



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Workshop

Tuesday, April 20, 2021

6:00 PM

MEETING AGENDA

*The mission of Eden Prairie Schools is to inspire each student to learn continuously so they are empowered
To reach personal fulfillment and contribute purposefully to our ever-changing world.*

1. **CONVENE - 6:00 PM**

School Board Members

Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Veronica Stoltz, Charles "C.J." Strehl

2. **Agenda Items: Sample Agenda & Discussion of Agenda Elements** 2

3. **Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timelines**

4. **FY 2021-2022 Annual Work Plan Discussion - *Draft*** 5

5. **Discussion/Review of all items in Placeholder area on "Work Plan Change Document"** 18

6. **FY 2021-2022 School Board Meeting Calendar Discussion** 19

7. **FY 2021-2022 School Board Budget Discussion** 21

8. **Mechanics of Monitoring**

A. Policy Monitoring Flow Chart 22

B. EL 2.8 Compensation and Benefits 23

C. EL 2.7 Asset Protection Monitoring Report 27

D. Ends 1.1 Monitoring Report 43

9. **Inspiring News Discussion** 63

10. **School Board Workshop Summary Skelton Discussion** 64

11. **Confirm agenda for next Board Workshop**



EDEN PRAIRIE SCHOOLS

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SCHOOL BOARD Regular SAMPLE Meeting

Friday, February 28, 2025

6:00 PM

MEETING AGENDA

*The mission of Eden Prairie Schools is to inspire each student to learn continuously so they are empowered
To reach personal fulfillment and contribute purposefully to our ever-changing world.*

1. Convene: 6:00 PM (Roll Call)

School Board Members:

Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Veronica Stoltz, Charles "C.J." Strehl

2. Pledge of Allegiance: 6:02 PM

3. Agenda Review and Approval: 6:03 PM (Action)

Approval of the agenda for the Monday, XX/XX/XX meeting of the School Board of Independent School District 272, Eden Prairie Schools.

MOTION _____ Seconded _____

4. Approval of Previous Minutes: 6:05 PM (Action)

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for XX/XX/XX.

MOTION _____ Seconded _____

5. Public Comment: 6:05 PM (Information)

6. Announcements: 6:10 PM (Information)

A. "Eagle Excellence" by Superintendent Josh Swanson

B. Superintendent Annual Review Statement

7. Spotlight on Success: 6:15 PM (Information)

A. Example: Oak Point Elementary - Sharing observations about new Collaborative Literacy Writing Curriculum

8. Board Work: 6:25 PM (Action)

A. Decision Preparation

1) Fiscal Year 2021-22 Budget Assumptions - *First Reading*

2) School Board Year-end Treasurer's Report

3) New Policy Introduction for GP 4.5 - School Board Electronic Devices (*1st Reading*)

4) Closed Session: *Negotiation Strategy (MN Statue 13D.03, Subd.1)* - The governing body of a public employer may by a majority vote in a public meeting decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25.

MOTION by _____, Seconded by _____ to move into Closed Session at ____ PM.

MOTION by _____, Seconded by _____ to move out of Closed Session and resume the Regular Business Meeting at ____ PM

B. Required Board Action (Action)

1) Eden Prairie High School "Naming of Space Request"

MOTION _____ Seconded _____

2) Resolving Awarding the Sale of the General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A (*Roll Call*)

a. Executive Summary

2

1

b. Resolution

c. Sale Day Report (Day of Board Meeting) - *Roll Call*

Aaron Casper	Yes ___ No ___	Adam Seidel	Yes ___ No ___
Beth Fletcher	Yes ___ No ___	Veronica Stoltz	Yes ___ No ___
Debjyoti Dwivedy	Yes ___ No ___	Charles Strehl	Yes ___ No ___
Kim Ross	Yes ___ No ___		

C. Policy Monitoring **(Action)**

1) Ends **(Action)**

a. Ends Policy 1.2 - Each student has the 21st Century skills needed to succeed in the global economy.

Evidence MOTION _____ **Seconded** _____

2) Executive Limitations **(Action)**

a. EL 2.1 Emergency Superintendent Succession

OI MOTION _____ **Seconded** _____

Evidence MOTION _____ **Seconded** _____

3) All Board Management Delegations Policies (BMD's) **(Action)**

a. BMD 3.0 - Single Point of Contact

MOTION _____ **Seconded** _____ Board behavior is/is not compliant

4) Governance Process Policies **(Action)**

a. GP 4.5 School Board Members Code of Conduct

MOTION _____ **Seconded** _____ Board behavior is/is not compliant

D. Record of Board Self-Evaluation **(Action)**

1) 2020-21 Record of Board Policy Monitoring - Governance Policies

2) 2020-21 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's)

9. Superintendent Consent Agenda: **7:05 PM (Action)**

Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.

MOTION _____ **Seconded** _____ to approve the Consent Agenda as presented.

A. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report

3) Business Services Reports

a. Board Business

b. Financial Report - Monthly Revenue/Expenditure Report

B. EPS 10-Year Facilities Maintenance Plan

C. Metro South Consortium Agreement

D. Approval of Updated District Policies - See Appendix "A" (Individual Listing of Policies)

E. Accept Bids: Central Middle School (SMS) - Executive Summary

F. Approval of Agreements: Confidential, AST and EPSS

G. MSHSL (Minnesota State High School League) Resolution for Membership

10. Board Education & Required Reporting: **7:10 PM (Information)**

A. Central Middle School (CMS) Schedule

B. Assessment 101 Overview

C. Fiscal Year 2019-20 Audited Financial Presentation Information

11. Superintendent's Incidental Information Report: 7:30 PM (Information)

Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)

- A. FY 2021-22 Preliminary Enrollment Report
- B. EP Online
- C. Start Times
- D. Strategic Core Planning Update

12. Board Action on Committee Reports & Minutes: 7:50 PM (Action)

- A. Board Development Committee
- B. Community Linkage Committee
- C. Negotiations Committee
- D. Policy Committee

13. Other Board Updates (AMSD, ECSU, ISD 287, MSHSL): 8:10 PM (Information)

- A. AMSD (Association of Metropolitan Schools) - Veronica Stoltz, Aaron Casper and Kim Ross
- B. ECSU (Metropolitan Educational Cooperative Service Unit - Veronica Stoltz
- C. ISD 287 (Intermediate School District 287) - Adam Seidel
- D. MSHSL (Minnesota State High School League) - Veronica Stoltz

14. Board Work Plan: 8:20 PM (Action)

- A. Work Plan Changes Document (Action)

MOTION _____ Seconded _____

- B. School Board Annual Work Plan FY 2020-21

15. Adjournment at _____ PM

EDEN PRAIRIE SCHOOL BOARD

*******DRAFT*******

2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

April 26, 2021

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

***** 2021 ***** Board Meeting Mon, Jul 26, 2021 7:30 AM		•August Meeting Discussion			•Monthly Reports •Student Handbooks: - High School - Middle School - Elementary Schools (Summary Detail Included)		
Board Meeting Mon, Aug 23, 2021 6:00 PM	•EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection		• EP Online •Record of Board Self-Evaluation	•2021-22 School Site Visits	•Monthly Reports		
Post Meeting Board Workshop Mon, Aug 23, 2021							•School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 13, 2021 6:00 PM			5				•ADMIN Proposals for FY 2021-22 Workshops •2020-21 Financial Update •NEW Policy Development Discussion (Ends & EL Policies) • School Board Listening Session Discussion •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 27, 2021 6:00 PM	•EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations •All BMD Policies •BMD 3.0 Single Point of Connection •BMD 3.1 Unity of Control •BMD 3.2 Delegation to the Superintendent •BMD 3.3 Superintendent Accountability & Performance •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure	•School Site Visits •New Policy Introduction for GP 4.5—School Board Electronic Devices (1st Reading)	•Approval of Preliminary FY 2022-23 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 22 •Reassessment Update—Safe Schools Plan •Record of Board Self-Evaluation		•Monthly Reports	<u>Superintendent Incidentals:</u> • FY 2020-2021 Year-end Preliminary Financial Report •FY 2021-2022 Preliminary Enrollment Report	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

	•GP 4.10 Operation of the School Board Governing Rules						
Post Meeting Board Workshop Mon, Sep 27, 2021							•School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 11, 2021 6:00 PM							•Administration: Setting Stage for FY 2022-23 Budget Guidelines •Policy Monitoring Discussion: GP 4.4 & GP 4.4.1.4 •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Time Frame: Joint Workshop between School Board Members & ADMIN to discuss Enrollment •School Times •Site Visit Discussion—ADMIN •Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Oct 25, 2021 6:00 PM	•Ends 1.1, 1.2, 1.3 Evidence (FY 2019-20) •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan •GP 4.9 Governance Investment •2nd Reading – New Policy for GP 4.5 •(GP 4.5.6.1) School Board •Electronic Devices •Policy GP 4.4.1.4		•Record of Board Self-Evaluation		•Monthly Reports	<u>Superintendent Incidentals:</u> •Enrollment Report as of Oct. 1, 2021 -Exec. Summary -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count •World's Best Workforce Report •FY 2020-2021 Achievement Integration Summary Report	
Post Meeting Board Workshop Mon, Oct 25, 2021							•School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 8, 2021 6:00 PM			8				•Policy Monitoring Discussion: - BMD's: 3.0 & 3.2.3 - GP's: 4.5, 4.5.1, 4.5.3 (& Child Policies), 4.5.4,

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							4.5.6, 4.5.7 & 4.6, 4.6.4.2 & 4.10 • “New Policy Introductions” • Review of Treasurer’s Annual Report • Discussion: Board Monitoring Process and Communication • Community Linkage Committee to “draft” article for the Inspiring News • Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 22, 2021 6:00 PM	• EL 2.9 Communication and Support to the School Board • Vote on Policies from the Nov 9, 2021 Workshop – Discussed and Re-monitored	• <u>Closed Session:</u> Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3	• Record of Board Self-Evaluation		• Monthly Reports	• FY 2020-21 Audited Financial Presentation • World’s Best Workforce Report (WBWR) • Fiscal Year Achievement Integration Progress Report	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Nov 22, 2021							• School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 13, 2021 6:00 PM	• EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint	• Board Site Visit Debrief	• Approval of Final FY 2022-23 Levy • School Board Treasurer's Report • Record of Board Self-Evaluation	• Board Site Visit Debrief • Community Linkage Senior Citizen Listening Presentation for Discussion at the January 2022 Workshop	• Monthly Reports	• Truth in Taxation Hearing • Designing Pathway's Update	
Post Meeting Board Workshop Mon, Dec 13, 2021							• School Board Mtg. Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

