

9/26 Community Engagement Session at East High School

Now that you have learned about the District's facility challenges, about flexible school design, and about the board's efforts to address facility challenges, we have a very general question: What do you think? What are your reactions to what we have covered tonight?

- We need another HS on the east side. Need areas for dealing w/ students (ie dental screenings, correcting behavior, etc) = private/respectful encounters. Kids do learn differently - not all do well in traditional setting. Comfortable is nice. Still need to be practical in design of furniture & use of floor space (not totally whimsical).
- Overcrowding in the Preble attendance area has been an issue for many years. We need to do what is best for students. It is a growing area, we need to act now.
- A lot of information covered. Everyone seems to think more money is the answer. It isn't.
- Accommodating added programs to schools; bilingual; special ed.
- I love the idea of flexible seating but how are you going to accommodate all of the schools -- especially about all of the inequalities between the schools. Are boundaries going to change to better accommodate the East side?
- Glad we are looking at building distribution. Looking to see how buildings can adjust to flipping the classroom & modern learning concepts with more self-paced.
- I am concerned about - accurate numbers → ??; architect pushing this agenda??; high poverty schools; no talk of busing → integration?
- Missing: how to draw families back to the West zone.
- Applied learning spaces require low teacher-to-student ratio; are there sufficient teachers for the spaces? What might be done to increase usage of the West side high & middle schools? How to address diversity/segregation/economic inequality across schools in the district?
- I was not aware of numbers - they were not given. A school is above capacity - another under. Could they be balanced out?
- Does the district have any preliminary ideas? Where will \$ come from with so much budget cuts over the last # of years?
- I believe personalized learning and flexible work spaces are vital to students' education. Each student learns at very different paces and individual interest. I think we need to create more open workspaces as I have observed issues with our current facilities as a student in the district over the past 8 school years. Redistricting is also vital. Open space computer labs.
- There is a need to relook at space and availability. I think it is a good idea to keep up with the changing ways of learning. Class room styles have changed. Smart boards need to be a part of the new learning styles. Love natural light / security concerns?
- I'm thinking about fluorescent lighting and how UNHEALTHY it is. Natural lighting is great but at some point you will need lights and they shouldn't be fluorescent. A ceiling speaker system in every classroom with speaker microphone is fantastic for students. I was a teacher - believe me - students LOVE it! Look it up. Research shows that these improve students learning and last for 20+ years. It would be money well spent.

- Do the kids know how to transition from how space is used for numerous things? Ex. da Vinci using thinking space as library & math. How are the teachers trained to utilize the “new spaces”? Do they know how to teach to these types of spaces? What is our long term plan to achieve equity? What is the research/data to support “this need”?
- What happened to funding from 1980s when several schools were built? Are those the schools that are overcrowded? What happened to 5th high school plan?
- It’s not all about geography; we need to be able to address different cultures, learning styles and abilities -- and be helpful to all.
- Congratulations on this forward thinking to create facilities that are flexible to create diverse learning experiences. Q1) Are teachers trained to provide interactions in this type of setting? Q2) How do we measure success? Q3) Have we achieved success is equity? If we are not, do we have a plan?
- I feel that looking at changing borders might be a solution as long as you grandfather those families currently attending that school. Also as much as the “3rd” learning space is great, just classroom space to hold students is probably more important. When looking at space, it needs to be considered all spaces in school. For instance at Jackson even though currently we physically are fitting kids in classrooms, we cannot fit in our gym as a group for any assembly, we are over capacity. So every space needs to be considered in each school.
- It seems like the enrollment map provides the biggest clue to solving the problem. Either more space is needed in the over capacity areas or the district lines need to shift. If given flexibility, re mapping could be done over time, keeping families in the same school.
- Sounds like you are being very careful which is great and want to prepare students in our changing world. And thanks for considering equity.
- Glad they are looking forward [at] which school are tight and which are loose. Schools still need to have areas large enough for entire school assemblies, concerts, etc.
- How was the Task Force selected & who is on it? Thank you for seeing the inequalities in schools across the district & working to address the needs.
- I would like to see a more in depth breakdown of enrollment vs membership #'s and the overcrowding issue in the district. How do I know those #'s aren’t skewed? Even though Preble is overcrowded, is the percent of overcrowding going down?
- Natural light. All classrooms need at least one window! All classrooms to be the right size. No classrooms in closet-like spaces!
- I like the idea of personalized learning. Need more clarification on the membership/enrollment numbers presented. Why are they different from DPI? Will facility task force go to the overcrowded schools to get first-hand information about the challenges?
- I learned that the East side schools are overcrowded, and that is where my kids attend.
- It’s important that our schools include learning spaces constructed to match the school’s mission & vision. Example: Webster is an Arts Integration school, but doesn’t have a performance space, nor does it have the storage space needed for costumes, supplies, lighting, instruments, etc.

