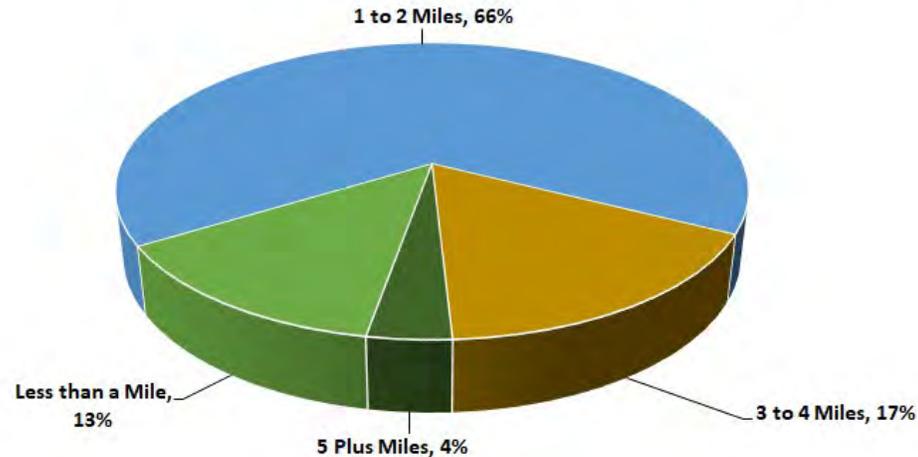




**Evanston / Skokie  
School District 65**  
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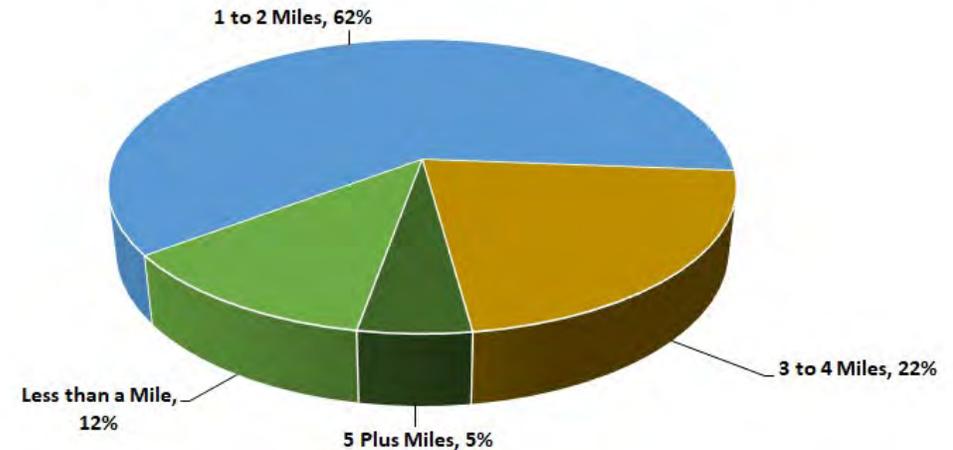
Q13. What do you think is an acceptable distance for a middle school aged child to travel from home to school?

Q13. What do you think is an acceptable distance for a middle school aged child to travel from home to school?



District Population Sample

Q13. What do you think is an acceptable distance for a middle school aged child to travel from home to school?



Voluntary Population Sample

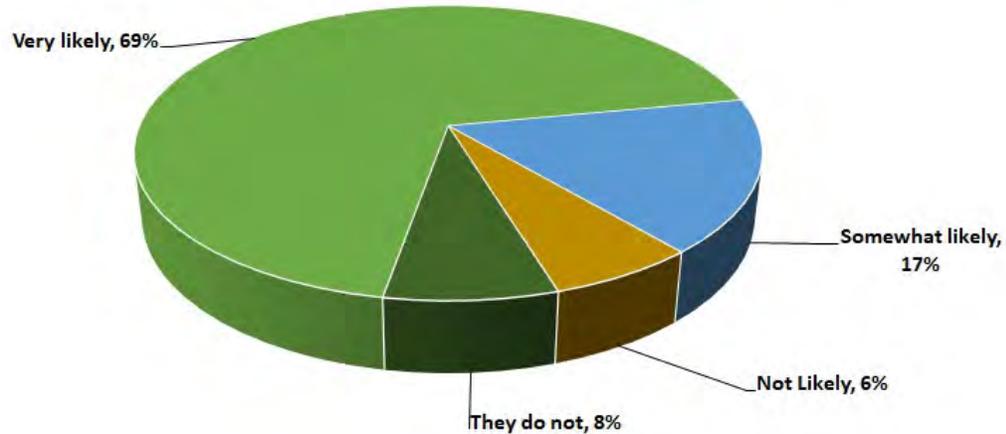
Data Comparison:  
Somewhat Similar



**Evanston / Skokie  
School District 65**  
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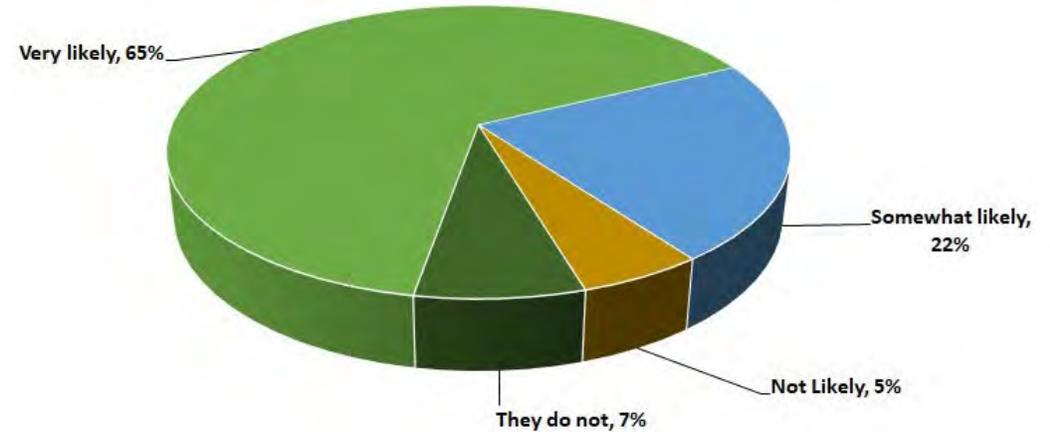
Q14. How likely is it that your child currently attends school with other kids from your block?

Q14. How likely is it that your child currently attends school with other kids from your block?



District Population Sample

Q14. How likely is it that your child currently attends school with other kids from your block?



Voluntary Population Sample

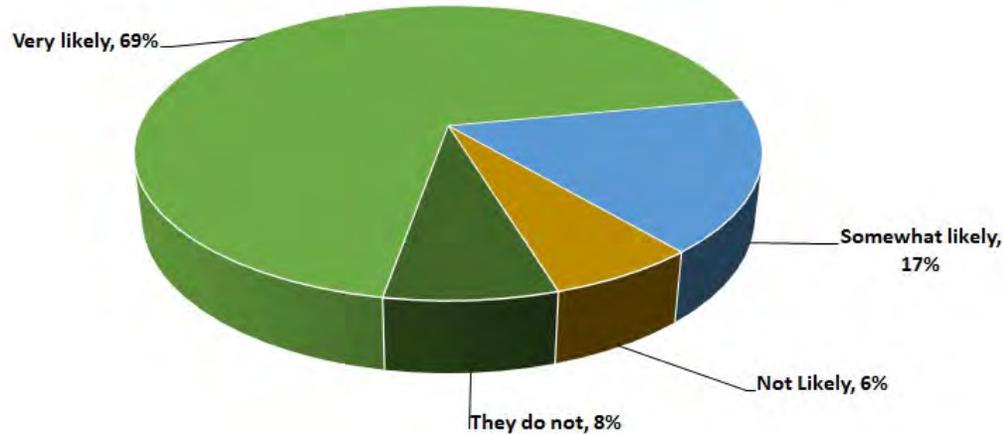
Data Comparison:  
Somewhat Similar



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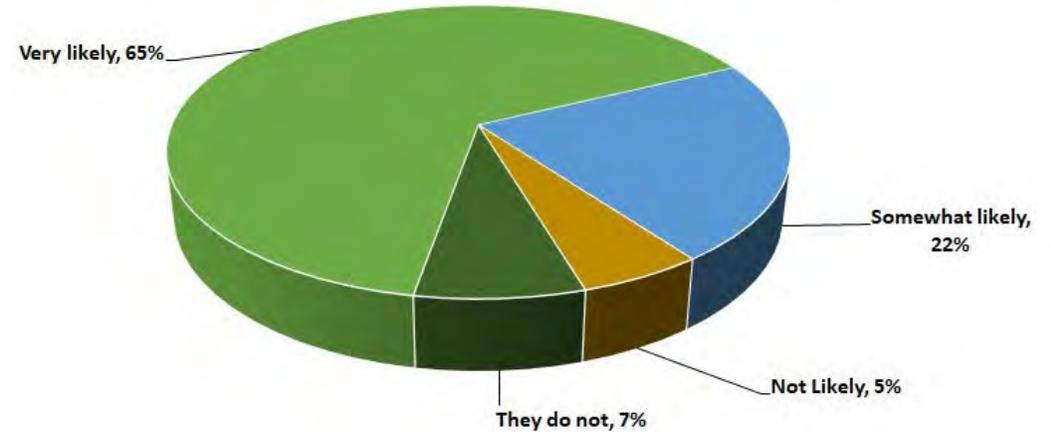
Q14. How likely is it that your child currently attends school with other kids from your block?

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District Population Sample

Q14. How likely is it that your child currently attends school with other kids from your block?



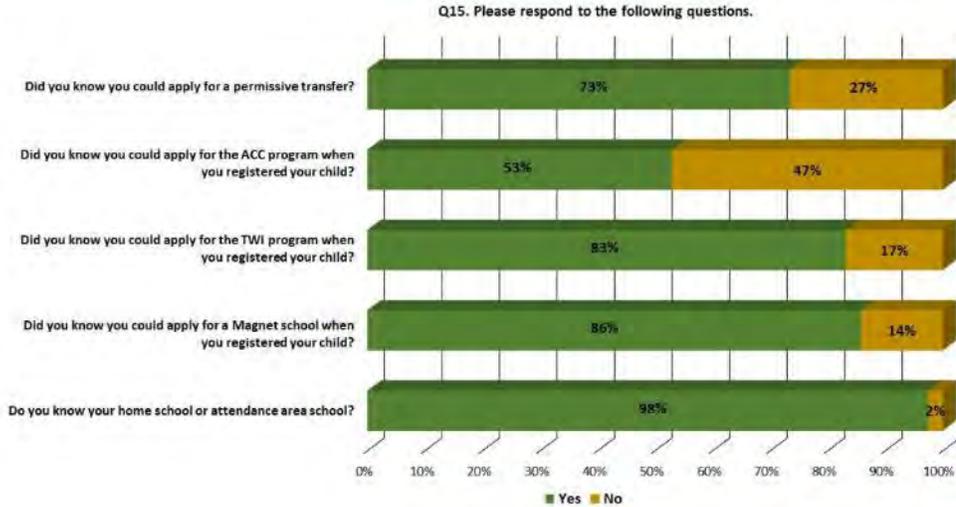
Voluntary Population Sample

Data Comparison:  
Somewhat Similar

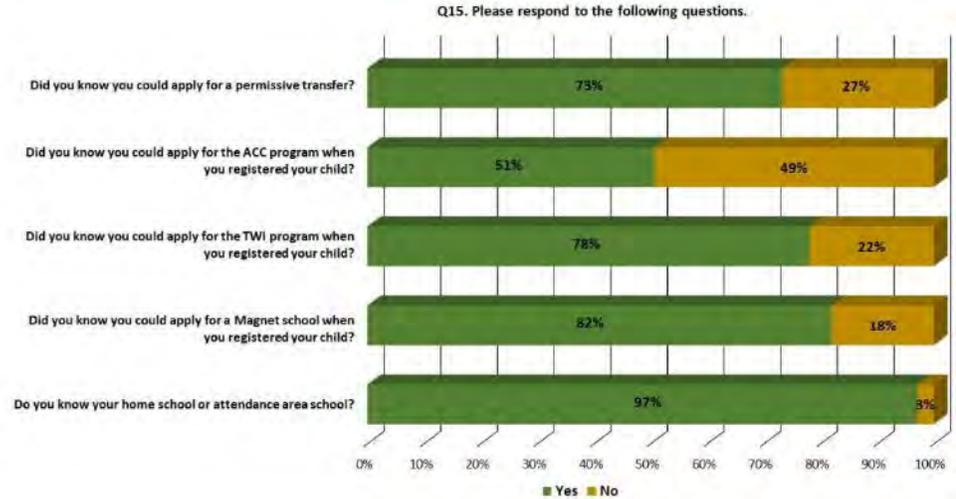


Evanston / Skokie  
School District 65  
Every Child, Every Day, Whatever it Takes.

Q15. Please respond to the following questions.



District Population Sample



Voluntary Population Sample

Data Comparison:  
Somewhat Similar

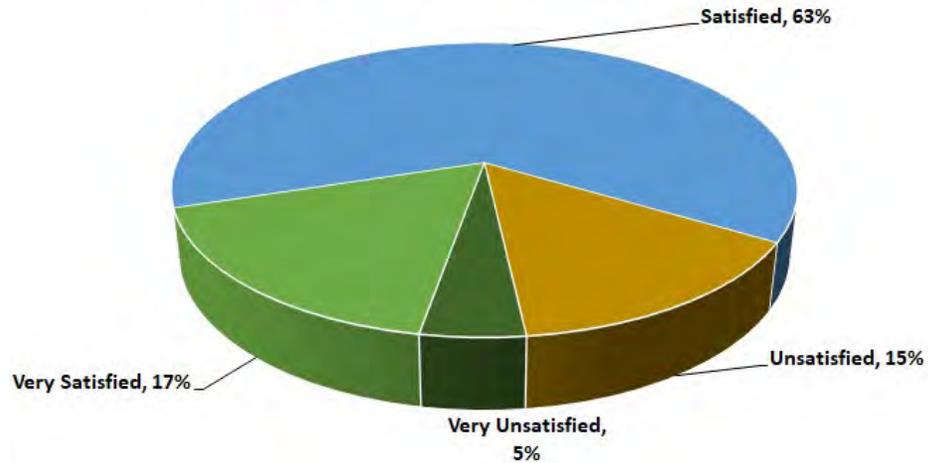




**Evanston / Skokie  
School District 65**  
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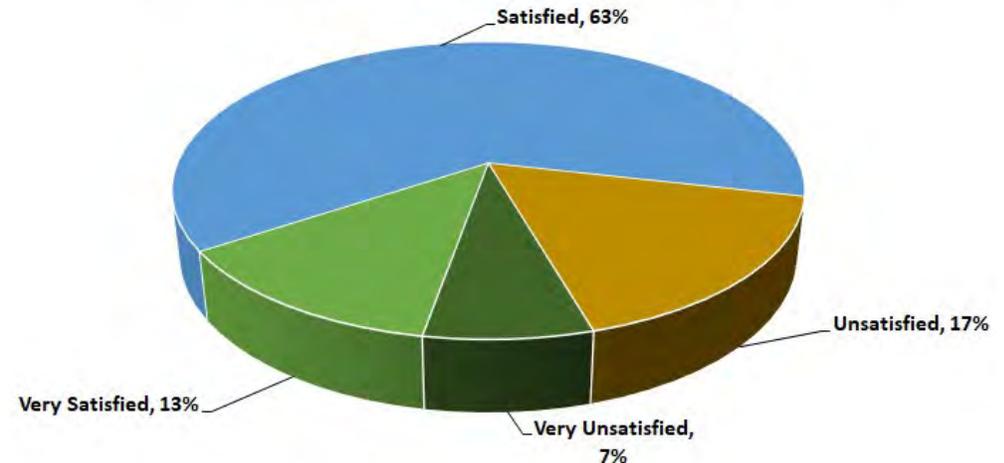
Q16. How satisfied are you with the way District 65 handled the student registration process?

Q16. How satisfied are you with the way District 65 handled the student registration process?



District Population Sample

Q16. How satisfied are you with the way District 65 handled the student registration process?



Voluntary Population Sample

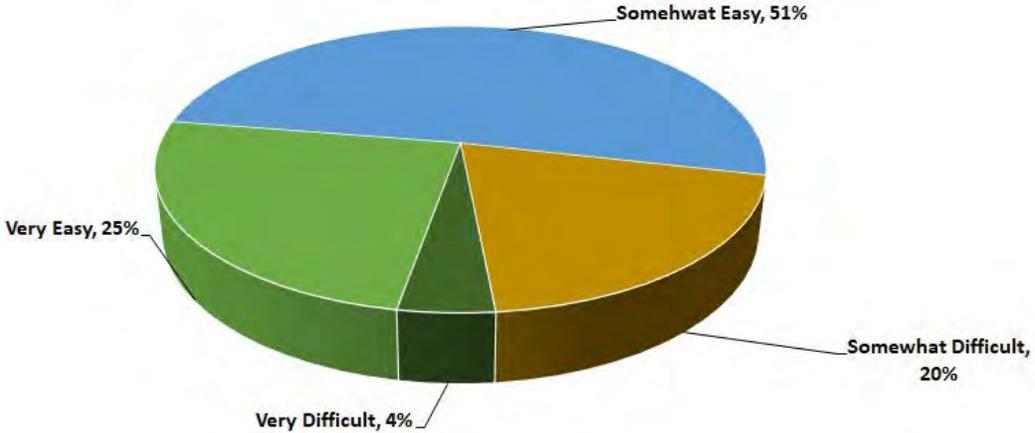
Data Comparison:  
Somewhat Similar



**Evanston / Skokie  
School District 65**  
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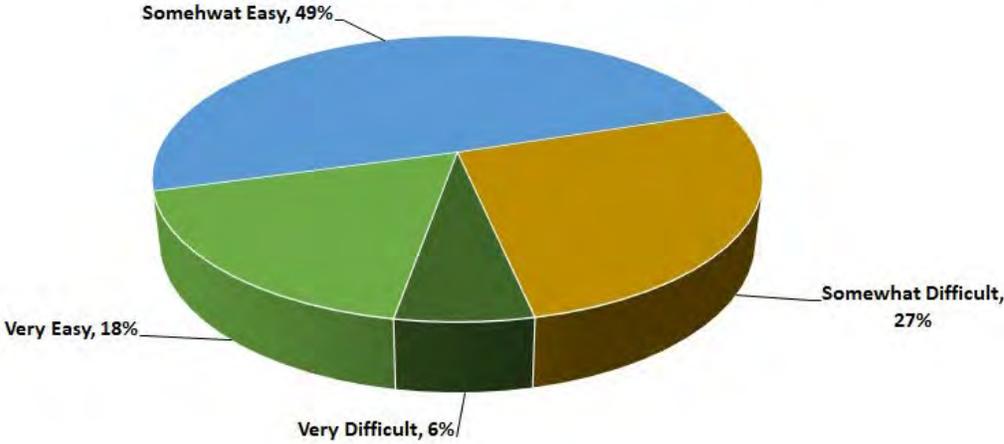
Q17. How difficult was it to get the needed information to make school selections?

Q17. How difficult was it to get the needed information to make school selections?



District Population Sample

Q17. How difficult was it to get the needed information to make school selections?



Voluntary Population Sample

Data Comparison:  
Somewhat Similar

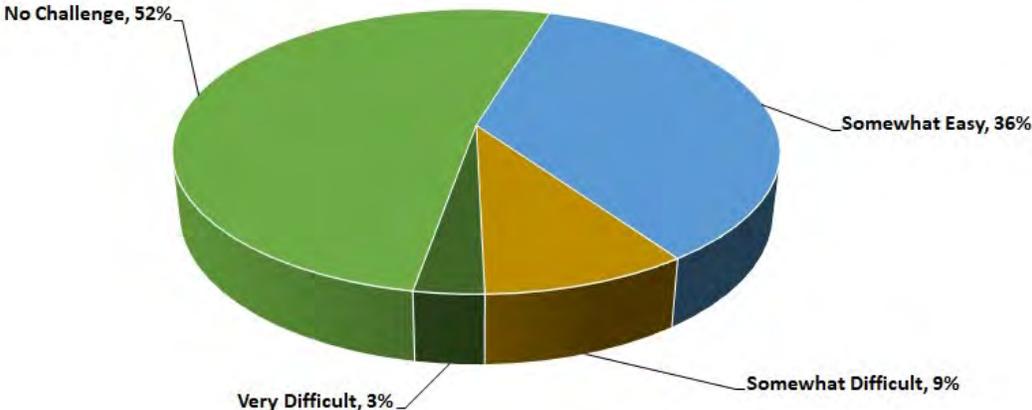




**Evanston / Skokie  
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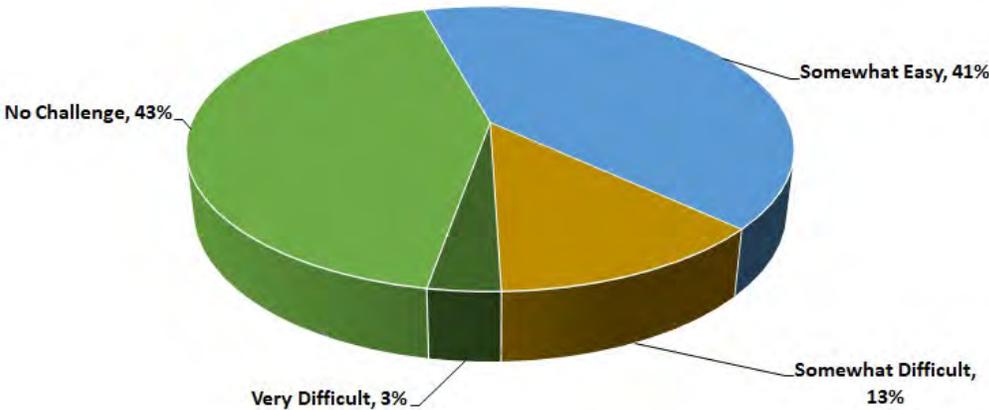
Q18. After you had the information, how well do you feel you understood the options available?

Q18. After you had the information, how well do you feel you understood the options available?



District Population Sample

Q18. After you had the information, how well do you feel you understood the options available?



Voluntary Population Sample

Data Comparison:  
Somewhat Similar

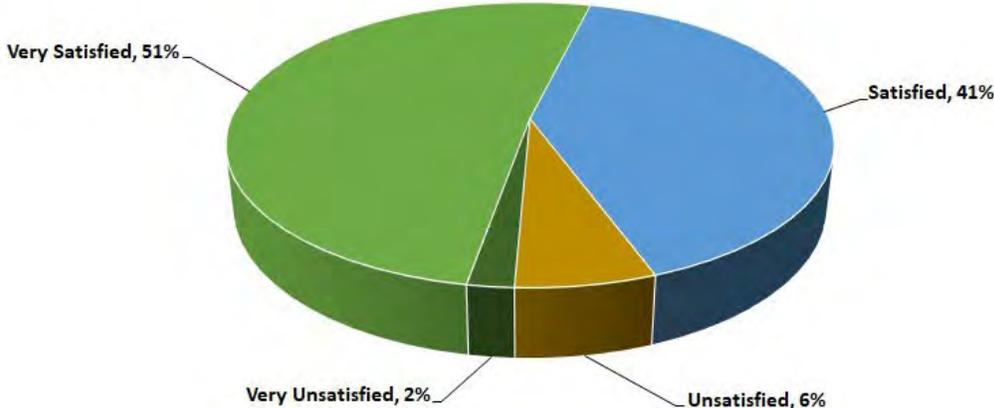




**Evanston / Skokie  
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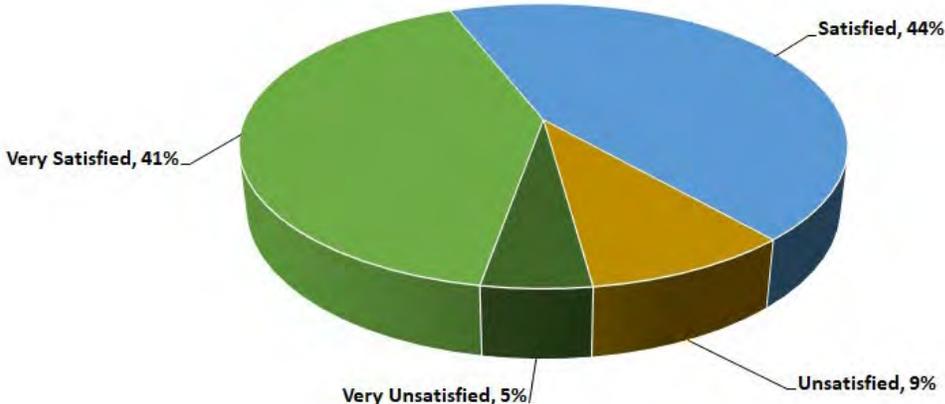
Q19. Overall, how satisfied are you with the school your child currently attends?

Q19. Overall, how satisfied are you with the school your child currently attends?



District Population Sample

Q19. Overall, how satisfied are you with the school your child currently attends?



Voluntary Population Sample

Data Comparison:  
Somewhat Similar

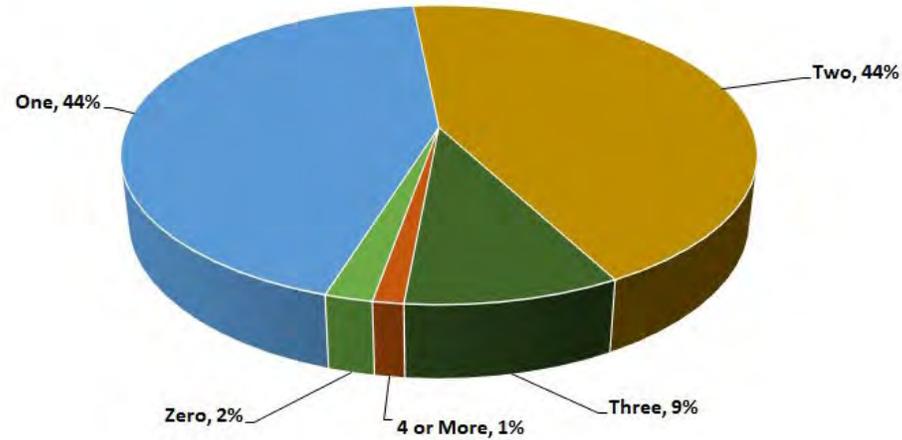




**Evanston / Skokie  
School District 65**  
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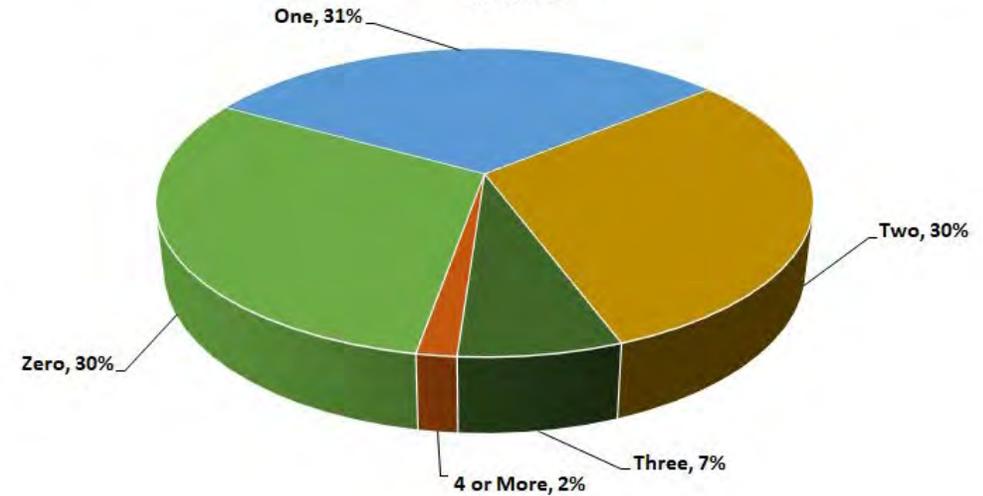
Q20. How many children live in your household who attend District 65 schools?

Q20. How many children live in your household who attend District 65 schools?



District Population Sample

Q20. How many children live in your household who attend District 65 schools?



Voluntary Population Sample

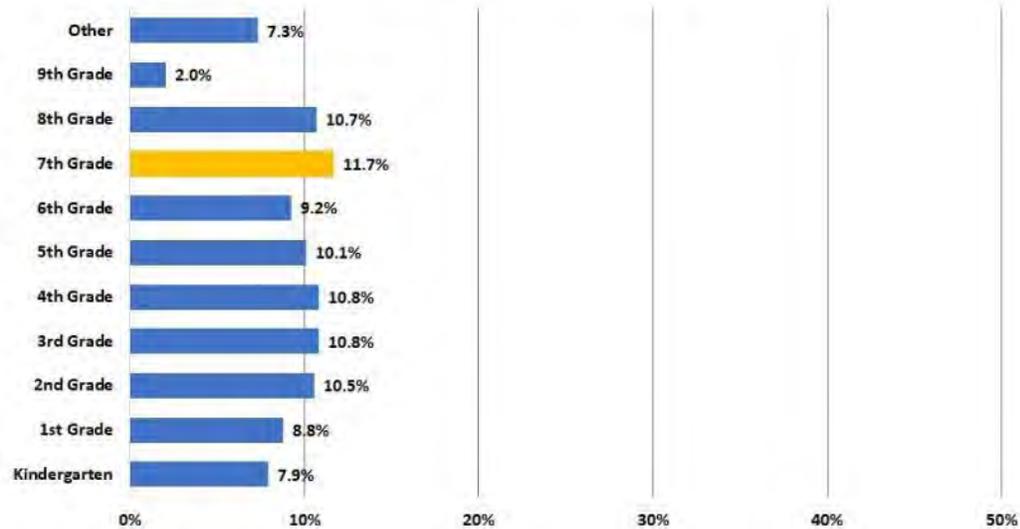
Data Comparison:  
Somewhat Divergent



**Evanston / Skokie  
School District 65**  
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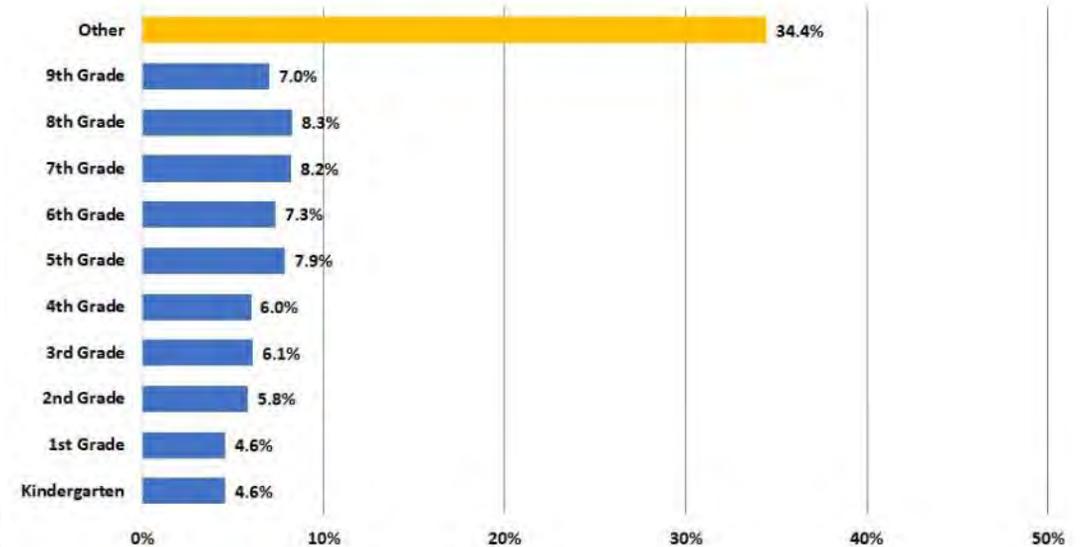
Q21. What is the grade level of your oldest child?

Q21. What is the grade level of your oldest child?



District Population Sample

Q21. What is the grade level of your oldest child?



Voluntary Population Sample

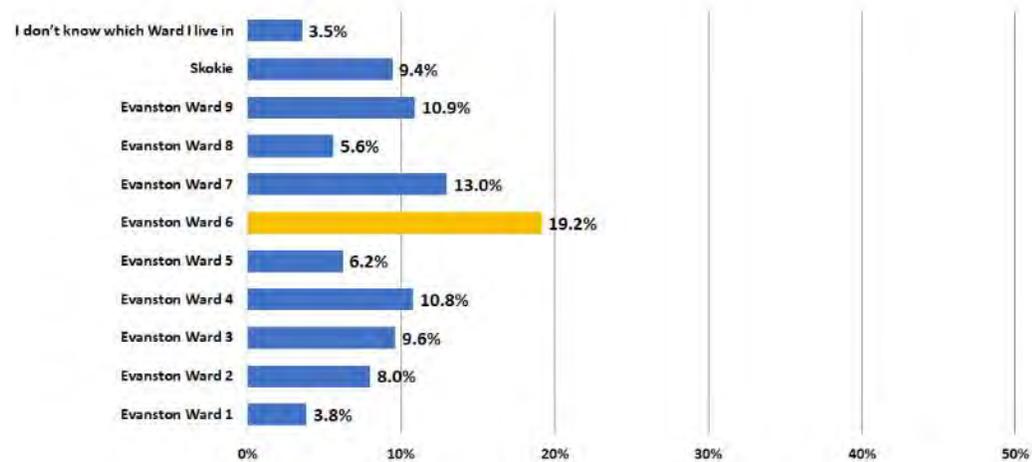
Data Comparison:  
Somewhat Divergent



**Evanston / Skokie  
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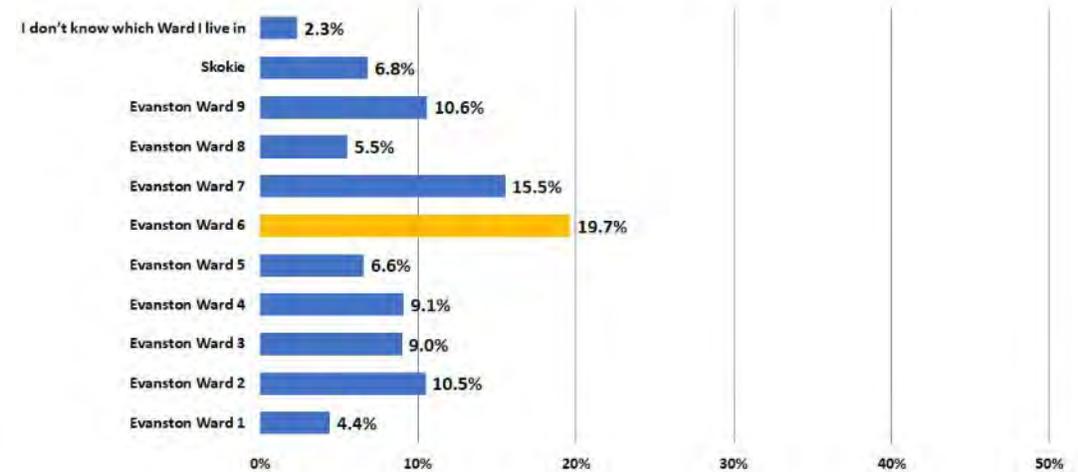
Q22. In what neighborhood of District 65 do you reside?

Q22. In what neighborhood of District 65 do you reside?



District Population Sample

Q22. In what neighborhood of District 65 do you reside?