*****2022***** Annual Organizational Meeting Mon, Jan 3, 2022 6:00 PM			• 2022 Annual Organizational Mtg. - Election of Officers - School Board Compensation - School Board Calendar • Resolution for Combined Polling Places for the General Elections • School Board Meeting Calendar: Jan 1, 2022 through Jun 30, 2022 • Appointment of Intermediate District 287 Representative		• 2022 Annual School District Organizational Items: - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA)		
Board Workshop Mon, Jan 3, 2022 6:15 PM Convene following the Annual Organizational Meeting			11				• 2022 Committees & Outside Organization Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•CLC: Senior Center Talking Points, Agenda & Attendance Discussion • Budget: 5-Year Financial Forecast • Levy's & Schedule • School-Wide Enrichment Model (SEM) — 1 • Engagement Strategies • Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 24, 2022 6:00 PM		•FY 2022-23 Final School Calendar (Draft) •FY 2023-24 Preliminary School Calendar (Draft) •FY 2022-23 Budget Timelines – First Reading •FY 2022-23 Budget Assumptions – First Reading	•FY 2021-22 Mid-Year Budget Approval •Record of Board Self-Evaluation	•2022 School Board Committee & Outside Organization Assignments	• Monthly Reports • FY 2022-23 Bus Purchase		
Post Meeting Board Workshop Mon, Jan 24, 2022			12				•School Board Meeting Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Feb 14, 2022 6:00 PM							• Finance 101 • School-Wide Enrichment Model (SEM) – 1 • Walk through School Board Agenda • Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 28, 2022 6:00 PM			• Record of Board Self-Evaluation		• Monthly Reports • Approval of FY 2022-23 School Calendar • Approval of Preliminary FY 2023-24 School Calendar • American Indian Education Resolution		
Post Meeting Board Workshop Mon, Feb 28, 2022							• School Board Meeting Self-Assessment
Board Workshop Mon, Mar 14, 2022 6:00 PM							• Communications • Define Policy under Policy Governance: Ends, EL's, GP's and BMD's • Policy Workshop: Discuss Potential Policy Changes

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2021-2022 ANNUAL WORK PLAN

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

							•Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 28, 2022 6:00 PM		• FY 2022-23 Capital Budget – First Reading	•Final FY 2022-23 Budget Assumptions •Record of Board Self-Evaluation		•Monthly Reports •Achievement & Integration Budget •Resolution to Release Probationary Teachers	•Designing Pathways Update	
Post Meeting Board Workshop Mon, Mar 28, 2022							•School Board Meeting Self-Assessment
Board Workshop Mon, Apr 11, 2022 6:00 PM							•Agenda Items: Sample Agenda & Discussion of Agenda Elements •Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline •FY 2022-2023 Annual Work Plan Calendar Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Discussion/Review all items in Placeholder area on "Work Plan Changes Document" • FY 2022-2023 School Board Meeting Calendar Discussion • FY 2022-2023 School Board Budget Discussion • Mechanics of Monitoring • Choice for Each: School-Wide Enrichment Model (SEM) • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 25, 2022 6:00 PM		• FY 2022-23 School Board Work Plan – First Reading • <u>Closed Session:</u> Negotiation Strategy (MN Statute 13D.03, Subd.1) • FY 2022-23 School Board Budget – First Reading	• Approval of FY 2022-23 Capital Budget • Approval of FY 2022-23 School Board Meeting Calendar • Record of Board Self-Evaluation 15		• Monthly Reports • ALC Fiscal Agent Agreement with District 287		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Apr 25, 2022							•School Board Meeting Self-Assessment
Board Workshop Mon, May 9, 2022 6:00 PM							•Strategic Plan •Confirm agenda for next Board Workshop
Board Meeting Mon, May 23, 2022 6:00 PM		• FY 2022-23 Budget – First Reading	•Approval of FY 2022-23 School Board Work Plan •Approval of FY 2022-23 School Board Budget •Record of Board Self-Evaluation		•Monthly Reports •MSHSL Resolution for Membership •Approval of FY 2022-23 School Meal Prices		
Post Meeting Board Workshop Mon, May 23, 2022							•School Board Meeting Self-Assessment
Board Workshop Mon, June 13, 2022 6:00 PM							•General Fund Budget Q&A •Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, June 27, 2022 6:00 PM	Ends 1.1, 1.2, 1.3 OI (FY 2022-23)		- Approval of FY 2022-23 Adopted Budget - ISD 287 10-Year Facilities Maintenance Resolution - Record of Board Self-Evaluation		- Monthly Reports - EPS 10-Year Facilities Maintenance Plan - Q-Comp Annual Report - Annual Review of District Mandated Policies - Summary Update of General District Policies - Approval of Updated District Policies		
Post Meeting Board Workshop Mon, Jun 27, 2022							School Board Meeting Self-Assessment

Eden Prairie School Board
2020–21 WORK PLAN CHANGES
“Proposed” Changes for the
April 26, 2021

Date of Meeting/Workshop	Changes Requested
Monday, April 26, 2021	
Monday, May 10, 2021 – Workshop	
Saturday, May 22, 2021 – Workshop/Retreat	
Monday, May 24, 2021	
Monday, June 14, 2021 – Workshop	
Monday, June 28, 2021	
Placeholder – General Board Work	
• Cultural Proficiency Continuum – <i>Moved to the Board Development for further planning on 2/22/21</i> • School Board Listening Session Discussion	
Placeholder – Policy Review	
• <i>Policy GP 4.9.1.1 to be sent to the Policy Committee to create language requested</i> • A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups – <i>Moved to Policy Committee on 2/22/21</i>	



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2021-2022 School Board Meeting Calendar

Date	Time	Meeting Type	Location
July 2021			
Monday, Jul 26, 2021	7:30AM	Brief Business Meeting	Administrative Services Center
August 2021			
Monday, Aug 23, 2021	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
September 2021			
Monday, Sep 13, 2021	6:00PM	Board Workshop	Administrative Services Center
Monday, Sep 27, 2021	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
October 2021			
Monday, Oct 11, 2021	6:00PM	Board Workshop	Administrative Services Center
Monday, Oct 25, 2021	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
November 2021			
Monday, Nov 8, 2021	6:00PM	Board Workshop	Administrative Services Center
Monday, Nov 22, 2021	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
December 2021			
Monday, Dec 13, 2021	6:00PM	Truth in Taxation Hearing Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
January 2022			
Monday, Jan 3, 2022	6:00PM 6:30PM	Annual Organizational Meeting Board Workshop	Administrative Services Center
Monday, Jan 24, 2022	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
February 2022			
Monday, Feb 14, 2022	6:00PM	Board Workshop	Administrative Services Center
Monday, Feb 28, 2022	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
March 2022			
Monday, Mar 14, 2022	6:00PM	Board Workshop	Administrative Services Center
Monday, Mar 28, 2022	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center



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2021-2022 School Board Meeting Calendar

Date	Time	Meeting Type	Location
April 2022			
Monday, Apr 11, 2022	6:00PM	Board Workshop	Administrative Services Center
Monday, Apr 25, 2022	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
May 2022			
Monday, May 9, 2022	6:00PM	Board Workshop	Administrative Services Center
Monday, May 23, 2022	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center
June 2022			
Monday, Jun 13, 2022	6:00PM	Board Workshop	Administrative Services Center
Monday, Jun 27, 2022	6:00PM	Regular Business Meeting Post Board Meeting Workshop	Administrative Services Center

FY 2021-2022
School Board Budget

Account						2020-21 Actual		2021-22	
Budget Unit	Code	ACCOUNT TITLE	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	(Thru February)	Proposed Budget	Notes
01005010000000	109	SCHOOL BOARD SALARY	\$ 34,850.00	\$ 36,100.00	\$ 35,006.66	\$ 36,300.00	\$ 24,200.00	\$ 36,300.00	\$6,600 Board Chair, \$5,700 Vice Chair, \$4,800 * 5 Directors
01005010000000	210	FICA	\$ 1,111.69	\$ 2,761.74	\$ 1,918.53	\$ 1,500.00	\$ 912.00	\$ 1,500.00	Board Only recieves a FICA or PERA Benefit, but not both. Estimated .0765 of salary split between 2 codes.
01005010000000	214	PERA	\$ 1,162.56	\$ 1,135.12	\$ 1,125.08	\$ 1,300.00	\$ 757.56	\$ 1,300.00	Board Only recieves a FICA or PERA Benefit, but not both. Estimated .0765 of salary split between 2 codes.
01005010000000	305	SERVICE FEES/CONSULTING	\$ 2,695.44	\$ 3,859.35	\$ 15,743.69	\$ 15,000.00	\$ 2,443.95	\$ 16,500.00	FY20 included \$11,000 for School Board Training.
01005010000000	329	POSTAGE	\$ -	\$ 15.40	\$ 14.35	\$ -	\$ 16.50	\$ -	
01005010000000	366	TRAVEL/CONF/CONV	\$ 3,890.00	\$ 2,115.00	\$ 1,687.52	\$ 5,750.00	\$ 3,970.00	\$ 4,000.00	Attending different conferences/trianings for board members.
01005010000000	398	CHARGEBACK	\$ 2,083.17	\$ 393.11	\$ 70.00	\$ 250.00	\$ 647.02	\$ 750.00	Printing should probably increase. Business office can now separate Brenda's printing for Board from Superintendent.
01005010000000	401	GENERAL SUPPLIES	\$ 243.65	\$ 284.92	\$ 545.21	\$ 750.00	\$ 598.93	\$ 500.00	
01005010000000	490	FOOD	\$ 702.79	\$ 456.58	\$ 11.24	\$ 500.00	\$ -	\$ 500.00	
01005010000000	820	DUES/MEMBERSHIPS/LICENSES	\$ 16,067.00	\$ 16,353.00	\$ 16,547.00	\$ 16,650.00	\$ 16,545.00	\$ 16,650.00	\$14,500 MSBA Membership, \$2,100 Board Book Subscription
Total Expenditures			\$ 62,806.30	\$ 63,474.22	\$ 72,669.28	\$ 78,000.00	\$ 50,090.96	\$ 78,000.00	
Budget			\$ 79,163.00	\$ 78,721.95	\$ 78,748.00				
Variance - Budget to Actual			\$ (16,356.70)	\$ (15,247.73)	\$ (6,078.72)				

