



# EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Business Meeting

Monday, June 24, 2019

6:00 PM

## MEETING AGENDA

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

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

(Roll Call)

**Call to Order:**

School Board Roll Call

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

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

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

(Action)

Approval of the agenda for the Monday, June 24, 2019 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 May 20, 2019 Regular Business Meeting Unofficial Minutes

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

A. May 20, 2019 Minutes

4

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

(Information)

6. **Announcements - 6:15 p.m.**

(Information)

7. **Spotlight on Success - 6:20 p.m.**

Community Education - Eagle Zone Success

8. **Board Education & Required Reporting - 6:30 p.m.**

(Information)

A. Designing Pathways Academic Choice Update

9

9. **Board Work - 6:45 p.m.**

(Action)

A. Required Board Action

1) Awarding the Sale of Bonds

(Roll Call)/Action)

a. Executive Summary

26

b. Ehlers Presentation (Received day of meeting)

c. Resolution

27

Karla Bratrud Yes\_\_ No\_\_ Holly Link Yes\_\_ No\_\_

Lauren Crandall Yes\_\_ No\_\_ Terri Swartout Yes\_\_ No\_\_

Dave Espe Yes\_\_ No\_\_ Adam Seidel Yes\_\_ No\_\_

Elaine Larabee Yes\_\_ No\_\_

2) ISD 287: 10-Year Facilities Maintenance Resolution

(Roll Call)/Action)

a. Executive Summary

45

b. ISD 287 LTFM 10-Year Plan

46

c. Resolution

47

Karla Bratrud Yes\_\_ No\_\_ Holly Link Yes\_\_ No\_\_

Lauren Crandall Yes\_\_ No\_\_ Terri Swartout Yes\_\_ No\_\_

Dave Espe Yes\_\_ No\_\_ Adam Seidel Yes\_\_ No\_\_

Elaine Larabee Yes\_\_ No\_\_

3) Fiscal Year 2019-2020 Budget

(Roll Call)/Action)

a. Executive Summary	50
b. Fiscal Year 2019-2020 Adopted Budget Document	51
c. Presentation	109
<i>Karla Bratrud</i> Yes__ No__ <i>Holly Link</i> Yes__ No__	
<i>Lauren Crandall</i> Yes__ No__ <i>Terri Swartout</i> Yes__ No__	
<i>Dave Espe</i> Yes__ No__ <i>Adam Seidel</i> Yes__ No__	
<i>Elaine Larabee</i> Yes__ No__	

4) School Recycling Grant Resolution **(Roll Call/Action)**

a. Executive Summary	115
b. Resolution	116
<i>Karla Bratrud</i> Yes__ No__ <i>Holly Link</i> Yes__ No__	
<i>Lauren Crandall</i> Yes__ No__ <i>Terri Swartout</i> Yes__ No__	
<i>Dave Espe</i> Yes__ No__ <i>Adam Seidel</i> Yes__ No__	
<i>Elaine Larabee</i> Yes__ No__	

5) Re-authorization of Previously Board Approved Levy **(Roll Call/Action)**

a. Executive Summary	117
b. Resolution	118
<i>Karla Bratrud</i> Yes__ No__ <i>Holly Link</i> Yes__ No__	
<i>Lauren Crandall</i> Yes__ No__ <i>Terri Swartout</i> Yes__ No__	
<i>Dave Espe</i> Yes__ No__ <i>Adam Seidel</i> Yes__ No__	
<i>Elaine Larabee</i> Yes__ No__	

B. Policy Monitoring:

1) EL 2.9 Communication and Support to the School Board (Semi-Annual) **(Action)** 121

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

2) Ends 1.1, 1.2, 1.3 OI 2019-2020 **(Action)**

a. Executive Summary	137
b. Ends Policy 1.1 OI 2019-2020	139

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

(1) Ends Policy 1.1.1

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

(2) Ends Policy 1.1.2

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

(3) Ends Policy 1.1.3

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

c. Ends Policy 1.2 OI 2019-2020	149
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Motion \_\_\_\_\_ Seconded \_\_\_\_\_

d. Ends Policy 1.3 OI 2019-2020	153
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Motion \_\_\_\_\_ Seconded \_\_\_\_\_

C. Record of Board Self-Evaluation **(Information)**

1) Record of Board Policy Monitoring - Ends & EL's <i>(no updates)</i>	158
2) Record of Board Self-Evaluation - Governance Policies <i>(no updates)</i>	162

10. **Superintendent Consent Agenda - 8:00 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	168
2) Human Resources Report	169
3) Business Services Report	

a. Board Business	173
b. Financial Summary	174
B. EPS 10-Year Facilities Maintenance Plan	
1) EPS 10-Year Facilities Maintenance Plan - Executive Summary	175
2) EPS 10-Year Facilities Maintenance Plan	176
C. Q-Comp Annual Report 2018-2019	177
D. Q-Comp MOU - Letter of Agreement 2019-2020	185
E. MSHSL (Minnesota State High School League) Resolution for Membership	190
F. Approval of 2020-2021 School Calendar Shell	194
11. <b>Superintendent's Incidental Information Report - <u>8:05 p.m.</u></b>	<b>(Information)</b>
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>	
A. Designing Pathway - Facilities Update	
B. Kindergarten Enrollment	
12. <b>Board Action on Committee Reports &amp; Minutes: <u>8:25 p.m.</u></b>	
A. Board Development Committee (Dave Espe, Holly Link, Elaine Larabee)	
B. Community Linkage Committee (Lauren Crandall, Terri Swartout, Karla Bratrud)	<b>(Action)</b>
1) 6/04/19 Committee Minutes	195
Motion _____ Seconded _____	
2) 6/14/19 Committee Minutes	196
Motion _____ Seconded _____	
3) Inspiring News Article - <i>Draft 1</i>	197
4) Inspiring New Article - <i>Draft 2</i>	198
Motion _____ Seconded _____	
C. Negotiations Committee (Elaine Larabee, Adam Seidel, Lauren Crandall)	
D. Policy Committee (Elaine Larabee, Terri Swartout, Adam Seidel)	
13. <b>Other Board Updates (AMSD, ISD 287) - <u>8:35 p.m.</u></b>	<b>(Information)</b>
A. AMSD (Association of Metropolitan Schools) - Terri Swartout	
B. ISD 287 (Intermediate School District 287) - Adam Seidel	
14. <b>Board Work Plan - <u>8:45 p.m.</u></b>	<b>(Action)</b>
A. "Proposed" Work Plan Changes Document	199
Motion _____ Seconded _____	
B. 2018-2019 Annual Work Plan ( <i>June 2019</i> )	200
C. 2019-2020 Approved Annual Work Plan	201
15. <b>Adjournment - ____ p.m.</b>	<b>(Action)</b>
MOTION to adjourn the Monday, June 24, 2019 Meeting of the Eden Prairie School Board at ____p.m.	
Motion _____ Seconded _____	

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS**  
**UNOFFICIAL MINUTES OF THE MAY 20, 2019**  
**SCHOOL BOARD MEETING**

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A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on May 20, 2019 in the Administrative Services Center, EDC Meeting Room, 8100 School Road, Eden Prairie, MN 55344.

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

*Present:* Karla Bratrud, Lauren Crandall, Dave Espe, Elaine Larabee, Holly Link

*Participating Remotely:* Board Member Terri Swartout will be participating remotely from the Timberlake Lodge Hotel Conference/Board Room, 144 SE 17th Street, Grand Rapids, MN 55744

*Not Present:* Adam Seidel

*Present:* Superintendent Josh Swanson

**2. Pledge of Allegiance:**

- 3. Agenda Review and Approval: MOTION** by L. Crandall, **Seconded** by H. Link to approve the agenda for the Monday, May 20, 2019 meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

- 4. Approval of Previous Minutes: MOTION** by H. Link, **Seconded** by K. Bratrud to approve the UNOFFICIAL Minutes of the School Board Business Meeting on May 6, 2019 – Passed Unanimously

- 5. Public Comment:** None to report

**6. Announcements: Superintendent Swanson**

**Congratulations to:**

- Seniors Allison Spears and Aaron Martinka on receiving EPHS Triple "A" awards. The [Triple "A" Award](#) recognizes and honors high school seniors who have excelled in the classroom, on the athletic field, and in the fine arts.
- Eden Lake Elementary fifth grade [Math Masters](#) teams Eden Lake Flying Eagles, Eden Lake Soaring Eagles, and Eden Lake Eagles on earning first, third place and seventh place respectively at the regional Math Masters Challenge on April 26-27.
- Prairie View Elementary fifth grade [Math Masters](#) teams Team Extreme, Team Add 'em Up and Team 360 on earning fourth, second and first place respectively at the 2019 Math Master Competition on April 27.
- Eden Prairie High School senior Dza Vu on receiving the [Rose Rees Peace Award](#). The award honors exceptional high school seniors from 25 local schools who have demonstrated a special interest in and commitment to international relations and world peace.
- Nine Eden Prairie High School seniors were honored at the 14th annual [Above and Beyond Awards Ceremony](#) on April 29 at Eden Prairie High School by the [Eden Prairie AM Rotary Club](#) and Eden Prairie Schools.
- [School Lunch Hero Day](#) was Friday, May 3, 2019. Eden Prairie Schools expresses its deep appreciation to each school nutrition employee who prepares and serves school meals to help nurture our students through their daily interaction and support. You are valuable employees and we commend your good work on behalf of children.
- Oak Point Elementary and Prairie View Elementary were selected as [2019 Minnesota PBIS \(Positive Behavior Interventions and Supports\) Sustaining Exemplar Schools](#). Both schools will be officially recognized and awarded at the 2019 Summer Institute at the Minnesota Department of Education on June 11 – 12, 2019.
- on being selected as a [2019 Minnesota PBIS Sustaining Exemplar School](#). Prairie View will be officially recognized and awarded at the 2019 Summer Institute at the Minnesota Department of Education on June 11 – 12, 2019.
- The Prairie View Student Council on being a recipient of the [2019 Faces of Change Award](#), presented by the Youth Advisory Board of Pacer's National Bullying Prevention Center. The PV Student Council has been



recognized for their efforts in building a positive school culture, volunteering and much more. The award will be presented on May 22, 2019.

- Eden Prairie High School senior Quentin Matsui on this selection to compete in the 14th-annual [Under Armour All-America Lacrosse Game](#) on June 29 at Johns Hopkins University's historic Homewood Field with students from around the United States.
- Central Middle School eighth grader Ryan Stoltz on being one of two students honored from Minnesota in the nation's capital for his outstanding volunteer service during the 24th annual presentation of [The Prudential Spirit of Community Awards](#) at the Smithsonian National Museum of Natural History.
- Eden Prairie High School senior Miske Ali on receiving the [2018 Human Rights Youth Award](#) by the City of Eden Prairie's Human Rights and Diversity Commission. The award recognizes a local individual, youth, nonprofit organization and/or business who have worked to create an inclusive community spirit through actions, activities or programs.
- Cedar Ridge Elementary teacher Jen Heyer on being awarded [The Presidential Innovation Award](#) from the United States Environmental Protection Agency. The Presidential Innovation Award for Environmental Educators recognizes outstanding kindergarten through grade 12 teachers who employ innovative approaches to environmental education and use the environment as a context for learning for their students. She will receive her award in Washington D.C. in July. She was also featured on [KARE 11](#) for her outdoor teaching.
- Eden Prairie High School's Softball Team for clinching the [Lake Conference title](#) with a win over Hopkins.
- Eden Prairie High School's Girls Track Team on earning a spot at the [State True Team Meet](#), at Stillwater High School.
- Eden Prairie High School's Career Technical Education students for earning first in electric urban concept and third overall urban concept in the [Minnesota High School Supermileage competition](#).

#### 7. Spotlight on Success:

- A. AVID Showcase (Personalized Learning) – Students sharing their stories
- B. Wilderness Wednesdays - Eden Lake Elementary

#### 8. Board Work:

##### A. Required Board Action

- 1) Resolution - Canvass Referendum Election Results: **MOTION** by L. Crandall, **Seconded** by D. Espe, be it resolved that the Eden Prairie School Board of Independent School District No. 272 adopt the Resolution for Canvassing Returns of Votes of School District Special Election as presented – Passed 6-0:

Terri Swartout	Yes	Lauren Crandall	Yes
Dave Espe	Yes	Karla Bratrud	Yes
Holly Link	Yes	Adam Seidel	Not present
Elaine Larabee	Yes		

- 2) Resolution Authorizing the Issuance of Bonds: **MOTION** by L. Crandall, **Seconded** E. Larabee, be it resolved that the Eden Prairie School Board of Independent School District No. 272 adopt the Resolution providing for the Sale of General Obligation School Building Bonds, Series 2019b; and covenanting and obligating the District to be bound by and to use the provisions of Minnesota Statutes, Section 126c.55 to guarantee the payment of the principal and interest on these Bonds as presented – Passed 6-0:

Terri Swartout	Yes	Lauren Crandall	Yes
Dave Espe	Yes	Karla Bratrud	Yes
Holly Link	Yes	Adam Seidel	Not Present
Elaine Larabee	Yes		

- a. Executive Summary
- b. Presale Report

- 3) Fiscal Year 2019-2020 School Board Work Plan: **MOTION** by H. Link, **Seconded** by L. Crandall to approve the 2019-2020 Work Plan as presented – Passed Unanimously.

- 4) Fiscal Year 2019-2020 School Board Budget (*Second Reading*): **MOTION** by D. Espe, **Seconded** by K. Bratrud to approve the 2019-2020 School Board Budget as presented – Passed Unanimously
- 5) Resolution – Technology Lease: **MOTION** by L. Crandall, **Seconded** by H. Link to approve the Technology Lease Resolution as presented: D. Espe, H. Link, E. Larabee, L. Crandall, Karla Bratrud – Yes (5); No – 0; Abstain – (1) T. Swartout; Passed 5 - 0

- a. Executive Summary
- b. Apple Inc.

- 6) Snow Day Legislation Resolution: **MOTION** by H. Link **Seconded** by L. Crandall to approve the Snow Day Legislation Resolution as presented – Passed Unanimously

B. Decision Preparation

- 1) Fiscal Year 2019-2020 Budget (*First Reading*)
  - a. Executive Summary
  - b. Fiscal Year 2019-2020 Budget

C. Record of Board Self-Evaluation

- 1) Record of Board Policy Monitoring - Ends & EL's (*no updates*)
- 2) Record of Board Self-Evaluation - Governance Policies (*no updates*)

9. **Superintendent Consent Agenda:** **MOTION** by H. Link, **Seconded** by L. Crandall to approve agenda as presented – Passed Unanimously

A. Monthly Reports

- 1) Resolution of Acceptance of Donations
- 2) Human Resource Report
  - a. Resolution of Acceptance - Voluntary Employee's Beneficiary Association (VEBA) Transition
    - (1) Resolution - VEBA Transition
    - (2) Executive Summary
  - b. Monthly Report
- 3) Business Services Reports
  - a. Board Business
  - b. Financial Report

B. Fiscal Year 2019-2020 School Meal Prices Approval

- 1) Executive Summary

10. **Board Education & Required Reporting:**

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

*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. Curriculum Update
- B. Technology Update

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

A. Board Development Committee (Dave Espe, Holly Link, Elaine Larabee)

- 1) BDC April 30, 2019 Meeting Minutes: **MOTION** K. Bratrud, **Seconded** by L. Crandall to approve the Meeting Minutes as presented – Passed Unanimously

## B. Community Linkage Committee (Lauren Crandall, Terri Swartout, Karla Bratrud)

- 1) CLC May 16, 2019 Meeting Minutes: **MOTION** by T. Swartout, **Seconded** by L. Crandall to approve the Meeting Minutes as presented – Passed Unanimously

## C. Negotiations Committee (Elaine Larabee, Adam Seidel, Lauren Crandall) – Next meeting, Thursday, 5/23/19

## D. Policy Committee (Elaine Larabee, Terri Swartout, Adam Seidel) – N/A

## 13. Other Board Updates (AMSD, WMEP, ISD 287):

- A. AMSD (Association of Metropolitan Schools) – Update to Board  
 B. WMEP (West Metro Education Program) – Update to Board  
 C. ISD 287 (Intermediate School District 287) – N/A

## 14. Board Work Plan:

- A. "Proposed" Work Plan Changes Document: **MOTION** by H. Link, **Seconded** by L. Crandall to approve the Board Work Plan Changes as presented – Passed Unanimously

## Eden Prairie School Board

## 2018-2019 WORK PLAN CHANGES

## Proposed WORK PLAN CHANGES – May 20, 2019

Date of Meeting/Workshop	Changes Requested
Monday, June 10, 2019 – <b>Workshop</b>	<ul style="list-style-type: none"> <li>- <b>Add:</b> <ul style="list-style-type: none"> <li>- Board Workshop Training Discussion</li> <li>- Discussion 2020-21 School Calendar Shell</li> </ul> </li> <li>- <b>Board Development Committee:</b> <ul style="list-style-type: none"> <li>- Review New Board Director Orientation PowerPoint</li> <li>- Review New Candidate PowerPoint Presentation</li> </ul> </li> <li>- <b>Community Linkage Committee:</b> <ul style="list-style-type: none"> <li>- Review the Inspiring News Article (Draft)</li> </ul> </li> </ul>
Monday, June 24, 2019	<ul style="list-style-type: none"> <li>- <b>Add:</b> <ul style="list-style-type: none"> <li>- EL 2.2. – Review/Discussion of OI and Measurement Plan</li> <li>- Approval of 2020-21 School Calendar Shell</li> </ul> </li> <li>- <b>Board Development Committee:</b> <ul style="list-style-type: none"> <li>- Possible Approval of New Board Director Orientation PowerPoint</li> <li>- Possible Approval of New Candidate PowerPoint Presentation</li> </ul> </li> <li>- <b>Community Linkage Committee:</b> <ul style="list-style-type: none"> <li>- Possible Approval of the Inspiring News Article</li> </ul> </li> </ul>
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>• School Board Website Review/Discussion – Board Pages</li> </ul>	
<b>Placeholder – Policy Review</b>	

## B. 2018-2019 Annual Work Plan (May/June 2019)

## 15. Closed Session - Negotiations Strategy:

*Pursuant to MN Statute 13D.03 - The open meeting law permits a public body to hold a closed meeting to discuss strategy and proposals for labor negotiations conducted under the Public Employment Labor Relations Act.*

**MOTION** by D. Espe, **Seconded** by K. Bratrud to move into Closed Session at 7:42 p.m.

**MOTION** by D. Espe, **Seconded** by L. Crandall to move out of Closed Session and the resume regular Business Meeting at 8:21 p.m.

16. Adjournment: **MOTION** by H. Link, **Seconded** by L. Crandall to adjourn at 8:22 p.m.

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Adam Seidel – Board Clerk

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# Designing Pathways

Academic Choice Update



## OUR MISSION

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

### Personalized Learning

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

### Achievement Disparities

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

### Engagement

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



**46** Parents, Students, K- 12  
⇒ Teachers & Administrators

**4** meetings

**8** schools



# Design Challenge

To design K-8 choice programming that ensures students are *Inspired, Personally Fulfilled* & Ready to provide *Purposeful Contributions*








# Human Centered Design:

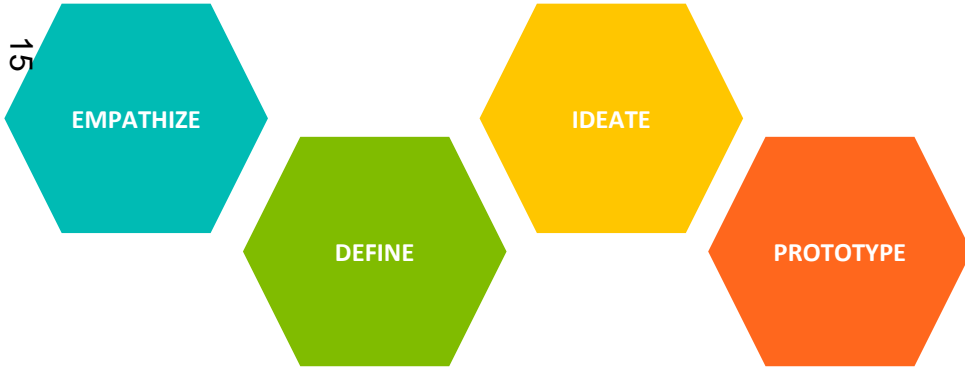
*Bias Toward Action*



*“Design thinking is a human  
centered and collaborative  
approach to problem solving,  
using a designed mindset to  
solve complex problems.”*

*-Tim Brown (President of IDEO)*

# How it works



— **Desirable:** *Human Centered  
Design*

— **Feasible:** *Personalized  
Learning*

— **Viable:** *Inspiration through  
Quality Design*

# Start with Empathy

7th -12th Student Leaders  
sought the voice of our K-8  
students

- Process
- Impact

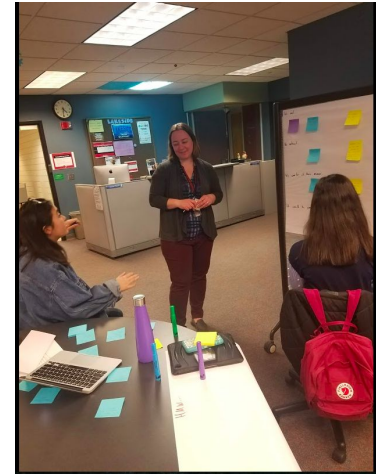
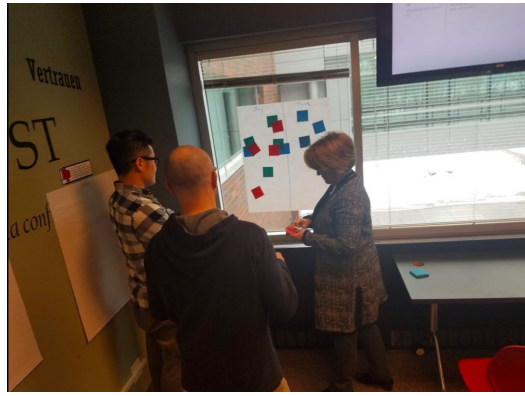


# Define the problem

Data Analysis of  
Kindergarten- 8th  
grade Feedback

**864 data points**

# Deep Data Dive



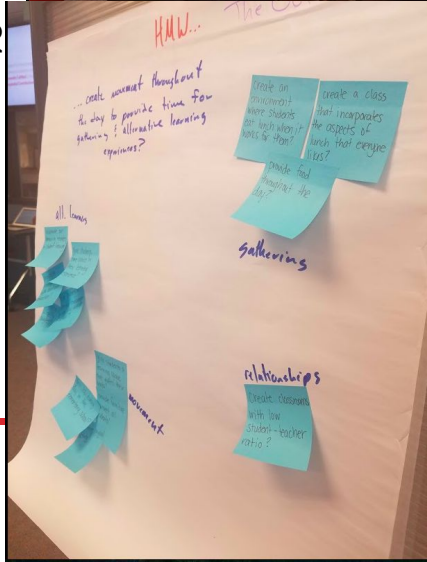
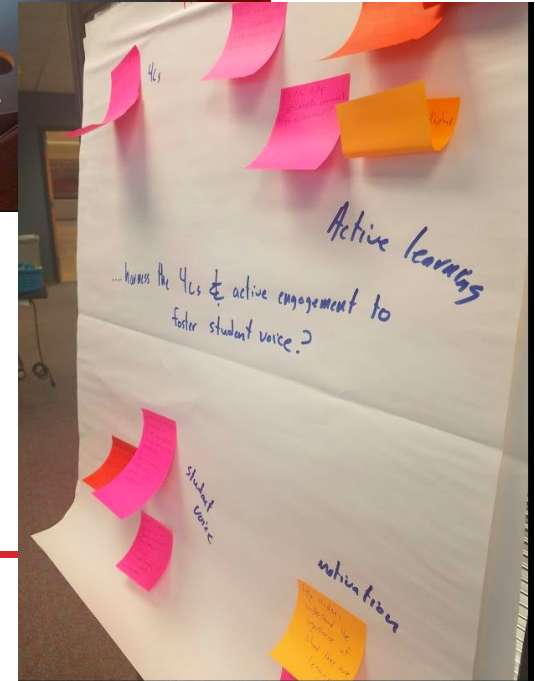
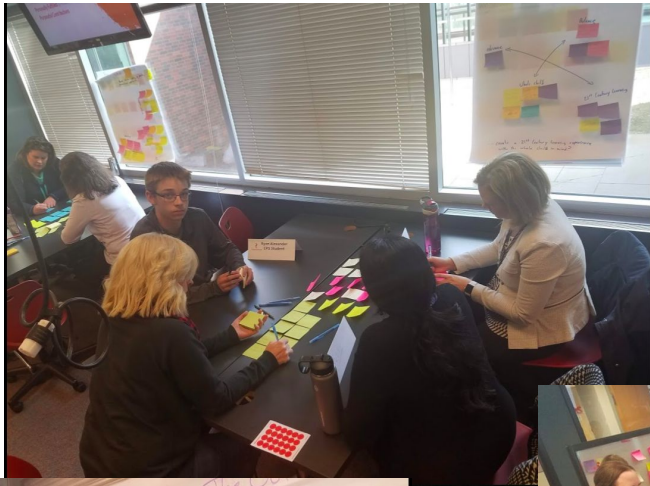
# Ideate, Ideate, Ideate

20 How Might We...



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## Ideation

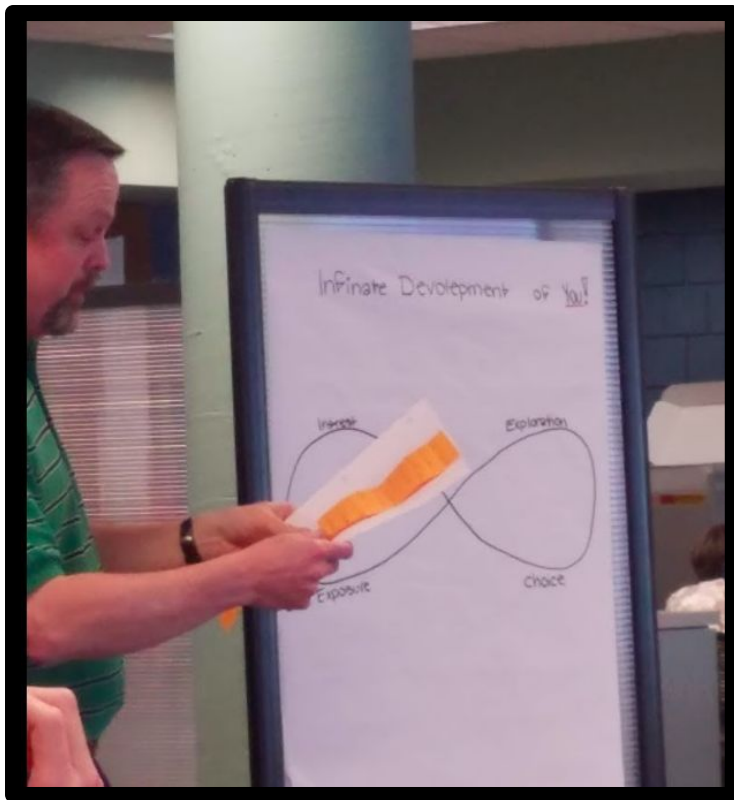
# Prototype

Test

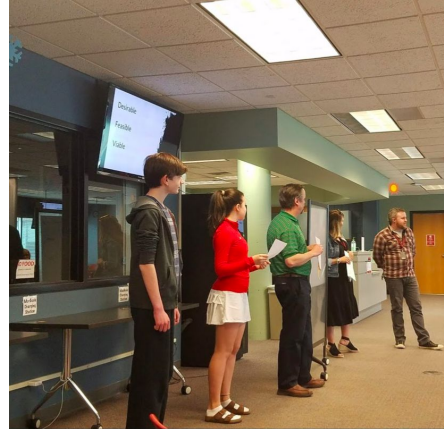
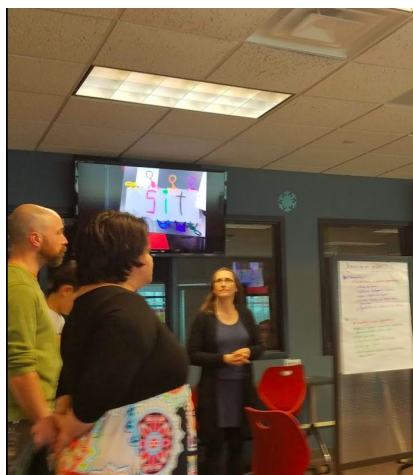
Explore

22 Inspire

Possibilities



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Prototypes to Test



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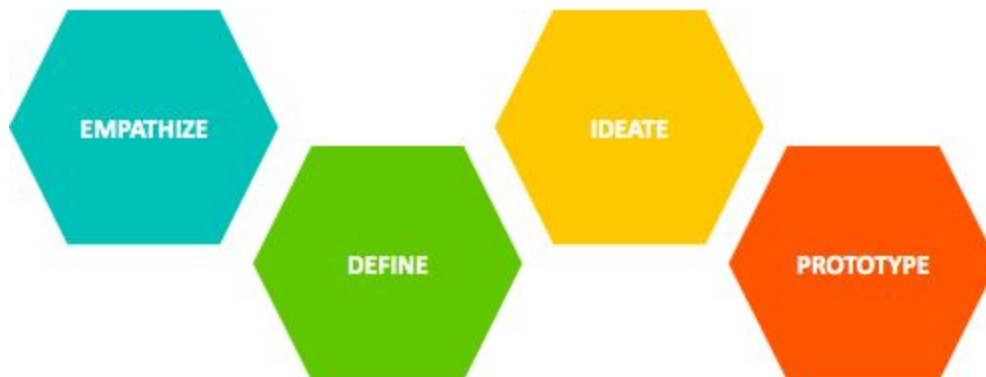
# Questions





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## Designing Pathways - Academic Choice - Human Centered Design



 Winter 2019	Collectively designed interview and survey questions Student interviews Student interest surveys
 Spring 2019	Reviewed data packages Used protocols to highlight student voice Identified possibilities
 Spring 2019	“How Might We” questions Idea generation, as many as possible No idea is a bad idea
 Spring 2019	Based on student feedback, teams of staff, students and community members delved into possible ideas for bringing choice to students. Seven different high level ideas were generated.



June 24, 2019

To: Dr. Josh Swanson  
From: Business Office  
Re: 2019B General Obligation School Building Bond Sale

The General Obligation School Building Bonds, Series 2019B are being issued pursuant to Minnesota Statutes, Chapter 475, and a special election held May 14, 2019 for the purpose of financing the acquisition and betterment of school sites and facilities, including safety and security improvements and building updates throughout the district.

The district has retained Ehlers & Associates, Inc. as its independent financial advisor for the bonds, and they will be in attendance at the board meeting to present the Sale Day report.

The board will be asked to approve the resolution awarding the sale of General Obligation School Building Bonds in an amount not to exceed \$39,900,000.

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

Pursuant to due call and notice thereof, a regular meeting of the Board of Education of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, was duly held at the District's Administrative Service Center in the City of Eden Prairie, Minnesota, on Monday, June 24, 2019, commencing at 6:00 P.M.

The following directors were present:

and the following were absent:

\* \* \*

\* \* \*

\* \* \*

The Chair announced that the next order of business was consideration of the proposals which had been received for the purchase of the District's General Obligation School Building Bonds, Series 2019B, to be issued in the original aggregate principal amount of \$\_\_\_\_\_.

The District Clerk presented a tabulation of the proposals submitted as specified in the Official Terms of Proposal for the Bonds. The proposals were as set forth in EXHIBIT A attached.

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

**A RESOLUTION AWARDING THE SALE OF GENERAL  
OBLIGATION SCHOOL BUILDING BONDS, SERIES 2019B, IN  
THE ORIGINAL AGGREGATE PRINCIPAL AMOUNT OF  
\$\_\_\_\_\_; PROVIDING FOR THEIR FORM AND  
SPECIFICATIONS; DIRECTING THEIR EXECUTION AND  
DELIVERY; AND PROVIDING FOR THEIR PAYMENT**

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

Section 1.       Findings, Determinations; Sale of Bonds.

1.01    Background. It is hereby determined that:

(a)       At a duly called and regularly held special election on May 14, 2019, the voters of the District approved the issuance and sale by the District of general obligation bonds for the acquisition and betterment of school sites and facilities in the maximum principal amount of \$39,900,000 pursuant to Minnesota Statutes, Chapter 475, as amended (the “Act”).

(b)       The purpose of the bonds as approved by the voters is to provide financing for the acquisition or betterment of school sites and facilities, including without limitation safety and security improvements at each school site, building additions or updates at the middle school and preschool levels, and Districtwide building updates to support personalized learning early-childhood through twelfth grade (collectively, the “Project”).

(c)       It is necessary and expedient to the sound financial management of the affairs of the District to issue its General Obligation School Building Bonds, Series 2019B (the “Bonds”), in the original aggregate principal amount of \$\_\_\_\_\_, to provide financing for the Project.

(d)       By resolution adopted by the Board on May 20, 2019, the District has covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55, which provides for payment by the State of Minnesota in the event of a potential default of a school district obligation. The District understands that as a result of its covenant to be bound by said provisions, these provisions shall be binding as long as the Bonds remain outstanding.

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

1.02.    Award to the Purchaser and Interest Rates. The proposal of \_\_\_\_\_, \_\_\_\_\_ (the “Purchaser”), to purchase the Bonds of the District is hereby found and determined to be a reasonable offer and is hereby accepted, the proposal being to purchase the Bonds at a price of \$\_\_\_\_\_ (par amount of \$\_\_\_\_\_, [plus original issue premium of \$\_\_\_\_\_,] [less original issue discount of \$\_\_\_\_\_,] less underwriter’s discount of \$\_\_\_\_\_), plus accrued interest, if any, to date of delivery for Bonds bearing interest as follows:



<u>Year</u>	<u>Interest Rate</u>	<u>Year</u>	<u>Interest Rate</u>
2021		2031	
2022		2032	
2023		2033	
2024		2034	
2025		2035	
2026		2036	
2027		2037	
2028		2038	
2029		2039	
2030		2040	

True interest cost: \_\_\_\_\_%

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

1.04. Terms and Principal Amounts of the Bonds. The District will forthwith issue and sell the Bonds pursuant to the Act, in the total principal amount of \$\_\_\_\_\_, originally dated July 18, 2019, in the denomination of \$5,000 each or any integral multiple thereof, numbered No. R-1 upward, bearing interest as above set forth, and maturing serially on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2021	\$	2031	\$
2022		2032	
2023		2033	
2024		2034	
2025		2035	
2026		2036	
2027		2037	
2028		2038	
2029		2039	
2030		2040	

1.05. Optional Redemption. The District may elect on February 1, 2028, and on any day thereafter to prepay Bonds due on or after February 1, 2029. Redemption may be in whole or in part and if in part, at the option of the District and in such manner as the District will determine. If less than all Bonds of a maturity are called for redemption, the District will notify DTC (as defined in Section 7 hereof) of the particular amount of such maturity to be prepaid. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. Prepayments will be at a price of par plus accrued interest.

Section 2.       Registration and Payment.

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

2.02.   Dates; Interest Payment Dates. Each Bond will be dated as of the last interest payment date preceding the date of authentication to which interest on the Bond has been paid or made available for payment, unless (i) the date of authentication is an interest payment date to which interest has been paid or made available for payment, in which case the Bond will be dated as of the date of authentication, or (ii) the date of authentication is prior to the first interest payment date, in which case the Bond will be dated as of the date of original issue. The interest on the Bonds is payable on February 1 and August 1 of each year, commencing February 1, 2020, to the registered owners of record thereof as of the close of business on the fifteenth day immediately preceding each interest payment date, whether or not such day is a business day.

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

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

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

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

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

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

(f)    Persons Deemed Owners. The District and the Registrar may treat the person in whose name a Bond is registered in the bond register as the absolute owner of the Bond, whether the Bond is overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on the Bond and for all other purposes, and payments so made to a registered owner

or upon the owner's order will be valid and effectual to satisfy and discharge the liability upon the Bond to the extent of the sum or sums so paid.

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

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

(i) Redemption. In the event any of the Bonds are called for redemption, notice thereof identifying the Bonds to be redeemed will be given by the Registrar by mailing a copy of the redemption notice by first class mail (postage prepaid) to the registered owner of each Bond to be redeemed at the address shown on the registration books kept by the Registrar and by publishing the notice if required by law. Failure to give notice by publication or by mail to any registered owner, or any defect therein, will not affect the validity of the proceedings for the redemption of Bonds. Bonds so called for redemption will cease to bear interest after the specified redemption date, provided that the funds for the redemption are on deposit with the place of payment at that time.

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

2.05. Execution, Authentication, and Delivery. The Bonds will be prepared under the direction of the District Clerk and executed on behalf of the District by the signatures of the Chair and the District Clerk, provided that those signatures may be printed, engraved or lithographed facsimiles of the originals. If an officer whose signature or a facsimile of whose signature appears on the Bonds ceases to be such officer before the delivery of a Bond, that signature or facsimile will nevertheless be valid and sufficient for all purposes, the same as if the officer had remained in office until delivery. Notwithstanding such execution, a Bond will not be valid or obligatory for any purpose or entitled to any security or benefit under this Resolution unless and until a certificate of authentication on the Bond has been duly executed by the manual

signature of an authorized representative of the Registrar. Certificates of authentication on different Bonds need not be signed by the same representative. The executed certificate of authentication on a Bond is conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so prepared, executed, and authenticated, the District Clerk will deliver the same to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser is not obligated to see to the application of the purchase price.

### Section 3. Form of Bond.

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

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

### Section 4. Payment; Security; Funds; Pledges and Covenants.

4.01. Debt Service Fund. The Bonds will be payable from the General Obligation School Building Bonds, Series 2019B Debt Service Fund (the “Debt Service Fund”) hereby created, and the proceeds of the ad valorem taxes hereinafter levied (the “Taxes”) are hereby pledged to the Debt Service Fund. There is appropriated to the Debt Service Fund (i) capitalized interest financed with proceeds of the Bonds, if any; and (ii) amounts over the minimum purchase price of the Bonds paid by the Purchaser to the extent designated for deposit in the Debt Service Fund in accordance with Section 1.03 hereof.

4.02. Construction Fund. The District hereby creates the General Obligation School Building Bonds, Series 2019B Construction Fund (the “Construction Fund”). Proceeds of the Bonds, less the appropriations made in Section 4.01 hereof, will be deposited in the Construction Fund to be used solely to pay costs of the Project. Any balance remaining in the Construction Fund after completion of the Project may be used for any other public use authorized by law or credited to the Debt Service Fund or other District debt service funds, all in accordance with Section 475.65 of the Act.

4.03. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds, as the same respectively become due, the full faith, credit and taxing powers of the District will be and are hereby irrevocably pledged. If a payment of principal of or interest on the Bonds becomes due when there is not sufficient money in the Debt Service Fund to pay the same, the District Treasurer must pay such principal or interest from the general fund of the District, and the general fund will be reimbursed for those advances out of the proceeds of the Taxes levied herein, when collected.

