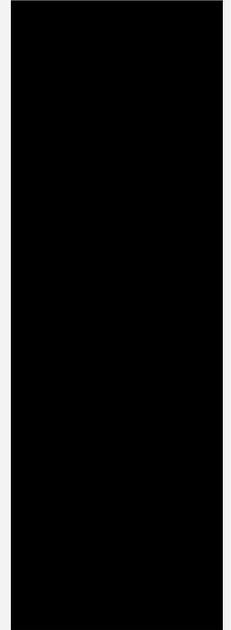


SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





Shakopee Public Schools
Board Learning Session & Business Meeting
Shakopee Public Schools District Office Board
Room, 1200 Town Square, Shakopee, MN
55379

October 10, 2016
5:00 PM

1. 5:00PM - SCHOOL BOARD LEARNING SESSION
2. CALL TO ORDER AND ROLL CALL - CHAIR BOWERMAN
3. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS
4. LEARNING SESSION AGENDA
 4. 1. Early Childhood Recommendations 7
 4. 2. Pearson Elementary Options
 4. 3. Clinics Update
5. ADJOURNMENT OF SCHOOL BOARD LEARNING SESSION
6. 6:00PM - SCHOOL BOARD BUSINESS MEETING
7. CALL TO ORDER AND ROLL CALL - CHAIR BOWERMAN
8. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS
9. RECOGNITION OF VISITORS TO BOARD MEETING
10. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS
11. CONSENT ITEMS
 11. 1. Personnel Items
 - 5.1.1 Acceptance of Resignations**
Last Name, First Name, Position, Location, Effective Date
Ecklund, Anne, Program Support Assistant, Jackson Elementary School, 8/24/2016
Edgar, Jennifer, Health Assistant, Pearson 6th Grade Center, 9/21/2016
German, Andrea, Food Service, Red Oak Elementary School, 8/19/2016
Johnson, Kimberly, Food Service, Red Oak Elementary School, 9/07/2016
Loonan, Denise, Program Support Assistant, High School, 10/14/2016
Lozano Espinoza, Giuliana, Program Support Assistant, Sweeney Elementary School, 9/23/2016
Schaetzl, Jacquelyn, Teacher, Substitute, Red Oak Elementary School, 8/22/2016
Trapp, David, Custodian, High School, 9/19/2016
Verhelle, Linda, Program Support Assistant, Pearson 6th Grade Center, 8/21/2016
 - Recommended Action**

Accept the resignations as presented.

5.1.2 Approval of Certified Contracts

Last Name, First Name, Position, Location, Grade, Step, FTE, Effective, Salary Annual

Brandmire, Sarah, Teacher, Substitute, Sweeney Elementary School, N/A, N/A, 1.0, 9/12/2016, \$125.00/day

Cronin, Chris, Teacher, Substitute, Jackson Elementary School, N/A, N/A, 1.0, 9/12/2016, \$125.00/day

Howell, Sheila, Licensed School Nurse, District Wide, BA + 10 , 23, 1.0, 9/08/2016, \$44,759.00 prorated

Leadstrom, Ashley, Teacher, Substitute, Red Oak Elementary School, N/A, N/A, 1.0, 9/16/2016, \$125.00/day

Nolan, Katie, Licensed School Nurse, District Wide, BA, 17, 1.0, 9/06/2016, \$41,382.00 prorated

Stantz, Angela, Teacher, Physical Education/ DAPE, Jackson Elementary School, BA , 3, 1.0, 9/09/2016, \$35,623.00 prorated

Wills, Alexandria, Teacher, Intervention, Red Oak Elementary School, BA, 5, .50, 8/08/2016, \$20,835.00 prorated

Recommended Action

Approve certified contracts as presented.

5.1.3 Approval of Non-Certified Contracts

Last Name, First Name, Position, Location, Salary, Effective

Biggs, Kaitlin, Health Assistant, High School, \$19.33/hr., 9/06/2016

Boroos, Jean, Health Assistant, District Wide, \$19.73/hr, 8/22/2016

Hayes, Dory, Food Service Worker I, High School, \$11.81/hr., 9/19/2016

Hommerding, Meghan, Program Support Assistant, West Junior High School, \$14.02/hr., 8/22/2016

Pederson, Tania, Food Service Worker I, Sun Path Elementary School, \$12.61/hr, 9/26/2016

Phat, Sulin, Program Support Assistant, West Junior High School, \$14.02/hr., 8/22/2016

Polkinghorn, Alena, Food Service Worker I, High School, \$11.15/hr., 9/19/2016

Solie, Heather, Program Support Assistant, Eagle Creek Elementary School, \$14.02/hr., 8/22/2016

Vickers, Sarah, Food Service Worker I, Red Oak Elementary School, \$11.81/hr., 8/22/2016

Zadra, Dulcey, Food Service Worker I, West Junior High School, \$11.15/hr., 9/19/2016

Recommended Action

Approve the non-certified contracts as presented.

5.1.4 Approval of Long Term Substitute Contracts

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx. Days, FTE, Salary

Alexander, Emily, Grabosky, Sheila, Teacher, Math, East Junior High School, 9/08/2016 through approx. 5/26/2017, BA Step 4, 170 days, 1.0, \$218.00/day

Theis, Julie, Dougall, Hailey, Program Support Assistant, Sweeney Elementary School, 9/22/2016 through approx. 11/11/2016, Grade 3 Step 1, 32 days, .313, \$14.02/hr

Tousignant, Janice, Vogel, Justyne, Program Support Assistant, Central Family Center, 9/19/2016 through approx. 1/03/2017, Grade 3 Step 3, 31 days, .813, \$14.57/hr

Dungan, Leah, Holmstrom, Kristi, Teacher, Grade 4, Red Oak Elementary School, 9/21/2016 through approx. 1/13/2017, BA Step 3, 69 days, 1.0, \$202.00/day

Vogel, Justyne, Schultz, Vanessa, Teacher, Stepping Stones, Central Family Center, 9/19/2016 through approx. 1/03/2017, BA Step 3, 31 days, 1.0, \$24.37/hr

Recommended Action

Approve the long term substitute contracts as presented.

