

**MEETING AGENDA**

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

1. **Convene: 6:00 p.m.** **(Roll Call)**  
**Call to Order:**  
 School Board Roll Call  
 Lauren Crandall, Dave Espe, Elaine Larabee, Greg Lehman, Holly Link, Adam Seidel, Terri Swartout
2. **Pledge of Allegiance: 6:00 p.m.**
3. **Agenda Review and Approval: 6:05 p.m.** **(Action)**  
 Approval of the agenda for the Monday, June 18, 2018 meeting of the School Board of Independent School District 272, Eden Prairie Schools.  

Motion \_\_\_\_\_ Seconded \_\_\_\_\_
4. **Approval of Previous Minutes: 6:05 p.m.** **(Action)**  
 Approval of the Unofficial Minutes of the Regular Business Meeting held on Monday, May 21, 2018 and the Business Meeting held on Monday, June 4, 2018.  

Motion \_\_\_\_\_ Seconded \_\_\_\_\_

  - A. May 21, 2018 Minutes 4
  - B. June 4, 2018 Minutes 7
5. **Public Comment: 6:10 p.m.** **(Information)**
6. **Announcements: 6:20 p.m.** **(Information)**
7. **Spotlight on Success: 6:25 p.m.** **(Information)**  
 TASSEL Success (Christina Bemboom, Jeanne Femrite)
8. **Board Work: 6:35 p.m.** **(Action)**
  - A. Required Board Action
    - 1) Fiscal Year 2018-2019 Adopted Budget
 

Motion \_\_\_\_\_ Seconded \_\_\_\_\_

      - a. Executive Summary 8
      - b. Budget Presentation 9
    - 2) Resolution - Intermediate School District 287 (ISD 287) 10-Year Facilities Maintenance *(Roll Call)* 68

Motion \_\_\_\_\_ Seconded \_\_\_\_\_

      - a. Executive Summary 71
      - b. MDE ISD 287 Long Term Facility Maintenance 10-Year Plan 72
    - 3) TIES Resolution - Dissolution & Authorizing Execution of Legal Documents *(Roll Call)* 73

Motion \_\_\_\_\_ Seconded \_\_\_\_\_
  - B. Policy Monitoring (Ends, Executive Limitations)
    - 1) EL 2.9 Communication and Support to the School Board (Semi-annual) 76

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_  
 Evidence Motion \_\_\_\_\_ Seconded \_\_\_\_\_
    - 2) Ends 1.1, 1.2, 1.3 OI (2018-2019)
      - a. Executive Summary 90
      - b. Ends Policy 1.1 OI 2018-2019 - Each student graduates and is academically prepared to progress to multiple opportunities after high school 92

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_

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

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_

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

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_

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

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_

- c. Ends Policy 1.2 OI 2018-2019 - Each student has the 21st century skills needed to succeed in the global economy. 112

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_

- d. Ends Policy 1.3 OI 2018-2019 - Each student has the knowledge that citizens and residents of the United States need to contribute positively to society. 118

OI Motion \_\_\_\_\_ Seconded \_\_\_\_\_

C. Record of Board Self-Evaluation

**(No Action Required)**

- 1) Record of Board Policy Monitoring - Ends & EL's  
2) Record of Board Self-Evaluation - Governance Policies

9. **Superintendent Consent Agenda: 7:35 p.m.**

**(Action)**

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

Motion \_\_\_\_\_ Seconded \_\_\_\_\_

A. Monthly Reports

- 1) Resolution of Acceptance of Donations 126  
2) Human Resources Report 127  
3) Business Services Reports  
    a. Board Business 129  
    b. Financial Report 130

B. Eden Prairie Schools (EPS) 10-Year Facilities Maintenance Plan

- 1) Executive Summary 131  
2) EPS 10-Year Facilities Maintenance Plan 132

C. Q-Comp Annual Report 133

D. Annual Review of District Mandated Policies 141

E. Approval of Agreements: CLASS, Confidential, AST, EPSS, Principals 142

F. 2018-2019 Minnesota State High School League (MSHSL) Resolution for Membership 144

G. Approval of EPEA Q-Comp MOU FY 2018-2019 148

10. **Board Education & Requiring Reporting: *None to Report***

11. **Superintendent's Incidental Information Report: 7:40 p.m.**

**(Information)**

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

- A. Online Learning (*Michelle Ament*) 153

12. **Board Action on Committee Reports & Minutes: 7:50 p.m.**

**(Information)**

- A. Board Development Committee (Holly Link, Greg Lehman & Lauren Crandall)  
B. Community Linkage Committee (Dave Espe, Holly Link & Terri Swartout)  
C. Negotiations Committee (Elaine Larabee, Adam Seidel & Lauren Crandall)

D. Policy Committee (Elaine Larabee, Greg Lehman & Adam Seidel)

13. **Other Board Updates (TIES, AMSD, WMEP, ISD 287, PTO): 8:00 p.m.**

**(Information)**

- A. TIES (Technology and Information Education Services) - Greg Lehman
- B. AMSD (Association of Metropolitan Schools) - Holly Link & Terri Swartout
- C. WMEP (West Metro Education Program) - Dave Espe
- D. ISD 287 (Intermediate School District 287) - Greg Lehman

14. **Board Work Plan: 8:15 p.m.**

- A. "Proposed" Work Plan Changes Document

**(Action)**  
**Motion \_\_\_\_\_ Seconded \_\_\_\_\_**

163

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

164

- C. FY 2017-2018 School Board Calendar of Events & Activities (Jun)

165

15. **Adjournment: 8:30 p.m.**

**(Action)**

MOTION to adjourn the Monday, June 18, 2018 Meeting of the Eden Prairie School Board at \_\_\_\_\_p.m.

**Motion\_\_\_\_\_ Seconded \_\_\_\_\_**

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS  
UNOFFICIAL MINUTES OF THE MAY 21, 2018  
SCHOOL BOARD MEETING**

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A Regular Business Meeting of the Independent School District #272 was held on the 21<sup>st</sup> day of May 2018 in the Administrative Services Center, located at 8100 School Road, Eden Prairie, Minnesota.

**1. Convene: 6:00 p.m.**

School Board Roll Call:

*Present:* Lauren Crandall, Dave Espe, Elaine Larabee, Greg Lehman, Holly Link, Terri Swartout, Adam Seidel (6:04 p.m.)

*Present:* Superintendent Josh Swanson

**2. Pledge of Allegiance**

**3. Agenda Review and Approval**

Approval of the agenda for the Monday, May 21, 2018 meeting of the School Board of Independent School District 272, Eden Prairie Schools.

**MOTION** by G. Lehman, Seconded by T. Swartout to approve the agenda for May 21, 2018 Regular Business Meeting – Passed

**4. Approval of Previous Minutes**

Approval of the Unofficial Minutes of the Regular Business Meeting held on Monday, April 23, 2018 and a Brief Business Meeting held on Monday, May 7, 2018.

**MOTION** by L. Crandall, Seconded by H. Link to approve the Unofficial Minutes of the April 23, 2018 and May 7, 2018 Meetings - Passed

**5. Public Comment** - None to report

**6. Announcements – Superintendent Swanson**

- The end of last month *First Graders* took a field trip to Eden Prairie High School to participate in **“My Book Day.”** The annual event is held in partnership with the Foundation for Eden Prairie Schools and the Eden Prairie Noon Rotary. [View this short video](#) showcasing the event.
- **Congratulations** to all the [Eden Prairie Optimist Club essay winners](#):
  - Phillip Kuhn, Eden Prairie High School, first place.
  - Ella Muilenburg, Central Middle School, first place.
  - Vaughn Feely, Eagle Heights Spanish Immersion, first place.
  - Srijani Datta, Central Middle School, second runner-up.
  - Madeline Frantz, Eagle Heights Spanish Immersion, second runner-up.
- **Congratulations** to EPHS senior Kelly Pu who was selected as a semi-finalist for the 2018 U.S. Presidential Scholars Award. The scholars represent excellence in education and the promise of greatness in young people.
- **Congratulations** to EPHS senior *Matthew Goodburn* and senior *Eric Friswold* who placed first in Sports and Entertainment team decision making at the International DECA conference.
  - *Junior Patrick Yang* finished in the top 10 in Personal and Financial Literacy.
  - *Seniors Lily Qian, Ethan Jones and Ashley Nelson* finished in the top 10 for their Community Service Project on PowderPuff “Kickoff for Kate”.
- **Congratulations** to *De’Ja Matthews* on receiving the [Rose Rees Peace Prize](#).
  - *The Rose Rees Peace Awards is to honor exceptional high school seniors who have demonstrated a commitment to service, advocacy, community and peace.*
- **Congratulations** to the *EPHS Talon Robotics* team on finishing 5th in their division at the [FIRST](#) Robotics Championships.
- **Congratulations** to Central Middle School students *Danielle Fosdick, Kate Lee, Divya Manvikar, Preeyal Parekh and Danielle Roberts* for being presented with Patriot Pen Awards from the VFW for their essays on the topic *America’s Gift to My Generation*.



- Great work to *fourth grade students* from Cedar Ridge and Eden Lake who collected nearly \$850 for an elementary school affected by Hurricane María in Puerto Rico. This service learning project brought new perspectives to their study of the Spanish-speaking Caribbean islands.
- Congratulations to Central Middle School's Destination Imagination Team of *Natalie Warnke, Marta Borggreve, Regan Irmiter, Tanvi Bhujle, and Peyton Scott* for receiving first place at the State Tournament in the Middle Level Service Learning Challenge. The team will compete at Global Finals in Knoxville, Tennessee May 23-26.
- **Congratulations** to the recipients honored and awarded scholarships at the annual [2018 FEPS Legacy Awards Banquet](#).
- **Congratulations** to the EPHS senior improv team of *Ben Fox, Jake Rogers, Olin Huss, Jack Vehmeier, and Kyler Fick* who finished first at the Destination Imagination Affiliate State Tournament in the improvisational challenge *Treasure*. The team, which has been together since 2010, will compete in the Global Finals later this month.
- **Congratulations** to *Eagle Heights Spanish Immersion's Unified Club* for being nominated and selected as a recipient of the PACER 2018 Faces of Change award. These awards are presented to individuals or groups of Minnesota students for outstanding acts to make a difference in their communities.
- **A great big "thank you"** to the three Chairs of the "Spring Fling Lock-in" event that took place in our District this past weekend, and to all the Parent Volunteers (over 200), Principals and Administrators that joined in this great event as well. It was a great engagement event for all 6<sup>th</sup> grade students in attendance (over 620) transitioning to middle school.

#### 7. Spotlight on Success

Eden Lake Elementary 5th Graders and Physical Ed/DAPE Teacher, Chad Dignan - Shared information about their first ever Unified Schools Jr. Special Olympics Event

#### 8. Board Work

##### A. Decision Preparation

- 1) Fiscal Year (FY) 2018-2019 Budget - *Executive Summary*
- 2) Fiscal Year (FY) 2018-2019 Budget - *First Reading & Presentation*

##### B. Required Board Action

- 1) Fiscal Year (FY) 2018-2019 School Board Work Plan Approval  
**MOTION** by G. Lehman, Seconded by L. Crandall to approve the FY 2018-2019 School Board Work Plan as presented – Passed
- 2) Fiscal Year (FY) 2018-2019 School Board Budget - *Second Reading & Approval*  
**MOTION** by H. Link, Seconded by G. Lehman to approve the FY 2018 2019 School Board Budget as presented - Passed

##### C. Record of Board Self-Evaluation – No changes to report

- 1) Record of Board Policy Monitoring - Ends & EL's
- 2) Record of Board Self-Evaluation - Governance Policies

#### 9. Superintendent Consent Agenda

**MOTION** by H. Link, Seconded by A. Seidel to approve the Superintendent Consent Agenda items as presented – Passed

##### A. Monthly Reports

- 1) Resolution of Acceptance of Donations
- 2) Human Resource Report
- 3) Business Services Reports
  - a. Board Business
  - b. Financial Report

##### B. Oak Point Pool - Termination of Agreement

C. FY 2018-2019 School Meal Prices Approval

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

A. Engagement Work – Presented by J. Swords

11. **Board Action on Committee Reports & Minutes**

A. Board Development Committee (Holly Link, Greg Lehman & Lauren Crandall) – Update to Board

B. Community Linkage Committee (Dave Espe, Holly Link & Terri Swartout) – Update to Board  
**MOTION** by A. Seidel, Seconded by G. Lehman to accept the CLC Minutes as presented - Passed

C. Negotiations Committee (Elaine Larabee, Adam Seidel & Lauren Crandall) – No updates

D. Policy Committee (Elaine Larabee, Greg Lehman & Adam Seidel) –Requested by Board Member, T. Swartout, to research the policy/status she presented at the Policy Workshop that was to be moved to the Policy Committee for further review and/or revisions.

12. **Other Board Updates (TIES, AMSD, WMEP, ISD 287, PTO)**

A. TIES (Technology and Information Education Services) - Greg Lehman – Update to Board

B. AMSD (Association of Metropolitan Schools) - Holly Link & Terri Swartout – Update to Board

C. WMEP (West Metro Education Program) - Dave Espe – Update to Board

D. ISD 287 (Intermediate School District 287) - Greg Lehman – Update to Board

13. **Board Work Plan**

A. "Proposed" Work Plan Changes Document – Placeholder Update on Designing Pathways Information


Placeholder	General Board Work
	<ul style="list-style-type: none"><li>• Workshop Regarding: Post-Secondary Options</li><li>• Designing Pathways Information – <i>Update to be presented to the Board the end of June 2018</i></li></ul>
Placeholder	Policy Review
	<ul style="list-style-type: none"><li>• Review "Processes &amp; Procedures" (BDC to review and recommend timing)</li><li>• Review revised Policy 1.1.3 presented at the March 12, 2018 Board Workshop</li></ul>

B. 2017-2018 Annual Work Plan (May & June) – No Changes

C. 2017-2018 School Board Calendar of Events & Activities (May & June) – No Changes

14. **Adjournment**

**MOTION** by H. Link, Seconded by G. Lehman to adjourn the Monday, May 21, 2018 Meeting of the Eden Prairie School Board at 7:29 p.m.



Adam Seidel – Board Clerk

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS**  
**UNOFFICIAL MINUTES OF THE JUNE 4, 2018**  
**SCHOOL BOARD BUSINESS MEETING**

A Business Meeting of the Independent School District #272 was held on the 4<sup>th</sup> day of June 2018 in the Administrative Services Center, located at 8100 School Road, Eden Prairie, Minnesota.

1. **Convene: 6:00 p.m.**  
School Board Roll Call:  
*Present:* Lauren Crandall, Dave Espe, Elaine Larabee, Greg Lehman, Holly Link (6:02 p.m.), Adam Seidel (6:05 p.m.), Terri Swartout  
*Present:* Superintendent Josh Swanson
2. **Agenda Review and Approval:** Approval of the agenda for the Monday, June 4, 2018 Business Meeting of the School Board of Independent School District 272, Eden Prairie Schools.  
**MOTION** by G. Lehman, Seconded by T. Swartout to approve the agenda for June 4, 2018 Business Meeting – Passed
3. **Closed Session - Safety Part II:** Pursuant to 2017 MN Statute 13D.05, Subd.3(d): Meetings may be closed to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures and to discuss security deficiencies in or recommendations regarding public services, infrastructure and facilities....  
**MOTION** by H. Link, Seconded by L. Crandall to move into Closed Session at 6:02 p.m. – Passed  
**MOTION** by H. Link, Seconded by G. Lehman to move out of Closed Session and resume Business Meeting at 6:40 p.m. - Passed
4. **Superintendent Consent Agenda:** *Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.*  
**MOTION** by A. Seidel, Seconded by D. Espe to approve the Superintendent Consent Agenda items as presented – Passed
  - A. Business Services Report
    - 1) Accept Bid - EPHS Secure Entrances
  - B. Human Resource Report
5. **Board Work Plan:**  
**MOTION** by A. Seidel, Seconded by G. Lehman to approve the Work Plan Changes and the 2017-2018 Annual Work Plan for June as presented – Passed

<b>Placeholder    General Board Work</b>
<ul style="list-style-type: none"><li>Workshop Regarding: Post-Secondary Options</li><li>Designing Pathways Information – Update to be presented to the Board the end of June 2018</li></ul>
<b>Placeholder    Policy Review</b>
<ul style="list-style-type: none"><li>Review "Processes &amp; Procedures" (BDC to review and recommend timing)</li><li><i>Revised Policy 1.1.3 presented at the March 12, 2018 Board Workshop to be reviewed by the Policy Committee</i></li></ul>
- A. "Proposed " Work Plan Change Document
- B. FY 2017-2018 School Board Annual Work Plan (June)
6. **Adjournment:**  
**MOTION** by A. Seidel, Seconded by G. Lehman to adjourn the Monday, June 4, 2018 Business Meeting of the Eden Prairie School Board at 6:43 p.m. - Passed



Adam Seidel – Board Clerk



June 18, 2018

To: Dr. Josh Swanson, Superintendent  
From: The Business Office  
Re: Executive Summary: 2018-19 Adopted Budget

Attached you will find the proposed Adopted 2018-19 Budget for your review. We appreciate the collaboration with you and the School Board which created the budget assumptions that were foundational to the development of this year's budget.

The bills passed by the state legislature and signed by the governor did not have a significant effect on our preliminary budget. Therefore, there are no changes from the Preliminary Budget that was brought forth on May 21, 2018.

The Business Office incorporated an additional \$1,096,092 of General Education Aid revenue into the budget due to a 2% per Average Pupil Unit (APU) increase in the basic funding formula, along with the projected decrease in enrollment. The staffing contingency stands at \$250,000 and can be used to address class size or other staffing concerns as this fall's enrollment numbers become known.

The major changes in this budget include known increases for settled contracts as well as assumptions for open contracts according to the budget assumptions. Lunch prices were increased to prevent deficit spending in the food service fund. Finally, the Eagle Zone before/after school care program is incorporated in the Community Education budget and is projected to grow fund balance.

Below are some pages to focus on in the document:

- Page 1 – Projected fund balances in all funds
- Pages 3-18 – Executive summary of the budget

We look forward to continued collaboration with you and the School Board in providing for the fiscal health of Eden Prairie Schools.





EDEN PRAIRIE  
SCHOOLS

*Inspiring Each Student Every Day*

# ADOPTED BUDGET



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## 2018-2019

EDEN PRAIRIE SCHOOLS ISD#272  
8100 SCHOOL ROAD  
EDEN PRAIRIE, MN 55344

[WWW.EDENPR.ORG](http://WWW.EDENPR.ORG)



Inspiring each student every day!

June 18, 2018

To: Dr. Josh Swanson, Superintendent  
From: The Business Office  
Re: 2018-19 Adopted Budget

Attached you will find the proposed Adopted Budget for the 2018-19 fiscal year for your review. We appreciate the collaboration with you and the School Board which created the budget assumptions that were foundational to the development of this year's budget.

The bills passed by the state legislature and signed by the governor did not have a significant effect on our preliminary budget. Therefore, there are no changes from the Preliminary Budget that was brought forth on May 21, 2018.

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The major changes in this budget include known increases for settled contracts as well as assumptions for open contracts according to the budget assumptions. Lunch prices were increased to prevent deficit spending in the food service fund. Finally, the Eagle Zone before/after school care program is incorporated in the Community Education budget and is projected to grow fund balance.

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We look forward to continued collaboration with you and the School Board in providing for the fiscal health of Eden Prairie Schools.

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**PROJECTED FUND BALANCES THROUGH JUNE 30, 2019**

FUND DESCRIPTION	6/30/2018 PROJECTED BALANCE	2018 19 PROJECTED REVENUES	TRANSFERS INTO FUNDS	2018 19 PROJECTED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2019 PROJECTED BALANCE
GENERAL FUND						
A. UNASSIGNED	16,485,386	108,325,092	-	107,675,129	150,000	16,985,349
TRA Pension	-	-	-	-	-	-
B. ASSIGNED						
Site Carryover	453,945	-	-	-	-	453,945
Construction	782,417	-	-	-	-	782,417
Curriculum Adoption	350,000	-	-	350,000	-	-
Student Activities/Fundraising	622,895	2,000,000	-	2,000,000	-	622,895
C. RESTRICTED/RESERVED - Medical Assistance	1,164,287	800,000	-	802,902	-	1,161,385
<b>TOTAL GENERAL FUND</b>	<b>19,858,930</b>	<b>111,125,092</b>	<b>-</b>	<b>110,828,031</b>	<b>150,000</b>	<b>20,005,991</b>
				Total exp including transfers	110,978,031	
CAPITAL						
Operating Capital	631,115	3,419,903	-	3,746,365	-	304,653
Assigned - Cell Tower	100,774	66,000	-	66,000	-	100,774
LTFM - Health & Safety	(16,994)	577,694	-	560,700	-	-
LTFM - Deferred Capital	-	539,787	-	539,787	-	-
Capital Projects Levy	277,262	6,892,060	-	6,876,410	-	292,912
<b>TOTAL CAPITAL OUTLAY</b>	<b>992,157</b>	<b>11,495,444</b>	<b>-</b>	<b>11,789,262</b>	<b>-</b>	<b>698,339</b>
<b>FOOD SERVICE</b>	<b>733,442</b>	<b>5,114,978</b>	<b>-</b>	<b>5,114,258</b>	<b>-</b>	<b>734,162</b>
COMMUNITY SERVICE						
Regular Community Education	329,168	5,878,465	150,000	5,963,056	-	394,577
Local Collaborative Time Study (LCTS)	3,989	171,900	-	171,900	-	3,989
Early Child Family Education	611,486	798,295	-	792,660	-	617,121
School Readiness	(483,345)	1,488,343	-	1,310,720	-	(305,722)
Non Public/Preschool Screening	12,856	45,000	-	39,650	-	18,206
<b>TOTAL COMMUNITY SERVICE</b>	<b>474,154</b>	<b>8,382,003</b>	<b>150,000</b>	<b>8,277,986</b>	<b>-</b>	<b>728,171</b>
		Total rev including transfers	8,532,003			
<b>LONG TERM FACILITIES MAINTENANCE (LTFM)</b>	<b>4,689,448</b>	<b>30,000</b>	<b>-</b>	<b>4,719,448</b>	<b>-</b>	<b>-</b>
DEBT SERVICE						
Principal & Interst	557,993	4,679,812	-	4,755,607	-	482,198
Post-Employment Benefits	672,148	4,127,764	-	3,971,363	-	828,549
<b>TOTAL DEBT SERVICE</b>	<b>1,230,141</b>	<b>8,807,576</b>	<b>-</b>	<b>8,726,970</b>	<b>-</b>	<b>1,310,747</b>
INTERNAL SERVICE FUND						
Self Funded Medical	162,084	12,750,000	-	12,000,000	-	912,084
Self Funded Dental	311,994	1,250,000	-	1,250,000	-	311,994
<b>TOTAL INTERNAL SERVICE FUND</b>	<b>474,078</b>	<b>14,000,000</b>	<b>-</b>	<b>13,250,000</b>	<b>-</b>	<b>1,224,078</b>
TRUST & AGENCY						
Employee Severance	688,076	4,000	-	-	-	692,076
Post-Employment Benefits Irrevocable Trust	16,196,404	750,000	-	750,000	-	16,196,404
Flexible Benefits	199,593	700,000	-	700,000	-	199,593
Trust & Agency	50,542	8,000	-	8,000	-	50,542
<b>TOTAL TRUST &amp; AGENCY</b>	<b>17,134,615</b>	<b>1,462,000</b>	<b>-</b>	<b>1,458,000</b>	<b>-</b>	<b>17,138,615</b>
						<b>41,840,103</b>
<b>General Fund (Unassigned)</b>	<b>16,485,386</b>	<b>108,325,092</b>	<b>-</b>	<b>107,675,129</b>	<b>150,000</b>	<b>16,985,349</b>
<b>General Fund Balance %</b>	<b>15.6%</b>					<b>15.8%</b>



## Budget Executive Summary

This budget of Independent School District No. 272, Eden Prairie Schools, is for the fiscal year beginning July 1, 2018 and ending June 30, 2019 (FY19). Prior year data is included for comparative purposes including budgeted amounts for 2017-18 and final audited amounts for fiscal years 2014-15 through 2016-17.

The District anticipates ending the 2018-19 fiscal year with a 15.8% unassigned General Fund balance. This fund balance is in keeping with the School Board's Executive Limitation 2.5.3 which states that *"There will be no financial plan that allows the year-end unassigned general fund balance to fall below 8% of expenditures."*

Given this fiscal expectation, the School District has proactively planned by keeping a multi-year financial projection model current and has made adjustments in the proposed 2018-19 budget.

### Assumptions and Timeline

The School Board's Executive Limitation 2.5.2 reads *"There will be no financial plan that neglects to present, no later than the third quarter of the current fiscal year, the assumptions, any material reinvestment of unbudgeted revenues as savings, and a timeline for the next annual budget."*

For the budget being presented, the **2018-19 Budget Assumptions** were an important starting point. These assumptions, as discussed with the School Board, were as follows:

#### 1. Estimated Enrollment

- a. Oct. 1, 2018 Kindergarten-12th grade estimated enrollment of 8,619 (includes 570 kindergarten students), which is a decrease of 107 students overall using a two year weighted average model.

#### 2. Classroom Teacher Staffing

- a. Based on estimated enrollment and class size targets across district and by grade:

Grade	Target
Kindergarten	20.0
Grade 1	20.0
Grade 2	24.0
Grade 3	25.0
Grade 4	29.0
Grades 5 & 6	30.0
Grades 7 & 8	31.0
Grades 9-12	31.5

- b. These class size targets are consistent with FY18

#### 3. District Fees

- a. No increase for 2018-19:

Description	Amount
High School Parking	Lot A&B - \$350/year Lot C - \$200/year
2-Mile Transportation	Kindergarten: Free Grades 1 <sup>st</sup> – 12 <sup>th</sup> : \$175/year per student \$295/year family cap
Student Activities	See EPHS Fee Schedule

#### 4. State General Funding

- a. Formula increase of 2.0% for FY19.

#### 5. Fund Balance

- a. Minimum General Fund balance maintained above 8% as directed by the School Board.

## Organization Overview

Independent School District No. 272, Eden Prairie Schools, is an instrumentality of the State of Minnesota established to function as an educational institution serving students from early childhood through 12<sup>th</sup> grade. The elected school board is responsible for legislative and fiscal control of Eden Prairie Schools. A superintendent is appointed by the board and is responsible for administrative control of the district. There are no other entities for which the district is considered financially accountable.

### *School Board of Directors*



**Elaine Larabee**

Chair  
Term Expires  
January 2021



**Dave Espe**

Vice Chair  
Term Expires  
January 2020



**Holly Link**

Treasurer  
Term Expires  
January 2021



**Adam Seidel**

Clerk  
Term Expires  
January 2020



**Lauren Crandall**

Director  
Term Expires  
January 2019



**Greg Lehman**

Director  
Term Expires  
January 2020



**Terri Swartout**

Director  
Term Expires  
January 2021

### *Superintendent's Cabinet*

The make-up of the administrative team (Superintendent's Cabinet) at Eden Prairie Schools is outlined as follows:

Position	Name
Superintendent	Dr. Joshua Swanson
Assistant Superintendent of Academics & Innovation	Dr. Stacie Stanley
Executive Director of Business Services	Jason Mutzenberger
Executive Director of Human Resources	Thomas May
Senior Director of Student Support Services	Dr. Christina Bemboom
Senior Director of Personalized Learning	Michelle Ament
Senior Director of Community Education	Dr. Shawn Hoffman-Bram
Director of Communications & Community Relations	Jaclyn Swords

## FACILITIES

Students who attend Eden Prairie Schools are served in the following grade level configuration:

- **Elementary School:** Kindergarten through Grade 6
- **Middle School:** Grades 7 and 8
- **High School:** Grades 9 through 12

Name of School	Number of Available Classrooms*	School Type
Cedar Ridge Elementary	35	Boundary
Eden Lake Elementary	35	Boundary
Forest Hills Elementary	27	Boundary
Oak Point Elementary	32	Boundary
Prairie View Elementary	27	Boundary
Eagle Heights Elementary	34	District-Wide Spanish Immersion School
Central Middle School		District-Wide
Eden Prairie High School		District-Wide

\***Number of Available Classrooms** is not a fixed number. It will vary based upon, among other things, targeted classroom sizes, grade level of students served in the building and program offerings. Estimates are presented here to provide the reader with an understanding of the relative size of the elementary facilities in comparison to one another. These estimates do not include spaces for music, band/orchestra, art, gym, library/media, computer labs, or for serving the needs of special student populations (gifted, English learners, special education).

The Community Education, Family Education, and Tassel programs are administered from the **Education Center** which the school district leases from the City of Eden Prairie. Early Childhood classes are held at the Administrative Services Center **Lower Campus** as well as Cedar Ridge Elementary School. Adult Community Education classes are held at the Education Center, in district school facilities, and in locations throughout the City of Eden Prairie.

Eden Prairie Schools also owns and operates its transportation program. The program is operated from a district-owned **Transportation Center** which houses 118 vehicles for student transportation, over 100 employees, a mechanics shop and grounds equipment that is utilized district-wide.

## Financial Overview

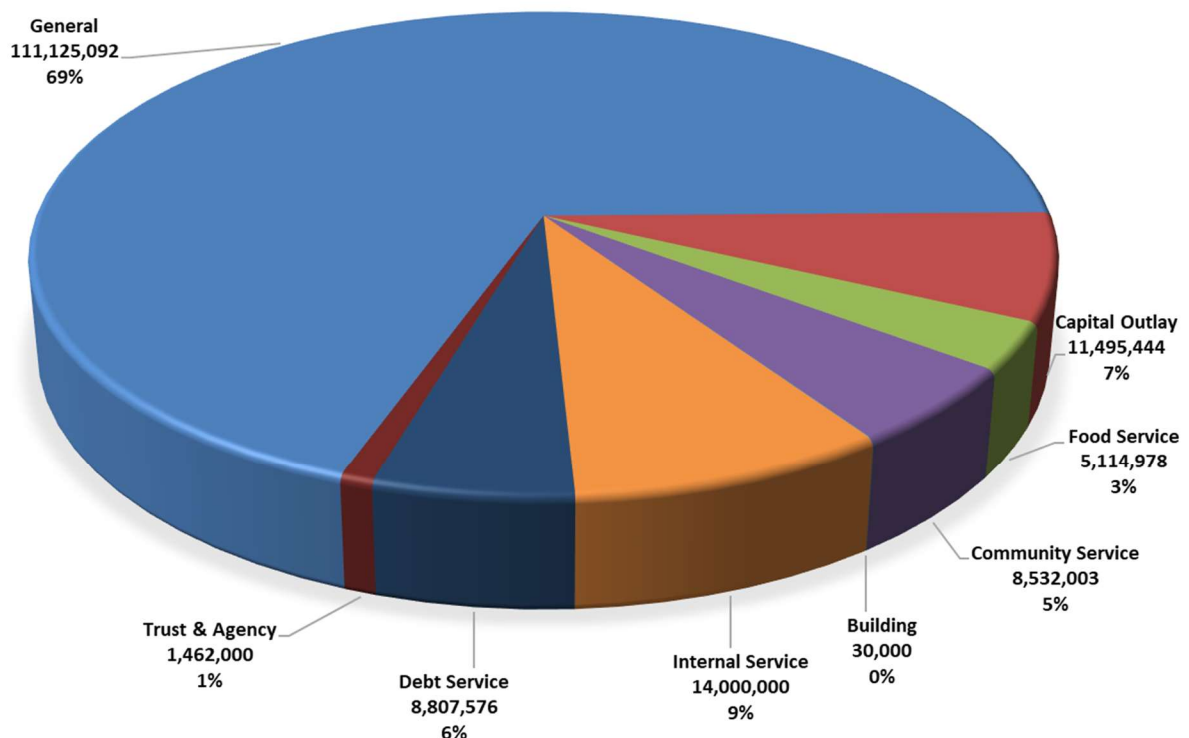
### OVERVIEW OF FUNDS

According to State Law, Eden Prairie Schools maintains a separation of funds. The **General Fund** is used to account for the basic K-12 educational operations of Eden Prairie Schools. The majority of this Executive Summary will focus on the General Fund's fiscal condition. Other funds which are a part of this budget book are separate from the General Fund include:

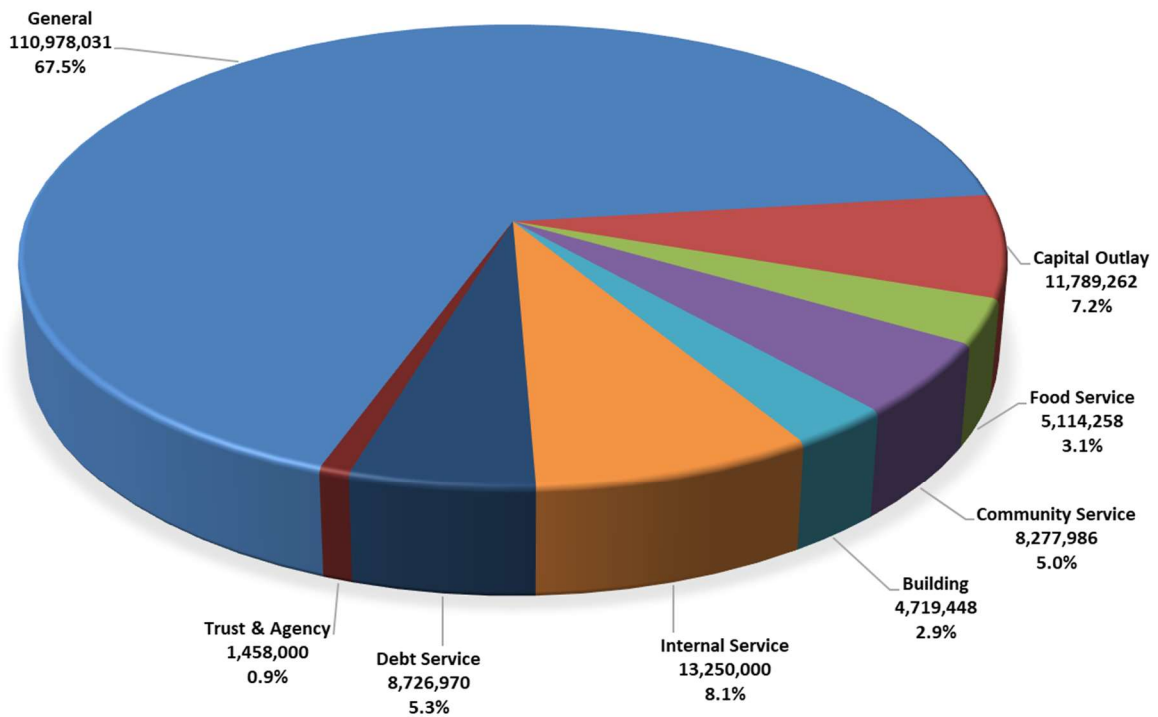
- Food Service Fund – Revenue and expenditure activity related to the school lunch, milk, concessions, vending and breakfast programs
- Community Service Fund – Revenue and expenditure activity related to the District's Community Education, Early Childhood and Family Education, School Readiness, Preschool Screening, and Non-Public pupil support
- Capital Fund – Capital expenditures (and related revenue) associated with facilities, grounds and equipment; maintained at district level as a separate fund, but "rolled up" as part of the General Fund for state reporting purposes
- Building Fund – The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds, capital loans, or the Long Term Facilities Maintenance program (including levies)
- Debt Service Fund – Revenue and expenditure activity related to the District's long-term debt payments
- Internal Service Fund – Revenue and expenditure activity related to the district's self-funded dental and health insurance plans
- Trust & Agency Fund – Revenue and expenditure activity related to funds that the District holds in trust for others (this includes employee severance, other post-employment benefits, flexible benefits and scholarships)

The following graphs give an illustration of the proportional revenues and expenditures budgeted for each fund in the 2018-19 fiscal year:

### 2018-19 REVENUE BUDGET - ALL FUNDS



## 2018-19 EXPENDITURE BUDGET - ALL FUNDS



## REVENUE ASSUMPTIONS

## GENERAL OPERATING FUND (Financial Section)

General Fund revenue is projected to increase by \$1,603,139 or 1.46% from 2017-18.

1. **State Basic General Education Aid** serves as the district's primary funding source, comprising 56.9% of the general fund revenue. State Basic General Education Aid is budgeted to increase by \$1,096,092 or 1.76% versus 2017-18. The majority of the State Basic Aid category is based upon the Basic Funding Formula. Projections for 2018-19 include 2.0% increase to the per pupil unit funding formula. This increase is contrasted with a declining enrollment projection, as outlined in the Informational Overview section of this summary. The components of Basic General Education Aid are (1) the Funding Formula multiplied by (2) Pupil Units, as described below.

(1) Basic General Education Funding Formula - The per-pupil-unit allocation used in this budget is \$6,312 for 2018-19. The funding formula was recalibrated in 2014-15 to account for the 2013 legislative changes pertaining to the accounting for pupil units. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
2011-12	\$5,174	0.98% (\$50) increase in funding formula
2012-13	\$5,224	0.97 (\$50) increase in funding formula
2013-14	\$5,302	1.5% increase in funding formula
2014-15	\$5,831	1.5% increase in funding formula + \$25
2015-16	\$5,948	2.0% increase in funding formula
2016-17	\$6,067	2.0% increase in funding formula
2017-18	\$6,188	2.0% increase in funding formula
2018-19	\$6,312	2.0% increase in funding formula

(2) Pupil Units (see Informational Overview section of this summary for more details) - The district anticipates enrollment for the 2018-19 budget year to be 8,619 for students in attendance in local district facilities (note: this differs from enrollment reported to the state for other purposes which will include students in attendance at facilities outside the district, such as Intermediate District 287, for which the district receives and passes along aid in the form of a tuition payment). The total enrollment of 8,619 is 107 students lower than the October 1<sup>st</sup> enrollment count for the 2017-18 school year. These enrollment numbers create the basis for the State Basic General Education Aid calculation.

Final pupil units are calculated by the Minnesota Department of Education approximately 6 months after the end of a fiscal year (January 2020 for the 2018-19 fiscal year) through a complex set of data and reporting which includes the following:

- Pupil Units calculate actual “membership time” in Eden Prairie Schools multiplied by a State-supplied weighting factor per grade level, rather than simple enrollment counts at a given point in time.
- Pupil Units also includes the net impact of “**enrollment options**” agreements with other Minnesota districts. This accounts for students enrolling into or out of Eden Prairie Schools to or from other Minnesota School districts.
- Pupil Units also include students who leave the district through **tuition agreements** with another district and exclude students who enter the district through these tuition agreements. The state aid is passed along to the enrolling District through tuition payments.
- Eden Prairie Schools has approximately 350 resident students who attend **public charter schools**. Unlike the tuition options noted above, public charter schools receive state aid directly, so are not reported by Eden Prairie Schools. There are also approximately 1,000 resident students who attend **private or religious schools**, which are not reported by Eden Prairie Schools. Neither of these sets of students is included in the Pupil Unit calculations for the district.

## 2. Property Tax Revenue

Property taxes are determined by the taxable market value of the property, class rate percentages set in law for each category of property (such as residential homestead, residential non-homestead, apartments, etc.) and state-paid property tax aids and credits.

Property tax revenue in the General Fund is budgeted to increase by \$1,406,297 or 5.9%, mainly due to an increase in equity revenue, and the increase in the referendum revenue due to inflation. This revenue category includes levies for the general operating referendum, alternative teacher compensation (Q-comp), safe schools, integration, and reemployment.

## 3. Other State Sources

State supported programs are anticipated to decrease by \$743,170 or 4.54%.

- Special education aid accounts for the majority of the revenues in this category, totaling \$10.5 million, based upon district expenditures and state appropriations. The district continues to take a conservative approach in budgeting these revenues as better understanding of the new funding formula is developed.
- The remainder of state supported programs includes other categorical programs such as achievement & integration, desegregation transportation, non-public pupil transportation, secondary vocational disabled aid, and Alternative Teacher Compensation (Q-Comp).

## 4. Federal Sources

Federal revenue is budgeted to increase slightly by \$39,420 or 1.39%. This decrease is attributable to federal special education flow-through funding, which is determined at the federal department of education. The federal calculations on entitlement include poverty concentration index within the district among other factors. Federal revenue in the General Fund includes the following:

- Special Education (Section 611, Section 619, and Part C) makes up 59.5% of federal revenue or \$1,712,000 in 2018-19.
- Title I, II, and III funding in 2017-18 totals \$1,125,000, which is 39.1% of the federal revenue budget.

- The remaining 1.4% consists of other grants including the Carl Perkins grant totaling \$40,000.

#### 5. Local (Tuition, Fees, Admissions, Interest, Donations)

Revenue in this category is budgeted to decrease by \$195,500 or 8.44% in the coming year. Items included in this category are student parking fees, the 2-mile bus fee (\$175/student & \$295 family cap), facility rentals and admission fees for activities at Eden Prairie High School (EPHS), miscellaneous grants and interest earnings.

#### 6. Student Activities

The district will continue to budget for Student Activities in the 2018-19 fiscal year. Based on current data, the same \$2,000,000 budget will continue. There will be an equal expenditure budget to offset.

#### FOOD SERVICE FUND (Financial Section)

Revenue in the Food Service Fund will increase slightly to \$5,114,978 in fiscal 2018-19. This is due to a small increase in meal prices, as well as an increase in federal reimbursements. The following assumptions are included:

1. **Local Revenue** is increasing by \$151,903 for 2018-19. This increase reflects anticipated meal sales for students using prior fiscal year participation as a baseline and incorporates the projected decline in enrollment. Prices included in the budget are listed below with the increase for the 2018-19 school year.

	Breakfast	Lunch
Elementary	\$ 1.80	\$ 3.00
CMS/EPHS	\$ 2.05	\$ 3.35
Adult	\$ 2.25	\$ 4.00
Milk	\$ 0.55	\$ 0.55

2. **Federal and State Revenue** sources are increasing by \$59,175.
3. **Vending and Concession** sales are budgeted to remain the same for the 2018-19 school year.

#### COMMUNITY SERVICE FUND (Financial Section)

The Community Service Fund includes community education and early childhood family education (ECFE). Total revenue for this fund is budgeted to increase by \$3,223,182 or 60.71% from 2017-18. Changes in this revenue component include the following assumptions:

1. **Property taxes** for Community Education and Family Education programs are decreasing slightly by \$5,718 or 0.68%.
2. **State revenue** is increasing in 2018-19 by \$34,132 or 5.46%.
3. **Local tuition and fees** will increase by \$3,198,961 or 86.59%. This change is reflective of the start of the Eagle Zone, before and after school program. This program was previously operated by the YMCA program, using district facilities. The budget increase considers prior enrollment trend data and is conservative based on it being a new program.
4. **Other local revenue** is budgeted to decrease by \$4,193 or 2.72%.

#### CAPITAL & BUILDING FUNDS (Financial Section)

Total capital and building fund revenue is decreasing by \$442,106 or 3.69% in 2018-19. This decrease is primarily due to a decrease in the LTFM pay as you go process, which is levied. Changes in this revenue component include the following assumptions:

1. **Operating Capital** revenue which is based upon building age and square footage, which includes **Building Lease Levies**, will decrease slightly by \$82,635 or 2.32% in fiscal 2018-19.



2. State approved **Health and Safety Levy** revenue will decrease by \$65,444 or 10.18%. Health & Safety funding is directly linked to projects approved by the Minnesota Department of Education.
3. The **Capital Projects Levy** is increasing in fiscal year 2018-19 by \$339,436 or 5.18%. Funds available for fiscal 2018-19 technology and capital related items are budgeted at \$6,892,060.
4. The District sold **Long Term Facilities Maintenance (LTFM)** bonds in February 2017 to fund expenditures in fiscal 2017-18 and 2018-19.

#### **DEBT SERVICE FUND (Financial Section)**

Debt Service Fund revenue is budgeted to increase by \$891,489 or 11.26%. The budgeted revenue in **Property Tax Levies** will be used to cover the scheduled principal and interest payments per the debt service payment schedule. The Informational Tab contains details from property tax levy effective for the fiscal year 2018-19.

#### **INTERNAL SERVICE FUND**

The District established an Internal Service Fund to account for and finance its uninsured risk of loss for employee dental and health insurance plans. Under these plans, the Internal Service Fund provides coverage to participating employees and their dependents for various dental and health costs as described in the plan. The Internal Service Fund revenue is budgeted to increase to \$14,000,000, mainly due to an increase in health insurance premiums.