- I appreciate the thoroughness of the work behind the scenes that is creating a shared knowledge base before decisions are made. I am positive that change will follow the discussion.
- Information presented was helpful to understand needs across a variety of schools.
- I think it is important to consider the individual learning styles of the students. The needs today are very different than in the past.
- Love the innovative ideas for learning -- still feel the space issue to solve for isn't necessarily answered or solved for w/ this learning environment. Space remains the issue - expansion more specifically is needed on the east side.
- Balanced, informative #'s, possibilities & good basis for discussion.
- I like the "third" space concept, moveable flexible furniture & lots of daylight in learning environments. I also like personalized learning pathways.
- I'm concerned about how cost effective these changes will be? Natural light is especially important for early morning hours, esp. for teens starting classes very early (I'm an RN who works in sleep medicine, it's important to consider start times & natural light)
- What input from staff who use these spaces to gather input on noise sources, acoustics, lighting, etc. What is the research that looks @ the impact of these various spaces? Does the research stand the test of time?
- Slides - unclear - couldn't read them will class size change? Always keep to forefront - multi-ethnicity. Who are the members of the task force?
- What about boundaries? If you want to restructure the schools how do you pay for it? Is it cheaper for a new school?
- I was a bit disappointed in the amount of information. The items presented did not seem to give me the full picture. 20 [?] years ago there was a plan for a 5th high school, I don't remember why it did not go forward I don't recall. What impact would it have had if it had been built?
- I think that actions are very slow to be seen so it's about time something is happening to address some of these issues. Some general guidelines for balancing populations within our schools. Keep socioeconomics & cultures in mind as task force moves forward. Definitely great movement into the future keep moving forward. Some classes have many challenges to utilize their space to teach the curriculum.
- Will redistricting the 4 high schools/middle schools be considered? To create the smaller learning spaces, add different furniture, etc how will that be paid for?
- Not sure. Very general information provided so far. Socioeconomics factors are a concern. Time to shake up the boundaries?
- Look at re-establishing boundaries lines -- continue creating more collaborative learning spaces & alternative learning environments. The district is much more collaborative & forward thinking than I was aware of.
- Is this about over population relief? Is this about taking our current buildings and physically applying a new "education program"? Is it a combination of both?
- Every student is gifted not sure if required a special school. The people pods in the hallways are great way to encourage students to want to stay in school.

- There was a lot of information, but nothing specific. We [live] at the east side so my kids will attend to the east side school. [These] schools need more space. I also work at the Early Learning Center and we also need more space there.
- What you are going to elaborate to engage all the community to support your plan for the future? I think is going to be tough.
- I am excited that we are having this purposeful conversation within the community. I believe the intersection of expert research and community input are where the answer lie to setting up the next generations for learning. Please continue to get community input through the entire process.
- I think the Flexible learning spaces are great. WE need to make sure rooms are big enough to move around & circle up. Restorative circles are wonderful and more schools are using them but some classrooms don't even have enough space to circle up because they can't move around heavy desks w/ no room. These spaces & Furniture are amazing, we need to make sure it's done in an equitable way that all schools get things not just the new school. My concern is that school furniture, tables, chairs, desks, etc costs lots of money. I don't want to see tons of \$ spent on this when we could use this money on training our teachers to be excellent. At the end of the day an amazing teacher is going to have a much greater impact on a child's life & education than a cool table or chair.

