

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

January 10, 2017
5:15 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. SPPS 2016 Audit Report

Time: 5:20 p.m. Time Certain

1. Introduction

2. Presentation

3. Discussion

4. Action (Acceptance of Audit Report)

B. Standing Item: SEAB Report

1. Graduation Attire Policy

3

C. Indian Education Program Title VII Parent Committee Resolution

Time: 6:15 p.m. Time Certain

1. Introduction

2. Presentation

24

3. Discussion

4. Action (Acceptance of Report)

D. Review of Quarter 1 Suspension Data

1. Introduction

2. Presentation

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3. Discussion

4. Action (None)

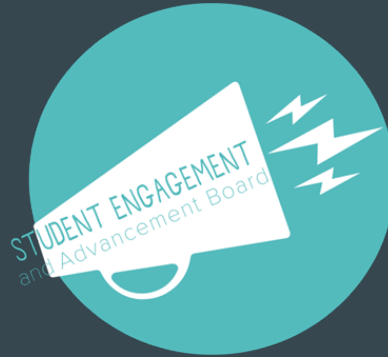
E. School Climate Task Force Update

1. Introduction

| | |
|---|----|
| 2. Presentation | 41 |
| 3. Discussion | |
| 4. Action (None) | |
| F. Standing Item: FMP Update | 54 |
| G. Standing Item: Policy Update - None | |
| H. Standing Item: SSSC 2.0 Update - None | |
| I. Work Session | |
| 1. Addressing Misinformation in Public Comments | |
| 2. Sanctuary Schools | |
| 3. Implementation of SEAB Recommendations for Inclusivity | 75 |
| III. ADJOURNMENT | |

Student Engagement and Advancement Board

Expanding Inclusivity



Recommended Updates to
Graduation Attire Policy & Procedure

Purpose

Propose a plan for expanding inclusivity in
SPPS by updating existing graduation
attire policy



Board Policy 510.5: Graduation (Attire)

“Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown (exemptions must be approved by the Superintendent).”



Recommendation 1: Align Policy

∞ Cross-reference the Graduation Attire Policy with the:

- Gender Inclusion Policy
- Racial Equity Policy
- Equal Opportunity/Non-Discrimination Policy

Board Policy 500.00: Gender Inclusion

“Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a compelling pedagogical tool.”



Board Policy 101.00: Racial Equity

11 “SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism”



Board Policy 102.00: Equal Opportunity / Non-Discrimination

“Saint Paul Public Schools does not discriminate on the basis of race, creed, sex, marital status, national origin, immigration status, age, color, religion, ancestry, status with regard to public assistance, socio-economic status, sexual or affectional orientation, gender identity and expression, familial status, physical appearance or disability. Saint Paul Public Schools also makes reasonable accommodation to the known disabilities of qualified disabled individuals. This policy applies to all areas of education.”



Recommendation 2:

Support Policy with Procedure

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Administration implement a procedure for the Graduation Attire Policy that supports students in honoring their graduation by representing their ethnic identities

The procedure should:

- Include a strategy for transparency so students and staff have the same information
- Include support for schools and programs to honor students with non-academic recognitions
- Include a process for district-wide approval of non-academic recognitions

The procedure should:

- Resist strict limits on what an ethnic cultural expression is
- Resist a process that puts the work on students to request that their cultural traditions be recognized
- Include a strategy for consistent implementation
- Include information for staff about appropriate interaction with cultural items



Recommendation 3:

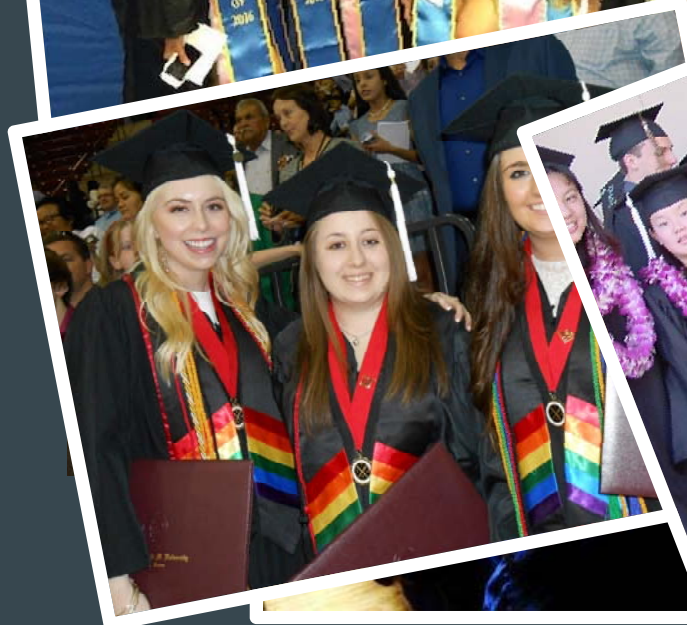
Consistent Communication

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Administration support policy and procedure by implementing a standard paragraph for communications to: administrators, graduation coordinators, students and families.

The paragraph should:

- Provide detailed information on the approved procedure
- Encourage (not provide permission for) expression of ethnic traditions/identity at graduation
- Provide a definition of ethnicity
- Provide protections against cultural appropriation



Recommendation 4: Update Policy for Inclusivity

Update the SPPS Board Policy 510.5 to state:

SPPS encourages the expression of students ethnic traditions at graduation though wearing of visual representations of their culture



Saint Paul Public School Indian Education Title VII Parent Committee
2016-17 Resolution to the Saint Paul Public Schools Board of Education
January 6, 2017

With this **Resolution of Non-concurrence**, the Saint Paul Public Schools Indian Education Parent Committee acknowledges our unwillingness to continue with the current trends for our students as far as their access to culturally-relevant standard and supplementary services, as well as their attendance, behavior, academic, and social-emotional outcomes. We are ready to make some changes!

