

Frequently Asked Questions Related to New Trier's Facilities Initiative (September 16, 2009)

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Frequently Asked Questions Related to New Trier's Current Facilities Initiative

PROCESS

1. Why did the District conduct a Facilities Study? How did it evolve?

In 1994, New Trier's first Strategic Plan established a long range facilities plan that centered on maintenance and renovation. A Facilities Committee spearheaded many projects from 1994-2004, including opening the Northfield Campus in 2000. A second Strategic Planning process began in 2003 that identified goals through the year 2010, including a unique emphasis on social, emotional, ethical, global, exploratory and collaborative student learning – knowledge and skills necessary in the 21st century. Toward the end of that process (December 2005), the District received \$2.8 million for a Stuart Davis painting sold at auction, which the Art Department had purchased in the 1940s for less than \$50. A Paintings Proceeds Committee, comprised of staff, students, Board representatives and community members, met to discuss how to use the \$2.8 million. Tech-Arts building improvements were among the suggestions.

Outgrowth of Strategic Plan: Spurred primarily by the goals in the 2005-2010 Strategic Plan and secondarily by the proceeds from the sale of the painting, a new Facilities Committee studied facilities challenges during the 2006-2007 school year. Committee membership included staff, students, Board representatives and parents. Staff from the academic departments and activities, athletics and performing arts programs made presentations to the committee. Common challenges emerged, including outmoded educational space, coupled with the cost of maintaining aging buildings and antiquated infrastructure. After thousands of hours of study, the committee concluded that the District's goals for student learning were hindered by the current buildings. The Facilities Committee presented updates of their study to the Board of Education at the January and July 2007 meetings. In fall 2007, the Board hired the architectural firm Perkins + Will to assist with the ongoing facilities study.

Community involved and informed: As the next step in the District's long range facilities planning process, in January 2008, the facilities study expanded to include more community participation. Over the next three months, volunteers were solicited for membership in three work groups -- Steering Committee, Community Engagement Committee, and Workshop Committee. From March-June 2008, the Workshop Committee – comprised of 59 staff, students and community members -- met to study the facilities issues in-depth to determine how the buildings can best support student learning now and in the future. Also, Superintendent Linda Yonke began a schedule of more than 40 meetings in which

she presented the facilities study and challenges to residents. Frequent tours of the Winnetka Campus were held to give community members an opportunity to see and learn about the facilities challenges.

Recommended options: Studying the facilities issues, the Workshop Committee identified deficiencies in the following areas: the deterioration of the physical plant buildings and infrastructure, disabled individuals' limited accessibility to various parts of both campuses; the size, number and configuration of classrooms; limited building flexibility due to space constraints; insufficient student and staff spaces for out-of-class time; constrained extracurricular activities; size, configuration and location of offices; and limited meeting space.

After identifying facilities issues and challenges, the Workshop Committee ranked and agreed on the criteria they would use to assess and recommend facilities options. In order of importance, their evaluation criteria were: educational program, student and staff life, a coherent solution, consideration of community and economic support, opportunities for extracurricular involvement, viability, and community access.

The Workshop Committee began with eight potential options, then narrowed the options to five, and then narrowed again to two facilities options they would forward to the Board of Education. In July 2008, they presented their two recommendations to the Board for further study -- an option to re-build the west side of the Winnetka Campus and renovate other portions of the site, and an option to re-build the entire Winnetka Campus. Northfield renovations were included in each of the recommendations.

The Workshop Committee also agreed that the Board should examine what would happen with a "status quo" scenario – meaning the District would complete the necessary, selective scheduled renovations and repairs over approximately the next ten years, recognizing that this plan would not address most of the significant issues identified, and would still require an investment of millions of dollars into existing facilities when so many are structurally deficient and no longer meet current or future educational needs.

To better understand the issues before making a decision on any potential construction project, the Board asked for more details about the Workshop Committee's recommendations, requested an exploration of several other options, and sought information on cost estimates, phasing schedules, and traffic.

Facilities improvements in context of a long-range facilities plan: In fall 2008, the Board decided to only move forward with the facilities options that focused on the Winnetka Campus west-side addition and some renovation to parts of the Winnetka and the Northfield campuses, in the context of a long-range facilities plan that would address District needs over the course of several decades. To help determine phasing, efficiencies and costs, the Board agreed to hire a construction management company in early 2009 to provide pre-referendum services (at no cost until a project is approved by the voters) that would minimize the time and cost of a possible project.

