Long Range Planning

Committee Update Meeting:
Community Presentation & Feedback

November 29, 2016
Agenda

• District History / Overview of Process
• Review Criteria Committee Work
• Gain Community Input
• Discuss Next Steps
1950-1969: The Baby Boom Generation

- In 1950 there were (8) Buildings
  - (1) from 1898, (7) from 1921-1936
  - None remain
- 1952-1958 Wave #1
  - Population Driven
  - (7) New Buildings, (14) Additions
- 1963-1969 Wave #2
  - Continued Population + Trades
  - (6) New Buildings, (19) Additions

Like all areas of the country, this time period represents the single largest investment in our schools and infrastructure. However, many of the schools still reflect this era in finishes, materials, and design.
District History

1970-1975: Enlightenment & Decline

- Investment in Athletics & The Arts
  - Secondary School Focus
  - Boys & Girls Equality
  - (11) Additions / Renovations

- RAHS (Alexander Ramsey)
  - Science, Auditorium, Home Economics

- RAMS (Frank B. Kellogg HS)
  - Auditorium, Media Center, Shops

- Parkview (Jr. High)
  - Pool, Classrooms, Media Center expansion

- Fairview (Jr. High)
  - Pool, Science, Music, Media Center

*Continued 5-10 Year Investment, but the fall was coming…*
1976-1984: The Recession

- Major Decline in Enrollment
  - 1972-1980 – Closed (8) Schools
- Closed Falcon Heights ES 1982
  - Reopened 1986
- Closed Parkview Jr. High 1987
  - Reopened as Parkview Center 1988
- Closed Fairview Jr. High 1981
  - Converted to Community Center
- Closed Capitol View Jr. High 1987
- Major Addition to LCES - 1989

*Space needs adjusted, but limited reinvestment. District made wise choices in asset preservation and divestment.*
1990’s: The Reinvestment

- 1992 $48m Referendum
  - Plus Additional $5m in Land Sales
  - Largest Ever in State History
- Implemented 1994-98
- (10) Additions, Major Renovation
- ½ Allocated towards Maintenance

Over 20 Years since previous investment, but that was not uncommon. That was also the last major reinvestment from the community into facilities.
Today:

• “Does that mean you haven’t done anything?”
  • Major Recession
  • Respectful of Financial Impact
  • Operating Levies
  • Closed / Sold Property
• All-Day Kindergarten Expansion
• Programming Initiatives
• Utilized Alt. Facilities Funding
  • Kept Buildings Functional
  • Minimal Tax Impact

*Almost 25 Years since previous investment.*
Roseville is an Older Infrastructure District:

- Last major renovation was over 20 years ago (1992 Referendum)
- Almost every building built in the 1950’s-60’s and are now 50-60 years old at the core.
- Harambee is the “newest” – 20 years old
- Parts of the Community Center are in extremely tough condition
- Different issues than a suburban growth district

The Schools were built in the 50’s and 60’s, designed by people who went to school in the 30’s & 40’s based on ideas from those times. Even the newest renovations reflect 20 year old approaches.
Study Goals

• **Develop a Community Driven Process**
• Consensus Based Approach
• Understand and develop an approach to prioritizing addressing the most critical needs
• Transparency in discussions and decisions
• There should be no preconceptions! Everyone needs to remain open-minded
• To be respectful of each other’s opinions, time and participation
The single most important step is to BUILD CONSENSUS on the District’s needs BEFORE DEVELOPING ANY SOLUTIONS!
Criteria Committees

**Physical Criteria**
- Physical Conditions
- Operations
- Quality
- Site Evaluation
- Technology Infrastructure
- Safety and Security

**Educational Criteria**
- Enrollment
- Capacity
- Grade Configuration
- Educational Adequacy
- Technology for Instruction
- Programmatic Issues

**Activities & Community Criteria**
- Athletics
- Performances
- Activities
- Community Use
- Partnerships

This is the “WHY” to guide the “WHAT”
Roles & Responsibilities

1. Show Up
2. Talk To Others – They Were Representatives
3. Review the Information
4. Participate in the Discussion
5. Be Respectful
## Committee Membership

### Physical Criteria

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rupee Adhikari</td>
<td>Student</td>
</tr>
<tr>
<td>Brad Anderson</td>
<td>Staff Member</td>
</tr>
<tr>
<td>John Bachhuber</td>
<td>Parent</td>
</tr>
<tr>
<td>Joseph Brown Thunder</td>
<td>Parent</td>
</tr>
<tr>
<td>Chrissy Christensen</td>
<td>Staff Member, Parent</td>
</tr>
<tr>
<td>Randy Covert</td>
<td>Business Community, Former</td>
</tr>
<tr>
<td>Mitch Edwards</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Phil Fisher</td>
<td>Community Member, Former</td>
</tr>
<tr>
<td>Janet Henquinet</td>
<td>Senior, Former Parent</td>
</tr>
<tr>
<td>Roger Hess</td>
<td>Parent</td>
</tr>
<tr>
<td>Brian Hoag</td>
<td>Staff Member, Parent</td>
</tr>
<tr>
<td>Ed Hodder</td>
<td>Parent</td>
</tr>
<tr>
<td>Susan Hoyt</td>
<td>Community Member, Former</td>
</tr>
<tr>
<td>Martha Jacobson</td>
<td>Parent</td>
</tr>
<tr>
<td>James Kilborn</td>
<td>Former Parent</td>
</tr>
<tr>
<td>Jonathan Klinkenberg</td>
<td>Parent</td>
</tr>
<tr>
<td>Rao Konidena</td>
<td>Parent</td>
</tr>
<tr>
<td>Deb Logan</td>
<td>Student</td>
</tr>
<tr>
<td>Kue Nay Mue</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Lisa Pallo</td>
<td>Staff Member, Parent</td>
</tr>
<tr>
<td>Wayne Powers</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Bryan Ramos Rodas</td>
<td>Student</td>
</tr>
<tr>
<td>Pamela Renkel</td>
<td>Community Member, Senior</td>
</tr>
<tr>
<td>John Shardlow</td>
<td>Community Member, Former</td>
</tr>
<tr>
<td>Leslie Studenski</td>
<td>Parent</td>
</tr>
<tr>
<td>Matt Sundeen</td>
<td>Parent</td>
</tr>
<tr>
<td>Lisa Tepley</td>
<td>Parent</td>
</tr>
<tr>
<td>John Thein</td>
<td>Senior, Former Parent</td>
</tr>
<tr>
<td>Stacy Werner</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Nate Woodward</td>
<td>Parent</td>
</tr>
<tr>
<td>Joe Wozniak</td>
<td>Parent</td>
</tr>
<tr>
<td>Anna Zbacnik</td>
<td>Staff Member, Parent</td>
</tr>
</tbody>
</table>

### Educational Criteria

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammy Allen</td>
<td>Staff Member, Parent</td>
</tr>
<tr>
<td>Hetal Ascher</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Amy Bailey</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Travis Birkild</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Leah Bourg</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Kara Brehm</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Teresa Chavez</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Andy Collins</td>
<td>Senior, Former Parent</td>
</tr>
<tr>
<td>Carrie Dickson</td>
<td>Parent</td>
</tr>
<tr>
<td>Jennifer Duncan</td>
<td>Parent</td>
</tr>
<tr>
<td>Carol Erickson</td>
<td>Community Member, Senior</td>
</tr>
<tr>
<td>Ildefonso Gasongo</td>
<td>Parent</td>
</tr>
<tr>
<td>Lee Hunter</td>
<td>Student</td>
</tr>
<tr>
<td>Bridget Jacobson</td>
<td>Parent</td>
</tr>
<tr>
<td>Kayla Jain</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Curtis Johnson</td>
<td>Parent</td>
</tr>
<tr>
<td>Terry Jones</td>
<td>Parent</td>
</tr>
<tr>
<td>Emily Kedrowski</td>
<td>Parent</td>
</tr>
<tr>
<td>Brad Kirschers</td>
<td>Parent</td>
</tr>
<tr>
<td>Miles Lawson</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Jim Leslie</td>
<td>Community Member, Former Staff</td>
</tr>
<tr>
<td>Amy Linabery</td>
<td>Parent</td>
</tr>
<tr>
<td>Martha Mason-Miller</td>
<td>Staff</td>
</tr>
<tr>
<td>Erin Roquemore</td>
<td>Parent</td>
</tr>
<tr>
<td>Kaying Thao</td>
<td>Parent</td>
</tr>
<tr>
<td>Kendra Tusty</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Zuki Vang</td>
<td>Student</td>
</tr>
<tr>
<td>Melissa Weber-Sanders</td>
<td>Parent</td>
</tr>
<tr>
<td>Amy Weigel</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Andrew Woods</td>
<td>Parent</td>
</tr>
<tr>
<td>Huda Yusuf</td>
<td>Parent</td>
</tr>
<tr>
<td>Sara Zimmerman-White</td>
<td>Staff Member, Parent</td>
</tr>
</tbody>
</table>

