MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 4, 2016

PRESENT: Board of Education: Z. Ellis, J. Schumacher, C. Baker, J. Brodrick, M. Vanderwert, C. Vue, S. Marchese (arrived 4:37 p.m.)

SEAB: S. Jing, R. Sutton

Staff: Superintendent Thein, J. Munnich, S. Gray Akyea, H. Ott, T. Parent, J. Peterson, K. Wilcox-Harris, J. Allen, I. Davis, J. Turner, E. Agbamu, K. Her, T. Burr, B. Huffman, L. Cathey, M. Schrul, T. Battle, L. Sayles-Adams, T.Williams, P. Brian, S. Hendrix, A. Mobley, J. Fields, G. Raymond, M. Luna. M. Starr, M. Dangaran, JP Jacobson,

Other: J. Verges, T. Lonetree

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. SSSC 2.0: Growth & Proficiency
Staff presented the Achievement/Growth & Proficiency VisionCard.

Growth as defined by the Minnesota Department of Education is individual student growth (how much did a given student improve from the most recent measurement.) The MCA growth model is "how did a student's year-to-year change in score compare to others with the same score on the most recent test" (statewide). Percent making growth is "what percent of students made growth that was about the same or higher than other students with the same score on the last test". The State began to report growth as a way to assess change from year to year. Growth is measured individually.

1. MCA Reading (% of students making medium or high growth in Reading) - Vision is >75%. Overall all racial groups are at Progress with all students making med to high growth (68%, 2015 66%). American Indian 61% (2015 60%), Asian 72% (2016 68%), Black 60% (2015 57%), Hispanic 67% (2015 64%), White 68% (this is the only result with a decrease from 2015 results of 73%).

2. MCA Math (% of students making medium or high growth in Math) - Vision is >75%. Overall results are at Progress (64%) with some decreases from 2015 results of 63%). American Indian 54% (2015 59%), Asian 70% (2015 68%), Black 55% (2015 55%), Hispanic 59% (2015 58%), White 70% (2015 68%)

3. Access (% of emergent bilingual students making growth) - Vision is >55%. This is at Vision (56%, up from 53% in 2015).

Proficiency is determined by the number of correct answers to questions; did a student reach the target score. For the MCA test, targets are linked to grade-level standards. Percent proficient is "what percentage of students reached the target" Critical <30%, Concern 30-44%, Stable 45-59%, Progress 60-75% and Vision > 75%.

1. Mondo (Vision >75% at or above Benchmark target) - % meeting spring grade level benchmark for:
   - Oral Language: Kindergarten target is 7 - 78% (Vision). First Grade target is 14 - 48% (Concern). Second Grade target is 14 - 65% (Progress).
   - Text Level: Kindergarten target is B - 57% (Stable). First Grade target is I - 49% (Concern). Second Grade target is M - 59% (Stable).
   - Letter-Sound Correspondence: Kindergarten target is 20 - 93% (Vision). First grade target is 50 - 87% (Vision).
2. MCA +MTAS + MOD* (Vision is >75% proficient, Gap <10 percentage points).
   ** MCA-MOD discontinued in 2015*.
   - Reading: Third Grade 37% (Concern). Fifth Grade 47% (Stable). Eighth Grade 40% (Concern).
   - Math: Third Grade 45% (Stable). Fifth Grade 39% (Concern). Eight Grade 33% (Concern).
   - Science (MCAs in science are not given until Fifth Grade): Fifth Grade 38% (Concern). Eight Grade 24% (Critical).
   - Gap:
     - Reading - overall 45 point gap with only 39% of students proficient (Concern). White 71%, Asian 33%, Hispanic 32%, American Indian 29%, Black 26%.
     - Math - overall 44 point gap, with 37% of student proficient (Concern). White 66%, Asian 36%, Hispanic 28%, American Indian 25%, Black 22%
     - Science - overall 48 point gap, with 32% of students proficient (Concern). White 66%, Asian 26%, American Indian 24%, Hispanic 23%, Black 18%.

A spotlight presentation was made on Capitol Hill which is a 2016 MDE Reward School. School has Grades 1-8. Total 2015-16 enrollment of 1,271 (5% special Ed, 47% free/reduced lunch, 15% EL, 40% home language other than English. 30% Asian, 23% Black, 40% White, 7% Hispanic and 1% American Indian). Of all the MDE Reward Schools Capitol Hill is #1 in total enrollment, #5 in % students of color, #8 in LEP/EL students and #15 in % low-income/FRL.

