



# EDEN PRAIRIE SCHOOLS

Inspiring each student every day

SCHOOL BOARD Regular Meeting

Monday, October 26, 2020

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 PM (Roll Call)**

**Call to Order** - School Board Roll Call

Aaron Casper, Debjyoti "DD"Dwivedy, Elaine Larabee, Holly Link, Adam Seidel, Veronica Stoltz, Terri Swartout

**2. Pledge of Allegiance: 6:03 PM**

**3. Agenda Review and Approval: 6:05 PM (Action)**

Approval of the agenda for the Monday, October 26, 2020 meeting of the School Board of Independent School District 272, Eden Prairie Schools.

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**4. Approval of Previous Minutes: 6:05 PM (Action)**

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for September 28, 2020.

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**5. Public Comment: 6:05 PM (Information)**

**6. Announcements: 6:10 PM (Information)**

**7. Spotlight on Success: 6:15 PM (Information)**

Prairie View Elementary - *Building Strong Readers, Writers and Authors: Students inspired by meeting authors of books and novels they are reading*

**8. Board Work: 6:25 PM (Action)**

**A. Decision Preparation**

1) Re-Assessment: COVID-19 Re-monitor

**B. Required Board Action (Action)**

1) *Resolution* Awarding the Sale of the General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A (Roll Call) **(Action)**

a. Executive Summary

b. *Resolution* - Updated 10-28-20

c. Sale Day Report (Day of Board Meeting)

Aaron Casper Yes\_\_\_ No\_\_\_ Adam Seidel Yes\_\_\_ No\_\_\_

Debjyoti Dwivedy Yes\_\_\_ No\_\_\_ Veronica Stoltz Yes\_\_\_ No\_\_\_

Elaine Larabee Yes\_\_\_ No\_\_\_ Terri Swartout Yes\_\_\_ No\_\_\_

Holly Link Yes\_\_\_ No\_\_\_

**C. Policy Monitoring (Action)**

1) New Policy Introduction in Governance Process (GP 4.5) - School Board Member Electronic Devices GP 4.5.6.1  
(2nd Reading) **(Action)**

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- 2) GP 4.4 Officer Roles (Policy Change to GP 4.4.1.4) **(Action)**

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- 3) Ends 1.1, 1.2, 1.3 Evidence (FY 2018-19) - Executive Summary **(Action)**

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

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

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

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

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

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

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

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- 4) Ends Policy 1.2 - Each student has the 21st century skills needed to succeed in the global economy. **(Action)**

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

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

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- 6) Executive Limitations (EL's) **(Action)**

- a. EL 2.4 - Treatment of Staff

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (1) EL 2.4.1 Allow staff to work without a written job description.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (2) EL 2.4.2 Operate without accessible, clearly-written personnel policies.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (3) EL 2.4.3 Operate without a reasonable, formal evaluation policy for all staff.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (4) EL 2.4.4 Allow staff to be unprepared to deal with emergency situations.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (5) EL 2.4.5 Operate without policies and procedures which prevent conflict of interest.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- b. EL 2.8 - Compensation and Benefits **(Action)**

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (1) EL 2.8.1 Promise or imply permanent or guaranteed employment.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- (2) EL 2.8.2 Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from School Board-established parameters.

**OI MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

- 7) Governance Process (GP's) **(Action)**

- a. GP 4.0 - Global Governance Commitment

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_ Board is/is not compliant.

- b. GP 4.1 - Governing Style

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_ Board is/is not compliant.

c. GP 4.2 - School Board Job Product

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_ Board is/is not compliant.

d. GP 4.3 - Annual Work Plan

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_ Board is/is not compliant.

e. GP 4.9 - Governance Investment

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_ Board is/is not compliant.

D. Record of Board Self-Evaluation **(Action)**

1) 2020-21 Record of Board Policy Monitoring - Governance Policies

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

2) 2020-21 Record of Board Policy Monitoring - Ends & Executive Limitations

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**9. Superintendent Consent Agenda: (Action)**

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

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

A. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report

3) Business Services Reports

a. Board Business

b. Financial Report - Monthly Revenue/Expenditure Report

B. FY 2020-21 Bus Purchase

1) Executive Summary

C. Update to MDE IoWA for External User Access Recertification System

**10. Board Education & Required Reporting: (Information)**

A. Central Middle School (CMS) Schedule *(Presentation Updated)*

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

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

A. Enrollment Report as of October 1, 2020

1) Executive Summary

2) Kindergarten Capture Rate

3) Enrollment History & Projections

a. By Site

b. Totals

4) Official October 1 Enrollment Count

B. World's Best Workforce Report & Achievement & Integration Plan - 2019-2020 Summary of Progress

C. EP Online

D. Start Times

**12. Board Action on Committee Reports & Minutes: (Action)**

**A. Board Development Committee (Action)**

1) BDC Meeting Minutes - October 7, 2020

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

2) School Board Handbook - Revision to Last Page

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**B. Community Linkage Committee (Action)**

1) CLC Meeting Minutes from October 19, 2020

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**C. Negotiations Committee**

**D. Policy Committee (Action)**

1) Policy Committee Meeting Minutes from October 19, 2020

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**13. Other Board Updates (AMSD, ISD 287): (Information)**

A. AMSD (Association of Metropolitan Schools) - Terri Swartout & Holly Link

B. ISD 287 (Intermediate School District 287) - Adam Seidel

C. Metropolitan Educational Cooperative Service Unit (ECSU) - Veronica Stoltz

**14. Board Work Plan: (Action)**

**A. Proposed Work Plan Changes Document (Action)**

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**B. 2020-21 Board Annual Work Plan**

**15. Adjournment: (Action)**

**MOTION** \_\_\_\_\_ **Seconded** \_\_\_\_\_ to adjourn at \_\_\_\_\_ PM.



**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS**  
**UNOFFICIAL MINUTES OF THE SEPTEMBER 28, 2020**  
**SCHOOL BOARD MEETING**

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A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on September 28, 2020 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

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**1. Convene: 6:00 PM Call to Order**

*Present:* Aaron Casper, Debjyoti "DD" Dwivedy, Elaine Larabee, Holly Link, Adam Seidel, Veronica Stoltz, Terri Swartout

*Present:* Superintendent Josh Swanson

**2. Pledge of Allegiance**

**3. Agenda Review and Approval:** **MOTION** by H. Link, **Seconded** by A. Seidel to approve the agenda for Monday, September 28, 2020 as presented; **MOTION** by T. Swartout, **Seconded** by A. Seidel to remove the minutes for August 10, 2020 (Item #4), that were already approved at the August 24, 2020 Meeting – Passed Unanimously; original **MOTION** Passed Unanimously

**4. Approval of Previous Minutes:** **MOTION** by T. Swartout, **Seconded** by D. Dwivedy to approve the UNOFFICIAL Minutes for the August 24, 2020 Meeting – Passed Unanimously

**5. Public Comment:** None

**6. Announcements – “Eagle Excellence” by Superintendent Swanson:**

- EPHS Senior Alex Deng was named a member of the [USA Swimming 2020 Minnesota Scholastic All-American Team](#) .
- [Nine EPHS students are National Merit Semifinalists this year](#). The National Merit Scholar Semifinalists represent the top one-half of one percent of juniors nationally who took the Preliminary Scholastic Aptitude Test (PSAT) last year.
- The National Merit Scholar Corp. also named 332 EPHS students AP Scholars because they successfully passed three or more AP exams during their high school career. Announcements of the National Merit Commended Students, National Hispanic Recognition Scholars, and National Achievement Semifinalists will be made soon.
- Dr. Stanley and I had the opportunity to sit down with our CMS and EPSD Superintendent Student Advisory Council last week, which was the highlight of my week. Some students were in the Hybrid Model (just like our teachers are doing), some joined us in-person, some were joining us from home and some students were joining us from our EP Online. We had some great conversations with them around “what’s really been going well for them this year as we retooled a lot of things”, “what things we still need to look at and evolve”, “what ideas they may have for students to help keep them connected”, and what about the other topics for discussion for the rest school year – things got some compressed, we didn’t finish this discussion.
- CMS Building Construction: The Community is encouraged to drive by and see the progress at CMS. Our building and construction project are coming along just great and on time. You can really see progress as structures go up; one part of the new classroom wing is up; the walls on the new gymnasium is going up; the foundation is pretty much ready for the new Performing Arts space; the cafeteria space will start to go up soon as well. We are really appreciative of our partnership with the Construction Management Team as they have things set up really well so there are no disruptions to the students who are in school, while they continue to make progress.

**7. Board Work**

**A. Decision Preparation**

- 1) School Site Visits – *moved to the November 12, 2020 Workshop for further discussion from Administration.*
- 2) New Policy Introduction in Governance Process (GP) 4.5 - School Board Member Electronic Devices (*First Reading*)

a. New Policy Proposal: GP 4.5.6.1 – *Sent back to the Policy Committee for changes/updates and a 2<sup>nd</sup> Reading will be presented at the October 26, 2020 Meeting*

b. Current GP 4.5 Policy

B. Required Board Action

1) Resolution Authorizing the Issuance of General Obligation Bonds, Series 2020A

**MOTION** by D. Dwivedy, **Seconded** by A. Casper to approve and adopt the Resolution Authorizing the Issuance of General Obligation Bonds, Series 2020A , in the amount of \$28,150,000 as presented – Passed Unanimously 7-0; AC, AS, DD, EL, HL, TS, VS – Yes; No – 0

a. Executive Summary

b. Presale Report

c. Resolution

2) Approval of Preliminary FY2021-22 Levy

**MOTION** by A. Seidel, **Seconded** by H. Link to approve the Preliminary Tax Levy at the maximum for taxes payable in 2021 – Passed Unanimously

a. Executive Summary

b. Tax Levy Comparison

c. Tax Levy Presentation Pay 21

3) Reassessment Update - Safe Schools Plan

**MOTION** by A. Casper, **Seconded** by A. Seidel to support the Superintendent and Administration's Presentation – Passed Unanimously

C. Policy Monitoring

1) Executive Limitations (EL's)

a. EL 2.3 - Treatment of Parents

**MOTION** by A. Seidel, **Seconded** T. Swartout, by exception, that the overall Global Constraint of the OI and its child policies are reasonable – Passed Unanimously

**MOTION** by D. Dwivedy, **Seconded** H. Link, by exception, accept that the Evidence supports the Global Constraint of the OI and the child policies – Passed Unanimously

b. EL 2.6 Financial Management and Operations

**MOTION** by H. Link, **Seconded** D. Dwivedy, by exception, that the overall Global Constraint of the OI and its child policies are reasonable – Passed Unanimously

**MOTION** by D. Dwivedy, **Seconded** T. Swartout, by exception, accept that the Evidence supports the Global Constraint of the OI and the child policies – Passed Unanimously

2) All Board Management Delegation Policies (BMD's)

a. BMD 3.0 - Single Point of Contact

**MOTION** by A. Seidel, **Seconded** by H. Link that the Board's behavior is fully compliant – Passed Unanimously.

b. BMD 3.1 - Unity of Control

**MOTION** by D. Dwivedy, **Seconded** by V. Stoltz that the Board's behavior is fully compliant – Passed Unanimously.

c. BMD 3.2 - Delegation to the Superintendent

**MOTION** by D. Dwivedy, **Seconded** by A. Seidel that the Board's behavior is fully compliant – Passed Unanimously.

d. BMD 3.3 - Superintendent Accountability & Performance

**MOTION** by D. Dwivedy, **Seconded** by A. Casper that the Board's behavior is fully compliant – Passed Unanimously.

3) Governance Process Policies: 4.4, 4.5, 4.6, 4.7., 4.8, 4.10

a. GP 4.4 - Officer Roles

**MOTION** by D. Dwivedy, **Seconded** by A. Casper that the Board's behavior is fully compliant – Passed Unanimously.

b. GP 4.5 School Board Members Code of Conduct

**MOTION** by D. Dwivedy, **Seconded** by H. Link that the Board's behavior is fully compliant – Passed Unanimously.

- c. GP 4.6 - Process of Addressing School Board Member Violations  
**MOTION** by D. Dwivedy, **Seconded** by H. Link that the Board's behavior is fully compliant – Passed Unanimously.
- d. GP 4.7 School Board Committee Principles  
**MOTION** by D. Dwivedy, **Seconded** by A. Seidel that the Board's behavior is fully compliant – Passed Unanimously.
- e. GP 4.8 - School Board Committee Structure  
**MOTION** by D. Dwivedy, **Seconded** by T. Swartout that the Board's behavior is fully compliant – Passed Unanimously.
- f. GP 4.10 - Operation of the School Board Governing Rules  
**MOTION** by D. Dwivedy, **Seconded** by H. Link that the Board's behavior is fully compliant – Passed Unanimously.
- D. Record of Board Self-Evaluation
  - 1) 2020-21 Record of Board Policy Monitoring - Governance Policies *(No Updates)*
  - 2) Record of Board Policy Monitoring - Ends and Executive Limitation  
**MOTION** A. Seidel, **Seconded** by D. Dwivedy to approve report as presented – Passed Unanimously
- 8. **Superintendent Consent Agenda**  
**MOTION** by H. Link, **Seconded** by A. Casper to approve the Consent Agenda as presented – Passed Unanimously
- A. Post-Issuance Debt Compliance Policy
  - 1) Executive Summary
  - 2) Resolution
  - 3) Policy
  - 4) Procedures
- B. Monthly Reports
  - 1) Resolution of Acceptance of Donations
  - 2) Human Resources Report
  - 3) Business Services Reports
    - a. Board Business
    - b. Financial Report - Monthly Revenue/Expenditure Report
      - (1) June 2020 Report
      - (2) July 2020 Report
      - (3) August 2020 Report
- 9. **Superintendent's Incidental Information Report**
  - A. FY 2019-20 Year-end Preliminary Financial Report
  - B. FY 2020-21 Preliminary Enrollment Report
- 10. **Board Action on Committee Reports & Minutes**
  - A. Board Development Committee
    - 1) Committee Meeting Minutes from 9/25/20  
**MOTION** by A. Seidel, **Seconded** by T. Swartout to accept minutes as presented – Passed Unanimously
  - B. Community Linkage Committee
  - C. Negotiations Committee
  - D. Policy Committee
    - 1) Committee Meeting Minutes from 9/21/20  
**MOTION** by A. Seidel, **Seconded** by T. Swartout to accept minutes as presented – Passed Unanimously
- 11. **Other Board Updates (AMSD, ISD 287)**
  - A. AMSD (Association of Metropolitan Schools) - Terri Swartout & Holly Link – Update provided to Board
  - B. ISD 287 (Intermediate School District 287) - Adam Seidel – Update provided to Board
  - C. ECSU (Metropolitan Educational Cooperative Service Unit) - Veronica Stoltz – Update provided to Board
- 12. **Board Work Plan**
  - A. Work Plan Change Document  
**MOTION** by A. Seidel, **Seconded** by H. Link to approve changes as presented – Passed Unanimously

**Eden Prairie School Board**  
**2020-21 WORK PLAN CHANGES**  
**"Proposed" Changes for the**  
**September 28, 2020 Meeting**

Date of Meeting/Workshop	Changes Requested
Monday, September 28, 2020	- Add: 1 <sup>st</sup> Reading of new Policy addition for GP 4.5 – Board Electronic Devices
Monday, October 12, 2020 – <b>Workshop</b>	- Discussion of 4.4 - Officer Roles, specifically, 4.4.1.4 – Additional responsibilities include, but may not be limited to (sent to Policy Committee for recommendation)  - Site Visit Discussion - ADMIN
Monday, October 26, 2020	- COVID-19 Re-monitor - 2 <sup>nd</sup> Reading of new Policy GP 4.5.6.1 School Board Electronic Devices
<del>Monday, November 9, 2020 – Brief Business Mtg</del>	- <del>Rescheduled for Friday, November 13, 2020</del>
Monday, November 9, 2020 – <b>Workshop</b>	- Policy Discussions/Re-monitoring: - BMD 3.0 – Single Point of Connection - BMD 3.2.3 – (Under Delegation to the Superintendent)  - GP 4.5 – School Board Members' Code of Conduct - 4.5.1, 4.5.3 (and child policies), 4.5.4 & 4.5.6, 4.5.7 - GP 4.6 – Process for Addressing School Board Member Violations - 4.6.4.2 - GP 4.10 – Operation of the School Board Governing Rules
<i>Friday, November 13, 2020 – Brief Business Mtg</i>	- Add Brief Business Meeting to Canvass the General Elections Results at 2:00 p.m. via Zoom Conferencing
Monday, November 23, 2020	- Vote on Policies being discussed/re-monitored at the November 9, 2020 Workshop
Monday, December 14, 2020	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>2020-2021 School Year (August) Schedule School Site Visits</li> <li>Cultural Proficiency Continuum</li> <li>MN Student Survey Report Discussion</li> <li>Board Development Training</li> <li>Distant Learning Virtual Visits</li> <li><del>Contact Stacy Sjogren – Future dates for School Board Policy Governance Training for New Board Members (sent to Board Development)</del></li> <li><del>Contact Susan Hintz – Future dates for DISC Training &amp; Board Retreat for New Board Members</del></li> <li>School Board Listening Session Discussion</li> </ul>	
<b>Placeholder – Policy Review</b>	
<ul style="list-style-type: none"> <li>A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups</li> </ul>	

B. 2020-21 Board Annual Work Plan

**13. Adjournment: (Action)**

**MOTION** by T. Swartout, **Seconded** by A. Casper to adjourn at 9:03 PM – Passed Unanimously

Debjyoti Dwivedy – Board Clerk



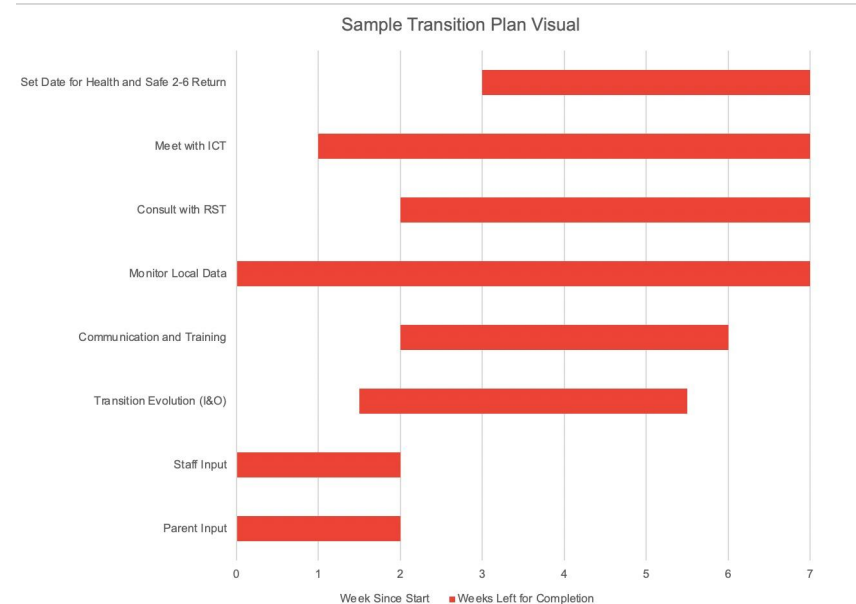
# Instructional Model Re-Assessment 2020 - 2021



**EDEN PRAIRIE SCHOOLS**  
*Inspiring each student every day*

# Recommendation of Transition Planning

- Gather Input
- Collaborative Work and Communication of Transition Plans
- Training and Communication Development
- Monitoring the Local Data
- Continue to Update the Board
- Continue to Meet with the Incident Command Team
- Consult with Our Regional Support Team from MDH
- In the Future Set a Possible Date to Return to In-Person Learning for 2-6 Graders



# Tonight

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- Review of the Data and Trends
- Review the Local Impact in Our Current Environment
- Planning Process for Possible Future Transition
- Overview of My Recommendation
- Next Steps



**STAY SAFE MN**

# Safe Learning Plan for the 2020-21 School Year

7/30/2020

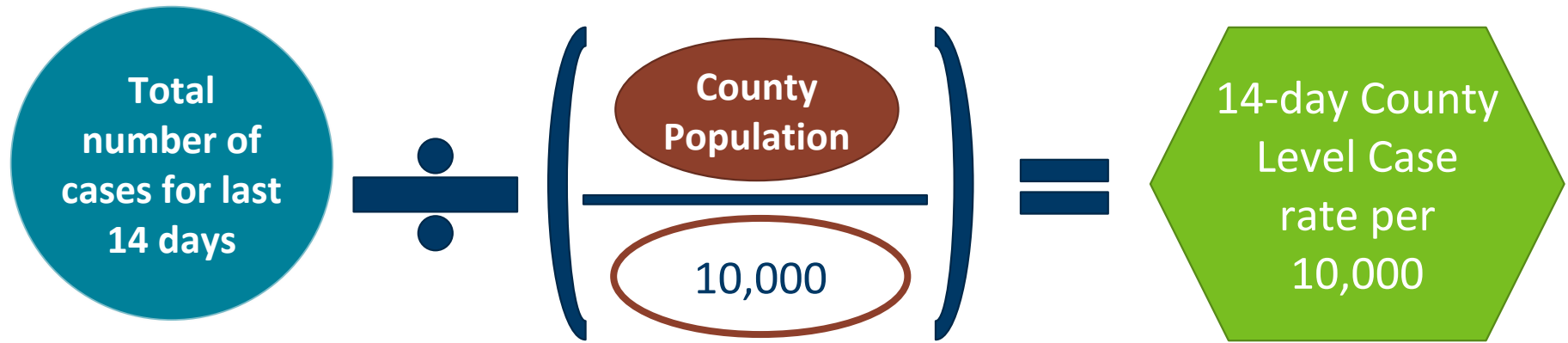


# Making a Decision: Goals

1. Prioritize the safety of students and staff
2. Prioritize in-person learning, especially for younger learners and those with most need
3. Recognize differences in potential spread among different ages
4. Support planning, while permitting flexibility for districts
5. Take into account disease prevalence at a local level

