



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Business Meeting

Monday, October 22, 2018

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 p.m.**

(Roll Call)

Call to Order:

School Board Roll Call

Lauren Crandall, Dave Espe, Elaine Larabee, Holly Link, Adam Seidel, Terri Swartout

2. **Pledge of Allegiance: 6:00 p.m.**

3. **Agenda Review and Approval: 6:05 p.m.**

(Action)

Approval of the agenda for the Monday, October 22, 2018 meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

4. **Approval of Previous Minutes: 6:05 p.m.**

(Action)

Approval of the UNOFFICIAL Minutes from the September 24, 2018 Regular Business Meeting.

Motion _____ Seconded _____

A. September 24, 2018 UNOFFICIAL Minutes

4

5. **Public Comment: 6:05 p.m.**

(Information)

6. **Announcements: 6:10 p.m.**

(Information)

7. **Spotlight on Success: 6:15 p.m.**

(Information)

Forest Hills Students Presenting how "Mindfulness Helps them in their Learning"

8. **Board Work: 6:25 p.m.**

(Action)

A. Required Board Action

1) Resolution Awarding the Sale of Refunding Bonds (Roll Call)

9

1. Lauren Crandall	Yes__ No__	4. Holly Link	Yes__ No__
2. Dave Espe	Yes__ No__	5. Adam Seidel	Yes__ No__
3. Elaine Larabee	Yes__ No__	6. Terri Swartout	Yes__ No__

a. Sale Day Report - Refunding Bonds (Meeting Day Addition)

30

2) Sale of Land - Executive Summary (Roll Call)

51

1. Lauren Crandall	Yes__ No__	4. Holly Link	Yes__ No__
2. Dave Espe	Yes__ No__	5. Adam Seidel	Yes__ No__
3. Elaine Larabee	Yes__ No__	6. Terri Swartout	Yes__ No__

B. Policy Monitoring

1) Ends: 1.1, 1.2, 1.3 Evidence (2017-18) - Executive Summary

52

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

54

Evidence Motion _____ Seconded _____

(1) Ends 1.1.1 - Each student is reading at grade level by the end of third grade.

Evidence Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

	Evidence Motion _____ Seconded _____	
b. Ends 1.2 - Each student has the 21st century skills needed to succeed in the global economy.		83
	Evidence Motion _____ Seconded _____	
c. Ends 1.3 - Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.		90
	Evidence Motion _____ Seconded _____	
2) <u>Executive Limitations (EL)</u>		
a. EL 2.4: Treatment of Staff		99
	OI Motion _____ Seconded _____	
	Evidence Motion _____ Seconded _____	
b. EL 2.8: Compensation and Benefits		109
	OI Motion _____ Seconded _____	
	Evidence Motion _____ Seconded _____	
3) <u>Governance Process (GP)</u>		
a. GP 4.1: Governing Style		113
	Motion _____ Seconded _____	
b. GP 4.2: School Board Job Products		115
	Motion _____ Seconded _____	
c. GP 4.3: Annual Work Plan		117
	Motion _____ Seconded _____	
d. GP 4.9: Governance Investment		118
	Motion _____ Seconded _____	
C. Decision Preparation		
1) Designing Pathways		
a. Q & A Report		120
b. Superintendent's Presentation		135
D. Record of Board Self-Evaluation	(Action)	
1) Record of Board Policy Monitoring - Ends & EL's		147
	Motion _____ Seconded _____	
2) Record of Board Self-Evaluation - Governance Policies		151
	Motion _____ Seconded _____	
9. <u>Superintendent Consent Agenda: 8:30 p.m.</u>	(Action)	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>		
	Motion _____ Seconded _____	
A. Monthly Reports		
1) Resolution of Acceptance of Donations		157
2) Human Resources Report		158
3) Business Services Reports		
a. Board Business		161
b. Expenditure and Revenue Financial Report		163
4) Oak Point/Eagle Heights Elementary School Parking Lot Executive Summary - Reject Bids		164
a. Recommendation Letter from Parking Lot Engineer		165
10. <u>Board Education & Required Reporting: 8:35 p.m.</u>	(Information)	
11. <u>Superintendent's Incidental Information Report: 8:35 p.m.</u>	(Information)	
<i>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)</i>		
A. Enrollment Report		

1) Executive Summary - October 1, 2018 Enrollment	167
2) Capture Rate - Kindergarten	168
3) Enrollment by Grades	169
4) Enrollment History and Projection Totals	170
B. World's Best Workforce Report & Achievement Integration - Summary of Progress Fiscal Year 2017-18	173
12. Board Action on Committee Reports & Minutes: <u>8:55 p.m.</u>	(Information)
A. Board Development Committee (Holly Link, Lauren Crandall,TBD)	
1) BDC Meeting Minutes for October 5, 2018	184
	Motion _____ Seconded _____
B. Community Linkage Committee (Dave Espe, Holly Link, Terri Swartout)	
1) Community Linkage Meeting Minutes for October 18, 2018	185
	Motion _____ Seconded _____
C. Negotiations Committee (Elaine Larabee, Adam Seidel, Lauren Crandall)	
D. Policy Committee (Elaine Larabee, Adam Seidel,TBD)	
13. Other Board Updates (AMSD, WMEP, ISD 287, PTO) <u>9:05 p.m.</u>	(Information)
A. AMSD (Association of Metropolitan Schools) - Holly Link & Terri Swartout	
B. WMEP (West Metro Education Program) - Dave Espe	
C. ISD 287 (Intermediate School District 287)	
14. Board Work Plan: <u>9:10 p.m.</u>	
A. "Proposed" Work Plan Changes Document	(Action)
	Motion _____ Seconded _____
B. 2018-19 Annual Work Plan	187
C. 2018-19 School Board Calendar of Events & Activities	198
15. Adjournment: _____ p.m.	(Action)
MOTION to adjourn the Monday, October 22, 2018 Meeting of the Eden Prairie School Board at _____p.m.	
	Motion _____ Seconded _____

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE SEPTEMBER 24, 2018
SCHOOL BOARD MEETING

A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on the 24th day of 2018 in the Administrative Services Center at 8100 School Road, Eden Prairie, MN.

1. **Call to Order: 6:00 p.m.**

School Board Roll Calls

Present: Lauren Crandall, Dave Espe, Elaine Larabee, Holly Link, Adam Seidel, Terri Swartout

Not Present: Greg Lehman

Present: Superintendent Josh Swanson

2. **Pledge of Allegiance:**

3. **Agenda Review and Approval: MOTION** L. Crandall, **Seconded** by T. Swartout to approve the agenda for the Monday, September 24, 2018 meeting of the School Board of Independent School District 272, Eden Prairie Schools - Passed.

4. **Approval of Previous Minutes: MOTION** by A. Seidel, **Seconded** by T. Swartout to approve the Unofficial Minutes from the August 27, 2018 Regular Business Meeting of the Independent School District 272, Eden Prairie, MN - Passed.

5. **Public Comment:** None to Report

6. **Announcements:** Superintendent Swanson

- *Congratulations* to Eden Prairie High School junior Chloe Skogg who was named to USA Swimming's All-American team.
- *Congratulations* to Eden Prairie High School's Eagle Marching Band on being awarded first place at the Rosemount Marching Band Festival. The band was also awarded the best Drum Major, Drumline, Colorguard, Wind Section and Soloist.
- *Congratulations* to Eight EPHS students who were named National Merit Semifinalists. They are the top one-half of one percent of juniors who took the PSAT last fall.
- *Congratulations* to the Three hundred and nineteen students who were named AP Scholars for the 2018-2019 school year. Results from the 2018 College Board's AP tests show many students at EPHS engaging, and succeeding, in rigorous academic programming. (Thirty-five percent of the class of 2018 left EPHS with at least one score of three or higher on an AP test. Eighty-two percent of the AP exams taken by EPHS students earned college credit.)
- Prairie View Elementary student Kai Schmitt won a blue ribbon at the Minnesota State Fair for a glass mosaic piece he made at the Eden Prairie Art Center.

7. **Board Work:**

A. 2009A Bond Refunding

- 1) Bond Refunding Presale Report

- 2) Resolution Authorizing the Sale of Refunding Bonds:

MOTION by A. Seidel, **Seconded** by H. Link to approve and adopt the "Resolution" presented "for the sale of general obligation alternative facilities refunding bonds, series 2018a; and covenanting and obligating the district to be bound by and to use the provisions of Minnesota Statutes, Section 126c.55 to guarantee the payment of the principal and interest on these bonds".

Yeas: D. Espe, L. Crandall, T. Swartout, E. Larabee, H. Link, A. Seidel

Nays: None

Not Present: G. Lehman

B. Required Board Action

- 1) Approval of Preliminary FY 2019-20 Tax Levy: **MOTION** by H. Link, **Seconded** by A. Seidel to approve the preliminary tax levy at the maximum for taxes payable in 2019 for Independent School District #272, Eden Prairie, MN.

C. Decision Preparation

- 1) Designing Pathways – Presentation by Dr. Shawn Hoffman-Bram, Dr. Stacie Stanley and Jason Mutzenberger

D. Policy Monitoring

1) Executive Limitations (EL)

a. EL 2.3 Treatment of Parents

MOTION by H. Link, **Seconded** by A. Seidel, by exception, the overall Global Constraint of Operation Interpretation (OI) for EL 2.3, as well as the child policies are reasonable – Passed

MOTION by A. Seidel, **Seconded** by D. Espe, by exception, the Evidence supports the Global Constraint and it's child policies of Operation Interpretation of EL 2.3 – Passed

b. EL 2.6 Financial Management & Operations

MOTION by H. Link, **Seconded** by A. Seidel, that the overall Global Constraint of Operation Interpretation (OI) for EL 2.6 is reasonable – *Yeas:* A. Seidel, H. Link, E. Larabee, D. Espe, L. Crandall; *Nays:* T. Swartout – Passed

MOTION by A. Seidel, **Seconded** by H. Link, that the Evidence supports the Global Constraint Operation Interpretation for EL 2.6 – *Yeas:* A. Seidel, H. Link, E. Larabee, D. Espe, L. Crandall; *Nays:* T. Swartout – Passed

EL 2.6.1

MOTION by A. Seidel, H. Link, **Seconded** by H. Link, that the Operation Interpretation (OI) for EL 2.6.1, is reasonable – Passed

MOTION by A. Seidel, **Seconded** by L. Crandall, that the Evidence supports the Operation Interpretation for EL 2.6.1 – *Yeas:* A. Seidel, H. Link, E. Larabee, D. Espe, L. Crandall; *Nays:* T. Swartout – Passed

EL 2.6.2

MOTION by A. Seidel, **Seconded** by H. Link, that the Operation Interpretation (OI) for EL 2.6.2, is reasonable – *Yeas:* A. Seidel, H. Link, E. Larabee, D. Espe, L. Crandall; *Nays:* T. Swartout – Passed

MOTION by A. Seidel, **Seconded** by D. Espe, that the Evidence supports the Operation Interpretation for EL 2.6.2 – *Yeas:* A. Seidel, H. Link, E. Larabee, D. Espe, L. Crandall; *Nays:* T. Swartout – Passed

EL 2.6.3

MOTION by H. Link, **Seconded** by T. Swartout, that the Operation Interpretation (OI) for EL 2.6.3, is reasonable – Passed

MOTION by A. Seidel, **Seconded** by H. Link, that the Evidence supports the Operation Interpretation for EL 2.6.3 – Passed

EL 2.6.4

MOTION by A. Seidel, **Seconded** by T. Swartout, that the Operation Interpretation (OI) for EL 2.6.4, is reasonable – Passed

MOTION by H. Link, **Seconded** by A. Seidel, that the Evidence supports the Operation Interpretation for EL 2.6.4 – Passed

EL 2.6.5

MOTION by A. Seidel, **Seconded** by T. Swartout, that the Operation Interpretation (OI) for EL 2.6.5, is reasonable – Passed

MOTION by H. Link, **Seconded** by D. Espe, that the Evidence supports the Operation Interpretation for EL 2.6.5 –Passed

EL 2.6.6

MOTION by A. Seidel, **Seconded** by T. Swartout, that the Operation Interpretation (OI) for EL 2.6.6, is reasonable – Passed

MOTION by A. Seidel, **Seconded** by L. Crandall, that the Evidence supports the Operation Interpretation for EL 2.6.6 –Passed

EL2.6.7

MOTION by H. Link, **Seconded** by A. Seidel, that the Operation Interpretation (OI) for EL 2.6.7, is reasonable – Passed

MOTION by A. Seidel, **Seconded** by T. Swartout, that the Evidence supports the Operation Interpretation for EL 2.6.7 –Passed

2) Board Management Delegation (BMD)

- a. BMD 3.0 Single Point of Connection: **MOTION** by H. Link, **Seconded** by A. Seidel to accept BMD 3.0 presented in compliance. Passed
- b. BMD 3.1 Unity of Control: **MOTION** by A. Seidel, **Seconded** by H. Link to accept BMD 3.1 presented in compliance. Passed
- c. BMD 3.2 Delegation to the Superintendent: **MOTION** by A. Seidel, **Seconded** by H. Link to accept BMD 3.2 presented in compliance. Passed
- d. BMD 3.3 Superintendent Accountability and Performance: **MOTION** by A. Seidel, **Seconded** by D. Espe to accept BMD 3.3 presented in compliance. Passed

3) Governance Process (GP)

- a. GP 4.4 Officer Roles: **MOTION** by H. Link, **Seconded** by A. Seidel to accept GP 4.4 presented in compliance. Passed
- b. GP 4.5 School Board Members' Code of Conduct:
MOTION by H. Link, **Seconded** by A. Seidel to accept GP 4.5 through GP 4.5.6 as presented in compliance. Passed
 - GP 4.5.1 GP 4.5.3 GP 4.5.4
 - GP 4.5.2 GP 4.5.3.1 GP 4.5.5
 - GP 4.5.2.1 GP 4.5.3.2 GP 4.5.6
 - GP 4.5.2.2
 - GP 4.5.2.3
- GP 4.5.7: **MOTION** by H. Link, **Seconded** by T. Swartout, that GP 4.5.7 presented is out of compliance. Passed
- GP's 4.5.7.1, 4.5.7.2 and 4.5.7.3: **MOTION** by H. Link, **Seconded** by A. Seidel to accept GP 4.5.7.1 through GP 4.5.7.3 as presented in compliance. Passed
- GP 4.5.7.4: **MOTION** by H. Link, **Seconded** by T. Swartout, that GP 4.5.7.4 presented is out of compliance – Passed.
- GP 4.5.7.5 and GP 4.5.7.6: **MOTION** by H. Link, **Seconded** by A. Seidel to accept GP 4.5.7.5 and GP 4.5.7.6 presented in compliance. Passed
- GP 4.5.7.7: **MOTION** by H. Link, **Seconded** by T. Swartout, that GP 4.5.7.7 presented is out of compliance. Passed
- c. GP 4.6: Process of Addressing School Board Member Violations: **MOTION** by H. Link, **Seconded** by D. Espe to accept GP 4.6 in compliance. Passed
- d. GP 4.7 School Board Committee Principles: **MOTION** by H. Link, **Seconded** by A. Seidel to accept GP 4.7 in compliance. Passed
- e. GP 4.8 School Board Committee Structure: **MOTION** by A. Seidel, **Seconded** by D. Espe to accept GP 4.8 in compliance. Passed

- f. GP 4.10 Operation of the School Board Governing Rules: **MOTION** by T. Swartout, **Seconded** by H. Link to accept GP 4.10 in compliance. Passed
- 4) Approval for School Board Members Attendance at Community Events: **MOTION** by H. Link, **Seconded** by L. Crandall to accept School Board's Calendar of Events/Activities spreadsheet presented as to the events, activities, etc., the Board's Budget will cover. Passed
- E. Record of Board Self-Evaluation
 - 1) Record of Board Policy Monitoring - Ends & EL's: **MOTION** by A. Seidel, **Seconded** by L. Crandall to accept the Ends & EL's report presented. Passed
 - 2) Record of Board Self-Evaluation - Governance Policies – No updates
- F. Approval to accept School Board Member's Resignation: **MOTION** by D. Espe, **Seconded** by A. Seidel to accept Board Member, Greg Lehman's, resignation effective immediately - Passed
- 8. **Superintendent Consent Agenda: MOTION** by H. Link, **Seconded** by L. Crandall to approve the Superintendent's Consent Agenda as presented – Passed
- A. Monthly Reports
 - 1) Resolution of Acceptance of Donations
 - 2) Human Resources Report
 - 3) Business Services Reports
 - a. Board Business
 - b. Financial Summary Report - July & August 2018
- B. Approval of Agreement with MSEA (Minnesota School Employees Association)
- 9. **Board Education & Required Reporting:** None to report
- 10. **Superintendent's Incidental Information Report:** Presentation by Jason Mutzenberger
 - A. 2018-19 Preliminary Enrollment Update
 - B. 2017-18 Preliminary Financial Report
- 11. **Board Action on Committee Reports & Minutes:**
 - A. Board Development Committee (Holly Link, ~~Greg Lehman~~, Lauren Crandall)
 - 1) **MOTION** by T. Swartout, **Seconded** by A. Seidel to accept BDC Minutes for 9/21/18 - Passed
 - B. Community Linkage Committee (Dave Espe, Holly Link, Terri Swartout)
 - 1) **MOTION** by H. Link, **Seconded** by T. Swartout to accept CLC Minutes for 9/12/18 - Passed
 - C. Negotiations Committee (Elaine Larabee, Adam Seidel, Lauren Crandall) – No updates
 - D. Policy Committee (Elaine, Larabee, ~~Greg Lehman~~, Adam Seidel & Terri Swartout) – Updates presented to the Board
- 12. **Other Board Updates (AMSD, WMEP, ISD 287, PTO):**
 - A. AMSD (Association of Metropolitan Schools) - Holly Link & Terri Swartout – Update to the Board
 - B. WMEP (West Metro Education Program) - Dave Espe – Update to the Board
 - C. ISD 287 (Intermediate School District 287) –~~Greg Lehman~~ – Volunteer Board Member needed

13. **Board Work Plan:**

- A. "Proposed" Work Plan Changes Document: **MOTION** by H. Link, **Seconded** by A. Seidel to approve changes presented – Passed

Eden Prairie School Board
2018-2019 WORK PLAN CHANGES
WORK PLAN CHANGES - September 24, 2018

Date of Meeting/Workshop	Changes Requested
Monday, September 24, 2018	
Monday, October 8, 2018 – Workshop	<ul style="list-style-type: none"> - Add: Community Linkage Committee (CLC) Discussion on Meet & Greet meeting with the public. - Move: Board Development Committee's Board Governance Process Discussion to the November 5, 2018 Workshop
Monday, October 22, 2018	
Monday, November 5, 2018 – Workshop	<ul style="list-style-type: none"> - Add: Board Development Committee's Board Governance Process Discussion (from the 10/8/18 Workshop)
Wednesday, November 14, 2018 (7:30 a.m.)	
Monday, November 19, 2018	
Monday, December 10, 2018	

Placeholder – General Board Work

- Workshop Regarding: Post-Secondary Options (Possible presentation at the January or February 2019 Workshop)
- Administration to bring back Policy EL 2.2.1 with updated information requested by the Board

Placeholder – Policy Review

- Additions:
 - 1) Add child policy for GP 4.5.5 (renumbering)
 - 2) Propose a new policy for EL 2.2.9

- B. 2018-19 Annual Work Plan
 C. 2018-19 School Board Meeting Calendar
 D. 2018-19 School Board Calendar of Events & Activities

14. **Adjournment:** **MOTION** by T. Swartout, **Seconded** by A. Seidel to adjourn the Monday, September 24, 2018 Meeting of the Eden Prairie School Board at 9:23 p.m.

Adam Seidel – Board Clerk

Extract of Minutes of Meeting of
Independent School District No. 272
(Eden Prairie Schools)
Hennepin County, Minnesota

Pursuant to due call and notice thereof, a regular meeting of the Board of Education of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, was duly held at the District on Monday, October 22, 2018, commencing at 6:00 P.M.

The following directors were present:

and the following were absent:

* * *

* * *

* * *

The Chair announced that the next order of business was consideration of the proposals which had been received for the purchase of the District's General Obligation Alternative Facilities Refunding Bonds, Series 2018A, to be issued in the original aggregate principal amount of \$_____.

The District Clerk presented a tabulation of the proposals which had been received in the manner specified in the Terms of Proposal of the Bonds. The proposals were as set forth in EXHIBIT A attached hereto.

After due consideration of the proposals, Director _____ then introduced the following resolution and moved its adoption:

A RESOLUTION AWARDING THE SALE OF GENERAL OBLIGATION ALTERNATIVE FACILITIES REFUNDING BONDS, SERIES 2018A, IN THE ORIGINAL AGGREGATE PRINCIPAL AMOUNT OF \$_____; FIXING THEIR FORM AND SPECIFICATIONS; DIRECTING THEIR EXECUTION AND DELIVERY; PROVIDING FOR THEIR PAYMENT; AND PROVIDING FOR THE REFUNDING OF BONDS REFUNDED THEREBY

BE IT RESOLVED By the Board of Education (the “Board”) of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”), as follows:

Section 1. Sale of Bonds.

1.01. Background. It is hereby determined that:

(a) On January 14, 2009, the District issued its General Obligation Alternative Facilities Bonds, Series 2009A (the “Refunded Bonds”), in the original aggregate principal amount of \$10,985,000, currently outstanding in the principal amount of \$9,550,000, of which \$8,960,000 in principal amount is subject to redemption on or after February 1, 2019, pursuant to Minnesota Statutes, Chapter 475, as amended (the “Act”), and former Minnesota Statutes, Section 123B.59, as amended. Proceeds of the Refunded Bonds were used to finance the costs of certain health and safety projects included in the District’s ten-year plan approved by the Commissioner of the Department of Education of the State of Minnesota (the “Commissioner”).

(b) The District is authorized by Section 475.67, subdivision 3 of the Act to issue and sell its general obligation bonds to refund obligations and the interest thereon before the due date of the obligations, if consistent with covenants made with the holders thereof, when determined by the Board to be necessary or desirable for the reduction of debt service costs to the District or for the extension or adjustment of maturities in relation to the resources available for their payment.

(c) It is necessary and desirable for the reduction of debt service costs to the District that the District issue its General Obligation Alternative Facilities Refunding Bonds, Series 2018A (the “Bonds”), in the original aggregate principal amount of \$_____, pursuant to the Act, specifically Section 475.67, subdivision 3, to redeem and prepay the Refunded Bonds on February 1, 2019 (the “Redemption Date”).

(d) The District is authorized by Section 475.60, subdivision 2(9) of the Act to negotiate the sale of the Bonds because the District has retained an independent municipal advisor in connection with the sale of the Bonds. The actions of the District staff and its municipal advisor in negotiating the sale of the Bonds are ratified and confirmed in all aspects.

(e) Pursuant to a resolution adopted by the Board on September 24, 2018, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, which provides for payment by the State of Minnesota in the event of a potential default of a school district obligation. The District understands that as a result of its covenant to be bound by said provisions, these provisions shall be binding as long as the Bonds remain outstanding.

1.02. Award to Purchaser and Interest Rates. The proposal of _____ (the “Purchaser”) to purchase the Bonds is determined to be a reasonable offer and is accepted, the proposal being to purchase

the Bonds at a price of \$_____ (par amount of \$_____, [plus original issue premium of \$_____,] [less original issue discount of \$_____,] less underwriter's discount of \$_____), plus accrued interest, if any, to date of delivery for Bonds bearing interest as follows:

<u>Year</u>	<u>Interest Rate</u>	<u>Year</u>	<u>Interest Rate</u>
2020	%	2022	%
2021			

True interest cost: _____%

1.03. Purchase Contract. The amount proposed by the Purchaser in excess of the minimum bid shall be credited to the Debt Service Fund hereinafter created or deposited in the Redemption Fund hereinafter created, as determined by the District Treasurer in consultation with the District's municipal advisor. The District Treasurer is directed to retain the good faith check of the Purchaser, pending completion of the sale of the Bonds, and to return the good faith checks of the unsuccessful proposers. The Chair and District Clerk are directed to execute a contract with the Purchaser on behalf of the District.

1.04. Terms and Principal Amount of Bonds. The District will forthwith issue and sell the Bonds pursuant to the Act, specifically Section 475.67, subdivision 3, in the total principal amount of \$_____, originally dated November 15, 2018, in the denomination of \$5,000 each or any integral multiple thereof, numbered No. R-1, upward, bearing interest as above set forth, and maturing serially on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2020	\$	2022	\$
2021			

1.05. Optional Redemption. The Bonds are not subject to optional redemption prior to maturity.

[1.06. Mandatory Redemption; Term Bonds. The Bonds maturing on February 1, 20___ and February 1, 20___ shall hereinafter be referred to collectively as the "Term Bonds." The Term Bonds are subject to mandatory sinking fund redemption and shall be redeemed in part at par plus accrued interest on February 1 of the following years and in the principal amounts as follows:]

Sinking Fund Installment Date Principal Amount

February 1, 20___ Term Bond

* *Maturity*

February 1, 20___ Term Bond

* *Maturity*

Section 2. Registration and Payment.

2.01. Registered Form. The Bonds will be issued only in fully registered form. The interest thereon and, upon surrender of each Bond, the principal amount thereof, is payable by check or draft issued by the Registrar described herein.

2.02. Dates; Interest Payment Dates. Each Bond will be dated as of the last interest payment date preceding the date of authentication to which interest on the Bond has been paid or made available for payment, unless (i) the date of authentication is an interest payment date to which interest has been paid or made available for payment, in which case the Bond will be dated as of the date of authentication, or (ii) the date of authentication is prior to the first interest payment date, in which case the Bond will be dated as of the date of original issue. The interest on the Bonds is payable on February 1 and August 1 of each year, commencing August 1, 2019, to the registered owners of record as of the close of business on the fifteenth day of the immediately preceding month, whether or not that day is a business day.

2.03. Registration. The District will appoint a bond registrar, transfer agent, authenticating agent and paying agent (the “Registrar”). The effect of registration and the rights and duties of the District and the Registrar with respect thereto are as follows:

(a) Register. The Registrar must keep at its principal corporate trust office a bond register in which the Registrar provides for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of a Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar will authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until that interest payment date.

(c) Exchange of Bonds. When Bonds are surrendered by the registered owner for exchange the Registrar will authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity as requested by the registered owner or the owner’s attorney in writing.

(d) Cancellation. Bonds surrendered upon transfer or exchange will be promptly cancelled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When a Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the Bond until the Registrar is satisfied that the endorsement on the Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar will incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name a Bond is registered in the bond register as the absolute owner of the Bond, whether the Bond is overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on the Bond and for all other purposes, and payments so made to a registered owner or upon the owner’s order will be valid and effectual to satisfy and discharge the liability upon the Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. The Registrar may impose a charge upon the owner thereof for a transfer or exchange of Bonds sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to the transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. If a Bond becomes mutilated or is destroyed, stolen or lost, the Registrar will deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of the mutilated Bond or in lieu of and in substitution for any Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that the Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar an appropriate bond or indemnity in form, substance and amount satisfactory to it and as provided by law, in which both the District and the Registrar must be named as obligees. Bonds so surrendered to the Registrar will be cancelled by the Registrar and evidence of such cancellation must be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it is not necessary to issue a new Bond prior to payment.

2.04. Appointment of Initial Registrar. The District appoints Bond Trust Services Corporation, Roseville, Minnesota, as the initial Registrar. The Chair and the District Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company authorized by law to conduct such business, the resulting corporation is authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment of a successor Registrar, in which event the predecessor Registrar must deliver all cash and Bonds in its possession to the successor Registrar and must deliver the bond register to the successor Registrar. On or before each principal or interest due date, without further order of this School Board, the District Treasurer must transmit to the Registrar moneys sufficient for the payment of all principal and interest then due.

2.05. Execution, Authentication and Delivery. The Bonds will be prepared under the direction of the District Clerk and executed on behalf of the District by the signatures of the Chair and the District Clerk, provided that those signatures may be printed, engraved or lithographed facsimiles of the originals. If an officer whose signature or a facsimile of whose signature appears on the Bonds ceases to be such officer before the delivery of a Bond, that signature or facsimile will nevertheless be valid and sufficient for all purposes, the same as if the officer had remained in office until delivery. Notwithstanding such execution, a Bond will not be valid or obligatory for any purpose or entitled to any security or benefit under this Resolution unless and until a certificate of authentication on the Bond has been duly executed by the manual signature of an authorized representative of the Registrar. Certificates of authentication on different Bonds need not be signed by the same representative. The executed certificate of authentication on a Bond is conclusive evidence that it has been authenticated and delivered under this Resolution. When the Bonds have been so prepared, executed and authenticated, the District Clerk will deliver the same to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser is not obligated to see to the application of the purchase price.

2.06. Temporary Bonds. The District may elect to deliver in lieu of printed definitive Bonds one or more typewritten temporary Bonds in substantially the form set forth in EXHIBIT B attached hereto with such changes as may be necessary to reflect more than one maturity in a single temporary bond. Upon the execution and delivery of definitive Bonds the temporary Bonds will be exchanged therefor and cancelled.

Section 3. Form of Bond.

3.01. Execution of the Bonds. The Bonds will be printed or typewritten in substantially the form as attached hereto as EXHIBIT B.

3.02. Approving Legal Opinion. The District Clerk is authorized and directed to obtain a copy of the proposed approving legal opinion of Kennedy & Graven, Chartered, Minneapolis, Minnesota, and cause the opinion to be printed on or accompany each Bond.

Section 4. Bonds; Security; Pledges.

4.01. Debt Service Fund. For the convenience and proper administration of the moneys to be borrowed and repaid on the Bonds, and to provide adequate and specific security for the Purchaser and holders from time to time of the Bonds, there is hereby created a special fund to be designated the General Obligation Alternative Facilities Refunding Bonds, Series 2018A Debt Service Fund (the "Debt Service Fund") to be administered and maintained by the District Treasurer as a bookkeeping account separate and apart from all other funds maintained in the official financial records of the District. The Debt Service Fund will be maintained in the manner herein specified until all of the Refunded Bonds have been paid and until all of the Bonds and the interest thereon have been fully paid. There is hereby pledged and irrevocably appropriated and there will be credited to the Debt Service Fund: (i) collection of all taxes hereafter levied for the payment of the Bonds and interest thereon; (ii) amounts over the minimum purchase price paid by the Purchaser, to the extent designated for deposit in the Debt Service Fund in accordance with Section 1.03 hereof; and (iii) any and all other moneys which are properly available and are appropriated by the Board to the Debt Service Fund. The amount of any surplus remaining in the Debt Service Fund when the Bonds and interest thereon are paid will be used as provided in Section 475.61, subdivision 4 of the Act.

4.02. Redemption Fund. All proceeds of the Bonds, less the appropriations made in Section 4.01 hereof and the costs of issuance of the Bonds, will be deposited in a separate fund (the "Redemption Fund") to be used solely to redeem and prepay the Refunded Bonds on the Redemption Date. Any balance remaining in the Redemption Fund after the redemption of the Refunded Bonds on the Redemption Date shall be deposited in the Debt Service Fund herein created for the Bonds.

4.03. Prior Debt Service Accounts. The Debt Redemption Fund heretofore established for the Refunded Bonds pursuant to the resolution authorizing the issuance and sale of the Refunded Bonds (the "Refunded Bonds Resolution") shall be terminated on the Redemption Date, following the redemption of the Refunded Bonds, and all monies therein are hereby transferred to the Debt Service Fund herein created, as applicable.

4.04. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds, as the same respectively become due, the full faith, credit and taxing powers of the District will be and are hereby irrevocably pledged. If the balance in the Debt Service Fund is ever insufficient to pay all principal and interest then due on the Bonds and any other bonds payable therefrom, the deficiency will be promptly paid out of monies in the general fund of the District which are available for such purpose, and such general fund may be reimbursed with or without interest from the Debt Service Fund when a sufficient balance is available therein.

4.05. Pledge of Taxes. For the purpose of paying the principal of and interest on the Bonds, there is levied a direct annual irrevocable ad valorem tax upon all of the taxable property in the District to be spread upon the tax rolls and collected with and as part of other general taxes of the District (the "Taxes"). The Taxes will be credited to the Debt Service Fund above provided and will be in the years and amounts as described on EXHIBIT C attached hereto.

4.06. Cancellation of Prior Levies after Redemption Date. Following the payment in full of all outstanding principal and interest due on the Refunded Bonds on the Redemption Date, the District Treasurer is hereby directed to certify such fact to and request the Taxpayer Services Division Manager of Hennepin County, Minnesota (the “Taxpayer Services Division Manager”) to cancel any and all tax levies made by the Refunded Bonds Resolution.

4.07. Certification to Taxpayer Services Division Manager as to Debt Service Fund Amount. It is determined that the estimated collection of the foregoing Taxes will produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levy herein provided will be irrevocable until the Bonds are paid, provided that at the time the District makes its annual tax levies the District Treasurer may certify to the Taxpayer Services Division Manager the amount available in the Debt Service Fund to pay principal and interest due during the ensuing year, and the Taxpayer Services Division Manager will thereupon reduce the levy collectible during such year by the amount so certified.

4.08. Prior Pledges. The pledges and covenants of the District made by the Refunded Bonds Resolution requiring the District to annually update its ten-year plan and biennially submit its facility maintenance plan to the Commissioner are restated and confirmed in all respects. The provisions of the Refunded Bonds Resolution are hereby supplemented to the extent necessary to give full effect to the provisions hereof.

4.09. Certificate of Taxpayer Services Division Manager as to Registration. The District Clerk is authorized and directed to file a certified copy of this resolution with the Taxpayer Services Division Manager and to obtain the certificate required by Section 475.63 of the Act.

Section 5. Refunding of Refunded Bonds; Findings; Redemption of Refunded Bonds.

5.01. Purpose of Refunding. The Refunded Bonds will be called for redemption on the Redemption Date in the principal amount of \$8,960,000. It is hereby found and determined that based upon information presently available from the District’s municipal advisor, the issuance of the Bonds, a portion of which will be used to redeem and prepay the Refunded Bonds, is consistent with covenants made with the holders of the Refunded Bonds and is necessary and desirable for the reduction of debt service costs to the District.