### Activities & Community Criteria

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Allen</td>
<td>Parent</td>
</tr>
<tr>
<td>Pablo Armas-Escobar</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Cyndi Arneson</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Nay Moe Aung</td>
<td>Student</td>
</tr>
<tr>
<td>Steve Bennett</td>
<td>Parent</td>
</tr>
<tr>
<td>Dan Boerigler</td>
<td>Parent</td>
</tr>
<tr>
<td>Doreen Brookins</td>
<td>Parent</td>
</tr>
<tr>
<td>Robert Bruckheimer</td>
<td>Parent</td>
</tr>
<tr>
<td>Victor Castillon</td>
<td>Parent</td>
</tr>
<tr>
<td>Lisa Edstrom</td>
<td>Parent</td>
</tr>
<tr>
<td>Jason Etten</td>
<td>Parent</td>
</tr>
<tr>
<td>Rumi Fazier</td>
<td>Parent</td>
</tr>
<tr>
<td>Sara Florin</td>
<td>Parent</td>
</tr>
<tr>
<td>Troy Grundthner</td>
<td>Parent</td>
</tr>
<tr>
<td>Pam Harris</td>
<td>Parent</td>
</tr>
<tr>
<td>Greg Haug</td>
<td>Parent</td>
</tr>
<tr>
<td>Gina Kristufek</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Tom Krueger</td>
<td>Parent</td>
</tr>
<tr>
<td>Michelle Kruzel</td>
<td>Parent</td>
</tr>
<tr>
<td>Raquel and Alex Montesino</td>
<td>Parent</td>
</tr>
<tr>
<td>Lacey Nviri</td>
<td>Parent</td>
</tr>
<tr>
<td>Linsey Owen</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Tyler Peterson</td>
<td>Parent</td>
</tr>
<tr>
<td>Mya Phuy</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Kris Rossow</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Ron Schneider</td>
<td>Parent</td>
</tr>
<tr>
<td>Kimberly Spitzfaden</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Marlane Stillman</td>
<td>Staff Member</td>
</tr>
<tr>
<td>Pat Trudgeon</td>
<td>Community Member</td>
</tr>
<tr>
<td>Greg Ueland</td>
<td>Staff Member</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Physical Criteria</th>
<th>Educational Criteria</th>
<th>Activities &amp; Community Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wednesday 9/14</td>
<td>1. Wednesday 9/14</td>
<td>1. Thursday 9/8</td>
</tr>
<tr>
<td>6:00-7:30</td>
<td>7:30-9:00</td>
<td>6:00-7:30</td>
</tr>
<tr>
<td>2. Thursday 9/29</td>
<td>2. Tuesday 9/20</td>
<td>2. Tuesday 9/20</td>
</tr>
<tr>
<td>6:00-7:30</td>
<td>6:00-7:30</td>
<td>7:30-9:00</td>
</tr>
<tr>
<td>3. Thursday 10/6</td>
<td>3. Wednesday 10/5</td>
<td>3. Thursday 10/6</td>
</tr>
<tr>
<td>7:30-9:00</td>
<td>6:00-7:30</td>
<td>6:00-7:30</td>
</tr>
<tr>
<td>6:00-7:30</td>
<td>7:30-9:00</td>
<td>6:00-7:30</td>
</tr>
<tr>
<td>5. Thursday 11/3</td>
<td>5. Wednesday 11/2</td>
<td>5. Thursday 11/3</td>
</tr>
<tr>
<td>7:30-9:00</td>
<td>6:00-7:30</td>
<td>6:00-7:30</td>
</tr>
</tbody>
</table>

**Combined Criteria – Everyone**
- Monday 11/14 6:30-8:30

**Community Meeting #1:**
- Tuesday 11/29 @ 7:00
Physical Criteria Committee

**Objective Data**

- Facility Inventory
- Utility & Operational Data
- Overview of Systems
- Floor Plans & Site Plans
- Technology Plan
- Security Audit

**Quantify / Define Need**

- Where Should The Focus Be?
- What Should The Priorities Be?
- What Are Minimum Expectations?
- What Are Operational Goals?
Types of Data

Facilities Inventory:
- Life Cycle Assumptions
- Baseline Assessment
- Requires prioritization to customize

District Funding:
- Buildings & Grounds Budget
- Previous Maintenance Funding
- Utility Data
- Current Roof & Paving Plans
- Technology Plan

Future Data (as needed):
- Systems comparison
- Cost models
- Code / Regulatory Standards

For Consideration:
- Similar approaches in other Districts?
- Minimum Standards & Approaches
<table>
<thead>
<tr>
<th>Building</th>
<th>Built</th>
<th>Additions (Remodels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brimhall ES</td>
<td>1957</td>
<td>1958, 1959, 1972, 1994</td>
</tr>
<tr>
<td>Central Park ES</td>
<td>1966</td>
<td>1968, 1996</td>
</tr>
<tr>
<td>Harambee ES</td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>Little Canada ES</td>
<td>1968</td>
<td>1989, 1995</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1975, 1990, 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003, 2005</td>
</tr>
<tr>
<td>Fairview CC</td>
<td>1956</td>
<td>1957, 1969, 1973</td>
</tr>
<tr>
<td>District Center</td>
<td>1967</td>
<td>Various Minimal Renovations</td>
</tr>
</tbody>
</table>
Facility Inventory

Inventory Goals:

• Current Observation of Existing District Facilities
• Updated Catalogue of Existing Materials and Equipment
• Development of Comprehensive Maintenance Strategy
• Create Two Year Maintenance Plan Recommendation
• Forecast Ten Year Maintenance Plan Recommendation
Facility Inventory

Life Cycle Base Timelines

- Boilers • 25-40 Years
- Casework • 25-45 Years
- Ceiling Systems • 20-40 Years
- Chillers • 15-30 Years
- Exterior Doors • 20-30 Years
- Interior Doors • 30+ Years
- Corridor Lockers • 30-40 Years
- Exterior Aluminum Windows • 30+ Years
- Exterior Face Brick • 100+ Years (Tuckpointing: 35 Years)
- Exterior Sealant • 10+ Years
- Metal Toilet Partition • 25 Years
- Room Carpet • 15-25 Years
- Corridor Carpet • 15-20 Years
- Ceramic Floor Tile • 40+ Years
- Quarry Tile Flooring • 40+ Years
- VCT Flooring • 25+ Years
- Plumbing Fixtures • 20-50 Years
- Built-Up Roof Assembly • 30 Years
- Ballasted EPDM Roofing • 15-20 Years
- 90 mil Adhered EPDM Roof • 30 Years
- Ceramic Tile Wall Finish • 40-60 Years
- Paint Wall Finish • 5-10 Years
- Vinyl Wall Covering • 15-20 Years
District Priorities

• **Priority 1**: Items concerning mitigating deterioration of the building and energy efficiency

• **Priority 2**: Items that concern exterior site areas

• **Priority 3**: Items concerning indoor systems that are deteriorated

• **Priority 4**: Items that concern high use student areas

• **Priority 5**: Remaining deferred maintenance items
ISD 623 Facilities Snapshot

- Nearly 1,500,000 Square Feet, 238.9 Acres
- There are nearly 10 acres of Carpet throughout the District.
- There is over 69,000 SF of Ceramic Tile Floors throughout the District.
- There are over 25 acres of Roofs throughout the District.
- There are over 1.3 Million SF of Painted Walls throughout the District.
- There are 21 Roof Top Air Handling Units throughout the District.
- There are 161 Interior Air Handling Units throughout the District.
- There are over 1,875 Sinks throughout the District.
- There are over 20,000 Light Fixtures throughout the District.
- There are over 30 acres of Parking Lots throughout the District.
Findings / Analysis

Ten Year Overview (with Backlog)

• $186,265,845 in Total Recommended Maintenance
  o Exterior: $31,540,674
  o Mechanical: $76,509,089
  o Electrical: $12,459,630
  o Interior: $56,713,503
  o Site: $8,829,159

• Recommended Work at all District Facilities

• Backlog in Year One: $147,594,145
Findings / Analysis

Context

Roseville is an Older Infrastructure District:

- Last major renovation was 20+ years ago
- (Almost) All buildings built between 1952-68, and are now 50-60 years old
- Harambee is the newest building (1996)
- Different issues than a suburban growth district
Findings / Analysis

• District has kept up-to-date on Roofs & Paving

• Mechanical Overwhelming Issue:
  • Every building had issues with temperature control
  • Pneumatic controls out of date
  • Tunnel based ventilation doesn’t meet ventilation standards
  • Tremendous potential for efficiency
  • Dehumidification needs to be discussed

• Finishes are Showing Life Cycle

• Fairview Needs Reinvestment Decision
Strategic Planning

Annual Funding Strategy Assumptions

• Immediately Addressing Entire Backlog is Not Practical or Feasible
• Continued Investment at Current Rate Will Require Significant Future Investment
• Any Plan Must Address Critical Asset Deterioration Immediately
• Equity Between Buildings and Work Categories is Expected
• Life Expectancy Issues Will Drive Major Funding Allocations
  • A roof life expectancy of 25 years requires 40% replacement over ten years
  • An asphalt systems life expectancy of 20 years requires 50% replacement over ten years
• Energy Efficiency Projects with High Return Costs Should Be Explored

Planning Will Likely Be a Combination of Annual Investment, Future Reinvestment Strategy, and Efficiency Based Project Alternatives
**Example: District Facilities**

- **Central Park Elementary School**
  - 535 County Road B-2 West
  - Roseville, MN 55113
  - Phone: 651-481-9951

- **Boiler Plant:** Steam w/ Heat Exchangers
- **Ventilation:** Air routed through tunnels (minimal)
- **Dehumidification:** Office, 1995 classroom addition
- **Controls:** 1995 – DDC, Original - Pneumatic
- **Roof:** Built Up

- **Toilet Renovation**
- **Dehumidification**

- **1966, 1968, 1996**
- **9.40 Acres**

---

**Central Park Elementary School**

- **First Floor:** 71,363 sq ft.
Example: District Facilities

- 9.40 Acres

Central Park Elementary School
Annual B&G Budget

Salaries & Benefits 64%
Professional Services/Repairs 3%
Repair Supplies 9%
Utilities 25%

$3,963,905
$1,518,354
$545,174
$166,111
NOTE: The information contained within this document is considered highly confidential. This information is not to be discussed or communicated without explicit direction from District Administration.

