

SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





February 11, 2019
6:00 PM

1. CALL TO ORDER SCHOOL BOARD WORK SESSION AND ROLL CALL - CHAIR BOWERMAN
2. PLEDGE OF ALLEGIANCE
3. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS
 3. 1. School Board Recognition Week
 3. 2. Shakopee Educational Endowment Foundation 4
4. CONSIDERATION OF AGENDA AS PRESENTED
5. DISCUSSION
 5. 1. Academies of Shakopee Ford NGL Mid-Year Report 21
Shakopee High School Principal Jeff Pawlicki & Director of Teaching Director Nancy Thul will present the highlights from the Ford NGL mid-year report.
Presenter: Shakopee High School Principal Jeff Pawlicki & Director of Teaching Director Nancy Thul
Time: 10 minutes
 5. 2. FY19 Budget Revisions and FY20 Budget Assumptions 26
Director of Finance & Operations Jeff Priess will share the FY20 budget development.
Presenter: Director of Finance & Operations Jeff Priess
Time: 30 minutes
 5. 3. Preliminary Staffing 47
Temporary Asst Superintendent Dave Orłowsky & Director of Human Resources Keith Gray will present a brief overview of staffing process and tools.
Presenter: Temporary Asst Superintendent Dave Orłowsky & Director of Human Resources Keith Gray
Time: 10 minutes
 5. 4. Communications Department Report 48
Communications Supervisor Ashley McCray will provide a summary of the Communications Department to include its mission, communications methods, current projects/tasks as well as future goals.
Presenter: Communications Supervisor Ashley McCray
Time: 10 minutes

5. 5. Trust Edge 71
Superintendent Mike Redmond will highlight training opportunity and share insight on how a lack of trust leads to inefficient use of resources.
Presenter: Superintendent Mike Redmond
Time: 10 minutes

6. DISCUSSION AND POSSIBLE ACTION

7. ACTION

8. OTHER

9. UPCOMING MEETINGS AND IMPORTANT DATES 74

February 11, 2019 5:00PM School Board Policy Committee Meeting District Office Room 202

February 25, 2019 5:00PM School Board Finance Committee Meeting District Office Room 202

February 25, 2019 6:00PM School Board Business Meeting District Office Board Room

February 27, 2019 5:00PM School Board Facilities Committee District Office Board Room

10. ADJOURNMENT OF SCHOOL BOARD WORK SESSION



2018 Grant Awards

www.shakopeedfoundation.org



Mission of SEEF

The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in the Shakopee School District by funding projects that provide innovative opportunities for our students.

About Us

The Shakopee Educational Endowment Foundation (SEEF) is dedicated to preserving and enhancing the quality of education in Shakopee schools by funding cutting-edge technology, best practice programs and innovative instructional materials for our students.

We believe in and support the excellence that has always highlighted the Shakopee School District. Thanks to generous donations from the community and school district staff, SEEF has awarded more than 455 grants totaling more than \$369,000 for projects that directly benefit Shakopee students.

Supportive But Separate

While contributions to the Shakopee Educational Endowment Foundation go to enhancing school district programs, the Foundation operates independently of the school district. We are a separate 501(c) (3) nonprofit organization comprised of parents and community members who are passionate about the quality of education in Shakopee. District staff submit written grant proposals to the Foundation board who, in turn, independently fund proposals that would best benefit students.

The Future Depends on our Community

The future of the Foundation relies on donations from a broad range of businesses, service clubs, local citizens and district staff. In order to continue to fulfill grant requests for innovative programs and initiatives, the Foundation is asking for your support. Donations of any amount are appreciated and vital to the Foundation and its mission. The Foundation invites planned gifts such as estates, wills, trusts, and annuities; and encourages annual pledges. Donations are tax deductible and gifts of \$1,000 or more are recognized on the donor plaque at the Shakopee High School.

2018 Grant Recipients

2018 marks the 27th anniversary of SEEF. Grants are intended to fund innovative and creative programs that otherwise would not be available to students. This year, we received 50 applications for grants from teachers district-wide. 33 of the grants were funded, totaling \$30,118!

A Special Note about 2018



As you may be aware, our school district suffered a terrible loss with the passing of Superintendent Gary Anger. Gary brought joy to all those who knew him. Our Shakopee Public Schools staff, teachers and the entire Shakopee community will miss him. Gary started in the district in July 2017.

What you may not know is that Gary and his family chose SEEF to receive financial gifts in his memory. This act of kindness is a testament to Gary's commitment to education, our community and to his belief in the SEEF mission. Because of his generosity, the foundation was able to fulfill additional grants this year that may not have otherwise been funded.

Central Family Learning Center

Project Title: Core Language Framework

Teacher: Debbie Arterbury

Project summary:

Communication allows people to form and maintain meaningful relationships. We form these relationships through use of different communicative intents that include: greetings/farewells, asking/answering questions, commenting/sharing information, negation, termination, and requesting/rejecting. Students with significant disabilities and/or complex communication needs often struggle to communicate using all the different communicative intents effectively, thus resulting in limited peer relationships. Research shows that 80% of what we say is communicated with only the 200 most basic words in our language (Baker & Hill, 2000). These words are referred to as core vocabulary or core language, because they compose the basis of our communication. When students with significant communication needs are systematically exposed-to and taught core vocabulary -they can participate in authentic and novel communication exchanges.

Many students in the district use dynamic display communication devices to supplement their expressive language. While many of the devices have different platforms, a common component is the use of core language. With this commonality, students using dynamic display communication devices can still benefit from exposure to the Core Vocabulary Language, as it is already embedded in their devices.

Project Title: Inclusion/Diversity Books

Teacher: Allison Gill

Project summary:

Preschoolers are at a crucial age for the social/emotional and identity development. This project would enhance the social/emotional curriculum already used at Central Family Center. It would include books inclusive of all the children that are serviced in our building. These books will show characters that look like the children we serve and teach our children about embracing others differences.



Project Title: District Wide K-5 3D Sculpture Building Connecting Art and Math

Teacher: Alison Kopseng

Project summary:

A day in a typical elementary art room would involve painting, sculpting, building and creating. Exposing students to a number of mediums and experiences is one of the most enjoyable parts of teaching visual art. Many projects and themes in the Shakopee elementary art curriculum center around creating art using a pencil or brush; occasionally clay. The elementary art teachers are excited to expose K-5 students to a variety of sculpture building materials that will broaden student experiences while making cross-curricular connections with STEAM. STEAM concepts are addressed through the sculpture project-based learning, including math, engineering, and art which all solidify students' knowledge of 3-dimensional forms.

Project Title: Coding with Meeper Bots

Teacher: Natalie Weatherman

Project summary:

Students will use a variety of skills, including coding, computational thinking, critical thinking, and sequencing to move their Meeper Bots through different obstacles. This includes all elementary students K-5.

Project Title: #classroombookaday

Teacher: Merie Elise Silkey

Project summary:

#classroombookaday was started by Jillian Heise, inspired by Donalyn Miller's #bookaday challenge. The goal is to read aloud a picture book every day of the school year, to students at ANY grade level. 180 complete texts are shared that grow classroom community and joy of reading.

Project Title: Retelling Story Center

Teacher: Jenn Bartley

Project summary:

This grant would provide hands on materials for students to use during literacy centers. There is a combination of puppets, books, and other retelling pieces that match a particular book.

Jackson Elementary School

Project Title: Document Cameras

Teacher: Sandy Boyce

Project summary:

The EL department recently purchased large monitors with Apple TVs for each EL classroom. We would like to have document cameras to display class examples on the monitors. This would help make all learning visual for our students. With document cameras, we would not need to copy materials (worksheets, word problems, etc) on chart paper or the whiteboards. We do not have LCD projectors or Smart boards and so the only way to do this would be through a document camera.

Project Title: Building Fluent Mathletes

Teacher: Ben Thies

Project summary:

The targeted student population will be five and six year old kindergarteners attending Jackson Elementary. The team would like to enhance their math resources to coincide with our recent A VMR (Add+Vantage Math Recovery) training. The asked resources will be used throughout the year in its entirety; the best part of these resources is they can be easily used to differentiate instruction for students.

Project Title: RAZ Kids for Jackson Second Graders

Teacher: Barbi Studtmann

Project summary:

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. With hundreds of eBooks offered at 29 different levels of reading difficulty, it's easy to put the right content in every student's hands.

Kids access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.