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

4.05. Certification to Taxpayer Services Division Manager as to Debt Service Fund Amount. It is determined that the estimated collection of the foregoing Taxes will produce at least five percent (5%) in excess of the amount needed to meet when due, the principal and interest payments on the Bonds. The tax levy herein provided is irrepealable until all of the Bonds are paid, provided that at the time the District makes its annual tax levies the District Clerk may certify to the Taxpayer Services Division Manager of

Hennepin County, Minnesota (the “Taxpayer Services Division Manager”) the amount available in the Debt Service Fund to pay principal and interest due during the ensuing year, and the Taxpayer Services Division Manager will thereupon reduce the levy collectible during such year by the amount so certified.

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

Section 5. Authentication of Transcript.

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

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

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

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

Section 6. Tax Covenants.

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

6.02. Rebate. The District will comply with requirements necessary under the Code to establish and maintain the exclusion from gross income of the interest on the Bonds under Section 103 of the Code, including without limitation requirements relating to temporary periods for investments, limitations on amount invested at a yield greater than the yield on the Bonds, and the rebate of excess investment earnings to the United States.

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

6.04. Not Qualified Tax-Exempt Obligations. The District shall not designate the Bonds as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Code.

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

#### Section 7. Book-Entry System; Limited Obligation of District.

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

7.02. Participants. With respect to Bonds registered in the registration books kept by the Registrar in the name of Cede & Co., as nominee of DTC, the District, the Registrar, and the Paying Agent will have no responsibility or obligation to any broker dealers, banks and other financial institutions from time to time for which DTC holds Bonds as securities depository (the “Participants”) or to any other person on behalf of which a Participant holds an interest in the Bonds, including but not limited to any responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any Participant with respect to any ownership interest in the Bonds; (ii) the delivery to any Participant or any other person (other than a registered owner of Bonds, as shown by the registration books kept by the Registrar), of any notice with respect to the Bonds, including any notice of redemption; or (iii) the payment to any Participant or any other person, other than a registered owner of Bonds, of any amount with respect to principal of, premium, if any, or interest on the Bonds. The District, the Registrar, and the Paying Agent may treat and consider the person in whose name each Bond is registered in the registration books kept by the Registrar as the holder and absolute owner of such Bond for the purpose of payment of principal, premium and interest with respect to such Bond, for the purpose of registering transfers with respect to such Bonds, and for all other purposes. The Paying Agent will pay all principal of, premium, if any, and interest on the Bonds only to or on the order of the respective registered owners, as shown in the registration books kept by the Registrar, and all such payments will be valid and effectual to fully satisfy and discharge the District’s obligations with respect to payment of principal of, premium, if any, or interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner of Bonds, as shown in the registration books kept by the Registrar, will receive a certificated Bond evidencing the obligation of this resolution. Upon delivery by DTC to the District Clerk of a written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the words “Cede & Co.” will refer to such new nominee of DTC; and upon receipt of such a notice, the District Clerk will promptly deliver a copy of the same to the Registrar and Paying Agent.

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

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

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

## Section 8. Continuing Disclosure.

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

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

Section 9. Defeasance. When all of the Bonds and all interest thereon have been discharged as provided in this section, all pledges, covenants, and other rights granted by this resolution to the holders of the Bonds will cease, except that the pledge of the full faith and credit of the District for the prompt and full payment of the principal of and interest on the Bonds will remain in full force and effect. The District may discharge all Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full. If any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit.

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

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.



**EXHIBIT A**  
**PROPOSALS**

**EXHIBIT B**  
**FORM OF BOND**

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

GENERAL OBLIGATION SCHOOL BUILDING BOND  
SERIES 2019B

<u>Rate</u>	<u>Maturity</u>	<u>Date of Original Issue</u>	<u>CUSIP</u>
	February 1, 20__	July 18, 2019	

Registered Owner: Cede & Co.

Independent School District No. 272 (Eden Prairie Schools), a duly organized and existing school district in Hennepin County, Minnesota (the "District"), acknowledges itself to be indebted and for value received hereby promises to pay to the Registered Owner specified above or registered assigns the principal sum of \$\_\_\_\_\_ on the maturity date specified above, with interest thereon from the date hereof at the annual rate specified above (calculated on the basis of a 360 day year of twelve 30 day months), payable February 1 and August 1 in each year, commencing February 1, 2020, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month. The interest hereon and, upon presentation and surrender hereof, the principal hereof are payable in lawful money of the United States of America by check or draft by Bond Trust Services Corporation, Roseville, Minnesota, as Registrar, Paying Agent, Transfer Agent, and Authenticating Agent, or its designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

The District may elect on February 1, 2028, and on any date thereafter to prepay Bonds due on or after February 1, 2029. Redemption may be in whole or in part and if in part, at the option of the District and in such order as the District will determine. If less than all Bonds of a maturity are called for redemption, the District will notify The Depository Trust Company ("DTC") of the particular amount of such maturity to be prepaid. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. Prepayments will be at a price of par plus accrued interest.

This Bond is one of an issue in the aggregate principal amount of \$\_\_\_\_\_ all of like original issue date and tenor, except as to number, maturity date, redemption privilege, and interest rate, all issued pursuant to a resolution adopted by the Board of Education of the District (the "Board") on June 24, 2019 (the "Resolution"), for the purpose of providing money to aid in financing the acquisition and betterment of school sites and facilities, pursuant to and in full conformity with the Constitution and laws of the State of

Minnesota, including Minnesota Statutes, Chapter 475, as amended, pursuant to authority granted by the voters of the District at a duly called and special election held on May 14, 2019. The principal hereof and interest hereon are payable primarily from ad valorem taxes, as set forth in the Resolution to which reference is made for a full statement of rights and powers thereby conferred. The full faith and credit of the District are irrevocably pledged for payment of this Bond and the Board has obligated itself to levy additional ad valorem taxes on all taxable property in the District in the event of any deficiency of ad valorem taxes pledged, which additional taxes may be levied without limitation as to rate or amount. The Bonds of this series are issued only as fully registered Bonds in denominations of \$5,000 or any integral multiple thereof of single maturities.

The Board has not designated the issue of Bonds of which this Bond forms a part as “qualified tax-exempt obligations” within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) relating to disallowance of interest expense for financial institutions and within the \$10 million limit allowed by the Code for the calendar year of issue.

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

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

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

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

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

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

Dated: July 18, 2019

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

\_\_\_\_\_  
(Facsimile)  
Chair

\_\_\_\_\_  
(Facsimile)  
District Clerk

**CERTIFICATE OF AUTHENTICATION**

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

**BOND TRUST SERVICES CORPORATION**

By \_\_\_\_\_  
Its Authorized Representative

**ABBREVIATIONS**

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

TEN COM -- as tenants in common

TEN ENT -- as tenants by entireties

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

UNIF GIFT MIN ACT

\_\_\_\_\_  
Custodian \_\_\_\_\_

(Cust) \_\_\_\_\_ (Minor)

under Uniform Gifts or Transfers to Minors  
Act, State of \_\_\_\_\_

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

## ASSIGNMENT

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

Dated: \_\_\_\_\_

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

Signature Guaranteed:

\_\_\_\_\_

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

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

Name and Address: \_\_\_\_\_  
\_\_\_\_\_

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

Please insert social security or other identifying number of assignee

\_\_\_\_\_

\_\_\_\_\_

## PROVISIONS AS TO REGISTRATION

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

<u>Date of Registration</u>	<u>Registered Owner</u>	<u>Signature of Officer of Registrar</u>
<hr/>	Cede & Co. Federal ID #13-2555119	<hr/>

**EXHIBIT C**  
**TAX LEVY SCHEDULE**

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

I, the undersigned, being the duly qualified District Clerk of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the “District”), do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the Board of Education of the District held on June 24, 2019, with the original minutes on file in my office, and the extract is a full, true, and correct copy of the minutes insofar as they relate to the issuance and sale of the District’s General Obligation School Building Bonds, Series 2019B, in the original aggregate principal amount of \$\_\_\_\_\_.

WITNESS My hand officially as such District Clerk this \_\_\_\_\_ day of June 2019.

---

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





June 24, 2019


To: Dr. Josh Swanson  
From: Business Office  
Re: Intermediate District 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 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 \$96,980.85 compared to \$96,356 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

**Instructions:** Enter estimated expenditures that are allowable uses of Long-Term Facilities Maintenance Revenue under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code by fiscal year in the space provided.

District Name:Intermediate School District 287

District #0287-06

Date:4/11/2019

District Contact for Questions on this Spreadsheet:

Email:[mlhawkins@district287.org](mailto:mlhawkins@district287.org)

Name:Mae L. Hawkins

Phone #: ( 763 ) 550 -7156

Fiscal Year, Ending June 30th -->2021202220232024202520262027202820292030

Estimated Expenditures:

Health and Safety - this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.

Finance Code	Category										
347	Physical Hazards	\$32,000	\$32,960	\$33,949	\$34,967	\$36,016	\$37,097	\$38,210	\$39,356	\$40,537	\$41,753
349	Other Hazardous Materials	\$24,600	\$25,338	\$26,098	\$26,881	\$27,688	\$28,518	\$29,374	\$30,255	\$31,163	\$32,097
352	Environmental Health and Safety Management	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
358	Asbestos Removal and Encapsulation	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526	\$60,282	\$62,091	\$63,953	\$65,872	\$67,848
366	Indoor Air Quality	\$4,000	\$4,120	\$4,244	\$4,371	\$4,502	\$4,637	\$4,776	\$4,919	\$5,067	\$5,219
	Total Health and Safety Capital Projects	\$177,600	\$165,978	\$169,457	\$173,041	\$176,732	\$180,534	\$184,450	\$188,484	\$192,638	\$196,917

Health and Safety - Projects Costing \$100,000 or more per Site/Year

Finance Code	Category										
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

Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151

Finance Code	Category										
355	Remodeling for prekindergarten (Pre-K) instruction approved by the Commissioner	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Accessibility

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

Deferred Capital Expenditures and Maintenance Projects

Finance Code	Category	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$70,716	\$0	\$0
370	Electrical	\$30,000	\$0	\$55,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$0	\$0	\$0	\$136,068	\$0	\$0	\$0	\$0	\$0
380	Mechanical Systems	\$246,850	\$155,072	\$81,593	\$138,509	\$0	\$279,266	\$100,000	\$0	\$200,000	\$200,000
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$66,162	\$62,083
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$145,000	\$145,000	\$0	\$174,750	\$200,000	\$0	\$0
384	Site Projects	\$0	\$130,000	\$150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Deferred Capital Expense and Maintenance	\$276,850	\$285,072	\$286,593	\$283,509	\$281,068	\$279,266	\$274,750	\$270,716	\$266,162	\$262,083

Total Annual 10 Year Plan Expenditures

\$454,450\$451,050\$456,050\$456,550\$457,800\$459,800\$459,200\$459,200\$458,800\$459,000

LTFM Revenue for District Share of Eligible Intermediate Projects (Unequalized)

\$454,450\$451,050\$456,050\$456,550\$457,800\$459,800\$459,200\$459,200\$458,800\$459,000

Future Bond Projects

Debt Service Portion of Revenue

Additional Debt service for LTFM bonds issued for a portion of initial formula re

\$460,550\$464,950\$460,950\$461,450\$461,200\$460,200\$461,800\$462,800\$463,200\$463,000

Pay as You Go Projects

General Fund Portion of Revenue

\$454,450\$451,050\$456,050\$456,550\$457,800\$459,800\$459,200\$459,200\$458,800\$459,000

Total Long Term Facilities Maintenance Revenue

\$915,000\$916,000\$917,000\$918,000\$919,000\$920,000\$921,000\$922,000\$922,000\$922,000

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 2020-21 school year in the amount of \$ 915,000 of which District No. 272's proportionate share is \$ 96,980.85 consisting of \$ 48,167.16 for pay as you go projects and \$ 48,813.69 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 2020-21, 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 2021 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.

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 \_\_\_\_\_

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 \_\_\_\_\_, 2017.

\_\_\_\_\_  
Clerk

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



## **EDEN PRAIRIE SCHOOLS**

**Inspiring each student every day**

June 24, 2019

To: Dr. Josh Swanson, Superintendent  
From: The Business Office  
Re: 2019-20 Adopted Budget

Attached you will find the 2019-20 Adopted 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 Business Office incorporated an increase of \$893,559 in the General Education Aid revenue budget due to a 2% per Average Pupil Unit (APU) increase in the basic funding formula, along with the projected 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 not increased 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 2 – Projected fund balances in all funds
- Pages 3-18 – Provides an 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



---

## 2019-2020

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

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







## **EDEN PRAIRIE SCHOOLS**

Inspiring each student every day

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

FUND DESCRIPTION	6/30/2019 PROJECTED BALANCE	2019-20 PROJECTED REVENUES	TRANSFERS INTO FUNDS	2019-20 PROJECTED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2020 PROJECTED BALANCE
GENERAL FUND						
A. UNASSIGNED	17,746,392	110,593,649	-	110,708,380	150,000	17,481,661
B. ASSIGNED						
Site Carryover	374,988	-	-	-	-	374,988
Construction	697,417	-	-	-	-	697,417
Curriculum Adoption	150,000	-	-	-	-	150,000
Student Activities/Fundraising	463,047	1,800,000	-	1,800,000	-	463,047
C. RESTRICTED/RESERVED - Medical Assistance	272,911	300,000	-	464,931	-	107,980
<b>TOTAL GENERAL FUND</b>	<b>19,704,755</b>	<b>112,693,649</b>	<b>-</b>	<b>112,973,311</b>	<b>150,000</b>	<b>19,275,093</b>
				Total exp including transfers	113,123,311	
CAPITAL						
Operating Capital	368,902	3,613,836	-	3,683,650	-	299,088
Assigned - Cell Tower	30,556	66,000	-	66,000	-	30,556
LTFM	109,673	2,555,185	-	2,664,857	-	-
Capital Projects Levy	500,746	7,207,966	-	7,024,360	-	684,352
<b>TOTAL CAPITAL OUTLAY</b>	<b>1,009,876</b>	<b>13,442,987</b>	<b>-</b>	<b>13,438,867</b>	<b>-</b>	<b>1,013,995</b>
<b>FOOD SERVICE</b>	<b>765,642</b>	<b>4,998,258</b>	<b>-</b>	<b>5,061,640</b>	<b>-</b>	<b>702,261</b>
COMMUNITY SERVICE						
Regular Community Education	361,354	5,307,095	150,000	5,415,805	-	402,644
LCTS	-	210,000	-	210,000	-	-
Early Child Family Education	409,518	796,953	-	685,089	-	521,382
School Readiness	(126,700)	1,503,008	-	1,488,926	-	(112,618)
Non Public/Preschool Screening	5,350	45,000	-	41,650	-	8,700
<b>TOTAL COMMUNITY SERVICE</b>	<b>649,522</b>	<b>7,862,056</b>	<b>150,000</b>	<b>7,841,470</b>	<b>-</b>	<b>820,108</b>
		Total rev including transfers	8,012,056			
<b>LONG TERM FACILITIES MAINTENANCE (LTFM)</b>	<b>9,640,217</b>	<b>100,000</b>	<b>-</b>	<b>3,532,943</b>	<b>-</b>	<b>6,207,274</b>
DEBT SERVICE						
Principal & Interest	488,123	7,979,429	-	8,058,938	-	408,614
Post-Employment Benefits	836,154	-	-	-	-	836,154
<b>TOTAL DEBT SERVICE</b>	<b>1,324,277</b>	<b>7,979,429</b>	<b>-</b>	<b>8,058,938</b>	<b>-</b>	<b>1,244,768</b>
INTERNAL SERVICE FUND						
Self Funded Medical	3,334,158	13,000,000	-	12,400,000	-	3,934,158
Self Funded Dental	311,296	1,260,000	-	1,250,000	-	321,296
<b>TOTAL INTERNAL SERVICE FUND</b>	<b>3,645,454</b>	<b>14,260,000</b>	<b>-</b>	<b>13,650,000</b>	<b>-</b>	<b>4,255,454</b>
TRUST & AGENCY						
Post-Employment Benefits Irrevocable Trust	15,630,453	500,000	-	700,000	-	15,430,453
Flexible Benefits	46,990	650,000	-	650,000	-	46,990
Trust & Agency	51,149	8,640	-	8,000	-	51,789
<b>TOTAL TRUST &amp; AGENCY</b>	<b>15,728,591</b>	<b>1,158,640</b>	<b>-</b>	<b>1,358,000</b>	<b>-</b>	<b>15,529,231</b>
<b>TOTAL</b>	<b>43,705,965</b>	<b>162,495,019</b>	<b>150,000</b>	<b>165,915,169</b>	<b>150,000</b>	<b>49,048,184</b>
		Total rev including transfers	162,645,019	Total exp including transfers	166,065,169	
<b>General Fund (Unassigned)</b>	<b>17,746,392</b>	<b>110,593,649</b>	<b>-</b>	<b>110,708,380</b>	<b>150,000</b>	<b>17,481,661</b>
<b>General Fund Balance %</b>	<b>16.4%</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, 2019 and ending June 30, 2020 (FY20). Prior year data is included for comparative purposes including budgeted amounts for 2018-19 and final audited amounts for fiscal years 2017-18.

The District anticipates ending the 2019-20 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 2019-20 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 **2019-20 Budget Assumptions** were an important starting point. These assumptions, as discussed with the School Board, were as follows:

#### 1. Estimated Enrollment

- a. Oct. 1, 2019 Kindergarten-12th grade estimated enrollment of 8,749 (includes 635 kindergarten students), which is a decrease of 48 students overall using a two year weighted average model. We tend to see student enrollment decline throughout the year, this projection shows an increase over the prior year end of year pupil units.

#### 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	27.0
Grades 5 & 6	30.0
Grades 7 & 8	31.0
Grades 9-12	31.5

- b. These class size targets are consistent with FY19, except Grade 4 changed from 29.0 to 27.0.

#### 3. District Fees

- a. No increase for 2019-20:

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 FY20.

#### 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



**Lauren Crandall**  
Vice Chair  
Term Expires  
January 2020



**Holly Link**  
Treasurer  
Term Expires  
January 2021



**Adam Seidel**  
Clerk  
Term Expires  
January 2020



**Karla Bratrud**  
Director  
Term Expires  
January 2020



**Dave Espe**  
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
<b>Superintendent</b>	Dr. Joshua Swanson
<b>Assistant Superintendent of Academics &amp; Innovation</b>	Dr. Stacie Stanley
<b>Executive Director of Business Services</b>	Jason Mutzenberger
<b>Executive Director of Human Resources</b>	Thomas May
<b>Senior Director of Student Support Services</b>	Dr. Christina Bemboom
<b>Senior Director of Personalized Learning</b>	Michelle Ament
<b>Senior Director of Community Education</b>	Dr. Shawn Hoffman-Bram
<b>Senior Director of Communications &amp; Community Relations</b>	Brett Johnson



## 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	30	Boundary
Oak Point Elementary	34	Boundary
Prairie View Elementary	32	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, and 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

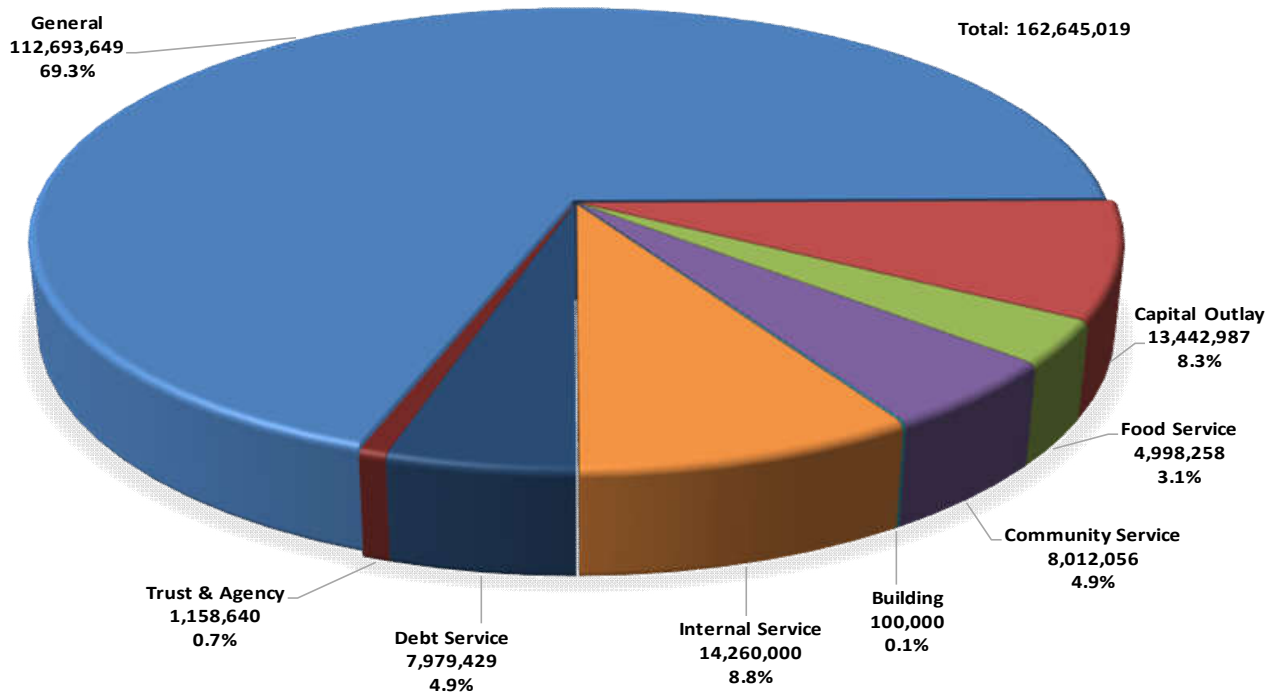
### OVERVIEW OF FUNDS

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:

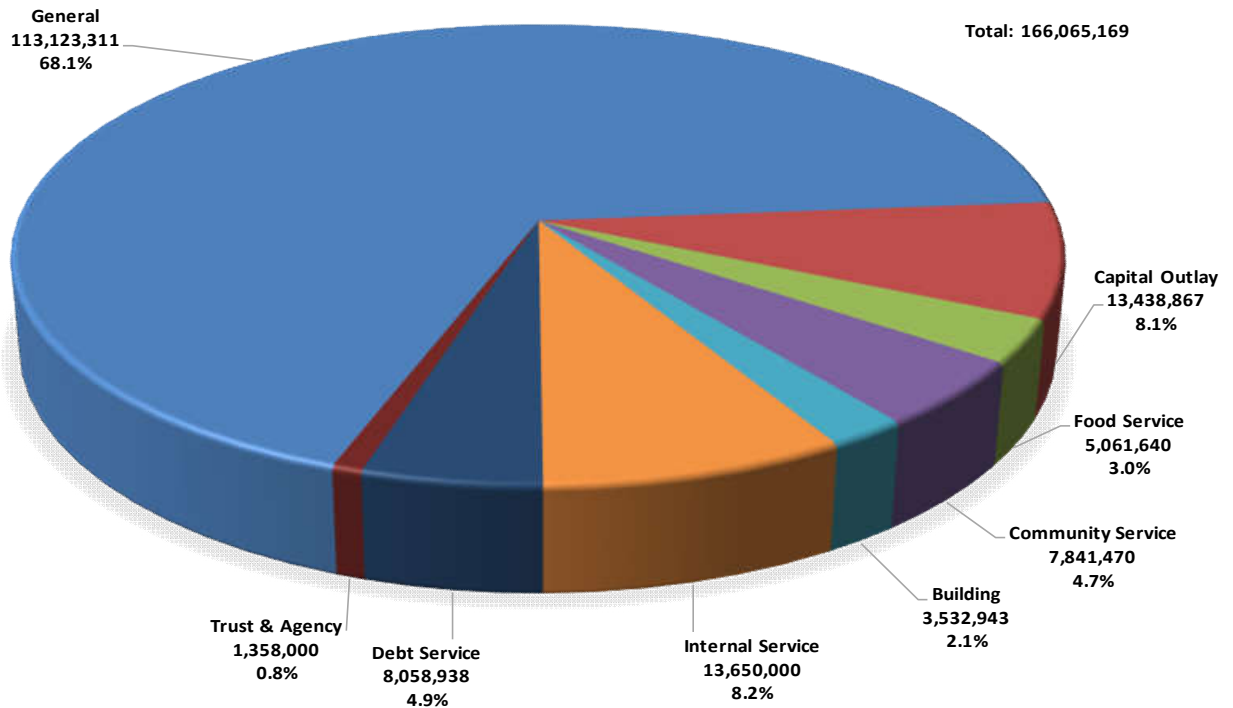
- Food Service Fund – Revenue and expenditure activity related to the school lunch, milk, concessions, vending and breakfast programs
- Community Service Fund – Revenue and expenditure activity related to the District's Community Education, Early Childhood and Family Education, School Readiness, Preschool 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 2019-20 fiscal year:

### 2019-20 REVENUE BUDGET - ALL FUNDS



## 2019-20 EXPENDITURE BUDGET - ALL FUNDS



## REVENUE ASSUMPTIONS

## GENERAL OPERATING FUND (Financial Section)

General Fund revenue is projected to increase by \$866,741 or 0.78% from 2018-19.

1. **State Basic General Education Aid** serves as the district's primary funding source, comprising 57.5% of the general fund revenue. State Basic General Education Aid is budgeted to increase by \$893,559 or 1.40% versus 2018-19. The majority of the State Basic Aid category is based upon the Basic Funding Formula. Projections for 2019-20 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 \$6,438 for 2019-20. 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
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	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 2019-20 budget year to be 8,749 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 8,749 is 48 students lower than the October 1<sup>st</sup> enrollment count for the 2018-19 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 2021 for the 2019-20 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 600 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 850 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 \$383,729 or 1.49%, mainly due to an 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 increase by \$336,900 or 2.22%.

- Special education aid accounts for the majority of the revenues in this category, totaling \$11 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 decrease by \$229,447 or 7.98%. This decrease is attributable to expected reductions in Title funding for 2019-20, 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 64.7% of federal revenue or \$1,713,753 in 2019-20.
- Title I, II, and III funding in 2019-20 totals \$893,800, which is 33.8% of the federal revenue budget.

- The remaining 1.5% 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 \$318,000 or 15.00% in the coming year. This decrease is due to using a conservative approach based on historical data. 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 2019-20 fiscal year. Based on current data, the budget will decrease to \$1,800,000. There will be an equal expenditure budget to offset.

#### FOOD SERVICE FUND (Financial Section)

Revenue in the Food Service Fund will decrease slightly to \$4,998,258 in fiscal 2019-20. This is due to changes in how the district's federal commodities cash rebate program is reimbursed. The following assumptions are included:

1. **Local Revenue** is increasing by \$28,280 for 2019-20. 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 no change for the 2019-20 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 decreasing by \$150,000, due to a change in how the federal commodities cash rebate is reimbursed.
3. **Vending and Concession** sales are budgeted to increase \$5,000 for the 2019-20 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 decrease by \$519,947 or 6.09% from 2018-19. Changes in this revenue component include the following assumptions:

1. **Property taxes** for Community Education and Family Education programs are increasing by \$218,046 or 26.29%.
2. **State revenue** is increasing in 2019-20 by \$88,207 or 13.38%.
3. **Local tuition and fees** will decrease by \$826,200 or 11.99%. This change is a conservative estimate based on a year of the Eagle Zone, before and after school program. This program was previously operated by the YMCA program, using district facilities. The budget decrease considers enrollment trend data and is conservative based on it being a new program.

4. **Other local revenue** will stay the same at \$150,000 for 2019-20.

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

Total capital and building fund revenue is increasing by \$2,144,447 or 18.8% in 2019-20. This increase is primarily due to an increase 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 increase by \$320,837 or 9.55% in fiscal 2019-20.
2. **LTFM (Capital Outlay)** revenue will increase by \$1,437,704 or 128.66%. LTFM (Capital Outlay) funding is levy revenue based on the pupil units, average building age and the state designated formula allowance. The formula allowance was set to increase annually over 3 years.
3. The **Capital Projects Levy** is increasing in fiscal year 2019-20 by \$315,906 or 4.58%. Funds available for fiscal 2019-20 technology and capital related items are budgeted at \$7,207,966.
4. The District sold **Long Term Facilities Maintenance (LTFM)** bonds in February 2019 to fund expenditures in fiscal 2019-20 and 2020-21.

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

Debt Service Fund revenue is budgeted to decrease by \$828,147 or 9.40%. 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 2019-20.

#### **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 \$260,000, mainly due to an increase in health insurance premiums.

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

Trust and Agency Fund revenues are budgeted to increase by \$450,640 or 63.6%, due to an increase in anticipated interest earnings.

#### **EXPENDITURE ASSUMPTIONS**

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

The General Fund expenditure budget is increasing by \$2,145,280 or 1.9% over 2018-19, for the most part due to changes in employee salaries, wages and benefits.

1. The **salaries & wages and employee benefits** budget of \$100,411,626 include salaries and benefits for all employee groups. This budget represents 88.7% 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 2019-20 budget year.
  - A \$250,000 staffing contingency budget to address classroom needs that may arise in the fall
  - 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	In Negotiations
Bus Drivers	June 30, 2019	In Negotiations
Buildings & Grounds	June 30, 2019	In Negotiations
Superintendent	June 30, 2021	Settled
Superintendent's Cabinet	June 30, 2020	Settled
Principals	June 30, 2020	Settled
Administrators (AST/EPSS)	June 30, 2020	Settled
Clerical (CLASS)	June 30, 2020	Settled
Paraprofessionals (MSEA)	June 30, 2020	Settled
Confidential	June 30, 2020	Settled

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	27.0
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 \$7,405,064 represents an increase of \$212,215 or 2.95% 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 \$3,100,336 represents a decrease of \$618,187 or 16.62% 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 FY20 is related to purchases for the curriculum adoption and the use of medical assistance funding in the previous year to purchase special education buses.
- The **other expenditures** budget of \$406,285 includes replenished contingency budgets, fund transfers, and expenditures for dues & memberships.

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 \$5,061,640 represents a decrease of \$52,618 or 1.03%. This budget includes the following assumptions:

- Salaries & wages and employee benefits** budget of \$2,689,940 include salary and benefits for Food Service employees. This budget represents 53.14% 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	In Negotiations

- The **purchased services** budget of \$261,300, an increase of \$28,800 or 12.39% includes payments for equipment repairs and maintenance, credit card fees, conferences, etc.
- The **supplies & equipment** budget of \$2,105,400 represents a 0.50% 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 \$7,841,470 reflects a decrease of 5.27% from prior year. The majority of the decrease was due to adjustments to the Eagle Zone program, where you will also see a corresponding decrease in revenues. Expenditure changes by category include the following:

- Salaries & wages and employee benefits** budget of \$6,217,965 or 79.3% 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 2019-20 budget year.
  - The cost of statutory benefits (TRA, PERA, FICA, etc.)
- The **purchased services** budget of \$1,261,805 represents a decrease of \$636,600 or 33.53%. 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 decrease is related to the reclassification of the new Eagle Zone budget and transferring cost into salaries and benefits.
- The **supplies & equipment** budget of \$334,500 decreased by \$252,903 of 43.05%. The majority of the decrease is related to the adjustment of the new Eagle Zone budget, based on the first year of data.
- The **other expenditures** budget of \$27,200 represents a decrease of \$146,961 from the prior year. This category is primarily dues and memberships. The majority of the decrease is related to the adjustment of the new Eagle Zone budget, based on the first year of data.

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

The expenditures budget of \$16,971,810 represents an increase of \$463,100 or 2.80%. 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 \$3,749,650 include instructional equipment purchases, textbooks/digital curriculum, school buses, and maintenance projects at each site. This budget also includes a \$75,000 contingency for capital expenses that may emerge throughout the year.
- LTFM (Capital Outlay)** – The expenditure budget of \$2,664,857 includes itemized state-approved Health & Safety projects, along with deferred maintenance 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. Projects can also include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.



3. **Capital Projects Levy (also known as technology levy)** – Fiscal 2019-20 expenditures are budgeted at \$7,024,360. 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 (LTFM)** 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 \$8,058,938, representing a decrease of \$668,032 or 7.65%. Expenditures in this fund include ongoing principal and interest payments related to voter-approved and other bonded projects.

**INTERNAL SERVICE FUND**

The Internal Service expenditure budget of \$13,650,000 is increased by \$1,400,000 from the previous year. Expenses include the District's self-funded dental and medical plan. The increase is attributed to a conservative health claim number that is based on the FY19 fiscal year.

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

The Trust & Agency expenditure budget is \$1,358,000, representing a decrease of \$100,000 or 6.86%. 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 2019-20 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 2019 tax levy, which occurred on December 10, 2018. This levy includes 23.3% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
  - January 7, 2019 – Board workshop on 5-year financial model
  - January 28, 2019 – Mid-Year 2018-19 budget update, review budget timeline, discuss preliminary 2019-20 budget assumptions
  - March 25, 2019 – Review final 2019-20 budget assumptions, review proposed 2019-20 preliminary capital budget
  - April 22, 2019 – Review proposed 2019-20 School Board budget and approve 2019-20 capital 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 2019-20 budget with stakeholder input.

Date	Budget Event	Group/Action
September 2018	Preliminary FY 2019-20 Levy Certification	Board - Required Action
	Preliminary FY 2018-19 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2017-18 Year-End Financial Report	Board - Sup't Incidental
October 2018	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	FY 2017-18 Audit Results	Leadership Team
	Preliminary FY 2019-20 Levy Certification	Citizen Finance Advisory
	FY 2017-18 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
November 2018	FY 2017-18 Audit Report	Board - Required Action
	Annual Budget Publication	Community
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
December 2018	Final Levy Certification (Payable 2019; FY 2019-20 Revenue)	Board - Required Action
	Truth in Taxation Presentation	Board - TNT Hearing
	Truth in Taxation Presentation	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Requests for FY 2019-20 Capital Funding due to Business Office	Leadership Team
January 2019	Preliminary FY 2019-20 Budget Assumptions/Drivers & Budget Timeline	Board - Decision Prep
	Mid-Year Budget Update	Board - Required Action
	FY 2019-20 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
February 2019	Budget Development	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
March 2019	FY 2019-20 Capital Budget - 1st Reading	Board - Decision Prep
	Final FY 2019-20 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 2019-20 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
April 2019	FY 2019-20 Capital Budget Adoption	Board - Required Action
	Review FY 2019-20 Capital Budget	Leadership Team
	5 Year Financial Outlook	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
May 2019	FY 2019-20 Budget Presentation - 1st Reading	Board - Decision Prep
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
June 2019	FY 2019-20 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 2019-20:

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

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

	2017-18 Actual	2018-19 Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	2023-24 Projected
Revenue	106,652,675	109,426,908	110,593,649	112,006,720	113,979,852	115,231,331	116,818,798
Expenditures	105,530,546	108,175,129	110,858,380	112,500,049	114,649,651	116,683,707	118,988,110
Surplus/Deficit	1,122,129	1,251,779	-264,731	-493,329	-669,799	-1,452,376	-2,169,312
Unassigned Fund Balance (\$)	16,494,613	17,746,392	17,481,661	16,988,332	16,318,533	14,866,157	12,696,845
Unassigned Fund Balance (%)	15.63%	16.41%	15.77%	15.10%	14.23%	12.74%	10.67%

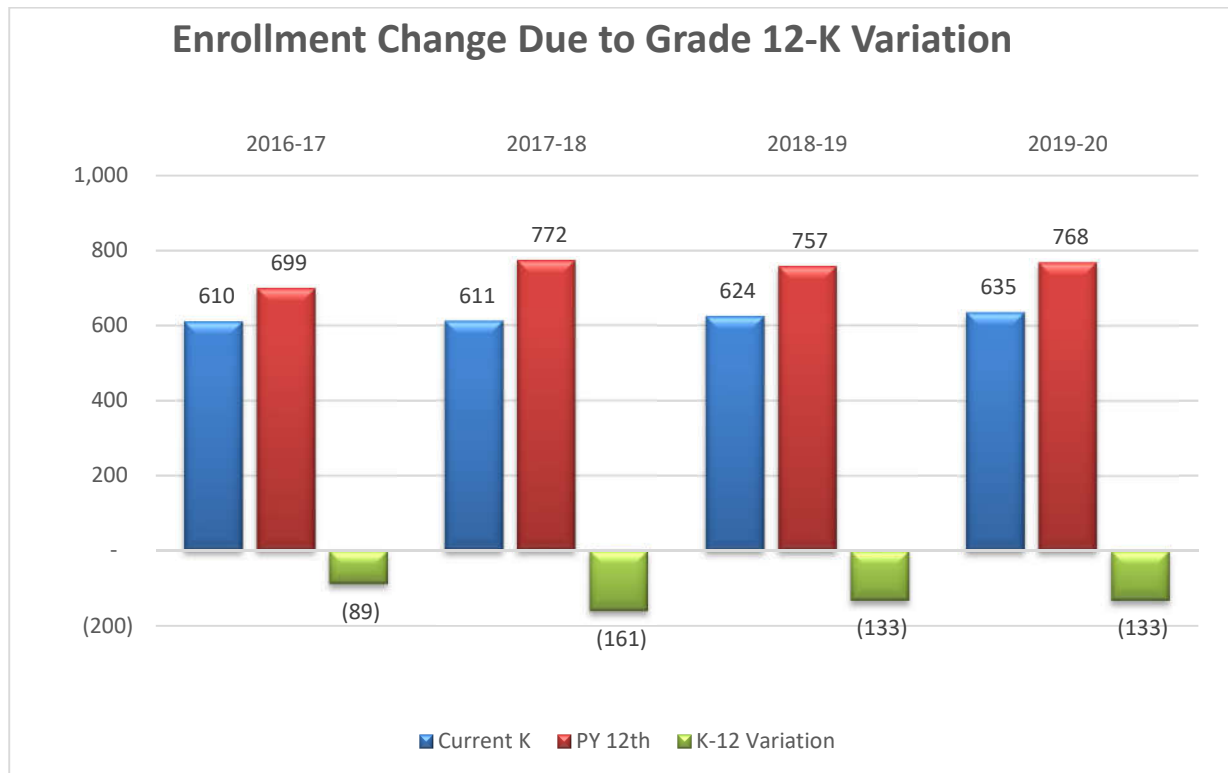
1. One of the District's commitments with the 2014 Referendum was to ensure the revenue received would last at least five years, ending with the 2019-2020 fiscal year. The District must maintain at least an 8.0% unassigned Fund balance during that time period.