With this Resolution, we are calling on the Saint Paul Public School Board, School District staff including Indian Education, and our whole community to make a major commitment to doing things differently. First and foremost, we want to be sure that each and every American Indian student and family in the district experiences a welcoming, safe, supportive, and encouraging environment. We want to co-create a new approach that:

- (explicitly) recognizes and addresses our past experiences and traditions, including the U.S. government's oppression of our people and our culture through forced assimilation in boarding schools, thus many of our families have a very reasonable and definite fear and mistrust of mainstream school systems;
- understands and responds to our current needs and cultural beliefs and practices, by offering culturally relevant programming and Indigenous language tracks that are accessible to ALL American Indian students and families in the district who are interested in these opportunities;
- provides ALL of our students and their families with an engaging, well-rounded PreK-12 experience, by ensuring that our Gifted & Talented students are recognized and challenged, meeting the needs of students and families who are involved with Special Education, EBD programs, CD programs, etc., and using Indian Education funding in the most effective ways possible by focusing on assessment/evaluation and continuous quality improvement
- prepares ALL of our students for successful futures.

In the remainder of this Resolution, the SPPS Indian Education Parent Committee asserts our community's priorities for the 2016-17 school year (and beyond) and we make several specific requests of the District. We enter into this Resolution with a spirit of working with the District and Indian Education to continue to advance these goals, and we are looking to the District to provide your expertise to help us develop an academically rigorous and culturally enriched PreK-12 experience for our children. This Parent Committee is engaged, motivated, and committed to moving these specific items forward this school year. Please let us know how we can work with you to accomplish these goals.

This Resolution is part of the process that is required as a part of the Minnesota American Indian Education Act of 1988 (Minnesota Statute 124D.78, subd. 2). This Resolution will be presented for the discussion with the Committee of the Board of Education for Saint Paul Public Schools on January 10, 2017. We will look forward to receiving the District's administrative response. Then, the final Resolution will be submitted with the District's administrative response to the Minnesota Department of Education.

This Resolution requests that Saint Paul Public Schools work with the Parent Committee and the Office of Indian Education on the following priorities:

#1 Access for American Indian students/families at American Indian Magnet School

With the creation of the American Indian Magnet School (AIMS) in 1991, the Saint Paul Public School Board acknowledged the unique cultural and academic needs of American Indian students in the Saint Paul Public Schools. However, due to lack of a clear policy and poor placement practices, many of our American Indian families have not had access to AIMS. This has been a concern since the school opened.

We are requesting two things related to placement at AIMS: first, we want SPPS to create and implement **a policy that creates priority access for American Indian students and families to AIMS** during the regular enrollment schedule (possibly by opening up AIMS enrollment to American Indian families two weeks prior to other families and proactively reaching out to these families during this pre-enrollment period to inform them of this option, or any number of other possible ways to create some kind of priority for our families...) Minneapolis Public Schools may have a model we could look to with their Anishinabe Academy, which has had consistently high enrollment for American Indian students in that district.

Second, we want SPPS to **create a policy and ensure implementation at the Placement Office, so when any family who has a student who is American Indian seeks information or services from the Placement Office, they would be given information about AIMS and the American Indian Studies program.** Signage and fliers about AIMS, AIS, and Indian Education could also be prominently placed in the Placement Office for families to see when they come in. Furthermore, we want to ensure that **American Indian students be accepted anytime for enrollment at AIMS** so long as the class size remains within limits of the teachers' union contract.

We understand that not all families with American Indian students will want their students to attend AIMS or participate in AIS or Indian Education. That is fine if they decline these options *once they are aware of them*. However, we know of many instances where families from our community did not know about any of these programs. Similarly, we know of many families who have been denied access to AIMS (they were told it was full when they asked to enroll their student), when we also know that there are other students who are not American Indian at AIMS who have no interest in the cultural programming provided. Some of these other students even complain about or distract the other students from these activities. (Perhaps their families send them to AIMS for the hours and/or district-wide bussing options rather than the cultural and language programs...)

We hope that SPPS can see how *intentionally and proactively* providing access to our students and families to the one school in the district that is specifically designed to meet their cultural and academic needs would be a strong and decisive action toward correcting the wrongs of the past in which the U.S. educational system was at the source of our people's trauma and loss of our traditions and languages.

#2 Indian Education's Check & Connect program sustainability and funding

Over the past 2 ½ school years, Indian Education has been developing an American Indian-specific Check & Connect program. (Our understanding is that it follows the standard Check & Connect program model with the exception of the fact that all of the mentors are American Indian who are matched with American Indian students). This work has been funded with a demonstration grant that Indian Education received from the U.S. Department of Education. **We request that, upon completion of this grant after the 2017-18 school year (with planning for this requested starting now or next school year!), that the District work with Indian Education to find the best way to cover the cost of this program, as well as to ensure that the Check & Connect mentors that are serving American Indian students receive access to the same training, materials, and expectations as the rest of the District's Check & Connect mentors.**

We believe the Check & Connect program can be an effective program for our students -- this is currently being evaluated through the demonstration grant. We also believe that it is important for our students to receive mentoring from American Indian staff, if possible. Finally, we want to recognize that Indian Education is intended to provide supplemental programming to students, but if Check & Connect is now universally provided in SPPS high schools, it would not be supplementary but rather supplanting if Indian Education were to continue to provide this program for our students.

#3 Data dashboard for American Indian students for Indian Education

We request that the Research, Evaluation, and Assessment Department work with Indian Education to **develop a reporting structure to ensure that Indian Education receives timely and consistent information on all American Indian students in SPPS.**

- The Parent Committee is requesting to review **summary data about attendance, behavior, academics (including information about Gifted & Talented and Special Education), and progress toward graduation** by grade level twice per year (mid-year and end of school year final results).
- We are also requesting that REA work with Indian Education to set up a **dashboard to show individual student data on all American Indian students** at the beginning of the school year and every month thereafter. We further request that **Indian Education uses this data to ensure their supplemental services are targeted to the students who need them most**, and that they are working with the District and schools to ensure that American Indian students are receiving all of the services and supports for which they are eligible.
- Finally, we request that District staff review these dashboards at quarterly wraparound meetings (and take action as needed based on the data review!) to ensure that students' needs are being met.