5.1.4 Approval of Co-Curricular Assignments

Last name, First name, Position Title

Marek, Amanda, SWJH Yearbook

Finke, Bruce, SWJH Student Council

Lissick, Jaclyn, SWJH Student Council

Krieg, Caitlin, SWJH Newspaper

Moya, Megan, SWJH National Honor Society

Fahey, Christopher, SWJH Science Olympiad

Gerdes, Jodie, SWJH Knowledge Bowl

Lyons, Chris, SWJH Rube Goldberg

Irvin, Katie, SWJH Vocal Ensemble

Vander Veen, Sean, SWJH Instrumental Ensemble

Schultz, Heather, SEJH Yearbook

Bloom, Elizabeth, SEJH Yearbook

McNeely, Courtney, SEJH Student Council

Fundermann, Jessica, SEJH Student Council

Bell, Liesl, SEJH Knowledge Bowl

Graba, Charlotte, SEJH Knowledge Bowl

Toufar, Jacob, SEJH Science Olympiad

Van Sickle, Karen, SEJH Vocal Ensemble

Sater, Scott, SEJH Instrumental Ensemble (2)

Buettner, Tracy, SEJH National Honor Society

Oman, John, SEJH Rube Goldberg

Fore, Ashley, Pearson Yearbook

Smith, Jane, Pearson Student Council

Bade, Bruce, Pearson Science Olympiad

Keenan, Bridget, Pearson Vocal Ensemble

Nasiatka, Thomas, Pearson Instrumental Ensemble
 Kovic, Mike, HS Vocal Director
 Kovic, Mike, HS Ensembles (2)
 Gerleman, Alex, HS Assistant Vocal
 Gerleman, Alex, HS Ensembles
 Irvin, Katie, HS Ensembles
 Christenson, Eric, HS Instrumental Director
 Christenson, Eric, HS Ensembles (2)
 Christenson, Eric, HS Pep Band
 Evett, Mitchell, HS Assistant Instrument Dir.
 Evett, Mitchell, HS Ensembles
 Evett, Mitchell, HS Pep Band
 Amundsen, Thomas, Drama Club
 Burcusa, Michael, National Honor Society
 Kleinfehn, Milicent, HS Student Council
 Amundsen, Thomas, HS Musical Director
 Irvin, Katie, HS Musical Artistic Vocal Dir
 Christenson, Eric, HS Musical Artistic Pit Orch
 Laursen, David, Musical Artistic - Stagecraft
 Cole, Robert, Musical Lighting Dir
 Stark, Mary, Musical Artistic - Choreography
 Stone, Jody, Youth in Government

Recommended Action

Approve co-curricular assignments as presented.

- 11. 2. Approval of minutes of the September 12, 2016 Board Business Meeting and the September 26, 2016 Board Learning Session. 10
- 11. 3. Approval of Change Order #2 for the Early Site Package at Shakopee High School Change Order #2 for the Early Site Package Project with Northwest Asphalt, Inc. in the amount of \$15,073.00 is presented for approval. 16
 - Recommended Action**
 - Approve Change Order #2 as presented.
- 11. 4. Approval of Wires Report 17
 - Recommended Action**
 - Approve the wires report as presented.
- 12. OLD BUSINESS DISCUSSION ITEMS
- 13. OLD BUSINESS ACTION ITEMS
 - 13. 1. Approval of Shakopee High School Graduation Requirements 18
 - Executive Director of Teaching & Learning Nancy Thul will present the Shakopee High School Graduation Requirements for final approval.
 - Recommended Action**
 - Approve the Graduation Requirements as presented.
 - Presenter: Executive Director of Teaching & Learning Nancy Thul

Time: 10 minutes

13. 2. Approval of Instructional Framework for Personalized Learning 20

Executive Director of Teaching & Learning Nancy Thul will present the Instructional Framework for Personalized Learning for Board approval.

Recommended Action

Approve the Instructional Framework for Personalized Learning as presented.

Presenter: Executive Director of Teaching & Learning Nancy Thul

Time: 5 minutes

13. 3. Approval of MSEA Master Agreement

Mike Burlager, Director of Finance, and Scott Hare, Executive Director of Administrative Services, will present the MSEA Master Agreement for Board approval.

Recommended Action

Approve the MSEA Master Agreement as presented.

Presenter: Mike Burlager, Director of Finance, and Scott Hare, Executive Director of Administrative Services

Time: 10 minutes

14. NEW BUSINESS DISCUSSION

15. NEW BUSINESS ACTION ITEMS

15. 1. Additional Special Education Paraprofessional

Director of Special Service Julie Menden will present a request to add a 1.0 paraprofessional at Shakopee East Jr. High School due to a new student to the district.

Recommended Action

Approve the additional 1.0 FTE paraprofessional at Shakopee East Jr. High as presented.

