



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Business Meeting

Monday, December 9, 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, Dave Espe, Elaine Larabee, Holly Link, Adam Seidel

Board Member Terri Swartout will be participating remotely at the Double Tree Bemidji, Conference Room, 115 Lakeshore Drive, Bemidji, MN. 56601

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, December 9, 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)

4

Approval of the Unofficial Minutes from the November 25, 2018 Regular Business Meeting.

Motion _____ Seconded _____

5. **Truth in Taxation Hearing: 6:05 p.m.**

A. 2020 Presentation

9

6. **Public Comment: 6:35 p.m.**

(Information)

7. **Announcements: 6:50 p.m.**

(Information)

A. Superintendent Annual Review Statement

44

B. Recognition of Outgoing Board Members

C. MSBA Recognition

8. **Spotlight on Success: 6:55 p.m.**

(Information)

Oak Point Elementary - 4 C's in P.E.

9. **Board Work: 7:05 p.m.**

(Action)

A. Required Board Action

1) Approval of Final Fiscal Year (FY) 2020-21 Levy - Roll Call

(Action)

Motion _____ Seconded _____

Dave Espe Yes ___ No ___

Karla Bratrud Yes ___ No ___

Holly Link Yes ___ No ___

Elaine Larabee Yes ___ No ___

Terri Swartout Yes ___ No ___

Adam Seidel Yes ___ No ___

a. Executive Summary of Pay 2020 Levy

45

b. Presentation - Pay 20 Levy Certification Detail

46

B. Policy Monitoring

(Action)

1) Executive Limitations (EL's)

a. EL 2.5 Financial Planning

47

OI Motion _____ Seconded _____

	Evidence Motion _____ Seconded _____	
b. EL 2.0 Global Executive Constraint		53
	OI Motion _____ Seconded _____	
	Evidence Motion _____ Seconded _____	
C. Record of Board Self-Evaluation		
1) Record of Board Policy Monitoring - Ends & Executive Limitations	(Action)	54
	Motion _____ Seconded _____	
2) Record of Board Self-Evaluation - Governance Policies	(Information)	58
10. Superintendent Consent Agenda: <u>7:35 p.m.</u>	(Action)	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>		
	Motion _____ Seconded _____	
A. Monthly Reports		
1) Resolution of Acceptance of Donations		64
2) Human Resources Report		65
3) Business Services Reports		
a. Board Business		67
B. Summary Update of General District Policies - See Appendix "A" (Individual Listing of Policies)		68
C. Approval of Agreement with Cabinet		70
11. Board Education & Required Reporting: <u>7:40 p.m.</u>		
12. Superintendent's Incidental Information Report: <u>7:40 p.m.</u>	(Information)	
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>		
13. Board Action on Committee Reports & Minutes: <u>7:50 p.m.</u>	(Action)	
A. Approval - School Board Treasurer's Report		71
	Motion _____ Seconded _____	
B. Board Development Committee (D. Espe, H. Link, E. Larabee)		
1) BDC Minutes for December 4, 2019		72
	Motion _____ Seconded _____	
C. Community Linkage Committee (K. Bratrud, T. Swartout)		
1) Senior Center Talking Points		74
	Motion _____ Seconded _____	
a. Handout - District Designing Pathways Fall 2019 Update		78
D. Negotiations Committee (E. Larabee, A. Seidel)		
E. Policy Committee (E. Larabee, A. Seidel, T. Swartout)		
14. Other Board Updates (AMSD, ISD 287): <u>8:10 p.m.</u>	(Information)	
A. AMSD (Association of Metropolitan Schools) - T. Swartout		
B. ISD 287 (Intermediate School District 287) - A. Seidel		
15. Board Work Plan: <u>8:20 p.m.</u>		
A. "Proposed" Work Plan Changes Document	(Action)	80
	Motion _____ Seconded _____	
B. 2019-20 Annual Work Plan		81
16. Adjournment: ____ p.m.	(Action)	
MOTION to adjourn the Monday, December 9, 2019 Meeting of the Eden Prairie School Board at ____ p.m.		
	Motion _____ Seconded _____	
17. Appendix "A" (Reference #10, Item B)		
A. District Policies Series 600		

1) District Policy 604 Instructional Curriculum	93
2) District Policy 605 Alternative Programs	98
3) District Policy 607 Organization of Grade Levels	99
4) District Policy 609 Religion	100
5) District Policy 611 Home Schooling	102
6) District Policy 612-1 Development of Parental Involvement Policies for Title I Programs	106
B. District Policies Series 700	
1) District Policy 701 Establishment and Adoption of School District Budget	111
a. District Policy 701.1 Modification of School District Budget	113
2) District Policy 702 Accounting	114
3) District Policy 703 Annual Audit	116
4) District Policy 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System	118
5) District Policy 705 Investments	121
6) District Policy 706 Acceptance of Gifts	126
7) District Policy 710 Extracurricular Transportation	127
8) District Policy 711 Video Recording on School Buses	130
9) District Policy 712 Video Surveillance Other than on Buses	132
10) District Policy 714 Fund Balances	134
11) District Policy 720 Vending Machines	137
12) District Policy 722 Public Data Requests	140
C. District Policies Series 800	
1) District Policy 801 Equal Access to School Facilities by Students	144
a. District Policy 801-F Application for Use of Facilities Form	148
2) District Policy 807 Health and Safety Policy	149
3) District Policy 880 Unmanned Aerial Vehicle (Drone) Policy	153
D. District Policies Series 900	
1) District Policy 901 Community Education	156
2) District Policy 902 Use of School District Facilities & Equipment	158
3) District Policy 903 Visitors to School District Buildings	160
a. District Policy 903 Raptor Visitor Management Procedures - Delete Procedures	162
4) District Policy 904 Distribution of Materials on School District Property by Non-school Persons	172

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE NOVEMBER 25, 2019
SCHOOL BOARD MEETING

A Regular Business Meeting of the Independent School District 272, Eden Prairie Schools, was held on November 25, 2019 in the Administrative Services Center, EDC Meeting Room, 8100 School Road, Eden Prairie, MN 55344.

1. Convene: 6:00 p.m.

Call to Order: School Board Roll Call

Present: Karla Bratrud, Dave Espe, Holly Link, Adam Seidel, Terri Swartout

Not Present: Elaine Larabee

Present: Superintendent Josh Swanson

2. Pledge of Allegiance:

3. Agenda Review and Approval: MOTION by H. Link, **Seconded** by D. Espe to approve the agenda for the Monday, November 25, 2019 meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

4. Approval of Previous Minutes: MOTION by K. Bratrud, **Seconded** by T. Swartout to approve the Unofficial Minutes from the October 28, 2019 Regular Business Meeting and the November 13, 2019 Brief Business Meeting – Passed Unanimously

A. October 28, 2019 Unofficial Minutes - Regular Business Meeting

B. November 13, 2019 Unofficial Minutes - School Board Brief Business Meeting

5. Public Comment: None to Report

6. Announcements: "Eagle Excellence"

- The Eden Prairie High School Boys Cross Country team finished second at the [State Meet](#).
- Eden Prairie High School had two racers place in the top ten at the [Boys and Girls Cross Country State Meet](#). Individually, Jake Derouin placed fourth in the Boys Meet and Liesl Paulsen placed seventh in the Girls State Cross Country Meet.
- Eden Prairie High School Cross Country coach Jeff Lindlief was named the Section 6AA Boys Cross Country Coach of the Year. Lindlief is also a finalist for the Minnesota Cross Country Coach of the Year Award.
- Eden Prairie coach Bruce Kivimaki (EPHS science teacher) was named Section 6AA Boys Assistant Cross Country Coach of the Year, and Zach Hanson (EP grad, class of 2008) was named Section 6AA Girls Assistant Cross Country Coach of the Year.
- The Eden Prairie High School Boys Cross Country Team finished third at the Nike Cross Regionals Heartland Meet in Sioux Falls, SD.
- The Eden Prairie High School Girls Swim and Dive Team sent nineteen swims/dives to the [Minnesota State High School League Class AA state meet](#) and placed third. Eden Prairie's 200-medley relay team - - Katelyn Pennell, Chloe Skogg, Kylie Rydland and Grace Logue – finished second with a school-record time of 1:43.53.
- EPHS senior Leah Engh and junior Maddie Ishaug were named to the Minnesota State High School League [All-State Girls Soccer team](#).
- Central Middle School Science Teacher Jackie Campbell has earned and renewed her [National Science Board Certification](#).
- EPHS junior Mason Langenbrunner, senior John Mittelstadt and junior Luke Mittelstadt were selected to play in the [High School All Star Prospects Game](#) on Nov. 9.
- The Eden Prairie High School Dance Team competed in the Miss Dance Team Minnesota competition and seniors Paige Ericksen and Hannah Fox placed third in the duet/trio division and freshman Mara

Wiley placed fourth in the ninth-grade division. Hannah Fox placed eighth in the Miss Division and landed a spot-on Team Minnesota.

- Eden Prairie High School freshman Sterling Rouleau earned second place in the Male Youth Group B (2005-2006) at the Boulderling Local Climbing Competition on Oct. 26. He advanced to the regional competition in Kansas City, MO.
- EPHS senior Ben Sather has been selected to play in the 2019 Minnesota Football Showcase (High School All-Star Football Game) on Saturday, Dec. 7 at US Bank Stadium.
- The Eden Prairie High School Marching Band performed in the Santa's Arrival parade at the Mall of America on Nov. 7.
- Cedar Ridge Elementary kindergarten teacher Jen Heyer received the [Sustainable Eden Prairie Award](#) from the City of Eden Prairie.
- Eden Prairie FTC (First Tech Challenge) Central Middle School Radioactive Robots placed first at the Eagan Tournament Nov. 16-17. Members of the Radioactive Robots team are: Aish Balakrishna, Kara Hoffman, Emily Yu, Sofia Ash-Johnson, Navya Nambiar, Shruti Shanmugasundaram, Sudiksha Talla, Shivangi Mohan, and Emily Oberleitner.

7. **Spotlight on Success:** Eden Prairie High School - Eagle Voice: Student-led Crowd-sourced Innovation

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

A. 2018-19 Audited Financial Presentation – **MOTION** by D. Espe, **Seconded** by T. Swartout to accept the 2018-2019 Audited Financials as presented – Passed Unanimously

- 1) 2018-19 Audited Financial Executive Summary
- 2) Audit: Comprehensive Annual Financial Report (*Full Report listed under Appendix "A", Item #1*)
- 3) Audit: Management Report (*Full Report listed under Appendix "A", Item #2*)
- 4) Audit: Special Purpose Audit Reports (*Full Report listed under Appendix "A", Item #3*)
- 5) Audit: Student Activity Audit Report (*Full Report listed under Appendix "A", Item #4*)

9. **Board Work:**

A. Policy Monitoring

1) Executive Limitations (EL)

- a. EL 2.9 Communication and Support to the School Board (Semi-annual) - **MOTION** by H. Link, **Seconded** by D. Espe to accept by exception, the overall Global Constraint of the OI as reasonable – Passed Unanimously
MOTION by H. Link, **Seconded** by K. Bratrud, to accept by exception, the Evidence supporting the Global Constraint of the OI – Passed Unanimously

B. Required Board Action

1) Record of Board Self-Evaluation

- a. Record of Board Policy Monitoring - Ends & Executive Limitations - – **MOTION** by D. Espe, **Seconded** H. Link to accept record as presented – Passed Unanimously
- b. Record of Board Self-Evaluation - Governance Policies – **MOTION** by D. Espe, **Seconded** H. Link to accept record as presented – Passed Unanimously:

10. **Superintendent Consent Agenda:** **MOTION** by H. Link, **Seconded** by T. Swartout to approve the Superintendent's Consent Agenda as presented – Passed Unanimously

A. Monthly Reports

- 1) Resolution of Acceptance of Donations
- 2) Human Resources Report
- 3) Business Services Reports

- a. Board Business
- b. Expenditures/Revenue Financial Report
- B. Summary Update of General District Policies (*Individual Listing of Policies located under Appendix "B"*)
- 11. **Superintendent's Incidental Information Report: Dr. Stacie Stanley**
 - A. Business Partnerships Update - Pathways
 - B. Community Conversations - School Schedules
- 12. **Board Action on Committee Reports & Minutes:**
 - A. Board Development Committee (D. Espe, H. Link, E. Larabee)
 - B. Approval - School Board Treasurer's Report - Moved Report to December 9, 2019 Meeting
 - C. Community Linkage Committee (K. Bratrud, T. Swartout)
 - 1) School Board Website Language Change: **MOTION** by T. Swartout, **Seconded** by A. Seidel to accept language presented – Passed Unanimously
 - 2) CLC Meeting Minutes for November 8, 2019: **MOTION** by D. Espe, **Seconded** by K. Bratrud to accept as presented – Passed Unanimously
 - D. Negotiations Committee (E. Larabee, A. Seidel)
 - E. Policy Committee (E. Larabee, A. Seidel, T. Swartout)
- 13. **Other Board Updates (AMSD, ISD 287):**
 - A. AMSD (Association of Metropolitan Schools) - T. Swartout (Update to Board)
 - B. ISD 287 (Intermediate School District 287) - A. Seidel (Update to Board)
- 14. **Closed Session:** Annual Review and Review of Fiscal Year 2018-19 Superintendent Goals - *Pursuant to MN Statue 13D.05, Subd.3(a): A public body may close a meeting to evaluate the performance of an individual who is subject to its authority.*
MOTION by T. Swartout, **Seconded** by D. Espe to move into Closed Session at 7:35 p.m. – Passed Unanimously
 Chair, Elaine Larabee present for Closed Session, via telephone conference call, at 7:35 p.m.
 Chair, Elaine Larabee exited Closed Session at 9:06 p.m.
MOTION by A. Seidel, **Seconded** by K. Bratrud to move out of Closed Session to recess at 9:06 p.m. – Passed Unanimously. Regular Business Meeting resumed at 9:08 p.m.
- 15. **Board Work Plan:**
 - A. "Proposed" Work Plan Changes Document – **MOTION** by D. Espe, **Seconded** by T. Swartout to approve changes listed/presented – Passed Unanimously

Eden Prairie School Board 2019 & 2020 WORK PLAN CHANGES "Proposed" WORK PLAN CHANGES November 25, 2019	
Date of Meeting/Workshop	Changes Requested
Monday, November 25, 2019	
Monday, December 9, 2019	Add - Community Linkage – Process for Senior Center Listening Session - Treasurer's Report
Monday, January 6, 2020 – Annual Organization Mtg. & Workshop	
Monday, January 27, 2020	
Monday, February 10, 2020 – Workshop	

Monday, February 24, 2020	Add - Bring back Ends: 1.1, 1.1.2 and 1.2
Monday, March 9, 2020 – Workshop	
Monday, March 23, 2020	
Monday, April 13, 2020 – Workshop	
Monday, April 27, 2020	
Monday, May 4, 2020 – Workshop	
Monday, May 18, 2020	
Monday, June 8, 2020 – Workshop	
Monday, June 22, 2020	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • 2020-2021 School Year (August) Schedule School Site Visit • Cultural Proficiency Continuum • MN Student Survey Report Discussion 	
Placeholder – Policy Review	

B. 2019-20 Annual Work Plan

16. **Adjournment: MOTION** by T. Swarout, **Seconded** by K. Bratrud to adjourn the Monday, November 25, 2019 Meeting of the Eden Prairie School Board at 9:22 p.m.

17. **Appendix "A" (Reference #8A, 2-5)**

A. 2018-19 Audited Financial Presentation - See Appendix "A" (Individual Listing of Reports)

- 1) Comprehensive Annual Financial Report
- 2) Management Report
- 3) Special Purpose Audit Reports
- 4) Student Activity Audit Report

18. **Appendix "B" (Reference #10, Item B)**

A. General District Policies

- 1) District Policy 501 School Weapons Policy
- 2) District Policy 502 Search of Student Locker, Desks, Personal Possessions, and Student's Person
- 3) District Policy 503 Student Attendance
- 4) District Policy 505 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
- 5) District Policy 507 Corporal Punishment
- 6) District Policy 508 Extended School Year for Certain Students with Individualized Education Programs
- 7) District Policy 509 Enrollment of Nonresident Students
- 8) District Policy 512 School-Sponsored Student Publications and Activities
- 9) District Policy 513 Student Promotion, Retention, and Program Design
- 10) District Policy 514 Bullying Prohibition Policy
- 11) District Policy 515 Protection and Privacy of Pupil Records
 - a. District Policy 515-F Public Notice & Juvenile Justice System Request for Information
- 12) District Policy 516 Student Medication
- 13) District Policy 517 Student Recruiting
- 14) District Policy 518 DNR-DNI Orders

- 15) District Policy 519 Interviews of Student by Outside Agencies
 - 16) District Policy 520 Student Surveys
 - 17) Student Surveys 521 Student Disability Nondiscrimination
 - a. District Policy 521-F Student Disability Discrimination Grievance Report Form
 - b. District Policy 521-P Service Animal Procedures
 - 18) District Policy 522 Student Sex Nondiscrimination (Title IX)
 - a. District Policy 522-F Unlawful Sex Discrimination Towards a Student Report - Form
 - 19) District Policy 525 Violence Prevention (Applicable to Students and Staff)
 - 20) District Policy 526 Hazing Prohibition
 - 21) District Policy 527 Students Use and Parking of Motor Vehicles; Patrols, Inspections and Searches
 - 22) District Policy 528 Student Parental, Family, and Marital Status Nondiscrimination
 - 23) District Policy 531 The Pledge of Allegiance
 - 24) District Policy 533 Wellness
 - 25) District Policy 534 Unpaid Meal Policy
 - 26) District Policy 580 Outside Agency Access to Students
19. Addendum - Attachment added to Item #8, A, 1

Adam Seidel – Board Clerk



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Public Hearing for Taxes Payable in 2020

DECEMBER 9, 2019

PRESENTED BY:

JASON MUTZENBERGER,

EXECUTIVE DIRECTOR OF
BUSINESS SERVICES

Minnesota State Law Requires:

A Public Meeting...

- Between November 24th & December 30th
- After 6:00 PM
- May be part of regularly scheduled meeting
- May adopt final levy at same meeting
- Must allow for public comments

...and Presentation of:

- Current year budget
- Prior year actual revenue & expenditures
- Proposed property tax levy including % increase
- Specific purposes & reasons taxes are being increased

Hearing Agenda

- 1. Background Information on School Funding**
- 2. District's Budget**
- 3. District's Proposed Tax Levy for Taxes Payable in 2020**
- 4. Public Comments**

MN Legislature Must Set Funding for Minnesota Public Schools

Minnesota Constitution ARTICLE XIII

MISCELLANEOUS SUBJECTS

Section 1“**UNIFORM SYSTEM OF PUBLIC SCHOOLS.** The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The *legislature shall make such provisions by taxation or otherwise* as will secure a thorough and efficient system of public schools throughout the state.”



As a result...