We realize that American Indian student data is often suppressed and invisible because of the small numbers in most schools. We want SPPS to proactively look at our students' data as well as find other ways to learn about the needs, preferences, and goals of our American Indian students and their families. **There are fewer than 1,000 American Indian students in SPPS – we can find a way to meet their needs and help every one of them to be successful!**

This **Resolution of Non-concurrence** is hereby presented to the Committee of the Board, St. Paul Public Schools Board on January 10, 2017.

Vote: **non-concurrence** (unanimous)

_____, Title VII Chair
_____, Title VII Vice Chair
_____, Title VII Secretary
_____, Title VII Committee Member
_____, Title VII Committee Member
_____, Title VII Committee Member
_____, Title VII Committee Member
_____, Title VII Committee Member



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2016-17 SPPS Quarter 1 Suspension Data

Stacey Gray Akyea, Ph.D.
Director of Research Evaluation and Assessment
Office of Academics

Agenda

- Ecosystem Framework
- SY 16-17 Quarter 1 Results and Summary
- SY 10-11 to 16-17 Suspensions by Quarter Results and Summary
- SY 10-11 to 16-17 Quarter 1 by Race Results and Summary
- SY 10-11 to 16-17 Quarter 1 Suspensions Based On Recommended Outcome Results and Summary

Parameters for Interpretation:

- This report covers the first quarter of this year (September 6, 2016 – November 11, 2016).
- Unless otherwise stated, comparisons are with the first quarter of the 2015-16 school year.
- Quarter 1 results are not considered “final” until the end of the school year report.
- Number of suspensions differs from the number of students suspended in that the number of suspensions is the count of suspensions independent of the number of times a student was suspended.





Suspension as a Dynamic in the Ecology of School Climate

A place where everyone can thrive

- All voices are heard
- Experience positive relationships
- Mistakes are an opportunity for growth
- We do not feel invisible
- Everyone feels safe and respected
- We honor power with, not power over

SPPS Student Engagement & Advancement Board (SEAB) in a May 2016 presentation to the Board.

Indicators of School Climate include but not limited to:

- School staffing patterns (stability/turnover)
- Teacher preparation
- Student and teacher demographics
- Funding levels for school programs/initiatives
- Number and scope of building initiatives
- Levels of instructional excellence
- Community/External partnerships
- Commitment to racial equity and inclusion
- Teacher/staff collaboration
- Student and staff attendance
- **Suspensions of students**

| School Year 16-17 | QUARTER 1 16-17 | | | | QUARTER 1 15-16 | | | Change from QUARTER 1 15-16 TO 16-17 | | |
|-------------------|-----------------|--------------------|------|--|-----------------|-------------------------|---------------------|--------------------------------------|-------------------------|---------------------|
| | Suspensions | Students Suspended | | Avg. Suspensions/ Student Suspended | Suspensions | % Students Suspended | Avg. Suspensions | Suspensions | % Students Suspended | Avg. Suspensions |
| | | # | % | | | | | | | |
| Total | 806 | 642 | 1.7% | 1.3 | 1,015 | 2.0% | 1.3 | -21% | -0.3% | -0.1 |
| American Indian | 15 | 14 | 1.9% | 1.1 | 38 | 4.2% | 1.2 | -61% | -2.2% | -0.2 |
| Asian | 22 | 20 | 0.2% | 1.1 | 49 | 0.3% | 1.3 | -55% | -0.1% | -0.2 |
| Hispanic | 77 | 64 | 1.3% | 1.2 | 78 | 1.2% | 1.2 | -1% | 0.1% | 0.0 |
| Black | 622 | 484 | 4.3% | 1.3 | 780 | 4.9% | 1.4 | -20% | -0.6% | -0.1 |
| White | 70 | 60 | 0.8% | 1.2 | 70 | 0.8% | 1.1 | 0% | 0.0% | 0.1 |
| Low Income | 708 | 557 | 2.2% | 1.3 | 894 | 2.6% | 1.3 | -21% | -0.4% | -0.1 |
| EL | 80 | 70 | 0.5% | 1.1 | 93 | 0.6% | 1.3 | -14% | -0.1% | -0.1 |
| Special Ed | 319 | 241 | 5.1% | 1.3 | 487 | 6.6% | 1.5 | -34% | -1.6% | -0.2 |
| Female | 245 | 205 | 1.1% | 1.2 | 275 | 1.2% | 1.2 | -11% | -0.1% | 0.0 |
| Male | 561 | 437 | 2.3% | 1.3 | 740 | 2.8% | 1.4 | -24% | -0.5% | -0.1 |
| KG | 7 | 5 | 0.2% | 1.4 | 10 | 0.2% | 1.3 | -30% | -0.1% | 0.2 |
| 01 | 20 | 15 | 0.5% | 1.3 | 13 | 0.4% | 1.1 | 54% | 0.1% | 0.3 |
| 02 | 22 | 19 | 0.6% | 1.2 | 45 | 1.1% | 1.3 | -51% | -0.5% | -0.1 |
| 03 | 44 | 31 | 1.0% | 1.4 | 65 | 1.5% | 1.3 | -32% | -0.5% | 0.1 |
| 04 | 48 | 39 | 1.3% | 1.2 | 81 | 1.8% | 1.5 | -41% | -0.5% | -0.3 |
| 05 | 41 | 35 | 1.2% | 1.2 | 46 | 1.4% | 1.2 | -11% | -0.1% | 0.0 |
| 06 | 97 | 76 | 3.1% | 1.3 | 144 | 3.6% | 1.6 | -33% | -0.5% | -0.3 |
| 07 | 125 | 95 | 3.8% | 1.3 | 94 | 2.8% | 1.3 | 33% | 1.0% | 0.0 |
| 08 | 127 | 98 | 4.0% | 1.3 | 108 | 3.0% | 1.4 | 18% | 1.0% | -0.1 |
| 09 | 84 | 70 | 2.6% | 1.2 | 156 | 4.1% | 1.3 | -46% | -1.5% | -0.1 |
| 10 | 90 | 69 | 2.5% | 1.3 | 135 | 3.8% | 1.2 | -33% | -1.3% | 0.1 |
| 11 | 69 | 60 | 2.2% | 1.2 | 78 | 2.5% | 1.1 | -12% | -0.3% | 0.0 |
| 12 | 32 | 30 | 1.0% | 1.1 | 39 | 1.1% | 1.1 | -18% | -0.1% | -0.1 |
| K-5 | 182 | 144 | 0.8% | 1.3 | 260 | 1.0% | 1.3 | -30% | -0.3% | -0.1 |
| 6-8 | 349 | 269 | 3.6% | 1.3 | 346 | 3.1% | 1.5 | 1% | 0.5% | -0.2 |
| 9-12 | 275 | 229 | 2.1% | 1.2 | 408 | 2.9% | 1.2 | -33% | -0.8% | 0.0 |