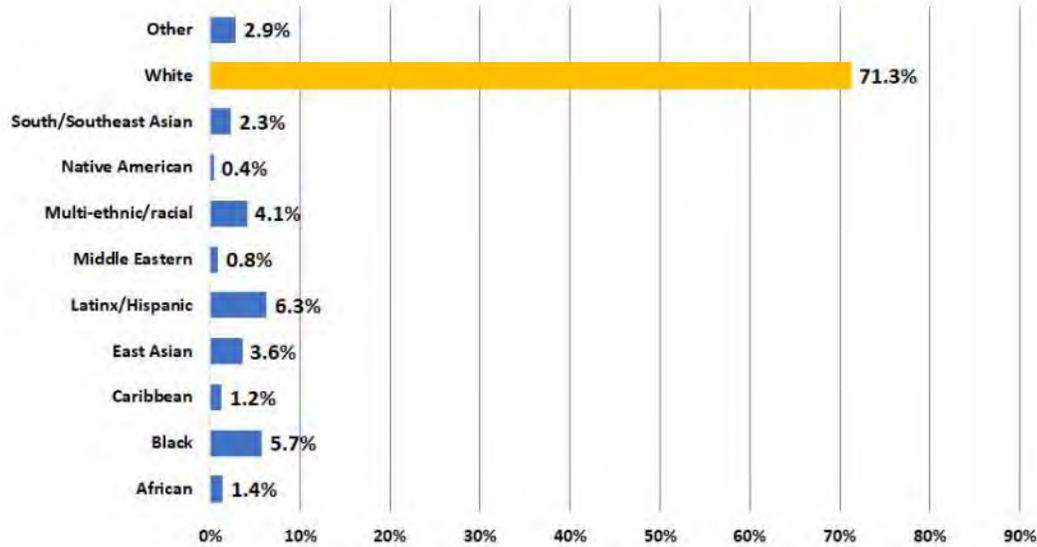
Voluntary Population Sample

Data Comparison:  
Somewhat Similar



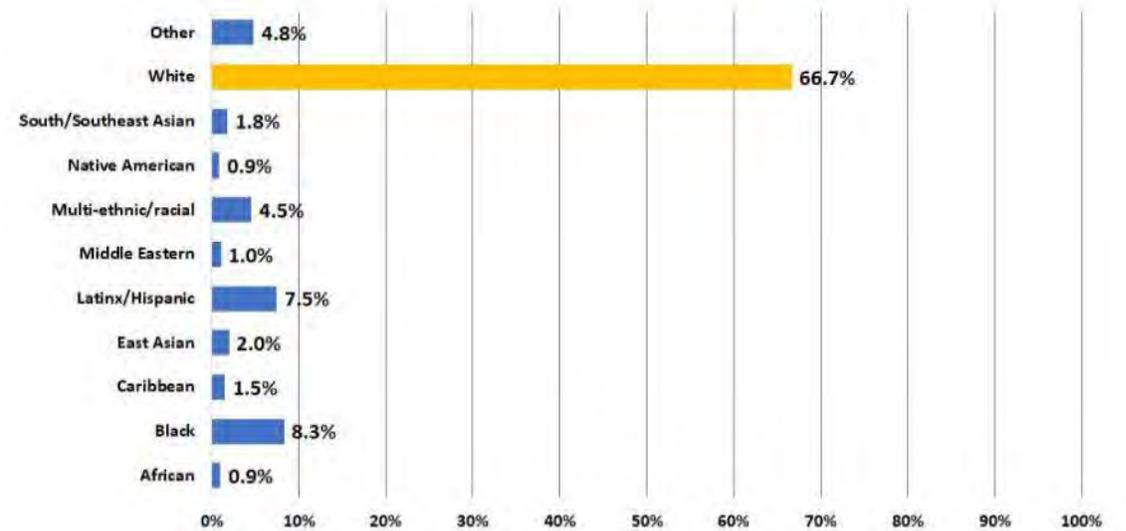
Q23. Please indicate which of the following ethnic or racial identities applies to you?

Q23. Please indicate which of the following ethnic or racial identities applies to you?



District Population Sample

Q23. Please indicate which of the following ethnic or racial identities applies to you?



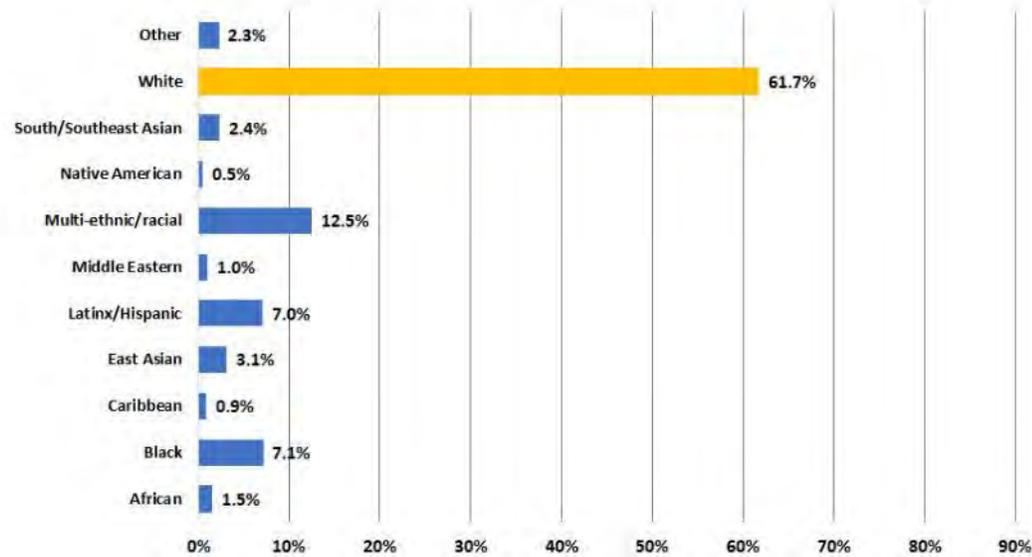
Voluntary Population Sample



**Evanston / Skokie  
School District 65**  
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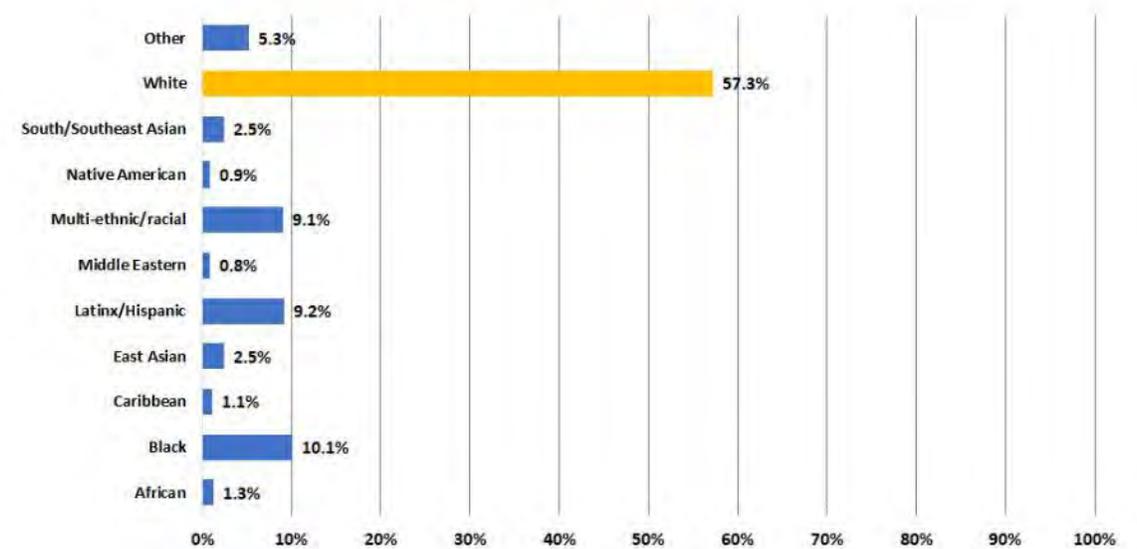
Q24. Please indicate which of the following ethnic or racial identities applies to your oldest child?

Q24. Please indicate which of the following ethnic or racial identities applies to your oldest child?



District Population Sample

Q24. Please indicate which of the following ethnic or racial identities applies to your oldest child?



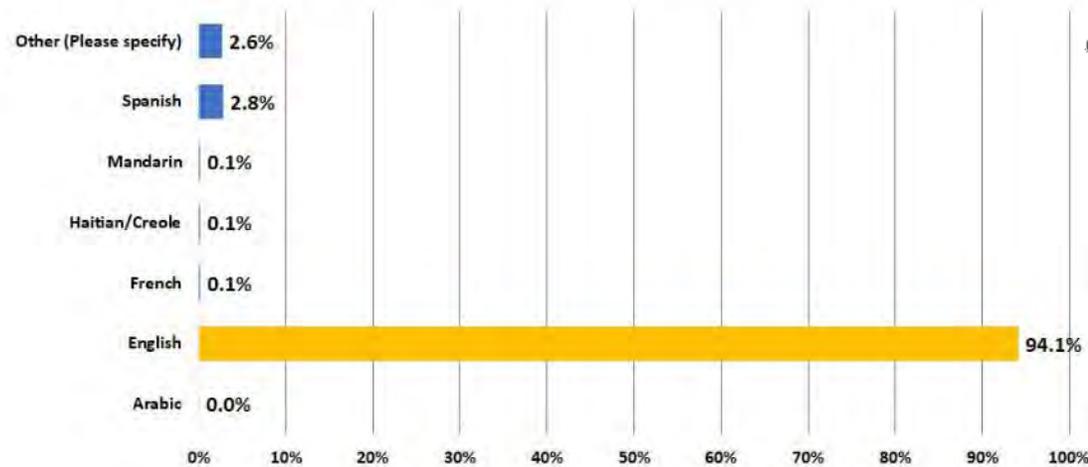
Voluntary Population Sample

Data Comparison:  
Somewhat Similar



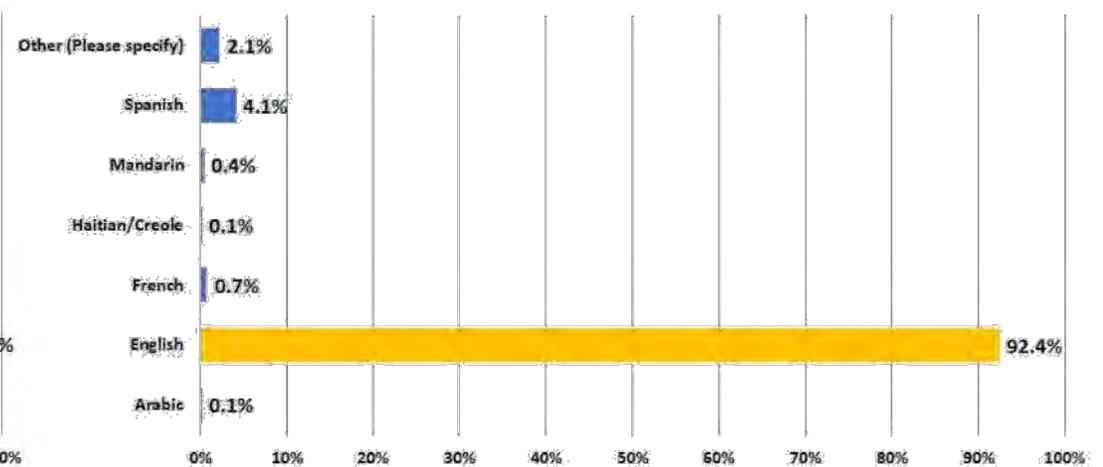
Q25. Please indicate which is the primary language spoken in your home.

Q25. Please indicate which is the primary language spoken in your home.



District Population Sample

Q25. Please indicate which is the primary language spoken in your home.

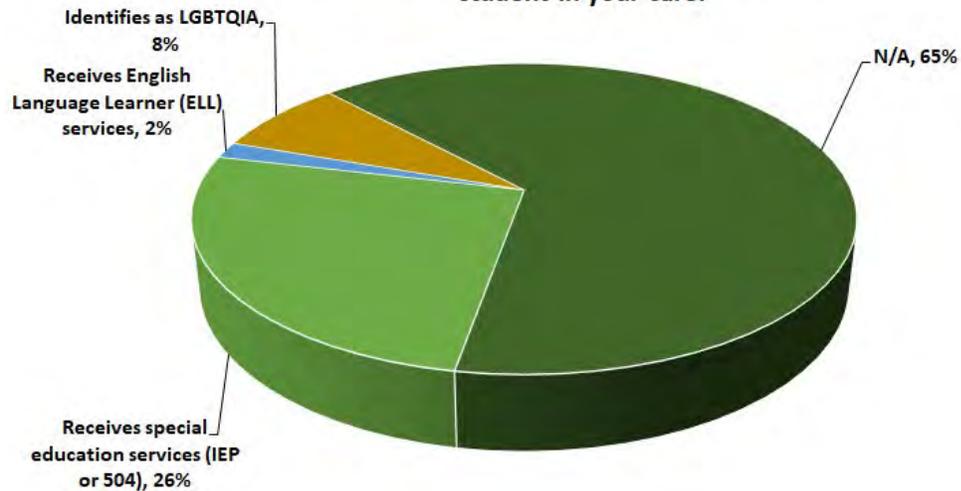


Voluntary Population Sample



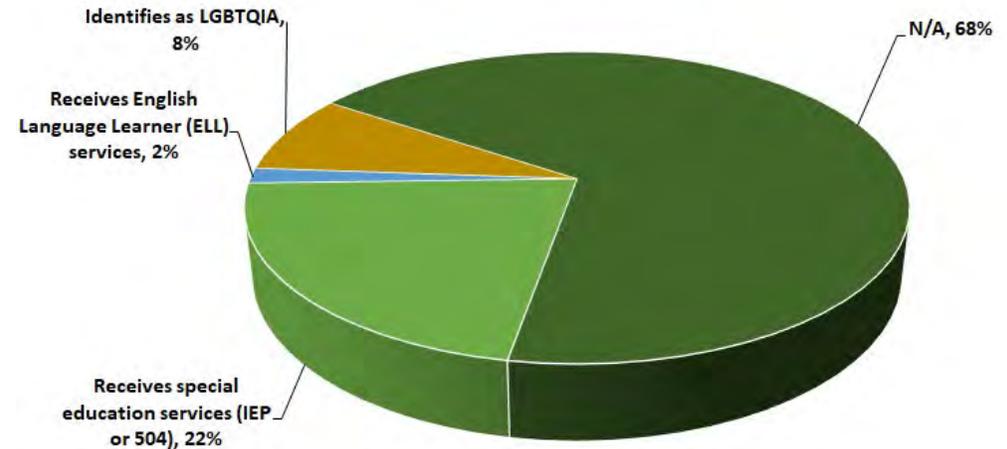
Q26. Please indicate if any of the following applies to you or District 65 student in your care.

Q26. Please indicate if any of the following applies to you or District 65 student in your care.



District Population Sample

Q26. Please indicate if any of the following applies to you or District 65 student in your care.



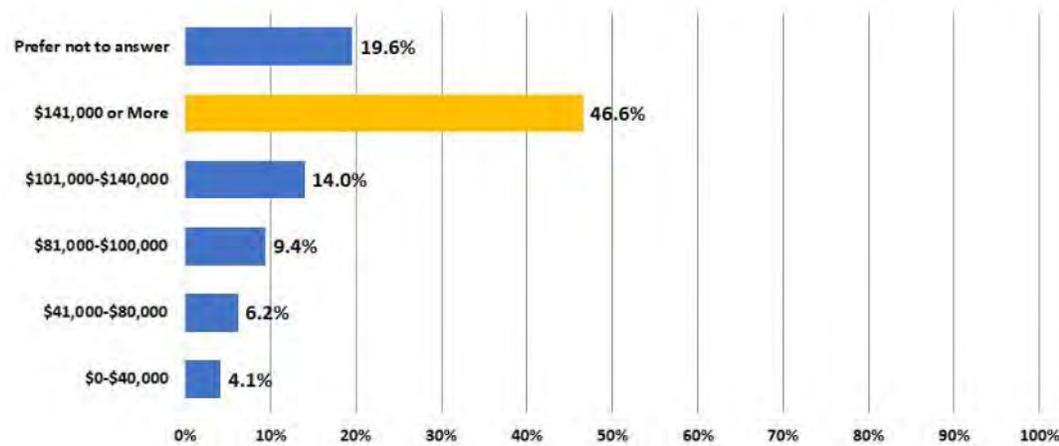
Voluntary Population Sample



**Evanston / Skokie  
School District 65**  
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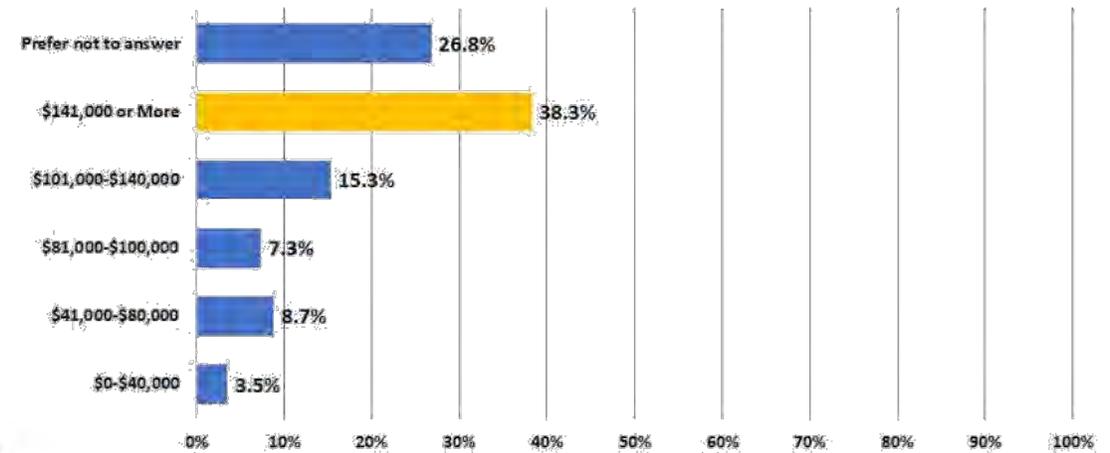
Q27. What is your estimated household income?

Q27. What is your estimated household income?



District Population Sample

Q27. What is your estimated household income?



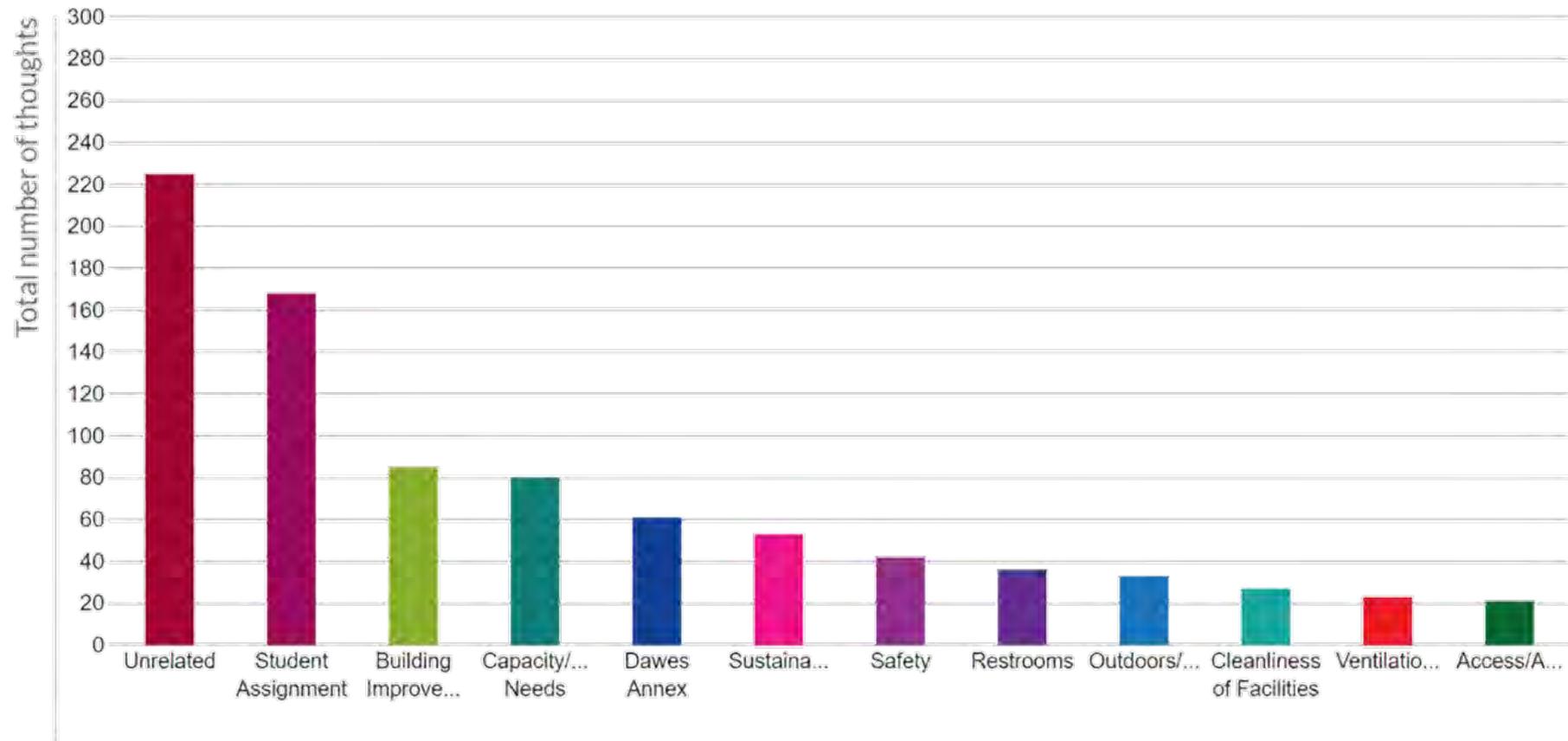
Voluntary Population Sample

Data Comparison:  
Somewhat Similar

# FACILITIES MASTER PLAN – THOUGHT EXCHANGE SURVEY INFORMATION

What short and long term goals should District 65 prioritize as it relates to its facilities and/or what building improvements would be most impactful for our diverse community of students?

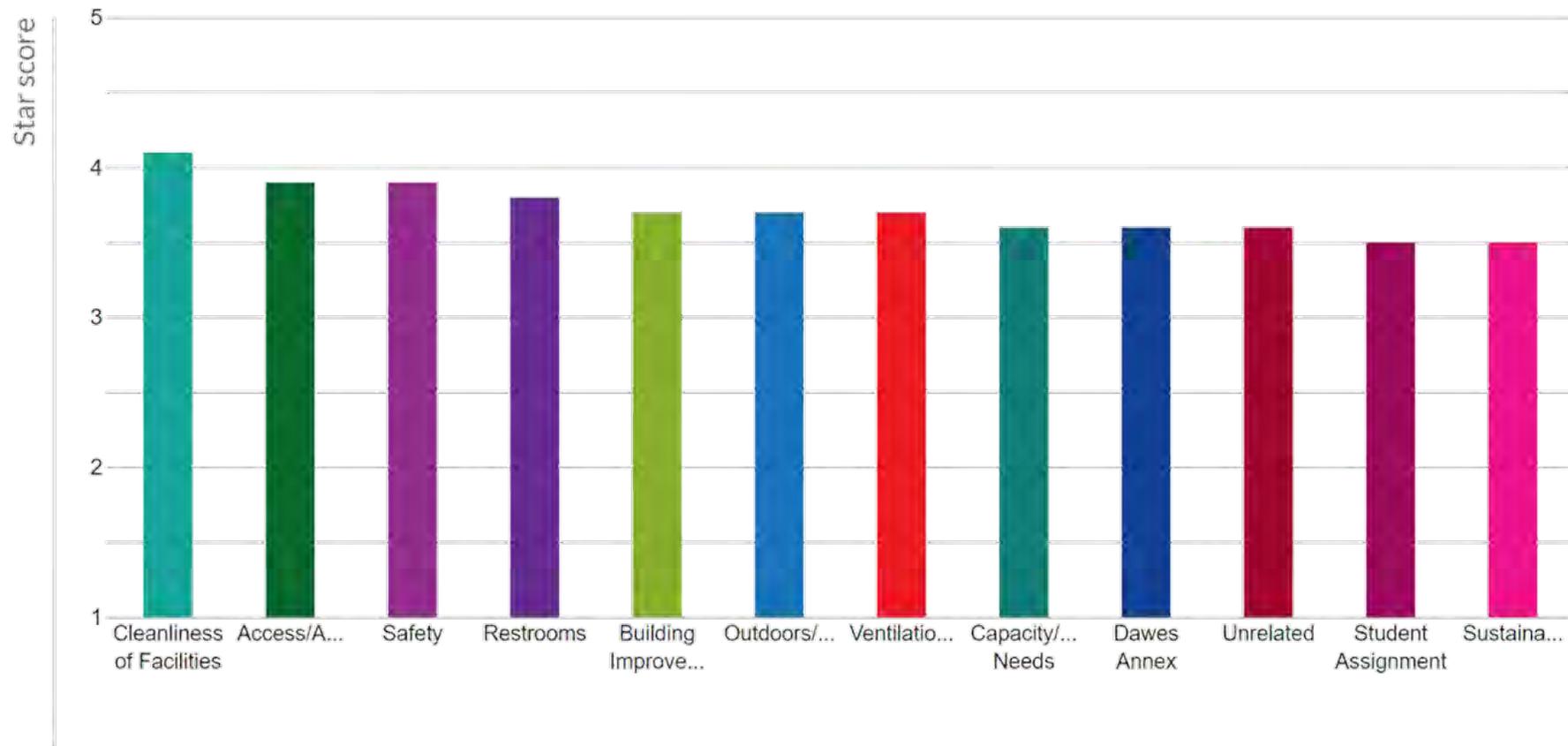
## THOUGHT EXCHANGE RESPONSE THEMES REPORT 12/2021



# FACILITIES MASTER PLAN – THOUGHT EXCHANGE SURVEY INFORMATION

What short and long term goals should District 65 prioritize as it relates to its facilities and/or what building improvements would be most impactful for our diverse community of students?

## THOUGHT EXCHANGE RESPONSE THEMES REPORT 12/2021





**FACILITIES  
MASTER  
PLAN**

**Space Utilization &  
Building Capacity  
Study**

# FACILITIES MASTER PLAN – SPACE GUIDELINES & BENCHMARKS

## TYPICAL PRE-KINDERGARTEN - 8TH GRADE SPACE GUIDELINES

Modeled for Evanston/Skokie SD65

October 4, 2021



| Room / Space                    | 2018 MN State BOE SF/Student Standards <sup>(3)</sup> | 2015 OH School Facilities SF/Student Standards <sup>(4)</sup> | 2012 IN School Design Guideline & SF Standards <sup>(5)</sup> | 2009 ISBE SF/Student Standards <sup>(2)</sup> | 1990 US Dept. of Education <sup>(6)</sup> |         | 2004 CEFPI Standards <sup>(7)</sup> |         | Minimum Standards                                 | Optimum Standards <sup>(1)</sup>             | Typical Occupancy OR variable | Optimum Room Area          | Remarks  |
|---------------------------------|---|---|---|---|---|---------|-------------------------------------|---------|---|--|-------------------------------|----------------------------|--|
|                                 | SF/Student  | SF/Student  | SF/Student  | SF/Student                                    | Low                                       | High    | Low                                 | High    | SF/Student  | SF/Student                                   | Variable                      | Per Occupancy              |  |
| <b>ELEMENTARY SCHOOL</b>        | <b>Typical 400 student school</b>                     |   |   |   |   |         |                                     |         |   |  |                               |                            |  |
| ES Pre-K Classroom              | 1,000 - 1,400 (15 - 25 Students)                      | 1,200 SF (25 Students)  | 48  | 40  | 35  | 40      | 35                                  | 40      | 46  | 48   | 25                            | 1,200                      |  |
| ES Kindergarten Classroom       | 1,200 - 1,500 (15 - 25 Students)                      | 1,200 SF (25 Students)  | 48  | 40  | 35  | 40      | 35                                  | 40      | 46  | 48   | 25                            | 1,200                      |  |
| ES General Classroom            | 850 - 950 SF (15 - 25 Students)                       | 900 - 1,100 SF (20 - 24 Students)                             | 36  | 35  | 30  | 35      | 25                                  | 35      | 34  | 36   | 25                            | 900                        |  |
| ES Art Classroom                | 1,000 - 1,500 (20 - 25 Students)                      | 1,100 - 2,200 (16 - 22 Students)                              | 43  | 40  | 30  | 40      | 30                                  | 40      | 40  | 43   | 25                            | 1,075                      | Add 200-400 SF for storage if required.  |
| ES Music Classroom              | 1,000 - 1,700 (25 - 50 Students)                      | 1,100 - 1,500 (15 - 28 Students)                              | 48  | 30  | 29  | 35      | 25                                  | 35      | 40  | 43   | 25                            | 1,075                      | Certain Schools require larger music spaces to better facilitate scheduling of larger population   |
| ES Library                      | 8% to 10% of Student capacity x 35 SF / student       | 10% of Student capacity x 25 SF to 30 SF / student            | 10% of Student capacity x 30 SF / student                     | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 9% of Student Capacity x 25 SF to 30 SF / student | 40   | 40                            | 1,600                      | Optimum room area based on 10% of students (400 student ES) Adjust total ES population as required. Must use 40 SF / student. Support spaces not included. |
| ES Large Group Instruction Room | 1500 - 2000 SF (15 SF Per)                            | 1500 SF (15 Students)   | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 40  | 60   | 60                            | 3,600                      |  |
| ES Kitchen                      | 2,000 - 3,000 SF                                      | 1,900 - 3,000 SF  | Capacity x 3.5 SF / student                                   | No Data                                       | No Data                                   | No Data | No Data                             | 2       | Capacity x 3.5 SF / student                       | 2.5 SF / meal served                         | 400                           | 1,000                      | Room Area calculated as 400 meals served x 2.5 SF.   |
| ES Serving Area                 | 1500 - 2000 SF  | In Calc Above   | No Data   | No Data                                       | No Data                                   | No Data | 0.5                                 | 0.8     | 0.8   | .8 SF / cafeteria capacity                   | Varies                        | .8 SF / cafeteria capacity | .5 to .8 SF per capacity of the cafeteria  |
| ES Cafeteria                    | No Data   | 50% Student Capacity @ 14 to 16 SF / student                  | 1/3 Total Student Capacity @ 14 to 16 SF / student            | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 33% Student Capacity @ 14 to 16 SF / student      | 50% Student Capacity @ 14 to 16 SF / student | 400                           | 3,200                      | SD 65 calculated by avg ES enrolment of 360 Students & used 50% Capacity x 16 SF Per   |
| ES Gymnasium                    | 6,000 to 8,000 SF                                     | 400 Student ES = 3,500 SF or ~ 9 SF / student                 | 6,600 to 7,000 SF (6 to 8 SF per student)                     | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 6 SF / Student                                    | 9 SF / Student                               | 400                           | 3,600                      | 1 TS = 3,000 to 4,000 SF (SD 65 Avg. Enrollment of 360 x 9 SF/Per)   |

(FULL REPORT AVAILABLE ON D65 BOARD BOOK)

# FACILITIES MASTER PLAN – SPACE GUIDELINES & BENCHMARKS

## TYPICAL PRE-KINDERGARTEN - 8TH GRADE SPACE GUIDELINES

Modeled for Evanston/Skokie SD65

October 4, 2021



| Room / Space                           | 2018 MN State BOE SF/Student Standards <sup>(1)</sup> | 2015 OH School Facilities SF/Student Standards <sup>(4)</sup> | 2012 IN School Design Guideline & SF Standards <sup>(5)</sup> | 2009 ISBE SF/Student Standards <sup>(2)</sup> | 1990 US Dept. of Education <sup>(6)</sup> |         | 2004 CEFPI Standards <sup>(7)</sup> |         | Minimum Standards | Optimum Standards <sup>(1)</sup> | Typical Occupancy OR variable | Optimum Room Area | Remarks  |
|--|---|---|---|---|---|---------|-------------------------------------|---------|-------------------|----------------------------------|-------------------------------|-------------------|--|
|  | SF/Student  | SF/Student  | SF/Student  | SF/Student                                    | Low                                       | High    | Low                                 | High    | SF/Student        | SF/Student                       | Variable                      | Per Occupancy     |  |
| <b>MIDDLE SCHOOL</b>                   | <b>Typical 800 student school</b>                     |   |   |   |   |         |                                     |         |                   |                                  |                               |                   |  |
| MS General Classroom                   | 850 - 950 SF (20 - 28 Students)                       | 900 SF (25 Students)  | 900 - 1,100 SF (20 - 24 Students)                             | 35  | 29  | 35      | 25                                  | 35      | 35                | 36                               | 25                            | 900               | If collaboration space is desired, increase SF/Student by 5%   |
| MS Art Classroom                       | 1,200 to 1,500 (20 to 28 Students)                    | 1,200 SF (28 Students)  | 1,250 to 1,350 SF   | 40  | 29  | 35      | 30                                  | 40      | 43                | 50                               | 28                            | 1,400             | Add SF for Kiln and Art Storage for OH & IN Standards  |
| MS Kiln Room                           | 400 - 600 SF  | 100 - 300 SF  | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 45                | 45                               | 2                             | 90                |  |
| MS Science Laboratory                  | 1,200 to 1,500 (28 Students)                          | 1,100 SF (24 - 28 Students)                                   | 1,200 - 1,300 SF (22 Students)                                | 40  | 29  | 35      | 30                                  | 40      | 50                | 55                               | 24                            | 1,320             | Anticipate growth in STEM focus. NOTE: would require additional prep & storage   |
| HS Science Laboratory Preparation Room | 350 SF  | 300 - 400 SF  | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 300               | 350                              | 1                             | 350               | Anticipate growth in STEM focus. NOTE: additional space is required for prep and storage.                              |
| MS Computer Laboratory                 | 1,000 - 1,300 (20 - 30 Students)                      | 1,000 SF (25 Students)  | 40  | 35  | 29  | 35      | 35                                  | 40      | 40                | 44                               | 28                            | 1,232             |  |
| MS FACS Laboratory                     | 1,200 - 1,500 (20-24 Students)                        | 1,100 SF (24 Students)  | 1,100 to 2,400 SF   | 35  | 29  | 35      | 40                                  | 50      | 48                | 54                               | 26                            | 1,404             | Need larger overall space to accommodate casework. NOTE: will require additional storage area possibly wash /dryer     |
| MS Special Education Classroom         | 450 (5 to 8 students) 800 to 1,200                    | 500 - 600 (6 to 8 students) 900 to 1,100                      | 90  | 35  | 29  | 35      | No Data                             | No Data | 100               | 100                              | 9                             | 900               | Anticipated growth in the SE population (SF varies depending on curriculum & Occupancy varies depending on disability) |
| MS CAD / Graphics Laboratory           | 1,400 - 2,000 (25 Students)                           | 1,100 - 1,300 (25 Students)                                   | 52  | 40  | 29  | 35      | No Data                             | No Data | 50                | 50                               | 26                            | 1,300             |  |
| MS Applied Technology Laboratory       | 1,800 - 2,400 (25 Students)                           | 1,300 SF (25 Students)  | 52  | 40  | 29  | 35      | No Data                             | No Data | 52                | 54                               | 26                            | 1,404             | Need larger overall space to accommodate casework. NOTE: will require additional storage area                          |
| MS Music Instrumental Room             | 1,500 - 2,000 (45 - 60 Students) 2700 (90 Students)   | 1,350 - 1,700 SF  | 1,350 to 2,700 SF (Varies with Capacity)                      | 40  | 29  | 35      | 40                                  | 50      | 50                | 54                               | 50                            | 2,700             | Need larger overall space to accommodate instrument size and number of students & large instruments (piano)            |
| MS Music Choral Room                   | 1,200 - 1,500 (45 - 60 Students) 2,700 (90)           | 1,350 - 1,700 SF  | 1,200 - 1,500 SF  | 40  | 29  | 35      | 40                                  | 50      | 38                | 25                               | 25                            | 625               |  |
| MS Instrument Practice Room            | 60 -80 SF   | 80 SF   | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 28                | 85                               | 2                             | 170               |  |
| MS Band uniform Storage                | No Data   | 150 - 400 SF  | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 3                 | 3                                | 80                            | 240               | Use 3 SF / uniform   |
| MS Choral robe Storage                 | No Data   | 150 - 400 SF  | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 2                 | 2                                | 80                            | 160               | Use 2 SF / robe  |

