



# **New Braunfels Independent School District**

## ***Facilities Planning Committee Visioning Workshop***

### ***Minutes – Day 1***

**DATE:** March 5, 2015 from 6 to 9 p.m.

**LOCATION:** NBISD Boardroom, 430 W. Mill St.

Called to order at 6:19 p.m. by Frank Kelly of Stantec.

**Present:** Kara Bock, Jim Callahan, Orlando Castilleja, Jana Cervantes, James Cohn, Ellen Duncan, Kristen Fain, Patricia Hassmann, David Heefner, Jeff Jewell, Rob Johnson, DeeDee Mims, Tam Morris, John Oyer, Norma Renken, Jim Streety, Jana Tavaréz, and Tim Weste.

**NBISD Support Staff in Attendance:** Steve Brown, Randy Moczygomba and Rebecca Villarreal

**Absent:** Josh Blanchett, Jay Dudley, Marcus Etheridge, Robert Garza, David MacRoberts, Brett Mitchell, Sonia Munoz-Gill, Jason Ragsdale, Larry Schwab, and Tim Truitt

The Vision Workshop began with an overview of the visioning process by the two moderators from Stantec – Mr. Frank Kelly and Walter Estay.

He explained the concept of the workshop that will allow the FPC to take a step back from the process and think about the future.

He showed the committee photos from other area schools that are not the traditional school environment with modern furniture and fixtures.

He showed them the most recent construction and planning timeline. He said the schedule is flexible.

**VISIONING:** A process for defining facts, policies and goals as a context within which to create a plan for the future. An opportunity to set aside assumptions rooted in the past and define aspirations for schooling in the decades to come.

He showed a graph titled “From the Past to the Future” to the FPC to give a visual representation of when the schools were built and the fact that the average age of the schools in NBISD are 40+ years. Therefore, the decisions they are making in the next two months could impact future generations for decades to come.

He introduced the “Elements of Schooling Diagram” that shows Learning as the center of the diagram with Instruction, Technology, Community, Funding, Facilities, and Time as key components that all impact learning. We must be mindful of all of these components.

He gave an overview of what and how the discussion process will work including the need for one scribe per table. The scribe will take notes for the table group.

The committee was divided into three groups:

Table 1 – DeeDee Mims, Rob Johnson, Tim Weste, Norma Renken and John Oyer

Table 2 – Patricia Hassmann, Jana Cervantes, James Cohn, Kara Bock, Orlando Castilleja, and Jeff Jewell

Table 3 – Jim Callahan, Jim Streety, Jana Tavaréz, Kristen Fain, and David Heefner

20-minute discussion was held on the following:

What is special about NBISD?

What is special about the future in NBISD?

What is the nature of the community – and what are the implications for NBISD schools?

The groups displayed their notes on large sticky paper for the rest of the groups to see.

The next segment of the meeting including a discussion regarding “Questions from the Future.” The object of this exercise is to look only 10 years into the future. This helps us all think about the future and get into that mindset.

The groups then spent one hour focused on answering “questions from the future as if it was the year 2025” that included the following:

Nature of Students? How will they change?

Nature of Teachers? How will they change?

Technology? Members will need to allow flexibility in their responses, since this may be hard to imagine.

Relationship between teachers and students? How will they work together with regards to class sizes and configurations?

School time? How will time help every student succeed? Will the traditional calendar still be in place?

Funds? What are the implications and how will funding come in to play?

Each of the tables presented their notes and received the following comments:

- Blended learning requires a special kind of learner that can learn on their own.
- Flipped instruction is currently being done in the classes and the kids are struggling. They are learning in that method at the younger levels and they are coming up in the next 10 years.
- These kids can multitask and sit for longer periods of time to learn, while watching video on YouTube. Learning styles are changing.
- The kids’ answers to most things is “just Google it” or “go to YouTube.” That is the way they learn.
- Does this new mindset take away the critical thinking aspect of learning? Does this mean the kids don’t have to learn, if the answers are out there? Response from FPC member included: “this won’t take away every opportunity. In the real world, there are still humans discussing intellectual things, but it may be viewed on a device rather than in person. The way learning in a classroom will look (in 10 years) will be different.
- A teacher will be more of a facilitator. The kids are losing so many communication skills and socialization skills. The teacher will have to intervene to ensure collaboration is still taking place in learning environment.
- Preparation for college is better now.
- The school day may not change, but the needs may change with the schedule during school day being more fluid.

Role of the parents?

- The teachers are becoming more rounded and skilled. Are the teachers going to rely on the parents more with things such as homework? Every evening includes a lot of homework.
- They even have to grade and the teacher just records the grade. Some parents are doing it and some are not.
- The age of the child is a factor. There seems to be a shift from elementary to high school level. Some parents do too much.
- Homework has been an issue and at sometimes seems pointless (from a teacher’s prospective).

- In the future, kids won't have homework. Homework is changing due to flipped instruction by having kids watch videos at home.
- Does anyone use a software management program that can track how successful a student is with an assignment, track where they are with progress of assignment, and see where they are when completing assignment?
- NBISD did look at math software that tracks each step of math problem and the teacher can see where the students is struggling. This will help with the homework issue. A lot of parents want homework, but principals see that as just what parents are used to.

Nature of NBISD? What is special about NBISD?

- Process of change. Past was very structured and discriminating.
- Strong sense of community and cohesiveness of businesses, board, etc.
- Really neat learning environments
- FPC member would like some teachers to visit different classrooms and help make decisions/recommendations. More input sought.
- FPC would like to look at some of these newer schools and assess if it would work for NBISD.
- FPC sees a need for more money to help training staff, once a new environment is implemented. We can't just expect teachers to adapt in 10 years.

Committee member asked to see first-hand the new learning environments like Lytle.

- Mr. Kelly said we could look at sending smaller groups out to visit these newer schools
- FPC member suggested that the groups that visit the newer schools could create virtual tour of their visits to share with the rest of the FPC members.
- To use a new and unique environment, you must teach the traditional in the nontraditional environment.

The FPC members then applied green dots to the notes on display to denote their agreement with the statement.

Adjourned at 9:05 p.m.

*Notes prepared by: Rebecca M. Villarreal, Director of Communications*