As board members continue their facility-related work, what do you want the board to keep in mind? What do you think is important for the board to consider?

- We need another HS on east side. More private room/areas good -- respectful of students (dental screenings, correcting students). Comfortable furniture a plus. Be practical. Flexible rooms/areas good everywhere. Please have male bathrooms & locker room, female bathroom & locker rooms, & gender neutral bathroom & locker room. Gender neutral bathroom availability could cut down some awkwardness or give homosexual, etc people a private entry way w/ maybe a swipe card to get into the bathroom. It is uncomfortable for all parties to share locker rooms with those who don't view your same gender in the same way. I found it uncomfortable having to shower with a lesbian when I'm straight. Try showering with someone of the opposite sex that you don't want him/her to see you naked. I am concerned about how much it would cost. I believe most people would respectfully treat nice furniture, but what happens when damage occurs = expenses repair/replacement.
- How are we planning to keep from duplicating a mono cultural ex) How do we make each school more multicultural? How do we do the logistics? *Multiculturalism by design*
- The evolving careers & the skills required for each. It is difficult to predict future careers - the unknown careers; however, we can adapt to the evolution of existing careers.
- Where is the money coming from to fund this? What are other alternatives to simply building, expanding, etc? More money isn't the answer.
- The board must study best practices around the country and the world. Year round school; Home school; International teachers; Breakfast/lunch/dinner environment; Boarding schools

- People come to school districts for the programs, technology, & facilities! Can you take space that's overcrowded and make flexible spacing? It means creating so much square footage per student.
- How do changes accommodate today's technology as well as the virtual way of doing business?
- *Redraw the boundaries* From my studies, Integration has been the only educational idea which has had an impact on decreasing the gap between high and low achieving students. The gap has increased since we stopped doing this in the 80's. How could we afford to operate a new high school when we can't afford to run the district now? 2016 \$5 million shortfall.
- Reducing economic segregation. Working with the city to revitalize neighborhoods, draw middle families back.
- Brainstorming how to adequately use the 41 schools we have, rather than making new facilities while some are underused.
- Make sure schools are equally diverse. ie No school should have higher % of poor students. If changes in classrooms are to be made, there must be personnel to oversee student groups.
- Personalized pathways are great, but it is also important to give every student in the district great and diverse opportunities at all schools. Transportation is a challenge for families if they choose to a different school -- the district doesn't provide it.
- Please consider redistricting of students, personal learning threads, and open space concepts. Envision the GBAPS students of the future.
- Teacher student input. Tax concerns to the city. Learning strands that each school specialize in. Personalized learning styles. Consider how redistricting will [affect] the diversity in each school?
- How will staff input be collected reliably?
- Equity -- diversity, socioeconomics, ELL; Transportation -- bus capacity/routes; Flexspace for other programming or partners to utilize; Future growth - where will new neighborhoods be? Playgrounds/parks by schools.
- Why if space is so limited do we cater to other races that they get special wing just set aside for them & they need to have a prayer room when no other religion can practice theirs openly? Sorry but this is a form of discrimination.
- By allowing & promoting choice within the district (particularly with high school -- for schools with special focus areas) allow for transportation. Promote diversity & multicultural experiences in all schools.
- I would like to see a criteria of increasing the multiculturalism of every school in the district through facilities. Any facility change that increases monoculturalism/homogeneity in any school/area should not be allowed into the conversation/plan. Kids need to prepare for a multicultural/multinational marketplace. Not to mention the inequities that result from monocultural schools. Please make this a primary tenant/criteria for any change. Avoid monocultural minded consequences.
- To create multicultural systems where students can use social learning to enrich instruction.