Project Title: Dream box Math - Ipad Application

Teacher: Rebecca Kay-Lewis

Project summary:

Dream Box is a technology-based system that supports the same lesson objectives taught through A VMR. The math curriculum used by Intervention Teachers within the Shakopee District is called A VMR (Advantage Math Recovery). This adaptive Ipad application engages students to work at their skill levels as it continually adjusts to the responses they provide while completing the lessons. It is most successful with intervention students in grades K, 1st and 2nd that are working below grade level in math.

The program has the students think in ways that develop their number sense abilities with composing and decomposing, comparing, ordering, and identifying numbers that support their learning in the classroom. Dream Box is an alternative way to present information to struggling students as we attempt to engage, motivate and build confidence around mathematical concepts. Reports can be run to see where students are struggling and succeeding. From both these reports, and my observations while the students are working, I can provide immediate instruction to fill in the knowledge gaps each student has. It allows for me to be very specialized in my mathematical intervention approach with each child.

Students using the program will be seeing a Math Intervention teacher at Jackson Elementary for 30 minutes, 5 days a week.

Project Title: Native American Ojibwe Shoulder Bag Art Project

Teacher: Carrie Beckler

Project summary:

This project serves three main purposes including: Introduce Ojibwe culture, history, and arts, both past and present, as well as honor the story of the artist who created the bag's preprinted design. We also want to encourage individual students' artistic expression, particularly in the bag's blank spaces. While students are working on this project, we also listen and analyze the flute music of Darren Moose of the Mille Lacs Band of Ojibwe. He wrote and recorded the flute music included in the Resource packet that we use. This project will be used as part of our Native American music unit that we do in 5th grade. The bags would be completed over a two-week period in late November or early December.



Red Oak Elementary School

Project Title: Enhanced Reading

Teacher: Andrea Storlie

Project summary:

The requested materials will actively and daily reach 1st grade students during the course of their reading block throughout the school year and can easily be integrated into other subject areas as well.

Project Title: Teaching Kindergarteners with Math and Reading Skills

Teacher: Cory Jewison

Project summary:

Our classrooms currently have 12 iPads which we use for multiple purposes. One of the main reasons for the use of iPads in the classroom is to have students use the iPads during our Daily 5 or Literacy/Math Centers, while the teacher works with a small group. In Shakopee, we follow very specific district as well as state standards. For many of these standards, the students need to be able to have knowledge of letter identification and letter sounds. Osmo technology gives the students the ability to create words by forming the letters. The math portion helps the kids develop number sense, identify number partners, and helps them understand that dots can also represent a number. The students have to physically touch the letters/numbers when the Osmo tells them a word or number, which helps with engagement, while allowing them to practice hands-on activities. We currently have four Osmos in each of our classrooms. However, our small groups usually consist of five to six students which means one or two students does not get to do this technology during their small group time. The Osmo Technology includes a stand, tiles of letters, numbers, and dots. We are asking for ten total Osmo Genius Kits, as we each would like two additional Osmos for our classrooms. Having two extra Osmo's per class would allow all children in a small group to practice important math/reading skills at the same time.

Sweeney Elementary School

Project Title: Look at all "uke" can do!

Teacher: Kelsey Fleming

Project summary:

In a world that is dominated by pop, rock and hip-hop stars, its no surprise that most kids are super excited to learn how to play an instrument. I'd love to capitalize on this natural interest, in a way that is productive to students learning. Having a set of ukuleles would allow my students to refine their motor skills, collaborate with each other, experience music from other cultures and practice a growth mindset as they develop strategies to help learn a new instrument.

Ultimately, by the end of 5th grade, I'd love for my students to have a skill that they can continue to build upon beyond elementary school. I truly believe that by teaching them the fundamentals of ukulele, they'll have the tools to continue making thoughtful, creative, culturally aware and purposeful music throughout their lives.

Project Title: Providing Students with Equitable, High-Interest Literature

Teacher: Darcy Koch

Project summary:

Currently, our fifth-grade classrooms consist of many students who are below grade level in reading. 43% of Michelle Grillo's students passed or exceeded standards on the MCA reading test and 39% of Darcy Koch's students passed or exceeded standards on the MCA reading test. Our students struggle with comprehension of both fiction and nonfiction texts. Their stamina for reading is much lower than in past years. Therefore, we need to find short, relevant, and high interest articles and reading passages to capture their attention. We would like to purchase the Storyworks magazines for each of our students. Storyworks includes a variety of genres in each issue including fiction, nonfiction, drama, poetry, and paired texts. The subscription includes differentiation tools such as leveled articles, audio versions, vocabulary slideshows, and videos that help support all kinds of learners including English language learners and struggling readers. The articles and skills are also aligned to many of the English Language Arts/Common Core standards that we teach in our classrooms. We will receive six 32-page issues and digital resources for each child with this subscription.

Project Title: Comprehension Based Guided Reading Books

Teacher: Robin Techam, Trudy Lynch

Project summary:

High Potential services begin in second grade, so first graders do not have a High Potential program available to them. Young Scholars accepts students who qualify under their criteria (free and reduced meal students, students of color, students who have lack exposure to resources at home). Intervention services assist students who are below grade level with their reading. Given all these opportunities for their peers, first graders teachers need more resources to help above grade level students grow in their reading comprehension skills.

More resources are needed specifically for this age group to use as team since these targeted above grade level students are lacking opportunities/structured program. As a grade level, we are seeking 6 packs of books that we can use specifically with above grade level first graders who are focusing on deepening comprehension. We will be able to reuse these 6 packs sets of books for years to come. Some of the books teachers have access to in our resource room are missing books and they are old titles that do not engage students

Project Title: Social Thinking anti Third Graders: Learning a Common Language

Teacher: Jody Hansen

Project summary:

Regardless of age, gender, or culture, all human beings interact socially. For many children, varying social situations at school can be challenging. Teaching social thinking skills allows for students to be successful in a variety of school social situations such as being a part of a group, working with a partner, and completing academics. As Sweeney Elementary School implements PBIS (Positive Behavior Intervention Strategies) over the next 3-5 years, a social thinking curriculum would be a complimentary companion. Social Thinking skills will give students the tools to not only interpret social situations, but communicate and interact with each other in a positive way.

Project Title: Improving English Language Learner's reading and spelling skills.

Teacher: Mary Wilfarht

Project summary:

The root problem our proposal will address is the widening achievement gap between mono-lingual students in remedial Reading Strategies classes and English Language learners in these classes. EL learners in our Reading Strategies classes are more likely than their peers to be challenged with making connections between different spelling and decoding rules. This affects their reading abilities as they are not able to identify some letter sounds, blends, and welded sounds, which ultimately affects their comprehension.

Students who learn a language other than English first tend to start behind in school when they enter. Studies have shown that "children enter school with a wide range of background knowledge and oral language ability, attributable in part to factors such as their experiences at home and their socioeconomic status. Unfortunately, the resulting gap in academic ability tends to persist or grow for EL students throughout their school experience.

When this gap develops, EL students perform below grade level in multiple subjects and often require additional reading classes. This may also lead to negative self-esteem, potential for dropping out, behavior problems, and attendance issues. Shakopee Public schools has a large Hispanic community as well as families from Africa, Somalia, the Ukraine and Russia. Many of these students are recent immigrants and come from homes where English is not spoken. Many do not have time for additional reading enrichment activities, as they are obligated to care for their siblings after school while their parents are at work.

Project Title: Collaborative Beat Dropping: Making Connections Through Electronic Music

Teacher: Thomas Nasiatka

Project summary:

In an effort to expand the scope of the Drop A Beat curriculum at West Middle School, my intent in applying for this Shakopee Educational Endowment Foundation Grant is twofold: to be afforded the opportunity to acquire additional music production software that will allow students the opportunity to expand their artistic palates through group musical composition, and obtain technical knowledge of how a cloudbased digital audio workstation (DAW) functions. Working in tandem with this goal, students will experience a 3-class residency/workshop with world-renowned electronic music composer and artist, Dr. J. Anthony Allen. Musical collaborations, as well as the opportunity to work with master musicians, are both hallmarks of a well-rounded and innovative Music Education curriculum.



Project Title: Sublimation Printing in the Middle School

Teacher: Michael Sundblad

Project summary:

Graphic Design is an area of growth in STEM. The target learners for this project are all seventh grade students at West Middle School. This project will begin with the successful grant award in October of 2018 and will be utilized all year in each Teen Engineer course.

Project Title: Visual Readers: Graphic Novels in the Classroom

Teacher: Bruce Finke

Project summary:

The genre of “graphic novels” which has a far longer and richer history in countries like Japan (“manga”) or France is now making huge strides in English speaking countries, and showing the richness and diversity of the subject matters that can be explored (The Guardian, 2013). While encouraging people to read graphic novels in my classroom, I find myself thinking of the conversations I have with my students. Many tell me that they dislike reading. When surveyed, it turns out they have only tried to read a couple of books, and have concluded that books are not for them. So why should we purchase a variety of graphic novels for our students to read? The stories, vocabulary, and artwork reach readers in a unique way that make them feel more confident and entertained to make them want to read even more in the future. To me, that is a no brainer!