**Enrollment Trend/Forecast**

	2016-17	2017-18	2018-19	2019-20
Kindergarten	610	611	624	635
1st Grade	614	630	630	634
2nd Grade	623	629	624	615
3rd Grade	619	652	630	634
4th Grade	651	610	656	625
5th Grade	633	639	635	652
6th Grade	653	623	643	617
7th Grade	699	645	668	662
8th Grade	672	696	671	681
9th Grade	767	725	781	735
10th Grade	771	755	705	800
11th Grade	751	754	762	696
12th Grade	772	757	768	763
K-12th Grade	8,835	8,726	8,797	8,749
% Change	-0.2%	-1.2%	0.8%	-0.5%

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

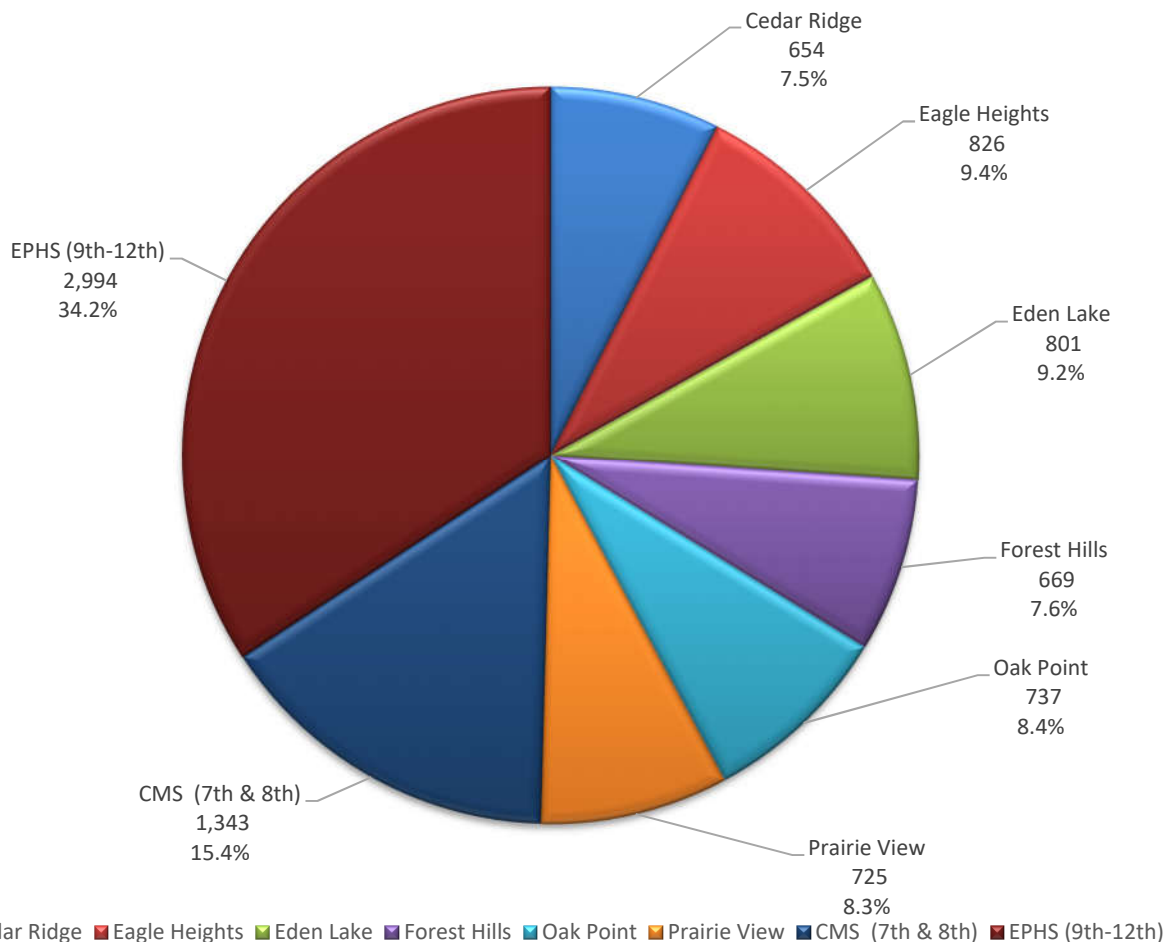
Eden Prairie Schools is largely "built out" for single family housing. As current residents "age in place", the number of school-aged children in the community overall will decline. The major contributor to enrollment decline is the decline in the size of incoming K classes vs. the previous year's graduating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



**Enrollment History & Projections by School Site**

	2016-17	2017-18	2018-19	2019-20
Cedar Ridge Elementary	675	628	654	654
Eagle Heights Spanish Immersion	828	831	830	826
Eden Lake Elementary	801	827	774	801
Forest Hills Elementary	648	657	704	669
Oak Point Elementary	742	722	745	737
Prairie View Elementary	709	729	735	725
<b>Total Elementary (K - 6th Grade)</b>	<b>4,403</b>	<b>4,394</b>	<b>4,442</b>	<b>4,412</b>
Central Middle School (7th & 8th)	1,371	1,341	1,339	1,343
Eden Prairie High School (9th-12th)	3,061	2,991	3,016	2,994
<b>Total Secondary (7th-12th Grade)</b>	<b>4,432</b>	<b>4,332</b>	<b>4,355</b>	<b>4,337</b>
<b>Total K-12th Grade</b>	<b>8,835</b>	<b>8,726</b>	<b>8,797</b>	<b>8,749</b>

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

**2019-20 Projected Enrollment Breakdown by School Site**



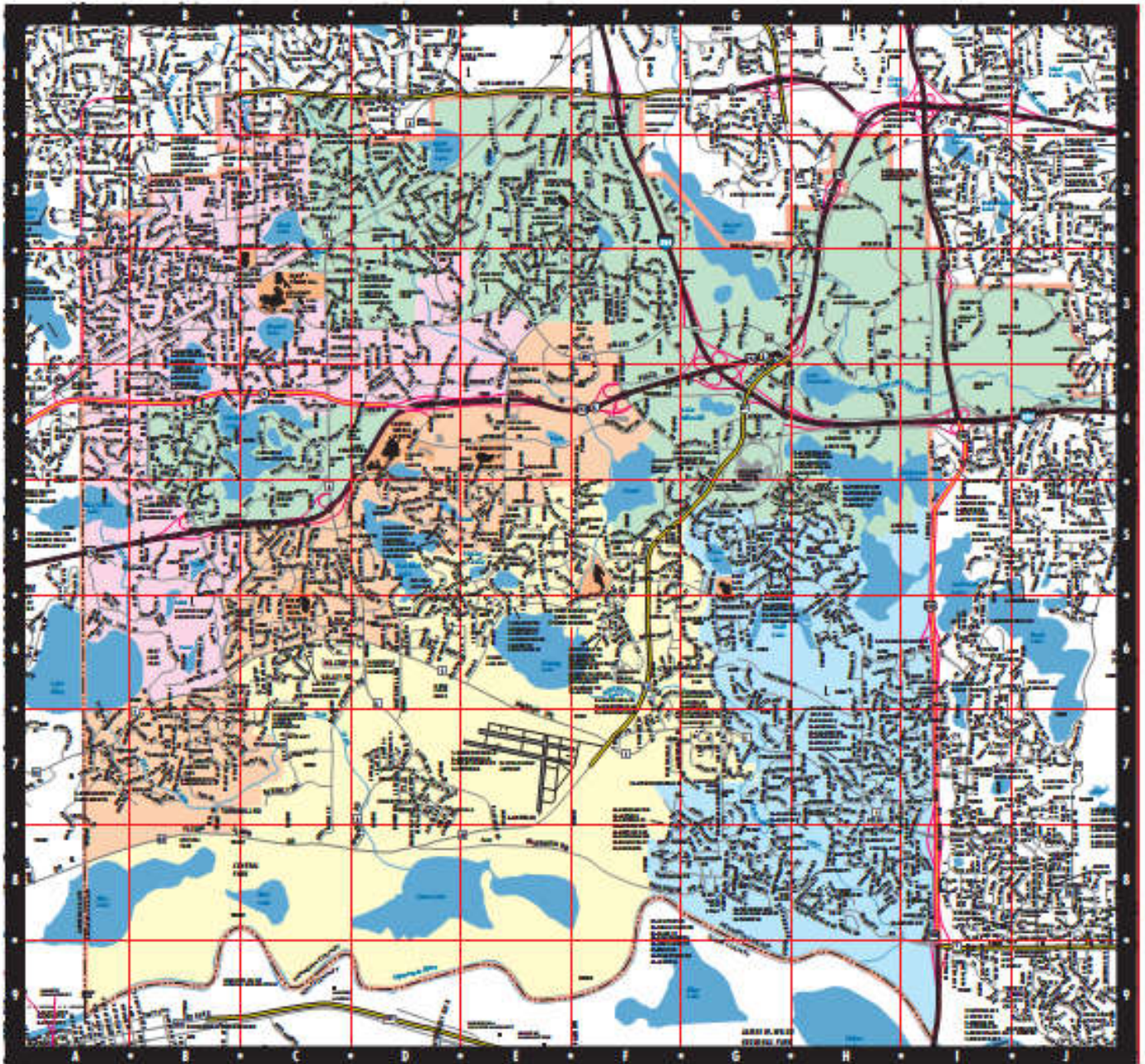
Updated 05.28.19





## EDEN PRAIRIE SCHOOLS

Inspiring each student every day



### ELEMENTARY SCHOOL BOUNDARIES

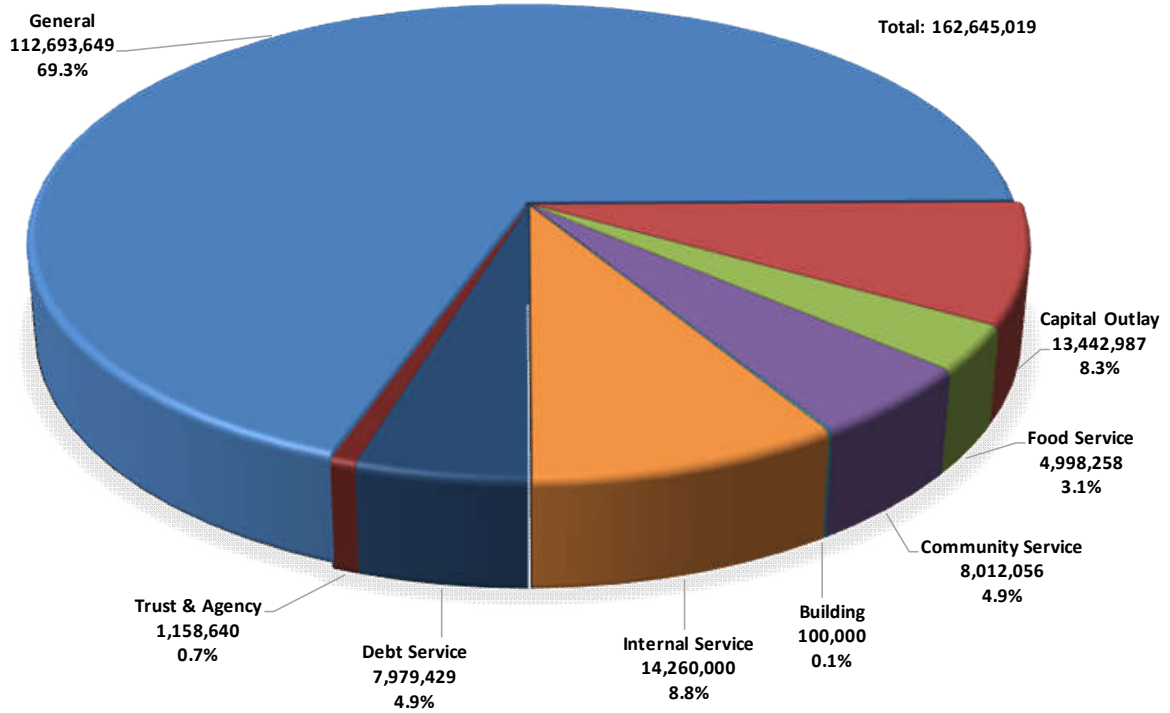
- PRAIRIE VIEW
- FOREST HILLS
- EDEN LAKE
- CEDAR RIDGE
- OAK POINT

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

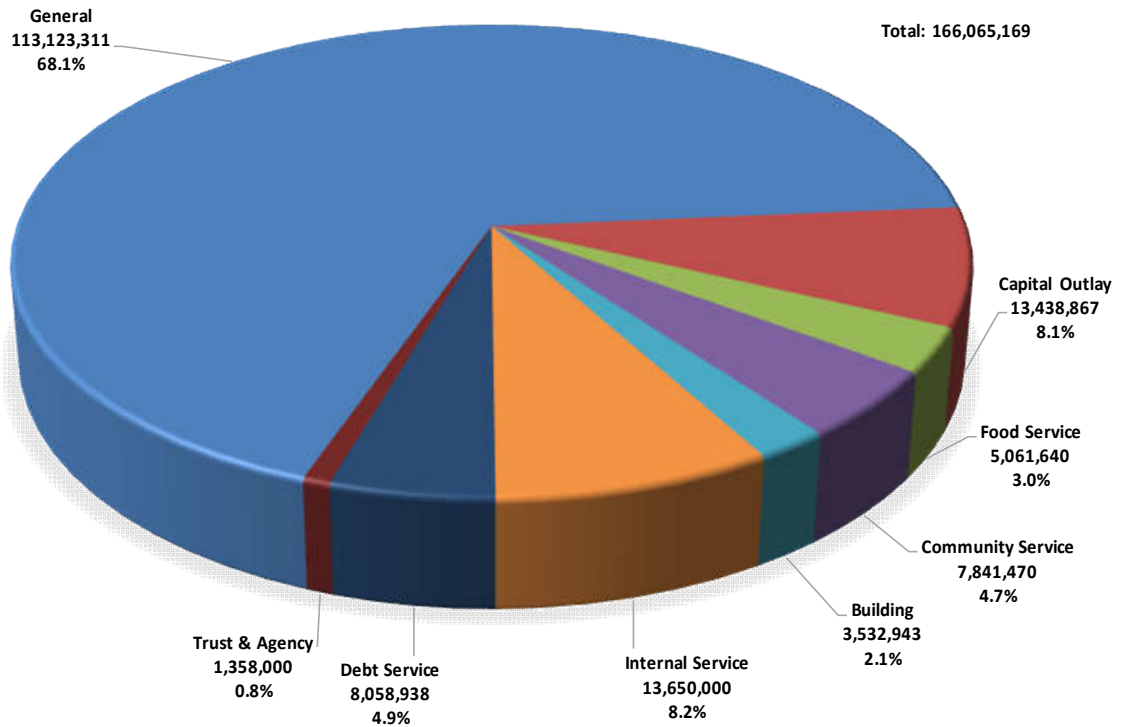


# ALL FUNDS REVENUES AND EXPENDITURES

## 2019-20 REVENUE BUDGET - ALL FUNDS



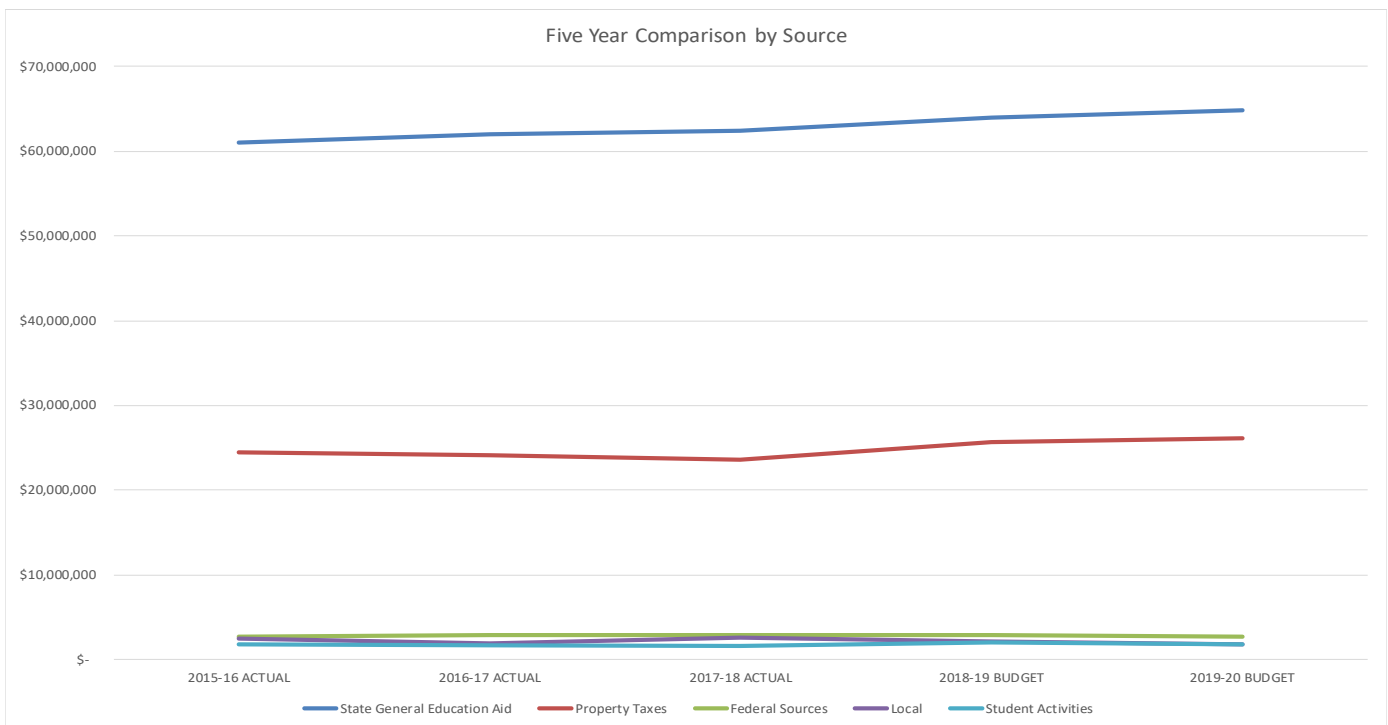
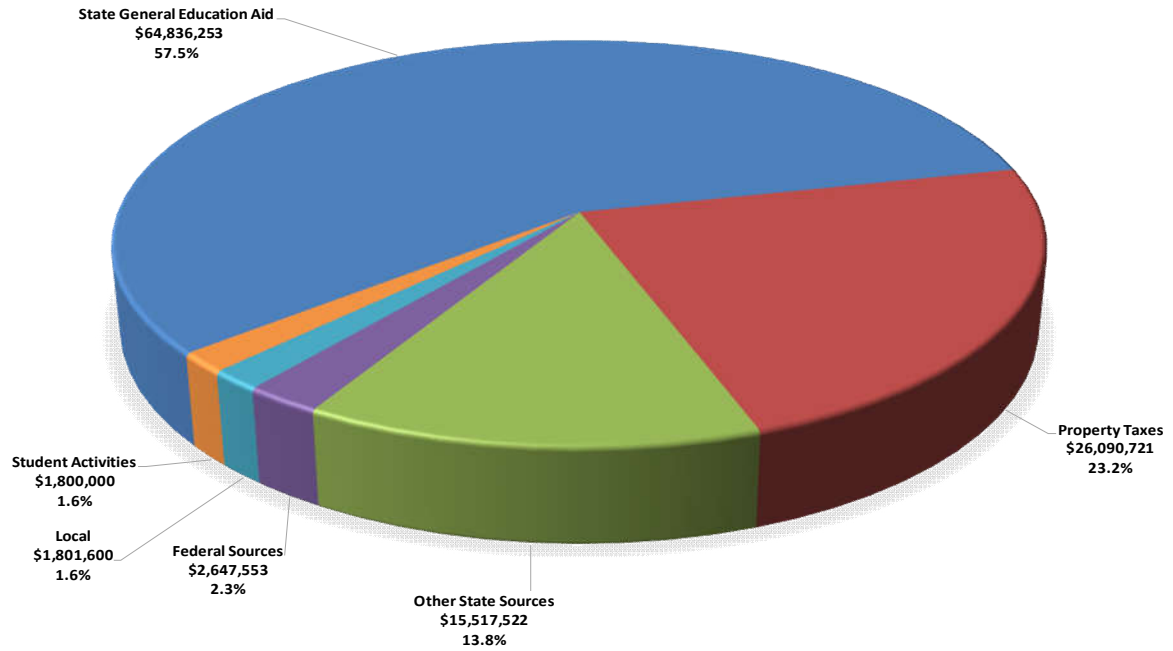
## 2019-20 EXPENDITURE BUDGET - ALL FUNDS





# GENERAL FUND REVENUES

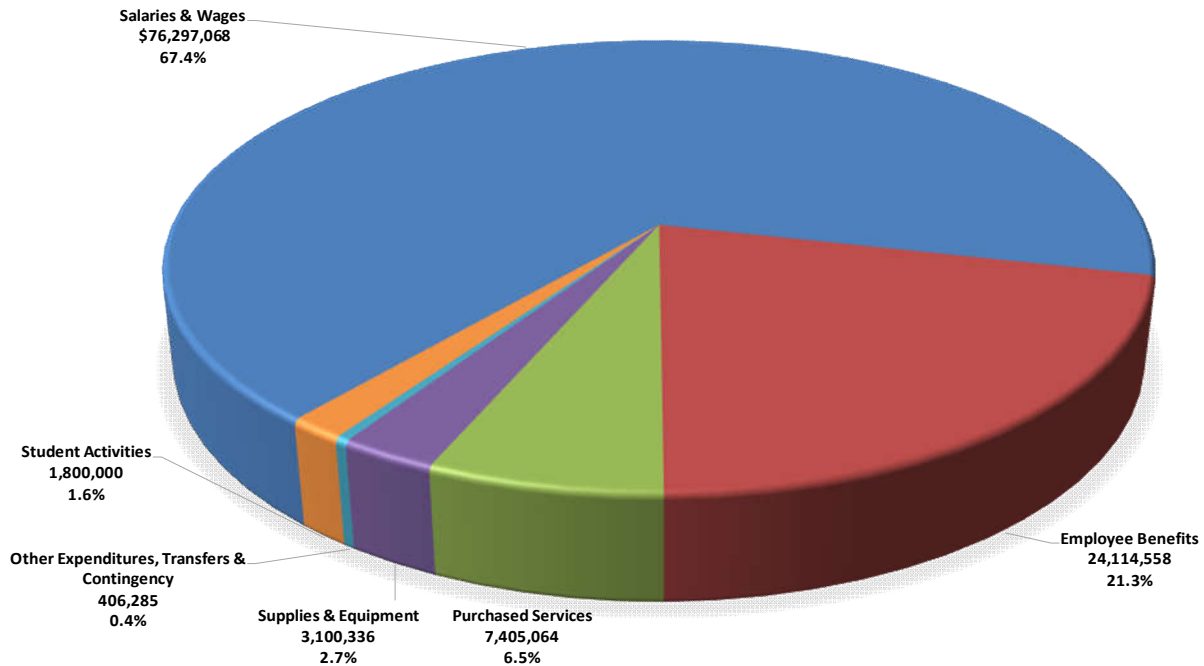
FISCAL 2020 REVENUE



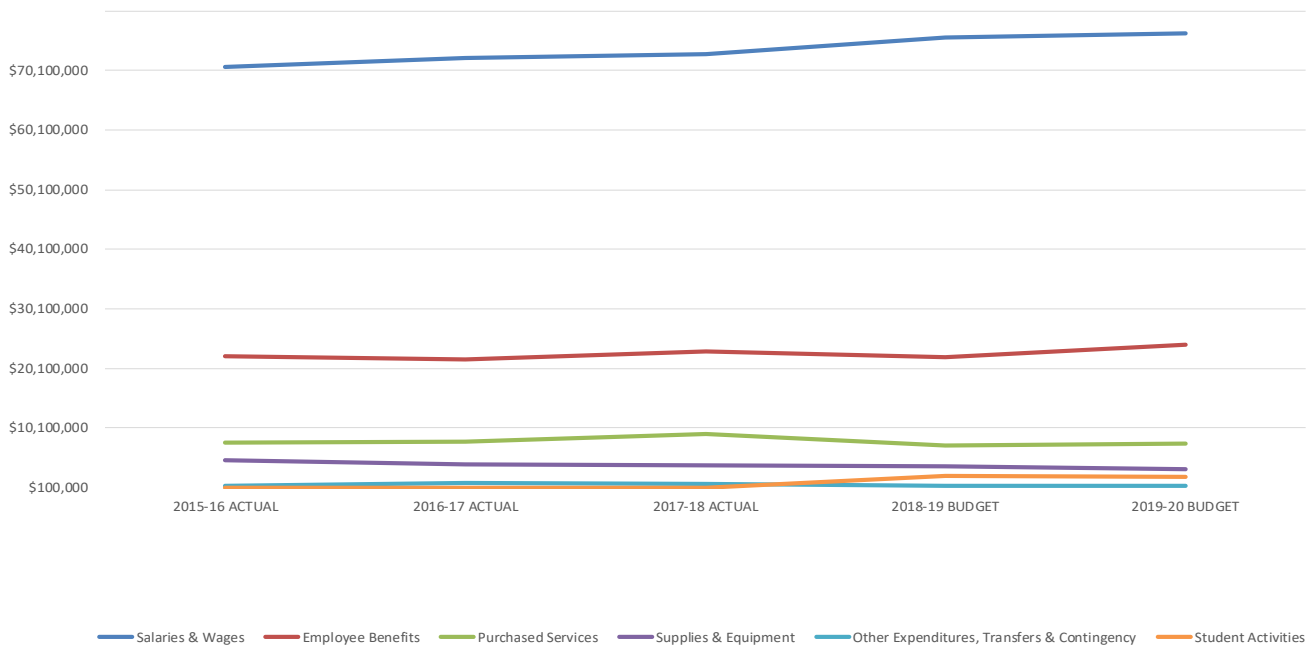
GENERAL OPERATING FUND REVENUE	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
State General Education Aid	\$ 60,965,947	\$ 61,954,278	\$ 62,476,347	\$ 63,942,694	\$ 64,836,253	\$ 893,559	1.40%
Property Taxes	24,466,468	24,174,549	23,627,703	25,706,992	26,090,721	383,729	1.49%
Other State Sources	15,954,747	16,348,186	16,392,642	15,180,622	15,517,522	336,900	2.22%
Federal Sources	2,648,070	2,901,606	2,867,120	2,877,000	2,647,553	(229,447)	-7.98%
Local	2,449,281	1,953,240	2,554,014	2,119,600	1,801,600	(318,000)	-15.00%
Student Activities	1,785,277	1,746,421	1,581,964	2,000,000	1,800,000	(200,000)	-10.00%
<b>TOTAL</b>	<b>\$ 108,269,790</b>	<b>\$ 109,078,280</b>	<b>\$ 109,499,790</b>	<b>\$ 111,826,908</b>	<b>\$ 112,693,649</b>	<b>\$ 866,741</b>	<b>0.78%</b>

# GENERAL FUND EXPENDITURES

## FISCAL 2020 EXPENDITURES



Five Year Comparison by Object



GENERAL FUND EXPENDITURES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries & Wages	\$ 70,794,469	\$ 72,222,538	\$ 72,811,777	\$ 75,737,275	\$ 76,297,068	\$ 559,793	0.74%
Employee Benefits	22,116,099	21,601,399	22,968,318	21,925,669	24,114,558	2,188,889	9.98%
Purchased Services	7,692,014	7,788,844	9,153,835	7,192,849	7,405,064	212,215	2.95%
Supplies & Equipment	4,722,795	4,065,325	3,886,280	3,718,523	3,100,336	(618,187)	-16.62%
Other Expenditures, Transfers & Contingency	403,967	791,603	733,665	403,715	406,285	2,570	0.64%
Student Activities	-	-	-	2,000,000	1,800,000	(200,000)	-10.00%
<b>TOTAL</b>	<b>\$ 105,729,344</b>	<b>\$ 106,469,709</b>	<b>\$ 109,553,875</b>	<b>\$ 110,978,031</b>	<b>\$ 113,123,311</b>	<b>\$ 2,145,280</b>	<b>1.93%</b>

# GENERAL FUND EXPENDITURES (by Object)

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET
<b>SALARIES AND WAGES</b>					
ADMINISTRATION	\$ 2,666,247	\$ 2,730,276	\$ 2,750,031	\$ 2,763,346	\$ 2,870,566
DISTRICT SUPPORT SERVICES	2,107,329	2,092,920	2,063,109	2,288,988	2,331,478
REGULAR INSTRUCTION	38,337,001	39,469,634	39,512,444	41,459,660	41,298,222
VOCATIONAL EDUCATION	1,084,916	1,141,556	1,028,250	1,147,755	1,256,280
SPECIAL EDUCATION INSTRUCT	13,977,171	13,610,437	13,972,045	14,068,768	14,469,332
INSTRUCTIONAL SUPPORT	3,290,316	3,444,768	3,447,785	3,811,813	3,739,567
PUPIL SUPPORT	5,137,497	5,545,203	5,695,847	5,818,417	5,836,093
SITE AND BUILDING	4,193,991	4,187,743	4,342,266	4,378,527	4,495,531
<b>TOTAL SALARIES AND WAGES</b>	<b>\$ 70,794,469</b>	<b>\$ 72,222,538</b>	<b>\$ 72,811,777</b>	<b>\$ 75,737,275</b>	<b>\$ 76,297,068</b>
<b>EMPLOYEE BENEFITS</b>					
ADMINISTRATION	\$ 826,119	\$ 838,453	\$ 893,115	\$ 820,827	\$ 850,898
DISTRICT SUPPORT SERVICES	726,005	716,850	635,264	678,722	653,179
REGULAR INSTRUCTION	11,395,271	10,878,888	12,089,344	11,352,306	12,658,968
VOCATIONAL EDUCATION	317,178	323,397	298,240	327,920	353,225
SPECIAL EDUCATION INSTRUCT	4,462,348	4,238,297	4,283,437	4,234,236	4,439,225
INSTRUCTIONAL SUPPORT	942,640	954,596	924,255	949,412	1,017,961
PUPIL SUPPORT	2,112,735	2,309,861	2,355,425	2,478,307	2,507,130
SITE AND BUILDING	1,333,803	1,341,057	1,489,238	1,614,729	1,633,972
FISCAL & FIXED COSTS	-	-	-	(530,790)	-
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>\$ 22,116,099</b>	<b>\$ 21,601,399</b>	<b>\$ 22,968,318</b>	<b>\$ 21,925,669</b>	<b>\$ 24,114,558</b>
<b>PURCHASED SERVICES</b>					
ADMINISTRATION	\$ 33,200	\$ 47,540	\$ 34,345	\$ 70,900	\$ 70,900
DISTRICT SUPPORT SERVICES	1,128,773	996,377	1,004,642	1,185,534	1,452,123
REGULAR INSTRUCTION	2,113,887	1,993,194	1,863,851	1,035,698	979,288
VOCATIONAL EDUCATION	477,463	640,304	807,264	521,000	358,043
SPECIAL EDUCATION INSTRUCT	845,293	1,079,161	2,179,975	1,245,663	1,510,476
INSTRUCTIONAL SUPPORT	961,249	758,389	703,713	733,819	573,402
PUPIL SUPPORT	172,951	233,221	342,182	155,680	195,325
SITE AND BUILDING	1,706,603	1,728,306	1,835,868	1,894,555	1,915,507
FISCAL & FIXED COSTS	252,595	312,351	381,996	350,000	350,000
<b>TOTAL PURCHASED SERVICES</b>	<b>\$ 7,692,014</b>	<b>\$ 7,788,844</b>	<b>\$ 9,153,835</b>	<b>\$ 7,192,849</b>	<b>\$ 7,405,064</b>
<b>STUDENT ACTIVITIES</b>					
<b>TOTAL STUDENT ACTIVITIES</b>				<b>\$ 2,000,000</b>	<b>\$ 1,800,000</b>
<b>SUPPLIES &amp; EQUIPMENT</b>					
ADMINISTRATION	\$ 3,776	\$ 8,278	\$ 5,048	\$ 3,850	\$ 3,850
DISTRICT SUPPORT SERVICES	115,261	195,631	46,759	198,966	147,700
REGULAR INSTRUCTION	1,473,981	1,590,973	1,481,547	963,321	946,589
VOCATIONAL EDUCATION	64,947	69,504	82,906	21,750	21,750
SPECIAL EDUCATION INSTRUCT	119,608	269,830	291,025	329,976	120,710
INSTRUCTIONAL SUPPORT	175,235	153,448	148,356	439,505	91,340
PUPIL SUPPORT	799,347	746,222	793,529	852,655	844,505
SITE AND BUILDING	1,970,640	1,031,439	1,037,111	908,500	923,892
<b>TOTAL SUPPLIES &amp; EQUIPMENT</b>	<b>\$ 4,722,795</b>	<b>\$ 4,065,325</b>	<b>\$ 3,886,280</b>	<b>\$ 3,718,523</b>	<b>\$ 3,100,336</b>
<b>OTHER EXPENDITURES</b>					
ADMINISTRATION	\$ 55,341	\$ 61,183	\$ 59,950	\$ 66,500	\$ 66,500
DISTRICT SUPPORT SERVICES	49,005	20,496	23,405	22,500	22,500
REGULAR INSTRUCTION	73,816	351,289	297,269	62,268	64,838
VOCATIONAL EDUCATION	1,664	24,171	9,813	336	336
SPECIAL EDUCATION INSTRUCT	13,091	105,433	88,980	25,300	25,300
INSTRUCTIONAL SUPPORT	14,387	40,000	35,837	15,925	15,925
PUPIL SUPPORT	1,746	17,541	28,019	4,400	4,400
SITE AND BUILDING	7,233	9,067	11,973	13,300	13,300
<b>TOTAL OTHER EXPENDITURES</b>	<b>\$ 216,284</b>	<b>\$ 629,180</b>	<b>\$ 555,246</b>	<b>\$ 210,529</b>	<b>\$ 213,099</b>
<b>OTHER FINANCING USES</b>					
GENERAL FUND CONTINGENCY	\$ -	\$ -	\$ -	\$ 43,186	\$ 43,186
OTHER CONTINGENCY, TRANSFERS, RESERVE	187,683	162,423	178,419	150,000	150,000
<b>TOTAL OTHER FINANCING USES</b>	<b>\$ 187,683</b>	<b>\$ 162,423</b>	<b>\$ 178,419</b>	<b>\$ 193,186</b>	<b>\$ 193,186</b>
<b>GENERAL FUND TOTAL</b>	<b>\$ 105,729,344</b>	<b>\$ 106,469,709</b>	<b>\$ 109,553,875</b>	<b>\$ 110,978,031</b>	<b>\$ 113,123,311</b>

# GENERAL FUND EXPENDITURES (by Program)

	2015-16	2016-17	2017-18	2018-19	2019-20
	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
<b>District &amp; School Administration</b>					
School Board	\$ 62,592	\$ 64,774	\$ 62,976	\$ 78,958	\$ 79,048
Office of the Superintendent	480,099	480,033	469,712	460,108	456,314
Instructional Administration	261,597	297,986	311,674	241,503	336,331
School Administration	2,780,395	2,842,936	2,898,127	2,944,855	2,991,021
<b>Total District &amp; School Administration</b>	<b>\$ 3,584,683</b>	<b>\$ 3,685,729</b>	<b>\$ 3,742,489</b>	<b>\$ 3,725,423</b>	<b>\$ 3,862,714</b>
<b>District Support Services</b>					
General Administrative Support	\$ 1,487,293	\$ 1,301,567	\$ 1,370,420	\$ 1,514,731	\$ 1,503,165
Other Administrative Support	1,011,033	1,226,557	843,782	1,264,868	1,226,588
Business Support Services	1,619,160	1,485,352	1,550,215	1,585,112	1,877,226
Cooperative Purchasing & Services	8,887	8,799	8,762	10,000	-
<b>Total District Support Services</b>	<b>\$ 4,126,374</b>	<b>\$ 4,022,275</b>	<b>\$ 3,773,180</b>	<b>\$ 4,374,710</b>	<b>\$ 4,606,979</b>
<b>Regular Instruction</b>					
Kindergarten Education	\$ 3,503,961	\$ 3,471,576	\$ 3,551,262	\$ 3,449,147	\$ 3,571,415
Elementary Education	18,238,940	18,609,960	5,058,169	4,462,227	4,454,002
Title II, Part A - Improve Teacher Quality	157,809	160,985	2,517,064	2,322,506	2,155,115
Title III, Part A - English Language	88,406	99,113	1,894,670	2,316,109	2,429,666
Secondary Education	2,761,897	3,009,941	8,651,706	8,552,275	9,879,432
Visual Art	1,155,756	1,062,171	1,080,856	1,057,512	1,151,722
Business	393,835	295,350	359,379	310,602	324,022
Title I - Educationally Disadvantaged	1,145,248	1,205,187	776,064	775,000	651,100
Basic Skills	84,722	14,297	879	1,000	1,000
Gifted and Talented	1,898,789	1,985,804	1,958,473	2,099,727	2,152,375
Limited English Proficiency	2,056,635	2,148,130	2,215,327	2,558,827	2,524,932
English (Language Art)	3,263,714	3,361,953	6,220,268	6,293,358	6,457,531
Foreign/Native language	2,163,327	2,176,009	2,195,065	2,337,856	2,436,932
Health & Physical Education	1,975,973	1,911,747	1,968,302	2,001,620	2,069,148
Family Living Science	907	1,259	976	9,260	70,726
Industrial Education	268,625	243,906	222,594	229,489	110,692
Mathematics	3,003,919	3,345,545	3,224,418	3,004,339	3,222,411
Computer Science/Technology Education	-	1,345	-	-	-
Music	2,081,740	2,129,670	2,190,552	2,255,292	2,368,640
Natural Sciences	2,708,011	2,815,316	2,873,087	2,885,422	2,880,267
Social Studies	2,774,031	2,689,770	2,809,816	2,707,973	2,794,240
<b>Total Regular Instruction</b>	<b>\$ 49,726,246</b>	<b>\$ 50,739,034</b>	<b>\$ 51,725,968</b>	<b>\$ 51,562,143</b>	<b>\$ 53,704,136</b>
<b>Co-Curricular &amp; Extra-Curricular</b>					
Co-curricular Activities	\$ 781,877	\$ 658,503	\$ 680,202	\$ 242,308	\$ 255,298
Boys & Girls Athletics	1,545,576	1,509,059	1,655,279	3,312,719	3,161,829
Boys Athletics	676,880	739,438	613,136	432,922	355,467
Girls Athletics	663,378	637,945	569,870	304,133	271,177
<b>Total Co-Curricular &amp; Extra-Curricular</b>	<b>\$ 3,667,710</b>	<b>\$ 3,544,944</b>	<b>\$ 3,518,487</b>	<b>\$ 4,292,082</b>	<b>\$ 4,043,770</b>
<b>Vocational Education</b>					
Distributive Education	\$ 137,975	\$ 103,150	\$ 129,136	\$ 83,204	\$ 125,804
Home Economics/ Consumer Ed.	230,773	266,986	312,545	377,479	387,975
Business & Office	684,403	730,295	590,573	611,099	563,714
Trade & Industry	128,889	140,706	101,554	102,792	234,940
Special Needs	390,101	369,287	351,083	337,862	332,652
Vocational-General	374,026	588,510	741,581	506,327	344,548
<b>Total Vocational Education</b>	<b>\$ 1,946,167</b>	<b>\$ 2,198,933</b>	<b>\$ 2,226,472</b>	<b>\$ 2,018,762</b>	<b>\$ 1,989,633</b>