5.02. Application of Proceeds of Bonds. It is hereby found and determined that the proceeds of the Bonds deposited in the Redemption Fund will be sufficient to prepay all of the principal of, interest on and redemption premium (if any) on the Refunded Bonds.

5.03. Redemption; Date of Redemption. The Refunded Bonds maturing after the Redemption Date will be redeemed and prepaid on the Redemption Date. The Refunded Bonds will be redeemed and prepaid in accordance with their terms and in accordance with the terms and conditions set forth in the form of Notice of Call for Redemption attached hereto as EXHIBIT D, which terms and conditions are hereby approved and incorporated herein by reference. The registrar for the Refunded Bonds are authorized and directed to send a copy of the Notice of Call for Redemption to each registered holder of the Refunded Bonds at least thirty (30) days prior to the Redemption Date.

Section 6. Authentication of Transcript.

6.01. Proceedings and Records. The officers of the District are authorized and directed to prepare and furnish to the Purchaser and to the attorneys approving the Bonds, certified copies of proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other certificates, affidavits and transcripts as may be required to show the facts within their knowledge or as shown by the books and records in their custody and under their control, relating to the validity and marketability of the Bonds, and such instruments, including any heretofore furnished, will be deemed representations of the District as to the facts stated therein.

6.02. Certification as to Official Statement. The Chair, the District Clerk, and the District Treasurer are hereby authorized and directed to certify that they have examined the Official Statement prepared and circulated in connection with the issuance and sale of the Bonds and that to the best of their knowledge and belief the Official Statement is a complete and accurate representation of the facts and representations made therein as of the date of the Official Statement.

6.03. Other Certificates. The Chair, the District Clerk, and the District Treasurer are hereby authorized and directed to furnish to the Purchaser at the closing such certificates as are required as a condition of sale. Unless litigation shall have been commenced and be pending questioning the Bonds or the organization of the District or incumbency of its officers, at the closing the Chair, the District Clerk, and the District Treasurer shall also execute and deliver to the Purchaser a suitable certificate as to absence of material litigation, and the District Treasurer shall also execute and deliver a certificate as to payment for and delivery of the Bonds.

6.04. Payment of Costs of Issuance. The District authorizes the Purchaser to forward the amount of Bond proceeds allocable to the payment of issuance expenses to Klein Bank, Chaska, Minnesota, on the closing date for further distribution as directed by the District's municipal advisor, Ehlers & Associates, Inc.

Section 7. Tax Covenant.

7.01. Tax-Exempt Bonds. The District covenants and agrees with the holders from time to time of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any action which would cause the interest on the Bonds to become subject to taxation under the Internal Revenue Code of 1986, as amended (the "Code"), and the Treasury Regulations promulgated thereunder, in effect at the time of such actions, and that it will take or cause its officers, employees or agents to take, all affirmative action within its power that may be necessary to ensure that such interest will not become subject to taxation under the Code and applicable Treasury Regulations, as presently existing or as hereafter amended and made applicable to the Bonds.

[7.02. No Rebate Required.

(a) The District will comply with requirements necessary under the Code to establish and maintain the exclusion from gross income of the interest on the Bonds under Section 103 of the Code, including without limitation requirements relating to temporary periods for investments and limitations on amounts invested at a yield greater than the yield on the Bonds.

(b) For purposes of qualifying for the small issuer exception to the federal arbitrage rebate requirements, the District finds, determines and declares that:

(i) each of the Refunded Bonds was issued as part of an issue which was treated as meeting the rebate requirements by reason of the exception for governmental

units issuing \$15,000,000 or less of bonds to finance the construction of public school facilities;

(ii) the average maturity of the Bonds does not exceed the remaining average maturity of the Refunded Bonds; and

(iii) no maturity of the Bonds has a maturity date which is later than the date which is thirty (30) years after the date the Refunded Bonds were issued.]

7.03. Not Private Activity Bonds. The District further covenants not to use the proceeds of the Bonds or to cause or permit them or any of them to be used, in such a manner as to cause the Bonds to be “private activity bonds” within the meaning of Sections 103 and 141 through 150 of the Code.

7.04. Qualified Tax-Exempt Obligations. In order to qualify the Bonds as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Code, the District makes the following factual statements and representations:

(a) the Bonds are not “private activity bonds” as defined in Section 141 of the Code;

(b) the District hereby designates the Bonds as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code;

(c) the reasonably anticipated amount of tax-exempt obligations (other than private activity bonds which are not qualified 501(c)(3) bonds) which will be issued by the District (and all subordinate entities of the District) during calendar year 2018 will not exceed \$10,000,000; and

(d) not more than \$10,000,000 of obligations issued by the District during calendar year 2018 have been designated for purposes of Section 265(b)(3) of the Code.

7.05. Procedural Requirements. The District will use its best efforts to comply with any federal procedural requirements which may apply in order to effectuate the designations made by this section.

Section 8. Book-Entry System; Limited Obligation of District.

8.01. The Depository Trust Company. The Bonds will be initially issued in the form of a separate single typewritten or printed fully registered Bond for each of the maturities set forth in Section 1.04 hereof. Upon initial issuance, the ownership of each such Bond will be registered in the registration books kept by the Registrar in the name of Cede & Co., as nominee for The Depository Trust Company, New York, New York, and its successors and assigns (“DTC”). Except as provided in this section, all of the outstanding Bonds will be registered in the registration books kept by the Registrar in the name of Cede & Co., as nominee of DTC.

8.02. Participants. With respect to Bonds registered in the registration books kept by the Registrar in the name of Cede & Co., as nominee of DTC, the District, the Registrar and the Paying Agent will have no responsibility or obligation to any broker dealers, banks and other financial institutions from time to time for which DTC holds Bonds as securities depository (the “Participants”) or to any other person on behalf of which a Participant holds an interest in the Bonds, including but not limited to any responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any Participant or any other person (other than a registered owner of Bonds, as shown by the registration books kept by the Registrar), of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any Participant or any other person, other than a registered owner of Bonds, of any amount with respect to principal of, premium, if any, or interest on the Bonds.

The District, the Registrar and the Paying Agent may treat and consider the person in whose name each Bond is registered in the registration books kept by the Registrar as the holder and absolute owner of such Bond for the purpose of payment of principal, premium and interest with respect to such Bond, for the purpose of registering transfers with respect to such Bonds, and for all other purposes. The Paying Agent will pay all principal of, premium, if any, and interest on the Bonds only to or on the order of the respective registered owners, as shown in the registration books kept by the Registrar, and all such payments will be valid and effectual to fully satisfy and discharge the District's obligations with respect to payment of principal of, premium, if any, or interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner of Bonds, as shown in the registration books kept by the Registrar, will receive a certificated Bond evidencing the obligation of this resolution. Upon delivery by DTC to the District Clerk of a written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the words "Cede & Co." will refer to such new nominee of DTC; and upon receipt of such a notice, the District Clerk will promptly deliver a copy of the same to the Registrar and Paying Agent.

8.03. Representation Letter. The District has heretofore executed and delivered to DTC a Blanket Issuer Letter of Representations (the "Representation Letter") which will govern payment of principal of, premium, if any, and interest on the Bonds and notices with respect to the Bonds. Any Paying Agent or Registrar subsequently appointed by the District with respect to the Bonds will agree to take all action necessary for all representations of the District in the Representation Letter with respect to the Registrar and Paying Agent, respectively, to be complied with at all times.

8.04. Transfers Outside Book-Entry System. In the event the District, by resolution of the Board, determines that it is in the best interests of the persons having beneficial interest, in the Bonds that they be able to obtain Bond certificates, the District will notify DTC, whereupon DTC will notify the Participants, of the availability through DTC of Bond certificates. In such event the District will issue, transfer and exchange Bond certificates as requested by DTC and any other registered owners in accordance with the provisions of this Resolution. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and discharging its responsibilities with respect thereto under applicable law. In such event, if no successor securities depository is appointed, the District will issue and the Registrar will authenticate Bond certificates in accordance with this resolution and the provisions hereof will apply to the transfer, exchange and method of payment thereof.

8.05. Payments to Cede & Co. Notwithstanding any other provision of this resolution to the contrary, so long as a Bond is registered in the name of Cede & Co., as nominee of DTC, payments with respect to principal of, premium, if any, and interest on the Bond and notices with respect to the Bond will be made and given, respectively in the manner provided in DTC's Operational Arrangements, as set forth in the Representation Letter.

Section 9. Continuing Disclosure.

9.01. Execution of Continuing Disclosure Certificate. "Continuing Disclosure Certificate" means that certain Continuing Disclosure Certificate executed by the Chair and District Clerk and dated the date of issuance and delivery of the Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof.

9.02. Compliance with Provisions of Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Certificate. Notwithstanding any other provision of this resolution, failure of the District to comply with the Continuing Disclosure Certificate will not be considered an event of default with respect to the Bonds; however, any Bondholder may such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this section.

Section 10. Defeasance. When all Bonds and all interest thereon have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the holders of the Bonds will cease, except that the pledge of the full faith and credit of the District for the prompt and full payment of the principal of and interest on the Bonds will remain in full force and effect. The District may discharge all Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full. If any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit.

(The remainder of this page is intentionally left blank.)

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A
PROPOSALS

EXHIBIT B
FORM OF BOND

No. R-_____ UNITED STATES OF AMERICA \$_____
STATE OF MINNESOTA
COUNTY OF HENNEPIN
INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS)

GENERAL OBLIGATION ALTERNATIVE FACILITIES REFUNDING BOND
SERIES 2018A

<u>Rate</u>	<u>Maturity</u>	<u>Date of Original Issue</u>	<u>CUSIP</u>
	February 1, 20__	November 15, 2018	

Registered Owner: Cede & Co.

Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, a duly organized and existing school district in Hennepin County, Minnesota (the "District"), acknowledges itself to be indebted and for value received promises to pay to the Registered Owner specified above or registered assigns, the principal sum of \$_____ on the maturity date specified above, with interest thereon from the date hereof at the annual rate specified above (calculated on the basis of a 360 day year of twelve 30 day months), payable February 1 and August 1 in each year, commencing August 1, 2019, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month. The interest hereon and, upon presentation and surrender hereof, the principal hereof are payable in lawful money of the United States of America by check or draft by Bond Trust Services Corporation, Roseville, Minnesota, as Registrar, Paying Agent, Transfer Agent and Authenticating Agent, or its designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

The Bonds are not subject to optional redemption prior to maturity.

This Bond is one of an issue in the aggregate principal amount of \$_____ all of like original issue date and tenor, except as to number, maturity date, and interest rate, all issued pursuant to a resolution adopted by the Board of Education of the District (the "Board") on October 22, 2018 (the "Resolution"), for the purpose of refunding certain outstanding general obligations of the District, pursuant to and in full conformity with the Constitution and laws of the State of Minnesota, including Minnesota Statutes, Chapter 475, as amended, specifically Section 475.67, subdivision 3. The principal hereof and interest hereon are payable from ad valorem taxes, as set forth in the Resolution to which reference is made for a full statement of rights and powers thereby conferred. The full faith and credit of the District are irrevocably pledged for payment of this Bond and the Board has obligated itself to levy additional ad valorem taxes on all taxable property in the District in the event of any deficiency in ad valorem taxes pledged, which additional taxes may be levied without limitation as to rate or amount. The Bond of this series is issued only as a fully registered Bond in the denominations of \$5,000 or any integral multiple thereof of single maturities.

The Board has designated the issue of Bonds of which this Bond forms a part as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) relating to disallowance of interest expense for financial institutions and within the \$10 million limit allowed by the Code for the calendar year of issue.

The District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, and to guarantee the payments of the principal of and interest on this Bond when due, pursuant to said statute.

As provided in the Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner’s attorney duly authorized in writing, upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner’s attorney; and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar will be affected by any notice to the contrary.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to exist, to happen and to be performed preliminary to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District in accordance with its terms, have been done, do exist, have happened and have been performed as so required, and that the issuance of this Bond does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond is not valid or obligatory for any purpose or entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon has been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, by its Board, has caused this Bond to be executed on its behalf by the facsimile or manual signatures of the Chair and District Clerk and has caused this Bond to be dated as of the date set forth below.

Dated: November 15, 2018

**INDEPENDENT SCHOOL DISTRICT
NO. 272 (EDEN PRAIRIE SCHOOLS),
HENNEPIN COUNTY, MINNESOTA**

(Facsimile)
Chair

(Facsimile)
District Clerk

CERTIFICATE OF AUTHENTICATION

This is one of the Bonds delivered pursuant to the Resolution mentioned within.

BOND TRUST SERVICES CORPORATION

By _____
Its Authorized Officer

ABBREVIATIONS

The following abbreviations, when used in the inscription on the face of this Bond, will be construed as though they were written out in full according to applicable laws or regulations:

TEN COM -- as tenants in common

UNIF GIFT MIN ACT

_____ Custodian _____

(Cust) (Minor)

TEN ENT -- as tenants by entireties

under Uniform Gifts or Transfers to Minors
Act, State of _____

JT TEN -- as joint tenants with right of
survivorship and not as tenants in common

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and all rights thereunder, and does hereby irrevocably constitute and appoint _____ attorney to transfer the said Bond on the books kept for registration of the within Bond, with full power of substitution in the premises.

Dated: _____

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

NOTICE: Signature(s) must be guaranteed by a financial institution that is a member of the Securities Transfer Agent Medallion Program ("STAMP"), the Stock Exchange Medallion Program ("SEMP"), the New York Stock Exchange, Inc. Medallion Signatures Program ("MSP") or other such "signature guarantee program" as may be determined by the Registrar in addition to, or in substitution for, STAMP, SEMP or MSP, all in accordance with the Securities Exchange Act of 1934, as amended.

The Registrar will not effect transfer of this Bond unless the information concerning the assignee requested below is provided.

Name and Address:

(Include information for all joint owners if this Bond is held by joint account.)

Please insert social security or other identifying number of assignee

PROVISIONS AS TO REGISTRATION

The ownership of the principal of and interest on the within Bond has been registered on the books of the Registrar in the name of the person last noted below.

Date of Registration

Registered Owner

Signature of
Officer of Registrar

Cede & Co.
Federal ID #13-2555119

EXHIBIT C
TAX LEVY SCHEDULE

<u>YEAR*</u>	<u>TAX LEVY</u>
2019	
2020	
2021	

**Year tax levy collected*

EXHIBIT D

NOTICE OF CALL FOR REDEMPTION

\$10,985,000
INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE SCHOOLS)
HENNEPIN COUNTY, MINNESOTA
GENERAL OBLIGATION ALTERNATIVE FACILITIES BONDS
SERIES 2009A

NOTICE IS HEREBY GIVEN that, by order of the Board of Education of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the "District"), there have been called for redemption and prepayment on

February 1, 2019

all outstanding bonds of the District designated as General Obligation Alternative Facilities Bonds, Series 2009A, dated January 14, 2009, having stated maturity dates of February 1 in the years 2020 through 2022, both inclusive, totaling \$8,960,000 in principal amount, and with the following CUSIP numbers:

<u>Year of Maturity</u>	<u>Amount</u>	<u>CUSIP Number</u>
2020	\$1,300,000	279533 SX2
2021	3,750,000	279533 SY0
2022	3,910,000	279533 SZ7

The bonds are being called at a price of par plus accrued interest to February 1, 2019, on which date all interest on said bonds will cease to accrue. Holders of the bonds hereby called for redemption are requested to present their bonds for payment at the main office of Bond Trust Services Corporation, 3060 Centre Pointe Drive, Roseville, Minnesota 55113, on or before February 1, 2019.

Important Notice: In compliance with the Economic Growth and Tax Relief Reconciliation Act of 2009, the paying agent is required to withhold a specified percentage of the principal amount of the redemption price payable to the holder of any bonds subject to redemption and prepayment on the redemption date, unless the paying agent is provided with the Social Security Number or Federal Employer Identification Number of the holder, properly certified. Submission of a fully executed Request for Taxpayer Identification Number and Certification, Form W-9, will satisfy the requirements of this paragraph.

Dated: _____.

BY ORDER OF THE BOARD OF EDUCATION
OF INDEPENDENT SCHOOL DISTRICT NO.
272 (EDEN PRAIRIE SCHOOLS), HENNEPIN
COUNTY, MINNESOTA

By /s/ Adam Seidel
District Clerk
Independent School District No. 272 (Eden
Prairie Schools), Hennepin County, Minnesota

STATE OF MINNESOTA)
)
COUNTY OF HENNEPIN) SS
)
INDEPENDENT SCHOOL)
DISTRICT NO. 272)

I, the undersigned, being the duly qualified and acting District Clerk of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”), do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the Board of Education of the District held on October 22, 2018, with the original minutes on file in my office and the extract is a full, true and correct copy of the minutes insofar as they relate to the issuance and sale of the District’s General Obligation Alternative Facilities Refunding Bonds, Series 2018A, in the original aggregate principal amount of \$_____.

WITNESS My hand officially as such District Clerk this _____ day of _____, 2018.

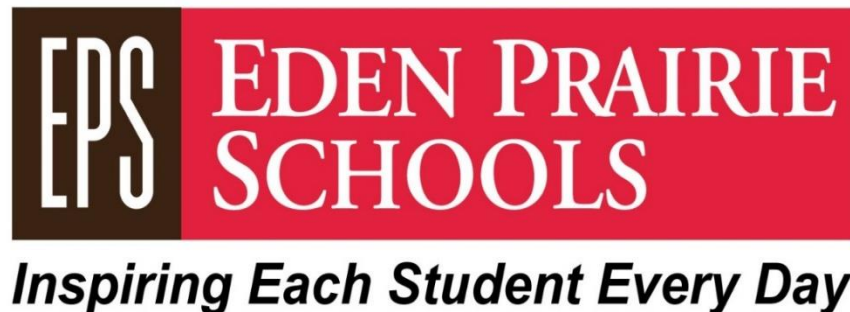
District Clerk
Independent School District No. 272 (Eden
Prairie Schools), Hennepin County, Minnesota

October 22, 2018

Sale Day Report for

Independent School District No. 272
(Eden Prairie), Minnesota

\$8,410,000 General Obligation Alternative Facilities
Refunding Bonds, Series 2018A



Prepared by:

Jodie Zesbaugh, CIPMA
Senior Municipal Advisor

Joel Sutter, CIPMA
Senior Municipal Advisor

and

Barbie Doyle,
Financial Specialist

Sale Day Report – October 22, 2018

Independent School District No. 272 (Eden Prairie), Minnesota
\$8,410,000 General Obligation Alternative Facilities Refunding Bonds, Series 2018A

Purpose: To finance a current refunding of the 2020 through 2022 maturities of the District's \$10,985,000 General Obligation Alternative Facilities Bonds, Series 2009A

Rating: **MN Credit Enhancement Rating: Moody's Investor's Service "Aa2"**
Underlying Rating: Moody's Investor's Service "Aa2"

Number of Bids: 8

Low Bidder: Northland Securities, Inc., Minneapolis, Minnesota

Comparison from Lowest to Highest Bid: (TIC as bid)	Low Bid	High Bid	Interest Difference
	2.2397%*	2.2992%	\$13,472

Summary of Results:	Results of Sale
Principal Amount*:	\$8,410,000
Underwriter's Discount:	\$9,910
Reoffering Premium:	\$575,432
True Interest Cost*:	2.2409%
Costs of Issuance:	\$51,132
Yield:	2.09%-2.23%
Future Value Savings:	\$516,070
Present Value Savings:	\$488,187
Savings Percentage:	5.153%
Total Net P&I	\$9,470,430

* The winning bidder submitted a bid with a premium price (a price greater than the par amount of the bonds), and the estimate in the Pre-Sale Report was based on a par bid. The premium will be used to partially finance the prepayment of the 2009A Bonds, so the principal amount of the bonds was decreased from \$9,035,000 (in the Pre-Sale Report and the Preliminary Official Statement) to \$8,410,000, which also caused a slight change to the True Interest Cost.

Notes: The actual true interest cost of 2.24% is lower than the estimate of 2.30% in the Pre-Sale Report provided to the School Board on September 24. As a result, the total savings increased by approximately \$21,100, from \$494,969 in the Pre-Sale Report, to \$516,070.

Closing Date: November 15, 2018



School Board Action: Adopt the resolution awarding the sale of \$8,410,000 General Obligation Alternative Facilities Refunding Bonds, Series 2018A.

Attachments:

- Bid Tabulation
- Updated Sources and Uses of Funds
- Debt Service Schedule – Callable Portion of 2009A Bonds
- Updated Debt Service Schedule – 2018A Bonds
- Refunding Savings Analysis
- Current Refunding Account Cashflow
- Moody’s Press Release
- Moody’s Credit Opinion
- Bond Resolution (Distributed in School Board Packets)





BID TABULATION

\$9,035,000* General Obligation Alternative Facilities Refunding Bonds, Series 2018A

Independent School District No. 272 (Eden Prairie), Minnesota

SALE: October 22, 2018

AWARD: NORTHLAND SECURITIES, INC.

MN Credit Enhancement Rating: Moody's Investor's Service "Aa2"

Underlying Rating: Moody's Investor's Service "Aa2"

BBB: 4.37%
Bank Qualified

NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
NORTHLAND SECURITIES, INC. Minneapolis, Minnesota	2020	5.000%	2.090%	\$9,632,920.70	\$525,698.74	2.2397%
	2021	5.000%	2.160%			
	2022	5.000%	2.230%			
BOK FINANCIAL SECURITIES, INC. Milwaukee, Wisconsin	2020	4.000%		\$9,538,606.35	\$524,375.87	2.2459%
	2021	4.000%				
	2022	5.000%				
RAYMOND JAMES & ASSOCIATES, INC. Memphis, Tennessee	2020	5.000%		\$9,630,280.00	\$528,339.44	2.2513%
	2021	5.000%				
	2022	5.000%				
FIFTH THIRD SECURITIES, INC. Cincinnati, Ohio	2020	5.000%		\$9,630,035.50	\$528,583.94	2.2524%
	2021	5.000%				
	2022	5.000%				

* Subsequent to bid opening the issue size was decreased to \$8,410,000.

Adjusted Price - \$8,975,522.66

Adjusted Net Interest Cost - \$497,999.56

Adjusted TIC - 2.2409%



NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
BAIRD Milwaukee, Wisconsin	2020 2021 2022	5.000% 5.000% 5.000%		\$9,629,422.95	\$529,196.49	2.2551%
WELLS FARGO BANK, NATIONAL ASSOCIATION Charlotte, North Carolina	2020 2021 2022	4.000% 4.000% 4.000%		\$9,410,274.30	\$523,621.26	2.2662%
PIPER JAFFRAY Minneapolis, Minnesota	2020 2021 2022	5.000% 5.000% 5.000%		\$9,622,167.05	\$536,452.39	2.2872%
HILLTOP SECURITIES Dallas, Texas	2020 2021 2022	5.000% 5.000% 5.000%		\$9,619,448.59	\$539,170.85	2.2992%



Eden Prairie School District No. 272

\$8,410,000 G.O. Alternative Facilities Refunding Bonds, Series 2018A

Dated: November 15, 2018 - Current Refunding of

\$10,985,000 G.O. Alternative Facilities Bonds, Series 2009A

Sources & Uses

Dated 11/15/2018 | Delivered 11/15/2018

Sources Of Funds

Par Amount of Bonds	\$8,410,000.00
Reoffering Premium	575,432.45
Total Sources	\$8,985,432.45

Uses Of Funds

Total Underwriter's Discount (0.118%)	9,909.79
Costs of Issuance	51,132.00
Deposit to Current Refunding Fund	8,921,298.68
Rounding Amount	3,091.98
Total Uses	\$8,985,432.45

Eden Prairie School District No. 272

\$10,985,000 G.O. Alternative Facilities Bonds, Series 2009A

Prior Original Debt Service

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
02/01/2019	-	-	-	-	-
08/01/2019	-	-	224,000.00	224,000.00	-
02/01/2020	1,300,000.00	5.000%	224,000.00	1,524,000.00	1,748,000.00
08/01/2020	-	-	191,500.00	191,500.00	-
02/01/2021	3,750,000.00	5.000%	191,500.00	3,941,500.00	4,133,000.00
08/01/2021	-	-	97,750.00	97,750.00	-
02/01/2022	3,910,000.00	5.000%	97,750.00	4,007,750.00	4,105,500.00
Total	\$8,960,000.00	-	\$1,026,500.00	\$9,986,500.00	-

Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation	11/15/2018
Average Life	2.502 Years
Average Coupon	5.0000000%
Weighted Average Maturity (Par Basis)	2.502 Years
Weighted Average Maturity (Original Price Basis)	2.502 Years

Refunding Bond Information

Refunding Dated Date	11/15/2018
Refunding Delivery Date	11/15/2018

Eden Prairie School District No. 272

\$8,410,000 G.O. Alternative Facilities Refunding Bonds, Series 2018A

Dated: November 15, 2018 - Current Refunding of

\$10,985,000 G.O. Alternative Facilities Bonds, Series 2009A

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
11/15/2018	-	-	-	-	-
08/01/2019	-	-	299,022.22	299,022.22	-
02/01/2020	1,235,000.00	5.000%	210,250.00	1,445,250.00	1,744,272.22
08/01/2020	-	-	179,375.00	179,375.00	-
02/01/2021	3,265,000.00	5.000%	179,375.00	3,444,375.00	3,623,750.00
08/01/2021	-	-	97,750.00	97,750.00	-
02/01/2022	3,910,000.00	5.000%	97,750.00	4,007,750.00	4,105,500.00
Total	\$8,410,000.00	-	\$1,063,522.22	\$9,473,522.22	-

Yield Statistics

Bond Year Dollars	\$21,270.44
Average Life	2.529 Years
Average Coupon	5.0000000%
Net Interest Cost (NIC)	2.3412748%
True Interest Cost (TIC)	2.2409264%
Bond Yield for Arbitrage Purposes	2.1947560%
All Inclusive Cost (AIC)	2.4802213%

IRS Form 8038

Net Interest Cost	2.1375804%
Weighted Average Maturity	2.541 Years

Eden Prairie School District No. 272

\$8,410,000 G.O. Alternative Facilities Refunding Bonds, Series 2018A

Dated: November 15, 2018 - Current Refunding of

\$10,985,000 G.O. Alternative Facilities Bonds, Series 2009A

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2019	-	(3,091.98)	-	3,091.98
02/01/2020	1,744,272.22	1,744,272.22	1,748,000.00	3,727.78
02/01/2021	3,623,750.00	3,623,750.00	4,133,000.00	509,250.00
02/01/2022	4,105,500.00	4,105,500.00	4,105,500.00	-
Total	\$9,473,522.22	\$9,470,430.24	\$9,986,500.00	\$516,069.76

PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	485,094.61
Net PV Cashflow Savings @ 2.480%(AIC).....	485,094.61
Contingency or Rounding Amount.....	3,091.98
Net Present Value Benefit	\$488,186.59
Net PV Benefit / \$9,473,643.14 PV Refunded Debt Service	5.153%
Net PV Benefit / \$8,960,000 Refunded Principal...	5.449%
Net PV Benefit / \$8,410,000 Refunding Principal..	5.805%

Refunding Bond Information

Refunding Dated Date	11/15/2018
Refunding Delivery Date	11/15/2018

Eden Prairie School District No. 272

\$8,410,000 G.O. Alternative Facilities Refunding Bonds, Series 2018A

Dated: November 15, 2018 - Current Refunding of

\$10,985,000 G.O. Alternative Facilities Bonds, Series 2009A

Current Refunding Escrow

Date	Principal	Rate	Interest	Receipts	Disbursements	Cash Balance
11/15/2018	-	-	-	0.68	-	0.68
02/01/2019	8,921,298.00	2.030%	38,701.32	8,959,999.32	8,960,000.00	-
Total	\$8,921,298.00	-	\$38,701.32	\$8,960,000.00	\$8,960,000.00	-

Investment Parameters

Investment Model [PV, GIC, or Securities]	Securities
Default investment yield target	Unrestricted
Cash Deposit	0.68
Cost of Investments Purchased with Bond Proceeds	8,921,298.00
Total Cost of Investments	\$8,921,298.68
Target Cost of Investments at bond yield	\$8,918,806.09
Actual positive or (negative) arbitrage	(2,492.59)
Yield to Receipt	2.0609833%
Yield for Arbitrage Purposes	2.1947560%
State and Local Government Series (SLGS) rates for	8/28/2018

Rating Action: Moody's assigns Aa2 UND and Aa2 ENH to Eden Prairie ISD 272, MN's GO Bonds, Series 2018A

17 Oct 2018

New York, October 17, 2018 -- Moody's Investors Service has assigned a Aa2 underlying rating and a Aa2 enhanced rating to the Eden Prairie Independent School District 272, MN's \$9 million General Obligation Alternative Facilities Refunding Bonds, Series 2018A. Moody's maintains an Aa2 rating on the district's outstanding general obligation unlimited tax (GOULT) debt. Following the sale, the district will have \$60.7 million of GOULT debt outstanding.

RATINGS RATIONALE

The Aa2 underlying rating is appropriately positioned and reflects the district's large and wealthy tax base with economic ties to the Twin Cities metropolitan area, satisfactory financials and low debt burden. The rating also incorporates the district's above-average pension burden associated with its participation in a state-managed pension plans and long-term trend of declining enrollment.

The Aa2 enhanced rating on the bonds reflects the security provided by the State of Minnesota's School District Enhancement Program (MSDE). The programmatic rating is notched once from the State of Minnesota's Aa1 general obligation rating to reflect sound program mechanics and the State of Minnesota's pledge of an unlimited appropriation from its General Fund should the district be unable to meet debt service requirements. The program's mechanics include a provision for third party notification of pending deficiency. If the school district does not transfer funds necessary to pay debt to the paying agent at least three days prior to the payment due date, the state will appropriate the payment to the paying agent directly. The outlook on the state's general obligation rating is stable.

RATING OUTLOOK

Moody's does not typically assign outlooks to local governments with this amount of debt.

FACTORS THAT COULD LEAD TO AN UPGRADE

- Significant increase in operating fund reserves and/or liquidity (underlying)
- Reduction in pension burden (underlying)
- Upward movement in the state of Minnesota's GO rating (enhanced)

FACTORS THAT COULD LEAD TO A DOWNGRADE

- Narrowing of operating fund reserves and/or liquidity (underlying)
- Significant deterioration in the district's tax base and demographic profile (underlying)
- Growth in the district's debt or pension burden (underlying)
- Downward movement in the state of Minnesota's GO rating (enhanced)
- Weakening of the MSDE program mechanics (enhanced)

LEGAL SECURITY

The district's GOULT debt, including the Series 2018A bonds, is secured by the district's pledge and authorization to levy a dedicated property tax not limited by rate or amount. The security benefits from a statutory lien, but there is no lockbox structure.

The Series 2018A bonds further benefit from the security provided by the State of Minnesota's School District Enhancement Program. Under the program, the bonds are secured by the state's pledge of an unlimited

appropriation from the its General Fund should the district be unable to meet debt service requirements.

USE OF PROCEEDS

The Series 2018A bond proceeds will be used to refund the district's outstanding General Obligation Alternate Facilities Bonds, Series 2009A for interest cost savings.

PROFILE

Eden Prairie Independent School District is located approximately 20 miles southwest of the City of Minneapolis (Aa1 negative) in the Twin Cities metropolitan area and has a population of 58,000 residents. The district serves primarily the City of Eden Prairie (Aaa) and offers comprehensive educational programs for students in kindergarten through twelfth grade. Enrollment for the 2018-2019 school year is 8,842 students, which is up from 8,726 students for the 2017-2018 school year.

METHODOLOGY

The principal methodology used in the underlying rating was US Local Government General Obligation Debt published in December 2016. The principal methodology used in the enhanced rating was State Aid Intercept Programs and Financings published in December 2017. Please see the Rating Methodologies page on www.moodys.com for a copy of these methodologies.

REGULATORY DISCLOSURES

For ratings issued on a program, series or category/class of debt, this announcement provides certain regulatory disclosures in relation to each rating of a subsequently issued bond or note of the same series or category/class of debt or pursuant to a program for which the ratings are derived exclusively from existing ratings in accordance with Moody's rating practices. For ratings issued on a support provider, this announcement provides certain regulatory disclosures in relation to the credit rating action on the support provider and in relation to each particular credit rating action for securities that derive their credit ratings from the support provider's credit rating. For provisional ratings, this announcement provides certain regulatory disclosures in relation to the provisional rating assigned, and in relation to a definitive rating that may be assigned subsequent to the final issuance of the debt, in each case where the transaction structure and terms have not changed prior to the assignment of the definitive rating in a manner that would have affected the rating. For further information please see the ratings tab on the issuer/entity page for the respective issuer on www.moodys.com.

Regulatory disclosures contained in this press release apply to the credit rating and, if applicable, the related rating outlook or rating review.

Please see www.moodys.com for any updates on changes to the lead rating analyst and to the Moody's legal entity that has issued the rating.

Please see the ratings tab on the issuer/entity page on www.moodys.com for additional regulatory disclosures for each credit rating.

Daniel Simpson
Lead Analyst
Regional PFG Chicago
Moody's Investors Service, Inc.
100 N Riverside Plaza
Suite 2220
Chicago 60606
US
JOURNALISTS: 1 212 553 0376
Client Service: 1 212 553 1653

Alexandra Parker
MANAGING DIRECTOR
Regional PFG Dallas
JOURNALISTS: 1 212 553 0376
Client Service: 1 212 553 1653

Releasing Office:
Moody's Investors Service, Inc.
250 Greenwich Street
New York, NY 10007
U.S.A
JOURNALISTS: 1 212 553 0376
Client Service: 1 212 553 1653



© 2018 Moody's Corporation, Moody's Investors Service, Inc., Moody's Analytics, Inc. and/or their licensors and affiliates (collectively, "MOODY'S"). All rights reserved.