- As much as learning spaces are very important we also need more paras/teachers to help use these flexible learning spaces. As much as Jackson needs flexible spaces (because we currently only have the library & gym) when there are close to 30 kids in some rooms I would rather see more \$ put into more teachers to help out with breaking into group learning.
- It would be great to get out of ELC. Appeal to business owners/community members that this will create good workers. Can we reach out to businesses? For donations.
- Remember that this is a long-term solution. There will be short-sighted opposition to things like spending, redistricting, etc. Keeping the community engaged will create buy-in to the decisions. Have periodic input sessions throughout the process.
- Younger years develop the foundation of learning & education. PLEASE spend an entire day at the ELC to experience the challenges we face & overcome on a daily basis. Can we get corporate donations/sponsors?
- IB schools need to offer flexibility to some students.
- Redrawing the district map as a possible solution.
- Community awareness - making citizen w/o kids buy in to the investment. Appeal to all that these kids are our future. Keep K - 5 together!
- Get teachers' opinions -- they are the ones who will have to deal with these flexible spaces.
- It seems like we should use the available facilities as much as possible. It is very difficult to redraw school boundaries, split families & friends. Also keeping transportation time & distance reasonable, not having kids attend schools that they live far away from.
- Our schools are unique, and our learning spaces should reflect this. Be sure to include student' voices in the planning. Students learn in different ways i.e some need more structure, while some need more collaboration space.
- All schools are different!! Webster needs a performance space. Langlade houses Allouez kids because they don't want to attend the faraway schools (Southwest). Student voice!
- Individually consider each program's needs. Student voice -- must be present in the process and must be built into the future (able to keep it present). Continue to reach out for the non-traditional voices & those who didn't feel included in school.
- How many students leave the district from elementary to middle school in the Allouez village? Solution - a 4K - 8 building in Allouez will solve this.
- Use the buildings to their strengths, use furniture that can be used for multiple purposes. Integrate self-sustaining practices.
- That all the children have equal access to a great education. We consider future trends in learning and growth.
- 1) Individuality -- attentiveness has to be a focus - student to teacher ratio equation needs reconsideration with the Δ (change) in learning design. 2) Digital learning -- innovative curriculum to stay current w/ the times & teachers able [equipped] to teach in this environment. 3) Culturally diverse learning to stay w/ the times. 4) Physical expansion

- The absolute need for “new spaces” as well as multi use of existing (East & West) high schools. Coordination of old & new facilities can be so beneficial to a district & its growth into the next 20+ years.
- I really like that you are asking the community for input - I think that is really important for the success of going to the community if funding is needed for further facilities development.
- Consider the upkeep of these new spaces (soft seating won't last as long as hard, etc). Consider the [high/rising] cost of older building maintenance.
- Staffing. Class size. It is great to have a variety of spaces but many students can't handle less structured settings & teachers have to be able to supervise large numbers of students. How to upkeep the furnishings over years.
- Staff input is a necessary piece. Maintenance of all buildings is paramount. Redistrict carefully. Keep diversity. Transportation -- challenges.
- Where is the new housing development on the east side? What are the income demographics for the different school? Are they looking to diversify the student population?
- Be real with the budget. The expenses of maintaining the building's maintenance needs to be part of yearly budgets and not referendums.
- Socio-economics; Cultural status of schools; balancing out classes (ie offerings). What are our new innovations we are offering? (ie furniture is nice, but technology and hands on class is better) Collaborative space!
- How does GBAPS plan to stay on the forefront in education to try and draw students into the district?
- Socioeconomic factors, cultural factors → Equity is critical in our increasingly diverse city. Is this about refurbishing current schools or addressing crowding in some? Obviously the GBAPS has a plan, but I'm confused as to what the goal is.
- Different needs of schools. Anatomy of each school. Building growth & adaptability of continuous change. Nonconforming & unexpected in some building areas to inspire creativity & thinking. \$ think about incorporating “active” spaces where students can move as they learn and think. Durability of fabric & thinner, lighter furniture.
- Form follows function. Schools are block-format by nature, 1st hour, 2nd hours, etc... Building schools based on the roman block does nothing but reinforce the idea that everything is set in stone, and that all information/learning is already industrialized and that they would make no difference. Stray away from blocks, introduce angles, mystery, and new concepts, and imagination will follow.
- *Please keep in mind, in my table boundaries was an over-powering topic.* Think about the history behind the current boundaries. Why are the way they are right now? It was mentioned the SW boundary was put in place to keep families that would have sent their kids to another district if they were forced to go to the less “rich” schools. *It seems like the board is looking at a population that is self-directed. I feel that elementary must work at prepping students to arrive at environment that provides self-directed environment.
- Active spaces for active minds. Educational needs are changing and “school” of tomorrow needs to change too. Cookie cutter classrooms do not encourage students to

be creative. The idea of adding collaborative spaces is intriguing. Environment and aesthetic are integral to problem solving as a natural part of the process of learning.