Example: Security

<table>
<thead>
<tr>
<th>ENTRIES</th>
<th>Brimna Elementary</th>
<th>Central Park Elementary</th>
<th>Falcon Heights Elementary</th>
<th>Harambee Elementary</th>
<th>Little Canada Elementary</th>
<th>E.D. Williams Elementary</th>
<th>Parkview Center School</th>
<th>Roseville Area Middle School</th>
<th>Roseville Area High School</th>
<th>Falconview Community Center</th>
<th>District Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office adjacent to the front door / direct visual (exterior windows) to entry sidewalk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Secure vestibule with inner door set electronically locked</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Ability to create secure vestibule with current office location?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>X</td>
<td>4</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Airphone system (camera and phone with office controlled door in the vestibule) if office is not at front door</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>?</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Airphone system in combination with secure vestibule with direct controlled door to office</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>“Duress button” at reception desk to call 911 or police liaison</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Laminated glass in entry vestibule and/or adjacent windows</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Computerized sign in equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Laminated transaction window to separate staff from visitor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>“Sallyport” system within the main office reception including laminated / “bullet resistant” glazing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Visitor / “Welcome” Desk staffed at Entry</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Security Guard: armed or unarmed</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Metal detector screening</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1) Partial Office adjacency to front door</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2) Requires minor addition</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3) Cafeteria</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4) Four separate entry points</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

1) Partial Office adjacency to front door
2) Requires minor addition
3) Cafeteria
4) Four separate entry points
Committee Discussion

• How do Physical Conditions impact learning?

• What are Physical Standards for Today?
  • Dehumidification (Air Conditioning)
  • Energy Efficiency & Performance
  • Safety & Security for Students, Staff & Community
  • Accessibility

• Maintenance vs. Aesthetics

• Sustainability
Physical Criteria

• We believe in the District Mission Statement: *Quality Teaching & Learning for All… Equity in All We Do.* Our criteria and prioritization should follow this approach.

• In order to maintain *Quality Teaching & Learning* Spaces, and provide for *Equity* in facilities and serve all lifelong learners, the physical conditions need to have as the highest focus for consideration:
  
  • Air Quality & Temperature
  • Safety & Security (Based on Best Practices and Standards)
  • Life Safety Items (Fire Protection, Code, etc.)
  • Accessibility
  • Dehumidification
  • Critically Broken or Damaged Areas and Spaces
Physical Criteria

• **Air Flow** to all Educational and Occupied areas should meet established applicable standards.

• All buildings should have **Fire Protection Systems**, and Fire Alarm and Emergency Notification Systems.

• All Buildings should have **secure entries** with appropriate hardware and infrastructure, as well as the ability to control building lockdown and interior spaces during emergency situations.

• All student, staff and public areas should meet ADA standards for **accessibility**.
Physical Criteria

• Learning areas need to provide environments that support *occupant comfort* to alleviate distractions and stress and allow for more productive outcomes.
  • Temperature control that allows for consistency in rooms
  • Dehumidification of all Learning Areas
  • Lighting levels appropriate to standards and tasks
  • Acoustically sound spaces

• Options must consider ways to address the *urgent or critical physical spaces* in the District. These would include spaces that:
  • Prevent the Educational function from occurring
  • Allow moisture or water infiltration
  • Create safety hazards for occupants
  • Obscure or block safe exiting
  • Areas that if left unaddressed would cause further deterioration
Physical Criteria

• *Electrical capacity and capability* should plan for current (and anticipate future) demands of technology and equipment in infrastructure.

• We are proud of Roseville Schools, and feel strongly that the *aesthetics* of the schools should reflect the pride and perceptions of the Community and Students. It is a way for the schools to market themselves and provides a “face” to what we do. Options should consider the following ways to address:
  
  • Cohesive approaches to finishes inside of buildings
  • Identity opportunities that show all buildings are part of a District
  • Finishes that are durable and easy to maintain
  • Wayfinding and consistent signage
Physical Criteria

Once the baseline criteria are met, options should address the following:

• **Energy Efficiency** should be a priority for the District. Options and Long Range Plans should:
  • Identify areas where existing systems are underperforming.
  • Identify and plan for system upgrades that would have a 10 year or less payback for implementation.
  • Consider upgrades with a 10-20 year payback for possible implementation if the ROI is a smart decision.
  • Must be measurable to ensure performance

• **Sustainable Design** is an important value, but can mean many things to many people. We define our sustainable approach as:
  • Aligned with industry practices and other area initiatives
  • Result in durable, resilient systems that are easy to operate & maintain
  • Consider renewable energy sources (solar, wind, etc.)
  • Provide a filter for making future and on-going decisions
  • Apply to daily operational procedures as well (eg. Cleaning and Food Service practices)
Physical Criteria

• The building infrastructure should serve as a teaching tool for students when possible, and should look for funding sources and initiatives which may provide for additional implementation.

• Rain events are taking their toll recently, and storm water management needs to be an active part of planning. Long Range options should work with regulatory agencies for considering best practices for storage, reduction and cleaning of runoff.

• Reinvestment in physical conditions should be a regular occurrence with evident investment. Long Range Plans should be similar to other large scale facility management strategies (hospitals, etc.) to provide a comprehensive 2 & 10 year planning approach to remain proactive in addressing needs.
Physical Criteria

• Even though not all municipalities within the District include sidewalks as part of their current infrastructure we believe the need for clear and safe pathways exist at our schools. Options should:

  • Provide for sidewalks on school properties that define a clear path to main entries
  • Strongly encourage discussions at the city level for consideration of walks in areas where schools are present
Physical Criteria Summary

• Occupied & Educational areas must meet baseline standards for occupant comfort, safety & accessibility

• Critical maintenance issues addressed

• Cohesive approach to aesthetics necessary

• Energy efficiency needs to be considered – common sense approach

• Sustainable design needs to be considered – common sense approach

• Continue to plan and invest in maintenance

• Discuss District goals with municipalities
Educational Criteria Committee

**EDUCATIONAL CRITERIA**

- Enrollment
- Capacity
- Grade Configuration
- Educational Adequacy
- Technology for Instruction
- Programmatic Issues

**SUBJECTIVE DATA**

- Enrollment Projections and Demographics Study
- Capacity Diagrams
- Utilization Diagrams
- MDE / Peer Comparisons
- Minutes from District Meetings on Focus Areas
- Strategic District Goals

**Quantify / Define Need**

- Capacity Pressure = Not Enough
- Non-Existent or Too Few?
- Quality / Function of Space
- Organizational Options
Types of Data

Organization:
- Capacity of Schools
- Enrollment Projections
- Grade Organization
- Peer Districts

Physical Structure:
- MDE Guidelines
- SF Comparisons
- Quantity / Types of Spaces
- Security

Leadership Perspective:
- Building x Building
- Special Education
- Teaching & Learning

For Consideration:
- Similar Conversations
- Other?
Example: District Capacity

Little Canada Elementary School

Capacity Analysis:

K: 4 x 21 Students = 84  
1: 4 x 25 Students = 100  
2: 4 x 25 Students = 100  
3: 4 x 25 Students = 100  
4: 4 x 28 Students = 112  
5: 3 x 28 Students = 84  
6: 2 x 28 Students = 56  
ES Student Capacity: 636

Capacity Range: 632 - 754

Additional Capacity Potential:
(0) Rooms x 25 = 0
Example: District Capacity

Capacity Analysis:

- (46) Teaching Stations
- (32) Students / Station
- 71% Utilization
- = 1,045 Student Capacity

Capacity Range (28-35)
- = 915-1,145 Students

Additional Capacity Potential:
- (10) Stations / (227) Students

Roseville Area Middle School [RAMS]
Example: District Capacity

Capacity Analysis:

- (86) Teaching Stations
- (32) Students / Station
- 80% Utilization
  = 2,200 Student Capacity

Capacity Range (28-35)
= 1,926 – 2,408 Students

Additional Capacity Potential:
- (9) Stations / (230) Students
# District Capacity

## Capacity Analysis 2016-17 Year

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

### 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
## District Capacity

### ISD #623 - Roseville Area Schools
#### 2016-17 Capacity Updates

<table>
<thead>
<tr>
<th>School</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Functional Capacity</th>
<th>Potential Rooms</th>
<th>Potential Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brimhall Elementary</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>660</td>
<td>4</td>
<td>760</td>
</tr>
<tr>
<td>Central Park Elementary</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>487</td>
<td>5</td>
<td>612</td>
</tr>
<tr>
<td>Edgerton Elementary</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>540</td>
<td>0</td>
<td>540</td>
</tr>
<tr>
<td>Falcon Heights Elementary</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>512</td>
<td>0</td>
<td>512</td>
</tr>
<tr>
<td>Harambee Elementary</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>431</td>
<td>1</td>
<td>456</td>
</tr>
<tr>
<td>Little Canada Elementary</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>636</td>
<td>0</td>
<td>636</td>
</tr>
<tr>
<td>ED Williams Elementary</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>512</td>
<td>1</td>
<td>537</td>
</tr>
<tr>
<td>Parkview Center School</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>589</td>
<td>3</td>
<td>664</td>
</tr>
</tbody>
</table>

### Range

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students / Station</th>
<th>Functional Capacity</th>
<th>Potential Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>21</td>
<td>20-25</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>25</td>
<td>25-27</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>25</td>
<td>25-30</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>25</td>
<td>25-30</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>28</td>
<td>28-34</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>28</td>
<td>28-34</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>28</td>
<td>28-34</td>
<td></td>
</tr>
<tr>
<td>7th-8th</td>
<td>32</td>
<td>32-35</td>
<td></td>
</tr>
<tr>
<td>9th-12th</td>
<td>32</td>
<td>32-35</td>
<td></td>
</tr>
</tbody>
</table>