# 14-day county level case rate

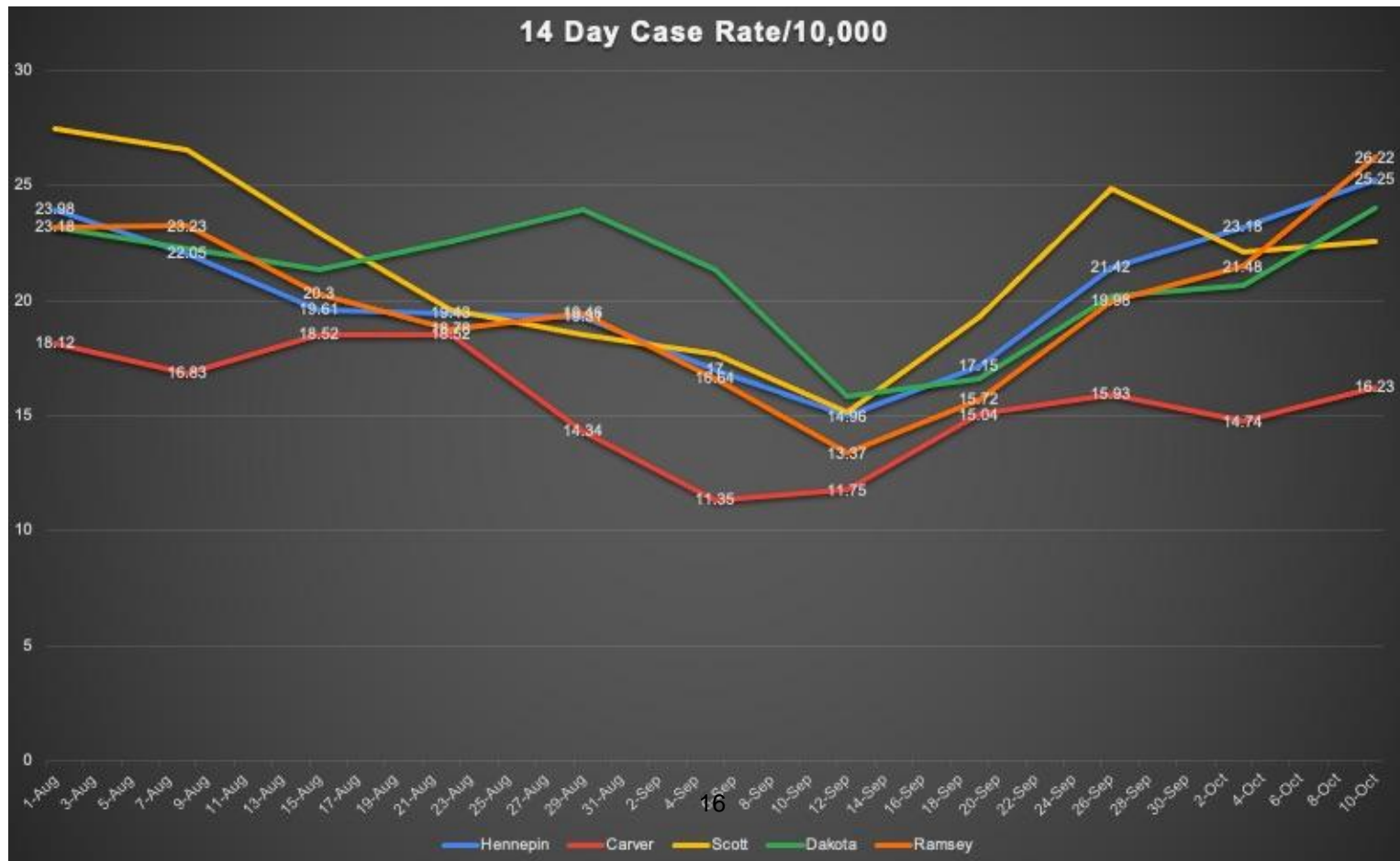
STAY SAFE MN



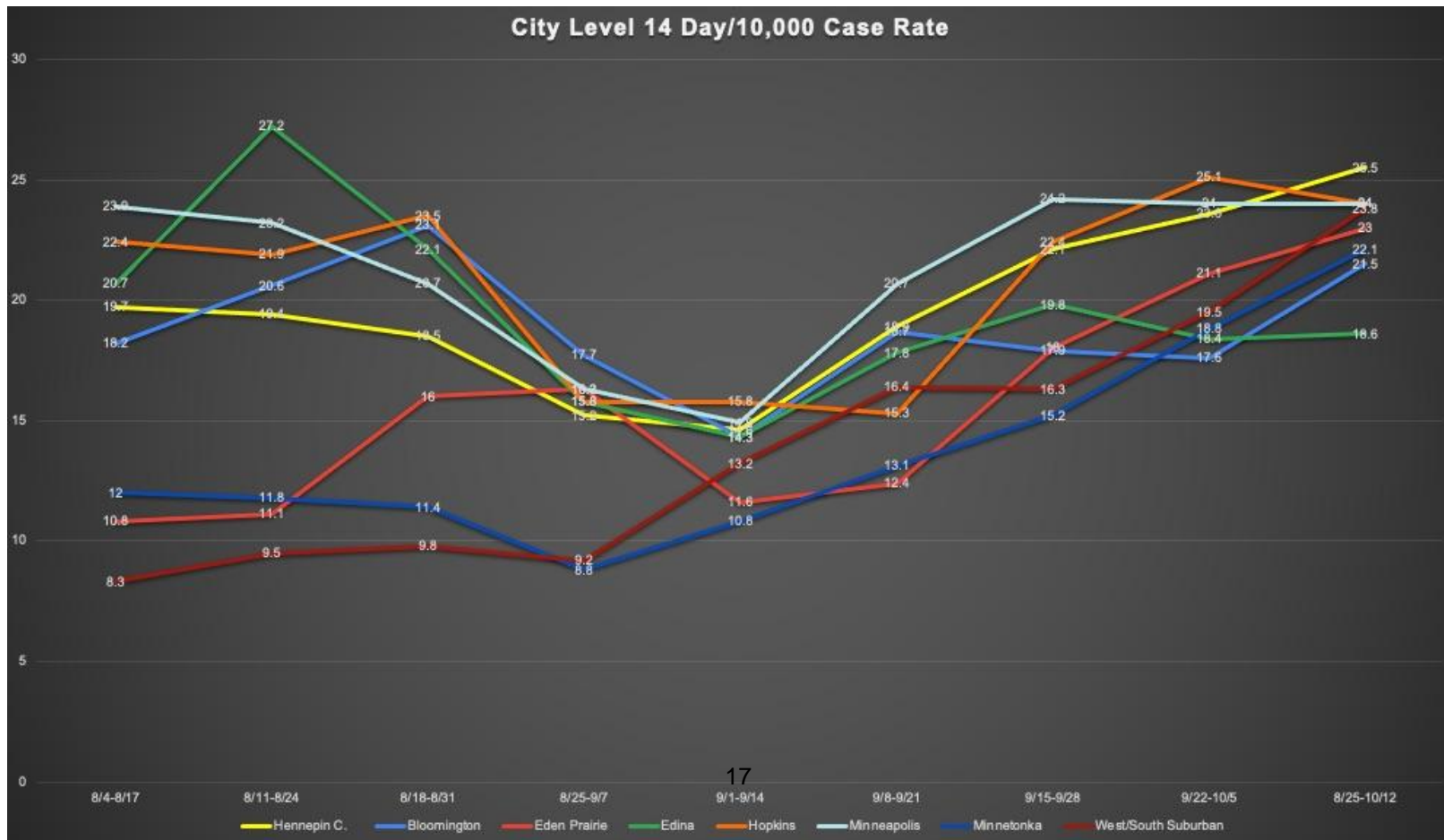
# Selecting a learning model for school opening

STAY SAFE MN

Number of cases per 10,000 over 14 days, by county of residence	Learning model
0-9	In-person learning for all students
10-19	In person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students



Hennepin County at 25.25 and Neighbors Range from 16.23 to 26.22

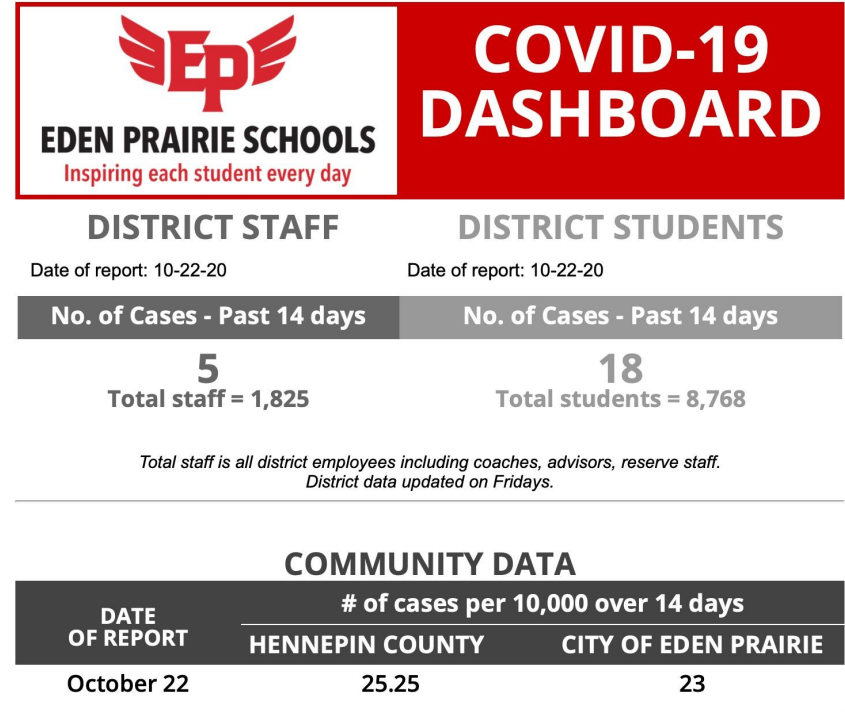


EP Rate at 23.0 and Neighbors Range from 18.6 to 24.0

# Local Facts and Figures

- As of Friday, Positive Cases have now been identified in 7 of 8 of our schools
- Our systems continue to work: Social Distancing, Masks, Hygiene to mitigate transmission
- Identify, Isolate, Report, Trace, Communicate, Clean
- We now have a few specific local and isolated situations that demonstrate the impact of quarantine when social distancing is not able to be maintained

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# Transition Plan Preparation and Philosophy

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- Thoughtful and Planful Approach
- Continuously Leverage the Framework of the Safe Learning Plan
- Maintain Stability and Predictability for Families and Staff
- To the Extent Possible Use a Natural Break
- Gather Input, but Make a Wholistic Decision that is Student and Educationally Centered While Keeping MDE and MDH Recommendations for Health and Safety Top of Mind
- Ensure all staff, operations and instructional, are ready

# Stakeholder Input: Staff

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- 320 Respondents
- Feedback for smooth transition
- Top Areas of Focus:
  - Instructional Practices: 1:1; small group
  - Mitigation Processes for In-Person Model
  - Mental Health & Wellness for Students and Staff

**Next Steps:** 2nd Tier Feedback, Targeted Plan

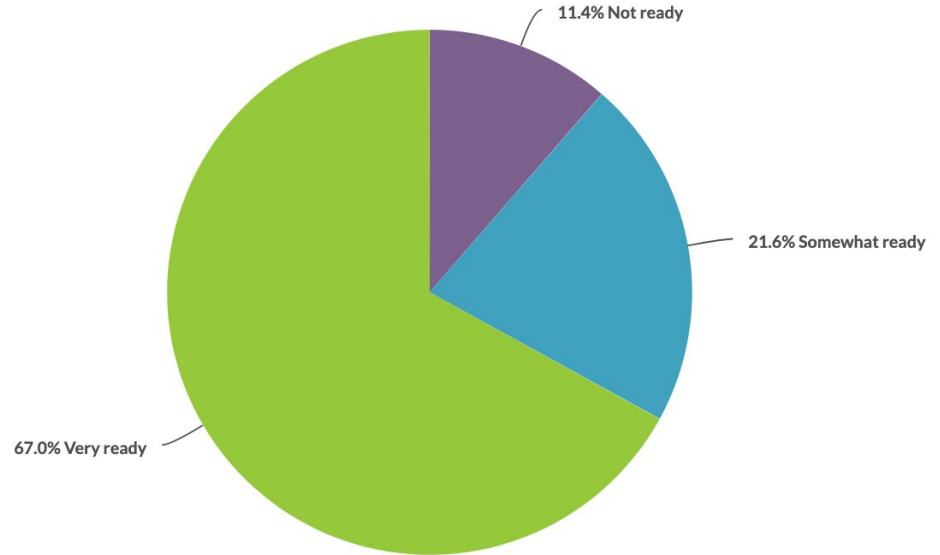


# Stakeholder Input: Parents

21. Rate your readiness to move your student to full-time, in-person learning.

1,144 Respondents

- 88.8% Somewhat or Very ready for full-time in-person learning

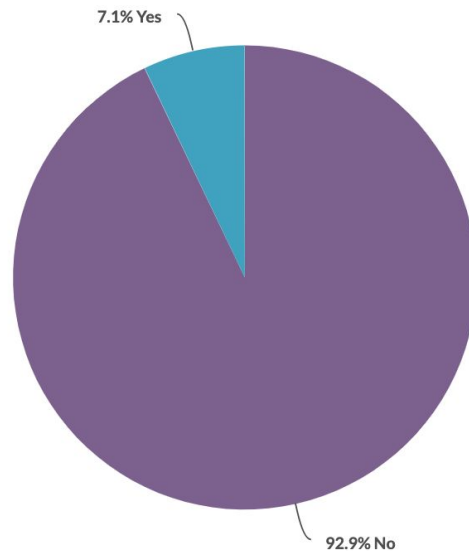


# Stakeholder Input: Parents

22. Will you choose EP Online for your student if grades 2-6 move to in-person learning full time?

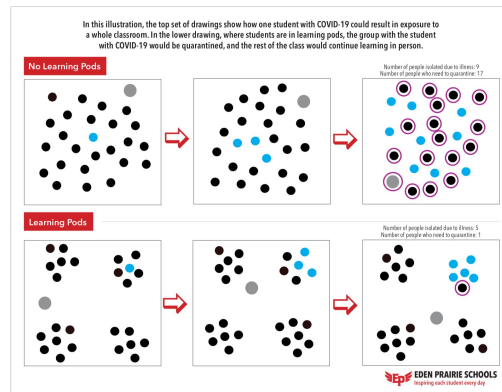
1,144 Respondents

- 92.9% would remain in brick & mortar school if move to in-person full-time



# Operational and Instructional Changes

- Preparation of Communication and Training for Operational Changes Like:
  - Parent Drop-Off and Pick-Up
  - Instructional Delivery Model - 1:1 or Small Group
  - Classroom Room Podding Structure
  - Classroom Quarantine
- Review of Data Trends
- Set and Communicate Dates at least 2 weeks ahead of time



# Communication and Training for Changes

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1. Accordion Model
2. Intentional Feedback Loops/Communication
  - a. Parents/Guardians
  - b. Staff
3. Site level Coaching Support
4. Virtual Training
5. On-Demand Recorded Sessions

# Regional Support & Incident Command Teams

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- 1 Meeting with RST and 2 Meetings with the ICT.
- The RST does not have predictive data they are using.
- The RST does not have a good pulse on what the future brings.
- They are seeing cases rise in Hennepin County and the State.
- School openings have gone better than expected, but cautionary about future.
- RST -The more people in and out, the more people that are getting sick.
- Expecting to see more transmission in schools.
- The more students are in the more important contact tracing and podding becomes.
- ICT Update from October 23rd.

# Context For Work and Decisions

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- Complex Environment
- Careful Observation of Local Data
- Focus on Health and Safety Based on MDH Recommendations
- Continuous Improvement of Operations and Instruction
- Focus on Stability for Everyone in an Unstable Environment
- Information Continuously Evolves: What We Know Today May Not Be Right Tomorrow
- Ongoing Consultation with Experts

# Decision Making

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The decision to move between models is a complex one and there is no single metric that will be used to make the recommendation. It will be a combination of:

1. 14 Day Case Rate Data at the County Level has remained stable and is not near a case rate band in the Safe Learning Plan guidance that could necessitate a quick return to a prior model (There is no evidence that the 14 day Case Rate may spike soon).
2. 14 Day Case Rate Data in Eden Prairie and surrounding cities has remained stable.
3. We have been able to mitigate and contain positive cases in our schools and community.
4. We are prepared to implement the required health and safety measures in a new model.
5. There is little evidence that a shift would require we end up quarantining classrooms or large groups after moving to a less restrictive environment.
6. Operational readiness such as: transportation, nutrition services, facilities, scheduling, etc....
7. Childcare readiness when moving models<sub>27</sub>
8. We have adequate staffing to serve students instructionally and operationally.

# Safe Schools Model Recommendations

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- The secondary schools are in the “mid-metrics” of Hybrid, but continue to be stable.
- Since the last re-assessment of our instructional models the numbers for elementary have crept up and now squarely suggest we remain in the Hybrid model for 2-6.
- We continue to see a climb in the numbers across the state, metro area, and locally.
- Based on my decision making steps, I recommend that we continue to monitor the data on a monthly cadence, but that no transition is made at this time.
- Incident Command Team is supportive of this recommendation.





**EDEN PRAIRIE SCHOOLS**  
Inspiring each student every day



October 26, 2020

To: Dr. Josh Swanson  
From: Jason Mutzenberger  
Re: 2020A General Obligation Facilities Maintenance and Refunding Bond Sale

The General Obligation Facility Maintenance and Refunding Bonds are being issued pursuant to Minnesota Statutes, Chapter 475, for the purpose of financing the costs of certain facilities and site maintenance projects which are included in the District's ten-year facilities plan approved by the Commissioner of the Department of Education and to redeem and prepay the District's General Obligation Alternative Facilities Bonds, Series 2011A and 2013A.

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

The board will be asked to approve the resolution awarding the sale of General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A in an amount not to exceed \$28,150,000.

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, was duly held on Monday, October 26, 2020, commencing at 6:00 P.M., at the District's Administrative Service Center in the City of Eden Prairie, Minnesota and by electronic means as authorized by Minnesota Statutes, Section 13D.021, as amended, and a declaration from the Chair of the School Board on March 18, 2020.

The following directors were present: Aaron Casper, Adam Seidel, Debjyoti Dwivedy, Elaine Larabee, Holly Link, Terri Swartout, Veronica Stoltz

and the following were absent: N/A

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\* \* \*

\* \* \*

The Chair announced that the next order of business was consideration of the proposals which had been received for the purchase of the District's General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A, to be issued in the original aggregate principal amount of \$26,285,000.

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

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

**A RESOLUTION AWARDING THE SALE OF GENERAL OBLIGATION FACILITIES MAINTENANCE AND REFUNDING BONDS, SERIES 2020A, IN THE ORIGINAL AGGREGATE PRINCIPAL AMOUNT OF \$26,285,000; FIXING THEIR FORM AND SPECIFICATIONS; DIRECTING THEIR EXECUTION AND DELIVERY; PROVIDING FOR THEIR PAYMENT; AND PROVIDING FOR THE REFUNDING OF BONDS REFUNDED THEREBY**

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

Section 1. Sale of Bonds.

1.01. Background.

(a) On September 28, 2020, the District adopted a resolution (the "Intent Resolution") authorizing the issuance of general obligation bonds, pursuant to Minnesota Statutes, Chapter 475, as amended, including Section 475.67, subdivision 3, and Section 123B.595, as amended (collectively, the "Act"), to (i) finance the costs of certain facilities and site maintenance projects described in Exhibit A of the Intent Resolution (the "Projects"), which are included in the District's ten-year facilities plan approved by the Commissioner of the Department of Education (the "Commissioner"); (ii) redeem and prepay the District's General Obligation Alternative Facilities Bonds, Series 2011A (the "Series 2011A Bonds"), issued on February 17, 2011, in the original aggregate principal amount of \$11,000,000, currently outstanding in the principal amount of \$10,415,000, of which \$10,085,000 in principal amount is subject to redemption on or after February 1, 2021; and (iii) redeem and prepay the District's General Obligation Alternative Facilities Bonds, Series 2013A (the "Series 2013A Bonds"), issued on February 27, 2013, in the original aggregate principal amount of \$11,000,000, currently outstanding in the principal amount of \$8,875,000, of which \$6,825,000 in principal amount is subject to redemption on or after February 1, 2021. Proceeds of the Series 2011A Bonds were used to finance certain improvements included in the District's ten-year plan approved by the Commissioner. Proceeds of the Series 2013A Bonds were used to finance certain improvements included in the District's ten-year plan approved by the Commissioner.

(b) The Board reiterates its finding that it is necessary and expedient to the sound financial management of the affairs of the District and to reduce debt service costs to the District that the District issue its General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A (the "Bonds"), in the original aggregate principal amount of \$26,285,000, pursuant to the Act, in order to provide financing for the Projects and to redeem and prepay the Series 2011A Bonds and the Series 2013A Bonds (together, the "Refunded Bonds") on February 1, 2021 (the "Redemption Date").

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

1.02. Award to Purchaser and Interest Rates. The proposal of Raymond James & Associates, Inc., St. Petersburg, Florida, as syndicate manager (the “Purchaser”), to purchase the Bonds is determined to be a reasonable offer and is accepted, the proposal being to purchase the Bonds at a price of \$28,023,450.05 (par amount of \$26,285,000.00, plus original issue premium of \$1,846,895.70, less original issue discount of \$65,075.90, less underwriter’s discount of \$43,369.75), plus accrued interest, if any, to date of delivery for Bonds bearing interest as follows:

<u>Year</u>	<u>Interest Rate</u>	<u>Year</u>	<u>Interest Rate</u>
2022	4.000%	2034	2.000%
2023	4.000	2035	2.000
2024	4.000	2037*	2.000
2025	4.000	2038	2.000
2026	4.000	2039	2.000
2027	4.000	2040	2.000
2032	2.000	2041	2.125
2033	2.000		

\* *Term Bond*

True interest cost: 1.6885981%

1.03. Purchase Contract. The amount proposed by the Purchaser in excess of the minimum bid shall be credited to the Debt Service Fund hereinafter created, deposited in the Construction Fund hereinafter created, or deposited in the Redemption Fund hereinafter created, as determined by the District Treasurer in consultation with the District’s municipal advisor. The good faith deposit of the Purchaser shall be retained and deposited until the Bonds have been delivered and shall be deducted from the purchase price paid at settlement. The Chair and District Clerk are directed to execute a contract with the Purchaser on behalf of the District.

1.04. Terms and Principal Amount of Bonds. The District will forthwith issue and sell the Bonds pursuant to the Act in the total principal amount of \$26,285,000, originally dated November 19, 2020, in the denomination of \$5,000 each or any integral multiple thereof, numbered No. R-1, upward, bearing interest as above set forth, and maturing serially on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2022	\$ 1,420,000	2034	\$ 565,000
2023	4,310,000	2035	580,000
2024	4,215,000	2037*	1,995,000
2025	1,735,000	2038	1,325,000
2026	1,805,000	2039	1,270,000
2027	1,875,000	2040	1,410,000
2032	520,000	2041	2,700,000
2033	560,000		

\* *Term Bond*

(a) \$11,090,000 in principal amount of the Bonds (the “Facilities Maintenance Bonds”), maturing on February 1 of the years and in the amounts set forth below, are being used to finance the construction of the Projects:

Year	Amount	Year	Amount
2023	\$ 165,000	2037*	\$ 1,995,000
2032	520,000	2038	1,325,000
2033	560,000	2039	1,270,000
2034	565,000	2040	1,410,000
2035	580,000	2041	2,700,000

\* *Term Bond*

(b) \$8,880,000 in principal amount of the Bonds (the “Series 2011A Refunding Bonds”), maturing on February 1 of the years and in the amounts set forth below, are being used to redeem and prepay the outstanding Series 2011A Bonds on the Redemption Date:

Year	Amount	Year	Amount
2022	\$ 185,000	2025	\$ 1,735,000
2023	1,610,000	2026	1,805,000
2024	1,670,000	2027	1,875,000

(c) The remainder of the Bonds in the principal amount of \$6,315,000 (the “Series 2013A Refunding Bonds”), maturing on February 1 of the years and in the amounts set forth below, are being used to redeem and prepay the outstanding Series 2013A Bonds on the Redemption Date:

Year	Amount	Year	Amount
2022	\$1,235,000	2024	\$2,545,000
2023	2,535,000		

1.05. Combined Maturities. The maturity schedule of the Bonds, in combination with the maturity schedules of the District’s other outstanding general obligation bonds, conforms to Section 475.54, subdivision 1 of the Act.

1.06. Optional Redemption. The District may elect on February 1, 2028, and any date thereafter to prepay the Bonds maturing on or after February 1, 2032. Redemption may be in whole or in part and if in part, at the option of the District and in such manner as the District will determine. If less than all Bonds of a maturity are called for redemption, the District will notify DTC (as defined in Section 8 hereof) of the particular amount of such maturity to be prepaid. DTC will determine by lot the amount of each participant’s interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. Prepayments will be at a price of par plus accrued interest.

1.07. Mandatory Redemption; Term Bond. The Bonds maturing on February 1, 2037 shall hereinafter be referred to collectively as the “Term Bond.” The principal amount of the Term Bond subject to mandatory sinking fund redemption on any date may be reduced through earlier optional redemptions, with any partial redemptions of the Term Bond credited against future mandatory sinking fund redemptions of such Term Bond in such order as the District shall determine. The Term Bond is subject to mandatory sinking fund redemption and shall be redeemed in part at par plus accrued interest on February 1 of the following years and in the principal amounts as follows:

<u>Sinking Fund Installment Date</u>	<u>Principal Amount</u>
<u>February 1, 2037 Term Bond</u>	
2036	\$ 600,000
2037*	1,395,000

\* *Maturity*

## Section 2. Registration and Payment.

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

2.02. Dates; Interest Payment Dates. Each Bond will be dated as of the last interest payment date preceding the date of authentication to which interest on the Bond has been paid or made available for payment, unless (i) the date of authentication is an interest payment date to which interest has been paid or made available for payment, in which case the Bond will be dated as of the date of authentication, or (ii) the date of authentication is prior to the first interest payment date, in which case the Bond will be dated as of the date of original issue. The interest on the Bonds is payable on February 1 and August 1 of each year, commencing August 1, 2021, to the registered owners of record as of the close of business on the fifteenth day of the immediately preceding month, whether or not that day is a business day.

