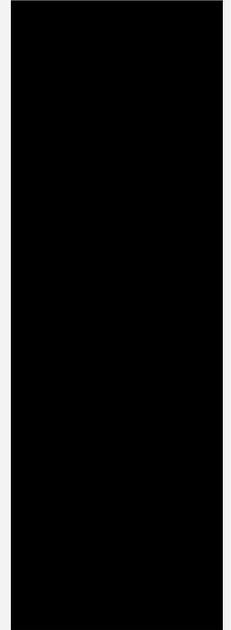


# SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA



Independent School District 720 – Shakopee Public Schools  
Shakopee Public Schools District Office Board Room, 1200 Town Square, Shakopee, MN  
55379  
1200 Town Square  
Shakopee, Minnesota

March 13, 2017  
6:00 PM

## Board of Education

1. CALL TO ORDER AND ROLL CALL - CHAIR SWANSON.
2. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.

2. 1. Recognition of Volunteer Week

6

Volunteer Week in Shakopee Schools will be celebrated April 23-29, 2017. In recognition of the tremendous work that the more than 1800 volunteers do in service to our students and staff, Sonia Hellerud is requesting the Board move a Resolution of Appreciation Honoring School District Volunteers.

**Recommended Action**

Approve the Resolution of Appreciation honoring school district volunteers as presented.

2. 2. Student Recognitions

\*2016-17 MSHSL Region 2AA - Triple "A" Winners

Andrew Pierson

Alysa Janke

\*Minnesota Band Directors Association South Central Region Honor Band

Participants

Liz Boldon

Rohan Sastri

Gavin Stadler

Andy Hanson

Spencer Holm

Lily Tran

Jessica Vermuelen

Aiden Schmitz

2. 3. Welcome and Introduction

Personnel Chair Shawn Hallett will introduce our new Director of Finance Suzanne Johnson.

3. RECOGNITION OF VISITORS TO BOARD MEETING.
4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.
5. CONSENT ITEMS

5. 1. Personnel Items

- 5.1.1 Acceptance of Retirements

Last Name, First Name , Position, Location, Effective  
Block, Joanne, Teacher, Speech Language Pathologist, Pearson 6th Grade  
Center, 5/26/2017  
Moffitt, Candace, Teacher, Music, Sweeney Elementary School, 5/26/2017  
Wysocki, Dale, Custodian, High School, 2/27/2017  
Youngsma, Lynnette, Teacher, Science, High School, 5/26/2017

**Recommended Action**

Accept the retirements and thank them for their service to the district as presented.

**5.1.2 Acceptance of Resignations**

Last Name, First Name, Position, Location, Effective Date  
Betlock, Lisa, Program Support Assistant, Red Oak Elementary School,  
3/10/2017  
Dueffert, Kimberly, Teacher, Grade 4, Jackson Elementary School,  
5/26/2017  
Heisler, Allison, Teacher, Grade 5, Eagle Creek Elementary School,  
5/26/2017  
Mitchell, Sheri, Program Support Assistant, Jackson Elementary School,  
5/26/2017  
Phat, Sulin, Avid Tutor, East/West Junior High School, 3/01/2017  
Robling, Laurie, Program Support Assistant, Central Family Center,  
2/27/2017  
Saine, Betsy, Teacher, Intervention, Pearson 6th Grade Center, 5/26/2017  
Schmidt, Katie, Program Support Assistant, Pearson 6th Grade Center,  
3/02/2017  
Shaughnessey, Megan, Teacher, Grade 2, Jackson Elementary School,  
5/26/2017  
Simpson, Carissa, Teacher, Grade 1, Sun Path Elementary School,  
5/26/2017  
Wyman, Jonathon, Teacher, Language Arts, West Junior High School,  
5/26/2017

**Recommended Action**

Accept the resignations as presented.

**5.1.3 Approval of Certified Contract**

Last Name, First Name, Position, Location, Grade, Step, FTE,  
Effective, Salary Annual  
Bocock, Julie, School Nurse, West Junior High School, MA, 23, 1.0,  
2/27/2017, \$23,987.00 prorated 1.0 FTE, 63 days, R  
Carlson, Kristin, Building Substitute Teacher, Sun Path Elementary School,  
N/A, N/A, 1.0, 3/02/2017, 125.00/day, R  
Stadtherr, Elizabeth, Building Substitute Teacher, Sweeney Elementary  
School, N/A, N/A, 1.0, 2/13/2017, 125.00/day, R

**Recommended Action**

Approve certified contract as presented.

**5.1.4 Approval of Non-Certified Contracts**

Last Name, First Name, Position, Location, Salary, Effective  
Gray, Janelle, Program Support Assistant, Central Family Center, \$14.30/hr,

3/01/2017, New position to support YMCA as specified in the agreement at no additional impact to the general fund

**Recommended Action**

Approve the non-certified contracts as presented.

**5.1.5 Approval of Director of Finance and Operations**

Last Name, First Name , Position, Location, Effective, Salary  
Johnson, Suzanne, Director of Finance and Operations, District Wide,  
6/01/2017, \$130,000.00

**Recommended Action**

Approve the Director of Finance and Operations as presented.