# FACILITIES MASTER PLAN – SPACE GUIDELINES & BENCHMARKS

## TYPICAL PRE-KINDERGARTEN - 8TH GRADE SPACE GUIDELINES

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October 4, 2021



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|----------------------------------|---|---|---|---|---|---------|-------------------------------------|---------|--|--|-------------------------------|----------------------------|--|
|                                  | SF/Student  | SF/Student  | SF/Student  | SF/Student                                    | Low                                       | High    | Low                                 | High    | SF/Student   | SF/Student   | Variable                      | Per Occupancy              |  |
| MS General Music Room            | 1,000 - 1,200 (25 - 30 Students)                      | 1,350 - 1,700 SF  | 1,200 - 1,500 SF  | 40  | 29  | 35      | 40                                  | 50      | 38   | 46   | 30                            | 1,380                      |  |
| MS Library                       | 8 to 10% of Student Capacity x 35 SF / student        | 10% of Student capacity x 25 SF to 30 SF / student            | 10% of Student Capacity x 35 SF Per / student                 | No Data                                       | No Data                                   |         | No Data                             |         | 10% of student capacity x 30 to 35 SF / student    | 40   | 80                            | 3,200                      | Optimum room area based on 10% of students (800 student MS) Adjust total MS population as required. Must use 40 SF / student. Support spaces not included. |
| MS Large Group Instruction Room  | 1500 - 2000 SF (15 SF Per)                            | 1500 SF (15 Students)   | No Data   | No Data                                       | No Data                                   |         | No Data                             |         | 40   | 60   | 60                            | 3,600                      |  |
| MS Kitchen                       | 2,000 - 3,000 SF                                      | 1,900 - 3,000 SF  | Capacity x 3.5 SF / student                                   | No Data                                       | No Data                                   |         | 2                                   |         | Capacity x 3.5 SF / student                        | 2.5 SF / meal served                               | 800                           | 2,000                      | Room Area calculated as 800 meals served x 2.5 SF.   |
| MS Serving Area                  | 1500 - 2000 SF  | In Calc Above   | No Data   | No Data                                       | No Data                                   |         | 0.5                                 | 0.8     | 0.8  | .8 SF / cafeteria capacity                         | Varies                        | .8 SF / cafeteria capacity | .5 to .8 SF per capacity of the cafeteria  |
| MS Cafeteria                     | 13 to 15 SF / student                                 | 2/3 Total Student Capacity @ 14 to 16 SF / student            | 1/3 Total Student Capacity @ 14 to 16 SF / student            | No Data                                       | No Data                                   |         | No Data                             |         | 1/3 Total Student Capacity @ 14 to 16 SF / student | 33% Total Student Capacity @ 14 to 16 SF / student | 800                           | 4,224                      | Room Area calculated by avg MS enrollment of 800 Students & used 33% Capacity x 16 SF / student  |
| MS Gymnasium                     | 12,000 to 14,000 SF (200 SF / Student)                | 7,000 to 12,000 SF (25 to 60 Students)                        | 8,000 to 10,000 SF  | No Data                                       | No Data                                   |         | No Data                             |         | 12,000 to 14,000 SF                                | 12,000 to 14,000 SF (200 SF / Student)             | 3 teaching stations           | 12,000                     | 1 Teaching Station = 3,000 to 4,000 SF.  |
| MS Locker Room                   | No Data   | No Data   | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | No Data  | 2500   | 60                            | 2,500                      | No student showers, (2) individual toilets, (2) P.E. teacher showers / toilets and (2) P.E. teacher offices  |
| MS Auditorium House              | 10 - 11 SF Per seat                                   | 2/3 to 3/4 Capacity (10 - 12 SF / seat)                       | No Data   | No Data                                       | No Data                                   |         | 10                                  | 12      | 10 - 11 SF / Seat                                  | 10 - 12 SF / seat                                  | 800                           | 8,000                      |  |
| MS Auditorium Stage & Wing Space | 2,200 - 3,500 SF                                      | 2,800 - 3,000 SF  | No Data   | No Data                                       | No Data                                   |         | 3,750                               | 4,800   | 2,200 - 3,500 SF                                   | 2,200 - 3,500 SF                                   | 30                            | 3,500                      | Does not include fly gallery floor rigging space   |
| MS Auditorium Lobby              | 1.5 - 3.5 SF / seat                                   | No Data   | No Data   | No Data                                       | No Data                                   |         | No Data                             |         | 1.5 - 3.5 SF / seat                                | 1.5 - 3.5 SF / seat                                | 800                           | 2,400                      | Seating Capacity of 800 x 3 SF / seat  |

# FACILITIES MASTER PLAN – SPACE GUIDELINES & BENCHMARKS

## TYPICAL PRE-KINDERGARTEN - 8TH GRADE SPACE GUIDELINES

Modeled for Evanston/Skokie SD65

October 4, 2021



| Room / Space  | 2018 MN State BOE SF/Student Standards <sup>(3)</sup> | 2015 OH School Facilities SF/Student Standards <sup>(4)</sup> | 2012 IN School Design Guideline & SF Standards <sup>(5)</sup> | 2009 ISBE SF/Student Standards <sup>(2)</sup> | 1990 US Dept. of Education <sup>(6)</sup> |         | 2004 CEPFI Standards <sup>(7)</sup> |         | Minimum Standards   | Optimum Standards <sup>(1)</sup> | Typical Occupancy OR variable | Optimum Room Area   | Remarks                                     |
|---|---|---|---|---|---|---------|-------------------------------------|---------|---------------------|----------------------------------|-------------------------------|---------------------|---|
|   | SF/Student  | SF/Student  | SF/Student  | SF/Student                                    | Low                                       | High    | Low                                 | High    | SF/Student          | SF/Student                       | Variable                      | Per Occupancy       |   |
| <b>GENERAL SPACES FOR ALL SCHOOLS</b>   |   |   |   |   |   |         |                                     |         |                     |                                  |                               |                     |   |
| Admin Reception   | 250 - 400 SF  | No Data   | 200 - 1,000 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 200 SF              | 1000                             | 3                             | 1000                |   |
| Executive Office  | 150 - 200 SF  | No Data   | 150 - 200 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 150 SF              | 200                              | 1                             | 200                 |   |
| Large Office  | 150 - 200 SF  | No Data   | 150 - 200 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 150 SF              | 150                              | 1                             | 150                 |   |
| Standard Office   | 100 - 150 SF  | No Data   | 100 - 150 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 100 SF              | 120                              | 1                             | 120                 |   |
| Nurse Office  | 600 - 800 SF  | 340 - 540 SF  | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 125                 | 130                              | 4                             | 520                 |   |
| Conference  | 150 - 200 SF  | No Data   | 250 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 150 SF              | 250                              | 15                            | 240                 | Calculated using 15 people @ 16 SF / person |
| Workroom  | 350 - 400 SF  | No Data   | 200 - 800 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 200 SF              | 450                              | 3                             | 450                 |   |
| Resource  | 100 - 150 SF  | No Data   | 100 - 150 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 100 SF              | 100                              | 2                             | 200                 |   |
| Storage   | 250 - 300 SF  | No Data   | 125 - 250 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 125 SF              | 250                              | 0                             | 250                 |   |
| Individual Toilet Rooms   | 60 - 80 SF  | No Data   | 60 - 80 SF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 60 SF               | 80                               | 1                             | 80                  |   |
| Public Toilets  | 2.5% x NSF  | No Data   | 3.5% x NSF  | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 2.5% x NSF          | 3.5% x NSF                       | Varies                        | 3.5% x NSF          |   |
| Physical Education Storage  | 300 SF / PE Station                                   | No Data   | 400 - 1000 SF   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 300 SF / PE Station | 300 SF / PE Station              | 0                             | 300 SF / PE Station | 4 P.E. Stations is the average              |
| Custodial Closets   | 40 SF   | No Data   | 50 SF   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 50 SF               | 50 SF                            | 0                             | 50 SF               |   |
| General Storage   | 3% x NSF  | No Data   | No Data   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 3% x NSF            | 3% x NSF                         | 0                             | 3% x NSF            |   |
| MEP Space   | 7.5 to 8.5% x NSF                                     | 2% of GSF   | Program SF x 6.9%   | No Data                                       | No Data                                   | No Data | No Data                             | No Data | 7.5 to 8.5% x NSF   | 7.5 to 8.5% x NSF                | 0                             | 7.5 to 8.5% x NSF   |   |
| <p>(1) Standards are intended for Facility Planning - Comparing facilities against national standard learning space guidelines for additions, modernization, renovation and new construction.</p> <p>(2) ISBE standards were created to allow School Districts to apply for state grant funding. The measurements were generally minimum standards.</p> <p>(3) MN standards include the latest yearly update guidelines for planning. Generally better reflect 21st Century Learning standards.</p> <p>(4) OH standards generally better reflect 21st Century Learning space standards.</p> <p>(5) IN standards incorporate current K12 design and planning standards. Generally better reflect 21st Century Learning standards.</p> <p>(6) US Department of Education provides a broad national aggregate of ranges across the US incorporating dense urban areas and rural districts.</p> <p>(7) CEPFI - Council of Educational Facility Planners International</p> |   |   |   |   |   |         |                                     |         |                     |                                  |                               |                     |   |

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## TOTAL BUILDING SF & SF PER STUDENT DATA Evanston/Skokie School District 65 - Summary

February 13, 2022



| SCHOOL                                       | Total Building SF | Current Enrollment | Current SF Per Student | National SF Per Student Average | Ratio of SF Per Student Comp to National Avg. | Total Capacity of Core CR's |
|--|-------------------|--------------------|------------------------|---------------------------------|---|-----------------------------|
| <b>ELEMENTARY SCHOOLS</b>                    |                   |                    |                        |                                 |   |                             |
| Dawes Elementary School                      | 57,700            | 321                | 180                    | 150                             | 119.83%                                       | 501                         |
| Dewey Elementary School                      | 62,690            | 393                | 160                    | 150                             | 106.34%                                       | 537                         |
| Kingsley Elementary School                   | 63,427            | 346                | 183                    | 150                             | 122.21%                                       | 435                         |
| Lincoln Elementary School                    | 67,360            | 413                | 163                    | 150                             | 108.73%                                       | 642                         |
| Lincolnwood Elementary School                | 61,039            | 330                | 185                    | 150                             | 123.31%                                       | 508                         |
| Oakton Elementary School                     | 95,470            | 375                | 255                    | 150                             | 169.72%                                       | 467                         |
| Orrington Elementary School                  | 46,933            | 277                | 169                    | 150                             | 112.96%                                       | 464                         |
| Walker Elementary School                     | 51,425            | 376                | 137                    | 150                             | 91.18%  | 467                         |
| Washington Elementary School                 | 76,798            | 482                | 159                    | 150                             | 106.22%                                       | 626                         |
| Willard Elementary School                    | 56,856            | 412                | 138                    | 150                             | 92.00%  | 533                         |
| <b>SUBTOTAL AND/OR AVERAGES:</b>             | <b>639,698</b>    | <b>3,725</b>       | <b>173</b>             |                                 | <b>115.25%</b>                                | <b>5,180</b>                |
| <b>MIDDLE SCHOOLS</b>                        |                   |                    |                        |                                 |   |                             |
| Chute Middle School                          | 112,898           | 575                | 196                    | 175                             | 112.20%                                       | 792                         |
| Haven Middle School                          | 142,114           | 783                | 181                    | 175                             | 103.71%                                       | 937                         |
| Nichols Middle School                        | 97,880            | 686                | 143                    | 175                             | 81.53%  | 705                         |
| <b>SUBTOTAL AND/OR AVERAGES:</b>             | <b>352,892</b>    | <b>2,044</b>       | <b>174</b>             |                                 | <b>99.15%</b>                                 | <b>2,434</b>                |
| <b>OTHER</b>                                 |                   |                    |                        |                                 |   |                             |
| Park School                                  | 35,367            | 66                 | 536                    | 300                             | 178.62%                                       | 109                         |
| Dr Bessie Rhodes School of Global Studies    | 50,661            | 282                | 180                    | 170                             | 105.68%                                       | 503                         |
| Dr King Jr Literary & Fine Arts School       | 100,022           | 443                | 226                    | 170                             | 132.81%                                       | 653                         |
| Joseph Hill Admin Building (Early Childhood) | 50,000            | 357                | 140                    | 145                             | 96.59%  | 464                         |
| <b>SUBTOTAL AND/OR AVERAGES:</b>             | <b>236,050</b>    | <b>1,148</b>       | <b>270</b>             | <b>196</b>                      | <b>128.43%</b>                                | <b>1,729</b>                |
| <b>TOTALS AND/OR AVERAGES:</b>               | <b>1,228,640</b>  | <b>6,917</b>       | <b>206</b>             | <b>173</b>                      | <b>114.27%</b>                                | <b>9,342</b>                |

Walker & Willard ES are 8% to 9% Lower Than the Recommended Average SF/Student for a Modern ES

Nichols MS is 19% Lower Than the Recommended Average SF/Student for a Modern MS

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS Evanston/Skokie School District 65 - Summary



February 13, 2022

| SCHOOL                                       | Total SF<br>Core<br>Classrooms<br>+ SPED | Total<br>Teaching<br>Stations | Total<br>Capacity | SF Per<br>Student | Current<br>Enrollment | Current<br>Capacity<br>Rate | Goal | Space<br>Utilization<br>% |
|--|--|-------------------------------|-------------------|-------------------|-----------------------|-----------------------------|------|---------------------------|
| <b>ELEMENTARY SCHOOLS</b>                    |  |                               |                   |                   |                       |                             |      |                           |
| Dawes Elementary School                      | 19,398                                   | 19                            | 501               | 39                | 321                   | 64.07%                      | 85%  | 74%                       |
| Dewey Elementary School                      | 20,248                                   | 24                            | 537               | 38                | 393                   | 73.21%                      | 85%  | 72%                       |
| Kingsley Elementary School                   | 16,915                                   | 20                            | 435               | 39                | 346                   | 79.53%                      | 85%  | 72%                       |
| Lincoln Elementary School                    | 25,502                                   | 27                            | 642               | 40                | 413                   | 64.29%                      | 85%  | 74%                       |
| Lincolnwood Elementary School                | 19,410                                   | 19                            | 508               | 38                | 330                   | 64.99%                      | 85%  | 77%                       |
| Oakton Elementary School                     | 18,360                                   | 26                            | 467               | 39                | 375                   | 80.25%                      | 85%  | 73%                       |
| Orrington Elementary School                  | 18,061                                   | 20                            | 464               | 39                | 277                   | 59.65%                      | 85%  | 72%                       |
| Walker Elementary School                     | 17,312                                   | 18                            | 467               | 37                | 376                   | 80.51%                      | 85%  |                           |
| Washington Elementary School                 | 23,872                                   | 24                            | 626               | 38                | 482                   | 77.03%                      | 85%  |                           |
| Willard Elementary School                    | 20,098                                   | 24                            | 533               | 38                | 412                   | 77.31%                      | 85%  | 72%                       |
| <b>AVERAGE</b>                               | <b>19,918</b>                            | <b>22</b>                     | <b>518</b>        | <b>38</b>         | <b>373</b>            | <b>72.08%</b>               |      |                           |
| <b>MIDDLE SCHOOLS</b>                        |  |                               |                   |                   |                       |                             |      |                           |
| Chute Middle School                          | 29,986                                   | 35                            | 792               | 38                | 575                   | 72.63%                      | 80%  | 72%                       |
| Haven Middle School                          | 36,166                                   | 47                            | 937               | 39                | 783                   | 83.59%                      | 80%  |                           |
| Nichols Middle School                        | 27,424                                   | 41                            | 705               | 39                | 686                   | 97.27%                      | 80%  | 67%                       |
| <b>AVERAGE</b>                               | <b>31,192</b>                            | <b>41</b>                     | <b>811</b>        | <b>38</b>         | <b>681</b>            | <b>84.50%</b>               |      |                           |
| <b>OTHER</b>                                 |  |                               |                   |                   |                       |                             |      |                           |
| Park School                                  | 10,943                                   | 12                            | 109               | 100               | 66                    | 60.31%                      | 75%  |                           |
| Dr Bessie Rhodes School of Global Studies    | 18,757                                   | 18                            | 503               | 37                | 282                   | 56.09%                      | 75%  | 70%                       |
| Dr King Jr Literary & Fine Arts School       | 25,402                                   | 30                            | 653               | 39                | 443                   | 67.86%                      | 75%  | 73%                       |
| Joseph Hill Admin Building (Early Childhood) | 14,260                                   | 19                            | 464               | 48                | 357                   | 77.01%                      | 90%  |                           |
| <b>AVERAGE</b>                               | <b>17,341</b>                            | <b>20</b>                     | <b>432</b>        | <b>56</b>         | <b>287</b>            | <b>65.32%</b>               |      |                           |
| <b>OVERALL AVERAGE UTILIZATION</b>           |  |                               |                   |                   |                       |                             |      |                           |
|  | <b>22,817</b>                            | <b>28</b>                     | <b>587</b>        | <b>44</b>         | <b>447</b>            | <b>73.97%</b>               |      |                           |
| <b>TOTAL STUDENT POPULATION:</b>             |  |                               |                   |                   |                       | <b>6,917</b>                |      |                           |
| <b>TOTAL STUDENT POPULATION CAPACITY:</b>    |  |                               |                   |                   |                       | <b>9,342</b>                |      |                           |



Nichols MS is  
Over the Ideal  
Capacity for  
Modern Learning  
Standards

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS Chute Middle School - Summary

December 16, 2021



| SPACE CATEGORY                   | Total SF Core Classrooms + SPED | Total Teaching Stations | Total Students | COMMENTS |
|----------------------------------|---------------------------------|-------------------------|----------------|----------|
| <b>ACADEMIC CORE</b>             |                                 |                         |                |          |
| Core Classrooms                  | 19,835                          | 24                      | 551            |          |
| Science Laboratories             | 4,301                           | 4                       | 78             |          |
| <b>Sub Total:</b>                | <b>24,136</b>                   | <b>28</b>               | <b>629</b>     |          |
| <b>SPECIAL EDUCATION</b>         |                                 |                         |                |          |
| Special Education Classrooms     | 5,850                           | 7                       | 163            |          |
| <b>Sub Total:</b>                | <b>5,850</b>                    | <b>7</b>                | <b>163</b>     |          |
| <b>TOTALS:</b>                   | <b>29,986</b>                   | <b>35</b>               | <b>792</b>     |          |
| <b>TOTAL SF PER STUDENT:</b>     |                                 |                         | <b>38</b>      |          |
| <b>CURRENT UTILIZATION RATE:</b> |                                 |                         | <b>72.63%</b>  |          |
| <b>CURRENT ENROLLMENT:</b>       |                                 |                         | <b>575</b>     |          |

2021-2022 School Year

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS

### Chute Middle School - Academic Core

December 16, 2021



| SPACE DESCRIPTION                | Total Spaces | Area SF       | Total SF      | Total Teaching Stations | Total Teaching Station Seats | COMMENTS                               |
|----------------------------------|--------------|---------------|---------------|-------------------------|------------------------------|--|
| <b>Core Classrooms</b>           |              |               |               |                         |                              |  |
| General Classroom - First Floor  | 1            | 847           | 847           | 1                       | 24                           | 36 sf per student per space guidelines |
| General Classroom - Second Floor | 1            | 835           | 835           | 1                       | 23                           |  |
| General Classroom - Second Floor | 1            | 826           | 826           | 1                       | 23                           |  |
| General Classroom - Second Floor | 1            | 1,089         | 1,089         | 1                       | 30                           |  |
| General Classroom - Second Floor | 1            | 1,113         | 1,113         | 1                       | 31                           |  |
| General Classroom - Second Floor | 1            | 826           | 826           | 1                       | 23                           |  |
| General Classroom - Second Floor | 1            | 835           | 835           | 1                       | 23                           |  |
| General Classroom - Third Floor  | 1            | 502           | 502           | 1                       | 14                           |  |
| General Classroom - Third Floor  | 1            | 819           | 819           | 1                       | 23                           |  |
| General Classroom - Third Floor  | 1            | 809           | 809           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 809           | 809           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 816           | 816           | 1                       | 23                           |  |
| General Classroom - Third Floor  | 1            | 816           | 816           | 1                       | 23                           |  |
| General Classroom - Third Floor  | 1            | 806           | 806           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 798           | 798           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 798           | 798           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 798           | 798           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 798           | 798           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 798           | 798           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 806           | 806           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 816           | 816           | 1                       | 23                           |  |
| General Classroom - Third Floor  | 1            | 818           | 818           | 1                       | 23                           |  |
| General Classroom - Third Floor  | 1            | 809           | 809           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 809           | 809           | 1                       | 22                           |  |
| General Classroom - Third Floor  | 1            | 837           | 837           | 1                       | 23                           |  |
| <b>Sub Total:</b>                | <b>24</b>    | <b>19,835</b> | <b>19,835</b> | <b>24</b>               | <b>551</b>                   |  |

| <b>Science Laboratories</b>       |          |              |              |          |           |  |
|-----------------------------------|----------|--------------|--------------|----------|-----------|--|
| Science Laboratory - Second floor | 1        | 1,057        | 1,057        | 1        | 19        | 55 sf per student per space guidelines |
| Science Laboratory - Second floor | 1        | 1,094        | 1,094        | 1        | 20        | 55 sf per student per space guidelines |
| Science Laboratory - Second floor | 1        | 1,073        | 1,073        | 1        | 20        | 55 sf per student per space guidelines |
| Science Laboratory - Second floor | 1        | 1,077        | 1,077        | 1        | 20        | 55 sf per student per space guidelines |
| <b>Sub Total:</b>                 | <b>4</b> | <b>4,301</b> | <b>4,301</b> | <b>4</b> | <b>78</b> |  |

|                |  |               |  |           |            |  |
|----------------|--|---------------|--|-----------|------------|--|
| <b>TOTALS:</b> |  | <b>24,136</b> |  | <b>28</b> | <b>629</b> |  |
|----------------|--|---------------|--|-----------|------------|--|

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS Chute Middle School - Special Education

December 16, 2021



| SPACE DESCRIPTION                           | Total Spaces | Area SF      | Total SF     | Optimal SF Per Student | Total Teaching Stations | Total Teaching Station Seats | COMMENTS          |
|---|--------------|--------------|--------------|------------------------|-------------------------|------------------------------|-------------------|
| <b>Special Education</b>                    |              |              |              |                        |                         |                              |                   |
| Special Ed Classroom - First Floor          | 1            | 641          | 641          | 36                     | 1                       | 18                           | 36 sf per student |
| Special Ed Classroom - First Floor          | 1            | 838          | 838          | 36                     | 1                       | 23                           |                   |
| Special Ed Classroom - First Floor          | 1            | 369          | 369          | 36                     | 1                       | 10                           |                   |
| Special Ed Classroom - First Floor          | 1            | 1,262        | 1,262        | 36                     | 1                       | 35                           |                   |
| Special Ed Classroom - Second Floor (Paras) | 1            | 1,084        | 1,084        | 36                     | 1                       | 30                           |                   |
| Special Ed Classroom - Third Floor          | 1            | 837          | 837          | 36                     | 1                       | 23                           |                   |
| Special Ed Classroom - Third Floor          | 1            | 819          | 819          | 36                     | 1                       | 23                           |                   |
| <b>Sub Total:</b>                           | <b>7</b>     | <b>5,850</b> | <b>5,850</b> |                        | <b>7</b>                | <b>163</b>                   |                   |
| <b>TOTALS:</b>                              |              |              | <b>5,850</b> |                        | <b>7</b>                | <b>163</b>                   |                   |

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS Chute Middle School - LRC

December 16, 2021



| SPACE DESCRIPTION               | Total Spaces | Area SF      | Total SF     | Total Teaching Stations | Total Teaching Station Seats | COMMENTS                               |
|---------------------------------|--------------|--------------|--------------|-------------------------|------------------------------|--|
| <b>Learning Resource Center</b> |              |              |              |                         |                              |  |
| Stacks & Seating                | 1            | 3,072        | 3,072        | 1                       | 77                           | 40 sf per student per space guidelines |
| <b>Sub Total:</b>               | <b>1</b>     | <b>3,072</b> | <b>3,072</b> | <b>1</b>                | <b>77</b>                    |  |
| <b>TOTALS:</b>                  |              |              | <b>3,072</b> | <b>1</b>                | <b>77</b>                    |  |

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS

### Chute Middle School - Fine Arts

December 16, 2021



| SPACE DESCRIPTION | Total Spaces | Area SF      | Total SF     | Optimal SF Per Student | Total Teaching Stations | Total Teaching Station Seats | COMMENTS                               |
|-------------------|--------------|--------------|--------------|------------------------|-------------------------|------------------------------|--|
| <b>Fine Arts</b>  |              |              |              |                        |                         |                              |  |
| Band Room         | 1            | 1,382        | 1,382        | 54                     | 1                       | 26                           | 54 sf per student per space guidelines |
| Music Room        | 1            | 812          | 812          | 46                     | 1                       | 18                           | 46 sf per student per space guidelines |
| Media Art Room    | 1            | 1,294        | 1,294        | 50                     | 1                       | 26                           | 50 sf per student per space guidelines |
| Art Room          | 1            | 1,407        | 1,407        | 50                     | 1                       | 28                           | 50 sf per student per space guidelines |
| <b>Sub Total:</b> | <b>4</b>     | <b>4,895</b> | <b>4,895</b> |                        | <b>4</b>                | <b>97</b>                    |  |
| <b>TOTALS:</b>    |              |              | <b>4,895</b> |                        | <b>4</b>                | <b>97</b>                    |  |

# FACILITIES MASTER PLAN – SPACE UTILIZATION & BUILDING CAPACITY STUDY

## CAPACITY & UTILIZATION CALCULATIONS Chute Middle School - Physical Education

December 16, 2021



| SPACE DESCRIPTION | Total Spaces | Area SF      | Total SF     | Total Teaching Stations | Total Teaching Station Seats | COMMENTS        |
|-------------------|--------------|--------------|--------------|-------------------------|------------------------------|-----------------|
| <b>Gymnasium</b>  |              |              |              |                         |                              |                 |
| Competition Gym   | 1            | 7,242        | 7,242        | 2                       | 50                           | two gym classes |
| Fitness Center    | 1            | 2,135        | 2,135        | 1                       | 25                           | two gym class   |
| <b>Sub Total:</b> | <b>2</b>     | <b>9,377</b> | <b>9,377</b> | <b>3</b>                | <b>75</b>                    |                 |
| <b>TOTALS:</b>    |              |              | <b>9,377</b> | <b>3</b>                | <b>75</b>                    |                 |

**FACILITIES  
MASTER  
PLAN**

**Building Leadership,  
Administration, BOE  
& Special Group  
Interviews &  
Questionnaire  
Results**

## FMP Interviews Common Observations & High Priority Suggested Improvements:

- 5th Ward School is Needed
- Align Space & Student Capacity of Buildings
- Connect Dawes Annex to the Main Building
- Provide Accessibility in Buildings (Elevators/Ramps)
- Provide Secure Vestibules at ALL Buildings that Do Not Have Them
- Rethink Spaces so They Foster Creativity & Collaboration
- Execute Fiscally Responsible Improvements That are Impactful & Cost Efficient
- Modernize Libraries (Learning Resource Centers) to Become the Hub of the Buildings
- Update Ceilings, Flooring, Lighting & ALL Toilet Rooms
- Painting Needed Throughout Buildings
- All Capital Improvements Should be Executed with an Emphasis on Sustainability (Green)
- Update Educational Spaces with Modern Features & New Casework

# FACILITIES MASTER PLAN – INTERVIEWS & QUESTIONNAIRES HIGHLIGHTS

## EVANSTON/SKOKIE SCHOOL DISTRICT 65 FACILITIES MASTER PLAN

### NOTES FROM BOARD OF EDUCATION INTERVIEWS

#### Question #1: What do you see as the most pressing need for the buildings in the District?

- These needs are broken into the following categories/pillars:
  - Sustainable and safe buildings – ensure that each of our buildings are up to code for health and safety reasons but also looking into sustainability and opportunities for us to reduce our carbon footprint with each building
  - Safety/Security – ensuring that our buildings have security systems in place in addition to the traffic and transport needs
  - Equity of space and accessibility – there are at least two schools that I am aware of (Dawes and Washington) where there are differing buildings for the students that it would be important to be able to connect those buildings
  - Building/Developing a school in Evanston's 5th ward
- Some buildings have certain space issues. Crowded hallways are an issue in some buildings and some buildings have classrooms / spaces that are not right sized for modern collaborative teaching. Need 5<sup>th</sup> Ward school should be considered a strong possibility and the age and deferred maintenance challenges with old buildings should also be a high priority.
- Central air throughout buildings, more secure entries (main), updated restrooms, plumbing.
- Old buildings and there is a long list of deferred maintenance and capital projects that were shelved over the past 10 years which has directly impacted the learning environment.
- Older buildings, not built for modern standards, small rooms, not flexible and as they get older, they are costly to maintain. Restrooms are a huge deficit. Exposed piping, conduit are everywhere and kids push and tug at them. Build a new 5<sup>th</sup> Ward School and make it the "MODEL" Building for the District and be the standard that the other buildings should strive to attain with the new renovations that will be advanced with the FMP.
- Neighborhood schools should be across all wards (Add 5th Ward School)
- Attach the existing separated buildings at Dawes; loss of instruction time walking to and from buildings is significant. Safety of the children is a concern as they move back and forward between buildings. Library space throughout the district need to be modernized to become building hubs for 21<sup>st</sup> Century Learning. Orrington floods in the basement. ALL Buildings need to have separate Gym & Cafeterias

#### Question #2: Do the buildings align with the District's vision of what an educational environment should be? If so, explain how you see that as being accomplished. If not, what impediments do you see as preventing this from happening?

- I believe that the buildings have provided a safe space but are lacking in resources to accompany the curriculum, equity and accessibility that our district is striving to develop and create. My hope is that this facilities master plan will be able to do the following:
  - a. Identify and rate where each of our buildings stand in terms of being up to code, opportunity for solar panels/sustainability
  - b. Take into consideration the various wards but neighborhoods that are surrounding our buildings as redrawing district lines will need to happen; comparing various resources, transportation availability, and equitable distance
- I see various impediments:
  - a. Citizen pushback as district lines are redrawn, issues with changing schools – possible change of property value? Concern with students changing schools mid-program (for

example, family has a 2nd grader at School A but boundaries change and kid has to go to 3rd grade at School B)

- b. Financial repercussions with building updates
- c. Financial costs tied in with rebranding and communications
- Limited experience with all buildings. Generally, there are likely spaces that have limitations to meet modern learning / collaborative learning and modularity is needed. Accessibility is needed and universal design impediments. Financial challenges are a large issue. To rectify the challenges this FMP road map will be a critical tool.
- Smaller student/teacher ratio is preferred (15-17 students per classroom). Small classrooms impede the learning environment and these impede the districts' vision at times. Also available funds present a challenge for improvement of items that need attention.
- Buildings need to be in good repair to reflect the "values" of the school district. Teachers have the tools to teach in multiple modalities. Classrooms likely lack sufficient square footage to ensure that collaborative learning is best achieved.
- Middle school students could benefit from a student union type space to ensure that student development/experiences are improved.
- A large enough auditorium may be good.
- The buildings do not adequately meet the vision of the school district for STEM/STEAM opportunities due to the physical shape and some disrepair of the buildings. The spaces do not represent 21<sup>st</sup> Century Learning objectives and align with the SD Vision to be a leader in delivering PK-6 education.
- Impediments – Finances and the practical ease of making significant changes in a public school district is a political challenge too with potential school boundary changes, closing a school of two etc.
- Schools should be the center of their neighborhood community and all parents to feel connected and should strive to be 21<sup>st</sup> century learning environment for students/ community 7am-7pm
- District is not quite in alignment with the needs of the students. Two-way immersion program as based on SAP data and needs to be implemented to two strands, but physical space is limited. Busing is not working towards our equity goals, all students should have a neighborhood school that meets their needs, long routes place unnecessary stress on students.

#### Question #3: How are the facilities meeting the student population and classroom size objectives/goals?

- Given where residential building(s) continue to grow and develop, it is not consistent with the school availabilities.
- TWI programming has shown higher success with classrooms being at 50% TW-S (Spanish first language) and 50% TW-E (English first language) which they currently are not. Additionally, there is proven success with TWI having two classrooms of a grade so there is more flexibility and long term continuance.
- Oakton Elementary is unique in that they have three strands which means the kids that start in kindergarten in their strand/classmates stay with the same classmates all 6 years of elementary. They have worked through these boundaries and created a collaborating community out of it.
- Limited firsthand knowledge, but need more flexible learning spaces and use technology to maximize learning and working in teams and interactive learning. Library spaces could be modernized and be better used for modern learning.
- Student teacher ratio is good at some buildings but adding/upgrading technology will make objectives and goals easier to attain.

# FACILITIES MASTER PLAN – BOE INTERVIEWS & QUESTIONNAIRES



## EVANSTON/SKOKIE SCHOOL DISTRICT 65 FACILITIES MASTER PLAN

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2

# FACILITIES MASTER PLAN – BOE INTERVIEWS & QUESTIONNAIRES

- Student/teacher ratio – dependent on the teacher. The ratio changes from K-5 vs middle school buildings.
- Depends on the building, but across the district the cafeterias are not working well due to space limitations and sometimes being combined with a gymnasium. They are not true multipurpose rooms. Arrival and dismissal opportunities in the buildings for gathering space are missed opportunities or not present in some buildings.
- Having a multi-purpose room to become an asset for other uses and possible community use is a goal.
- Some drop in population due to covid
- SD district has moved from single desks to tables for more collaborative learning. But now with the pandemic there has been a paradigm shift back to the old way of teaching using single desks. SD should not lose sight of this and continue to strive to design spaces that are more conducive to collaboration between students and teachers.

**Question #4: Are there known space issues that have caused challenges in any buildings? Are there classroom shortages that you know of?**

- Space issues that I am aware of include Dawes and Washington for the previous mentions. As for classroom shortages, there were concerns that some of the schools are nearly at capacity such as Lincoln Elementary
- Building a school in the 5th ward would meet a need for those residents.
- Lincoln Elementary uses a multipurpose room for school events that is too tight.
- Nicholas feels small and cramped.
- Having dedicated gym and cafeterias is important.
- Orrington flooding of lower level and a small building are questions to ponder on if this building should remain in the SD inventory.
- There are classroom shortages at Haven, Nichols, Willard, and some others.
- Orrington has had large kindergarten classes. Willard and Dewey have had issues and Nichols and Washington has had some capacity issues.
- Old electrical light fixtures need to be replaced. Storage is a problem, rooms are cluttered. Air conditioning is a problem. Chute has had issues and middle schools are not built for growth. The magnet schools are not adequate nor were they designed to be true magnet schools, but were converted from Elementary School Buildings and lack certain accoutrements that a MS building would typically have. Dawes annex is not connected to the rest of the building and this is a huge issue. There is no space to place preschool in all the buildings which is a potential missed opportunity.
- Diversity in community has waned would love to maintain diversity in the S.P., Orrington school has size and structure issues and should be looked at closely
- Nichols school has had space issues in the past
- Classroom size is an issue at some buildings, but not all. Also, the number of classrooms is somewhat inadequate. There may be spaces such as storage rooms that are being used for educational delivery in some buildings.

**Question #5: Are there spaces that do not currently exist in the buildings that you wish could be included? Maker Space, STEM or STEAM labs, Multi-Purpose Rooms, Digital Media Lab, Science Labs, Community Spaces?**

- I wish that there was more Maker Space, Multi-Purpose rooms – especially if it can convert from being a community space or space for kids to learn/move.
- Another thing to take into consideration are any of our local community resources and its proximity to schools such as Y.O.U., YWCA Metamedia, YMCA McGaw, Evanston library,

- space for a library mobile to park? D.I.M.E. or any of the city recreation centers such as Robert Crown, Fleetwood Jourdain, etc.
- Having Maker / STEM spaces that are flexible to be able to be used as multiple types of spaces is important.
- Special spaces need to be in alignment with current and future/desired programs and pedagogies.
- Larger or additional gyms, or separate cafeterias & gyms would be ideal at all buildings, more media labs with community meeting areas, spaces for younger children to be cared for during parent meetings like parent / teacher conferences.
- Having core dedicated spaces like gym, library, cafeteria are important. Having spaces where students are connected too (murals, etc.) are important.
- Having maker studio would be great if finances allow. These spaces are huge benefit to foster creativity.
- STEM/STEAM are important tools to help advance better learning.
- Maker space, STEAM labs, need to be more than just a place or rack with a 3D printer. They need to be designed with more in depth equipment and curriculum in mind.
- Libraries vary in size and they all should have similar elements across all buildings
- More equitable distribution of specialty spaces/gym and cafeteria across all buildings across the School District
- Try to use the renovation to create a great atmosphere and environment fostering positive relationships across
- Get back to collective teaching and flip classroom/21st century learning
- Separate spaces for PE and Cafeteria would be great. Right now, some schools share these spaces. STEM and Maker Space Labs should be a priority. The PTA equity project has been working on centralizing the funding so all schools can have an equitable share not equal, based on student needs at each building share. More flexible space for students AND staff are needed.