Funding is Highly Regulated

State Sets:

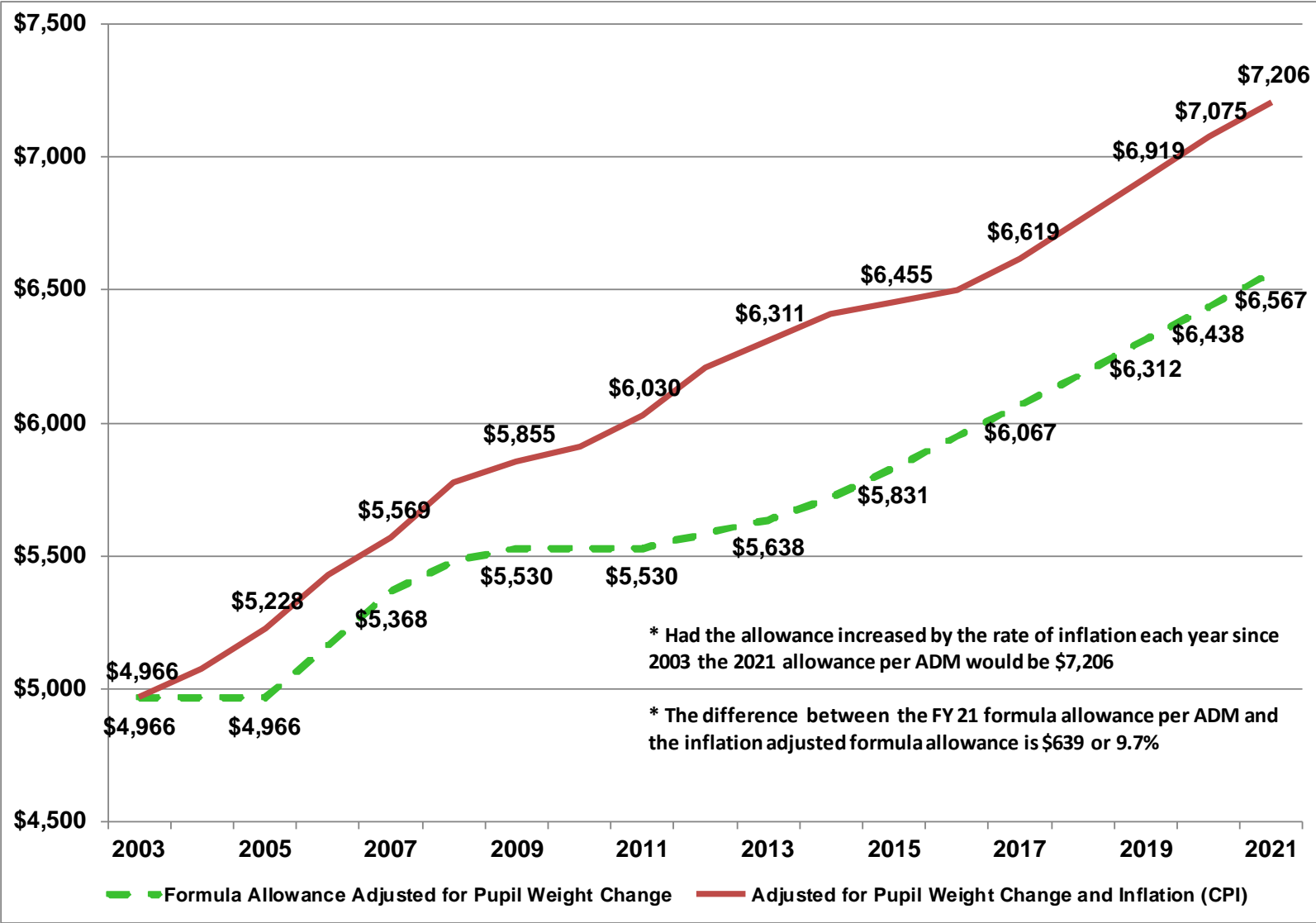
- Formulas which determine revenue; most revenue based on specified amounts per pupil
- Maximum authorized property tax levy (districts can levy less but not more than amount authorized by state, unless approved by voters)

State also authorizes school board to submit referendums for operating and capital needs to voters for approval

Challenge: State Set Basic General Education Formula Lags Inflation

- Since 2002-03, state General Education Revenue formula has not kept pace with inflation
- For FY 2019-20 & FY 2020-21, Legislature approved an increase of 2%
- Per-pupil allowance for FY 2020-21 of \$6,567 would need to increase by another \$639 (9.7%) to have kept pace with inflation since 2002-03

General Education Formula Allowance, 2003-2021
Adjusted for Pupil Weight Change and Inflation (CPI)

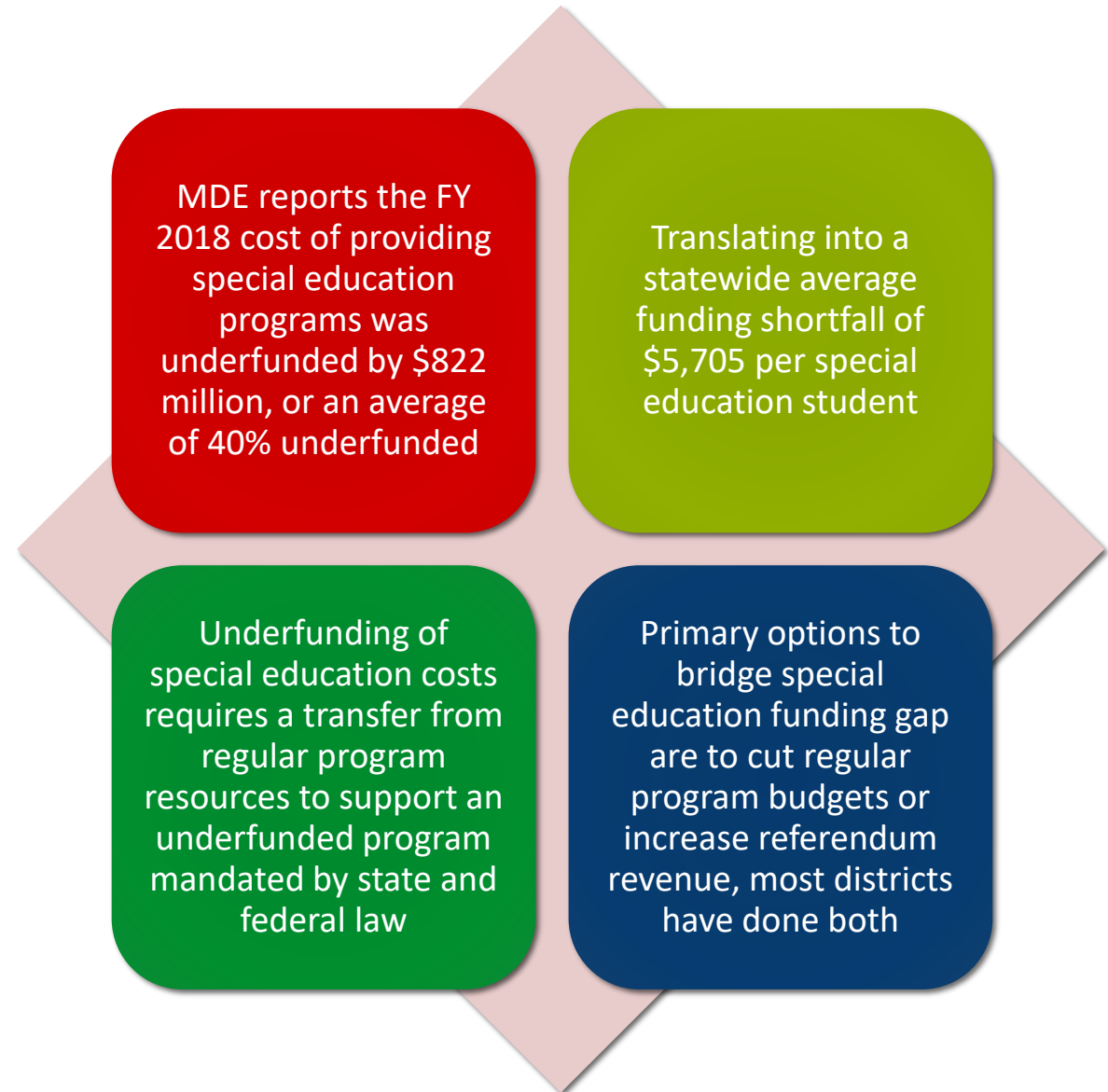


Source: MDE August 2019 Inflation Estimates



Underfunding of Special Education

16



Result: Growing Dependence on Referendum Revenue

- In 1992-93, 65% of districts had operating referendum revenue averaging \$332 per pupil
- For 2020-21, all Minnesota districts have referendum revenue and/or local optional revenue levy authority averaging \$1,475 per pupil (EP \$1,594)

Change in Tax Levy Does not Determine Change in Budget

1

Tax levy is based on many state-determined formulas plus voter approved referendums

2

Some increases in tax levies are revenue neutral, offset by reductions in state aid

3

Expenditure budget is limited by state-set revenue formulas, voter-approved levies, and fund balance

4

An increase in school taxes does not always correlate to an equal increase in budget

School District Levy Cycle Differs from City/County Levy Cycle

City/County:

- Budget Year same as calendar year
- 2020 taxes provide revenue for 2020 calendar year budget

Schools:

- Budget year begins July 1st and coincides with school year
- 2020 taxes provide revenue for 2020-21 school year
- Budget will be adopted in June 2020

Budget Information

Because approval of school district budget lags certification of tax levy by six months, state requires only current year budget information and prior year actual financial results be presented at this hearing. The Fiscal 2020-21 budget will be set in June 2020.

All school district budgets are divided into separate funds, based on purposes of revenue, as required by law

Our District's Funds:

- General (Includes: Capital, Tech Levy, Transportation)
- Food Service
- Community Service
- Building Construction (LTFM, Designing Pathways)
- Debt Service
- Trust (OPEB, Flexible Benefits, Scholarships)
- Internal Service (Self Funded Medical and Dental)
- OPEB Trust

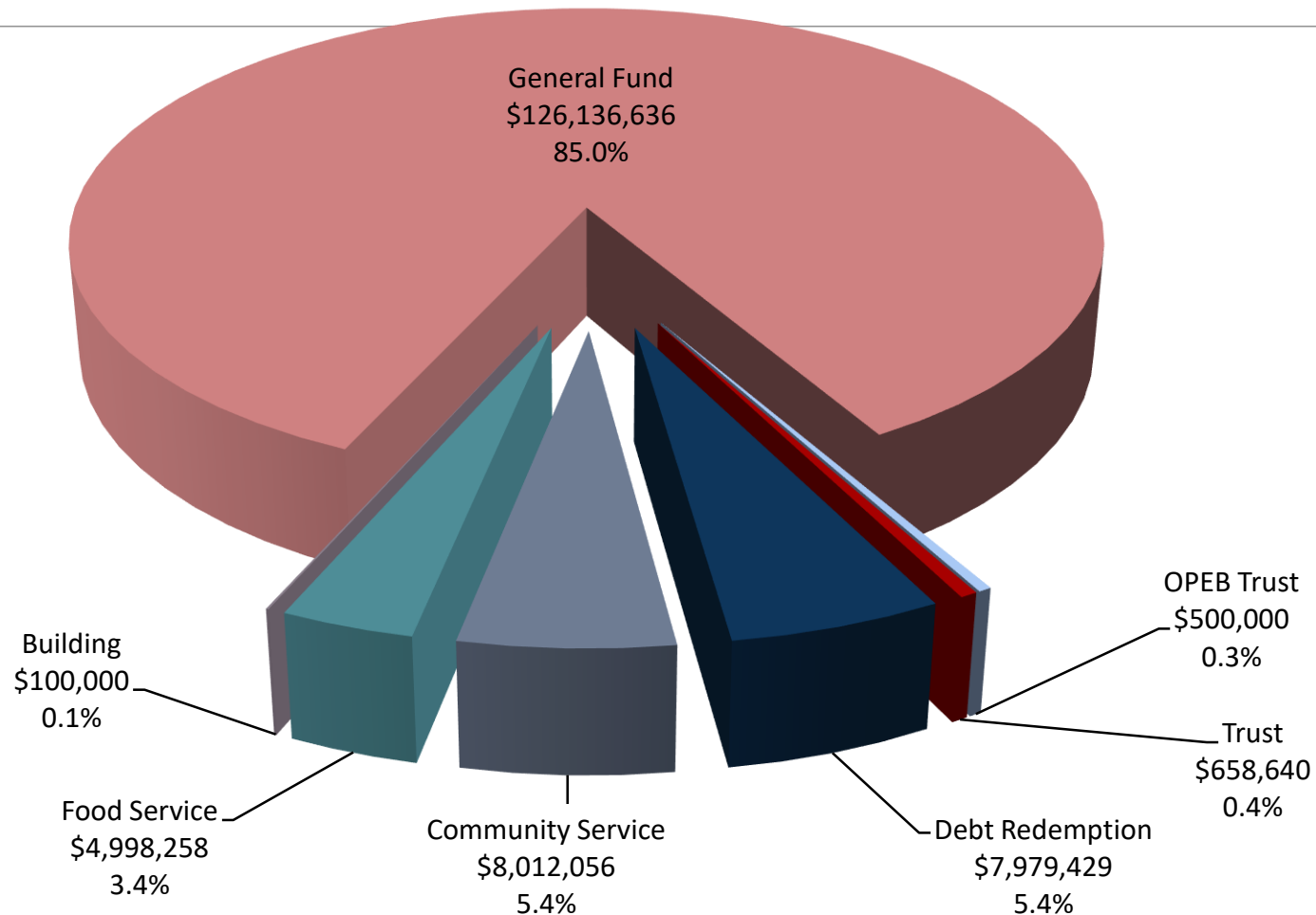
District Revenues and Expenditures
Actual for FY 2019, Budget for FY 2020

FUND	FISCAL 2019 BEGINNING FUND BALANCES	2018-19 ACTUAL REVENUES AND TRANSFERS IN	2018-19 ACTUAL EXPENDITURES & TRANSFERS OUT	JUNE 30, 2019 ACTUAL FUND BALANCE	2019-20 BUDGET REVENUES AND TRANSFERS IN	2019-20 BUDGET EXPENDITURES & TRANSFERS OUT	JUNE 30, 2020 PROJECTED FUND BALANCE
General/Restricted	\$2,106,412	\$11,685,562	\$12,388,294	\$1,403,680	\$13,742,987	\$13,903,798	\$1,242,869
General/Other	18,180,065	112,648,177	110,573,762	20,254,480	112,393,649	112,658,380	19,989,749
Food Service	764,922	5,006,505	5,095,038	676,389	4,998,258	5,061,640	613,007
Community Service	395,507	8,003,087	7,882,140	516,454	8,012,056	7,841,470	687,040
Building Construction	5,567,295	9,780,286	5,778,028	9,569,553	100,000	3,532,943	6,136,610
Debt Service	563,921	14,996,831	13,837,946	1,722,806	7,979,429	8,058,938	1,643,297
Trust	98,139	649,170	691,671	55,638	658,640	658,000	56,278
Internal Service	1,895,453			3,861,914			4,471,914
OPEB* Irrevocable Trust	16,380,453	813,574	702,747	16,491,280	500,000	700,000	16,291,280
OPEB* Debt Service	679,752	4,041,628	4,721,380	-	-	-	-
Total All Funds	\$46,631,919	\$167,624,820	\$161,671,006	\$54,552,194	\$148,385,019	\$152,415,169	\$51,132,044