Once the graphic novels are purchased, my plan is to create a display with the books to provide interest and intrigue to a new form of literature. Many students have already migrated to reading graphic novels and have found a love for this genre of book. I can’t keep graphic novels on my shelf once they are seen and I want to offer students a bigger selection of this format in my classroom.



High School

Project Title: Hands-on Applications of Radiation and Nuclear Chemistry

Teacher: Cassidy Javner

Project summary:

As a chemistry department we have been working to implement the new Next Generation Science Standards in our classrooms. These standards promote engineering, scientific thinking, and modeling in addition to learning the chemistry content material. One of the standards states that students will be able to “develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.” In our fourth unit of study we teach students about the internal structure of atoms, radioactive decay, and how the process of nuclear fission is used to power nuclear power plants.

The unit culminates in writing a letter to a MN congressman or representative about whether nuclear power should be utilized in MN as a power source as a part of Minnesota’s solution against climate change. This project was implemented for the first time in the 2017-2018 school year. However last year students had a difficult time understanding the chemistry behind the radiation and nuclear power. This year I would like to utilize Vernier Radiation Monitors to measure radiation sources in the chemistry lab in hopes that this hands-on investigation would provide students an engaging opportunity to explore how nuclear chemistry works and learn about the types of radiation they experience in their daily lives.

Project Title: Engineer & Manufacturing – US History Unit PBL’s

Teacher: Jody Stone

Project summary:

Teaching 10th grade US History through the Engineering and Manufacturing lens. Students in the Academy of Engineering & Manufacturing will have unique, hands-on project based learning opportunities for most of the US History units throughout the school year.

Project Title: Printmaking Materials for High School Art Dept.

Teacher: Christine Brown

Project summary:

I would like to purchase a few class sets of Gelli Printmaking Plates for the art department. These printmaking plates can be used with several classes and because they are re-usable, we can use them for years to come.



Project Title: AVID Button Making

Teacher: Lisa Dolan

Project summary:

The AVID program is hoping to obtain these button making materials in order to create buttons for the AVID program (end of the year awards, publicity for special events, etc.). These materials will also be used as a fundraising activity where students can advertise and make buttons for school organizations. This would be an ongoing activity throughout the school year (and beyond). This past year the AVID program borrowed a button maker from a staff member to make end of the year awards for AVID students (the end of the year awards are a highlight in the AVID program). The staff member was generous enough to donate the button maker and all materials for this one time, but in order to keep up these efforts the AVID program would need to purchase our own materials and maker. Button making is an easy step by step process that students can easily take part in. It helps to build community within the classroom in working together to create the end product, but also helps build community with the final product being something that could be sold and shared throughout the school. Plus it uses math, technology, and creativity skills in the process of creating each design and button.

Project Title: Crisis Response Toolkit

Teacher: Nicole Drangstveit

Project summary:

This past year at the high school, we had two student deaths. As a result, our team determined it would be helpful to be more prepared to aid students in these types of situations. We are planning to work cooperatively amongst the counselors, school social workers, and school psychologists to engage in staff development activities during the year to enhance our skills as responders. This project would help support these efforts and effectively aid students in coping with trauma. Reaffirming students' physical and psychological safety is key to the beginning of recovery. Supervised activities aimed at providing a sense of control for students in a safe and nurturing environment, with mental health professionals at hand, is best practice according to the National Association of School Psychologists. Creating a crisis response kit can lead to a smooth transition post-crisis from a state of fear to a state of healing for all students at the high school.

Project Title: Lights, Camera Food Photography!

Teacher: Shawna Wilson

Project summary:

Many of our students have access to cameras via their cell phones but few of them might be using them to highlight the great things going on in the classroom or using them in an artistic way! I want all of our culinary students to be able to practice being food stylists in our classrooms by using a pop up photography lightbox to take pictures of our final products to share on social media. We typically do one lab/week in each of our culinary classes and have 7 groups in each class, for every semester. For the first semester, I'd begin to use the lightbox with our Cupcake Wars unit that showcasing an authentic learning opportunity with our business partner, O'Briens Public House. I also know that the Culinary students will be doing a Meal Prep Delivery Kit and the lightbox would be helpful in photographing the contents and menu of items in the kit.

High School

Project Title: Spanish for Spanish Speakers” Program- Choice in Literature

Teacher: Dusty Schroepfer

Project summary:

We are fortunate to have a very well-developed, and growing program of Spanish classes designed specifically for Spanish speakers. In these classes, we use students’ heritage language as an asset, providing a focus on reading, writing, and culture for students who are already conversationally competent, though not necessarily literate, in Spanish.

We now offer 3 levels of “Spanish for Spanish Speakers” at the high school, with the opportunity for many to enter our CIS program afterwards and earn up to 10 credits from the U of M over one or two additional years. As our program grows, the size of our library of Spanish literature is increasingly inadequate. I teach levels 1-2, for example. Over their first 2 years with me, each individual student will read a total of 5 books. As students enter the program with a wide variety of reading aptitudes, some formally educated in other countries, and others never having read or written a word, we need to offer books at a variety of reading levels. While we do proudly provide tiered readings, however, I presently have a total of just 10 titles. This makes for a lot of repetition in presentations (a student with me for two years may see 4 presentations on various aspects of the book *Marianela*, for example), and limited student interest in books that often fail to genuinely interest them.

Monica Sariego and I have compiled a list of desired books, and gone online to find which ones can be purchased used for \$10 or less. We would like to flesh out the variety of books that we offer in order to provide actual student choice in literature based on their interests. We hope to order class sets of up to 6 books each for up to 28 titles, to be integrated directly into our curriculum. We also hope to order 16 additional books that are currently popular with teenagers, in the hopes that many will read for pleasure if the right books were easily available to them.

Project Title: See Your Strength

Teacher: Heather Schroder

Project summary:

There has been a dramatic increase in students that struggle with mental health issues. The National Institute of Mental Health reports that just over half of children aged 8-15 received mental health services in the previous year. Suicide is the second leading cause of death for ages 10-24. We are trying to reach students with positive messages and also resources to help support them when they are struggling. What better place than the bathroom?! And I can’t think of a more appropriate way to honor Superintendent Anger than by spreading positive messages throughout the school. The goal of this project is to build resiliency and also offer resources for students that are struggling. By having simple positive messages and also resources in bathrooms, students will be exposed to lhsc messages and information throughout the day. We know that when students are upset, the first place many will go is to the bathroom. The positive messages are meant to increase resiliency and the suicide prevention information is to give students resources and information, even if they are not comfortable reaching out to an adult or friend.

Project Title: St. Francis Children's Baskets

Teacher: Ed Loiselle (submitted by student, Shay Vaneyll)

Project summary:

My homeroom first came up with the idea of bringing baskets to the children in the hospital during our community day which we have every Friday. We plan to have a fundraiser throughout the entire school for gently used toys, new coloring books, coloring utensils, and other simple things to put in these baskets. This would be a great learning experience for students because they would get to be hands on with the entire project by first arranging the fundraiser and making contact with the pediatric department within the hospital, then putting together the baskets, and being able to personally deliver them to the kids creating an opportunity like no other.

Project Title: Connecting & Celebrating Voices

Teacher: Kelly D. Holstine

Project summary:

At Tokata Learning Center, many of our students have to overcome a variety of obstacles. With the absence of a social worker in our school, our Writer's Workshop class has become a safe space for students to identify, share, and process feelings in a productive and healing way. And they have learned that their voices matter. For this project we will partner with COMPAS: a nonprofit arts organization that teaches through art. They would send their Teaching Artist, See More Perspective, to work closely with Writer's Workshop students to help them become more effective writers and performers, to allow them feel seen and celebrated, and to facilitate more opportunities for them to connect with others. See More would meet with students for JO workshop sessions during 2nd Quarter and then MC and perform in a Tokata Learning Center Cabaret in January.

This experience would be life affirming and, perhaps even, life changing for our Tokata Community.

Project Title: Fencing for Life

Teacher: Paul Kelly

Project summary:

Fencing is a sport that is typically offered to a culturally and financially privileged population. I would like to provide some equity at the TLC by offering this to the high population of low income and diverse students that struggle with mental health, chemical health, and early childhood trauma. Our school offers a mid-day 50-minute module for students to select from a variety of opportunities for personal growth, academic support, and life skills. We would like to offer this program one day a week on Tuesday, for the school year.



