

BOARD REPORT

to the Community

Special Facilities Issue



Jim Koch, President
Board of Education

To commit minds to inquiry, hearts to compassion and lives to the service of humanity.

Building relationships, community, and a vision for the future

On the surface, school board members have four major roles:

- **Vision** – identifying and representing the community’s goals and expectations
- **Structure** – providing a framework for budget standards and the organization of work
- **Accountability** – measuring and assessing the strength of our programs and student performance
- **Advocacy** – serving as the community’s key advocate within the school system

In addition to these four roles, New Trier school board members encourage the community to participate in a thoughtful and critical way to improve the critical thinking of students, participate in community, and learn to bring our motto to life.

Beneath the surface – but part of the fabric of New Trier – is the soul of education. New Trier is a place where our teachers, staff, and administrators guide adolescent souls to search for deep questions and find meanings. It is difficult to accurately assess learning; tests are a small part of the mental process. But assessments here at New Trier are thorough and the education is rigorous.

On a larger scale, New Trier is a place where we build community and relationships. Here, students are encouraged to be passionate about ideas, and not just for the duration of the semester or to get good grades, but as part of a larger intellectual journey.

New Trier High School is a creative force that constantly recreates our school as a lighthouse school – not by accident, but by design. New

Trier is an authentic authoritative community. The word authoritative comes from the Latin auctor, which means ‘one who creates.’ We on the Board, the administration, our faculty and staff – and indeed our New Trier parents – understand that.

Authoritative communities just don’t happen. They are created and sustained by dedicated individuals with a shared vision of building a good life for the next generation. At its core it’s parenting with a capital P! New Trier is a community where many individuals volunteer their time to pass on at least part of what it means to be a good person and live a good life. The faculty and staff at New Trier initiate and encourage community by participating with students at places such as the Illinois Center for Rehabilitation and Education, Misericordia, Manner

Care, Uptown Baptist Church, the Special Olympics, and so many other organizations.

In short, New Trier is a place that is connected to our children and provides a nurturing environment that fosters an authoritative community. The issues we face this year — budget, facilities, teacher hiring and retention, strategic planning, and more — these are the types of issues for which the Board welcomes community input and thoughtful participation.

On behalf of the Board of Education, welcome to the 2008-2009 school year.

James B. Koch
President, Board of Education

A community’s dilemma: New Trier faces facilities challenges

As a next step in long-range facilities planning, the Board of Education is exploring options to address deficiencies on both the Winnetka and Northfield campuses and encourages community input during the process.

The study began two years ago after the District’s Facilities Committee identified goals for student learning – both now and in the future – that were hindered by facilities designed and built for a bygone era. Outmoded educational space, coupled with the cost of maintaining aging buildings and antiquated infrastructure, spurred the holistic review of the District’s facilities. (See page 4 for a timeline of the process.)

In its study, the Facilities Committee identified numerous deficiencies and limitations, noting that the oldest parts of the New Trier Winnetka Campus were designed for a curriculum that no longer exists. Below are examples of the findings (not a comprehensive list).

Aging Buildings & Infrastructure

- Reoccurring, high maintenance costs of aging facilities
- Inefficiencies in retro-fitting technology into buildings that are 34-96 years old
- Large amounts of “dead” space that are cost-ineffective to repurpose
- Poor ventilation and temperature control – cafeteria, kitchen, gymnasiums, and the tech-arts building that has steam heat and single-pane windows

- Additional inefficiencies in the tech-arts building (built 1931), including an antiquated mechanical system and no restrooms
- Single-story, single-purpose, cafeteria (built 1912) with poor acoustics and former windows that were blocked by other building additions over time
- Loading dock (built 1931) fits one truck at a time, creates Woodland Avenue congestion, and disrupts nearby classes due to noise from delivery, garbage and recycling trucks
- No basements for maintenance access and storage – tech-arts building, cafeteria
- 25-yard (vs. 50-meter) swimming pool with no diving well; other repairs

Insufficient ADA Accessibility

- Numerous areas are not accessible to disabled individuals:
 - Classrooms between the Tower and tech-arts buildings
 - Music building – basement, third floor, fourth floor
 - Gates gym balconies, restrooms, offices, some locker rooms
 - Kinetic Wellness third floor classrooms and three small gyms
 - Auditorium stage
 - Tech-arts building second floor
 - Pool balcony (limited access)
- Only five platform lifts on Winnetka Campus (ramps preferred to lifts):
 - Disabled/injured students are reluctant to use lifts (slow to operate, block hallways and stairways during passing periods)



Photograph by Lenswork Studio in Winnetka.

