



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

Phase 1: Community Conversation

Hubbard Woods School

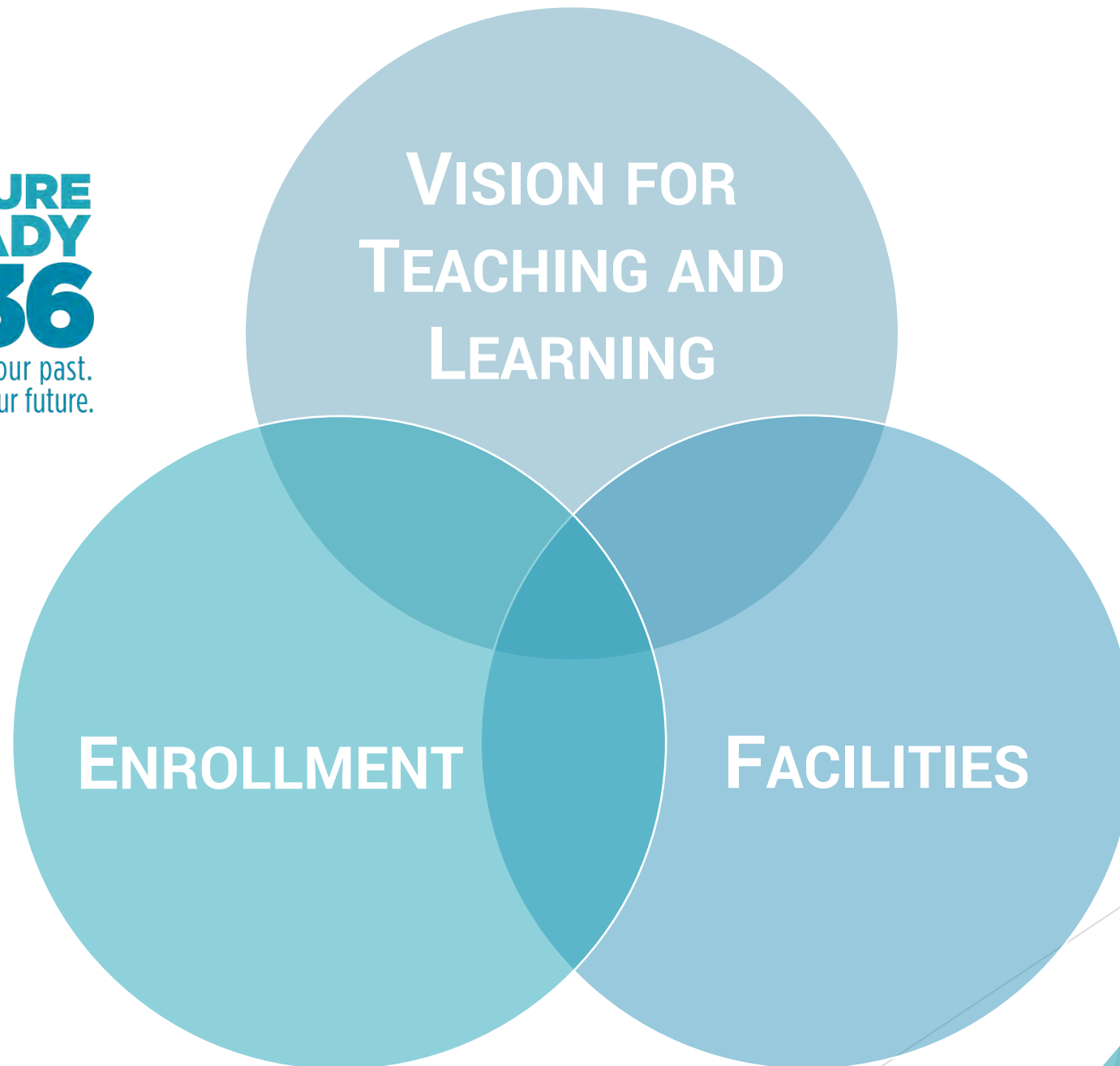


What is an *Educational* Master Facility Plan?

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

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

The goal is to align the form to its function.



ENROLLMENT

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

FACILITIES

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

VISION FOR TEACHING & LEARNING

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



**Global Leadership.
World Class Innovation.
Award Winning Planning & Design**

#1

Primary and Secondary Education Firm in the World.



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



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Process

Anticipated Milestone Activity Calendar

2017

7/15/17

July - August

Sept. 6 - 15th

Sept 11 - 18

Sept 19

Sept 25 - Oct 3

10/4/17

- Plan the plan
- Data Transfer
- Assessments

Indoor
Environmental
Measurements

A Day in
the Life
Listening Tour

Board
Update

Phase 1
Community
Presentations

Phase 1

2017

7/15/17

July - August

Sept. 6 - 15th

Sept 11 - 18

Sept 19

Sept 25 - Oct 3

10/4/17

- Plan the plan
- Data Transfer
- Assessments

Indoor
Environmental
Measurements

A Day in
the Life
Listening Tour

Board
Update

Phase 1
Community
Presentations

1 day

Eco-
Charrette

4-6 weeks

Curriculum &
Instruction
Workshops

Oct 24

Global
Perspectives:
Community
Input

2 weeks

Facility
Tours

2 weeks

Student
Ideation

11/14/17

Board Meeting

12/1/17

1 day

Teaching and Learning
Program Development

1 day

Teaching and Learning
Program Development

12/19/17

Board Meeting

4 weeks

Fit Analysis

2018

1/4/18

8 weeks

Diagrams and Order of
Magnitude Costs

1/16/18

Board Meeting

2/20/18

Board Meeting

3/5/18

Workshops:
Community Share,
Inform, Refine

Workshops:
Synthesize/
Refine

Publish and
Relate

6/6/18

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

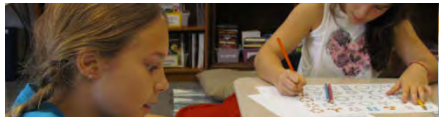
Phase 1 : Key Activities



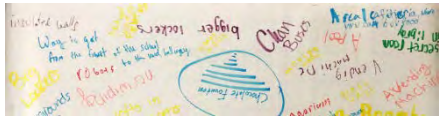
Facility Assessments



Listening Tours



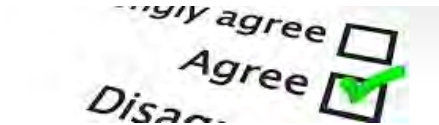
A Day in the Life : Part 1



Student Ideation



Indoor Environmental Quality



Surveys

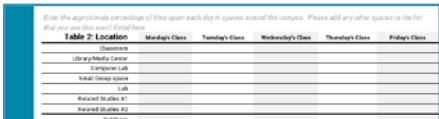


Table 2: Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom					
Library/Media Center					
Computer Lab					
Visual Design Studio					
Lobby					
Recess/Student E1					
Recess/Student E2					

Activity Logging

**Everything is relative.
Context matters.**



Campus History

Hubbard Woods School



District Facility Timeline:

1913: Greeley School

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

1921: The Skokie School

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

1969: Carleton Washburne

Additions in 1982, 2007, 2009

1940: Crow Island School

Addition in 1954
Became National Historic Landmark in 1990

1915: Hubbard Woods School

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

Building Chronology:



Opened: **1918**

Additions: **1923, 1925, 1930,**
1953, 1991, 1999

Area Allocation:

1918 = **23%**

1923 = **15%**

1925 = **21%**

1930 = **27%**

1953 = **2%**

1991 = **10%**

1999 = **2%**



Campus Metrics

Hubbard Woods School

Factors that influence site size:

Type of school

Number of students

Number and type of outdoor activities

Number of parking spaces needed

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

Storm water management

Wetlands / Flood plains

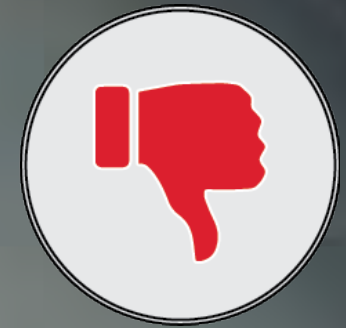
Availability of land (urban, suburban, rural)

Maintenance services

State of Illinois Guideline*

7.8 Acres

Current Site :
3.1 Acres



* Guideline Acreage recommended by State of Illinois = 5 acres plus 1 acre per every 100 students

Factors that influence building size:

Type of school

Number of students

Pedagogy

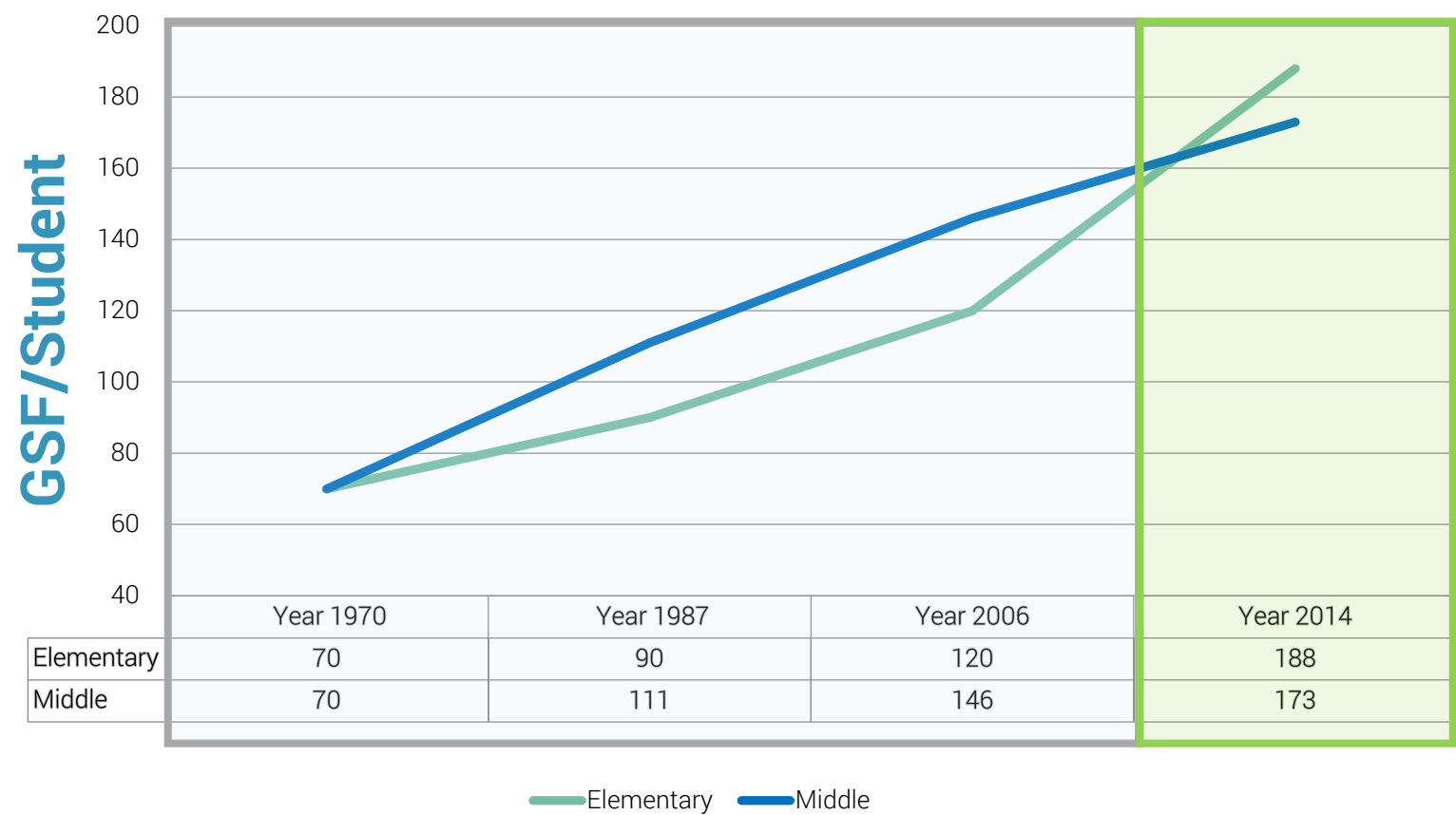
Number and types of services offered

Number and types of programs offered

Amenities – Sports / Athletics / Performance

Climate

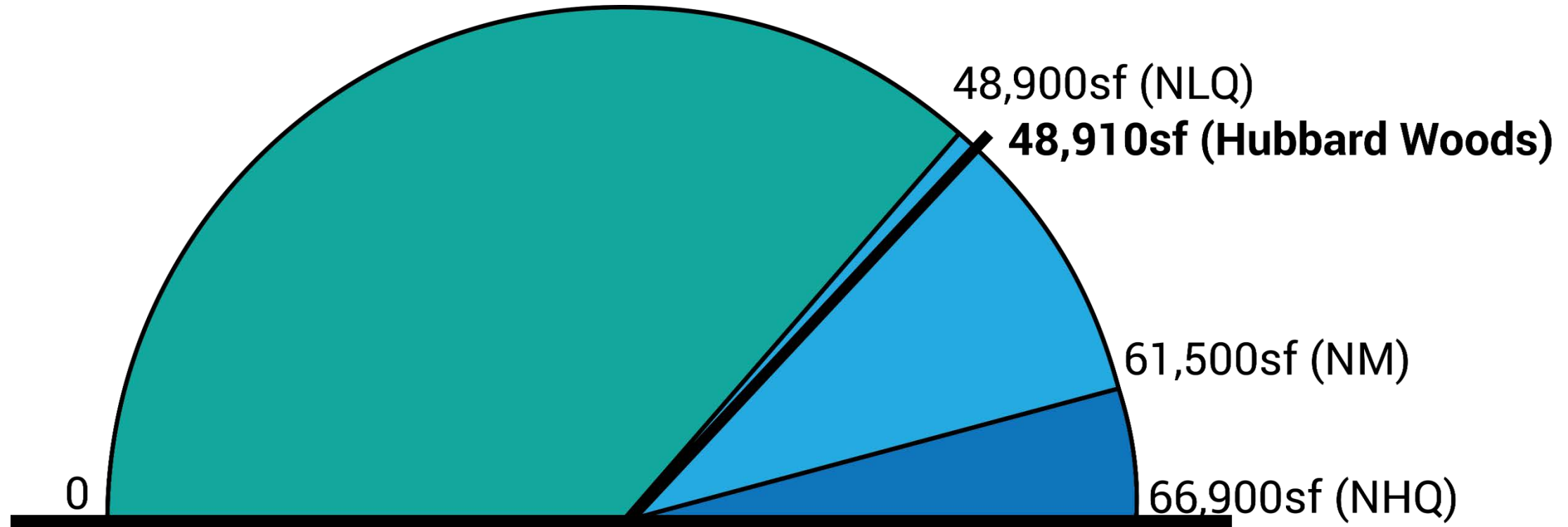
Gross Building Size Over Time



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

Year 2014 uses National Median for Elementary/Middle schools

Gross Building Area Comparison

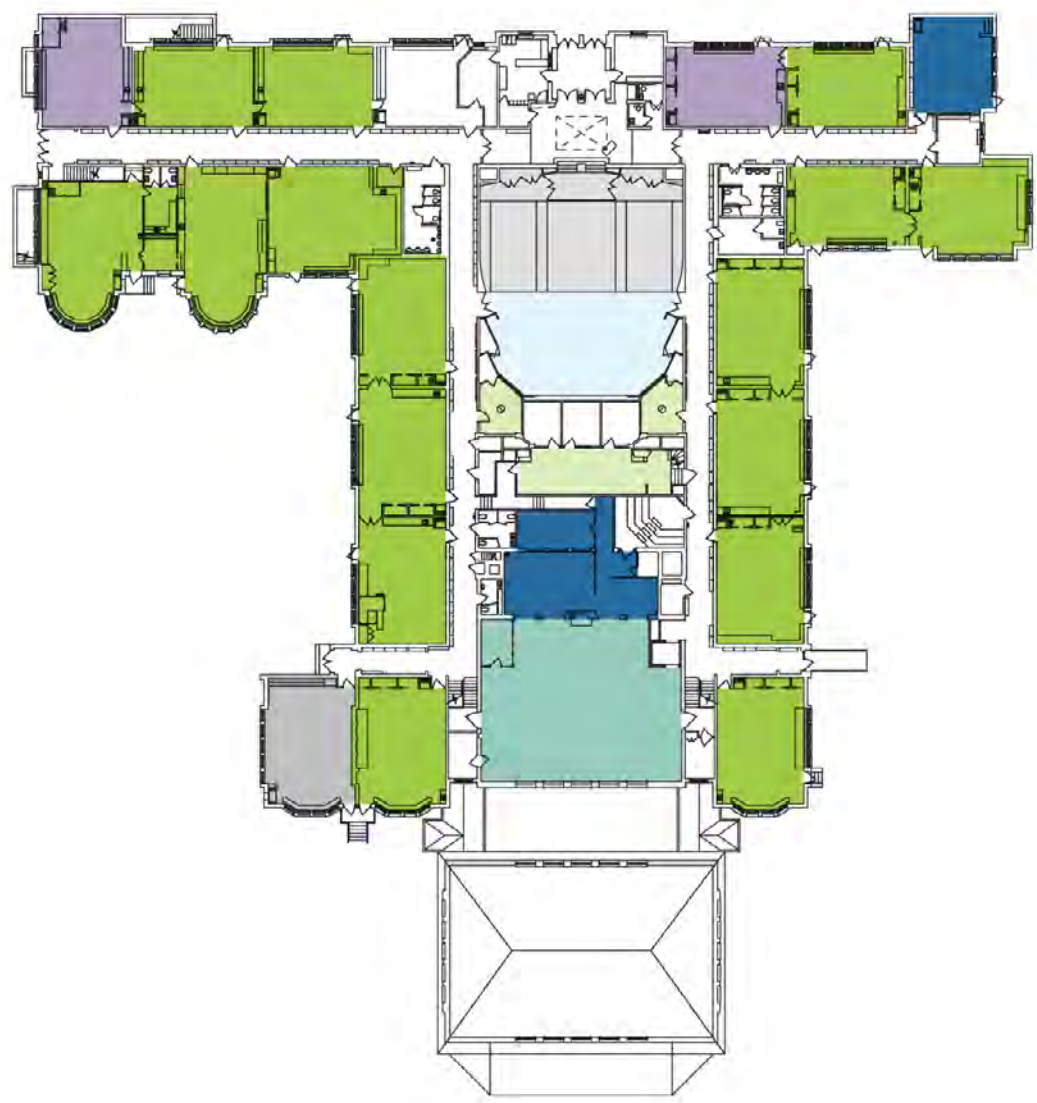


180 square feet
per student
Hubbard Woods School
At District Capacity of 272

188 square feet
per student
2015 National Median
Peer Schools opened in 2015

2017 Area Utilization

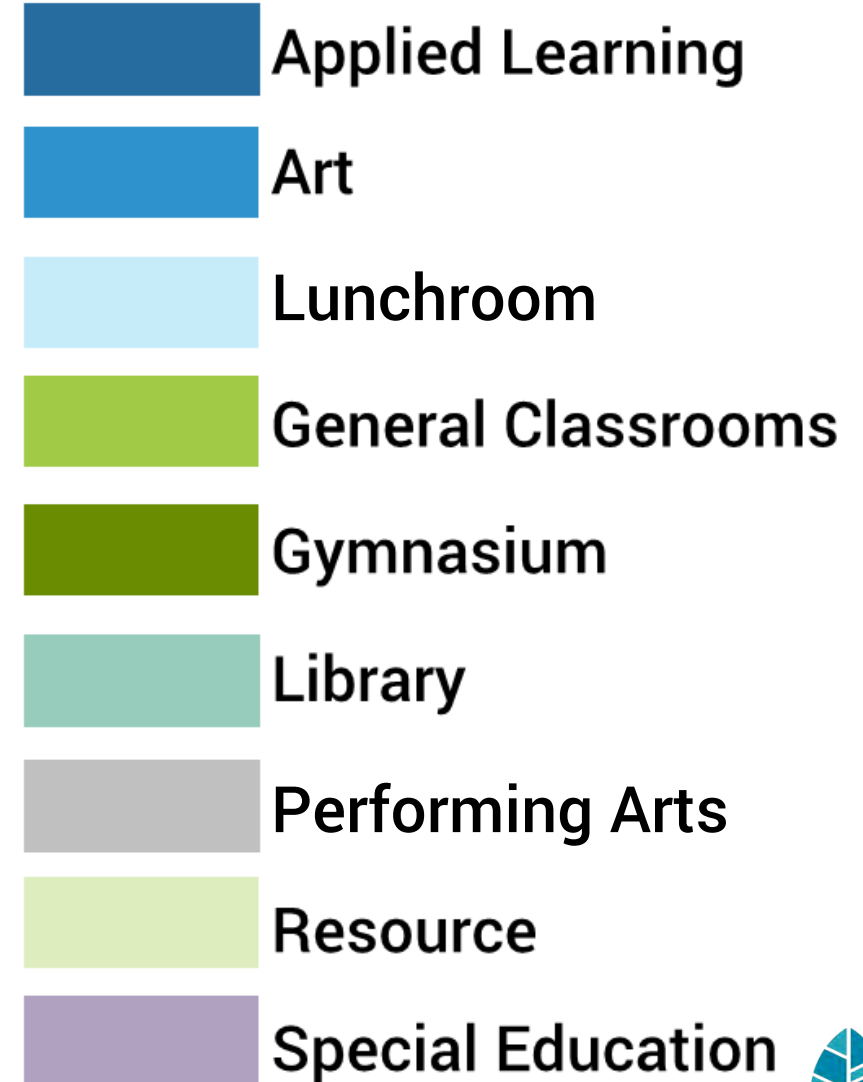
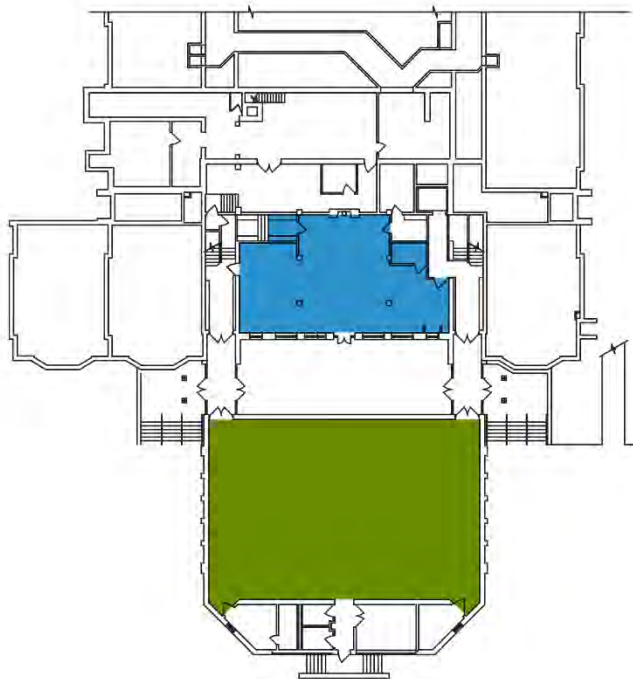
