

fl!pside

the opposite of boredom.



Community Partner Handbook



Saint Paul
PUBLIC SCHOOLS



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Welcome to Flipside!

Dear Community Partners,

We all may have a slightly different expertise or approach to youth work, but we all have in common a commitment to supporting youth to become healthy, productive citizens. The Flipside team is committed to bringing together community partners committed to high quality youth programming, so our students will have the opportunities they deserve to develop into the exceptional people they are.

Flipside is not just an afterschool program; we are an invaluable asset to schools, cherished by youth, families, teachers, principals, and school staff. Our purpose is to offer enrichment classes in art, science, technology, health, fitness and culture for youth to discover their interests and talents, while setting the conditions to empower youth, nurture and amplify their voices, and create a space where they can experience belonging at school, thrive academically, develop lifelong skills, and shape their future with confidence.

Thank you for your commitment to partnering with Saint Paul Public Schools Flipside program. This handbook has been created as a guide to help us work together efficiently and effectively. Our program is complex in nature, in that it attempts to blend together the expectations and priorities of the US Department of Education, the Minnesota Department of Education, the Saint Paul School District, as well as each of our community partners. Our daily operations, however, are governed by District policies and procedures to ensure safety, program quality, and maximum program outcomes for all youth participating in our programs. We hope this guide provides you with a good understanding of the mission, vision and priorities of the District as well as District policies and procedures.

The Flipside team values each and every partner and the expertise and talent you all bring to share with the young people of Saint Paul. By working together, we can accomplish so much! We look forward to working with you now and in the future.

Sincerely,

Deb Campobasso
Flipside Program Manager



Our Mission and Vision Statements

Saint Paul Public Schools:

Mission

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

Guiding Values

1. **Achievement:** Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.
2. **Communications:** Engaging with sincerity and honesty by using language that can be understood by all.
3. **Continuous Improvement:** Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.
4. **Collaboration:** Working together in a respectful manner that values and honors families, staff, students and the community.
5. **Accountability:** Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.
6. **Inclusive Culture:** Embracing each individual's culture, race, ethnicity, ability and identity.

SPPS Community Education:

Mission

Community Education seeks to improve the quality of life by providing lifelong learning opportunities for all members of the community. Lifelong learning is based on the belief that people are learners at every age and are entitled to pursue educational opportunities that are meaningful to them.

The process of community involvement in planning learning activities is the cornerstone of Community Education. Through a partnership of advisory councils and professional staff, community needs are identified and local resources are used to respond to those needs.

What is Flipside?

At Flipside, we are not just an afterschool program; we are an invaluable asset to schools, cherished by youth, families, teachers, principals, and school staff.

Our purpose is clear— To offer enrichment classes in art, science, technology, health, fitness and culture for youth to discover their interests and talents, while setting the conditions to empower youth, nurture and amplify their voices, and create a space where they can experience belonging at school, thrive academically, develop lifelong skills, and shape their future with confidence.