**5.1.6 Approval of Long Term Substitute Contracts**

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step,  
Approx. Days, FTE, Salary  
Read, Sadie, Schmitz, Lyndie, Teacher, Media Specialist, Pearson 6th  
Grade Center, 4/14/2014 through  
approx. 5/26/2017, BA Step 3, 31, 1.0, 212.04/day  
Klecker, Jennifer, Otting, Kailey, Teacher, Grade 3, Jackson Elementary  
School, 4/12/2017  
through approx. 5/26/2017, BA Step 4, 33, 1.0, 218.04/day  
Tanberg, Susan, Gangl, Jillian, Teacher, DAPE, Sweeney Elementary  
School, 2/13/2017 through approx. 5/5/2017, BA Step 3, 56, 1.0, 212.04/day

**Recommended Action**

Approve the long term substitute contracts as presented.

5. 2. Approval of minutes of the February 13, 2017 Business Meeting February 27, 2017 Board Learning Session. 7  
**Recommended Action**  
Approve the minutes of the February 13, 2017 Business Meeting February 27, 2017 Board Learning Session as presented.
5. 3. Consideration of bills and authorization to pay same.  
**Recommended Action**  
Approve the bills and authorize to pay same as presented.
5. 4. Approval of Wires Report. 12  
**Recommended Action**  
Approve the wires report as presented.
5. 5. Approval of Change Order #4 13  
Change Order #4 for the High School Additions and Renovations in the amount of \$145,925.70 is presented for approval.  
**Recommended Action**  
Approve Change Order #4 as presented.
5. 6. Approval of Change Order #5 14  
Change Order #5 for the Vaughan Field Stadium/Concessions Improvements in the amount of \$106,820.00 is presented for approval.  
**Recommended Action**  
Approve Change Order #5 as presented.
5. 7. Approval of the 2017-2020 Achievement & Integration Plan 15  
**Recommended Action**

Approved the 2017-2020 Achievement & Integration Plan as presented.

6. OLD BUSINESS DISCUSSION ITEMS

6. 1. Shakopee High School Central Kitchen Project Update

Wold Architects & Engineers and ICS Consulting will present an update on the high school central kitchen project.

Presenter: Wold Architects & Engineers and ICS Consulting

Time: 15 minutes

7. OLD BUSINESS ACTION ITEMS

7. 1. The Academies of Shakopee Academy Champions

Superintendent Rod Thompson will present the St. Francis Regional Medical Center as The Academies of Shakopee Health Science Academy Champion and the HomeTown Bank as The Academies of Shakopee Business & Entrepreneurship Academy Champion for board approval.

**Recommended Action**

Approve the St. Francis Regional Medical Center as The Academies of Shakopee Health Science Academy Champion and the HomeTown Bank as The Academies of Shakopee Business & Entrepreneurship Academy Champion as presented and thank them both for their support of the students, families of the Shakopee Schools and the entire Shakopee community.

Presenter: Superintendent Rod Thompson

Time: 20 minutes

8. NEW BUSINESS DISCUSSION ITEMS

9. NEW BUSINESS ACTION ITEMS

10. OTHER

11. COMMITTEE REPORTS

12. UPCOMING MEETINGS AND IMPORTANT DATES

March 20, 2017 School Board Retreat 5:00-8:00PM

April 10, 2017 School Board Business Meeting 6:00PM

April 17, 2017 School Board Retreat 5:00-8:00PM

13. ADJOURNMENT



## Resolution of Appreciation Honoring School District Volunteers

- Whereas,** *each year more than 1900 volunteers give unselfishly of their time and talents in support of education in Shakopee schools; and*
- Whereas,** *volunteers play an essential role in supporting and enhancing education and helping the Shakopee Public Schools reach our goal of academic success for all learners; and*
- Whereas,** *volunteers provide learning opportunities for students and assistance for teachers beyond what the traditional resources of the school district can offer; and*
- Whereas,** *volunteers assist in classrooms, on athletic fields, and behind the scenes. They work with students to reinforce basic skills, share their careers and expertise as speakers and mentors, chaperone field trips, raise extraordinary funds in support of programs and complete marathons of clerical work; and*
- Whereas,** *volunteers help the district establish a standard of quality and direction for the future through service on building leadership teams, parent-teacher organizations, advisory councils and special task forces; and*
- Whereas,** *all these volunteer efforts bring together the community and its schools for the benefit of students, make the district a better place to live and learn and set an example for students about the importance of education and volunteer service.*

**Now, therefore, be it resolved,** *that the Board of Education of Shakopee School District #720 hereby extends its sincere appreciation to all district volunteers for their amazing dedication and service; and*

**Be it further resolved,** *that the Shakopee School Board hereby proclaims April 23-29, 2017 as **Volunteer Week** in Shakopee Public Schools to honor the significant and positive impact volunteers have on education.*

*Adopted this 13th day of March, 2017*

\_\_\_\_\_  
*Scott Swanson, Chairperson*

\_\_\_\_\_  
*Angela Tucker, Vice Chairperson*

\_\_\_\_\_  
*Matt McKeand, Treasurer*

\_\_\_\_\_  
*Shawn Hallett, Clerk*

\_\_\_\_\_  
*Reggie Bowerman, Director*

\_\_\_\_\_  
*Tony Pass, Director*

\_\_\_\_\_  
*Mary Romansky, Director*

\_\_\_\_\_  
*Dr. Rod Thompson, Superintendent of Schools*

# Minutes of School Board Business Meeting

## School Board Shakopee Public Schools

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A School Board Business Meeting of the School Board of Shakopee Public Schools was held Monday, February 13, 2017, 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 SWANSON.

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

ABSENT:

2. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.

