

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
 Dave Espe, Ranee Jacobus, John Kohner, Elaine Larabee, Greg Lehman, Holly Link, Adam Seidel
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 23, 2017 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 September 25, 2017 Regular Business Meeting Unofficial Minutes.

Motion _____ Seconded _____

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5. **Public Comment: 6:05 p.m.** **(Information)**
6. **Announcements: 6:10 p.m.** **(Information)**
7. **Spotlight on Success: 6:15 p.m.** **(Information)**
 - A. Outstanding Legislator of 2017 - Representative Jenifer Loon
 - B. Forest Hills 6th Grade Students - Forest Hills Unity Day Celebration
 Presenter: Connie Hytjan (Principal)
8. **Board Work: 6:25 p.m.** **(Action)**
 - A. Policy Monitoring
 - 1) Ends: 1.1, 1.2, 1.3 Evidence (2016-2017) 8
 - a. Ends 1.1 - Each student graduates and is academically prepared to progress to multiple opportunities after high school. 10

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. 36

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. 46

	Evidence Motion _____ Seconded _____	
2) <u>Executive Limitations (EL)</u>		
a. EL 2.1 (OI) - Superintendent Succession Plan	OI Motion _____ Seconded _____	57
b. EL 2.4 - Treatment of Staff	OI Motion _____ Seconded _____ Evidence Motion _____ Seconded _____	60
c. EL 2.8 - Compensation and Benefits	OI Motion _____ Seconded _____ Evidence Motion _____ Seconded _____	70
3) <u>Governance Process (GP)</u>		
a. GP 4.1 - Governing Style	Motion _____ Seconded _____	74
b. GP 4.2 - School Board Job Products	Motion _____ Seconded _____	76
c. GP 4.3 - Annual Work Plan	Motion _____ Seconded _____	78
d. GP 4.9 - Governance Investment	Motion _____ Seconded _____	80
B. Record of Board Self-Evaluation	(Information/Action)	
1) Record of Board Policy Monitoring - Ends & EL's	Motion _____ Seconded _____	82
2) Record of Board Self-Evaluation - Governance Policies	Motion _____ Seconded _____	86
9. Superintendent Consent Agenda: <u>7:00 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		91
2) Human Resources Report		92
3) Business Services Reports		
a. Board Business		95
b. Financial Report - Monthly Revenue/Expenditure Report		96
B. Approval of Agreement with Food Service & Transportation (SEIU Local #284)		
1) Agreements		97
10. Board Education & Required Reporting: <u>7:05 p.m.</u>	(Information)	
	Motion _____ Seconded _____	
11. Superintendent's Incidental Information Report: <u>7:10 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 as of October 2, 2017		
1) Executive Summary		98
2) Capture Rate		99
3) Enrollment History and Projection Totals		100
4) Enrollment -Official October 1 Enrollment Count		103
B. Executive Limitation (EL) 2.2 - Treatment of Students	(See addendum under Agenda item 16)	

C. Miscellaneous Items

12. **Board Action on Committee Reports & Minutes: 7:30 p.m.**

(Information/**Action**)

A. Board Development Committee

1) Committee Meeting - September 25, 2017

104

B. Community Linkage Committee

C. Negotiations Committee

D. Policy Committee

(**Action**)

Motion _____ Seconded _____

1) New Policy Introductions Procedure

106

13. **Other Board Updates (TIES, AMSD, WMEP, ISD 287, PTO): 7:50 p.m.**

(**Information**)

A. TIES

Presenter: Greg Lehman

B. AMSD

Presenter: Ranee Jacobus & Adam Seidel

C. WMEP

Presenter: Dave Espe

D. ISD 287

Presenter: John Kohner

14. **Board Work Plan: 7:55 p.m.**

A. "Proposed" Work Plan Changes Document

(**Action**)

108

Motion _____ Seconded _____

B. 2017-2018 Annual Work Plan (Oct-Jun)

109

C. 2017-2018 School Board Calendar of Events & Activities (Oct-Jan)

118

15. **Adjournment: ____ p.m.**

(**Action**)

MOTION to adjourn the Monday, October 23, 2017 Meeting of the Eden Prairie School Board at ____p.m.

Motion _____ Seconded _____

16. **Addendum**

A. Executive Limitation (EL) 2.2 - Treatment of Students (Additional Information)

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**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTE OF THE SEPTEMBER 25, 2017
SCHOOL BOARD MEETING**

The regular business meeting of the Independent School District 272 School Board was held on the 25TH day of September 2017 in the Administrative Services Center, located at 8100 School Road, Eden Prairie, Minnesota.

1. Convene

A. Call to order

Vice-Chair Dave Espe called the meeting to order at 6:00 p.m.

B. School Board Roll Call

Board Members Present: Dave Espe, Ranee Jacobus, John Kohner, Elaine Holly Link, Greg Lehman, Adam Seidel

Not Present: Elaine Larabee

Superintendent: Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval

MOTION by A. Seidel, Seconded by H. Link to approve the agenda for the Monday, September 25, 2017 meeting of the School Board of Independent School District 272, Eden Prairie Schools. Passed

4. Approval of Previous Minutes

MOTION by G. Lehman, Seconded by R. Jacobus approve the Unofficial Minutes of the Regular Business Meeting held August 28, 2017 and September 11, 2017. Passed

5. Public Comment – None to Report

6. Announcements – Presented to the Board

7. Spotlight on Success – Spanish Immersion Student Panel with Principal Hernan Moncada

8. Board Work

A. Resolution: Appointing Election Judges

MOTION by J. Kohner, to approve the Resolution for Appointing Election Judges, the individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the school district's general election on November 7, 2017 to act as such at the polling places and combined polling places listed on said exhibit. Passed 6-0

- | | |
|------------------|-----|
| 1. Dave Espe | Yes |
| 2. Ranee Jacobus | Yes |
| 3. John Kohner | Yes |
| 4. Greg Lehman | Yes |
| 5. Holly Link | Yes |
| 6. Adam Seidel | Yes |

B. Approval of Preliminary Fiscal Year (FY) 2018 Tax Levy

MOTION by J. Kohner, Seconded by R. Jacobus to approve the preliminary tax levy at the maximum for taxes payable in 2018 for Independent School District #272, Eden Prairie. Yeas: 5 | Nays: 1 – Motion Passed 5-1

C. Policy Monitoring

1. Executive Limitations (EL's)

a. EL 2.1 (Operation Interpretation-OI) – Emergency Superintendent Succession

To protect the School Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with School Board and Superintendent issues and process who would be able to take over with reasonable proficiency as an interim successor.

MOTION by A. Seidel, Seconded R. Jacobus that the OI is accepted; after discussion an **AMENDMENT** was made by R. Jacobus, Seconded by H. Link that the Board accept the

OI for EL 2.1, with the exception of Measurement Plan, Article #2, and would like to have that specific portion of the Measurement Plan brought back in a written form that is suitable and that falls within the Open Meeting Law Requirements. Passed

Original **MOTION** with **AMENDMENT** Passed

b. EL 2.3 – Treatment of Parents

The Superintendent shall not allow a culture or district practice that fails to proactively engage parents of district students in a respectful partnership that supports the successful education of their child.

MOTION by J. Kohner, Seconded by H. Link, by exception, the OI is reasonable. Passed

MOTION by R. Jacobus, Seconded by A. Seidel, the Evidence supports the OI. Passed

c. EL 2.6 – Financial Management and Operations

The Superintendent shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditures from the current budget without School Board approval.

MOTION by A. Seidel, Seconded by R. Jacobus, by exception, the OI is reasonable. Passed

MOTION by A. Seidel, Seconded by J. Kohner, the Evidence supports the OI. Passed

2. Board Management Delegation (BMD's)

a. 3.0 Single Point of Connections

b. 3.1 Unity of Control

c. 3.2 Delegation to the Superintendent

d. 3.3 Superintendent Accountability and Performance

MOTION by R. Jacobus, Seconded by G. Lehman, to accept all the BMD's presented in compliance.

Passed

3. Governance Process (GP's)

a. 4.4 Officer Roles

b. 4.5 School Board Members' Code of Conduct

c. 4.6 Process of Addressing School Board Members Violations

d. 4.7 School Board Committee Principles

e. 4.8 School Board Committee Structure

f. 4.10 Operation of the School Board Governing Rules

MOTION by R. Jacobus, Seconded by J. Kohner, to accept all the GP's presented in compliance. Passed

D. Record of Board Self-Evaluation

1. Record of Board Policy Monitoring – ENDS & EL's

MOTION by R. Jacobus, Seconded by H. Link, to approve information presented/recorded. Passed

2. Record of Board Self Evaluation – Governance Policies – Informational

E. Board Action on Committee Reports & Minutes

1. Policy Committee – New Policy Introduction Procedures

2. Board Development Committee – Hand-out at table (Charter per Board Policy GP 4.8)

9. **Superintendent Consent Agenda**

MOTION by H. Link, Seconded by R. Jacobus to approve the Superintendent Consent Agenda as presented. Passed

10. **Board Education & Required Reporting – Nothing to Report**

11. **Superintendent's Incidental Information Report**

A. Enrollment Update

B. 2016-2017 Unaudited Financial Presentation

C. Data Requests Presented to the Board

12. **Other Board Updates**

A. TIES (Technology & Information Education Services) – Nothing to Report

B. AMSD (Associated Metropolitan School Districts) – Upcoming Meeting on Friday, October 6, 2017

C. WMEP (West Metro Education Program) – Working on the Performance Review for the Executive Director (in third year); Actively working on Longer Term Plans; Sustaining Revenue; Retaining Membership and looking for new members to join.

UNOFFICIAL Minutes of the September 25, 2017 School Board Meeting

D. ISD 287 (Intermediate District 287) – Save the Date, Tuesday, October 10, 2017, “Get on the Bus” – great opportunity to learn more about ISD 287 from an inside view.

13. Board Work Plan

A. “Proposed” Annual Work Plan Changes

MOTION by H. Link, Seconded by R. Jacobus to accept the 2016-17 Work Plan Changes presented below. Passed

Eden Prairie School Board 2017-2018 WORK PLAN CHANGES Proposed: 09/25/17

Date of Meeting/Workshop	Changes Requested
Monday, October 9, 2017 – Workshop	<ul style="list-style-type: none"> - REMOVE: GP 4.0 Global Governance and add to Workshop agenda on Monday, November 13, 2017 - ADD: Administration to bring a timeframe forward for a Joint Workshop between Board Members & Administration to discuss Enrollment.
Monday, October 23, 2017	<ul style="list-style-type: none"> - REMOVE: GP 4.0 Global Governance – already listed on 12/11/17 for monitoring. - MOVE: (Board Education) – 2016 -2017 Audited Financial Presentation to November 27th
Monday, November 13, 2017 – Workshop	ADD: <ul style="list-style-type: none"> - GP 4.0 Global Governance - Designing Pathways Discussion - “New Policy Introductions”
Monday, November 27, 2017	<ul style="list-style-type: none"> - ADD: (Board Education) – 2016 -2017 Audited Financial Presentation to November 27 Meeting
Monday, December 11, 2017	
Monday, January 8, 2018 – Workshop	
Monday, January 22, 2018	
Monday, February 12, 2018 – Workshop	<ul style="list-style-type: none"> - ADD: - “New Policy Introductions” - Board Development Committee – Evaluations: Taking a look at Test Scores/Student Evaluations (for monitoring purposes), 4C’s and portfolios (updates) – for new Board Members – understanding how student evaluations; legislative updates.
Monday, February 26, 2018	
Monday, March 12, 2018 – Workshop	
Monday, March 26, 2018	
Monday, April 9, 2018 – Workshop	
Monday, April 23, 2018	
Monday, May 7, 2018 – Workshop	<ul style="list-style-type: none"> - ADD: “New Policy Introductions”

Placeholder General Board Work
<ul style="list-style-type: none">• Prep work for January Organizational Meeting• Workshop Regarding: Post-Secondary Options
Placeholder Policy Review
<ul style="list-style-type: none">• Board Reimbursement Policy• Policy Language Review for February 2018• Public Comment• Schedule Future Policy Review• Review “Processes & Procedures”

B. 2016-2017- Annual Work Plan – Present to Board

C. School Board Calendar of Events & Activities – Present to Board

14. Adjournment

MOTION by J. Kohner, Seconded by R. Jacobus to adjourn the September 25, 2017, meeting of the Eden Prairie School Board at 7:44 p.m. Passed



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 in almost every area, but did not always make the targets that we set. You will see that reflected in the assertions that I have made. 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 the end of the day Monday, October 16th, 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.

During the 2016-2017 school year, our overall graduation rate increased from 87.8% to 88.8%. We also saw an increase in the number graduates as represented by our various demographic groups. Eden Prairie Schools continues to see our graduates be academically prepared to progress to multiple opportunities after high school. Eden Prairie's college enrollment and college persistence rates continue to increase 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.

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. Each spring, our third graders take the state MCA assessment for the first time. This year there was a decrease in the reading proficiency as measured singularly by the MCA for this cohort of students. We are focused on understanding the reason for this decline in MCA proficiency. As we continuously improve our literacy instructional practices, we are confident an upward trend in overall reading proficiency over time will be evident.

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

At grades 3-8 and high school level we see an overall increase in proficiency as measured by the MCA assessments in Language Arts, Math, and Science. Our students are also showing

achievement in their individual growth. At the elementary level, more than 40-50% of our students are demonstrating aggressive (accelerated) growth in reading and 15-30% are demonstrating aggressive (accelerated) growth in math.

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

We continue to see an increase in students demonstrating the various ways in which they exceed the minimum graduation requirements through multiple indicators such as advanced placement courses, College in the Schools or PSEO enrollments. Additionally, 80% of our 11th graders have demonstrated they are prepared to succeed in college as measured by the ACT assessment.

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

Our students engage in learning around communication, critical thinking, creativity and collaboration, developing real-life skills to succeed in the global economy. Students demonstrate their application of these skills through performance as measured by a rubric. This year our secondary students demonstrate a level of proficiency in acquiring these 21st century skills.

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

The development of the “whole child” is important to Eden Prairie Schools. Our learners are developing the knowledge and proficiencies needed to be both digital and global citizens in our complex world. Our students exhibit responsible behavior through their school attendance and meeting our graduation requirements. Respect for others is shown through their increased participation in give back projects within our local and global community. Learners also show an increase in self-direction through the personal and social emotion goal setting process.

**Eden Prairie Schools
Ends Monitoring Cover Sheet
FY 2016-2017**

<u>Ends Policy 1.1:</u>	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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Date of Operational Interpretation Monitoring: June 27, 2016

Date of Evidence Monitoring: October 23, 2017

Assertion of Expected Progress by the Superintendent:

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

<u>Ends Policy 1.1.1:</u>	Each student is reading at grade level by the end of third grade.
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Date of Operational Interpretation Monitoring: June 27, 2016

Date of Evidence Monitoring: October 23, 2017

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade".

<u>Ends Policy 1.1.2:</u>	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.
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Date of Operational Interpretation Monitoring: June 27, 2016

Date of Evidence Monitoring: October 23, 2017

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".

<u>Ends Policy 1.1.3:</u>	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements
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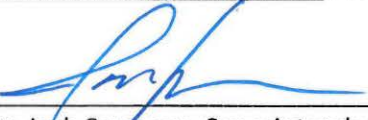
Date of Operational Interpretation Monitoring: June 27, 2016

Date of Evidence Monitoring: October 23, 2017

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  Date: October 23, 2017
Dr. Josh Swanson, Superintendent

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 2016 to June 2017	Policy Monitoring Column For Board Use Only Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Evidence demonstrates/does not demonstrate expected progress towards achievement of the Ends <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Ends Policy	Date of School Board Monitoring: OI: June 27, 2016 Evidence: October 23, 2017	
		Board member name: <i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> <ol style="list-style-type: none"> 1. I interpret <i>each student</i> as Every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. <i>Each</i> also indicates that achievement disparities will not exist between racial and service demographic groups. 2. I interpret a <i>graduate</i> to be a student who has met all of the requirements within District Policy 613. 3. I interpret <i>academically prepared to progress to multiple opportunities after high school</i> as each student meeting the Eden Prairie graduation requirements within 4, or 6 years and demonstration of post-secondary success. 		
<u>Justification:</u> Through our strategic planning process and work with stakeholder groups we have identified that “each” within Eden Prairie Schools culture is indicative not only to our commitment to all students, but means that we are committed to making sure that each individual student is successful and that we meet his/her needs regardless of race, socio-economic group, or other demographic indicator. District Policy 613 defines graduation requirements. The MN department of education supports measurement of a 4 to 6 year graduation rate to capture students		

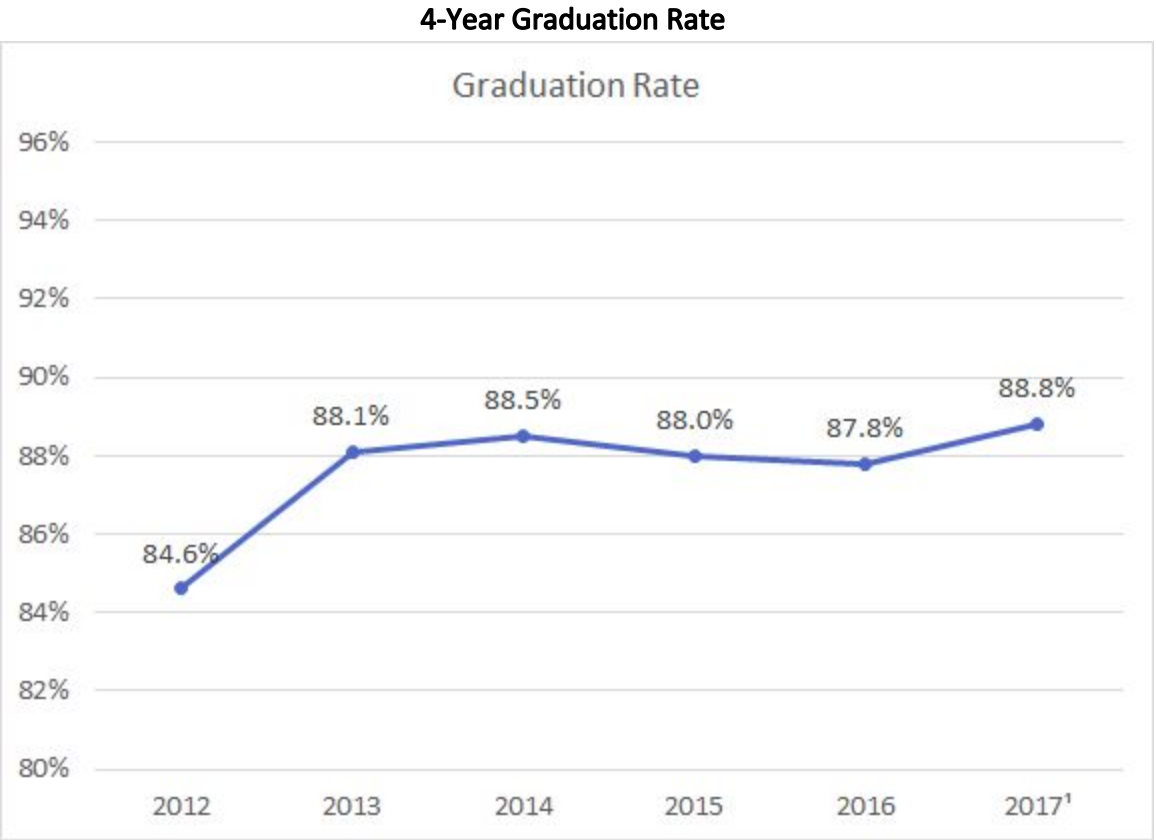
BLUE = 2016-17 Updates

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<p>who need additional time to complete district graduation requirements. Through the State Longitudinal Educational Data System (SLEDs) we are able to match student data with post-secondary performance which allows us to determine students success defined as completion of college and/or vocational schooling.</p>	
<p><u>Measurement Plan:</u></p> <p>4-Year Graduation Rate in 2017</p> <ul style="list-style-type: none"> ● Target 90% based on 3 year average increase ● Demographic breakdown results– Include N-size <p>6-Year Graduation Rate</p> <ul style="list-style-type: none"> ● Target 95.3% based on 3 year average increase ● No Demographic breakdown because of n size <p>State Longitudinal Educational Data System (SLEDs)</p> <ul style="list-style-type: none"> ● Post-Secondary Education Entrance Target 90% enrolled ● 2nd Year College Persistence Target 95% enrolled ● 4-Year College Completion Target 78% ● 6-Year College Completion Target 68% 	