### Other Potential Rooms counted as 25 Students

- K-12 (No FAHS): 7,841
- K-6: 4,367
- 7-8: 1,272
- 9-12: 2,202

### Station Capacity

<table>
<thead>
<tr>
<th>Station</th>
<th>Stations</th>
<th>Students / Station</th>
<th>Utilization Rate</th>
<th>Functional Capacity</th>
<th>Potential Stations</th>
<th>Potential Capacity</th>
<th>Maximum Utilization</th>
<th>Maximum Capacity</th>
<th>Maximum (w/ Potent.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS</td>
<td>10</td>
<td>32.0</td>
<td>71%</td>
<td>227</td>
<td>2</td>
<td>273</td>
<td>85%</td>
<td>272</td>
<td>326</td>
</tr>
<tr>
<td>RAMS</td>
<td>46</td>
<td>32.0</td>
<td>71%</td>
<td>1,045</td>
<td>10</td>
<td>1,272</td>
<td>85%</td>
<td>1,251</td>
<td>1,523</td>
</tr>
<tr>
<td>RAHS</td>
<td>86</td>
<td>32.0</td>
<td>80%</td>
<td>2,262</td>
<td>9</td>
<td>2,432</td>
<td>88%</td>
<td>2,422</td>
<td>2,675</td>
</tr>
<tr>
<td>FAHS</td>
<td>10</td>
<td>20.0</td>
<td>80%</td>
<td>160</td>
<td>0</td>
<td>160</td>
<td>88%</td>
<td>176</td>
<td>176</td>
</tr>
</tbody>
</table>

**Functional K-12 Capacity: 7,841**
Enrollment Projections

Executive Summary

- Roseville Area Schools at a different stage of its enrollment life cycle
  - In the past ten years, that is, since 2006-07:
    - Enrollment is up +1,167 students or 18.4%
    - Net migration added +1,877 students to enrollment although some of this increase resulted from the conveyance of Harambee Elementary School to the Roseville Area Schools
    - Resident enrollment increased 7.3 percent
    - Further, beginning in 2011-12, kindergarten classes have been much larger than previous kindergarten classes
      - Nonresident enrollment increased from 10.7 percent to 19.0 percent of K-12 enrollment
  - Many factors suggest that resident enrollment growth will continue
    - The current enrollment by grade has built in growth momentum
    - Resident births in the district are higher than any time in the past 15 years
    - Single-family detached housing units, when sold, have a higher student yield per unit than before they sold (0.35 compared to 0.30)
    - The district has many single-family detached housing units with at least one person 75 years of age or older (1,888 units). Many of these units are likely to “turnover” in the next five to ten years

- Enrollment is projected to increase 15.3 percent to 23.2 percent in the next ten years or from 8,657 to 9,247 compared to 7,506 today
  - Resident enrollment projected to range from 7,543 students to 7,629 students in 2025-26. This compares to 6,078 resident students in 2015-16
  - Nonresident enrollment projected to increase but the percentage of nonresidents may go down

- Roseville Area Schools market share of 72.2 percent is higher than it was in 2006-07 when it was 69.5 percent. Today’s market share is slightly lower than typical for a Twin Cities suburban school district

- Elementary enrollment increases more than 6 percent in the next five years based on the cohort survival method projections. This is only about half the rate of increase of the past five years excluding Harambee. Most schools show enrollment increases with Little Canada Elementary School projected to increase the most
Enrollment Projections

- Resident Enrollment increased 7.3% over the past ten years (Non-Resident also increased)
- Kindergarten classes increasing since 2011
- Enrollment anticipated to increase 15-23% over the next ten years (Resident enrollment growth higher at 25%)

Need to Plan for Growth
## Enrollment Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Low K Low Mig</th>
<th>High K Low Mig</th>
<th>Low K High Mig</th>
<th>High K High Mig</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>7,506</td>
<td>7,506</td>
<td>7,506</td>
<td>7,506</td>
</tr>
<tr>
<td>2016-17</td>
<td>7,563</td>
<td>7,572</td>
<td>7,668</td>
<td>7,677</td>
</tr>
<tr>
<td>2017-18</td>
<td>7,722</td>
<td>7,740</td>
<td>7,874</td>
<td>7,892</td>
</tr>
<tr>
<td>2018-19</td>
<td>7,821</td>
<td>7,849</td>
<td>8,088</td>
<td>8,116</td>
</tr>
<tr>
<td>2019-20</td>
<td>7,904</td>
<td>7,943</td>
<td>8,253</td>
<td>8,292</td>
</tr>
<tr>
<td>2020-21</td>
<td>8,103</td>
<td>8,152</td>
<td>8,492</td>
<td>8,541</td>
</tr>
<tr>
<td>2021-22</td>
<td>8,256</td>
<td>8,315</td>
<td>8,673</td>
<td>8,733</td>
</tr>
<tr>
<td>2022-23</td>
<td>8,374</td>
<td>8,444</td>
<td>8,799</td>
<td>8,870</td>
</tr>
<tr>
<td>2023-24</td>
<td>8,501</td>
<td>8,582</td>
<td>8,961</td>
<td>9,043</td>
</tr>
<tr>
<td>2024-25</td>
<td>8,555</td>
<td>8,648</td>
<td>9,018</td>
<td>9,112</td>
</tr>
<tr>
<td>2025-26</td>
<td>8,657</td>
<td>8,761</td>
<td>9,140</td>
<td>9,247</td>
</tr>
</tbody>
</table>

*Excludes Early Childhood and ALC*
## Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>K-6</th>
<th>7-8</th>
<th>9-12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-16</strong></td>
<td>4,119</td>
<td>1,048</td>
<td>2,339</td>
<td>7,506</td>
</tr>
<tr>
<td><strong>2020-21</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low K/Low Mig</td>
<td>4,279</td>
<td>1,314</td>
<td>2,510</td>
<td>8,103</td>
</tr>
<tr>
<td>High K/Low Mig</td>
<td>4,328</td>
<td>1,314</td>
<td>2,510</td>
<td>8,152</td>
</tr>
<tr>
<td>Low K/High Mig</td>
<td>4,331</td>
<td>1,317</td>
<td>2,843</td>
<td>8,492</td>
</tr>
<tr>
<td>High K/High Mig</td>
<td>4,381</td>
<td>1,317</td>
<td>2,843</td>
<td>8,541</td>
</tr>
<tr>
<td><strong>2025-26</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low K/Low Mig</td>
<td>4,633</td>
<td>1,338</td>
<td>2,685</td>
<td>8,657</td>
</tr>
<tr>
<td>High K/Low Mig</td>
<td>4,705</td>
<td>1,360</td>
<td>2,696</td>
<td>8,761</td>
</tr>
<tr>
<td>Low K/High Mig</td>
<td>4,693</td>
<td>1,365</td>
<td>3,081</td>
<td>9,140</td>
</tr>
<tr>
<td>High K/High Mig</td>
<td>4,767</td>
<td>1,387</td>
<td>3,093</td>
<td>9,247</td>
</tr>
</tbody>
</table>

*Excludes Early Childhood and ALC*

<table>
<thead>
<tr>
<th>District Capacity:</th>
<th>15-16 Enrollment</th>
<th>2020-21</th>
<th>2025-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6:</td>
<td>4,367</td>
<td>4,116</td>
<td>4,279 – 4,381</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4,633 – 4,767</td>
</tr>
<tr>
<td>7-8:</td>
<td>1,272 +</td>
<td>1,048</td>
<td>1,314 – 1,317</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,338 – 1,387</td>
</tr>
<tr>
<td>9-12:</td>
<td>2,200</td>
<td>2,339</td>
<td>2,510 – 2,843</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2,685 – 3,093</td>
</tr>
</tbody>
</table>
## Grade Configuration