#### **TRUST & AGENCY FUND (Financial Section)**

Trust and Agency Fund revenues are budgeted to decrease by \$250,000 or 14.6%, due to a decrease in anticipated interest earnings.

### **EXPENDITURE ASSUMPTIONS**

#### **GENERAL FUND (Financial Section)**

The General Fund expenditure budget is increasing by \$2,405,045 or 2.22% over 2017-18, for the most part due to changes in employee salaries, wages and benefits.

1. The **salaries & wages and employee benefits** budget of \$97,566,010 include salaries and benefits for all employee groups. This budget represents 87.9% of the total General Fund budget. This budget includes:
  - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
  - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2018-19 budget year.
  - The cost of statutory benefits (TRA, PERA, FICA, etc.)
  - Any changes to staffing levels.



As of the budget adoption date, the status of general fund employee contracts is as follows:

Bargaining Unit	Current Contract Expiration	Status
Teachers (EPEA)	June 30, 2019	Settled
Bus Drivers	June 30, 2019	Settled
Buildings & Grounds	June 30, 2019	Settled
Superintendent	June 30, 2021	Settled
Superintendent's Cabinet	June 30, 2020	Settled
Principals	June 30, 2018	In Negotiations
Administrators (AST/EPSS)	June 30, 2018	In Negotiations
Clerical (CLASS)	June 30, 2018	In Negotiations
Paraprofessionals (MSEA)	June 30, 2018	In Negotiations
Confidential	June 30, 2018	In Negotiations

Other budget assumptions included within salaries and benefits include class size targets as follows:

Grade	Target
Kindergarten	20.0
Grade 1	20.0
Grade 2	24.0
Grade 3	25.0
Grade 4	29.0
Grades 5 & 6	30.0
Grades 7 & 8	31.0
Grades 9-12	31.5

\* High School staffing levels are also driven by course registrations

- The **purchased services** budget of \$7,086,260 represents a decrease of \$288,091 or 3.91% from prior year. This budget includes tuition payments to other MN districts, contracted services, utilities, property insurance, professional service fees, travel & conferences, and repairs.
- The **supplies & equipment** budget of \$3,615,938 represents an increase of \$443,780 or 13.99% from the prior year. The budget includes both instructional and non-instructional supplies, fuel, and equipment. The majority of administrators' allocation for departmental and site budgets are included in this category. Budget managers have the ability to flex their allocations between categories and mostly do so between supplies and purchased services. The reason for the majority of the variance for FY19 is related to purchases for the math curriculum adoption.
- The **other expenditures** budget of \$709,823 includes replenished contingency budgets, fund transfers, and expenditures for dues & memberships. The primary components include a \$250,000 staffing contingency budget to address classroom needs that may arise in the fall and a \$100,000 contingency to cover other unexpected General Fund needs.

Transfers from the General Fund to Community Service of \$150,000 are as follows:

- \$150,000 to Community Education Building Overhead – to cover overhead costs of the Education Center occupied by General Fund Early Childhood Special Education (ECSE) programs.

#### FOOD SERVICE FUND (Financial Section)

The expenditure budget of \$5,114,258 represents an increase of \$231,468 or 4.74%. This budget includes the following assumptions:

- Salaries & wages and employee benefits** budget of \$2,781,733 include salary and benefits for Food Service employees. This budget represents 54.4% of the total Food Service Budget and includes:
  - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
  - The cost of statutory benefits (PERA, FICA, etc.)

The status of the Food Service Bargaining Agreement is as follows:

Bargaining Unit	Current Contract Expiration	Status
Food Service	June 30, 2019	Settled

- The **purchased services** budget of \$232,500, an increase of \$45,000 or 24.00% includes payments for equipment repairs and maintenance, credit card fees, conferences, etc.
- The **supplies & equipment** budget of \$2,095,025 represents a 3.77% increase from prior year due to continued increasing food costs. This category includes costs for food supplies, kitchen supplies, and cafeteria supplies.
- The **other expenditures** budget of \$5,000, unchanged from the prior year, includes the costs of professional dues and memberships, and licenses for food service staff.

### COMMUNITY SERVICE FUND (Financial Section)

The expenditures budget of \$8,277,986 reflects an increase of 44.65% from prior year. Each of the expenditure categories increased with the addition of the “Eagle Zone” program in the 2018-19 school year. Expenditure changes by category include the following:

- Salaries & wages and employee benefits** budget of \$5,618,017 or 67.9% of the Community Service budget reflect:
  - Wage/benefit costs for existing employment agreements including allowances for pay rates, health, dental and other benefits.
  - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2018-19 budget year.
  - The cost of statutory benefits (TRA, PERA, FICA, etc.)
- The **purchased services** budget of \$1,898,405 represents an increase of \$802,536 or 73.23%. Items included in this category include contracted services for vendors teaching classes, use of space, registration software, marketing and repairs, transportation and travel. The majority of the increase is related to the new Eagle Zone program.
- The **supplies & equipment** budget of \$587,403 increased by \$422,368.
- The **other expenditures** budget of \$174,161 represents an increase of \$172,561 from the prior year. This category is primarily dues and memberships.

### CAPITAL & BUILDING FUNDS (Financial Section)

The expenditures budget of \$16,796,823 represents a decrease of \$1,029,847 or 5.8%. Capital and Building fund expenses are prioritized within funds available or by state approval, as is the case with Health & Safety and Alternative Facilities projects.

- Operating Capital** – Operating Capital projects totaling \$3,812,365 include instructional equipment purchases, textbooks/digital curriculum, school buses, and maintenance projects at each site. This budget also includes a \$100,000 contingency for capital expenses that may emerge throughout the year.
- Health & Safety** – The expenditure budget of \$560,700 includes itemized state-approved Health & Safety projects. These expenditures aim to remove hazardous substances, repair and upgrade fire and life safety codes and improve the management of facilities’ health, safety, environmental and air quality.
- Capital Projects Levy (also known as technology levy)** – Fiscal 2018-19 expenditures are budgeted at \$6,876,410. The anticipated expenditures continue the integration of technology into the classroom in early childhood through 12<sup>th</sup> grade.

4. The **Long Term Facility Maintenance** program was passed during the 2015 legislative session. It authorizes funds to enable the district to preserve the condition of facilities while allowing for modernizations that fit their current use. The district previously qualified for **Alternative Facilities** funds which was phased out with this new legislation. Projects can include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.

**DEBT SERVICE FUND (Financial Section)**

The debt service expenditure budget is \$8,726,970, representing an increase of \$278,819 or 3.30%. Expenditures in this fund include ongoing principal and interest payments related to voter-approved and other bonded projects. The Schedule of Bonded Indebtedness is included in the Informational Tab of this budget book.

**INTERNAL SERVICE FUND**

The Internal Service expenditure budget of \$13,250,000 is increased by \$1,450,000 from the previous year. Expenses include the District's self-funded dental and medical plan. The increase is attributed to a more realistic health claim number that is based on the 2018 fiscal year.

**TRUST & AGENCY FUND (Financial Section)**

The Trust & Agency expenditure budget is \$1,458,000, representing a decrease of \$250,000 or 14.64%. Expenses include scholarships awarded, flexible benefits, severance and other post-employment benefits.

## COLLECTING INPUT

School Board Executive Limitation 2.5.4 states *“There will be no financial plan that does not collect appropriate input from various sources.”* The process to build the proposed 2018-19 budget included the following input opportunities:

1. School Board – The first official action that begins the process of budget development was the approval of the payable 2017 tax levy, which occurred on December 11, 2017. This levy includes 22.7% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
  - January 8, 2018 – Board workshop on 5-year financial model
  - February 12, 2018 – Mid-Year 2017-18 budget update, review budget timeline, discuss preliminary 2018-19 budget assumptions
  - March 26, 2018 – Review final 2018-19 budget assumptions, review proposed 2017-18 preliminary capital budget
  - April 9, 2018 – Review proposed 2018-19 School Board budget
  - April 23, 2018 – Approve 2018-19 preliminary capital budget and the 2018-19 School Board budget
2. Citizen Finance Advisory Committee – This committee of community members and staff reviews the assumptions included in the financial projection model. These assumptions and committee discussion provide important input into the budget development process.
3. Principals and Department Directors – This group of leaders is essential to the budget development process. They provide input and shared decision making for budget adjustments, staffing and program needs.
4. Community – The district website, email list and publications contain continuous updates regarding the budget development process including timeline, assumptions, and proposed adjustments. Community feedback is an essential part of assessing the final budget recommendation.
5. Superintendent’s Cabinet – This group meets weekly. Some part of the budget development process, including discussion of staff and community feedback, is on the agenda each week.

## Budget Timeline

The following timeline highlights the steps taken to create the 2018-19 budget with stakeholder input.

Date	Budget Event	Group/Action
September 2017	Preliminary FY 2018-19 Levy Certification	Board - Required Action
	Preliminary FY 2017-18 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2016-17 Year-End Financial Report	Board - Sup't Incidental
October 2017	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	Preliminary FY 2018-19 Levy Certification	Citizen Finance Advisory
	FY 2016-17 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
November 2017	FY 2016-17 Audit Report	Board - Required Action
	Annual Budget Publication	Community
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
December 2017	Final Levy Certification (Payable 2018; FY 2018-19 Revenue)	Board - Required Action
	Truth in Taxation Presentation	Board - TNT Hearing
	Mid-Year Budget Update	Citizen Finance Advisory
	Initial Budget Assumptions	Citizen Finance Advisory
	Budget Timeline	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Audit Results	Leadership Team
January 2018	Preliminary FY 2018-19 Budget Assumptions/Drivers & Budget Timeline	Board - Decision Prep
	Mid-Year Budget Update	Board - Required Action
	FY 2018-19 Capital items which require advance ordering (i.e. school buses)	Board - Required Action
	5-Year Financial Forecast	Board - Workshop Discussion
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Budget Development	Leadership Team
	Requests for FY 2018-19 Capital Funding due to Business Office	Leadership Team
February 2018	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Budget Development	Leadership Team
March 2018	FY 2018-19 Capital Budget - 1st Reading	Board - Decision Prep
	Final FY 2018-19 Budget Assumptions/Drivers	Board - Required Action
	Review Capital Item Requests	Citizen Finance Advisory
	Finalize Budget Assumptions/Drivers	Citizen Finance Advisory
	Review Potential Legislative Impacts	Citizen Finance Advisory
	Review Final FY 2018-19 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Review FY 2018-19 Capital Budget	Leadership Team
	5 Year Financial Outlook	Leadership Team
April 2018	FY 2018-19 Capital Budget Adoption	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
May 2018	FY 2018-19 Budget Presentation - 1st Reading	Board - Decision Prep
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
June 2018	FY 2018-19 Budget Adoption	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Fall Enrollment Projections	Leadership Team

## Informational Overview

### Budget Forecast

School Board Executive Limitation, Financial Planning and Budgeting, states that *“The Superintendent shall not cause or allow financial planning and budgeting for any fiscal year or the remaining part of any fiscal year to deviate materially from the Board’s Ends priorities, risk financial jeopardy, or fail to be derived from a multiyear plan.”*

In cooperation with the district’s Citizen’s Finance Advisory Committee, a financial projection model is used to project future years’ fiscal conditions by incorporating assumptions, including those stated above.

This model currently includes the following assumptions beginning for projection year 2018-19:

1. 2.0% annual increase in state basic funding in 2018-19
2. 1.0% annual increase to state basic funding in each proceeding year
3. Employee salary settlements for upcoming contract negotiations
4. Flat to slightly declining enrollment projections
5. Staffing adjustments in keeping with enrollment and class size ranges
6. Minor adjustments to costs of property and other business insurances along with the cost of fuel and utilities.
7. Teacher retirement savings.

The financial projection model, which is the source of the multiyear plan, currently produces the following financial projections:

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Projected	2018-19 Projected	2019-20 Projected
Revenue	93,014,855	96,692,926	97,500,124	103,452,585	105,094,612	106,721,953	108,325,092	107,451,709
Expenditures	93,448,049	96,756,143	98,351,367	100,603,880	103,295,635	105,609,050	107,825,129	109,078,986
Surplus/Deficit	(433,194)	(63,217)	(851,243)	2,848,705	1,798,977	1,112,903	499,963	(1,627,277)
Unassigned Fund balance (\$)	13,722,290	12,777,237	10,724,801	13,573,506	15,372,483	16,485,386	16,985,348	15,358,071
Unassigned Fund Balance (%)	14.7%	13.5%	11.2%	13.5%	14.9%	15.6%	15.8%	14.1%

	2020-21 Projected	2021-22 Projected	2022-23 Projected
Revenue	108,027,803	108,842,044	109,552,001
Expenditures	110,490,416	112,767,080	114,752,990
Surplus/Deficit	(2,462,613)	(3,925,036)	(5,200,989)
Unassigned Fund balance (\$)	12,895,458	8,970,423	3,769,434
Unassigned Fund Balance (%)	11.7%	8.0%	3.3%

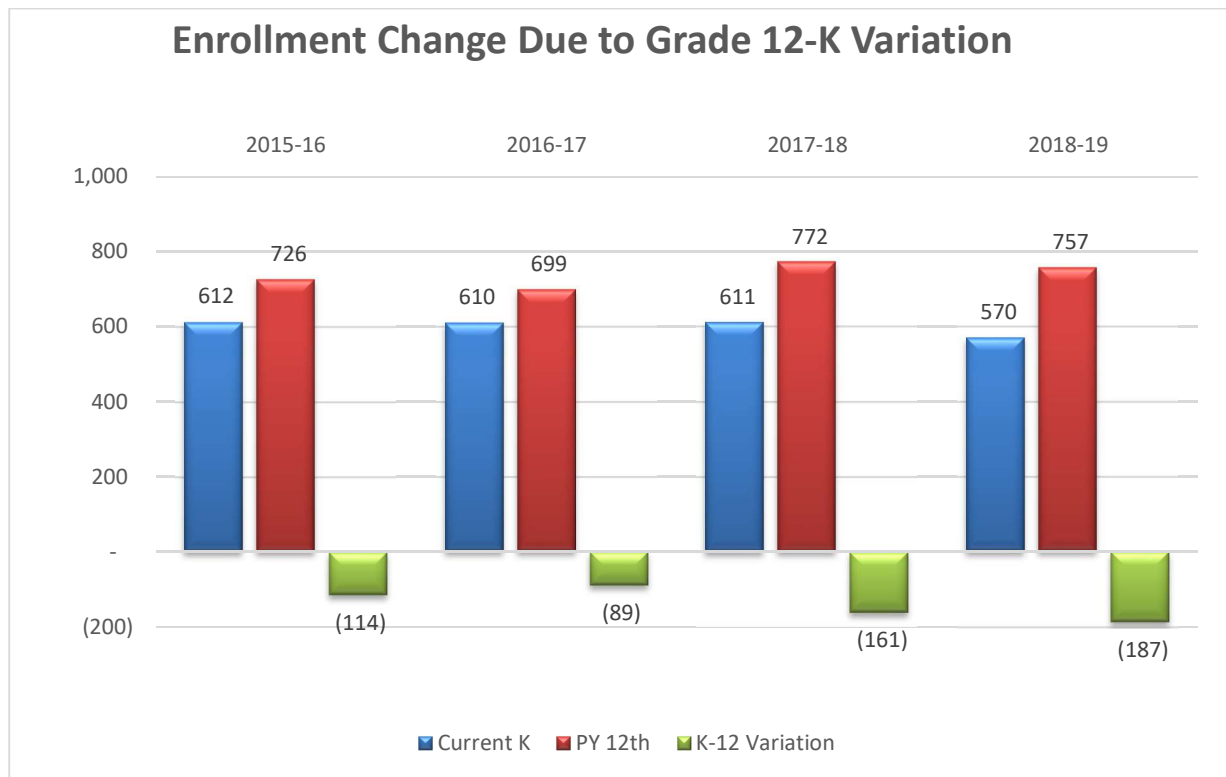
1. One of the District's commitments with the 2014 Referendum was to ensure the revenue received would last at least five years, ending with the 2019-2020 fiscal year. The District must maintain at least an 8.0% unassigned Fund balance during that time period.
2. Please note, the District began budgeting for Student Activities and Employee Severance with the 2016-17 fiscal year. More information will be provided in the financial section under each specific fund affected.

**Enrollment Trend/Forecast**

	2015-16	2016-17	2017-18	2018-19
<b>Kindergarten</b>	612	610	611	570
<b>1<sup>st</sup> Grade</b>	661	614	630	624
<b>2<sup>nd</sup> Grade</b>	611	623	629	625
<b>3<sup>rd</sup> Grade</b>	666	619	652	645
<b>4<sup>th</sup> Grade</b>	629	651	610	646
<b>5<sup>th</sup> Grade</b>	665	633	639	603
<b>6<sup>th</sup> Grade</b>	662	653	623	631
<b>7<sup>th</sup> Grade</b>	676	699	645	635
<b>8<sup>th</sup> Grade</b>	710	672	696	650
<b>9<sup>th</sup> Grade</b>	767	767	725	730
<b>10<sup>th</sup> Grade</b>	736	771	755	735
<b>11<sup>th</sup> Grade</b>	763	751	754	750
<b>12<sup>th</sup> Grade</b>	699	809	757	775
<b>K-12<sup>th</sup> Grade Totals</b>	<b>8,857</b>	<b>8,835</b>	<b>8,726</b>	<b>8,619</b>
<b>% Change</b>	-1.4%	-0.2%	-1.2%	-1.2%

Past years show historical enrollment data. Current year is based on October 1 data.

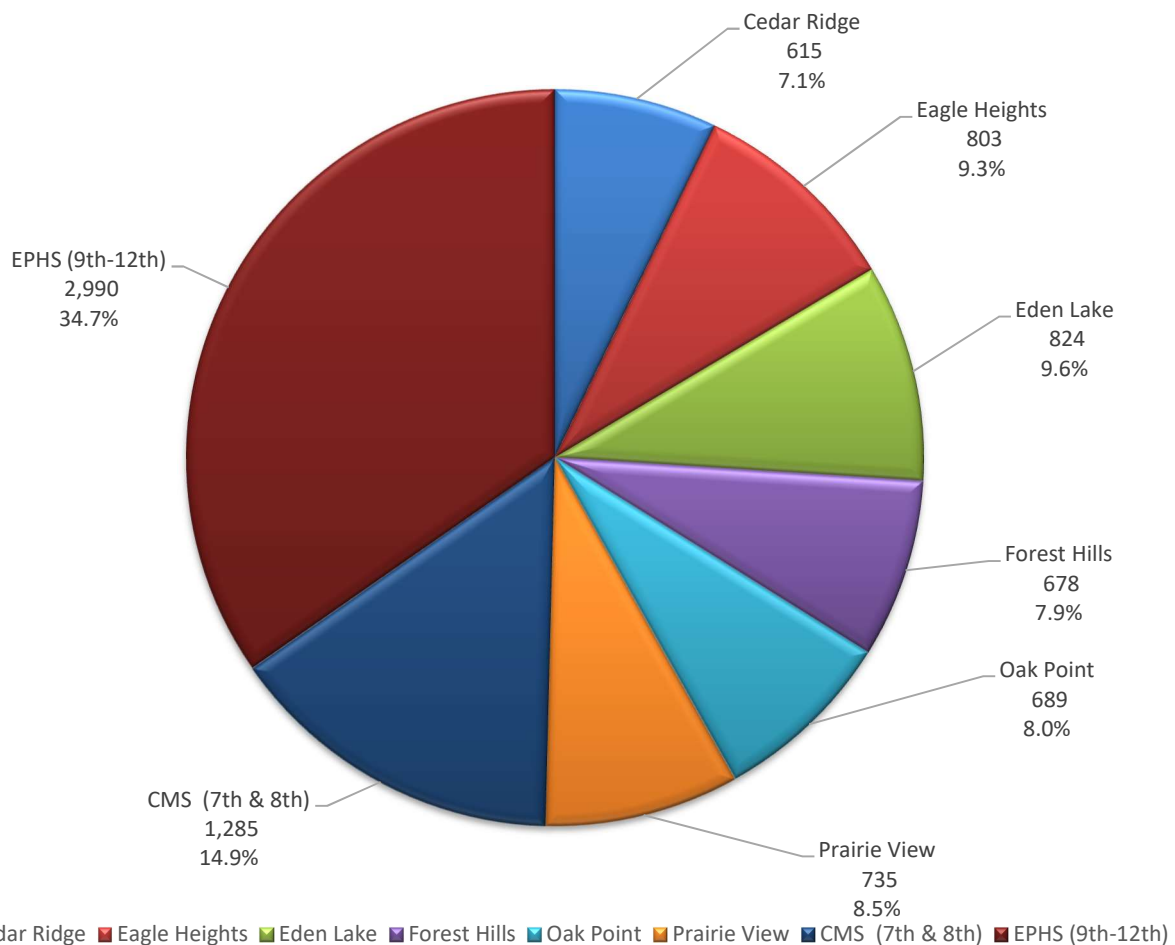
Eden Prairie Schools is largely "built out" for single family housing. As current residents "age in place", the number of school-aged children in the community overall will decline. The major contributor to enrollment decline is the decline in the size of incoming K classes vs. the previous year's graduating 12th grade class.



**Enrollment History & Projections by School Site**

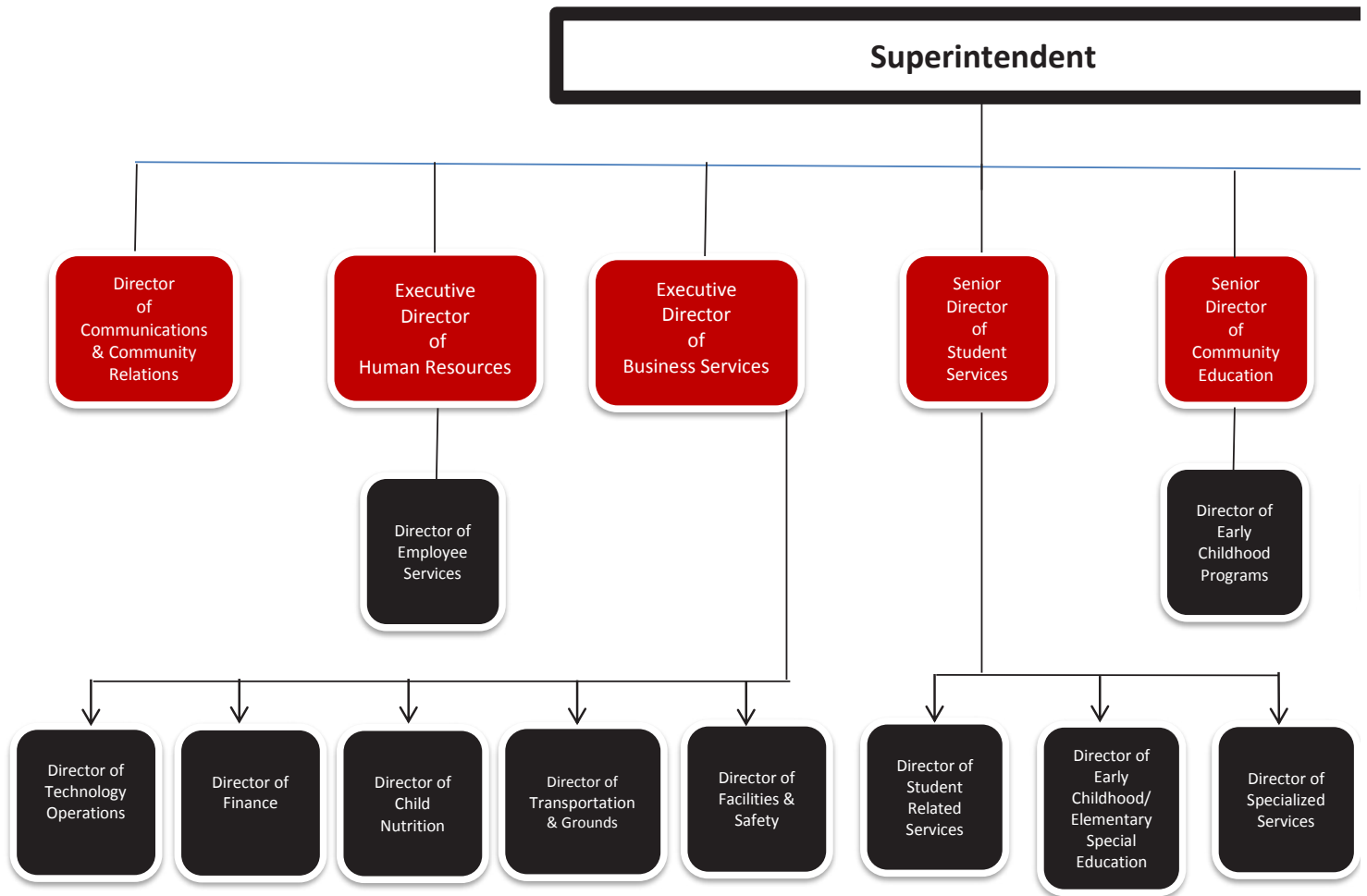
	2014-15	2015-16	2016-17	2017-18	2018-19
Cedar Ridge Elementary	750	726	675	628	615
Eagle Heights Spanish Immersion	814	824	828	831	803
Eden Lake Elementary	804	732	801	827	824
Forest Hills Elementary	774	777	648	657	678
Oak Point Elementary	764	759	742	722	689
Prairie View Elementary	654	688	709	729	735
<b>Total Elementary (K - 6th Grade)</b>	<b>4,560</b>	<b>4,506</b>	<b>4,403</b>	<b>4,394</b>	<b>4,344</b>
Central Middle School (7th & 8th)	1,417	1,386	1,371	1,341	1,285
Eden Prairie High School (9th-12th)	3,007	2,965	3,061	2,991	2,990
<b>Total Secondary (7th-12th Grade)</b>	<b>4,424</b>	<b>4,351</b>	<b>4,432</b>	<b>4,332</b>	<b>4,275</b>
<b>Total K-12th Grade</b>	<b>8,984</b>	<b>8,857</b>	<b>8,835</b>	<b>8,726</b>	<b>8,619</b>

Past years show historical enrollment data. Current year is based on October 1 data.

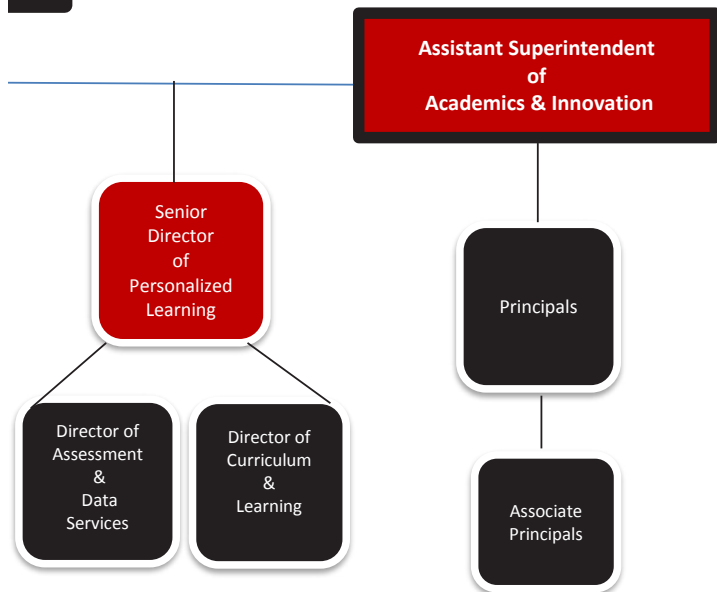
**2018-19 Projected Enrollment Breakdown by School Site**



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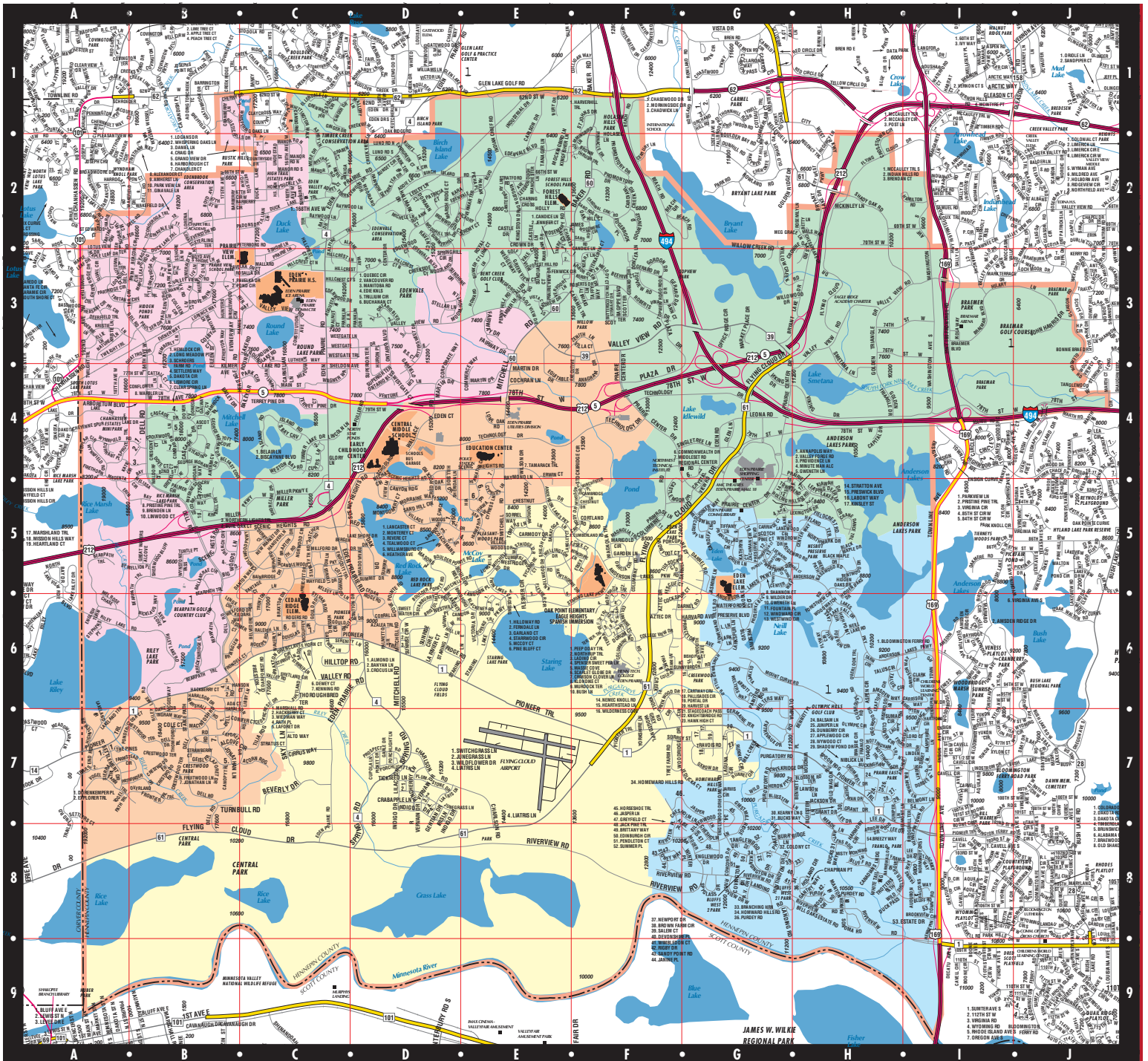


**Red = Superintendent's Cabinet**



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## ELEMENTARY SCHOOL BOUNDARIES

[www.edenpr.org/boundaries](http://www.edenpr.org/boundaries)

- PRAIRIE VIEW
- FOREST HILLS
- EDEN LAKE
- CEDAR RIDGE
- OAK POINT

# Eden Prairie Schools Strategic Plan



## Inspire EACH Student

The Strategic Plan is designed to be a roadmap for the school district, guiding decisions and development as we move together into the future. The plan was the result of many hours of work by hundreds of people, including parents, community members and district staff. It encompasses all aspects of the district's work, from our youngest learners in Early Childhood, through the K-12 school years, and into lifelong learning provided by Community Education. It touches everyone – parents, staff, and community – but most importantly, is focused on our students.



### Our Mission

Inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.

## Core Values

**We believe that:**

- ★ Each person has intrinsic value.
- ★ Each person has individual gifts, interests and talents.
- ★ Community benefits when each person contributes.
- ★ Relationships flourish on a foundation of mutual trust and respect.
- ★ Continuous learning is essential for personal fulfillment, opportunity and success.

## Mission Outcomes



Each student will enthusiastically and confidently engage in the continual pursuit of personal goals and aspirations.



Each student will achieve personal and district expectations and be inspired to learn continuously.



Each student will proactively engage in actions that contribute to community.



# 2018-2023 Strategies

## Personalized Learning

**By 2023, we will personalize learning to achieve our mission.**

1. Partnerships are formed between teachers and students which creates learning experiences that are personally relevant and reflective of each student.
2. Teachers consistently use data to design and adjust instruction in response to each student's learning and provide meaningful feedback for goal-setting and progress monitoring.
3. Students will become critical thinkers, communicators, collaborators, and creative problem solvers about the various concepts they explore through our district curriculum.
4. Authentic learning experiences are designed in which students apply their knowledge and skills to performance tasks that reflect real-world purposes, audiences, and resources.
5. Learning environments throughout the district are designed to promote partnerships, responsiveness, rigor, and authenticity.

## Achievement Disparities

**By 2023, we will eliminate achievement disparities to achieve our mission.**

1. Each student experiences personalized learning that result in achievement not predicted by race.
2. Each student experiences a supportive, responsive school environment where their social-emotional and academic needs are met by culturally conscious staff who reflectively respond to each student's voice.
3. Each family served by our schools experiences partnerships with school staff that provide a foundation for working together to ensure students across all racial groups have access to personalized learning.
4. Equitable access is provided for all students to participate in a high-quality early-childhood education.
5. The racial demographics of the staff closely reflect that of the student population.

## Engagement

**By 2023, we will engage our stakeholders to achieve our mission.**

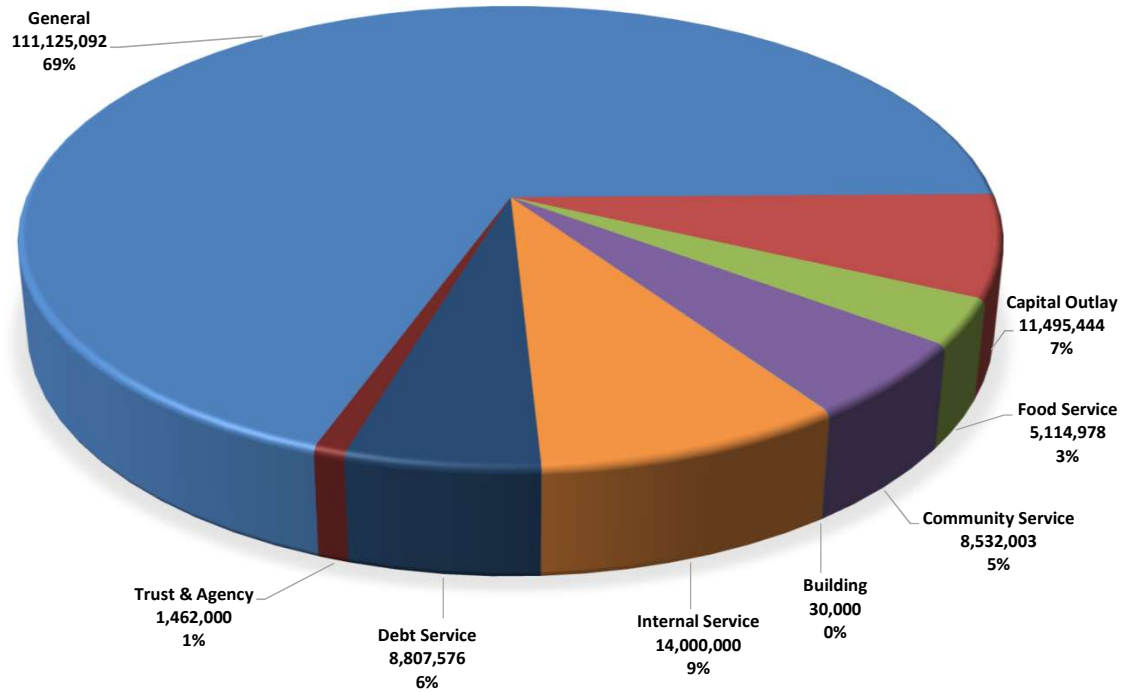
1. Student voice and leadership will be increased and elevated.
2. The beliefs and behavior of staff contribute to the achievement of our mission.
3. A family engagement plan will be developed and implemented.
4. Community partnerships are expanded and aligned to enhance student learning.

## Definitions:

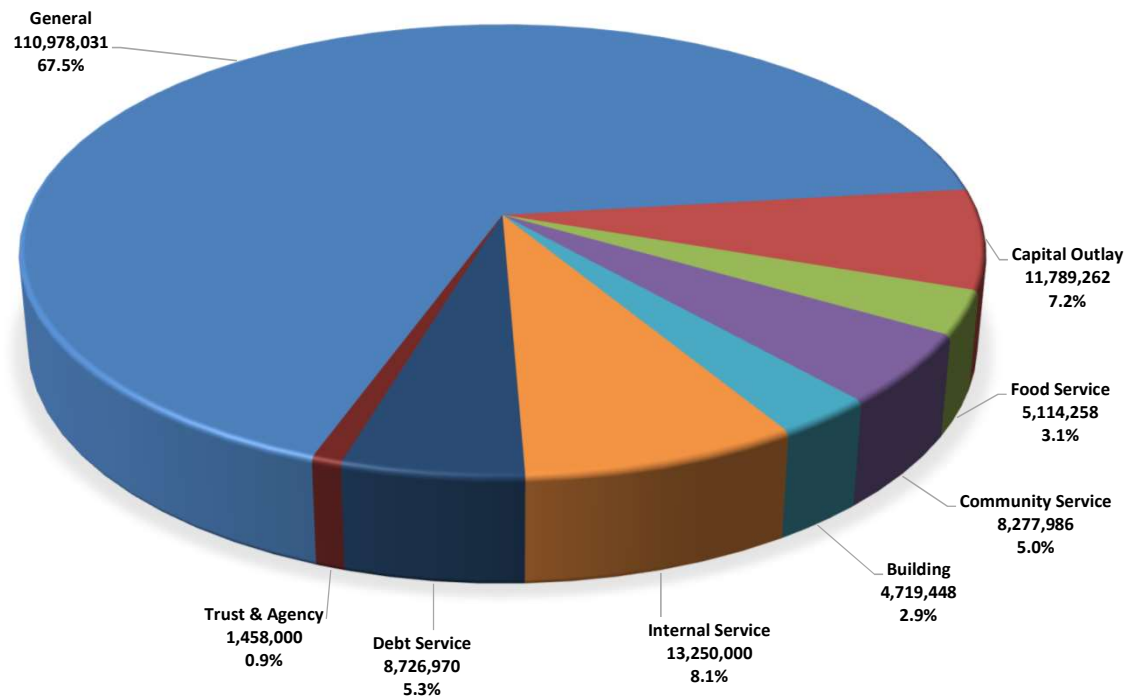
★ **Core Values:** Who are we? ★ **Mission:** Who do we serve? Why do we exist? ★ **Strategic Delimiter:** What will we not do in order to remain focused. ★ **Mission Outcomes:** For what outcomes will the district be held accountable? ★ **Strategic Plan:** A process by which a human system discerns its core purpose, and designs the means to achieve that purpose. ★ **Strategies:** What must we do to achieve our mission and objectives?

