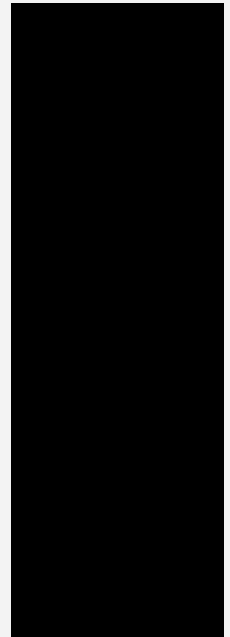


SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





Shakopee Public Schools
School Board Regular Business Meeting
District Office Board Room, 1200 Town Square,
Shakopee

January 6, 2020
6:00 PM

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. OATH OF OFFICE
5. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS
 - Department of Teaching & Learning Shakopee High School Teacher Recognition
 - Thom Amundsen Arts & Communication Academy
 - Todd Anderson Engineering & Manufacturing Academy
 - Heather Baumbach Business & Entrepreneurship Academy
 - Andy Brown Arts & Communication Academy
 - Elizabeth Duehr Academy Coach
 - Diane Ewing Business & Entrepreneurship Academy
 - Mandy Gaugler Health Science Academy
 - Sara Gilkinson Human Services Academy
 - T.J. Hendrickson Engineering & Manufacturing Academy
 - Matt Iverson Health Science Academy
 - Martin Lohman Science & Technology Academy
 - Rachel Paulson Arts & Communication Academy
 - Hannah Staub Arts & Communication Academy
 - Jenn Tabios Human Services Academy
 - Lisa Walker Health Science Academy
 - Shawna Wilson Human Services Academy

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6. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS
7. NEW BUSINESS

7. 1. Election of School Board Officers
 - A. Consideration to elect the office of Chairperson
 - B. Consideration to elect the office of Vice Chairperson
 - C. Consideration to elect the office of Treasurer
 - D. Consideration to elect the office of Clerk
7. 2. Consideration to adopt compensation amounts for the members of the Board of

Education for calendar year 2020

2019 Compensation

\$4500 annually per member

\$500 additional per year for Chairperson and Vice Chairperson

7. 3. Consideration to approve the Clerk, Treasurer, and Chair as signers on checks issued by the school district
7. 4. Consideration to approve the use of facsimile signatures by the Clerk, Treasurer, and Chair as when signing checks issued by the school district
7. 5. Consideration to approve the designation of official depositories for school district funds
 - Old National Bank
 - HomeTown Bank
 - Minnesota School District Liquid Asset Fund Plus
 - MinnTrust via PMA
 - Associated Bank (OPEB Trust transactions)
 - US Bank (Bonds)
 - Wells Fargo (Bonds)
 - BMO Harris (P-cards)
7. 6. Consideration to approve the designation of the Director of Finance and Operations, or designee, to deposit and/or invest surplus funds
7. 7. Consideration to approve the Director of Finance and Operations, or designee, to make Electronic Funds Transfers (EFT) on behalf of the school district
7. 8. Consideration to approve the authorization of the Superintendent, or designee, as having the authority, after informing the School Board as to such actions, to enter contracts and approve payments on behalf of the school district
7. 9. Consideration to approve the designation of the Shakopee Valley News as the official newspaper of the school district
7. 10. Consideration to approve the designation of the windows near the front doors of the District Office at 1200 Town Square as the official posting place for regular and special meeting notices
7. 11. Consideration to approve the designation of Ratwick, Roszak & Maloney as the school attorney
 - The School Board Chair and Superintendent, or designees, are the persons authorized to contact an attorney on behalf of the school district.
7. 12. Consideration to approve the designation of Superintendent Mike Redmond as the Identified Official with Authority (IOwA) for the MDE External User Access Recertification System
 - The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management
 - Standard which states that all user access rights to Minnesota state systems must

be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA). The Board recommends to authorize Mike Redmond to act as the Identified Official with Authority (IOWA) for Shakopee Public School District 0720-01.

7. 13. Consideration to approve the designation of the Superintendent's Administrative Assistant as the Education Identity and Access Management (EDIAM) security manager

The EDIAM Security system manages user accounts and authorization to secure website systems for the Minnesota Department of Education (MDE), Professional Educator Licensing and Standards Board (PELSB), and P20W (SLEDs and ECLDS).

7. 14. Consideration to adopt the online School District Policy Library

7. 15. Consideration to approve the 'automatic' rescheduling of a School Board work session or regular meeting, that is postponed on short notice due to weather or other serious event, from Monday at 6:00 PM to two days later on Wednesday at 6:00 PM

7. 16. Consideration to approve a mileage reimbursement rate for 2020. Mileage rate to set at IRS 2020 rate.

The IRS mileage reimbursement rate for 2020 is \$.575 per mile.

7. 17. Consideration to approve committee appointments for 2020

7. 18. Consideration to approve the 2020 School Board Meeting Calendar (work sessions, regular meetings, retreats, and committee meetings)

7. 19. Consideration to allow board, and other school district, meetings on Columbus Day

8. CONSENT ITEMS

8. 1. Personnel Items

7.1.2 Acceptance of Resignations

Last Name, First Name, Position, Location, Effective

Lisner, Amy, Teacher, Social Studies, West Middle School, 1/24/2020

Suman, Susanna, Food Service Worker, West Middle School, 12/20/2019

Weisenburger, Melissa, Office Assistant, High School, 1/03/2020

Recommended Action Accept the resignations and thank them for their service to the district.

7.1.4 Approval of Non-Certified Contracts

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

Ta, Ha, Program Support Assistant, Eagle Creek Elementary School, \$14.59/hr, 12/09/2019

LaBarre, Sarabelle, Program Support Assistant, Jackson Elementary School,
\$14.87/hr, 12/11/2019

Kurth, Lauren, Program Support Assistant, East Middle School, \$14.59/hr,
1/06/2020

Recommended Action

Approve non-certified contracts as presented.

7.1.5 Approval of Terminations

The district is recommending the termination of employment of Christine Suel, a
Program Support Assistant at the East Middle School. The termination will be
effective 12/12/2019.

The district is recommending the termination of employment of Mary Pat Fjelstad
a Food Service

Worker at East Middle School. The termination will be effective 12/12/2019.

Recommended Action

Approve the termination of the employees as presented.

8. 2. Approval of Minutes School Board Meetings 8

Recommended Action

Approve the minutes of the Truth in Taxation Hearing and School Board Business
Meeting held December 9, 2019, the School Board Business Meeting held
December 16, 2019 and School Board Emergency Business Meeting held on
December 23, 2019 as presented.

8. 3. Approval of 2020-21 Shakopee Middle School and High School Course Proposals
and Registration Guides 16

Recommended Action

Approve the 2020-21 Shakopee Middle School and High School Course Proposals
and Registration Guides as presented.

9. OLD BUSINESS

9. 1. Selection for Appointment to the Shakopee Board of Education

10. NEW BUSINESS

10. 1. Consideration to Approve: MSBA Local Control Resolution 151
Presenter: School Board Member Kristi Peterson

10. 2. Consideration to Approve: July 1, 2019- June 30, 2021 Shakopee Education
Association (SEA) Teacher Contract 152
Presenter: Members of the School Board Personnel Committee

11. OTHER

12. COMMITTEE REPORTS

13. RECOGNITION OF VISITORS TO BOARD MEETING

14. UPCOMING MEETINGS AND IMPORTANT DATES

January 11, 2020 9:00-2:00PM School Board Winter Retreat District Office Boardroom

January 15-17, 2020 All Day MSBA Winter Leadership Conference

January 27, 2020 6:00PM School Board Business Meeting District Office Boardroom

15. ADJOURNMENT



SCHOOL BOARD MEMBER OATH OF OFFICE

READ BY THE SUPERINTENDENT:

It is an honor that you were elected/appointed to guide the education of our community's children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community's educational future and then formulates the goals, defines the outcomes and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education's key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with district leadership and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

We will now recite the oath of office, and then sign this declaration.

RECITED BY SCHOOL BOARD MEMBERS:

I swear that I will support the Constitution of the United States and of this State, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 720 to the best of my judgment and ability.

Member Signature _____ January 6, 2020

Minutes of School Board Regular Business Meeting

School Board Shakopee Public Schools

A School Board Regular Business Meeting of the School Board of Shakopee Public Schools was held Monday, December 9, 2019, beginning at 6:00 PM in the District Office Board Room, 1200 Town Square, Shakopee.

1. CALL TO ORDER AND ROLL CALL - TRUTH IN TAXATION HEARING - CHAIR BOWERMAN

PRESENT: Aldrich, Christiansen, McKeand, Peterson, Tomczik, Tucker and Bowerman

ABSENT: None

Presentation of final levy.

Presenter: Director of Finance & Operations Jeff Priess

2. ADJOURNMENT OF HEARING

At 6:10PM, Aldrich/Christiansen moved to adjourn the Truth in Taxation Hearing as presented; motion passed unanimously.

3. At 6:15PM, CALL TO ORDER AND ROLL CALL - BOARD BUSINESS MEETING - CHAIR BOWERMAN

PRESENT: Aldrich, Christiansen, McKeand, Peterson, Tomczik, Tucker and Bowerman

ABSENT: None

4. PLEDGE OF ALLEGIANCE

5. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS

Congratulations to John Oman, Shakopee Public Schools Mountain Bike Team coach, on being named the Minnesota High School Cycling League Coach of the Year. The award recognizes a head coach whose efforts and leadership have inspired their athletes, assistant coaches and parents to achieve their individual and team goals. The award is not about points or time, but about character and empathy and someone who drives their athletes to success on or off the bike. In 2015, Oman and another rider started the Shakopee Mountain Bike Team. He has worked in our school district for 15 years. Oman is a technology and engineering teacher at East Middle School. Congrats!

Presenter: Chairman Reggie Bowerman

Freshman Amelie Girard became the first Shakopee girls swimmer to qualify for state since 2011. Not only did she qualify for the Class 2A state meet, but she broke two school records in the process. She competed in the 200 IM and the 100 Back. At the University of Minnesota Aquatic Center, Girard swam 2:08.50; breaking her own school record to finish 3rd in her heat and 11th overall in the state! Congratulations!

Presenter: Girls Swim and Dive Head Coach Jenny Carlson

6. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS

Tomczik/Christiansen moved to approve the agenda as presented; motion passed unanimously.

7. CONSENT ITEMS

McKeand/Peterson moved to approve the consent agenda presented; motion passed unanimously.

7. 1. Personnel Items

7.1.1 Acceptance of Resignations

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

Cruz, Amy, Custodian, High School, 11/29/2019

Rico Garcia, Yolanda, Program Support Assistant, Sweeney Elementary School, 11/18/2019

Riesgraf, Linda, Program Support Assistant, Sweeney Elementary School, 12/02/2019

Villafana, Nicole, Program Support Assistant, Sweeney Elementary School, 12/06/2019

Recommended Action

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

7.1.2 Approval of NonCertified Contracts for the 2019-20 School Year

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

Bardwell, Michael, Food Service Worker, High School, \$13.35/hr, 12/02/2019

Paliwal, Shweta, Program Support Assistant, Sweeney Elementary School, \$14.59/hr, 12/09/2019

Recommended Action

Approved noncertified contracts as presented.

7.1.3 Approval of Long Term Substitute Contract

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

Lewis, Kelsie, Hyatt, Christine, Teacher, Stepping Stones, Central Family Center, 12/13/2019 through approx.

3/6/2020, BA Step 3, 1.0, \$214.35/day

Recommended Action

Approved long term substitute contract as presented.

7.1.4 Approval of Assignment Change

Last Name, First Name, Old Position, New Position, FTE, Salary, Effective

Benz, Jonathan, Lead Technology Assistant, Technology Support Specialist, 1.0, \$61,500.00, 12/09/2019

Recommended Action

Approved the assignment change as presented.

7. 2. Approval of minutes of the November 18, 2019 School Board Business Meeting

Recommended Action

Approved the minutes of the November 18, 2019 School Board Business Meeting as presented.

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

Recommended Action

Approved the bills and authorized to pay same as presented.

7. 4. Approval of Wires Report

Recommended Action

Approved the wires report as presented.

8. OLD BUSINESS

8. 1. Informational Presentation: Monthly District Finance Update

Director of Finance & Operations Jeff Priess made a presentation of monthly budget update to the board.

8. 2. Consideration to Approve: 2020-21 and 2021-22 School District Calendars

Superintendent Mike Redmond presented the 2020-21 and 2021-22 School District Calendars for final approval.

Recommended Action

McKeand/Christiansen moved to approve the 2020-21 and 2021-22 school district calendars as presented; motion passed unanimously.

9. NEW BUSINESS

9. 1. Consideration to Accept: 2018-19 School District Audit

Director of Finance & Operations Jeff Priess and a representative from Bergan KDV presented the 2018-19 school district audit for final acceptance.

Recommended Action

Aldrich/McKeand moved to accept the Fiscal Year 2018-19 audit as presented; motion passed unanimously.

9. 2. Consideration to Approve: Final 2019 Payable 2020 Levy

Following the Truth in Taxation Hearing, the 2019 Payable 2020 Levy was presented for approval. (Total Levy - \$40,071,272.42).

Recommended Action

Tucker/Aldrich moved to certify the 2019 Payable 2020 Levy (\$40,071,272.42) as presented; motion passed unanimously.

9. 3. Consideration to Approve: Bond Sale

School Board has previously approved a capital improvement plan for various energy modifications at district facilities. The sale of Capital Facilities Bonds will provide funding for these improvements. Attached resolution authorized the Superintendent and Director of Finance and Operations to approve the sale provided that the principal amount does not exceed \$5,650,000 and the true interest rate does not exceed 3%. Principal and interest payments are Guaranteed from the energy savings that result from the facility modifications.

Christiansen/McKeand moved to approve the resolution stating the intention of the school board to issue general obligation capital facilities bond, Series 2020A and authorizing the approval of the sale of those bonds; covenanting an obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on these bonds as presented; motion passed unanimously.

9. 4. Informational Presentation: Community Facilities Task Force Report

Members of the Community Facilities Task Force shared a report summarizing their experiences, findings and guiding statements.

9. 5. Informational Presentation: 2020-21 Summary of Course/Program Proposals

Nancy Thul, Director of Teaching & Learning, Nika Summer, Teaching & Learning Supervisor, Erin Heilman, HP & Innovative Programs Coordinator and Zach Eidelbes, Teaching & Learning/CAPS Coordinator presented an overview of proposed course or program changes for the 2020-21 school year.

9. 6. Consideration to Approve: Middle School Attendance Areas

Assistant Superintendent Dave Orlowsky provided a brief overview of the Middle School Attendance Area recommended proposals. Superintendent Mike Redmond and Dave Orlowsky recommended approval of Proposal #106-- Middle School Attendance Areas and approval of the Intra-District Transfer Plan, as outlined in the presentation.

McKeand/Christiansen moved to approve 2020-21 MS Attendance Area Proposal #106 along with the Intra-District Transfer Plan as presented; motion passed unanimously.

9. 7. Consideration to Approve: Annual Resolution Establishing Combined Polling Places for Multiple Precincts

A 2017 law requires districts to pass a resolution every year if they want to combine polling places for a special election in 2020, and approve it every year beyond. The resolution must be approved by December 31 of each year for elections not held on the statewide General Election date. See the attached memo from the MN Secretary of State's Election Office for more info.

Recommended Action

Upon roll call vote, Christiansen/Tomczik moved to approve the Resolution Establishing Combined Polling Places for Multiple Precincts as presented; motion passed unanimously.

Ayes: Aldrich, Christiansen, McKeand, Peterson, Tomczik, Tucker and Bowerman

Nays: None

9. 8. Selection of Finalists: School Board Applicants

Selection of School Board Applicants as finalists to be interviewed on Monday, December 16, 2019 beginning at 6:00PM was determined to be Jeffrey Smith, Timothy Brophy and Tamra Tyler. The Board thanked the other applicants for their interest and willingness to serve the Shakopee School District community.

10. OTHER

11. COMMITTEE REPORTS

12. RECOGNITION OF VISITORS TO BOARD MEETING

13. UPCOMING MEETINGS AND IMPORTANT DATES

December 16, 2019	5:00PM	Personnel Committee Meeting	District Office Boardroom
December 16, 2019	6:00PM	Special School Board Meeting	District Office Boardroom
January 6, 2020	6:00PM	ReOrganization Meeting	District Office Boardroom
January 11, 2020	9:00-2:00PM	School Board Winter Retreat	District Office Boardroom
January 15-17, 2020	All Day	MSBA Winter Leadership Conference	
January 27, 2020	6:00PM	School Board Business Meeting	District Office Boardroom

14. ADJOURNMENT

At 9:13PM, Peterson/Tomczik moved to adjourn as presented; motion passed unanimously.

Minutes of School Board Special Business Meeting

School Board Shakopee Public Schools

A School Board Special Business Meeting of the School Board of Shakopee Public Schools was held Monday, December 16, 2019, beginning at 6:00 PM in the District Office Board Room, 1200 Town Square, Shakopee.

1. Call to Order and Roll Call - Vice Chair Tomczik

PRESENT: Aldrich, Christiansen, McKeand, Peterson, Tucker and Tomczik

ABSENT: Bowerman

2. Pledge of Allegiance

3. Consideration of agenda as presented

Peterson/Christiansen moved to approve the agenda as presented; motion passed unanimously.

4. Interview Preparation | Special School Board Meeting to Interview Finalists

The Shakopee School Board accepted applications to fill the seat vacated by Reggie Bowerman who is resigning effective December 31, 2019. At the October 14, 2019 board meeting, the Shakopee School Board approved a motion to begin the process to fill the vacancy. The replacement will serve on the Shakopee School Board for the 2020 calendar year. The person selected to serve could also choose to run as a candidate in the General Election in November 2020.

Minnesota statute mandates that applicants meet the following requirements:

- *At least 21 years of age

- *U.S. Citizen and eligible to vote

- *Resident of School District 720 for at least 30 days

- *No record of criminal sexual misconduct for which registration is required

Minnesota statute also mandates that candidates have a conflict of interest if you are a board member and:

- *Expect to make over \$8,000 as an employee of the district in any fiscal year, or

- *Have a personal financial interest in the sale, lease or contract with the district (there are exceptions), or

- *Hold another elected position, except township board

The School Board is expected to select a replacement at its January 6, 2020 meeting. Once selected, there is a 30-day waiting period prior to final appointment to the Shakopee School Board made on February 10, 2020.

- *October 15 - November 27, 2019 at 4:30PM | Candidate application window

- *December 9, 2019 | Discussion and selection of finalists at school board meeting

- *December 16, 2019 | Special School Board meeting to interview finalists

- *January 6, 2020 | Selection of person to be appointed to board

- *30-day waiting period

- *February 10, 2020 | Appointee seated on the Shakopee School Board

5. School Board Appointment Finalist Interviews

5. 1. 6:10PM Finalist Interview - Jeffrey Smith

5. 2. 6:45PM Finalist Interview - Timothy Brophy

5. 3. 7:20PM Finalist Interview - Tamra Tyler

6. Discussion

7. Upcoming Meetings and Important Dates

January 6, 2020	6:00PM	ReOrganization Meeting	District Office Boardroom
January 11, 2020	9:00-2:00PM	School Board Winter Retreat	District Office Boardroom
January 15-17, 2020	All Day	MSBA Winter Leadership Conference	
January 27, 2020	6:00PM	School Board Business Meeting	District Office Boardroom

8. Adjournment of Special School Board Business Meeting

At 7:08PM, Aldrich/Tucker moved to adjourn as presented; motion passed unanimously.

Minutes of School Board Emergency Business Meeting

School Board Shakopee Public Schools

A School Board Emergency Business Meeting of the School Board of Shakopee Public Schools was held Monday, December 23, 2019, beginning at 7:00 AM in the District Office Board Room, 1200 Town Square, Shakopee.

1. Call to Order and Roll Call - Chair Reggie Bowerman

PRESENT: Aldrich, Christiansen, McKeand, Peterson, Tomczik, Tucker and Bowerman

ABSENT: None

2. Pledge of Allegiance

3. Consideration of agenda as presented

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

4. Approval of Resolution for Sale of District Property

Consider approval of a resolution stating by name of Chair and Clerk granting them the authority to sign documents pertaining to the district's sale of Outlet A, Jackson Elementary School, Scott County, Minnesota

ACTION REGARDING SALE OF PROPERTY

Christiansen/McKeand moved THEREFORE BE IT RESOLVED that the Chairperson, Reggie Bowerman, and the Clerk, Angela Tucker, duly elected officers of the School Board, are authorized and directed to execute any documents necessary to consummate the sale of property legally described as Outlot A, Jackson Elementary School, Scott County, Minnesota, ("the Property") pursuant to the Purchase Agreement as amended for that Property, which is being sold for the sum of \$1,125,000.00, including specifically and without limitation authority to sign:

a. All documents required from Seller to satisfy the Buyer's title commitment;

b. All documents required to satisfy Seller's obligations under a Purchase Agreement between the District and the Buyer dated February 26, 2018, as amended by that certain First Amendment to Real Estate Purchase Agreement dated September 10, 2018, and that certain Second Amendment to Real Estate Purchase Agreement, dated April 8, 2019, and as assigned to Buyer pursuant to that certain Assignment and Assumption of Purchase Agreement for the sale and purchase of the certain property located in Shakopee, Minnesota legally described as Outlot A, Jackson Elementary School, Scott County, Minnesota.

c. a Warranty Deed conveying the property;

d. General Assignment of the District's collateral rights associated with the Property;

e. Affidavit Terminating Temporary Easement Agreement concerning easement rights set out in

Document No. A725329 recorded December 29, 2005 at the Office of the Recorder of Deeds, Scott County, Minnesota;

f. Bring Down Certificate;

g. Utility Easement, concerning a grant of utility easement rights in favor of the buyer of the Property and burdening the District's property legally described as Lot 1, Block 1, Jackson Elementary School, Scott County, Minnesota, to continue the buyer's access to a water main line which will service both properties;

h. Drainage and Utility Easement, concerning a grant of drainage and utility easement rights in favor of the buyer of the Property and burdening the District's property legally described as Lot 1, Block 1, Jackson Elementary School, Scott County, Minnesota;

i. Release and Termination of Easement, concerning an easement burdening the District's property recorded August 18, 2017 in the Office of the Scott County Recorder, as Document No. A1031471;

j. Easement in favor of the City of Shakopee, Minnesota, including for roadway and utility purposes, burdening the District's property legally described as Lot 1, Block 1, Jackson Elementary School, Scott County, Minnesota;

k. Temporary Construction Easement Agreement granting the buyer of the Property temporary rights in part of the District's property legally described as Lot 1, Block 1, Jackson Elementary School, Scott County, Minnesota;
motion passed unanimously as presented.

5. Recognition of Visitors to the Meeting

6. Adjournment of Emergency School Board Business Meeting
At 7:05AM, Peterson/Aldrich moved to adjourn as presented; motion passed unanimously.



Shakopee
PUBLIC SCHOOLS
EDUCATION FORWARD



ACADEMIES
OF SHAKOPEE

2020-2021 SHAKOPEE HIGH SCHOOL REGISTRATION GUIDE





Superintendent: Dr. Mike Redmond
Principal: Jeff Pawlicki
Academy Principal: Sarah Jordan
Academy Principal: Stuart Lang
Academy Principal: Scott Doran
Academy Principal: Adam Dittberner

January 2020

Dear SHS Students and Parents:

This course registration guide is an important tool as you plan for the 2020-2021 school year and beyond. In it you will find valuable information as we prepare for another school year. Please take the time to review the information provided in this guide and know that we have multiple resources including counselors, teachers and administrators available to answer your questions.

As we progress in the academy model, it is important to remember that our focus is on college and career readiness no matter what academy a student chooses. Our model allows students to explore many areas while having the opportunity to explore a defined pathway in their education. No matter the academy, our students will have the tools they need to be successful in any endeavor beyond high school.

Our goal this year is to have the registration process completed near the end of February. Course requests will determine our staffing and scheduling for next year so please take every opportunity to make an informed decision. We are here to help you with the registration process. Please call the Main Office at 952-496-5152 with any questions you may have.

We are excited to provide our students with all of the wonderful opportunities found in this guide! Please read through it carefully to learn about all we have to offer.

Thank you,

Jeff Pawlicki
Principal
Shakopee High School
952.496.5152

Mission

Shakopee Schools, in partnership with our community, will educate lifelong learners to succeed in a diverse world.



School Board Members

Joseph Aldrich, Paul Christianson, Matt McKeand,
Kristi Peterson, Judi Tomczik, Angela Tucker

District Administration

– 952.496.5000 –

Dr. Mike Redmond - Superintendent
Nancy Thul - Director of Teaching & Learning
Julie Fred - Director of Special Services

High School Administration

– 952.496.5150 –

Jeff Pawlicki | Principal - ext. 5150
Academies of Shakopee

Stuart Lang | Academy Principal - ext. 5159
Freshman Academy

Sarah Jordan | Academy Principal - ext. 5163
Arts & Communication | Business & Entrepreneurship

Scott Doran | Academy Principal - ext. 5169
Health Science | Human Services

Adam Dittberner | Academy Principal - ext. 5113
Engineering & Manufacturing | Science & Technology

High School Counselors

Tracy Caruso | Freshman Academy Alpha - ext. 5105
John Rose | Freshman Academy Omega - ext. 5106
Erica Lang | Arts & Communication - ext. 5187
Nicole Drangstveit | Business & Entrepreneurship - ext. 5164
Paige Swanson | Engineering & Manufacturing - ext. 5188
Beth Cordes | Health Science - ext. 5196
Kelsey LaRue | Human Services - ext. 5179
Wendy Klute | Science & Technology - ext. 5144

Excellence with Equity Team

Ray Betton | Equity Supervisor - ext. 5148
Sean McMoore | Equity Specialist - ext. 5778
Juan Mitchell | Equity Specialist - ext. 5149
Bethany Pearson | Equity Specialist - ext. 5176
Dee Buros | Indian Education Coordinator - ext. 5790
Christina Oxta | AVID Director - ext. 5763

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Shakopee School District 720 does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations.

Graduation Requirements

LOCAL GRADUATION REQUIREMENTS

Students in the graduating class of 2021 must earn 52 credits in grades 9-12 in order to graduate from Shakopee High School. The block schedule will give students opportunities to earn two additional credits each year in comparison to the previous seven period schedule. Because of this, you will see the required credits to graduate will increase by two credits each year until the class of 2023 when those students will have been on the block schedule all four years of High School. New requirements for the class of 2022 and 2023 will include completion of Freshman Seminar, Financial Literacy, and a three course Academy Program of Study. **Please refer to the table below to review your specific graduating class requirements.**

In addition, students must meet or exceed credits in each of the following subject areas/categories:

Graduation Requirements	Class of 2021 (12 th Grade)	Class of 2022 (11 th Grade)	Class of 2023 & Beyond (9 th and 10 th Grade)
English	8	8	8
Health	1	1	1
Mathematics	6	6	6
Physical Education	2	2	2
Science	6	6	6
Social Studies	8	8	8
Fine Arts	2	2	2
Freshman Seminar	0	1	1
Financial Literacy	0	1	1
Program of Study (3 Course Sequence)	0	3	3
Total Required Credits	33	38	38
Total Elective Credits	19	16	18
Total Credits Required to Graduate	52	54	56
Total Possible Credits	60	62	64

TYPICAL COURSES OFFERED THAT MEET GRADUATION REQUIREMENTS

ENGLISH Requirements (8 Credits)

- 9** | English 9 **OR** Accelerated English 9
 - 10** | English 10 **OR** Accelerated English 10
 - 11** | English 11 **OR** AP Lang & Comp
 - 12** | English Requirements | 2 Semesters
- o See Department section for qualifying courses

HEALTH (1 Credit)

- 10-12** | Healthy Lifestyles

PHYSICAL EDUCATION (2 Credits)

- 9** | Fit For Life **OR** Intro to Sport Performance
- 10-12** | Advanced Fit for Life **OR** Advanced Sport Performance

MATHEMATICS (6 Credits)

- 9** | Geometry **OR** Accelerated Algebra II **OR** Pre-Calculus
- 10** | Algebra II **OR** Accelerated Algebra II **OR** Pre-Calculus
- 11** | **OR** Calculus **OR** CIS CSE Calculus I
- 12** | Functions, Statistics, & Trigonometry **OR** Pre-Calculus **OR** See Department section for additional options

SCIENCE (6 Credits)

- 9** | Physics 9 **OR** AP Physics I
- 10** | Chemistry **OR** AP Chemistry
- 11** | Biology **OR** AP Biology

SOCIAL STUDIES (8 Credits)

- 9** | Human Geography **OR** AP Human Geography
 - 10** | Modern U.S. History **OR** AP US History
 - 11** | Modern World History **OR** AP World History
 - 12** | US Political and Economic Systems **OR** CIS Microeconomics
 - AND**
 - 12** | Required Social Studies Elective
- See Department section for qualifying courses

FINE ARTS (2 Credits)

FRESHMAN SEMINAR (1 Credit)

FINANCIAL LITERACY (1 Credit)

PROGRAM OF STUDY (3 Credits)

Note: A Program of Study is a minimum of 3 credits, some Programs are more than 3 credits.

COURSE CREDIT

The school year is divided into four quarters. A successfully completed one-quarter course will earn one credit. Courses concurrently enrolled with a college or university will earn a minimum of one credit for every two college/university semester credits. (Please consult course descriptions in this Registration Guide.)

EXAMPLES

High School Credit Only Option

English 10 – A & B

Grade Level: 10
Credits: 2 Credits
Prerequisite: None
NCAA Core Course

High School & College Credit Option

CIS: University Writing - A & B (WRIT 1301)

Grade Level: 12
Credits: SHS: 2 Credits
College: 4 semester credits from the University of Minnesota/Twin Cities
Prerequisite: Eligibility Requirement
Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a senior in the top 20% of the class or junior with instructor approval.
NCAA Core Course

COLLEGE ADMISSIONS

Minimum High School Requirements for Admission to Four-Year Colleges & Universities (9th – 12th grade)

- English | 4 years | 8 SHS Credits
- Math | 3 years | 6 SHS Credits
- World Language | 2 years [same language] | 4 SHS Credits
- Science | 3 years | 6 SHS Credits
- Social Studies | 3 years | 6 SHS Credits
- Fine Arts | 1 year | 2 SHS Credits

*Some colleges may require additional course work. For example, the University of MN requires 4 years of mathematics.

Parents and students are encouraged to investigate the admission requirements for specific colleges of their choice. Your counselor can assist with researching specific college requirements.

*Some Colleges have admission standards that include Fine Arts Credit.
Please review all admission standards of your choice colleges.*

FINE ARTS (2 Credits)

Both credits can be completed at any time in grades 9-12. To qualify for the fine arts credit, a course must focus on artistic skills and qualities and the production of a work of art.

Courses meeting the requirements include:

- 9th Grade Band*
- 9th Grade Choir*
- Acting
- Advanced Art Studio
- Advanced Woodworking – Cabinetry & Furniture
- AP Studio Art*
- Behind the Scenes: Production & Technical Design
- Bel Canto Choir*
- Broadcast and Video Production*
- Ceramics 1*
- Ceramics 2*
- Concert Band*
- Concert Choir*
- Creative Professional
- Design Fundamentals
- Digital Design 1*
- Digital Design 2*
- Drawing, Painting and Printmaking*
- Elements of Media Production
- Event Design and Management
- Fashion Merchandising & Design
- Interior Design
- Live Production
- Media Messaging and Design
- Music and Sound Recording*
- Photography*
- Practical Art*
- Rock Band Essentials*
- Saber Choir*
- Shakopee Winds*
- Symphonic Band*
- Theatre
- Wind Ensemble*
- Wood Production Technologies
- Writing for Media
- Writers' Workshop

* Students planning to attend a 4-year college or university should plan to take their fine arts credit within the music or art department.

ADVANCED COURSES

Shakopee Public Schools offers a variety of advanced courses, in grades 6-12, intended to provide appropriate challenges for students who want a more rigorous curriculum.

TYPES OF ADVANCED COURSES:

Accelerated: The goal of accelerated courses is to provide students the opportunity to engage in above grade-level content and prepare students for college-credit courses. Due to the unique nature of each content area, this will lead to different pathways in each area. Students are identified for accelerated courses based on district-defined criteria.

Identified students will experience the following by each content area:

English: Students will participate in compacted courses that cover multiple grades levels of curriculum and lead to college-credit options during grades 11 and 12.

Mathematics: Students will participate in courses one to two years above their grade level, leading to college-credit options during grades 11 and 12.

Science: Students will participate in courses in order to help prepare them for college-credit options in grades 9 - 12.

Social Studies: No accelerated options are offered in middle school, but students do have access to college-credit options in grades 9 - 12.

College Credit Options: There are a variety of ways students can earn college credit while attending Shakopee Schools. See below for a brief overview of these options and eligibility criteria established by partnering colleges or universities. Please see your counselor regarding Shakopee School's "[Early College](#)".

More detailed information regarding specific course pathways can be found on the district's High-Potential Services webpage (<http://shakopee.k12.mn.us/domain/50>)

OVERVIEW OF COLLEGE CREDIT OPTIONS

Advanced Placement (AP) is an international program of college-level coursework. Typically, students who earn a 3, 4, or 5 on the AP test may qualify for college credit. To make sure that a particular college accepts AP credit, students must contact the specific college. Part of students' experiences in an AP course, and what makes them eligible for college credit, is preparing for and taking the AP National Exam.

There are no eligibility criteria for AP courses established by the College Board. However, there may be prerequisite or co-requisite course requirements.

Concurrent Enrollment (College in the Schools - CIS, Normandale Community College, Hennepin Technical College) is a dual enrollment program in which students who successfully complete a course receive transcribed college credit and high school credit. University or college credit is awarded to students who successfully meet the standards of both the high school and college course.

Eligibility criteria for concurrent enrollment courses vary for each course. Please see the individual course descriptions for these criteria.

Articulated Credit can be earned in courses that have agreements with Minnesota Technical, Community, or 4-year Colleges and Universities. Students who successfully complete these courses, and any other additional requirements, have the option to earn college credit and high school credit.

There are no eligibility criteria for participation in articulated courses, however students should see the course instructor or counselor regarding any eligibility requirements needed to access college credit.

WEIGHTED GRADES

Grades are weighted for college-level courses provided by a nationally accredited program. Grades will be weighted in the following manner:

Any grade of 'A' is awarded an additional 0.6 grade points.

Any grade of 'B' is awarded an additional 0.4 grade points.

Any grade of 'C' is awarded an additional 0.2 grade points.

Grades of 'D' or 'F' receive no additional grade points.

WEIGHTED GRADES – COURSES OFFERED AT SHAKOPEE HIGH SCHOOL

- | | |
|---|---|
| <ul style="list-style-type: none">• All Advanced Placement (AP) Courses• All College in the Schools (CIS) Courses• All Project Lead The Way (PLTW) Courses• Emergency Medical Responder• Nursing Assistant/Home Health Aide• Exploring Education | <ul style="list-style-type: none">• Multicultural Education• CAPS Business Administration and Management• CAPS Creative Media• CAPS Engineering & Manufacturing• CAPS Healthcare and Medicine |
|---|---|

IDENTIFICATION & ELIGIBILITY for Advanced Courses | Common Identification Criteria (District-wide)

Identification for Accelerated Courses

- **Accelerated Courses** | To be identified for Accelerated courses, students average scores on MAP and MCA data over the previous two years must be at or above the 85th percentile, or other comparable test data.
- **Twice-Accelerated Courses** | To be identified for Twice-Accelerated courses, study average scores on MAP and MCA data over the previous two years must be at or above the 95th percentile.

APPEALS PROCESS | Uniform process for Appeals across content areas, except Math

MATH Appeals | Students must test out of the pre-requisite course using an end of course assessment in order to advance.

Appeals in ALL Other Disciplines | If not initially invited into the course by initial identification, the student and parent(s) must...

1. Complete written Appeal Request Form (available from the building administration or counselors)
 2. Building Administrator(s) reviews student's file (with the HP Coordinator, as needed), including...
 - Core Data (as described above in Identification)
 - Other Supplementary Data, such as...
 - Subject-specific scores on standardized tests
 - Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
 - Work samples
 3. Building Administrator(s) reviews student's file and supplementary data with parents
- The Building Administrator will be the final authority on ALL appeals.

EXIT CRITERIA | Common District Exit Criteria

Methods of Exiting

- **Request by student and/or parent** | When students and/or their parents request to be dropped from an advanced course, the following process must be followed:
 1. The student and/or parent(s) discuss ongoing concerns with teacher as the course progresses.
 2. Teacher makes sure that parent(s) are included in on discussion of concerns about the student.
 3. In normal circumstances, if a parent requests his/her student be exited from the course, that request will be honored at the end of the current grading period (The student's grade for that grading period will count in the student's GPA.)
 - **Recommendation by Teacher** | Process for exit
 1. The teacher begins and maintains an ongoing discussion of concerns with student throughout the course.
 2. The teacher discusses the concerns with parent/guardians as soon as appropriate.
 3. The parties agree to a performance contract, signed by student and parent/guardian(s) and shared with the Building Administration.
 4. If the performance contract does not alleviate the concerns, the teacher shares the results with the student's counselor and Building Administration.
 - **Student Failure** | If a student fails the course, s/he will be removed from that discipline's advanced course sequence.
- The Building Administrator will be the final authority on ALL student exits from advanced courses.

**Course Summary – [Key: * Pre-requisite or Co-requisite required | ! Fine Arts Credit]
To find these courses by page number, please refer to the index in the back.**

English Language Arts Requirements

	Credit	Grades
English 9 – A & B	2.0	9
*Accelerated English 9 – A & B	3.0	9
English 10 – A & B	2.0	10
*Accelerated English 10 – A & B	3.0	10
English 11 – A & B	2.0	11
AP Language & Composition – A & B	2.0	11,12
English 12: 21 st Century Communication	1.0	12
English 12: Exploring Self-Identity	1.0	12
Humanities – English	1.0	11,12
CIS: Introduction to Literature – A & B	2.0	12
CIS: Introduction to Public Speaking – A & B	2.0	11,12
CIS: University Writing – A & B	2.0	12

Health/Physical Education Requirements

Fit For Life	1.0	9,10,11,12
Intro to Sport Performance	1.0	9,10,11,12
*Advanced Fit for Life	1.0	10,11,12
*Advanced Sport Performance	1.0	10,11,12
Healthy Lifestyles	1.0	10,11,12

Math Requirements

*Geometry - A & B	2.0	9,10,11,12
*Algebra 2 – A & B	2.0	9,10,11,12
*Accelerated Algebra 2 – A & B	2.0	9,10,11,12
*Functions, Statistics & Trigonometry – A & B	2.0	10,11,12
*Pre-Calculus – A & B	2.0	9,10,11,12
*Calculus – A & B	2.0	11,12
*College Algebra through Modeling – A & B	2.0	11,12
*CIS CSE Calculus I – A & B	2.0	10,11,12
*AP Calculus BC – A & B	2.0	10,11,12
*AP Statistics – A & B	2.0	10,11,12

Science Requirements

Physics – A & B	2.0	9,10,11,12
*AP Physics I – A, B & C	3.0	9,10,11,12
*AP Physics C – A, B & C	3.0	10,11,12
*Chemistry – A & B	2.0	10,11,12
*AP Chemistry – A, B & C	3.0	10,11,12
*Biology – A & B	2.0	11,12
*AP Biology – A, B & C	3.0	11,12

Social Studies Requirements

Human Geography – A & B	2.0	9
AP Human Geography – A & B	2.0	9
Modern U.S. History – A & B	2.0	10
AP U.S. History – A, B & C	3.0	10
Modern World History – A & B	2.0	11
AP World History – A & B	2.0	11
U.S. Political & Economic Systems	1.0	12
Environmental Ethics	1.0	11,12
Humanities – Social Studies	1.0	11,12
Psychology	1.0	11,12
Sociology	1.0	11,12
CIS: Principles of Microeconomics – A & B	2.0	12
CIS: American Democracy in a Changing World – A & B	2.0	12
CIS: Introduction to Psychology – A & B	2.0	11,12

Graduation Requirements

Freshman Seminar	1.0	9
Financial Literacy	1.0	11,12

Global Electives

	Credit	Grades
GLO: Great Leadership Opportunities	1.0	12
Unified Physical Education	1.0	11,12
Team & Individual Sports 1	1.0	10,11,12
Team & Individual Sports 2	1.0	10,11,12
Yearbook Journalism 1	1.0	9,10,11,12
*Yearbook Journalism 2	1.0	10,11,12
*Yearbook Editor	1.0	11,12
Media Arts – Fine Art Electives		
!Writers' Workshop	1.0	10,11,12
Music – Fine Art Electives		
!9 th Grade Band – A & B	2.0	9
!9 th Grade Choir – A & B	2.0	9
!Bel Canto Choir – A & B	2.0	11,12
!Concert Band – A & B	2.0	11,12
!Concert Choir – A & B	2.0	11,12
!Saber Choir – A & B	2.0	10,11,12
!Shakopee Winds – A & B	2.0	10
!Symphonic Bands – A & B	2.0	10
!Wind Ensemble – A & B	2.0	11,12
Theater – Fine Art Electives		
!Theatre	1.0	9,10,11,12
Visual Arts – Fine Art Electives		
!*Advanced Art Studio	1.0	11,12
!*AP Studio Art – A & B	2.0	11,12
!Ceramics 1	1.0	9,10,11,12
!*Ceramics 2	1.0	10,11,12
!Practical Art	1.0	9,10,11,12
World Languages		
German 1 – A & B	2.0	9,10,11,12
*German 2 – A & B	2.0	9,10,11,12
*German 3 – A & B	2.0	9,10,11,12
*German 4 – A & B	2.0	10,11,12
Japanese 1 – A & B	2.0	9,10,11,12
*Japanese 2 – A & B	2.0	10,11,12
*Japanese 3 – A & B	2.0	10,11,12
*Japanese 4 – A & B	2.0	10,11,12
Spanish 1 – A & B	2.0	9,10,11,12
*Spanish 2 – A & B	2.0	9,10,11,12
*Spanish 3 – A & B	2.0	9,10,11,12
*Spanish 4 – A & B	2.0	10,11,12
*Advanced Spanish for Careers	2.0	11,12
*CIS: Spanish 1003 – A & B	2.5	10,11,12
*CIS: Spanish 1004 – A & B	2.5	10,11,12
Spanish for Spanish Speakers 1 – A & B	2.0	9,10,11,12
*Spanish for Spanish Speakers 2 – A & B	2.0	9,10,11,12
*Spanish for Spanish Speakers 3 – A & B	2.0	9,10,11,12

Course Summary – [Key: * Pre-requisite or Co-requisite required | ! Fine Arts Credit]

Arts & Communications

	Credit	Grades
!*Acting	1.0	10,11,12
!Behind the Scenes: Production & Technical Design	1.0	9,10,11,12
!*Broadcast and Video Production	1.0	10,11,12
!*Creative Professional	1.0	11,12
!Design Fundamentals	1.0	9,10,11,12
!Digital Design 1	1.0	9,10,11,12
!*Digital Design 2	1.0	10,11,12
!*Drawing, Painting, and Printmaking	1.0	10,11,12
!Elements of Media Production	1.0	9,10,11,12
!*Event Design and Management	1.0	10,11,12
!Fashion Merchandising & Design	1.0	9,10,11,12
!Interior Design	1.0	9,10,11,12
!*Live Production	1.0	11,12
!*Media Messaging and Design	1.0	10,11,12
!*Music and Sound Recording	1.0	10,11,12
!*Photography	1.0	10,11,12
Public Speaking	1.0	10,11,12
!Rock Band Essentials	1.0	10,11,12
Shakopee CAPS Creative Media – A & B	4.0	11,12
*Shakopee CAPS Creative Media Internship	2.0	11,12
!Writing for Media	1.0	9,10,11,12

Business & Entrepreneurship

*Accounting – A & B	2.0	10,11,12
*Advanced Business Seminar	1.0	11,12
Baking & Pastry	1.0	10,11,12
Business Dynamics	1.0	9,10,11,12
Business Technology	1.0	9,10,11,12
Culinary Arts 1	1.0	9,10,11,12
*Culinary Arts 2	1.0	10,11,12
*Culinary Arts 3	1.0	10,11,12
Entrepreneurship	1.0	10,11,12
*Finance and Investments	1.0	11,12
*Hospitality Management	1.0	10,11,12
*Management & Leadership	1.0	10,11,12
Marketing	1.0	10,11,12
Shakopee CAPS Business Administration & Management – A & B	4.0	11,12
*Shakopee CAPS Business Administration & Management Internship	2.0	11,12
*Social Media Marketing	1.0	10,11,12
Sports & Entertainment Marketing	1.0	10,11,12

Engineering & Manufacturing

Aerospace Engineering (PLTW) – A & B	2.0	10,11,12
*Civil Engineering & Architecture (PLTW) – A & B	2.0	10,11,12
Computer Integrated Manufacturing (PLTW) – A & B	2.0	10,11,12
*Construction	1.0	10,11,12
*Construction Management & Development – A & B	2.0	11,12
*Engineering Design & Development (PLTW) – A & B	2.0	11,12
Intro to Engineering Design (PLTW) – A & B	2.0	9,10,11,12
Manufacturing and Construction	1.0	9,10,11,12
*Manufacturing Design and Development	1.0	11,12
*Marine, Motorsport, & Outdoor Power Equipment	1.0	10,11,12
*Principles of Engineering (PLTW) – A & B	2.0	10,11,12
Shakopee CAPS Engineering & Advanced Manufacturing – A&B	4.0	11,12
*Shakopee CAPS Engineering & Advanced Manufacturing Internship	2.0	11,12
Small Gas Engines	1.0	9,10,11,12
*Super High Mileage Vehicle	1.0	10,11,12
*Welding and Metal Fabrication	1.0	10,11,12
!*Wood Production Technologies	1.0	10,11,12
*Advanced Welding – Design & Fabrication	1.0	10,11,12
!*Advanced Woodworking – Cabinetry & Furniture	1.0	10,11,12

Health Science

	Credit	Grades
*CIS: Human Physiology, Technology, and Medical Devices – A & B	2.0	11,12
*Community Health	2.0	11,12
*Emergency Medical Responder – A & B	2.0	11,12
*Global Health & Disease Prevention	1.0	10,11,12
Human Body Systems	1.0	9,10,11,12
*Human Movement Sciences	1.0	10,11,12
*Medical Interventions (PLTW) – A & B	2.0	11,12
*Medical Simulation	1.0	11,12
*Nursing Assistant – A & B	2.0	11,12
Nutrition for the Human Body	1.0	9,10,11,12
*Principles of Biomedical Science (PLTW) – A & B	2.0	10,11,12
Shakopee CAPS Healthcare & Medicine – A & B	4.0	11,12
*Shakopee CAPS Healthcare & Medicine Internship	2.0	11,12
*Sports Medicine – A & B	2.0	11,12

Human Services

*A Case for Justice	1.0	10,11,12
*Advanced Child Development	1.0	10,11,12
Criminal Justice & the Court	1.0	9,10,11,12
*Exploring Education – A & B	2.0	10,11,12
*Generation Now	1.0	10,11,12
Human Relations	1.0	9,10,11,12
Intro to Human Development	1.0	9,10,11,12
*Law and Legal Services	1.0	11,12
*Multicultural Education – A & B	2.0	11,12
*Positive Psychology: Building People and Community	1.0	10,11,12
*Community Leadership and Service	1.0	11,12
Sociology of the Family	1.0	10,11,12

Science & Technology

*AP Computer Science Principles (PLTW) – A & B	2.0	10,11,12
*AP Environmental Science – A & B	2.0	10,11,12
Computer Hardware and Software	1.0	9,10,11,12
*Cyber Security	1.0	10,11,12
*Ecology	1.0	11,12
*Environmental Ethics	1.0	11,12
Electricity	1.0	9,10,11,12
*Energy and Power Generation	1.0	10,11,12
Energy, Food and The Outdoors	1.0	9,10,11,12
Mobile App Development	1.0	10,11,12
*Technological Innovations	1.0	11,12
Web Development	1.0	9,10,11,12

Southwest Metro ED Co-op

Intro to Agriculture, Food & Natural Resources – A, B, C & D	4.0	11,12
Agriculture Science – A, B, C & D	4.0	11,12
Automotive Technology – A, B, C & D	4.0	11,12
Construction – A, B, C & D	4.0	11,12
Child Development Associate Credential – A & B	2.0	11,12
Computer Repair – A, B, C & D	4.0	11,12
Computer Networking – A, B, C & D	4.0	11,12
Cosmetology 1 – A, B, C & D	4.0	11,12
Cosmetology 2 – A, B, C & D	4.0	12
Criminal Justice – A, B, C & D	4.0	11,12
Graphic Design & Print 1 – A, B, C & D	4.0	11,12
Graphic Design & Print 2 – A, B, C & D	4.0	11,12
Medical Careers – A, B, C & D	4.0	11,12
Photography 3 – A & B	2.0	11,12
Photography 4 – A & B	2.0	11,12
Photography 5 – A & B	2.0	11,12
Vet Tech Science – A & B	2.0	11,12

NCAA Eligibility Information

NCAA Freshman-Eligibility Standards Know the Rules:

NCAA Eligibility for student athletes is strict and has a list of rules that must be followed in order to be eligible. Parents and students are encouraged to read guidelines and speak with coaches at choice colleges. It is recommended to start the core course planning in 9th and 10th grade.

Information regarding the rules please go to www.NCAA.org. Scroll over "Student Athlete", then click on "NCAA Eligibility Center". Or visit the Eligibility Center website at www.eligibilitycenter.org. Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877-262-1492





Graduation Requirement Options



Courses in this section meet graduation requirements and post-secondary admissions requirements. Students have various options to meet these requirements, including advanced course work. Please consult with your counselor to ensure you are choosing courses that meet your graduation requirements and post-secondary needs.

Infographic Key:


Fine Arts Credit



College Credit Opportunity



CAPS Program

Graduation Requirements

Freshman Seminar

Grade Level: 9
Credits: 1 Credit
Prerequisite: None

Description: During the 9th grade year, all students will begin their high school career with a Freshman Seminar. The purpose of this course is to help students explore the following theme: *"Reflecting on my passion and strengths I will build upon my social, emotional, and academic skills to increase resiliency and make decisions now that lead to conscientious global citizenship."* As a result of this course, all students will examine the concept of "My Place. My Path. My Future" as they prepare and plan for the Academies of Shakopee and beyond. Students will build academic skills, connect with the Shakopee High School Community, and examine how their future goals connect to their current academic choices.

Financial Literacy

Grade Level: 10, 11, 12
Credits: 1 Credit
Prerequisite: None

Description: Financial Literacy is a course designed to help you prepare for your financial future. It will assist you in developing the skills needed to make sound financial decisions. You will understand the impact of individual choice on financial goals and future income potential. Financial topics covered will include but not be limited to behavioral finance, budgeting, banking, income and taxes, insurance, saving and investing, credit and identity theft, renting an apartment and risk management. This course will provide a foundation for making informed personal financial decisions.

English Language Arts

Shakopee School Board's Graduation Requirements policy requires that 4 years' equivalent (8 credits) of English Language Arts courses are taken by students during their high school career.

Grade	Required English Courses	
	General	Accelerated
9	English 9	Accelerated English 9
10	English 10	Accelerated English 10
11	English 11	AP Lang & Comp
12	English 12: 21 st Century Communication	CIS: Intro to Lit
Required Options (Pick 2)	English 12: Exploring Self-Identity Humanities - English	CIS: Intro to Public Speaking CIS: University Writing

Grade 9 Requirement Options

English 9 – A & B

Grade Level: 9
Credits: 2 Credits
Prerequisite: None
NCAA Core Course

Description: The English 9 course is designed to fulfill the language arts core requirement for 9th grade. Students will write in a variety of formats including journals, narratives, research and argument pieces. In addition, students will read and view fiction and nonfiction works critically, speak informally and formally, and study the grammar and mechanics of the English language.

Accelerated English 9 – A & B

Grade Level: 9
Credits/Length: 3 Credits / 2 Terms
Prerequisite: None
Eligibility: Placement based on District identification criteria
NCAA Core Course

Description: The Accelerated English 9 course is the first of a two course English sequence (grades 9 & 10) that will fulfill 9th-12th grade standards. This course will compact and address critical 9th and 10th grade standards in one year. The course is designed for students who possess superior language arts skills and have the desire to learn at an intense, rigorous, accelerated pace. This is a challenging class designed for students who enjoy reading, writing, and interpersonal communication. Students will be expected to demonstrate high level critical thinking of both fiction and nonfiction through writing.

Grade 10 Requirement Options

English 10 – A & B

Grade Level: 10

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: English 10 focuses on analyzing author purpose and craft. Students are asked to read nonfiction reports of current events as well as literary works of art. In both types of tasks, students assess the use of rhetoric and literary devices. The course then evolves into students embedding these tools into their own argumentative writing.

Second quarter continues the theme of analysis with more focus on literature's relation to its context. Differences in cultures are examined through reading, writing, and discussing. Students develop skills related to vocabulary, independent reading, and grammar throughout the entire course.

Accelerated English 10 – A & B

Grade Level: 10

Credits/Length: 3 Credits / 2 Terms

Prerequisite: Recommended – Accelerated English 9

Eligibility: Placement based on District identification criteria

NCAA Core Course

Description: The Accelerated English 10 course is the second of a two course English sequence (grades 9 & 10) that will fulfill 9th-12th grade standards. This course will compact and address critical 11th and 12th grade standards in one year, earning students 3 semester credits in one year. The course is designed for students who possess superior language arts skills and have the desire to learn at an intense, rigorous, accelerated pace. This is a challenging class designed for students who enjoy reading, writing, and interpersonal communication. Students will be expected to demonstrate a high level of critical thinking while reading both literary and informational texts.