**Question #6: Are there issues from a Building site standpoint from a student drop-off/pickup, bus drop-off, parking, green space, recreation space, etc.?**

- There are many parking issues, especially for those schools that are primarily in a residential space such as Dewey, Orrington.
- Also noting that Walker Elementary and Bessie Rhodes Magnet School are in the city of Skokie so there are different permit requirements as well as working with a different police department which includes safety.
- Site traffic flow needs to be looked at and if one-way traffic is needed then the SD should work towards that objective.
- See where curb cuts can be added to get off the streets for pick-up and drop-offs.
- Recreational / green space needs to be reviewed with sustainability and good environmental features and beneficial attributes (shade).
- Designated drop off and pick up spaces that are safe and off the street, if possible. Move bike racks. Lack of parking is an issue.
- Many buildings have only street parking and that can be problematic for visitors, neighbors, and parents.
- Playgrounds are in good repair. Dawes playground equipment needs to stay top of list. Fields that flood are problematic. Look at bus curb cuts to better any challenges in drop-off sequence.
- Willard's streets are narrow, overall circulation is a problem. Better flow off street is desirable in buildings that can support it. Green space is very important as well as well-maintained

# FACILITIES MASTER PLAN – BOE INTERVIEWS & QUESTIONNAIRES

- fields for sports. Accessibility to all playgrounds and school environment in general needs to be prioritized. Each school needs to be fully accessible on the exterior and interior.
- Walker school and Washington drop off/pick up is a nightmare; look at working with neighborhood on traffic pattern
  - There is a concern with how students feel included or not at each building. The logistics of drop off for buses have been an issue for who feels included based on how those that live in the neighborhood inhabit the school and how those that are bussed interface with those operations. Playgrounds are not all the same, some are maintained well while some are broken and remain broken for long periods of time or not fixed at all. This is a larger questions about the districts responsibilities versus PTAs involvement. If the district doesn't take care of facilities then PTAs start to try address these things on their own and the solutions to those things are inequitable across the district.

**Question #7: What exterior building improvements do you see as being the most impactful for the facilities? (Add entry canopy features, renovate exteriors to give them a fresh look, add signage, add new glazing (windows), etc.)**

- Due to COVID restrictions, there has been requests for temporary tents to be implemented so students can eat outdoors. Not sure if canopies would be beneficial for that. I'm not as familiar with exterior building aesthetics – my concern is just that we are up to code for safety reasons and provide a safe and welcoming space for our kids.
- Digital signage at each building is desirable for better communication.
- Help to architecturally define where the main entry doors are would be beneficial for some buildings.
- Upgrading windows, tuckpointing brick, digital signs.
- Adding digital message boards would be beneficial. Roofing and tuckpointing is important.
- Signage matters, there are buildings without proper signage or signage in different languages. Exterior image of school is important to overall community morale. Any improvements need to be able to be maintained easily as they age. Make the main entry doors obvious with better design and/or canopies/signage etc. Exterior lighting MUST be improved an converted to LED across the SD.
- Digital communication signs and better recognized main entry
- Dawes building being connected
- Exterior building improvements do make a difference and it improves overall morale in the community and we should not ignore them completely. Canopies, newer windows, secured entrances are important.

**Question #8: What are the District Administration office and support facility needs? More office space? More community use space? More Storage space?**

- I am not as knowledgeable about this space and the needs. The thing that did cross my mind is how JEH preschool shares the same space as the District Administration. I do wish that the district administration office had a strong security system but also a welcoming presence as this can be the first impression of our district.
- JEH seems ok
- At this point, there are no major space issues that I am aware of
- JEH building seems to be working well. Welcome center has done well with community. Maybe office space if financial resources are there.
- The second floor of the administration building is working fine as is. Separate entrances for the Administration building and the Early Childhood Center should be considered. Any renovations to the JEH Building should be lower on the priority level.
- Seems adequate (JEH)

- ECC program may be added to other buildings
- Gender neutral toilets need to be more accessible to the public, maybe on the first floor of the central office since the community visits the building often.

**Question #9: Are there strategic goals that the District is striving to attain that should be considered for the Facilities Improvements? Grade Centers? School Boundary changes? Consolidation? STEM focused?**

- Besides the safety measures, it would be good to take a look at our current spaces as well as the community in various stages:
  - a. What radius around the building would be considered a "neighborhood school" and also looking at the population census information of that building radius/school boundaries? In addition taking into consideration major streets and to minimize the need for bussing.
- Based on the above, there is hope that a need for a school in the 5th ward is defined. The fact that the 5th ward has a big circle in the middle of it that is then bussed over to NW Evanston Willard is an issue to me. Bussing impacts that a new school may have must be reviewed to not create extracurricular participation challenges.
- I am open to hearing various options and recommendations on what we can do with the 20 buildings we have in our district and best use for each one.
- Low hanging fruit in creating sustainability and in alliance with the Green Team whether it is having solar panels or gardens or the space for a composting station.
- Concern around Bessie Rhodes magnet school – the numbers are very low at the school all around while other schools are near capacity. It is also concerning because in just five years, Bessie Rhodes went from being a more affluent school to now a Title 1 school with 40% of their student population on free/reduced lunch.
- STEM focus should be made across the board at each of the schools – there are opportunities either with the libraries or green team efforts/sustainability to have it built in.
- Neighborhood schools that are "walkable" is an essential goal
- K-5 walkability is a subjective definition but having a direct connection to the neighborhood and the school is essential... the school should be a key asset to the neighborhood and the overall school and local community.
- School boundaries and student assignment are the major goals of the BOE and should be in alignment with the FMP goals. Pinpoint and agree what is an acceptable walking distance to the neighborhood school should be.
- Make programs approx./strategically located to where students live and bring the ESL program to buildings that need this program and SPED programs are dispersed equitably across the school district.
- Community schools is a model that has aspects that allow spaces to be shaped by the community (family spaces that allow parent / community engagement off hours and during school if strategically designed).
- I would also value our buildings being as inclusive AND environmentally sustainable as possible ( efficient, using renewable energy, and maximizing resource use).
- Ideally I hope for all of our buildings to become ADA compliant ultimately as well.
- School boundary changes and consolidation should be top priorities. New school in the 5th Ward. Priority of building new schools should be Elementary before a Middle School. Looking forward to more than just a 10-year plan. The plan needs to be visionary far into the future.
- Look at the possibility of moving and consolidating the TWI programs across the various schools and have them at Oakton, Dawes and Washington and then look at possibly closing Bessie Rhodes and selling that property.

# FACILITIES MASTER PLAN – BOE INTERVIEWS & QUESTIONNAIRES

- The new 5<sup>th</sup> Ward School should be a PK-8 Building and be the model educational facility that the other buildings should strive to attain similar educational and environmentally goals.
- Look at Park School and if it is appropriately built to handle the special needs population that attends this building. The SD should pay close attention to the special needs population and if these students can be educated at their neighborhood school buildings.
- 5<sup>th</sup> ward school and making sure the buildings are maintained and if consolidation is logical then consider it.
- Strategic goals should be: Redistricting and ultimately, a New 5<sup>th</sup> Ward School

**Question #10: What do you see as being the most impactful capital improvements that will come out of the FMP process? If you had to prioritize these impactful improvements, could you please list your top 5?**

- School building capital assessment for safety and capacity (secondary is to take into consideration which could be easily converted to include solar panels or garden/composting station)
- School boundaries audit as that would determine #3 with consideration to the population, major streets (removing the need for bussing), Evanston wards boundaries
- 5<sup>th</sup> ward school building which removes that random circle that goes to Willard
- Equitable accessibility – ensure that there are ramps, easily reached doors to be opened (inside the building) and outdoors (access to ring bell) whether someone is in a wheelchair or physically impaired, elevator, but on a higher note – ability to connect our buildings at Dawes and Washington so kids don't have to go out into the elements to go eat lunch or go to PE or any other classes such as art, music, etc.
- Flexible and functional spaces that support modern pedagogy
- Sustainability
- Buildings need to be safe - materials, physical safety, IAQ, water quality.
- Work towards chipping away at deferred maintenance
- Accessibility across all buildings and all buildings have equally modern accoutrements
- Classroom size, masonry, parking, windows, building signs (exterior)
- Most efficient at bringing programs to students
- Inclusive and meet needs of accessibility and align with school district values
- Have facilities that inspire students to greatness and that the buildings have an alignment with value "prideful"
- Be efficient and fiscally sound and make sure the facilities are "right sized"
- All buildings need to be in "good repair", water tight and functional.
- List
  1. 5<sup>th</sup> Ward
  2. Classroom innovation spaces, STEM/STEAM & community space & flexible spaces
  3. Exterior circulation, improved traffic flow
  4. JEH should not be disturbed, it will be resented by the community
  5. Consolidation, if a new school is built, two schools can possibly be taken offline
- List
  1. 5<sup>th</sup> ward school
  2. Consolidate/close an older building
  3. Connect Dawes
  4. Rethink spaces so they foster creativity and collaboration
  5. Do the improvement in a fiscally responsible way to ensure that the improvements are impactful and cost efficient

- New 5<sup>th</sup> Ward School, attaching the separated buildings at Dawes, separate gyms and cafeterias at all buildings, overall program / physical space alignment, exterior building improvements, restroom improvements

# FACILITIES MASTER PLAN – ADMINISTRATION INTERVIEWS & QUESTIONNAIRES



## EVANSTON/SKOKIE SCHOOL DISTRICT 65 FACILITIES MASTER PLAN

### NOTES FROM ADMINISTRATION INTERVIEWS

#### Question #1: What do you see as the most pressing need for the buildings in the District?

##### *Dr. Latarsha Green, Dr. Beardsley, Dr. Horton*

- Buildings are old need modernization, HVAC, elect., etc.
- Buildings are old and not designed for 21st century learning
- Buildings send the wrong message to kids and community.
- Flexible learning spaces
- Teaching and learning spaces are not 100% adequate.
- Special ed and bilingual spaces are lacking flexibility.
- Lacking break-out spaces
- STEM and science spaces are old and needed to create science focused
- Space dedicated to media resource centers "maker space"
- Steam based learning spaces are not adequate.
- Library/media centers need to be used better to align with current curriculum.
- Core learning support - feel like you are showing up in a learning space and your learning is valued - worn down, dirty, accessible learning
- T&L - flexible learning spaces, support for 21st century learning, wifi access, committed learning spaces to support functionality of programming

##### *Mr. Little*

- Not modern. They are old, historic but not up graded for 21st century learning

##### *Dr. Khelghati, Mr. Obafemi*

- Need repairs, very old buildings. Plumbing HVAC roofing and general building envelope issues, water leaks throughout

##### *Melissa Messinger, Adeela Quershi*

- Balancing enrollment across the district and possibility of new building in 5<sup>th</sup> ward. Some buildings are over capacity, and some are underutilized.
- King Arts lacks. MTG is lacking. Community space is lacking.

##### *Kylie Klein, Dr. DeCristofaro*

- Building planning for expansion of certain types of services - specifically bilingual services, special education services, and counseling services for middle school students (new this year, hoping space is adequate for this service for students).
- Modern, well-functioning facilities - many of our school facilities are in dire need of physical improvements and repairs. Not all buildings that need service are getting service.
- Buildings are not ADA compliant. Temporary solutions such as chair lifts are not available in all buildings
- Peeling paint, cracked walls
- Buildings are not comparable as it relates to age and maintenance. they should all be maintained at the same level

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## Eddie Reeves, Building Maintenance

- Plumbing Issues
  - Re-piping issues throughout the District-hot and cold water lines need to be replaced with copper lines
  - Haven, Chute and Oakton have water pressure issues.
  - Buildings over 100 years old have drainage issues
  - Fixtures throughout the District need to be replaced
  - Jet rodding at all buildings
  - Dead end piping at Haven, King Arts, Chute, Dawes and Washington, may also need abatement
  - Mains Replaced
    - Rhodes 100%
    - Dewey has 50%
    - King Art 75%
    - Lincoln 100%
    - Lincolnwood 75% done
    - Nichols 0% (replace ??? with PVC)
    - Oakton 0%
    - Orrington 0%
    - Park 100%
    - Walker 0%
    - Washington 20% done
    - Willard 25% done
    - JEH 100%
    - Main/ (???) 0%
    - Dawes 0%
    - Chute 0%
    - Haven 0%
  - Cast iron waste lines have had some cracking
    - Haven, Nichols, Oakton, Orrington, Washington, Willard (allocate and ??? to replace)
  - Dawes
    - Look at dropping ACT and new piping (???) concealed spline and new ACT ceiling.
    - Dead end piping has happened when old showers have been abandoned. Some areas will need to be addressed since there are active toilets/sinks.
  - Valves/fixtures (replace 95% in school district)
  - Park school needs sewer work (\$10K)
  - Kingsley sewer 400' to replace from 6" clay to PVC.
  - King Arts waste line replace 5-6' that has broken (inside) (\$10K)
  - Ejector pumps replaced (15-20 years) Orrington & Willard
  - Hot water heaters replacement 50% have about 5 years of life. The other 50% will last another 15 years.
  - Look at grease traps at kitchens at MS and Early Childhood.
  - Add plaster traps to art rooms district wide.
  - Most pipe insulation is "hot"
- HVAC Issues
  - Boilers
    - Bryan Boilers at Willard, Washington, Dewey, Dawes, Orrington approximately 25 years old. Washington being in the worst shape.
    - Cleaver-Brooks Steam at Warehouse approximately 72 years old.

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# FACILITIES MASTER PLAN – ADMINISTRATION INTERVIEWS & QUESTIONNAIRES

- Aerco Boilers at the other schools are approximately 13 years old. Not sure of their life expectancy. We have had issues with them.
- Lochinvar Boilers at JEH are approximately 20 years old.
- AHU
  - Rhodes- Gym and Auditorium AHU working okay now but could be an issue in coming years.
  - Chute- Gym and Auditorium AHU working okay now but could be an issue in coming years.
  - Haven - Auditorium and gym could use an AHU for fresh air.
  - Kingsley - All AHU's are original to the building. They will need upgrading soon.
  - Nichols - DX units in classrooms on the 4th floor require work every year.
  - Orrington - Main office needs AHU.
  - Washington - Main Office and adjoining offices could use AHU for fresh air
  - Warehouse - Steam heat in the office area needs work. Of the 4 AHU's in back only 1 works the other 3 have busted coils.
- Controls
  - Washington Annex - Pneumatic controls need work/upgraded.
  - Kingsley - Pneumatic controls need work building wide.
  - District wide - BAS Web-Talk is 25 years old. Main server needs to be upgraded and building controls need to be scheduled for replacement.
- Ventilation
  - District wide there are areas that do not have mechanical ventilation to bring in outside air.
- Electrical & Lighting Issues
  - Many building electrical panels are outdated and need to be replaced and marked
  - Installation of LED lighting would probably save us money
  - Facilities lighting is inadequate or non-functional
  - A number of buildings have air conditioners that should be on dedicated lines
  - Receptacles not grounded
  - Inadequate lighting in some building corridors
  - Panels are outdated
    - 50 panels to be replaced
    - 50 panels need to have locks added
  - Site lighting change all to LED wall packs and parking lot lighting
  - Building lighting change to LED
  - Allowance for recirculating
  - Touchless hand dryers in all toilets
    - 50% of existing hand dryers need replaced in next 20 years
  - Circuit breakers need replacement
  - Wiring replacement in all buildings
  - Switchgear replacement (to come)
  - Receptacles are not grounded in any buildings are 10 years older
- IT/AV Issues
- Fire Protection Issues
- Fire Alarm Issues
  - Nichols, Bessie Rhodes, Willard, Lincoln, JEH have newer fire alarm headend systems replaced. Device replacement 80% will need to be swapped out.
  - All exit lights need replacing.
- Envelope – See Report
- Drainage – Dawes annex has a perm that stopped the flow (needs fixed)
- Nichols – Add F.D.'s and new slab \$60K

- Locker bottoms rusted out (fixed with aluminum sheet metal) all buildings
- Toilet partitions need (2/3) replaced
- Removable mullions replaced and certain percentage need replaced
- Door hardware replaced over time
- Electric strikes need replaced
- All playgrounds need replacing
- Change all concealed spline with ACT
- Orrington gym wood floor gets water from toilets
- Cabinets (lock system)
- Orrington basement floor needs fixed
- King lab cafeteria floor needs fixed
- Kingsley main hallway
- Replace all window coverings with rolling shades
- Orrington windows are double hung and need attention (change out all windows)
- Look at systematic window replacement
- Annual allocation for screen replacements
- Walker gutter and exterior water?
- Landscape maintenance (tree trimming)

**Question #2: Do the buildings align with the District's vision of what an educational environment should be? If so, explain how you see that as being accomplished. If not, what impediments do you see as preventing this from happening?**

**Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- Be creative in how you renovate
- Time and \$\$ are
- Repurpose and reuse of space
- Respect tradition but do not have it become an impediment to progress
- Impediments (tradition) rigid designs and structure
- Environments need to reflect needs of special needs learners.
- I think our buildings house learning, but they don't support innovation
- Library/Media centers size are inconsistent and not fully utilized

**Mr. Little**

- Classrooms are too small and not flexible
- Lighting is bad, air conditioning is lacking
- Achievement gap needs to be closed and it starts with physical facilities

**Dr. Khelghati, Mr. Obafemi**

- Downward spiral in the facilities due to age of facilities. Life safety issues like asbestos get in the way of progress

**Melissa Messinger, Adeela Quersh**

- Buildings are old and do not meeting 21<sup>st</sup> century learning standards; Small community rooms lack community space; Some lack modern technology. Lack Maker Spaces. Gym/Café sharing is a challenge.
- Building lack community space. Social/emotional learning is not supported by buildings. Lacking Maker Spaces.

# FACILITIES MASTER PLAN – ADMINISTRATION INTERVIEWS & QUESTIONNAIRES



## **Kylie Klein, Dr. DeCristofaro**

- I think there is room for improvement. Our district's equity vision and student-centered focus should mean that all services are available at all schools, and we have made some gains in achieving improvements in this, but more is needed (see notes about under 1a).
- Also, to give students outstanding educational opportunities and make them feel valued we need clean, modern facilities at all of our schools (no peeling paint, broken things, etc).
- Need spaces for special programs, such as bilingual education services which is being expanded throughout the district

## **Eddie Reeves, Building Maintenance**

- King Lab Magnet School – Roofing Removal and Replacement PHASE 2
- Small Roof Replacement
- Washington Roofing Removal and Replacement
- Walker Roofing Removal and Replacement
- Park Roofing Removal and Replacement
- Chute Roofing Removal and Replacement

## **Question #3: How are the facilities meeting the student population and classroom size objectives/goals?**

### **Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- Space does impact the availability of C.A.'s and the dual language program has impacts; program expansion has impacts of space
- Buildings have challenge to flex with section variables
- Office space is sorely needed throughout.
- Accessibility of buildings is an issue in most areas that will impact educational programming.
- They are not - lacks flexible learning spaces
- Dual language program expansion
- Student assignment planning
- Experience of students who require additional services - EB and students with diverse learning needs.

### **Dr. Khelghati, Mr. Obafemi**

- Limited funds have been the main culprit in bringing buildings up to code and/or keeping up with repairs.

### **Melissa Messinger, Adeela Quershi**

- Community room size variation and some are too small or too big in some cases; try to better manage and align community room size to number of students in the CR
- Lacking toilets.

### **Kylie Klein, Dr. DeCristofaro**

- I can't speak to this directly. I think student assignment would have the best insight here, as well as instruction (in relation to science facilities/computer labs, etc.)
- Sometimes there is not enough small group space for some of the districts specialists in the schools

## **Eddie Reeves, Building Maintenance**

- King Arts Parking Lot
- Kingsley Parking Lot Sink Hole
- Dewey Parking Lot Sink Hole

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## **Question #4: Are there known space issues that have caused challenges in any buildings? Are there classroom shortages that you know of?**

### **Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- Gymnasium is a challenge in some buildings
- Gymnasium concept did not work during covid, two separate spaces would have been better.
- Climbing walls, etc. are hard to implement everywhere, especially in gymnasiums.
- Elective spaces not always accessible
- Fine art/library and PE spaces are not always dealt with consistency
- Staff offices are lacking for counselors and student services
- Special spaces for mental health are lacking in many buildings
- Lack of maker spaces for STEAM learning in middle school - with access to a close entry door to allow for easy weekend and evening access.
- Lack of flexible learning spaces where students can collaborate
- Lack of flexibility in lab spaces.

### **Mr. Little**

- Facilities are not meeting goals at the middle schools (size wise)
- Neighbor elementary schools are full and kids have to travel
- Gymnasium is a bad idea, would like separate spaces (gym only) (auditorium only)

### **Dr. Khelghati, Mr. Obafemi**

- Pre-pandemic. Yes. Post pandemic, no. space demand is not even throughout district. Some schools are over enrolled and some under enrolled. Student assignment project will be crucial in solving enrollment number issues.

### **Melissa Messinger, Adeela Quershi**

- None that they are aware of. Nichols Elementary School.
- None; King Arts ok.

### **Kylie Klein, Dr. DeCristofaro**

- A few years ago Nichols families were concerned about building overcrowding and we did some analysis which suggested the building is not necessarily overcrowded. But it is hard to assess if buildings are overcrowded due to not having reliable building capacity data.
- Nichols feels like it is overcrowded, however the district does not have true (formal) and verified building capacity data and space utilization data/ formulas in place. Special needs students would need more room and space/planning

## **Eddie Reeves, Building Maintenance**

- Nichols Masonry Restoration
- King Arts Masonry Restoration

## **Question #5: Are there spaces that do not currently exist in the buildings that you wish could be included? Maker Space, STEM or STEAM labs, Multi-Purpose Rooms, Digital Media Lab, Science Labs, Community Spaces?**

### **Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- Maker spaces (dedicated) has been a challenge, need better and permanent

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# FACILITIES MASTER PLAN – ADMINISTRATION INTERVIEWS & QUESTIONNAIRES

- Maker spaces need to be located where they cannot be moved due to scheduling of the classroom/area they were assigned.
- Turn libraries into multimedia laboratories.
- Science labs need to be modernized to create flexibility
- Media center modernization
- Dawes school is disconnected from main building and make courtyards secured or make them covered spaces and useable more frequently
- Dawes would need to have a specific space dedicated to a multimedia/library. Maybe build within the existing courtyards. Possibly a three-season space for outdoor learning.
- Maker Spaces
- Flex STEAM spaces
- Cafe/Gymnasium
- Outdoor spaces with shading
- Media labs are very inconsistent across the district

**Dr. Khelghati, Mr. Obafemi**

- We must be committed to STEAM spaces like science labs, engineering labs, music spaces, maker spaces.

**Melissa Messinger, Adeela Quershi**

- K-5 buildings lack space for space for STEM/STEAM or Maker Space. Have a space for sensory issues. Use a closet. Space for STEM that is better.
- All students to get in the building.

**Kylie Klein, Dr. DeCristofaro**

- All of the above, plus Counseling offices for MS students
- Counseling offices in M.S. need to be carved out/added. These offices are extremely important to be able to service students properly

**Eddie Reeves, Building Maintenance**

- Haven's lockers need to be replaced
- Dawes Locker need to be repaired (missing handles)
- Kingsley locker (floors need to be repaired)

**Question #6: Are there issues from a Building site standpoint from a student drop-off/pickup, bus drop-off, parking, green space, recreation space, etc.?**

**Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- Site issues are challenging and should be addressed as best as possible
- Site amenities could be better coordinated across the district
- Parking
- Ticketing
- Inconsistent maintenance of outdoor spaces
- Parent and bus drop off in the same spaces

**Mr. Little**

- Parking limitations are a challenge
- Schools with no parking

**Dr. Khelghati, Mr. Obafemi**

- Conversation with Evanston transportation manager regarding limitation of parking

- Greenspace is at a premium
- Bus routes and drop off (cuts in sidewalk needed)
- Residents next to schools are hesitant to help
- Drop off safety is a concern and city has been engaged but this issue does not seem to be a priority

**Melissa Messinger, Adeela Quershi**

- Parking is a big issue and barrier due to lack of land. Signage (wayfinding) inside the buildings is lacking or not ADA. Exterior signage should be consistent across all buildings and be permanent and themed for the neighborhood school.
- Signs should be installed so you know that doors are the main entry. Bench for visitors is nice.

**Kylie Klein, Dr. DeCristofaro**

- Transportation and bussing at Dewey and Park - drop offs and pick ups can be congested

**Question #7: What exterior building improvements do you see as being the most impactful for the facilities? (Add entry canopy features, renovate exteriors to give them a fresh look, add signage, add new glazing (windows), etc.)**

**Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- Dawes buildings connected is high priority
- Each building has their own context in the neighborhood
- Signage, English/Spanish (exterior, way-finding)
- Secure entry should also be more welcoming
- Consistent ADA accessibility
- Welcoming space at the entry
- Signage in English/Spanish

**Mr. Little**

- Exterior buildings not having digital signs is a missed opportunity and check with city zoning restrictions
- Some playgrounds need updating
- Exterior buildings need power washing
- Improve interior and exterior lighting, needs LED and improved
- Touchless toilet rooms should be the norm
- Signage and better-defined main entrance is needed
- Parking for visitors is non-existent

**Dr. Khelghati, Mr. Obafemi**

- Exterior building improvements are important but we want to focus on interior renovations that will have a greater impact on educational delivery. Landscaping, flowers can be improved, windows can be cleaned more often.

**Melissa Messinger, Adeela Quershi**

- Be conscience of exterior items like rusty fences. Fix parking lots. Add digital signage for each building would be great.
- Wall decals can be added too. To liven up the building.

# FACILITIES MASTER PLAN – ADMINISTRATION INTERVIEWS & QUESTIONNAIRES



**Kylie Klein, Dr. DeCristofaro**

- Cosmetic improvements are nice, but any improvements that directly impact student and staff safety should be prioritized
- Improvements need/should be prioritized to make sure educational delivery is the focus

**Eddie Reeves, Building Maintenance**

- Dawes need ceiling replacement
- Rhodes needs ceiling replacement
- Walker needs ceiling replacement

**Question #8: What are the District Administration office and support facility needs? More office space? More community use space? More Storage space?**

**Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- District offices could be redesigned to possibly create more equitable (closed office vs. cubicle)
- Technology integration space needs more storage space
- Warehouse may need more space
- Central office needs a central lounge/place to gather and eat lunch and take breaks from their work.
- Shared lunch space that is welcoming and accessible
- Cubbies creates inequity and lack of collaboration

**Mr. Little**

- JEH building shared with pre-school is not great but the shared entry can be a challenge

**Dr. Khelghati, Mr. Obafemi**

- Building was opened in 2001 with a lot of value engineering solutions which are now becoming an issue. For example, cheaper windows that leak, HVAC system that is now beginning to fail. Office space is short (10-15 offices) and 2-3 conference rooms are needed.

**Melissa Messinger, Adeela Quershi**

- Lacks community and meeting space due to them being converted to offices. Office/cubes feel sterile and does not promote collaboration as is desired. Needs to be more welcoming and updated. No space in cube farm for private conversations.
- The reception/front desk area is wasted space and underutilized and could be better put to use. Staff lunchroom is not in a good location and is sterile outdoor patio. Would be nice at JEH. JEH lacks storage.
- Have smaller, private "phone booth"

**Kylie Klein, Dr. DeCristofaro**

- Meeting space is very limited. Right now this is ok since we are mostly not meeting in person but post covid this may be an issue. Conference rooms are limited and hard to schedule due to lack of availability/multiple folks needing spaces to meet in.
- Possibly consider team offices but the school buildings' needs need to be prioritized. Storage spaces, such as student services has a lot of old junk. This room can be repurposed.



**Question #9: Are there strategic goals that the District is striving to attain that should be considered for the Facilities Improvements? Grade Centers? School Boundary changes? Consolidation? STEM focused?**

**Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- No school in 5th ward is problematic
- K-5 and middle schools structure hinders flexibility, kids have to travel too far.
- strategic goals need to respond to the cultural changes of school district
- Buildings need to work for current and future needs. They were designed for a different era, they need to respond to today's cultural needs
- diversity vs. neighborhood schools is a challenge and evolving
- 5th ward and diversity are topics that will be a challenge; how to address equity and diversity and neighborhood schools
- Magnet programs for new schools
- Avoid new segregation nodes
- Yes to Grade centers and boundary changes

**Mr. Little**

- 5th ward school is a high priority
- More STEAM in the MS with college and career labs being added for career. Focused labs are on the horizon

**Dr. Khelghati, Mr. Obafemi**

- Recommending boundary changes, redistricting and 5th ward school

**Melissa Messinger, Adeela Quershi**

- 5<sup>th</sup> ward school is needed to better the equitable neighborhood schools and this school would help. Alleviate buildings that are over capacity and help balance school populations across the school district. A new school may offer many additional compounded improvements. The FMP will be "huge" to be a road map for the school district.
- HVAC/AC at all the buildings is desired and having this addressed should be on the list.
- Orrington basement community room needs to be addressed.

**Kylie Klein, Dr. DeCristofaro**

- Yes, all of these things that the SAP process is working on

**Question #10: What do you see as being the most impactful capital improvements that will come out of the FMP process? If you had to prioritize these impactful improvements, could you please list your top 5?**

**Dr. Latarsha Green, Dr. Beardsley, Dr. Horton**

- HVAC issues need to be addressed so cooling is not an issue
- Need to fix the indoor climate
- Buildings are used in the summer and they need to be 100% cooled
- 5th ward school and student assignment data planning should help define to capitol project
- Regular and intentional plan to address issues in a meaningful manner
- Have a 20 year road map to address capitol imp. across all buildings that show how to make to capitol program becomes the plan to continue to address maintenance etc.
- Furniture refresh on an annual basis to be part of the plan so that it is being addressed
- Need to align facilities with student assignment planning. Need a clear plan, that is regular and scheduled. Need a capital improvement plan.

# FACILITIES MASTER PLAN – ADMINISTRATION INTERVIEWS & QUESTIONNAIRES



- Buildings on a road to continuous improvement.
- A clear and disciplines plan that leads to schools having similar physical plant and aligned furniture to support programming that is implemented in a transparent manner.

#### **Mr. Little**

- 5th ward school
- Exterior landscaping needs attention, needs cared for
- Playgrounds need modernization
- Better lighting
- Toilet rooms need modernization
- Add accessibility

#### **Melissa Messinger, Adeela Quershi**

- School district FMP solutions need to be sympathetic to environmental issues (solar panels, composting)
- School boundary task will be a great chance to promote change. School bathrooms need to be updated.

#### **Kylie Klein, Dr. DeCristofaro**

- Services available in all schools for students with disabilities and bilingual learners
- Having reliable data on facilities (reliable and accurate facilities maps, capacity numbers, room identifications, so on)
- Having a multi-year facilities improvement plan that allows for learning spaces to be modern and nice for our community
- Multiyear plan for continuous maintenance and improvement of facilities should be prioritized as it does impact student performance.
- Accessible student spaces are a must
- Update libraries throughout district
- Student led learning spaces should be included that allow students voices and choices to be heard.

# FACILITIES MASTER PLAN – PRINCIPAL & AP INTERVIEWS & QUESTIONNAIRES



## EVANSTON/SKOKIE SCHOOL DISTRICT 65 FACILITIES MASTER PLAN

### NOTES FROM PRINCIPAL & ASSISTANT PRINCIPAL INTERVIEWS

#### Elementary Schools (K-5)

**Dawes Elementary School – Marlene Aponte-Mathews (Principal), Teresa Quinn (A.P.)**  
440 Dodge Avenue  
Evanston, IL 60202

- There is an annex building that is not connected that would be ideal if were connected to the main building. Traveling between buildings is difficult in bad weather and in winter an can it can be a safety issue and causes loss instruction time
- Intercom / safety communication is an issue in the building
- Police have commented that it is not safe OR extend / add on to existing building, so it is not separated (annex)
- Water damage has been identified in the building - building needs to be repiped. It's original galvanized piping.
- Standing water in rooms sometimes coming from ceilings
- This building does not have a dedicated cafeteria and utilizes the gymnasium for lunch
- 3 lunch periods are really tough to turn over
- The multipurpose space has been overused and can be difficult to properly schedule
- Partition doors in gym is 50 years old and does not work and replacement pieces are not available
- Parking lot has an ejector pump with a steel cover, sometimes ejector doesn't work
- Very limited parking spaces, 60 staff and only about 35 spots. Staff get ticketed by the city.
- Classrooms are in high demand. This school can use 4 more classrooms.
- 15-20 kids per classroom is the average
- Storage is an issue throughout the building
- Having the Offices near outside wall for visibility of families and general traffic is preferred
- Principal has no visibility / access to cameras
- Conference rooms for teacher collaboration are sorely needed, sized for 30-40 staff when in school training is held in the building
- An Outdoor lab (STEM learning) would be a nice feature to have on this campus
- Take current outdoor garden to the next level, a nice "greenhouse" / center that can also be used as a professional development
- A maker space would be great and kids can practice STEM curriculum
- Auditorium has original equipment (seating, lighting, a/v)
- Asbestos throughout schools
- A computer lab for special projects and assessments would be beneficial or paired with a STEM lab too. This space can be used to teach applicationstoo.
- This school is the second largest SPED and bilingual building in the district
- Updated playground would be a beneficial upgrade for the building

**Dewey Elementary School – Dr. Kimberly Watson (Principal)**  
1551 Wesley Avenue  
Evanston, IL 60201

- Building has a challenge in way-finding. Layout is tricky. It is confusing. Building signage is required. The main office is out of the way.
- Tile is dark and old and dingy.

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- Multiple floor levels create multiple challenges
- Old ceilings (concealed spline) are typical in the older areas.
- Painting the building would be ideal
- Lower-level room (exploratory room) maybe a desired enhancement
- Sub-dividing the basement space into two spaces (academic support and art classroom) would be a positive improvement to the building
- Toilet rooms are dated and need renovation
- Student restrooms – some sinks run continuously. Students who use the boys' restroom report toilets not flushing as a regular issue. Hand dryers are ineffective as well.
- Working locks on bathroom stall doors are needed
- Lighting in old sections of the building needs updating
- Teacher's lounge kitchen needs updating
- Casework needs updating
- Air conditioning units are portable and should be permanent ideally
- Lacking teacher collaboration areas throughout the building
- Average class size is 23-25 students
- 3 lunch periods (10:50 – 1:30 p.m.) 150-160 kids per lunch (roughly 3 sections)
- Staff restroom, custodial restroom in other side of building. Right now there is only one.
- Water pressure and residential toilets are not an ideal situation
- Building is a General elementary school (no focus)
- Parking is nonexistent (no visitor or handicap parking)
- Street sweeper drives in mid afternoon which creates more street parking issues and ticketing
- Student locker bottoms are rusting out
- Not all classrooms have sinks – This makes science teaching and any arts courses a real challenge. Additionally, students have to leave class to wash hands for snack time.
- More accessibility for students and adults with physical disabilities (elevator, accessible adult restrooms, etc.)
- Dedicated spaces for fine arts classes, especially orchestra and band would be helpful
- Private and accessible spaces for clinicians, special ed teachers, interventionists – this is a huge issue and our students are often an afterthought. We currently have a couple offices allocated for this but not enough
- More adult restrooms is desired
- Improved connectivity between different parts of the building (e.g. 5<sup>th</sup> grade is currently very isolated and this could become a safety issue at some point)
- Both windows and hall visibility from all office spaces (e.g. 117E)
- Replace ceiling tiles in classrooms and offices as needed
- Better signage for visitors who arrive at the wrong door – something with a map to show where they are and where the correct door is, for example
- Natural barriers (e.g. rocks or sidewalks) to assist in organization and safety while students wait for the buses
- Windows are difficult to open, WD40 perhaps?
- Locks on doors that connect classrooms.
- More ventilation in gym.
- Larger classrooms
- Larger windows
- Rolling cabinets with lock spaces
- Permanent Air Conditioning is needed for the school
- Hands free soap dispensers
- Hands free faucets

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# FACILITIES MASTER PLAN – PRINCIPAL & AP INTERVIEWS & QUESTIONNAIRES



- Hands free hand sanitizer dispensers
- Disposable seat covers
- Touchscreen smart boards
- Dewey needs a designated art studio. One purposely designed and built in the 4<sup>th</sup> grade wing (the room with 2 sinks) but was turned into a 4<sup>th</sup> grade classroom.
- The ceiling tiles in many of the classrooms are covered with some black stuff.
- Holes where portable AC units have been removed need fixing
- 2<sup>nd</sup> floor bathroom stalls frequently run out of toilet paper. Can we have a second toilet paper roll installed in each stall?