## GENERAL FUND EXPENDITURES (by Program)

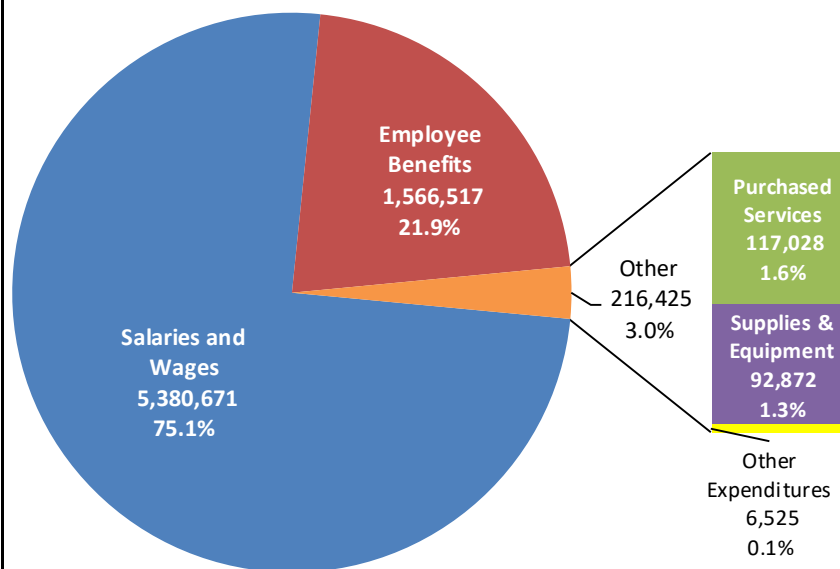
	2015-16		2016-17		2017-18		2018-19		2019-20
	ACTUAL		ACTUAL		ACTUAL		BUDGET		BUDGET
<b>Special Education Instruction</b>									
Speech/Language Impaired	\$ 1,837,553	\$	1,724,307	\$	1,191,594	\$	1,493,474	\$	1,437,511
Mild-Moderate Impaired	2,322,386		2,459,137		2,377,485		1,738,226		1,757,830
Moderate-Severe Impaired	851,321		500,829		615,353		1,075,652		1,212,077
Physically Impaired	1,117,557		840,413		935,333		971,718		990,598
Deaf-Hard of Hearing	313,090		288,685		302,644		183,100		198,707
Visually Impaired	33,649		30,438		71,957		63,342		72,912
Specific Learning Disability	2,180,861		2,215,615		2,660,467		2,640,980		2,720,456
Emotional/Behavioral Disorder	2,843,075		3,391,000		3,101,023		2,343,450		2,350,974
Other Health Impaired	340,099		280,142		390,325		516,006		531,349
Autistic	2,588,554		2,133,005		2,664,697		2,611,570		2,718,654
ECSE	1,594,259		1,619,982		1,724,649		2,100,809		1,950,959
Traumatic Brain Injury	30,620		117		26,502		56,200		59,554
Severely Multiple Impaired	160,097		69,733		134,169		39,500		31,470
Spec Educ-General	2,962,913		3,356,772		4,151,497		3,959,820		4,392,963
Care and Treatment	241,479		392,983		467,767		110,096		139,027
<b>Total Special Education Instruction</b>	<b>\$ 19,417,511</b>	<b>\$</b>	<b>19,303,158</b>	<b>\$</b>	<b>20,815,462</b>	<b>\$</b>	<b>19,903,944</b>	<b>\$</b>	<b>20,565,042</b>
<b>Instructional Support</b>									
General Instructional Support	\$ 3,184,203	\$	2,983,083	\$	3,023,449	\$	3,321,190	\$	3,222,643
Curriculum Consult/Development	544,168		425,291		366,534		795,930		460,881
Educational Media	621,963		583,978		600,098		535,663		555,197
Staff Development	1,033,495		1,358,850		1,269,865		1,566,471		1,199,475
<b>Total Instructional Support</b>	<b>\$ 5,383,828</b>	<b>\$</b>	<b>5,351,202</b>	<b>\$</b>	<b>5,259,945</b>	<b>\$</b>	<b>6,219,253</b>	<b>\$</b>	<b>5,438,196</b>
<b>Pupil Support</b>									
Counseling & Guidance	\$ 1,074,298	\$	1,137,991	\$	1,176,145	\$	1,166,339	\$	1,200,205
Health Services	498,012		565,189		591,140		552,822		495,895
Psychological Services	117,749		126,483		138,860		148,700		15,614
Attend/Soc Work	537,480		613,364		630,097		880,617		949,185
Pupil Transportation Regular	5,994,152		6,404,397		6,672,977		6,552,979		6,704,068
Other Pupil Support Services	2,586		4,624		5,782		8,000		22,485
<b>Total Pupil Support</b>	<b>\$ 8,224,276</b>	<b>\$</b>	<b>8,852,048</b>	<b>\$</b>	<b>9,215,001</b>	<b>\$</b>	<b>9,309,458</b>	<b>\$</b>	<b>9,387,453</b>
<b>Site &amp; Building</b>									
Operations & Maintenance	\$ 9,212,270	\$	8,297,613	\$	8,716,457	\$	8,809,611	\$	8,982,202
<b>Total Site and Building</b>	<b>\$ 9,212,270</b>	<b>\$</b>	<b>8,297,613</b>	<b>\$</b>	<b>8,716,457</b>	<b>\$</b>	<b>8,809,611</b>	<b>\$</b>	<b>8,982,202</b>
<b>Fiscal &amp; Other</b>									
Worker's Compensation	\$ -	\$	-	\$	-	\$	(530,790)	\$	-
Property & Other Insurance	252,595		312,351		381,996		350,000		350,000
Contingencies & Reserves	187,683		162,423		178,419		943,434		193,186
<b>Total Fiscal &amp; Other</b>	<b>\$ 440,278</b>	<b>\$</b>	<b>474,774</b>	<b>\$</b>	<b>560,415</b>	<b>\$</b>	<b>762,644</b>	<b>\$</b>	<b>543,186</b>
<b>Total General Fund Expenditures</b>	<b>\$ 105,729,344</b>	<b>\$</b>	<b>106,469,709</b>	<b>\$</b>	<b>109,553,875</b>	<b>\$</b>	<b>110,978,031</b>	<b>\$</b>	<b>113,123,311</b>

Cedar Ridge Elementary School's enrollment decreased from 750 students October 1, 2014 to 664 on October 1, 2018. The projected student count for the 2019-20 school year is 654 students. This is a decrease of 12.8% over the six year period. The percentage of students eligible for free or reduced meals decreased slightly from 19.5% in 2014-15 to a projected 18.8% in 2019-20. 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	14-15	15-16	16-17	17-18	18-19	19-20
K	85	88	93	67	86	87
1	107	89	92	97	73	89
2	113	111	90	85	104	92
3	96	110	99	89	82	89
4	115	90	104	101	90	95
5	122	117	88	101	105	101
6	112	121	109	88	114	101
<b>TOTAL</b>	<b>750</b>	<b>726</b>	<b>675</b>	<b>628</b>	<b>654</b>	<b>654</b>

F/R	19.5%	20.5%	17.2%	18.9%	19.0%	18.8%
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	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2019-20 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,322,512	5,535,377	5,472,320	5,161,242	5,412,309	5,380,671
Employee Benefits	1,481,783	1,679,242	1,547,190	1,489,058	1,559,292	1,566,517
Purchased Services	117,749	153,488	129,873	109,891	113,700	117,028
Supplies & Equipment	155,053	166,185	194,625	185,199	92,014	92,872
Other Expenditures	1,448	2,351	4,860	2,006	6,425	6,525
<b>TOTAL EXPENDITURES</b>	<b>7,078,544</b>	<b>7,536,644</b>	<b>7,348,868</b>	<b>6,947,396</b>	<b>7,183,740</b>	<b>7,163,612</b>
<b>TOTAL STUDENTS</b>	<b>750</b>	<b>726</b>	<b>675</b>	<b>628</b>	<b>654</b>	<b>654</b>



The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.0% of the total budget. Purchased Services account for the next largest share of the budget at 1.6%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment at 1.3%, 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**

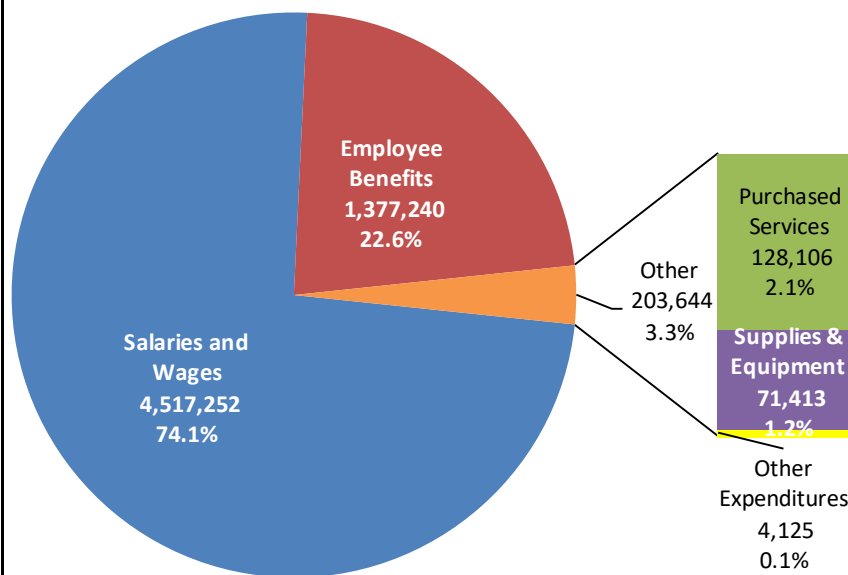
Eagle Heights Spanish Immersion School's enrollment increased slightly from 814 students October 1, 2014 to 830 on October 1, 2018. The projected student count for the 2019-20 school year is 826 students. This is a increase of 1.5% over the six year period. The percentage of students eligible for free or reduced meals decreased from 8.9% in 2014-15 to a projected 6.8% in 2019-20. 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	14-15	15-16	16-17	17-18	18-19	19-20
K	148	130	131	131	134	132
1	119	139	123	130	122	126
2	114	115	136	125	125	127
3	124	103	111	129	125	121
4	123	123	97	107	126	106
5	99	118	121	94	105	110
6	87	96	109	115	93	104
<b>TOTAL</b>	<b>814</b>	<b>824</b>	<b>828</b>	<b>831</b>	<b>830</b>	<b>826</b>

<b>F/R</b>	8.9%	9.1%	6.6%	7.7%	7.2%	6.8%
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	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2019-20 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	3,823,258	4,091,141	4,240,705	4,422,477	4,486,581	4,517,252
Employee Benefits	1,131,104	1,303,726	1,265,076	1,376,007	1,341,921	1,377,240
Purchased Services	57,459	55,164	137,548	72,613	124,154	128,106
Supplies & Equipment	72,842	93,396	107,709	92,009	70,031	71,413
Other Expenditures	1,821	2,306	4,234	1,122	4,025	4,125
<b>TOTAL EXPENDITURES</b>	<b>5,086,485</b>	<b>5,545,733</b>	<b>5,755,272</b>	<b>5,964,227</b>	<b>6,026,712</b>	<b>6,098,136</b>
<b>TOTAL STUDENTS</b>	<b>814</b>	<b>824</b>	<b>828</b>	<b>831</b>	<b>830</b>	<b>826</b>



The pie chart at left shows the school's 2019-20 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. Purchased Services account for 2.1%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Materials account for at 1.2% 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.

**EDEN LAKE ELEMENTARY**

12000 Anderson Lakes Parkway, Eden Prairie, MN 55344

Principal:

**Tim Beekmann**

Assoc Principal:

**Tom Walters**

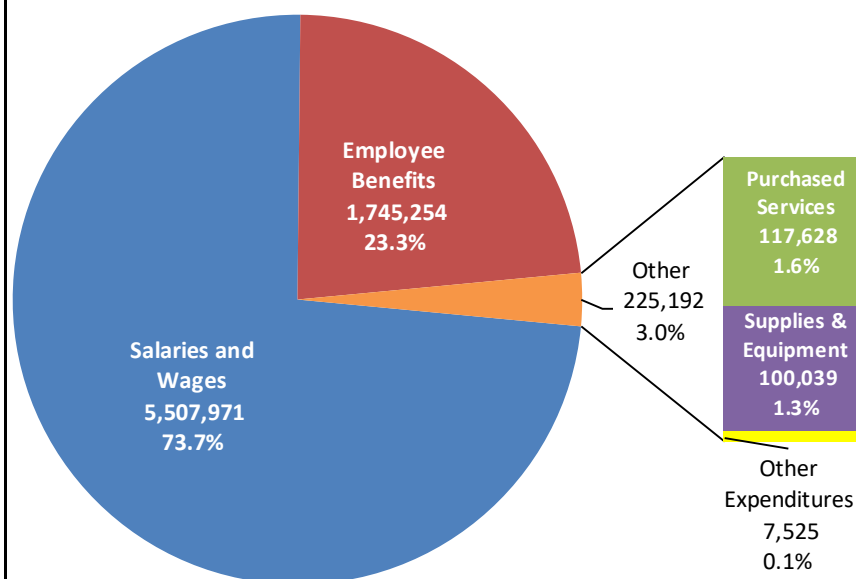
Eden Lake Elementary School's enrollment decreased from 804 students October 1, 2014 to 774 on October 1, 2018. The projected student count for the 2019-20 school year is 801 students. This is a decrease of 0.4% over the six year period. Due to facility constraints at Forest Hills, the Mosaic program was moved to Eden Lake starting in 2016-17. The percentage of students eligible for free or reduced meals decreased from 39.9% in 2014-15 to a projected 34.8% in 2019-20. 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	14-15	15-16	16-17	17-18	18-19	19-20
K	106	88	86	116	82	99
1	102	105	90	96	108	99
2	130	102	97	97	93	97
3	104	122	115	119	97	110
4	124	93	146	114	116	120
5	116	114	121	162	123	139
6	122	108	146	123	155	137
<b>TOTAL</b>	<b>804</b>	<b>732</b>	<b>801</b>	<b>827</b>	<b>774</b>	<b>801</b>

F/R	39.9%	40.2%	31.5%	34.7%	35.8%	34.8%
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	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2019-20 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,150,793	5,338,269	5,701,109	5,779,535	5,476,903	5,507,971
Employee Benefits	1,468,185	1,632,728	1,668,928	1,782,445	1,666,452	1,745,254
Purchased Services	136,751	127,399	145,771	132,613	114,300	117,628
Supplies & Equipment	114,850	136,746	163,751	177,169	101,021	100,039
Other Expenditures	1,778	4,402	7,309	3,782	7,425	7,525
<b>TOTAL EXPENDITURES</b>	<b>6,872,356</b>	<b>7,239,544</b>	<b>7,686,867</b>	<b>7,875,544</b>	<b>7,366,101</b>	<b>7,478,416</b>
<b>TOTAL STUDENTS</b>	<b>804</b>	<b>732</b>	<b>801</b>	<b>827</b>	<b>774</b>	<b>801</b>



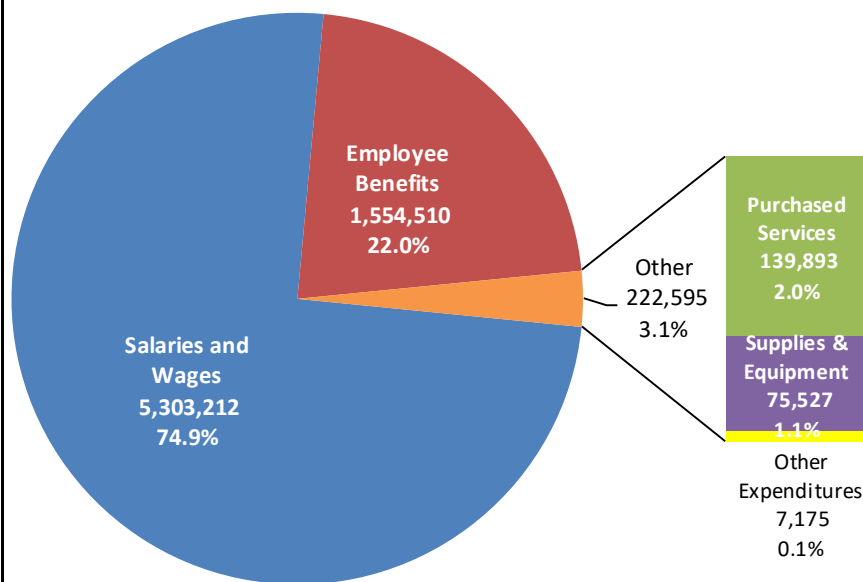
The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.0% of the total budget. Purchased services, at 1.6%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.3%, 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 762 students October 1, 2014 to 704 on October 1, 2018. The projected student count for the 2019-20 school year is 669 students. This is a decrease of 12.2% 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 26.6% in 2014-15 to a projected 25.8% in 2019-20. 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	14-15	15-16	16-17	17-18	18-19	19-20
K	105	112	107	97	122	112
1	110	108	96	105	106	103
2	113	106	97	111	89	98
3	99	123	99	98	102	99
4	109	101	103	92	97	94
5	119	108	67	87	97	86
6	107	119	79	67	91	77
<b>TOTAL</b>	<b>762</b>	<b>777</b>	<b>648</b>	<b>657</b>	<b>704</b>	<b>669</b>

F/R	26.6%	29.0%	27.5%	24.8%	26.0%	25.8%
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	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2019-20 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,363,996	5,733,414	5,434,437	5,379,040	5,325,773	5,303,212
Employee Benefits	1,494,936	1,723,882	1,564,552	1,616,279	1,553,336	1,554,510
Purchased Services	146,201	166,019	160,798	147,180	135,525	139,893
Supplies & Equipment	106,671	142,954	114,185	125,277	81,273	75,527
Other Expenditures	2,165	1,842	8,342	2,990	7,075	7,175
<b>TOTAL EXPENDITURES</b>	<b>7,113,969</b>	<b>7,768,111</b>	<b>7,282,315</b>	<b>7,270,765</b>	<b>7,102,982</b>	<b>7,080,317</b>
<b>TOTAL STUDENTS</b>	<b>762</b>	<b>777</b>	<b>648</b>	<b>657</b>	<b>704</b>	<b>669</b>



The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.9% of the total budget. Purchased Services, at 2.0%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for, at 1.1%, including 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.

# OAK POINT ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal:

Joel Knorr

Assoc Principal:

Clayton Ellis

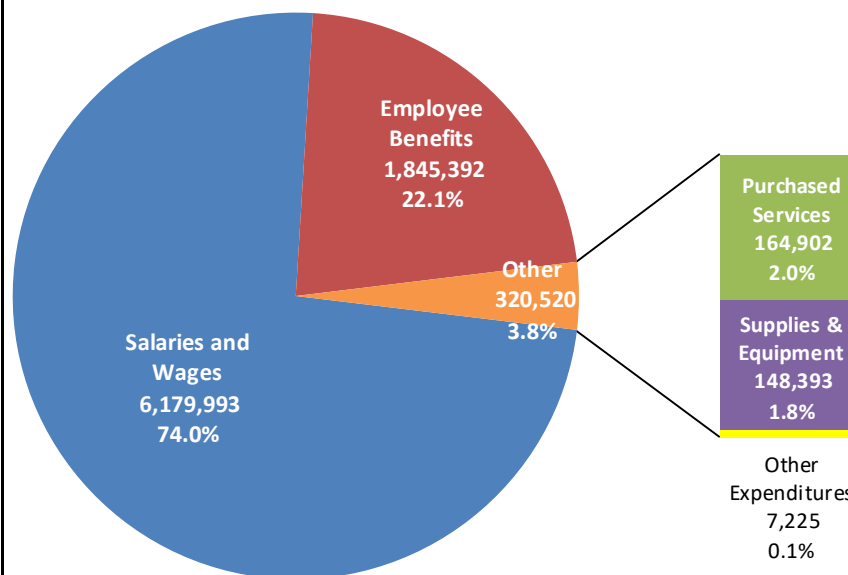
Oak Point Elementary School's enrollment decreased from 764 students October 1, 2014 to 745 on October 1, 2018. The projected student count for the 2019-20 school year is to decrease to 737 students. This is a decrease of 3.5% over the six year period. The percentage of students eligible for free or reduced meals decreased from 25.0% in 2014-15 to a projected 24.3% in 2019-20. 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	14-15	15-16	16-17	17-18	18-19	19-20
K	115	106	105	86	114	105
1	110	118	115	111	107	112
2	111	103	105	112	116	110
3	125	107	96	105	115	105
4	104	116	94	98	107	96
5	104	100	125	89	103	109
6	95	109	102	121	83	100
<b>TOTAL</b>	<b>764</b>	<b>759</b>	<b>742</b>	<b>722</b>	<b>745</b>	<b>737</b>

F/R	25.0%	26.1%	24.1%	24.8%	24.4%	24.3%
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	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2019-20 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	5,570,494	6,177,486	6,052,890	6,093,234	6,275,901	6,179,993
Employee Benefits	1,560,307	1,858,339	1,781,315	1,841,488	1,841,317	1,845,392
Purchased Services	261,726	286,947	172,785	132,512	161,338	164,902
Supplies & Equipment	200,794	263,380	201,336	168,224	166,695	148,393
Other Expenditures	-	5,415	6,416	1,949	7,125	7,225
<b>TOTAL EXPENDITURES</b>	<b>7,593,320</b>	<b>8,591,567</b>	<b>8,214,742</b>	<b>8,237,407</b>	<b>8,452,376</b>	<b>8,345,904</b>
<b>TOTAL STUDENTS</b>	<b>764</b>	<b>759</b>	<b>742</b>	<b>722</b>	<b>745</b>	<b>737</b>



The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.1% of the total budget. Purchased Services account for 2.0%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment, at 1.8%, 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.

**Note:** Currently Oak Point and Eagle Heights Spanish Immersion share a building and all costs associated with maintaining the facilities are charged to Oak Point.

Prairie View Elementary School's enrollment increased from 654 students October 1, 2014 to 735 on October 1, 2018. The projected student count for the 2019-20 school year is 725 students. This is an increase of 10.9% over the six year period. The percentage of students eligible for free or reduced meals increased from 21.7% in 2014-15 to a projected 27.0% in 2019-20. 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	14-15	15-16	16-17	17-18	18-19	19-20
K	89	88	88	114	86	99
1	77	102	98	91	114	102
2	75	74	98	99	97	97
3	81	101	99	112	109	106
4	99	106	107	98	120	105
5	104	108	111	106	102	110
6	129	109	108	109	107	106
<b>TOTAL</b>	<b>654</b>	<b>688</b>	<b>709</b>	<b>729</b>	<b>735</b>	<b>725</b>

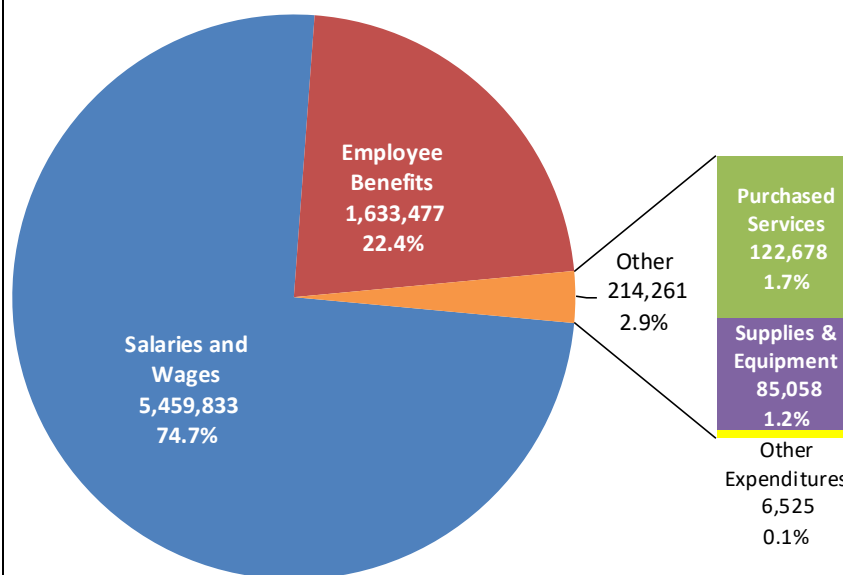
  

F/R	21.7%	23.5%	25.2%	25.7%	26.1%	27.0%
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	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	2019-20 Budget
<b>EXPENDITURES</b>						
Salaries & Wages	4,904,137	5,111,889	5,272,766	5,530,863	5,500,873	5,459,833
Employee Benefits	1,352,036	1,547,754	1,498,062	1,684,770	1,634,610	1,633,477
Purchased Services	123,814	140,292	156,983	128,784	119,350	122,678
Supplies & Equipment	101,488	135,218	125,623	120,320	84,486	85,058
Other Expenditures	-	1,457	7,060	1,240	6,425	6,525
<b>TOTAL EXPENDITURES</b>	<b>6,481,474</b>	<b>6,936,610</b>	<b>7,060,494</b>	<b>7,465,977</b>	<b>7,345,745</b>	<b>7,307,570</b>

<b>TOTAL STUDENTS</b>	<b>654</b>	<b>688</b>	<b>709</b>	<b>729</b>	<b>735</b>	<b>725</b>
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The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.1% of the total budget. Purchased Services, at 1.7%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.2%, 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.

Central Middle School's enrollment decreased from 1,417 students October 1, 2014 to 1,339 on October 1, 2018. The projected student count for the 2019-20 school year is 1,343 students. This is a decrease of 5.2% over the six year period. The percentage of students eligible for free or reduced meals increased from 19.7% in 2014-15 to a projected 22.4% in 2019-20. 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.

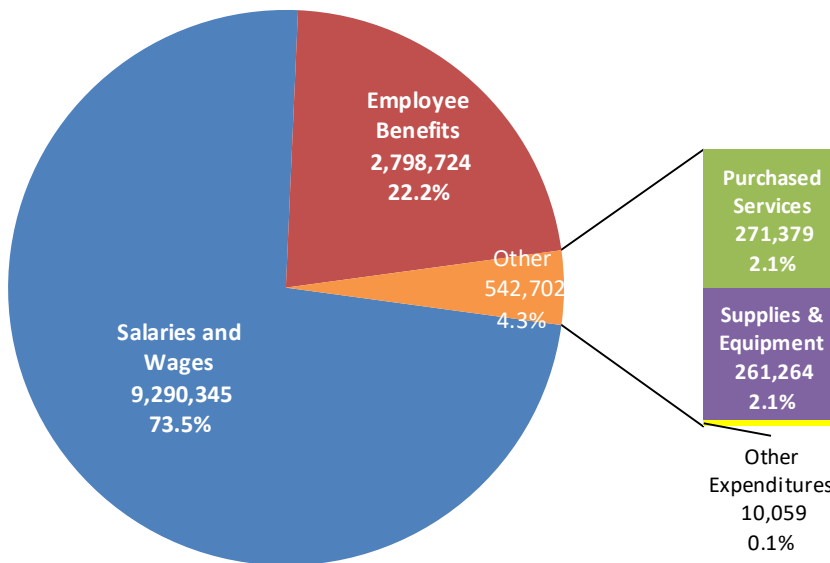
**ENROLLMENT AS OF OCTOBER 1**

Grade	14-15	15-16	16-17	17-18	18-19	19-20
7	698	676	699	645	668	662
8	719	710	672	696	671	681
<b>TOTAL</b>	<b>1417</b>	<b>1386</b>	<b>1371</b>	<b>1341</b>	<b>1339</b>	<b>1343</b>

<b>F/R</b>	19.7%	21.5%	20.5%	20.9%	21.9%	22.4%
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	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Actual	Actual	Actual	Actual	Budget	Budget
<b>EXPENDITURES</b>						
Salaries & Wages	8,378,938	8,866,513	8,967,560	8,975,035	9,068,482	9,290,345
Employee Benefits	2,413,437	2,735,147	2,579,971	2,699,653	2,696,693	2,798,724
Purchased Services	397,933	414,460	399,914	331,623	262,807	271,379
Supplies & Equipment	276,436	263,053	311,059	283,650	260,229	261,264
Other Expenditures	2,438	6,455	10,938	3,037	8,399	10,059
<b>TOTAL EXPENDITURES</b>	<b>11,469,183</b>	<b>12,285,627</b>	<b>12,269,443</b>	<b>12,292,998</b>	<b>12,296,610</b>	<b>12,631,771</b>

<b>TOTAL STUDENTS</b>	<b>1,417</b>	<b>1,386</b>	<b>1,371</b>	<b>1,341</b>	<b>1,339</b>	<b>1,343</b>
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The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 95.7% of the total budget. Purchased Services account for 2.1%, including professional fees, utilities, postage, communication, etc. 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. 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

Assoc Principal:

Akram Osman

Eden Prairie High School's enrollment decreased from 3007 students October 1, 2014 to 3016 on October 1, 2018. The projected student count for the 2019-20 school year is 2994 students. This represents balanced enrollment over the six year period. The percentage of students eligible for free or reduced meals increased from 17.4% in 2014-15 to a projected 18.4% in 2019-20. 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

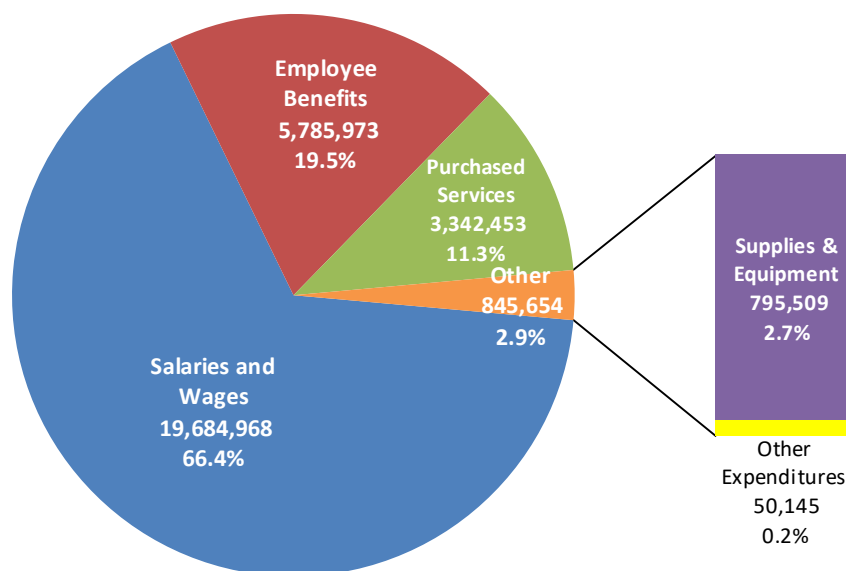
## ENROLLMENT AS OF OCTOBER 1

Grade	14-15	15-16	16-17	17-18	18-19	19-20
9	746	767	767	725	781	735
10	760	736	771	755	705	800
11	708	763	751	754	762	696
12	793	699	772	757	768	763
<b>TOTAL</b>	<b>3007</b>	<b>2965</b>	<b>3061</b>	<b>2991</b>	<b>3016</b>	<b>2994</b>

<b>F/R</b>	17.4%	18.5%	17.8%	18.6%	18.2%	18.4%
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	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Actual	Actual	Actual	Actual	Budget	Budget
<b>EXPENDITURES</b>						
Salaries & Wages	17,907,018	18,647,770	19,348,757	19,550,629	19,640,983	19,684,968
Employee Benefits	4,936,734	5,611,475	5,501,243	6,295,555	5,769,170	5,785,973
Purchased Services	2,162,964	2,386,857	2,525,306	2,571,805	3,706,011	3,342,453
Supplies & Equipment	1,458,554	1,196,494	1,357,515	1,363,819	774,521	795,509
Other Expenditures	45,437	55,567	73,594	43,117	49,835	50,145
<b>TOTAL EXPENDITURES</b>	<b>26,510,707</b>	<b>27,898,163</b>	<b>28,806,414</b>	<b>29,824,925</b>	<b>29,940,520</b>	<b>29,659,048</b>

<b>TOTAL STUDENTS</b>	3,007	2,965	3,061	2,991	3,016	2,994
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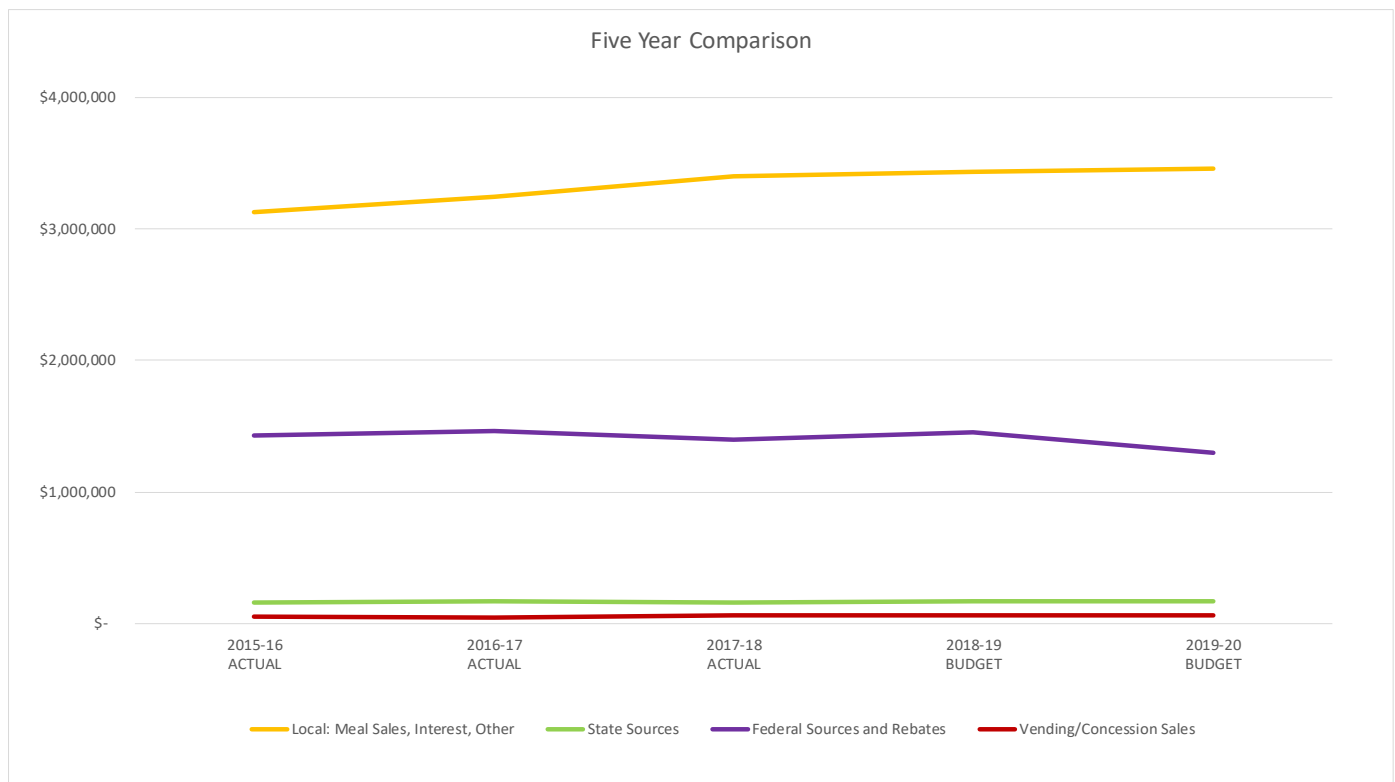
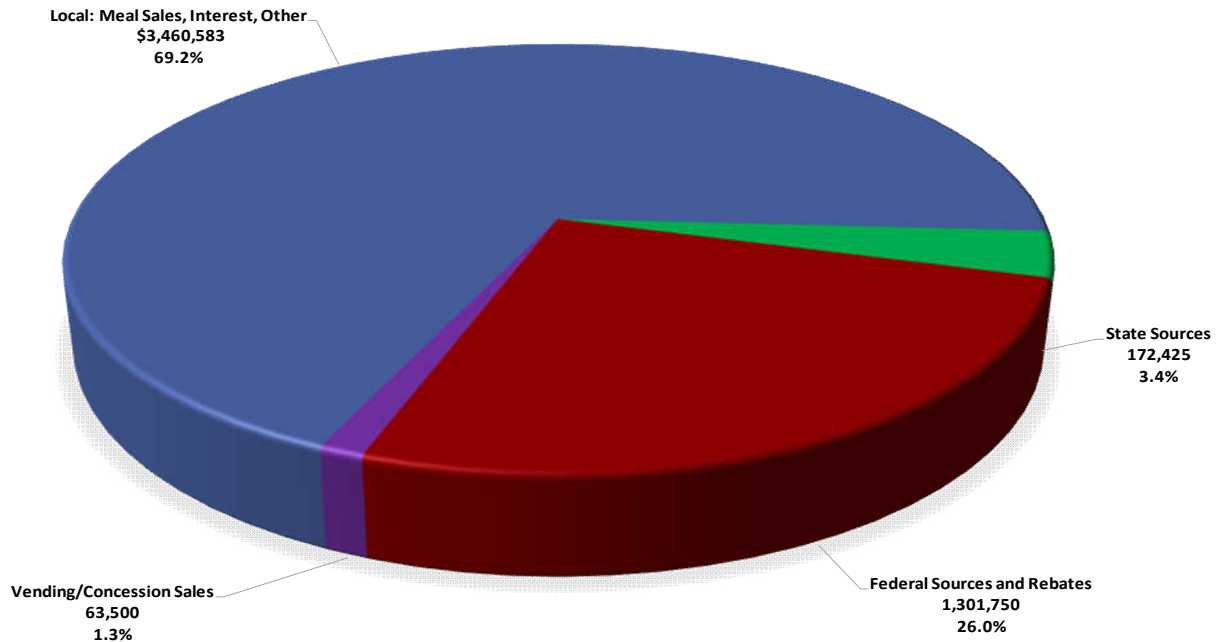
The pie chart at left shows the school's 2019-20 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 85.9% of the total budget. Purchased services at 11.3% make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 2.7%, 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