Not enough space — While enrollment is projected to be steady at approximately 4,000 students for the foreseeable future, “not enough classroom space” is a recurring theme in the Facilities Study. More students are taking more classes, with notable increases especially in math and science. With size limiting expansion, there is a growing inability to meet students’ course requests.

- Difficult to operate (key and staff member needed)
- Frequent repairs
- One elevator on a 865,000 square foot campus housing 3,500 students and staff:
 - Elevator users often must wait for several “cycles” due to high use
 - When out of service, deliveries cannot be made, wheelchairs cannot be accommodated, and injured students (i.e., crutches) must use the stairs
- Northfield ADA access issues:
 - One elevator for the entire campus (in the A Building)
 - Limited access to auditorium stage, gyms, New Trier Extension programs

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Quality education for every student now and in the future.

“What drives the facilities study is one word – value. Value in terms of:

- maintaining a top quality educational experience for our children,
- keeping this school as a place where outstanding teachers want to teach,
- ensuring that we invest money wisely in programs and facilities, and
- retaining the desirability and quality of life of our community.

Historically, educational excellence has been the hallmark of New Trier High School.”

-Jim Koch, President, Board of Education

The 2003-1010 Strategic Plan challenges New Trier to break down barriers, work more collaboratively, explore interests deeply, and truly live up to the challenge of the motto, “to commit minds to inquiry, hearts to compassion, and lives to the service of humanity.” The existing facilities are a significant barrier for full realization of many proposed plans.

-Facilities Workshop Committee presentation, July 7, 2008

A community's dilemma

continued from page 1

Outmoded educational space

- Growing inability to meet the changing curricular needs of students as course offerings change over time, and as college expectations shift toward increased number of academic courses in high school
- Not enough classrooms – scheduled to the maximum; size limits expansion in specific programs (students are turned away from enrolling)
- Not enough science labs or lab storage
- Outmoded, small classrooms limit creative, project-based, technology-integrated teaching – built in the 1920s, 1930s and 1950s for a curriculum and teaching styles that no longer exist
- Few spaces offer the square footage required for optimal, activity-based instruction and collaborative team or group work
- Limited ability to offer students more opportunities in activities, athletics, and the fine and performing arts
- Limited and sub-standard meeting space for student groups, staff, parents, community and visitors
- Insufficient student and staff spaces for out-of-class time
- Not enough storage space for student projects
- Inadequate tabletop workspace for student projects (room size cannot accommodate larger furniture)
- Inefficient space in the tech-arts building (nine total classrooms in 25,000 square feet), which houses both art and technology education classes
- Small music rooms with poor acoustics and inadequate technology
- Not enough music practice rooms, theatre/performance space, or storage for instruments and sheet music
- Small gyms built for single-sex classes in past decades
- Gym basement repurposed as small “field house” – insufficient track size and ceiling height; dangerous, tight curves; poor ventilation; no air conditioning

- More athletic space needed for strength training and conditioning
- Inadequate cafeteria space and congested serving lines (largest lunch is 1,200; some students eat in hallways or avoid the cafeteria)
- Sub-standard kitchen space for food preparation, delivery and service
- Unusable square footage in boiler plant (built 1925 for larger coal burning equipment)
- Northfield Campus needs additional science lab, dance studio, standard classrooms; swimming pool needs extensive repair/renovation

Inefficient & Poorly Organized Space

- Sub-standard classroom configuration and proportion
- Poor building circulation and “way-finding” – student movement hindered
- Disjoined student areas – activities, library, meeting space, student lounge, outside
- Basement-level student lounge – no windows, not inviting
- Inefficient adjacencies/proximities of student services
- Department offices not adjacent to classrooms
- Swimming pools – neither pool is competition length; high demand for use from swimmers, divers, community
- Insufficient, repurposed space – art classes held in former auto lab, American Studies in former art classroom
- Wasted and poor utilization of space in Gates Gym building – maze of gyms, offices, hallways, “dead” spaces
- Single-purpose Winnetka cafeteria limits use to lunch periods only (flexible design would permit multiple uses)
- Security improvements needed on both campuses

Workshop Committee examines Facility Study findings

Following the Facilities Committee work, community members, staff and students responded to an invitation last winter to volunteer for the next step of the process – the Facilities Workshop Committee – which had been publicized through the local press, sender school districts, parent-teacher organizations, community meetings and web-based announcements.