- It was 30 -- 40 years ago that schools needed to be closed because populations weren't what they were. Are we going to add buildings only to have to close some in 10 or more years? Re-align boundaries.
- If possible for a board member to come to our school for 3 -- 4 hrs and not just 5 min. Come and see how we work during transitions. Spend time at the schools.
- Locations, budget, investments, community, taxes, fundings.
- Equity of access - transportation is a big issue. As we create spaces & programs & buildings they need to be accessible to ALL! Not just to kids or families that have cars. Our current transportation policies are not working & need to be changed. Kids are missing so much school already because of this issue. 2 miles is way too far for elementary age kids to walk. Especially in the winter & in the pouring rain. As we look ahead to creating new facilities & programs transportation needs to be a big part of the conversation. Sports & the Arts. We can't forget about sports & the arts if we want to be drawing people into our district and keep them here. We have to put money into these programs & facilities. Not just great facilities but we need to put money into programming & coaching to start at Elementary level & start growing a pipeline of a strong program like other suburban schools do. Capacity & School boundaries. We need to look into capacity of all schools & possibility redrawing boundary lines before we build new schools. We need to keep socioeconomics trace in mind when looking into new boundary lines & new buildings. All schools & all programs should be a mix of all kids not just monocultural. 4K sites. Every high poverty school needs a 4K site at their school. Many kids are not going to 4K - (is it linked to access?) Getting kids into their neighborhood school right away where they may have older siblings is best. Teachers start to know parents & kids earlier & vice versa. Start making positive connections w/ teachers early on. Some schools [lose] kids to other school example Howe [loses] kids to Aldo because they start 4K there & then the parent doesn't want to move them when they already have connections to teachers & friends.

School board members have made it clear that they are interested in your thoughts and feedback. What additional information would you like to provide them? What have we missed?

- Mentors, spaces that cater to 1 - 5 ratio
- We didn't see the numbers, trends/projections weren't explained. Want more access to data. How are we making sure every child is receiving EQUITY for success?
- With each specialized program there is the potential for equity loss. Don't get me wrong - I believe in & support specialized programs. How do we improve the accessibility to them (like K - 12 fine arts)
- I would like to see a marketing program that provides the advantages of GBPS. History, arts, diversity, championships, real life learning

- If substantial spending is required what are the next steps? How confident are you in understanding how open enrollment impacts any building re-distribution plans?
- It seems like we heard this same song and dance 10 years ago when Dan Nerad spoke of the need for a 5th High School. We were fortunate we didn't build then or our district would be broke. I don't know where the funds would come from. *Big difference between membership and enrollment.
- How much (if any?) of this is due to concerns about students leaving the district schools (via vouchers, open enrollment, etc?)
- NUMBERS. You glossed over that info. An unreadable graph was shown, but it seemed to indicate growth - is that true?
- Again - where would \$ come from for any substantial expense?
- How will this [affect] learning strands (City Stadium Automotive, Fine Arts Institute, Bay Area Manufacturing) While adding schools or redistricting should be highly considered however can we look at making strands available to everyone without overcrowding? Keep diversity in every school!
- Handouts of presentation. Better explanation of school district boundaries and capacity. Cost of projects. Projected growth in each district. Did the special learning programs help enrollment at schools?
- Would like to see "community rooms" available at schools for partnerships with nonprofits.
- How to meet the learning needs of all students -- one size does not fit all; not all will be successful in a flexible learning space.
- There is no easy solutions, but I would like to see smaller classrooms (student #s/teacher) as most important. To take a look at every building where maybe certain areas of the school may need to be increased (like possibly adding a cafeteria yet classrooms are fine.) Possibly changing borders but grandfathering those in that have been there. Updating all schools to make them more even in building space, teacher student ratio, furniture, technology, and flexible grouping options, programming. I think if more schools were equal parents wouldn't have problems sending their children to different schools.
- Is there a group beyond the task force for interested parents/citizens? This could include email or Facebook subscriptions on the topic or regular meeting. A member of PTO or representative of each school could be a liaison to each location at informational meetings. Keeping parents and stakeholders engaged will garner support for decisions.
- Playgrounds should be right outside the school. It's nice when they have a fence. (ELC) and equipment age appropriate. Rooms should have windows. Videos of the bad environments? PR of what is going on. People don't know.
- If and when you see need to do boundary changes, ease into them so people have time to look at options say in 3 years all incoming students boundaries will change, but the ones attending can continue through that school until they finish high school level.
- Show the community what these tiny spaces look like!
- Can you provide information about what teachers are saying about flexible learning spaces? Do they want these changes?