Flipside School Contacts

School	Site Coordinator	Email	2023-2024 Program start/end time
American Indian Magnet School (Grades K-8)	Aliya Rivera	aliya.rivera@spps.org 651-744-1264	3:00-5:00pm
Battle Creek Middle School (Grades 6-8)	Jake Lingert	jake.lingert@spps.org 651-7446924	3:00-5:00pm
Capitol Hill Gifted & Talented Magnet School (Grades 1-8)	Ben Fehlen	benjamin.fehlen@spps.org 651-325-2739	4:00-6:00pm
Creative Arts Secondary School (Grades 6-12)	Brett Geissinger	brett.geissinger@spps.org 651-325-2450	3:00-5:00pm
E-STEM Middle School (Grades 6-8)	Lucria Scott	Lucria.scott@spps.org 651-325-2582 Kari.gonzalez@spps.org 651-744-3529	3:00-5:00pm
Farnsworth Aerospace Upper Campus (Grades 5-8)	Brient Pokornowski	brient.pokornowski@spps.org 651-744-6930	4:00-6:00pm
Global Arts Plus Upper Campus (Grades 6-8)	Abby Heuckendorf	abby.heuckendorf@spps.org 651-744-5270	4:00-6:00pm
Hazel Park Preparatory Academy (Grades K-8)		Interim contact: Kari.gonzalez@spps.org 651-744-3529	3:00-5:00pm
Hidden River Middle School (Grades 6-8)	Teanna Rouillard	teanna.rouillard@spps.org 651-744-6969	3:00-5:00pm
Highland Park Middle School (Grades 6-8)	Nikol Gordon	nikol.gordon@spps.org	3:00-5:00pm
Txuj Ci HMong Language and Culture Middle School (Grades 6-8)			3:00-5:00pm
Humboldt High School (Grades 6-12)	Sharon Idowu	sharon.idowu@spps.org 651-744-4300	3:00-5:00pm
Murray Middle School (Grades 6-8)	Abby Adegeye	abiola.adegeye@spps.org 651-744-3189	3:00-5:00pm
Open World Learning Community School (Grades 6-12)	Sharon Idowu	sharon.idowu@spps.org 651-744-400	3:00-5:00pm
Washington Technology Magnet School (Grade 6-12)	Phia Yang	phia.yang@spps.org 651-744-4414	3:00-5:00pm