BLUE = 2016-17 Updates

Evidence:



BLUE = 2016-17 Updates

School Board Meeting - October 23, 2017/Ends 1.1

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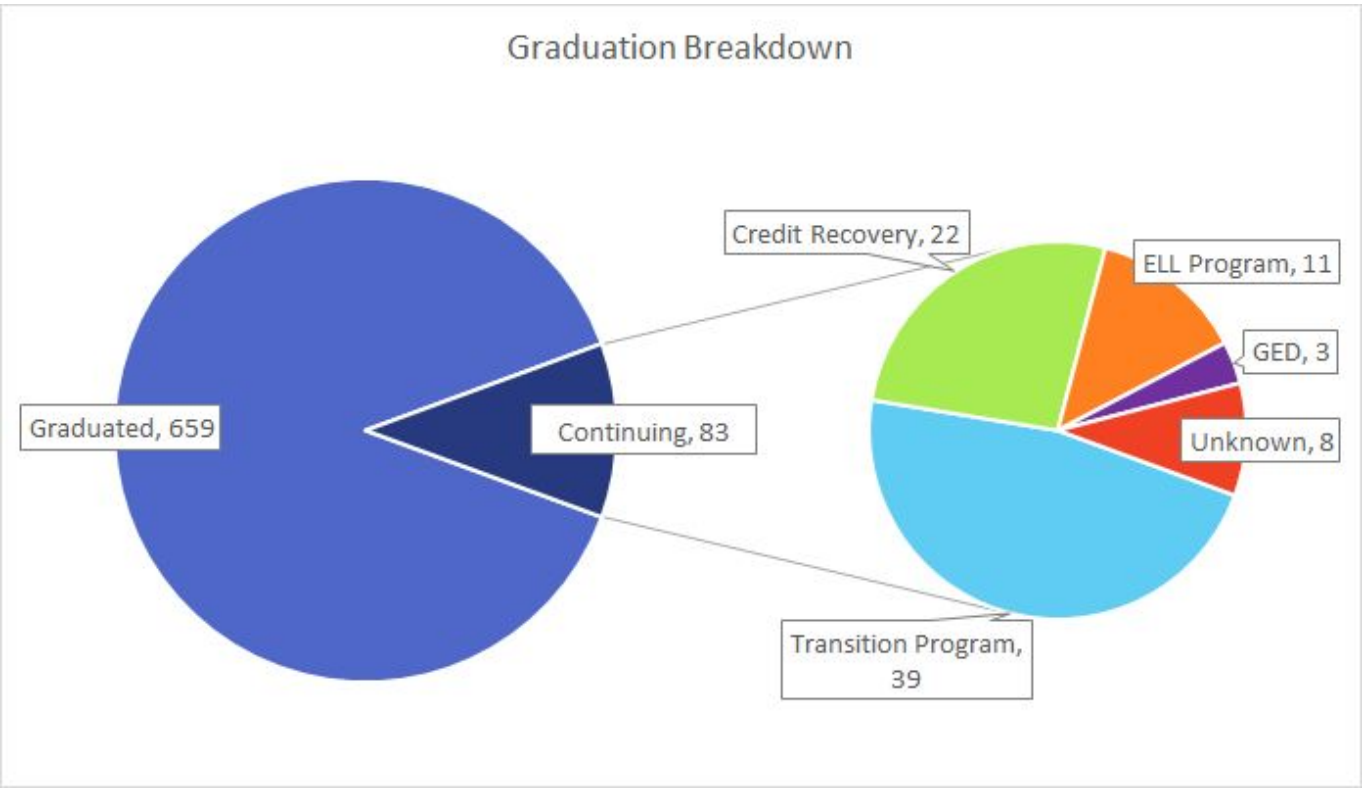


Table 1.1a: 4-Year Graduation Rate

	2015	2016	2017 ¹	Target	Target Met
4-Year Graduation Rate	88.0%	87.8%	88.8%	90.0%	N

Source: MDE MN Report Card
¹Preliminary

Table 1.1b: 4-Year Graduation Rate by Demographic Group (Class of 2017)¹

	Overall	Amer. Indian	Asian	Hispanic	Black	White	ELL	SPED	FRP	Female	Male
2016 - 2017	88.8%	NA	92.9%	68.3%	70.8%	92.7%	75.0%	50.0%	67.6%	92.2%	85.9%
2015 - 2016	87.8%	NA	93.8%	60.0%	68.8%	91.4%	66.7%	59.0%	59.6%	90.0%	85.8%

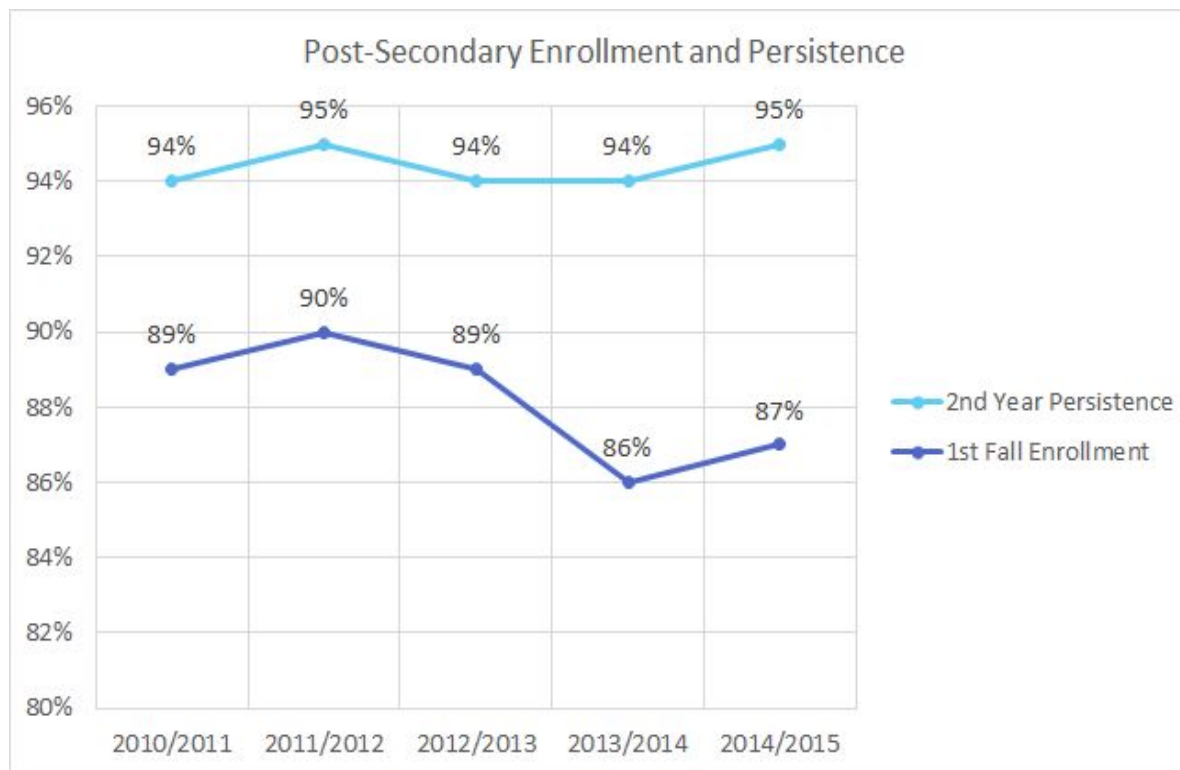
Source: Infinite Campus Reports/MARSS End of Year enrollment data

BLUE = 2016-17 Updates

Table 1.1c 6-Year Graduation Rate

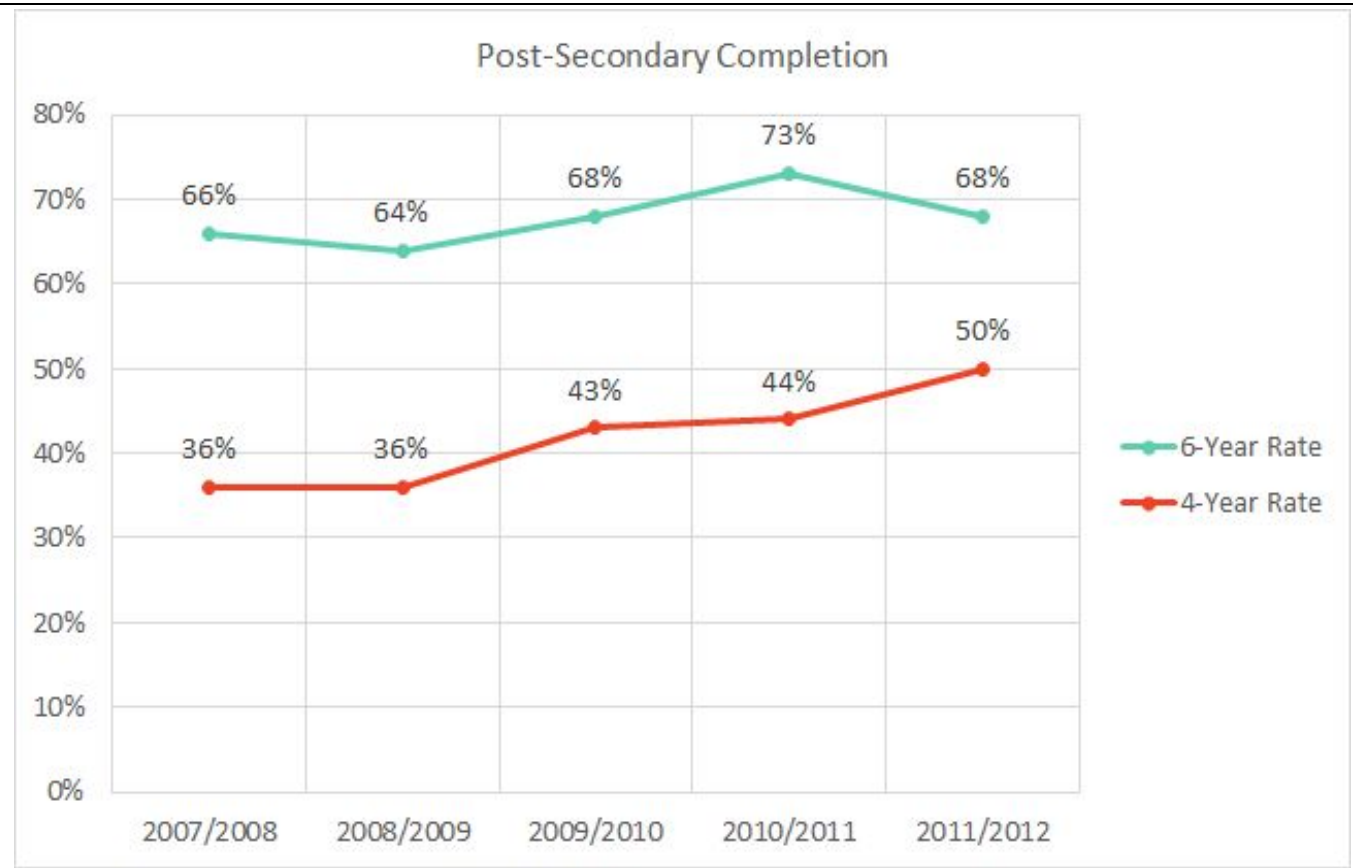
	2012	2013	2014	Target	Target Met
6-Year Graduation Rate	91.3%	95.0%	95.5%	95.3%	Y

Source: MDE MN Report Card



BLUE = 2016-17 Updates

School Board Meeting - October 23, 2017/Ends 1.1



BLUE = 2016-17 Updates

Table 1.1d: Post-Secondary Enrollment, Persistence, and Completion Rates

	Previous Year	Actual	Target	Target Met
% of Graduates who Enroll in Post-Secondary Education ¹	86%	87%	90%	N
2 nd Year College Persistence Rate ²	94%	95%	95%	Y
4-Year College Completion Rate ³	44%	50%	40%	Y
6-Year College Completion Rate ⁴	73%	68%	68%	Y

Source: Minnesota SLEDs.org

¹Class of 2014 Data/Class of 2015

²Class of 2013 Data/Class of 2014

³Class of 2011 Data/Class of 2012

⁴Class of 2010 Data/Class of 2011

Statement of Assertion:

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

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

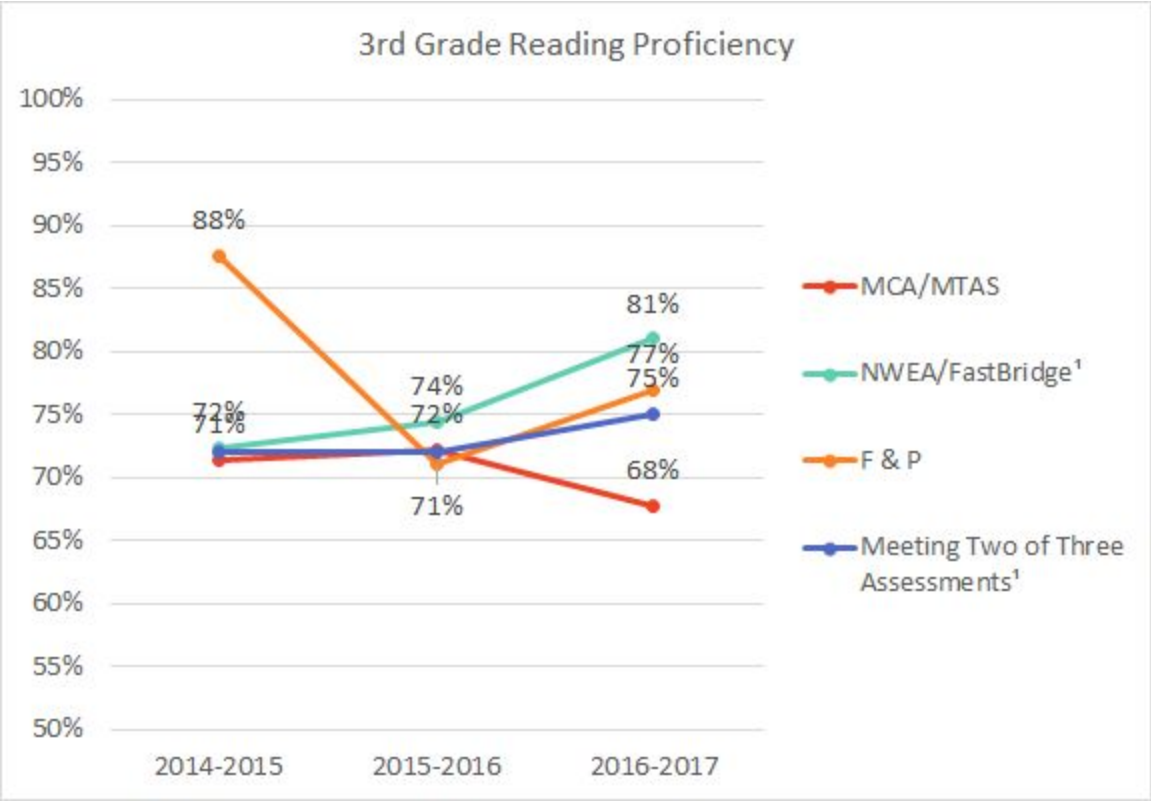
Operational Interpretation:

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.

BLUE = 2016-17 Updates

<p><u>Justification:</u></p> <p>Grade level reading proficiency can be identified by multiple tools. Good research and measurement practice would require us to triangulate data for each student as we identify proficiency. We should not rely on only one measure on one day to determine if a student is proficient or has mastery of a content area. If we are also going to serve “Each” student we need to use multiple methods of assessment to reduce the chance for bias and provide better information for students, teachers, and parents. The state language arts standards define the minimal proficiency requirement for all school districts in the state.</p> <p>Three tools will be used at the third grade level to measure reading proficiency for each student.</p> <ol style="list-style-type: none"> 1. The Fountas and Pinnell Reading Assessment has been adopted and is a nationally recognized and widely used valid and reliable tool. The assessment is administered by a licensed and trained professional. 2. FastBridge Curriculum-Based Measures of Reading (CBMreading) is a particular version of Curriculum-Based Measurement of Oral Reading fluency (CBM-R), which was originally developed by Deno and colleagues to index the level and rate of reading achievement (Deno, 1985; Shinn, 1989). The tool is an evidence-based assessment for use to screen and monitor student progress in reading competency. 3. The Minnesota Statewide assessment has been developed to align with the language arts standards and is taken by each student. <p>The three assessments will ensure that we have a balanced and triangulated way to assess and report proficiency levels for each student and provide students multiple ways to demonstrate grade level proficiency. By using three assessments we create a three legged stool that provides information about the system and aids in the continuous improvement process.</p>	
<p><u>Measurement Plan:</u></p> <p>Proficient Students have met the standards in two out of the three following assessments:</p> <ul style="list-style-type: none"> • 3rd grade MCA Reading Proficiency Demographic Information (Including n-size) • FAST Bridge Assessment 3rd grade reading Curriculum Based Measure (CBM) • Fountas and Pinnell 3rd grade level <p>Target: 77% of the students are proficient in 2017.</p>	

Evidence:



BLUE = 2016-17 Updates

Table 1.1.1a: Percent of 2017– 3rd grade students enrolled prior to October 1, 2016 that are Proficient on each of the three reading assessments and the percentage of the students proficient on two out of three assessments.

	Previous Year	Actual	Target	Target Met
% Meeting Proficiency on MCA/MTAS Reading	72%	68%	x	x
% Meeting Proficiency on NWEA – MAP Reading	74%	NA	x	x
% Meeting Spring Target on FastBridge	NA	81%	x	x
% Meeting Proficiency on Spring Fountas & Pinnell	71%	77%	x	x
% Meeting Proficiency on Two of Three Assessments ¹	72%	75%	77%	N

Source: Alpine Achievement/FastBridge

¹For the 2015-2016 calculation, NWEA was used to calculate the % meeting proficiency in two of three; for 2016-2017 FastBridge was used.