QUESTIONS/DISCUSSION:

- What is a major practice in the school to get these results? Response: A survey is done of students at the beginning of the year to assess their individual areas of interest, books are then purchased based on student interests. This allows students to pursue learning in areas that excite them.
- How does personalized learning fit in? Response: Capitol Hill is a streamlined budgeted school, iPads leveled it in the technology field and opened a window for all kids.
- What about social emotional learning? Response: The school emphasizes self awareness, social awareness, it uses yoga calm training which has helped teachers be calm, helped give students a language to calm themselves and self-regulate their own behavior in order to be an effective learner. Social emotional skills are huge in helping students understand themselves and others and allows classes to be in it together. Equity work has been key in building relationships. Teachers ask for the children's voice in what helps them to learn. The school utilizes teams to support and encourage each other and to find ways to teach ethnic and linguistically diverse children.
- Capitol Hill is a role model for schools in the district – what is the secret to success? Response: It is one of many schools doing great work with social emotional learning. The school provides an environment and culture for learning, it utilizes extensive training in social and emotional skills. It looks at its teaching practices.
- Environment has a great impact, what tools could be replicated for other schools. Response: We look to see what kids' are interested in and who they are then dovetail those strengths into using what interests them to hook them into learning. Arts in school also help address the whole child. Also in personalized learning, the school schedules

math at the same time across the whole school, students are directed to a math level to maximize their growth. This is individualization of kids keyed to their interests. The school provides a wide range of choice, it prioritizes assets to classrooms, it differentiates to kids learning levels. There is also a great deal of parent involvement as well.

- To what extent, by design or just how things are done, is Capitol Hill able to take curricular liberties within classes? How do you add components to get at learning in different manners? Response: It is respect and encouragement of those in the classroom, teachers find ways to be creative and innovative in addressing how to reach the standards. It is all about creating something compelling for the students.
- Capitol Hill also has a strong music program, the Board needs to consider how to address the equity of things like having music programs, etc. The Board needs to think about what it wants as baseline in all schools.
- Capitol Hill has a unique population with many of its students identified as gifted and talented. How can the district create this culture that has been created? How do you support staff to create a culture based on social and emotional learning? Response: The staff is diverse, there are weekly meetings with PD (social emotional, dealing with students), the PARA staff helps with the flow within the building, there is good communication, there is a deep interest in education and connection with children. The staff has the freedom and permission to do what they want to do to be creative and think outside box. There is no proscribed curriculum or program and this allows teachers to thrive.
- The Principal noted that size matters in regard to resources and support for individual schools. Capitol Hill has the economy of scale with its number of kids and the school would go larger if it were possible. This economy of scale allows it to host two art teachers, two instrumental teachers; it has the size so it can offer greater choice.
- It was noted SPPS buildings are all different with different gifts, talents and abilities. The Board has to remember other schools need to be supported to be successful and thrive. SPPS is much better than the public realizes and it will continue to get better.
- It was stated that in St. Paul's perception Capitol Hill is the Harvard of SPPS. We need to make all other schools feel that as well. We are talking about equity.
- So 39% of all students are proficient, this is at concern level with proficiency rates holding steady for the past three years. What are action plans to improve this deficiency? Response: Staff understands the seriousness of the problem. SPPS needs to be sure to be specific and intentional about areas that are critical and in addressing the gap.
- Economies of scale cannot be replicated in all schools, are there ways to mirror success?
- What can be done to get more kids of color into Capitol Hill? Response: 60% of its kids are of color right now.
- It was noted that what adults tell kids about themselves is important. Staff needs to be intentional to inspire kids to know themselves and their strengths.

B. Update on School Start Times

Staff stated the purpose of this update was to summarize the school start time work from 2013-2016, review the options proposed to the Board in 2015 and propose timing and process for re-starting the conversation during SY 16-17.

Beginning in 2013, SPPS convened a community steering committee to consider changing start times. The committee included a sleep research expert, transportation professionals (internal and external), SPPS parents and SPPS administrator. The committee considered one change scenario moving middle and high schools to an 8:30 start time. Community elementary schools would move to a 7:30 start (first buses at 6:45), magnet and dual campus elementary schools would start at 9:30 a.m.

SPPS engaged in an extensive discussion with the SPPS community in 2014 entitled "Rethinking School Start Times." Thousands of responses were received from students,

families and staff. The steering committee recommended no change. The Board voted to approve the recommendation not to change start times while committing SPPS Administration to continue considering the topic.