- What do the teachers want? What will work best for them? Input from students about how the flexible spaces do or can work.
- School board members come to their schools. Updating. Looking for grants.
- Come and visit. We would love to have you!
- I value the inclusion of students.
- Look @ possible grants or individual groups to help support some of the updates per school.
- Absolute need for a new school on the far East side. In conjunction with the new school, multi-use & expansion of use in existing buildings is important as well.
- I like the special charter schools being formed -- arts, IB, automotive, ect. I think that is one really strong ways to even out enrollment. I think it's also important to communicate how much learning in a culturally diverse environment is a powerful asset for the students who study here. We need to address parent fears & answer those questions that the education is top notch. More connections between K - 12 educational leaders & strong leaders in technical education/manufacturing leaders. The Algoma District is a very strong model to follow.
- I'm disappointed that there was not more addressed about possible change in the district lines, as a parent of young kids who is also a homeowner this will be the biggest impact to me.
- Spend time in each school with staff - not principal - to get input on space use; needs; concerns; etc. Gain input from custodians who know these schools; their problems, their history of upkeep.
- Will delivery/teaching directives be in line with the building design/personalized spaces/etc?
- Really make sure you plan correctly. As a local village board member, we are asked to do more with less and share services. Do I know what that means or would look like? No. However, we need to do what is right for taxpayers and for students.
- Clarity in space utilization at some schools with specific interests (ie fine arts schools given leverage to access more space to build their programs) and communicated within the building to all those involved. Keep communicating what is occurring. Look outside of WI (there are awesome schools in IL, FL, CA). Lab spaces included in updated spaces?
- Are you discussing 1 main point or 2? It's unclear - flexible, modern classrooms or overcrowding/under capacity schools? Or both?
- Would like to hear the possibilities. Please consider equity - it is so overlooked. Timeline?
- Have you asked the whole student body for feedback? Asked past students what would have helped - be better?
- You have gone through high school, and the format hasn't changed. What would you have changed during your high school years?
- Is this an overhaul of our current form of our student traditional form of learning? Why? Too many students? Failing schools? Ask every possible adult "Thinking back to your high school experience, what would you change, or what would you add?"
- What do the kids think? Dropouts → Why did you leave? What would you do to change the experience for future generations?

- Who's paying for this?
- I answered this question in the other cards (questions). Thanks.
- Unfortunately, the East listening session did not reflect the actual Diverse community in the East Quadrant. I would like to propose that other methodologies are used to gather a more diverse perspective on facility needs. For example: free learning facilities in schools for families and students. It would create social spaces in our buildings where parents would interact with each other, teachers, & Admin. Just 1 idea that might not come from a middle class family.
- Don't forget about playgrounds & fields - kids need to run & play. We need community & Parent space - engagement is a core value. We need to figure out ways to draw parents in. Weekly or monthly "Coffee & Connect" times. Where parents connect w/ school staff & other parents but we need space to do things like this. This space could double as an indoor recess space. In winter we have no space for indoor recess. Every school should have a sign in front of the school that can communicate to parents. Lots of schools in District are upgrading to digital signs. But Howe school doesn't have a sign at all. We need to communicate out important dates. When we are deciding where to build new building, parking lots, additions or playgrounds we have to make sure we are [not] causing injustice in the process. Example - tearing down people's housing to build a new school or playground. We have to make sure we pay attention to Poverty Factors & how Poverty impacts facilities & how they are used. We need more spaces for programs & community wrap around supports: Oral Health Partnership; Free breakfast, lunch & after school meals (space); after school programming space; space for volunteers & tutors & mentors to meet w/ kids; [doctor] & nurses offices; mental health services!; we need space to pay attention to the emotional needs of kids. Kids in poverty have higher rates of trauma they are dealing with. We need to address these issues before any learning can take place. More space to hire more social workers, school counselors, & school [psychologists].

