



**To:** Attendees  
**From:** Annie Bearss | AB  
**Date:** September 19, 2016  
**Comm. No:** 162116

---

**Subject:** Independent School District #623  
Roseville Area Schools: Long Range Planning Process  
September 14, 2016 Educational Criteria Committee Meeting #1

*This meeting was held at Roseville Area High School at 7:30 p.m. on Wednesday, September 14, 2016 to begin discussing the needs of the district from the perspective of the Educational Criteria Committee.*

**Discussion Topics:**

A. Introductions:

1. Vaughn Dierks from Wold introduced the committee co-chairs and asked the committee members to introduce themselves and briefly explained their connection to the school district.

B. Overview of Goals/Outcomes:

1. Wold reminded the Committee to focus on prioritization and quantifying and defining need (as opposed to creating solutions). This will allow the group to determine how the facilities support learning. Some types of needs can be defined by:
  - a. Scheduling pressure (equated to "not enough").
  - b. Non-existent.
  - c. Quality of space.
  - d. Proximity.
2. The roles and responsibilities of the Committee include:
  - a. Show up.
  - b. Talk to others.
  - c. Review the information.
  - d. Participate in the discussion.
  - e. Be respectful.
3. Different types of data that can be used to quantify and define need include, but are not limited to:
  - a. Organizations:
    - 1) Capacity of schools.
    - 2) Enrollment projections.
    - 3) Grade organization.
    - 4) Peer districts.



- b. Physical structure:
    - 1) Minnesota Department of Education (MDE) guidelines.
    - 2) Square footage comparisons.
    - 3) Quality/Types of spaces.
    - 4) Security.
  - c. Leadership Perspective:
    - 1) Building by building.
    - 2) Special Education.
    - 3) Teaching and learning.
  - d. For Consideration:
    - 1) Similar conversations.
    - 2) Other?
- C. Organization:
1. District Facilities: Reports for each building in the district were presented including information about student capacity (based on current 2016/2017 school year capacity), capacity range and any additional potential capacity (calculated using 'potential' teaching stations not currently being used as classrooms).
    - a. Capacity calculations for elementary schools was performed differently than for secondary school as students move from room to room as opposed to being primarily in one room all day.
    - b. See capacity summary below:

**Capacity Analysis 2016-17 Year**

School	Capacity	Range	Add. Potential	Notes
Brimhall	660	655 - 780	100	1
Central Park	487	484 - 578	125	
Edgerton	540	537 - 642	0	2
Falcon Heights	512	509 - 608	0	3
Harambee	431	428 - 510	25	4
Little Canada	636	632 - 754	0	5
Williams	512	509 - 608	25	
Parkview	589 + 227 = 816	784 - 932	75	
RAMS	1,045	915 - 1,145	227	
RAHS	2,200	1,926 - 2,408	230	

*Notes:*

1. *Brimhall is designed as a (4) section building – Experiencing pressure at grades K-1*
2. *Edgerton is operating at a pure (3) sections – no flexible space*
3. *Falcon Heights is designed as a (2) section building – Currently forcing (3) sections, and will run out of room*
4. *Harambee is designed as a (2) section building – additional sections have taken over flex space*
5. *Little Canada is designed to (3+) sections – does not have room to accommodate full (4) section load for DLI*