School Year 16-17 Quarter 1

- The number of suspensions (806) decreased by 21% from 1,015 in first quarter 2015-16.
- The percent of students suspended decreased from 2.0% to 1.3%.
- The average number of suspensions per student ever suspended remained steady at 1.3.
- American Indian students experienced a large drop in both suspensions (-61%) and percent of students suspended (-2.2 percentage points).
- Asian students experienced a large drop in suspensions but not students suspended.
- Black students experienced an average drop in suspensions and an above-average drop in students suspended.

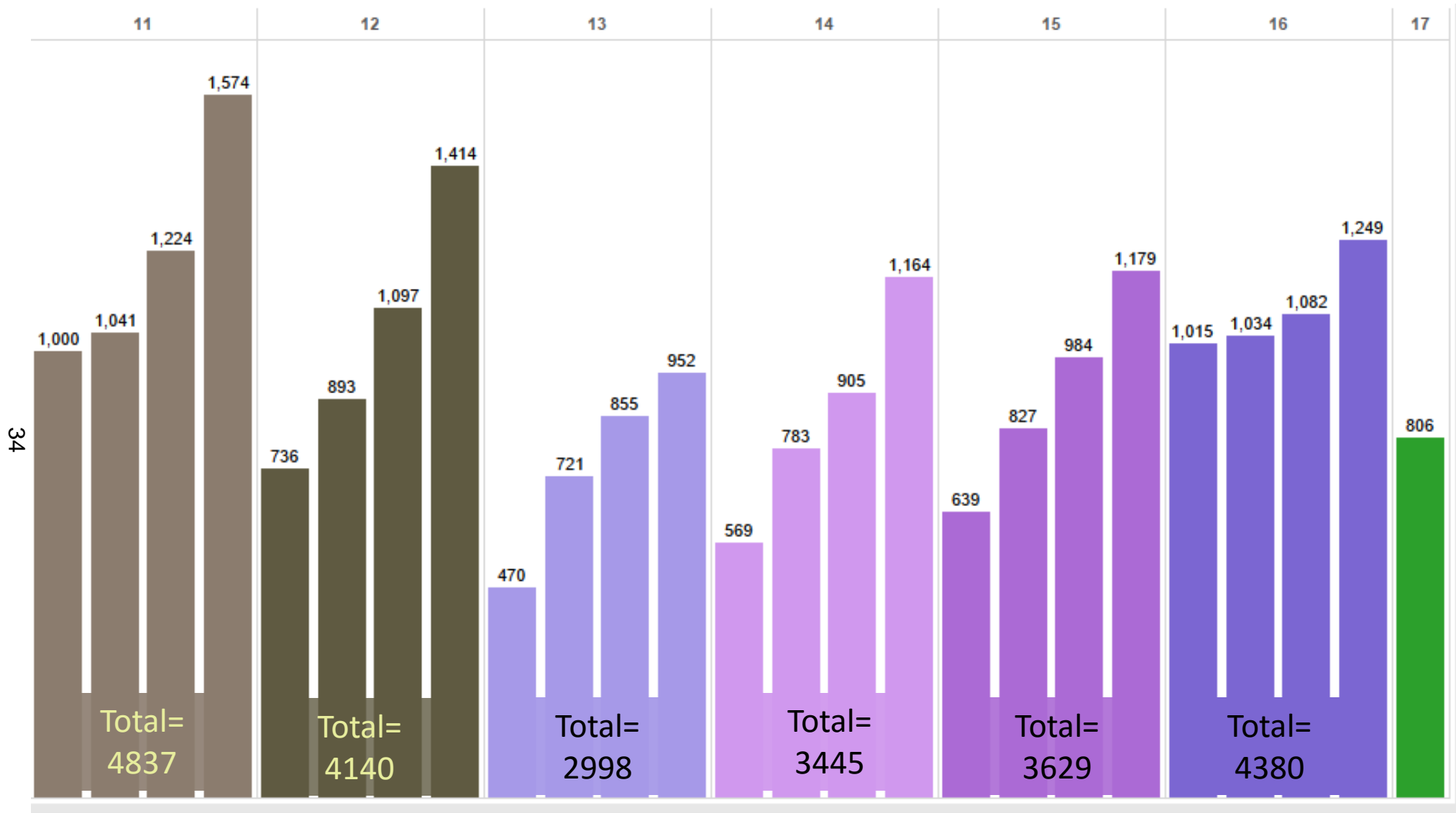


School Year 16-17 Quarter 1 (continued)

- Hispanic and White students experienced little change.
- Special education students in particular experienced well above average decreases.
- Students receiving English language services and female students experienced below-average decreases in both suspensions and percent of students suspended.
- While more grades experienced declines in suspensions and students suspended, 7th and 8th grade experienced increases in both.
- Grades 2-4 and 9-10 experienced the highest declines in suspensions.