Gross Building Area : 48,910 SF



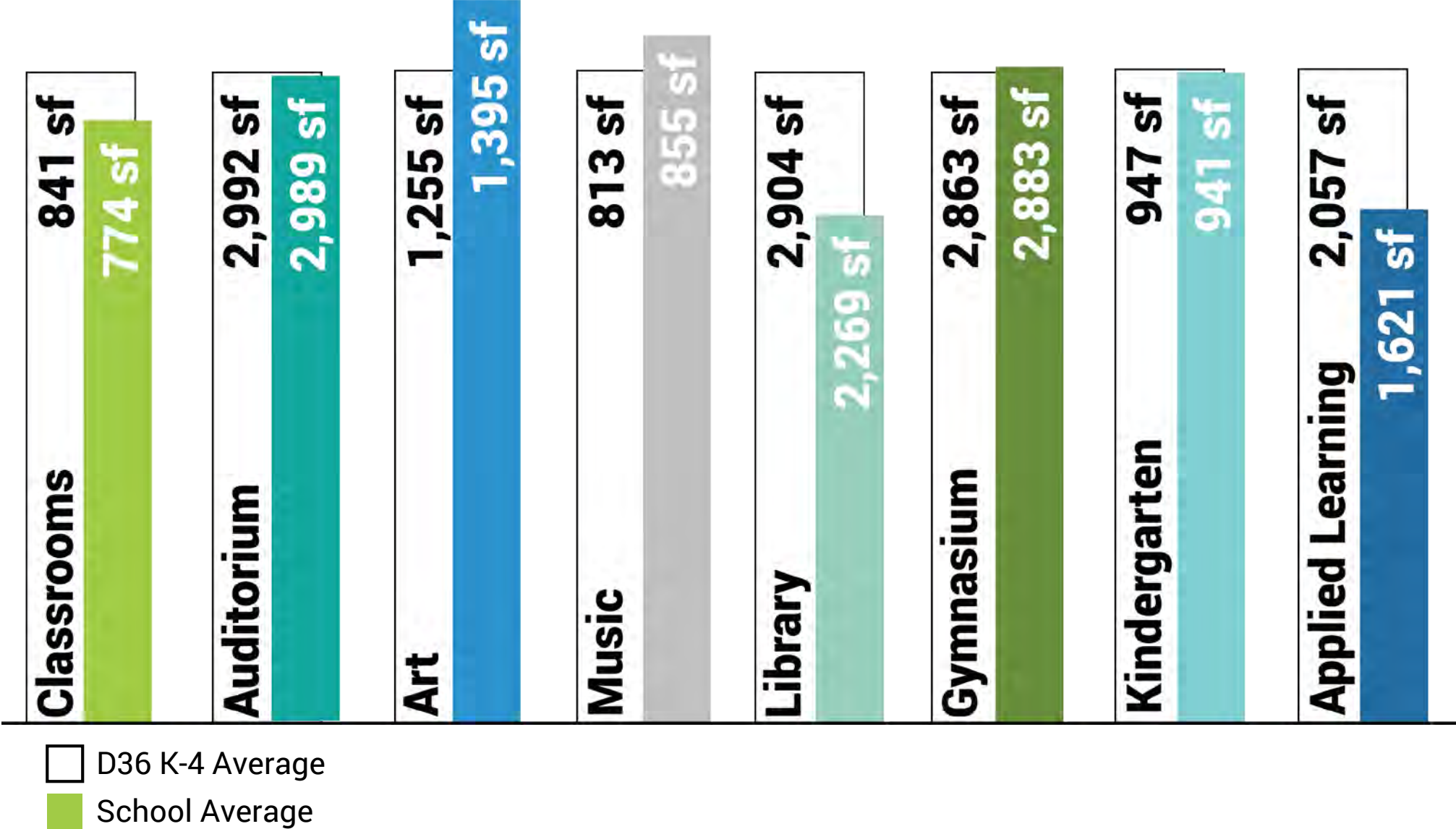
- Applied Learning
- Art
- Lunchroom
- General Classrooms
- Gymnasium
- Library
- Performing Arts
- Resource
- Special Education

2017 Area Utilization

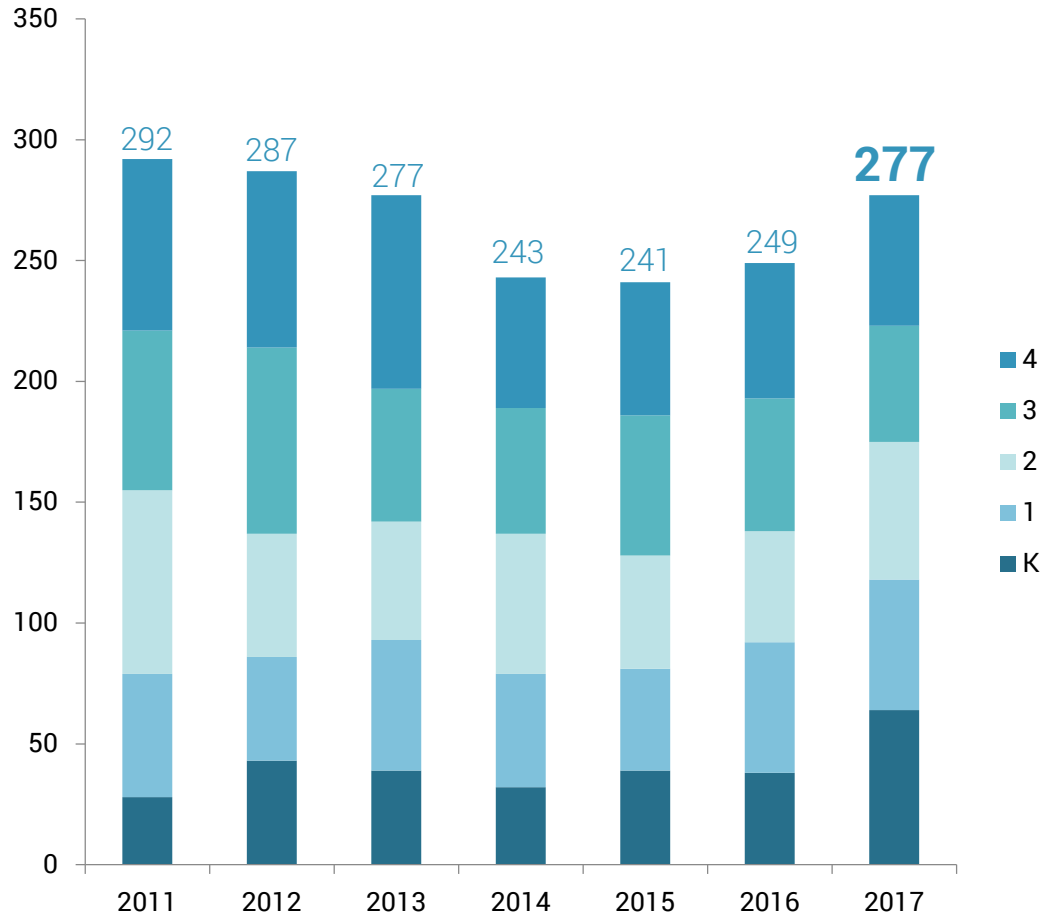
Gross Building Area : 48,910 SF



2017 Area Comparison



Hubbard Woods Enrollment History



By Grade Level

Enrollment Forecast

Current : **850 (K-4)**

2018-2019 : **847 (K-4)**

2019-2020 : **816 (K-4)**

Hubbard Woods

Capacity per **327***

State Standards

Hubbard Woods

Capacity per **272**

District Guidelines

D36 Post-2020 : **Drops Slightly**

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



Indoor Environmental Quality (IEQ)