Shakopee Educational Endowment Foundation,
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Shakopee Educational Endowment Foundation 2018-19 Grant Awards

School	Name	Grade	Project Title	Funded
All Elem. Schools	A. Kopseng	Gr. K-5	K-5 3D Sculpture Building Connecting Art & Math	\$1,185.00
All Elem. Schools	N. Weatherman	Gr. K-5	Coding with Meeper Bots	\$1,925.00
Central Family	D. Arterbury	Pre-K-5	Core Language Framework	\$1,986.00
Central Family	A. Gill	Pre-K	Inclusion/Diversity Books	\$1,396.00
Eagle Creek Elem.	J. Bartley	Gr. K	Retelling Storytelling Center	\$640.00
Eagle Creek Elem.	M.E. Silkey	Gr. 5	#ClassroomBookaDay Library	\$450.00
Jackson Elem.	C. Beckler	Gr. 5	Native American Shoulder Bag Art Project	\$420.00
Jackson Elem.	S. Boyce	Gr. K-5	Document Cameras	\$600.00
Jackson Elem.	R. Kay-Lewis	Gr. K-2	DreamBox Math iPad Application	\$900.00
Jackson Elem.	B. Studtmann	Gr. 2	RAZ Kids for Second Graders at Jackson	\$660.00
Jackson Elem.	B. Thies	Gr. K	Math Center Manipulatives	\$1,256.00
Jackson Elem.	J. Lund	Gr. 4-5	Ukuleles for Fourth and Fifth Grade General Music	\$1,110.00
Red Oak Elem.	C. Jewison	Gr. K	Teaching Math & Reading Skills with Osmo	\$990.00
Red Oak Elem.	A. Storlie	Gr. 1	Enhanced Reading	\$634.00
Sweeney Elem.	K. Fleming	Gr. 4-5	Look at all "uke" can do!	\$1,110.00
Sweeney Elem.	J. Hansen	Gr. 3	Social Thinking: Learning a Common Language	\$594.00
Sweeney Elem.	D. Koch	Gr. 5	Providing Students with Equitable, High-Interest Literature	\$495.00
Sweeney Elem.	T. Lynch	Gr. 1	Comprehension Based Guided Reading Books	\$775.00
W. Middle School	T. Nasiatka	Gr. 7-8	Making Connections Through Electronic Music	\$1,299.00
W. Middle School	M. Sundblad	Gr. 7	Sublimation Printing in the Middle School	\$2,000.00
W. Middle School	M. Wilfahrt	Gr. 6-8	Improving Eng. Language Learner's Reading & Spelling Skills	\$350.00
W. Middle School	B. Finke	Gr. 7	Visual Readers: Graphic Novels in the Classroom	\$700.00
Tokata	K. Holstine	Gr. 9-12	Connecting & Celebrating Voices	\$1,740.00
Tokata	P. Kelly	Gr. 9-12	Fencing for Life	\$639.00
High School	C. Brown	Gr. 9-12	Printmaking Materials for High School Art Dept.	\$428.00
High School	L. Dolan	Gr. 9-12	AVID Button Making	\$420.00
High School	B. Geraghty	Gr. 9-12	Coping Skills Toolbox for Anxiety Group	\$300.00
High School	C. Javner	Gr. 9-12	Hands on Applications of Radiation & Nuclear Chemistry	\$1,657.00
High School	H. Schroeder	Gr. 9-12	See Your Strength	\$450.00
High School	D. Schroepfer	Gr. 9-12	Spanish for Spanish Speakers Program- Choice in Literature	\$1,470.00
High School	J. Stone	Gr. 9-12	Engineering & Manufacturing - U.S. History	\$978.00
High School	E. Loiselle	Gr. 9-12	St. Francis Children's Baskets (student submitted)	\$400.00
High School	S. Wilson	Gr. 9-12	Lights, Camera, Food Photography	\$161.00
				\$30,118.00

SEEF has awarded 488 grants since 1992, totaling \$369,179.

ACADEMIES OF SHAKOPEE

Ford NGL Network Report



BENEFIT OF MEMBERSHIP: FORD NGL NETWORK

- Ford NGL Network Coach – Starr Herrman
 - Facilitation through the five phases of the implementation Process
 - Explore
 - Envision
 - Plan
 - **Implement – First implementation Check (January)**
 - Go Further

SUCSESSES

- Quality Master Plan
- Industry Councils
- Academy Champions
- Programs of Study
- Professional Development
- Freshman Academy
- Academy Identity
- Academy Teams
- Academy Coach

NEXT LEVEL

- **Structure of Steering Committee**
 - Summer Retreat
- **Transition Industry Council**
 - Building Level – sustaining partnerships
- **Transition to the Block**
 - Professional Development
- **Authentic Learning**
 - Partnership with community
- **Small Learning Community**
 - Common students and teacher

CONCLUSION

“We are making tremendous strides toward the collective transformation to wall to wall academies.”

- Starr Herrman

Shakopee Public Schools



2018-19 Budget Revisions

2019-20 Budget Planning

February 11, 2019

INDEPENDENT SCHOOL DISTRICT #720

Shakopee Public Schools

ADOPTED BUDGET

July 1, 2018-June 30, 2019

	Beginning Fund Equity AUDITED	Projected Revenue	Projected Expense & Other Financing Resc.	Projected Fund Equity
<hr/>				
Governmental Funds				
<hr/>				
GENERAL FUND	\$ 2,833,633	\$ 99,261,781	\$ 97,409,213	\$ 4,686,201
FOOD SERVICE	674,556	4,715,000	4,800,000	\$ 589,556
COMMUNITY SERVICES	278,284	3,000,000	2,965,000	\$ 313,284
BUILDING CONSTRUCTION	11,214,101	100,000	8,650,000	\$ 2,664,101
DEBT SERVICE	2,988,464	21,600,000	21,500,000	3,088,464
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL GOVERNMENTAL FUNDS	\$ 17,989,038	\$ 128,676,781	\$ 135,324,213	\$ 11,341,606

Current Year Budget Revisions

Overall revisions to the General Fund are minimal, however, the revisions are critical to future budget planning as:

(Enrollment) is the most significant factor impacting revenue and –

(Staff/personnel costs) account for 82% of GF expenditures

General Fund Revisions

GENERAL FUND REVISIONS

	<u>Revenue</u>	<u>Expense</u>
1 Enrollment adjustment	-419,938	
2 State Categorial aid- (Special Education)	209,348	
3 Pension revenue adjustment (TRA)	100,573	
4 State Grant (Grow-your-own)	75,000	75,000
5 Staffing update-reflects pension adjustment		-117,121
6 Utilities expenses		153,426
7 Work Comp renewal		-32,707
	<hr/>	<hr/>
Total general fund revisions	<u>-35,017</u>	<u>78,598</u>

Overview of Revisions

- ✓ **1. Enrollment lower than projected-primarily at the Elementary level-
Weighted average membership reduced by 60.**
- ✓ **2. Special Education categorical revenue is revised to reflect latest information
from MDE projection model.**
- ✓ **3. Legislative funding increase relative to an increase for employer contributions
to TRA (Teacher retirement program)**
- 4. MDE Grant received subsequent to Board budget adoption**
- 5. Staff/personnel expenditures updated to reflect actual salaries and benefits-
Adjustments reflect staff turnover and contract settlements**
- 6. Utilities expenses increased as a result of year-end audit review-**
- 7. Favorable renewal of WC insurance-prior year had fewer claims than anticipated**

Capital Project Fund Revisions

	<u>Expense</u>
HS addition -project wind down	1,400,000
	<hr/>
Total capital project fund revisions	<u>1,400,000</u>

Expenditures were budgeted in the prior year but not recognized due to audit cut-off procedures

