I. CALL TO ORDER

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

III. ADJOURNMENT

#BoldSubject#
Updates to Policy 510.00
Graduation

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.
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:

● Health & Wellness credit
● Fitness & Physical Education credit
● Family & Consumer Science, Industrial Technology or Business credit
● Ethnic Studies
● Elective credits
● Post High School Planning
Inspire students to think critically, pursue their dreams and change the world.

510.00 Graduation

Next steps:

● October 24th, 2021
  ○ 1st Reading

● November 26th, 2021
  ○ 2nd Reading

● December 14th, 2021
  ○ 3rd Reading
510.00 Graduation

See [here](#) for proposed policy.
THANK YOU!
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:

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

- 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

Hosted H.E.A.T Contest

Promoting Energy Education Opportunities

Turn-Key Energy Audits

Research Renewable Energy Opportunities for schools
Inspire students to think critically, pursue their dreams and change the world.

Sustainability in Action:
Energy Design in New Construction & Renovations

Environmental Specialist:
Chelsea Moody
chelsea.moody@spps.org
651-744-4018

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
Miles Driven by Average Vehicle
# of Smartphones Charged
Gallons of Gasoline Consumed

84,209
12,694,759
614,661,091
569,618

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

Additional Resources
Energy Action Plan
EXCEL Summary
EJP Energy Data
Inspire students to think critically, pursue their dreams and change the world.

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

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.

SPFE Climate Action Team
- Hosted Solar Town Hall February 2021
- Hosted SB forum on climate Action
- Solar Petition, BOE public comment
Case Study: Solar Energy
Renewable Energy (Solar)

On-Site
(e.g. solar panels)

Off-Site
(e.g. subscription programs)
Inspire students to think critically, pursue their dreams and change the world.
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
Decision Factors in Renewable Energy

Tier 1
Largely based on behavioural & operational practices. Best return on investment.

Tier 2
Purchasing and installing efficient equipment and processes.

Tier 3
When the system is modified to use efficiency, less renewable energy is needed.

Energy Reduction
Global Carbon Reduction
Financial Benefit and Risk to the District
Community Resilience

Image Credit: eaasi.vgoc.ca
“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

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

- 20 year contract
- Up to 1 MW
Next Steps:
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.
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
Forming a Sustainability Taskforce

**Distribute Engagement survey**

**OCT 2021**
- Who they are, what stakeholder groups to include in sustainability planning, rank top sustainability priorities.

**Identify Stakeholders**

**OCT - NOV 2021**
- Initial list of who to include in taskforce and priorities of those groups.

**Small Listening Sessions**

**NOV 2021**
- Facilitated by Facilities (ESG) and Partners in Energy team with 2-3 stakeholder groups at a time.

**Broad Scope listening session**

**DEC 2021 - JAN 2022**
- Representative from each stakeholder group. Clarify: composition, structure, organization, communication system, priorities, and project scope.

**Proposal**

**FEB - MAR 2022**
- Write proposal on creation of the advisory taskforce.

**GOAL:** Convene the taskforce and have initial recommendations to the Board by end of FY 2022.
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.
Convert existing stand-alone efforts and technical expertise into collective, comprehensive, and strategic problem solving that benefits the whole district.
Thank You!
Envision SPPS: Our plan for well-rounded programs

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
Inspire students to think critically, pursue their dreams and change the world.

**Timeline***

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

<table>
<thead>
<tr>
<th>PUBLIC PARTICIPATION GOAL</th>
<th>INFORM</th>
<th>CONSULT</th>
<th>INVOLVE</th>
<th>COLLABORATE</th>
<th>EMPOWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.</strong></td>
<td>To obtain public feedback on analysis, alternatives and/or decisions.</td>
<td>To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</td>
<td>To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
<td>To place final decision making in the hands of the public.</td>
<td></td>
</tr>
<tr>
<td><strong>We will keep you informed.</strong></td>
<td>We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.</td>
<td>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.</td>
<td>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.</td>
<td>We will implement what you decide.</td>
<td></td>
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</table>

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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

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 how 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’ concerns.

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
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
Inspire students to think critically, pursue their dreams and change the world.

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
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

**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