

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

October 5, 2021
4:30 PM

A G E N D A

I. CALL TO ORDER

II. AGENDA

- A. Superintendent's Announcements
- B. Updates to Policy 510.00 Graduation
 - 1. Introduction
 - 2. Presentation 2
 - 3. Discussion
 - 4. Action (TBD)
- C. Sustainability/Energy Update
 - 1. Introduction
 - 2. Presentation 8
 - 3. Discussion
 - 4. Action (TBD)
- D. Envision SPPS Update
 - 1. Introduction
 - 2. Presentation 28
 - 3. Discussion
 - 4. Action (TBD)

III. ADJOURNMENT

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

Updates to Policy 510.00 Graduation

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Cedrick Baker, Chief of Staff
Darren Ginther, Director, Office of College and Career Readiness
Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

October 5, 2021

510.00 Graduation

Why are we proposing an update to this policy?

Adding graduation credit requirements necessitates a board policy update.

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510.00 Graduation

Proposed updates to be made to the current policy:

- **Add “Ethnic Studies” in paragraph 2 so it reads:**

"2. Basic course credit requirements for Saint Paul Public School high school diploma also include:

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- Health & Wellness credit
- Fitness & Physical Education credit
- Family & Consumer Science, Industrial Technology or Business credit
- **Ethnic Studies**
- Elective credits
- Post High School Planning

510.00 Graduation

Next steps:

- October 24th, 2021
 - 1st Reading
- November 26th, 2021
 - 2nd Reading
- December 14th, 2021
 - 3rd Reading

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510.00 Graduation

See [here](#) for proposed policy.





Energy Action Plan Update

Committee of the Board

Chelsea Moody, Environmental Specialist

October 5, 2021

Objective and Agenda

Objective: To provide the Board an update on the Energy Action Plan, its next steps (particularly the formation of a Sustainability Advisory Taskforce), and how that may guide the organization in looking at strategic decisions like renewable energy.

Agenda:

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1. Energy Action Plan update
2. Case Study: Renewable Energy (Solar)
 - Background - SPPS and Industry-Wide
 - “Solar on Schools” Legislation
3. Next Steps: A Sustainability Advisory Taskforce
4. Discussion

Energy Action Plan

October 2021 Update

Energy Action Plan: Achieving the Vision



Facilities &
Operations

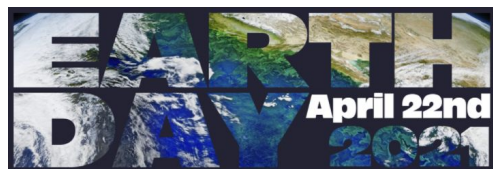


Community

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- Reduce Greenhouse Gas (GHG) emissions **45% by 2030**
- Actively and equitably engage our students, teachers, administrators, and the entire Saint Paul Public Schools.

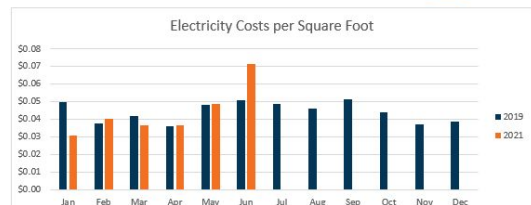
Energy Action Plan Progress



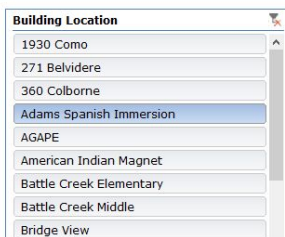
Promoting Energy Education Opportunities

Saint Paul Public Schools Utility Report

Location: Adams Spanish Immersion

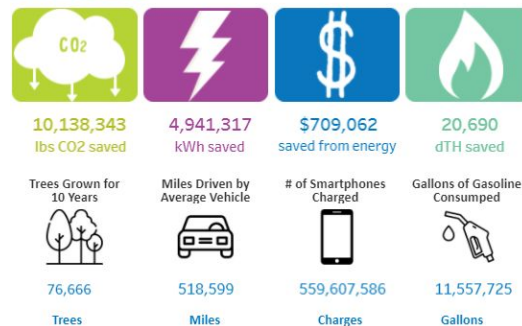


Head Engineer Utility Reports and tips



Turn-Key Energy Audits

Sustainability in Action: Energy Design in New Construction & Renovations



Creating Energy in Construction Dashboard



Research Renewable Energy Opportunities for schools



In the Fall of 2019, SPPS built an Energy Action Team composed of facilities staff, teacher representatives, administrators, parents, principals, Xcel Energy representatives, and a Minnesota GreenCorps Member. This team created our Energy Action Plan, which sets a goal to reduce greenhouse gas emissions 46% by 2030.