BLUE = 2016-17 Updates

School Board Meeting - October 23, 2017/Ends 1.1

Table 1.1.1b: Percent of 2017 3rd grade students enrolled prior to October 1, 2016 that Meet or Exceed the standard on MCA/MTAS Reading

% Meeting Proficiency	Overall	Amer. Indian	Asian	Hispanic/Latino	Black	White	NH or PI	Two or More	ELL	SPED	FRP
2016-2017	67.7%	**	77.8% N=72	41.7% N=48	40.9% N=88	76.2% N=353	**	67.9% N=28	38.0% N=100	46.2% N=78	39.9% N=143
2015-2016	72.2%	**	85.4% N=89	58.0% N=50	58.4% N=101	76.3% N=354	**	59.5% N=42	45.3% N=86	54.2% N=72	57.1% N=170
2014-2015	71.4%	**	82.6% N=86	40.0% N=45	48.5% N=68	78.2% N=372	**	60.0% N=35	41.1% N=73	46.9% N=81	48.6% N=138

Source: MDE MN Report Card

Statement of Assertion:

The Eden Prairie School District did not 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.

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* as at least a year's growth in a year's time for each student at or above grade level, and for each student identified below grade level a minimum of high or accelerated growth determined by content area assessment.

BLUE = 2016-17 Updates

<p>2. I interpret <i>not limited</i> to include English Language Arts, Math, Science, Social Studies, World Language, Fine Arts, Support Services, Equity, and Physical Education.</p> <p>3. I interpret <i>proficiency expectations annually in, but not limited to Language Arts, Math and Science</i>, for each student identified at or above proficiency as measured by content area assessment.</p>	
<p><u>Justification:</u></p> <p>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 all content areas. It is important to use the indicators that are available to us to ensure that each child is at least proficient and makes appropriate growth, whether he is an advanced reader, or struggling with literacy performance.</p> <p>For students who demonstrate abilities that are behind grade level expectations it requires that they make more than a year's worth of academic growth to close the achievement disparities with their peers. By making a year and a third gain students can recover an academic deficit of a year within three years. Best practice would indicate that a year and a third growth, over time, is what you can reasonably expect from a high performing school system.</p> <p>Developing a range of math and language arts literacy abilities requires extensive study, practice and thinking. Students need frequent opportunities to read, write, listen and speak for different purposes and based on varying audiences. In doing so, they develop the ability to use broad communication/language skills expressively, informatively and analytically across all content areas. We also know that balanced educational opportunities are ways for students to find passions and interests, which lead to future learning. As we work to inspire each student every day we should measure growth in ways that are native to the wide variety of content areas that our students experience within their Eden Prairie educational experience.</p> <p>Eden Prairie believes in a balanced assessment system. A balanced assessment system includes both formative measures such as Curriculum Based measures which inform instruction and are highly sensitive to growth over brief periods of time and standardized measures such as MCA which provide a metric for student progress towards state academic standards. Research by Black and William in 1998 concluded that formative assessment is perhaps the most effective educational practice when it comes to improving academic achievement. (Black and Williams, "Inside the Black box".)</p>	

<p>Substantial research evidence demonstrates that a formative CBMreading assessment is a robust indicator of reading development and a useful predictor of student performance on state tests. CBMreading is an index of word reading efficiency, which is an important ability that facilitates reading comprehension. Students who read a grade-level passage with efficiency are better able to use their cognitive resources to comprehend while reading. CBMmath (CBM-M) consists of two types of assessments (i.e., Process and Fluency) that measure different computational skills from grades 1 through 6. Fluency skills are those which are considered to be automatized. They include rapid recall of mathematic facts (i.e., multiplication time tables) that should take little or no cognitive effort. Process skills are those in which the student may have to solve multiple steps to reach a solution. Students are not expected to have these items memorized and would be given paper and a pencil to work out the solution. Because of the higher amount of cognitive effort, process skills are inherently more difficult than fluency skills. The goal of this assessment is to serve as a tool to screen and monitor students' progress in math.</p> <p>The only valid and reliable district level assessments that are currently used to measure Science, Reading and Math proficiency are the Minnesota Comprehensive Assessments (MCA's). They are administered at grades 3-8 and high school. Reading and Math tests are given to students in grades 3-8, 10 and 11. Science is given at 5, 8 and High School. These state tests help districts measure student progress in achieving Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).</p>	
<p><u>Measurement Plan:</u> <u>MCA Proficiency grades 3-8 and High School for 2015-2016</u></p> <p>READING</p> <ul style="list-style-type: none"> percentage of students at or above proficiency percentage of students below proficiency <p>TARGET READING Baseline year 2015 - 72% 75% of students will be at or above proficiency</p> <p>MATH</p> <ul style="list-style-type: none"> percentage of students at/or above proficiency percentage of students below proficiency 	

TARGET MATH

Baseline year 2015 - 71%
72% of students will be at or above proficiency

SCIENCE Grades 5, 8 and HS

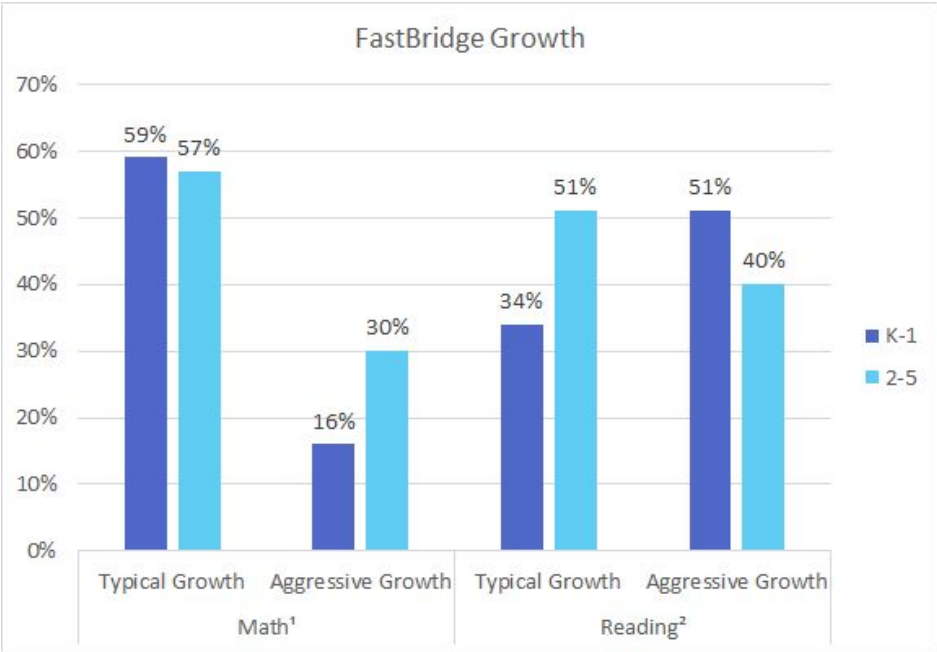
- percentage of students at or above proficiency
- percentage of students below proficiency

TARGET SCIENCE

Baseline year 2015 - 65%
68% of students will be at or above proficiency

**Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.*

Evidence:
FastBridge Fall-to-Spring Growth – Baseline year 2016-2017



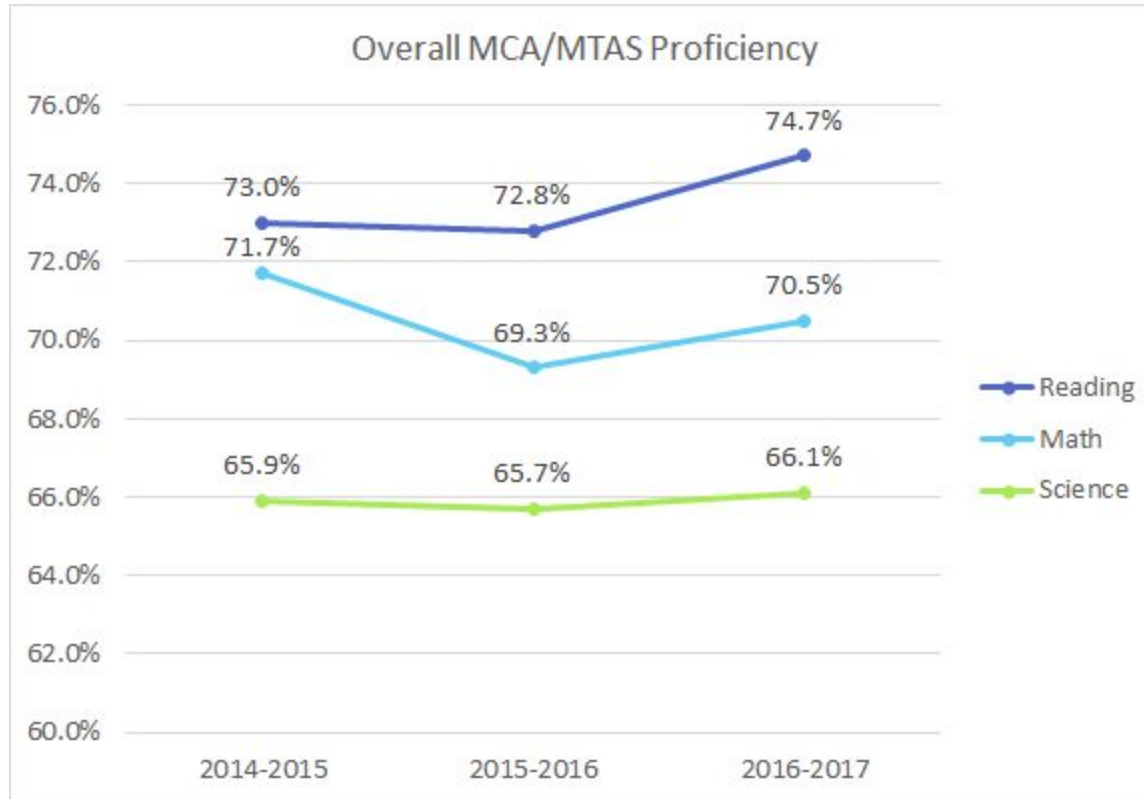
Percentage of students with typical and aggressive growth fall to spring

Grade Level	Math ¹		Reading ²	
	Typical Growth	Aggressive Growth	Typical Growth	Aggressive Growth
K-1	59%	16%	34%	51%
2-5	57%	30%	51%	40%

BLUE = 2016-17 Updates

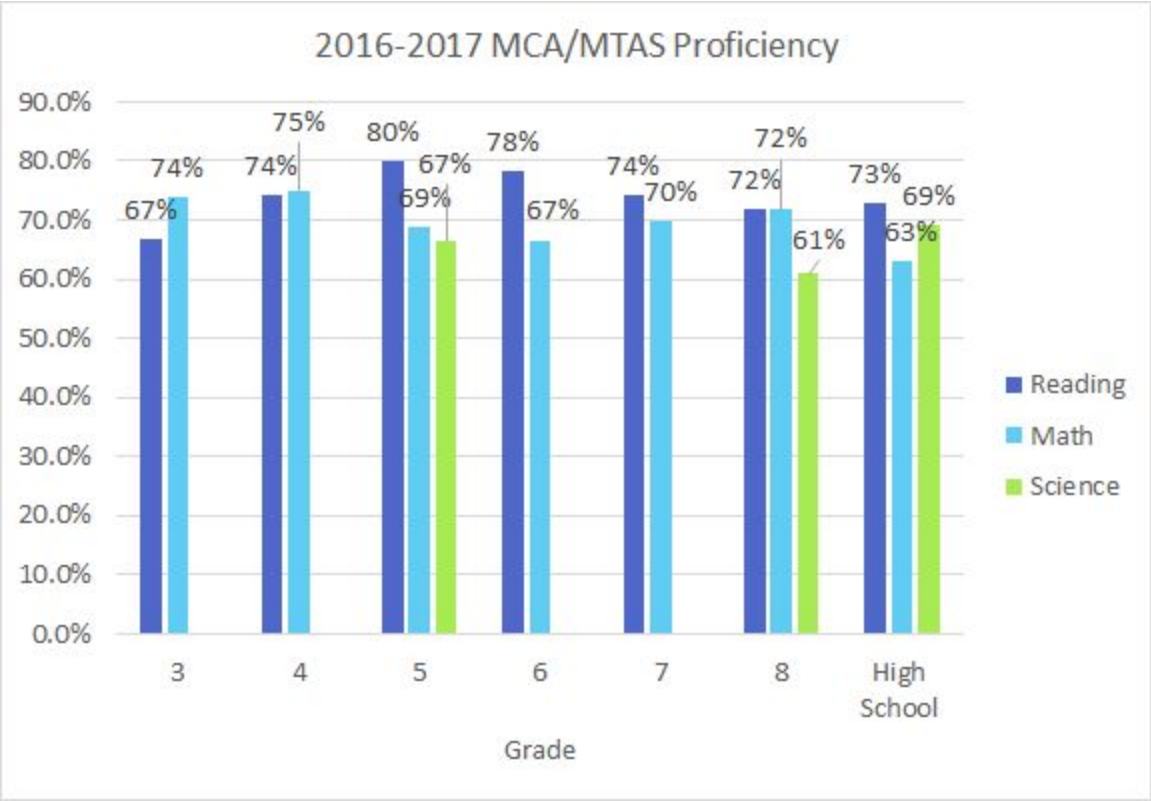
¹K-1 assessments were earlyReading and earlyMath.
²2-5 assessments were aReading and aMath.

MCA/MTAS Assessment



BLUE = 2016-17 Updates

School Board Meeting - October 23, 2017/Ends 1.1



Subject	MCA/MTAS - Percentage of Students at or above grade level		
	Target	Actual 2016-2017	Met/Not Met
Reading	75%	74.7%	N
Math	72%	70.5%	N
Science	68%	66.1%	N

BLUE = 2016-17 Updates

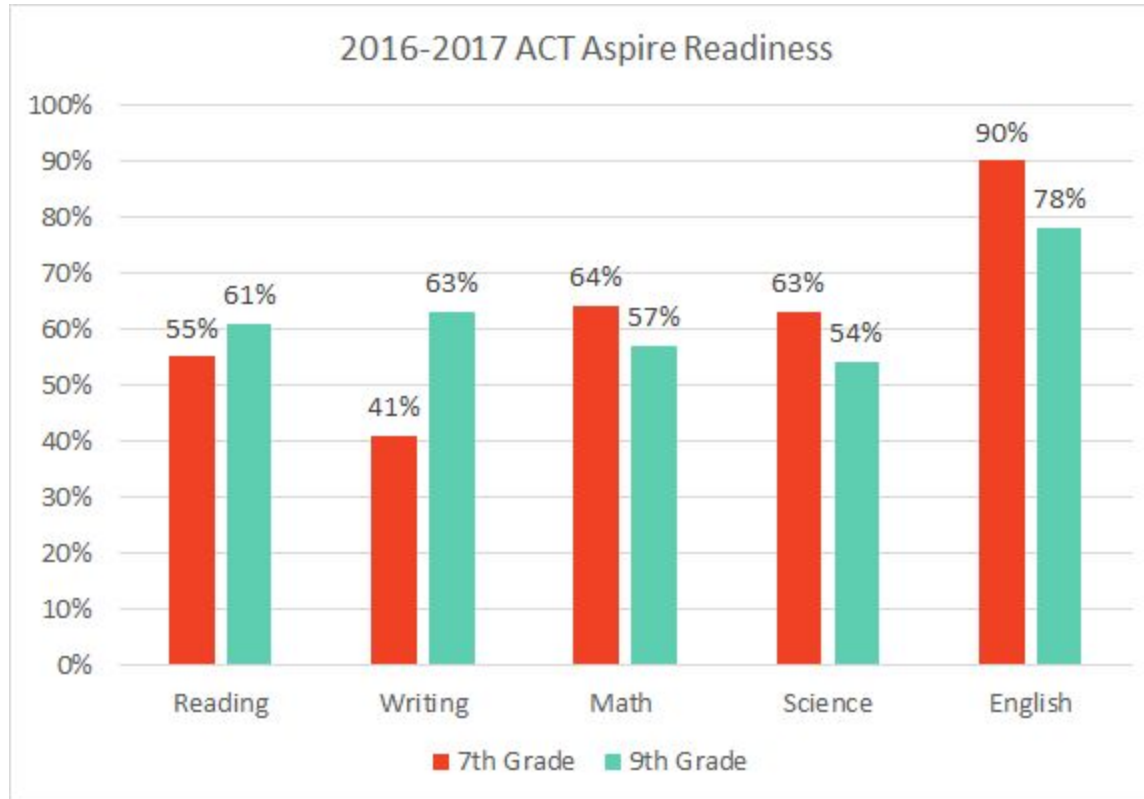
<p><u>Statement of Assertion:</u> The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.</p>	
<p>1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret <i>broad-based education</i> as: <ol style="list-style-type: none"> a. Learning opportunities and experiences within the educational program that prepare students for life. A broad-based education includes the content and addresses the abilities to create, communicate, think, understand our world, and be responsible citizens. b. Not limited or narrow; of extensive range or scope. c. The student is prepared for life, without losing their areas of specialization or competence. 2. I interpret <i>exceeds</i> as to go beyond state expectations. 3. I interpret <i>Minnesota State Graduation Requirements</i> as the three requirements of the State of Minnesota: <ol style="list-style-type: none"> 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. 	
<p><u>Justification:</u> Based on the latest research review and existing practice, Eden Prairie conducted a broad scan of K-12 education literature to identify measures that fundamentally contribute to the success of a student not only during their K-12 academic careers but also in their post-secondary education and careers. Further, Eden Prairie, to the extent possible, has identified measures that are vertically connected. That is, there has been some evidence of their ability to predict the future success in a student's K-12 career. Assessment is not the endgame of learning. Aspire ACT suite is a toolset consisting of summative and periodic components. No single element, no matter how well-intentioned or detailed can match a complete assessment solution. Eden Prairie is creating a balanced</p>	

BLUE = 2016-17 Updates

<p>assessment system which includes a body of evidence over multiple years to ensure students are college and/or career ready.</p> <p>Continued success in literacy and reading is critical to lay the foundation for future learning for a student. Without the knowledge and ability to decode, interpret, and make meaning of words and sentences other subject areas such as Social Studies, Science, and other subjects are more difficult to grasp and learn.</p> <p>Curricular intensity in high school is the largest driver of post-secondary completion rates, outstripping even the impact of socio-economic status. Closing opportunity gaps for our students is one strategy to eliminate achievement disparities and maintain high levels of rigor and high expectations. Eden Prairie provides students with the opportunity to take College in the Schools courses and Post-Secondary options at the High School. This provides students access to coursework that they may not have otherwise had access to.</p>	
<p><u>Measurement Plan:</u> Percentage of students on track to be College and Career Ready as measured by ACT Aspire at grades 7, 9 and ACT at grade 11.</p> <p>Target Baseline Data 2016-2017</p> <p>Demonstration of exceeding minimum graduation requirements:</p> <ul style="list-style-type: none"> • Post-Secondary Options- Dual Enrollment <ul style="list-style-type: none"> o Number/Percent of Students that are Post-Secondary eligible (Gr. 10-12) o Number of Students enrolled and successfully completing PSEO/CIS course work. • Students enrolled in rigorous coursework <ul style="list-style-type: none"> o Number of students taking AP exams o Number of students scoring 3 or better on AP exams • Advanced course offerings i.e. World Languages, Career & Tech Ed, Math • Percentage of graduating students who earned credits above and beyond minimum graduation requirements. • Percentage of students graduating with a completed My Life plan. 	