*Other Post Employment Benefits

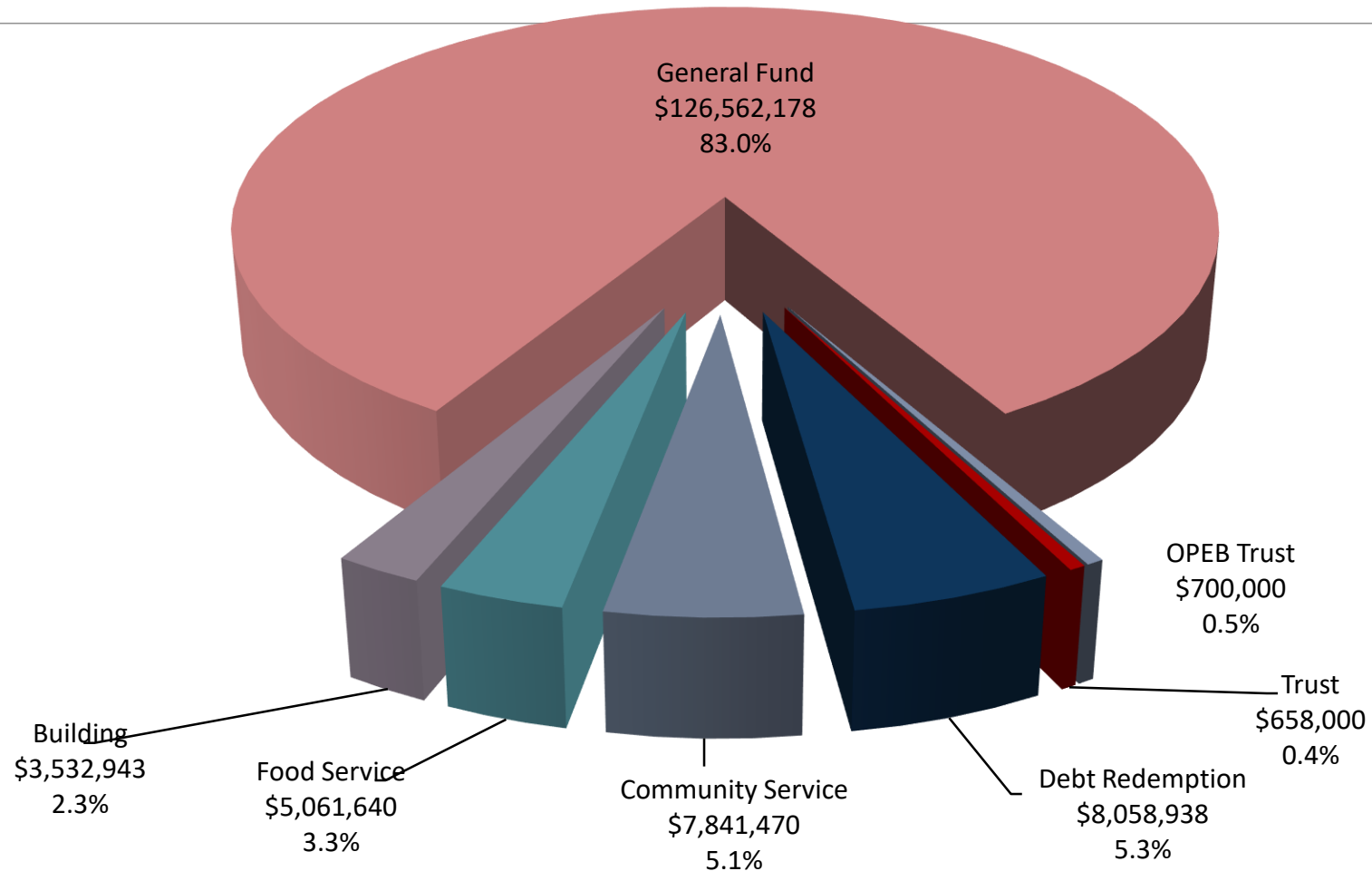
Revenues - All Funds

FY 20 Budget Total - \$148,385,019



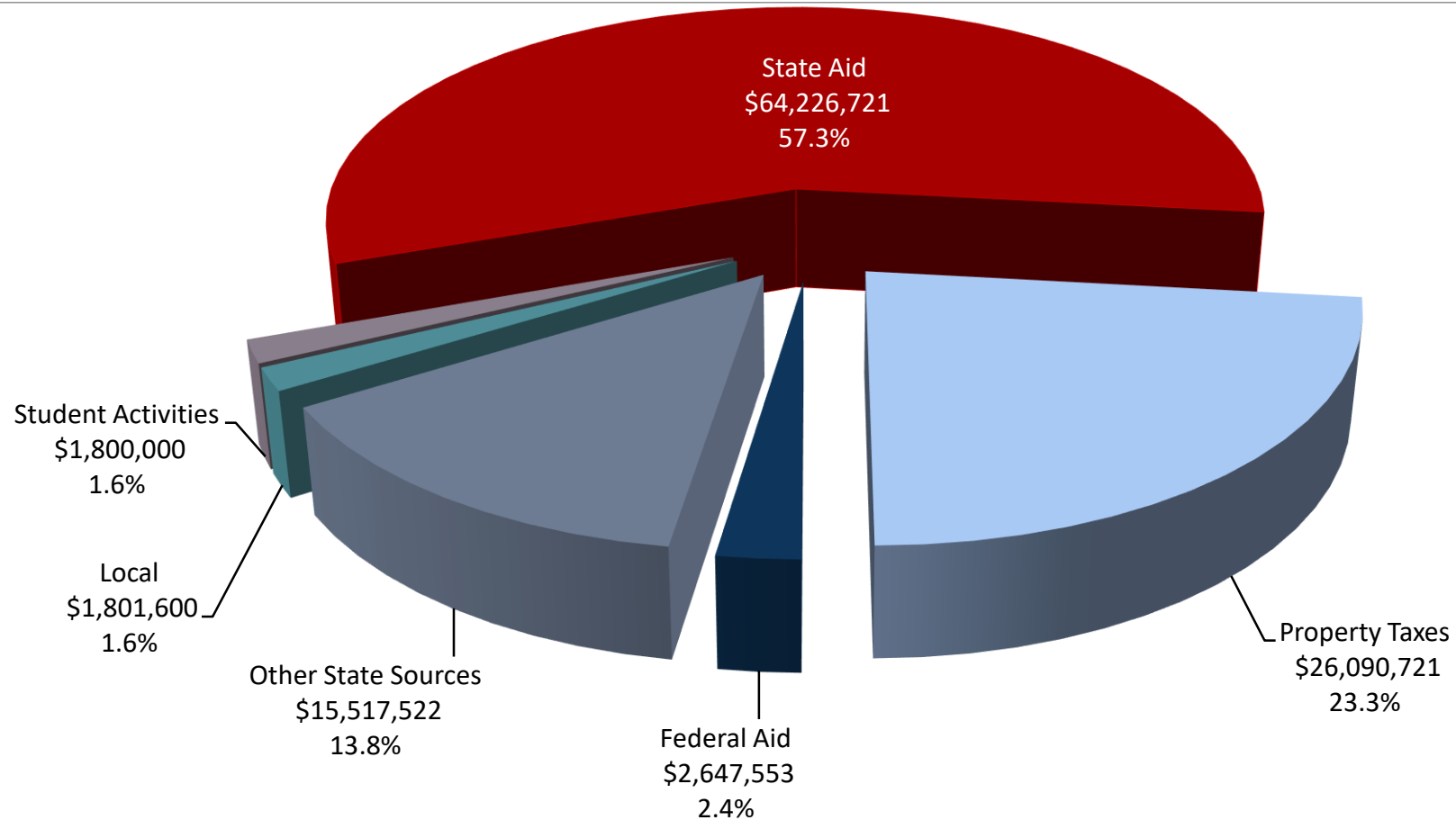
Expenditures - All Funds

FY 20 Budget Total - \$152,415,169



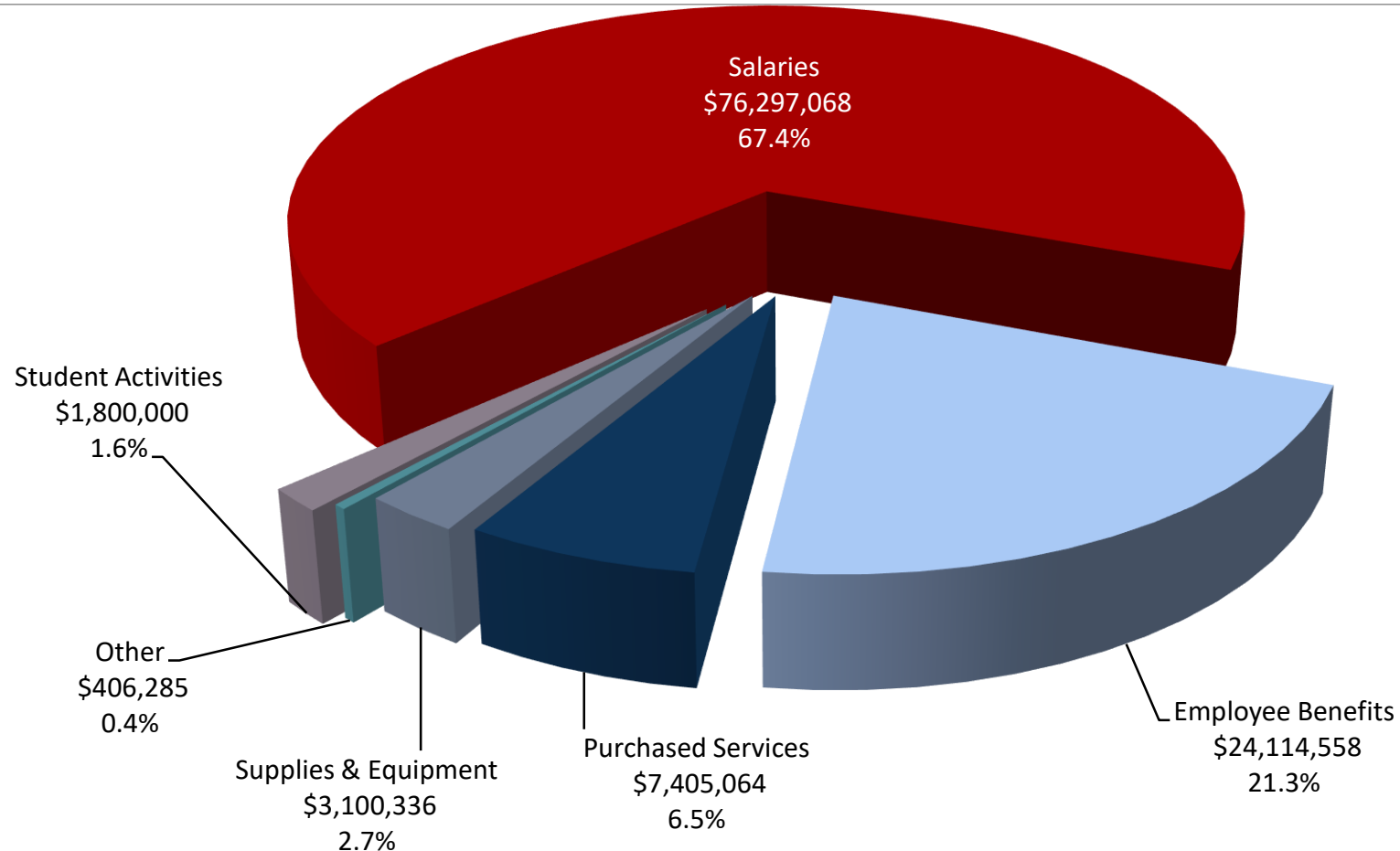
General Fund Revenues

FY 20 Budget - \$112,084,117



General Fund Expenditures

FY 20 Budget - \$113,123,311



Payable 2020 Property Tax Levy

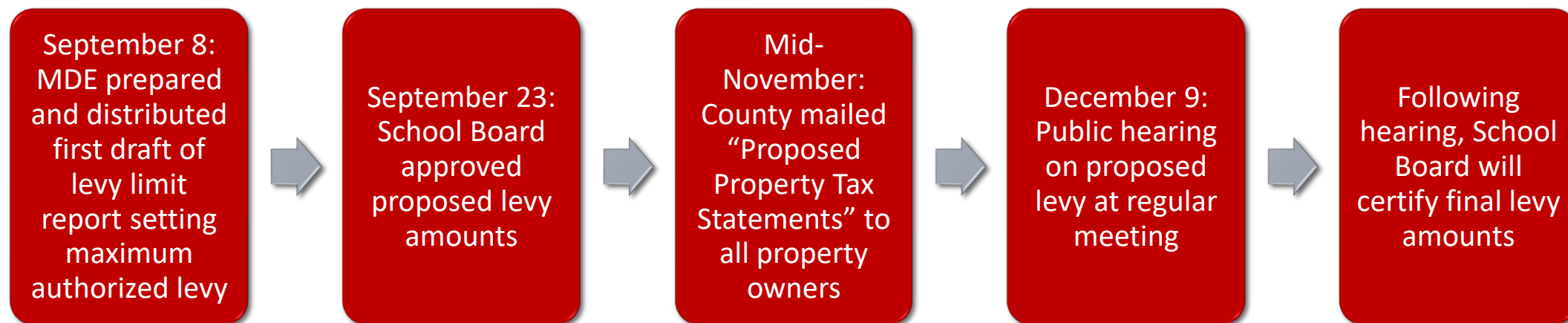
Determination of levy

Comparison of 2019 to 2020 levies

Specific reasons for changes in tax
levy

Impact on taxpayers

Schedule of Events of District's 2019 (Payable 2020) Tax Levy



Just a Note...

- The operating referendum of 2014 impacted tax statements issued in 2014 for calendar year 2015
- 2020 will mark the 6th year of the operating referendum



Property Tax Background

- Every owner of taxable property pays property taxes to various “taxing jurisdictions” (county, city/township, school district, special districts) in which property is located
- Each taxing jurisdiction sets own tax levy, often based on limits in state law
- County sends bills, collects taxes from property owners, and distributes funds back to other taxing jurisdictions



School District Property Taxes

- Each school district may levy taxes in over 40 different categories
- “Levy limits” (maximum levy amounts) for each category are set by
 - State law
 - Voter approval
- Minnesota Department of Education (MDE) calculates detailed levy limits for each district



Taxing Jurisdictions

- School District + 3.26%
- City of Eden Prairie + 3.40%
- Hennepin County + 4.75%

Factors Impacting Individual Taxpayers' School Taxes

Many factors can cause tax bill for an individual property to increase or decrease from year to year

- Changes in value of individual property
- Changes in total value of all property in District (Increase of \$450,960,054)
- Increases or decreases in levy amounts caused by changes in state funding formulas, local needs and costs, voter-approved referendums, and other factors

Overview of Levy Changes

Fund	Pay 19	Pay 20	\$ Change	% Change
General	\$37,752,528	\$36,993,155	- \$759,373	- 2.01%
Community Education	978,842	1,071,185	+ 92,343	+ 9.43
Debt Service	7,950,430	10,140,005	+ 2,189,576	+ 27.54
Total	\$46,681,800	\$48,204,345	+ \$ 1,522,545	+ 3.26%

Explanation of Levy Changes

General Fund	
Category:	Operating Referendum & Local Optional Revenue
Change:	+ \$609,624 or + 3.43%
Use of Funds:	General operating expenses
Reasons for increase:	
	Funding based on adjusted pupil units
	Revenues in these categories are based on estimated number of students
	Includes an inflationary increase of 1.85%

Explanation of Levy Changes

General Fund	
Category:	Capital Projects (Technology Levy)
Change:	+ \$404,055 or + 5.84%
Use of Funds:	Technology expenses
Reasons for increase:	
	The capital projects levy is based on anticipated net tax capacity (ANTC), the tax base continues to increase

Explanation of Levy Changes

General Fund	
Category:	Long Term Facility Maintenance (LTFM)
Change:	- \$759,670
Use of Funds:	Deferred capital and maintenance, approved health and safety, increased accessibility to school facilities.
Reasons for decrease:	
	Decrease in pay-as-you go
	Consideration for district-wide debt financing plan
	Increase in debt service bond payments

Overview of Levy Changes

Fund	Pay 19	Pay 20	\$ Change	% Change
Voter Approved	\$ 24,721,000	\$ 24,704,433	- \$16,567	- .01%
Other	<u>21,960,800</u>	<u>23,499,912</u>	<u>+1,539,112</u>	<u>+ 7.01%</u>
Total	\$ 46,681,800	\$ 48,275,069	+ \$1,522,545	+ 3.26%

Four Year School Levy Comparison

Following are a table and graphs showing examples of changes in school district portion of property taxes from 2017 to 2020

Examples include school district taxes only

All examples are based on a 8.2% increase in property value over this four year period

- Actual changes in value may be more or less than this for any parcel of property
- Intended to provide a fair representation of what has happened to school district property taxes over this period for typical properties

Eden Prairie Schools**Estimated Changes in School Property Taxes, 2017 to 2020*****Based on 8.2% Cumulative Changes in Property Value from 2017 to 2020 Taxes***

Type of Property	Estimated Market Value for 2017 Taxes	Actual Taxes Payable in 2017	Estimated Market Value for 2018 Taxes	Actual Taxes Payable in 2018	Estimated Market Value for 2019 Taxes	Actual Taxes Payable in 2019	Estimated Market Value for 2020 Taxes	Estimated Taxes Payable in 2020	Change in Taxes 2017 to 2020	Change in Taxes 2019 to 2020
Residential	\$231,028	\$978	\$235,649	\$991	\$242,718	\$1,010	\$250,000	\$1,029	\$51	\$19
	277,234	1,190	282,779	1,205	291,262	1,227	300,000	1,251	61	24
	323,440	1,401	329,909	1,419	339,806	1,444	350,000	1,472	71	28
	369,645	1,613	377,038	1,632	388,350	1,662	400,000	1,694	81	32
	415,851	1,825	424,168	1,844	436,893	1,875	450,000	1,909	84	34
	462,057	2,027	471,298	2,049	485,437	2,083	500,000	2,121	94	38
	508,263	2,235	518,428	2,263	533,981	2,309	550,000	2,360	125	51
	554,468	2,463	565,558	2,492	582,524	2,542	600,000	2,599	136	57
	646,880	2,919	659,817	2,950	679,612	3,009	700,000	3,077	158	68
Homestead	693,085	3,147	706,947	3,179	728,155	3,243	750,000	3,316	169	73

General Notes

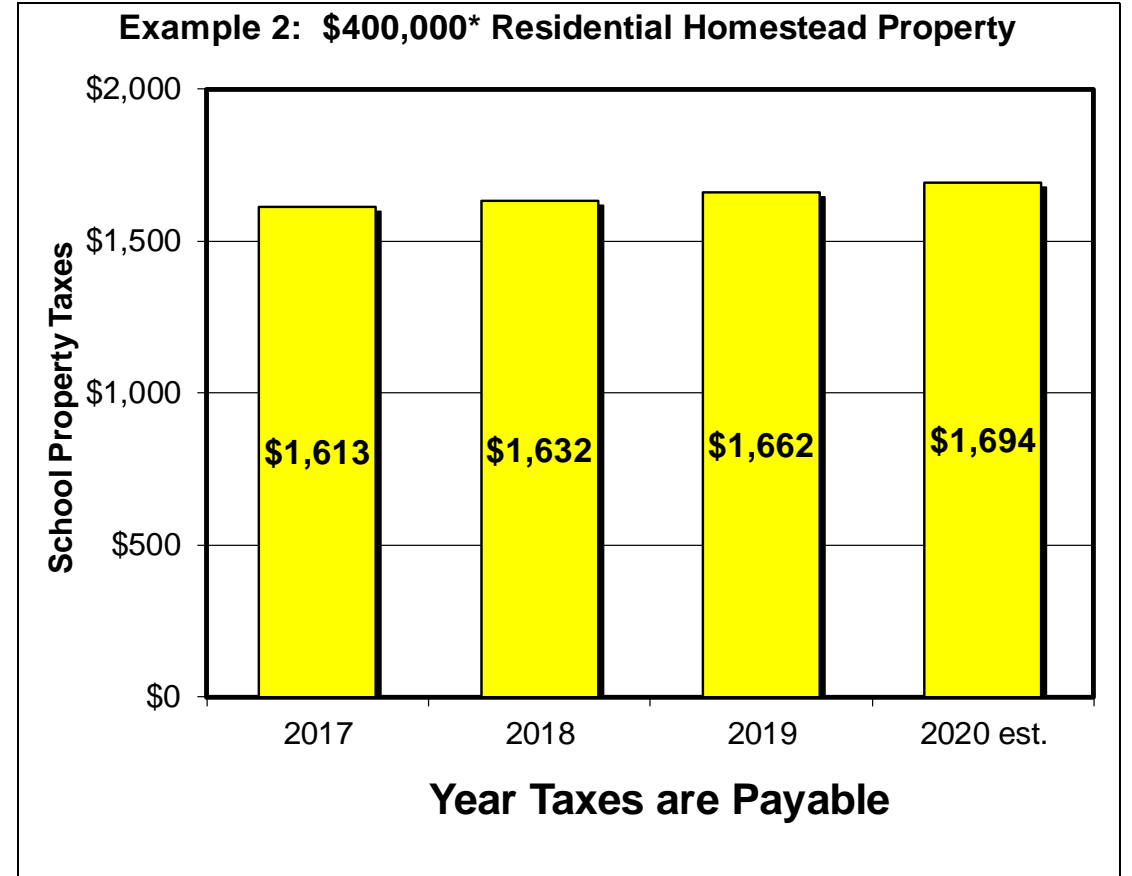
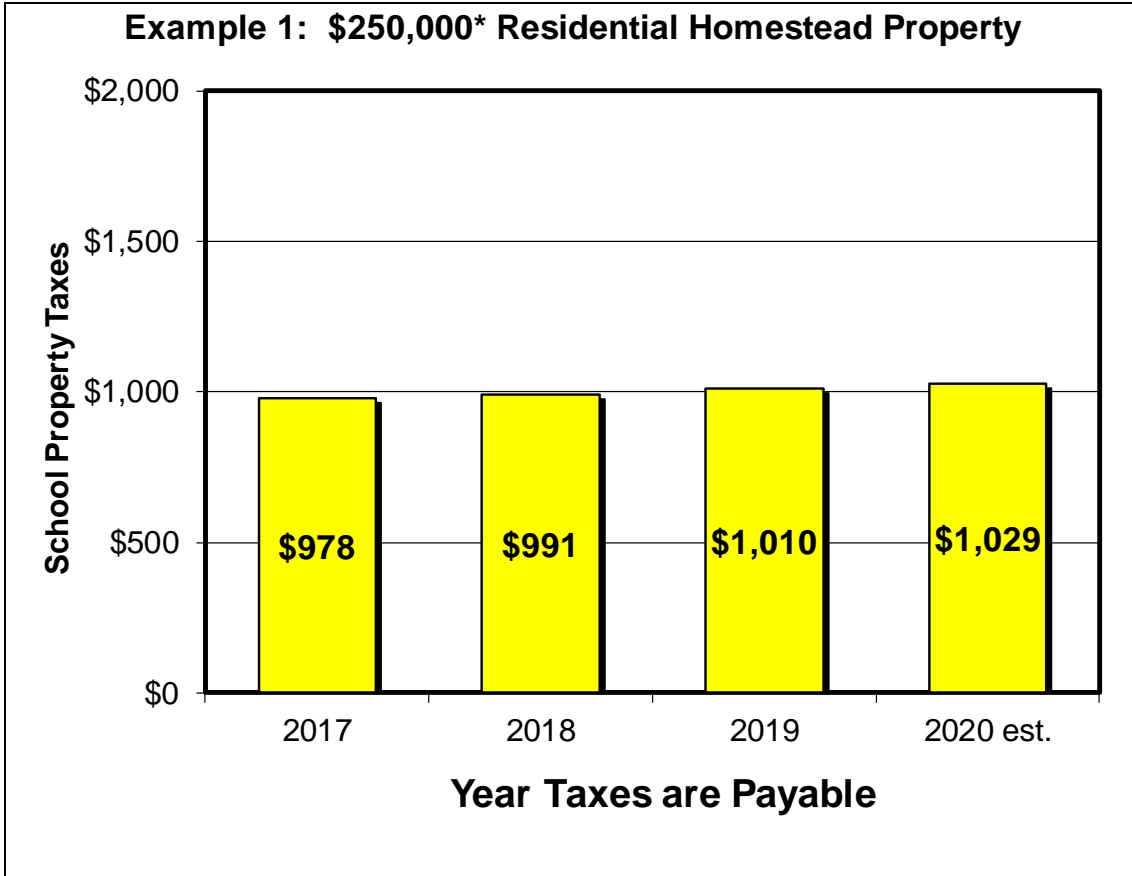
1. Amounts in the table are based on school district taxes only, and do not include taxes for the city or township, county, state, or other taxing jurisdictions.
2. Estimates of taxes payable in 2020 are preliminary, based on the best data available.
3. Taxes are based on changes in estimated market value of 2.0% from 2017 to 2018 taxes, 3.0% from 2018 to 2019, and 3.0% from 2019 to 2020.