Board Considerations:

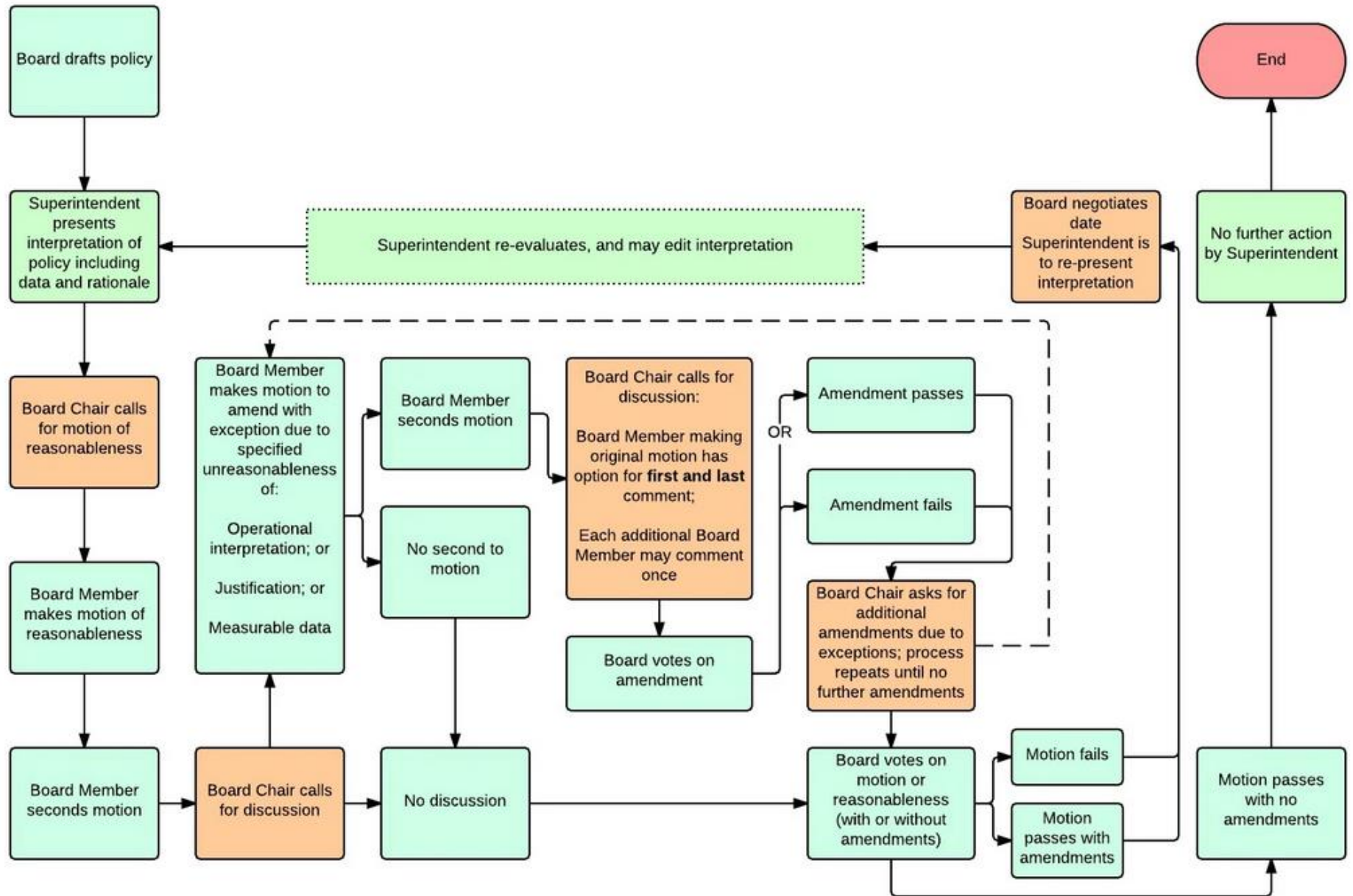
Jean - Consulting for board training yet this fiscal year

Trudy - Scheduled board training for next year

Jean - Possible board training again next year

Dollars for Community Linkage events yet to be determined

Flow Chart: Eden Prairie School Board Policy Monitoring, Reasonable Interpretation



Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.8 Compensation and Benefits	Monitoring Time Frame: July 2019 to June 2020	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: • OI is/is not reasonable • Evidence supports/does not support the OI <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: October 26, 2020	
		Board member name:
<u>Global Constraint:</u> With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> I interpret this policy to mean that I shall not knowingly condone or undertake any action related to the compensation and/or benefits of employees that would negatively affect the community perception or support of the school district.		
<u>Justification:</u> Compensation and benefits are a significant portion of the district budget. The school district has a fiduciary obligation to its owners; therefore, its officers and administration are held to a high standard of conduct and transparency.		
<u>Measurement Plan:</u> Human Resources and Payroll have systems and processes in place per state and federal law to ensure that employment, compensation, and benefits did not cause or allow jeopardy to financial integrity or to public image. These systems and processes are reviewed on an annual basis through the audit process, as well as an ongoing internal process of separation of duties.		

<u>Evidence:</u> The Superintendent did not cause or allow jeopardy to financial integrity or to public image.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.8.1 Furthermore, the Superintendent shall not: Promise or imply permanent or guaranteed employment.	
<u>Operational Interpretation:</u> I interpret this policy to mean the District shall not hire or retain any employee or promise a potential employee employment with the District whose term and condition of service is not controlled by the Public Employee Labor Relations Act (PELRA), Minnesota State Statute, a Collective Bargaining Agreement (CBA), an At-Will Work Agreement, a contract for services.	
<u>Justification:</u> 1. No person can be considered an employee and receive compensation for services rendered without Board action. 2. The District maintains the following employer/employee employment agreements that define the terms and conditions of employment for employees: - Certified Staff (i.e. must hold a license) are subject to PELRA MN Rule 3.855, Minnesota Statute 122A.40 (Continuing Contract Language), and the locally negotiated CBA. - Classified Staff (i.e. do not generally hold a license) are subject to PELRA, Minnesota Statute, and the locally negotiated CBA. - Meet & Confer Agreements (non-licensed employees subject to PELRA and not represented by collective bargaining units) - Meet & Confer Agreements (licensed employees working in positions that do not require a MDE license, subject to PELRA, and not represented by collective bargaining units) - Superintendent length of contract is limited to three years (MN Statute 123B.143)	
<u>Measurement Plan:</u> Human Resources has policies in place to ensure no promises of permanent or guaranteed employment for any position.	

<u>Evidence:</u> State and federal law does not allow for permanent or guaranteed employment, and the district has not been found out of compliance with this policy or standing law. No staff members were offered permanent or guaranteed employment.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.8.2 Furthermore, the Superintendent shall not: Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from Board-established parameters.	
<u>Operational Interpretation:</u> 1. "Compensation" refers to payment for services rendered. "Benefits" are added services that have value for the employee and are expenditures for the District. 2. I interpret the "geographical" market to mean the public school districts in the immediate area surrounding Eden Prairie. 3. The "professional" market refers to compensation based on the combination of experience, skills, and level of responsibilities that are required by the position's job description. The professional market can be influenced by the geographical market. 4. "Material deviation" in this context is interpreted as a financial condition that would create an unfavorable comparison to the geographical and professional employee market.	
<u>Justification:</u> 1. The District routinely competes for employees with local, regional, and national employers. Therefore, it is important that our employee compensation and benefit package remain competitive and yet function within available resources. 2. The District routinely enters into employment agreements with organized groups or at-will individuals via negotiations. Typically, the Administration leads the negotiations process with School Board support. The School Board has retained the authority to determine the level of compensation and benefits offered to employees, which is referred to in this policy as "board-established parameters." 3. The District conducts market place comparisons annually.	

<u>Measurement Plan:</u> Prior to each bargaining session, a marketplace comparative data analysis will be completed.	
<u>Evidence:</u> Marketplace comparative data was collected on six (6) bargaining groups. The school district settled five (5) of these employment agreements within Board parameters and the contracts are comparable to the market. One agreement remains open and is in negotiations as of October 26, 2020.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
Board member's summarizing comments:	

Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: 2.7 Asset Protection	Monitoring Timeframe: July 1, 2019 - June 30, 2020	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: ● OI is/is not reasonable ● Data does/does not provide adequate evidence of compliance <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 24, 2020	
		Board member name:
<u>Global Constraint:</u> The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> I interpret compliance with the overall policy to mean that all twelve (12) policy provisions are in compliance. Furthermore: 1. I interpret “assets” to mean physical and intellectual property of the District with a value greater than \$5,000. 2. I interpret “unprotected” to mean assets without insurance and/or a plan/guiding procedures. 3. I interpret “inadequately maintained” to mean a lack of preventive maintenance, repair, or renovation which may cause an asset to deteriorate and experience an accelerated depreciation, within available financial resources. 4. I interpret “inappropriately used” to mean the utilization of assets not in accordance with the desired Ends of the district. 5. I interpret “unnecessarily risked” to mean the exposure of assets to circumstances resulting in a higher likelihood of theft or otherwise being unavailable for the asset’s intended purposes.		
<u>Justification:</u> The provisions 2.7.1 through 2.7.12 adequately summarize and categorize those district assets that this policy protects.		
<u>Measurement Plan:</u> All provisions are in compliance.		