CREDIT RATINGS ISSUED BY MOODY'S INVESTORS SERVICE, INC. AND ITS RATINGS AFFILIATES ("MIS") ARE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES, AND MOODY'S PUBLICATIONS MAY INCLUDE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES. MOODY'S DEFINES CREDIT RISK AS THE RISK THAT AN ENTITY MAY NOT MEET ITS CONTRACTUAL, FINANCIAL OBLIGATIONS AS THEY COME DUE AND ANY ESTIMATED FINANCIAL LOSS IN THE EVENT OF DEFAULT. CREDIT RATINGS DO NOT ADDRESS ANY OTHER RISK, INCLUDING BUT NOT LIMITED TO: LIQUIDITY RISK, MARKET VALUE RISK, OR PRICE VOLATILITY. CREDIT RATINGS AND MOODY'S OPINIONS INCLUDED IN MOODY'S PUBLICATIONS ARE NOT STATEMENTS OF CURRENT OR HISTORICAL FACT. MOODY'S PUBLICATIONS MAY ALSO INCLUDE QUANTITATIVE MODEL-BASED ESTIMATES OF CREDIT RISK AND RELATED OPINIONS OR COMMENTARY PUBLISHED BY MOODY'S ANALYTICS, INC. CREDIT RATINGS AND MOODY'S PUBLICATIONS DO NOT CONSTITUTE OR PROVIDE INVESTMENT OR FINANCIAL ADVICE, AND CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT AND DO NOT PROVIDE RECOMMENDATIONS TO PURCHASE, SELL, OR HOLD PARTICULAR SECURITIES. NEITHER CREDIT RATINGS NOR MOODY'S PUBLICATIONS COMMENT ON THE SUITABILITY OF AN INVESTMENT FOR ANY PARTICULAR INVESTOR. MOODY'S ISSUES ITS CREDIT RATINGS AND PUBLISHES MOODY'S PUBLICATIONS WITH THE EXPECTATION AND UNDERSTANDING THAT EACH INVESTOR WILL, WITH DUE CARE, MAKE ITS OWN STUDY AND EVALUATION OF EACH SECURITY THAT IS UNDER CONSIDERATION FOR PURCHASE, HOLDING, OR SALE.

MOODY'S CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY RETAIL INVESTORS AND IT WOULD BE RECKLESS AND INAPPROPRIATE FOR RETAIL INVESTORS TO USE MOODY'S CREDIT RATINGS OR MOODY'S PUBLICATIONS WHEN MAKING AN INVESTMENT DECISION. IF IN DOUBT YOU SHOULD CONTACT YOUR FINANCIAL OR OTHER PROFESSIONAL ADVISER.

ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MOODY'S PRIOR WRITTEN CONSENT.

CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY ANY PERSON AS A BENCHMARK AS THAT TERM IS DEFINED FOR REGULATORY PURPOSES AND MUST NOT BE USED IN ANY WAY THAT COULD RESULT IN THEM BEING CONSIDERED A BENCHMARK.

All information contained herein is obtained by MOODY'S from sources believed by it to be accurate and reliable. Because of the possibility of human or mechanical error as well as other factors, however, all information contained herein is provided "AS IS" without warranty of any kind. MOODY'S adopts all necessary measures so that the information it uses in assigning a credit rating is of sufficient quality and from sources MOODY'S considers to be reliable including, when appropriate, independent third-party sources. However, MOODY'S is not an auditor and cannot in every instance independently verify or validate information received

in the rating process or in preparing the Moody's publications.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability to any person or entity for any indirect, special, consequential, or incidental losses or damages whatsoever arising from or in connection with the information contained herein or the use of or inability to use any such information, even if MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers is advised in advance of the possibility of such losses or damages, including but not limited to: (a) any loss of present or prospective profits or (b) any loss or damage arising where the relevant financial instrument is not the subject of a particular credit rating assigned by MOODY'S.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability for any direct or compensatory losses or damages caused to any person or entity, including but not limited to by any negligence (but excluding fraud, willful misconduct or any other type of liability that, for the avoidance of doubt, by law cannot be excluded) on the part of, or any contingency within or beyond the control of, MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers, arising from or in connection with the information contained herein or the use of or inability to use any such information.

NO WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY SUCH RATING OR OTHER OPINION OR INFORMATION IS GIVEN OR MADE BY MOODY'S IN ANY FORM OR MANNER WHATSOEVER.

Moody's Investors Service, Inc., a wholly-owned credit rating agency subsidiary of Moody's Corporation ("MCO"), hereby discloses that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by Moody's Investors Service, Inc. have, prior to assignment of any rating, agreed to pay to Moody's Investors Service, Inc. for appraisal and rating services rendered by it fees ranging from \$1,500 to approximately \$2,500,000. MCO and MIS also maintain policies and procedures to address the independence of MIS's ratings and rating processes. Information regarding certain affiliations that may exist between directors of MCO and rated entities, and between entities who hold ratings from MIS and have also publicly reported to the SEC an ownership interest in MCO of more than 5%, is posted annually at www.moodyys.com under the heading "Investor Relations — Corporate Governance — Director and Shareholder Affiliation Policy."

Additional terms for Australia only: Any publication into Australia of this document is pursuant to the Australian Financial Services License of MOODY'S affiliate, Moody's Investors Service Pty Limited ABN 61 003 399 657AFSL 336969 and/or Moody's Analytics Australia Pty Ltd ABN 94 105 136 972 AFSL 383569 (as applicable). This document is intended to be provided only to "wholesale clients" within the meaning of section 761G of the Corporations Act 2001. By continuing to access this document from within Australia, you represent to MOODY'S that you are, or are accessing the document as a representative of, a "wholesale client" and that neither you nor the entity you represent will directly or indirectly disseminate this document or its contents to "retail clients" within the meaning of section 761G of the Corporations Act 2001. MOODY'S credit rating is an opinion as to the creditworthiness of a debt obligation of the issuer, not on the equity securities of the issuer or any form of security that is available to retail investors. It would be reckless and inappropriate for retail investors to use MOODY'S credit ratings or publications when making an investment decision. If in doubt you should contact your financial or other professional adviser.

Additional terms for Japan only: Moody's Japan K.K. ("MJKK") is a wholly-owned credit rating agency subsidiary of Moody's Group Japan G.K., which is wholly-owned by Moody's Overseas Holdings Inc., a wholly-owned subsidiary of MCO. Moody's SF Japan K.K. ("MSFJ") is a wholly-owned credit rating agency subsidiary of MJKK. MSFJ is not a Nationally Recognized Statistical Rating Organization ("NRSRO"). Therefore, credit ratings assigned by MSFJ are Non-NRSRO Credit Ratings. Non-NRSRO Credit Ratings are assigned by an entity that is not a NRSRO and, consequently, the rated obligation will not qualify for certain types of treatment under U.S. laws. MJKK and MSFJ are credit rating agencies registered with the Japan Financial Services Agency and their registration numbers are FSA Commissioner (Ratings) No. 2 and 3 respectively.

MJKK or MSFJ (as applicable) hereby disclose that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by MJKK or MSFJ (as applicable) have, prior to assignment of any rating, agreed to pay to MJKK or MSFJ (as applicable) for appraisal and rating services rendered by it fees ranging from JPY200,000 to approximately JPY350,000,000.

MJKK and MSFJ also maintain policies and procedures to address Japanese regulatory requirements.

CREDIT OPINION

19 October 2018



Contacts

Daniel Simpson +1.312.706.9965
Analyst
 dan.simpson@moody.com

Douglas Goldmacher +1.212.553.1477
AVP-Analyst
 douglas.goldmacher@moody.com

CLIENT SERVICES

Americas 1-212-553-1653
 Asia Pacific 852-3551-3077
 Japan 81-3-5408-4100
 EMEA 44-20-7772-5454

Eden Prairie I.S.D. 272, MN

Update to credit analysis

Summary

[Eden Prairie ISD 272, MN \(Aa2\)](#) is a large school district located within the Twin Cities metropolitan area that primarily serves the residents of the [City of Eden Prairie \(Aaa\)](#). The district benefits from a large and wealthy tax base with economic ties to the Twin Cities, satisfactory financial profile and low debt burden. The district's primary challenges include its above average pension burden related to its participation in state-managed pension plans and long-term history of declining enrollment. While enrollment has historically been a challenge for the district, it has been stable for the past four years, and management expects slight increases in the next three to five years due to more families with school-age children moving into the district and programmatic changes to curriculum that have drawn students to the district.

Credit strengths

- » Large, affluent tax base with economic ties to Twin Cities metro area (underlying)
- » Strengths reflected in the state's general obligation rating (enhanced)

Credit challenges

- » Mature community with a long-term trend of declining enrollment (underlying)
- » Below average reserve ratios compared to similarly rated entities (underlying)
- » Challenges reflected in the state's general obligation rating (enhanced)

Rating outlook

Moody's does not typically assign outlooks to local governments with this amount of debt.

Factors that could lead to an upgrade

- » Significant increase in operating fund reserves and/or liquidity (underlying)
- » Reduction in pension burden (underlying)
- » Upward movement in the state of Minnesota's GO rating (enhanced)

Factors that could lead to a downgrade

- » Narrowing of operating fund reserves and/or liquidity (underlying)
- » Significant deterioration in the district's tax base and demographic profile (underlying)

- » Growth in the district's debt or pension burden (underlying)
- » Downward movement in the state of Minnesota's GO rating (enhanced)
- » Weakening of the MSDE program mechanics (enhanced)

Key indicators

Exhibit 1

Eden Prairie I.S.D. 272, MN	2013	2014	2015	2016	2017
Economy/Tax Base					
Total Full Value (\$000)	\$8,504,352	\$8,918,796	\$9,601,261	\$9,691,729	\$10,054,626
Population	58,534	59,171	59,353	59,847	59,847
Full Value Per Capita	\$145,289	\$150,729	\$161,765	\$161,942	\$168,006
Median Family Income (% of US Median)	177.0%	180.0%	180.0%	183.4%	183.4%
Finances					
Operating Revenue (\$000)	\$119,800	\$118,467	\$119,283	\$125,902	\$127,377
Fund Balance (\$000)	\$17,007	\$15,519	\$15,036	\$17,315	\$18,470
Cash Balance (\$000)	\$22,165	\$32,534	\$35,409	\$37,249	\$38,027
Fund Balance as a % of Revenues	14.2%	13.1%	12.6%	13.8%	14.5%
Cash Balance as a % of Revenues	18.5%	27.5%	29.7%	29.6%	29.9%
Debt/Pensions					
Net Direct Debt (\$000)	\$79,042	\$71,673	\$71,364	\$67,260	\$71,030
3-Year Average of Moody's ANPL (\$000)	\$251,973	\$272,574	\$272,898	\$267,321	\$314,641
Net Direct Debt / Operating Revenues (x)	0.7x	0.6x	0.6x	0.5x	0.6x
Net Direct Debt / Full Value (%)	0.9%	0.8%	0.7%	0.7%	0.7%
Moody's - adjusted Net Pension Liability (3-yr average) to Revenues (x)	2.1x	2.3x	2.3x	2.1x	2.5x
Moody's - adjusted Net Pension Liability (3-yr average) to Full Value (%)	3.0%	3.1%	2.8%	2.8%	3.1%

The table above reflects fiscal year-end data through fiscal 2017.

Sources: District's Audited Financial Statements, Moody's Investors Service, Inc., U.S. Census Bureau

Profile

Eden Prairie Independent School District is located approximately 20 miles southwest of the City of Minneapolis (Aa1 negative) in the Twin Cities metropolitan area and has a population of 59,847 residents. The district serves primarily the City of Eden Prairie (Aaa) and offers comprehensive educational programs for students in kindergarten through twelfth grade. Enrollment for the 2018-2019 school year is 8,820 students.

Detailed credit considerations

Economy and tax base: large and affluent tax base located in the Twin Cities metro area

We expect the district's large and affluent tax base to remain stable given its role as a wealthy residential suburban community in the economically strong Twin Cities metropolitan area. The district is located in Hennepin County (Aaa stable) and serves most of the city of Eden Prairie and surrounding areas. Fully valued at \$10.4 billion, as measured by economic market value, the district's tax base has a large residential base, which comprises 57% of the tax base, and a significant commercial and industrial presence that makes up 34% of the base.

The district's tax base is relatively diverse, with the ten largest taxpayers comprising only 6.5% of assessed valuation. Eden Prairie Mall is the largest taxpayer (1.7% of assessed value; 2,400 employees). Eden Prairie is also home to several corporate headquarters, including C.H. Robinson and Starkey Laboratories, Supervalu, Inc. (B1 stable; 1,100 employees).

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moody's.com for the most updated credit rating action information and rating history.

Hennepin county's unemployment rate as of August 2018 of 2.4% was lower than both the state (2.5%) and national (3.9%) rates. The district also benefits from strong resident income with median family income estimated at 183% of the national median.

Financial operations and reserves: satisfactory financial profile

We expect the district's financial profile will remain stable due to management's prudent budgeting practices. As of fiscal 2017, the district's available (unassigned + assigned + committed) general fund balance was \$17 million, or 14% of revenues. The district reported a total fund general fund balance of \$19.6 million that includes restrictions on fund balance imposed by the Minnesota Department of Education that can ultimately be used for operating purposes. Across the district's major operating funds (combined general and debt service funds), the available balance was \$18.5 million, or 15% of operating fund revenue.

While audited financial statements are not available for fiscal 2018 (fiscal year ends June 30th), the district is projecting a \$2.9 million general fund operating surplus due to better than expected revenue performance and cost containment measures. For fiscal 2019, the district has budgeted for a \$1.3 million general fund operating surplus. The district's formal fund balance policy is to maintain an unassigned fund balance of at least 8% of general fund expenditures.

As funding for Minnesota school districts is based on per pupil aid, enrollment is key to district revenues. For fiscal 2019, district enrollment stands at 8,842, an increase of 116 students from the prior year. The district's longer term enrollment trend is negative as enrollment has declined by over 800 students from fiscal 2009 to fiscal 2016. Management attributes this trend to a decrease in the percentage of residents with school-aged children. However, the district is starting to see more residents with school-aged children move into the district and is offering new programming, which they feel will stabilize enrollment going forward. Currently, management projects enrollment will stabilize to approximately 8,900 students by fiscal 2022.

State aid is the district's main revenue source at 61% of fiscal 2017 operating fund revenue, while property taxes are 33% of operating revenues. State aid increased by 2% for fiscal 2018. The district has a total of \$1,835 per pupil local revenue authority in fiscal 2019. The voter approved revenue increases at the rate of inflation each year through fiscal 2025. District voters also approved a capital projects levy in 2013 that will generate approximately \$6.6 million annually for technology improvements through fiscal 2025.

LIQUIDITY

The district's net cash position in its major operating funds was \$38 million, or a healthy 30% of operating revenues in fiscal 2017. The cash position is higher than the fund balance position because while the district receives a portion of its annual property tax levy just prior to the end of the fiscal year, it defers this revenue to the next fiscal year.

Debt and pensions: moderate debt burden and above average pension burden

We expect the district's debt burden will remain moderate given the district's rapid amortization of outstanding debt and growing tax base. Inclusive the Series 2018A bonds, the district's net direct debt burden totals \$60.7 million, and is low at 0.6% of full value but is more moderate when compared to revenues at 0.5x fiscal 2017 operating revenues. The district is in the process of studying its facilities needs and while the district has sufficient capacity to serve all of its students the district is planning to remodel its existing facilities to better serve its students. The district will likely seek voter approval for \$30 to \$40 million in GO bonds in the Spring of 2019 to finance the improvements to its existing facilities. If voters approve the additional GO bonds, the district's debt burden would remain moderate at 1% of current full value and 0.8x current operating revenues.

While the district's debt burden is expected to remain moderate, its pension burden, related to its participation in two statewide pension plans, is above-average for the rating category. Moody's ANPL for the district (adjusted net pension liability), our measure of a local government's pension burden, is \$314 million, or 3.1% of full value and 2.5x fiscal 2017 operating revenues. Total fixed costs, inclusive of debt service, OPEB, and pension contributions were moderate at \$18.4 million, or 14.5% of fiscal 2017 operating revenues.

DEBT STRUCTURE

All of the district's debt is fixed rate and amortizes rapidly with 84% of principal retired within the next ten years.

DEBT-RELATED DERIVATIVES

The district does not have any debt-related derivatives.

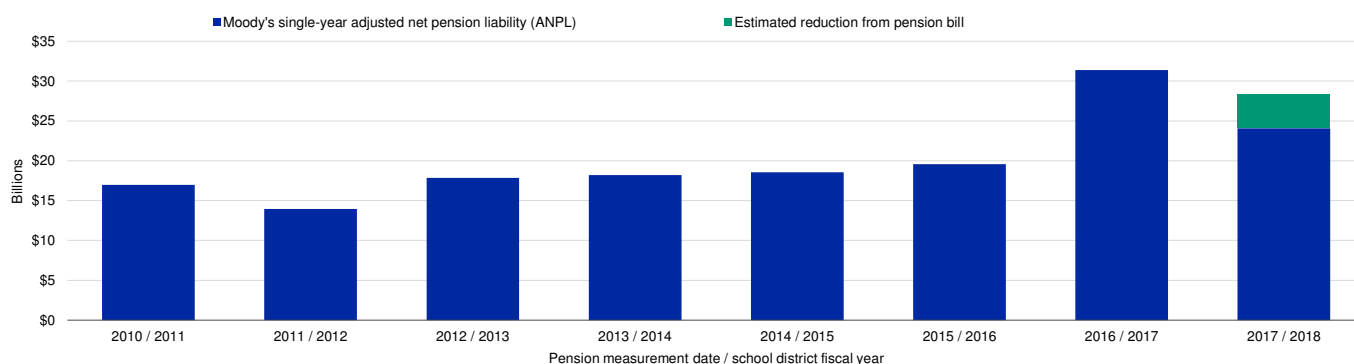
PENSIONS AND OPEB

The district participates in two multiple-employer cost-sharing plans, the General Employees Retirement Fund (GERF) and the Teachers Retirement Association of Minnesota (TRA). Whether measured on a reported basis or using our Moody's standard balance sheet adjustments, unfunded liabilities have increased significantly. Growth in the TRA's reported Net Pension Liability (NPL) in recent years has been largely driven by plan depletion projections, which in turn require the use of a lower discount rate under governmental pension accounting standards. Growth in the Moody's ANPL has been driven by investment returns, weak contribution practices and falling market discount rates. Between 2014 and 2016, the ANPL for TRA increased by nearly 70%.

The plan's ANPL subsequently decreased by 10% in 2017 due to strong investment performance, which will be reflected in our fiscal 2018 measurements for school districts. Additionally, the state of Minnesota approved legislation in 2018 that will modify benefits and modestly increase contributions to TRA. An updated accounting valuation reflecting the changes has not yet been published, but we preliminarily estimate that the reforms will reduce the ANPL of TRA by approximately 15%. Despite these changes, unfunded liabilities will remain above 2014 levels (see Exhibit).

Exhibit 2

Legislation will reduce TRA liabilities, though pension burdens will remain high Estimated reduction from the pension legislation on 2017 TRA ANPL



Sources: Moody's Investors Service, TRA comprehensive annual financial reports (CAFRs), Minnesota Legislative Commission on Pensions and Retirement

OPEB obligations do not represent a material cost for the district. The district does not offer explicit OPEB benefits, but allows retired employees to stay on its health care plan, creating an implicit rate subsidy. The district issued \$16 million of OPEB bonds in 2009 and created an irrevocable trust to pre-fund its benefits obligations. At of June 30, 2017, plan assets exceeded plan liabilities and the district reported a net OPEB asset of \$3.3 million.

Management and governance: moderate institutional framework reflects ability to adjust revenues and expenditures

Minnesota school districts have an Institutional Framework score of A, which is moderate. Institutional Framework scores measure a sector's legal ability to increase revenues and decrease expenditures. Schools are highly dependent on state aid, averaging 70% of General Fund revenues. State aid is moderately predictable and is based on a per pupil funding formula, with some adjustments for wealth and need. Schools have moderate revenue raising ability and can increase operating levies through board or voter approval. The standard referendum cap increases annually with inflation and grew to \$1,934 per pupil in fiscal 2018 from \$1,892 per pupil in fiscal 2017. Unpredictable revenue fluctuations tend to be moderate. Across the sector, fixed and mandated costs are generally moderate. Minnesota has public sector unions, which can limit the ability to cut expenditures. Expenditures are highly predictable with personnel and benefits representing the largest costs.

© 2018 Moody's Corporation, Moody's Investors Service, Inc., Moody's Analytics, Inc. and/or their licensors and affiliates (collectively, "MOODY'S"). All rights reserved.

CREDIT RATINGS ISSUED BY MOODY'S INVESTORS SERVICE, INC. AND ITS RATINGS AFFILIATES ("MIS") ARE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES, AND MOODY'S PUBLICATIONS MAY INCLUDE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES. MOODY'S DEFINES CREDIT RISK AS THE RISK THAT AN ENTITY MAY NOT MEET ITS CONTRACTUAL, FINANCIAL OBLIGATIONS AS THEY COME DUE AND ANY ESTIMATED FINANCIAL LOSS IN THE EVENT OF DEFAULT. CREDIT RATINGS DO NOT ADDRESS ANY OTHER RISK, INCLUDING BUT NOT LIMITED TO: LIQUIDITY RISK, MARKET VALUE RISK, OR PRICE VOLATILITY. CREDIT RATINGS AND MOODY'S OPINIONS INCLUDED IN MOODY'S PUBLICATIONS ARE NOT STATEMENTS OF CURRENT OR HISTORICAL FACT. MOODY'S PUBLICATIONS MAY ALSO INCLUDE QUANTITATIVE MODEL-BASED ESTIMATES OF CREDIT RISK AND RELATED OPINIONS OR COMMENTARY PUBLISHED BY MOODY'S ANALYTICS, INC. CREDIT RATINGS AND MOODY'S PUBLICATIONS DO NOT CONSTITUTE OR PROVIDE INVESTMENT OR FINANCIAL ADVICE, AND CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT AND DO NOT PROVIDE RECOMMENDATIONS TO PURCHASE, SELL, OR HOLD PARTICULAR SECURITIES. NEITHER CREDIT RATINGS NOR MOODY'S PUBLICATIONS COMMENT ON THE SUITABILITY OF AN INVESTMENT FOR ANY PARTICULAR INVESTOR. MOODY'S ISSUES ITS CREDIT RATINGS AND PUBLISHES MOODY'S PUBLICATIONS WITH THE EXPECTATION AND UNDERSTANDING THAT EACH INVESTOR WILL, WITH DUE CARE, MAKE ITS OWN STUDY AND EVALUATION OF EACH SECURITY THAT IS UNDER CONSIDERATION FOR PURCHASE, HOLDING, OR SALE.

MOODY'S CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY RETAIL INVESTORS AND IT WOULD BE RECKLESS AND INAPPROPRIATE FOR RETAIL INVESTORS TO USE MOODY'S CREDIT RATINGS OR MOODY'S PUBLICATIONS WHEN MAKING AN INVESTMENT DECISION. IF IN DOUBT YOU SHOULD CONTACT YOUR FINANCIAL OR OTHER PROFESSIONAL ADVISER. ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MOODY'S PRIOR WRITTEN CONSENT.

CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY ANY PERSON AS A BENCHMARK AS THAT TERM IS DEFINED FOR REGULATORY PURPOSES AND MUST NOT BE USED IN ANY WAY THAT COULD RESULT IN THEM BEING CONSIDERED A BENCHMARK.

All information contained herein is obtained by MOODY'S from sources believed by it to be accurate and reliable. Because of the possibility of human or mechanical error as well as other factors, however, all information contained herein is provided "AS IS" without warranty of any kind. MOODY'S adopts all necessary measures so that the information it uses in assigning a credit rating is of sufficient quality and from sources MOODY'S considers to be reliable including, when appropriate, independent third-party sources. However, MOODY'S is not an auditor and cannot in every instance independently verify or validate information received in the rating process or in preparing the Moody's publications.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability to any person or entity for any indirect, special, consequential, or incidental losses or damages whatsoever arising from or in connection with the information contained herein or the use of or inability to use any such information, even if MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers is advised in advance of the possibility of such losses or damages, including but not limited to: (a) any loss of present or prospective profits or (b) any loss or damage arising where the relevant financial instrument is not the subject of a particular credit rating assigned by MOODY'S.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability for any direct or compensatory losses or damages caused to any person or entity, including but not limited to by any negligence (but excluding fraud, willful misconduct or any other type of liability that, for the avoidance of doubt, by law cannot be excluded) on the part of, or any contingency within or beyond the control of, MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers, arising from or in connection with the information contained herein or the use of or inability to use any such information.

NO WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY SUCH RATING OR OTHER OPINION OR INFORMATION IS GIVEN OR MADE BY MOODY'S IN ANY FORM OR MANNER WHATSOEVER.

Moody's Investors Service, Inc., a wholly-owned credit rating agency subsidiary of Moody's Corporation ("MCO"), hereby discloses that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by Moody's Investors Service, Inc. have, prior to assignment of any rating, agreed to pay to Moody's Investors Service, Inc. for appraisal and rating services rendered by it fees ranging from \$1,500 to approximately \$2,500,000. MCO and MIS also maintain policies and procedures to address the independence of MIS's ratings and rating processes. Information regarding certain affiliations that may exist between directors of MCO and rated entities, and between entities who hold ratings from MIS and have also publicly reported to the SEC an ownership interest in MCO of more than 5%, is posted annually at www.moody's.com under the heading "Investor Relations — Corporate Governance — Director and Shareholder Affiliation Policy."

Additional terms for Australia only: Any publication into Australia of this document is pursuant to the Australian Financial Services License of MOODY'S affiliate, Moody's Investors Service Pty Limited ABN 61 003 399 657 AFSL 336969 and/or Moody's Analytics Australia Pty Ltd ABN 94 105 136 972 AFSL 383569 (as applicable). This document is intended to be provided only to "wholesale clients" within the meaning of section 761G of the Corporations Act 2001. By continuing to access this document from within Australia, you represent to MOODY'S that you are, or are accessing the document as a representative of, a "wholesale client" and that neither you nor the entity you represent will directly or indirectly disseminate this document or its contents to "retail clients" within the meaning of section 761G of the Corporations Act 2001. MOODY'S credit rating is an opinion as to the creditworthiness of a debt obligation of the issuer, not on the equity securities of the issuer or any form of security that is available to retail investors. It would be reckless and inappropriate for retail investors to use MOODY'S credit ratings or publications when making an investment decision. If in doubt you should contact your financial or other professional adviser.

Additional terms for Japan only: Moody's Japan K.K. ("MJKK") is a wholly-owned credit rating agency subsidiary of Moody's Group Japan G.K., which is wholly-owned by Moody's Overseas Holdings Inc., a wholly-owned subsidiary of MCO. Moody's SF Japan K.K. ("MSFJ") is a wholly-owned credit rating agency subsidiary of MJKK. MSFJ is not a Nationally Recognized Statistical Rating Organization ("NRSRO"). Therefore, credit ratings assigned by MSFJ are Non-NRSRO Credit Ratings. Non-NRSRO Credit Ratings are assigned by an entity that is not a NRSRO and, consequently, the rated obligation will not qualify for certain types of treatment under U.S. laws. MJKK and MSFJ are credit rating agencies registered with the Japan Financial Services Agency and their registration numbers are FSA Commissioner (Ratings) No. 2 and 3 respectively.

MJKK or MSFJ (as applicable) hereby disclose that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by MJKK or MSFJ (as applicable) have, prior to assignment of any rating, agreed to pay to MJKK or MSFJ (as applicable) for appraisal and rating services rendered by it fees ranging from JPY200,000 to approximately JPY350,000,000.

MJKK and MSFJ also maintain policies and procedures to address Japanese regulatory requirements.

CLIENT SERVICES

Americas	1-212-553-1653
Asia Pacific	852-3551-3077
Japan	81-3-5408-4100
EMEA	44-20-7772-5454



October 15, 2018

To: Dr. Josh Swanson, Superintendent
From: Jason Mutzenberger, Executive Director of Business Services
Re: Sale of Land

The School District was approached by the City of Eden Prairie regarding improvements to Duck Lake Road from Mallard Court to Duck Lake Trail. The proposed project would improve vehicular and pedestrian safety and replace the deteriorating roadway. The project includes full reconstruction of the roadway, replacement and addition of pedestrian improvements, and widening the corridor to allow for construction of a bituminous trail along the west side of Duck Lake Road. Construction may begin in late 2018 with the majority of the work occurring in 2019.

This project will benefit the school district as families on the north side of Prairie View Elementary currently need to walk on the roadway to get to school. These improvements will allow for a trail and a safe route to school. The City, through a formal appraisal process conducted by a third party, is offering to pay the district \$23,800 to purchase a small section of land, currently used as a grassy area with trees and includes the Prairie View monument sign. The purchase price also includes covering the cost to relocate the monument sign and landscaping.

The district has been involved with the appraisal process and recommend moving forward with the sale. We are bringing this recommendation forward in compliance with Executive Limitation (EL) 2.6.4: Furthermore, the Superintendent shall not: Acquire, encumber, or dispose of real property without Board approval.

We would recommend the board approve the following resolution and any applicable agreements required for this transaction:

BE IT RESOLVED by the School Board of Independent School District No. 272 that the Memorandum of Understanding for the acquired property rights at 17255 Peterborg Road, the Temporary Construction Easement and Drainage and Utility Easement be approved.



Executive Summary Ends Policy Evidence 1.1, 1.2, 1.3

School Board Members,

You will find a brief narrative about results pertaining to each of the Ends and child policies below. We saw growth again this year in almost every area, but did not always make the targets that were set in June 2017. You will see that reflected in the assertions I have made. The assertions are summarized on a cover page in front of each Ends Report. We have also updated the format of the Ends' monitoring reports. I hope the new format makes it more readable for the board and easier to interpret.

I am proud of the work and focus by Eden Prairie staff to achieve the Ends set by the board. We will use this data to guide our future work and decision making. If you have questions regarding the evidence, please submit those to me by Monday evening, if possible. I will then reply to the whole board with the questions and answers next week.

Dr. Josh Swanson, Superintendent

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

Our four-year graduation rate in 2017-18 was 87.6% and we realized increases in 4-year graduation rates within many of our student groups, but did not meet the target. We continue to see our graduates demonstrate that they are academically prepared to progress to multiple opportunities after high school. Eden Prairie's college enrollment and college persistence rates remain at high levels and outperform other west metro school districts. Our students who do not graduate in 4 years are accounted for and placed in the appropriate programming to prepare them for future opportunities. Additionally, 72% of our 11th graders have demonstrated they are prepared to succeed in college as measured by the ACT assessment.

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

We measure our third graders on state, district and classroom assessments to determine if they are reading at grade level. Over the past three years, we have seen an increase in literacy achievement as measured by a triangulated measurement of those three assessment methodologies. This year we met the target set with 78.2% of students proficient in two of three measures. This is the first group of students to have experienced the reduced class sizes from the referendum and our results have climbed from 71.8% to 78.2% since implementing this measure.

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

As a whole district we saw relatively flat levels of proficiency as measured by the MCA assessments in Language Arts, and Math, but did not see an implementation dip in math, which we were expecting. With increase in elementary science proficiency our districtwide scores went down with a decrease in science proficiency for the High School cohort of students. We are focused on understanding the reason for this specific decline in MCA proficiency. With all that said we also see some things to really celebrate. When you look at our 5th grade MCA reading scores (the end of Elementary School in most districts) 82.2% of our students are proficient in reading.

Our students are showing achievement in their individual growth. As measured by the MCA assessment, 81% of our grades 4-8 and high school students made medium or high growth in math and 79% of our students made medium or high growth in reading. We also set baseline data for growth with the fastbridge assessments and through the measurements of academic areas beyond just Language Arts, Math, and Science. These are included in the monitoring report.

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

We continue to see very strong numbers demonstrating the various ways in which students exceed the minimum graduation requirements through multiple indicators such as advanced placement courses, College in the Schools, PSEO enrollments, and credits which exceed the states expectations and Eden Prairie's graduation requirements.

Ends 1.2 Each student has the 21st century skills needed to succeed in the global economy.

Our students engage in learning that facilitates communication, critical thinking, creativity and collaboration, developing real-life skills to succeed in the global economy. This was the first year all K-12 students were measured across the 21st century skills through performance as measured by a rubric. Overall, we see an increase in the level of proficiency in acquiring these skills.

Ends 1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

In this year's report you will find data for the first time on students earning credit on the Minnesota Civics test. We continue to increase the percentage of students setting personal goals. You will also find data on suspensions which mirrors data you have previously seen in EL 2.2.

**Eden Prairie Schools Ends
Monitoring Cover Sheet FY
2017-2018**

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

Date of Operational Interpretation Monitoring: June 12, 2017

Date of Evidence Monitoring: October 22, 2018

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, "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.
--------------------------	---

Date of Operational Interpretation Monitoring: June 12, 2017

Date of Evidence Monitoring: October 22, 2018

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

Date of Operational Interpretation Monitoring: June 12, 2017

Date of Evidence Monitoring: October 22, 2018

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

Date of Operational Interpretation Monitoring: June 12, 2017

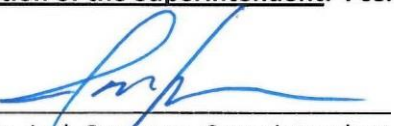
Date of Evidence Monitoring: October 22, 2018

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

- Date: October 22, 2018

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 2017 - June 2018

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2017

Evidence: October 22, 2018

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 demographic 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, or other demographic indicator.

District Policy 613 defines graduation requirements.

The MN department of Education supports a 4 to 6 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. The ACT Aspire and 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 and ACT Aspire subject-area tests, the Benchmarks are scores representing 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.

Citation:

www.act.org

https://nces.ed.gov/npec/pdf/kuh_team_report.pdf

Citation: MN SLEDs - <http://sleds.mn.gov/>

Measurement Plan:

Percentage of students meeting ACT and ACT Aspire benchmarks indicating on track status to be College and Career Ready as measured by ACT Aspire at grades 7 and 9 and ACT at grade 11.