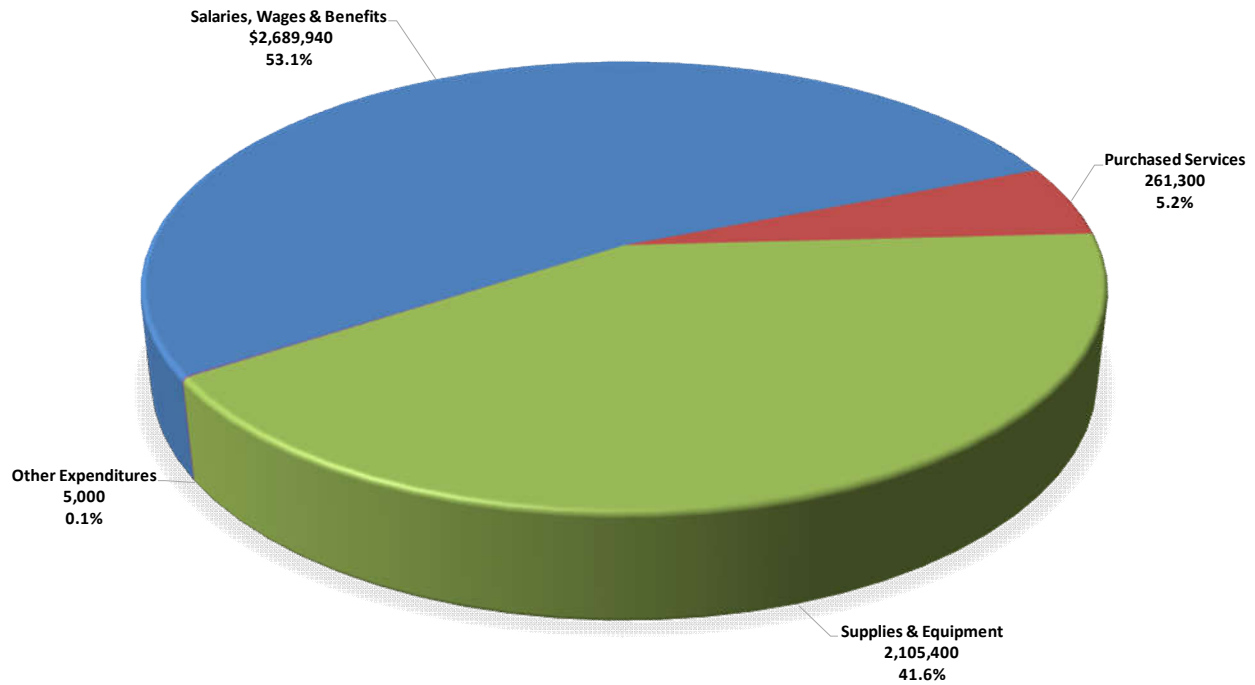
## FISCAL 2020 REVENUE SOURCES



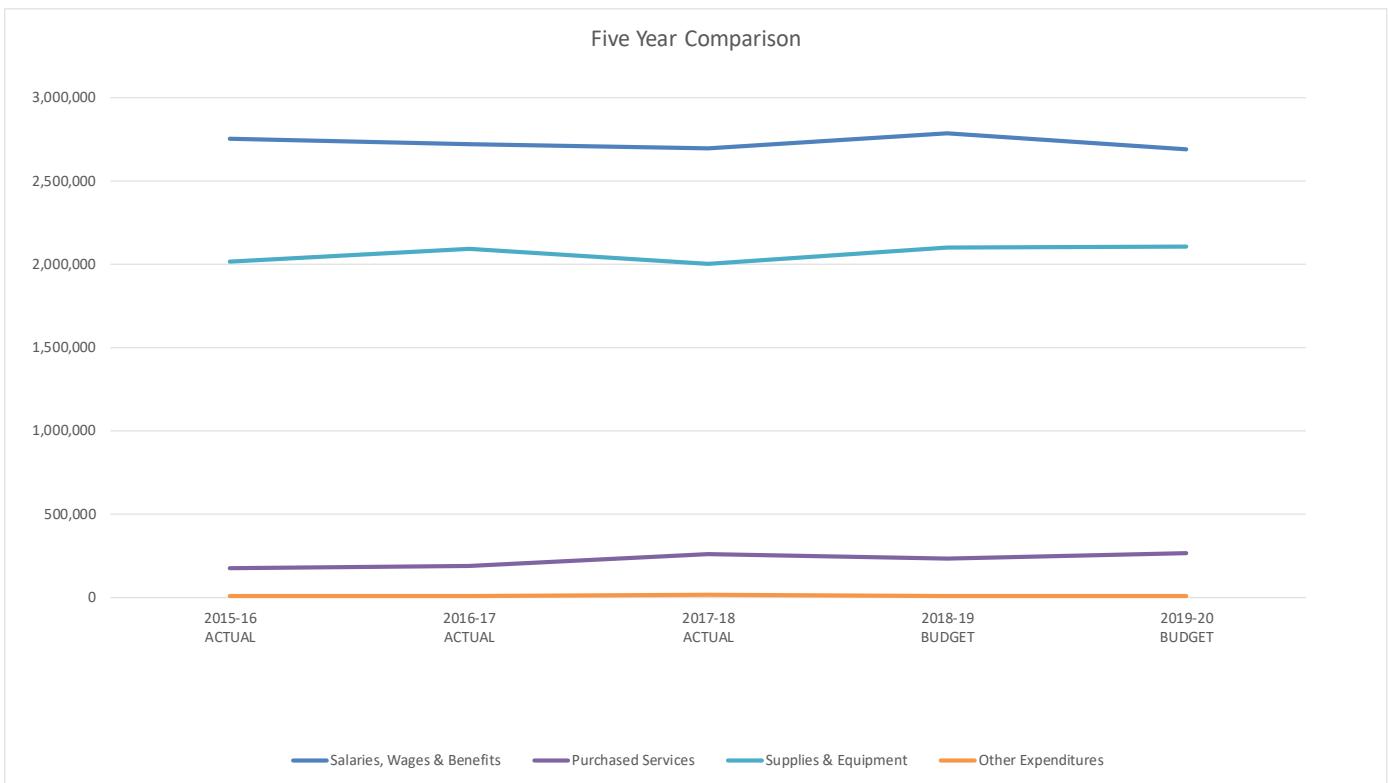
FOOD SERVICE FUND REVENUE	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Local: Meal Sales, Interest, Other	\$ 3,132,193	\$ 3,242,881	\$ 3,403,605	\$ 3,432,303	\$ 3,460,583	\$ 28,280	0.82%
State Sources	160,684	166,010	157,790	172,425	172,425	0	0.00%
Federal Sources and Rebates	1,427,114	1,464,431	1,393,425	1,451,750	1,301,750	(150,000)	-10.33%
Vending/Concession Sales	53,662	43,072	59,118	58,500	63,500	5,000	8.55%
<b>TOTAL</b>	<b>\$ 4,773,653</b>	<b>\$ 4,916,394</b>	<b>\$ 5,013,938</b>	<b>\$ 5,114,978</b>	<b>\$ 4,998,258</b>	<b>\$ (116,720)</b>	<b>-2.28%</b>

# FOOD SERVICE FUND EXPENDITURES

## FISCAL 2020 EXPENDITURES



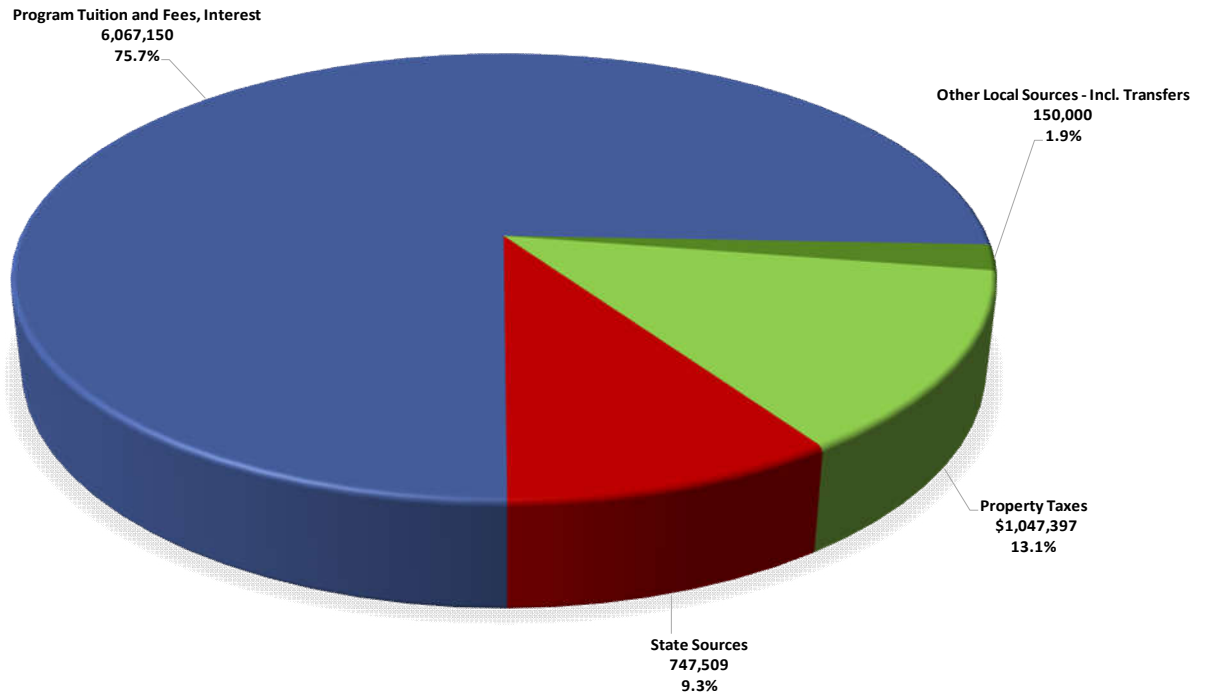
### Five Year Comparison



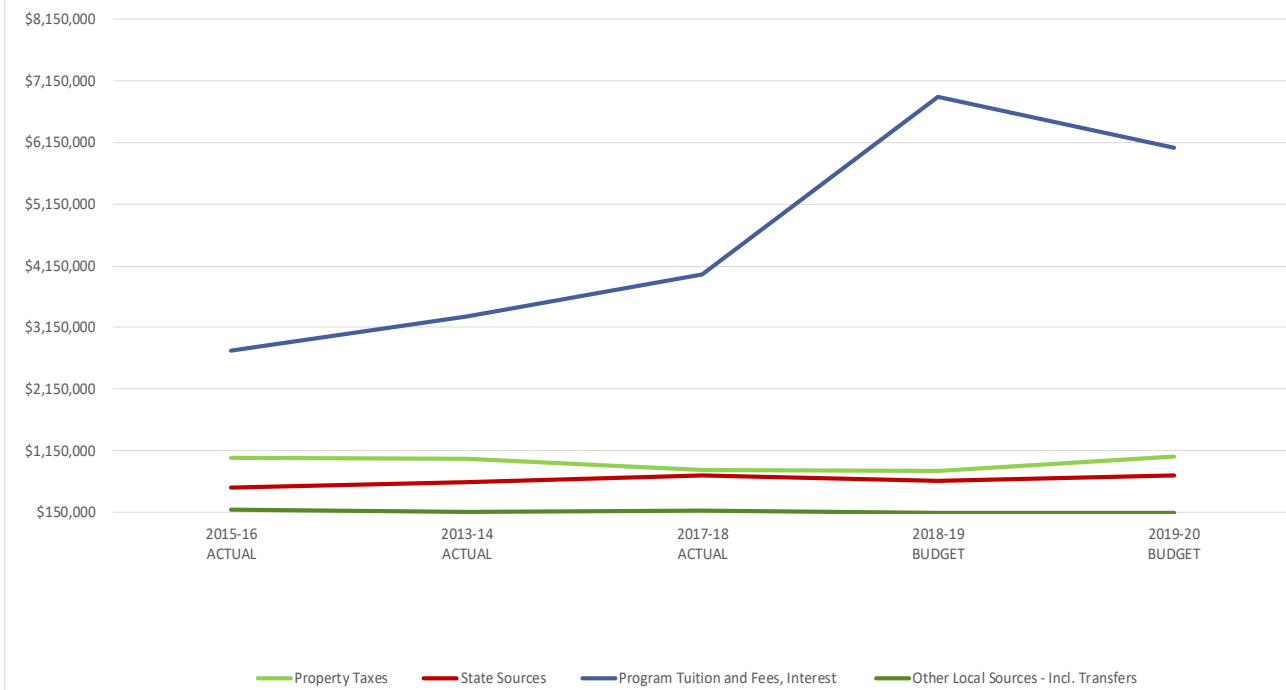
FOOD SERVICE FUND EXPENDITURES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 2,752,438	\$ 2,718,059	\$ 2,694,163	\$ 2,781,733	\$ 2,689,940	\$ (91,793)	-3.30%
Purchased Services	171,255	184,453	256,792	232,500	261,300	28,800	12.39%
Supplies & Equipment	2,012,729	2,090,246	1,999,484	2,095,025	2,105,400	10,375	0.50%
Other Expenditures	4,044	6,253	10,909	5,000	5,000	-	0.00%
<b>TOTAL</b>	<b>\$ 4,940,466</b>	<b>\$ 4,999,011</b>	<b>\$ 4,961,348</b>	<b>\$ 5,114,258</b>	<b>\$ 5,061,640</b>	<b>\$ (52,618)</b>	<b>-1.03%</b>

# COMMUNITY SERVICE FUND REVENUE

## FISCAL 2020 REVENUE



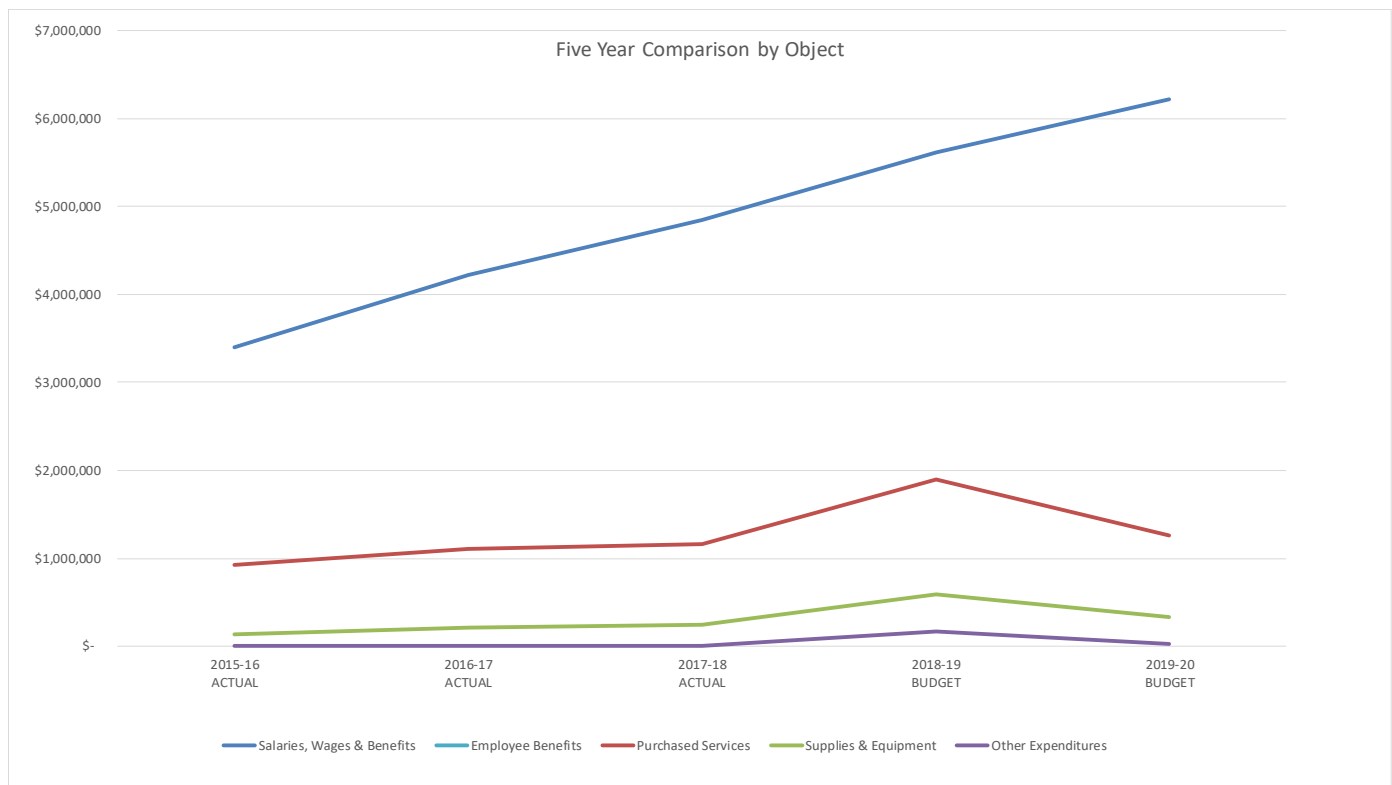
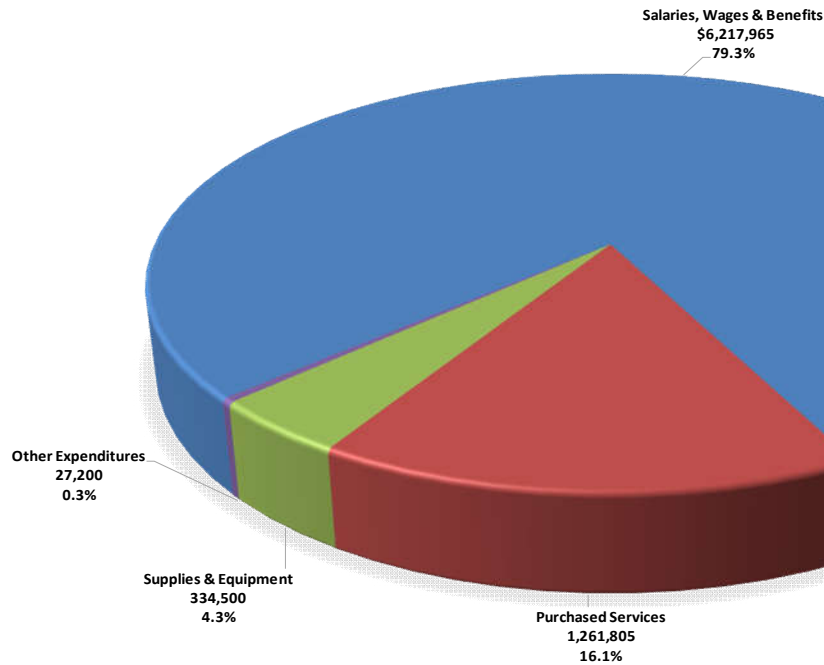
Five Year Comparison by Source



COMMUNITY SERVICE FUND REVENUE	2015-16 ACTUAL	2013-14 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 1,029,981	\$ 1,012,447	\$ 838,786	\$ 829,351	\$ 1,047,397	\$ 218,046	26.29%
State Sources	547,701	646,999	743,823	659,302	747,509	88,207	13.38%
Program Tuition and Fees, Interest	2,777,228	3,322,399	3,999,094	6,893,350	6,067,150	(826,200)	-11.99%
Other Local Sources - Incl. Transfers	187,683	162,423	178,419	150,000	150,000	-	0.00%
<b>TOTAL</b>	<b>\$ 4,542,593</b>	<b>\$ 5,144,268</b>	<b>\$ 5,760,122</b>	<b>\$ 8,532,003</b>	<b>\$ 8,012,056</b>	<b>\$ (519,947)</b>	<b>-6.09%</b>

# COMMUNITY SERVICE FUND EXPENDITURES

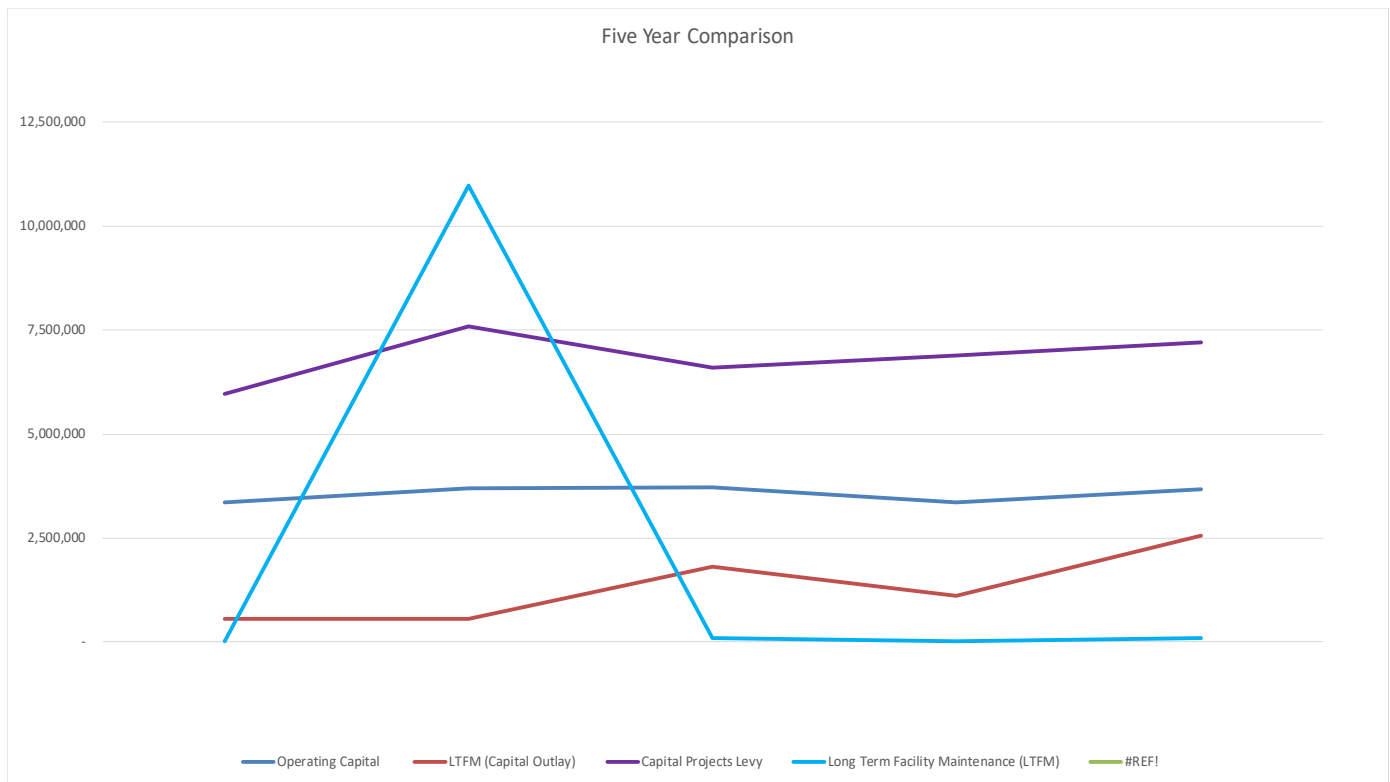
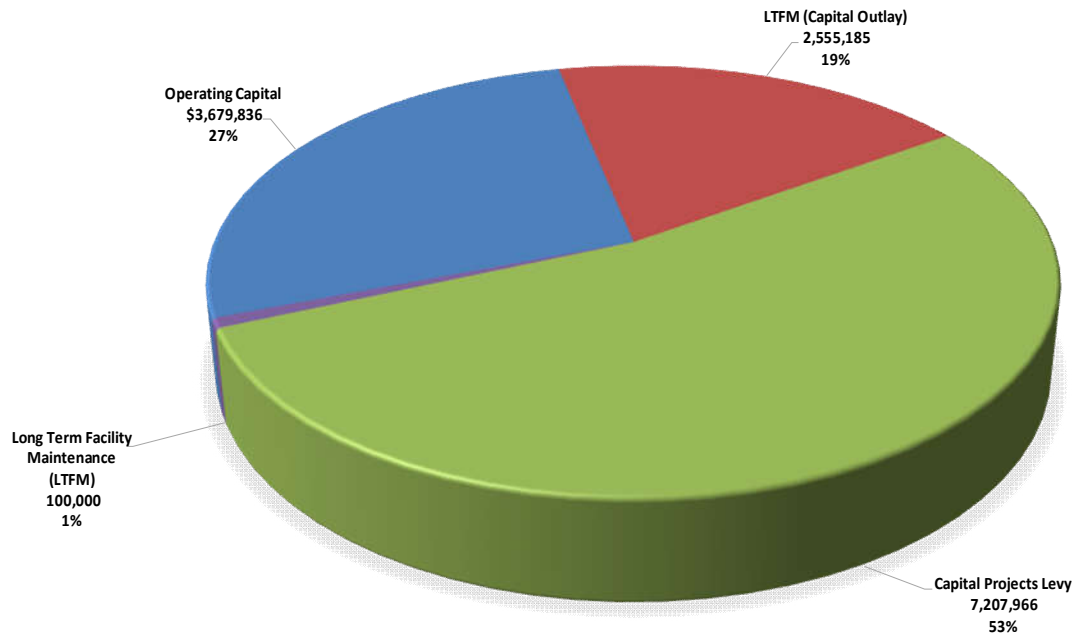
## FISCAL 2020 EXPENDITURES



COMMUNITY SERVICE FUND EXPENDITURES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 3,401,173	\$ 4,221,965	\$ 4,842,634	\$ 5,618,017	\$ 6,217,965	\$ 599,948	10.68%
Purchased Services	928,894	1,104,554	1,158,173	1,898,405	1,261,805	(636,600)	-33.53%
Supplies & Equipment	137,857	212,921	242,596	587,403	334,500	(252,903)	-43.05%
Other Expenditures	1,854	7,969	9,445	174,161	27,200	(146,961)	-84.38%
<b>TOTAL</b>	<b>\$ 4,469,778</b>	<b>\$ 5,547,409</b>	<b>\$ 6,252,847</b>	<b>\$ 8,277,986</b>	<b>\$ 7,841,470</b>	<b>\$ (436,516)</b>	<b>-5.27%</b>

# CAPITAL AND BUILDING FUNDS REVENUES

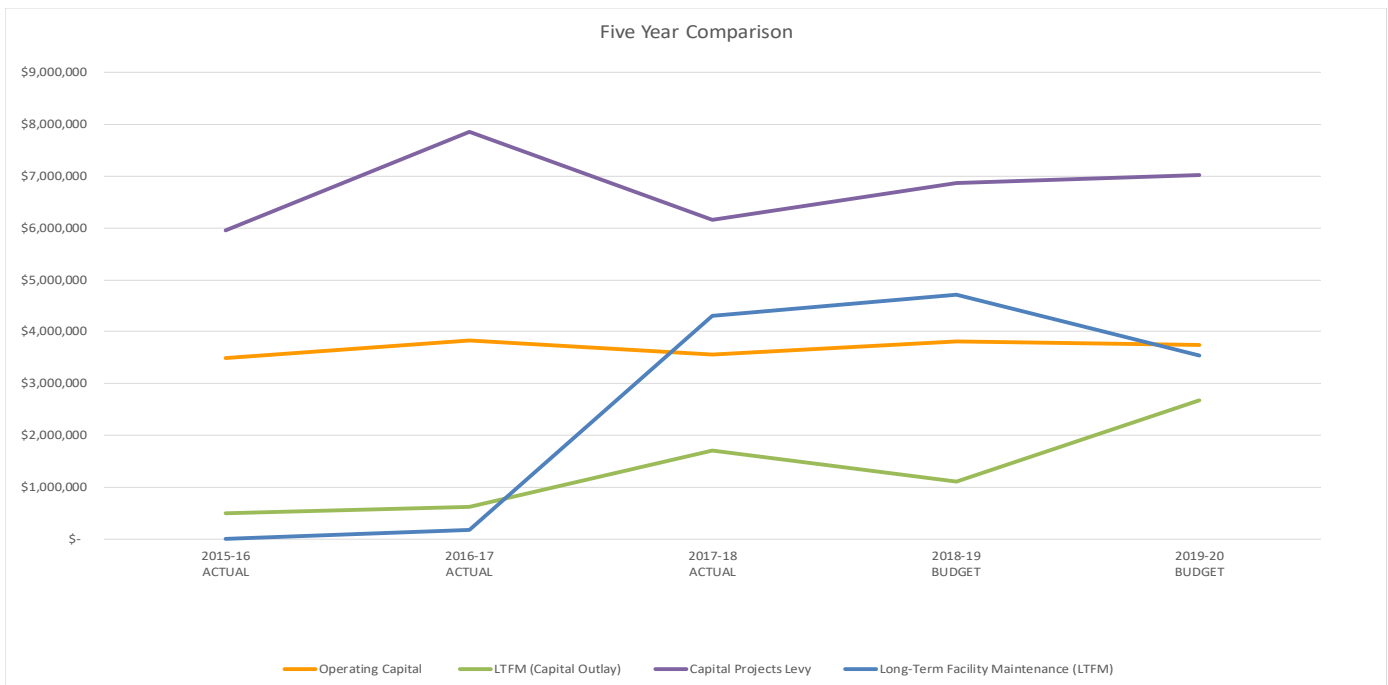
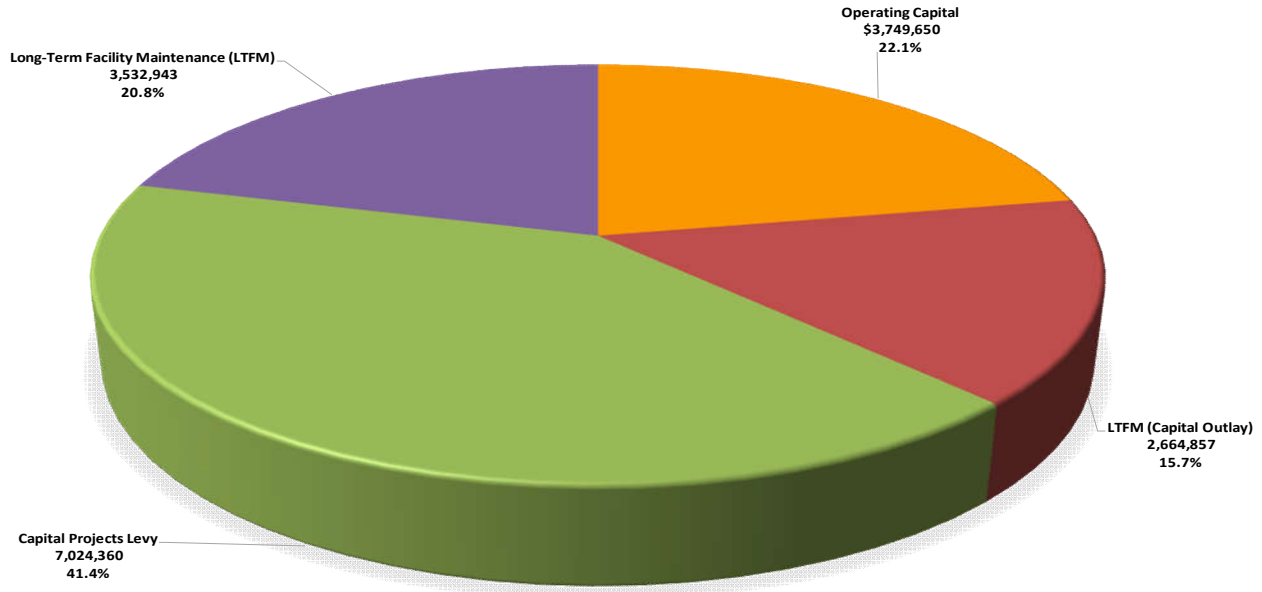
## FISCAL 2020 REVENUE SOURCES



CAPITAL & BUILDING FUND REVENUES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 3,359,468	\$ 3,696,941	\$ 3,727,918	\$ 3,358,999	\$ 3,679,836	\$ 320,837	9.55%
LTFM (Capital Outlay)	566,455	549,747	1,816,388	1,117,481	2,555,185	1,437,704	128.66%
Capital Projects Levy	5,972,516	7,580,360	6,595,584	6,892,060	7,207,966	315,906	4.58%
Long Term Facility Maintenance (LTFM)	27,937	10,962,984	84,386	30,000	100,000	70,000	233.33%
Capital Facilities	26,251	-	-	-	-	-	-
<b>TOTAL</b>	<b>\$ 9,952,627</b>	<b>\$ 22,790,032</b>	<b>\$ 12,224,276</b>	<b>\$ 11,398,540</b>	<b>\$ 13,542,987</b>	<b>\$ 2,144,447</b>	<b>18.81%</b>

# CAPITAL AND BUILDING FUNDS EXPENDITURES

## FISCAL 2020 EXPENDITURES



CAPITAL & BUILDING FUND EXPENDITURES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 3,482,844	\$ 3,828,401	\$ 3,551,194	\$ 3,812,365	\$ 3,749,650	\$ (62,715)	-1.6%
LTFM (Capital Outlay)	498,640	615,591	1,704,827	1,100,487	2,664,857	\$ 1,564,370	142.2%
Capital Projects Levy	5,945,574	7,865,822	6,158,671	6,876,410	7,024,360	147,950	2.2%
Long-Term Facility Maintenance (LTFM)	-	176,394	4,303,288	4,719,448	3,532,943	(1,186,505)	-25.1%
Capital Facilities	105,093	-	-	-	-	-	0.0%
Insurance Recovery	340,873	-	-	-	-	-	0.0%
Deferred Maintenance	5,186,338	6,558,521	-	-	-	-	0.0%
<b>TOTAL</b>	<b>\$ 15,559,362</b>	<b>\$ 19,044,729</b>	<b>\$ 15,717,980</b>	<b>\$ 16,508,710</b>	<b>\$ 16,971,810</b>	<b>\$ 463,100</b>	<b>2.8%</b>

**Capital and Building Funds**  
**Summary of Revenue, Expenditures and Fund Balance**  
**Fiscal Year 2019-20**

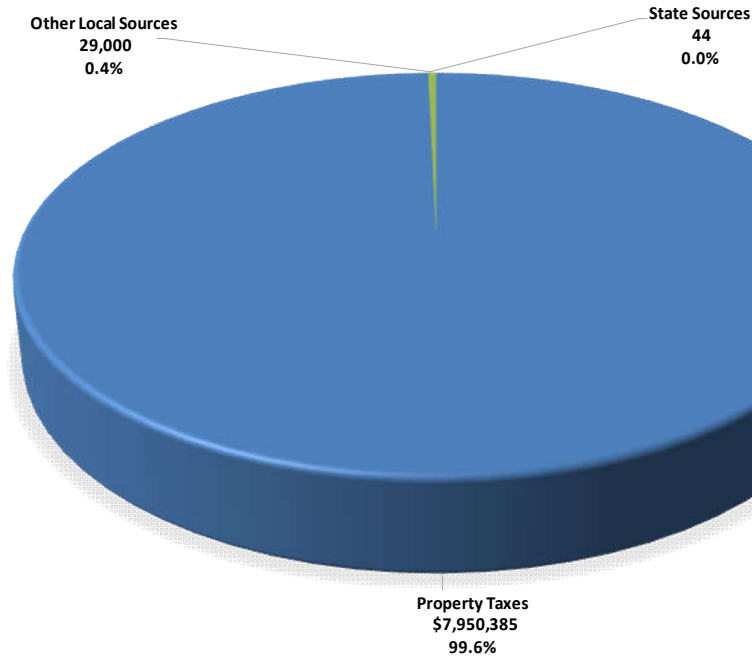
Description	(A) Operating Capital	(B) Cell Tower	(C) Long-Term Facility Maintenance (LTFM)	(D) Capital Projects	Capital and Building Fund Totals
<b>6/30/19 Projected Fund Balance</b>	\$ 368,902	\$ 30,556	\$ 9,749,889	\$ 500,746	\$ 10,650,093
<b>Revenues</b>					
Local Levy	\$ 1,087,258	\$ -	\$ 2,457,828	\$ 6,907,966	\$ 10,453,052
Local Levy (Intermediate District #287 Projects)	-	-	97,356	-	97,356
State Aid	1,036,808	-	-	-	1,036,808
Building Lease Levy	1,194,750	-	-	-	1,194,750
Operating Capital (2019 Adjustment)	4,159	-	-	-	4,159
Operating Capital (2017 Adjustment)	6,411	-	-	-	6,411
Building Lease Levy (Pay16 Adjustment)	383,989	-	-	-	383,989
Capital Facilities Bonds	(124,740)	-	-	-	(124,740)
Cell Tower Lease Revenue	25,200	66,000	-	-	91,200
Investment Earnings	-	-	100,000	-	100,000
Misc Revenue for Lost/Broken Equipment	-	-	-	10,000	10,000
Device Asset Recovery (Trade in value of devices)	-	-	-	180,000	180,000
E-rate (Telecommunications and Internet Access)	-	-	-	110,000	110,000
<b>Subtotal Revenue</b>	<b>\$ 3,613,836</b>	<b>\$ 66,000</b>	<b>\$ 2,655,184</b>	<b>\$ 7,207,966</b>	<b>\$ 13,542,986</b>
<b>Funds Available</b>	<b>\$ 3,982,738</b>	<b>\$ 96,556</b>	<b>\$ 12,405,073</b>	<b>\$ 7,708,712</b>	<b>\$ 24,193,079</b>
<b>Expenditures</b>					
High School	\$ 85,000	\$ -	\$ 1,100,000	\$ -	\$ 1,185,000
High School Activities	25,000	66,000	-	-	91,000
Central Middle School	11,300	-	347,000	-	358,300
EHSI/Oak Point Elementary	-	-	304,000	-	304,000
Cedar Ridge Elementary	39,000	-	311,500	-	350,500
Eden Lake Elementary	21,000	-	134,000	-	155,000
Forest Hills Elementary	31,000	-	280,200	-	311,200
Prairie View Elementary	26,000	-	201,100	-	227,100
Administrative Services Center	16,000	-	35,000	-	51,000
Lower Campus	7,500	-	210,000	-	217,500
District Wide	403,000	-	3,275,000	-	3,678,000
Transportation/Grounds Equipment	202,100	-	-	-	202,100
Transportation - School Buses	770,000	-	-	-	770,000
Personalized Learning & Instruction	777,000	-	-	-	777,000
<b>Subtotal Expenditures</b>	<b>\$ 2,413,900</b>	<b>\$ 66,000</b>	<b>\$ 6,197,800</b>	<b>\$ -</b>	<b>\$ 8,677,700</b>
<b>Lease Levy Expenditures</b>					
Intermediate District #287 Programs	\$ 516,581	\$ -	\$ -	\$ -	\$ 516,581
University of MN - Graduation Venue	14,500	-	-	-	14,500
Golf Program Green Fees	3,500	-	-	-	3,500
Ski Fees	25,000	-	-	-	25,000
City of EP Community Center- Pool and Ice Arena	125,000	-	-	-	125,000
TIES Building Lease	20,511	-	-	-	20,511
City of Eden Prairie - Com Ed & Transition Programs	400,220	-	-	-	400,220
Hennepin Technical College - Transition Program	2,750	-	-	-	2,750
Metro South Collaborative	82,932	-	-	-	82,932
Hopkins Schools - Other Community Education Progra	3,757	-	-	-	3,757
<b>Subtotal Expenditures</b>	<b>\$ 1,194,750</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,194,750</b>
District-Wide Contingency	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000
<b>Capital Projects (also known as Technology) Levy</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,024,360</b>	<b>\$ 7,024,360</b>
<b>Total 2019-20 Capital Expenditures</b>	<b>\$ 3,683,650</b>	<b>\$ 66,000</b>	<b>\$ 6,197,800</b>	<b>\$ 7,024,360</b>	<b>\$ 16,971,810</b>
<b>Restricted Fund Balance Estimate @ 6/30/20</b>	<b>\$ 299,087</b>	<b>\$ 30,556</b>	<b>\$ 6,207,273</b>	<b>\$ 684,352</b>	<b>\$ 7,221,268</b>
<b>Fund Balance as a Percentage of Expenditures</b>	<b>8.12%</b>	<b>46.30%</b>	<b>100.15%</b>	<b>9.74%</b>	<b>42.55%</b>