Earlier tonight we discussed flexible, effective, modern classrooms and learning paces. What do you think? What additional information will you be looking for as it relates to this topic?

- Flexible is desired & practical. I would be interested in a more real life view of furniture, placement. I guess I'd like someone to actually try it out to see what works/doesn't work with teachers teaching & kids learning - a test. Teaching → are there more distractions with the new model? Is it really better? If so, fantastic. Can you fit a full classroom (25 - 30 students) in a new area?
- The general graphs were too small to read. It would be helpful to see the historic & projected data more closely. (I heard this mentioned @ the next table) RE: flexible learning spaces, possible a short video clip of them in use -- or better photos of them -- they were difficult to see. Since most adults in the district probably experienced traditional learning spaces, they may not be able to vision this.

- Could help decrease disproportionality? How are we training teachers to differentiate their teaching for these new proposed spaces?
- The cost. The effect of vouchers. How students could be diverted or placed in other locations?
- What is the timeline for this? Being a teacher at Baird school, what are you doing to do to help with the space issue at our school? We have NO space at our school to even do flexible learning, even though I would love to have this! Where are we going to get this space? (Especially @ Baird)
- It's vital. How will we then ensure our teachers are equipped to facilitate self-paced learning and a flipped classroom that will now be more physically feasible with physical changes?
- I don't see how we can afford the staff to watch children/work with them in multiple settings. Is there data to support that this is the best method?
- Are teachers part of the conversation in this remodeling? Are these changes the teachers are seeking, or is this a case of others dictating how they should be teaching? Are there sufficient teachers to make adequate use of spaces which seem designed for a low student-teacher ratio?
- Real numbers about enrollment. Will teacher/student ratios increase to meet the challenges of flexibility? Open concept was a flexible learning space. We have admitted it did not work. How do we know the current ideas will?
- Have there been studies how this affects and/or improves learning? Where are other places this has been done? I like the idea, would love to see more examples.
- This is a necessity for all ages of students. Modern classrooms are what building need to excel students. It gives students better work environments. Is there more than just classrooms and breakout areas that can be added to the facilities?
- I support an effective modern classroom and learning space. More importantly I feel we need to consider not so much how a room or school is set up but what is going on inside the school to support the teachers with children who have social and emotional needs. Parent/teacher/child/community support. Lab space with the ability to use charge station and the new wave of technology.
- Who is on the Task Force? Where can we find a list of participants online? Will the whole facilities project be online & updated as it goes along?
- Staggered start time/calendar. Special ed classrooms. How will older school incorporate this space? If space/capacity is an issue, how does this help to have specialized space? Have you considered some online options for high school?
- Don't be giving up prime space for religion based issues, it has always been set aside for Wednesdays & any other time you went before or after school classes -- have more flexible classrooms but don't segregate the kids because of religion. What happened to all the land & monies that were set aside in 1990s? Middle and high schools?
- Teachers need the resources to teach in an adaptable manner and differentiate for all student levels and learning styles.
- This is a very good instructional design that meets the ever changing environment. We have different types of students who love to learn how to process information better and effectively.