Presenter: Director of Special Service Julie Menden

Time: 5 minutes

16. OTHER

17. COMMITTEE REPORTS

18. UPCOMING MEETINGS AND IMPORTANT DATES

October 11, 2016 Arts & Communication Academy Industry Council Meeting 8:00AM

October 12, 2016 Engineering & Manufacturing Academy Industry Council Mtg 8:00AM

October 13, 2016 Human Services Academy Industry Council Meeting 8:00AM

November 14, 2016 Quarterly Board Finance Committee Meeting 5:00PM

November 14, 2016 Board Business Meeting 6:00PM

November 28, 2016 Board Learning Session 5:00PM

December 12, 2016 Board Personnel Committee Meeting 5:00PM

December 12, 2016 Board Business Meeting 6:00PM

January 9, 2017 Board Re-organization and Business Meeting 6:00PM

January 16, 2017 School Board Retreat 8:30AM-5:00PM

January 23, 2017 Board Learning Session 5:00PM

19. ADJOURNMENT



Elementary Core Planning Team Update

Summary

The Elementary Core Planning Team began meeting this past spring to research best practices in elementary education and review alignment to the changes in academic programs occurring at the secondary level. The charge of the team is to make recommendations to the School Board to improve programming and program options for families at the elementary level. The recommendations outlined below are preliminary in nature.

The team is seeking governance from the School Board to conduct a feasibility study that includes staff and community feedback regarding these recommendations.

1. **Recommendation: Early Childhood Programs (Central)**

Option 1: Birth to Age 5 center in either a more central district location or two Birth to Age 5 centers in a west and east location.

Option 2: One Birth to Age 3 center in a more central location or two Birth to Age 3 in east and west locations and Age 4-5 programs placed in elementary schools according to elementary boundaries.

2. **Recommendation: Pearson Elementary School**

Pearson Elementary School will have attendance boundaries like the other 5 district elementary schools.

3: **Recommendation: Specialized Program Options**

Elementary schools would offer a variety of specialized academic programs to meet the needs of parents looking for some choice in programming. Options to be considered are listed below:

- Dual Language (Spanish)
- Multi-age or ungraded
- Personalized Learning cohorts
- Highly Gifted Program
- Themes related to HS Academies
- Leadership Academy
- No Specialized Program options needed

Background Information on Elementary Programming Across the Metro

Glossary of Terms

Definitions:

Dual Language/Immersion

- **Dual Language:** an approach where Native speakers are grouped with English speakers to learn all content in two languages. Students learn content through both their native language and the target language. By the end of 5th grade, all students are proficient in English, proficient in the target language and are at or above grade level.
- **Immersion:** an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is both the medium of instruction as well as the object of instruction.

Magnet Program(s):

- Can be an entire school or a school within a school
- Usually by choice, families elect to enroll

Multiage: classrooms with students of a mix of abilities and ages. Multiage classrooms reflect the natural groupings found in our neighborhoods, communities, and in the world. Students usually remain with teacher for more than one year.

- Grade Level Banded
- Family Approach
- K-3; 3-5

Personalized Learning

- Self-pacing
- Choice
- Demonstration of learning
- Often seen within a multiage configuration

Specialized Programming:

- Can be an entire school or a school within a school
- Entry could be based on specific selection criteria OR an assigned theme to the entire school

School District	Magnet Program(s)	Specialized Programming
Eastern Carver County	La Academia (Dual Language)	Multiage Options (various buildings – but not whole district)
Edina	French Immersion (Normandale) Continuous Progress (Countryside & Highlands) FAIR	Service Learning (Concord & Cornelia) Leader in Me (Creek Valley) Discovery Program (Highlands) ALL DISTRICT = Service Learning & Next Gen Learning
Minnetonka	Chinese Immersion (2 Elementary Schools) Spanish Immersion (4 Elementary Schools) Navigator Program (Gifted Magnet)	Outdoor Classroom (Deephaven) Learning Commons (Groveland) Traditional Programming (Minnewashta)
Wayzata	Fine Arts Interdisciplinary Resource School (FAIR)	
Burnsville	Harriet Bishop Gifted & Talented William Byrne STEM Program Rahn Elementary School of Arts & Technology	
Bloomington	Elements (Early Elementary Gifted Program) Dimensions Academy (Elementary Gifted Program)	Arts Integrated Focus: Hillcrest Elementary Learn Green: Olson Elementary STEAM: Poplar Bridge Elementary Outdoor Classroom: Washburn Elementary
Prior Lake	Sage Academy (Gifted Magnet) Spanish Immersion (K-2 & growing)	E-STEM all buildings
Lakeville	Impact Academy (K-5 Personalized Learning)	
Farmington	Gateway Academy (4-8 Personalized Learning)	Learning Studio (Grade 3 Riverview) Science Lab (Riverview – whole building)
Inver Grove Heights	Athenaeum Gifted Magnet Program	Boys to Men Program (Hilltop Elementary)