INDEPENDENT SCHOOL DISTRICT #720

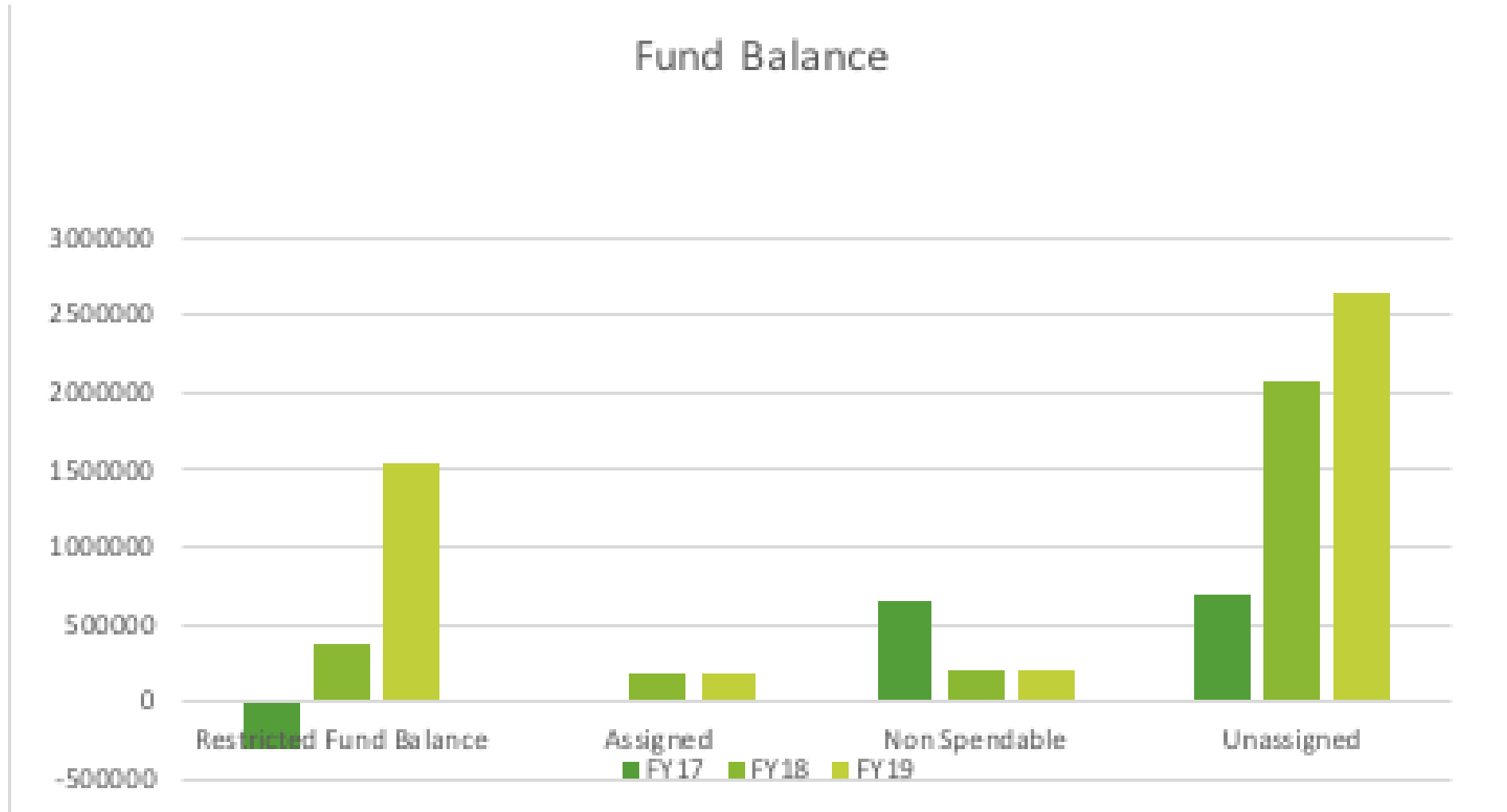
Shakopee Public Schools

REVISED BUDGET

July 1, 2018-June 30, 2019

	Beginning Fund Equity AUDITED	Revised Revenue	Revised Expense & Other Financing Resc.	Projected Fund Equity
<hr/>				
Governmental Funds				
<hr/>				
GENERAL FUND	\$ 2,833,633	\$ 99,226,764	\$ 97,487,811	\$ 4,572,586
FOOD SERVICE	674,556	4,715,000	4,800,000	\$ 589,556
COMMUNITY SERVICES	278,284	3,000,000	2,965,000	\$ 313,284
BUILDING CONSTRUCTION	11,214,101	100,000	10,050,000	\$ 1,264,101
DEBT SERVICE	2,988,464	21,600,000	21,500,000	3,088,464
TOTAL GOVERNMENTAL FUNDS	\$ 17,989,038	\$ 128,641,764	\$ 136,802,811	\$ 9,827,991

Fund Balance



FY20 Budget Planning-Assumptions

General Fund

Revenue Projection-

\$99,670,296

Expenditure Projection-

\$99,601,247

Projected Surplus

\$68,039

FY20 Budget Planning-Assumptions

Revenue assumptions-

Basic General Education aid increases \$6,438 (\$58,965,265)

School Year	Basic Formula	Formula Change	
2015-16	\$5,948	2.0%	
2016-17	\$6,067	2.0%	
2017-18	\$6,188	2.0%	
2018-19	\$6,312	2.0%	
2019-20	<u>\$6,438</u>	2.0% est.	

Basic funding formula provides 59% of GF operating revenue

FY20 Budget Planning-Assumptions

Key Revenue assumptions cont'd-

Other components of Gen Educ Aid-(formula driven)	\$7,503,316
Property tax revenue-(Board certified levy)	\$15,327,427
Other State categorical	\$13,616,596
Federal revenue sources -	\$2,258,755

FY20 Budget Planning-Assumptions

Key expenditure assumptions

Staff/Personnel costs

- Board approved positions from the current year are rolled forward to the 2019-20 fiscal year. There are no staffing changes anticipated in the preliminary budget, except as may be required due to enrollment fluctuations and in accordance with ratios provided below. Other staffing changes may result from changes to Federal entitlement programs or certain state categorical funded programs.

FY20 Budget Planning-Assumptions

Key expenditure assumptions cont'd

Student to Staff Ratios

ELEMENTARY

Target

KINDERGARTEN	20
1 ST GRADE	23
2 ND GRADE	23
3 RD GRADE	25
4 TH GRADE	25
5 TH GRADE	27

FY20 Budget Planning-Assumptions

Key expenditure assumptions cont'd

MIDDLE SCHOOL STUDENT TO TEACHER RATIO

GRADE 6-8	31
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HIGH SCHOOL STUDENT TO TEACHER RATIO

GRADE 9-12	31
------------	----

FY20 Budget Planning-Assumptions

Key expenditure assumptions cont'd

Non-staff expenditures are budgeted \$22,316,210 representing 22.4% of total General Fund Expenditures. Significant expenditures in this area include:

Building operations/utilities -\$2,644,543

(a) Instructional supply and general supply allocations -\$2,033,304

(b) Transportation contracted services -\$4,982,479

Capital expenditures for technology, building improvements and LTFM -\$9,586,775

Operating leases and rentals -\$712,000

Tuition/Pymts to other districts/agencies (Special Education)-\$1,106,921

(a) Building capital and supply budgets-allocation per pupil unit will remain at current year level.

(b) Routing efficiencies will provide for a reduction of 4 regular routes.

**PRELIMINARY REVENUE ASSUMPTIONS
2019-20**

GENERAL FUND REVENUE ASSUMPTIONS

Estimated Revenue \$99,670,286

State General Education Aid:

State Basic General Education Aid is budgeted at \$58,965,265. The Basic General Education formula amount is derived from (adjusted pupil units served *basic general education allowance). For fiscal year 2019-20, the basic formula is *estimated* to increase \$126 per pupil unit or 2.00% from the 2018-19 school year amount of \$6,312. The basic general education aid serves as the district’s primary funding source, accounting for 59% of the general operating fund revenue.

Per-Pupil-Unit Allocation-Basic General Education:

School Year	Basic Formula	Formula Change
2015-16	\$5,948	2.0%
2016-17	\$6,067	2.0%
2017-18	\$6,188	2.0%
2018-19	\$6,312	2.0%
2019-20	\$6,438	2.0% est.

Other components of General Education **Aid** amount to \$7,503,316. Items noted with an (*) also have a levy amount. Other components of General Education Aid are formula driven and listed below:

Other General Education Aid 2019-20

*Equity	\$86,778
*Transition	\$9,824
*Referendum	\$1,245,849
*Local Optional	\$220,985
Gifted and Talented	\$119,062
Extended Time	\$409,360
Compensatory Revenue	\$2,993,731
Limited English Program	\$728,941

Transportation Sparsity	\$50,372
*Operating Capital	\$1,365,227
Pension	\$292,503
Alt Attendance	\$(19,315)
TOTAL	\$7,503,316

Enrollment

Pupil Units-The district has projected annual average daily membership served to be 8,326 for the 2019-20 school year. The average daily membership (ADM) is based upon enrollment and is the basis for the calculation of general education aid.

ADM calculates actual “membership time” rather than simple enrollment counts at a given point in time. This also includes the net impact of “open enrollment” agreements with other Minnesota districts.

ADM includes students who leave the district through tuition agreements and excludes students who enter the district with a tuition agreement.