In SY 15-16 a pilot program was launched with Johnson High School with later start time of 8:30 a.m. and utilization of Metro Transit Student Passes. SPPS continued working with Metro Transit, with mutual interest in expanding the partnership. Final analysis by Metro Transit revealed they did not have the capacity to add service to another SPPS comprehensive high school.

In the fall of 2015, "Revisiting School Start Times" was implemented. Five options were presented to the Board:

- Option 1 (Leading Recommendation) - no change, but to continue working with Metro Transit for expansion. (No cost change.)
- Option 2 - System wide change. All middle and high schools to a later start time, 25 elementary schools earlier, 7 elementary schools later. (A $2 million cost increase.)
- Option 3 - No changes and end discussion (No cost change.)
- Option 4 - 1 high school later, 5 elementary schools earlier. Later start time for one high school utilizing yellow buses, 5 or 6 elementary schools with an earlier start. (No cost change.)
- Option 5 - High schools later, 10 elementary schools earlier. 3 additional high schools with later start time utilizing yellow buses, 10 elementary schools with earlier start times (No cost change.)

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 and Metro Transit.

The Board reaffirmed the importance of aligning secondary start times with research-based recommendations, expressed responsibility to consider impacts to all student groups and directed continued analysis of the topic.

SPPS continued to work with Metro Transit during 2015-16 with regular conversations. Collaborative meetings with Metro Transit, the City and County were held regarding legislative needs. Unfortunately no transportation bill was passed in the 2016 session. Metro Transit offered another option for expanding the partnership but it was not cost effective for SPPS so was not adopted. There are high schools well-positioned for the partnership expansion when garage capacity, bus fleet and operating cost issues are resolved.

SPPS collaborated with Metro Transit to expand later start time to Creative Arts grades 9-12 for SY 16-17. This was possible because Creative Arts is at the junction of several transportation lines.

In mid-August, Administration offered two scenarios for re-starting the school start time discussion:

- Scenario 1 (viable): Robust engagement, including reconvening a community task force and extensive community engagement. Start times could change for SY 18-19.
- Scenario 2 (no longer viable): Reconsideration of the options offered in 2015. No new options are available, not enough time for effective community task force, large scale change without permanent Superintendent in place. Start times could change for SY 17-18.

Tentative timing for a 2016-17 discussion would be:

- December 16-June 17 - Continue exploration of options

- February - June - reconvene community task force to make recommendation to administration.
- July or August - Superintendent makes initial recommendation to Board/inform community.
- August - September - Community engagement for feedback
- October COB - Superintendent makes final decision
- October BOE - Board votes to make final
- November - Printing of SY 18-19 School Choice Guide proceeds on time for school choice season.

There are some real challenges with this timing to be considered:

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

Next steps include:

- Determination of 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.
- Board needs to provide guidance regarding timing for next round – "Restarting Start Times" discussion.

QUESTIONS/DISCUSSION:

- What would this look like if Metro Transit was removed from consideration? Response: Options 2, 4 and 5 are all with yellow buses. Option 2 would have a major cost impact.
- If the Legislature grants transportation money, how does that impact Metro Transit timing? Response: Metro Transit wants to get additional funds and wants to serve the East Metro better. Metro Transit has made it clear there is no guarantee that the investments would benefit SPPS. SPPS can hope to expand Metro Transit partnership but would be wise to plan to do it with yellow buses.
- Are there schools situated such that they could work with Metro Transit more efficiently? SPPS has picked all "low hanging fruit" for Metro expansion without requiring additional MT buses that they do not have. Some schools (Central and Como) would be the first to go if opportunity is provided, as each has two lines close to the schools. Highland is okay but Harding does not have convenient bus routes near it.
- As we think about this and look at comprehensive high schools, having different start times affects other things such as sports, after school events, child care, etc. Johnson finds the program popular but their one hesitation is that they have to dismiss some student athletes early in order to make games on time. So far this has not had an academic impact .
- Has SPPS explored keeping elementary at the same start time and move only high schools earlier? Was that costed out? Response: That was done, SPPS has a 3 tier system now to reduce the number of buses required. By doing this it is able to keep the same number of buses in each tier with less cost impact to the district. In 2014, a two tier system was looked at but there was about a $8 million cost increase which was cost prohibitive.
- If SPPS was in a situation where this was a health or safety issue that negatively impacted a large proportion of students the Board would not be hesitating to correct it. We know from research how important this is to adolescents. Other districts are doing