BLUE = 2016-17 Updates

Evidence:



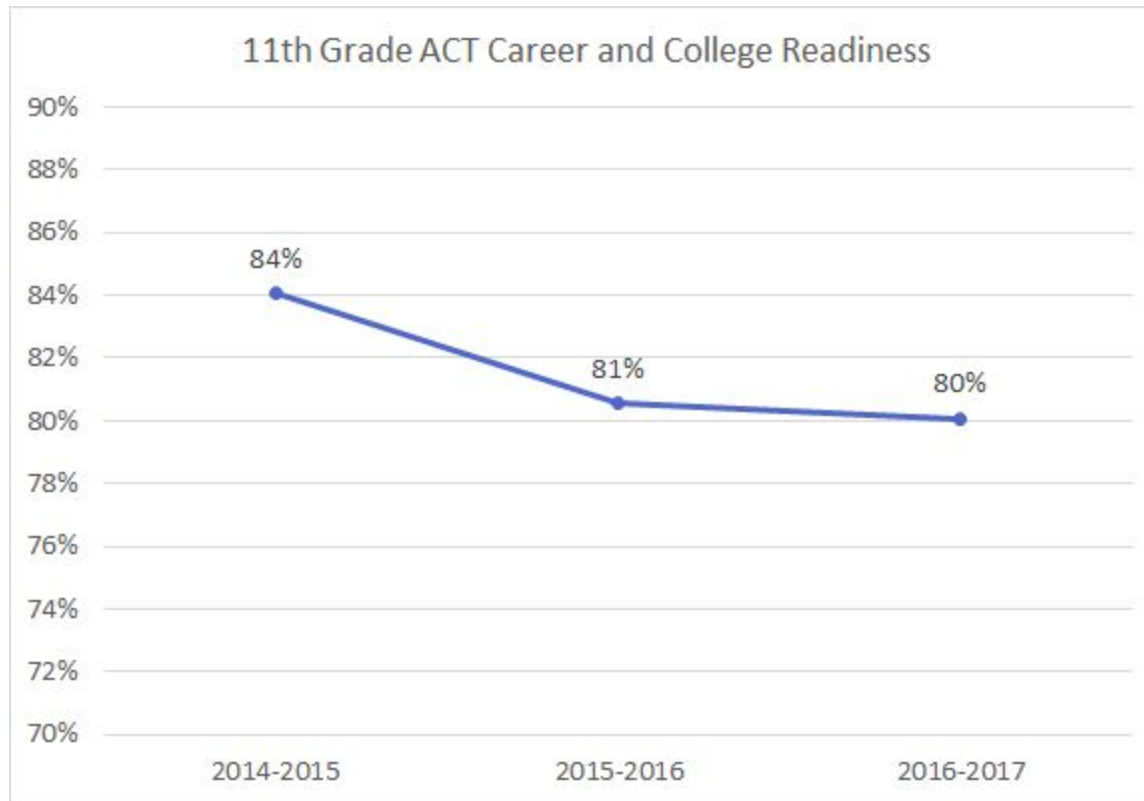
Baseline Data from the ACT Aspire Suite

Grade Level	Percentage of Students met College and Career Readiness Target				
	Rdg	Wrt	Math	Sci	Eng
7 th	55%	41%	64%	63%	90%
9 th	61%	63%	57%	54%	78%

Source: Infinite Campus

BLUE = 2016-17 Updates

School Board Meeting - October 23, 2017/Ends 1.1



Data from ACT 11th Graders

Grade Level	Percentage of Students met College and Career Readiness Target				
	Rdg	Math	Sci	Eng	Composite ¹
11 th	66%	65%	58%	77%	80%

Source: Infinite Campus

¹Composite career and college readiness defined as ≥ 19 . 2015-2016 was the first year that the ACT was administered at the high school to all 11th graders.

BLUE = 2016-17 Updates

School Board Meeting - October 23, 2017/Ends 1.1

Table 1.1.3b: Percent and number of 2017 Eden Prairie High School students demonstrating how they are exceeding minimum graduation requirements

	2015-16	2016-17
# 10 th -12 th Grade students eligible for PSEO	1,771	1,780
% 10 th -12 th Grade students eligible for PSEO	81.9%	80.0%
# of students enrolled and successfully completed PSEO Courses	71	105
# of students enrolled and successfully completed CIS Courses	215	257
# of students enrolled in a World Language	1,850	1,858
# of students in AP Courses	975	1,071
# of students enrolled in Advanced course offerings	1,642	1,687
# of AP Exams completed with Scores of 3 or Better	1,398	1,521
# of Students who took AP Exams	756	837
% of graduates who earned >54 credits	89.7%	89.1%
% of graduates with a completed My Life plan ¹	79.6%	91.7%

Source: Infinite Campus/CollegeBoard AP Exams

¹My Life plan is defined as having at least one completed personal or academic goal in Naviance.

BLUE = 2016-17 Updates

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

**Eden Prairie Schools
Ends Monitoring Cover Sheet
FY 2016-2017**

<u>Ends Policy 1.2:</u>	Each student has the 21 st century skills needed to succeed in the global economy.
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Date of Operational Interpretation Monitoring: June 27, 2016

Date of Evidence Monitoring: October 23, 2017

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 23, 2017
Dr. Josh Swanson, Superintendent

Eden Prairie School District 272 Ends Policy Monitoring Report		
Policy Name: Ends 1.2 Each student has the 21 st century skills needed to succeed in the global economy.	Monitoring Timeline: July 2016 to June 2017	Policy Monitoring Column For Board Use Only Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Evidence demonstrates/does not demonstrate expected progress towards achievement of the Ends <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Ends Policy	Date of School Board Monitoring: OI: June 27, 2016 Evidence: October 23, 2017	
		Board member name: <i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> 1. I interpret <i>each student</i> 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 <i>21st Century Skills</i> as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. At Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating). Integration of 21st Century Skills and themes ensure that learning is engaging, sustainable, and applicable to everyday life.		
<u>Justification:</u> Through our strategic planning process and work with stakeholder groups we have identified that "each" within Eden Prairie Schools culture is indicative not only to our commitment to all students, but means that we are committed to making sure that each individual student is successful and that we meet his/her needs regardless of race, socio-economic group, or other demographic indicator.		

According to the Partnership for 21st Century Skills, it is important for schools to not only ensure students have a grasp of reading, writing and arithmetic; they “must promote an understanding of academic content at a much higher level by weaving 21st century themes into core subjects and ensure that learning and innovation skills are a daily part of learning.”

The New Commission on the Skills of the American Workforce report, “Measuring Skills for the 21st Century”, describes how new technology and global competition have changed the game for American workers. Students need a strong foundation of basic skills, the commission asserts, but [this] alone is no longer enough for economic and job security. A growing number of business leaders, politicians, and educators are united around the idea that students need “21st century skills” to be successful in today’s world. The constant changes in our society mean that success depends on having such skills (Rotterham and Willingham).

Eden Prairie interprets 21st Century Skills as the following definitions -

Communication

Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, be able to express thoughts clearly and cohesively to articulate opinions, motivate others through powerful speech, and communicate ideas through the creation of authentic products.

Critical Thinking

Students will be able to analyze relevant information, reason effectively, use systems thinking, solve authentic problems, make accurate judgments, 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, to exercise flexibility and willingness to make necessary compromises to accomplish a common goal, assume shared responsibility for collaborative work, to value the individual contributions made by each team member, and to work in teams for sustained periods to develop high quality products.

Creativity

Students will be able to create new and worthwhile ideas, demonstrate originality and inventiveness in work, elaborate, refine, analyze, and evaluate original ideas, and act on ideas to make tangible and useful innovative contributions to their learning. (*Douglas County*)

21st Century Learning Skills are what students need to succeed in work, school, and life.

They include:

- Core subject instruction
- 21st century content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness
- Learning and thinking skills: critical thinking and problem solving, communications, creativity and innovation, collaboration, contextual learning, and information and media literacy skills
- Information and communications technology literacy
- Life skills: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility (*Partnership*).

Depending on their relevance to the topic and lesson, these skills can be incorporated into instruction at all levels. At Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (critical thinking, creative thinking, collaborating, and communicating). Integration of 21st Century Skills and themes ensure that learning is engaging, sustainable, and applicable to everyday life.

To effectively measure student acquisition of the ability to demonstrate proficiency of the 4C's requires the implementation of system-wide rubrics and performance assessment. Implementation will take place over 3 years so resources and training can be rolled out. This is to ensure long-term success and sustainable change. The following outline of benchmarks related to the thoughtful implementation plan from 2014-2018 include:

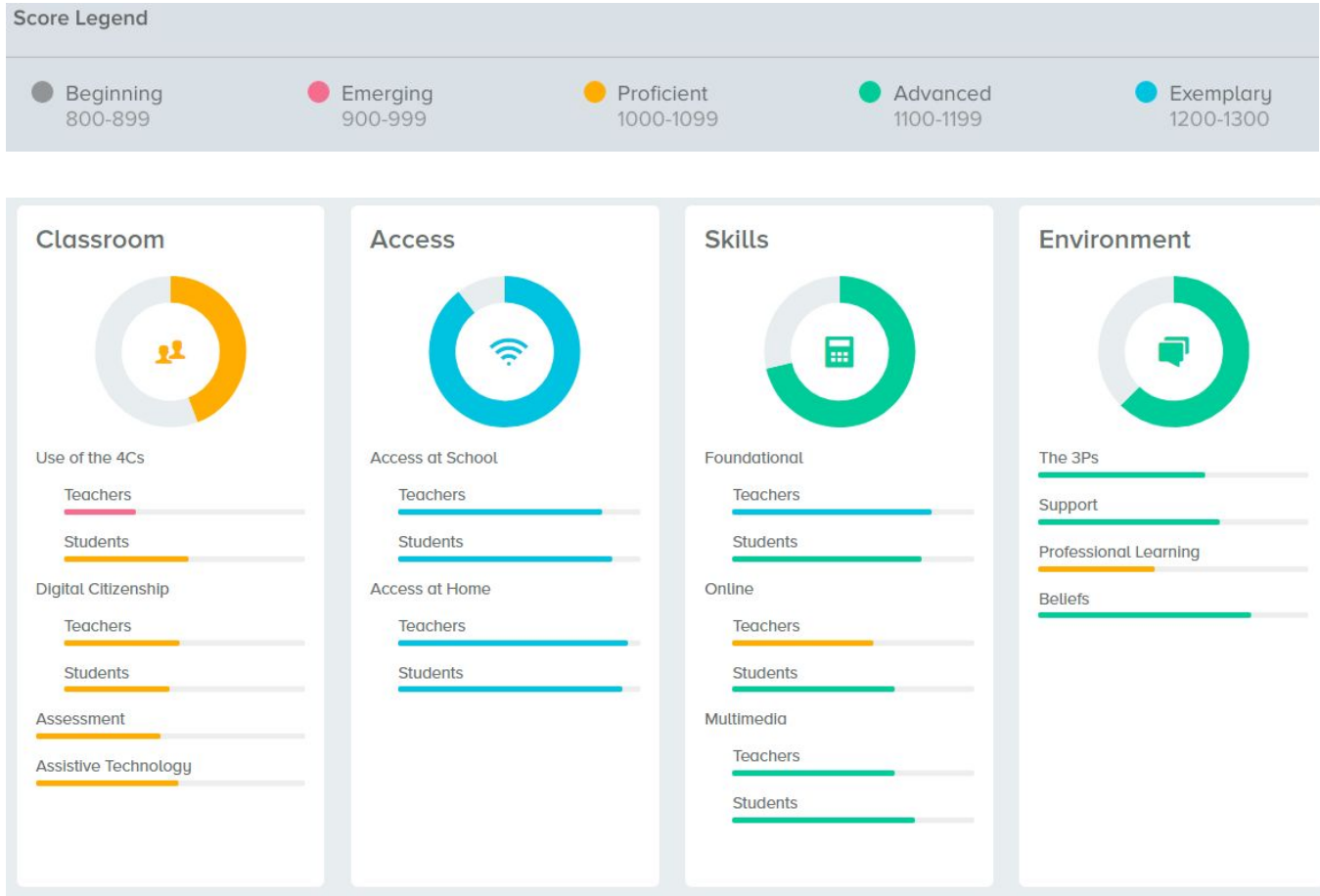
- 2014-15 - Principals began to introduce staff to the 4C rubrics and built the 4C's into their Site Improvement Plans
- 2014-15 – Clarity BrightBytes survey was implemented to provide implementation feedback based on student, teacher, and parent perception data. The data will be used to demonstrate progress toward system-wide implementation.
- 2015-16 - Sites included a goal in their Site Improvement Plan to measure Communication of students using the rubric. Data will be collected at 3rd/4th Grade, 7th/8th Grade, and 11th/12th Grade.

<ul style="list-style-type: none"> 2016-17 – Bright Bytes survey data will be used to support areas of needed support of systems implementation. Each High School Student will have a student performance score for the 4 C's. Middle school will collect data on Collaboration. 2017-18 – Sites will continue implementation of the 4C rubrics at the student level. Bright Bytes data will continue to inform system readiness. 	
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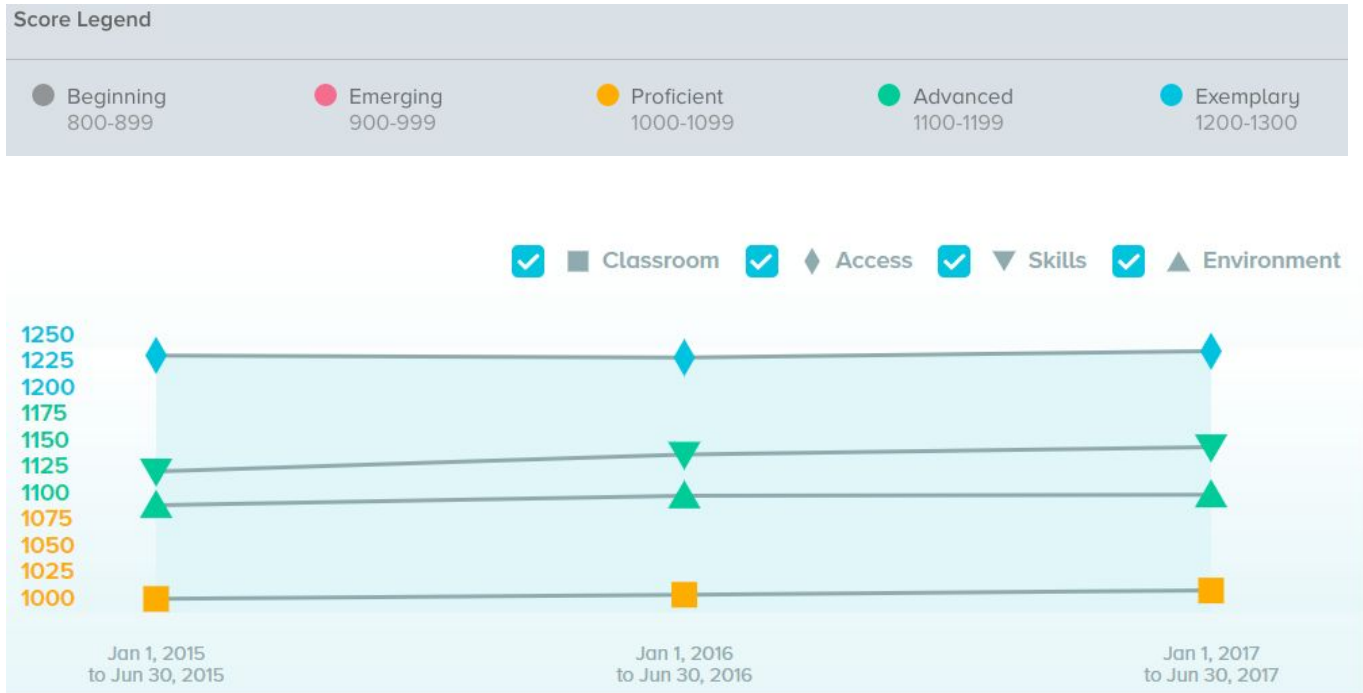
<p>Measurement Plan: 2016-2017 Bright Bytes Survey Data – Baseline data 2014-15 3 years of longitudinal data for System Readiness</p> <p>Student Performance Data measured by the Ed Leader 21 Rubrics</p> <ul style="list-style-type: none"> 7/8th grade student performance on Collaboration 9,10,11 and 12th grade performance on Critical Thinking, Collaboration, Communication and Creativity 	

Evidence:

1.2a BrightBytes Survey Data - System Readiness



1.2b Bright Bytes TRENDS data from January 2015 to January 2017

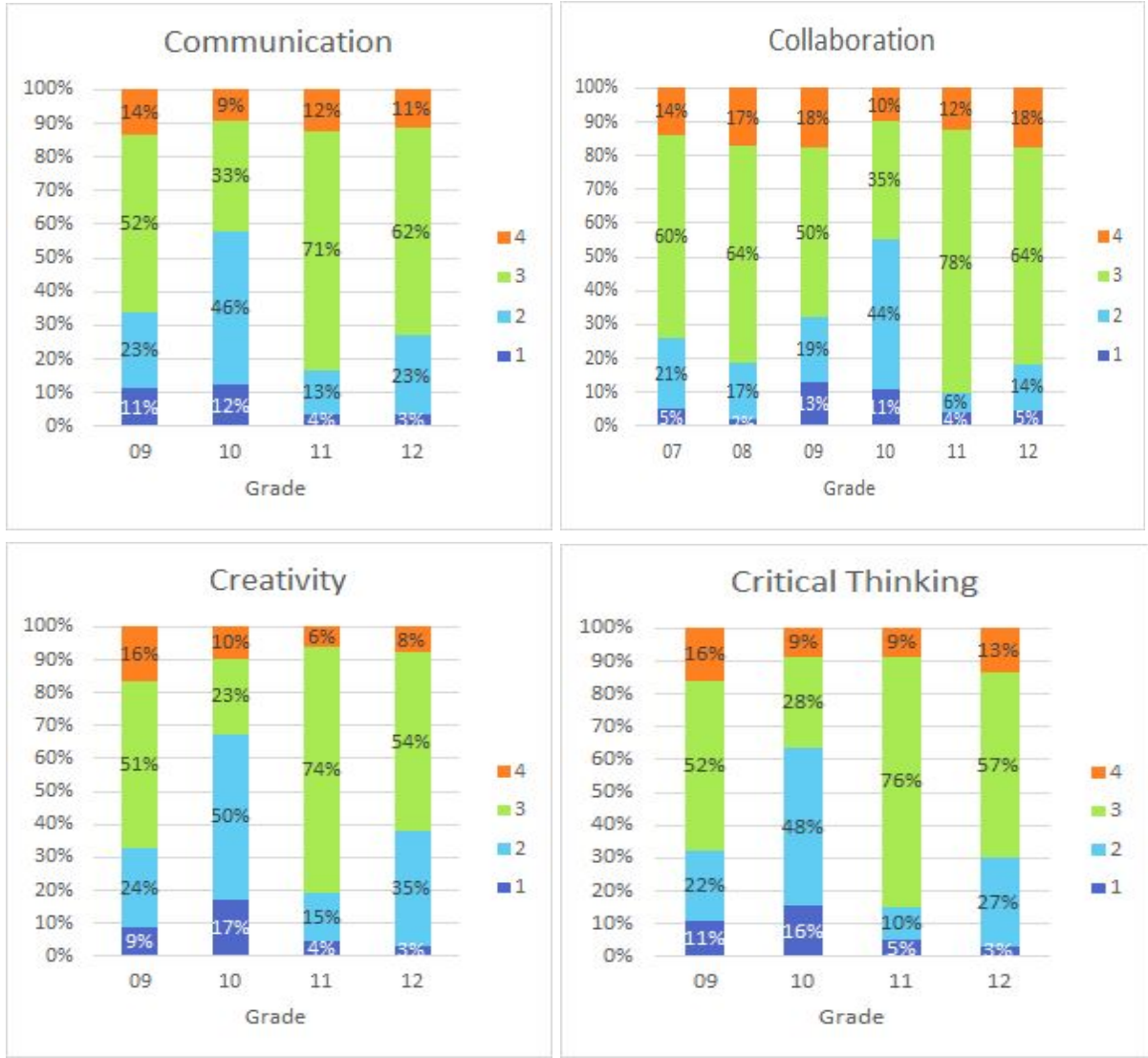


DISTRICTS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
Eden Prairie Public School District	Jan 1, 2017 to Jun 30, 2017	1103 ↗	1021 ↗	1248 ↗	1157 ↗	1112 ↗
	Jan 1, 2016 to Jun 30, 2016	1099	1017	1242	1150	1111
	Jan 1, 2015 to Jun 30, 2015	1093	1013	1244	1134	1102

Source: BrightBytes
<http://www.brightbytes.net/techlearning/>

BLUE=2016-17Updates

1.2c 4Cs Data - Percentage of students performing at each level 1-4 by grade.