# ALL FUNDS REVENUES AND EXPENDITURES

## 2018-19 REVENUE BUDGET - ALL FUNDS



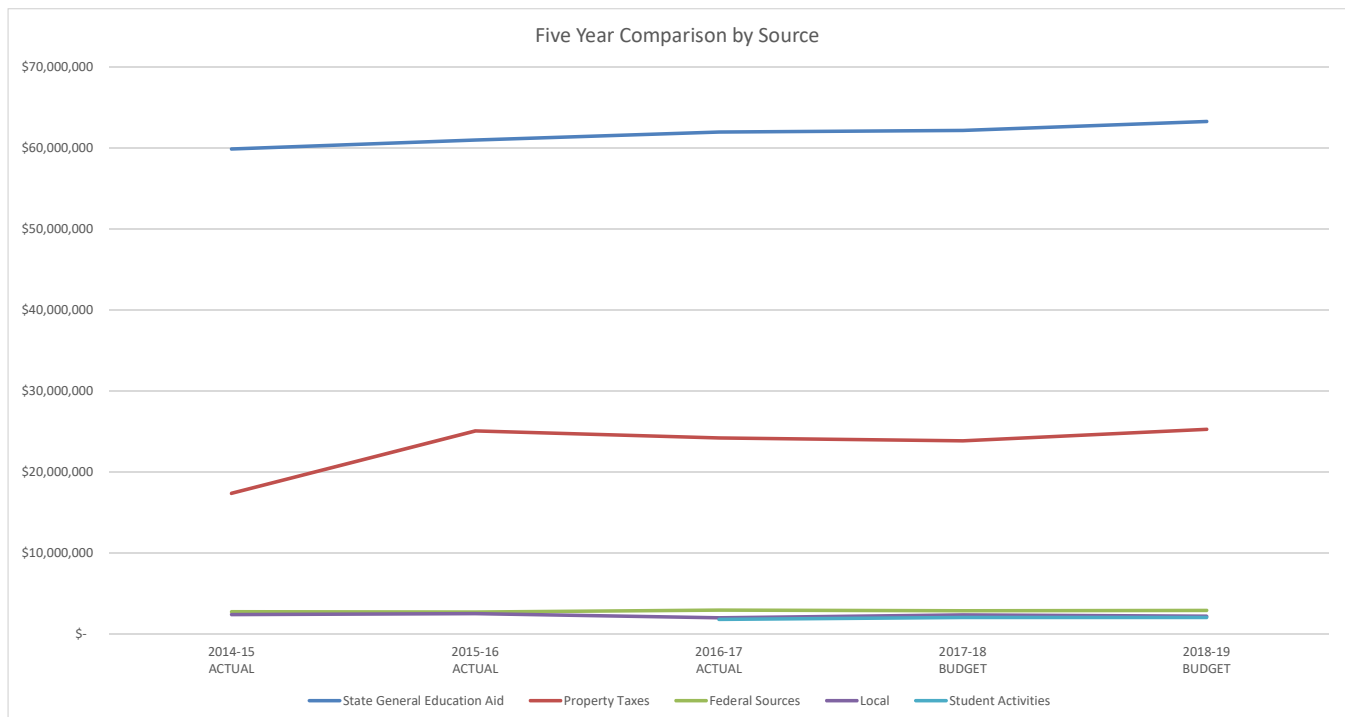
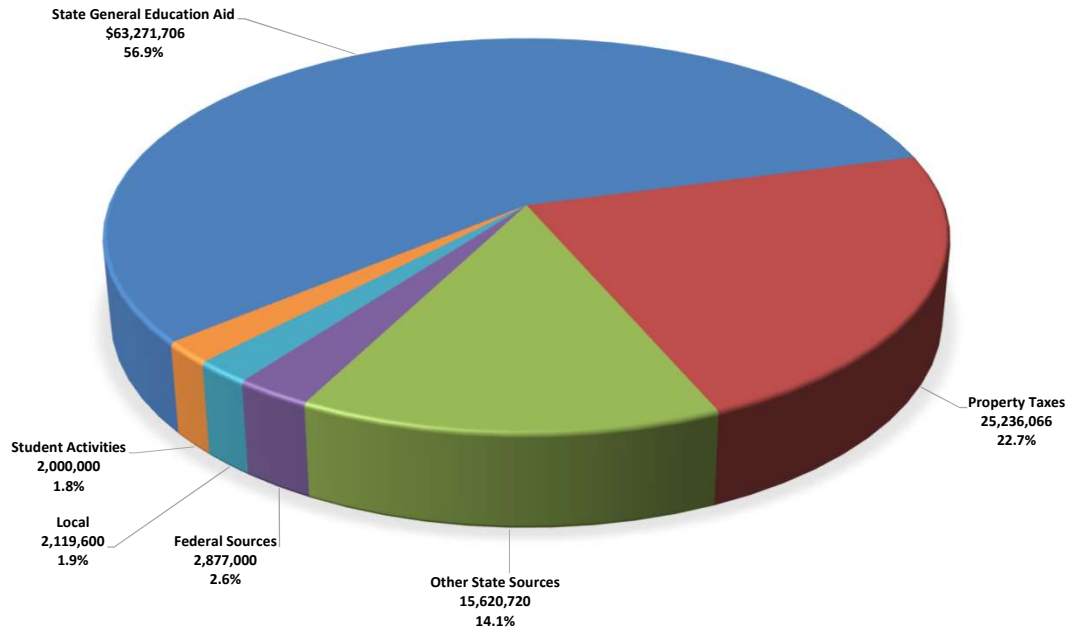
## 2018-19 EXPENDITURE BUDGET - ALL FUNDS





# GENERAL FUND REVENUE

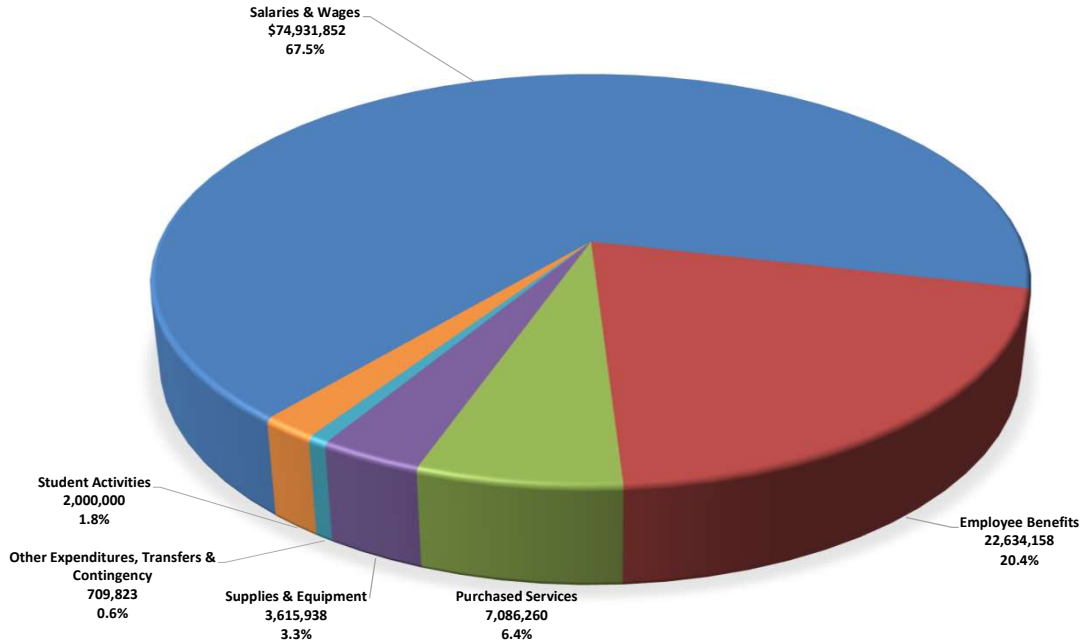
## FISCAL 2019 REVENUE



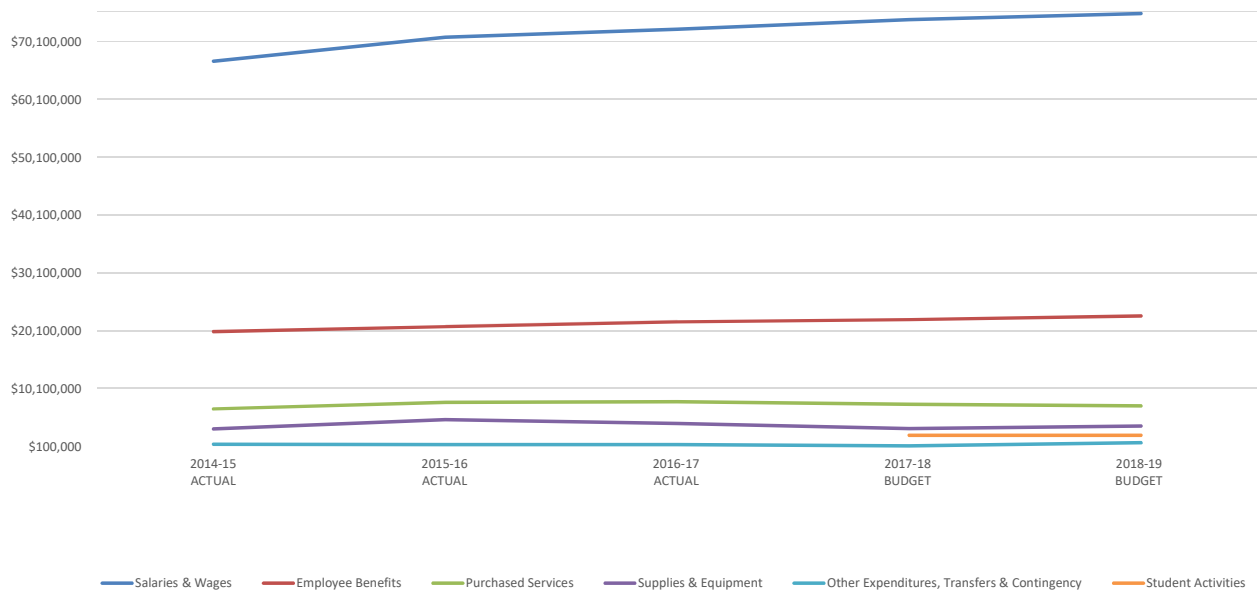
GENERAL OPERATING FUND REVENUE	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
State General Education Aid	\$ 59,870,010	\$ 60,965,947	\$ 61,954,278	\$ 62,175,614	\$ 63,271,706	\$ 1,096,092	1.76%
Property Taxes	17,321,679	25,032,923	24,174,549	23,829,769	25,236,066	1,406,297	5.90%
Other State Sources	13,292,229	14,625,256	15,928,632	16,363,890	15,620,720	(743,170)	-4.54%
Federal Sources	2,691,548	2,648,070	2,901,606	2,837,580	2,877,000	39,420	1.39%
Local	2,356,668	2,450,335	1,958,240	2,315,100	2,119,600	(195,500)	-8.44%
Student Activities			1,741,421	2,000,000	2,000,000	-	-
<b>TOTAL</b>	<b>\$ 95,532,135</b>	<b>\$105,722,531</b>	<b>\$ 108,658,726</b>	<b>\$ 109,521,953</b>	<b>\$ 111,125,092</b>	<b>\$ 1,603,139</b>	<b>1.46%</b>

# GENERAL FUND EXPENDITURES

FISCAL 2019 EXPENDITURES



Five Year Comparison by Object



GENERAL FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries & Wages	\$ 66,680,599	\$ 70,794,469	\$ 72,222,390	\$ 73,883,422	\$ 74,931,852	\$ 1,048,430	1.42%
Employee Benefits	19,945,188	20,786,608	21,601,377	21,989,683	22,634,158	644,475	2.93%
Purchased Services	6,559,316	7,692,014	7,788,844	7,374,351	7,086,260	(288,091)	-3.91%
Supplies & Equipment	3,103,712	4,722,795	4,014,489	3,172,158	3,615,938	443,780	13.99%
Other Expenditures, Transfers & Contingency	477,306	403,967	372,049	153,372	709,823	556,451	362.81%
Student Activities	-	-	-	2,000,000	2,000,000	-	0.00%
<b>TOTAL</b>	<b>\$ 96,766,120</b>	<b>\$ 104,399,853</b>	<b>\$ 105,999,148</b>	<b>\$ 108,572,986</b>	<b>\$ 110,978,031</b>	<b>\$ 2,405,045</b>	<b>2.22%</b>

## GENERAL FUND EXPENDITURES (by Object)

	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET
<b>SALARIES AND WAGES</b>					
ADMINISTRATION	\$ 2,413,366	\$ 2,666,247	\$ 2,730,276	\$ 2,738,665	\$ 2,794,452
DISTRICT SUPPORT SERVICES	1,969,420	2,107,329	2,092,920	2,043,790	2,355,038
REGULAR INSTRUCTION	35,611,283	38,337,001	39,469,634	40,225,595	40,697,514
VOCATIONAL EDUCATION	1,123,620	1,084,916	1,141,556	1,132,660	1,086,620
SPECIAL EDUCATION INSTRUCT	13,439,210	13,977,171	13,610,437	14,161,911	14,119,751
INSTRUCTIONAL SUPPORT	3,412,594	3,290,316	3,444,619	3,530,491	3,780,024
PUPIL SUPPORT	4,979,094	5,137,497	5,545,203	5,607,264	5,692,576
SITE AND BUILDING	3,732,011	4,193,991	4,187,743	4,443,046	4,405,877
<b>TOTAL SALARIES AND WAGES</b>	<b>\$ 66,680,599</b>	<b>\$ 70,794,469</b>	<b>\$ 72,222,390</b>	<b>\$ 73,883,422</b>	<b>\$ 74,931,852</b>
<b>EMPLOYEE BENEFITS</b>					
ADMINISTRATION	\$ 825,521	\$ 792,659	\$ 838,453	\$ 882,712	\$ 869,351
DISTRICT SUPPORT SERVICES	795,813	717,100	716,850	706,302	772,078
REGULAR INSTRUCTION	9,506,189	10,505,886	10,878,888	11,006,203	11,319,714
VOCATIONAL EDUCATION	314,216	288,170	323,397	312,062	312,042
SPECIAL EDUCATION INSTRUCT	3,985,515	4,200,471	4,238,297	4,348,881	4,389,929
INSTRUCTIONAL SUPPORT	1,175,610	870,189	954,574	997,252	1,024,373
PUPIL SUPPORT	2,117,989	2,078,465	2,309,861	2,437,679	2,479,432
SITE AND BUILDING	1,224,335	1,333,668	1,341,057	1,431,377	1,383,029
FISCAL & FIXED COSTS	-	-	-	(132,785)	84,210
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>\$ 19,945,188</b>	<b>\$ 20,786,608</b>	<b>\$ 21,601,377</b>	<b>\$ 21,989,683</b>	<b>\$ 22,634,158</b>
<b>PURCHASED SERVICES</b>					
ADMINISTRATION	\$ 48,104	\$ 33,200	\$ 47,540	\$ 72,200	\$ 70,900
DISTRICT SUPPORT SERVICES	949,993	1,128,773	996,377	1,190,634	1,160,534
REGULAR INSTRUCTION	829,127	2,113,887	1,993,194	1,027,081	1,024,710
VOCATIONAL EDUCATION	285,827	477,463	640,304	543,600	502,000
SPECIAL EDUCATION INSTRUCT	900,811	845,293	1,079,161	1,245,050	1,243,313
INSTRUCTIONAL SUPPORT	1,271,309	961,249	758,389	877,081	719,568
PUPIL SUPPORT	299,028	172,951	233,221	262,950	155,680
SITE AND BUILDING	1,645,451	1,706,603	1,728,306	1,805,755	1,859,555
FISCAL & FIXED COSTS	329,667	252,595	312,351	350,000	350,000
<b>TOTAL PURCHASED SERVICES</b>	<b>\$ 6,559,316</b>	<b>\$ 7,692,014</b>	<b>\$ 7,788,844</b>	<b>\$ 7,374,351</b>	<b>\$ 7,086,260</b>
<b>STUDENT ACTIVITIES</b>					
TOTAL STUDENT ACTIVITIES				2,000,000	2,000,000
<b>SUPPLIES &amp; EQUIPMENT</b>					
ADMINISTRATION	\$ 5,804	\$ 3,776	\$ 8,278	\$ 3,350	\$ 3,850
DISTRICT SUPPORT SERVICES	4,998	115,261	195,631	166,900	166,100
REGULAR INSTRUCTION	993,850	1,473,981	1,590,973	857,193	925,068
VOCATIONAL EDUCATION	46,494	64,947	69,504	29,200	9,300
SPECIAL EDUCATION INSTRUCT	104,978	119,608	269,830	336,600	329,110
INSTRUCTIONAL SUPPORT	75,202	175,235	102,612	(16,069)	429,505
PUPIL SUPPORT	912,501	799,347	746,222	844,355	844,505
SITE AND BUILDING	959,883	1,970,640	1,031,439	950,629	908,500
<b>TOTAL SUPPLIES &amp; EQUIPMENT</b>	<b>\$ 3,103,712</b>	<b>\$ 4,722,795</b>	<b>\$ 4,014,489</b>	<b>\$ 3,172,158</b>	<b>\$ 3,615,938</b>
<b>OTHER EXPENDITURES</b>					
ADMINISTRATION	\$ 46,495	\$ 55,341	\$ 48,720	\$ 67,400	\$ 66,500
DISTRICT SUPPORT SERVICES	43,046	49,005	17,230	21,600	22,500
REGULAR INSTRUCTION	32,639	73,816	79,531	61,062	61,898
SPECIAL EDUCATION INSTRUCT	8,024	13,091	23,306	25,300	25,300
INSTRUCTIONAL SUPPORT	25,559	14,387	15,928	15,925	15,925
PUPIL SUPPORT	6,139	1,746	3,658	4,400	4,400
SITE AND BUILDING	3,143	7,233	4,826	13,300	13,300
<b>TOTAL OTHER EXPENDITURES</b>	<b>\$ 165,303</b>	<b>\$ 216,284</b>	<b>\$ 209,626</b>	<b>\$ 209,501</b>	<b>\$ 209,823</b>
<b>OTHER FINANCING USES</b>					
GENERAL FUND CONTINGENCY	\$ -	\$ -	\$ -	\$ 62,650	\$ 100,000
OTHER CONTINGENCY, TRANSFERS, RESERVE	312,003	187,683	162,423	(118,779)	400,000
<b>TOTAL OTHER FINANCING USES</b>	<b>\$ 312,003</b>	<b>\$ 187,683</b>	<b>\$ 162,423</b>	<b>\$ (56,129)</b>	<b>\$ 500,000</b>
<b>GENERAL FUND TOTAL</b>	<b>\$ 96,766,120</b>	<b>\$ 104,399,853</b>	<b>\$ 105,999,148</b>	<b>\$ 108,572,986</b>	<b>\$ 110,978,031</b>

## GENERAL FUND EXPENDITURES (by Program)

	2014-15		2015-16		2016-17		2017-18		2018-19	
	ACTUAL		ACTUAL		ACTUAL		BUDGET		BUDGET	
District & School Administration										
School Board	\$	61,207	\$	62,592	\$	64,774	\$	79,163	\$	78,485
Office of the Superintendent		471,470		474,935		467,570		478,758		475,877
Instructional Administration		262,744		256,921		297,986		277,580		282,848
School Administration		2,543,868		2,756,775		2,842,936		2,928,826		2,967,843
Total District & School Administration	\$	3,339,289	\$	3,551,223	\$	3,673,266	\$	3,764,327	\$	3,805,053
District Support Services										
General Administrative Support	\$	1,326,592	\$	1,484,527	\$	1,298,301	\$	1,409,765	\$	1,418,975
Other Administrative Support		1,009,516		1,004,894		1,226,557		991,801		1,244,228
Business Support Services		1,418,226		1,619,160		1,485,352		1,717,660		1,803,047
Cooperative Purchasing & Services		8,937		8,887		8,799		10,000		10,000
Total District Support Services	\$	3,763,271	\$	4,117,469	\$	4,019,009	\$	4,129,226	\$	4,476,250
Regular Instruction										
Kindergarten Education	\$	2,933,098	\$	3,448,316	\$	3,471,576	\$	3,293,841	\$	3,683,713
Elementary Education		15,812,231		17,926,160		18,338,202		5,215,675		4,738,963
Title II, Part A - Improve Teacher Quality		206,098		154,829		160,985		2,025,211		2,189,309
Title III, Part A - English Language Acquisition		72,778		88,313		99,113		2,026,940		1,970,625
Secondary Education		2,467,565		2,726,697		3,009,941		7,869,398		8,465,219
Visual Art		1,150,907		1,132,703		1,062,171		1,101,396		1,021,525
Business		379,245		386,100		295,350		296,481		304,572
Title I - Educationally Disadvantaged		1,185,608		1,122,340		1,205,187		664,396		775,000
Basic Skills		77,215		83,168		14,297		15,304		1,000
Gifted and Talented		1,582,199		1,870,475		1,985,804		2,029,061		1,899,867
Limited English Proficiency		1,892,960		2,020,746		2,148,130		2,199,486		2,234,387
English (Language Art)		2,995,550		3,201,642		3,361,953		6,145,950		6,632,980
Foreign/Native language		2,116,304		2,126,475		2,176,009		2,240,975		2,283,772
Health & Physical Education		1,922,567		1,936,574		1,911,747		1,944,441		1,939,199
Family Living Science		2,646		907		1,259		1,000		1,000
Industrial Education		285,830		263,976		243,906		257,123		236,510
Mathematics		2,759,352		2,945,854		3,345,545		3,402,915		3,317,438
Computer Science/Technology Education		5,939		-		1,345		-		-
Music		1,935,118		2,042,623		2,129,670		2,192,291		2,275,696
Natural Sciences		2,625,650		2,653,407		2,815,316		2,914,027		2,843,945
Social Studies		2,582,508		2,720,582		2,689,770		2,790,737		2,823,658
Total Regular Instruction	\$	44,991,366	\$	48,851,888	\$	50,467,276	\$	50,700,877	\$	51,704,645
Co-Curricular & Extra-Curricular										
Co-curricular Activities		240,030	\$	778,787	\$	658,503	\$	239,918	\$	241,478
Boys & Girls Athletics		1,183,197		1,537,964		1,509,059		3,289,922		3,345,726
Boys Athletics		306,244		673,885		739,438		398,309		432,922
Girls Athletics		252,250		662,048		637,945		279,329		304,133
Total Co-Curricular & Extra-Curricular	\$	1,981,722	\$	3,652,683	\$	3,544,944	\$	4,207,478	\$	4,324,259
Vocational Education										
Distributive Education	\$	161,238	\$	134,611	\$	95,406	\$	70,154	\$	83,204
Home Economics/ Consumer Ed.		292,008		225,181		266,986		275,725		282,461
Business & Office		572,473		672,306		730,295		613,537		611,099
Trade & Industry		167,477		125,466		140,706		135,531		102,792
Special Needs		348,913		385,618		369,287		354,085		324,430
Vocational-General		228,307		373,977		588,510		569,004		505,976
Total Vocational Education	\$	1,770,416	\$	1,917,159	\$	2,191,189	\$	2,018,036	\$	1,909,962

## GENERAL FUND EXPENDITURES (by Program)

	2014-15		2015-16		2016-17		2017-18		2018-19
	ACTUAL		ACTUAL		ACTUAL		BUDGET		BUDGET
<b>Special Education Instruction</b>									
Speech/Language Impaired	1,654,454	\$	1,803,909	\$	1,642,180	\$	1,797,984	\$	1,608,957
Mild-Moderate Impaired	1,939,954		2,292,006		2,459,137		2,545,955		2,248,996
Moderate-Severe Impaired	763,359		844,307		500,829		555,027		662,706
Physically Impaired	1,111,647		1,098,930		840,413		889,983		914,198
Deaf-Hard of Hearing	292,932		308,218		288,685		286,797		255,304
Visually Impaired	59,152		33,649		30,438		41,758		57,369
Specific Learning Disability	2,396,533		2,140,880		2,215,615		2,326,976		2,635,362
Emotional/Behavioral Disorder	2,420,822		2,802,359		3,391,000		3,351,844		2,957,062
Other Health Impaired	221,527		339,894		280,142		316,399		383,747
Autistic	2,561,634		2,557,496		2,133,005		2,253,297		2,628,970
ECSE	1,581,738		1,573,950		1,619,982		1,754,291		1,809,057
Traumatic Brain Injury	21,756		30,620		117		3,072		25,796
Severely Multiple Impaired	413,472		160,085		69,733		89,272		73,562
Spec Educ-General	2,605,258		2,930,856		3,356,772		3,523,234		3,429,049
Care and Treatment	232,411		238,477		392,983		381,853		417,268
<b>Total Special Education Instruction</b>	<b>\$ 18,276,649</b>	<b>\$</b>	<b>19,155,634</b>	<b>\$</b>	<b>19,221,031</b>	<b>\$</b>	<b>20,117,742</b>	<b>\$</b>	<b>20,107,403</b>
<b>Instructional Support</b>									
General Instructional Support	4,222,344	\$	3,126,607	\$	2,959,011	\$	3,376,998	\$	3,179,875
Curriculum Consult/Development	497,620		540,242		425,291		445,655		799,468
Educational Media	666,120		618,429		532,971		611,261		624,554
Staff Development	574,190		1,026,100		1,358,850		1,239,545		1,365,498
<b>Total Instructional Support</b>	<b>\$ 5,960,274</b>	<b>\$</b>	<b>5,311,377</b>	<b>\$</b>	<b>5,276,122</b>	<b>\$</b>	<b>5,673,459</b>	<b>\$</b>	<b>5,969,395</b>
<b>Pupil Support</b>									
Counseling & Guidance	1,076,638	\$	1,056,598	\$	1,137,991	\$	1,185,527	\$	1,185,385
Health Services	485,215		494,152		551,306		575,569		590,364
Psychological Services	108,051		115,519		126,483		133,153		142,402
Attend/Soc Work	497,410		527,000		613,364		644,269		632,723
Pupil Transportation Regular	6,144,886		5,994,152		6,404,397		6,605,677		6,617,719
Other Pupil Support Services	2,551		2,586		4,624		12,453		8,000
<b>Total Pupil Support</b>	<b>\$ 8,314,751</b>	<b>\$</b>	<b>8,190,006</b>	<b>\$</b>	<b>8,838,165</b>	<b>\$</b>	<b>9,156,648</b>	<b>\$</b>	<b>9,176,593</b>
<b>Site &amp; Building</b>									
Operations & Maintenance	7,564,823	\$	9,212,135	\$	8,293,372	\$	8,644,107	\$	8,570,261
<b>Total Site and Building</b>	<b>\$ 7,564,823</b>	<b>\$</b>	<b>9,212,135</b>	<b>\$</b>	<b>8,293,372</b>	<b>\$</b>	<b>8,644,107</b>	<b>\$</b>	<b>8,570,261</b>
<b>Fiscal &amp; Other</b>									
Worker's Compensation	\$ -	\$	-	\$	-	\$	(132,785)	\$	84,210
Property & Other Insurance	\$ 329,667		252,595		312,351		350,000		350,000
Contingencies & Reserves	\$ 213,684		187,683		162,423		(56,129)		500,000
<b>Total Fiscal &amp; Other</b>	<b>\$ 543,351</b>	<b>\$</b>	<b>440,278</b>	<b>\$</b>	<b>474,774</b>	<b>\$</b>	<b>161,086</b>	<b>\$</b>	<b>934,210</b>
<b>Total General Fund Expenditures</b>	<b>\$ 96,505,912</b>	<b>\$</b>	<b>104,399,853</b>	<b>\$</b>	<b>105,999,148</b>	<b>\$</b>	<b>108,572,986</b>	<b>\$</b>	<b>110,978,031</b>

# CEDAR RIDGE ELEMENTARY

8905 Braxton Drive, Eden Prairie, MN 55347

Principal: Amy Kettunen Jahnke  
Assoc Principal: Stephanie Baker

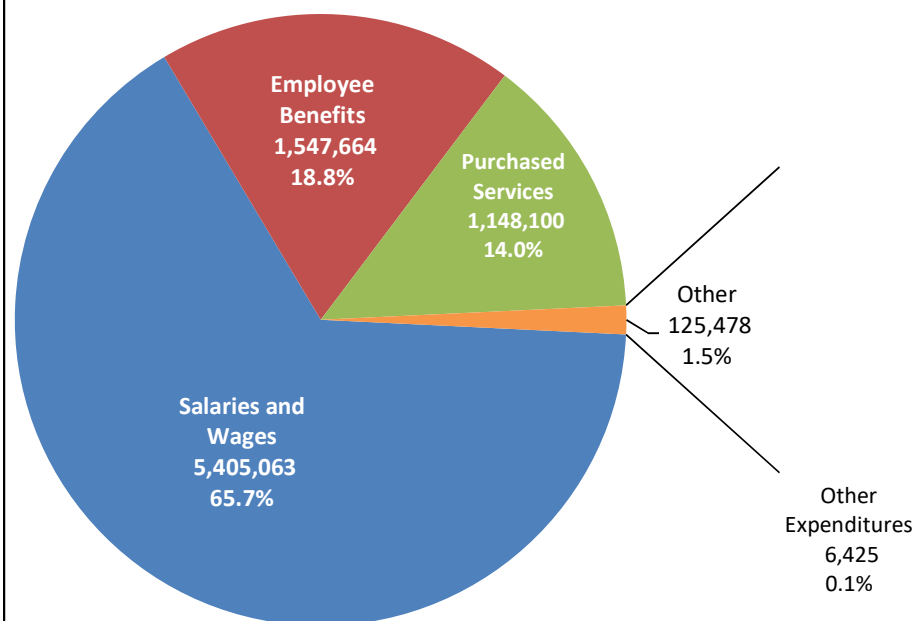
Cedar Ridge Elementary School's enrollment decreased from 779 students October 1, 2013 to 628 on October 1, 2017. The projected student count for the 2018-19 school year is 615 students. This is a decrease of 21.1% over the six year period. The percentage of students eligible for free or reduced meals decreased slightly from 19.8% in 2013-14 to a projected 18.7% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

## ENROLLMENT AS OF OCTOBER 1

Grade	13-14	14-15	15-16	16-17	17-18	18-19
K	103	85	88	93	67	72
1	115	107	89	92	97	71
2	86	113	111	90	85	97
3	124	96	110	99	89	84
4	119	115	90	104	101	91
5	108	122	117	88	101	100
6	124	112	121	109	88	100
<b>TOTAL</b>	<b>779</b>	<b>750</b>	<b>726</b>	<b>675</b>	<b>628</b>	<b>615</b>

F/R	19.8%	19.5%	20.5%	17.2%	18.9%	18.7%
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	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,252,509	5,322,512	5,532,003	5,472,320	5,570,878	5,405,063
Employee Benefits	1,442,661	1,509,226	1,607,674	1,574,889	1,533,714	1,547,664
Purchased Services	72,064	119,393	168,387	1,769,288	587,550	1,148,100
Supplies & Equipment	149,462	177,482	174,315	248,006	175,607	119,053
Other Expenditures	2,720	1,438	2,351	4,860	6,319	6,425
<b>TOTAL EXPENDITURES</b>	<b>6,919,416</b>	<b>7,130,052</b>	<b>7,484,730</b>	<b>9,069,362</b>	<b>7,874,068</b>	<b>8,226,305</b>
<b>TOTAL STUDENTS</b>	<b>779</b>	<b>750</b>	<b>726</b>	<b>675</b>	<b>628</b>	<b>615</b>



The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 83.5% of the total budget. Purchased Services account for the next largest share of the budget at 14.0%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment at 1.4%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

**EAGLE HEIGHTS SPANISH IMMERSION ELEMENTARY**

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal:

**Hernan Moncada**

Assoc Principal:

**Mitch Heglund**

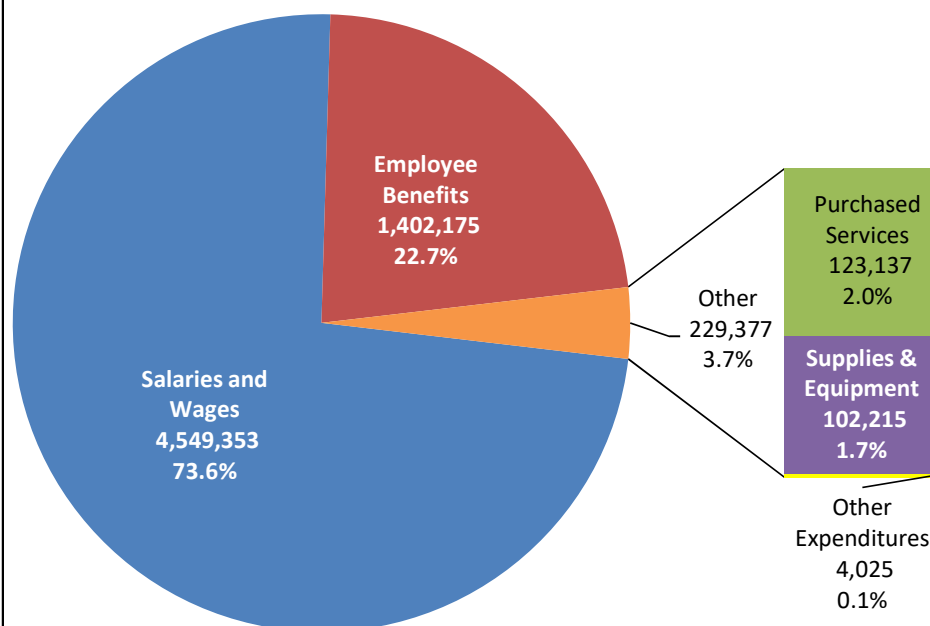
Eagle Heights Spanish Immersion School's enrollment increased slightly from 825 students October 1, 2013 to 831 on October 1, 2017. The projected student count for the 2018-19 school year is 803 students. This is a decrease of 2.7% over the six year period. The percentage of students eligible for free or reduced meals decreased from 8.4% in 2013-14 to a projected 7.5% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

**ENROLLMENT AS OF OCTOBER 1**

Grade	13-14	14-15	15-16	16-17	17-18	18-19
K	131	148	130	131	131	132
1	124	119	139	123	130	122
2	133	114	115	136	125	122
3	135	124	103	111	129	119
4	104	123	123	97	107	119
5	97	99	118	121	94	101
6	101	87	96	109	115	88
<b>TOTAL</b>	<b>825</b>	<b>814</b>	<b>824</b>	<b>828</b>	<b>831</b>	<b>803</b>

<b>F/R</b>	8.4%	8.9%	9.1%	6.6%	7.7%	7.5%
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	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	3,342,981	3,823,258	4,090,541	4,240,705	4,528,590	4,549,353
Employee Benefits	1,023,504	1,141,104	1,233,530	1,265,076	1,363,964	1,402,175
Purchased Services	28,711	77,773	55,164	137,548	122,917	123,137
Supplies & Equipment	56,210	114,617	98,147	142,450	139,578	102,215
Other Expenditures	2,387	1,821	2,306	4,234	5,819	4,025
<b>TOTAL EXPENDITURES</b>	<b>4,453,792</b>	<b>5,158,573</b>	<b>5,479,688</b>	<b>5,790,013</b>	<b>6,160,868</b>	<b>6,180,905</b>
<b>TOTAL STUDENTS</b>	<b>825</b>	<b>814</b>	<b>824</b>	<b>828</b>	<b>831</b>	<b>803</b>



The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.3% of the total budget. Supplies and Materials, at 1.7%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services account for 2.0%, including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.



# EDEN LAKE ELEMENTARY

12000 Anderson Lakes Parkway, Eden Prairie, MN 55344

Principal:

Tim Beekmann

Assoc Principal:

Tom Walters

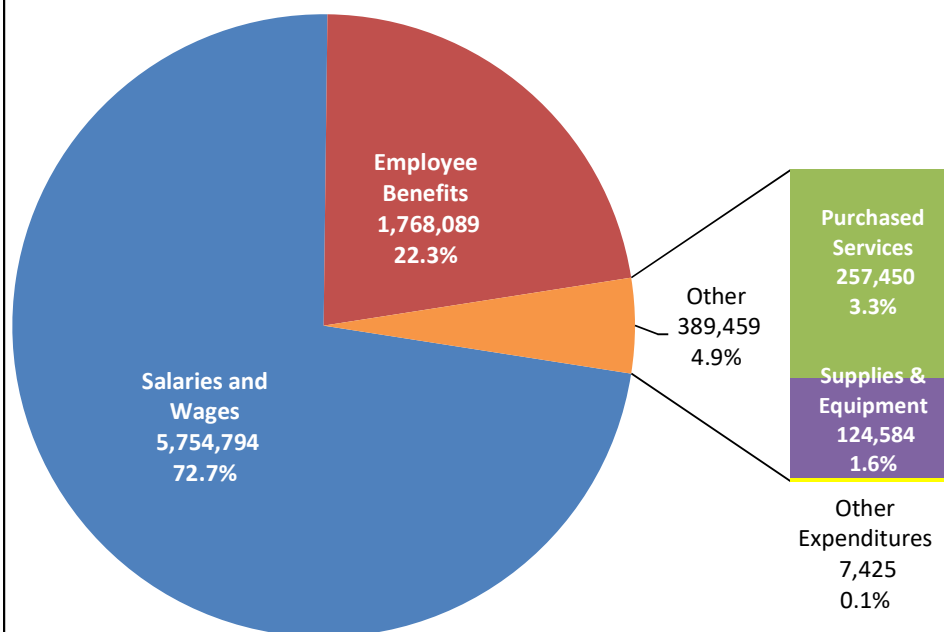
Eden Lake Elementary School's enrollment decreased from 841 students October 1, 2013 to 827 on October 1, 2017. The projected student count for the 2018-19 school year is 824 students. This is a decrease of 2.0% over the six year period. Due to facility constraints at Forest Hills, the Mosaic program was moved to Eden Lake starting in 2016-17. The percentage of students eligible for free or reduced meals decreased from 36.5% in 2013-14 to a projected 34.3% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

## ENROLLMENT AS OF OCTOBER 1

Grade	13-14	14-15	15-16	16-17	17-18	18-19
K	97	106	88	86	116	97
1	136	102	105	90	96	122
2	111	130	102	97	97	99
3	130	104	122	115	119	113
4	119	124	93	146	114	120
5	130	116	114	121	162	115
6	118	122	108	146	123	158
<b>TOTAL</b>	<b>841</b>	<b>804</b>	<b>732</b>	<b>801</b>	<b>827</b>	<b>824</b>

F/R	36.5%	39.9%	40.2%	31.5%	34.7%	34.3%
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	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,120,258	5,150,793	5,336,694	5,701,109	5,692,450	5,754,794
Employee Benefits	1,401,588	1,487,771	1,573,006	1,686,626	1,719,089	1,768,089
Purchased Services	93,343	137,501	139,164	806,889	143,250	257,450
Supplies & Equipment	120,239	146,590	180,572	207,878	235,839	124,584
Other Expenditures	1,791	1,778	4,402	7,309	7,319	7,425
<b>TOTAL EXPENDITURES</b>	<b>6,737,220</b>	<b>6,924,433</b>	<b>7,233,838</b>	<b>8,409,811</b>	<b>7,797,947</b>	<b>7,912,342</b>
<b>TOTAL STUDENTS</b>	<b>841</b>	<b>804</b>	<b>732</b>	<b>801</b>	<b>827</b>	<b>824</b>



The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 95.0% of the total budget. Purchased services, at 3.3%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.6%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

Forest Hills Elementary School's enrollment decreased from 732 students October 1, 2013 to 657 on October 1, 2017. The projected student count for the 2018-19 school year is 678 students. This is a decrease of 7.4% over the six year period. Due to facility constraints, the Mosaic program was moved from Forest Hills to Eden Lake in 2016-17. The percentage of students eligible for free or reduced meals decreased from 30.1% in 2013-14 to a projected 23.5% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	13-14	14-15	15-16	16-17	17-18	18-19
K	105	105	112	107	97	88
1	111	110	108	96	105	96
2	99	113	106	97	111	109
3	110	99	123	99	98	112
4	115	109	101	103	92	96
5	100	119	108	67	87	91
6	92	107	119	79	67	86
<b>TOTAL</b>	<b>732</b>	<b>762</b>	<b>777</b>	<b>648</b>	<b>657</b>	<b>678</b>

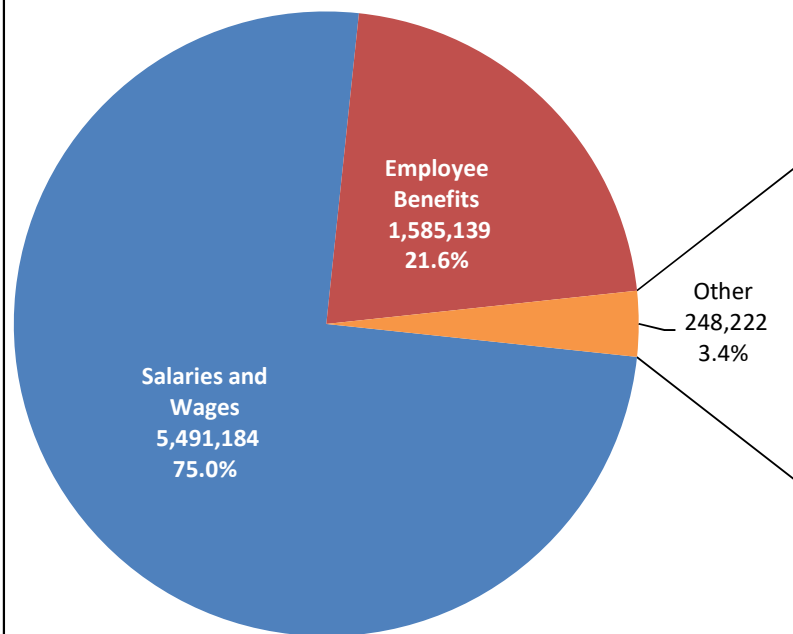
  

F/R	30.1%	26.6%	29.0%	27.5%	24.8%	23.5%
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	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	4,520,414	5,363,996	5,725,213	5,434,437	5,507,943	5,491,184
Employee Benefits	1,252,658	1,510,055	1,623,134	1,615,708	1,563,991	1,585,139
Purchased Services	99,781	151,024	170,313	197,090	131,625	157,825
Supplies & Equipment	118,864	131,151	152,199	166,272	130,363	83,122
Other Expenditures	1,635	2,165	1,842	8,342	7,169	7,275
<b>TOTAL EXPENDITURES</b>	<b>5,993,351</b>	<b>7,158,390</b>	<b>7,672,701</b>	<b>7,421,849</b>	<b>7,341,091</b>	<b>7,324,545</b>

<b>TOTAL STUDENTS</b>	<b>732</b>	<b>762</b>	<b>777</b>	<b>648</b>	<b>657</b>	<b>678</b>
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The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.6% of the total budget. Supplies and Equipment, at 1.1%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services account for 2.2%, including professional fees, utilities, postage, communication, etc. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

# OAK POINT ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal: **Joel Knorr**  
Assoc Principal: **Gretchen Kleinsasser**

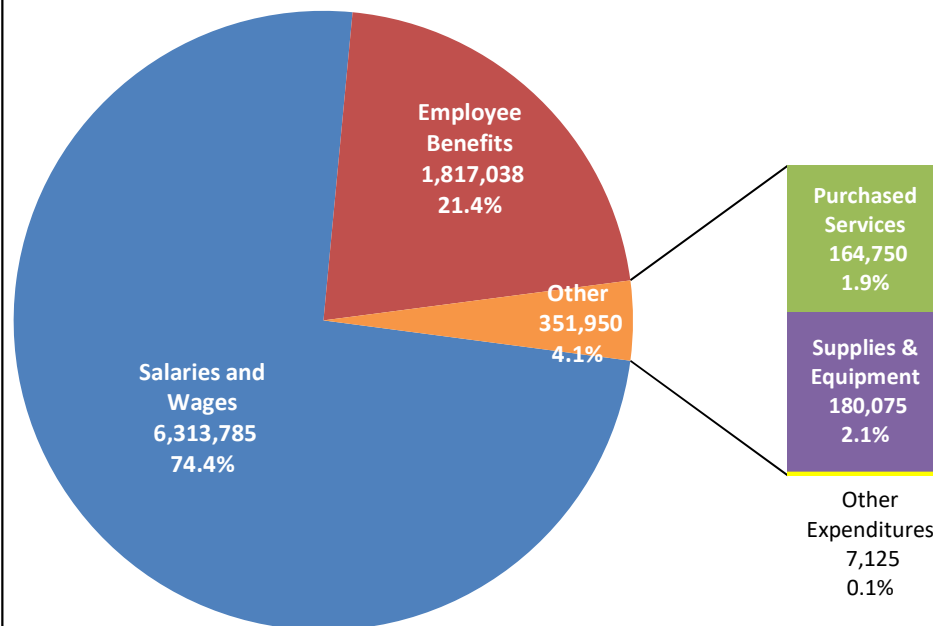
Oak Point Elementary School's enrollment decreased from 794 students October 1, 2013 to 722 on October 1, 2017. The projected student count for the 2018-19 school year is to decrease to 689 students. This is a decrease of 13.2% over the six year period. The percentage of students eligible for free or reduced meals decreased from 26.8% in 2013-14 to a projected 24.3% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

## ENROLLMENT AS OF OCTOBER 1

Grade	13-14	14-15	15-16	16-17	17-18	18-19
K	109	115	106	105	86	84
1	118	110	118	115	111	94
2	121	111	103	105	112	109
3	114	125	107	96	105	108
4	105	104	116	94	98	103
5	94	104	100	125	89	97
6	133	95	109	102	121	94
<b>TOTAL</b>	<b>794</b>	<b>764</b>	<b>759</b>	<b>742</b>	<b>722</b>	<b>689</b>

F/R	26.8%	25.0%	26.1%	24.1%	24.8%	24.3%
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	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,666,992	5,570,494	6,177,486	6,052,890	5,893,220	6,313,785
Employee Benefits	1,457,996	1,628,864	1,836,945	1,781,315	1,732,917	1,817,038
Purchased Services	227,248	278,350	288,783	343,402	159,450	164,750
Supplies & Equipment	191,778	255,361	378,135	340,234	227,272	180,075
Other Expenditures	2,968	-	5,415	6,416	7,019	7,125
<b>TOTAL EXPENDITURES</b>	<b>7,546,983</b>	<b>7,733,069</b>	<b>8,686,764</b>	<b>8,524,257</b>	<b>8,019,878</b>	<b>8,482,773</b>
<b>TOTAL STUDENTS</b>	<b>794</b>	<b>764</b>	<b>759</b>	<b>742</b>	<b>722</b>	<b>689</b>

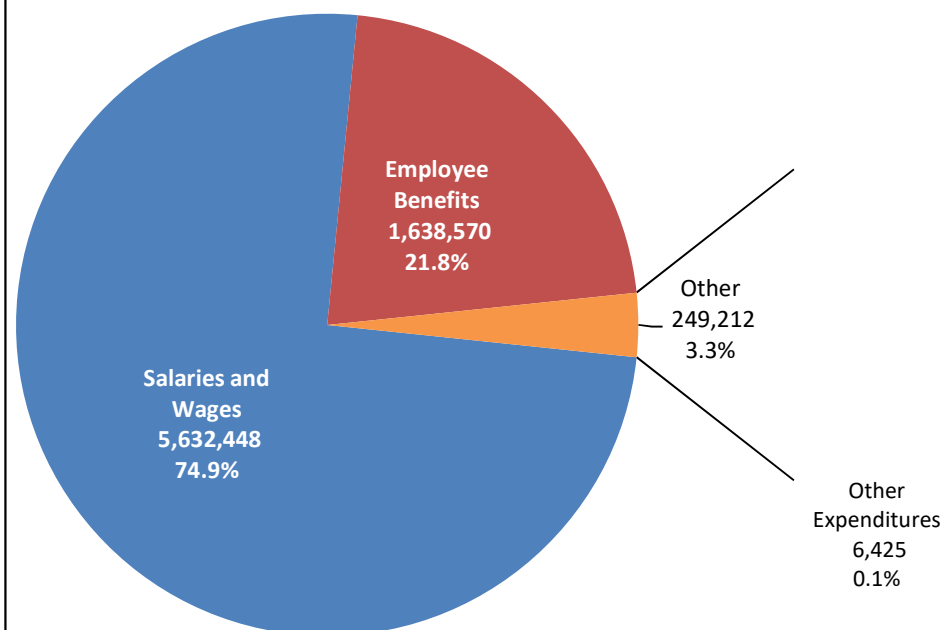


The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 95.8% of the total budget. Supplies and Equipment, at 2.1%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services account for 1.9%, including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

Prairie View Elementary School's enrollment increased from 664 students October 1, 2013 to 729 on October 1, 2017. The projected student count for the 2018-19 school year is 735 students. This is an increase of 10.7% over the six year period. The percentage of students eligible for free or reduced meals increased from 22.4% in 2013-14 to a projected 26.5% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	13-14	14-15	15-16	16-17	17-18	18-19
K	80	89	88	88	114	97
1	79	77	102	98	91	119
2	74	75	74	98	99	88
3	87	81	101	99	112	109
4	110	99	106	107	98	118
5	129	104	108	111	106	97
6	105	129	109	108	109	107
<b>TOTAL</b>	<b>664</b>	<b>654</b>	<b>688</b>	<b>709</b>	<b>729</b>	<b>735</b>
<b>F/R</b>	22.4%	21.7%	23.5%	25.2%	25.7%	26.5%