The committee was a cross-section of the community in terms of village representation, age, gender, parental status and neighborhood (see Workshop Committee below).

To help facilitate the process, the Board hired the architectural firm Perkins + Will, which had built the Northfield Campus in the 1960s and Crow Island School in Winnetka District 36.

Options based on criteria

The committee identified the criteria they would use to evaluate the facilities options and to make their recommendations:

1. Educational program
2. Student and staff life
3. Coherent solution
4. Consideration of community and economic support
5. Opportunities for extra-curricular involvement
6. Viability
7. Community access

The committee met for four full days – one day each month in March through June – to study the facilities issues and develop options for remedying the deficiencies. They created plans for meeting the identified criteria, developing many options which were eventually narrowed to two that they presented to the Board of Education on July 7.

100% of Winnetka Campus standard classrooms – and most Northfield classrooms – do not meet today's current educational standard for size and/or configuration.

Ongoing study

The Board agreed to consider the two options forwarded by the Workshop Committee, along with others, in the ongoing study on how to best address the District's long-term facilities needs. The Board:

- requested further details about the Workshop Committee's two proposed options – West-side Addition/Major Renovation and Rebuild Winnetka Campus, (including some renovations to the Northfield Campus),
- asked the administration to research a modified Addition/Renovation option that still has a west Winnetka Campus addition, but less renovation to the North and Tower Buildings,
- requested projections for a “status quo” option in which the District would complete only necessary, scheduled renovations and repairs over the next two decades, and
- requested more information to better understand cost estimates, phasing schedules, traffic, advantages and disadvantages of the various options.

At its September 22 meeting, the Board eliminated the Status Quo and the Rebuild Winnetka Campus options. They are focusing their ongoing study on the West-side Addition/Major Renovation and West-side Addition/Minor Renovation options (for information: www.newtrier.k12.il.us/facilities).

The Board will continue its facilities conversations throughout the fall and invites community members to tour the Winnetka Campus and provide their input on priorities.

Driven by college entrance requirements and personal interests, students are taking more core academic courses than ever before, resulting in greater demand for more standard classroom space.

Facilities Workshop Committee

The 59-member committee included 3 students, 26 community representatives, 9 staff members who also live in the Township, and 21 additional staff members.

Harvey Alter, Wilmette
Wes Baumann, Winnetka
Laura Blair, Staff
Marianne Breen, Staff
Laurel Burman, Staff (Wilmette)
John Cadwell, Staff
Mark Chou, Student (Winnetka)
Dave Conway, Staff
Mark Dallavalle, Winnetka
Mark Dawley, Glencoe
Susan DeLoach, Kenilworth
Tim Dohrer, Staff (Northfield)
Kristine Fischer, Staff
Joan Frazier, Northfield
Jan Gargula, Wilmette

John Gilchrist, Staff
Don Goers, Staff
Chuck Happ, Winnetka
Mac Harris, Winnetka
Tim Hayes, Staff
Janet Hersh, Wilmette
Chuck Hirsch, Northfield
Jim Hutten, Staff (Wilmette)
Anne James-Noonan, Staff
Cindy Jaskowiak, Staff
Chris Johnson, Staff
Debbie Johnson, Staff (Wilmette)
Jim Koch, Board President (Wilmette)
Penny Lanphier, Winnetka
Mary Lappan, Staff (Winnetka)

Marissa Lev, Student (Glencoe)
Beth Levy, Glenview
Todd Maxman, Staff
Patrick Meara, Wilmette
Adam Metz, Glencoe
Kimberly Miller, Wilmette
Mary Mitchell, Staff
Gerry Munley, Staff
Stephen Murphy, Staff
Scott Myers, Winnetka
John Neiweem, Staff
Jodi Newmark, Wilmette
Susan Noyes, Board Member (Wilmette)
Randy Oberembt, Staff
Matt Ottaviano, Staff

Phoebe Raymond, Northfield
Lesia Rizzolo, Glencoe
Onnie Scheyer, Glencoe
Jillian Seiler, Student (Glencoe)
Susan Shneider, Staff (Wilmette)
Michael Snabes, Winnetka
Bob Spagnoli, Staff
Doug Springer, Staff
Linda Straube, Staff (Winnetka)
Barbara Strong Ritchie, Glencoe
Peter Tragos, Staff (Northfield)
Steve Viktora, Staff (Wilmette)
Jack Weiner, Winnetka
Linda Yonke, Staff

Give input on your priorities. Tour the Winnetka Campus.