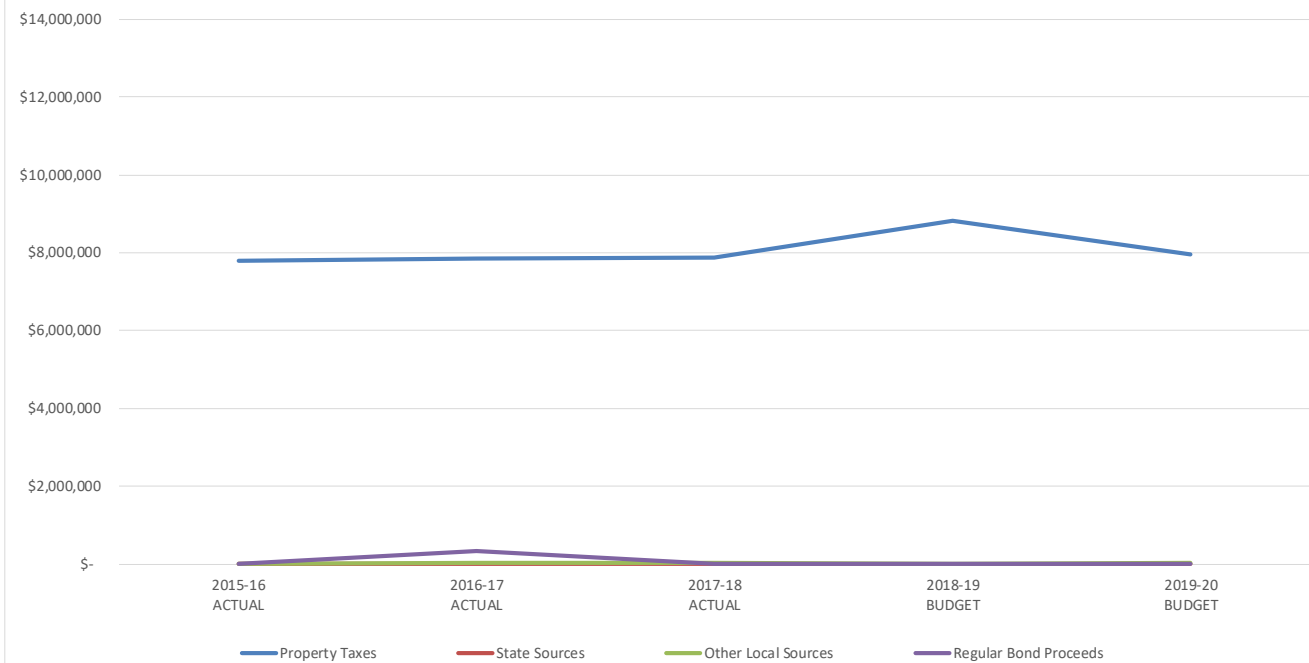


# DEBT SERVICE FUND REVENUE

## FISCAL 2020 REVENUE SOURCES



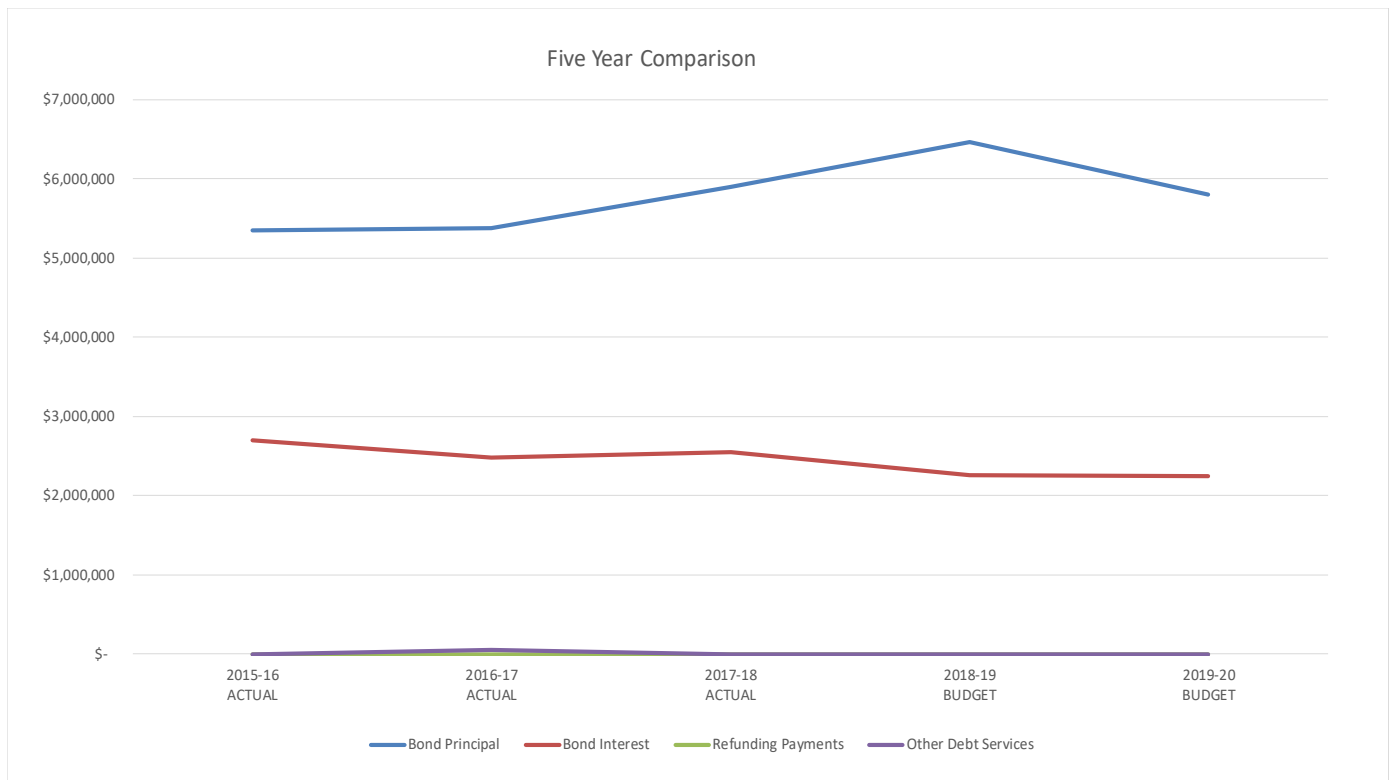
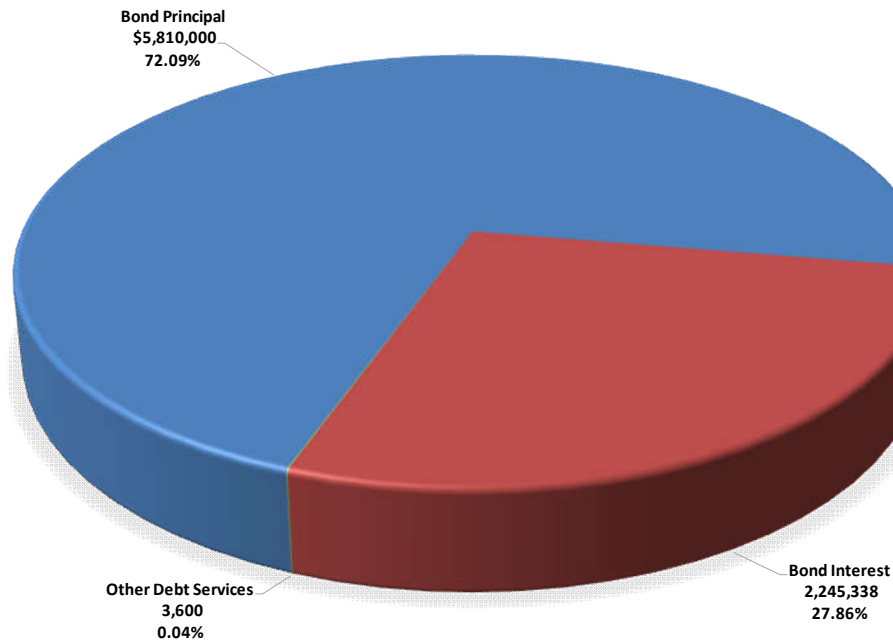
## Five Year Comparison



DEBT SERVICE FUND REVENUE	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 7,793,690	\$ 7,838,022	\$ 7,883,758	\$ 8,807,576	\$ 7,950,385	\$ (857,191)	-9.73%
State Sources	98	96	89	-	44	44	0.00%
Other Local Sources	10,050	22,222	45,768	-	29,000	29,000	0.00%
Regular Bond Proceeds	-	337,481	-	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ 7,803,839</b>	<b>\$ 8,197,820</b>	<b>\$ 7,929,616</b>	<b>\$ 8,807,576</b>	<b>\$ 7,979,429</b>	<b>\$ (828,147)</b>	<b>-9.40%</b>

# DEBT SERVICE FUND EXPENDITURES

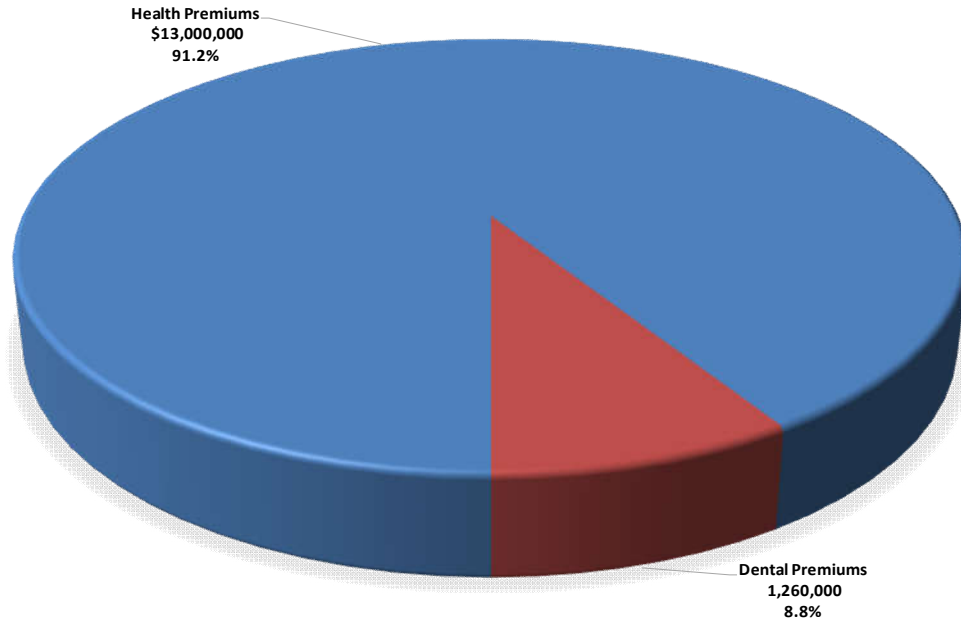
## FISCAL 2020 EXPENDITURES



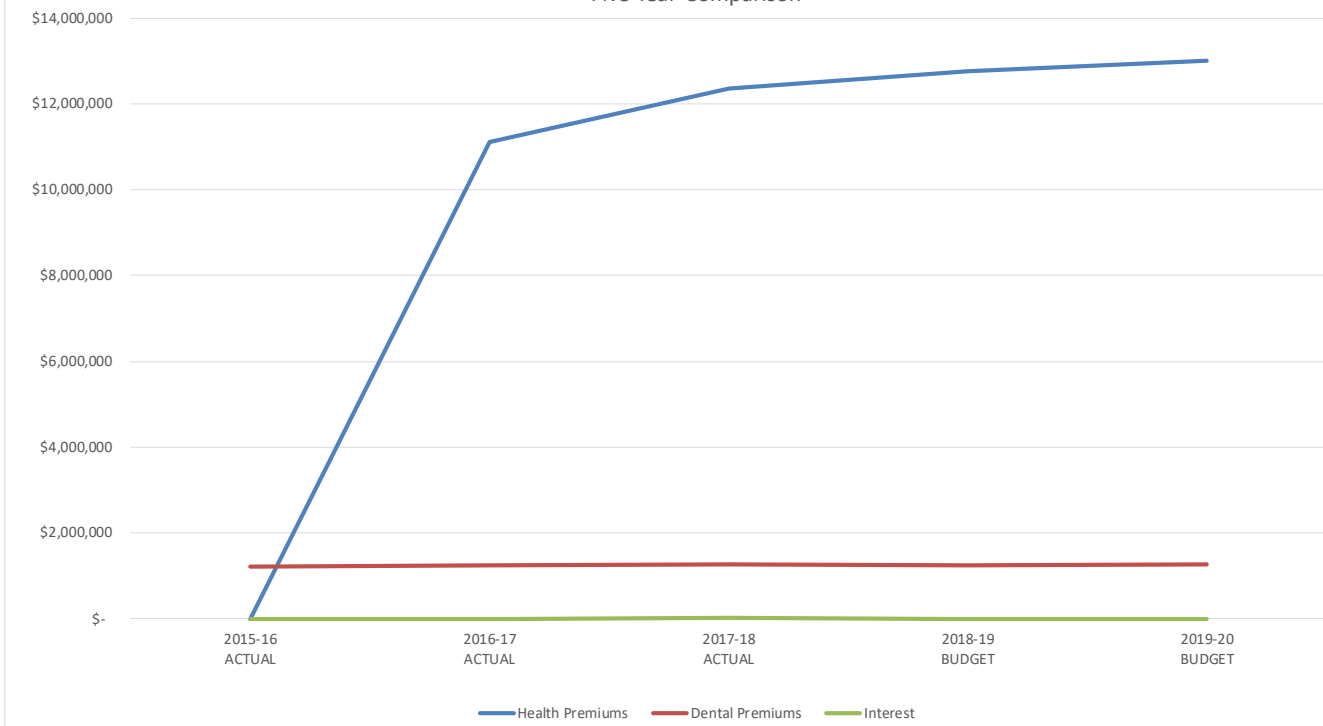
DEBT SERVICE FUND EXPENDITURES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Bond Principal	\$ 5,345,000	\$ 5,370,000	\$ 5,895,000	\$ 6,460,000	\$ 5,810,000	\$ (650,000)	-10.06%
Bond Interest	2,699,226	2,482,856	2,549,550	2,263,370	2,245,338	(18,032)	-0.80%
Refunding Payments	-	-	-	-	-	-	0.00%
Other Debt Services	3,150	58,062	3,600	3,600	3,600	-	0.00%
<b>TOTAL</b>	<b>\$ 8,047,376</b>	<b>\$ 7,910,918</b>	<b>\$ 8,448,150</b>	<b>\$ 8,726,970</b>	<b>\$ 8,058,938</b>	<b>\$ (668,032)</b>	<b>-7.65%</b>

# INTERNAL SERVICE FUND REVENUE

FISCAL 2020 REVENUE SOURCES



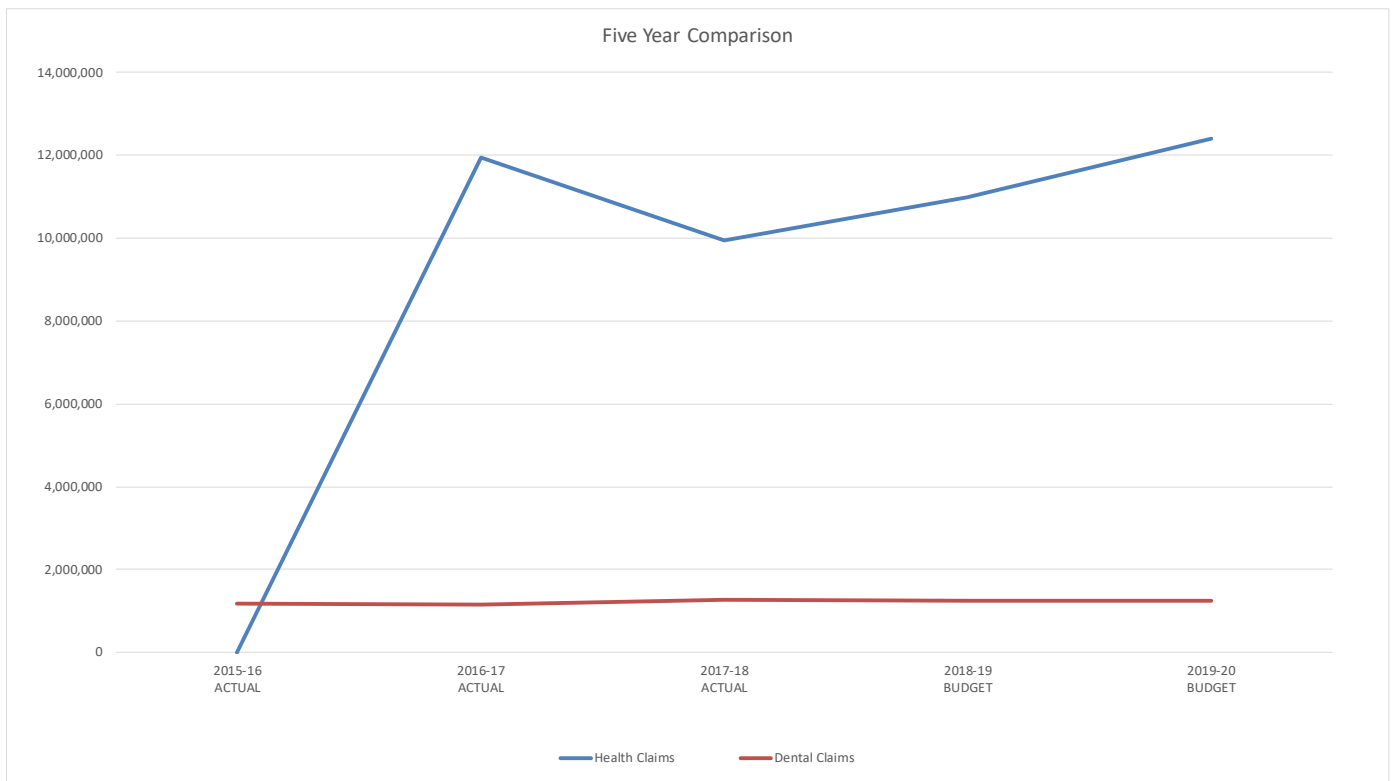
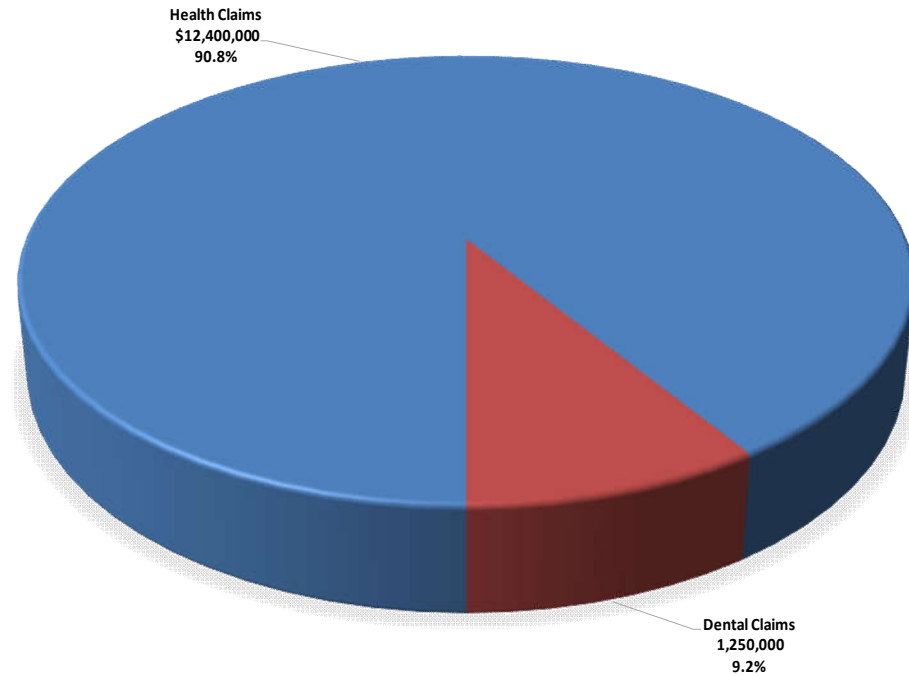
Five Year Comparison



INTERNAL SERVICE FUND REVENUE	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Premiums	\$ -	\$ 11,104,567	\$ 12,354,639	\$ 12,750,000	\$ 13,000,000	\$ 250,000	1.96%
Dental Premiums	1,204,920	1,230,846	1,257,118	1,250,000	1,260,000	10,000	0.80%
Interest	262	5,044	17,613	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ 1,205,182</b>	<b>\$ 12,340,457</b>	<b>\$ 13,629,370</b>	<b>\$ 14,000,000</b>	<b>\$ 14,260,000</b>	<b>\$ 260,000</b>	<b>1.86%</b>

# INTERNAL SERVICE FUND EXPENDITURES

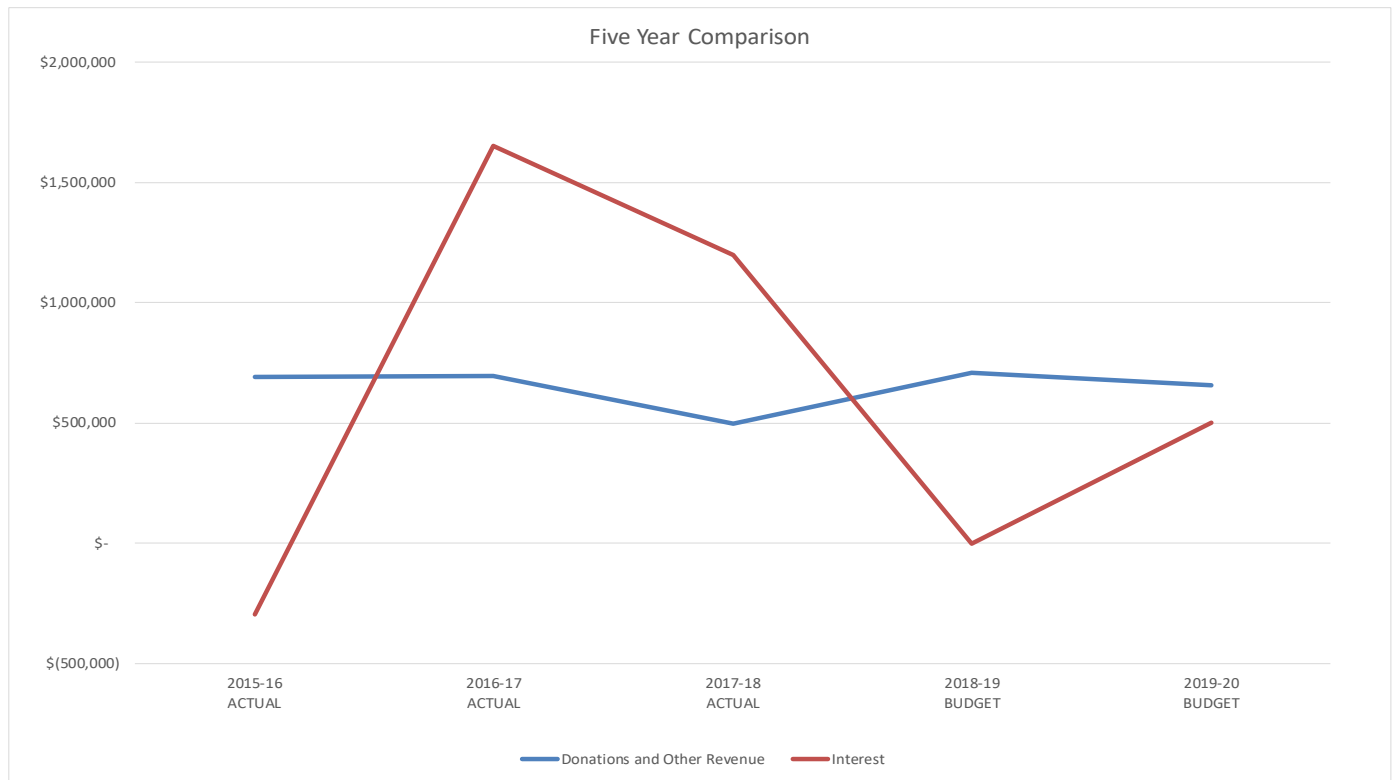
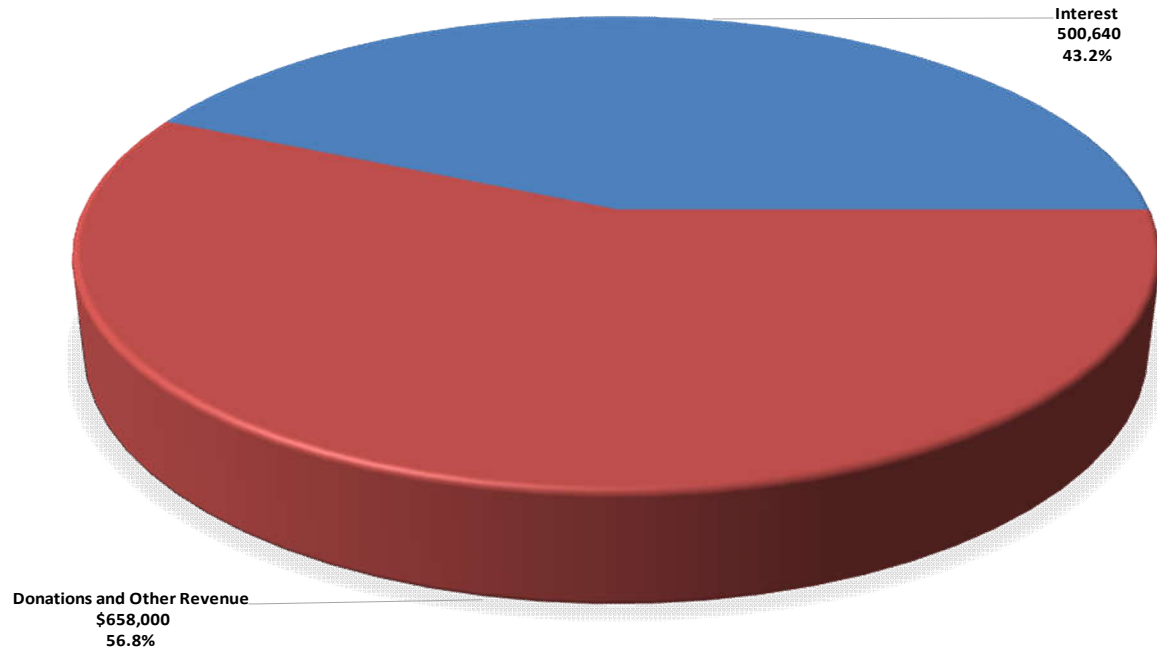
## FISCAL 2020 EXPENDITURES



INTERNAL SERVICE FUND EXPENDITURES	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Claims	\$ -	\$ 11,945,983	\$ 9,946,365	\$ 11,000,000	\$ 12,400,000	\$ 1,400,000	12.73%
Dental Claims	1,172,312	1,145,759	1,261,629	1,250,000	1,250,000	-	0.00%
<b>TOTAL</b>	<b>\$ 1,172,312</b>	<b>\$ 13,091,742</b>	<b>\$ 11,207,994</b>	<b>\$ 12,250,000</b>	<b>\$ 13,650,000</b>	<b>\$ 1,400,000</b>	<b>11.43%</b>

# TRUST AND AGENCY FUND REVENUE

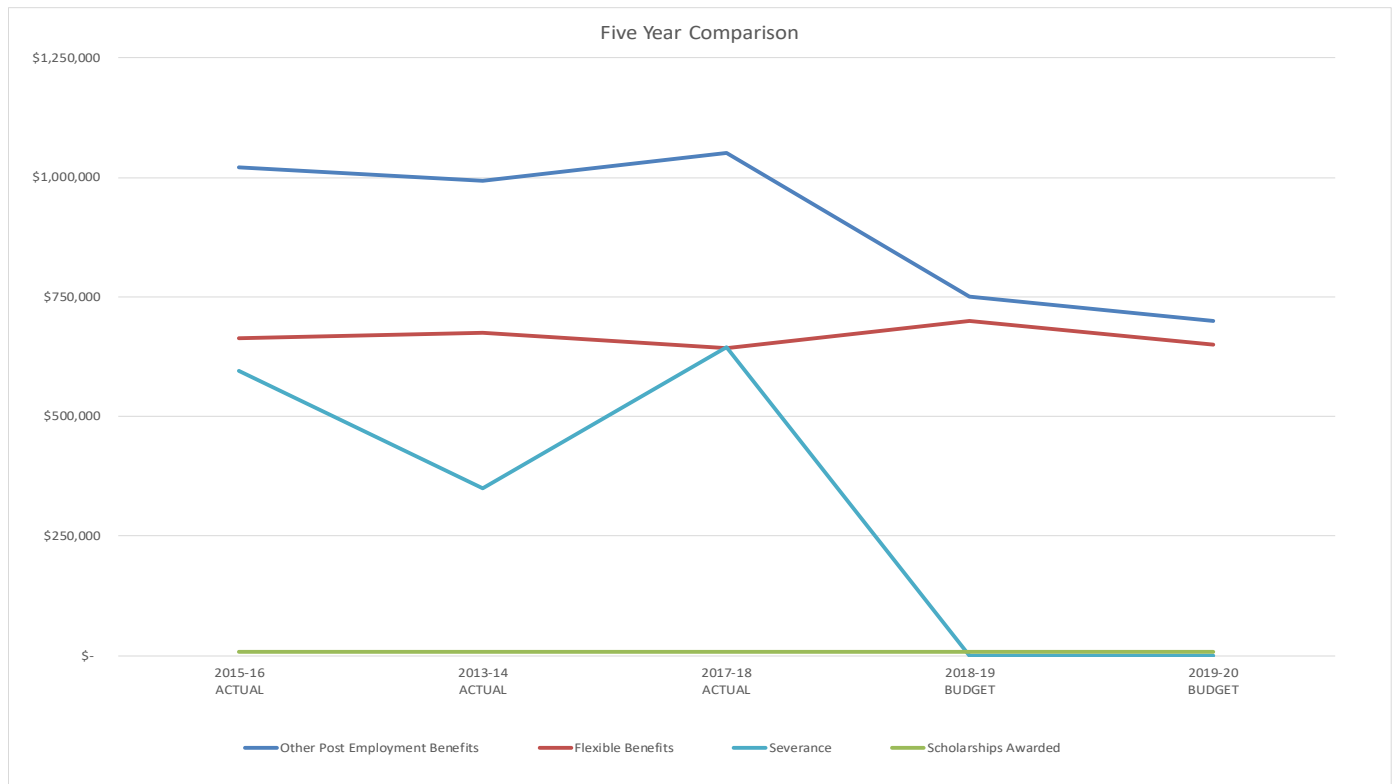
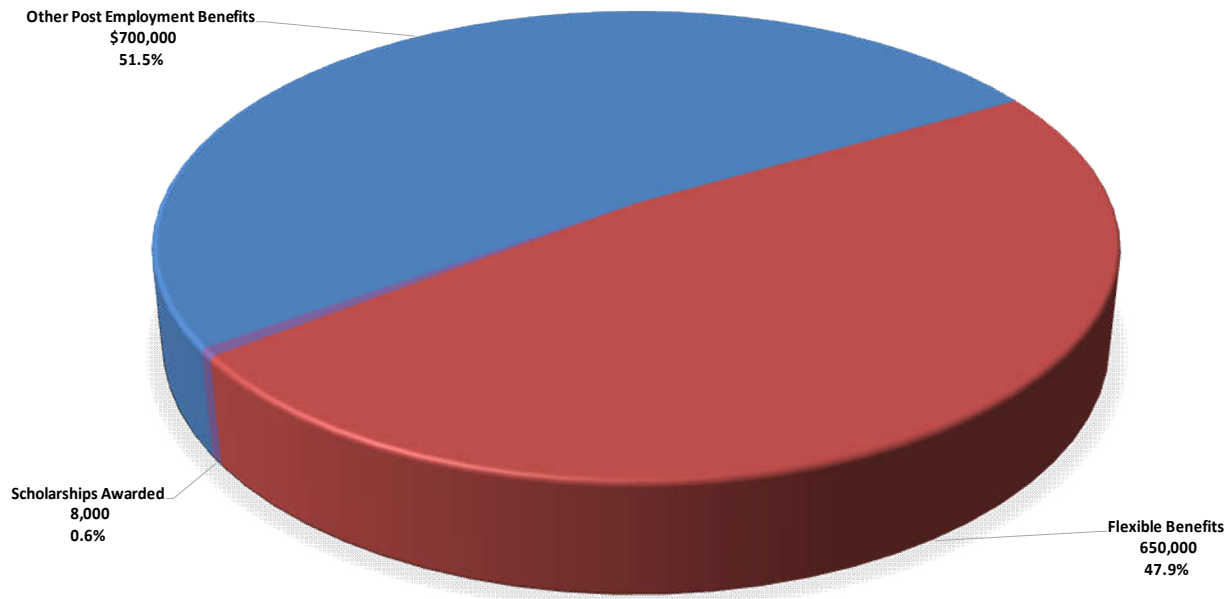
## FISCAL 2020 REVENUE SOURCES



TRUST & AGENCY FUND REVENUE	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Donations and Other Revenue	\$ 689,683	\$ 695,734	\$ 497,679	\$ 708,000	\$ 658,000	\$ (50,000)	-7.06%
Interest	(295,718)	1,651,708	1,197,315	-	500,640	500,640	0.00%
<b>TOTAL</b>	<b>\$ 393,965</b>	<b>\$ 2,347,441</b>	<b>\$ 1,694,995</b>	<b>\$ 708,000</b>	<b>\$ 1,158,640</b>	<b>\$ 450,640</b>	<b>63.65%</b>

# TRUST AND AGENCY FUND EXPENDITURES

## FISCAL 2020 EXPENDITURES



TRUST & AGENCY FUND EXPENDITURES	2015-16 ACTUAL	2013-14 ACTUAL	2017-18 ACTUAL	2018-19 BUDGET	2019-20 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 1,020,644	\$ 993,183	\$ 1,052,019	\$ 750,000	\$ 700,000	\$ (50,000)	-6.67%
Flexible Benefits	663,971	675,002	642,283	700,000	650,000	(50,000)	-7.14%
Severance	595,172	350,386	644,824	-	-	-	NA
Scholarships Awarded	8,000	8,000	8,000	8,000	8,000	-	0.00%
<b>TOTAL</b>	<b>\$ 2,287,787</b>	<b>\$ 2,026,571</b>	<b>\$ 2,347,126</b>	<b>\$ 1,458,000</b>	<b>\$ 1,358,000</b>	<b>\$ (100,000)</b>	<b>-6.86%</b>

**Eden Prairie Schools**  
**Final Levy Certification Payable 2019**

	Categories	2017 Pay 18 FY 19	2018 Pay 19 FY 20	Dollar Change	Comments
1	<b>GENERAL FUND</b>				
2	Equity	\$ 1,159,669	\$ 788,616	\$ (371,053)	Equity revenue similar to last year, large previous year adjustment
3	Local Optional Revenue	4,159,690	4,182,328	22,637	Adjustment for prior year student count
4	Achievement & Integration	367,674	490,328	122,654	Based on budget submitted to MDE
5	Alternative Teacher Compensation	815,888	846,178	30,290	Adjustment for prior year student count
6	Referendum	17,780,184	18,389,807	609,624	2.24% increase & prior year adjustments
7	Transition	54,841	55,041	200	Adjustment for prior year student count
8	Re-employment Ins.	23,507	44,752	21,245	Returning to normal, last year unusually small
9	Safe Schools	488,498	498,820	10,322	Similar to prior years
10	Career Technical	367,434	370,613	3,179	35% of estimated expenditures
11	Abatement/Other Adjustments	554,583	71,069	(483,514)	Holding down abatement adjustments & will carryforward
12	Building/ Lease	1,308,414	1,578,740	270,326	Similar to last year, large previous year adjustment
13	Operating Capital	957,199	1,097,828	140,629	Change in equalization, offset with capital aid decrease
14	Capital Projects	6,592,060	6,907,966	315,907	Technology levy, increase in adjusted net tax capacity
15	Long Term Facility Maintenance (LTFM)	1,020,417	2,555,184	1,534,767	Intentionally more pay-as-you-go this year to help offset debt levy
16	Capital Facilities Bonds Adjustment	(122,798)	(124,740)	(1,942)	Offset in debt service fund
17	<b>GENERAL FUND LEVY TOTAL</b>	<b>\$ 35,527,258</b>	<b>\$ 37,752,528</b>	<b>\$ 2,225,270</b>	<b>6.26%</b>
18	<b>COMMUNITY EDUCATION FUND</b>				
19	Basic Levy	\$ 451,675	\$ 451,675	\$ -	\$5.42 per population (2012 census)
20	Early Childhood & Family Education	334,274	326,603	(7,672)	Slightly smaller population
21	Home Visiting	8,539	8,905	366	0-4 year old
22	Disabled Adults	6,365	6,365	-	50% of approved expenditures
23	School-Aged Care	24,349	174,978	150,628	Funding for students with disabilities
24	Abatement Adjustment	12,424	10,316	(2,108)	Abatement activity
25	<b>COMMUNITY EDUCATION LEVY TOTAL</b>	<b>\$ 837,627</b>	<b>\$ 978,842</b>	<b>\$ 141,215</b>	<b>16.86%</b>
26	<b>DEBT SERVICE FUND</b>				
27	Debt Levy	\$ 2,326,538	\$ 2,320,763	\$ (5,775)	Scheduled principal & interest payments
28	Alternative Facilities (LTFM) Bond	2,663,544	5,853,947	3,190,403	Scheduled principal & interest payments
29	OPEB Bond	4,169,459	-	(4,169,459)	Scheduled principal & interest payments
30	Debt Excess	(262,999)	(224,281)	38,719	Calculated using fund balance & projected costs
31	Abatement Adjustment	333,424	-	(333,424)	Abatement activity not levied
32	<b>DEBT SERVICE LEVY TOTAL</b>	<b>\$ 9,229,966</b>	<b>\$ 7,950,429</b>	<b>\$ (1,279,536)</b>	<b>-13.86%</b>
34	<b>LEVY GRAND TOTAL</b>	<b>\$ 45,594,851</b>	<b>\$ 46,681,800</b>	<b>\$ 1,086,949</b>	<b>2.38%</b>

## OTHER HISTORICAL DATA

Basic General Education Funding Formula – The per-pupil-unit allocation used in this budget is \$6,438 for 2019-20. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
1997-98	\$3,581	\$76 increase in funding formula
1998-99	\$3,530	\$79 increase in funding formula, roll out of \$130 for training & experience.
1999-00	\$3,740	\$210 increase in funding formula
2000-01	\$3,964	\$244 increase in funding formula
2001-02	\$4,068	\$104 increase in funding formula
2002-03	\$4,601	\$533 increase in funding formula
2003-04	\$4,601	No increase in funding formula
2004-05	\$4,601	No increase in funding formula
2005-06	\$4,783	4% increase in funding formula
2006-07	\$4,974	4% increase in funding formula
2007-08	\$5,074	2% increase in funding formula
2008-09	\$5,124	1% increase in funding formula
2009-10	\$5,124	No increase in funding formula
2010-11	\$5,124	No increase in funding formula
2011-12	\$5,174	\$50 increase in funding formula
2012-13	\$5,224	\$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/pupil in the 2014 session
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
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula



# 2019-20 ADOPTED BUDGET



**EDEN PRAIRIE SCHOOLS**

*Inspiring each student every day*

# 2019 Legislative Update

## ➤ Basic Funding Formula

- 2.0% in 2019-20 and 2.0% in 2020-21
- Amount per Pupil: \$6,438 for 2019-20 and \$6,567 for 2020-21

## ➤ Budget Adjustment (Included in Adopted Budget)

- Increased General Education State Aid by \$609,532

## ➤ Adjusted Multi-Year Projection

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	2017-18 Actual	2018-19 Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected	2022-23 Projected	2023-24 Projected
Unassigned Fund Balance (\$)	16,494,613	17,746,392	17,481,661	16,988,332	16,318,533	14,866,157	12,696,845
Unassigned Fund Balance (%)	15.63%	16.41%	15.77%	15.10%	14.23%	12.74%	10.67%

# 2019 Legislative Update

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## ➤ Other Legislative Changes (Not Included in Adopted Budget)

### ➤ Established the Cross Subsidy Reduction Aid

- Based on a percentage of the District's prior year cross subsidy (2.6% or \$245,000 in 2019-20, 6.43% or \$640,000 in 20-21)

### ➤ Safe Schools Supplemental Aid

- One-time \$30 million appropriation – Contingent on closing balance exceeding projections

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# Revenues and Expenditures

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<b>Fund</b>	<b>Revenues &amp; Transfers</b>	<b>Expenditures &amp; Transfers</b>
<b>General</b>	<b>\$ 112,693,649</b>	<b>\$ 113,123,311</b>
<b>Food Service</b>	<b>\$ 4,998,258</b>	<b>\$ 5,061,640</b>
<b>Community Ed</b>	<b>\$ 8,012,056</b>	<b>\$ 7,841,470</b>
<b>Capital &amp; Building</b>	<b>\$ 13,542,987</b>	<b>\$ 16,971,810</b>
<b>Debt Service</b>	<b>\$ 7,979,429</b>	<b>\$ 8,058,938</b>
<b>Internal Service</b>	<b>\$ 14,260,000</b>	<b>\$ 13,650,000</b>
<b>Trust &amp; Agency</b>	<b>\$ 1,158,640</b>	<b>\$ 1,358,000</b>

# Questions?

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# THANK YOU



**EDEN PRAIRIE SCHOOLS**

Inspiring each student every day



June 24, 2019

To: Dr. Josh Swanson  
From: Business Office  
Re: School Recycling Grant

The district received a school recycling grant for up to \$500 through Hennepin County. The grant was applied for by an EP High School student, Mrinalni Iyer, and will allow the district to purchase a refrigerator for the high school. The fridge is part of her initiative with the Eden Prairie Food Savers club to reduce waste of unopened milk cartons while meeting the requirements from the Department of Health.