<u>Evidence:</u> Presented in provisions 2.7.1 through 2.7.12.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.1 Furthermore, the Superintendent shall not: Develop a facilities construction, renovation and maintenance plan that is not part of a comprehensive rolling ten-year plan.	
<u>Operational Interpretation:</u> I interpret “a comprehensive rolling ten-year plan” to be a master plan for facilities construction, renovation, and/or maintenance that is reviewed and updated annually. The annual update allows the District to consider alternatives to the plan in order to reflect new facility needs and educational plans for the future.	
<u>Justification:</u> A school district needs an ongoing program of assessment of existing school sites and facilities in order to identify school facility improvement issues, alternative means of addressing those issues, and to maintain a quality educational environment for students, staff, and community/partnership users. “To establish and maintain quality school facilities and a desirable learning environment for students, staff, and community users, an ongoing assessment of school facility needs and a program of public information about those needs is essential. (Guide for Planning School Construction Projects in Minnesota; MDE, 2003; p. 37)	
<u>Measurement Plan:</u> 1. The comprehensive rolling ten-year facilities plan shall be reviewed and updated on an annual basis. 2. The comprehensive rolling ten-year facilities plan shall be consulted and referenced during the development of any facilities construction, renovation, and/or maintenance plan. 3. The Capital Fund budget shall be reviewed and updated on an annual basis.	
<u>Evidence:</u> At the April 22, 2019 school board meeting, the board approved the 2019-20 capital budget which included funds to address facility improvements. Prior to approval, the administration worked with principals, department leaders, facility, staff, and the Superintendent’s Cabinet to determine priorities for maintaining district facilities. Facility work completed or planned in fiscal year 2020 adhered to the Comprehensive Facility Plan and included the following components: 1. The district continued working on a long-term facility planning process geared to align with the strategic plan	

2. Implemented facility changes to accommodate educational program needs and related space concerns 3. Discussed with the School Board deferred maintenance and capital fund expenditures and revenue sources 4. Planned for the replacement of the high school gym floor and bleachers, Oak Point/Eagle Heights parking lot addition, district-wide pavement upgrades, and many annual building updates throughout the district 5. Continued development of Designing Pathways recommendations The school board approved on June 24, 2019 a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to MDE for review and approval in July 2019. At the January 28, 2019 school board meeting, the district sold \$9,995,000 of general obligation facility maintenance bonds to fund two years of deferred maintenance projects. On May 14, 2019 the community approved a referendum to fund Designing Pathways facility improvements. On July 18, 2019 the district sold \$37,765,000 of general obligation school building bonds to fund these facility improvements.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.2 Furthermore, the Superintendent shall not: Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the organization itself in an amount greater than the average for comparable organizations.	
<u>Operational Interpretation:</u> 1. Property, Casualty, Umbrella insurance coverage is in place to insure the School District for losses to real and personal property per Statement of Values on file with the insurance company. a. “Fail to insure against theft and casualty losses at 100 percent of replacement value” is interpreted to mean a level of theft and casualty insurance that assumes a reasonable level of risk with consideration to the overall cost of said insurance (See Justification 2.a.). 2. Equipment breakdown insurance coverage is in place specifically for boilers and machinery. 3. Automobile insurance coverage is in place to insure the School District for losses resulting from owned, financed, leased or rented school buses, vans, driver’s education vehicles and ground/facilities vehicles are as per Schedule on file with the insurance company. 4. Commercial General Liability, Umbrella Excess Liability coverages are placed to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Violent Event Response, Employee Benefits Liability and Sexual Abuse 5. School Leader’s Errors & Omissions coverage included Directors and Officers and school leader’s professional. 6. Crime coverage included for loss sustained from employee dishonesty, theft, disappearance and destruction.	

7. Inland Marine coverage for the transport of goods in transit, as well as moveable property and instrumentalities of communication. These categories include items such as instruments, cameras, fine arts, signs, valuable papers, electronic data processing and miscellaneous equipment. 8. Data and Network Security covers claims made by third parties arising out of a breach of the School District's computer network and data storage units or devices. 9. Volunteer Accident coverage protects an organization's volunteer workforce for medical costs associated with an accidental injury incurred while working on behalf of the organization. 10. International General Liability coverage is in place to insure students and staff while on international school sponsored trips. 11. Drone Liability coverage is in place to protect the School District for third party claims of property damage or injury resulting from the use of a district owned drone. 12. Workers' Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence.	
<u>Justification:</u> This policy revolves around risk management, that is the identification, assessment, and prioritization of risks. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. The business office uses Marsh & McLennan for brokerage services for this category of insurance coverage. Below are a number of considerations and coverage categories reviewed on an annual basis, the 2019-20 coverage was reviewed on June 4, 2019: 1. Policies and procedures are in place to provide assurance of protection & supervision of facilities and equipment. (District Policy 902 Use of School District Facilities and Equipment) 2. Insurance is meant to provide a reasonable assurance that the owner of the insured real property can fully replace it in case of a loss. In this case, the Administration has chosen to insure at 100% of replacement value which considers the following pertinent facts: a. The current estimated property value is \$477,012,008 based on a property appraisal completed in 2017 plus an industry recommended 3.85% increase for 2019 over the prior year. b. The property insurance plan the District purchases utilizes Special Form Replacement Cost on a Blanket Property coverage basis (i.e., total property limit can be used at any one location or multiple locations), meaning the only loss situation that the full 100% coverage would be utilized would be in the case of the complete destruction of all real and personal property of the District in every location in a single event. If the District were to lose multiple buildings in a single event, the total amount of insurance coverage would be available to rebuild and refurbish those school sites. 3. School Districts are subject to Minnesota Rule: Chapter 466. Tort Liability, Political Subdivisions. (https://www.revisor.mn.gov/statutes/?id=466&view=chapter#stat.466.02) A school district cannot be held liable for actions that are not foreseeable when reasonable measures ... are employed to insure adequate ...duties are being performed ..., and there is adequate consideration being given for the safety and welfare of all students	

in the school. (http://cousineaulaw.com/laws/minnesota-tort-laws) a. In most education-related civil lawsuits there are two main categories of tort liability relevant to educational institutions—Intentional and Negligent Torts. i. Intentional Torts—occur when an individual attempts or “intends” to cause harm to another. For intent to exist, the individual must be aware that injury will, or could, be the result of the act. ii. Negligent Torts—there are four elements of a negligent tort: 1. Duty—The duty of an individual or the institution to protect those in our care 2. Breach (of Duty)—failure of the individual or institution to exercise a standard of reasonable care. 3. Proximate Cause—showing that the individual or institution failed to exercise a standard of reasonable care. 4. Injury—No matter how great the duty (Element 1), how egregious the breach of that duty (Element 2), or how foreseeable the consequences and proximate cause of the individual or institution’s standard of care (Element 3), there is no liability if actual injuries cannot be proven.	
<u>Measurement Plan:</u> Compliance with this policy shall be evidenced through annual review of school district risk management processes and the subsequent renewal of our insurance plans that conform to the interpretation of this policy.	
<u>Evidence:</u> <u>Coverages in place July 1, 2018</u> 1. Property, Casualty, Umbrella insurance coverage is in place through Liberty Mutual (July 1, 2019-June 30, 2020) 2. Equipment breakdown insurance coverage is in place through Hartford Steam Boiler Inspection & Insurance Co. (July 1, 2019-June 30, 2020) 3. Automobile insurance coverage is in place through Liberty Mutual (July 1, 2019-June 30, 2020) 4. Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) 5. School Leaders Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) 6. Crime coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) 7. Inland Marine coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) 8. Data Security coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) 9. Network Security and Privacy coverages are in place through Beazley Insurance Co. (July 1, 2019-June 30, 2020) 10. Volunteer Accident coverage is in place through HSR, Inc (July 1, 2019-June 30, 2020) 11. International General Liability coverages are in place through AIG (July 1, 2019-June 30, 2020) 12. Drone Liability coverage is in place through Global (July 1, 2019-June 30, 2020) 13. Workers’ Compensation coverage is in place through SFM (July 1, 2019-June 30, 2020)	

<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.3 Furthermore, the Superintendent shall not: Subject facilities and equipment to improper wear and tear or insufficient maintenance.	
<u>Operational Interpretation:</u> I interpret this to mean all facility reviews and maintenance plans are in place for all school district buildings and grounds. The School Board is informed about the financial resources needed to implement the plans and that school budgets reflect the identified facility needs (within fiscal limitations).	
<u>Justification:</u> 1. Proactive maintenance plans explicitly stated facility needs with associated costs, and appropriate budgets are essential to ensure school district assets are protected. 2. Facilities and equipment such as computers, school buses, boilers, air handling units, coolers and freezers, dishwashers, serving lines and ovens routinely exceed their expected useful life due to the following procedures, training and asset handling requirements: a. Maintenance staff, technology staff, food service staff and school bus mechanics keep detailed records of maintenance schedules for all equipment b. All staff is trained on the use of equipment that they operate and hold appropriate licensure or certification where required c. Access to facilities and equipment is limited through security, either human or electronic, at all times. The proper authorities and key staff are notified in the case of breach of this security	
<u>Measurement Plan:</u> Short and long-term maintenance plans are in place for each district facility. The School Board receives facilities progress reports as needed or desired throughout the year. Budgets include funds for maintenance and equipment needs as determined in district plans within available resources. Finally, the Superintendent approves expenditures from building contingency funds as needed.	
<u>Evidence:</u> Plans as identified in the justification are in place along with a budget to support them.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	

2.7.4 Furthermore, the Superintendent shall not: Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.	
<u>Operational Interpretation:</u> The District encourages maximum use of school facilities and equipment for community purposes that do not interfere with use for school purposes. The District expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.	
<u>Justification:</u> District Policy 902 Use of School District Facilities and Equipment puts forth the processes related to the public use of school facilities and equipment.	
<u>Measurement Plan:</u> Compliance shall be evidenced by the appropriate application of District Policy 902.	
<u>Evidence:</u> Eden Prairie Community Education served approximately 28,801 community members during fiscal year 2020. The Eden Prairie High School Student Activities Department rented its facilities (performing arts center, bubble, activity center, gyms, private instructor rooms, music areas, fields, and tennis courts) for 8,016 events during fiscal year 2020. Information regarding the procedures in place for community use of District facilities can be found at: http://comed.edenpr.org/facility_use	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.5 Furthermore, the Superintendent shall not: Unnecessarily expose the organization, its School Board, or its staff to claims of liability.	
<u>Operational Interpretation:</u> I interpret this to mean the actions of the school board, the superintendent's behavior, and the behavior of all district employees will be governed by state and federal law.	

<u>Justification:</u> The best way to preserve the legal liability of the school district is to ensure policies and procedures are current, the School Board and Staff are aware and understand the policies and procedures, and that required trainings (Federal and State) occur annually. A deliberate provision for staff awareness of legal responsibilities and professional behavior is essential.	
<u>Measurement Plan:</u> Commercial General Liability, Umbrella Excess Liability and School Leader's Errors & Omissions and Crime coverages are in place to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Employee Benefits Liability and Sexual Abuse, School Leader's Professional, Director's and Officer's Liability, and Employment Practices Liability. In addition, we provide opportunities for training to staff and Board members on Federal and State laws annually as required. Written policies indicating appropriate procedures for various activities within the district are in place and available on our web site and in the central office.	
<u>Evidence:</u> Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) School Leader's Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) Crime coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.6 Furthermore, the Superintendent shall not: Endanger the organization's public image, its credibility, or its ability to accomplish ends.	
<u>Operational Interpretation:</u> I interpret this to mean the Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.	