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

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

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

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

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

(e) Improper or Unauthorized Transfer. When a Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the Bond until the Registrar is satisfied that the



endorsement on the Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar will incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

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

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

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

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

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

2.05. Execution, Authentication and Delivery. The Bonds will be prepared under the direction of the District Clerk and executed on behalf of the District by the signatures of the Chair and the District Clerk,



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

Section 3.        Form of Bond.

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

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

Section 4.        Bonds; Security; Pledges.

4.01.    Debt Service Fund. For the convenience and proper administration of the moneys to be borrowed and repaid on the Bonds, and to provide adequate and specific security for the Purchaser and holders from time to time of the Bonds, there is hereby created a special fund to be designated the General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A Debt Service Fund (the "Debt Service Fund") to be administered and maintained by the District Treasurer as a bookkeeping account separate and apart from all other funds maintained in the official financial records of the District. The Debt Service Fund will be maintained in the manner herein specified until all of the Refunded Bonds have been paid and until all of the Bonds and the interest thereon have been fully paid. There is hereby pledged and irrevocably appropriated and there will be credited to the Debt Service Fund: (i) collection of all taxes hereafter levied for the payment of the Bonds and interest thereon (the "Taxes"); (ii) amounts over the minimum purchase price paid by the Purchaser, to the extent designated for deposit in the Debt Service Fund in accordance with Section 1.03 hereof; (iii) capitalized interest financed with proceeds of the Facilities Maintenance Bonds, if any; and (iv) any and all other moneys which are properly available and are appropriated by the Board to the Debt Service Fund. The amount of any surplus remaining in the Debt Service Fund when the Bonds and interest thereon are paid will be used as provided in Section 475.61, subdivision 4 of the Act.

4.02.    Construction Fund. The proceeds of the Facilities Maintenance Bonds, less the appropriations made in Section 4.01 hereof with respect to the Facilities Maintenance Bonds, will be deposited in a separate construction fund (the "Construction Fund") to be used solely to defray expenses of the Projects and the payment of principal of and interest on the Facilities Maintenance Bonds prior to the completion and payment of all costs of the Projects. When the Projects are completed and the cost thereof paid, the Construction Fund is to be closed and any balance therein is to be deposited in the Debt Service Fund.

4.03.    Redemption Fund. All proceeds of the Series 2011A Refunding Bonds and the Series 2013A Refunding Bonds (together, the "Refunding Bonds"), less the appropriations made in Section 4.01 hereof with respect to the Refunding Bonds and the costs of issuance of the Refunding Bonds,

will be deposited in a separate fund (the "Redemption Fund") to be used solely to redeem and prepay the Refunded Bonds on the Redemption Date. Any balance remaining in the Redemption Fund after the redemption of the Refunded Bonds on the Redemption Date shall be deposited in the Debt Service Fund herein created for the Bonds.

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

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

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

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

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

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

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

5.01. Purpose of Refunding. The Series 2011A Bonds will be called for redemption on the Redemption Date in the principal amount of \$10,085,000. The Series 2013A Bonds will be called for redemption on the Redemption Date in the principal amount of \$6,825,000. It is hereby found and determined that based upon information presently available from the District's municipal advisor, the issuance of the Bonds, a portion of which will be used to redeem and prepay the Refunded Bonds, is

consistent with covenants made with the holders of the Refunded Bonds and is necessary and desirable for the reduction of debt service costs to the District.

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

5.03. Redemption; Date of Redemption. The Refunded Bonds maturing after the Redemption Date will be redeemed and prepaid on the Redemption Date. The Refunded Bonds will be redeemed and prepaid in accordance with their terms and in accordance with the terms and conditions set forth in the forms of Notice of Call for Redemption attached hereto as EXHIBITS D-1 and D-2, which terms and conditions are hereby approved and incorporated herein by reference. The registrars for the Refunded Bonds are authorized and directed to send a copy of the respective Notice of Call for Redemption to each registered holder of the Refunded Bonds at least thirty (30) days prior to the Redemption Date.

#### Section 6. Authentication of Transcript.

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

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

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

6.04. Electronic Signatures. The electronic signature of the Chair, the District Clerk, and/or the District Treasurer to this resolution and to any certificate authorized to be executed hereunder shall be as valid as an original signature of such party and shall be effective to bind the District thereto. For purposes hereof, (i) "electronic signature" means a manually signed original signature that is then transmitted by electronic means; and (ii) "transmitted by electronic means" means sent in the form of a facsimile or sent via the internet as a portable document format ("pdf") or other replicating image attached to an electronic mail or internet message.

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

Section 7. Tax Covenant.

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

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

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

7.04. Not Qualified Tax-Exempt Obligations. The District does not designate the Bonds as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code.

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

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

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

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



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

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

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

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

#### Section 9. Continuing Disclosure.

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

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

Section 10. Defeasance. When all Bonds and all interest thereon have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the holders of the Bonds will cease, except that the pledge of the full faith and credit of the District for the prompt and full

payment of the principal of and interest on the Bonds will remain in full force and effect. The District may discharge all Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full. If any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit.

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

The motion for the adoption of the foregoing resolution was duly seconded by Director Aaron Casper and upon vote being taken thereon, the following voted in favor thereof: 7

and the following voted against the same: 0

whereupon said resolution was declared duly passed and adopted.

**EXHIBIT A**  
**PROPOSALS**





## BID TABULATION

**\$26,870,000\* General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A**

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

**SALE:** October 26, 2020

**AWARD:** RAYMOND JAMES & ASSOCIATES, INC.

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

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

Tax Exempt - Non-Bank Qualified

NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
RAYMOND JAMES & ASSOCIATES, INC. St. Petersburg, Florida	2022	4.000%	0.330%	\$28,664,772.40	\$4,277,295.10	1.6863%
Morgan Stanley	2023	4.000%	0.360%			
UBS	2024	4.000%	0.400%			
FHN	2025	4.000%	0.480%			
Ziegler	2026	4.000%	0.630%			
Ramirez	2027	4.000%	0.780%			
	2032	2.000%	1.670%			
	2033	2.000%	1.750%			
	2034	2.000%	1.850%			
	2035	2.000%	1.910%			
	2036 <sup>1</sup>	2.000%	2.000%			
	2037 <sup>1</sup>	2.000%	2.000%			
	2038	2.000%	2.040%			
	2039	2.000%	2.080%			
	2040	2.000%	2.120%			
	2041	2.125%	2.160%			
PIPER SANDLER & CO. Minneapolis, Minnesota				\$28,660,272.50	\$4,344,413.57	1.7122%
WELLS FARGO BANK, NATIONAL ASSOCIATION Charlotte, North Carolina				\$28,600,293.65	\$4,404,392.42	1.7390%

\* Subsequent to bid opening the issue size was decreased to \$26,285,000.

Adjusted Price - \$28,023,450.05      Adjusted Net Interest Cost - \$4,200,304.95      Adjusted TIC - 1.6885%

<sup>1</sup> \$1,995,000 Term Bond due 2037 with mandatory redemption in 2036.

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NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
CITIGROUP GLOBAL MARKETS INC. Dallas, Texas				\$28,532,469.40	\$4,443,438.10	1.7584%
BAIRD Milwaukee, Wisconsin				\$28,538,526.85	\$4,602,651.72	1.8184%
J.P. MORGAN SECURITIES LLC New York, New York				\$29,223,775.86	\$5,257,699.14	2.0303%

Bid Tabulation  
Independent School District No. 272 (Eden Prairie Schools), Minnesota  
\$26,870,000\* General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A

October 26, 2020

Page 2

**EXHIBIT B**

**FORM OF BOND**

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

**GENERAL OBLIGATION FACILITIES MAINTENANCE AND REFUNDING BOND  
SERIES 2020A**

<u>Rate</u>	<u>Maturity</u>	<u>Date of Original Issue</u>	<u>CUSIP</u>
	February 1, 20__	November 19, 2020	

Registered Owner: Cede & Co.

Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota, a duly organized and existing school district in Hennepin County, Minnesota (the "District"), acknowledges itself to be indebted and for value received promises to pay to the Registered Owner specified above or registered assigns, the principal sum of \$ \_\_\_\_\_ on the maturity date specified above, with interest thereon from the date hereof at the annual rate specified above (calculated on the basis of a 360 day year of twelve 30 day months), payable February 1 and August 1 in each year, commencing August 1, 2021, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month. The interest hereon and, upon presentation and surrender hereof, the principal hereof are payable in lawful money of the United States of America by check or draft by Bond Trust Services Corporation, Roseville, Minnesota, as Registrar, Paying Agent, Transfer Agent and Authenticating Agent, or its designated successor under the Resolution described herein. For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

The District may elect on February 1, 2028, and any date thereafter to prepay the Bonds due on or after February 1, 2032. Redemption may be in whole or in part and if in part, at the option of the District and in such manner as the District will determine. If less than all Bonds of a maturity are called for redemption, the District will notify The Depository Trust Company ("DTC") of the particular amount of such maturity to be prepaid. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. Prepayments will be at a price of par plus accrued interest.

The Bonds maturing on February 1, 2037 shall hereinafter be referred to collectively as the "Term Bond." The principal amount of the Term Bond subject to mandatory sinking fund redemption on any date may be reduced through earlier optional redemptions, with any partial redemptions of the Term Bond credited against future mandatory sinking fund redemptions of such Term Bond in such order as the District shall determine. The Term Bond is subject to mandatory sinking fund redemption and shall be redeemed in part at par plus accrued interest on February 1 of the following years and in the principal amounts as follows:

<u>Sinking Fund Installment Date</u>	<u>Principal Amount</u>
<u>February 1, 2037 Term Bond</u>	
2036	\$ 600,000
2037*	1,395,000

\* *Maturity*

This Bond is one of an issue in the aggregate principal amount of \$26,285,000 all of like original issue date and tenor, except as to number, maturity date, redemption privilege, and interest rate, all issued pursuant to a resolution adopted by the School Board of the District (the "Board") on October 26, 2020 (the "Resolution"), for the purposes of providing money to aid in financing certain facilities and site maintenance projects which are included in the District's ten-year facilities maintenance plan and refunding certain outstanding general obligations of the District, pursuant to and in full conformity with the Constitution and laws of the State of Minnesota, including Minnesota Statutes, Chapter 475, as amended, including Section 475.67, subdivision 3, and Minnesota Statutes, Section 123B.595, as amended. The principal hereof and interest hereon are payable from ad valorem taxes, as set forth in the Resolution to which reference is made for a full statement of rights and powers thereby conferred. The full faith and credit of the District are irrevocably pledged for payment of this Bond and the Board has obligated itself to levy additional ad valorem taxes on all taxable property in the District in the event of any deficiency in ad valorem taxes pledged, which additional taxes may be levied without limitation as to rate or amount. The Bond of this series is issued only as a fully registered Bond in the denominations of \$5,000 or any integral multiple thereof of single maturities.

The Board has not designated the Bonds as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

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

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

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

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

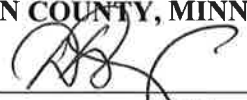
This Bond is not valid or obligatory for any purpose or entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon has been executed by the Registrar by manual signature of one of its authorized representatives.

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

Dated: November 19, 2020

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

  
Chair - Elaine Larabee

  
District Clerk - Debjyoti Dwivedy

#### **CERTIFICATE OF AUTHENTICATION**

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

**BOND TRUST SERVICES CORPORATION**

By \_\_\_\_\_  
Its Authorized Officer

#### **ABBREVIATIONS**

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

TEN COM -- as tenants in common

TEN ENT -- as tenants by entireties

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

UNIF GIFT MIN ACT

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

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

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

---

### ASSIGNMENT

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

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

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

Signature Guaranteed:

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

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

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

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

Please insert social security or other identifying number of assignee

\_\_\_\_\_

\_\_\_\_\_

## PROVISIONS AS TO REGISTRATION

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

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



# EXHIBIT C

## TAX LEVY SCHEDULES

### Tax Levy Schedule for Facilities Maintenance Bonds

Independent School District No. 272 (Eden Prairie Schools), MN  
\$26,285,000 General Obligation Facilities Maintenance and  
Refunding Bonds, Series 2020A

Dated Date: 11/19/2020  
Call Date: 2/1/2028

\$11,090,000 Facilities Maintenance Portion

Tax Levy Year	Tax Collect Year	Bond Pay Year	Total P & I	Funds Available (1)	P & I @ 105%	Net Levy		
2020	/	2021	/	2022	274,170.00	(274,170.00)	0.00	0.00
2021	/	2022	/	2023	393,475.00		413,148.75	413,148.75
2022	/	2023	/	2024	221,875.00		232,968.75	232,968.75
2023	/	2024	/	2025	221,875.00		232,968.75	232,968.75
2024	/	2025	/	2026	221,875.00		232,968.75	232,968.75
2025	/	2026	/	2027	221,875.00		232,968.75	232,968.75
2026	/	2027	/	2028	221,875.00		232,968.75	232,968.75
2027	/	2028	/	2029	221,875.00		232,968.75	232,968.75
2028	/	2029	/	2030	221,875.00		232,968.75	232,968.75
2029	/	2030	/	2031	221,875.00		232,968.75	232,968.75
2030	/	2031	/	2032	741,875.00		778,968.75	778,968.75
2031	/	2032	/	2033	771,475.00		810,048.75	810,048.75
2032	/	2033	/	2034	765,275.00		803,538.75	803,538.75
2033	/	2034	/	2035	768,975.00		807,423.75	807,423.75
2034	/	2035	/	2036	777,375.00		816,243.75	816,243.75
2035	/	2036	/	2037	1,560,375.00		1,638,393.75	1,638,393.75
2036	/	2037	/	2038	1,462,475.00		1,535,598.75	1,535,598.75
2037	/	2038	/	2039	1,380,975.00		1,450,023.75	1,450,023.75
2038	/	2039	/	2040	1,495,575.00		1,570,353.75	1,570,353.75
2039	/	2040	/	2041	2,757,375.00		2,895,243.75	2,895,243.75
Totals			14,924,395.00	(274,170.00)	15,382,736.25	15,382,736.25		

(1) The following funds are available to pay the interest payments due 08/01/21 to 02/01/22

Deposit to Capitalized Interest Fund: 274,170.00



### Tax Levy Schedule for Series 2011A Refunding Bonds

Independent School District No. 272 (Eden Prairie Schools), MN  
\$26,285,000 General Obligation Facilities Maintenance and  
Refunding Bonds, Series 2020A

Dated Date: 11/19/2020  
Call Date: 2/1/2028

\$8,880,000 Series 2011A Refunding Portion

Tax Levy Year		Tax Collect Year		Bond Pay Year	Total P & I	Funds Available (1)	P & I @ 105%	Net Levy
2020	/	2021	/	2022	611,240.00	(545.36)	641,229.37	641,229.37
2021	/	2022	/	2023	1,957,800.00		2,055,690.00	2,055,690.00
2022	/	2023	/	2024	1,953,400.00		2,051,070.00	2,051,070.00
2023	/	2024	/	2025	1,951,600.00		2,049,180.00	2,049,180.00
2024	/	2025	/	2026	1,952,200.00		2,049,810.00	2,049,810.00
2025	/	2026	/	2027	1,950,000.00		2,047,500.00	2,047,500.00
<b>Totals</b>					<b>10,376,240.00</b>	<b>(545.36)</b>	<b>10,894,479.37</b>	<b>10,894,479.37</b>

(1) The following funds are available to pay a portion of the interest payment due 08/01/21  
Deposit to Debt Service Fund 545.36  
(Rounding):

Notes: Original tax levies for collection years 2021 through 2026 on the Series 2011A Bonds will be cancelled.

### Tax Levy Schedule for Series 2013A Refunding Bonds

Independent School District No. 272 (Eden Prairie Schools), MN  
\$26,285,000 General Obligation Facilities Maintenance and  
Refunding Bonds, Series 2020A

Dated Date: 11/19/2020  
Call Date: 2/1/2028

\$6,315,000 Series 2013A Refunding Portion

Tax Levy Year		Tax Collect Year		Bond Pay Year	Total P & I	Funds Available (1)	P & I @ 105%	Net Levy
2020	/	2021	/	2022	1,538,120.00	(1,075.40)	1,613,896.83	1,613,896.83
2021	/	2022	/	2023	2,738,200.00		2,875,110.00	2,875,110.00
2022	/	2023	/	2024	2,646,800.00		2,779,140.00	2,779,140.00
<b>Totals</b>					<b>6,923,120.00</b>	<b>(1,075.40)</b>	<b>7,268,146.83</b>	<b>7,268,146.83</b>

(1) The following funds are available to pay a portion of the interest payment due 08/01/21  
Deposit to Debt Service Fund 1,075.40  
(Rounding):

Notes: Original tax levies for collection years 2021 through 2023 on the Series 2013A Bonds will be cancelled.

**EXHIBIT D-1**

**NOTICE OF CALL FOR REDEMPTION FOR  
SERIES 2011A BONDS**

**\$11,000,000  
INDEPENDENT SCHOOL DISTRICT NO. 272  
(EDEN PRAIRIE SCHOOLS)  
HENNEPIN COUNTY, MINNESOTA  
GENERAL OBLIGATION ALTERNATIVE FACILITIES BONDS  
SERIES 2011A**

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

February 1, 2021

all outstanding bonds of the District designated as General Obligation Alternative Facilities Bonds, Series 2011A, dated February 17, 2011, having stated maturity dates of February 1 in the years 2022 through 2027, both inclusive, totaling \$10,085,000 in principal amount, and with the following CUSIP numbers:

<u>Year of Maturity</u>	<u>Amount</u>	<u>CUSIP Number</u>
2022	\$ 355,000	279533 TS2
2023	1,800,000	279533 TT0
2024	1,865,000	279533 TU7
2025	1,940,000	279533 TV5
2026	2,020,000	279533 TW3
2027	2,105,000	279533 TX1

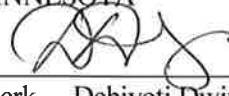
The bonds are being called at a price of par plus accrued interest to February 1, 2021, on which date all interest on said bonds will cease to accrue. Holders of the bonds hereby called for redemption are requested to present their bonds for payment at the main office of Bond Trust Services Corporation, 3060 Centre Pointe Drive, Roseville, Minnesota 55113, on or before February 1, 2021.

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

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

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

By



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

**EXHIBIT D-2**

**NOTICE OF CALL FOR REDEMPTION FOR  
SERIES 2013A BONDS**

**\$11,000,000  
INDEPENDENT SCHOOL DISTRICT NO. 272  
(EDEN PRAIRIE SCHOOLS)  
HENNEPIN COUNTY, MINNESOTA  
GENERAL OBLIGATION ALTERNATIVE FACILITIES BONDS  
SERIES 2013A**

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

February 1, 2021

all outstanding bonds of the District designated as General Obligation Alternative Facilities Bonds, Series 2013A, dated February 27, 2013, having stated maturity dates of February 1 in the years 2022 through 2024, both inclusive, totaling \$6,825,000 in principal amount, and with the following CUSIP numbers:


<u>Year of Maturity</u>	<u>Amount</u>	<u>CUSIP Number</u>
2022	\$1,425,000	279533 UW1
2023	2,715,000	279533 UX9
2024	2,685,000	279533 UY7

The bonds are being called at a price of par plus accrued interest to February 1, 2021, on which date all interest on said bonds will cease to accrue. Holders of the bonds hereby called for redemption are requested to present their bonds for payment at the main office of Bond Trust Services Corporation, 3060 Centre Pointe Drive, Roseville, Minnesota 55113, on or before February 1, 2021.

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

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


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

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

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

I, the undersigned, being the duly qualified and acting District Clerk of Independent School District No. 272 (Eden Prairie Schools), Hennepin County, Minnesota (the "District"), do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on October 26, 2020, with the original minutes on file in my office and the extract is a full, true and correct copy of the minutes insofar as they relate to the issuance and sale of the District's General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A, in the original aggregate principal amount of \$26,285,000.

WITNESS My hand officially as such District Clerk this 26th day of October, 2020.



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

October 26, 2020

SALE DAY REPORT FOR:

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

**\$26,285,000 General Obligation Facilities  
Maintenance and Refunding Bonds, Series 2020A**



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Prepared by:

Ehlers  
3060 Centre Pointe Drive  
Roseville, MN 55113

Jodie Zesbaugh,  
Senior Municipal Advisor

Matthew Hammer,  
Municipal Advisor

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**BUILDING COMMUNITIES. IT'S WHAT WE DO.**

## COMPETITIVE SALE RESULTS

**Purpose:** To finance facility maintenance projects included in the ten-year facility plan of the District, approved by the Commissioner of Education, and to finance the current refunding of the District's General Obligation Alternative Facilities Bonds, Series 2011A and 2013A.

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

**Number of Bids:** 6

**Low Bidder:** Raymond James & Associates, Inc., St. Petersburg, Florida

### Comparison from Lowest to Highest Bid: (TIC as bid)

**Low Bid:** 1.6863%\*

**High Bid:** 2.0303%

**Interest Difference:** **\$980,404**

Summary of Sale Results:	
Principal Amount*:	\$26,285,000
Underwriter's Discount:	\$43,370
Original Issue Discount:	\$21,754
Reoffering Premium:	\$1,803,574
True Interest Cost*:	1.6885%
Capitalized Interest:	\$274,170
Costs of Issuance:	\$107,046
Yield:	0.33%-2.16%
Future Value Savings:	\$1,628,086
Present Value Savings:	\$1,587,724
Savings Percentage:	8.584%
Total Net P&I:	\$31,947,964

*\*The winning bidder submitted a bid with a premium price (a price greater than the par amount of the bonds) that was higher than the Pre-Sale Report estimates. As a result, the principal amount of the bonds was decreased from \$26,870,000 (in the Pre-Sale Report and the Preliminary Official Statement) to \$26,285,000. This also caused a slight change in the True Interest Cost.*



**Notes:**

The True Interest Cost for the 2020A issue of 1.69% is significantly lower than the estimate of 2.39% in the Pre-Sale Report.

The total principal and interest on the Facilities Maintenance portion of the bonds will be approximately \$1,688,000 less than the Pre-Sale Report estimate.

For the 2011A refunding portion, the True Interest Cost of 0.63% is lower than the estimated 0.93% True Interest Cost included in the Pre-Sale Report. This results in a future value savings of \$1,393,218, compared with the \$1,264,199 included in the Pre-Sale Report, and a 11.85% net present value savings.

For the 2013A refunding portion, the True Interest Cost of 0.44% is lower than the estimated 0.82% True Interest Cost included in the Pre-Sale Report. This results in a future value savings of \$234,868, compared with the \$172,621 included in the Pre-Sale Report, and a 3.27% net present value savings.

**Closing Date:**

November 19, 2020

**School Board Action:**

Adopt the resolution awarding the sale of \$26,285,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A.