- c. It is important to remember that these capacity calculations are theoretical. It is impossible for a high school to function at 100% capacity – a capacity above 88% is very difficult to achieve.
  2. Enrollment Projections:
    - a. A summary of the enrollment projections study performed by Hazel Reinhardt was presented by Wold.
      - 1) In general, enrollment is up and projected to continue to increase 15.3% to 23.2% in the next ten years.
      - 2) The biggest issues capacity issues district wide based on the enrollment projection are at the K-6 level in 2025-26, and 9-12 level at 2020-21 as well as 2025-26.
  3. Grade Configuration:
    - a. Information was presented comparing the grade configuration of the Roseville district to similarly sized districts in Minnesota as well as several neighboring districts. In general, the district is very comparable to the others with the exception of the Middle School holding only grades 7 and 8.
  4. Organization Summary:
    - a. District facilities currently hold K-12 students.
    - b. Enrollment will continue to grow.
    - c. There is pressure at first at RAHS, then at the elementary and Middle school levels second.
    - d. Elementary schools and the High School buildings have little flex capacity.
    - e. The 7-8 grade organization is unique to other districts.
- D. Physical Structure:
1. A square footage comparison of all of the elementary schools, middle schools (Parkview and RAMH) and high schools (RAHS and Fairview ALC) in the district were presented. The boxes highlighted in red indicate that the square footage is 10% less than what is recommended by the MDE and those highlighted in green indicate that the square footage is 10% greater than what is recommended by the MDE. In general, most new school build spaces with square footages much higher than MDE recommendations:
    - a. Wold encouraged the committee to evaluate whether there was equity between buildings. Additionally, are there the space specialist spaces?
    - b. The square footage comparison includes spaces such as janitor's closets, administrative spaces, etc. in addition to teaching spaces.
  2. Security at each school as also detailed:
    - a. A technology report can be made available upon request.



E. Building Perspective:

1. Building by Building:

a. Brimhall Elementary School:

1) Feeling Pressure:

- a) 32+ per classroom.
- b) Using hallways for pullout, TA's, etc.
- c) Staggered system at cafeteria.
- d) Using closets for teaching spaces.
- e) Lounge now teaching space (moved, but small).

2) Have Kept Art, Music, PE, Computer Lab.

3) Site Pick-Up and Drop Off Horrible.

4) Only Have Lockers in 3-4 Wing – not 5-6.

5) Wish: Performance Area to Support Music.

b. Central Park Elementary School:

1) Some Classrooms Too Small.

a) 301, 307, 312.

b) Using for support functions.

2) Office:

a) Full secure entry not implemented.

b) Health office too small.

c) Spaces across entry hard to supervise, utilize.

3) Most Diverse School in District:

a) Ideally would increase PK and K Options for transitions to 1<sup>st</sup>.

b) Requires extra support spaces.

4) Wish: Spark Lab:

a) Great Program – Needs more space (Future Innovation Lab?).

b) Windows to showcase.

c. Edgerton Elementary School:

1) Short on Space.

a) Running at (3) full sections – no extra room.

b) Travelling staff.

c) Friendship Connection now 6<sup>th</sup> Grade Space.

2) Parent Pick-Up and Drop Off Congested.

a) Buses in back works great.

3) More Pre-K opportunity needed:

a) Increase options for transitions to 1<sup>st</sup>.

4) Wish: Rethink Media Center:

a) All mobile shelves and furniture.

b) Build it as a coding center.

c) Hands-on for kids.



- d. Falcon Heights Elementary School:
  - 1) Short on Space:
    - a) Not Running even (3) sections – no extra room.
    - b) Carved up media center, former art room.
    - c) Band / Orch. in former closet.
  - 2) Parent Pick-Up and Drop Off Congested:
    - a) Families have learned how to make it work.
  - 3) More Pre-K opportunity needed:
    - a) Always a waiting list for Kindergarten.
  - 4) Wish: Rethink Media Center:
    - a) Not currently using.
    - b) Poor acoustics.
    - c) Could be viable, imaginative space.
- e. Harambee Elementary School:
  - 1) Office / Secure Entry:
    - a) Not intuitive / difficult to find.
  - 2) Space Demands:
    - a) Have lost some of the great design features.
    - b) Specialists moved to other areas.
    - c) Small group spaces taken by offices.
  - 3) Site Design:
    - a) Bus area should work, but have to monitor cars.
  - 4) Wish: Multi-Purpose Room:
    - a) Recapture Community Cultures space.
    - b) Large group activities.
- f. Little Canada Elementary School:
  - 1) Short on Space.
    - a) Growing population (low 328; now 600+).
    - b) Success of DLI program, but not enough upper grade space.
    - c) All break out areas have been converted to EL.
  - 2) Parent Pick-Up and Drop Off Congested:
    - a) Families “are on it” – figuring it out.
  - 3) Storage Areas Lost to Teaching Needs.
  - 4) Wish: Recapture / Reformat Spaces:
    - a) Computer Lab.
    - b) Special Ed Areas.
    - c) Take over underutilized locker rooms.
    - d) Entry area possibilities.