2. What is The Winnetka Campus Project and what is the rationale for choosing this plan as the priority?

A critical question in the timing of facilities improvements is whether it is financially prudent to invest millions of dollars in a facility that is past its useful life. Addressing life-health-safety deficiencies at the Winnetka Campus alone would cost millions of dollars over the next 20 years. Sample projects include

roof and window replacement, masonry repair, and renovation of restrooms – all without upgrading a single educational space to meet the needs of the curricular or extracurricular program. This financial consideration was among the reasons for selecting the facilities improvements recommended in The Winnetka Campus Project – the first construction project emanating from the Long Range Facilities Plan.

The Winnetka Campus Project will be comprised of a west side addition (replacing the Cafeteria, Tech Arts Building, and Music/Performing Arts Building), an east side addition (replacing the Gates facility integrating a Field House with new classroom space), and limited renovations in the center. The Tech Arts Building and the Cafeteria present the most serious facility deficiencies. Program needs cannot be met by these existing structures, and significant investment would be required to correct their structural issues.

Replacing the Music/Performing Arts Building at the same time as the Tech Arts Building and Cafeteria is recommended because it no longer adequately serves the music and performing arts programs, and because it has both structural and infrastructure deficiencies and lacks ADA accessibility. Replacing these three buildings at the same time presents a significant opportunity for additional square footage (more than tripling current space), and more cost-efficient construction because the current facilities – added separately over time – are of different elevations. Constructing one new building (housing new contemporary classrooms, Tech, Music, and Performing Arts, and cafeteria) will be less costly and problematic than connecting the existing Music/Performing Arts Building and a new Tech Arts and Cafeteria facility.

The Winnetka Campus Project will replace the Gates facility (main gym, auxiliary gyms, and basement track/fitness areas) for three reasons – first, to avoid significant reoccurring costs that are necessary to maintain the facility (i.e., tuck pointing, roof repair, window replacement, etc.), especially when the aging building does not meet programmatic needs; second, to provide needed additional space for Kinetic Wellness and athletic programs (interscholastic, intramural, and community); and third, to improve the quality of curricular and extracurricular experiences for thousands of students. New Trier does not have a Field House as most area high schools do (and others across the state and nation); the addition of a Field House can add opportunities for student participation in team sports, fitness and conditioning, and intramural activities.

3. How has the community been engaged and informed? How can residents learn more and express their views?

Demonstrating ongoing community engagement and partnership, each of the District's various facilities committees has included community members, staff, and Board representatives. Also, many groups have included student members. . The multi-constituency Facilities Committee studied issues throughout the 2006-2007 school year, and presented public updates on their work through presentations at the January and July 2007 Board meetings.

Community participation expanded when the Steering Committee, Community Engagement Committee, and Workshop Committee formed in January 2008. From March-June 2008, the Workshop Committee, comprised of 59 staff, students and community members, met monthly to study the facilities issues in-

depth and to formulate recommendations to present to the Board of Education in July 2008. The Board continued to study the recommendations in the context of its Long Range Facilities Plan.

Information about the facilities initiative continues to be provided to the community. The Community Engagement Committee organizes facilities presentations at school and throughout the Township to provide information and seek feedback. Tours of the Winnetka Campus give community members an opportunity to view facilities challenges first-hand. Electronic newsletters to New Trier parents, staff, sender districts, and community subscribers – as well as articles in local and Chicago-area media – also keep residents apprised.

Detailed information, including a schedule of Board of Education meetings, presentations and tours, is provided on the Facilities Initiative website at www.newtrier.k12.il.us/facilities. Residents are encouraged to take a tour, attend a presentation, and continue to access the Facilities Initiative web page for up-to-date information.

CURRICULAR & EXTRACURRICULAR PROGRAMS

4. Why are facilities upgrades needed when student achievement is already so high?

Excellent student achievement identifies New Trier as successful by today's comparative standards, but will our current and future students be prepared for the world of tomorrow? Effective 21st century schools adapt to societal change to help students maximize their potential, encouraging creativity and innovation so they are best prepared to navigate the future. New Trier's current facilities originated during the early 20th century industrial age when classrooms were small, single-use spaces that did not need to accommodate technology, wheelchairs, and varied methods of instruction. Today's progressively designed schools are tech-savvy, and provide larger, more flexible classrooms, breakout areas for small groups, and student-centered meeting areas to foster energetic, participatory and engaged learning. Progressive school design also considers the importance of space for student interaction and the impact of natural light, temperature control, air quality, sustainability and ecological efficiency. Educators now know much more about how students learn, and they also know that a school's physical environment can enhance or detract from that process.