### **Supplementary Attachments**

- ✓ Bid Tabulation
- ✓ Updated Combined Sources and Uses of Funds
- ✓ Updated Combined Debt Service Schedule
- ✓ Updated Debt Service Schedule for Facilities Maintenance Portion
- ✓ Prior Debt Service Schedule for Callable Portion of 2011A Bonds
- ✓ Updated Debt Service Schedule for Refunding Portion (2011A Bonds)
- ✓ Updated Debt Service Comparison and Savings for Refunding Portion (2011A Bonds)
- ✓ Prior Debt Service Schedule for Callable Portion of 2013A Bonds
- ✓ Updated Debt Service Schedule for Refunding Portion (2013A Bonds)
- ✓ Updated Debt Service Comparison and Savings for Refunding Portion (2013A Bonds)
- ✓ Updated Long-Term Financing Plan for Debt and Capital Payments and Levies
- ✓ Rating Reports
- ✓ Resolution Awarding Sale of Bonds (provided separately)

## BID TABULATION

**\$26,870,000\* General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A**

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

**SALE:** October 26, 2020

**AWARD:** RAYMOND JAMES & ASSOCIATES, INC.

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

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

Tax Exempt - Non-Bank Qualified

NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
RAYMOND JAMES & ASSOCIATES, INC. St. Petersburg, Florida	2022	4.000%	0.330%	\$28,664,772.40	\$4,277,295.10	1.6863%
Morgan Stanley	2023	4.000%	0.360%			
UBS	2024	4.000%	0.400%			
FHN	2025	4.000%	0.480%			
Ziegler	2026	4.000%	0.630%			
Ramirez	2027	4.000%	0.780%			
	2032	2.000%	1.670%			
	2033	2.000%	1.750%			
	2034	2.000%	1.850%			
	2035	2.000%	1.910%			
	2036 <sup>1</sup>	2.000%	2.000%			
	2037 <sup>1</sup>	2.000%	2.000%			
	2038	2.000%	2.040%			
	2039	2.000%	2.080%			
	2040	2.000%	2.120%			
	2041	2.125%	2.160%			
PIPER SANDLER & CO. Minneapolis, Minnesota				\$28,660,272.50	\$4,344,413.57	1.7122%
WELLS FARGO BANK, NATIONAL ASSOCIATION Charlotte, North Carolina				\$28,600,293.65	\$4,404,392.42	1.7390%

\* Subsequent to bid opening the issue size was decreased to \$26,285,000.

Adjusted Price - \$28,023,450.05      Adjusted Net Interest Cost - \$4,200,304.95      Adjusted TIC - 1.6885%

<sup>1</sup> \$1,995,000 Term Bond due 2037 with mandatory redemption in 2036.

<b>NAME OF BIDDER</b>	<b>MATURITY (February 1)</b>	<b>RATE</b>	<b>REOFFERING YIELD</b>	<b>PRICE</b>	<b>NET INTEREST COST</b>	<b>TRUE INTEREST RATE</b>
CITIGROUP GLOBAL MARKETS INC. Dallas, Texas				\$28,532,469.40	\$4,443,438.10	1.7584%
BAIRD Milwaukee, Wisconsin				\$28,538,526.85	\$4,602,651.72	1.8184%
J.P. MORGAN SECURITIES LLC New York, New York				\$29,223,775.86	\$5,257,699.14	2.0303%

# RESULTS OF BOND SALE

## Eden Prairie School District No. 272

October 26, 2020

### Estimated Sources and Uses of Funds

	Facilities Maintenance	Alternative Facilities Refunding		Total
		2011A	2013A	
<b>Authorized Bond Amount</b>	<b>\$11,090,000</b>	<b>\$10,175,000</b>	<b>\$6,885,000</b>	<b>\$28,150,000</b>
<b>Actual Bond Amount</b>	<b>\$11,090,000</b>	<b>\$8,880,000</b>	<b>\$6,315,000</b>	<b>\$26,285,000</b>
<b>Estimated Project Costs</b>	<b>\$10,635,000</b>	<b>\$10,085,000</b>	<b>\$6,825,000</b>	<b>\$27,545,000</b>
<b>Dated Date of Bonds</b>	<b>11/19/2020</b>	<b>11/19/2020</b>	<b>11/19/2020</b>	<b>11/19/2020</b>
<b>Sources of Funds</b>				
Par Amount	\$11,090,000	\$8,880,000	\$6,315,000	\$26,285,000
Investment Earnings <sup>1</sup>	21,461	0	0	21,461
Reoffering Premium <sup>2</sup>	0	1,256,361	547,213	1,803,574
<b>Total Sources</b>	<b>\$11,111,461</b>	<b>\$10,136,361</b>	<b>\$6,862,213</b>	<b>\$28,110,035</b>
<b>Uses of Funds</b>				
Allowance for Discount Bidding <sup>3</sup>	\$18,298	\$14,652	\$10,420	\$43,370
Original Issue Discount <sup>4</sup>	21,754	0	0	21,754
Capitalized Interest <sup>5</sup>	274,170	0	0	274,170
Rounding/Contingency <sup>6</sup>	0	545	1,075	1,621
Legal and Fiscal Costs <sup>7</sup>	45,164	36,164	25,718	107,046
<b>Net Available for Project Costs</b>	<b>10,752,075</b>	<b>10,085,000</b>	<b>6,825,000</b>	<b>27,662,075</b>
<b>Total Uses</b>	<b>\$11,111,461</b>	<b>\$10,136,361</b>	<b>\$6,862,213</b>	<b>\$28,110,035</b>
<b>Initial Deposit to Construction Fund</b>	<b>\$10,730,613</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,730,613</b>
<b>Initial Deposit to Refunding Fund</b>	<b>\$0</b>	<b>\$10,085,000</b>	<b>\$6,825,000</b>	<b>\$16,910,000</b>

1 Estimated investment earnings for the Facilities Maintenance portion of the bond issue is based on an average interest rate of 0.20% and an average life of 12 months. Estimated investment earnings on the refunding portions of the bond issue are estimated to be minimal.

2 The bonds for the refunding portion of the bond issue are being sold at a premium price. The underwriter will retain a portion of the proceeds of the bonds as their compensation, or underwriter's discount. The remainder of the bond proceeds will be used to partially finance the prepayment of the existing 2011A and 2013A Bonds.

3 The allowance for discount bidding is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.

4 The bonds for the Facilities Maintenance portion of the bond issue are being sold at a discount price. The underwriter will retain a portion of the proceeds of the bonds as their compensation, or underwriter's discount.

5 To keep the levy for taxes payable in 2021 (for payments in fiscal year 2022) consistent with taxes payable in 2020, the interest payments due in fiscal year 2022 on the Facilities Maintenance portion of the bonds will be made from bond proceeds.

6 Represents additional funds available for debt service, due to the requirement to issue bonds in \$5,000 increments.

7 Includes fees for municipal advisor, bond counsel, rating agency, paying agent, and county certificate.

# Eden Prairie School District No. 272

\$26,285,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A  
Issue Summary

Dated: November 19, 2020 - New Money and Current Refund Series 2011A & 2013A

## Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
11/19/2020	-	-	-	-	-
08/01/2021	-	-	585,392.50	585,392.50	-
02/01/2022	1,420,000.00	4.000%	418,137.50	1,838,137.50	2,423,530.00
08/01/2022	-	-	389,737.50	389,737.50	-
02/01/2023	4,310,000.00	4.000%	389,737.50	4,699,737.50	5,089,475.00
08/01/2023	-	-	303,537.50	303,537.50	-
02/01/2024	4,215,000.00	4.000%	303,537.50	4,518,537.50	4,822,075.00
08/01/2024	-	-	219,237.50	219,237.50	-
02/01/2025	1,735,000.00	4.000%	219,237.50	1,954,237.50	2,173,475.00
08/01/2025	-	-	184,537.50	184,537.50	-
02/01/2026	1,805,000.00	4.000%	184,537.50	1,989,537.50	2,174,075.00
08/01/2026	-	-	148,437.50	148,437.50	-
02/01/2027	1,875,000.00	4.000%	148,437.50	2,023,437.50	2,171,875.00
08/01/2027	-	-	110,937.50	110,937.50	-
02/01/2028	-	-	110,937.50	110,937.50	221,875.00
08/01/2028	-	-	110,937.50	110,937.50	-
02/01/2029	-	-	110,937.50	110,937.50	221,875.00
08/01/2029	-	-	110,937.50	110,937.50	-
02/01/2030	-	-	110,937.50	110,937.50	221,875.00
08/01/2030	-	-	110,937.50	110,937.50	-
02/01/2031	-	-	110,937.50	110,937.50	221,875.00
08/01/2031	-	-	110,937.50	110,937.50	-
02/01/2032	520,000.00	2.000%	110,937.50	630,937.50	741,875.00
08/01/2032	-	-	105,737.50	105,737.50	-
02/01/2033	560,000.00	2.000%	105,737.50	665,737.50	771,475.00
08/01/2033	-	-	100,137.50	100,137.50	-
02/01/2034	565,000.00	2.000%	100,137.50	665,137.50	765,275.00
08/01/2034	-	-	94,487.50	94,487.50	-
02/01/2035	580,000.00	2.000%	94,487.50	674,487.50	768,975.00
08/01/2035	-	-	88,687.50	88,687.50	-
02/01/2036	600,000.00	2.000%	88,687.50	688,687.50	777,375.00
08/01/2036	-	-	82,687.50	82,687.50	-
02/01/2037	1,395,000.00	2.000%	82,687.50	1,477,687.50	1,560,375.00
08/01/2037	-	-	68,737.50	68,737.50	-
02/01/2038	1,325,000.00	2.000%	68,737.50	1,393,737.50	1,462,475.00
08/01/2038	-	-	55,487.50	55,487.50	-
02/01/2039	1,270,000.00	2.000%	55,487.50	1,325,487.50	1,380,975.00
08/01/2039	-	-	42,787.50	42,787.50	-
02/01/2040	1,410,000.00	2.000%	42,787.50	1,452,787.50	1,495,575.00
08/01/2040	-	-	28,687.50	28,687.50	-
02/01/2041	2,700,000.00	2.125%	28,687.50	2,728,687.50	2,757,375.00
<b>Total</b>	<b>\$26,285,000.00</b>	<b>-</b>	<b>\$5,938,755.00</b>	<b>\$32,223,755.00</b>	<b>-</b>

## Yield Statistics

Bond Year Dollars	\$240,557.00
Average Life	9.152 Years
Average Coupon	2.4687517%
Net Interest Cost (NIC)	1.7460747%
True Interest Cost (TIC)	1.6885981%
Bond Yield for Arbitrage Purposes	1.6662475%
All Inclusive Cost (AIC)	1.7373628%

## IRS Form 8038

Net Interest Cost	1.6829255%
Weighted Average Maturity	8.801 Years

2020A New Money and CR 20 | Issue Summary | 10/26/2020 | 11:59 AM

# Eden Prairie School District No. 272

\$11,090,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A  
New Money Portion

## Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	CIF	Net New D/S	Fiscal Total
11/19/2020	-	-	-	-	-	-	-
08/01/2021	-	-	159,932.50	159,932.50	(159,932.50)	-	-
02/01/2022	-	-	114,237.50	114,237.50	(114,237.50)	-	-
08/01/2022	-	-	114,237.50	114,237.50	-	114,237.50	-
02/01/2023	165,000.00	4.000%	114,237.50	279,237.50	-	279,237.50	393,475.00
08/01/2023	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2024	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2024	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2025	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2025	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2026	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2026	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2027	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2027	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2028	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2028	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2029	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2029	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2030	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2030	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2031	-	-	110,937.50	110,937.50	-	110,937.50	221,875.00
08/01/2031	-	-	110,937.50	110,937.50	-	110,937.50	-
02/01/2032	520,000.00	2.000%	110,937.50	630,937.50	-	630,937.50	741,875.00
08/01/2032	-	-	105,737.50	105,737.50	-	105,737.50	-
02/01/2033	560,000.00	2.000%	105,737.50	665,737.50	-	665,737.50	771,475.00
08/01/2033	-	-	100,137.50	100,137.50	-	100,137.50	-
02/01/2034	565,000.00	2.000%	100,137.50	665,137.50	-	665,137.50	765,275.00
08/01/2034	-	-	94,487.50	94,487.50	-	94,487.50	-
02/01/2035	580,000.00	2.000%	94,487.50	674,487.50	-	674,487.50	768,975.00
08/01/2035	-	-	88,687.50	88,687.50	-	88,687.50	-
02/01/2036	600,000.00	2.000%	88,687.50	688,687.50	-	688,687.50	777,375.00
08/01/2036	-	-	82,687.50	82,687.50	-	82,687.50	-
02/01/2037	1,395,000.00	2.000%	82,687.50	1,477,687.50	-	1,477,687.50	1,560,375.00
08/01/2037	-	-	68,737.50	68,737.50	-	68,737.50	-
02/01/2038	1,325,000.00	2.000%	68,737.50	1,393,737.50	-	1,393,737.50	1,462,475.00
08/01/2038	-	-	55,487.50	55,487.50	-	55,487.50	-
02/01/2039	1,270,000.00	2.000%	55,487.50	1,325,487.50	-	1,325,487.50	1,380,975.00
08/01/2039	-	-	42,787.50	42,787.50	-	42,787.50	-
02/01/2040	1,410,000.00	2.000%	42,787.50	1,452,787.50	-	1,452,787.50	1,495,575.00
08/01/2040	-	-	28,687.50	28,687.50	-	28,687.50	-
02/01/2041	2,700,000.00	2.125%	28,687.50	2,728,687.50	-	2,728,687.50	2,757,375.00
<b>Total</b>	<b>\$11,090,000.00</b>	<b>-</b>	<b>\$3,834,395.00</b>	<b>\$14,924,395.00</b>	<b>(274,170.00)</b>	<b>\$14,650,225.00</b>	<b>-</b>

## Yield Statistics

Bond Year Dollars	\$187,948.00
Average Life	16.948 Years
Average Coupon	2.0401361%
Net Interest Cost (NIC)	2.0614465%
True Interest Cost (TIC)	2.0651541%
Bond Yield for Arbitrage Purposes	1.6662475%
All Inclusive Cost (AIC)	2.0940439%

## IRS Form 8038

Net Interest Cost	2.0608782%
Weighted Average Maturity	16.905 Years

# Eden Prairie School District No. 272

\$11,000,000 G.O. Alternative Facilities Bonds, **Series 2011A**

## Prior Original Debt Service

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
02/01/2021	-	-	-	-	-
08/01/2021	-	-	209,384.38	209,384.38	-
02/01/2022	355,000.00	4.000%	209,384.38	564,384.38	773,768.76
08/01/2022	-	-	202,284.38	202,284.38	-
02/01/2023	1,800,000.00	4.000%	202,284.38	2,002,284.38	2,204,568.76
08/01/2023	-	-	166,284.38	166,284.38	-
02/01/2024	1,865,000.00	4.000%	166,284.38	2,031,284.38	2,197,568.76
08/01/2024	-	-	128,984.38	128,984.38	-
02/01/2025	1,940,000.00	4.125%	128,984.38	2,068,984.38	2,197,968.76
08/01/2025	-	-	88,971.88	88,971.88	-
02/01/2026	2,020,000.00	4.250%	88,971.88	2,108,971.88	2,197,943.76
08/01/2026	-	-	46,046.88	46,046.88	-
02/01/2027	2,105,000.00	4.375%	46,046.88	2,151,046.88	2,197,093.76
<b>Total</b>	<b>\$10,085,000.00</b>	<b>-</b>	<b>\$1,683,912.56</b>	<b>\$11,768,912.56</b>	<b>-</b>

## Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation	11/19/2020
Average Life	4.170 Years
<b>Average Coupon</b>	<b>4.2030252%</b>
Weighted Average Maturity (Par Basis)	4.170 Years
Weighted Average Maturity (Original Price Basis)	4.170 Years

## Refunding Bond Information

Refunding Dated Date	11/19/2020
Refunding Delivery Date	11/19/2020

# Eden Prairie School District No. 272

\$8,880,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A

## Current Refund Series 2011A Portion

### Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
02/01/2021	-	-	-	-
02/01/2022	185,000.00	4.000%	426,240.00	611,240.00
02/01/2023	1,610,000.00	4.000%	347,800.00	1,957,800.00
02/01/2024	1,670,000.00	4.000%	283,400.00	1,953,400.00
02/01/2025	1,735,000.00	4.000%	216,600.00	1,951,600.00
02/01/2026	1,805,000.00	4.000%	147,200.00	1,952,200.00
02/01/2027	1,875,000.00	4.000%	75,000.00	1,950,000.00
<b>Total</b>	<b>\$8,880,000.00</b>	<b>-</b>	<b>\$1,496,240.00</b>	<b>\$10,376,240.00</b>

### Yield Statistics

Bond Year Dollars	\$37,406.00
Average Life	4.212 Years
Average Coupon	4.0000000%
Net Interest Cost (NIC)	0.6804543%
True Interest Cost (TIC)	0.6256066%
Bond Yield for Arbitrage Purposes	1.6662475%
All Inclusive Cost (AIC)	0.7161315%

### IRS Form 8038

Net Interest Cost	0.5546215%
Weighted Average Maturity	4.267 Years



## Eden Prairie School District No. 272

\$8,880,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A

### Current Refund Series 2011A Portion

#### Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2021	-	(545.36)	-	545.36
02/01/2022	611,240.00	611,240.00	773,768.76	162,528.76
02/01/2023	1,957,800.00	1,957,800.00	2,204,568.76	246,768.76
02/01/2024	1,953,400.00	1,953,400.00	2,197,568.76	244,168.76
02/01/2025	1,951,600.00	1,951,600.00	2,197,968.76	246,368.76
02/01/2026	1,952,200.00	1,952,200.00	2,197,943.76	245,743.76
02/01/2027	1,950,000.00	1,950,000.00	2,197,093.76	247,093.76
<b>Total</b>	<b>\$10,376,240.00</b>	<b>\$10,375,694.64</b>	<b>\$11,768,912.56</b>	<b>\$1,393,217.92</b>

#### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	1,355,146.26
Net PV Cashflow Savings @ 0.716%(AIC).....	1,355,146.26
Contingency or Rounding Amount.....	545.36
Net Present Value Benefit	\$1,355,691.62
Net PV Benefit / \$11,440,691.62 PV Refunded Debt Service	11.850%
Net PV Benefit / \$10,085,000 Refunded Principal...	13.443%
Net PV Benefit / \$8,880,000 Refunding Principal..	15.267%

#### Refunding Bond Information

Refunding Dated Date	11/19/2020
Refunding Delivery Date	11/19/2020

## Eden Prairie School District No. 272

\$11,000,000 General Obligation Alternative Facilities Bonds, Series 2013A

### Prior Original Debt Service

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
02/01/2021	-	-	-	-	-
08/01/2021	-	-	75,000.00	75,000.00	-
02/01/2022	1,425,000.00	2.000%	75,000.00	1,500,000.00	1,575,000.00
08/01/2022	-	-	60,750.00	60,750.00	-
02/01/2023	2,715,000.00	2.250%	60,750.00	2,775,750.00	2,836,500.00
08/01/2023	-	-	30,206.25	30,206.25	-
02/01/2024	2,685,000.00	2.250%	30,206.25	2,715,206.25	2,745,412.50
<b>Total</b>	<b>\$6,825,000.00</b>	<b>-</b>	<b>\$331,912.50</b>	<b>\$7,156,912.50</b>	<b>-</b>

### Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation	11/19/2020
Average Life	2.385 Years
Average Coupon	2.2237327%
Weighted Average Maturity (Par Basis)	2.385 Years
Weighted Average Maturity (Original Price Basis)	2.385 Years

### Refunding Bond Information

Refunding Dated Date	11/19/2020
Refunding Delivery Date	11/19/2020

# Eden Prairie School District No. 272

\$6,315,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A

## Current Refund Series 2013A Portion

### Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
02/01/2021	-	-	-	-
02/01/2022	1,235,000.00	4.000%	303,120.00	1,538,120.00
02/01/2023	2,535,000.00	4.000%	203,200.00	2,738,200.00
02/01/2024	2,545,000.00	4.000%	101,800.00	2,646,800.00
<b>Total</b>	<b>\$6,315,000.00</b>	<b>-</b>	<b>\$608,120.00</b>	<b>\$6,923,120.00</b>

### Yield Statistics

Bond Year Dollars	\$15,203.00
Average Life	2.407 Years
Average Coupon	4.0000000%
Net Interest Cost (NIC)	0.4691619%
<b>True Interest Cost (TIC)</b>	<b>0.4440107%</b>
Bond Yield for Arbitrage Purposes	1.6662475%
All Inclusive Cost (AIC)	0.6056130%

### IRS Form 8038

Net Interest Cost	0.3659480%
Weighted Average Maturity	2.425 Years

## Eden Prairie School District No. 272

\$6,315,000 General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A

### Current Refund Series 2013A Portion

#### Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2021	-	(1,075.40)	-	1,075.40
02/01/2022	1,538,120.00	1,538,120.00	1,575,000.00	36,880.00
02/01/2023	2,738,200.00	2,738,200.00	2,836,500.00	98,300.00
02/01/2024	2,646,800.00	2,646,800.00	2,745,412.50	98,612.50
<b>Total</b>	<b>\$6,923,120.00</b>	<b>\$6,922,044.60</b>	<b>\$7,156,912.50</b>	<b>\$234,867.90</b>

#### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	229,847.34
Net PV Cashflow Savings @ 0.606%(AIC).....	229,847.34
Contingency or Rounding Amount.....	1,075.40
Net Present Value Benefit	\$230,922.74
Net PV Benefit / \$7,055,922.74 PV Refunded Debt Service	3.273%
Net PV Benefit / \$6,825,000 Refunded Principal...	3.383%
Net PV Benefit / \$6,315,000 Refunding Principal..	3.657%

#### Refunding Bond Information

Refunding Dated Date	11/19/2020
Refunding Delivery Date	11/19/2020

# RESULTS OF BOND SALE

## Eden Prairie School District No. 272 Preliminary Financing Plan for Future Projects

**\$11,090,000 Facilities Maintenance Bonds  
Four Potential Future Facilities Maintenance  
Bond Issues in 2023, 2025, 2027 and 2029**

### Future Bond Issues

Type of Bond	Amount	Dated	Average Interest Rate
Facilities Maintenance	\$11,090,000	11/19/2020	2.07%
Facilities Maintenance	\$9,465,000	3/1/2023	4.00%
Facilities Maintenance	\$6,005,000	3/1/2025	4.00%
Facilities Maintenance	\$1,900,000	3/1/2027	4.00%
Facilities Maintenance	\$1,965,000	3/1/2029	4.00%