Early Childhood Options and Considerations

Option 1: 1-2 Birth to 5 Centers	
Pros	Cons
<ul style="list-style-type: none"> • Childcare can be provided to preschool students on site • One stop for all early childhood programming (e.g. Early Childhood Screening, Early Intervention, Early Childhood and Family Education (ECFE), Early Childhood Special Education (ECSE), Stepping Stones preschool) • Preschool PLC's will be on same site • 1 Center <ul style="list-style-type: none"> ○ All classrooms can share resources and materials on site ○ Can cluster students to sustain co-teaching ○ Can have multi-purpose rooms that are shared between programs • 2 Centers: <ul style="list-style-type: none"> ○ Accessibility to entire community • Professional development and coaching for early childhood staff will be more localized (<i>PD requirements for Parent Aware</i>) 	<ul style="list-style-type: none"> • No transportation for four year-olds • Four year-olds would have to transition to different building for kindergarten • 1 Center: <ul style="list-style-type: none"> ○ Might not be accessible to entire community • 2 Centers: <ul style="list-style-type: none"> ○ Will have to purchase duplicates of materials/resources (e.g. classroom furniture, infant and toddler furniture, instructional supplies) ○ Special education services for preschool may need to be itinerant instead of co-teaching ○ Amount of rooms required for ECFE (children's room, parent education room, sibling care) for each class may lead to rooms being unused for portions of time ○ Will have duplicates of some required staff (i.e. administrative assistant)
Option 2: 1-2 Birth to 3 Centers, 4-5 year olds in Elementary Schools	
Pros	Cons
<ul style="list-style-type: none"> • 1 Center <ul style="list-style-type: none"> ○ One stop for all B-3 programming (e.g. Early Childhood Screening, Early Intervention, Early Childhood and Family Education (ECFE), Early Childhood Special Education (ECSE), Stepping Stones preschool) ○ All classrooms can share resources and materials on site ○ Can cluster students to sustain co-teaching • 2 Centers: <ul style="list-style-type: none"> ○ Accessibility to entire community • 4-5 year-olds <ul style="list-style-type: none"> ○ 4-5 year-olds can receive transportation via existing bus routes ○ Transition from Pre-K to K would not involve changing buildings ○ Siblings in Pre-K can attend same school as older siblings ○ Building administration and K-5 staff can build relationships with students (and families) a year earlier ○ Alignment to kindergarten expectations and resources 	<ul style="list-style-type: none"> • 1 Center: <ul style="list-style-type: none"> ○ May not be accessible to entire community • 2 Centers: <ul style="list-style-type: none"> ○ Will have to purchase duplicates of materials/resources if more than one site (e.g. classroom furniture, infant and toddler furniture, instructional supplies) ○ Special education services for preschool may need to be itinerant, instead of co-taught • 4-5 year-olds <ul style="list-style-type: none"> ○ Preschool classes need access to gym, lunchroom, and playground during the school day ○ Preschool PLC's might not be on-site (1-2 teachers per building) ○ Special education services may need to be itinerant, not co-taught ○ Pre-K childcare cannot be combined with K-5 childcare – must transport or find additional space in buildings

Minutes of School Board Business Meeting

School Board Shakopee Public Schools

A School Board Business Meeting of the School Board of Shakopee Public Schools was held Monday, September 12, 2016, beginning at 6:00 PM in the Shakopee Public Schools District Office Board Room, 1200 Town Square, Shakopee, MN 55379.

1. CALL TO ORDER AND ROLL CALL - CHAIR BOWERMAN.

PRESENT: Hallett, McKeand, Pass, Romansky, Swanson, Tucker and Bowerman

ABSENT:

2. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.

2. 1. Introduction of Excellence with Equity Specialists

New Excellence with Equity Specialist Sean McMoore and Gospel Kordah were present to introduce themselves to the Board.

3. RECOGNITION OF VISITORS TO BOARD MEETING.

4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.

McKeand/Pass moved to approve the agenda as presented; motion passed unanimously.

5. CONSENT ITEMS

Tucker/Romansky moved to approve the consent agenda as presented; motion passed unanimously.

5. 1. Personnel Items

5.1.1 Acceptance of Resignations

Last Name, First Name, Position, Location, Effective Date

Anderson, Ann, School Nurse, West Junior High School, 8/08/2016

Anderson, Patricia, Program Support Assistant, High School, 8/22/2016

Gilliland, Emily, Health Assistant, Sun Path Elementary School, 8/31/2016

Guinee, Tammy, Technology Support Assistant, Sun Path Elementary School, 9/16/2016

Koenig, William, Teacher, Biology, High School, 8/26/2016

Sorensen, Jennifer, School Nurse, Central Family Center, 8/15/2016

Recommended Action

Accepted the resignations as presented.

5.1.2 Approval of Certified Contracts

Last Name, First Name, Position, Location, Grade, Step, FTE, Effective, Salary Annual

Mack, Tanya, Teacher, Grade 4, Jackson Elementary School, BA, 3, 1..0, 8/22/2016, \$39,440.00

McNulty, Christina, Teacher, Intervention, Sweeney Elementary School, BA, 4, 1.0, 8/08/2016, \$40,556.00

Pint, Allison, Teacher, Intervention, Sweeney Elementary School, BA, 8, 1.0, 8/08/2016, \$44,462.00

Schaaf, Jaclyn, Teacher, Kindergarten, Eagle Creek Elementary School, BA, 5, 1.0, 8/22/2016, \$40,774.00 (prorated)

Schmitz, Lindie, Teacher, Media Specialist, Pearson 6th Grade Center, MA, 6, 1.0, 8/08/2016, \$51,280.00

Sommer, Allison, Teacher, Math, High School, BA, 6, 1.0, 9/08/2016, \$42,787.00

Spillman, Emily, Teacher, Grade 3, Sweeney Elementary School, BA, 3, 1.0, 9/1/2016, \$36,683.00 (prorated)

Stripling, Heather, Teacher, Stepping Stones, Central Family Center, BA, 3, 1.0, 8/22/2016, \$24.37/hr

Vechinski, Alexander, Teacher, English, West Junior High School, BA, 4, .80, 8/08/2016, \$32,452.00 (prorated)

Volavka, Allison, Teacher, Special Services, West Junior High School, BA, 4, 1.0, 8/08/2016, \$40,556.00

Woodward, Mark, Teacher, Science, High School, MA, 3, 1.0, 8/26/2016, \$44,976.00 (prorated)

Recommended Action

Approved certified contracts as presented.