Demonstration of exceeding minimum ACT and ACT Aspire benchmarks:

- Percent of 7th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science
- Percent of 9th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science
- Percent of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science and Composite

4-Year District Graduation Rate

- Target 93%
- Demographic breakdown results– Include N-size

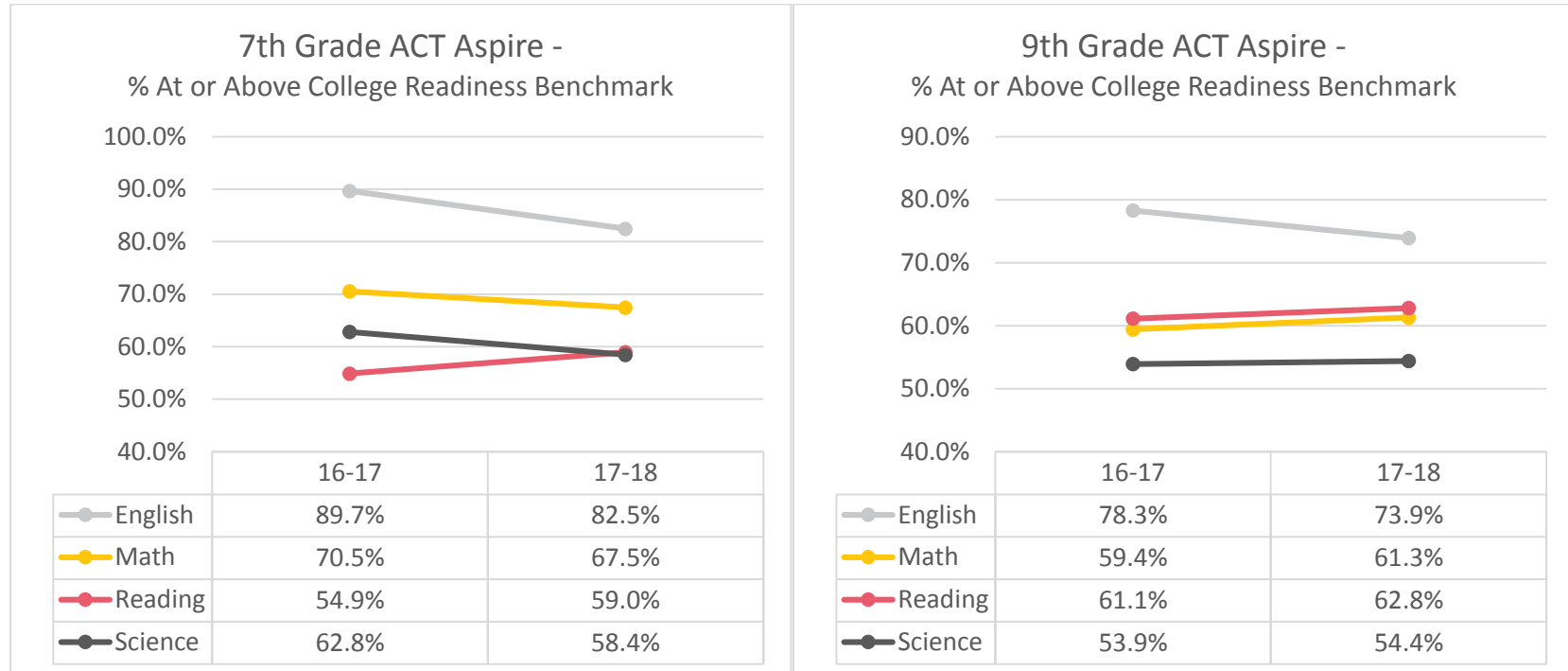
6-Year District Graduation Rate

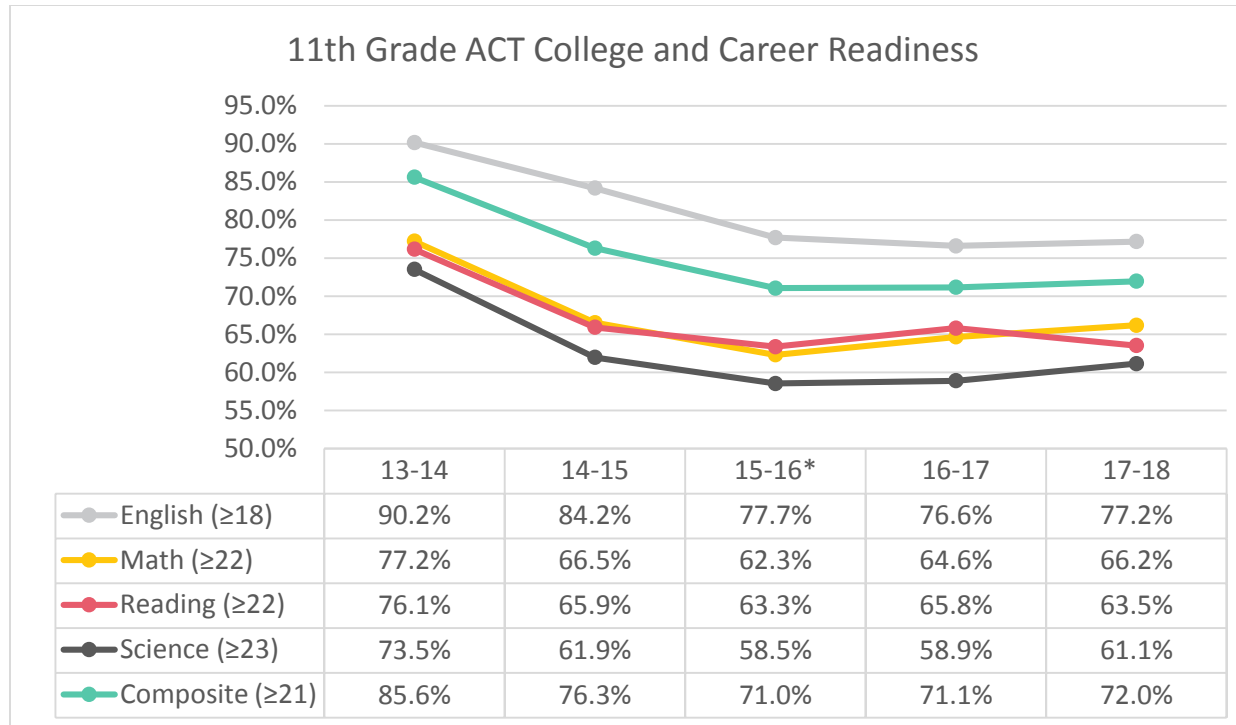
- Target 97%
- No Demographic breakdown because of N-size

State Longitudinal Educational Data System (SLEDs)

- Post-Secondary Education Entrance Target 90% enrolled
- 2nd Year College Persistence Target 95% enrolled
- 4-Year College Completion Target 45% Percent of HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion Target 70% Percent of HS graduates completing a degree or certificate within 6 years

Evidence:





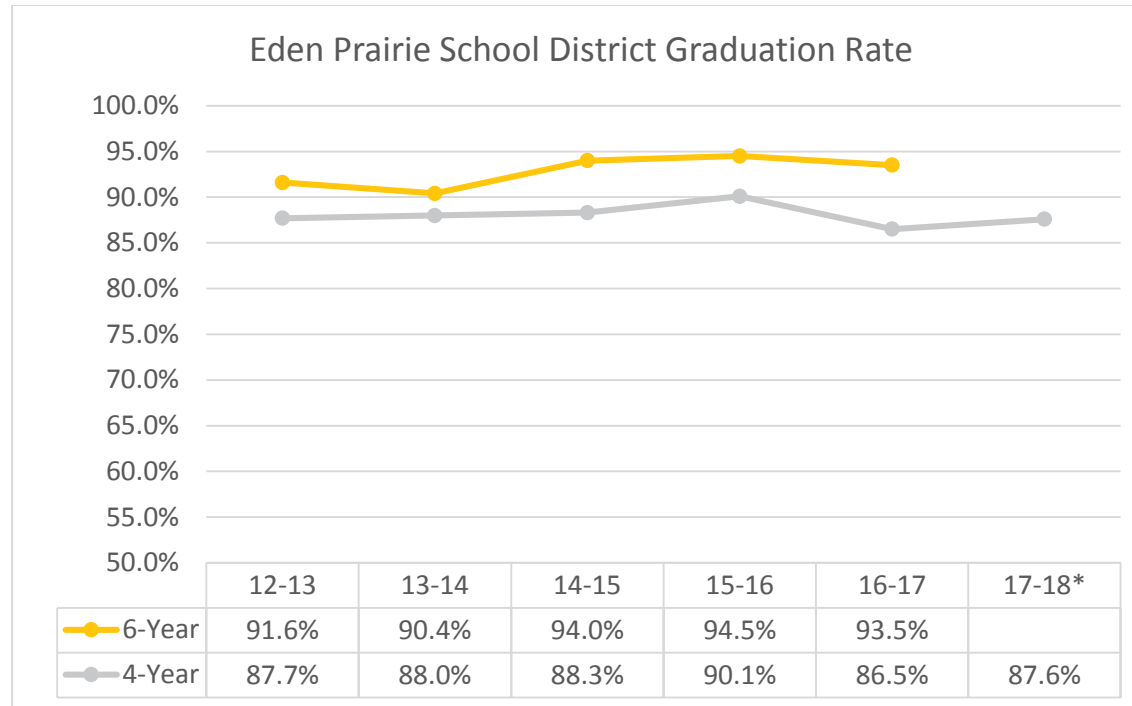
* Prior to 15-16 not all students took the ACT. Beginning in 15-16, all students were administered the exam.

Table 1.1a: Percent of Eden Prairie students demonstrating college and career readiness

Grade	English		Math		Reading		Science		Composite (≥21)		Writing*	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
7 th Grade ACT Aspire	89.7%	82.5%	64% 70.5%	67.5%	54.9%	59.0%	62.8%	58.4%	N/A	N/A	40.9%	N/A
9 th Grade ACT Aspire	78.3%	73.9%	59.4%	61.3%	61.1%	62.8%	53.9%	54.4%	N/A	N/A	62.7%	N/A
11 th Grade ACT	76.6%	77.2%	64.6%	66.2%	65.8%	63.50%	59.0%	61.1%	71.1%	72.0%	N/A	N/A

Note: the math result for 16-17 was incorrectly reported last year; this has been corrected.

*ACT Aspire no longer reports college and career readiness indicators for Writing.



*Preliminary 17-18 4-year graduation rate is preliminary.

Note: Last year, MDE developed a new graduation rate methodology to align with ESSA; these numbers reflect the recalculated rates.

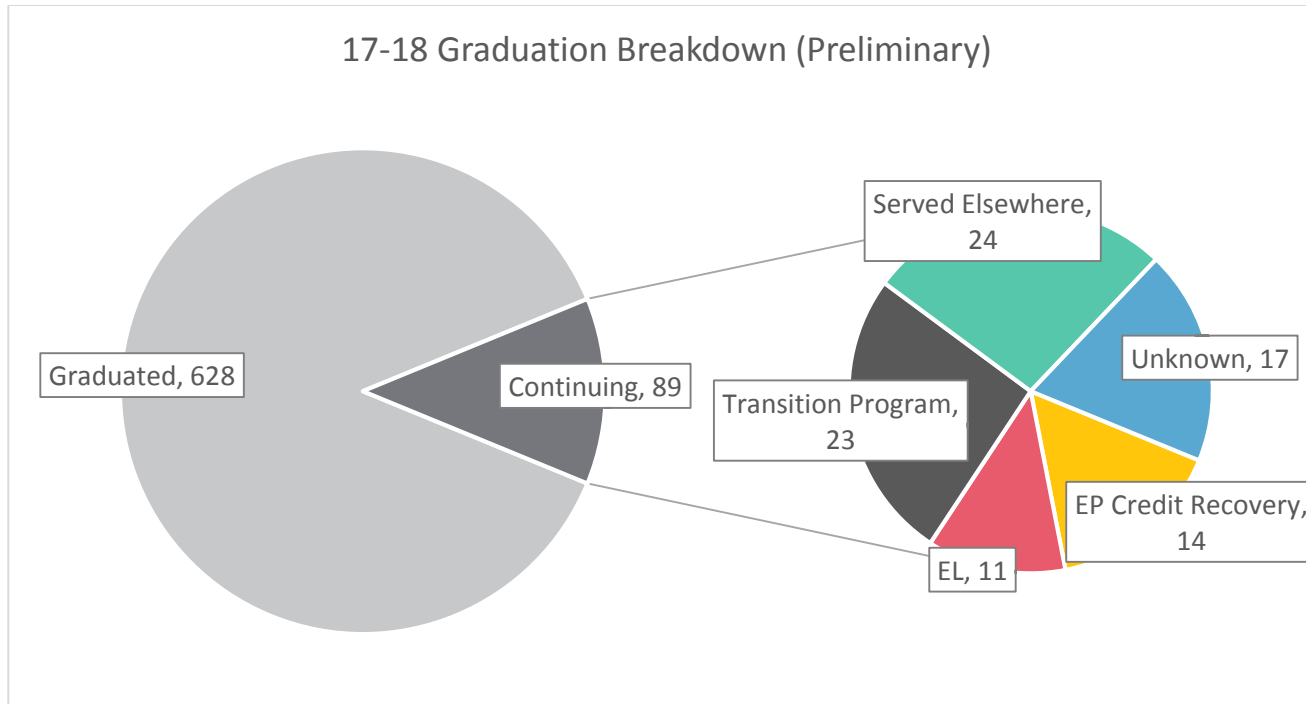


Table 1.1b: 4-Year and 7-Year Graduation Rate

Graduation Rate	Final 16-17	Preliminary 17-18*	Target	Target Met
4-Year (Class of 2017)	86.5%	87.6%	93%	
6-Year (Class of 2015)	95.1%	N/A	97%	

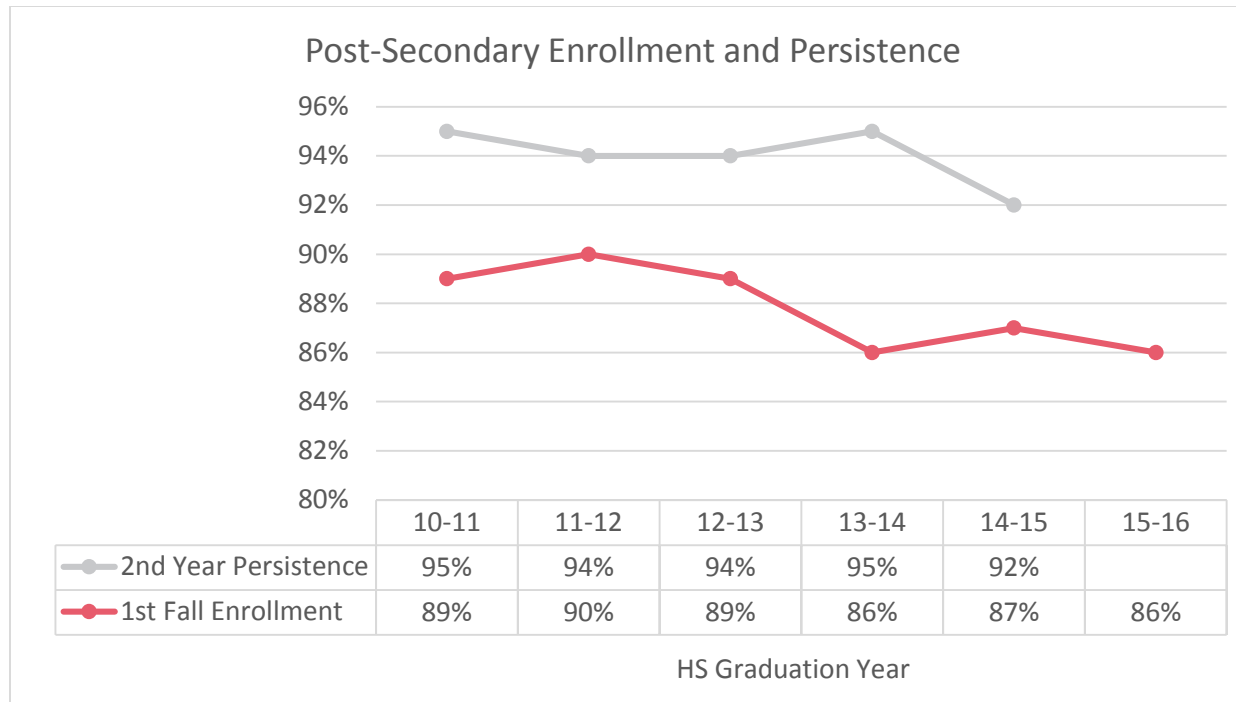
*Preliminary 17-18 4-year graduation rate is preliminary.

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

Demographic Group	Final 16-17	Preliminary 17-18*
American Indian or Alaska Native	N/A†	N/A†
Asian	88.6%	90.2%
Black or African American	58.8%	69.4%
Hispanic/Latino	65.4%	73.3%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	71.4%	82.8%
White	92.6%	91.7%
EL	46.3%	10.5%
FRP	63.0%	68.4%
SPED	53.2%	54.1%
Overall	86.5%	87.5%

*Preliminary 17-18 4-year graduation rate is preliminary.

†Counts too small to report.



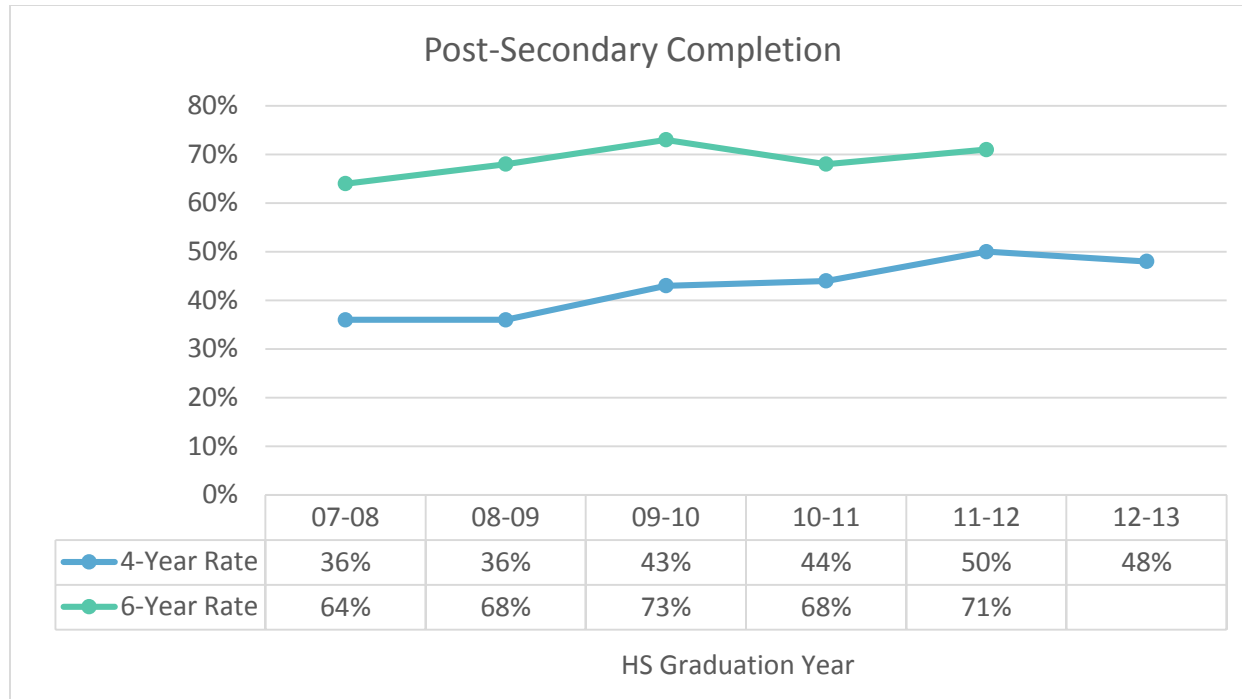


Table 1.1d: Post-secondary education metrics

	HS Graduation Year	
	14-15	15-16
Percent of HS Graduates Enrolling in College – Fall	87%	86%
	13-14	14-15
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	95%	92%
	11-12	12-13
4-Year College Completion Target	50%	48%
	10-11	11-12
6-Year College Completion Target	68%	71%

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 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. The Fountas and Pinnell Reading Assessment is a nationally recognized and widely used valid and reliable tool. This assessment measures the literacy skills associated with the specific grade level.
2. FastBridge adaptive measure for Reading (aReading) This assessment is an evidence-based tool used to screen and monitor student progress in reading proficiency.
3. The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards.

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student.

Measurement Plan:

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

- 3rd grade MCA Reading Proficiency = Meets or Exceeds (Including n-size)
- FastBridge Assessment 3rd grade end of year “aReading” benchmark = 504
- Fountas and Pinnell 3rd grade level end of year benchmark = P
- EDL (EHSI) 3rd grade level = 38
- Percentage of students proficient as identified by race, socio-economic and student service groups.

Target: 78% of the students are proficient in 2018.

Evidence:

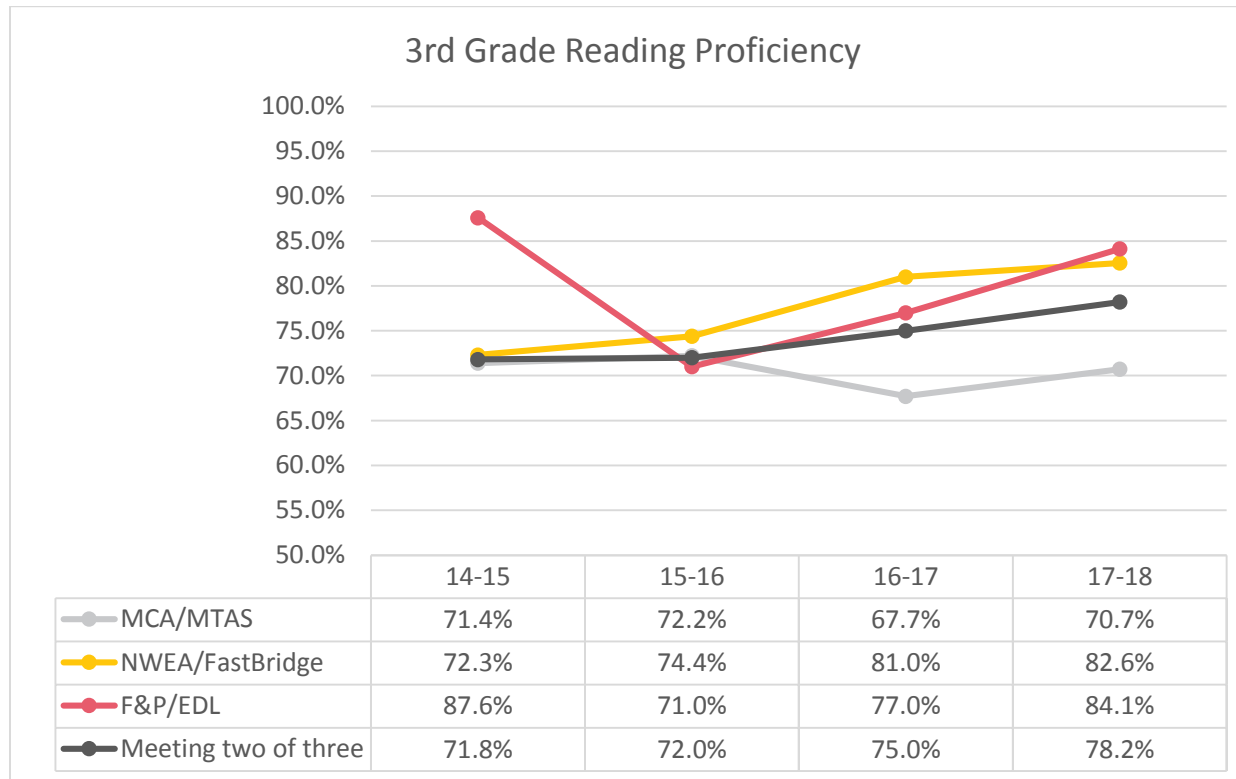


Table 1.1.1a: Percent of 3rd grade students enrolled prior to October 1st Meeting Proficiency on Two of Three Assessments

Demographic Group	16-17	17-18
American Indian or Alaska Native	N/A†	N/A†
Asian	87.3%	87.8%
Black or African American	50.0%	55.8%
Hispanic/Latino	47.9%	48.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	82.1%	81.8%
White	84.8%	85.8%
EL	46.0%	37.1%
FRP	49.3%	52.5%
SPED	54.2%	36.8%
Overall	75.0%	78.2%

†Counts too small to report.

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:

1. 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.
2. 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 must possess 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 80 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 and
- 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). It is also cross-walked to the National Common Core Standards (2010).

Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6 universal and 7-8 for those performing below grade level. EarlyReading is the equivalent assessment for developing readers. EarlyReading is in grades K and 1. It is useful to predict performance on high-stakes assessments (e.g., state tests). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. AReading is designed for Universal Screening to identify students at risk for academic delays and to differentiate instruction for all students.

The aMath 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. earlyMath is in grades K and 1.

FastBridge adaptive measure for Reading was originally developed by Deno and colleagues to index the level and rate of reading achievement (Deno, 1985; Shinn, 1989). This assessment is an evidence-based tool used to screen and monitor student progress in reading proficiency. This assessment is administered by a trained teacher.

The Minnesota Comprehensive Assessments (MCA's) are used to measure proficiency and growth in reading and math and proficiency in science. This assessment is administered in grades 3-8 and high school. Reading and Math tests are given to students in grades 3-8, 10 and 11. Science is given in grades 5, 8 and high School. These assessments meet the requirements of the Elementary and Secondary Education Act (ESEA).

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:

MCA and MTAS Proficiency grades 3-8 and high school 2017-2018

Source: MDE Minnesota Report Card, Oct 1 Enrollment

READING grades 3-8 and HS

MATH grades 3-8 and HS

SCIENCE Grades 5, 8 and HS

Targets

Target for 2018 - 74% of students will be at or above proficiency

Target for 2018 - 71% of students will be at or above proficiency

Target for 2018 - 67% of students will be at or above proficiency

<p>Measurement of Growth 2017-2018 MCA -Spring to Spring growth grades 4-8 and high school for 2017-2018</p> <p>READING</p> <p>MATH</p> <p>SCIENCE* <i>*Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.</i></p>	<p>Target for 2018 - 74% of students will be at medium or high growth</p> <p>Target for 2018 - 78% of students will be at medium or high growth</p>
<p>FastBridge Growth Grades K-6 - Fall to Spring growth (by start score)</p> <p>READING 2017-2018</p> <p>MATH 2017-2018</p>	<p>Percentage of students below grade level with aggressive growth</p> <p>Percentage of students below grade level with aggressive growth</p>
<p>2017-2018 Baseline Year of Percentage of C grades or higher in the following subjects</p> <ul style="list-style-type: none"> • Geography/Social Studies • World Language • Technology (Tech Ed and Industrial Tech) • Business Education - NA for grade 7 and 8 • Fine or Applied Arts • Health • Physical Education 	

Evidence:

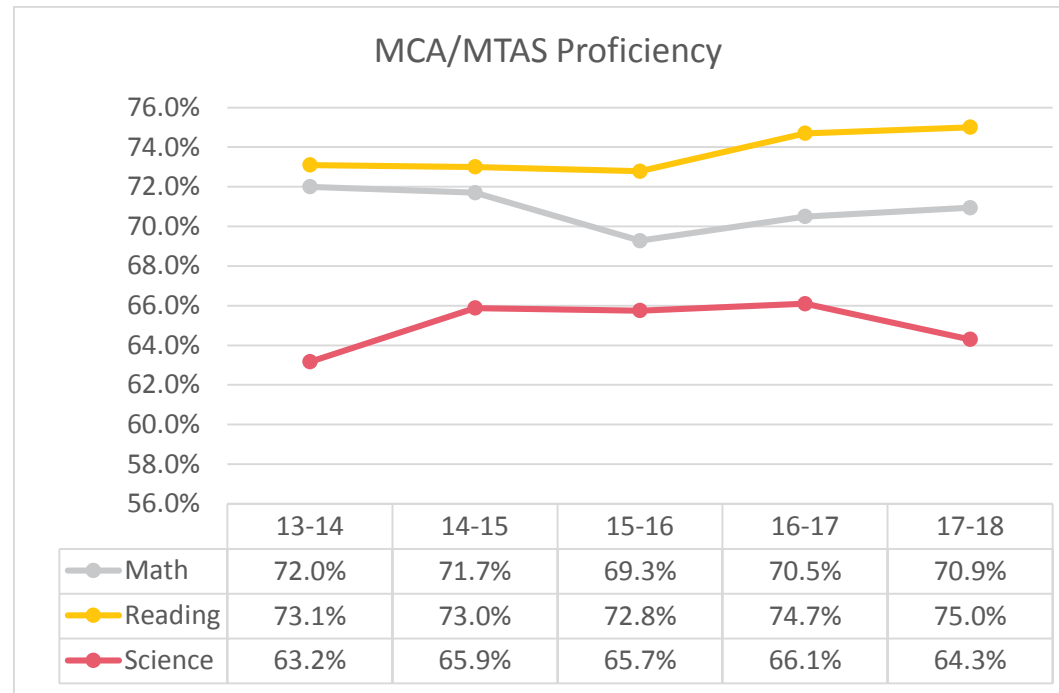


Table 1.1.2a: Percent of students enrolled prior to October 1st by grade that Meet or Exceed the proficiency standard on MCA/MTAS

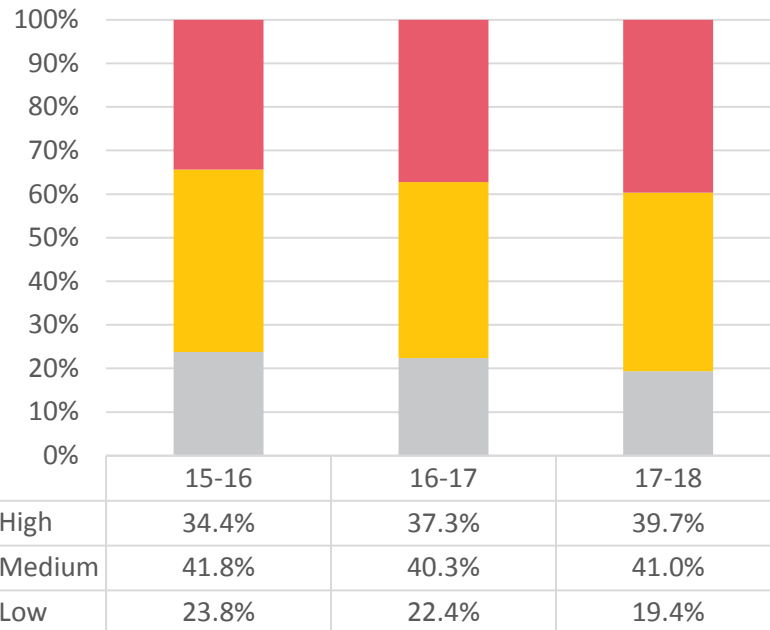
Grade	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
3	74.7%	72.4%	67.7%	70.7%	N/A	N/A
4	75.4%	78.6%	74.5%	72.8%	N/A	N/A
5	69.5%	67.8%	80.4%	82.8%	67.0%	70.1%
6	67.4%	70.0%	79.2%	79.8%	N/A	N/A
7	70.8%	66.5%	74.7%	73.6%	N/A	N/A
8	72.7%	77.7%	72.9%	74.6%	61.8%	62.4%
HS	63.9%	63.4%	73.8%	71.2%	69.2%	61.3%
Overall	70.5%	70.9%	74.7%	75.0%	66.1%	64.3%

Table 1.1.2b: Percent of students enrolled prior to October 1st by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS

Demographic Group	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
American Indian or Alaska Native	33.3%	45.5%	50.0%	63.6%	N/A†	N/A†
Asian	85.0%	87.4%	83.4%	83.0%	76.8%	81.0%
Black or African American	36.0%	39.3%	48.4%	49.8%	31.7%	33.3%
Hispanic/Latino	47.0%	48.0%	61.4%	58.9%	42.6%	44.6%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	63.3%	63.5%	69.3%	73.6%	64.9%	54.1%
White	78.7%	78.5%	80.8%	81.5%	72.3%	71.3%
EL	29.9%	31.3%	22.5%	22.7%	11.5%	8.0%
FRP	39.8%	40.9%	49.8%	49.4%	39.0%	33.5%
SPED	43.1%	36.3%	45.8%	40.3%	44.6%	33.5%
Overall	70.5%	70.9%	74.7%	75.0%	66.1%	64.3%

†Counts too small to report.

MCA Growth - Math



MCA Growth - Reading

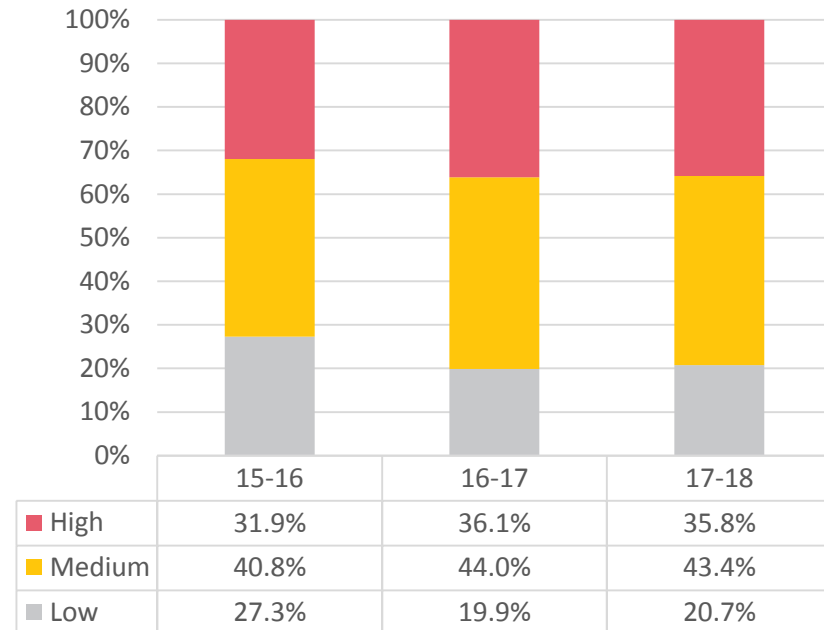


Table 1.1.2c: Percent of students by grade who made medium or high growth on MCA/MTAS

Grade	Math		Reading	
	16-17	17-18	16-17	17-18
4	77.2%	83.4%	82.1%	80.5%
5	74.6%	81.4%	82.1%	80.4%
6	80.6%	83.1%	82.7%	83.4%
7	74.6%	77.2%	72.5%	73.2%
8	89.2%	86.3%	83.4%	80.7%
HS	69.3%	71.8%	78.4%	77.5%
Overall	77.6%	80.6%	80.1%	79.3%

Table 1.1.2d: Percent of students by demographic group who made medium or high growth on MCA/MTAS

Demographic Group	Math		Reading	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native	91.7%	N/A†	N/A†	N/A†
Asian	87.5%	86.9%	84.0%	79.7%
Black or African American	69.2%	72.5%	75.9%	72.3%
Hispanic/Latino	72.6%	75.9%	75.2%	72.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†
Two or more races	71.0%	80.4%	75.5%	81.7%
White	78.5%	81.8%	81.1%	81.5%
EL	68.0%	70.2%	75.0%	68.9%
SPED	70.5%	69.4%	71.7%	69.8%
FRP	68.5%	72.6%	76.7%	71.1%
Overall	77.6%	80.6%	80.1%	79.3%

†Counts too small to report.