Eden Prairie Schools

Estimated Changes in School Property Taxes, 2017 to 2020

Based on 8.2% Cumulative Changes in Property Value from 2017 to 2020 Taxes



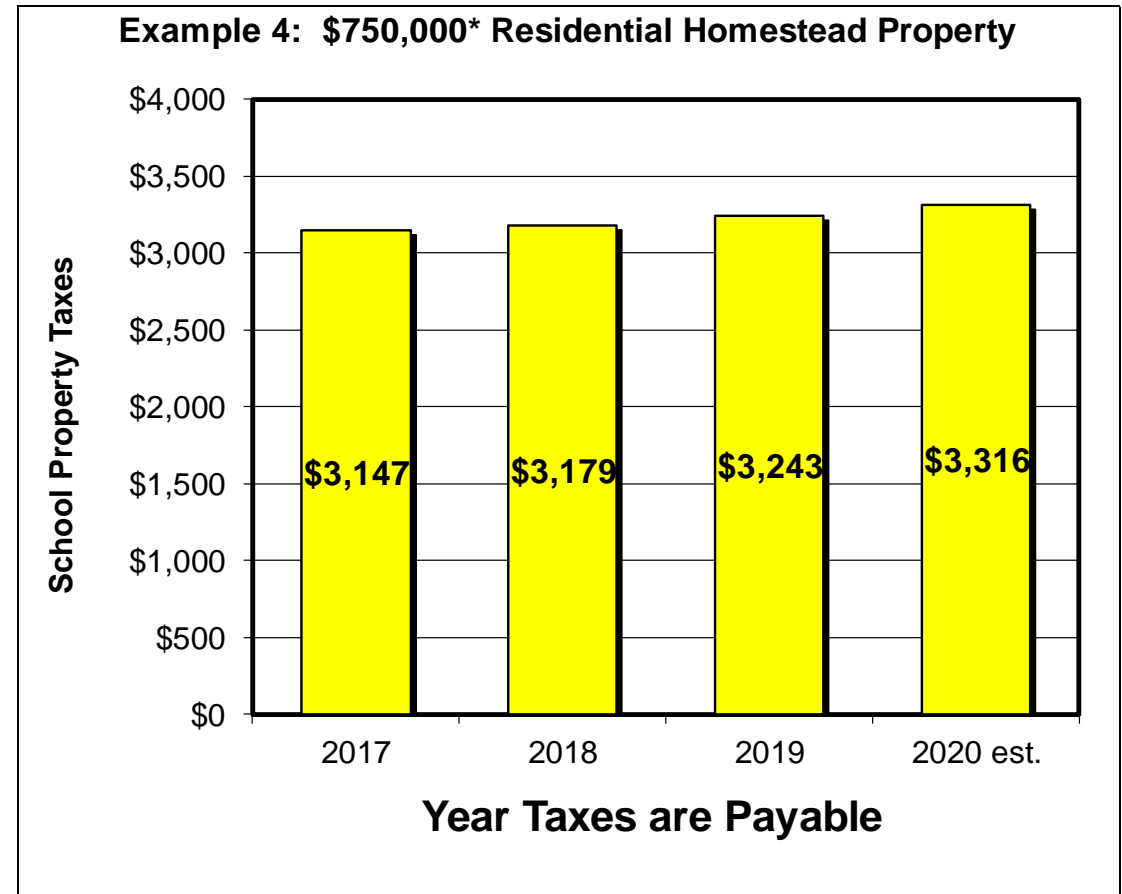
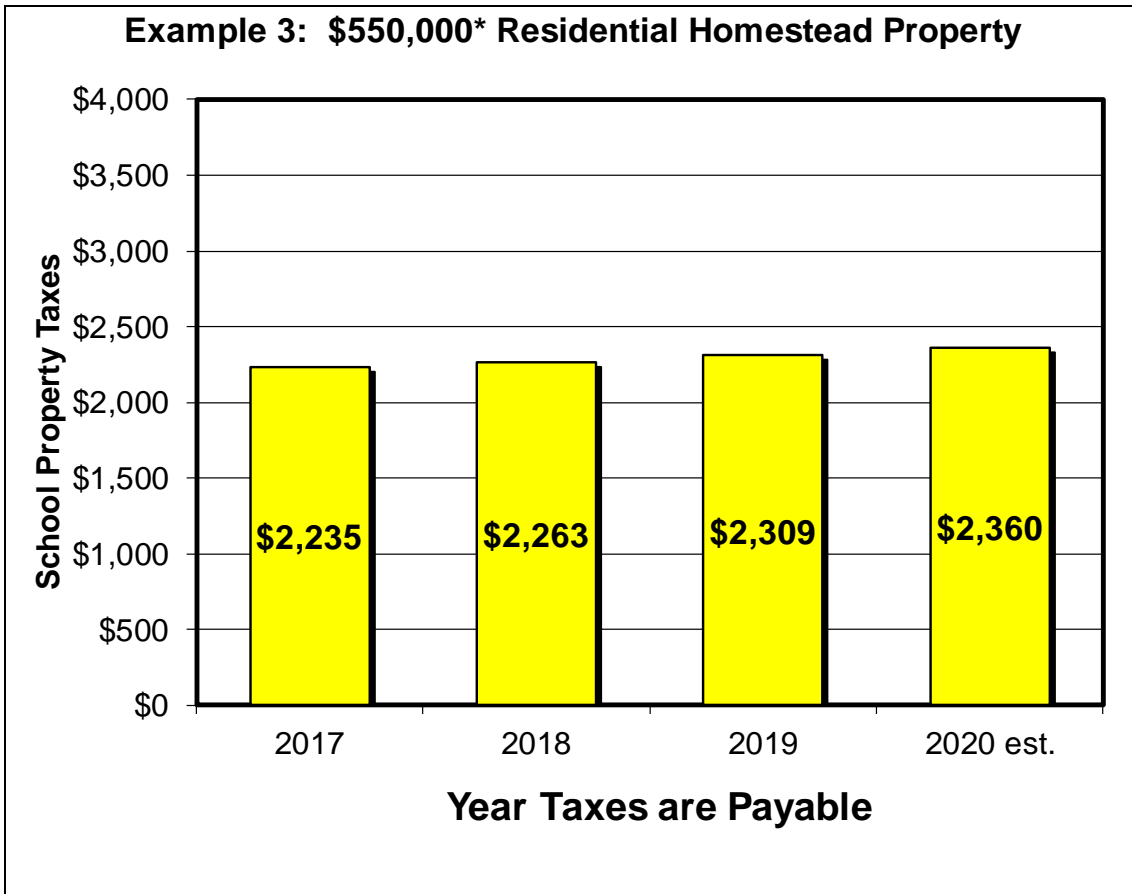
* The value shown in the title of the chart is the estimated market value for taxes payable in 2020. Taxes are calculated based on changes in market value of 2.0% from 2017 to 2018 taxes, 3.0% from 2018 to 2019, and 3.0% from 2019 to 2020.



Eden Prairie Schools

Estimated Changes in School Property Taxes, 2017 to 2020

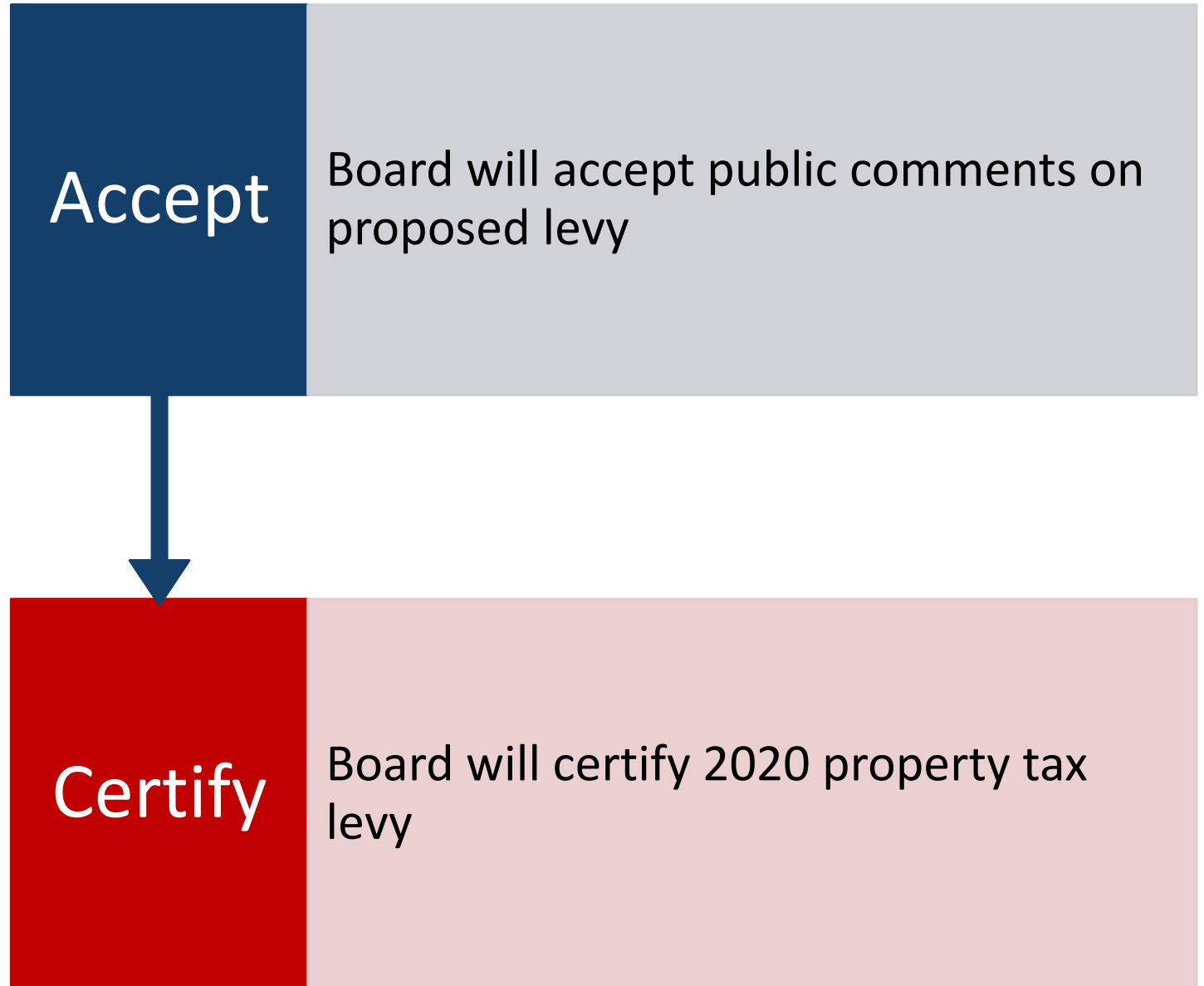
Based on 8.2% Cumulative Changes in Property Value from 2017 to 2020 Taxes



* The value shown in the title of the chart is the estimated market value for taxes payable in 2020. Taxes are calculated based on changes in market value of 2.0% from 2017 to 2018 taxes, 3.0% from 2018 to 2019, and 3.0% from 2019 to 2020.



Next Steps





EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Public
Comments



2019 Superintendent Annual Review Statement:

In accordance with Board Policy 3.3, Superintendent Accountability and Performance, the Board has reviewed Superintendent Swanson's performance based on the monitoring reports submitted between June 2019 and November 2019, and offers the following statement as a summary of his annual performance evaluation:

The Board finds Superintendent Swanson in compliance with all of our Executive Limitation policies, which provide the boundaries and operating expectations within which he must operate.

The Board finds Superintendent Swanson in compliance with all of our Ends Policies with the exception of the following:

- **Ends Policy 1.1.2:** Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.
- **Ends Policy: 1.2** Each student demonstrates the 21st century skills needed to succeed in the global economy.

Significant gains were made in a number of areas. The Board notes the achievement of Ends Policy 1.3 regarding each student demonstrating the knowledge needed to contribute positively to society. The Board also notes the continued improvement in both reading at grade level by third grade and high school graduation rates.

The Board commends Superintendent Swanson's demonstrated leadership. We appreciate his high level of commitment to improve student achievement and maintain strong fiscal health. With Dr. Swanson as our Superintendent, we are enthusiastic about the future of Eden Prairie Schools.



December 9, 2019

To: Dr. Josh Swanson, Superintendent
From: Jason Mutzenberger, Executive Director of Business Services
Re: Pay 2020 Levy

We present for school board approval the final levy for taxes payable in 2020. We are requesting the school board to direct Eden Prairie Schools to levy a specific dollar amount of \$48,204,344.66.

Some items of note for the final levy for taxes payable in 2020:

1. The calculation of the final levy represents an increase of 3.26% or \$1,522,544.50 over the prior year.
2. An Eden Prairie home valued at \$400,000 will see on average a school property tax increase of \$32 per year or \$2.67 per month, assuming a home market value increase of 3.0%.
3. This is the 6th year of the November 2014 election to renew and increase the operating levy.
4. This tax levy includes the first payments on \$39.9 million for Designing Pathways.
5. Abatements in the Debt Service Fund will not be levied, saving the taxpayers \$70,723.87.

We recommend the School board of Independent School District No. 272 approve a final levy for taxes payable in 2020 in the amount of \$48,204,344.66.

Eden Prairie Schools
Final Levy Certification Payable 2020

Categories		2018 Pay 19 FY 20	2019 Pay 20 FY 21	Dollar Change	Comments
1	GENERAL FUND				
2	Equity	\$ 788,616	\$ 761,801	\$ (26,815)	Similar to last year
3	Achievement & Integration	490,328	461,225	(29,103)	Increased base revenue but FY20 included a large positive adjustment
4	Alternative Teacher Compensation	846,178	852,337	6,159	Similar to last year
5	Referendum	22,572,135	22,292,091	(280,045)	1.85% inflation increase, location optional revenue & prior year adjustments
6	Transition	55,041	53,818	(1,223)	Similar to last year
7	Re-employment Ins.	44,752	105,170	60,418	Large FY18 adjustment impacting FY21
8	Safe Schools	498,820	498,926	107	Similar to prior years
9	Career Technical	370,613	415,994	45,381	35% of estimated expenditures, increased investments into CTE prgm
10	Abatement/Other Adjustments	71,069	490,282	419,214	Picking up current and previous year abatements
11	Building/ Lease	1,578,740	990,773	(587,966)	Decrease in base lease cost and large prior year adjustments
12	Operating Capital	1,097,828	1,083,322	(14,506)	Simialr to prior years
13	Capital Projects	6,907,966	7,312,021	404,055	Technology levy, increase in adjusted net tax capacity
14	Long Term Facility Maintenance (LTFM)	2,555,184	1,795,514	(759,670)	Less pay-as-you-go this year as planned to help offset debt levy increase
15	Capital Facilities Bonds Adjustment	(124,740)	(120,120)	4,620	Offset in debt service fund
16	LEVY TOTAL	\$ 37,752,528.87	\$ 36,993,154.99	\$ (759,373.88)	-2.01%
17	COMMUNITY EDUCATION FUND				
18	Basic Levy	\$ 451,675	\$ 451,675	\$ -	\$5.42 per population (2012 census)
19	Early Child & Family	326,603	333,775	7,173	Slightly larger population
20	Home Visiting	8,905	9,212	307	0-4 year old
21	Disabled Adults	6,365	6,365	-	50% of approved expenditures
22	School-Aged Care	174,978	269,599	94,621	Funding for students with disabilities, FY20 included a large adjustment
23	Abatement Adjustment	10,316	559	(9,758)	Abatement activity
24	LEVY TOTAL	\$ 978,842.25	\$ 1,071,185.03	\$ 92,342.78	9.43%
25	DEBT SERVICE FUND				
26	Debt Levy	\$ 2,320,763	\$ 2,025,289	\$ (295,474)	Scheduled principal & interest payments
27	Alternative Facilities (LTFM) Bond	5,853,947	8,114,715	2,260,768	Scheduled principal & interest payments
28	Debt Excess	(224,281)	-	224,281	Calculated using fund balance & projected costs
29	Abatement Adjustment	-	-	-	Abatement activity underlevied by \$70,723.87
30	DEBT SERVICE LEVY TOTAL	\$ 7,950,429.04	\$ 10,140,004.64	\$ 2,189,575.60	27.54%
31	LEVY GRAND TOTAL	\$ 46,681,800.16	\$ 48,204,344.66	\$ 1,522,544.50	3.26%

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.5 Financial Planning and Budgeting	Monitoring Timeframe: July 1, 2017 2018 -June 30, 2018 2019	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Data does/does not provide adequate evidence of compliance <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: December 10, 2018 December 09, 2019	
		Board member name:
Global Constraint: 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 School Board's Ends priorities, risk financial jeopardy, or fail to be derived from a multi-year plan.		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> <ol style="list-style-type: none"> 1. The Board's Ends policy was created to address the question of "what good" the organization creates as a result of our work. The Ends priorities provide the framework upon which the Superintendent bases action. 2. A <i>multi-year plan</i> projects expected revenue and expenditure across a three to five year period. 		
<u>Justification:</u> <ol style="list-style-type: none"> 1. Board expectations are communicated to the Superintendent via the Ends policy, and the Superintendent is empowered to implement the "Means" to accomplish the "Ends." The strategic plan is a five-year plan to accomplish the means. Failing to substantially address or change the specific ideals set forth in Board Policy would result in a material deviation from the Ends. 2. School district budgets are largely based upon projections of revenue and anticipated expenditures. It is appropriate to review multi-year financial projections and strategic plan in order to anticipate the opportunities and barriers presented in future budgets. 		
<u>Measurement Plan:</u> <ol style="list-style-type: none"> 1. Compliance with this policy shall be evidenced by the School Board Ends Monitoring Reports results. 2. A multi-year plan showing projected revenues and expenditures shall be a component of annual budget planning and execution. 		

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<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Ends policy monitoring reports have not disclosed budget allocations or financial resources as a barrier. 2. The district used a multi-year financing plan provided by our financial advisor, Ehlers & Associates, during 2017-18 2018-19. The district business office also creates a multi-year financial projection model which is studied by the Superintendent's Cabinet and the Citizen's Finance Advisory Committee. The summarized financial projections from the plan are disclosed in the Informational Overview section of the 2018-19 2019-20 Annual Budget Book and was presented to the school board in January 2018 2019. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.5.1 Furthermore, there will be no financial plan that: Risks incurring those situations or conditions described as unacceptable in the School Board policy "Financial Condition and Activities."</p>	
<p><u>Operational Interpretation:</u> I interpret this policy to mean that the proposed budget for the upcoming fiscal year meets the reasonable requirements as interpreted in EL.2.6 Financial Condition and Activities.</p>	
<p><u>Justification:</u> Executive Limitations Policy 2.6 Financial Conditions and Activities delineates School Board determined restrictions of selected financial activities in order to protect the District from adverse financial risk, as well as involve the School Board in certain decision-making processes that they have determined to be "their work."</p>	
<p><u>Measurement Plan:</u> Compliance to with this policy shall be evidenced by School Board approval of the School District Budget.</p>	
<p><u>Evidence:</u> The district budget was presented to the School Board at its May 21, 2018 May 20, 2019 meeting and was approved by the School Board at its June 18, 2018 June 24, 2019 meeting.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p>2.5.2 Neglects to present, no later than the third quarter of the current fiscal year, the assumptions, any material reinvestment of unbudgeted revenues or savings, and a timeline for the next annual budget.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret this policy to mean that no later than the third quarter of the fiscal year (January – March) the Administration will present and enact “Budget Assumptions,” any material reinvestment of unbudgeted revenues or savings, and a timeline for action when building the next annual budget. 2. An <i>assumption</i> is a “thing that is accepted as true or certain to happen without proof.” When creating a budget, <i>assumptions</i> are expectations that provide a starting point for the process. <i>Assumptions</i> are most often relative to revenue and expenditure forecasts. They also can be expressed as managerial decisions, anticipated legislative actions, and changes to student enrollment. 3. <i>To fully disclose and make clear</i> the budget must reflect the conditions and expectations in which it was created and also anticipate those that may be in effect during its implementation. 4. A published <i>timeline</i> of discrete actions to be performed provides a framework for budget work to be completed and also provides transparency to the process. 	
<p><u>Justification:</u></p> <p>The district budget must adhere to financial realities. In order to conform with the “means” and “ends” expressed via the Policy Governance structure, it is important to promote understanding of the budgeting process as well as the tenets or “assumptions” used to create the annual financial plan or budget for the District.</p>	
<p><u>Measurement Plan:</u></p> <p>Compliance to this policy shall be evidenced by:</p> <ol style="list-style-type: none"> 1. Presentation to the Board of the assumptions, material reinvestment of unbudgeted revenues or savings, and timeline by the third quarter of the fiscal year. 2. School Board approval of the School District Budget. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The 2018-19 2019-20 budget timeline and 2018-19 2019-20 budget assumptions were presented to the School Board at its January 22, 2018 January 27, 2019 meeting and finalized at its March 26, 2018 Board meeting. 2. The district budget was presented to the School Board at its May 21, 2018 May 20, 2019 meeting and was approved by the School Board at its June 18, 2018 June 24, 2019 meeting. 	

<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.5.3 Furthermore, there will be no financial plan that: Allows the year-end unassigned general fund balance to fall below 8% of expenditures.</p>	
<p><u>Operational Interpretation:</u> I interpret this to mean that upon the completion of the annual financial audit, the general fund shall demonstrate a minimum of 8% of annual expenditures within the unassigned portion of the district's fund balance.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. External independent auditors generally recommend a minimum fund balance equaling one month of expenditures, or approximately two payroll periods. 2. A comparison of neighboring district fund balance policies and recommendations places 8% in a reasonable or comparable range. 3. The State of Minnesota requires school districts to undergo a financial audit each fiscal year. 	
<p><u>Measurement Plan:</u> Compliance shall be demonstrated by:</p> <ol style="list-style-type: none"> 1. The projected general fund balance presented as part of the annual budget process demonstrates a balance of >8% of projected expenditures, and 2. The external audit confirms the general fund balance of >8% of reported expenditures at the conclusion of the fiscal year audited. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. The 2017-18 2018-19 mid-year budget update projected an unassigned General Fund balance of 15.6% 16.4% (greater than 8%) for the fiscal year ending June 30, 2018 June 30, 2019. 2. The Executive Audit Summary presented by the auditing firm of MMKR & Co, P.A at the November 19, 2018 November 25, 2019 meeting of the School Board confirmed a June 30, 2018 June 30, 2019 year-end fund balance of 13.5% 12.8% (greater than 8%). This calculation of unassigned fund balance percentage includes, in the denominator, expenditures for operating capital. For consistency purposes, the district excludes operating capital expenditures from its internal calculation of unassigned fund balance. The district's internal calculation of unassigned fund balance of 15.8% 16.0% was also presented at the November 19, 2018 November 25, 2019 meeting of the school board. 	