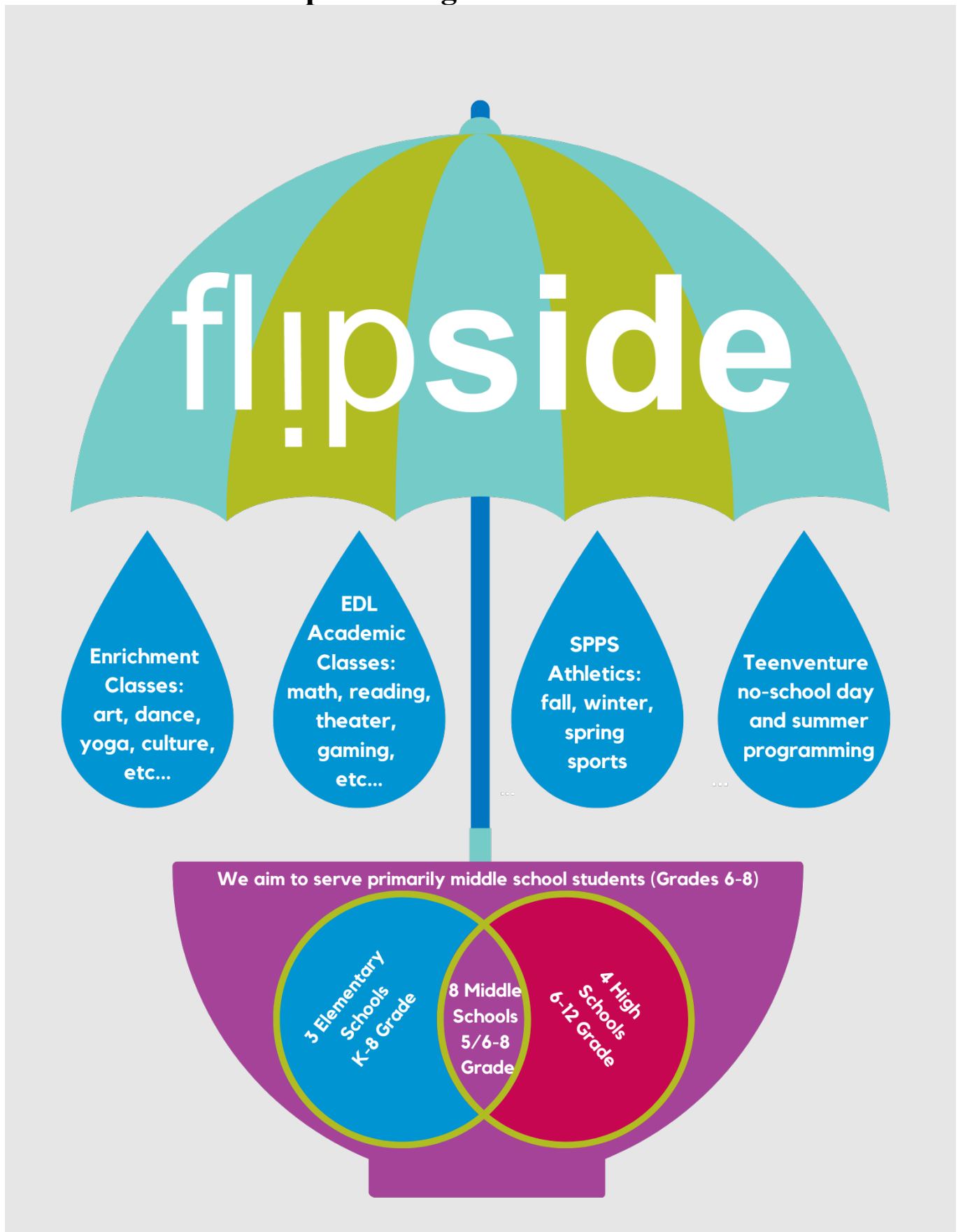
Flipside Leadership Team Contacts

Name	Title	Email	Phone	Location
Deb Campobasso	Flipside Program Manager	deb.campobasso@spps.org	651-707-6981	Washington Technology Magnet School
Sam Parker	Project Coordinator/Teenventure	samantha.parker@spps.org	651-632-3708	Washington Technology Magnet School
Kari Gonzalez	Program Manager	kari.gonzalez@spps.org	651-744-3529	The HUB at Harding High School
Kristi Rogalla	Program Manager	kristi.rogalla@spps.org	651-744-3414	The HUB at Harding High School
Amy Suchon	Special Projects Coordinator	amy.suchon@spps.org	651-744-5878	The HUB at Harding High School
Darcy Holle	Special Projects Coordinator	darcy.holle@spps.org	651-325-2676	The HUB at Harding High School

Flipside is currently funded by two main funding sources:

1. General District funds through the Department of Alternative Education.
2. American Rescue Plan Funding: The American Rescue Plan (ARP) is federal COVID relief funding that supports K-12 school districts and institutions of higher education to reopen safely for in-person learning and address students' needs.

Flipside Program Model



Steps to a Successful Partnership

Preliminary Planning:

- Meet with the Site Coordinator to share your organizational and/or program goals/mission.
- Determine how a partnership is mutually beneficial.
- Together create a vision for the partnership.
- Draft a partnership proposal.
- Submit your proposal to the Site Coordinator.
- Coordinate a follow-up meeting or call.

Laying the Foundation:

- Have an honest discussion about values, goals and needs.
- Develop an understanding of each other's desired level of involvement.
- Assess the impact of the partnership on students.
- Ensure that students and members of the community are engaged.
- Define quantifiable goals.
- Determine duration of partnership.
- Collaborate to identify partnership activities.
- Align activities with District policies and procedures.
- Discuss the process for distributing handouts, surveys, registration forms.
- Align activities with education goals of school/district.

Implementation:

- Ensure activities are integrated into the school and organization/business culture.
- Ensure that activities provide an opportunity for students, teachers, and community/business employees to interact with each other and the community.
- Establish a formal, written management structure with designated contact people for each partner.
- As personnel changes occur, make sure to establish a relationship with new contacts.
- Provide training for all involved parties where necessary.

Sustaining the Partnership:

- Secure explicit support and concurrence for the partnership at all levels of the school and community organization/business.
- Ensure top management is on board.
- Ensure staff are informed and involved.
- Construct communications plans.
- Communicate regularly about intended and actual outcomes.
- Ensure both partners are publicly and privately recognized.

Evaluation:

- Conduct regular evaluations and monitoring.
- If partnership is ending, have a debrief discussion to determine partnership satisfaction and effectiveness.