BLUE=2016-17Updates

	4Cs Levels 1-4				
Strand and Grade Level	1	2	3	4	
Communication					
Grade 9	11%	23%	52%	14%	
Grade 10	12%	46%	33%	9%	
Grade 11	4%	13%	71%	12%	
Grade 12	3%	23%	62%	11%	
Collaboration					
Grade 7	5%	21%	60%	14%	
Grade 8	2%	17%	64%	17%	
Grade 9	13%	19%	50%	18%	
Grade 10	11%	44%	35%	10%	
Grade 11	4%	6%	78%	12%	
Grade 12	5%	14%	64%	18%	
Creativity					
Grade 9	9%	24%	51%	16%	
Grade 10	17%	50%	23%	10%	
Grade 11	4%	15%	74%	6%	
Grade 12	3%	35%	54%	8%	
Critical Thinking					
Grade 9	11%	22%	52%	16%	
Grade 10	16%	48%	28%	9%	
Grade 11	5%	10%	76%	9%	
Grade 12	3%	27%	57%	13%	
Source: Infinite Campus					
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	
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**Eden Prairie Schools
Ends Monitoring Cover Sheet
FY 2016-2017**

<u>Ends Policy 1.3:</u>	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
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Date of Operational Interpretation Monitoring: June 27, 2016

Date of Evidence Monitoring: October 23, 2017

Assertion of Expected Progress by the Superintendent:

The Eden Prairie School District did 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 23, 2017
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 2016 to June 2017	Policy Monitoring Column For Board Use Only Compliance rating: <ul style="list-style-type: none"> ● OI is/is not reasonable ● Evidence demonstrates/does not demonstrate expected progress towards achievement of the Ends <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Ends Policy	Date of School Board Monitoring: OI: June 27, 2016 Evidence: October 23, 2017	
		Board member name: (enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> <ol style="list-style-type: none"> 1. I interpret <i>each student</i> as Every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. 2. Promoting the development of the “whole child” is a key component of any school district’s educational program. Today’s students need a repertoire of knowledge and proficiencies that are more diverse, complex and integrated than any previous generation. Across all identified academic content standards, along with the 21st Century skills outlined in End Policy 1.2, the following skills are embedded: <ul style="list-style-type: none"> ● Digital Citizenship ● Informational Literacy ● Self-Direction 3. We also expect students to demonstrate: <ul style="list-style-type: none"> ● Trustworthy and responsible behavior ● Respect for others ● An understand global interdependencies and civics 		

Justification:

Through our strategic planning process and work with stakeholder groups we have identified that “each” within Eden Prairie Schools culture is indicative not only to our commitment to all students, but means that we are committed to making sure that each individual student is successful and that we meet his/her needs regardless of race, socio-economic group, or other demographic indicator.

It is crucial that students are able to follow problem-solving processes and analyze solutions based on criteria for success. Information Literacy requires students to be able to evaluate information competently in order to make appropriate choices and decisions. It is important that they are able to synthesize information in order to distinguish among fact, point of view and opinion. The ability to learn from and work cooperatively, with global team members ranging in social, linguistic, and multicultural backgrounds, is a critical skill toward the necessary compromises to accomplish for common goals in an interdependent world. 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.

Students will develop and model the important attributes that citizens including digital citizenship, must have to contribute to and participate in an effective and productive local, national, and global community. Developing the attributes of good citizenship is vital for all students. Students must learn to become contributing members of society. They must be aware of their role in preserving the environment and promoting the good for all, even if it competes with their own personal needs. Learning to become responsible, trustworthy, and civically engaged citizens will assist students greatly in contributing to and participating in an effective and productive local, and national, global community.

Twenty-first century success will require students to think, act, and perform differently than previous generations. The world in which today’s students will graduate is far different than the world in which their parents grew up. Consequently, educational practices should be in place to develop globally competent graduates who possess knowledge and an understanding of other world regions, histories, cultures, economics and global issues; critical thinking skills and the ability to apply these skills to world problems and scientific challenges; and communication skills, including skills in language other than English.

The interaction that occurs on a day to day basis without students should be characterized by respect for each other and their diversity. That respect should be present whether the diversity is based on ethnicity, race, gender, political or social philosophies, and/or other characteristics and opinions.

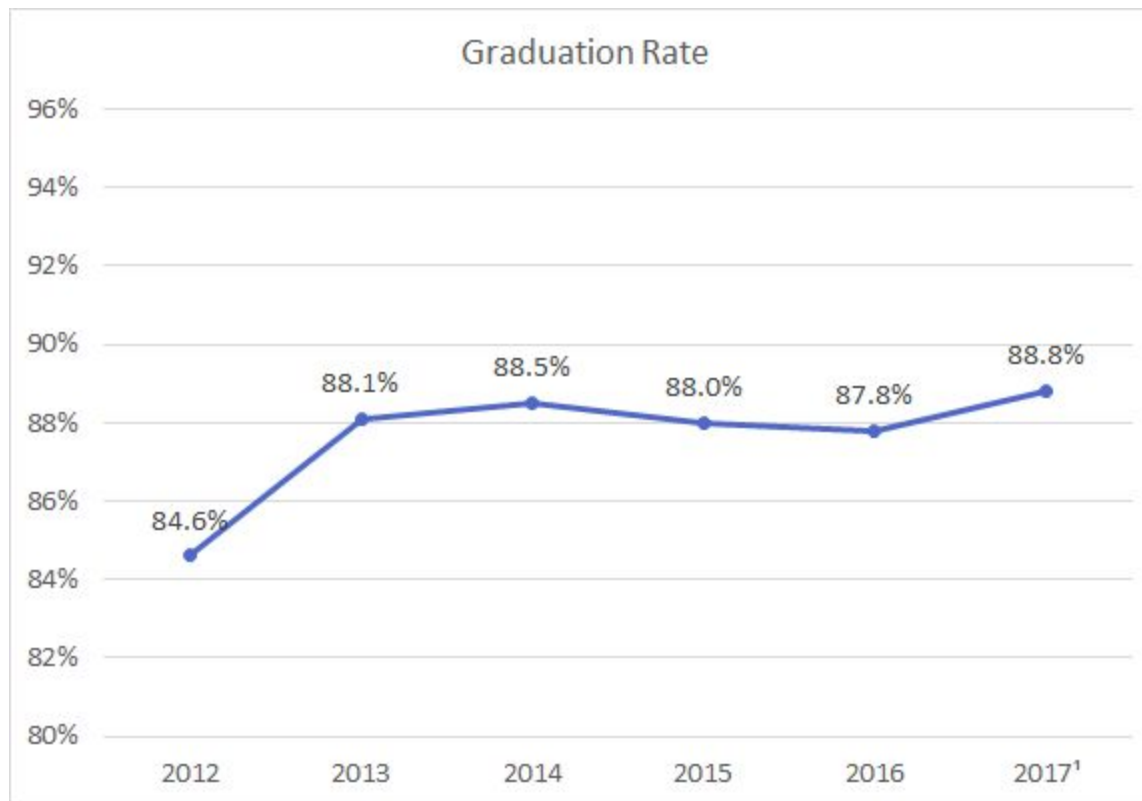
<p><u>Measurement Plan:</u></p> <p>Attendance Rate The target for the 2016-2017 school year is to reach 95% or above for all schools.</p> <p>Graduation Rate The target for the 2016-2017 school year is to have a 4 year graduation rate of 90.0%</p> <p>Discipline Data The target for the 2016-2017 school year is to decrease the total number of discipline referrals and suspensions.</p> <p>Digital Citizenship – Bright Bytes Survey Data Student</p> <p>Information Literacy Multimedia use Student</p> <p>The target for the 2016-2017 school year is to increase the total number of students who participate in community give back projects.</p> <p>The target for the 2016-2017 school year is to increase the total number of students passing Global American Citizenship or AP US Government.</p> <p>Student competency in personal goal setting including academic, social, emotional, and behaviorally related goals</p> <p>Target 100% of students in grades K- 6 have personal goals 100% of students in grade 7, 8 have personal goals 100% of our 9th and 10th graders have personal goals</p>	

Evidence:

Table 1.3a: 2016-2017 Attendance rate for Eden Prairie School District

Attendance Rate	Grade	EPS Total	95% District Attendance Goal Met
Eden Prairie Schools	All	95.72%	Yes

Source: Infinite Campus Attendance Reports



BLUE=2016-17Updates

School Board Meeting - October 23, 2017/Ends 1.3

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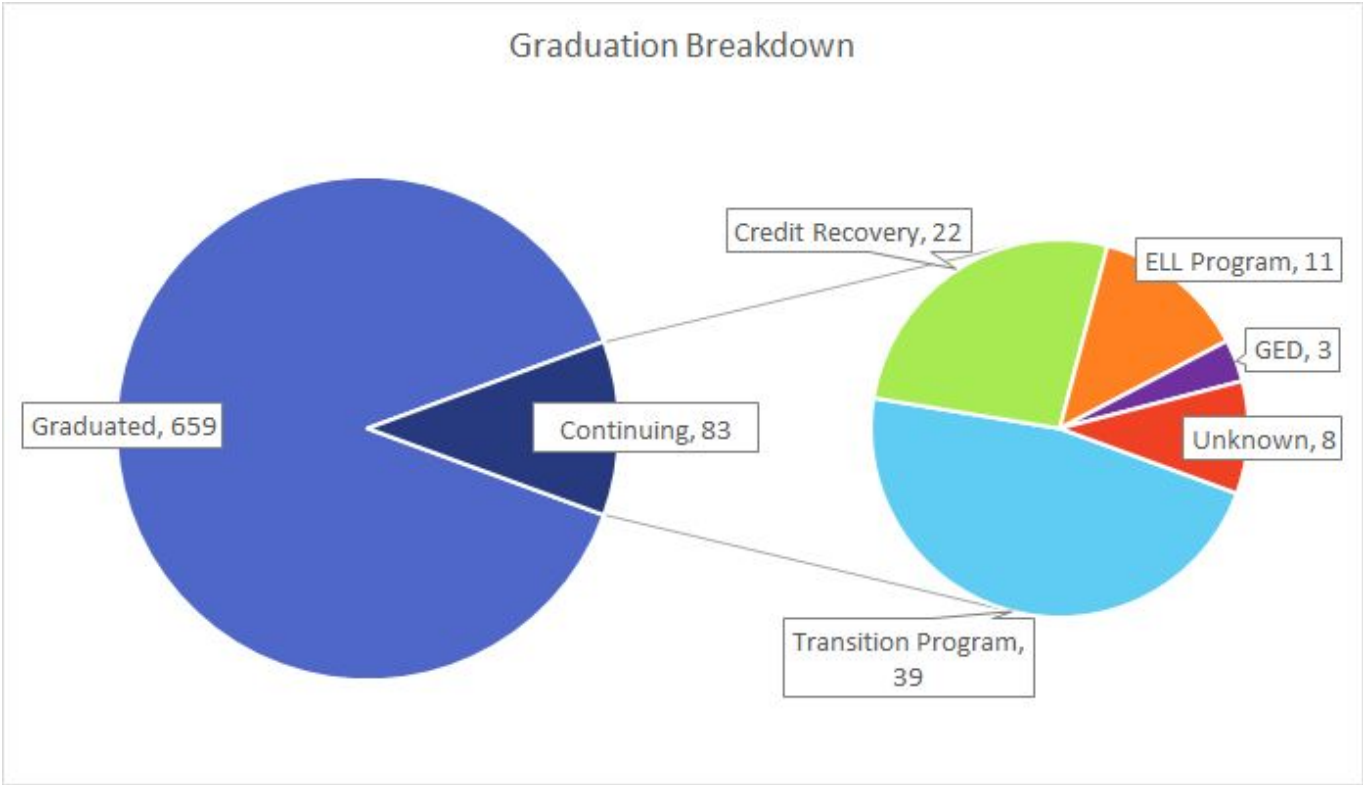


Table 1.3b: 4-Year Graduation Rate (Preliminary data for class of 2017)

Graduation Data	Number of students in 2017 cohort	Number of students who graduated	Actual percentage of students who graduated	Target	Met
EP Students	743	659	88.8%	90.0%	No

Source: Infinite Campus

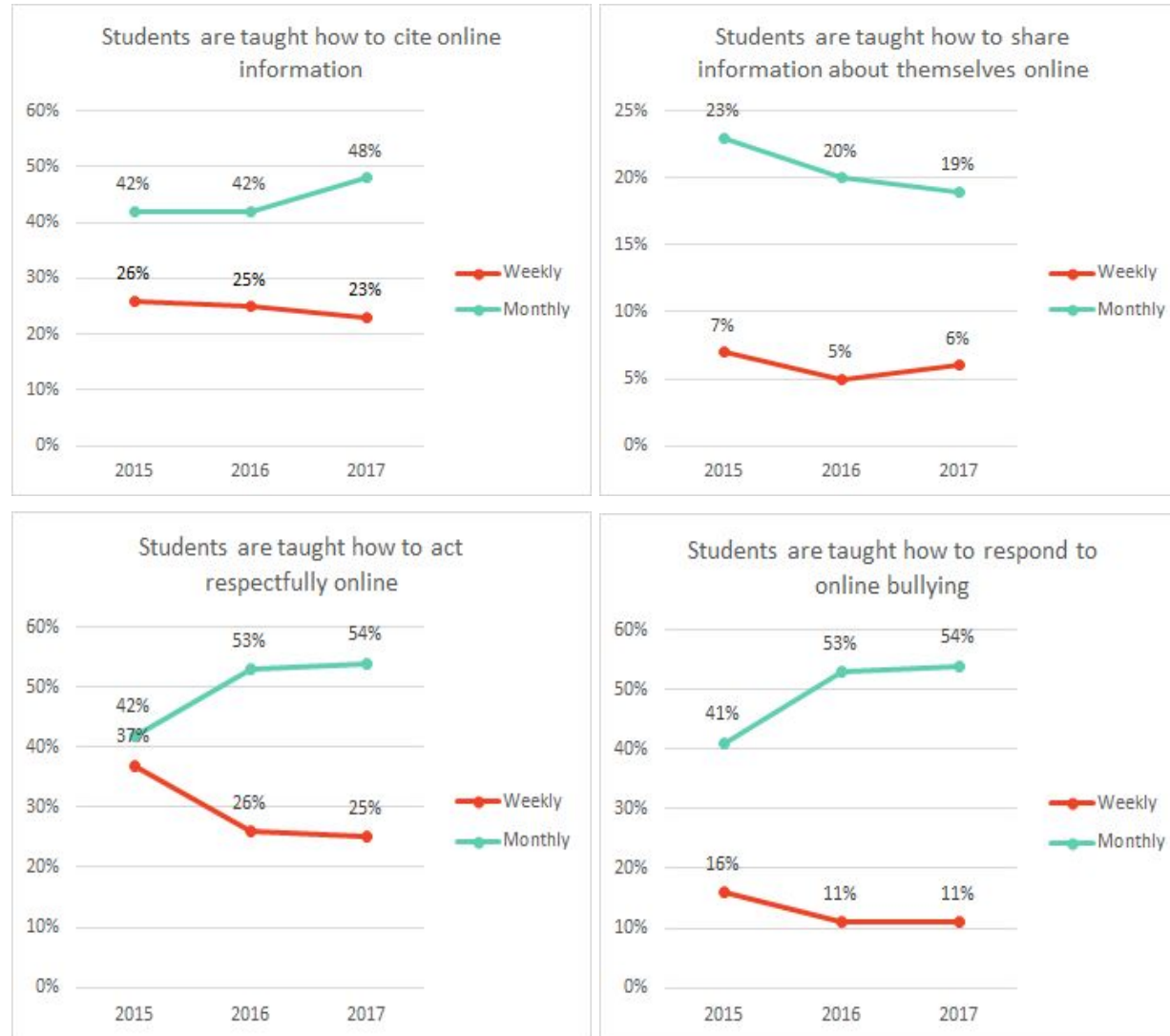
Table 1.3c: 2016-2017 Number of Suspension incidents for Eden Prairie School District

Eden Prairie School District	Number of in School Suspension Incidents Grades K-12	Number of Out of School Suspension Incidents Grades K-12	Total Incidents	Target Met
2016-2017	122	246	368	No
2015-2016	154	180	334	

Source: Infinite Campus Behavior Reports/DIRS

BLUE=2016-17Updates

1.3d: Percent of 2017 elementary students' frequency of Digital Citizenship as measured by the BrightBytes Survey on Digital Citizenship

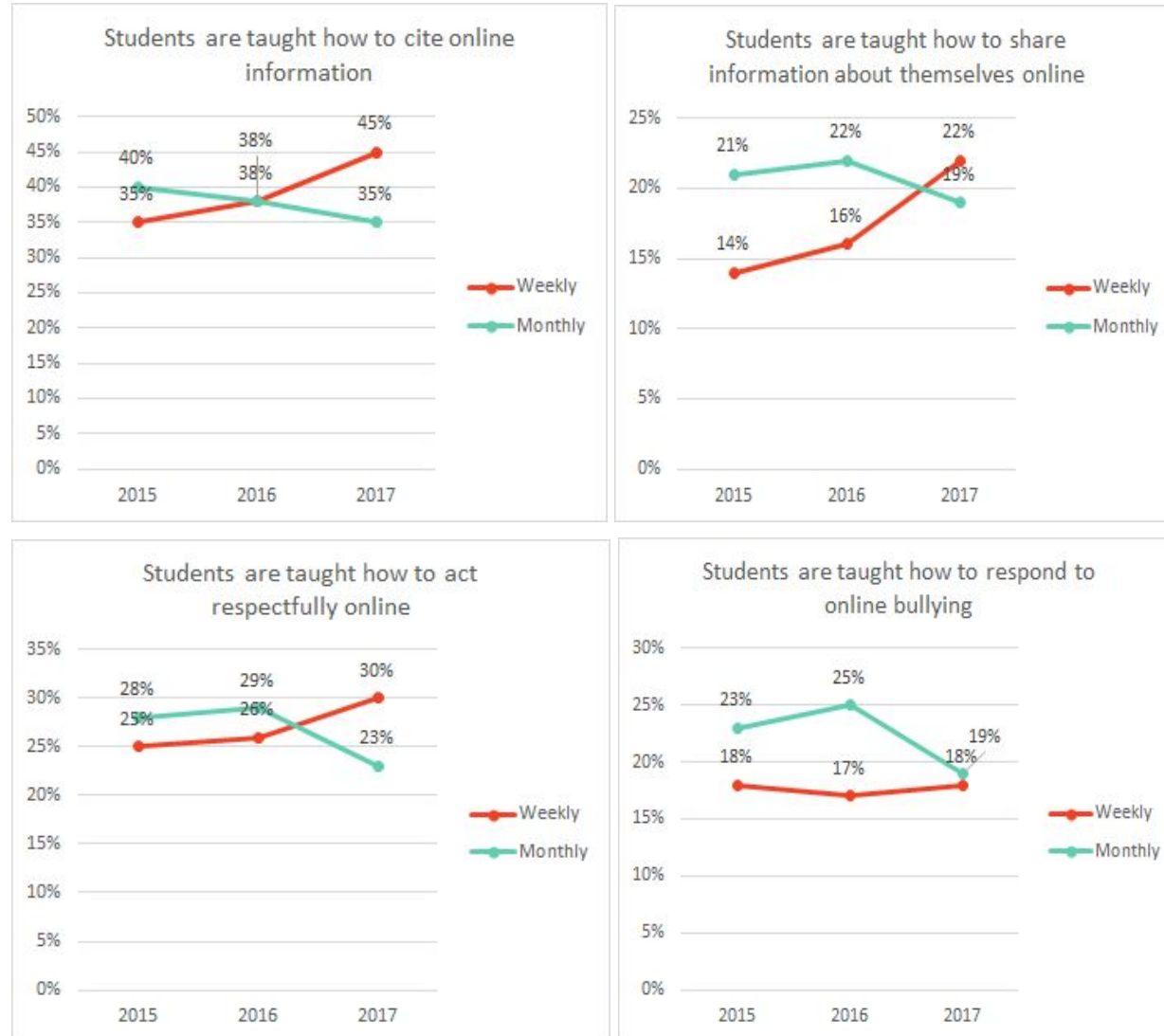


Source: BrightBytes

BLUE=2016-17Updates

School Board Meeting - October 23, 2017/Ends 1.3

1.3e: Percent of 2017 secondary students' frequency of Digital Citizenship as measured by the BrightBytes Survey on Digital Citizenship.