5.1.3 Approval of Non-Certified Contracts

Last Name, First Name, Position, Location, Salary, Effective

Brinkhaus, Vicky, Food Service Worker I, High School, \$11.15/hr, 8/22/2016

Dahlman, Nicole, Program Support Assistant, Red Oak Elementary School, \$12.58/hr, 9/12/2016

Ecklund, Anne, Program Support Assistant, Jackson Elementary School, \$14.02/hr, 8/23/2016

Fett, Victoria, Program Support Assistant, Eagle Creek Elementary School, \$14.02/hr, 9/01/2016

Gregor, Dena, Program Support Assistant, Sun Path Elementary School, \$12.58/hr, 8/24/2016

Kirkland, Alyssa, Program Support Assistant, Jackson Elementary School, \$14.02/hr, 9/08/2016

Malinski, Emily, Human Resources/Payroll Assistant, District Office, \$18.50/hr, 9/14/2016

Mohlin, Joleen, Administrative Assistant Building and Grounds/Finance, District Office, \$18.36/hr, 9/08/2016

Panda, Chimmayee, Program Support Assistant, Sun Path Elementary School, \$12.58/hr, 8/26/2016

Rutherford, Robin, Health Assistant, West Junior High School, \$17.82/hr, 9/01/2016

Sogla, Ashley, Program Support Assistant, West Junior High School, \$14.02/hr, 9/06/2016

Vande Castle, Jennifer, Program Support Assistant, Sun Path Elementary School, \$14.02/hr, 8/24/2016

White, Cristan, Program Support Assistant, High School, \$14.02/hr, 9/06/2016

Recommended Action

Approved the non-certified contracts as presented.

5.1.4 Approval of Long Term Substitute Contracts

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx. Days, FTE, Salary

Daniele-VanSlyke, Brett, Olson, Sarah, Teacher, Language Arts, High School, 8/08/2016 through approx. 10/31/2016, BA+30 Step 3, 53, 1.0, \$243.59/day

Dorschner, Leah, Wojciechowski, Nora, Teacher, Intervention, High School, 8/08/2016 through approx. 1/06/2017, Ed. Spec, Step 3, 90, 1.0, \$296.17/day

Kleckler, Jennifer, Helmbrecht, Laura, Teacher, Grade 1, Jackson Elementary School, 9/01/2016 through approx. 12/16/2016, BA, Step 4, 72, 1.0, \$218.04/day

Scheu, Nicole, Douglas, Teila, Teacher, Grade 3, Eagle Creek Elementary School, 8/08/2016 through approx. 10/21/2016, BA+30, Step 3, 26, 1.0, \$243.59/day

Recommended Action

Approved the long term substitute contracts as presented.

5.1.4 Approval of Co-Curricular Assignments

Last name, First name, Position Title

Goodrich, Claire, Volleyball Coach, Junior High

Haskins, Zach, Assistant Cross Country Coach

Haskins, Zach, Heads Boys Track and Field

Stefanske, Alex, Boys Soccer, Junior High

Recommended Action

Approved co-curricular assignments as presented.

5. 2. Approval of minutes of the August 15, 2016 School Board Business Meeting.

Recommended Action

Approved the minutes of the August 15, 2016 School Board Business Meeting as presented.

5. 3. Consideration of bills and authorization to pay same.

Recommended Action

Approved the bills and authorized to pay same as presented.

5. 4. Approval of Wires Report.

Recommended Action

Approved the wires report as presented.

6. OLD BUSINESS DISCUSSION ITEMS

6. 1. Excellence with Equity Preview for the 2016-17 School Year

A preview of the Excellence with Equity plans for the 2016-17 School Year was presented.

6. 2. Q & A for Recent Test Results

Data, Assessment and Testing Administrator Dave Orłowsky was present to answer questions for the Board regarding the District's recent test results.

6. 3. Construction Update

Assistant Superintendent John Bezek presented an update on the construction projects going on throughout the District.

7. OLD BUSINESS ACTION ITEMS

7. 1. 2nd Reading of Policies 800 and 900

Assistant Superintendent John Bezek presented School District Series 800 and 900 Policies for 2nd Reading.

2nd Reading to add the following:

801FRM Equal Access to School Facilities Form
907 Rewards

2nd Reading for the following with recommended changes:

801 Equal Access to School Facilities
802 Disposition of Obsolete Equipment and Material
805 Waste Reduction and Recycling
806 Crisis Management
807 Health and Safety Policy
901 Community Education
902 Use of School District Facilities
903 Visitors to School District Buildings
904 Distribution of Materials by NonSchool Persons
905 Advertising
909 News Media Relations
910 School Volunteers

2nd Reading to change from Policy to Cabinet Approved Procedure:

908 Naming of School Buildings

2nd Reading to not adopt:

906 Community Notification of Predatory Offenders

Recommended Action

McKeand/Pass moved to approve the 2nd Reading of Policies 800 and 900 as presented; motion passed unanimously.

7. 2. Acceptance of the Academy Industry Council Membership

Superintendent Thompson presented the Academies of Shakopee Industry Council membership for Board review and acceptance.

Recommended Action

Romansky/McKeand moved to accept the Academies of Shakopee Industry Council membership as presented; motion passed unanimously.

7. 3. Approval of Food Service Master Agreement

Director of Finance Mike Burlager and Executive Director of Administrative Services Scott Hare presented the

Food Service master agreement for Board review and approval.

Recommended Action

McKeand/Pass moved to approve the Food Service master agreement for the 2016-17 and 2017-18 School Years as presented; motion passed unanimously.