Grade 11 Requirement Options

English 11 – A & B

Grade Level: 11

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: English 11 addresses the reading, writing, speaking and listening standards. Students will read, analyze and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on world literature and diverse perspectives. Students will write for a variety of purposes with an emphasis on argumentation.

AP Language & Composition – A & B

Grade Level: 11,12

Credits: 2 Credits

Prerequisite: None

NCAA Core Course



Description: The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence centered, analytic and argumentative writing. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students will have the option to take the AP English Language and Composition exam.

Grade 12 Requirement Options

(2 Credits Required)

English 12: 21st Century Communication

Grade Level: 12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course

Description: 21st Century Communication is one semester of a 12th grade English program that addresses the reading, writing, speaking and listening standards. Students will read, analyze, and discuss texts in multiple formats. Emphasis is placed on 21st century modes of communication. Students will write for a variety of purposes with an emphasis on analysis.

English 12: Exploring Self-Identity

Grade Level: 12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course

Description: Exploring Self-Identity is one semester of a 12th grade English program that addresses the reading, writing, speaking and listening standards. Students will read, analyze, and discuss texts in multiple formats, including both fiction and non-fiction. Emphasis is placed on introspection and personal expression. Students will write for a variety of purposes with an emphasis on analysis.

Grade 12 Requirement Options – Continued

Humanities – English

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course

Note: Students taking this course must also sign up for Humanities – Social Studies

Description: Humanities is designed to use a holistic approach to education. Humanities fosters understanding of how subjects parallel, using history, art, literature, religion, music, politics, and society to make connections between the past and the present, between the diverse world cultures and you. As a team-taught course between the Social Studies and English Departments, Humanities is intended to prepare juniors and seniors with knowledge and skills necessary to succeed in rigorous academic environments. Students will be expected to write four to five compositions, work on grammatical concepts, expand their knowledge base, think analytically, prepare presentations, and excel in class discussions. Each student who successfully completes the course will receive both a Social Studies and an English credit.

CIS: Introduction to Literature – A & B Poetry, Drama & Narrative (ENGL 1001W)



Grade Level: 12

Credits: SHS: 2 Credits

College: 4 semester credits from the University of Minnesota-Twin Cities

Prerequisite: Eligibility Requirement

Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a senior in the top 20% of the class or junior with instructor approval.

NCAA Core Course

Description: CIS: Introduction to Literature is designed and articulated through the University of Minnesota. Students who successfully complete this course will receive four U of MN credits in Literature and two Shakopee High School credits. Students read 8 to 10 stimulating books from 20th Century fiction. The novels for this course cover a range of mature, and sometimes controversial, subjects. Students should expect to read material that challenges what they know while embracing their individual interpretation. Students will discuss literary form and interpretation, as well as bring in their own experiences and connections. Actively participating in class discussion, helping to lead class discussion, writing essays and formal papers, and, of course, reading will be required of all students. This course is considered writing intensive. Students will write for a variety of purposes with an emphasis on thorough analysis and argumentation. Because this is a discussion-based course, absences will affect the student's understanding, learning, and grades, accordingly. College Credit is recorded on your official University of MN transcript.

CIS: Introduction to Public Speaking – A & B (COMM 1101)



Grade Level: 11,12

Credits: SHS: 2 Credits

College: 3 semester credits from the University of Minnesota-Twin Cities

Prerequisite: Eligibility Requirement

Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a junior or senior in the top 50% of the class

NCAA Core Course

Description: This course is intended for students who want a challenge and have confidence speaking in front of others. The objectives are to better understand the principles of oral communication; to improve skills in researching, writing, and organizing effective presentations that are appropriate to particular audiences; to improve and gain confidence in delivery skills; learn to critically evaluate your own speeches, as well as your classmates' speeches and to accept and implement the suggestions of others to enhance your own work; and to develop an awareness of the consequences of our communication and acquire an appreciation of the responsibilities of ethical communication. Students registering for this class must be comfortable speaking publicly and have a desire to improve rather than develop their abilities. Students successfully completing CIS Public Speaking will receive three University of Minnesota semester credits.

CIS: University Writing – A & B (WRIT 1301)



Grade Level: 12

Credits: SHS: 2 Credits

College: 4 semester credits from the University of Minnesota-Twin Cities

Prerequisite: Eligibility Requirement

Eligibility: Must meet the University of Minnesota's course admission requirements: Must be a senior in the top 20% of the class or junior with instructor approval.

Required Materials: 6 folders to submit work

NCAA Core Course

Description: College in the Schools: University Writing 1301 is designed and articulated with the University of Minnesota. Students who successfully complete this course will receive four U of MN credits in English. Students with above average writing ability are most successful in this college freshman course. Students will utilize the writing process required in a college setting, perfect grammar knowledge, research in and out of school, conference with peers and instructor about papers, critically analyze topics, and fluently express themselves. Students will write for a variety of purposes and audiences. Students successfully completing CIS University Writing 1301 will receive four University of Minnesota semester credits. College Credit is recorded on your official University of MN transcript.

Health & Physical Education

Shakopee School Board's Graduation Requirements policy requires two credits of physical education and one credit of health. (3 total credits from the courses in this section). Additional elective courses offered by this department can be found within the Global Electives and Academy sections of this guide.

Introductory Required Physical Education Options

(Choose 1 course for required credit)

**** Freshman must choose Fit for Life or Intro to Sport Performance ****

Fit for Life

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Graduation Requirement: Physical Education or Elective

Description: Are you fit for life? In this class, students will learn and develop personal fitness and nutrition programs based on the five components of fitness. Activities in this course will include aerobic exercise, resistance training, and lifetime activities through the development of the National Physical Education Standards. This course may best suit the student who is interested in learning how to live a healthy lifestyle through individual activities. Be Fit- Be Healthy- Be Happy!

Intro to Sport Performance

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Graduation Requirement: Physical Education or Elective

Description: In this course, students will learn how to develop a personal performance program based on the Six Components of Sport Performance. Activities in this course will include strength training and force production, flexibility and balance, plyometric training, and competitive sport participation through the development of the National Physical Education Standards. This course may best suit the student who is interested in competitive, team-based physical activities and improving their sport performance.

Intermediate Required Physical Education Options

(Choose 1 course for required credit)

Advanced Fit for Life

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Fit for Life or Intro to Sport Performance

Graduation Requirement: Physical Education or Elective

Description: Are you fit for life? In this class, students will continue to learn and develop personal fitness and nutrition plans based on the five components of fitness. Activities in this course will include aerobic exercise, resistance training, and lifetime activities through the development of the National Physical Education Standards. This course may best suit the student who is interested in learning how to live a healthy lifestyle through individual activities. Be Fit- Be Healthy- Be Happy!

Advanced Sport Performance

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Intro to Sport Performance or Fit for Life

Graduation Requirement: Physical Education or Elective

Description: Are you looking to perform at a higher level? In this course, students will learn how to develop a personal performance plan based on the six Components of Sports Performance. Activities in this course will include strength training, anaerobic training and team activities through the development of the National Physical Education Standards. This course may best suit the student who is interested in competitive, team-based team activities and improving their sport performance.

Grade 10-12 Required Health

Healthy Lifestyles

Grade Level: 10,11,12

(Students strongly encouraged to take this course Sophomore year)

Credits: 1 Credit

Prerequisite: None

Graduation Requirement: Health

Description: Providing current, accurate information that students can use to make informed decisions regarding their personal health is what this class is all about. The class is designed around the 6 priority areas of health education as published by the Center for Disease Control. Prevention of Unintentional and Intentional Injuries (Motor Vehicle Accidents and Suicide are the top two killers of high school aged students), Excessive Consumption of Fats and Calories, Drug Use and Abuse, Tobacco Use, Sexual Activity that Results in Unwanted Pregnancy, Sexually Transmitted Infections and HIV/AIDS, Physical Inactivity.

Mathematics

Shakopee School Board's Graduation Requirements policy requires 3 years' equivalent (6 credits) of Mathematics courses are taken by students during their high school career. The chart below represents the Mathematics options available to students throughout their high school careers.

REQUIRED MATH COURSE OPTIONS

GRADE	GENERAL	PARTIAL ACCELERATION	ACCELERATED	TWICE ACCELERATED
9	Geometry	No Partial Acceleration Option	Accelerated Algebra 2	Pre-Calculus
10	Algebra 2	Accelerated Algebra 2	Pre-Calculus	CIS CSE Calculus I
11	Functions, Statistics & Trigonometry	Pre-Calculus	CIS CSE Calculus I AP Statistics Calculus	AP Calculus BC AP Statistics

* Many colleges require 4-years of mathematics. Students should consider the following advanced courses for a 4th year of mathematics: Pre-Calculus, College Algebra through Modeling, AP Statistics, Calculus, CIS CSE Calculus I, AP Calculus BC. Parents and students are encouraged to investigate the admission requirements for specific colleges of their choice.

Geometry – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: Algebra 1

Required Materials: Scientific calculator

NCAA Core Course

Description: This is a two-credit sequential geometry course. The study of geometry will develop the student's ability to use geometric reasoning and think logically. Topics include similarity, congruence, trigonometry, perimeter/circumference, area, surface area, volume, properties of polygons and circles, as well as others.

Algebra 2 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: Geometry

Required Materials: Graphing calculator

NCAA Core Course

Description: This is a two-credit sequential second-year algebra course that strengthens and extends the basic skills and principles already learned in Algebra 1. The course will explore relationships and functions of the following types: linear, quadratic, and trigonometric. Other topics included are sequences and series, radicals, probability and statistics, and properties of exponents. It is designed to meet the needs of students who plan to attend a four-year college.

Accelerated Algebra 2 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: Accelerated Geometry or Geometry (Students not currently in the accelerated sequence are encouraged to consult their math teacher regarding this option)

NCAA Core Course

Description: Accelerated Algebra 2 is a two-credit course to prepare students for Pre-Calculus. It is a combination of Algebra 2 and FST. Topics covered include various functions (linear, quadratic, polynomial, exponential, logarithmic and rational), probability and statistics, sequences and series, and trigonometry. This is a rigorous course that moves at a rapid pace.

Functions, Statistics, & Trigonometry (FST) – A & B

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: Algebra 2

NCAA Core Course

Description: This is a two-credit course focusing on functions, statistics and trigonometry. Topics include; probability, statistics, logarithmic and exponential functions, trigonometric functions, piecewise functions, graphs and basic identities, rational and radical functions, and polynomial functions.

Pre-Calculus – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: FST OR Accelerated Algebra 2

Required Materials: Graphing Calculator

NCAA Core Course

Description: This is a two-credit sequential pre-calculus course. It is designed for the student who will need a good math background for college and technical study. This class will prepare students to take college algebra, pre-calculus, or calculus courses in college. Topics covered include polynomial, rational, radical, exponential and logarithmic functions. Additional topics include circular and triangle trigonometry, & conic sections.

Calculus – A & B

Grade Level: 11,12

Credits: 2 Credits

Prerequisite: Pre-Calculus

NCAA Core Course

Description: This course is designed for students who want an introduction to calculus. The course focuses on the major topics of calculus and their applications. In this course, algebra and pre-calculus topics are reviewed with limits and continuity introduced intuitively and numerically. Students will study methods of calculating derivatives, as well as applications of derivative functions and their graphs. Definite integrals are introduced and used to calculate area and volume. Students will have the opportunity to enroll in CIS Calculus upon successful completion of Calculus (see CIS Calculus for additional course prerequisites).

College Algebra Through Modeling – A & B

Grade Level: 11,12

Credits: 2 Credits

Prerequisite: FST

Description: This course will focus on construction of mathematical models from the viewpoints of theory and real data. Those models are then used to describe real-world phenomena and make predictions. Students will explore applications of linear, polynomial, rational, exponential, and logarithmic functions as well as basic probability theory. This course is an elective course for students looking for a fourth year of mathematics.

CIS: CSE Calculus I – A & B (MATH 1371)

Grade Level: 9,10,11,12

Credits: SHS: 2 Credits

College: 4 semester credits from the University of Minnesota/Twin Cities

Prerequisite: Pre-Calculus or Calculus

Eligibility: Must meet the University of Minnesota's course admission requirements: Must have earned a grade of at least a B in both semesters of a rigorous Pre-Calculus course.

NCAA Core Course

Description: This course is articulated with the University of Minnesota Department of Mathematics. Students who successfully complete the course will receive four semester credits from University of Minnesota in Mathematics. This class is for the serious student who desires college credit. Topics include functions and limits, differentiation, and integration. Graphing calculators are used daily and are required for the course. A field trip may be part of this course.

AP Calculus BC – A & B

Grade Level: 10,11,12

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam

Prerequisite: Calculus or CIS CSE Calculus I

Required Materials: TI-83+ or TI-84+ calculator

NCAA Core Course

Description: This course will review topics such as limit theory, differentiation, applications of the derivative, integration, applications of integrals, and numerical approximations of definite integrals. The course covers parametric, polar, and vector functions, their derivatives, slopes fields, Euler's method, and convergence of improper integrals and series. Emphasis will be placed on preparing for the Advanced Placement Exam. A graphing calculator is required.

AP Statistics – A & B

Grade Level: 10,11,12

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam

Prerequisite: Accelerated Algebra 2 or FST

Required Materials: TI-83+ or TI-84+ calculator

NCAA Core Course

Description: Statistics is the most widely applicable branch of mathematics and is used by people in more areas than any other kind of mathematics. This college-level statistics course will introduce students to concepts and tools for collecting, displaying, analyzing, and drawing conclusions from data. Computers and calculators will aid in exploring the data and displaying it, while the Internet will be utilized to discover existing sets of data and studies. Certain distributions of data will be examined, and characteristics identified. Generally, successful students in this course have a track record of completing Algebra 2A & 2B with a B- or higher both semesters.–The class may be taken concurrently with Pre-Calculus, CIS Calculus or AP Calculus B/C.

Science

Shakopee School Board's Graduation Requirements policy requires 3 years' equivalent (6 credits) of science and students are required to take Physics, Chemistry and Biology. The chart below represents the required science options available to students, by graduation year, throughout their high school careers.

Grade	Required Science Courses	
	General	Accelerated
9	Physics	AP Physics I
10	Chemistry	AP Chemistry
11	Biology	AP Biology

Some colleges may require 4-years of science during grades 9-12. For additional science courses, please consider the following options for advanced, lab-based science courses: **AP Physics C, CIS: Human Physiology, Technology, and Medical, Devices, Ecology, AP Environmental Science, Principles of Biomedical Science (PLTW), Medical Interventions (PLTW)**. These courses can be found within the Academies of Shakopee section of this guide. Parents and students are encouraged to investigate the admission requirements for specific colleges of their choice.

Physics Requirement Options

Physics – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: Physics 9 is a student-centered, activity-based, concept-focused physics course that utilizes small group work and student discussion to develop concepts and solve problems. This course includes a study of motion, forces, energy, waves, and electromagnetism. Emphasis is placed on laboratory work and applying principles of physics to practical and common situations.

AP Physics I – A, B, & C

Grade Level: 9,10,11,12

Credits: SHS: 3 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam

Prerequisite: Completion of or concurrent enrollment in Accelerated Algebra II or FST

NCAA Core Course

Description: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

AP Physics C – A, B, & C

Grade Level: 10,11,12

Credits: SHS: 3 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam.

Prerequisite: Physics 9 or AP Physics I and previous or concurrent enrollment in Calculus.

Description: AP Physics C is a three-credit, calculus-based course in introductory physics. Topics for this course include study of Forces, and Motion and study of Electricity and Magnetism. The content and pace of this course is equivalent to a first-year college physics course for students in physical science and engineering. Students should have taken a year of calculus or be concurrently enrolled in calculus. Students will prepare to take the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam. AP Physics C students will explore these topics through extensive problem solving, laboratory experience, and peer collaboration.

Chemistry Requirement Options

Chemistry – A & B

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: Physical Science or Physics 9

Required Materials: Calculator

NCAA Core Course

Description: Chemistry is the science that models the composition, structure, properties, and change of matter. Students will learn the basic principles that describe matter by asking questions and defining problems, developing and using models, planning and carrying out investigations, and analyzing and interpreting data.

AP Chemistry – A, B, & C

Grade Level: 10,11,12

Credits: SHS: 3 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam

Prerequisite: AP Physics I or Physics

Required Materials: Calculator

NCAA Core Course

Description: AP Chemistry is a fast-paced course designed to be the equivalent of a first-year college chemistry course. Successful students in AP Chemistry will be self-motivated, have a desire to challenge themselves, and have been successful in previous math and science courses. In this course, students will develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Successful completion of the AP Chemistry course will prepare students to take the AP Chemistry Exam.

Biology Requirement Options

Biology – A & B

Grade Level: 11,12

Credits: 2 Credits

Prerequisite: Chemistry or AP Chemistry

NCAA Core Course

Description: Biology is a two-semester (full year) class that explores the diverse world of living things. Topics covered include experimental design, characteristics of living things, how energy and matter flow through ecosystems, and evolution through natural selection. At the cellular level, the focus is on structure and function of cells, DNA, and molecules. The processes at the cellular level involve growth, reproduction and heredity. Building on knowledge and skills learned in Physics and Chemistry, students will engage in a variety of lab and group activities in order to utilize scientific skills and practices.

AP Biology – A, B, & C

Grade Level: 11,12

Credits: SHS: 3 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam

Prerequisite: AP Chemistry or Chemistry

NCAA Core Course



Description: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course is recommended for students currently on an accelerated track and/or students who have been highly successful in a previous biology course. Successful completion of the AP Biology course will prepare students to take the AP Biology Exam.

Social Studies

Shakopee School Board's Graduation Requirements policy requires 4 years' equivalent (8 credits) of Social Studies courses are taken by students during their high school career. Additional elective courses offered by this department can be found within the Academy sections of this guide.

Grade	Required Social Studies Courses	
	General	Accelerated
9	Human Geography	AP Human Geography
10	Modern U.S. History	AP U.S. History
11	Modern World History	AP World History
12	* See Grade 12 requirements and options on page 23.	

Grade 9 Requirement Options

Human Geography – A & B

Grade Level: 9

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: This course investigates current problems associated with an unequal world. Each topic will encourage students to dig deep into causes and potential for solutions to several of the world's most pressing concerns. Some of the problems to be investigated include population shifts, limited and depleting resources, contribution of stateless nations to civil wars, and humans' interactions and damage to the physical environment.

AP Human Geography – A & B

Grade Level: 9

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam

Prerequisite: None

NCAA Core Course

Description: The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Successful completion of the AP Human Geography course will prepare students to take the AP Human Geography Exam and give students tools to be successful in future AP courses.



Grade 10 Requirement Options

Modern U.S. History – A & B

Grade Level: 10

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: This year long course examines the quintessential people, ideas and events in twentieth and twenty-first century America. Fall semester will start with our country's emergence onto the global stage studying topics such as imperialism and the two world wars. Spring semester will focus on our country's most recent history with emphasis on the major movements and trends at the turn of the 21st century and beyond. Special attention will be placed on the development of cultural and critical literacy as well as connecting our country's past to our present.

AP U.S. History – A, B, & C

Grade Level: 10

Credits: SHS: 3 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam.

Prerequisite: None

NCAA Core Course

Description: The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. Generally, successful students in this class demonstrate strong reading and writing skills as well as a strong work ethic to manage the workload. Successful completion of the AP U.S. History course will prepare students to take the AP U.S. History Exam.



Grade 11 Requirement Options

Modern World History – A & B

Grade Level: 11

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: This course explores the defining watershed moments and events of modern world history. Each topic will explore the roots and origins of the historical event via our skills-based approach using research, inquiry, relevance, and cultural literacy. Beginning with the study of early humans and concluding with globalization, the main focus will be to connect students to a greater understanding of current events and give clarity to their ever-changing lives.

AP World History – A & B

Grade Level: 11

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam.

Prerequisite: None

NCAA Core Course

Description: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Generally, successful students in this class demonstrate strong reading and writing skills as well as a strong work ethic to manage the workload. Successful completion of the AP World History course will prepare students to take the AP World History Exam.



Grade 12 Requirement Options

(Required Economics Option – Choose 1)

U.S. Political & Economic Systems

Grade Level: 12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course

Description: This course is designed to give students an overview of U.S. political and economic systems. Students will understand basic economic concepts, analyze micro and macroeconomic principles in real life situation, understand the interactions of government and economy, and develop an active citizenship. The course will include analysis of historical development of economic and political philosophy; the interaction of global, domestic, and local economies; monetary and fiscal policy; and the organization of the federal government system.

CIS: Principles of Microeconomics - A & B (APEC 1101)

Grade Level: 12

Credits: SHS: 2 Credits

College: 4 semester credits from the University of Minnesota/Twin Cities

Prerequisite: None

Eligibility: Must meet the University of Minnesota's course admission requirement: Must be a junior or senior in the top 20% of the class or instructor approval.

NCAA Core Course

Description: Students who meet the requirements of qualification for the College in the Schools program will receive four semester credits in Economics from the University of Minnesota upon successful completion of this course. The main goal and focus of this course will be the issue of scarcity (the battle between unlimited wants versus limited resources). This beginning exploration of economic issues will consider the impact and role of government on current economic issues. Students will be required to write two major papers that explore the individual role in the overall global community.



Required Electives

[1 credit minimum required, more than 1 course can be taken for elective credit]

CIS: American Democracy in a Changing World – A & B (POL 1001)

Grade Level: 12

Credits: SHS: 2 Credits

College: 4 Semester credits from the University of Minnesota/Twin Cities

Prerequisite: None

Eligibility: Must meet the University of Minnesota's course admission requirement: Must be a junior or senior in the top 20% of the class or instructor approval.

NCAA Core Course

Description: This course is articulated with the University of Minnesota Department of Political Science. Students who successfully complete it will receive four semester credits from the University of Minnesota in Political Science. The areas of emphasis will include principles, organization, processes, and functions of government; the interplay of political forces in the United States; and American budgetary and economic systems.



CIS: Introduction to Psychology – A & B (PSY 1001)

Grade Level: 11,12

Credits: SHS: 2 Credits

College: 4 Semester credits from the University of Minnesota/Twin Cities

Prerequisite: Biology and/or Psychology recommended

Eligibility: Must meet the University of Minnesota's course admission requirement: Must be a junior or senior in the top 20% of the class or instructor approval.

NCAA Core Course

Description: This course is articulated with the University of Minnesota Department of Psychology and students who successfully complete it will earn four semester credits from the University of Minnesota in Psychology. This rigorous hybrid course, intended for college-bound students, includes online lectures by U of M professors who specialize in each subfield of psychology (personality, learning, social and biological psychology, etc.). Course content will introduce students to the scientific study of human behavior and mental processes and emphasis will be placed on research methods used in psychology. Students will investigate and evaluate how research is applied to solve practical, "real-world" problems. Critical thinking and independent reading of challenging material will be emphasized throughout the course. Internet access (at home or at school) is required throughout the semester to view online lectures, complete online quizzes, and access class activities and handouts.



Environmental Ethics

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: None

Required Materials: Parent permission to drive to off-campus locations.

Graduation Requirement: Social Studies

Note: Students taking this class must also sign up for Ecology.

Description: This class is designed to attract the student who has a passion for the environment and to provide that student with a system of thought, through the application of the scientific method, service learning, ethics and classical logic, to evaluate human interaction with the environment. In a real-world approach, this course will include partnerships with the Minnesota Department of Natural Resources and Trout Unlimited. The classroom environment will include the Eagle Creek River System. The mission of this course is to assist students in developing an understanding of the direct footprint humans leave on the natural world and to explore methods for diminishing the impact of humans on the environment.

Humanities – Social Studies

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course

Note: Students taking this class must also sign up for Humanities-English

Description: Humanities is designed to use a holistic approach to education. Humanities foster understanding of how subjects parallel, using history, art, literature, religion, music, politics, and society to make connections between the past and the present, between the diverse world cultures and you. As a team-taught course between the Social Studies and English Departments, Humanities is intended to prepare juniors and seniors with knowledge and skills necessary to succeed in rigorous academic environments. Students will be expected to write four to five compositions, work on grammatical concepts, expand their knowledge base, think analytically, prepare presentations, and excel in class discussions. This course will be taught as a two-hour block, and each student who successfully completes the course will receive both a Social Studies and an English credit.

Required Electives - Continued

[1 credit minimum required, more than 1 course can be taken for elective credit]

Psychology

Grade Level: 11,12

Credits: 1 Credit - Elective

Prerequisite: None

Graduation Requirement: Social Studies

NCAA Core Course

Description: Psychology is the study of the human mind and behavior. Throughout our course we examine what motivates or drives humans to think and behave the way they do. We will study a series of unethical experiments, examine the human brain, and engage in discussions of modern psychological issues. Through our course you will improve your self-awareness, as well as gain the analytical and soft skills that will empower you to better understand, communicate and relate to other people in your life; the insights you gain from psychology help us put our lives into perspective and self-actualize.

Sociology

Grade Level: 11,12

Credits: 1 Credit - Elective

Prerequisite: None

Graduation Requirement: Social Studies

NCAA Core Course

Description: Regardless of career choice, taking a Sociology course will not only increase understanding of yourself and the family, friends, neighbors, and future employers that surround you, but explain dynamics that occur between the two. With the understanding that society impacts every stage of your personal and professional life, why not figure out and embrace all it has to offer. The examination of culture, mass media, gender roles, deviant behavior, and social and economic stratification will encourage reflection on this society, giving you power to make positive decisions that will impact you throughout life. Using analysis of movies, mass media class discussions, and thought-provoking projects you will be empowered with a new understanding of yourself and the complex society that surrounds you.



GLOBAL ELECTIVES



Global Electives

Infographic
Key



Fine Arts Credit



College Credit Opportunity



CAPS Program

GLO: Great Leadership Opportunities

Grade Level: 12

Credits: 1 Credit

Eligibility: An application and interview with instructor is required

Application: bit.ly/GLOappSHS

Description: Students will have the opportunity to lead homeroom groups throughout the school in a variety of academic, career-planning, culture- and character-building activities. This course is for students interested in a real-life, hands-on leadership experience within the high school. Interested students will be self-motivated and passionate about changing our building for the better. "GLO taught me how to be responsible for something other than just my homework assignments," notes a former GLO leader. "I can't thank you enough for the lifelong skills you have taught me."

Enrollment requires approval from instructors and is based on teacher recommendation.

Unified Physical Education

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: Recommended Physical Education Graduation Requirements Completed.

****This course does NOT meet a physical education graduation requirement for students serving in a mentorship role****

Application: bit.ly/UPEappSHS

Description: Unified PE allows students to develop leadership and service skills, while assisting their peers in meeting physical education goals. In this global elective course, students will assist cognitively and physically disabled students as they participate in physical education. Students will help plan and implement adapted physical education activities and assist students throughout. This course is intended to provide a leadership and mentorship opportunity for students. Enrollment in this course will be by application and based on instructor approval.

Team & Individual Sports 1

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Recommended Physical Education Graduation Requirements Completed.

**** DOES NOT MEET GRADUATION REQUIREMENT ****

Description: Students will learn to play and compete in many team and some individual sports. 80% of the course will be participation in the various sports and 20% devoted to fitness. This course is for those who like to participate.

Team & Individual Sports 2

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Must have Physical Education Graduation Requirement Completed.

**** DOES NOT MEET GRADUATION REQUIREMENT ****

Description: This course is for those who like to participate and compete in sports. Competitive spirit is a must. 80% of the course will be competing daily in various team and individual sports and students are graded on the results of the competition. 20% of the course is devoted to fitness.

Yearbook Journalism 1

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course

Description: This journalism course gives you the basic knowledge and skills you need to be a part of SHS's student media. You will attend events, conduct interviews, and take photos in order to produce content for the school yearbook. Students should have an interest in hands-on work, storytelling, and media in general. A willingness to talk to people goes a long way. There are no prerequisites, but Photography, Graphic Design, and any writing course will be helpful.

Yearbook Journalism 2

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Yearbook Journalism 1

NCAA Core Course

Description: Students who have taken Yearbook Journalism 1 can take this course to continue their learning. Students will continue to attend events, report on news, take photos and video and use advanced software to produce stories for the school yearbook. During this course, students will take a more active role in determining content for publication, designing pages and layouts, and editing and revising others' work. Students who successfully complete this course will be able to apply for the position of Yearbook Editor.

Yearbook Editor

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: Yearbook Journalism 2

Description: Yearbook Editor gives committed and dedicated students the opportunity to continue and enhance their involvement in the production of the yearbook. Students will gather information, photograph activities and events, write text, design layouts, and learn software applications used to create the yearbook (YearTech Online, Adobe Creative Suite, etc.). Students will also assume the role of editor and work to plan, approve, improve, and proofread their classmates' work. Finally, students will study advanced journalism and design concepts as well as the business management side of publication.

Fine Arts Courses

[2 Credits Required for Graduation]

ADDITIONAL FINE ARTS COURSES ARE LISTED WITH THE FINE ARTS SYMBOL IN THE ACADEMY SECTION

Media Arts

Writers' Workshop

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course



Description: Writers' Workshop is designed for students who enjoy creative self-expression through writing. Works of established authors will be discussed and evaluated. A variety of writing styles will be examined. Students will concentrate on the tools and techniques of writing: characterization, setting, and plot. Students will write three major creative pieces and some minor works.

Music

9th Grade Band – A & B

Grade Level: 9

Credits: 2 Credit

Prerequisite: None

Required Materials: **1)** Up to \$75 rental fee for students using school-owned instruments. **2)** Each member must have a black dress shirt and pants or a non-casual black dress. **3)** A lesson book for your instrument (can be the same as 9th grade book to start the year)



Description: Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester, and a variety of pep bands. These major performances and events are planned well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. These trips are optional.

There are two equal 9th grade bands: Thole 9th Grade Band and O'Dowd 9th Grade Band. Placement in each band is determined by instrumentation. Music performed in each ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance, and have fun through musical learning and group activities. There is no enrollment limit for the 9th grade bands. Students can start an instrument in high school but must consult the director for further information in the spring and sign-up for summer lessons before enrolling in band.

Music - Continued

10th Grade Band – A & B

Grade Level: 10

Credits: 2 Credits

Prerequisite: None

Required Materials: **1)** Up to \$75 rental fee for students using school-owned instruments. **2)** Each member must have a black dress shirt and pants or a non-casual black dress. **3)** A lesson book for your instrument (can be the same as 9th grade book to start the year)



Description: Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester, large group contest, and a variety of pep bands. These major performances and events are planned well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. These trips are optional.

There are two equal 10th grade bands: Symphonic Band and Shakopee Winds. Placement in each band is determined by instrumentation. Music performed in each ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance, and have fun through musical learning and group activities. There is no enrollment limit for Symphonic Band. Students can start an instrument in high school but must consult the director for further information in the spring and sign-up for summer lessons before enrolling in band.

Concert Band – A & B

Grade Level: 11,12

Credits: 2 Credits

Prerequisite: None

Required Materials: **1)** Up to \$75 rental fee for students using school-owned instruments. **2)** Each member must have a black dress shirt and pants or a non-casual black dress. **3)** A lesson book for your instrument (can be the same as previous book to start the year)



Description: Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester, large group contest, and a variety of pep bands. These major performances and events are planned well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. These trips are optional. Music performed in this ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance, and have fun through musical learning and group activities. There is no enrollment limit for Concert Band. Students can start an instrument in high school but must consult the director for further information in the spring and sign-up for summer lessons before enrolling in band.

Music – Continued**Wind Ensemble – A & B****Grade Level:** 11,12**Credits:** 2 Credits**Prerequisite:** None**Required Materials:** **1)** Up to \$75 rental fee for students using school-owned instruments. **2)** Each member must have a black dress shirt and pants or a non-casual black dress. **3)** A lesson book for your instrument (can be the same as previous book to start the year) **4)** Black Dress Shoes **5)** Tuxedo Shirt (Men Only)

Description: Wind Ensemble is made up of primarily juniors and seniors, although advanced sophomores may have the chance to audition based on instrumentation needs. Each band student is required to take seven private lessons each semester. Mandatory performances include scheduled band concerts each semester and a variety of pep band events. These major performances and events are scheduled well in advance so that students and families can plan accordingly. Band members have the opportunity to take one major trip and several smaller trips throughout their high school career. These trips are optional.

Music performed in this ensemble represents compositions in a variety of styles. All facets of the high school band program are designed to develop instrumental playing ability and foster greater appreciation and understanding of all music. Band students acquire technical skill on their instrument, achieve excellence through performance and have fun through musical learning and group activities. Wind Ensemble is an auditioned group. All students must audition the previous spring to be considered for the Wind Ensemble.

9th Grade Choir – A & B**Grade Level:** 9**Credits:** 2 Credit**Prerequisite:** None**NCAA Core Course**

Description: Choir is open to any student who wishes to sing. Individual voices are heard each fall for range and choir/part placement. Course requirements, grading and discipline procedure can be found in the Choir Syllabus on our website. Assignments and assessments will be given in this class to ensure students fulfill the National Arts Standards. Each choir performs 2 concerts per year and sings standard SATB, SSA and TB literature.

Saber Choir – A & B**Grade Level:** 10,11,12**Credits:** 2 Credits**Prerequisite:** None**Required Materials:** Black shoes, socks and pants/skirt

Description: Saber Choir emphasizes musical and vocal development and the enjoyment of singing. Students will perform a broad range of literature from many musical style periods that include pop, Broadway theater, and classical. The Saber Chorale represents our school at MSHSL contests as well as community and school performances. Attendance at all performances is required.

Course work includes sight-reading, ear training, proper voice care, bi-monthly private lessons, and working cooperatively with others through the development of tone quality and blend.

Bel Canto Choir – A & B**Grade Level:** 11,12**Credits:** 2 Credits**Prerequisite:** Instructor Approval**Required Materials:** Black shoes, socks pants/skirt

Description: The Bel Canto Singers is a women's choral group selected through a non-threatening audition process. It is designed for the more experienced singer who demonstrates a high degree of self-motivation to achieve the top performance level possible. The Bel Canto Singers represent the school in state/conference contests and festivals and community/school events and concerts. Attendance at all performances is required.

Students will explore a broad range of literature from many musical style periods that include pop, Broadway theater, and classical. Course work includes sight-reading, ear training, proper voice care, bi-monthly private lessons, and working cooperatively with others through the development of tone quality and blend.

There are two audition times: 1) the previous Spring for all registered students and returning choir members; and 2) the first week of school for students who have transferred or registered late. See the instructor if you are interested in membership.

Concert Choir – A & B**Grade Level:** 11,12**Credits:** 2 Credits**Prerequisite:** Approval from instructor**Required Materials:** Black shoes, socks and pants/skirt

Description: This mixed voice choral group is selected through a non-threatening audition process. It is designed for the more experienced singer who demonstrates a high degree of self-motivation to achieve the top performance level possible. Concert Choir represents the school on national/state tours, state/conference contests and festivals, community/school events and concerts. Attendance at all performances is required.

Students will explore a broad range of literature from all musical style periods that include pop, Broadway theater, and classical. Course work includes sight-reading, ear training, proper voice care, bi-monthly private lessons, and working cooperatively with others through the development of tone quality and blend.

There are two audition times: 1) the previous Spring for all registered students and returning choir members; and 2) the first week of school for students who have transferred or registered late. See the instructor if you are interested in membership.

Students may also participate in Jazz Band and Chamber Choir, which meets before/after school and is offered as extra-curricular activity. Students must try out for this activity in the fall

Theatre

Theatre

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

NCAA Core Course



Description: Designed to examine the history of theatre and the development of character roles for the stage. A variety of topics and issues will be addressed and incorporated into the study of the craft of performance including: movement, character development, voice, and the audition process. Students will perform dramatic monologue(s) and dialogue(s). A critical review of a professional live performance will be required of each student. Coursework based on the National Core Arts Council standards for theatre.

Visual Arts

Ceramics 1

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None



Description: All clay! All the time! Do you enjoy working with your hands? Do you like making art you can use? If so, Ceramics is the right class for you. Students in this class learn basic hand-building and wheel-throwing techniques to create unique and functional pottery. In addition to hands-on projects, students will study the historical significance of pottery, build creativity skills, provide and receive feedback, and reflect on and revise their work.

Ceramics 2

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Ceramics 1



Description: Wanted: Students with a passion for clay and desire to challenge themselves. Ceramics 2 will challenge you to create clay works you didn't know you could make. Students will explore the medium of clay as a method to communicate form and function. Functional and sculptural clay artwork will be created through hand building and wheel throwing. Student choice is vital in this studio-based class and will be shown in student's choice of theme, clay technique, and finishing options.

Practical Art

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None



Description: Do you love scrolling Pinterest? Have you dreamed of making your own crafts? Then this is the class for you! Students in this class will learn and practice forms of art that they can use in their everyday lives. Students will explore techniques such as macramé, glass art, hand sewing, and paper crafting. Students will improve their artistic abilities through the creation of at least five projects that they can take home and put to use. Students will study and appreciate the historical and cultural significance of the crafts while working to develop their art language and build artistic skills.

Visual Arts – Continued

Advanced Art Studio

Grade Level: 11,12

Credits: SHS: 1 Credit

Prerequisite: Photography, Drawing, Painting, and Printmaking, multiple courses within the same art medium, or instructor permission.



Description: Do you want to dig deeper into a single art material? Do you have more ideas for paintings, photographs, design, or pottery? In this class you will have time, support, structure with lots of choice and studio space to pursue your artmaking. Students will complete assignments in their choice of art material or to focus on one medium. Regardless of medium, students will be required to show a fundamental competence and range of understanding in visual concerns (and methods). Each student will demonstrate progress over time by developing a body of work and organizing a portfolio. Some students may utilize this course to develop work for an AP portfolio, in which case you would take AP Art and Design A & B immediately after this course, required in the same year (by application and instructor approval).

Students who plan to submit an AP portfolio (by application and instructor approval), will be required to complete additional pieces, as well as enroll in the AP Art & Design course for the remainder of the school year.

AP Art & Design– A & B

Grade Level: 11,12

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or higher on a portfolio of work submitted to the College Board.

Prerequisite: Advanced Art Studio (must register in same academic year) **This is an independent study course, required application and instructor approval (instructor will have the application).**



Description: This class is designed for students who are seriously interested in the practical experience of art and want to focus on medium. It is ideal for the student who is pursuing art/design in a post-secondary setting. For this course, in lieu of an AP exam, students will submit a portfolio of work to the College Board for potential college credit.

The AP Art and Design Program offers three portfolios: Drawing, 2-D Art and Design, and 3-D Art and Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). It is recommended that students provide their own materials for their medium.

World Languages

While world language is not required for graduation, many colleges and universities require a minimum of two to four years of the same world language taken during grades 9-12. Please consult with your counselor to ensure course selections match post-secondary planning.

GERMAN

German 1 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: This course introduces students to the German language, its structure, pronunciation, and the cultures of Germany, Switzerland, and Austria. We will learn lots of new words and phrases and carry on simple conversations talking about ourselves and our world: family, friends, school, hobbies and activities. The emphasis of German 1 is gaining basic speaking and listening comprehension skills, but we will also read and write short dialogs, create skits, and complete other hands-on projects using our new language skills. German will be spoken whenever possible. This class requires a high degree of motivation and memory skills, along with good study habits. Good English grammar skills are a plus. German I is a demanding course and will prepare the student to take German II.

German 2 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: German 1 or by placement test

NCAA Core Course

Description: This course continues the development of the student's conversational skills in German. We will improve our communicative abilities by learning all the basic "building blocks" of grammar, and increase our vocabulary through reading, listening and writing. We will also learn more about the geography and culture of the German-speaking world, and learn how to express our own ideas, feelings and reactions. Dialogs, skits, videos and hands-on projects continue to be a major focus.

German 3 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: German 2 or by placement test

NCAA Core Course

Description: German 3 is the course where it all "comes together." Students will learn new ways to combine the basic "building blocks" of grammar that they've already learned, which will enable them to build toward creative self-expression. We will further expand our speaking, listening, reading and writing skills through role-playing, fairy tales, poetry, videos, short fiction readings, and current topics of interest for German youth. By the end of German 3, we will have developed our language skills to the extent that we will be able to travel as tourists through German-speaking countries!

German 4 – A & B

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: German 3 or by placement test

NCAA Core Course

Description: Wollt ihr einmal in Deutschland wohnen? In diesem Kurs lernen wir viel über die deutsche Kulturgeschichte, wir verbessern unser Deutsch, und wir sehen das moderne Leben in Deutschland durch die Augen eines neuen Charakters.

Students will learn to apply advanced grammar and develop the ability to "fine-tune" their self-expression in German to the point that they could live or study in Germany. We will also take a closer look at Germany's rich cultural history: art, literature, music, politics, and everyday lifestyles from the early beginnings of civilization to the present day, including current events on the Internet.

JAPANESE

Japanese 1 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: None

NCAA Core Course

Description: Students in Japanese 1 will be introduced to the foundation of Japanese language and culture. Students will learn to read and write using Japanese characters, while developing speaking and listening skills. Students will be able to describe themselves, family members and friends in simple sentences as well as their daily activities in the past, present and future tenses. Cultural topics including Japanese family, housing, school, sports, food, geography, arts, and annual events and festivals will be introduced and explored through films, projects, activities and presentations.

Japanese 2 – A & B

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: Japanese 1 or by placement test

NCAA Core Course

Description: Students in Japanese 2 will be introduced to a variety of verb forms to produce more complex sentences while developing the basic four skills of language; reading, listening, speaking and writing. Students will continue to build more vocabulary and sentence structures that enable them to describe their daily activities, physical features and clothing, state their opinions, make requests, etc. Students will explore deeper into Japanese culture and learn about the Japanese history, Japanese cities and their tourist attractions, physical geography, popular culture, and current events.

Japanese 3 – A & B

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: Japanese 2 or by placement test

NCAA Core Course

Description: Students in Japanese 3 will be able to use polite speech and casual speech comfortably in different situations and improve their proficiency in all four skills of language. Students will learn additional kanji characters and use them in their reading and writing. Students will build more vocabulary and sentence structures that enable them to describe their health conditions and experiences, compare and contrast multiple items, state opinions, etc. Students will explore deeper into Japanese culture and learn about visual arts, gift-giving custom, seasonal events, popular culture, current events, etc.

Japanese 4 – A & B

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: Japanese 3 or by placement test

NCAA Core Course

Description: The Japanese 4 course is intended for students who are interested in continuing with the development of their proficiency skills in Japanese. All four language skills (reading, writing, listening and speaking) will be emphasized in greater depth through authentic learning experiences including history, literature, cultural and social issues, and community involvement. Students in this course will explore honorific/humble expressions, passive/causative expressions, transitive/intransitive expressions through a variety of culturally relevant activities and develop their intercultural critical thinking. Students will also learn additional kanji characters to become a more proficient reader and writer.

SPANISH

Spanish 1 – A & B**Grade Level:** 9,10,11,12**Credits:** 2 Credits**Prerequisite:** None**NCAA Core Course**

Description: Designed exclusively for students with no prior exposure to Spanish, Spanish I focuses on the four basic skills: listening, speaking, reading, and writing. Relevant aspects of Hispanic culture are introduced. Students explore the culture and language through projects, music, and games. Upon completion of this course, students will be able to express basic information about themselves and others. This class requires a high degree of motivation, memorization skills, and good study habits.

Spanish 2 – A & B**Grade Level:** 9,10,11,12**Credits:** 2 Credits**Prerequisite:** Spanish 1 or by placement test**NCAA Core Course**

Description: Designed for students who have successfully completed Spanish I, Spanish II focuses on the progressive development of the four basic skills: listening, speaking, reading, and writing. The class focuses on the mastery of common grammatical structures, expressing past experiences, and extending vocabulary. Students explore the culture and language through projects, music, and games. It is recommended students take this course the year following Spanish 1.

Spanish 3 – A & B**Grade Level:** 9,10,11,12**Credits:** 2 Credits**Prerequisite:** Spanish 2 or by placement test**NCAA Core Course**

Description: Spanish III curriculum is a faster-paced expansion of the four skills acquired in Spanish I and II. Communication is heavily stressed; students will be expected to learn new verb tenses, and more vocabulary. The focus of this class is to develop more fluency in self-expression and comprehension. We will study Hispanic culture and geography to point out cultural differences, possible cultural misunderstandings, stereotypes, and the importance of language in our multicultural society. 90% of the class is conducted in Spanish.

Spanish 4 – A & B**Grade Level:** 10,11,12**Credits:** 2 Credits**Prerequisite:** Spanish 3 or by placement test**NCAA Core Course**

Description: This course is intended for those students who are interested in continuing the development of their proficiency skills in Spanish. All four language skills (reading, writing, listening, and speaking) will be emphasized in greater depth. Activities to improve these skills will include studying Hispanic literature, history, cultural and social issues.

Advanced Spanish for Careers – A & B**Grade Level:** 11,12**Credits:** 2 Credits**Prerequisite:** Spanish 4 or by placement test**NCAA Core Course**

Description: This course is intended for those students who are interested in continuing the development of Spanish in an authentic, community-based course. We will explore the relevance of Spanish within the Academics model, discovering and applying our knowledge to meaningful activities and projects in our school and community. Topics and themes may include journalism and film studies, public health, environmental studies, human rights, and more. The capstone experience of this course will be a student-driven independent study that connects a student's learning within their Spanish experience to their community. This course is designed for students to dive deeper into Spanish through self-directed work.

CIS: Spanish 1003 – A & B**Grade Level:** 10,11,12**Credits/Length:** SHS: 2.5 Credits / 2 Terms**College:** 5 semester credits for the year from the University of Minnesota/Twin Cities**Prerequisite:** Multiple years of high school Spanish or by placement test**Eligibility:** Must meet the University of Minnesota's course admission requirements: Must be a junior or senior ranked in the top 30% of the class.**NCAA Core Course**

Description: This College in the Schools course is designed and articulated with the University of Minnesota. Students who successfully complete this course with a C- or better, will receive five U of MN credits. The course is intended for students who are looking for additional challenges in the fourth year of Spanish. Emphasis is on proficiency in reading, writing, speaking, and listening based on the intermediate level of the national standards. Students will utilize their Spanish skills through the study of history, art, culture, and literature of Spanish-speaking countries.

**Spanish for Spanish Speakers 1 – A & B****Grade Level:** 9,10,11,12**Credits:** 2 Credits**Prerequisite:** This class is for students who speak Spanish at home as a primary or secondary language. Students should be conversational in Spanish, but not necessarily able to read and write.

Description: This course is designed for students that speak Spanish conversationally or fluently and want to improve their Spanish skills. The class will be taught exclusively in Spanish, but it is not assumed that students know academic Spanish; academic vocabulary will be taught. The emphasis will be placed on developing reading, writing, spelling, and grammar. The objective is to support the student with their linguistic skills and provide them with the necessary academic skills to use written and spoken language in a more sophisticated way, both in Spanish and by transferring these skills to English. The class will include literature from Spanish speaking countries, cultural analysis and activities to define and understand how cultures intersect.

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, y la gramática. El objetivo es el de proveer al estudiante con las habilidades académicas necesarias para manejar el lenguaje en el discurso escrito y oral, y para transmitir las habilidades lingüísticas a otras clases y lecturas en inglés. La clase enfocará en literatura de culturas hispanas y ofrecerá al estudiante la oportunidad de aprender sobre culturas hispanas por análisis cultural y un estudio de cómo y cuándo cruzan con otras culturas.

CIS: Spanish 1004 – A & B**Grade Level:** 10,11,12**Credits/Length:** SHS: 2.5 Credits / 2 Terms**College:** 5 semester credits for the year from the University of Minnesota/Twin Cities**Prerequisite:** CIS: Spanish 1003 or Instructor Permission**Eligibility:** Must meet the University of Minnesota's course admission requirements: Must be a junior or senior ranked in the top 30% of the class.**NCAA Core Course**

Description: This College in the Schools course is designed and articulated with the University of Minnesota. Students who successfully complete this course with a C- or better, will receive five U of MN credits. The course is intended for students who have successfully completed C.I.S. 1003 and are looking for additional challenges in the fifth year of Spanish. Emphasis is on proficiency in reading, writing, speaking, and listening based on the intermediate level of the national standards. Students will utilize their Spanish skills through the study of history, art, culture, and literature of Spanish-speaking countries.



Spanish for Spanish Speakers 2 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: Spanish for Spanish Speakers I or by placement test

Description: This course is designed for the student who speaks Spanish conversationally or fluently, and wants to improve their linguistic skills. The class will be taught strictly in Spanish, but it will include instruction of academic vocabulary. The emphasis will be placed on building on skills in reading, writing composition, grammar, and will present more complex literature. The objective of this course is to support students in developing the academic skills necessary to use more sophisticated language in both reading and speaking. The class will also build on a study of Hispanic culture, with an emphasis on analysis of the historical forces that influence the development of Hispanic countries and cultures, and the implications on today's culture.

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades necesarias para manejar el lenguaje más complejo y sofisticado en el discurso escrito y oral. La clase también aumentará el estudio de la cultura hispana, con análisis profundo de las fuerzas históricas que han desarrollado la cultura y los países hispanos y las implicaciones en la cultura de hoy.

Spanish for Spanish Speakers 3 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits

Prerequisite: Spanish for Spanish Speakers 2 or by placement test

Description: This class is intended for students who wish to improve their Spanish reading and writing skills through the interpretation of authentic Spanish literature. The class will be taught exclusively in Spanish. In this class students will read authentic literature and use it as the springboard for learning language, building verbal and written communication skills, developing literary analysis and critical thinking skills, and connecting students with their rich and diverse cultural heritage.

Esta clase está diseñada para estudiantes que desean mejorar la lectura y la composición en español leyendo e interpretando obras de la literatura auténtica de España y los países Hispanos. Americanos Los estudiantes tendrán que interpretar literature escribiéndola. Esta clase será enseñada totalmente en español. En esta clase los estudiantes leerán literature auténtica y usarán estas lecturas para aprender su idioma mayor así como para desarrollar sus habilidades de comunicación oral y escrita desarrollar sus habilidades en el análisis literario y el pensamiento crítico y conectar a los estudiantes con su diverso patrimonio cultural.

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“Academies of Shakopee”



To Shakopee Students and Families:

Our mission is to prepare all students to be college and career ready. A critical aspect of this mission is providing an opportunity for you to explore and find your interest and passion areas. Shakopee High School has begun a multi-year implementation plan to organize elective courses into six academies; Arts & Communications, Business & Entrepreneurship, Engineering & Manufacturing, Health Science, Human Services, and Science & Technology. Academies are small learning communities of students and teachers who are organized around your specific area of interest. You will find yourself with other students who have similar aspirations and with teachers who can help you make meaningful connections to your plans for the future.

Each academy has a separate section with a divider which contains the logos, brand and a curriculum framework which outlines programs of study with current and potential future courses. A **program of study is a three course sequence of an introductory, intermediate and advanced course to help you go deeper into a particular area.** The class of 2022 and beyond will be required to complete a program of study for graduation. This graduation requirement is only three credits and will ensure you explore one area more deeply while still maintaining a wide variety of choices in other areas. Please note the curriculum framework for each academy is near completion, but slight changes may still occur in course offerings. The diagram on the next page is intended to help you understand the framework.

Are you interested in learning more about areas such as publishing, arts, business, healthcare, public service, science, technology, and engineering? The next pages in the guide outline the variety of courses you can select from. **This should continue your journey towards discovering the types of courses or programs you might want to pursue in the post-secondary school of your choice and how they relate to future career paths.**

We hope you find the course titles and descriptions exciting and intriguing – the courses were designed to help you **FIND YOUR PASSION!**

Nancy Thul

Director of Teaching and Learning
Shakopee Public Schools

Overview of the Academies of Shakopee

Arts & Communication • Art Production and Management • Media Production and Recording • Mass Communications • Creative Design	Business & Entrepreneurship • Accounting and Finance • Entrepreneurship and Business Management • Marketing and Sales • Hospitality and Restaurant Management	Engineering & Manufacturing • Architecture and Construction • Manufacturing and Fabrication Technologies • Engineering and Design • Transportation Technologies
Health Sciences • Biomedical • Public Health • Exercise Science • Healthcare	Human Services • Teaching and Educational Services • Social and Mental Health Services • Public Service • Law and Legal Services	Science & Technology • Computer Science • Information Technology Solutions • Renewable Energy and Electrical Systems • Environmental Science

How to Read Your Academy Curriculum Framework:

Key Terms Defined

Area of Interest	Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.
Gateway Course	A quarter length course that introduces each Area of Interest and is a requirement for 6 th and 7 th grade students at the middle level.
Programs of Study	A sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest and directly relates to 2-yr and 4-yr post-secondary options and relevant career opportunities.
Introductory Course	The first course in a sequence of courses within a program of study. Typically, taken by 9 th or 10 th graders exploring academies.
Intermediate Course	The second course in a sequence of courses within a program of study. Typically taken by 10 th and 11 th graders within the academy.
Advanced Course	The third course in a sequence of courses within a program of study. These courses must include value added programming. Typically, taken by 11 th and 12 th graders within the academy.
Academy Elective	An elective course within an academy that builds on the programs of study and is available to students outside of the academy.
Global Elective	A course that is not embedded within an academy. Typically meets a post-secondary or graduation requirement (e.g. World Language, Fine Arts).
CAPS Program	A profession-based, immersion program for 11 th and 12 th grade students who attend class, with a Shakopee High School teacher, at an industry partner location, with an opportunity for a second-semester internship.

MIDDLE SCHOOL		HIGH SCHOOL		
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Programming is Electric Middle School Electives (Grades 7 & 8): Invisible World of Science & Technology Apps Creation Middle School Connection	Computer Science	Computer Hardware and Software	AP Computer Science Principles (PLTW**)	*Technological Innovations Environmental Ethics and Ecology
	Information Technology Solutions		Cyber Security	
	Renewable Energy and Electrical Systems	Electricity	Energy and Power Generation	
	Environmental Science	Energy, Food, and The Outdoors	AP Environmental Science *Environmental Sustainability	
Additional Academy Elective Courses:		Mobile App Development Web Development		
CAPS Program:		Future Programming To Be Determined Potential Future Course		

*Indicates new courses beginning in the 2020-21 school year.

**Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study



ARTS & COMMUNICATION

Arts & Communication fosters creativity, innovation, and expression to ensure well-rounded individuals who can apply those skills in a number of fields. Career fields include the performing arts, visual arts, design, communications, and publishing.



Arts & Communication Academy

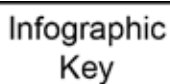


Related Careers: Art Directors, Curator, Stage Manager, Museum and Exhibit Manager, Director, Performer (Musician, Actor), Music Directors and Composers, Audio and Video Technician, Sound Engineer, Producers and Directors, Editors, Writers and Authors, Public Relations and Fundraising Manager, News and Print Media, Journalist, Multimedia Artists and Animators, Interior Designers, Artist and Art Marketer, Graphic Designers

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Heroes Middle School Electives (Grades 7 & 8): Digital Art Draw It, Paint It, Print It Drop a Beat House of Style Saber Animation & Video Sculpt It	Arts Production and Management	Behind the Scenes: Production and Technical Design	*Event Design and Management	*Live Production
	Media Production and Recording	Elements of Media Production	Music and Sound Recording Broadcast and Video Production	*Live Production *Creative Professional
	Mass Communications	Writing for Media	*Media Messaging and Design	*Creative Professional
	Creative Design	Digital Design 1 Design Fundamentals	Digital Design 2 Drawing, Painting, Printmaking Photography	
	Additional Academy Elective Courses:	Acting Rock Band Essentials Interior Design Public Speaking Fashion Merchandising and Design		
	CAPS Program:	 Shakopee CAPS Creative Media (Can substitute for the Advanced Course in any Arts & Communication Program of Study)		

*Indicates new courses beginning in the 2020-21 school year.

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study



Fine Arts Credit



College Credit Opportunity



CAPS Program

Introductory Courses

Behind the Scenes: Production & Technical Design

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Arts Production and Management



Description: This course is designed to expose students to auditorium and performance space systems. Students will study and create lighting plots and technical design while working in the classroom, stage, scene-shop, catwalk, rigging, etc. This will be a hands-on class where students will recognize deadlines as they apply to performances and production dates throughout the school year.

Elements of Media Production

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Media Production and Recording



Description: Elements of Media Production will provide students with a foundation in film, television, photography and music production. Students will explore video, sound and music editing, camera setup, broadcast studio setup and sound and music recording, and lighting.

Writing for Media

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Mass Communications



Description: If you love writing and are wondering how you can make it your career, this is the class for you. We will write for multiple purposes and audiences, experimenting with social media, press releases, personal blogs, and more. Students will learn to vary style, tone, and voice to achieve the goal of each task, and familiarize themselves with following style guides and the constantly evolving conventions of modern media.

Design Fundamentals

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Creative Design



Description: Are you looking to explore the world of art? Do you want to try out a variety of art media (materials)? This class provides students with an introduction to a wide variety of art mediums and historical perspectives. It introduces the concepts of the studio classroom with guidance and structure. Techniques explored may include drawing, clay, painting, printmaking, sculpture, photography, and fiber art. In addition to hands on projects the students will work to develop their art language, build artistic skills, offer written and oral critiques, and reflect on their work. Students who have taken elective art courses in 7th or 8th grade do not need to take this course before moving on to a related art medium.

Digital Design 1

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Creative Design



Description: Communicating through art! Whether it be to advertise or sell, persuade or explain the graphic arts communicates with a targeted audience. The Adobe Creative Suite (Photoshop, Illustrator and InDesign) will be examined as the primary tools used to plan and execute graphically designed visual artwork. Students study the design principles, color theory, composition and spatial relationships. Projects may include image collage, typography, building a logo design/stationery, magazine cover/article layout, poster design for advertisement. This class builds skills that are applicable to the real world in the visual arts industry; the focus will be on finding creative visual solutions to communication problems using technical skills. In addition to hands on projects, the students will work to develop their art language, build artistic skills, provide and receive feedback and reflect on and revise their work.

Intermediate Courses

Event Design and Management

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Behind the Scenes: Production and Technical Design

Program of Study: Arts Production and Management



Description: Students will demonstrate the basic principles of live production by planning events such as concerts, recitals, fundraisers, speeches, etc. We will identify and practice all elements of the events, including choice of venue, target audience, stage design, setup, and take-down procedures. Students will leave the class understanding how to manage an array of live events in multiple settings.

Broadcast and Video Production

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Elements of Media Production

Program of Study: Media Production and Recording



Description: Broadcast and Video Production will have students produce a daily news broadcast, including live footage and video packages. Students will also explore the processes behind film and television production to create short films in and out of the studio. Students will utilize video editing, sound and music editing, camera setup, broadcast studio setup, and lighting.

Intermediate Courses - Continued**Music and Sound Recording****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Elements of Media Production**Program of Study:** Media Production and Recording

Description: Using ProTools, the industry standard of recording software, students will learn the history of sound recording and multitrack sound recording with a Digital Audio Workstation (DAW). Students will work with an audio mixing console and learn microphone use and placement related to instruments to achieve quality recordings. Students will also have the opportunity to compose and record their own original songs or reproduce a cover song of another artist. Students may also work with voice-over techniques.

Media Messaging and Design**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Writing for Media**Program of Study:** Mass Communications

Description: In this course, students will learn how to convey their messages and tell their stories more effectively by creating supporting materials to enhance their writing. Students will develop basic skills in photography, videography, visual design, infographics, and audio as they complete a variety of projects (social media campaign, blog, podcast, advertisements, etc.). Students will utilize the writing process and feedback cycles to revise and improve their work, learning to make choices and use appropriate techniques based on their target audience and intended purpose. Students will learn how to use, and also create, an appropriate style guide for each project.

Digital Design 2**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Digital Design 1**Program of Study:** Creative Design

Description: Are you looking to build your skills in creative problem solving? Do you want improve your ability to communicate visually in this visual world? This course will continue to build on the skills using the Adobe Creative Cloud (CC), and gain exposure to additional Adobe CC applications. Project objectives may include illustration, publication layout, animation, typography, image editing, package design, web design. In addition to hands on projects, the students will work to develop their art language, build artistic skills, provide and receive feedback and reflect on and revise their work.

Drawing, Painting, and Printmaking**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Design Fundamentals**Program of Study:** Creative Design

Description: Oodles of doodles! A Plethora of Paint! Piles of Prints! Is your notebook full of drawings? Is your room filled with paintings and prints? If so, this class is the place for you. In Drawing, Painting, and Printmaking, students learn and practice a variety of two-dimensional techniques and mediums, such as acrylic painting, pen and ink, and reduction printing. In addition to hands-on projects, students will work to develop their art language, build creativity skills, provide and receive feedback, and reflect on and revise their work.

Intermediate Courses - Continued**Photography****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Digital Design 1 or Design Fundamentals**Required Materials:** Camera equipment is available to check out, but students may provide their own camera equipment.**Program of Study:** Creative Design

Description: Do you want to learn more about the art of creating photographs? The ability to control all of the settings on a Digital SLR camera is a very powerful tool that allows for lots of creative flexibility in photography. Learning how to use an SLR camera will take you beyond the snapshot! This class is designed as a three part learning course: technical camera tools, technical software (Adobe Photoshop & Lightroom) for editing and processing photographic work, and creative composition projects. With each unit, you will learn something new from all three areas to improve your photography skills. In addition to photographing in natural light, you will have experiences with ambient light in our lighting studio. Students will work to develop their art language, build artistic skills, understand historical influences, provide and receive feedback, and reflect on and revise their work.

Advanced Courses**Live Production****Grade Level:** 11,12**Credits:** 1 Credit

Prerequisite: One of the following: Music and Sound Recording, Broadcast and Video Production, or Event Design and Management
Program of Study: Arts Production and Management or Media Production and Recording

Description: Teams of students will design and facilitate all aspects of live events, which may include broadcasts for the student body, production of shows in various theater spaces, and school or community events. Tasks may include but are not limited to video, lighting, sound, performance, stage management, site management, set-up (staging & equipment), and production. Students will engage in community partnership with experts in a chosen field of study.

Creative Professional**Grade Level:** 11,12**Credits:** 1 Credit

Prerequisite: One of the following: Music and Sound Recording, Broadcast and Video Production, Media Messaging and Design, Digital Design 2, Photography, or Drawing, Painting, and Printmaking

Program of Study: Media Production and Recording, Mass Communications, or Creative Design

Description: In this course, you will fill the role of designer, photographer, artist, writer, sound engineer, musician, videographer and more. Add your talent to team projects such as advertising campaigns, magazine layouts, music videos or albums, art installations, original films and documentaries, murals, and beyond.

These authentic experiences will guide students through creative collaboration with classmates and industry professionals. Students will utilize project management tools and develop professional and technical skills while practicing for real-world industry environments.



Advanced Courses - Continued**Shakopee CAPS Creative Media – A & B****Grade Level:** 11,12**Credits/Length:** SHS: 4 Credits / 2 Terms**College:** 6 Semester credits from Hennepin Technical College**Prerequisite:** Recommended - Intermediate Course from an Arts & Communication Program of Study**Schedule:** 1st Semester only (Blocks 1 and 2)**Location:** Shakopee Mdewakanton Sioux Community Marketing

Eligibility: Entrance to CAPS is based on Hennepin Technical College eligibility criteria and a completed application. Limited space is available; placement will be determined by a review of all applications. All applications are due at the close of registration. See your counselor for any questions regarding the application process. Please use the link below or QR code to view application.

Application: bit.ly/ShakopeeCAPSapp

Description: Shakopee CAPS Creative Media is ideal for students who are interested in developing the professional and technical skills required to pursue a career in creative services, written communications, digital marketing, or traditional media. Do you have an interest in graphic design, illustration, photography, or videography? Are you a wordsmith and want to enhance your skillset in creative and professional writing, public relations, or marketing copy? Is your focus web development, digital marketing, or social media? This program will educate students in design methods, theory, professional communication, and creative problem-solving utilized in the industry today. Students will create visual concepts and learn how those concepts are perceived, interpreted, and communicated.

Students will be fully immersed at our leading business partner, the Shakopee Mdewakanton Sioux Community, where they will gain insight to the inner-workings within several departments of a self-sustaining community and organization. Students will create a wide array of digital, print, and communication pieces in a professional-based learning environment. This will provide opportunities to collaborate with mentors and business clients on a variety of media projects. The program will be led by a creative educator and supported by diverse professionals visiting the classroom as guest lecturers and mentors. Students may learn various degrees of Dakota culture, including history, traditions, and language. Students will deliver real products to their clients, create a professional portfolio that illustrates their creative talent, and explore career opportunities in the area of creative media.

Shakopee CAPS Creative Media Internship**Grade Level:** 11,12**Credits/Length:** SHS: 2 Credits / 1 Term**College:** 3 Semester credits from Normandale Community College**Prerequisite:** Shakopee CAPS Creative Media – Semester 1**Schedule:** 3rd Quarter only (Block 1 and 2)**Location:** Various internship locations in Shakopee area

Eligibility: Acceptance into an internship will depend on student's application and interview. Students are NOT guaranteed placement into an internship.

Description: The Shakopee CAPS Creative Media Internship will give students direct experience working in the field of digital design. Students will gain invaluable professional skills working alongside graphic design and business professionals. A variety of internships are available; students will be able to pursue internships that most interest them. All students will apply and interview for these competitively placed positions. Students will create first-hand with design professionals. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.

Academy Elective Courses**Acting****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Theatre

Description: Students will continue at an advanced level to examine the history of theatre and include development of character roles for the stage. This course will survey historical aspects of theatre, including Greek and Shakespearean studies through Contemporary styles of performance and stage work. Students will focus more on acting skills, interpretation of character, and studying script. Students will journal personal reflections of various in-class individual and group performances. A critical review of a professional live performance will be required in this class. An end project will be a capstone or theatre performance before an audience of peers. Coursework based on the National Core Arts Council standards for theatre.

Fashion Merchandising & Design**Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None

Description: Interested in the world of fashion? This is your opportunity to explore the concepts of buying and selling clothing in a retail setting as well as explore the creative, fashion design process. You will learn how to use the elements and principles of design to create eye-appealing styles. As an important part of merchandising and design, you will learn how to construct and sew clothing and apply those skills to create a garment of your choice.

Interior Design**Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None

Description: When you walk into a room, do you imagine a new design? Do you want to re-create the space in your own way? In Interior Design I, you will learn the basics of designing spaces for the interior and exterior of homes. This course will emphasize designing and drawing floor plans, types of furniture and furniture layout, window treatments, wall coverings, the history of housing, and the elements and principles of design. These skills will guide students to creatively and knowledgeably design rooms. Students will create floor plans and presentation boards that reflect their creativity as an interior designer.

Public Speaking**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** None**NCAA Core Course**

Description: Public Speaking is an introductory course combining communication theory with practical speaking experiences. Students will learn how to plan, prepare, organize, outline, and deliver a speech. A variety of speaking experiences of varying lengths are required. Some types of speeches may include: values, career, demonstration, storytelling, oral interpretation, informative, persuasive, debate, and impromptu. This course will help students be successful with real-life experiences and in preparation for the required college public speaking course.

Rock Band Essentials**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** None

Description: Do you want to learn about the music industry? Rock Band Essentials is the first step in your journey. Students will benefit from unique hands on instruction that incorporates learning basic chords and progressions, rock beats, bass lines, vocals, and songwriting. Study will include, but not be limited to digital drums, keyboards, and guitars. In this course, students will form a band and learn about the difficult but rewarding process of bringing together a group of individuals into a rock band.



BUSINESS & ENTREPRENEURSHIP

Business & Entrepreneurship offers students industry relevant experiences that will allow students creative platforms to produce ideas and products that propel the growth of local, state, national, and the global economy. Career fields include marketing, sales, finance, hospitality and tourism, management, and entrepreneurship.



Business & Entrepreneurship Courses



Related Careers: Accountant, Bookkeeper, Actuary, Insurance Underwriters, Loan Officer, Financial Planner, Tax Preparer, Venture Capitalist, Small Business Owner, Entrepreneur, Business Analysts, Office Manager, Supply Chain Manager, Hotel Management, Event Planner, Tour Operator, Food and Beverage Manager, Executive Chef, Sous Chef, Restaurant Owner, Market Research Analysts, Recruiters, Social Media Marketing Manager, Sale Representatives & Retail Managers, Fundraiser, Media Buyer

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7): Think Tank Middle School Electives (Grades 7 & 8): Innovation Lab Money Doesn't Grow on Trees Teen Chef	Accounting and Finance	Business Dynamics	Accounting *Finance and Investments	* Advanced Business Seminar
	Entrepreneurship and Business Management		Management and Leadership Entrepreneurship	
	Marketing and Sales		Marketing	
	Hospitality and Restaurant Management	Business Dynamics Culinary Arts 1	Hospitality Management Culinary Arts 2	
	Additional Academy Elective Courses:	Baking & Pastry Business Technology Culinary Arts 3	Sports & Entertainment Marketing Social Media Marketing	
	CAPS Program:	 CAPS Business Administration and Management (Can substitute for the Advanced Course in any Business & Entrepreneurship Program of Study)		

*Indicates new courses beginning in the 2020-21 school year.

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

Introductory Course**Business Dynamics****Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None**Program of Study:** Accounting and Finance, Entrepreneurship and Business Management, Hospitality and Restaurant Management, Marketing and Sales

Description: Amazon knows... Nike knows...Mark Zuckerberg knows...how to turn passion into profit! Uncover business secrets and learn the skills necessary to succeed in today's dynamic business environment. This course exposes you to the business cornerstones of marketing, entrepreneurship, finance, management, and more. Students will participate in hands-on activities and have the opportunity to put concepts and skills into practice by competing at local, state, and national levels. Begin your journey to business success today!

Culinary Arts 1**Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None**Program of Study:** Hospitality and Restaurant Management

Description: If you are passionate about food and are considering a career in the culinary field, this course will help you develop the professional skills to be successful in the food & lodging industry. You will be immersed in hands-on labs and lessons to build your professional culinary skill set. You will master the fundamental techniques on how to make sauces, stocks, soups, breakfast foods and sandwiches. We will also explore nutrition, kitchen basics, food service equipment and safety and sanitation. This course is the first level of the ProStart® Program which is a two-semester industry-based program that prepares students for careers in the restaurant and foodservice industry.

Intermediate Courses**Culinary Arts 2****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Culinary Arts 1**Program of Study:** Hospitality and Restaurant Management

Description: The Culinary Arts 2 curriculum provides a continued opportunity for students to acquire comprehensive knowledge of the food service industry. Students will be immersed in hands-on labs and lessons to advance their professional culinary skill set. Students will master the advanced techniques on how to make global cuisine, breakfast foods & sandwiches, salads & garnishes, and meat/seafood dishes. Students will apply nutritional principles to food preparation and storage, investigate marketing strategies and develop menus, and strengthen their business and math skills.

This course is the second level of the ProStart® Program which is a two-semester industry-based program that prepares students for careers in the restaurant and food service industry. Optional: Students are encouraged to find employment in the field in order to achieve the 400 hours (and two exams) required to earn the ProStart certificate.

Intermediate Courses - Continued**Accounting – A & B****Grade Level:** 10,11,12**Credits:** SHS: 2 Credits

College: Students can meet the requirements for articulated college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Business Dynamics**Required Materials:** Calculator**Program of Study:** Accounting and Finance

Description: Accounting is the language of business, and many post-secondary institutions require this knowledge in business degree programs. This course will prepare students 1) who need a foundation for studying business and accounting at the post-secondary level; 2) who desire careers in related business fields for which some accounting knowledge and application is needed; or 3) who desire vocational preparation for an accounting career. This course is highly recommended for students who are interested in being a part of the business world in any capacity. Accounting will teach students how to apply accounting theory to typical business transactions. You will learn accounting procedures for starting a business, creating financial statements, and completing an accounting cycle for a service business organized as a sole proprietorship. Daily use of hands-on learning using web-based applications and Excel will take place. No matter what types of businesses rise and fall, there will always be a need for accountants and this class will only make you more marketable.

Finance and Investments**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Business Dynamics**Program of Study:** Accounting and Finance

Description: The next best thing to a "money-making machine"...this class is designed to equip students with the tools and knowledge necessary for understanding corporate finance and building wealth! This course provides an introduction to the fundamentals of the financial industry including an emphasis on a wide variety of real-world situations. Financial markets, securities, mutual funds, futures, real estate, and other investment vehicles will be analyzed in preparation for the student to create a hands-on personal investment strategy and portfolio. If you put dollars in solid and thoughtful investments today, how much would you accumulate for your future? Join the class and learn how to make time and money work for you.

Management & Leadership**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Business Dynamics**Program of Study:** Entrepreneurship and Business Management

Description: Management and Leadership will explore a variety of management strategies that will help you lead and influence others. It will provide business management concepts and principles in a realistic, investigative, and enriching manner. This course is designed to give students an understanding of how to communicate in the workforce, learn to make decisions, deal with conflict, and other management issues and current trends in the world of business. You will gain an understanding of how businesses use tools and structures to work together and operate.

Intermediate Courses - Continued

Intermediate Courses – Continued

Entrepreneurship

Grade Level: 10,11,12

Credits: SHS: 1 Credit



College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Recommended - Business Dynamics

Program of Study: Entrepreneurship and Business Management

Description: This course will engage students in the exciting process of starting your own business. We will learn many of the aspects needed to begin a new business venture, including recognizing opportunity, finding your market, funding and operating a new business, and managing to maximize profitability. If you are willing to take on the challenge of running your own business, come learn the skills needed to turn your business dreams into a reality. If being your own boss is your goal, we can help give you the tools! This course is an intermediate course in the Entrepreneurship program of study within the Academy of Business and Entrepreneurship.

Hospitality Management

Grade Level: 10,11,12

Credits: SHS: 1 Credit



College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Business Dynamics or Culinary Arts 1

Program of Study: Hospitality and Restaurant Management

Description: The Hospitality Management course will introduce students to the world's largest industry that includes: lodging, travel and tourism, recreation, amusements, attractions, resorts, event planning, and food beverage service. You will learn how geography, economics, and cultures affect this industry around the world. The course offers insights into the hospitality industry that will enhance the student's chances for gaining employment in hospitality and other service-related industries through authentic projects, collaboration with businesses and other student-based projects.

Marketing

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Recommended - Business Dynamics

Program of Study: Marketing and Sales

Description: What do Lululemon, Apple, Adidas and other top brands have in common? They are all able to maximize the success and profile of their business by generating excitement and hype around their products.

Whether developing a new energy drink or offering a promotion for the cell phone you cannot live without, marketing focuses on satisfying customer needs and wants while turning a profit. As we learn the "art of the sale," students engage in the marketing and promotion of products and learn how to increase profits through the development of a 21st century advertising campaign. Students will use print, video, and online media resources to create promotional campaigns to demonstrate the core marketing principles of Product, Place, Price and Promotion. Students will explore how companies brand their products and services to compete in a global marketplace.

Advanced Courses

Advanced Business Seminar

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: Business Dynamics or Culinary Arts 1 AND one of the following: Accounting, Finance and Investments, Management and Leadership, Entrepreneurship, Marketing, Hospitality Management, or Culinary Arts 2

Description: Advanced Business Seminar students will work in collaborative teams to complete an authentic project for a community/business partner. Using project management skills, students will utilize skills and knowledge gained from introductory and intermediate classes to develop quality deliverables. In addition, students will hone their professional skills and create an executive portfolio for future use in school and career opportunities.

Shakopee CAPS Business Administration & Management – A & B

Grade Level: 11,12

Credits/Length: SHS: 4 Credits / 2 Terms

College: 7 semester credits will be available from Normandale Community College

Schedule: 1st Semester only (Blocks 1 and 2)

Location: Valleyfair and Shakopee Mdewakanton Sioux Community Gaming Enterprise

Prerequisite: Recommended – Intermediate Course from a Business and Entrepreneurship Program of Study

Eligibility: Entrance to CAPS is based on eligibility criteria and a completed application. Seniors must be in the top 50%; Juniors must be in the top 33% of their graduating class or gain instructor approval. Limited space is available; placement will be determined by a review of all applications. All applications are due at the close of registration. See your counselor for any questions regarding the application process. Please use the link below or QR code to view application.

Application: bit.ly/ShakopeeCAPSapp

Description: Shakopee CAPS Business Administration & Management program provides a dynamic introduction to business with unparalleled access to Valleyfair and the Shakopee Mdewakanton Sioux Community Gaming Enterprise. Students will partner with leading experts from these regional business centers to learn the principles of business and management. The hands-on, project driven curriculum will include marketing, sales, hotel and restaurant management, event planning, human resources training and development, and leadership and management skills.

Shakopee CAPS Business Administration & Management Internship

Grade Level: 11,12

Credits/Length: SHS: 2 Credits / 1 Term

College: 2 semester credits may be available from Normandale Community College

Schedule: 3rd Quarter only (Block 1 and 2)

Location: Various internship locations in Shakopee area

Prerequisite: Shakopee CAPS Business Administration & Management – Semester 1

Eligibility: Acceptance into an internship will depend on student's application and interview. Students are NOT guaranteed placement into an internship.

Description: The Shakopee CAPS Business Administration & Management Internship will give students direct experience working in the dynamic field of business. Students will gain invaluable skills working alongside business and management professionals. A variety of internships are available; students will be able to pursue internships that most interest them. All students will apply and interview for these competitively placed positions. Through authentic work, students will learn first-hand the high expectations of the industry. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.



Academy Elective Courses

Baking & Pastry

Grade Level: 10,11,12

Credits: SHS: 1 Credit



College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: None

Description: This course will take the skills you learned in previous culinary courses to a whole new level. You will explore various baking methods and learn techniques for making products like strawberry shortcake, pastry, pie, pretzels, pizza and cinnamon rolls. You will be immersed in several authentic learning projects throughout the course, producing products both in the school cafe and in restaurants of our industry partners. A significant portion of the course is devoted to developing cake decorating skills through projects such as Cupcake Wars & the Ultimate Cake competition. For those whose hearts are set on creating the sweeter things in life, Baking and Pastry is the class for you.

Business Technology

Grade Level: 9,10,11,12

Credits: SHS: 1 Credit



College: Students can meet the requirements for articulated college credit in this course. Please see instructor or your counselor for details.

Prerequisite: None

Description: Business Technology will prepare students for jobs in today's technology-oriented business world. Students will bring their computer application skills to the next level using word processing programs, spreadsheets, charting applications, desktop publishing, and more. They will also learn the appropriate times to choose one platform over another. Students will be exposed to many other technology tools in order to create videos, podcasts, memes, comics, and infographics.

Students will work in collaborative groups and learn communication, human relation, and decision-making skills. They will perform office procedures and tasks while producing quality work with advanced features of business software applications. Skills learned in this course will be useful for students while furthering their education or working on a job.

Culinary Arts 3

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Culinary Arts 2

Description: This course is the third level of the ProStart® Program which is a three-semester industry-based program that prepares students for careers in the restaurant and foodservice industry. Students receive career-oriented instruction in both classic and modern culinary arts with an emphasis on the skills needed to succeed in the industry and postsecondary education. Hands-on experiences, skills-based competitions, event planning and collaboration with professionals will be the norm in order to practice and hone culinary skills.

**Upon the completion of this course, optional certifications (such as Serv-Safe and National Prostart Certificate of Achievement) are available. Certifications may include additional fees, exams and completing up to 400 work hours in the foodservice industry.*

Social Media Marketing

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Marketing

Description: Do you love social media and digital communications? Did you know that social media management has become a sought-after skill in all industries? As of January 2018, there were thousands of job openings for social media and digital brand specialists.

Social Media Marketing focuses on these skills – the tools, strategies, and processes companies use to communicate digitally with customers. It also focuses on the skills needed to personalize one's own digital brand – which are valued by colleges and employers. By the end of the course, you will have demonstrated an understanding of how social media and digital communication play a role in a company's bottom line, and have your own personal digital brand that will impress colleges, recruiters, and employers. Industry certification opportunities are available.

Sports & Entertainment Marketing

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: None

Description: It's finally here! A class that you can relate to that is designed to teach marketing/business applications by applying them directly to the sports and entertainment fields. This course is designed to provide students with the skills necessary to apply marketing concepts to the sports and entertainment industry. Students will have the opportunity to develop and design their own sports or entertainment franchise along with learning about marketing college, amateur, and professional sports; endorsements; and legal issues for sports and entertainment. This will include the entertainment and recreation industries as well. As these fields are explored, a variety of applications will be used, including word processing, spreadsheets with charts/graphs, database, drawing, Podcast recording, and telecommunications.



ENGINEERING & MANUFACTURING

Engineering and Manufacturing is a high tech, high skill, high demand area that will help students generate their own jobs and opportunities. Career fields include manufacturing, robotics, transportation, design, electronics, architecture, construction, and engineering.



Engineering & Manufacturing



Related Careers: Aircraft Mechanic, Aeronautic Engineer, Architect, Building Engineer, Civil Engineer, CNC Machinist, Computer Control Programmer/Operator, Design Electrical Engineer, Engineer, Electrician, Entrepreneur, HVAC Controller, Industrial Engineer, Machinists, Manufacturing Mechanical Engineer, Process Engineer, Packaging Engineer, Process Engineer, Robot Technician, Quality Engineer, Structural Engineer, Tool and Die Maker, Welder

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7): Teen Engineer Middle School Electives (Grades 7 & 8): GTT: Architecture (PLTW) GTT: Design and Manufacturing (PLTW) GTT: Robotics (PLTW)	Architecture and Construction	Manufacturing and Construction	Construction Civil Engineering & Architecture (PLTW**)	*Construction Management and Development
	Manufacturing and Fabrication Technologies		Welding and Metal Fabrication Wood Production Technologies	*Manufacturing Design and Development
	Engineering and Design	Intro to Engineering Design (PLTW**)	Principles of Engineering (PLTW**) Computer Integrated Manufacturing (PLTW**) Aerospace Engineering (PLTW**) Civil Engineering & Architecture (PLTW**)	Engineering Design & Development (PLTW**)
	Transportation Technologies		Small Gas Engines	Super High Mileage Vehicle
	Additional Academy Elective Courses:	Advanced Welding – Design & Fabrication Advanced Woodworking – Cabinetry & Furniture		
	CAPS Program:	 Shakopee CAPS Engineering & Manufacturing (Can substitute for the Advanced Course in any Engineering & Manufacturing Program of Study)		

* Indicates new courses beginning in the 2020-21 school year.

** Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

Introductory Courses**Intro to Engineering Design (IED)
- A & B (PLTW)****Grade Level:** 9,10,11,12**Credits:** SHS: 2 Credits**College:** Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.**Prerequisite:** None**Required Materials:** 2 - 2" 3-ring binder**Program of Study:** Engineering and Design

Description: Introduction to Engineering Design (IED) is the starting point for students who are interested in becoming an engineer. See if you have what it takes to create the next great invention. In this class, you will learn how to efficiently design solutions to problems, create the solution on the computer and compete against other groups to see whose solution is the best. If you are looking at getting a head start on an engineering degree this class is a great opportunity, not only do you learn valuable skills you can also receive 3 credits from the University of Minnesota.

If students pass the course at 85% average for the year and the college final at 70% they are eligible for 3 college credits. This course also has weighted grades towards student's GPA.

Manufacturing and Construction**Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None**Program of Study:** Architecture and Construction, Manufacturing and Fabrication Technologies

Description: Do you like making and creating things? Do you want to learn how to do hands-on work with tools? If so, Manufacturing and Construction is the course for you. In this course, you will learn how to safely design and build fun projects with a variety of different materials and tools. This is the introductory course for the Manufacturing and Fabrication program of study and a great choice for students who are interested in woodworking, welding, plastics, construction or skilled trades. Begin your path to learning about the high-demand, hands-on careers of the future.

Small Gas Engines**Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None**Program of Study:** Transportation Technologies

Description: Have you ever wondered how an engine works? Have you thought about a career in the automotive, marine or power sport industries? Small Gas Engines is a great way to explore career options while learning the principles of how a small gas engine works. In this class you will learn about the principles of two-cycle and four-cycle small gas engines, the tools that are used to work on them, and how to disassemble and reassemble a working engine. A Briggs and Stratton engine will be provided for you.

Intermediate Courses**Welding and Metal Fabrication****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Manufacturing and Construction (Formerly Intro to Manufacturing)

Description: Did you enjoy Manufacturing and Construction? Can you see yourself working in the lucrative and high demand fields of Metalworking and Welding? If so, Welding and Metal Fabrication is the course for you! Welding and Metal Fabrication introduces students to careers in the welding and metalworking industries. Students will learn to safely operate welding and metalworking equipment while building a variety of projects.

Wood Production Technologies**Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Manufacturing and Construction (Formerly Intro to Manufacturing)**Program of Study:** Manufacturing and Fabrication Technologies

Description: Come learn the skills and techniques of woodworking and explore how artists and manufacturers must plan and manage their resources in order to produce a product. In this course, through hands-on experiences, you will be introduced to a variety of hand and power tools as you design and build with wood. Students will also apply manufacturing principles through production technologies, including the CNC router, lathe, and the laser engraver. Through this course, you will learn the principles needed for the growing, hands-on fields of manufacturing and the skilled trades.

Intermediate Courses - Continued**Construction****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Manufacturing and Construction (Formerly Intro to Manufacturing)**Program of Study:** Architecture and Construction

Description: Have you ever walked or driven by a new residential neighborhood, and asked yourself how these giant structures were being built? Construction 1 takes students through the basic steps needed for wood framed residential construction. Students will understand how carpenters and other trades people skillfully design, construct, install, and repair structures to comply with existing codes. Students will also read blueprints and specifications pertaining to standards and materials used in residential construction. Finally, students will form a small business, which will allow them opportunities to run a company from ordering to delivery, work with a client, and provide new construction to the community.

**Marine, Motorsport, & Outdoor Power Equipment****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Small Gas Engines**Program of Study:** Transportation Technologies

Description: Would you like to have the ability to take something apart, make an adjustment or two, reassemble it and have it work better than ever? Do you love snowmobiling, jet skiing, riding around on your ATV? Marine, Motorsport and Outdoor Power Equipment will give you the hands-on experience you need to be successful as an owner, operator and technician. The marine/motorsport/air-cooled engine field is experiencing phenomenal growth and is expected to grow at an even faster rate in the coming years. Career opportunities exist in all areas of the country in both urban and rural areas. This program offers detailed instruction in the operation, maintenance and repair of internal combustion engines and the equipment they power. Students will gain hands-on experience while working on a wide variety of engines and equipment.

**Principles of Engineering (POE) - A & B (PLTW)****Grade Level:** 10,11,12**Credits:** SHS: 2 Credits

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Intro to Engineering Design (IED)**Program of Study:** Engineering and Design

Description: Principles of Engineering (POE) is a course designed to take you further into the world of engineering by challenging your mind and building skills. Although not required, it is recommended that Introduction to Engineering (IED) is taken prior to this class, it helps to build a foundation for understanding functions of Autodesk Inventor and the many types of engineering terms and design process. Engineering is NOT boring; in this class we will be using a variety of equipment to include laser tables, and VEX robotic kits. We will also learn how to program machines, build gliders, and build catapults, as well as complete many other projects. This is yet another PLTW course that allows you to earn 3 credits from the University of Minnesota.

**Civil Engineering & Architecture (CEA) - A & B (PLTW)****Grade Level:** 10,11,12**Credits:** SHS: 2 Credits

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Manufacturing and Construction (Formerly Intro to Manufacturing) or Intro to Engineering Design (IED)**Program of Study:** Architecture and Construction

Description: Civil Engineering and Architecture (CEA) is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Students will also get the opportunity to construct various models of structures using the 3-D Printer, and Laser Engraver. This course is completed with a capstone experience in which students work a real-world situation, along with help of professionals from the industry to come up with a solution that they then present to a team of engineers.

**Aerospace Engineering (AE) (PLTW) - A & B****Grade Level:** 10,11,12**Credits:** SHS: 2 Credits

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Recommended - Intro to Engineering Design (IED)

Description: Aerospace Engineering propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software and explore robot systems through projects such as remotely operated vehicles. Students are able to gain college credit through successful completion of the end of course exam and maintaining an 85% average.

**Computer Integrated Manufacturing (CIM) - A & B (PLTW)****Grade Level:** 10,11,12**Credits:** SHS: 2 Credits

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Recommended - Intro to Engineering Design (IED)

Description: We are surrounded by products that have been designed and manufactured by people. Any product that is mass produced needs some help from robots, computer-controlled machinery, and the people that run, build, and program these machines. In Computer Integrated Manufacturing (CIM) you will get hands-on experience with using cutting edge manufacturing technology. You will achieve these skills: designing products in Autodesk Inventor that will be manufactured in our own lab, creating programs that machines and robots use to manufacture products, designing and building the machines used in manufacturing, and creating a flexible manufacturing system.



Advanced Courses

Engineering Design and Development (EDD) - A & B (PLTW)



Grade Level: 11,12

Credits: SHS: 2 Credits

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Intro to Engineering Design AND one of the following: Principles of Engineering, Computer Integrated Manufacturing, Aerospace Engineering, or Civil Engineering and Architecture

Required Materials: USB Flash Drive (more than 520 MB)

Program of Study: Engineering and Design

Description: "Don't you hate it when..." is a common statement made by people who are constantly thinking of ways to improve products or situations. Engineering Design and Development (EDD) is the course that allows you to design a solution to a technical problem of your choosing. Now is your chance to eliminate one of the "Don't you hate it when..." statements of the world.

This course is an engineering course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the semester.

Engineering Design and Development serves as the capstone course within the Project Lead The Way course sequence and allows you to apply all the skills and knowledge learned in the previous Project Lead The Way courses that you have taken, a minimum of two, during your high school career. This course will test your time management and team-work skills. Throughout this course you will find yourself working side by side with industry mentors and stakeholders to complete a prototype of a solution that your team has researched, designed, and created. This course offers the most real-world experience you can receive at a professional level. What a great thing to include on a resume or college application!

Super High Mileage Vehicle

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Marine, Motorsport, and Outdoor Power Equipment

Program of Study: Transportation Technologies

Description: Would you like to attempt to break the world record for the highest fuel efficiency vehicle? This class follows the design, fabrication, and troubleshooting process to construct a fuel-efficient vehicle utilizing small engine power with the aid of community expert partnerships. Our class will then use this vehicle to compete with other schools throughout the state and the nation. If you are interested in engineering and the automotive field, this is a great class to combine technical and creative skills while you build your own race car.

Construction Management and Development – A & B



Grade Level: 11,12

Credits: 2 Credits

Prerequisite: Construction or Civil Engineering & Architecture

Program of Study: Construction and Architecture

Description: Construction Management and Development is the capstone course for the Architecture and Construction program of study in which students will be involved in a variety of construction related aspects. Students who take this course will see the entire building process for multiple construction projects. They will learn management skills such as: record keeping, job-site management, use of subcontractors and scheduling. Students will learn soft skills for managing people through communication, critical thinking, collaboration, and character. Specific computer software programs will be used for construction project scheduling that will allow students to obtain industry standard experiences. Finally, students will work on projects with business and industry professionals in order to gain real-world experience that are transferable to any of the construction related industries.

Manufacturing Design and Development

Grade Level: 11,12

Credits: 1 Credits

Prerequisite: Welding and Metal Fabrication or Wood Production Technologies

Program of Study: Manufacturing and Fabrication Technologies

Description: Manufacturing Design & Development is the capstone course for the Manufacturing and Fabrication Technologies program of study in which students will experience the manufacturing process and the life cycle of a product from concept to completion. Working with business and industry professionals, students will gain real world experience designing, managing, and fabricating a product to fulfill a customer's request. Students will learn management skills such as: record keeping, facility management, material acquisition and scheduling. Students will learn soft skills for managing people through communication, critical thinking, collaboration, and character. Students will gain real world experiences that are transferable to any manufacturing industry.

Advanced Courses – Continued**CAPS Engineering & Manufacturing – A & B****Grade Level:** 11,12**Credits:** SHS: 2 Credits/1 Quarter**College:** Credits from Hennepin Technical College**Prerequisite:** Recommended - Intermediate Course in an Engineering & Manufacturing Program of Study**Eligibility:** Entrance to CAPS is based on eligibility criteria and a completed application. Seniors must be in the top 50%; Juniors must be in the top 33% of their graduating class or gain instructor approval. Limited space is available; placement will be determined by a review of all applications. All applications are due at the close of registration. See your counselor for any questions regarding the application process. Please use the link below to view application.**Application:** bit.ly/ShakopeeCAPSapp**Description:** Shakopee CAPS Engineering and Manufacturing program fully immerses students at Bayer in Shakopee providing unprecedented access to real-world experiences in the dynamic fields of Engineering & Manufacturing. Partnering with experienced professionals, students will advance their understanding of engineering and discrete manufacturing, design process thinking, project management, and explore the many career opportunities in these high demand industries. Students will be able to see the evolution of their projects from inception to completion with the evolution of the course.

Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and on and off-site shadowing experiences.

CAPS Engineering & Manufacturing Internship**Grade Level:** 11,12**Credits:** SHS: 2 Credits/1 Quarter**College:** Credits from Hennepin Technical College**Prerequisite:** CAPS Engineering & Advanced Manufacturing – A & B**Description:** The Shakopee CAPS Engineering & Manufacturing Internship will give students direct experience working in the field. Students will gain invaluable professional skills working alongside Engineering and Manufacturing professionals. A variety of internships are available; students will be able to pursue internships that most interest them. All students will apply and interview for these competitively placed positions. Students will work directly with professionals and clients through a series of shadowing and project-based experiences. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.Academy Elective Courses**Advanced Welding – Design & Fabrication****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Welding and Metal Fabrication [Formerly Welding 1]**Description:** Did you like Welding and Metal Fabrication? In Advanced Welding, students will expand upon the skills and concepts acquired in Welding and Metal Fabrication; and explore other areas of metalworking such as casting, forging, and machining. In this course students will be asked to design and manufacture a project of their choice.**Advanced Woodworking – Cabinetry and Furniture****Grade Level:** 10,11,12**Credits:** 1 Credit**Prerequisite:** Wood Production Technologies**Required Materials:** Tape measure**Description:** This is a very advanced course in the art of furniture and cabinetmaking. In this course students will learn advanced woodworking skills such as wood bending and turning, advanced joinery and finishing techniques. Students will be exposed to modern wood production techniques while designing, developing, and managing a project of their choice. This class is one that will challenge your skills!



Health Science education will provide students with the knowledge and skills to pursue this high demand industry. Health Science career fields include biomedical science, exercise science, health and wellness, nutrition, and healthcare fields.



Health Science



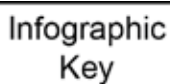
Related Careers: Medical Appliance Technician, Medical and Clinical Lab Technologist, Surgical Technologist, Medical Imaging Technologist, Biomedical Engineer, Forensic Science Technician, Dietetic Technician, Dietician and Nutritionist, Community Health Worker, Massage Therapist, Fitness Trainer and Aerobics Instructor, Athletic Trainer, Recreational Therapist, Physical Therapist, Occupational Therapist, Massage Therapist, Exercise Physiologist, Pharmacy Technician, Medical Assistant, Healthcare Social Worker, Physician, Physician Assistant, Licensed and Practical Nurse, Respiratory Therapist, Dentistry, Ophthalmology, Surgical and Medical Technician, Chiropractor

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7): Snack Attack Middle School Electives (Grades 7 & 8): GTT: Medical Detectives (PLTW) 2 Fit 2 Quit Code Red	Biomedical	Human Body Systems	Principles of Biomedical Science (PLTW**)	Medical Interventions (PLTW**)
	Public Health		Global Health and Disease Prevention	*Community Health
	Exercise Science		Human Movement Sciences	*Sports Medicine
	Healthcare		Principles of Biomedical Science (PLTW**)	*Healthcare Simulation
			Nursing Assistant	
		Emergency Medical Responder		
Additional Academy Elective Courses:	CIS: Human Physiology, Technology, and Medical Devices Nutrition for the Human Body			
CAPS Program:	 CAPS Healthcare and Medicine (Can substitute for the Advanced Course in any Health Science Program of Study)			

*Indicates new courses beginning in the 2020-21 school year.

**Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study



Fine Arts Credit



College Credit Opportunity



CAPS Program

Introductory Course

Human Body Systems

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Biomedical, Public Health, Exercise Science, Healthcare

NCAA Core Course

Description: Students examine the interactions of human body systems as they explore human anatomy and physiology associated with biomedical sciences, healthcare, public health and exercise science. Students build organs and tissues on a skeletal Maniken®; monitor body functions such as muscle movement, muscles strength, heart rate, blood pressure, and respiration. Human anatomy studies will include dissections on a variety of lab specimens.

Intermediate Courses

Human Movement Sciences

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Human Body Systems

Program of Study: Exercise Science

Description: Human Movement Sciences is a movement based course that explores the mechanical principles that govern human motion. Dive into the study of anatomy, strength training and conditioning, and kinematic forces that influence or impede human motion. Learn about common athletic injuries and how to prevent them, while creating training programs to improve muscular strength and health. Improve performance potentials of those in sport, physical fitness training, public safety, and the military elite. This course is the intermediate course in the Exercise Science program of study within the Academy of Health Science.

Global Health & Disease Prevention

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Human Body Systems

Program of Study: Public Health

NCAA Core Course

Description: Disease knows no border. In today's interconnected world, diseases can spread from an isolated, rural village to any other major city in as little as 36 hours. We cannot protect our borders unless we address disease elsewhere in the world. The purpose of this course is to develop the knowledge and understanding of the causes, symptoms, and methods of controlling and preventing chronic and infectious diseases. Prevention and treatment strategies will be identified. Emphasis will be placed on the factors that promote and hinder well-being. This course is the intermediate course in the Public Health program of study.

Emergency Medical Responder - A & B (HLTH 2209)



Grade Level: 11,12

Credits: SHS: 2 Credits

College: 3 Semester Credits from Normandale Community College

Prerequisite: Human Body Systems

Program of Study: Healthcare

Description: This course is designed to meet the needs of anyone who wishes to go beyond the basic level of First Aid training (law enforcement, firefighters, paramedics, rescue squads, athletic trainers, chiropractors, college students). The First Responders course will help students develop emergency medical skills and knowledge that will enable them to assist people who have sustained an accidental injury, are suffering from sudden illness, or are experiencing a medical problem. This includes basic life support assessment and management techniques for patients experiencing airway, breathing, and circulatory emergencies. Upon completion of the course, the student will be certified/recertified in CPR, First Aid, and AED and registered as an Emergency Medical Responder by the MN Emergency Medical Services Regulatory Board. The student will also be eligible to take the National Registry's First Responder exam and enroll in the Emergency Medical Technician Basic course.

Nursing Assistant/Home Health Aide - A & B (NURS 1060)



Grade Level: 11,12

Credits: SHS: 2 Credits

College: 4 semester credits from Normandale Community College

Eligibility: Normandale Community College Eligibility Requirements

Prerequisite: Human Body Systems

Program of Study: Healthcare

Description: The Nursing Assistant/Home Health Aide Certificate course prepares the student to provide physical nursing care to individuals in long term care facilities, hospitals, board and care homes, and in the client's own home. Students learn how to measure vital signs, assist individuals with physical needs such as personal hygiene, elimination, mobility, exercise and nutrition. This course also includes information on emotional, spiritual and psychosocial needs, and basic training in behavior management for persons with dementia. Students successfully completing this course are eligible to take the Pearson VUE Nursing Assistant/Home Health Aide Competency Test. After passing this test students can be placed on the Minnesota Department of Health Nursing Assistant/Home Health Aide Registry.

Intermediate Courses - Continued**Principles of Biomedical Science (PBS) – A & B (PLTW)****Grade Level:** 10,11,12**Credits:** SHS: 2 Credits**College:** Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.**Prerequisite:** Human Body Systems**Program of Study:** Biomedical, Healthcare**NCAA Core Course**

Description: Principles of Biomedical Science (PBS) is an intermediate course that serves to provide foundational knowledge and skills in fields such as forensics, biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems. Students will analyze evidence found at a crime scene and uncover clues left on the body to solve a mystery. They will question, diagnose, and propose treatment and care for patients in a family medical practice. Faced with a mysterious outbreak at a local hospital they will work to track down the source. During an emergency, they will stabilize a patient and prepare for medical surge and mobile medical care. Finally, they will collaborate with professionals in other fields to innovate and design solutions to local and global medical problems.

Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

Advanced Courses**Medical Interventions (MI) – A & B (PLTW)****Grade Level:** 11,12**Credits:** 2 Credits**Prerequisite:** Principles of Biomedical Science (PLTW)**Program of Study:** Biomedical**NCAA Core Course**

Description: Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to immunology, surgery, genetics, gene therapy, pharmacology, medical devices, and diagnostics. Each case scenario will introduce multiple types of interventions. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. This course has frequent collaborative, hands-on laboratory activities.

Advanced Courses - Continued**Community Health****Grade Level:** 11, 12**Credits:** 1 Credit**Prerequisite:** Global Health & Disease Prevention**Program of Study:** Public Health

Description: Students will apply their skills and knowledge of public health to their own communities—in the city of Shakopee, Scott County, or at SHS. Students will assess health issues and hazards; develop policies; inform, educate, and empower people about health issues; and evaluate the effectiveness of their solutions. Students will work with community partners to identify a local problem using real data, develop a solution, and implement the solution in the community. In partnership with our community students will enhance their professional skills in preparation for a career in community health.

Sports Medicine**Grade Level:** 11,12**Credits:** 2 Credits**Prerequisite:** Human Movement Sciences**Program of Study:** Exercise Science

Description: Sports Medicine is the advanced course for the Exercise Science program of study in the Health Science Academy. This course will provide students with experiential learning opportunities in athletic training, physical therapy, and other associated sports medicine disciplines. It will include an introduction to the sports medicine scope of practice: injury prevention and proactive care, emergency injury management, treatment and diagnosis, rehabilitation, and administrative protocols. Internship experience hours will be required during or outside of the school day for this course. On site or external partnerships will be available for students to meet the required experience hours.

We encourage students to complete the Emergency Medical Responder (EMR) intermediate course in conjunction with the Human Movement Science prerequisite. This pairing will better prepare students for the real-life application of skills for a sports medicine professional.

Healthcare Simulation**Grade Level:** 11,12**Credits:** 1 Credit**Prerequisite:** Nursing Assistant, Emergency Medical Responder, or Principles of Biomedical Science**Program of Study:** Healthcare

Description: Healthcare Simulation will be a collaborative advanced course in the Healthcare pathway. Students will immerse themselves into real world scenarios with the high-fidelity manikins and a team of healthcare workers (physicians, registered nurses, EMT, paramedics) culminating in a project focused on patient experience. This will provide students the opportunity to explore healthcare careers, understand the importance of patient experience, practice behaviors to succeed in the health care setting and apply communication skills that will support clients' diverse needs.

Advanced Courses - Continued**Shakopee CAPS Healthcare & Medicine – A & B****Grade Level:** 11,12**Credits/Length:** SHS: 4 Credits / 2 Terms**College:** 6 semester credits from Normandale Community College**Schedule:** 1st and 2nd Quarter (Block 1 and 2)**Location:** St. Francis Regional Medical Center**Prerequisite:** Recommended - Intermediate Course from the

Public Health, Exercise Science, or Healthcare Program of Study

Eligibility: Entrance to CAPS is based on eligibility criteria and a completed application. Seniors must be in the top 50%; Juniors must be in the top 33% of their graduating class or gain instructor approval. Limited space is available; placement will be determined by a review of all applications. All applications are due at the close of registration. See your counselor for any questions regarding the application process. Please use the link below to view application.**Application:** bit.ly/ShakopeeCAPSapp**Description:** Shakopee CAPS Healthcare and Medicine program fully immerses students in St. Francis Regional Medical Center providing unprecedented access to real world experiences in the dynamic field of healthcare and medicine. Partnering with experienced medical professionals, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and explore many career opportunities in healthcare.

Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and on and off-site shadowing experiences.

Shakopee CAPS Healthcare & Medicine Internship**Grade Level:** 11,12**Credits/Length:** SHS: 2 Credits / 1 Term**College:** 3 semester credits may be available from Normandale Community College**Schedule:** 3rd Quarter (Blocks 1 and 2)**Location:** Various internship locations in Shakopee area**Prerequisite:** Shakopee CAPS Healthcare & Medicine – Semester 1**Eligibility:** Acceptance into an internship will depend on student's application and interview. Students are NOT guaranteed placement into an internship.**Description:** The Shakopee CAPS Healthcare & Medicine Internship will give students direct experience working in the healthcare field. Students will gain invaluable professional skills working alongside healthcare professionals. A variety of internships are available; students will be able to pursue internships that most interest them. All students will apply and interview for these competitively placed positions. Students will work directly with healthcare professionals and clients through a series of shadowing and project-based experiences. Students who have participated in internships show a higher chance of completing college and with less debt. Come get a start on your future and develop your competitive edge.Academy Elective Courses**CIS: Human Physiology, Technology, and Medical Devices – A & B (BIOL 1015)****Grade Level:** 11,12**Credits:** SHS: 2 Credits**College:** 4 Semester credits from the University of Minnesota/Twin Cities**Prerequisite:** Chemistry**Eligibility:** Must meet the University of Minnesota's course admission requirements: Must be a junior or senior who earned at least a B or better in a rigorous high school chemistry course.**NCAA Core Course****Description:** This course is articulated with the University of Minnesota and students successfully completing this course will earn 4 University of Minnesota semester credits. CIS Human Physiology, Technology, and Medical Devices is a freshman-level, introduction to Human Anatomy and Physiology. While this course will satisfy U of M requirements for "biological science with a lab," it is not a substitute for higher level (3000 level) anatomy and physiology courses required for health care careers such as nursing.

This course covers the main organ systems of the human body, placing emphasis on their relationships to normal and abnormal health. Students will learn to identify and locate many anatomical structures and understand how each works individually and in cooperation with other parts to maintain homeostasis (balance) in the body. The course will include group work, discussion, writing, lab work and out of class projects.

Nutrition for the Human Body**Grade Level:** 9,10,11,12**Credits:** 1 Credit**Prerequisite:** None**Description:** Learn what to eat and why! Nutrition for the Human Body will teach you how to prepare foods that will help you fuel the human machine. In this course you will learn how to design and prepare diets that will meet nutritional needs, as well as help others improve their performance, prevent diseases, achieve optimal health, and reach their goals. You will deepen your understanding of major nutrients, the psychology of eating, digestion and energy systems, and building diet programs through lab and classroom experiences. This course will expose you to careers in personal training, dietetics, nutrition, physical/occupational therapy, nursing, and athletic training.



Skills students gain in the Human Services could be applied across all academic disciplines. Human Services courses benefit both the community and students while encouraging students to look beyond themselves to serve others. Career fields include human development, psychology, education, legal fields, law enforcement, and public services.



Human Services



Related Careers: Early Childhood Educator, K-12 Teacher, Administrator, Educational Paraprofessional, Training and Development Manager/Supervisor, Police and Sheriff's Patrol Officers, Correction Officers and Jailers, Attorney, Court Reporters, Paralegal and Legal Assistants, Government Service, Labor Relations Specialist, Firefighter, Military Service, Non-Governmental Organization, Lobbyist, Social and Human Service Assistant, Mental Health Counselors, Health Educators, Clinical, Counseling, and School Psychologist

Course Title
Key



Existing Courses



Potential Courses
(Subject to Change)

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Be The Change Middle School Electives (Grades 7 & 8): Law and Order More Than Social Media	Teaching and Educational Services	Intro to Human Development	Exploring Education	Multicultural Education
	Social and Mental Health Services	Human Relations	Positive Psychology: Building People and Community	*Community Leadership and Service
	Public Service	Human Relations	Generation Now	Public Service
	Law and Legal Services	Criminal Justice and the Court	A Case for Justice	Law and Legal Services
	Additional Academy Elective Courses:	Advanced Child Development Sociology of the Family		
	CAPS Program:	 Future Programming To Be Determined		

*Indicates new courses beginning in the 2020-21 school year.

