Present: Lee Dulgeroff……………………………   SDUSD
             Kate Mraw ………………………………   LPA
             Ed Hidalgo………………………………….   Qualcomm
             Julie Cramer………………………………   USD
             Toya Profit ………………………………   SDUSD
             Sharon Curtis…………………………….   SDUSD
             Matt Spathas (phone) ………………….   SENTRE Partners

Welcome and Introductions

Lee Dulgeroff called the meeting to order, followed by introductions of all present.

Background and Overview of Facilities Committee Focus

Lee along with a team of people at SDUSD developed two capital facilities bonds

- o   in 2008 Prop S was $2.1 billion in funding to renovate aging school facilities primary, but it had a unique component to it that there was a big technology piece embedded in it for about $340 million, dedicated to upgrade classroom technology and the infrastructure to support the classroom technology
- o   in 2012 with property values declining between 2008 – 2012 Prop Z was a $2.8 billion bond measure; has a component that extends to charter schools
- o   These two final instruments are driving our capital program; there are other sources that fund capital projects throughout the district
- o   Another component in our bond financing instruments we have developed a component called tech bonds. They are short maturity bonds that match the useful life of the devices that we are buying.
- o   This April we issued $530 million in bonds and $14 million of those were short maturity tech bonds. That is the instrument that we are using to fund our i21 initiative. We started i21 in 2009 our classroom technology initiative. It is providing every student with a device, it is also the classroom technology – the interactive whiteboards, docking cameras, and wireless microphones

Kate reviewed the overview all purpose. Consider future design of schools to create and support 21c learning environments, design + layouts

- o   Design principles
- o   Renovation + new construction
- o   Integration of 21c learning tools and delivery into design

SDUSD Facilities Vision Discussion/Guiding Questions

Kate facilitated the agenda. We started with the user as a student as the client and what are the influences. **Who is the user?** The Student + The Teacher

- o   Looking at the student; the digital native. How do they think?
- o   Who is the student? How are they different now than 5 or 10 years ago? **What are the influences?** Julie said the students want to do things differently in the classroom; different activities. Also, teachers with

the mindset of 21c learning mindset also want to do things differently (physically the activities in the classroom are different). The students use to be receiving information and spitting out information; content receivers and test takers. That was the old model. Ed said we should also think about the parent (parent as a participant). Now our children can ping us on their iPads throughout the day to face time. If parents can be an active participant throughout their child's learning throughout the day; instead of getting home and asking "how was your day". Parents can help with their child's learning.

o Toya said we need to look at teacher and who is comfortable. Can the teachers work through the mistakes and be willing and comfortable? Kids have their own smartphones and iPads. What is good and bad? How much do we need to supervise? It is a whole new way of looking at it? It is another leg to help them stand? They can share technology? Having access is an issue because not all kids have access to phones. If the teacher has a list of assignments and the students are working towards a clear goal; everyone is working; everyone is using technology.

o Julie said the design of the facilities might foster seeing those good practices. Getting into some collaborative spaces. You can have informal gatherings in which teachers are interacting with students and still using the technology.

o Lee added that we are creating the space to facilitate the professional learning communities between the teachers. We should try to explore the "parent as a participant"; maybe there is something in facilities that we can do to help or in the equipment to embed that capacity. The "bring your own device" concept is both an opportunity and a challenge. Opportunity: a lot of the students have these devices and they know how to use them; they are connected broadband as well as Wi-Fi. Nice to have one device that you can use in the classroom and that it can follow you everywhere. The challenge: (1) Access is not universal and we have a lot of areas of high poverty where not all students have access to broadband, the cost to universal access to broadband, and to the capacity to buy their own device. (2) The Williams lawsuit: must keep that in mind, the challenge that we are going to have is that we have to be able to ensure that if you give a child an electronic device and the device fails or if there is some kind of connectivity failure or lack of connectivity then there is a question on whether or not we are satisfying the Williams Act in terms of providing the curriculum and having the student have access to the curriculum at home and at school. (3) The textbook manufacturers also have a stack in having things stay status quo.

o **What are the features + characteristics?** The physical facility ties to everything: connectivity, support spaces, volume/size/shape, lighting/acoustics, furniture, equipment, storage + tools, and finishes. Julie stated that the facilities supports it and moves it. It changes the behavior. If we try to do things differently in a space that looks like the old space, it is so easy to go backwards. The teacher has to physically see different walls or zones. It has to be supportive and dynamic. Lee said that the space becomes a platform for the project based learning. We have a flipped classroom that is being modeled in SDUSD. Julie said to add move ability to the features. Ability to open up small spaces into large spaces; moveable walls. Flexibility of space. Teachers and students having the choice to move around in the space. Lee discussed the idea of "team teaching". Julie said parents should be able to interact with the schools. Large glass walls. Parents should be able to take an easy tour of the school. Inviting outside appearance for the parents and the community. Aligns with quality schools in every neighborhood. Make the parents want to return to their neighborhood schools. It might take changing the face of the school to get them in. **Where do the students learn?** Classrooms, library, labs, outdoors, gymnasium and social spaces. Lee said theses spaces might not be a one-size fits all. Not the classrooms of the future. We have different types of courses – music, language arts, sciences, etc. that determine the needs of the space.

Kate showed the committee several images of different space across the country. With the learning studio you can create different areas where you can move around the campus. You can create outside spaces. Ed stated how do you get business on campus, how do you create an environment that is conducive to them; the entrance should be self-evident like a business. Julie said there is an article on what they are calling a "pod room." It is about the student control; easily use their devices in the classroom. Concept of a gallery space. The learning does not always have to happen in a seated place. If there is a controlled environment but is there a more collaborative space right next to it. Should the support space be what the classroom should look like? We are using the words studio or commons. Ed said if we had a place at the schools where parents can work. Create an incubation opportunity. Julie will send Kate some academic research articles to distribute to the group: remote control access, remote control of lighting, white noise, etc. Some of the things coming out of the college spaces are the need for quiet spaces, not individual spaces, but almost gathering spaces. Secure but inviting spaces; safe and welcoming.

o   Matt stated that we are creating new learning environments. Toya said as a teacher she can take whatever space she has and make it work. However, she would love to be able to knock out a wall and expand the space. She is adaptable to change. Matt said you are taking the exiting space and transforming it. There is a tipping point where you would just tear it down. Lee said there are opportunities to both renovate spaces and expand them and opportunities to start anew.

Next Steps and Next Meeting Focus: Opportunities/Challenges/Limitations, Connections to other i21Now Components

Kate reminded the group that the next meeting is February 4, where they will engage in a conversation on opportunities and challenges.

Round Table Closing Comments

Julie stated we need to make that connection to the activities that are going on.

Lee adjourned the meeting at 10:00 a.m.