How can I help?

We welcome any suggestions for sustainability community engagement and energy best practices, please email Chelsea Moody, chelsea.moody@spps.org with ideas.

Teachers and Administrators

- Sign up your school to be one of first sites in SPPS to host EmPowered Schools, a sustainability education program. Overview of the program for SPPS and Sign up.
- Model energy stewardship in your classroom by following these energy saving tips.
- Enroll in Xcel Energy's free school education kits program to receive Take Action Kits with energy saving devices.

Students

- Model energy stewardship in the classroom by turning off lights in unused rooms, turning off computer monitors when you're done using them, and unplugging unused chargers.
- Join your school's environmental group! Check out what groups/organizations are available at your school.

What have we Accomplished?

- Turn-key Energy Audits on 3 high energy use school buildings.
- Hosted the H.E.A.T Home Energy Action Talent Contest, engaging students to think about energy use at home.
- Shared Earth Day materials to help teachers, students and parents be more sustainable at home and in the classroom.
- Created new utility dashboards for custodial staff to better understand their building energy use and tips to be more efficient.
- Documented sustainability in action for new construction and renovation projects with a case study featuring projects who participated in the Energy Design Assistance program.
- Promoted Xcel Energy's School Kits to help teachers connect with students on energy topics.

CONTACT



Environmental Specialist

Chelsea Moody

chelsea.moody@spps.org
651-744-4086

ADDITIONAL RESOURCES



Energy Action Plan (PDF)

EAP Summary (PDF)



SPPS Energy Data



Solar Energy

Sustainability in Action: Energy Design in New Construction & Renovations



Project



11,135,741
lbs CO2 saved



6,709,259
kWh saved



\$831,963
saved from energy



20,690
dTH saved

Trees Grown for
10 Years



84,209
Trees

Miles Driven by
Average Vehicle



12,694,759
Miles

of Smartphones
Charged



614,661,091
Charges

Gallons of Gasoline
Consumed



569,618
Gallons

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Annual estimated savings from Energy Design Assistance (EDA) verification reports. CO2 equivalencies calculated using EPA calculator.

+ a b e a u

Energy Action Plan Website:
<https://www.spps.org/Page/39291>



Youth Environmental Activists (YEA!) Climate Justice Sit-In, 2021



SPFE Climate Action Team

- Hosted Solar Town Hall February 2021
- Hosted SB forum on climate Action
- Solar Petition, BOE public comment



Youth Climate Strike, 2019

Over 1,500 students surveyed for Energy Action Plan

This topic is important: **85%** responded said taking action on climate change has some level of importance. **30%** noted it was **extremely important**.

Students want to participate: **72%** of students said they would likely participate in an action or event to address climate change.

Case Study: Solar Energy

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Renewable Energy (Solar)

On-Site
(e.g. solar panels)



Off-Site
(e.g. subscription programs)



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CERT^s

CLEAN ENERGY RESOURCE TEAMS

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Current On-Site Solar Opportunity

Of the 73 buildings that comprise SPPS portfolio, 6 were deemed to meet all the criteria for hosting a solar array.

Solar Feasibility Criteria:

- Less than 5 years old roof or getting a new roof in 5 years.
- More than 2,000 sq.ft Area
- Minimal interference from RTU, vents equipment, skylights
- Orientation to sun, amount of shade, trees, etc
- Structural Integrity

Eastern Heights

Four Seasons

Galtier

Washington Technology

Como Senior

Nokomis South

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Decision Factors in Renewable Energy

