

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

October 4, 2016
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. SSSC 2.0: Growth & Proficiency

1. Introduction

2. Presentation

3

3. Discussion

4. Action (Acceptance of Report)

B. Update on School Start Times

1. Introduction

2. Presentation

24

3. Discussion

38

4. Action (Acceptance of Report)

C. Overview of Human Resources

1. Introduction

2. Presentation

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3. Discussion

4. Action (TBD)

D. Standing Item: SEAB Report - None

E. Standing Item: FMP Update

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F. Standing Item: Policy Update - None

G. Standing Item: SSSC 2.0 Update - None

H. Work Session

1. Superintendent Search

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III. ADJOURNMENT

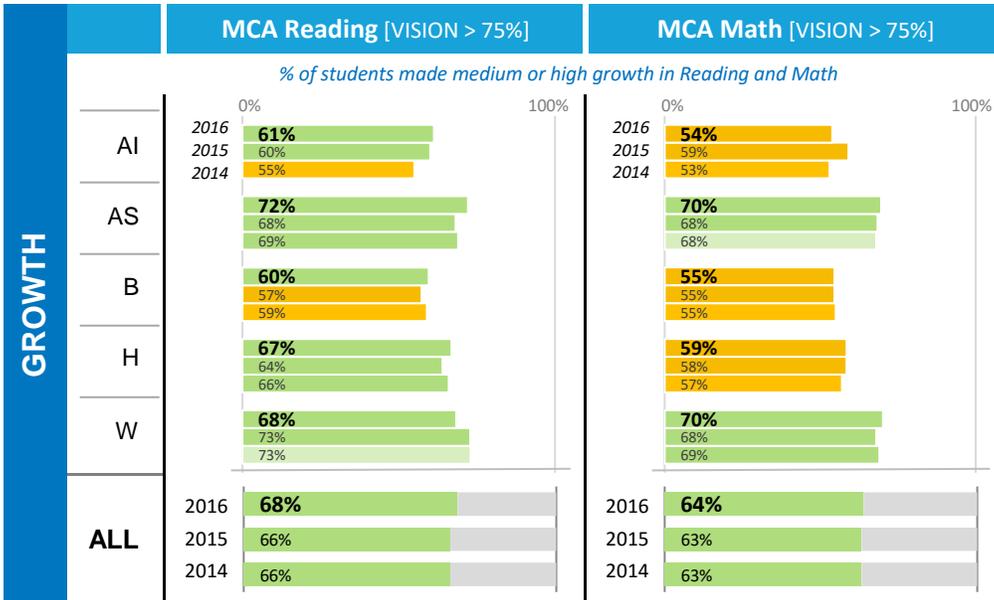
Goal 1: Achievement

Growth & Proficiency

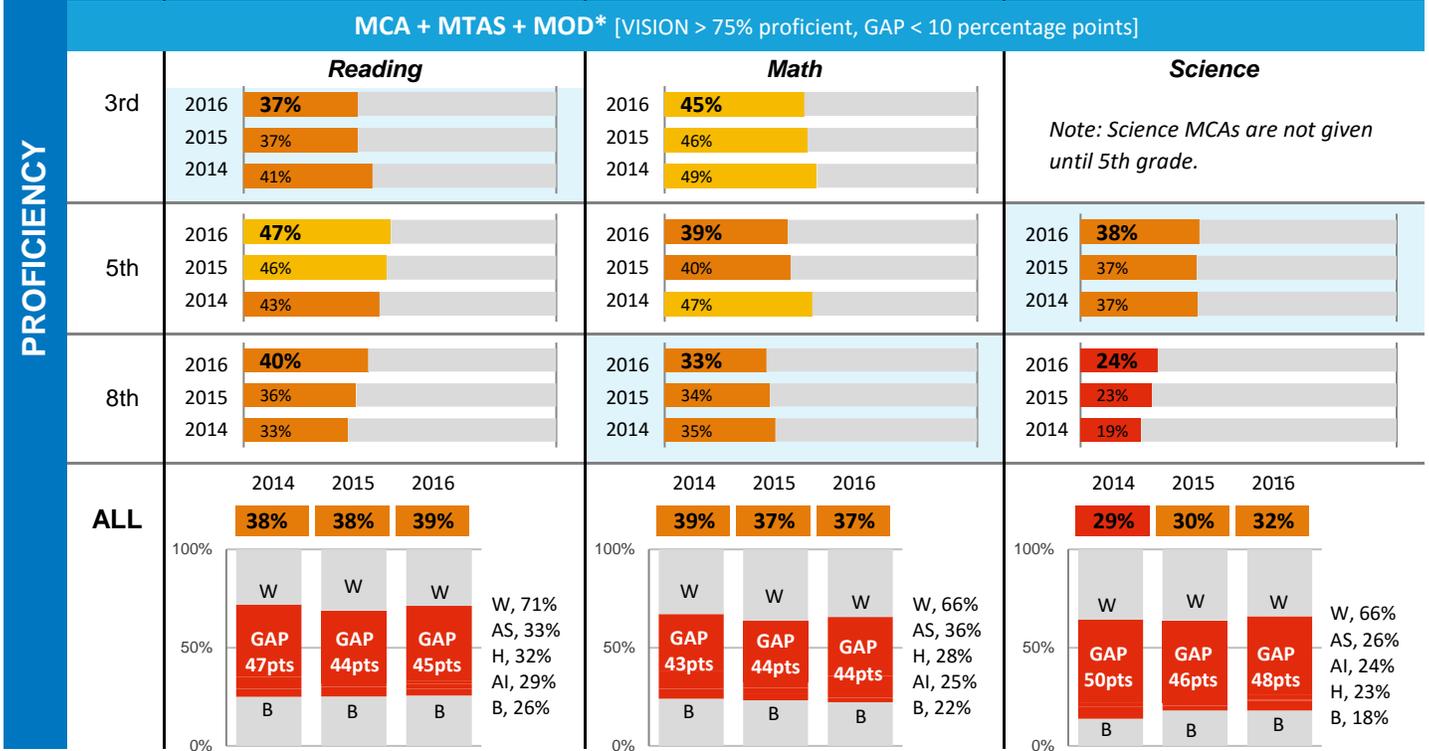
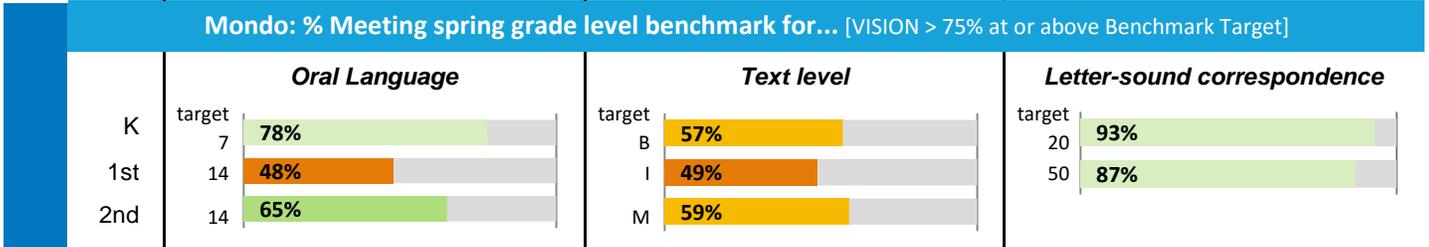
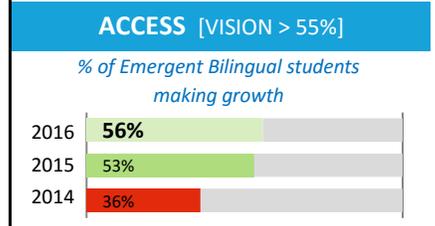
DISTRICTWIDE DATA (SY 2015-16)



VisionCard Levels



Race/Ethnicity:
 AI: American Indian
 AS: Asian American
 B: Black
 H: Hispanic
 W: White



*NOTE: MCA-MOD was discontinued in 2015.