8. NEW BUSINESS DISCUSSION ITEMS

8. 1. Addition of Teaching Staff for Purpose of Class Size Reductions

Executive Director of Administrative Services Scott Hare provided a review of the additional teaching staff added for class size reductions at Eagle Creek and Jackson Elementary Schools.

Recommended Action

McKeand/Pass moved to approve the additional teaching staff added for class size reductions at Eagle Creek and Jackson Elementary Schools as presented; motion passed unanimously.

8. 2. Instructional Rounds

Superintendent Thompson provided an overview of the Instructional Rounds planned for the 2016-17 School Year.

8. 3. Preview of the September 26, 2016 Board Learning Session Agenda Items

The Board Learning Session agenda topics are the following:

- *Instructional Framework for Personalized Learning
- *Professional Development Plan; Late Start Proposal
- *Preliminary Recommendations from Elementary Core Planning Group
- *Proposed High School Graduation Requirements
- *Other
- *Middle School Core Planning Group Update

9. NEW BUSINESS ACTION ITEMS

9. 1. Preliminary Levy 2016 Payable 2017

Director of Finance Mike Burlager presented the Preliminary Levy 2016 Payable 2017 for Board review and approval.

Recommended Action

Swanson/Romansky moved to certify the maximum preliminary Levy 2016 Payable 2017 as presented; motion passed unanimously.

10. OTHER

11. COMMITTEE REPORTS

The Board accepted a SW Metro Intermediate report from Romansky.

12. UPCOMING MEETINGS AND IMPORTANT DATES

September 26, 2016	Board Learning Session	5:00PM	
October 4, 2016	Academies of Shakopee Ford NGL Steering Committee Mtg		8:00AM
October 10, 2016	Board Business Meeting	6:00PM	
November 14, 2016	Board Business Meeting	5:00PM	
November 28, 2016	Board Learning Session	5:00PM	
December 12, 2016	Board Business Meeting	6:00PM	
January 9, 2017	Board Re-organization and Business Meeting		6:00PM
January 16, 2017	School Board Retreat	8:30AM-4:00PM	
January 23, 2017	Board Learning Session	5:00PM	
February 13, 2017	Board Business Meeting	6:00PM	
February 27, 2017	Board Learning Session	5:00PM	
March 13, 2017	Board Business Meeting	6:00PM	
March 27, 2017	Board Learning Session	5:00PM	
April 10, 2017	Board Business Meeting	6:00PM	

April 24, 2017	Board Learning Session	5:00PM
May 8, 2017	Board Business Meeting	6:00PM
May 22, 2017	Board Learning Session	5:00PM

13. ADJOURNMENT

At 8:43PM, Hallett/Pass moved to adjourn as presented; motion passed unanimously.

Minutes of School Board Learning Session

School Board Shakopee Public Schools

A School Board Learning Session of the School Board of Shakopee Public Schools was held Monday, September 26, 2016, beginning at 5:00 PM in the Shakopee Public Schools District Office Board Room, 1200 Town Square, Shakopee, MN 55379.

1. CALL TO ORDER AND ROLL CALL - VICE CHAIR SWANSON

PRESENT: Hallett, McKeand, Pass, Romansky, Tucker and Swanson

ABSENT: Bowerman

2. Consideration of Agenda as presented and additions

Tucker/Romansky moved to approve the agenda as presented; motion passed unanimously.

3. Preliminary Recommendations from Elementary Core Planning Group and Potential Survey Focus Groups with Decision Resources

4. Middle School Core Planning Group Update

5. Professional Development Plan; Early Release Proposal

6. Instructional Framework for Personalized Learning

7. Construction Update

8. Clinics Update

9. Proposed High School Graduation Requirements

10. Other

11. UPCOMING MEETINGS AND IMPORTANT DATES

October 3, 2016	Health Sciences Academy Industry Council Meeting	8:00AM
October 4, 2016	Academies of Shakopee Ford NGL Steering Committee Mtg	8:00AM
October 5, 2016	Science & Technology Academy Industry Council Meeting	8:00AM
October 6, 2016	Business & Entrepreneurship Academy Industry Council Mtg	8:00AM
October 10, 2016	Board Business Meeting	6:00PM
October 11, 2016	Arts & Communication Academy Industry Council Meeting	8:00AM
October 12, 2016	Engineering & Manufacturing Academy Industry Council Mtg	8:00AM
October 13, 2016	Human Services Academy Industry Council Meeting	8:00AM
November 14, 2016	Board Business Meeting	6:00PM
November 28, 2016	Board Learning Session	5:00PM
December 12, 2016	Board Business Meeting	6:00PM
January 9, 2017	Board Re-organization and Business Meeting	6:00PM
January 16, 2017	School Board Retreat	8:30AM-4:00PM
January 23, 2017	Board Learning Session	5:00PM

12. ADJOURNMENT

At 8:34PM, Hallett/Pass moved to adjournment as presented; motion passed unanimously.



AIA Document G701™ – 2001

Change Order

PROJECT (Name and address): Shakopee High School Early Site Package 100 17th Avenue West Shakopee, MN 55379	CHANGE ORDER NUMBER: 002 DATE: July 21, 2016	OWNER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO CONTRACTOR (Name and address): Northwest Asphalt, Inc. 1451 Stagecoach Road Shakopee, MN 55379	ARCHITECT'S PROJECT NUMBER: 152092S CONTRACT DATE: April 28, 2016 CONTRACT FOR: General Construction	

THE CONTRACT IS CHANGED AS FOLLOWS:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

1) PCO #004 / Wold PR #004 - Civil revisions per City Engineer's comments. ADD: \$15,073.00

TOTAL THIS CHANGE ORDER: ADD: \$15,073.00

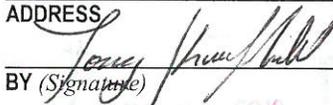
The original Contract Sum was	\$	1,537,200.00
The net change by previously authorized Change Orders	\$	31,057.02
The Contract Sum prior to this Change Order was	\$	1,568,257.02
The Contract Sum will be increased by this Change Order in the amount of	\$	15,073.00
The new Contract Sum including this Change Order will be	\$	1,583,330.02

The Contract Time will be unchanged by Zero (0) days.