Hubbard Woods School



District 36 IEQ : High Performers

Energy: **Greeley School**

Air: **Greeley School**

Thermal Comfort: **Greeley School**

Acoustic Satisfaction: **Crow Island School**

Visual Comfort: **Carleton Washburne School**

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

District 36 IEQ : Low Performers

Energy: **Crow Island School**

Air: **Carleton Washburne School**

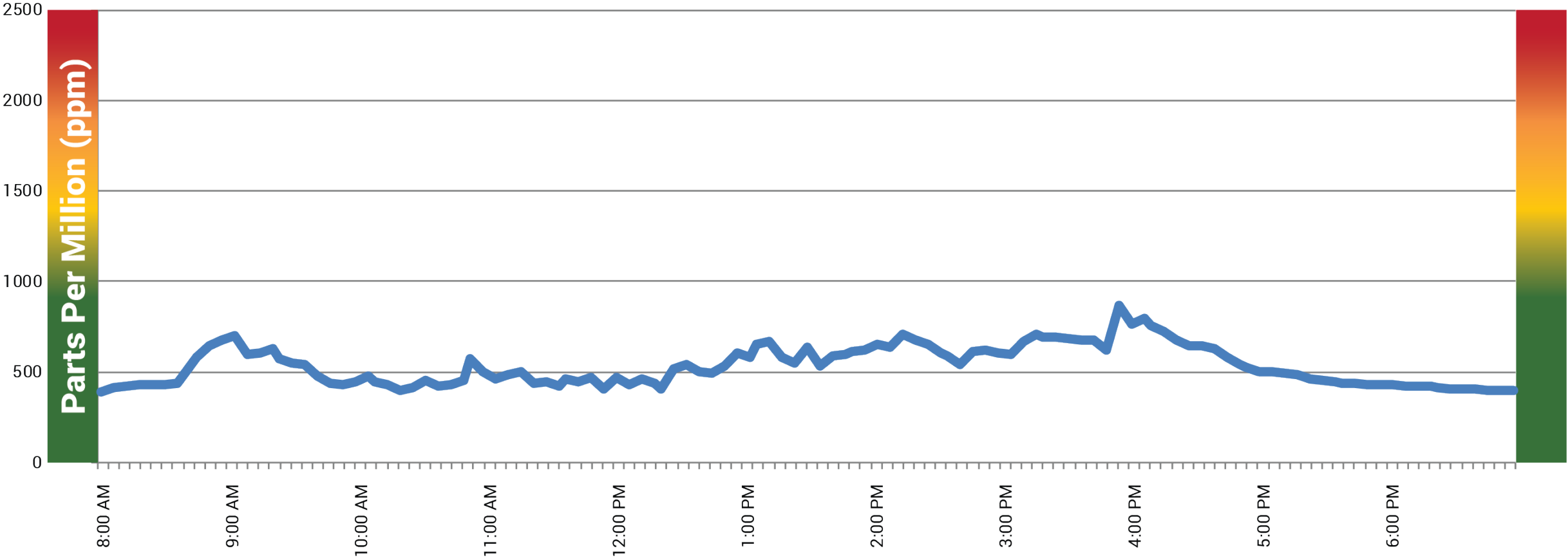
Thermal Comfort: **The Skokie School**

Acoustic Satisfaction: **Hubbard Woods School**

Visual Comfort: **Hubbard Woods School**

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