Source: BrightBytes

BLUE=2016-17Updates

School Board Meeting - October 23, 2017/Ends 1.3

1.3f: Percent of 2017 students' sources of internet and cell usage as measured by the Bright Bytes Survey on Digital Citizenship

Student Source of Internet and Cell usage	Parents/Guardians (2016 / 2017)	Teachers or Other Adults at School (2016 / 2017)	Family Members (2016 / 2017)	Friends or School Mates (2016 / 2017)
Student sources of advice about responsible internet and cellular phone usage	91% / 90%	81% / 82%	23% / 28%	22% / 25%

Source: BrightBytes

1.3g: Percentage of students who participated in a community give back project; examples include but not limited to Food Drives, Choirs Perform at City Employees Holiday Luncheon, Coat Drives, Sock Drive, Pennies for Patients, Feed My Starving Children

Community Projects	Percentage of Students Who Participated in Project	
	Previous Year	Actual
Elementary students	90 - 100%	95%-100%
Secondary students	50 - 65%	80%-90%

Table 1.3h: Percentage of students who pass either Global American Citizenship or AP US Government

	Previous Year	Actual	Target	Target Met
Percentage of students who pass either Global American Citizenship (GAC) or AP US Government	91.9% N=644	98.4% N=702	Increase	Y

Source: Infinite Campus

BLUE=2016-17Updates

Table 1.3i: Percent of Students who have personal goals as measured by Naviance					
	Previous Year	Actual	Target	Target Me	
% of our 4, 5, and 6 graders who have personal goals	40-50% of 4th Grade 50-60% of 5th Grade 100% of 6th Grade	100% of 4th Grade 100% of 5th Grade 100% of 6th Grade	100%	Yes	
% of our 9th and 10th graders who have personal goals	78.3% of 9th Grade 71.8% of 10th Grade	88.8% of 9th Grade 75.3% of 10th Grade	100%	No	
Source: Naviance report					
Statement of Assertion: The Eden Prairie School District did 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 2.1 Emergency Superintendent Succession	Monitoring Timeframe: July 1, 2017-June 30, 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: Oct 23, 2017 September 25, 2017	
		Board member name:
<u>Global Constraint:</u> To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.		<i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> 1. It is my interpretation that the Board requires a proactive plan that assures uninterrupted leadership of the organization due to a planned or unplanned short-term absence by the Superintendent. <ul style="list-style-type: none"> a. "Short Term" may be interpreted to be as little as one (1) day to as many as thirty (30) workdays to provide time for the board to make appropriate arrangements. b. In the event of an unplanned or planned absence, the Superintendent or his/her Assistant shall notify the Chair of the School Board. 2. It is appropriate that a line of succession be established with licensure, knowledge, and experience as the expected qualifications. The following persons and positions are designated to assume District leadership as the "Acting" Superintendent (in the order indicated) on behalf of the Superintendent in his/her anticipated or unanticipated absence. <ul style="list-style-type: none"> a. Assistant Superintendent* b. Senior Director of Community Education* c. Senior Director of Student Support Services* 		

BLUE = OI 2017-2018 Updates

<ul style="list-style-type: none"> d. Executive Director of Business Services e. Executive Director of Human Resources f. Senior Director of Personalized Learning and Teaching* <i>*Position Description Requires a Minnesota District Superintendent License or person currently holding the position is Licensed as a District Superintendent in Minnesota.</i> 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. MN Statute 123B.143 SUPERINTENDENT. Subdivision 1. Contract; duties. All districts maintaining a classified secondary school must employ a superintendent who shall be an ex officio nonvoting member of the school board. <ol style="list-style-type: none"> a. The succession list (#2 above) contains at least two current administrators with District Superintendent certification. 2. The assistant superintendent, executive directors and senior directors are knowledgeable of all major district processes. <ol style="list-style-type: none"> a. These major processes are; educational programs, community education, family education, business services, technology, food services, facilities, human resources, communication and transportation. They are knowledgeable due to weekly cabinet meetings routinely held throughout the year. These meetings consist of regular discussion, problem solving, and decision making, communication or strategic planning for all major processes within the system. 3. The assistant superintendent, executive directors and senior directors are knowledgeable regarding Eden Prairie school governance and able to follow the correct process for communication and implementation with the board. <ol style="list-style-type: none"> a. All members of the Superintendent's cabinet are involved in writing the policies and are familiar with all Ends, Executive Limitations, Board Management Delegation and Governance Process Policies. They are also active in writing and reporting on all Monitoring Reports. The superintendent's cabinet members work in partnership with the board governance subcommittee. 4. The assistant superintendent, executive directors and senior directors are fully trained and licensed in their respective fields and have extensive leadership, supervision and organizational development experience. <ol style="list-style-type: none"> a. Degrees, licensure or training for these staff members is available upon request. 5. The members of the Superintendent's cabinet are fully trained to activate and lead the District Crisis Center (DCC). 	

a. The Superintendent's cabinet and their immediate subordinates have participated in the development of the plan itself and have participated in emergency planning exercises and drills. They have participated in debrief sessions following the drills.	
<u>Measurement Plan:</u> 1. The School Board will review EL 2.1 annually. 2. If enacted, the effectiveness of this plan will be reviewed in debrief fashion by the School Board Chair and Vice Chair School Board Officers and findings reported to the Board.	
<u>Evidence:</u>	
<u>Statement of Assertion:</u>	
Board member's summarizing comments:	

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Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.4 Treatment of Staff	Monitoring Timeframe: July 2015 to June 2016 July 2016 to June 2017	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 24, 2016 October 23, 2017	
		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) 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		

BLUE = 2016-17 Updates

<p>status, status with regard to public assistance, sexual orientation, or disability (Policy 413; Minn. Stat. § 121A.03</p> <p>c. District policy states that employees must report behavior that is in violation of policy.</p> <p>3. Staff are provided equity by the District in the following ways:</p> <p>a. The school district is an equal employment opportunity employer (Policy 401)</p> <p>b. Providing a fair employment setting for all persons and to comply with state and federal law (Policy 402)</p> <p>c. Providing progressive discipline through due process (Collective Bargaining Agreements, At-Will Work Agreements, as outlined in the Supervisor Manual).</p> <p>4. Staff are respected through the following means:</p> <p>a. Protection of Public and Private Personnel Data (Policy 406)</p> <p>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>	
<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. 2. 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. 3. 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. 4. 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"> 1. Board Policy B-MD 3.4 sets forth the goals and process used to evaluate the Superintendent. 2. The Superintendent evaluates Executive Cabinet personnel on an annual basis. Evaluations are based on key attributes of leadership and mutual goal setting. 3. Executive Cabinet members evaluate their subordinates annually using a codified evaluation process. 4. 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. 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. 6. Classified Staff are evaluated annually using a codified evaluation system. 	

BLUE = 2016-17 Updates

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 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><u>Evidence:</u></p> <p>100% of staff is evaluated on an ongoing basis as approved by the Superintendent.</p>	
<p><u>Statement of Assertion:</u></p> <p>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"> 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> The State of Minnesota and OSHA require that employees understand the potential risks inherent in their particular workplace and that the workplace be safe. 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 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. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i> <ol style="list-style-type: none"> The District Crisis Plan contains procedures for the various hazards/emergencies. “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: <ul style="list-style-type: none"> 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
- 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

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<ul style="list-style-type: none"> ▪ 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 ● Communications ● General Exterior ● Buses and Parking ● Playground/Recreation Areas ● Deliveries ● General Interior ● Cafeteria ● Gymnasium Area(s) ● Specialized Areas ● Monitoring and surveillance 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><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. All site leaders reviewed The Emergency Plan as disseminated by the District Office at an annual Crisis Management meeting held on 8/01/16. 	

BLUE = 2016-17 Updates

<p>2. All full and part-time staff, based upon their role and job function, was issued/provided instruction and protocols for emergency situations.</p> <p>3. A mock OSHA inspection took place on 10/28/15 in four district buildings.</p> <p>4. Leadership meets at least annually to review and update the District's Crisis Management policy, most recently held on August 10, 2017.</p> <p>5. Mock OSHA (Occupational Safety and Health Administration) walkthrough: Conducted yearly by Metro ECSU and Facilities and Safety Coordinator, most recently on October 14, 2016.</p> <p>6. All sites conducted five (5) fire drills during the school year (maps posted in all occupied rooms).</p> <p>7. All sites conducted five (5) lockdown drills during the school year.</p> <p>8. All sites conducted at least one (1) severe weather shelter during the school year (maps posted in all occupied rooms).</p> <p>9. All sites had Red Alert/SERT (School Emergency Response Team) to act as first responders to any medical event on site.</p> <p>10. CPR/First Aid certification required for specific job titles.</p> <p>11. All sites had at least one (1) fully automated AED (Automated External Defibrillators).</p> <p>12. All sites had multiple Universal Precautions Kits for blood borne pathogen cleanup as well as all necessary personal protective equipment</p> <p>13. The district had a reunification plan in the event of offsite evacuation.</p>	
<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> 1. Code of Ethics for Minnesota Teachers (8700.7500) 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</p>	

<p>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.</p> <p>b. Subp. 2. Standards of professional conduct.</p> <p>E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.</p> <p>2. Code of Ethics for School Administrators (3512.5200)</p> <p>a. Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.</p> <p>b. Subp. 2. Standards of professional conduct.</p> <p>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.</p> <p>K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.</p> <p>3. District Policy 421 Gifts to Employees provides guidance to employees regarding conflict of interest.</p>	
<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”. 4. 	
<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. 3. There are no 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 2015 to June 2016 July 2016 to June 2017	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 24, 2016 October 23, 2017	
		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.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> I interpret this policy to mean that I shall not knowingly condone or undertake any action related to the compensation and/or benefits of employees that would negatively affect the community perception or support of the school district.		
<u>Justification:</u> Compensation and benefits are a significant portion of the district budget. The school district has a fiduciary obligation to its owners, therefore its officers and administration are held to a high standard of conduct and transparency.		
<u>Measurement Plan:</u> Human Resources and Payroll have systems and processes in place per state and federal law to ensure that employment, compensation, and benefits did not cause or allow jeopardy to financial integrity or to public image. These systems and processes are reviewed on an annual basis through the audit process, as well as an ongoing internal process of separation of duties.		

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<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. 	

<p><u>Measurement Plan:</u> Prior to each bargaining session, a marketplace comparative data analysis will be completed.</p>	
<p><u>Evidence:</u> Marketplace comparative data was collected on two (2) four (4) bargaining groups and four (4) meet and confer groups. The school district settled all one contracts within Board parameters and the contracts are is comparable to the market. The school district is currently in negotiations with three (3) of the four (4) contracts.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>Board member's summarizing comments:</p>	

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2016 – June 30, 2017

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	October 23, 2017	Yes			Yes
4.1.1	October 23, 2017	Yes			Yes
4.1.2	October 23, 2017	Yes			Yes
4.1.3	October 23, 2017	Yes			Yes
4.1.4	October 23, 2017	Yes			Yes
4.1.5	October 23, 2017	Yes			Yes
4.1.6	October 23, 2017	Yes			Yes

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2016 – June 30, 2017

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 Board Job Products	October 23, 2017	Yes			Yes
4.2.1	October 23, 2017	Yes	To conduct a more robust Community Linkage		Yes
4.2.2	October 23, 2017	Yes			Yes
4.2.2 (A)	October 23, 2017	Yes			Yes
4.2.2 (B)	October 23, 2017	Yes			Yes
4.2.2 (C)	October 23, 2017	Yes			Yes
4.2.2 (D)	October 23, 2017	Yes			Yes
4.2.3	October 23, 2017	Yes			Yes

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2016 – June 2017

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.

Adopted: 10/23/12

Revised: 11/13/12; 03/12/13; 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
4.3 Annual Work Plan	October 23, 2017	Yes	To conduct a more robust Community Linkage		Yes
4.3.1	October 23, 2017	Yes			Yes
4.3.2	October 23, 2017	Yes			Yes
4.3.3	October 23, 2017	Yes			Yes

Record of Board Self-Evaluation
Governance Process and Board Management Delegation Policies
July 1, 2016 – June 2017

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	October 23, 2017	Yes			Yes
4.9.1	October 23, 2017	Yes			Yes
4.9.1.1	October 23, 2017	Yes			Yes
4.9.1.2	October 23, 2017	Yes			Yes
4.9.1.3	October 23, 2017	Yes			Yes
4.9.2	October 23, 2017	Yes			Yes
4.9.3	October 23, 2017	Yes			Yes

**Record of Board Policy Monitoring
Ends and Executive Limitations
July 2017-June 2018**

Monitoring 2016-2017 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	06/26/17 OI	Yes	Yes				
	10/23/17 Evidence						
1.1.1. Each student is reading at grade level by the end of third grade	06/26/17 OI	Yes	Yes				
	10/23/17 Evidence						
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	06/26/17 OI	Yes	Yes				
	10/23/17 Evidence						
1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	06/26/17 OI	Yes	Yes				
	10/23/17 Evidence						

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 (Continued)							
1.2 Each student has the 21 st century skills needed to succeed in the global economy	06/26/17 OI	Yes	Yes				
	10/23/17 Evidence						
1.3 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society	06/26/17 OI	Yes	Yes				
	10/23/17 Evidence						

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	12/11/2017						
EL 2.1 Emergency Superintendent Succession	08/28/17	Yes	Yes	Yes	Yes	Yes	
	9/25/17	Yes	With exception to Measurement Plan, Article #2 – bring back with recommended requirements				
EL 2.2 Treatment of Students	08/28/17	Yes	Yes	Yes	Yes <i>(Board requested additional information)</i>		Yes
EL 2.3 Treatment of Parents	09/25/2017	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/23/2017						
EL 2.5 Financial Planning and Budgeting	12/11/17						
EL 2.6 Financial Management and Operations	09/25/17	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/28/17	Yes	Yes	Yes	Yes		Yes

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 2.8 Compensation and Benefits	10/23/17						
EL 2.9 Communication and Support to the School Board	11/27/17 (Semi-annual)						

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
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BOARD-MANAGEMENT DELEGATION (BMD) POLICIES

3.0 Single Point of Connection	09/25/2017	Yes			Yes
3.1 Unity of Control	09/25/2017	Yes			Yes
3.1.1	09/25/2017	Yes			Yes
3.1.2	09/25/2017	Yes			Yes
3.1.3	09/25/2017	Yes			Yes
3.2 Delegation to the Superintendent	09/25/2017	Yes			Yes
3.2.1	09/25/2017	Yes			Yes
3.2.2	09/25/2017	Yes			Yes
3.2.3	09/25/2017	Yes			Yes
3.2.4	09/25/2017	Yes			Yes
3.3 Superintendent Accountability and Performance	09/25/2017	Yes			Yes
3.3.1	09/25/2017	Yes			Yes
3.3.2	09/25/2017	Yes			Yes
3.3.3	09/25/2017	Yes			Yes
3.3.4	09/25/2017	Yes			Yes
3.3.5	09/25/2017	Yes			Yes

GOVERNANCE PROCESS (GP) POLICIES

4.0 Global Governance Commitment	12/11/2017				
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**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.0.1	12/11/2017				
4.0.2	12/11/2017				
4.1 Governing Style	10/23/2017				
4.1.1	10/23/2017				
4.1.2	10/23/2017				
4.1.3	10/23/2017				
4.1.4	10/23/2017				
4.1.5	10/23/2017				
4.1.6	10/23/2017				
4.2 School Board Job Products	10/23/2017				
4.2.1	10/23/2017				
4.2.2	10/23/2017				
4.2.2 - A	10/23/2017				
4.2.2 - B	10/23/2017				
4.2.2 - C	10/23/2017				
4.2.2 - D	10/23/2017				
4.2.3	10/23/2017				
4.3 Annual Work Plan	10/23/2017				
4.3.1	10/23/2017				
4.3.2	10/23/2017				
4.3.3	10/23/2017				
4.4 Officer Roles	09/25/2017	Yes			Yes
4.4.1	09/25/2017	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.4.1.1	09/25/2017	Yes			Yes
4.4.1.2	09/25/2017	Yes			Yes
4.4.1.3	09/25/2017	Yes			Yes
4.4.1.4	09/25/2017	Yes			Yes
4.4.1.5	09/25/2017	Yes			Yes
4.4.1.6	09/25/2017	Yes			Yes
4.4.1.7	09/25/2017	Yes			Yes
4.4.1.8	09/25/2017	Yes			Yes
4.4.1.9	09/25/2017	Yes			Yes
4.4.2	09/25/2017	Yes			Yes
4.4.3	09/25/2017	Yes			Yes
4.4.4	09/25/2017	Yes			Yes
4.5 School Board Members' Code of Conduct					
	09/25/2017	Yes			Yes
4.5.1	09/25/2017	Yes			Yes
4.5.2	09/25/2017	Yes			Yes
4.5.2.1	09/25/2017	Yes			Yes
4.5.2.2	09/25/2017	Yes			Yes
4.5.2.3	09/25/2017	Yes			Yes
4.5.3	09/25/2017	Yes			Yes
4.5.3.1	09/25/2017	Yes			Yes
4.5.3.2	09/25/2017	Yes			Yes
4.5.4	09/25/2017	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.5.5	09/25/2017	Yes			Yes
4.5.6	09/25/2017	Yes			Yes
4.5.7	09/25/2017	Yes			Yes
4.5.7.1	09/25/2017	Yes			Yes
4.5.7.2	09/25/2017	Yes			Yes
4.5.7.3	09/25/2017	Yes			Yes
4.5.7.4	09/25/2017	Yes			Yes
4.5.7.5	09/25/2017	Yes			Yes
4.5.7.6	09/25/2017	Yes			Yes
4.5.7.7	09/25/2017	Yes			Yes
4.6 Process for Addressing School Board Member Violations					
	09/25/2017	Yes			Yes
4.6.1	09/25/2017	Yes			Yes
4.6.2	09/25/2017	Yes			Yes
4.6.3	09/25/2017	Yes			Yes
4.6.4	09/25/2017	Yes			Yes
4.6.4.1	09/25/2017	Yes			Yes
4.6.4.2	09/25/2017	Yes			Yes
4.7 School Board Committee Principles					
	09/25/2017	Yes			Yes
4.7.1	09/25/2017	Yes			Yes
4.7.2	09/25/2017	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 2017 – June 2018)**

Monitoring 2016-2017 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
4.7.3	09/25/2017	Yes			Yes
4.7.4	09/25/2017	Yes			Yes
4.8 School Board Committee Structure	09/25/2017	Yes			Yes
4.8.1	09/25/2017	Yes			Yes
4.8.2	09/25/2017	Yes			Yes
4.8.3	09/25/2017	Yes			Yes
4.8.4	09/25/2017	Yes			Yes
4.9 Governance Investment	10/23/2017				
4.9.1	10/23/2017				
4.9.1.1	10/23/2017				
4.9.1.2	10/23/2017				
4.9.1.3	10/23/2017				
4.9.2	10/23/2017				
4.9.3	10/23/2017				
4.10 Operation of the School Board Governing Rules	09/25/2017	Yes			Yes
4.10.1	09/25/2017	Yes			Yes
4.10.1.1	09/25/2017	Yes			Yes
4.10.1.2	09/25/2017	Yes			Yes
4.10.1.3	09/25/2017	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:

Oak Point Elementary:

- Donation of \$200 – University of North Dakota (Dr. Jill Shafer) – donation to support school programs.