New Trier teachers are creating valuable educational experiences for their students within the extensive limitations of the current facilities. Improvements to the physical environment are needed to better support excellent teaching, encourage higher levels of exploration and personal growth, and provide more opportunities for a wide range of student interests and needs. Facilities improvements would help to improve every student's high school experience – academically, physically, socially, and emotionally – to stay competitive in terms of preparing them for tomorrow's world.

5. Why are contemporary, state-of-the-art classrooms for Science, Math, English, Social Studies and Modern/Classical Languages top priorities in The Winnetka Campus Project?

Quantity and quality of classrooms is a challenge at New Trier. The average size of classrooms at Winnetka is small (610 square feet). In addition, the classrooms in Winnetka are poorly configured and lacking capacity for technology integration. New school construction standards generally recommend 900 square feet as the optimal size for schoolrooms; no classrooms at Winnetka meet that criterion.

New Trier has experienced a shortage of classroom space on both campuses in recent years as the enrollment grew from 2,710 in 1990 to 4,151 in 2008-09; enrollment is projected to stay around 4,000 for the next fifteen years. For the past five years, both campuses have exceeded a 90% room utilization rate, with a majority of periods each day scheduled at 100%. (Lunch periods pull down the overall daily classroom use average since so many students are not in class those periods.) In addition, New Trier needs more classrooms because of a growing inability to meet the changing curricular needs of students, as course offerings change over time and as college expectations shift toward more academic courses taken during high school. More students are taking four years of mathematics, science, social studies, and languages. Also, elective programs are experiencing growth. Classrooms are scheduled to the maximum, limiting expansion in specific programs that results in students being turned away from enrolling. Classroom shortages also force the use of less than desirable spaces (i.e., adviser group in a former storage closet). More science labs are needed, as is more space for theatre and performances. Also, more spaces are needed for teacher-student and teacher-parent meetings, as well as to host speakers, present student work, and to hold meetings for students, staff, parents, and community groups.

In addition to more classrooms, New Trier needs larger, more flexible space to address the changing needs of the academic program, the rapid expansion of technology across all curricular areas, the growth of special education programs, and the increase of extracurricular activities (including girls' sports). The major academic courses – English, modern and classical languages, mathematics, science and social studies – meet in small, poorly proportioned classrooms built for a curriculum no longer taught and with teaching methodology no longer espoused. Built and sized to accommodate rows of desks in a lecture format, these classrooms lack the space and flexibility for interdisciplinary, project based, and collaborative learning – experiences that colleges and workplaces increasingly expect. Also outdated are the program spaces for the elective programs (art, business, family & consumer sciences, kinetic wellness, music, speech & theatre, technology education and more). For example, music rooms are too small for optimal instruction, practice, and instrument storage, and they lack proper acoustics and adequate technology.

6. How will a field house, integrated into the East Side of The Winnetka Campus Project, address both program needs as well as needs for field space?

Unlike other Chicago area high schools and other schools across the nation, New Trier does not have a field house. Instead, the running track in the basement of the Gates Gymnasium Building (circa 1928) serves this purpose with many limitations. It is a sub-standard teaching space for Kinetic Wellness classes, which serve thousands of students every day (four years of physical education is a State requirement). It also is sub-standard practice and training space for hundreds of athletes each season.

For example, nearly 400 students participate in indoor track, attempting to train in this basement facility that has an insufficient track size and ceiling height, poor ventilation, no air conditioning, and tight curves (impossible for athletes to practice at ideal speeds). Given what is known about safety, training and learning styles, the current basement facility limits what New Trier can offer students.

The Winnetka Campus Project will include a field house to meet growing curricular and extracurricular needs and to benefit the community. A field house will provide larger Kinetic Wellness classrooms that could accommodate better technology and more equipment. The additional space also would permit a wider variety of activities for more students -- ranging from traditional sports such as basketball and volleyball to lifetime fitness activities such as yoga, Pilates, step aerobics, strength training, and injury-prevention training. Currently, New Trier does not have the space to provide adequate injury prevention, which is a top priority for student-athletes.

A field house would allow more space for additional strength and conditioning equipment, which improves athletes' performance while lowering the risk of injuries. A track located within a field house would have a running space with the appropriate turn radius needed to lower incidents of knee and joint injuries. This space also would allow practice on the track to occur simultaneously with other activities in the field house, with little disruption to either activity.