School Years 10-11 to 16-17: Number of Suspensions by Quarter (REVISED)



School Years 10-11 to 16-17: Number of Suspensions by Quarter

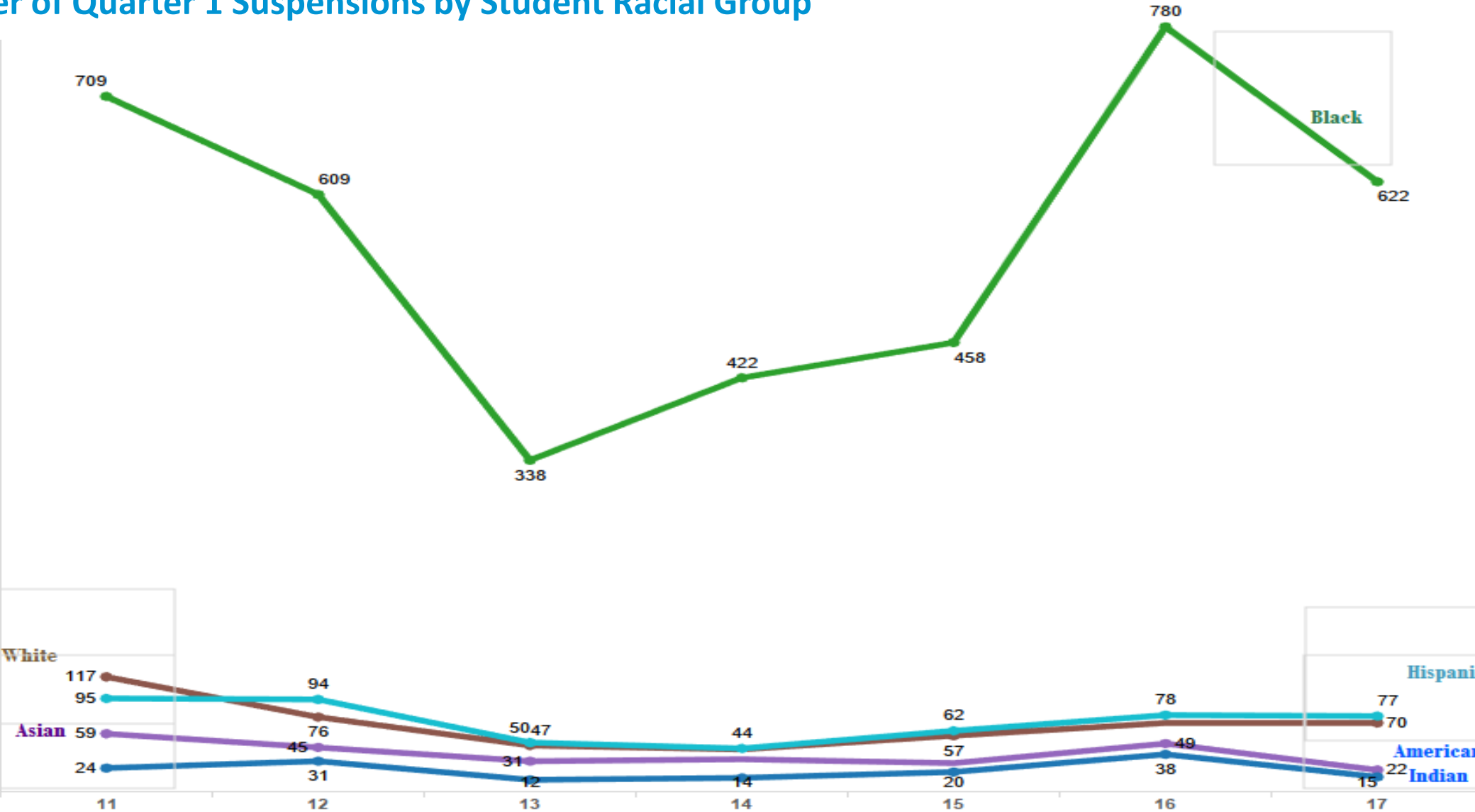
- Across all years, suspensions increase from quarter 1 to quarter 4.
- Quarter to quarter increases range considerably.
- In general, the lower the quarter 1 number of suspensions, the lower the end of year number of suspensions.
- There does not appear to be a predictable pattern in how suspensions increase across quarters (i.e. the change from quarter 2 to quarter 3 is always the largest).

| SY | Quarters | Change in number of suspensions |
|----|----------|---------------------------------|
| 10 | Q1 to Q2 | 178 |
| | Q2 to Q3 | 201 |
| | Q3 to Q4 | 267 |
| 11 | Q1 to Q2 | 41 |
| | Q2 to Q3 | 183 |
| | Q3 to Q4 | 350 |
| 12 | Q1 to Q2 | 157 |
| | Q2 to Q3 | 204 |
| | Q3 to Q4 | 317 |
| 13 | Q1 to Q2 | 251 |
| | Q2 to Q3 | 134 |
| | Q3 to Q4 | 97 |
| 14 | Q1 to Q2 | 214 |
| | Q2 to Q3 | 122 |
| | Q3 to Q4 | 259 |
| 15 | Q1 to Q2 | 188 |
| | Q2 to Q3 | 157 |
| | Q3 to Q4 | 195 |
| 16 | Q1 to Q2 | 1,034 |
| | Q2 to Q3 | 1,082 |
| | Q3 to Q4 | 1,249 |