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Budget	2018-19 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	4,570,742	4,904,137	5,111,889	5,272,766	5,276,265	5,632,448
Employee Benefits	1,302,913	1,369,929	1,512,216	1,723,124	1,600,767	1,638,570
Purchased Services	91,353	154,561	145,408	347,472	119,500	122,500
Supplies & Equipment	101,963	117,696	170,367	174,242	155,765	120,287
Other Expenditures	2,019	-	1,457	7,060	5,319	6,425
<b>TOTAL EXPENDITURES</b>	<b>6,068,990</b>	<b>6,546,323</b>	<b>6,941,336</b>	<b>7,524,664</b>	<b>7,157,616</b>	<b>7,520,230</b>
<b>TOTAL STUDENTS</b>	<b>664</b>	<b>654</b>	<b>688</b>	<b>709</b>	<b>729</b>	<b>735</b>



The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.7% of the total budget. Supplies and Equipment, at 1.6%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services account for 1.6%, including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

# CENTRAL MIDDLE SCHOOL

8025 School Road, Eden Prairie, MN 55344

Principal:  
Assoc Principal:

Nate Swenson  
Richard Larson

Central Middle School's enrollment decreased from 1,426 students October 1, 2013 to 1,341 on October 1, 2017. The projected student count for the 2018-19 school year is 1,285 students. This is a decrease of 9.9% over the six year period. The percentage of students eligible for free or reduced meals increased from 18.1% in 2013-14 to a projected 21.6% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

## ENROLLMENT AS OF OCTOBER 1

Grade	13-14	14-15	15-16	16-17	17-18	18-19
7	706	698	676	699	645	635
8	720	719	710	672	696	650
<b>TOTAL</b>	<b>1426</b>	<b>1417</b>	<b>1386</b>	<b>1371</b>	<b>1341</b>	<b>1285</b>

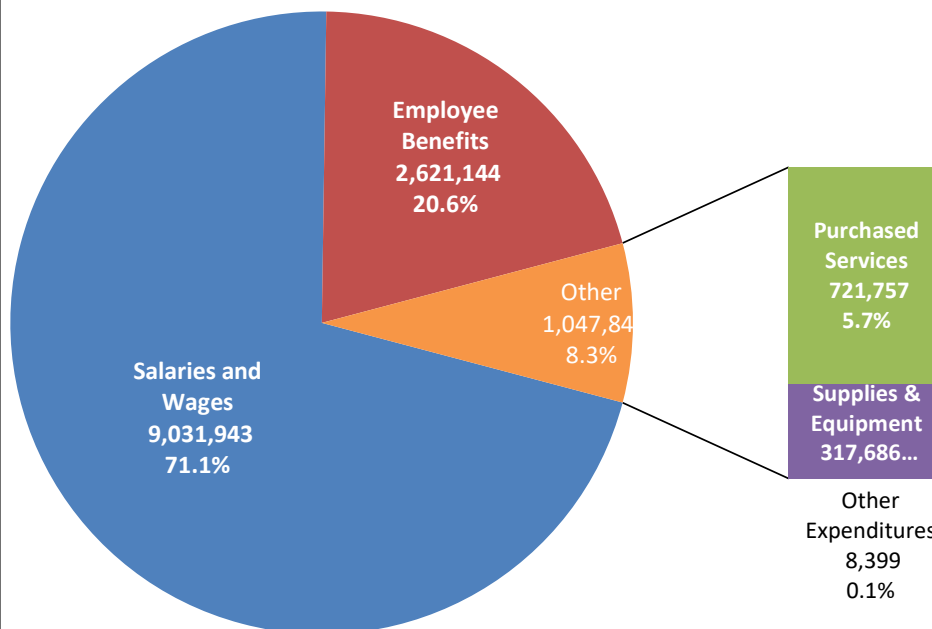
  

<b>F/R</b>	18.1%	19.7%	21.5%	20.5%	20.9%	21.6%
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	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Actual	Actual	Actual	Actual	Budget	Budget
<b>EXPENDITURES</b>						
Salaries & Wages	8,157,111	8,378,938	8,866,513	8,967,560	9,390,377	9,031,943
Employee Benefits	2,445,549	2,475,137	2,647,274	2,762,956	2,655,706	2,621,144
Purchased Services	214,918	415,048	430,550	1,905,159	739,241	721,757
Supplies & Equipment	291,484	588,961	343,391	404,833	494,372	317,686
Other Expenditures	2,639	2,438	6,455	10,938	8,299	8,399
<b>TOTAL EXPENDITURES</b>	<b>11,111,702</b>	<b>11,860,522</b>	<b>12,294,182</b>	<b>14,051,446</b>	<b>13,287,995</b>	<b>12,700,929</b>

<b>TOTAL STUDENTS</b>	<b>1,426</b>	<b>1,417</b>	<b>1,386</b>	<b>1,371</b>	<b>1,341</b>	<b>1,285</b>
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The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 91.7% of the total budget. Purchased Services account for 5.7%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment, at 2.5%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

## EDEN PRAIRIE HIGH SCHOOL

17185 Valley View Road, Eden Prairie, MN 55346

Principal:

Robb Virgin

Assoc Principal:

Timothy Quick

Assoc Principal:

Molly Hollenbeck

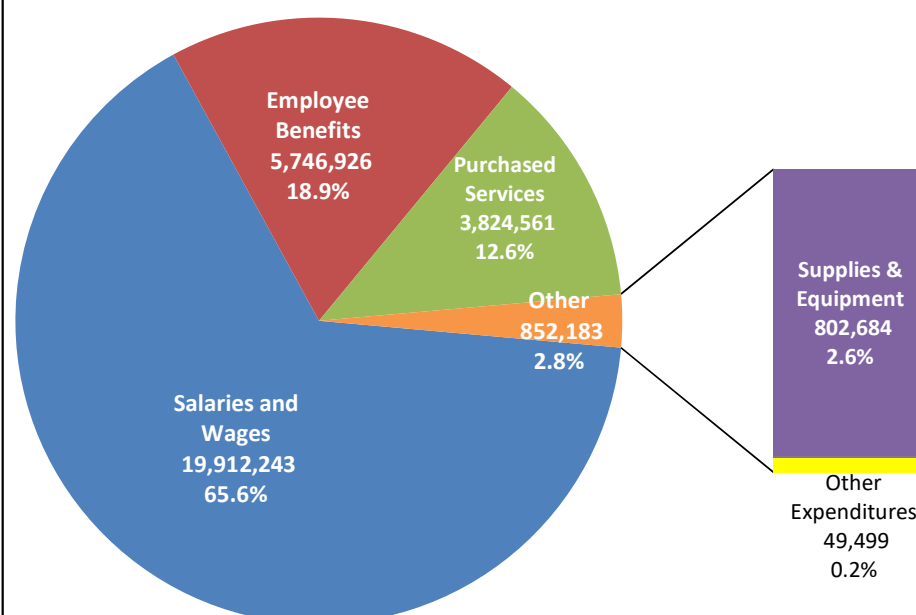
Eden Prairie High School's enrollment increased from 2989 students October 1, 2013 to 2991 on October 1, 2017. The projected student count for the 2018-19 school year is 2990 students. This represents balanced enrollment over the six year period. The percentage of students eligible for free or reduced meals increased from 14.8% in 2013-14 to a projected 19.6% in 2018-19. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

### ENROLLMENT AS OF OCTOBER 1

Grade	13-14	14-15	15-16	16-17	17-18	18-19
9	756	746	767	767	725	730
10	718	760	736	771	755	735
11	810	708	763	751	754	750
12	705	793	699	772	757	775
<b>TOTAL</b>	<b>2989</b>	<b>3007</b>	<b>2965</b>	<b>3061</b>	<b>2991</b>	<b>2990</b>

<b>F/R</b>	14.8%	17.4%	18.5%	17.8%	18.6%	19.6%
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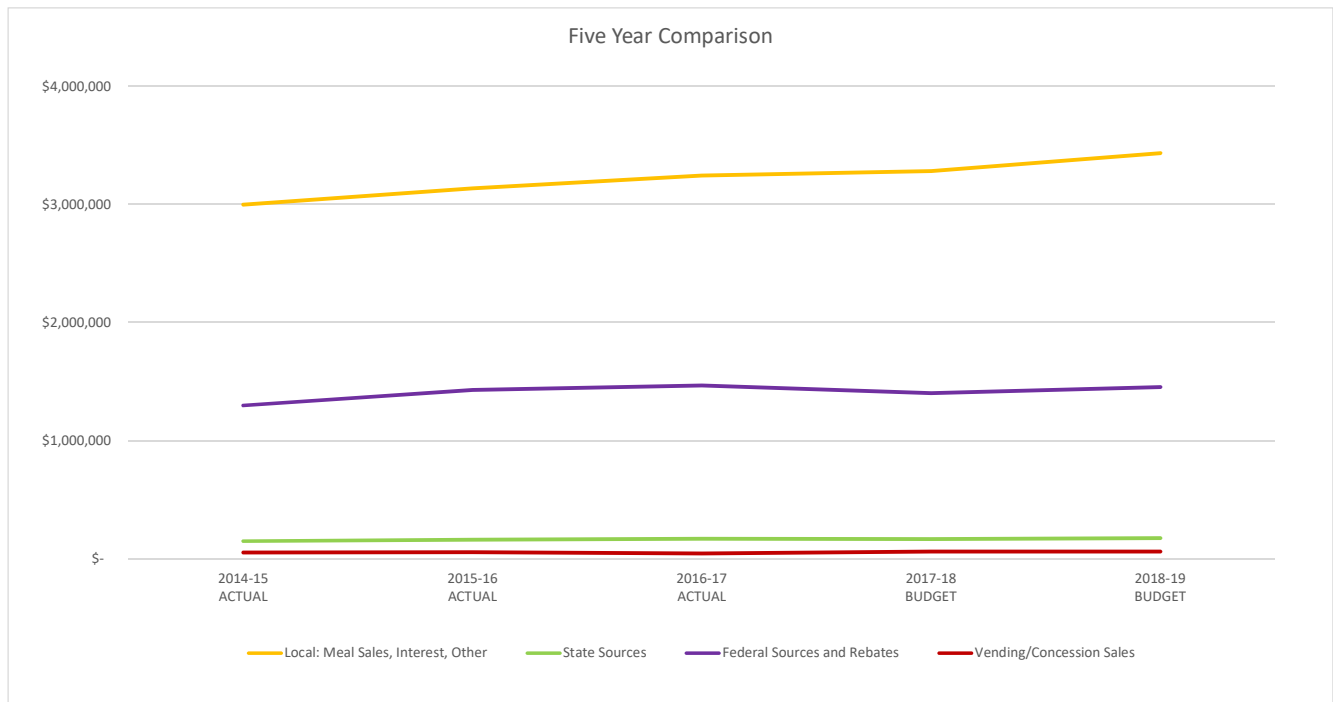
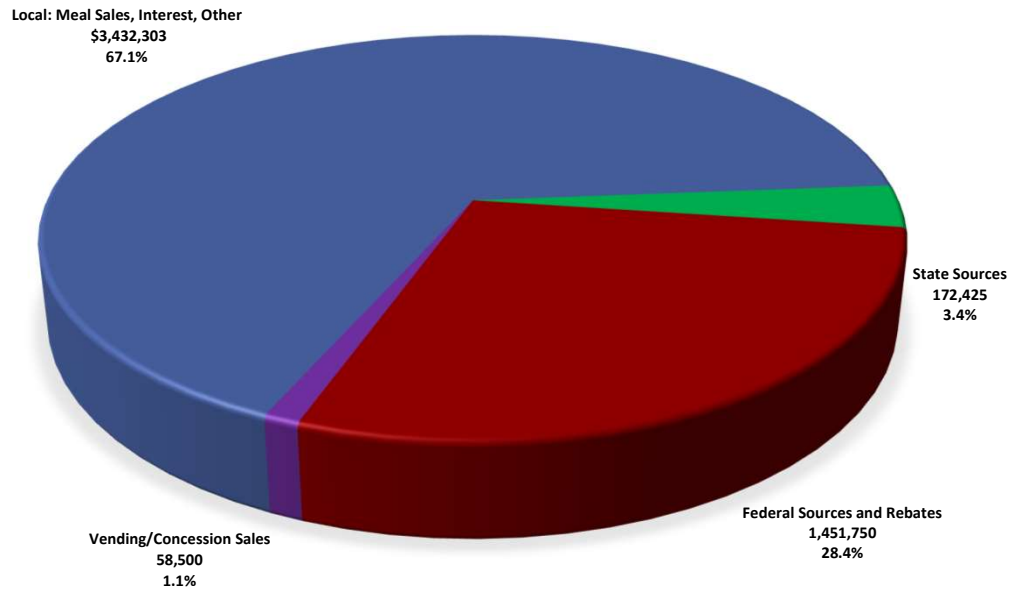
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Actual	Actual	Actual	Actual	Budget	Budget
<b>EXPENDITURES</b>						
Salaries & Wages	17,168,259	17,918,699	18,622,509	19,348,757	19,736,047	19,912,243
Employee Benefits	4,951,162	5,136,518	5,337,047	5,601,822	5,609,919	5,746,926
Purchased Services	1,404,480	2,137,900	2,471,291	3,556,995	5,056,891	3,824,561
Supplies & Equipment	949,970	3,618,407	2,262,615	1,643,129	1,089,434	802,684
Other Expenditures	26,193	42,481	54,714	73,594	49,913	49,499
<b>TOTAL EXPENDITURES</b>	<b>24,500,064</b>	<b>28,854,006</b>	<b>28,748,175</b>	<b>30,224,297</b>	<b>31,542,204</b>	<b>30,335,913</b>
<b>TOTAL STUDENTS</b>	2,989	3,007	2,965	3,061	2,991	2,990



The pie chart at left shows the school's 2018-19 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 84.5% of the total budget. Purchased services at 12.6% make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 2.6%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

# FOOD SERVICE FUND REVENUE

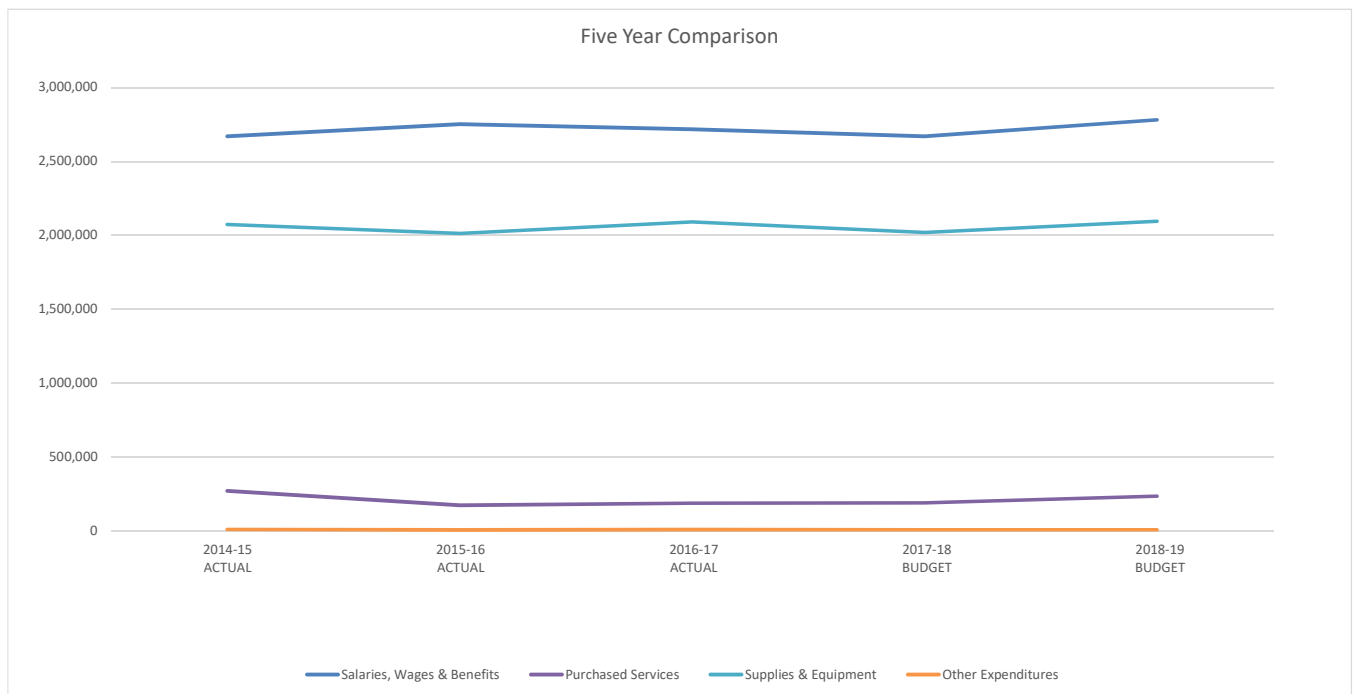
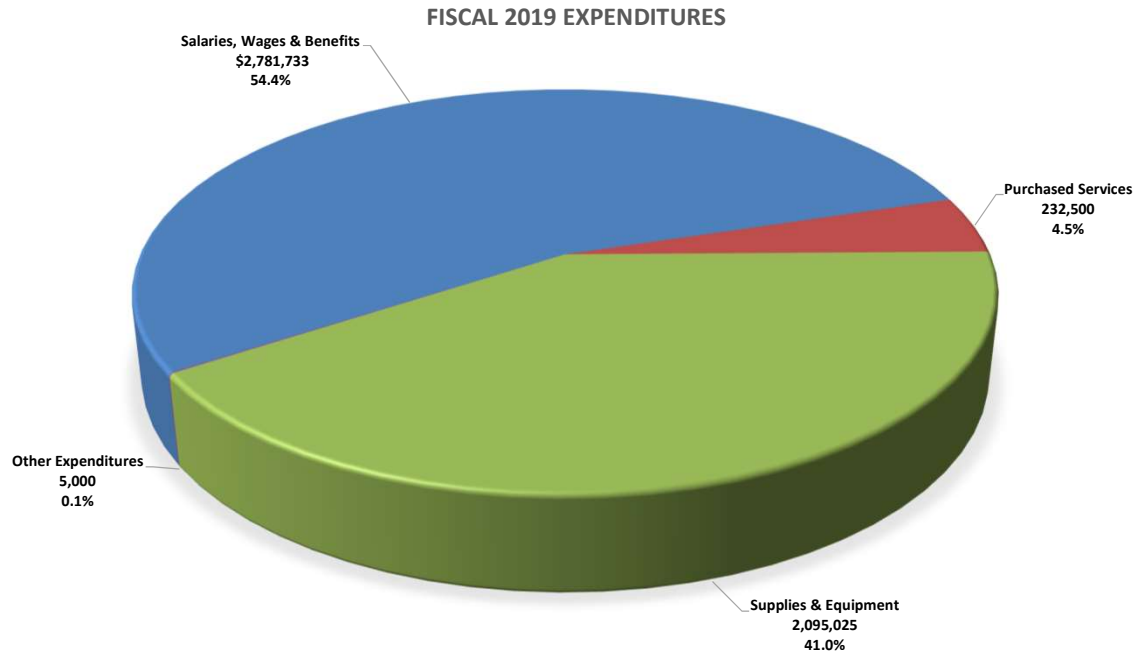
## FISCAL 2019 REVENUE SOURCES



FOOD SERVICE FUND REVENUE	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Local: Meal Sales, Interest, Other	\$ 2,995,567	\$ 3,132,193	\$ 3,242,881	\$ 3,280,400	\$ 3,432,303	\$ 151,903	4.63%
State Sources	147,100	160,684	166,010	165,000	172,425	7,425	4.50%
Federal Sources and Rebates	1,295,533	1,427,114	1,464,431	1,400,000	1,451,750	51,750	3.70%
Vending/Concession Sales	51,427	53,662	43,072	58,500	58,500	0	0.00%
<b>TOTAL</b>	<b>\$ 4,489,627</b>	<b>\$ 4,773,653</b>	<b>\$ 4,916,394</b>	<b>\$ 4,903,900</b>	<b>\$ 5,114,978</b>	<b>\$ 211,078</b>	<b>4.30%</b>



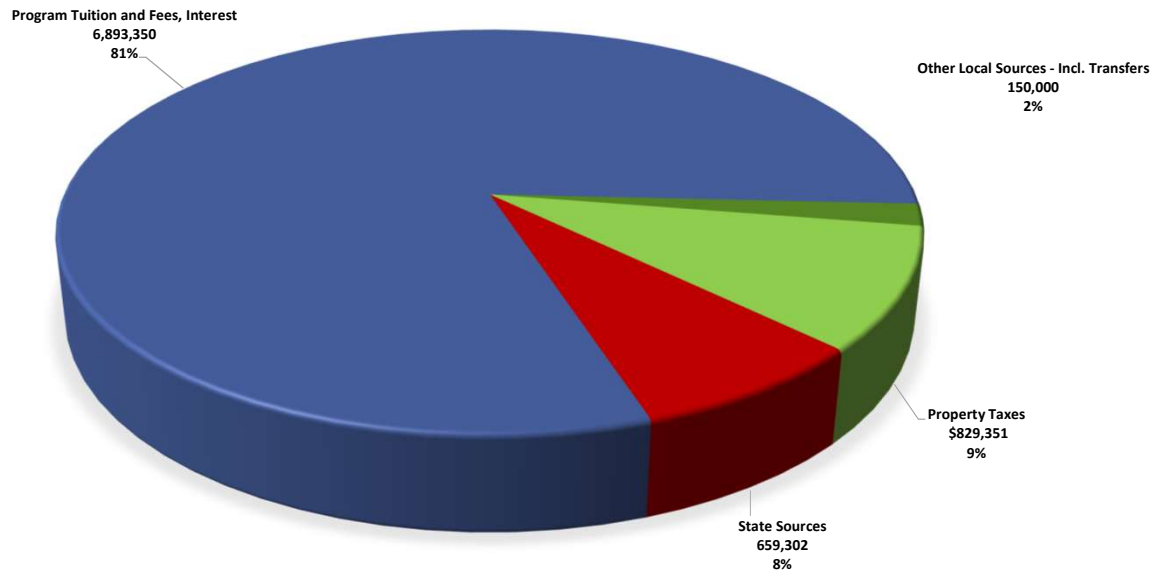
# FOOD SERVICE FUND EXPENDITURES



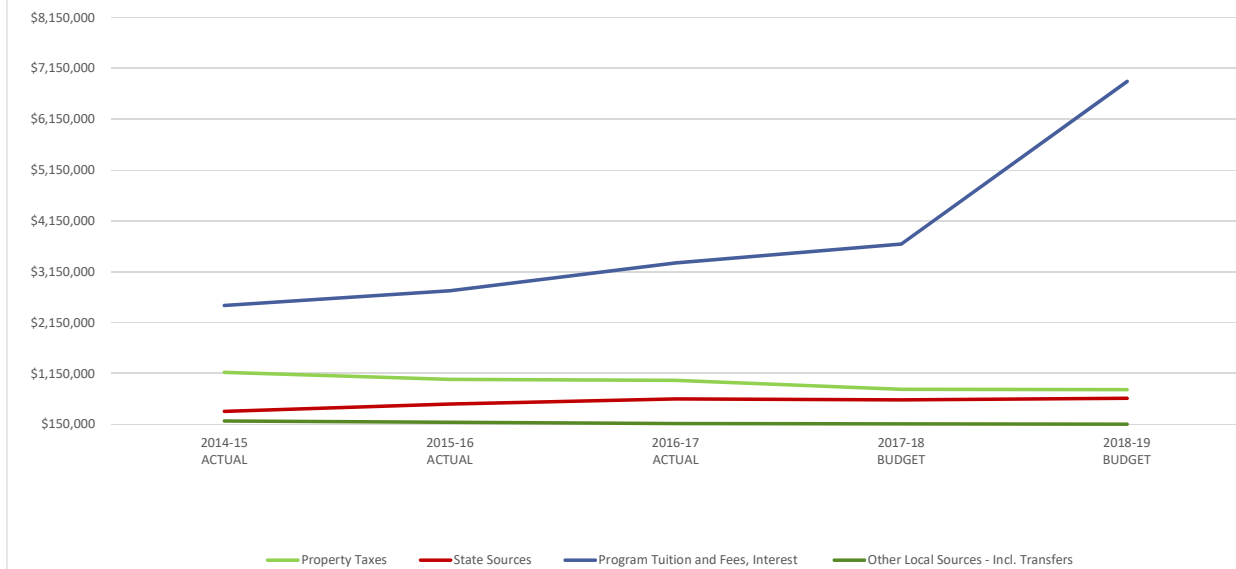
FOOD SERVICE FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 2,670,680	\$ 2,752,438	\$ 2,718,059	\$ 2,671,290	\$ 2,781,733	\$ 110,443	4.13%
Purchased Services	268,297	171,255	184,453	187,500	232,500	45,000	24.00%
Supplies & Equipment	2,073,569	2,012,729	2,090,246	2,019,000	2,095,025	76,025	3.77%
Other Expenditures	7,749	4,044	6,253	5,000	5,000	0	0.00%
<b>TOTAL</b>	<b>\$ 5,020,295</b>	<b>\$ 4,940,466</b>	<b>\$ 4,999,011</b>	<b>\$ 4,882,790</b>	<b>\$ 5,114,258</b>	<b>\$ 231,468</b>	<b>4.74%</b>

# COMMUNITY SERVICE FUND REVENUE

FISCAL 2019 REVENUE



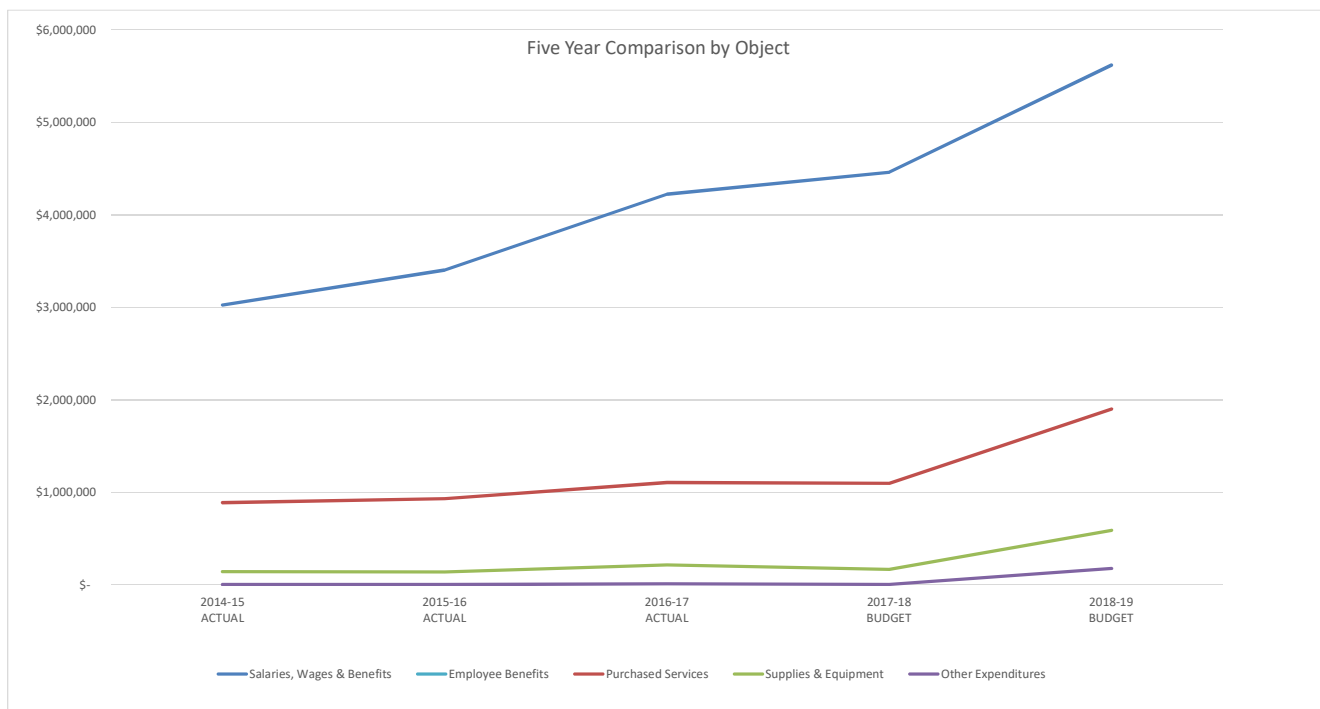
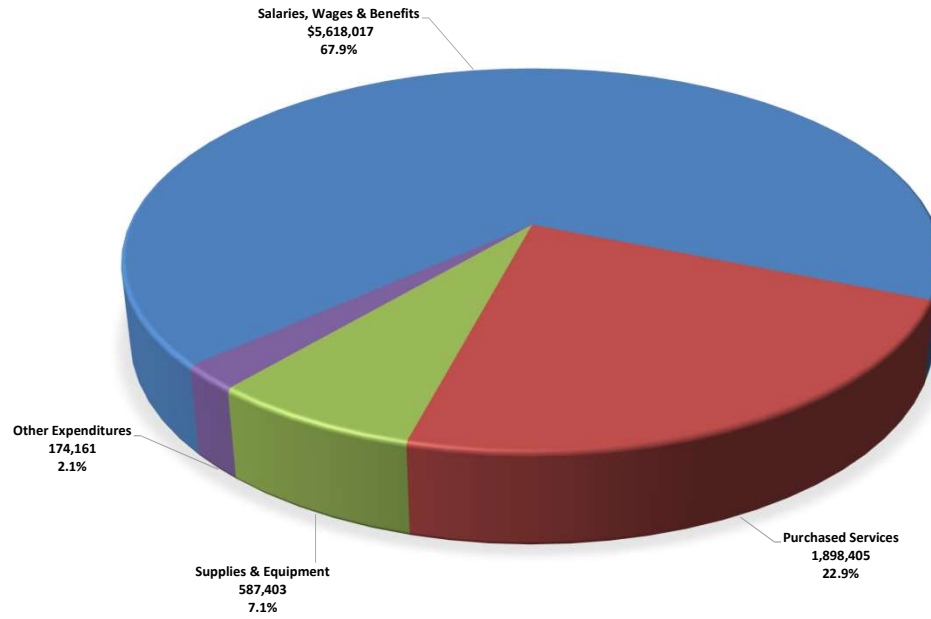
Five Year Comparison by Source



COMMUNITY SERVICE FUND REVENUE	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 1,168,408	\$ 1,029,981	\$ 1,012,447	\$ 835,069	\$ 829,351	\$ (5,718)	-0.68%
State Sources	403,692	547,701	646,999	625,170	659,302	34,132	5.46%
Program Tuition and Fees, Interest	2,484,723	2,777,228	3,322,399	3,694,389	6,893,350	3,198,961	86.59%
Other Local Sources - Incl. Transfers	213,684	187,683	162,423	154,193	150,000	(4,193)	-2.72%
<b>TOTAL</b>	<b>\$ 4,270,507</b>	<b>\$ 4,542,593</b>	<b>\$ 5,144,268</b>	<b>\$ 5,308,821</b>	<b>\$ 8,532,003</b>	<b>\$ 3,223,182</b>	<b>60.71%</b>

# COMMUNITY SERVICE FUND EXPENDITURES

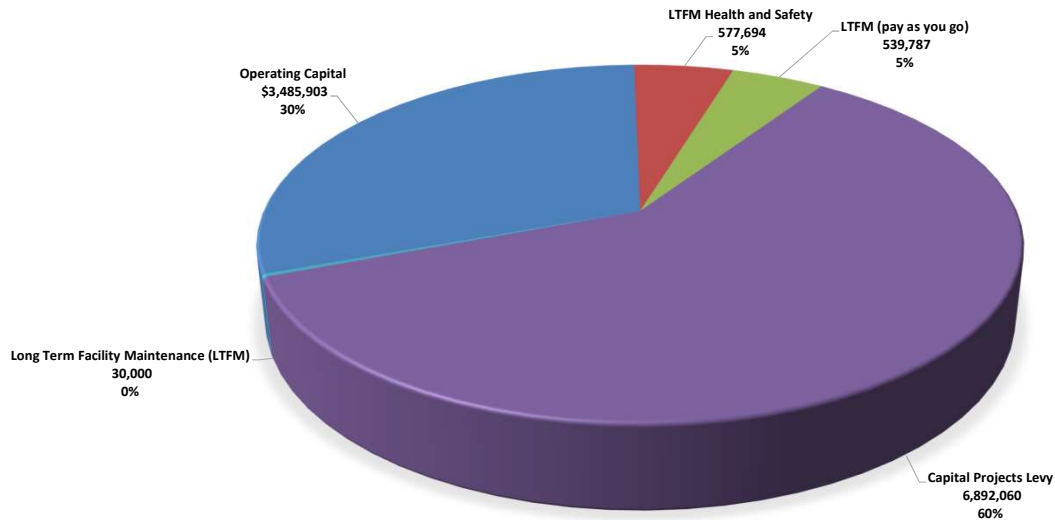
FISCAL 2019 EXPENDITURES



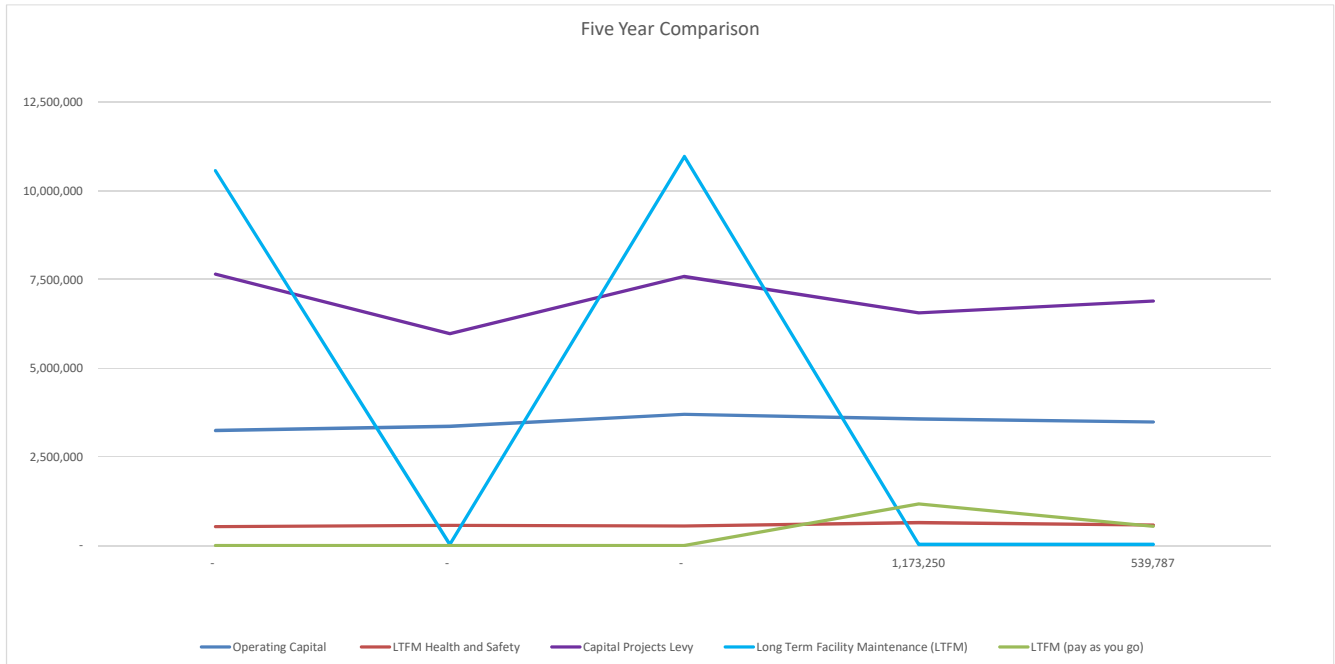
COMMUNITY SERVICE FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 3,024,016	\$ 3,401,173	\$ 4,221,965	\$ 4,460,393	\$ 5,618,017	\$ 1,157,624	25.95%
Purchased Services	886,825	928,894	1,104,554	1,095,869	1,898,405	802,536	73.23%
Supplies & Equipment	140,350	137,857	212,921	165,035	587,403	422,368	255.93%
Other Expenditures	1,615	1,854	7,969	1,600	174,161	172,561	10785.06%
<b>TOTAL</b>	<b>\$ 4,052,805</b>	<b>\$ 4,469,778</b>	<b>\$ 5,547,409</b>	<b>\$ 5,722,897</b>	<b>\$ 8,277,986</b>	<b>\$ 2,555,089</b>	<b>44.65%</b>

# CAPITAL AND BUILDING FUNDS REVENUES

FISCAL 2019 REVENUE SOURCES



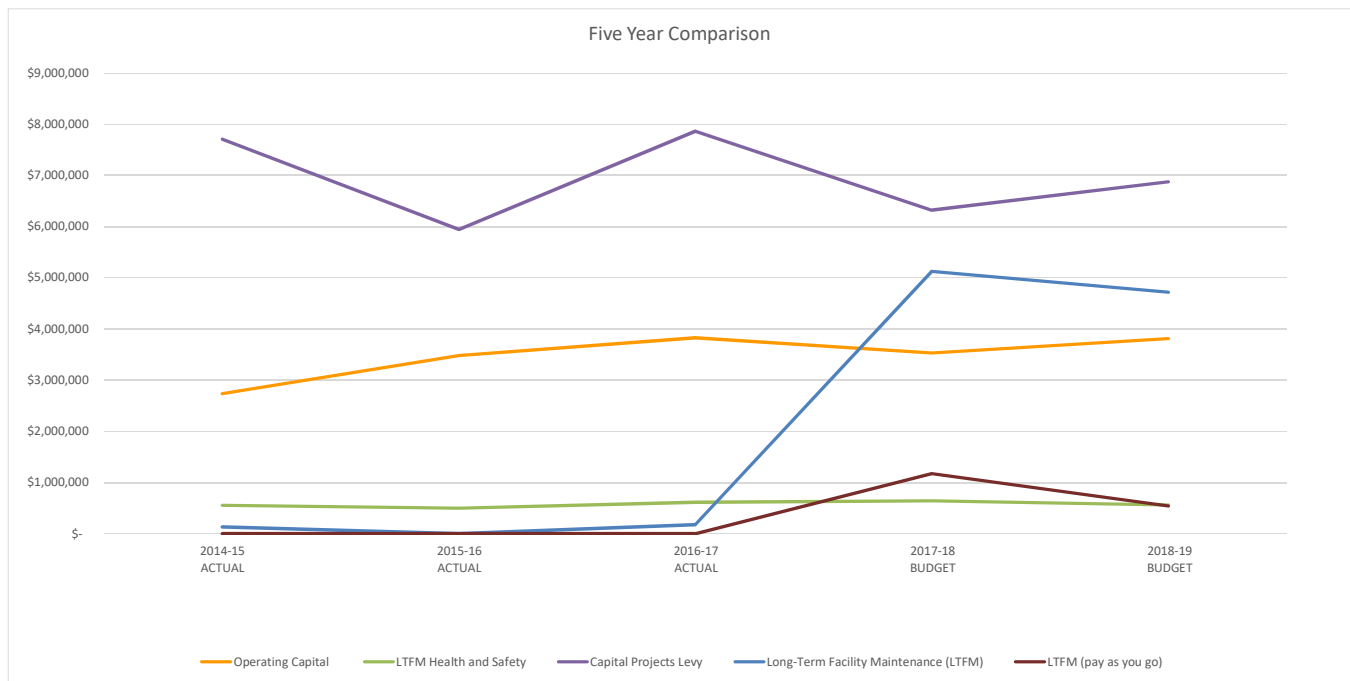
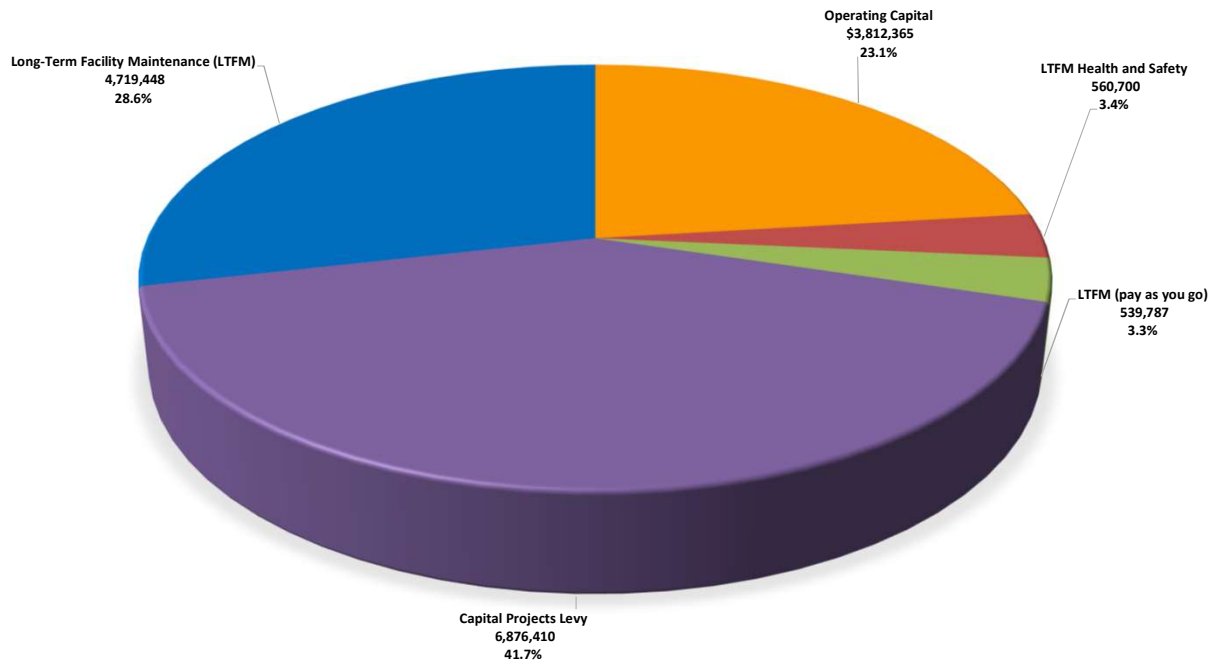
Five Year Comparison



CAPITAL & BUILDING FUND REVENUES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 3,240,907	\$ 3,359,468	\$ 3,696,941	\$ 3,568,538	\$ 3,485,903	\$ (82,635)	-2.32%
LTFM Health and Safety	532,568	566,455	549,747	643,138	577,694	(65,444)	-10.18%
LTFM (pay as you go)	-	-	-	1,173,250	539,787	(633,463)	-53.99%
Capital Projects Levy	7,649,527	5,972,516	7,580,360	6,552,624	6,892,060	339,436	5.18%
Long Term Facility Maintenance (LTFM)	10,564,711	27,937	10,962,984	30,000	30,000	-	0.00%
Capital Facilities	327	26,251	-	-	-	-	-
<b>TOTAL</b>	<b>\$ 21,988,040</b>	<b>\$ 9,952,627</b>	<b>\$ 22,790,032</b>	<b>\$ 11,967,550</b>	<b>\$ 11,525,444</b>	<b>\$ (442,106)</b>	<b>-3.69%</b>