Program Policies and Procedures

Saint Paul Public Schools is governed by the SPPS Policy & Procedures Manual. It is the expectation that all partners and organizations adhere to the District's policies and procedures while working with Saint Paul Public School children.

District and Program Policies and Procedures:

- **Program Registration** – It is the philosophy and program model of the Flipside that the afterschool program is presented to parents and families as one program, therefore one flyer will be created to present the entire program. If you would like your organizational logo included or any additional information included about your program, please work with your Site Coordinator.
- **Program Cancellations** – When the afterschool program is cancelled due to a school conflict or inclement weather, instructors will not be compensated for the class session.
- **Communication & Handouts** – Establish an effective method of communication with your Site Coordinator including after-hours emergency numbers to ensure the safety of all students and the proper handling of an emergency situation. All handouts need to be submitted in advance for approval by your Site Coordinator.
- **Absences & Class Coverage** – Notify Site Coordinator ASAP, preferably at least a day in advance, regarding instructor absences and ensure that class is covered by alternate staff provided by your organization or the Site Coordinator.
- **Fundraising** – This is not allowed in conjunction with the Flipside Program. Generally speaking, the Flipside program sites are selected for their low-income and low academic achievement status.
- **Memorandum of Understanding** – A MOU is a legal document that can only be signed by the Superintendent of Schools. These are somewhat rare and should be referred to the Flipside Main office for more information.
- **Contracts** – These are prepared by the Site Coordinator or Special Project Coordinator. They should be reviewed by the community partner, finalized and then signed by the Executive Director of the partner organization. Original copies should be sent back to the originating Site Coordinator for District processing. In addition, all organizations should submit a W-9 form and certificate of insurance. A form should be provided upon creating the first contract of the year.
- **Criminal Background Checks** – It is the responsibility of the Community Organization to complete criminal background checks on all staff working with youth in the program according to the contract for services.
- **Transportation** – The District transportation department provides all transportation for afterschool programs. All transportation should be arranged through your Site Coordinator. Under no circumstances are we allowed to deviate from working with our transportation department on co-sponsored programs and events. Under no circumstances are staff allowed to transport youth in their own vehicles. For details or questions regarding the District's policies on transportation, please contact your Site Coordinator.

- **Field Trips** – We strongly encourage field trip opportunities for youth in the afterschool program. SPPS policies and procedures should be followed when planning all field trips. This includes all SPPS provided approval forms, SPPS transportation, SPPS parent permission forms etc. Plan at least 4 weeks ahead with your Site Coordinator. See page 9-10 for expectations for field trip planning.
- **Data Privacy** – Protection of student data is guided by law, and SPPS supports the ethical privacy of protecting our staff and students. The Flipside program realizes the value of data and will provide aggregate data in collaboration with the SPPS Research and Evaluation Department for partners as needed, for the purpose of assisting partners with measuring program outcomes and securing funding.
 - **Surveys & Assessments**– The Flipside program implements several surveys with youth and program instructors participating in the programs. Any additional surveys or assessments your organization would like to implement would need to be reviewed and approved by the District Research and Evaluation Department. Please submit them to the Flipside Main office well in advance so we can take care of the approvals. You may also refer to the policies and procedures listed at www.spps.org/rea
- **Letters of Support** - If you or your organization are seeking a letter of support to use in things like grant applications, please work with the SPPS [Innovation Office](#). All letters of support must go through the main district and cannot be written by our Site Coordinators.

Field Trip Planning Guidelines for Partners and Instructors

Field trip procedures are defined and governed by Saint Paul Public Schools Procedure. It is very important that all field trips follow District guidelines even when planned outside of scheduled afterschool time (i.e. evenings or weekends). Any Flipside class/program field trips must be coordinated and approved by the Site Coordinator at least 4 weeks in advance.

