Welcome to WASDA’s December edition of our online Newsletter! Happy Holidays to all of our members! We are looking forward to seeing many of you at the upcoming WASDA/AWSA SLATE Conference, December 3-5 at the Kalahari Resort in Wisconsin Dells. This should be a great event with over 1200 people registered!

Complete details about all of WASDA’s events for the remainder of the year can be found on our website at www.wasda.org. If you experience any difficulty with the website, please contact Jessica directly at jschwedrsky@wasda.org.

We are always looking for new ways to serve our members. If we can ever be of service to you, please do not hesitate to contact us. We are here to serve you!

From all of us at the WASDA office, we wish you all Happy Holidays!
Jon, Nancy & Jessica

Wisconsin Association of School District Administrators
4797 Hayes Road
Madison, WI 53704
608/242-1090
608/242-1290 - FAX
www.wasda.org
2019 State Education Convention


Visit WASB.org/convention to register.

Steve Pemberton
A passionate advocate for disadvantaged youth, Steve Pemberton’s triumphant life journey, now a major motion picture, is about defying the seemingly insurmountable odds of the path of the unchosen.

Dr. Michele Borba
Dr. Michele Borba is an internationally recognized educational psychologist and parenting, bullying and character expert whose aim is to strengthen children’s empathy and resilience, and create safe, compassionate school cultures.

Salome Thomas-EL
An award-winning teacher and principal and internationally recognized speaker, Principal EL believes that every child can succeed and that resilient leaders make courageous decisions, take risks and challenge the status quo.

JANUARY 23-25, 2019
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www.wasda.org
Dear WASDA Friends and Colleagues,

I hope that you all took time to enjoy the recent Thanksgiving holiday with family and friends. The month of December, while also shortened by the winter break, is typically a very busy month with various concerts, programs and athletic events to attend. Hopefully, you had some “down time” to re-energize for the frenetic pace of December.

Thank you to everyone who attended their local 2018 Fall WASDA Regional Meeting. As usual, we were provided with timely and relevant updates on legal matters of current interest. Additionally, members actively engaged in conversations around priority setting for the SAA legislative agenda and advocacy for the immediate future. With a change in leadership forthcoming at the state level, the thoughts of our members are critically important to the future of public education in Wisconsin.

On a personal note, I very much enjoyed my travels to be part of the Regionals held in parts of the state that I do not normally visit. It was very nice to meet and have the opportunity to speak with fellow WASDA members. I was struck by the incredible challenges that we all share as school leaders regardless of size, location, or composition of public school district. Regardless of similarities and differences in our school communities, we are all dealing with issues that differ only in magnitude and scope.

Feedback on legislative priorities differed slightly – but only in the manner in which they were prioritized at each meeting location. Of importance to all members, and in no particular order, are predictable and sustainable school funding, increased funding for high needs students (students with disabilities, English learners, and students in poverty) and support for children’s mental health. Also mentioned frequently were concerns for educator preparation, development, recruitment and retention and enhanced early learning opportunities for pre-school aged children.

As a foundation supporting the aforementioned legislative priorities I would encourage you to review the “No Time to Lose” document located here [link](https://example.com). Many findings in this work support the recommendations noted above and also mirror findings in the SAA evidenced-based policy agenda “Wisconsin’s PK-12 Pathway to World-Class Student Success.” An updated 2018 version of this publication will be forthcoming soon.

As you prepare for the forthcoming winter break I hope that you will find some time to re-focus and re-energize. Please take the time to care for yourself so that you are better positioned to care for others who you serve daily in your local communities and school district.

May your winter holiday celebrations be most joyous and the New Year full of great health, hope and prosperity.

Respectfully,
Dr. Steven M. Bloom, District Administrator
Palmyra-Eagle Area School District
WASDA President
sbloom@peasd.org
WASDA
Executive Director’s Message
December 2018
Dr. Jon Bales

Busy Holiday Season

Please click on the link below to hear a message from Jon.

CLICK HERE.