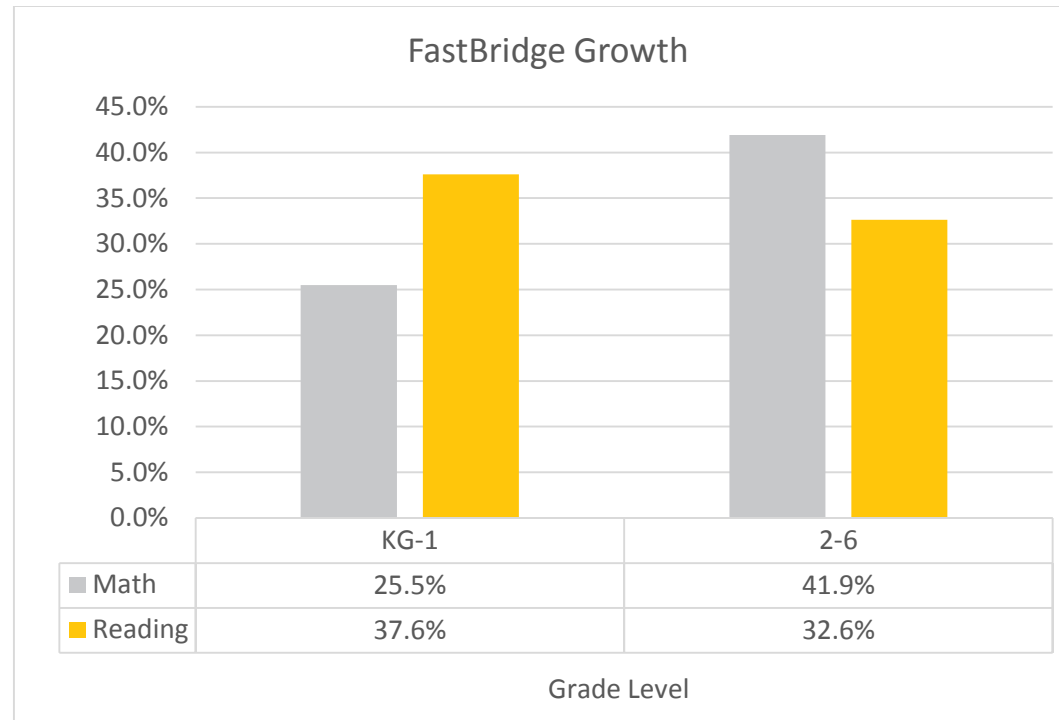


Table 1.1.2c: Baseline Year - Percent of students by grade below grade level who made aggressive growth on FastBridge (Fall-to-Spring; by start score)

Grade Level	17-18	
	Math	Reading
KG-1	25.5%	37.6%
2-6	41.9%	32.6%
Overall	36.2%	34.5%

**Table 1.1.2d: Baseline Year - Percent of students by demographic below grade level who made aggressive growth on FastBridge
(Fall-to-Spring; by start score)**

Demographic Group	17-18	
	Math	Reading
American Indian or Alaska Native	N/A†	N/A†
Asian	46.9%	30.4%
Black or African American	33.3%	29.4%
Hispanic/Latino	27.7%	26.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	30.7%	32.9%
White	39.8%	40.8%
EL	31.0%	27.2%
SPED	29.4%	27.8%
FRP	35.2%	31.8%
Overall	36.2%	34.5%

†Counts too small to report.

Table 1.1.2e: Percentage of C grades or higher in the following subjects

Subject Area	17-18	
	7-8	9-12
Geography/Social Studies	92.3%	92.2%
World Language	86.4%	95.7%
Technology (Tech Ed and Industrial Tech)	96.4%	92.5%
Business Education	N/A	97.0%
Fine or Applied Arts	98.5%	94.7%
Health	92.9%	93.4%
Physical Education	99.8%	96.8%
Overall	93.4%	94.4%

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 and proficiency expectations 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:

- Post-Secondary Options- Dual Enrollment
 - Number/Percent of Students that are Post-Secondary eligible (Gr. 10-12)
 - Number of Students enrolled and successfully completing PSEO/CIS course work.
- Students enrolled in rigorous coursework
 - Number of students taking AP exams
 - Number of students scoring 3 or better on AP exams
- Advanced course offerings i.e. World Languages, Career & Tech Ed, Math
- Percentages of graduating students who earned credits above and beyond minimum graduation requirements.
- Percentage of students graduating with a completed My Life plan.

Evidence:

Table 1.1.3a: Percent and number of Eden Prairie High School students demonstrating how they are exceeding minimum graduation requirements

	16-17	17-18
# 10-12 Grade students eligible for PSEO	1,780	1,780
% 10-12 Grade students eligible for PSEO	80.0%	79.2%
# of students enrolled and successfully completed PSEO Courses	105	141
# of students enrolled and successfully completed CIS Courses	257	271
# of students enrolled in a World Language	1,858	1,840
# of students enrolled in Career & Technology Education Courses	597	514
# of students enrolled in AP Courses	1,071	1,071
# of students enrolled in Advanced/Honors course offerings	1,687	1,705
# of AP Exams completed with Scores of 3 or Better	1,521	1,529
# of Students who took AP Exams	837	837
% of graduates who earned >54 credits	89.1%	86.9%
% of graduates with a completed My Life plan	91.7%	100.0%

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

Board Member's Summarizing Comments

**Eden Prairie Schools Ends
Monitoring Cover Sheet FY
2017-2018**

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

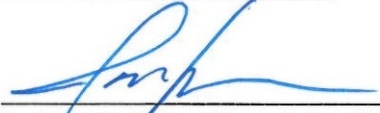
Date of Operational Interpretation Monitoring: June 12, 2017

Date of Evidence Monitoring: October 22, 2018

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.2, "Each student has the 21st century skills needed to succeed in the global economy".

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

Signed  - Date: October 22, 2018
Dr. Josh Swanson, Superintendent

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

Ends 1.2 Each student has the 21st century skills needed to succeed in the global economy.

Monitoring Timeline:

July 2017 - June 2018

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2017

Evidence: October 22, 2018

1.2 Each student has the 21st century skills needed to succeed in the global economy.

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 demographic groups.
2. I interpret the *21st Century Skills* as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating).

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, or other demographic indicator.

An integration of 21st Century themes into daily learning experiences will guarantee and enhance high levels of learning in academic core content areas. The integration of 21st Century skills and content areas increases academic achievement by engaging students in authentic experiences replicating those they will encounter beyond their years in school. These experiences are designed to create transferable skills, preparing students to contribute purposefully to our ever-changing world.

In Eden Prairie, 21st Century skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating). Eden Prairie's interpretation of the 21st Century skills are defined as:

Communication

Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.

Critical Thinking

Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.

Collaboration

Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.

Creativity

Students will be able to think creatively and develop new and worthwhile ideas. Learners will work creatively with others as they develop, implement and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

Eden Prairie's implementation of this measurement is ongoing and we will continue to make progress towards measuring each of the 4C's with all students. Student proficiency of the 4C's is measured through performance assessments embedded into content area assessments. The effective measurement of the 4C's requires the implementation of system-wide rubrics and a shift in teacher practice in the area of assessment. An annual review and update of this measurement plan will ensure long-term success and sustainable change.

Citations:

Partnership for 21st Century Learning - <http://www.p21.org/>
EdLeader21 - <http://www.edleader21.com/>

Measurement Plan:

Baseline Year 2017-2018:

- Students in grades EC, K-2, 3-6, 7-8, 9-12 will be measured at level 3 of proficiency in the area of Communication.
- Students in grades EC, K-2, 3-5 and 9-12 will be measured at level 3 of proficiency in the area of Critical Thinking.
- Students in grades EC, K-2, 3-6, and 9-12 will be measured at level 3 of proficiency in the area of Creativity.
- Students in grades EC, K-2, 3-6, 7-8, 9-12 will be measured at level 3 of proficiency in the area of Collaboration.

Student Performance Data measured by the Eden Prairie's 4C's Rubrics:

- Level 1: describes student performance that requires significant support in reaching basic proficiency.
- Level 2: describes student performance that is approaching proficiency.
- Level 3: describes a "proficient" level of student performance.
- Level 4: describes student performance that is exemplary and exceeds proficiency.

Evidence:

Student Performance Data measured by Eden Prairie's 4C's Rubrics

- Early Childhood
- K-6 grade student performance on Critical Thinking, Collaboration, Communication and Creativity
- 7/8th grade student performance on Collaboration and Communication
- 9,10,11 and 12th grade performance on Critical Thinking, Collaboration, Communication and Creativity

Level 1: describes student performance that requires significant support in reaching basic proficiency.

Level 2: describe student performance that is approaching proficiency.

Level 3: describes a "proficient" level of student performance.

Level 4: describe student performance that is exemplary and exceeds proficiency.

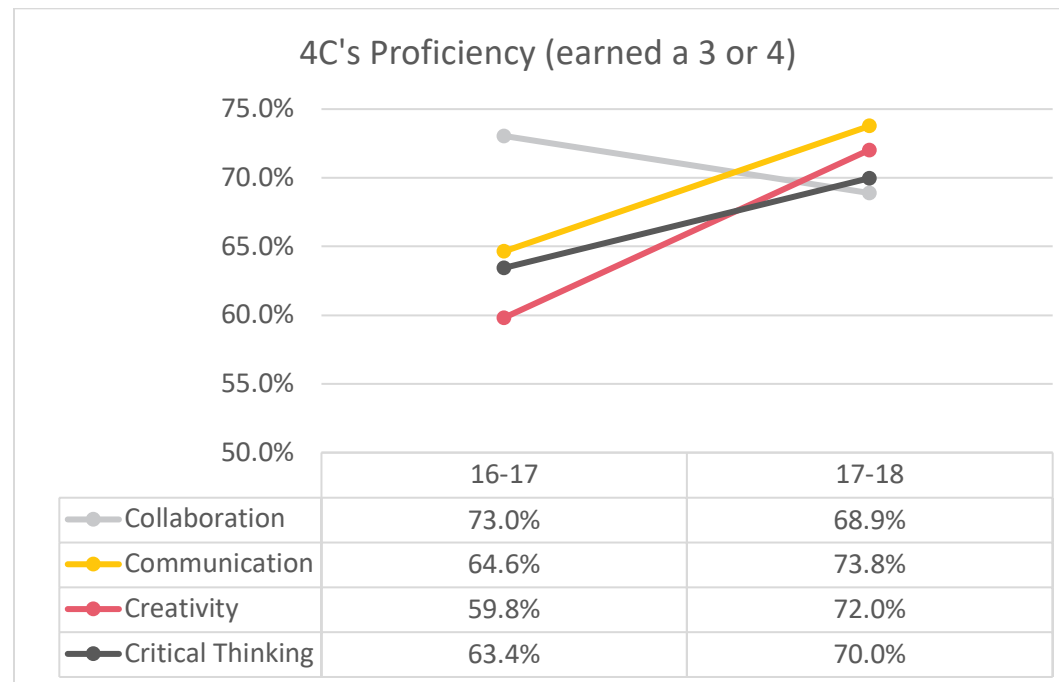


Table 1.2a: Percent of students by grade level who were proficient (earned a 3 or 4) on the 4Cs

Grade	Collaboration		Communication		Creativity		Critical Thinking	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
EC		NA		NA		NA		NA

Grade	Collaboration		Communication		Creativity		Critical Thinking	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
K-2		68.4%		70.0%		70.9%		68.1%
3-6		75.6%		84.0%		82.8%		75.5%
7-8	77.3%	65.3%		71.5%				
9-12	69.6%	63.1%	65.0%	65.9%	59.8%	57.9%	63.4%	64.4%
Overall	73.0%	68.9%	64.6%	73.8%	59.8%	72.0%	63.4%	70.0%

Table 1.2b: Percent of students by demographic group who were proficient (earned a 3 or 4) on the 4Cs

Demographic Group	Collaboration		Communication		Creativity		Critical Thinking	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
American Indian or Alaska Native	46.2%	45.5%	N/A†	54.5%	N/A†	50.0%	N/A†	38.9%
Asian	79.8%	76.6%	69.7%	84.4%	67.0%	80.4%	70.2%	79.6%
Black or African American	59.1%	52.0%	43.2%	61.9%	43.8%	54.3%	43.7%	54.5%
Hispanic/Latino	64.1%	63.7%	52.9%	68.4%	52.1%	65.6%	50.8%	59.0%
White	25.0%	57.1%	33.3%	60.0%	50.0%	60.0%	50.0%	80.0%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	75.6%	72.5%	68.5%	75.0%	61.3%	75.3%	66.4%	73.3%
EL	55.9%	56.6%	52.5%	59.2%	37.8%	53.2%	48.6%	52.8%
SPED	57.2%	46.2%	34.9%	51.9%	35.6%	46.8%	35.8%	44.5%
FRP	58.2%	54.7%	46.2%	60.1%	45.5%	57.4%	45.5%	54.2%
Overall	73.0%	68.9%	64.6%	73.8%	59.8%	72.0%	63.4%	70.0%

†Counts too small to report.

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 1.2 Each student has the 21st century skills needed to succeed in the global economy.

Board Member's Summarizing Comments



**Eden Prairie Schools
Ends Monitoring Cover Sheet
FY 2017-2018**

Ends Policy 1.3	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
------------------------	---

Date of Operational Interpretation Monitoring: June 12, 2017

Date of Evidence Monitoring: October 22, 2018

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.3, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society".

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

Signed  Date: October 22, 2018
Dr. Josh Swanson, Superintendent

Eden Prairie School District 272

Ends Policy Monitoring Report

Policy Name:

Ends 1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

Monitoring Timeline:

July 2017 - June 2018

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 12, 2017

Evidence: October 22, 2018

1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

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 demographic groups.
2. I interpret the *21st Century Skills* as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating).

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, or other demographic indicator.

To contribute purposely to society, students must engage in the study of citizenship to develop the content, concepts, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world. These skills are taught throughout our social studies curriculum. Eden Prairie students will be measured on their understanding of these outcomes by completing a comprehensive assessment based upon the naturalization test administered by U.S. Citizenship and Immigration Services.

In our 21st century society, students must develop and model citizenship including digital citizenship. Developing the attributes of a good citizen are essential for all students in order to create a productive and effective local, national, and global community. To become a digital citizen, students must learn respect for themselves and others, how to educate themselves and others and how to protect themselves and others in a technology rich world.

Learning to become a responsible and respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in local, and national, global community. Daily interactions among students should be characterized as respectful for one another regardless of ethnicity, race, gender, political or social philosophies, and/or other characteristics and opinions.

Personal goal setting increases motivation and self-direction, these attributes are important for citizens to contribute positively to society. Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves, and work with increasing independence as they explore and compare their own experiences and perspectives with those of others. They are able to define, prioritize and complete tasks without direct oversight.

Citations:

Minnesota Learning Law and Democracy Foundation - <http://www.legacy.leg.mn/MN-Civics-Questions.pdf>

U.S. Citizenship and Immigration Services - <https://www.uscis.gov/>

ISTE - <https://www.iste.org/explore/ArticleDetail?articleid=101>

Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf

Measurement Plan:

Civics

Target for 2017-2018

- Establishing baseline (during 2017-2018 school year) twelfth graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of 10-12 graders will receive a credit bearing grade in Global American Citizenship or Advanced Placement US Government.

Self-Direction and Personal Motivation - Students set personal academic and social emotional goals.

Target for 2017-2018

- 90% of students in grades 4-12 set personal academic and social emotional goals

Digital Citizenship

Target for 2017-2018

- Establishing baseline (during 2017-2018 school year) for grades EC-2, 3-6, 7-8, 9-12 will be measured at level 3 of proficiency in the area of Digital Citizenship as measured by Eden Prairie Schools digital citizenship strands rubrics embedded into Eden Prairie's 4C's Rubrics.

EC-12 grade student performance in the area of Digital Citizenship

- Level 1: describes student performance that requires significant support in reaching basic proficiency.
- Level 2: describe student performance that is approaching proficiency.
- Level 3: describes a "proficient" level of student performance.
- Level 4: describe student performance that is exemplary and exceeds proficiency.

Responsible/Respectful Behavior

Target for 2017-2018

- Reduce K-12 suspension incidents (in-school and out of school) across Eden Prairie Schools and within all racial and student service groups.
-

Evidence:

Table 1.3a: Percent of 12th grade students earning 60% or higher on the Minnesota Civics Test

	17-18	Target	Target Met
60 % or Higher	97.5%	80%	Yes

Table 1.3b: Percent of 12th grade students receiving credit bearing grade in US Government

	17-18	Target	Target Met
Credit Bearing Grade	98.1%	95%	Yes

Table 1.3c: Percent of students setting goals

Grade Level	17-18	Target	Target Met
4-6	100%	90%	Yes
7-8	97.6%	90%	Yes
9-12	83.0%	90%	No

Table 1.3d: Percent of students by demographic group who were proficient (3 or 4) in Digital Citizenship

Grade Level	17-18
EC	N/A

Grade Level	17-18
KG-2	79.0%
3-6	83.7%
7-8	71.7%
9-12	65.7%
Overall	75.7%

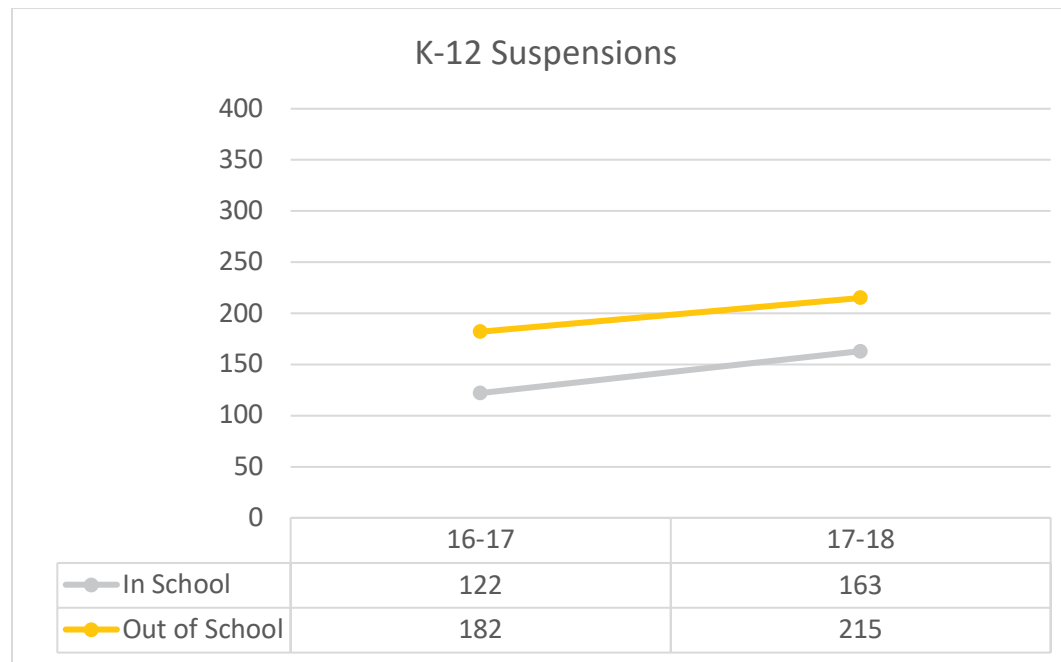


Table 1.3e: Number of students by demographic group with in and out of school suspensions

	In school suspension		Out of school suspension	
	16-17	17-18	16-17*	17-18
K-12	122	163	182	215

Table 1.3f: Number of students with in and out of school suspensions

Demographic Group	In school suspension		Out of school suspension	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†
Asian	N/A†	N/A†	N/A†	N/A†
Black or African American	50	78	80	105
Hispanic/Latino	12	12	19	18
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†
Two or more races	10	10	13	17
White	44	58	54	62
EL	15	21	27	16
FRP	46	42	N/A	N/A
SPED	70	103	75	61
Overall	121	163	182	215

†Counts too small to report.

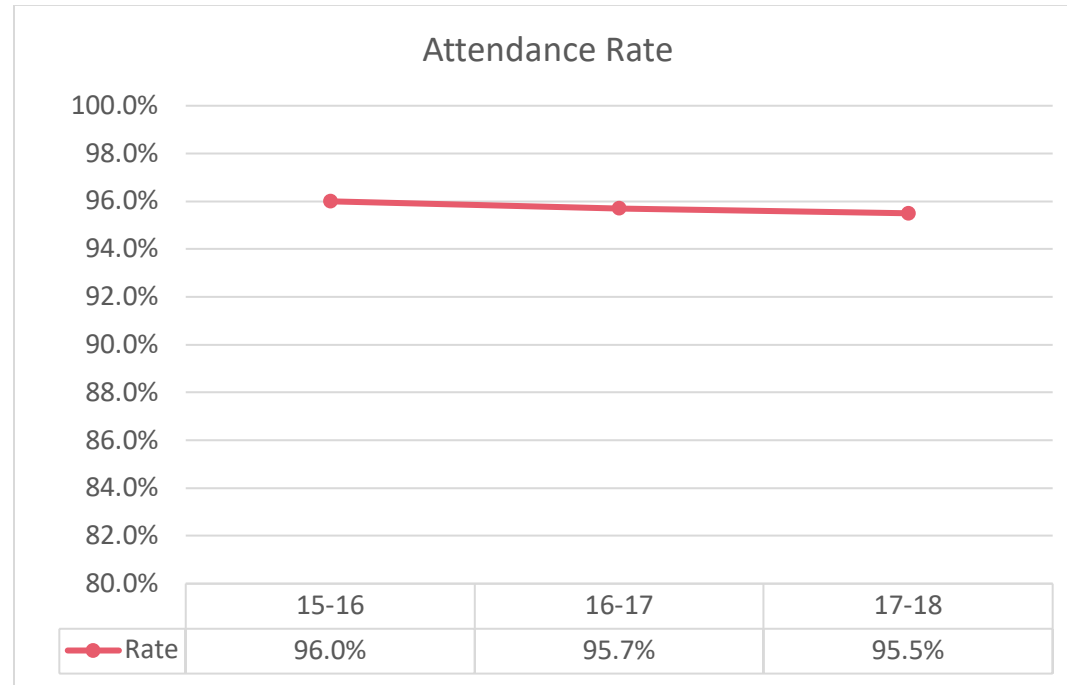


Table 1.3f: Attendance rate for Eden Prairie School District

Grade Level	17-18	Target	Target Met
K-12	95.5%	95%	Yes

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 not demonstrate the expected progress toward the achievement of Ends 1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

Board Member's Summarizing Comments

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.4 Treatment of Staff	Monitoring Timeframe: July 2016 to June 2017 July 2017 to June 2018	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • 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 23, 2017 October 22, 2018	
		Board member name:
<u>Global Constraint:</u> The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance.		<i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> 1. An <i>unsafe</i> work <u>environment</u> is one that does not protect employees from known dangers. 2. An <i>unwelcoming</i> work environment is one in that employees perceive as hostile or unreceptive. 3. An <i>inequitable</i> work environment can be described as one that District fails to treat employees in a manner that is considered fair and just. 4. A <i>disrespectful</i> environment is one that is discourteous and rude.		
<u>Justification:</u> 1. School district employees are provided a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2; Policy 407)) a. The District maintains a “Non-contract Grievance” procedure for all staff based on Regulation 401.11R 2. Staff are made to feel welcome in the following ways: a. Honoring and complying with the Minnesota Veterans Preference Act (Policy 405)		

<ul style="list-style-type: none"> b. The District seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Policy 413; Minn. Stat. § 121A.03 c. District policy states that employees must report behavior that is in violation of policy. <p>3. Staff are provided equity by the District in the following ways:</p> <ul style="list-style-type: none"> a. The school district is an equal employment opportunity employer (Policy 401) b. Providing a fair employment setting for all persons and to comply with state and federal law (Policy 402) c. Providing progressive discipline through due process (Collective Bargaining Agreements, At-Will Work Agreements, as outlined in the Supervisor Manual). <p>4. Staff are respected through the following means:</p> <ul style="list-style-type: none"> a. Protection of Public and Private Personnel Data (Policy 406) b. Submission of a good faith mandated report under Minnesota law and this policy will not adversely affect the reporter's employment (Policy 414 & 415). 	
<p><u>Measurement Plan:</u> Compliance with all provisions of the policy.</p>	
<p><u>Evidence:</u> 100% of reports or complaints filed are promptly investigated and appropriate action is taken.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.1 Furthermore, the Superintendent shall not: Allow staff to work without a written job description.</p>	
<p><u>Operational Interpretation:</u> Every staff position type is defined in writing to include title, purpose, primary customers, position qualifications and essential responsibilities.</p>	
<p><u>Justification:</u> Job descriptions in the district include title, purpose, primary customers, position qualifications, and essential responsibilities/functions.</p>	

<p><u>Measurement Plan:</u> Job descriptions are reviewed on a periodic basis, and reviewed at the posting of a vacancy.</p>	
<p><u>Evidence:</u> 100% of staff has a job description. 100% of jobs posted include the minimum requirements and qualifications for the position.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.2 Furthermore, the Superintendent shall not: Operate without accessible, clearly-written personnel policies.</p>	
<p><u>Operational Interpretation:</u> Clearly written and accessible personnel policies are:</p> <ol style="list-style-type: none"> 1. Written in such a way to be understood by employees 2. Easily obtained by the employee and employer 3. A vital communication tool between the District and its employees, and contain the following: <ol style="list-style-type: none"> a. District employee expectations, and; b. Employee rights, c. The legal obligations as an employer 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Eden Prairie Schools is a member of the Minnesota School Boards Association. One of the benefits of membership is access to model policies, including those related to personnel. The model policies are written and vetted by prominent Minnesota law firms. Each policy is reviewed and updated at least every three years or at such time as the prevailing state or federal law or rule is changed. Upon notice of a policy update, the District will begin a process of updating All employees hired to the district receive: <ol style="list-style-type: none"> a) A new hire orientation which includes training on district policies & procedures. b) 100% of staff receive a new hire orientation within 30 days of hire and sign off on acknowledgement of district policies and procedures. 	

<ol style="list-style-type: none"> Collective bargaining agreements and employee contracts are available on the district's EpNet or in the district's human resources office. All information is public data. All of the required federal and state mandatory postings notices are posted in each building in a common area (typically a staff lounge) and are updated annually. Staff who violate district policies or regulations are subject to progressive discipline. 	
<p><u>Measurement Plan:</u> Multi-modal access and exposure to rules of the workplace as demonstrated in the Operational Interpretation above.</p>	
<p><u>Evidence:</u> 100% of notice descriptors stated in the Operational Interpretation have been met.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.3 Furthermore, the Superintendent shall not: Operate without a reasonable, formal evaluation policy for all staff.</p>	
<p><u>Operational Interpretation:</u> A reasonable, formal evaluation policy is one that is officially sanctioned, performed in accordance within the rules set forth, that forms a judgment using a logical process.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> Board Policy B-MD 3.4 sets forth the goals and process used to evaluate the Superintendent. The Superintendent evaluates Executive Cabinet personnel on an annual basis. Evaluations are based on key attributes of leadership and mutual goal setting. Executive Cabinet members evaluate their subordinates annually using a codified through the use of mutually agreed upon professional goals evaluation process. The principal accountability laws require a superintendent to use a performance based system to annually evaluate each school principal assigned to supervise a school building within the school district (Minn. Stat. § 123B.143, subd. 1; § 123B.147, subd. 3). The evaluation is to improve teaching and learning by enhancing the principal's ability to shape the school's professional environment and support and improve school performance, student achievement, and teacher quality, performance, and effectiveness. 	

<p>5. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers (Minn. Stat. § 122A.40, subds. 4, 5, 8, 9; and §122A.41, subds. 2, 3, 5, 6). If there is no agreement, the district must implement the teacher evaluation and peer review process developed by the education commissioner and specified education stakeholders. Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.</p> <p>6. Classified Staff are evaluated annually using a codified evaluation system.</p>	
<p><u>Measurement Plan:</u> The Executive Director of Human Resources shall report annually on the status of the employee evaluation system and adherence to the justifications as listed above.</p>	
<p><u>Evidence:</u> 100% of staff is evaluated on an ongoing basis as approved by the Superintendent.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.4 Furthermore, the Superintendent shall not: Allow staff to be unprepared to deal with emergency situations.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. School emergency planning directs staff and student preparation and response. Knowing how to respond during a crisis helps everyone remain calm, understand their role, and act as safely and efficiently as possible. Emergency planning includes all risks, crises, and emergencies schools may encounter. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i> 2. The State of Minnesota and OSHA require that employees understand the potential risks inherent in their particular workplace and that the workplace be safe. 	

Justification:

1. Careful planning, practice, and effective response, saves lives, prevents injuries and minimizes property damage. Exercising, reviewing and revising both school and district emergency plans is crucial to keeping plans current and aligned with best practices.
(Source: *Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management*)
 - a) The District Crisis Plan contains procedures for the various hazards/emergencies.
2. “To qualify for health and safety revenue, a school board must adopt a health and safety policy. This policy must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices including indoor air quality management. (MN Statute 123B.57)
General areas of emphasis for the district Health and Safety Program include but are not limited to:
 - Asbestos
 - Fire and Life Safety
 - Lightning
 - Structural Safety
 - Combustible and Hazardous Materials Storage
 - Indoor Air Quality
 - Mechanical Ventilation
 - Mold Cleanup and Abatement
 - Accident and Injury Reduction Program
 - Infectious Waste/Blood borne Pathogens
 - Community Right to Know
 - Compressed Gas Safety
 - Confined Space Standard
 - Electrical Safety
 - First Aid/CPR/AED
 - Food Safety Inspection
 - Forklift Safety
 - Hazardous Waste
 - Hearing Conservation
 - Hoist/Lift/Elevator Safety
 - Integrated Pest Management

<ul style="list-style-type: none"> ▪ Laboratory Safety Standard/Chemical Hygiene Plan ▪ Lead ▪ Control of Hazardous Energy Sources (Lockout/Tagout) ▪ Mechanical and Power Equipment Safety ▪ Mercury ▪ Personal Protection Equipment (PPE) ▪ Playground Safety ▪ Radon ▪ Respiratory Protection ▪ Underground and Above Ground Storage Tanks ▪ Welding/Cutting/Brazing ▪ Swimming Pool Safety ▪ Ladder/Fall Protection ▪ Laboratory Safety ▪ Bleacher Inspections ▪ Boiler Inspections ▪ Crisis Management ▪ Emergency Response Procedures ▪ Fire Prevention ▪ Other areas determined to be appropriate by the Facilities and Safety Department. 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. By June 30 of each year, all Site Leaders or their designees shall complete a Self-Assessment Checklist that reports on the following criterion related to safety preparedness during the preceding school year: <ul style="list-style-type: none"> ● The Emergency Plan—<i>District Office only</i> ● Policy—<i>District Office only</i> ● Drills ● Building Access ● Keys and Identification ● Visitor Procedures ● Staff Training ● Physical Climate 	

<ul style="list-style-type: none"> • Communications • General Exterior • Buses and Parking • Playground/Recreation Areas • Deliveries • General Interior • Cafeteria • Gymnasium Area(s) • Specialized Areas • Monitoring and surveillance <p>2. The Health and Safety Program is monitored using the following: Annual “Mock” OSHA Inspection conducted by an outside entity (Metro ECSU) OSHA Inspections –this process does not occur on a regular basis and is generally unannounced. Results of said inspections will be presented as part of the monitoring report when available.</p>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Leadership meets at least annually to review and update the District’s Crisis Management policy, most recently held on August 10, 2017 August 09, 2018. 2. Mock OSHA (Occupational Safety and Health Administration) walkthrough: Conducted yearly by Metro ECSU and Facilities and Safety Coordinator, most recently on October 14, 2016 in October 2017. 3. All sites conducted five (5) fire drills during the school year (maps posted in all occupied rooms). 4. All sites conducted five (5) lockdown drills during the school year. 5. All sites conducted at least one (1) severe weather shelter during the school year (maps posted in all occupied rooms). 6. All sites had Red Alert/SERT (School Emergency Response Team) to act as first responders to any medical event on site. 7. CPR/First Aid certification required for specific job titles. 8. All sites had at least one (1) fully automated AED (Automated External Defibrillators). 9. All sites had multiple Universal Precautions Kits for blood borne pathogen cleanup as well as all necessary personal protective equipment 10. The district had a reunification plan in the event of off-site evacuation and held a drill on August 9, 2018. 	

<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.5 Furthermore, the Superintendent shall not: Operate without policies and procedures which prevent conflict of interest.</p>	
<p><u>Operational Interpretation:</u> A conflict of interest arises in the workplace when an employee has competing interests or loyalties that either are, or potentially can be, at odds with each other. A conflict of interest causes an employee to experience a struggle between diverging interests, points of view, or allegiances. Conflict of interest situations assume that the employee has control or influence over diverging interests, points of view, or allegiances.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Code of Ethics for Minnesota Teachers (8700.7500) <ol style="list-style-type: none"> a. Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching. b. Subp. 2. Standards of professional conduct. <ol style="list-style-type: none"> E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage. 2. Code of Ethics for School Administrators (3512.5200) <ol style="list-style-type: none"> a. Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7. b. Subp. 2. Standards of professional conduct. <ol style="list-style-type: none"> H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage. K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties. 3. District Policy 421 Gifts to Employees provides guidance to employees regarding conflict of interest. 	