<table>
<thead>
<tr>
<th>District</th>
<th>ISD #</th>
<th>Enrollment</th>
<th>HS</th>
<th>Grades</th>
<th>MS</th>
<th>Grades</th>
<th>ES</th>
<th>Grades</th>
<th>Other</th>
<th>Total SF</th>
<th>SF / Student</th>
<th>Active Projects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTENNIAL</td>
<td>12</td>
<td>6,542</td>
<td>1</td>
<td>9-12</td>
<td>1</td>
<td>6-8</td>
<td>5</td>
<td>K-5, PK-6</td>
<td>0</td>
<td>1,145,105</td>
<td>175</td>
<td>Yes</td>
</tr>
<tr>
<td>FOREST LAKE *</td>
<td>831</td>
<td>6,595</td>
<td>1</td>
<td>10-12</td>
<td>2</td>
<td>7-9</td>
<td>8</td>
<td>K-6, K-3, 4-6</td>
<td>2</td>
<td>1,379,178</td>
<td>209</td>
<td>Yes</td>
</tr>
<tr>
<td>BRAINERD</td>
<td>181</td>
<td>6,648</td>
<td>2</td>
<td>9-12</td>
<td>1</td>
<td>5-8</td>
<td>8</td>
<td>PK-4, K-4, K-12</td>
<td>1</td>
<td>1,252,956</td>
<td>188</td>
<td>Planning</td>
</tr>
<tr>
<td>HOPKINS</td>
<td>270</td>
<td>6,958</td>
<td>1</td>
<td>10-12</td>
<td>2</td>
<td>7-9</td>
<td>6</td>
<td>K-6, PK-6</td>
<td>2</td>
<td>1,726,831</td>
<td>248</td>
<td>No</td>
</tr>
<tr>
<td>FARMINGTON</td>
<td>192</td>
<td>7,119</td>
<td>1</td>
<td>9-12</td>
<td>2</td>
<td>6-8</td>
<td>6</td>
<td>K-5, 3-8</td>
<td>2</td>
<td>1,642,370</td>
<td>231</td>
<td>Yes</td>
</tr>
<tr>
<td>ROSEVILLE</td>
<td>623</td>
<td>7,616</td>
<td>1</td>
<td>9-12</td>
<td>1</td>
<td>7-8</td>
<td>7</td>
<td>K-6, PK-6</td>
<td>2</td>
<td>1,492,056</td>
<td>196</td>
<td>Planning</td>
</tr>
<tr>
<td>PRIOR LAKE-SAVAGE</td>
<td>719</td>
<td>8,002</td>
<td>1</td>
<td>9-12</td>
<td>2</td>
<td>6-8</td>
<td>7</td>
<td>K-5, E-K</td>
<td>1</td>
<td>1,320,412</td>
<td>165</td>
<td>Planning</td>
</tr>
<tr>
<td>SHAKOPEE **</td>
<td>720</td>
<td>8,165</td>
<td>1</td>
<td>10-12</td>
<td>3</td>
<td>6, 7-9</td>
<td>5</td>
<td>K-5</td>
<td>0</td>
<td>1,224,246</td>
<td>150</td>
<td>Yes</td>
</tr>
<tr>
<td>STILLWATER **</td>
<td>834</td>
<td>8,176</td>
<td>1</td>
<td>10-12</td>
<td>2</td>
<td>7-9</td>
<td>11</td>
<td>K-6, PK-6</td>
<td>1</td>
<td>1,352,691</td>
<td>165</td>
<td>Yes</td>
</tr>
<tr>
<td>MANKATO</td>
<td>77</td>
<td>8,299</td>
<td>2</td>
<td>9-12</td>
<td>2</td>
<td>6-8</td>
<td>10</td>
<td>K-5</td>
<td>2</td>
<td>1,499,605</td>
<td>181</td>
<td>Yes</td>
</tr>
<tr>
<td>WHITE BEAR LAKE</td>
<td>624</td>
<td>8,313</td>
<td>2</td>
<td>9-10, 11-12</td>
<td>2</td>
<td>6-8</td>
<td>10</td>
<td>K-5, K-1, 2-5</td>
<td>2</td>
<td>1,798,492</td>
<td>216</td>
<td>No?</td>
</tr>
</tbody>
</table>

### (Neighbors)

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mounds View</td>
<td>621</td>
<td>11,401</td>
<td>2</td>
<td>9-12</td>
<td>3</td>
<td>6-8</td>
<td>8</td>
<td>K, K-5</td>
<td>3</td>
<td>1,872,777</td>
<td>164</td>
</tr>
<tr>
<td>North St. Paul</td>
<td>622</td>
<td>10,535</td>
<td>2</td>
<td>9-12</td>
<td>2</td>
<td>6-8</td>
<td>11</td>
<td>K-5</td>
<td>5</td>
<td>1,819,087</td>
<td>173</td>
</tr>
<tr>
<td>Fridley</td>
<td>14</td>
<td>3,025</td>
<td>1</td>
<td>9-12</td>
<td>1</td>
<td>5-8</td>
<td>2</td>
<td>PK-4</td>
<td>1</td>
<td>577,531</td>
<td>191</td>
</tr>
<tr>
<td>Columbia Heights</td>
<td>13</td>
<td>3,178</td>
<td>1</td>
<td>9-12</td>
<td>1</td>
<td>6-8</td>
<td>2</td>
<td>PK-5</td>
<td>0</td>
<td>706,301</td>
<td>222</td>
</tr>
<tr>
<td>St. Anthony-New Brighton</td>
<td>282</td>
<td>1,813</td>
<td>1</td>
<td>9-12</td>
<td>(1)</td>
<td>6-8</td>
<td>1</td>
<td>K-5</td>
<td>0</td>
<td>298,776</td>
<td>165</td>
</tr>
</tbody>
</table>

* Currently implementing bond projects that may change organization

**Will restructure grades after Referendum work completed
Organization Summary

• District Facilities Hold (K-12) Students
• Enrollment Will Continue to Grow
• Pressure at HS 1st, ES & MS 2nd
• ES & HS Buildings Have Little Flex Capacity
• 7-8 Organization is Unique
## Physical Structure

<table>
<thead>
<tr>
<th></th>
<th>State Guideline</th>
<th>Brimhall Elementary</th>
<th>#</th>
<th>Central Park Elementary</th>
<th>#</th>
<th>Edgerton Elementary</th>
<th>#</th>
<th>Falcon Heights Elementary</th>
<th>#</th>
<th>Harambee Elementary</th>
<th>#</th>
<th>Little Canada Elementary</th>
<th>#</th>
<th>E D Williams Elementary</th>
<th>#</th>
<th>Parkview (Elementary)</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten 1</td>
<td>1200-1500</td>
<td>1,140</td>
<td>4</td>
<td>1,205</td>
<td>3</td>
<td>1,145</td>
<td>2</td>
<td>1,147</td>
<td>3</td>
<td>823</td>
<td>3</td>
<td>1,207</td>
<td>3</td>
<td>1,088</td>
<td>3</td>
<td>1,100</td>
<td>2</td>
</tr>
<tr>
<td>Kindergarten 2</td>
<td>1200-1500</td>
<td>899</td>
<td>1</td>
<td>796</td>
<td>1</td>
<td>1,012</td>
<td>13</td>
<td>1,048</td>
<td>4</td>
<td>841</td>
<td>21</td>
<td>789</td>
<td>14</td>
<td>1,100</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms 1</td>
<td>850-950</td>
<td>820</td>
<td>21</td>
<td>853</td>
<td>4</td>
<td>1,839</td>
<td>1</td>
<td>1,012</td>
<td>13</td>
<td>1,048</td>
<td>4</td>
<td>841</td>
<td>21</td>
<td>789</td>
<td>14</td>
<td>1,100</td>
<td>15</td>
</tr>
<tr>
<td>Classrooms 2</td>
<td>850-950</td>
<td>816</td>
<td>5</td>
<td>1,080</td>
<td>9</td>
<td>811</td>
<td>4</td>
<td>826</td>
<td>10</td>
<td>750</td>
<td>3</td>
<td>850</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms 3</td>
<td>850-950</td>
<td>783</td>
<td>6</td>
<td>803</td>
<td>8</td>
<td>1,194</td>
<td>5</td>
<td>1,080</td>
<td>9</td>
<td>811</td>
<td>4</td>
<td>750</td>
<td>3</td>
<td>850</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms 4</td>
<td>850-950</td>
<td>727</td>
<td>1</td>
<td>1,080</td>
<td>9</td>
<td>1,194</td>
<td>5</td>
<td>1,080</td>
<td>9</td>
<td>811</td>
<td>4</td>
<td>750</td>
<td>3</td>
<td>850</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>6000-8000</td>
<td>10,380</td>
<td>10,380</td>
<td>10,304</td>
<td>10,304</td>
<td>6,183***</td>
<td>5,140</td>
<td>3,113</td>
<td>2,902</td>
<td>4,517</td>
<td></td>
<td></td>
<td></td>
<td>3,780</td>
<td>6,553</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria (Cap/3)</td>
<td>13 sf / Stud.</td>
<td>3,642</td>
<td>2,933</td>
<td>1,850</td>
<td>2,405</td>
<td>2,357</td>
<td>2,218</td>
<td>2,218</td>
<td>2,218</td>
<td>2,218</td>
<td></td>
<td></td>
<td></td>
<td>2,218</td>
<td>2,218</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 1 (General)</td>
<td>MDE</td>
<td>2,860</td>
<td>2,110</td>
<td>2,340</td>
<td>2,218</td>
<td>2,187</td>
<td>2,808</td>
<td>2,808</td>
<td>2,808</td>
<td>2,808</td>
<td></td>
<td></td>
<td></td>
<td>2,808</td>
<td>2,808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 2 (Band)</td>
<td>1000-1500</td>
<td>1,484</td>
<td>1,207</td>
<td>1,145</td>
<td>890</td>
<td>848***</td>
<td>1,100</td>
<td>811</td>
<td>990</td>
<td>990</td>
<td></td>
<td></td>
<td></td>
<td>990</td>
<td>990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music (Band)</td>
<td>1500-2000</td>
<td>633</td>
<td>261</td>
<td>302</td>
<td>317</td>
<td>261</td>
<td>302</td>
<td>317</td>
<td>317</td>
<td>317</td>
<td></td>
<td></td>
<td></td>
<td>317</td>
<td>317</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1000-1500</td>
<td>811</td>
<td>1,207</td>
<td>907</td>
<td>715</td>
<td>1,734</td>
<td>1,126</td>
<td>811</td>
<td>990</td>
<td>990</td>
<td></td>
<td></td>
<td></td>
<td>990</td>
<td>990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Center</td>
<td>**</td>
<td>3,879</td>
<td>4,002</td>
<td>4,632</td>
<td>2,646</td>
<td>3,444</td>
<td>2,729</td>
<td>2,529</td>
<td>5,145</td>
<td>5,145</td>
<td></td>
<td></td>
<td></td>
<td>5,145</td>
<td>5,145</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>1000-1200</td>
<td>793</td>
<td>938</td>
<td>818</td>
<td>764</td>
<td>2,020</td>
<td>330</td>
<td>1,124</td>
<td>1,124</td>
<td>1,124</td>
<td></td>
<td></td>
<td></td>
<td>1,124</td>
<td>1,124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer 2</td>
<td>1000-1200</td>
<td>446</td>
<td>1,080</td>
<td>907</td>
<td>715</td>
<td>1,734</td>
<td>1,126</td>
<td>811</td>
<td>990</td>
<td>990</td>
<td></td>
<td></td>
<td></td>
<td>990</td>
<td>990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-Purpose</td>
<td>Varies</td>
<td>Cafeteria</td>
<td>Cafeteria</td>
<td>None</td>
<td>Cafeteria</td>
<td>Cafeteria</td>
<td>Cafeteria</td>
<td>None</td>
<td>Yes, Café, Pool</td>
<td>1,166</td>
<td></td>
<td></td>
<td></td>
<td>1,166</td>
<td>1,166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage?</td>
<td>Removed</td>
<td>Infilled</td>
<td>No</td>
<td>No</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Infilled</td>
<td>No</td>
<td>1,166</td>
<td></td>
<td></td>
<td></td>
<td>1,166</td>
<td>1,166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Varies</td>
<td>2,747</td>
<td>4,675</td>
<td>1,613</td>
<td>1,500</td>
<td>568</td>
<td>3,147</td>
<td>3,178</td>
<td>10,200</td>
<td>10,200</td>
<td></td>
<td></td>
<td></td>
<td>10,200</td>
<td>10,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship Conn.</td>
<td>NA</td>
<td>915</td>
<td>1,206</td>
<td>818</td>
<td>764</td>
<td>2,020</td>
<td>330</td>
<td>1,124</td>
<td>1,124</td>
<td>1,124</td>
<td></td>
<td></td>
<td></td>
<td>1,124</td>
<td>1,124</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total SF            | 100,199         | 86,161              | 84,422| 71,226                   | 69,440| 78,949              | 75,268| 164,669                  |   |                   |   |                     |   |                     |   |                   |   |