Please send your comments and questions to Jon - jbales@wasda.org.

ARE YOU RETIRING IN 2019?

The requirements to receive the Honorary Life Membership and be recognized at the retirement banquet held in conjunction with the WASDA Annual Educational Conference are as follows:

A. The recipient must have retired from school work.
B. The recipient must have total experience in educational work on any level of at least twenty-five (25) years.
C. The recipient must have been a member of the Wisconsin Association of School District Administrators at the time of retirement and for the five (5) years immediately preceding retirement.
D. CESA administrators who were county superintendents are to receive credit for the years served as county superintendents.

If you are retiring this year, please email the WASDA office. ALL WASDA members retiring will be recognized at the banquet. This year’s convention will be held April 10-12 at the Madison Concourse Hotel in Madison. (Conference begins with a reception at 5:30 p.m., April 10, followed by the Recognition Banquet & ends at 12 noon on April 12.)
If you have a question about your health care, you know where to find us.

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The Wisconsin Association of School District Administrators is pleased to announce the selection of Aaron Sadoff as Wisconsin's 2019 Superintendent of the Year. Sadoff has served for the past 10 years as Superintendent for the School District of North Fond du Lac, a growing, 4K-12 district serving approximately 1,450 students in the Fox Valley along Lake Winnebago. Sadoff's passion for creating a growth culture has attracted new staff and students, fueled innovations in technology and a charter school, and closed gaps for economically disadvantaged students.

Sadoff develops and serves a culture of happiness in the School District of North Fond du Lac so the district can recruit, retain and reward a world class staff, while working to prepare all students to be career, college and life ready. He believes the School District of North Fond du Lac is an example of how the science of happiness and positive psychology can revolutionize the way that organizations are working to best impact success of students, staff and the community. Sadoff is a certified national trainer in the Orange Frog principles of Shawn Achor, author of "The Happiness Advantage."

Under Sadoff’s leadership, the district has increased its financial resources, kept class sizes down, increased enrollment to the district's highest level including +124 student open enrollment in, passed building referenda totaling $29.5 million and is opening a new charter school, the Treffert Way for the Exceptional Mind in fall 2019. The district has increased business partnerships, added revenue-producing student courses and created a the Oriole Nation Booster Club for activities, arts and athletics that raised over $160,000 in the past three years.

In the nomination for Superintendent of the Year, Board President Peter Chisholm said, "The Board is extremely proud of Aaron. He has done great things for our District. His greatest attribute is the culture he has fostered which attracts high quality educators and makes people want to move into our district so their children can attend our schools."

District Business Manager Maria Putzer called Sadoff’s energy and passion for education remarkable. "He is a true leader and has led our District to become a destination District," Putzer said. District Buildings and Grounds Director Dave Mand cited Sadoff's "ability to always look for the good in everyone. He is excellent in bringing that out in people without them even knowing it is happening."

Sadoff said he was humbled and honored to receive the award and called it a true team effort. "I am blessed to serve great students and families, an incredible staff, a visionary Board of Education and a community that appreciates and supports education," Sadoff said.

"Though my life I have learned that inspiring a culture where people know that what they think and do matters is the key to success," he added. "The happiness I receive from being involved in the creation of young people that are college, career and life ready and the ability to work with kind, hard-working, intelligent people on a daily basis truly make me feel that what I think and do matters. I get to go to school every day!"

Sadoff started his educational career as a teacher at Lincoln High School in Manitowoc. He also served as an educator in the Fond du Lac School District and as principal in the School District of North Fond du Lac, prior to being hired as superintendent 10 years ago. He advocates for public education issues in Madison and Washington D.C. and presented a TEDx Talk on happiness. He serves on the Board of the Fond du Lac Area Foundation and the Booster Club and is a member of the local Optimists and VFW Post. He serves on the Legislative Advocacy Committee for WASDA, the Governing Board for AASA and the Education Advisory Board for the International Thought Leader Network (ITLN).

