To: Attendees

From: Annie Bearss | AB

Date: November 10, 2016

Comm. No: 162116

Subject: Independent School District #623
Roseville Area Schools: Long Range Planning Process
November 2, 2016 Educational Criteria Committee Meeting #5

This meeting was held at Roseville Area High School at 6:00 p.m. on Wednesday, November 2, 2016 to continue discussing the needs of the District from the perspective of the Educational Criteria Committee.

Discussion Topics:
A. Vaughn Dierks from Wold presented the following revised criteria based on the discussion from the previous meetings:
   1. We believe in the District Mission Statement: *"Quality Teaching and Learning for All…Equity in All We Do."*
   2. Safety of our students needs to be a HIGH PRIORITY in our schools for our E-12 students.
      a. Entry sequences should support a variety of scenarios.
      b. Options for building-wide lock down should be possible.
      c. Options should accommodate shared uses when applicable.
   3. We appreciate the variety of choices in the District, and programming options for consideration. Options should not reduce current programming opportunities, and must accommodate program growth and continuation.
   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. Design options should continue to locate students within a single campus in order to build this community. High School students:
      a. Should not be forced into a decision of a focused pathway in order to explore class options available.
      b. Need to be encouraged to explore social interactions.
      c. Need to have easily accessed spaces no matter where they are located.
      d. May also have the opportunity to pursue class options off-site if there are alternatives for programming that offer superior spaces or instruction through other partners (colleges, for example).

6. We believe that Pre-K programming is critical for serving the District, and that options need to provide expansion to accommodate not only our waiting list but also plan for the ability to expand to accommodate future demand should State funding change. Options could include both center based and site based options to allow for flexibility to accommodate need.
7. We believe the District should maintain established neighborhood boundaries if possible while maintaining appropriate balance between schools.
8. We believe that the needs of all learners should be addressed in the learning spaces, and that not all educational work occurs within classrooms. As such, there are support spaces that are currently inadequate or needed to meet these needs at all buildings, including:
   a. "Right-sized" spaces for small, medium, and large groups.
   b. Infrastructure of extended learning spaces adjacent to classrooms (eliminate the need to work in hallways).
   c. Spaces that are flexible without being generic – the ability to easily transform to meet the current need.
   d. Spaces to allow for more direct pull-out adjacencies in lieu of only center based options for special needs.
9. 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. Spaces that support career or technical spaces at the High Schools and Middle Schools (that have not seen improvements in over 25 years in some cases, since originally built in others) including:
      1) Trades based shops and labs.
      2) Family and Consumer Sciences (FACS) Spaces, including commercial kitchen programs (Pro Start).
      3) Science labs.
      4) Art labs.
   b. Dedicated spaces that provide a focus on the arts within the Elementary schools.
   c. Hands-On Lab areas for project based learning at Elementary schools.
   d. Science Labs at FAHS.
   e. Spaces that serve Special Needs students including resource areas, classrooms and center-based programming.
   f. Flexible furniture options.
10. There are spaces that are outdated or obsolete, and may be better utilized if re-imagined or considered for new programming. These include:
    a. Media Centers.
    b. Computer Labs.
    c. Industrial Technology Areas (Shops and Labs).
    d. FACS Labs.
11. Transitions tend to create difficulties for learners, and minimizing transitions should be a goal of any option including:
    a. Minimizing Center-Based Special Education transitions at Elementary Levels.
    b. Minimizing transitions for families between buildings.

12. Volunteers provide an important resource in our schools, and the buildings should have space to accommodate their needs including storage and prep work.
13. Options should explore options that provide learning opportunities related to real-world experiences that also would connect to the community including stores, banks, and other service provider spaces.

B. The committee discussed the revised criteria:

1. The group asked about successful examples of how extended learning areas were created in an existing building.
   a. Vaughn discussed an example in which an area of classrooms along a double loaded corridor was renovated. In this example, two of the classrooms were relocated to provide a flex/resource space that could be used for multiple purposes such as small group workspace, special needs pull-out space as well as a flex space outside of class time. These types of spaces are most successful when there is increased visibility between classrooms and resource spaces.
   b. When considering remodeling existing spaces, it would be important to reevaluate how current spaces are being used. For instance, if staff offices situated in a classroom area could be relocated, these spaces could be reconfigured as resource/conference spaces.
   c. The amount of resource/flex space is often based on the age/independence level of the students, if grades are organized by teams, etc.
   d. Vaughn discussed that the classroom areas that have a flex/resource space are successful when the curriculum adapts to make use of the flex spaces. For instance, planning curriculum for more small group projects.
2. The group felt it would be important to add an element about standard classroom sizes based on square footage to the criteria item referring to the spaces that are not appropriate to meet today's educational needs (spaces that are too small).
3. The group discussed the desire for an indoor recess/play space to use when weather does not permit outdoor recess.
   a. Vaughn cautioned the group that it may be difficult to convince the community to provide a large gym-like space that would intentionally not be programmed for at least two hours per day on the rare occasion it might be needed for recess.
   b. The group agreed that the large group space already described in the criteria could be a multi-purpose space that could accommodate this activity if needed.
4. The group felt that it would be desirable to plan for an outdoor teaching space.
   a. The existing courtyards would not necessarily be transformed into outdoor classrooms.
   b. The creation of these spaces could be funded through external sources such as parent volunteer organizations, booster clubs, etc.
   c. It would be desirable to have wireless internet in these spaces if possible.
5. The group discussed the criteria item describing spaces that are outdated and need to be reimagined.
   a. The group felt that staff/support spaces should be added to the criteria.
   b. The committee thought that the wording of this statement should be edited to remove the "obsolete" description as well as the phrase "or considered for new programming". This would ensure that these spaces/programs would not be eliminated.

6. The group discussed the last criteria relating to exploring learning opportunities that give students real-world experience.
    a. It may be difficult to find the right partner to make this idea successful.
    b. This may involve activities such as a student run coffee cart, providing a space for a food shelter/clothing bank, etc.
    c. This may idea may be successful if it were connected to school curriculum rather than being connected to an outside partner.
    d. This conversation led to a discussion of the values of community schools. Vaughn suggested that this topic may be more appropriate in the Activities and Community Committee criteria.
C. The next meeting (November 14, 2016) will bring all three committees together for a "dry-run" of the presentation to the public (November 29, 2016) where the finalized criteria for all three committees is presented.
D. 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).
E. Next Meetings:
    1. Monday, November 14, 2016 6:30 PM - 8:30 PM at Roseville Area High School Media Center (Combined Criteria Committees Meeting).
    2. Tuesday, November 29, 2016 7:00 PM - 9:00 PM at Roseville Area High School Auditorium (Community Meeting #1).

cc: Vaughn Dierks, Wold

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