I. CALL TO ORDER
   A. Introductions

II. AGENDA
   A. Superintendent's Announcements
   B. SEAB Report
   C. Science Partnerships in SPPS
      1. Introduction
      2. Presentation
      3. Discussion
   D. Calendar Update
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action
   E. FMP Update
      1. Introduction
      2. Presentation
      3. Discussion

III. ADJOURNMENT
Science Partnerships in SPPS

October 9, 2018
Marshall Davis, Supervisor Pre-K-12 Science
District Science Team

Marty Davis - Pre-K-12 Science Supervisor

Nancy Geving - District Science Specialist

Molly Leifeld - District Science Specialist

Josh Leonard - TOSA Belwin Outdoor Science

Sarah Weaver - TOSA Como Planetarium
SPPS Science Mission Statement

All SPPS students will think and act like scientists and engineers.
Science in Saint Paul Public Schools is based on a constructivist philosophy.

“In constructivist classrooms, the teacher envisions the student as an active participant in the learning process, attempting to search for meaning and interpret the natural world.”

(Douglas Llewellyn, 2014)
This means 173 SPPS science teachers are supporting students DOING SCIENCE!
Making Science Happen for Students

- Partnerships
- Grants
- Science Opportunities for Students
Science Partnerships
# Types of Partnerships

<table>
<thead>
<tr>
<th>Business</th>
<th>Informal Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3M</td>
<td>MN Zoo</td>
</tr>
<tr>
<td>HB Fuller</td>
<td>Science Museum - Kitty Andersen</td>
</tr>
<tr>
<td>Boston Scientific</td>
<td>Youth Science Center</td>
</tr>
<tr>
<td>Science From Scientists</td>
<td></td>
</tr>
<tr>
<td>BSCS Science Learning</td>
<td></td>
</tr>
<tr>
<td>Andamio Games</td>
<td>Bell Museum</td>
</tr>
<tr>
<td></td>
<td>Gibbs Farm</td>
</tr>
<tr>
<td></td>
<td>Bakken Museum</td>
</tr>
<tr>
<td></td>
<td>Belwin Conservancy</td>
</tr>
<tr>
<td></td>
<td>Audubon Center</td>
</tr>
<tr>
<td></td>
<td>Wolf Ridge</td>
</tr>
<tr>
<td></td>
<td>Starbase</td>
</tr>
<tr>
<td></td>
<td>Climate Generation</td>
</tr>
<tr>
<td></td>
<td>Sci Girls TPT - U of MN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td></td>
</tr>
<tr>
<td>Purdue</td>
<td></td>
</tr>
<tr>
<td>Michigan Tech</td>
<td></td>
</tr>
<tr>
<td>Metro State</td>
<td></td>
</tr>
<tr>
<td>St. Thomas</td>
<td></td>
</tr>
</tbody>
</table>
Partner-Supported Student Opportunities

Elementary Field Work
- 3M Funded K-5 and 8
- MN Zoo 3rd Grade

Practical Lab Experience
- SEED
- Masonic Cancer
- 3M STEP

Summer Camps
- 3M STEM Camp
- Michigan Tech Girls STEM Camp
- ACES

Curriculum & Materials
- Engineering Teams - unit materials
- Citizen Science - field guides, binoculars
- Extra field guides and binoculars donated and available at the DMC
- MNSTeLLA - materials for units teachers developed
- The U of MN needed lessons created to finish off a grant. They hired SPPS teachers and we now have those lessons for our teachers.
Belwin

Learning Inspired Through Nature

Mission: Connect children to nature through engaging outdoor science experiences.
Belwin and Academic Standards

Belwin is an outdoor classroom, not a nature center.

Grades 3 & 5

- Science process
- Structure/function
Learning at Belwin

10,000 SPPS students
- 7,700 Elementary 1-5
- 1,500 Specialized Special Education preK - 12
- 800 Secondary 6-12

Over 38,000 hours of science instruction

100% SPPS elementary schools
“Outside is better to do math and science”

“I don’t have to be in the NBA. I could be a scientist!”
Investments for SPPS students over the next 5 years

- Education Center renovation .................. $ 600,000
- Bulrush Slough new construction ............. $1,500,000

$ 2.1M

Future of the Belwin Conservancy Partnership
Belwin & Como

Minnesota Astronomical Society’s JJ Casby Observatory is available for student use at Belwin.

It is one of the largest refracting telescopes in Minnesota.
Como Planetarium
Como Planetarium

- 9,845 SPPS students visited in 2017-2018
  - 2,726 1st graders
  - 2,501 3rd graders
  - 2,384 8th graders
  - 589 multi-age groups
- 10,776 hours of science instruction
- Includes all elementary schools
- Academic standards: seasons, solar system, physics concepts, and scientific process
- Curriculum kits
Como Planetarium

Community Education

● 10,000 public visitors per year
● ~$35 K in revenue per year
● Science focused events
● Tuesday evening presentations
  5:30 pm Pre-K & 7:00 pm
● NEXT EVENT: Star Party on October 11th 6-9 pm

Galilean Moons
Supporting Science Teachers in SPPS

- Developing teacher leaders
- Professional Development - Voluntary Offerings
- Coaching for those who take PD or request it
- Mentoring New Teachers
- School-based Support
Three-Legged Stool of Teacher Support

CONTENT
CURRICULUM
PEDAGOGY
Teacher Leaders - MNSTeLLA

Teachers leading MNSTeLLA
- 2 year $800,000 K-12 Math Science Partnership Grant
- Partners were U of MN, BSCS, MPS
- Teacher leaders facilitated small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

Supports teachers by focusing on identifying student thinking and cohesive unit planning through lesson analysis.
Teacher Leaders - Engineering Teams

Teachers leading Integrating Engineering into Science Classes

- 5 year $8 million NSF funded program focused on grades 4-8
- 2 years of professional development on leadership and coaching
- 4 Teacher leaders
- 40 Total Teachers Supported

Supports teachers around engineering design processes and how to incorporate engineering into their science curriculum.
Teacher Leaders - Citizen Science

Teachers leading *Citizen Science*
- 4 year NSF DRK12 funded program
- Partners: U of M Fisheries, Anoka-Hennepin Schools
- 6 teacher leaders
- In total is 16 teachers involved.

Supports teachers using the outdoors. Data from these student investigations are submitted to national Citizen Science databases to be used by scientists across the world.
Other Opportunities for Teacher Leaders to Work with their Colleagues

Opening Week Science Mini-Conference

District-wide Professional Development Days

Elementary PLC Facilitators
Professional Development

**SPPS PD**
- Science Pedagogy Institute Level 1 (Currently required for AOT)
- Science Pedagogy Institute Level 2
- Integrating Engineering into Science Courses
- Citizen Science
- MNSTeLLA
- Elementary Science PLC
- Curriculum Writing

**PD offered by partners**
- Institute for Climate Change Education
- TPT SciGirls-Girls in STEM
- WaterWorks! A Drinking Water Institute for Educators
- ZOOMS teacher workshops (MN Zoo)
- Rivers Institutes
- 3M TWIST
- DNR-Project Learning Tree workshops
Coaching, Mentoring & School Support

Instructional coaching is critical to helping teachers fully implement strategies and pedagogical changes from professional development.

For instructional coaching to have an impact it must be:
- Directed by the teacher
- In-classroom at-the-elbow coaching for 4-6 weeks

For mentoring to have an impact it must include:
- Regular check-ins with new teachers in their first year with SPPS
- Individualized with a focus on the school’s priorities

School support
- Science focused programs, grants and SCIPs
What teachers say about SPPS Science PD

We are so lucky to have science coaches who are also good teachers, who get what teaching is about as a philosophy AND as a practical job.

If my students are able to gain as much knowledge and experience with engineering as I have this week, they will benefit greatly.

I came into this institute really nervous and not knowing anything about teaching science. I now feel much more confident in my skills.

I have worked in 3 other districts and the PD and support they offer is nowhere close to what the district science team does.

SPPS science added emphasis on racial equity and CRT helps me better understand how to approach science teaching in our school community.
## Aligned Learning Guide for 3rd Grade Science

<table>
<thead>
<tr>
<th>Units in Order</th>
<th>Season</th>
<th>Unit Duration*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety, Rituals, Routines</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Nature of Science and Engineering</strong></td>
<td>Ongoing</td>
<td><strong>Must embed in all units</strong></td>
</tr>
<tr>
<td><strong>Plants &amp; Animals - Structures and Functions</strong></td>
<td>Fall</td>
<td>22</td>
</tr>
<tr>
<td>Engineering</td>
<td>Fall/Winter</td>
<td>6</td>
</tr>
<tr>
<td><strong>Astronomy</strong></td>
<td>Winter</td>
<td>10</td>
</tr>
<tr>
<td>Light &amp; Sound</td>
<td>Winter/Spring</td>
<td>15</td>
</tr>
<tr>
<td>Rocks &amp; Minerals</td>
<td>Spring</td>
<td>12</td>
</tr>
</tbody>
</table>

*Number of 50 min. class periods, based on 68 total class periods.
THANK YOU
Calendar Proposal

October 10, 2018
Agenda

- Committee & Timeline
- Survey
- Proposed Calendar
- Questions
Committee Members

Co-Chairs

Sue Snyder  Sign Language Interpreter, Humboldt High School and SPFT Representative
Hans Ott    Assistant Superintendent of Teaching and Learning

Megan Dols Klingel  Assistant Director of Teaching and Learning
Barb Herrington-Hall  Early Childhood Special Education
Heather Kilgore  Director of Family Engagement
Holly Miller  Program Evaluation, Research Evaluation and Assessment
Lindsay Peifer  Technology TOSA at Central HS
George Simon  Office of Specialized Services Business office
Erin Whitcraft  Language Teacher at Central HS
Celeste Carty  Principal Crossroads Elementary
Committee Timelines

- January 2017: Committee meetings began
- February-March: Research calendar options
- Spring 2017: Parent Advisory Committee check-in, Development of surveys
- Spring 2017: Development of surveys
- Fall 2017: Calendar surveys launched
- January 2018: Survey data reviewed
- Spring 2018: Draft versions of calendars created
- Spring 2018: Parent Advisory Committee check-in
- Fall 2018: Calendars presented to School Board
Survey Summary
Considerations from Board in 2015

- Staff attendance on Good Friday
- Longer Thanksgiving break
- Operational costs
Survey responses

Families 1,391 responses
Staff 1,206 responses
Students 726 responses
Focus of survey questions

All Groups
- Length of winter break
- Additional cultural holidays/observances for students
- Preferred day of week for last day of school

Families and Staff
- Length of Thanksgiving break
- Number student contact days needed for an instructionally sound and productive school week
- Satisfaction with current parent-teacher conference practices

Staff
- Good Friday scheduling
Winter Break: 10 days vs. 8 days

- 10 Days: 39.9%
- 8 Days: 33.6%
- Either is Fine: 26.5%
Overall Findings

Survey data does not support making changes to current practices

- No clear preference for length of winter break (8 day vs. 10 days)
- General preference to end school as early as possible in June
- No preference for length of Thanksgiving break
- Preference of staff for Good Friday to be a non-student contact day
- Preference for at least 3 day instructional weeks
- Preference to keep the current conference schedule
- Some preference for earlier spring break
Recommendations

- Maintain current practices
- Continue to support families with excused absences on cultural days of celebration
- Avoid holding district events on days of celebration
Proposed Calendars

2019 - 2020
2020 - 2021
2021 - 2022
# Proposed Calendars

<table>
<thead>
<tr>
<th>School Year</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021-2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- The proposed calendars are subject to change.
- Important dates and events are highlighted.
- The calendars include holidays, vacations, and professional development days.
<table>
<thead>
<tr>
<th></th>
<th>Pre K</th>
<th>Kindergarten</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No School for Students</strong></td>
<td>Sept. 3, 4</td>
<td>Sept. 3, 4</td>
<td>Oct. 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov. 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov. 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan. 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar. 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar. 19, 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apr. 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent/Teacher Conferences</strong></td>
<td>Sept. 3, 4</td>
<td>Sept. 3, 4</td>
<td>Nov. 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov. 14, 15</td>
<td>Nov. 15</td>
<td>Jan. 24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar. 19, 20</td>
<td>Mar. 20</td>
<td>Mar. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar. 6</td>
<td>Mar. 6</td>
<td>Mar. 6</td>
<td>Jun. 10</td>
</tr>
<tr>
<td></td>
<td>Jun. 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Jan. 24</td>
<td>Jan. 24</td>
<td>Jan. 24</td>
<td>Nov. 15</td>
</tr>
<tr>
<td></td>
<td>Apr. 10</td>
<td>Apr. 10</td>
<td>Apr. 10</td>
<td>Mar. 6</td>
</tr>
<tr>
<td><strong>Total Instructional Days</strong></td>
<td>169</td>
<td>171</td>
<td>173</td>
<td>175</td>
</tr>
<tr>
<td><strong>Work Days for Educators</strong></td>
<td>187</td>
<td>187</td>
<td>187</td>
<td>187</td>
</tr>
</tbody>
</table>
Future consideration

- Consider how behavior data relates to calendar
- Frequently asked questions on the website
- Streamline call-in procedure for families
Questions


**DRAFT 2019-2020 School Calendar DRAFT**

### August 2019
- **Su**: 1, 8, 29
- **M**: 2
- **Tu**: 3, 10
- **W**: 4, 11
- **Th**: 5, 12
- **F**: 6, 13
- **Sa**: 7, 14
- **Sa**: 15

### September 2019
- **Su**: 1, 8
- **M**: 2
- **Tu**: 3, 10
- **W**: 4, 11
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7, 14
- **Sa**: 15

### October 2019
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4, 11, 25
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7, 14
- **Sa**: 15

### November 2019
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4, 11
- **Th**: 5, 12
- **F**: 6, 13
- **Sa**: 7
- **Sa**: 14

### December 2019
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4, 11
- **Th**: 5, 12, 19
- **F**: 6
- **Sa**: 7, 14
- **Sa**: 15

### January 2020
- **Su**: 1, 8
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4, 11
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7, 14
- **Sa**: 15

### February 2020
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3
- **W**: 4
- **Th**: 5
- **F**: 6, 13
- **Sa**: 7, 14
- **Sa**: 15

### March 2020
- **Su**: 1, 8
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7, 14
- **Sa**: 15

### April 2020
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7, 14
- **Sa**: 15

### May 2020
- **Su**: 1
- **M**: 2
- **Tu**: 3, 10
- **W**: 4
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7
- **Sa**: 14

### June 2020
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3, 10
- **W**: 4
- **Th**: 5, 12
- **F**: 6
- **Sa**: 7
- **Sa**: 14

### July 2020
- **Su**: 1
- **M**: 2, 9
- **Tu**: 3
- **W**: 4
- **Th**: 5
- **F**: 6
- **Sa**: 7
- **Sa**: 14

### Key
- **P**: PreK Kindergarten
- **K**: Kindergarten
- **E**: Elementary
- **S**: Secondary
- **#**: End of Quarter
- **No School Select Grades**
- **No School All Grades**
- **E-173 Days S-175 Days**
### 2020-2021 School Calendar

#### August 2020

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### September 2020

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### October 2020

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### November 2020

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### December 2020

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### January 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

### Key

- **P**: PreK
- **K**: Kindergarten
- **E**: Elementary
- **S**: Secondary
- **#**: End of Quarter
- **No School Select Grades**
- **No School All Grades**
- **E-173 Days S-175 Days**

#### February 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### March 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### April 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### May 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### June 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### July 2021

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### DRAFT 2021-2022 School Calendar DRAFT

<table>
<thead>
<tr>
<th>August 2021</th>
<th>August 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

23-27 New Educator Week
30-31 Opening Workshops

<table>
<thead>
<tr>
<th>September 2021</th>
<th>September 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

1-3 Opening Workshops
6 Labor Day
7 E/S Classes Begin
7-8 P & K No School: Conferences
9 P & K Classes Begin
11-31 Opening Workshops

<table>
<thead>
<tr>
<th>October 2021</th>
<th>October 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

21-22 NO SCHOOL ALL SITES
23 State teacher meeting
25 PIKE-No School/Conference Prep

<table>
<thead>
<tr>
<th>November 2021</th>
<th>November 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

12 End of Quarter 1 (47 days)
18 P - No School: Conferences
19 NO SCHOOL ALL SITES
21 NO SCHOOL ALL SITES

<table>
<thead>
<tr>
<th>December 2021</th>
<th>December 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

December Workshops
25-26 NO SCHOOL ALL SITES
Thanksgiving

<table>
<thead>
<tr>
<th>January 2021</th>
<th>January 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

17 NO SCHOOL ALL SITES
27 End of Quarter (40 days)
28 NO SCHOOL ALL SITES

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>No School Select Grades</td>
</tr>
<tr>
<td>E-173 Days</td>
</tr>
</tbody>
</table>
Facilities Maintenance and Capital Plan (5YP), FY2019-23

Board of Education Small Groups: October 9, 2018

TOM PARENT
Facilities Director

MATTHEW THROOP
Facilities Planning Manager
Agenda

• Facilities Master Plan Successes: FY2018
• FMP Governance Committee: Process Outcomes
• Key directions: Five Year Plan - FY2019-23
• Board Action
Facilities Master Plan: Successes - FY2018
FMP Successes - FY2017

- Projects underway improving the learning environments of 8,925 students
- Managing $236M on current facility improvement projects
- Energy Rebates:
  - $160K in energy rebates received for FY17 projects
  - $414K-$476K estimate for rebates to be received for projects underway
LEARNING SPACES

Kindergarten classroom - Adams

Outdoor Learning Space - Highland Park El.

The Forum - Como Park Senior

Media Center - St. Anthony Park
Front entry - RiverEast

Addition - Linwood

Front entry - Jie Ming
Facilities Master Plan
Governance Committee: Process Outcomes
FMP Governance Committee - *Think Along*

- Inform 5-Year Implementation Plan (FY2019-23)
- March 13, 2018; 47 attendees: teachers, parents, student, community, staff
- Summary report available online: spps.org/fmp > FMP Governance Committee
- Input on emerging factors impacting 5YP:
  1. How **newly-acquired middle school** can alleviate capacity shortages
  2. Maximize **underused elementary facilities** for betterment of school and community
  3. Define **equity measures** to fairly prioritize capital projects
Think Along - Takeaways

1. How newly-acquired middle school can alleviate capacity shortages

**Takeaways:** Need to engage families in Area A to inform aspects of new middle schools and potential impact to nearby middle schools

1. Maximize underused elementary facilities for betterment of school and community

**Takeaways:** Identify and leverage partnerships to look at opportunities for building strong programs that provide wrap-around services to support families

1. Define additional equity measures to fairly prioritize capital projects

**Takeaways:** Attention on how diverse students react to design based on culture, race, gender; equitable resource distribution e.g., amenities
Key Directions: 5YP - FY2019-23
Crosswinds building

• Crosswinds purchase to help meet middle school capacity
• $50M approximately saved over building new
• Crosswinds purchase has delayed:
  – Obama Elementary (design starts in FY21 instead of FY19)
  – 1930 Como (completion in 2020 rather than 2018)
5YP - FY2019-23: Project Highlights

FMP Criteria for Project Prioritization (BOE approved Dec. 2015)

GROWTH AND ALIGNMENT

• Not creating additional enrollment capacity; it’s about alignment to program needs
• Challenges for underused facilities

QUALITY LEARNING SPACES

• Collaborate with educators, students and families to design learning spaces that meet FMP vision, principles and standards

CORE SPACES

• Focus on improving learning spaces and buildings cores, e.g., gyms, cafeterias, kitchens, etc.
FMP Overall Progress Status

- 47% Complete
- 32% Under Construction
- 9% Planned
- 12% Balance of 10 Year Plan
<table>
<thead>
<tr>
<th></th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
<th>FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● American Indian Magnet</td>
<td>● Cherokee Heights</td>
<td>● Obama</td>
<td>● Four Seasons</td>
<td>● Battle Creek</td>
</tr>
<tr>
<td></td>
<td>● Bruce Vento</td>
<td>● Gordon Parks High</td>
<td>● Farnsworth Aerospace - Lower</td>
<td>● J.J. Hill</td>
<td>● Eastern Heights</td>
</tr>
<tr>
<td></td>
<td>● District Service Facility</td>
<td>● Ramsey Middle</td>
<td>● Highland Park Complex</td>
<td></td>
<td>● Hazel Park</td>
</tr>
<tr>
<td></td>
<td>● Frost Lake</td>
<td></td>
<td></td>
<td></td>
<td>● Mississippi Creative Arts</td>
</tr>
<tr>
<td></td>
<td>● Johnson Senior (HVAC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Design Phase Begins: Projects $10M+
Every site (73) benefits in some upgrades and improvements:

• $1.73M per site over 5 years

OR

• $345K per site/per year of improvements on average
Considerations for SY2018-2019

Academic decisions being determined impacting remodeling plans:

• Highland Park Secondary Complex
  - Capacity and utilization, ensuring enough space for pathway program needs
    - Technical analysis by Facilities Department staff
• Gordon Parks
  - ALC opportunities expanding to 7-8 grades
    - Strategic decision as part of the initiative to develop a districtwide middle school model
BOE Investment Resolution (Dec. 2015)

• Sets investment for asset preservation:
  – Major repair/replacement program sets amount of “not less than 2.8% of CRV annually averaged over 5 years”

• FY19-23 is at $57.2M
  – 2.7% current replacement value/CRV) on average per year
FY2019-23: Proposed facilities investments

±$522 million

Includes new construction, major repair / replacement, abatement, and renovation.

Value includes estimated cost inflation over the next five years.
Value does not represent programmatic LTFM Health and Safety costs (865) nor Furniture, Fixtures, and Equipment.
Funding Sources

1. Capital Levies (COP)
2. Capital Bonds
3. Long-term Facilities Maintenance (LTFM)

**NOTE:** Funding source alignment subject to change based on Business Office guidance, MDE approval, district strategic needs.
Building Construction Funds

- Maintain, improve, remodel buildings and land
- **By law, cannot be used for other funding categories:**
  - Example: General Fund (pays for teacher salaries, transportation, teaching/learning needs, etc.)
- Increases to Building Construction Funds **do not decrease** General Fund
- Funds from bonds sale, capital loans, or Long Term Facilities Maintenance Revenue (including levies)
- SPPS used bonds every year since 1994 to pay for facilities
Board of Education Action
October 2018 Board of Education Action

- Five-Year Facilities Maintenance and Capital Plan: FY2019-23
- Consent agenda on Oct. 23
QUESTIONS?

Facilities Department

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