Projected enrollment for the 2019-20 school year:

Grade Level	ADM	Weight	WADM
Pre Ktg	80	1.00	80.00
Handicapped Ktg	60	1.00	60.00
Kindergarten	499	1.00	499.00
Grade 1-3	1,744	1.00	1,744.00
Grade 4-6	1,780	1.00	1,780.00
Grade 7-12	4,163	1.20	4,996.00
Totals	8,326		

Property Taxes:

Property tax revenue is budgeted at \$15,327,427. Revenue from property taxes provides the second largest source of revenue for the General Fund, representing 15% of total revenue.

General Fund Designated Levies	2019-20
Equity	\$ 1,438,129
Referendum	1,501,731
Transition	162,815
Local Optional	3,662,262
Integration	433,264
Career Technical	263,525
Capital Projects	3,329,346
Operating Capital	594,976
Safe Schools	329,457
Long-term Facilities	1,961,422
Building Lease	1,705,658
Re-employment	40,000
OPEB	197,500
Abatements/Adj	-292,658
TOTAL	\$ 15,327,427

Other State (Categorical) Aid:

State supported programs are budgeted at \$13,616,596. Special education categorical aid makes up 76% of this category and is estimated at \$10,397,492. State aid for special education is a formula that is based upon district special education expenditures and statewide funding limits. Other State Aid components are listed below:

Other State Categorical Aid	2019-20
Special Education (regular)	\$10,397,492
Integration	856,354
Nonpublic Transportation	232,000
Career Technical	87,500
State Grants	363,250
Permanent School Fund	340,000

Literacy Aid	490,000
Special Funding (Pensions)	350,000
Long-term Facilities	500,000
Total	\$13,616,596

Federal Sources:

Federal Revenue is budgeted at \$2,258,755.

Title Programs-Entitlement computations use federal funding limits and enrollment data in determining allocations. Expenditures will match total revenues with Title Programs.

Local Tuition, Fees and Admissions:

Revenue in this category is budgeted at \$1,998,927. Sources of revenue in this category include misc. fees, admissions, gate receipts and interest revenue and are largely budgeted based on historical levels.

EXPENDITURE ASSUMPTIONS

GENERAL FUND EXPENDITURE ASSUMPTIONS (Fund 01/03/05)

The total General Fund expenditure budget and other financing sources are estimated at \$99,601,247.

This includes the following for 2019-20:

The **salaries and employee benefits** budget (\$59,153,059 and \$18,131,978) includes salary and benefits for all employee groups covered in the general fund. The salaries and wages and employee benefits budget includes:

- a) Increased salary and wage costs for longevity, education, pay rates and other items included in bargaining agreements.
- b) Increased costs for statutory benefits (TRA, PERA, FICA, unemployment and worker’s compensation).
- c) Increased costs for other collectively bargained benefits (health & dental insurance) associated with all employee groups.

Other District Staffing Assumptions:

Board approved positions from the current year are rolled forward to the 2019-20 fiscal year. There are no staffing changes anticipated in the preliminary budget, except as may be required due to enrollment fluctuations and in accordance with ratios provided below. Other staffing changes may result from changes to Federal entitlement programs or certain state categorical funded programs.

Student to Staff Ratios

ELEMENTARY STUDENT TO TEACHER RATIO

	Target
KINDERGARTEN	20
1 ST GRADE	23
2 ND GRADE	23
3 RD GRADE	25
4 TH GRADE	25
5 TH GRADE	27

MIDDLE SCHOOL STUDENT TO TEACHER RATIO

GRADE 6-8	31
-----------	----

HIGH SCHOOL STUDENT TO TEACHER RATIO

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------------	----

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Building operations/utilities -\$2,644,543

(a) Instructional supply and general supply allocations -\$2,033,304

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Capital expenditures for technology, building improvements and LTFM -\$9,586,775

Operating leases and rentals -\$712,000

Tuition/Pymts to other districts/agencies (Special Education)-\$1,106,921

(a) Building capital and supply budgets-allocation per pupil unit will remain at current year level.

(b) Routing efficiencies will provide for a reduction of 4 regular routes.

Staffing Allocation



Budget Parameters Established

- Are we adding staff?
- Reducing staff?
- Staying relatively the same?

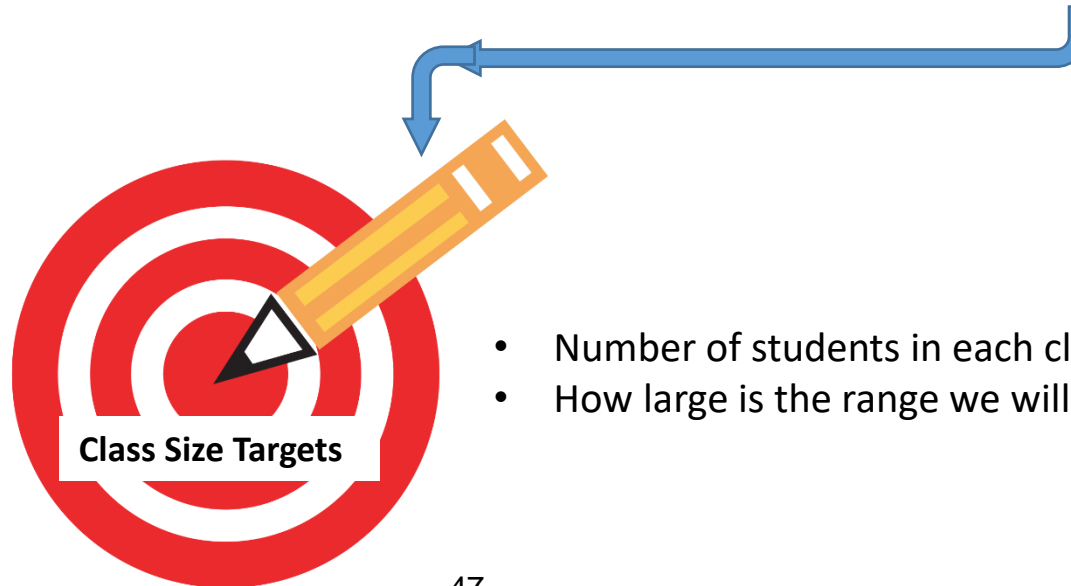


- Each grade rolled up (1st through 12th)
- Kindergarten is estimated as duplicating the prior year



Additional Factors

- Number of classes/credits a student takes
- Number of classes per FTE (full-time equivalent)



- Number of students in each class
- How large is the range we will tolerate

COMMUNICATIONS DEPARTMENT

February 11, 2019 | Presenter: Ashley McCray | Communications Supervisor



SPS COMMUNICATIONS DEPARTMENT

The mission of the Communications Department is to provide accurate and timely information to students, parents, staff and community members regarding Shakopee Public Schools.

SPS COMMUNICATIONS DEPARTMENT

What does a Communications Department do for a district?

- ❑ Communicate with internal and external audiences- Handles school district's publications such as its external newsletters and internal news releases/announcements.
- ❑ Media relations - Writes news releases for media and works to get media coverage of school district news. Serves as the media liaison for the school district.
- ❑ School district imaging and marketing - Promotes the district's strengths/achievements.

SPS COMMUNICATIONS DEPARTMENT

What does a Communications Department do for a district?

- Student/staff recognition - Publicizes student and staff achievements
- Information station for the district - Answers public and new resident questions and respond to requests for information
- Public relations trainer - Provides public relations training to staff prior to media interviews.

