

1. Address community and extra-curricular use of schools

- Access to events should be available for all students (activity pass - \$30)
- Access to Extra-curriculars/Intramurals/Clubs/Sports/Arts – should be equitable (4 responses)
- Brain development – rich experiences (before/after/summer/year round) to help develop all parts of the brain
- Communication of all the resources and partnerships to parents and community
- Community access to schools to fill community needs
- Early release once a week to let students to extra-curriculars/clubs
- Extracurricular activity space
- Flexible spaces to allow for supports from outside community members/providers
- Parent involvement
- Space for extra-curriculars

2. Address technology challenges

- Home technology – no Wi-Fi at home
- Adapt technology to older spaces – how to make it fit?
- Technology/Chromebook – elementary 1:4 vs. 1:1 at middle and high school
- At one elementary 460 students share 90 Chromebooks

3. Class size, staff time and teacher/student ratio concerns

- Class sizes appropriate and equal for each age group and student needs
- AP vs. Regular Ed. class size
- Student to Teacher ratio
- Time for innovative practices
- Can't run a class (AP for instance) because there aren't enough students signed up (North and West)

4. Improve site and building health, safety and security

- Transportation, drop-off, bike and bus lanes
- Safe and healthy schools and access to school and transportation (4 responses)
- Safe and secure building entrances, doors, and rooms
- Teachers/students need to move and be safe in this space
- Food Service – culturally aware/appropriate

5. Improve space for current specials and electives including gymnasium, large group and multi-purpose spaces

- All students have access to space for specials (art, music, etc.) – no sharing (2 responses)
- Badger, Columbus, Richmond do not have multi-purpose room spaces
- Cafeteria space – how can it be welcoming and have enough room for students to eat (2 responses); lunchrooms are not enjoyable
- Gyms too small at Badger, Columbus, Richmond
- Large group, multi-purpose spaces (3 responses)
- Multi-purpose rooms too small for a second Phy. Ed. space

6. Provide opportunities and programming for all

- Academic and Career Readiness

- All programs should be valued
- Awareness of programming opportunities
- Similar access and curriculum across all schools
- Make opportunities available
- Students have choice when it comes to curricular programming
- Inclusion of diverse groups, positions (CLR Coaches, cultural specialists, etc.)
- Commitment to best practices in all schools (2 responses)
- Are we giving advanced students enough opportunities at least in relation to how many resources we give to less advanced students to try to make them proficient
- Every child access to physical activity; play available and utilized across the district (2 responses)
- Similar access to special areas/technology
- Similar opportunity to explore student passions (extra-curriculars, AP classes, etc.)
- Student needs should be met through programming
- Cross-categorical special ed. – should happen
- Inclusion
- Are we giving opportunities to gifted and special needs students?
- Barriers that don't allow students to access all programs within the AASD
- Continue to recognize different students have different needs

7. Provide new innovative education spaces

- Flexible spaces allow school to adjust based on changing needs and needs of students – multi-functional; teaching/learning space should be appropriate to the space (square feet) (5 responses)
- Furniture and space to allow for flexibility and innovation; flexible seating, bright colors, elevators, light, space, outdoor (3 responses)
- How does our district compare with other districts in the Fox Valley? AASD accepts all students, but should we get extra funding? We have the programming that other school districts do not have.
- Make sure we attempt to foresee what students will need in future – adaptable space (2 responses)
- Need for Fab Lab, Makerspaces that can be common to all teachers and students
- Preparing students for jobs of the future (that do not even exist)
- Teachers have space to be innovators and creators

8. School boundary and neighborhood challenges

- If don't live within neighborhood boundaries (e.g., Tesla)
- Neediest students need to move to accommodate large numbers
- Students should be at their home school
- Targeted/focused assessment for growth and future ability

9. Supporting spaces (Non-classroom spaces)

- Access to all HEALTH needs
- All students' needs met at every building (neighborhood schools)...to meet ALL needs on the whole spectrum (special ed., EL, Newcomers, TAG/innovation) (2 responses)
- Appropriate services for the kids
- Ensure that all schools have lounges for staff – seems to be first to go if school is over capacity

- Establish programming expectations for every school as the base we will meet for every child. Consistency. If you have a desire to do more – do so in a valued added manner. But first, all needs have to be met starting with social, emotional, and functional -- then academics.
- Infrastructure and equipment to support social, emotional, physical, and academic growth; space for community partnership programs (PATH, TRAC); equity in small spaces for career counseling, mental health; Space to meet students' needs; (7 responses)
- Interventions should be available for ALL students who need it
- Mental health needs and support for students (3 responses)
- Mental health support, physical health (food), nurse, after care/before care (2 responses)
- Proper room for storage
- Regulation stations for all
- Small meeting rooms/offices for community resources, specialists, EL interpreters, bright beautiful spaces will show that we value those providers and students
- Students and staff have quality learning spaces
- Support systems for varying abilities
- Supports and enrichments

10. Update building infrastructure and conditions

- All facilities clean, clean running water, no lead, no asbestos (2 responses)
- Bathrooms need to be accessible
- Climate control – appropriate temps. for comfortable learning and teaching (air conditioning) (3 responses)
- Pride in the physical appearance
- Programming/facilities -- Air conditioning would allow for more flexible school year. We could have summer programming for poor students.
- Rooms that accommodate students with disabilities (2 responses)

11. Update existing educational and supporting spaces

- 1st grader has access to similar spaces in each school across the district; different grade levels need different spaces (3 responses)
- AASD does or attempt to do reasonable job of updating equitable (turf for North, then East, then West)
- Appropriate use of space – no lessons in hallways or book rooms or cafeterias (3 responses)
- Buildings may not look the same or have the same spaces by name (i.e., multi-purpose room); but, they should have a space that can adequately and appropriately deliver specific curriculum components in.
- Don't want space (or lack of) to limit what opportunities students are offered
- Educational functionality matches the best uses of the space
- Enough places for students to sit
- Equal access to programming and facilities that meet the needs of ALL students at EACH building
- Gain access to better facilities
- If new school is built, spaces will be new, so how do you make that equitable for students on other side of town?
- Makeup of the space does not allow for programming – class space and large space needs

- Middle Schools – High Schools = locker rooms/privacy spaces - redesigned
- Renovating the old while building the new; classroom size of older buildings area smaller (2 responses)
- Room for kids to meet their needs
- The look and feel of learning space sends a message to students about their value

12. Weighted student funding model

- Funding distributed equally dependent on needs of student population - Weighted Student Funding Model (3 responses)
- Weighted School Funding
- Costs
- Money should not determine access