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

1. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)

a. Resignation/Retirements

Barnes, Brian – Staff Accountant, Administrative Services Center, effective 10/13/2017.

Meyer, Julane – Business Office Coordinator, Administrative Services Center, effective 10/15/2017.

2. Human Resources – Administrative-Supervisory-Technical (AST)

a. New Hires

Johnson, Nicole – Finance Coordinator, Administrative Services Center, 8 hours/day, 5 days/week, 240 days/year, effective 10/30/2017.

3. Human Resources - Licensed Staff

a. New Hires

Rose, Lisa – Title 1 Teacher, 1.0 FTE, Oak Point Elementary, effective 10/16/2017 through 6/8/2018.

b. Rehires

Foote, Julia – Special Education, 1.0 FTE, TASSEL, effective 10/10/2017 through 12/8/2017.

4. Human Resources - Classified Staff

a. New Hires

CLASS

Saini, Sumita – Outreach Room Supervisor, Eden Prairie High School, 2-4 hours/day, 2-3 days/week, 89 days/year, effective 10/3/2017.

Stull, Chelsea – Community Education Building Supervisor, District Wide, effective 9/20/2017.

FOOD SERVICE

Alfaro, Maria – Food Service Assistant I, Central Middle School, 4 hours/day, 5 days/week, 177 days/year, effective 10/2/2017.

Losic, Azra – Food Service Assistant I – Prep/Fryer, Central Middle School, 4.5 hours/day, 5 days/week, 177 days/year, effective 9/28/2017.

Melquist, Linda – Food Service Assistant I – Campus Cuisine, Eden Prairie High School, 3 hours/day, 5 days/week, 177 days/year, effective 9/14/2017.

LITTLE EAGLES

Hoffman, Jillian – Little Eagles Preschool Teacher, Education Center, 8 hours/day, 5 days/week, 186 days/year, effective 9/25/2017.

MSEA

Gleeman, Anne – ESL Paraprofessional, Central Middle School, 5.5 hours/day, 5 days/week, 148 days/year, effective 10/9/2017 through 6/7/2018.

Guled, Bahjo – Lunchroom/Playground Paraprofessional, Eagle Heights Spanish Immersion, working 3 hours/day, 5 days/week, 178 days/year, effective 10/2/2017.
Herold, Morgan – Special Education Paraprofessional, TASSEL, 6 hours/day, 5 days/week, 178 days/year, effective 10/2/2017.
Hoover, Heidi – Lunchroom/Playground Paraprofessional, Oak Point Elementary, 3 hours/day, 5 days/week, 178 days, year, effective 9/20/2017.
Ivey, Catherine – Avid Tutor, Eden Prairie High School, 3.5 hours/day, 2 days/week, 63 days/year, effective 9/18/2017 through 5/31/2018.
Knutson, Abbigale – Special Education Paraprofessional, Eden Lake Elementary, 5 hours/day, 5 days/week, 148 days/year, effective 10/10/2017 through 6/8/2018.
Kunkel-Sandeen, Holly – Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/2/2017.
LaMothe, Lisa – Special Education Paraprofessional, Prairie View Elementary, 5 hours/day, 5 days/week, 159 days/year, effective 10/2/2017 through 6/7/2018.
Lee, Krista – Lunchroom/Playground Paraprofessional, Eden Lake Elementary, 2 hours/day, 5 days/week, 172 days/year, effective 9/29/2017.
Limaye, Anjali – Special Education Paraprofessional, Prairie View Elementary, 5 hours/day, 5 days/week, 38 days/year, effective 10/2/2017 through 12/1/2017.
Leppala, Carolyn – Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/2/2017.
Mohamed, Fatuma – Special Education Paraprofessional, Oak Point Elementary, 6 hours/day, 5 days/week, 178 days/year, effective 9/27/2017.
Nolan, David – Special Education Paraprofessional, Central Middle School, 6.25 hours/day, 5 days/week, 178 days/year, effective 10/11/2017.
Page, Stacie – Special Education Paraprofessional, Forest Hills Elementary, 6.5 hours/day, 5 days/week, 157 days/year, effective 10/4/2017 through 6/7/2018.
Sumrall, Catherine – Lunchroom Paraprofessional, Prairie View Elementary, working 2 hours/day, 5 days/week, 172 days/year, effective 9/14/2017.
Thomas, Carol – Special Education Paraprofessional, TASSEL, 6 hours/day, 5 days/week, 178 days/year, effective 10/2/2017.
Widmer, Rita – Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/25/2017.

TRANSPORTATION

Klamer, Thomas – Bus Driver, Transportation, 5.25 hours/day, 5 days/week, 178 days/year, effective 9/21/2017.
Turmo, Stephen – Bus Driver, Transportation, 5.25 hours/day, 5 days/week, 178 days/year, effective 10/12/2017.

b. Resignations/Retirements

BUILDING SERVICES

Kimes, David – Custodian (Non-Licensed), Eden Prairie High School, effective 10/5/2017.

MSEA

Hendricks, Darshan – Early Childhood Paraprofessional, Early Childhood Family Education, effective 10/2/2017.

Jumale, Ayan – Lunchroom/Playground Paraprofessional, Oak Point Elementary, effective 8/29/2017.

Martin, Ryan – Special Education Paraprofessional, Eden Prairie High School, effective 9/13/2017.

Moriarty, Sara – Special Education Paraprofessional, Oak Point Elementary, effective 10/12/2017.

Schulenburg, Cynthia – Early Childhood Paraprofessional, Early Childhood Family Education, effective 10/6/2017.

Board Business

General Consent Agenda

Approval of Payments, all funds, September 2017

Check ###394166-394450	\$3,277,553.43
Electronic Disbursements	\$4,583,237.21
TOTAL	\$7,860,790.64

Acknowledgment of Electronic Transfers September 2017

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
09/01/17	PMA Financial	MNTrust	1.100%	10/02/17	\$7,473.98
09/14/17	PMA Financial	MNTrust	1.080%	10/12/17	\$750,621.38
04/04/16	PMA Financial	MNTrust	0.729%	10/13/17	\$249,924.98
04/04/16	PMA Financial	MNTrust	0.803%	10/13/17	\$249,925.51
04/04/16	PMA Financial	MNTrust	0.801%	10/13/17	\$249,916.49
04/05/16	PMA Financial	MNTrust	0.702%	10/13/17	\$1,263,366.85

REVENUES/TRANSFERS IN (BY SOURCE CODE)

Revenue Notes:

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)

Expenditure Notes:

TRANSPORTATION:

Approval of Agreement with Transportation (SEIU Local #284)

RESOLVE to approve a two-year agreement between Independent School District 272 and Transportation (SEIU Local 284) effective July 1, 2017 through June 30, 2019, as attached to and made a part of these official minutes.

The following is a financial synopsis of the agreement:

1. Salary schedule improvement:
 - a. Year 1: 2.0 %
 - b. Year 2: 2.0 %
2. District health insurance contribution improvement:
 - a. Year 1: 5.50% for both single and family
 - b. Year 2: 4.75% for both single and family

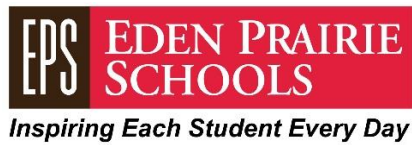
FOOD SERVICE:

Approval of Agreement with Food Service (SEIU Local #284)

RESOLVE to approve a two-year agreement between Independent School District 272 and Food Service (SEIU Local 284) effective July 1, 2017 through June 30, 2019, as attached to and made a part of these official minutes.

The following is a financial synopsis of the agreement:

1. Salary schedule improvement:
 - a. Year 1: 2.10% on classifications 1&2; 2.35% on classifications 3&4
 - b. Year 2: 2.10% on classifications 1&2; 2.35% on classifications 3&4
2. District health insurance contribution improvement:
 - a. Year 1: 4.0% for both single and family
 - b. Year 2: 4.0% for both single and family
3. Longevity improvement:
 - a. Additional \$0.10 on base wage after 9 years
 - b. Additional \$0.15 on base wage after 14 years



October 17, 2017

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: October 1, 2017 Enrollment

The October 1st, 2017 enrollment numbers were not as strong as we had predicted, finishing at 8,726 students compared to a budget of 8,810 or a difference of 84 students. The kindergarten numbers continue to be solid at 611 students compared to a budget of 610. As a whole the elementary K-6 grade level outpaced projections by 22 students.

The secondary grade level is the story this year coming in 106 students less than projected. The modeling software anticipated we would continue our strong enrollment in grades 7-12, so this material deviation from projections has us digging into the data. At this point our analysis is not pointing to any one specific cause but we'll continue further analysis for discussion at the November 13th board workshop.

We've included some additional information in the packet this year. First is the normal 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.

The district continues to be in a strong financial position. The lower than expected enrollment is one of those winds of change that can impact us on short notice. We continue to analyze the reasons why resident students left the district, impact on long-term finances, and possible marketing strategies to bolster enrollment.

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	78.4%
2018-19	720	570	79.1%
2019-20	794	628	79.1%
2020-21	743	588	79.1%
2021-22	753	596	79.1%
2022-23	750	593	79.1%

Enrollment History and Projection

Totals

	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	670	625	649	612	610	611	570	628	588	596	593
1	636	683	628	661	614	630	624	583	645	602	611
2	693	624	659	611	623	629	624	629	583	646	604
3	670	700	630	666	619	652	645	654	651	603	669
4	654	672	675	629	651	610	647	645	647	644	598
5	682	658	663	665	633	639	601	638	638	641	638
6	697	673	656	662	653	623	633	593	629	628	631
7	706	706	698	676	699	645	635	636	602	637	636
8	714	720	719	710	672	696	650	631	637	603	638
9	730	756	746	767	767	725	730	690	675	680	644
10	815	718	760	736	771	755	735	763	708	692	698
11	701	810	708	763	751	754	750	738	757	703	687
12	773	705	793	699	772	757	775	772	760	780	724
K-12	9,141	9,050	8,984	8,857	8,835	8,726	8,619	8,600	8,520	8,455	8,371
% Change K-12	-1.00%	-0.73%	-1.41%	-0.25%	-1.23%	-1.23%	-1.23%	-0.22%	-0.93%	-0.76%	-0.99%

Enrollment Projection and History By Site

Capacity 862	Cedar Ridge Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	120	103	85	88	93	67	72	85	76	77	77
1	86	115	107	89	92	97	71	77	90	79	82
2	121	86	113	111	90	85	97	71	76	93	82
3	134	124	96	110	99	89	84	98	72	77	95
4	116	119	115	90	104	101	91	87	101	74	79
5	129	108	122	117	88	101	100	90	88	100	74
6	126	124	112	121	109	88	100	100	90	89	99
K-6	832	779	750	726	675	628	615	608	593	589	588
% Change K-12		-6.37%	-3.72%	-3.20%	-7.02%	-6.96%	-2.07%	-1.14%	-2.47%	-0.67%	-0.17%

Capacity 826	Forest Hills Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	107	105	106	112	107	97	88	108	97	97	97
1	95	111	113	108	96	105	96	88	112	96	98
2	100	99	115	106	97	111	109	101	93	114	99
3	83	110	100	123	99	98	112	108	100	93	109
4	85	115	110	101	103	92	96	111	106	98	91
5	84	100	119	108	67	87	91	95	111	106	97
6	96	92	111	119	79	67	86	90	95	109	104
K-6	650	732	774	777	648	657	678	701	714	713	695
% Change K-12		12.62%	5.74%	0.39%	-16.60%	1.39%	3.20%	3.39%	1.85%	-0.14%	-2.52%

Capacity 882	Eden Lake Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	134	97	106	88	86	116	97	101	97	98	98
1	115	136	102	105	90	96	122	99	106	97	99
2	130	111	130	102	97	97	99	126	102	106	97
3	132	130	104	122	115	119	113	126	147	124	132
4	138	119	124	93	146	114	120	114	126	144	124
5	131	130	116	114	121	162	115	121	113	125	143
6	159	118	122	108	146	123	158	113	120	113	123
K-6	939	841	804	732	801	827	824	800	811	807	816
% Change K-12		-10.44%	-4.40%	-8.96%	9.43%	3.25%	-0.36%	-2.91%	1.37%	-0.49%	1.12%

Capacity 823	Oak Point Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	101	109	115	106	105	86	84	105	92	92	92
1	124	118	110	118	115	111	94	92	112	108	110
2	111	121	112	103	105	112	109	94	92	113	108
3	114	114	125	107	96	105	108	111	96	93	115
4	103	105	104	116	94	98	103	107	110	97	94
5	134	94	103	100	125	89	97	102	107	109	96
6	100	133	95	109	102	121	94	98	102	105	108
K-6	787	794	764	759	742	722	689	709	711	717	723
% Change K-12		0.89%	-3.78%	-0.65%	-2.24%	-2.70%	-4.57%	2.90%	0.28%	0.84%	0.84%

Enrollment Projection and History By Site

Capacity 758	Prairie View Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	75	80	89	88	88	114	97	97	94	100	97
1	77	79	77	102	98	91	119	102	102	99	99
2	92	74	75	74	98	99	88	119	102	104	102
3	95	87	81	101	99	112	109	94	124	103	106
4	109	110	99	106	107	98	118	114	97	127	106
5	101	129	104	108	111	106	97	118	113	98	126
6	106	105	129	109	108	109	107	97	116	112	97
K-6	655	664	654	688	709	729	735	741	748	743	733
% Change K-12		1.37%	-1.51%	5.20%	3.05%	2.82%	0.82%	0.82%	0.94%	-0.67%	-1.35%

Capacity 838	Eagle Heights Elementary										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	133	131	148	130	131	131	132	132	132	132	132
1	139	124	119	139	123	130	122	125	123	123	123
2	139	133	114	115	136	125	122	118	118	116	116
3	112	135	124	103	111	129	119	117	112	113	112
4	103	104	123	123	97	107	119	112	107	104	104
5	103	97	99	118	121	94	101	112	106	103	102
6	110	101	87	96	109	115	88	95	106	100	100
K-6	839	825	814	824	828	831	803	811	804	791	789
% Change K-12		-1.67%	-1.33%	1.23%	0.49%	0.36%	-3.37%	1.00%	-0.86%	-1.62%	-0.25%

Capacity 1,512	Central Middle School										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
7	706	706	698	676	699	645	635	636	602	637	636
8	714	720	719	710	672	696	650	631	637	603	638
7-8	1,420	1,426	1,417	1,386	1,371	1,341	1,285	1,267	1,239	1,240	1,274
% Change 7-8		0.42%	-0.63%	-2.19%	-1.08%	-2.19%	-4.18%	-1.40%	-2.21%	0.08%	2.74%

Capacity 3,715	Eden Prairie High School										
	Enrollment History (Fall Student Count)						Enrollment Projections				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
9	730	756	746	767	767	725	730	690	675	680	644
10	815	718	760	736	771	755	735	763	708	692	698
11	701	810	708	763	751	754	750	738	757	703	687
12	773	705	793	699	772	757	775	772	760	780	724
9-12	3,019	2,989	3,007	2,965	3,061	2,991	2,990	2,963	2,900	2,855	2,753
% Change 9-12		-0.99%	0.60%	-1.40%	3.24%	-2.29%	-0.03%	-0.90%	-2.13%	-1.55%	-3.57%

EDEN PRAIRIE SCHOOLS

Student Monthly Enrollment

Official October 1 Enrollment Count

District Site	K	1	2	3	4	5	6	7	8	9	10	11	12	Actual
Cedar Ridge Elementary	67	97	85	89	101	101	88							628
Eagle Heights	131	130	125	129	107	94	115							831
Eden Lake Elementary	116	96	97	119	114	162	123							827
Forest Hills Elementary	97	105	111	98	92	87	67							657
Oak Point Elementary	86	111	112	105	98	89	121							722
Prairie View Elementary	114	91	99	112	98	106	109							729
Central Middle School								645	696					1341
Eden Prairie High School										725	755	754	757	2991
Subtotal	611	630	629	652	610	639	623	645	696	725	755	754	757	8726

Prior Year Actual
675
828
801
648
742
709
1371
3061
8835

FY 18 Budget by Grade	610	617	605	648	622	642	628	691	702	728	770	772	775	8810
Over / (Under)	1	13	24	4	-12	-3	-5	-46	-6	-3	-15	-18	-18	-84