SPS COMMUNICATIONS DEPARTMENT

GUIDING VALUES:

- Accuracy
- Timeliness
- Relevance
- Transparency

SPS COMMUNICATIONS DEPARTMENT

AUDIENCE:

- Students & Parents/Guardians
- Teachers and Staff
- Community Partners
- Public/Taxpayers

SPS COMMUNICATION METHODS

- Traditional Media: Newspapers, TV, City of Shakopee Public Access and Savage TV
- Red folders | Elementary schools
- Email
- Robocalls | Weather related school closings and delays
- Text Messages | Weather related school closings and delays
- District website | shakopee.k12.mn.us
- Email blasts
- Social media: Facebook and Twitter

COMMUNICATIONS TASKS

Social Media (Daily)

- Facebook and Twitter: Post content and share content from other users
- Twitter: Check “mentions and notifications” and “like/retweet” any noteworthy mentions
- Social Media Groups: Check social media to get a grasp on any rumors/issues/upcoming issues to address and/or plan for in the district

COMMUNICATIONS TASKS

Communications Inbox (Daily) | communications@shakopee.k12.mn.us

- Check communications email inbox for messages and respond accordingly
- (Friday/Monday) Building secretaries email staff newsletters: Check content to find possible stories in each building for the upcoming week. Events can be covered as written stories and posted on district website, social media posts only and/or district website rotator stories only OR all of the above.
- East and West marquee requests
- Other promotional requests - social media, website promotions

COMMUNICATIONS TASKS

Media

- Good News stories
- Incidents
- Data Requests

COMMUNICATIONS TASKS & PROJECTS

Meetings (continuous) & Events (as needed)

- Shakopee School Board Meetings
- Academies of Shakopee Arts & Communication Industry Council
- Academies of Shakopee Steering Committee
- Special Events | Examples: Designation & Attendance Areas
- End of the Year Staff Celebration

COMMUNICATIONS PROJECTS: WEBSITE

Shakopee Public Schools

Shakopee PUBLIC SCHOOLS
EDUCATION FORWARD

Find it Fast > [Search Bar]

Home | Our District | Enroll | Parents/Students | Departments | Teaching & Learning | Community Ed | Calendar

ENGINEERING & MANUFACTURING
HEALTH SCIENCE
SERVICES

Academies of Shakopee Student Ambassadors
Have you met our Academy Ambassadors? They are a group of dedicated students who serve as advocates and student leaders throughout our school, academies and community. They provide tours to visitors, interact with our community and share all of the wonderful experiences happening within the academies. Thank you for your hard work, Ambassadors!

[Learn More](#)

Quick Links

- ◆ Winter Weather Notification Information
- ◆ Application for Meal Benefits
- ◆ Academies of Shakopee
- ◆ Map of Shakopee High School
- ◆ District Calendars
- ◆ Employment Opportunities

District Headlines

- Coffee with the Superintendent
- 2019 Minnesota Student Survey
- SHS Teacher Named Minnesota Teacher of the Year Candidate
- BOARD UPDATE: Construction Change Orders
- BOARD UPDATE: New Officers Elected
- New Dean of Students at Shakopee High School
- SIGN UP TODAY: Active Shooter Response Training Course

Upcoming Events

- JAN 25 End of 1st Semester
- JAN 28 No School - Teacher Planning Day
6:00 PM School Board Work Session
- FEB 6:00 PM School Board Work Session
- FEB 11 No School - Teacher Staff

COMMUNICATIONS PROJECTS: WEBSITE

Website Updating and Cleaning: Shakopee.k12.mn.us

- Continuous
- First impression of the school district
- Story content | Telling our story | Student and teacher highlights
 - See examples

TELLING OUR STORY

The screenshot shows the Shakopee Public Schools website. At the top, there is a navigation bar with the following items: "EDUCATION FORWARD" (in a red box), "Infinite Campus", "Tech Resources", "Lunch Menus", "Athletics & Activities", and "The Academies of Shakopee". Below this is a secondary navigation bar with "Home", "Our District", "Enroll", "Parents/Students", "Departments", "Teaching & Learning", "Community Ed", and "Calendar".

The main content area features a news article titled "New Dean of Students at Shakopee High School" with a sub-headline "Return to Headlines". The article text reads: "JANUARY 18, 2019 - Shakopee Public Schools is proud to announce Millie Kleinfehn has been selected as the Dean of Students at Shakopee High School. Millie has been with our district for many years; most recently serving as a Special Education teacher and Student Council Advisor at the high school. 'We are thrilled to have Millie transition to this new role at the high school and continue serving students in this new capacity,' said Shakopee High School Principal Jeff Pawlicki. 'She has been an asset to our district since she arrived and has shown tremendous leadership and commitment over the years. Please join me in congratulating Millie on her new position with our district.' The primary responsibility of this job is to assist the administrative team in the performance of various leadership responsibilities; works collaboratively to provide high quality educational programs for all students; assists in student behavior management; and support the supervision of non-licensed staff within the building." To the right of the text is a photograph of Millie Kleinfehn, a woman with dark hair, smiling.

The footer contains the address "1200 Town Square", the phone number "612.555.5555", and links for "Privacy Statement | Contacts | Site Map | Webmaster". The "Shakopee" logo is also present in the bottom right corner.

TELLING OUR STORY

[Home](#)

[Our District](#)

[Enroll](#)

[Parents/Students](#)

[Departments](#)

[Teaching & Learning](#)

[Community Ed](#)

[Calendar](#)

[Return to Headlines](#)

Artists Help Students Communicate

JANUARY 10, 2019 - Starting the school week can be a hard adjustment for some, but for our special education students at Shakopee High School, Mondays are a treat. That's because they attend a session with Upstream Arts. Upstream Arts brings a program called "The Art of Working" to our district.

"The Art of Working" aims to improve communicative soft skills by using the arts: dance, music, singing, painting or acting. "Our mission statement as Teaching Artists is to amplify the voices of our participants, to share tools to help them express themselves in new, positive and powerful ways," said Tena May Gallivan, Upstream Teaching Artist.

Whether they are expressing their mood for the day or doing an activity, students are engaged and starting their day off right. "We hope that students have fun," said Gallivan. "We hope they get a different perspective on communication, freedom from the world 'no' for a bit and more choice and agency in their lives."

Upstream Arts is being funded by a grant from the Carl Perkins Career and Technical Education Act.

22 students participated in the program that concluded in December.



TELLING OUR STORY

Home	Our District	Enroll	Parents/Students	Departments	Teaching & Learning	Community Ed	Calendar
------	--------------	--------	------------------	-------------	---------------------	--------------	----------

[Return to Headlines](#)

West STEM Students Set Their Eyes on Medical Field

JANUARY 7, 2019 - Students at West Middle School are taking a step away from the textbook and exploring the chapter of real-world experience. Thanks to their technology teacher, Michael Sundblad, the STEM (Science, Technology, Engineering and Mathematics) students are getting a glimpse inside of the medical field. The lesson: Dissecting eyeballs.

“In the Medical Detectives course the students examine the eye,” said Sundblad. “There are a number of lab activities involving sight. However, the students are missing a valuable component without “looking” into the eye further. The dissection allows students to understand how the lens, retina, and iris operate together. The students were also able to pinpoint the blind spot and see how it relates to the optic nerve location.”

TweetDeck
<https://tweetdeck.twitter.com/>

As the students dissect the eyeballs, derived from cows, their teacher walks from group to group wearing scrubs and providing assistance when needed. He wants the classroom to resemble an operating room and function as such to give his students an authentic learning experience.

“The objective of the lab was to dissect the eye and locate all the components that make up the eye,” said Sundblad. “However, I wanted students not to be afraid of anatomy and be able to inspect body structure in a systematic and inspiring manner. To have an appreciation for how fascinating the human body (and all living creatures) is. It is extremely important to have rich authentic learning experiences,” said Sundblad. “Students learn in many different ways; Kinesthetic learners need hands on activities to make connections to content. I strive to provide as many authentic learning experiences as possible in all the courses I teach.”



As for future lessons, students will dissect a sheep brain to help them understand how the human brain operates and where major functions occur within the brain.

COMMUNICATIONS PROJECTS: WEBSITE

Website Updating and Cleaning

- Up-to-date and accurate information
- Creation of webmasters | Buildings, departments and academies
- Work with IT and webmasters to be sure the website is updated with new teachers and removal of old teachers
- Departments | Welcome pages, PDF's vs WORD documents
- Trainings and follow ups

COMMUNICATIONS PROJECTS

[View this email in your browser.](#)

Unsubscribe

Good News



Friday

Community Turns Out for Three Great Events

Community members came out to show their support for our Shakopee Public School students on Wednesday, January 9, 2019. The school hosted a Showcase, a Career Expo, and the Academies of Shakopee Design Ceremony.

Good News



Friday

Don't forget to read our Winter Newsletter

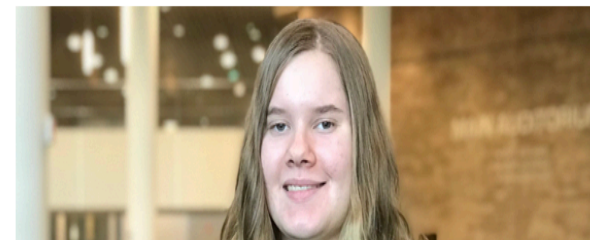


Good News



Friday

Saber Showcase Helps Students Learn Beyond the Classroom



COMMUNICATIONS PROJECTS

Shakopee Public Schools WINTER NEWSLETTER

January 3, 2019



Happy New Year! We hope you enjoyed winter break with your family, friends and loved ones. 2019 is here and we couldn't be more excited. The new year is another opportunity for us to continue to share new stories about all of our wonderful students, teachers, and staff.