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Determination by the Board of Teachers or the Board of School Administrators that a complaint has been substantiated. 2. Determination that a violation of District that Policy 421 Gifts to Employees has occurred. 3. The Annual Audit and intermittent financial internal and external controls as described in Board Policy EL 2.7 does not contain a “finding”. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. No determinations have been received from the Board of Teachers or the Board of School Administrators. 2. Appropriate action was taken by the District regarding substantiated complaints. There were no reported complaints in reference to policy 421. 3. There are no audit findings to report. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>Board member’s summarizing comments:</p>	

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.8 Compensation and Benefits	Monitoring Timeframe: July 2016 to June 2017 July 2017 to June 2018	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Evidence supports/does not support the OI Include specific evidence for rating conclusion and recommendations.
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: October 23, 2017 October 22, 2018	
		Board member name:
Global Constraint: 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.		<i>(enter rating and reasoning when appropriate)</i>
<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.		

<p><u>Evidence:</u> The Superintendent did not cause or allow jeopardy to financial integrity or to public image.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.8.1 Furthermore, the Superintendent shall not: Promise or imply permanent or guaranteed employment.</p>	
<p><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.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. 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. b. Classified Staff (i.e. do not generally hold a license) are subject to PELRA, Minnesota Statute, and the locally negotiated CBA. c. Meet & Confer Agreements (non-licensed employees subject to PELRA and not represented by collective bargaining units) d. 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) e. Superintendent length of contract is limited to three years (MN Statute 123B.143) 	
<p><u>Measurement Plan:</u> Human Resources has policies in place to ensure no promises of permanent or guaranteed employment for any position.</p>	

<p><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.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>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.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 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. 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 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 four (4) two (2) bargaining groups and four (4) meet and confer groups . The school district settled one contract these 6 employment agreements within Board parameters and the contract is are comparable to the market. The school district is currently in negotiations with three (3) of the four (4) contracts.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
Board member’s summarizing comments:	

112

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2017 – June 30, 2018

Policy Type: Governance Process
Policy Title: 4.1 Governing Style

The School Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of School Board and Superintendent roles, (e) collective rather than individual decisions, and (f) the future rather than the past. Accordingly:

- 4.1.1 The School Board will cultivate a sense of group responsibility. The School Board, not the staff, will be responsible for excellence in governing. The School Board will be the initiator of policy, not merely a reactor to staff initiatives. The School Board will not allow the expertise/position of individual members to substitute for the judgment of the School Board, although the expertise of individual members may be used to enhance the understanding of the School Board as a body.
- 4.1.2 The School Board will direct and govern the district through the establishment of written policies reflecting the values of its owners. The School Board's major policy focus will be on the expected long-term student achievement goals of the district, not on the administrative or programmatic means of attaining those goals.
- 4.1.3 The School Board will enforce upon itself discipline as needed to govern with excellence including matters of attendance, preparation for meetings, policymaking, respect and fulfillment of roles, adherence to policy and assuring the continuance of governance capability. The School Board may change its Governance Process policies at any time, however, it will scrupulously observe those currently in force.
- 4.1.4 School Board development is ongoing and encompasses on-boarding of new School Board members, continuous development of each School Board Member, and on-going monitoring of School Board processes and procedures for optimal efficiency and effectiveness.
- 4.1.5 The School Board will allow no officer, individual, or committee of the School Board to hinder or serve as an excuse for not fulfilling group obligations.

4.1.6 The School Board will monitor and discuss the School Board's process and performance at each meeting. Self-monitoring will include comparison of School Board activity and discipline to policies in the Governance Process and Board-Management Delegation categories.

Adopted: 10/23/12
Revised: 03/24/15; 04/28/15

Eden Prairie School Board

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.1 Governing Style	10/22/18	Yes			Yes
4.1.1	10/22/18	Yes			Yes
4.1.2	10/22/18	Yes			Yes
4.1.3	10/22/18	No	Attendance and respect for the fulfillment of roles		No
4.1.4	10/22/18	Yes	Improve measurement by establishing an evaluation system and developing a self-assessment tool.		Yes
4.1.5	10/22/18	Yes			Yes
4.1.6	10/22/18	Yes			Yes

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2017 – June 30, 2018

Policy Type: Governance Process
Policy Title: 4.2 School Board Job Products

Specific job outputs of the School Board, as an informed agent of the owners, are those that assure appropriate district performance. Accordingly, the School Board has direct responsibility to:

- 4.2.1 Maintain purposeful and ongoing linkage with owners.
- 4.2.2 Review and refine governing policies that realistically address the broadest levels of all district decisions and situations:
 - A. Ends: district products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for whom and at what cost)
 - B. Executive limitations: constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place
 - C. Governance process: specification of how the School Board conceives, carries out, and monitors its own task
 - D. Board-management delegation: how power is delegated and its proper use; the Superintendent's role, authority, and accountability
- 4.2.3 Monitor district performance through its Ends and Executive Limitations Policies.

Adopted: 10/23/12
Revised: 04/23/13; 03/24/15

Eden Prairie School Board

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.2 SB Board Job Products	10/22/18	Yes			Yes
4.2.1	10/22/18	No	To conduct a more robust Community Linkage		No
4.2.2	10/22/18	Yes			Yes
4.2.2 (A)	10/22/18	Yes			Yes
4.2.2 (B)	10/22/18	Yes			Yes
4.2.2 (C)	10/22/18	Yes			Yes
4.2.2 (D)	10/22/18	Yes			Yes
4.2.3	10/22/18	Yes			Yes

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2017 – June 2018

Policy Type: Governance Process
Policy Title: 4.3 Annual Work Plan

The School Board will follow an annual work plan that schedules time to a) maintain purposeful and ongoing linkage with owners, b) review and refine its Ends policies, c) review and refine its Executive Limitations policies, d) monitor all written policies and e) continually improve School Board performance through School Board development and education.

- 4.3.1 The cycle will start with the School Board's development of the basics of its annual work plan for the next fiscal year 30 days prior to the start of the fiscal year.
- 4.3.2 Throughout the year, all items moved to another meeting, added to the annual work plan or placed in placeholders by School Board vote, will be addressed within the current fiscal year.
- 4.3.3 The cycle will conclude at the end of each fiscal year so that administrative planning and budgeting can be based on accomplishing a one-year segment of the School Board's most recent statement of long-term ends.

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 Annual Work Plan	10/22/18	Yes	To conduct a more robust Community Linkage		Yes
4.3.1	10/22/18	Yes			Yes
4.3.2	10/22/18	Yes			Yes
4.3.3	10/22/18	Yes			Yes

Adopted: 10/23/12
Revised: 11/13/12; 03/12/13; 03/24/15

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2017 – June 2018

Policy Type:	Governance Process
Policy Title:	4.9 Governance Investment

Because poor governance costs more than learning to govern well, the School Board will invest in its governance capacity. Accordingly:

- 4.9.1 School Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - 4.9.1.1 Training and retraining will be used to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - 4.9.1.2 Outside monitoring assistance will be arranged so that the School Board can exercise confident control over district performance. This includes, but is not limited to, financial audits.
 - 4.9.1.3 Outreach mechanisms will be used as needed to assure the School Board's ability to listen to owner viewpoints and values.
- 4.9.2 Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability. Actual costs (stipend, training, dues, memberships, meeting costs, professional fees, etc.) will not exceed the approved fiscal year budget amount.
- 4.9.3 The School Board will establish its cost of governance budget for the next fiscal year during the annual budgeting process.

Adopted: 10/23/12
Revised: 03/24/15, 04/23/15

Eden Prairie School Board

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9 Governance Investment	10/22/18	Yes			Yes
4.9.1	10/22/18	Yes			Yes
4.9.1.1	10/22/18	Yes			Yes
4.9.1.2	10/22/18	Yes			Yes
4.9.1.3	10/22/18	Yes			Yes
4.9.2	10/22/18	Yes			Yes
4.9.3	10/22/18	Yes			Yes



Designing Pathways

THE ROADMAP TO REACH EACH STUDENT

120



EDEN PRAIRIE SCHOOLS
Inspiring each student every day



EDEN PRAIRIE SCHOOLS
Inspiring each student every day



121

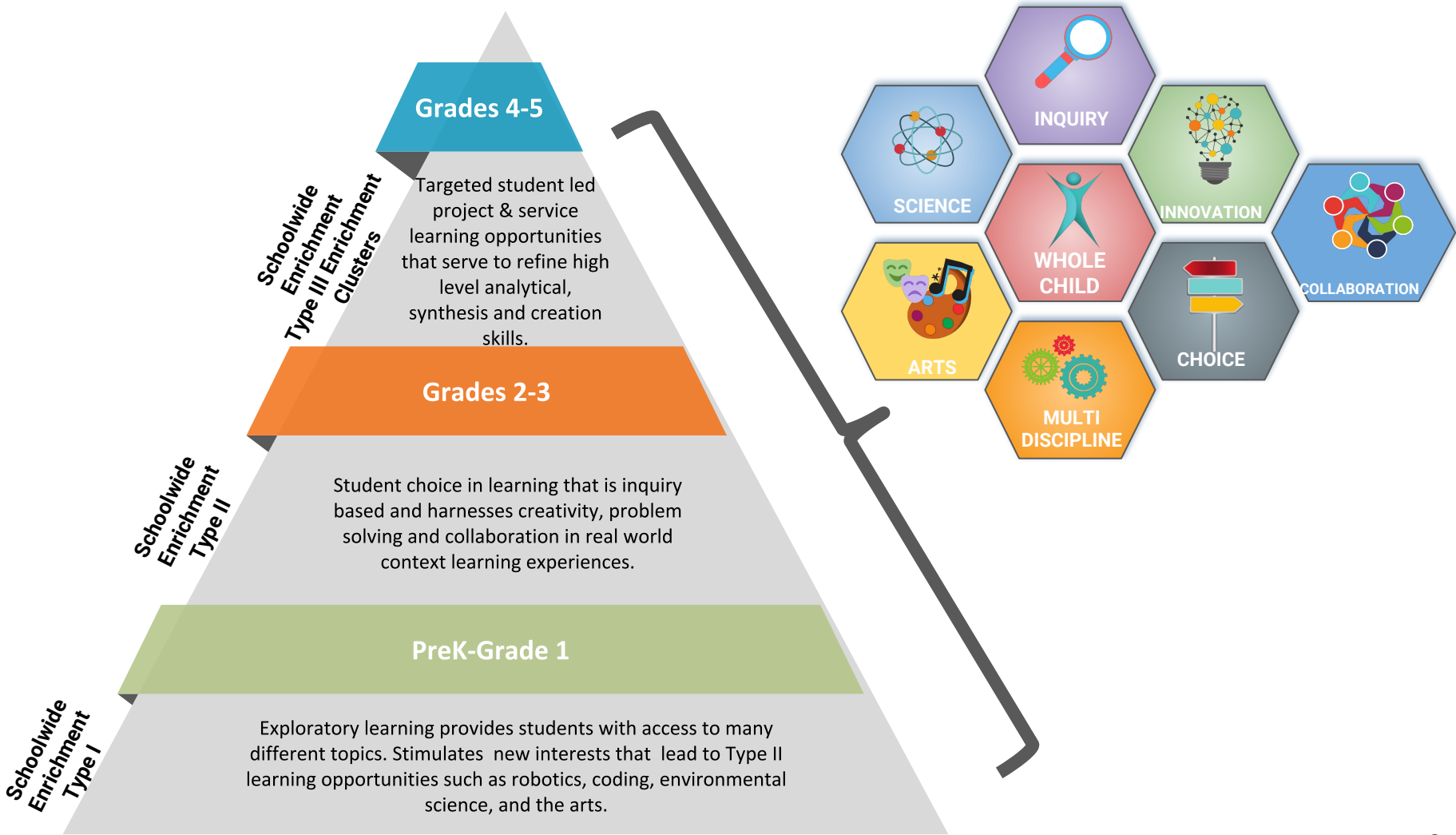
Choice-Elementary

Choices for Each



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

122



Choices for Each

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K-5 Elementary	Reengage Design Team	Visit Schools with High Quality SEM programming	Teacher Professional Development	Implementation of Choice for Each programming	Implementation of Choice for Each programming	Implementation of Choice for Each programming
	Develop project management map for program implementation	Identify Human Centered Design Planning Team (students, families, principals)	Curriculum Design and choice programming development			
		Community Updates	Community Updates	Continued Curriculum Development/Refinement	Continued Curriculum Development/Refinement	Continued Curriculum Development/Refinement



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

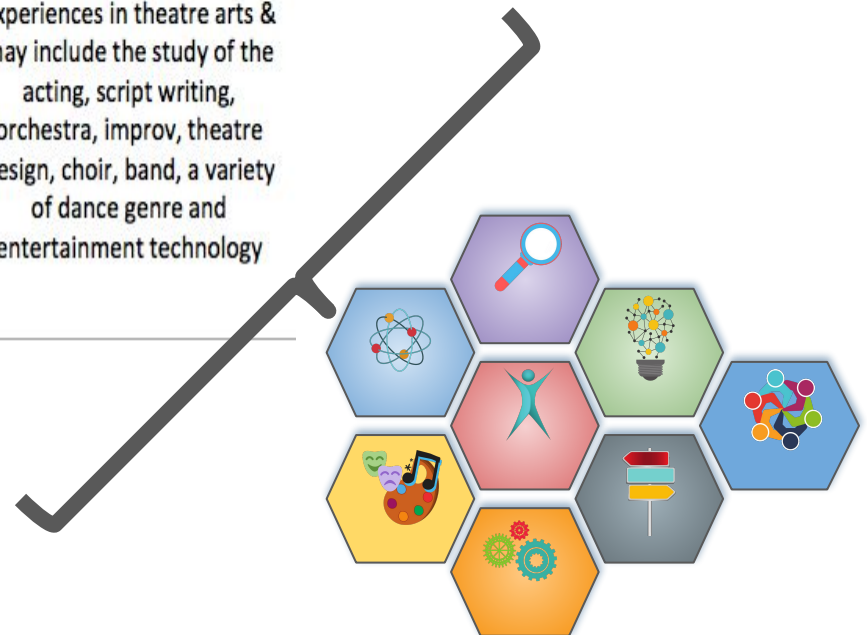


124

Choice-Middle School

Choices for Each

Middle School Choices for Each 125	Language Immersion	21st Century Elective	Performing Arts
	Builds on the Excellence of Eagle Heights Spanish Immersion Program	Extends Tier III Experiences into Middle School	Harnesses Student Artistic Expression
	Programming that Emphasizes Spanish Immersion In the context of Global Awareness & International Studies	Student choice in learning that is inquiry based and fosters creativity, problem solving and collaboration in real world context learning experiences with an emphasis on the application of scientific & mathematical concepts	Exploratory learning that combines creativity & culture to provide student experiences in theatre arts & may include the study of the acting, script writing, orchestra, improv, theatre design, choir, band, a variety of dance genre and entertainment technology



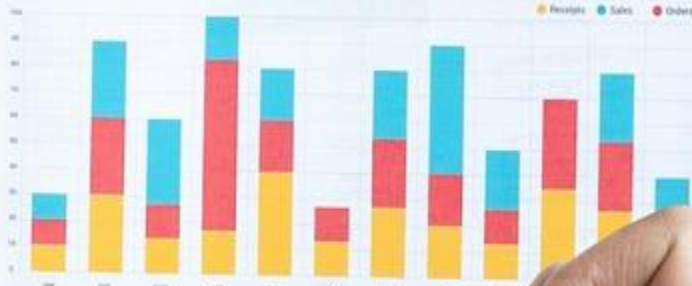
Choices for Each

6-8 Middle School	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Reengage Design Team Develop project management map for program implementation	Visit Schools with Study proposed pathway designs (school visits, virtual visits, review of literature) Identify Human Centered Design Planning Team (students, families, principals) Community Updates	Develop schedules Develop staffing models (<i>within current staffing structure</i>) Curriculum Design & choice elective development Teacher Training-Choice for Each Instruction Community Updates	Implementation of Choice for Each programming Curriculum Refinement	Implementation of Choice for Each programming	Implementation of Choice for Each programming



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Our company



Business Items



Financial Questions

Ongoing Financial Costs



1. Transportation

- a. CMS routes add 8 bus drivers plus 1 bus mechanic
- b. \$300,000 ongoing cost

2. CMS Flexible Schedule

- a. Budget neutral solution
- b. No additional ongoing cost

3. Choice For Each

- a. Budget neutral
- b. No additional ongoing cost

Cost Breakdown



- **Designing Pathways Capital Costs**

(Preschool, 6th Grade, Theater, Buses, Furniture, Technology, Construction Fees, etc.)

- \$32.0 Million —→ \$34.7 Million
- Inflation - 2017 projected costs to 2020 anticipated build

- **Tax Impact on a \$350,000 home**

- \$32.0 Million - \$5.00/mth
- \$34.7 Million - \$5.46/mth

Other Options



- **Safety and Security**
 - Exterior Entry Security
 - Internal Communication Systems
 - Other School Safety Projects
 - Building Lock Down Equipment
 - Protective Glass
- **Personalized Learning Spaces**
 - Approximately 400 district classrooms
 - Media Centers
 - Common Spaces

Other Options

- **Safety and Security**

- Low - \$975,000
- Mid - \$1,200,000
- High - \$1,500,000

- **Personalized Learning Spaces**

- Low - \$2,000,000
- Mid - \$4,000,000
- High - \$8,000,000

Other Options-Tax Impact



- **Safety/Security & Personalized Learning Spaces**

- Low - \$2,975,000
- Mid - \$5,200,000
- High - \$9,500,000

- **Tax Impact**

- Low - \$0.60/mth
- Mid - \$1.04/mth
- High - \$1.90/mth

Combined Tax Impact



- **Combined**
 - DP Plan - \$34,700,000 - \$5.46/mth
- **Options:**
 - Low - \$37,675,000 - \$6.06/mth
 - Mid - \$39,900,000 - \$6.50/mth
 - High - \$44,200,000 - \$7.36/mth

Questions

Superintendent Recommendation



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Improve the middle school experience

by transitioning 6th graders to a more age- and academic-appropriate environment at the middle school.



EDEN PRAIRIE SCHOOLS

Middle School Experience

- **CMS will be an updated learning environment** with new classrooms, a collaborative learning space and building-wide updates.
- **Students will have stronger performing arts opportunities** with a full performing arts space for school and community-wide use and a new music rehearsal space.
- **Traffic flow will be improved and safer** for student pick up and drop off.
- **Students will eat lunch over a typical lunch period** through the expansion of the cafeteria, which prevents lunch periods from starting at 10 a.m.
- **Choices for each** student that also strengthen the immersion experience.

Transition
4-year-old
preschool to the
elementary schools
to ensure more children
are kindergarten ready
and reading by third
grade.

138



EDEN PRAIRIE SCHOOLS

Preschool and Elementary Experience

- **Improved traffic flow** with the reduction of 6th grade and preschool starting on a separate schedule as the rest of the school.
- **Students are more academically, socially and emotionally prepared** for kindergarten by experiencing preschool in the same building as K-5.
- **Preschool and kindergarten teachers will regularly collaborate** to ensure student success.
- Preschool students will ride a **dedicated preschool bus** to school.
- **Updated facilities** where appropriate.
- **Choices for each** student.

140
Improve safety
and security
across the
district by ...



EDEN PRAIRIE SCHOOLS

Safety and Security Improvements

All 8 schools impacted, which includes:

- Exterior entry security
- Internal communication systems
- Other school safety projects
 - Building lock down equipment
 - Protective glass

**Investment:
\$1.2 million
(mid range)**

**Redesign classrooms
across the district** that
emphasize skills
employers and colleges
demand like
collaboration, creativity,
communication and
critical thinking.



Redesign Classrooms

Redesign classrooms that supports personalized learning at all 8 schools with:

- Instructional spaces for group work
- Comfortable spaces for reflection and flexible reading
- Common gathering space for direct instruction and mini-lessons

Investment: \$4 million (mid range)

FROM THIS ...



TO THIS ...





\$39.9 million bond

to update learning spaces, enhance building security at the district's 8 schools, and transition students to age-appropriate buildings.

Total Tax Impact

\$6.50
per month

On a home value of
\$350,000





EDEN PRAIRIE SCHOOLS

Inspiring each student every day

**Record of Board Policy Monitoring
Ends and Executive Limitations
July 1,2018-June 30,2019**

Monitoring 2017-2018 School Year Data

The purpose of this document is to demonstrate to the owners that the board holds the superintendent accountable to our Ends and ELs.

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence						
	06/24/19 OI						
1.1.1. Each student is reading at grade level by the end of third grade	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence						
	06/24/19 OI						
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence						
	06/24/19 OI						

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence						
	06/24/19 OI						
1.2 Each student has demonstrates the 21 st century skills needed to succeed in the global economy	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence						
	06/24/19 OI						
1.3 Each student has demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence						
	06/24/19 OI						

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/10/18						
EL 2.1 Emergency Superintendent Succession	08/27/18	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/27/18	Yes	Yes	Yes	Yes, with the exception of EL 2.2.1	Re-monitor EL 2.2.1 Date: 2/25/19	
EL 2.3 Treatment of Parents	09/24/18	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/22/18						
EL 2.5 Financial Planning and Budgeting	12/10/18						
EL 2.6 Financial Management and Operations	09/24/18	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/27/18	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/22/18						

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.9 Communication and Support to the School Board	06/18/18 (Semi-annual)	Yes	Yes	Yes	Yes	Yes	Yes
	11/05/18						
	06/24/19 (Semi-annual)						

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2018 – June 30, 2019)**

Monitoring July 1, 2017 – June 30, 2018 School Year Data

**The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.**

Policy	Date of Self- Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
--------	--------------------------------	---	--	---------------------------------	-----------

BOARD-MANAGEMENT DELEGATION (BMD) POLICIES

3.0 Single Point of Connection	09/24/2018	Yes			Yes
3.1 Unity of Control	09/24/2018	Yes			Yes
3.1.1	09/24/2018	Yes			Yes
3.1.2	09/24/2018	Yes			Yes
3.1.3	09/24/2018	Yes			Yes
3.2 Delegation to the Superintendent	09/24/2018	Yes			Yes
3.2.1	09/24/2018	Yes			Yes
3.2.2	09/24/2018	Yes			Yes
3.2.3	09/24/2018	Yes			Yes
3.2.4	09/24/2018	Yes			Yes
3.3 Superintendent Accountability and Performance	09/24/2018	Yes			Yes
3.3.1	09/24/2018	Yes			Yes
3.3.2	09/24/2018	Yes			Yes
3.3.3	09/24/2018	Yes			Yes
3.3.4	09/24/2018	Yes			Yes
3.3.5	09/24/2018	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2018 – June 30, 2019)**

Monitoring July 1, 2017 – June 30, 2018 School Year Data

**The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.**

Policy	Date of Self- Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
--------	--------------------------------	---	--	---------------------------------	-----------

GOVERNANCE PROCESS (GP) POLICIES					
4.0 Global Governance Commitment	12/10/2018				
4.0.1	12/10/2018				
4.0.2	12/10/2018				
4.1 Governing Style	10/22/2018				
4.1.1	10/22/2018				
4.1.2	10/22/2018				
4.1.3	10/22/2018				
4.1.4	10/22/2018				
4.1.5	10/22/2018				
4.1.6	10/22/2018				
4.2 School Board Job Products	10/22/2018				
4.2.1	10/22/2018				
4.2.2	10/22/2018				
4.2.2 - A	10/22/2018				
4.2.2 - B	10/22/2018				
4.2.2 - C	10/22/2018				

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2018 – June 30, 2019)**

Monitoring July 1, 2017 – June 30, 2018 School Year Data

**The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.2.2 - D	10/22/2018				
4.2.3	10/22/2018				
4.3 Annual Work Plan	10/22/2018				
4.3.1	10/22/2018				
4.3.2	10/22/2018				
4.3.3	10/22/2018				
4.4 Officer Roles	09/24/2018	Yes			Yes
4.4.1	09/24/2018	Yes			Yes
4.4.1.1	09/24/2018	Yes			Yes
4.4.1.2	09/24/2018	Yes			Yes
4.4.1.3	09/24/2018	Yes			Yes
4.4.1.4	09/24/2018	Yes			Yes
4.4.1.5	09/24/2018	Yes			Yes
4.4.1.6	09/24/2018	Yes			Yes
4.4.1.7	09/24/2018	Yes			Yes
4.4.1.8	09/24/2018	Yes			Yes
4.4.1.9	09/24/2018	Yes			Yes
4.4.2	09/24/2018	Yes			Yes
4.4.3	09/24/2018	Yes			Yes
4.4.4	09/24/2018	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2018 – June 30, 2019)**

Monitoring July 1, 2017 – June 30, 2018 School Year Data

**The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
--------	-------------------------	-------------------------------------	--	------------------------------	-----------

4.5 School Board Members' Code of Conduct	09/24/2018	Yes			Yes
4.5.1	09/24/2018	Yes			Yes
4.5.2	09/24/2018	Yes			Yes
4.5.2.1	09/24/2018	Yes			Yes
4.5.2.2	09/24/2018	Yes			Yes
4.5.2.3	09/24/2018	Yes			Yes
4.5.3	09/24/2018	Yes			Yes
4.5.3.1	09/24/2018	Yes			Yes
4.5.3.2	09/24/2018	Yes			Yes
4.5.4	09/24/2018	Yes			Yes
4.5.5	09/24/2018	Yes			Yes
4.5.6	09/24/2018	Yes			Yes
4.5.7	09/24/2018	No		Board Member Seidel intends to propose a policy change	No
4.5.7.1	09/24/2018	Yes			Yes
4.5.7.2	09/24/2018	Yes			Yes
4.5.7.3	09/24/2018	Yes			Yes
4.5.7.4	09/24/2018	No		Board Member Seidel intends to propose a policy change	No
4.5.7.5	09/24/2018	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2018 – June 30, 2019)**

Monitoring July 1, 2017 – June 30, 2018 School Year Data

**The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5.7.6	09/24/2018	Yes			Yes
4.5.7.7	09/24/2018	No		Board Member Seidel has intentions to attend the next meeting	No
4.6 Process for Addressing School Board Member Violations	09/24/2018	Yes			Yes
4.6.1	09/24/2018	Yes			Yes
4.6.2	09/24/2018	Yes			Yes
4.6.3	09/24/2018	Yes			Yes
4.6.4	09/24/2018	Yes			Yes
4.6.4.1	09/24/2018	Yes			Yes
4.6.4.2	09/24/2018	Yes			Yes
4.7 School Board Committee Principles	09/24/2018	Yes			Yes
4.7.1	09/24/2018	Yes			Yes
4.7.2	09/24/2018	Yes			Yes
4.7.3	09/24/2018	Yes			Yes
4.7.4	09/24/2018	Yes			Yes
4.8 School Board Committee Structure	09/24/2018	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2018 – June 30, 2019)**

Monitoring July 1, 2017 – June 30, 2018 School Year Data

**The purpose of this document is to demonstrate to the owners that the Board is accountable to our
Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.8.1	09/24/2018	Yes			Yes
4.8.2	09/24/2018	Yes			Yes
4.8.3	09/24/2018	Yes			Yes
4.8.4	09/24/2018	Yes			Yes
4.9 Governance Investment	10/22/2018				
4.9.1	10/22/2018				
4.9.1.1	10/22/2018				
4.9.1.2	10/22/2018				
4.9.1.3	10/22/2018				
4.9.2	10/22/2018				
4.9.3	10/22/2018				
4.10 Operation of the School Board Governing Rules	09/24/2018	Yes			Yes
4.10.1	09/24/2018	Yes			Yes
4.10.1.1	09/24/2018	Yes			Yes
4.10.1.2	09/24/2018	Yes			Yes
4.10.1.3	09/24/2018	Yes			Yes

Monthly Reports – Resolution of Acceptance of Donations

BE IT RESOLVED by the School Board of Independent School District No. 272 that the School Board accepts with appreciation the following contributions and permits their use as designated by the donors:

Prairie View Elementary:

- Donation of \$140.28 – PTO (Rachel Nave) – Funds used for playground equipment.

Eden Prairie High School

- Donation of Ninety (90) Yogurt Parfaits – Food item was used for a meeting.

SUPERINTENDENT CONSENT AGENDA

A. HUMAN RESOURCES – Semi-Monthly Reports

1. Human Resources – Administrative/Supervisory/Technical (AST)
 - a. New Hires
Hippen, Matthew – Director of Finance, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 10/29/2018.
2. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
 - a. New Hires
Dinh, Ngoc Anh – Staff Accountant, Administrative Services Center, 8 hours/day, 260 days/year, effective 9/18/2018.
3. Human Resources - Licensed Staff
 - a. New Hires
Forston, Jessica – Little Eagles Preschool Teacher, Lower Campus, 4.25 hrs/day, 3 days/week, 108 days/year, effective 10/1/2018.
Kemble, Ann – Interventionist/Title 1 Teacher, 1.0 FTE, Eden Lake Elementary, effective 9/21/2018-1/15/2019.
LaMoure, Ron – Social Studies, 1.0 FTE, Eden Prairie High School, effective 9/4/2018 through 11/2/2018.
Moore, Christopher – Music-Band Teacher, 1.0 FTE, Cedar Ridge Elementary and Prairie View Elementary, effective 9/24/2018.
Rossakis, John – Occupational Therapist, 1.0 FTE, District Wide, effective 10/15/2018.
 - b. Resignation/Retirements
Grant, Colleen – Science, 1.0 FTE, Central Middle School, effective 11/9/2018.
4. Human Resources - Classified Staff
 - a. New Hires
FOOD SERVICE
Feuerborn, Jenny – Food Service Assistant I, Central Middle School, 4 hours/day, 5 days/week, 177 days/year, effective 9/24/2018.
Fogarty, Ellyn – Food Service Assistant I – Cashier, Prairie View Elementary, 4.5 hours/day, 5 days/week, 177 days/year, effective 10/1/2018.
Gmitro, Artina – Food Service Assistant I, Central Middle School, 4.5 hours/day, 5 days/week, 177 days/year, effective 9/26/2018.
Landon, Francesca – Food Service Assistant I, Prairie View Elementary, 4 hours/day, 5 days/week, 177 days/year, effective 10/1/2018.
MSEA
Anderson, Emily – Eagle Zone Program Assistant, Community Education, working 6 hrs/day, 5 days/week, 185 days/year, effective 9/25/2018.
Kartha, Vinita – ESL Paraprofessional, Oak Point Elementary, working 2.5 hours/day, 5 days/week, 178 Days/year effective 10/5/2018.
Khouri, Sonia – Lunchroom/Playground Paraprofessional, Eagle Heights Spanish Immersion, working 2.75 hours/day, 5 days/week, 178 days/year, effective 9/20/2018.

Mahamud, Nafisa – Early Childhood Preschool Paraprofessional, Community Education, working 5.5 hrs/day, 5 days/week, 185 days/year, effective 9/25/2018.

Marie, Lindsay – Eagle Zone Program Assistant, Community Education, working 5.25 hrs/day, 5 days/week, 185 days/year, effective 10/3/2018.

Molenaar, Lisa – Early Childhood Preschool Paraprofessional, Community Education, working 6 hrs/day, 4 days/week, 127 days/year, effective 10/1/2018.

Oridota, Oladele – Eagle Zone Program Assistant, Community Education, working 3 hours/day, 5 days/week, 185 days/year, effective 10/22/2018.

Renteria Lopez, Karla – ESL Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/24/2018.

Rooney, Kristine – Lunchroom Paraprofessional, Oak Point Elementary, working 2.5 hours/day, 5 days/week, 178 days/year, effective 9/21/2018.

Schuette, Bryanna – Avid Tutor, Central Middle School, 5.5 hours/day, 2 days/week, 67 days/year, effective 10/2/2018.

Shah, Sheetal – Eagle Zone Program Assistant, Community Education, working 2.25 hrs/day, 5 days/week, 185 days/year, effective 9/21/2018.

Smith, Emily – Eagle Zone Program Assistant, Community Education, working 3.25 hrs/day, 5 days/week, 185 days/year, effective 9/21/2018.

Tumu, Subhasree – Early Childhood Preschool Paraprofessional, Community Education, working 5.5 hrs/day, 5 days/week, 176 days/year, effective 9/17/2018.

Velarde, David – Eagle Zone Program Assistant, Community Education, working 5.5 hrs/day, 5 days/week, 185 days/year, effective 9/24/2018.

Zarate, Luzelena – ESL Paraprofessional, Eden Lake Elementary, working 5.5 hours/day, 5 days/week, 178 days/year, effective 9/24/2018.

TRANSPORTATION

Thielges, Steven – Bus Driver, Transportation, 4.47 hours/day, 5 days/week, 178 days/year, effective 10/4/2018.

Weisser, Jay – Bus Driver, Transportation, 5.11 hours/day, 5 days/week, 178 days/year, effective 9/13/2018.

b. Change in Assignment

MSEA

Leonard, Carol – Special Education Paraprofessional, Oak Point Elementary, working 4 hours/day, 5 days/week, 178 days/year, effective 9/13/2018.

Singhatwadia, Neelam – Special Education Paraprofessional, Oak Point Elementary, working 5 hours/day, 5 days/week, 178 days/year, effective 9/18/2018.

c. Resignations/Retirements

CLASS

Kemp, Shari – Clerical Assistant I, Cedar Ridge Elementary, effective 10/17/2018.

FOOD SERVICE

MacDonald, Carol – Food Service Assistant I, Prairie View Elementary, effective 9/13/2018.

MSEA

Hanson, Lacey – Little Eagles Preschool Paraprofessional, Education Center, effective 6/7/2018.

Heim, Susan – Kindergarten Paraprofessional, Prairie View Elementary, effective 9/21/2018.

Koch, Sina – Special Education Paraprofessional, Oak Point Elementary, effective

9/19/2018.

Luke, Hilaire – Special Education Paraprofessional, Eden Prairie High School, effective 10/17/2018.

Singhatwadia, Neelam – Early Childhood Paraprofessional, Education Center, effective 9/18/2018.

TRANSPORTATION

Orosz, Steven – Bus Driver, Transportation, effective 10/11/2018.