October 26, 2020

Levy Pay	Fiscal Year	Estimated Tax Capacity Value <sup>1</sup>		Debt Service Levies - Existing Bonds <sup>2</sup>						Other Levies		Facilities Maintenance Funding						Combined Totals	
		Year	% Chg	Building Bonds	Alt. Fac. / FM Bonds	Refunding Savings <sup>7</sup>	Est. Debt Excess <sup>3</sup>	Net Levy	Tax Rate	Lease Levy <sup>4</sup>	Capital Project Levy <sup>5</sup>	General Fund Revenue	Principal	Interest	Excess <sup>3</sup>	Est. LTFM Aid	Debt Levy	Total Levy	Tax Rate
2020	2021	110,296	3.7%	2,025,289	7,994,595	-	-	10,019,885	9.08	1,208,717	7,312,021	1,776,969	-	-	-	-	-	20,317,591	18.42
2021	2022	114,046	3.4%	2,167,725	7,813,524	(209,379)	(543,125)	9,228,745	8.09	846,916	7,599,850	3,328,478	-	274,170	6	-	-	21,003,989	18.42
2022	2023	114,046	0.0%	2,235,975	6,329,663	(362,322)	(439,734)	7,763,582	6.81	846,916	7,858,201	4,123,730	165,000	228,475	-	-	413,149	21,005,578	18.42
2023	2024	114,046	0.0%	2,361,975	6,226,671	(359,920)	(369,149)	7,859,576	6.89	846,916	7,858,201	4,208,795	-	568,925	6	-	232,969	21,006,457	18.42
2024	2025	114,046	0.0%	2,406,075	6,158,408	(258,687)	(370,293)	7,935,503	6.96	846,916	7,858,201	3,735,405	-	600,475	-	-	630,499	21,006,524	18.42
2025	2026	115,756	1.5%	2,434,950	6,047,711	(258,031)	(373,761)	7,850,869	6.78	846,916	7,858,201	4,165,014	-	820,658	6	(28,372)	602,126	21,323,127	18.42
2026	2027	117,493	1.5%	2,470,125	6,047,186	(259,448)	(370,108)	7,887,754	6.71	846,916	7,976,074	4,075,886	-	840,675	-	(27,096)	855,613	21,642,243	18.42
2027	2028	119,255	1.5%	2,505,825	4,126,585	-	(371,604)	6,260,806	5.25	846,916	8,095,715	5,918,115	-	910,342	6	(38,503)	844,206	21,965,759	18.42
2028	2029	121,044	1.5%	2,536,538	3,643,585	-	(298,458)	5,881,665	4.86	846,916	8,217,151	6,428,224	-	916,675	-	(37,989)	924,519	22,298,475	18.42
2029	2030	122,254	1.0%	2,541,263	3,718,975	-	(278,106)	5,982,132	4.89	846,916	8,340,408	6,428,224	-	988,725	6	(41,603)	920,905	22,518,586	18.42
2030	2031	123,477	1.0%	2,563,050	3,847,338	-	(281,711)	6,128,677	4.96	846,916	8,423,812	6,341,243	-	995,275	-	(41,441)	1,003,598	22,744,247	18.42
2031	2032	124,712	1.0%	1,887,690	3,325,593	-	(288,467)	4,924,816	3.95	846,916	8,508,050	6,951,243	520,000	995,275	-	(45,162)	1,545,877	22,776,902	18.26
2032	2033	125,959	1.0%	2,953,440	2,347,006	-	(234,598)	5,065,848	4.02	846,916	8,593,131	6,951,243	560,000	984,875	-	(69,564)	1,552,554	23,009,693	18.27
2033	2034	125,959	0.0%	2,924,880	2,302,834	-	(238,520)	4,989,194	3.96	846,916	8,679,062	6,951,243	565,000	973,675	-	(69,865)	1,545,744	23,012,159	18.27
2034	2035	125,959	0.0%	2,921,415	2,300,209	-	(235,247)	4,986,377	3.96	846,916	8,679,062	6,951,243	580,000	962,375	-	(69,558)	1,549,935	23,013,533	18.27
2035	2036	125,959	0.0%	3,010,560	2,211,615	-	(234,973)	4,987,202	3.96	846,916	8,679,062	6,951,243	600,000	950,775	-	(69,747)	1,558,567	23,022,990	18.28
2036	2037	125,959	0.0%	4,402,230	-	-	(234,998)	4,167,232	3.31	846,916	8,679,062	6,951,243	1,395,000	938,775	-	(70,135)	2,380,328	23,024,782	18.28
2037	2038	125,959	0.0%	4,510,958	-	-	(198,100)	4,312,858	3.42	846,916	8,679,062	6,951,243	1,325,000	910,875	-	(107,115)	2,240,554	23,030,633	18.28
2038	2039	125,959	0.0%	4,597,163	-	-	(202,993)	4,394,170	3.49	846,916	8,679,062	6,951,243	1,270,000	884,375	-	(100,825)	2,161,269	23,032,660	18.29
2039	2040	125,959	0.0%	4,482,818	-	-	(206,872)	4,275,946	3.39	846,916	8,679,062	6,951,243	1,410,000	858,975	-	(97,257)	2,285,167	23,038,334	18.29
2040	2041	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	4,020,000	830,775	-	(102,832)	4,990,481	21,467,703	17.04
2041	2042	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	4,245,000	720,600	-	(224,572)	4,989,308	21,466,530	17.04
2042	2043	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	4,415,000	550,800	-	(224,519)	4,989,571	21,466,792	17.04
2043	2044	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	4,590,000	374,200	-	(224,531)	4,987,879	21,465,101	17.04
2044	2045	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	4,765,000	190,600	-	(224,455)	4,978,925	21,456,147	17.03
2045	2046	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	-	-	-	-	-	16,477,221	13.08
2046	2047	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	-	-	-	-	-	16,477,221	13.08
2047	2048	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	-	-	-	-	-	16,477,221	13.08
2048	2049	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	-	-	-	-	-	16,477,221	13.08
2049	2050	125,959	0.0%	-	-	-	-	-	-	846,916	8,679,062	6,951,243	-	-	-	-	-	16,477,221	13.08
Totals				57,939,944	74,441,498	(1,707,788)	(5,770,818)	124,902,836		25,769,281	252,043,076	182,603,700	30,425,000	18,271,345	(1,915,142)	-	48,183,745	633,502,638	

1 Tax capacity values include the final value for taxes payable in 2020 and the preliminary value from Hennepin County for taxes payable in 2021, with estimated percentage changes for later years as shown above.

2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.

3 The debt excess adjustment for taxes payable in 2020 & 2021 are the actual amounts. Estimates for future years are based on 4.5% of the prior years' total debt service levy.

4 Lease levy amounts for future years are based on the best available estimates of payments for all current and planned leases.

5 These estimates assume that the current Capital Project Levy would be renewed at the same tax rate when it expires.

6 For each of the Facilities Maintenance bond issues, interest payments due during the first year would be paid from funds on hand in the debt service fund or bond proceeds.

7 Savings from current refunding of the District's 2011A and 2013A Alternative Facilities Bonds as of 10/26/2020.

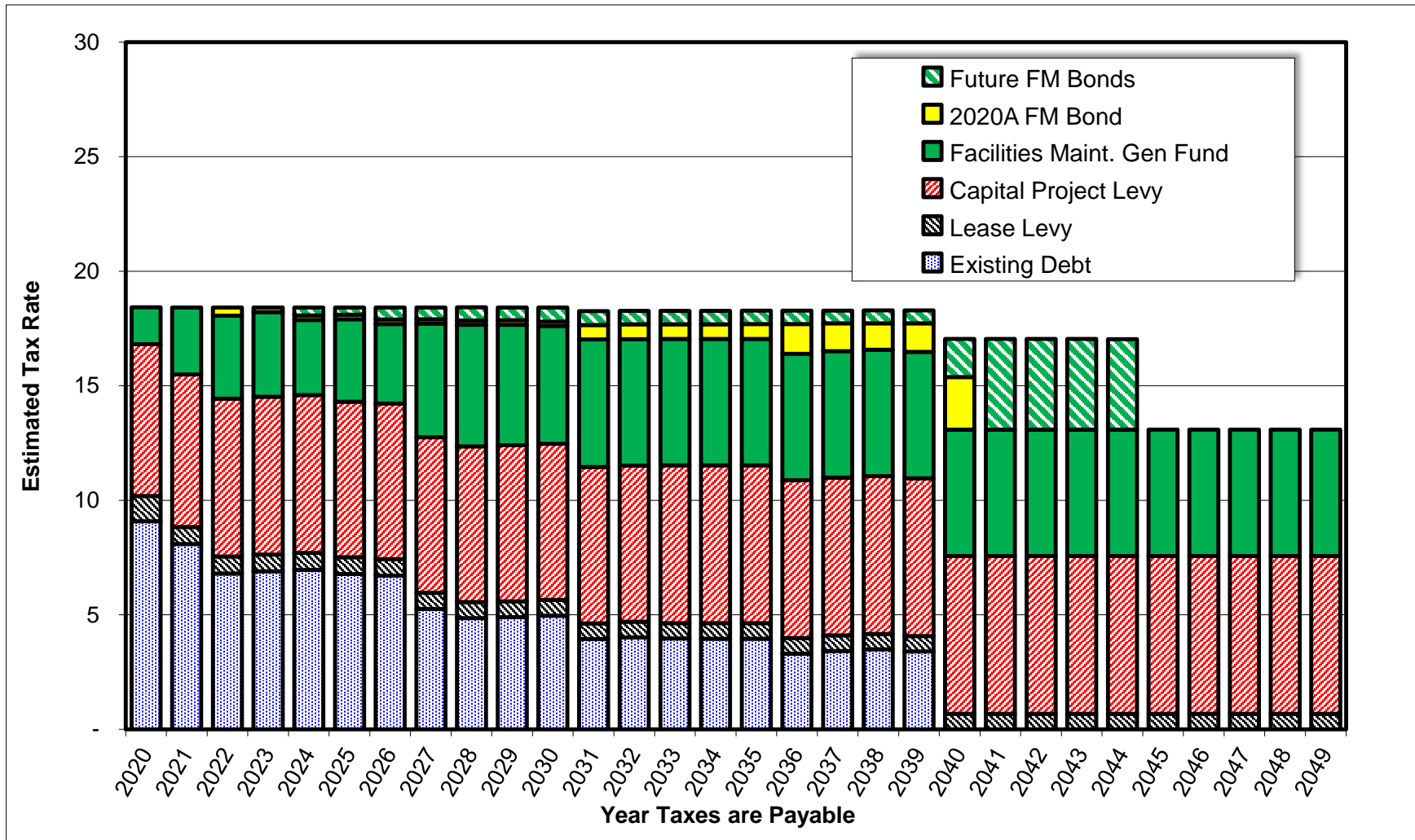
## RESULTS OF BOND SALE

### Eden Prairie School District No. 272

#### Estimated Tax Rates for Capital and Debt Service Levies

**\$11,090,000 Facilities Maintenance Bonds**  
**Four Potential Future Facilities Maintenance**  
**Bond Issues in 2023, 2025, 2027 and 2029**

Date Prepared: October 26, 2020



**Rating Action: Moody's assigns Aa2 UND & Aa2 ENH to Eden Prairie ISD 272, MN's GO bonds**

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22 Oct 2020

New York, October 22, 2020 -- Moody's Investors Service assigns a Aa2 underlying rating and a Aa2 enhanced rating to the Eden Prairie Independent School District 272, MN's \$27 million General Obligation Facilities Maintenance and Refunding Bonds, Series 2020A. Moody's maintains a Aa2 rating on the district's outstanding general obligation unlimited tax (GOULT) debt. Following the sale, the district will have about \$106 million of GOULT debt outstanding.

**RATINGS RATIONALE**

The Aa2 underlying rating reflects the district's large and wealthy tax base with economic ties to the Twin Cities (Minneapolis, Aa1 stable; St. Paul, Aa1 stable) metropolitan area, satisfactory financials and low debt burden. The rating also incorporates the district's above-average pension burden associated with its participation in state-managed pension plans and stabilizing enrollment trend.

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

Minnesota's school reopening guidance for the 2021 academic year provides recommendations for the type of reopening (completely distance learning, various hybrid models and completely in-person learning) based on the COVID case rate by county. Based on this guidance, the district is operating mostly with in-person learning for kindergarten and first grade and under a hybrid model for grades two through twelve.

**RATING OUTLOOK**

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

**FACTORS THAT COULD LEAD TO AN UPGRADE OF THE RATINGS**

- Significant increase in reserves
- Reduced pension burden
- Upward movement in State of Minnesota's underlying GOULT rating (enhanced)

**FACTORS THAT COULD LEAD TO A DOWNGRADE OF THE RATINGS**

- Significant deterioration in the district's tax base and demographic profile
- Narrowing of operating reserves
- Growth in the debt or pension burdens
- Downward movement in the State of Minnesota's underlying GOULT rating (enhanced)
- Weakening of the credit enhancement program mechanics (enhanced)

**LEGAL SECURITY**

The district's GOULT debt is secured by the district's full faith and credit pledge and the authority to levy a dedicated property tax unlimited as to rate and amount. The security benefits from a statutory lien.

The GOULT bonds are additionally secured by the State of Minnesota's School District Credit Enhancement Program which provides for an unlimited advance from the state's General Fund should the district be unable to meet debt service requirements.

## USE OF PROCEEDS

Proceeds will finance facility maintenance projects included in the district's ten-year facility plan. Proceeds will also current refund the district's General Obligation Alternative Facilities Bonds, Series 2011A and the district's General Obligation Alternative Facilities Bonds, Series 2013A. The 2011A bonds and the 2013A bonds were originally issued to finance facility maintenance projects included in the district's ten-year facility plan.

## PROFILE

Eden Prairie Independent School District 272 is located approximately 20 miles southwest of the City of Minneapolis in the Twin Cities metropolitan area and has a population of more than 60,000 residents. The district serves primarily the City of Eden Prairie (Aaa) and offers comprehensive educational programs for students in kindergarten through twelfth grade. Enrollment for the school year totals about 8,500 students.

## METHODOLOGY

The principal methodology used in the underlying rating was US Local Government General Obligation Debt published in July 2020 and available at [https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBM\\_1230443](https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBM_1230443). The principal methodology used in the enhanced rating was State Aid Intercept Programs and Financings published in December 2017 and available at [https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBM\\_1067422](https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBM_1067422). Alternatively, please see the Rating Methodologies page on [www.moodys.com](http://www.moodys.com) for a copy of these methodologies.

## REGULATORY DISCLOSURES

For further specification of Moody's key rating assumptions and sensitivity analysis, see the sections Methodology Assumptions and Sensitivity to Assumptions in the disclosure form. Moody's Rating Symbols and Definitions can be found at: [https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC\\_79004](https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC_79004).

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

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

Moody's general principles for assessing environmental, social and governance (ESG) risks in our credit analysis can be found at [https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC\\_1133569](https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBC_1133569).

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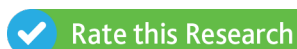
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## CREDIT OPINION

22 October 2020



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## Eden Prairie I.S.D. 272, MN

### Update to credit analysis

#### Summary

[Eden Prairie Independent School District 272](#) (Aa2) is located about 20 miles southwest of the [City of Minneapolis](#) (Aa1 stable) in the Twin Cities metropolitan area. The district's \$11 billion tax base had eight consecutive years of strong growth going into the coronavirus pandemic. The tax base is mostly comprised of residential properties (66%), which is a sector we expect to fare better than in the last recession. The district also has a notable commercial and industrial presence (32%), which could experience some volatility in the current recession. Despite the national economic slowdown, officials report continued development underway in the district including continued expansion of the light rail and a few larger industrial and retail developments.

Financial reserves will likely remain adequate though are expected to weaken somewhat during the current year because of negative enrollment variances. The 2021 budget reflects expenditures slightly outpacing revenue, resulting in a \$550,000 decline in general fund reserves. Enrollment is down somewhat from the budgeted figure and is about 2.5% lower than this time last year. The enrollment decline is likely to result in a \$700,000 revenue loss for the year. Favorably, the district has received about \$3.4 million in state and federal funding related to the pandemic. The additional funding will help offset some of the negative variances though management notes that the district will likely still close the year with a modest draw on reserves. Unaudited fiscal 2020 results reflect a positive year, with a \$1.7 million increase general fund reserves. Going into the pandemic, the district had a generally stable trend in reserves, which typically hover between 12% and 15% of general fund revenue.

The district has a low debt burden and an above average pension burden. Inclusive of the district's 2020 refunding bonds, the district's debt burden totals about \$106 million, equal to about 0.8x revenue and 0.9% of full value. The district's three-year average adjusted net pension liability (ANPL) totals \$352 million, equal to 3.2% of full value and 2.6x operating revenue. In comparison, the reported GASB net pension liability, totals about \$83 million. The district's fixed costs typically hover around 13% of revenue.

## Credit strengths

- » Large, affluent tax base with economic ties to Twin Cities metro area

## Credit challenges

- » Below-average reserve ratios compared to similarly rated entities
- » Gradual enrollment declines driven by a loss of students to charter schools and to neighboring districts

## Rating outlook

Outlooks are not usually assigned to underlying ratings of local governments with this amount of debt.

## Factors that could lead to an upgrade

- » Significant increase in reserves
- » Reduced pension burden

## Factors that could lead to a downgrade

- » Significant deterioration in the district's tax base and demographic profile
- » Narrowing of operating reserves
- » Growth in the debt or pension burdens

## Key indicators

Eden Prairie I.S.D. 272, MN	2015	2016	2017	2018	2019
<b>Economy/Tax Base</b>					
Total Full Value (\$000)	\$9,601,261	\$9,691,729	\$10,054,626	\$10,400,803	\$10,823,595
Population	59,353	59,847	60,280	60,601	60,601
Full Value Per Capita	\$161,765	\$161,942	\$166,799	\$171,628	\$178,604
Median Family Income (% of US Median)	180.0%	183.4%	179.8%	175.9%	175.9%
<b>Finances</b>					
Operating Revenue (\$000)	\$119,283	\$125,902	\$127,377	\$129,485	\$133,288
Fund Balance (\$000)	\$15,036	\$17,315	\$18,470	\$19,278	\$20,916
Cash Balance (\$000)	\$35,409	\$37,249	\$38,027	\$39,585	\$39,407
Fund Balance as a % of Revenues	12.6%	13.8%	14.5%	14.9%	15.7%
Cash Balance as a % of Revenues	29.7%	29.6%	29.9%	30.6%	29.6%
<b>Debt/Pensions</b>					
Net Direct Debt (\$000)	\$71,364	\$67,260	\$71,030	\$63,262	\$64,390
3-Year Average of Moody's ANPL (\$000)	\$272,898	\$267,321	\$314,641	\$345,860	\$352,468
Net Direct Debt / Full Value (%)	0.7%	0.7%	0.7%	0.6%	0.6%
Net Direct Debt / Operating Revenues (x)	0.6x	0.5x	0.6x	0.5x	0.5x
Moody's - adjusted Net Pension Liability (3-yr average) to Full Value (%)	2.8%	2.8%	3.1%	3.3%	3.3%
Moody's - adjusted Net Pension Liability (3-yr average) to Revenues (x)	2.3x	2.1x	2.5x	2.7x	2.6x

Sources: US Census Bureau; district's audited financial statements

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

## Profile

Eden Prairie Independent School District 272 is located approximately 20 miles southwest of the City of Minneapolis in the Twin Cities metropolitan area and has a population of more than 60,000 residents. The district serves primarily the [City of Eden Prairie](#) (Aaa) and offers comprehensive educational programs for students in kindergarten through twelfth grade. Enrollment for the school year totals about 8,500 students.

## ESG considerations

### Environmental

Environmental considerations are not material to the district's credit profile. According to data from Moody's affiliate Four Twenty Seven, [Hennepin County's](#) (Aaa stable) environmental hazard scores range from no risk to medium risk for the five environmental factors considered including extreme rainfall, water stress, heat stress, cyclone exposure and sea level rise.

### Social

Social considerations are a factor in the district's credit profile. The median age of district residents (39) is on par with the state (38) and national (38) medians. The district's school-age population (18%) is also on par with the state's rate (17%) and the national rate (17%). The district has seen tremendous population growth since the 1980s, as the population increased to more than 60,000 residents in 2018 from less than 18,000 in 1980. The district's enrollment, however, reached a peak of about 10,400 students in the early 2000s and has been declining gradually since then. Enrollment currently totals about 8,500 students. Median family income is estimated at 176% of the nation.

Minnesota's school reopening guidance for the 2021 academic year provides recommendations for the type of reopening (completely distance learning, various hybrid models and completely in-person learning) based on the COVID case rate by county. Based on this guidance, the district is operating mostly with in-person learning for kindergarten and first grade and under a hybrid model for grades two through twelve.

### Governance

Minnesota school districts have an Institutional Framework score of "A," which is moderate. Schools are highly dependent on state aid, averaging about 70% of general fund revenue. State aid is moderately predictable and is based on a per pupil funding formula, with some adjustments for wealth and need. Schools have moderate revenue raising ability and can increase revenue up to \$724 per pupil through their authority to collect Local Optional Revenue (LOR) and/or by seeking voter approval for an operating levy. The standard referendum cap for voter approved operating levies increases annually with inflation and currently totals just under \$1,800 per pupil. Unpredictable revenue fluctuations tend to be moderate. Across the sector, fixed and mandated costs are generally moderate. Expenditures are highly predictable with personnel and benefits representing the largest costs.

Similar to most Minnesota school district, state aid accounts for most of the district's operating revenue (61%) followed by property taxes (33%). The district is currently using the full \$724 per pupil LOR and also has a voter approved operating levy that totals about \$1,566 per pupil and increases with inflation through fiscal 2025. The district's capital projects levy raises more than \$7 million annually.

## Rating methodology and scorecard factors

The [US Local Government General Obligation Debt](#) methodology includes a scorecard, a tool providing a composite score of a local government's credit profile based on the weighted factors we consider most important, universal and measurable, as well as possible notching factors dependent on individual credit strengths and weaknesses. Its purpose is not to determine the final rating, but rather to provide a standard platform from which to analyze and compare local government credits.

## Eden Prairie I.S.D. 272, MN

Scorecard Factors	Measure	Score
Economy/Tax Base (30%) <sup>[1]</sup>		
Tax Base Size: Full Value (in 000s)	\$11,134,132	Aa
Full Value Per Capita	\$183,729	Aaa
Median Family Income (% of US Median)	175.9%	Aaa
Finances (30%)		
Fund Balance as a % of Revenues	15.7%	Aa
5-Year Dollar Change in Fund Balance as % of Revenues	4.0%	A
Cash Balance as a % of Revenues	29.6%	Aaa
5-Year Dollar Change in Cash Balance as % of Revenues	5.2%	A
Management (20%)		
Institutional Framework	A	A
Operating History: 5-Year Average of Operating Revenues / Operating Expenditures (x)	1.0x	A
Debt and Pensions (20%)		
Net Direct Debt / Full Value (%)	0.9%	Aa
Net Direct Debt / Operating Revenues (x)	0.8x	A
3-Year Average of Moody's Adjusted Net Pension Liability / Full Value (%)	3.2%	A
3-Year Average of Moody's Adjusted Net Pension Liability / Operating Revenues (x)	2.6x	A
Notching Adjustments: <sup>[2]</sup>		
Unusually Strong or Weak Security Features		Up
Standardized Adjustments <sup>[3]</sup> : Unusually Strong or Weak Security Features - Secured by Statute		Up
	Scorecard-Indicated Outcome	Aa2
	Assigned Rating	Aa2

[1] Economy measures are based on data from the most recent year available.

[2] Notching Factors are specifically defined in the US Local Government General Obligation Debt methodology.

[3] Standardized adjustments are outlined in the [GO Methodology Scorecard Inputs](#) publication

Source: US Census Bureau, issuer audited financial statements, preliminary official statement



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**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2020 – June 30, 2021**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.5 School Board Members' Code of Conduct</b>

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- 4.5.2 Members will avoid conflict of interest with respect to their fiduciary responsibility.
  - 4.5.2.1 There will be no self-dealing or business by a member with the district. Members will annually disclose their involvements with other organizations or with vendors and any associations that might be reasonably seen as representing a conflict of interest.
  - 4.5.2.2 When the School Board is to decide on an issue about which a member has an unavoidable conflict of interest, that member will absent herself or himself without comment not only from the vote but also from the deliberation.
  - 4.5.2.3 School Board members will not use their School Board position to obtain employment in the district for themselves, family members, or close associates. A School Board member who applies for employment will first resign from the School Board.
- 4.5.3 School Board members will not attempt to exercise individual authority over the school district or attempt to cause division between School Board members or the School Board and members of the district.
  - 4.5.3.1 Members' interaction with the Superintendent or with staff will recognize the lack of authority vested in individuals except when explicitly authorized by the School Board.

Adopted: 10/23/12

Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

- 4.5.3.2 Members' interactions with the public, the press, or other entities will recognize the same limitation and the inability of any School Board member to speak for the School Board except to repeat explicitly stated School Board decisions.
- 4.5.4 Members will respect the confidentiality appropriate to issues of a sensitive nature.
- 4.5.5 Members will be prompt and attend all Board Business Meetings and Board Workshops, and all meetings of Board Committees and other outside assignments. Absences must be communicated to the Board Chair or Committee Chair at least seventy-two hours prior to the affected meeting. In the case of an unforeseen conflict, the Board Chair or Committee Chair must be notified as soon as possible.
- 4.5.6 Members will be properly prepared for School Board deliberation.
- 4.5.6.1 Members' use of technology shall be restricted to district issued devices during Board business meetings and workshops. Brief incidental or unexpected and urgent situations do not constitute a violation of the restriction.*
- 4.5.7 Members will support the legitimacy and authority of the final determination of the School Board on any matter, irrespective of the member's personal position on the issue.
- 4.5.8 For an effective School Board, School Board Members will attend a series of training courses that familiarize them with the operation of School Boards within the State of Minnesota as well as the Eden Prairie School District. School Board Member training will consist of the following:
- 4.5.8.1 Introduction to Policy Governance – School Board members will take this course as soon as possible upon election to the School Board and no later than six months from taking office. Course content to be determined by the Board Development Committee.
- The following training sessions are conducted by the Minnesota School Boards Association (MSBA):
- 4.5.8.2 Phase I Orientation (New School Board Members) – School Board members will take this course as soon as possible upon election to the School Board and no later than six months from taking office.