**Kingsley Elementary School – David Davis (Principal), Michelle Brand (A.P.)**  
2300 Green Bay Road  
Evanston, IL 60201

- Secure entry is nonexistent and needs to be done (A/E plans were developed)
- Lack of space in cafeteria (look at the possibility of filling the floor of auditorium and create a new cafeteria/MP Space)
- Multi-purpose conference room would be desirable for teacher collaboration area
- Look at making conference room larger and less width for hallways
- Add a Maker Space, this should be a separate space
- Average student per classroom is 22-25
- 3 lunch periods
- Need speech office and conference room in the building
- No staff restrooms, which is an issue.
- Lockers rotting at the bottom
- Pull Stations / Fire alarms are old, some devices are not working
- Parking is okay at site
- All casework needs updating
- Add secure entry (move to other entry and convert teachers' lounge to offices and relocate lounge)
- BAS is pneumatic, not DDC
- Typical plumbing issues (faucets, etc.). Fixtures are original
- Main pipes are galvanized and the piping is in need of work
- There may be some hardware issues throughout the building

**Lincoln Elementary School – Michelle Cooney (Principal), Luke Larmee (A.P.)**  
910 Forest Avenue  
Evanston, IL 60202

- Site drainage and grading issues; seepage into sections of building
- Classrooms are fine, size wise
- Average size classroom is 22-25 students
- Sub-divide 2<sup>nd</sup> floor lounge to reduce lounge and create (2) offices
- Courtyard is underutilized
- Restrooms need updating
- Entrance canopies gather water
- Horizontal shelves at newer addition are flat and hold stuff
- 525 was the norm for population, now at 400 students
- Playground swings requested
- Parking is okay
- Gym is not air conditioned

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**Lincolnwood Elementary School – Max Weinberg (Principal), Dr. Deborah Osher (A.P.)**  
2600 Colfax Street  
Evanston, IL 60201

- 4<sup>th</sup> year as principal
- Maker space in the building is desired
- Locating the younger students closer to main office is more desirable
- Music will now be a Kindergarten room
- Access to the exterior and restrooms for Kindergarten space is needed
- Accessibility is an issue
- No elevator (desire one)
- Cafeteria is not great space (in basement)
- 3 lunch periods, 125 per lunch
- Hot lunch vs bring your own, waiting too long in line. Hot lunch line takes too long. No rest.
- High population (25) are homeless. Cafeteria is a real trigger and this should be addressed.
- Place for tables on south side of gymnasium is a possibility
- 110 free lunch – Take materials / lunches down to cafeteria is bad
- The cafeteria experience for the free lunch kids is very bad due to location/size
- Stage left floods
- Maker space / robotics in the old bookstore area would be great
- In house sensory area is needed
- LED lighting everywhere is desired
- Lighting is bad
- Original plumbing / toilet rooms – bad
- Restroom partitions need replacing
- Mini blinds should be all swapped to rolling shades
- More connection to outdoors is desired
- Doors (exterior doors) from classrooms is desired
- Adequate parking for staff at this location
- Bus drop-off location is not good for equity. The current COVID bus drop-off from Colfax works the best
- Drop-off is an issue. Playground before school vs bus drop off before school (rich vs poor)
- Curb cut at bus drop off would help

**Oakton Elementary School – Michael Allen (Principal), Michelle Bournes-Thomas (A.P.)**  
436 Ridge Avenue  
Evanston, IL 60202

- Auditorium is not underutilized and is used as a PE space
- The wall / divider needs to be repaired in the space
- Toilet rooms in older part of building need some work
- There are some lockers in 3 classrooms
- Cafeteria is adequately sized; 3 lunch periods
- Class size is 18-19 students; 4 sections per grade level
- 430 students; grade level wings
- No elevator but prefer elevator in fine arts portion of the building
- School is not accessible
- TWE/ACC and general ed (all 3) paths are at Oakton (only one in school district)
- No band space; could repurpose stage - add folding wall to stage to convert to band
- Auditorium lighting needs updating
- Bus drop off is okay; Parent drop off is where teachers park, but it's not ideal.
- Not enough restrooms assigned to non-binary students (unisex toilet room)

4

# FACILITIES MASTER PLAN – PRINCIPAL & AP INTERVIEWS & QUESTIONNAIRES



- Ventilation (library) is lacking
- AC is desired through-out the building
- Equity needs to be universal
- Equality is not equity

**Orrington Elementary School – Dr. Jessica Plaza (Principal), John Siegler (A.P.)**  
2636 Orrington Avenue  
Evanston, IL 60201

- Priority #1 Get all basement classrooms out of the basement
- Priority #2 Dedicated cafeteria
- 3 lunch periods
- Windows do not open
- Window air conditioning is insufficient
- Leaks are noticeable in the building and need to be looked at
- Lose all concealed spline ceilings throughout the building...dated and inaccessible
- Auditorium is used for music and drama
- Railing in balcony can be higher
- Toilet room in basement (1<sup>st</sup> floor) and 3<sup>rd</sup> floor are bad
- (1) real staff bathroom which is barely sufficient
- Exterior stucco is popping off
- No carpet, school has some asbestos
- LED Lighting / new lockers are desired
- School floods (lower level) gym floor
- Desire 5 new offices
- Parking on the street only
- 15-20 kids per classroom
- Accessibility issues throughout
- Plaster is popping in some areas

**Walker Elementary School – James Gray (Principal), Amy Wharton (A.P.)**  
3601 Church Street  
Evanston, IL 60203

- Ceiling tile, flooring need updating
- Greg Jones is the environmental consultant
- Auditorium is air conditioned
- Window A/C units work minimally
- Offices spaces were insufficient, so they took over old storage spaces
- Asbestos removal of VAT tile, district prefers VCT (white)
- Gender neutral restroom (exists for kids)
- 3 lunch periods 10:50 – 12:30
- Auditorium lighting and sound system need updating
- General LED lighting throughout is desired
- Old casework needs updating
- Old unit vents 25 years old
- Unvents bring in fresh air, heating only
- Parking is fine, parking lot repair is needed for asphalt
- North wall of corridor is leaking downspouts
- Exterior doors in lunchroom leak
- Gym floor maybe original
- Johnson Controls / Fox Valley Fire Controls are the fire alarm contractors

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- Restroom fixtures need replacement
- Solid core partitions or solid plastic toilet partitions are desired
- Acoustics upgrades are desired

**Washington Elementary School – Elizabeth Cardenas-Lopez (Principal), Carlos Mendez (A.P.)**  
914 Ashland Avenue  
Evanston, IL 60202

- Desire to have an academic center which could have smaller counseling areas, but mostly 20-25 students
- Teacher collaboration space is desired
- Multipurpose room is desired
- Drama classroom is desired
- This is a Dual language school
- Grade levels should be sectioned off by areas / grades
- This was a PreK-8 building at one point but is now a K-5 building
- Special needs wing (north) is very isolated, need a centrally located SPED area to integrate with the rest of the kids
- Fencing around center of building, or some deterrent to keep people off the roof is needed
- Window air conditioning in most of older part of building
- Auditorium has A/C
- Kindergarten Room 5 is over 2000 SF which is very odd for the number of students in that room. Look at possible re-purpose of this space
- Average class size is 20 students
- Need to centralize main spaces since school plan is so large
- Currently K-5 building
- Auditorium is now drama classroom, but will be converted back to an auditorium
- Could use a Maker Space in library. Library is too small.
- Health / Nurse's office is too small
- No elevator
- Possibly re-purpose auditorium to more central spaces (cafeteria / academic center / counseling) and convert gym to a gymnasium
- 10 years ago the re-purpose of the auditorium to cafeteria had issues with the community (11:20 – 12:30 lunch, 80-90 kids per lunch period) Spread among the 3 rooms
- Recreation space is reduced due to Robert Crown Center new building
- Parking is inadequate on site, Street parking is limited to two hours one day a month for street cleaning
- Large K, auditorium, and hexagon are sensitive areas to the community
- Most A/C is window shakers, some have unit vents
- Carpet needs to go to LVT
- Concealed spline ceilings should be replaced with modern ACT ceilings
- Lighting is very dim and needs upgrading to LED
- Wellness / fitness center for kids / educators would be a nice feature

**Willard Elementary School – Charmekia McCoy (Principal), Jerry Succes (A.P.)**  
2700 Hurd Avenue  
Evanston, IL 60201

- 2 weeks on the job when the interviews took place
- Desire to reshuffle some classrooms to be grouped together
- Shift spaces and combine grades is something that may be considered
- Conference room is going to be the AP office this year

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# FACILITIES MASTER PLAN – PRINCIPAL & AP INTERVIEWS & QUESTIONNAIRES



- Not enough itinerant spaces in the building
- Primary lounge will now be office
- Lacking small group rooms
- Storage (general) is lacking
- Lacking storage space in classrooms
- Expansion of building is potentially needed
- Add classrooms back to handle student growth (program growth)
- Lower-level playground needs to be looked at because of flooding
- 500 students at the building
- 3 lunch periods, 11 - 1
- Classroom size average is 20 students
- All Kindergarten rooms are downstairs
- No parking lot / green space is available. 50 staff drive to work typically
- Air conditioning in new addition is a problem (controls)
- Unit vents and window units are 20 years old
- No A/C in basement
- Toilet rooms are dated and need updating
- Asbestos abatement corridor and classrooms is still needed as reno work is scheduled
- Maker space as part of library renovation is desired
- Student lockers need replacement
- A STEM room is desired
- Newer promethean boards or Interactive Flat Screens are desired
- Program growth = "classroom space"
- Basement gym needs updating, original gym, too dark and hot, in basement
- Multi-purpose room is café and gym
- Gym floor is settling

## Middle Schools (6-8)

**Chute Middle School – Jim McHolland (Principal), Trisha Murray (A.P.)**  
1400 Oakton Street  
Evanston, IL 60202

- Average class size is 26-28
- 3 lunch periods
- There are currently 232 8th graders
- In the principal's 20+ year tenure, this is the 3rd time going through this "want / wish list" stage and not a lot has been accomplished
- Top three things that are requested are: new ceilings, lights, dividing wall in gymnasium and new / fixed security fence around playing field with posted "authorized entry only" signs
- Ceiling tiles in building are falling off constantly
- Dividing wall in gym is broken
- Building is used until 9pm every day. After hours mostly used by outside groups that sometimes wreak havoc in it
- Auditorium needs new sound system as well as seating replacement
- A big dream is to have a turf field since this is the only 100-yard space in the district and the constant use destroys it. It is mostly covered by weeds, not grass since grass does not survive the heavy and constant use.
- Where the 3rd floor ends, 4 classrooms can be added.
- Chute has the most minority and SPED students in the district
- Science teachers must share rooms, more science rooms that are updated are needed

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- Auditorium is used by district and the community
- Boilers routinely break on a regular basis
- Flooding happens all the time, 7 times in the last few years, in the main office there has been at times 4" of water, items have to be raised off the floor, at times files have been lost to flooding
- Air conditioner in the addition does not work and textbooks are getting ruined because of constant humidity
- Gym can use a storage addition on northwest corner, 30x50 would be great
- Storage is sorely needed throughout the building
- Asbestos is present throughout the building
- Technology for better connectivity in high volume areas, especially during high usage times like IMAP testing; the gym and field have very little connectivity
- Need more than one area for staff to meet and collaborate with multiple conference tables
- Auditorium should be air conditioned, graduation ceremonies are performed in house
- SD leased / purchased exterior steel storage container but there is still not enough room for storage of extra furniture. This is being stored on the stage but it has to be moved out into corridors when stage is being utilized
- Non-secured fencing around field during gym classes is a safety issue during the day
- Paint is an issue and building custodians aren't allowed to paint and / or there are no funds for this

**Haven Middle School – Chris Latting (Principal), Trisha Baker (A.P.), Denise Gildon (A.P.)**  
2417 Prairie Avenue  
Evanston, IL 60201

- Limited staff toilet rooms in the building
- A Teacher's lounge could be desired
- Cafeteria is too small
- 125 staff and 25 parking spaces which is not ideal
- Oldest part of building has smaller rooms
- HVAC issues (air changes)
- Carpeting needs replacement
- 900 students in the building
- 40 min lunch, 150 kids (3 lunch periods)
- 300 kids per lunch period
- Plaster is popping
- Library is too small
- Gym has 120 kids at a time which is tight
- Hallways are too narrow
- Too many exits (not the front door)
- Could use additional conference rooms for teacher meetings (24x12?)
- Community use room would be desired
- Welcome room / for parents / ESL
- Academic career center would be ideal
- Only one elevator (hydraulic)
- Modernize front office spaces
- Art room needs modernizing
- Classroom collaboration spaces are desired in the building and/or Classrooms
- Learning spaces should be non-traditional and desirable for 21<sup>st</sup> century learning that breaks the mold "learning sphere"
- Communal space within the school, exterior

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# FACILITIES MASTER PLAN – PRINCIPAL & AP INTERVIEWS & QUESTIONNAIRES

- Expand learning into the exterior is desired (outdoor learning)
- Agriculture, farm to table programs could be a possible connection
- Physical education (traditional) would like to expand the PE to be more expanded to get other sports within the district
- Physical education, indoor field, indoor track, rock climbing wall, fitness center
- Wood shop will be a social study classroom
- Future proof – more tech in the future
- Flooding and leaks in older part of building
- Some classrooms are too small, 28 kids cap = union rule
- Auditorium is not utilized that much by the middle school, but it is used by outside (church) groups and for overflow at lunch. Fall / Spring (musicals / plays) use auditorium.
- Secondary emergency site (for each school)
- Science labs are very antiquated
- Fine arts is the strength of the building / culture

**Nichols Middle School – Marcus Wright (Principal), Kathy Davis (A.P.)**  
2300 Green Bay Road  
Evanston, IL 60201

- Toilet partitions / toilet rooms need update
- Wall seepage in basement; Arcon did some spot repairs and added a collection system with pump to manage the water infiltration
- Lighting upgrades to LED requested
- Some concealed spline ceilings remain and should be replaced
- Windows are 30 years old in most of the building
- Gym needs A/C
- Auditorium is not air conditioned
- A/C is hit or miss and using portable A/C units
- Asbestos is in the building
- Abatement of auditorium and seat replacement was placed on hold
- Galvanized pipe corroding and water pressure issues; lack of isolation valves
- Conference room requested
- Downpours = backed up restrooms, fixtures, and floor drains
- Lacking staff restrooms
- Ventilation is needing to be improved throughout the building
- Cafeteria is small
- Auditorium is used quite a bit
- Possibly expand nurse area into the adjacent math classroom to provide more space
- 20-25 students, 3 lunch periods
- Ceiling tile and floors, wall painted
- Science labs need updating
- Need at least (3) offices
- 800 students average, 700 students is best – shortage of classroom / educational space
- Encore spaces are shrunk to create general classroom space
- Art and band, rest of encore spaces, are busting at the seams
- 110 staff, need additional parking spaces
- Parking is an issue during snow emergencies
- Parking lot needs to be resealed
- 100-110 spaces for staff
- Cafeteria is too small, needs to be expanded
- Casework is old and need modernized

- Doors/frames are old
- Auditorium seating / lighting / sound system needs updated

**Magnet Schools (K-8)**

**Dr. Bessie Rhodes School of Global Studies – Keri Mendez (Principal), Sara Novy (A.P.)**  
3701 Davis Street  
Skokie, IL 60076

- Global studies focus – 275-280 students, 98 MS students
  - English, Spanish, Mandarin
  - Transitioning into dual language academy and will remain global studies focused (transition will be complete in 6 years)
- Class size is 11 to 17 students average, union max: K, 1, 2 = 23; 3, 4, 5 = 25; MS = 28; max periods is 6 per day
- 50 recess K-5, 45 minimum middle school
- Concealed spline ceilings are an issue and old
- Asbestos tile floor, under carpet
- Cabinets are old and need modernization
- Gym is not air conditioned
- Locker room / changing rooms needed
- Office space is an issue (lack of space)
- Acoustical separation in offices is a major issue
- Lack of fine arts spaces is an issue
- Band and orchestra space is nonexistent, practicing in hallways
- Hutchinson Design – Does roof report – 5 year plan roof report
- No dedicated music spaces
- Art rooms are too small
- HS makes lunch, school warms the lunches
- 10:45 – 1:30 lunches. Lunchroom used most of school day
- 3 grade levels / 120 students in lunch
- A/C in auditorium is ok
- Playground is owned by Park District, limiting factor
- Not enough parking, some park on the street
- New boilers in all schools 10-12 years old
- Windows 25 years old
- Chiller doesn't work, Allerton controls.
- Unit ventilators 25 years old
- Leaking pipes
- Exterior door frames need paint
- Leak in the boiler room due to city restrictions
- Water is backing up in lower areas
- Need additional WAPs
- Add teacher collaboration space
- Internet speed is lacking
- More Apple TVs
- Collaboration office / conference room, teacher team 8-10
- Parent academy space open all day
- Title one is transitioning in
- Community room would be great for access / work space (take library space)
- Library can be bigger (add maker space)

# FACILITIES MASTER PLAN – PRINCIPAL & AP INTERVIEWS & QUESTIONNAIRES



- Green room morning announcements
- Fitness center near gymnasium, rowing machines, etc.
- ADA Accessibility – Elevator, More Accessible Playground Spaces
- Additional 1-2 Staff Bathrooms
- Middle Library / Media Center renovation and modernization to 21<sup>st</sup> Century space is desired
- Sensory Room is needed
- Greenhouse would be a nice addition to the building

**Dr. Martin Luther King Jr Literary & Fine Arts School – Amber Henderson (Principal), Rebecca Calloway (A.P.)**  
2424 Lake Street  
Evanston, IL 60201

- Auditorium “house” is used 6-8 times per year and now is used as the morning gathering area before going to homeroom
- School community built around routine
- Dance studio is desired
- Cafeteria is too small; (4) lunch periods; 10:30 lunch start to 12:40 finish; grades cannot eat lunch together
- 25 students is the average class size, 3 sections per grade
- Teachers are sharing classrooms now
- Window mini blinds need to be replaced with rolling shades
- Classroom needs are approx. (1) classroom and new program for intervention space that will be held in the library
- Bookroom / book storage (Room 130) should be a classroom
- A dedicated maker space classroom is requested
- Casework needs improvement or replacement
- Carpet removal requested
- Asbestos abatement required
- Elevator doesn't work most of the time
- Media arts laboratory is desired
- Digital arts space needs updating
- Visual art rooms are vintage and need updating
- Cracked / settlement issues are visible in areas of the building
- Flooding or drain backups happen occasionally
- A/C in library and auditorium only
- Gym has no A/C, it is used all the time
- Courtyard could be partially filled in to create a new climate controlled area
- Fitness room could be a classroom
- Science labs need to be modernized
- Parking is not an issue
- Toilets, plumbing fixtures need to be replaced
- Lack of staff toilet rooms
- Lighting needs replaced to LED
- 530 students in the building now
- Develop STEM program

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**Other Schools / Centers**

**Joseph E. Hill Early Childhood Center – (Principal)**  
1500 McDaniel Avenue  
Evanston, IL 60201

- No secure entrance at this building as the Lobby is joined to the SD Administration Center Lobby. A new glass wall with a controlled entry could be added to provide the needed security and separation.
- Move school district nurse out of ECC to an area (space by reception desk)
- Rooms are too small
- Average class size: Head Start full day = 19 students, Head Start ½ day = 17 students, PSA (Pre-school for All) = 16-18 students, SPED rooms (2) = 8 students
- Full day programming is the main goal. Half day programs are not great.
- 3 – 5 total 1,600 students
- 70/30 inclusion is long term goal
- If full-day Pre-K, the number of classrooms is 50% (need to double). Depends on funding (federal)
- More satellite programming for every program
- Remove walls between 7 & 9 (classroom) should be looked at
- Six arrivals and dismissals
- Midday cleaning of rugs
- Building settlement has been identified

**Park School – Jill Anderson (Principal)**  
828 Main Street  
Evanston, IL 60202

- Self-contained SPED program
- Ages 3-21 (large range)
- Building is accessible, has elevator but it is far from appropriate for students with severe physical disabilities. This is an important fix / ask from the parents, principal, and staff
- 60 - 70 students total
- 11 classrooms
- Classroom size is 6-8 students
- Students attend adaptive PE in gym
- Independent skill center teaches vocational skills. This vocational lab needs to be larger, having a micro packaging simulation stations, laundry, fast food training, etc.
- Home living center, needs updated equipment and setup to be very similar to an apartment where students are trained to live independently
- Sensory rooms, growth of motor skills, trampolines, etc. in one room and has a connection to a second sensory room Snoezelen (sp?) this is calming space for students OR it can also be turned into a livelier space to help “wake-up” students. The equipment in it is over 20 years old and some of it does not work. It is a successful space but needs updating.
- Large / restrooms / showers with adult motorized changing tables are requested. Currently, students have their diapers changed inside the classroom and shielded by only curtains. This is a big need.
- Building is small and has run out of space as enrollment increases; the staff lounge had to be converted to a classroom at times to accommodate growth.
- The building does not have a library, it has a book room, needs a proper library
- There no art room. Painting, cutting, pasting, sculpting, music with adaptive equipment, drama is taught / accomplished by an educator via a cart and travels to all classrooms.
- A therapy pool with warm water, sized to accommodate six students.

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# FACILITIES MASTER PLAN – PRINCIPAL/AP & SPECIALIST INTERVIEWS & QUESTIONNAIRES



- Currently there is a covered patio but can be expanded or made work better for outdoor activities
- Parking is a problem; staff get ticketed by the city
- Buses drop off on main street and parents use circle drive
- Air conditioning units are constantly breaking down
- Carpeting should be removed from all classrooms
- Would like to bring back group lunches in new multipurpose room or LGI room that would also be used for training and as a secondary motor room in addition to existing gymnasium

**Rice Children's Center – Michael T. Johnson (Principal)**  
1101 Washington Street  
Evanston, IL 60202

- Therapeutic day school for wards of the state
- Rental building – limited ability to change the spaces
- Nurse's office is requested
- Spaces for occupational therapy, psychiatrist, general itinerant offices
- Typical students have emotional issues due to coming from high stress environment
- Only 10 students are not residents of the shelter
- Students Individual Plan dictates the amount of care, location, etc.
- Parking is an issue

**Transportation – Lou Gatta (Transportation Coordinator), Sarita Smith (Manager of Student Assignments)**

- Complex, many moving pieces and programs in the district that
- Many students 2300 students are transported yearly
- 300 EL riders
- 870 hazard routes
- 150 magnet school riders
- 200 preschoolers
- 330 sped riders
- Students are bused to some after school programs such as YMCA
- Lots of complex student transportation patterns and programming needs
- Districting and accommodating parents have caused issues with student assignment and transportation
- About 800 5<sup>th</sup> ward students are being bused to schools throughout the district which increases the complexity of transportation and costs to the school district
- 10-14 routes can be removed if a school is opened in the 5<sup>th</sup> ward
- Transportation policies are in place but not necessarily being enforced and students are being transported to schools that they can walk to
- Cab services for homeless students can be an issue
- Cabs - By law, you're still required to provide transportation to students with special needs
  - Students experiencing transitional situations
  - Students with special needs
- Accommodating spacing for students
  - How many actual students can be accommodated in a physical space/classroom?
- These numbers will help us draw our line and establish a boundary to spacing
- We have great policies, but not processes and procedures
- Transportation policies are in place, but they aren't being enforced
- Feedback on survey that Sarita shared

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- Sarita will share updated version of survey for feedback
  - Lou will email any necessary data to the team?
    - Following up with Cordogan Clark with this information, along with any issues that his department has experienced
  - Rider numbers of interest: Numbers based on 2019
    - 2383 Total riders
    - 338 Special Transportation
    - 875 >1.5 miles
    - 868 Hazzard riders
    - 302 EL riders
    - Other numbers of interest.  
Approximately:  
400 Magnet riders  
200 Pre K (am and pm sessions)  
900 not at attendance school (including magnet)
  - Estimated 5<sup>th</sup> ward numbers.
    - 450-500 riders to elementary schools
    - 85 riders to magnet
    - small number at middle schools
- Approximate total riders 550 -600

Costs are associated with the number of routes, not number of students.  
After looking at possible route elimination, I would say we could eliminate 10 - 15 routes.

Each route is approximately 55,000 per year.

Potential savings would be a minimum of \$500,000 to a maximum of 800,00

**Nutrition Services**

- Accessibility of water fountains or water bottle refilling stations in cafeterias / multi-purpose rooms
- Lincolnwood eats lunch in basement, it is too small and inadequate for eating. Food carts are carried up and down steps and it is tough on staff.
- More offices for nutrition service staff
- Increasing lunch periods by 5 or 7 more minutes would be better for students in many ways including emotionally and socially. The lines can be long, and lunch must be eaten very fast, faster than recommended.
- Elementary schools and Bessie Rhodes MS are catered by ETHS via two food transporter trucks
- MS's have their cooking kitchens
- All serving utensils and plates are disposable
- Reusable trays and silverware are desired. This would be a cost saver and better for the environment.
- Lincolnwood does not have a nutrition office, just a desk in an open area not best suited for required work
- Nichols' nutrition office is in an old closet
- Summertime secured spaces for equipment are lacking
- POS system work is performed remotely in office but would be better if completed in the cafeteria via iPad or similar device

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- Power locations for equipment are limited and it makes set up inflexible
- Lunch period start times are very hard on staff because there are only two food transporters bring food from ETHS. A third transport / third route would alleviate this and make lunch periods more flexible for the principals and students
- Support of local vendors for food and supplies is a goal
- More cooking from scratch is desired, healthier and it can open more menu options
- SD 65 is part of a purchasing co-op; this is appreciated since bidding everything can be difficult and time consuming, but it limits choices
- ES are limited to cold or room temperature breakfast items only due to staffing issues (staff is not authorized to arrive early) Increasing staff hours by as little as 60 minutes could work. Hot breakfast would increase breakfast participation and revenue. Hot breakfast program could pay for itself.
- Convection and warming ovens would be great in all the schools to aid in flexibility

#### NOTES FROM BILINGUAL COMMUNITY INPUT MEETING

*Amy Correa, Director of Multilingual Services*

- Language sometimes prevents many non-native English-speaking families from active participation in their child's education.
- However, sometimes not language, but cultural differences also prevent engagement. In most countries, Educators are highly esteemed and are considered powerful community members that most people do not question. When some immigrants arrive, they sometimes feel intimidated and are afraid to ask questions.
- In some cases, because of their immigration status, they do not want to speak up because of fear.
- A different approach should be considered for the bilingual community to be part of the FMP process. A survey even translated (SD65 speaks 80 languages) is ineffective. A better approach can be at specific, bilingual, school level parent conferences, bilingual parent committees and social events where the parents can be engaged. Washington would be a great school for this.
- There are over 800 Spanish speaking families in SD65.
- There are over 25 Haitian / Creole French speaking families in SD65.
- SD65 Latin(x) families feel marginalized as well as some SD65 educators.
- Dual language learning program is very popular with English speaking families as well. They see a benefit in their kids learning a second language, such as Spanish as beneficial.
- Classroom needs are slightly different, but not enough to have a separate classroom specifically designed for English learning. However, more wall space for dual language material would be welcomed.
- Need for more devices with programs specifically designed for English learners.
- Bilingual teaching strategies are stronger and yield better results when taught / learned in groups, so areas with collaboration spaces in all schools would be extremely helpful.
- Larger spaces that can house families for bilingual conferences would provide better communication.
- By law, growth space of 10% needs to be available for students transferring into SD65 throughout the school year.
- One of the most important and lacking is a space for emergent bilingual teachers, closets and hallways are being used right now and this is not ok or acceptable.

# FACILITIES MASTER PLAN – CLIMATE ACTION TEAM INTERVIEWS



## NOTES FROM SD65 CLIMATE ACTION TEAM MEETING

*Sylvia Wooler, Beth Flintoft, Joel Freeman*

- Would like that the Climate and Equitable Jobs Act SB2408 be studied to make sure SD65 plans include ways to align actions that dovetail with the Act's goals when possible
- Roof replacements can be an opportunity for installation of photovoltaic panels. There are multiple financing options.
- LED light fixture replacement can save energy and manpower that it takes to service and change old light ballasts and fluorescent light bulbs. LED light fixtures have a very long-life span.
- UL Verified Healthy Building Program was mentioned. There are five major metric categories.
  - Indoor air quality
  - Water quality
  - Building hygiene
  - Lighting
  - Acoustic
- SD65 Climate Action Team can help spearhead energy grants from various sources
- Emphasis on the following environmental categories is requested:
  - Education
  - Circulation (pedestrian and vehicular)
  - Technology
  - Accessibility
- Hiring a Sustainability Coordinator in combination with the code required Building Commissioner (for HVAC work) in a major renovation or new building project was discussed.
- ComEd has a retro commissioning of existing buildings as well as new construction.
- Existing and new building envelope commissioning should be prioritized.
- Food service consultant food procurement should be analyzed for sustainable practices in the chain.
- Neighborhood schools will reduce and / or eliminate some bussing routes which will save on fuel consumption.

**FACILITIES  
MASTER  
PLAN**

**Recommended  
Potential Facilities  
Improvements**

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

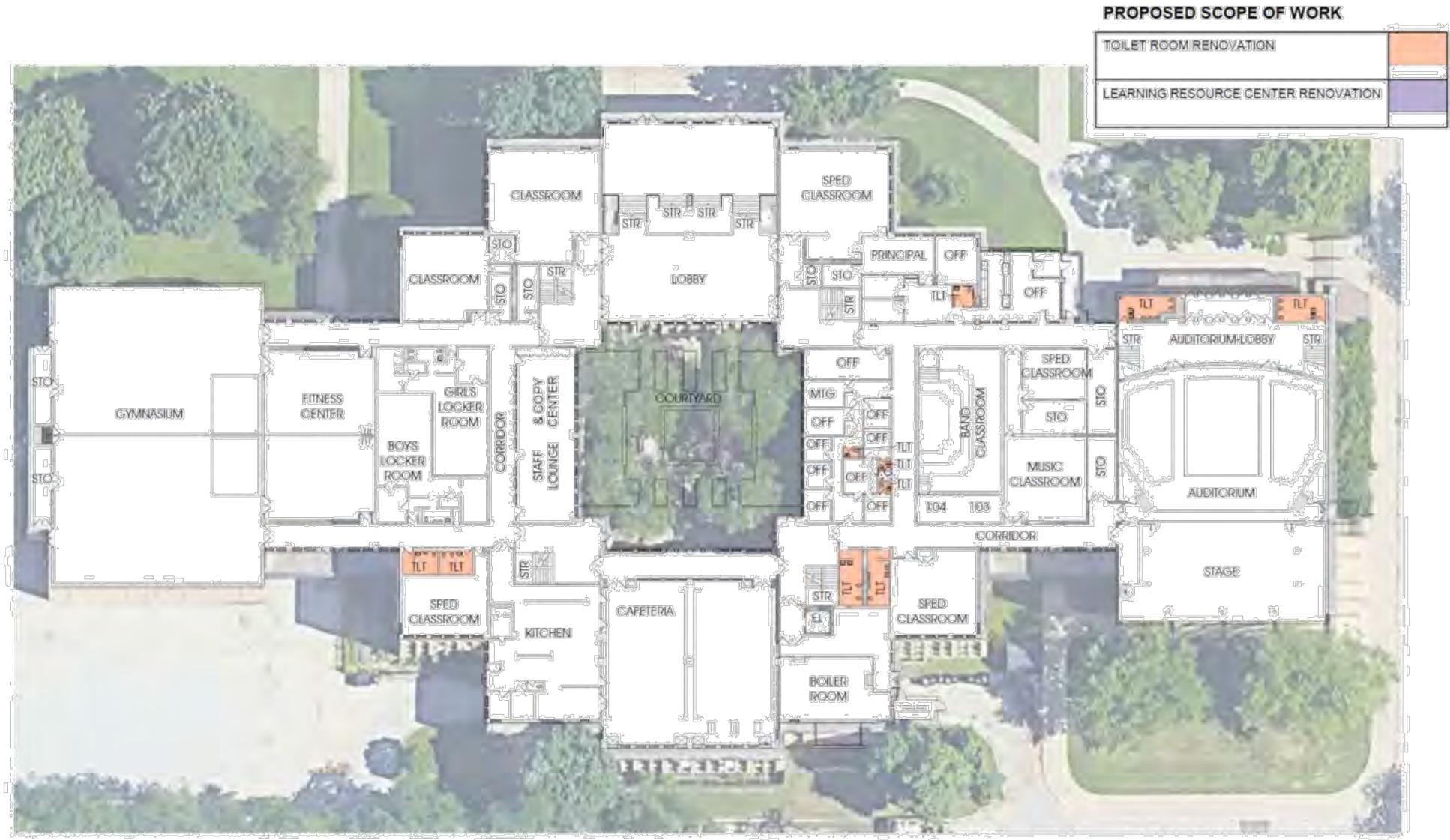
## CHUTE MIDDLE SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Dividing Wall in Gymnasium
- New Synthetic Turf Field
- Security Fencing Around Perimeter Fields
- Additional Storage Space is Desired
- Painting Needed Throughout Building

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



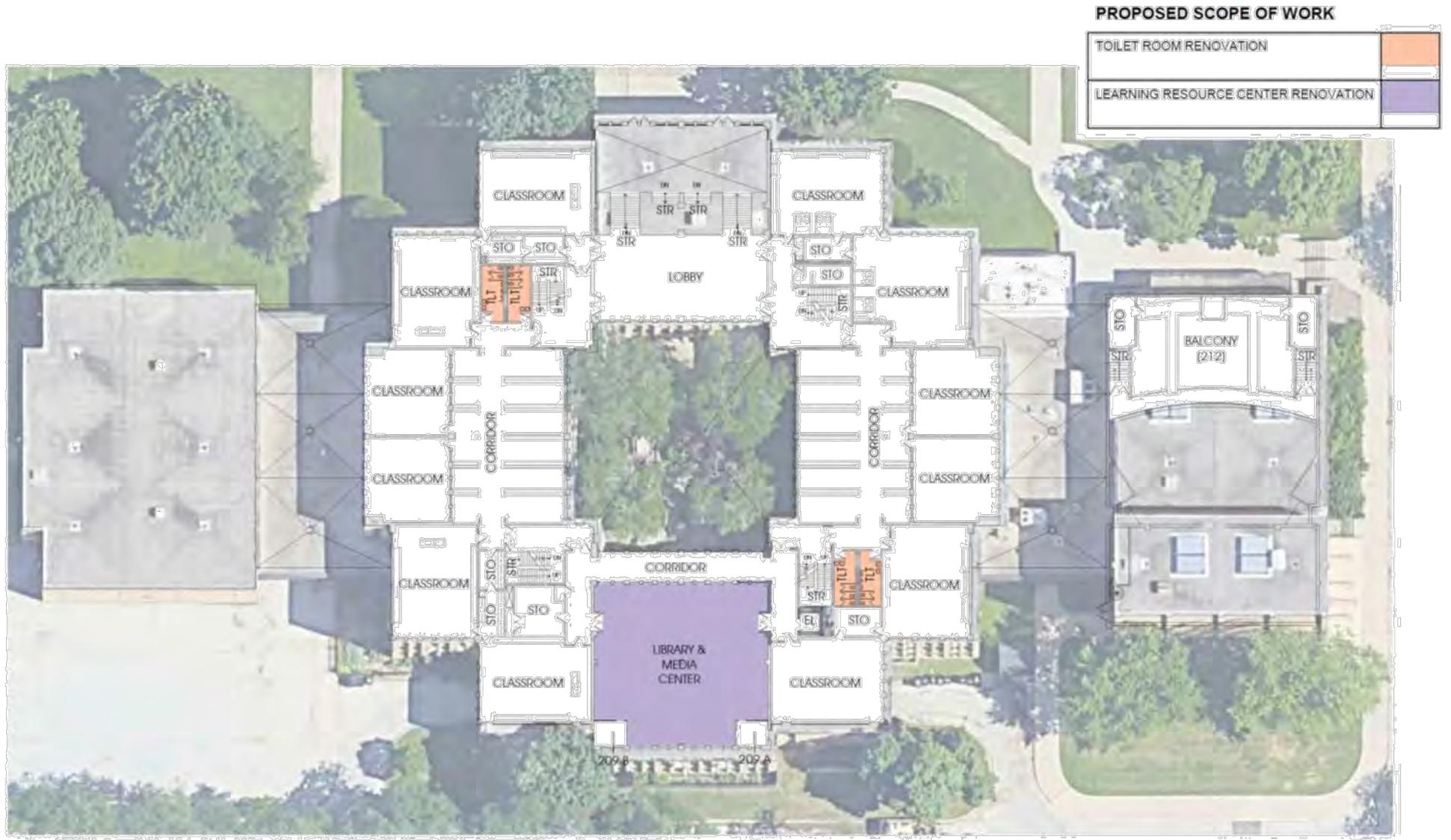
**CHUTE MIDDLE SCHOOL**  
FIRST FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## PROPOSED SCOPE OF WORK