# CAPITAL AND BUILDING FUNDS EXPENDITURES

## FISCAL 2019 EXPENDITURES



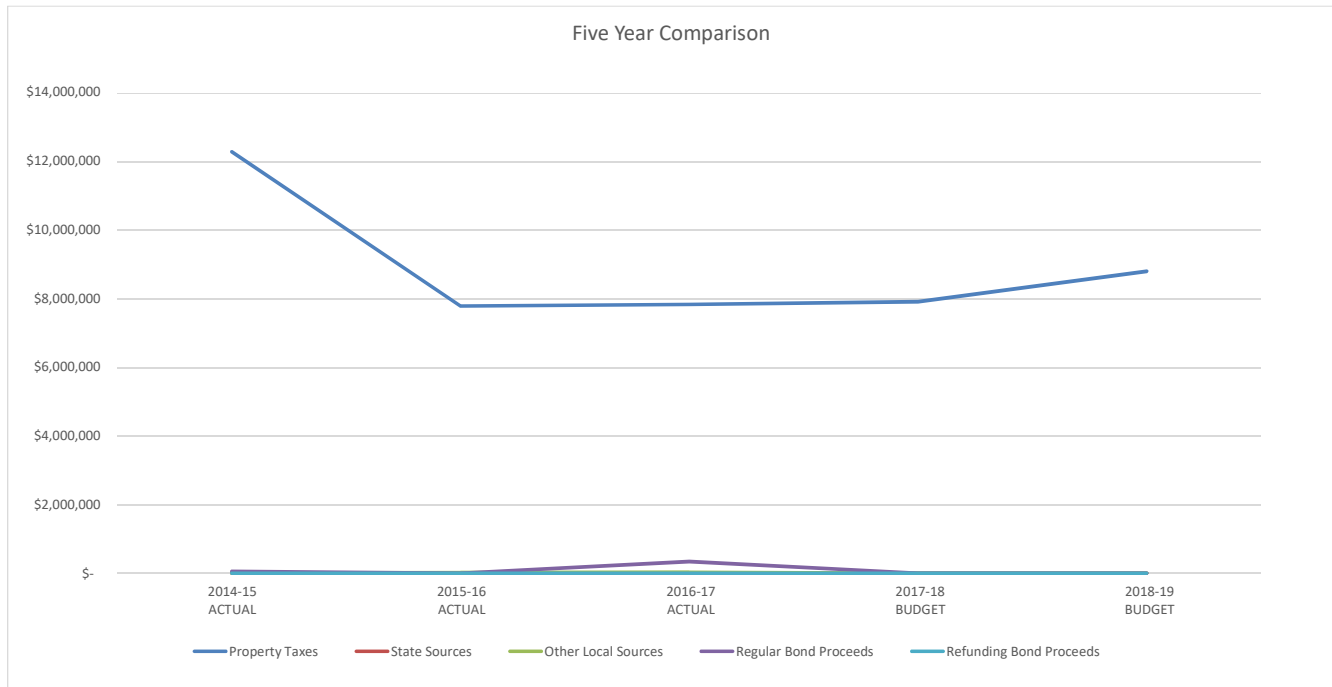
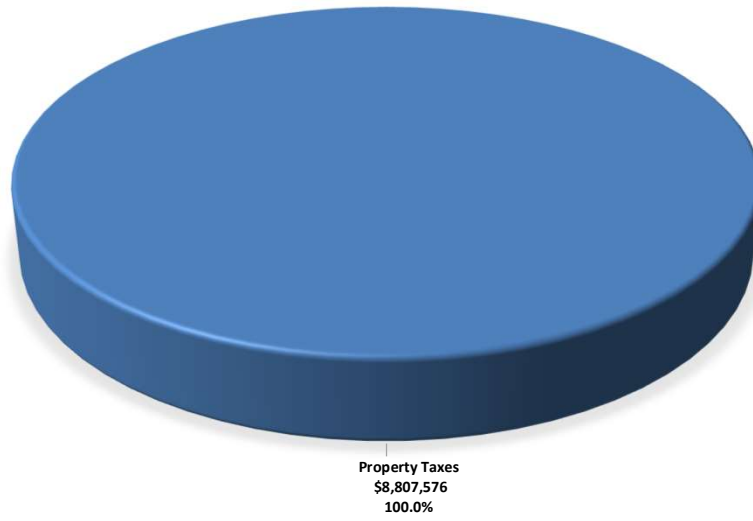
CAPITAL & BUILDING FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 2,736,232	\$ 3,482,844	\$ 3,828,401	\$ 3,532,028	\$ 3,812,365	\$ 280,337	7.9%
LTFM Health and Safety	553,466	498,640	615,591	641,250	560,700	(80,550)	-12.6%
LTFM (pay as you go)	-	-	-	1,173,250	539,787	(633,463)	-54.0%
Capital Projects Levy	7,708,066	5,945,574	7,865,822	6,323,545	6,876,410	552,865	8.7%
Long-Term Facility Maintenance (LTFM)	131,391	-	176,394	5,126,750	4,719,448	(407,302)	-7.9%
Capital Facilities	23,591	105,093	-	-	-	-	0.0%
Insurance Recovery	550,020	340,873	-	-	-	-	0.0%
Deferred Maintenance	5,150,572	5,186,338	6,558,521	-	-	-	0.0%
<b>TOTAL</b>	<b>\$ 16,853,339</b>	<b>\$ 15,559,362</b>	<b>\$ 19,044,729</b>	<b>\$ 16,796,823</b>	<b>\$ 16,508,710</b>	<b>\$ (288,113)</b>	<b>-1.7%</b>

**Capital and Building Funds**  
**Summary of Revenue, Expenditures and Fund Balance**  
**Fiscal Year 2018-19**

Description	(A)	(B)	(C)	(D)	(E)	Capital and Building Fund Totals
	Operating Capital	Cell Tower	Long-Term Facilities Maintenance (LTFM) Health & Safety	Deferred Capital	Capital Projects	
<b>6/30/18 Fund Balance</b>	\$ 631,115	\$ 100,774	\$ (16,994)	\$ 4,689,448	\$ 277,262	\$ 5,681,605
<b>Revenues</b>						
Local Levy	\$ 978,015	\$ -	\$ 560,700	\$ 539,787	\$ 6,592,060	\$ 8,670,562
Local Levy (Intermediate District #287 Projects)	-	-	84,378	-	-	84,378
Building Lease Levy	1,327,164	-	-	-	-	1,327,164
Operating Capital (2018 Adjustment)	(27,825)	-	-	-	-	(27,825)
Operating Capital (2016 Adjustment)	7,009	-	-	-	-	7,009
Health&Safety (2017 Adjustment)	-	-	(80,070)	-	-	(80,070)
Building Lease Levy (Pay15 Adjustment)	(18,750)	-	-	-	-	(18,750)
Capital Facilities Bonds (Adjustment)	(122,798)	-	-	-	-	(122,798)
State Aid	1,138,870	-	-	-	-	1,138,870
Cell Tower Lease Revenue	24,000	66,000	-	-	-	90,000
Insurance Checks FY18 - Bus Fire & Accident	126,904	-	-	-	-	126,904
LTFM - Building Fund Interest	-	-	-	30,000	-	30,000
H&S Fund Balance Offset	(12,686)	-	12,686	-	-	-
Misc Revenue for lost/broken equipment	-	-	-	-	50,000	50,000
E-rate	-	-	-	-	250,000	250,000
<b>Subtotal Revenue</b>	<b>\$ 3,419,903</b>	<b>\$ 66,000</b>	<b>\$ 577,694</b>	<b>\$ 569,787</b>	<b>\$ 6,892,060</b>	<b>\$ 11,525,444</b>
<b>Funds Available</b>	<b>\$ 4,051,018</b>	<b>\$ 166,774</b>	<b>\$ 560,700</b>	<b>\$ 5,259,235</b>	<b>\$ 7,169,322</b>	<b>\$ 17,207,049</b>
<b>Expenditures</b>						
High School	\$ -	\$ -	\$ 8,000	\$ -	\$ -	\$ 8,000
High School Activities	-	66,000	-	-	-	66,000
Central Middle School	50,000	-	68,500	-	-	118,500
EHSI/Oak Point Elementary	54,000	-	3,500	-	-	57,500
Cedar Ridge Elementary	20,000	-	2,000	-	-	22,000
Eden Lake Elementary	5,000	-	2,000	-	-	7,000
Forest Hills Elementary	-	-	2,000	-	-	2,000
Prairie View Elementary	21,000	-	2,000	-	-	23,000
Administrative Services Center	5,000	-	-	-	-	5,000
Lower Campus	6,000	-	-	-	-	6,000
Education Center	34,200	-	-	-	-	34,200
Transportation/Grounds	198,000	-	-	-	-	198,000
District Wide	495,000	-	472,700	5,259,235	-	6,226,935
Transportation - School Buses	654,000	-	-	-	-	654,000
Personalized Learning & Instruction	777,000	-	-	-	-	777,000
<b>Subtotal Expenditures</b>	<b>\$ 2,319,200</b>	<b>\$ 66,000</b>	<b>\$ 560,700</b>	<b>\$ 5,259,235</b>	<b>\$ -</b>	<b>\$ 8,205,135</b>
<b>Lease Levy Expenditures</b>						
Intermediate District #287 Programs	\$ 586,714	\$ -	\$ -	\$ -	\$ -	\$ 586,714
University of MN - Graduation Venue	12,500	-	-	-	-	12,500
Golf Program Green Fees	3,000	-	-	-	-	3,000
Alpine Ski Fees	8,000	-	-	-	-	8,000
City of EP Community Center- Pool and Ice Arena	125,000	-	-	-	-	125,000
TIES Building Lease	18,754	-	-	-	-	18,754
City of Eden Prairie - Com Ed & Transition Program	486,318	-	-	-	-	486,318
Hennepin Technical College - Transition Program	2,500	-	-	-	-	2,500
Metro South Collaborative - Formerly Shape	80,621	-	-	-	-	80,621
Hopkins Schools - Other Community Education Programs	3,757	-	-	-	-	3,757
<b>Subtotal Expenditures</b>	<b>\$ 1,327,164</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,327,164</b>
District-Wide Contingency	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000
<b>Capital Projects (also known as Technology) Levy</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,876,410</b>	<b>\$ 6,876,410</b>
<b>Total 2018-19 Capital Expenditures</b>	<b>\$ 3,746,364</b>	<b>\$ 66,000</b>	<b>\$ 560,700</b>	<b>\$ 5,259,235</b>	<b>\$ 6,876,410</b>	<b>\$ 16,508,709</b>
<b>Restricted Fund Balance Estimate @ 6/30/19</b>	<b>\$ 304,654</b>	<b>\$ 100,774</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 292,912</b>	<b>\$ 698,340</b>
<b>Fund Balance as a Percentage of Expenditures</b>	<b>8.13%</b>	<b>152.69%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>4.26%</b>	<b>4.23%</b>

# DEBT SERVICE FUND REVENUE

## FISCAL 2019 REVENUE SOURCES

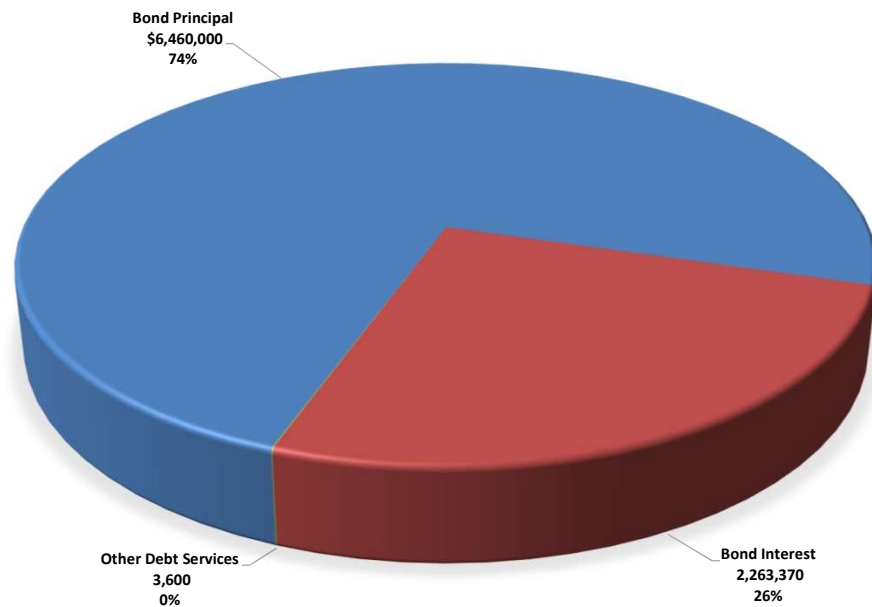


DEBT SERVICE FUND REVENUE	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 12,293,275	\$ 7,793,690	\$ 7,838,022	\$ 7,916,087	\$ 8,807,576	\$ 891,489	11.26%
State Sources	180	98	96	-	-	-	0.00%
Other Local Sources	1,797	10,050	22,222	-	-	-	0.00%
Regular Bond Proceeds	52,980	-	337,481	-	-	-	0.00%
Refunding Bond Proceeds	-	-	-	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ 12,348,231</b>	<b>\$ 7,803,839</b>	<b>\$ 8,197,820</b>	<b>\$ 7,916,087</b>	<b>\$ 8,807,576</b>	<b>\$ 891,489</b>	<b>11.26%</b>

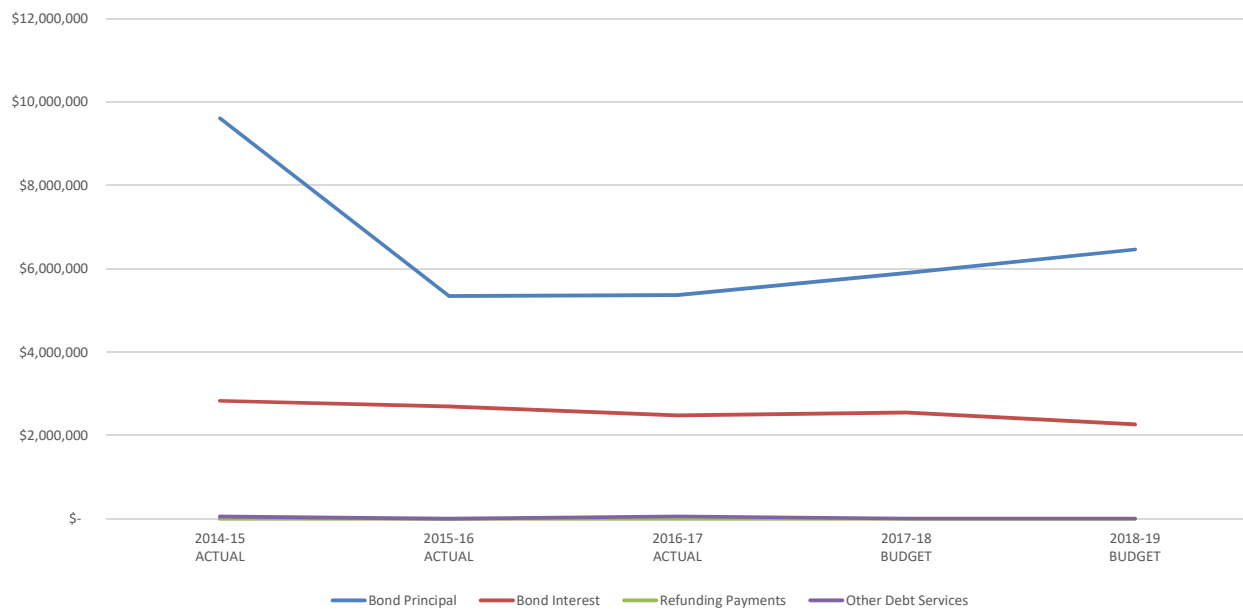


# DEBT SERVICE FUND EXPENDITURES

FISCAL 2019 EXPENDITURES

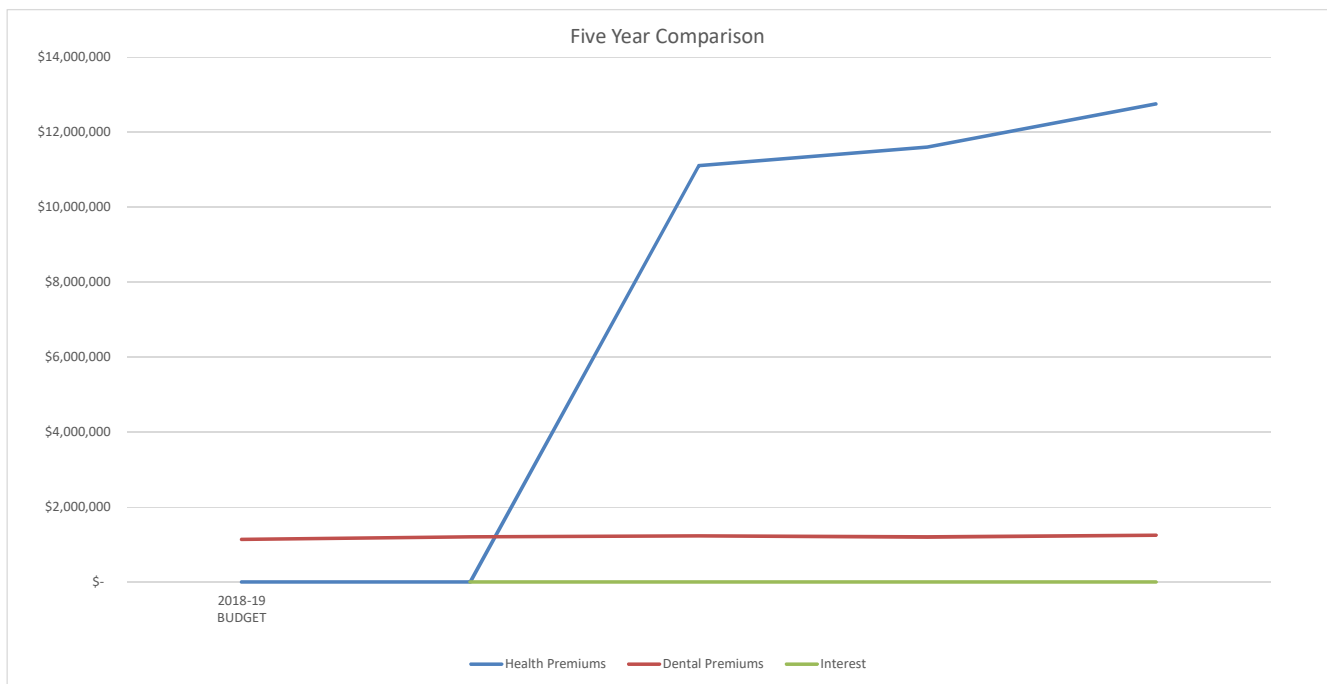
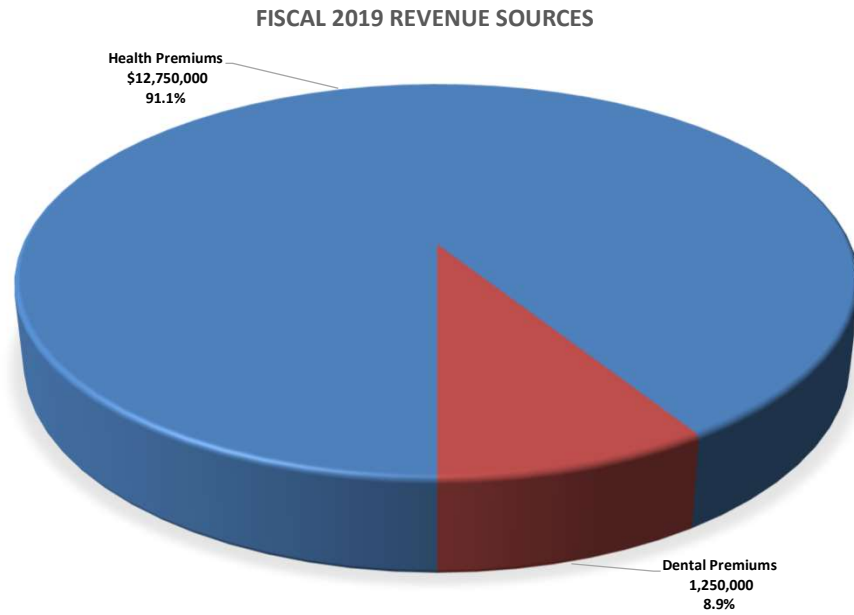


Five Year Comparison



DEBT SERVICE FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Bond Principal	\$ 9,605,000	\$ 5,345,000	\$ 5,370,000	\$ 5,895,000	\$ 6,460,000	\$ 565,000	9.58%
Bond Interest	2,828,831	2,699,226	2,482,856	2,549,551	2,263,370	(286,181)	-11.22%
Refunding Payments	-	-	-	-	-	-	0.00%
Other Debt Services	55,135	3,150	58,062	3,600	3,600	-	0.00%
<b>TOTAL</b>	<b>\$ 12,488,966</b>	<b>\$ 8,047,376</b>	<b>\$ 7,910,918</b>	<b>\$ 8,448,151</b>	<b>\$ 8,726,970</b>	<b>\$ 278,819</b>	<b>3.30%</b>

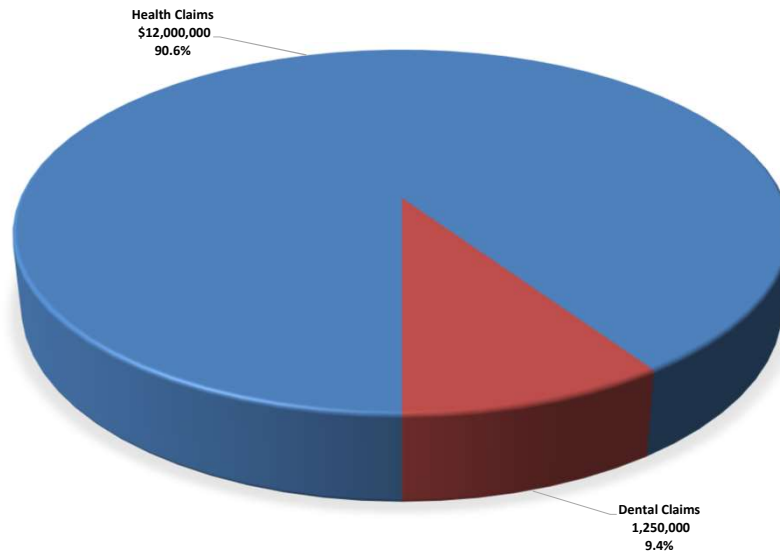
# INTERNAL SERVICE FUND REVENUE



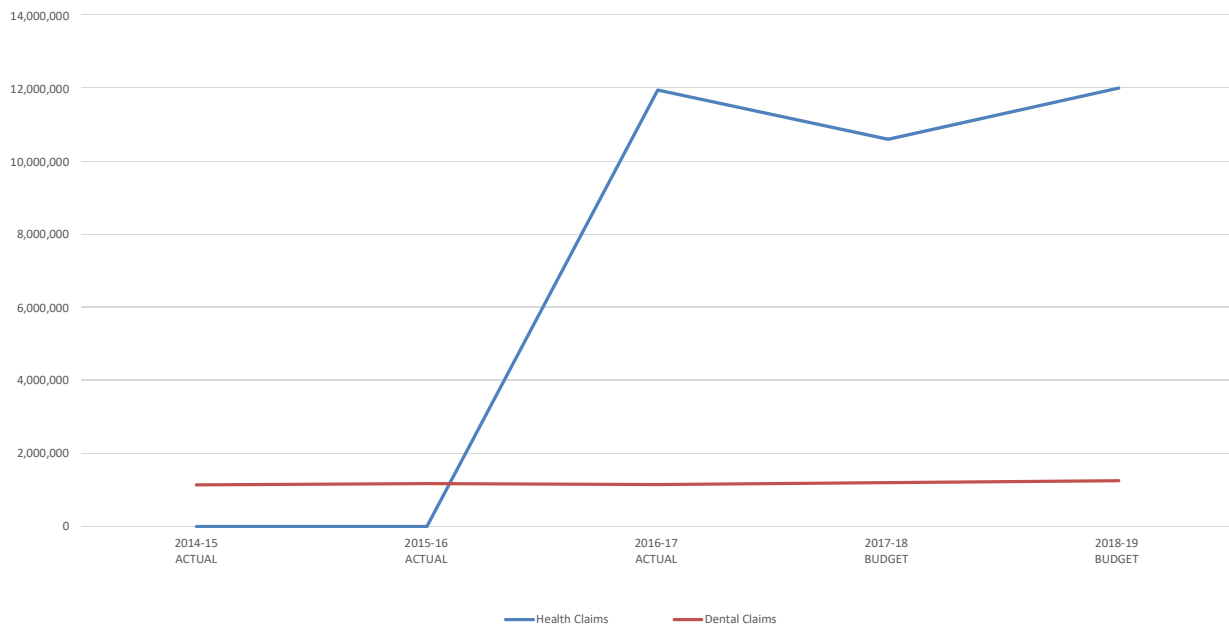
INTERNAL SERVICE FUND REVENUE	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Premiums	\$ -	\$ -	\$ 11,104,567	\$ 11,600,000	\$ 12,750,000	\$ 1,150,000	9.91%
Dental Premiums	1,135,497	1,204,920	1,230,846	1,200,000	1,250,000	50,000	4.17%
Interest		262	5,044	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ 1,135,497</b>	<b>\$ 1,205,182</b>	<b>\$ 12,340,457</b>	<b>\$ 12,800,000</b>	<b>\$ 14,000,000</b>	<b>\$ 1,200,000</b>	<b>9.38%</b>

# INTERNAL SERVICE FUND EXPENDITURES

FISCAL 2019 EXPENDITURES



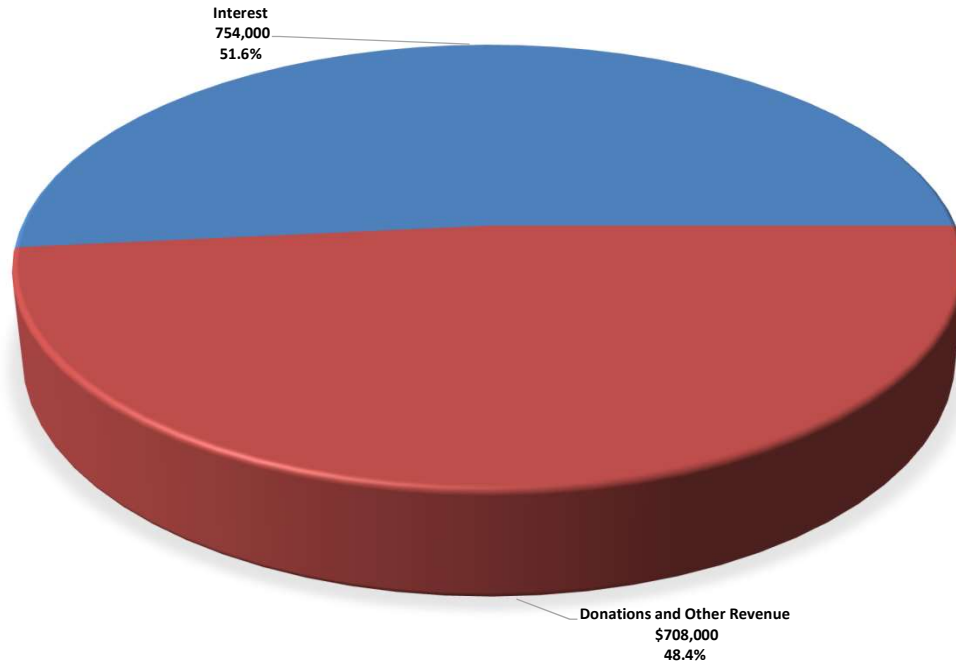
Five Year Comparison



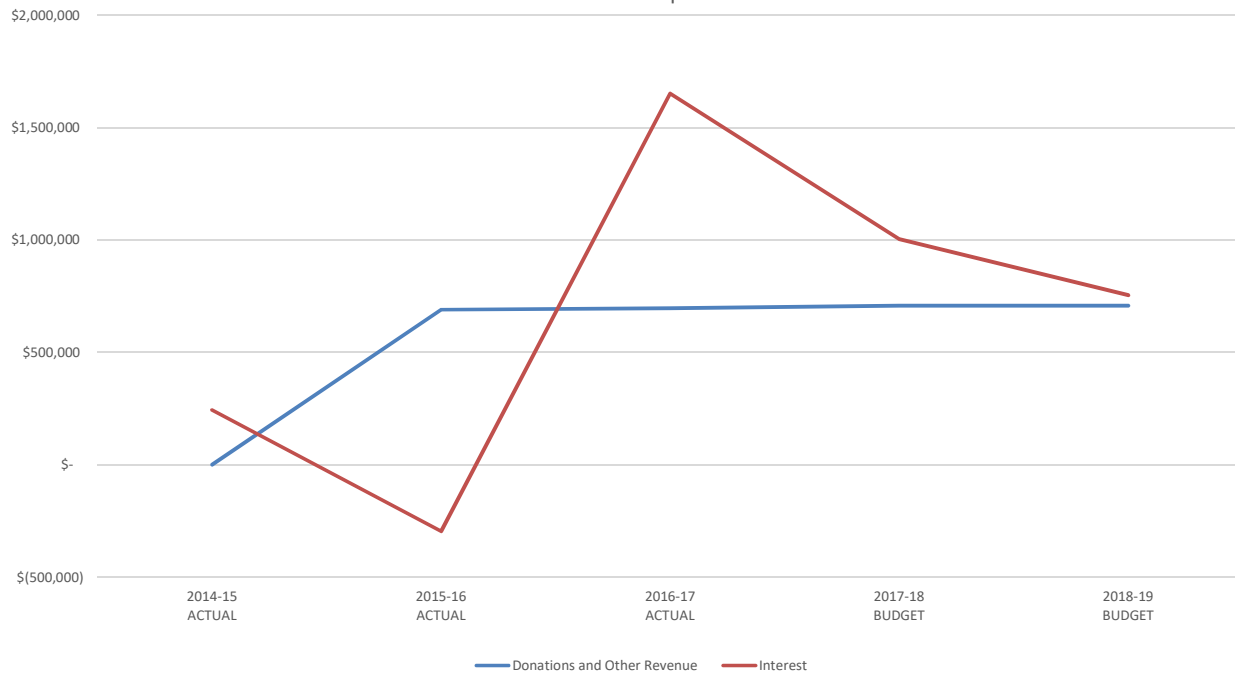
INTERNAL SERVICE FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Claims	\$ -	\$ -	\$ 11,945,983	\$ 10,600,000	\$ 12,000,000	\$ 1,400,000	13.21%
Dental Claims	1,134,908	1,172,312	1,145,759	1,200,000	1,250,000	50,000	4.17%
<b>TOTAL</b>	<b>\$ 1,134,908</b>	<b>\$ 1,172,312</b>	<b>\$ 13,091,742</b>	<b>\$ 11,800,000</b>	<b>\$ 13,250,000</b>	<b>\$ 1,450,000</b>	<b>12.29%</b>

# TRUST AND AGENCY FUND REVENUE

FISCAL 2019 REVENUE SOURCES



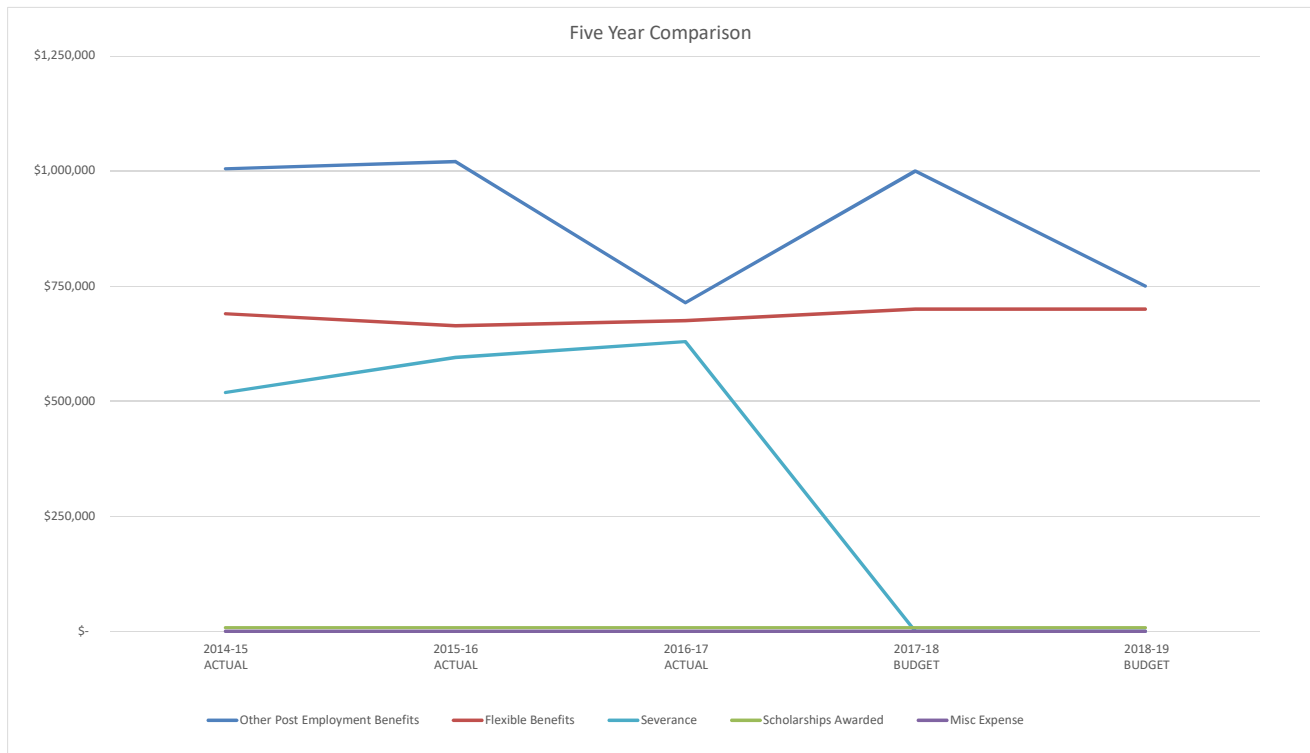
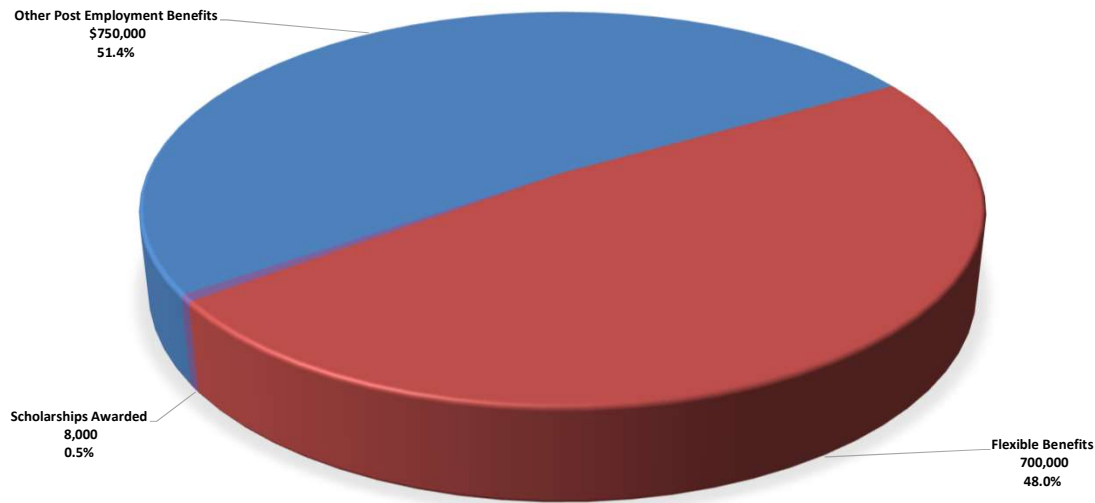
Five Year Comparison



TRUST & AGENCY FUND REVENUE	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Donations and Other Revenue	\$ -	\$ 689,683	\$ 695,734	\$ 708,000	\$ 708,000	\$ -	0.00%
Interest	243,643	(295,718)	1,651,708	1,004,000	754,000	(250,000)	-24.90%
<b>TOTAL</b>	<b>\$ 243,643</b>	<b>\$ 393,965</b>	<b>\$ 2,347,441</b>	<b>\$ 1,712,000</b>	<b>\$ 1,462,000</b>	<b>\$ (250,000)</b>	<b>-14.60%</b>

# TRUST AND AGENCY FUND EXPENDITURES

FISCAL 2019 EXPENDITURES



TRUST & AGENCY FUND EXPENDITURES	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 BUDGET	2018-19 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 1,005,109	\$ 1,020,644	\$ 714,186	\$ 1,000,000	\$ 750,000	\$ (250,000)	-25.00%
Flexible Benefits	690,175	663,971	675,002	700,000	700,000	-	0.00%
Severance	518,606	595,172	629,383	-	-	-	NA
Scholarships Awarded	8,000	8,000	8,000	8,000	8,000	-	0.00%
Misc Expense	-	-	-	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ 2,221,890</b>	<b>\$ 2,287,787</b>	<b>\$ 2,026,571</b>	<b>\$ 1,708,000</b>	<b>\$ 1,458,000</b>	<b>\$ (250,000)</b>	<b>-14.64%</b>

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

**Schedule of Bonded Indebtedness**

**General Obligation Debt Being Paid From Taxes**

**(As of 3/1/18)**

**FISCAL YEAR BASIS**

	Alternative Facilities Series 2009A		OPEB Series 2009B		Alternative Facilities Series 2011A		Capital Facilities Series 2011B		Refunding * Series 2011C	
Dated Amount	1/14/2009 \$10,985,000		1/14/2009 \$15,000,000		2/17/2011 \$11,000,000		2/17/2011 \$1,070,000		9/27/2011 \$11,520,000	
Maturity	2/01		2/01		2/01		2/01		2/01	
Fiscal Year Ending	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2019	590,000	474,550	3,755,000	215,913	0	447,369	105,000	11,950	2,010,000	205,750
2020	1,300,000	448,000			385,000	447,369	110,000	8,800	2,105,000	105,250
2021	3,750,000	383,000			330,000	431,969	110,000	4,400		
2022	3,910,000	195,500			355,000	418,769				
2023					1,800,000	404,569				
2024					1,865,000	332,569				
2025					1,940,000	257,969				
2026					2,020,000	177,944				
2027					2,105,000	92,094				
2028										
2029										
2030										
2031										
2032										
	9,550,000	1,501,050	3,755,000	215,913	10,800,000	3,010,619	325,000	25,150	4,115,000	311,000

\* This issue refunded the 2014 through 2020 maturities of the \$20,000,000 General Obligation School Building Bonds, Series 2005A, dated January 1, 2005.

*continued on next page -*



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

**Schedule of Bonded Indebtedness**

**General Obligation Debt Being Paid From Taxes**

**(As of 3/1/18)**

**FISCAL YEAR BASIS**

	Alternative Facilities Series 2013A		Alternative Facilities Series 2015A		Facilities Maintenance Series 2017A							
Dated Amount	2/27/2013 \$11,000,000		4/07/2015 \$10,310,000		02/22/2017 \$10,940,000							
Maturity	2/01		2/01		2/01							
Fiscal Year Ending	Principal	Interest	Principal	Interest	Principal	Interest	Total Principal	Total Interest	Total P & I	Principal Outstanding	% Paid	Fiscal Year Ending
2019	0	230,500	0	309,300	0	368,038	6,460,000	2,263,369	8,723,369	54,185,000	10.65%	2019
2020	1,975,000	230,500	0	309,300	0	368,038	5,875,000	1,917,257	7,792,257	48,310,000	20.34%	2020
2021	2,050,000	191,000	0	309,300	0	368,038	6,240,000	1,687,707	7,927,707	42,070,000	30.63%	2021
2022	1,425,000	150,000	0	309,300	0	368,038	5,690,000	1,441,607	7,131,607	36,380,000	40.01%	2022
2023	2,715,000	121,500	0	309,300	0	368,038	4,515,000	1,203,407	5,718,407	31,865,000	47.46%	2023
2024	2,685,000	60,413	0	309,300	0	368,038	4,550,000	1,070,319	5,620,319	27,315,000	54.96%	2024
2025			2,680,000	309,300		368,038	4,620,000	935,307	5,555,307	22,695,000	62.58%	2025
2026			2,655,000	228,900		368,037	4,675,000	774,881	5,449,881	18,020,000	70.29%	2026
2027			2,735,000	149,250		368,037	4,840,000	609,381	5,449,381	13,180,000	78.27%	2027
2028			2,240,000	67,200	945,000	368,037	3,185,000	435,237	3,620,237	9,995,000	83.52%	2028
2029					2,830,000	330,237	2,830,000	330,237	3,160,237	7,165,000	88.19%	2029
2030					2,785,000	217,037	2,785,000	217,037	3,002,037	4,380,000	92.78%	2030
2031					2,710,000	133,487	2,710,000	133,487	2,843,487	1,670,000	97.25%	2031
2032					1,670,000	52,187	1,670,000	52,187	1,722,187	0	100.00%	2032
	<b>10,850,000</b>	<b>983,913</b>	<b>10,310,000</b>	<b>2,610,450</b>	<b>10,940,000</b>	<b>4,413,325</b>	<b>60,645,000</b>	<b>13,071,419</b>	<b>62,988,471</b>			

**Eden Prairie Schools**  
**Final Levy Certification Payable 2018**

	Categories	2016 Pay 17 FY 18	2017 Pay 18 FY 19	Dollar Change	Comments
1	<b>GENERAL FUND</b>				
2	Equity	\$ 381,390	\$ 1,159,669	\$ 778,279	Equity revenue kicked back in plus additional from prior year
3	Student Achievement	149,118	-	(149,118)	Legislature eliminated levy
4	Local Optional Revenue	4,003,493	4,159,690	156,197	Based on adjusted pupil units plus prior year adjustments
5	Achievement & Integration	352,914	367,674	14,759	Similar
6	Alternative Teacher Compensation	809,385	815,888	6,503	Based on adjusted pupil units plus prior year adjustments
7	Referendum	16,975,821	17,780,184	804,362	Based on adjusted pupil units plus prior year adjustments
8	Transition	52,383	54,841	2,458	Based on adjusted pupil units plus prior year adjustments
9	Re-employment Ins.	(5,370)	23,507	28,877	Unemployment costs higher than prior year's
10	Safe Schools	507,993	488,498	(19,495)	Based on adjusted pupil units plus prior year adjustments
11	Career Technical	375,355	367,434	(7,921)	35% of estimated expenditures
12	Abatement/Other Adjustments	273,676	179,583	(94,093)	Underlevied abatement activity
13	Building/ Lease	1,531,590	1,308,414	(223,177)	10 year turf lease paid off
14	Operating Capital	1,090,494	957,199	(133,295)	Change in equalization, declining adjusted pupil units
15	Capital Projects	6,442,624	6,592,060	149,436	Technology levy, increase in adjusted net tax capacity
16	Long Term Facility Maintenance (LTFM)	1,816,388	1,020,417	(795,971)	Pay-as-you-go versus bond
17	Capital Facilities Bonds Adjustment	(118,311)	(122,798)	(4,487)	Offset in debt service fund
18	<b>GENERAL FUND LEVY TOTAL</b>	<b>\$ 34,638,943</b>	<b>\$ 35,152,258</b>	<b>\$ 513,315</b>	<b>1.48%</b>
33	<b>COMMUNITY EDUCATION FUND</b>				
34	Basic Levy	\$ 451,675	\$ 451,675	\$ -	\$5.42 per population (2012 census)
35	Early Child & Family Education	348,942	334,274	(14,668)	Slightly smaller student population
36	Home Visiting	8,718	8,539	(179)	0-4 year old
37	Disabled Adults	6,365	6,365	-	50% of approved expenditures
38	School-Aged Care	26,079	24,349	(1,729)	Similar
39	Abatement Adjustment	9,704	12,424	2,721	Abatement activity
40	<b>COMMUNITY EDUCATION LEVY TOTAL</b>	<b>\$ 851,483</b>	<b>\$ 837,627</b>	<b>\$ (13,856)</b>	<b>1.63%</b>
46	<b>DEBT SERVICE FUND</b>				
47	Debt Levy	\$ 2,316,300	\$ 2,326,538	\$ 10,238	Scheduled principal & interest payments
48	Alternative Facilities (LTFM) Bond	2,154,753	2,663,544	508,791	Scheduled principal & interest payments
49	OPEB Bond	4,031,830	4,169,459	137,629	Scheduled principal & interest payments
50	Debt Excess	(506,835)	(262,999)	243,835	Calculated using fund balance & projected costs
51	Abatement Adjustment	-	-	-	Abatement activity-Not traditionally levied in Final Levy
52	<b>DEBT SERVICE LEVY TOTAL</b>	<b>\$ 7,996,048</b>	<b>\$ 8,896,542</b>	<b>\$ 900,493</b>	<b>11.26%</b>
55	<b>LEVY GRAND TOTAL</b>	<b>\$ 43,486,474</b>	<b>\$ 44,886,427</b>	<b>\$ 1,399,953</b>	<b>3.22%</b>

## OTHER HISTORICAL DATA

Basic General Education Funding Formula – The per-pupil-unit allocation used in this budget is \$6,312 for 2018-19. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
<b>1997-98</b>	\$3,581	\$76 increase in funding formula
<b>1998-99</b>	\$3,530	\$79 increase in funding formula, roll out of \$130 for training & experience.
<b>1999-00</b>	\$3,740	\$210 increase in funding formula
<b>2000-01</b>	\$3,964	\$244 increase in funding formula
<b>2001-02</b>	\$4,068	\$104 increase in funding formula
<b>2002-03</b>	\$4,601	\$533 increase in funding formula
<b>2003-04</b>	\$4,601	No increase in funding formula
<b>2004-05</b>	\$4,601	No increase in funding formula
<b>2005-06</b>	\$4,783	4% increase in funding formula
<b>2006-07</b>	\$4,974	4% increase in funding formula
<b>2007-08</b>	\$5,074	2% increase in funding formula
<b>2008-09</b>	\$5,124	1% increase in funding formula
<b>2009-10</b>	\$5,124	No increase in funding formula
<b>2010-11</b>	\$5,124	No increase in funding formula
<b>2011-12</b>	\$5,174	\$50 increase in funding formula
<b>2012-13</b>	\$5,224	\$50 increase in funding formula
<b>2013-14</b>	\$5,302	1.5% increase in funding formula
<b>2014-15 *</b>	\$5,831	1.5% increase in funding formula + \$25/pupil in the 2014 session
<b>2015-16</b>	\$5,948	2.0% increase in funding formula
<b>2016-17</b>	\$6,067	2.0% increase in funding formula
<b>2017-18</b>	\$6,188	2.0% increase in funding formula
<b>2018-19</b>	\$6,312	2.0% increase in funding formula

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD OF  
SCHOOL DISTRICT No. 272  
(Eden Prairie Schools)  
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 272, State of Minnesota, was held on \_\_\_\_\_, at \_\_\_\_\_ m., for the purpose, in part, of approving the Intermediate School District No. 287's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments in the district's application for long-term facility maintenance.