Instructional spaces within a field house would permit more students to participate in the many innovative electives, intramurals, and clubs that New Trier offers. For example, the climbing wall is housed in a former small racquetball court, the size of which limits the number of participants. A climbing wall in a larger field house location would open opportunities to more students interested in this curricular elective and in the Climbing Club. Expanded gym space within a field house would lead to increased opportunities in the intramural program. From badminton to ping pong and dodge ball, space would open up at night since more team practices would take place immediately after school instead of in the evening – a schedule that is currently necessary due to the space crunch.

7. While a new pool is not a part of The Winnetka Campus Project, why is a new pool part of the Long Range Facilities Plan?

Student opportunities and community access are limited by the District's two aging, outdated pools. The six-lane Northfield pool and the eight-lane Winnetka pool are each 25-yards, are not as deep as today's regulations require, and do not separate the swim and diving areas from each other. Modern high school competition pools are deeper and have diving wells separate from swim lanes for safety and efficient use. Built as a second pool for the District, the Northfield pool is not used for swim meets or diving competitions. It is not deep enough for a diving board and needs many repairs and upgrades. Although the seating capacity for spectators makes Winnetka one of only two high school pools that can accommodate the State Swim Meet (today's newer pools have less space for bleachers), its length and water depth are sub-standard. The Long Range Facilities Plan foresees an eventual new pool at Northfield.

Pool usage has reached capacity and cannot reasonably accommodate expanded use. The Winnetka and Northfield campus pools operate from 5:00 a.m. until 9:00 p.m. five days a week and from 7:00 a.m. until 5:00 on Saturdays. New Trier uses the pools for Kinetic Wellness classes and for teams in swimming, diving water polo and synchronized swimming. Sub-standard practice conditions exist

because of the pool's configuration and overcrowded conditions. Divers must dive into swimming lanes at the same time as swim practice since no other time or space is available for separate diving practice. The competition for pool time also results in shorter practices and a limit on the number of swimmers. Practice for water polo, a deep water sport, must be held in shallow water where athletes can stand. Because of the lack of pool time, New Trier students must practice outside of the District during the off-season, including club diving at community colleges and water polo at Stevenson High School. New Trier has only one hour per week reserved for intramural water polo.

Also using the pools are community groups such as the New Trier Guard for swim lessons and the New Trier Swim Club, a program serving ages 6 through post-graduate. Waiting lists often exist for pool use. No room exists to consider new programs that demand pool time.

In the Long Range Facilities Plan, a new 50-meter, 8-lane competition pool with a uniform 7-9 foot depth would provide the following:

- Enhanced safety – separate diving well apart from swimming; deeper water would better safeguard against injuries during race starts; consistent deep water for water polo
- Better quality practices and meets – bulkhead to divide pool would allow sports to practice concurrently; improved practice schedule and hours of operation; unobstructed viewing stands
- Improved, increased opportunities for students and community – swim and diving teams could practice as a coherent team; new school teams, clubs or programs could form (JV water polo, diving, SCUBA, kayak/canoe, triathlons, etc.); intramurals, synchronized swimming, feeder clubs, and youth swim lessons could expand; the New Trier Swim Club could accept all students who currently are on waiting lists; rehabilitation and cross-training programs for athletes in non-aquatic sports could be housed; and new community programs (i.e., age group water polo, diving, masters swim team, senior swimming, water aerobics, lap swim, special needs, water therapy, etc.) could begin.

8. How do New Trier facilities compare with those of other local school districts?

While New Trier enjoys an excellent national reputation in academics, its facilities pale in comparison with counterpart high achieving schools nationwide, as well as with many neighboring Chicago area high schools in general. New Trier's aging facilities cannot keep pace with the rapid changes in education, compromising New Trier's ability to deliver state-of-the-art curricula and the school's ability to improve student life experiences and their involvement in opportunities outside the classroom. In addition, millions of dollars are used to repair and maintain aging buildings that do not meet current educational needs, much less the needs for an increasingly competitive, global future.