TOILET ROOM RENOVATION

LEARNING RESOURCE CENTER RENOVATION



**CHUTE MIDDLE SCHOOL**  
THIRD FLOOR PLAN



## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

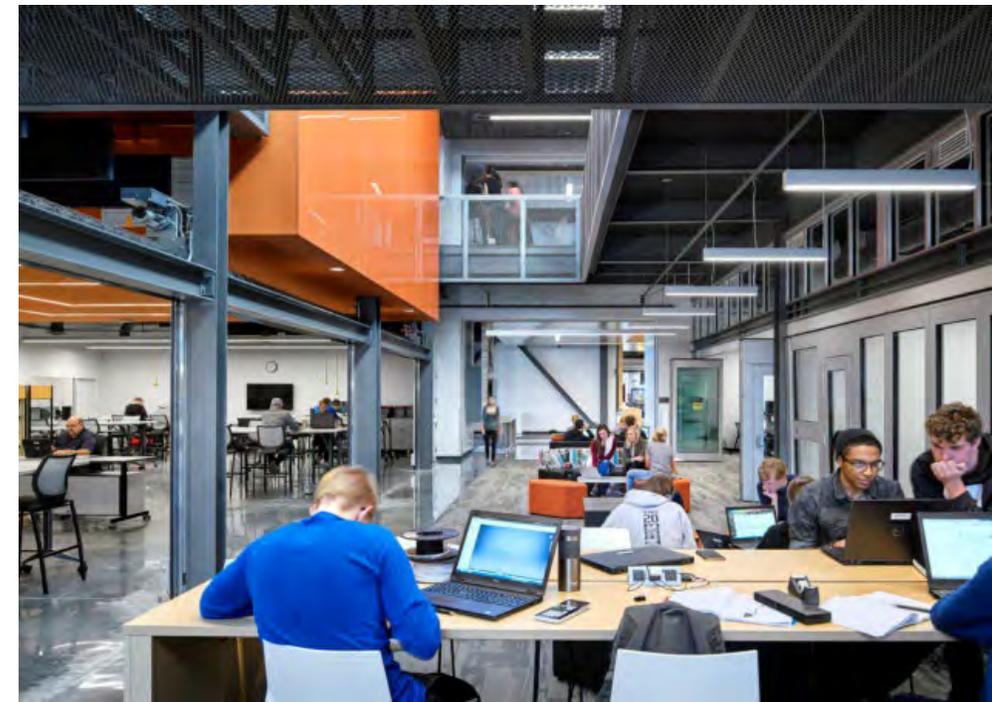
# Modern Learning Experience: Learning Everywhere



# POTENTIAL RENOVATED MULTIPURPOSE SPACES



# Modern Learning Experience: Learning Everywhere



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## HAVEN MIDDLE SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library is Small & Needs Modernization
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Science Labs Need Modernization
- Main Entry Lacks Clear Identification
- Some Hallways are Too Narrow
- Some Classrooms are Too Small
- Painting Needed Throughout Building

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**PROPOSED SCOPE OF WORK**

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |

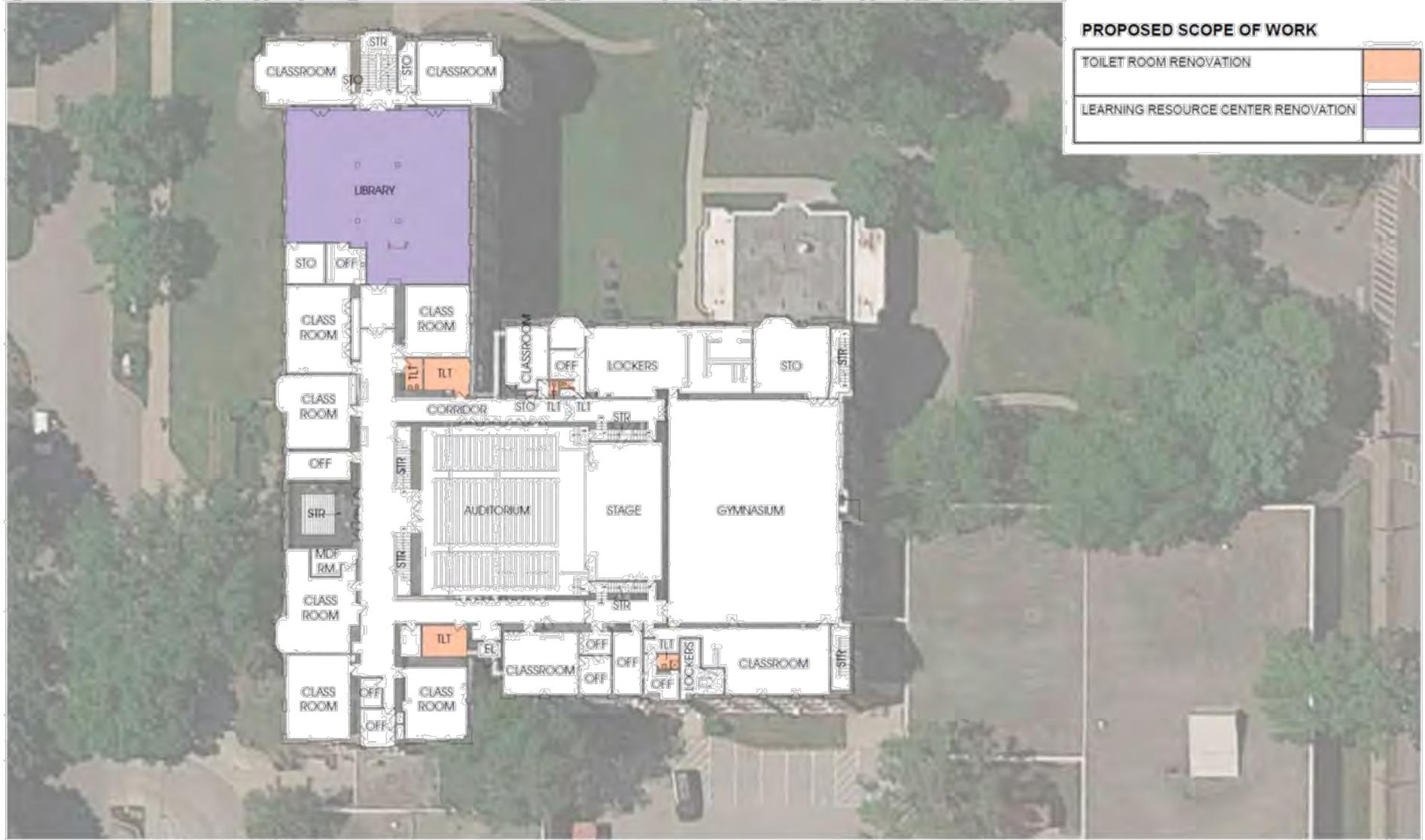
**HAVEN MIDDLE SCHOOL  
FIRST FLOOR PLAN**

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**HAVEN MIDDLE SCHOOL**  
SECOND FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**PROPOSED SCOPE OF WORK**

TOILET ROOM RENOVATION

LEARNING RESOURCE CENTER RENOVATION

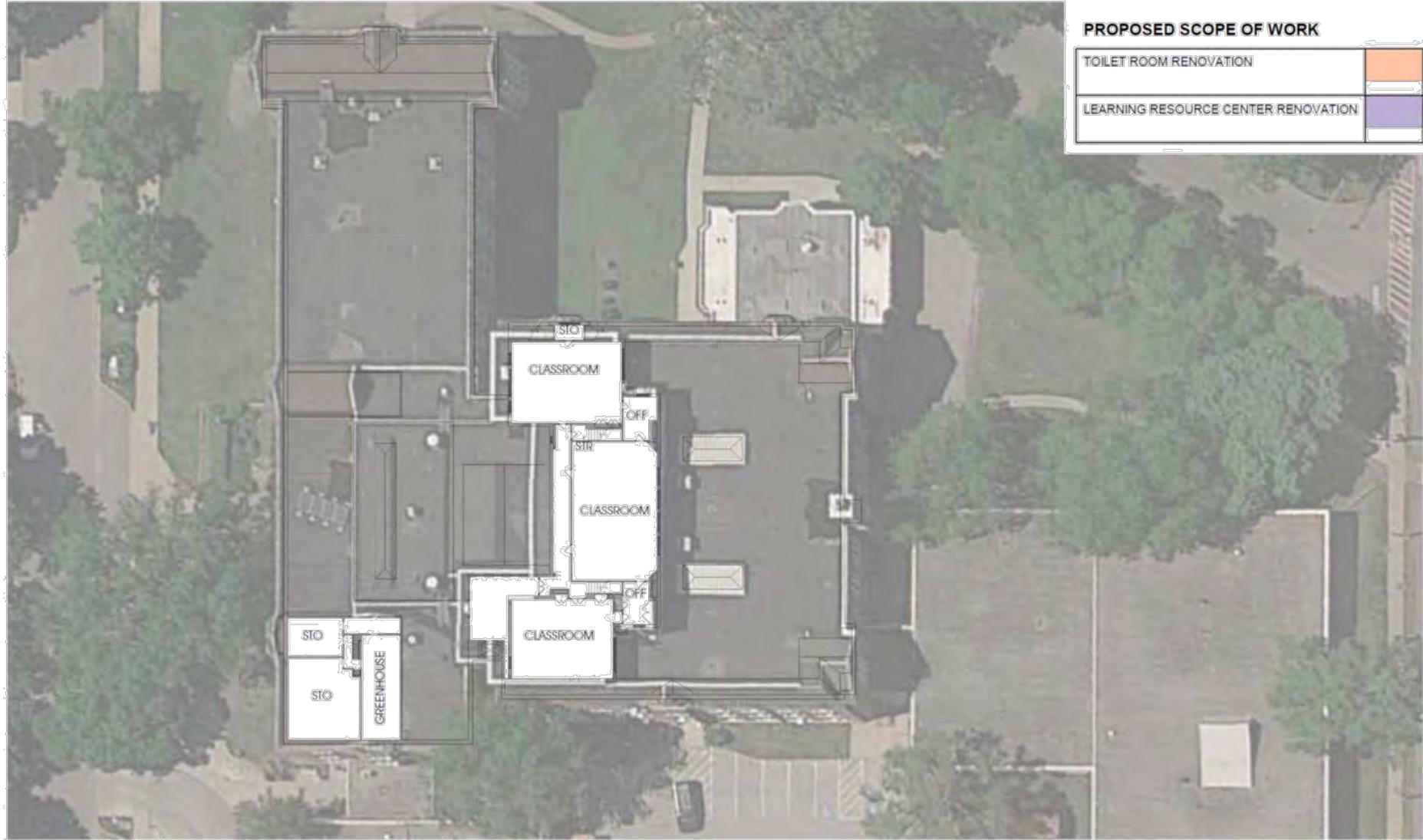
**HAVEN MIDDLE SCHOOL**  
THIRD FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



HAVEN MIDDLE SCHOOL  
FOURTH FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# Modern Learning Experience: Flexible



# Modern Learning Experience: Flexible



# Modern Learning Experience: Learning Everywhere



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

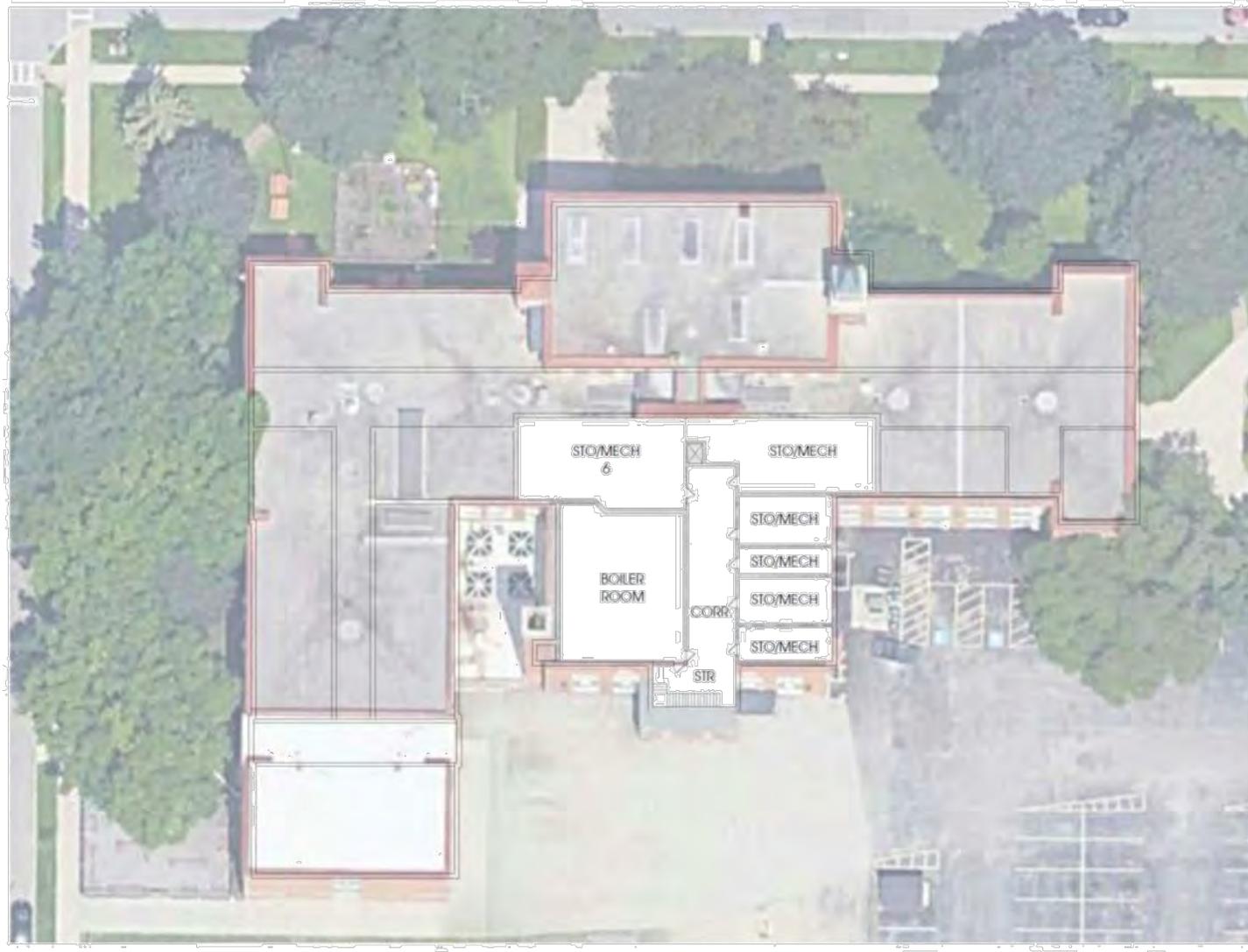
## NICHOLS MIDDLE SCHOOL



### FMP Interviews Suggested Improvements:

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Building Lacks Staff Toilet Rooms
- Science Labs Need Modernization
- Encore Spaces are a Bit Too Small
- Some Classrooms are Too Small
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- Need Additional Offices

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



## PROPOSED SCOPE OF WORK

|                                     |        |
|-------------------------------------|--------|
| TOILET ROOM RENOVATION              | Orange |
| LEARNING RESOURCE CENTER RENOVATION | Purple |

**NICHOLS MIDDLE SCHOOL**  
BASEMENT FLOOR PLAN



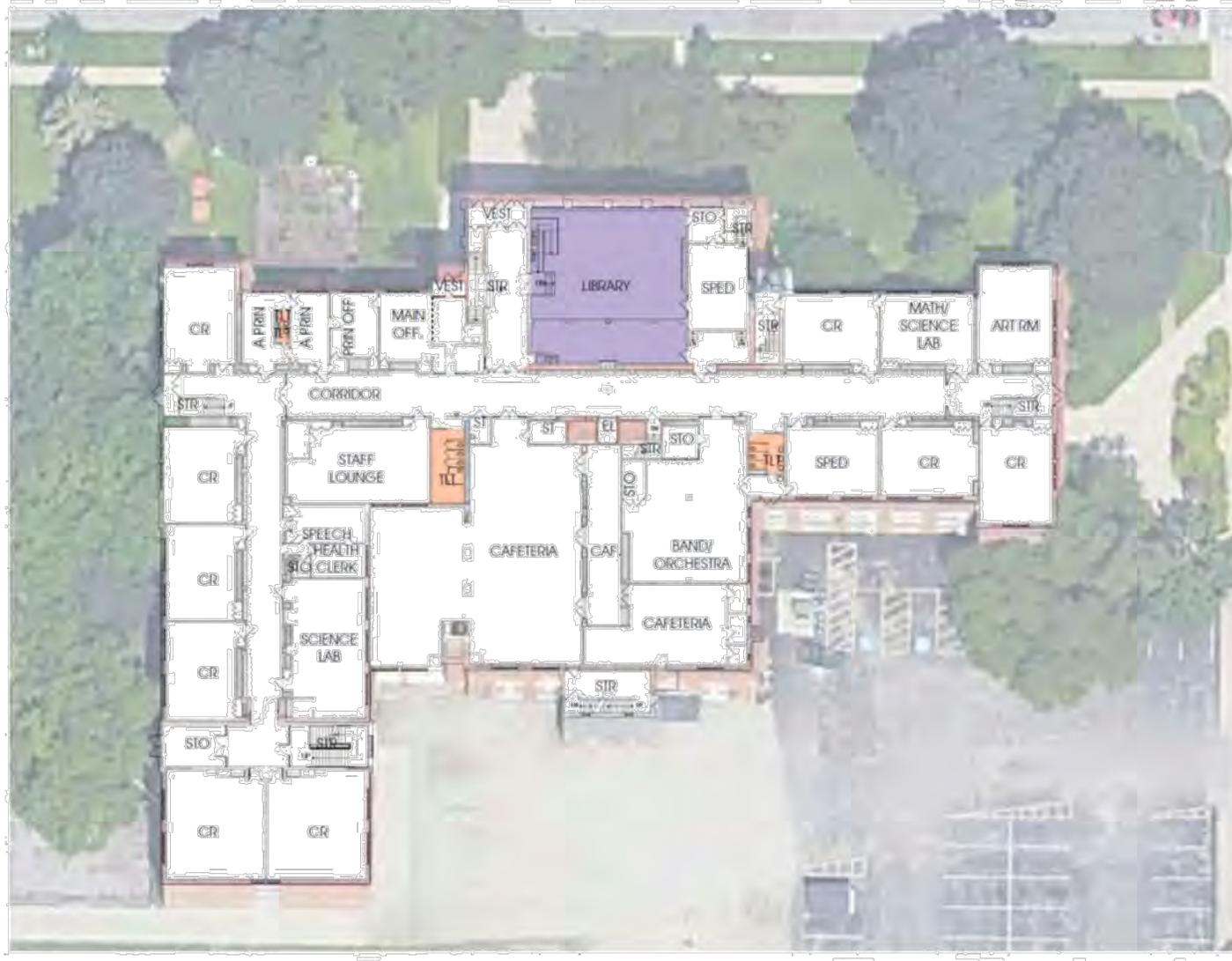
## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## PROPOSED SCOPE OF WORK

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |



**NICHOLS MIDDLE SCHOOL**  
FIRST FLOOR PLAN



### GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## PROPOSED SCOPE OF WORK

TOILET ROOM RENOVATION



LEARNING RESOURCE CENTER RENOVATION



**NICHOLS MIDDLE SCHOOL**  
SECOND FLOOR PLAN



### GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



## PROPOSED SCOPE OF WORK

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |

FOURTH FLOOR PLAN

**NICHOLS MIDDLE SCHOOL**  
THIRD FLOOR PLAN



## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# Modern Learning Experience: Learning Everywhere



# Modern Learning Experience: Learning Everywhere



# Modern Learning Experience: Learning Everywhere



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

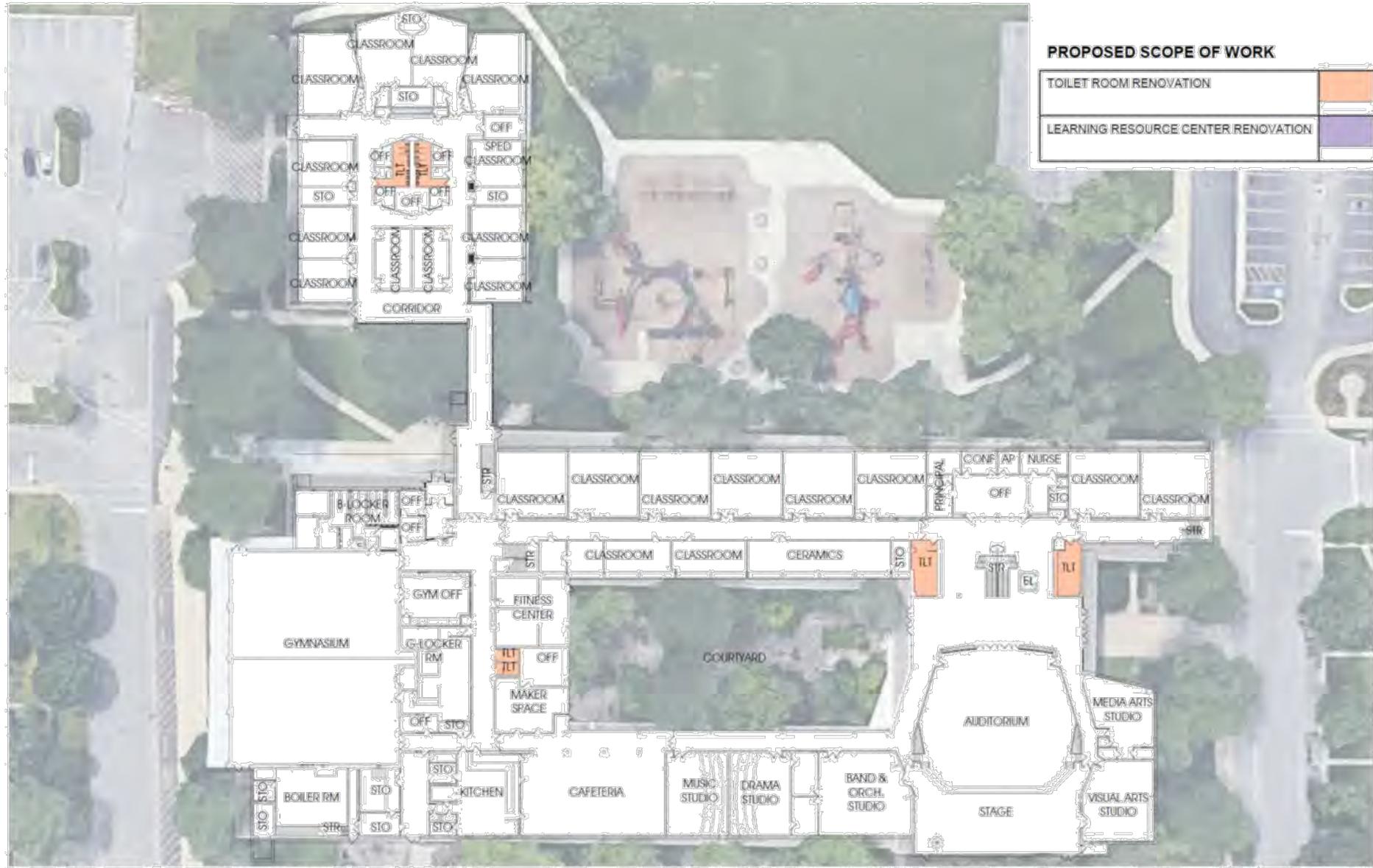
## DR. MARTIN LUTHER KING JR. LITERARY AND FINE ARTS SCHOOL



### FMP Interviews Suggested Improvements:

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Science Labs Need Modernization
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- Need Additional Offices
- Cafeteria is Too Small
- Digital & Media Labs Need Modernization
- Dance Studio is Desired

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**DR. KING JR. LITERARY & FINE ARTS SCHOOL**  
FIRST FLOOR PLAN

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING





# Modern Learning Experience: Flexible



# POTENTIAL COLLABORATION SPACES



# Modern Learning Experience: Learning On Display



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## DR. BESSIE RHODES SCHOOL OF GLOBAL STUDIES



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Science Labs Need Modernization
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- Need Additional Offices
- Locker/Changing Space Needed
- Band & Orchestra Space Needed
- Cafeteria is Too Small
- Teacher Collaboration Space Needed
- No Elevator – Make Building Accessible
- Staff Toilet Rooms Needed

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**DR. BESSIE RHODES SCHOOL OF GLOBAL STUDIES FLOOR PLANS**

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# Modern Learning Experience: Flexible



# Modern Learning Experience: Varied Spaces for Varied Learners



# Modern Learning Experience: Learning On Display



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## PARK SCHOOL



### **FMP Interviews Suggested Improvements:**

- Building Lacks a Library – One Needed
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations for Special Needs
- Science Labs Need Modernization
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- Special Sensory Spaces Need Modernized
- Vocational Space Too Small
- Teacher Collaboration Space Needed
- Elevator Not Adequate for SPED Needs
- Building Accessible
- No Art Room – One is Desired

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



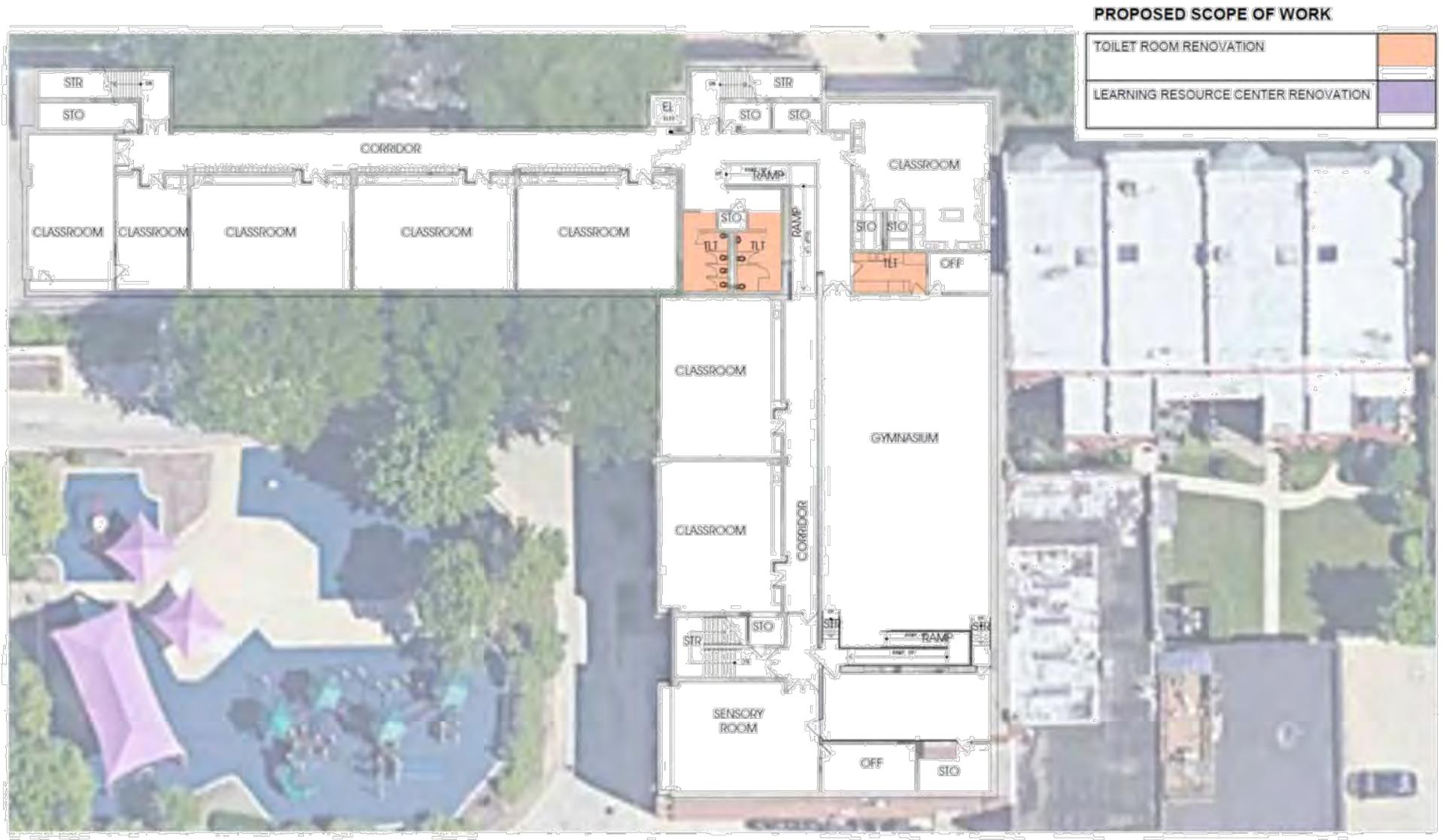
**PARK SPECIAL EDUCATION SCHOOL**  
FIRST FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**PARK SPECIAL EDUCATION SCHOOL  
SECOND FLOOR PLAN**



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# Modern Learning Experience: Multi-purpose



# Modern Learning Experience: Multi-purpose



# Modern Learning Experience: Learning On Display



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

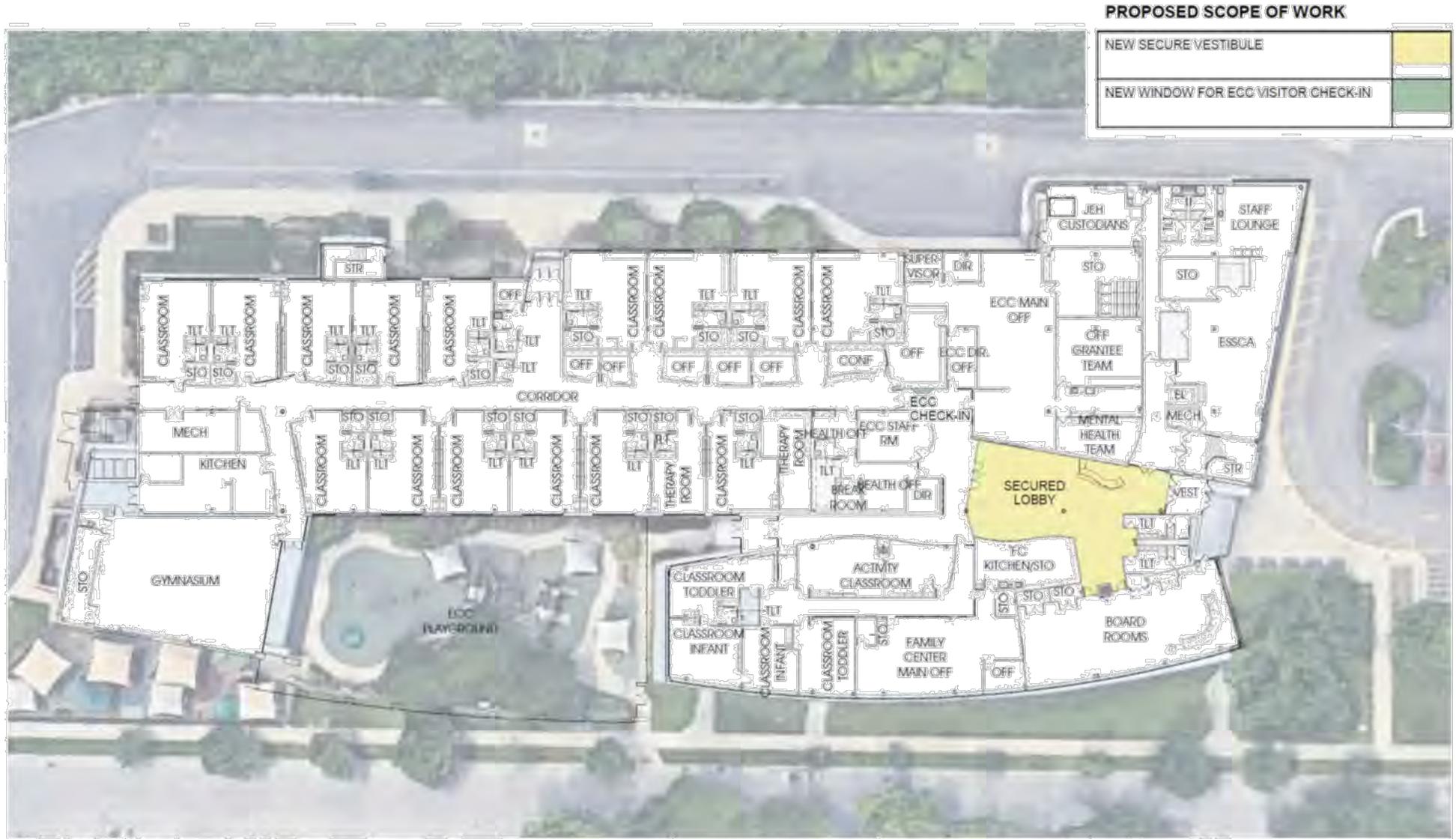
## JOSEPH E. HILL EARLY CHILDHOOD CENTER & ADMINISTRATION BUILDING



### **FMP Interviews Suggested Improvements:**

- ECC Needs a Secure Entry
- Better Utilize Lobby Space
- Need Additional Space if FT Kindergarten

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



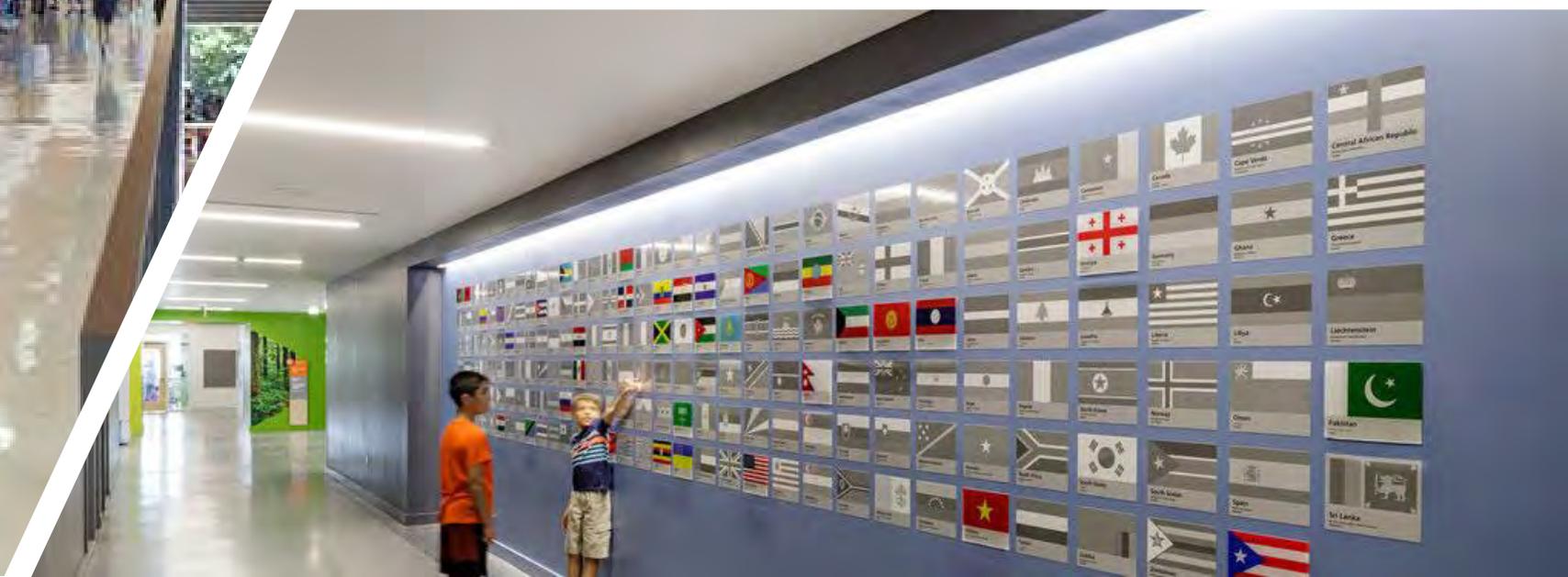
**JOSEPH HILL ADMINISTRATION BUILDING**  
FIRST FLOOR PLAN