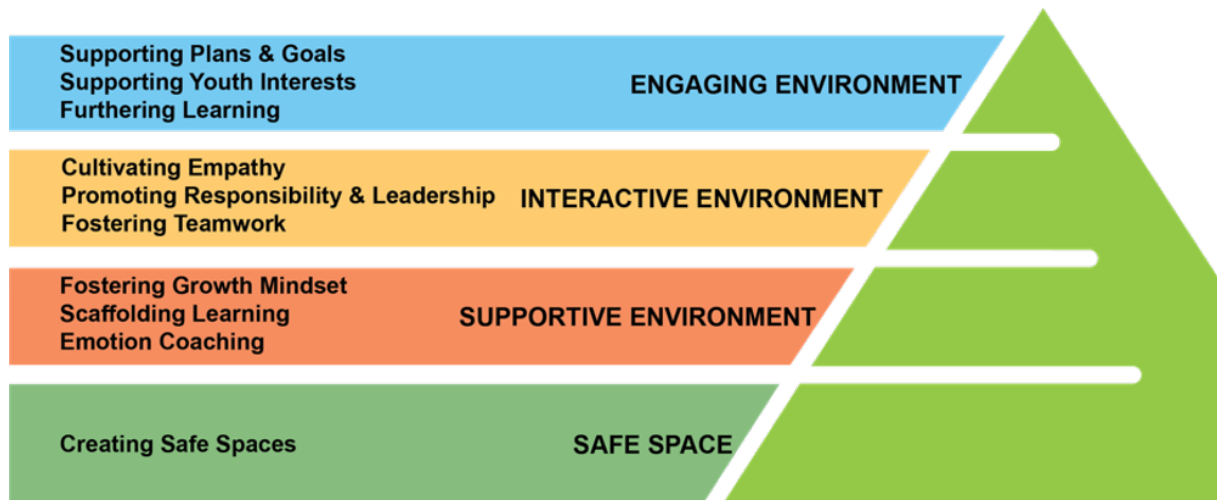
Allowable Vehicles

- Under no circumstances are Flipside staff ever to transport students in personal vehicles.
- Transportation must be provided by a District approved bus vendor.

Program Quality

Youth program quality is a high priority at all program sites. We hold high expectations of all staff and partners within the program, so that youth have a positive and meaningful experience. In the past, the afterschool programs have used the **Youth Program Quality Assessment Tool (YPQA)** with several supporting activities to continually assess and improve program quality. Our *Assess-Plan-Improve* process is continuous throughout the year. A more detailed overview of our process follows on the next page. We are also seeking to start monitoring Social Emotional Learning program quality with the SELPQA and will begin coordinator training on that focus in the next year. Our current focus is on Sense of Belonging and the principles of belonging that our Youth Change Makers have developed.

SELPQA Pyramid



The Five Principles of Belonging

Belonging is *Engagement*

At Flipside, we build belonging by creating engagement. This looks like:

- a variety of fun activities
- opportunities to explore our interests and passions
- connecting with friends who share interests and passions
- opportunities to try and apply new things
- laughing and joking

Belonging is *Support*

At Flipside, we build belonging by supporting each other. This looks like:

- creating a safe environment
- being present and patient
- seeing mistakes as opportunities to grow
- asking for help and helping others

Belonging is *Respect*

At Flipside, we build belonging by respecting each other. This looks like:

- actively listening
- providing choices
- sharing, valuing, and using each other's ideas
- having high expectations and trusting each other

Belonging is *Being Seen*

At Flipside, we build belonging by seeing each other. This looks like:


- caring about people's well-being and interests
- being responsive to people's needs and concerns
- paying attention to what people say and do
- making sure people feel heard and understood

Belonging is *Being Ourselves*

At Flipside, we build belonging by encouraging people to show up as their authentic selves. This looks like:

- creating an environment where everyone feels comfortable expressing themselves
- embracing each other's ideas, beliefs, interests and expression
- using correct pronouns, names, and pronunciation of names
- adults leading by example by being open and honest about their own experiences and identities

Flipside is committed to providing high quality afterschool programs for youth. We use the Weikart Center for Youth Program Quality 's research-based improvement system to continuously improve youth programs. Below we have outlined specific instructional practice that we support and expect instructors to follow, to ensure our programs are meaningful for youth, which lead to measurable outcomes.