Adopted: 10/23/12

Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

- 4.5.8.3 Phase II Orientation (New School Board Members) – School Board members will take this course as soon as possible upon election to the School Board and no later than six months from taking office.
- 4.5.8.4 Phase III Orientation (Building a High-Performance School Board) – School Board members will take this course (or an alternate course of similar training as approved by the School Board Chair) within the first two years of taking office.
- 4.5.8.5 Phase IV Orientation (Community Engagement) – School Board members will take this course (or an alternate course of similar training as approved by the School Board Chair) within the first two years of taking office.
- 4.5.8.6 Officer Training – any School Board member elected to be an officer will attend this course within six months of election.
- 4.5.8.7 Annual Leadership Conference – each School Board member will attend this conference no less than once every three years.

A School Board Training Attendance Report will be maintained for compliance purposes.

Adopted: 10/23/12

Revised: 10/22/13; 02/25/14; 03/24/15; 04/28/15, 11/19/18; 10/26/20

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2020 – June 30, 2021**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.4 Officer Roles</b>

Officers of the School Board are empowered with specific responsibilities delegated to them by the School Board or by state statute. Officers are elected following nominations during the first meeting in January. The following outlines their responsibilities.

4.4.1 The Chair is empowered by the School Board to assure the integrity of the School Board's governing process as well as the adherence to rules legitimately imposed on it from outside the district. The Chair resides over each meeting and is expected to:

- 4.4.1.1 Conduct a meeting that follows the governance protocol, processes and procedures agreed upon by the School Board.
- 4.4.1.2 Maintain a School Board meeting atmosphere that is respectful, engaging and productive.
- 4.4.1.3 Assure all required School Board actions brought forward, including Superintendent consent agenda items, are handled expeditiously.

Additional responsibilities include, but may not be limited to:

- 4.4.1.4 ~~Developing meeting agendas in concert with the Vice Chair and Superintendent that are consistent with the School Board's annual work plan and School Board-approved agenda procedures.~~  
*Developing meeting agendas in concert with the Vice Chair and Superintendent that are consistent with the School Board's Annual work plan and School Board-approved agenda procedures. The Board Chair may include a third Board Member on a rotating basis for Board Development purposes.*
- 4.4.1.5 Responding on behalf of the School Board to all external email communications from owners.
- 4.4.1.6 Representing the School Board to external organizations as required.
- 4.4.1.7 Representing the School Board's stated position on topics in newspaper, media and other email communications when requested.
- 4.4.1.8 Delegating authority if necessary, but maintaining accountability for its use.

- 4.4.1.9 Appointing School Board members to School Board committees, requested Admin committees, and external organization positions requiring School Board involvement.
- 4.4.2 The Vice-Chair will serve in the absence of the Chair, assist the Chair as requested in the execution of Chair responsibilities, co-develop meeting agendas consistent with the School Board's Annual Work Plan with the Chair and Superintendent, and act as the School Board parliamentarian.
- 4.4.3 The Treasurer reviews School Board expenses on a monthly basis and reports School Board expenses vs. the budget set in Governance Process policy 4.9 at mid-year and year-end. In addition, the Treasurer reviews the Superintendent's expenses at mid-year and year-end and conducts and reports on the Superintendent contract review annually.
- 4.4.4 The Clerk approves the final draft of School Board meeting minutes prior to School Board approval. The Clerk will read all formal resolutions to be voted on by the School Board. The Clerk will also assure the School Board's policies are accurately recorded, maintained and posted.

Adopted: 10/23/12

Revised: 11/26/13; 03/25/14; 04/08/14; 03/24/15; 10/26/20



## Eden Prairie Schools Ends Monitoring 2019-2020

<b>Ends Policy 1.1</b>	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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**Date of Operational Interpretation Monitoring: May 18, 2020**

**Date of Evidence Monitoring: October 26, 2020**

**Assertion of Expected Progress by the Superintendent:**

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

<b>Ends Policy 1.1.1</b>	Each student is reading at grade level by the end of third grade.
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**Date of Operational Interpretation Monitoring: May 18, 2020**

**Date of Evidence Monitoring: October 26, 2020**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

<b>Ends Policy 1.1.2</b>	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science
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**Date of Operational Interpretation Monitoring: May 18, 2020**

**Date of Evidence Monitoring: October 26, 2020**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."

<b>Ends Policy 1.1.3</b>	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements
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**Date of Operational Interpretation Monitoring: May 18, 2020**

**Date of Evidence Monitoring: October 26, 2020**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3, "Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements."

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

Signed   
Dr. Josh Swanson, Superintendent

October 13, 2020





# Eden Prairie School District 272 Ends Policy Monitoring Report

## **Policy Name:**

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

## **Monitoring Timeline:**

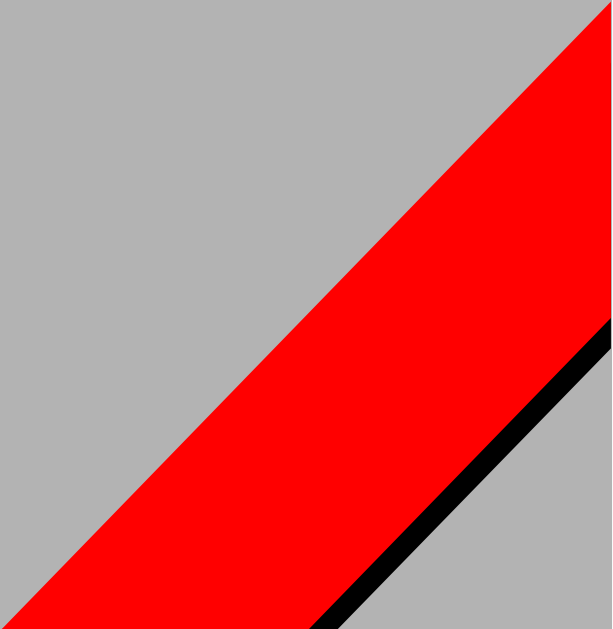
July 2019 to June 2020

## **Policy Quadrant: Ends Policy**

## **Date of School Board Monitoring:**

Revised OI: May 4, 2020

Evidence: October 2020



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

#### Operational Interpretation:

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

#### Justification:

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

District Policy 613 defines graduation requirements.

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

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

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

1. ACT score ranges are developed based on an in-depth analysis of thousands of student responses. Responses are reviewed across multiple test forms that have been developed against test blueprints. The blueprints align both the content and depth of knowledge in the assessments to standards that describe what students should know and be able to do within the various ACT score ranges.

2. Students progression across ACT score ranges provides a concrete indicator of whether students are performing well enough in relation to those standards to be considered ready for post-secondary opportunities.

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

Citations: [www.act.org](http://www.act.org) ; [https://nces.ed.gov/npec/pdf/kuh\\_team\\_report.pdf](https://nces.ed.gov/npec/pdf/kuh_team_report.pdf) ; MN SLEDs - <http://sleds.mn.gov/#>

**Measurement Plan:**

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

**1.1a: Demonstration of exceeding minimum ACT benchmarks:**

- Target for 2019-2020: 73% of 11th grade students will score at or above ACT Composite Score of 21.
- Target for 2019-2020: The percentage of 11th grade students at or above ACT benchmark in Reading, Writing, English, Math, Science will increase by 2%.

**1.1b: 4-Year and 7-Year District Graduation Rate**

- Target for 2019-2020: 93% 4-year graduation rate
- Target for 2019-2020: 97% 7-year graduation rate
- Graduation breakdown for all students

**1.1c: 4-Year District Graduation Rate by Demographic Group**

- 4-year graduation rate by demographic group

**1.1d: Post-Secondary Metrics from State Longitudinal Education Data System (SLEDs)**

- Percentage of HS Graduates Enrolling in College - Target for 2019-2020: 90% enrolled
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year - Target for 2019-2020: 95% enrolled
- 4-Year College Completion - Target for 2019-2020: 48% HS graduates will complete a degree or certificate within 4 years
- 6-Year College Completion - Target for 2019-2020: 71% HS graduates will complete a degree or certificate within 6 years

**Evidence:**

**Table 1.1a: Demonstration of exceeding minimum ACT benchmarks for 11<sup>th</sup> grade students**

11th Grade ACT Scores	2016-2017	2017-2018	2018-2019	2019-2020
English (≥18)	76.6%	77.2%	73.6%	69.4%
Math (≥22)	64.6%	66.2%	60.4%	56.5%
Reading (≥22)	65.8%	63.5%	62.9%	60.1%
Science (≥23)	58.9%	61.1%	56.8%	54.3%
Composite (≥21)	71.1%	72.0%	66.9%	63.7%

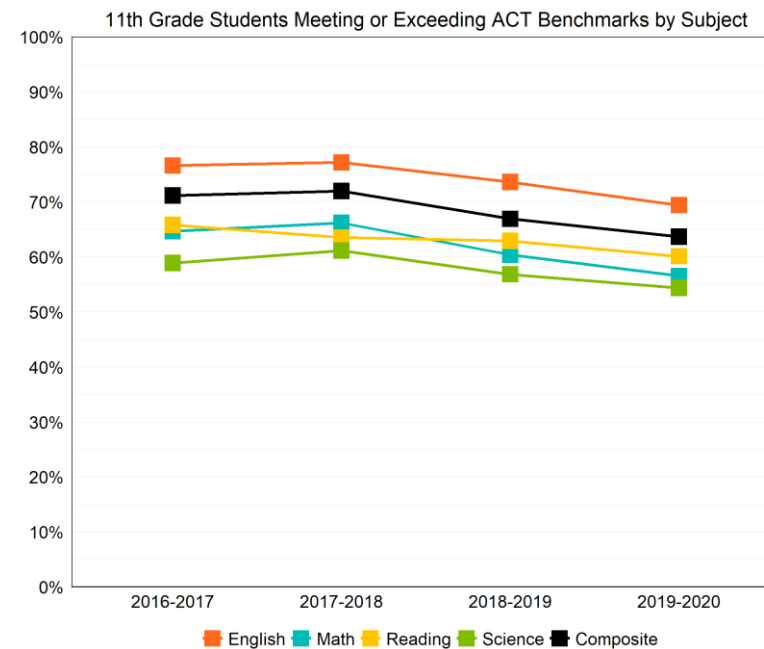
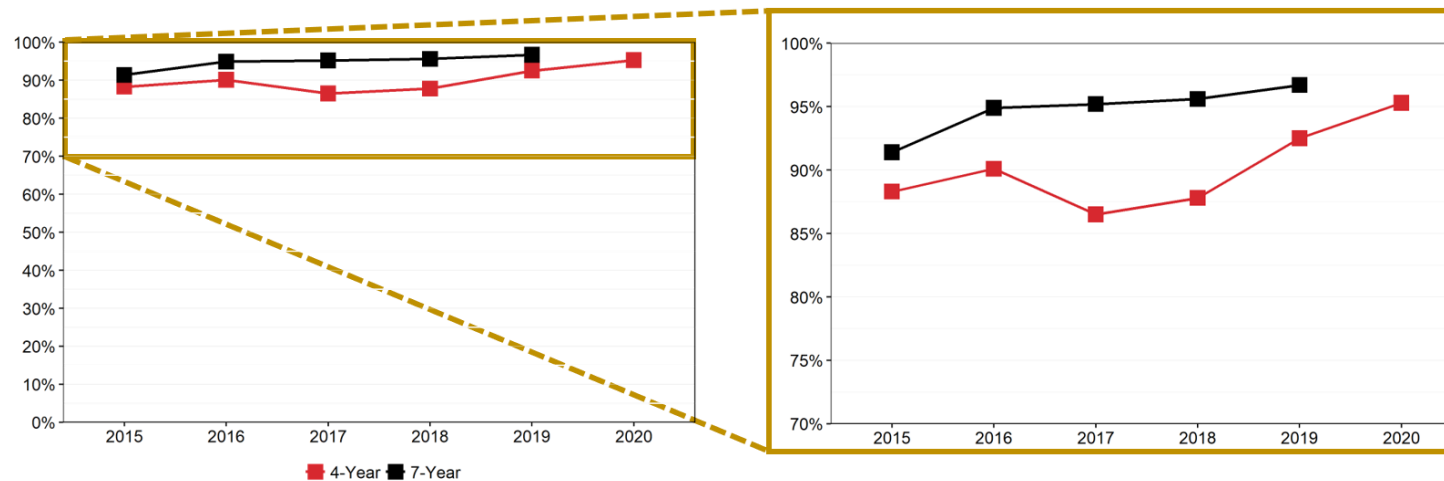


Table 1.1b: 4-year and 7-year graduation rate overall

Overall Graduation Rate	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Preliminary 2019-2020*
4-Year	88.3%	90.1%	86.5%	87.8%	92.5%	95.3% Target Met
7-Year	91.4%	94.9%	95.2%	95.6%	96.7%	†

\*2019-2020 4-year graduation rate is preliminary. †We do not estimate a preliminary 7-year graduation rate.

4-Year and 7-Year Graduation Rates



2019-2020 Graduation Breakdown (preliminary)

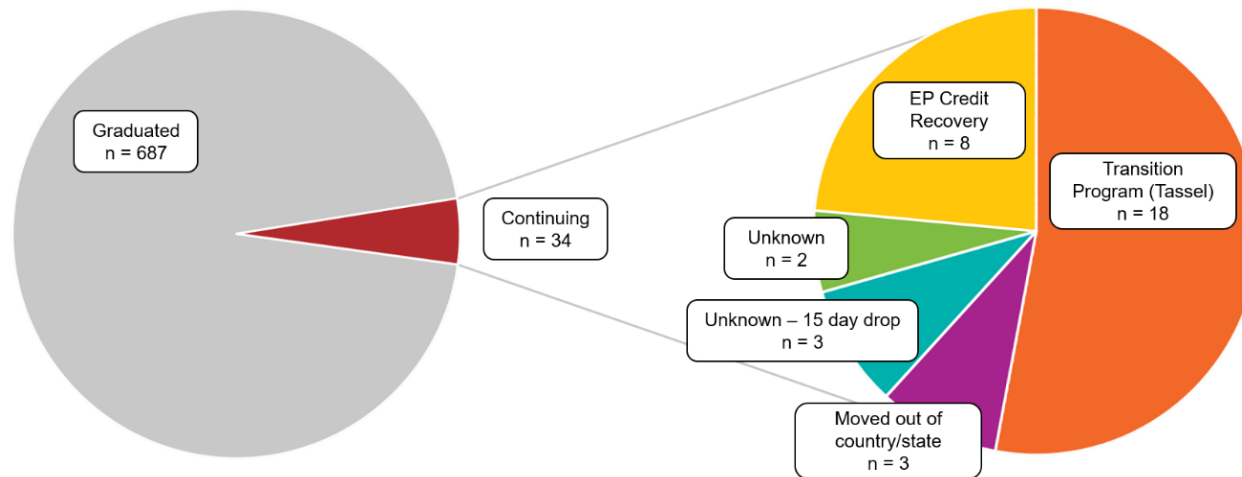


Table 1.1c: 4-year graduation rate by demographic group

Demographic Group	2017-2018	2018-2019	Preliminary 2019-2020
American Indian or Alaska Native	N/A†	N/A†	N/A†
Asian	91.4%	95.8%	99.0%
Black or African American	73.0%	79.1%	86.5%
Hispanic/Latino	72.1%	92.7%	84.8%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†
Two or more races	82.8%	87.0%	97.0%
White	91.4%	94.5%	97.5%
EL	41.7%	71.8%	59.3%
SPED	58.5%	72.4%	65.7%
FRP	71.2%	80.3%	85.4%
<b>Overall</b>	<b>87.8%</b>	<b>92.5%</b>	<b>95.3%</b>

†Fewer than 10 students in this demographic group.

Table 1.1d: Post-secondary metrics

	HS Graduation Year		
	15-16	16-17	17-18
Percent of HS Graduates Enrolling in College – Fall	88%	86%	86%
	14-15	15-16	16-17
Percent of HS Graduates Starting College and Persisting or Graduating as of 2 <sup>nd</sup> Academic Year	94%	94%	93%
	12-13	13-14	14-15
4-Year College Completion Target	47%	48%	53%
	11-12	12-13	13-14
6-Year College Completion Target	71%	71%	†

† Not yet reported by MDE.

**Policy Monitoring FOR BOARD USE ONLY**

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

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

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

**Board Member's Summarizing Comments**

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

#### Operational Interpretation:

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

#### Justification:

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

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

1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R

These three tools provide a balanced assessment approach and allow for the triangulation of data to report grade level proficiency for each student. The percentage of students proficient as identified by race, socio-economic, and student service groups.

#### Measurement Plan:

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

1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card
2. Broad reading ability, assessed by FastBridge aReading benchmark  $\geq 517$
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R benchmark  $> 151$

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



**Evidence:**

**1.1.1: Proficient students have met the standards in two out of the three assessments\* by the end of 3rd grade.**

Meets Two of Three Criteria**	2019-2020
American Indian or Alaska Native	N/A†
Asian	84.9%
Black or African American	61.7%
Hispanic/Latino	55.8%
Native Hawaiian or Other Pacific Islander	N/A†
Two or more races	72.5%
White	84.8%
<b>Overall</b>	<b>78.5%</b> <b>Target Met</b>

\*Percentage calculated from number of students who took the assessment, not the total number of students enrolled. Term 1 and winter 2019-2020 data used due to Covid-19.

\*\*To be included in this calculation, the student had to have taken at least two of the three assessments.

†Fewer than 10 students in this demographic group.

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

**Board Member's Summarizing Comments**

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

#### Operational Interpretation:

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

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

#### Justification:

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

Any students who do not meet grade level expectations must make more than one year's expected academic growth to close the achievement disparities gap. When a student makes accelerated (at or above the 75<sup>th</sup> percentile) growth they can work to attain grade level expectations.

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

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

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

The aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten,

numbers and operations, measurement and data, and geometry in grades 2-6 universal and 7-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

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

### **Measurement Plan:**

#### **1.1.2a: Most Recent Standard Report Card Grade Signifies Grade-Level Proficiency**

- Reading Target for 2019-2020: 76% of grades 3-12 students will be at or above proficiency
- Math Target for 2019-2020: 73% of grades 3-12 students will be at or above proficiency
- Science Target for 2019-2020: 67% grades 3-12 of students will be at or above proficiency

*The level of mastery described by EPS report card grades aligns to the state standards of that subject, and we use proficiency sales to align our grading practices and assessments. In grades 3-5, report cards use proficiency scales (Beginning, Developing, Proficient / On-Track), whereas grades 6-12 report cards use letter grades (Proficient = A, B, C; Not Proficient = D, F).*

#### **1.1.2b: K-6 Fall-to-Spring Growth**

- Reading Target for 2019-2020: The percentage of students below grade level in Reading achieving aggressive growth\* will increase by 2%.
- Math Target for 2019-2020: The percentage of students below grade level in Math achieving aggressive growth\* will increase by 2%.

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

#### **1.1.2c: Student Achievement in Other Curriculum Areas in Grades 7-12**

- Social Studies Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- World Language Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Technology Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Business Education Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
  - Not applicable for grades 7-8
- Fine or Applied Arts Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
  - Includes music and art courses
- Health Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.
- Physical Education Target for 2019-2020: The percentage of students achieving a C grade or higher will increase by 2%.

**Evidence:**

**1.1.2a: Grade-Level Proficiency Assessed by Subject-Specific Report Card Grades**

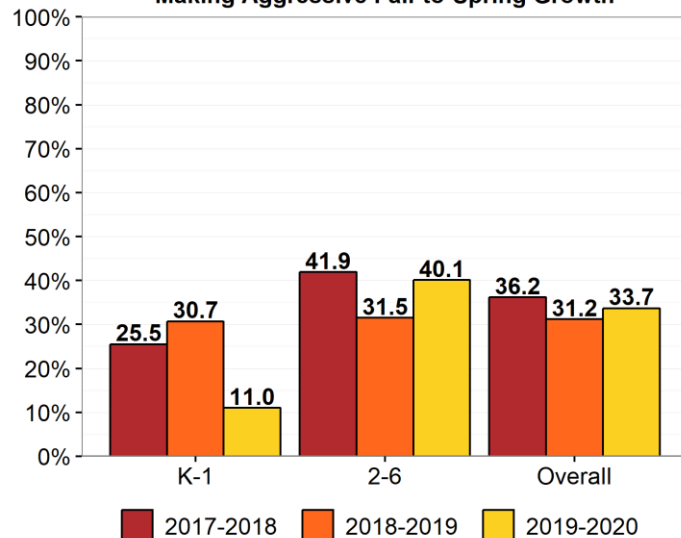
Grade	Reading	Math	Science
3*	74.6%	64.8%	92.9%
4*	74.8%	50.4%	94.4%
5*	72.8%	66.9%	81.4%
6	79.8%	76.2%	80.7%
7	88.4%	75.0%	79.2%
8	89.4%	85.4%	77.8%
9	78.4%	82.1%	80.4%
10	85.3%	78.2%	85.9%
11	90.7%	85.5%	83.7%
12	76.8%	86.3%	85.7%
Overall	80.6% Target Met	73.7% Target Met	83.8% Target Met

\*Grades 3-5 report cards use proficiency scales (Beginning, Developing, Proficient / On-Track) whereas grades 6-12 report cards use letter grades.

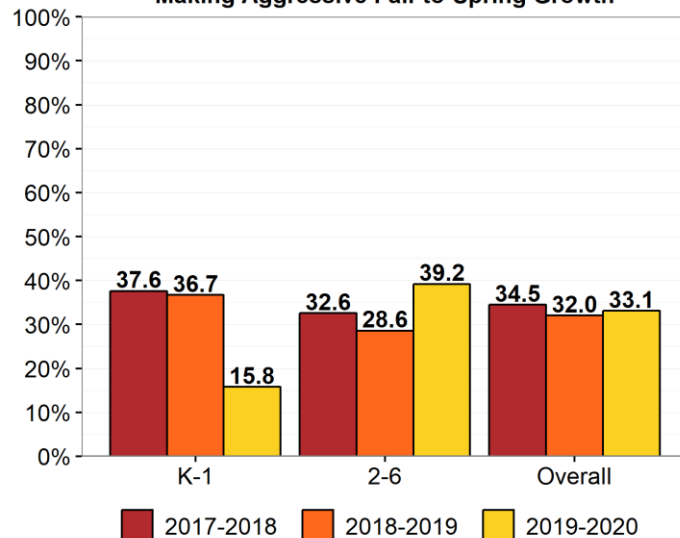
1.1.2b: Fall-to-Spring Growth by Grade Band and Overall

Grades	Math			Reading		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
K-1	25.5%	30.7%	11.2%	37.6%	36.7%	15.8%
2-6	41.9%	31.5%	40.1%	32.6%	28.6%	39.2%
Overall	36.2%	31.2%	33.7% Target Met	34.5%	32.0%	33.1% Target Not Met

Math - Students Below Grade Level  
Making Aggressive Fall-to-Spring Growth



Reading - Students Below Grade Level  
Making Aggressive Fall-to-Spring Growth



### 1.1.2b: Fall-to-Spring Growth by Demographic Group

Demographic Group	Math			Reading		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
American Indian or Alaska Native	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Asian	46.9%	41.7%	40.7%	30.4%	37.8%	43.9%
Black or African American	33.3%	26.6%	33.7%	29.4%	29.4%	27.0%
Hispanic/Latino	27.7%	30.1%	33.3%	26.0%	28.0%	33.1%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	30.7%	31.9%	34.7%	32.9%	37.5%	31.6%
White	39.8%	32.9%	32.1%	40.8%	32.7%	36.0%
EL	31.0%	28.0%	34.2%	27.2%	29.0%	30.5%
FRP	35.2%	25.5%	30.5%	31.8%	28.5%	26.5%
SPED	29.4%	29.6%	29.6%	27.8%	19.3%	30.4%
Overall	36.2%	31.2%	33.7%	34.5%	32.0%	33.1%

†Fewer than 10 students in this demographic group.