Eden Prairie School Board
Board Development Committee Meeting Agenda 09/25/17

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

1. 5:00-5:05 Approve agenda of meeting
2. 5:05-5:45 Board assigned committee work:
(Specific tasks assigned by the Board, and actions by the committee to complete those tasks)
 - a. Proposed Board Development priorities for 2017-2018
 - i. Carry over Goals from 2016-2017?
 - ii. Support learning and development of **Individual Board Members**
 1. For newly elected Board members:
 - a. Orientation
 - i. Updated [PPT](#)
 - ii. Updated [Handbook](#)
 - b. Mandated MSBA training
 - i. Phase 1, 2 within first 6 months
 - ii. Officer training as appropriate
 2. For sitting Board members
 - a. Completion of Board required training (one person still needs phase 4 or Board approved alternative)
 - b. Learning checklist follow-up
 - c. Other?
 - iii. Support learning and development of **Board as a whole**
 1. Other development

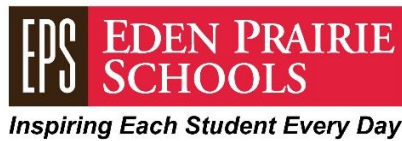
Reference: **Board Development goals: 2016-2017**

Carryover Board Development goals from 2015-2016 survey:	<ol style="list-style-type: none"> 1. Question #1 Future of Education, part 2 (March 14) DONE 2. Becoming a more "High Functioning Board" (April 11) DONE 3. Future of Education Film (April 12) DONE 4. *High Stakes testing: Definition and purpose for District (Fall) <ul style="list-style-type: none"> o Definition of concept (parameters) o Process, outcomes and impact
Support learning and development of Individual Board Members	<ol style="list-style-type: none"> 1. Phase 1,2 for new Board Members (Jan, 2016) DONE 2. Phase 3, Phase 4 or alternative training for each board member (April, 2016) DONE except for one person still need to do Phase 4 or alternative



Eden Prairie School Board
Board Development Committee Meeting Agenda 09/25/17

	3. Checklist of learning: Follow up on progress, individual support as needed/requested
Support learning and development of Board as a whole	<ol style="list-style-type: none">1. Ends Monitoring workshop 5/9 prior to next Ends and EL monitoring cycle -DONE2. Order Jannice Moore RealBoard Toolkits for each board member, and Superintendent-DONE3. **Policy Governance Advanced Training with consultant to cover proposed topics: Ownership Linkage, Board Self-Assessment, and Ends Monitoring/Future Focused Agendas DONE



New Policy Introductions Workshops Process

The New Policy Introductions Workshop Agenda Item will be officiated as follows

1. At any time prior to the start of a Board Workshop with a New Policy Introductions agenda item, any Director may submit a new policy to the rest of the Board and Board secretary. The policy will be notated by the secretary and placed under the New Policy Introductions area of the Board Work Plan.
2. A listing of all items from the New Policy Introductions area of the Board Work Plan will be included on the Workshop agenda, or may be referenced from other public documents. The Board Chair will, in the order of their discretion, bring each of these items individually to the attention of the Board.
3. In response, the authoring Director of the policy may request the policy receive discussion and may give a brief introduction to the policy. If the author declines or is absent, another Director may request the policy receive discussion and give a brief introduction. This request does not signify explicit support of the policy as written or that any additional action be taken by the Board. If no Directors request the policy receive discussion, the Chair will repeat step 2 with the next item on the list.
4. The Chair will then ask the board if any additional Directors will support the request for discussion of the policy. One or more additional Directors may respond in the affirmative. An affirmative response to this question signifies support that the Board permit further discussion and does not signify explicit support of the policy or that any additional action be taken by the Board. If zero Directors offer support, the Chair returns to step 2 with the next item on the New Policy Introductions list.
5. Discussion about the policy occurs among the Board in accordance with normal discussions during a Board Workshop. The discussion must last for a reasonable amount of time to provide sufficient time for questions and explanations by the author of the policy. At any time, the author may withdraw their request that the policy be discussed, ending the discussion of that policy.
6. During the discussion, any Director may make one or more proposals that actions be taken regarding the policy. If no proposal is made during the discussion, the Chair will ask the Board if any Director wishes to make a proposal before moving on to the next

policy item. The proposals may include, but are not limited to, referral of the policy to the Policy Committee with or without additional instructions, scheduling of an additional workshop for more work on the policy, scheduling of a workshop to request more information from administration that relates to the policy, or placing the policy onto the Work Plan Changes document for approval and scheduling at a future Business meeting. Since discussion takes place in a workshop, these proposals are not official motions and do not require the formal motions process. The proposals may be discussed for a time.

7. The chair will ask the Board if there is additional support for the proposal. If a majority of Directors present indicate support for the proposal, then the proposal is accepted by the Board and followed accordingly. Support for a proposal signifies support of only the specific action of the proposal and does not signify explicit support of the policy as written or that any additional action be taken by the Board.
8. Once a proposal is accepted and discussion is concluded, the Chair returns to step 2 with the next item on the New Policy Introductions list.
9. Once discussion on all items is concluded, the New Policy Introductions area of the Board Work Plan is cleared of all contents.

Eden Prairie School Board
2017-2018 WORK PLAN CHANGES
Proposed: October 23, 2017

Date of Meeting/Workshop	Changes Requested
Monday, October 23, 2017	
Monday, November 13, 2017 – Workshop	<ul style="list-style-type: none"> - <u>Remove:</u> Administration: Guidelines Setting Stage for 2018-2019 Budget – Part 2 - <u>Add:</u> Student Enrollment
Monday, November 27, 2017	
Monday, December 11, 2017	
Monday, January 8, 2018 – Workshop	
Monday, January 22, 2018	
Monday, February 12, 2018 – Workshop	
Monday, February 26, 2018	
Monday, March 12, 2018 – Workshop	
Monday, March 26, 2018	
Monday, April 9, 2018 – Workshop	
Monday, April 23, 2018	
Monday, May 7, 2018 – Workshop	

Placeholder – General Board Work

- Prep work for January Organizational Meeting
- Workshop Regarding: Post-Secondary Options

Placeholder – Policy Review

- Board Reimbursement Policy
- Policy Language Review for February 2018
- Public Comment
- Schedule Future Policy Review
- Review “Processes & Procedures”

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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 4.8 School Board Committee Structure GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sept 25, 2017							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 9, 2017 6:00 PM							<ul style="list-style-type: none"> Board Development: Board Governance Processes Discussion Administration: Setting Stage for 2018-19 Budget Guidelines Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 Timeframe presented by Administration for a Joint Workshop with Board Members & Administration to talk about Enrollment Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 23, 2017 6:00 PM	<ul style="list-style-type: none"> Ends 1.1, 1.2, 1.3 Evidence (2016-17) EL 2.4 Treatment of Staff EL 2.8 Compensation and Benefits 		<ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports 	<ul style="list-style-type: none"> 2016-2017 Audited Financials (Moved to 11/27) 	

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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 4.0 Global Governance Commitment (Listed on 12/11/17) •GP 4.1 Governing Style •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan •GP 4.9 Governance Investment 					<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • Enrollment Report as of Oct. 1, 2017 	
Post Meeting Board Workshop Mon, Oct 23, 2017							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment
Board Workshop Mon, Nov 13, 2017 6:00 PM							<ul style="list-style-type: none"> • Administration: Guidelines Setting Stage for 2018-19 Budget -Part 2 • Superintendent Goal Setting Discussion • GP 4.0 Global Governance • Designing Pathways • “New Policy Introductions” • Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 27, 2017 6:00 PM	<ul style="list-style-type: none"> • EL 2.9 Communication and Support to the School Board (Semi-annual) 	<ul style="list-style-type: none"> • Closed Session: Superintendent Review • Superintendent Goal Setting 	<ul style="list-style-type: none"> • Approval of FY17 Audit • Appointment: WMEP Representative (listed on 12/11/17) 	<ul style="list-style-type: none"> • Treasurer’s Report 	<ul style="list-style-type: none"> • Monthly Reports 	<ul style="list-style-type: none"> • World’s Best Workforce Report 	<ul style="list-style-type: none"> •

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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			
			•Record of Board Self-Evaluation			•2016-2017 Audited Financials	
Post Meeting Board Workshop Mon, Nov 27, 2017							•School Board Mtg. Self-Assessment
Truth in Taxation Hearing Mon, Dec 11, 2017 6:00 PM							
Board Meeting Mon, Dec 11, 2017 6:15 PM Convene following the Truth in Taxation Hearing	<ul style="list-style-type: none"> •EL 2.5 Financial Planning and Budgeting •EL 2.0 Global Executive Constraint •GP 4.0 Global Governance Commitment 		<ul style="list-style-type: none"> •Approval of Final FY18 Levy •Appointment of District 287 Representative •Appointment of WMEP Representative •Superintendent Review Statement (Announcements) •Record of Board Self-Evaluation 		•Monthly Reports		
Post Meeting Board Workshop Mon, Dec 11, 2017							• School Board Mtg. Self-Assessment

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**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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***** Annual Organizational Meeting Mon, Jan 8, 2018 6:00 PM			<ul style="list-style-type: none"> •Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar 		<ul style="list-style-type: none"> •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 Ed Agency (LEA) Representative 		
Board Workshop Mon, Jan 8, 2018 6:15 PM Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> • 2018 Committees & Outside Organization Discussion • Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 22, 2018		<ul style="list-style-type: none"> •2018-19 School Calendar 	<ul style="list-style-type: none"> •Mid-Year Budget Approval 	<ul style="list-style-type: none"> • 2018 School Board Committee & Outside 	<ul style="list-style-type: none"> • Monthly Reports • Capital Budget for Buses 	<ul style="list-style-type: none"> • Budget Events Timeline 	

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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			
6:00 PM		•2019-20 School Calendar-DRAFT	•Record of Board Self-Evaluation	Organization Assignments	• Pay Equity Report	• FY19 Budget Assumptions	
Post Meeting Board Workshop Mon, Jan 22, 2018							•School Board Meeting Self-Assessment
Board Workshop Mon, Feb 12, 2018 6:00 PM							<ul style="list-style-type: none"> •Local Legislative Update •Board Development Committee: Discussions around Student test scores/ Evaluation (for monitoring purposes); 4C's & Portfolios (updates)- for new Board Members understanding about student evaluations; Legislative Updates. •"New Policy Introductions" •Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2018 6:00 PM		• Closed Session: Negotiation Strategy	•Record of Board Self-Evaluation		<ul style="list-style-type: none"> • Monthly Reports • Approval of 2018-19 School Calendar • Approval of 2019-20 School Calendar DRAFT 		

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**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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"> • 2018-19 Achievement & Integration Budget • American Indian Education Resolution 		
Post Meeting Board Workshop Mon, Feb 26, 2018							• School Board Meeting Self-Assessment
Board Workshop Mon, Mar 12, 2018 6:00 PM							<ul style="list-style-type: none"> • (Tentative) All-Day Policy Workshop for the purpose of reviewing the wording of all policies & make revisions as appropriate. • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 26, 2018 6:00 PM		<ul style="list-style-type: none"> • 2018-19 Capital Budget • Closed Session: Negotiation Strategy 	<ul style="list-style-type: none"> • Record of Board Self-Evaluation • Resolution to Release Probationary Teachers • School Board Expense Reimbursement Policy – 1st Reading 		• Monthly Reports	• Final FY19 Budget Assumptions	
Post Meeting Board Workshop Mon, Mar 26, 2018							• School Board Meeting Self-Assessment

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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 Workshop Mon, Apr 9, 2018 6:00 PM							<ul style="list-style-type: none"> • Discussion: 2018-19 School Board Meeting Schedule • 2018-19 School Board Budget 1st Reading (Presented by Treasurer) • Policy Monitoring Follow-up: 1.1.1 & 1.1.2 • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 23, 2018 6:00 PM		<ul style="list-style-type: none"> • 2018-19 School Board Work Plan – 1st Reading 	<ul style="list-style-type: none"> • Approval of 2018-19 Capital Budget • Approval of 2018-19 School Board Budget • Approval of 2018-19 School Board Meeting Schedule • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 		
Post Meeting Board Workshop Mon, Apr 23, 2018							<ul style="list-style-type: none"> • School Board Meeting Self-Assessment
Board Workshop <u>Mon, May 7, 2017</u> 6:00 PM*							<ul style="list-style-type: none"> • “New Policy Introductions” • Confirm agenda for next Board Workshop

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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, May 21, 2018</u> 6:00 PM*	• Ends 1.1, 1.2, 1.3 OI (2018-19) (S/B listed on 6/18/18)	• 2018-19 Budget – First Reading	• Approval of 2018-19 School Board Work Plan • Record of Board Self-Evaluation		• Monthly Reports • Approval of District Health and Safety Program • MSHSL Resolution for Membership • Approval of 2018-19 School Meal Prices		•
Post Meeting Board Workshop <u>Mon, May 21, 2018*</u>							• School Board Meeting Self-Assessment
Board Workshop <u>Mon, Jun 4, 2018</u> 6:00 PM*							• Confirm agenda for next Board Workshop
Board Meeting <u>Mon, Jun 18, 2018</u> 6:00 PM*	• EL 2.9 Communication and Support to the School Board (Semi-annual) • Ends 1.1, 1.2, 1.3 OI (2018-19)		• Approval of 2018-19 Budget • ISD 287 10-Year Facilities Maintenance Resolution • Record of Board Self-Evaluation		• Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Annual Review of District Mandated Policies • Approval of Updated District Policies	• Annual Overnight/ Extended Trip Report	
Post Meeting Board Workshop <u>Mon, Jun 18, 2018*</u>							• School Board Meeting Self-Assessment

**EDEN PRAIRIE SCHOOL BOARD
2017-2018 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

October 23, 2017

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			

***Meeting dates changed to avoid May's Board Regular Business Meeting conflicting with Memorial Day on May 28, 2018.**

Placeholders

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Eden Prairie School Board
2017-2018 SCHOOL BOARD CALENDAR OF COMMITTEE MEETINGS AND EVENTS

COMMITTEE MEETINGS

EVENTS

SCHOOL BOARD COMMUNITY CONNECTION

October 23, 2017

Name of Event	Date	Place	Time	Notes
AMSD recognizing Representative Jenifer Loon with a "Friend of Public Education Award"	Friday, October 6, 2017	AMSD - TIES in the Grand Ballroom, 1667 Snelling Ave N, Falcon Heights, MN 55108	7:00 – 9:00 a.m.	Attending: Elaine, John, Greg
School Board Meeting	Monday, October 9, 2017	ASC/EDC	6:00 p.m.	
AMSD Annual Conference (Reimagining Public Education in Minnesota)	Wednesday, October 11, 2017	TIES Conference Center, St. Paul	7:30 a.m. – 1:00 p.m.	
EP Chamber Annual GALA Event (Celebrating the Chamber's 20 th GALA)	Saturday, October 14, 2017	Bearpath Golf & Country Club	5-11 p.m.	Attending: Elaine, Holly, Adam
MSBA Phase IV – 2017 Representing Your Community Through Policy and Engagement	Friday, October 13, 2017	St. Cloud, MN	8:30-4:00 p.m.	Attending: Adam
Agenda Setting Meeting	Tuesday, October 17, 2017	ASC	3:00 p.m.	Chair & Vice Chair
Minnesota Vikings Luncheon (The Minnesota Vikings and Eden Prairie have been joined at the hip for more than one-third of a century, with the Vikings' Winter Park headquarters and training facility constructed in 1981. Now out of room, the Vikings are moving to bigger quarters in Eagan. But not before their contributions to Eden Prairie are recognized in a special luncheon.	Monday, October 23	Bearpath Golf & Country Club, Eden Prairie	11:30 a.m. – 1:00 p.m.	Attending: Rane
School Board Meeting	Monday, October 23, 2017	ASC/EDC	6:00 p.m.	
Eden Prairie High School Career Expo 2017	Tuesday, October 24, 2017	EPHS FREE for Members	7:30 - 11:00 a.m.	EPHS and the EP Chamber invite community professionals from all industries to share their career and insights with up to 3,000 local students. Attending: Elaine, Holly, John, Adam
Eden Lake Elementary School Visit – Unity Day – All-School Assembly (Visit classrooms, talk with students, attend All-School Assembly in the gym (2:50-3:35 p.m.))	Wednesday, October 25, 2017	Eden Lake Elementary School	1:30 – 3:30 p.m.	Attending: Elaine, Dave, Holly and Rane
Agenda Setting Meeting	Tuesday, November 7, 2017	ASC	3:00 p.m.	Chair & Vice Chair
EP Chamber Athena Awards Luncheon	Thursday, November 9, 2017	TBA	TBA	
National Merit Breakfast	Friday, November 10, 2017	EPHS – East Commons	8:00- 10:00 a.m.	Attending: All Board Members
Agenda Setting Meeting	Tuesday, November 21, 2017	ASC	3:00 p.m.	Chair & Vice Chair
Agenda Setting Meeting	Tuesday, December 5, 2017	ASC	3:00 p.m.	Chair & Vice Chair

Eden Prairie School Board
2017-2018 SCHOOL BOARD CALENDAR OF COMMITTEE MEETINGS AND EVENTS

COMMITTEE MEETINGS

EVENTS

SCHOOL BOARD COMMUNITY CONNECTION

October 23, 2017

Name of Event	Date	Place	Time	Notes
AMSD 2017 Fall Annual Conference – Reimagining Public Education in Minnesota	Friday, December 8, 2017	TIES Conference Center 1667 Snelling Ave N St. Paul, MN	8:00 – 1:00 p.m.	Attending:
TIES 2017 Education Technology Conference -Preconference Workshops (Saturday & Sunday) and Two-Day Conference (Monday & Tuesday)	December 9-12, 2017	Hyatt Regency Minneapolis, MN	Saturday/Sunday Monday/Tuesday	Did not send an invite.
All School Recognition of Athletics & Academic Accomplishments	December	EPHS		
Winter Break – No School	December 22, 2017 thru January 2, 2018			
MSBA Leadership Conference (97 th Annual Conference)	Thursday & Friday January 11 & 12, 2018	Minneapolis Convention Center	TBD	Attending:
EP Chamber State of the City Luncheon	Thursday, January 18, 2018	TBD	11:00-1:00 p.m.	Attending: Elaine, Greg, Dave,



EDEN PRAIRIE
SCHOOLS

Inspiring Each Student Every Day

EL 2.2

Additional Information

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Global Constraint

The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, ¹²unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.



Key Observations

- Out of School Suspensions (OSS) around harassment and violence were higher in 2016-17 (128 reports) than in 2015-16 (85 reports).
- Elementary OSS due to these behaviors were in the low single digits, balanced across sites, and stayed consistent across the past 2 years (26 in each year).

Key Observations (cont)

- Secondary OSS due to harassment or violence increased from 59 in 2015-16 to 102 in 2016-17.
- In these categories, only 14 students were involved in more than 1 incident, of those 14 only a couple reached 3 incidents which was the maximum we saw.
- This indicates that aligned consequences, explicitly taught school expectations, and programs designed to meet student needs are being implemented to change behavior and maintain a safe school environment.

Positive Behavior Interventions & Supports (PBIS)



- Sites are in various stages of a 3-5 year, MDE-supported implementation.
- CMS and EPHS are in year in 2017-18 of this implementation.
- **PBIS** emphasizes establishing a **common language** in the school to **teach and acknowledge** positive school behaviors, to support **problem solving strategies**, and to augment **school engagement**.



Global Constraint

The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.

1. Teach Prosocial Skills, Behavior, Continually Work to Create a Culture and Climate.
2. When antisocial behavior is evident we teach, look at programming, and use appropriate consequences to change behavior.