DEFICIENCIES

9. What are the deficiencies of the Boiler Plant (circa 1925)?

- Deteriorating facility with crumbling masonry, energy inefficient windows, and ground water infiltration

- Antiquated or obsolete equipment near the end of its life, including boilers (circa 1970), water heaters, condensate return tank, and steam valves (all circa 1956-57); while well maintained over decades, it is difficult to find or purchase increasingly obsolete replacement parts
- Inadequate storage space for grounds equipment
- Energy inefficient boilers (installed in 1970 during conversion from fuel to gas)
Wasted space throughout the building, originally designed for coal heating delivery

10. What are the deficiencies of the Tech Arts Building (circa 1931), including the loading dock?

- Since 1931, the only updates to the Tech Arts Building have been flat roof replacement (circa 1970s). Air handling units, plumbing mains, steam radiators, windows, skylights, gutters and electrical service panels are all 1931 originals
- Poorly designed, wasted spaces that do not adequately support the current program (small yield – only 9 classrooms, bookstore, and central storage area in 27,000 usable square feet)
- Inadequate electrical capacity (cannot expand technology)
- Inadequate space for maintenance shop and storage
- No restrooms in entire building
- Partial basement only conducive to storage; no academic program space
- Single pane windows (many inoperable)
- Deteriorating masonry, gutters and skylights; water infiltration
- No air conditioning; antiquated air handling equipment, plumbing, and steam radiator heating system
- Non-ADA accessible second floor; narrow hallways and stairways not adaptable to today's ADA standards
- Woodland Avenue congestion due to dock's multi-use (deliveries, garbage, recycling, auto shop cars, some staff parking) Dock size allows only truck at a time; trucks must back up to exit
- Low structural beams keep some vehicles from access, resulting in deliveries unloaded on Woodland Avenue
- Truck noise disrupts classes

11. What are the deficiencies of the Music and Performing Arts Building (1950)?

- No ADA access to the basement or third and fourth floors
- No elevator (needed to move instruments to and from performance areas and for ADA accessibility)
- Deteriorating masonry, gutters, floor tiles, wood cupola; water infiltration
- Antiquated plumbing system and restroom fixtures
- Inefficient infrastructure and design to support current music and performing arts programs and technology
- Lack of humidity control to protect musical instruments
- Poor acoustics in some rooms, including McGee Theater
- Insufficient storage for musical instruments and sheet music files

12. What are the deficiencies of the Gates Gym (circa 1928)?

- Deteriorating facility with crumbling masonry and leaky windows, which result in significant infiltration of ground water and rain water
- Non-ADA accessible basement and balcony levels; main floor only accessible via an inefficient mechanical lift system
- Antiquated original steam heating and plumbing systems (circa 1928; well maintained but increasingly difficult to repair due to obsolescence of parts)
- Energy inefficient windows (circa 1970) and window air conditioning units
- Lack of ventilation system; fresh air is provided by windows, many of which are non-operable
- Sub-standard basement space that houses non-regulation running track hindered by concrete columns and low-hanging ductwork (this space accommodates activities that other schools conduct in a field house; New Trier does not have a field house)
- Inadequate electrical service that cannot support additional computers or equipment
- Poor acoustics for classes and athletic events
- Inadequate and inaccessible seating for athletic competitions and other events

13. What are the deficiencies of the Cafeteria (circa 1912)?

- Inadequate and inefficient eating spaces for students
- Poor acoustics and blocked sight-lines, making the room undesirable for large crowds and unusable for events and dinners
- Outdated and inadequate infrastructure, including 97-year-old wood rafters above the ceiling and original 1912, antiquated steam heating, ventilation and plumbing systems that are increasingly challenging to repair and maintain (“parts” availability, etc.)
- Leaking and energy inefficient skylights
- Original windows and doors opening to courtyards and Woodland Avenue were bricked in by the Music/Performing Arts Building addition in 1950, making the room windowless and adding to ventilation and aesthetics challenges
- Inadequate kitchen space for food preparation and food service (the dish room and student annex were added during the 1956-57 Tower Building construction)
- Old kitchen equipment (newer equipment and configuration would not fit in existing space)
- Lack of air conditioning in both the cafeteria and the kitchen

14. What are other overall deficiencies at Winnetka?

Winnetka Campus deficiencies on the west side (Tech Arts, Cafeteria, Music/Performing Arts) and on the east side (Gates Gym, boiler plant) have been identified as the most imminent deficiencies. Other deficiencies include (but are not limited to) the following:

- Lack of ADA access in multiple areas of the Winnetka Campus (in addition to areas specified in Question 10)
- Inadequately sized classrooms for 21st century educational programs
- Shortage of space for classrooms, faculty offices, meetings, and storage
 - Classroom utilization is effectively at capacity on both campuses, with schedulers facing difficulty in finding enough classrooms for the courses offered at least half of the day