Board Business

General Consent Agenda

Approval of Payments, all funds, September 2018

Check #400460-400750	\$2,350,488.50
Electronic Disbursements	\$4,373,508.42
TOTAL	\$6,723,996.92

Acknowledgment of Electronic Transfers September 2018

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
08/24/18	PMA Financial	MNTrust	2.060%	09/25/18	\$2,003,612.06
08/24/18	PMA Financial	MNTrust	2.060%	09/25/18	\$1,252,257.54
02/24/17	PMA Financial	MNTrust	1.048%	09/28/18	\$571,985.22
02/23/17	PMA Financial	MNTrust	1.050%	09/28/18	\$249,915.31
02/23/17	PMA Financial	MNTrust	1.060%	09/28/18	\$249,954.49
02/23/17	PMA Financial	MNTrust	1.050%	09/28/18	\$249,915.30
09/28/17	PMA Financial	MNTrust	1.292%	09/28/18	\$249,988.31
09/28/17	PMA Financial	MNTrust	1.253%	09/28/18	\$249,992.43
09/28/17	PMA Financial	MNTrust	1.250%	09/28/18	\$249,986.25
09/28/17	PMA Financial	MNTrust	1.306%	09/28/18	\$249,921.90
09/28/17	PMA Financial	MNTrust	1.258%	09/28/18	\$246,968.26
09/28/17	PMA Financial	MNTrust	1.250%	09/28/18	\$246,948.75
09/28/17	PMA Financial	MNTrust	1.300%	09/28/18	\$249,907.10
09/28/17	PMA Financial	MNTrust	1.250%	09/28/18	\$249,986.25
09/28/17	PMA Financial	MNTrust	1.257%	09/28/18	\$249,903.50

01/29/18	PMA Financial	MNTrust	1.590%	09/28/18	\$53,255.56
01/29/18	PMA Financial	MNTrust	1.590%	09/28/18	\$249,907.02
10/04/17	PMA Financial	MNTrust	1.310%	10/04/18	\$249,931.77
10/04/17	PMA Financial	MNTrust	1.300%	10/04/18	\$249,907.10
10/04/17	PMA Financial	MNTrust	1.350%	10/04/18	\$249,929.10

EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: Sep-18

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 315,215	\$ 25,236,066	1.25%	0.96%
021-040	TUITION	8,285	66,000	12.55%	60.17%
041-089	FEES & ADMISSIONS	424,348	872,000	48.66%	49.23%
090-199	MISC REVENUE	213,516	1,125,500	18.97%	13.87%
200-399	STATE AID	18,535,912	78,092,426	23.74%	13.87%
400-499	FEDERAL PROGRAMS	-	2,877,000	0.00%	0.00%
600-649	SALES	59,716	56,100	106.45%	71.51%
		\$ 19,556,991	\$ 108,325,092	18.05%	10.84%
	CAPITAL OUTLAY	82,881	10,377,963	0.80%	2.27%
	STUDENT ACTIVITIES	968,354	2,000,000	48.42%	22.63%
Revenue Notes:					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 11,571,884	\$ 74,891,537	15.45%	10.97%
200	BENEFITS	3,960,384	22,521,476	17.58%	12.89%
300	PURCHASED SVCS	1,703,368	6,895,610	24.70%	25.82%
400	SUPPLIES & EQUIPMENT	851,319	3,399,563	25.04%	22.96%
800	OTHER EXPENSES	101,451	210,193	48.27%	38.79%
900	TRANSFERS & CONTINGENCY	-	250,000	0.00%	0.00%
		\$ 18,188,407	\$ 108,175,129	16.81%	12.95%
	CAPITAL OUTLAY	6,709,226	10,688,775	62.77%	50.67%
	STUDENT ACTIVITIES	413,041	2,000,000	20.65%	13.40%
Expenditure Notes:					



October 15, 2018

To: Dr. Josh Swanson, Superintendent
From: Jason Mutzenberger, Executive Director of Business Services
Re: Reject Bids for Parking Lot at Oak Point/Eagle Heights Elementary School

The district received bids on September 27, 2018 to add an additional parking lot at Oak Point/Eagle Heights Elementary. The bids received were significantly higher than our project budget and therefore we are recommending rejecting all bids.

This project was designed to add 100 parking spaces to this site, which struggles with traffic congestion. Included is a letter from the district's parking lot engineer listing the reasons for the higher bid results. The district intends to redesign the parking lot in hopes to bring down the project costs when we rebid the project in early 2019.

Funding for this project will come from the Long Term Facility Maintenance Revenue and Operating Capital. The budget for this project was \$300,000.

October 8, 2018

**ANDERSON - JOHNSON
ASSOCIATES,
INC.**

LANDSCAPE ARCHITECTURE • SITE PLANNING • CIVIL ENGINEERING
7575 GOLDEN VALLEY ROAD • SUITE 200 • MINNEAPOLIS, MN 55427
FAX (763) 544-0531 • PH (763) 544-7129



Mr. Jim Anderson, Director of Facilities & Safety
Eden Prairie Schools
8100 School Road
Eden Prairie, MN 55344

Re: 2018 Oak Point Elementary School Parking Lot Construction
AJA Project No. 18079

Dear Jim,

Bids were received for the Oak Point Elementary School Parking Lot Construction project on Thursday, September 27, 2018. Seven (7) bids were received, all of which are significantly higher than our initial project estimate of ~\$300,000. We have attached the Bid Tabulation for reference.

The cost of the project, and resulting high bid amounts, are a result of a few factors:

1. During the design process, the cost of the proposed parking lot increased due to an August 1, 2018 revision made to State and City stormwater regulations. The more restrictive regulations, which are specific to heavy clay soils prevalent at Oak Point Elementary, require very specific and more expensive stormwater measures to be incorporated into parking lot design.
2. The present bid climate, specifically for projects being constructed next Summer, is very conservative.
 - a. Following receipt of the bids, Contractors have told us that the uncertain price of oil, which relates to next year's asphalt production costs, the price for trucking, etc., led to conservative pricing.

Based on the above, we recommend rejection of all bids.

We will work with you to refine the parking lot scope in order to lower the construction cost to a more affordable, reasonable amount and recommend rebidding the project in January or February 2019.

If you have any questions regarding the above please do not hesitate to contact our office.

Sincerely,
Anderson-Johnson Associates, Inc.

Jay R. Pomeroy, PLA

Attachment - Bid Tabulation Form

cc: Jason Mutzenberger, Executive Director of Business Services, EP Schools

Bids Due:
Thursday, September 27, 2018
(2:00 pm local time)

Oak Point Elementary School Parking Lot Construction Eden Prairie Schools

**ANDERSON-JOHNSON
ASSOCIATES,
INC.** 
*Landscape Architecture Site Planning Civil Engineering
Valley Square Office Center Suite 200
7575 Golden Valley Road Minneapolis, MN 55427
PH (763) 544-7129 FAX (763) 544-0531*

	Bid Bond	Verification Certificate	Addendum 1	Base Bid	Alternate 1: Sand Subbase under Pavement
Derau Construction	√	√	√	\$589,200.00	\$78,300.00
Midwest Asphalt	√	√	√	\$573,800.00	\$75,400.00
Minnesota Roadways	√	√	√	\$568,393.00	\$83,300.00
New Look Contracting	√	√	√	\$614,900.00	\$62,100.00
Meyer Contracting	√	√	√	\$714,528.38	\$84,028.68
Peterson Companies	√	√	√	\$646,400.00	\$77,000.00
Veit & Company	√	√	√	\$598,400.00	\$54,990.00



October 15, 2018

To: Dr. Josh Swanson, Superintendent
From: Jason Mutzenberger, Executive Director of Business Services
Re: October 1, 2018 Enrollment

The October 1st, 2018 grades K-12 enrollment numbers were stronger than expected, finishing at 8,797 students compared to a budget of 8,619 or a difference of 178 students. The kindergarten numbers were especially strong at 624 students compared to a budget of 570. The positive enrollment was experienced system wide as the K-6 grade level outpaced projections by 98 students and grades 7-12 outpaced projections by 80 students.

This is the first year since 2008 that the district has seen increasing enrollment to start the school year. The enrollment growth has resulted in a very positive impact on the district's current year finances and provides even greater financial stability for years to come. We'll provide in depth analysis and discussion on the enrollment growth for the school board in January 2019.

The board packet includes many documents around enrollment. The first document is the October 1 enrollment by site and grade level compared with budget. The second document is a deeper look by site and grade level for the current year, 5 previous years, and projecting 5 future years. The final document is a snapshot of the district's kindergarten capture rate.

Kindergarten Capture Rate

Fiscal Year	Estimated Census	EP Enrollment	Capture Rate %
2012-13	795	671	84.4%
2013-14	753	619	82.2%
2014-15	751	642	85.5%
2015-16	760	611	80.4%
2016-17	773	606	78.4%
2017-18	780	611	78.3%
2018-19	717	624	87.0%
2019-20	794	635	80.0%
2020-21	743	620	83.4%
2021-22	758	620	81.8%
2022-23	753	620	82.3%
2023-24	751	620	82.6%

EDEN PRAIRIE SCHOOLS

Student Monthly Enrollment As of October 1, 2018

District Site	K	1	2	3	4	5	6	7	8	9	10	11	12	Actual
Cedar Ridge Elementary	86	73	104	82	90	105	114							654
Eagle Heights	134	122	125	125	126	105	93							830
Eden Lake Elementary	82	108	93	97	116	123	155							774
Forest Hills Elementary	122	106	89	102	97	97	91							704
Oak Point Elementary	114	107	116	115	107	103	83							745
Prairie View Elementary	86	114	97	109	120	102	107							735
Central Middle School								668	671					1339
Eden Prairie High School										781	705	762	768	3016
Subtotal	624	630	624	630	656	635	643	668	671	781	705	762	768	8797

October 1
Prior Year Actual
628
831
827
657
722
729
1341
2991
8726

FY 19 Budget by Grade	570	624	624	645	647	601	633	635	650	730	735	750	775	8619
Budget Over / (Under)	54	6	0	-15	9	34	10	33	21	51	-30	12	-7	178

Enrollment History and Projection Totals

	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	625	649	612	610	611	624	635	620	620	620	620
1	683	628	661	614	630	630	641	643	637	637	637
2	624	659	611	623	629	624	626	637	638	633	633
3	700	630	666	619	652	630	635	637	648	650	644
4	672	675	629	651	610	656	624	633	635	647	648
5	658	663	665	633	639	635	663	631	640	642	654
6	673	656	662	653	623	643	632	660	628	637	639
7	706	698	676	699	645	668	669	657	686	657	663
8	720	719	710	672	696	671	681	682	670	699	670
9	756	746	767	767	725	781	722	733	734	721	753
10	718	760	736	771	755	705	792	732	743	744	731
11	810	708	763	751	754	762	706	793	734	745	746
12	705	793	699	772	757	768	799	741	832	769	781
K-12	9,050	8,984	8,857	8,835	8,726	8,797	8,825	8,799	8,845	8,801	8,819
% Change K-12	-0.73%	-1.41%	-0.25%	-1.23%	0.81%	0.32%	-0.29%	0.52%	-0.50%	0.20%	

Enrollment Projection and History By Site

Capacity 862	Cedar Ridge Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	103	85	88	93	67	86	88	80	84	83	82
1	115	107	89	92	97	73	90	88	83	86	86
2	86	113	111	90	85	104	93	96	99	96	96
3	124	96	110	99	89	82	90	87	88	90	88
4	119	115	90	104	101	90	96	96	94	98	98
5	108	122	117	88	101	105	102	100	102	101	104
6	124	112	121	109	88	114	102	106	105	104	104
K-6	779	750	726	675	628	654	662	653	655	658	658
% Change K-12	-3.72%	-3.20%	-7.02%	-6.96%	4.14%	1.19%	-1.38%	0.34%	0.51%	-0.03%	

Capacity 826	Forest Hills Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	105	106	112	107	97	122	112	110	113	111	111
1	111	113	108	96	105	106	105	107	106	105	106
2	99	115	106	97	111	89	99	101	98	99	99
3	110	100	123	99	98	102	100	100	103	102	101
4	115	110	101	103	92	97	95	95	95	98	98
5	100	119	108	67	87	97	87	88	91	88	91
6	92	111	119	79	67	91	78	82	81	80	81
K-6	732	774	777	648	657	704	676	683	687	684	687
% Change K-12	5.74%	0.39%	-16.60%	1.39%	7.15%	-3.93%	1.01%	0.59%	-0.46%	0.47%	

Capacity 882	Eden Lake Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	97	106	88	86	116	82	99	99	92	96	96
1	136	102	105	90	96	108	101	103	104	102	103
2	111	130	102	97	97	93	96	97	97	96	96
3	130	104	122	115	119	97	111	108	108	111	109
4	119	124	93	146	114	116	122	118	118	123	122
5	130	116	114	121	162	123	141	139	134	137	140
6	118	122	108	146	123	155	139	145	143	142	143
K-6	841	804	732	801	827	774	809	809	795	806	807
% Change K-12	-4.40%	-8.96%	9.43%	3.25%	-6.41%	4.48%	0.02%	-1.73%	1.45%	0.10%	

Capacity 823	Oak Point Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	109	115	106	105	86	114	105	101	106	103	103
1	118	110	118	115	111	107	114	112	111	112	111
2	121	112	103	105	112	116	111	115	116	114	114
3	114	125	107	96	105	115	106	108	112	110	110
4	105	104	116	94	98	107	97	101	101	103	103
5	94	103	100	125	89	103	110	98	103	104	104
6	133	95	109	102	121	83	101	106	94	100	100
K-6	794	764	759	742	722	745	744	742	743	745	746
% Change K-12	-3.78%	-0.65%	-2.24%	-2.70%	3.19%	-0.11%	-0.24%	0.09%	0.25%	0.15%	

Enrollment Projection and History By Site

Capacity 758	Prairie View Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	80	89	88	88	114	86	99	99	94	97	97
1	79	77	102	98	91	114	104	104	107	105	105
2	74	75	74	98	99	97	98	100	100	99	99
3	87	81	101	99	112	109	107	109	111	111	110
4	110	99	106	107	98	120	106	108	111	111	112
5	129	104	108	111	106	102	111	104	105	106	108
6	105	129	109	108	109	107	107	112	106	108	108
K-6	664	654	688	709	729	735	731	737	733	736	738
% Change K-12	-1.51%	5.20%	3.05%	2.82%	0.82%	-0.53%	0.77%	-0.50%	0.36%	0.32%	

Capacity 838	Eagle Heights Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	131	148	130	131	131	134	132	132	131	131	131
1	124	119	139	123	130	122	128	129	126	127	127
2	133	114	115	136	125	125	129	128	129	129	128
3	135	124	103	111	129	125	122	125	127	126	126
4	104	123	123	97	107	126	107	114	115	115	116
5	97	99	118	121	94	105	111	101	105	105	107
6	101	87	96	109	115	93	105	109	99	104	104
K-6	825	814	824	828	831	830	834	837	833	837	838
% Change K-12	-1.33%	1.23%	0.49%	0.36%	-0.12%	0.50%	0.37%	-0.51%	0.46%	0.19%	

Capacity 1,512	Central Middle School										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
7	706	698	676	699	645	668	669	657	686	657	663
8	720	719	710	672	696	671	681	682	670	699	670
7-8	1,426	1,417	1,386	1,371	1,341	1,339	1,350	1,339	1,356	1,356	1,333
% Change 7-8	-0.63%	-2.19%	-1.08%	-2.19%	-0.15%	0.82%	-0.81%	1.27%	0.00%	-1.70%	

Capacity 3,715	Eden Prairie High School										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
9	756	746	767	767	725	781	722	733	734	721	753
10	718	760	736	771	755	705	792	732	743	744	731
11	810	708	763	751	754	762	706	793	734	745	746
12	705	793	699	772	757	768	799	741	832	769	781
9-12	2,989	3,007	2,965	3,061	2,991	3,016	3,019	2,999	3,043	2,979	3,011
% Change 9-12	0.60%	-1.40%	3.24%	-2.29%	0.84%	0.10%	-0.66%	1.47%	-2.10%	1.07%	

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

1

The World's Best Workforce (WBWF) and Achievement & Integration (A&I) annual report summary, in accordance with the Minnesota statute, highlights Eden Prairie Schools' progress towards student achievement goals. WBWF and A&I specifically targets eliminating an achievement gap by increasing student proficiency across all racial, service and socio economic groups. Additionally, this summary includes strategies and initiatives our district was engaged in during the 2017-2018 school year as we worked to meet these goals.

Eden Prairie Schools continues to evaluate and improve our plan to address the five, statewide goals as well as integrate this work in our Ends Policy Reporting and Strategic Plan.

World's Best Workforce Goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

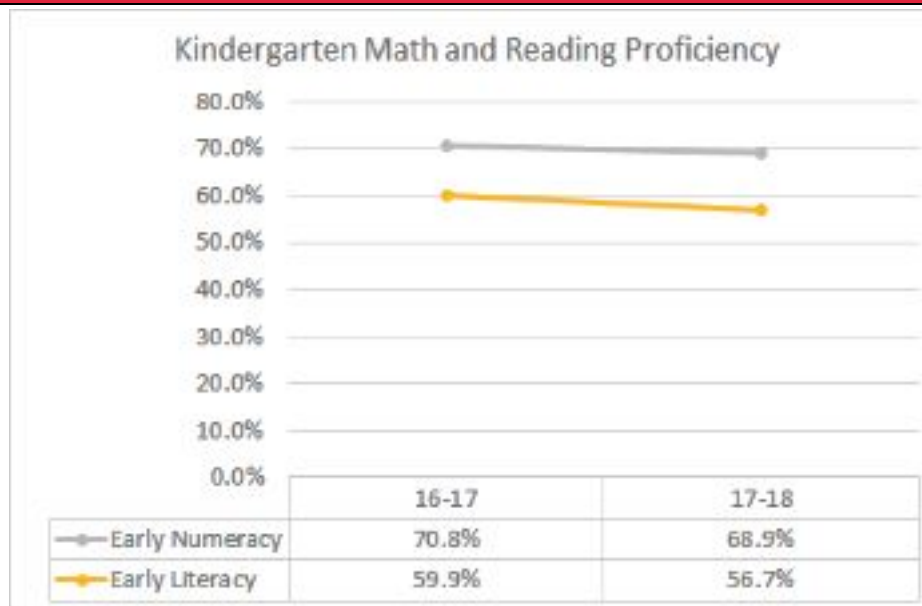
2

FOCUS AREA & GOALS

All Children Ready for School

Kindergarten students served by the EPS Little Eagles preschool program in 17-18 will increase grade level targets in Early Literacy and Early Numeracy Measures from 78% (16-17) to 80%. (Fall 2018).

INDICATORS OF PROGRESS AND RESULTS



Percent of KG students who attended Little Eagles preschool who met grade level targets in Early Literacy and Early Numeracy

Demographic Group	Early Numeracy		Early Literacy	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	81.0%	83.7%	69.0%	81.4%
Black or African American	66.0%	65.3%	56.0%	58.7%
Hispanic/Latino	30.4%	42.1%	26.1%	21.1%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A
Two or more races	69.2%	64.7%	53.8%	41.2%
White	79.5%	71.1%	67.5%	53.8%
EL	53.1%	55.6%	46.9%	40.7%
FRP	52.2%	64.6%	47.8%	54.2%
SPED	34.8%	44.4%	30.4%	40.7%
Overall	70.8%	68.9%	59.9%	56.7%

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

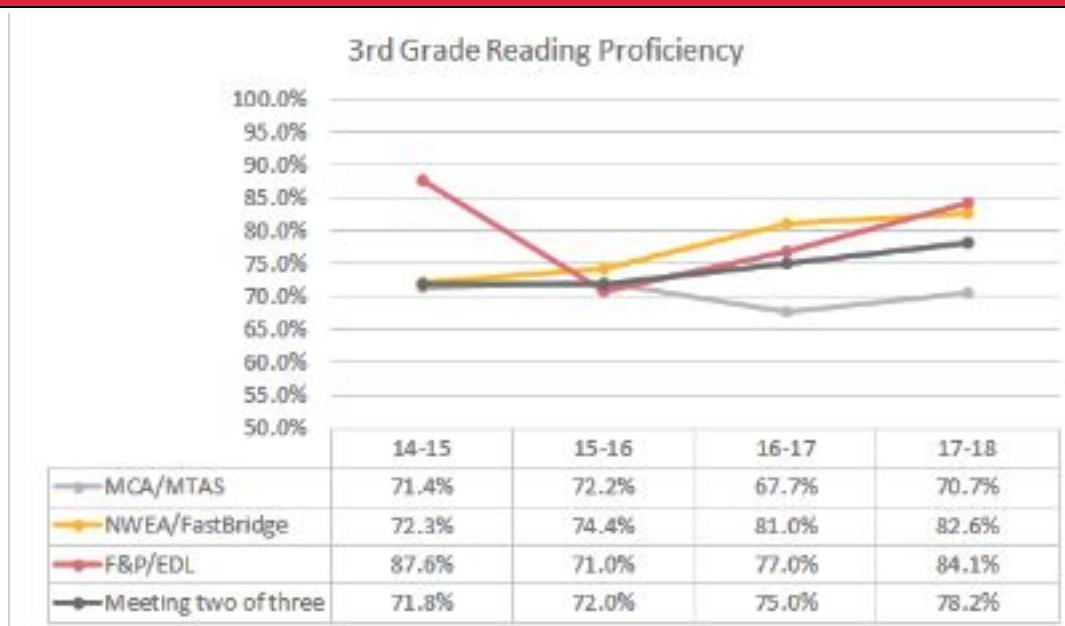
3

FOCUS AREAS AND GOALS

All Third Graders Can Read at Grade Level

By June 30, 2018, the number of 3rd graders meeting standards of reading proficiency will increase from 75.0% to 78.0% as measured on two out of the three reading assessments (Spring FastBridge, Spring Fountas and Pinnell/EDL, MCA & MTAS Reading).

INDICATORS OF PROGRESS AND RESULTS



Percent of 3rd grade students enrolled prior to October 1st Meeting Proficiency on Two of Three Assessments

Demographic Group	16-17	17-18
American Indian or Alaska Native	N/A†	N/A†
Asian	87.3%	87.8%
Black or African American	50.0%	55.8%
Hispanic/Latino	47.9%	48.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	82.1%	81.8%
White	84.8%	85.8%
EL	46.0%	37.1%
FRP	49.3%	52.5%
SPED	54.2%	36.8%
Overall	75.0%	78.2%

†Counts too small to report.

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

4

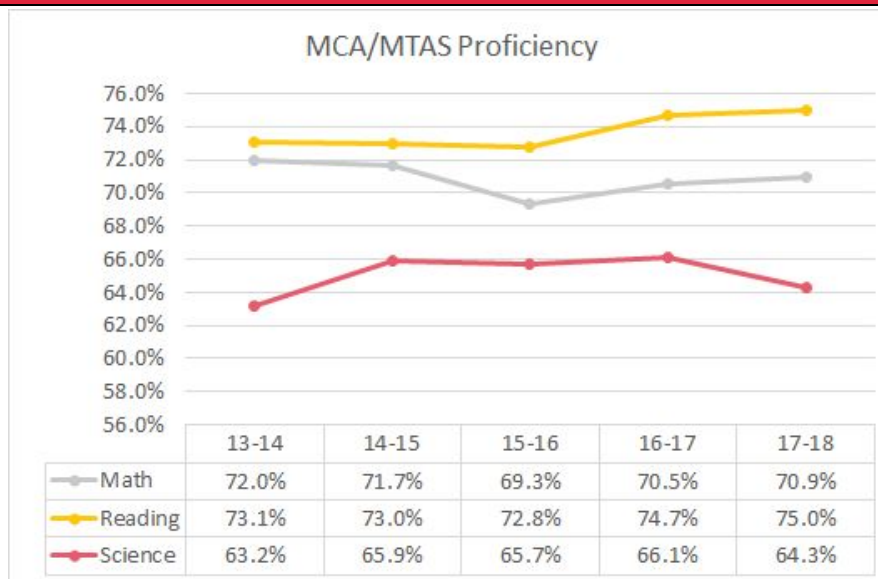
FOCUS AREAS AND GOALS

All Racial and Economic Achievement Gaps Between Students Are Closed

The percentage of **all students** grades 3-8 and HS at Eden Prairie School District who earn an achievement level of Meets or Exceeds the Standards in

- Math on all state accountability tests (MCA and MTAS) will increase from 69.8% to 74.8% in 2018.
- Reading on all state accountability tests (MCA and MTAS) will increase from 74.1% to 78.4% in 2018.

INDICATORS OF PROGRESS AND RESULT



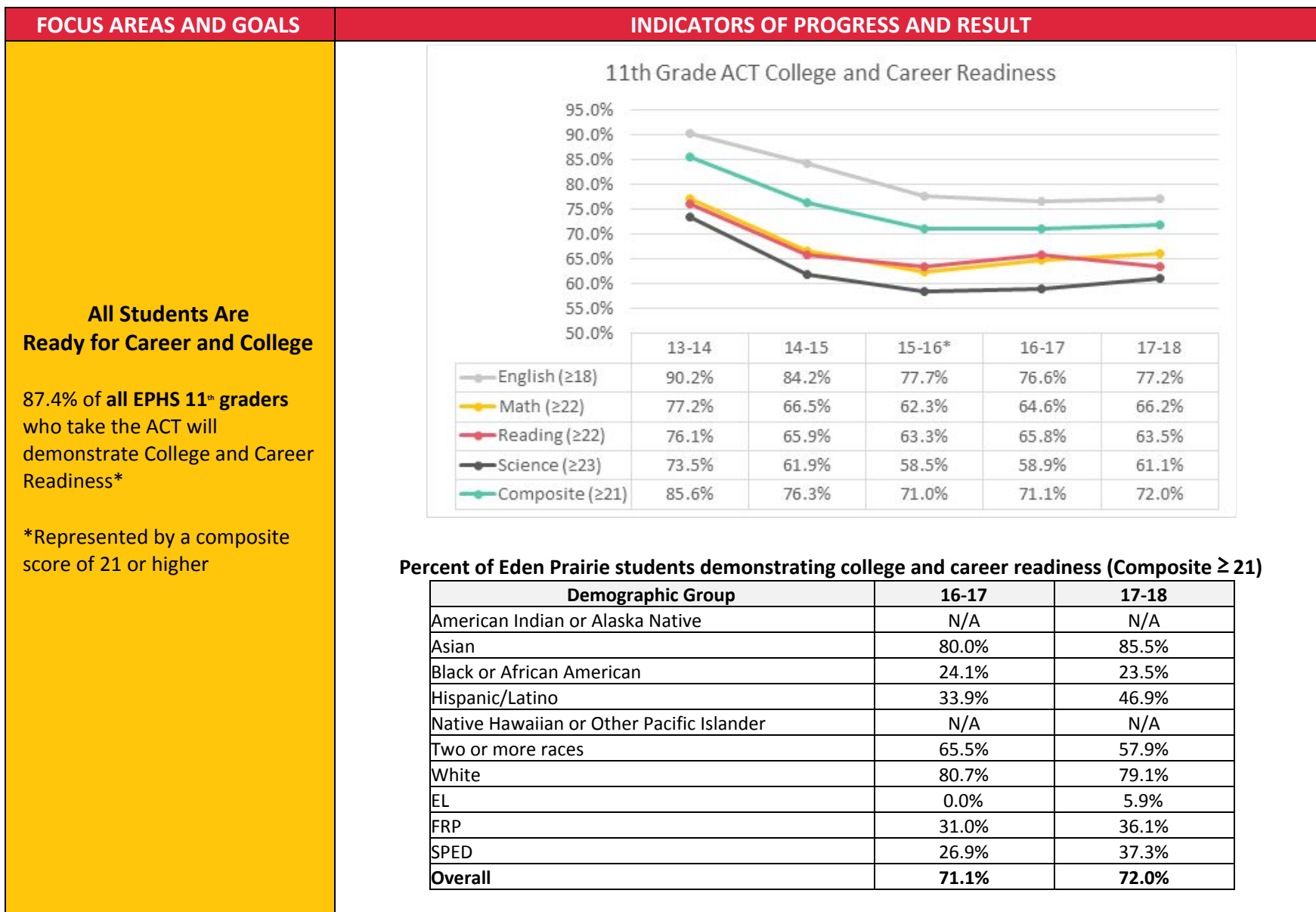
Percent of students enrolled prior to October 1st by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS

Demographic Group	Math		Reading		Science	
	16-17	17-18	16-17	17-18	16-17	17-18
American Indian or Alaska Native	33.3%	45.5%	50.0%	64.3%	N/A†	N/A†
Asian	85.0%	87.4%	83.4%	83.0%	76.8%	81.0%
Black or African American	36.6%	39.3%	48.4%	49.8%	31.7%	33.3%
Hispanic/Latino	47.4%	48.0%	61.4%	58.9%	42.6%	44.6%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	63.3%	63.5%	69.8%	73.6%	64.9%	54.1%
White	78.7%	78.5%	80.6%	81.5%	72.3%	71.3%
EL	29.7%	10.9%	22.5%	22.7%	11.5%	8.0%
FRP	39.8%	36.3%	49.8%	49.4%	39.0%	33.5%
SPED	43.1%	36.3%	45.8%	10.3%	44.6%	33.5%
Overall	70.5%	70.9%	74.7%	75.0%	66.1%	64.3%

†Counts too small to report.

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

5



WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

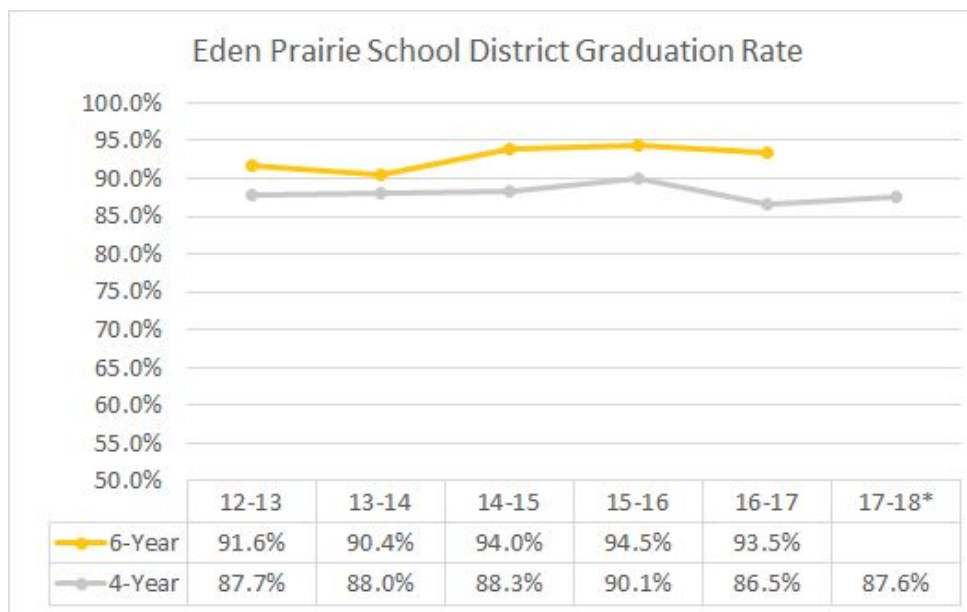
6

FOCUS AREAS AND GOALS

All Students Graduate from High School

By June 30, 2018, the number Eden Prairie students graduating from high school within 4 years will increase will increase from 86.7% to 88.9%.

INDICATORS OF PROGRESS AND RESULT



4-Year Graduation Rate by Demographic Group

Demographic Group	Final 16-17	Preliminary 17-18*
American Indian or Alaska Native	N/A†	N/A†
Asian	88.6%	90.2%
Black or African American	58.8%	69.4%
Hispanic/Latino	65.4%	73.3%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†
Two or more races	71.4%	82.8%
White	92.6%	91.7%
EL	46.3%	10.5%
FRP	63.0%	68.4%
SPED	53.2%	54.1%
Overall	86.5%	87.5%

* 4-year graduation rate is preliminary.

†Counts too small to report.

Systems, Strategies & Support

Personalized Learning & Closing the Achievement Gap

During the 2017-2018 school year, several strategies and initiatives were implemented to work toward meeting the goals listed above. Strategies included:

- A new math curriculum aligned with state standards was implemented in K-8 to support increased conceptual understanding of mathematics. Coaching was provided to ensure fidelity of implementation and to focus attention on student-centered outcomes, intentionally giving each student access to meaningful, personalized learning of grade level standards.
- Through the learning of our district curriculum, students became creative problem solvers, communicators, critical thinkers and collaborators. Authentic learning experiences were designed in which students applied real-world knowledge and skills through performance tasks.
- Increased implementation of AVID program and strategies at all schools. As a result of the AVID elective, increased the number of Black, Hispanic and American Indian students who receive passing grades in all course work during middle school.
- Multi-Tiered System of Support utilized a data-based decision making protocol to identify specific instructional gaps and the relevant instructional match to address that gap in reading skill development.
- Each student in K-6 demonstrating a gap in foundational grade level skills in reading and math were identified by educational staff and provided with a targeted instructional opportunity matched to their skill need through the Multi-tiered System of Supports decision making process.
- Positive Behavior Interventions & Supports were addressed in every building in the district as part of the Multi-tiered System of Supports. This included universally designed opportunities to teach and acknowledge the building and classroom behavioral expectations with all students, in addition to tiered supports being designed and implemented in a culturally relevant and responsive manner based on observed instructional needs. This 3-5 year implementation effort was monitored through the Tiered Fidelity Inventory (completed by each building PBIS team) and the Self-Assessment Survey (completed by each staff member) to assess implementation status and monitor progress within each site.
- Increased the number of parents from diverse backgrounds that participate in monthly affinity group meetings, preschool parent involvement meetings, college and career ready sessions, ready for secondary sessions, and parent empowerment courses. Increased the number of parents of color involved in some capacity in their child's schools.
- Continued efforts to ensure racial and socioeconomic inequalities in achievement are addressed in a culturally relevant and responsive manner by all staff, with each staff member understanding culturally responsive practices and securing high expectations for each student.
- Little Eagles preschool is focused on the adoption of a new curriculum that better aligns with preschool and kindergarten assessment tools. The hiring of highly qualified teachers and paras that meet the needs of each child in the classroom and provided all classroom staff additional planning time. Increased instructional time for four year olds and ensured that each classroom and lesson plan is culturally responsive and reflective of students within the class.
- Each PreK student demonstrating a social emotional need was identified by educational staff and supported with the pyramid model.