- g. ED Williams Elementary School:
  - 1) Short on Space:
    - a) Addition of CID programming.
    - b) Lost gym #2.
    - c) Innovative 6<sup>th</sup> grade studio.
  - 2) Parent Pick-Up and Drop Off Congested:
    - a) More traffic with CID program.
  - 3) Small Group Areas in Short Supply:
    - a) Heavy use of hallways for breakout areas.
  - 4) Wish: Gym and Media Center Expansions:
    - a) Reimagine 173.
    - b) More opportunities for PE and Community.
- h. Parkview Center School:
  - 1) Designed as 6-8, Not K-8.
    - a) Kindergarten too small, no K amenities.
    - b) Building big, spread out.
  - 2) Site Pick-Up and Drop Off Horrible:
    - a) With given programming load parking lot is always full.
    - b) Back-up onto road significant.
  - 3) Special Services Programming:
    - a) Needs to be designed for the function.
    - b) Need to improve acoustics, etc.
    - c) Greater need for medical services.
  - 4) Wish: HVAC and Physical Improvements:
    - a) Really like the wide hallways, daylight, etc.
- i. Roseville Area Middle School (RAMS):
  - 1) Plenty of Space, but Needs to be Modernized:
    - a) Science Original.
    - b) Major areas under-utilized (or not utilized).
  - 2) Site Pick-Up and Drop Off Challenging:
    - a) People have figured it out.
  - 3) Gym Areas:
    - a) Floor is in terrible condition.
    - b) Wall does not work.
  - 4) Wish: Create New Space Out of Old:
    - a) Update What is Needed.
    - b) Use What Currently Is Not.
- j. Roseville Area High School (RAHS):
  - 1) 1950's Building(s) Still 1950's:
    - a) Gyms, Shops, Music, Art, FACS all have Needs.
    - b) Good space, but needs updating (Physical and Programs).



- 2) Site Extremely Challenging:
  - a) Parking, buses tight and congested.
  - b) Not enough Green Space.
- 3) Classroom Areas:
  - a) Staff Offices underutilized.
  - b) Lack of windows – feels claustrophobic.
  - c) Too many small spaces, Need Large Group area (2-3 classes).
  - d) Courtyards – is there an opportunity?
- 4) Wish: Innovate:
  - a) Better spaces to connect to real world and trades.
  - b) More variety and activity space.
- k. Fairview Alternative High School (FAHS):
  - 1) No Labs or Specialized Rooms:
    - a) Science, Cooking, Trades.
  - 2) No ADA Access This Side of Building.
  - 3) Security is an Issue:
    - a) (32) Doors – More an issue of who is coming in vs. leaving.
  - 4) Physical Issues:
    - a) HVAC, Windows, overall appearance.
    - b) Outdoor Garden needs electricity.
  - 5) Wish: Create a Dynamic Environment:
    - a) Flex Learning / Common Areas.
    - b) Multi-Purpose Room(s).
    - c) Quiet room.
    - d) Pride!
- l. Early Childhood:
  - 1) Not Enough Room:
    - a) Large waiting list.
    - b) Not enough meeting rooms, classrooms.
    - c) Adjacent functions.
  - 2) Physical Issues:
    - a) Toilets (FVCC) - not enough accessibility, wrong sizes, lack of privacy, changing areas.
    - b) No windows (PVCS).
  - 3) Play Areas:
    - a) Large Motor and gym spaces.
    - b) Adjacent and appropriate outdoor play spaces.
  - 4) Wish: Greater Integration with Elementary Schools:
    - a) Pre-K in Elementary Schools.
    - b) ECFE / ECSE in Centers.