- I actually like traditional learning spaces because it allows for students to not always having to work together. Yet it would be nice to have the “3rd” space as flexible spaces. So please keep some old fashioned. I would like to see some of our \$\$ spent on more teachers instead of all new furniture.
- With the small amount of exercise some of our kids get this is great!
- I think that an emphasis on modern learning spaces is great, but there needs to be consistency and structure to focus learning and prepare children for the “real world.”
- Some students do not do well in open learning spaces. They cannot/will not stay on task causing disruptions to the entire group.
- I would like more info on this model. Where is it being used both in the US and around the globe? What are the jobs of the future, the environment our children will be in as adults? Will this model teaching fit into our children’s future environment?
- Updates from the task force as they come to the decisions about the future of our schools. Keep community informed.
- I like the idea of flexible spaces. My son has a hard time sitting still in one place all day. I think the atmospheres should be functional & reflect modern needs & ideas.
- Everyone learns different!
- How can community members see flexible & modern learning spaces?
- Keep in mind the need to vary the spaces. Pay special attention to sound. Many design spaces are great & flexible but sound concerns & noise carries which can disrupt learning of others. Group work makes noise. It is productive when not intrusive.
- Provide time w/ structure for the different learning styles.
- More about future trends in learning. What is working & what is not in current schools.
- Details on the finance part of this proposition - what we have/what it would take. What is the district’s perspective on online learning?
- #s of students leaving the area; Why the collaboration of neighborhoods & new schools aren’t emphasized more as the need for growth in numbers of families and students in Green Bay, NOT Howard, E & W De Pere.
- If curriculum is cutting edge; If teachers are strong and effective; If there are small enough classes for the students; of course, enough room for students (such as support services as well). Telling the stories of the interventions in closets & hallways until we support improvements as taxpayers.
- When looking @ open learning spaces how is sound proofing being addressed? The open concept looks like it would lead to a lot of noise in areas that are traditionally supposed to be quieter.
- How are you managing noise spillover from these spaces? How durable is the new furniture for future expenses? How are you incorporating special needs of students (vision impaired, hearing impaired, ADD/ADHD, autistic) to meet their needs?
- Task force representation; school identification as to capacity; adequate playground space/time for children’s development
- It is all well and good. I have experienced some good and bad but more good. Flexible is good.

- Collaborative learning spaces. Larger labs for 2 classes at a time. Innovative small group learning spaces. Hi tech spaces for the library. Utilize outdoor spaces as classrooms as deemed appropriate. Spaces for hands on learning w/ tech.
- I think that flexible learning spaces are critical - but can be costly. As a taxpayer w/ kids in the district I believe it is time to improve the GB schools. But want more info on how this will happen.
- What size dollar buckets are you looking at? Is a new school possible on the east side, or are you looking to just re-organize boundaries & remodel?
- How are teachers going to use the space? Teachers are trained to teach in front of a class. How is their training going to change with non-conventional classrooms. JDAL is a great experiment on this subject. Talk to Molly O'Neil about how JDAL has changed over the years.
- As a teacher, I would like to see this "flexible" teaching at work. Please show us schools that are currently doing it. Does it change credits required at the end of 4 years in HS? What do current schools (these types) do with children that need artificial boundaries?
- This definitely needs to be incorporated into every school. Durability of furniture & fabrics - especially in the grade schools.
- Durability of design. Training for faculty & staff. Cultural shift.
- Having something different in the classroom is a good idea. Helps the kids like where they are studying and have a more open space.
- I think you need to provide more info, because I think there are a lot of questions and people don't want to invest or pay if they don't know. My opinion.
- I like the idea of flexible learning spaces. My concern, since classroom furniture is so expensive, is that there are more than theories or hypothesis as to how the learning spaces [affect] learning. We should spend money in this way, but data needs to back-up the direction we choose as a district. Decisions should come from research by Anthropologists instead of Architects and furniture designers.
- This excites me! We need more modern flexible spaces but a few things we need to keep in mind. Technology to support these learning environments, more computers, iPads, high speed wifi. One size fits all education doesn't work so this is great. We are thinking about individualized learning & differentiated learning. But we need to make sure teachers are getting training on how to effectively teach this way. Also teaching kids how to work effectively in small groups. I want to hear more research about the results & how flexible, effective, modern classrooms & learning spaces are working. I want people to do more research visiting & seeing these spaces in bigger urban environments. The areas listed that the team visited were not large urban environments.