- Classrooms cannot be created in the current footprint; combining the current small classrooms into larger (but poorly proportioned) classrooms would also result in a lower total number of rooms
- Opportunities to present student work, hold staff or parent meetings, and host speakers are limited by insufficient and inadequate meeting space. Faculty offices lack sufficient space for teacher-student or teacher-parent meetings, and overcrowding means private phone calls or conversations are impossible
- Classroom storage space is minimal, and department storage problems affect areas ranging from academics and athletics to physical plant services and theatre
- Vacant and/or unusable space in basement and attics, while significant square footage, cannot be used to address space deficiencies due to their location and configuration due to lack of natural light, insufficient ventilation, and problems with water-infiltration
- Hodge-podge of additions through the decades has resulted in a lack of coherence and inefficient use of space, with poor building traffic flow and departments' classrooms spread throughout the campus

ENVIRONMENTAL IMPACTS _____

15. How will students and programs be impacted during construction?

If the referendum is approved, construction would take place over three summers and two school years, beginning in the summer of 2010. The project would be completed before the opening of the 2012-2013 school year.

Demolition and construction would be completed in phases. Displacement would be minimized by phasing, and by using temporary portable classrooms and repurposing existing spaces not impacted by construction. The District has committed to offering all courses during construction.

The Kinetic Wellness Department and the Athletic Program would lose the use of the north playfield during construction. Loss of field space would result in moving some classes to inside gyms and exploring other options. For the Athletic Program, the loss of the north field would require relocating practices and competitions for field hockey and softball to fields off the Winnetka Campus. During early spring, varsity and sophomore baseball would need to find alternate sites until the Duke Childs fields are operational. Creative scheduling for practices and games will need to be implemented during the construction period.

16. How will environmental sustainability be addressed The Winnetka Campus Project?

New Trier will investigate a variety of cost effective, environmentally sustainable strategies. The plans include green building certification. Energy efficient systems might include geothermal heating and cooling systems, motion sensor light switches, and solar and/or wind powered electrical generation. The district will also consider the use of rapidly renewable interior materials such as bamboo flooring and the use of non-VOC (volatile organic compound) materials such as cork-based linoleum products. Improved practices for storm water management might include green-roof technologies that better

manage surface water runoff, permeable pavers and bioswales, which are landscape elements that remove silt and pollution from surface runoff water. The District will also consider using native outdoor plantings that require less water and maintenance. Through its investigations, New Trier will determine which strategies provide the greatest environmentally sustainable benefit on an economically viable basis.

17. How will exterior aesthetics (landscaping, building facades, green space, etc.) be addressed?

The planning concept for Project One provides for a number of exterior building and landscape enhancements. Improvements, especially to the exterior of the Winnetka Campus, would be noticeable, as a goal is to provide a more cohesive, uniform design that aligns with the neighborhood. Project One would include reducing building height in some areas (i.e., Music/Performing Arts Building), improving the street-scapes to allow for more trees and plantings, relocating the Woodland Avenue sidewalk closer to the building so that a parkway of grass, ornamental trees and plantings would be positioned between the street and sidewalk, and eliminating the service dock entrance that is visible from Woodland Avenue and relocating it to a recessed, screened area at the north side of the building.

18. How would The Winnetka Campus Project impact parking and traffic flow?

A professional traffic consulting firm conducted a comprehensive study of the parking and traffic flow conditions at the Winnetka Campus, and recommended ways to provide parking spaces to the site, reduce street parking around the campus, improve routing for more efficient parent pick up and drop off of students, and improve traffic flow around the building to minimize the impact on the neighborhood during busy times. The traffic consultants also recommended that the District enter into discussions with the Village of Winnetka in order to explore improvements to the Green Bay parking lot to increase efficiency and utilization. The traffic consulting firm will be contacted again to create a temporary parking, traffic flow and pedestrian safety plan that will minimize disruptions throughout the construction period.

19. How will The Winnetka Campus Project impact the amount of green space?

The total green space in Winnetka will be impacted by the new building as envisioned in The Winnetka Campus Project. Green spaces and pedestrian walkways currently cover 61% of the 25.5 acres covered by the Winnetka Campus. With the implementation of The Winnetka Campus Project, the green spaces and pedestrian walkways will decline to 57%, largely due to the relocation of the tennis courts to the east side of Essex Avenue and to the addition of a driveway that connects Essex and Woodland Avenues on the north side of the building. Relocating the tennis courts enables the District to replace its current six tennis courts, of which two are narrower, single courts, with a total of eight new courts, all of which will be suitable for doubles competition. With the implementation of the Long Range Facilities Plan's later projects, it is possible that the ratio of green spaces will increase depending on the footprint of a potential new building to replace the North and/or Tower Buildings.