<u>Justification:</u> 1. The school district's image, credibility, and ability to accomplish its Ends must be protected at all times. A deliberate provision and attention to maintaining a current, purposeful, legal, and ethical financial system significantly improves the district's ability to achieve its Ends and maintain the support of its community. 2. Superintendents are not only subject to rules and regulations related to the operation of a school district, but also to the Minnesota Code of Ethics for School Administrators (MN Rule 3512.5200).	
<u>Measurement Plan:</u> 1. This policy shall be measured by the presence (or lack thereof) of any formal complaints found to be factual by the School Board, their designee, or the Board of School Administrators that the public image, credibility, or ability to accomplish our Ends has been endangered. 2. Other evidence to support compliance with this policy include the acceptance of related Executive Limitation monitoring reports determined to be in compliance by the School Board.	
<u>Evidence:</u> 1. There were no formal complaints made to the School Board or Board of School Administrators regarding public image violations or violations against the rules and regulations set forth by the Minnesota Code of Ethics for School Administrators. 2. All Executive Limitation monitoring reports regarding public image and credibility were accepted as in compliance.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.7 Furthermore, the Superintendent shall not: Allow uninsured personnel access to material amounts of funds.	
<u>Operational Interpretation:</u> I interpret this to mean that adequate internal controls and insurance coverages are in place to limit the District's exposure and risk of loss.	
<u>Justification:</u> Insurance coverage is essential to protect the overall integrity of the financial system. Insurance ensures that fraud, negligence, or theft by an employee will have a limited impact on the school district. Proper internal controls are essential to limit the district's exposure to loss through fraud or error.	

<u>Measurement Plan:</u> 1. The School District develops, publishes, enforces, and reviews annually internal controls regarding access to funds. 2. The external auditors annually review the system of internal controls, conduct a system walk-through and report any exceptions. 3. Employee Theft and Dishonesty/Crime policies are in place to insure against: Employee Theft Per Loss (also includes Public Employees Faithful Performance); Depositor's Forgery/Alteration; Theft, Disappearance & Destruction (Money, Securities & Other Property – including Robbery & Safe Burglary; and Computer Funds & Transfer Fraud.	
<u>Evidence:</u> 1. The District Business Office conducted its formal internal control annual review and trained Business Office employees regarding the District's regulations regarding access and handling of district funds in June 2019. a. The internal control procedures revealed no exceptions during fiscal year 2020. b. Each site petty cash and safe is randomly audited annually by business office staff. c. All cash deposits must be accompanied by a written cash receipt. Cash receipt backup retained at the site is randomly audited by business office staff. d. The use of the online payment systems, Feepay, Campus and USAePay will reduce the amount of cash transactions throughout the district, especially in student activities and food service. 2. The fiscal year 2020 financial audit required by state statute will be presented on or about November 23, 2020. The audit report includes a section on "Internal Controls" that would indicate concerns with the District's internal processes and controls during the prior fiscal year. 3. The fiscal year 2019 Audit indicated no internal control deficiencies regarding uninsured personnel access to material amounts of funds.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.8 Furthermore, the Superintendent shall not: Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.	
<u>Operational Interpretation:</u> I interpret this to mean the District audit and financial statements must be based on Generally Accepted Government Auditing Standards, the federal Single Audit Act, and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor in reference to the school district's financial resources.	

<u>Justification:</u> School districts are required to have an annual independent financial audit, to submit audited financial data to the Minnesota Department of Education (MDE) electronically, and to submit all required components of the audit report to MDE and to the Office of the State Auditor.	
<u>Measurement Plan:</u> The Annual Audit Report that routinely tests the district's financial processes and practices. Non-compliance would be reflected by "findings" published in the Annual Audit Report to the Board of Education.	
<u>Evidence:</u> The School Board approved the fiscal year 2019 audit on November 25, 2019 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December 2019. The fiscal year 2019 Annual Audit revealed one legal compliance findings and two internal control findings over compliance. A corrective action plan was put in place to address the findings.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.9 Furthermore, the Superintendent shall not: Compromise the independence of the School Board's audit or other external monitoring or advice.	
<u>Operational Interpretation:</u> I interpret this to mean I will not interfere with the external auditing process and not utilize auditing personnel for other financial business. I will ensure the annual audit takes place in a timely manner.	
<u>Justification:</u> The external audit is, in its purest form, a report card on the overall functioning of the school district. As such, the Superintendent and Executive Director of Business Services should cooperate (and not disrupt) the audit process to all possible extent. As a primary safeguard to maintaining fiscal integrity, the external audit should remain as neutral to the administration and operations of the district as possible.	
<u>Measurement Plan:</u> Per State Statute, the School Board appoints an external auditor to conduct all external audits. Audits are conducted at the beginning of each fiscal year, and must be completed by the School Board prior to December 31. As a part of the process, the School Board meets with the external auditor to review the audited statements and to report its findings.	

<u>Evidence:</u> The School Board approved the fiscal year 2019 audit on November 25, 2019 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December 2019.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.10 Furthermore, the Superintendent shall not: Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.	
<u>Operational Interpretation:</u> 1. I interpret <i>school</i> as: a. The legal definition of <i>school</i> per Minnesota Statute 120A.05, b. I further interpret <i>school</i> to be the "real property" consisting of any one of the eight (8) current <i>school</i> buildings and Lower Campus. 2. The phrase <i>principal educational purpose</i> is interpreted as the standard course of academic programs implemented to meet the standards established by the Minnesota Commissioner of Education (MN Statute 120A.05). 3. I interpret <i>substantially change the principal purpose of a school</i> to mean: a. Alter the primary use of one of the District's elementary, middle or secondary schools per the legal definition of a <i>school</i> (MN Statute 120A.05). b. Significantly alter the physical space <u>and</u> primary use of a specially designated or designed space of a <i>school</i> (i.e. gym, swimming pool, media center, etc.). c. To demolish, reconfigure, or remodel in order to create a new use at a cost in excess of \$100,000 at one site. 4. I interpret <i>by closing or repurposing it</i> to mean: a. <i>Closing</i> is eliminating the use of a District <i>school</i> building for any District purpose. b. <i>Repurposing</i> is: i. Creating a District "<i>Destination School</i>" ii. Using a District <i>school</i> building for a purpose not associated with a school. 5. I interpret <i>by consolidating or combining it with another school</i> to mean: a. The action of moving one <i>school</i> into another <i>school's</i> building, and eliminating one of the <i>schools</i> affected, or; b. Moving one <i>school</i> into another school's building and changing the principal educational purpose of individual <i>schools</i>. 6. I interpret <i>board approval</i> as an affirmative majority vote by a quorum of the School Board on a recommendation provided by the Superintendent or his/her designee.	

Justification:

1. The legal definition of *school* was used to delineate those structures from other District real properties.
2. Minnesota Statute 120A.05 defines the *principal educational purpose* of school sites:
 - a. **Subd. 9.Elementary school.** "Elementary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in prekindergarten through grade 6 or any portion thereof, and staff meeting the standards established by the commissioner.
 - b. **Subd. 11.Middle school.** "Middle school" means any school other than a secondary school giving an approved course of study in a minimum of two consecutive grades above 4th but below 10th with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of education.
 - c. **Subd. 13.Secondary school.** "Secondary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof, and staff meeting the standards established by the commissioner of education.

(Note: the Education Center in Eden Prairie is not included in this definition, as the District does not own real property at that site.)

3. The definition of "Real Property" was used to differentiate it from other types of property owned by the district
 - a. "Real Property" is defined as "A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which cannot be removed without substantial damage to itself or to the building or structure." (MN Statute 272.03.b.)

(Note: the Education Center in Eden Prairie is not included in this definition, as we do not own real property at that site.)

4. *Closing or Repurposing*
 - a. It is not uncommon for individual rooms in a facility to provide several functions as needs arise and priorities change over a period of time while the *school* as a whole retains its *principal educational purpose*. Most often, the *repurposing* of usable space does not require substantial changes to the physical structure.
 - b. This interpretation does not limit Administration from managing its *schools* to produce the desired ends. It does limit the administration from *substantially changing* to a *school* in a manner that would:
 - i. Physically alter a "specially designated or designed space" for a new use.
 - ii. Require contracts over \$100,000 for repurposing classroom or specialized space at a single *school* to be approved by the School Board per MN Statute 123B.52 and MN Statute 471.345, Subd. 3.
5. *"Destination School"*
 - a. Meets the legal definition of a *school* and provides the standard academic program and standards as established by the Minnesota Commissioner of Education *in an alternative, enhanced, or specialized learning environment*.
 - b. Is open to enroll eligible students regardless of their home location within the School District

c. Provides a specialized academic focus in <i>an alternative, enhanced, or specialized learning environment</i> that may include, but is not limited to: language immersion, technology, environmental studies, fine arts, online, STEM, etc. i. Programs such as Level III Gifted Services, Special Education Low Incidence and Center-Based programs, and English Language Learners are not <i>destination schools</i>. ii. Eagle Heights Spanish Immersion School is a <i>destination school</i> per this interpretation. iii. The Level IV Gifted and Talented programming would be considered a <i>destination school</i> at such point as it encompasses multiple grade levels at one or more <i>school sites</i>. 6. Board Approval a. School Board voting rules are self-explanatory and legally required to do the business of the school district This interpretation has the expectation that the Superintendent will undertake a process that provides adequate background information, opportunities for discussion, and culminates with a specific recommendation for Board action.	
<u>Measurement Plan:</u> The Superintendent shall be found to be in compliance with this policy when: 1. The district's <i>school sites</i> retain their "principal" educational purpose, 2. The district's <i>school sites</i> are not repurposed, consolidated or combined with another school without Board approval.	
<u>Evidence:</u> No spaces were changed during the reporting period, except where legally required by the Governor's executive order and not under the control of the superintendent.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.11 Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.	
<u>Operational Interpretation:</u> The Eden Prairie School Board is responsible for permanently naming facilities, which includes buildings, rooms, internal spaces, streets, landscape materials and associated exterior furnishings, courts, athletic fields, open spaces, forests, and all other areas owned, operated, or controlled by the Eden Prairie School District. Eden Prairie School District may name facilities according to provisions established by statute. The School Board may elect to name facilities in recognition of individuals who have attained achievements of extraordinary and lasting	