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study



Fine Arts Credit



College Credit Opportunity



CAPS Program

Introductory Courses

Criminal Justice & the Court

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Law and Legal Services

NCAA Core Course

Description: Criminal Justice and the Court is a descriptive overview of the criminal justice system designed to familiarize students with the functions, structure, and organization of the people and agencies involved. Specifically, the course shows students how the criminal justice system initially responds to the crime, the processes and procedures that follow, and how violations of the law are ultimately resolved through a hands-on learning experience.

Human Relations

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Teaching and Educational Services, Social and Mental Health Services, Public Service

Description: A growing expectation for today's young adults entering the workforce, is the ability to work effectively in a diverse environment. This course is designed to help students understand themselves, core beliefs, values, and personal ethics. Students are provided the opportunity to achieve a deepened sense of awareness of not only themselves, but others. This understanding is applied to human relations at home, school, work, and within the community. The topics covered include the impact of personal and organizational values, self-awareness, cultural awareness, conflict resolution, diversity, stress management, and effective leadership skills.

Intro to Human Development

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Teaching and Educational Services, Social and Mental Health Services

Description: This course will provide you with the background knowledge to work in career fields that focus around helping others. Students will discuss the social, emotional, physical, and cognitive developmental changes that occur from birth to the end of life. The stages of development and milestones covered in this class include pregnancy, birth, infancy, childhood, adolescence, adulthood and later years of life. Students will have opportunities to experience the various stages of development through authentic learning. For example, you can choose to wear an empathy belly (prenatal unit) and/or take the RealCare Baby home for the weekend (infancy unit) as well as many other project-based opportunities.

Intermediate Courses

A Case for Justice

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Criminal Justice and the Court

Program of Study: Law and Legal Services

NCAA Core Course

Description: Imagine you are the first responder to a drunk driving accident or the judge presiding over a murder trial from your hometown. In A Case for Justice, you will be following situations like these by participating in all aspects of the Criminal Justice process. In the class, you will be immersed in an interactive case where you will analyze all angles of law enforcement, the courts and corrections.

Exploring Education – A & B

Grade Level: 10,11,12

Credits: SHS: 2 Credits

College: 4 semester credits may be available from Normandale Community College

Prerequisite: Intro to Human Development or Human Relations

Program of Study: Teaching and Educational Services

Description: Students in this course will interact with students of all ages by having authentic learning experiences alongside teachers in our schools. This course is relevant for anyone considering a career in education. We will learn about yourself as a learner, different educational philosophies and instructional methods, & trends and issues within the field. Upon successful completion of this course, you will earn 4 credits from Normandale Community College.

Generation Now

Grade Level: 10,11,12

Credits: 1 Credits

Prerequisite: Human Relations

Program of Study: Public Service

Description: There is no shortage of issues which young adults are confronting in the twenty-first century. Generation Now will focus on local challenges facing our community, put forth by our local business and community partners, while offering an opportunity to propose solutions and learn techniques for solving problems. Students will collaborate with each other, teachers and partners to select potential projects, ask thoughtful questions, identify, investigate and solve challenges. Students will partner with city and county officials—and, where appropriate, other community stakeholders such as local businesses, nonprofit organizations, and local residents—to develop their projects.

Human Services

Intermediate Courses - Continued

Positive Psychology: Building People and Community

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Human Relations or Intro to Human Development

Program of Study: Social and Mental Health Services

Description: Have you ever wondered what the secrets of happiness are? Are you looking for ways to increase your own levels of happiness, and impact the community around you? Positive psychology encompasses the study of positive experiences, positive character strengths, healthy relationships, and best practices that facilitate essential skill development. These sets of skills will help strengthen individuals and enable communities to thrive.

Advanced Courses

Multicultural Education – A & B

Grade Level: 11,12

Credits: SHS: 2 Credits

College: 4 semester credits may be available from Normandale Community College

Prerequisite: Exploring Education

Program of Study: Teaching and Educational Services

Description: Multicultural Education introduces students to the background and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability. Students will explore the hierarchy of education with regards to privilege, equity and access to high-quality education. This course builds on the concepts and strategies of Exploring Education and is the advanced course within the Teaching and Educational Services program of study. Field experience hours are part of the course requirement.

Community Leadership and Service

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: Positive Psychology or Generation Now

Program of Study: Social and Mental Health Services

Description: Community Leadership and Service is a 9-week advanced course in the Human Services Academy Social and Mental Health or Public Service programs of study. Students enrolled in the course have completed the intermediate level Generation Now or Positive Psychology courses. Are you interested in social work, counseling, or leadership in our community? Community Leadership and Service will offer immersion and project experiences for students interested in social and mental health or advocating for positive change in our community. This course will allow students to focus on a field/career of choice, develop an understanding of what it takes to be a professional in this field, and be immersed in a field experience or project with a nonprofit or community partner.

Advanced Courses - Continued

Law and Legal Services

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: A Case For Justice

Program of Study: Law and Legal Services

Description: Are you interested in shadowing a city police officer, working with an attorney that is preparing for trial or taking part in a pre-sentence investigation with a probation officer? Law and Legal Services will offer immersion and project experiences for students interested in the criminal justice system. This course will allow students to focus on a field/career of choice, develop an understanding of what it takes to be a professional in this field, and be immersed in a field experience or project with a business or community partner.

Academy Elective Courses

Advanced Child Development

Grade Level: 10,11,12

Credits: SHS: 1 Credit

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: Introduction to Human Development

Description: This course will explore the various stages of development children go through from ages birth to five. During this course, students will interact with young children by having authentic learning experiences through partnerships with local schools and the community. Students will discuss a variety of child development theories and how it affects a child physically, emotionally, cognitively and socially. This course is relevant for anyone wishing to work with children in the future.

Sociology of the Family

Grade Level: 10,11,12

Credits: SHS: 1 Credit

College: Students can meet the requirements for college credit in this course. Please see instructor or your counselor for details.

Prerequisite: None

Description: Families are the basic unit of society, and each of us is a part of one. In this course, we will investigate ethnic family patterns, adult roles in society, interpersonal relationships, conflict resolution, and sibling relationships. Students will also explore a variety of crisis' that occur within the family such as domestic violence, divorce, addiction and death/grief. There will be several industry experts sharing their experiences with students giving them a better understanding about careers in the human services field. This is a perfect class for anyone who is interested in understanding family dynamics in today's society.



SCIENCE & TECHNOLOGY

Science & Technology promotes students to be leaders in the construction and development of dynamic and ever-changing industries. The education will reflect the modern needs of our global society and prepare our students to successfully utilize skills that will contribute to the betterment of our community. Career fields include investigative science, math, applied science & technology, and computer science.



Science & Technology



Related Careers: Electrician, Electrical Engineer, Electronics Technician, Electrical Power-Line Installers and Repairers, Power Plant Technician and Operator, Electrical Systems Designer and Drafter, Network and Computer Systems Administrators, Computer Network Architects, Computer Hardware Engineer, Computer Hardware Technician and Repairer, Computer Research Scientist, Software Developer, Computer Systems Analyst, Computer and Information Systems, Computer Programmers, Information Security Analysts, Database Administrators, Natural Sciences Managers, Environmental Engineer, Green Technology and Alternative Energy Designer, Geoscientist & Conservation Scientists, Mining and Geological Engineer

Course Title Key	Existing Courses	Potential Courses (Subject to Change)
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MIDDLE SCHOOL	HIGH SCHOOL				
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses	
Area of Interest Gateway (Grade 6): Programming is Electric Middle School Electives (Grades 7 & 8): Invisible World of Science & Technology Apps Creation	Computer Science	Computer Hardware and Software	AP Computer Science Principles (PLTW* *)	*Technological Innovations	
	Information Technology Solutions		Cyber Security		
	Renewable Energy and Electrical Systems	Electricity	Energy and Power Generation	Environmental Ethics and Ecology	
	Environmental Science	Energy, Food, and The Outdoors	AP Environmental Science *Environmental Sustainability		
	Additional Academy Elective Courses:	Mobile App Development			Web Development
	CAPS Program:	 Future Programming To Be Determined			

*Indicates new courses beginning in the 2020-21 school year.

**Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study



Introductory Courses

Computer Hardware and Software

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Computer Science and Information Technology Solutions

Description: With billions of unique connected computer devices in the world, it is shocking how little most of us know about how these powerful tools work. Computer systems deal with the digital automation of the algorithms that make this possible. This course is a hands-on study of computer repair/hardware and “tech knowledge.” This knowledge will be applied to problem-solving, using software tools. Students will leave the course with an understanding of how computers think, work, and communicate, and be ready to tackle real-world problems in computer science, cyber security, or other fields.

Electricity

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Required Materials: 1 ½” 3-ring binder

Program of Study: Renewable Energy and Electrical Systems

Description: This course provides an introduction to electricity and its applications. Concepts are applied and reinforced through project-based learning. We will explore the world of circuitry, basic wiring, and construction of electrical projects. Students will develop electronic devices that solve a problem; sample projects include transistor radios, electric motors, and megaphones. If you enjoy disassembling electronics and figuring out how they operate, Electricity is the class for you!

Energy, Food and The Outdoors

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Program of Study: Environmental Science

Description: **The Can-Do Pathway To Global Change:** If you have an interest in the outdoors and want to learn how that interest can lead to a career in science and technology, this is the course for you. In this introductory course, students will learn about the outdoors while exploring outdoors! Through a study of the Shakopee community, students will learn how the decisions we make about food and energy today impact their world. We will examine climate change and how the choices we make on a day-to-day basis will change our future. A hands-on approach will be used in the course, with students creating their knowledge by learning outdoors in our community.

Intermediate Courses

AP Computer Science Principles (CSP) – A & B (PLTW)



Grade Level: 10,11,12

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam.

Prerequisite: None

Program of Study: Computer Science

Description: From meteorology to baseball to medicine to forestry, almost every career or field of study benefits from knowledge of software development. In this Computer Science course, students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students will decipher and compose syntax in an object-oriented programming environment, as well as analyze data types and create graphical user interfaces (GUIs).

Students will have the option to take the AP Computer Science Principles Exam at the end of the course.

Cyber Security

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: None

Description: This course covers the basic ways that criminals and security experts break—and break into—computer systems. The topics included in this course will change as “black hats” find new ways to infiltrate networks, stand-alone machines, smartphones, and, of course, personal computers. Several possible topics could be Denial of Service attacks, phishing scams, the Internet of Things, Trojan horses, and ransomware. Students will learn about these topics by hacking into password-protected machines; reading scientific publications and security reports; analyzing, and then writing, malicious software; and researching operating system exploits, including those in iOS, Android, and Windows.

Energy and Power Generation

Grade Level: 10,11,12

Credits: 1 Credit

Prerequisite: Recommended - Electricity

Program of Study: Environmental Science

Description: In Energy and Power Generation, students will investigate the energy grid, including production, transfer and consumption of electricity. Case studies will allow for investigation into types of energy production such as hydroelectric, nuclear, solar, coal, and natural gas. Students will then evaluate the ethical, monetary, and practical considerations within these topics. Students will study energy conservation and green initiatives in businesses and homes. Careers in energy, from installation and production to design and management, will also be explored.

Intermediate Courses – Continued

AP Environmental Science – A & B

Grade Level: 10,11,12

Credits: SHS: 2 Credits

College: Possible college credit with a score of 3 or better on the National AP Exam.

Prerequisite: Recommended - Energy, Food, and the Outdoors

Program of Study: Environmental Science



Description: The Can-Do Pathway To Global Change: The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Advanced Courses

Ecology

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: Recommended - Completion of Biology A & B

Note: Students taking this class must also sign up for Environmental Ethics.

Program of Study: Environmental Science

Description: This class is designed to attract the student who has a passion for the environment and to provide that student with a system of thought, through the application of the scientific method, service learning, ethics and classical logic, to evaluate human interaction with the environment. In a real-world approach, this course will include partnerships with the Minnesota Department of Natural Resources and Trout Unlimited. The classroom environment will include the Eagle Creek River System. The mission of this course is to assist students in developing an understanding of the direct footprint humans leave on the natural world and to explore methods for diminishing the impact of humans on the environment.

Environmental Ethics

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: None

Required: Parent permission to drive to off-campus locations.

Graduation Requirement: Social Studies

Note: Students taking this class must also sign up for Ecology.

Program of Study: Environmental Science

Description: This class is designed to attract the student who has a passion for the environment and to provide that student with a system of thought, through the application of the scientific method, service learning, ethics and classical logic, to evaluate human interaction with the environment. In a real-world approach, this course will include partnerships with the Minnesota Department of Natural Resources and Trout Unlimited. The classroom environment will include the Eagle Creek River System. The mission of this course is to assist students in developing an understanding of the direct footprint humans leave on the natural world and to explore methods for diminishing the impact of humans on the environment.

Environmental Sustainability

Grade Level: 10,11,12

Credits: 2 Credits

Prerequisite: Energy, Food, and the Outdoors

Program of Study: Computer Science

Description: The Can-Do Pathway To Global Change: In Environmental Sustainability, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students continue to learn about environmental issues and use the design process to research and design potential solutions. Students will use hands-on learning activities to develop skills through individual and collaborative team activities and projects. This course is the springboard for your capstone coursework. You will be able to use the above skills to do a deep dive into a self-directed project that addresses an environmental issue of your choice.

Technological Innovations

Grade Level: 11,12

Credits: 1 Credit

Prerequisite: One of the following: AP Computer Science

Principles, Cyber Security, Energy and Power Generation, Environmental Sustainability, AP Environmental Science

Program of Study: All Science & Technology Programs of Study

Description: In this course, teams of students will have an environment to apply skills and resources they have gathered through their journey in Science and Technology to solve real community problems. Teams will be collections of diverse skill backgrounds, contextual knowledge, and interests. They will explore applicable problems in the community and develop solutions and proposals to enrich the community. By honing their communication, organizational, and presentation skills students will connect their solutions to their community partners or industry professionals.

Academy Elective Courses

Mobile App Development

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Description: The Mobile App Development course provides an introduction to the basic principles of computer science from the perspective of mobile computing. You will code your own apps using App Inventor, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating all other AP CSP big ideas: creativity, abstraction, data and information, algorithms, the Internet and global impact. Throughout this course you will engage in the development of problem-solving skills and honing your computational thinking practices. You will learn to create socially useful Apps using App Inventor as well as connect computing and learning about abstraction as you develop and analyze your programs. If you love projects this is the course for you as the course takes a complete project-based approach throughout the length of the course. You will create a portfolio of your work, which will showcase all of your projects and act as a resume for your future endeavors.

Web Development

Grade Level: 9,10,11,12

Credits: 1 Credit

Prerequisite: None

Description: Every minute, 571 websites are created and over 3.2 billion people use the Internet. Web Development deals with the language, skills, and thinking involved with creating and managing websites. In this intermediate course, students will create Web visuals, manage behind-the-scenes information, and work through common Internet-related problems such as database efficiency and cybersecurity. Students will leave this course familiar with the languages of HTML, JavaScript, and PHP, ready to design and develop the Internet of the future.

YOUR FUTURE BEGINS NOW

> 1ST & 2ND QUARTER - CLASSROOM EXPERIENCE

CAPS students will report each morning to the business partner site for their 1st semester. Students will work with a SHS teacher and business professionals from the partnering company and beyond. They will earn high school elective credit and college credit at the same time.

> 3RD QUARTER - INDIVIDUAL INTERNSHIP

Students will work directly with area businesses in an internship experience developing professional skills while working side by side with the industry's experts on authentic projects and tasks. Students will continue to meet with their teacher weekly to grow their professional skills. Internship placement is competitive and it is the goal of the district to find a good fit for all students.



"The CAPS program has given me the opportunity to explore the healthcare environment first hand. I believe that CAPS is a jumpstart to my potential healthcare career."

NABILA SYED

Shakopee CAPS Healthcare & Medicine Student



BUSINESS PARTNERS



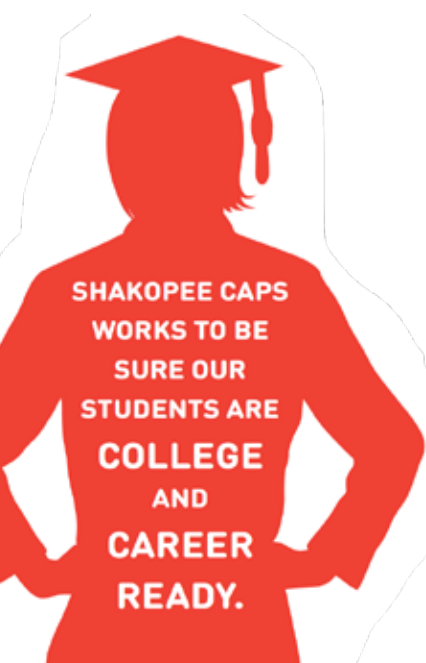
SHAKOPEE MDEWAKANTON
SIoux COMMUNITY

Valleyfair



\$30,000

The average college student changes their major 3 times and accrues more than \$30,000 in college debt. Students in the Shakopee CAPS program are able to close the confusion gap before it costs them.



OUR PROGRAMS

- > **CREATIVE MEDIA** is ideal for students interested in pursuing a career in creative services, written communications, digital marketing, or traditional media. Students will be immersed at the Shakopee Mdewakanton Sioux Community Marketing Department to learn design methods, theory, and creative problem solving.
- > **ENGINEERING AND MANUFACTURING** fully immerses students at Bayer in Shakopee providing unprecedented access to real-world experiences in the dynamic fields of Engineering & Manufacturing. Partnering with experienced professionals, students will advance their understanding of engineering and discrete manufacturing, design process thinking, project management, and explore the many career opportunities in these high demand industries.
- > **BUSINESS ADMINISTRATION AND MANAGEMENT** provides a dynamic introduction to business with unparalleled access to Valleyfair and Mystic Lake. Students will partner with leading experts from these regional business centers to learn the principles of business and management.
- > **HEALTHCARE AND MEDICINE** program fully immerses students in St. Francis Regional Medical Center to give them access to real world experiences in the field of healthcare and medicine.



EDUCATION PARTNERS



Special Permission Courses

Mathematics

Algebra 1 – A & B

Grade Level: 9,10,11,12

Credits: 2 Credits - Elective

Prerequisite: Pre-Algebra

Required Materials: Scientific calculator

Description: The course will introduce relationships of the following types: linear, quadratic, exponential, and rational. Other topics included are radicals, coordinate geometry, proportions, beginning probability and statistics. This class will prepare the student to take Algebra 2.

English Learners (EL)

These courses are designed exclusively for English Language Learners -

Students who speak English as a second language / not their primary language

The EL program is designed for students with a home language that is something other than (or in addition to) English. Students in the EL program learn English through listening, speaking, reading, and writing for social and academic purposes. Students move through EL levels as determined by their rate of language development and language proficiency scores. The amount and type of EL service is determined by EL level, ranging from self-contained English Language classes (listed below) to language services provided in co-taught content areas

EL 100 – Level 1

Grade Level: 9,10,11,12

Credits/Length: 4 Elective Credits

Prerequisite: Instructor approval required

Description: Listening, reading, speaking, writing, vocabulary, and grammar components. These courses are for students who are new to the country and have beginning formal English language experiences. Students will learn academic vocabulary and grammar, read texts, write sentences, and engage in conversations at a beginning English language development level.

EL 200 – Level 2

Grade Level: 9,10,11,12

Credits/Length: 2 Credits in English, 2 Elective Credits

Prerequisite: Instructor approval required

Description: Listening, reading, speaking, writing, vocabulary, and grammar components. These courses are for students who have completed EL 100 or score a proficiency level 2 on a language assessment. The courses will expand the student's knowledge of basic listening, reading, speaking, and writing skills. The focus of the courses will be on having sustained conversations, using reading and writing strategies, learning grammar, and appreciating literature. The courses will cover the standards for English 9.

EL 300 – Level 3 – A & B

Grade Level: 9,10,11,12

Credits/Length: 2 Elective Credits

Prerequisite: Instructor approval required

Description: Listening, reading, speaking, writing, vocabulary, and grammar components

This course will be taken along with English 9 or English 10. The course will focus on academic language and literacy. Students will learn research and essay writing, literature and textbook reading and comprehension, and essential vocabulary. Course objectives will be accomplished through various genres and media.

EL Math

Grade Level: 9,10,11,12

Credits/Length: 2 Elective Credits

Prerequisite: Instructor approval required

Description: This is a math intervention course that will strengthen and build students' ability to solve multi-step equations and inequalities. It will also focus heavily on linear relationships both graphically and equation based.

EL Geometry

Grade Level: 9,10,11,12

Credits/Length: 2 Credits in Math

Prerequisite: Instructor approval required

Description: This is a two-credit, sequential geometry course for English Language Learners. It is specifically designed to support their English academic language acquisition while also providing content instruction based on the Minnesota State Math Standards. The study of geometry will develop the student's ability to problem solve both visually and logically.

Special Education

The Special Education Department offers a variety of classes designed to meet the individualized needs (reading, writing, math, communication, behavior, as well as life and work skills development) of students receiving services through their Individual Education Plans (IEP). Students will be registered for these classes based on the documented services in their IEPs by their IEP case managers.

AVID Program

AVID (Advancement Via Individual Determination) is a college readiness program and elective class held five days a week during the school day. It is offered to students who would like to prepare to attend four-year colleges or universities. Students participate in AVID voluntarily.

The curriculum includes writing, inquiry, collaboration, organization, reading, note-taking, study skills, test preparation and test taking skills, college/career/team building activities and visits to colleges and universities.

AVID students must complete an application and participate in an interview. If selected, they must sign an AVID Student Agreement and commit for a year to complete all of the required AVID work, take notes in all subject-area classes daily, use the AVID binder for all classes and participate in twice weekly small group tutorial sessions during the AVID elective class with AVID tutors.

Other requirements include good citizenship, appropriate classroom behavior, good attendance and a minimum 2.0 GPA. AVID students are required to take at least one advanced course. They must be able to complete advanced-level work. Students must also demonstrate motivation, individual determination and take responsibility for their own learning and success.

More information about AVID is on the Shakopee AVID Web page at <http://www.shakopee.k12.mn.us/domain/163>.

AVID Elective Sequence

AVID 9: Personal Growth! Emphasis on further developing WICOR skills, exploring personality/strengths/areas for growth, choosing an academy, goal setting, and note taking. Weekly tutorials, binder checks, and note taking skills.

AVID 10: Laying the Foundation! Emphasis on further developing WICOR skills with a greater focus on college and career research, scholarship introduction, and future goal setting. Weekly tutorials, binder checks, and note taking skills.

AVID 11: Gearing Up! Enhanced focused on college & career exploration, narrowing college choices, writing college and scholarship essays, exploring financial aid, applying to scholarships. Weekly tutorials, binder checks, and note taking skills.

AVID 12: Making It Happen! Applying to college & scholarships, refining college-ready academic skill set, creating collaborative study groups, & preparing for life after high school. Weekly tutorials, binder checks, and note taking skills.

SOUTHWEST METRO EDUCATIONAL COOPERATIVE



Introduction

The Southwest Metro Intermediate District will offer the following courses during the 2019-2020 school year. Each course at the center gives you job training which may be used to get a job after graduation or to help you decide what career you should study after high school graduation. The courses also provide for application of skills learned in other high school classes.

Post-Secondary Accreditation

Students may be eligible to receive post-secondary credits for Career and Technical course work they complete at Southwest Metro Intermediate District. Students must have enrolled in one of the following SW Metro career and technical courses and maintain a B or better: Students can receive post-secondary credit at various two- or four-year colleges.

Transportation

Shakopee High School provides transportation to the SW Metro. Students choosing to drive must sign and turn in a permission form at Shakopee High School.

AGRICULTURAL SCIENCE/FFA PATHWAY

Agricultural Education courses teach skills that can be applied to a career immediately after high school or it is an excellent springboard for a college education. Agricultural course cover basic biology and chemistry in an applied curriculum, to allow students the opportunity to understand the concepts. Agricultural occupations are an ongoing topic in each course.

SouthWest Metro FFA

All students enrolled in an agricultural course have the opportunity for membership in the National FFA Organization. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES – A, B, C & D

Grades: 11, 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Schedule: Available Every Year

Prerequisite: None

Course Description: This course introduces students to the components of the Agricultural Science program. The history, membership and events available through the FFA program will be discussed. Students will investigate the basics of running effective meetings through parliamentary procedure and will practice the process. Leadership is a key component of the FFA program and other student organizations, and students will discover the tenets of successful leadership. The balance of the semester will overview different aspects of the industry of agriculture and its contribution to the global society.

SouthWest Metro FFA

All students enrolled in an agricultural course have the opportunity for membership in the National FFA Organization. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

WILDLIFE AND NATURAL RESOURCES – A, B, C & D

Grades: 11, 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Schedule: Available Every Year

Prerequisite: None

Wildlife and Natural Resources 1 (FALL 2020): This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology and natural resources. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, advanced hunters safety (certification if desired \$15), and the application of scientific principles to managing wildlife habitat and populations. Lab incorporate opportunities to learn skills in the specific areas of industry such as forestry, fishing pole building, antler scoring, taxidermy and European mounts.

Wildlife and Natural Resources 2 (SPRING 2021): This course builds upon WLNR 1 but can also be taken as a stand-alone course. Students will learn about safety and skills used in natural resource environment. This class will be a mixture of in class learning and outdoor activities to practice and build upon skills learned in the classroom. Students will have the opportunity to become first aid and CPR certified, learn angler safety, boater safety, survival skills, orienteering, geocaching, camping, outdoor cooking, climbing, boater's safety, archery safety, and proper etiquette by leaving no trace. Participation fees for some events may apply.

AUTOMOTIVE SERVICES PROGRAM

Automotive Technology – A, B, C & D

Grades: 11, 12

Credits: SHS: 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: None

Fees: None

Course Description: The automotive technology program teaches students the necessary skills and knowledge to work on today's vehicles. This course is designed to prepare students for an automotive future either as an automotive technician or as an automotive consumer. Students will spend up to 60 percent of their time working with industry standard equipment in the lab. Our curriculum meets NATEF standards and also helps reinforce core subjects through hands-on projects. This two-year program is divided into four independent semesters to allow students to take individual semesters if they are unable to attend the entire program. A driver's license is not required. Students can enroll any semester.

Automotive Technology Curriculum

The duration of the course is two years. Semesters one and two will be covered in school years beginning with odd numbers (e.g. 2021/2022). Semesters three and four will be covered during school years beginning with even numbers (e.g. 2020/2021).

Semester One (2021/2022)

- Auto Shop Safety
- Brakes (ASE 5)
- Heating and A/C (ASE 7)

Semester Two (2021/2022)

- Auto Shop Safety
- Engine Performance (ASE 8)
- Engine Repair (ASE 1)

Semester Three (2020/2021)

- Auto Shop Safety
- Steering & Suspension Systems (ASE 4)
- Manual drive train & axles (ASE 3)

Semester Four (2020/2021)

- Auto Shop Safety
- Electrical/ Electronic Systems (ASE 6)
- Automotive transmissions & transaxles (ASE 2)

Construction Technology

Construction Technology – A, B, C & D

Grades: 11, 12

Credits: SHS: 1 Credits per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: None

Course Description: Welcome to the world of construction! You are joining the eight million Americans who have chosen a career in this lucrative field. Construction is one of the nation's largest industries, offering excellent opportunities for high earnings, career advancement, and business ownership.

Work in construction offers a great variety of career opportunities. People with many different talents and educational backgrounds—skilled crafts persons, managers, supervisors, and superintendents—find job opportunities in construction and related fields. As you will learn throughout your training, many other industries depend upon the work you will do in construction. From houses and office buildings—everything begins with construction.

Semester 1

- | | | |
|----------------------|-------------------------------------|--|
| • Hand & Power Tools | • Fasteners | • Rafters/Trusses/Roof Systems |
| • Building Permits | • Measuring | • Nailing Patterns |
| • Building Codes | • Floor Systems | • Exterior and Interior Wall Framing |
| • Building Site Prep | • Blueprint Reading | • Assist in Installation of Electrical, Plumbing, Heating and Air Conditioning |
| • Foundations | • 10 Hour OSHA Safety Certification | |

Semester 2

- | | | |
|-------------------------------|------------------------------------|--------------------------|
| • Safety | • Fascia | • Staining & Painting |
| • Ventilation | • Roofing | • Floor Finishing |
| • Insulation & Vapor Barriers | • Blueprint Reading | • Hanging Interior Doors |
| • Siding | • Drywall Applications & Finishing | • Hanging Cabinets |
| • Cornice | • Door & Window Installation | • House Moving Theory |
| | | • Interior Trim |

Second Year option is available with instructor permission. Student could work as Crew Chief and learn more about this career field

CDA – Child Development Associate

Child Development Associate Credential – A & B

Grades: 11, 12
Credits: 1 Credit per Term
Prerequisite: None
Fees: None

The Child Development Associate (CDA) Credential was created in response to the need for early childhood professionals to master the knowledge and skills needed to create effective learning environments for children.

The CDA is an accepted credential for work as a teacher, assistant teacher or aide in childcare centers and preschools.

This course is designed to provide the information needed to effectively care for and educate young children. The course is appropriate for students who intend to pursue advanced study in early childhood education or a related discipline, and for those who will seek employment or career advancement upon completion of the program. The 120 hours of education move students forward in the process of earning the Child Development Associate (CDA) National Credential through the Council for Professional Recognition. Curriculum covers six (6) competency standards and thirteen (13) functional areas. This is a one-semester course and students can enroll either semester.

IT Pathway

COMPUTER REPAIR – A, B, C & D

Grades: 11, 12
Credits: **SHS:** 1 Credit per Term
College: Students may be eligible to receive post-secondary credits for career and technical courses completed
Prerequisite: None

Computer Repair and Certification gives you the knowledge and ability to work with computers and operating systems in order to...

- Go to college [2 or 4 year] in some aspect of computers (hardware, networking or programming)
- Not have to ask for help while using a computer, ever.
- Build or upgrade your own computer and software.
- Get jobs working on computers while in college.
- Become an industry recognized and “certified” computer technician.

The content of this course tracks towards learning the material required to pass either the CompTIA A+ or TestOut PC Pro exams. These are computer industry recognized exams. This course duplicates the first course of many colleges in the study of computer systems and networking.

1st Semester

- | | | |
|--|---|--|
| • Being a PC technician | • Storage: optical drives – ATA, Serial ATA, SCSI, File System, RAID | • Printing: printers, configuration, management, maintenance |
| • System Components: power supply, motherboard, processors, etc. | • Networking: hardware, Ethernet, network addressing – IP v4, IP v6, utilities, HomeGroup | • Mobile Devices: notebook computers, apps, maintaining |
| • Peripheral Devices: USB, display, firewire, etc. | | |

2nd Semester

- | | |
|--|---|
| • Windows System Management: preferences, performance, users and groups, applications, updates | • Security: best practices, physical, social, BIOS, malware, authentication, encryption, firewalls, proxy |
| • System Implementation: components, pre/post considerations | • Troubleshooting: motherboard, storage, video, etc. |
| • File Management: locations, managing, NTFS, sharing, offline | |

Students are encouraged to start in fall semester; however, they can also start spring semester and complete the course the following fall if possible. Taking or passing either exam is not a course requirement and does not count negatively toward your grade. You will be offered a chance to take the PC Pro exam during class.

This class is a prerequisite for the computer networking class. This course requires a desire to understand computers, to work inside computers and to repair them. This is not a computer gaming class.

Articulation Agreements:

Anoka Ramsey Community College 3 credits
Hennepin Technical College 3 credits

TestOut PC Pro certification should be recognized by any college with a similar class.

IT Pathway

COMPUTER NETWORKING – A, B, C & D

Grades: 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: Computer Repair

Computer Networking explains how the internet and computer networks work. It covers computer to computer communication and the various communication pathways in detail. Computers communicate mostly using a “contention” method of signaling. This is similar to the classroom where students “contend” to speak in the class by raising their hand. Students who take this class generally want to...

- Go to college (2 or 4 year) in some aspect of computers and computer networks – hardware, networking or programming.
- Understand more about computer technology than was taught in the Computer Repair course.
- Understand a “language” of inter (personal, computer) communication and are interested in how communication takes place in general.
- Apply themselves to an interesting, technical subject that is in use all over the world
- Obtain a Network Pro or Network Plus certification.

A mastery level understanding of computers and an introductory understanding of computer networks is required for successful completion of this course – these can be obtained in the Computer Repair course which is a prerequisite. Students are encouraged to start in fall semester. Taking or passing the Network Pro or Network Plus exam is not a course requirement and does not count negatively toward your grade. You will be offered a chance to take the Network Pro exam during class.

Semester 1

- | | | |
|--------------------------|--------------------------|----------------------|
| • Networking Basics | • Ethernet | • Wide Area Networks |
| • Cables and Connections | • Network Implementation | |
| • Networking Devices | • Wireless Networking | |

Semester 2

- | | | |
|--------------------|----------------------|-------------------|
| • Network Security | • Network Management | • Troubleshooting |
|--------------------|----------------------|-------------------|

This is a self-paced class. Successful completion of the Computer Repair course is required before enrolling in this class.

Articulation Agreements:

Anoka Ramsey Community College 3 credits

Hennepin Technical College 3 credits

TestOut Network Pro certification should be recognized by any college with a similar class.

COSMETOLOGY PROGRAM

Our mission is to provide students with the opportunity to discover the Cosmetology industry through learning, leadership, marketing, and artistic skills. We offer students the opportunity to explore and practice the art and science of beauty care. The course consists of all aspects of this industry including, Minnesota State Laws and Rules, professional development, design decision in hairstyling, chemical texturizing, hair coloring, salon environment, nail care, skin care, waxing, retailing and salon business.

This program is offered in a licensed Cosmetology School setting, thus giving the student both the training and hands on aspects of the profession. Electing this program will allow students to explore diversified career possibilities as well as earn hours that are transferable to post-secondary Cosmetology schools.

COSMETOLOGY 1 – A, B, C & D

Grades: 11, 12

Credits: SHS: 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: None

Fees: \$85 (Lab fee includes mannequin head, nail care pack and other required supplies–cost is subject to change if supply costs increase)

1st Semester

- Intro to MN State Laws & Rules
- Safety & Infection Control
- Intro to Hair
- Intro to Hair styling
- Intro to Hair Design
- Haircutting
- Hair Styling
- Practical Application

2nd Semester

- MN Laws & Rules
- Intro to Manicuring
- Natural & Artificial Nails
- Intro to Pedicuring
- Intro to Massage
- Intro To Skin Care
- Waxing
- Facials
- Make-Up
- Practical Application

COSMETOLOGY 2 – A, B, C & D

Grades: 12

Credits: SHS: 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: Cosmetology I

Lab Fee: \$85 (Fee includes equipment kit, product supplies and mannequin head)

1st Semester

- Review – Basic Haircutting
- Laws & Rules
- Short/clipper Haircutting: Men's Haircutting
- Practical Application
- Women's haircutting
- Hairstyling/Finger Waves/Pin Curls
- Intro to Hair Relaxing
- Practical Application

2nd Semester

- Intro to Perming
- Theory & Technique
- Laws & Rules
- Practical Application
- Intro to Hair Color/Foiling
- Salon Business/Management
- Practical Application

CRIMINAL JUSTICE PATHWAY

The security needs of today's world have created a new career demand. Preparation of the various professionals dealing with these concerns will be the subjects addressed in the Criminal Justice Program. The program is designed for students interested in becoming police officers, federal agents, probation/parole officers, lawyers/judges, juvenile justice workers, and crime scene investigators. The institutions of police, courts, and corrections will be studied as to how they protect people and their rights, apprehend law violators, prevent crime and provide social services. Writing and critical thinking skills will be developed throughout the course by class discussion, student presentations and small group activities. Related college programs are available at two and four-year state colleges. The course is a two-year program with a different class offered each semester. Students applying for and meeting PSEO eligibility could earn 3 credits per semester from Normandale Community College.

Crime Scene Investigation, communications, and criminal justice ethics will be a part of each semester's study plan

CRIMINAL JUSTICE – A, B, C, & D

2-year program begins in Fall of odd years, but the 2 years can be taken in either order

Grades: 11, 12

Credits: SHS: 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: None

NCAA Core Course

1st Semester: Police & Community (Fall 2020)

- | | | | |
|-----------------------------|----------------------------------|---------------------------------|---------------------------|
| • Origins of U.S. Policing | • Use of Force | • Police and Domestic Violence | • Police Corruption |
| • Police Discretion | • Police Shootings | • Special Police Units | • Police and Legal Issues |
| • Contemporary Policing | • MN Post Board | • Police Conduct and Ethics | • Patrol |
| • Community Policing | • Police Attitudes and Behaviors | • Terrorism and Law Enforcement | • Investigation |
| • Police and Crime Fighting | • Racial Profiling | • Current Issues in Policing | • Police Organization |
| • Calls for Police Services | | | • Hiring Process |
| • Arrest and Booking | | | • Police Socialization |

2nd Semester: Introduction to Corrections (Spring 2021)

- | | | | |
|---|--------------------------------|--|--|
| • Origins of Corrections | • Community Corrections | • The Death Penalty | • Chemical Dependency and the Law |
| • Philosophy of Corrections and Charges | • Plea Bargaining | • Three Strikes and You're Out Policies | • Policies Discretion: Judges, Lawyers |
| • Social Interventions and Juvenile Diversion | • Drug Courts | • Mandatory Minimum Sentences / Truth in Sentencing Policies | • Mentally Ill and Incarceration |
| • Understanding Recidivism | • Juvenile Courts | • Treatment vs. Punishment | • Elderly and Incarceration |
| • Jails and Prisons | • The War on Drugs and Prison | • Restorative Justice Model | • Addiction and Incarceration |
| • Probation and Parole | • Minorities and Incarceration | | |
| | • Life Sentences | | |

GRAPHIC DESIGN AND PRINT PROGRAM

GRAPHIC DESIGN AND PRINT 1 – A, B, C, & D

Grades: 11, 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: None

Required Materials: 4MB or larger flash drive

The Graphic Design and Print program is designed for any student with an interest in the digital arts. Students in the first year of the program develop a strong design foundation using industry standard Adobe programs. In the first year of the program students who take the full year will have the opportunity to make T-shirts, stickers, buttons, car decals, posters, and custom screen-printed products while gaining the necessary skills to stand out in a post-secondary program or jump right into industry opportunities.

1st Semester

- Intro to Design and Color Theory
- Typography
- Custom Stickers and Buttons
- T-shirt Design
- Mac OS Overview
- Adobe Illustrator
- Exporting DXF Files & Vinyl Cutting
- Intro to Screen Printing
- Adobe Photoshop
- Intro to Animation

2nd Semester

- Adobe InDesign
- Advertising Layout
- Printing and Binding Techniques
- Packaging
- Publication Layout
- Intro to web design
- Branding
- Industry Application – Job Costing, Design Briefs, Workflow, File Management

GRAPHIC DESIGN AND PRINTING 2 – A, B, C, & D

Grades: 11, 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: Graphic Communications I maintaining a B or above average

Second year students will be focused on the skills needed to create a web presence. These students will also have the opportunity to work for real clients who need design work completed. Students will leave the second year of the program with a portfolio, website, and professional experience to start a career in design.

1st Semester

- Introduction to Web Design
- Advanced Screen Printing
- Portfolio Building
- Marketing
- Client Assignments and Internships

2nd Semester

- Mobile Development
- Personal Website Building
- Introduction to Animation
- Social Media Presence
- Portfolio Building
- Client Assignments and Internships

MEDICAL CAREERS PATHWAY

MEDICAL CAREERS A, B, C, & D

Grades: 11, 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: Only required for 2nd Semester EMT class as listed below

These courses provide opportunities for students to explore different types of healthcare career fields. The classes provide technical medical training with the goal to provide certification for students who complete all the steps. Take your interest in careers in health care to the next step. Get a first-hand look at the skills and competencies needed to work in healthcare. This course will focus on the skills that would be required of anyone working in a healthcare setting while focusing on earning industry certifications. Medical terminology and concepts are embedded in all of our Medical Careers classes. Earning certifications are an option and not required to receive high school credit. College credit is available for students who earn their certifications and complete all requirements.

Our program is divided into the nursing assistant and Opportunities in Emergency Care (OEC) programs.

Emergency Medical Responder (EMR) - 1st Semester

EMR is the first course in the OEC program. Medical training required of firefighters and law enforcement, students will learn about emergency services, advanced first aid, and healthcare provider CPR. This course includes a focus on learning anatomy and physiology and provides many field experiences to do hands on skills.

Certifications:

Basic Life Support - Certifications are through the American Heart Association Certification

EMR certification through MN EMS Regulatory Board

Required Materials: \$6 for BLS certification

Emergency Medical Technician (EMT) - 2nd Semester

Prerequisite: 1st semester EMR Course

Required Materials: For certification, students will need to pass a background check (\$29.10), get screened for Tuberculosis, and purchase a uniform.

Certification Testing: State skills test and National exam (around \$125) through NREMT

EMT is the second course in the OEC program. EMTs are clinicians, trained to respond quickly to emergency situations regarding medical issues, traumatic injuries, and accident scenes. EMTs are often employed by ambulance services, governments, and hospitals, but are also by fire departments, police departments, and there are many firefighter/EMTs and police officer/EMTs. EMTs operate under a limited scope of practice and are supervised by a medical director who is a physician. **EMR certification is a prerequisite to this semester long course.**

The criteria for earning industry certifications come from the issuing institutions and are generally higher than that of a typical high school class. In order to earn these certifications, students may need to put in time outside of class for clinicals, studying, or practicing skills as well as to taking state tests. While all students may not earn the certifications, all will leave the class with an understanding of medical careers and emergency services.

OEC Intern – Available Full Year

Elective: Grade 12

Prerequisite: EMT

OEC interns is for students who have completed their EMT training as a junior. In this course, students learn leadership skills while assisting the instructors teach skills and scenarios to first-year students. Students earn their CPR instructor certification, learn advanced skills such as IVs, heart monitors, and endotracheal tubes, and work on various projects. Projects may include running our blood drive, free CPR week event, or raising public awareness about public health issues. OEC interns also have the opportunity to volunteer or shadow at local healthcare facilities.

Certifications:

CPR Instructor - Certification is through the American Heart Association Certification

Required Materials: \$20 for BLS certification

Nursing Assistant - 2nd semester

Required Materials: For certification, students will need to pass a background check (\$29.10), get screened for Tuberculosis, and purchase Navy Blue scrubs.

Certification Testing: State skills and knowledge test (around \$200)

Approved through the Minnesota Department of Health, Nursing Assistant will train students to work directly with residents of a long-term care facility. Clinical rotations are conducted at Auburn Manor in Chaska. Students will learn the curriculum and skills required to take the state Nursing Assistant Registry Exams. Students also earn certifications in basic first aid and CPR through the American Heart Association.

Certifications:

CPR/AED, First Aid, and BLS for the Healthcare Provider

Certifications are through the American Heart Association Certification

Nursing Assistant Registered through the State of Minnesota

Required Materials: \$20 for First Aid certification; \$6 for BLS certification

Trained Medicine Aide (TMA) – 2nd semester

Prerequisite: Nursing Assistant

TMA students learn to pass medications in a nursing home setting. The knowledge and skills are useful for other professional tracks and settings. Students learn about drug classifications, actions, and interactions as well as the procedures for the actual administration of the medication. TMA students usually also complete a weeklong IV unit.

This class is google classroom based since the instructors are teaching nursing assistants at the same time. Students can ask questions and work on their skills periodically with the instructors. Students help with nursing assistant skills and serve as a TA for the nursing assistant class.

TMA certification is not currently available, so this class is meant to give students additional experience and knowledge in the medical field.

Medical Terminology

Prerequisite: None

This course is designed for students to develop a basic knowledge of how complex medical terms are formed from Latin and Greek word parts utilizing root words, prefixes, and suffixes. Emphasis is placed on spelling and pronunciation of medical terms. Concurrent college credit may be available.

PHOTOGRAPHY PROGRAM

The Photography Program covers nearly every aspect of photographic skills one would need to pursue photography as a lifelong hobby or career. These courses, which are taught by practicing professionals and teach everything from nature, landscape, photojournalism, commercial to wedding and portrait photography. This course utilizes both historical and current photographic processes, everything from film to digital, simple point and shoot cameras to the tools real professionals use, and small to large format cameras. Adobe Photoshop is used for photo editing is taught with all of the digital projects. The labs consist of a Mac computer lab, a full portrait studio, commercial product station, two darkrooms, and a film development station.

PHOTOGRAPHY 3, 4 & 5 – A & B

Fine Art Credit

Grades: 11, 12

Credits: **SHS:** 1 Credit per Term

College: Students may be eligible to receive post-secondary credits for career and technical courses completed

Prerequisite: Successful completion of Photography 1 and Photography 2 at Shakopee High School

Course Fee: \$40 per semester

Lab/Lecture Time: 70/30

Notes: Students are strongly encouraged to provide their own DSLR camera.

Each level of photography is a semester in length and offered each semester.

Course Description: This is a great program for everyone interested in photography, whether it be for a career, hobby or just have better images for their social media. These courses are taught by practicing professional photographers who bring real world experience into the classroom. The classes cover an extremely wide range of subjects and photographic techniques.

Our facilities offer a full Mac lab with the full Adobe suite of software for digital editing and printing. Two darkrooms are used for traditional black and white film photography. There is also a great portrait studio and a full range of photo tools at your disposal.

This is a hands-on course! The majority of your class time will be spent working on your very own unique photographs.

Photo 3: Now that you have a basic understanding of the controls of a camera and the basic processes of photography this course gives you the opportunity to apply those skills to professional photography assignments. Those cover the range from portraits, photojournalism, advertising, landscape and much more! This course should give you a foundation in the skills necessary of a professional photographer.

Photo 4: This semester you will now refine your skills and be pushed into truly developing your own unique personal style for your own photography. Throughout this semester you will also develop a truly stunning professional print and web-based portfolio. This course is for those who are truly dedicated to the craft of photography and willing to spend a fair amount of time both in and out of school, working on their own photography.

Photo 5: This final course in photography is designed to prepare students for their next step into the profession of photography. This will include developing a website, personal branding, a professional social media presence, and all the legal documents needed by every photographer. Students will also have a job shadow and or internship opportunities, most students will also have the opportunity to shoot in a professional environment and have their own real clients. Upon completion of this course students should be ready to take their first steps into this as a career or elite photo programs/schools around the nation. Additional equipment will be strongly encouraged as students prepare for a genuine career in this field.

Glossary of Terms

Academy Elective: An elective course within an academy that builds on the programs of study and is available to students outside of the academy.

Accelerated Sequence: Courses that are taught using next or above grade level curricular standards.

ACT: ACT assessment is a five-hour national college admissions test that includes five sections: English, Math, reading, science and writing. Most colleges will accept a student's ACT scores as part of the admissions evaluation. Eleventh grade students take this assessment that is administered in the high school.

Advanced Course: The third course in a sequence of courses within a program of study. These courses must include value added programming. Typically, taken by 11th and 12th graders within the academy.

Advanced Placement (AP): These courses are yearlong courses vetted by the College Board that culminate with a high stakes test in May (scores of 3+ generally earn college credit).

Areas of Interest: Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.

CAPS Program: A profession-based, immersion program for 11th and 12th grade students who attend class, with a Shakopee High School teacher, at an industry partner location, with an opportunity for a second-semester internship.

College Admissions Test: A test often required by four-year colleges to help determine which students to admit to their school. The most common tests are the ACT and SAT.

College in the Schools (CIS): These courses are University of Minnesota-Twin Cities (U-MN) courses taught in the high school by high school teachers approved and trained by U-MN faculty.

Concurrent Enrollment: Refers to college-level courses offered for both high school and college credit simultaneously. There are several options available to students for earning concurrent enrollment credits.

Co-requisite: course of study required to be taken simultaneously with another

FAFSA: The Free Application for Federal Student Aid. This form is required for any student who wants to be considered for federal aid of any kind.

Financial Aid: Money to help pay for college.

Gateway Course: A quarter length course that introduces each Area of Interest and is a requirement for 6th and 7th grade students at the middle level.

Global Elective: A course that is not embedded within an academy. Typically meets a post-secondary or graduation requirement [e.g. World Language, Fine Arts].

GPA: The abbreviation for grade point average. The average of a student's grades.

Intermediate Course: The second course in a sequence of courses within a program of study. Typically taken by 9th to 11th graders within the academy.

Introductory Course: The first course in a sequence of courses within a program of study. Typically, taken by 9th or 10th graders exploring academies.

PLTW: Project Lead The Way. Project Lead The Way is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers.

Post-Secondary: Education taking place following graduation from a high school.

Prerequisite: A prerequisite is a required course that is to be completed before a student can take a course in question.

Programs of Study: A sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest and directly relates to 2-yr and 4-yr post-secondary options and relevant career opportunities.

PSAT: Preliminary Scholastic Aptitude Test, an exam given to high school sophomores and juniors to prepare for the SAT. The PSAT taken junior year is the only test that qualifies students for the National Merit Scholarship.

PSEO: An abbreviation that refers to "Postsecondary Enrollment Option", a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses.

SAT: A test of a student's academic skills, used for admission to US colleges.

Secondary: This term refers to middle and high schools.

Transcript: A record of your academic progress.

Twice-Accelerated Sequence: Courses are taught using the grade level standards of the course two grade levels ahead.

University: An educational institution designed for instruction, examination, or both, of students in many branches of advanced learning, conferring degrees in various faculties, and often embodying colleges and similar institutions.

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Shakopee High School
100 17th Avenue West
Shakopee MN, 55379
952.496.5152





Shakopee
PUBLIC SCHOOLS
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REGISTRATION GUIDE
2020 - 21





Shakopee
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EDUCATION FORWARD

MIDDLE SCHOOL REGISTRATION GUIDE
2020-21

East Middle School
West Middle School





MESSAGE TO STUDENTS & PARENTS

To Students and Parents of East and West Middle Schools:

This course registration guide is one tool for you to use as you plan for the upcoming school year. In addition to the course descriptions offered here, your counselors, teachers and parents will have much guidance for you during this important process.

As you begin this process, you should be focusing on two questions:

- What are the courses that I need to take in order to assure that I continue to make progress toward fulfilling the school district's graduation requirements?*
- What are the courses that I should take in order to best prepare for my future?*

In grades 6-8, students begin their transition from the elementary model of education, where the student has a primary teacher they meet with most of the day, to the secondary model, where students generally have a different teacher each of their classes.

In 6th grade, students' schedules are mostly set, but there are opportunities to join band and/or choir, music production, and (for those who meet the qualifying criteria) Accelerated Reading/Language Arts, Accelerated Science and/or Pre-Algebra (accelerated math) or Algebra (twice accelerated math).

During 7th and 8th grade, students are offered greater choice to begin exploring other areas of interest through elective classes. These opportunities place great responsibilities on both parents and students to plan wisely. Carefully read the information in the next few pages and browse through the course offerings. Before registration, decide on a schedule of courses for your middle school year. Serious thought about an overall plan will provide a sense of purpose and direction. Therefore, it is important that course selections for next year are made very carefully. We will tally all course selections and make critical decisions regarding staffing, room use and dollar allocation. Once those decisions are made, it will be very difficult to change course selections.

If you have questions regarding registration processes or a specific class, please contact your student's advisor or counselor. Thank you for planning wisely for your future!

We are here to assist you; please contact us with any questions.



Contact Information

East Middle School

Principal | Jim Miklausich

Asst. Principal | Matt Headrick

Dean | Krysten Ellis

Counselor | Joan Hunstiger (Last names A-L)

Counselor | Megan Morinville (Last names M-Z)

***Call the office to get in touch with a counselor*

Phone | (952) 496-5702

West Middle School

Principal | Lori Link

Asst. Principal | Paul Nettesheim

Dean | Gwynne Chase

Counselor | Erin Richter (Last names A-L)

Counselor | Amy Gerster (Last names M-Z)

***Call the office to get in touch with a counselor*

Phone | (952) 496-5752

6TH GRADE COURSE REQUIREMENTS

The school year is divided into two semesters, each with 2 quarters.

In sixth grade students are required to take year-long courses in Language Arts, Reading, Mathematics, Science, and Social Studies. Students will also take a year-long Physical Education course that alternates with either Band, Choir, or Music Production. In addition to these year-long courses, students will take a one quarter Health class and three, one-quarter Academy Gateway Courses.

Students may take:

- Band every-other-day opposite of PE.*
- Choir every-other-day opposite of PE.*
- Band and Choir every-other-day (The second music class will replace either PE or 2 Gateway courses).*
- Music Production every-other-day opposite of PE.*

NOTE | In some situations, based on academic need, a student may be limited to one music course and another academic support class.

GRADE 6				
1	Language Arts (full year)			
2	Social Studies (full year)			
3	Mathematics (full year)			
4	Science (full year)			
5	Reading (full year)			
6	Academy Gateway Courses (one quarter each)			Health (quarter)
	Arts & Communication	Human Services	Science & Technology	
7	Band, Choir, or Music Production (every other day)			
	Physical Education or second Band/Choir course (every other day)			

7TH GRADE COURSE REQUIREMENTS

In seventh grade students are required to take year-long courses in English, Mathematics, Science, and Social Studies. Students will take one quarter of Health and three one-quarter Academy Gateway courses. Students NOT in Band or Choir will take a one-semester Physical Education class and have their choice of three one-semester elective classes. Students electing to take band or choir will take a year-long physical education course that will alternate with Band or Choir.

NON ALTERNATING PATHWAY

GRADE 7				
1	English (full year)			
2	Social Studies (full year)			
3	Mathematics (full year)			
4	Life Science (full year)			
5	Academy Gateway Courses (one quarter each)			Health (quarter)
	Business & Entrepreneurship	Engineering & Manufacturing	Health Sciences	
6	Elective (semester)		Elective (semester)	
7	Physical Ed. (semester)		Elective (semester)	

OR

ALTERNATING PATHWAY

GRADE 7				
1	English (full year)			
2	Social Studies (full year)			
3	Mathematics (full year)			
4	Life Science (full year)			
5	Academy Gateway Courses (one quarter each)			Health (quarter)
	Business & Entrepreneurship	Engineering & Manufacturing	Health Sciences	
6	Elective (semester)		Elective (semester)	
7	Alternating Elective 1 (every other day)			
	Alternating Elective 2 (every other day)			

NOTE | Students taking Band AND Choir will have 1 semester of physical education during an elective period.