ENROLLMENT MODEL _____

20. Why can't the current facilities house today's 4,200 students when the same number – or more – was accommodated in the 1960s and 1970s?

Both the Northfield and Winnetka campuses housed significantly higher enrollments in the 1960s and 1970s than they can hold today. Programmatic and technological changes in recent decades have impacted the number of students that can be housed at each campus, a circumstance existing in high schools across the country. The expansion of special education programs, the growth in extracurricular activities (including girls' sports) and the increased use of technology across all curricular areas are examples of conditions in today's high schools which require a re-purposing of space formerly devoted to traditional classrooms.

In addition, course-taking trends among New Trier students indicate a higher percentage of students taking four years of English, mathematics, science, social studies, and languages than in previous decades. New Trier's elective programs are experiencing growth as well, and the average total number of course enrollments per student has increased.

The need for building space will continue to be driven by the birth rate and population shifts over time, but is also impacted by programmatic expansion, technology growth, and course-taking trends.

21. Why is the District committed to keeping the 1-3 Enrollment Model (*freshmen at Northfield; upperclassmen at Winnetka*)?

Housing freshmen at the smaller Northfield Campus and housing sophomores, juniors, and seniors at the larger Winnetka Campus is the recommended enrollment model for the foreseeable future – for educational, extracurricular, social/emotional, and economical reasons.

Some community members have suggested that the Board re-visit the enrollment model and discuss the possible conversion from a 1-3 configuration to another model, like two four-year schools or a "flip" of the student body (freshmen at Winnetka and the other three grades at Northfield). It is important to remember the process used to arrive at the current 1-3 model, and the agreement made between the Board and community. During the late 1990s, the Board was charged with finding a way to accommodate a vast increase in student enrollment. Four enrollment models were considered: one large school at Winnetka (requiring substantial construction to accommodate over 4,000 students and related parking/traffic); two four-year schools; one four-year school at Winnetka and a smaller, unique four-year "lab" school at Northfield; and a 1-3 model (freshmen at Northfield and sophomores, juniors, and seniors at Winnetka).

After much research and debate within the school and the community, the Board agreed to adopt the 1-3 enrollment model on a provisional basis, to be reviewed regularly during its first years of operation. The Northfield Campus opened in 2000-2001 and, after evaluating two school years, the Board resolved to adopt the 1-3 model as a permanent solution for educational and economic reasons. It was agreed by staff and community that the 1-3 model retains the depth and breadth of curriculum so highly valued by constituents, alleviates crowding at the Winnetka Campus, and gives the approximate 1,000 freshmen (who come to New Trier from six public sender schools and several private schools) a well-planned and administered introduction to high school.

During the planning process for the District's 2003-2010 Strategic Plan, staff, students, and community representatives affirmed the 1-3 model as a parameter of the plan, ensuring that the continuity of this enrollment model would not be challenged or compromised by any aspect of the strategic planning

process. This was done to bring closure to the issue and to protect future staff and community members from reopening what was a contentious community debate throughout much of the 1990s.

Given the success of the current model and the likelihood that future debate on the topic would be equally contentious, changing the enrollment model to two four-year schools will not be considered unless there is an extraordinary growth in student enrollment that is projected to be sustained for a significant period of time. If total student enrollment declines precipitously and is projected to remain small for a significant period of time, a future Board may consider reverting to a single four-year school at the Winnetka Campus

22. Why not “flip” the 1-3 model (move freshmen to Winnetka and upperclassmen to Northfield)?

Some residents wonder if the Northfield Campus is sufficiently large enough to accommodate the sophomores, juniors and seniors, leaving the Winnetka Campus for the freshmen. The fundamental reason this suggestion will not work is that Winnetka has substantially more building space than Northfield .

While Northfield has more land (42.8 acres) than Winnetka (25.5 acres), the buildings offer roughly half the building space that is available at the Winnetka Campus. Currently, Northfield occupies 381,000 square feet of space, which is filled to capacity with New Trier's 1,045 freshmen and over 200 staff members. Northfield has very little underutilized classroom space, generating higher than optimal scheduling efficiencies throughout the school day. In December 2009, the District will regain the use of the B Building that has been leased to Stepan Chemical Company since 1991, increasing the total space availability at Northfield to 430,000 square feet and providing such needed spaces as an additional science lab, kinetic wellness classrooms, student commons, and additional storage space.