Growth and Proficiency VisionCard 2016

Dr. Stacey Gray Akyea –Director, Research, Evaluation, and Assessment (REA)

SPPS COB Meeting
October 4, 2016



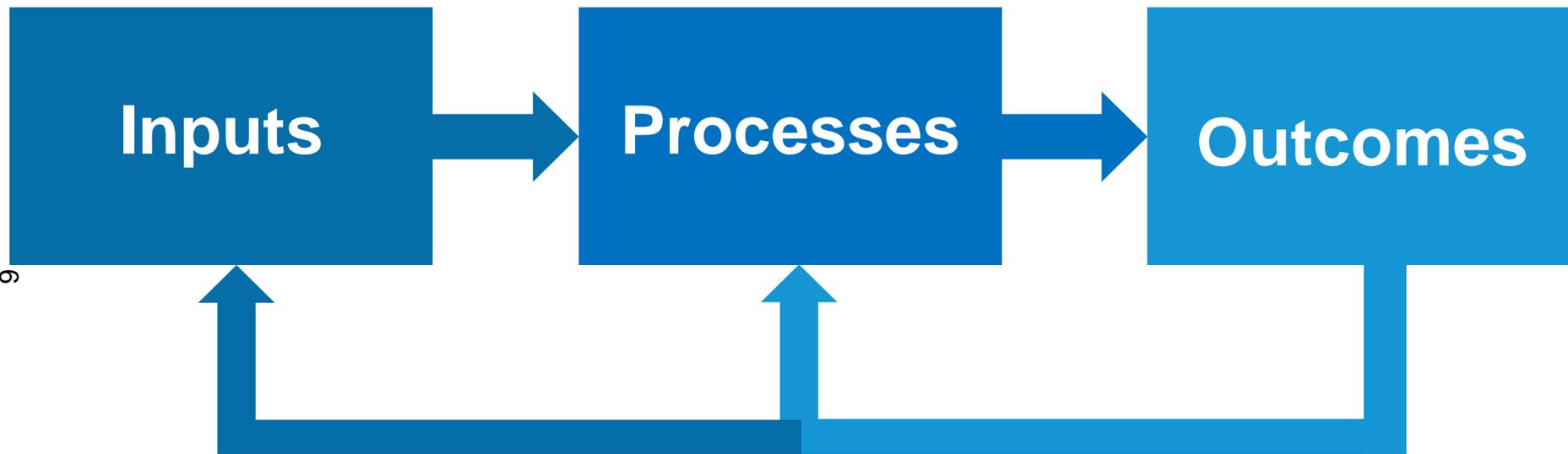
Purpose

- The purpose of this presentation is to present the 2016 VisionCard for the *SSSC 2.0* focus area: Growth and Proficiency

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Continuous Improvement (TeamWorks model)



To improve Outcomes, VisionCards focus on Outcomes and Processes

Presentation Structure

- Growth
- Proficiency
- Spotlight: Capitol Hill Magnet



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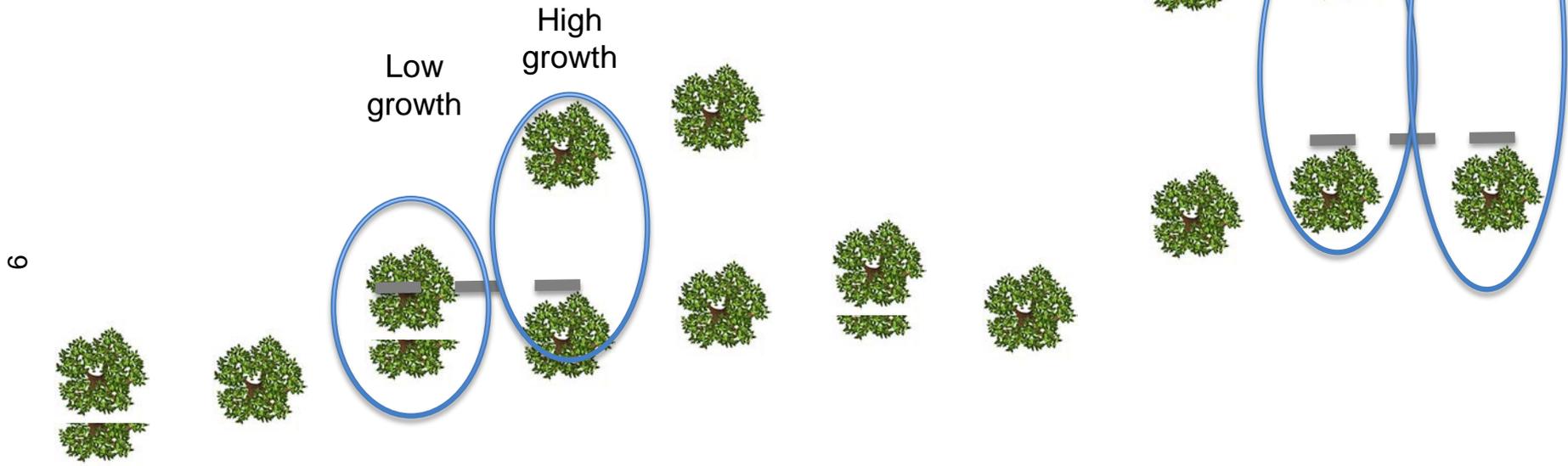
Defining Growth

- Individual student growth = How much did a given student improve from the most recent measurement?
 - MCA Growth Model = How did a students year-to-year change in score compare to others with the same score on the most recent test?
- Percent making growth = What percentage of students made growth that was about the same or higher than other students with the same score on the last test?



Growth Example

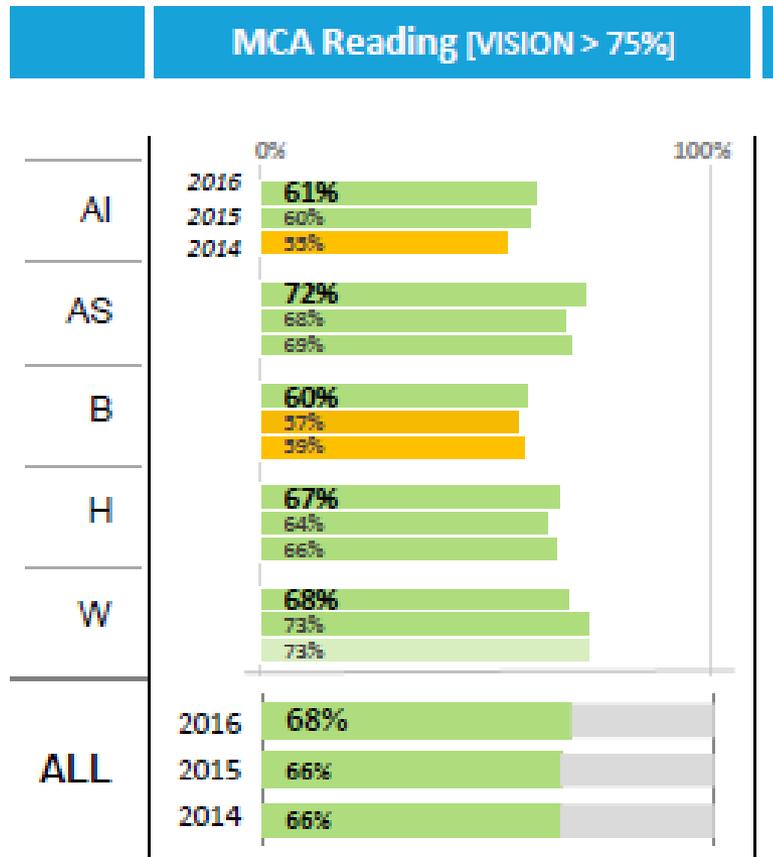
How much did each grow since last year, comparatively?



- Growth is measured individually.
- Growth is compared to others with similar starting points.

Growth – MCA Reading

% of students making medium or high growth in Reading



PROGRESS LEVEL

68% of all students are making medium or high growth. All racial groups at Progress level.

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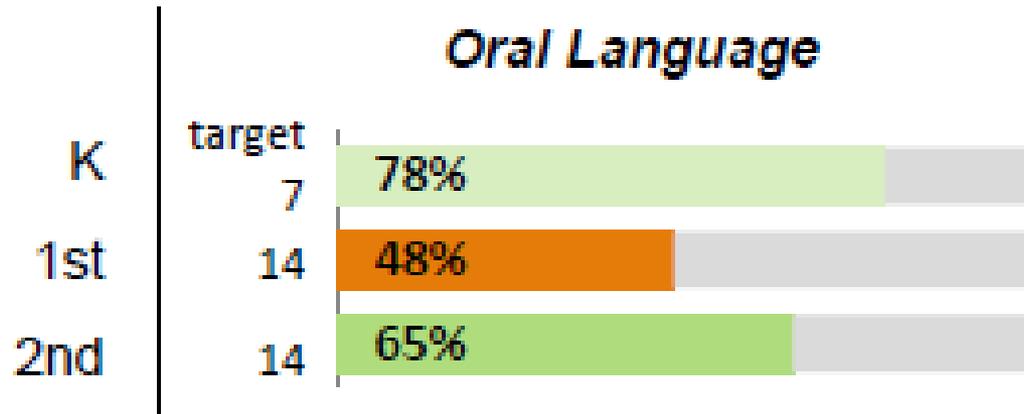


Mondo - Oral Language

% of students meeting targets for early literacy
Vision: 75% at or above Target



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CONCERN, PROGRESS, and VISION LEVELS

Results for Mondo Oral Language skills are mixed, with strong results for K and 2nd graders. Results for 1st graders are concerning.

Defining Proficiency

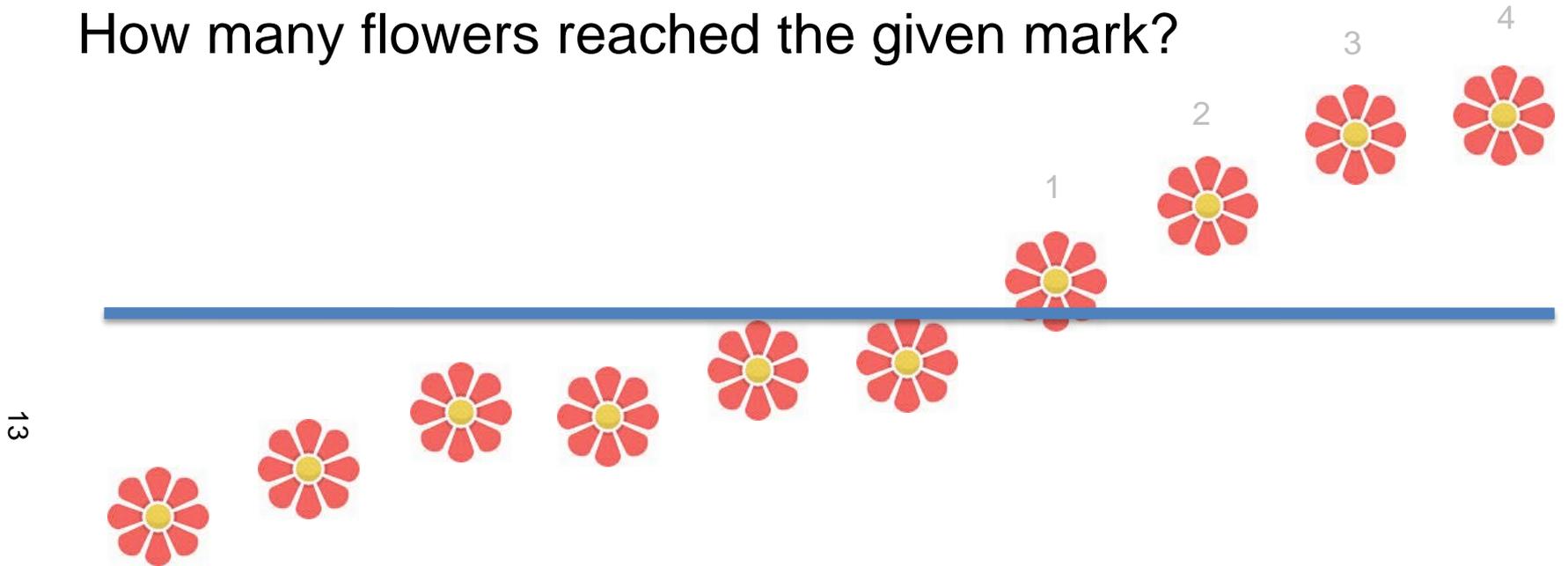
- Proficiency = Did a student reach the target score?
 - Ex: Minnesota Comprehensive Assessment (MCA) targets linked to grade-level standards
- Percent proficient = What percentage of students reached that target?

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Proficiency Example

How many flowers reached the given mark?



- 4 out of 10 (40%) surpassed the given height

Proficiency – MCA Reading

Reading



CONCERN LEVEL

Proficiency rates have been holding steady for past three years.
Just 39% of all students are proficient.

Proficiency – Gaps in Reading Proficiency



CRITICAL LEVEL

The largest gap in reading proficiency is between White and Black students. The gap has remained alarmingly wide for the past three years.



Spotlight: Capitol Hill Magnet

Patrick Bryan
Principal

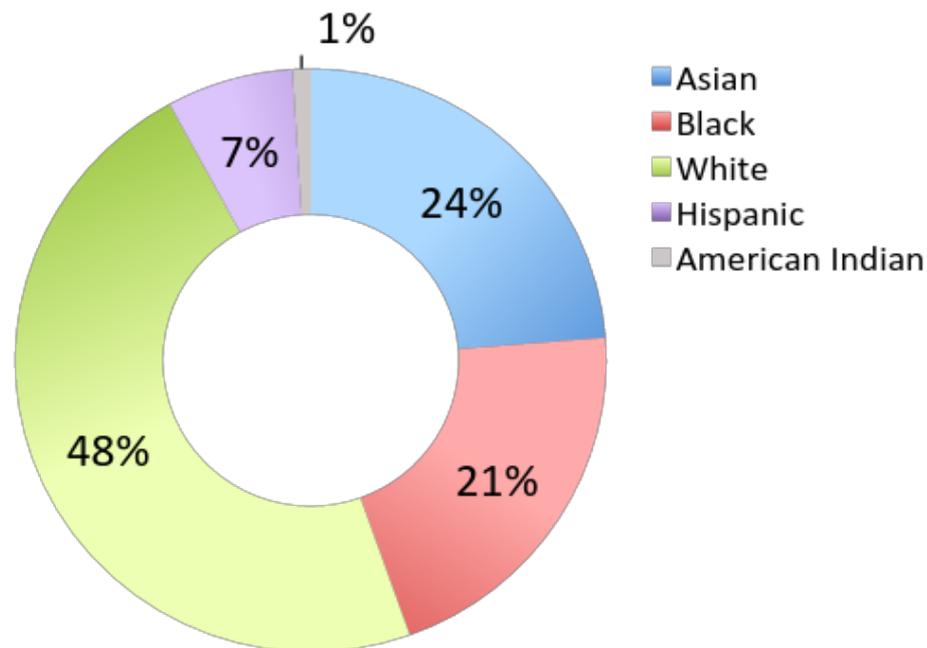


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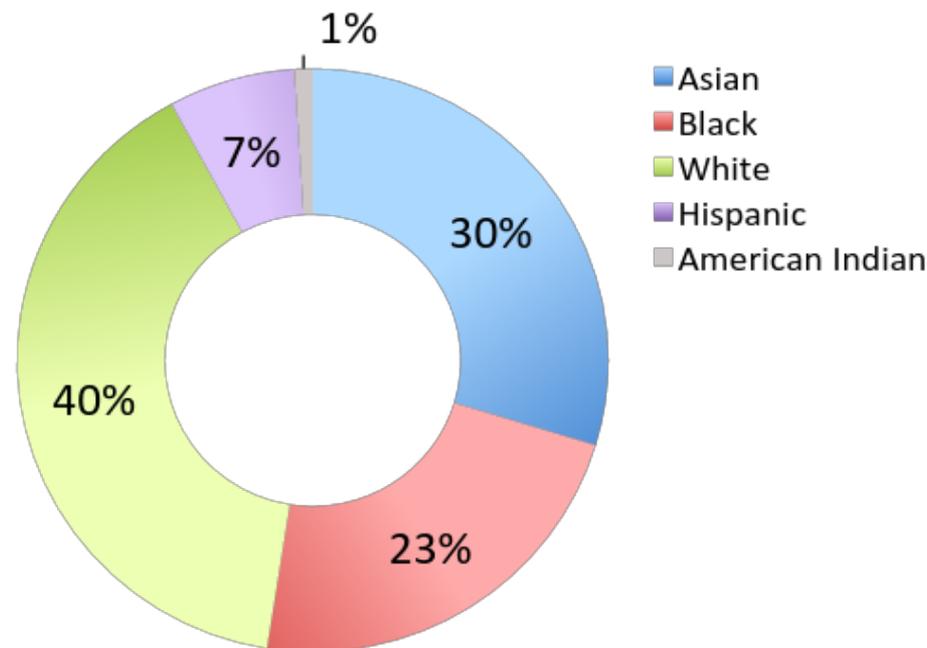
| | |
|---|-------|
| Enrollment (Official SY 12-13) | |
| Grades 1-8 | |
| TOTAL | 1,062 |
| Special Education | 6% |
| Free/reduced lunch | 36% |
| English Learners | 10% |
| Home Language other than English | 31% |

**CAPITOL HILL GIFTED AND TALENTED MAGNET
STUDENT RACE/ETHNICITY OFFICIAL SY 12-13**



| | |
|---|-------|
| Enrollment (Official SY 15-16) | |
| Grades 1-8 | |
| TOTAL | 1,271 |
| Special Education | 5% |
| Free/reduced lunch | 47% |
| English Learners | 15% |
| Home Language other than English | 40% |

**CAPITOL HILL GIFTED AND TALENTED MAGNET
STUDENT RACE/ETHNICITY OFFICIAL SY 15-16**



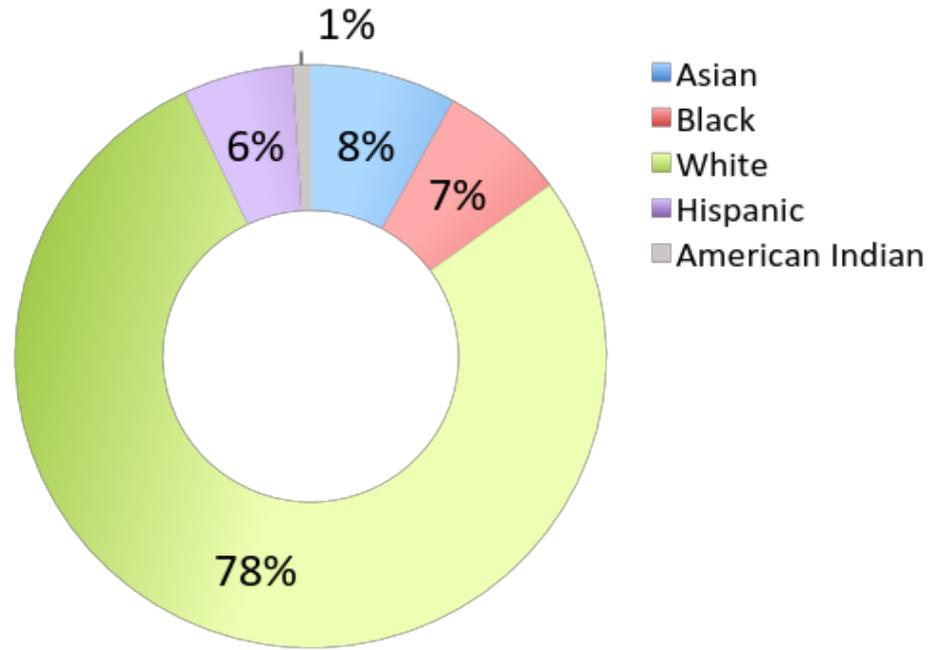
DEMOGRAPHICS OF REWARD SCHOOLS 2015-16

Enrollment
(SY 15-16)

Grades K-12

| | |
|--------------------|--------|
| Total Students | 45,476 |
| Special Education | 11% |
| Free/reduced lunch | 26% |
| English Learners | 6% |

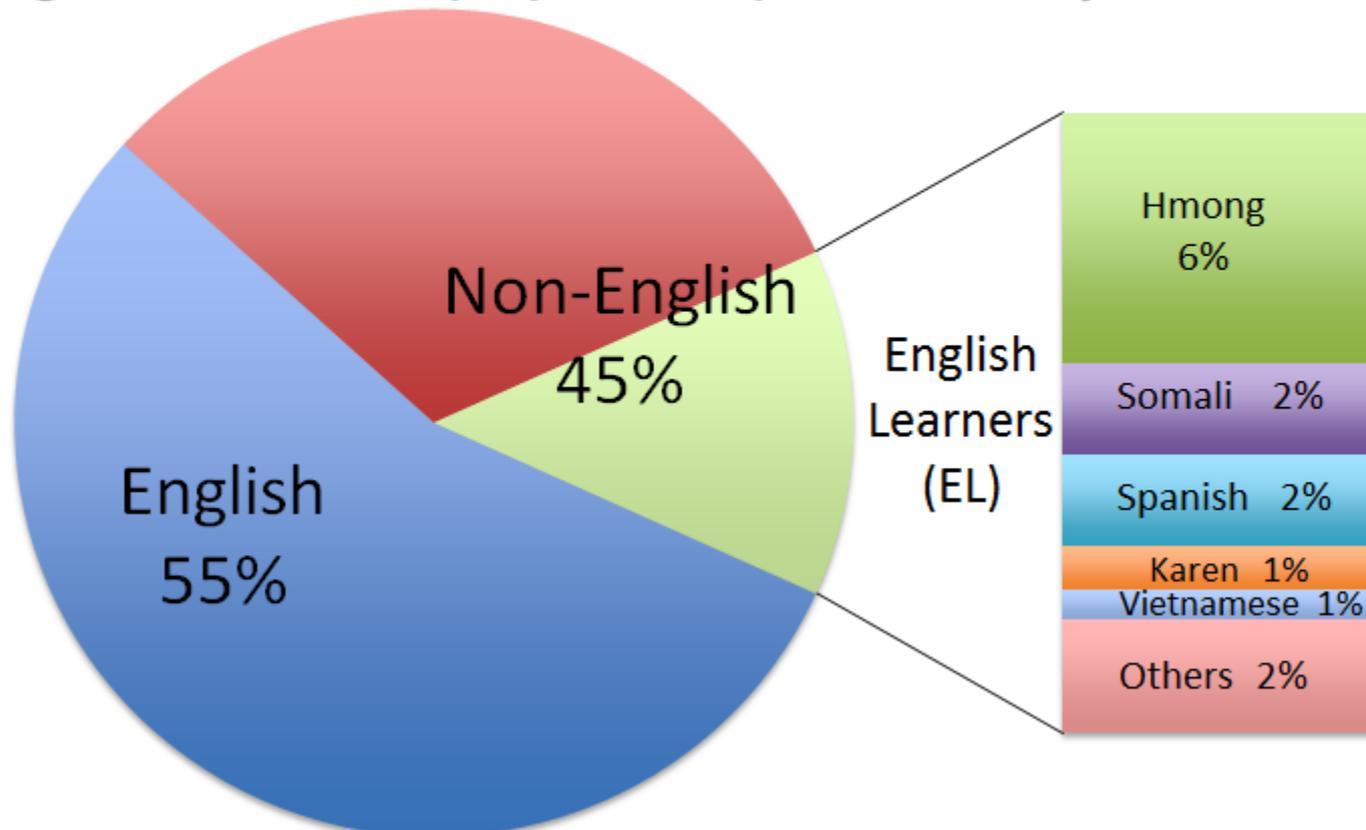
ALL 2016 REWARD SCHOOLS
STUDENT RACE/ETHNICITY OFFICIAL SY 15-16



Of all (103) 2016 Reward Schools in Minnesota, Capitol Hill is:

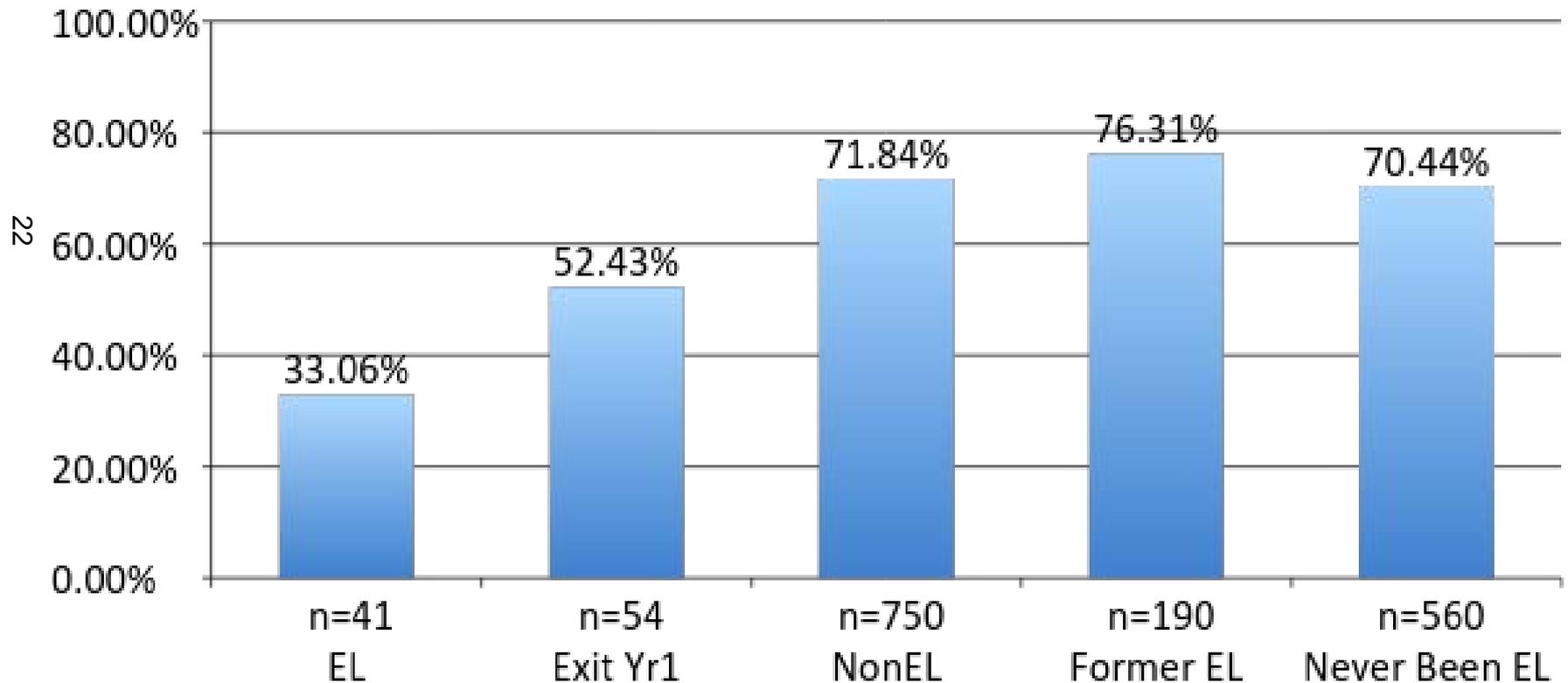
- #1 in Total Enrollment (1,271)
 - #5 in % Students of Color (60%)
 - #8 in % LEP/EL students (15%)
 - #15 in % low-income/FRL (47%)
-
- Capitol Hill is one of only 23 Reward schools that have enough diversity to be measured on 7 of 8 possible cells/groups (5 race/ethnic plus 3 other student groups); none had 8 of 8.

Capitol Hill Home Languages, with English Learners (EL) detail (Preliminary Fall 2016)



- Capitol Hill has 45 different home languages.

Capitol Hill MCAIII Read Proficiency Rate by EL/NonEL Status Spring 2016



- Former EL are those who've been EL at least one year in SPPS.

- Never Been EL are those whose home language is English or identified not needing EL services.

Questions?



RE-STARTING SCHOOL START TIMES 2016-17 DISCUSSION



Jackie Statum Allen – Assistant Director, Strategic Planning and Policy

Committee of the Board Meeting
October 4, 2016

Purpose

- The purpose of this presentation is to:
 - Summarize the school start times work from 2013-2016
 - Review the options that were proposed to the Board in 2015
 - Propose timing and process for re-starting the conversation during SY-16-17



Recap of 2013-15 Discussion

- Beginning in 2013, SPPS convened a community steering committee to consider changing start times
 - Committee included:
 - Sleep research expert
 - Transportation professionals (internal and external)
 - SPPS parents
 - SPPS administrators
- Considered one change scenario:
 - Middle and high schools move to 8:30 start
 - Community elementary schools move to 7:30 (first buses at 6:45)
 - Magnet and dual campus elementary schools start at 9:30

2014 Discussion – “Rethinking School Start Times”

- SPPS engaged in an extensive discussion with the SPPS Community in fall 2014 – *“Rethinking School Start Times”*
 - Received thousands of responses from students, families, and staff
- The steering committee recommended no change
- The Board voted to approve recommendation not to change start times
- SPPS Administration committed to continue considering the topic



Continued Analysis during SY14-15

- Decided to launch a pilot program Johnson High School during SY15-16 to evaluate:
 - Later start time – 8:30
 - Metro Transit Student Passes for transportation
- Continued working with Metro Transit, with mutual interest of expanding partnership
 - Unfortunately, final analysis revealed that Metro Transit did not have the capacity to add service to another SPPS comprehensive high school

2015 Discussion – “Revisiting School Start Times”

- In the fall of 2015, five options were presented to the Board:
 - Option 1 (Leading Recommendation): No changes, but continue working with Metro Transit for expansion
 - Option 2: System wide change
 - Option 3: No changes and end discussion
 - Option 4: 1 high school later, 5 elementary schools earlier
 - Option 5: 3 high schools later, 10 elementary schools earlier

At-a-Glance Comparison of 2015 Options

| Option Description | Later Start Time for more Secondary Schools? | Start time changes for Elementary Schools? | Cost Increase |
|--|---|---|------------------|
| Option #1: Continue Working with Metro Transit for Expansion | No | No | -- |
| Option #2: Change Start Times System wide | Yes – all middle and high schools | Yes – 25 schools earlier, 7 schools later | \$2M |
| Option #3: End Discussion with No Change | No | No | -- |
| Option #4: Expand later start to 1 high school and early start for 5 elementary schools | Yes – 1 additional high school w/yellow buses | Yes – 5 or 6 elementary schools earlier | -- |
| Option #5: Expand later start to 3 high schools and go to early start for 10 elementary schools | Yes – 3 additional high schools w/yellow buses | Yes – 10 elementary schools earlier | -- |

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Impacts matrix of the options

- The five options were presented along with a chart detailing the impacts each option had on multiple subgroups of students.
- Considerations included:
 - Afternoon/evening time out of school
 - After school programming
 - Childcare
 - Research-based recommendations
 - Stability of school staff
 - School choice
 - Cost
 - Metro Transit



2015 Board decision

- Affirmed importance of aligning secondary start times with research-based recommendations
- Expressed responsibility to consider impacts to all student groups
- Directed continued analysis of the topic



Continued Work with Metro Transit during SY15-16

- Regular conversations with Metro Transit.
- Collaborative meetings with Metro Transit, City, and County regarding legislative needs. Unfortunately, no transportation bill again in 2016 session.
- Metro Transit offered another option for expanding partnership, but it was not cost-effective for SPPS.
- There are high schools well-positioned for partnership expansion when garage capacity, bus fleet, and operating cost issues are resolved.
- Collaborated winter through summer to expand later start and Metro Transit program to Creative Arts grades 9-12 for SY16-17.

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Options proposed for 2016-17 Discussion

- In mid-August, Administration offered two scenarios for re-starting the school start times discussion
 - **Scenario 1** (viable): Robust engagement, including reconvening a community task force, and extensive community engagement. **Start times could change for SY18-19.**
 - **Scenario 2** (no longer viable): Reconsideration of the options offered in 2015. No new options available, not enough time for effective community task force, large scale change w/o permanent Supt in place. **Start times could have changed for SY17-18.**

Looking Ahead – 2016-17 Discussion (Tentative timing)

| Timing | Task |
|----------------|--|
| Dec – Jun | Continue exploration of options |
| Feb – Jun | Reconvene community task force to make recommendation to administration |
| July or Aug | Superintendent makes initial recommendation to Board / informs community |
| Aug – Sept | Community engagement for feedback |
| Oct COB | Superintendent makes final recommendation |
| Oct BOE | Board votes on final decision |
| First week Nov | Printing for SY18-19 School Choice Guide proceeds on time for school choice season |

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Considerations for that timing

There are some real challenges with this timing that need to be considered

- The community task force would be providing a recommendation to the new Superintendent within weeks of his/her start with the district.
- If we move forward with this timing, it should be included in Superintendent search process somehow.
- The timing could also be shifted one full year, with the continued exploration beginning in fall 2017, after new Superintendent in place.
 - A new Superintendent would likely want to tie such major changes into strategic plan and other initiatives, and not treat as isolated issue.

Next Steps and Discussion

- Determine what additional information is needed by the Board - background information, understanding of research, past options explored, etc.
- Ensure understanding from Board that in order to achieve later start for adolescents, they are willing to move some elementary schools earlier.
- Provide guidance regarding timing for next round – *“Restarting Start Times”* discussion

**School Start Times Options for SY16-17
Comparison of Implications**

| | A | B | C | D | E | F |
|----|--|-------------------------------------|---|--|---|--|
| 1 | Impact | Sub Groups | <u>Options 1 & 3</u> No change | <u>Option 2</u> System-wide change | <u>Option 4</u> 1 Addtl HS later, 5 elem earlier | <u>Option 5</u> 3 Addtl HS later, 10 elem earlier |
| 2 | Descriptions | | Current start/end times: --MS and HS at 7:30-2:00, --Elem at 8:30-3:00 and 9:30-4:00 --After school activities extend time at school | --MS and HS at 8:30-3:00 (except Washington 7:30-3:00 due extended day) --Elem at 7:45-2:15 and 9:30-4:00 --After school activities extend time at school | --1 Addtl HS at 8:30-3:00 (Central, Como, or Harding) --Washington stays at 7:30-3:00; Humboldt and Highland Park stay at 7:30-2:00 --Johnson stays at 8:30-3:00 with Metro Transit --Middle schools stay at 7:30-2:00 --5 elem at 7:45-2:15 (no bus pick-ups before 7 AM), all other elem stay at current 8:30-3:00 and 9:30-4:00 times --After school activities extend time at school | --3 Addtl HS at 8:30-3:00 (Central, Como, and Harding) --Washington stays at 7:30-3:00; Humboldt and Highland Park stay at 7:30-2:00 --Johnson stays at 8:30-3:00 with Metro Transit --Middle schools stay at 7:30-2:00 --10 elem at 7:45-2:15 ((no bus pick-ups before 7 AM), all other elem stay at current 8:30-3:00 and 9:30-4:00 times --After school activities extend time at school |
| 3 | Time changes for ELEMENTARY schools | | No change | 10,000 students earlier, 4,000 students later | 2,000 students earlier, 0 students later | 4,500 students earlier, 0 students later |
| 4 | Time changes for MIDDLE schools | | No change | 700 students earlier, 5,000 students later | No change | No change |
| 5 | Time changes for HIGH schools | | No change | 0 students earlier, 7,500 students later | 0 students earlier, 1,500 students later | 0 students earlier, 5,000 students later |
| 6 | | | | | | |
| 7 | Impact: afternoon/evening time for family, homework, work, and other activities | 7:45 start ELEM SCHOOLS | -- | These students may need to go to bed earlier and thus have less evening time with family or for activities | These students may need to go to bed earlier and thus have less evening time with family or for activities | These students may need to go to bed earlier and thus have less evening time with family or for activities |
| 8 | | 7:30 start HIGH SCHOOLS | No change in time for evening activities | No change in time for evening activities | No change in time for evening activities | No change in time for evening activities |
| 9 | | 8:30 start HIGH SCHOOLS | -- | These students will finish school later and thus have less time with family, for homework, or for work or other activities. This is compounded by after-school activities. | These students will finish school later and thus have less time with family, for homework, or for work or other activities. This is compounded by after-school activities. | These students will finish school later and thus have less time with family, for homework, or for work or other activities. This is compounded by after-school activities. |
| 10 | | | | | | |
| 11 | Impact: after school programming, scheduling for after-school activities involving more than one school (sports, club competitions such as chess, robotics, etc.) | 7:45 start ELEM SCHOOLS | -- | --Additional fee-based afterschool programming needed due to 2:15 dismissal --Some community partners rely on SPPS teens for staffing | --Additional fee-based afterschool programming needed due to 2:15 dismissal --Some community partners rely on SPPS teens for staffing | --Additional fee-based afterschool programming needed due to 2:15 dismissal --Some community partners rely on SPPS teens for staffing |
| 12 | | Newly added 9:30 start ELEM SCHOOLS | -- | --After-school programming runs later than current --Fee-based before-school programming needed. | -- | -- |
| 13 | | 7:30 start HIGH SCHOOLS | No changes from current | All secondary will be on same schedule | May require teams from these schools to wait an hour for events until schools with 8:30 start are available | May require teams from these schools to wait an hour for events until schools with 8:30 start are available |
| 14 | | 8:30 start HIGH SCHOOLS | No changes from current | Challenges in scheduling games at shared Parks and Rec sites | --May require early dismissal for students at these schools for events with schools with 7:30 start --Challenges in scheduling games at Parks and Rec sites; adult leagues begin at 5:00 | --May require early dismissal for students at these schools for events with schools with 7:30 start --Challenges in scheduling games at Parks and Rec sites; adult leagues begin at 5:00 |
| 15 | | | | | | |

**School Start Times Options for SY16-17
Comparison of Implications**

| | A | B | C | D | E | F |
|----|---|--|---|--|--|--|
| | Impact | Sub Groups | Options 1 & 3 No change | Option 2 System-wide change | Option 4 1 Addtl HS later, 5 elem earlier | Option 5 3 Addtl HS later, 10 elem earlier |
| 1 | | | | | | |
| 16 | Impact: Childcare | 7:45 start ELEM SCHOOLS | -- | - Little to no childcare needed before school. - Early start elem schools dismissed at 2:15, so after school childcare needed | - Little to no childcare needed before school - Early start elem schools dismissed at 2:15, so after school childcare needed | - Little to no childcare needed before school - Early start elem schools dismissed at 2:15, so after school childcare needed |
| 17 | | Newly added 9:30 start ELEM SCHOOLS | No change in childcare needs | Families will need to find before-school care for students moving to 9:30 start. | No change in childcare needs | No change in childcare needs |
| 18 | | 7:30 start HIGH SCHOOLS | Older children available to watch younger siblings after school | -- | Older children available to watch younger siblings after school | Older children available to watch younger siblings after school |
| 19 | | 8:30 start HIGH SCHOOLS | -- | MS and HS students not available to watch younger siblings after school | Some HS students not available to watch younger siblings after school | Some HS students not available to watch younger siblings after school |
| 20 | | | | | | |
| 21 | Impact: Research-based health benefits for adolescents | | No progress towards research based start time guidance | Later start times for all secondary students | Some progress towards research based guidance | Some progress towards research based guidance |
| 22 | | | | | | |
| 23 | Impact: Stability of school staff | | No changes required for staff due to start time changes | Minimal impacts due to system wide change | Increased options in start times may be good for some, bad for others | Increased options in start times may be good for some, bad for others |
| 24 | | | | | | |
| 25 | Impact: Implications to school choice | 7:45 start ELEM SCHOOLS | -- | No more 8:30-3:00 elementary options, only 7:45-2:15 and 9:30-4:00. Some families may leave district | Some families will choose to enroll at different schools for 8:30 or 9:30 start time | Some families will choose to enroll at different schools for 8:30 or 9:30 start time |
| 26 | | 9:30 start ELEM SCHOOLS | No school choice changes due to start time changes | No more 8:30-3:00 elementary options, only 7:45-2:15 and 9:30-4:00. Some families may leave district | No change in current list of 9:30-4:00 schools | No change in current list of 9:30-4:00 schools |
| 27 | | 7:30 start HIGH SCHOOLS | No school choice changes due to start time changes | All MS and HS (except Washington) will be at 8:30-3:00 | Some families may choose to change to school with 8:30 start time | Some families may choose to change to school with 8:30 start time |
| 28 | | 8:30 start HIGH SCHOOLS | -- | All MS and HS (except Washington) will be at 8:30-3:00 | Some families may choose to change to school with 7:30 start time | Some families may choose to change to school with 7:30 start time |
| 29 | | | | | | |
| 30 | Impact: Cost | | Cost neutral | \$2M increase | Cost neutral | Cost neutral |
| 31 | | | | | | |
| 32 | Impact: Metro Transit (MT) partnership and expansion | ELEM schools | -- | More schools will change than necessary. May result in multiple start time changes as MT partnership is expanded. | -- | -- |
| 33 | | 7:30 start HIGH SCHOOLS | -- | -- | -- | -- |
| 34 | | 8:30 start HIGH SCHOOLS | Option 1: Continue working with MT to identify long term opportunities for expansion to additional schools --Johnson students continue to experience benefits of MT Student Passes | Some high school principals and ADs have expressed that negative after-school impacts of start time change are only offset by the added benefit of students receiving MT passes. | Some high school principals and ADs have expressed that negative after-school impacts of start time change are only offset by the added benefit of students receiving MT passes. | Some high school principals and ADs have expressed that negative after-school impacts of start time change are only offset by the added benefit of students receiving MT passes. |
| 35 | | HIGH SCHOOLS (if Metro Transit can expand) | Option 1: Allows for changes to start times system wide to be aligned with Metro Transit expansion | Will result in some high schools shifting from yellow bus to MT student passes | --Will allow additional high schools to be moved to 8:30 start time. --Some high schools will shift from yellow bus to MT student passes | --Will allow additional high schools to be moved to 8:30 start time. --Some high schools will shift from yellow bus to MT student passes |
| 36 | | | | | | |

SPPS Recruiting/Selection/Retention



Agenda

- Mission
- Recruiting Methods
- Key Metrics
- School Readiness
- Key Initiatives
- Environmental Realities
- Planned Responses

Mission/Vision

SPPS HR Mission:

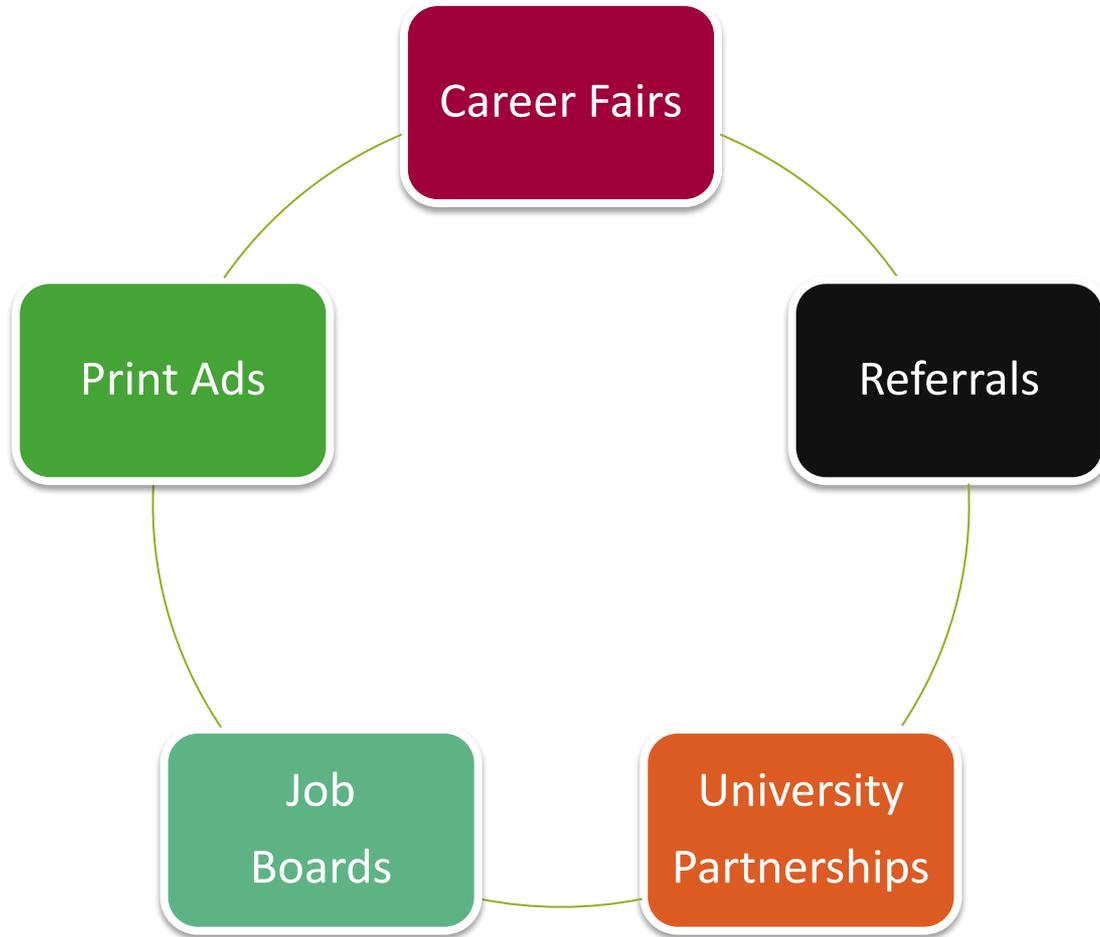
- Lead as a strategic business partner to meet the district's evolving workforce needs.