CO₂ Data

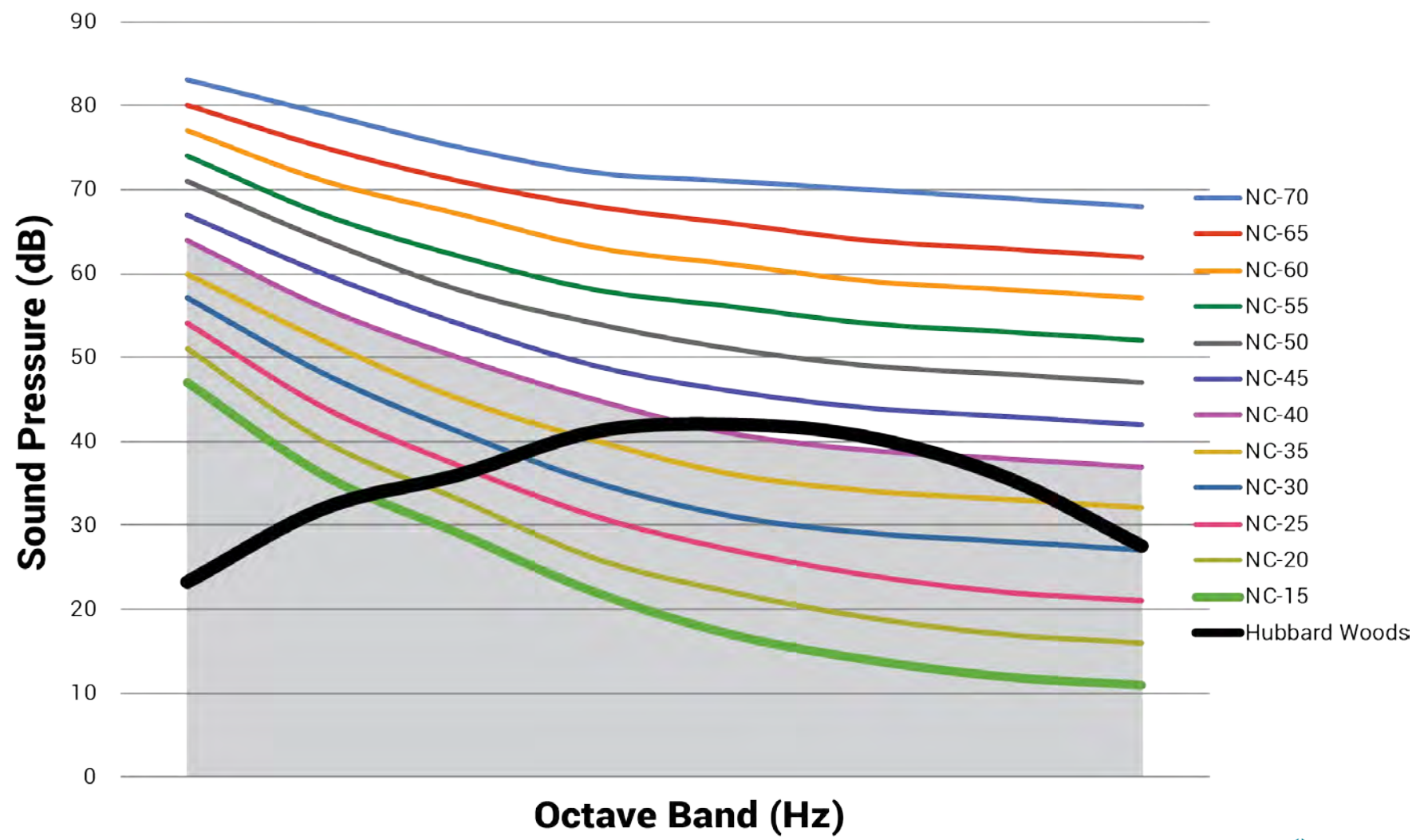


VOC Data



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

Acoustical Data



Visual Comfort



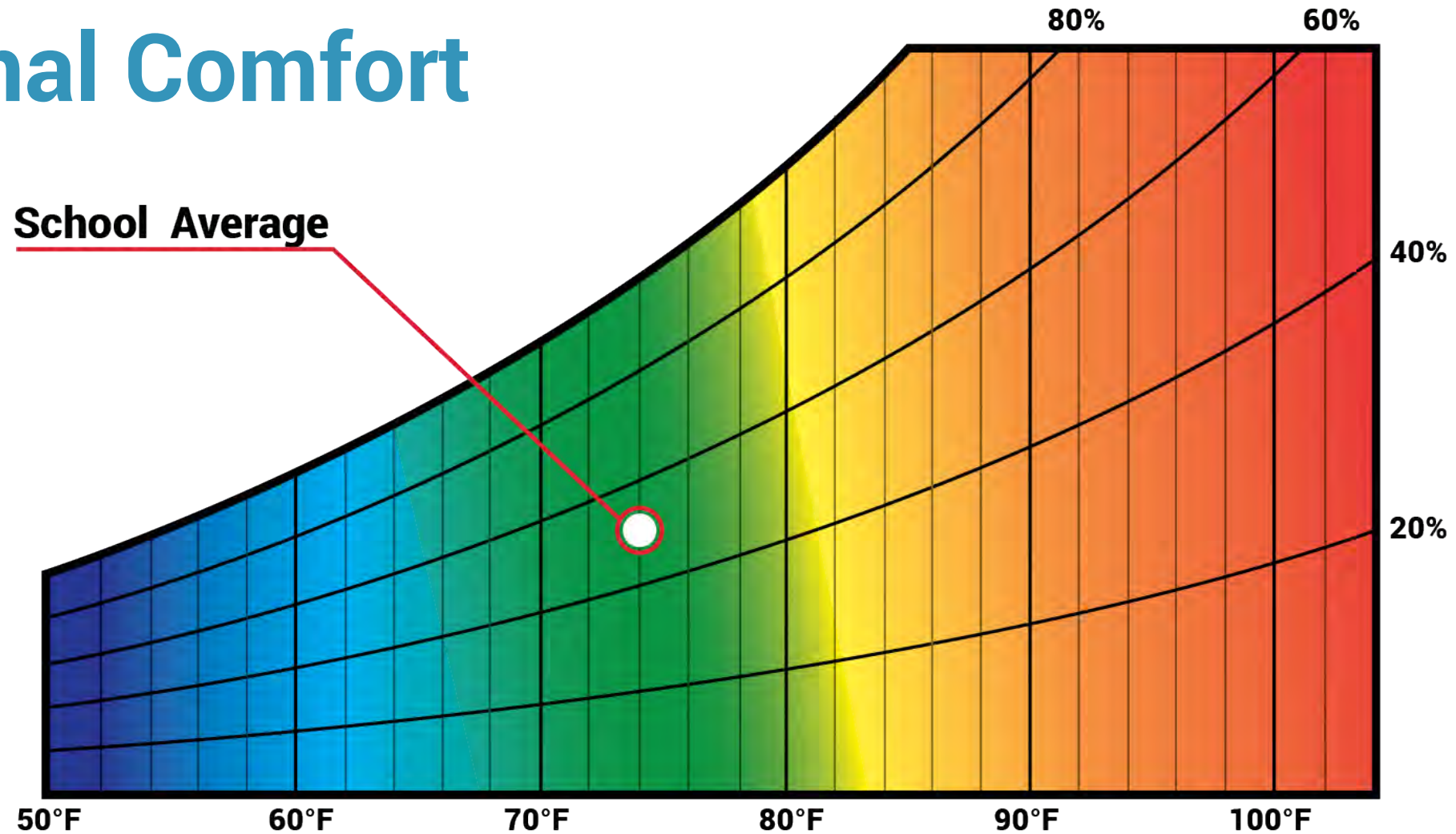
62% Satisfied*

90% Have Access to Daylight

62% Have Multiple Light Switches

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

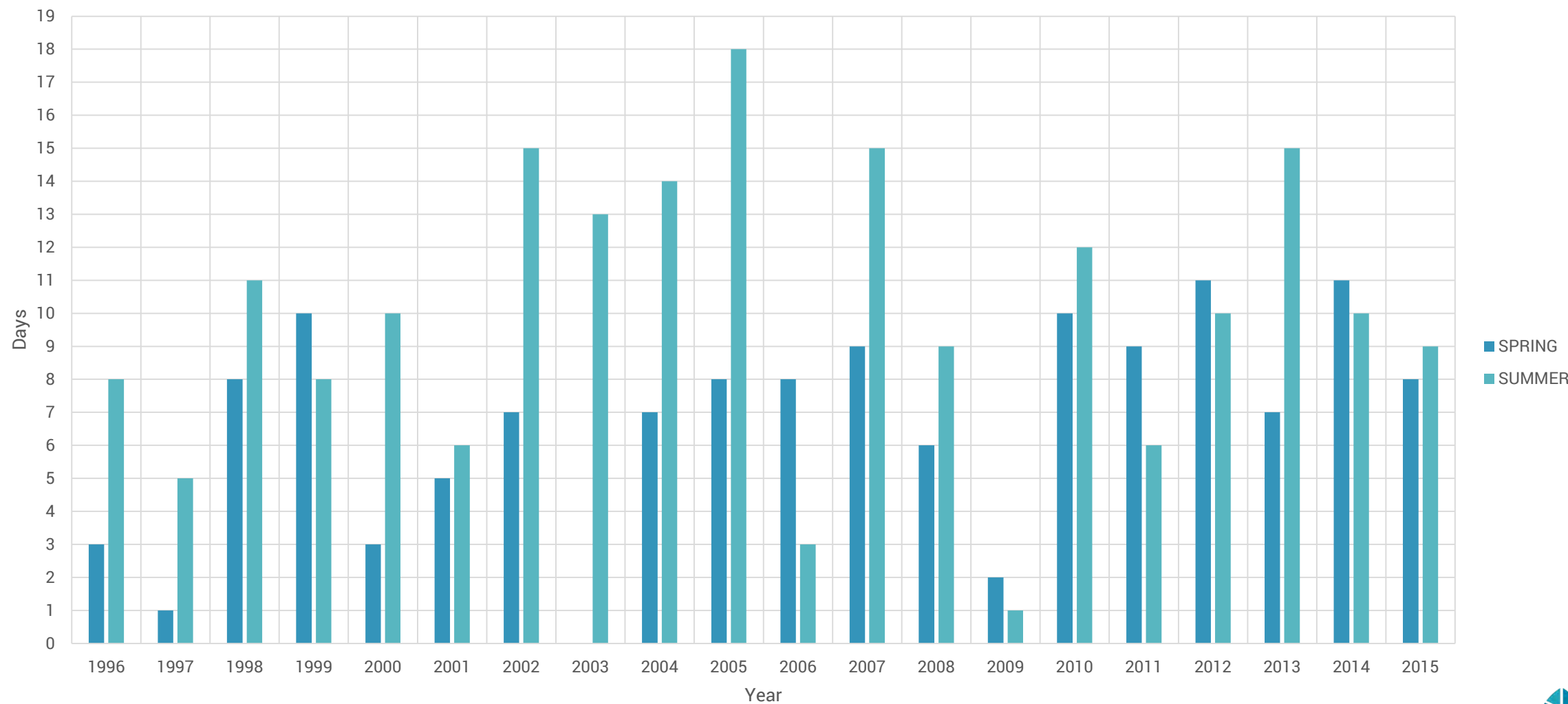
Thermal Comfort



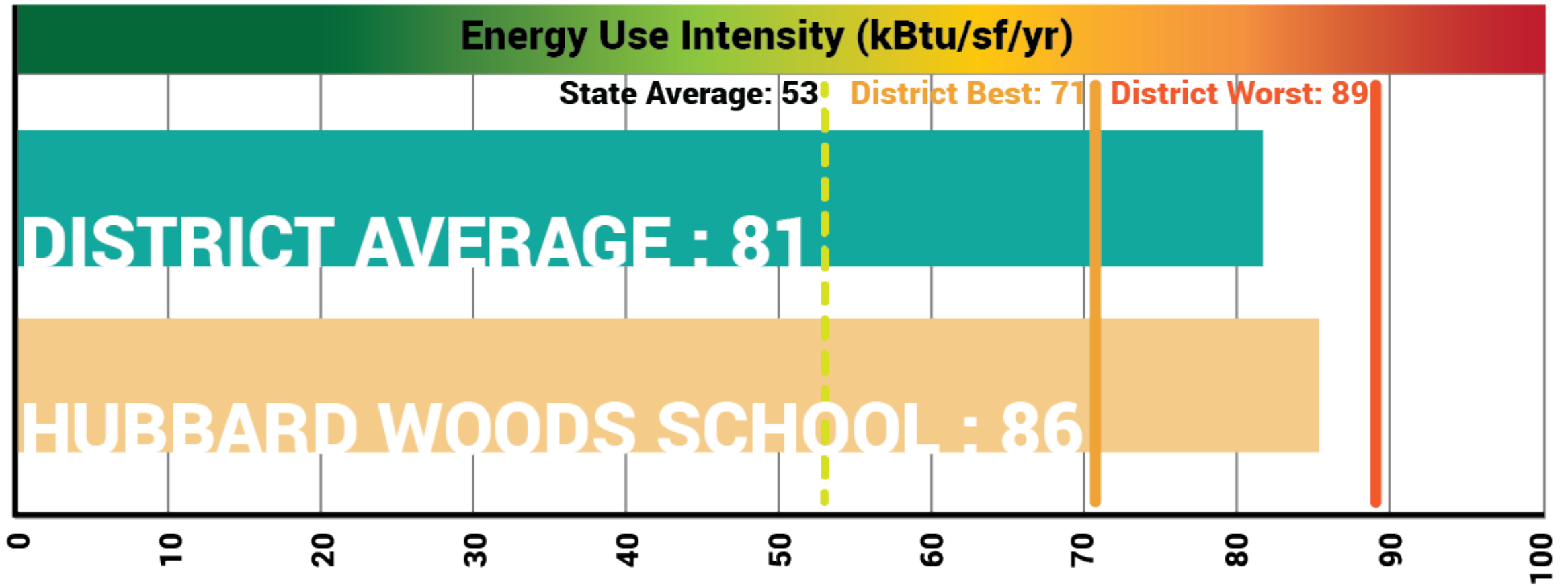
*Temperatures logged during an unseasonably temperate September. Thermal comfort is a significant concern without proper mechanical cooling to temper the warmer fall and spring months.