Sadoff lives in North Fond du Lac with his awesome family, wife, Kelly, and children, Paige (UW-Madison sophomore), Lilly (high school senior) and Ethan (eighth grader).
SUPERINTENDENT OF THE YEAR CONTINUED:

About the School District of North Fond du Lac

Located in the Fox Valley along Lake Winnebago, the School District of North Fond du Lac serves 1,456 students in early childhood through 12th grade. The District employees more than 180 staff who are focused on promoting a happy culture, increasing literacy achievement and providing high quality instruction for all students.

The District dedicates its resources to provide small class sizes, state-of-the-art technology support (1-1 computer technology for grades 5K-12) and many opportunities to become involved in school activities and athletics. Outstanding programs, such as vocal and instrumental music, art, business education and technical education, serve to enhance a strong core of academic courses in the pre-K-12th grade curriculum. For more information, follow the District on Twitter @nfdlschools or visit www.nfdlschools.org.

About the Superintendent of the Year Award

Since its inception 30 years ago, the Superintendent of the Year program has become widely acknowledged as the most prestigious honor a school system leader can attain. Applicants are measured against criteria such as successfully meeting the needs of students; personal and organizational communication; professionalism; participation in local community activities; and an understanding of regional, national and international issues. This award pays tribute to the talent and vision of the men and women who lead our nation's public schools.

Sadoff will be representing Wisconsin in the National Superintendent of the Year Program, which is sponsored by the American Association of School Administrators (AASA), VALIC and Aramark, at AASA's National Conference on Education in Los Angeles in February. The Wisconsin Association of School District Administrators will be presenting the 2019 Wisconsin Superintendent of the Year award to Sadoff at the joint WASB/WASDA/WASBO Convention in Milwaukee in January.

WASDA AWARDS

Each spring WASDA recognizes deserving educators at the WASDA Annual Educational Conference. This year’s conference will be held April 10-12, 2019, at the Madison Concourse Hotel in Madison. At this time, we are seeking nominations for the following awards:

WASDA Outstanding Educator Award
WASDA Distinguished Service Award
WASDA Award of Special Recognition for Service to Wisconsin

Complete information on how to nominate someone for these awards can be found online at www.wasda.org. Please note that the deadline for nominations is JANUARY 10, 2019. The WASDA Awards Committee will be meeting during the Jt. WASB/WASDA/WASBO Convention to select their recommendations for this year’s recipients. Their recommendations are then forwarded to the WASDA Board of Directors for approval.

Thank you for taking the time to nominate someone for one of these prestigious awards!
DAVID C. POLASHEK

David C. Polashek, 70, Oconto Falls, died suddenly of natural causes Sunday, November 18, 2018 at a second residence in Hartford, CT. He was the oldest son born to Gerald E. and Rosaline L. (Trubl) Polashek on January 20, 1948, in Grand Island, NE. The family moved to Protivin, IA where David attended Rudolphinum School, graduating in 1966. He attended the University of Northern Iowa (UNI), where he earned a degree in secondary education in political science. On August 10, 1968 he married Susan E. Pedersen and they had four children together: Angela, Timothy, Matthew, and Nicholas. They divorced in 2004. David married Kim T. Davis on July 18, 2015, and gained two step-children, Jessica and Christopher. David spent the last few years before his death traveling between homes in Wisconsin and Connecticut.

After graduating from UNI in 1970, David taught middle school and coached at the Windom, MN school district and at Peet Junior High School in Cedar Falls, IA. While teaching middle school, he earned a Master’s degree in Educational Administration from UNI in 1978. In August 1978, David was hired as the school superintendent in Wauzeka, WI and served at Wauzeka Public Schools until 1993. He then accepted a position as the superintendent for the Oconto Falls, WI, school district and served until retiring in 2015. Throughout his work career, David served in a variety of professional and community positions. He served in Lions Club, Chamber of Commerce, Friends of the Library and was active in state-level educational organizations. He also wrote a weekly column for the Oconto County Times Herald entitled, “The Path around the Falls.” After his retirement, he remained an active advocate for education in Wisconsin by remaining active in the Wisconsin Public Education Network and serving on the board of the Wisconsin Alliance for Excellent Schools. Dave served on the WASDA Board of Directors for 8 years and as the WASDA President during the 2013-14 school year.