Gifted and Talented Programs

During 2017-2018, Eden Prairie Schools met the unique educational needs of students through our gifted and talented services. We know learners thrive best in an environment that challenges and nurtures individuals, fosters mutual respect and celebrates diversity.

Strategies Included:

- Gifted programming at each of the elementary and secondary sites
- Services are coordinated and taught by teachers who have or are obtaining an advanced degree in the area of gifted and talented education
- Continued our practice of using multiple and objective criteria that include assessments and procedures which are valid, reliable, fair and based on current research
- Continued our practice of using assessments and procedures are sensitive to underrepresented groups, including, but not limited to, low income, minority, twice-exceptional and English learners
- Annual review of subject and grade acceleration that includes a process to assess a student's readiness and motivation for acceleration as well as matching the level, complexity and pace of the curriculum to achieve the best type of academic acceleration of each student
- Annual review of our early entrance evaluation process that assesses the cognitive, social, and emotional development of each child before recommendation for early entrance into Kindergarten

Staff Development:

We believe professional learning is fundamental to providing high levels of learning for each student. All employees will have learning opportunities and a professional responsibility to actively engage in continuous learning to improve their practice.

Eden Prairie Schools Guiding Principles for Professional Learning:

- Job-embedded learning is grounded in day-to-day practices
- Collaborative culture empowers employees to work interdependently to achieve common goals
- Learning is ongoing and occurs as part of routine work practices
- Conditions are created for a culture of sustained and perpetual learning
- Learning by doing develops deeper understanding and greater commitment
- Employees are active partners in personalizing their learning; determining the content of their learning, how learning occurs, and evaluating its effectiveness

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

9

Strategies included:

- Maintained and strengthened the Instructional Excellence Team comprised of coaches, principals, associate principals, and instructional directors during the 2017-2018 school year
- Furthered the purpose of the Instructional Excellence Team to provide job embedded professional development and ensure high levels of learning experiences for each student
- To increase the success of each student, teachers and coaches worked to implement instructional practices which were culturally relevant and personalized for each learner
- Professional Development Steering Committee comprised of administrators, teachers and parents met five times during the 2017-2018 school year to review staff development practices and suggest recommendations to improve practices

QComp:

During the 2017-2018 school year, Eden Prairie Schools saw a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys.

Strategies included:

- Selection of a valid and reliable rubric to clearly define expectations of high quality teaching
- Training, that included the calibration, of the valid and reliable rubric for QComp observers and principals
- Teachers intentionally practiced reflective thinking about their instruction through face to face professional conversations

Teacher Development & Evaluation

This is a multi-year approach to teacher evaluation. All Eden Prairie teachers and other licensed personnel participate in goal setting, professional development, classroom observations and a summative evaluation to support professional growth, and ultimately, student achievement. The holistic evaluation by administrators will take into account data regarding student achievement, student engagement, and the teacher/staff member's performance during observations, over a three-year period. Staff members also participate in a documented individual growth plan.

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

10

Principal Development & Evaluation

This is a continuous improvement process in which the principals are provided formative assessment through a 360° survey instrument and a goal setting process which is used to monitor and inform the summative evaluation by the principal's supervisor. The purpose of the process is to support the professional growth and development of principals and improve student learning. A minimum of 35% of the annual goals are evaluated on the basis of measurable improvement in longitudinal student achievement, and the process is built upon the seven core principal competencies which include: strategic leadership, instructional leadership, managerial leadership, cultural leadership, communications leadership, school community leadership, and ethical and professional leadership. Principals set specific, measurable goals in these areas, articulate action plans to achieve the goals, and monitor progress toward the goals. All of this is shared with the principal's supervisor in an annual evaluation conference.

Access to Excellent & Diverse Teachers:

Equitable access to teachers and principals focused on our mission is a priority in Eden Prairie Schools. The district's process for placement of experienced, effective and in-field teachers happens through the right of assignment by building principals. Annually, principals review student achievement data and use this to make placement decisions to maintain equitable access to excellent and diverse teachers. To uphold highly effective PLCs focused on increasing student achievement and reducing achievement disparities the experience, effectiveness and strengths of individual teachers is considered when establishing PLC teams.

District Advisory Committee:

During 2017-2018 the World's Best Workforce committee comprised of administrators, teachers and parents met four times to review and give feedback on academic standards, student achievement goals and measures, and district assessments. This committee also spent considerable time focused on the means to improve students' equitable access to culturally responsive practices that included access to effective and more diverse teachers.

Integration Partnership:

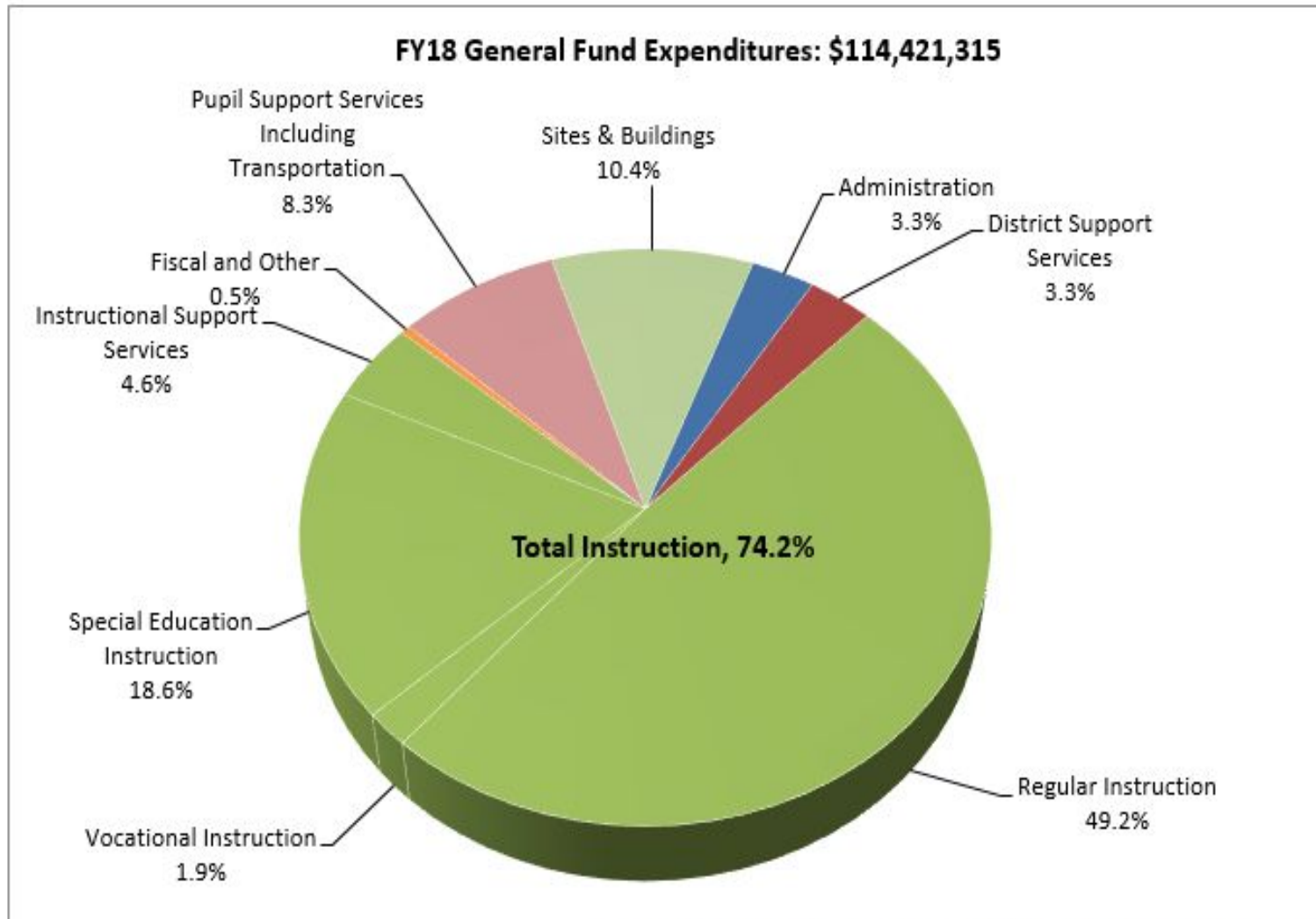
This past summer Eden Prairie Schools in collaboration with Eastern Carver County Schools, offered a "Mindsets for Math" course students entering 7th grade. The course, based on the work of Dr. Jo Boaler from Stanford University, was taught by an elementary teacher/instructional coach and a middle school teacher/AVID coach. Almost 60 students registered for the three week course, which focused on growing students' belief in themselves as mathematicians, and inspiring them to approach mathematics in positive and creative ways through rich, hands-on tasks in a supportive community of learners. General organizational skills were integrated through the mathematics to prepare students for middle school. As a result of the course, students' perceptions of their enjoyment of and confidence in mathematics grew.

WORLD'S BEST WORKFORCE & ACHIEVEMENT INTEGRATION SUMMARY OF PROGRESS 2017-2018

11

General Fund Expenditures

General fund expenditures for 2017-2018 are described categorically below.



***Note: General Fund Expenditures exclude the Capital Projects Levy of \$6,158,671
 and GASB #68 TRA & PERA Contributions of \$407,860**



Eden Prairie School Board Board Development Committee Meeting Minutes

Charter per Board Policy GP 4.8: This committee will ensure ongoing Board development and oversee self-monitoring of the Board's performance related to Governance Process and Board Management Delegation policies.

October 5, 2018

Committee members present: H. Link and L. Crandall Absent: None

1. 2:00 PM Approved meeting agenda
2. 2:01-3:00 PM Board assigned committee work: *Specific tasks assigned by the Board, and actions by the committee to complete those tasks*
 - a. Generated ideas for table of contents for revised EPSB Member Handbook
3. 3:00 PM Adjourned; next scheduled BDC meeting on 10/26/18 @ 7:30 AM, Riley Creek Meeting Room, ASC.

Quarter 1, 2018 Jan-Mar

Onboard new members

Quarter 2, 2018 Apr-June

Develop Longitudinal Board Socialization (LBS) Plan

Quarter 3, July-Sept

July: School board candidate information session

July and Aug: Refine draft LBS Plan, update Processes and Procedures

Sept: GP and BMD Monitoring

Quarter 4, Oct-Dec

Oct: GP monitoring

Oct: Review process of Superintendent Goal Review in prep for Nov 19th Business Meeting

Nov: Board effectiveness survey (Completed by each member regarding whole Board and self)

Nov: Vet and approve consultant for 1st quarter, 2019

Nov 5: First reading of draft Board Member Handbook (may change to January)

Dec: Review board effectiveness survey results, identify 2018-2019 board effectiveness goals and strategies

Quarter 1, 2019 Jan-Mar

Jan: Advanced Policy Governance workshop (Whole Board Meeting with consultant)

Mar: National School Board Association National Convention in PA 3/31-4/1, participants TBD

Quarter 2, 2019 Apr-June

Apr: Review NSBA national convention proceedings, takeaways

May: Review progress on 2018-2019 Board effectiveness goals as approved in December 2018



Eden Prairie School Board Community Linkage Committee Meeting - Update

Charter per Board Policy GP 4.8: This committee will facilitate multiple methods of School Board communication with owners that provide input and inform the School Board of ownership values as they relate to School Board policies, as well as provide valuable information to owners.

October 18, 2018

Attendees: T. Swartout, H. Link, D. Espe Absent: None

1. Approved meeting agenda
2. Continued development of School Board “Meet and Greet” session with the community
 1. Confirmed that the meeting will be a “Meet and Greet” with 3-4 “stations” with Board Member(s) at each station for dialog with the community members. Planned stations include:
 1. Finance/budget – general budget questions, cost of financing Designing Pathways, etc.
 2. Designing Pathways – next steps, what it is, what it isn’t, timeframe, etc.
 3. Community Values – what is important to the community members
 4. Perhaps an “Other” station for anything else the community may want to discuss
 2. Meet and Greet will be open for two (2) hours between 5:00 and 8:00pm.
 3. Would like to have the meeting on a non-Board meeting Monday in January or February. We will have “Doodle” or similar sent to all board members for their availability.
 4. Would like to have the session at our Board Meeting location in the Admin building. Would use lobby for snacks and greeting and would have “stations” in the board room.
 5. We will have a sign in sheet, including name, phone and email. Also, would have name tags.
 6. We plan to invite all of Jaclyn’s community contact lists, strategic plan members, PTO members via email. We will also post the meeting on our Board webpage, the web start page, and the staff page.
3. We have a few questions for the full Board at our October 22 meeting:
 1. Is the board ok with the Station concept and types?
 2. What hours should the Meet and Greet be open – 2 hours between 5:00 and 8:00?
 3. Is the board ok with using our Board Meeting location for the session?
 4. Should we have interpreters available for the session?
 5. Should we invite Josh and/or cabinet members to participate or be available, or just forward all non-Board questions to Josh after the event?
 6. Who else should we invite to the session? Community organizations (Chamber, FEPS, Foundation, Council/Mayor, Rotary, etc.), newspapers, etc.?
4. Terri is continuing to set up our school visits.
5. We continue to work on writing articles for publication (see previous minutes).
6. Our next committee meeting is TBD
7. Meeting adjourned.

Eden Prairie School Board
2018-2019 WORK PLAN CHANGES
WORK PLAN CHANGES - October 22, 2018

Date of Meeting/Workshop	Changes Requested
Monday, October 22, 2018	
Monday, November 5, 2018 – Workshop	<ul style="list-style-type: none"> - MOVE: First Reading of Board Development’s Handbook to 2/11/19 Workshop - Add: Designing Pathways Discussion
Wednesday, November 14, 2018 (7:30 a.m.)	
Monday, November 19, 2018	<ul style="list-style-type: none"> - Add: Designing Pathways (Board Work)
Monday, December 10, 2018	
Monday, January 7, 2019 – Annual Organizational Meeting & Workshop	
Monday, January 28, 2019	
Monday, February 11, 2019 – Workshop	<ul style="list-style-type: none"> - Add: First Reading of Board Development’s Handbook (Moved from 11/5/18)
Monday, February 25, 2019	<ul style="list-style-type: none"> - Add: Re-review Policy EL 2.2.1 (Board Work – Policy Monitoring)
Monday, March 11, 2019 – Workshop	
Monday, March 25, 2019	

Placeholder – General Board Work
<ul style="list-style-type: none"> • Workshop Regarding: Post-Secondary Options (Possible presentation at the January or February 2019 Workshop) • Administration to bring back Policy EL 2.2.1 with updated information requested by the Board • Table Discussion from 10/8/2018 Workshop: Discuss Appointment for Open Board Seat
Placeholder – Policy Review
<ul style="list-style-type: none"> • Additions: <ol style="list-style-type: none"> 1) Add child policy for GP 4.5.5 (renumbering) 2) Propose a new policy for EL 2.2.9

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
*****2018***** Board Meeting Mon, July 23, 2018 8:00 AM			<ul style="list-style-type: none"> Resolution: "Call the General Election" Schedule Candidate Information Sessions 		<ul style="list-style-type: none"> Monthly Reports Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		
School Board Candidate Information Session Thurs, Aug 9, 2018 6:30 p.m.							
Board Meeting Mon, Aug 27, 2018 6:00 PM	<ul style="list-style-type: none"> EL 2.1 Emergency Supt. Succession EL 2.2 Treatment of Students EL 2.7 Asset Protection 	<ul style="list-style-type: none"> Designing Pathways Information 	<ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports 		
Post Meeting Board Workshop Mon, Aug 27, 2018							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Workshop Mon, Sept 10, 2018 6:00 PM							<ul style="list-style-type: none"> Admin Proposals for FY 2018-19 Workshops Discussion: School Board Attendance at Community Events NEW Policy Development Discussion (Ends & EL Policies) Policy Monitoring: All BMD Policies

187

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
							<ul style="list-style-type: none"> •Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 •Designing Pathway Discussion •Confirm agenda for next Board Workshop
Board Meeting Mon, Sept 24, 2018 6:00 PM	<ul style="list-style-type: none"> •EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations <hr/> <ul style="list-style-type: none"> •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 <hr/> <ul style="list-style-type: none"> •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 	Designing Pathway	<ul style="list-style-type: none"> •Approval of Preliminary FY 2019-20 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 19 • Resolution Authorizing the Sale of Refunding Bonds •Resolution: Appointment of Election Judges <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2017-18 Year-end Preliminary Financial Report •FY 2018-19 Preliminary Enrollment Report 	

188

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
	<ul style="list-style-type: none"> GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sept 24, 2018							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 8, 2018 6:00 PM							<ul style="list-style-type: none"> Community Linkage Committee Discussion: "Meet & Greet" Board Development: Board Governance Processes Discussion (moved to 11/5/18) Administration: Setting Stage for FY 2019-20 Budget Guidelines Policy Monitoring: GP 4.1, 4.2, 4.3, 4.9 Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 22, 2018 6:00 PM	<ul style="list-style-type: none"> Ends 1.1, 1.2, 1.3 Evidence (FY 2017-18) EL 2.4 Treatment of Staff EL 2.8 Compensation and Benefits 	Designing Pathway	<ul style="list-style-type: none"> Record of Board Self-Evaluation Resolution Awarding the Sale of Refunding Bonds 		<ul style="list-style-type: none"> Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> Enrollment Report as of Oct. 1, 2018 -Exec. Summary 	

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
	<ul style="list-style-type: none"> GP 4.1 Governing Style GP 4.2 School Board Job Products GP 4.3 Annual Work Plan GP 4.9 Governance Investment 					<ul style="list-style-type: none"> -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count •World's Best Workforce Report •FY 2017-2018 Achievement Integration Progress Report 	
Post Meeting Board Workshop Mon, Oct 22, 2018							•School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 5, 2018 6:00 PM*							<ul style="list-style-type: none"> •FY 2018-2019 Superintendent Goal Setting Discussion •GP 4.0 Global Governance Commitment •“New Policy Introductions” •Board Development: Board Governance Processes Discussion •First Reading of Board Development's Handbook (Moved to February 11, 2019) •Designing Pathways Discussion

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
							• Confirm agenda for next Board Workshop
Special Business Meeting Wed, Nov 14, 2018 7:30 AM			• Resolution Approving Canvassing of Elections				
Board Meeting Mon, Nov 19 2018 6:00 PM*	• EL 2.9 Communication and Support to the School Board (Semi-annual)	• Designing Pathways • <u>Closed Session:</u> Review of FY 2017-18 Superintendent Goals -Minn. Stat. 13D.05, Subd. 3	• FY 2018-19 Superintendent Goal Setting • Record of Board Self-Evaluation	• Treasurer's Report	• Monthly Reports	• FY 2017-18 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 19, 2018							• School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 10, 2018 6:00 PM	• EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint • GP 4.0 Global Governance Commitment		• Approval of Final FY 2019-20 Levy • Record of Board Self-Evaluation		• Monthly Reports	• Truth in Taxation Hearing • Resident Engagement Events	
Post Meeting Board Workshop Mon, Dec 10, 2018							• School Board Mtg. Self-Assessment

*November Meeting dates changed due to Veteran's Day observed on Monday, November 12, 2018

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
<p>*****2019*****</p> <p>Annual Organizational Meeting Mon, Jan 7, 2019 6:00 PM</p>			<ul style="list-style-type: none"> • 2018 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • Approval of School Board Meeting Calendar: Jul 1, 2019 through Jun 30, 2020 • Resolution for Combined Polling Places for the General Elections • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2018 Annual School District Organizational Items: <ul style="list-style-type: none"> - 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 for Superintendent to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA) 		
<p>Board Workshop Mon, Jan 7, 2019 6:15 PM Convene following the Annual</p>							<ul style="list-style-type: none"> • 2019 Committees & Outside Organization Discussion

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
Organizational Meeting							<ul style="list-style-type: none"> • 5-Year Financial Forecast • Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 28, 2019 6:00 PM		<ul style="list-style-type: none"> • FY 2019-20 School Calendar (DRAFT) • FY 2020-21 School Calendar- Preliminary) • FY 2019-20 Budget Timelines – <i>First Reading</i> • FY 2019-20 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> • FY 2018-19 Mid-Year Budget Approval • Resolution Authorizing the Sale of Facility Maintenance Bonds <hr/> <ul style="list-style-type: none"> • Record of Board Self-Evaluation 	<ul style="list-style-type: none"> • 2019 School Board Committee & Outside Organization Assignments 	<ul style="list-style-type: none"> • Monthly Reports • FY 2019-20 Bus Purchase 		
Post Meeting Board Workshop Mon, Jan 28, 2019							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment
Joint Meeting: Eden Prairie School Board & Eden Prairie City Council TBD							
Board Workshop Mon, Feb 11, 2019 6:00 PM							<ul style="list-style-type: none"> • First Reading of Board Development's Handbook (<i>Moved from 11/5/18</i>)

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
							•Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 25, 2019 6:00 PM	Re-Review EL 2.2.1 Policy		<ul style="list-style-type: none"> •Resolution Awarding the Sale of Facility Maintenance Bonds <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2019-20 School Calendar-DRAFT • Approval of FY 2020-21 School Calendar – Preliminary • American Indian Education Resolution 		
Post Meeting Board Workshop Mon, Feb 25, 2019							•School Board Meeting Self-Assessment
Board Workshop Mon, Mar 11, 2019 6:00 PM							•Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 25, 2019 6:00 PM		<ul style="list-style-type: none"> • FY 2019-20 Capital Budget – <i>First Reading</i> • Final FY 2019-20 Budget Assumptions 	<ul style="list-style-type: none"> •Resolution to Release Probationary Teachers <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		•Monthly Reports		
Post Meeting Board Workshop Mon, Mar 25, 2019							•School Board Meeting Self-Assessment
Board Workshop Mon, Apr 8, 2019 6:00 PM							•Confirm agenda for next Board Workshop

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
Board Meeting Mon, Apr 22, 2019 6:00 PM		<ul style="list-style-type: none"> FY 2019-20 School Board Work Plan – <i>First Reading</i> FY 2019-20 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Approval of FY 2019-20 Capital Budget Approval of FY 2019-20 School Board Meeting Calendar <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports 		
Post Meeting Board Workshop Mon, Apr 22, 2019							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop <u>Mon, May 6, 2019</u> 6:00 PM*							<ul style="list-style-type: none"> Confirm agenda for next Board Workshop
Board Meeting <u>Mon, May 20, 2019</u> 6:00 PM*		<ul style="list-style-type: none"> FY 2019-20 Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> Approval of FY 2019-20 School Board Work Plan Approval of FY 2019-20 School Board Budget <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports MSHSL Resolution for Membership Approval of FY 2019-20 School Meal Prices 		
Post Meeting Board Workshop <u>Mon, May 20, 2019*</u>							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop <u>Mon, June 10, 2019</u> 6:00 PM							<ul style="list-style-type: none"> Confirm agenda for next Board Workshop

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			
Board Meeting <u>Mon, June 24, 2019</u> 6:00 PM	<ul style="list-style-type: none"> • EL 2.9 Communication and Support to the School Board (Semi-annual) • Ends 1.1, 1.2, 1.3 OI (FY 2019-20) 		<ul style="list-style-type: none"> • Approval of FY 2019-20 Budget • ISD 287 10-Year Facilities Maintenance Resolution <hr/> <ul style="list-style-type: none"> • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Annual Review of District Mandated Policies • Approval of Updated District Policies 	<ul style="list-style-type: none"> • FY 2018-19 Annual Overnight /Extended Trip Report 	
Post Meeting Board Workshop <u>Mon, Jun 24, 2019</u>							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment

*May Meeting dates changed due to Memorial Day

**EDEN PRAIRIE SCHOOL BOARD
2018-2019 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

OCTOBER 22, 2018

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			

Eden Prairie School Board
2018-2019 SCHOOL BOARD CALENDAR OF COMMITTEE MEETINGS AND EVENTS

COMMITTEE MEETINGS

EVENTS

COMMUNITY EVENTS

October 22, 2018
(July thru December 2018)

Name of Event	Date	Place	Time	Notes
Agenda Setting Meeting	Tuesday, July 17, 2018	ASC	10:00 a.m.	Chair & Vice Chair
SB Board Development Committee Meeting	Friday, August 20, 2018	ASC/South Huddle Room	7:30 a.m.	Committee Members
School Board Meeting (Brief)	Monday, July 23, 2018	ASC/EDC	8:00 a.m.	
SB Community Linkage Committee Meeting	Friday, July 27, 2018	ASC/Jaclyn's Office	10:30 a.m.	Committee Members
EPIC Visit/Tour	Wednesday, August 1, 2018	Oak Point/EHSI Office	8:30-10:30 a.m.	Attending: Elaine, Terri, Lauren, Holly
MSBA Summer Seminar "A High-Performance Mindset"	August 6-8, 2018 Monday thru Wednesday	Minneapolis Marriott NW Brooklyn Park, MN		No Attendees
MSBA Phase I & II Combo	Tuesday, August 7, 2018	Minneapolis Marriott NW Brooklyn Park, MN	8:30 – 3:30 p.m.	Lauren (Josh)
School Board Candidate Information Session	Thursday, August 9, 2018	ASC/EDC	6:30 p.m.	Holly, Lauren
SB Community Linkage Committee Meeting	Friday, August 17, 2018	ASC/South Huddle Room	7:15 a.m.	Committee Members
Agenda Setting Meeting	Wednesday, August 22, 2018	ASC	2:30 p.m.	Chair & Vice Chair
Invitation: IDS 287 – Ribbon Cutting Ceremony of the "Ann Bremer Education Center"	Thursday, August 23, 2018	6601 Xylon Avenue Brooklyn Park, MN	4:00 p.m.	No Attendees
School Board Meeting	Monday, August 27, 2018	ASC/EDC	6:00 p.m.	
Annual District Kick Off	Tuesday, August 28, 2018	EPHS Activities Center	7:30 a.m.	Attendees: Lauren, Holly, Dave, Elaine
Invitation to Visit School Sites with Superintendent on the "First Day of School"	Tuesday, September 4, 2018	Meeting at CMS	7:30 a.m.	Attending: Lauren, Holly, Elaine, Terri, Dave
Agenda Setting Meeting	Tuesday, September 4, 2018	ASC	10:30 a.m.	Chair & Vice Chair
EPHS Eagles Marching Band competes at the "Prairie Colors Marching Band Festival"	Saturday, September 8, 2018	Aerie Stadium	Noon – 4:00 p.m. Gates open at 11 a.m.	Attending: Lauren
School Board Business Workshop	Monday, September 10, 2018	ASC	6:00 p.m.	Board Workshop
Eden Prairie School Board Candidate Form (Hosted by the League of Women Voters)	Wednesday, September 12, 2018	Eden Prairie Council Chambers, 8080 Mitchell Road, EP	7:00 – 8:30 p.m.	FYI – no charge

Eden Prairie School Board
2018-2019 SCHOOL BOARD CALENDAR OF COMMITTEE MEETINGS AND EVENTS

COMMITTEE MEETINGS

EVENTS

COMMUNITY EVENTS

October 22, 2018
(July thru December 2018)

MSBA Phase IV Workshop: <i>Representing Your Community Through Policy & Engagement</i> This workshop focuses on in-depth decisions and examples of a board member's role as a policymaker and interactive small-group sessions that walk through an actual community engagement activity. Also, this workshop will have a segment on dealing with the media and public forums	Saturday, September 15, 2018	Maple Grove Holiday Inn & Suites 11801 Fountains Way N. Maple Grove, MN	8:30 a.m.–4 p.m.	Attending: Elaine, Dave- Tentative
Agenda Setting Meeting	Wednesday, September 19, 2018	ASC	1:00 p.m.	Chair & Vice Chair
EP Chamber of Commerce Event: <i>"Rock the Barn" Fundraiser</i> Eden Prairie knows that building strong ties between the business community, city, and school district makes for a thriving community. Join us for a night of fun, making new connections, and celebrating our successes. <i>(This event replaces the EP Annual GALA Event)</i>	Thursday, September 20, 2018	Green Acres Event Center Eden Prairie	5:00 – 9:00 p.m.	Attendees: Holly, Lauren
SB Board Development Committee Meeting	Friday, September 21, 2018	ASC/South Huddle Room	7:30 a.m.	Committee Members
School Board Meeting	Monday, September 24, 2018	ASC/EDC	6:00 p.m.	
<div> <div>*****EPHS – Homecoming Week*****</div> <div>Week of September 24, 2018</div> </div>				
Eden Prairie Mayoral Forum : Candidates and members of the Eden Prairie City Council, Brad Aho and Ron Case, will discuss environmental sustainability and economic development. Come and learn the candidates' viewpoints on local issues and have your questions answered. Tom Horner will moderate.	Monday, October 1, 2018	Eden Prairie City Hall, 8080 Mitchell Road Heritage Room	7:00 – 8:0 p.m.	FYI
Agenda Setting Meeting	Tuesday, October 2, 2018	ASC	4:00 p.m.	Chair & Vice Chair
SB Board Development Committee Meeting	Friday, October 5, 2018	ASC/South Huddle Room	2:00 p.m.	Committee Members
SB Policy Committee Meeting	Monday, October 8, 2018	ASC/Riley Creek Room	4:00 p.m.	Committee Members
School Board Workshop	Monday, October 8, 2018	ASC/EDC	6:00 p.m.	

Eden Prairie School Board
2018-2019 SCHOOL BOARD CALENDAR OF COMMITTEE MEETINGS AND EVENTS

COMMITTEE MEETINGS

EVENTS

COMMUNITY EVENTS

October 22, 2018
(July thru December 2018)

FEPS Fall 2018 "Beyond the Diploma" Alumni Speaker Series: Solome Tibebe (2008 Graduate of EPHS) – Founders of Anxiety in Teens	Monday, October 8, 2018	EPHS Auditorium	7:00 p.m.	N/A
EP Chamber - Economic Outlook Join the Chamber and our businesses as we hear from the Federal Reserve on the state of the economy. Get to hear first-hand how the Minnesota economy is doing and what the Federal Reserve expects in the year ahead from First Vice President Ron Feldman.	Tuesday, October 9, 2018	Bearpath Golf & Country Club, Eden Prairie, MN	11:30 – 1:00 p.m.	Attendees: Holly, Elaine, Dave
Agenda Setting Meeting	Tuesday, October 16, 2018	ASC	4:00 p.m.	Chair & Vice Chair
SB Community Linkage Committee Meeting	Thursday, October 18, 2018	ASC/Riley Creek Room	10:00 a.m.	Committee Members
School Board Meeting	Monday, October 22, 2018	ASC/EDC	6:00 p.m.	
EP Chamber Career Expo The Eden Prairie Chamber started the Career Expo to help our local businesses connect with students. The purpose was to educate students on different career paths for after graduation – including a 4 year degrees, 2 year degrees or certification programs. Last year over 50 businesses registered and nearly 800 students attended the Career Expo.	Tuesday, October 23, 2018	Information coming soon	7:30 – 11:00 a.m.	Attending: Holly, Lauren, Dave
Forest Hills Elementary School Visit by School Board	Wednesday, October 24, 2018	Forest Hills Elementary	8:45 – 10:45 a.m.	Attending: Lauren, Dave, Terri, Holly
SB Board Development Committee Meeting	Friday, October 26, 2018	ASC/Riley Creek Room	7:30 a.m.	Committee Members
Agenda Setting Meeting	Tuesday, October 30, 2018	ASC	4:00 p.m.	Chair & Vice Chair
SB Board Development Committee Meeting	Friday, November 2, 2018	ASC/Riley Creek Room	7:30 a.m.	Committee Members
School Board Workshop	Monday, November 5, 2018	ASC/EDC	6:00 p.m.	
*****ELECTION DAY*****	Tuesday, November 6, 2018			
Oak Point Elementary School Visit by School Board	Thursday, November 8, 2018	Oak Point Elementary	9:30 – 11:00 a.m.	Attending: Lauren, Elaine
EPHS: National Merit Breakfast	Friday, November 9, 2018	EPHS – East Commons	8:00 - 9:30 a.m.	Attending: Lauren, Holly, Elaine, Terri, Dave

Eden Prairie School Board
2018-2019 SCHOOL BOARD CALENDAR OF COMMITTEE MEETINGS AND EVENTS

COMMITTEE MEETINGS

EVENTS

COMMUNITY EVENTS

October 22, 2018
(July thru December 2018)

EPHS Fall Musial	From; Friday, November 9, 2018 thru Saturday, November 17, 2018	PAC	7:30 p.m. evenings and 11/17, 1:00 p.m.	FYI
Agenda Setting Meeting	Tuesday, November 13, 2018	ASC	5:00 p.m.	Chair & Vice Chair
SB Board Development Committee Meeting	Friday, November 16, 2018	ASC/Riley Creek Room	7:30 a.m.	Committee Members
"Special" School Board Meeting (Brief)	Wednesday, November 14, 2018	ASC/EDC	7:30 a.m.	
School Board Meeting	Monday, November 19, 2018	ASC/EDC	6:00 p.m.	
AMSD Annual Policy Conference – This year's there is: <i>Pursuing a Funding System that Ensures Equity, Access and Opportunity for All Students</i>	Wednesday, November 28, 2018	Grand Hall, TIES Conference Center	7:30 – 1:00 p.m.	Attending: Holly, Elaine, Lauren and Terri – Tentative
SB Board Development Committee Meeting	Friday, November 30, 2018	ASC/Riley Creek Room	7:30 a.m.	Committee Members
Agenda Setting Meeting	Tuesday, December 4, 2018	ASC	4:00 p.m.	Chair & Vice Chair
Eden Prairie Chamber Annual Meeting & Athena Awards Luncheon				Attending:
EPHS: Fall Celebration	Friday, December 7, 2018	EPHS – Main Gym	8:55 – 10:00 a.m.	Attending: Lauren, Elaine, Terri, Holly (Tentative)
School Board Meeting	Monday, December 10, 2018	ASC/EDC	6:00 p.m.	
SB Board Development Committee Meeting	Friday, December 14, 2018	ASC/Riley Creek Room	7:30 a.m.	Committee Members
Prairie View Elementary School Visit by School Board (Tentative)	Tuesday, December 18, 2018	Prairie View	10:00-12:00 p.m.	Attending:

*****Winter Break – No School*****

Monday, December 24, 2018 thru Wednesday, January 2, 2018

201