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<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.5.4 Furthermore, there will be no financial plan that: Does not collect appropriate input from various sources.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. I interpret this policy to mean that as the annual budget is developed, the Administration collects input from reputable sources as a function of the budget development process. Those sources could be either external or internal to the District. External <i>sources</i> may consist of, but are not limited to, the federal government, the Minnesota Department of Education, Minnesota Statute and Rule, local community advisory committees, and parents (as defined in EL 2.3). District employees are considered internal sources. 2. The term <i>appropriate</i> in this context refers to being “suitable or proper” to the circumstance. 3. Collection of <i>input</i> for the purposes of informing budget development must come from reputable sources with knowledge of the process and needs of the District. Generally, <i>appropriate input</i> is regarded as “advisory” in nature. 	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Public schools are local governmental entities, and therefore function as representatives of the community, state, and nation. The “public good” requires a budget process that is relatively transparent and seeks input from its customers and employees...each of whom have varying interests and values. With that said, it is important to note that the professionals hired by the District are highly trained and knowledgeable in their occupational craft. 2. The Superintendent must weigh all of these factors when recommending a budget for approval. While all points of view and corresponding input may not find their way into the recommended budget, it is still important to acknowledge that various positions and recommendations brought forth were considered for inclusion. 3. The Superintendent is ultimately responsible for the budget, and therefore retains the authority to determine the appropriate level of input collected during the budget development process. 	
<p><u>Measurement Plan:</u> The Superintendent shall note and recognize the contributions of internal and external sources as part of the annual budget adoption process in the annual Budget Book.</p>	

Evidence:

The Introductory Section of the ~~2017-18~~ 2018-19 Budget Book included the following information regarding the collection of input:

Collecting Input

School Board Executive Limitation 2.5.4 states that “There will be no financial plan that does not collect appropriate input from various sources”. The process to build the proposed ~~2017-18~~ 2018-19 budget included the following input opportunities:

1. School Board – The first official action that begins the process of budget development was the approval of the payable ~~2017~~ 2018 tax levy, which occurred on ~~December 12, 2016~~ December 11, 2017. This levy includes approximately ~~26.1%~~ 22.7% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
 - ~~January 9, 2017~~ January 8, 2018 – Board workshop on 5-year financial model
 - ~~January 23, 2017~~ February 12, 2018 – Review budget timeline, discuss preliminary ~~2017-18~~ 2018-19 budget assumptions, ~~2016-17~~ 2017-18 Mid-year budget approval, and approval of capital bus purchases
 - ~~March 27, 2017~~ March 26, 2018 – Approved final ~~2017-18~~ 2018-19 budget assumptions, review proposed ~~2017-18~~ 2018-19 preliminary capital budget
 - ~~April 10, 2017~~ April 9, 2019 – Review proposed ~~2017-18~~ 2018-19 School Board budget
 - ~~April 24, 2017~~ April 23, 2019 – Approved ~~2017-18~~ 2018-19 preliminary capital budget and the ~~2017-18~~ 2018-19 School Board budget
 - ~~May 22, 2017~~ May 20, 2019 – ~~2017-18~~ 2018-19 first reading of adopted budget
2. 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 – 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 contained 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.

Statement of Assertion:

Report is Reasonable and Evidence support the Operational Interpretation

Board member’s summarizing comments:

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Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: EL 2.0 Global Executive Constraint	Monitoring Timeframe: July 2017 to June 2018 July 1, 2018 to June 30, 2019	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Evidence supports/does not support the OI <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: December 10, 2018 December 9, 2019	
		Board member name:
Global Constraint: The Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unethical, imprudent, or in violation of commonly accepted business and professional practices.		<i>(enter rating and reasoning when appropriate)</i>
53	Operational Interpretation: I interpret this policy to mean that I will not cause or allow any conduct that is not ethical or lawful within the reasonable and legal scope of District control.	
	Justification: The provisions in Executive Limitations policies 2.1 to 2.9 have demonstrated that I have not allowed any practice, activity, decision, or organizational circumstance that is unlawful, unethical, imprudent, or in violation of commonly accepted business and professional practices.	
	Measurement Plan: Compliance with all provisions of Executive Limitations 2.1 to 2.9	
	Evidence: I have presented supporting data throughout the Executive Limitations policies 2.1 to 2.9. EL 2.2.1 is the one exception and the process for a follow-up presentation has been scheduled.	
	Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
Board member's summarizing comments:		

**Record of Board Policy Monitoring
Ends and Executive Limitations
July 1, 2019 – June 30, 2020**

Monitoring 2018-2019 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	18-19 OI 06/18/18	Yes	Yes				
	18-19 Evidence 10/28/19			No	No	Bring back to Board Meeting on 2/24/2020	No
	19-20 OI 6/24/19	Yes	Yes				
1.1.1 Each student is reading at grade level by the end of third grade	18-19 OI 06/18/18	Yes	Yes				
	18-19 Evidence 10/28/19			Yes	Yes		Yes
	19-20 OI 6/24/19	Yes	Yes				
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	18-19 OI 06/18/18	Yes	Yes				
	18-19 Evidence 10/28/19			No	No	Bring back to Board Meeting on 2/24/2020	No
	19-20 OI 6/24/19	Yes	Yes				

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	18-19 OI 06/18/18	Yes	Yes				
	18-19 Evidence 10/28/19			Yes	Yes		Yes
	19-20 OI 6/24/19	Yes	Yes				
1.2 Each student demonstrates the 21 st century skills needed to succeed in the global economy	18-19 OI 06/18/18	Yes	Yes				
	18-19 Evidence 10/28/19			No	No	Bring back to Board Meeting on 2/24/2020	No
	19-20 OI 6/24/19	Yes	Yes				
1.3 Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	18-19 OI 06/18/18	Yes	Yes				
	18-19 Evidence 10/28/19			Yes	Yes		Yes
	19-20 OI 6/24/19	Yes	Yes				

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn’t support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/9/19						
EL 2.1 Emergency Superintendent Succession	08/26/19	Yes	Yes	Yes	Yes		Yes
EL 2.2 Treatment of Students	08/26/19	Yes	Yes	Yes	Yes		Yes
EL 2.3 Treatment of Parents	09/23/19	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/28/19	Yes	Yes	Yes	Yes		Yes
EL 2.5 Financial Planning and Budgeting	12/9/19						
EL 2.6 Financial Management and Operations	09/23/19	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/26/19	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/28/19	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	06/24/19 (Semi-annual)	Yes	Yes	Yes	Yes		Yes
	11/25/19	Yes	Yes	Yes	Yes		Yes
	06/22/20 (Semi-annual) Changed to annual reporting						

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2019 – June 30, 2020)**

Monitoring July 1, 2018 – June 30, 2019 School Year Data

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

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

3.0 Single Point of Connection	09/23/2019	Yes			Yes
3.1 Unity of Control	09/23/2019	Yes			Yes
3.1.1	09/23/2019	Yes			Yes
3.1.2	09/23/2019	Yes			Yes
3.1.3	09/23/2019	Yes			Yes
3.2 Delegation to the Superintendent	09/23/2019	Yes			Yes
3.2.1	09/23/2019	Yes			Yes
3.2.2	09/23/2019	Yes			Yes
3.2.3	09/23/2019	Yes			Yes
3.2.4	09/23/2019	Yes			Yes
3.3 Superintendent Accountability and Performance	09/23/2019	Yes			Yes
3.3.1	09/23/2019	Yes			Yes
3.3.2	09/23/2019	Yes			Yes
3.3.3	09/23/2019	Yes			Yes
3.3.4	09/23/2019	Yes			Yes
3.3.5	09/23/2019	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2019 – June 30, 2020)**

Monitoring July 1, 2018 – June 30, 2019 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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GOVERNANCE PROCESS (GP) POLICIES					
4.0 Global Governance Commitment	10/28/2019	Yes			Yes
4.0.1	10/28/2019	Yes			Yes
4.0.2	10/28/2019	Yes			Yes
4.1 Governing Style	10/28/2019	Yes			Yes
4.1.1	10/28/2019	Yes			Yes
4.1.2	10/28/2019	Yes			Yes
4.1.3	10/28/2019	Yes			Yes
4.1.4	10/28/2019	Yes			Yes
4.1.5	10/28/2019	Yes			Yes
4.1.6	10/28/2019	Yes			Yes
4.2 School Board Job Products	10/28/2019	Yes			Yes
4.2.1	10/28/2019	Yes			Yes
4.2.2	10/28/2019	Yes			Yes
4.2.2 - A	10/28/2019	Yes			Yes
4.2.2 - B	10/28/2019	Yes			Yes
4.2.2 - C	10/28/2019	Yes			Yes
4.2.2 - D	10/28/2019	Yes			Yes
4.2.3	10/28/2019	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2019 – June 30, 2020)**

Monitoring July 1, 2018 – June 30, 2019 School Year Data

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4.3 Annual Work Plan	10/28/2019	Yes			Yes
4.3.1	10/28/2019	Yes			Yes
4.3.2	10/28/2019	Yes			Yes
4.3.3	10/28/2019	Yes			Yes
4.4 Officer Roles	09/23/2019	Yes			Yes
4.4.1	09/23/2019	Yes			Yes
4.4.1.1	09/23/2019	Yes			Yes
4.4.1.2	09/23/2019	Yes			Yes
4.4.1.3	09/23/2019	Yes			Yes
4.4.1.4	09/23/2019	Yes			Yes
4.4.1.5	09/23/2019	Yes			Yes
4.4.1.6	09/23/2019	Yes			Yes
4.4.1.7	09/23/2019	Yes			Yes
4.4.1.8	09/23/2019	Yes			Yes
4.4.1.9	09/23/2019	Yes			Yes
4.4.2	09/23/2019	Yes			Yes
4.4.3	09/23/2019	Yes			Yes
4.4.4	09/23/2019	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2019 – June 30, 2020)**

Monitoring July 1, 2018 – June 30, 2019 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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4.5 School Board Members' Code of Conduct	09/23/2019	Yes			Yes
4.5.1	09/23/2019	Yes			Yes
4.5.2	09/23/2019	Yes			Yes
4.5.2.1	09/23/2019	Yes			Yes
4.5.2.2	09/23/2019	Yes			Yes
4.5.2.3	09/23/2019	Yes			Yes
4.5.3	09/23/2019	Yes			Yes
4.5.3.1	09/23/2019	Yes			Yes
4.5.3.2	09/23/2019	Yes			Yes
4.5.4	09/23/2019	Yes			Yes
4.5.5	09/23/2019	Yes			Yes
4.5.6	09/23/2019	Yes			Yes
4.5.7	09/23/2019	Yes			Yes
4.5.8	09/23/2019	Yes			Yes
4.5.8.1	09/23/2019	Yes			Yes
4.5.8.2	09/23/2019	Yes			Yes
4.5.8.3	09/23/2019	Yes			Yes
4.5.8.4	09/23/2019	Yes			Yes
4.5.8.5	09/23/2019	Yes			Yes
4.5.8.6	09/23/2019	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2019 – June 30, 2020)**

Monitoring July 1, 2018 – June 30, 2019 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
4.5.8.7	09/23/2019	Yes			Yes
4.6 Process for Addressing School Board Member Violations	09/23/2019	Yes			Yes
4.6.1	09/23/2019	Yes			Yes
4.6.2	09/23/2019	Yes			Yes
4.6.3	09/23/2019	Yes			Yes
4.6.4	09/23/2019	Yes			Yes
4.6.4.1	09/23/2019	Yes			Yes
4.6.4.2	09/23/2019	Yes			Yes
4.7 School Board Committee Principles	09/23/2019	Yes			Yes
4.7.1	09/23/2019	Yes			Yes
4.7.2	09/23/2019	Yes			Yes
4.7.3	09/23/2019	Yes			Yes
4.7.4	09/23/2019	Yes			Yes
4.8 School Board Committee Structure	09/23/2019	Yes			Yes
4.8.1	09/23/2019	Yes			Yes
4.8.2	09/23/2019	Yes			Yes
4.8.3	09/23/2019	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2019 – June 30, 2020)**

Monitoring July 1, 2018 – June 30, 2019 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
4.8.4	09/23/2019	Yes			Yes
4.9 Governance Investment	10/28/2019	Yes			Yes
4.9.1	10/28/2019	Yes			Yes
4.9.1.1	10/28/2019	Yes			Yes
4.9.1.2	10/28/2019	Yes			Yes
4.9.1.3	10/28/2019	Yes			Yes
4.9.2	10/28/2019	Yes			Yes
4.9.3	10/28/2019	Yes			Yes
4.10 Operation of the School Board Governing Rules	09/23/2019	Yes			Yes
4.10.1	09/23/2019	Yes			Yes
4.10.1.1	09/23/2019	Yes			Yes
4.10.1.2	09/23/2019	Yes			Yes

Resolution of Acceptance of Donations

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

Oak Point Elementary:

- Donation of \$30.00 (YourCause, LLC Trustee for C.H. Robinson/Becky Worrell) – funds will be used to support school programs, field trips, and classroom supplies.

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

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

a. Resignation/Retirements

Townsend, Alex – Digital Resources Coordinator, Personalized Learning, Administrative Services Center, effective 11/27/2019.

2. Human Resources - Licensed Staff

a. Resignation/Retirements

Rezekulov, Sarah – Elementary Teacher, 1.0 FTE, Oak Point Elementary, effective 12/20/2019.

3. Human Resources - Classified Staff

a. New Hires

CLASS

Lee, Meghan – Eagle Zone Program Lead, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 12/2/2019.

Lynes, Andrew – Security Assistant, Oak Point Elementary, 8 hours/day, 5 days/week, 178 days/year, effective 12/2/2019.

Neils, Madelline – Building Supervisor, Community Education, 2 hours/day, 5 days/week, 172 days/year, effective 12/2/2019.

FOOD SERVICE

Greening, Denise – Food Service Assistant I, Eden Prairie High School, 4 hours/day, 5 days/week, 177 days/year, effective 12/2/2019.

Letson, Crystal – Food Service Assistant I, Central Middle School, 4.5 hours/day, 5 days/week, 177 days/year, effective 11/25/2019.

MSEA

Holland, Aaron – Special Education Paraprofessional, Oak Point Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 11/25/2019.

Martinez Hernandez, Viridiana – Instructional/Kindergarten/Crossing Guard Paraprofessional, 6 hours/day, 5 days/week, 178 days/year, effective 12/9/2019.

TRANSPORTATION

Ashkir, Zakaria – Bus Driver, Transportation, 4.75 hours/day, 5 days/week, 178 days/year, effective 11/26/2019.

Kennedy, Nancy – Bus Driver, Transportation, 4.58 hours/day, 5 days/week, 178 days/year, effective 11/26/2019.

b. Change in Assignment

BUILDING SERVICES

Stewart, John – Night Lead Custodian, Forest Hills Elementary, 8 hours/day, 5 days/week, 260 days/year, effective 12/2/2019.

c. Resignations/Retirements

FOOD SERVICE

Diaz Ramirez, Sheila – Food Service Assistant I, Eden Prairie High School, effective 11/26/2019.

Rein, Sharon – Food Service Assistant II, Eden Prairie High School, effective 12/13/2019.

MSEA

Condon, Francis – Special Education Bus Paraprofessional, Transportation, effective 1/10/2020.

Hodorff, Emily – Avid Tutor, Central Middle School, effective 12/19/2019.

TRANSPORTATION

Adams, Brendon – Bus Driver, Transportation, effective 11/21/2019.

Board Business

General Consent Agenda

Acknowledgment of Electronic Transfers November 2019

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
10/25/19	PMA Financial	MNTrust	1.750%	11/25/19	\$15,022,294.53
10/25/19	PMA Financial	MNTrust	1.750%	11/25/19	\$1,001,486.31

Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: December 9, 2019

Regarding: District Policies

During the 2019-2020 school year we are reviewing every policy in the district. A uniform change following the recommendation of our legal council is the elimination of the legal and MSBA cross references within our policies. The policy language still aligns and complies with all state and federal statutes, but does not directly reference it within the document. Any other changes are noted in the table below.

Policy	Mandatory	Name	Notes for the Board
604	No	Instructional Curriculum	No Change
605	No	Alternative Programs	No Change
607	No	Textbooks and Instructional Materials	Minor language changes for clarity
609	No	Religion	No Change
611	No	Home Schooling	No Change
612	Yes	Parental Involvement, Title 1	Updates to language for clarity and alignment with current practices
701	No	Establishment and Adoption of School District Budget	No changes
702	No	Accounting	No changes
703	No	Annual Audit	Minor language changes for clarity
704	No	Development and Maintenance of an Inventory of Fixed Assets and a Fixed	Minor language changes for clarity

		Asset Accounting System	
705	No	Investments	Minor changes
706	No	Acceptance of Gifts	Reviewed: One possible change to not require resolution?
710	No	Extracurricular Transportation	No changes
711	No	Video recording on school buses	Minor language changes for clarity
712	No	Video surveillance other than buses	No changes
714	No	Fund Balances	Minor language changes for clarity
720	No	Vending Machines	Minor change, eliminate some accounting items
722	Yes	Public Data Requests	No Change
801	No	Equal access to School Facilities By Students	No Change
807	No	Health and Safety Policy	Minor language changes for clarity
880	No	Unmanned Aerial Vehicle (Drone) Policy	Complete rewrite of the policy to reflect current FAA requirements and changes in UAV technology
901	No	Community Education	No Content Change
902	No	Use of School District Facilities and Equipment	Strike school board language to align with policy governance
903	yes	Raptor Visitor Management Procedures	Change in 903M, Removal of 903M attachment, update for internal procedural use only
904	No	Distribution of Materials on School District Property by Non-school Persons	Strike school board language to align with policy governance



Approval of Agreement with Cabinet

RESOLVE to approve a three-year contract between Independent School District 272 and the Associate Superintendent, Executive Director of Business Services, Executive Director of Human Resources, Senior Director of Community Education, Senior Director of Student Support Services, Senior Director of Personalized Learning, and Senior Director of Communications and Community Relations effective July 1, 2020 through June 30, 2023.

The following is a synopsis of the agreement.

1. Salary schedule improvement:
 - Year 1: 2.0% Increase
 - Year 2: 2.0% Increase
 - Year 3: Adjustment will be made in accordance with the pattern of settled work agreements and contracts
2. Health Insurance:
 - Year 1: 10% increase in district contribution
 - Year 2: 4.5% increase in district contribution
 - Year 3: Adjustment will be made in accordance with the pattern of settled work agreements and contracts
3. Added a health reimbursement arrangement for those who are on the high deductible health plan.
 - Year 1: \$83/month
 - Year 2: \$88/month
 - Year 3: \$91/month

Budget Category	Description	Fiscal Year 2016-2017 Expenses	Fiscal Year 2017-2018 Expenses	Fiscal Year 2018-2019 Expenses	2018-2019 Board Budget	Underspend Overspend	Approved 2019-2020 Budget
109	Board Member Compensation	\$35,400.00	\$34,850.00	\$36,100.00	36,300.00	\$200.00	36,300.00
210	FICA (Fed Ins Contrib Act) 7.65%	\$1,270.94	\$1,111.69	\$2,761.74	2,000.00	-761.74*	2,000.00
214	PERA (Pub Emp Ret Assoc)	\$1,250.00	\$1,162.56	\$1,135.12	1,500.00	\$364.88	1,500.00
270	Workers Comp	\$0.00	\$169.82	\$0.00	300.00	\$300.00	300.00
305	Service Fees/Consulting	\$5,598.98	\$2,695.44	3859.35**	13,600.00	\$9,740.65	14,000.00
329	Postge	\$32.32	\$0.00	\$15.40	0.00	-15.40***	0.00
366	Travel/Conferences	\$3,181.67	\$3,890.00	\$2,115.00	7,000.00	\$4,885.00	6,000.00
398	Chargeback	\$654.37	\$2,083.17	\$393.11	1,500.00	\$1,106.89	1,500.00
401	General Supplies	\$213.47	\$243.65	\$284.92	400.00	\$115.08	400.00
490	Food Cost	\$360.85	\$702.79	\$456.58	600.00	\$143.42	600.00
820	Membership/Dues	\$15,754.00	\$16,067.00	\$16,353.00	16,400.00	\$47.00	16,400.00
	TOTALS	\$63,716.60	\$62,976.12	\$59,614.87	79,600.00	\$16,902.92	79,000.00

*The account 210 FICA overspend is due to total compensation being used for calculating FICA rather than compensation less PERA contributions. This miscalculation occurred from July, 2018 through December 2019. Beginning 1/1/20, FICA calculations for Board Members who elect the PERA option will reflect the correct amount. The 2019-2020 mid year board budget will reflect the adjusted estimate.