\_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT  
NO. 287'S LONG-TERM FACILITY MAINTENANCE PROGRAM  
BUDGET AND AUTHORIZING THE INCLUSION OF A  
PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S  
APPLICATION FOR LONG-TERM FACILITY MAINTENANCE  
REVENUE**

BE IT RESOLVED by the School Board of District No. 272, State of Minnesota, as follows:

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2018-19 school year in the amount of \$ 912,000 of which District No. 272's proportionate share is \$ 97,356.00, consisting of \$ 47,957.44 for pay as you go projects and \$ 49,398.56 for debt service payments on the 2017B Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance

program times a three year weighted average adjusted pupil units formula. For 2019-2020, the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2020 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.
5. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds. Upon approval of such application by the Commissioner of Education, the District shall include in its authority under Section 123B.595 its proportionate share of debt service in such bonds due in such fiscal year.

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of School District No. 272, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 272, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No.

287's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

\_\_\_\_\_  
Clerk

School District No. \_\_\_\_\_



June 18, 2018

To: Dr. Josh Swanson, Superintendent  
From: Jason Mutzenberger, Executive Director of Business Services  
Re: Intermediate #287 Long-Term Facility Maintenance Program

The 2015 legislative session established a Long-Term Facilities Maintenance (LTFM) Revenue program for independent and intermediate school districts. The new program replaces the current Health and Safety Revenue, Deferred Maintenance Revenue and Alternative Facilities Bonding and Levy programs, beginning in FY 2017.

The law requires Eden Prairie Schools, as a member district of Intermediate District 287, to formally approve our proportionate share of their Long-Term Facilities Maintenance program budget. Approval of the budget allows Eden Prairie to include its share of the costs in our long-term facility maintenance revenue application and therefore include the amount on our tax levy.

Eden Prairie's proportionate amount for the upcoming levy is \$96,356 compared to \$96,737 last year. The amount addresses a number of deferred maintenance issues with property owned by the Intermediate as seen on the attached 10 year facility plan which was approved by the Intermediate Board and the Business Director's Advisory Committee.

Please contact the business office if you have any questions.





Division of School Finance  
1500 Highway 36 West  
Roseville, MN 55113-4266

## Long-Term Facility Maintenance Revenue Application Ten Year Expenditure

ED - 02478-01

**INSTRUCTIONS:** Enter estimated expenditures that are allowable uses of Long-term Facilities Maintenance Revenue under MS 123B.595, Subd. 10, by UFARS Finance Code by fiscal year in the space provided. Finance codes shown for accessibility and deferred capital expenditures and maintenance projects are proposed new Finance codes

District Name: Intermediate School District 287

District # 287

Date: 5/10/2018

District Contact for Questions on this Spreadsheet:

E-mail: [mlhawkins@district287.org](mailto:mlhawkins@district287.org)

Name: Mae Hawkins, Exec. Director of Business Services

Phone #: (763) 550-7156

Fiscal Year, Ending June 30th -->

2020

2021

202

2023

2024

25

6

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11

**ESTIMATED EXPENDITURES:**

**Health and Safety, Excluding Projects in Finance codes 358, 363 and 366 Costing > \$100,000 per Site**

Finance	Category									
347	Physical Hazards	\$30,766	\$31,689	\$32,640	\$33,619	\$34,628	\$35,666	\$36,736	\$37,838	\$38,974
349	Other Hazardous Materials	\$7,416	\$7,638	\$7,868	\$8,104	\$8,347	\$8,597	\$8,855	\$9,121	\$9,394
352	Environmental Health & Safety Management	\$63,860	\$65,780	\$67,762	\$69,795	\$71,889	\$74,045	\$76,265	\$78,553	\$80,909
358	Asbestos Removal and Encapsulation	\$15,450	\$15,914	\$16,391	\$16,883	\$17,389	\$17,911	\$18,448	\$19,002	\$19,572
363	Fire Safety	\$41,200	\$42,436	\$43,709	\$45,607	\$46,976	\$48,385	\$49,836	\$51,331	\$52,871
366	Indoor Air Quality	\$4,120	\$4,244	\$4,371	\$4,502	\$4,637	\$4,776	\$4,919	\$5,067	\$5,219
	Total Health and Safety Capital Projects	\$162,812	\$167,700	\$172,740	\$178,510	\$183,865	\$189,380	\$195,060	\$200,912	\$206,940

### Health and Safety, Projects Costing > \$100,000 per Site

358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Accessibility

Finance	Category								
367	Accessibility								
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## Deferred Capital Expenditures and Maintenance Projects

Finance	Category									
368	Building Envelope	\$0	\$0	\$0	\$54,500	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$30,000	\$0	\$14,000	\$42,000	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$162,300	\$44,000	\$0	\$0	\$74,000	\$55,000	\$0	\$0
380	Mechanical Systems	\$286,438	\$120,450	\$0	\$25,000	\$100,000	\$188,000	\$189,000	\$0	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$93,000
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$144,000	\$138,000	\$0	\$0	\$200,000	\$0
384	Site Projects	\$0	\$0	\$231,000	\$50,000	\$0	\$0	\$0	\$6,200	\$150,000
	Total Deferred Capital Expense and Maintenance	\$286,438	\$282,750	\$275,000	\$273,500	\$268,000	\$262,000	\$258,000	\$248,200	\$243,000

<b>Total Annual 10 Year Plan Expenditures</b>	\$449,250	\$450,450	\$447,740	\$452,010	\$451,865	\$451,380	\$453,060	\$449,112	\$449,940
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LTFTM Revenue for District Share of Eligible Intermediate Projects (Unequalized)	\$449,250	\$450,450	\$447,740	\$452,010	\$451,865	\$451,380	\$453,060	\$449,112	\$449,940
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## Future Bond Projects

### Debt Service Portion of Revenue

Additional Debt service for LTFM bonds issued for a portion of initial formula revenue on line 10	\$462,750	\$462,550	\$466,950	\$462,550	\$463,450	\$463,200	\$462,200	\$463,800	\$464,800
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## Pay as You Go Projects

### General Fund Portion of Revenue

<b>Total Long Term Facilities Maintenance Revenue</b>	<b>\$912,000</b>	<b>\$913,000</b>	<b>\$914,690</b>	<b>\$914,560</b>	<b>\$915,315</b>	<b>\$914,580</b>	<b>\$915,260</b>	<b>\$912,912</b>	<b>\$914,740</b>
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Notes:

1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects for any of the 10 years in the plan.

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**Resolution Authorizing Execution of Legal Documents  
Eden Prairie School District ISD# 272 (the "District")  
(TIES Dissolution, Sale of TIES Building, NJPA Closing)**

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At a regular meeting of the School Board of the Eden Prairie School District #272, on the 18<sup>th</sup> day of June 2018, the following *RESOLUTION* was proposed and approved by the School Board:

**RESOLVED:**

*WHEREAS*, the District is a member of TIES (Technology and Information Educational Services);

*WHEREAS*, during a Special Meeting of the TIES Executive Committee on January 18, 2018, the Executive Committee adopted a resolution in which the Executive Committee recommended that the TIES Board vote in favor of dissolution at the upcoming Special Board Meeting on January 24, 2018;

*WHEREAS*, during the TIES Special Board Meeting on January 24, 2018, the TIES Board approved the resolution dated January 18, 2018 and voted in favor of dissolving TIES;

*WHEREAS*, the TIES resolution dated January 18, 2018 authorized the TIES Executive Committee to complete the dissolution process on or before June 30, 2019 (provided that the TIES Board voted in favor of dissolution on January 24) and to continue exploring potential business opportunities with third parties, e.g., an asset transfer or a similar business deal toward the goal of minimizing negative financial impact on the TIES 48 member school districts and to ensure continuation of essential services for the members;

*WHEREAS*, on January 23, 2018, the National Joint Powers Alliance ("NJPA")<sup>1</sup> presented TIES management with a Letter of Intent in which its intent to consider a possible transaction was outlined, subject to the completion of due diligence by March 30, 2018;

*WHEREAS*, NJPA and TIES completed due diligence by March 30, 2018;

*WHEREAS*, on April 19, 2018, the TIES Executive Committee adopted a resolution accepting a proposal from NJPA (as authorized by NJPA's governing board on April 17, 2018) to proceed with discussions and directed TIES management (including outside experts as needed, e.g., legal counsel) to draft, review and negotiate all necessary legal agreements between TIES and NJPA to close on the transaction (the "Transaction");

*WHEREAS*, the Transaction is expected to close effective July 1, 2018 (the beginning of Fiscal Year 2018-2019);

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<sup>1</sup> Effective June 1, 2018, NJPA will change its name to Sourcewell.

*WHEREAS*, the effective date for TIES dissolution has not been determined as of the date of this School Board meeting;

*WHEREAS*, the School Board has determined that it is in the best interests of the District to authorize the Superintendent (or another representative of the District with authority to legally bind the District, e.g., the Chair of the School Board) to execute legal documents on behalf of the District within his/her discretion necessary to close the Transaction and to complete TIES' dissolution, subject to and within the scope of each of the conditions set forth below in this resolution;

*NOW THEREFORE*, BE IT RESOLVED by the Eden Prairie School Board as follows:

1. The Eden Prairie School Board hereby authorizes the District Superintendent or another District representative with authority to legally bind the District to execute legal documents within his/her discretion on behalf of the District in its capacity as a member of TIES necessary to consummate the closing of the Transaction and complete TIES' dissolution, subject to and within the scope of each of the following conditions:
  - (a) District shall not be obligated to pay an amount in excess of \$20 per student to cover its proportionate share of TIES current liabilities;
  - (b) District shall not be obligated to pay an amount in excess of \$3 per student to cover its proportionate share of the cost to maintain and operate the TIES building (located at 1667, Snelling Ave. N., St. Paul, MN 55108) until the building is sold;
  - (c) District shall retain all legal rights to the TIES building in its proportionate share as a TIES member according to the TIES Bylaws and no such rights shall be assigned to NJPA; and
  - (d) District shall retain all legal rights to receive a proportionate share of any proceeds from the sale of the TIES building for an amount in excess of the debt owed to U.S. Bank according to the TIES Bylaws, and NJPA shall have no rights in any such proceeds.
2. The motion for adoption of this resolution was brought by School Board member \_\_\_\_\_ seconded by School Board member \_\_\_\_\_, and upon a *roll call vote* being taken, the following voted in favor thereof:

\_\_\_\_\_.

and the following voted against the same:

\_\_\_\_\_.

(signature to follow)

*WHEREUPON*, this resolution was declared duly passed and adopted.

By: \_\_\_\_\_  
Elaine Larabee, Chair

By: \_\_\_\_\_  
Adam Seidel, Clerk

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Eden Prairie School District 272 Superintendent Monitoring Report

Policy Name: <b>EL 2.9 Communication and Support to the School Board</b>	Monitoring Timeframe: <del>July 2017 – November 2017</del> <b>December 2017 - June 2018</b>	<b>Policy Monitoring Column FOR BOARD USE ONLY</b> Compliance rating: <ul style="list-style-type: none"> <li>• OI is/is not reasonable</li> <li>• Data does/does not provide adequate evidence of compliance</li> </ul> <b><i>Include specific evidence for rating conclusion and recommendations.</i></b>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>November 27, 2017</del> <b>June 18, 2018</b>	
		<b>Board member name:</b>
<b><u>Global Constraint:</u></b> <b>The Superintendent shall not cause or allow the School Board to be uninformed or unsupported in its work.</b>		<i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> I interpret this policy to mean that I am ultimately responsible for arranging the logistical, informational and organizational systems necessary for the School Board to be an effective governing body with the support of the Superintendent's Cabinet and Office Staff.  I believe the Board's subsequent policies 2.9.1 – 2.9.11 succinctly cover all areas of further interpretation of this global ("parent level") policy leaving no other areas of concern to be addressed in this interpretation.		
<u>Justification:</u> This was developed through reflection and a study of operational interpretations of similar organizations that approached it in a similar fashion.		
<u>Measurement Plan:</u> The organization will be in compliance with EL 2.9 if the Board finds the organization to be in compliance with policies 2.9.1 – 2.9.11.		

<p><u>Evidence:</u> Evidence of compliance is demonstrated by supporting data presented throughout EL Policies 2.9.1-2.9.11.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence supports the Operational Interpretation</p>	
<p><b>2.9.1 Further, the Superintendent shall not: Neglect to submit monitoring reports required by the School Board in a timely, accurate, and understandable fashion.</b></p>	
<p><u>Operational Interpretation:</u> Our governance process dictates that the superintendent periodically report on whether the organization has (1) avoided conditions the Board has indicated as unacceptable, and (2) achieved certain end results. This policy requires that those reports, defined by Policy Governance as internal monitoring reports for Executive Limitation and Ends policies, be submitted with the following qualities:</p> <ol style="list-style-type: none"> <li>1. <b>Timeliness</b> – Timely information is information that is available when it is needed. I interpret this to mean that the reports will be made available to the Board twelve (12) days prior to the Board meeting at which the report will be monitored.</li> <li>2. <b>Accuracy</b> – Accurate information provides a reliable and valid representation of reality. I interpret this to mean that all data provided will be fact-based and known to be true to the best of our ability.</li> <li>3. <b>Understandable</b> – I interpret this to mean that the actual reports must be: <ol style="list-style-type: none"> <li>a. Presented in a standardized format that clearly delineates each element of the report (Operational Interpretation, Justification, Measurement, Data, Statement of Compliance);</li> <li>b. Free of unnecessary material not directly related to demonstrating compliance with the policy interpretation;</li> <li>c. Carefully designed to express vast quantities of data that can be assimilated and absorbed by the reader quickly.</li> </ol> </li> </ol>	
<p><u>Justification:</u> <b>My interpretation of monitoring reports</b> is guided by our understanding of the Policy Governance model as learned during joint training sessions, documentation reviewed, and shared experience since 2013. <b>My interpretation of timeliness</b> being twelve (12) days prior to monitoring. <b>My interpretation of accuracy and understandable</b> is guided by our joint understanding of the Policy Governance model.</p>	
<p><u>Measurement Plan:</u> Compliance with this policy will be demonstrated by:</p> <ol style="list-style-type: none"> <li>1. Compliance is achieved when at least 90% of all reports are submitted no less than twelve (12) days before monitoring.</li> <li>2. The operational interpretations, justifications and data provided are timely, accurate, and provide credibility to my assertions of compliance.</li> <li>3. The format and content is not unnecessarily complicated as demonstrated by final board action on the report.</li> </ol>	

Evidence:

All monitoring reports have been submitted twelve or more days prior to monitoring. The following table documents submission or board action for each monitoring report from July 2017-June 2018.

**Record of Board Policy Monitoring  
Ends and Executive Limitations  
July 2017- ~~November 2017~~ June 2018  
Monitoring ~~2016-2017~~ 2017-2018 School Year Data**

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							
Ends 1.1	10/23/17 Evidence	OI, Justification and Measurement Plan on June 18, 2018		Yes	Yes		Yes
Ends 1.1.1	10/23/17 Evidence	OI, Justification and Measurement Plan on June 18, 2018		No	No	Brought Back to the Board on February 26, 2018	Yes
Ends 1.1.2	10/23/17 Evidence	OI, Justification and Measurement Plan on June 18, 2018		No	No	Brought Back to the Board on February 26, 2018	Yes
Ends 1.1.3	10/23/17 Evidence	OI, Justification and Measurement Plan on June 18, 2018		Yes	Yes		Yes

Ends 1.2	10/23/17 Evidence	OI, Justification and Measurement Plan on June 18, 2018		Yes	Yes		Yes
Ends 1.3	10/23/17 Evidence	OI, Justification and Measurement Plan on June 18, 2018		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 2.0	12/11/17						
EL 2.1	8/28/17 09/25/17	Yes	Yes With exception to Measurement Plan, Article #2 – bring back with recommended requirements	Yes	Yes	During the Board Mtg. on 10/23/17, Report was brought back with language acceptable by School Board	Yes
EL 2.2	8/28/17	Yes	Yes	Yes	Yes Board requested additional information	During the Board Mtg. on 10/23/17, a PP Presentation reflected the additional information requested by the School Board.	Yes

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EL 2.3	09/25/17	Yes	Yes	Yes	Yes		Yes	
EL 2.4	10/23/17	Yes	Yes	Yes	Yes		Yes	
EL 2.5	12/11/17	Yes	Yes	Yes	Yes		Yes	
EL 2.6	9/25/17	Yes	Yes	Yes	Yes		Yes	
EL 2.7	08/28/17	Yes	Yes	Yes	Yes		Yes	
EL 2.8	10/23/17	Yes	Yes	Yes	Yes		Yes	
EL 2.9	11/27/17 Semi-annual	Yes	Yes	Yes	Yes		Yes	
EL 2.9	06/18/18 Semi-annual							
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence supports the Operational Interpretation</p>								
<p><b>2.9.2 Further, the Superintendent shall not: Be untimely in reporting any actual or anticipated noncompliance with any policy of the School Board.</b></p>								
<p><u>Operational Interpretation:</u> I interpret this policy to mean that it is my responsibility to inform the Board if the organization swings significantly out of compliance or is likely to go out of compliance with any Executive Limitation or Ends policy independent of the timing for internal monitoring report. In other words, I will not wait until a monitoring report is due to inform the Board of a compliance issue but will alert the Board as soon as is prudent and possible.</p> <p>I interpret “any policy” to include Executive Limitation and Ends policies.</p>								
<p><u>Justification:</u> I submit this as a reasonable interpretation on the merit of its common sense approach. In a crisis, I must first “secure the situation” and then communicate. Therefore, alerting the Board at my first possible convenience is a logical approach.</p>								

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>Compliance will be measured using three (3) benchmarks: <ol style="list-style-type: none"> <li>Administration’s timely notification to the Board of any unanticipated non-compliance with any Board policy prior to the scheduled date of monitoring report review.</li> <li>Administration’s adherence to the Monitoring Schedule per the Board Work Plan.</li> <li>The Board’s request for additional monitoring.</li> </ol> </li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>There were no instances of unanticipated non-compliance with any Board policy prior to the scheduled date of monitoring report review.</li> <li>See evidence presented for EL 2.9.1.</li> <li>See evidence presented for EL 2.9.1.</li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence supports the Operational Interpretation</p>	
<p><b>2.9.3 Further, the Superintendent shall not: Neglect to submit unbiased information required by the School Board or let the School Board be unaware of relevant trends.</b></p>	
<p><u>Operational Interpretation:</u> I interpret “unbiased information required by the School Board” to be data that:</p> <ol style="list-style-type: none"> <li>Seeks to provide facts, multiple perspectives, and the positive and/or negative consequences of any proposed action when the School Board requests such information for their deliberations (e.g. considering a new EL or Ends policy;</li> <li>Neither promotes nor suppresses the true nature or logical outcomes that may result from the review of said data</li> </ol> <p>“Relevant trends” are interpreted as information that provides the School Board with key insights into emerging educational trends that might better inform the Board as they approach their governance responsibilities.</p>	
<p><u>Justification:</u> The reasonableness of this interpretation is based on my past experience supporting School Board process and an awareness of the key issues facing the School Board and organization.</p>	
<p><u>Measurement Plan:</u> Compliance shall be evidenced by:</p> <ol style="list-style-type: none"> <li>The operational interpretations, justifications and data provided are timely, accurate, and provide credibility to my assertions of compliance as evidenced by final board action on the report.</li> <li>The Superintendent shall provide “Incidental Information” reports at the monthly business meetings and assist the Board and Board Development Committee as they develop future focused workshop topics.</li> </ol>	

<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. See evidence for 2.9.1.</li> <li>2. See evidence for 2.9.4.</li> <li>3. Future Focused Topics Presented               <ol style="list-style-type: none"> <li>a. Financial Forecast</li> <li>b. Budget Preparation for 18-19</li> <li>c. Ends Update 1.1.1 and 1.1.2</li> <li>d. Assessment Measure for Monitoring the Ends</li> <li>e. Customer Service Presentation</li> <li>f. Capital Budget Preparation</li> <li>g. Self Funded Insurance Update</li> <li>h. Audited Financial Report</li> <li>i. Safe and Secure Schools Updates Via Closed Session</li> <li>j. <del>Designing Pathways – Additional Information</del></li> <li>k. <del>Enrollment Update and Discussion Regarding Resident Engagement Plan</del></li> </ol> </li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.9.4 Further, the Superintendent shall not: Let the School Board be unaware of any significant incidental information it requires, including district press releases, anticipated media coverage, threatened or pending lawsuits, and material internal and external changes.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this policy to mean that I must inform the School Board of:</p> <ol style="list-style-type: none"> <li>1. Incidental Information is interpreted as information that is significant to the organization but not information considered by the School Board to be educational or monitoring in nature. I think of it as “nice to know” items. Examples of this might range from the retirement of a staff member to an update on management’s strategic planning process.</li> <li>2. A threatened or pending lawsuit will be interpreted as a situation where the District has been notified in writing that an individual or group has retained legal representation for purposes of legally challenging the District.</li> <li>3. Material internal or external changes are interpreted to be situations or decisions that a reasonable person would consider to have a significant impact on the district. Examples might include potential changes in state funding, organizational restructuring or process changes, etc.</li> </ol>	

<p>4. The Superintendent is responsible for determining whether the change rises to the level of School Board notification. When in doubt, the Superintendent will consult with the School Board Chair to determine whether an issue is worthy of School Board notification and the proper course of notification.</p>	
<p><u>Justification:</u> The reasonableness of this interpretation is based on my past experience supporting the School Board process.</p>	
<p><u>Measurement Plan:</u> Compliance shall be evidenced by:</p> <ol style="list-style-type: none"> <li>1. The Superintendent shall provide “Incidental Information” reports at their monthly business meeting.</li> <li>2. The School Board’s comparison of my notifications of any real or threatened lawsuits against actuals during the period being monitored.</li> <li>3. The Superintendent adequately informed the Board of material changes during the period being monitored.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. Incidental Information Reports               <ol style="list-style-type: none"> <li>a. AVID Update</li> <li>b. Reimagine MN Update</li> <li>c. World’s Best Workforce Report</li> <li>d. Achievement Integration Progress Report</li> <li>e. Kindergarten Kick Off Events</li> <li>f. Resident Engagement Update</li> <li>g. Innovation Overview</li> <li>h. 2018-2023 Strategic Plan Review</li> <li>i. Personalized Learning: Evolution, Examples, and Spaces</li> <li>j. Updates on dissolution of TIES</li> <li>k. Online Learning</li> </ol> </li> <li>2. The Superintendent notified the Board as needed during the period being monitored.</li> <li>3. The Superintendent notified the Board as needed during the period being monitored.</li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence supports the Operational Interpretation</p>	
<p><b>2.9.5 Further, the Superintendent shall not: Fail to advise the School Board if, in the Superintendent's opinion, the School Board is not in compliance with its own policies on Governance Process and Board-Management</b></p>	

<p><b>Delegation, particularly in the case of School Board behavior that is detrimental to the working relationship between the School Board and the Superintendent.</b></p>	
<p><u>Operational Interpretation:</u> The Superintendent, while subordinate to the School Board, is empowered to manage the business of the District (otherwise known as the Means) unless specifically directed to do otherwise via the Executive Limitations policies. This policy directs me to advise the School Board if the School Board attempts to guide or influence any management function not specifically entrusted to the School Board. The Policy Governance model will only be successful if both the School Board and Superintendent adhere to its policies and tenants.</p> <p>There is an inherent risk for the Superintendent in advising the School Board it is out of compliance. The Superintendent should be confident that any alleged violation of this policy can be brought forth without fear of retaliation or retribution from the School Board or one of its members.</p>	
<p><u>Justification:</u> In order for Policy Governance to function effectively, both the Superintendent and School Board must understand their roles and practice good governance.</p>	
<p><u>Measurement Plan:</u> Compliance is measured by instances when the Superintendent is compelled to notify the School Board Chair and Vice Chair that one or more School Board members allegedly violated this policy. The Chair and Vice Chair will inform the School Board of any unresolved issues.</p>	
<p><u>Evidence:</u> The Superintendent notified the Board Chair and Vice Chair as needed and appropriate during the period being monitored.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.9.6 Further, the Superintendent shall not: Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and incidental.</b></p>	
<p><u>Operational Interpretation:</u></p>	

<ol style="list-style-type: none"> <li>1. Information that is unnecessarily complex and/or lengthy is characterized by a reporting style that provides more information than is required, or contains irrelevant information that hinders effective Board deliberation and decision-making.</li> <li>2. Information provided to the School Board using the principles of Policy Governance should conform and be labeled per the three types indicated in this policy.</li> <li>3. The following defines the three types of information: <ol style="list-style-type: none"> <li>a. Monitoring information. This category includes internal monitoring reports, external monitoring reports (e.g. annual audit), and data and interpretations collected for direct inspections.</li> <li>b. Decision Preparation. This category is composed of information the School Board requests or the Superintendent proactively supplies (see 2.9.3) to support the School Board in its work.</li> <li>c. Incidental Information. This information covers the gamut...from the “nice to know” events that occur in an organization to updates on management processes. Its purpose is to inform the School Board and is not presented for discussion or input.</li> </ol> </li> </ol>	
<p><u>Justification:</u> The interpretations for the types of information were provided during School Board training.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. Compliance regarding complexity or length of the information format is measured by compliance with EL 2.9.1.</li> <li>2. The appropriate placement, discussion, and action (if appropriate) of informational items on the board business meeting and workshop agendas each month.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. See evidence presented for EL 2.9.1.</li> <li>2. Evidence of compliance is demonstrated by Board action to approve meeting agendas during the period being monitored.</li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.9.7 Further, the Superintendent shall not: Provide a mechanism for official School Board, officer, or committee communications that is ineffective.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. An ineffective communication mechanism is interpreted as: <ol style="list-style-type: none"> <li>a. Inefficient in reaching School Board members in a timely manner</li> </ol> </li> </ol>	

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<p>b. Unproductive in assisting School Board members in carrying out their duties</p> <p>c. Unsuccessful in clearly relaying the desired information and resulting actions for official School Board, officer, or committee communications are those defined as those mechanisms that provide timely, accurate, and understandable information that assists School Board members in carrying out their duties.</p> <p>Therefore, I interpret this policy to mean that I must provide the School Board a system for connecting effectively to the organization and to necessary governing information (e.g. School Board meeting materials, past documents).</p>	
<p><u>Justification:</u> The operational interpretation is justified by the School Board’s own selection of BoardBook and MS Outlook as technology solutions and the District website as the repository for official public documents.</p>	
<p><u>Measurement Plan:</u> Compliance will be measured by the School Board’s use of BoardBook, MS Outlook, and the District website and feedback regarding their user experience.</p>	
<p><u>Evidence:</u> The Board has continued to use BoardBook, MS Outlook, and the District website as its main communication and information solutions.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.9.8 Further, the Superintendent shall not: Communicate with individual School Board members in addressing official School Board business except when responding to officers or committees duly charged by the School Board.</b></p>	
<p><u>Operational Interpretation:</u> Elected members of the School Board have binding authority only when acting as a School Board legally in session except where specific authority is provided to School Board members or officers individually. Generally, the School Board is not bound by an action or statement on the part of an individual School Board member unless the action is specifically directed or authorized by the School Board.</p>	
<p><u>Justification:</u> Minnesota Law provides for the specific powers and function of elected School Board members.</p> <p>Minnesota Statute §123.33 School Board Powers</p> <p>Minnesota Statute §123.34 School District Officers</p> <p>Minnesota Statute §123.35 General Powers</p>	

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BMD 3.1.2 provides guidance and instruction outlining the authority that an individual School Board member can exert upon the Superintendent.	
<u>Measurement Plan:</u> Compliance is measured by the number of instances when the Superintendent is compelled to report to the School Board Chair and Vice Chair, School Board member non-compliance of BMD 3.1.1. The Chair and Vice Chair will inform the School Board of any unresolved issues.	
<u>Evidence:</u> The Superintendent notified the Board Chair and Vice Chair as needed and appropriate during the period being monitored.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
<b>2.9.9 Further, the Superintendent shall not: Neglect to supply for the School Board’s consent agenda, along with applicable supporting information, all decisions delegated to the Superintendent yet required by law, regulation, or contract to be School Board-approved.</b>	
<u>Operational Interpretation:</u> I interpret this policy to mean that the new School Board agenda template developed through our current governance process transition will include one “consent agenda” area and that I am responsible for bringing any items onto the agenda in this section. Items listed will include reference as to the reason School Board approval is required and any governance policies the item might reference. I interpret “consent agenda” items differently from “Required School Board Decision” items on the agenda template. “Required School Board Decisions” are items requiring School Board approval AND their deliberative involvement.	
<u>Justification:</u> My interpretation of this policy is based on the Policy Governance model.	
<u>Measurement Plan:</u> Compliance with this policy shall be evidenced by the proper identification and placement of the items described in this policy on School Board agendas during the period being monitored.	
<u>Evidence:</u>	



1. Evidence of compliance is demonstrated by Board action to approve meeting agendas during the period being monitored.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
<b>2.9.10 Further, the Superintendent shall not: Allow the School Board to be unaware of potential consequences to the district posed by pending legislation or regulation.</b>	
<u>Operational Interpretation:</u> <p>I interpret this policy to mean that potential consequences of pending or realized legislation can be positive or negative and are the result of actions of the state and/or federal government. Pending legislation are those items that are introduced to the legislature in the form of new bills or modification to existing legislation. Regulations are the interpretation of enacted legislation by government entities charged with the responsibility of operationalizing approved legislation.</p> <p>Legislation and regulations are imposed upon the District as a political entity. The District is a political entity that is responsible to the State of Minnesota and the Federal government, and therefore is required to conform to and implement either direct legislation or the interpretation of legislation by government agencies. Pending legislation and resulting changes to expectations or established practices at the local level need to be communicated to the Board of Education.</p> <p>Therefore, my job related to this policy is to make sure the School Board is made aware of legislative impact to this district. I will normally use my “Incidental Report” to make the School Board aware of such situations unless the legislation causes the organization to go out of compliance. In such cases, the School Board may be informed via an Out of Compliance Email Alert.</p>	
<u>Justification:</u> <p>I consider my interpretation to be justified based on a common understanding of public education regulation and legislation.</p>	
<u>Measurement Plan:</u> <p>Compliance with this policy is evidenced by the multiple means by which the Board is kept apprised of proposed state and federal legislation or regulation, as well as inquiries from individual board members seeking further understanding or clarification of pending legislation.</p>	
<u>Evidence:</u> <p>The Board is copied in on email updates from AMSD and MSBA on a regular basis. The Superintendent also forwards additional information from MASA and AASA as needed and appropriate.</p>	
<u>Statement of Assertion:</u>	

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Report is Reasonable and Evidence support the Operational Interpretation	
<b>2.9.11 Further, the Superintendent shall not: Send letters or surveys under the School Board’s name or on behalf of the School Board without School Board approval.</b>	
<u>Operational Interpretation:</u> It is not uncommon for information to be disseminated or gathered on behalf of the District as a whole or “on behalf of” the School Board. Due to the separation of duties as evidenced by School Board Policy, it is inherent upon Administration to clearly identify the source of the request and to whom the information will be divulged when sharing, communicating, or collecting data. <ol style="list-style-type: none"> <li>1. Neither Superintendent nor any school employee may represent the “School Board” in any letter sent to stakeholders without the express approval of the School Board via official School Board approval.</li> <li>2. The Superintendent and designees shall clearly declare the origin and potential use of any survey seeking input from owners, and under no circumstance represent the request for information on behalf of the School Board without School Board approval.</li> </ol>	
<u>Justification:</u> Policy Governance theory and policy clearly indicates the roles of the School Board and Superintendent which is the driving rationale for this interpretation.	
<u>Measurement Plan:</u> Compliance with this policy will be evidenced by: <ol style="list-style-type: none"> <li>1. The existence of any formal requests by the Superintendent for School Board signoff of letters, etc. during the monitoring period.</li> <li>2. Surveys undertaken by the Administration do not attribute the Board as requesters or recipients of the collected data.</li> </ol>	
<u>Evidence:</u> <ol style="list-style-type: none"> <li>1. There were no requests by the Superintendent to have the Board sign off on any letters.</li> <li>2. There were no surveys undertaken that were attributed to the Board as requestors.</li> </ol>	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
School Board member’s summarizing comments:	

## **Executive Summary 2018-2019 Ends Policy OI for 1.1, 1.2, 1.3**

Eden Prairie Schools works to set reasonable goals and targets to ensure academic improvement as measured by Ends Policy 1.1, 1.2 and 1.3. The reporting format has been updated for better readability and interpretation of these Ends monitoring reports. You will find updates have been made within operational interpretations, justifications, and measurement plans that reflect changes in law (ESSA), access to assessment data for 2018-19, and evolving practices. The targets have been set to be reflective of a strong commitment to continuous improvement, while also being reasonable. Several sample tables and graphs have been provided in the evidence section to support the understanding of the measurement plan. The precise data and all of the tables and graphs will be created for monitoring in 2019. Please find a summary of updates to each of the policies and child policies below.

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

- Added a goal for the ACT Aspire assessment, the percent of students meeting or exceeding benchmarks will increase by 2 percentage points. Since this is a new measurement for the 2016-2017 OI, current data will be available for monitoring report in October 2018.
- Maintain reasonable goals for graduation and post-secondary completion rates based on a review of trend data, consideration of Eden Prairie's student population and educational needs, and an in-depth comparison of other west metro districts.
- The 6-year graduation rate has been changed to a 7-year graduation rate to align with MN Department of Education ESSA (Every Student Succeeds Act) accountability measure.

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

- Maintain a reasonable goal of 78% of 3rd graders will be proficient in two out of three assessments in reading.

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

- Reading and Math MCA goals have been set to measure an increase of 2% points in the number of students at or above proficiency. Maintain the reasonable goal for Science MCA of 67% of students at or above proficiency.
- Spring to spring student learning growth will be measured by Math and Reading MCA assessments. The goal is for 78% of students to achieve medium or high growth in Math and Reading.
- Fall to spring student growth in Reading and Math will be measured by the FastBridge assessment. The percent of students below grade level in Reading and Math who will be achieving aggressive growth will increase by 2% points.
- The percent of students achieving a C or higher in Social Studies, World Language, Technology, Business Education, Fine or Applied Arts, Health and Physical Education will increase by 2% points.

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

- Continue to measure the number of students enrolled in PSEO, Advanced Placement, advanced coursework including Career & Technology education courses. This measure aligns with ESSA (Every Student Succeeds Acts) as an indicator of school success.

**Ends 1.2 Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy.**

- The target is to increase the student proficiency by 2% points for each of the 4C's (collaboration, communication, critical thinking, and creativity) in grades EC-12.

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

- A measure of consistent attendance has been added to align with ESSA (Every Student Succeeds Act) as an indicator of school success.

# Eden Prairie School District 272

## Ends Policy Monitoring Report

### Policy Name:

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

### Monitoring Timeline:

~~July 2017 – June 2018~~ July 2018 to June 2019

### Policy Quadrant: Ends Policy

### Date of School Board Monitoring:

Ol: ~~June 12, 2017~~ June 18, 2018

Evidence: October, ~~2018~~ 2019

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

#### Operational Interpretation:

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

#### Justification:

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

District Policy 613 defines graduation requirements.

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

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

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

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.
2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

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

Citation:

[www.act.org](http://www.act.org)

[https://nces.ed.gov/npec/pdf/kuh\\_team\\_report.pdf](https://nces.ed.gov/npec/pdf/kuh_team_report.pdf)

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

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### **Measurement Plan:**

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

Demonstration of exceeding minimum ACT and ACT Aspire benchmarks:

- Percent of 7th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science **will increase by 2% points.**
- Percent of 9th grade students at or above Aspire benchmark in Reading, Writing, English, Math, and Science **will increase by 2% points.**
- Percent of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science and Composite **will increase by 2% points.**

4-Year District Graduation Rate

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

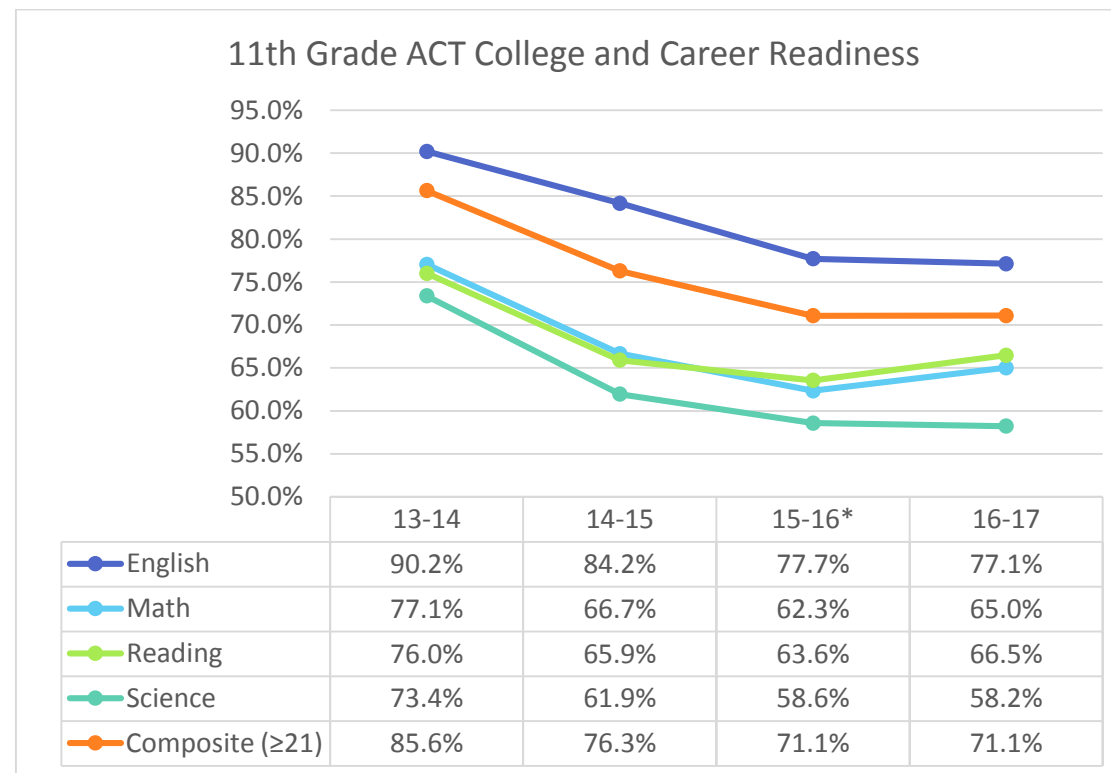
67-Year District Graduation Rate

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

State Longitudinal Educational Data System (SLEDs)

- ~~Post-Secondary Education Entrance~~ **Percent of HS Graduates Enrolling in College – Fall** Target 90% enrolled
- **Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year** ~~2nd Year College Persistence~~ Target 95% enrolled
- 4-Year College Completion Target 45% ~~Percent of HS graduates completing a degree or certificate within 4 years~~
- 6 Year College Completion Target 70% ~~Percent of HS graduates completing a degree or certificate within 6 years~~

**Evidence:**

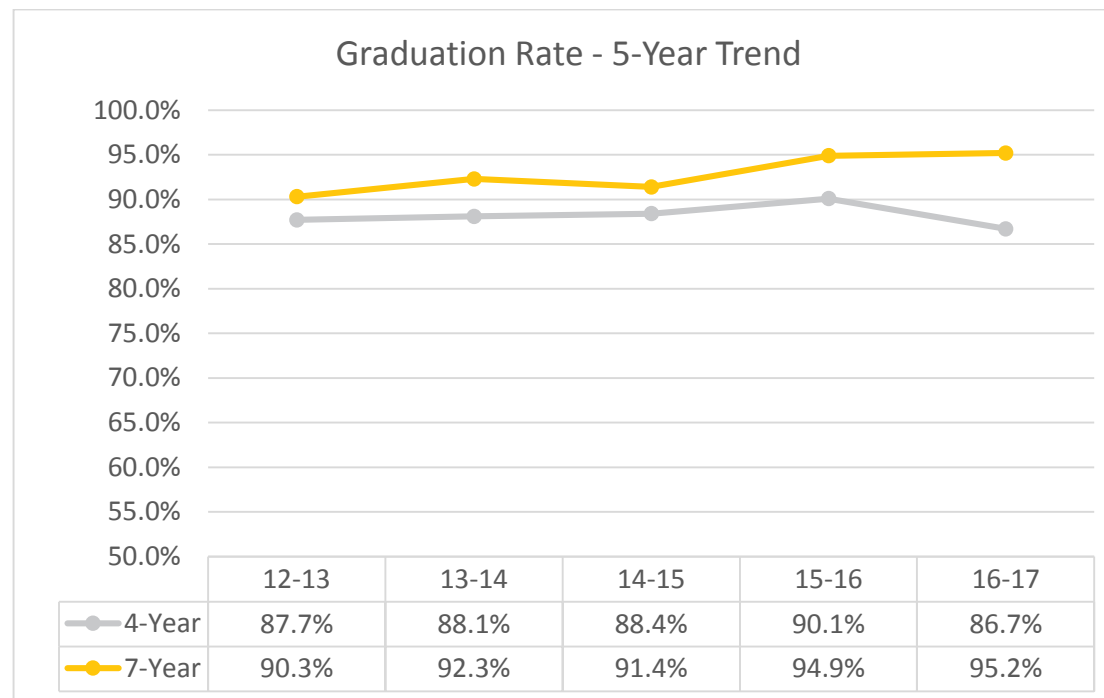


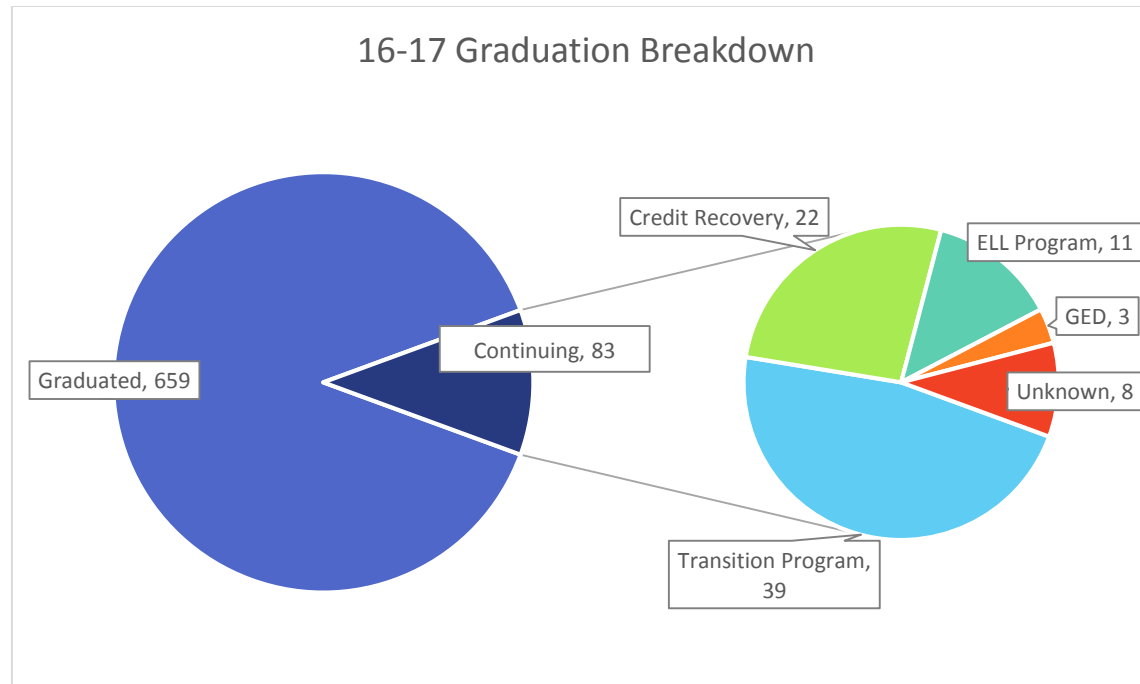
\*Not all students took the ACT prior to 15-16. Beginning in 15-16, all students were administered the exam.