The Winnetka Campus occupies 864,000 square feet for 3,086 students and more than 500 staff members. In addition to a larger number of standard classrooms for core academic courses, many spaces are dedicated to specialized programs not offered on the freshman campus (i.e., electives in art, kinetic wellness, music, and practical arts). The Northfield Campus does not have sufficient space to duplicate these programs and the more than tripled number of students, and the costs to operate Winnetka as a freshman campus would be extremely inefficient. Entire sections of the campus would be underutilized by the proportionately smaller freshman class, and would still need to be heated, cleaned and generally maintained despite inconsistent use.

23. Why not build at Northfield, where there is more land, and move more students there?

The Northfield Campus is too small to accommodate Winnetka's current enrollment of 3,086, leading some to suggest that the campus be enlarged by constructing an addition or by adding higher floors to some or all buildings so that the Board could consider the *flip* of the 1-3 model or, perhaps, house *all* New Trier students there.

This will not work for a few key reasons. First, the Northfield Campus buildings were not engineered to accommodate additional floors and, as such, any attempt to “build up” is not only cost prohibitive but is discouraged by the District's architects and engineers. Second, the campus design -- with interconnected buildings and courtyards, along with the shape and size of the land on which the buildings are located -- prohibits the building of additional structures within the footprint of current buildings. (The buildings are bounded by Happ Road to the west and field space to the south and east

which is leased from the Cook County Forest Preserve.) Also, other spaces on the Northfield Campus are not suitable for building since they are located in a flood plain.

The only way to gain additional building space at Northfield would be to construct an entirely new campus on the north fields. Some community members have suggested that the District build a new, four-year school on the north side of the Northfield Campus and close the Winnetka Campus, retaining it only for its land use for athletics. First, the “one four-year school” enrollment model was rejected by the Board of Education in favor of the current 1-3 model for the foreseeable future. Second, constructing a new campus on the Northfield site and doing renovation at Winnetka would cost as much or more than building a new campus at the Winnetka location, an option that also was rejected by the Board in summer 2008. This costly option, even for three classes of students, was rejected by the Board so that one generation of homeowners would not bear the entire cost of a new building.

COSTS & FINANCIAL IMPACTS

24. How much will The Winnetka Campus Project cost and how will the cost impact the average taxpayer?

Winnetka Campus Construction/Renovation	\$139,900,000
Equipment/Furniture	20,000,000
Contingency/Inflation	14,100,000
TOTAL	\$174,000,000

The Winnetka Campus project would require the passage of a Capital Bond referendum by district taxpayers on Feb. 2, 2010. The calculation of the projected impact on a resident’s tax bill is as follows:

- \$248-\$295 per year on a \$10,000 tax bill, starting in 2011

Capital bonds sold for a project such as this one normally take 20 years to pay, which means that this extra payment by taxpayers would end when the bonds are retired, in contrast to a tax rate referendum, which is a permanent increase in the tax rate.

25. Why is The Winnetka Campus Project being proposed during a weak economy?

Over the decades, New Trier Boards of Education have been visionary and trend-setting in providing for the education of the community’s youth – an expectation shared by the community. As a result, New Trier has been fortunate to experience excellence across many areas throughout its history. However, as one of the nation’s oldest public high schools with many buildings that are nearly as old, New Trier’s ability to realize its educational vision will be increasingly compromised by outmoded space for the academic and extracurricular programs.

New Trier's Long Range Facilities Planning process supports the community's vision for education by questioning the effectiveness of these facilities in light of the increasing costs to maintain them. Economic cycles and resulting downturns are a reality of our financial system, and are difficult to predict in terms of when they will begin and how long they will last. With a completed Long Range Facilities Plan, the District will be in a position to invest the District's financial resources wisely when it is most opportune to do so. In fact, the District has a history of completing construction projects during troubled economic times, including a pool and the Tech Arts buildings during the Great Depression. If The Winnetka Campus Project is put before the voters in February 2010, taxpayers' bills would not be impacted until 2011, and it is possible that the District's construction costs would be lower than projected due to the soft market. Current Chicagoland school construction bids are coming in at between 10 percent and 20 percent below estimates. In addition, going forward this year means the ability to take advantage of Build America Bonds, available only through 2010 as part of the federal stimulus package. These bonds offer considerable cost savings to issuers, and would save an estimated \$14 million in interest payments over the life of the bonds. Assuming construction costs and interest payments increase, the cost of delaying a referendum a year (to April 2011) would increase the estimated cost on a \$10,000 tax bill by an additional \$85.