8TH GRADE COURSE REQUIREMENTS

In eighth grade, students are required to take year-long courses in English, Mathematics, Science, and Social Studies, semester-long courses in Physical Education and several electives courses. Students electing to take Band or Choir will have a year-long alternating Physical Education and Band/Choir class.

NON ALTERNATING PATHWAY

OR

ALTERNATING PATHWAY

GRADE 8		
1	English (full year)	
2	Social Studies (full year)	
3	Mathematics (full year)	
4	Earth Science (full year)	
5	Elective (semester)	Elective (semester)
6	Elective (semester)	Elective (semester)
7	Physical Ed. (semester)	Elective (semester)

GRADE 8		
1	English (full year)	
2	Social Studies (full year)	
3	Mathematics (full year)	
4	Earth Science (full year)	
5	Elective (semester)	Elective (semester)
6	Elective (semester)	Elective (semester)
7	Alternating Elective 1 (every other day)	
	Alternating Elective 2 (every other day)	

NOTE | Students taking Band AND Choir will have physical education during an elective period for a semester.

ADVANCED COURSES INFORMATION

The Shakopee school district offers a variety of advanced courses intended to provide appropriate challenge for students who demonstrate need for a more rigorous curriculum. Students are identified for these courses in the middle levels. Rigorous coursework in high school is the greatest predictor of college completion. Students who are high academic achievers (See identification criteria below) may want to consider the most rigorous coursework available. Parents and students should be aware of some of the courses at our middle schools that provide a high level of rigor:

GRADE	SUBJECT	GENERAL COURSE	ACCELERATED COURSE	TWICE ACCELERATED COURSE
6	Reading & Language Arts	Reading & Language Arts 6	Accelerated Reading & Language Arts 6	
	Mathematics	Math 6	Accelerated Pre-Algebra	Accelerated Algebra 1
	Science	Physical Science 6	Accelerated Physical Science 6	
7	English Language Arts	English 7	Accelerated English 7	
	Mathematics	Pre-Algebra	Accelerated Algebra 1	Accelerated Geometry
	Science	Life Science 7	Accelerated Life Science 7	
8	English Language Arts	English 8	Accelerated English 8	
	Mathematics	Algebra 1	Accelerated Geometry	Accelerated Algebra 2
	Science	Earth Science 8	Accelerated Earth Science 8	

Identification

Students are identified for these advanced opportunities on the basis of nationally-normed achievement and aptitude tests. Students who do not meet these criteria but are interested in these types of opportunities may use the appeals process (described on page 8 of this book), however correlating test data is still heavily considered.

- Accelerated Courses | To be identified for Accelerated courses, students' average scores on MAP and MCA data over the previous two years must be at or above the 85th percentile, or other comparable test data.
- Twice-Accelerated Courses | To be identified for Twice-Accelerated courses, students' average scores on MAP and MCA data over the previous two years must be at or above the 95th percentile.

Advanced Courses

Accelerated: The goal of accelerated courses is to provide students the opportunity to engage in above grade-level content and prepare students for college-credit courses. Due to the unique nature of each content area, this will lead to different pathways in each area. Students are identified for accelerated courses based on district-defined criteria.

Identified students will experience the following by each content area:

- English:** Students will participate in compacted courses that cover multiple grade levels of curriculum and lead to college-credit options during grades 11 and 12.
- Mathematics:** Students will participate in courses one to two years above their grade level, leading to college-credit options during grades 11 and 12.
- Science:** Students will participate in middle school courses that combine both middle school and high school content in order to help prepare them for college-credit options in grades 9 - 12.
- Social Studies:** No accelerated options are offered in middle school, but students do have access to college-credit options in grades 9 – 12.

College Credit Options: There are a variety of ways students can earn college credit while attending Shakopee Schools. The majority of these options become available in 9th grade, although there are exceptions. If you are interested in the eligibility criteria for these options please see your counselor.

APPEALS PROCESS |

Uniform process for Appeals across content areas, except Math

MATH Appeals | Students must test out of the pre-requisite course using an end of course assessment in order to advance.

Appeals in ALL Other Disciplines | If not initially invited into the course by initial identification, the student and parent(s) must...

1. Complete written Appeal Request Form (available from the building administration or counselors)
2. Building Administrator(s) reviews student’s file (with the HP Coordinator, as needed), including...
 - Core Data (as described above in Identification)
 - Other Supplementary Data, such as...
 - ✦ Subject-specific scores on standardized tests
 - ✦ Subject-specific grades and GPA (i.e. Math GPA, Science GPA, etc., NOT overall GPA)
 - ✦ Work samples
3. Building Administrator(s) reviews student’s file and supplementary data with parents

The Building Administrator will be the final authority on ALL appeals.

EXIT CRITERIA |

Common District Exit Criteria

Methods of Exiting

- **Request by student and/or parent** | When students and/or their parents request to be dropped from an advanced course, the following process must be followed:
 1. The student and/or parent(s) discuss ongoing concerns with teacher as the course progresses.
 2. Teacher makes sure that Parent(s) are included in on discussion of concerns about the student.
 3. In normal circumstances, if a parent requests his/her student be exited from the course, that request will be honored at the end of the current grading period (The student's grade for that grading period will count in the student's GPA.)
- **Recommendation by Teacher** | Process for exit
 1. The teacher begins and maintains an ongoing discussion of concerns with student throughout the course.
 2. The teacher discusses the concerns with Parent/Guardians as soon as appropriate.
 3. The parties agree to a performance contract, signed by student & parent/guardian(s) and shared with the Building Administration.
 4. If the performance contract does not alleviate the concerns, the teacher shares the results with the student's counselor and Building Administration.
- **Student Failure** | If a student fails the course, s/he will be removed from that discipline's advanced course sequence

The Building Administrator will be the final authority on ALL student exits from advanced courses.



REQUIRED COURSES



ENGLISH LANGUAGE ARTS

STUDENT PATHWAYS THROUGH THE ENGLISH CURRICULUM

GRADE	GENERAL	ACCELERATED
6	Reading & Language Arts 6	Accelerated Reading & Language Arts 6
7	English 7	Accelerated English 7
8	English 8	Accelerated English 8

A more detailed and colored flowchart reflecting the Advanced Course options in English Language Arts is available on the Shakopee High Potential Services website: <http://shakopee.schoolwires.net/Page/493>

6th GRADE ENGLISH LANGUAGE ARTS requirement options

LANGUAGE ARTS 6

Grade: 6
Course Type: Required
Schedule: Full-Year

The sixth grade language arts curriculum consists of various modes of writing. Each language arts class focuses on essays, poetry and reports. Major writing projects include argumentative, descriptive, and informative papers. The language arts class also provides a foundation for writing in other content areas. Grammar, spelling and writing conventions are taught in the context of students’ own reading and writing.

READING 6

Grade: 6
Course Type: Required
Schedule: Full-Year

The sixth grade reading course places an emphasis on the development of reading comprehension skills, interaction with literature, and the development of rich vocabulary. Students are involved in literature circles, reading workshop, read-alouds and independent reading. Reading units are based on reading strategies and are aligned with the MN state standards to prepare students for the Minnesota Comprehensive Assessment. Differentiated instruction is provided through a leveled literature library. The goal is to provide students the necessary skills for success in the classroom and for a lifelong love of reading.



ACCELERATED READING AND LANGUAGE ARTS 6

Grade:	6
Course Type:	Required
Schedule:	Full-Year (2 Periods)
Eligibility:	Placement based on District identification criteria

Accelerated Reading and Language Arts 6 is the first of the Accelerated Language Arts sequence. This course will compact and address critical 6th and 7th grade standards in one year. Accelerated students will work at a rigorous pace with complex texts in a variety of fictional genres, including poetry, biographies & autobiographies, and classic novels. A heavy emphasis will also be placed on the critical analysis of non-fiction texts. Additionally, students will be expected to demonstrate high-level critical thinking of both fiction and nonfiction through writing.

Students in this course do not take Language Arts 6 or Reading 6.

**7th GRADE ENGLISH LANGUAGE ARTS
requirement options**

ENGLISH 7

Grade:	7
Course Type:	Required
Schedule:	Full-Year

The English 7 course is a comprehensive study of literature, writing, and speaking/listening skills. The student will have the opportunity to learn through group activity as well as individual expression, thus providing experience in self-motivation, problem solving, and group responsibility.

ACCELERATED ENGLISH 7

Grade:	7
Course Type:	Required
Schedule:	Full-Year
Eligibility:	Placement based on District identification criteria

The Accelerated English 7 is the second of the Accelerated Language Arts sequence. This course will compact and address critical 7th and 8th grade standards in one year, reading texts that are considered two years above grade level (9th grade reading level). Accelerated students will work at a rigorous pace with complex texts in a variety of fictional genres, including poetry, narrative nonfiction, short stories and novels. A heavy emphasis will also be placed on the critical analysis of nonfiction texts. Additionally, students will be expected to demonstrate high level critical thinking of both fiction and nonfiction through writing.

The course will emphasize:

- Inquiry, analysis, and interpretation of fiction and nonfiction texts
- In-depth and challenging projects
- Focused approaches to writing
- Verbal communication
- Faster paced deadlines
- Collaborative learning opportunities

8th GRADE ENGLISH LANGUAGE ARTS

requirement options

ENGLISH 8

Grade:	8
Course Type:	Required
Schedule:	Full-Year

The English 8 course is designed to meet the Language Arts core requirement for 8th grade. Literature, grammar, writing, speaking, and listening skills will be studied throughout this course through a variety of fiction and non-fiction texts.



ACCELERATED ENGLISH 8

Grade:	8
Course Type:	Required
Schedule:	Full-Year
Eligibility:	Placement based on District identification criteria

The Accelerated English 8 course is the culminating course of the Accelerated Language Arts sequence. It provides an exciting opportunity for students to develop their own writing voices while reading a variety of complex texts. First semester is structured as a survey of different types of texts and writing, while second semester allows students to delve deeper into that which interests them. The course will develop the critical thinking and analysis skills that are necessary for Advanced Placement classes.

HEALTH & PHYSICAL EDUCATION

6th GRADE HEALTH & PHYSICAL EDUCATION requirement options

HEALTH 6

Grade: 6
Course Type: Required
Schedule: 1 Quarter

Sixth grade health will cover self-identification, mental/emotional health, physical health, and social health. Students will engage in a variety of activities that will reflect their understanding of how these topics impact their daily lives, specifically during middle school. This will lead them to interpreting, advocating for, and improving upon their own personal health and wellness.

PHYSICAL EDUCATION 6

Grade: 6
Course Type: Required
Schedule: Full-Year - Every Other Day

Sixth grade physical education includes fitness concepts for life, plus opportunities to participate in individual and team sports.

7th GRADE HEALTH & PHYSICAL EDUCATION requirement options

HEALTH 7

Grade: 7
Course Type: Required
Schedule: 1 Quarter

Seventh grade health will cover four main categories: decision making, stress and emotions, mental health, and substance use. Students will learn how to make healthy decisions, maintain positive health, and avoid substances. The goal of this course is for students to apply the knowledge to their lives. In order to accomplish this goal, students can expect multiple real life projects and activities to prepare them to make healthy decisions in the future.

PHYSICAL EDUCATION 7

Grade: 7
Course Type: Required
Schedule: 1 Semester or Full-Year - Every Other Day

Students in Physical Education 7 will explore personal fitness through their understanding of the rules and skills of team and individual sports. Heart rate monitors are used to assist students in assessing their own fitness levels. Activities may include, but not be limited to: football, fitness testing, soccer, softball, swimming, basketball, Frisbee, golf, badminton, and the fitness center.

8th GRADE HEALTH & PHYSICAL EDUCATION

requirement options

PHYSICAL EDUCATION 8

Grade: 8
Course Type: Required
Schedule: 1 Semester or Full-Year - Every Other Day

Students in this course will reflect on how their values and choices personally impact the 6 areas of wellness in their lives. The focus of this class is to equip students with good habits and skills to make healthy choices and create a healthy lifestyle. They will explore personal fitness through the use of heart rate monitors during various activities such as, but not limited to, speedball, rollerblading, broom ball, pickle ball, yard games and cross country skiing. Students will gain a variety of skills while participating in activities and learn about goal setting, stress management, relationships and nutrition. Students will also evaluate the risks and consequences associated with age appropriate sexuality including factual information regarding abstinence, adolescent pregnancy, sexually transmitted infections and HIV/AIDS.

MATHEMATICS

STUDENT PATHWAYS THROUGH THE MATHEMATICS CURRICULUM

GRADE	GENERAL	ACCELERATED	TWICE-ACCELERATED
6	Math 6	Accelerated Pre-Algebra	Accelerated Algebra 1
7	Pre-Algebra	Accelerated Algebra 1	Accelerated Geometry
8	Algebra 1	Accelerated Geometry	Accelerated Algebra 2

A more detailed and colorized flowchart reflecting the Advanced Course options in Mathematics is available on the Shakopee High Potential Services website: <http://shakopee.schoolwires.net/Page/493>



6th GRADE MATHEMATICS requirement options

MATH 6

Grade: 6
Course Type: Required
Schedule: Full-Year

Math 6 is the math course taken by most students. The Math 6 curriculum includes key mathematical concepts such as exploring problem solving, decimals, fractions, percents, measurement, probability, ratios, proportions, equations, algebra, integers, coordinating graphs and geometry in two and three dimensions.

PRE-ALGEBRA (ACCELERATED)

Grade: 6
Course Type: Required
Eligibility: Placement based on District identification criteria
Schedule: Full-Year

Pre-Algebra builds on the skills and knowledge taught in Math 6. Students who register for this course will be expected to have above average mathematical knowledge and skill as well as greater motivation, as it is more rigorous and moves at a faster pace.

The Pre-Algebra curriculum includes key mathematical concepts such as exploring problem solving, decimals, statistics, integers, coordinate graphs, factors, fractions, rational numbers, ratios, proportions, percent, polynomials, equations, and geometry in two-and three-dimensions.

ALGEBRA 1 (TWICE ACCELERATED)

Grade:	6
Course Type:	Required
Eligibility:	Placement based on District identification criteria
Schedule:	Full-Year

Algebra I continues to build on the skills and knowledge taught in Pre-Algebra. Students who register for this course will be expected to have even greater mathematical knowledge, skill and motivation, since it is even more rigorous and moves at a faster pace than Pre-Algebra. Algebra I students will be starting a sequential series of math courses. Algebra I is followed by Geometry, Accelerated Algebra II, Pre-Calculus and Calculus. Algebra I students learn the traditional topics of an Algebra course along with real-world application, meaningful projects and integration of technology.

**7th GRADE MATHEMATICS
requirement options**

PRE-ALGEBRA

Grade:	7
Course Type:	Required
Schedule:	Full-Year

Successful completion of 6th grade Math Pre-Algebra provides the opportunity to explore problem solving, decimals, statistics, integers, coordinate graphs, factors, fractions, rational numbers, ratios, proportions, percent, polynomials, equations, and geometry in two-and three-dimensions.

ALGEBRA 1 (ACCELERATED)

Grade:	7
Course Type:	Required
Eligibility:	Placement based on District identification criteria
Schedule:	Full-Year

7th grade Algebra I students will begin a sequential series of math, followed by Geometry, Algebra II, Pre-Calculus and Calculus. Algebra I students learn the traditional topics of an Algebra course along with real-world application, meaningful projects and integration of technology. Students will be expected to have above average motivation and ability in the class as it is more rigorous and moves at a faster pace. Students may be removed from the class for academic reasons and continued participation in the class will be determined by a student’s effort and academic success.



GEOMETRY (TWICE ACCELERATED)

- Grade: 7 (these classes will have a mix of twice accelerated 7th graders and accelerated 8th graders)
- Credits: 2 Credits - Required - *Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)*
- Eligibility: Placement based on District identification criteria
- Schedule: Full-Year

Geometry students will continue in a sequential series of math, followed by Algebra II, Pre-Calculus and Calculus. Students in Geometry learn the traditional topics of a Geometry course along with real-world applications, meaningful projects, and integration of technology. Students will be expected to have above average motivation and ability in the class as it is more rigorous and moves at a faster pace.



8th GRADE MATHEMATICS
requirement options

ALGEBRA I

- Grade: 8
- Course Type: Required
- Schedule: Full-Year

Students will learn the traditional topics of a Linear Algebra course along with real-world application, meaningful projects and integration of technology.

GEOMETRY (ACCELERATED)

- Grade: 8 (these classes will have a mix of twice accelerated 7th graders and accelerated 8th graders)
- Credits: 2 Credits - Required - *Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)*
- Eligibility: Placement based on District identification criteria
- Schedule: Full-Year

8th grade Geometry students will continue in a sequential series of math, followed by Algebra II, Pre-Calculus and Calculus. Students in Geometry learn the traditional topics of a Geometry course along with real-world applications, meaningful projects, and integration of technology. Students will be expected to have above average motivation and ability in the class as it is more rigorous and moves at a faster pace.

ACCELERATED ALGEBRA 2
(TWICE ACCELERATED)

Grades:	8 (Students may be bussed to the high school for this course.)
Credits:	2 Credits - Required - <i>Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)</i>
Eligibility:	Placement based on District identification criteria
Schedule:	Full-Year

Accelerated Algebra 2 is a one-year course incorporating the main concepts from Algebra 2 and FST to prepare students for Pre-Calculus. Topics covered may include various functions (linear, quadratic, polynomial, exponential, logarithmic, and rational), probability and statistics, sequences and series, and trigonometry.

SCIENCE

STUDENT PATHWAYS THROUGH THE MATHEMATICS CURRICULUM

GRADE	GENERAL	HONORS / ACCELERATED
6	Physical Science 6	Accelerated Physical Science 6
7	Life Science	Accelerated Life Science
8	Earth Science	Accelerated Earth Science

6th GRADE SCIENCE requirement options

PHYSICAL SCIENCE 6

Grade: 6
Course Type: Required
Schedule: Full-Year

Physical Science students will work on developing scientific inquiry skills through problem solving. This is accomplished through interesting labs, demonstrations, making and recording observations and note taking. Students will be introduced to chemistry and physics concepts including atoms and molecules, periodic table elements, forces and motion, light and sound waves, and the electromagnetic spectrum.

ACCELERATED PHYSICAL SCIENCE 6

Grade: 6
Course Type: Required
Eligibility: Placement based on District identification criteria
Schedule: Full-Year

This course is designed to introduce students to chemistry, physics, and engineering. Throughout the year students will conduct investigations, write lab reports, read science related articles, and utilize the scientific method and the engineering design process in order to solve problems. This course will cover topics of the regular 6th grade curriculum, while incorporating high school standards.



7th GRADE SCIENCE
requirement options

LIFE SCIENCE 7

Grade: 7
Course Type: Required
Schedule: Full-Year

In Life Science students practice using scientific inquiry skills to solve problems. This is demonstrated through experiments and modeling. Students study cells and the function of life, genetics, evolution, how living organisms interact with each other and their environment, and the systems of the human body.

ACCELERATED LIFE SCIENCE 7

Grade: 7
Course Type: Required
Eligibility: Placement based on District identification criteria
Schedule: Full-Year

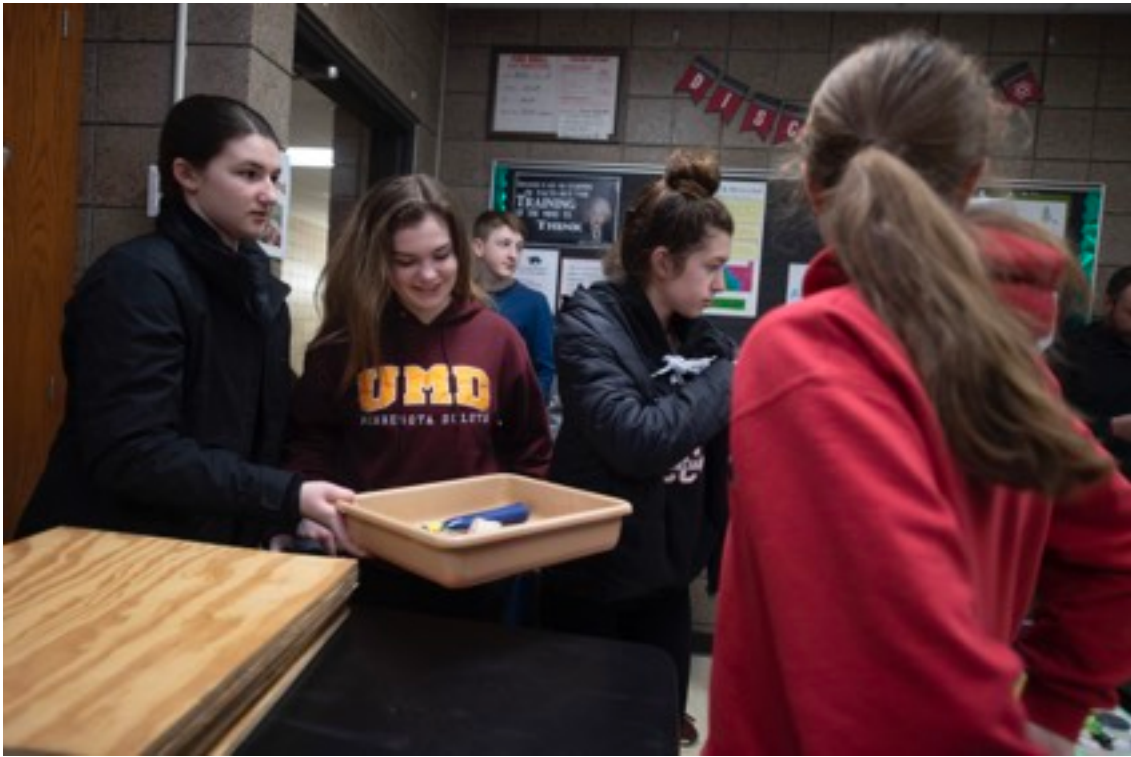
Accelerated Life Science is a rigorous course that explores the diverse world of living things. Topics covered include cell biology, genetics, evolution, human body systems, and ecology. Emphasis will be on developing science and engineering practices and cross-cutting concepts. This course will cover topics of the regular 7th grade curriculum, while incorporating high school standards.

8th GRADE SCIENCE
requirement options

EARTH SCIENCE 8

Grade: 8
Course Type: Required
Schedule: Full-Year

Earth Science students will use scientific inquiry skills, engineering concepts and metric measurements to solve problems concerning the earth and its place in space. Topics that are studied include rocks and minerals, weathering and erosion, plate tectonics, earthquakes and volcanoes, oceanography, the solar system and stars, weather and geologic time.



ACCELERATED EARTH SCIENCE 8

Grade:	8
Course Type:	Required
Eligibility:	Placement based on District identification criteria
Schedule:	Full-Year

Accelerated Earth Science is a rigorous course that explores the diverse abiotic world around us. Topics covered include space systems, Earth's system, history of Earth, weather and climate, and human impact on Earth's systems. Emphasis will be on developing science and engineering practices and skills. This course will cover topics of the regular 8th grade curriculum, while incorporating high school standards.

SOCIAL STUDIES

STUDENT PATHWAYS THROUGH THE SOCIAL STUDIES CURRICULUM

GRADE	GENERAL
6	Minnesota Studies
7	U.S. Studies
8	Global Studies

6th GRADE SOCIAL STUDIES requirement options

MINNESOTA STUDIES

Grade: 6
Course Type: Required
Schedule: Full-Year

In this introductory history course, students will investigate how the state of Minnesota has been shaped throughout the last few centuries. We will explore how Minnesota was involved in critical moments throughout U.S. History, study various groups of people who have lived here, discuss foundational elements of Minnesota government, and practice mapping skills with Minnesota geography. An emphasis will be placed on building informational reading comprehension and other literacy skills within the curriculum.

7th GRADE SOCIAL STUDIES requirement options

U.S. STUDIES

Grade: 7
Course Type: Required
Schedule: Full-Year

Students in U.S. Studies will explore American History from the American Revolution to the Industrial Revolution. We will take a closer look at the foundations of the U.S. Government through this time period. An emphasis will be placed on building informational reading comprehension and analyzing primary source documents throughout the curriculum.

8th GRADE SOCIAL STUDIES requirement options

GLOBAL STUDIES

Grade: 8
Course Type: Required
Schedule: Full-year

Students in Global Studies will explore the different cultural regions of the world through the lens of the eight traits of culture: history, religion, economics, daily life, social groups, government, art, and language. This course will act as a foundation for students' upcoming Human Geography, Modern U.S. History, and Modern World History courses.



GLOBAL ELECTIVES



Music Options

6th GRADE REQUIRED MUSIC COURSES

NOTE | Only one of these courses must be taken as a required course. Students may choose to take both band and choir, but students taking band or choir will not be able to take Music Production.

BAND

Grade: 6
Course Type: Required (or Music Production or Choir)
Pre-requisite: Previous band experience
Schedule: Full-Year - Every Other Day

This class is open to all 6th grade students who are interested in a band experience. 6th graders who wish to try band for the first time, or newcomers to the district, are asked to consult with the band instructor before registering for this course. 6th grade Band rehearses on opposite days from 6th grade Choir. Band students who are not in Choir have PE on non-Band days. Small group instrumental lessons are given during the day. Course requirements, grading and discipline procedures can be found in the Band Handbook online. Assignments and assessments will be given in this class to fulfill State and National Arts Standards. 6th grade Band performs three concerts per year: Fall, Winter, and Spring.

CHOIR

Grade: 6
Course Type: Required (or Music Production or Band)
Schedule: Full-Year - Every Other Day

Choir is open to any 6th grade student who wishes to sing. Voices are tested each fall for range and part placement. 6th grade Choir rehearses on opposite days from 6th grade Band. Group lessons are given during the day. Choir students who are not in Band have PE on alternate, non-Choir days. Course requirements, grading and discipline procedures can be found in the Choir Handbook. Assignments and assessments will be given in this class to ensure students fulfill the State and National Arts Standards. 6th Grade Choir performs three concerts per year: Fall, Winter, and Spring.

MUSIC PRODUCTION

Grade: 6
Course Type: Required (6th grade only, if not in Band or Choir)
Schedule: Full-Year - Every Other Day

In this class, students will analyze, examine and create all types of world music through the use of iPad technology and musical instruments. This class will also focus on applying a foundational understanding of music to the consumption and creation of 21st century music. Students will use apps such as GarageBand to experience digital music recording.

***This course is intended for students not choosing Band or Choir. Band or Choir students interested in a music production experience should register for the course “Drop a Beat” in 7th or 8th grade.*

7th & 8th GRADE ELECTIVE OPTIONS

BAND

Grade: 7, 8
Course Type: Elective
Pre-requisite: Previous band experience
Schedule: Full-Year - Every Other Day

This class is open to all students who have previous band experience. Band placement will be determined in the fall based on enrollment, instrumentation, ability, and program development. Band meets every other day and is scheduled as a class. Small group lessons are scheduled for each student, usually occurring on the alternate days. Occasional assignments and assessments are given to fulfill the National Arts Standards. Course requirements, grading and discipline procedures can be found in the Band Handbook online. Bands perform at least three concerts each year: Winter Concert, Mid-Winter concert, and the Spring Concert. Standard and new band literature is used for these performances.



CHOIR

Grade: 7, 8
Course Type: Elective
Schedule: Full-Year - Every Other Day

Choir is open to any student who wishes to sing. Individual voices are tested each fall for range and choir/ part placement. Seventh grade students are grouped with both genders in each class. Eighth grade students are placed in gender specific choirs, allowing for more individual attention and differentiated instruction as voice changes occur. Course requirements, grading and discipline procedure can be found in the Choir Syllabus on our website. Assignments and assessments will be given in this class to insure students fulfill the National Arts Standards. Each choir performs 2 concerts per year and sings standard SATB, SSA and TB literature.

****Jazz Band and Chamber Choir groups meet before/after school and are offered as co-curricular extension activities. Students must try out for these activities in the fall***

World Language

For students looking ahead to a 4-year college, the minimum entrance requirement is often two years of the same language with some postsecondary institutions requiring up to four.

SPANISH 1

Grade: 7, 8
Credits: 2 Credits - Elective - *Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)*
Schedule: Full-Year

This course is recommended for students that are committed to multiple years of language study into high school. Designed exclusively for students with no prior exposure to Spanish, Spanish I focuses on the four basic skills: listening, speaking, reading, and writing. Relevant aspects of Hispanic culture are introduced. Students explore the culture and language through projects, music, and games. Upon completion of this course, students will be able to express basic information about themselves.



SPANISH 2

Grade: 8
Credits: 2 Credits - Elective - *Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)*
Schedule: Full-Year
Prerequisite: Spanish I

Designed for students who have successfully completed Spanish I, Spanish II focuses on the progressive development of the four basic skills: listening, speaking, reading, and writing. The class focuses on the mastery of basic grammatical structures and extending vocabulary. Students explore the culture and language through projects, music, and games. It is recommended students take this course the year following Spanish I.



SPANISH FOR SPANISH SPEAKERS 1

Grade:	7, 8
Credits:	2 Credits - Elective - <i>Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)</i>
Pre-requisite:	This class is for students who speak Spanish at home as a primary or secondary language. Students should be conversational in Spanish, but not necessarily able to read and write.
Schedule:	Full-Year

This course is designed for students that speak Spanish conversationally or fluently and want to improve their Spanish skills. The class will be taught exclusively in Spanish, but it is not assumed that students know academic Spanish; academic vocabulary will be taught. The emphasis will be placed on developing reading, writing, spelling, and grammar. The objective is to support the student with their linguistic skills and provide them with the necessary academic skills to develop written and spoken language from their current level, both in Spanish and by transferring these skills to English. The class will include literature from Spanish speaking countries, cultural analysis and activities will help students to define and understand how cultures intersect.

Este curso ha sido diseñado para el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero no se supone que los alumnos entienden español académico. El énfasis será puesto en el desarrollo de las habilidades en la lectura, la redacción, la ortografía, y la gramática. El objetivo es el de proveer al estudiante con las habilidades académicas necesarias para desarrollar el lenguaje en el discurso escrito y oral, y para transmitir las habilidades lingüísticas a otras clases y lecturas en inglés. La clase enfocará en literatura de culturas hispanas y ofrecerá al estudiante la oportunidad de aprender sobre culturas hispanas por análisis cultural y un estudio de cómo y cuándo cruzan con otras culturas.

SPANISH FOR SPANISH SPEAKERS 2

Grade:	7, 8
Credits:	2 Credits - Elective - <i>Upon successful completion of the course, the grade and credits will be placed on the student's transcript and will impact their high school grade point average (GPA)</i>
Pre-requisite:	Spanish for Spanish Speakers 1 or by teacher recommendation
Schedule:	Full-Year

This course is designed for the student who speaks Spanish conversationally or fluently, and wants to improve their linguistic skills. The class will be taught exclusively in Spanish, and the emphasis will be placed on building literacy strategies so students can read more complex literature. The objective of this course is to support students in developing the academic skills necessary to use more sophisticated language in both reading and speaking. The class will also build on a previous study of Hispanic culture, with an emphasis on analysis of the historical forces that influence the development of Hispanic countries and cultures, and the implications on today's culture.

Este curso ha sido diseñado por el estudiante que habla español y quiere mejorar sus habilidades lingüísticas. La clase será impartida estrictamente en español, pero va a incluir enseñanza de vocabulario y español académico. El énfasis será puesto en el mejoramiento de las habilidades necesarias para manejar el lenguaje más complejo y sofisticado en el discurso escrito y oral. La clase también aumentará el estudio de la cultura hispana, con análisis profundo de las fuerzas históricas que han desarrollado la cultura y los países hispanos y las implicaciones en la cultura de hoy.



AREAS OF INTEREST



FIND YOUR PASSION AT SHAKOPEE SCHOOLS

“Exploring Areas of Interest”

To Shakopee Students and Families:

Our mission is to prepare all students to be college and career ready. A critical aspect of this mission is providing an opportunity for you to explore and find your interest and passion areas. Our district has undergone a multi-year planning process to re-imagine our secondary programs to ensure your success as you transition into high school and beyond. One of those key initiatives is to organize elective courses into six Academies at the high school; Arts & Communications, Business & Entrepreneurship, Engineering & Manufacturing, Health Science, Human Services, Science and Technology.

In order for you to explore each of these Academies, all students will participate in a one quarter “Gateway” course for each area during his or her 6th and 7th grade years. Along with their required classes, students will then have choices during their 7th and 8th grade years to select from a variety of elective courses aligned to academies to further pursue their interests.

Are you interested in learning more about areas such as publishing, manufacturing, business, healthcare, public service, science, technology, and engineering? The next pages in this guide outline the variety

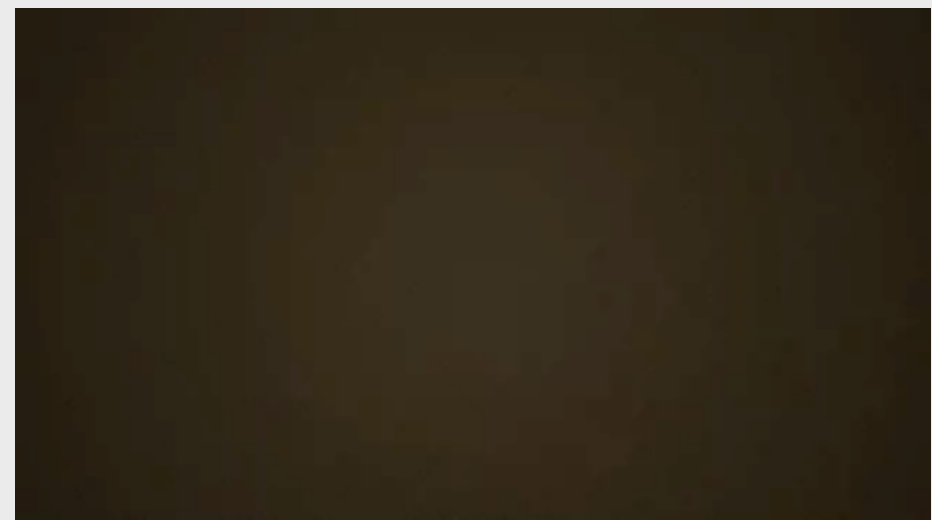
of courses you can select from. **This will begin your journey towards discovering the types of courses you might want to pursue at the high school and how they relate to future education and career paths.**

We hope you find the course titles and descriptions exciting and intriguing – the courses were designed to help you **FIND YOUR PASSION!**

Nancy Thul

Director of Teaching and Learning
Shakopee Public Schools

Academies of Shakopee



Video Link: goo.gl/ItWtxv

How to Read Your Academy Curriculum Framework

Key Terms Defined

Area of Interest

Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.

Programs of Study

A sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest and directly relates to 2-yr and 4-yr post-secondary options and relevant career opportunities.

Gateway Course

A quarter length course that introduces each Academy and is a requirement for 6th and 7th grade students at the middle level.

Introductory Course

The first course in a sequence of courses within a program of study. Typically, taken by 9th or 10th graders exploring academies.

Intermediate Course

The second course in a sequence of courses within a program of study. Typically taken by 10th & 11th graders within the academy.

Advanced Course

The third course in a sequence of courses within a program of study. These courses must include value added programming. Typically, taken by 11th and 12th graders within the academy.

Academy Elective

An elective course within an academy that builds on the programs of study and is available to students outside of the academy.

Global Elective

A course that is not embedded within an academy. Typically meets a post-secondary or graduation requirement (e.g. World Language, Fine Arts).

CAPS Program

A profession-based, immersion program for 11th and 12th grade students who attend class, with a Shakopee High School teacher, at an industry partner location, with an opportunity for a second-semester internship.

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Programming is Electric Middle School Electives (Grades 7 & 8): Invisible World of Science & Technology Apps Creation Middle School Connection	Computer Science	Computer Hardware and Software	AP Computer Science Principles (PLTW**)	*Technological Innovations Environmental Ethics and Ecology
	Information Technology Solutions		Cyber Security	
	Renewable Energy and Electrical Systems	Electricity	Energy and Power Generation	
	Environmental Science	Energy, Food, and The Outdoors	AP Environmental Science	
	Additional Academy Elective Courses:	Mobile App Development	Web Development	
	CAPS Program:	 Future Programming To Be Determined		Potential Future Course

*Indicates new courses beginning in the 2020-21 school year.

** Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study



Arts & Communication fosters creativity, innovation, and expression to ensure well-rounded individuals who can apply those skills in a number of fields. Career fields include the performing arts, visual arts, design, communications, and publishing.



Arts & Communication Academy



Related Careers: Art Directors, Curator, Stage Manager, Museum and Exhibit Manager, Director, Performer (Musician, Actor), Music Directors and Composers, Audio and Video Technician, Sound Engineer, Producers and Directors, Editors, Writers and Authors, Public Relations and Fundraising Manager, News and Print Media, Journalist, Multimedia Artists and Animators, Interior Designers, Artist and Art Marketer, Graphic Designers

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Heroes Middle School Electives (Grades 7 & 8): Digital Art Draw It, Paint It, Print It Drop a Beat House of Style Saber Animation & Video Sculpt It	Arts Production and Management	Behind the Scenes: Production and Technical Design	*Event Design and Management	*Live Production
	Media Production and Recording	Elements of Media Production	Music and Sound Recording Broadcast and Video Production	*Live Production *Creative Professional
	Mass Communications	Writing for Media	*Media Messaging and Design	*Creative Professional
	Creative Design	Digital Design 1 Design Fundamentals	Digital Design 2 Drawing, Painting, Printmaking Photography	
	Additional Academy Elective Courses:	Acting Rock Band Essentials Interior Design Public Speaking Fashion Merchandising and Design		
	CAPS Program:	 Shakopee CAPS Creative Media (Can substitute for the Advanced Course in any Arts & Communication Program of Study)		

*Indicates new courses beginning in the 2020-21 school year.
Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

6th GRADE REQUIRED GATEWAY COURSE

HEROES

Grade: 6
Course Type: Required
Schedule: 1 Quarter

Here comes Arts and Communication to save the day! Who's your hero? This class provides students with an introduction to the Arts and Communication Academy through a visual art design process. Throughout the experience, students will explore different art mediums and communication styles while designing their own Hero. Topics covered include drawing, painting, sculpture, writing a story, and digital creation.

7th & 8th GRADE ELECTIVE OPTIONS

DIGITAL ART!

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Do you like to play around on your iPad or computer? What about Manga, video games, animation and photography? In this class you will create a variety of digital media artworks; animation, illustration, graphic design, gaming and digital photography. While exploring various digital tools and creative techniques, you will create many digital designs and have the opportunity to print and show them in the school.

DRAW, PAINT, AND PRINT IT!

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Hey you! Are you creative? Have you already figured out that you love drawing, painting, or printmaking? *Draw, Paint and Print It!* is the class for you! This is a studio-centered class where you will create artwork using many types of art materials including, but not limited to, pencil, watercolor, acrylics, ink, and more. After trying many different 2D mediums, you will create a capstone project of your choice, with the opportunity to show your work in the school.

DROP A BEAT

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

In this class, students can expect to get "hands-on" experience with some of the latest technology, while learning how the technology operates. The class will also focus on learning how to plan and record a basic musical composition, while studying the components of most pieces of music. Students will gain some knowledge of recording techniques and will be able to share their creations on a live streaming radio cast at the end of the semester.,

HOUSE OF STYLE

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Is it your dream to be on Project Runway? Do you find yourself watching HGTV and wanting to design your own space? House of Style is the class for you! This class will introduce you to the world of textiles and interior design through hands-on projects. In order to showcase design skills learned, students will choose their own adventure and create a project related to the careers of fashion and interior design. Come explore your creative side.

SABER ANIMATION & VIDEO

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

The Saber Animation and Video course will teach students how to produce digital and animated shorts, live action broadcasts, and all the background work that goes into a video or animation production. Students will learn about Storyboarding, Shots and Angles, Lighting, Green Screen use, and Audio and Sound recording, as well as learning to utilize video and animation software and apps on iPads and computers throughout the semester.

SCULPT IT!

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Do you like to work with clay? Have you ever thought of making art from wire, plaster, wood or recycled materials? *Sculpt It!* is the class for you! This is a studio-centered class where you will create artwork using many types of art materials. After trying out these 3D mediums, you will create a capstone project of your choice, with the opportunity to show your work in the school.





**BUSINESS &
ENTREPRENEURSHIP**

Business & Entrepreneurship offers students industry relevant experiences that will allow students creative platforms to produce ideas and products that propel the growth of local, state, national, and the global economy. Career fields include marketing, sales, finance, hospitality and tourism, management, and entrepreneurship.



Business & Entrepreneurship Courses



Related Careers: Accountant, Bookkeeper, Actuary, Insurance Underwriters, Loan Officer, Financial Planner, Tax Preparer, Venture Capitalist, Small Business Owner, Entrepreneur, Business Analysts, Office Manager, Supply Chain Manager, Hotel Management, Event Planner, Tour Operator, Food and Beverage Manager, Executive Chef, Sous Chef, Restaurant Owner, Market Research Analysts, Recruiters, Social Media Marketing Manager, Sale Representatives & Retail Managers, Fundraiser, Media Buyer

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7): Think Tank Middle School Electives (Grades 7 & 8): Innovation Lab Money Doesn't Grow on Trees Teen Chef	Accounting and Finance	Business Dynamics	Accounting *Finance and Investments	*Advanced Business Seminar
	Entrepreneurship and Business Management		Management and Leadership Entrepreneurship	
	Marketing and Sales		Marketing	
	Hospitality and Restaurant Management	Business Dynamics Culinary Arts 1	Hospitality Management Culinary Arts 2	
	Additional Academy Elective Courses:	Baking & Pastry Business Technology Culinary Arts 3	Sports & Entertainment Marketing Social Media Marketing	
	CAPS Program:	 CAPS Business Administration and Management (Can substitute for the Advanced Course in any Business & Entrepreneurship Program of Study)		

*Indicates new courses beginning in the 2020-21 school year.

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

7th GRADE REQUIRED GATEWAY COURSE

THINK TANK

Grade: 7
Course Type: Required
Schedule: 1 Quarter

Think Tank is a course that will challenge your imagination and innovation. Students will work in group and individual challenges to create, develop, and market a product. Using technology, creativity, and design, students will explore the exciting world of entrepreneurship.

7th and 8th GRADE ELECTIVE COURSES

INNOVATION LAB

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

In this class, students will come up with an idea for designing a service-based business while creating a business plan using the design process. In addition to designing all aspects of this business, students will work on company branding using logo design, marketing strategies and advertisement. Many aspects of being an entrepreneur will be addressed. If you are interested in starting your own business one day, this is the class for you!

MONEY DOESN'T GROW ON TREES

Grade: 7,8
Course Type: Elective
Schedule: 1 Semester

Wouldn't life would be easier if money did indeed grow on trees? This class will teach you how to manage your money so that you can make good financial decisions. We will focus on how money is earned, spent, saved, and invested. Our learning will be fun and interactive to help students understand wants, needs, and money management. We wrap up the course by creating a company, securing a loan, projecting profit, then baking and selling a product for Snack Shop.

TEEN CHEF

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Start becoming more independent by learning how to plan and prepare delicious meals. As a lab team, you will create and compete for the honor of top chef. Students will begin to explore what it takes to work in the culinary setting. Some of the favorite labs include the grilled sandwich challenge, stir fry, cupcake wars, and Korean beef bowls.






ENGINEERING & MANUFACTURING

Engineering and Manufacturing is a high tech, high skill, high demand area that will help students generate their own jobs and opportunities. Career fields include manufacturing, robotics, transportation, design, electronics, architecture, construction, and engineering.



Engineering & Manufacturing



Related Careers: Aircraft Mechanic, Aeronautic Engineer, Architect, Building Engineer, Civil Engineer, CNC Machinist, Computer Control Programmer/Operator, Design Electrical Engineer, Engineer, Electrician, Entrepreneur, HVAC Controller, Industrial Engineer, Machinists, Manufacturing Mechanical Engineer, Process Engineer, Packaging Engineer, Process Engineer, Robot Technician, Quality Engineer, Structural Engineer, Tool and Die Maker, Welder

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7): Teen Engineer	Architecture and Construction	Manufacturing and Construction	Construction Civil Engineering & Architecture (PLTW**)	*Construction Management and Development
	Manufacturing and Fabrication Technologies		Welding and Metal Fabrication Wood Production Technologies	*Manufacturing Design and Development
Middle School Electives (Grades 7 & 8): GTT: Architecture (PLTW) GTT: Design and Manufacturing (PLTW) GTT: Robotics (PLTW)	Engineering and Design	Intro to Engineering Design (PLTW**)	Principles of Engineering (PLTW**) Computer Integrated Manufacturing (PLTW**) Aerospace Engineering (PLTW**) Civil Engineering & Architecture (PLTW**)	Engineering Design & Development (PLTW**)
	Transportation Technologies	Small Gas Engines	Marine, Motorsport, and Outdoor Power Equipment	Super High Mileage Vehicle
	Additional Academy Elective Courses:	Advanced Welding - Design & Fabrication Advanced Woodworking - Cabinetry & Furniture		
	CAPS Program:	 Shakopee CAPS Engineering & Manufacturing (Can substitute for the Advanced Course in any Engineering & Manufacturing Program of Study)		

*Indicates new courses beginning in the 2020-21 school year.

**Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

7th GRADE REQUIRED GATEWAY COURSE

TEEN ENGINEER

Grade: 7
Course Type: Required
Schedule: 1 Quarter

Engineering and Manufacturing is a growing field that helps students understand how human made solutions can solve real-world problems. Through this gateway experience, students will learn skills using computer aided drafting, 3D printers, laser engraver/cutters, woodworking hand and power tools. Projects created in class that can be taken home include a wooden keep-sake box, catapult, personal name tag, and a selection of 3D printer projects.

7th and 8th GRADE ELECTIVE COURSES

GTT: ARCHITECTURE (PLTW)

Grades: 7, 8
Course Type: Elective
Schedule: 1 Semester

Gateway To Technology (GTT): Architecture is a creative Project Lead the Way (PLTW) Engineering course that introduces students to the world of architecture and construction. Students take on the role of an architect as they design the floor plan and 3D model of their dream home. Students will learn how to apply architectural design principles, 3D drafting, and construction materials and techniques through building a scale model of their home.

GTT: DESIGN AND MANUFACTURING (PLTW)

Grades: 7, 8
Course Type: Elective
Schedule: 1 Semester

Gateway To Technology (GTT): Design and Manufacturing is an engaging Project Lead the Way (PLTW) Engineering course that introduces students to the world of computer-aided design and manufacturing. Students will experience the world of engineering and manufacturing first hand while they design and model a variety of projects, such as a mechanical arm, iPad stand, laser cut clock, and a student designed 3D printer project. Students will then manufacture their designs using high-tech (3D printers, laser cutters) and traditional manufacturing techniques.

GTT: ROBOTICS (PLTW)

Grades: 7, 8
Course Type: Elective
Schedule: 1 Semester

Gateway To Technology (GTT): Robotics is a hands-on Project Lead the Way (PLTW) Engineering course that introduces students to the world of robotics and automation. Students will learn how to design and build robotic systems and write computer programs to control them. Students will complete exciting projects such as: maze-solving vehicles, drag racers, robotic arms, elevators, and many more.



HEALTH
SCIENCE

Health Science education will provide students with the knowledge and skills to pursue this high demand industry. Health Science career fields include biomedical science, exercise science, health and wellness, nutrition, and healthcare fields.



Health Science



Related Careers: Medical Appliance Technician, Medical and Clinical Lab Technologist, Surgical Technologist, Medical Imaging Technologist, Biomedical Engineer, Forensic Science Technician, Dietetic Technician, Dietician and Nutritionist, Community Health Worker, Massage Therapist, Fitness Trainer and Aerobics Instructor, Athletic Trainer, Recreational Therapist, Physical Therapist, Occupational Therapist, Massage Therapist, Exercise Physiologist, Pharmacy Technician, Medical Assistant, Healthcare Social Worker, Physician, Physician Assistant, Licensed and Practical Nurse, Respiratory Therapist, Dentistry, Ophthalmology, Surgical and Medical Technician, Chiropractor

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7): Snack Attack Middle School Electives (Grades 7 & 8): GTT: Medical Detectives (PLTW) 2 Fit 2 Quit Code Red	Biomedical	Human Body Systems	Principles of Biomedical Science (PLTW**)	Medical Interventions (PLTW**)
	Public Health		Global Health and Disease Prevention	*Community Health
	Exercise Science		Human Movement Sciences	*Sports Medicine
	Healthcare		Principles of Biomedical Science (PLTW**) Nursing Assistant Emergency Medical Responder	*Healthcare Simulation
	Additional Academy Elective Courses:	CIS: Human Physiology, Technology, and Medical Devices Nutrition for the Human Body		
	CAPS Program:	 CAPS Healthcare and Medicine (Can substitute for the Advanced Course in any Health Science Program of Study)		

*Indicates new courses beginning in the 2020-21 school year.

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Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

7th GRADE REQUIRED GATEWAY COURSE

SNACK ATTACK

Grade: 7
Course Type: Required
Schedule: 1 Quarter

This gateway class explores the area of Health and Human Services. Learn about careers and skills that professionals use to better the physical, social, and emotional health of others. Students will get the chance to prepare nutrient dense foods to explore how the nutrients can positively impact health.

7th and 8th GRADE ELECTIVE COURSES

2 FIT 2 QUIT

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Interested in fitness, weight lifting, and learning about how your body works? Well look no further. In *2 Fit 2 Quit*, students will learn how to create personalized work out plans, examine how heart rate affects training, learn about major muscles of the body, and correct lifting form. *2 Fit 2 Quit* will teach you how to improve your health, athletic performance, and understand the human body.

CODE RED

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

If not you, then who? The first few minutes after any emergency are the most important. In this course, you will learn how leadership and quick emergency response can help you manage life or death situations. Learn the skills needed for the exciting career fields in health-care, leadership, and athletic training while earning First Aid, CPR and AED certification. It is time for YOU to be the Hero!

GTT: MEDICAL DETECTIVES (PLTW)

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Students engage in the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Learning about the human body muscular and skeletal system the students will create prototype prosthetics by using the design process.



Skills students gain in the Human Services could be applied across all academic disciplines. Human Services courses benefit both the community and students while encouraging students to look beyond themselves to serve others. Career fields include human development, psychology, education, legal fields, law enforcement, and public services.



Human Services



Related Careers: Early Childhood Educator, K-12 Teacher, Administrator, Educational Paraprofessional, Training and Development Manager/Supervisor, Police and Sheriff's Patrol Officers, Correction Officers and Jailers, Attorney, Court Reporters, Paralegal and Legal Assistants, Government Service, Labor Relations Specialist, Firefighter, Military Service, Non-Governmental Organization, Lobbyist, Social and Human Service Assistant, Mental Health Counselors, Health Educators, Clinical, Counseling, and School Psychologist

Course Title Key	Existing Courses	Potential Courses (Subject to Change)
---------------------	------------------	--

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Be The Change Middle School Electives (Grades 7 & 8): Law and Order More Than Social Media	Teaching and Educational Services	Intro to Human Development	Exploring Education	Multicultural Education
	Social and Mental Health Services	Human Relations	Positive Psychology: Building People and Community	*Community Leadership and Service
	Public Service	Human Relations	Generation Now	Public Service
	Law and Legal Services	Criminal Justice and the Court	A Case for Justice	Law and Legal Services
	Additional Academy Elective Courses:	Advanced Child Development Sociology of the Family		
	CAPS Program:	Future Programming To Be Determined		

*Indicates new courses beginning in the 2020-21 school year.
Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

6th GRADE REQUIRED GATEWAY COURSE

BE THE CHANGE

Grade: 6
Course Type: Required
Schedule: 1 Quarter

This is a quarter long gateway course to Human Services. Students will learn interpersonal skills while exploring their own personalities and how to work with others. Students will also practice effective communication, problem solving, and decision making skills while they explore the change process and brainstorm how to make a change in their world. Inspiration will be found in the many activities and guest speakers from our community that are part of the class.

7th and 8th GRADE ELECTIVE COURSES

LAW AND ORDER:

Grades: 7, 8
Course Type: Elective
Schedule: 1 Semester

Have you ever thought about how the laws from the past affect us in today's society and what rights students, minorities, and adults have? Then this is the class for you. In this class we will explore the inner workings of the legal system through the eyes of judge, lawyer, jury, accused, victim, and society as a whole. After building foundational knowledge, students will actively take part in mock trials putting their skills to use in multiple roles.

MORE THAN SOCIAL MEDIA

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Did you know teens currently spend an average of 9 hours consuming media each day? This course will teach you the healthy and unhealthy approach to media use, and the impact that it has on your overall wellness. Explore how you can maximize your relationships, and how to use social media to build deeper connections with individuals and the community.





SCIENCE & TECHNOLOGY

Science & Technology promotes students to be leaders in the construction and development of dynamic and ever-changing industries. The education will reflect the modern needs of our global society and prepare our students to successfully utilize skills that will contribute to the betterment of our community. Career fields include investigative science, math, applied science & technology, and computer science.