**The account 305 expenses do not include the 2019 collective board DISC training. We have not yet received an invoice. The expense for this training will be reported on the 2019-2020 budget report.

***The account 329 expense reflects postage to send final documents to a board member who left mid-term.

**Eden Prairie School Board
Board Development Committee Meeting Minutes
December 4, 2019**

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

Committee members present: H. Link and E. Larabee, D. Espe

1. 9:30 AM Approved meeting agenda
2. 9:35 AM Board assigned committee work: *Specific tasks assigned by the Board, and actions by the committee to complete those tasks.*
 - a. Discussed Policy Governance training of new members
 - i. Contact Stacey Sjogren regarding private policy governance training for new members at \$200 each
 - ii. Coordinate with new members regarding schedules
 - b. Discussed setting up board development (i.e. DISC) training in Spring 2020
 - i. Coordinate schedules
 - ii. Identify a facilitator, vet and recommend
 - c. Discussed setting a "mechanics of monitoring " calendar placeholder in late spring 2020.
 - d. Discussed setting a "walk through the agenda" calendar placeholder in near future
3. Board ask:
 - a. Set "Mechanics of Monitoring" experience date
 - b. Add a "walk through the agenda" to a workshop in the near future.
 - c. Approve the BDC to engage Stacey Sjogren for PG training of new members
 - d. Approve the BDC initial vetting of a facilitator for board development (i.e.DISC) training
4. 10:04 Adjourned; next scheduled BDC meeting TBD.

2018-2019 Board Development Committee Yearly plan (subject to change)

<p>Quarter 1, 2019 Jan-Mar</p> <p>Feb: Review board effectiveness survey results, identify possible 2018-2019 board effectiveness goals and strategies, first reading of Board Handbook</p> <p>Feb, Mar: Revise Handbook if requested by the Board, second reading if appropriate.</p> <p>Mar: Finalize consultant</p>
<p>Quarter 2, 2019 Apr-June</p> <p>May: Finalize New Director Orientation ppt, post to board website</p> <p>June 5th: Board training with consultant</p>
<p>Quarter 3, 2019 July-Sept</p>

July: Review Potential Candidate Information powerpoint, edit as necessary
July: Prepare literature for and facilitate candidate information sessions
Aug: Revise New Director Handbook to reflect edited New Director Orientation ppt

Quarter 4, 2019 October-December

Nov: Coordinate with District Administration re on-boarding of member-elects; swearing in of new members and their registration for MSBA Training Phase I and II

Dec: TBD

Senior Center Listening Session- Monday, January 27th, 10:00 am

Talking Points

Moderator welcomes everyone. Board members introduce themselves.
Moderator begins informational part of meeting.

1) Who we are:

The Eden Prairie School Board consists of seven elected community members, each elected for a four-year term (except in 2017 and 2019, which are 3-year terms; 4-year terms return in 2020). Superintendent Josh Swanson serves as an ex-officio board member and is responsible for implementation of board policies and directives

Four members were elected this fall for a three-year term, which they started just this month. They include: Aaron Casper, Debjyoti “DD” Dwivedy, Adam Seidel (incumbent), and Veronica Stoltz.

The remaining board seats are currently occupied by Elaine Larabee, Holly Link, and Terri Swartout. Those three seats will be up for election this fall to serve a four-year term.

2) What we do:

Elected by the voters within the Eden Prairie community, we are responsible for governing the Eden Prairie School district, hiring and evaluating the Superintendent, approving our district’s budget, monitoring our finances, and establishing a strategic vision for the district and our students. We are accountable to the voters of the district and the state of Minnesota.

3) When we meet:

School Board Meetings are held twice a month. The board holds a Board Workshop on the second Monday of each month, and its Business Meeting on the fourth Monday of each month, both at 6 p.m., unless otherwise indicated. Workshops and Business Meetings are located at the Administrative

Services Center, 8100 School Road. Meetings are open to the public, except those specifically permitted by law to be “closed” for discussion of identified issues such as negotiation strategy or litigation (pursuant to Minnesota statutes).

During meetings, the School Board works to set expectations for the district based on the values of the community and reviews the district’s progress in meeting these expectations. The School Board is also updated on activities and projects taking place within the district. The public is encouraged to attend meetings. Opportunities are provided at the board meeting for public comment.

Meeting/agendas are posted to the website by the Thursday before the meeting. Meeting materials are posted on the website by 9 a.m. the day of the meeting.

4) How we connect with the community:

Board members participate in a variety of committees and community groups: Association of Metropolitan School Districts, PTO Presidents Council, Eden Prairie Rotary, etc. We also hold listening sessions, such as the gathering this morning at the Senior Center.

5) Policy Governance:

The Eden Prairie School Board uses a style of governing called Policy Governance.

What does it mean to *govern* as a Minnesota School Board Director? Altbach (2015) states that educational *governance* is “The exercise of authority in controlling the system of public education for the private and public good.” Our Board’s authority is granted by the State of Minnesota and is only in force when we are acting as a whole board. Individual Board Members have no authority.

What *governance structure* does the Eden Prairie School Board use? We have chosen to do our job within the *governance structure* known as **Policy Governance** (John & Miriam Carver, 2016). This form of governance clearly states the difference between the roles and responsibilities of the Board (to govern) and the Superintendent (to manage). When the Board and Superintendent work collaboratively while maintaining their distinct roles, the whole District benefits.

What is the difference between *governance* and *management* ?

As **GOVERNORS**, the Board complies with all Minnesota State School Board Statutes:

- Sets a vision for the district based on community values
- Hires a superintendent who shares that vision and works to bring it about
- Writes and monitors policies that clearly state:
 - ✓ End goals of education in the district (**ENDs**)
 - ✓ Limitations within which the Superintendent must stay while accomplishing the ends (ELs)
 - ✓ Board work delegated to the Superintendent (**BMDs**) ✓ How the Board does its job (**GPs**)
- Approves a district budget in line with the Board's Ends
- Advocates for the District with the State Legislature
- Engages in intentional ongoing dialog with the community
- Evaluates the Superintendent's accomplishment of the Ends

As a **MANAGER**, the Superintendent complies with State Statute, Board Policies and District Policies:

- Serving as the Board's **sole point of connection** with the District
- Reasonably interpreting each Board-written Ends and Executive Limitations policy, describing what evidence will show compliance with the policy, and how that evidence will be measured.
- Uses whatever means necessary, within the Board's limitations, to accomplish the Ends. The Superintendent manages the District which has

approximately 9,000 enrolled students in grades PreK-12. District Programs and Schools include:

- Community Education: Early Childhood, Little Eagles Preschool, Youth and Adult enrichment
- Elementary schools: Cedar Ridge, Eagle Heights Spanish Immersion, Eden Lake, Forest Hills, Oak Point, and Prairie View
- Central Middle School
- Eden Prairie High School
- Tassel Transition Program (18-21-year-old students with special needs)

6) Designing Pathways:

Handout provided by district communications

General Questions for the Board:

- 1) Is the content ok?**
- 2) Would the Board prefer we break this down into bullet points instead of paragraphs?**
- 3) Shall we assign a moderator and Board members to read each section?**

Draft prepared by the Community Linkage Committee for the 12/9/19 Board Meeting

Designing Pathways Update Fall 2019



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

After 3+ years of public discussion and planning, it's all happening!

In May, voters approved a \$39.9 million bond referendum that allows Eden Prairie Schools to achieve it's academic vision. That vision had been in public discussion since 2016, known as Designing Pathways.

Four key parts in referendum decision:

1. Transition 6th grade students to Central Middle School, creating a campus for grades six through eight
2. Move 4-year-old preschool inside elementary schools, thereby preparing more students for kindergarten
3. Redesign classrooms for more personalized learning. A classroom that provides furniture and space for one-to-one meetings, small groups, large group instruction and individual study matches the different ways that students learn today.
4. Improve safety and security at all Eden Prairie Schools.

More information:

- A large part of the referendum is dedicated to the renovation of Central Middle School. It was built in 1959 and has not had significant renovation in 30 years. Additions include a theater, gymnasium, classroom wing and lunch room expansion. Construction starts this spring and will be completed in the fall of 2021.
- Moving 6th grade into Central Middle School would allow those students to participate in middle school. Grouping 6-8th grade aligns with most other surrounding districts which allows a full middle school experience including out-of-school time enrichment activities. Middle school is an intentional program designed to meet the social, emotional and academic needs of young adolescents.

Designing Pathways Update Fall 2019



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

- Classroom updates and redesigns began this summer. Every school has spaces that are updated to reflect current learning demands. Teachers participated in training this summer to prepare their classrooms for new designs. Another group of classrooms will be updated over winter break, and more next summer. Eventually, about half of all classrooms in the district will be updated.
- Security updates also started this summer. Additional security cameras have been installed at schools across the district. There will be additional improvements like lockdown equipment, improved communication systems and protective glass over the next two years.
- Referendum projects are a part of Designing Pathways. It is a larger plan about Eden Prairie Schools' academic vision. The focus on personalizing learning include expanding the number of online courses for high school students - which are developed and taught by our exceptional teachers. The high school is working on pathways that allow students to focus on an area of interest, such as business, health care, science and more.

Eden Prairie School Board
2019 & 2020 WORK PLAN CHANGES
“Proposed” WORK PLAN CHANGES
December 9, 2019

Date of Meeting/Workshop	Changes Requested
Monday, December 9, 2019	
Monday, January 6, 2020 – Annual Organization Mtg. & Workshop	
Monday, January 27, 2020	
Monday, February 10, 2020 – Workshop	
Monday, February 24, 2020	- ADD: -Closed Session – Negotiation Strategy (<i>Pursuant to MN Statue 13D.03, Subd.1</i>)
Monday, March 9, 2020 – Workshop	
Monday, March 23, 2020	
Monday, April 13, 2020 – Workshop	
Monday, April 27, 2020	
Monday, May 4, 2020 – Workshop	
Monday, May 18, 2020	
Monday, June 8, 2020 – Workshop	
Monday, June 22, 2020	

Placeholder – General Board Work

- 2020-2021 School Year (August) Schedule School Site Visit
- Cultural Proficiency Continuum
- MN Student Survey Report Discussion

Placeholder – Policy Review

EDEN PRAIRIE SCHOOL BOARD
2019-2020 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

December 9, 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"> • Resolution: "Call the General Election" • Schedule Candidate Information Sessions • New School Board Candidate Presentation • School Board Handbook Presentation 		<ul style="list-style-type: none"> • Monthly Reports • Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		
School Board "New Candidate" Information Session Monday, July 29, 2019 ASC/EDC, 6:30 – 8:30 p.m.							
School Board "New Candidate" Information Session Monday, August 5, 2019 ASC/EDC, 6:30 – 8:30 p.m.							
School Board Listening Session Monday, August 26, 2019 ASC/Riley Creek Meeting Room, 5:00 – 5:45 p.m.							
Board Meeting Mon, Aug 26, 2019 6:00 PM	<ul style="list-style-type: none"> • EL 2.1 Emergency Supt. Succession • EL 2.2 Treatment of Students • EL 2.7 Asset Protection 		<ul style="list-style-type: none"> • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 		
Post Meeting Board Workshop Mon, Aug 26, 2019							<ul style="list-style-type: none"> • School Board Mtg. Self-Assessment
Brief Business Meeting Mon, Sep 9, 2019 6:00 PM					<ul style="list-style-type: none"> • Contract Agreements 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Sept 9, 2019 6:15 PM							<ul style="list-style-type: none"> • ADMIN Proposals for FY 2019-20 Workshops • NEW Policy Development Discussion (Ends & EL Policies) • School Board Listening Session Discussion • EL 2.2.9 & EL 2.2.10 Policy Discussion • Policy Monitoring: All BMD Policies • Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sept 23, 2019 6:00 PM	<ul style="list-style-type: none"> • EL 2.3 Treatment of Parents • EL 2.6 Financial Management & Operations <hr/> <ul style="list-style-type: none"> • All BMD Policies • BMD 3.0 Single Point of Connection • BMD 3.1 Unity of Control • BMD 3.2 Delegation to the Superintendent • BMD 3.3 Superintendent Accountability & Performance 		<ul style="list-style-type: none"> • Approval of Preliminary FY 2020-21 Levy - Tax Levy Comparison - Tax Levy Presentation Pay 20 <hr/> <ul style="list-style-type: none"> • Record of Board Self-Evaluation 		<ul style="list-style-type: none"> • Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2018-19 Year-end Preliminary Financial Report • FY 2019-20 Preliminary Enrollment Report 	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sept 23, 2019							•School Board Mtg. Self-Assessment
Brief Business Meeting Mon, Oct 14, 2019 6:00 PM			Superintendent Contract				

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Oct 14, 2019 6:10 PM							<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2020-21 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •School Board Website Review/Discussion: Board Pages •First Draft Update – Community Linkage “Inspiring News” •Discussion: Role/Responsibility of Scheduling/Coordinating Board School Site Visits •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 28, 2019 6:00 PM	<ul style="list-style-type: none"> •BMD 3.3.5 •Ends 1.1, 1.2, 1.3 Evidence (FY 2018-19) •EL 2.2.9 •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style 		<ul style="list-style-type: none"> •Future Board Workshop Topics •Board Instructions/Directions for School Site Visits •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports 	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> •Enrollment Report as of Oct. 1, 2019 -Exec. Summary -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count •World’s Best Workforce Report 	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.2 School Board Job Products •GP 4.3 Annual Work Plan •GP 4.4.1 •GP 4.9 Governance Investment 					<ul style="list-style-type: none"> •FY 2018-2019 Achievement Integration Progress Report 	
Post Meeting Board Workshop Mon, Oct 28, 2019							<ul style="list-style-type: none"> •School Board Mtg. Self-Assessment
Board Workshop <u>Mon, Nov 4, 2019</u> 6:00 PM*							<ul style="list-style-type: none"> •FY 2019-2020 Superintendent Goal Setting Discussion •“New Policy Introductions” •Review of Treasurer’s Annual Report •First Draft Update/ Discussion – Community Linkage Presentations for Off-site Listening Session (i.e. Senior Group) •Discussion: Board Monitoring Process and Communication •Site Visit Interest – Discussion •Website Addition Discussion •Board Policy Governance Training Discussion (Setting Timetables) •Confirm agenda for next Board Workshop

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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			
Brief Business Meeting Wed, Nov 13, 2019 7:30 AM			<ul style="list-style-type: none"> Resolution Approving Canvassing of Elections Community Linkage Presentation for Off-site Listening Session Board Policy Governance Training Timetable 				
School Board Listening Session Monday, November 25, 2019 ASC/Riley Creek Meeting Room, 5:00 – 5:45 p.m.							
Board Meeting Mon, Nov 25, 2019 6:00 PM	<ul style="list-style-type: none"> EL 2.9 Communication and Support to the School Board 	<ul style="list-style-type: none"> <u>Closed Session:</u> Review of FY 2018-19 Superintendent Goals & Annual Review -Minn. Stat. 13D.05, Subd. 3 	<ul style="list-style-type: none"> FY 2019-20 Superintendent Goal Setting Record of Board Self-Evaluation 	<ul style="list-style-type: none"> Treasurer's Report End & EL's Policy Monitoring Process Board Development Committee – Governance Training Proposal 	<ul style="list-style-type: none"> Monthly Reports 	<ul style="list-style-type: none"> FY 2018-19 Audited Financial Presentation 	
Post Meeting Board Workshop Mon, Nov 25, 2019							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 9, 2019 6:00 PM	<ul style="list-style-type: none"> EL 2.5 Financial Planning and Budgeting EL 2.0 Global Executive Constraint 		<ul style="list-style-type: none"> Approval of Final FY 2020-21 Levy Record of Board Self-Evaluation 	<ul style="list-style-type: none"> Community Linkage Senior Citizen Listening Presentation for Discussion at the January 2020 Workshop Treasurer's Report 	<ul style="list-style-type: none"> Monthly Reports 	<ul style="list-style-type: none"> Truth in Taxation Hearing 	
Post Meeting Board Workshop Mon, Dec 9, 2019							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment

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

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<p>*****2020*****</p> <p>Annual Organizational Meeting Mon, Jan 6, 2020 6:00 PM</p>			<ul style="list-style-type: none"> • 2019 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • Approval of School Board Meeting Calendar: Jul 1, 2020 through Jun 30, 2020 • Resolution for Combined Polling Places for the General Elections • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2019 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization for Superintendent to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA) - 		
<p>Board Workshop Mon, Jan 6, 2020 6:15 PM Convene following the Annual</p>							<ul style="list-style-type: none"> • 2020 Committees & Outside Organization Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Organizational Meeting							<ul style="list-style-type: none"> Budget: 5-Year Financial Forecast Finance 101 Engagement Strategies Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 27, 2020 6:00 PM		<ul style="list-style-type: none"> FY 2020-21 School Calendar (<i>Draft</i>) FY 2021-22 School Calendar (<i>Preliminary</i>) FY 2020-21 Budget Timelines – <i>First Reading</i> FY 2020-21 Budget Assumptions – <i>First Reading</i> 	<ul style="list-style-type: none"> FY 2019-20 Mid-Year Budget Approval Record of Board Self-Evaluation 	<ul style="list-style-type: none"> 2020 School Board Committee & Outside Organization Assignments 	<ul style="list-style-type: none"> Monthly Reports FY 2020-21 Bus Purchase Pay Equity District Policy 721 Bids - Seek 		
Post Meeting Board Workshop Mon, Jan 27, 2020							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, Feb 10, 2020 6:00 PM							<ul style="list-style-type: none"> Levy's & Schedule Transportation: Funding & Options School Wide Enrichment Model (SEM) –1 Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Feb 24, 2020 6:00 PM		<ul style="list-style-type: none"> Closed Session: Negotiation Strategy Pursuant to MN Statue 13D.03, Subd.1 	<hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports Approval of FY 2020-21 School Calendar Approval of Preliminary FY 2021-22 School Calendar 	<ul style="list-style-type: none"> Ends 1.1, 1.1.2 & 1.2 	
Post Meeting Board Workshop Mon, Feb 24, 2020							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, Mar 09, 2020 6:00 PM							<ul style="list-style-type: none"> Communications Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 23, 2020 6:00 PM		<ul style="list-style-type: none"> FY 2020-21 Capital Budget – First Reading 	<ul style="list-style-type: none"> Resolution to Release Probationary Teachers Final FY 2020-21 Budget Assumptions <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 		<ul style="list-style-type: none"> Monthly Reports Achievement & Integration Budget 		
Post Meeting Board Workshop Mon, Mar 23, 2020							<ul style="list-style-type: none"> School Board Meeting Self-Assessment
Board Workshop Mon, Apr 13, 2020 6:00 PM							<ul style="list-style-type: none"> FY 2020-2021 Annual Work Plan Calendar Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> • FY 2020-2021 School Board Meeting Calendar Discussion • FY 2020-2021 School Board Budget Discussion • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 27, 2020 6:00 PM		<ul style="list-style-type: none"> • FY 2020-21 School Board Work Plan – <i>First Reading</i> • Closed Session: Negotiation Strategy • FY 2020-21 School Board Budget – <i>First Reading</i> 	<ul style="list-style-type: none"> • Approval of FY 2020-21 Capital Budget • Approval of FY 2020-21 School Board Meeting Calendar • Record of Board Self-Evaluation 		• Monthly Reports		
Post Meeting Board Workshop Mon, Apr 27, 2020							• School Board Meeting Self-Assessment
Board Workshop Mon, May 04, 2020* 6:00 PM							<ul style="list-style-type: none"> • School Wide Enrichment Model (SEM)-2 • Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, May 18, 2020* 6:00 PM		• FY 2020-21 Budget – <i>First Reading</i>	• Approval of FY 2020-21 School Board Work Plan • Approval of FY 2020-21 School Board Budget <hr/> • Record of Board Self-Evaluation		• Monthly Reports • MSHSL Resolution for Membership • Approval of FY 2020-21 School Meal Prices		
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

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

*May Meeting dates changed due to Memorial Day

Adopted: ~~May 28, 2013~~

MSBA/MASA Model Policy 604

Revised: ~~June 23, 2015~~

Orig. 1995

~~Revised: June 26, 2017~~

~~Rev. 2015 2016~~

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I);
4. Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-15 school year and later.
 - 1. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. “Psychomotor skills” means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 2. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 3. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students’ plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment related skills such as team work, collaboration, creativity, communication, critical thinking and good work habits;
2. emphasize academic rigor and high expectations;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals.
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, and economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the students making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or post-secondary education without the need to first complete remedial coursework.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum or instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School district must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, and skills, and abilities as the students grows, develops, and learns.