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

Grade	Composite (≥21)		Reading		Writing		Math		Science		English	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
7 <sup>th</sup> Grade ACT Aspire	X		54.8%		40.9%		64.5%		62.7%		89.6%	
9 <sup>th</sup> Grade ACT Aspire	X		61.1%		62.7%		56.8%		53.9%		78.2%	
11 <sup>th</sup> Grade ACT	71.1%		66.5%		X		65.0%		58.2%		77.1%	



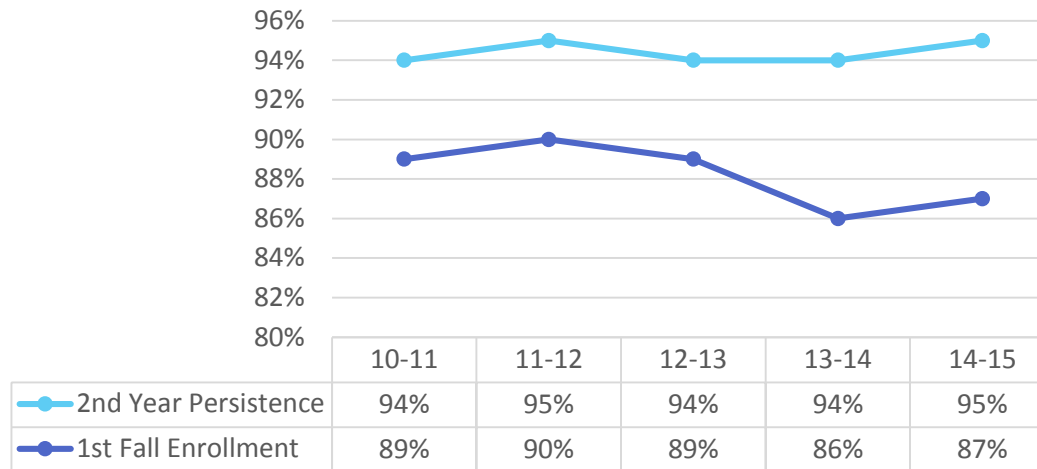


\*Sample data.

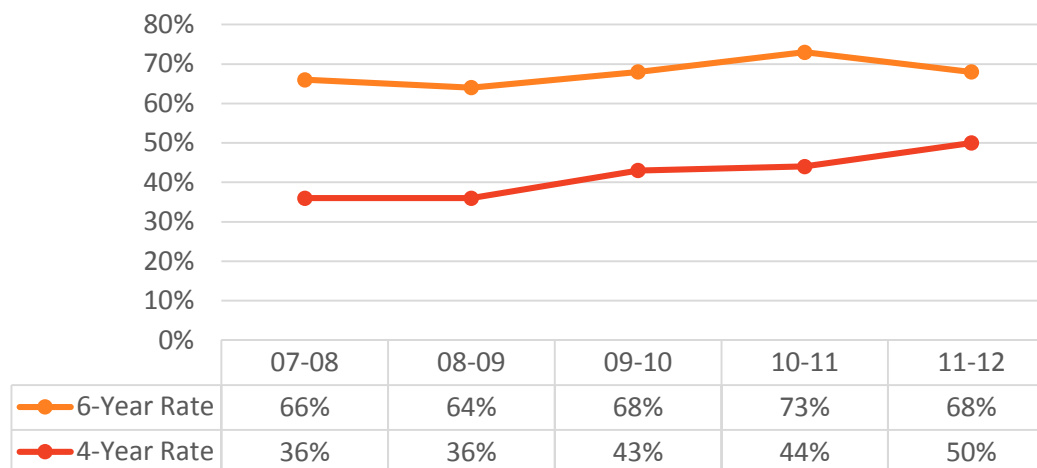
**SAMPLE Table 1.1b: 4-Year and 7-Year Graduation Rate**

Graduation Rate	Final 16-17	Estimated 17-18	Target	Target Met
4-Year (Class of 2017)	86.5%		93%	
7-Year (Class of 2015)	95.2%		97%	

### Post-Secondary Enrollment and Persistence



### Post-Secondary Completion



**SAMPLE Table 1.1c: Post-secondary education metrics**

	17-18	18-19
Percent of HS Graduates Enrolling in College – Fall		
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year		
4-Year College Completion Target		
6-Year College Completion Target		

**Policy Monitoring FOR BOARD USE ONLY**

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

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

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

**Operational Interpretation:**

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

**Justification:**

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

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

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

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

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**Measurement Plan:**

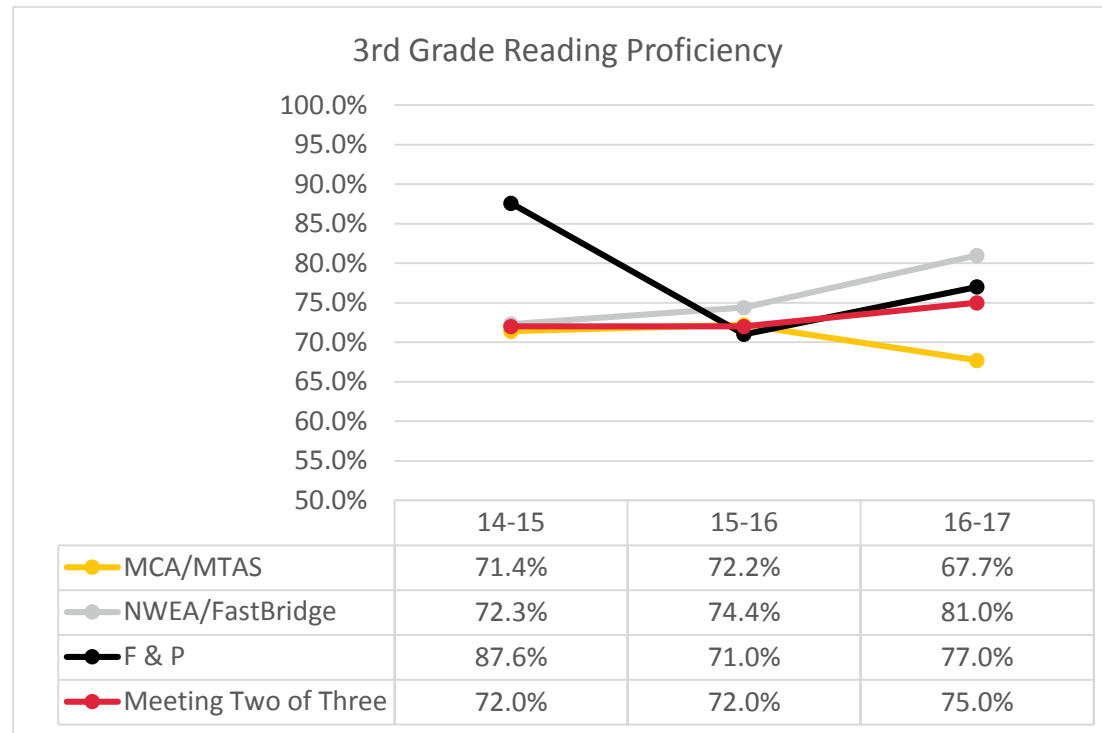
Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade:

- 3rd grade MCA/MTAS Reading Proficiency = Meets or Exceeds (Including n-size)
- FastBridge Assessment 3rd grade end of year “aReading” benchmark  $\geq$  503 (Retrieved 5/2018)
- Fountas and Pinnell 3rd grade level end of year benchmark  $\geq$  P (Retrieved 5/2018)
- EDL (EHSI) 3rd grade level  $\geq$  38
- Percentage of students proficient as identified by race, socio-economic and student service groups.

Target: 78% of the students are proficient in ~~2018~~ 2018-2019.

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**Evidence:**



**SAMPLE Table 1.1.1a: Percent of 3rd grade students enrolled prior to October 1<sup>st</sup> Meeting Proficiency on Two of Three Assessments**

Demographic Group	17-18	18-19
American Indian or Alaska Native		
Asian		
Hispanic/Latino		
Black or African American		
White		
Native Hawaiian or Other Pacific Islander		
Two or more races		
EL		
SPED		
FRP		
Overall		

**Policy Monitoring FOR BOARD USE ONLY**

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

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

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

**Operational Interpretation:**

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

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

**Justification:**

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

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 80 percentile) growth they can work to attain grade level expectations.

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

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

The aReading assessment is based on ten years of research that built upon the recommendations of the National Reading Panel (2000), aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the National Center for Response to Intervention. It is also cross-walked to the National Common Core Standards (2010). Substantial research evidence shows that aReading provides a robust estimate of broad reading achievement in grades 2-6 universal and 7-8 for those performing below grade level. earlyReading is the equivalent assessment for developing readers and is used in grades K and 1. ~~It is~~ These measures are useful to predict performance on high-stakes assessments (e.g., state tests). aReading is designed for Universal Screening to identify students at risk for academic gaps and personalized instruction for each student.

The aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry in grades 2-6 universal and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians an is used in grades K and 1.

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

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



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

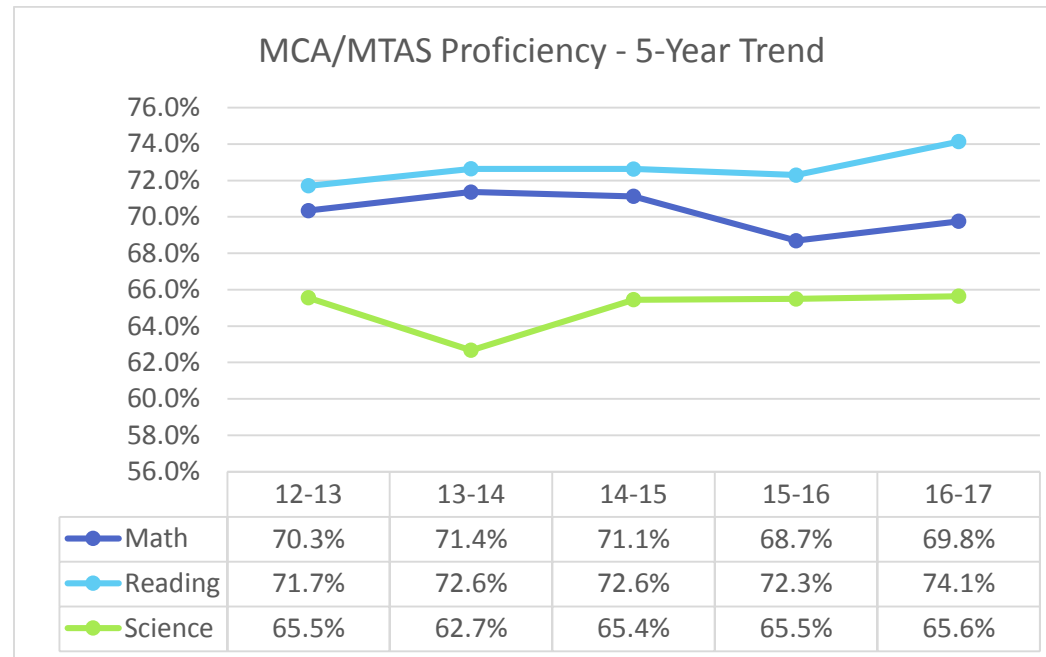
**Measurement Plan:**

<b><u>MCA and MTAS Proficiency grades 3-8 and high school for 2017-2018 2018-2019</u></b> Source: MDE Minnesota Report Card, <a href="#">October 1, 2018</a> Enrollment	<b>Targets</b>
<ul style="list-style-type: none"> <li>• <b>READING</b> grades 3-8 and HS</li> <li>• <b>MATH</b> grades 3-8 and HS</li> <li>• <b>SCIENCE</b> Grades 5, 8 and HS</li> </ul>	<p><a href="#">Reading Goal</a> Target for 2017-2018 74%-2018-2019 76% of students will be at or above proficiency</p> <p><a href="#">Math Goal</a> Target for 2017-2018 - 71% 2018-2019 73% of students will be at or above proficiency</p> <p><a href="#">Science Goal</a> Target for 2017-2018-2018-2019 - 67% of students will be at or above proficiency</p>
<p><b><u>Measurement of Growth 2017-2018 2018-2019</u></b> MCA/MTAS -Spring to Spring growth grades 4-8 and high school for 2017-2018 2018-2019</p> <ul style="list-style-type: none"> <li>• <b>READING</b></li> <li>• <b>MATH</b></li> <li>• <del>SCIENCE*</del></li> </ul>	<p><a href="#">Reading Goal</a> Target for 2017-2018 74%-2018-2019- 78% of students will be at medium or high growth</p> <p><a href="#">Math Goal</a> Target for 2017-2018 78% 2018-2019- 78% of students will be at medium or high growth</p> <p>*Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.</p>
<p><b><u>FastBridge Growth grades K-6 - Fall to Spring growth</u></b></p> <ul style="list-style-type: none"> <li>• <b>READING</b> <del>2017-2018</del> 2018-2019</li> <li>• <b>MATH –</b> <del>2017-2018</del> 2018-2019</li> </ul>	<p><a href="#">Percent</a> of students below grade level in <a href="#">Reading</a> achieving aggressive growth <a href="#">will increase by 2% points.</a></p> <p><a href="#">Percent</a> of students below grade level in <a href="#">Math</a> achieving aggressive growth <a href="#">will increase by 2% points.</a></p>
<p><b><u>Student Achievement in Other Curriculum Areas in Grades 7-12</u></b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• World Language</li> <li>• Technology</li> </ul>	<p><del>2017</del> Baseline Year of Target for <a href="#">2018-2019</a> XX % of C grades or higher in the following <a href="#">referenced</a> subjects</p>

- Business Education - NA for grade 7 and 8
- Fine or Applied Arts
- Health
- Physical Education

Percent of students achieving a C grade or higher in the referenced subjects will increase by 2% points.

**Evidence:**



**SAMPLE Table 1.1.2a: Percent of students by grade that Meet or Exceed the proficiency standard on MCA/MTAS**

Grade	Math		Reading		Science	
	15-16	16-17	15-16	16-17	15-16	16-17
3	76.8%	73.9%	71.7%	66.7%		
4	77.8%	75.0%	72.0%	74.3%		
5	66.4%	68.8%	79.4%	80.1%	70.7%	66.6%
6	69.4%	66.5%	79.5%	78.4%		
7	62.7%	69.9%	68.8%	74.3%		
8	70.0%	71.7%	66.3%	72.0%	57.8%	61.0%
HS	58.7%	63.0%	69.0%	73.0%	68.1%	69.2%
Overall	68.7%	69.8%	72.3%	74.1%	65.5%	65.6%

**SAMPLE Table 1.1.2b: Percent of students by demographic group that Meet or Exceed the proficiency standard on MCA/MTAS**

Demographic Group	Math		Reading		Science	
	15-16	16-17	15-16	16-17	15-16	16-17
American Indian or Alaska Native	36.8%	33.3%	15.0%	50.0%	12.5%	37.5%
Asian	83.7%	84.0%	83.1%	82.9%	77.9%	76.4%
Black or African American	32.7%	34.6%	46.0%	47.2%	31.1%	32.4%
Hispanic/Latino	47.5%	46.4%	55.6%	60.3%	44.4%	42.1%
Native Hawaiian or Other Pacific Islander	50.0%	50.0%	50.0%	33.3%	50.0%	50.0%
Two or more races	65.0%	63.3%	71.7%	69.6%	68.5%	65.0%
White	76.6%	78.5%	78.2%	80.6%	72.5%	72.0%
EL	27.5%	29.7%	29.0%	21.7%	10.5%	11.4%
SPED	42.1%	42.6%	43.6%	45.3%	38.3%	44.6%
FRP	39.0%	38.7%	48.2%	48.9%	35.8%	38.6%
Overall	68.7%	69.8%	72.3%	74.1%	65.5%	65.7%

**MCA GROWTH LINE GRAPH GOES HERE**

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

Grade	Math		Reading	
	16-17	17-18	16-17	17-18
4				
5				
6				
7				
8				
Overall				

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

Demographic Group	Math		Reading	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian or Other Pacific Islander				
Two or more races				
White				
EL				
SPED				
FRP				
Overall				

FASTBRIDGE GROWTH LINE GRAPH GOES HERE

SAMPLE Table 1.1.2c: Percent of students by grade below grade level who made aggressive growth on FastBridge (Fall-to-Spring)

Grade	Math		Reading	
	16-17	17-18	16-17	17-18
KG-1				
2-6				
Overall				

SAMPLE Table 1.1.2d: Percent of students by demographic below grade level who made aggressive growth on FastBridge (Fall-to-Spring)

Demographic Group	Math		Reading	
	16-17	17-18	16-17	17-18
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino				
Native Hawaiian or Other Pacific Islander				
Two or more races				
White				
EL				
SPED				
FRP				
Overall				

**Policy Monitoring FOR BOARD USE ONLY**

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

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

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

#### Operational Interpretation:

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

#### Justification:

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

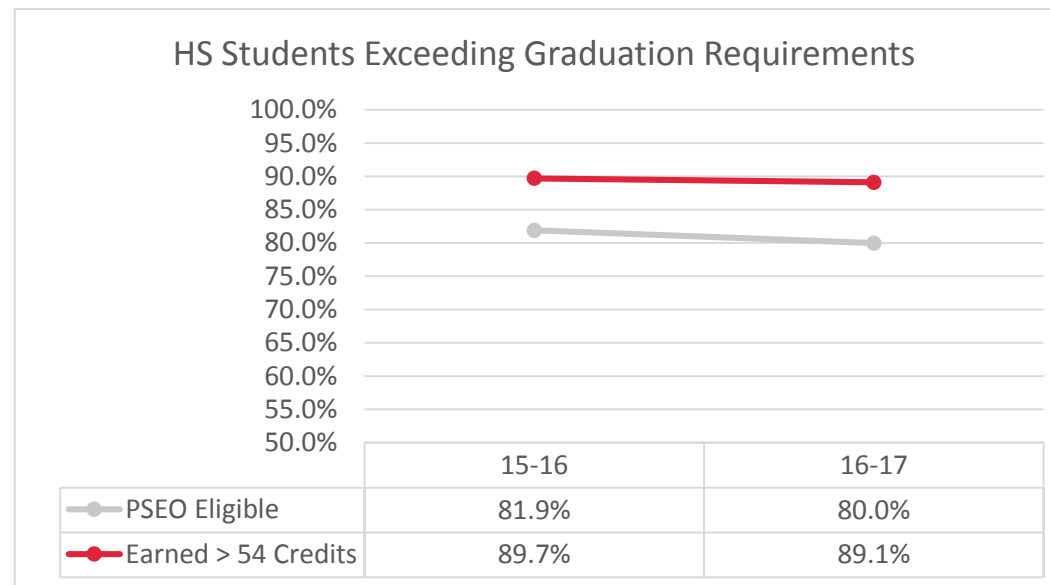
#### Measurement Plan:

Demonstration of exceeding minimum graduation requirements:

- ~~Post Secondary Options Dual Enrollment~~
  - ~~Number/Percent of Students that are Post Secondary eligible (Gr. 10-12)~~
  - ~~Number of Students enrolled and successfully completing PSEO/CIS course work.~~
- ~~Students enrolled in rigorous coursework~~
  - ~~Number of students taking AP exams~~
  - ~~Number of students scoring 3 or better on AP exams~~

- ~~Advanced course offerings i.e. World Languages, Career & Tech Ed, Math~~
- ~~Percentage of graduating students who earned credits above and beyond minimum graduation requirements.~~
- ~~Percentage of students graduating with a completed My Life plan.~~
- Post-Secondary Options- Dual Enrollment
  - Percent of students who are eligible for Post-Secondary Options.
  - Percent of students who are enrolled and successfully completing PSEO/CIS course work.
- Students enrolled in rigorous coursework
  - Percent of students enrolled in at least one AP course.
  - Percent of scores 3 or higher on AP exams.
- Percent of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math.
- Percent of graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements.

### Evidence:



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

	16-17	17-18
% of students who are eligible for Post-Secondary Options		
% of students who are enrolled and successfully completing PSEO/CIS course work		
% of students enrolled in at least one AP course		
% of scores 3 or higher on AP exams		
% of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math		
% of graduating students who earned greater than 54 credits		

111

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:**

**Board Member's Summarizing Comments**



# Eden Prairie School District 272

## Ends Policy Monitoring Report

### Policy Name:

**Ends 1.2** Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy.

### Monitoring Timeline:

~~July 2017 to June 2018~~ July 2018 to June 2019

### Policy Quadrant: Ends Policy

### Date of School Board Monitoring:

OI: ~~June 12, 2017~~ June 18, 2018

Evidence: October, ~~2018~~ 2019

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

**Operational Interpretation:**

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. Each also indicates that achievement disparities will not exist between racial and service demographic student groups.
2. I interpret the *21st Century Skills* as Communication, Critical Thinking, Collaboration, and Creativity. These skills are incorporated into instruction at all levels. In Eden Prairie, the focus of 21st Century Skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating).

**Justification:**

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

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

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

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

- Critical Thinking
  - Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.
- Collaboration
  - Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.
- Creativity
  - Students will be able to think creatively and develop new and worthwhile ideas. Learners will work creatively with others as they develop, implement and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

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

*Citations:*

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

EdLeader21 - <http://www.edleader21.com/>

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**Measurement Plan:**

**Baseline Year 2017-2018:**

**2018-2019**

- **Percentage of** students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Communication will increase by 2% points.
- **Percentage of** students in grades EC-2, 3-5, 7-8, 9-12 proficient in the area of Critical Thinking will increase by 2% points.
- **Percentage of** students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Creativity will increase by 2% points.
- **Percentage of** students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Collaboration will increase by 2% points.

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

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

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**Evidence:**

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

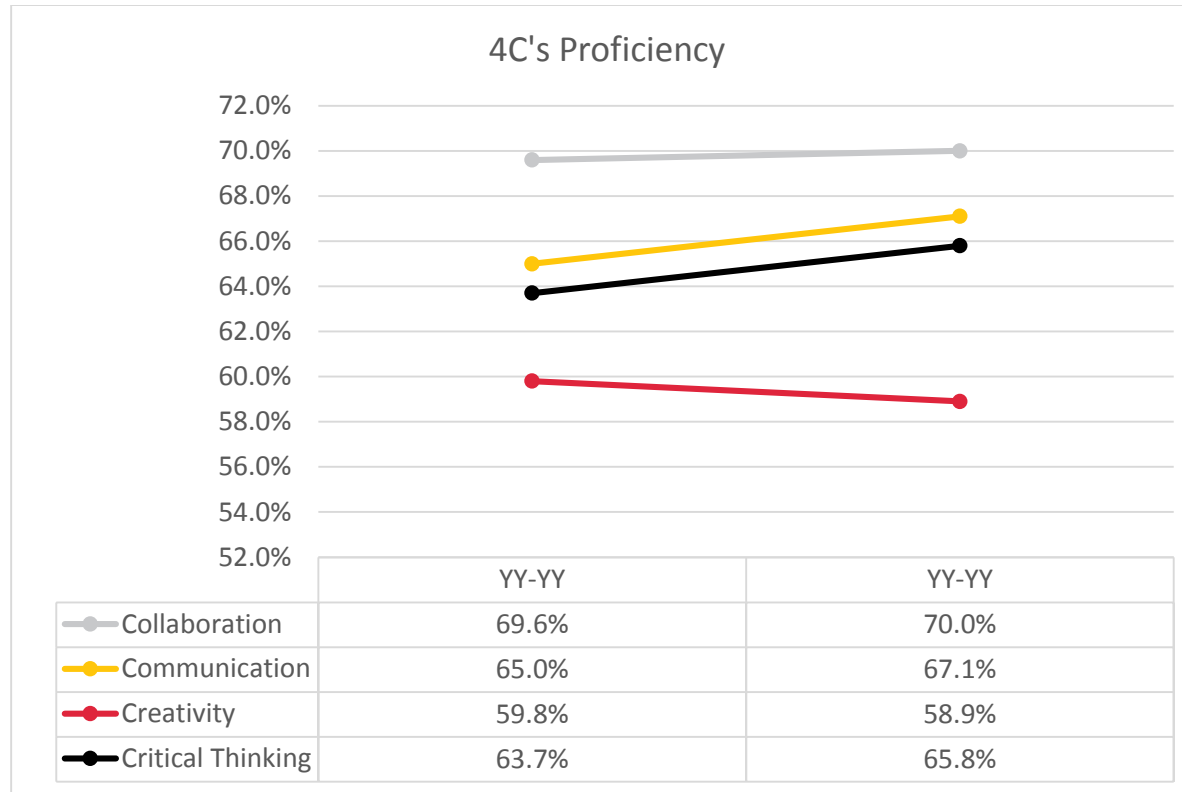
- ~~EC-6~~ EC-12 grade student performance on Critical Thinking, Collaboration, Communication and Creativity
- ~~7/8th grade student performance on Collaboration and Communication~~
- ~~9,10,11 and 12th grade performance on Critical Thinking, Collaboration, Communication and Creativity~~

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

Level 2: describe student performance that is approaching proficiency.

Level 3: describes a proficient level of student performance.

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



\*Sample data, not actual data but a pictorial representation of evidence.

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

Grade	Collaboration		Communication		Creativity		Critical Thinking	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
EC-2								
3-6								
7-8	77.5%							
9-12	69.6%		65.0%		59.8%			63.7%
Overall								

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

Demographic Group	Collaboration		Communication		Creativity		Critical Thinking	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
American Indian or Alaska Native								
Asian								
Hispanic/Latino								
Black or African American								
White								
Native Hawaiian or Other Pacific Islander								
Two or more races								
EL								
SPED								
FRP								
Overall								

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:**

**Board Member's Summarizing Comments**

# Eden Prairie School District 272

## Ends Policy Monitoring Report

### Policy Name:

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

### Monitoring Timeline:

~~July 2017-June 2018~~ July 2018 to June 2019

### Policy Quadrant: Ends Policy

### Date of School Board Monitoring:

Ol: ~~June 12, 2017~~ June 18, 2018

Evidence: October, ~~2018~~ 2019

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

**Operational Interpretation:**

1. I interpret *each student* as every student enrolled in the Eden Prairie Schools, and for whom data exists to include in the report. *Each* also indicates that achievement disparities will not exist between racial and service demographic student groups. I interpret the knowledge that citizens and residents need to contribute positively to society as an understanding of civics as defined by the Minnesota Learning Law and Democracy Foundation in partnership with the United States citizenship and immigration services.
2. I interpret to contribute positively to society to mean within the 21st Century demonstrating, self-direction and personal motivation, responsible/respectful behavior, and digital citizenship.

**Justification:**

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

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

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

Learning to become a responsible and respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in local, and national, global community. Daily interactions among students should be characterized as respectful for one another regardless



of ethnicity, race, gender, political or social philosophies, and/or other characteristics and opinions. [The system implementation of Positive Behavior Interventions & Supports paradigm provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.](#)

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

Citations:

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

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

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

Personal Goal Setting - AVID - [http://www.avid.org/dl/hed/hed\\_reviewofliterature.pdf](http://www.avid.org/dl/hed/hed_reviewofliterature.pdf)

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**Measurement Plan:**

**Civics**

**Target for ~~2017-2018~~ 2018-2019**

- Establishing baseline (during ~~2017-2018 school year~~) [80% of](#) twelfth graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of ~~tenth~~ [twelfth](#) graders will receive a credit bearing grade in ~~Global~~ [Globalization &](#) American Citizenship or Advanced Placement US Government.

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

**Target for ~~2017-2018~~ 2018-2019**

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

**[Responsible/Respectful Behavior](#)**

**Digital Citizenship**

**Target for ~~2017-2018~~ 2018-2019**

- Establishing baseline (during ~~2017-2018 school year~~) grades EC-2, 3-6, 7-8, 9-12 will be measured at level [Percentage of students will be found proficient](#) proficiency in Digital Citizenship as measured by Eden Prairie Schools digital citizenship strands rubrics embedded into Eden Prairie's 4C's Rubrics [and will increase by 2% points.](#)

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

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

**Suspensions Incidents for ~~2017-2018~~ 2018-2019**

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

**Attendance Rate**

The target for the 2018-2019 school year is to reach 95% or above for all schools.

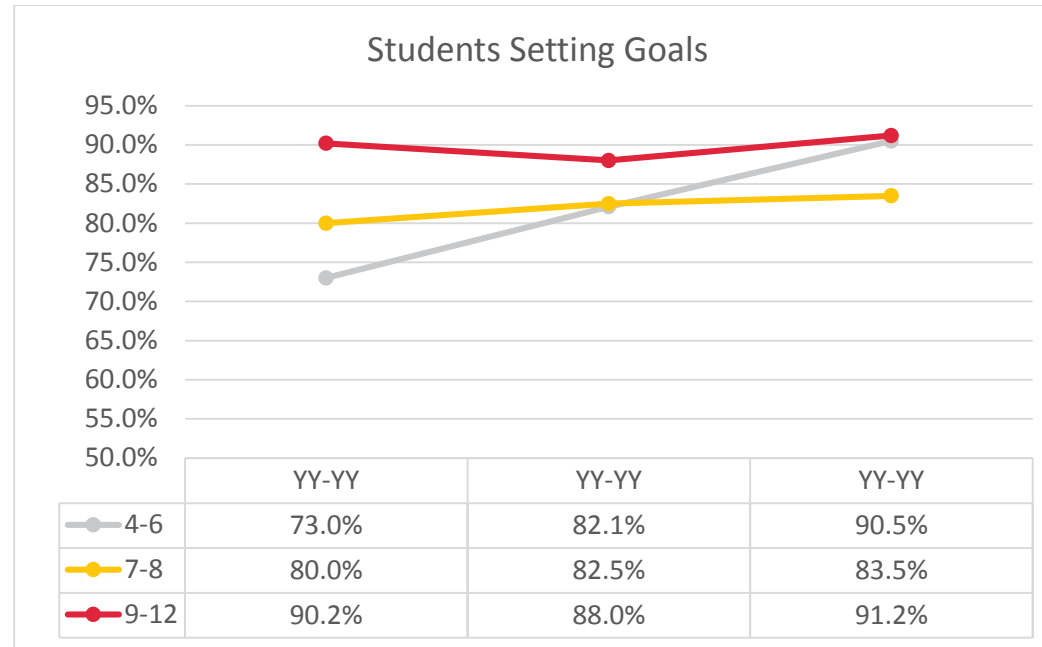
**Evidence:**

**SAMPLE Table 1.3a: Percent of 12<sup>th</sup> grade students earning 60% or higher on the Minnesota Civics Test**

	Target	Target Met
60 % or Higher	80%	

**SAMPLE Table 1.3b: Percent of 12<sup>th</sup> grade students receiving credit bearing grade in US Government**

	Target	Target Met
Credit Bearing Grade	95%	



\*Sample data, not actual data but a pictorial representation of evidence.

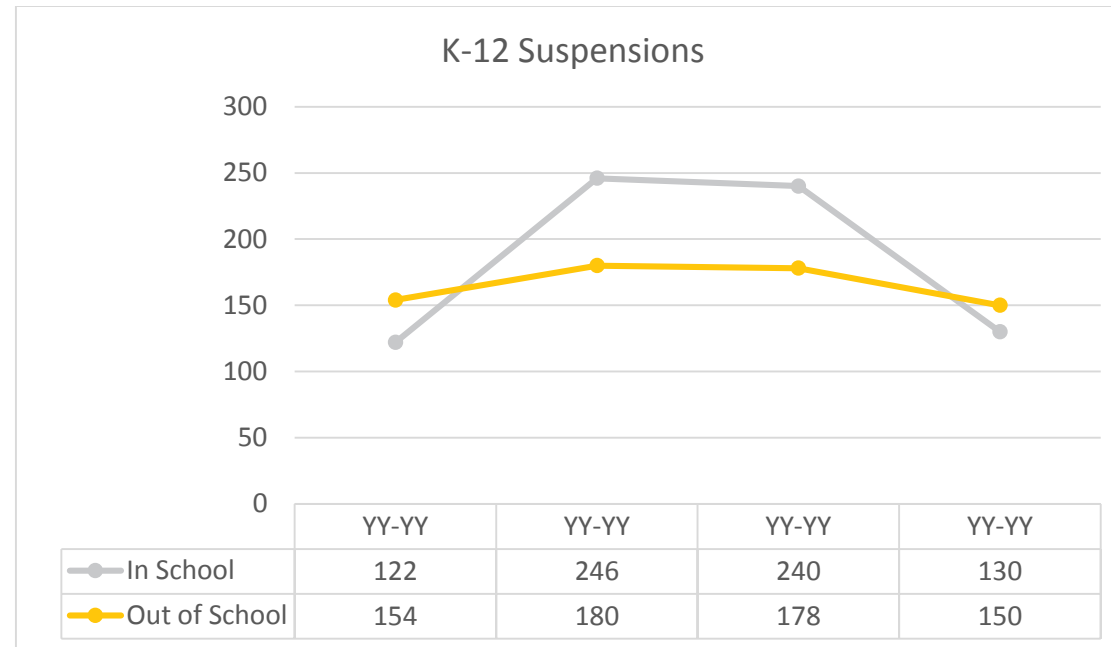
**SAMPLE Table 1.3c: Percent of students setting goals**

Grade Level	%	Target	Target Met
4-6		90%	
7-8		90%	
9-12		90%	

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

	%	Target %	Target Met
Grades EC-2		NA *	
Grades 3-6		NA *	
Grades 7-8		NA *	
Grades 9-12		NA *	

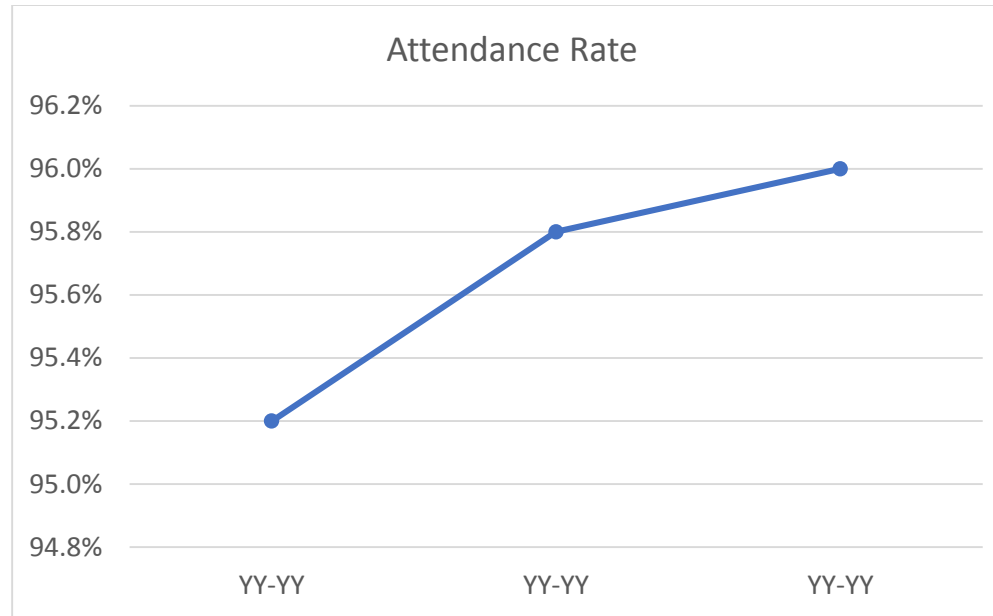
\*target will indicate a 2% increase based upon 2017-2018 final assessment data



*\*Sample data, not actual data but a pictorial representation of evidence.*

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

	In school suspension			Out of school suspension		
	16-17	17-18	Target	16-17	17-18	Target
<b>Grades K-12</b>	188			246		



\*Sample data, not actual data but a pictorial representation of evidence.

**SAMPLE Table 1.3f: Attendance rate for Eden Prairie School District**

Attendance Rate	Target	Target Met
Grades K-12	95%	

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

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

**Statement of Assertion:**

**Board Member's Summarizing Comment**

### **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:

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#### **Cedar Ridge Elementary:**

- Donation of \$100.00 – SC Johnson Giving Educational Matching Funds – Funds will be used for classroom curriculum.
- Donation of \$120.00 – YourCause, LLC Trustee for Wells Fargo Community Support Campaign: Funds will be used for classroom curriculum.
- Donation of \$75.00 – Carrie Twedt: Funds will be used to help enhance our curriculum.

#### **Eden Lake Elementary:**

- Donation of Drum Kit for Band – Amy Czech: Music equipment will be used in the band.

#### **Prairie View Elementary:**

- Donation of \$5000.00 – Prairie View PTO (Rachel Nave): Funds will be used towards field trip transportation costs.
- Donation of \$600.00 – Monica Tu: Funds will be used to support curriculum.
- Donation of \$184.43 – Justin Fletcher (Employee Giving Program): Funds will be used to support curriculum.

#### **Oak Point Elementary:**

- Donation of \$60.00 – Evelyn Dorsey (Wells Fargo Foundation Community Support): Funds will be used to support school programs.
- Donation of Stratasys uPrint SEPlus Printer, Wash Tank, Materials and Supplies: These items will support our school programs.

## SUPERINTENDENT CONSENT AGENDA

### A. Semi-Monthly Reports

#### HUMAN RESOURCES

##### 1. Human Resources – Administrative/Supervisory/Technical (AST)

###### a. Resignation/Retirements

Ebert, Jennifer – Community Education Coordinator, Community Education, effective 6/8/2018.

Grant, Michael – Director of Student Activities, Eden Prairie High School, effective 6/29/2018.

##### 2. Human Resources - Licensed Staff

###### a. New Hires

Cooper, Charles – Social Studies, 0.917 FTE, Eden Prairie High School, effective 8/27/2018.

Gullickson, Ryan – Social Studies, 0.6 FTE, Central Middle School, effective 8/27/2018.

Jonas, Adrienne – Special Education Behavior Support Team, District Wide, 1.0 FTE, effective 8/27/2018.

Lyons, Christopher – Industrial Technology, 1.0 FTE, Central Middle School, effective 8/27/2018.

Maupin, Kelli – Early Childhood Special Education Speech/Language Pathologist, Lower Campus, 0.8 FTE, effective 8/27/2018.

Meisinger, Laura – Special Education Teacher, 1.0 FTE, Cedar Ridge Elementary and Forest Hills Elementary, effective 8/27/2018.

Snyder, Natalie – Licensed School Nurse, Eden Lake Elementary and Forest Hills Elementary, .879 FTE, effective 8/27/2018.

Vassios, Brittany – Special Education Teacher, Oak Point Elementary, 1.0 FTE, effective 8/27/2018.

###### b. Resignation/Retirements

Landman, Dana – Social Worker, Cedar Ridge Elementary, effective 6/8/2018.

##### 3. Human Resources - Classified Staff

###### a. New Hires

###### CLASS

Olson, Alexandria – Office Professional – Media, Eagle Heights Spanish Immersion, 8 hours/day, 5 days/week, 185 days/year, effective 8/27/2018.

###### FOOD SERVICE

Johnson, Courtney – Food Service Assistant I – Floater, Eden Prairie High School, 4 hours/day, 5 days/week, 177 days/year, effective 6/4/2018.

###### b. Change in Assignment

###### FOOD SERVICE

Newell, Patricia – From Child Nutrition Manager at Oak Point Elementary, to Catering Manager at Eden Prairie High School, 7 hours/day, 5 days/week, 235 days/year, effective 6/26/2018.



c. Resignations/Retirements

CLASS

Bayer, James – Activities Facilities Monitor, Eden Prairie High School, effective 5/31/2018.

MSEA

Engeseth, Kirsten – Little Eagles Preschool Paraprofessional, Cedar Ridge Elementary, effective 5/25/2018.

Wendorff, Barbara – Health Services Paraprofessional, Eagle Heights Spanish Immersion, effective 6/7/2018.

## Board Business

### General Consent Agenda

#### Approval of Payments, All Funds, May 2018

Check ##396551-396821	\$ 981,512.09
Electronic Disbursements	\$5,181,764.21
<b>TOTAL</b>	<b>\$6,163,276.30</b>

#### Acknowledgment of Electronic Transfers May 2018

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
4/25/18	PMA Financial	MNTrust	1.850%	5/25/18	\$2,003,041.10
2/23/17	PMA Financial	MNTrust	.911%	5/29/18	\$249,918.09
2/23/17	PMA Financial	MNTrust	.901%	5/29/18	\$249,905.84
2/23/17	PMA Financial	MNTrust	.900%	5/29/18	\$249,902.72
2/23/17	PMA Financial	MNTrust	.903%	5/29/18	\$249,910.51

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

REVENUES/TRANSFERS IN (BY SOURCE CODE)						
SOURCE	DESCRIPTION	MONTH TO DATE RECEIVED	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 7,959,810	\$ 24,985,971	\$ 23,829,769	104.85%	97.08%
021-040	TUITION	-	88,883	66,000	134.67%	132.19%
041-089	FEES & ADMISSIONS	22,094	792,024	903,000	87.71%	87.72%
090-199	MISC REVENUE	257,559	1,351,407	2,090,000	64.66%	82.72%
200-399	STATE AID	8,272,644	66,715,877	77,739,504	85.82%	86.84%
400-499	FEDERAL PROGRAMS	-	14,369	2,837,580	0.51%	75.64%
600-649	SALES	4,689	201,826	56,100	359.76%	99.61%
		<b>\$ 16,516,796</b>	<b>\$ 94,150,357</b>	<b>\$ 107,521,953</b>	<b>87.56%</b>	<b>88.90%</b>
	CAPITAL OUTLAY	6,176	354,023	10,121,162	3.50%	13.37%
	STUDENT ACTIVITIES	124,209	1,475,059	2,000,000	73.75%	81.91%
<b>Revenue Notes:</b> * Sales includes insurance recovery revenue not budgeted.  * Awaiting draws for Federal Programs						

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)						
OBJECT	DESCRIPTION	MONTH TO DATE EXPENDED	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 6,451,968	\$ 57,904,972	\$ 73,614,643	78.66%	78.23%
200	BENEFITS	1,882,174	17,832,546	21,989,683	81.10%	80.59%
300	PURCHASED SVCS	421,662	6,162,031	7,374,351	83.56%	79.05%
400	SUPPLIES & EQUIPMENT	263,269	2,928,946	2,888,074	101.42%	84.66%
800	OTHER EXPENSES	(168)	126,395	209,501	60.33%	100.00%
900	TRANSFERS & CONTINGENCY	-	-	212,650	0.00%	0.00%
		<b>\$ 9,018,906</b>	<b>\$ 84,954,889</b>	<b>\$ 106,572,986</b>	<b>79.72%</b>	<b>78.87%</b>
	CAPITAL OUTLAY	416,139	8,562,120	9,855,573	86.88%	95.19%
	STUDENT ACTIVITIES	126,764	1,422,837	2,000,000	71.14%	84.72%
<b>Expenditure Notes:</b>						



June 18, 2018

To: Dr. Josh Swanson, Superintendent  
From: Jason Mutzenberger, Executive Director of Business Services  
  
Re: 10-Year Facility Plan

The Eden Prairie School Board is required to approve a 10-Year Facility Expenditure Plan each year and submit to the Minnesota Department of Education for approval. The plan is updated annually based on priority need for projects such as maintenance of the interior and exterior of our facilities, roofing, parking lots, flooring, major mechanical systems, and athletic use areas among others.

The attached 10-year facility plan shows Fiscal Year 2018-19 spending of \$6,797,750, of which \$497,750 is planned for health and safety projects and \$6,300,000 planned for accessibility, deferred capital and maintenance projects. These projected expenses are consistent with previous year spending.