David is survived by his wife, Kim Davis; four children, Angela O’Connor, Saint Joseph, MO; Timothy (Roseann) Polashek, Lexington, KY; Matthew (Charity) Polashek, Nicholasville, KY; Nicholas Polashek, Golden, CO; seven grandchildren, Zephan and Nolan O’Connor, Amelia and Dashiell Polashek, Gerald Polashek, Mason Melendez and Alina Polashek; two step-children, Jessica Plaunt, Charleston, SC; Christopher (Candice) Plaunt, Shawano, WI; his siblings, Catherine (Stephen) Berry, Eau Claire, WI; Mary (Bill) Cummings, Cedar Rapids, IA; Eloise (Paul) Whiffen, Tomakin, NSW, Australia; Betty Weaver, Mount Vernon, IA; Susie (Dan) Martinek, Cedar Rapids, IA; Martha (Michael) Shoemaker, Norwalk, IA; Emil (Mary Kay) Polashek, Ames, IA; Caroline (Jon) Thompson, Mundelein, IL; Anthony (Gail) Polashek, Goldsboro, NC; Francis (Dina) Polashek, O’Fallon, MO; numerous nieces and nephews, aunts and uncles, and cousins.

David was preceded in death by his parents, Gerald E. and Rosaline L. Polashek, two brothers, Jerry Richard and William Polashek and daughter-in-law Stacie Polashek.

Visitation will be held after 10:00 AM Saturday, December 8, 2018, at the Oconto Falls Area Performing Arts Center (with urn present), 210 N. Farm Rd., Oconto Falls followed by a memorial service at 12:30 PM Saturday.

In lieu of other expressions of sympathy, the David Polashek Memorial Fund has been established at any Wells Fargo Bank to further education.
Robert Bernard Froehlich, 82, of Crivitz, completed his life on earth on November 17, 2018. Bob was born in Marinette on December 25, 1935 to Robert and Olga (nee Camlek) Froehlich.

Bob's life-long appreciation for learning was lovingly nurtured by his mother during their short time together.

While at Crivitz High School, Bob participated in football, basketball and track, advancing to the state finals in the one mile, and graduating in 1952. A Veteran, Bob served his country as a senior non-commissioned officer in the 82nd Airborne.

He was an avid fan of his alma maters, the University of Wisconsin (Platteville, Madison and Superior) and the University of Nebraska.

His entire professional life was dedicated to assuring that all children, no matter their abilities or means, received a quality public education and were afforded all of the opportunities their hard work deserved. He began his career as a young teacher and coach in Boscobel, Wisconsin, transitioned to administration, earning his Doctorate of Education in 1971 and retired as the Superintendent of the Marinette School District in 1994.

Bob served on the WASDA Board of Directors for six years and as WASDA President during the 1989-1990 school year.

His contributions to public education continued after retirement, coming home to serve on the Crivitz School Board during the high school building project and then working for CESA 8 which he also referred to as coming home by once again directly working with students, this time the children of migrant workers.

His entire personal life was dedicated to his family. Bob's wife of 59 years, JoJo, daughters, Dawn (Grant) Clark of Ruskin, Florida, Cheryl (Tom) Zic of Valparaiso, Indiana, Gail (Clint) Rushing of Thornton, Colorado and grandchildren, Madison and Benjamin Rushing all benefitted from his wisdom, wit and words of encouragement.

He is survived by his brother, Frank Froehlich of Cedar Park, Texas; nieces, Debbie (Carol Ann) Froehlich and Gina (Javier) Cortes; aunt, Eleanor Gould of Weston, Wi. and step-grandchildren, Stephanie (Seth) Domazet, Sarah Jain, and Ryan (Lindsey) Zic, and many cousins, family and friends.