Thermal Comfort: History of Discomfort

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



Energy Use

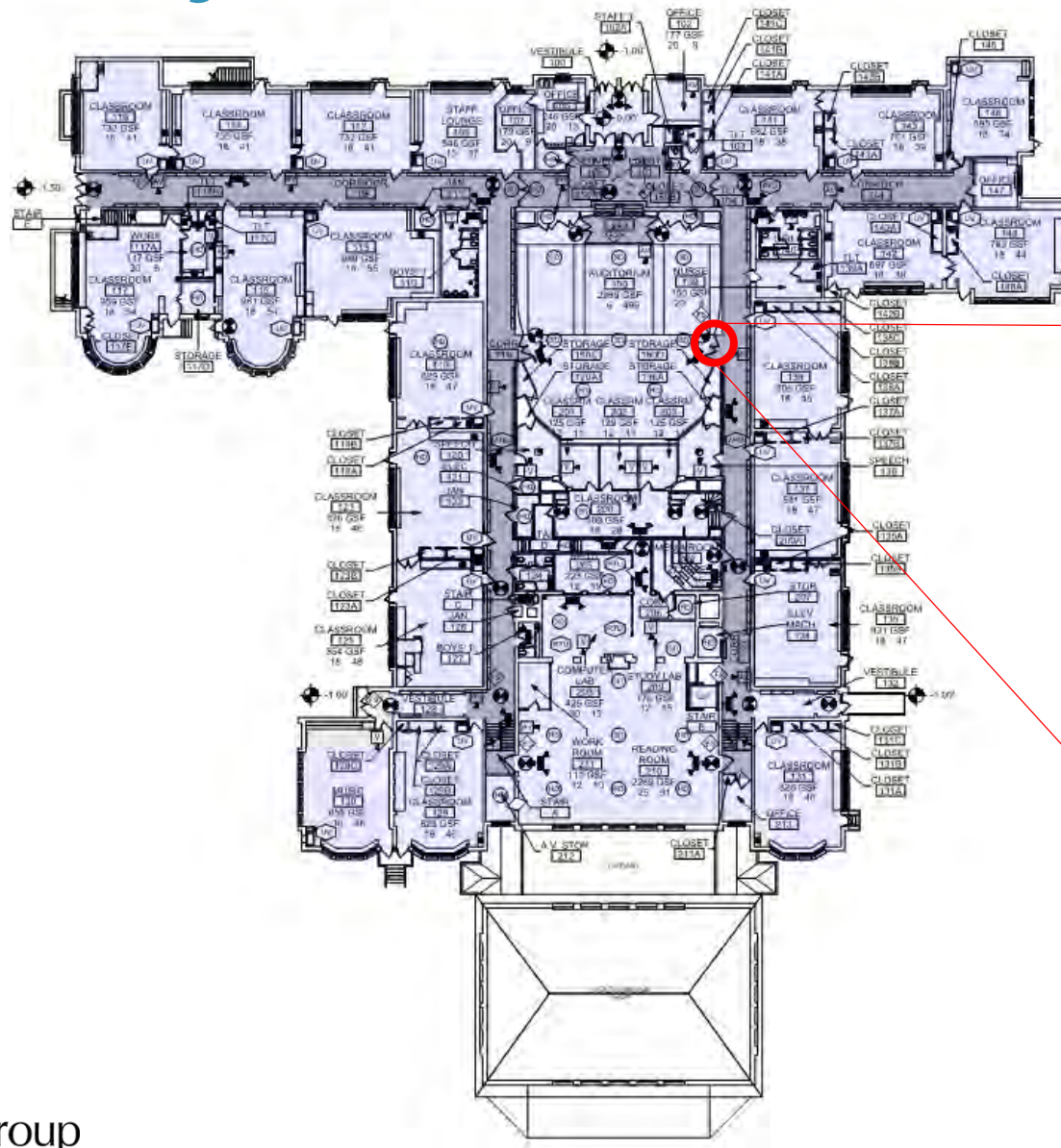




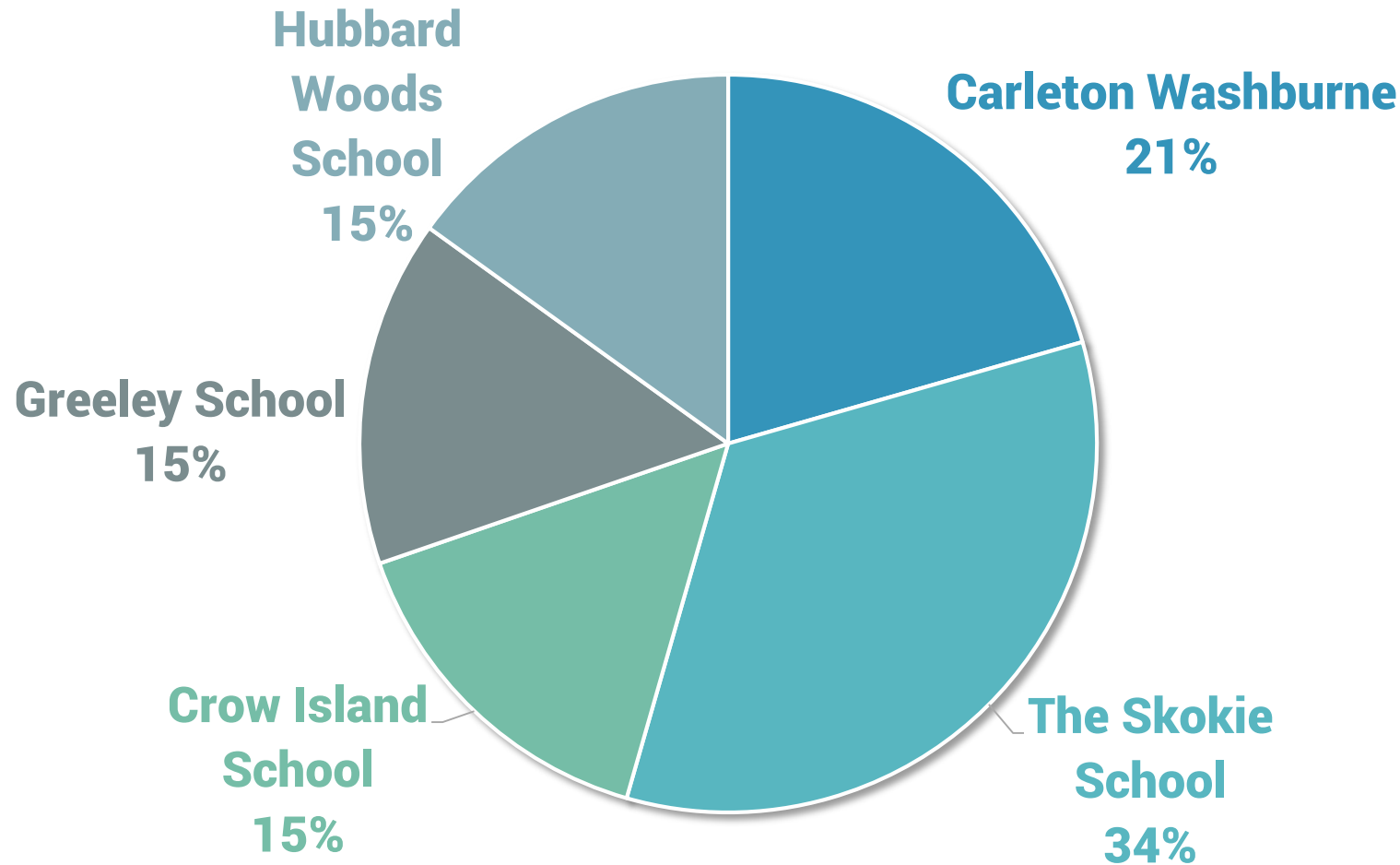
Physical Condition

Hubbard Woods School

Facility Assessment : Methodology + Tools

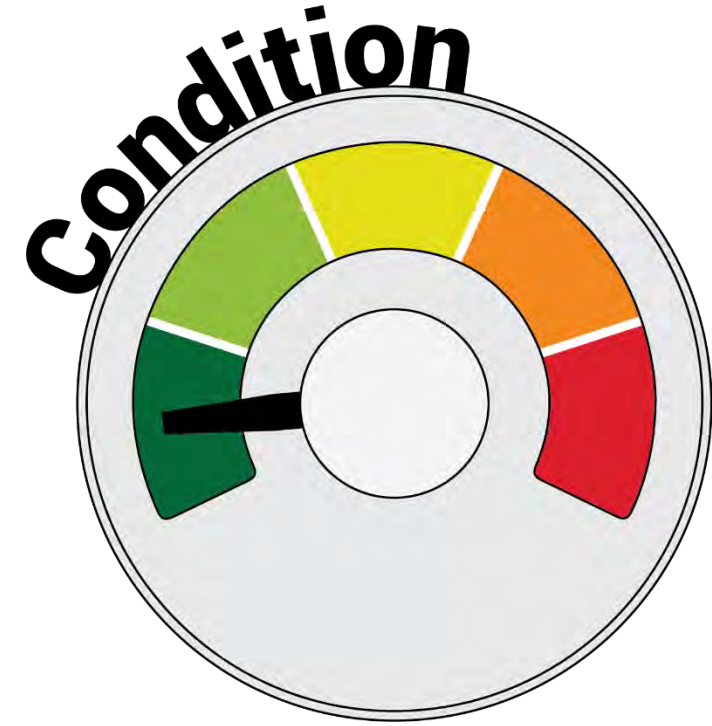
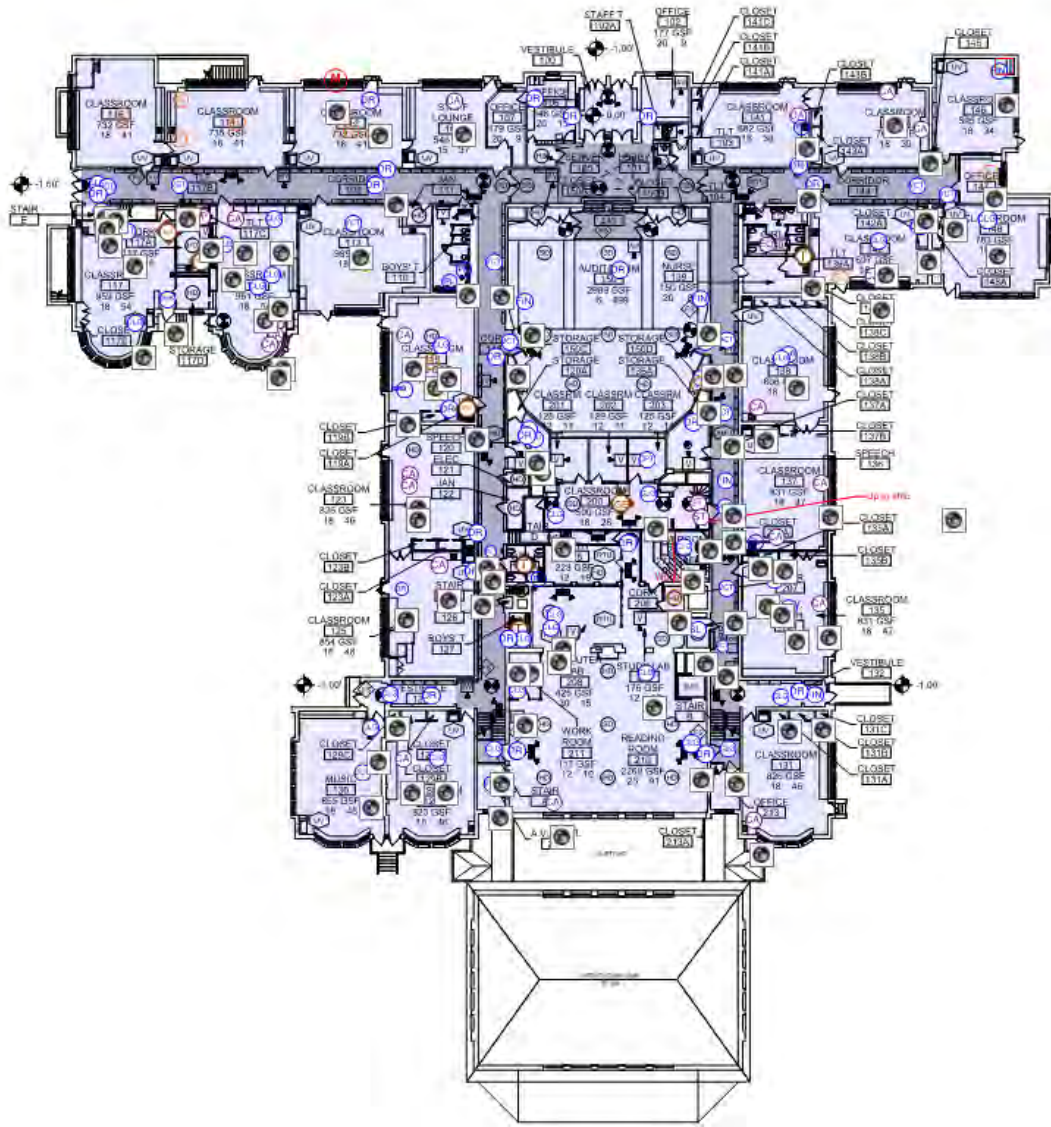


Quick Facts



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

Physical Condition



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

Physical Condition

Quick Facts:

211 items found

- 15 remaining Health Life Safety
- 16 related to Accessibility
- 28 related to Mechanical, Electrical and Plumbing