School Years 10-11 to 16-17: Number of Quarter 1 Suspensions by Student Racial Group

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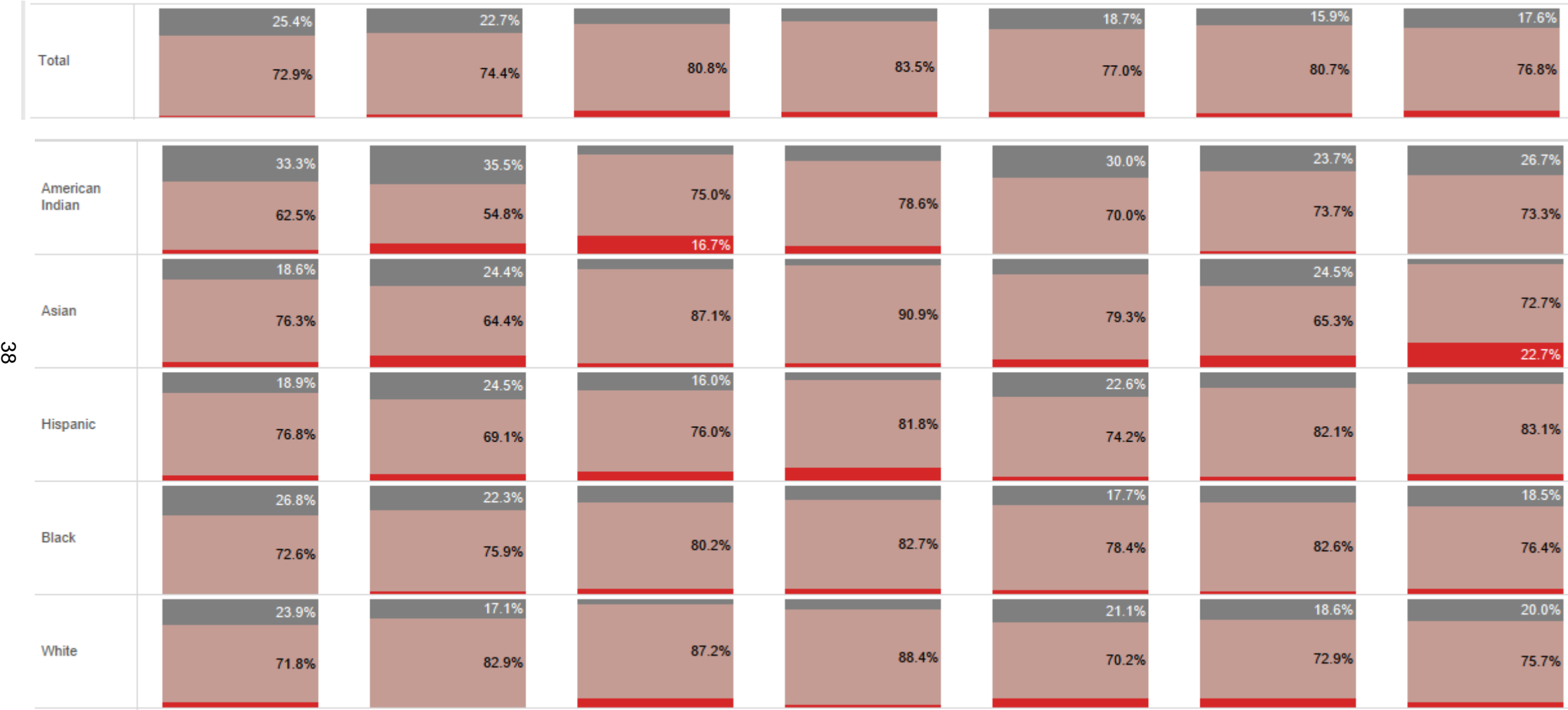


School Years 10-11 to 16-17: Number of Quarter 1 Suspensions by Student Racial Group

- Persistent and continual disproportionality for suspensions of Black students.
- Persistent and continual suspension gap between suspensions of Black students and other student racial groups.
- With the exception of SY 10-11, the pattern of suspensions of student racial groups is the same; highest for Black students followed by Hispanic students, White students, Asian students then American Indian students.



School Years 10-11 to 16-17: Distribution of Suspensions by Recommended Outcome
(not recommended, possible and required) by Student Racial Group





School Years 10-11 to 16-17: Distribution of Suspensions by Recommended Outcome (not recommended, possible and required)

- Across school years (quarter 1) the percentage of suspensions for which suspension was a **possible** outcome to the event is the largest across all student groups.
- Across school years (quarter 1), the percentage of suspensions for which suspension was **not recommended** as an outcome to the event decreases.
- Across student racial groups, the percentage of suspensions for which suspension was a **required** outcome to the event decreases noticeably for American Indian students and increases noticeably for Asian students.



Questions



Office of College and Career Readiness

Department of School Climate & Support Update

Jon Peterson, Executive Director
Kathy Lombardi, Assistant Director
January 10, 2017

Agenda

- Definition of Positive School Climate
- Task Force Themes
- **Improving School Climate Plan:** community, district, and schools
 - Year in Review
 - Efforts
 - Next Steps



Definition of Positive School Climate

A place where everyone can thrive;

- **All voices** are heard
- Experience **positive relationships**
- Mistakes are an **opportunity for growth**
- **We do not feel invisible**
- Everyone **feels safe and respected**
- **We honor power with, not power over**

SPPS Student Engagement & Advancement Board (SEAB) in a May 2016 presentation to the board.