distinction or enter into authorized agreements and contracts to lease naming rights for school facilities or enter into an agreement with a sponsoring agent in order to generate alternative sources of revenue to be used according to a plan specified by the School Board.	
<u>Justification:</u> Board authority, established in statute, permits the Board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by the Eden Prairie School District.	
<u>Measurement Plan:</u> Compliance with this policy shall be evidenced via the Board naming all permanent facilities owned or leased by the District.	
<u>Evidence:</u> The Eden Prairie High School brought forward a space to rename as the South Commons Collab. The School Board approved this name on September 23, 2019. On June 22, 2020, the School Board approved renaming the EPHS School Store to The Nest - Home of the Eagles. No other spaces formally changed names during FY 2019-20.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
2.7.12 Furthermore, the Superintendent shall not: Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.	
<u>Operational Interpretation:</u> 1. An “educational program” is defined as “a set of learning activities with a specific goal.” In the context of a school district, an educational program is interpreted as a set of courses leading to acquisition or mastery of a set of identified competencies. 2. The core of this policy [The Superintendent shall not] “Eliminate any non-state required programs...without board approval” is self-explanatory. I interpret this policy to mean that Administration must seek approval via official vote of the School Board to discontinue any educational program at any level that is not required by Minnesota statute. a. The State of Minnesota requires the following of all of its high school graduates: i. 4 credits of language arts ii. 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its	

equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade. iii. 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.) iv. 3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics. v. 1 credit in the arts vi. 7 elective credits b. In grades K-8 school districts are required to put state academic standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. (Source: MDE) Therefore, specific elective courses and programs are not required at these levels, but the standards embedded in those courses and programs are required to be delivered in some form to students. 3. The phrase “adversely affect our reputation and/or diminish educational opportunities” is subjective in nature. Therefore, the discussion regarding “value” becomes a consideration for the School Board rather than one for the Superintendent in the decision-making process.	
<u>Justification:</u> The parents and owners of Eden Prairie schools value the broad-based educational program offered by the District.	
<u>Measurement Plan:</u> Compliance shall be evidenced by adherence to the intent and direction of this policy.	
<u>Evidence:</u> No programs were eliminated during the reporting period.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
School Board member’s summarizing comments:	



Eden Prairie Schools Ends Monitoring 2019-2020

Ends Policy 1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school."

Ends Policy 1.1.1	Each student is reading at grade level by the end of third grade.
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

Ends Policy 1.1.2	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."

Ends Policy 1.1.3	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements
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Date of Operational Interpretation Monitoring: May 18, 2020

Date of Evidence Monitoring: October 26, 2020

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

Certification of the Superintendent: *I certify this report to be accurate.*

Signed 
Dr. Josh Swanson, Superintendent

October 13, 2020



Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Monitoring Timeline:

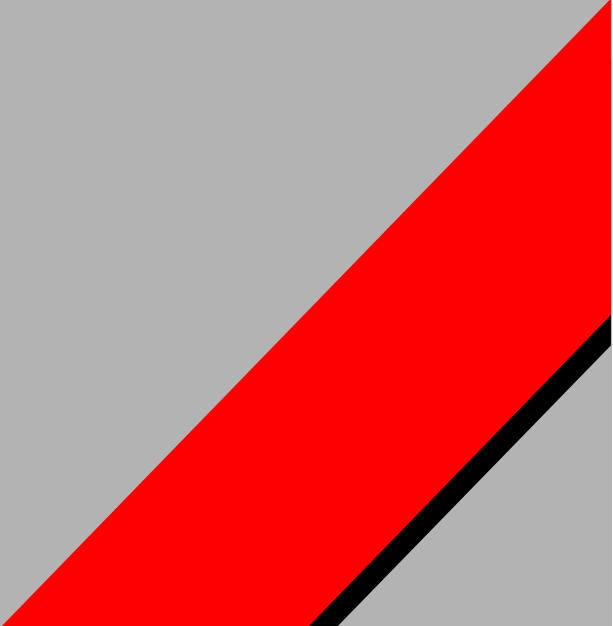
July 2019 to June 2020

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Revised OI: May 4, 2020

Evidence: October 2020



1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school.

Operational Interpretation:

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not exist between racial and service student groups.
2. I interpret a graduate to be a student who has met all of the requirements within District Policy 613.
3. I interpret *academically prepared to progress to multiple opportunities after high school* as each student who met the Eden Prairie District graduation requirement will demonstrate post-secondary success as measured by persistence and completion of post-secondary programming.

Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "each" learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, service group defined by the Minnesota Department of Education (MDE).

District Policy 613 defines graduation requirements.

The MN department of Education supports a 4 to 7-year graduation rate. This allows for the measurement to be inclusive of students who need additional time to complete district graduation requirements. Minnesota has developed the Minnesota Statewide Longitudinal Education Data System (SLEDS) matching student data from pre-kindergarten through completion of post-secondary education. SLEDS data is used to measure Eden Prairie Schools programs and instructional delivery methods for continuous improvement.

Eden Prairie Schools has identified measures that are designed to predict success of a student's K-12 career and college and career readiness. ACT assessment measures the academic preparation of students to progress to multiple opportunities after high school. The research behind the ACT assessment ensures the assessments and the ACT College and Career Readiness Standards constitute sufficient and up-to-date preparation for post-secondary education and workforce training.

The ACT College and Career Readiness Standards have two research-based components:

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.

2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

On the ACT, the Benchmarks scores represent a minimum score required for students to have a high probability of success in credit-bearing, entry-level college courses in that subject area level.

Citations: www.act.org ; https://nces.ed.gov/npec/pdf/kuh_team_report.pdf ; MN SLEDs - <http://sleds.mn.gov/#>

Measurement Plan:

Percentage of students meeting ACT benchmarks indicating on track status to be College and Career Ready as measured by ACT at grade 11.

1.1a: Demonstration of exceeding minimum ACT benchmarks:

- Target for 2019-2020: 73% of 11th grade students will score at or above ACT Composite Score of 21.
- Target for 2019-2020: The percentage of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science will increase by 2%.

1.1b: 4-Year and 7-Year District Graduation Rate

- Target for 2019-2020: 93% 4-year graduation rate
- Target for 2019-2020: 97% 7-year graduation rate
- Graduation breakdown for all students

1.1c: 4-Year District Graduation Rate by Demographic Group

- 4-year graduation rate by demographic group

1.1d: Post-Secondary Metrics from State Longitudinal Education Data System (SLEDs)

- Percentage of HS Graduates Enrolling in College - Target for 2019-2020: 90% enrolled
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year - Target for 2019-2020: 95% enrolled
- 4-Year College Completion - Target for 2019-2020: 48% HS graduates will complete a degree or certificate within 4 years
- 6-Year College Completion - Target for 2019-2020: 71% HS graduates will complete a degree or certificate within 6 years

Evidence:

Table 1.1a: Demonstration of exceeding minimum ACT benchmarks for 11th grade students

11th Grade ACT Scores	2016-2017	2017-2018	2018-2019	2019-2020
English (≥18)	76.6%	77.2%	73.6%	69.4%
Math (≥22)	64.6%	66.2%	60.4%	56.5%
Reading (≥22)	65.8%	63.5%	62.9%	60.1%
Science (≥23)	58.9%	61.1%	56.8%	54.3%
Composite (≥21)	71.1%	72.0%	66.9%	63.7%

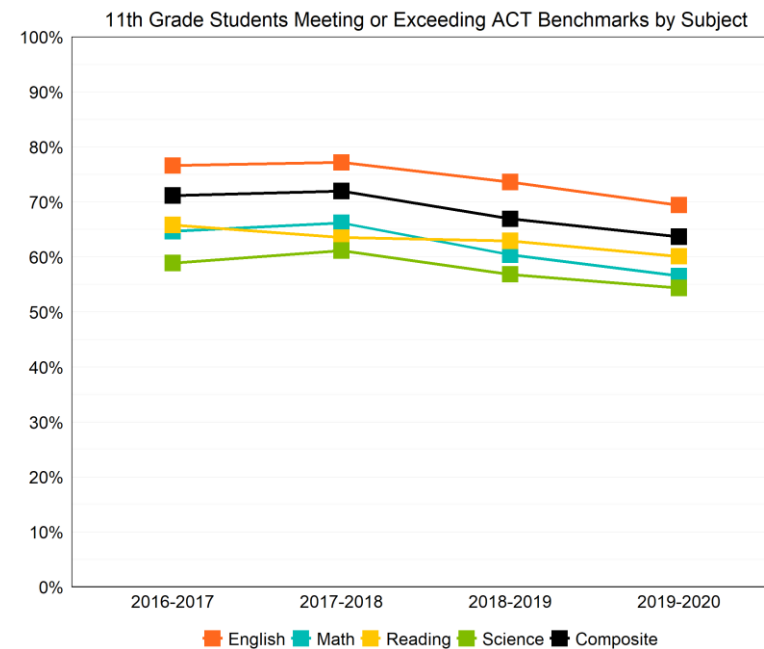
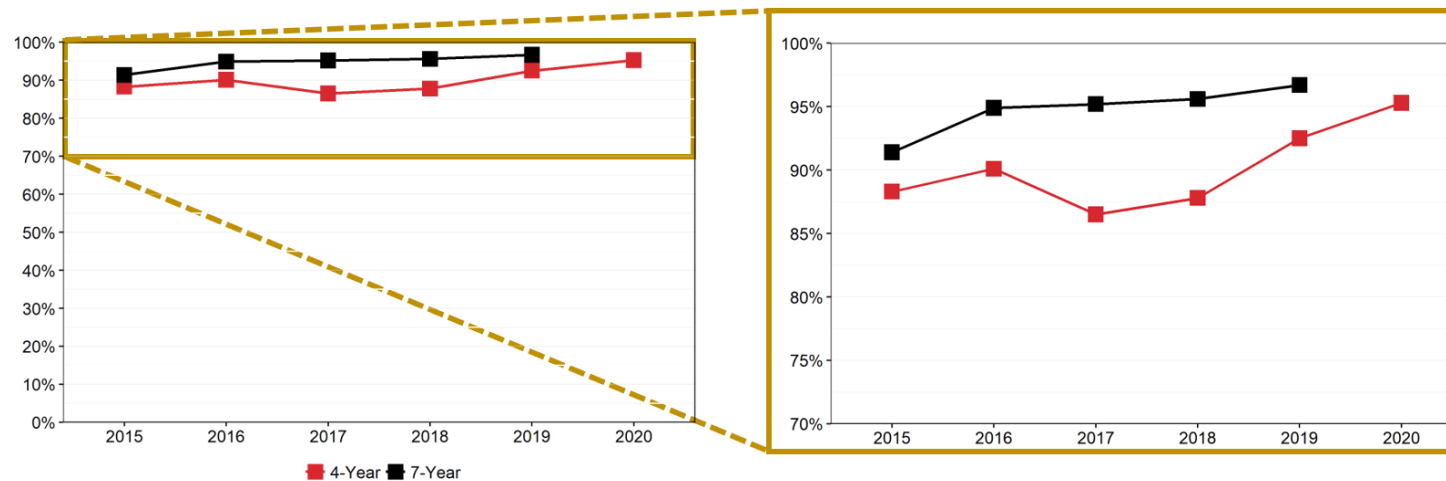