SPPS HR Vision:

- SPPS is a national destination employer, that collaboratively recruits, employs and retains top talent.
- We foster a culture of achievement and success, where proud employees build pathways that ensure exceptional outcomes for all students.



Recruiting Methods



Key Metrics

- 873 hires in 2015, 370 to date in 2016
- 25% of hires were teachers, 62% of hires school based in 2015
- 36% of hires to date are teachers, 83% of hires to date are school based.
- 18% of 2015 Teacher hires were people of color, 22% of Teacher hires YTD are people of color



School Readiness Update

8.23.16

| Setting | Number of Vacancies (FTEs) |
|-------------------|----------------------------|
| Elementary | 16.30 |
| K – 8 | 8.00 |
| Immersion Schools | 4.5 |
| Middle Schools | 13.8 |
| Senior High/6-12 | 3.00 |
| Spec Ed | 23.5 |

| Position Type | Number of Vacancies (FTEs) |
|--------------------------|----------------------------|
| Educational Assts | 10.00 |
| Teaching Assistants | 59.88 |
| Other Classroom Supports | 8.75 |

45

9.30.16

| Setting | Number of Vacancies (FTEs) |
|-------------------|----------------------------|
| Elementary | 3.0 |
| K – 8 | 1.0 |
| Immersion Schools | 0 |
| Middle Schools | 0 |
| Senior High/6-12 | 2.0 |
| Spec Ed | 14.5 |

| Position Type | Number of Vacancies (FTEs) |
|--------------------------|----------------------------|
| Educational Assts | 12.00 |
| Teaching Assistants | 53.25 |
| Other Classroom Supports | 5.25 |



Key Initiatives

- Recruit, employ, support, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- Increase *our Teacher of color pool by 25% of the overall pool over the next 5 years.*
- Streamline the early contract (formerly pocket contract) process for teachers to allow a more efficient sourcing, interviewing and hiring process.



Environmental Realities



The teaching industry is battling unprecedented shortages at the same time that Teacher tenure is under fire.



Planned Responses – The 3 F's

Be First



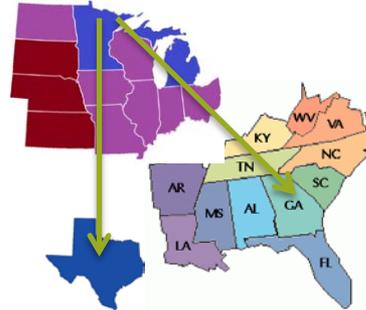
Start Recruiting earlier.

48 More early contracts in hard to fill license areas.

Capture our student teachers earlier

Highlight the career option to our student population

Go Farther



Expand our reach and our available pool

Supports Workforce Diversity

Leverage Technology to minimize cost

Be Family



Personalized Recruiting

Improved On-boarding

Top-notch induction support

Expanded PAR reach

Planned Responses – Grow Your Own

Benefits of GYO

- Knowledge of Urban Teacher Realities
- Differentiation and Culturally Responsive Teaching methods
- Familiarity with SPPS

SUTR Program Highlights

- Designed to produce 75 teachers in 3 years
- Cohort 1 Stats
 - 50% Men
 - 50% P. O.C



Questions





Committee of the Board - Facilities Master Plan Update

October 4, 2016

Provided below is a status update of the facility improvement projects that have begun their implementation phase:

1. [Adams Spanish Immersion](#)
2. [Como Park Senior High School](#)
3. [Highland Park Elementary](#)
4. [Horace Mann Elementary](#)
5. [Humboldt High School](#)
6. [Linwood Monroe Arts Plus Elementary \(2 projects\)](#)
7. [RiverEast Elementary and Secondary](#)
8. [St. Anthony Park Elementary](#)

Variations: Note that the summaries include an account of the zoning variances that are being sought for some of the facility projects. Variances for schools are common when they are located in single-family residential zoning districts because schools are considered community assets and are in the best interest of the city to maintain schools in residential zones. This is why it is common for schools to apply for and receive variances in residential zones for building height, lot coverage, parking, setbacks, window coverage (for gyms), and various other zoning rules that are intended for single-family homes. [There are many examples of schools in St. Paul having variances approved.](#)

1. [Adams Spanish Immersion](#); (archive: [original work scope \(conceptual\)](#))
 - **Project scope:** Two additions will right-size the school for its current student population (800 max): An additional 37,000 square feet will accommodate a new cafeteria and expand the space of current classrooms; and a 3-story addition will add 9 classrooms; getting new playground and upgraded play field.
 - **Break ground:** February 2017; **Completion:** December 2018

- **Variance(s):** Variance for the addition on the northeast side of the school to match the current height; the zoning height limit is 30' while the current building is at 52'.
- **Community concern(s):** District Council is concerned about the loss of green space that is needed to accommodate additional parking to get more cars off the street which is something the immediate neighbors are in favor of as the streets around the building are quite narrow and makes student drop off and pick up congested. Plans are to relieve congestion by separating bus and parent drop offs.
- **District council engagement:** Have met with West 7th / Fort Road Federation (District 9) twice and will be returning in October to present final plans and reach a consensus on the green space and parking issues.

2. [Como Park Senior High School; original work scope \(conceptual\)](#)

- **Project scope:**

- a. Redoing artificial turf on competition field with installation of storm water management under field that will entail significant excavation; more lighting added to the field.

Break ground: Summer 2017; **Completion:** Fall 2017

Note: Schedule different from approved 5-year implementation plan, as construction economy and cash flow necessitated different sequence.

- b. A building addition to increase capacity for about 100 more students with interior renovations to allow for more education spaces.

Break ground: Fall 2017 (tentative); **Completion:** SY2018-19 (tentative)

- c. A 2-story addition on south side of building that will take up some practice field space/open grass area.

Break ground: Fall 2017 (tentative); **Completion:** SY2018-19 (tentative)

- **Variances:** Anticipated for parking, but details are to be determined.
- **Community concern(s):** Onsite community engagement update status this fall and staff meeting this fall.
- **District council engagement:** A meetings is being scheduled with the District 10 Como Community Council to provide a progress report and share updated sketches.

3. [Highland Park Elementary](#); (archive: [original work scope \(conceptual\)](#))

- **Project scope:** Adding 25,000 square feet for new gym and cafeteria; taking off about 10,000 square feet of existing building to build two-story addition for classrooms and student support spaces and new stair tower and elevator to second

floor; adding more parking on east side and looking at separating the bus and parent pick up/drop off locations to relieve vehicle congestion; the parents pick up/drop off will be moved to the south side (Rome Ave.) and buses will be moved to the north end (Saunders Ave.) which will also become the new main entrance which is currently on the east side of the building; new playground and upgraded play field; a common neighborhood walkway which is currently unpaved will be paved as a result of the upgrade, benefiting the neighborhood as a whole

- **Break ground:** March 2017; **Completion:** August 2018
- **Variance(s):** None
- **Community concern(s):** Loss of green space and the height addition on the on north side of the property has been a concern with immediate neighbors but most concerns seem to have subsided.
- **District council engagement:** Have met with Highland District Council (District 15) three times to date and have secured a letter of approval for the project from them.

4. [Horace Mann Elementary](#); (archive: [original work scope \(conceptual\)](#))

- **Project scope:** The project includes a 2-story addition of 26,000 square feet to include new classrooms, kitchen, cafeteria and support spaces. It also includes renovation of the existing building, new restrooms, a relocated playground, and updated mechanical and electrical systems.
- **Break ground:** April 2017; **Completion:** August 2018 (work to continue over 2 summers)
- **Variance(s):** None anticipated
- **Community concern(s):** Existing ground water in play field area will be addressed by storm water management in project scope. Traffic control at intersections adjacent to the school was an issue that will be addressed with the city possibly through 4-way stops at key intersections.
- **District council engagement:** Last meeting with Highland District Council (District 15) was on July 19 and committee was supportive of design concept with no major concerns raised. Upcoming meeting anticipated after design development phase is complete, possibly in October/November.