Session Preparation & Content	
	
Having all materials & supplies gathered and set up to begin activities before youth arrive	
Making sure there are enough materials and supplies prepared for all students to begin activities	
Session Content	
Acknowledging youth contributions or accomplishments using encouragement (not praise)	
Making sure the bulk of the activities involve students engaging with materials or ideas or improving a skill through guided practice	
Providing program activities that lead/will lead in future sessions to tangible products or performances that reflect ideas or designs of students	
Balancing concrete experiences involving materials, people, and projects with abstract concepts (e.g., lectures, diagrams)	
Organizing activities so they are carried out in at least 3 groupings (e.g., full, small, or individual)	
Using multiple ways to form small groups	
Assuring that each small group has a purpose and members cooperate in accomplishing that purpose	
Providing students multiple opportunities to practice group-process skills (e.g., active listening, contributing ideas/actions, doing a task with others, etc.)	
Providing students multiple opportunities to make plans for projects and activities (individual or group)	
Having students use 2 or more strategies when planning projects and activities (e.g., brainstorming, idea webbing, backwards planning)	
Providing all students the opportunity to make at least 1 open-ended content choice within the content framework of the activities (e.g., topics within a given subject area, aspects of a given topic)	
Providing all students the opportunity to make at least 1 open-ended process choice (e.g., roles, order of activities, tools, materials, how to present results)	
Making sure all students have 1 or more opportunities to mentor an individual (e.g., teach, coach) during an activity	

Session Welcome and Connectedness

Making sure session activities start & end within 10 minutes of scheduled time

Greeting students by name

Mainly using a warm tone of voice & respectful language

Smiling, using friendly gestures, & making eye contact with students

Explaining all activities clearly so youth appear to understand directions, sequence of events, & purpose

Encouraging all students to try out new skills or attempt high levels of performance

Providing support to all youth who try out new skills despite imperfect results, errors, or failure

Being almost always actively involved with students during the activity (providing directions, answering questions, working as a partner, checking in)

Providing students informal/structured opportunities to get to know each other (e.g., team building, introductions, welcomes, icebreakers)

Making frequent use of open-ended questions

Providing all students 1 or more opportunities as part of the activity to talk about what they are doing and what they are thinking about to others

Including structured opportunities to acknowledge the achievements, work, or contributions of youth

Youth Centered Environment and Engagement

Active discouraging negative peer interactions if occurring (e.g., teasing, ostracizing)

Demonstrating zero tolerance for discrimination if occurring

Approaching conflicts and negative behavior in a nonthreatening manner

Seeking input from students to determine both the cause and solution of conflicts and negative behavior

Encouraging students to examine the relationship between their actions and consequences to help them understand and resolve conflicts and negative behavior

Acknowledging conflicts and negative behavior and following up with those involved afterward

Assuring that all youth have 1 or more opportunities to lead a group (teach others; lead a discussion, song, project, etc.) during the activity

Sharing control of most of the activity with students, providing guidance while retaining overall responsibility

Always providing an explanation for expectations, guidelines, or directions given to students

Session Reflection

Using an intentional process to engage students in a reflecting on what they are doing/have done

Giving all students the opportunity to reflect on their activities in 2 or more ways (writing, role playing, media)

Giving all students structured opportunities to make presentations to the whole group –per semester

Initiating structured opportunities for students to give feedback on activities (feedback questions, evaluations)

Professional Development for Instructors

Job Embedded Professional Development

“Job-Embedded” refers to the staff learning that is grounded in day-to-day activities. It focuses on intentional practices and deliberate reflection to foster an environment and interactions that lead to improved youth outcomes. (Croft, Cogshal, Dolan, Powers and Joellen, 2010)

Job-embedded is:

- A continuous quality improvement process
- Takes place as part of the job or workday
- A direct connection between learning and use of the information

Specific job embedded strategies at Flipside include:

- **Site Staff check-ins/huddles/meetings** - scheduled monthly before or after program, 10-15 minutes, facilitated by the Site Coordinator. Meetings are focused on site base successes, challenges, support, quality & youth leadership development.
- **Peer Mentoring** - opportunities for peer mentoring (instructor to instructor) are made available through the Site Coordinator or are coordinated during site staff meetings.
- **Quality Coaching** - Site Coordinators will be trained as quality coaches and will observe and coach instructors as needed.