Table 1.1b: 4-year and 7-year graduation rate overall

Overall Graduation Rate	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Preliminary 2019-2020*
4-Year	88.3%	90.1%	86.5%	87.8%	92.5%	95.3% Target Met
7-Year	91.4%	94.9%	95.2%	95.6%	96.7%	†

*2019-2020 4-year graduation rate is preliminary. †We do not estimate a preliminary 7-year graduation rate.

4-Year and 7-Year Graduation Rates



2019-2020 Graduation Breakdown (preliminary)

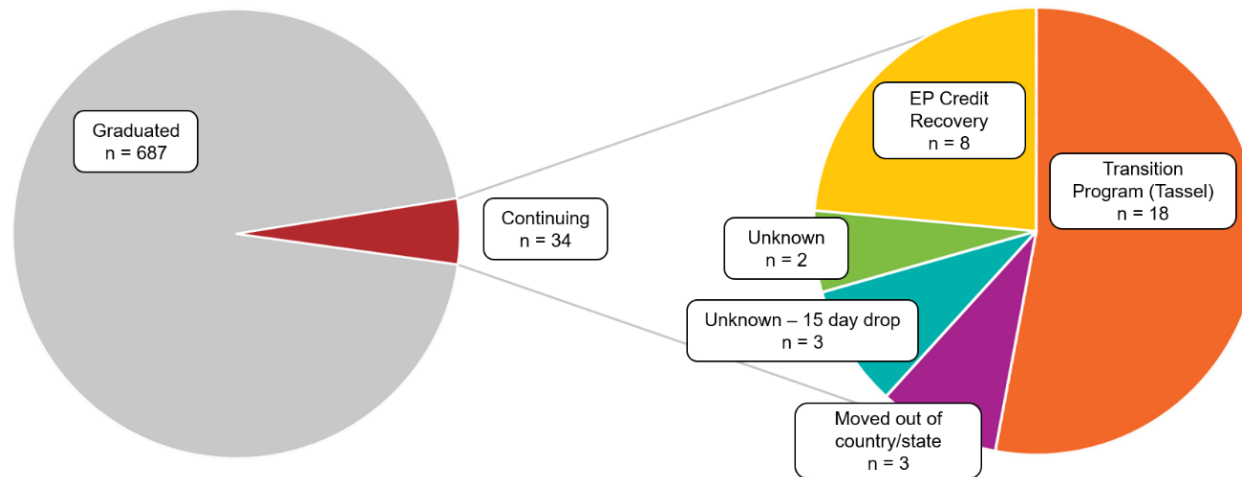


Table 1.1c: 4-year graduation rate by demographic group

Demographic Group	2017-2018	2018-2019	Preliminary 2019-2020
American Indian or Alaska Native	N/A†	N/A†	N/A†
Asian	91.4%	95.8%	99.0%
Black or African American	73.0%	79.1%	86.5%
Hispanic/Latino	72.1%	92.7%	84.8%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†
Two or more races	82.8%	87.0%	97.0%
White	91.4%	94.5%	97.5%
EL	41.7%	71.8%	59.3%
SPED	58.5%	72.4%	65.7%
FRP	71.2%	80.3%	85.4%
Overall	87.8%	92.5%	95.3%

†Fewer than 10 students in this demographic group.

Table 1.1d: Post-secondary metrics

	HS Graduation Year		
	15-16	16-17	17-18
Percent of HS Graduates Enrolling in College – Fall	88%	86%	86%
	14-15	15-16	16-17
Percent of HS Graduates Starting College and Persisting or Graduating as of 2 nd Academic Year	94%	94%	93%
	12-13	13-14	14-15
4-Year College Completion Target	47%	48%	53%
	11-12	12-13	13-14
6-Year College Completion Target	71%	71%	†

† Not yet reported by MDE.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1, "Each student graduates and is academically prepared to progress to multiple opportunities after high school."

Board Member's Summarizing Comments

1.1.1 Each student is reading at grade level by the end of third grade.

Operational Interpretation:

1. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
2. I interpret 3rd grade reading proficiency as grade level performance in 2 out of 3 aligned assessment tools.

Justification:

Grade level reading proficiency can be identified by multiple assessment tools. Sound research and measurement practices recommend the triangulation of data for each student to identify proficiency. One measure should not determine proficiency or mastery of district and state expectations. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. The MN K-12 Academic Standards in English Language Arts define the proficiency requirement for reading, writing, speaking, viewing, listening, media literacy, and language standards for all school districts in the state.

Three tools will be used at the third-grade level to measure reading proficiency for each student.

1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student. The percentage of students proficient as identified by race, socio-economic, and student service groups.

Measurement Plan:

1.1.1: Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade

1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading benchmark ≥ 517
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R benchmark > 151

Target: 78% of the students are proficient in 2019-2020.

Evidence:

1.1.1: Proficient students have met the standards in two out of the three assessments* by the end of 3rd grade.

Meets Two of Three Criteria**	2019-2020
American Indian or Alaska Native	N/A†
Asian	84.9%
Black or African American	61.7%
Hispanic/Latino	55.8%
Native Hawaiian or Other Pacific Islander	N/A†
Two or more races	72.5%
White	84.8%
Overall	78.5% Target Met

*Percentage calculated from number of students who took the assessment, not the total number of students enrolled. Term 1 and winter 2019-2020 data used due to Covid-19.

**To be included in this calculation, the student had to have taken at least two of the three assessments.

†Fewer than 10 students in this demographic group.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: (enter rating and reasoning when appropriate)

Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

Board Member's Summarizing Comments

1.1.2 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Operational Interpretation:

I interpret *district growth expectations* to be at least a year's growth in a year's time for each student at or above grade level and accelerated growth for students below grade level. I interpret not limited to include Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education.

I interpret *proficiency expectations annually in, but not limited to Language Arts, Math and Science*, for each student identified at or above proficiency as measured by content area assessments in English Language Arts, Math and Science.

Justification:

In Eden Prairie, we know that each student possesses strong skills in English language arts, math, and science to excel in all other academic areas. It is our goal that all students will perform at or above grade level in each of the content areas. Measuring the individual growth of each learner is as important as determining proficiency in English Language Arts, Math, and Science.

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 75th percentile) growth they can work to attain grade level expectations.

Eden Prairie Schools believes in a balanced assessment system which includes a body of evidence to support:

- data informed instruction and learning
- continuous improvement
- data driven programing and practices

The aReading assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. It is also cross-validated with the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6. earlyReading is the equivalent assessment for developing readers and is used in grades K and 1. These measures are useful to predict performance on high-stakes assessments (e.g., state tests). aReading is designed for Universal Screening to identify students at risk for academic gaps and personalized instruction for each student.

The aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten,

numbers and operations, measurement and data, and geometry in grades 2-6 universal and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

Inside other curriculum such as Social Studies, World Language, Technology, Business, Fine or Applied Arts, Health and Physical Education students are measured in grades 7-12 through locally developed assessments to indicate proficiency levels met through a grade-based system.

Measurement Plan:

1.1.2a: Most Recent Standard Report Card Grade Signifies Grade-Level Proficiency

- Reading Target for 2019-2020: 76% of grades 3-12 students will be at or above proficiency
- Math Target for 2019-2020: 73% of grades 3-12 students will be at or above proficiency
- Science Target for 2019-2020: 67% grades 3-12 of students will be at or above proficiency

The level of mastery described by EPS report card grades aligns to the state standards of that subject, and we use proficiency sales to align our grading practices and assessments. In grades 3-5, report cards use proficiency scales (Beginning, Developing, Proficient / On-Track), whereas grades 6-12 report cards use letter grades (Proficient = A, B, C; Not Proficient = D, F).

1.1.2b: K-6 Fall-to-Spring Growth

- Reading Target for 2019-2020: The percentage of students below grade level in Reading achieving aggressive growth* will increase by 2%.
- Math Target for 2019-2020: The percentage of students below grade level in Math achieving aggressive growth* will increase by 2%.

*Aggressive growth is > 75th growth percentile

1.1.2c: Student Achievement in Other Curriculum Areas in Grades 7-12

- Social Studies Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- World Language Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Technology Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Business Education Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
 - Not applicable for grades 7-8
- Fine or Applied Arts Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
 - Includes music and art courses
- Health Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Physical Education Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.