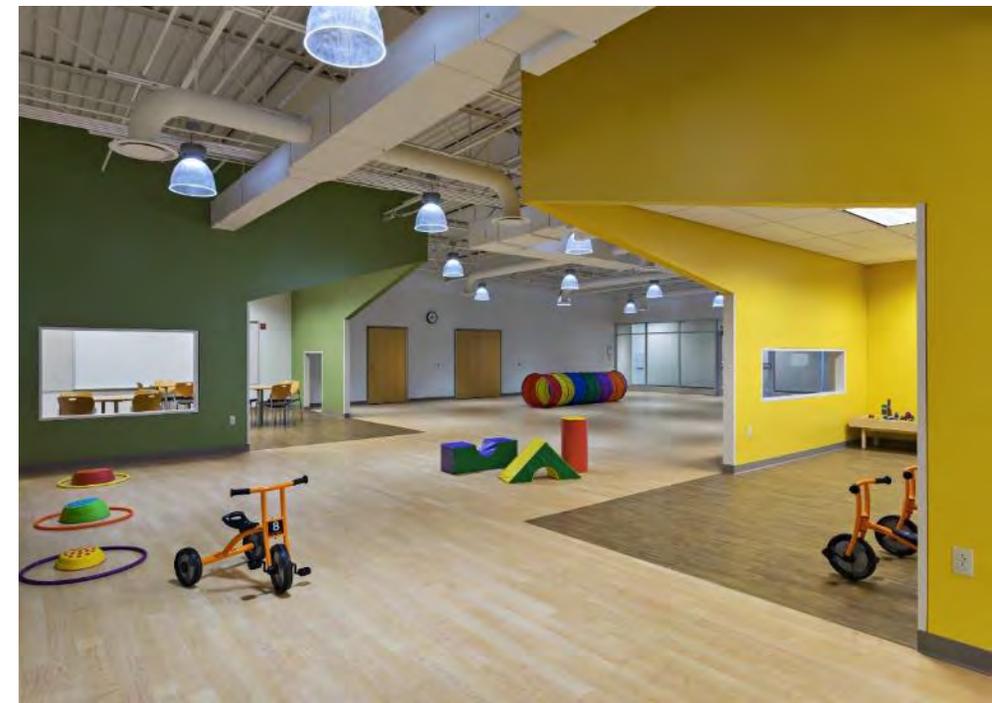
# Early Childhood



# Modern Learning Experience: Varied Spaces for Varied Learners



# Early Childhood



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

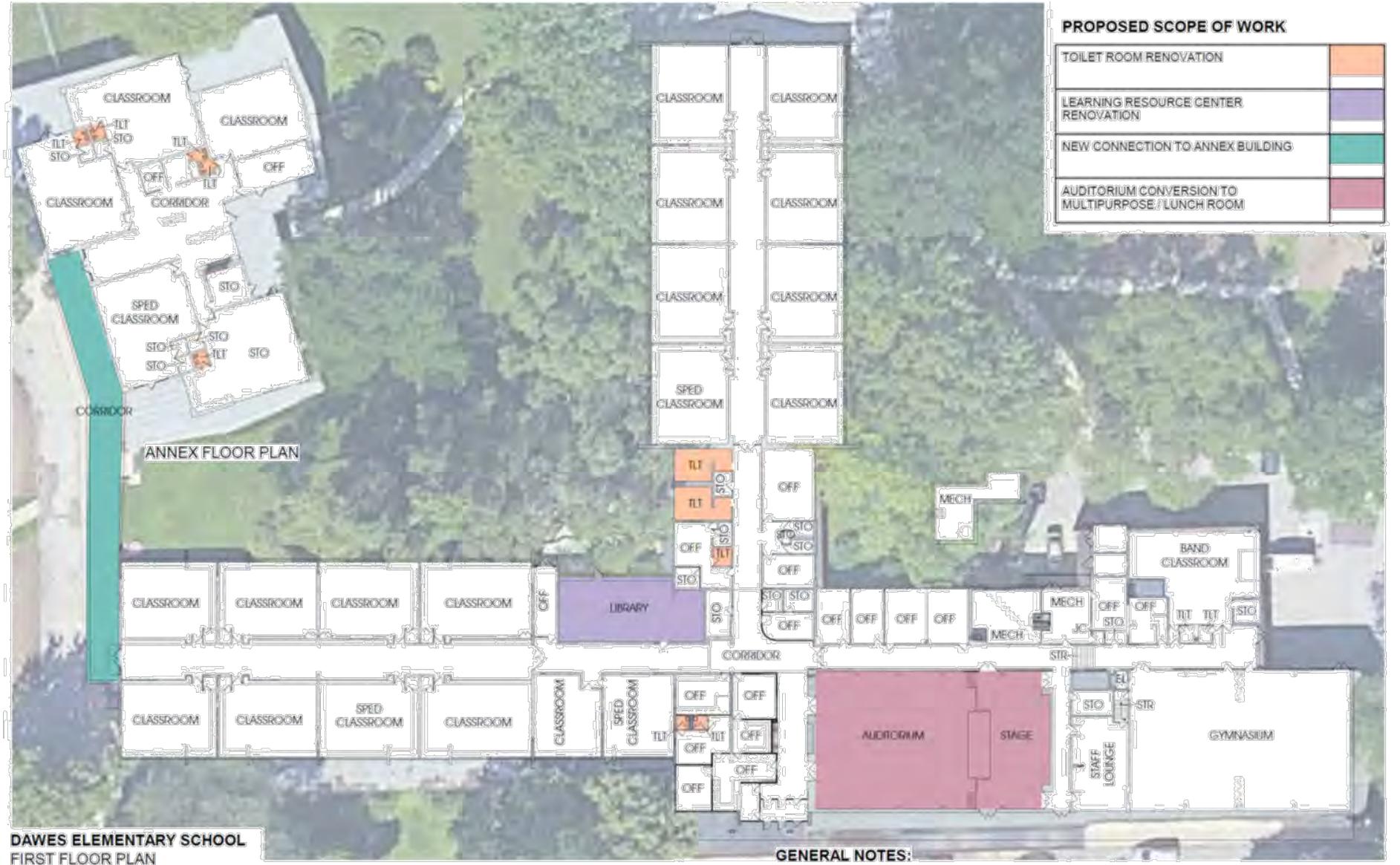
## DAWES ELEMENTARY SCHOOL



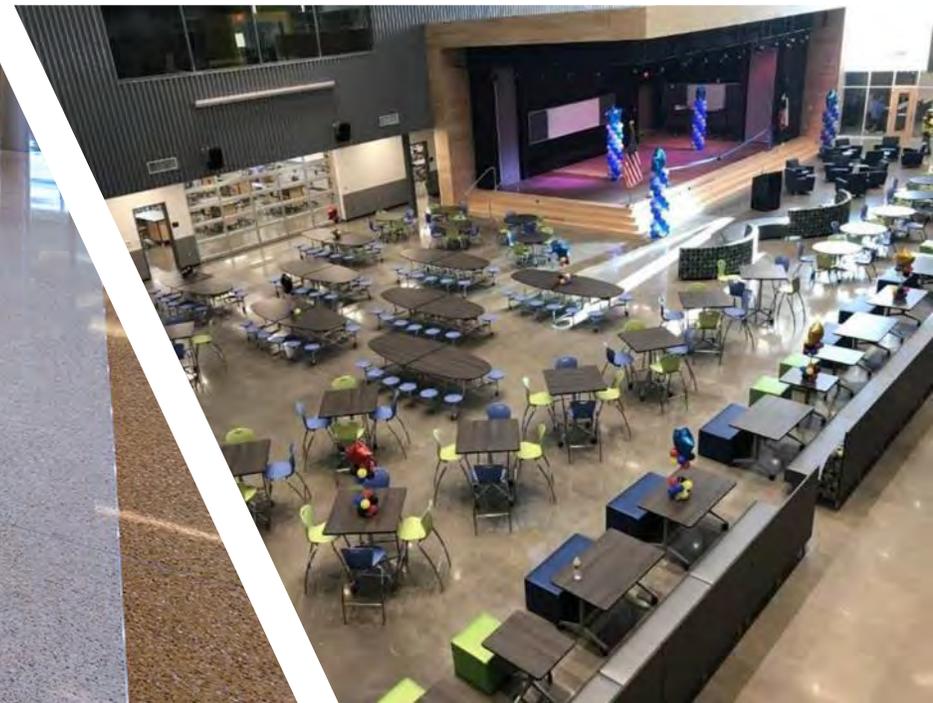
### **FMP Interviews Suggested Improvements:**

- Connect the Annex to the Main Building
- New Ceilings, Flooring & Lighting
- Library Needs Modernization (Maker Space)
- Toilet Room Renovations Needed
- Need a Dedicated Lunch Room/MP Space
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- New Gym Partition Needed
- Teacher Collaboration Space Needed
- Lack of Storage
- Updated Playground Needed

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



# Modern Learning Experience: Multi-purpose



## POTENTIAL RENOVATIONS IDEAS - CORRIDORS



# Well-being: Movement



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## DEWEY ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Wayfinding Needs improvement
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations Needed in Old Bldg.
- Painting Needed in the Building
- Casework Needs to be Modernized
- Teacher Collaboration Space Needed
- Lack of Storage
- No Parking is an Issue
- Staff Toilets Needed in Old Building
- Dedicated Fine Arts Spaces Needed

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**DEWEY ELEMENTARY SCHOOL**  
FIRST FLOOR PLAN

**BASEMENT FLOOR PLAN**

**PROPOSED SCOPE OF WORK**

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# Modern Learning Experience: Hands-on



# Modern Learning Experience: Varied Spaces for Varied Learners



# Well-being: Daylight



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## KINGSLEY ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Secure Entryway is Needed
- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations Needed in Old Bldg.
- Painting Needed in the Building
- Casework Needs to be Modernized
- Teacher Collaboration Space Needed
- Staff Toilets Needed

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**KINGSLEY ELEMENTARY SCHOOL**  
FIRST FLOOR PLAN

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**KINGLSEY ELEMENTARY SCHOOL**  
SECOND FLOOR PLAN

**GENERAL NOTES:**  
 - CEILING REPLACEMENT THROUGHOUT BUILDING  
 - LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# Modern Learning Experience: Hands-on



# Modern Learning Experience: Varied Spaces for Varied Learners



# Well-being: Connections & Collaboration



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## LINCOLN ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Site Drainage Issues
- Courtyard is Underutilized
- Toilet Room Renovations Needed
- Subdivide Lounge to Create Two Offices

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



## PROPOSED SCOPE OF WORK

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |

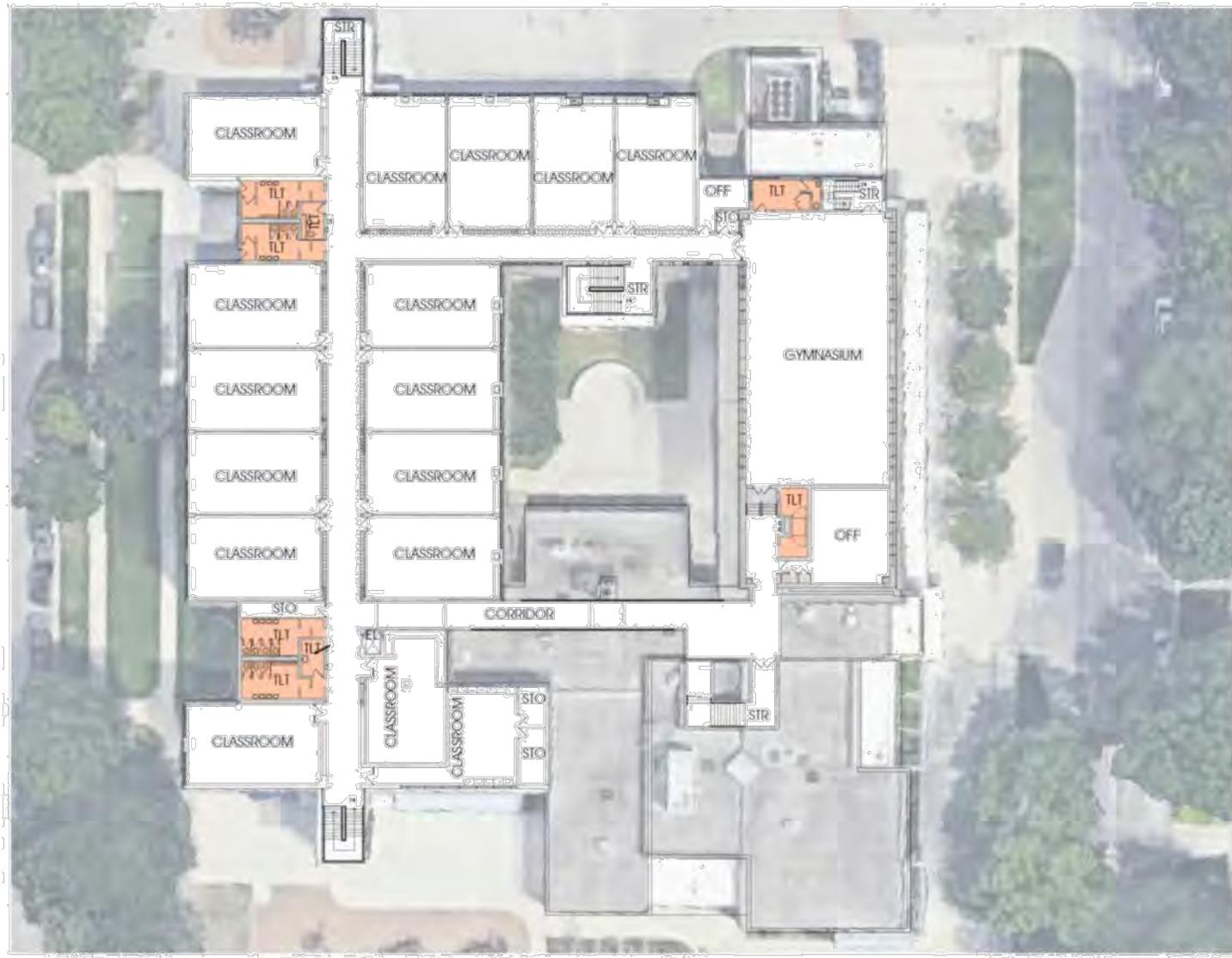
**LINCOLN ELEMENTARY SCHOOL**  
FIRST FLOOR PLAN



## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



## PROPOSED SCOPE OF WORK

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |

**LINCOLN ELEMENTARY SCHOOL**  
SECOND FLOOR PLAN



## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# Modern Learning Experience: Hands-on



# Modern Learning Experience: Varied Spaces for Varied Learners



# Well-being: Comfort



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

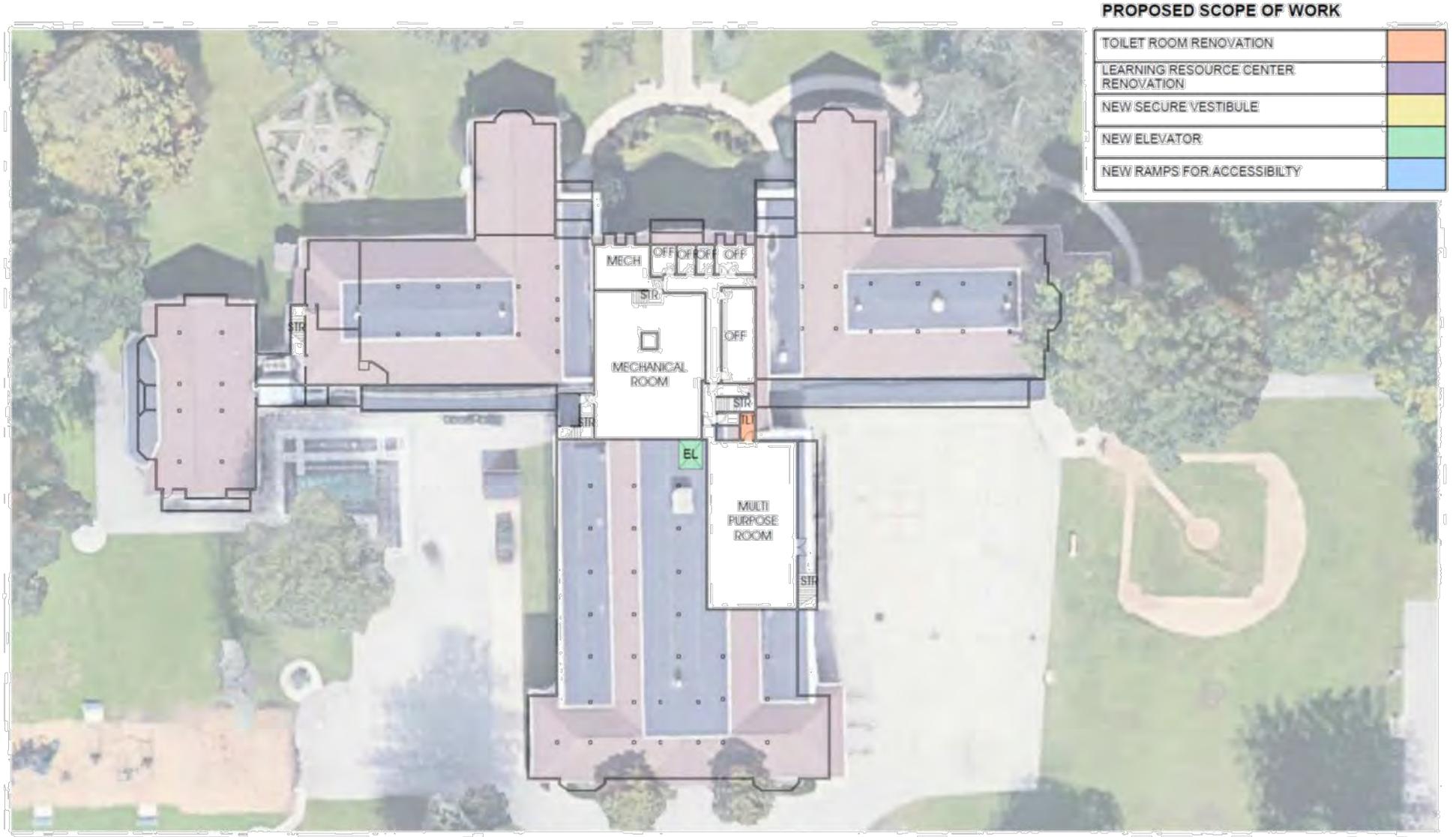
## LINCOLNWOOD ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- No Elevator – Make Building Accessible

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



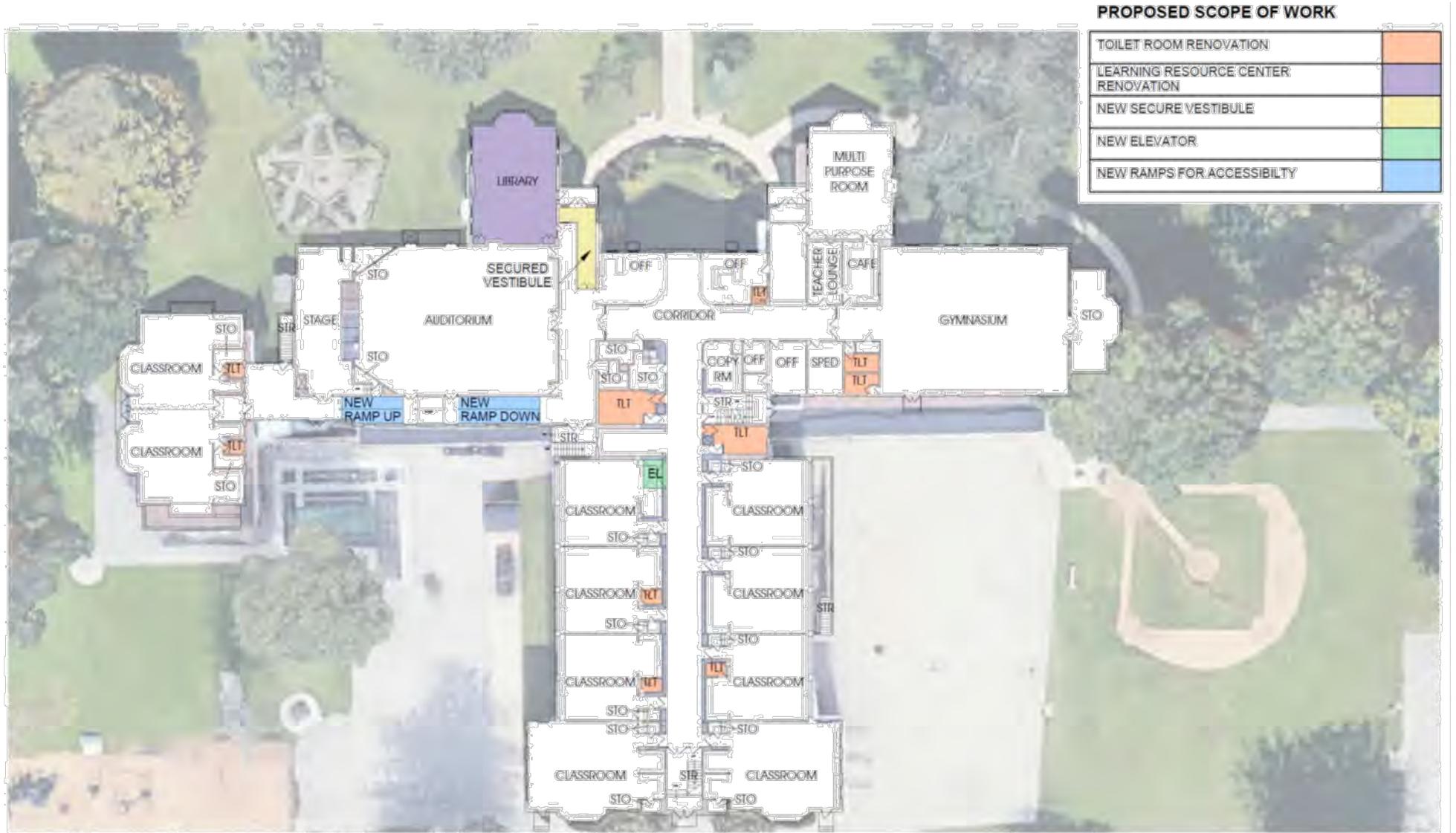
**LINCOLNWOOD ELEMENTARY SCHOOL**  
BASEMENT FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

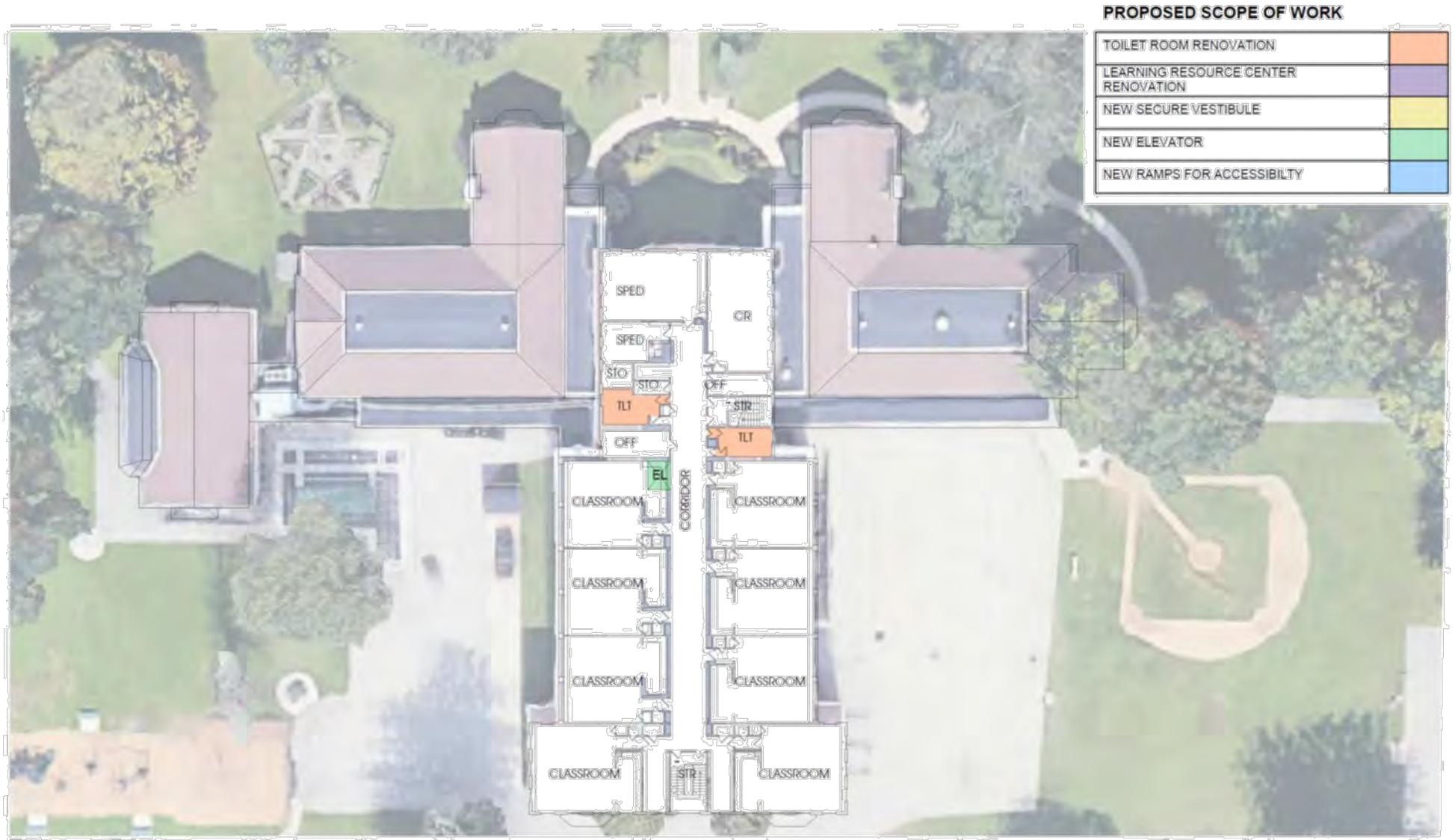


**LINCOLNWOOD ELEMENTARY SCHOOL**  
FIRST FLOOR PLAN



**GENERAL NOTES:**  
 - CEILING REPLACEMENT THROUGHOUT BUILDING  
 - LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**LINCOLNWOOD ELEMENTARY SCHOOL**  
BASEMENT FLOOR PLAN



**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

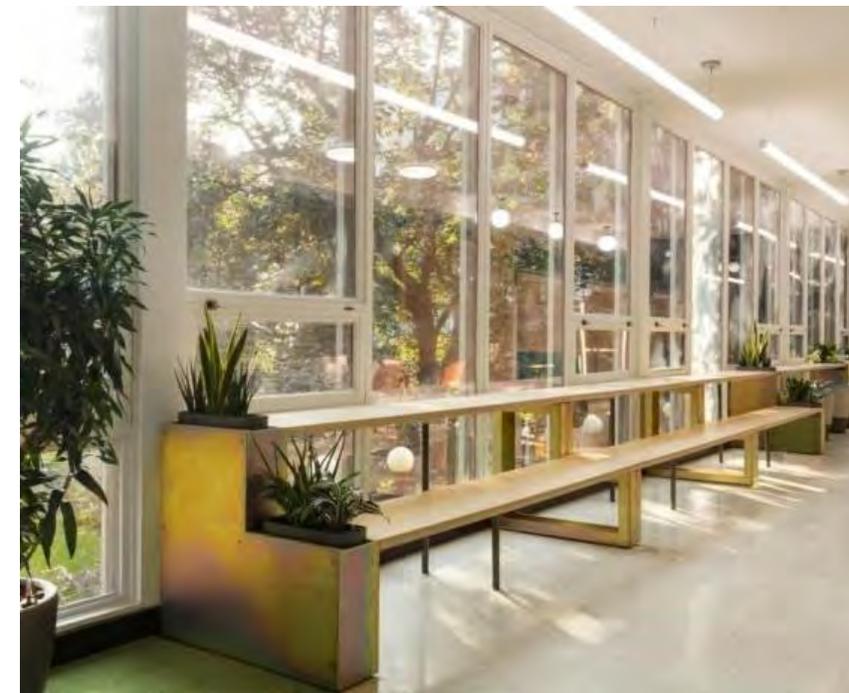
# Modern Learning Experience: Varied Spaces for Varied Learners



# POTENTIAL INTERIOR OF RENOVATED CLASSROOMS



# Well-being: Outdoor Connection



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

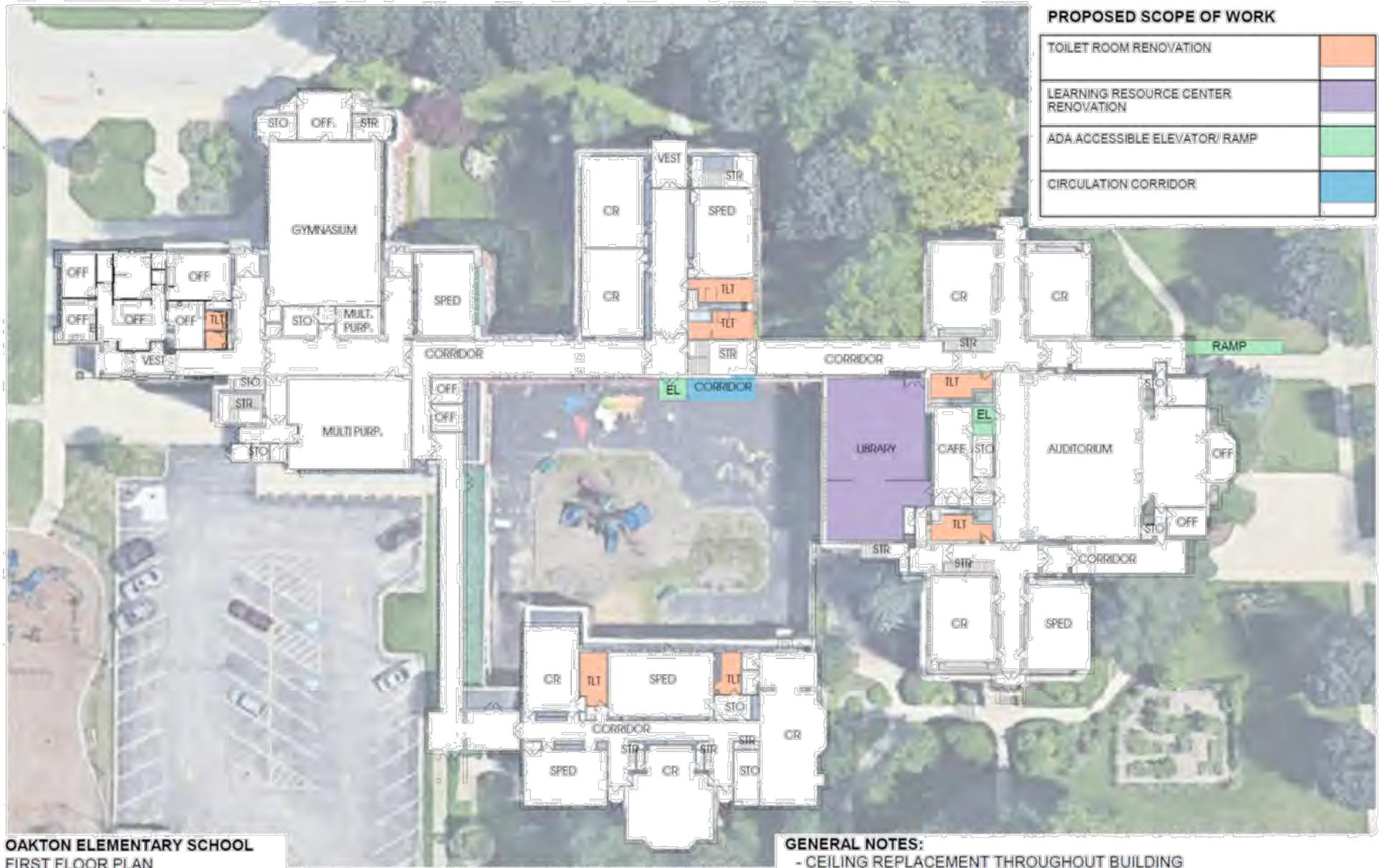
## OAKTON ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- No Elevator – Make Building Fully Accessible
- Divider Wall Needs Replacement
- No Band Space – Possibly Repurpose Stage

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



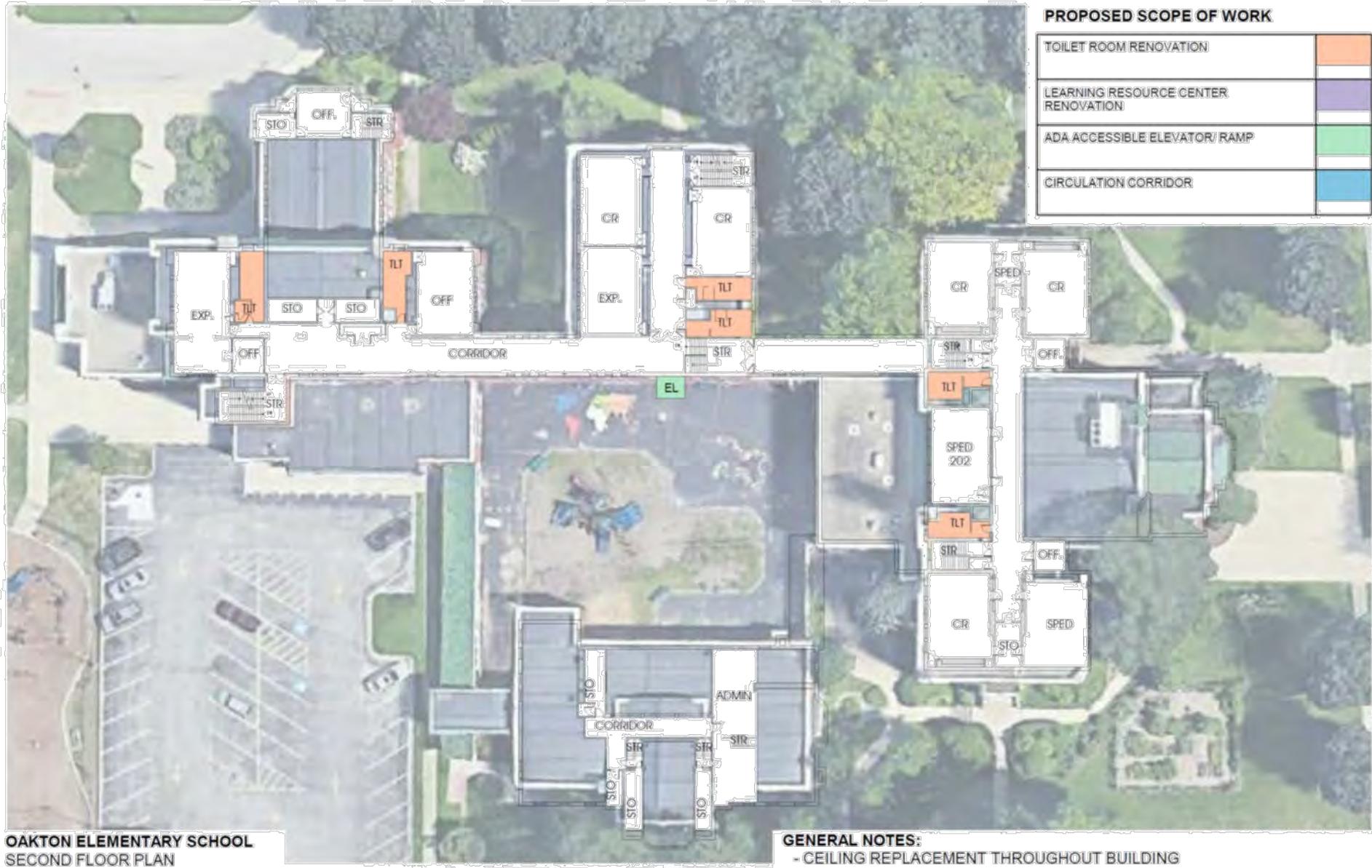
**OAKTON ELEMENTARY SCHOOL  
FIRST FLOOR PLAN**