5. [Humboldt High School](#); (archive: [original work scope \(conceptual\)](#))

- **Project scope:** There will be two building additions to Humboldt: One addition will create a "house" for the middle school students and relocate the main entry of the building to provide an identifiable entry adjacent to parking and the other addition will allow the right-sizing of learning spaces to support the existing student

population. Each of these additions will be three stories. Part of the new main entry we will be modifying the site to provide an outdoor plaza adjacent to the entry for outdoor learning. The project also includes interior renovations to right-size classrooms; co-locate Career and Technical Education and Fine Arts programs to allow for greater collaboration; and relocate administration services directly adjacent to the main entry for a safe and secure entry.

- **Break ground:** April 2017; **Completion:** August 2020
- **Variance(s):** No variances are currently anticipated for the project, though there is a possibility the district may need to apply for a sign variance.
- **Community concern(s):** No community concerns have been expressed to date and Principal Mike Sodomka; October 4: Meet with Humboldt staff to review the project and provide an update; October 6 attend Humboldt conferences; October 13 meet with the School Design Committee to provide an update.
- **District council engagement:** Facility Department staff have reached out to the West Side Community Organization (WSCO/District Council 3) to provide a progress update this fall, but due to WSCO personnel changes a meeting this school year has not yet taken place. No concerns were brought up by WSCO when staff first met with them last spring.

6. [Linwood Monroe Arts Plus Elementary](#); (archive: [original work scope \(conceptual\)](#))

Linwood Monroe Arts Plus is a PreK-8 school composed of two separate campuses referred to as a Lower and Upper Campus. Currently, the Upper Campus (Monroe) houses the prekindergarten program along with grades 4-8 while the Lower Campus (Linwood) houses grades K-3. The remodeling plans for the Linwood and Monroe sites include moving prekindergarten and grade 4 to Linwood/Lower Campus to align grade continuity and provide a smooth PreK-4 grade transition for children while increasing middle school grade capacity for the creative arts program pathway.

Linwood (lower campus)

- **Project scope:** Adding 3-story addition next to the current building for additional learning spaces to accommodate the move of prekindergarten and grade 4 from Monroe to Linwood to provide more aligned academic support. Renovating existing classrooms for equity in size.
- **Break ground:** Summer 2017; **Completion:** Fall 2018
- **Variance(s):** Lot coverage and building height; the variance application will be completed in December after an environmental assessment is completed in November.

- **Community concern(s):** Loss of green space , height addition and increased traffic are of concern to immediate neighbors.
- **District council engagement:** Staff and consultant architects have met met with the Summit Hill Association (SHA/District 16) Zoning and Land Use Committee on September 6 but they recommended that the variances be denied which was upheld by their board on September 8. Provided for your review are [communications from SHA along with addendum with answers provided by the district](#) to many of the questions posed in the memo.

Monroe (upper campus):

- **Project scope:** Interior upgrades to bring equity to classroom sizes; modify the circulation system for greater building supervision at corridors; and minor modification to the exterior building envelope for life-safety upgrades (new egress stair); new entry canopy and creating commons areas for students to gather and display arts. Significant mechanical system replacement.
- **Break ground:** April 2017; **Completion:** Fall 2018
- **Variance(s):** None
- **Community concern(s):** None since the majority of renovations are to the interior of the building; traffic for student drop off and pick up will remain the same or decrease slightly as two grades will be moving to the Linwood campus.
- **District council engagement:** To be determined; contingent on Linwood’s variance outcomes; if the variances do not pass then Monroe will not be able to proceed with upgrades and remodeling since those are dependent on PreK and 4th grade moving to the Linwood campus.

7. [RiverEast Elementary and Secondary \(relocation to 1050 Kent St. N.\)](#)

- **Project scope:** Relocating the school from its current location (Homecroft building at 1845 Sheridan Ave.; Jim Ming will be moving into Homecroft) to 1050 Kent St. N.

Note: Minnesota Department of Education recently clarified that the District is exempt from having to submit a Review and Comment statement on the educational and economic impact of this proposed construction project, per Minnesota statutes 123B.71.

- **Break ground:** December 2016; **Completion:** Fall 2017
- **Variance(s):** None
- **Community concern(s):** Concerns have varied over time and have been [addressed through an FAQ](#); the most recent concerns are in regards to the cleanup of ground contaminants (see more below).

- **District council engagement:** The latest concerns raised at the September 27 District 6 Planning Council - Land Use Meeting ([see presentation](#)) where approximately 25 community members and 7 SPPS staff were in attendance, were in regards to frustrations as to when the community learned of the district's interest in the site and how SPPS will ensure the safe cleanup of the subsurface contaminants left on the site from the previous industrial company that occupied the building and land. On September 14, the district submitted a [Voluntary Response Action Plan & Construction Contingency Plan](#) to the Minnesota Pollution Control Agency with a detailed account of the extent of the contamination; proposed plans to mitigate these effects; and contingency plan for addressing any unforeseen contamination.

Related to the site contaminants, per legal correspondence, the district has submitted a proposal to WestRock CP, LLC, the successor of the original owner, Smurfit-Stone Container Corporation, to lift the deed restriction that was placed by the previous property banning non-industrial uses of the site. The action states that the district will jointly enroll the site into the Minnesota Pollution Control Agency's Voluntary Investigation and Clean-up Program to undertake the necessary clean-up as required by the state to ensure the safe use of the site for non-industrial purposes, offering the successor the same environmental protections they currently enjoy via the Deed Restriction while cleaning up the site to an appropriate level for a school.

The district is also in the process of submitting a grant application to the Minnesota Department of Employment and Economic Development (DEED), with the City of Saint Paul, to secure funding to help clean up the site contaminants.

8. [St. Anthony Park Elementary](#); (archive: [original work scope \(conceptual\)](#))

- **Project scope:** An addition will be built to house the main office, cafeteria and kitchen; a second story will also be built over the current single story to add instructional spaces.
- **Break ground:** Start summer 2017; **Completion:** Ready for fall 2018
- **Variances:** Additional parking and site coverage; also the possibility of the addition of a set back
- **Community concern(s):** Increased traffic is biggest community concern.
- **District council engagement:** On September 8, Facility Department staff met with the St. Anthony Park Community Council (District Council 12) to begin discussions on how they can work together to address concerns by streamlining traffic flow and ensure safe site access for pedestrians and cars. Additional work with the Community Council's Transportation Subcommittee is also underway.

Draft of Proposed RFP for Search Firm Timeline

| OCTOBER 2016 | | | | | | |
|----------------------------------|--|--|--|---|---|----------------------------------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | | | | | 1 |
| 2 | 3 Board Amin & 2 Board edit profile for RFP | 4 Board Amin & 2 Board edit profile for RFP | 5 Board Amin & 2 Board edit profile for RFP | 6 Board to Rev. Edited Profile for RFP | 7 Board Review of RFP Profile | 8 Board Review of RFP Profile |
| 9 Board Review of RFP Profile | 10 Board Review of RFP Profile | 11 Board send feedback/changes to Kaobly | 12 Kaobly to edit RFP Profile w/ feedback/changes | 13 Final to Purchasing by a.m. | 14 Purchasing submit to publications | 15 |
| 16 | 17 RFP Printed in publications | 18 RFP Posting for 2 weeks | 19 RFP Posting for 2 weeks | 20 RFP Posting for 2 weeks | 21 RFP Posting for 2 weeks | 22 |
| 23 | 24 RFP Posting for 2 weeks | 25 RFP Posting for 2 weeks | 26 RFP Posting for 2 weeks | 27 RFP Posting for 2 weeks | 28 RFP Posting for 2 weeks | 29 |
| 30 | 31 RFP Posting for 2 weeks | | | | | |

| NOVEMBER 2016 | | | | | | |
|---|---|--|---|---|---|---|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| | | 1 RFP Posting closed at 2pm & all rec. proposals to Board Admin | 2 Board Admin & Board Rep/Committee review Proposals | 3 Board Admin & Board Rep/Committee review Proposals | 4 Board Admin & Board Rep/Committee review Proposals | 5 Board Admin & Board Rep/Committee review Proposals |
| 6 Board Admin & Board Rep/Committee review Proposals | 7 Board Admin & Board Rep/Committee review Proposals | 8 Board Admin & Board Rep/Committee review Proposals | 9 Choose final 3 search firms for interview | 10 Interview search firms | 11 Interview search firms | 12 Board Admin to put process into a presentation |
| 13 Board Admin to put process into a presentation | 14 Special COB for presentation & final rec. | 15 Board to vote on search firm at BOE | 16 Negotiate contract with search firm | 17 Negotiate contract with search firm | 18 Negotiate contract with search firm | 19 |
| 20 | 21 Negotiate contract with search firm | 22 Negotiate contract with search firm | 23 Holiday | 24 Holiday | 25 Holiday | 26 |
| 27 | 28 Negotiate contract with search firm | 29 Finalize contract | 30 Finalize contract | DECEMBER 2016 | | |
| | | | | 1 Fully executed contract with search firm | 2 | 3 |