Mrinalni is focused on reducing school food waste and has already started a program to collect fruit and take it to PROP Food Shelf. We are grateful for her desire to make a difference and look forward to supporting her through this initiative.

Please contact the business office if you have any questions.

## **Eden Prairie Schools**

### **RESOLUTION TO APPROVE A GRANT AGREEMENT WITH HENNEPIN COUNTY TO RECEIVE SCHOOL RECYCLING GRANT FUNDING**

WHEREAS, Eden Prairie Schools offers an excellent opportunity to demonstrate waste reduction through SSO (source separated organic) collection and to reinforce the importance of traditional recycling methods; and

WHEREAS, implementing a SOO program could reduce the trash collected at Eden Prairie Schools by 5-10% per year; and

WHEREAS, the Eden Prairie Schools program will serve as an introduction of new waste abatement methods to the community; and

WHEREAS, accepting these grant funds from Hennepin County will cover the majority of the start-up costs, including training and materials;

#### **NOW THEREFORE BE IT RESOLVED THAT**

- 1) The Eden Prairie School Board approves a School Recycling Grant Agreement with Hennepin County for a waste abatement project to include source separated organics collection at Eden Prairie Schools
- 2) The Eden Prairie School Board authorizes Elaine Larabee to enter into this agreement on behalf of Eden Prairie Schools.

Passed and adopted this 24th day of June 2019.

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Elaine Larabee, Chair

ATTEST:

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Holly Link, Treasurer





June 24, 2019

To: Dr. Josh Swanson  
From: Business Office  
Re: Reauthorization of Previously Authorized Board Approved Referendum Authority

The Eden Prairie School board authorized in FY14 \$300 of referendum allowance to be included in the 2014 Pay 2015 Levy Limitation and Certification Report as Local Optional Revenue (LOR). The authorization was to last five years and could only continue upon recertification by the school board.

Under *Laws of Minnesota, 2019 First Special Session, Chapter 11, Article 1*, the first \$300 per pupil unit of operating referendum revenue is converted to LOR beginning in FY 2021. As part of the conversion process, the LOR allowance is increased by \$300 from \$424 to \$724, and an offsetting reduction of \$300 is made to each district's referendum allowance.

Because the authority for school boards to approve operating referendum authority expires on July 1, school districts with referendum authority expiring after FY 2020 must pass a school board resolution by June 30 to renew the expiring authority for FY 2021, in order for the Minnesota Department of Education to include the board-approved referendum authority in the calculations for FY 2021 and later.

Renewing the expiring board-approved referendum authority is critical for Eden Prairie to maintain the same level of referendum authority which currently exists. This resolution does not result in a change to taxpayers, it's simply a continuation of the existing authority.

Please contact the business office if you have any questions.

## ATTACHMENT H

## Reauthorization of Board Approved Referendum Authority

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD  
OF INDEPENDENT SCHOOL DISTRICT NO. 272  
(EDEN PRAIRIE SCHOOLS)  
STATE OF MINNESOTA

HELD: JUNE 24, 2019

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 272 (Eden Prairie Schools), State of Minnesota, was held in said school district on June 24, 2019, at 6 o'clock p.m.

The following members were present:

and the following were absent:

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

**RESOLUTION REAUTHORIZING A PREVIOUSLY AUTHORIZED  
BOARD APPROVED REFERENDUM AUTHORITY**

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

1. The Board has previously authorized a Board approved referendum authority in the amount of \$300 per adjusted pupil unit pursuant to Minnesota Statutes, Section 126C.17, Subd. 9a. That authority expires after taxes payable in 2019. The Board hereby reauthorizes that authority for five years, beginning with taxes payable in 2020. The Board may subsequently reauthorize the Board approved referendum authority in increments of up to five years.
2. The clerk is authorized and directed to submit a copy of the adopted resolution to the Minnesota Department of Education as soon as reasonably practicable after its adoption, but in no event later than September 30, 2019.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA    )  
   )SS  
 COUNTY OF \_\_\_\_\_ )

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 272 (Eden Prairie Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to adopting a resolution reauthorizing a previously authorized Board approved referendum authority, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this \_\_\_\_ day of \_\_\_\_\_ 20\_\_.

\_\_\_\_\_  
 Clerk

## 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 2018 – November 2018</del> <b>December 2018 - June 2019</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> <i><b>Include specific evidence for rating conclusion and recommendations.</b></i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>November 27, 2018</del> <b>June 24, 2019</b>	
<b>Global Constraint:</b>  <b>The Superintendent shall not cause or allow the School Board to be uninformed or unsupported in its work.</b>		Board member name:  <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 2018 - June 2018 2019.

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

**Monitoring 2017-2018 School Year Data**

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

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			No	No	Presentation to the Board on 2/25/19	Yes
	06/24/19 OI						
1.1.1. Each student is reading at grade level by the end of third grade	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			Yes	Yes		Yes
	06/24/19 OI						
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			No	No	Presentation to the Board on 2/25/19	Yes
	06/24/19 OI						

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			Yes	Yes		Yes
	06/24/19 OI						
1.2 Each student has demonstrates the 21 <sup>st</sup> century skills needed to succeed in the global economy	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			Yes	Yes		Yes
	06/24/19 OI						
1.3 Each student has demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			No	No	Presentation to the Board on 2/25/19	Yes
	06/24/19 OI						



Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/10/18	Yes	Yes	Yes	Yes		Yes
EL 2.1 Emergency Superintendent Succession	08/27/18	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/27/18	Yes	Yes	Yes	Yes, with the exception of EL 2.2.1	Re-monitor EL 2.2.1 <hr/> Presentation to the Board on 2/25/19	No
EL 2.3 Treatment of Parents	09/24/18	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/22/18	Yes	Yes	Yes	Yes		Yes
EL 2.5 Financial Planning and Budgeting	12/10/18	Yes	Yes	Yes	Yes		Yes
EL 2.6 Financial Management and Operations	09/24/18	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/27/18	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/22/18	Yes	Yes	Yes	Yes		Yes

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.9 Communication and Support to the School Board	06/18/18 (Semi-annual)	Yes	Yes	Yes	Yes		Yes
	11/19/18	Yes	Yes	Yes	Yes		Yes
	06/24/19 (Semi-annual)						
<u>Statement of Assertion:</u> Report is Reasonable and Evidence supports the Operational Interpretation							
<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>							
<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.  I interpret “any policy” to include Executive Limitation and Ends policies.							
<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.							
<u>Measurement Plan:</u> 1. Compliance will be measured using three (3) benchmarks:							

<ul style="list-style-type: none"> <li>a. 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>b. Administration’s adherence to the Monitoring Schedule per the Board Work Plan.</li> <li>c. The Board’s request for additional monitoring.</li> </ul>	
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>1. There were no instances of unanticipated non-compliance with any Board policy prior to the scheduled date of monitoring report review.</li> <li>2. See evidence presented for EL 2.9.1.</li> <li>3. See evidence presented for EL 2.9.1.</li> </ul>	
<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> <ul style="list-style-type: none"> <li>1. 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>2. Neither promotes nor suppresses the true nature or logical outcomes that may result from the review of said data</li> </ul> <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> <ul style="list-style-type: none"> <li>1. 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>2. 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> </ul>	

<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. Ballot Language for Bond Referendum</li> <li>c. Budget Preparation for 19-20</li> <li>d. Ends Update 1.1.1, 1.1.2, and 1.3</li> <li>e. EL Update on 2.2.1</li> <li>f. Capital Budget Preparation</li> <li>g. Audited Financial Report</li> <li>h. Designing Pathways: Choice for Each</li> <li>i. <del>Assessment Measure for Monitoring the Ends</del></li> <li>j. <del>Customer Service Presentation</del></li> <li>k. <del>Self Funded Insurance Update</del></li> <li>l. <del>Safe and Secure Schools Updates Via Closed Session</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. Math Update</li> <li>b. EPHS, CMS Student Voice and Leadership</li> <li>c. World’s Best Workforce Report</li> <li>d. Achievement Integration Progress Report</li> <li>e. MDE Review and Comment for Designing Pathways</li> <li>f. Prairie View Science House</li> <li>g. Strategic Plan Core Planning Update</li> <li>h. Curriculum Overview</li> <li>i. Technology Updates</li> <li>j. AVID Showcase</li> <li>k. Wilderness Wednesdays</li> <li>l. Personalized Learning Through Responsive Practices</li> <li>m. Bond Referendum Communication</li> <li><del>n. AVID Update</del></li> <li><del>o. Reimagine MN Update</del></li> <li><del>p. Kindergarten Kick Off Events</del></li> <li><del>q. Resident Engagement Update</del></li> <li><del>r. Innovation Overview</del></li> <li><del>s. 2018-2023 Strategic Plan Review</del></li> </ol> </li> </ol>	

- ~~t. Personalized Learning: Evolution, Examples, and Spaces~~
- ~~u. Updates on dissolution of TIES~~
- ~~v. Online Learning~~

2. The Superintendent notified the Board as needed during the period being monitored.
3. The Superintendent notified the Board as needed during the period being monitored.

Statement of Assertion:

Report is Reasonable and Evidence supports the Operational Interpretation

**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 Delegation, particularly in the case of School Board behavior that is detrimental to the working relationship between the School Board and the Superintendent.**

Operational Interpretation:

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.

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.

Justification:

In order for Policy Governance to function effectively, both the Superintendent and School Board must understand their roles and practice good governance.

Measurement Plan:

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><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>	

<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
<b>2.9.7 Further, the Superintendent shall not: Provide a mechanism for official School Board, officer, or committee communications that is ineffective.</b>	
<u>Operational Interpretation:</u> 1. An ineffective communication mechanism is interpreted as: <ol style="list-style-type: none"> <li>Inefficient in reaching School Board members in a timely manner</li> <li>Unproductive in assisting School Board members in carrying out their duties</li> <li>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.</li> </ol> <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>	
<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.	
<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.	
<u>Evidence:</u> The Board has continued to use BoardBook, MS Outlook, and the District website as its main communication and information solutions.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
<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><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. Minnesota Statute §123.33 School Board Powers Minnesota Statute §123.34 School District Officers Minnesota Statute §123.35 General Powers  BMD 3.1.2 provides guidance and instruction outlining the authority that an individual School Board member can exert upon the Superintendent.</p>	
<p><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.</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>2.9.9 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></p>	
<p><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</p>	

<p>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.</p>	
<p><u>Justification:</u> My interpretation of this policy is based on the Policy Governance model.</p>	
<p><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.</p>	
<p><u>Evidence:</u> 1. Evidence of compliance is demonstrated by Board action to approve meeting agendas during the period being monitored.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.9.10 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></p>	
<p><u>Operational Interpretation:</u> 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. 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.  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>	

<p><u>Justification:</u> I consider my interpretation to be justified based on a common understanding of public education regulation and legislation.</p>	
<p><u>Measurement Plan:</u> 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>	
<p><u>Evidence:</u> 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>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><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></p>	
<p><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.</p> <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>	
<p><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.</p>	

<p><u>Measurement Plan:</u></p> <p>Compliance with this policy will be evidenced by:</p> <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>	
<p><u>Evidence:</u></p> <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>	
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>School Board member's summarizing comments:</p>	

## **Executive Summary 2019-2020 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 targets have been set to be reflective of a strong commitment to continuous improvement. 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.**

- Separated the ACT Composite (21) measurement from ACT benchmarks for easy readability; provided a specific target of 73% of students will score at or above this composite.
- Maintained the goal for the ACT Aspire assessment; the percent of students meeting, or exceeding benchmarks will increase by 2 percentage points.
- Maintain reasonable goals for graduation and post-secondary enrollment and persistence 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.
- Increased the 4-year college completion target to 48% and 6-year college completion target to 71%.

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

- Increased the goal so that 80% of 3rd graders are measured as 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.**

- Maintain the reasonable goal for Reading MCA with 76% of students at or above proficiency. Maintain the reasonable goal for Math MCA with 73% of students at or above proficiency. Maintain the reasonable goal for Science MCA with 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 80% of students to achieve medium or high growth in Math and 78% in 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, and advanced coursework including Career & Technology education courses.

**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.**

- Increase the Civics target to 95% of twelfth graders will receive a passing grade on both the Minnesota Civics test and the Globalization & American Citizenship or Advanced Placement US Government course.
- Baseline data will be collected from K-5 report cards and the 6-12 Panorama student survey to measure responsible and respectful behavior.

# 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 2018 – June 2019~~ July 2019 – June 2020

**Policy Quadrant: Ends Policy****Date of School Board Monitoring:**

Ol: ~~June 18, 2018~~ June 24, 2019

Evidence: ~~October 2019~~ October 2020

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

#### Operational Interpretation:

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

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#### Justification:

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

District Policy 613 defines graduation requirements.

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

Eden Prairie Schools, has identified measures that are designed to predict success of a student's K-12 career and college and career readiness. 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.
- 73 percent of 11th grade students will score at or above ACT Composite (21)

4-Year District Graduation Rate

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

7-Year District Graduation Rate

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

State Longitudinal Educational Data System (SLEDs)

- 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 Target 95% enrolled
- 4-Year College Completion Target ~~45%~~ 48% HS graduates completing a degree or certificate within 4 years
- 6 Year College Completion Target ~~70%~~ 71% HS graduates completing a degree or certificate within 6 years

**Evidence:**

**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)*

**1.1.1 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.  
[The percentage of students proficient as identified by race, socio-economic and student service groups.](#)

#### **Measurement Plan:**

Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade ([reported in overall results and by student group](#)):

- 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) or [Evaluación del desarrollo de la lectura® \(EHSI\) 3rd grade end of year benchmark level  \$\geq 38\$](#)
- ~~EDL (EHSI) 3rd grade level  $\geq 38$~~
- ~~Percentage of students proficient as identified by race, socio-economic and student service groups.~~

Target: ~~78%~~ 80% of the students are proficient in ~~2018-2019~~ 2019-2020.

**Evidence:**

**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 earlyReading is the equivalent assessment for developing readers and is used in grades K and 1. These measures are useful to predict performance on high-stakes assessments (e.g., state tests). aReading is designed for Universal Screening to identify students at risk for academic gaps and personalized instruction for each student.

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

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)~~ Every Student Succeeds Act (ESSA).

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 gradebased system.

#### Measurement Plan:

##### MCA and MTAS Proficiency grades 3-8 and high school for ~~2018-2019~~ 2019-2020

Source: MDE Minnesota Report Card, October 1, ~~2018~~ 2019 Enrollment

- **READING** grades 3-8 and HS
- **MATH** grades 3-8 and HS
- **SCIENCE** Grades 5, 8 and HS

##### **Targets**

Reading Goal ~~2018-2019~~ 2019-2020 76% of students will be at or above proficiency  
Math Goal ~~2018-2019~~ 2019-2020 73% of students will be at or above proficiency  
Science Goal ~~2018-2019~~ 2019-2020 - 67% of students will be at or above proficiency

##### Measurement of Growth ~~2018-2019~~ 2019-2020

MCA/MTAS -Spring to Spring growth grades 4-8 and high school for ~~2018-2019~~ 2019-2020

- **READING**
- **MATH**

Reading Goal ~~2018-2019~~ 2019-2020 ~~-78%~~ 79% of students will be at medium or high growth  
Math Goal ~~2018-2019~~ 2019-2020 ~~-78%~~ 80% of students will be at medium or high growth  
\*Minnesota State Assessments do not provide growth analytics for Science. Our current local growth measurement does not provide a target for Science.

**FastBridge Growth grades K-6 - Fall to Spring growth**

- **READING – ~~2018-2019~~ 2019-2020**
- **MATH – ~~2018-2019~~ 2019-2020**

Percent of students below grade level in Reading achieving aggressive growth\* will increase by 2% points.

Percent of students below grade level in Math achieving aggressive growth\* will increase by 2% points.

\*Aggressive growth is 75<sup>th</sup> growth percentile

**Student Achievement in Other Curriculum Areas in Grades 7-12**

- Social Studies
- World Language
- Technology
- Business Education - NA for grade 7 and 8
- Fine or Applied Arts (music, art courses)
- Health
- Physical Education

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

**Evidence:**

**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
  - 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:**

**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 2018 to June 2019~~ July 2019 to June 2020

**Policy Quadrant: Ends Policy****Date of School Board Monitoring:**

Ol: ~~June 18, 2018~~ June 24, 2019

Evidence: ~~October 2019~~ October 2020

**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 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).

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**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 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:**

~~2018-2019~~ 2019-2020

- 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.

**Evidence:**

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

- EC-12 grade student 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.

**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 2018 to June 2019~~ July 2019 to June 2020

**Policy Quadrant: Ends Policy****Date of School Board Monitoring:**

OI: ~~June 18, 2018~~ June 24, 2019

Evidence: ~~October 2019~~ October 2020

**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 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 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 ~~2018-2019~~ 2019-2020**

- ~~80%~~ 95% of twelfth graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- ~~95%~~ 95% of twelfth graders will receive a credit bearing grade in Globalization & American Citizenship or Advanced Placement US Government.

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

**Target for ~~2018-2019~~ 2019-2020**

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

**Responsible/Respectful Behavior**

**Digital Citizenship**

**Target for ~~2018-2019~~ 2019-2020**

- Percentage of students will be found proficient 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 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.~~

#### Respect and Responsibility

- Baseline data will be collected for K-5 students, from the report card ~~term 2~~ scores end of year, measuring respectful behavior and responsible behavior.
- Baseline data will be collected from 6-12 students using the Panorama student survey focusing on respectful behavior and responsible behavior.

#### Attendance Rate

The target for the ~~2018-2019~~ 2019-2020 school year is to reach 95% or above for all schools.

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#### Evidence:

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**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 Comment**

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

**Monitoring 2017-2018 School Year Data**

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

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			No	No	Presentation to the Board on 2/25/19	Yes
	06/24/19 OI						
1.1.1. Each student is reading at grade level by the end of third grade	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			Yes	Yes		Yes
	06/24/19 OI						
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			No	No	Presentation to the Board on 2/25/19	Yes
	06/24/19 OI						

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
ENDS							
<b>1.1.3</b> Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			Yes	Yes		Yes
	06/24/19 OI						
<b>1.2</b> Each student <del>has</del> demonstrates the 21 <sup>st</sup> century skills needed to succeed in the global economy	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			Yes	Yes		Yes
	06/24/19 OI						
<b>1.3</b> Each student <del>has</del> demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	06/18/18 OI	Yes	Yes				
	10/22/18 Evidence			No	No	<i>Presentation to the Board on 2/25/19</i>	Yes
	06/24/19 OI						

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/10/18	Yes	Yes	Yes	Yes		Yes
EL 2.1 Emergency Superintendent Succession	08/27/18	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/27/18	Yes	Yes	Yes	Yes, with the exception of EL 2.2.1	Re-monitor EL 2.2.1 <hr/> <i>Presentation to the Board on 2/25/19</i>	No
EL 2.3 Treatment of Parents	09/24/18	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/22/18	Yes	Yes	Yes	Yes		Yes
EL 2.5 Financial Planning and Budgeting	12/10/18	Yes	Yes	Yes	Yes		Yes
EL 2.6 Financial Management and Operations	09/24/18	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/27/18	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/22/18	Yes	Yes	Yes	Yes		Yes

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

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

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

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

Policy	Date of Self- Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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**BOARD-MANAGEMENT DELEGATION (BMD) POLICIES**

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

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

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

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GOVERNANCE PROCESS (GP) POLICIES					
<b>4.0 Global Governance Commitment</b>	12/10/2018	No			No
4.0.1	12/10/2018	No			No
4.0.2	12/10/2018	Yes			Yes
<b>4.1 Governing Style</b>	10/22/2018	Yes			Yes
4.1.1	10/22/2018	Yes			Yes
4.1.2	10/22/2018	Yes			Yes
4.1.3	10/22/2018	No	Attendance and respect for the fulfillment of roles		No
4.1.4	10/22/2018	Yes	Improve measurement by establishing an evaluation system and developing a self-assessment tool.		Yes
4.1.5	10/22/2018	Yes			Yes
4.1.6	10/22/2018	Yes			Yes
<b>4.2 School Board Job Products</b>	10/22/2018	Yes			Yes
4.2.1	10/22/2018	No	To conduct a more robust Community Linkage		No
4.2.2	10/22/2018	Yes			Yes
4.2.2 - A	10/22/2018	Yes			Yes
4.2.2 - B	10/22/2018	Yes			Yes

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

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

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4.2.2 - C	10/22/2018	Yes			Yes
4.2.2 - D	10/22/2018	Yes			Yes
4.2.3	10/22/2018	Yes			Yes
<b>4.3 Annual Work Plan</b>	10/22/2018	Yes	To conduct a more robust Community Linkage		Yes
4.3.1	10/22/2018	Yes			Yes
4.3.2	10/22/2018	Yes			Yes
4.3.3	10/22/2018	Yes			Yes
<b>4.4 Officer Roles</b>	09/24/2018	Yes			Yes
4.4.1	09/24/2018	Yes			Yes
4.4.1.1	09/24/2018	Yes			Yes
4.4.1.2	09/24/2018	Yes			Yes
4.4.1.3	09/24/2018	Yes			Yes
4.4.1.4	09/24/2018	Yes			Yes
4.4.1.5	09/24/2018	Yes			Yes
4.4.1.6	09/24/2018	Yes			Yes
4.4.1.7	09/24/2018	Yes			Yes
4.4.1.8	09/24/2018	Yes			Yes
4.4.1.9	09/24/2018	Yes			Yes
4.4.2	09/24/2018	Yes			Yes
4.4.3	09/24/2018	Yes			Yes
4.4.4	09/24/2018	Yes			Yes



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

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

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Board Management Delegation and Governance Process policies.**

Policy	Date of Self- Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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<b>4.5 School Board Members' Code of Conduct</b>	09/24/2018	Yes			Yes
4.5.1	09/24/2018	Yes			Yes
4.5.2	09/24/2018	Yes			Yes
4.5.2.1	09/24/2018	Yes			Yes
4.5.2.2	09/24/2018	Yes			Yes
4.5.2.3	09/24/2018	Yes			Yes
4.5.3	09/24/2018	Yes			Yes
4.5.3.1	09/24/2018	Yes			Yes
4.5.3.2	09/24/2018	Yes			Yes
4.5.4	09/24/2018	Yes			Yes
4.5.5 (New Policy – 11/19/2018)	09/24/2018	Yes			Yes
4.5.56 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.67 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.78 (Renumber 11/19/18)	09/24.2018	No			No
4.5.8.1 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.8.2 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.8.3 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.8.4 (Renumber 11/19/18)	09/24/2018	No		Board Member Seidel intends to propose a policy change	No

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

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

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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5.8.5 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.8.6 (Renumber 11/19/18)	09/24/2018	Yes			Yes
4.5.8.7 (Renumber 11/19/18)	09/24/2018	No		Board Member Seidel has intentions to attend the next meeting  Update: Director Seidel attended the January 17 & 18, 2019 MSBA Annual Leadership Conference	No
<b>4.6 Process for Addressing School Board Member Violations</b>	09/24/2018	Yes			Yes
4.6.1	09/24/2018	Yes			Yes
4.6.2	09/24/2018	Yes			Yes
4.6.3	09/24/2018	Yes			Yes
4.6.4	09/24/2018	Yes			Yes
4.6.4.1	09/24/2018	Yes			Yes
4.6.4.2	09/24/2018	Yes			Yes
<b>4.7 School Board Committee Principles</b>	09/24/2018	Yes			Yes
4.7.1	09/24/2018	Yes			Yes
4.7.2	09/24/2018	Yes			Yes
4.7.3	09/24/2018	Yes			Yes

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

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.7.4	09/24/2018	Yes			Yes
<b>4.8 School Board Committee Structure</b>	09/24/2018	Yes			Yes
4.8.1	09/24/2018	Yes			Yes
4.8.2	09/24/2018	Yes			Yes
4.8.3	09/24/2018	Yes			Yes
4.8.4	09/24/2018	Yes			Yes
<b>4.9 Governance Investment</b>	10/22/2018	Yes			Yes
4.9.1	10/22/2018	Yes			Yes
4.9.1.1	10/22/2018	Yes			Yes
4.9.1.2	10/22/2018	Yes			Yes
4.9.1.3	10/22/2018	Yes			Yes
4.9.2	10/22/2018	Yes			Yes
4.9.3	10/22/2018	Yes			Yes
<b>4.10 Operation of the School Board Governing Rules</b>	09/24/2018	Yes			Yes
4.10.1	09/24/2018	Yes			Yes
4.10.1.1	09/24/2018	Yes			Yes
4.10.1.2	09/24/2018	Yes			Yes
4.10.1.3	09/24/2018	Yes			Yes

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### **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 \$1500.00 – TSR Injury Law (Steven J. Terry) – funds used for the start up of the Sheridan Story Program – food backpack program
- Donation of \$120.00 – YourCause, Wells Fargo Foundation Educational Matching Gifts Program (donor unknown) – funds used for educational supplies

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

- Donation of Instruments to the Band Program (Deb Nilsons) – LeBlanc Clarinet, Yamaha Trumpet, Methods books – all donated items to be used for the school scholarship program

#### **Eden Prairie High School:**

- Donation of \$500.00 – Katherine Guettler – funds used for Media Center Books
- Donation of a Flute – Robyn Harrower – donated instrument to be used in the Band Dept.

#### **Eden Prairie School District:**

- Donation of \$120.00 – YourCause, Wells Fargo Foundation Educational Matching Gifts Program (Mia Williams) – funds used to support general fund
- Donation of \$84.00 – YourCause, Wells Fargo Foundation Educational Matching Gifts Program (Carrie Twedt) – funds used to support general fund

#### **Forest Hills Elementary:**

- Donation of \$250.00 – YourCause, Wells Fargo Foundation Educational Matching Gifts Program (Dave and Niesha Stidger) – funds used to support teachers in a variety of ways
- Donation of \$413.00 – Christopher Rutherford – funds used to cover the cost of a broken glass door

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

- Donation of \$192.62 – PV PTO (Rachel Nave) – funds used for playground equipment
- Donation of \$181.40 – Box Tops for Education – funds used to support curriculum
- Donation of \$310.12 – PV PTO (Rachel Nave) – funds used for Leveled Library books
- Donation of \$151.09 – PV PTO (Rachel Nave) – funds used for playground equipment
- Donation of \$ 80.00 – Best Buy Employee Giving Program (Employer Match Program) – funds used to support curriculum
- Donation of \$200.00 – Best Buy Employee Giving Program (Justin Fletcher) – funds used to support curriculum
- Donation of \$300.00 – PV PTO (Rachel Nave) – funds used for student field trip scholarships

## SUPERINTENDENT CONSENT AGENDA

### A. Semi-Monthly Reports

#### HUMAN RESOURCES

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

###### a. New Hires

Schaefer, Ashley – Special Education Program Coordinator, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2019.

###### b. Change in Assignment

Caceres, Elena – Instructional Excellence Coordinator, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 6/10/2019.

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

###### a. Change in Assignment

Sanchez, Leonel – Maintenance Operations Coordinator, Forest Hills Elementary and Prairie View Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 5/27/2019.

##### 3. Human Resources - Licensed Staff

###### a. New Hires

Ashton, Joshua – Special Education Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2019.

Bailey, Lillian – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2019.

Beutz, Kari – English, 1.0 FTE, Eden Prairie High School, effective 8/26/2019.

Counters, Erica – Elementary Classroom Teacher, 1.0 FTE, Prairie View Elementary, effective 8/26/2019.

Curtiss, Samantha – Elementary Classroom Teacher, 1.0 FTE, Oak Point Elementary, effective 8/26/2019.

Fabian, Maya – Music-Vocal Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/26/2019.

Fisco, Anna – Elementary Classroom Teacher, 1.0 FTE, Cedar Ridge Elementary, effective 8/26/2019.

Haut, Madeline – Art Teacher, 1.0, Oak Point Elementary, effective 8/26/2019.

Hilleshiem, Callie – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/26/2019.

Krautkremer, Kelsey – Early Childhood Special Education, 1.0 FTE, Education Center, effective 8/26/2019.

McNamara, Delaney – Little Eagles Preschool Teacher, Community Education, 8 hours/day, 4 days/week, 146 days/year, effective 8/26/2019.

Pederson, Juliana – Art Teacher, 1.0 FTE, Oak Point Elementary, effective 8/26/2019.

Peters, Jordan – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/26/2019.

Simpson, Cynthia – Special Education, 1.0 FTE, Eden Prairie High School, effective 8/26/2019.

Sour, Madison – Science, 1.0 FTE, Eden Prairie High School, effective 8/26/2019.

Stevens, Ashley – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/26/2019.

Stitzell, Anne – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/26/2019.

Zipoy, Arya – Early Childhood Family Education Teacher, 0.4 FTE, Community Education, effective 8/26/2019.

b. Resignation/Retirements

Brower, Sarah – Special Education, 1.0 FTE, Eden Prairie High School, effective 6/7/2019.

Burnham, Katelyn – Special Education, 1.0 FTE, Eden Prairie High School, effective 6/7/2019.

Decker, Gordon – Elementary Classroom Teacher, 1.0 FTE, Prairie View Elementary, effective 6/7/2019.

Forman, Sarah – Little Eagles Preschool Teacher, 0.5 FTE, Community Education, effective 6/7/2019.

Grulkowski, Jacquelyn – Little Eagles Preschool Teacher, 1.0 FTE, Community Education, effective 6/7/2019.

Jensen, Shana – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 6/7/2019.

Mejia de Garcia, Silvia – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 6/7/2019.

Middleton, Ana – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 6/7/2019.

Myers, Katelyn – Little Eagles Preschool Teacher, 1.0 FTE, Community Education, effective 6/7/2019.

Olson, Rolf – English, 1.0 FTE, Eden Prairie High School, effective 6/7/2019.

Reilly, Jessica – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 6/7/2019.

Sherry, Nancy – Special Education Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/7/2019.

Tichy, Nancy – Business Education, 1.0 FTE, Eden Prairie High School, effective 6/7/2019.

Trevethan, Neil – Elementary Classroom Teacher, 1.0 FTE, Oak Point Elementary, effective 6/7/2019.

Vehmeier, Kathy – Little Eagles Preschool Teacher, 1.0 FTE, Community Education, effective 6/7/2019.

Wheelock, Stephanie – TOSA, 1.0 FTE, District Wide, effective 6/7/2019.

Willey, Pamela – English, 1.0 FTE, Eden Prairie High School, effective 6/7/2019.

4. Human Resources - Classified Staff

a. New Hires

CLASS

Edwards, Daphne – Welcome Center – Lead, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 5/20/2019.

Krieger, Nicole – Administrative Assistant, Central Middle School, 8 hours/day, 5 days/week, 260 days/year, effective 6/13/2019.

FOOD SERVICE

Miller, Mitchell – District Baker Manager, Eden Prairie High School, 8 hours/day, 5 days/week, 180 days/year, effective 5/28/2019.

MSEA

Pond, Kaitlyn – Eagle Zone Program Assistant, Community Education, 3 hours/day, 5 days/week, 185 days/year, effective 5/23/2019.

b. Change in Assignment

BUILDING SERVICES

Cortes Perez, Mauricio – Day Custodian, Oak Point Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 6/17/2019.

Rosas Sanchez, Reynaldo – Day Custodian, Forest Hills Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 6/17/2019.

CLASS

Elyea-Wheeler, Janice – Administrative Assistant – Child Nutrition, Eden Prairie High School, 8 hours/day, 5 days/week, 260 days/year, effective 6/10/2019.

TRANSPORTATION

Weisser, Jay – Standby Driver, Transportation, 8 hours/day, 5 days/week, 178 days/year, effective 6/10/2019.

Wright, Guy – Standby Driver, Transportation, 8 hours/day, 5 days/week, 178 days/year, effective 6/10/2019.

c. Resignations/Retirements

BUILDING SERVICES

Rosas, Bryan – Custodian, Forest Hills Elementary, effective 6/21/2019.

CLASS

Allen, Martha – American Indian Liaison, District Wide, effective 6/24/2019.

Correa, Griselda – Receptionist, Cedar Ridge Elementary, effective 6/6/2019.

Sharif, Saida – Office Professional – Student Registration, Administrative Services Center, effective 5/31/2019.

Youngren, Susan – Administrative Assistant – Child Nutrition, Eden Prairie High School, effective 6/17/2019.

FOOD SERVICE

Draxler, Maureen – Food Service Assistant I, Prairie View Elementary, effective 6/6/2019.

Harasyn, Barbara – District Baker Manager, Eden Prairie High School, effective 6/5/2019.

Thayer, Catherine – Food Service Assistant I, Eden Prairie High School, effective 6/6/2019.

MSEA

Althoff, Mary Angela – Little Eagles Preschool Paraprofessional, Community Education, effective 6/6/2019.

Anderson, Emily – Eagle Zone Program Assistant, Community Education, effective 6/6/2019.

Anderson-Russel, Ida – Little Eagles Preschool Paraprofessional, Community Education, effective 5/7/2019.

Brandser, Kim – Special Education Paraprofessional, Forest Hills Elementary, effective 6/6/2019.

Hassan, Sahra – Little Eagles Preschool Paraprofessional, Community Education, effective 6/6/2019.

Heitkamp, Jodi – Paraprofessional, Forest Hills Elementary, effective 6/6/2019.

Knutson, Abbigale – Eagle Zone Program Assistant, Community Education, effective 6/6/2019.

Kukla, Mary Ann – Early Childhood Family Education Paraprofessional, Community Education, effective 5/17/2019.

Gmetro, Lisa – Little Eagles Preschool Paraprofessional, Community Education, effective 5/30/2019.

Gossage, Paul – Eagle Zone Program Assistant, Community Education, effective 5/10/2019.

Parson, Joyce – Playground Paraprofessional, Lunchroom Paraprofessional, Eden Lake Elementary, effective 6/6/19.

Phillippi, Joanne – Little Eagles Preschool Paraprofessional, Community Education, effective 6/6/2019.

Roth, Eric – Playground Paraprofessional, Lunchroom Paraprofessional, Forest Hills Elementary, effective 6/6/2019.

Samatar, Suad – Little Eagles Preschool Paraprofessional, Community Education, effective 6/6/2019.

Schuetz, Bryanna – Avid Tutor, Central Middle School, effective 12/18/2018.

Simons, Graham – Special Education Paraprofessional, TASSEL, effective 6/6/2019.

Thibodo, Robert – Special Education Paraprofessional, TASSEL, effective 6/6/2019.

Van Dyne, Yale – Eagle Zone Program Assistant, Community Education, effective 5/9/2019.

#### TRANSPORTATION

Ewald, Renee – Bus Driver, Transportation, effective 6/6/2019.

Richardson, Stephen – Bus Driver, Transportation, effective 6/6/2019.

Thaxton, Thomas – Bus Driver, Transportation, effective 6/7/2019.

#### d. Layoffs

##### CLASS

Wood, Lisa – Student Success Coordinator, Eden Prairie High School, effective 6/30/2019.