Experience Survey –

Who: All flipside staff, students, and parents

What: Survey to help us understand where to celebrate and where to support

Where: At FLIPSIDE during program time

When: Pre-(October) Post (January). Pre (Feb) Post-(May) 80% completion Rate for each survey

How: QR code or paper copy- reward for completing

Why: By understanding the youth and staff experiences, staff/student changemakers can identify areas of the program that may need improvement or tweaking. If multiple students share similar concerns or suggestions, it can be an indicator of where changes might be beneficial. Parents see their children in settings outside the program, so they can provide feedback on changes in behavior, attitude, or skills that might be attributed to the program but not immediately visible within it. They can also provide insights into areas that a child might not be able to articulate effectively.





Event Observation:

Event Observation

LINK: [Event Observations](#)

Who: Anyone!!

What: An observation of a specific event focused on one of the 5 principles

Where: Anywhere at Flipside

When: Anytime, takes 10-20 min Changemaker schools (2x's a week) Non-Changemaker sites (1x a week)

How: Fill out an observation card take a photograph of it and upload it to the google drive OR submit the information via the form.

Why: Observations can help detect patterns in behavior, engagement, and interaction, to identify both successful elements of the program and areas that need adjustment.

Contracts

The contract process should already be started. Here are some things to note:

- The District will pay only for services rendered, including determined prep time, and attending meetings and trainings.
- The District will not pay for time missed due to absence (personal or sick days) or due to cancelled school days or cancelled program days (snow days, strikes, emergencies, etc.)
- All staff delivering services for SPPS students agree to participate and engage in all continuous improvement activities including but not limited to surveys, meetings, professional development.
- It can take 4 weeks or longer for a contract to be fully executed. We need to know if you are not comfortable with the risk of providing services without a fully executed contract in place. If not, your class should be put on hold until contract is done.
- A fully executed contract is needed first before you can submit an invoice.

Invoicing

Each vendor is unique and thus will have invoices unique to their organization. The district can accept all invoices so long as they are within the guidelines. Ensure every invoice received contains the following:

- Due date/invoice date
- Dates of service
- Description of services provided with hours listed and hourly rate shown to find amount due
- Vendor contact information
- Contract number & Purchase Order number
- Recipient contact information
- Total amount due

Per district policy, we can only pay for services rendered. We cannot accept invoices for an entire session with a due date before the session ends, or (multiple) invoices postdated for future payment.

You can choose to invoice on a monthly or quarterly basis or at the end of each session.

All invoices need to be sent from the vendor to the Site Coordinator for approval. Remember to include the contract and PO number on the subject line. The payment will take approximately 4 weeks to process. Payments can only be made on fully executed contracts.

Things that cause delays in the processing of invoices are:

Not having a contract fully executed (signed by all parties).
Sending the invoice directly to accounts payable or purchasing.
Incomplete information on invoices.

Flipside Program Calendar 2023-2024

September	S	M	T	W	Th	F	S
						1	2
5-First day of school	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
25-No School PD, Yom Kippur	24	25	26	27	28	29	30

Program Days Most Sites
 No school
 Teenventure

October	S	M	T	W	Th	F	S
3-FEC staff orientation*	1	2	3	4	5	6	7
9-First day of Flipside	8	9	10	11	12	13	14
19, 20-Teenventure, No School	15	16	17	18	19	20	21
19-MEA No School	22	23	24	25	26	27	28
20-MEA No School	29	30	31				

S	M	T	W	Th	F	S	February
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	19-President's Day
25	26	27	28	29			