this and getting good outcomes. This is a problem of logistics. The Board needs to own the issue and the decision. There appears to be some confusion about timing issues and what impacts will be. This needs to be prioritized as a budget issue. Response: As to why SPPS does not have the time to make changes for next year, there is a need to agree that the school choice process is important to the goal of increasing enrollment and this begins in mid-November with publication of the School Choice Guide. The School Choice Process begins after the October board meeting. Staff has also spent a great deal of time with community partners who have asked that if SPPS makes a full scale system change that it allow a six to nine month period to allow the partners to reassess/align their systems/plans. Most community partners design their programs relative to SPPS – Park and Rec, after school work programs, Discovery Club. They have indicated they would be supportive but ask that SPPS allow necessary time to see how this would look/work, allow time for engagement. SPPS staff hopes to make this change but it needs to be done in the right way. There need to be plans in place for elementary families with plans on where the children will go with an earlier school end time for elementary, there needs to be defined supports for families..

- This can be structured such with engagement that the community is informed start times are changing and this is how supports relative to that will be put in place. It involves policy, logistics and engagement.
- Administration stated it takes direction from the Board, it is there to implement the Board directives but this is perhaps not the best time to do this immediately but better to move it out considering School Choice season, etc.
- What is needed for a motion? Response: It would state SPPS is changing start times beginning in the 18-19 school year. That administration will develop plans to make this happen and provide a timeframe and what other actions would be needed along with other decisions that might need to be addressed.
- A Board member noted that elementary students need more sleep than adolescents. What impact would a start time change have on them, on their families? How would this impact poor families within the city. Has this been done in other similar districts? We need more information about that. What are the impacts to elementary kids who may need more sleep - things like after school day care and the cost impact on poor families, etc. Response: Staff can share the sleep study with Board again as information. In the study there was no direct correlation to start times/sleep times until you got to 10 a.m. when it began to impact student behaviors and how they felt. There is some data with start times at 8:30 from Minneapolis. They found teen pregnancy rates went down, some community crime went down. As far as achievement Minneapolis' achievement is on par with St. Paul's. Anecdotally, students said they felt more alert. For elementary kids and sleep, the most important thing is consistency; a consistent bed time and rising time. Families need to establish a consistent routine.
- Why not go to a l0:30 start time? Response: That would eliminate sports, after school work, etc. Families feel it is just too late, it reduces family time in the evening.
- It was noted the impact to SPPS staff should also be kept under consideration as well.
- If change does not result in better outcomes for kids, why do at all? Response: Outcomes include health benefits, students being more alert in class, a reduction in car accidents, drug use. If SPPS goes with a three tier system busing costs would not increase.
- Administration was directed to develop a motion/resolution for the November COB meeting.
- Why do it? Response: Districts that have done it have not gone back and elementary schools, though initially resistant, have not wanted to go back either. It does make a difference to high school students especially in engagement and attendance.
- The question was raised whether the Board members were in agreement to do this? Is more information needed, what costs would be involved?
- A Board member stated he was not comfortable, is it what families want? There needs to be more dialogue on how this would impact families.

- If the transportation bill were to pass, what impact would that have? Response: The bill is to add a one-half cent gas tax that would go to Metro Transit to invest as needed (garage capacity, more buses, etc.). There is no guarantee that this would be of any benefit to SPPS.
- Legal noted it seems the Board would benefit from having more information before it makes a definitive vote. It would benefit from getting more information so it can make an informed decision in November or December.
- The Board needs to have an idea what partners will do with this decision. Perhaps it should be brought forward for a vote in November. By then there could be a more fleshed out plan for transparency sake.
- One of the SEAB representatives ask if SPPS had done data collection on how students feel about this? Response: There has been a pro bono study by the U of MN at Johnson Senior. The students are happy with the program there. SPPS has not done an across the board survey of students, though some did engage in the process in 2014.
- A Board member stated that in the spirit of transparency SPPS needs to let the public know this was discussed tonight and what the Board's intentions are, that it will be moving to an 8:30 start time for secondary education.
- Administration was instructed to have additional information and a motion/resolution ready for the November COB meeting with a final motion at the November 15 Board meeting.

C. Overview of Human Resources

The mission of SPPS HR is to lead as a strategic business partner to meet the District's evolving workforce needs. Its vision is (1) SPPS as a national destination employer, that collaboratively recruits, employs and retains top talent. (2) That fosters a culture of achievement and success, where proud employees build pathways that ensure exceptional outcomes for all students.