Bob was preceded in death by his parents, grandparents and two infant children, Scott Robert and Christie Jo.

Bob was proud of his family's long history in Crivitz, with homesteaders on both the Froehlich and Camlek sides. He channeled their work ethic and aversion to idle hands being equally adept at teaching advanced principles of school finance, championing multi-million dollar building projects, planting/harvesting a crop or maintaining his temperamental antique tractors"his pride and joy.

Bob's generosity and genuine concern will be missed by so many.

Donations to The Rainbow House, (Rainbow House Domestic Abuse Services, Inc.), 1530 Main Street, Marinette, Wisconsin in Bob's memory would be appreciated.
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Please help us by nominating child advocates from your district. There are two ways to recognize child advocates from your district; you can nominate individuals or companies. Each nomination will receive a certificate from WASDA that you can present at a local board meeting. State finalists will be honored at our spring convention.

Two Awards:

**Bert Grover Child Advocate - Individual/Community Based**

The Individual/Community-Based award is created to acknowledge an exceptional individual or civic or other community based organization’s support for our children. Superintendents are encouraged to nominate local individuals/civic organizations who have demonstrated significant commitment to children by sharing their time, talents and/or financial support. The award is to acknowledge the importance of individuals working to support the greater mission of educating all children.

**Bert Grover Child Advocate - Business**

The Business Award is a new award created to acknowledge the exceptional business educational partnerships throughout the State of Wisconsin. Superintendents are encouraged to nominate business partners who have demonstrated significant commitment to children by sharing time, talents and/or financial support. The award is to acknowledge the importance of business partnerships as essential to the greater mission of educating all children.

Please use the links below to view the nomination forms. Please submit completed nomination by February 8, 2019.

- Individual/Community Based Award
- Business Award

If you have any questions or need further information, please contact Mark Gruen, Child Advocacy Chair at gruenm@royall.k12.wi.us or (608) 462-2600 Ext 2113.
Another packed agenda awaits attendees at this year's Jt. WASB/WASDA/WASBO Convention in Milwaukee, January 17-19. A highlight of this joint convention for WASDA members is the annual WASDA noon luncheon. The luncheon will be held Thursday, January 24. AARON SADOFF, Superintendent of the North Fond du Lac School District and the 2019 Wisconsin Superintendent of the Year, is this year's luncheon speaker.

Also, WASDA members are reminded to stop by the WASDA booth to find out what's new with your association. WASDA members are encouraged to attend the Jt. WASB/WASDA/WASBO Convention and register for the WASDA noon luncheon January 24. Visit www.wasb.org for complete details.
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JAMES R. KOROM RECEIVES GEORGE TIPLER AWARD

MILWAUKEE, WI - Randall D. Crocker, President and CEO of von Briesen & Roper, s.c., today announced that Attorney James R. Korom received the George Tipler Award for Distinguished Service in School Law. The award is presented annually at the Wisconsin School Attorneys Association membership meeting.

George Tipler initiated and founded the Wisconsin School Attorneys Association and was a long-serving advocate for the boys and girls of Wisconsin. The Wisconsin School Attorneys Association Board of Directors established the George Tipler Award and annually selects a recipient to recognize distinguished members of the legal profession who have dedicated their careers to helping Wisconsin schools.

Korom is a Shareholder in the Government Law Group. He advises public sector clients on all aspects of labor and employment law. Prior to joining von Briesen in 1982, he clerked with the Wisconsin Employment Relations Commission. He previously served as President of the Wisconsin School Attorneys Association.

About von Briesen & Roper, s.c.: von Briesen is one of Wisconsin's premiere law firms providing a full range of legal services to businesses, institutions and individuals. For more information, please visit the firm's web site at http://www.vonbriesen.com.

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Connecting with Your Community – Not Just in Times of Referendum

By: Jerry Kember, School Perceptions Consultant

When community members drive by your schools they see the same brick and mortar they’ve known for years. But, do they really know how much has changed inside those walls when it comes to educating today’s youth?