2. 1. Presentation of the Shakopee Education Endowment Foundation (SEEF) 2016-17 Grants

2. 2. Shakopee High School Student Logan Chelmo Recognition

2. 3. Shakopee Teacher Candidates for Minnesota Teacher of the Year

2. 4. Threads for Teens - Grace & Katie Myler

3. RECOGNITION OF VISITORS TO BOARD MEETING.

4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.

5. CONSENT ITEMS

5. 1. Personnel Items

### **5.1.1 Acceptance of Retirements**

Last Name, First Name, Position, Location, Effective

Alovera, Simplicio, Head Custodian, Central Family Center, 2/10/2017

Rislund, Paulette, Volunteer Program Coordinator, District Wide, 2/28/2017

### **Recommended Action**

Accepted the retirements and thanked them for their service to the district as presented.

### **5.1.2 Acceptance of Resignations**

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

Chamberlain, Erin, Teacher, Kindergarten, Eagle Creek Elementary School, 5/26/2017

Glynn, Deanne, Lead Program Support Assistant, District Wide, 1/23/2017

Meek, Romaine, Duplicating Secretary, Central Family Center, 2/10/2017

Moak, Kristin, Instructional Coach, Pearson 6th Grade Center, 5/26/2017

Nolan, Katie, School Nurse, Central Family Center, 2/24/2017

Patterson, Amy, Program Support Assistant, Sun Path Elementary School, 1/27/2017

Pflueger, Michelle, Health Assistant, High School, 2/15/2017

Sindelir, JoAnn, Pre-School Screening, Central Family Center, 1/20/2017

Williams, Jessica, Teacher, Building Substitute, Sun Path Elementary School, 2/10/2017

### **Recommended Action**

Accepted the resignations and thanked them for their service to the district as presented.

### **5.1.3 Approval of Certified Contract**

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

Breyer, Heidi, Building Substitute Teacher, Jackson Elementary School, N/A, N/A, 1.0, 2/13/2017-4/28/2017, \$125.00/day, R

#### **Recommended Action**

Approved certified contract as presented.

### **5.1.4 Approval of Non-Certified Contracts**

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

Betlock, Lisa, Program Support Assistant, Red Oak Elementary School, \$12.96/hr, 2/03/2017, R

Houser, Kari, .313FTE, Program Support Assistant, Eagle Creek Elementary School, \$14.58/hr, 2/06/2017, R

Kubler, Jayne, .469FTE, Program Support Assistant, Eagle Creek Elementary School, \$15.47/hr, 2/06/2017, R

Paul, Linda, Technology Assistant, High School, \$17.20/hr, 1/10/2017, R

Wicks, Laura, Program Support Assistant, Sun Path Elementary School, \$14.30/hr, 2/13/2017, R

#### **Recommended Action**

Approved the non-certified contracts as presented.

### **5.1.5 Approval of Long Term Substitute Contracts**

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

Olson, William, Tuseth, Chase, Teacher, Science, Tokata Learning Center, 2/06/2017 through approx.

5/26/2017, MA Step 3, 76, 1.0, \$254.10/day

Cronin, Chris, Haake MaryKate, Teacher, Grade 1, Jackson Elementary School, 2/20/2017 through approx.

5/26/2017, BA Step 3, 66, 1.0, \$212.04/day

Breyer, Heidi, McGuire, Kristine, Teacher, Grade 1, Jackson Elementary School, 5/1/2017 through approx.

5/26/2017, BA + 30 Step 3, 17, 1.0, \$234.59/day

Scheu, Nicole, Fore, Ashley, Teacher, Tech Education, Pearson, 6th Grade Center, 3/20/2017 through

approx. 5/19/2017, BA + 30 Step 3, 40, 1.0, \$243.59/day

Conrad, Ann, Storkson, Nicole, Teacher, Special Services, High School, 2/01/2017 through approx. 5/26/2017,

BA Step 3, 79, 1.0, \$212.04/day

Peterson, Jennifer, Stockey, Sally, School Social Worker, Sweeney Elementary School, 2/06/2017 through

approx. 5/26/2017, BA Step 3, 76, 1.0, \$212.04/day

VanHorn, Alexandra, Phat, Sulin, Avid Tutor, West Junior High School, 2/13/2017 through approx. 3/13/2017,

Grade 3 Step 1, 20, .588, \$14.30/hr

Garcia, Heather, McKenzie, Theresa, Program Support Assistant, Red Oak Elementary School, 2/08/2017

through approx. 3/20/2017, Grade 3 Step 1, 28, .813, \$14.30/hr

#### **Recommended Action**

Approved the long term substitute contracts as presented.

5. 2. Approval of minutes of the January 9, 2017 School Board Re-Organization and Business Meeting.

#### **Recommended Action**

Approved the minutes of the January 9, 2017 School Board Re-Organization and 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.

5. 5. Approval of Change Order #4

Change Order #4 for the High School Early Site Package with Northwest Asphalt, Inc. in the deduct amount of -\$741.10 is presented for approval.

#### **Recommended Action**

Approved Change Order #4 as presented.

5. 6. Indian Education Federal Grant

**Recommended Action**

Accepted the Indian Education Federal Grant information as presented.

6. OLD BUSINESS DISCUSSION ITEMS

6. 1. Construction Updates

Assistant Superintendent John Bezek provided an update on all aspects of our construction projects.

7. OLD BUSINESS ACTION ITEMS

7. 1. Acceptance of Master Plan

Board Member and Steering Committee Representative Reggie Bowerman and Superintendent Thompson presented the Ford Next Generation Learning Master Plan for Board acceptance. Our community designation ceremony will be held the afternoon of May 9, 2017.