The date of Substantial Completion as of the date of this Change Order therefore is August 12, 2016 (Phase I) and October 14, 2016 (Phase II).

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

<u>Wold Architects Engineers</u> ARCHITECT (Firm name)	<u>Northwest Asphalt, Inc.</u> CONTRACTOR (Firm name)	<u>Independent School District #720</u> OWNER (Firm name)
332 Minnesota Street Suite W2000 St. Paul, MN 55102	1451 Stagecoach Road Shakopee, MN 55379	1200 Town Square Mall Shakopee, MN 55379
ADDRESS	ADDRESS	ADDRESS
 BY (Signature)	 BY (Signature)	BY (Signature)
Scott McQueen (Typed name)	Tony Kaufhold (Typed name)	Michael Burlager (Typed name)
<u>8/25/16</u> DATE	<u>7/25/16</u> DATE	DATE

September 2016 Wires

Wires In

Sep 16 Misc State Revenue	\$ 385,883.66	
Sep 16 Misc County Revenue	2,383.93	
Sep 16 16 State Check	2,191,271.46	
Sep 30 16 State Check	4,926,212.18	
MSDLAF Int Sep 16	2,314.50	
MSDLAF Int Sep 16	64,795.79	
Sept 2016 Health Interest	1.60	
Sept 2016 Dental Interest	0.73	
PFM OPEB Int Sept 16	<u>6,248.82</u>	
Tota Wires In		\$ 7,579,112.67

Wires Out

Sep 2 16 Board Checks	\$ 200,000.00	
Sep 8 16 Payroll Taxes	1,100,000.00	
Sep 2 16 Payroll	1,500,000.00	
Sep 16 Health Trust	570,000.00	
Sep 16 Dental Trust	40,000.00	
Sep 15 16 Payroll	1,800,000.00	
Sep 19 16 Payroll Taxes	1,100,000.00	
Sep 26 16 Board Checks	100,000.00	
Sep 30 16 Payroll	1,500,000.00	
Sep 20 16 Board Checks	400,000.00	
Sep 28 16 Board Checks	300,000.00	
Sep 16 Bldg 15 Various	1,000,000.00	
Sep 16 Bldg 15 Expense	100,000.00	
Sep 16 Bldg 15 Expense	200,000.00	
Sep 2016 Dental Trust Payment	53,182.01	
Sep 2016 Dental Trust Payment	<u>41,657.65</u>	
Total Wires Out		10,004,839.66

Net September 2016 \$ (2,425,726.99)



Proposed Graduation Requirements for Shakopee High School (Implementation year: 2018-19)

Timeline and Process

- Drafted preliminary recommendations with Cabinet & HS Principal (August)
- Gathered input from Area of Interest Articulation teams (early September)
- Gathered input from HS Leadership Team (early September)
- Reviewed input and revised as needed by Cabinet & HS Principal
- Present to Board at Learning Session – September 26th
- Seek formal approval at October 10th Board meeting

Master Schedule

- The new Master Schedule is an eight period by two-semester block schedule (Day 1/Day 2) resulting in 16 periods per year for a total of 64 periods.

	Class of 2017 & 2018 (Current Graduation Requirements)	Class of 2019 (12 th Grade) (Fall of 2018)	Class of 2020 (11 th Grade) (Fall of 2018)	Class of 2021 (10 th Grade) (Fall of 2018)	Class of 2022 & Beyond (9 th Grade) (Fall of 2018)
English	8	8	8	8	8
Health	1	1	1	1	1
Mathematics	6	6	6	6	6
Physical Education	2	2	2	2	2
Science	6	6	6	6	6
Social Studies	8	8	8	8	8
Fine Arts	2	2	2	2	2
Freshman Seminar	0	0	0	0	1
Financial Literacy	0	0	0	0	1
Program of Study (3 Course Sequence)	0	0	0	3	3
Total Required Credits	33	33	33	36	38
Total Elective Credits	15	17	19	19	19
Total Credits Required to Graduate	48	50	52	55	57
Total Possible Credits	56	58	60	62	64



INSTRUCTIONAL FRAMEWORK for PERSONALIZED LEARNING

PERSONALIZATION | An approach to learning and instruction that is designed around individual learner readiness, strengths, needs, passions, and interests to create an engaging student experience. This happens through intentional design, building relationships, giving and receiving feedback, and engaging in meaningful and deeper learning.

