



New Braunfels Independent School District

Facilities Planning Committee Visioning Workshop

AGENDA

Friday, March 6, 8:30 a.m. – 4 p.m.

1 8:30-9:00 a.m. Introduction, Process, Schedule

Same seating arrangement as Thursday evening with same groups. **Snacks, tea, coffee, water will be provided. Lunch will be provided plus light breakfast (pastry & fruit) and snacks for later/afternoon break.**

Background- Mini presentations, reviews of demographic projections, instructional adequacy and facility condition and technology issues as overall background.

2 9:00-11:30 a.m.

FOCUS: ELEMENTARY SCHOOLS

- Should OR how should the approach to teaching and learning vary with the ages of students, levels of development for students in PK/PPCD (3 & 4 yr. olds), K-5th?
- Should teachers be organized by grade level with students advancing grade by grade OR should teachers teach a subject or level of a subject with students advancing on to the next level as they 'get it'. What are the implications for how an elementary school's spaces and time would be organized—for the overall environment of the school? Would/how would this vary by grade levels PK-5?
- How should teaching work—should learning be more project based? Collaborative? Would that accommodate varied abilities?
- Should schools be organized around multiple, flexible learning areas- rather than “all-day long” self-contained classroom—with students moving between spaces ?
- What are the spatial implications for schools? Do most or some elementary school instructional spaces need to be flexible? From space to space or just within spaces? Should spaces be organized in some sort of groups or 'pods' around a center area? How should the spaces relate to the center area—open, glass walls, operable walls? How much flexibility is required for the spaces vs. security for stuff?
- What are the implications for existing vs. new elementary schools? How do we create new or flexible spaces in older buildings? Could furnishings impact spatial implications or offer more flexibility?
- How should we change or modify furnishings within the spaces? Should teachers and students be able to substantially, easily, quickly rearrange their own spaces? If groups or 'pods' are to be created, how should they serve students with varied abilities moving at

varied paces in varied subjects? Just focus on classroom furniture or just common spaces (library, cafeteria, hallway nooks) or all spaces?

- The District currently has iPads 1:1 for 5th grade students now with carts of 24 for each grade level. Next year 4th & 5th will be 1:1 and possibly expanding to other grades after that. What are the implications for how teachers and students are organized spatially? Over time with the day or week? What are implications for furnishings? Access to power and data?
- How should the District provide access for PK-5 students to learning resources (printed, digital)? Should all students have access to the same range, quantity of resources? How to provide the most info for all the district's students—regardless of school size or type? How should existing library spaces be used? For stacks, e-books? For reading/working/collaborating? How should 'library spaces' relate to other parts of schools—dining areas? Large group meeting areas? Learning Commons? Maker spaces? Should all 'library spaces' be located in one place or dispersed about each campus? Should library spaces be physically secured/separated from other parts of the school—some time? For example: Do library spaces have to be behind lockable doors or open common areas with some lockable storage/office space?
- How should elementary food services work? Should there be a single/central dining space? Should some food services be dispersed into the instructional areas? Should the dining space(s) have access to adjacent outdoor areas? Should the dining space include a platform/stage for presentations/performances?
- What should be provided for the visual arts? A special/separate space or within some all of the instructional areas? Art lab? For the performing arts? A special music space? Should it be near the dining space (re: above)?
- What should be provided for physical education for elementary students within the school building? Outside/On the site?
- What security should be provided for the school building? Should there be a security vestibule at the entrance with controlled access to the school beyond that vestibule? Should the perimeter of the site be secured?
- Should every elementary school or several serve PK-5 students OR could there be a single Early Childhood Center serving all district 3-4yr. old Pre-K and PPCD (currently about 250 students) and all the other campuses serve grades K-5?
- Should there be a dual language program clustered in one elementary school on each side (of I-35) OR should multiple/all elementary schools have dual language programs? (Keep in mind state requirements for class-size caps and teacher certification for LEP students.)

- The District’s current elementary schools range in enrollment capacity from 370 to 704. Should all of the District’s elementary schools have similar enrollments or should they vary in size re: the communities they serve? As the capacity varies, are there differences in programs than can be offered to the students? On outcomes for students? On the costs for facilities and staffing?