Science & Technology



Related Careers: Electrician, Electrical Engineer, Electronics Technician, Electrical Power-Line Installers and Repairers, Power Plant Technician and Operator, Electrical Systems Designer and Drafter, Network and Computer Systems Administrators, Computer Network Architects, Computer Hardware Engineer, Computer Hardware Technician and Repairer, Computer Research Scientist, Software Developer, Computer Systems Analyst, Computer and Information Systems, Computer Programmers, Information Security Analysts, Database Administrators, Natural Sciences Managers, Environmental Engineer, Green Technology and Alternative Energy Designer, Geoscientist & Conservation Scientists, Mining and Geological Engineer

Course Title Key	Existing Courses	Potential Courses (Subject to Change)
---------------------	------------------	--

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 6): Programming is Electric Middle School Electives (Grades 7 & 8): Invisible World of Science & Technology Apps Creation	Computer Science	Computer Hardware and Software	AP Computer Science Principles (PLTW* *)	*Technological Innovations
	Information Technology Solutions		Cyber Security	
	Renewable Energy and Electrical Systems	Electricity	Energy and Power Generation	Environmental Ethics and Ecology
	Environmental Science	Energy, Food, and The Outdoors	AP Environmental Science *Environmental Sustainability	
	Additional Academy Elective Courses:	Mobile App Development		

*Indicates new courses beginning in the 2020-21 school year.

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Students in the Class of 2022 & Beyond will have to complete a 3 Course Program of Study

6th GRADE REQUIRED GATEWAY COURSE

PROGRAMMING IS ELECTRIC (PLTW)

Grade: 6
Course Type: Required
Schedule: 1 Quarter

We will explore the science of electricity, digital electronics and how they interact with computer programming. Students will develop electronic devices that will have to be programmed to solve a problem. We will acquire knowledge and skills in basic circuitry design and examine the logic behind computer programming.



7th and 8th GRADE ELECTIVE COURSES

APP CREATIONS (PLTW)

Grades: 7, 8
Course Type: Elective
Schedule: 1 Semester

Students will learn the basics of computer science through mobile app development (PLTW). Students will start with basic concepts of programming in “Blockly,” a simple drop-and-drag programming language using MIT’s App Inventor. Students will then progress to “Python” in which they learn introductory elements of text-based programming and language syntax. Students will explore the impact of computing in society and the application of computing across career paths.

THE INVISIBLE WORLD OF SCIENCE AND TECHNOLOGY (PLTW)

Grade: 7, 8
Course Type: Elective
Schedule: 1 Semester

Invisible particles are running rampant through our world! You press the pedal, and the car goes; you flip the switch, and the light comes on; you hit the button, and the screen lights up. Have you thought about where you get your power from? How do tiny pieces of matter change the way we live? Electrons power our iPhones, air particles allow planes to fly from continent to continent, and greenhouse gases intensify natural disasters. Scientists and Engineers have developed ways to harness these particles to power our world. Join us in exploring the good, the bad, and the ugly impacts of these small-scale fragments.

ALTERNATIVE PROGRAMMING

A variety of special programs are available to students who have special needs. Parents and students who are interested should contact their grade level dean or the school academic counselor for possible recommendation to any aspect of these programs. Each of these program options is located at the middle school. Placement is limited, so it is necessary that we prioritize students based on their needs. Placements in alternative programs are determined through program specific procedures.

Special Education

PROGRAMS

- Autism Spectrum Disorder
- Deaf & Hard of Hearing
- Emotional or Behavioral Disorder
- Vision Impairment
- Developmental Cognitive Delay
- Other Health Disability
- Physical Impairment
- Speech or Language Impairment
- Specific Learning Disability
- Severe Multiple Impairment
- Traumatic Brain Injury

Students who move to Shakopee with an active IEP from another school district will be placed in Special Education programs in accordance with the law. A case manager will immediately be assigned, and s/he will contact the parent/guardian. It is most helpful if parents of students moving to Shakopee with an IEP bring a copy of that IEP with them when they register the student.

Students who do not receive special education services, but whose parents feel that an assessment is necessary, should contact an assistant principal, the academic counselor, or the school social worker. A referral will be made to the Evaluation Team. Specific procedural requirements must be met before a student can be taken through the assessment process. The academic counselor or dean will work with you and the Special Education team to determine if such an assessment is appropriate.

EL (English Learner) Services

EL courses are designed for students whose first language is one other than English. The focus is to assist students in listening, speaking, reading, and writing English in order to succeed in content area classes, and to improve social and academic language.

Students qualify for EL support according to their scores on the W-APT and/or ACCESS tests. The amount and type of EL services will vary depending on the English language development level of the student.

More information about English Learner (EL) Services is available at <http://www.shakopee.k12.mn.us/domain/52>.

AVID Program

AVID (Advancement Via Individual Determination) is a college readiness elective class held five days a week during the school day. It is offered to students who would like to prepare to attend a college or university. Students participate in AVID voluntarily. Students who would like to be in the class must complete an application and be interviewed to be considered for possible selection.

The curriculum includes WICOR (writing, inquiry, collaboration, organization, reading), note-taking, study skills, test preparation and test-taking skills, and more. There are also college, career, and team building activities and visits to colleges and universities.

If selected, students sign the AVID Student Agreement committing to be in the class at least one year and to completing all required AVID work, taking notes in all subject-area classes daily, using the AVID binder and planner for all classes and participating twice weekly in small group tutorial sessions during the AVID class with AVID tutors.

Other requirements include good citizenship, appropriate classroom behavior, good attendance and minimum 2.0 GPA. AVID students are required to take at least one rigorous course each year. They must be able to complete advanced-level work. Students must also demonstrate motivation, individual determination and take responsibility for their own learning and success.

More information about AVID is on the Shakopee AVID Web page at <http://www.shakopee.k12.mn.us/domain/163> and at <http://www.avid.org>.

AVID

Grade: 7 and 8

Course Type: Elective

Schedule: Full Year

Get Organized! Introduction to WICOR (writing, inquiry, collaboration, organization, and reading) skills and strategies that will propel students into developing study habits which support their success in rigorous classes. Note-taking skills and habits will also be developed. Students are introduced to AVID-style tutorials which develop critical thinking and collaboration skills. Weekly binder checks aid students in maintaining a binder organization system.

Future AVID Electives:

AVID 9: Personal Growth! Emphasis on further developing WICOR skills, exploring personality, strengths and areas for growth, choosing an academy, and goal setting. Weekly tutorials, binder checks, and note-taking skills.

AVID 10: Laying the Foundation! Emphasis on further developing WICOR skills with a greater focus on college and career research, scholarship introduction, and future goal setting. Weekly tutorials, binder checks, and note-taking skills.

AVID 11: Gearing up! Enhanced focused on college and career exploration, narrowing college choices, writing college and scholarship essays, exploring financial aid, and applying to scholarships. Weekly tutorials, binder checks, and note-taking skills.

AVID 12: Making it happen! Applying to college and scholarships, refining college-ready academic skill set, creating collaborative study groups, and preparing for life after high school. Weekly tutorials, binder checks, and note-taking skills.

WHEREAS, locally elected school boards are positioned best to represent their students, staff, parents and community members and address local needs and challenges; and

WHEREAS, each school district faces unique needs which depend on a variety of factors including demographics, geography and district size; and

WHEREAS, just like legislative leaders, locally elected school boards are held accountable through Minnesota's elections process; and

WHEREAS, school board policies at the local level are enacted only after a comprehensive, legal and open process; and

WHEREAS, under Minnesota's Open Meeting Law, school board business generally occurs in meetings that are scheduled, publicized and accessible to members of the public; and

WHEREAS, preservation of local control in Minnesota has yielded statewide benefits, such as Minnesota scoring higher on average than our national peers on the ACT college entrance exam in 2019; and

WHEREAS, one-size-fits-all mandates stifle innovation and creativity and consume staff time and resources; and

WHEREAS, more than 30 bills to restrict local decision-making were introduced in the 2019-20 biennium thus far; and

WHEREAS, excellence in student achievement for all Minnesota students guides the work of the school board.

NOW, THEREFORE, BE IT RESOLVED THAT THE SCHOOL BOARD OF INDEPENDENT DISTRICT 720, SHAKOPEE PUBLIC SCHOOLS supports local decision-making authority and opposes legislation that restricts the ability for locally elected school boards to respond to the needs of their districts, students and communities.

ADOPTED by the Shakopee Public Schools Board of Education this _____ day of _____, 2020.

Passed on a vote of _____ ayes; _____ nays

Highlights of the Tentative Agreement with the Shakopee Education Association

(Additions to the contract are underlined and subtractions are ~~strike through~~)

Issue	Year One	Year Two
Salary Schedule	1% Increase	3.25% Increase
Health Insurance	Increase of 10% to the District's contribution	Increase of 8% to the District's contribution
Total Settlement		6.928% - MSBA Calculation

The MSBA Method is used by the majority of school districts.



SHAKOPEE
EDUCATION
ASSOCIATION

INDEPENDENT SCHOOL DISTRICT NO. 720

Shakopee, Minnesota

and the

SHAKOPEE EDUCATION ASSOCIATION

affiliated with

Education Minnesota, the National Education Association,
and the American Federation of Teachers

COLLECTIVE BARGAINING AGREEMENT

July 1, 20~~17~~19 – June 30, 20~~19~~21

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December 2019

Edited & Reviewed by:

Dale J. Anderson | SEA President and Negotiations Chair
 Dr. Michael Redmond | SPS Superintendent
 Keith Gray | SPS Director of Human Resources
 Natasha Halseth | SPS Human Resources Generalist – Licensed Staff

~~2017~~~~19~~-201920 AGREEMENT

This contract is made and entered into by and between INDEPENDENT SCHOOL DISTRICT No. 720, Scott County, Minnesota, hereinafter referred to as the "Board, District, or Employer," and the SHAKOPEE EDUCATION ASSOCIATION, hereinafter referred to as the "Association."

ARTICLE I RECOGNITION

1.1 EXCLUSIVE BARGAINING REPRESENTATIVE

The Board hereby recognizes the Association as the sole and exclusive bargaining representative for the appropriate unit which is as follows:

All professional employees of Independent District No. 720 Shakopee, Minnesota, who are required to be and are licensed by the State Board of Education, or Board of Teaching, excluding supervisory employees, confidential employees, Superintendents, assistant Superintendents, principals, assistant principals who devote more than 50 percent of their time to administrative or supervisory duties, and all other employees excluded by law.

The Board agrees not to negotiate with any teacher's organization other than the Association so long as the Association is the duly authorized exclusive bargaining agent of the teachers of this district.

1.2 "TEACHER" DEFINED

The term "teacher" when used hereinafter in the Agreement shall refer to all professional employees represented by the Association in the bargaining or negotiating unit as above defined.

ARTICLE II NEGOTIATION

In the month of March of each odd-numbered year the parties shall initiate negotiations for the purpose of entering into a successor Agreement for the next succeeding contract period as provided by the P.E.L.R.A. provided that if the Association is not then the exclusive bargaining agent of the teachers of this district, then negotiations shall thereupon be undertaken between the Board and the then duly authorized exclusive bargaining agent.

ARTICLE III BOARD RIGHTS

3.1 INHERENT MANAGERIAL RIGHTS

The exclusive representative recognizes that the Board is not required to meet and negotiate on matters of inherent managerial policy which include, but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

The exclusive representative recognizes the right and obligation of the Board to efficiently manage and conduct the operation of the District within its legal limitations and with its primary obligation to provide educational opportunity for the students of the District.

The exclusive representative recognizes that all employees covered by this Agreement shall perform the teaching and non-teaching services prescribed by the Board and shall be governed by the laws of the State of Minnesota, and by Board rules, regulations, directives, and orders issued by properly designated officials of the District. The exclusive representative also recognizes the right, obligation and duty of the Board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the Board insofar as such rules, regulations, directives and orders are not inconsistent with the

terms of this Agreement and recognizes that the Board, all employees covered by this Agreement, and all provisions of this Agreement are subject to the laws of the State of Minnesota, federal laws, rules and regulations of the State Board of Education and valid rules, regulations and orders of state and federal governmental agencies. Any provision of this Agreement found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

The foregoing enumeration of Board rights shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this Agreement are reserved to the Board.

3.2 MEET AND NEGOTIATE

The Board recognizes its responsibility, in accordance with MN Stat. § 179A.07, Subd. 2, to meet and negotiate in good faith with representatives of the exclusive representative on terms and conditions of employment, a grievance procedure, and employer contribution to the state deferred compensation plan, as articulated in MN Stat. § 356.24.

3.3 MEET AND CONFER

The Board recognizes its responsibility to meet and confer with representatives of the exclusive representative to discuss policies and other matters related to their members' employment which are not terms and conditions of employment, as articulated in MN Stat. § 179A.07, Subd. 3. The District shall provide the facilities and the parties will set the time for such conferences to take place, as requested by either the Association or District. The agenda will be prepared and distributed in advance by the superintendent and/or the Union President and will include all items submitted by the Union as well as all items submitted by the District.

The District shall not meet and negotiate or meet and confer with any staff member or group of staff members who are at the time designated as a member or part of an appropriate bargaining unit except through the Union.

ARTICLE IV TEACHER/ASSOCIATION RIGHTS

4.1 RIGHT TO JOIN

The Employer shall not interfere with the rights of teachers to join or participate in the Association. The Association shall not interfere with the right of teachers not to join or participate in the Association. The Employer agrees that it will not meet and negotiate or meet and confer with any other organization with respect to teachers as long as the Association continues to be the duly authorized exclusive representative.

4.2 EXPRESSION OF VIEWS

Employees have the right to express or communicate a view, grievance, complaint, or opinion on any matter related to the conditions or compensation of public employment of their betterment, so long as the same is not designed to and does not interfere with the full, faithful, and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

4.3 DUES CHECK OFF

Any teacher may sign and deliver to the Board an agreement authorizing deduction of membership dues in the Association, including the Education Minnesota, the National Education Association or the American Federation of Teachers and their affiliates. ~~When a bargaining unit member has so authorized a dues deduction, such authorization shall continue in effect for that year and from year to year. A member seeking to drop their membership must provide written notification to the Association President during the Association's drop window. The Association president will notify the District authorizing the cancellation of dues collection if the member has met the criteria for cancellation. Such authorization shall continue in effect for that year and from year to year thereafter unless revoked in writing between June 1 and September 1 of any year.~~ Pursuant to such authorization, the Board shall deduct one-eighteenth of such dues from each regular salary check of the teacher beginning with the first check ~~on or after October 15 each September~~ through the following eighteen checks of each year. Deductions for teachers employed after the commencement of the school year shall be appropriately prorated to complete payments by the eighteenth check ~~beginning with the first check on or after October 15~~ of each year.

4.4 UNION DUES

- 4.4.1 Dues Payments to the Association.** Pursuant to authorization of the employee for membership dues, the Board agrees to remit to the Association, ~~on a monthly basis, the portion of~~ the monies deducted by the Board over the eighteen paychecks beginning ~~with the first check on or after October 15 in September~~ of each year (see Section 8.3).
- 4.4.2 Bargaining Unit Data.** The District shall provide in electronic form to the Union the names, addresses, telephone numbers, e-mail address, birthday, not including the year of birth, full-time equivalency (FTE) status, worksite location and assignment of all bargaining unit members employed.

~~4.5 FAIR SHARE FEES~~

~~In accordance with M.S. § 179A.06, Subd. 3, as amended, any teacher included in the appropriate unit who is not a member of the exclusive representative may be required by the exclusive representative to contribute a fair share fee for services rendered as exclusive representative. The fair share fee for any teacher shall be in an amount equal to the regular membership dues of the exclusive representative, less the cost of benefits financed through the dues and available only to members of the exclusive representative, but in no event shall the fee exceed 85 percent of the regular membership dues.~~

~~The exclusive representative shall provide written notice of the amount of the fair share fee assessment to the Director, the District, and to each teacher to be assessed the fair share fee.~~

~~A challenge by a teacher or by a person aggrieved by the assessment shall be filed in writing with the Director, the District, and the exclusive representative within 30 days after receipt of the written notice. All challenges shall specify those portions of the assessment challenged and the reasons therefore but the burden of proof relating to the amount of the fair share fee shall be on the exclusive representative. The District shall deduct the fee from the earnings of the employee and transmit the fee to the exclusive representative 30 days after the written notice was provided, or, in the event a challenge is filed, the deductions for a fair share fee shall be held in escrow by the District pending a decision by the Director, PERB or Court. Any fair share challenge shall not be subject to the grievance procedure.~~

~~The exclusive representative hereby warrants and covenants that it will defend, indemnify and save the District harmless from any and all actions, suits, claims, damages, judgments and executions or other forms of liability, liquidated or un-liquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of the fair share fee specified by the exclusive representative as provided herein.~~

~~4.65 ACCESS~~

- 4.6.1 Union Business.** Duly authorized representatives of the Association shall be permitted to transact official Association business on school property at all reasonable times, provided this shall not interfere with or interrupt normal school activities. The Association shall provide the Employer with a list of the Union authorized representatives.
- 4.6.2 Use of Equipment and Facilities.** The Association shall have the right to reasonable use of facilities and equipment of the Employer at reasonable times when such facilities and equipment are not in use. The Employer shall establish a list of charges for the cost of using the equipment or facilities whenever the use of such equipment or facilities results in an additional cost to the Employer.
- 4.6.3 Communication.** The Association shall have the right to post notice of activities or matters of Association concerns on teacher bulletin boards. The Association may use the district mail service, email and teacher mail boxes, in a reasonable manner, for communication to teachers.
- 4.6.4 Personnel Data.** Upon request, the District will provide bargaining unit member personnel data to the Union for the purpose of carrying out its responsibilities as the exclusive representative. Upon request, the District agrees to provide the Union with information concerning the staffing and financial resources of the District, names and addresses and position on the salary schedule of all staff members in the bargaining unit and such other information requested by the Union in contract matters or in the processing of a grievance.

~~4.76 PERSONNEL FILES~~

~~A teacher's personnel file shall be available to the teacher for review of the contents upon request to Human Resources. Human Resources shall schedule an appointment at a mutually convenient time when a teacher requests such an appointment. A representative of the Association may, at the teacher's request, accompany the teacher. Teachers shall have the right to reproduce their file materials provided they first schedule a mutually agreeable time and pay reasonable copying costs for such reproduction. A teacher shall receive a copy of any~~

deficiency notice, negative letter or negative report placed in the teacher's personnel file. The copy shall be sent to the teacher at the time of placement in the personnel file. The teacher shall have the right to file a written reply to such material.

The provisions of this section shall not be considered to restrict a teacher's right as established by Minn. Stat. § 122A.40, Subd. 19, and as further set out in Article XIII of this Agreement.

4.87 NON-DISCRIMINATION

Neither the Employer nor the Association will discriminate against any teacher by reason of the teacher's race, religion, national origin, sex, marital status or age, as those terms are defined under Title VII of the Civil Rights Act of 1964, or Chapter 363A of Minnesota Statutes. Since alleged discriminatory acts on the above defined basis, under the above referenced statutes, are under the jurisdiction of appropriate state or federal agencies, the arbitration provisions of this Agreement, which are set forth in Sections 8.8.4 and 8.8.8, shall not be applicable to any grievances alleging violation of the above provisions. Instead, any grievance alleging violations of the above provisions which are not satisfactorily adjusted under Stages 1, 2, 3 or Optional Grievance Mediation of the Grievance Procedure shall be subject to the jurisdiction of the appropriate federal or state administrative agency.

4.98 TEACHER SAFETY / TEACHER ASSOCIATION RIGHTS

The Employer and the Administration of Shakopee Public Schools are committed to a safe learning and working environment for all teachers in the District. There may be circumstances where staff members of the District feel that the safety of a student or staff member is not adequately addressed by their supervisor. In this case, staff members should request a meeting of their immediate supervisor, an Association representative, and the individual to whom their supervisor reports. The purpose of the meeting will be to review the matter as to how the situation will be addressed.

ARTICLE V

SERVICE EXPECTATIONS

5.1 BASIC DAY

The teacher's day shall be eight (8) hours, inclusive of student contact time, preparation time, other basic day time, and a duty-free lunch period of 30 minutes.

5.2 BUILDING HOURS

The specific hours at any individual building may vary according to the needs of the educational program of the District. The specific hours for each building will be designated by the Board.

5.3 STUDENT INSTRUCTION DAY

5.3.1 Student Contact Time. Student contact time shall be defined as time designated for student instruction, supervision, and transition between classes/periods (i.e. from the beginning of the first class of the day to the end of the last class of the day). Scheduled student contact time for all teachers will be no more than sixteen hundred and seventy-five (1675) minutes per week and prorated for weeks shorter than 5 days in length. This contact may occur in varied time blocks of teaching, supervision, and transition monitoring or a combination of these. Teachers assigned for more time than the specified 1675 minutes shall be additionally compensated pro rata according to the affected teacher's step and lane on the salary schedule.

5.3.2 Teacher Preparation Time. Teacher preparation time shall be defined as time during the student contact day for the teacher's own professional use. The teacher shall not be responsible for teaching, classroom supervision, transition monitoring, building activities, or other basic day duties during their preparation time. Such time may be used for collaboration with peers if the individual teacher so chooses but is not required.

- A. Elementary Teachers.** All Full-time Elementary teachers will be provided a minimum of fifty (50) minutes of paid teacher-directed preparation time within the standard student contact day, except that scheduling may require this to be in up to two blocks with no block being less than twenty (20) minutes. The standard student day is defined as that which is used for the majority of the days of the work week.

- B. **Secondary Teachers.** ~~For the duration of this contract (July 1, 2019 – June 30, 2021) the normal assignment for full-time teachers in the secondary schools of the District shall be five (5) teaching assignments, one (1) assigned supervision, and one (1) preparation period in a seven (7) period day. Teachers will not be assigned six (6) teaching assignments. As of July 1, 2019 this language will sunset and the following language of this Article will apply.~~

All Full-time secondary teachers will be provided one (1) class period or a portion thereof of at least fifty (50) minutes of paid teacher-directed preparation time within the standard student contact day, except that scheduling may require this to be computed on a weekly basis. The standard student day is defined as that which is used for the majority of the days of the work week. All teachers identified as full time (1.0 FTE) will be assigned an equivalent class load with supervision duties in any given semester.

~~Anytime a systemic schedule change is considered, a task force consisting of equal numbers of a cross section of teachers selected by the SEA and Board members, building, and District administrators as assigned by Shakopee Public Schools will meet to create and facilitate a teacher engagement work plan which culminates in a recommendation of a new schedule to the School Board. The School Board will review the task force committee's recommendation and, giving special consideration to students, community, and teacher concerns (particularly workload), will vote on whether to approve said recommendation.~~

- C. **Part-Time Assignments.** Any person assigned less than 1.0 FTE shall be provided prep time on a pro-rata basis.

- 5.3.3 **Duty Free Lunch.** Teachers shall be provided with a 30 minute duty-free lunch each day. Duty-free lunch must start between the hours of 10:30 am and 1:30 pm. If an employee is asked by an administrator and volunteers to work during his/her duty-free lunch, he/she will be compensated for the duty-free lunch at his/her hourly rate of pay in 15 minute increments.

5.4 OTHER BASIC DAY TIME

Other basic day time shall be defined as occurring before the student instruction day begins, or after the student instruction day concludes.

Teachers will not be required to attend more than two meetings per week, inclusive of administrative, PLC, and/or Academics Teaming meetings with no required meetings held during parent teacher conference weeks, although this restriction may be waived due to an unforeseeable emergency. Legally mandated meetings such as IEP meetings (as necessary) or paid committee meetings (BLT, I-Team, PLC Lead, Department Chairs) do not count towards this total. Teachers may still voluntarily attend other meetings and participate in various District/building committees as they so choose.

5.5 ADDITIONAL ACTIVITIES

- 5.5.1 **Voluntary Additional Assignment.** A teacher may voluntarily accept an additional teaching assignment beyond a 1.0 FTE and will be paid an additional amount on a pro-rata basis.

- A. Compensation for an additional teaching assignment, as defined in Article V, will only be given in instances when the additional assignment is in lieu of the regularly scheduled preparation period.
- B. A teacher may volunteer to retain their regular preparation period and teach an additional teaching assignment in lieu of a regular supervisory assignment with no additional compensation.
- C. The District retains the right to accept or reject such an offer and that the final decision will not be subject to grievance.
- D. The District may offer a teacher the opportunity to write curriculum, engage in staff development, or other similar activities in place of the supervisory duty. Curriculum writing, staff development, or similar activities when performed in lieu of supervision shall be on a voluntary basis. The need for teachers to write curriculum will be determined by the District.

- 5.5.2 **Other Activities.** In addition to the basic school day teachers shall be required to reasonably participate in school activities beyond the basic teacher's day as is required by the Board or its designated representative. The normal duties for teachers include a reasonable share of extra-curricular, co-curricular and supervisory activities as determined by the principal, Superintendent or Board.

- 5.5.3 Graduation.** Faculty are encouraged to attend Shakopee High School's annual graduation ceremony. The District and Association shall work together to ensure appropriate numbers of teachers are available for commencement.
- 5.5.4 Substitute Teaching within the Elementary Buildings.** Each elementary building will develop a plan for handling teacher absences which go unfilled by a substitute teacher. Such plan will minimally include a rotation of individuals available to sub and the redistribution of students among teachers of similar students.

5.6 QUARTERLY TEACHER PLANNING DAYS

Teachers shall be scheduled for a full day of planning time at the end of each of the four (4) marking periods.

See also the attached Memorandum of Understanding on Remote Work Days.

- 5.7 SYSTEMIC SCHEDULE CHANGE PROCESS.** *Anytime a systemic schedule change is considered, a task force consisting of equal numbers of a cross section of teachers selected by the SEA and Board members, building, and District administrators as assigned by Shakopee Public Schools will meet to create and facilitate a teacher-engagement work plan which culminates in a recommendation of a new schedule to the School Board. The School Board will review the task force committee's recommendation and, giving special consideration to students, community, and teacher concerns (particularly workload), will vote on whether to approve said recommendation.*

ARTICLE VI

DUTY YEAR

6.1 CONTRACT DAYS

- 6.1.1 Tenured Teachers.** The work year shall be ~~186 teacher duty days. Effective July 1, 2018, the work year shall be~~ 184 teacher duty days.
- 6.1.2 Probationary Teachers.** For probationary teachers, ~~the work year may include up to 191 teacher duty days for the duration of their probationary period. Teachers who have taught in another state within the same district for three (3) consecutive years, shall be required to work up to 191 teacher duty days their first year in the District and 186 days thereafter. Probationary teachers will receive \$200 per day for the additional days.~~
- ~~Effective July 1, 2018, for probationary teachers,~~ the work year may include up to 188 teacher duty days for the duration of their probationary period. Teachers who have taught in another state within the same district for three (3) consecutive years, shall be required to work up to 188 teacher duty days their first year in the District and 184 days thereafter. Probationary teachers will receive \$200 per day for the additional days.
- 6.1.3 Additional Time for Due Process.** ~~As of July 1, 2018,~~ all special education teachers/providers shall be provided with one (1) day per semester to be used as needed to complete due process compliance requirements. Teachers/Providers realigned into special education shall have one additional day per school year to be used as needed to complete due process compliance requirements. Teachers/Providers in their second or third year of realignment may have additional time from their buildings to be used as needed to complete due process compliance requirements. Substitute teachers shall be scheduled in advance for Tuesday, Wednesday, or Thursday with the understanding that if there is a shortage of substitute teachers because of many requests from teachers who are absent due to illness, the substitute teacher may be reassigned and rescheduled for a later date. Building administration will be responsible for a plan to support special education service teachers/providers.
- 6.1.4 Additional Time for Medical Paperwork Processing.** ~~All Licensed School Nurses (LSN) shall be provided with one (1) day per semester to be used as needed to complete medical paperwork requirements. LSNs. Substitutes shall be scheduled in advance with the understanding that if there is a shortage of substitutes, the absence may be rescheduled for a later date. Building administration will be responsible for a plan to support LSNs.~~
- 6.1.5 Extended Contract Days for Licensed School Nurses.** ~~As of July 1, 2018, all Licensed School Nurses (LSN) shall be provided with three (3) additional paid days at the beginning of the school year to be used as needed to complete medical paperwork requirements I preparation for the start of the year.~~

6.2 DAYS CANCELLED DUE TO WEATHER

In the event of school cancellation due to severe weather, teachers shall not be required to report to work, nor be subject to pay deduction or make-up days, unless such days are rescheduled by the Board in accordance with Article XVIII.

See also the attached Memorandum of Understanding on Days Cancelled Due to Weather or Emergencies.

6.3 STRETCH CALENDAR

Beginning with teachers hired January 1, 2005 or later, The District may schedule a “stretch calendar” for teachers who work with children that require additional instruction during the normal breaks of the year including the summer period, keeping their total contract days at the number set in this agreement. An effort will be made to provide days off during the regular student contact year that take into account the needs of the students as well as to the benefit of the teacher working the stretch calendar. Nothing prohibits teachers hired before January 1, 2005 from requesting and being selected to work a stretch calendar.

See also the attached Memorandum of Understanding on the Stretch Calendar.

ARTICLE VII

BASIC SCHEDULES AND RATES OF PAY

7.1 BASIC COMPENSATION

The wages and salaries reflected in Appendix A, attached hereto, shall be a part of the Agreement for the 2019-2020 school year.

The wages and salaries reflected in Appendix B, attached hereto, shall be a part of the Agreement for the 2020-2021 school year.

7.2 STATUS OF THE SALARY SCHEDULE

The salary schedules are not to be construed as a part of a teacher's continuing contract and the Board reserves the right to withhold increment advancement, lane changes, or any other salary increase for proper cause. The Board shall give the teacher the reasons for such action in writing. Such action shall be subject to the grievance procedure.

7.3 PLACEMENT ON SALARY SCHEDULE

The following rules shall be applicable in determining placement of a teacher on the appropriate salary schedule...

- 7.3.1 **Definition of Salary Schedule Lanes.** Advancement along salary lanes occurs every 10 semester or 15 quarter college credits. All semester credits shall be referred to and considered at a conversion rate of 1 semester credit equals 1.5 quarter credits. These credits must be upper division college credits or graduate credits. It is recommended that teachers planning future advancement to the MA level consider the graduate credit requirement at that level.
- 7.3.2 **Definition of Professional Training.** All credits, semester or quarter, as well as any Master's Degree programs, must be earned after the bachelor's degree (see a. below for definition) has been granted and must have the District's written approval prior to registration for the course. All of these credits must relate to the teacher's current teaching assignment and be upper level for any of the B.A. lanes and graduate level for any of the M.A. lanes.
 - A. **B.A. Lane.** Requires a bachelor's degree from a teacher training institution upon which a valid Minnesota Teaching Certificate has been granted.
 - B. **B.A.+10/15 Lane.** Ten (10) semester or 15 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - C. **B.A.+20/30 Lane.** 20 semester or 30 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.

- D. **B.A.+30/45 Lane.** 30 semester or 45 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - E. **Master's Degree/M.A. Lane.** The awarding of a master's degree through completion of a qualifying university's master's program, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - F. **M.A.+10/15 Lane.** Ten (10) semester or 15 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - G. **M.A.+20/30 Lane.** 20 semester or 30 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - H. **M.A.+30/45 Lane.** 30 semester or 45 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - I. **Specialist/PhD Lane.** The specialist degree requires completion of a specialist degree from an accredited teacher-training institution, which must relate to the teacher's current teaching assignment. The doctorate degree requires completion of a doctor's degree from an accredited teacher-training institution, which must relate to the teacher's current teaching assignment. In order to qualify for the specialist/doctor's degree level, such degree and credits within the degree must have the written approval of the Superintendent, whose decision shall be final and binding and shall not be subject to the grievance procedure.
- 7.3.3 **Lane Change Application.** Credits to apply to lanes beyond a particular lane must be earned subsequent to the earning of the degree, and must be taken from an accredited college or university pursuant to the provisions Section 7.3.2.A - I above. College credits not accepted by the granting institution for their own graduate programs shall not be applied to lane changes.
- 7.3.4 **Rate of Earning Credits.** There shall be no limit on the number of credits per quarter or semester that may be taken or earned for lane advancement during the school year. No credits shall be earned for lane advancement by completion of any in-service or non-college course work.
- 7.3.5 **Credits Submission Deadline.** Individual contracts will be modified to reflect qualified lane changes effective the first of the month following the month which the teacher submits satisfactory evidence of completion of the requirements for the lane change to the Personnel Office. Lane changes will not be retroactive. Lane changes shall be granted and paid even if the effective date of the contract has elapsed and no subsequent contract is in effect.
- 7.3.6 **Credit Qualification.** College credits earned under Section 3 must have had prior approval of the administration. All undergraduate courses taken must be completed with a grade of C or P or better and all graduate courses taken must be completed with a grade of B or P or better.
- 7.3.7 **Prior Experience.** All teachers may be given full credit on the salary schedule set forth in Appendix A and B for all years of outside teaching experience in a District accredited by a recognized accrediting agency.

7.4 ADDITIONAL COMPENSATION

- 7.4.1 **Excess Assignment.** Any classroom teaching assignment which exceeds the normal teaching assignments or which exceeds the established school calendar will be remunerated on a pro rata basis. A teaching assignment including an additional class at the secondary level shall be paid on a pro-rata basis off of the applicable salary in Appendices A and B for the additional class for the duration of the additional assignment.
- 7.4.2 **Co-Curricular Compensation.** Teachers involved in co-curricular assignments as set forth in Appendix E, which is attached to and incorporated in this Agreement, shall be compensated in accordance with the provisions of this Agreement.
- 7.4.3 **Voluntary Professional Duties beyond the Contract.**
- A. **Leadership/Expertise.** When, due to the unique nature of a teacher's skill and expertise (additional competencies, specialized training, specialized knowledge and/or mastery of specific skills), the District requests a teacher to lead training or apply his/her unique skills/expertise as approved by his/her supervisor, other than identified in 7.4.3.B through 7.4.3.D below, the teacher shall be compensated at his/her hourly rate of pay.

- B. **Summer School.** All summer school teaching assignments shall be remunerated at the rate of \$30.00 per hour, or the hourly wage of the individual teacher paid during the previous year, whichever is less. An additional one-quarter (1/4) hour will be paid for each hour of teaching.
- C. **Curriculum Writing.** Curriculum writing shall be paid on a flat fee per project basis as determined by the District or upon an hourly rate. The hourly rate shall be \$30.00 per hour or the hourly wage of the individual teacher paid during the previous year, whichever is less.
- D. **District Sponsored Staff Development.** When the District, at its discretion, offers to provide paid seminar/workshop/staff development opportunities beyond the normal duty days, the teachers will be paid at an hourly rate of \$25.00 per hour.

7.4.4 **Substitute Teaching.**

- A. **Voluntary subbing in lieu of a teacher's preparation or combined prep/supervision period.** A teacher who volunteers to sub in lieu of his/her teacher's preparation period shall be paid at the ~~hourly~~ rate of ~~\$34.00~~ \$44.00 per ~~hour~~ 60 minutes of subbing prorated to the actual class length.
- B. **Taking on an Additional Class while Teaching.** A teacher who is directed by their supervisor to take on an additional class of students for a class period in addition to their assigned class of students shall be paid at the rate of ~~\$25.00~~ \$32.60 per ~~class period~~ 60 minutes of taking on an additional class while teaching prorated to the actual class length.
- C. **Taking on an Additional Students while Teaching.** When the District cannot find a substitute teacher to cover the absence of a teacher and the Administration redistributes the absent teacher's students among other teachers' classes, those teachers receiving the students shall split the daily substitute rate of pay that would have otherwise been available to a substitute teacher.
- D. **Lesson-Writing on Behalf of Casual Subs in Extenuating Circumstances. In the event that a teacher is directed by an Administrator to write lesson plans for a course on behalf of a casual sub, the District shall compensate the lesson-writing teacher for writing lessons plans in the following manner:**
 - a. **Secondary Level. \$25 per day per course requiring lesson plans.**
 - b. **Elementary Level. The value of subbing during your prep (see Section 7.4.1) per day.**

7.4.5 **Leadership Compensation.** The District shall provide leadership compensation at the rate of up to \$100.00 per building FTE per year. The District and Association shall meet annually to approve the plans for allocating this compensation.

7.4.6 **Longevity Compensation.** ~~As of July 1, 2017, t~~Teachers who have completed the following years of combined service, at least 15 years to this District and total years granted by the District as listed below, shall receive annual longevity payments according to the following schedule:

- A. 25-29 Years completed \$2500*
- B. 30 and Above Years completed \$5000*

** These numbers are not accumulative – the stated number is the amount paid in addition to salary per year.*

7.4.7 License Renewal Compensation for District-Required Specialized Licenses. Teachers whose specialized license (required by the District) renewal fees exceed the going rate of a regular classroom teacher's five-year license renewal rate, will receive the cost differential as a stipend divided equally out over their regular teaching license five year period.

For example, if a regular teacher's license renewal cost is \$75 for a five year license and a Speech-Language Pathologist's license renewal for their CCC license is \$225 every two years, the total five year stipend would be (\$225*2.5)-\$75=487.50/5 yrs=\$97.50 per year.

7.5 **PAY DATES**

Teacher's salary checks will be paid every other Friday beginning September 1, 2013.

ARTICLE VIII GRIEVANCE PROCEDURE

8.1 **"GRIEVANCE" DEFINED**

A grievance shall mean an allegation by a teacher, supported by the Association, resulting in a dispute or disagreement between the teacher and the Board as to the interpretation or application of terms and conditions of employment insofar as such matters are contained in the Agreement.

8.2 REPRESENTATION

The administrator or Board may be represented during any step of this procedure by any person or agent designated by such party to act in his/her behalf. The teacher will be represented by the Association or its designee to act in his/her behalf during all steps of the formal procedure.

8.3 DEFINITIONS AND INTERPRETATIONS

- 8.3.1 **Extension.** Time limits specified in this Agreement may be extended by mutual agreement in writing.
- 8.3.2 **Days.** Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all week days not designated as holidays by state law.
- 8.3.3 **Computation of Time.** In computing any period of time prescribed or allowed by procedures herein, the date of the act, event or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.
- 8.3.4 **Filing and Postmark.** The filing or service of any notice or document herein shall be timely if it bears a postmark of the United States mail within the time period.

8.4 TIME LIMITATION WAIVER

An effort shall first be made to adjust an alleged grievance informally between the teacher and the Board's designee. Grievances shall not be valid for consideration unless the grievance is submitted in writing to the Board's designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within 20 days after the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time period, hereafter provided, shall constitute a waiver of the grievance.

8.5 ADJUSTMENT OF GRIEVANCE

The Board and the Association shall attempt to adjust all grievances which may arise during the course of employment of any teacher within the District in the following manner...

- 8.5.1 **Level I.** If the grievance is not resolved through informal discussions, the appropriate administrator shall give a written decision on the grievance including reasons therefore to the parties involved within five days after receipt of the written grievance.
- 8.5.2 **Level II.** In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent of schools, provided such appeal is made in writing within five days after receipt of the decision in Level I. If a grievance is properly appealed to the Superintendent, the Superintendent or his/her designee shall set a time to meet regarding the grievance within ten days after receipt of the appeal. Within five days after the meeting, the Superintendent or his/her designee shall issue a decision in writing, including reasons therefore, to the parties involved.
- 8.5.3 **Level III.** In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the Board, provided such appeal is made in writing within five days after receipt of the decision in Level II. If a grievance is properly appealed to the Board, the Board shall set a time to hear the grievance within 20 days after receipt of the appeal. Within 15 days after the meeting, the Board shall issue its decision in writing, including reasons therefore, to the parties involved. At the option of the Board, a committee or representative(s) of the Board may be designated by the Board to hear the appeal at this level and report its findings and recommendations to the Board. The Board shall then render its decision in writing, including reasons therefore, to the parties involved.

8.6 BOARD REVIEW

The Board reserves the right to review any decision issued under Level I or Level II of this procedure provided the Board or its representative notify the parties of its intention to review within ten days after the decision has been rendered. In the event the Board reviews a grievance under this section, the Board reserves the right to reverse or modify such decision.

8.7 DENIAL OF GRIEVANCE

Failure by the Board to issue a decision at Level III within the time periods provided herein shall constitute a denial of the grievance and the Association may appeal it to the next level.

8.8 ARBITRATION PROCEDURE

In the event that the teacher, supported by the Association, and the Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein...

- 8.8.1 **Notification.** A notification to submit a grievance to arbitration must be in writing, signed by the Association, and such paperwork must be filed in the office of the Superintendent within 15 days following the decision in Level III of the grievance procedure.
- 8.8.2 **Prior Procedure Required.** No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.
- 8.8.3 **Selection of Arbitrator.** Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached within the ten days, either party may request the Bureau of Mediation Services to provide a list of arbitrators from which one will be chosen, providing such request is made within 20 days after request for arbitration. The request shall ask that the appointment be made within 30 days after the receipt of said request. The failure to request an arbitrator from the Bureau of Mediation Services within the time periods provided herein shall constitute a waiver of the grievance.
- 8.8.4 **Submission of Grievance Information.** Upon appointment of the arbitrator, the appealing party and the Board may within five days after notice of appointment, forward to the arbitrator the submission of the grievance, which shall include the following...
 - A. The issues involved.
 - B. Statement of the facts.
 - C. Respective position of the grievant or Board.
 - D. The written documents relating to Article VII, Section 5 of the grievance procedure.
- 8.8.5 **Hearing.** The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties will have the opportunity to submit evidence, offer testimony and make oral or written arguments relating to the issues before the arbitrator.
- 8.8.6 **Decision.** Decisions by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject to the limitations of arbitration decisions as provided by P.E.L.R.A.
- 8.8.7 **Expenses.** Each party shall bear its own expenses in connection with arbitration, including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording if requested by either or both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration.
- 8.8.8 **Jurisdiction.** The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement, nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order, the arbitrator shall give due consideration to the statutory rights and obligations of the public Boards to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

8.9 MISCELLANEOUS

- 8.9.1 **Records.** All documents, communications, and records dealing with the processing of a grievance shall be filed separately from teacher personnel files.

- 8.9.2 **Policy Grievance.** A teacher, supported by the Association, who alleges he/she is aggrieved regarding the application or misinterpretation of existing policies duly promulgated by the Board of the District may file a grievance which shall be known as a "policy grievance". Such a grievance may be processed under the existing grievance procedure except that the final step shall be Level III.

ARTICLE IX ITINERANT STAFF

9.1 COMPENSATION FOR TRAVEL

Teachers may be required to use their own automobile in the performance of their duties, and teachers who are assigned to more than one school per day shall be reimbursed for all such travel at the rate of \$100.00 or reimbursement for mileage between buildings, whichever is greater, per semester per daily move. Said fee shall be determined prior to the first paycheck following the commencement of the assignment. Reimbursement for said expenses shall be granted only with the prior approval of the administration.

9.2 ASSIGNMENT OF DUTIES

~~Secondary itinerant teachers' travel requirements will be in lieu of their supervisory hour assignment. Elementary itinerant teacher will have a reduced supervisory assignment compared to non-traveling faculty.~~

ARTICLE X BENEFIT PLAN

10.1 INSURANCE BENEFITS DEFINED

The District will provide insurance benefits for all eligible teachers. Insurance options available under the benefit plan include medical, dental, term life and income protection. These insurance benefits shall comply with all legal requirements.

Eligibility. To be eligible for benefits, teachers must be employed at .500 FTE (736 hours) or greater. If the employee is less than 1.0 FTE (1472 hours), but .500 FTE (736 hours) or greater, the employer contribution will be prorated to the nearest 10th. Beginning on July 1, 2020, the District contribution for eligible employees will be the equivalent of the teacher's FTE assignment.

10.2 DISTRICT CONTRIBUTIONS TO INSURANCE

The District shall contribute annually on behalf of each teacher towards their insurance benefits. The amount the District shall contribute towards each teacher's insurance costs shall be distributed in the following manner:

- 10.2.1 **Total Benefit Amounts.** The total District annual contribution towards insurance premiums and applicable HRA/VEBA or HSA plans (as described below) shall be...
- A. The contribution amount will vary based on the plan selected and the category of dependent coverage, as described in Section 10.2.2.B.
 - B. **Two Full-Time Teacher Dependent Coverage.** When two full time employees are covered under one dependent policy, the second employee, as a dependent under the first employee's policy, shall receive the single level contribution amount towards his/her required insurances, medical insurance premium, and insurance deductible as described in Section 10.2.2.B. Each employee enrolled in the program shall contribute through payroll deduction any premium amount which exceeds the combined District maximum contribution. The District will make a annual contribution, paid on a monthly basis, to each employee's HRA/VEBA account depending on the plan they choose.
- 10.2.2 **Insurance Categories.**
- A. **Required Insurances.** All teachers are required to hold dental, life, and income protection insurance from the District. The District will cover the annual cost for these combined premiums, which for the length of this contract will be set at ~~\$1,150~~ **\$1,175** per year (which is subtracted from the "Total Benefits Amounts" listed above).

1. **Dental Insurance.** The District will contribute the full premium necessary to purchase dental insurance for all full-time teachers and their dependents who qualify for and are enrolled in the District's dental insurance plan.
 2. **Life Insurance.** The District will contribute the full premium necessary to purchase group term life insurance in the amount of \$50,000 per teacher. The policy shall contain a provision for double indemnity in case of accidental death, benefits in case of dismemberment, and waiver of the premium when totally disabled. Teachers may pay the premium for additional group term life insurance in excess of \$50,000. Teachers who have spouses and/or dependents and who purchase additional insurance may also purchase dependent life insurance at their own cost.
 3. **Long-Term Income Protection Insurance.** The District will contribute the full premium necessary to purchase long-term income protection insurance for each teacher.
- B. **Medical Insurance.** The District shall provide an annual contribution toward the premium (and the deductible for all high-deductible plans) for single, employee plus one, or family insurance for full-time teachers who qualify for, and are enrolled in, one of the District's group medical plans. The amount provided by the District shall be as follows based upon plan selection and the category of coverage:

District Contribution Amounts to Insurance Benefits by Category: 2019-2020

PLAN	Plan-Level	Required Insurances	Insurance Premium	VEBA/HSA Contribution	TOTAL
80/20 Low-Deductible	Single	\$1,150	\$6,079	\$0	\$7,229
	Empl.+1	\$1,150	\$9,253	\$0	\$10,403
	Family	\$1,150	\$11,657	\$0	\$12,807
1200/2400 High-Deductible	Single	\$1,150	\$6,079	\$1,000	\$8,229
	Empl.+1	\$1,150	\$9,253	\$2,000	\$12,403
	Family	\$1,150	\$11,657	\$2,000	\$14,807
2600/5200 High-Deductible	Single	\$1,150	\$6,079	\$1,300	\$8,529
	Empl.+1	\$1,150	\$9,253	\$2,300	\$12,703
	Family	\$1,150	\$11,657	\$2,300	\$15,107
5000/10000 High-Deductible	Single	\$1,150	\$6,079	\$1,500	\$8,729
	Empl.+1	\$1,150	\$9,253	\$2,600	\$13,003
	Family	\$1,150	\$11,657	\$2,600	\$15,407

PLAN	Plan Level	Required Insurances	Insurance Premium	VEBA/HSA Contribution	TOTAL
1200/2400 High Deductible	Single	<u>\$1,175</u>	<u>\$7,394</u>	<u>\$1,000</u>	<u>\$9,569</u>
	Empl.+1	<u>\$1,175</u>	<u>\$11,255</u>	<u>\$2,000</u>	<u>\$14,430</u>
	Family	<u>\$1,175</u>	<u>\$14,180</u>	<u>\$2,000</u>	<u>\$17,355</u>
2600/5200 High Deductible	Single	<u>\$1,175</u>	<u>\$7,394</u>	<u>\$1,300</u>	<u>\$9,869</u>
	Empl.+1	<u>\$1,175</u>	<u>\$11,255</u>	<u>\$2,300</u>	<u>\$14,730</u>
	Family	<u>\$1,175</u>	<u>\$14,180</u>	<u>\$2,300</u>	<u>\$17,655</u>
5000/10000 High Deductible	Single	<u>\$1,175</u>	<u>\$7,394</u>	<u>\$1,500</u>	<u>\$10,069</u>
	Empl.+1	<u>\$1,175</u>	<u>\$11,255</u>	<u>\$2,600</u>	<u>\$15,030</u>
	Family	<u>\$1,175</u>	<u>\$14,180</u>	<u>\$2,600</u>	<u>\$17,955</u>

District Contribution Amounts to Insurance Benefits by Category: 2020-2021

PLAN	Plan Level	Required Insurances	Insurance Premium	VEBA/HSA Contribution	TOTAL
1200/2400 High Deductible	Single	\$1,150	\$6,722	\$1,000	\$8,872
	Empl.+1	\$1,150	\$10,232	\$2,000	\$13,382
	Family	\$1,150	\$12,891	\$2,000	\$16,041
2600/5200 High Deductible	Single	\$1,150	\$6,722	\$1,300	\$9,172
	Empl.+1	\$1,150	\$10,232	\$2,300	\$13,682
	Family	\$1,150	\$12,891	\$2,300	\$16,341
5000/10000 High Deductible	Single	\$1,150	\$6,722	\$1,500	\$9,372
	Empl.+1	\$1,150	\$10,232	\$2,600	\$13,982
	Family	\$1,150	\$12,891	\$2,600	\$16,641

PLAN	Plan Level	Required Insurances	Insurance Premium	VEBA/HSA Contribution	TOTAL
1200/2400 High Deductible	Single	\$1,175	\$7,986	\$1,000	\$10,161
	Empl.+1	\$1,175	\$12,156	\$2,000	\$15,331
	Family	\$1,175	\$15,315	\$2,000	\$18,490
2600/5200 High Deductible	Single	\$1,175	\$7,986	\$1,300	\$10,461
	Empl.+1	\$1,175	\$12,156	\$2,300	\$15,631
	Family	\$1,175	\$15,315	\$2,300	\$18,790
5000/10000 High Deductible	Single	\$1,175	\$7,986	\$1,500	\$10,661
	Empl.+1	\$1,175	\$12,156	\$2,600	\$15,931
	Family	\$1,175	\$15,315	\$2,600	\$19,090

10.2.3 **Forfeiture.** Teachers who waive medical coverage will be subject to a loss of credit of a portion of the District's contribution that is provided to teachers electing single medical insurance coverage. The loss of credit for teachers waiving medical coverage shall be equal to 90% of the District's contribution to the single rate of the District's medical plan. Teachers who take medical insurance through the District shall forfeit any cash reimbursement if the District's insurance benefits more than fully cover the costs of their medical plan.

10.2.4 **Duration of Contribution to Insurance Benefit.** A teacher is eligible for the District contribution to the insurance benefit as provided in this Article as long as the teacher is employed by the District. Upon termination of employment, all District contributions shall cease unless said termination is due to early retirement and qualifies for continued District contribution under Section 17.3.

10.3 LIMITATIONS AND REQUIREMENTS

10.3.1 **Limitation of Insurance Coverage.** The insurance coverage set forth in Article X shall be prorated for teachers working less than full-time.

10.3.2 **Required Election.** Teachers are required to elect basic \$50,000 term life insurance, dental insurance, and income protection insurance. Furthermore, teachers generally must elect one medical insurance option or be subject to loss of credit of a portion of the District contribution as detailed in Section 10.2.3 of this Article.

- 10.3.3 **Income Protection Insurance.** The District shall provide income protection insurance. Teachers that meet the requirements for income protection must utilize income protection benefits and discontinue sick leave benefits as provided in Section 11.1.3.
- 10.3.4 **Claims against the District.** It is understood that the District's only obligation is to purchase an insurance policy provided the teacher has requested such insurance in writing and the District has acknowledged receipt of such request in writing, and pay such amount as agreed to herein and no claim shall be made against the District as a result of denial of insurance benefits by an insurance carrier.

10.4 INSURANCE CARRIER AND POLICY SELECTION

The selection of the insurance carrier and policy, provided that the type of coverage shall not be less than the existing policy, shall be made by the District as provided by law.

10.5 INSURANCE REFUND

Any amount of money returned from the medical insurance carrier to the District shall be refunded on a pro rata basis to each member enrolled in the District's medical insurance plan.

ARTICLE XI LEAVES

11.1 SICK LEAVE

- 11.1.1 **Benefit Amounts.** Each full-time teacher shall be credited with a 15 day (120 hours) sick leave allowance at the beginning of each school year but such sick leave shall be earned at the rate of one and two-thirds day per month (one hour for each twelve hours of scheduled time) to be used for absence caused by illness of the teacher. The unused portion of such allowance shall accumulate from year to year to a maximum of 165 working days (1320 hours). The Board shall furnish to each teacher a written statement at the beginning of each school year setting forth the total of sick leave credit. In the event that a teacher is contracted to work less than full time (1.0 FTE or 1472 hours), sick leave shall be granted on a pro rata basis.

- A. **Sick Leave with Pay.** Sick leave with pay shall be allowed by the Board whenever a teacher's absence is found to have been due to illness which prevented his/her attendance at school and performance of duties on that day or days. A teacher's sick leave may also be used for the care of an ill child pursuant to M.S. Statute 181.9413.

The Board may require a teacher to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. In the event that a medical certificate will be required, the teacher will be so advised.

Sick leave pay shall be approved only upon the submission of an electronic request (currently through AESOP) or a signed request upon the authorized sick leave pay request form available at the office.

However, the final determination as to the eligibility of a teacher for sick leave is reserved to the Board.

- B. **Additional Sick Leave.** Any full-time teacher who has completed ten years of employment with the District shall be granted, as a supplement to the above sick leave, 30 days (240 hours) of major medical leave which may be used for hospital confinement. This leave is non-accumulative. These 30 days (240 hours) of major medical leave for hospital confinement is to be used after all accumulated sick leave days have been used by the teacher.

In extenuating circumstances, the Superintendent shall have discretion to grant additional paid sick leave to teachers on a non-precedent setting basis.

- C. **Sick Leave Loan.** Additional loaned sick leave benefits will be granted to any teacher who has been employed by the District for three (3) years and who has exhausted accumulated sick leave benefits if such teacher has been continuously disabled and unable to teach for a period of twenty-five (25) or more consecutive work days, as certified by a medical doctor. Additional loaned sick leave benefits up to a maximum of twenty (20) days (160 hours) may also be granted for a subsequent absence during the same school year due to the same medical condition.

Such additional loaned sick leave benefits will commence as of the work day immediately following the last day of regular sick leave payment. Additional loaned sick leave benefits will continue only for the period during which the teacher remains continuously disabled and unable to teach, and shall cease in any event after sixty (60) calendar days of disability.