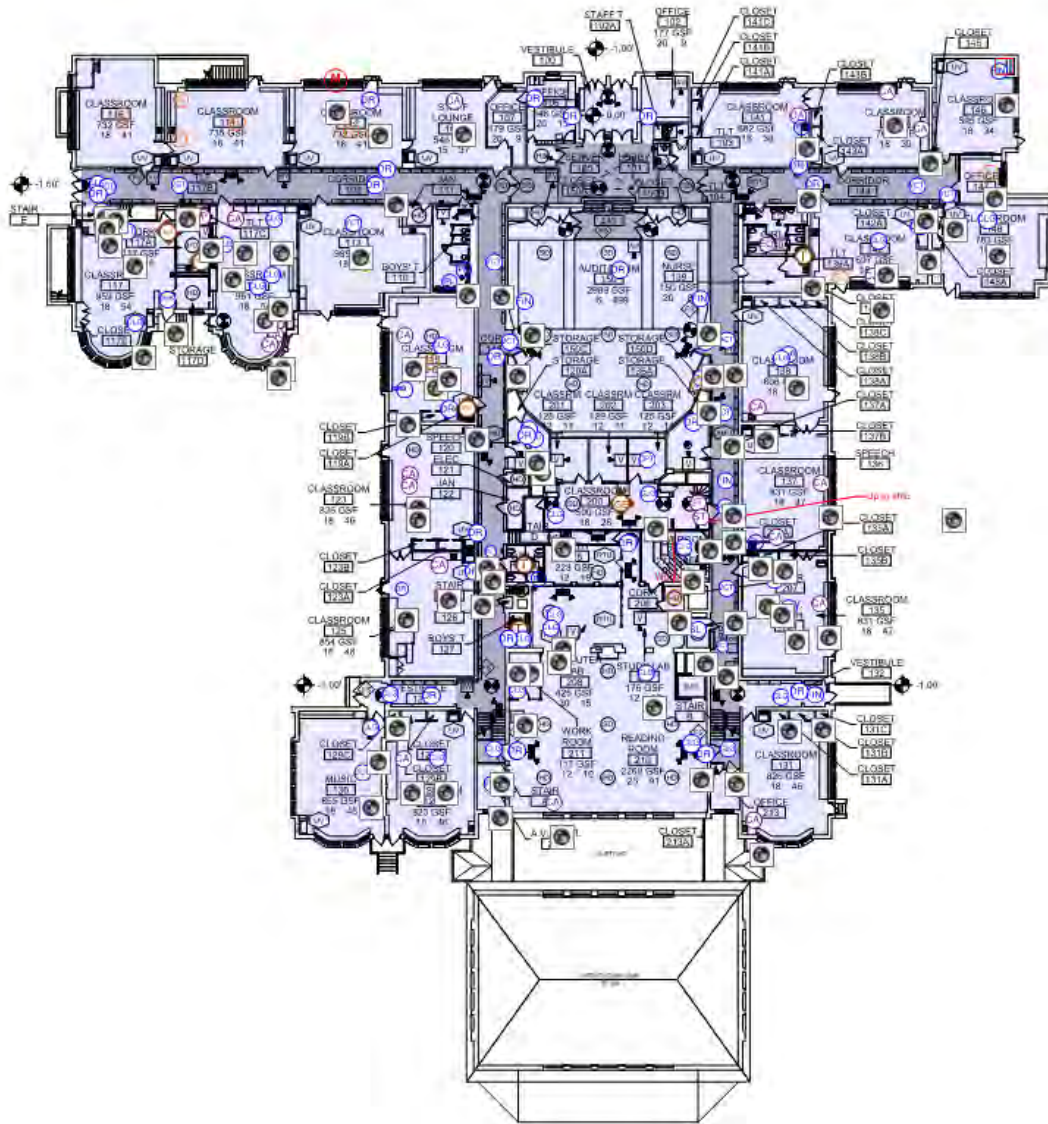
Items to explore:

Vertical crack in masonry

Loose / missing roofing

Exhaust at boiler room

Cause of water damaged tiles



A detailed floor plan of Classroom 117. The room is rectangular with a curved front wall. At the top, there is a row of equipment labeled 'FS', 'AV', and 'VCT'. Below this, on the left, are 'CLCCT DR' and 'SL'. In the center, there is a 'VCTORK' and a 'GEN' (generator) symbol. To the right of the center, there is a 'TLT 117B' and a 'CA' (cabinet) symbol. Below the 'VCTORK' is a '117A' and a '117 SF 20 6' (square feet) label. To the right of the '117A' is a 'HD' (hard drive) and a 'V' (vent) symbol. Below the '117A' is a 'CLASSROOM 117' label. To the right of the 'CLASSROOM 117' is a 'CLAS 96' 18' (classroom) label. Below the 'CLASSROOM 117' is a '959 GSF 18 54' (square feet) label. To the right of the '959 GSF 18 54' is a 'HD' (hard drive) and a 'CLG' (cabinet) symbol. Below the '959 GSF 18 54' is a 'CLOSE 117E' (closet) label. To the right of the 'CLOSE 117E' is a 'SWB' (switchboard) and a 'HD' (hard drive) symbol. Below the 'CLOSE 117E' is a 'STORAGE 117D' label. To the right of the 'STORAGE 117D' is a 'CLG' (cabinet) symbol. The room is divided into several sections by walls and equipment.

Replace steam piping in pre 1930s building area (HLS)

Hallway egress (CODE)

[illegible]

Physical Condition – Highlighted Items

Damaged / missing roof tiles (EXT)



Replace door hardware (INT)



Damaged / cracked VCT throughout school (EXT)



Rooftop equipment is at useful life (MEP)



Replace boiler burner (MEP)



Listening Tour

Hubbard Woods School

Listening Tour “Top Five”

Need an actual lunch room with windows

Access to outdoor learning spaces

Love the character and history of the school

School is the “heart of the neighborhood”

Improve pathways through the building

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



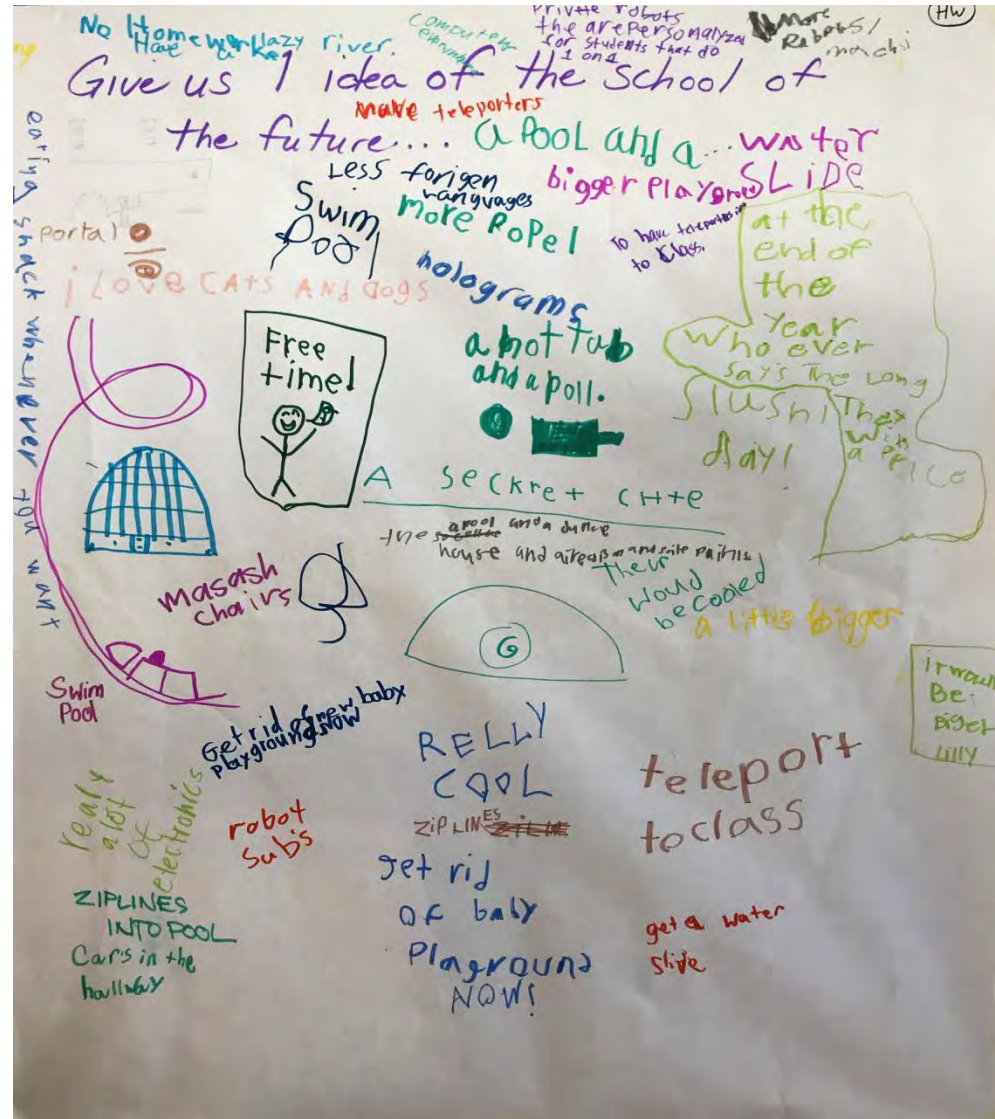
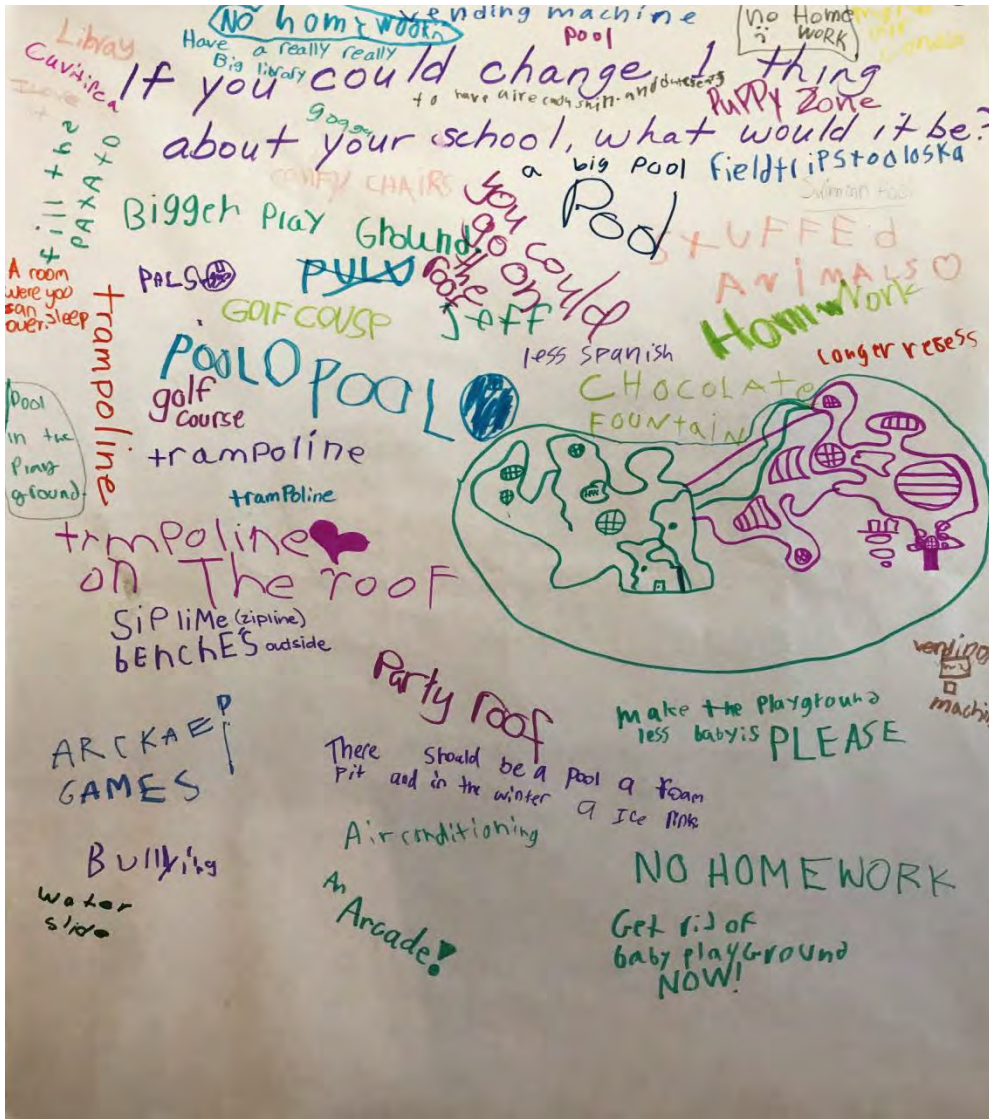
Day in the Life