3 11:30 a.m. - 12:00 p.m.
LUNCH-on site

4 12:00-3:00 p.m.
Focus: SECONDARY SCHOOLS

- NBISD is growing—will clearly need additional capacity for high school students (9-12) in the future. Should the district:
 - Create a **second high school** with comparable programs and facilities (including athletics) to the existing NBHS—and attendance zones to determine where students are enrolled? **OR**
 - Create two high schools that offer **different programs and facilities**, and therefore broader choices, particularly in areas such as CTE and the Arts—and students/parents could choose a school based on their interests? Should the district have some programs on both campuses, but highly specialized costly programs that may not have large enrollments only on one campus?
 - The program and design for the current NB Middle School which is to evolve into the second high school, organizes the school about **multidisciplinary small learning communities** serving vertical grade levels for approximately 400 students each. The current NBHS and NBHS-NGC are organized about content departments Should the two schools have similar or different organizations re: instruction and disciplines in the future? Consider new Foundation Grad plan and 5 Endorsement options.
 - The **NBHS-NGC** is currently housed on a separate campus. In the future, should the 9th grade be integrated with the other high school grades on each campus? How should the 9th grade campus be utilized?
 - Create comparable **UIL Athletic programs** on two campuses and compete at a 6 A level **OR** one varsity athletic program (for some or all sports) at one campus (each campus could have some programs) and compete at a 4 or 5 A level? Which option might produce the strongest teams? Which option would afford the most students the opportunity to compete? What are the cost implications of these options? Which option might the community support?

- Should the District have a **single high school** with multiple campuses, multiple approaches to teaching/learning and multiple offerings re: subjects—and one set of UIL athletic teams distributed among the campuses?
- The District has **2 middle schools** of comparable capacities of about 1200 students. It is anticipated that both of these will substantially exceed capacity within the 10 year period covered by the demographic projections. The current NB Middle School was planned to serve as middle school initially, but to be increased in size in the future to become NBISD's second high school—and that a new Middle School would be constructed to relocate grades 6-8. How large should that school be? How to house the projected enrollment of 2869 in 2024?
- What **instructional spaces** should be provided for secondary schools? All classrooms? Breakout areas? Large group instruction spaces? Where do teachers work/office? Only in classrooms? Teacher work areas? Visually open instructional spaces? Physically flexible spaces and furnishings—or fixed spaces? Should the school and its circulation spaces include displays of info of interest to students, related to studies, work by students? Varied, flexible instructional spaces? Large, small varied groups? Collaboration areas? Maker/project spaces?
- All District's secondary schools have **1:1 technology today**. What are the plans for the use of/development of that technology in the future—next 10 years? What are the instructional and related spatial implications? Will the relationship between teachers and students stay the same? Evolve? Will students do all their work on the campus—or some from home or other locations—blended learning?
- How should the District provide access for secondary students to **learning resources** (printed, digital)? Should all secondary students have access to the same range, quantity of resources? How to provide the most info for all the district's students—regardless of school size or type? How should existing library spaces be used? For stacks? For reading/working/collaborating? How should 'library spaces' relate to other parts of schools—dining areas? Large group meeting areas? Learning Commons? Maker spaces? Should all 'library spaces' be located in one place or dispersed about each campus? Should 'library spaces' be physically secured/separated from other parts of the school—some of the time? All the time?
- Where should students do the **important work of learning** in secondary schools? In tablet arm desks in teachers room between bells? At individual work stations? At varied seating groups related to nature of studies, collaboration, projects, etc.? At varied grade levels, should students have some form of individual storage?

- **CTE?** What programs to provide on each campus? Should both high schools have the same CTE programs OR should some be located at only one campus? How should CTE programs relate (re: instruction and spaces) to core programs? Should there be any 'endorsement-based academies' in either school? What are the implications of HB5 for secondary schools?
- How is **time** organized in secondary schools? How does time accommodate varied learning styles/paces? Do extracurricular activities occur during and/or after the school day? Is varied time provided to allow students to advance upon achieving learning objectives? Is varied time provided (before/after school, on Saturday?) to help students who need help meeting learning objectives within fixed semesters?
- What is between the **secondary schools and the community**? Are parts of some schools shared with or linked to various community groups, businesses, etc.? How? Should this happen at all? Be developed?
- What **visual/performing arts** programs should be provided at each secondary campus? Should they be the same at each of the Middle Schools? At each of the high schools? Like the UIL Athletic programs, should some visual/performing arts programs be focused on a single campus which students/parents could select based on their interests?
- **Dining.** Should students enjoy eating/lunch time? Should dining spaces be useful all day? Should the dining area be used for large meetings, events, etc.? Should the dining space be open to the primary circulation spaces in each school or should they be separated/enclosed/secured? Should eating be allowed only in 1 area of each school or multiple areas? How should dining relate to other areas? Library? For high students, should the school have a 'Starbucks' (generic term) for older secondary students?
- **Security?** Are there special security needs at the secondary school campuses? Should the schools have security vestibules? Should the school have 'card key' access control systems?

5 3:00-3:55 p.m.

INTERGRATING, SUMMARIZING

Discussions reflecting on both Elementary and Secondary school issues and how they relate to each other.

6 3:55-4:00 p.m.

IMPLICATIONS FOR PLANNING

Note that NBISD + Stantec to draft **Findings/Directions** documenting discussions/notes, distribute to participants for comments, review at 3/26 LRFPC meeting.

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