**Recommended Action**

Tucker/Hallett moved to accept the Ford NGL Master Plan as presented; motion passed unanimously.

7. 2. District Brand and Messaging Guide

Communications Supervisor Ashley McCray presented the district's Brand and Messaging Guide for Board acceptance.

**Recommended Action**

McKeand/Pass moved to accept the Brand and Messaging Guide as presented; motion passed unanimously.

8. NEW BUSINESS DISCUSSION ITEMS

8. 1. Shakopee Public Schools Legislative Grant Request

School Board Clerk Shawn Hallett presented an update on the Academies of Shakopee legislative grant proposal recently presented to Senator Eric Pratt. An additional date has been set to visit with Representative Bob Loonan.

8. 2. Attendance Areas Process Including Benchmarks - Effective Fall 2018

Superintendent Thompson provided an overview of the process that will be used to form new district boundaries for the 2018-19 School Year.

February - Framework, Benchmarks and Guiding Change Document created by School Board

March - First Look and Review of Proposed 2018-19 Attendance Area Changes

March 20 - April 10, 2017 - Public Review and Comment

April - 1st Reading of 2018-19 Attendance Areas

May - 2nd Reading of 2018-19 Attendance Areas

9. NEW BUSINESS ACTION ITEMS

10. OTHER

11. COMMITTEE REPORTS

12. UPCOMING MEETINGS AND IMPORTANT DATES

February 20, 2017	School Board Retreat	5:00-9:00PM
February 27, 2017	School Board Learning Session	6:00PM
March 13, 2017	School Board Business Meeting	6:00PM
March 20, 2017	School Board Retreat	5:00-8:00PM
April 10, 2017	School Board Business Meeting	6:00PM
April 17, 2017	School Board Retreat	5:00-8:00PM

13. ADJOURNMENT TO CLOSED SESSION

McKeand/Pass moved to adjourn to closed session as presented; motion passed unanimously.

14. CALL TO ORDER - CLOSED SESSION

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

ABSENT:

The School Board will close the meeting pursuant Minn. Stat. § 13.05, subd. 2(a)(3) to discuss private educational data regarding a student incident, and Minn. Stat. § 13.05, subd. 3(b)(the attorney-client privilege) to discuss a notice of claim concerning a student incident.

15. ADJOURNMENT TO OPEN SESSION

Bowerman/McKeand moved to adjourn to open session as presented; motion passed unanimously.

16. ADJOURNMENT

At 9:15PM, Romansky/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, February 27, 2017, 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 SWANSON

PRESENT: Hallett, McKeand, Pass, Tucker and Swanson

ABSENT: Bowerman and Romansky

2. Consideration of Agenda as presented.

2. 1. Executive Director of Finance and Operations Interview #1

2. 2. Executive Director of Finance and Operations Interview #2

3. Other

4. UPCOMING MEETINGS AND IMPORTANT DATES

March 13, 2017	School Board Business Meeting	6:00PM
March 20, 2017	School Board Retreat	5:00-8:00PM
April 10, 2017	School Board Business Meeting	6:00PM
April 17, 2017	School Board Retreat	5:00-8:00PM

5. ADJOURNMENT

At 8:52PM, Tucker/McKeand moved to adjourn as presented; motion passed unanimously.

## February 2017 Wires

### Wires In

Feb 17 Feb Servs	\$ 169,411.46	
Feb 17 17 State Check	3,102,151.31	
Feb 28 17 State Check	4,105,076.37	
MSDLAF Int Feb 17	1,388.50	
MSDLAF Building Int Feb 17	19,350.95	
Feb 2017 Health Interest	2.70	
Feb 2017 Dental Interest	1.85	
PFM OPEB Int Feb 17	64,194.27	
<b>Tota Wires In</b>		<b>\$ 7,461,577.41</b>

### Wires Out

Feb 02 17 Payroll	\$ 1,500,000	
Feb 6 17 Taxes	1,175,000	
Feb 8 17 Board Checks	400,000	
Feb 16 17 Board Checks	1,900,000	
Feb 21 17 Payroll	1,175,000	
Feb 16 Dental Trust	55,000	
Feb 16 Health Trust	675,000	
2015 Bldg Fund Expense	1,600,000	
<b>Total Wires Out</b>		<b>\$ 8,480,000.00</b>

**Net February 2017** \$ (1,018,422.59)



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## Change Order

<b>PROJECT</b> <i>(Name and address):</i>	<b>CHANGE ORDER NUMBER:</b> 004	OWNER: <input checked="" type="checkbox"/>
Shakopee High School Additions and Renovations 100 17th Avenue West Shakopee, MN 55379	<b>DATE:</b> January 26, 2017	ARCHITECT: <input checked="" type="checkbox"/>
<b>TO CONTRACTOR</b> <i>(Name and address):</i>	<b>ARCHITECT'S PROJECT NUMBER:</b> 152092	CONTRACTOR: <input checked="" type="checkbox"/>
Shaw-Lundquist Associates, Inc. 2757 West Service Road St. Paul, MN 55121	<b>CONTRACT DATE:</b> July 26, 2016	FIELD: <input type="checkbox"/>
	<b>CONTRACT FOR:</b> General Construction	OTHER: <input type="checkbox"/>