| SF / Student (Capacity) | 152  | 177  | 156  | 139  | 161  | 122  | 147  | 202  |

* Represents an average - less than 5% variation between multiple spaces

**2,000-2,200 + (8-10% of students x 35) (eg. 500 students = 3,700+)**

***Music on Stage

****Combination of (2) Gyms

Center Based Special Education at Little Canada, ED Williams & Parkview
## Physical Structure

<table>
<thead>
<tr>
<th></th>
<th>Parkview Center School</th>
<th>Roseville Area Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Guideline</strong></td>
<td><strong>850-950</strong></td>
<td><strong>933 1</strong></td>
</tr>
<tr>
<td>Classrooms 1</td>
<td>850</td>
<td></td>
</tr>
<tr>
<td>Classrooms 2</td>
<td>850-950</td>
<td>26</td>
</tr>
<tr>
<td>Classrooms 3</td>
<td>850-950</td>
<td>(4) x 745</td>
</tr>
<tr>
<td>Science Labs</td>
<td>1200-1400</td>
<td>1,123 6</td>
</tr>
<tr>
<td>IT Classroom</td>
<td>850-950</td>
<td></td>
</tr>
<tr>
<td>IT Classroom</td>
<td>1500-3000</td>
<td>2,144 1</td>
</tr>
<tr>
<td>IT Lab</td>
<td>1500-3000</td>
<td>2,200 1</td>
</tr>
<tr>
<td>FACS Classroom</td>
<td>900-1000</td>
<td>1,308 1</td>
</tr>
<tr>
<td>FACS Lab</td>
<td>1200-1500</td>
<td>1,536 1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>12,000-14,000</td>
<td>13,591 2</td>
</tr>
<tr>
<td>Gymnasium 2</td>
<td>Varies</td>
<td>6,002 1</td>
</tr>
<tr>
<td>Fitness</td>
<td>2,000</td>
<td>2,267</td>
</tr>
<tr>
<td>Pool</td>
<td>10,000-12,000</td>
<td>9,315</td>
</tr>
<tr>
<td>Music General</td>
<td>1000-1200</td>
<td>990</td>
</tr>
<tr>
<td>Music Band</td>
<td>1500-2700</td>
<td>1,752 1</td>
</tr>
<tr>
<td>Music Choir</td>
<td>1200-2000</td>
<td>1,040 1</td>
</tr>
<tr>
<td>Music Orchestra</td>
<td>1500-2700</td>
<td>995 1</td>
</tr>
<tr>
<td>Art</td>
<td>1200-1500</td>
<td>4,035 P</td>
</tr>
<tr>
<td>Art 2</td>
<td>1200-1500</td>
<td>1,965 2</td>
</tr>
<tr>
<td>Media Center</td>
<td><strong>5,145</strong></td>
<td><strong>8,276</strong></td>
</tr>
<tr>
<td>Computer</td>
<td>1000-1300</td>
<td>1,121 P</td>
</tr>
<tr>
<td>Computer 2</td>
<td>1000-1300</td>
<td>1,112 P</td>
</tr>
<tr>
<td>Computer 3</td>
<td>1000-1300</td>
<td>935 P</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>15 / Student</td>
<td>5,214</td>
</tr>
<tr>
<td>Special Education</td>
<td>Varies</td>
<td>4,700</td>
</tr>
<tr>
<td><strong>Total SF</strong></td>
<td><strong>164,669</strong></td>
<td><strong>240,747</strong></td>
</tr>
<tr>
<td>Less Pool, Auditorium</td>
<td><strong>-12,000</strong></td>
<td><strong>-8,000</strong></td>
</tr>
<tr>
<td><strong>Gross SF</strong></td>
<td><strong>152,669</strong></td>
<td><strong>232,747</strong></td>
</tr>
<tr>
<td>SF / Student (Capacity)</td>
<td>187</td>
<td>223</td>
</tr>
</tbody>
</table>

* MDE Guideline: 150-180 sf / student

** Represents an average - less than 10% variation between multiple spaces

**2,500-2,700 + (8-10% of students x 35) [eg. 1,200 students = 6,400 +/-] **

P: Represents Potential Teaching Station
## Physical Structure

<table>
<thead>
<tr>
<th></th>
<th>State Guideline</th>
<th>Roseville Area High School</th>
<th># *</th>
<th>Fairview Alternative High School</th>
<th># *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms 1</td>
<td>850-950</td>
<td>1,686</td>
<td>1</td>
<td>856</td>
<td>1</td>
</tr>
<tr>
<td>Classrooms 2</td>
<td>850-950</td>
<td>1,150</td>
<td>1</td>
<td>710</td>
<td>6</td>
</tr>
<tr>
<td>Classrooms 3</td>
<td>850-950</td>
<td>865</td>
<td>21</td>
<td>630</td>
<td>2</td>
</tr>
<tr>
<td>Classrooms 4</td>
<td>850-950</td>
<td>750</td>
<td>12</td>
<td>520</td>
<td>1</td>
</tr>
<tr>
<td>Classrooms 5</td>
<td></td>
<td>715</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Labs</td>
<td>1200-1500</td>
<td>1,550</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Labs</td>
<td>1200-1500</td>
<td>1,233</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sci Classroom</td>
<td>850-950</td>
<td>827</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sci. Computer</td>
<td>1000-1400</td>
<td>704</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other / Breakout</td>
<td>Varies</td>
<td>Varies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Offices</td>
<td></td>
<td>(4) @ 1,565</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>1000-1200</td>
<td>1,049</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech Classroom</td>
<td>1200-1400</td>
<td>1,006</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CADD / Graphics</td>
<td>1400-2000</td>
<td>3,200</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>1400-2000</td>
<td>1,310</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 1</td>
<td>1200-1500</td>
<td>2,650</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 2</td>
<td>1200-1500</td>
<td>2,335</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 3</td>
<td>850-950</td>
<td>1,627</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Lab (Woods)</td>
<td>2000-3000</td>
<td>3,000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Lab (Engines)</td>
<td>2000-3000</td>
<td>2,600</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACS Classroom</td>
<td>900-1000</td>
<td>820</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACS Lab</td>
<td>1200-1500</td>
<td>2,141</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACS Lab</td>
<td>1200-1500</td>
<td>1,519</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>12,000-14,000</td>
<td>13,170</td>
<td>2</td>
<td>3,500</td>
<td></td>
</tr>
<tr>
<td>Gymnasium 2</td>
<td>Varies</td>
<td>11,861</td>
<td>2</td>
<td>7,234</td>
<td></td>
</tr>
<tr>
<td>Weights / Fitness</td>
<td>2000-4000</td>
<td>2,904</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>2000-4000</td>
<td>2,847</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Band</td>
<td>2000-3000</td>
<td>3,351</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Choir</td>
<td>1500-2200</td>
<td>1,489</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Orchestra</td>
<td>1500-3000</td>
<td>2,937</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Center</td>
<td>**</td>
<td>11,893</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td>1,250</td>
<td>1,060</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>1000-1400</td>
<td>806</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>1000-1400</td>
<td>738</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>16 sf / Student</td>
<td>9,083</td>
<td></td>
<td>3,500</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Varies</td>
<td>6,762</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total SF             | 402,293         |                            |     |                                 |     |
| Less Pool, Auditorium| -9,000          |                            |     |                                 |     |
| Gross SF             | 393,293         |                            |     |                                 |     |

- Represents an average - less than 10% variation between multiple spaces
- **3,000 + (8-10% of students x 40) [eg. 2,000 students = 5,900 +/-] **
P: Represents Potential Teaching Station

MDE Guideline: 150-180 sf / student
Typical New HS: 200-300 sf / student
Example: Building Perspective

- **Short on Space**
  - Not Running even (3) sections – no extra room
  - Carved up media center, former art room
  - Band / Orch. in former closet

- **Parent Pick-Up & Drop Off Congested**
  - Families have learned how to make it work

- **More Pre-K opportunity needed**
  - Always a waiting list for Kindergarten

- **Wish: Rethink Media Center**
  - Not currently using
  - Poor acoustics
  - Could be viable, imaginative space
Major Needs:

- Approximately 12% +/- of students meet criteria, although CID & DCD have grown
- Projections have been short 1-2 Classrooms annually
- CID Move to EDW within (3) Years (including ‘16-17)
  - Space Demand – may need 2\textsuperscript{nd} site
- Setting (3) Center Based Option at each ES (Least Restrictive)

- All Buildings Need:
  - OT / PT Room and DAPE Room
  - Sensory Room
  - Designated toilet w/ Changing Area
  - Cultural Liaison Space
  - Grade Level Appropriate Resource and Specialist Work Space (speech, social worker, psychologist, etc.)
Student Services

Parkview:
  • I-Shine (DCD) Programming
    • Toilets need to be addressed

MS & HS:
  • Not enough space to continue CID needs from ES
  • Augmented Staffing for Co-Teaching @ HS (increases need for staff space)

Current Approach:
  • Teachers “pushing in” at K-3
  • Teachers “pulling-out” at 4-6 (Moving towards “pushing-in”)
  • Specialized Resources at MS, HS
    • Stigma possibility if too centralized, but centralized offers most efficiency and opportunity

Accessibility:
  • Bus-Loading is a challenge, especially a parking impact with younger students
  • District-wide consistency
Goals:

• Support District Strategic Initiatives
• Close Educational Gaps
• Enriching the Learning Environment
  • Using research-based curriculum and instructional strategies
  • Meeting the needs of its diverse community
  • Providing ongoing, job-embedded, professional development for its staff
  • Continually assessing student performance to provide parents and staff the instructional information they need
  • Providing a rigorous, challenging, and enriched learning environment for all students, while providing differentiated programming and curriculum options for identified gifted and talented students
Teaching & Learning

Current – What They See:

• Staff Travel Between Buildings
• HS – Teachers Moving Between Rooms
• Lack of Extended Learning Environments
  • Lots of hallway & corridor use
• Wrong Size Spaces Being Used
  • Classroom module for too few or too many
• Lack of Extended Learning Environments
  • Lots of hallway & corridor use
• Different Opportunities Exist
  • Year-round at Harambee
  • Magnet Focuses (Dual Language, Environmental Science, etc.)
  • ½ of Students involved in Summer Programming
**Example: Security**

<table>
<thead>
<tr>
<th>ENTRIES</th>
<th>Brimhall Elementary</th>
<th>Central Park Elementary</th>
<th>Falcon Heights Elementary</th>
<th>Harambee Elementary</th>
<th>Little Canada Elementary</th>
<th>E.D. Williams Elementary</th>
<th>Parkview Center School</th>
<th>Roseville Area Middle School</th>
<th>Roseville Area High School</th>
<th>Falconview Community Center</th>
<th>District Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office adjacent to the front door / direct visual (exterior windows)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>NA</td>
</tr>
<tr>
<td>Secure vestibule with inner door set electronically locked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to create secure vestibule with current office location?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Airphone system (camera and phone with office controlled door in the vestibule) if office is not at front door</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airphone system in combination with secure vestibule with direct controlled door to office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Duress button” at reception desk to call 911 or police liaison</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Laminated glass in entry vestibule and/or adjacent windows</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Computerized sign in equipment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Laminated transaction window to separate staff from visitor</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>“Sallyport” system within the main office reception including laminated / &quot;bullet resistant&quot; glazing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitor / &quot;Welcome&quot; Desk staffed at Entry</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Security Guard: armed or unarmed</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Metal detector screening</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

1) Partial Office adjacency to front door
2) Requires minor addition
3) Cafeteria
4) Four separate entry points
Committee Discussion

- Grade Configuration & Capacity
- Spaces Specific to the Needs of Learners
  - Special Needs
  - English Learners
  - All Levels and Types of Learning
- Types of Spaces Needed for Future
  - What is Outdated?
  - Project Based and Flexible Options
  - Furniture in lieu of Architecture
- Continued Support of Options / Choices, including Early Childhood
Educational Criteria

• We believe in the District Mission Statement: Quality Teaching & Learning for All… Equity in All We Do. Our criteria and prioritization should follow this approach.

• Safety of our students needs to be a HIGH PRIORITY in our schools for our E-12 students.
  • Entry sequences should support a variety of scenarios.
  • Options for building-wide lock down should be possible
  • Options should accommodate shared uses when applicable

• 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.
Educational Criteria

• We believe there are advantages to both K-6 and K-8 programming options, and that our 6th grade students are in high performing environments.

• 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:

  • Should not be forced into a decision of a focused pathway in order to explore class options available
  • Need to be encouraged to explore social interactions
  • Need to have easily accessed spaces no matter where they are located
  • 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).
Educational Criteria

• 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.

• We believe the District should **maintain established neighborhood boundaries** if possible while maintaining appropriate balance between schools.
Educational Criteria

• 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:

  • “Right-sized” spaces for small, medium, and multi-purpose large groups
  • Infrastructure of extended learning spaces adjacent to classrooms (eliminate the need to work in hallways)
  • Spaces that are flexible without being generic – the ability to easily transform to meet the current need
  • Spaces to allow for more direct pull-out adjacencies in lieu of only center based options for special needs
  • Outdoor learning areas (not recess areas, but specific to classes and learning with Wi-Fi and other support features
Educational Criteria

• There are academic areas in our buildings that are not appropriate to meet educational needs for today (or tomorrow) due to age, layout, etc. These include:

  • Spaces that support career or technical education at the High School and Middle School (that haven’t seen improvements in over 25 years in some cases, since originally built in others) including:
    o Trades based shops and labs
    o Family and Consumer Sciences (FACS) Spaces, including commercial kitchen programs
    o Science labs
    o Art labs

  • Dedicated spaces that provide a focus on the Arts within the Elementary Schools

  • Hands-On Lab areas for project based learning at Elementary Schools

  • Science Labs at FAHS

  • Spaces that serve Special Needs students including resource areas, classrooms and center-based programming

  • Standards for minimum classroom sizes and consistency

  • Flexible furniture options
Educational Criteria

• Transitions tend to create difficulties for learners, and **minimizing transitions** should be a goal of any option including:
  - Minimizing Center-Based Special Education transitions
  - Minimizing transitions for families between buildings

• **Volunteers** provide an important resource in our schools. Buildings should have space to accommodate their needs including storage and prep work.

• Options should explore opportunities connected to curriculum that provide learning related to **real-world experiences** (that could connect to the community):
  - School Store(s)
  - Food & Clothing Shelters
  - Clinics
  - Banks
  - Other service providers
Educational Criteria Summary

• Grade Structures, choices & options should be maintained
• 9-12 at a single campus
• Flexible & appropriate instruction spaces needed at all buildings
  • Special Needs Areas
  • Specialized Labs and Instruction Areas
  • Spaces that need to be re-imagined
• Early Childhood Programming Needs additional space
Activities & Community Criteria

OBJECTIVE AND SUBJECTIVE DATA

» Schedules
» Floor Plans & Site Plans
» Physical Conditions
» Minutes from District Meetings

Quantify / Define Need
• Schedule Pressure = Not Enough
• Non-Existent
• Quality of Space
• Proximity
Types of Data

Types of Spaces:
- Large Group Gathering
- Classroom
- Gyms / Pools / Activity
- Fields
- Performance

Groups / Players / Users:
- Teams (Student Based)
- Co-Ed / Community
- Community Education
- Friendship Connection
- Seniors
- Organizations

Leadership:
- Activities Departments
- Community Education
- Cities
  - Roseville
  - Little Canada
  - Maplewood
  - Falcon Heights

For Consideration:
- Quantities of Space(s)
- Schedules
- Perspective of Leadership
• Community Gym
  o (2) Courts w/ wall
  o Roseville Parks & Rec
• Users
  o RPR - Legos
  o Girl Scouts
  o RYBA
• 16.80 Acres
  o Adjacent City Park
  o (4) Softball
  o (2) Tennis

Note - All Elementary Schools:
• Cafeteria
• Media Center
• Playground

Brimhall Elementary School
District Facilities

District Facilities

- (1) Gym
  - (2) Court
- (1) Pool w/ Diving
  - RAHS Swim Teams
- Weight Room
- Locker Rooms

Users

- RPR - Legos
- RYBA (Heavy Use)
- MN Bulldogs (Gym)
- YMCA (Pool)
- St. Odilia (Pool)

- 26.30 Acres
  - (1) Baseball
  - (1+2) Softball
  - (6) Tennis
    - (non usable)
  - 2+ Rectangles
  - RPR – Summer Field Use
  - RAHS Boys Soccer - Fall

Parkview Center School
- **(2) Gyms**
  - (3+) Court
  - (1) is former stage
  - Wall broken
  - Climbing Wall
- **Weight Room**
- **Wrestling Room**
- **Locker Rooms**
- **RAMS Auditorium (304+ Seats)**
- **Users (Building)**
  - RPR – Band, Theater
  - RYBA (Heavy Use)
  - Rosetown Theater
  - Rotary
  - RAHS Dance (Fall)
- **41.00 Acres**
  - (2) Full Soccer
  - (5+) Small Soccer
  - Track & Field
  - (8) Tennis
  - (1) Baseball (+2)
  - RAHS Girls Soccer
  - RAHS Tennis
  - RAHS Boys
    - LaCrosse
  - RPR Soccer
  - RPR Tennis
• (3) Gyms
  o (4) Courts (2+2)
  o Gymnastics (City Gym)
• Weight Room
• Wrestling Room
• Locker Rooms
• RAHS Auditorium (575 Seats)

• Users (Building)
  o RPR – Band, Strings, Theater
  o RPR – Men’s Basketball, Camps
  o Lots of Misc. Organizations
  o RAHS Teams:
    o Cheer, Volleyball, Gymnastics,
      Basketball, Wrestling, Dance
      (Winter)