Four Themes from Task Force

1. **Defining and measuring** school climate
2. **Building** healthy relationships
3. **Increasing** engagement
4. **Promoting emotional and physical safety** for staff and students

All the work of the DSCS supports these four areas



Our Charge

- Information on school climate was presented to the BOE at the [February 2016 Board Meeting](#)
- The plan was divided into three categories:

1. Community

2. District

3. School



Year in Review: Community

- Task Force
 - SPPS
 - Ramsey County
- Community Partnerships
- **Spotlight**
 - Mental/Relational Health Pilots



Next Steps

SAFE SCHOOLS.
SAFE YOU.

spps.org/safeschools



<http://www.schoolclimate.org/>



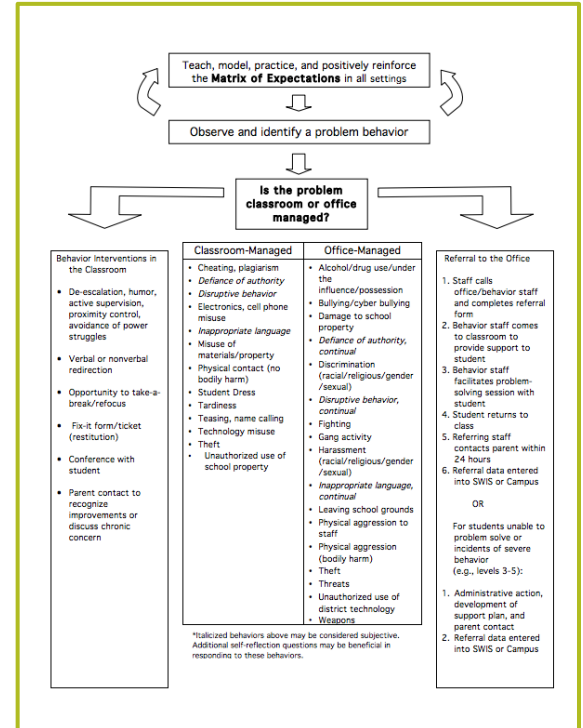
Year in Review: District

● Align Practices and Procedures

- School Wide Discipline Plans/School Improvement Plans
- [SPPS School Wide Discipline Plan Sample](#)

● Communicate **clear expectations**

- Office Discipline Referral (ODR) Letter



Year in Review: District

- **Professional Development on new curriculum**
 - Zones of Regulation and Me Moves
 - PBIS Team Workshop Series
- **Spotlight**
 - Bullying Prevention
 - Increasing Wellness, Decreasing Toxic Stress



Next Steps

- **Deepen** professional development
 - Relationship Factor Course
 - Non-Violent Crisis Intervention
- **Increase accountability**
 - Positive Behavioral Interventions and Supports (PBIS)
 - School Wide Discipline Plan



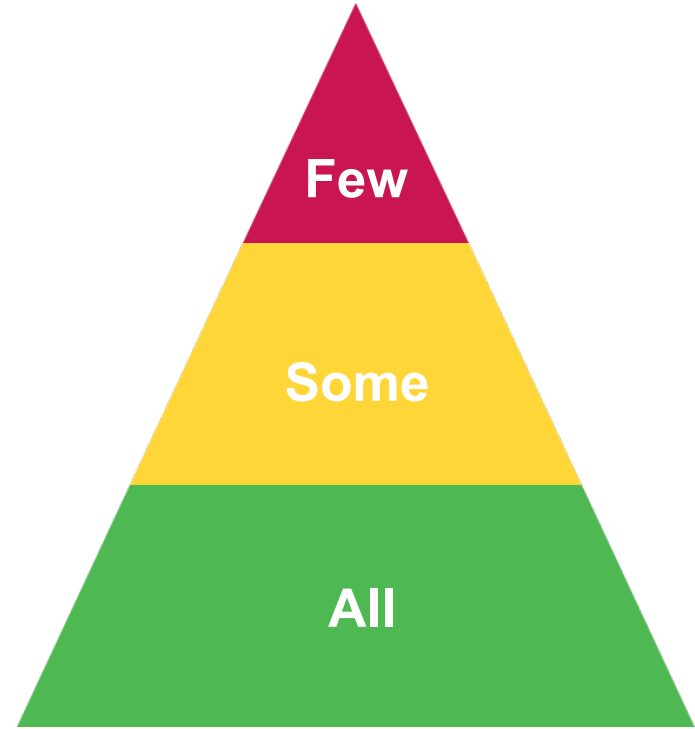
Year in Review: School

- Student Assistance Teams (SAT)
 - One lead per school
- Co-located mental health providers
 - 21 sites to 36 sites
- **Spotlight**
 - Restorative Practices
 - Six pilot sites



Next Steps

- **Deepen and Systematize**
Implementation of PBIS
 - School Wide Discipline Plan at each school
 - Monitor Implementation
- **Expand Interventions**
 - Menu of Evidence Based Practices that support students to be successful in school



Thank you & Discussion



Facilities Master Plan Update

Major Project Schedule Update

Committee of the Board
January 10, 2017

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Agenda

- Grants & News
- Major Project Schedule Update
- Upcoming Presentations & BOE Actions



Grants & News

Como Senior: Artificial Turf Grant

- Matching grant from NFL Foundation and Minnesota Vikings
- **\$250,000** towards artificial turf installation



GRASSROOTS
Field Grant Program in partnership with LISC

1050 Kent: DEED Remediation Grant

- State of Minnesota's Department of Employment and Economic Development Grant
 - City submitted on our behalf
- **\$175,950** for environmental clean-up



Energy Efficiency Xcelence Award

- Xcel Energy Award that honors organizations that have made significant strides in energy savings initiatives over the past year.
- SPPS is being recognized for our steam plant repair + replacement program that came out of the FMP
 - All work is being performed by SPPS staff (Pipefitters)
 - Underwritten by \$42,800 in Xcel Energy Rebates
 - Estimated to save 273,000 therms in natural gas per year
 - Approximately \$160,000 a year in energy savings!
- **1st school district ever to receive this award**