STUDENT CAREER READINESS SKILLS — THE 6 Cs

CRITICAL THINKING Reason effectively, use systematic thinking, and make judgments and decisions to solve problems in both conventional and innovative ways	Identify reasoning used to make a claim in specific situations + Assess reasoning and evidence to justify a claim, conclusion, or outcome + Apply appropriate reasoning strategies for particular outcomes + Analyze and synthesize complex information to inform a course of action
COLLABORATION Work together to share, advocate, and compromise on issues critical to a team's success using intrapersonal and interpersonal skills in both conventional and digital settings	Work in pairs or groups to achieve a common goal + Make decisions together through negotiation and compromise + Utilize strengths of a group or team to produce knowledge of a higher level + Interact with experts or professionals to complete authentic tasks
COMMUNICATION Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	Organize ideas and information into a coherent message + Use multiple modalities to communicate effectively + Tailor communication for specific purposes and audiences + Synthesize, present, and share information to make new connections and recognize diverse perspectives
CREATIVITY Be curious, imagine possibilities, develop and refine ideas, and view failure as an opportunity to learn (persistence)	Demonstrate flexible thinking by generating a variety of ideas + Adapt existing ideas or products in a novel way + Apply creative thinking and persistence to the design process while producing original work + Act innovatively to impact the local, regional, national, or global community
CULTURAL COMPETENCY Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles	Recognize cultural differences and attempt to understand other perspectives + Interact with different cultures and self-reflect on commonalities of background and perspective + Value individuals and seek to celebrate, encourage, and respect differences + Demonstrate culturally responsive behavior at school and in the community
CHARACTER Develop the personal qualities of trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience	Identify how actions impact others and are reflective of character + Apply these core character qualities in the classroom + Demonstrate these character qualities even when no one else is watching + Model these character qualities throughout the community and school environments

CRITICAL INSTRUCTIONAL PRACTICES

AUTHENTIC LEARNING Create opportunities for students to define, develop, implement, and refine solutions to real-world problems.	Define and analyze an authentic problem + Propose possible solutions to an authentic problem + Engage with stakeholders to solve an authentic problem + Implement a solution to an authentic problem in partnership with community or business
STUDENT-CENTERED LEARNING Foster an environment where student needs, interests, and passions drive instructional choices (the how, what, when, and where of learning)	Choose how and where learning will be demonstrated + Self-select content for study and determine how learning will be demonstrated + Design a work plan to meet learning goals within a personalized timeline + Set goals, identify learning paths, track progress, and determine how learning will be demonstrated
DIGITAL LEARNING Enable students to become producers of knowledge rather than mere consumers of content	Use technology to access and produce information + Use technology to collaborate and communicate with others + Use technology to craft, refine, and publish content for a wider audience + Use technology to create and innovate
GRADUAL RELEASE of RESPONSIBILITY Scaffold learning experiences in order for students to become independent learners	Learn to clarify purpose, meaning, and process through explicit teaching + Contribute ideas and information within teacher-guided instruction + Apply their learning through guided practice + Engage in independent practice and transfer learning to other relevant situations

CHARACTERISTICS of SHAKOPEE EDUCATORS

Updated August 23, 2018

BELIEFS Core beliefs which ensure quality student/teacher relationships and high levels of rigor and engagement for students

PROFESSIONALISM Behaviors that support individual, collaborative, and District excellence and ensure continuous improvement

COMPETENCIES Essential skills necessary to create a strong learning environment through effective planning, instruction, and assessment



CHARACTERISTICS of a SHAKOPEE EDUCATOR

BELIEFS

- I believe all students can achieve high standards (grade level or above).
- I believe all students deserve to be valued for who they are (inclusive of race, ethnicity, culture, religion, gender, income level, and disability) and to have their unique strengths fostered.
- I believe student needs drive instruction.
- I believe a growth mindset is critical for my continuous improvement.
- I believe collaboration with colleagues, students, families, and our community leads to improved performance.
- I believe change is constant and requires me to be a positive, flexible problem-solver.

PROFESSIONALISM

- I improve my practice based on effective self-reflection, feedback, coaching, and evidence of student learning.
- I collaborate and communicate effectively with all stakeholders to ensure student success.
- I understand that excellent teaching requires a significant investment of time and perseverance while maintaining a healthy work/life balance.
- I have a strong foundation of pedagogy, content knowledge, and culturally responsive methodologies.
- I am organized, well-planned, and maintain accurate records of student learning.
- I demonstrate leadership by being actively engaged in the implementation of our efforts to improve and strengthen instruction to raise student achievement and eliminate the achievement gap.
- I seek to resolve conflict respectfully with others by understanding the right time, place, and method for addressing the issue, speaking with the appropriate individuals personally, assuming good intentions, and seeking to understand.

COMPETENCIES

Planning

- ♦ I align District standards, essential learnings and skills, and authentic experiences to craft daily lessons.
- ♦ I use the District's Instructional Framework for Personalized Learning to plan for all aspects of the student experience.
- ♦ I design coherent lessons utilizing a variety of sources, materials, and my expertise to design effective instruction.
- ♦ I use student-friendly learning targets to clarify purpose of learning.
- ♦ I align frequent formative assessments with high-quality summative assessments and use student results to inform and modify instruction.
- ♦ I plan appropriately for accommodations and modifications for unique learners.

Instruction

- ♦ I utilize gradual release of responsibility (explicit teaching, demonstration and modeling, guided and independent practice).
- ♦ I integrate critical literacy strategies into daily lessons.
- ♦ I create and facilitate student engagement through a variety of differentiated and personalized learning experiences (project based learning, self-paced and student-directed learning, culturally responsive methodologies, questioning / discussion techniques, etc.).
- ♦ I purposefully integrate technology to enhance student learning.

Assessment

- ♦ I apply the appropriate assessment method for the content and skills being demonstrated.
- ♦ I balance formative and summative assessments in order to effectively monitor student learning.
- ♦ I utilize quality grading practices that align with District expectations.

Learning Environment

- ♦ I establish effective procedures and routines to create an encouraging and positive learning environment.
- ♦ I create a learning environment which is welcoming, inclusive, and responsive to all students.
- ♦ I create an environment that values and embraces cultural differences.