• 40.00 Acres
  o Stadium (Synthetic Turf + Track)
  o (2) Full Rectangles
  o (8) Tennis
  o (1) Baseball (+1)
  o RAHS Teams:
    o Football, Girls Soccer, Tennis
      (B&G), LaCrosse (B&G), Baseball,
      CC (B&G)
  o RPR: Baseball, Tennis, Football, Track
  o USTA
  o RAYFA
  o NSSA
District Facilities

• 40.00 Acres
  o Stadium (Synthetic Turf + Track)
  o (2) Full Rectangles
  o (8) Tennis
  o (1) Baseball (+1)
Fairview Community Center

District Facilities

• (1) Gym +
  - (2) Courts
  - (1) Court @ Cafeteria
• Pool
• Dance Studio
• Locker Rooms
• Great Room

• Users (Building)
  - RPR – Dance
  - Scofield Bible Flwshp.
  - PERT
  - MN Astronomical Soc.
  - District 8AA
  - Health Partners
  - Blue Cross
  - St. Thomas
  - MARCEE
  - Twin City Underwriters
  - St. Paul Audubon Soc.
  - North Suburban Chorus

• Users (Gym & Pool)
  - NSSA
  - RAYFA
  - RYBA
  - Clemen’s Men’s
  - Basketball
  - Special Olympics
  - North Heights Christian
  - Academy (Pool)
  - St. Mark’s School (Pool)
  - MN Heat

• 21.70 Acres
  - (1) Full Rectangles
  - (4) Tennis
  - (2) Softball
  - RAHS: Softball
    - (4 Teams)
District Facilities: Summary

**Elementary Schools**
- (8) Gyms
  - (4) City Gyms
  - 10 Full Courts

- Fields
  - (6) Softball + (12) City
  - (1) Baseball (City)
  - (2) Full Rectangles

**Secondary Schools (PV, RAMS, RAHS, FVCC)**
- (7) Gyms
  - (1) City Gyms (Gymnastics)
  - 11 Full Courts

- (3) Weight Rooms
- (2) Wrestling Rooms
- (2) Pools
- (1) Dance Studio

- Fields
  - (3) Softball + (2) Practice
  - (3) Baseball + (3) Practice
  - (9) Full Rectangles + (6) Practice
    - (1) Full is Synthetic Turf
  - 20 Tennis (+6 Unusable)
  - (1) Track + (1) “Track”

**Other**
- (8) Cafeterias (Gyms)
- (3) Cafeterias
- (9) Media Centers
- (1) Great Room

- (2) Auditoriums
  - (1) 304-340 Seat
  - (1) 575 Seat

**Other City Used:**
- Legion Baseball Field
- Central Park Victory SB Fields (5)
- Oval - Hockey Arena (1 Sheet)
- Misc. as needed for Practice
1. Auditoriums
   - Need to Decline Requests

2. Gyms
   - Making it work, but RYBA is tight

3. Fields
   - Rectangles – Highest Demand
   - Teams Off-Site

4. Classrooms
   - Type Specific (eg. Cooking, Lab, etc.)

5. Pools
   - Available with Coordination

6. Large Group
   - Available typically
Community Education

- Afterschool programming at Elementary Schools is challenging
  - Overlaps with Teacher time
  - Pressure at Brimhall, Falcon Heights, Williams

- Auditoriums – Can’t Accommodate Demand
  - Great problem to have

- Community Center Issues
  - Multiple Users = Loss of Secure Entry
  - HVAC Limits Use
  - Physical Conditions / ADA Limitations

- Scheduling Learning Spaces
  - Need more access to specialized spaces
  - Lost Multi-Purpose at Williams
Activities Departments

- **City Gyms Require Coordination**
  - Typically works well

- **Pools**
  - Depths @ Parkview OK
  - Locker rooms need some TLC
  - Need to Use Stillwater or Woodbury for big meets: OK!

- **Programming Options for Parkview**
  - No Theater
  - Locker Rooms for Teams at RAMS

- **Spring Weather is a Factor**
  - Impossible to Anticipate in Schedule

- **RAMS Track – Need**

- **HS Fields**
  - Biggest demand is on rectangles
  - Physical Condition – Can’t recover with high demand
  - Teams need to travel
City (Roseville)

- **Continue to Study City Needs**
  - Roseville: 2040 Plan Underway
  - Roseville: 2010 Parks Plan (On-Line)
  - Goal – Encourage Businesses

- **Auditoriums**
  - Really hard to program into (School 1st Priority)

- **Gyms**
  - Currently can manage, but tight (RYBA Driver)

- **Fields**
  - Biggest demand is on rectangles
  - RAYBA uses Evergreen heavily

- **Community Center**
  - Often discussed with Community
  - Confusion on Fairview ownership & management
Committee Discussion

• Before & After School Programming

• Role & Balance of Education vs. Community
  • E-12 Students Top Priority
  • Maintaining Safety & Security
  • Community programs provide important feeders

• Realistic approach to using land available

• Need for on-going discussions with Cities

• Quantification of space needs
Activities & Community Criteria

• We believe in the District Mission Statement: *Quality Teaching & Learning for All… Equity in All We Do.* Our criteria and prioritization should follow this approach.

• We *appreciate the variety of opportunities* the District is able to provide both the students and the community. We don’t want to see those options limited based on space issues.
Activities & Community Criteria

• While we are fortunate to have the majority of our buildings located on sites large enough to accommodate a wide range of activities and events, we realize that the High School site is challenged when compared to others. We also understand that requires activities to occur at a number of locations within the District as opposed to all teams practicing at the High School. While this will need to continue, any options should consider ways to increase available practice and activities located at the High School to reduce the amount of activities that occur off site.

• Where we are fortunate to have site space available, options should consider how to make those on-site amenities better to increase available field, court, and track locations for both athletics and community need.
Activities & Community Criteria

• **Before and after school programming** requires a wide range of conveniently accessed spaces to accommodate different activities.

  • Currently, our space arrangements through different partnerships limit access to large group spaces (such as gyms) particularly immediately after school. Options should either explore ways to provide better coordination of available resources, or consider options to provide alternative or additional large group space.

  • Dedicated space should be provided to accommodate before & after school programming as well as community use within neighborhoods.

• **Options should consider opportunities for more Large Group and Small Group meeting space** within the District, as well as appropriate support spaces such as restrooms and storage.
Activities & Community Criteria

• **Youth programs and activities** provide great opportunities for students to try activities while they are young to find interests, increase achievements and maintain a healthy lifestyle. The biggest pressures on these activities related to space are gyms in the winter months, and outdoor fields in the spring, summer and fall months, and auditoriums year-round. Options should provide either increased spaces or greater utilization possibilities.

• The quality of programming in our facilities during **summer months is compromised** by the mechanical systems – in particular, dehumidification. Options should consider adding dehumidification to programmed areas.
Activities & Community Criteria

• The **Community Center** is an important part of the Roseville Area and surrounding communities. Options must maintain these programs within the District. However, we believe that the needs of our E-12 students should remain our top prioritization when considering options.

• Currently two **pools provide a range of opportunities** for all. It is important that the Options continue to have pools focused on competitive activities as well as on community use both from a scheduling and quality of environment perspective (water temperature, locker space, spectator seating, deep water areas, etc.). If this can be done with a single pool, that is acceptable.
Activities & Community Criteria

• Roseville is fortunate to have one of the strongest **Performing Arts programs** in the area for Theater, Music, Dance and other activities. These are supported both in District Activities as well as robust Community based groups. However, current facilities limit experiences both through scheduling conflicts and quality of space.

  • An additional auditorium is needed in the District to help alleviate scheduling needs and demand both within the District activities as well as community need.
  • An auditorium with a full fly-loft area above the stage needs to be provided at the High School to support programming opportunities.
  • Support spaces at auditoriums including scene shops, storage and dressing rooms contribute to current conflicts. Space should be provided to reduce stage conflicts and improve the current quality and experience.
  • Appropriate and working equipment and furniture at auditoriums is needed.
  • Opportunities for other types of performance than traditional stage performances including black-box style flexibility and lecture style presentation should be explored.
Activities & Community Summary

• While community needs are important, E-12 student needs should be top priority

• Realize the limitations of available sites, so Options will need to address this creatively

• Do not want to see opportunities decreased
  • Activity Areas including Pools, Gyms
  • Theater and Performance Programming
  • Community Center Focus
  • Specialized and available space for Community Education

• Continued dialogue and evaluation with City partnerships is needed for best building utilization
Overlapping Needs

- Safety & Security
- Dehumidification of Utilized Spaces
- E-12 Student Prioritization
- Continued Commitment to Investment
- Desire to Work with City Partners
- Commitment to District Mission & Goals

- Need for multi-use and flexible space
- Desire to Continue Options, Opportunities and Programs that benefit all
- Additional Space Required to Accommodate Needs
Summary / Take-Aways

- **All Sites** will require some level of work or investment.
- High School will require significant addition to accommodate capacity issues at single campus.
- Fairview will require serious evaluation of reinvestment strategy vs. new construction.
- Options must be guided by common sense – expectations are reasonable.
- Need to prepare for the next twenty years.
- The time is right to address these needs.
- On-going strategy for maintaining buildings needed.
Overview

- Criteria establishes working “rules”
- Optional criteria provides a way to evaluate options
- Options must fulfill criteria or they are not valid
Thank you!

Feedback & Questions?

Future Opportunities:
• Options Committee – January start
• Polls & Survey Participation
• Upcoming Community Meetings
• Referendum Process
• Design Process

Watch District Website & Communication updates for more information