### 1.1.2c: Student Achievement in Other Curriculum Areas in Grades 7-12

Subject Area	Grades 7-8			Grades 9-12		
	2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Geography/Social Studies	92.3%	92.0%	97.3%	92.2%	93.3%	96.1%
World Language	86.4%	85.1%	96.2%	95.7%	95.4%	98.8%
Technology (Tech Ed and Industrial Tech)	96.4%	90.1%	97.2%	92.5%	93.2%	97.3%
Business Education	N/A†	N/A†	N/A†	97.0%	97.1%	99.6%
Fine or Applied Arts	98.5%	98.5%	98.4%	94.7%	96.9%	99.2%
Health	92.9%	93.8%	98.1%	93.4%	93.1%	97.4%
Physical Education	99.8%	98.6%	99.9%	96.8%	96.2%	98.8%
Overall	93.4%	92.3%	97.7%	94.4%	94.9%	98.1%

†Fewer than 10 students in this demographic group.

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:** The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.2, "Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science."

**Board Member's Summarizing Comments**

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

#### Operational Interpretation:

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

#### Justification:

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

#### Measurement Plan:

Demonstration of exceeding minimum graduation requirements:

##### **1.1.3a: Post-Secondary Options - Dual Enrollment**

- Students who are eligible for Post-Secondary Options
- Students who are enrolled and successfully completing PSEO/CIS course work

##### **1.1.3b: Students enrolled in rigorous coursework**

- Students enrolled in at least one AP course
- Scores 3 or higher on AP exams



**1.1.3c: Students enrolled and successfully completing Advanced course offerings**

- Advanced course offerings include advanced and honors courses
- Courses include World Languages, Career & Tech Ed, Math

**1.1.3d: Graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements**

**Evidence:**

**1.1.3a: Post-Secondary Options - Dual Enrollment**

	2017-2018	2018-2019	2019-2020
Students who are eligible for Post-Secondary Options	79.0%	81.3%	84.0%
Students who are enrolled and successfully completing PSEO course work	93.7%	88.4%	95.4%
Students who are enrolled and successfully completing CIS course work	97.8%	100.0%	99.3%

**1.1.3b: Students enrolled in rigorous coursework**

	2017-2018	2018-2019	2019-2020
Students enrolled in at least one AP class	33.7%	29.2%	31.5%
AP exam scores of 3 or higher	80.1%	79.0%	75.6%

**1.1.3c: Students enrolled and successfully completing Advanced course offerings**

	2017-2018	2018-2019	2019-2020
Students enrolled and successfully completed advanced courses	52.7%	56.3%	57.2%
... in World Languages	58.2%	59.3%	59.3%
... in Career & Tech Ed	15.9%	15.8%	15.0%
... in Math	27.4%	26.8%	28.6%

**1.1.3d: Graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements**

	2017-2018	2018-2019	2019-2020
Graduating students who earned greater than 54 credits	86.9%	87.9%	86.6%

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.1.3 “Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.”

**Board Member’s Summarizing Comments**

**Eden Prairie Schools Ends Monitoring 2019-2020**

<b>Ends Policy 1.2</b>	Each student has the 21st century skills needed to succeed in the global economy.
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**Date of Operational Interpretation Monitoring: June 24, 2019**

**Date of Evidence Monitoring: October 26, 2020**

**Assertion of Expected Progress by the Superintendent:**

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

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

Signed   
Dr. Josh Swanson, Superintendent

October 13, 2020

# Eden Prairie School District 272

## Ends Policy Monitoring Report

**Policy Name:**

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

**Monitoring Timeline:**

July 2019 to June 2020

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

OI: June 24, 2019

Evidence: October 2020

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

**Operational Interpretation:**

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

**Justification:**

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

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

In Eden Prairie, 21st Century skills is defined by the 4C's (Collaboration, Communication, Creativity, and Critical Thinking). Eden Prairie's interpretation of the 21st Century skills are defined as:

**Collaboration**

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

**Communication**

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

#### Creativity

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

#### Critical Thinking

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

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

#### *Citations:*

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

#### **Measurement Plan:**

#### **21<sup>st</sup> Century Skills**

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

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

#### **1.2a: Collaboration**

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Collaboration will increase by 2%.

#### **1.2b: Communication**

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Communication will increase by 2%.

#### **1.2c: Creativity**

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Creativity will increase by 2%.

**1.2d: Critical Thinking**

- Target for 2019-2020: Students in grades EC-2, 3-6, 7-8, and 9-12 that are proficient in the area of Critical Thinking will increase by 2%.

**1.2e. Percentage of EC-12 (overall) students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking**

- Last four years of 4C proficiency for all EC-12 students

**1.2f: Percentage of students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking by demographic group**

- Last three years of 4C proficiency by demographic group (race/ethnicity, EL, FRP, SPED)

**Evidence:**

**1.2a: Percentage of students proficient in the area of Collaboration**

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	95.7%	95.4%
K-2	68.4%	63.7%	60.4%
3-6	75.6%	71.3%	78.0%
7-8	65.3%	80.4%	85.7%
9-12	63.1%	67.1%	64.3%
Overall	68.9%	69.6%	72.9% Target Met

\*Collaboration was not assessed in all grades prior to 2018-2019.

**1.2b: Percentage of students proficient in the area of Communication**

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	93.1%	85.6%
K-2	70.0%	64.3%	60.7%
3-6	84.0%	70.3%	76.3%
7-8	71.5%	80.0%	89.2%
9-12	67.9%	67.5%	65.2%
<b>Overall</b>	<b>73.8%</b>	<b>69.2%</b>	<b>73.0%</b> <b>Target Met</b>

\*Communication was not assessed in all grades prior to 2018-2019.

**1.2c: Percentage of students proficient in the area of Creativity**

Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	97.0%	95.4%
K-2	70.9%	63.3%	62.1%
3-6	82.8%	70.7%	82.5%
7-8	N/A*	89.9%	82.5%
9-12	57.9%	70.2%	63.5%
<b>Overall</b>	<b>72.0%</b>	<b>69.3%</b>	<b>74.5%</b> <b>Target Met</b>

\*Creativity was not assessed in all grades prior to 2018-2019.

**1.2d: Percentage of students proficient in the area of Critical Thinking**

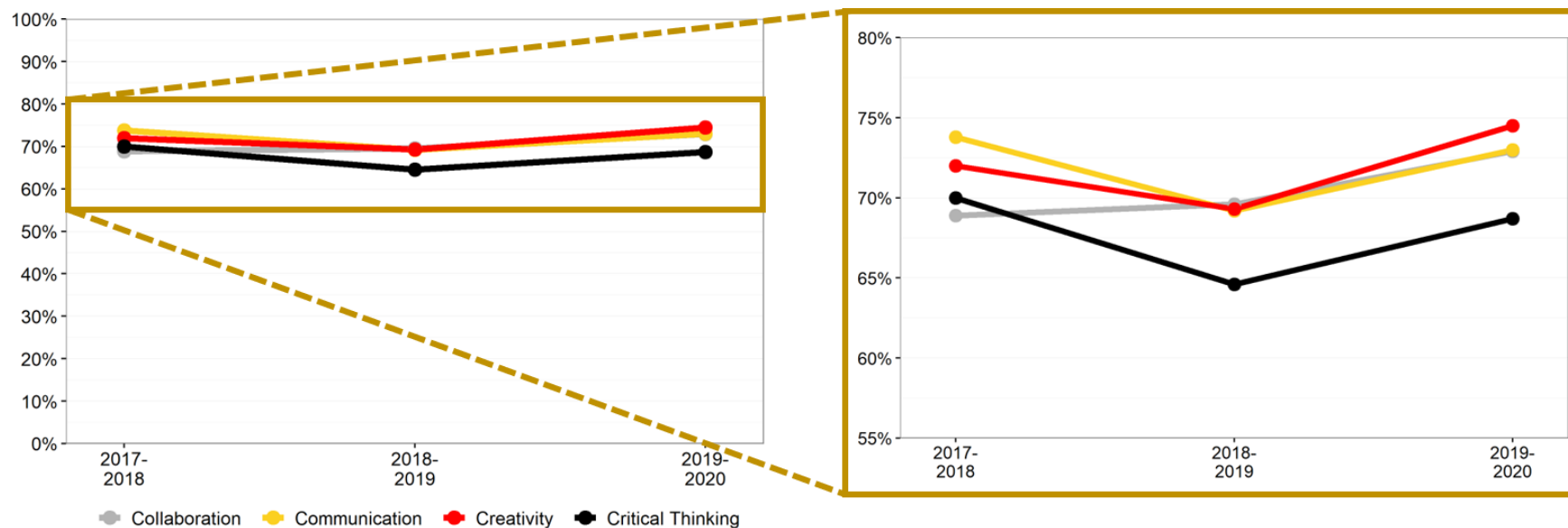
Grades	2017-2018	2018-2019	2019-2020
EC	N/A*	97.9%	98.3%
K-2	68.1%	59.6%	55.6%
3-6	75.5%	65.8%	72.8%
7-8	N/A*	84.9%	78.1%
9-12	64.4%	66.6%	64.6%
<b>Overall</b>	<b>70.0%</b>	<b>64.6%</b>	<b>68.7%</b> <b>Target Met</b>

\*Critical Thinking was not assessed in all grades prior to 2018-2019.



1.2e: Percentage of EC-12 (overall) students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking

Overall Proficiency	2017-2018	2018-2019	2019-2020
Collaboration	68.9%	69.6%	72.9%
Communication	73.8%	69.2%	73.0%
Creativity	72.0%	69.3%	74.5%
Critical Thinking	70.0%	64.6%	68.7%



**1.2f: Percentage of students proficient in the areas of Collaboration, Communication, Creativity, and Critical Thinking by demographic group**

Demographic Group	Collaboration			Communication			Creativity			Critical Thinking		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
American Indian or Alaska Native	45.5%	61.1%	62.5%	54.5%	57.9%	62.5%	50.0%	57.9%	65.2%	38.9%	52.6%	54.2%
Asian	76.6%	78.6%	78.2%	84.4%	75.8%	76.4%	80.4%	74.8%	77.3%	79.6%	72.0%	75.4%
Black or African American	52.0%	53.1%	59.8%	61.9%	53.1%	59.2%	54.3%	53.9%	63.0%	54.5%	49.2%	53.7%
Hispanic/Latino	63.7%	59.7%	67.4%	68.4%	57.9%	64.3%	65.6%	57.9%	71.2%	59.0%	49.0%	59.3%
Native Hawaiian or Other Pacific Islander	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†	N/A†
Two or more races	64.7%	69.5%	69.7%	72.7%	70.0%	70.4%	72.8%	71.1%	72.8%	66.5%	65.5%	64.8%
White	72.5%	73.2%	76.6%	75.0%	73.5%	77.9%	75.3%	73.6%	77.8%	73.3%	69.2%	73.3%
EL	56.6%	48.9%	57.7%	59.2%	45.5%	53.8%	53.2%	48.8%	60.7%	52.8%	36.9%	46.9%
FRP	54.7%	53.4%	59.2%	60.1%	54.5%	57.9%	57.4%	55.7%	62.9%	54.2%	47.5%	51.6%
SPED	46.2%	42.5%	50.9%	51.9%	41.2%	52.1%	46.8%	49.0%	58.6%	44.5%	38.7%	44.8%
<b>Overall</b>	<b>68.9%</b>	<b>69.6%</b>	<b>72.9%</b>	<b>73.8%</b>	<b>69.2%</b>	<b>73.0%</b>	<b>72.0%</b>	<b>69.3%</b>	<b>74.5%</b>	<b>70.0%</b>	<b>64.6%</b>	<b>68.7%</b>

†Fewer than 10 students in this demographic group.

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.2, "Each student has the 21<sup>st</sup> century skills needed to succeed in the global economy."

**Board Member's Summarizing Comments**



### Eden Prairie Schools Ends Monitoring 2019-2020

<b>Ends Policy 1.3</b>	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
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**Date of Operational Interpretation Monitoring: June 24, 2019**

**Date of Evidence Monitoring: October 26, 2020**

**Assertion of Expected Progress by the Superintendent:**

The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.3, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society."

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

Signed   
Dr. Josh Swanson, Superintendent

October 13, 2020



# **Eden Prairie School District 272 Ends Policy Monitoring Report**

**Policy Name:**

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

**Monitoring Timeline:**

July 2019 to June 2020

**Policy Quadrant: Ends Policy**

**Date of School Board Monitoring:**

OI: June 24, 2019

Evidence: October 2020

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

#### Operational Interpretation:

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

#### Justification:

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

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

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

Learning to become a responsible and respectful citizen of a school community will contribute towards each student becoming a citizen who contributes positively in local, national, and global community. Daily interactions among students should be characterized as respectful for one another regardless of ethnicity, race, gender, political or social philosophies, and/or other characteristics and opinions. The system implementation of Positive Behavior Interventions & Supports paradigm provides the instruction and reinforcement of the skills that students need to be responsible and respectful citizens.

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

Citations:

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

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

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

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

**Measurement Plan:**

**Civics and Citizenship**

**1.3a: MN Civics Test**

- Target for 2019-2020: 95% of 11<sup>th</sup> and 12<sup>th</sup> grade students will receive a passing grade (at least 60%) on the Minnesota Civics test.

**1.3b: Credit Bearing Grade in US Government Course**

- Target for 2019-2020: 95% of 11<sup>th</sup> and 12<sup>th</sup> grade students will receive a credit bearing grade (D or above) in US Government and Politics or Advanced Placement US Government.

**1.3c: Self-Direction and Personal Motivation** - Students set personal academic and social-emotional goals.

- Target for 2019-2020: 90% of students in grades 4-12 will set personal academic and social-emotional goals.

**Responsible/Respectful Behavior**

**1.3d: Digital Citizenship**

- Target for 2019-2020: The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area Digital Citizenship will increase by 2%.
  - Given that Digital Citizenship is embedded in each of the 4Cs (Communication, Collaboration, Creativity, Critical Thinking), the Digital Citizenship metric is an aggregate of all the 4Cs and is measured on the same scale as the 4Cs.
  - Measurement scale for EC-12 grade student performance in the area of Digital Citizenship:
    - Level 1 describes student performance that requires significant support in reaching basic proficiency.
    - Level 2 describe student performance that is approaching proficiency.
    - Level 3 describes a proficient level of student performance.
    - Level 4 describe student performance that is exemplary and exceeds proficiency.

### 1.3e: Respect and Responsibility

- K-5: Baseline data will be collected for K-5 students from the end of year report card that measures respectful behavior and responsible behavior.
  - K-5 data is *teacher attributed*
  - Report card strands:
    - (Respect) Personal Management – Respectful Behavior
    - (Responsibility) Personal Management – Responsibility
- 6-12: Baseline data will be collected from 6-12 students using the Panorama student survey focused on respectful behavior and responsible behavior.
  - 6-12 data is *student perception*
  - Survey questions used:
    - (Respect) In this class, how much does the behavior of other students hurt or help your learning?
    - (Responsibility) In this class, how eager are you to participate?
    - (Responsibility) How excited are you about going to this class?

### 1.3f: Attendance Rate

- Target for 2019-2020: The attendance rate will be 95% or above for all schools.

**Evidence:**

**Table 1.3a: Percentage of 11<sup>th</sup> and 12<sup>th</sup> grade students earning 60% or higher on the Minnesota Civics Test**

	2017-2018	2018-2019	2019-2020	2019-2020 Target	Target Met
60% or Higher	97.5%	97.4%	100.0%	95.0%	yes

**Table 1.3b: Percentage of 11<sup>th</sup> and 12<sup>th</sup> grade students receiving credit bearing grade in US government course**

	2017-2018	2018-2019	2019-2020	2019-2020 Target	Target Met
Credit Bearing Grade	98.1%	98.0%	100.0%	95.0%	yes

**Table 1.3c: Percentage of students setting goals**

Grade	2017-2018	2018-2019	2019-2020
4-6	100.0%	95.0%	98.0%
7-8	97.6%	92.0%	99.2%
9-12	83.0%	84.0%	88.5%

**Table 1.3d: Percentage of students by grade level who were proficient in Digital Citizenship**

Grade	2017-2018	2018-2019	2019-2020
EC	N/A*	100.0%	94.3%
K-2	79.0%	66.1%	58.9%
3-6	83.5%	70.3%	74.0%
7-8	71.6%	89.6%	80.8%
9-12	65.5%	69.4%	62.4%
<b>Overall</b>	<b>75.6%</b>	<b>80.3%</b>	<b>69.8%</b>

\*Digital Citizenship was not assessed in all grades prior to 2018-2019.



**Table 1.3e: Percentage of students who are respectful and responsible citizens of a school community**

Grade: K-5	
Report Card Strand (teacher attributed)	2020-2021 (baseline)
Respect	68.8%
Responsibility	69.6%

Grade: 6-12	
Panorama Survey Responses (student perception)	2020-2021 (baseline)
Respect	52.6%
Responsibility	55.6%

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

Grade Level	2017-2018	2018-2019	2019-2020	2019-2020 Target	Target Met
K-12	95.5%	95.6%	96.4%	95.0%	yes

**Policy Monitoring FOR BOARD USE ONLY**

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

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

**Statement of Assertion:** The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.3, "Each student has the knowledge that citizens and residents of the United States need to contribute positively to society."

**Board Member's Summarizing Comments**

Eden Prairie School District 272  
Superintendent Monitoring Report

Policy Name: <b>EL 2.4 Treatment of Staff</b>	Monitoring Time Frame: July <del>2018</del> 2019 to June <del>2019</del> 2020	<b>Policy Monitoring Column FOR BOARD USE ONLY</b>  Compliance rating: <ul style="list-style-type: none"> <li>• OI is/is not reasonable</li> <li>• Evidence supports/does not support the OI</li> </ul> <b>Include specific evidence for rating conclusion and recommendations.</b>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>October 28, 2019</del> October 26, 2020	
		Board member name:
<b><u>Global Constraint:</u></b> <b>The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance.</b>		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> 1. An <i>unsafe</i> work environment is one that does not protect employees from known dangers. 2. An <i>unwelcoming</i> work environment is one in that employees perceive as hostile or unreceptive. 3. An <i>inequitable</i> work environment can be described as one that District fails to treat employees in a manner that is considered fair and just. 4. A <i>disrespectful</i> environment is one that is discourteous and rude.		
<u>Justification:</u> 1. School district employees are provided a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2; Policy 407) a. The District maintains a “Non-contract Grievance” procedure for all staff based on Regulation 401.11R 2. Staff are made to feel welcome in the following ways: a. Honoring and complying with the Minnesota Veterans Preference Act (Policy 405) b. The District seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial		

<p>status, status with regard to public assistance, sexual orientation, or disability (Policy 413; Minn. Stat. § 121A.03</p> <p>c. District policy states that employees must report behavior that is in violation of policy.</p> <p>3. Staff are provided equity by the District in the following ways:</p> <p>a. The school district is an equal employment opportunity employer (Policy 401)</p> <p>b. Providing a fair employment setting for all persons and to comply with state and federal law (Policy 402)</p> <p>c. Providing progressive discipline through due process (Collective Bargaining Agreements, At-Will Work Agreements, as outlined in the Supervisor Manual).</p> <p>4. Staff are respected through the following means:</p> <p>a. Protection of Public and Private Personnel Data (Policy 406)</p> <p>b. Submission of a good faith mandated report under Minnesota law and this policy will not adversely affect the reporter's employment (Policy 414 &amp; 415).</p>	
<p><u>Measurement Plan:</u></p> <p>Compliance with all provisions of the policy.</p>	
<p><u>Evidence:</u></p> <p>100% of reports or complaints filed are promptly investigated and appropriate action is taken.</p>	
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.4.1 Furthermore, the Superintendent shall not: Allow staff to work without a written job description.</b></p>	
<p><u>Operational Interpretation:</u></p> <p>Every staff position type is defined in writing to include title, purpose, primary customers, position qualifications and essential responsibilities.</p>	
<p><u>Justification:</u></p> <p>Job descriptions in the district include title, purpose, primary customers, position qualifications, and essential responsibilities/functions.</p>	
<p><u>Measurement Plan:</u></p> <p>Job descriptions are reviewed on a periodic basis, and reviewed at the posting of a vacancy.</p>	

<p><u>Evidence:</u> 100% of staff has a job description. 100% of jobs posted include the minimum requirements and qualifications for the position.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.4.2 Furthermore, the Superintendent shall not: Operate without accessible, clearly-written personnel policies.</b></p>	
<p><u>Operational Interpretation:</u> Clearly written and accessible personnel policies are:</p> <ol style="list-style-type: none"> <li>1. Written in such a way to be understood by employees</li> <li>2. Easily obtained by the employee and employer</li> <li>3. A vital communication tool between the District and its employees, and contain the following: <ol style="list-style-type: none"> <li>a. District employee expectations, and;</li> <li>b. Employee rights,</li> <li>c. The legal obligations as an employer</li> </ol> </li> </ol>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. Eden Prairie Schools is a member of the Minnesota School Boards Association. One of the benefits of membership is access to model policies, including those related to personnel. The model policies are written and vetted by prominent Minnesota law firms. Each policy is reviewed and updated at least every three years or at such time as the prevailing state or federal law or rule is changed. Upon notice of a policy update, the District will begin a process of updating. All employees hired to the district receive: <ol style="list-style-type: none"> <li>a. A new hire orientation which includes training on district policies &amp; procedures.</li> <li>b. 100% of staff receive a new hire orientation within 30 days of hire and sign off on acknowledgement of district policies and procedures.</li> </ol> </li> <li>2. Collective bargaining agreements and employee contracts are available on the district's EpNet or in the district's human resources office. All information is public data.</li> <li>3. All of the required federal and state mandatory postings notices are posted in each building in a common area (typically a staff lounge) and are updated annually.</li> <li>4. Staff who violate district policies or regulations are subject to progressive discipline.</li> </ol>	

<u>Measurement Plan:</u> Multi-modal access and exposure to rules of the workplace as demonstrated in the Operational Interpretation above.	
<u>Evidence:</u> 100% of notice descriptors stated in the Operational Interpretation have been met.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
<b>2.4.3 Furthermore, the Superintendent shall not: Operate without a reasonable, formal evaluation policy for all staff.</b>	
<u>Operational Interpretation:</u> A reasonable, formal evaluation policy is one that is officially sanctioned, performed in accordance within the rules set forth, that forms a judgment using a logical process.	
<u>Justification:</u> <ol style="list-style-type: none"> <li>1. Board Policy B-MD 3.4 sets forth the goals and process used to evaluate the Superintendent.</li> <li>2. The Superintendent evaluates Executive Cabinet personnel on an annual basis. Evaluations are based on key attributes of leadership and mutual goal setting.</li> <li>3. Executive Cabinet members evaluate their subordinates annually through the use of mutually agreed upon professional goals evaluation process.</li> <li>4. The principal accountability laws require a superintendent to use a performance based system to annually evaluate each school principal assigned to supervise a school building within the school district (Minn. Stat. § 123B.143, subd. 1; § 123B.147, subd. 3). The evaluation is to improve teaching and learning by enhancing the principal's ability to shape the school's professional environment and support and improve school performance, student achievement, and teacher quality, performance, and effectiveness.</li> <li>5. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers</li> <li>6. (Minn. Stat. § 122A.40, subds. 4, 5, 8, 9; and §122A.41, subds. 2, 3, 5, 6). If there is no agreement, the district must implement the teacher evaluation and peer review process developed by the education commissioner and specified education stakeholders. Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.</li> <li>7. Classified Staff are evaluated annually using a codified evaluation system.</li> </ol>	