### THE CONTRACT IS CHANGED AS FOLLOWS:

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

- 1) PCO #006 / Wold PR #4 - Plumbing review revisions per MDLI Code Review. ADD: \$36,506.44
- 2) PCO #007 / Wold SI #2 - Plumbing review revisions per MDLI Code Review. ADD: \$50,893.30
- 3) PCO #022 / Wold PR #13 - Mechanical revisions per MDLI plumbing review. ADD: \$1,701.04
- 4) PCO #026 / Wold PR #16 - Upsize stormwater piping from 15" to 18" southwest of Field House. ADD: \$1,597.05
- 5) PCO #027 / Wold SI #9 - Thin brick color clarifications at precast wall panels. NO COST IMPACT
- 6) PCO #028 / Wold PR #18 - Area T structural clarifications. ADD: \$16,633.75
- 7) PCO #029 / Wold PR #19 - Delete precast pattern at interior Weight Room and Comp Gym. DEDUCT: (\$8,634.00)
- 8) PCO #032 / Wold PR #21 - Structural changes due to existing conditions at Auxiliary Gym. ADD: \$47,228.12
- 9) PCO #033 / Wold SI #10 - Overflow storm drain per RFI #136 response. NO COST IMPACT

TOTAL THIS CHANGE ORDER = ADD: \$145,925.70

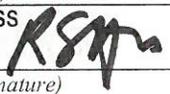
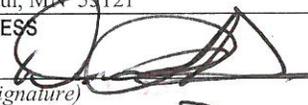
The original Contract Sum was	\$ 73,088,000.00
The net change by previously authorized Change Orders	\$ 429,311.56
The Contract Sum prior to this Change Order was	\$ 73,517,311.56
The Contract Sum will be increased by this Change Order in the amount of	\$ 145,925.70
The new Contract Sum including this Change Order will be	\$ 73,663,237.26

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 10, 2018.

**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.

Wold Architects Engineers <b>ARCHITECT</b> <i>(Firm name)</i>	Shaw-Lundquist Associates, Inc. <b>CONTRACTOR</b> <i>(Firm name)</i>	Independent School District #720 <b>OWNER</b> <i>(Firm name)</i>
332 Minnesota Street, Suite W2000 St. Paul, MN 55102 <b>ADDRESS</b>	2757 West Service Road St. Paul, MN 55121 <b>ADDRESS</b>	1200 Town Square Mall Shakopee, MN 55379 <b>ADDRESS</b>
 <b>BY</b> <i>(Signature)</i>	 <b>BY</b> <i>(Signature)</i>	 <b>BY</b> <i>(Signature)</i>
SCOTT McQUEEN <i>(Typed name)</i>	DAVID LARSON <i>(Typed name)</i>	 <i>(Typed name)</i>
2/21/17 <b>DATE</b>	2-16-17 <b>DATE</b>	 <b>DATE</b>



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## Change Order

<b>PROJECT</b> (Name and address): Vaughan Field Stadium/Concessions Improvements 200 10th Avenue East Shakopee, MN 55379	<b>CHANGE ORDER NUMBER:</b> 005 <b>DATE:</b> January 26, 2017	<b>OWNER:</b> <input checked="" type="checkbox"/> <b>ARCHITECT:</b> <input checked="" type="checkbox"/> <b>CONTRACTOR:</b> <input checked="" type="checkbox"/> <b>FIELD:</b> <input type="checkbox"/> <b>OTHER:</b> <input type="checkbox"/>
<b>TO CONTRACTOR</b> (Name and address): Maertens-Brenny Construction Company 8251 Main Street Northeast Minneapolis, MN 55432	<b>ARCHITECT'S PROJECT NUMBER:</b> 152123 <b>CONTRACT DATE:</b> February 23, 2016 <b>CONTRACT FOR:</b> General Construction	

**THE CONTRACT IS CHANGED AS FOLLOWS:**

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

- 1) PCO #020 / Wold PR 13 - Turn lane improvements per Scott County. ADD: \$79,730.00
- 2) PCO #022 / Wold PR 15 - Underground Conduit for SPUC (SPUC provided conduit for wire). ADD: \$4,573.00
- 3) PCO #036 / Maertens-Brenny GCPR #15 - Correction to Manhole 102, per City Engineering. ADD: \$3,850.00
- 4) PCO #037 / Maertens-Brenny GCPR #16 - Relocation of Transformer per SPUC/District. ADD: \$14,973.00
- 5) PCO #047 / Maertens-Brenny GCPR #30 - Add two (2) additional communication boxes at track. ADD: \$3,103.00
- 6) PCO #048 / Maertens-Brenny GCPR #31 - Delete housekeeping pad at water heater. DEDUCT: (\$480.00)
- 7) PCO #049 / Maertens-Brenny GCPR #32 - Revision to team room wall finishes. ADD: \$1,071.00

TOTAL THIS CHANGE ORDER: ADD: \$106,820.00

The original Contract Sum was	\$ 5,341,000.00
The net change by previously authorized Change Orders	\$ 29,452.94
The Contract Sum prior to this Change Order was	\$ 5,370,452.94
The Contract Sum will be increased by this Change Order in the amount of	\$ 106,820.00
The new Contract Sum including this Change Order will be	\$ 5,477,272.94

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 September 6, 2016.