Major Project Schedule Update



Adams Elementary School



Variance(s) Hearing:
February 14, 2017

**BOE contract award
date:** Feb. & Mar. 2017

Construction duration:
Mar. 2017-Dec. 2018



Como Park Senior High School



Variance(s) Hearing:
None required

**BOE contract award
date:** June 2017

Construction duration:
June 2017– Aug. 2019



Highland Park Elementary



Variance(s) Hearing:
None required

BOE Contract Award
Date: March 2017

Construction duration:
March 2017 - Aug. 2018



Horace Mann Elementary



Variance(s) Hearing:
None required

**BOE contract award
date:** March 2017

Construction duration:
April 2017 - Aug. 2018



Humboldt Senior High School



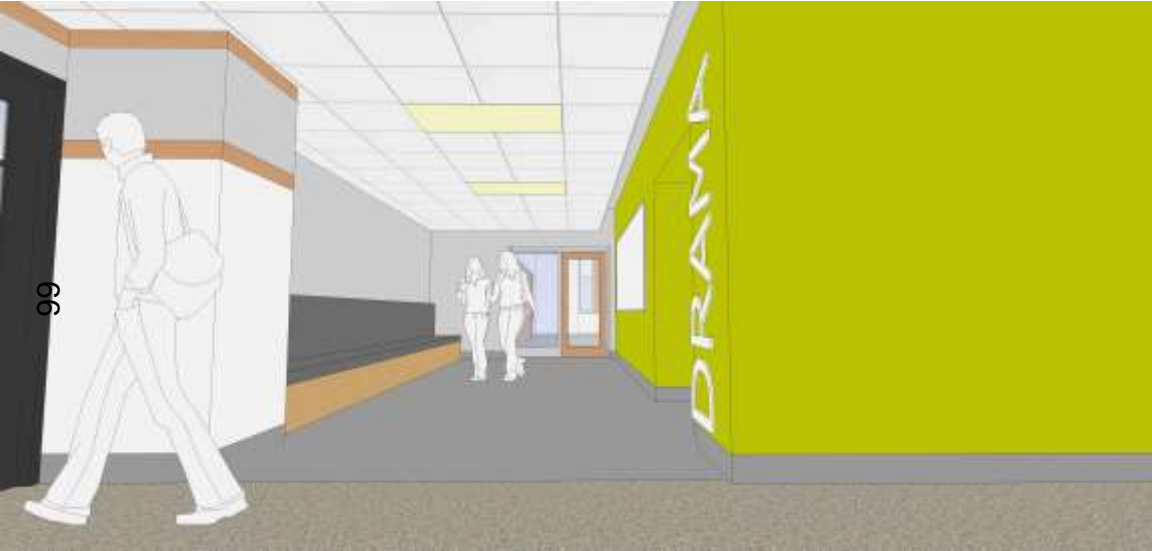
Variance(s) Hearing:
None required

**BOE contract award
date:** March 2017

Construction duration:
April 2017 - Aug. 2020



Linwood Monroe - Upper



Variance(s) Hearing:
None required

**BOE Contract Award
Date:** March 2017

Construction duration:
June 2017 – Aug 2018



Linwood Monroe - Lower



Variance(s) Hearing:
Jan. 18 or 30

**BOE contract award
date:** April 2017

Construction duration:
June 2017- Aug. 2018



RiverEast School



Variance(s) Hearing:
None required

**BOE contract award
date:** February 2017

Construction duration:
Jan. 2017 - July 2018



St. Anthony Park Elementary



Variance(s) Hearing:
Jan. 4, 2017

**BOE contract award
date:** March 2017

Construction duration:
June 2017 - Aug. 2018



Upcoming Presentations & BOE Actions



Upcoming Presentations

- **February**: Update on 5-Year Implementation Plan funding. Preparation for construction contracts the BOE will award February – August
- **March**: Demographics (projected enrollment & capacity) update. New Area 'A' middle school progress update.
- **April / May**: First official update to the 5-Year Implementation Plan and the guidance from 65+ person FMP-Committee.



Upcoming BOE Actions

CONSTRUCTION CONTRACTS FOR BOE APPROVAL

| February | March | April |
|---|---|--|
| <ul style="list-style-type: none">Adams (partial)RiverEast | <ul style="list-style-type: none">Adams (partial)Highland Park ElementaryHorace MannHumboldtLinwood Monroe - UpperSt. Anthony Park | <ul style="list-style-type: none">Linwood Monroe - Lower |

- April / May**: Adopt update to the 5-Year Implementation Plan



THANK YOU

Facilities Department



651-744-1800 | facilities@spps.org | spps.org/fmp



Committee of the Board, January 10, 2017
Facilities Department update: Construction Project Variances



ADAMS SPANISH IMMERSION

Variance Hearing: Feb. 14, 2017

Variance to match the current building height (the zoning height limit is 30' while the current building is 52' tall), a property line encroachment variance for a canopy, and a variance for having service trucks maneuvering in the street.



LINWOOD MONROE - LOWER

Variance Hearing: Jan. 18 or 30, 2017

Variance for lot coverage and building height to match the current height. The zoning height limit is 30' while the current building is 47' tall.



ST. ANTHONY PARK ELEMENTARY

Variance Hearing: Jan. 4, 2017

Variances approved to allow exception for SPPS to not add additional parking stalls as required in the zoning code and for lot coverage.

SEAB INCLUSIVITY RECOMMENDATIONS (12/2016)

1. Create a comprehensive student communication plan that includes a district-wide mechanism for reporting and taking action on issues important to students
2. Require schools to eliminate dress codes that are gendered and/or objectify by updating the Board Dress Code Policy
3. Increase staff and student training on microaggressions and cultural humility
4. Intentionally build inclusive physical spaces for students to gather and build community
5. Implement a new Board Policy that prohibits, and reverses, naming SPPS facilities after people who have violated human rights through: enslavement, internment or genocide