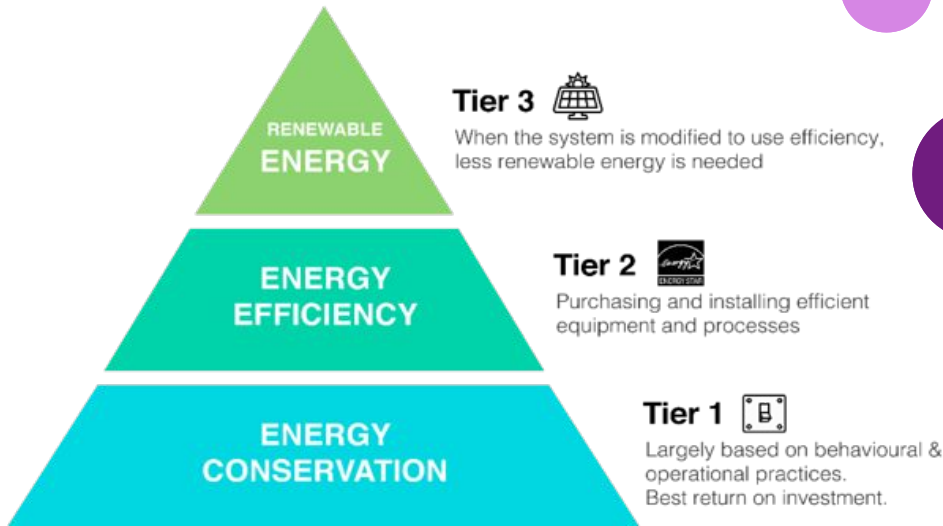
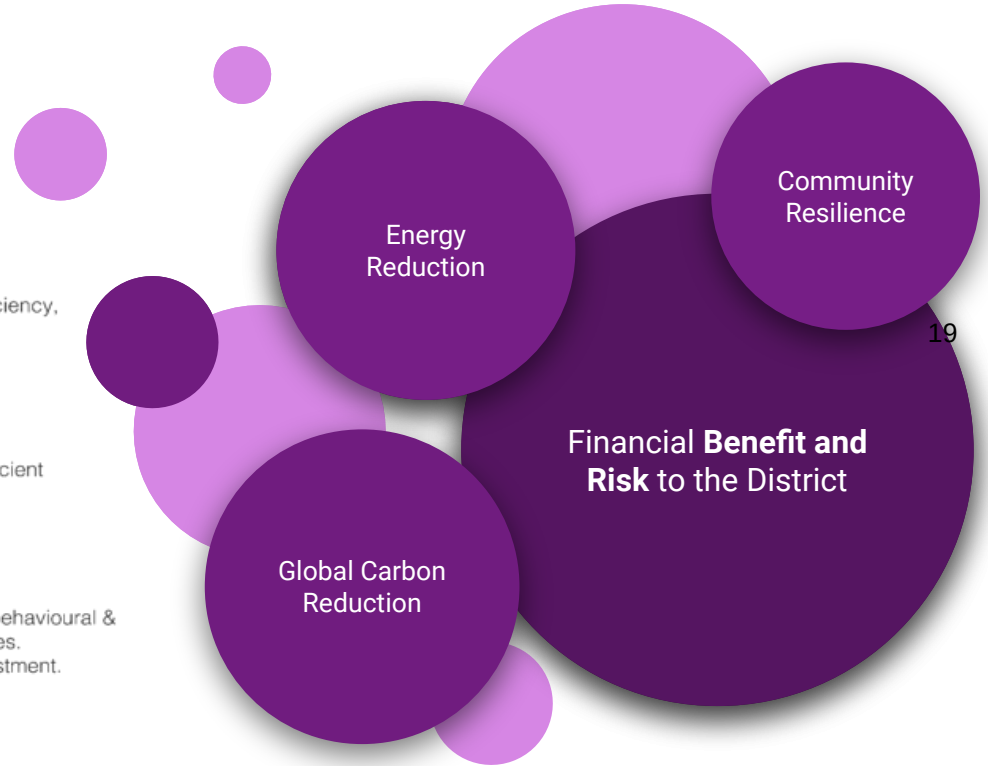


Image Credit: eaasi.vgoc.ca



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“Solar on Schools” Legislation

2021 Commerce and Energy Omnibus bill passed in June Session: \$16 million to schools. \$8 million available in Xcel territory.

Up to **10% per school** District (\$800,000)

Xcel create plan, submit to the state Oct. 1; **8-12 months review, comment, and approval**

SPPS Facilities, Grants attended **stakeholder meetings with Xcel.**

Xcel Proposed model:

Similar to Xcel “Solar Rewards” Program

- Upfront incentive per watt
- Performance incentive

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Potential to cover between ~ 4-6% of cost of install.

- 20 year contract
- Up to 1 MW

Next Steps:

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Sustainability Advisory Taskforce

Sustainability Advisory Taskforce

This group is envisioned to serve as:

- Advisory group to the board on sustainability issues at SPPS
- Representatives of key stakeholders from across the SPPS community collaborating.
- Communication channel to collect and disseminate sustainability information throughout the District.
- Selector of large-scale sustainability strategies to be prioritized in the District and to be presented to the Board.