**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> <b>ARCHITECT</b> (Firm name)	<u>Maertens-Brenny Construction Company</u> <b>CONTRACTOR</b> (Firm name)	<u>Independent School District #720</u> <b>OWNER</b> (Firm name)
332 Minnesota Street, Suite W2000 St. Paul, MN 55102 <b>ADDRESS</b> <i>RSM</i>	8251 Main Street Northeast Minneapolis, MN 55432 <b>ADDRESS</b> <i>[Signature]</i>	1200 Town Square Mall Shakopee, MN 55379 <b>ADDRESS</b>
<b>BY</b> (Signature) R. Scott McQueen (Typed name) <i>2/14/17</i>	<b>BY</b> (Signature) John Hoffman (Typed name) <i>2/16/17</i>	<b>BY</b> (Signature) Michael Burlager (Typed name)
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**Achievement and Integration Plan  
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

**District ISD# and Name: Shakopee Public Schools #720**

District's Integration Status: Racially Isolated District (RI)

Superintendent's Name: Dr. Rod Thompson

Phone: 952-496-5006

E-mail: rthompson@shakopee.k12.mn.us

Plan submitted by:

Name: Ray Betton

Title: Excellence with Equity Supervisor

Phone: 612-840-3947

E-mail: rbetton@shakopee.k12.mn.us

**School Board Approval**

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Dr. Rod Thompson

Signature:

Date Signed: **Enter date.**

School Board Chair: Scott Swanson

Signature:

Date Signed: **Enter date.**

**Integration Collaborative Member Districts**

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: MN River Valley Integration Collaborative

1. **Prior Lake Savage School District 719 A** - Adjoining
2. **Jordan School District 717 A** - Adjoining

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

### Plan Input

Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Jeff Holmberg Prior Lake, Julie Menden Shakopee, Chad Williams Jordan

Community Collaboration Council for the RIS: [Enter text here](#).

### Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. <http://www.shakopee.k12.mn.us/domain/1834>

### Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

**GOAL # 1:** By 2020 the graduation rate for Hispanic students will rise from 68% to 88% or above so that the Hispanic 4-year graduation rates meets or exceeds the graduation rate of white students.

**Aligns with WBWF area:** All students graduate from high school.

**Objective 1.1:** Through the implementation of a freshman academy students will identify college and career pathways based on areas of interest.

**Objective 1.2:** All students will have individualized learning plans (My Saber Plan) along counselors that are working with them to ensure graduation requirements are being met.

**GOAL # 2:** By 2020 the achievement gap for Hispanic students in reading will close from 37% to 13%. Currently 37% of Hispanic students are at standard in reading and 74% of white students are at standard.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 2.1:** In grades K-12 best practice instruction including culturally linguistically responsive teaching methods will be used to engage students based on identified strengths and weaknesses.

**Objective 2.2:** Through the use of instructional coaching and strategy based instruction all students will have the skills needed to read at or above grade level.

**GOAL # 3:** By 2020 district-wide discipline referrals for Latino students will drop from 26% of total office referrals to a representative 13% percent of Latino students.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 3.1:** Provide district-wide professional development that focuses on cultural and linguistic responsiveness, student engagement and understanding diverse learners.

*Copy and paste the text above to add goals and objectives, changing the number for additional goals.*

## INTERVENTIONS

**Directions** Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

**Requirement** At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

### Intervention 1 Young Scholars

**Priority Area:** Instruction and Assessment

**Objective this intervention supports 2.1, 2.1, 3.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** The Young Scholars (YS) program is an academic program that embraces research-based practices for identifying and nurturing academic potential in students who have been historically underrepresented for gifted services and

advanced programming. The program was originally designed and implemented in Fairfax County (VA) Public Schools' (FCPS) in 2002. Young Scholars is one of eight nationally-recognized programs which demonstrate clear evidence of successfully supporting diverse high-ability learners. Students are considered for the Young Scholars program based on their need for: Access to resources and experiences that nurture their high potential Affirmation of their potential to develop their self-confidence and academic propensity Advocacy to ensure that their potential is recognized and further developed  
Grade levels to be served: K-5

Location of services: All elementary schools – Red Oak, Eagle Creek, Sun Path, Jackson, Sweeney

**Formative assessment(s) used to inform instructional decision-making:** Student enrollment data, district common assessments, MCA scores, student survey, family survey, teacher survey, push-in observation lessons.

**Evidence of research-base:**

The data is promising and suggests that the Young Scholars model has the capacity to be an important vehicle for change. Schools that implemented the model took a comprehensive approach to the issue of underrepresentation that changed the culture of the school and their perception of who should participate in advanced academic opportunities. The program continues to find and serve students who historically have not had access to advanced academic classes and there is a critical mass of Young Scholars now at the secondary level. Data for FY15 suggests that Young Scholars are enrolling in and experiencing success in advanced academic courses in middle school and high school: 95% of the Young Scholars in secondary school are enrolled in Honors, AP, and/or IB courses and 79% are achieving A's and B's. Of the 716 Young Scholars in grade 12 in 2015, 98% indicated in Naviance that they planned to attend college. Professional development on the Young Scholars is critical to the success of the model.

<http://commweb.fcps.edu/programprofile/report.cfm?profile=93>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Reading gap will be reduced to 28% between white students and Latino students	28%		
Reading gap will be reduced to 18% between white students and Latino students.		18%	
Reading gap will be reduced to 8% between white students and Latino students.			8%

**Intervention 2 AVID**

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1, 2.1, 3.1

**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** AVID stands for Advancement Via Individual Determination. It is a college readiness system that prepares students in kindergarten through 12th grade for college eligibility and success. Some colleges and universities have also implemented AVID to help their students. Since it began in 1980 in California, AVID has been adopted by more than 4,800 schools and 41 institutions of higher education in 45 states and 16 countries, providing training for more than 30,000 educators each year and making a difference in the lives of more than 700,000 students.