Evidence:

1.1.2a: Grade-Level Proficiency Assessed by Subject-Specific Report Card Grades

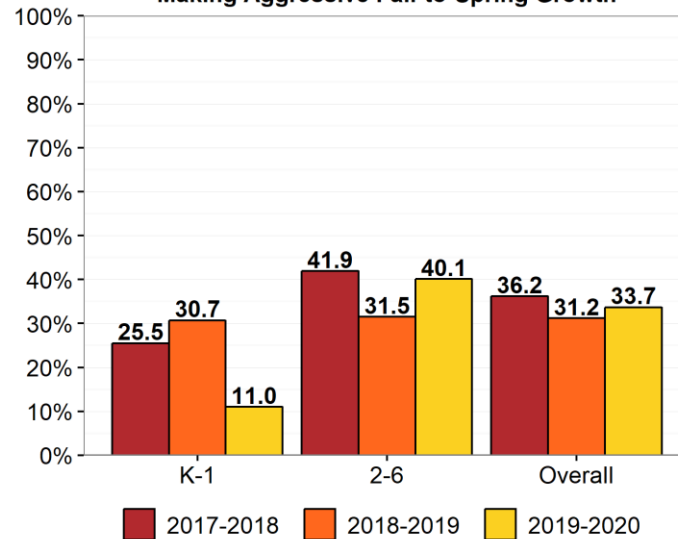
Grade	Reading	Math	Science
3*	74.6%	64.8%	92.9%
4*	74.8%	50.4%	94.4%
5*	72.8%	66.9%	81.4%
6	79.8%	76.2%	80.7%
7	88.4%	75.0%	79.2%
8	89.4%	85.4%	77.8%
9	78.4%	82.1%	80.4%
10	85.3%	78.2%	85.9%
11	90.7%	85.5%	83.7%
12	76.8%	86.3%	85.7%
Overall	80.6% Target Met	73.7% Target Met	83.8% Target Met

*Grades 3-5 report cards use proficiency scales (Beginning, Developing, Proficient / On-Track) whereas grades 6-12 report cards use letter grades.

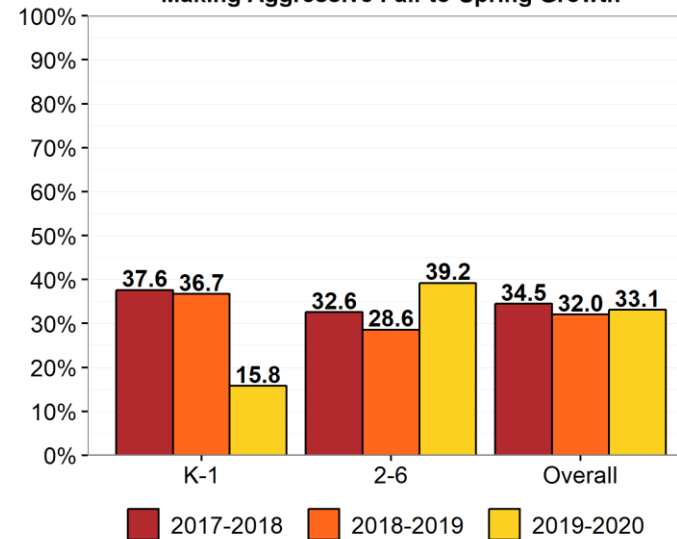
1.1.2b: Fall-to-Spring Growth by Grade Band and Overall

Grades	Math			Reading		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
K-1	25.5%	30.7%	11.2%	37.6%	36.7%	15.8%
2-6	41.9%	31.5%	40.1%	32.6%	28.6%	39.2%
Overall	36.2%	31.2%	33.7% Target Met	34.5%	32.0%	33.1% Target Not Met

Math - Students Below Grade Level
Making Aggressive Fall-to-Spring Growth



Reading - Students Below Grade Level
Making Aggressive Fall-to-Spring Growth



1.1.2b: Fall-to-Spring Growth by Demographic Group

Demographic Group	Math			Reading		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Asian	46.9%	41.7%	40.7%	30.4%	37.8%	43.9%
Black or African American	33.3%	26.6%	33.7%	29.4%	29.4%	27.0%
Hispanic/Latino	27.7%	30.1%	33.3%	26.0%	28.0%	33.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	30.7%	31.9%	34.7%	32.9%	37.5%	31.6%
White	39.8%	32.9%	32.1%	40.8%	32.7%	36.0%
EL	31.0%	28.0%	34.2%	27.2%	29.0%	30.5%
FRP	35.2%	25.5%	30.5%	31.8%	28.5%	26.5%
SPED	29.4%	29.6%	29.6%	27.8%	19.3%	30.4%
Overall	36.2%	31.2%	33.7%	34.5%	32.0%	33.1%

†Fewer than 10 students in this demographic group.

1.1.2c: Student Achievement in Other Curriculum Areas in Grades 7-12

Subject Area	Grades 7-8			Grades 9-12		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Geography/Social Studies	92.3%	92.0%	97.3%	92.2%	93.3%	96.1%
World Language	86.4%	85.1%	96.2%	95.7%	95.4%	98.8%
Technology (Tech Ed and Industrial Tech)	96.4%	90.1%	97.2%	92.5%	93.2%	97.3%
Business Education	N/A†	N/A†	N/A†	97.0%	97.1%	99.6%
Fine or Applied Arts	98.5%	98.5%	98.4%	94.7%	96.9%	99.2%
Health	92.9%	93.8%	98.1%	93.4%	93.1%	97.4%
Physical Education	99.8%	98.6%	99.9%	96.8%	96.2%	98.8%
Overall	93.4%	92.3%	97.7%	94.4%	94.9%	98.1%

†Fewer than 10 students in this demographic group.

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Dates does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."

Board Member's Summarizing Comments

1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

Operational Interpretation:

1. I interpret *broad-based education* as:
 - a. Authentic learning experiences within the educational program preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
2. I interpret *exceeds* as to go beyond state expectations.
3. I interpret *Minnesota State Graduation Requirements* as the three requirements of the State of Minnesota:
 - a. Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.
 - b. Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
 - c. Meet graduation assessment requirements.

Justification:

Developing a broad-based education requires extensive study, practice, and thinking in the area of math and English Language Arts. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. We also know that broad based educational opportunities allow students to discover their passions and interests, leading to continuous learning. Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include College in the Schools (CIS), Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement, and Career and Technical Education (CTE) courses. Research shows that pre-college experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

Measurement Plan:

Demonstration of exceeding minimum graduation requirements:

1.1.3a: Post-Secondary Options - Dual Enrollment

- Students who are eligible for Post-Secondary Options
- Students who are enrolled and successfully completing PSEO/CIS course work

1.1.3b: Students enrolled in rigorous coursework

- Students enrolled in at least one AP course
- Scores 3 or higher on AP exams

1.1.3c: Students enrolled and successfully completing Advanced course offerings

- Advanced course offerings include advanced and honors courses
- Courses include World Languages, Career & Tech Ed, Math

1.1.3d: Graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements

Evidence:

1.1.3a: Post-Secondary Options - Dual Enrollment

	2017-2018	2018-2019	2019-2020
Students who are eligible for Post-Secondary Options	79.0%	81.3%	84.0%
Students who are enrolled and successfully completing PSEO course work	93.7%	88.4%	95.4%
Students who are enrolled and successfully completing CIS course work	97.8%	100.0%	99.3%

1.1.3b: Students enrolled in rigorous coursework

	2017-2018	2018-2019	2019-2020
Students enrolled in at least one AP class	33.7%	29.2%	31.5%
AP exam scores of 3 or higher	80.1%	79.0%	75.6%

1.1.3c: Students enrolled and successfully completing Advanced course offerings

	2017-2018	2018-2019	2019-2020
Students enrolled and successfully completed advanced courses	52.7%	56.3%	57.2%
... in World Languages	58.2%	59.3%	59.3%
... in Career & Tech Ed	15.9%	15.8%	15.0%
... in Math	27.4%	26.8%	28.6%

1.1.3d: Graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements

	2017-2018	2018-2019	2019-2020
Graduating students who earned greater than 54 credits	86.9%	87.9%	86.6%

Policy Monitoring FOR BOARD USE ONLY

- OI is/is not reasonable
- Data does/does not provide adequate evidence of compliance. ***Include specific evidence for rating conclusion and recommendations.***

Board member name: *(enter rating and reasoning when appropriate)*

Statement of Assertion: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3 “Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.”

Board Member’s Summarizing Comments

Inspiring News School Board Column – Spring 2021 – First Draft

As we approach the end of this school year, the School Board is reflecting on the past year. We would like to express our profound gratitude, to the staff, students and families in our district for their tremendous creativity, resilience, and persistence, and for the care they have shown for each other.

The School Board wants to recognize and celebrate the courageous and extraordinary efforts undertaken by teachers, staff, and leadership to maximize learning opportunities for every student in Eden Prairie during a very challenging time. The ability of our school teams to develop new learning pathways and delivery channels, pivot between learning models, and to show compassion and flexibility has been world-class. In addition, they also continued moving forward to make the plans for the future growth and success of the district a reality. Designing Pathways initiatives such as personalized learning programs, the Central Middle School construction, and new grade configurations are on track for implementation for the next school year.

The efforts on the part of staff, parents, and caregivers have been enormous, but most importantly, our schools have delivered results. Although learning conditions have not been ideal and challenges impeded some of our efforts, Eden Prairie schools have continued to deliver a high-quality education. This is confirmed by steady academic achievement results and continued narrowing of the achievement gap as shown by ongoing assessment data. In a year that was anything but normal, these are extraordinary results! During these final weeks of this school year, please take a moment to recognize a teacher, staff member, or school leader for their dedication and commitment to our children.

We would also like to acknowledge the loss and pain experienced by so many and extend our condolences and support. We are committed to ensuring that staff, students, and families have access to the resources they need to recover, rebound, and move forward.

Last but certainly not least, we would like to thank the entire community for supporting our schools. Because of you, the district had the resources to make the adjustments necessary to continue the important work of educating our kids and supporting our families during these unprecedented times. As a community, we can all be proud of the planning, solutions, and execution by our education teams as they continued to deliver academic excellence.

In the coming months, the School Board will return to meeting with the community in person, as we re-start our listen and learn series. We will use outdoor venues as weather permits and look forward to hosting the community in the new Central Middle School Performing Arts Center in the late fall/winter. As we move forward into the next school year, we look forward to engaging with the community, using what we have learned to emerge stronger, and to being held accountable for delivering results for students. We are truly grateful to be a part of the extraordinary Eden Prairie school district and community.

Summary
Workshop of Eden Prairie School District
ISD 272
<Date>

Topic 1

- Discussion Summary of the entire topic (Bullet points encouraged)
- Action/Next Steps, if any.
(E.g. To discussed in the next workshop/CLC will work on it)
- Conclusion/Decision, if any

Topic 1.1

- Discussion Summary of the sub topic ONLY (Bullet points encouraged)
- Action/Next Steps, if any.
(E.g. To discussed in the next workshop/CLC will work on it)
- Conclusion/Decision, if any

Topic 1.2

- Discussion Summary of the sub topic ONLY (Bullet points encouraged)
- Action/Next Steps, if any.
(E.g. To discussed in the next workshop/CLC will work on it)
- Conclusion/Decision, if any