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Areas of Sustainability

Sustainability includes more than Solar or Energy

ENERGY

conservation, efficiency, renewables

HEALTH

indoor air quality, access to natural light, access to outdoors, healthy food

WATER

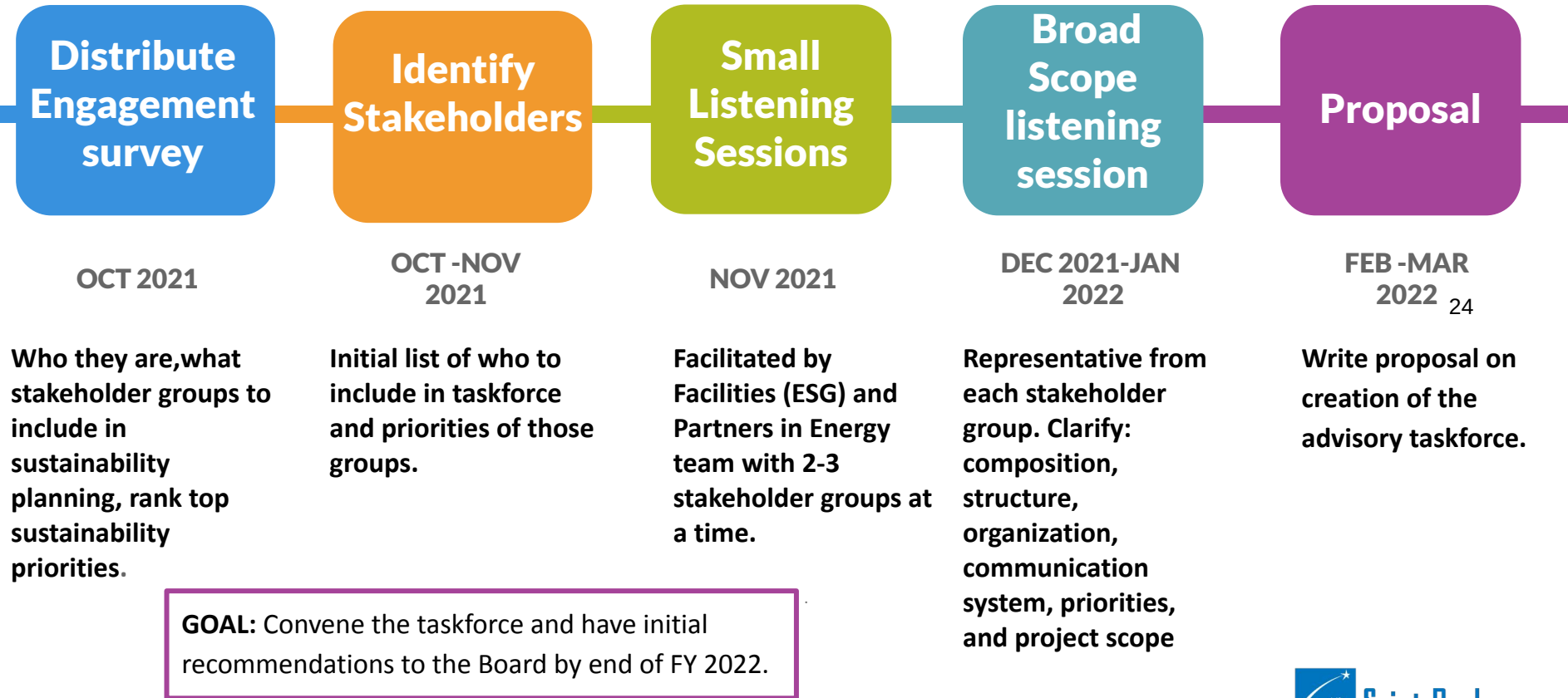
safe drinking water, conservation, stormwater management

RESOURCES

waste reduction, reuse, quality/longevity

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Forming a Sustainability Taskforce



Where Do We Want to Go?

- Achieve a District-wide commitment to environmental stewardship.
- Raise awareness of sustainability and climate crisis.
- Reduce our environmental impact.
- Actively and equitably engage our students, teachers, administrators, and the entire Saint Paul Public Schools community.

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Convert **existing stand-alone efforts** and **technical expertise** into **collective, comprehensive,** and **strategic problem solving** that benefits the whole district.

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Thank You!