Community Tours
6:00 pm, Room 359
October 1, October 15, November 19

Education.... then and now

Education has changed drastically since the New Trier Winnetka Campus facilities were built – primarily in the 1920s, 1930s and 1950s. Today’s teaching methods support an improved understanding of the best ways that students learn. Modern facilities support these experiences.

Then	Now
No computers	Multi-media, integrated use of technology
Few, if any, special education programs	Individualized instruction and support for every child in self-contained and independent settings
No ADA (Americans with Disabilities Act)	Removal of physical barriers and limitations
No Title IX (equality in boys and girls programs)	Equal access to competitive team and individual sports for girls and boys
No state or national testing standards	Myriad of standardized tests and requirements
One-size-fits-all teaching and learning	Personalized, individualized, exploratory and creative – whole child, every child
Institutional facilities, single purpose classrooms	Multi-functional facilities that support exploration and social interaction
Active teacher as focus, passive student as recipient	Active student as focus, teacher as creator of energetic, participatory classrooms where students problem-solve and construct their own learning
Students working individually	Collaborative, interactive, social, team approach to creative problem-solving – skills that colleges and the workforce increasingly demand

Outmoded educational space — coupled with the cost of maintaining aging buildings and antiquated infrastructure — spurred the holistic review of the District’s facilities.

Board of Education Meetings

Board of Education meetings are held in room 234, Building C, at the Northfield Campus, 7 Happ Road. The public is invited to attend. Log onto www.newtrier.k12.il.us to view meetings online. Tune into New Trier Television (NTTV) to view meetings on your local cable station (for the broadcast schedule: www.newtrier.k12.il.us).

The Board held a single topic special meeting on September 22, focused on facilities. A second such meeting is scheduled October 6 (see below). Upcoming Board meetings this fall include:

- October 6, 6:00 p.m. (Workshop Meeting – facilities)
- October 20, 7:30 p.m. (Regular Meeting)
- October 27, 6:00 p.m. (**Tentative** Workshop Meeting – facilities)
- November 17, 7:30 p.m. (Regular Meeting)



Photograph by Lenswork Studio in Winnetka.

Insufficient ADA accessibility — Many areas are not accessible to disabled individuals, including most of the music building, the stairs between the North and tech-arts buildings, Kinetic Wellness third floor classrooms and several gyms, tech-arts building second floor, the Gates gym balconies and restrooms, the auditorium stage and the pool balcony. The Winnetka Campus has five wheelchair lifts (shown above) that individuals are hesitant to use because they are slow and block the stairs. Only one elevator serves the entire 865,000 square-foot campus that houses 3,500 people daily.



Photograph by Lenswork Studio in Winnetka.

Aging buildings and infrastructure — As demonstrated by ceiling-mounted engine runners, an art classroom once served as a small engines auto lab (circa 1930s). While students and teachers like the natural light of the rooms in the tech-arts building, there are more challenges than assets, including poor ventilation and temperature control, no air conditioning, no restrooms, limited ADA accessibility, and inefficient space (9 classrooms in the entire 25,000-square-foot building). The tech-arts building has not been renovated in its 77-year history, mostly because such a small yield of classroom space has not justified the investment.



Inefficient space — Today’s teaching and learning is more student-centered than in the past. It is interactive and interdisciplinary, often with students working in pairs or groups and with the teacher encouraging students to problem-solve and construct their own learning, as shown above. The room size (above) only accommodates small tablet-arm desks (shown), which are not easily arranged into pairs or groups for collaborative work and are not large enough for a book, laptop computer and other reference materials used at the same time. Modern classrooms average between 750 and 900 square feet in a square (1:1 ratio) or close to square (1:1.25 ratio) size. The average Winnetka classroom size is 610 square feet. In the North building, the average classroom size is 585 square feet.

BOARD REPORT

to the
Community

**New Trier Township High School
District 203
Board of Education
385 Winnetka Avenue
Winnetka, IL 60093-4295**

*New Trier Township High School
District 203 serves Chicago's
North Shore suburban
communities of Glencoe, Kenilworth,
Wilmette and Winnetka, most of
Northfield and parts of Glenview
and Northbrook.*

Board of Education

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James B. Koch, *President*
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Peter Ullman

Superintendent

Linda Yonke, Ed.D.