Methods of recruiting are varied for SPPS and include career fairs, referrals, university partnerships (HR is looking at performance of new hires from various schools over period of time and prioritizing hiring from schools with greatest success), job boards (electronic posting and application most popular currently) and print ads. Key metrics are:

- 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 figure update shows:

Setting	Number of Vacancies (FTEs)	Position Type	Number of Vacancies (FTEs)
As of 8/23/2016			
Elementary	16.3		
K-8	8.0	Educational Assistants	10.00
Immersion Schools	4.5	Teaching Assistants	59.88
Middle Schools	13.8	Other Classroom Supports	8.75
Senior High/6-12	3.0		
Special Ed	23.5		
As of 9/30/2016			
Elementary	3.0		
K-8	1.0	Educational Assistants	12.00
Immersion Schools	0	Teaching Assistants	53.25
Middle Schools	0	Other Classroom Supports	5.25

Senior High/6-12	2.0		
Special Ed	14.5		

Key HR Initiatives are:

- Recruit, employ, support, retain and continuously develop a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- Increase SPPS teacher of color pool by 25% of the overall pool over the next five years. Everyone is looking to diversify their work force.
- Streamline the early contract (formerly pocket contract) process for teachers to allow a more efficient sourcing, interviewing and hiring process.

The reality is that the teaching industry is battling unprecedented shortages at the same time that teacher tenure is under fire. Also minimum wage, budget shortfalls in district, reputation impacts hiring impact decisions as well. SPPS HR responses to this includes:

1. HR's 3 F's:
    - Be First - start recruiting earlier, make more early contacts in hard to fill license areas, capture SPPS student teachers earlier and highlight the career option to the student population.
    - Go Farther - expand SPPS reach and the available pool, support workforce diversity, leverage technology to minimize costs.
    - Be Family - personalize recruiting, improve on-boarding, develop top-notch induction support and expand PAR reach.
2. Grow Your Own.
    - Benefits include a knowledge of urban teacher realities, differentiation and culturally responsive teaching methods and familiarity with SPPS.
    - St. Paul Urban Teacher Residency (SUTR) Program - designed to produce 75 teachers over three years. Cohort 1 consists of 50% men and 50% people of color.

QUESTIONS/DISCUSSION:

- How will SPPS increase its teacher of color pool, what are strategies around that? Response: SPPS has to be transparent and sincere, offer supports and find ways to make SPPS an employer of choice.
- Does SPPS keep track of Breakthrough students? Response: No, but Breakthrough does a good job of referring them to SPPS.
- People of color, specifically Asian staff, say they are not finding promotion opportunities with SPPS, how does staff advance in the schools? Response: Promotion is complicated, it depends on the role an individual is in and what they are moving toward. In some cases positions are part of a job family and promotion occurs on vacancies occurring in district, other things are licensure as a teacher or moving to roles within administration (application or openings).
- Is there a bias against Asian population? Response: HR does not see any on the surface but may need to look into this more. SPPS needs to be culturally relevant in how it deals with its staff population. The Administrative Intern program identifies where the talent is.
- Also, teachers say they feel if they question things there will be retribution. Response: That indicates a need to change a culture. As HR has become aware of specific building issues it moves in to do triage – harassment training, etc. HR is meeting people where they are and letting them see there is no retaliation.
- Recruiting earlier, at what point does SPPS actually start hiring for a school year? Response: HR starts in February and begins making offers in March. Ultimately it is driven by the budget process.
- EA and TAs and support staff and letting people go due to budget, those are the people SPPS needs to retain. How can SPPS be more effective and retain them? Response:

There is no silver bullet for that, those impacts are the direct results of decisions not to have impacts elsewhere during the budget process.

- So if the budget is nailed down sooner, there would be more assurance that jobs are secure for next year? Response: Yes, decisions need to be made earlier.

D. Standing Item: SEAB Report - None

E. Standing Item: FMP Update

Facilities provided a status update of the facility improvement projects that have begun their implementation phase. 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;
   - 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 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.

QUESTIONS/DISCUSSION:

- Staff noted the MN Department of Education clarified SPPS does not have to go through review and comment process for the Kent project.
- Staff stated they had met with community members and District Council regarding 1050 N Kent. Staff was encouraged to think about trying different things with the building and not focus solely on education use but on community use as well as Facilities works toward future projects.
- In depth discussion was held regarding lifting of the deed restriction at the 1050 Kent site. Staff feels it can navigate this process. The proposal regarding clean up is being actively reviewed by the current owner. Contingency planning is underway around what to do if they do not release the restriction. The deed restriction will not be lifted until the end of the project when all remediation is done. Zoning was set by the District Council and the City when they did the Merrydale plan for the neighborhood. The zoning was converted from industrial to residential.