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**PROPOSED SCOPE OF WORK**

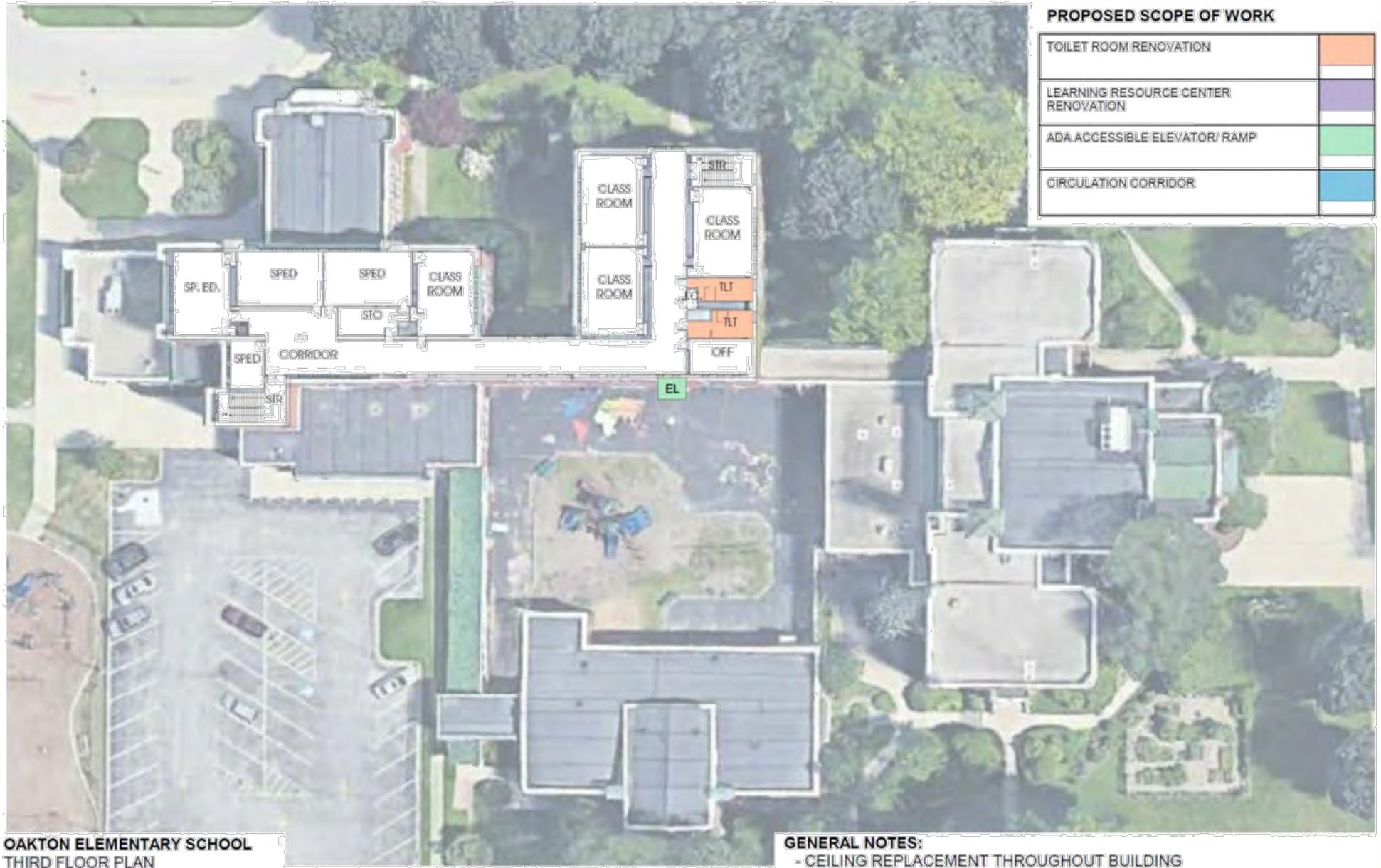
|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |
| ADA ACCESSIBLE ELEVATOR/ RAMP       |  |
| CIRCULATION CORRIDOR                |  |

**OAKTON ELEMENTARY SCHOOL  
SECOND FLOOR PLAN**

**GENERAL NOTES:**  
 - CEILING REPLACEMENT THROUGHOUT BUILDING  
 - LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



OAKTON ELEMENTARY SCHOOL  
THIRD FLOOR PLAN



# Modern Learning Experience: Varied Spaces for Varied Learners



# Modern Learning Experience: Varied Spaces for Varied Learners



# Well-being: Outdoor Connection



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## ORRINGTON ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- Need Dedicated Lunch Room/MP Room
- Desire 5 Additional Offices
- Make Building Fully Accessible

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## PROPOSED SCOPE OF WORK

|  |  |
|--|--|
| TOILET ROOM RENOVATION                             |  |
| AUDITORIUM CONVERSION TO MULTIPURPOSE / LUNCH ROOM |  |
| ADA ACCESSIBLE ELEVATOR/RAMP                       |  |



**ORRINGTON ELEMENTARY SCHOOL**  
BASEMENT FLOOR PLAN

**ORRINGTON ELEMENTARY SCHOOL**  
FIRST FLOOR PLAN

**ORRINGTON ELEMENTARY SCHOOL**  
SECOND FLOOR PLAN

## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# Modern Learning Experience: Varied Spaces for Varied Learners



# POTENTIAL COLLABORATION SPACES



# Well-being: Outdoor Connection



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

## WALKER ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations
- Painting Needed Throughout Building
- Casework Needs to be Modernized
- Desire Additional Offices
- No Elevator - Make Building Fully Accessible

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



## PROPOSED SCOPE OF WORK

|                                     |  |
|-------------------------------------|--|
| TOILET ROOM RENOVATION              |  |
| LEARNING RESOURCE CENTER RENOVATION |  |
| ADA ACCESSIBLE ELEVATOR/ RAMP       |  |
| NEW SECURE VESTIBULE                |  |

**WALKER ELEMENTARY SCHOOL  
SECOND FLOOR**



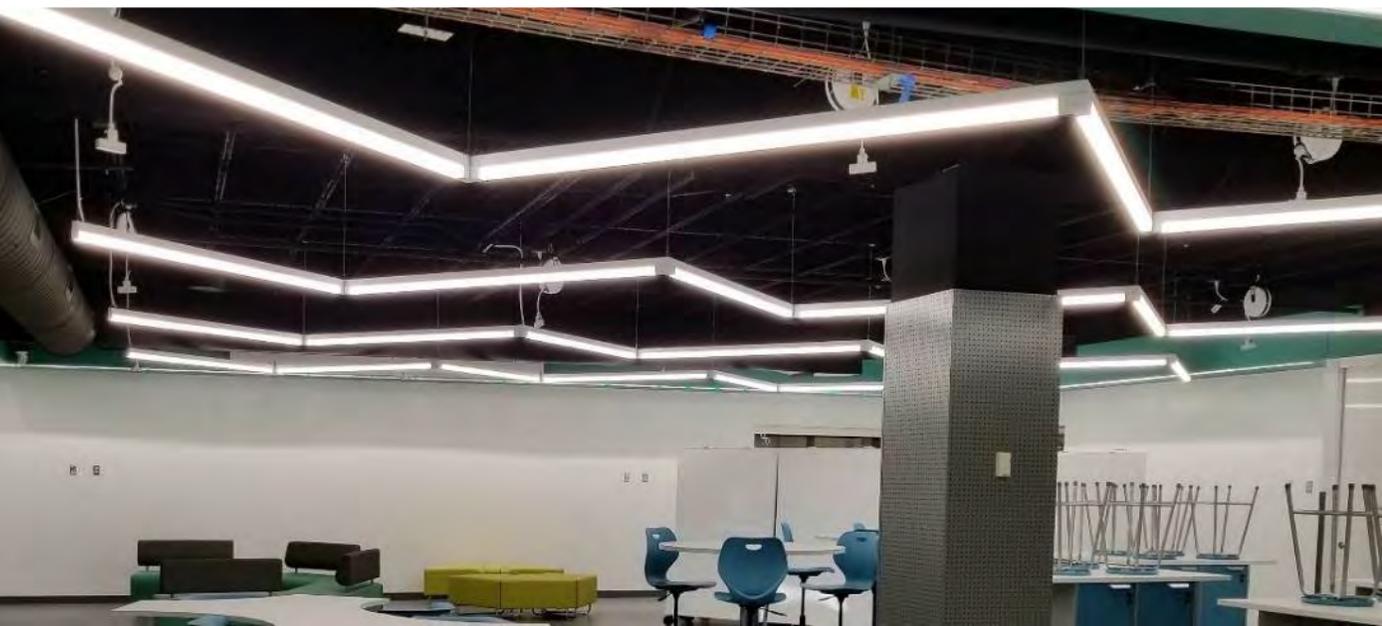
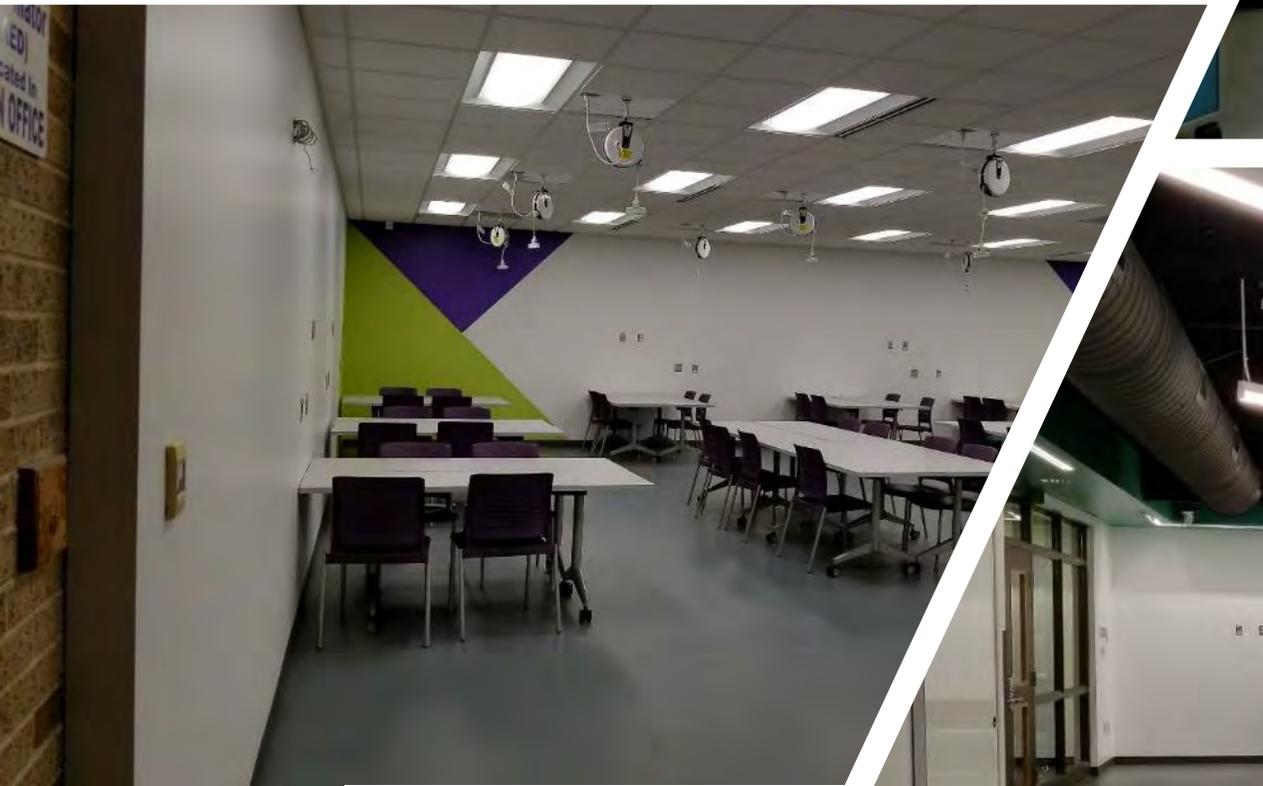
## GENERAL NOTES:

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# Well-being: Outdoor Connection



# Modern Learning Experience: Varied Spaces for Varied Learners



# Well-being: Outdoor Connection



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

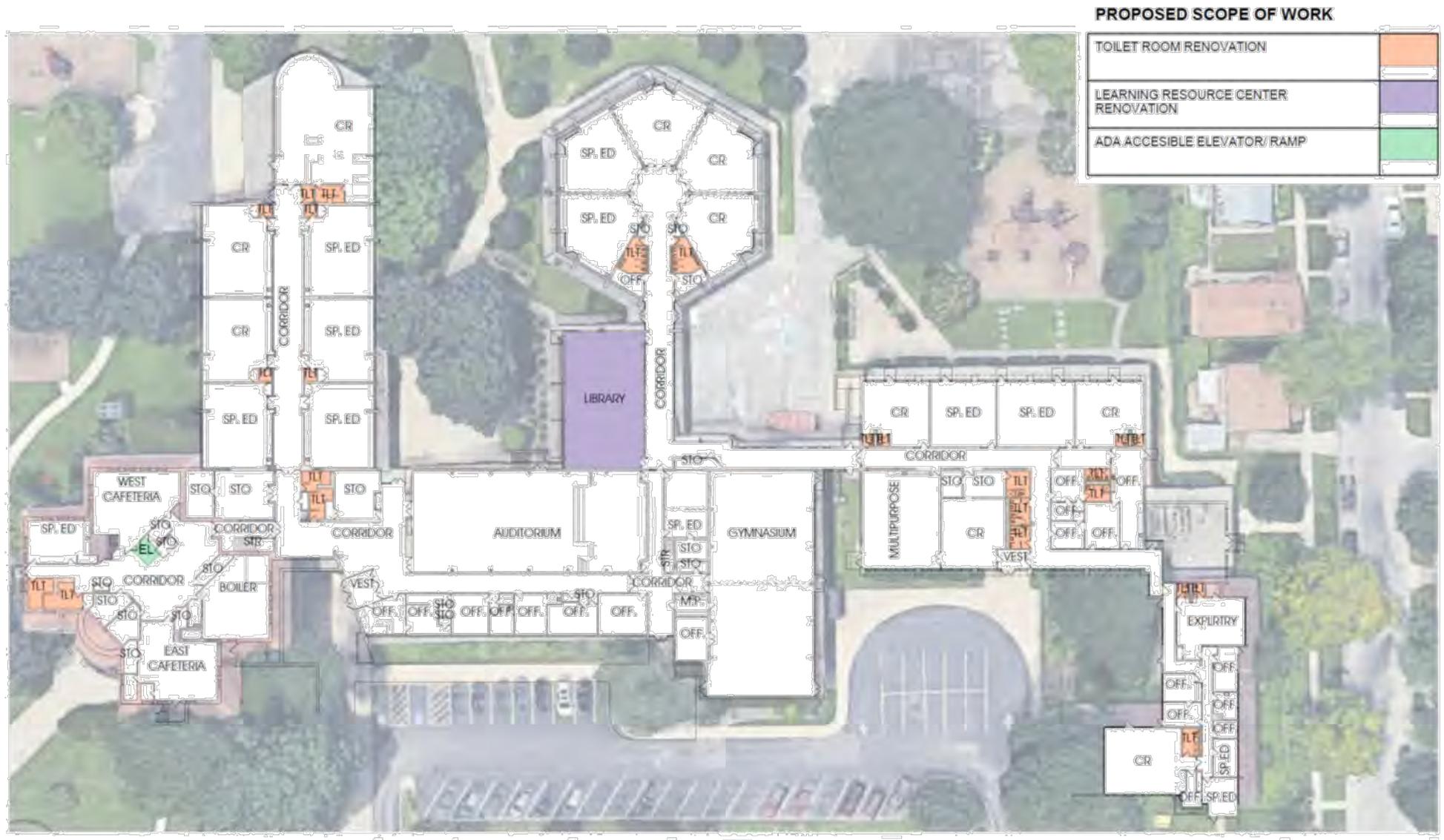
## WASHINGTON ELEMENTARY SCHOOL



### **FMP Interviews Suggested Improvements:**

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations Needed in Old Bldg.
- Painting Needed in the Building
- Casework Needs to be Modernized
- Teacher Collaboration Space Needed
- SPED Wing Very Isolated – Relocate SPED
- No Elevator - Make Building Fully Accessible

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



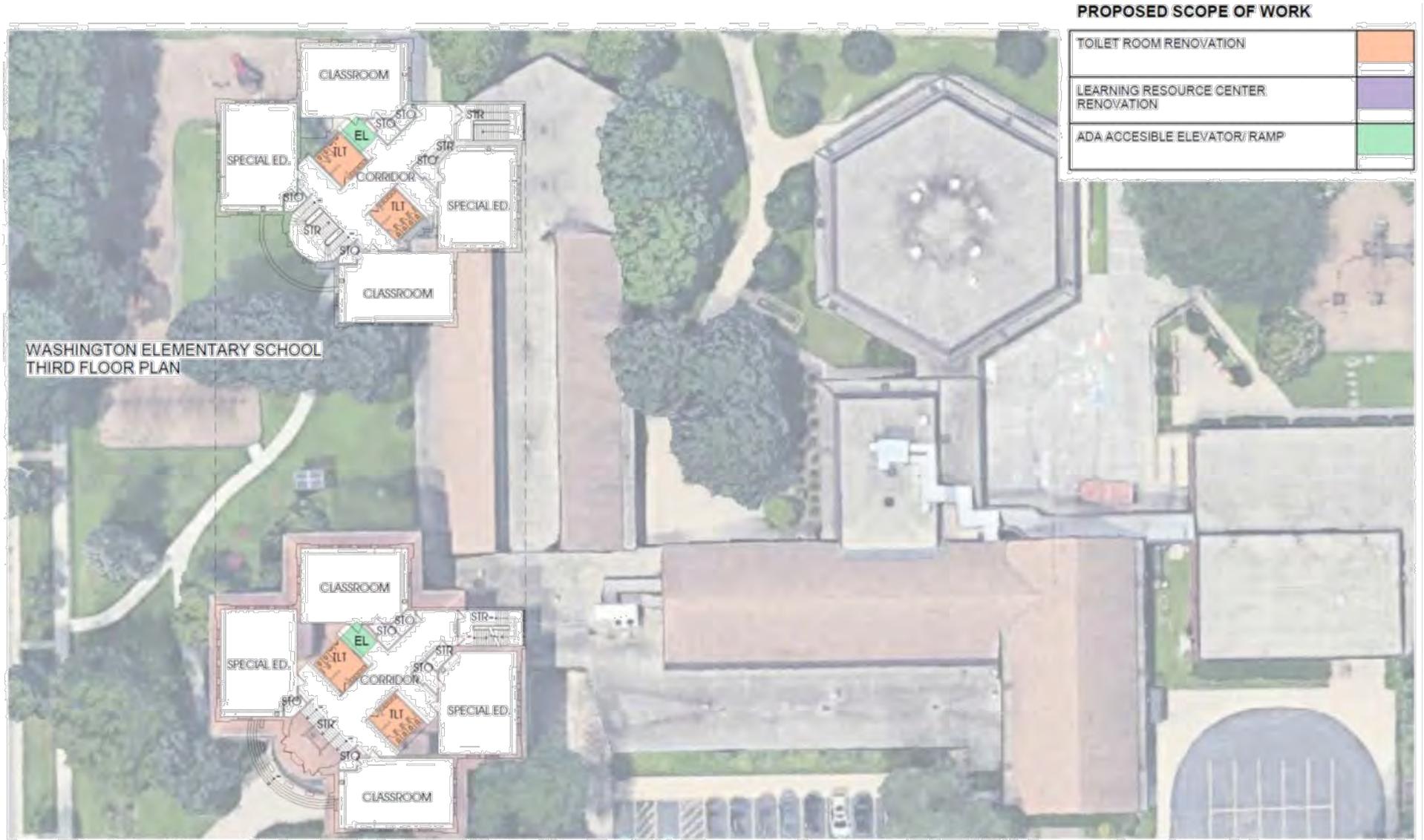
**WASHINGTON ELEMENTARY SCHOOL**  
GROUND FLOOR PLAN

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**PROPOSED SCOPE OF WORK**

|                                     |        |
|-------------------------------------|--------|
| TOILET ROOM RENOVATION              | Orange |
| LEARNING RESOURCE CENTER RENOVATION | Purple |
| ADA ACCESIBLE ELEVATOR/RAMP         | Green  |

WASHINGTON ELEMENTARY SCHOOL  
SECOND FLOOR PLAN



- GENERAL NOTES:**
- CEILING REPLACEMENT THROUGHOUT BUILDING
  - LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING

# Identity & Messaging



POTENTIAL INTERIOR OF RENOVATED CLASSROOMS



# Well-being: Outdoor Connection



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

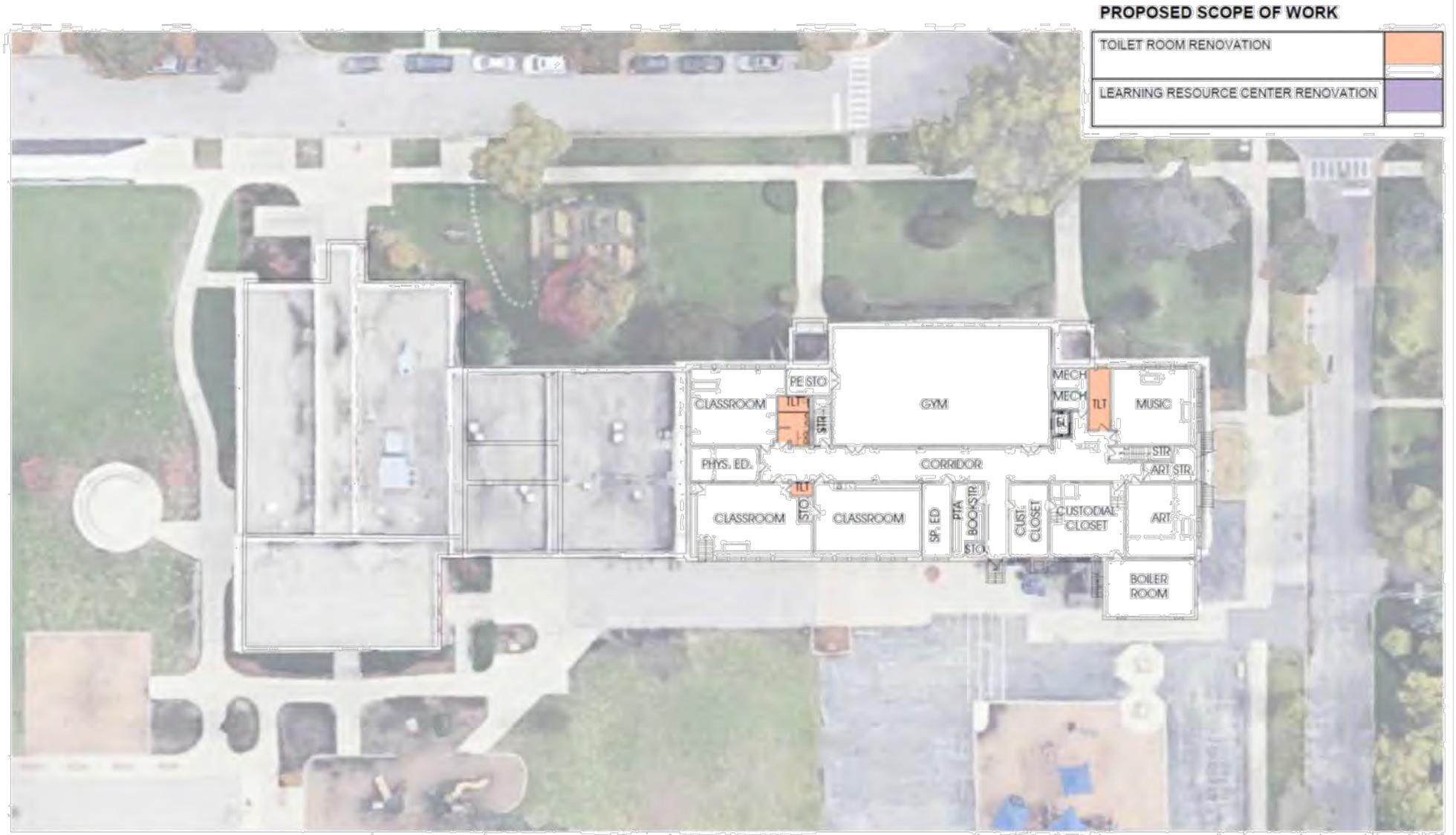
## WILLARD ELEMENTARY SCHOOL



### FMP Interviews Suggested Improvements:

- Library Needs Modernization (Maker Space)
- New Ceilings, Flooring & Lighting
- Toilet Room Renovations Needed in Old Bldg.
- Painting Needed in the Building
- Casework Needs to be Modernized
- Teacher Collaboration Space Needed
- SPED Wing Very Isolated – Relocate SPED
- No Elevator - Make Building Fully Accessible

# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS

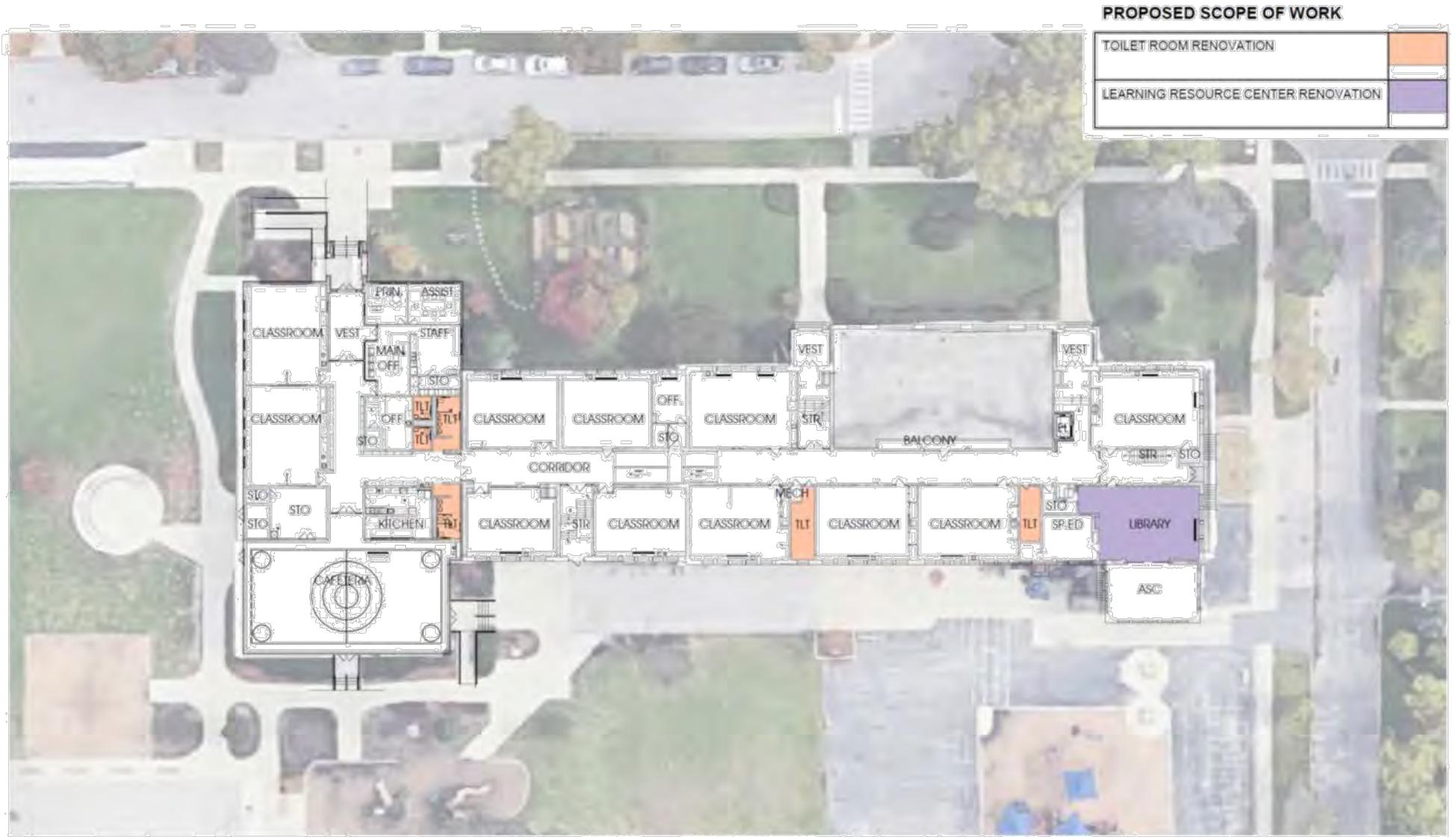


**WILLARD ELEMENTARY SCHOOL**  
BASEMENT FLOOR PLAN

- GENERAL NOTES:**
- CEILING REPLACEMENT THROUGHOUT BUILDING
  - LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



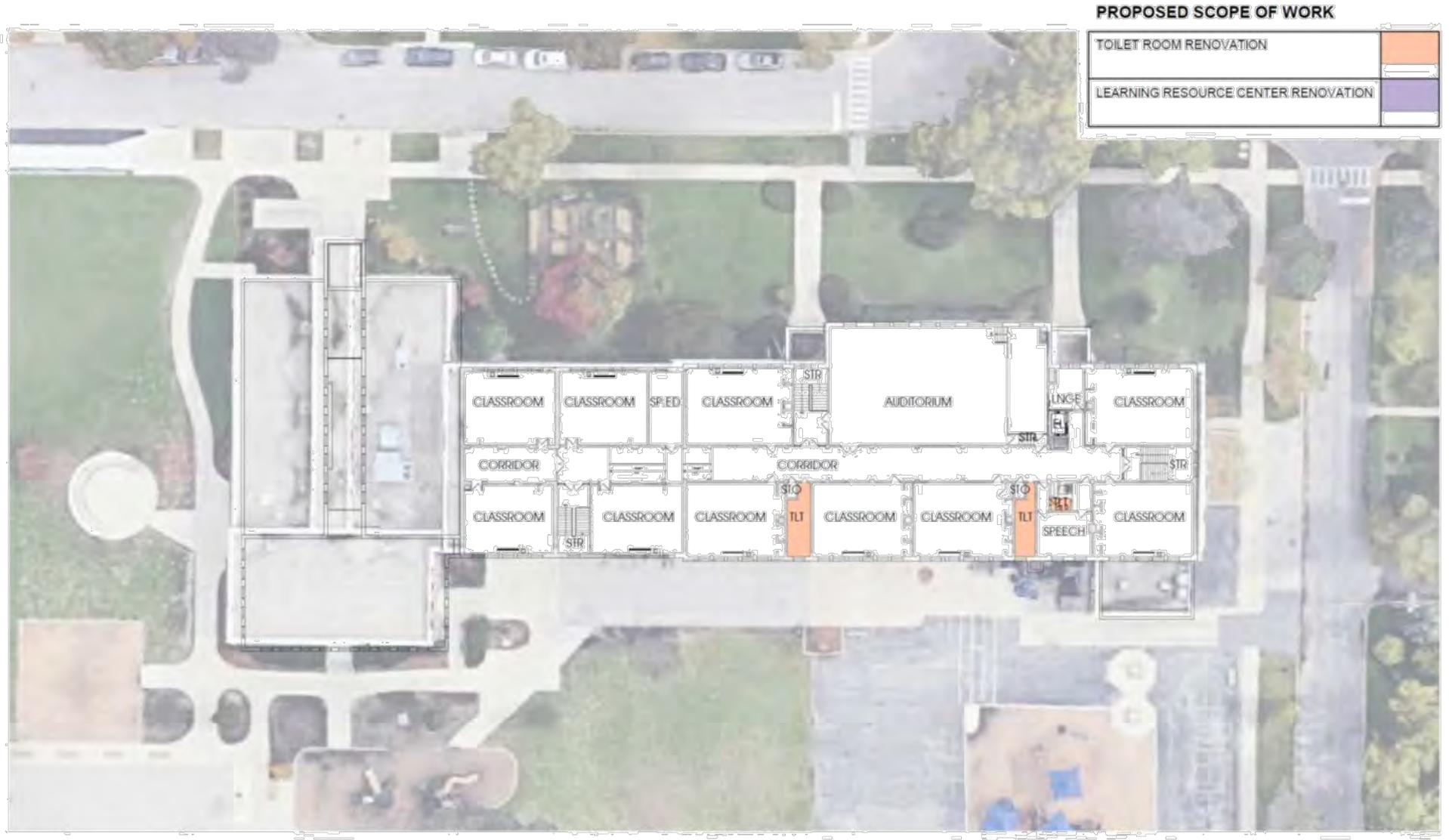
**WILLARD ELEMENTARY SCHOOL**  
FIRST FLOOR PLAN

**GENERAL NOTES:**

- CEILING REPLACEMENT THROUGHOUT BUILDING
- LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# FACILITIES MASTER PLAN – POTENTIAL FACILITY IMPROVEMENTS



**WILLARD ELEMENTARY SCHOOL**  
SECOND FLOOR PLAN

- GENERAL NOTES:**
- CEILING REPLACEMENT THROUGHOUT BUILDING
  - LIGHTING REPLACEMENT TO LED FIXTURES THROUGHOUT BUILDING



# Modern Learning Experience: Varied Spaces for Varied Learners



# POTENTIAL CLASSROOM RENOVATIONS



# Identity & Messaging



Maker Lounge

FACILITIES  
MASTER  
PLAN

School Boundary  
Scenarios Study

## SCHOOL BOUNDARY SCENARIO CRITERIA

- Current Boundary Lines
- Walkability
- School Capacity & Space Benchmarking Supporting Data
- Magnet School & Program Implications
- Transportation Needs & Environmental Impacts
- Feeder School Implications
- Program Consolidation Closures
- FMP Facilities Condition Assessment Relative Data
- Enrollment Projections
- Demographics of Students in New Boundary Area

- Student Assignment Project (SAP) & FMP Teams are Working Together on the Scenarios
- Vetting of Scenarios is Ongoing
- Refinement of Scenarios for Public Presentation
- Public Presentation and Feedback of Selected Scenarios (Early March)
- Refinement of Scenarios Based on Feedback
- BOE Takes Action on Recommended Scenario

# FACILITIES MASTER PLAN

# FMP Financial Implications

# FACILITIES MASTER PLAN – FINANCIAL IMPLICATIONS

| ITEM  | INVESTMENT AMOUNT    | PROJECTED INVESTMENT PERIOD  | POTENTIAL FUNDING SOURCE        | PRIORITY RANKING |
|---|----------------------|--|---------------------------------|------------------|
| Facilities Assessment Identified Work (Includes Sustainability Initiatives) | \$189,000,000        | 20 Years   | Life Safety, Operations, Grants |                  |
| Secure Entry Improvements   | \$3,500,000          | 3 years  | TBD                             |                  |
| New Elevators   | \$2,650,000          | 5 years  | TBD                             |                  |
| Library/MRC Renovations   | \$4,850,000          | 5 years  | TBD                             |                  |
| New 5th Ward School   | \$40,000,000         | 3 years  | TBD                             |                  |
| Dawes Annex Connector   | \$750,000            | 5 years  | TBD                             |                  |
| New Gym or MP/Lunch Rooms   | \$8,000,000          | 10 Years   | TBD                             |                  |
| Miscellaneous Interior Renovations  | \$10,000,000         | 10 Years   | TBD                             |                  |
| New 21st Century PK-8 Furniture   | \$3,500,000          | 20 Years   | TBD                             |                  |
| <b>SUBTOTAL:</b>  | <b>\$262,250,000</b> | Budget Estimates Not Final. Additional Input & Estimating in Progress. |                                 |                  |

**DRAFT**

# FACILITIES MASTER PLAN

# Questions & Discussion