The major projects included for Fiscal Year 2018-19 have already been approved by the board in bids for replacement of the Cedar Ridge roof, Transportation roof, district-wide pavement, window replacements, and lighting upgrades. Other projects included in this plan are replacing the playground at Eden Lake, refinishing gym floors, district-wide carpet replacement, painting, and parking lot restriping projects.

Approval of this 10-year facility plan allows reporting compliance with the Minnesota Department of Education but does not authorize additional spending.

<div>Minnesota Department of Education</div>	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	Long-Term Facility Maintenance Revenue Application – Ten-Year Expenditure								ED - 02478-03	
<b>INSTRUCTIONS:</b> Enter estimated expenditures that are allowable uses of Long-term Facilities Maintenance Revenue under MS 123B.595, Subd. 10, by UFARS Finance Code by fiscal year in the space provided.											
					District Name: Eden Prairie Schools				District #	0272	
									Date: June 18, 2018		
					District Contact for Questions on this Spreadsheet:			E-mail:	<a href="mailto:james.anderson@edenpr.org">james.anderson@edenpr.org</a>		
					Name:	Jim Anderson			Phone #: ( 952 ) 975 - 7126		
	Fiscal Year, Ending June 30th -->	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
<b>ESTIMATED EXPENDITURES:</b>											
	<b>Health and Safety, Excluding Projects in Finance codes 358, 363 and 366 Costing &gt; \$100,000 per Site</b>										
Finance	Category										
347	Physical Hazards	\$126,000	\$131,500	\$130,500	\$132,000	\$126,000	\$135,500	\$126,500	\$138,000	\$127,000	\$142,500
349	Other Hazardous Materials	\$27,200	\$27,200	\$44,200	\$49,200	\$29,200	\$29,200	\$29,200	\$44,200	\$29,200	\$57,200
352	Environmental Health & Safety Management	\$201,050	\$206,250	\$206,250	\$206,250	\$221,250	\$221,250	\$206,250	\$206,250	\$206,250	\$209,000
358	Asbestos Removal and Encapsulation	\$25,000	\$25,000	\$30,000	\$25,000	\$25,000	\$30,000	\$25,000	\$25,000	\$30,000	\$25,000
363	Fire Safety	\$83,500	\$95,500	\$99,500	\$84,500	\$96,500	\$100,500	\$85,500	\$97,500	\$101,500	\$80,750
366	Indoor Air Quality	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
	Total Health and Safety Capital Projects	\$497,750	\$520,450	\$545,450	\$531,950	\$532,950	\$551,450	\$507,450	\$545,950	\$528,950	\$549,450
	<b>Health and Safety, Projects Costing &gt; \$100,000 per Site</b>										
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Remodeling for Pre-K instruction approved under M.S. 124D.151</b>										
Finance	Category										
355	Remodeling for Pre-K instruction approved by the commissioner	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Accessibility</b>										
Finance	Category										
367	Accessibility	\$50,000	\$50,000	\$50,000	\$0	\$50,000	\$0	\$0	\$50,000	\$0	\$0
	<b>Deferred Capital Expenditures and Maintenance Projects</b>										
Finance	Category										
368	Building Envelope	\$570,000	\$250,000	\$200,000	\$50,000	\$500,000	\$0	\$300,000	\$600,000	\$0	\$0
369	Building Hardware and Equipment	\$100,000	\$280,000	\$100,000	\$610,000	\$200,000	\$50,000	\$1,000,000	\$200,000	\$700,000	\$600,000
370	Electrical	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$270,000	\$960,000	\$1,050,000	\$1,269,000	\$1,400,000	\$500,000	\$1,200,000	\$1,785,000	\$2,680,000	\$2,500,000
380	Mechanical Systems	\$35,000	\$3,850,000	\$2,350,000	\$3,000,000	\$3,340,000	\$4,340,000	\$3,050,000	\$2,170,000	\$1,700,000	\$1,900,000
381	Plumbing	\$0	\$0	\$0	\$350,000	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$3,630,000	\$100,000	\$60,000	\$0	\$0	\$0	\$30,000	\$150,000	\$50,000	\$50,000
384	Site Projects	\$1,645,000	\$770,000	\$2,490,000	\$1,021,000	\$810,000	\$1,410,000	\$720,000	\$1,345,000	\$1,170,000	\$1,250,000
	Total Deferred Capital Expense and Maintenance	\$6,250,000	\$6,250,000	\$6,250,000	\$6,300,000	\$6,250,000	\$6,300,000	\$6,300,000	\$6,250,000	\$6,300,000	\$6,300,000
	<b>Total Annual 10 Year Plan Expenditures</b>	\$6,797,750	\$6,820,450	\$6,845,450	\$6,831,950	\$6,832,950	\$6,851,450	\$6,807,450	\$6,845,950	\$6,828,950	\$6,849,450

## Q Comp Annual Report - Eden Prairie Schools

### Core Component: Career Advancement Options

#### Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? **Yes**

If no, please explain what changes have occurred and why?

#### Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

***Teacher leader positions in Eden Prairie Schools consist of Q Comp Coach/Observers, Professional Learning Committee (PLC) Leads, mentors and a Q Comp Coordinator. Qualifying teachers are observed three times throughout the year, attend and participate in collaborative teams which are led by a PLC Lead, and set individual and team goals. To ensure alignment with site and district goals, team goals are reviewed and approved by the Q Comp Steering Committee which is chaired by the Q Comp Coordinator.***

***Q Comp coaches impacted classroom instruction through job-embedded coaching. Each coach has been trained in Cognitive Coaching and Beyond Diversity. Utilizing the Cognitive Coaching framework, they establish trusting relationships with teachers within an observation cycle. Many licensed teachers have expressed the value of their coach and observation. Teachers report that the rubric framework is valuable and helps them grow and improve.***

***Our PLC team leads impacted classroom instruction through the facilitation of professional learning collaborative team meetings. They lead data discussions of students' work and focus the teams on goal setting, common formative assessments and instructional strategies. PLC Team Leads provide common language at a site, continuity across grade levels and clear communication between site administrators and licensed staff.***

How did the work of teacher leaders impact student achievement?

***The work of the Q Comp coaches impacted student achievement by increasing teacher effectiveness. Q Comp coach/observers met with teachers on multiple occurrences throughout the coaching process. At the pre and post conference meetings, coaches were able to mediate a reflective conversation around student and teacher data. From these student-centered discussions, teachers were able to differentiate, plan, and analyze their results. In addition, Q Comp coaches led intentional courageous conversations with teachers around specific students in their classrooms. Teachers were able to use statistical evidence and anecdotal evidence when reflecting on their teaching.***

***Our collaborative team leads also helped teachers to be more effective in their instruction by bringing student data to the collaborative team meetings and facilitating discussions around what to do when a student does not know material or when a student already knows the material. Student data and growth has been central to PLC weekly discussions. Collaborative team leads communicate the data and goals to the site and steering committee.***

## Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

***All of our Q Comp coach/observers have received the following support and training:***

- ***Cognitive Coaching training***
- ***Instructional excellence coach support meetings***
- ***Equity training***
- ***Inter-rater reliability training with principals***
- ***Monthly Q Comp Coach team meetings, and bi-monthly PLC meetings***

***Each Q Comp coach/observer had the full eight-day training of Cognitive Coaching. Coach/observers regularly discussed inter-rater reliability at their monthly meetings. In addition, all of the Q Comp Coaches conducted a PLC around Culturally Proficient Coaching, by Lindsey, Martinez, Lindsey, and participated in monthly training focused on equity and bias to increase their racial consciousness as it relates to coaching teacher practice.***

***Our PLC collaborative team leads reported being more prepared this year due to the increased awareness of the PLC process and the additional preparation due to the Instructional Excellence Retreat they attended in August. Teachers report that leads are important to a productive PLC. The instructional coaches also assisted the PLC team leads by occasionally attending team meetings and supporting the data conversations and strategies/interventions.***

***As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC process and around leadership skills.***

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

***The impact on the effectiveness of licensed staff members as a result of the Q Comp evaluations continues to be positive and growth-minded. Specifically, much was said about the feedback that the coaches provided. Here are some quotes from certified staff regarding the teacher evaluations:***

***"I appreciate receiving my peers perspective, input and time to reflect."***

***and,***

***"I find it helpful to meet with my Q Comp coach and find her suggestions and observations very valuable."***

## Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

***Our district will continue with the professional learning communities (PLCs) to ground our work in collaboration, goal setting, focusing on data to improve growth, and a continuous cycle of improvement. We will hold a two day Instructional Excellence Leadership Retreat in August 2018 which is inclusive of all of our teacher leaders and administration. One of the ways in which we feel we can continue to support PLC leaders is to continue to provide a common Google notes document so that collaboration can be constant and ongoing. We also continue to improve our effectiveness in providing professional learning opportunities for our team leads in order to increase their capacity to use data to drive their work.***

***We will continue with the 3 observation cycles per teacher and continue to support our new teachers with mentors and ongoing learning opportunities throughout the year.***

## Core Component: Job-embedded Professional Development

### Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

### Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

***Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their activities in class. There has been a pointed change in the amount of student talk and collaboration specifically in math instruction. That has been a PLC and site focus this year. As a result of their learning from coaches, teachers were able to implement research based strategies in their classroom.***

***Many sites have begun implementation of Multi-Tiered Systems of Support (MTSS). The initial training continued during PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or classwide groups of students) need. Teachers learned how to determine whether an instructional match was needed for the entire class (at least 20% of students showed they needed to learn the material/skill better) or on an individual level, and how to document whether the intervention was an effective instructional match for the identified student(s).***

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

***As teachers increased their knowledge, skills and dispositions as a result of working with their collaborative teams and the job-embedded professional development, the ultimate result was an increase in student achievement. For example, at the middle school, where job-embedded professional development has been focused on Critical Reading skills and strategies, student achievement on the MCA Reading measures increased in three target categories. All students at the Meets or Exceeds the Standards levels increased from 67 % to 73 %; black students increased from 37 % to 45 %; and Hispanic students increased from 49 % to 68 % from the school years 2015/16 to 2016/17 (the most recent year for which we have data).***



## Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

***Leadership teams (consisting of coaches and administration) participated in Classroom Visits (formerly Learning Walks) this year in order to gather data around the 4C's (Collaboration, Critical Thinking, Creativity, and Communication) in addition to AVID WICOR implementation and Math Implementation. District level PLCs and site teams used the data from the Classroom Visits to help us identify needs at both a site and district level. In addition, coaches met bi-monthly to discuss coaching and instructional strategies. An overarching theme in all of our work is that of equity and dismantling the achievement disparities evident in the data of our white students and Black and brown students. We know that increasing our knowledge, skills, will and disposition around equity will increase student achievement for all students.***

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

***Collaborative teams (PLC's) used data from their common formative and summative assessments to determine the overall effectiveness of specific strategies. Team members discussed support for particular students and followed through with interventions. Each PLC in our high school followed a student data protocol called "Here's What, So What, Now What" and then shared that information with administration.***

***Elementary sites developed common intervention times where student support staff would work with teachers to collaborate to find instructional matches for students and then execute those matches. We still have areas of improvement around the schedule, however these were some excellent beginning steps.***

## Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

***Both the professional development advisory committee and the Q Comp Steering Committee inform decisions around our district's job-embedded professional development and coaching model. Collaboration around the findings of surveys, anecdotal discussions and requested feedback inform how we can continuously improve. The district level PLC will continue to refine its Classroom Visit protocol to inform professional development effectiveness. As a result of the professional development program review, along with continued discussions with district leaders and teacher leaders, several enhancements are planned for next year's professional development.***

## Core Component: Teacher Evaluation

### Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

## Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

***Q Comp coaches impact classroom instruction through data collection, providing timely and valuable feedback, and facilitating a reflective coaching conversation with licensed staff. Several licensed staff shared that they tried something new as a result of their coaching experience. Here is another favorable quote from a teacher reflecting on his/her experience with the observation process.***

***"Observations helped me to learn how to improve my skills as a teacher. Like the pre and post observation meetings".***

What impact did the observation/evaluation process, including coaching, have on student achievement?

***The Q Comp coach observers impact student achievement by increasing the capacity of our licensed staff to become excellent instructional decision makers. Through data collection and pre- and post- conferences, the coaches work diligently on developing a trusting relationship with the staff in order to discuss student achievement in a way that shifts their practice. The Q Comp coaches/observers hold teachers accountable to improving practice and focusing on each student. This year Q Comp coaches included an equity focused conversation in each observation cycle.***

## Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

***Through the Cognitive Coaching model, each teacher is given an opportunity to see and then reflect on the classroom and lesson data collected by their Q Comp coach during the observation. In these conversations, teachers are afforded time to process the impact of their instructional decisions, and reflect on improvements. Additionally, in Year-End conversations with administrators, teachers are consistently able to name and reflect on the improvements identified through their Q Comp coaching cycles. Teachers find the opportunities to reflect with their coaches to be valuable.***

***"I appreciate receiving my peers perspective, input and time to reflect."***

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

***The Q Comp coaches and administrators had time to work as site Leadership Teams and as a larger district team, viewing recorded lessons and then discussing what they observed in terms of the Framework for Teaching rubrics. Closely aligning understandings of the rubric components allowed Q Comp coaches to guarantee similar observation/evaluation experiences across the district.***

## Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

***The Q Comp Steering Committee, administrators, and Q Comp coaches will take the feedback and make alterations and modifications to the TalentEd forms. Work will also be done towards increasing interrater-reliability on data collection,***

*Danielson rubric look-fors, and pre and post observation questioning to further improve the effectiveness of teacher evaluations.*

## Core Component: Performance Pay and Alternative Salary Schedule

### Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

### Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? Team Goals: 77 % (as reported at this time - June 8, 2018)

What percentage of **all licensed staff** met the standard to earn performance pay for observation/evaluation results? 99.7 %

What percentage of **tenured** licensed staff met the standard to earn performance pay for observation/evaluation results? 100 %

What percentage of **probationary** licensed staff met the standard to earn performance pay for observation/evaluation results? 98.6%

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? No

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100 %

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100 %

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100 %

## Recommendations

How will the district use the data to improve the effectiveness of this core component?

***After analyzing the data, we have recognized the need to continue to support the collaborative team goal setting process. We want to ensure that the team goals align with the site goals and that they are S.M.A.R.T. goals. Coaches have researched how to support teams and we will use our time together during the Instructional Excellence Retreat to continue to refine this process. Additionally, buildings are going to deeply analyze data and how to implement instructional strategies through PLC Protocols in order to continue to close achievement gaps in the classrooms.***

## General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

***Overall, the impact that the Q Comp program has had on instruction has been favorable. We recommend continuation of the Q Comp program. We have seen a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys. Examples of this impact include an increased capacity for reaching specific students because of discussion and dialogue with coaches.***

***Our centralized, district model maintains consistent language and provides a common experience that positively impacts classroom instruction. Because our Q Comp coaches/observers are assigned according to sites, they are very familiar with the vertical articulation of the curriculum and get to know the students.***

***Another benefit of having the Q Comp model in our district is that it provides a process for teachers to intentionally practice reflective thinking about their instruction through face to face professional conversations. Peer coach/observers are seen as 'safe' and allow staff to try new ideas without fear of being reprimanded or seen as an ineffective teacher. Q Comp utilizes a valid and reliable rubric to clearly define expectations of high quality teaching which also results in a staff who become more consciously competent in their work.***

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

***The implementation of the PLC process and our intent to continually assess and improve the process has increased student achievement because of the increased collaboration among the PLC team members and across the sites. Teachers are engaging in enriching discussion about specific students and working to improve their instructional practices by learning from one another. In addition, the embracing notion that the students are 'our' students versus these are just 'my' students has also increased student achievement in that more than one teacher is focused on the success and learning of each student in our district.***

How will the district use the review findings to improve the overall effectiveness of the program?

***We recommend the following to the Eden Prairie School district to increase the overall effectiveness of the program:***

- 1. New Q Comp Coach/observers continue to participate in the Cognitive Coaching eight-day training***

- 2. Q Comp Coach/observer job embedded training includes multi-monthly collaboration meetings to continue to refine and solidify our inter-rater reliability.**
- 3. Continue to allow flexibility in the PLC team structure in order to best reach each team's needs– i.e. elementary specialist teams will meet three times/month cross district.**
- 4. PLC team leads, Q Comp Coaches/Observers will attend the Instructional Excellence Retreat in August 2018**
- 5. PLC teams will be provided professional learning and support through our multi-tiered system of support district coordinator and the job-embedded coaching.**

### **MANDATED Policy Annual Review (Action): 2018-2019 School Year**

Each of the following policies mandates the Board to perform an annual review for conformity to prevailing law. Each is based upon MSBA model policy language and the School Board has reviewed and approved the most recent versions. I am recommending that the Board certifies that the District has performed an annual review of the following policies. If Board Members wish to further review the policies, they can be found on the District website.

<b>Policy #</b>	<b>Policy Title</b>	<b>MSBA Model Policy Purpose</b>
<b>413</b>	Harassment and Violence	The purpose of this policy is to maintain 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, family status, status with regard to public assistance, sexual orientation, or disability.
<b>414</b>	Mandated Reporting of Child Neglect or Physical or Sexual Abuse	The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.
<b>415</b>	Mandated Reporting of Maltreatment of Vulnerable Adults	The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.
<b>506</b>	Student Discipline	The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.
<b>514</b>	Bullying Prohibition	The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.
<b>522</b>	Student Sex Nondiscrimination	The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.
<b>524</b>	Internet Acceptable Use and Safety Policy	The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

#### **Suggested Recommendation:**

Move that the School Board approve the annual review of Policies 413, 414, 415, 506, 514, 522, and 524.

## **CLASS**

### Approval of Agreement with CLASS (Classified Administrative and Support Staff)

Approval of a two-year agreement between Independent School District 272 and CLASS effective July 1, 2018 through June 30, 2020, as attached to and made a part of these official minutes.

The following is a financial synopsis of the agreement:

1. Salary schedule improvement of 2.0% in year 1 and 2.0% in year 2.
2. Single health insurance contributions: 3% increase in year 1; 3% increase in year 2.  
Family health insurance contributions: 4% increase in year 1; 4% increase in year 2.
3. Longevity improvement of \$0.05 for years 5, 10, and 14 in the second year of the agreement. Longevity improvement of \$0.15 for year 20 in the second year of the agreement.

## **CONFIDENTIAL**

### Approval of Agreement with Confidential

Approval of a two-year agreement between Independent School District 272 and Confidential effective July 1, 2018 through June 30, 2020, as attached to and made a part of these official minutes.

The following is a financial synopsis of the agreement:

1. Salary schedule improvement of 2.0% in year 1 and 2.0% in year 2.
2. Single health insurance contributions: 4% increase in year 1; 4% increase in year 2.  
Family health insurance contributions: 4% increase in year 1; 4% increase in year 2.
3. Longevity improvement of \$0.25 in year 1.

## **AST**

### Approval of Agreement with AST (Administrative/Supervisory/Technical)

Approval of a two-year agreement between Independent School District 272 and AST effective July 1, 2018 through June 30, 2020, as attached to and made a part of these official minutes.

The following is a financial synopsis of the agreement:

1. Salary schedule improvement of 2.0% in year 1 and 2.0% in year 2.
2. Single health insurance contributions: 4% increase in year 1; 4% increase in year 2.  
Family health insurance contributions: 4% increase in year 1; 4% increase in year 2.

## **EPSS**

### Approval of Agreement with EPSS (Eden Prairie Supervisor & Specialists)

Approval of a two-year agreement between Independent School District 272 and EPSS effective July 1, 2018 through June 30, 2020, as attached to and made a part of these official minutes.

The following is a financial synopsis of the agreement:

1. Salary schedule improvement of 2.0% in year 1 and 2.0% in year 2.
2. Single health insurance contributions: 4% increase in year 1; 4% increase in year 2.  
Family health insurance contributions: 4% increase in year 1; 4% increase in year 2.

## **Principals**

### Approval of Agreement with Principals

Approval of a two-year agreement between Independent School District 272 and Principals effective July 1, 2018 through June 30, 2020, as attached to and made a part of these official minutes.

#### The following is a financial synopsis of the agreement:

1. Salary schedule improvement of 2.0% in year 1 and 2.0% in year 2.
2. Single health insurance contributions: 4% increase in year 1; 4% increase in year 2.  
Family health insurance contributions: 4% increase in year 1; 4% increase in year 2.
3. Increase Middle School Lead responsibility factor by \$3,500.



RECEIVED MAY 18 2018



## Education and Leadership for a Lifetime

2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262, FAX (763) 569-0499 | www.mshsl.org

May 2018

Dear Superintendent:

Minnesota Statutes, Section 128C.01, requires individual school boards to authorize membership in the Minnesota State High School League. The Resolution for Membership (Resolution) affirms (1) that your school board delegates the control, supervision and regulation of League-sponsored athletic and fine arts activities to the Minnesota State High School League; (2) that your school board adopts the MSHSL Constitution, Bylaws and Rules and Regulations; and, (3) that the administration and responsibility for supervising your registered activities is assigned to your official school representative(s).

Section 208.00 of the MSHSL Constitution found in the Official Handbook and online at mshsl.org provides that each member school shall identify a **Designated School Representative** and **Designated School Board Member**. In addition, each school must identify individuals to represent boys' sports, girls' sports, speech and music; schools are also urged to form a **Local Advisory Committee** to address MSHSL matters. Page 2 of the Resolution provides language from the Constitution and space for your school to identify those persons who will represent your school.

Please return one copy of pages 1 and 2 of the 2018-2019 Resolution for Membership for each high school to the Minnesota State High School League and retain one copy of each for your school files. The deadline for returning the Resolution Form(s) is as soon as possible but not later than August 31, 2018. If your Designated School Board Member, Designated School Representative, Activity Representatives or Mailing Representative has changed from the previous year, please have your school's activity director make the change on your school's page on the MSHSL website database. If the Resolution is not received by the above date, a \$250 late fee will be assessed. No school is eligible to compete in regular or post-season tournaments unless the completed Resolution is on file in the League office.

A billing for services, rule books, and other supplies ordered for your school will be mailed in mid-August.

Please be reminded of the following:

1. August 1 begins the MSHSL fiscal year and the Resolution for Membership for the 2018-2019 school year must be approved by your local school board.
2. **Augusts 31, 2018 is the due date for return of the Resolution Form.** A late fee will be assessed if the Resolution is not returned by that date; **your students WILL NOT BE COVERED** by the catastrophic insurance plan; your school district must assume that responsibility; and your students will not be allowed to participate in League-sponsored events.
3. **The Resolution must be completed in full**, including viewing of the *WHY WE PLAY* training video and a review of the Code of Conduct Statement. Signatures of the superintendent and clerk/secretary of the school board affirm such compliance. The video is available on the homepage of the MSHSL website or you may contact League staff.

(over)

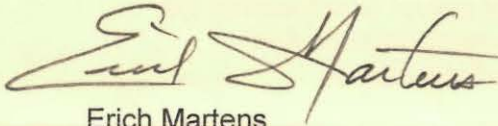


This mailing has been sent to all current member schools. If your school chooses *not* to become a member for the 2018-2019 school year, please email Lynne Johnson at [ljohnson@mshsl.org](mailto:ljohnson@mshsl.org). This does not prevent you from re-establishing your membership with the League in the future.

The focus of the Minnesota State High School League is "Education and Leadership for a Lifetime" and membership in the MSHSL will provide your students with rewarding benefits as they participate in the education-based athletics and fine arts activities sponsored by your school.

The League staff looks forward to an on-going partnership with your school, your school personnel, and the students in your school community.

Sincerely,

A handwritten signature in dark ink, appearing to read "Erich Martens", written in a cursive style.

Erich Martens  
Executive Director

Enclosure

Minnesota State High School League  
2100 Freeway Boulevard  
Brooklyn Center, MN 55430-1735  
763-560-2262 Fax: 763.569.0499 www.mshsl.org

**2018-2019 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

**RESOLVED**, that the Governing Board of School District Number 272, County of Hennepin, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

**FURTHER RESOLVED**, that the high school(s) listed below (name all high schools in the district):

Eden Prairie High School

is/are authorized by this, the Governing Board of said school district or school to:

1.        Make new application for membership in the Minnesota State High School League;  
School Enrollment (9-12):

OR;

  X   Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

**FURTHER RESOLVED**, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

***Signing the Resolution for Membership affirms that this Governing Board has reviewed the WHY WE PLAY training video which defines the purpose of education-based athletic and activity programs and will assist school communities in communicating a shared common language as it relates to the value of these said programs.***

*Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.*

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: Adam Seidel  
Clerk/Secretary - Local Governing Board

Signed: Dr. Josh Swanson  
Superintendent or Head of School

Date: May 21, 2018

Date: May 21, 2018

District Office Address, City, Zip: 8100 School Road

Eden Prairie, MN 55344

School Superintendent's Phone: 952-975-7011

School Superintendent's Email: jswanson@edenpr.org

**RETURN ONE COPY TO THE MSHSL NOT LATER THAN AUGUST 31, 2018**

**Retain one copy for the school files.**

(over)



## 2018-2019 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

The following is taken from the MSHSL Constitution:

### 208.00 LOCAL CONTROL

#### 208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

#### 208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

#### 208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the schools membership in the MSHSL.

Please complete and return this form with your school's 2018-2019 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Eden Prairie High School

Name of School (Please Print)

### 208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Adam Seidel

Designated School Board Member  
(Please Print)

aseidel@edenpr.org

Email Address

Mike Grant

Designated School Representative  
(Please Print)

mgrant@edenpr.org

Email Address

### 208.02 ACTIVITY REPRESENTATIVES

Mike Grant

Boys' Sports  
(Please Print)

Jason Meyer

Speech  
(Please Print)

Mike Grant

\*Mailing Representative (Please Print)

Mike Grant

Girls' Sports  
(Please Print)

Mike Whipkey

Music  
(Please Print)

\* The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings or email messages.

### 208.03 LOCAL ADVISORY COMMITTEE MEMBERS

n/a

Board Member (Please Print)

n/a

Student (Please Print)

n/a

Parent (Please Print)

n/a

Faculty Member (Please Print)

## **Q-Comp Memo of Understanding Letter of Agreement – Alternative Compensation Plan 2018-2019**

Eden Prairie Schools' primary goal is to increase student learning for each learner by providing each teacher with the support and tools to maximize his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career. The focus of the Eden Prairie Schools' Alternative Compensation Plan is to attract, develop and retain high quality teachers.

This Letter of Agreement is entered into between Independent School District No. 272, Eden Prairie, Minnesota (hereinafter referred to as the "School District") and the Eden Prairie Education Association (hereinafter referred to as the "Association") as follows:

1. Effective for the 2018-2019 school year, the School District and the Association agree, contingent on approval by the Minnesota Department of Education, to enter into a one-year Letter of Agreement that includes a professional compensation system. The system includes a career ladder, professional development activities aligned with student needs, compensation linked to performance and student achievement, a comprehensive teacher evaluation system and an alternative pay schedule.
2. This agreement establishes a District Q-Comp Steering Committee, consisting of four teachers (EPEA President and three other teachers appointed by the EPEA President), the Q-Comp Coordinator and five administrators appointed by the Superintendent to meet regularly during the 2018-2019-school year to assist in system oversight. This committee will also serve as the district Q-Comp appeal committee.
3. This Letter of Agreement supersedes 2017-19 (2019-21 once ratified) Master Agreement only with regard to:
  - a. An Alternative Compensation Salary Schedule shall be in effect for the 2018-19 school year. Teachers on the Alternative Compensation Salary Schedule shall receive a Performance Increment (a step on salary schedule) after a year of experience and after demonstrating proficiency, as deemed by their Q-Comp Coach Observer. The structure of this salary schedule shall be identical to the 2019-21 Master Agreement.
  - b. Individual Performance Awards of \$2300 per teacher will be paid to teachers who have completed three observations and demonstrated proficiency, as deemed by their Q-Comp Observer.

Teachers will receive \$1150 of their \$2300 Individual Performance Award in a Post-Employment Voluntary Employee Beneficiary Association (VEBA).

This Individual Performance Award will be paid on June 30, 2019.

Teacher's on a leave of absence of more than two weeks (10 contract days) will receive a pro-rata award based on their FTE (adjusted for the days missed).

Teachers resigning prior to the completion of the school year will not be eligible to receive a performance award, team award and site award for the 2018-19 school year.

Teachers hired after October 1, 2018, will not be eligible to receive a performance award for the 2018-19 school year.

A long-term substitute teacher (working less than the full year) will not be eligible for the performance award for the 2018-19 school year.

Teachers who work less than full time (1.0 FTE per year) and at least 555 hours per contract year (an average of fifteen hours per week for the entire school year) and start on or before October 1, 2018 will choose to either:

1. Fulfill the same meeting expectations and observation requirements as a full-time teacher and receive the same Performance Award as a full-time teacher. Teachers electing this option will not receive additional compensation for meetings attended outside their regular workday.
  2. Fulfill the same observation requirements as a full-time teacher and attend a pro rata number of meetings. A teacher electing this option shall receive a pro rata amount of the Performance Award based on the teacher's fiscal FTE. Teachers electing this option will receive additional compensation for meetings attended outside their regular workday as approved by their supervisor and paid through site level funds.
- c. Collaborative Team Leads' allocations and job description will be reviewed by the Q-Comp Steering Committee prior to May 1, 2019 for 2019-20 school year. Collaborative Team Leads will be compensated by a stipend in the amount of \$900. Payments will be made by June 30th of each year. The Q-Comp Steering Committee will review the Collaborative

Leads training and content of the Collaborative Teams for the 2018-19 school year.

- d. Each teacher will have two observation cycles that consist of a pre-observation meeting, an observation, and a post-observation meeting based on the standards set the by Q-Comp Steering Committee within the Eden Prairie School District Framework for Effective Teaching Standards. Q-Comp Coach Observers will determine proficiency after the second observation (third observation for probationary teachers). Teachers found non-proficient after two observations will have a third observation to determine proficiency by the principal/site administrator together with their Q-Comp Coach Observer. The 3<sup>rd</sup> observation cycle needs to be completed by May 10, 2019.
- e. The third observation for teachers found proficient after two observations will be conducted by the site principal/associate principal or supervisor at the Education Center. This observation will be a walk-through observation and a face to face meeting with the teacher to discuss their two Q-Comp observations conducted by their Q-Comp Coach Observer and the walk-through observation regarding student engagement
- f. A teacher may appeal an observation report and ask to be observed by a different Q-Comp Coach Observer. The Q-Comp Coach Observer will be selected by the Executive Director of Human Resources. A written request for the replacement observation must be filed with the Executive Director of Human Resources within ten (10) working days of that observation's post-conference.
- g. Teachers not reaching proficiency by the end of the 2018-19 school year will not receive a Performance Increment (or step on the salary schedule) for the 2019-20 school year and will not receive the Individual Performance Award for the 2018-19 school year. Continuing contract teachers not reaching proficiency by the end of the 2018-19 school year may request an additional observation during the 2019-20 school year by the principal/site administrator prior to December 31, 2019. If at that time they demonstrate proficiency on the 2018-19 standards set forth by the Q-Comp Steering Committee within the Eden Prairie School District Framework for Effective Teaching Standards, then they will receive the Performance Increment retroactive to the start of the 2019-20 school year. Based on the requested additional observation, the principal/site administrator will make the final determination regarding proficiency.

- h. A Student Achievement Team Award of \$100 per teacher will be paid to each teacher whose team (as determined by their site) has met 2018-19 student achievement goals. Teachers who work less than full time (1.0 FTE per year) and at least 555 hours per contract year (an average of fifteen hours per week for the entire school year) and start on or before October 1, 2017 and participate in all Q-comp team meetings will receive the same Student Achievement Team Award as a full time teacher. All student achievement team S.M.A.R.T. goals will be reviewed by the site TLC and then submitted to the Q-Comp Steering Committee to be recommended for approval. The site TLC will review data to see if student achievement goals have been met. This award will be paid on June 30, 2019 or within 30 days after the required data becomes available if after June 15, 2019.
- i. Site Achievement Awards of \$1 per teacher will be paid to each site that meets or exceeds the 2018-2019 student achievement site goal. The award is to be dedicated to the expenditures connected to professional development for teachers and be targeted toward improving student achievement. All awards will be reviewed and approved by the Q-Comp Steering Committee. This award will be paid within 30 days after the required data becomes available. The site TLC will be responsible for the allocation of site funds. Any balance in this fund will carry over at the site for the following year.
- j. At the end of the 2018-19 school year, unspent district Q-Comp funds will be placed in a designated Q-Comp account. The district Q-Comp Steering Committee will receive monthly budget statements regarding the Q-comp expenditures by site and also by the district. The Q-Comp Steering Committee will determine the future of such funds.
- k. Teachers will be expected to attend all the PLC meetings as determined by the site TLC committee. The site TLC's will present the Q-Comp calendar to their staff prior to May 15, 2018.
- l. Site PLC lead teams will review a proposed site calendar of PLC meeting dates before the end of the 2018 school year. These calendars will be shared with the Q Comp Coordinator.
- m. By February 28, 2019 the Q-Comp Steering Committee will develop and review the Q-comp Budget for the 2019-20 school year. The Eden Prairie School District and the Eden Prairie Education Association will ensure that Q-Comp expenditures do not exceed Q-Comp revenues.
- n. The staffing ratio/model, hiring process, job descriptions, and time commitment for Q-Comp Observer/Coaches and Leads will be reviewed



by the Q-Comp Steering committee prior to the Q-Comp Lead positions being posted. In the event that hiring is after the district hiring rounds, any openings as a result of Q-Comp Coach/Observer hiring will be a Round 2 posting for 5 days. Observer/Coaches will receive additional, pro rata compensation if it is determined that their assignment exceeds the definition of full time.

- o. A half-time (.5 FTE) Q-Comp District Coordinator will be hired for the 2018-19 school year pending available Q-Comp funding and approved budget of the Professional Compensation Steering Committee. The job description and hiring timeline will be reviewed by the District Q-comp Steering Committee. If a position becomes available because of a person being hired for the coordinator position, that position will become a round 2 posting.
  - p. Should the funding for the Q-Comp program be reduced by either state aid or reduced local levy to the point that the program could no longer be sustained, the EPEA and the Eden Prairie Schools agree to eliminate the Q-Comp Plan. Teachers would return to the system of pay increases as it existed prior to the creation of Q-Comp. Any negotiated changes to the salary schedule and benefits not associated with Q-Comp will be maintained.
4. This Letter of Agreement will sunset on June 30, 2019. If a successor agreement is not reached prior to June 30, 2019, the association and district may mutually agree in writing to continue this agreement until a successor agreement is reached.

Independent School District 272

Eden Prairie Education Association

By: \_\_\_\_\_  
Executive Director of Human Resources

By: \_\_\_\_\_  
Thomas Baker, EPEA President

By: \_\_\_\_\_  
Board Negotiator

By: \_\_\_\_\_  
Pam Skaar Meier, EPEA Negotiator

By: \_\_\_\_\_  
Board Negotiator

By: \_\_\_\_\_  
Jacqueline Ahlers, EPEA Negotiator

By: \_\_\_\_\_  
Board Negotiator

# Eden Prairie Online Learning







# Designing Pathways

THE ROADMAP TO REACH EACH STUDENT





# Designing Pathways

THE ROADMAP TO REACH EACH STUDENT

2017-2018  
Implementation

## Academic Recommendations

- **Online Learning**
- **Capstone Projects**
- **Expanding Personalized Learning**
- **Existing spaces to support personalized learning**

# Market Research

## Key Stakeholder Groups

Eden Prairie Schools Students

Eden Prairie Schools Parents



# Collaboration

## Working Together

EPHS Administration, Teachers and Counselors  
Business, Human Resources, Technology and  
Personalized Learning Departments

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**Minnesota Department of Education**  
**Application**  
**Meeting with MDE**  
**Supplemental Approval**



# Course Offerings and Teachers

Courses from Various Departments

Hired 11 EPHS Teachers

Course Offerings





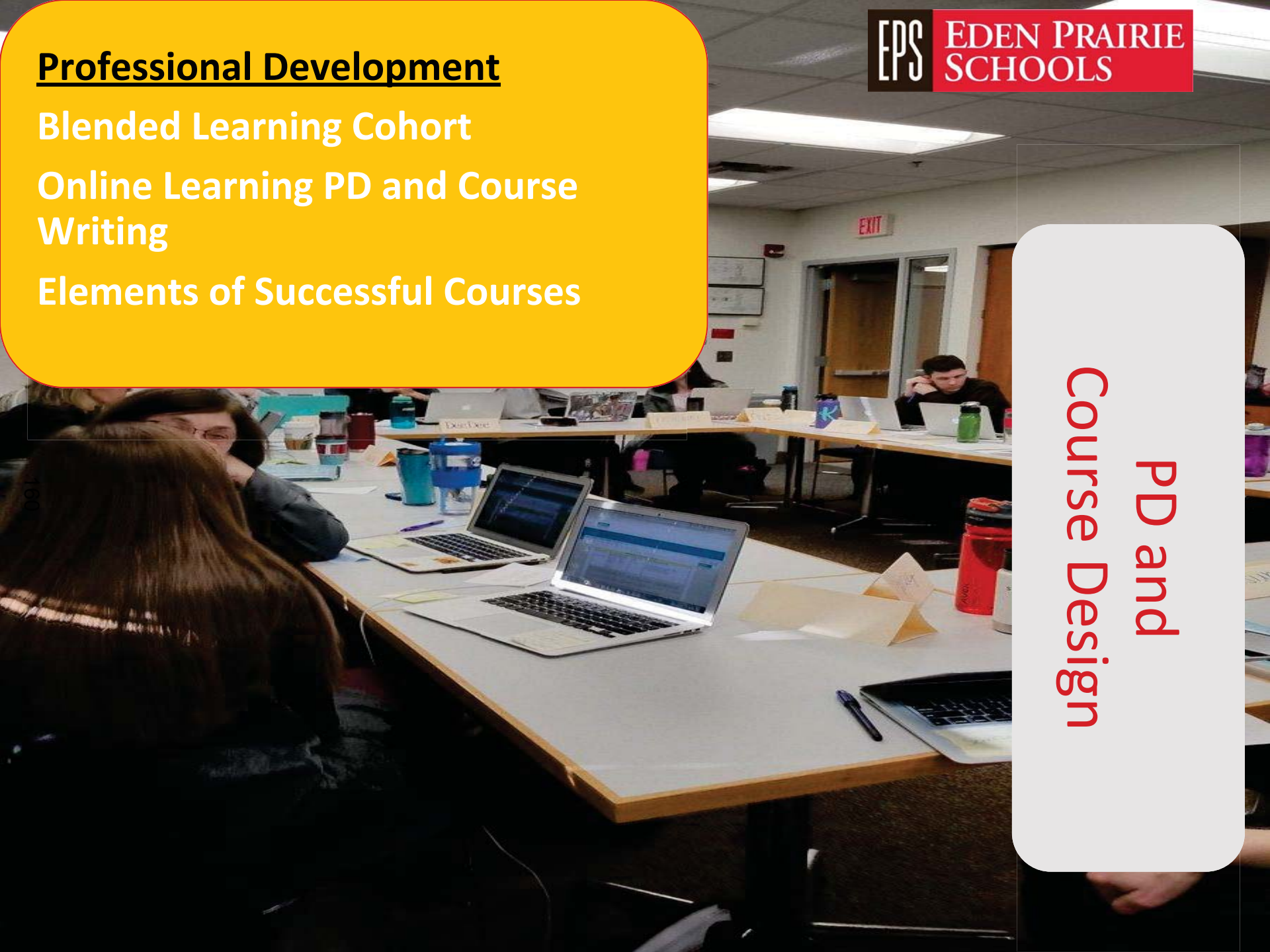
# Professional Development

Blended Learning Cohort

Online Learning PD and Course  
Writing

Elements of Successful Courses

PD and  
Course Design





# Personalized Learning

By 2023, we will personalize learning  
to achieve our mission.

# Personalized Learning

## Learning Partnerships



## Responsiveness



## Rigor



## Authenticity



**Inspire  
each  
student...**

**...to learn  
continuously...**

**...so they are  
empowered  
to reach  
personal  
fulfillment...**

**...and  
contribute  
purposefully  
to our  
ever-changing  
world.**



**Eden Prairie School Board**  
**2017-2018 & 2018-2019 WORK PLAN CHANGES**  
**“Proposed” June 18, 2018**

Date of Meeting/Workshop	Changes Requested
Monday, June 18, 2018	
Monday, July 23, 2018	
Monday, August 27, 2018	
Monday, September 10, 2018 – Workshop	
Monday, September 24, 2018	

**Placeholder – General Board Work**

- Workshop Regarding: Post-Secondary Options
- Designing Pathways Information – *Update to be presented to the Board the end of June August 2018*
- *School Board Attendance at Community Events*

**Placeholder – Policy Review**

- Review “Processes & Procedures” (BDC to review and recommend timing)
- Revised Policy 1.1.3 presented at the March 12, 2018 Board Workshop to be reviewed by the Policy Committee

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

**Board Meetings**

**Board Workshops**

**Other Meetings**

**June 18, 2018**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<del>Board Workshop</del> Brief Business Meeting Closed Session <u>Mon, Jun 4, 2018</u> 6:00 PM		<ul style="list-style-type: none"> <li>Closed Session: Continued Follow-up on Safety – Part II</li> </ul>					<ul style="list-style-type: none"> <li>Remove Workshop and add Brief Business Meeting.</li> <li>Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <u>Mon, Jun 18, 2018</u> 6:00 PM	<ul style="list-style-type: none"> <li>EL 2.9 Communication and Support to the School Board (Semi-annual)</li> <li>Ends 1.1, 1.2, 1.3 OI (2018-19)</li> </ul>		<ul style="list-style-type: none"> <li>Approval of 2018-19 Budget</li> <li>ISD 287 10-Year Facilities Maintenance Resolution</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>EPS 10-Year Facilities Maintenance Plan</li> <li>Q-Comp Annual Report</li> <li>Annual Review of District Mandated Policies</li> <li>Approval of Updated District Policies</li> <li>MSHSL Resolution for Membership – Moved from 5/21/18</li> </ul>	<ul style="list-style-type: none"> <li>Online Learning &amp; Capstone Update-Removed</li> </ul>	
Post Meeting Board Workshop <u>Mon, Jun 18, 2018</u>							<ul style="list-style-type: none"> <li>School Board Meeting Self-Assessment</li> </ul>

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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

**June 18, 2018**

TASSEL Graduation	Monday, June 4, 2018	TBD	12:30 p.m. Education Center Multipurpose Room	Attending: Holly, Elaine, Lauren
School Board Business Meeting	Monday, June 4, 2018*	ASC/EDC	6:00 p.m.	*Note: This is the 1 <sup>st</sup> Monday Change due to Memorial Day
Eden Prairie Schools – Last Day	Thursday, June 7, 2018	All Schools		FYI
SB Community Linkage Committee Meeting	Thursday, June 7, 2018	ASC –North Huddle Room	10:15 a.m.	North Huddle Room
Eden Prairie High School	Friday, June 8, 2018	EPHS Commencement Ceremony Mariucci Arena University of Minnesota	7:00 – 9:00 p.m.	Board Members are requested to arrive early – by 6:15 p.m.  Attending: All Board Members
Agenda Setting Meeting (Business Meeting on 6/18)	Tuesday, June 12, 2018	ASC	9:30 a.m.	Chair & Vice Chair
Metro South Adult Basic Education Graduation	Thursday, June 14, 2018	Hubert Olson Middle School 4551 West 102nd Street, MN 55437	7:30 p.m.	FYI – No Attendees
<del>Foundation for Eden Prairie Schools – 5K for EP Schools</del>	Saturday, June 16, 2018	Eden Prairie High School Aerie Stadium	7:00 – 9:15 a.m. Registration	Event Canceled
School Board Meeting	Monday, June 18, 2018*	ASC/EDC		*Note: This is the 3 <sup>rd</sup> Monday Change due to Memorial Day
SB Community Linkage Committee Meeting	Friday, June 22, 2018	ASC – South Huddle Room	7:30 a.m.	South Huddle Room
Invitation to Fly Boldly with Heather Penney – "Wings of the North Air Museum"	Friday, June 22, 2018	Wings of the North Air Museum 10100 Flying Cloud Drive Eden Prairie 55347	7:00 – 10:00 p.m.	FYI – No Attendees
FEPS – Pitchin' for a Purpose The event will feature fun, food and beverages for purchase, and a cash raffle!	Thursday, June 28, 2018	Purgatory Creek Park Eden Prairie	6:00 – 9:00 p.m.	FYI – No Attendees

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