November	S	M	T	W	Th	F	S
			1	2	3	4	
7-No Program, Elections	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
23, 24-Thanksgiving Holiday	19	20	21	22	23	24	25
	26	27	28	29	30		

S	M	T	W	Th	F	S	March
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	29-No School, PD

December	S	M	T	W	Th	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
25-29-Winter Break	24	25	26	27	28	29	30

S	M	T	W	Th	F	S	April
31	1	2	3	4	5	6	8-12-Spring Break
7	8	9	10	11	12	13	10-Eid al-Fitr
14	15	16	17	18	19	20	9,11,12-Teenventure
21	22	23	24	25	26	27	
28	29	30					

January	S	M	T	W	Th	F	S
1-5-Winter Break	31	1	2	3	4	5	6
15-Martin Luther King Jr Day	7	8	9	10	11	12	13
18-FEC Showcase*	14	15	16	17	18	19	20
25-End of session 1	21	22	23	24	25	26	27
29-Begin session 2	28	29	30	31			

S	M	T	W	Th	F	S	May
			1	2	3	4	2-FEC Showcase*
5	6	7	8	9	10	11	9-Last day of program
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		27-Memorial Day

Club

**** Each Flipside site may have slightly different days off due to specific school events and conferences. Please check your specific school calendar when it is available.**



2023-24 District Calendar - Staff

Total Days of School - PreK and K: 171; Elementary (1-5): 173; Secondary (6-12): 175

IMPORTANT DATES (ECSE follows the PreK calendar)

AUGUST

21-25 New Educator Week
28-31 Opening Week

SEPTEMBER

1 Opening Week
4 **No School**, Labor Day
5 First Day of School
5-6 No School, Parent-teacher conferences
7 First Day of School
25 **No School**, Professional Development (Yom Kippur)

OCTOBER

19-20 **No School**, State Teacher Meeting (MEA)
27 **No School**, Conference Preparation

NOVEMBER

9 End of Quarter 1
10 **No School**, Parent-teacher conferences
23-24 **No School**, Thanksgiving Break

DECEMBER

25-29 **No School**, Winter Break

JANUARY

1-5 **No School**, Winter Break
15 **No School**, Martin Luther King Jr. Day
25 End of Quarter 2
26 **No School**, Elementary Professional Development
Secondary Grading Day

FEBRUARY

19 **No School**, Presidents Day

MARCH

8 **No School**, Conference Preparation
28 End of Quarter 3
29 **No School**, Parent-teacher conferences
Secondary Professional Development

APRIL

8-12 **No School**, Spring Break
10 **No School**, Eid Al Fitr

MAY

27 **No School**, Memorial Day

JUNE

10 **Last Day of School**
End of Quarter 4
11 Last Day for Teachers
19 **District Holiday**, Juneteenth

GRADES

PreK-12
PreK-12

1-12

PreK & K

PreK & K

PreK-12

PreK-12

PreK-5

PreK-5

PreK-12

PreK-12

PreK-12

PreK-12

PreK-12

PreK-12

PreK-5

PreK-12

PreK-12

PreK-12

PreK-12

PreK-12

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

KEY		
	No School Pre-K and Kindergarten	 Important Dates
	No School All Grades (PreK-12)	 # End of Quarter
	No School PreK-5	

Start	End	# Instructional Days
Q1 9/5	11/9	45 days
Q2 11/10	1/25	42 days
Q3 1/29/23	3/28/24	43 days
Q4 4/1/24	6/10	45 days

Social Media and Photos

Please be sure to follow Flipside on Social Media:

- Instagram: @sppsflipside
- Facebook: @Flipside Spps

You can take and post photos and videos of students, but before making them public, please check in with the Site Coordinator to find out if students have media release permission. Do not use student names.

Be sure to tag @sppsFlipside!

Please share great photos with us! Send them to your Site Coordinator.



Example caption or post: “Flipside students from Murray Middle School participated in a fishing tournament with community partner Nicole Jacobs Fishing Inc. on Friday!”