For many members of your community, the only connection to the District may be the articles they’ve read about the sports teams in the local paper or an occasional news story about a special project or trip. For others, it may be a concert or performance they attend. Unfortunately, this may be the extent of what they know about the many valuable programs and services your district has implemented over the years.

From my experience as a retired superintendent of schools, whenever my district sought to improve facilities or increase operational funding, it quickly became clear that the community didn’t fully understand the resources needed today to provide a quality learning experience. All too often at a referendum informational meetings someone would say “we sure didn’t need that when I went to school.” Thus, the importance of keeping your community current on the educational initiatives and services you provide.

More often than not, the only time the public is asked their opinion is when your district needs more money for capital improvements or operations. While there is value in sending stories to the local media as well as publishing your own newsletters, a community survey is a powerful way to connect with the public. A community survey allows you to educate the community on the happenings of the District as well as canvass the public about their perceptions and attitudes of what is happening in your schools.

School Perceptions has been supporting school districts for more than 15 years by providing the tools needed to gather data from parents, students, staff and the general community. Not only does a survey provide an avenue for feedback, but also an opportunity to educate the public on the programs and services in your schools.

Don’t wait for the next time your district needs money to survey the public. As the district’s educational leader, demonstrate to your community that you want to hear from them regularly. Let them know your goal is to meet and exceed their expectations as a school system.

For more information contact: Jerry Kember, 26.644.4300 jkember@schoolperception.com

Jerry Kember has served public schools in New York and Wisconsin since 1970. He retired as Superintendent of Schools after 22 years as an administrator in the School District of La Crosse. Throughout his tenure Kember was committed to regularly connecting with the community to share the “good news” of the District and gather feedback from residents.
YOUR GOALS. OUR MISSION.

We share your commitment to public education and our children’s futures. And we’re ready to help you meet the challenges that the school year will bring.

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Oshkosh - Toll Free: (844) 833-0830 • Service Center in Milwaukee

strangpatteson.com
Top 5 Learning Environment Design Trends

by Stephen Gower, Demco Design Supervisor

Editor’s Note: This article originally appeared on the Demco Interiors Blog.

Demco’s interior design team designs hundreds of educational spaces each year. The inspirational spaces we create in response to our customers’ needs and goals encapsulate many of today’s contemporary design trends. Below, we share the top five trends our design team considers when creating a learning environment within a school or library.

1. Mobility and Flexibility

Mobility and flexibility are critical when designing today’s educational spaces. Spatial designs that are flexible help support collaboration and creativity while providing educators and students with the ability to reconfigure their space to support different learning styles, group sizes and project needs. The examples below illustrate learning environment design with a focus on flexibility and mobility.

High School Learning Commons

This high school learning commons includes a large, flexible area that is used for many different purposes: independent study, large-group study, staff meetings, school events, projects and even community events. Mobile tables can be reconfigured to suit different group sizes. The fold-and-nest functionality of the tables combined with stackable chairs creates maximum flexibility for this learning environment.

Designed by Amber Beal, Demco Interior Designer
Classroom

This classroom was designed to meet our customer’s goals of supporting 30+ students in an environment that encourages group learning, individual study, testing and open-format collaboration. Flexible classroom furniture allows for easy reconfiguration, which enables educators and students to take control of their learning process and reduces transition time from one activity to another. Explore this learning environment in 360° virtual reality.

Visit Demco.com to shop these spaces.

Designed by Angela Loewecke, Demco Interior Designer

2. Zoning

As designers, we consider the size and goals of a learning environment, and zoning is an inherent part of that creative process. Zoning helps the overall interior function in a variety of ways while supporting different modes of learning and working. For example, zoning can help separate collaborative group work, which may be noisy, from more focused and quieter work environments. Zoning can also help provide different aesthetic experiences within a space. It’s critical to consider how the zones work together within the overall space while each retains a unique and defined identity. The examples below feature clearly defined zones within a larger learning space.