Hubbard Woods School

Student Shadowing



Student Ideation



Building: Hubbard WoodsGrade/Course/Specialty: Second Grade

Table 1 is designed to log the various instructional methods that you may use to facilitate learning with your students this week. Log the percentage of time that you spend in each for a given day. In Table 2, enter the percentage of time that you spend in a given location for that class period. For example, you may start a class in your classroom but travel to other locations for learning activities. Table 2 is meant to capture that movement. Lastly, in Table 3 to the right, please describe the activities themselves. The percentages of time in Table 3 should correlate to the instructional method listed in Table 1. For example, if you spend 60% of your class time in small groups discussing the American Revolution, you would list "Discussion on the American Revolution" and 60% in 90%. That would correlate to the Monday's class log for the small-group instruction (Table 1) which would also then be listed at 60%.

Table 1: Instructional Method

Instructional Method	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Individual (Task)	2%				2%
Individual (Project)	28%	33%	33%	33%	25%
Pairs				18%	
Small Group (3-4)	10%	22%	22%	18%	26%
Large Group (5-12)					
Whole Class (Presentation)	10%	18%	18%	18%	18%
Whole Class (Lecture)	15%	15%	15%	15%	15%
Whole Class (Facilitated)	18%	23%	23%	23%	28%
	100%	100%	100%	100%	100%

Table 2: Location

Location	Monday's Class	Tuesday's Class	Wednesday's Class	Thursday's Class	Friday's Class
Classroom	54%	54%	54%	54%	54%
Library/Media Center		14%		7%	
Computer Lab					
Small Group space					
Lab					
Related Studies #1	8%		14%	7%	8%
Related Studies #2	8%		7%	7%	
Outdoors	8%	7%	7%		8%
Gym	7%	7%	7%	7%	7%
Lunch	15%	14%	14%	14%	14%
Other					
	100%	100%	100%	100%	100%

Other Notes:

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

Table 3: Description of Class Activities

	% of Time
MONDAY	
A) DOL Morning Greeting/Calendar	8%
B) Related Arts/MS (Open)/Music/Spanish plus travel time	28%
C) Journal Writing/Book	14%
D) Lunch	15%
E) Silent Reading	8%
F) Math	14%
G) Recess	8%
H) Writing	6%
TUESDAY	
A) DOL Morning Greeting/Calendar	7%
B) Idea Lab/STEAM	15%
C) Recess	7%
D) Reading	15%
E) Lunch	15%
F) Silent Reading	7%
G) Math/Gym	8%
H) Math	20%
I) Writing	6%
WEDNESDAY	
A) DOL Morning Greeting/Calendar	7%
B) Art	18%
C) Math/Gym	8%
D) Reading	15%
E) Lunch	15%
F) Silent Reading	7%
G) Math	7%
H) Recess	7%
I) Math	7%
J) Writing	11%
THURSDAY	
A) DOL Morning Greeting/Calendar	7%
B) Writing	12%
C) Recess	7%
D) Reading	22%
E) Lunch	15%
F) Silent Reading	7%
G) Math	12%
H) Music/Spanish	15%
I) Library	7%
FRIDAY	
A) DOL Morning Greeting/Calendar	7%
B) Reading	15%
C) Recess	8%
D) Writing	15%
E) Lunch	15%
F) Math/Gym	8%
G) Spanish	8%
H) Math	15%
I) Bulletin	9%

Awareness Session: A Day in the Life of a Student

Date Observed: 09/14

Course Attributes:

Class Activities:

% of Time:

Building: Hubbard Woods1. direct instruction

30%

Name: Kindergarten2. whole class

40%

Teacher: Greer3. independent

10%

Room #: D24. small group

20%

Room SF: _____

5. _____

Notes and Sketches

Room – loft play area, kitchen set, toy area, community space, tables enough for 20, library, large TV screen. Rooms appear to be about 40x30, cabinets/counters around a wall, no whiteboards or chalkboards. Area for kids to dress up, posters on wall and rug for morning meetings. Carpet, door to outside, sink. Projector and screen, appears it doesn't get used. Two fans in ceiling. Comfortable heating/cooling and lights. Appears there is wood that outlined where chalkboard or whiteboard once was. Lots of natural light and breeze able to come in from windows. Intercom and call button near door. Not a huge room for all the items they need. Not a small "kindergarten" accessible restroom to use. Hot and not comfortable after recess when it's getting warmer outside.

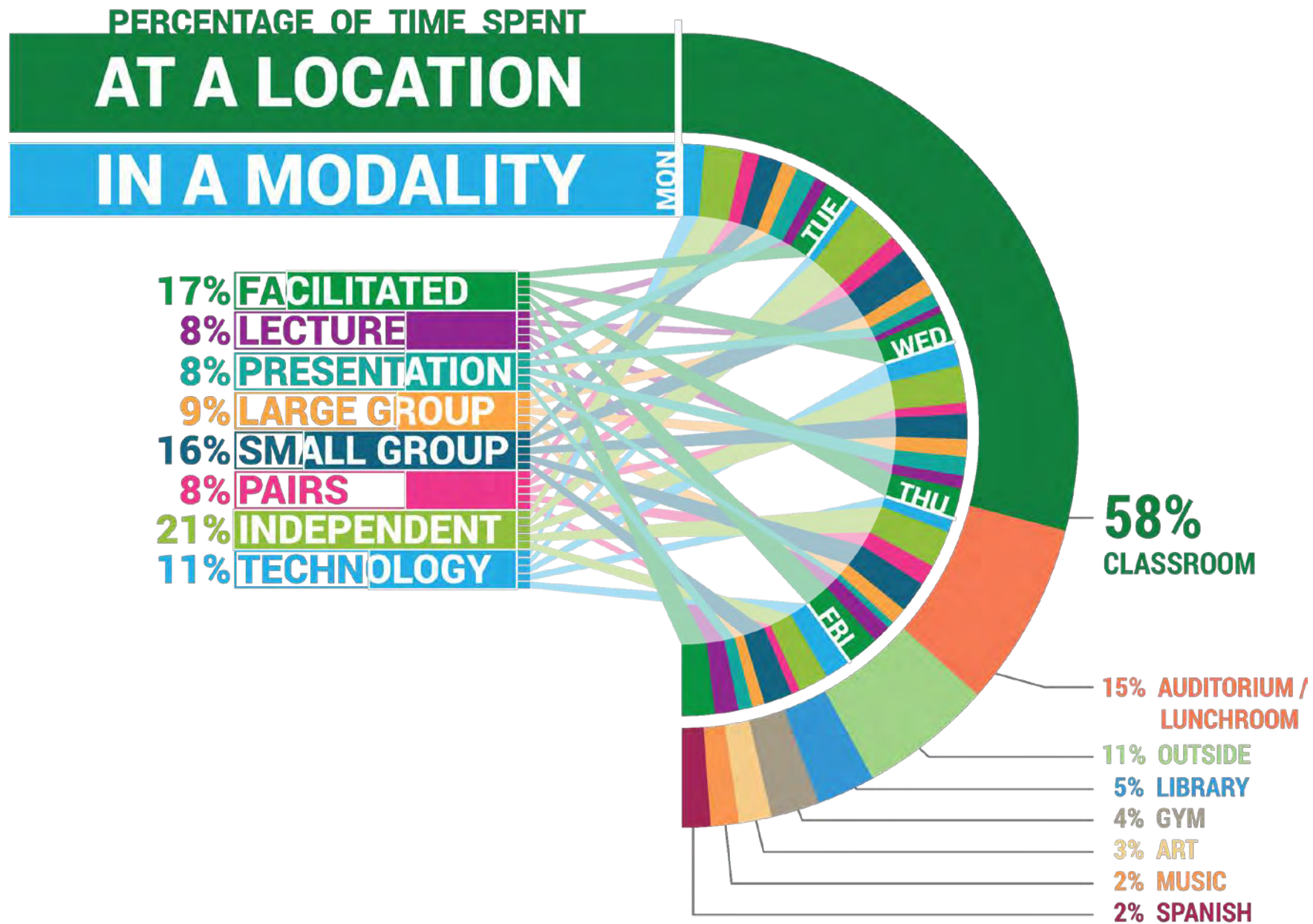
Accessible to bathrooms, but not the small size.

8:30-8:45 Outside, greeting children who are dropped off by bus or car. Five teachers out greeting, helping kids and assisting as they are dropped off. Quiet street, but not much space around the school to safely stop for long or turn around. Drive up, stop, drop off, drive away.

8:45-9:25 Recess. Large outdoor playground, sand area, cement games, garden, pavilion. Kids play with other kindergarten classes for first 40 minutes and teacher walk around to supervise.

9:25-9:40 Enter classroom. Kids hang backpacks in hall (directly outside the room), use restroom, get lunch, snack and water bottle out to add to the baskets for the day. Wash hands as they enter, classroom, check-in at their station then sit in community area.





A Week in the Life of a Learner : Hubbard Woods 2017



**FUTURE
READY
D36**

Honoring our past.
Planning our future.

Live FAQs

Three BOLD ideas

Questions



Bold Ideas



Thank You !

We appreciate your input.