AVID is for all students but targets those in the academic middle and who are usually under-served. Its systematic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance. AVID is not a remedial, niche or college outreach program. It is not a free ride nor is it a study hall. Students must learn and apply the skills they are taught in their AVID elective class as well as do the academically rigorous work required.

Grade levels to be served: Secondary

Location of services: East Junior High, West Junior High, Shakopee High School

**Formative assessment(s) used to inform instructional decision-making:** Course enrollment, enrollment demographics, GPA, grades, family survey, student survey, drop-out rate, graduation rate

**Evidence of research-base:** Schools prosper from the implementation of AVID programs. Since its inception in 1980, AVID had affected the performance profile of the school by leveraging success of disaggregated subgroups of students, particularly African American and Latino students, as well as students from lower income families (Watt, Powell, Mendiola & Cossio, 2006). Of the more than 20,000 AVID graduates nationwide, 93% have gone on to college (Gomez, 2001). One study found, "students that participated in AVID were 20% more likely to participate in 4-year colleges and universities with the overall AVID college participation rate at 93%. (Mehan, 1996). Participation in AVID is related to school accountability ratings. Watt, Powell, Mendiola, and Cossio (2006) over a 4-year period evaluated 10 high schools in four Texas school districts and found unanimous accountability improvement. Additionally, AVID participants had reduced dropout rates and higher college entrance rates when compared to non-AVID school programs. AVID students, with higher minority concentrations than the general school population, showed greater improvement on standardized tests, grade point averages and had better than average attendance than their non-AVID peers (Watt, Yanez & Cossio, 2003). In summary, the research concerning AVID programs leads to two main conclusions, improvement in graduation rates and entrance into post-secondary education for students, and concurrent enhancement of school accountability ratings. AVID students prosper through mentoring programs, strategy instruction and a social commitment to the program and administrators.

<http://www.ccsd.net/resources/assessment-accountability-research-school-improvement-division/pdf/research/avid-effectiveness-study-oct-2006.pdf>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Reading gap will be reduced to 28% between white students and Latino students.	28%		
Reading gap will be reduced to 18% between white students and Latino students.		18%	
Reading gap will be reduced to 8% between white students and Latino student.			8%

**Intervention 3** Middle School High School Careers Pathways and Freshman Academy

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports:** 1.1, 1.2

**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** The social and economic costs of student dropout from high school are well-documented and can be traced directly to performance and engagement during the 9th grade academic year. This year represents the transition to high school where students move from smaller middle schools and begin the process of accumulating credits for graduation. This transition leads to many students becoming “at-risk” through an increase in student absence, negative behaviors, and course failures. By assisting 9th graders through this transition and keeping them on-track, research has indicated that they will be 3.5 times more likely to graduate from high school. A variety of interventions have been used to assist students to stay on-track during their transition to 9th grade. One of the most successful interventions has been the use of a 9th grade academy. In one study, students experiencing a 9th grade academy had a dropout rate of 6%, compared with an average of 12.5% in schools not using this program. 9th grade academies provide the necessary and focused support that students need during this vulnerable period. The use of small learning communities, interdisciplinary instruction, and focused professional development for teachers all are intended to reduce the indicators that lead to an increased likelihood of student dropout.

"5 Early Warning Indicators." National Research Council. 2011. *High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions*. Washington, DC: The National Academies Press. doi: 10.17226/13035.

Grade levels to be served: 6<sup>th</sup>-8<sup>th</sup>

Location of services: East Junior High, West Junior High School, Shakopee High School

**Formative assessment(s) used to inform instructional decision-making:** Middle School GPA, Naviance, MCA scores

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Their studies showed that ninth graders who were on-track at the end of the freshman year were 3.5 times more likely to graduate than the students who ended their freshman year off-track. Of the on track students, 82 percent graduated from high school within four years, while only 22 percent of the off-track students graduated on time. After five years, the graduation rate was 85 percent for the on-track students and 28 percent for the off-track students.

“Findings showed that the on-track indicator was nearly eight times more predictive of graduation than grade 8 achievement test scores.

Students who ended their freshman year with a GPA of 2.5 or higher had graduation rates of at least 86 percent. Students with freshman year GPAs of 1.5 or lower had a much lower graduation rate: 53 percent for those with a GPA of 1.5, and 28 percent or less for those with a GPA of 1.0 or lower.”

“Early Warning Indicators and Segmentation Analysis: A Technical Guide on Data Studies That Inform Dropout Prevention and Recovery.” 2014. Department of Education. Retrieved: 1/12/2017 from: <http://www.jff.org/sites/default/files/publications/materials/earlywarningindicators.pdf>.

### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Gap 15% or less between students of color and graduation rate	15%		
<b>Gap 10% or less between students of color and graduation rate</b>		10%	
<b>Gap 5% or less between students of color and graduation rate</b>			5%

### **Intervention 4** Culturally Linguistically Responsive Teaching – Professional Development

**Priority Area:** Leadership and Governance

**Objective this intervention supports:** 2.1,3.1

**Type of Intervention:** Equitable access to effective and more diverse teachers.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** District leaders will make use of resources from within as well as outside of the district to bring current, applicable professional development to staff. Third party consultants will provide professional development focusing on culturally and linguistically responsive teaching. Other focus areas may include growth mindset, relationship building, poverty, trauma, and restorative justice. Instructional materials will be reviewed by district staff for appropriateness and cultural awareness.