Elementary Library

More often than not, an elementary library needs to serve many functions. This space has a defined classroom area, a rug area for younger classes, designated maker tables and mobile shelving throughout. The curved shelving is designed to create two distinct reading nooks within the space. Combined, these elements achieve a naturally zoned interior that supports the overall goals of the school.

Designed by Amber Beal, Demco Interior Designer
Library

Large spaces can be broken down into smaller and more functional working zones by using a combination of furniture types. Creating natural groupings that flow together helps utilize all areas of an interior. This learning environment uses unique and playful lounge and display pieces that combine to create a vibrant landscape. Explore this learning environment in 360° virtual reality.

Visit Demco.com to shop these spaces.

3. Student Choice

A learning environment that is designed to offer choices can help students maintain focus and engagement throughout the day, and more choice and variety means the space will be used more frequently, for longer durations and in different ways. Products that provide ergonomic, aesthetic and functional choices can also help make a space more playful and add character. The examples below illustrate spaces designed to offer students multiple choices in seating and work spaces.

High School Library

Student surveys at this high school highlighted the need for modular lounge seating to support informal working styles and collaboration. The wide variety of furniture we integrated into the space gives students independence in choosing what is comfortable for them and what best suits their needs. There are options for individual, small-group and large-group study and a playful mix of lounge seating, booth seating and tables to support those varied user needs.
STEM Classroom

This interior was designed to include a variety of seating and work spaces that give students the authority to make their own choices and put them in control of their learning experience. This space supports small-group media sharing and features a dedicated makerspace zone along with reconfigurable, collaborative tables.

Visit Demco.com to shop these spaces.

4. Makerspace

Makerspaces are becoming an integral part of many educational spaces. These robust environments are unique learning spaces that often define their own zone and feature flexible furniture and plenty of storage. The photos below illustrate two examples of makerspaces designed to offer ample opportunities for a variety of hands-on learning experiences.

High School Makerspace

This high school made a big change by combining two existing classrooms to create a brand-new makerspace learning environment. A new entrance was added to connect the makerspace directly to the library. The school planned to use this space for many different types of activities, so we planned the furniture in the space to allow for flexibility, durability, collaboration and incorporation of technology. Butcher block tops, casters for mobility, flip-and-nest functionality and mobile storage components combine to support this contemporary making environment.
Flexible Makerspace

As a learning environment incorporates more hands-on learning, the furniture needs to change to help facilitate these updates. Makerspaces play a key role in this forward-thinking educational style. Height-adjustable stools, sit-to-stand tables, write-on tables and maker tables with reversible tops combine to form a colorful working environment and help to accommodate varying age groups and working styles. 

Explore this learning environment in 360° virtual reality.

Visit Demco.com to shop these spaces.

5. Colorful and Textual Palettes

Color and texture within educational interiors add vibrancy, warmth and aesthetic cohesion. Lighter wood tones, such as natural maples and oaks, are becoming more common, as are bolder color palettes. Small color accents on furniture, such as table edges, can be used to help define zones. Larger splashes of color and bolder patterns, such as on lounge furniture, can be used to carry color throughout an interior. School colors remain a popular starting point when developing color palettes. Demco’s design team often uses them as a starting point and then develops the color palette further to best suit the nature and aesthetic goals of each space. See the photos below for examples of how color and texture can define the feel of a learning environment.
Elementary Library

This elementary library had the goal of bringing a color palette into the space that would be calming to the students as well as reflect the organic tones of the natural environment outside. The Demco design team used a muted color palette with lighter-tone colors to achieve this. The blues and greens are soothing and complement the natural maple wood tone.

Learning Commons

How color flows within a learning environment can influence how that space is used. Color can draw students in and help engage them by setting the overall tone of the environment. Color can also energize or create calm by how it is composed within an interior. For this space, the accent colors on the walls are carried further into the room through upholstery fabrics and chair back colors. These splashes of color are offset with light maple accents. Explore this learning environment in 360° virtual reality.

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