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student's individualized education program team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

6. The school district cannot charge a fee related to this requirement.

Legal References: ~~Minn. Stat. § 120A.22 (Compulsory Instruction)~~

~~Minn. Stat. § 120B.021 (Required Academic Standards) Minn. Stat. §
120B.022 (Elective Standards)~~

~~Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic
External Defibrillator Instruction)~~

~~Minn. Rules Part 3501.1110 (Opportunities to Learn and Remediation)~~

~~Minn. Stat. 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and
Employment; Involuntary Career Tracking Prohibited)~~

Cross References: ~~MSBA/MASA Model Policy 603 (Curriculum Development)~~

~~MSBA/MASA Model Policy 605 (Alternative Programs)~~

605 ALTERNATIVE PROGRAMS

- I.** The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A.** It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B.** The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: ~~Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)~~
~~Minn. Stat. § 121A.41, Subd. 11 (Definitions—Alternative Educational Services)~~
~~Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)~~
~~Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)~~
~~Minn. Stat. § 124D.66 (Assurance of Mastery Programs)~~
~~Minn. Stat. § 124D.68 (Graduation Incentives Programs)~~
~~Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)~~
~~Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)~~

Cross References: ~~MSBA/MASA Model Policy 603 (Curriculum Development)~~
~~MSBA/MASA Model Policy 604 (Instructional Curriculum)~~

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. ~~It is the~~ **The** policy of the school district **is** to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05 as follows:

- Elementary: Grades K-6
- Middle: Grades 7 and 8
- High School: Grades 9 through 12

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

~~Legal References:~~ ~~Minn. Stat. § 120A.05, Subds. 9, 11, 13, 17 (Public Schools)~~
~~Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)~~

~~Cross References:~~

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.

3. The activity must not foster excessive governmental relationships with religion.
 4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or observance of religious holidays.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: ~~U. S. Const., amend. I~~

~~Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)~~

~~Minn. Stat. § 120A.35 (Absence From School for Religious Observance) Minn. Stat. § 121A.10 (Moment of Silence)~~

~~Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)~~

~~Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000) Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)~~

~~Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)~~

~~Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)~~

~~Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003) Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997) Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980) Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)~~

~~Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1,~~

~~F.Supp.2d (D. Minn. 2011)~~

~~Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)~~

~~LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)~~

~~Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968) Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949) Minn. Op. Atty. Gen. 63 (1940)~~

~~Minn. Op. Atty. Gen. 120 (1924) Minn. Op. Atty. Gen. 121 (1924)~~

Cross References: ~~MSBA/MASA Model Policy 801 (Equal Access to School Facilities)~~

611 HOME SCHOOLING

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a homeschool that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

III. CONDITIONS FOR HOMESCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22 and 120A.24.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of homeschooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic

component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
~~Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)~~
Minn. Stat. § 123B.36 (School Boards May Require Fees) Minn. Stat. § 123B.41
(Definitions)
~~Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)~~
~~Minn. Stat. § 123B.44 (Provision of Pupil Support Services)~~
~~Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities) Minn. Stat. § 123B.86~~
~~(Equal Treatment – Transportation)~~
~~Minn. Stat. § 123B.92 (Transportation Aid Entitlement) Minn. Stat. § 124D.03~~
~~(Enrollment Options Program)~~
~~Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials, Standardized Tests)~~

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

Adopted: August 14, 2012

~~MSBA/MASA Model Policy 612.1~~

~~Orig. 1996~~

Revised: June 26, 2017

~~Rev. 2005-2016~~

612.1 DEVELOPMENT OF PARENTAL INVOLVEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. ~~It is the~~ The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the ~~involvement of those parents~~ engagement of parents and families in its Title I programs.
- B. ~~It is the~~ The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written ~~parental involvement~~ parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for ~~parental~~ meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the ~~process of school review and improvement~~ development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation

- with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- ~~C.~~ Build the schools' and parents' capacity for strong parental involvement;
- ~~D.~~ C. Coordinate and integrate ~~parental involvement~~ parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;
- ~~E.~~ D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the ~~parental involvement~~ parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, and, particularly, with parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or English proficiency, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- ~~F.~~ E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level ~~parental involvement~~ parent and family engagement policies; and
- ~~G.~~ F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of ~~parental involvement~~ parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement school-parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions, ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to the education of their child's education; children, and ~~to~~ respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:

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- a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, ~~such as including coordinating necessary~~ literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with ~~Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs, other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children~~ to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent ~~home to the parents of participating children~~ in a format and to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train ~~and support~~ parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or ~~have~~ conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of ~~parental involvement~~ parent and family engagement, the school district and schools to the extent practicable, will provide ~~full~~ opportunities for the informed participation of parents ~~with~~ and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), limited English proficiency or with disabilities, including providing information and school ~~profiles reports~~ in a format and, to the extent practicable, in a language ~~and form~~ that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ inform parents and parent organizations ~~by informing such parents and parent organizations~~ of the existence ~~and purpose~~ of ~~such centers~~ family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: ~~20 U.S.C. § 6318 (Parental Involvement~~ Parent and Family Engagement)

Adopted: May 28, 2013

~~MSBA/MASA Model Policy 701~~

~~Orig. 1995~~

Revised: June 26, 2017

~~Rev. 2011~~

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent shall each year prepare preliminary revenue and expenditure budgets for review by the school board.
- B. The school district must maintain separate accounts to identify revenues and expenditures and be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be

inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review the proposed property taxes payable in the following calendar year.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: ~~Minn. Stat. § 123B.10 (Publication of Financial Information)~~
~~Minn. Stat. § 123B.76 (Expenditures; Reporting)~~
~~Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)~~
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: ~~MSBA/MASA Model Policy 701.1 (Modification of School District Budget)~~
~~MSBA/MASA Model Policy 702 (Accounting)~~
~~MSBA Service Manual, Chapter 7, Education Funding~~

*Adopted:
May 28, 2013*

*~~MSBA/MASA Model Policy
701.1
Orig. 1996~~*

~~Revised:~~

~~Rev. 2000~~

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected funds available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions.

***Legal References:** ~~Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)~~*

***Cross References:** ~~MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA Service Manual, Chapter 7, Education Funding~~*

Adopted: May 28, 2013

~~MSBA/MASA Model Policy 702~~

~~Orig. 1995~~

~~Revised:~~

~~Rev. 2006~~

702 ACCOUNTING

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minn. Stat. §123B.10 in the manner specified therein.

~~Legal References: Minn. Stat. § 123B.02 (School District Powers)~~

~~Minn. Stat. § 123B.09 (School Board Powers)~~

~~Minn. Stat. § 123B.10 (Publication of Financial Information)~~

~~Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)~~

~~Minn. Stat. § 123B.75 (Revenue)~~
~~Minn. Stat. § 123B.76 (Expenditures)~~
~~Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)~~
~~Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)~~
~~Minn. Stat. § 123B.79 (Permanent Fund Transfers)~~
~~Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)~~

Cross References: ~~MSBA/MASA Model Policy 703 (Annual Audit)~~
~~MSBA Service Manual, Chapter 7, Education Funding~~

703 ANNUAL AUDIT

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The ~~school board~~ superintendent or designee shall approve the engagement of independent certified public accountants to audit, examine, and report upon the books and records of the school district.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of the Department of Education (the Commissioner) in a manner prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow for comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide issued by the Office of the State Auditor.
- F. The school board must ~~approve~~ accept the audit report ~~by resolution or require a further or amended report.~~
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Legal References: ~~Minn. Stat. Ch. 6 (State Auditor)~~
~~Minn. Stat. § 123B.02 (School District Powers)~~
~~Minn. Stat. § 123B.09 (School Board Powers)~~
~~Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)~~
~~Minn. Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)~~

Cross References: ~~MSBA/MASA Model Policy 702 (Accounting)~~
~~MSBA Service Manual, Chapter 7, Education Funding~~

Adopted:
May 28, 2013

MSBA/MASA Model Policy
704
Orig. 1995

Revised: January 25, 2016

Rev. 2009

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

A fixed asset is defined as tangible property costing \$5,000.00 or more and a useful life of more than three years. It retains its original shape and appearance with use and does not lose its identity through incorporation into a different or more complex unit or substance. It is also nonexpendable, which means, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it rather than replace it with an entirely new unit. As exceptions, the School District will include items that would be considered a major loss for insurance purposes, such as computer equipment, printers, etc.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent ~~or the school board~~ shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REQUIREMENT

- A. The district will maintain an accurate inventory of all fixed assets owned and maintained in the district for the purpose of insurability, reporting, and in respect to appropriate accounting standards.
- B. All fixed items purchased or donated to the district will be appropriately receipted, tagged, and included in the fixed asset tracking system.

V. IMPLEMENTATION

- A. All fixed assets duly purchased by the district will be appropriately coded and have object codes relative to fixed assets in the UFARS Series 500. Material will be shipped to and received at the appropriate School District location.
- B. Fixed assets received by donation (gifts) from organizations or private individuals must be received in accordance with policy 706. These assets will be reported in writing by the Site Administrator to the Purchasing Department as appropriate for identification, tagging, and inclusion on the appropriate inventory.
- C. All information regarding the fixed asset, such as bar code number, description, location, room number, serial number, make, and model will be sent to the Business Office for recording.
- D. The School Board authorizes the Superintendent or designee the right of refusal of fixed assets that are detrimental to the School District. A donated fixed asset should be in good condition for use within the School District. Examples of donations that would be refused would be obsolete computer equipment that would cost district funds for deletion of the property or a car that would cost money to haul away.
- E. Fixed asset inventories will be verified annually and reconciled to the cumulative fixed asset list. An outside audit firm has the right to audit any School District site for compliance with generally accepted accounting principles.
- F. Adjustments of all fixed assets will be supported with receipts and signatures providing an audit trail. There will be no deletions, additions or adjustments without written proof/explanation provided. The transfer of all property will be coordinated with the Purchasing Department. A transfer form will be provided authorizing the transfer of property between locations.

VI. REPORT

The administration shall annually update the property records of the school district ~~and provide an inventory of the fixed assets of the school district to the school board.~~

Legal References: ~~Minn. Stat. § 123B.02 (School District Powers)~~
 ~~Minn. Stat. § 123B.09 (School Board Powers)~~

~~Minn. Stat. § 123B.51 (Schoolhouse and Sites; Access for Noncurricular Purposes)~~

Cross References: ~~MSBA/MASA Model Policy 702 (Accounting)~~
~~MSBA Service Manual, Chapter 7, Education Funding~~

705 INVESTMENTS

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
 - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The Superintendent or designee of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and

remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. § 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. Ch. 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust account under Minn. Stat. § 356A.06, Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides

the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. § 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes.
- B. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds (additional depositories may be added during the year if approved by the school board). The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

Legal References: ~~Minn. Stat. § 118A.01 (Public Funds; Depositories and Investments)~~
~~Minn. Stat. § 118A.02 (Authorization for Deposit and Investment)~~
~~Minn. Stat. § 118A.03 (Depositories and Collateral)~~
~~Minn. Stat. § 118A.04 (Investments)~~
~~Minn. Stat. § 118A.05 (Contracts and Agreements)~~
~~Minn. Stat. § 118A.06 (Delivery and Safekeeping)~~
~~Minn. Stat. § 356A.06, Subd. 7 (Authorized Investment Securities)~~
~~Minn. Stat. § 471.38 (Claims)~~
~~Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)~~

Cross References: ~~MSBA/MASA Model Policy 703 (Annual Audit)~~
~~MSBA Service Manual, Chapter 7, Education Funding~~
~~Minnesota Legal Compliance Audit Guide Prepared by the Office of the State Auditor~~

Adopted: May 28, 2013

~~MSBA/MASA Model Policy 706~~

~~Orig. 1995~~

~~Revised:~~

~~Rev. 2007~~

706 ACCEPTANCE OF GIFTS

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

***Legal References:** ~~Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)~~
~~Minn. Stat. § 465.03 (Gifts)~~*

Cross References:

Adopted: May 28, 2013

~~MSBA/MASA Model Policy 710~~

~~Orig. 1995~~

Revised: August 12, 2014

~~Rev. 2012~~

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

~~[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.~~

~~For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of this exception.~~

~~Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]~~

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

~~**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards — Exemption)~~

Cross References: ~~MSBA/MASA Model Policy 610 (Field Trips)~~
~~MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)~~
~~MSBA Service Manual, Chapter 2, Transportation~~

Adopted: May 28, 2013

Revised: August 12, 2014

~~MSBA/MASA Model Policy 711~~

~~Orig. 1995~~

~~Rev. 2012~~

711 VIDEO RECORDING ON SCHOOL BUSES

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employees' misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to protect the health, welfare and safety of students, staff, the community and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.
2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.

2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations promulgated thereunder.
3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.
4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

Legal References: ~~MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)~~
~~MSBA/MASA Model Policy 406 (Public and Private Personnel Data)~~
~~MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)~~

Cross References: ~~MSBA/MASA Model Policy 506 (Student Discipline)~~
~~MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)~~
~~MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)~~
~~MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)~~
~~MSBA Service Manual, Chapter 2, Transportation~~

Adopted: May 28, 2013

MSBA/MASA Model Policy 712

Orig. 1996

Revised: August 12, 2014

Rev. 2010

712 VIDEO SURVEILLANCE OTHER THAN ON BUSES

~~{See Model Policy 711 for Video Recording on School Buses}~~

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district buildings and grounds may be equipped with video cameras.
2. Video surveillance may occur in any school district building or on any school district property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.

3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.
2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Legal References: ~~Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)~~

~~Minn. Stat. § 121A.585 (Notice of Recording Device)~~

~~Minn. Stat. § 138.17 (Government Records; Administration)~~

~~Minn. Stat. § 609.746 (Interference with Privacy)~~

~~20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)~~

~~34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)~~

Cross References: ~~MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)~~

~~MSBA/MASA Model Policy 406 (Public and Private Personnel Data)~~

~~MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)~~

~~MSBA/MASA Model Policy 506 (Student Discipline)~~

~~MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)~~

~~MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)~~

~~MSBA/MASA Model Policy 711 (Video Recording on School Buses)~~

~~MSBA Service Manual, Chapter 2, Transportation~~

~~Revised:~~

714 FUND BALANCES

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.

- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of eight percent (8%) of the annual budget.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (last to first): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent or designee. ~~Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.~~

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

~~**Legal References:** Statement No. 54 of the Governmental Accounting Standards Board~~

~~**Cross References:** MSBA Service Manual, Chapter 7, Education Funding~~

720 VENDING MACHINES

I. PURPOSE

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

II. GENERAL STATEMENT OF POLICY

~~It is that~~The policy of the school district is to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, maximizes the revenues from those machines, allows those revenues to be included in the budget and establishes controls to avoid fraud, theft, or the appearance of impropriety.

III. AUTHORIZATION

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the superintendent or designee as provided in this policy.

IV. SUPERVISION; APPROVAL; LOCATION

- A. All vending machines shall be under the supervision of the school principal (for machines located in staff lounges) or Director of Child Nutrition (for machines located outside of staff lounges). That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.
 - a. Machines located in the Administrative Services Center are under the supervision of the ~~Purchasing Coordinator~~Executive Director of Business Services.
 - b. Machines located at the Transportation Center are under the supervision of the Director of Transportation.
- B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, after proper review, shall make the final determination.

- C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The machine supervisor (as designated above) may regulate the hours of operation of any machine.
- D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.

V. CONTRACT APPROVAL

- A. All contracts for the purchase or rental of vending machines shall be considered by the Superintendent or designee on a facility-by-facility basis.
- B. The contracting process shall be conducted in compliance with Minn. Stat. § 123B.52. A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.
- C. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.
- D. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the Superintendent or designee prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.
- E. All contracts for vending machines must be approved by the superintendent or designee. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.
- F. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.

- I. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.

VI. ACCOUNTING

- A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.
- B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget. That amount may be expended in accordance with established expenditure procedures.
- C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid. ~~These controls must include daily, weekly, or other periodic inventories and written reconciliations of variances between inventory and cash. Each time cash is removed from, or inventory is added to a machine, a written reconciliation between cash and inventory must be performed by the person taking the cash from the machine and must be signed by the principal or other person in charge of the facility. The original written reconciliation reports shall be filed with the business office monthly and a copy shall be retained in the administrator/principal's office.~~

Legal References: Minn. Stat. § 123B.20 (Dealing in Supplies)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Contracts)
Minn. Stat. § 471.87 (Conflict of Interest)

Cross References: ~~MSBA/MASA Model Policy 210 (Conflict of Interest — School Board Members)~~
~~MSBA/MASA Model Policy 702 (Accounting)~~

722 PUBLIC DATA REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA),), the Federal Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Government Data

“Government data” means all data collected, created, received, maintained, or disseminated by the School District regardless of its physical form, storage media, or conditions of use.

B. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

C. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

D. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

IV. REQUESTS FOR PUBLIC DATA OR SUMMARY DATA

- A. All requests for public data or summary data must be made in writing directed to the responsible authority and must include the following information:
1. Date the request is made;
 2. A clear description of the data requested;
 3. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 4. Method to contact the requestor (such as phone number, address, or email address).
- B. A requestor is not required to provide his/her identity, nor is a requestor required to explain the reason for the data request
- C. A data request, including the identity of the requestor, if provided, is public data.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. The responsible authority will respond, in writing, to a request for public data within a reasonable period of time as follows:
1. The requested data does not exist; or
 2. The requested data does exist but either all or a portion of the data is not accessible to the requestor, in which case the responsible authority will cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based; or

3. The requested data does exist, and describe arrangements for inspection of the data, identify when the data will be available for pick-up or indicate that the data will be sent by mail or email.

If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

- F. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
- G. Upon request, the school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data.
- H. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
- I. For a request to prepare summary data, the responsible authority will respond within ten (10) business days of the receipt of a request and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 3. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- F. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. COSTS

- A. The school district will charge for copies provided as follows:
 1. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

2. More than 100 pages or copies: the actual cost of making the copy, including the employee time in retrieving the data, making copies, sending the copies, the cost of the materials onto which that data is copied (paper, CD, DVD, etc.) and mailing costs (if any). Also, if the school district does not have the capacity to make the copies, e.g. photographs, the actual cost paid by the school district to an outside vendor will be charged.
 3. Summary data: the actual cost of preparing the summary data, including employee time in retrieving, compiling, and copying the data, the cost of materials onto which the data is copied, and mailing costs. The school district will consider the reasonable value to the School District of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.
- B. All charges must be paid in advance of receiving the copies. For summary data, all costs must be paid prior to preparing or supplying the data

Data Practices Contact:

Responsible Authority:

Superintendent

Data Practices Designee:

Director of Communications

~~Legal References:~~ ~~Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)~~

~~Cross References:~~ ~~MSBA/MASA Model Policy 406 (Public and Private Personnel Data)~~
~~MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)~~

801 EQUAL ACCESS TO SCHOOL FACILITIES BY STUDENTS

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;

4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
5. sanction meetings that are otherwise unlawful;
6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. “Limited open forum” means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. “Secondary school” means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. “Sponsorship” includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. “Meeting” includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. “Noninstructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and

- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal has responsibility to:
 - 1. Keep a log of application information.
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.
 - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.

5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: ~~20 U.S.C. §§ 4071-74 (Equal Access Act)~~
~~20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)~~
~~Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)~~
~~Good News Club v. Milford Central School, 533 U.S. 98, 1215 S.Ct. 2093 (2001)~~
~~Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)~~

Cross References: ~~MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)~~
~~MSBA Service Manual, Chapter 13, School Law Bulletin "O" (Equal Access Act)~~



Independent School District 0272
Policy 801-F
Application for Use of Facilities Form
Equal Access Act Meeting

Statement of Policy

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

Provision of school facilities does not constitute school district sponsorship of such meeting, and the views expressed therein may or may not reflect those of the school administration, staff, or board of education and are neither approved nor disapproved by them.