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Envision SPPS: Our plan for well-rounded programs

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Board of Education - Committee of the Board

Jackie Turner, Chief Operations Officer

October 5, 2021

What you will learn:

1. Timeline
2. Engagement Model: IAP2
3. School community engagement format and dates:
 - Engagement Dates
 - Public Information Sessions
 - Public Hearings
 - Site-based Meetings
 - Site-based Implementation Planning
 - Targeted Stakeholders
 - Continued Communications and Support
4. Board of Education meeting dates
5. Cost to maintain unused building

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Timeline*

2020-21	2021-22	2022-23	2023-24
Pre-planning/Design • Nov.-late winter.: Workgroups research and review data; develop findings • Winter/Spring: Project Sponsor and Core Planning Team reviews findings and develops recommendations • Spring: Superintendent Gothard/Executive Sponsor reviews findings • Spring/Summer 2021: Board of Ed. receives progress updates	Continue Fact Finding via qualitative data Address high-priority findings Strategic and targeted engagement, e.g., focus groups, surveys	Phasing Begin implementation of recommendations	Full Implementation Primary recommendations fully implemented

***NOTE:** The Envision SPPS planning process will closely monitor the evolving impact of COVID-19 to school communities and the District to inform short- and long-term planning.

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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Engagement Dates

PUBLIC-WIDE SESSIONS - **TENTATIVE**

- **Public Information Sessions: Oct. 26 and Nov. 8**
 - Virtual, questions submitted
- **Public Hearing: Oct. 28 and Nov. 11**
 - Listening session; at 360 Colborn; also streamed; sign-up for specific time slots

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AFFECTED SCHOOL COMMUNITIES

- **Oct. - Nov.:** Administration meets directly with affected school communities and targeted stakeholders
- **Winter/spring 2021-22: Consult>Involve>Collaborate** with affected school communities to start **Envisioning new school programs**

Public Information Sessions

1. **IAP2: Inform:** “Provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions.”
2. **Purpose:** Provide accurate and detailed information on how³³ and why Envision SPPS recommendations were made
3. **Audience:** SPPS families, staff, partners and community
4. **Format:** Virtual; Narrated overview followed by Q&A

Public Hearings

1. **IAP2: Consult:** “Obtain public feedback on analysis, alternatives, and/or decisions.”
2. **Purpose:** Opportunity to listen to stakeholders’ concerns³⁴
3. **Audience:** SPPS families, staff, partners and community
4. **Format:** In-person; brief intro/welcome; time-limited public comment

Site-based Meetings

1. **IAP2: Consult:** “Obtain public feedback on analysis, alternatives, and/or decisions.”
2. **Purpose:** Opportunity to listen to stakeholders’ concerns
3. **Audience:** SPPS families and staff
4. **Format:** Virtual or in-person based on each school’s preference

Site-based Implementation Planning: Winter>spring >fall

1. IAP2 (dependent on decision):

- **Consult:** “Obtain public feedback on analysis, alternatives, and/or decisions.”
- **Involve:** “Work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.”
- **Collaborate:** “Partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.”

2. **Purpose:** Provide impacted stakeholders (sites) opportunity to envision new school community and develop individualized implementation plan
3. **Audience:** School families and staff
4. **Format:** Virtual or in-person based on each school’s preference

Targeted Stakeholders

- Parent Advisory Committees
- NAACP
- Policy makers
- Critical partners and stakeholders

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Continued Communications and Support

- Transitional planning for impacted families:
 - Shadowing
 - Individualized work with Student Placement
 - Priority placement considerations
 - Program-specific outreach to families to ensure speciality program continuation

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Board of Education: Next steps

Board of Education meeting dates

- Work sessions: Oct. 11: Recommendations presented
 - Oct. 18, Nov. 1, Nov. 15, Nov. 29
- Committee of the Board: Nov. 9
- Regular BOE: Oct. 19: Recommendations presented
- BOE vote: Nov. 16

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Maintaining buildings with no programs

Cost to maintain unused buildings

Holding Costs: Costs to keep building in portfolio and well maintained

Specific costs: Utilities, limited system operation, environmental checks, heating plant, snow removal, and system maintenance

SQF: Approximately \$1.50 - \$1.70 per square foot in annual costs

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Annual cost magnitude example: An elementary school: \$75,000 - \$250,000

- Approximately 65% less than when occupied

QUESTIONS?

Website: spps.org/envision

Email: envision@spps.org

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