

**Attendance:**

45 attendees at start, 46 at end of meeting

**Objectives:**

- Process Orientation
- Understand how district goals and measures inform our work
- General understanding of needs that affect all/most District users
- Understand supports for decision making

**1. Process Orientation**

- Meeting protocol modifications include more “Q&A” opportunities, breakout reporting in the meeting, and office hours on Wednesday’s after each meeting.
- Meeting number 3 is nearing the end of providing data and insights on existing conditions. We are almost done building our knowledge base.
- Next steps are budget and funding source understanding and how we will ultimately determine an amount for the 2022 bond.
- The final step is to determine our “rules” for prioritizing knowing in advance that there will be more projects than there are available funds or time in the bond cycle.
- It is ok to feel like you don’t have enough information. We have 2 and half more meetings of information to give.
- It’s also ok to want to hit the ground running now, but there are a few more factors for consideration that we will need to take into account.

**2. District Goals and Measures**

- Initiative-based projects are those that are designed to meet strategic and aspirational goals.
- Projects that support all or most populations across the district.
- Capital Projects do the work that supports the experts in the district who support operations that deliver on the Strategic Plan.
- Inspirational spaces that build on themes that may go above and beyond just meeting basic needs of “dry, safe, warm” and attempt to fulfill a vision for the district’s future.

**3. Safety and Security**

- Projects for the 2018 Bond were developed around a team of experts with industry best practices and a district-wide assessment of all schools on over 30 points of interest.
- 2014 and 2018 were about developing a strategy for the district and a series of projects to implement.

- 2022 will be about continuing to build on that process and to centralize and standardize District equipment and practices to ensure students are safer than ever.
- Possible projects include:
  - Visitor management
  - Continued camera modernization
  - Radios and alert applications
  - Security modernizations
  - E-PREP containers

#### 4. **Student Services**

- Goal 2 - Responsible, resilient, empathetic learners
- Increased percentage of students who have continuous access to mental health services.
- Space implications of added counselors, nurses and isolation spaces, therapists, family liaisons, and storage space for McKinney-Vento support.
- Ratios for counselors and therapists rising each year at every grade level.
- McKinney-Vento support for families with housing instability include clothing, food, and laundry services.

#### 5. **Inclusive Learning**

- Recognizes the entitlement of all students to a learning experience that respects diversity, enables participation, removes barriers, and anticipates a variety of learning needs and preferences.
- NSD programs include: Special Education, Adult Transition, Outdoor Learning, Related Services (occupational and physical therapy, sensory services, and other supports for diverse learners through itinerant programs).
- Immediate needs are neighborhood facilities that meet the needs of all students in the District. Purpose-built spaces, fully inclusive outdoor learning facilities, and improves accessibility.
- Proactive designs instead of reactive modifications.
- Facilities that serve as extensions of the curriculum and programs they support.
- Flexible and adaptable spaces to support changing programs over time.
- We utilize a "Regional Programming" approach this means that not all ES & MS students can be served in their neighborhood school.
- When a program moves the student may have to move schools.
- Lack of purpose- built spaces.
- Outdoor learning spaces are compliant, but not fully inclusive.
- Accessibility is compliant by facility, but not standardized across the district.

**The following are some of the comments found in the breakout room notes:**

**Q1: What have you/your student been missing in a virtual learning environment?**

- Engaging with friends
- Social skills of learning how to meet and interact with new students.
- Hands on learning.
- Peer and staff interaction.
- Structure of a fully supported school day.
- Minimum distractions.
- Outdoor learning.
- Impromptu interactions.
- Passive learning.

**Q2: How might learning facilities need to adapt in the next decade?**

- More outside instruction.
- More light, bigger windows, sensory adjusted spaces.
- Adaptable spaces.
- More remote options.
- Collaborative spaces.
- Flexible spaces.
- Student cared for facilities.

**Q3: How can schools better support communities?**

- Community space for assemblies and emergencies.
- Open spaces for groups to meet after hours and connect with other families.
- Design for afterhours access without having to open the entire school.
- Real life skills learning.
- More portals of knowledge for entire community - similar to library model.
- Partnerships with the city for activity centers.

**Q4: What benefits of remote learning can we bring into new learning facilities?**

- Technologies to families.
- Adaptability and flexibility.
- Connectivity between schools and other facilities like zoos, museums, etc.
- Asynchronous learning is helpful for students with diverse learning styles.
- Students learning to be self-motivated.