Name of student initiating request: _____

School: _____

Grade: _____

Home Room: _____

Date of Meeting: _____

Time: _____

Estimated number to attend: _____

Special Equipment needs: _____

(School District Use Only)

Room assigned: _____

Condition of Facilities: _____

Staff (if any) assigned to supervise: _____

Notes: _____

807 HEALTH AND SAFETY POLICY

~~The subdivisions of Minn. Stat. § 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.~~

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The School District is committed to the health and safety of staff, students, and the community. The district shall develop and implement a health and safety program to provide a healthy and safe learning environment; help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain health and safety programs; to establish written procedures for the identification and management of hazards; to train district staff on safe work practices, and to comply with federal, state, and local health and safety environmental laws, rules, and regulations. The District Health & Safety Policy and proposed expenditures will be approved annually by the School Board.
- B. The Director of Facilities and Safety, in collaboration with the Director of ~~Health and Related Services~~ Student Support Services shall be responsible for developing district health and safety programs, which are collaboratively implemented with the Site Administrator. Programs are available for viewing in the Facilities and Safety Department in the Administrative Services Center.
- C. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. The school district will form a health and safety committee at each district facility as per federal and state regulatory guidelines. The committee will provide recommendations to the administration regarding plans and procedures for identifying and controlling hazards as identified in this policy. In addition, the committee will review

accident reports to help identify hazard areas, and provide recommendations to administration for the purpose of preventing re-occurrence of a similar incident.

II. PROCEDURES

- A. Based on the district health and safety policy and budget adopted by the school board, administration will implement plans and procedures for identification and management of hazards existing within the school district in accordance with federal, state, and local health and safety environmental laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the Facilities and Safety Department annually or as needed to maintain compliance.
- B. To the extent that federal, state, and local health and safety environmental laws, rules, and regulations do not exist for management of hazards, the district may adopt best practice recommendations. Best practices adopted will be proven actions through experience that have proven to lead to positive outcomes.
- C. The district will monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. General areas of emphasis for the district Health and Safety Program include but are not limited to:
 - 1. Asbestos
 - 2. Fire and Life Safety
 - 3. Lighting
 - 4. Structural Safety
 - 5. Combustible and Hazardous Materials Storage
 - 6. Indoor Air Quality
 - 7. Mechanical Ventilation
 - 8. Mold Cleanup and Abatement
 - 9. Accident and Injury Reduction Program
 - 10. Infectious Waste/Bloodborne Pathogens
 - 11. Community Right to Know
 - 12. Compressed Gas Safety
 - 13. Confined Space Standard
 - 14. Electrical Safety
 - 15. First Aid/CPR/AED
 - ~~16. Food Safety Inspection~~
 - 17. Forklift Safety
 - 18. Hazardous Waste

19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Mercury
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Chlorine
34. Ladder/Fall Protection
- ~~35. Laboratory Safety~~
36. Bleacher Inspections
37. Boiler Inspections
38. Crisis Management
39. Emergency Response Procedures
40. Fire Prevention
41. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
42. Other areas determined to be appropriate by the Facilities and Safety Department

- B. The administration shall to the extent practicable establish procedures to ensure that all employees are properly trained in job procedures, crisis response duties, and emergency response actions where exposure to potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills as required by federal, state, and local health and safety environmental laws, rules, and regulations. Any unsafe conditions or practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or practice.
- D. Employees are strongly encouraged to report hazards or potentially unsafe working conditions to administration as soon as possible. Employees will not be retaliated against for reporting hazards or unsafe working conditions or practices.
- E. The district participates in annual Mock OSHA inspections for all district facilities to identify potentially unsafe hazards, conditions or practices. Deficiencies identified during the inspections are corrected as soon as possible.

- F. In the event of an accident or a near miss, the district shall conduct an investigation to determine the cause of the incident and take any actions to try to prevent similar accidents in the future. All accidents and near misses must be immediately reported to an immediate supervisor as soon as possible and a first report of injury form will be completed. Health and Safety Committees at each building are also responsible for reviewing all injuries in their building to identify and discuss the injury to determine if changes can be made to prevent reoccurrence.

V. BUDGET

The school board shall annually review the projected revenues and expenditures for this program and approve the recommendations by administration for any necessary adjustments within the expenditure budget to carry out the program. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget adopted by the school board.

V. ENFORCEMENT

Enforcement of this policy is necessary in order to achieve the goals of the district's health and safety program. Affected school district employees will receive training and periodic reviews of safety practices and procedures that affect their job duties. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: ~~Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)~~
~~Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)~~
~~Minn. Stat. § 182.676 (Safety Committees)~~
~~Minn. Rules Part 5208.0010 (Applicability)~~
~~Minn. Rules Part 5208.0070 (Alternative Forms of Committee)~~

Cross References: ~~MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)~~
~~MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)~~
~~MSBA/MASA Model Policy 806 (Crisis Management Policy)~~

~~Revised:~~

880 UNMANNED AERIAL VEHICLE (DRONE) POLICY

I. PURPOSE

- A. The purpose of this policy is to ~~establish the use restriction of Unmanned Aerial Vehicles (UAV) on school property~~ assist the school district in promoting safety, reducing injuries, and complying with federal, state, state high school league, local laws, regulations, and policies. In addition, the school district recognizes its responsibility in regard to the protection of the privacy rights of students as provided in federal law and state statutes.

~~H. UAV DEFINED~~

- ~~III. An Unmanned Aerial Vehicle (UAV), sometimes referred to as a “Drone” is any aircraft without a human pilot aboard the device.~~

~~IV.~~ II. GENERAL STATEMENT OF POLICY

- A. ~~The use of Unmanned Aerial Vehicles, also known as drones, is prohibited for any purpose by any person at any Eden Prairie Schools (EPS) property.~~ Any authorized use of an Unmanned Aerial Vehicle (UAV) must be educational in purpose and pre-approved by the superintendent or designee.
- B. This ~~prohibition extends~~ applies to all school district property facilities, whether owned, rented, or leased. ~~This prohibition and~~ includes all school district property ~~and all~~ off campus events sponsored by the school district.
- C. This ~~prohibition~~ also applies to Eden Prairie School(EPS) events or events held at EPS facilities by other parties:
- 1.To include but not limited to:
 - a) all fields of play, courts, arena, mats, gym floor, or pools;
 - b) the entire facility being used as part of an EPS event;
 - c) the school district spectator areas and parking lots.

~~V.~~—III. DEFINITIONS

- A. Unmanned Aerial Vehicle (UAV) means a drone, remotely piloted vehicle, remotely piloted aircraft or remotely operated aircraft that is a powered aerial vehicle that does not carry a human operator, can fly autonomously or remotely and can be expendable or recoverable.
- B. Unmanned aerial vehicle does not include:
 - 1. Model flying airplanes or rockets including, but not limited to, those that are radio controlled or otherwise remotely controlled and that are used purely for sport or recreational purposes;
 - 2. An unmanned aircraft system used in mapping or resource management
- C. “School property” is defined as all buildings and grounds, instructional or otherwise, indoors or outdoors.
 - 1. Some examples include, but are not limited to: classrooms, hallways, gymnasiums, pools, athletic fields, parking lots, busses, bus stops, and travel to and from bus stops.
 - 2. This also includes all buildings and grounds used, and not owned, by Eden Prairie Schools for school sponsored events and activities, instructional or otherwise.

~~VI.~~—EXCEPTIONS

- ~~A. An exception to this policy may be made in specific cases by submitting a written request to the building principal hosting the event or the superintendent’s office. Such requests must be received at least one week in advance of the event date.~~

~~VII.~~—VI. RULES AND PROCEDURES

- A. Any student or employee wishing to operate an UAV on district property, for educational purposes, must seek permission from the superintendent or designee.
- B. Requests for permission must be submitted in writing 48 hours prior to the date of use.
- C. The superintendent or designee, at their discretion, can grant an exception to this policy so long as no federal, state, state high school league rules, laws, regulations and district policies are violated.

D. If permission is granted, UAVs must comply with and follow all safety guidelines outlined in Circular 91-57B, including, but not limited to:

1. Fly at or below 400 feet and remain clear of surrounding obstacles
2. Keep the aircraft within visual line of sight at all times or a visual observer co-located and in direct communication with the operator.
3. Remain well clear of and do not interfere with manned aircraft operations
4. Do not fly within five (5) miles of an airport unless the airport and control tower have been notified in advance
5. In Class B, C, or D airspace the operator obtains prior authorization from the administrator or designee before operating and complies with all airspace restrictions and prohibitions.
6. The operator has passed an aeronautical knowledge and safety test and maintains
7. Flying near people or stadiums is prohibited
8. Flying an aircraft that weighs 55 lbs. or more is prohibited
9. Being careless or reckless with the unmanned aircraft is prohibited
10. The UAV must be properly registered

~~VIII.~~—V. ENFORCEMENT

- A. All individuals on school property shall adhere to this policy.
- B. Students who violate this prohibition shall be subject to school district discipline procedures.
- C. Persons who violate this policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- D. EPS staff, or staff overseeing events at EPS facilities, shall refuse admission or entry to anyone attempting to use a UAV; and if necessary, shall remove anyone attempting to use a UAV and/or confiscate the UAV.

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interests of area residents of all ages should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

- A. The council shall assist in promoting the goals and objectives of the program.
- B. The membership of the community education advisory will consist of members who represent: various service organizations; faith community; public and nonpublic schools; local government; public and private nonprofit agencies serving youth and families; parents; youth; park and recreation; and any other groups participating in the community education program in the school district.

- C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

- D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: ~~Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)~~

~~Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)~~

~~Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)~~

Cross References: ~~MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)~~

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

- A. The school district Community Education department shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the school district Community Education department.
- C. Registration fees may be structured to include a pro-rata portion of costs for overhead costs that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

- A. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the school district administration. Facilities procedures are approved administratively and are shared with facilities users.
- C. The school district administration may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of

damage to school facilities. Rental fee schedules, deposit, surety bond schedule and payment procedure shall be approved administratively and shared with facility users.

- D. When emergencies or unusual circumstances arise that necessitates rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.

Legal References: ~~Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)~~

Cross References: ~~MSBA/MASA Model Policy 801 (Equal Access to School Facilities)~~
~~MSBA/MASA Model Policy 901 (Community Education)~~

Adopted: November 27, 2017

~~MSBA/MASA Model Policy 903~~

~~Orig. 1995~~

~~Revised:~~

~~Rev. 2017~~

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

IV. RESPONSIBILITY

- A. The superintendent ~~school-district-administration~~ shall ~~establish present recommended~~ visitor and post-secondary enrollment options ~~student procedures and requirements to the school board for review and approval~~. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. ~~Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.~~

- ~~B. The superintendent shall be responsible for providing coordination that may be needed throughout the process and providing for periodic school board review and approval of the procedures.~~

V. VISITOR LIMITATIONS

- A. An individual, post-secondary enrollment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, post-secondary enrollment options student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References:



Raptor V-Soft Visitor Management Procedures

August 2013

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Visitor Management Procedures

Introduction

V-Soft is a web-based software application that has been developed with the purpose of aiding education facilities in tracking their visitors, students and faculty. V-Soft not only provides an effective, efficient method for tracking, but also goes beyond conventional applications by utilizing available public databases to help control site security. Raptor is capable of replacing many paper-based logs. It will allow schools and facilities to produce visitor badges, monitor volunteer hours, and electronically check all visitors against registered sexual offender databases. The overall goal is to better control access to all Eden Prairie School District schools; thus providing enhanced protection for our students and staff.

General Procedures

1. All front office staff, security staff, and other district employees designated by the building administrator will receive training on the Raptor Visitor Management System. This includes visitor check-in procedures to ensure that all persons who are not assigned to the site have a visitor's badge or Eden Prairie School District photo ID card visible. Any person who does not have a site visitor badge with the current date displayed or an Eden Prairie School District ID badge should be immediately escorted to the office.
2. In most schools, signs will be placed at the doors and potential entry points directing visitors to the reception desk to sign in.
3. When the visitor arrives, they will be greeted and asked for photo identification.
4. The designated staff member will scan the visitor identification and issue a badge with the visitor's destination if there is no alert indicated on the data base. The staff member will keep the individual's driver's license in plain view, to reduce concerns that anyone might be copying personal information. The identification card will be returned to the visitor when the badge is handed to them. At no time will a visitor's identification card be kept by the attendant.
5. For repeat visitors, the attendant will use the quick find feature by typing in the first few letters of the first or last name and click find. The visitor's destination can be entered into the notes field, then click "submit and print" to print a visitor badge.
6. If the visitor does not have acceptable photo identification available, the site administrator or designee will be called to assess the situation. If he or she determines the visitor is known, the visitor's information can be manually entered by the site administrator. However, a visitor can be manually entered **no more than twice** before being denied entry.
7. The visitor will return to the reception desk to check-out when they are leaving the site. The visitor will be instructed to give the badge back to designated office personnel to check them out of the system. Once the visitor has been signed out of the system, the badge should be torn thoroughly so it cannot be reused. If a visitor forgets to check out and contact is not made by the end of the day, the visitor will be checked out automatically and reminded to check out the next time he/she checks in.

Visitor Categories:

REMOVE

Eden Prairie School District employees not assigned to that site

- Eden Prairie School District employees who have a badge visible will still be required to sign in and out, but will not need to wear a temporary badge.
- Eden Prairie School District employees who do not have a badge visible will be required to scan their Minnesota Driver's License or ID Card into the system at their first visit to the school/site and log into Raptor on subsequent visits when their badge is not visible.
- Eden Prairie School District employees will be requested to return to the office to check out through Raptor when their visit is completed.

EP Substitute Teachers

- All Eden Prairie Schools substitute teachers will sign into the system each day. Long term substitutes assigned to a specific site will sign in daily as well unless issued a district ID Badge.

Parent/Guardians of Students at the School/Facility

- All parents/guardians attempting to gain access to the school/facility for the first time will present a valid driver's license from any state, an official state photo identification card from any state and many countries, or military identification card for scanning. Parents/guardians refusing to produce such ID may be asked to remain in the office or leave the school/site as their identity cannot be verified. School principals and site administrators *may* allow limited access based on their personal understanding of the situation and/or knowledge of the person in question.
- School staff members conducting visitor check-in and scan processes will verify scan results and verify the nature of the visit. If the scan is negative and the visit meets school/site criteria, the visitor will be allowed appropriate access after receiving an appropriate visitor's badge.
- The visitor will be requested to return to the office to check out when their visit is completed to be logged out of the system. Each visitor will be asked to surrender the badge. The badge will be thoroughly torn, so that it cannot be reused.

Law Enforcement/Emergency Responders/Government Officials

- Law enforcement and other first responders should bypass the sign-in process if responding to an emergency.
- Law enforcement and other government personnel on official business should be asked to present their identification similar to other visitors, but have the right to withhold personal information as required by state statute. These visitors have an option to show their badge or state-issued identification that can be manually entered, on request.

Vendors/Contractors/Others

- All vendors, contractors and other visitors not assigned to the particular school will be scanned into the system each time they want access to the school.
- School personnel conducting visitor check-in and scan processes will verify scan results and verify the nature of the visit. If the scan is negative and the visit meets school/site criteria, the visitor will be allowed appropriate access.
- **Vendors:** If the scan of the database comes back with a positive match, the vendor will be accompanied by a school administrator or SRO while the delivery is made. The vendor will then be asked to provide contact information for his/her supervisor and asked to leave the site. The accompanying administrator or SRO will then follow up with the supervisor and advise him/her that the particular vendor will not be allowed to make deliveries to that or any other school in this district.
- **Contractors:** If the person is affiliated with Eden Prairie School District as a contractor, contact the site administrator or maintenance operations coordinator (MOC) to speak with the person. If the contractor is only going to be at the school for a short time (less than one hour), follow the procedure listed above for vendors. If the contractor is going to be there for an extended amount of time please have them contact the Facilities and Safety Department at 952-975-7121 to obtain a district badge. It will be the MOC's responsibility to follow up and either stays with the contractor while the work is completed or maintains contact with them throughout the duration of the project.

Match with the Database

The database will show a "match" or "hit" if a visitor has the same name and birth year as that of a registered sex offender. In some cases the match will be the visitor in front of you and at times it may register a false positive.

To determine if this match is a false positive, please do the following:

- Compare the picture from the identification to the picture from the database.
- If the picture is unclear, check the date of birth, middle name, and other identifying information, such as height and eye color.
- The Raptor system will have a screen for you to view and compare the photo of the visitor with the photo of the person on the sex offender registry.
- If the person or identifying characteristics are clearly not the same person, press **NO** on the screen.
- The person will then be issued a badge and general procedures will be followed.
- **Note:** If there is a false positive, the alert will come up the first time the person visits each site. Please make any staff member operation Raptor aware of this false positive result.

If it appears that there is a match:

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- Compare the ID with the database. If they appear to be the same person, press **YES**. A screen that says, “Are you sure?” will pop up, press **YES** again.
- Remain calm and ask the person to take a seat, as school officials must approve the visit. Do not go into detail or give further explanations.
- The visitor may ask for his/her ID back and want to leave – schools should comply with this request.
- Appropriate parties (the School Resource Officer, Law Enforcement, and district/site administrators) will automatically be notified by e-mail, text message or on their cell phones of the problem and will respond. Stand by for further instructions and assistance from the responding administrator.
- If the individual becomes agitated or you fear for your safety, follow your normal emergency procedures for summoning assistance.
- The e-mail notification on the visitor will be sent to the School Resource Officer and listed school administrators.

Special Circumstances

Parents/Legal Guardians Who Are Registered Sex Offenders

In the event an identified parent or legal guardian of a child is listed on the database, he/she can still be granted *limited* access to the site, while being escorted by school district personnel. The site administrator will decide when and where this person can go and who will supervise his/her visit.

- Site administrators or school resource officers will privately notify the parent or guardian that they appear to be matched with a person on Raptor database.
- If the individual indicates that there is a mistake, please encourage them to contact the state listing their name to rectify the matter. Site administrators may choose to give the parent a print out of the alert, if desired.
- The site administrator or school resources officer will send a letter (Attachment A) on the guidelines that the parent or guardian must follow when on site. Administrators may add specific guidelines as appropriate.
- The Law Enforcement representative for that site will be contacted to determine status of this individual and if there are any conditions of their probation or parole that impact their access to the site.
- The parent or guardian will not be permitted to mingle with students or walk through the school unescorted.
- Parents or guardians who require a teacher conference shall be encouraged to do so when other children are not in class and separated from the student population.
- Failure to follow these procedures may result in parents or guardians being banned from the site.

Customized Alerts

REMOVE

There may be situations where certain visitors can be flagged as posing a danger to students or staff. One of the features of the Raptor is the ability to program customized alerts, specific to the students and faculty at the site. These alerts seek to help school personnel identify and avoid dangerous situations.

Examples of persons that can be entered into a Private Alert are:

- Non-custodial parents or family members
- Parents or other family members with restraining orders banning contact with a student or staff member
- Parents with very limited visitation of students
- Expelled students
- Students from rival sites
- Persons who have threatened students or faculty members
- Persons who have committed crime on or near a

The site and district administrators will have the ability to add private alerts. If a private alert is added, please ensure the following:

1. File a copy of the court order, restraining order, legal document or communication from law enforcement/administrators which supports the alert.
2. Notify the office staff and all site leaders via email about the nature of the alert.
3. Review the site emergency procedures that address hostile persons on site.

Volunteers

The Raptor system will provide an electronic database of volunteer hours and duties performed by a site.

- Each volunteer will scan their identification into the system on the first visit. On subsequent visits, the volunteer's name will be located through the quick find screen.
- On the first screen, select volunteer.
- Indicate the job and location.
- Print the badge.
- Check out when the volunteer activity is completed.

Power/Internet Connection Failure

In the event that there is no power or internet service, please use paper logs. The logs should be entered into the system once the power or internet service has been restored.

904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.
- B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. “Materials” includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- C. “Nonschool person” means any person who is not currently enrolled as a student in or employed by the school district.
- D. “Obscene to minors” means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. “Minor” means any person under the age of eighteen (18).
- F. “Material and substantial disruption” of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- G. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.
- H. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

- A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

- B. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:
1. is obscene to minors;
 2. is libelous;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
 2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
 3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
 4. the quantity or size of materials to be distributed;
 5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request.
 2. Date(s) and time(s) of day of requested distribution.
 3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
 4. The proposed method of distribution.
- B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.
- D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

~~*[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]*~~

~~**Legal References:**~~ U. S. Const., amend. I

~~*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)~~

~~*Doe v. South Iron R-1 School District*, 498 F.3d 878 (8th Cir. 2007)~~

~~*Bystrom v. Fridley High School*, 822 F.2d 747 (8th Cir. 1987)~~

~~*Cornelius v. NAACP Legal Defense and Educational Fund, Inc.*, 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)~~

~~*Perry Education Ass'n v. Perry Local Educators' Ass'n*, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)~~

~~*Roark v. South Iron R-1 School Dist.*, 573 F.3d 556 (8th Cir. 2009)~~

~~*Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist.*, 640 F.3d 329 (8th Cir. 2011), cert. denied ___ U.S. ___, 132 S.Ct. 592 (2011)~~

~~**Cross References:**~~ MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

~~MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)~~