The loaned days will be re-paid utilizing the following requirements:

1. At the beginning of each school year, four (4) days (32 hours) per year will be deducted from an employee's accumulated sick and/or personal leave until the total loaned days are paid back.
 2. These four (4) days (32 hours) can be a combination of sick and personal days; however, at least one personal day/8 personal leave hours must be used. The employee must notify the Human Resource Department when they return from their leave, their choice of re-payment (e.g. Sick or personal days).
 3. At the end of the school year, the employee may apply additional accumulated sick and/or personal days/hours to the balance of the loaned days/hours.
 4. If the loaned days/hours are not re-paid and the teacher resigns or is terminated, the remaining days/hours will be deducted from their final paycheck. If the teacher is unable to return due to a disability, this provision will not apply.
- D. **Pay Back.** In the event of resignation, termination or discharge of a teacher to whom sick leave has been advanced in excess of that accumulated, the teacher is required to refund the amount paid for the period of such excess.

- 11.1.2 **Unused Sick Leave Benefit (Wellness Day).** Teachers who have the maximum sick leave accumulation (180 days or 1440 hours at the start of the school year) and use three (3) or fewer sick leave days (24 hours) in any school year shall receive one (1) additional personal leave day (called a Wellness Day) in the following school year in exchange for the remaining twelve (12) to fifteen (15) days (96 to 120 hours) of accrued sick leave beyond 165 days (1320 hours). Personal leave days taken shall not be counted for purposes of this section. However, sick leave days used pursuant to Sections 11.4, 11.5, and 11.7 (for family illness only) shall be counted for purposes of this section.

- 11.1.3 **Insurance Coordination.** Teachers must utilize income protection insurance benefits immediately upon expiration of the waiting period. Thereafter, the teacher may draw upon accumulated sick leave and be paid the difference between compensation received from income protection and the teacher's basic salary. A deduction shall be made from accumulated sick leave according to the pro rata portion of the days of sick leave used to supplement income protection. In no event shall the additional compensation paid to the teacher from sick leave result in the payment of total daily, weekly or monthly compensation that exceeds the normal basic compensation of the teacher.

11.2 FAMILY MEDICAL LEAVE ACT

Eligible teachers shall be granted leave and benefits to which they are entitled pursuant to the Family and Medical Leave Act.

11.3 PERSONAL MEDICAL LEAVE

Teachers are eligible to apply for an unpaid medical leave of absence for up to one year after they have exhausted all of their sick and FMLA leave.

- 11.3.1 **Failure to Return.** Failure of the teacher to return pursuant to the date determined as the end of his/her disability shall constitute grounds for discharge.
- 11.3.2 **Documentation.** The teacher shall provide at the time of the leave application, a statement from a health care provider certifying the need for and the expected duration of the medical leave.
- 11.3.3 **Notification.** When the reason for leave is foreseeable, the teacher shall make a written request for said leave at least thirty (30) days prior to the beginning of the leave. The teacher shall further make

reasonable efforts to schedule any treatment so as to minimize disruption of the work of the School District.

- 11.3.4 **Extending Leave.** A teacher wishing to extend this leave into the following school year must submit a written request by March 1. Failure to notify in writing by March 1 shall constitute grounds for discharge.

11.4 USE OF SICK LEAVE FOR PREGNANCY AND CHILDBIRTH

- 11.4.1 **Rights.** A pregnant teacher shall be entitled to available sick leave pursuant to Section 11.2 during the period of actual illness/disability related to pregnancy or childbirth.
- 11.4.2 **Failure to Return.** Failure of the teacher to return pursuant to the date determined as the end of her disability shall constitute grounds for discharge.
- 11.4.3 **Notification.** A pregnant teacher shall notify the district in writing no later than the end of the fifth month of pregnancy and, also at such time, provide a physician's statement indicating the estimated date of delivery of the child.
- 11.4.4 **Paternity/Maternity/Spousal Leave.** ~~Paternity/maternity leave of up to five (5) sick days shall be available to a teacher of either sex who becomes~~ An employee who is a husband/spouse of a woman giving birth may use up to five (5) days of accumulated sick leave as a result of childbirth. The ~~paternity/spousal~~ leave shall be available immediately following the birth of the child and need not be consecutive but must be utilized within the first 12 weeks after the child's birth.

11.5 CHILD CARE LEAVE

- 11.5.1 **Rights.** Child care leave shall be granted by the District subject to the provisions of this Section, and applicable state and federal laws. Child care leave shall be granted to one teacher-parent of a natural or adopted infant child and in order to care for such child on a full time basis. A teacher making application for child care leave shall have the following duties...
- A. Inform the District in writing of the intention to take the leave not less than 30 days before the date the leave is to begin, except if the birth of a child requires leave to begin in less than 30 days, the teacher shall provide such notice as is practicable. A teacher wishing to extend this leave into the following school year must submit a written request by March 1. Failure to notify in writing by March 1 shall constitute grounds for discharge.
 - B. The application shall include the beginning date and the return date for the child care leave.
 - C. The teacher shall provide at the time of the leave application, a statement from the health care provider indicating the expected date of delivery. Child care leave may be taken following the utilization of sick leave and/or long-term disability due to the pregnancy, delivery, and recovery.
- 11.5.2 **Requirements.** The following rules apply to the duration, nature and timing of the requested child care leave...
- A. The District may grant a child care leave of up to 12 months. The District has the right to adjust the end date of the leave to conform with a natural break in the school calendar. The entitlement to leave for the care of a child shall expire at the end of the 12-month period beginning on the date of such birth or placement. Where a ~~husband-and-wife~~ employee and spouse are employed by the District, the aggregate total of childbirth leave shall not exceed 12 months.
 - B. Where the teacher begins child care leave for more than 5 weeks prior to the end of the school year, the teacher shall continue taking leave until the end of the school year if the leave is of at least 3 weeks duration or until a natural break in the school calendar as determined by the District.
 - C. Where the teacher begins child care leave 5 weeks or less prior to the end of the school year, the teacher shall continue taking leave until the end of the school year.
- 11.5.3 **Return Agreement.** A teacher returning from child care leave shall be re-employed in a position for which the teacher was qualified prior to the leave provided the teacher returns on the date approved by the Board and maintains the licenses held prior to the leave.
- 11.5.4 **Limitations.** Leave under this Section shall be without pay or fringe benefits except as required by state or federal law. A teacher on Child care leave is eligible to participate in group insurance

programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as she/he wishes to retain commencing with the beginning of the child care leave. The right to continue participation in such group insurance programs, however, will terminate if the teacher does not return to the district pursuant to this section.

- 11.5.5 **Effect on Application for Tenure.** The parties agree that periods of time for which the teacher is on child care leave shall not be counted in determining the completion of probationary period.

11.6 ADOPTION LEAVE

The Board shall grant unpaid adoption leave to a teacher upon written application in accordance with the following procedure...

- 11.6.1 **Notification.** The teacher shall notify the Superintendent in writing immediately upon learning of home placement of the adopted child or 30 calendar days prior to the requested beginning date of such leave, whichever is earlier.
- 11.6.2 **Leave Start Date.** The adoption leave shall begin no earlier than 30 days after the date of the request and not earlier than the date of home placement.
- 11.6.3 **Use of Sick Leave.** By mutual agreement between the Employer and the teacher, a teacher may use up to thirty (30) days of accumulated sick leave after the adoption of the child. Upon application to and prior approval by the Superintendent, the teacher may use up to five (5) nonconsecutive days of accumulated sick leave for participation in adoption proceedings, which shall be subtracted from the 30 day total described above.
- 11.6.4 **Duration.** Adoption leave may be taken for a period of up to 12 months in duration.
- 11.6.5 **Return.** At the time of submission of a written request for adoption leave as provided above, the teacher shall designate the duration of such leave and the return date. However, the teacher shall be permitted to return to employment only at the discretion of the Superintendent and then only at the beginning of a building marking period.
- 11.6.6 **Limitations.** Where the two parents are employed by the District, the aggregate total of adoptive leave shall not exceed 30 days.
- 11.6.7 Supplementary requirements identified in Article 11.5 (Child Care Leave) shall apply to adoption leave.

11.7 FAMILY SICK LEAVE

Each teacher will be allowed the number of days identified in Minnesota Statute for sickness of immediate family, currently up to twenty (20) days per year (this is non-accumulative). The leave will be granted upon a written request of the teacher. Days used for family illness will be deducted from sick leave. For reference to family sick leave regarding children see Section 11.1.1.A.

For purposes of this section, immediate family shall mean: mother, father, spouse, children (minor or adult), aunt, uncle, grandchild, grandparent, brother, sister and in-laws of the same degree, step children and step parents.

Additional sick leave may be granted at the discretion of the Superintendent whose decision shall not be subject to the grievance procedure.

11.8 BEREAVEMENT LEAVE

Each teacher will be allowed five (5) days for death of spouse, mother, father, child, step-child, mother-in-law, father-in-law, sister and brother, and in-laws of the same degree, and two (2) days for the death of uncle, aunt, grandparent, and grandchild. Days used for bereavement will not be deducted from sick leave.

11.9 PERSONAL LEAVE

Each teacher will be granted personal leave annually without loss of pay to be used at the teacher's discretion as follows...

- 11.9.1 Accrual.
- A. All teachers shall receive two (2) days of personal leave a year.
 - B. ~~As of July 1, 2018, a~~ Any teacher who has accumulated 75 days of sick leave may exchange two (2) sick leave days for one (1) extra personal day per year. This exchange will not affect those who are eligible for a Wellness day as defined in Section 11.1.2.

- C. Up to three (3) accumulated unused personal leave days (plus one additional day for unused sick leave as defined in Section 11.1.2) may be carried over into a following school year. After these unused personal leave days have been carried over, any teacher not using additional days of accrued personal leave shall be paid for such unused personal leave days at the substitute rate per day.

11.9.2 Restrictions.

- A. Teachers may not use personal leave during the final ten (10) contract days of the school year. Under special circumstances, personal leave may be taken during the final ten (10) contract days at the discretion and prior approval of the Superintendent, whose decision shall not be subject to grievance procedures.
- B. No more than 5 percent of the teachers assigned to a school building may take personal leave at any one time, rounded to the nearest whole number. In the event of an emergency, the limitation on the number of teachers who may take personal leave at any one time may be waived at the discretion of the Superintendent whose decision shall not be subject to the grievance procedure.
- C. A maximum of one personal leave day per teacher per year may be awarded on district/building staff development days as are designated on the calendar.
- D. The maximum amount of Personal Leave available to the teacher to use in any year shall be five (5) total days: the teacher's allocation for the current year plus the remainder taken from their days of Personal Leave carry over as defined in Section 11.9.1.C.
- E. Teachers may take personal leave of absence only in full or half (½) day increments or in shorter increments of at least one-hour (60 min) provided that the teacher has arranged for substitute coverage with Principal approval.

- 11.9.3 Notification of personal leave must be made in writing to the building principal at least 24 hours in advance except in the event of an emergency.

11.10 PROFESSIONAL LEAVE

A teacher may be granted professional leave during a school year without salary deduction. This leave time is to be in addition to any visitations which may be made on a regularly scheduled district-wide curriculum day, workshop, or seminar attendance.

11.11 ASSOCIATION LEAVE

- 11.11.1 **Conducting Association Business.** Within each two (2) year contract, the Association will be credited with twenty (20) days to be used by teachers who are officers or designees of the Association. Such leave shall be with pay and shall be used as authorized by the Association President. The Association agrees to notify the Superintendent at least 48 hours prior to the date for the intended use of said leave. Substitute teachers shall be provided for persons on Association Leave with no cost to the individual teacher and the cost of the substitute equally shared by the Association and the District. Up to four (4) members of the Association's leadership will receive one period release from duties to work on Association business and to be available for meetings with the District.

11.11.2 **Full-Time Release Association President.**

- A. The Association President will be entitled to full (1.0 FTE) release time TOSA position without loss of pay, benefits, retirement pay, or seniority, in order to conduct duties as Association president.
- B. This leave will be granted on the following basis:
 - 1. The District will compensate the Association President on a continuing basis as a full-time contract teacher with benefits.
 - 2. The cost of the Association President's position shall be figured into the settlement cost of each two-year contract settlement.
- C. Should the Association President decide not to pursue continued release time, s/he will be returned to the following position (in descending order, if needed):
 - 1. The position that s/he vacated while conducting duties as Association President
 - 2. If s/he had most recently served as a TOSA, s/he will be returned to his/her previous teaching position and building of service.
- D. The Association President's schedule will be determined by the Association.

- E. The Association will be responsible for providing the Association President with office space and clerical support. However, the District will endeavor to provide office space for the Association President, provided available space exists in the District.
- F. The Association agrees to notify the District in writing before April 1st of each year as to which of their members will be serving as the Association President for the subsequent year.

11.12 SABBATICAL LEAVE

The School Board may grant a sabbatical leave to a teacher for the purpose of acquiring further academic training toward an advanced degree in a subject matter pertinent to the teacher's position in the School District, for the purpose of obtaining specialized training to fill a position newly created in the School District or for other professional development which would advance the teacher's skills in his or her instructional area.

- 11.12.1 **Eligibility.** A teacher must have completed at least five (5) consecutive school years of satisfactory full-time employment with the School District since (a) the teacher's initial date of employment by the Employer, or (b) the expiration of such teacher's last previous sabbatical leave.
- 11.12.2 **Availability/Approval.** The number of leaves, which can be granted in any one year, will not exceed one percent (1%) of the total number of full-time teachers employed by the Employer. The School District's decision to approve a sabbatical leave shall be based upon the purpose of the leave and its benefit to the School District, the teacher's demonstrated performance to succeed in this task, the needs of the School District, availability of replacement staff and of budgetary funds. This Article is not subject to the grievance procedure.
- 11.12.3 **Guidelines for Developing Sabbatical Leave Applications.**
 - A. The application shall include each of the following:
 - 1. A detailed description of the planned program of study or research
 - 2. A statement as to how and why such program will benefit the District
 - 3. Key details of the program of study or research, including, but not limited to, the institution or location where program will be pursued, courses and/or credits to be carried, dates of study, degrees or certificates to be earned, etc.
 - B. An application for sabbatical leave shall be submitted to the School District's Director of Human Resources not later than February 1st of the school year immediately preceding the year in which the requested leave will be taken.
 - C. An application shall bear the written endorsement of the applicant's immediate supervisor and the School District's Director of Human Resources.
- 11.12.4 **Duration.** A sabbatical leave shall be for not less than one (1) semester nor more than two (2) consecutive full semesters. The sabbatical leave must coincide with the regular school year (i.e. fall/spring - in this order only).
- 11.12.5 **Compensation.** The compensation for teachers on sabbatical leave shall be fifty percent (50%) of the contract salary. It is not the intent of this Agreement that extra duty compensation of any kind shall be included in the consideration of payment for sabbatical leaves. If a recipient of a sabbatical leave receives income from employment or from scholarship aid or emolument funds from other sources during the time s/he is on sabbatical leave, the School Board shall reduce the sabbatical leave payments, otherwise payable, by an amount equal to such income to the extent that such income, when added to the sabbatical leave payments, exceeds the salary which the recipient would have received if s/he had signed his/her current contract for full-time employment. The schedule for the payment of salary to a teacher on sabbatical leave shall be in accordance with the procedures for payment of salary to any other member of the teaching staff.
- 11.12.6 **Benefits.** A teacher on sabbatical leave remains eligible upon request for participation in all insurance programs for teachers. The Employer contribution towards such insurance coverage shall bear the same ratio to the sabbatical compensation agreement. Each teacher electing to continue insurance coverage while on sabbatical leave shall contribute through payroll deduction any excess premium over the School District's contribution.
- 11.12.7 **Return Agreement.** When leave is granted the teacher must agree to return for a period of at least three (3) years. If the teacher chooses not to return to the District, or on return does not complete the requirement of three years, the amount of all remuneration will be repaid to the District as follows...
 - A. If the teacher does not return, the total amount of remuneration must be repaid.
 - B. If the teacher returns for one year, only 2/3 of the remuneration must be repaid.

- C. If the teacher returns for only two years, 1/3 of the total remuneration must be repaid.
- D. If the teacher returns for three years, no remuneration must be repaid.

11.12.8 Job Status upon Return. A teacher, upon return from leave, shall be restored to his/her former position or to a position of like nature and status, and shall be placed at the same position on the salary schedule as he/she would have been had he/she taught in the district during such period. He/she shall maintain tenure, insurance benefits, accumulated sick leave and all other accrued benefits provided in this Agreement. A teacher must notify the Superintendent in writing of the teacher's intent to return from leave prior to March 1st immediately preceding the year of return. However, the District shall notify the teacher by certified mail prior to February 15th of this requirement.

11.13 EMERGENCY LEAVE

- 11.13.1 A teacher may be granted an emergency leave with pay at the discretion of the Superintendent or his/her designee for up to two (2) days per year. These days are non-accumulative and for situations that arise requiring the teacher's attention which cannot be attended to when school is not in session and which are not otherwise covered under policies. These days shall be deducted from sick leave.
- 11.13.2 Deaths, funerals, court appearances, estate settlements, and illness of daycare provider are examples of when this leave may be granted.
- 11.13.3 Requests for emergency leave must be made in writing to the Superintendent or his/her designee at least three (3) days in advance of the absence whenever reasonably possible. The request must state the reason for the proposed leave.
- 11.13.4 An emergency leave day normally shall not be granted for the day preceding or the day following a break in the calendar, nor for the first five (5) days or the last five (5) days of the school year.
- 11.13.5 Additional leave may be granted in extreme emergencies at the discretion of the Superintendent or his designee.

11.14 LEAVE FOR JURY DUTY

When employees of the district are ordered by the courts to report for jury duty, they will be relieved from their regular duties in the district that would conflict with this order. When relieved from jury duty during the day, the employee is to return to school for the remainder of that day. Absences for jury duty are to be arranged with the building principal as soon as the court order is received by the employee. Absences for jury duty will not count in calculating absence limitations in other policies of the District. The salary paid to the employee during absences for jury duty shall be at the regular rate less the fee paid to the employee by the court for this jury duty.

11.15 WORKER'S COMPENSATION

Upon the request of a teacher who is absent from work as a result of a compensable injury incurred in the service of the District under the provisions of the Worker's Compensation Act, the District will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the teacher and the teacher's regular rate of pay to the extent of the teacher's earned accrual of sick leave.

A deduction shall be made for the teacher's sick leave accrual time according to the pro rata portions of days of sick leave which is used to supplement worker's compensation.

Such payment shall be paid by the District to the teacher only during the period of disability.

In no event shall the additional compensation paid to the teacher by virtue of sick leave pay result in the payment of a total daily, weekly or monthly compensation that exceeds the normal compensation of the teacher.

A teacher who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave pursuant to this policy shall submit his/her Worker's Compensation check, endorsed to the District, prior to receiving payment from the District for this absence.

11.16 UNPAID LEAVES OF ABSENCE

Teachers are eligible to take an unpaid personal leave of absence for up to one school year with the following understandings...

- 11.16.1 **Application.** Teachers with a minimum of five (5) years of teaching experience in the School District may apply in writing at least 60 days prior to the requested beginning date of such leave to the Director of Human Resources for an unpaid leave of absence subject to the provisions of this section. The granting of such leave shall be at the sole discretion of the School Board.

- 11.16.2 **Purpose.** Such leave may be granted by the School Board for overseas teaching, participation in the Peach Corps, Vista, and/or the National Teacher Corps, extended illnesses of the teacher, extended illnesses in the teacher's immediate family, civic activities, alternative occupational experiences, teacher organizational activity, service in public office, or other reasons deemed appropriate by the School Board.
- 11.16.3 **Duration.** At the time of submission of a written request for an unpaid leave of absence as provided above, the teacher shall designate the duration of such leave and the preferred return date. However, the District has the right to adjust the end date of the leave to conform with a natural break in the school calendar.
- 11.16.4 **Notification.** A teacher on such leave shall notify the Director of Human Resources, in writing, no later than March 1st of the leave year of the teacher's intention to return at the conclusion of the leave or to request an extension of the leave. The granting of an extension shall be at the sole discretion of the School Board. Failure to notify in writing by March 1st shall constitute grounds for discharge.
- 11.16.5 **Return.** A teacher returning from an unpaid leave of absence shall be re-employed in a position for which the teacher was qualified prior to the leave provided the teacher returns on the date approved by the Board and maintains the licenses held prior to the leave.

11.17 EXTENDED LEAVES OF ABSENCE

Extended Leaves of Absence will be granted pursuant to MN Stat. § 122A.46.

11.18 MILITARY LEAVE

Military Leave shall be granted pursuant to applicable law.

11.19 LEAVE IMPACT ON INSURANCE AND STEPS

- 11.19.1 **Leave Impact on Insurance Benefits.**
- A. **Unpaid Leave.** A teacher on unpaid leave is eligible to continue to participate in group insurance if permitted under the insurance policy provisions. The teacher shall pay the entire monthly premium in advance, except as otherwise provided in law.
 - B. **Paid Leave.** In the event the teacher is on paid leave from the School District under Section 11.1 Sick Leave or supplemented by sick leave pursuant to Section 11.15 Worker's Compensation, the School District will continue insurance contributions as provided in this Agreement until sick leave is exhausted. Thereafter, the teacher must pay the entire premium to the School District for any insurance retained.
- 11.19.2 **Impact on Career Increment (Step).** Teachers who work less than one (1) semester due to a leave will not receive a career increment (step) for that year except pursuant to applicable law.

ARTICLE XII

DEDUCTIONS

All deductions for absences will be made on the basis of the total number of contract days (hours) as provided for in the current school calendar.

ARTICLE XIII

UNREQUESTED LEAVES OF ABSENCE

13.1 PURPOSE

The purpose of this policy is to implement the provisions of MN Stat. § 122A.40, Subd. 10, which policy, when adopted, shall constitute a plan for unrequested leave because of discontinuance of position, lack of pupils, financial limitations or merger of classes caused by consolidation of districts.

Beginning July 1, 2018, the language in this section applies separately to two unique groups covered by this contract: K-12 teachers and Early Childhood Educators. Each group applies this same language within their own seniority groupings; neither group can bump into the positions on the other's list.

13.2 DEFINITIONS

For purposes of this policy, the terms defined shall have the meanings respectfully ascribed to them.

13.2.1 **Board.** "Board" means the local governing board of the District.

13.2.2 **Teacher.** "Teacher" means any member of the appropriate unit as defined in the Agreement who holds a certificate from the State Department of Education.

13.2.3 **Qualified.** "Qualified" shall mean a teacher who, in addition to the state license, has a major in the subject matter or field in which the teacher has taught within the past five years in the District.

Exceptions to this provision...

- A. K-6 shall be treated as a single category when applying the requirement for teaching experience within the last five (5) years.
- B. Deans are considered to have continuing teaching experience in the area(s) of licensure in which they had been teaching in the District within the five-year period just prior to assuming the position of Dean.
- C. Teachers in coordinator or other special assignments within the bargaining unit are considered to have continuing teaching experience in the area(s) of licensure in which they had been teaching within the five-year period just prior to assuming a position as coordinator or a position on special assignment.
- D. Teachers initially employed as Deans, coordinators, or in special assignments within the bargaining unit shall be deemed to have taught within the last five (5) years in the area(s) of teaching licensure held at the time of employment in the District.
- E. Secondary principals have discretion to assign supervisory duties (i.e. study halls, cafeteria, etc..) to teachers without regard to the provisions of this Article.
- F. In subject areas where the state does not require a specific license, the District reserves the right to set qualifications for positions.

13.2.4 **Seniority.** "Seniority" means continuing contract qualified teachers commencing with the first day of actual service in the District and shall exclude Tier 1 and Tier 2-licensed teachers, probationary teachers, and those teachers who are acting incumbents for teachers on authorized military, or other leaves of absence. In determining the length of seniority, a teacher whose employment has been legally terminated by resignation, or termination pursuant to MN Stat. § 122A.40, but whose employment was subsequently reinstated by action of the Board, and the teacher, without interruption of regular service, shall retain his/her original seniority date.

13.2.5 **Cooperative Center Assignment.** In the event that a Cooperative Center is organized, in which the District is a member, and a teacher of the District transfers to the Cooperative Center, that teacher will retain rights provided in this Article as follows:

- A. If the teacher's position in the Cooperative Center is discontinued or the Cooperative Center disbands, the teacher will retain seniority rights in the subject matter or field employed at the time of leaving the District, according to the number of years seniority the teacher would have had the teacher not been transferred.
- B. This provision shall have no force and effect if the Cooperative Center has functioned for five (5) years.
- C. If the teacher is discharged, terminated or resigns from the Cooperative Center, the teacher shall retain no rights pursuant to this Article.

13.3 UNREQUESTED LEAVES OF ABSENCE

13.3.1 **District Authority.** The Board may place on unrequested leave of absence for a period not exceeding three calendar years from the time such leave is commenced, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes. Such leave shall be effective no later than the close of the school year or at such earlier time as mutually agreed between the teacher and the Board.

- 13.3.2 Selection for Leave.** Only those teachers who are currently teaching in the subject matter or field in which such position is terminated shall be placed on unrequested leave of absence, except that a teacher whose position is terminated may bump into another subject matter or field and shall have seniority in such subject matter or field if said teacher has taught in that subject matter or field, in the District, within the past five years and is qualified.

A teacher who has acquired continuing contract rights must not be placed on unrequested leave of absence (ULA) while Tier 1-licensed, Tier 2- licensed, or probationary teachers are retained in positions for which the teacher who has acquired continuing contract rights is licensed. Tier 3 and 4 continuing contract teachers shall be placed on unrequested leave of absence in inverse order of seniority, as calculated by initial date of hire as a licensed teacher with the following exception: No teacher shall be placed on ULA if any other qualified teacher employed in the same field and subject matter is on a "Teacher Improvement Plan" as provided for in the "Teacher Evaluation and Peer Review Process" required in M.S. 122A.40, Subd. 8. (Specifically Assistance Plan Level 2).

- 13.3.3 Notice to Teachers.** Following school board action on discontinued positions and school board action proposing placement of teachers on unrequested leave of absence, each individual teacher proposed for placement on unrequested leave of absence shall receive notice of the proposed placement by June 1st of the school year prior to the commencement of such leave that:

- A. States the applicable grounds for the proposed placement;
- B. Provides notice to the teacher of their right to request a hearing on the proposed placement within 14 days from the receipt of the notice; and
- C. Provides notice to the teacher that failure to request a hearing will be deemed acquiescence to the school board's proposed placement action.

- 13.3.4 Right to a Hearing and Decision.** If the teacher requests a hearing, teachers proposed for placement on unrequested leave of absence pursuant to school board action shall be entitled to a hearing to challenge the proposed placement pursuant to the grievance procedure as provided in this agreement commencing at the arbitration level.

- 13.3.5 Final Board Action.** Final school board action to place a teacher on unrequested leave of absence must take place prior to July 1, but not before notice to the teacher as required above and acquiescence, or notice to the teacher as required above.

- 13.3.6 Seniority.** Qualified teachers shall be placed on unrequested leave in inverse order of seniority in the field and subject matter currently employed. Such teachers shall not be permitted to apply or exercise their seniority in any other subject matter or field than the one in which they are qualified. No qualified teacher shall be placed on unrequested leave if there is any other qualified teacher with less seniority in the same field and subject matter of current employment with the following exception: No teacher shall be placed on ULA if any other qualified teacher employed in the same field and subject matter is on a "Teacher Improvement Plan" as provided for in the "Teacher Evaluation and Peer Review Process" required in M.S. 122A.40, Subd. 8. (specifically Assistance Plan Level 2).

- 13.3.7 Dropping of License.** A teacher shall not be permitted to exercise seniority to displace another teacher in a different licensure area by dropping the license in the subject matter in which the teacher is currently assigned by the School District in order to acquire a different assignment through the ULA process. If a teacher drops the license which qualified the teacher for the teacher's current assignment, the School District may place the teacher on ULA, and the teacher shall have no bumping rights nor realignment rights in another licensure area.

- 13.3.8 Process.** In the event of a staff reduction, action affecting teachers whose first date of employment commenced on the same date, and have equal seniority, the selection of the employee for purposes of discontinuance shall be in the following order...

- A. **Experience Factor.** "Experience factor" is defined as the sum of total teaching experience in the Shakopee District, effective the first duty day, plus the number of years of outside teaching experience, recognized by the Shakopee District for initial salary schedule placement at the time of initial employment by the District, pursuant to Section 7.3.7.
- B. **Lane.** In the event "lane" must be used as a tie breaker, only the lane recognized by the District for salary schedule purposes pursuant to Section 7.3.1, which was in effect on November 1 of the school year during which placement on unrequested leave of absence will occur, shall apply. ~~In accordance with Section 13.5, a preliminary teacher seniority list shall be prepared and posted annually by the District on or before the end of the first Friday in October of each the end of the first student contact day of the school year. A revised teacher seniority list shall be prepared and posted by the District reflecting applicable lane changes on or before the end of the first Friday~~

~~day of November 1 of each year. The provisions of Section 13.3.5 shall become effective January 1 of each school year.~~

- C. **Other Factors.** In the event "other factors" must be used as a tie breaker, the District may use its discretion based upon teacher performance, training, experience, skills in special assignments, and other relevant factors.

13.3.9 Affirmative Action. The provisions herein shall not apply if it will result in any violation of the district's affirmative action program which shall include ethnic, race, color or sex; and any person employed in an affirmative action program.

13.3.10 Options while on Leave. Any teacher placed on such leave may engage in teaching or any other occupation during such period and may be eligible for unemployment compensation if otherwise eligible under that law for such compensation and such leave will not result in a loss of credit for years of service in the district earned prior to the commencement of such leave.

13.3.11 Additional Assignments. If reduction in number of teachers based on seniority would result in the discontinuance of any curricular program, the teacher employed in such program may not be placed on ULA, and the next senior teacher may be placed on such leave, at the discretion of the School District.

13.3.12 Realignment. Nothing in this Article shall require the District to reassign a senior teacher to a different subject matter category to accommodate the seniority claims of a junior teacher.

13.3.13 Benefits while on Leave. Teachers placed on unrequested leave of absence shall remain eligible for participation in the school district's group insurance programs at their own expense for the duration of their reinstatement period.

13.4 REINSTATEMENT

13.4.1 Teacher Rights. No new teacher at any licensure tier shall be employed by the District while any qualified teacher is on unrequested leave of absence who taught in the same field or subject matter at the time such qualified teacher was placed on an unrequested leave of absence. Teachers placed on unrequested leave of absence shall be reinstated to a position for which they are qualified (Section 13.2.2). The order of reinstatement shall be in inverse order in which teachers were placed on requested leave. A teacher must not be reinstated to a position in a field in which the teacher holds only a provisional license, other than a vocational education license, while another teacher who holds a non-provisional license in the same field remains on unrequested leave. A teacher on unrequested leave does not forfeit right to reinstatement when accepting a position for less than the full position they were placed on leave from, or when they refuse an offered position.

13.4.2 Requirements. When placed on unrequested leave, a teacher shall file his/her name and address with the District personnel office to which any notice of reinstatement or availability of position shall be mailed by certified mail. Proof of service by the person in the District depositing in the mail such notice to the teacher at the last known address shall be sufficient and it shall be the responsibility of any teacher on unrequested leave to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher shall not be the responsibility of the District if any notice has been mailed as provided herein.

13.4.3 Reinstatement Time Frame. If a position as provided in the Teacher Rights subsection above becomes available for a qualified teacher on unrequested leave, the District shall mail the notice by certified mail to such teacher, who shall have 33 days from the date of mailing of such notice to accept the re-employment. If written acceptance is not received by the Board within such 33-day period, it shall constitute a waiver on the part of any teacher to any further rights of employment or reinstatement and shall forfeit any future reinstatement or employment rights.

13.4.4 Limitations. Reinstatement rights shall automatically cease three years from the date unrequested leave was commenced and no further rights to reinstatement shall exist unless extended by written mutual consent between the School District, the Association, and each qualified teacher.

13.5 ESTABLISHMENT OF SENIORITY LIST

The Board shall annually cause a seniority list to be prepared from its records (by name, date of employment, qualification and subject matter or field). A preliminary teacher seniority list shall be prepared and posted annually by the District on or before the end of the first Friday in October of each year. A revised teacher seniority list shall be prepared and posted by the District reflecting applicable lane changes on or before the end of the first Friday of November of each year. The provisions of Section 13.3.5 shall become effective January 1 of each school year.

It shall post such list by January 1 of each school year in an official place in each school house of the district.

Any person whose name appears on such list and who may disagree with the findings of the Board and the order of seniority in said list shall have ten days from the date of posting to supply written documentation, proof and request for seniority change to the Board.

By January 15, the Board shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the Board deems warranted. A final seniority list shall thereupon be prepared by the Board, which list as revised shall be binding on the District and any teacher. Each year thereafter the Board shall cause such seniority list to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, other cessation of services, or new employees. Such yearly revised list shall govern the application of the unrequested leave of absence policy until thereafter revised.

13.6 REVIEW

For purposes of review of the Board's decision placing a teacher on unrequested leave of absence, the provisions of MN Stat. §122A.40, Subd. 17 shall apply.

ARTICLE XIV

YEAR-ROUND SCHOOL

In the event that one of the year-round concepts of school operation becomes necessary and adopted, the school calendar shall be amended by the Board and Section 7.1, Basic Schedules and Rates of Pay, shall be open to negotiation in the next contract.

ARTICLE XV

TEACHER DISCIPLINE AND REPRESENTATION

The Association and the District have agreed to use a progressive discipline model to ensure the highest quality of professionalism and instruction for our students.

15.1 PROGRESSIVE DISCIPLINE.

- 15.1.1 **Discipline.** Discipline shall consist of oral reprimand (with email verification), written reprimand, suspension with pay, suspension without pay, and discharge. However, the School District reserves the right to impose discipline at any level as it determines based upon the circumstances surrounding the action. A conference between the teacher and his/her supervisor(s) shall be held prior to the imposition of a written reprimand, suspension, or discharge.
- 15.1.2 **Grounds for Disciplinary Action.** The imposition of an oral reprimand shall not be subject to the grievance procedure. A teacher may challenge the contents of any written materials in his/her personnel file pursuant to the provisions of §122A.40, Subd. 19. A teacher shall be suspended without pay only for just cause, and such action shall be subject to the grievance procedure. A teacher who is the subject of a discharge shall be governed by MN Stat. § 122A.40, and such action shall not be subject to the provisions of this article.
- 15.1.3 **Opportunity to Meet.** Suspension with or without pay shall be imposed only by the Superintendent or his/her designee. If a suspension without pay is to be considered pursuant to Section 2. above, the teacher shall be afforded an opportunity to meet with the Superintendent or his/her designee, and the teacher may elect to have a representative in attendance at any such meeting.
- 15.1.4 **Subject to Arbitration.** Suspension without pay shall take effect only after notification from the Superintendent or his/her designee to the teacher stating the grounds for suspension without pay. The teacher shall have the right to invoke the grievance procedure set forth in this Agreement at the arbitration level, provided written notification requesting arbitration is sent to the Superintendent or his/her designee within five (5) days after receipt of the written notice of suspension without pay. The arbitrator's authority shall include a review of whether the suspension without pay and the length of the suspension were appropriate considering the circumstances surrounding the action.

- 15.1.5 **Removal from Duty – Investigation.** This article shall not apply to a teacher who is removed from duty on paid suspension pending investigation of allegations or to a teacher charged with a felony who is removed from duty on unpaid suspension pursuant to MN Stat. § 122A.40, Subd. 13.

15.2 TEACHER REPRESENTATION.

A teacher shall at all times be entitled to have a representative of the Association present when s/he is being reprimanded, warned or disciplined for any infraction of rules or delinquency in professional performance.

ARTICLE XVI

PUBLICATION OF AGREEMENT

Copies of this Agreement titled "Independent School District No. 720 and the Shakopee Education Association Collective Bargaining Agreement" shall be printed at the expense of the Board within 30 days after the Agreement is signed and a copy shall be presented to every newly hired teacher with the full agreement posted on the staff file share for other teaching staff. Furthermore, the Board shall furnish twenty-five copies of the Agreement to the Association for its use.

ARTICLE XVII

DEFERRED COMPENSATION / RETIREMENT BENEFITS

17.1 MATCHING PROGRAM

Full-time teachers and part-time teachers on a pro-rata basis, shall be entitled to a matching District contribution to the Minnesota Deferred Compensation Plan (MN Stat. § 352.965 and MN Stat. § 356.24) or a Tax Sheltered Annuity (MN Stat. § 356.24 and Internal Revenue code 403(b)) on the following basis...

17.1.1 Eligibility.

~~17.1.1~~ **A. Probationary Teachers.** Probationary teachers shall receive a matching contribution of up to one percent (1%) of their scheduled salary (see Appendices A & B) through the District's Deferred Compensation program.

~~17.1.2~~ **B. Tenured Teachers.** Tenured teachers shall receive a matching contribution of up to 2.5% of their scheduled salary (see Appendices A & B).

17.1.2 **Auto-Escalation.** Beginning on July 1, 2020, teachers participating in the District's matching program and achieving tenure will have their deductions from their paychecks automatically increase to 2.5% of their salaries, and they will receive equal increases in the matching contributions from the District to be remitted to their respective investment companies.

17.2 "SUNSETTING" RETIREMENT BENEFITS

17.2.1 Health Savings Account Retirement Benefit. Teachers who were employed before July 1, 1991 and who have completed twenty (20) years of full-time service in Shakopee Public Schools at the date of resignation from the District (excluding time spent on unpaid leave) shall be entitled to up to Thirty Thousand Dollars (\$30,000) upon departure from the District's employ. The \$30,000 shall be reduced by the amount of the District's total matching contribution, excluding the earnings from such District contribution, to the teacher's Minnesota Deferred Compensation Plan and/or Tax Sheltered Annuity calculated through June 30, 2000. Payment shall be placed in a district designated Health Savings Account in the name of the teacher. Payment shall be made by the District on the 15th of the month following their retirement. If, after the effective date of retirement, the teacher dies before receiving payment, the balance due shall be paid to the teacher's named beneficiary, or, lacking same, to the surviving spouse of the teacher, if any; otherwise, to the estate of the deceased teacher. If the teacher dies after becoming eligible for the benefit, but before resignation, the benefit due shall be paid to the teacher's named beneficiary, or, lacking same, to the surviving spouse of the teacher, if any; otherwise to the estate of the deceased teacher. No benefits under this Article shall be granted to any teacher who has been discharged by the District.

17.2.1 Thirteen Year Employment Retirement Benefit. In addition to the benefits provided in Article XVIII, Section 1, teachers not entitled to the benefits described in Section 17.2.1, shall, if meeting the eligibility requirements below, be entitled to the following upon resigning from the District...

A. Eligibility.

1. The teacher shall have served the District for at least thirteen (13) years.
2. The teacher was employed by the District prior to July 1, 1990.

B. Benefits.

1. The teacher shall receive Fifty Dollars (\$50) for each day of accumulated sick leave, not to exceed Eight Thousand Two Hundred Fifty Dollars (\$8250).
2. The sum payable to the teacher shall be reduced by one-half (½) of the contribution to such teacher's Minnesota Deferred Compensation Plan and/or Tax Shelter Annuity, excluding earnings from such District's contribution, calculated on June 30, 2000.
3. Retirement pay shall be paid by the District on January 15th following the calendar year of retirement and no benefits under this Article shall be granted any teacher who is discharged by the District.

17.3 RETIREE INSURANCE

17.3.1 Eligibility. A teacher retiring and having completed at least twenty (20) years of full-time service with the District shall be eligible to continue participation in the District group health, life, and dental insurance plans, if permitted by the terms of the policy with the insurance carrier. However, the teacher shall pay the entire premium for such insurance coverage commencing with the date of early retirement unless eligible for the paid medical insurance benefit listed below (Section 17.3.2). It is the responsibility of such teacher to make arrangements with the District's business office to pay to the District the monthly premium amounts in advance and on such date as determined by the District.

17.3.2 Paid Medical Insurance Benefit.

- A. Effective July 1, 2004, for retirees who meet the following criteria, the District shall make a single-level contribution to the retiree's premium cost and VEBA/HSA as identified in Section 10.2.2.B of this contract:
 1. The teacher retires at the age of 52 or older, and
 2. The teacher has completed twenty (20) years of full-time service with the District at the time of retirement.
- B. For individuals retiring beginning July 1, 2002, this contribution is limited to nine (9) years or the attainment of the age of eligibility for Medicare, whichever comes first.
- C. Teachers beginning employment after July 1, 2004, will not be eligible for this benefit.
- D. The continuation of insurance for retiring teachers is covered under M.S. §471.61 Subd. 2b.

17.3.3 Participation Rights. The teacher's right to continue participation in this group insurance, however, will be discontinued upon the teacher attaining eligibility for Medicare or upon becoming eligible for a group medical-hospitalization plan through another employer-sponsored plan or until such time the teacher cancels insurance coverage, whichever comes first.

17.4 RETIREMENT BENEFITS AND UNREQUESTED LEAVES OF ABSENCE

A teacher otherwise qualifying for deferred compensation payments from the District under this Article may receive such payment earned prior to placement on unrequested leave of absence, at the time recall rights expire in the event the teacher is not recalled, or when the teacher resigns while on the recall list, whichever first occurs.

17.5 RETIREMENT NOTIFICATION

A teacher who plans to retire at the end of the school calendar year shall notify the District of his/her intent to retire by March 1.

ARTICLE XVIII

MODIFICATIONS IN CALENDAR / LENGTH OF SCHOOL DAY

18.1 ADJUSTING SCHOOL CALENDAR

In the event of energy shortage, severe weather, or other exigency, the District reserves the right to modify the school calendar, and, if school is closed on a normal duty day(s), the teacher shall perform duties on such other day(s) in lieu thereof as the Board or its designated representatives shall determine, if any, in accordance with existing District policy.

18.2 ADJUSTING SCHOOL DAY LENGTH

In the event of energy shortage, severe weather, or other exigency, the District further reserves the right to modify the length of the school day, as the District shall determine, but with the understanding that the total number of hours shall not be increased (i.e., a four day week with increased hours per day but the total weekly hours not more than the regular five day week).

18.3 MEET AND CONFER

Prior to modifying the scheduled length of the school day, or the scheduling of makeup days, the District shall afford to the Association the opportunity to meet and confer on such matters.

ARTICLE XIX DEDUCTIONS AND PAYROLL

19.1 EARNINGS STATEMENTS

At the end of each pay period, the District shall provide each employee an earnings statement, either in paper or electronically, covering that pay period.

19.2 DEDUCTIONS FROM WAGES

19.1.1 Voluntary Payroll Deduction for IRS Section 125 Plan. The District shall offer and bear all expenses for administering an IRS Section 125 Plan.

19.1.2 Involuntary Payroll Deduction. The District may not deduct an alleged wage overpayment or any other claimed indebtedness until the employee and the District agree to a repayment plan. Should the parties be unable to develop a plan, the repayment plan will be applied over the same time period in which the overpayment was generated

19.3 OVERPAYMENTS AND UNDERPAYMENTS

When payroll errors are identified, the District will review the nature of the error with the Union. In the case of an underpayment, the District shall reimburse the employee in full. In the case of an overpayment in excess of five hundred dollars (\$500.00), the schedule and amount of deductions will be determined by mutual agreement between the District and the employee.

ARTICLE XX CONFORMITY TO LAW

If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

ARTICLE XXI TANDEM TEACHERS

21.1 SALARY

Tandem teachers shall not be deprived of any salary schedule placement already recognized and being paid for the previous school year in this district. Thereafter, tandem teachers shall be paid one-half of the next step on the salary schedule. Should a tandem teacher return to full time, he/she will receive pro rata credit for salary schedule purposes for the time served. However, less than one full year shall not count toward advance salary placement. This section is subject to the provisions of Section 7.1.

21.2 SENIORITY

Tandem teachers that have taught full time in this District immediately prior to such assignment shall retain full seniority earned prior to becoming a tandem teacher. Such qualified tandem teacher shall not be placed on unrequested leave of absence before a less senior full-time qualified teacher.

21.3 SICK LEAVE

Tandem teachers shall retain sick leave benefits accrued immediately prior to such assignment and shall be granted additional sick leave on a pro rata basis.

21.4 CURRICULUM AND WORKSHOP DAYS

When required by the District to attend school calendar curriculum, staff development, and/or workshop days during the contract year, tandem teachers shall receive payment on a pro rata scale for the extra time required.

ARTICLE XXII**EARLY CHILDHOOD EDUCATION TEACHERS**

22.1 STATUTORY CONSIDERATIONS

Pursuant to MN Stat. §122A.26, an Early Childhood Education (ECE) teacher who teaches in an early childhood and family education program, which is offered through a community education program which qualifies for community education aid or ECE aid, must meet licensure requirements as a teacher. However, MN Stat. §122A.26, Subd. 2 specifically provides that such licensure shall not be construed to bring such an ECE teacher within the definition of a teacher for purposes of MN Stat. §122A.40, Subd. 1, or MN Stat. §122A.41, Subd. 1(a).

22.2 APPLICATION OF CONTRACT

The parties recognize that the employment of ECE teachers is unique and market driven, and accordingly requires particular consideration in the contract because of this unique employment relationship.

22.3 PROBATIONARY PERIOD

The Probationary Period of ECE teachers shall be three (3) school years of continuous service. Upon completion of the probationary period, an employee may be suspended or discharged only for just cause and such employee shall have access to the grievance procedure.

22.4 SENIORITY LIST

ECE teachers shall have seniority only as an ECE teacher and shall have a separate seniority list consisting only of ECE teachers. An ECE teacher shall not have any rights to any other teaching position in the District. ECE teachers shall be laid off and recalled within order of seniority with other ECE teachers.

~~22.5 BASIC COMPENSATION~~

~~This entire section will sunset as of July 1, 2018.~~

~~ECE teachers shall be compensated pursuant to the specific ECE salary schedule for 2017-2018 (Appendix C), but shall be entitled to compensation on the regular teacher salary schedule as of July 1, 2018 (Appendix B).~~

~~22.5.1 Board Rights. The Board reserves the right to withhold increment advancements, lane changes, or any other salary increase for an ECE teacher for proper cause. The Board shall give the ECE teacher the reasons for such action in writing. Such action shall be subject to the grievance procedure.~~

22.5.2 Placement on Salary Schedule. These credits must be upper division college credits or graduate credits. It is recommended that ECE teachers planning future advancement to the Master's Degree level consider the graduate credit requirement at that level. The following rules shall be applicable in determining placement of an ECE teacher on the appropriate ECE salary schedule:

A. Definition of Salary Schedule Lanes. Advancement along ECE salary lanes occurs every 10 semester or 15 quarter college credits. All semester credits shall be referred to and considered at a conversion rate of 1 semester credit equals 1.5 quarter credits. These credits must be upper division college credits or graduate credits. It is recommended that ECE teachers planning future advancement to the MA level consider the graduate credit requirement at that level.

B. Definition of Professional Training. All credits, semester or quarter, as well as any Master's Degree programs, must be earned after the bachelor's degree (see a. below for definition) has been granted and must have the District's written approval prior to registration for the course. All of these credits must relate to the ECE teacher's current teaching assignment and be upper level for any of the B.A. lanes and graduate level for any of the M.A. lanes.

1. **B.A. Lane.** Requires a bachelor's degree from a teacher training institution upon which a valid Minnesota Teaching Certificate has been granted.

2. **B.A.+10/15 Lane.** Ten (10) semester or 15 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.

3. **B.A.+20/30 Lane.** 20 semester or 30 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.

4. **B.A.+30/45 Lane.** 30 semester or 45 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.

5. **Master's Degree/M.A. Lane.** The awarding of a master's degree through completion of a qualifying university's master's program, approved by the District in advance, and verified by the District upon completion, are required to move to this lane. The master's degree must contain a major area of concentration which relates to the ECE teacher's current assignment, and must have written approval of the District.

6. **M.A.+10/15 Lane.** Ten (10) semester or 15 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane. Additionally, these credits must have been earned after July 1, 2003.

C. Lane Change Application. Credits to apply to lanes beyond a particular lane must be earned subsequent to the earning of the degree, and must be taken from an accredited college or university pursuant to the provisions Section 22.5.2.B.1 through 6 above. College credits not accepted by the granting institution for their own graduate programs shall not be applied to lane changes.

D. Rate of Earning Credits. There shall be no limit on the number of credits per quarter or semester that may be taken or earned for lane advancement during the school year. No credits shall be earned for lane advancement by completion of any in-service or non-college course work.

E. Credits Submission Deadline. Individual contracts will be modified to reflect qualified lane changes effective the first of the month following the month in which the teacher submits satisfactory evidence of completion of the requirements for the lane change to the Personnel Office. Lane changes will not be retroactive. Lane changes shall be granted and paid even if the effective date of the contract has elapsed and no subsequent contract is in effect.

F. Credit Qualification. College credits earned under Section 3 must have had prior approval of the administration. All undergraduate courses taken must be completed with a grade of C or P or better and all graduate courses taken must be completed with a grade of B or P or better.

G. Prior Experience. All ECE teachers may be given full credit on the salary schedule set forth in Appendix C and D for all years of outside teaching experience in a District accredited by a recognized accrediting agency.

22.5.3 Prep Time. ECE teachers will be paid for one quarter (¼) hour of prep time for every one (1) hour of student contact time.

22.6 MISCELLANEOUS COMPENSATION INFORMATION

~~This entire section will sunset as of July 1, 2018.~~

~~22.6.1 **Summer School.** All summer school teaching assignments shall be remunerated at the rate of \$30.00 per hour, or the hourly wage of the individual ECE teacher paid during the previous year, whichever is less. An additional one-quarter (1/4) hour will be paid for each hour of teaching.~~

~~22.6.2 **Curriculum Writing.** Curriculum writing shall be paid on a flat fee per project basis as determined by the District or upon an hourly rate. The hourly rate shall be \$30.00 per hour or the hourly wage of the individual teacher paid during the previous year, whichever is less.~~

~~22.6.3 **District Sponsored Staff Development.** When the District at its discretion, offers to provide paid seminar/workshop/staff development opportunities beyond the normal duty days, ECE teachers will be paid at an hourly rate of \$25.00 per hour.~~

~~22.6.4 **Pay Dates.** ECE Teacher's salary checks will be paid every other Friday beginning September 1, 2013.~~

22.75 HOURS OF SERVICE, DUTY DAY, DUTY WEEK, DUTY YEAR, AND PREP TIME

Recognizing the unique, changing, and irregular nature of the ECE program, hours of service, duty day, duty week, and duty year shall be assigned by the District and modified from time to time based upon the needs of the program.

Prep Time. ECE teachers will be paid for one-quarter (¼) hour of prep time for every one (1) hour of student contact time.

22.8 APPLICABLE SECTIONS OF THE COLLECTIVE BARGAINING AGREEMENT

~~This entire section will sunset as of July 1, 2018.~~

~~ECE teachers shall be covered by the following sections of the collective bargaining agreement...~~

~~| | |
|--------------------|---|
| Article I..... | Recognition |
| Article II..... | Negotiations |
| Article III..... | Board Rights |
| Article IV..... | Dues Check Off |
| Article VIII..... | Grievance Procedure |
| Article IX..... | Itinerant Staff |
| Article XI..... | Leaves |
| Article XIV..... | Year Round School |
| Article XV..... | Teacher Discipline and Representation |
| Article XVI..... | Publication of Agreement |
| Article XVII..... | Deferred Compensation |
| Article XVIII..... | Modifications in Calendar, Length of School Day |
| Article XIX..... | Voluntary Payroll Deductions |
| Article XX..... | Conformity to Law |
| Article XXIII..... | Additional Licenses |
| Article XXIV..... | Duration |
| Article XXV..... | Effect |
| Article XXVI..... | Finality |~~
22.9 MODIFIED SECTIONS OF THE COLLECTIVE BARGAINING AGREEMENT

~~This entire section will sunset as of July 1, 2018.~~

~~ECE teachers also shall be covered by the following sections of the collective bargaining agreement, as modified.~~

~~22.9.1 **Article X (Insurance) Section 3. Limitations of Insurance Coverage.** This section is modified for ECE teachers to provide as follows...~~

~~A. ECE teachers must be contracted for 1,488 hours during the year in order to qualify for full district contributions toward insurance coverage outlined in Article X.~~

~~B. ECE teachers contracted for less than 1,488 hours but for 744 hours or more will receive prorated district contributions toward insurance coverage outlined in Article X.~~

~~22.9.2 **Article XI, Section 2 (Sick Leave)**~~

- ~~A. **Benefit Amounts.** This section is modified for ECE teachers to provide as follows: each ECE teacher who has contracted for 1,488 hours during the year shall be credited with 120 124 hours sick leave allowance at the beginning of each school year but such sick leave shall be earned at the rate of one (1) hour for each twelve (12) hours of scheduled time to be used for absence caused by illness of the ECE teacher. The unused portion of such allowance shall accumulate from year to year to a maximum of 1,320 hours. At the beginning of each school year, the Board shall furnish to each teacher a written statement setting forth the total of sick leave credit. In the event an ECE teacher is contracted to work less than 1,488 hours per year, sick leave shall be granted and accumulation determined on a pro-rata basis.~~
- ~~B. **Additional Sick Leave.** Any full-time ECE teacher who has completed ten years of employment with the District shall be granted, as a supplement to the above sick leave, 240 hours of major medical leave which may be used for hospital confinement. This leave is non-accumulative. These 240 hours of major medical leave for hospital confinement is to be used after all accumulated sick leave days have been used by the teacher.~~
- ~~C. **Unused Sick Leave Benefit.** This section is modified for ECE teachers to apply to ECE teachers who have accumulated 1,320 hours of sick leave instead of 165 days. Subparts 1 through 4 refer to "days" of sick leave. For ECE teachers, days are converted to 8-hour increments of sick leave. For example, under Section I, Subpart 4, any ECE teacher who takes 24 or more hours will not receive any reimbursement under the provisions of this Section. In the event an ECE teacher is contracted to work less than 1,488 hours per year, the benefit for unused sick leave shall be granted and accumulation determined on a pro-rata basis.~~
- ~~D. **Sick Leave Transfer Policy.** This section is modified for ECE teachers to allow the donation transfer of 8 hours of available sick leave to a teacher sick leave bank on disability, with a corresponding reduction of 8 hours of sick leave benefits from the donating transferring ECE teacher.~~
- ~~22.9.3 **Article XI, Section 6 (Personal Leave).** This section is modified for ECE teachers to provide as follows: ECE teachers will be granted personal leave without loss of pay at the rate of one (1) hour for each 93 hours of scheduled time, to a maximum of sixteen (16) hours in any single year. Personal leave is to be used at the discretion of the ECE teacher and deducted from sick leave. However, no more than one ECE teacher may take personal leave at any one time. This limitation may be waived at the discretion of the Superintendent in the event of an emergency. The decision of the Superintendent shall not be subject to the grievance procedure. Notification of personal leave must be made in writing to the building principal at least 24 hours in advance except in the event of an emergency. Up to sixteen (16) hours of unused personal leave may be carried over into the following school year. However, any ECE teacher not using additional hours of accrued personal leave shall be paid for such unused hours at the lowest substitute rate per hour.~~

22.106 SECTIONS OF THE COLLECTIVE BARGAINING AGREEMENT NOT APPLICABLE

ECE teachers shall not be eligible for the following articles of the collective bargaining agreement, which apply only to regularly-licensed continuing contract teachers:

For 2017-2018

Article V.....	Service Expectations
Article VI.....	Duty Year
Article VII.....	Basic Schedules and Rate of Pay
Article XII.....	Deductions
Article XIII.....	Unrequested Leaves of Absence
Article XXI.....	Tandem Teachers

For 2018-2019

Article V.....	Service Expectations
Article VI.....	Duty Year
Article XXI.....	Tandem Teachers

ARTICLE XXIII

ADDITIONAL LICENSES

The District in its discretion may designate licensure area(s) for which the District will have a need. The District may pay currently employed teachers for tuition to obtain such a license under the following conditions: The District will post the license area and teachers may apply for this tuition reimbursement. The District will consider and interview each applicant and make the selection of the teacher(s) who will be eligible for the tuition reimbursement.