## Board Business

### General Consent Agenda

#### Approval of Payments, all funds, May 2019

Check #402825-403157	\$1,343,390.37
Electronic Disbursements	\$2,976,151.03
<b>TOTAL</b>	<b>\$4,319,541.40</b>

#### Acknowledgment of Electronic Transfers May 2019

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
06/07/2017	PMA Financial	MNTrust	1.566%	06/07/2019	\$255,151.00
06/07/2017	PMA Financial	MNTrust	1.566%	06/07/2019	\$255,151.00

**EDEN PRAIRIE SCHOOLS**  
**GENERAL FUNDS**  
**MONTHLY REVENUE/EXPENDITURE REPORT**  
**FOR THE MONTH ENDING: May-19**

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 24,512,563	\$ 25,706,992	95.35%	97.43%
021-040	TUITION	62,349	66,000	94.47%	134.67%
041-089	FEES & ADMISSIONS	727,894	872,000	83.47%	87.71%
090-199	MISC REVENUE	1,282,658	1,125,500	113.96%	64.66%
200-399	STATE AID	76,699,328	78,723,316	97.43%	85.82%
400-499	FEDERAL PROGRAMS	77,520	2,877,000	2.69%	0.51%
600-649	SALES	92,721	56,100	165.28%	359.76%
		<b>\$ 103,455,033</b>	<b>\$ 109,426,908</b>	<b>94.54%</b>	<b>86.11%</b>
	CAPITAL OUTLAY	324,899	10,251,059	3.17%	3.50%
	STUDENT ACTIVITIES	1,905,868	2,000,000	95.29%	73.75%
<b>Revenue Notes:</b>					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 58,098,324	\$ 74,924,817	77.54%	78.70%
200	BENEFITS	18,041,874	22,341,225	80.76%	81.23%
300	PURCHASED SVCS	5,984,663	6,995,849	85.55%	83.24%
400	SUPPLIES & EQUIPMENT	3,072,735	3,460,798	88.79%	80.54%
800	OTHER EXPENSES	164,203	210,529	78.00%	60.87%
900	TRANSFERS & CONTINGENCY	-	193,186	0.00%	0.00%
		<b>\$ 85,361,799</b>	<b>\$ 108,175,129</b>	<b>78.91%</b>	<b>79.43%</b>
	CAPITAL OUTLAY	9,951,924	10,688,775	93.11%	86.88%
	STUDENT ACTIVITIES	1,461,875	2,000,000	73.09%	71.66%
<b>Expenditure Notes:</b>					



June 24, 2019

To: Dr. Josh Swanson  
From: Business Office  
Re: EPS 10-Year Maintenance 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 2019-20 spending of \$6,883,500, of which \$583,500 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 2019-20 have already been approved by the board in bids for partial replacement of the CMS roof, Lower Campus secure entrance and office, district-wide pavement, window replacements, and lighting upgrades. Other projects included in this plan are replacing the playground at Prairie View, 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.

Please contact the business office if you have any questions.

	<b>Division of School Finance</b> 1500 Highway 36 West Roseville, MN 55113-4266	<b>Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only</b>										ED - 02478-05
<b>Instructions:</b> Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.												
<b>District Info.</b>	<b>Enter Information</b>	<b>District Info.</b>	<b>Enter Information</b>									
District Name:	Eden Prairie School District	Date:	6/24/2019									
District Number:	272	Email:	jmutzenberger@edenpr.org									
District Contact Name:	Jason Mutzenberger											
Contact Phone #	952-975-7071											
<b>Fiscal Year (FY) Ending June 30</b>												
<b>Expenditure Categories</b>		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
<b>Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.</b>												
<b>Finance Code</b>	<b>Category (1)</b>											
347	Physical Hazards	\$126,000	\$130,000	\$135,500	\$132,500	\$138,500	\$131,000	\$139,000	\$131,500	\$144,500	\$132,000	\$140,000
349	Other Hazardous Materials	\$27,200	\$52,500	\$52,500	\$67,500	\$77,500	\$52,500	\$52,500	\$54,500	\$69,500	\$79,500	\$54,500
352	Environmental Health and Safety Management	\$201,050	\$193,000	\$203,000	\$208,000	\$208,000	\$208,000	\$225,000	\$215,000	\$210,000	\$210,000	\$210,000
358	Asbestos Removal and Encapsulation	\$25,000	\$60,000	\$30,000	\$35,000	\$30,000	\$30,000	\$35,000	\$0	\$30,000	\$35,000	\$30,000
363	Fire Safety	\$83,500	\$108,000	\$108,200	\$113,000	\$98,000	\$110,000	\$113,000	\$108,000	\$110,000	\$113,000	\$98,000
366	Indoor Air Quality	\$35,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
	<b>Total Health and Safety Capital Projects</b>	<b>\$497,750</b>	<b>\$583,500</b>	<b>\$569,200</b>	<b>\$596,000</b>	<b>\$592,000</b>	<b>\$571,500</b>	<b>\$604,500</b>	<b>\$549,000</b>	<b>\$604,000</b>	<b>\$609,500</b>	<b>\$572,500</b>
<b>Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year</b>												
<b>Finance Code</b>	<b>Category (2)</b>											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Health and Safety Capital Projects \$100,000 or More</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</b>												
<b>Finance Code</b>	<b>Category (3)</b>											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner. (No new appropriations for this category FY 2020 - beyond.)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Accessibility</b>												
<b>Finance Code</b>	<b>Category (4)</b>											
367	Accessibility	\$50,000	\$150,000	\$50,000	\$0	\$50,000	\$0	\$0	\$50,000	\$0	\$0	\$0
<b>Deferred Capital Expenditures and Maintenance Projects</b>												
<b>Finance Code</b>	<b>Category (5)</b>											
368	Building Envelope	\$570,000	\$1,000,000	\$100,000	\$200,000	\$680,000	\$50,000	\$300,000	\$500,000	\$200,000	\$500,000	\$0
369	Building Hardware and Equipment	\$100,000	\$860,000	\$400,000	\$255,000	\$0	\$50,000	\$200,000	\$160,000	\$300,000	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$270,000	\$1,600,000	\$880,000	\$1,150,000	\$1,400,000	\$540,000	\$900,000	\$925,000	\$1,980,000	\$1,150,000	\$0
380	Mechanical Systems	\$35,000	\$120,000	\$2,650,000	\$2,250,000	\$2,270,000	\$3,500,000	\$3,700,000	\$3,100,000	\$1,935,000	\$2,990,000	\$5,800,000
381	Plumbing	\$0	\$0	\$0	\$50,000	\$300,000	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$150,000	\$280,000	\$500,000	\$300,000	\$950,000	\$480,000	\$540,000	\$335,000	\$320,000	\$500,000
383	Roof Systems	\$3,630,000	\$620,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$440,000	\$0
384	Site Projects	\$1,645,000	\$1,800,000	\$1,940,000	\$1,895,000	\$1,300,000	\$1,210,000	\$720,000	\$1,025,000	\$1,550,000	\$900,000	\$0
	<b>Total Deferred Capital Expense and Maintenance</b>	<b>\$6,250,000</b>	<b>\$6,150,000</b>	<b>\$6,250,000</b>	<b>\$6,300,000</b>	<b>\$6,250,000</b>	<b>\$6,300,000</b>	<b>\$6,300,000</b>	<b>\$6,250,000</b>	<b>\$6,300,000</b>	<b>\$6,300,000</b>	<b>\$6,300,000</b>
<b>Total Annual 10-Year Plan Expenditures</b>		<b>\$6,797,750</b>	<b>\$6,883,500</b>	<b>\$6,869,200</b>	<b>\$6,896,000</b>	<b>\$6,892,000</b>	<b>\$6,871,500</b>	<b>\$6,904,500</b>	<b>\$6,849,000</b>	<b>\$6,904,000</b>	<b>\$6,909,500</b>	<b>\$6,872,500</b>

# 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, Instructional Excellence Coaches/Coordinators, mentors and a Q Comp Coordinator. Qualifying teachers are observed three times throughout the year, attend and participate in collaborative teams 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 impact 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 to grow and improve.

Our PLC Team Leads impact classroom instruction through the facilitation of professional learning collaborative team meetings. They lead data discussions of students' work and focus their team 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?**

PLC Team Leads focus on student data and have conversations that lead to team members sharing ideas on how to best support students, including what to do when a student does not know material or when a student already knows the material. Collaborative Team Leads communicate the data and goals to the site and steering committee. The data-to-action meetings and process provide a systemic protocol for identifying students for additional support with a set of tools to provide that support.

The work of the Q Comp coaches impacts 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 are able to differentiate, plan, and analyze their results. In addition, Q Comp coaches lead intentional courageous conversations with teachers around specific students in their classrooms. Teachers are able to use statistical evidence and anecdotal evidence when reflecting on their teaching.

## 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?**

Instructional & Q Comp Coaches and Instructional Excellence Coaches/Coordinators receive training twice per month on a variety of topics in order to support the staff members in a variety of ways.

As coaching and Instructional Excellence team members learn and apply the 7 Norms of Collaboration and integrate learning from Adaptive Schools training, the goal is that we strengthen our ability to collaborate with others in effective ways which might qualitatively help to develop stronger feedback provided to teachers and help teachers process and reflect more thoroughly on feedback.

As the year progressed, the Instructional & Q Comp Coaches and Instructional Excellence Coaches/Coordinators became competent with a data analysis protocol Tamika Fuller (of Education Reform Enterprises) led us through to identify root cause and problems of practice. At several sites this year, the instructional coaches led their staff or site teams through the protocol for professional development. In June, all of the coaches and administrators will partner with Tamika Fuller to lead that process with their PLC Team Leads in order to build the capacity of the Team Leads to start to develop their skills in leading data triangulation with their teams.

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 Responsive Teaching and the Brain by Zaretta Hammond and participated in monthly training focused on equity and bias to increase their racial consciousness as it relates to coaching teacher practice.

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, data analysis and 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:

“The process has helped me to evaluate my work with staff and students and guides my goal setting for next school year.”

“The conversations always keep me moving forward in my thinking and in my teaching practice. Her coaching style not only helps me see my areas of growth but also what I am doing right as well.”

“It makes me more aware of the things that happen during lessons. I really reflected on what we talked about and made a plan to implement the strategies/new learning for the future.”

## 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. In June, each site's PLC leads, Instructional Coaches, and administrative team will be in a half to full day workshop with ERE to build on capacity to analyze data to inform instructional excellence for equitable outcomes. This will be followed up with a full day of training in August to prepare for the 2019-2020 school year PLCs.

We will also hold an Instructional Excellence Leadership Retreat in August 2019, which includes all of our

teacher leaders and administration.

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; this will be expanded to probationary teachers in years two and three as well beginning in the 2019-2020 school 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?**

The data-to-action process provides a specific framework to follow when utilizing FAST results and implementing interventions for students. Teachers either provide whole class interventions or small group/ individual interventions as a result of that data. The coaches partner with teachers in the classroom through student centered coaching. This strategy allows coaches to plan, co-teach with teachers, and have ongoing sustained discussions to reflect on teaching and learning. Coaches have daily, spontaneous conversations with teachers on a variety of topics as teachers seek support and ask questions. At most sites, the coaches are part of the PLCs and can provide information, clarify and coach during those PLC meetings. PBIS Teams and AVID teams also provide some direct and some indirect support for instruction. PBIS teams are examining school wide data in order to improve the culture of the buildings' communities as well as respond to students' group and individual needs. AVID also provides PD to help teachers learn and apply strategies to strengthen instruction.

Teacher learning from both the collaborative teams and other job-embedded professional development activities result in teachers making meaningful choices about their activities and assessments 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 implement research based strategies in their classroom.

Many sites have continued 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 class wide 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 increase their knowledge, skills and dispositions as a result of working with their collaborative teams and the job-embedded professional development, the ultimate result is an increase in student achievement.

The data to action process focused on FastBridge progress monitoring data to positively impact our



students who were below benchmark. Students who were progress monitored and made gains on their progress monitoring scores in turn make gains on their benchmark assessments.

## **Review Findings**

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

This year, the Instructional Excellence teams engaged in training with Tamika Fuller that directly impacted how they set up their classroom visits and their focus. Most sites identified and focused on rigor in instruction after examining problems of practice, based on triangulated data. Once teams examined their problem of practice, the classroom visits that gathered data on rigor in instruction. Professional development was designed to reflect the needs at each site including ongoing conversations with staff and PLC leads regarding training and information about Webb's Depth of Knowledge and how to purposefully plan for rigor when designing lessons.

PBIS gathers data to identify needs. AVID utilizes site teams and goals identified with the school improvement plan to identify needs.

Teachers, PLC leads, and others utilize information from FAST and other formative assessments to identify instructional goals and interventions.

AVID WICOR and Math continues to be a focus of development as well. Site teams use data from the Classroom Visits to help identify needs at both a site and district level and make adjustment to feedback loops for teachers and sites. In addition, coaches meet bi-monthly to discuss coaching and instructional excellence for equitable outcomes. An overarching theme in all of our work is that of equity and dismantling the achievement disparities which continue to be 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 and instructional excellence will increase student achievement for all students.

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

Two ways that teams used data this year that may be been fairly consistent from site to site was the expectation to use Fast data (in the elementary schools) to design and implement classwide, small group or individual interventions with progress monitoring. Elementary teams were refining that practice in reading.

In math, teams had their first trainings to identify a process for using data to decide on interventions. The Math CIC designed and expected teachers to use progress monitoring tools that helped teachers track the conceptual, procedural and contextual thinking of students.

Collaborative teams (PLCs) use 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 middle and high school continued to follow a student data protocol and then shared that information with administration. Elementary sites completed regular "Data to Action" meetings, looking at procedural, contextual and conceptual learning in math. Any student below 80% received an instructional match from the teacher.

## **Recommendations**

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

Data is collected after each of the district PD days, data to action trainings and after the PLC summer retreat. The teams that plan and implement those trainings review and reflect on the data and any new



insights provide new guidance, actions and goals for the next trainings.

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 site instructional excellence teams will continue to refine Classroom Visit protocol to inform professional development effectiveness and provide feedback loops for staff.

## 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. Another quote from a teacher reflecting on their experience with the observation process:

"It made me reflect and try to implement small changes--ways of questioning, student involvement/engagement, etc."

**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 for equitable outcomes. 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 with an emphasis culturally relevant teaching and the brain, higher-order questioning, and student engagement.

"I appreciated the feedback and support around questioning and helping drive the questions into a higher, more thought-provoking level."

"I like the question about what I would do differently, as it creates space to pursue a growth mindset with a positive perspective."

### 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.

“My Q-COMP coaching causes me to ask different questions and consider different ideas as I plan and teach each day than I otherwise would. Ideas or questions that [my coach] brought up during our meetings have led to trying strategies that I otherwise may not have tried.”  
“It's always wonderful to have someone stop in and take a look at what's going on in the classroom - It brings time to reflect -- always a good thing.”

**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, instructional coaches and administrators had time to dialogue as site Instructional Excellence Teams, learning and talking about feedback and how to increase cross-site integrated feedback.

## 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, pre and post observation questioning, and feedback loops 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: 56 % (as reported at this time - June 7, 2019)

What percentage of **all licensed staff** met the standard to earn performance pay for observation/evaluation results? 99 %

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? 97.7%

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? 99.9%

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? 99.96 %

## 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 and challenge teams to create more rigorous, student learning centered goals. We want to ensure that the team goals align with the site goals and that they are S.M.A.R.T. and strong, rigorous 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 and give feedback to reflect upon throughout the school year. Additionally, buildings are going to continue to deeply analyze data and implement instructional strategies in order to eliminate achievement disparities in the classrooms.

## General Program Impact and Recommendations

### **What overall impact on instruction has the district 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 (created by Charlotte Danielson) 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 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 engage in rich discussion about specific students and work to improve their instructional practices by learning from one another. In addition, embracing the philosophy that

the students are 'our' students versus '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, coaching to cultural proficiency and enhance feedback.
3. Continue to allow flexibility in the PLC team structure in order to best reach each team's needs.
4. PLC team leads, Q Comp Coaches/Observers, and instructional coaches will attend the Instructional Excellence Retreat in August 2019.
5. PLC teams will be provided professional learning and support through our multi-tiered system of support district coordinator and job-embedded coaching.

**Q-Comp Memo of Understanding**  
**Letter of Agreement – Alternative Compensation Plan**  
**2019-2020**

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 2019-2020 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 2019-2020-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 2018-19 (2019-20 once ratified) Master Agreement only with regard to:
  - a. An Alternative Compensation Salary Schedule shall be in effect for the 2019-20 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, 2020.

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 2019-20 school year.

Teachers hired after October 1, 2019, will not be eligible to receive a performance award for the 2019-20 school year.

A long-term substitute teacher (working less than the full year) will not be eligible for the performance award for the 2019-20 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, 2019 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, 2020 for 2020-21 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 2019-20 school year.

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 8, 2020.

- d. The third observation for tenured teachers found proficient after two observations will be conducted by the site principal/associate principal or supervisor at the Education Center.
  - 1. In the formative years of Minnesota Teacher Development and Evaluation, 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.
  - 2. In the summative years of Minnesota Teacher Development and Evaluation, this observation will be a comprehensive evaluation of all the domains of the Eden Prairie School District Framework for Effective Teaching Standards.
- e. 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.
- f. Teachers not reaching proficiency by the end of the 2019-20 school year will not receive a Performance Increment (or step on the salary schedule) for the 2020-21 school year and will not receive the Individual Performance Award for the 2019-20 school year. Continuing contract teachers not reaching proficiency by the end of the 2019-20 school year may request an additional observation during the 2020-21 school year by the principal/site administrator prior to December 31, 2020. If at that time they demonstrate proficiency on the 2019-20 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 2020-21 school year. Based on the requested additional observation, the principal/site administrator will make the final determination regarding proficiency.

- g. A Student Achievement Team Award of \$100 per teacher will be paid to each teacher whose team (as determined by their site) has met 2019-20 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, 2019 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, 2020 or within 30 days after the required data becomes available if after June 15, 2020.
- h. Site Achievement Awards of \$1 per teacher will be paid to each site that meets or exceeds the 2019-2020 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.
- i. At the end of the 2019-20 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.
- j. 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, 2019.
- k. Site PLC lead teams will review a proposed site calendar of PLC meeting dates before the end of the 2019 school year. These calendars will be shared with the Q Comp Coordinator.
- l. By February 28, 2020 the Q-Comp Steering Committee will develop and review the Q-comp Budget for the 2020-21 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.

- m. 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.
  - n. A half-time (.5 FTE) Q-Comp District Coordinator will be hired for the 2019-20 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.
  - o. 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, 2020. If a successor agreement is not reached prior to June 30, 2020, 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



## Education and Leadership for a Lifetime

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

May 2019

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](http://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 2019-2020 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, 2019. 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 2019-2020 school year must be approved by your local school board.
2. **Augusts 31, 2019 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. Please contact your school's Activities Director to provide you access to the video.

(over)



4. At their April 4, 2019 Meeting, the Board of Directors approved the following membership and activity fees:

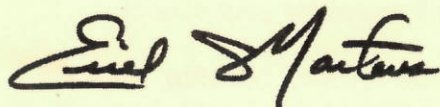
Year	Membership Fee	Activity Fee (per activity)	Late Fee (after May 15)
2019-2020	\$110.00	\$110.00	\$10.00
2020-2021	\$120.00	\$120.00	\$10.00
2021-2022	\$130.00	\$130.00	\$10.00
2022-2023	\$140.00	\$140.00	\$10.00
2023-2024	\$150.00	\$150.00	\$10.00

This mailing has been sent to all current member schools. If your school chooses *not* to become a member for the 2019-2020 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,



Erich Martens  
Executive Director

Enclosure: 2019-2020 Resolution for Membership





## 2019-2020 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

(If more than four high schools, attach an additional list)

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 viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.***

*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: June 24, 2019

Date: June 24, 2019

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, 2019**  
**Retain one copy for the school files.**



## 2019-2020 RESOLUTION FOR MEMBERSHIP

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 school's membership in the MSHSL.

**Please complete and return this form with your school's 2019-2020 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)

Mike Grant

(Designated School Representative – please print)

aseidel@edenpr.org

Email Address

mgrant@edenpr.org

Email Address

### 208.02 ACTIVITY REPRESENTATIVES

Mike Grant

(Boys' Sports – please print)

Mike Grant

(Girls' Sports – please print)

Jason Meyer

(Speech – please print)

Mike Whipkey

(Music – please print)

Mike Grant

\*(Mailing Representative - 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)

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



# 2020-2021 District Calendar

**Preliminary and Subject to Change**

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**First day of School**

August 31, 2020

**Winter Break**

December 24, 2020 - January 1, 2021

**Spring Break**

March 29, 2021- April 2, 2021

SEPTEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
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27	28	29	30			

OCTOBER 2020						
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25	26	27	28	29	30	31

NOVEMBER 2020						
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22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
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27	28	29	30	31		

JANUARY 2021						
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31						

FEBRUARY 2021						
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28						

MARCH 2021						
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28	29	30	31			

APRIL 2021						
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MAY 2021						
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23	24	25	26	27	28	29
30	31					

JUNE 2021						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

● - 1st day of school for students K-12

◐ - Last day of school for students

◑ - No school for students

■ - No school for students & staff





**Eden Prairie School Board  
Community Linkage Committee Minutes  
June 4, 2019  
2:00-3:35- Administrative Services Center**

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

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**Committee Members Present:** Terri Swartout, Lauren Crandall, Karla Bratrud

**1. Approved Agenda**

**2. Committee Business**

- a. **Message from the Board-** Our committee prepared a draft of a potential Message from the Board to go into the September issue of Inspiring News. Terri will send a copy to Brenda to be included in the packet for our Board workshop on Monday, June 10<sup>th</sup>. Our deadline for Board approval is the Monday, July 22<sup>nd</sup> Board Meeting.
- b. **Board Listening Sessions-** Discussed the MSBA response to Lauren's question about open meeting law and whether as many Board members as want to can attend our Listening Sessions. It appears they can if we follow the open meeting notification rules.
- c. **Board Website-** We identified 3 pages on our "School Board" page of the district website that need to be updated: Meet the Board, Elections, and News from the Board. We will suggest these changes at a future Board meeting.
- d. **School Site Visits-** We discussed whether this should continue to be the responsibility of the CL Committee in the coming year or if it belongs with Board Development. Also, is there a better way to ensure broader participation of Board members?

**3. Items for Board Action-** Nothing scheduled at this time. A future vote will be needed to approve our Message from the Board for the September issue of Inspiring News.

**4. Adjourned-** Next CL Committee Meeting: Time and location TBD



**Eden Prairie School Board  
Community Linkage Committee Minutes  
June 14, 2019  
8:00-8:40- Administrative Services Center**

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

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**Committee Members Present:** Terri Swartout, Lauren Crandall, Karla Bratrud  
**Also Present:** Brett Johnson (Senior Director of Communications)

**1. Approved Agenda**

**2. Committee Business**

- a. **Inspiring News-** At the June 10<sup>th</sup> Board Workshop our committee presented a first draft of a Message from the Board for the September issue of Inspiring News. The Board gave us feedback and today we worked on the 2<sup>nd</sup> draft which incorporates that feedback. Brett Johnson attended and suggested wording as well, to be sure what we are communicating about the District's revenues is correct. We will present this second draft at the June 24<sup>th</sup> Board Business meeting.
- b. **Future Business-** Discussed two topics for future meetings: Listening Sessions (whether to continue, modify, etc.) and School Site visits (where to visit, when, whether this belongs with Board Development).

**3. Items for Board Action-** Ask for approval of the attached Message from the Board which will be presented at the June 24<sup>th</sup> Board Business meeting.

**4. Adjourned-** Next CL Committee Meeting: Time and location TBD



### **Draft 1- Message from the Board (for the September issue of Inspiring News)**

Welcome to the 2019-2020 school year!

The School Board continued its work over the summer. In June, we approved the 2019-2020 budget. We are pleased to share that due to favorable funding from the state legislature and the District's continued efforts to identify efficiencies, the operating levy approved in 2014 will cover expenditures for twice as long as expected.

Also in June, we took a fresh look at our Board's "Ends Policies"—the results the Board expects to see accomplished by the District. These include Board expectations in areas like student reading by grade 3 and graduation rates. While the superintendent is responsible for implementation, the Board monitors the expected progress toward the achievement of these policies.

We are grateful for our community's approval of the bond referendum in May. Its timing meant the District was able to secure lower construction costs and start work while school was out of session. We are excited about the transformation of Central Middle School, the enhancement of classrooms, and improved security in all schools.

Changes are likely in store for our Board, as four of the seven School Board seats are up for election this year. Watch for more information about the candidates, and plan to cast your vote on Tuesday, November 5<sup>th</sup>.

We welcome you to our meetings, workshops, and listening sessions. The Board calendar, Board's policies, and work plan are found on School Board web page on [www.edenpr.org](http://www.edenpr.org).

Best wishes for a strong start to the 2019-2020 school year.

*Submitted by the Community Linkage Committee for the June 10<sup>th</sup> Board Workshop*

## **Draft 2- Message from the Board (for the September issue of Inspiring News)**

Welcome to the 2019-2020 school year!

The School Board continued its work over the summer. In June, we approved the 2019-2020 budget. We are pleased to share that due to favorable funding from the state legislature and the District's continued efforts to identify efficiencies, ~~the operating levy approved in 2014 will cover expenditures for twice as long as expected.~~ **budget projections show that revenue from our 2014 operating referendum is expected to cover expenses for at least three years beyond the five years originally predicted. This is good news for Eden Prairie taxpayers.**

Also, in June, we took a fresh look at our Board's "Ends Policies"—the results the Board expects to see accomplished by the District. These include Board expectations in areas like student reading by grade 3 and graduation rates. While the superintendent is responsible for implementation, the Board monitors the expected progress toward the achievement of these policies.

We are grateful for our community's approval of the bond referendum in May. ~~Its timing meant the District was able to secure lower construction costs and start work while school was out of session.~~ **The spring vote allowed district staff to start some of the work while school was out and also provided enough lead time to prepare competitive bids for major construction that will start next summer.** We are excited about the transformation of Central Middle School, **expansion of preschool programs,** ~~the~~ enhancement of classrooms, and improved security in all schools.

~~Changes are likely in store for our Board, as~~ **Later this fall,** four of ~~the our~~ seven School Board seats are up for election. Filing for office closed on August 13<sup>th</sup>. Watch for ~~more~~ information about the candidates and **please** plan to ~~cast your~~ vote on Tuesday, November 5<sup>th</sup>.

We welcome you to our meetings, workshops, and listening sessions. The Board calendar, Board's policies, and work plan are found on School Board web page on [www.edenpr.org](http://www.edenpr.org).

Best wishes for a strong start to the 2019-2020 school year.

*Submitted by the Community Linkage Committee for the June 24<sup>th</sup> Board Business Meeting*

**Eden Prairie School Board**  
**2018-2019 & 2019 & 2020 WORK PLAN CHANGES**  
**Proposed WORK PLAN CHANGES – June 24, 2019**

Date of Meeting/Workshop	Changes Requested
Monday, June 24, 2019	
Monday, July 22, 2019	
Monday, August 26, 2019	
Monday, September 9, 2019 – <b>Workshop</b>	
Monday, September 23, 2019	
Monday, October 14, 2019 – <b>Workshop</b>	
Monday, October 28, 2019	
Monday, November 4, 2019 – <b>Workshop</b>	
Wednesday, November 13, 2019	
Monday, November 25, 2019	
Monday, December 9, 2019	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>School Board Website Review/Discussion – Board Pages</li> <li>Workshop to Discuss: Monitoring Process and Communication</li> <li>EL 2.2 Treatment of Students – OI and Measurement Plan</li> </ul>	
<b>Placeholder – Policy Review</b>	

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

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Training Wed. June 5, 2019 4:00 – 8:00 p.m.							• School Board Training
Board Meeting Mon, June 24, 2019 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 (FY 2019-20)</li> </ul>		<ul style="list-style-type: none"> <li>• Approval of FY 2019-20 Budget</li> <li>• ISD 287 10-Year Facilities Maintenance Resolution</li> <li>• Approval of 2020-21 School Calendar Shell</li> <li>• New Board Director PPT. Presentation</li> <li>• New Candidate PPT. Presentation</li> <li>• Inspiring News Article</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</li> </ul>	EL 2.2 Review and Discussion of OI & Measurement Plan	
Post Meeting Board Workshop Mon, Jun 24, 2019							• School Board Meeting Self-Assessment

\*May Meeting dates changed due to the 1<sup>st</sup> & 3<sup>rd</sup> Mondays due to Memorial Day

**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

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			
*****2019*****  Board Meeting Mon, July 22, 2019 7:30 AM			<ul style="list-style-type: none"> <li>Resolution: "Call the General Election"</li> <li>Schedule Candidate Information Sessions</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>Student Handbooks:               <ul style="list-style-type: none"> <li>- High School</li> <li>- Middle School</li> <li>- Elementary Schools (Summary Detail Included)</li> </ul> </li> </ul>		
Board Meeting Mon, Aug 26, 2019 6:00 PM	<ul style="list-style-type: none"> <li>EL 2.1 Emergency Supt. Succession</li> <li>EL 2.2 Treatment of Students</li> <li>EL 2.7 Asset Protection</li> </ul>		<ul style="list-style-type: none"> <li>Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> </ul>		
Post Meeting Board Workshop Mon, Aug 26, 2019							<ul style="list-style-type: none"> <li>School Board Mtg. Self-Assessment</li> </ul>
Board Workshop Mon, Sept 9, 2019 6:00 PM							<ul style="list-style-type: none"> <li>ADMIN Proposals for FY 2019-20 Workshops</li> <li>NEW Policy Development Discussion (Ends &amp; EL Policies)</li> <li>Policy Monitoring: All BMD Policies</li> <li>Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, &amp; 4.10</li> <li>Confirm agenda for next Board Workshop</li> </ul>

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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

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			
<b>Board Meeting</b> <b>Mon, Sept 23, 2019</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>•EL 2.3 Treatment of Parents</li> <li>•EL 2.6 Financial Management &amp; Operations</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•All BMD Policies</li> <li>•BMD 3.0 Single Point of Connection</li> <li>•BMD 3.1 Unity of Control</li> <li>•BMD 3.2 Delegation to the Superintendent</li> <li>•BMD 3.3 Superintendent Accountability &amp; Performance</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•GP 4.4 Officer Roles</li> <li>•GP 4.5 School Board Members Code of Conduct</li> <li>•GP 4.6 Process for Addressing School Board Member Violations</li> <li>•GP 4.7 School Board Committee Principles</li> <li>•GP 4.8 School Board Committee Structure</li> <li>•GP 4.10 Operation of the School Board Governing Rules</li> </ul>		<ul style="list-style-type: none"> <li>•Approval of Preliminary FY 2020-21 Levy</li> <li>-Tax Levy Comparison</li> <li>- Tax Levy Presentation Pay 20</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> </ul>	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• FY 2018-19 Year-end Preliminary Financial Report</li> <li>•FY 2019-20 Preliminary Enrollment Report</li> </ul>	
<b>Post Meeting Board Workshop</b> <b>Mon, Sept 23, 2019</b>							<ul style="list-style-type: none"> <li>•School Board Mtg. Self-Assessment</li> </ul>

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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

**APPROVED: May 20, 2019**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Oct 14, 2019 6:00 PM							<ul style="list-style-type: none"> <li>Administration: Setting Stage for FY 2020-21 Budget Guidelines</li> <li>Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9</li> <li>Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Oct 28, 2019 6:00 PM	<ul style="list-style-type: none"> <li>Ends 1.1, 1.2, 1.3 Evidence (FY 2018-19)</li> <li>EL 2.4 Treatment of Staff</li> <li>EL 2.8 Compensation and Benefits</li> </ul> <hr/> <ul style="list-style-type: none"> <li>GP 4.0 Global Governance Commitment</li> <li>GP 4.1 Governing Style</li> <li>GP 4.2 School Board Job Products</li> <li>GP 4.3 Annual Work Plan</li> <li>GP 4.9 Governance Investment</li> </ul>		<ul style="list-style-type: none"> <li>Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> </ul>	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>Enrollment Report as of Oct. 1, 2019</li> <li>-Exec. Summary</li> <li>-Capture Rate</li> <li>-History &amp; Projection Totals</li> <li>-Official October 1 Enrollment Count</li> <li>World's Best Workforce Report</li> <li>FY 2018-2019 Achievement Integration Progress Report</li> </ul>	
Post Meeting Board Workshop Mon, Oct 28, 2019							<ul style="list-style-type: none"> <li>School Board Mtg. Self-Assessment</li> </ul>

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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop <u>Mon, Nov 4, 2019</u> 6:00 PM*							<ul style="list-style-type: none"> <li>•FY 2019-2020 Superintendent Goal Setting Discussion</li> <li>•“New Policy Introductions”</li> <li>•Review of Treasurer’s Annual Report</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
Special Business Meeting Wed, Nov 13, 2019 7:30 AM			<ul style="list-style-type: none"> <li>•Resolution Approving Canvassing of Elections</li> </ul>				
Board Meeting Mon, Nov 25, 2019 6:00 PM	<ul style="list-style-type: none"> <li>•EL 2.9 Communication and Support to the School Board</li> </ul>	<ul style="list-style-type: none"> <li>•<u>Closed Session:</u> Review of FY 2018-19 Superintendent Goals -Minn. Stat. 13D.05, Subd. 3</li> </ul>	<ul style="list-style-type: none"> <li>•FY 2019-20 Superintendent Goal Setting</li> <li>•Record of Board Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•Treasurer’s Report</li> <li>•End &amp; EL’s Policy Monitoring Process</li> </ul>	<ul style="list-style-type: none"> <li>•Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>•FY 2018-19 Audited Financial Presentation</li> </ul>	
Post Meeting Board Workshop Mon, Nov 25, 2019							<ul style="list-style-type: none"> <li>•School Board Mtg. Self-Assessment</li> </ul>
Board Meeting Mon, Dec 9, 2019 6:00 PM	<ul style="list-style-type: none"> <li>•EL 2.5 Financial Planning and Budgeting</li> <li>•EL 2.0 Global Executive Constraint</li> </ul>		<ul style="list-style-type: none"> <li>•Approval of Final FY 2020-21 Levy</li> <li>•Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>•Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>•Truth in Taxation Hearing</li> </ul>	

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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

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			
Post Meeting Board Workshop Mon, Dec 9, 2019							• School Board Mtg. Self-Assessment

\*November Meeting dates changed due to Veteran's Day on Monday, November 11, 2019

<p>*****2020*****</p> <p><b>Annual Organizational Meeting</b> Mon, Jan 6, 2020 6:00 PM</p>			<ul style="list-style-type: none"> <li>• 2019 Annual Organizational Mtg.               <ul style="list-style-type: none"> <li>- Election of Officers</li> <li>- School Board Compensation</li> <li>- School Board Calendar</li> </ul> </li> <li>• Approval of School Board Meeting Calendar: Jul 1, 2020 through Jun 30, 2020</li> <li>• Resolution for Combined Polling Places for the General Elections</li> <li>• Appointment of Intermediate District 287 Representative</li> </ul>		<ul style="list-style-type: none"> <li>• 2019 Annual School District Organizational Items:               <ul style="list-style-type: none"> <li>- School District Newspaper</li> <li>- School District Depository/Financial Institutions</li> <li>- Money Wire Transfers</li> <li>- Early Claims Payment</li> <li>- School District Legal Counsel</li> <li>- School District Responsible Authority</li> <li>- Deputy Clerk &amp; Deputy Treasurer</li> <li>- Facsimile Signature Authorization</li> <li>- Authorization for Superintendent to Sign Contracts</li> <li>- Local Education Agency (LEA) Representative</li> <li>- MDE Designation of Identified Official with Authority (IOWA)</li> </ul> </li> </ul>		
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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

Other Meetings

**APPROVED: May 20, 2019**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Jan 6, 2020 6:15 PM Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> <li>• 2020 Committees &amp; Outside Organization Discussion</li> <li>• 5-Year Financial Forecast</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Jan 27, 2020 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2020-21 School Calendar (<i>Draft</i>)</li> <li>• FY 2021-22 School Calendar (<i>Preliminary</i>)</li> <li>• FY 2020-21 Budget Timelines – <i>First Reading</i></li> <li>• FY 2020-21 Budget Assumptions – <i>First Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• FY 2019-20 Mid-Year Budget Approval</li> <li>• Record of Board Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 2020 School Board Committee &amp; Outside Organization Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• FY 2020-21 Bus Purchase</li> <li>• Pay Equity</li> <li>• District Policy 721</li> <li>• Bids - Seek</li> </ul>		
Post Meeting Board Workshop Mon, Jan 27, 2020							<ul style="list-style-type: none"> <li>• School Board Meeting Self-Assessment</li> </ul>
Board Workshop Mon, Feb 10, 2020 6:00 PM							<ul style="list-style-type: none"> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Feb 24, 2020 6:00 PM			<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>• Approval of FY 2020-21 School Calendar</li> </ul>		

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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

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			
					• Approval of Preliminary FY 2021-22 School Calendar		
Post Meeting Board Workshop Mon, Feb 24, 2020							• School Board Meeting Self-Assessment
Board Workshop Mon, Mar 09, 2020 6:00 PM							• Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 23, 2020 6:00 PM		• FY 2020-21 Capital Budget – <i>First Reading</i>	• Resolution to Release Probationary Teachers • Final FY 2020-21 Budget Assumptions <hr/> • Record of Board Self-Evaluation		• Monthly Reports • Achievement & Integration Budget		
Post Meeting Board Workshop Mon, Mar 23, 2020							• School Board Meeting Self-Assessment
Board Workshop Mon, Apr 13, 2020 6:00 PM							• FY 2020-2021 Annual Work Plan Calendar Discussion • FY 2020-2021 School Board Meeting Calendar Discussion

**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

Board Meetings

Board Workshops

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**APPROVED: May 20, 2019**

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> <li>• FY 2020-2021 School Board Budget Discussion</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Apr 27, 2020 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2020-21 School Board Work Plan – <i>First Reading</i></li> <li>• Closed Session: Negotiation Strategy</li> <li>• FY 2020-21 School Board Budget – <i>First Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• Approval of FY 2020-21 Capital Budget</li> <li>• Approval of FY 2020-21 School Board Meeting Calendar</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> </ul>		
Post Meeting Board Workshop Mon, Apr 27, 2020							<ul style="list-style-type: none"> <li>• School Board Meeting Self-Assessment</li> </ul>
Board Workshop Mon, May 04, 2020* 6:00 PM							<ul style="list-style-type: none"> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, May 18, 2020* 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2020-21 Budget – <i>First Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• Approval of FY 2020-21 School Board Work Plan</li> <li>• Approval of FY 2020-21 School Board Budget</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>• MSHSL Resolution for Membership</li> <li>• Approval of FY 2020-21 School Meal Prices</li> </ul>		

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**EDEN PRAIRIE SCHOOL BOARD**  
**2019-2020 ANNUAL WORK PLAN**

**Board Meetings**

**Board Workshops**

**Other Meetings**

**APPROVED: May 20, 2019**

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			
Post Meeting Board Workshop Mon, May 18, 2020*							•School Board Meeting Self-Assessment
Board Workshop Mon, June 08, 2020 6:00 PM							•General Fund Budget Q&A •Confirm agenda for next Board Workshop
Board Meeting Mon, June 22, 2020 6:00 PM	•Ends 1.1, 1.2, 1.3 OI		•Approval of FY 2020-21 Budget •ISD 287 10-Year Facilities Maintenance Resolution <hr/> •Record of Board Self-Evaluation		•Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Approval of Updated District Policies		
Post Meeting Board Workshop Mon, Jun 22, 2020							•School Board Meeting Self-Assessment

\*May Meeting dates changed due to Memorial Day