- m. Community Ed and Adult Learning:
  - 1) Fortunate to Have Rooms and Building:
    - a) Reaching community.
    - b) Need for specialized functions and spaces.
  - 2) Physical Issues:
    - a) FVCC – Enough said?
    - b) HVAC largest issue.
  - 3) Wish: Spaces That Match the District:
    - a) Appropriate to function and aesthetics.
- 2. Student Services:
  - a. English Learners (EL):
    - 1) Services to students who need help in learning and becoming fluent in English.
  - b. Center Based Programming: Specialized, center-based programs provide special education services to students who need to spend the majority of their day in a dedicated classroom setting:
    - 1) Developmental Cognitive Disability (DCD):
      - a) Students who have significant intellectual delays and deficits in adaptive behavior or functional skills.
    - 2) Emotional Behavioral Disorder (EBD):
      - a) Students who are withdrawn, have anxiety, are aggressive, or have disordered thought patterns.
    - 3) Communication Interaction Disorders (CID or ASD):
      - a) Students who need help with social interactions, communications, and the presence of restricted, repetitive, and stereotyped patterns of behaviors, interests, and activities.
  - c. Early Childhood Special Education:
    - 1) Provides early intervention services to young children, from birth to kindergarten, who show a developmental delay in one or more areas.
  - d. Title I:
    - 1) Federally funded program providing additional educational services to students identified as at risk of failing or not meeting the state's academic standards.
  - e. Types of Spaces / Issues Typically Addressed:
    - 1) Rooms designed to handle specific physical needs and challenges.
    - 2) Suites dedicated to multiple rooms to satisfy needs.
    - 3) Rooms sized to meet the type of learning and group size.
    - 4) Appropriate acoustics, lighting, ventilation and infrastructure.
    - 5) Inclusion where appropriate.
    - 6) Storage for larger equipment.
    - 7) Accessibility for all levels.





- f. Major Needs:
  - 1) Approximately 12% +/- of students meet criteria, although CID and DCD have grown.
  - 2) Projections have been short 1-2 Classrooms annually.
  - 3) CID Move to EDW within (3) Years (including '16-17):
    - a) Space Demand – may need 2<sup>nd</sup> site.
  - 4) Setting (3) Center Based Option at each ES (Least Restrictive).
  - 5) All Buildings Need:
    - a) OT / PT Room and DAPE Room.
    - b) Sensory Room.
    - c) Designated toilet w/ Changing Area.
    - d) Cultural Liaison Space.
    - e) Grade Level Appropriate Resource and Specialist Work Space (speech, social worker, psychologist, etc.).
- g. Parkview:
  - 1) I-Shine (DCD) Programming:
    - a) Toilets need to be addressed.
- h. MS and HS:
  - 1) Not enough space to continue CID needs from ES.
  - 2) Augmented Staffing for Co-Teaching @ HS (increases need for staff space).
- i. Current Approach:
  - 1) Teachers “pushing in” at K-3.
  - 2) Teachers “pulling-out” at 4-6 (Moving towards “pushing-in”).
  - 3) Specialized Resources at MS, HS:
    - a) Stigma possibility if too centralized, but centralized offers most efficiency and opportunity.
- j. Accessibility:
  - 1) Bus-Loading is a challenge, especially a parking impact with younger students.
  - 2) District-wide consistency.
- 3. Teaching and Learning:
  - a. Goals:
    - 1) Support District Strategic Initiatives.
    - 2) Close Educational Gaps.
    - 3) Enriching the Learning Environment:
      - a) Using research-based curriculum and instructional strategies.
      - b) Meeting the needs of its diverse community.
      - c) Providing ongoing, job-embedded, professional development for its staff.
      - d) Continually assessing student performance to provide parents and staff the instructional information they need.
      - e) Providing a rigorous, challenging, and enriched learning environment for all students, while providing differentiated programming and curriculum options for identified gifted and talented students.