Thank you for taking the time to read our January 2019 Winter Newsletter. We hope you enjoy the glimpse inside of our buildings as much as we enjoy doing the work day in and day out for our students and families.

Our teachers and staff work together to provide quality, inclusive education for ALL students. We develop students for success and strive for excellence inside the classroom. We are committed to a great start. We are preparing students for college

COMMUNICATIONS PROJECTS

WELCOME TO KINDERGARTEN SHAKOPEE PUBLIC SCHOOLS



Shakopee
PUBLIC SCHOOLS
EDUCATION FORWARD

KINDERGARTEN
REGISTRATION GUIDE
2019-20



COMMUNICATIONS PROJECTS

WELCOME
to

SHAKOPEE  **SABERS**

WEST

MIDDLE SCHOOL



COMMUNICATIONS DEPARTMENT GOALS

Research

- ❑ Communications survey to understand what's working, what's not working, preferred method of communication, new opportunities

Community Engagement

- ❑ Increase opportunities for superintendent and school board to engage with the community. Forums, community presentations, Q&A sessions

SPS COMMUNICATIONS DEPARTMENT

- Feedback | What's working? What's not working?
- Questions?

The Trust Edge

How Top Leaders Gain Faster Results, Deeper Relationships, and a Stronger Bottom Line

By David Horsager

Not just a soft skill.

Trust is tangible, learnable, and measurable.

“Costs are high when trust is low”

“A lack of trust is your biggest expense”

How much does lack of trust cost our organization (relationships, loyalty, retention, influence)?

Inefficient use of resources

One Example

Critical feedback of communication

Why was the school district so slow to communicate?

Why didn't the school district communicate better?

The police department communication was better and faster than the communication of the school district.

Reponse

Examined and re-examined the communication-- construct, timing, message, etc.

'Aha' Moment

The communication was fine, the criticism stems from a lack of trust.

Communication was done in partnership with the police-- shared message and sent out at the same time. PD communication was praised, ours was criticized.

Eight Pillars of Trust

CLARITY

What is our objective? What are our top priorities?

How many of our employees, students, community know?

How many can communicate this message quickly and clearly?

Three questions to get to clarity:

How?

How?

How?

COMPASSION

We trust people who think beyond themselves (#1 is mom)

Delta changed the way they treated their own people, and customers started being treated better

CHARACTER

Sincerity

Do what's right, not what's easy

Is it better to be trustworthy or trusted?

COMPETENCY

Input shapes output

Input always equals output

What are people bringing to the process?

COMMITMENT

Commitment breeds commitment

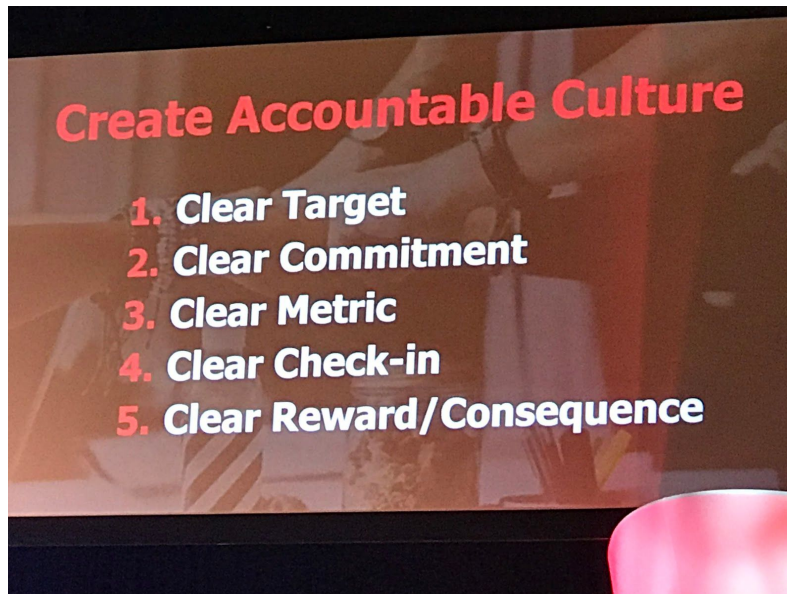
Personal accountability

Specific accountability appointment increases chances of reaching goal from 10 to 95%

Coaching example

Does any team begin a season not hoping for a successful season?

Desiring success does not separate the successful from the less successful



Clear goal rather than Clear target

CONNECTION

Myth of the solitary genius or the lone hero

Collaboration

The #1 trait of the most magnetic people on earth is _____”

CONTRIBUTION

“You must deliver results to be trusted”

Reward results

Be honest and open about making mistakes

Recognize specific contributions

Delayed decision making increases confusion, clutter and stress

CONSISTENCY



Show up and follow through

**2019 Shakopee Public Schools
School Board Meeting Dates and other important dates**

Date	Time	Type of Meeting	Location
January 14, 2019	6:00PM	ReOrganization & Board Business Meeting	District Office Board Room, 1200 Town Square
January 15-18, 2019	All Day	MSBA Winter Leadership Conference	MPLS Convention Center
January 28, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
January 28, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
January 30, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
February 11, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
February 11, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
February 25, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
February 25, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
February 27, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
March 11, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
March 11, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
March 16, 2019	9:00AM-2:00PM	School Board Spring Retreat	District Office Board Room, 1200 Town Square
March 25, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
March 25, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
March 27, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
April 8, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
April 8, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
April 22, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
April 22, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
April 24, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
May 6, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
May 6, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
May 20, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
May 20, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
May 22, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
June 10, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
June 10, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
June 24, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
June 24, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
June 26, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
TENTATIVE Monday, July 8, 2019	5:00-9:00PM	Summer Retreat	District Office Board Room, 1200 Town Square
July 22, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
July 22, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
July 24, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
August 12, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
August 12, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
August 26, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
August 26, 2019	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
August 26, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
August 28, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
September 9, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
September 23, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
September 23, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
September 25, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
October 14, 2019	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
October 14, 2019	6:00PM	School Board Work Session	District Office Board Room, 1200 Town Square
October 28, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
October 28, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
October 30, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
November 18, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
November 18, 2019	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
November 20, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square
December 9, 2019	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
December 9, 2019	6:00PM	Truth in Taxation Hearing & School Board Business Meeting	District Office Board Room, 1200 Town Square
December 11, 2019	5:00PM	School Board Facilities Committee	District Office Board Room, 1200 Town Square



Shakopee Public Schools 2018-19 School Calendar

Updated April 23, 2018

NOTE: Tokata Lng. Ctr. First Day of School: September 4, 2018

NOTE: Grades 6-12 First Day of School: September 5, 2018

NOTE: Grades E-5 First Day of School: September 6, 2018

August 2018

August 20-23.....New Teacher Fall Workshop
August 27-30.....Teacher Fall Workshop

September 2018

September 3.....No School - Labor Day
September 4, 2018.....Student 1st Day of School (Tokata ONLY)
September 5, 2018.....Student 1st Day of School (Grades 6-12)
September 6, 2018.....Student 1st Day of School (Grades E-5)
September 4....Moving Day for Staff (Grades 6-12)
September 4-5.....Assess & Connect Days (Grades E-5)
September 26.....Student 2-Hour Early Release

October 2018

October 17.....No School - Teacher Staff Development Day
October 18-19.....No School - Fall Break

November 2018

November 8.....1st Quarter Ends
November 9.....No School - Teacher Planning Day
November 21-23.....No School - Thanksgiving Break
November 28.....Student 2-Hour Early Release

December 2018

December 20.....Early Childhood Education No Classes
December 21-Jan 1.....No School - Winter Break

January 2019

December 21-Jan 1.....No School - Winter Break
January 21.....No School - Teacher Staff Development Day
January 25.....1st Semester Ends
January 28.....No School - Teacher Planning Day

February 2019

February 15.....No School - Teacher Staff Development Day
February 18.....No School - Presidents' Day Break

March 2019

March 13.....Student 2-Hour Early Release
March 28.....3rd Quarter Ends
March 29.....No School - Teacher Planning Day

April 2019

April 1-5.....No School - Spring Break
April 19.....No School - Students & Staff
April 24.....Student 2-Hour Early Release

May 2019

May 27.....No School - Memorial Day
May 31.....Senior Class (12th grade) Last Day of School

June 2019

June 6, 2019.....Student Last Day of School
June 7.....Teacher Work Day
June 8, 2019.....Graduation

August 2018

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2018

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2019

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February 2019

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 2019

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2019

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2019

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Key

	No School - Students and Staff
	No School - Students
	First/Last Day of School
	Quarter/Semester Change
	Student Early Release 2-Hours before Dismissal