Grade levels to be served: K-12

Location of services: All schools

**Formative assessment(s) used to inform instructional decision-making:** Site Improvement Plan, I-team referrals, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Research indicates, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (Olneck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995). The link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996). Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources (Nieto, 2000) for creating optimal learning environments.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Office referrals for Hispanic students will drop so that they will be representative on a percentage basis of the student body.	21%		
Office referrals for Hispanic students will drop so that they will be representative on a percentage basis of the student body.		17%	
Office referrals for Hispanic students will drop so that they will be representative on percentage basis of the student body.			13%

**Collaborative Goal # 1:** Increase the % of staff indicating “true” or “mostly true” on a subset of questions from the A/I School Staff Survey from baseline in 2016-17 to 25% in 2017-18.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 2.1:** High school student leadership groups will engage in equity-focused leadership development and training in 2017-18 and beyond.

**Objective 2.2: High school student leadership groups will share their learning and reflections on their school environments with groups of stakeholders in 2017-18 and beyond.**

**Intervention #** Equity Training for Student Leadership Groups

**This intervention supports the following goal objective:** C 1.1, C1.2

**Type of Intervention:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of the critical features of the intervention.** Each district in the collaborative will identify a high school student leadership group that will engage in leadership development and training focused on diversity and equity within schools. These student leadership groups will then share their learning and reflections on their school environments with various groups of stakeholders (e.g. school boards, teachers, groups of administrators).

Grade levels to be served: 9-12

Location of services: TBD

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): The collaborative will choose five questions from the Achievement and Integration School Staff survey. These questions will be given to stakeholders groups before the interaction with the student leadership group and after the interaction with the student leadership group.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

“At the simplest level, student voice initiatives give young people the opportunity to share with administrators and faculty their opinions about school problems. In more extensive student voice initiatives, students collaborate with adults to address significant problems in their schools. And in rare cases, students assume leadership roles in change efforts” (Mitra, 2005). Research into student voice initiatives shows that such efforts can actually improve teachers' classroom practice (see Cushman, 2000; Daniels, Kalkman, & McCombs, 2001; Kincheloe, 2007). Often termed consultation, these student voice projects partner teachers and students to discuss teaching and learning. Faculty members, for example, may ask students for feedback on instructional styles, curriculum content, assessment, and other classroom issues (Rudduck, 2007).

Mitra, D. L. (2008). Amplifying Student Voice The Beginnings of Reform at Whitman. *Educational Leadership*, 66(3).

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
# of student participating in equity-focused leadership training and development	3/district	5/district	10/district
# of stakeholders who meet with student leadership groups after training	20	40	60
% of stakeholders who show increased scores on school staff survey	50	75	90



## *Where Minnesota School Boards Learn to Lead*

March 3, 2017

Dear Superintendent and Board Members:

MSBA is offering the *Building a High-Performance School Board Team: Phase III* workshop this spring. Please see the enclosed schedule.

Good governance doesn't just happen. Good governance takes learning and experience. We urge our students to be life-long learners and board members need to lead by example. The Phase Orientation Series is the foundation of a board member's governance training. These sessions also provide networking opportunities so you can meet your colleagues and learn from each other.

The *Building a High-Performance School Board Team: Phase III* workshop is designed for school board members who have attended *Learning to Lead – School Board Basics: Phase I* and *Leadership Foundations – School Finance and Management: Phase II* workshops, **but others are also welcome**. Attendees can earn ten (10) MSBA points toward the individual board member award program. Members who complete Phase I, Phase II, and Phase III, will receive a Leadership Development Certificate.

Information about the *Building a High-Performance School Board Team: Phase III* workshop is enclosed. Dates, times and locations are detailed on the schedule.

**Registration:** All registrations must be completed online only and through your district office. The registration page can be found by going to MSBA's website, [www.mnmsba.org](http://www.mnmsba.org), then click on the Event Registration link.

**Cancellation Policy:** This policy may be viewed on the online registration page. Before registering, please read the information carefully.

Your encouragement and effort have helped make this event successful in the past, as well as contributing to more positive board-superintendent relationships in our state. We continue to ask for your support by sharing these materials with the appropriate board members. The attendance of superintendents and more experienced board members is always a welcome addition to our workshops.

Best regards,

Katie Klanderud, Director  
Board Development

Enclosure



## 2017 BUILDING A HIGH-PERFORMANCE SCHOOL BOARD TEAM: PHASE III

**Fergus Falls - April 5, 2017**

Lakes Country Service Cooperative  
(1001 E. Mt. Faith)

**Thief River Falls - April 6, 2017**

Quality Inn  
(1060 Hwy 32 S.)

**Mountain Iron - April 7, 2017**

Northeast Service Cooperative  
(5525 Emerald Ave.)

**Marshall – April 11, 2017**

Southwest West Central Service Cooperative  
(1420 E. College Dr.)

**Maple Grove – April 18, 2017**

Holiday Inn Hotel & Suites – Arbor Lakes  
(11801 Fountains Way N.)

**Rochester – April 19, 2017**

Wood Lake Meeting Center  
(210 Wood Lake Dr. SE)

**Presented to you by MSBA Staff:  
Greg Abbott, Director of Communications  
Katie Klanderud, Director of Board Development**

### AGENDA

- 8:30 a.m. Registration/Coffee - Meet Your Colleagues
- 9:00 a.m. Methods of Decision Making
- Stages of Board Development
- Navigating Board Dynamics
- 12:00 p.m. Board Member Networking Lunch
- 1:00 p.m. All on Board - Scenarios
- Board Self-Assessment
- 4:00 p.m. Adjourn