- b. Current – What They See:
  - 1) Staff Travel Between Buildings.
  - 2) HS – Teachers Moving Between Rooms.
  - 3) Lack of Extended Learning Environments:
    - a) Lots of hallway and corridor use.
  - 4) Wrong Size Spaces Being Used:
    - a) Classroom module for too few or too many.
  - 5) Lack of Extended Learning Environments:
    - a) Lots of hallway and corridor use.
  - 6) Different Opportunities Exist:
    - a) Year-round at Harambee.
    - b) Magnet Focuses (Duel Language, Environmental Science, etc.).
    - c) ½ of Students involved in Summer Programming.
- c. Needs:
  - 1) RAMS – FAB Lab (supported by SPARK Lab).
  - 2) Revision Obsolete Areas:
    - a) Maker Spaces at Elementary Media Centers.
    - b) Science areas in all buildings.
    - c) HS Media Center (similar to Chanhassen).
    - d) Trades programs – bring Auto back from RAMS to RAHS.
    - e) ALL Furniture (Outdated, rigid, inflexible).
    - f) Practice spaces at music areas.
    - g) Best wireless we can get (Need if we are going to be flexible!).
  - 3) New Spaces:
    - a) Break-out and flex areas in all buildings.
    - b) “Think-Tank” Design Studio at HS.
    - c) Large Group areas and Performance space.
    - d) “Trade Center” – Possible off-site from High School.
- F. Criteria Development and Discussion:
  - 1. Wold reminded that group to think about overall needs and prioritizing as opposed to trying to come up with solutions. It will be important to think at a macro level as opposed to micro. This approach will make it much easier and more straight forward for the options committee to make decisions if they are provided with a definite baseline.
  - 2. The deliverables for the group is to first focus on bigger, more global issues as well as ‘hot-button’ issues which will come out of free-form discussions. Then Wold will use information from those discussions to form preliminary statements which the group will critique and edit until the statements reflect the committee’s criteria. These criteria statements will be passed on to the options committee in the next phase of the long range planning process.



3. Wold encouraged the committee to think of themselves as representatives of the community and that getting feedback peers and neighbors will be more helpful in discovering the perceptions of the community.
  4. A question was posed about getting feedback from specific users in buildings. If a survey is needed, Wold will need help from the committee in deciding who to survey and about what specifically in order to get relevant information.
  5. The topic of online/electronic learning was discussed. Wold informed the group that the district must provide a physical space for every online learner and although there may be changes made to the educational system as a result of online learning, the likelihood that 100% of students will be ready and willing to be taught fully online is low.
  6. A committee member asked if it was typical for families to keep their children in Parkview or transfer them to RAMS upon reaching the 7<sup>th</sup> grade. The assistant superintendent Peter Olson-Skog answered that the majority of students stay at Parkview through the 8<sup>th</sup> grade but some move to RAMS. There is a lottery every year for open enrollment at Parkview because it does not have a specific attendance area. Wold brought that this unique grade configuration presents an awkward choice for parents to make about when to enroll their children into the district.
  7. Again Wold encouraged the committee members to talk to peers and people using the facilities about their perceptions of the schools.
- G. Wold will distribute meeting minutes following each meeting and will coordinate with the Communications Committee regarding methods of informing the general public. Independent School District #623 will also post meeting contents to the District website ([www.isd623.org](http://www.isd623.org)).
- H. Next Meetings:
1. Thursday 9/20, 6:00-7:30
  2. Thursday 10/5, 6:00-7:30
  3. Monday 10/17, 7:30-9:00
  4. Thursday 11/2, 6:00-7:30

cc: Vaughn Dierks, Wold

LW/ISD\_623/162116/min/9.14.16 Ed