



Approximately 90 participants attended the OPRF High School Community Conversation on November 15, 2017, including about 30 community members from the Imagine OPRF team. Participants were encouraged to attend and learn about Imagine OPRF's work so far, to discover the characteristics of future-ready learning spaces, and to provide feedback on what facilities investments they think are priorities.

Imagine OPRF community members and co-chairs Lynn Kamenitsa and Mike Poirier introduced the Imagine process and explained the work and research conducted up to this point. Following their introduction, representatives from each of the four Imagine OPRF work groups (Academics & Student Achievement, Performing & Fine Arts, Physical Condition & Safety/Security, Athletics & Extracurriculars) presented an update on their research so far. Architects from Perkins + Will completed the presentations with a broad overview of future-ready learning spaces.

After the presentations, community members worked together to come to a consensus on three tasks:

Task #1: Important Things Learned About Future-Ready Learning Spaces

Tonight's presentation by Perkins + Will architects focused on creating future-ready learning spaces in schools. Spend a few moments as a group discussing what you learned from that presentation. ***Then list three things that your group learned about future-ready learning spaces that you would like the Imagine Team to consider*** when evaluating existing facilities and planning future facilities.

Task #2: Ideas for Imagine Team's Consideration

Now that you have learned a bit more about the scope of the Imagine team's work and its goal of producing a comprehensive facilities plan for OPRF, ***please list five things your group would like the Imagine Team to consider as it conducts its research and creates its facilities plan recommendations.***

Task #3: Questions About the Facilities & Imagine Process

Based on what you learned tonight, what questions does your group have about OPRF's facilities and the Imagine team's work process?

At the end of the evening each table of participants reported out its key findings, and individual participants were given the opportunity to submit written individual questions to the Imagine OPRF community leadership.

Task #1: Important Things Learned About Future-Ready Learning Spaces

After hearing the presentation, participants agreed that the Imagine Team should do the following:

- Evaluate and explore future-ready learning spaces that are flexible and allow for different learning and teaching styles.
- Consider spaces that encourage collaboration among students as well as students and teachers; these spaces should allow for experiential, interactive, project-based learning.
- Consider the equity impact of all spaces and ensure that spaces accommodate varied teaching and learning styles – one size does not fit all learning needs.

- Ensure updated learning spaces are adaptable for future educational advances. One group noted that the spaces need “future proofing,” while another noted that the “physical environment has to be adaptable to future uses and learning advances.”
- Explore how to integrate technology into these updated spaces.

When implementing these new spaces, “pilot programs,” were suggested to determine what would work well for the students and staff of OPRF.

Task #2: Ideas for Imagine Team's Consideration

Participants had a variety of ideas for the Imagine team to consider as it conducts its research and creates facilities plan recommendations.

Participants recommended the team gather additional information about:

- The thoughts of current students, alumni, staff, and area college and vocational school leadership about the learning spaces of the future.
- What enrollment projections show for the coming years.
- The future of athletics and extracurricular activities and how this will impact facilities.
- Data and research that shows how facilities and technology are linked to student performance outcomes.

Many groups suggested that the team examine how facilities impact special education and meet the needs of a variety of students with diverse learning styles. One group specifically mentioned that the recommendations should maximize access for all students.

Participants recommended that the team “remember that high school prepares college-bound students but also tradespeople, people who don't go to college.” The team should consider the needs of students going to trade school or into vocations that do not include college.

There were groups that recommended exploring partnerships with other local taxing Districts and local corporations.

Finally, participants recommended the team prioritize the identified needs and provide associated costs. One group noted that recommendations should include “finances that reflect the future needs of the district while not being unrealistic burden on the taxpayer.”

Task #3: Questions About the Facilities & Imagine Process

Participants provided a varied list of questions about the facilities and the Imagine team’s process. There were a number of questions about the process itself, about how priorities will be determined, costs of proposed projects, if there will be one or multiple plans presented, why more students don't seem to be involved, and when the next community meeting will be held.

Some groups reminded the Imagine team to develop plans that are environmentally conscious.

**For a complete listing of all responses see the Community Conversations Verbatim Response at
*ImagineOPRF.org***