- Has SPPS closed on the property? Response: No, that will occur in mid-October. SPPS has executed a letter as co-applicant to MN Pollution Control. Staff will keep the Board informed so they know what response has been received from the current owner.
- Has program staff been involved in meeting with the community so they get a deeper understanding of the program, who the students are, etc. The community needs to know where the program is going.
- Have you started designing the building? Response: Yes, Facilities is working with building leadership and staff and with the north-end neighborhood for community involvement.
- A Board member made a request to the Chair as to whether the Board is ready to allow closing to take place before knowing conclusively that the deed restriction will be lifted? Following extensive discussion, it was understood there were concerns but that the pressure is on staff to get it right and at this point the process should continue to move forward.
- If we clean up the site SPPS will be able to do something with it? What if it is very costly to clean up? Response: There is always the unexpected, unforeseen condition in facilities. This is an environmentally well characterized site, historically there has been concern in the community about adjacent properties. Facilities' confidence level is relatively high as to what the site contains and how to get rid of it. We are estimating $200,000 clean up for the property based on the assessments of a number of experts. SPPS has done its due diligence in order to be comfortable with where we are.
- The Linwood Lower Campus – there is concern about getting variances to do the work, there is a group that will challenge variances and matter will ultimately go before the City Council. Response: There are challenges as many SPPS buildings predate the City zoning code. It is a challenging process to get support of a neighborhood, SPPS needs to balance creating the best learning environment with its role as neighbor. The City has changed its historic review process and this school is in a historic neighborhood. Paperwork has gone to the State today, if approved it will then go before the Board of Zoning. The appeal would occur at that point.
- The Board asked to be kept informed as this situation moves forward and needs to be informed when/if it gets to a phase where City Council members would be involved. At that point Board members need to be informed and engaged and know the appropriate time to engage with the Council. The Board needs to be part of the conversation with elected officials within the City.
- About the outdoor athletic facility at Washington High – it is at a crisis point with the track being unsafe for use. When is Washington going to get a track? Where is it on the FMP? What can be done in the meantime to allow the track team to get to another site to share a track? Response: There are a lot of moving parts to the FMP. When Facilities worked with the Athletic Council the timing was dictated by cash flow and the impact on tax payers. The FMP is an evolving picture. Washington involves a much bigger scope of work than replacing the track or turf field. It is to become an exterior athletic club for the entire city to use. The design process has to be done appropriately. Currently work is being done to stabilize the grass field and staff is working to find alternate facilities and transportation.
- Staff is looking into making a proposal to the Board on how changes at Washington would impact other projects, costs, etc. Facilities is working to find a way to mitigate short term issues.

F. Standing Item: Policy Update - None
G. Standing Item: SSSC 2.0 Update - None

H. Work Session

1. RFP Process for Superintendent Search Firm

The Board Administrator stated several decision need to be made regarding beginning the Superintendent Search.

- Does the Board want to do an internal or external search. Consensus was use of an external search firm.
- Does the Board want to use an open, targeted or hybrid RFP process in finding/hiring a search firm. Consensus was to do a hybrid search - posting the RFP in the *Legal Ledger* and in *Finance and Commerce* as usual and if Board members have names of specific firms they want to have invited they can provide contact information to Purchasing. The Board wanted to be as inclusive as possible.
- Board members need to select which work groups they want to be involved in:
  - RFP Profile work - K. Her, Z. Ellis and M. Vanderwert.
  - Community Engagement Design Team (weekly meetings) - C. Baker & J. Brodrick
  - Integration - S. Marchese and C. Vue
  - Banking - J. Schumacher

RECOMMENDED MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of Education schedule an additional COB meeting for November 14, 4:30 p.m. to hear presentations from and make recommendation on selection of a search firm to conduct the Superintendent Search for SPPS. The motion was seconded by Ms. Vanderwert.

The motion passed.

2. Other Items

- Director Marchese informed the Board he would be doing "coffee hour" community engagement with two sessions in October and two in November.
- The Chair asked that discussion continue on looking at dividing up the district for Board representation.
- Discussion was held on Board representation at school events and how to be sure they were aware of when and where they were all happening.
- Further exploration needs to be done on how best to engage the community, best practices and how to commit to it in a meaningful way. Different modes, methods and strategies (as a COB work session subject).

III. ADJOURNMENT

A motion was made and passed to adjourn the meeting. The meeting adjourned at 9:21 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk