



**To:** Attendees  
**From:** Annie Bearss | AB  
**Date:** October 11, 2016  
**Comm. No:** 162116

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**Subject:** Independent School District #623  
Roseville Area Schools: Long Range Planning Process Meeting #3  
October 5, 2016 Educational Criteria Committee Meeting Minutes

*This meeting was held at Roseville Area High School at 6:00 p.m. on Wednesday, October 5, 2016 to continue discussing the needs of the District from the perspective of the Educational Criteria Committee.*

**Discussion Topics:**

- A. Vaughn Dierks, from Wold, asked the group to discuss any thoughts or ideas since the previous meeting:
  - 1. The committee expressed a desire for flexible learning spaces (including outside the classroom), flexible infrastructure around technology and flexibility for future student capacity.
    - a. Teaching spaces outside of the classroom are inadequate and lack quality.
      - 1) There is a desire for more appropriate one-on-one instructional spaces, quiet “pull-out” spaces and large assembly spaces.
      - 2) The topic of quality of space for different learners was discussed in relation to flexible learning spaces.
  - 2. It would be ideal to minimize transitions for students in center-based programs.
    - a. It would also be desirable to minimize the family transitions associated with center-based learning programs.
  - 3. Buildings are not fully supporting career based programs.
  - 4. It would be ideal to make early learning more available.
- B. Jake Vondelinde, from the District, shared information responding to questions from the previous meeting.
  - 1. Generally, there is a lack of evidence that the location of preschool and early childhood education, centers versus integrated in elementary schools for instance, has an impact on the programs themselves. The success of these programs comes from the quality of the program and how the facilities support those programs.
    - a. Vaughn discussed that most Districts that place preschool programs within elementary schools are aiming to capture those students to increase enrollment. This is not an issue for the District, as projections show the enrollments continuing to increase over the next decade.



2. Regarding middle school grade configuration, there are many different models, however few districts in Minnesota have a K-6 configuration.
  - a. When comparing the MCA proficiency from fifth grade to seventh grade at RAMS versus the state average, the transition is very similar.
  - b. When comparing the MCA proficiency from fifth grade to seventh grade at Parkview Elementary versus the state average, the transition is very similar.
- C. Vaughn presented the following preliminary criteria based on the previous discussions and asked the group to provide feedback:
  1. We believe in the District Mission Statement: *"Quality Teaching & Learning for All...Equity in All We Do."*
  2. We appreciate the variety of choices in the District, and programming options for consideration.
  3. We believe that Pre-K programming \_\_\_\_\_
  4. We believe there are advantages to both K-6 and K-8 programming options, and that our sixth grade students are in high performing environments.
  5. We believe it is important to maintain a 9-12 grade configuration at the High School. These students \_\_\_\_\_
  6. We believe the District should maintain established neighborhood boundaries (OR) explore best ways to fit students even if boundary adjustments are needed.
  7. We believe that the needs of all learners should be addressed in the learning spaces. As such, there are support spaces that are needed or currently inadequate to meet these needs, including:
    - a.
    - b.
    - c.
  8. There are academic areas in our buildings that are not appropriate to meet today's (or tomorrow's) educational needs due to age, layout, etc. These include:
    - a.
    - b.
    - c.
  9. There are spaces that are outdated or obsolete, and may be better utilized if re-imagined or considered for new programming. These include:
    - a.
    - b.
    - c.
  - 10 We believe that safety and security is of critical importance for students, staff and our community. All Buildings should have secure entries with appropriate hardware and infrastructure to facilitate multiple entry scenarios, as well as the ability to control building lockdown and interior spaces during emergency situations.
    - a. The group discussed the criteria relating to areas that are obsolete or inappropriate for their current use:
      - 1) Computer labs could be reimagined in favor of more specialized high power computer labs or instructional spaces with more collaborative, conducive environments.



- 2) Flexible “furniture” may allow spaced to become less ridged and more adaptable to different types of instruction.
- b. Building security issues were discussed.
  - 1) Vaughn discussed three common “secure entry” options schools use to control building access:
    - a) A visitor requests entry from outside the building using a camera system and electrified door hardware.
    - b) The “sally port” option in which a visitor may freely enter a security vestibule but must be granted entry into the rest of the building by a staff member.
    - c) A visitor may freely enter the reception area through a security vestibule and must be granted access to the rest of the building by a staff member.
  - 2) Each secure entry option creates a different atmosphere for visitors.
  - 3) All schools have operational camera systems though not all camera footage can be accessed from a central location.
    - a) Shari Thompson, the District’s Business Manager, informed the group that the camera systems in the District are being upgraded to be accessible from a central location.
  - 4) The group discussed whether security measures would be the same for K-12 students, community education and for the senior center.
  - 5) It was decided that due to the shared use of buildings, it would be desirable to have secure entries with appropriate hardware and infrastructure to facilitate multiple entry scenarios.
- c. The group discussed the criteria pertaining to the 9-12 High School configuration. The question Vaughn posed was if the committee felt the entire student body needed to be in one building or if considering options at other locations would be possible.
  - 1) There were concerns that splitting up the students may damage the sense of community felt within RAHS.
  - 2) The group felt that taking specialized programs or courses off-site may limit students. If options were explored to take some programs off-site, it would be desirable to ensure that those programs would not be pathway focused.
  - 3) There were concerns that the transportation time necessary to move students off-site would take up valuable instructional time. Vaughn reminded the group that operational practices that are currently in place could be modified to better fit students’ needs.
  - 4) Superintendent Aldo Sicoli discussed that currently not all 9-12 students are housed solely in RAHS. The Fairview Alternative High School (FAHS) program is in the Fairview Community Center and several other elective courses take place in other District buildings besides RAHS.



- D. Before the next meeting, the committee members should review the draft criteria and evaluate if it is in line with the community values or if any major components are missing. Vaughn encouraged the group to focus on the following:
1. Determine if 9-12 needs to be located in one building, or does the idea of allowing options give some other opportunities. It is OK to say what other criteria would go along with that (for example, it shouldn't be Pathway focused).
  2. Come up with your two to three areas that must be updated.
  3. Come up with your two to three types of spaces that need to exist that do not.
  4. Come up with your two to three spaces that may be obsolete.
- E. 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)).
- F. Next Meetings:
1. Monday, October 17, 2016, at 7:30 p.m. - 9:00 p.m.
  2. Wednesday, November 2, 2016, at 6:00 p.m. - 7:30 p.m.

cc: Vaughn Dierks, Wold

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