



New Braunfels Independent School District

Facilities Planning Committee Visioning Workshop

Minutes – Day 2

DATE: March 6, 2015 from 8:30 a.m. to 4 p.m. LOCATION: NBISD Boardroom, 430 W. Mill St.

Called to order at 8:35 a.m. by Superintendent Randy Moczygemba

Present: Kara Bock, Jana Cervantes, Ellen Duncan, Kristen Fain, Patricia Hassmann, David Heefner, Jeff Jewell, Rob Johnson, David MacRoberts, DeeDee Mims, Tam Morris, John Oyer, Norma Renken, Jim Streety, Jana Tavarez, and Tim Weste

NBISD Support Staff in Attendance: Steve Brown, Randy Moczygemba, Victoria Pursch, Ron Rychel, Daryl Stoker and Rebecca Villarreal

Absent: Josh Blanchett, Jim Callahan, Orlando Castilleja, James Cohn, Jay Dudley, Marcus Etheridge, Robert Garza, Brett Mitchell, Sonia Munoz-Gill, Jason Ragsdale, Larry Schwab, and Tim Truitt

The Superintendent introduced the NBISD Staff that was in attendance and will be available throughout the day, as needed. He also introduced the Stantec staff that will be facilitating the workshop all day. Stantec staff included Frank Kelly, Sylvia Cancino and Walter Estay.

Mr. Kelly began the morning session with a review of the Element of Schooling diagram to emphasize that learning is impacted by all of the following: Instruction, Technology, Community, Funding, Facilities, and Time.

He showed a photo from Lee Elementary in Coppell ISD as an example of a new design being used in schools.

The FPC was divided into three groups with the following members:

Table 1 – Rob Johnson, Tim Weste, Norma Renken, John Oyer, DeeDeeMims, Kara Bock

Table 2 – Jeff Jewell, Patricia Hassmann, Jana Cervantes, and Tam Morris

Table 3 – David Heefner, Kristen Fain, David MacRoberts, Ellen Duncan and Jana Tavarez

Mr. Kelly gave an overview of the agenda for the day. The FPC would begin with a discussion on elementary schools in the morning with a shift to secondary campuses in the afternoon. He emphasized that they don't have to answer every questions and asked scribes to keep the group's responses organized on note charts, so they are easy to transcribe.

The morning discussions began at 8:50 a.m. to include the following topics for consideration:

- 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?

The groups made presentations to the entire group and garnered the following comments:

- Zero hour concept is a good idea to allow for clubs or other learning experiences. Having volunteers from the community come out to help share their knowledge or skillsets (guitar, chess, etc.) would be a great collaboration to help the kids with minimal impact to the budget.
- Members liked the idea of having the second breakfast for kids to recharge and increase learning.
- NBMS is looking to set up commons areas in the library with charging stations instead of computers to allow kids to gather and collaborate. The library at NBMS is large and the patio is a great feature.
- How could we make the school enjoyable to where kids want to come?
- There are several citizens in the art community that could provide a service to our kids especially where we have lost our art teachers at the elementary level. Getting enrichment and creativity back in the schools is important.
- Expressed need to make more opportunities and expand instructional day. We need to make school somewhere the kids want to be.
- Having a display case in the cafeteria, positive messages, playing movies with messages like anti-bullying is a great way to fully utilize the space and engage the students.
- We mandate students to be there (at school), when they can be there (at school) and what they can learn. Elementary school is where you need to capture them and engage them. Give enriching opportunities to allow them to find their passion.
- If we can get people to bring their expertise in, then we should find the space.
- There is a point where these old schools are going to outlive their purpose and have to be replaced. We can't keep putting band aids on them. Even the newer buildings need renovations.

The FPC members then went around the room to put green dots on the suggestions they agree with the most.

Lunch Break from 11:30 a.m. – 12:15 p.m.

The afternoon session focused on the secondary schools to include the following items of discussion:

- 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?

The groups gave a report on their notes and received the following comments:

- Discussion was held on having one mega high school and possibly one mega middle school versus two high schools with up to three feeder middle schools.
- Worthy to think that having two smaller high schools would benefit the student and give them more opportunities, but student expectations of extracurricular will change from what they did in high school. We have to understand that not all kids will play sports in college.
- A hybrid high school design was also discussed where kids could come and go or flex their time based on classes available in person and online.
- Parking problem at the current high school and the renovations needed are a repeat of 20 years ago when we renovated Lone Star and the current Ninth Grade Center.
- Like the idea for trying something to buy time. According to our bonding capacity, we will be limited to only build 1-2 projects (schools).
- A new high school should be part of the next bond, based on priorities. We have a lot of land.
- Suggestion to try a magnet school to see how it is accepted. This concept may be worth exploring.
- A home charter was discussed as another option. It would allow us to do more with less oversight from the state. The administration did not have a lot of information to discuss this topic, but Chair Johnson said he would research and report back to the group.
- If we are serious about making a magnet school, in addition to the large high school, we can look at the Ninth Grade Center to be redesign as a magnet school. The high schools could go back to 9-12th grade.
- How many kids would go there (to a magnet school), if they really had the choice to go there? We need input from the students to find out what kind of magnet school they want.
- Has the administration look at the total needs of the district and examined the best way to move forward and provide for the students' best interest? Think forward about that rather than focus merely on instruction and extracurricular opportunities.
- FPC wants to see visual of where the property sites are that NBISD owns.
 - Voss Farms location and the site behind Westpointe H-E-B would be the first two elementary sites we would look at to build new elementary schools.
 - For the new middle school, NBISD owns property near Klein Road including 73 acres that we could build a new middle school.
- Administration is considering converting Lone Star elementary into a Pre-K campus that will serve the entire district and house all of the district's Pre-K students. This will compliment our partnership with the current Head Start provider who has offices across from Lone Star. Our current program is a full-day program. This would alleviate overcrowding at current campuses such as Klein Road.
- How many kids would potentially move into a pre-k campus?

- NBISD currently has 240 PreK students with 2 classes at Klein Road, 7 at County Line and 5 at Lone Star.
 - This single-campus concept would allow us to free up space on the east side of interstate where the growth is faster. The other grades (K-5) at Lone Star would be rezoned to one of the 4 elementary schools (including a new elementary near Westpointe) on the west side of IH-35.
- Discussion was held on whether or not to have one competition stadium or two smaller stadiums at two potential high schools. Also, the location for a competition stadium was discussed to include: the current location (with increase parking and renovations), at the new high school (current NBMS) or at another site owned by NBISD such as Legend Pond area.

The remaining meetings for this school year are scheduled from 6 to 9 p.m. in the Board Room on the following dates:

March 26, 2015

April 16, 2015

May 7, 2015

The meeting was adjourned at 3:17 p.m.

Minutes prepared by: Rebecca M. Villarreal, Director of Communications