Criteria. Criteria to be considered includes, but is not limited to, a teacher's...

- A. Level of interest in the license area
- B. Current licenses
- C. Educational background
- D. Qualifications

Return Agreement. Teachers who receive such tuition reimbursement shall remain employed by the District for three (3) years after obtaining such licensure and if they do not they shall reimburse the District for the tuition paid by the District. The amount of all remuneration shall be repaid to the District as follows:

- A. If the teacher does not return, the total amount of remuneration must be repaid.
- B. If the teacher returns for one year, two-thirds (2/3) of the total remuneration must be repaid.
- C. If the teacher returns for two years, one-third (1/3) of the total remuneration must be paid.
- D. If the teacher returns for three years, no remuneration must be paid to the District.

ARTICLE XXIV

DURATION

This Agreement shall be effective as of July 1, 2019 and shall continue in effect until June 30, 2021. If a new and substitute master Agreement has not been duly entered into prior to June 30, 2021, the terms of this Agreement shall continue in full force and effect until such substitute Agreement is adopted. However, the amount set forth in the teacher's continuing contract shall be paid until a substitute master Agreement is adopted. Lane changes shall be paid pursuant to the provision of Section 7.3.2 even if the effective date of this contract has elapsed and no subsequent contract is in effect. Unless otherwise mutually agreed, the parties shall not commence negotiations more than 120 days prior to the expiration of this Agreement.

ARTICLE XXV

EFFECT

This Agreement constitutes the full and complete Agreement between the Board and the Association representing the teachers of the district. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

ARTICLE XXVI

FINALITY

Any matters relating to the current contract term, whether or not referred to in this Agreement, shall be open for negotiation during the term of this Agreement only by mutual consent of the parties.

SIGNATURES

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

For:
Shakopee Education Association

For:
Independent District No. 720

President

Chairperson

Secretary

Clerk

Chairperson, Negotiations Committee

**Dated this _____ day of
January 2020**

**Dated this _____ day of
January 2020**

APPENDIX A**2017-2019 SALARY SCHEDULE**

Effective 7/01/2017 – 6/30/2019

		L A N E S								
Semester credits		BA	BA+10	BA +20	BA+30	MA	MA+10	MA+20	MA+30	Spc/PhD
S T E P S	3	\$39,440	\$41,396	\$43,354	\$45,307	\$47,263	\$49,221	\$51,177	\$53,132	\$55,088
	4	\$40,556	\$42,567	\$44,579	\$46,590	\$48,603	\$50,612	\$52,625	\$54,635	\$56,651
	5	\$41,671	\$43,740	\$45,808	\$47,874	\$49,941	\$52,009	\$54,075	\$56,140	\$58,207
	6	\$42,787	\$44,909	\$47,034	\$49,157	\$51,280	\$53,401	\$55,520	\$57,644	\$59,765
	7	\$43,902	\$46,078	\$48,260	\$50,437	\$52,616	\$54,792	\$56,971	\$59,146	\$61,326
	8	\$44,462	\$47,250	\$49,488	\$51,722	\$53,950	\$56,185	\$58,417	\$60,653	\$62,885
	9	\$45,012	\$48,421	\$50,714	\$53,007	\$55,289	\$57,577	\$59,866	\$62,156	\$64,446
	10	\$45,012	\$49,005	\$51,327	\$53,629	\$57,203	\$59,552	\$61,892	\$64,237	\$66,581
	11	\$45,012	\$49,555	\$51,878	\$54,179	\$58,545	\$60,940	\$63,340	\$65,739	\$68,138
	12	\$45,012	\$49,555	\$52,426	\$54,727	\$60,677	\$63,132	\$65,587	\$68,042	\$70,496
	13	\$45,012	\$49,555	\$52,426	\$54,727	\$62,015	\$64,525	\$67,034	\$69,546	\$72,056
	14	\$45,012	\$49,555	\$52,426	\$54,727	\$63,355	\$65,919	\$68,483	\$71,051	\$73,614
	15	\$45,012	\$49,555	\$52,426	\$54,727	\$64,691	\$67,312	\$69,933	\$72,553	\$75,174
	16	\$45,012	\$49,555	\$52,426	\$54,727	\$65,858	\$68,424	\$71,077	\$73,731	\$76,386
	17	\$45,012	\$49,555	\$52,426	\$54,727	\$67,025	\$69,535	\$72,220	\$74,907	\$77,596
	18	\$45,012	\$49,555	\$52,426	\$54,727	\$68,193	\$70,645	\$73,364	\$76,085	\$78,806
	19	\$45,012	\$49,555	\$52,426	\$54,727	\$68,465	\$71,044	\$73,800	\$76,558	\$79,315
	20	\$45,012	\$49,555	\$52,426	\$54,727	\$69,536	\$72,242	\$75,032	\$77,829	\$80,622
	21	\$45,012	\$49,555	\$52,426	\$54,727	\$70,607	\$73,440	\$76,266	\$79,098	\$81,930
	22	\$45,012	\$49,555	\$52,426	\$54,727	\$70,715	\$75,067	\$77,932	\$80,766	\$83,596
	23	\$45,012	\$49,555	\$52,426	\$54,727	\$70,823	\$76,694	\$79,601	\$82,434	\$85,263
	24	\$45,512	\$50,055	\$52,926	\$55,227	\$73,200	\$80,588	\$83,537	\$86,368	\$89,200

2019-2020 SALARY SCHEDULE

Effective 7/01/2019 – 6/30/2020

		L A N E S								
Semester credits		BA	BA+10	BA +20	BA+30	MA	MA+10	MA+20	MA+30	Spc/PhD
S T E P S	3	<u>39,834</u>	<u>41,810</u>	<u>43,788</u>	<u>45,760</u>	<u>47,736</u>	<u>49,713</u>	<u>51,689</u>	<u>53,663</u>	<u>55,639</u>
	4	<u>40,962</u>	<u>42,993</u>	<u>45,025</u>	<u>47,056</u>	<u>49,089</u>	<u>51,118</u>	<u>53,151</u>	<u>55,181</u>	<u>57,218</u>
	5	<u>42,088</u>	<u>44,177</u>	<u>46,266</u>	<u>48,353</u>	<u>50,440</u>	<u>52,529</u>	<u>54,616</u>	<u>56,701</u>	<u>58,789</u>
	6	<u>43,215</u>	<u>45,358</u>	<u>47,504</u>	<u>49,649</u>	<u>51,793</u>	<u>53,935</u>	<u>56,075</u>	<u>58,220</u>	<u>60,363</u>
	7	<u>44,341</u>	<u>46,539</u>	<u>48,743</u>	<u>50,941</u>	<u>53,142</u>	<u>55,340</u>	<u>57,541</u>	<u>59,737</u>	<u>61,939</u>
	8	<u>44,907</u>	<u>47,723</u>	<u>49,983</u>	<u>52,239</u>	<u>54,490</u>	<u>56,747</u>	<u>59,001</u>	<u>61,260</u>	<u>63,514</u>
	9	<u>45,462</u>	<u>48,905</u>	<u>51,221</u>	<u>53,537</u>	<u>55,842</u>	<u>58,153</u>	<u>60,465</u>	<u>62,778</u>	<u>65,090</u>
	10	<u>45,462</u>	<u>49,495</u>	<u>51,840</u>	<u>54,165</u>	<u>57,775</u>	<u>60,148</u>	<u>62,511</u>	<u>64,879</u>	<u>67,247</u>
	11	<u>45,462</u>	<u>50,051</u>	<u>52,397</u>	<u>54,721</u>	<u>59,130</u>	<u>61,549</u>	<u>63,973</u>	<u>66,396</u>	<u>68,819</u>
	12	<u>45,462</u>	<u>50,051</u>	<u>52,950</u>	<u>55,274</u>	<u>61,284</u>	<u>63,763</u>	<u>66,243</u>	<u>68,722</u>	<u>71,201</u>
	13	<u>45,462</u>	<u>50,051</u>	<u>52,950</u>	<u>55,274</u>	<u>62,635</u>	<u>65,170</u>	<u>67,704</u>	<u>70,241</u>	<u>72,777</u>
	14	<u>45,462</u>	<u>50,051</u>	<u>52,950</u>	<u>55,274</u>	<u>63,989</u>	<u>66,578</u>	<u>69,168</u>	<u>71,762</u>	<u>74,350</u>
	15	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>65,338</u>	<u>67,985</u>	<u>70,632</u>	<u>73,279</u>	<u>75,926</u>
	16	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>66,517</u>	<u>69,108</u>	<u>71,788</u>	<u>74,468</u>	<u>77,150</u>
	17	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>67,695</u>	<u>70,230</u>	<u>72,942</u>	<u>75,656</u>	<u>78,372</u>
	18	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>68,875</u>	<u>71,351</u>	<u>74,098</u>	<u>76,846</u>	<u>79,594</u>
	19	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>69,150</u>	<u>71,754</u>	<u>74,538</u>	<u>77,324</u>	<u>80,108</u>
	20	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>70,231</u>	<u>72,964</u>	<u>75,782</u>	<u>78,607</u>	<u>81,428</u>
	21	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>71,313</u>	<u>74,174</u>	<u>77,029</u>	<u>79,889</u>	<u>82,749</u>
	22	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>71,422</u>	<u>75,818</u>	<u>78,711</u>	<u>81,574</u>	<u>84,432</u>
	23	<u>45,962</u>	<u>50,551</u>	<u>53,450</u>	<u>55,774</u>	<u>71,531</u>	<u>77,461</u>	<u>80,397</u>	<u>83,258</u>	<u>86,116</u>
	24	<u>46,972</u>	<u>51,561</u>	<u>54,460</u>	<u>56,784</u>	<u>74,937</u>	<u>82,399</u>	<u>85,377</u>	<u>88,237</u>	<u>91,097</u>

APPENDIX B**2020-2021 SALARY SCHEDULE**

Effective 7/01/2020 – 6/30/2021

		L A N E S								
Semester credits		BA	BA+10	BA+20	BA+30	MA	MA+10	MA+20	MA+30	Spc/PhD
S T E P S	3	\$39,440	\$41,396	\$43,354	\$45,307	\$47,263	\$49,221	\$51,177	\$53,132	\$55,088
	4	\$40,556	\$42,567	\$44,579	\$46,590	\$48,603	\$50,612	\$52,625	\$54,635	\$56,651
	5	\$41,671	\$43,740	\$45,808	\$47,874	\$49,941	\$52,009	\$54,075	\$56,140	\$58,207
	6	\$42,787	\$44,909	\$47,034	\$49,157	\$51,280	\$53,401	\$55,520	\$57,644	\$59,765
	7	\$43,902	\$46,078	\$48,260	\$50,437	\$52,616	\$54,792	\$56,971	\$59,146	\$61,326
	8	\$44,462	\$47,250	\$49,488	\$51,722	\$53,950	\$56,185	\$58,417	\$60,653	\$62,885
	9	\$45,012	\$48,421	\$50,714	\$53,007	\$55,289	\$57,577	\$59,866	\$62,156	\$64,446
	10	\$45,012	\$49,005	\$51,327	\$53,629	\$57,203	\$59,552	\$61,892	\$64,237	\$66,581
	11	\$45,012	\$49,555	\$51,878	\$54,179	\$58,545	\$60,940	\$63,340	\$65,739	\$68,138
	12	\$45,012	\$49,555	\$52,426	\$54,727	\$60,677	\$63,132	\$65,587	\$68,042	\$70,496
	13	\$45,012	\$49,555	\$52,426	\$54,727	\$62,015	\$64,525	\$67,034	\$69,546	\$72,056
	14	\$45,012	\$49,555	\$52,426	\$54,727	\$63,355	\$65,919	\$68,483	\$71,051	\$73,614
	15	\$45,012	\$49,555	\$52,426	\$54,727	\$64,691	\$67,312	\$69,933	\$72,553	\$75,174
	16	\$45,012	\$49,555	\$52,426	\$54,727	\$65,858	\$68,424	\$71,077	\$73,731	\$76,386
	17	\$45,012	\$49,555	\$52,426	\$54,727	\$67,025	\$69,535	\$72,220	\$74,907	\$77,596
	18	\$45,012	\$49,555	\$52,426	\$54,727	\$68,193	\$70,645	\$73,364	\$76,085	\$78,806
	19	\$45,012	\$49,555	\$52,426	\$54,727	\$68,465	\$71,044	\$73,800	\$76,558	\$79,315
	20	\$45,012	\$49,555	\$52,426	\$54,727	\$69,536	\$72,242	\$75,032	\$77,829	\$80,622
	21	\$45,012	\$49,555	\$52,426	\$54,727	\$70,607	\$73,440	\$76,266	\$79,098	\$81,930
	22	\$45,012	\$49,555	\$52,426	\$54,727	\$70,715	\$75,067	\$77,932	\$80,766	\$83,596
	23	\$45,012	\$49,555	\$52,426	\$54,727	\$70,823	\$76,694	\$79,601	\$82,434	\$85,263
	24	\$46,012	\$50,555	\$53,426	\$55,727	\$73,700	\$81,088	\$84,037	\$86,868	\$89,700

2020-2021 SALARY SCHEDULE

Effective 7/01/2020 – 6/30/2021

		L A N E S								
Semester credits		BA	BA+10	BA+20	BA+30	MA	MA+10	MA+20	MA+30	Spc/PhD
S T E P S	3	41,129	43,169	45,211	47,247	49,287	51,329	53,369	55,407	57,447
	4	42,293	44,390	46,488	48,585	50,684	52,779	54,879	56,975	59,077
	5	43,456	45,613	47,770	49,924	52,080	54,236	56,391	58,544	60,700
	6	44,619	46,832	49,048	51,262	53,476	55,688	57,898	60,113	62,324
	7	45,782	48,051	50,327	52,597	54,869	57,138	59,411	61,679	63,952
	8	46,366	49,273	51,607	53,937	56,260	58,591	60,919	63,250	65,578
	9	46,940	50,495	52,886	55,277	57,657	60,043	62,430	64,818	67,206
	10	46,940	51,104	53,525	55,926	59,653	62,102	64,543	66,988	69,432
	11	46,940	51,677	54,100	56,499	61,052	63,550	66,053	68,554	71,056
	12	46,940	51,677	54,671	57,071	63,275	65,836	68,396	70,956	73,515
	13	46,940	51,677	54,671	57,071	64,671	67,288	69,905	72,524	75,142
	14	46,940	51,677	54,671	57,071	66,068	68,742	71,416	74,094	76,767
	15	47,456	52,193	55,187	57,587	67,461	70,195	72,928	75,660	78,393
	16	47,456	52,193	55,187	57,587	68,678	71,354	74,121	76,889	79,657
	17	47,456	52,193	55,187	57,587	69,895	72,513	75,313	78,115	80,919
	18	47,456	52,193	55,187	57,587	71,113	73,670	76,506	79,343	82,181
	19	47,456	52,193	55,187	57,587	71,397	74,086	76,960	79,837	82,712
	20	47,956	52,693	55,687	58,087	72,514	75,336	78,245	81,162	84,075
	21	47,956	52,693	55,687	58,087	73,631	76,585	79,532	82,485	85,439
	22	47,956	52,693	55,687	58,087	73,743	78,282	81,269	84,225	87,176
	23	47,956	52,693	55,687	58,087	73,856	79,978	83,010	85,964	88,914
	24	48,999	53,736	56,730	59,130	77,872	85,577	88,652	91,604	94,558

APPENDIX C**2019-2020 ECE WAGE SCHEDULE****Effective 7/01/2019 — 6/30/2020**

All figures are dollars per hour.			LANES					
Semester Credits			BA	BA+10	BA+20	BA+30	MA	MA+10
STEPS	3	1	\$24.37	\$25.58	\$26.81	\$27.99	\$29.21	\$29.52
	4	2	\$24.98	\$26.23	\$27.46	\$28.70	\$29.96	\$30.24
	5	3	\$25.63	\$26.88	\$28.15	\$29.43	\$30.70	\$30.96
	6	4	\$26.25	\$27.56	\$28.86	\$30.17	\$31.47	\$31.70
	7	5	\$26.91	\$28.23	\$29.57	\$30.91	\$32.25	\$32.45
	8	6	\$27.58	\$28.95	\$30.31	\$31.68	\$33.08	\$33.26
	9	7	\$28.27	\$29.67	\$31.07	\$32.48	\$33.90	\$34.05
	10	8	\$29.00	\$30.40	\$31.84	\$33.31	\$34.73	\$35.82
	11	9	\$29.74	\$31.17	\$32.63	\$34.15	\$35.59	\$36.70
	12	10	\$29.74	\$31.17	\$33.28	\$34.84	\$37.04	\$38.17
	13	11	\$29.74	\$31.17	\$33.28	\$34.84	\$37.80	\$38.93
	14	12	\$29.74	\$31.17	\$33.28	\$34.84	\$38.64	\$39.75
	15	13	\$29.74	\$31.17	\$33.28	\$34.84	\$39.53	\$40.85
	16	14	\$29.74	\$31.17	\$33.28	\$34.84	\$40.30	\$41.69
	17	15	\$29.74	\$31.17	\$33.28	\$34.84	\$41.07	\$42.46
	18	16	\$29.74	\$31.17	\$33.28	\$34.84	\$41.84	\$43.21

APPENDIX D

2019-2021 CO-CURRICULAR SALARY SCHEDULE | ACTIVITIES

Effective 7/01/2019 – 6/30/2021

D.1 ACTIVITIES CO-CURRICULAR SALARY SCHEDULE

BASE \$		% of Director/Advisor Stipend						EXPERIENCE/LONGEVITY PAY		
\$8,000		BASE Step 1 (Yrs 1-3)			Step 2 (Yrs 4-6)			Step 3 (Yrs 7+)		
Activity	Subcategory	100%	75%	65%	12.5%	Incr. from St. 1		25%	Incr. from St. 1	
		HS Dir	Ass't HS/MS Dir	Ass't MS Dir	HS Dir	Ass't HS/MS Dir	Ass't MS Dir	HS Dir	Ass't HS/MS Dir	Ass't MS Dir
Academic Competition Advisor	Knowledge Bowl	\$1,293	\$970	\$840	\$1,455	\$1,091	\$945	\$1,616	\$1,212	\$1,050
	Rube Goldberg	\$1,167	\$875	\$759	\$1,313	\$985	\$853	\$1,459	\$1,094	\$948
	Business Professionals of America	\$2,168	\$1,626	\$1,409	\$2,439	\$1,829	\$1,585	\$2,710	\$2,032	\$1,761
	Health Occupation Students of America	\$2,528	\$1,896	\$1,643	\$2,844	\$2,133	\$1,848	\$3,160	\$2,370	\$2,054
	Science Olympiad	\$1,456	\$1,092	\$946	\$1,638	\$1,229	\$1,065	\$1,820	\$1,365	\$1,183
	Mock Trial	\$1,083	\$812	\$704	\$1,219	\$914	\$792	\$1,354	\$1,016	\$880
	Robotics	\$3,792	\$2,844	\$2,465	\$4,266	\$3,200	\$2,773	\$4,740	\$3,555	\$3,081
Math League Advisor		\$1,354	\$1,016	\$880	\$1,523	\$1,143	\$990	\$1,693	\$1,270	\$1,100
Music, HS Instrumental Director	large & small group contests, graduation	\$2,852	\$2,139	\$1,854	\$3,208	\$2,406	\$2,085	\$3,565	\$2,673	\$2,317
Music, Marching Band Director		\$4,058	\$3,044	\$2,638	\$4,565	\$3,424	\$2,967	\$5,073	\$3,804	\$3,297
Music, Marching Band Flag Line		\$2,498	\$1,874	\$1,624	\$2,810	\$2,108	\$1,827	\$3,123	\$2,342	\$2,030
Music, Pep band		\$1,575	\$1,182	\$1,024	\$1,772	\$1,329	\$1,152	\$1,969	\$1,477	\$1,280
Music, HS Vocal Director	large & small group contests, graduation	\$2,521	\$1,891	\$1,639	\$2,836	\$2,127	\$1,844	\$3,152	\$2,364	\$2,049
Music, Ensemble Director*	per ensemble	\$1,474	\$1,106	\$958	\$1,658	\$1,244	\$1,078	\$1,843	\$1,382	\$1,198
NHS Advisor / NJHS Advisor		\$1,773	\$1,330	\$1,152	\$1,995	\$1,496	\$1,296	\$2,216	\$1,662	\$1,440
Newspaper Advisor		\$1,565	\$1,174	\$1,017	\$1,761	\$1,321	\$1,145	\$1,956	\$1,467	\$1,272
Prom Advisor		\$1,625	\$1,219	\$1,056	\$1,828	\$1,371	\$1,188	\$2,031	\$1,524	\$1,320
Service Organization Advisor	Diversity Task Force, Key Club, FLA	\$1,263	\$947	\$821	\$1,421	\$1,066	\$924	\$1,579	\$1,184	\$1,026
Speech Coach		\$6,019	\$4,515	\$3,913	\$6,772	\$5,079	\$4,402	\$7,524	\$5,643	\$4,891
Student Council Advisor		\$3,490	\$2,617	\$2,268	\$3,926	\$2,944	\$2,552	\$4,362	\$3,272	\$2,835
Auditorium Tech Supervisor		\$1,746	\$1,309	\$1,135	\$1,964	\$1,473	\$1,277	\$2,182	\$1,637	\$1,418
Theatre, Drama Club Advisor		\$1,143	\$857	\$743	\$1,286	\$965	\$836	\$1,429	\$1,072	\$929
Theatre, Musical Technical Support	Stagecraft	\$4,273	\$3,205	\$2,777	\$4,807	\$3,605	\$3,125	\$5,341	\$4,006	\$3,472
Theatre, Musical Director		\$5,988	\$4,491	\$3,892	\$6,736	\$5,052	\$4,379	\$7,485	\$5,614	\$4,865
Theatre, Musical Artistic Support	Choreo., Pit Orch. & Vocal Dir., Costumer	\$2,950	\$2,212	\$1,917	\$3,318	\$2,489	\$2,157	\$3,687	\$2,765	\$2,397
Theatre, Musical Lighting Director		\$1,986	\$1,490	\$1,291	\$2,235	\$1,676	\$1,453	\$2,483	\$1,862	\$1,614
Theatre, One Act Play Director		\$2,191	\$1,643	\$1,424	\$2,465	\$1,849	\$1,602	\$2,739	\$2,054	\$1,780
Theatre, Play Director		\$3,130	\$2,347	\$2,034	\$3,521	\$2,641	\$2,289	\$3,912	\$2,934	\$2,543
Theatre, Play Technical Director		\$2,859	\$2,144	\$1,858	\$3,216	\$2,412	\$2,090	\$3,573	\$2,680	\$2,323
Yearbook, Advisor (non-course)		\$3,853	\$2,890	\$2,504	\$4,335	\$3,251	\$2,817	\$4,816	\$3,612	\$3,130
Youth in Government Advisor		\$3,338	\$2,504	\$2,170	\$3,755	\$2,816	\$2,441	\$4,173	\$3,129	\$2,712

*Ensembles: Gr 9-12 paid at 100% (expectation - 2 rehearsals per week) and Ensembles: Gr 6-8 paid at 75% (expectation - 3 rehearsals every 2 weeks)

2019-2021 Co-CURRICULAR SALARY SCHEDULE | ATHLETICS

Effective 7/01/2019 – 6/30/2021

D.2 ATHLETICS Co-CURRICULAR SALARY SCHEDULE

BASE \$8000 Sport	Percentage of HC Stipend				EXPERIENCE/LONGEVITY PAY							
	Step 1 (Years 1-3)				Step 2 (Years 4-6)				Step 3 (Years 7+)			
	100%	75%	65%	45%	12.5%	Increase from Step 1			25%	Increase from Step 1		
	Head	Ass't*	Grade 9	MS	Head	Ass't	Grade 9	MS	Head	Ass't	Grade 9	MS
Baseball	\$5,851	\$4,388	\$3,803	\$2,633	\$6,582	\$4,937	\$4,278	\$2,962	\$7,313	\$5,485	\$4,754	\$3,291
Basketball, Boys & Girls	\$6,529	\$4,897	\$4,244	\$2,938	\$7,345	\$5,509	\$4,775	\$3,305	\$8,162	\$6,121	\$5,305	\$3,673
Cheerleader Advisor (Winter)	\$3,052	\$2,289	\$1,984	\$1,374	\$3,434	\$2,575	\$2,232	\$1,545	\$3,815	\$2,862	\$2,480	\$1,717
Cheerleader Advisor (Fall)	\$1,910	\$1,433	\$1,242	\$ 860	\$2,149	\$1,612	\$1,397	\$ 967	\$2,388	\$1,791	\$1,552	\$1,074
Cross Country, Boys & Girls	\$4,065	\$3,048	\$2,642	\$1,829	\$4,573	\$3,430	\$2,972	\$2,058	\$5,081	\$3,811	\$3,303	\$2,286
Dance Team, Girls	\$6,497	\$4,873	\$4,223	\$2,924	\$7,309	\$5,482	\$4,751	\$3,289	\$8,121	\$6,091	\$5,279	\$3,655
Football	\$6,250	\$4,688	\$4,063	\$2,813	\$7,031	\$5,273	\$4,570	\$3,164	\$7,813	\$5,859	\$5,078	\$3,516
Golf, Boys & Girls	\$4,242	\$3,182	\$2,758	\$1,909	\$4,773	\$3,579	\$3,102	\$2,148	\$5,303	\$3,977	\$3,447	\$2,386
Hockey, Boys & Girls	\$6,167	\$4,625	\$4,009	\$2,775	\$6,938	\$5,203	\$4,510	\$3,122	\$7,709	\$5,781	\$5,011	\$3,469
Intramural Director	\$3,660	\$2,745	\$2,379	\$1,647	\$4,118	\$3,088	\$2,676	\$1,853	\$4,575	\$3,431	\$2,974	\$2,059
Lacrosse, Boys & Girls	\$4,267	\$3,200	\$2,774	\$1,920	\$4,801	\$3,601	\$3,120	\$2,160	\$5,334	\$4,001	\$3,467	\$2,400
Soccer, Adapted	\$4,106	\$3,080	\$2,669	\$1,848	\$4,619	\$3,465	\$3,003	\$2,079	\$5,133	\$3,850	\$3,336	\$2,310
Soccer, Boys & Girls	\$5,156	\$3,867	\$3,352	\$2,320	\$5,801	\$4,351	\$3,770	\$2,610	\$6,445	\$4,834	\$4,189	\$2,900
Softball	\$5,501	\$4,126	\$3,576	\$2,475	\$6,188	\$4,641	\$4,022	\$2,785	\$6,876	\$5,157	\$4,469	\$3,094
Softball, Adapted	\$4,106	\$3,080	\$2,669	\$1,848	\$4,619	\$3,465	\$3,003	\$2,079	\$5,133	\$3,850	\$3,336	\$2,310
Swimming, Boys & Girls	\$5,207	\$3,905	\$3,385	\$2,343	\$5,858	\$4,393	\$3,808	\$2,636	\$6,509	\$4,881	\$4,231	\$2,929
Tennis, Boys & Girls	\$4,249	\$3,187	\$2,762	\$1,912	\$4,780	\$3,585	\$3,107	\$2,151	\$5,312	\$3,984	\$3,453	\$2,390
Track & Field, Boys & Girls	\$5,128	\$3,846	\$3,334	\$2,308	\$5,770	\$4,327	\$3,750	\$2,596	\$6,411	\$4,808	\$4,167	\$2,885
Volleyball	\$5,525	\$4,144	\$3,592	\$2,486	\$6,216	\$4,662	\$4,040	\$2,797	\$6,907	\$5,180	\$4,489	\$3,108
Wrestling	\$5,952	\$4,464	\$3,869	\$2,678	\$6,695	\$5,022	\$4,352	\$3,013	\$7,439	\$5,580	\$4,836	\$3,348

*Head 9th Gr Coaches classified as HS Ass't Coaches

NOTES | Not all of these stipends listed on either the Activities or Athletics schedule are approved for payouts by the School Board.
The comprehensive version of this model is available upon request.

APPENDIX E

CO-CURRICULAR EXPLANATION

E.1 CREDIT FOR PRIOR EXPERIENCE

Experience, whether within the district or outside the district, must be in a similar position. Experience will be counted at the rate of one year for every two years' experience of a lesser position, if the coach is moving to the next highest group level in the same activity.

Experience outside the Shakopee school system shall be limited to five years and these five years of experience must have been obtained during an eight year period immediately preceding employment by this district. Additional experience credit may be granted at the discretion of the Board.

E.2 CHANGE TO ACTIVITY OFFERINGS

Activities may be added, dropped, or restructured through the normal budget/staffing process. Should an additional section be needed, a section may be added where sufficient numbers and a coach/director are available. When a decrease in enrollment results in a program not being able to support all activity levels, the director can make staffing reductions that reflect program level offerings. These staffing decisions will be made within the first two weeks of the program offering whenever possible. Any service during this time period will be paid on a prorated basis.

E.3 COMPENSATION

E.3.1 Base Compensation Amount. The base compensation amount used to derive the co-curricular amounts on the schedule will be \$8000.

E.3.2 Weighting Factors. Compensation for all co-curricular athletic coaches, will be determined based on the following four (4) weighting factors. Compensation for all activities directors and advisors will be the first two (2) of these weighting factors:

- A. **Length of Season/Total Hours.** The percentage of the compensation rate driven by this factor: 70% for all sports and activities. Whenever the Minnesota State High School League (MSHSL) guidelines are available, they will be used to determine length of season. If no MSHSL guidelines for length of season are available, the Co-Curricular Compensation Committee will make the final determination. All compensation amounts in this area will be derived as percentages of the longest season sport/highest hour activity.
- B. **Assistant Coach to Head Coach Ratio/Number of Participants-to-Coach Ratio.** The percentage of the compensation rate driven by this factor: 15% for all sports and 30% for all activities. All compensation amounts in this area will be derived as percentages of either the highest ratio of assistant coaches to head coach or highest number of participants per coach/director/advisor.
- C. **Equipment Management.** The percentage of the compensation rate driven by this factor: 10% for all sports and 0% for all activities. This compensation factor is based upon the amount of equipment the coach/director/advisor must manage as part of his/her duties. All compensation amounts in this area will be derived as percentages of the highest ratio of equipment per head coach/director/advisor.
- D. **Other Factors.** The percentage of the compensation rate driven by this factor: 5% for all sports and 0% for all activities. These factors may include, but are not limited to, publicity, media exposure, and parent/community pressure. All compensation amounts in this area will be derived as percentages of the activities considered to have the highest levels of these factors. The Co-Curricular Compensation Committee will make the final determination as to the level of these factors as they may change over time.

E.3.3 Compensation Ratios. Compensation will vary depending upon the level of the assignment as follows:

- A. **Athletic Coaching Compensation Levels.**
 1. **Head Varsity Coach:** 100% of compensation level as weighted in Appendices D.1 and D.2.
 2. **Assistant Varsity Coach:** 75% of head varsity coach compensation.
 3. **9th Grade Coach:** 65% of head varsity coach compensation.
 4. **Middle School Coach:** 45% of head varsity coach compensation.
- B. **Activities Coaching/Directing/Advising Compensation Levels.**
 1. **Director/Advisor:** 100% of compensation level as weighted in Appendices D.1 and D.2.

2. **Assistant Director/Assistant Advisor and Middle School Director/Advisor:** 75% of Director/Advisor compensation.
 3. **Assistant Middle School Director/Advisor:** 65% of Director/Advisor compensation.
- E.3.4 **Experience Compensation.** Coaches/Directors/Advisors will be paid for their years of experience in their assignments as follows:
- A. **Years 1-3:** Base Compensation level as weighted in Section E.3.3.
 - B. **Years 4-6:** Base Compensation level as weighted in Section E.3.3 plus 12.5%.
 - C. **Years 7 and Up:** Base Compensation level as weighted in Section E.3.3 plus 25%.
- E.3.5 **Post-Season Compensation.** Coaches/Directors/Advisors whose participants make it past the first section competition or its equivalent, will be compensated for their additional time requirements according to their daily or hourly rate of co-curricular compensation up until their participants are eliminated from competition. The daily rate of pay is figured by dividing the total compensation for the position by the number of days in the season up to and including the first section competition or its equivalent. The hourly rate of pay is figured by dividing the total compensation for the position by the number of hours credited as being the defined "regular season" of the activity. The "regular season" for those activities without a overseeing organization's defined season will be determined by the Co-Curricular Compensation Committee.
- E.3.6 **Co-Curricular Compensation Committee.** This committee shall make all final determinations for ongoing placement and non-financial adjustments to the compensation model.
- A. **Membership.** The committee shall consist of at least one (1) SEA representative appointed by the SEA Executive Board, one (1) head coach, one (1) director, one (1) advisor, one (1) assistant coach, (1) assistant director or advisor, and three (3) appointees of the Superintendent.
 - B. **Purpose.** The purpose of this committee is to periodically review the compensation model for fairness and applicability and to make recommendations for changes in time for each round of collective bargaining.
- E.3.7 **Appeal Process.** If a coach/director/advisor believes there is a problem that needs to be addressed with the compensation model for his/her assignment, s/he may make an appeal to the Co-Curricular Compensation Committee for review. The committee will review each appeal and will interview affected individuals as needed. All decisions of the committee on these appeals will be final.
- A. **Timeline.** Appeals must be submitted by the coach/director/advisor to the committee no later than the last business day of January in odd years in order for the appeal to be considered for collective bargaining. If necessary a time will be arranged for the coach/director/advisor to meet with the committee to help members better understand the issues and proposed changes.
 - B. **Requirements.** Appeals must include at least the following elements in order to be heard by the committee:
 - **The Issue:** a clear statement of the concern(s) and its impact.
 - **A Proposed Solution and Supporting Rationale/Evidence:** a proposal for resolving the issue that includes specific supporting evidence/rationale.
- Lack of attention to these steps will likely mean no action is taken by the committee.

E.4 COMPENSATION FOR DUTIES BEYOND THE NORMAL DAY

Stipends shall be paid for the following...

STIPEND	ACTIVITY
\$16/hr (to a maximum of \$64)	Academic and Honors Awards Night (High School) Dance Chaperones Elementary Concerts Homecoming Decorating Supervisors Homecoming Coronation Homecoming Parade
\$17/hr	Weight Room Supervisors
\$72	Overnight Camping (per night)
\$735	School Patrol Supervisors
\$440	Fall Musical Ticket Sales Spring Ticket Sales
\$500	Elementary Student Council Advisor (if fits criteria)

All activities which are less than a full season will be prorated.

MEMORANDUM OF UNDERSTANDING

PARENT-TEACHER COMMUNICATION/CONFERENCES

WHEREAS, the SEA and the District continue to explore ways to work cooperatively and collaboratively to benefit students, teachers and the mission of the District; and

WHEREAS, the forms and standards for parent communication have changed dramatically since the inception of the current format of parent-teacher conferences and communication; and

WHEREAS, the SEA and the District desire to make economic and intelligent use of public resources; and

WHEREAS, the current parent communication/conference system is not economically efficient throughout the system;

NOW, THEREFORE, the Shakopee Education Association and the Shakopee Public Schools (MN ISD 720) hereby enter into the following agreement:

1. For the ~~duration remainder~~ of this contract ~~period (July 1, 2019 – June 30, 2021)~~, the SEA and District will allow schools to ~~use pilot~~ alternative methods of conducting parent communication/conferences.
2. Of the total contract duty days, two days (i.e., 16 hours) will be designated for parent-teacher communication and conferences.
3. In addition to the ~~16 hours two days (as indicated in Item #2 immediately preceding)~~, each site may schedule up to 8 hours of additional parent-teacher communication time within the total contract duty days as decided in agreement between the Building principal and the site's Building Leadership Team (BLT). Those buildings that add additional hours will be released from a proportionate number of hours of professional development on the final District PD day on the school calendar.
4. Each site's principal and BLT must establish their own calendar for parent-teacher communication no later than May 1 prior to the start of the subsequent school year. To recognize the unique needs and cultures of each site, each site will determine which activities will be scheduled as part of this requirement. Activities may include, but are not limited to:
 - a. Traditional parent-teacher conferences
 - b. Targeted conferences
 - c. Office hours (Parent-Teacher communication regarding student performance outside the contract day)
 - d. Open houses
 - e. Curriculum nights
 - f. Online communication
 - g. Other innovative ideas

A site's plan annually must be submitted, for information and review, to the Assistant Superintendent (or their designee), Human Resources Generalist – Licensed Staff, and the SEA President by May 1.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:

Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date

MEMORANDUM OF UNDERSTANDING

ELEMENTARY CONNECT/ASSESS DAYS

WHEREAS, the SEA and the District continue to explore ways to work cooperatively and collaboratively to benefit students, teachers, and the mission of the District; and

WHEREAS, the expectations for and implementation of assessments to evaluate placement and appropriate education for children have grown dramatically; and

WHEREAS, parents desire to meet their child's teachers, to communicate important understandings about their child to the teacher, and to become familiar with the school environment; and

WHEREAS, the current assessment system does not produce feedback in a timely manner or afford adequate time for effective parent communication;

NOW, THEREFORE, the Shakopee Education Association and the Shakopee Public Schools (MN ISD 720) hereby enter into the following agreement:

1. ~~For the 2018-2019 school year the SEA and District will allow e~~Elementary schools ~~to may~~ use the first two days of the student contact calendar as assessment days where teachers will meet with the students and his/her parent(s) for the purpose of getting to know the student and conducting grade level assessments.
2. The schedule for the two days in each building will be as follows:
 - a. Day 1 | 10 ~~hours (to be scheduled in agreement by the building principal and the building leadership team) AM—8 PM~~ (with a 30 break for lunch and dinner each) = max 18 half hour slots
 - b. Day 2 | Normal building hours (with thirty (30) minute lunch) = max 15 half hour slots
 - c. The longer Day 1 replaces open house/curriculum night
3. Each site will establish an online signup system to allow parents to sign up for a 30 minute Connect/Assess meeting with their child's teacher. Parents who do not schedule online will be called by building secretaries to assure that as many students as possible are scheduled for their assessments on these days. If the number of calls needed is large, teaching staff may need to help make these calls.
4. The thirty (30) minute assessment meetings will include at least the following elements:
 - a. Parent-Teacher-Student meet and greet
 - b. Classroom tour
 - c. Parent Interview about their child (paperwork done as the child is assessed)
 - d. Overview of Grade Level Outcomes
 - e. Grade Level Assessment
 - f. Q+A
5. English Learner, High Potential, Young Scholars, Special Education, Intervention, and Specialist Teachers will participate in one or more of the following ways each day:
 - a. Scheduling and conducting specialized assessments as needed (EL, HP, YS, etc.)
 - b. Receiving mandatory or additional training.
 - c. Helping with logistics (e.g. greeting and helping direct parents around the school, conducting tours of the building for new students and families, helping parents with beginning of the year paperwork),
 - d. Working with their PLCs or similar activities.
 - e. Conducting individual conferences which could include assessments or facilitating new registration processes.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:

Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date

MEMORANDUM OF UNDERSTANDING

TEACHERS SELECTED AS MINNESOTA TEACHER OF THE YEAR

This Memorandum of Understanding is entered into between Independent School District No. 720, Shakopee Public Schools ("the District"), and Shakopee Education Association ("SEA"), exclusive representative for teachers in the District.

Whereas one of Shakopee Public Schools' teachers has been named Minnesota Teacher of the Year (MN ToY), and said teacher will be nominated for National Teacher of the Year by the Minnesota Department of Education; and

Whereas the District and SEA acknowledge that the MN ToY will be an ambassador for students, educators, the teaching profession, public education, and Shakopee Public Schools; and

Whereas the District and SEA recognize that the time and resource commitment required from the MN ToY may be substantial; and

Whereas the District and the SEA understand the necessity of establishing a process for recognizing, compensating, and supporting the additional duties required of any teacher recognized under the Minnesota Teacher of the Year program;

NOW, THEREFORE, Shakopee Public Schools (MN ISD 720) and Shakopee Education Association hereby enter into the following agreement regarding any District teachers selected as Minnesota Teacher of the Year:

1. For the duration of the Teacher of the Year program term, the MN ToY will be granted paid superintendent's discretionary leave for all Teacher of the Year program activities. S/He will continue to be eligible for all benefits available to full-time teachers as outlined in the SEA's Collective Bargaining Agreement with the District.
2. The MN ToY will coordinate scheduling of speaking engagements and other public appearances. The MN ToY will inform the District of these events in a timely manner and will coordinate with designated district staff to reduce disruption of the teacher's work in the classroom.
3. Time spent at speaking engagements, public appearances and other events related to the teacher's duties as Teacher of the Year will be considered paid professional leave and no reduction of the teacher's leave balances shall result. The MN ToY's travel, mileage and other expenses associated with the duties of MN ToY will be reimbursed by Education Minnesota unless the requesting organization agrees to directly reimburse the MN ToY or the expense results from a District-directed activity. Claimed expenses and reporting must meet District criteria and comply with District policies in order to be reimbursed.
4. For Teacher of the Year engagements that require the MN ToY to schedule a substitute teacher for his/her class(es), the teacher will inform his/her principal of the events and will code these absences as professional leave. S/He shall not have any leave balance deductions for Teacher of the Year responsibilities, nor shall s/he be expected to reimburse the District for these costs.
5. The MN ToY shall receive the full speaker/presenter honoraria and expenses for all Teacher of the Year engagements. The District will not be responsible for any MN ToY expenses other than what has been agreed to in advance between the District and the MN ToY.
6. During the school years that follow the MN ToY's term, additional paid professional leave shall be permitted for additional duties as requested by the MN ToY and approved by the Superintendent or his/her designee. Such requests will not be unreasonably denied.
7. In recognition of the MN ToY's significant contributions to the reputation of the District, s/he will receive an additional \$2500 compensation annually for the first two years after being named MN ToY. Beginning in the third year after serving as MN ToY and for each year as long as s/he is employed by the District as a teacher, s/he will receive a \$1000 stipend.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:
Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date

MEMORANDUM OF UNDERSTANDING

STRETCH CALENDAR

This Memorandum of Understanding is entered into between Independent School District No. 720, Shakopee Public Schools ("the District"), and Shakopee Education Association ("SEA"), exclusive representative for teachers in the District.

Whereas some teachers, due to the nature of their job expectations, need to meet with students throughout the whole year, including the summer; and

Whereas other teachers serve in roles where their skills would be best utilized during time frames not included in our standard contract calendar; and

Whereas the District and the SEA wish to see student needs met and teachers' skills utilized in the most efficient and effective arrangements:

NOW, THEREFORE, Shakopee Public Schools (MN ISD 720) and Shakopee Education Association hereby enter into the following agreement regarding the use of a stretch calendar for some employees to be implemented for the 2019-2020 school year:

Article 6, Section 3 will ~~function~~ **be revised to read** as follows:

Beginning with teachers hired January 1, 2005 or later, The District may schedule a "stretch calendar" for ~~teachers who those whose positions require additional flexibility~~. Nothing prohibits teachers hired before January 1, 2005 from requesting and being selected to work a stretch calendar.

6.3.1 Eligibility. Teachers who:

A. Work with children that require additional instruction ~~outside the typical contract calendar, such as~~ during the normal breaks of the year including the summer period ~~(e.g. Birth to 3 teachers)~~

B. ~~Hold unique positions with expectations best met while utilizing an atypical contract calendar as defined by the District (e.g. District-wide TOSA Coordinators)~~

6.3.2 Calendar Development. Teachers eligible under either of these criteria shall maintain ~~keeping~~ their total contract days at the number set in this agreement. ~~Affected teachers will annually develop their schedules and have them approved by their supervisors. An effort will be made. Such Calendars will include to provide days off during the regular student contact year, taking that take into account the needs of the teachers with those of their students, constituents, and the District as well as to the benefit of the teacher working the stretch calendar. Such calendars will be developed and will go through the approval process by the last contract day of the preceding year to the extent possible.~~

6.3.3 Calendar with Additional Days. Teachers in some of these positions may be contracted to work ~~additional days beyond the standard contract to meet the needs of the position, and they will be paid at their daily rate of pay for any additional days required unless such days are used for receiving District-sponsored staff development and/or curriculum writing which will be compensated according to Section 7.4.3.~~

This MOU will continue in effect until modified by the mutual agreement of the parties by a subsequent MOU or the Collective Bargaining Agreement is modified through the negotiations process.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:
Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date

MEMORANDUM OF UNDERSTANDING

DISTRICT PD TRAINING OUTSIDE THE CONTRACT DAY AND/OR CALENDAR

This Memorandum of Understanding is entered into between Independent School District No. 720, Shakopee Public Schools ("the District"), and Shakopee Education Association ("SEA"), exclusive representative for teachers in the District.

Whereas the District and SEA both recognize the importance of high-quality professional development for the improvement of teacher practice and on outcomes for students; and

Whereas the District has invested significant resources in developing its Instructional Framework for Personalized Learning and its Characteristics of a Shakopee Educator; and

Whereas the both the District and SEA understand the significant value of providing collegial, pedagogical, and curricular support to teachers early in their careers and throughout the stages of their careers:

NOW, THEREFORE, Shakopee Public Schools (MN ISD 720) and Shakopee Education Association hereby enter into the following agreement regarding the use of credits for lane changes from specific District-sponsored and approved professional development outside the contract day or calendar to be implemented beginning with the 2019-2020 school year:

- 7.3.2 **Definition of Professional Training.** All credits, semester or quarter, as well as any Master's Degree programs, must be earned after the bachelor's degree (see a. below for definition) has been granted and must have the District's written approval prior to registration for the course. All of these credits must relate to the teacher's current teaching assignment and be upper level for any of the B.A. lanes and graduate level for any of the M.A. lanes or be specifically identified District professional development credits approved for lane changes.
- A. **B.A. Lane.** Requires a bachelor's degree from a teacher training institution upon which a valid Minnesota Teaching Certificate has been granted.
 - B. **B.A.+10/15 Lane.** Ten (10) semester or 15 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - C. **B.A.+20/30 Lane.** 20 semester or 30 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - D. **B.A.+30/45 Lane.** 30 semester or 45 quarter hour qualifying credits after the bachelor's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - E. **Master's Degree/M.A. Lane.** The awarding of a master's degree through completion of a qualifying university's master's program, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - F. **M.A.+10/15 Lane.** Ten (10) semester or 15 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - G. **M.A.+20/30 Lane.** 20 semester or 30 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - H. **M.A.+30/45 Lane.** 30 semester or 45 quarter hour qualifying credits after the master's degree, approved by the District in advance, and verified by the District upon completion, are required to move to this lane.
 - I. **Specialist/PhD Lane.** The specialist degree requires completion of a specialist degree from an accredited teacher-training institution, which must relate to the teacher's current teaching assignment. The doctorate degree requires completion of a doctor's degree from an accredited teacher-training institution, which must relate to the teacher's current teaching assignment. In order to qualify for the specialist/doctor's degree level, such degree and credits within the degree must have the written approval of the Superintendent, whose decision shall be final and binding and shall not be subject to the grievance procedure.

- 7.3.3 **Lane Change Application.** Credits to apply to lanes beyond a particular lane must be earned subsequent to the earning of the degree, and must be taken from an accredited college or university pursuant to the provisions Section 7.3.2.A - I above or through specifically identified District-sponsored and approved professional development outside the contract day or calendar. College credits not accepted by the granting institution for their own graduate programs shall not be applied to lane changes.
- 7.3.4 **Rate of Earning Credits.** There shall be no limit on the number of credits per quarter or semester that may be taken or earned for lane advancement during the school year. No credits shall be earned for lane advancement by completion of any in-service or non-college course work with the exception of specifically identified District-sponsored and approved professional development outside the contract day or calendar.
- 7.3.5 **Credits Submission Deadline.** Individual contracts will be modified to reflect qualified lane changes effective the first of the month following the month which the teacher submits satisfactory evidence of completion of the requirements for the lane change to the Personnel Office. Lane changes will not be retroactive. Lane changes shall be granted and paid even if the effective date of the contract has elapsed and no subsequent contract is in effect.
- 7.3.6 **Credit Qualification.** College or specifically identified District-sponsored and approved professional development credits earned under Section 3 must have had prior approval of the administration. All undergraduate courses taken must be completed with a grade of C or P or better and all graduate courses taken must be completed with a grade of B or P or better.
- 7.3.7 **Prior Experience.** All teachers may be given full credit on the salary schedule set forth in Appendix A and B for all years of outside teaching experience in a District accredited by a recognized accrediting agency.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:
Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date

MEMORANDUM OF UNDERSTANDING

REMOTE WORK DAYS

This Memorandum of Understanding is entered into between Independent School District No. 720, Shakopee Public Schools ("the District"), and Shakopee Education Association ("SEA"), exclusive representative for teachers in the District.

Whereas teachers have contract rights for a work day at the end of each semester; and

Whereas the second quarter work day in January of 2019 was effectively a remote work day due to it being designated as a CoLDay due to inclement weather; and

Whereas the District and SEA did not experience any difficulties with the function and implementation of that remote work day; and

Whereas the District and the SEA wish to see student needs met and teachers' skills utilized in the most efficient and effective arrangements:

NOW, THEREFORE, Shakopee Public Schools (MN ISD 720) and Shakopee Education Association hereby enter into the following agreement regarding the use of remote work days for the 2019-2021 contract period:

Article 5, Section 6 will be revised by this document to read as follows (new language underlined):

5.6 QUARTERLY TEACHER PLANNING DAYS

Teachers shall be scheduled for a full day of planning time at the end of each of the four (4) marking periods. Teachers have the option to work remotely/tele-commute on these days provided they complete grading tasks by the building administrators' assigned deadlines.

This MOU will continue in effect until modified by the mutual agreement of the parties by a subsequent MOU or the Collective Bargaining Agreement is modified through the negotiations process.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:
Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date

MEMORANDUM OF UNDERSTANDING

DAYS CANCELLED DUE TO WEATHER OR EMERGENCIES

This Memorandum of Understanding is entered into between Independent School District No. 720, Shakopee Public Schools ("the District"), and Shakopee Education Association ("SEA"), exclusive representative for teachers in the District.

Whereas the City of Shakopee and the State of Minnesota periodically experience severe weather that precipitates the closing of schools; and

Whereas the District periodically experiences unforeseen emergencies that require the closing of schools; and

Whereas the District and SEA developed a Connected Learning Days (CoLDays) plan in seeking to be certain of meeting the state's minimum annual student hours law; and

Whereas the District and the SEA later discovered they were not in violation of the law without the CoLDays plan, and:

Whereas the District and SEA have effectively undermined the language in this contract in Section 6.2, and;

Whereas the District and SEA have common interest in seeking to maintain a school calendar with balanced quarters:

NOW, THEREFORE, Shakopee Public Schools (MN ISD 720) and Shakopee Education Association hereby enter into the following agreement regarding the days cancelled due to weather or emergencies:

Article 6, Section 2 will be revised by this document to read as follows (new language underlined):

6.2 DAYS CANCELLED DUE TO WEATHER OR EMERGENCIES

In the event of school cancellation due to severe weather or an emergency, teachers shall not be required to report to work, nor be subject to pay deduction or make-up days, unless such days are rescheduled by the Board in accordance with Article XVIII.

The District's Connected Learning Days (CoLD) will only be implemented beginning with the second school day cancellation per quarter of the school year, unless doing so would cause the District to violate the State's minimum annual school hours standard.

This MOU will continue in effect until modified by the mutual agreement of the parties by a subsequent MOU or the Collective Bargaining Agreement is modified through the negotiations process.

SEA and the District are in agreement with the above language as evidenced by the signatures of their representatives below.

Representative for:
Shakopee Education Association

ISD 720, Shakopee Public Schools

President

ISD 720 Board Representative

Date

Date