**NEW
TRIER**
**TOWNSHIP
HIGH SCHOOL
DISTRICT 203**

Special Facilities Issue

District Mission

The mission of New Trier Township High School is to inspire students *to commit minds to inquiry, hearts to compassion, and lives to the service of humanity* by working in partnership with the community to provide innovative programs for all students, nurture their unique abilities, and encourage them to pursue excellence in their endeavors.



To contact the Board of Education:

- call (847) 784-6108, or
- attend a Board of Education meeting, held at 7:30 p.m. on the third Monday of the month in Room C-234 at the Northfield Campus, 7 Happ Road, Northfield, unless otherwise noted. For a meeting schedule, log onto www.newtrier.k12.il.us.

You may view the Board meetings online at www.newtrier.k12.il.us and on the 24-hour New Trier Television channel (NTTV), which is broadcast on cable television channel 18 in Glencoe, Kenilworth and Winnetka, and on channel 16 in Northfield and Wilmette.

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How the Facilities Study began ... and continues

1994: District's first Strategic Plan establishes long-range facilities plan focused on maintenance and renovation. Facilities Committee spearheads projects from 1994-2004.

2003: District's second Strategic Plan identifies goals for 2003-2010 – including a unique focus on social, emotional, ethical, global, exploratory and collaborative student learning. The plan also commits to the “1-3” enrollment model for the foreseeable future (“1-3” = freshmen at Northfield and sophomores, juniors and seniors at Winnetka).

2006: A new Facilities Committee organizes to study facilities challenges, spurred by goals and parameters outlined in the 2003-2010 Strategic Plan. Members include staff, students, Board representatives and parents. Staff from the academic departments – as well as from activities, athletics, and performing arts – make presentations to the committee during the 2006-2007 school year. Themes emerge.

January – July 2007: January and July Board meetings include updates from the Facilities Committee.

Fall 2007: The televised monthly Board meetings include updates on facilities challenges. Mailed to all residents, the fall issue of the *Board Report to the Community* highlights the facilities analysis underway, and the *Pioneer Press* newspaper continues Board meeting coverage. In October, the Board hires the architectural firm Perkins + Will to assist with the facilities study.

January 2008: The District expands its facilities study to include more community participation. Three committees are established – Steering, Community Engagement, and Workshop. The District begins a three-month solicitation for committee volunteers, publicized by *Pioneer Press* newspaper articles, display advertisements, web-based announcements, sender school districts, parent-teacher organizations (PTOs), and community organizations. Superintendent Linda Yonke begins a schedule of more than 30 meetings over the next few months in which she presents the facilities study and challenges to community groups.

February – June 2008: Each month as publicized, the District sponsors a Facilities Presentation & Campus Tour to discuss the master facilities planning process with community members and to give residents an opportunity to tour the Winnetka Campus. In February, the school's Institute Day includes gathering staff input regarding facilities. The Steering Committee meets regularly to guide the process. The Community Engagement Committee meets routinely to devise avenues for providing information and soliciting feedback.

March – June 2008: The Facilities Workshop Committee – comprised of 59 staff, students, and community members – meets monthly. The facilities challenges and the planning process are reported in the *Pioneer Press* and *Chicago Tribune* newspapers, as well as in the winter issue of the *Board Report to the Community*, mailed to Township residents.

July 2008: The Workshop Committee recommends two facilities options to the Board of Education for further study – West-side Addition/Major Renovation and Rebuild Winnetka Campus. The Board requests more details about the two options and adds other options to the ongoing study after subsequent dialogue. The Board seeks research on a modified Addition/Renovation option that would be lesser in scope, and requests projections for a “status quo” option in which the District would complete only necessary, scheduled renovations and repairs over the next two decades. The Board also requests more information to better understand cost estimates, phasing schedules, traffic, advantages and disadvantages of a variety of options.

September 2008: The Board eliminates the Status Quo and the Rebuild Winnetka Campus, focusing ongoing study on the two West-side Addition/Renovation options. Facilities Presentations & Campus Tours will be conducted throughout the fall (for the schedule: www.newtrier.k12.il.us/facilities). The Board encourages community members to tour the Winnetka campus and provide input on priorities.

For more information on the Facilities Study:
www.newtrier.k12.il.us/facilities