<p><u>Measurement Plan:</u></p> <p>The Executive Director of Human Resources shall report annually on the status of the employee evaluation system and adherence to the justifications as listed above.</p>	
<p><u>Evidence:</u></p> <p>100% of staff is evaluated on an ongoing basis as approved by the Superintendent.</p>	
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.4.4 Furthermore, the Superintendent shall not: Allow staff to be unprepared to deal with emergency situations.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. School emergency planning directs staff and student preparation and response. Knowing how to respond during a crisis helps everyone remain calm, understand their role, and act as safely and efficiently as possible. Emergency planning includes all risks, crises, and emergencies schools may encounter. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i></li> <li>2. The State of Minnesota and OSHA require that employees understand the potential risks inherent in their particular workplace and that the workplace be safe.</li> </ol>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. Careful planning, practice, and effective response, saves lives, prevents injuries and minimizes property damage. Exercising, reviewing and revising both school and district emergency plans is crucial to keeping plans current and aligned with best practices. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i> <ol style="list-style-type: none"> <li>a. The District Crisis Plan contains procedures for the various hazards/emergencies.</li> </ol> </li> <li>2. “To qualify for health and safety revenue, a school board must adopt a health and safety policy. This policy must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices including indoor air quality management. (MN Statute 123B.57) General areas of emphasis for the district Health and Safety Program include but are not limited to: <ul style="list-style-type: none"> <li>▪ Asbestos</li> <li>▪ Fire and Life Safety</li> </ul> </li> </ol>	

- Lightning
- Structural Safety
- Combustible and Hazardous Materials Storage
- Indoor Air Quality
- Mechanical Ventilation
- Mold Cleanup and Abatement
- Accident and Injury Reduction Program
- Infectious Waste/Blood borne Pathogens
- Community Right to Know
- Compressed Gas Safety
- Confined Space Standard
- Electrical Safety
- First Aid/CPR/AED
- Food Safety Inspection
- Forklift Safety
- Hazardous Waste
- Hearing Conservation
- Hoist/Lift/Elevator Safety
- Integrated Pest Management
- Laboratory Safety Standard/Chemical Hygiene Plan
- Lead
- Control of Hazardous Energy Sources (Lockout/Tagout)
- Mechanical and Power Equipment Safety
- Mercury
- Personal Protection Equipment (PPE)
- Playground Safety
- Radon
- Respiratory Protection
- Underground and AboveGround Storage Tanks
- Welding/Cutting/Brazing
- Swimming Pool Safety
- Ladder/Fall Protection
- [Laboratory Safety](#)
- Bleacher Inspections
- Boiler Inspections

<ul style="list-style-type: none"> <li>▪ Crisis Management</li> <li>▪ Emergency Response Procedures</li> <li>▪ Fire Prevention</li> <li>▪ Other areas determined to be appropriate by the Facilities and Safety Department.</li> </ul>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. By June 30 of each year, all Site Leaders or their designees shall complete a Self-Assessment Checklist that reports on the following criterion related to safety preparedness during the preceding school year: <ul style="list-style-type: none"> <li>● The Emergency Plan—<i>District Office only</i></li> <li>● Policy—<i>District Office only</i></li> <li>● Drills</li> <li>● Building Access</li> <li>● Keys and Identification</li> <li>● Visitor Procedures</li> <li>● Staff Training</li> <li>● Physical Climate</li> <li>● Communications</li> <li>● General Exterior</li> <li>● Buses and Parking</li> <li>● Playground/Recreation Areas</li> <li>● Deliveries</li> <li>● General Interior</li> <li>● Cafeteria</li> <li>● Gymnasium Area(s)</li> <li>● Specialized Areas</li> <li>● Monitoring and surveillance</li> </ul> </li> <li>2. The Health and Safety Program is monitored using the following: Annual “Mock” OSHA Inspection conducted by an outside entity (Metro ECSU <a href="#">or Institute for Environmental Assessment</a>)</li> </ol> <p>OSHA Inspections –this process does not occur on a regular basis and is generally unannounced. Results of said inspections will be presented as part of the monitoring report when available.</p>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. Leadership meets at least annually to review and update the District’s Crisis Management policy, most recently held on <del>August 09, 2018</del> <a href="#">August 05, 2019</a>.</li> </ol>	



<ol style="list-style-type: none"> <li>2. Mock OSHA (Occupational Safety and Health Administration) walkthrough: Conducted yearly by Metro ECSU and Facilities and Safety Coordinator, most recently on <del>November 27, 2018</del>, <a href="#">December 12, 2019</a>.</li> <li>3. All sites conducted five (5) fire drills during the school year (maps posted in all occupied rooms).</li> <li>4. All sites conducted five (5) lockdown drills during the school year.</li> <li>5. All sites conducted at least one (1) severe weather shelter during the school year (maps posted in all occupied rooms).</li> <li>6. All sites had Red Alert/SERT (School Emergency Response Team) to act as first responders to any medical event on site.</li> <li>7. CPR/First Aid certification required for specific job titles. Institute for Environmental Assessment identified the following job titles as requiring CPR/First Aid certification: School Nurse, Health Paraprofessionals, Bus Drivers, Special Education Teachers, and Special Education Paraprofessionals.</li> <li>8. All sites had at least one (1) fully automated AED (Automated External Defibrillators).</li> <li>9. All sites had multiple Universal Precautions Kits for blood borne pathogen cleanup as well as all necessary personal protective equipment. Universal Precaution kits located in all custodial closets and Health Services offices throughout the district.</li> <li>10. The district had a reunification plan in the event of off-site evacuation and held a drill on August 9, 2018.</li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.4.5 Furthermore, the Superintendent shall not: Operate without policies and procedures which prevent conflict of interest.</b></p>	
<p><u>Operational Interpretation:</u> A conflict of interest arises in the workplace when an employee has competing interests or loyalties that either are, or potentially can be, at odds with each other. A conflict of interest causes an employee to experience a struggle between diverging interests, points of view, or allegiances. Conflict of interest situations assume that the employee has control or influence over diverging interests, points of view, or allegiances.</p>	
<p><u>Justification:</u> 1. Code of Ethics for Minnesota Teachers (8700.7500) a. Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and</p>	

<p>the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board.</p> <p>b. Subp. 2. Standards of professional conduct.</p> <p>E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.</p> <p>2. Code of Ethics for School Administrators (3512.5200)</p> <p>a. Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.</p> <p>b. Subp. 2. Standards of professional conduct.</p> <p>H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.</p> <p>K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.</p> <p>3. District Policy 421 Gifts to Employees provides guidance to employees regarding conflict of interest.</p>	
<p><u>Measurement Plan:</u></p> <p>1. Determination by the Professional Educator Licensing and Standards Board or the Board of School Administrators that a complaint has been substantiated.</p> <p>2. Determination that a violation of District Policy 421 Gifts to Employees has not occurred.</p> <p>3. The Annual Audit and intermittent financial internal and external controls as described in Board Policy EL 2.7 does not contain a “finding”.</p>	
<p><u>Evidence:</u></p> <p>1. No determinations have been received from the Professional Educator Licensing and Standards Board or the Board of School Administrators.</p> <p>2. There were no reported complaints in reference to Policy 421.</p> <p>3. There are no audit findings to report.</p>	
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>Board member’s summarizing comments:</p>	

Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: <b>EL 2.8 Compensation and Benefits</b>	Monitoring Time Frame: <del>July 2018</del> <b>2019</b> to June <del>2019</del> <b>2020</b>	<b>Policy Monitoring Column FOR BOARD USE ONLY</b> Compliance rating: <ul style="list-style-type: none"> <li>• OI is/is not reasonable</li> <li>• Evidence supports/does not support the OI</li> </ul> <b>Include specific evidence</b> for rating conclusion and recommendations.
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>October 28, 2019</del> <b>October 26, 2020</b>	
		Board member name:
<b>Global Constraint: With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.</b>		(enter rating and reasoning when appropriate)
<u>Operational Interpretation:</u> I interpret this policy to mean that I shall not knowingly condone or undertake any action related to the compensation and/or benefits of employees that would negatively affect the community perception or support of the school district.		
<u>Justification:</u> Compensation and benefits are a significant portion of the district budget. The school district has a fiduciary obligation to its owners; therefore, its officers and administration are held to a high standard of conduct and transparency.		
<u>Measurement Plan:</u> Human Resources and Payroll have systems and processes in place per state and federal law to ensure that employment, compensation, and benefits did not cause or allow jeopardy to financial integrity or to public image. These systems and processes are reviewed on an annual basis through the audit process, as well as an ongoing internal process of separation of duties.		

<u>Evidence:</u> The Superintendent did not cause or allow jeopardy to financial integrity or to public image.	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
<b>2.8.1 Furthermore, the Superintendent shall not: Promise or imply permanent or guaranteed employment.</b>	
<u>Operational Interpretation:</u> I interpret this policy to mean the District shall not hire or retain any employee or promise a potential employee employment with the District whose term and condition of service is not controlled by the Public Employee Labor Relations Act (PELRA), Minnesota State Statute, a Collective Bargaining Agreement (CBA), an At-Will Work Agreement, a contract for services.	
<u>Justification:</u> 1. No person can be considered an employee and receive compensation for services rendered without Board action. 2. The District maintains the following employer/employee employment agreements that define the terms and conditions of employment for employees: <ol style="list-style-type: none"> <li>Certified Staff (i.e. must hold a license) are subject to PELRA MN Rule 3.855, Minnesota Statute 122A.40 (Continuing Contract Language), and the locally negotiated CBA.</li> <li>Classified Staff (i.e. do not generally hold a license) are subject to PELRA, Minnesota Statute, and the locally negotiated CBA.</li> <li>Meet &amp; Confer Agreements (non-licensed employees subject to PELRA and not represented by collective bargaining units)</li> <li>Meet &amp; Confer Agreements (licensed employees working in positions that do not require a MDE license, subject to PELRA, and not represented by collective bargaining units)</li> <li>Superintendent length of contract is limited to three years (MN Statute 123B.143)</li> </ol>	
<u>Measurement Plan:</u> Human Resources has policies in place to ensure no promises of permanent or guaranteed employment for any position.	

<p><u>Evidence:</u> State and federal law does not allow for permanent or guaranteed employment, and the district has not been found out of compliance with this policy or standing law. No staff members were offered permanent or guaranteed employment.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.8.2 Furthermore, the Superintendent shall not: Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from Board-established parameters.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. "Compensation" refers to payment for services rendered. "Benefits" are added services that have value for the employee and are expenditures for the District.</li> <li>2. I interpret the "geographical" market to mean the public school districts in the immediate area surrounding Eden Prairie.</li> <li>3. The "professional" market refers to compensation based on the combination of experience, skills, and level of responsibilities that are required by the position's job description. The professional market can be influenced by the geographical market.</li> <li>4. "Material deviation" in this context is interpreted as a financial condition that would create an unfavorable comparison to the geographical and professional employee market.</li> </ol>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. The District routinely competes for employees with local, regional, and national employers. Therefore, it is important that our employee compensation and benefit package remain competitive and yet function within available resources.</li> <li>2. The District routinely enters into employment agreements with organized groups or at-will individuals via negotiations. Typically, the Administration leads the negotiations process with School Board support. The School Board has retained the authority to determine the level of compensation and benefits offered to employees, which is referred to in this policy as "board-established parameters."</li> <li>3. The District conducts market place comparisons annually.</li> </ol>	

<u>Measurement Plan:</u> Prior to each bargaining session, a marketplace comparative data analysis will be completed.	
<u>Evidence:</u> Marketplace comparative data was collected on <del>five (5)</del> <b>six (6)</b> bargaining groups. The school district settled <del>these four (4)</del> <b>five (5) of these</b> employment agreements within Board parameters and the contracts are comparable to the market. One agreement remains open and is in negotiations as of <del>October 28, 2019</del> <b>October 26, 2020</b> .	
<u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation	
Board member's summarizing comments:	

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2019 – June 30, 2020**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.0 Global Governance Commitment</b>

The purpose of the School Board on behalf of owners, defined as Eden Prairie taxpayers and residents, is to ensure that the Eden Prairie Public School district:

- 4.0.1 Achieves results for students that meet or exceed School Board Ends policies through the effective utilization of the financial resources it has available.
- 4.0.2 Avoids unacceptable actions and situations as prohibited in School Board Executive Limitations policies

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
<b>4.0 Global Governance Commitment</b>	10/26/20				
4.0.1	10/26/20				
4.0.2	10/26/20				

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

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2019 – June 30, 2020**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.1 Governing Style</b>

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

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



**GP 4.1**

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

Adopted: 10/23/12

Revised: 03/24/15; 04/28/15

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.1 Governing Style</b>	10/26/20				
4.1.1	10/26/20				
4.1.2	10/26/20				
4.1.3	10/26/20				
4.1.4	10/26/20				
4.1.5	10/26/20				
4.1.6	10/26/20				

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2019 – June 30, 2020**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.2 School Board Job Products</b>

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

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

Adopted: 10/23/12

Revised: 04/23/13; 03/24/15

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
<b>4.2 School Board Job Products</b>	10/26/20				
4.2.1	10/26/20				
4.2.2	10/26/20				
4.2.2 (A)	10/26/20				
4.2.2 (B)	10/26/20				
4.2.2 (C)	10/26/20				
4.2.2 (D)	10/26/20				
4.2.3	10/26/20				

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2019 – June 30, 2020**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.3 Annual Work Plan</b>

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
<b>4.3 Annual Work Plan</b>	10/26/20				
4.3.1	10/26/20				
4.3.2	10/26/20				
4.3.3	10/26/20				

Adopted: 10/23/12

Revised: 11/13/12; 03/12/13; 03/24/15

**Record of Board Self-Evaluation**  
**Governance Process and Board Management Delegation Policies**  
**July 1, 2019 – June 30, 2020**

<b>Policy Type:</b>	<b>Governance Process</b>
<b>Policy Title:</b>	<b>4.9 Governance Investment</b>

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

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

Adopted: 10/23/12

Revised: 03/24/15, 04/23/15

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
<b>4.9 Governance Investment</b>	10/26/20				
4.9.1	10/26/20				
4.9.1.1	10/26/20				
4.9.1.2	10/26/20				
4.9.1.3	10/26/20				
4.9.2	10/26/20				
4.9.3	10/26/20				

**Record of Board Self-Evaluation  
Governance Policies  
(July 1, 2020 – June 30, 2021)  
Monitoring July 1, 2019 – June 30, 2020 School Year Data**

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
<b>3.0</b>					
<b>Single Point of Connection</b>	09/28/2020	Yes			Yes
<b>3.1 Unity of Control</b>	09/28/2020	Yes			Yes
3.1.1	09/28/2020	Yes			Yes
3.1.2	09/28/2020	Yes			Yes
3.1.3	09/28/2020	Yes			Yes
<b>3.2</b>					
<b>Delegation to the Superintendent</b>	09/28/2020	Yes			Yes
3.2.1	09/28/2020	Yes			Yes
3.2.2	09/28/2020	Yes			Yes
3.2.3	09/28/2020	Yes			Yes
3.2.4	09/28/2020	Yes			Yes
<b>3.3</b>					
<b>Superintendent Accountability and Performance</b>	09/28/2020	Yes			Yes
3.3.1	09/28/2020	Yes			Yes
3.3.2	09/28/2020	Yes			Yes
3.3.3	09/28/2020	Yes			Yes
3.3.4	09/28/2020	Yes			Yes
3.3.5	09/28/2020	Yes			Yes

**Record of Board Self-Evaluation**  
**Governance Policies**  
**(July 1, 2020 – June 30, 2021)**  
**Monitoring July 1, 2019 – June 30, 2020 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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<b>4.0</b>					
<b>Global Governance Commitment</b>	10/26/2020				
4.0.1	10/26/2020				
4.0.2	10/26/2020				
<b>4.1</b>					
<b>Governing Style</b>	10/26/2020				
4.1.1	10/26/2020				
4.1.2	10/26/2020				
4.1.3	10/26/2020				
4.1.4	10/26/2020				
4.1.5	10/26/2020				
4.1.6	10/26/2020				
<b>4.2</b>					
<b>School Board Job Products</b>	10/26/2020				
4.2.1	10/26/2020				
4.2.2	10/26/2020				
4.2.2 - A	10/26/2020				
4.2.2 - B	10/26/2020				
4.2.2 - C	10/26/2020				
4.2.2 - D	10/26/2020				
4.2.3	10/26/2020				



**Record of Board Self-Evaluation**  
**Governance Policies**  
**(July 1, 2020 – June 30, 2021)**  
**Monitoring July 1, 2019 – June 30, 2020 School Year Data**

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Board Management Delegation and Governance Process policies.

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<b>4.3</b>					
<b>Annual Work Plan</b>	10/26/2020				
4.3.1	10/26/2020				
4.3.2	10/26/2020				
4.3.3	10/26/2020				
<b>4.4</b>					
<b>Officer Roles</b>	09/28/2020	Yes			Yes
4.4.1	09/28/2020	Yes			Yes
4.4.1.1	09/28/2020	Yes			Yes
4.4.1.2	09/28/2020	Yes			Yes
4.4.1.3	09/28/2020	Yes			Yes
4.4.1.4	09/28/2020	Yes			Yes
4.4.1.5	09/28/2020	Yes			Yes
4.4.1.6	09/28/2020	Yes			Yes
4.4.1.7	09/28/2020	Yes			Yes
4.4.1.8	09/28/2020	Yes			Yes
4.4.1.9	09/28/2020	Yes			Yes
4.4.2	09/28/2020	Yes			Yes
4.4.3	09/28/2020	Yes			Yes
4.4.4	09/28/2020	Yes			Yes

**Record of Board Self-Evaluation**  
**Governance Policies**  
**(July 1, 2020 – June 30, 2021)**  
**Monitoring July 1, 2019 – June 30, 2020 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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<b>4.5 School Board Members' Code of Conduct</b>	09/28/2020	Yes			Yes
4.5.1	09/28/2020	Yes			Yes
4.5.2	09/28/2020	Yes			Yes
4.5.2.1	09/28/2020	Yes			Yes
4.5.2.2	09/28/2020	Yes			Yes
4.5.2.3	09/28/2020	Yes			Yes
4.5.3	09/28/2020	Yes			Yes
4.5.3.1	09/28/2020	Yes			Yes
4.5.3.2	09/28/2020	Yes			Yes
4.5.4	09/28/2020	Yes			Yes
4.5.5	09/28/2020	Yes			Yes
4.5.6	09/28/2020	Yes			Yes
4.5.7	09/28/2020	Yes			Yes
4.5.8	09/28/2020	Yes			Yes
4.5.8.1	09/28/2020	Yes			Yes
4.5.8.2	09/28/2020	Yes		2019-20 MSBA Training Schedule Completed	Yes
4.5.8.3	09/28/2020	Yes			Yes
4.5.8.4	09/28/2020	Yes			Yes
4.5.8.5	09/28/2020	Yes			Yes
4.5.8.6	09/28/2020	Yes			Yes

**Record of Board Self-Evaluation**  
**Governance Policies**  
**(July 1, 2020 – June 30, 2021)**  
**Monitoring July 1, 2019 – June 30, 2020 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.

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4.5.8.7	09/28/2020	Yes			Yes
<b>4.6</b> <b>Process for Addressing School Board Member Violations</b>	09/28/2020	Yes			Yes
4.6.1	09/28/2020	Yes			Yes
4.6.2	09/28/2020	Yes			Yes
4.6.3	09/28/2020	Yes			Yes
4.6.4	09/28/2020	Yes			Yes
4.6.4.1	09/28/2020	Yes			Yes
4.6.4.2	09/28/2020	Yes			Yes
<b>4.7</b> <b>School Board Committee Principles</b>	09/28/2020	Yes			Yes
4.7.1	09/28/2020	Yes			Yes
4.7.2	09/28/2020	Yes			Yes
4.7.3	09/28/2020	Yes			Yes
4.7.4	09/28/2020	Yes			Yes
<b>4.8</b> <b>School Board Committee Structure</b>	09/28/2020	Yes			Yes
4.8.1	09/28/2020	Yes			Yes
4.8.2	09/28/2020	Yes			Yes

**Record of Board Self-Evaluation**  
**Governance Policies**  
**(July 1, 2020 – June 30, 2021)**  
**Monitoring July 1, 2019 – June 30, 2020 School Year Data**

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.8.3	09/28/2020	Yes			Yes
4.8.4	09/28/2020	Yes			Yes
<b>4.9 Governance Investment</b>	10/26/2020				
4.9.1	10/26/2020				
4.9.1.1	10/26/2020				
4.9.1.2	10/26/2020				
4.9.1.3	10/26/2020				
4.9.2	10/26/2020				
4.9.3	10/26/2020				
<b>4.10 Operation of the School Board Governing Rules</b>	09/28/2020	Yes			Yes
4.10.1	09/28/2020	Yes			Yes
4.10.1.1	09/28/2020	Yes			Yes
4.10.1.2	09/28/2020	Yes			Yes

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

**Monitoring 2019-2020 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							
<b>1.1</b> Each student graduates and is academically prepared to progress to multiple opportunities after high school	19-20 OI 5/18/20	Yes	Yes				Yes
	<b>Evidence</b> 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
<b>1.1.1</b> Each student is reading at grade level by the end of third grade	19-20 OI 5/18/20	Yes	Yes				Yes
	<b>Evidence</b> 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						

<b>1.1.2</b> Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	19-20 OI 5/18/20	Yes	Yes				Yes
	<b>Evidence</b> 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
<b>1.1.3</b> Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	19-20 OI 5/18/20	Yes	Yes				Yes
	<b>Evidence</b> 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
<b>1.2</b> Each student demonstrates the 21 <sup>st</sup> century skills needed to succeed in the global economy	19-20 OI 5/18/20	Yes	Yes				Yes
	<b>Evidence</b> 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						

<b>1.3</b> Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	19-20 OI 5/18/20	Yes	Yes				Yes
	<b>Evidence</b> 19-20 10/26/20						
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
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							
<b>EL 2.0</b> Global Executive Constraint	12/14/20						
<b>EL 2.1</b> Emergency Superintendent Succession	08/24/20	Yes	Yes	Yes	Yes		Yes
<b>EL 2.2</b> Treatment of Students	08/24/20	Yes	Yes	Yes	Yes		Yes
<b>EL 2.3</b> Treatment of Parents	09/28/20	Yes	Yes	Yes	Yes		Yes
<b>EL 2.4</b> Treatment of Staff	10/26/20						
<b>EL 2.5</b> Financial Planning and Budgeting	12/14/20						
<b>EL 2.6</b> Financial Management and Operations	09/28/20	Yes	Yes	Yes	Yes		Yes

<b>EL 2.7</b> Asset Protection	08/24/20	Yes	Yes	Yes	Yes		Yes
<b>EL 2.8</b> Compensation and Benefits	10/26/20						
<b>EL 2.9</b> Communication and Support to the School Board	11/23/20						



## **Resolution of Acceptance of Donations**

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

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

- Donation of \$225.00 – Justin Fletcher, Eden Prairie, MN (Best Buy Employee Giving Program) – funds to be used to support curriculum.

## SUPERINTENDENT CONSENT AGENDA

### A. Semi-Monthly Reports

#### HUMAN RESOURCES

##### 1. Human Resources – Confidential

###### a. Change in Assignment

Fox, Amy – From Administrative Assistant – Student Support Services to Executive Assistant – Human Resources, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 10/5/2020.

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

###### a. New Hires

Bergthold, Ericka – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 10/5/2020.

Cornwell, Kelsey – English/Language Arts, 1.0 FTE, Central Middle School, effective 10/19/2020 through 1/25/2021.

Heim, Mary – Special Education – Assessment Team, 1.0 FTE, Education Center, effective 10/9/2020.

Mannhardt, Linda – Academic Interventionist, 1.0 FTE, EP Online, effective 10/19/2020.

McCabe, Elizabeth – Academic Interventionist, 1.0 FTE, Eden Lake Elementary and Prairie View Elementary, effective 9/28/2020 through 1/15/2021.

###### b. Resignation/Retirements

Lovas, Autumn – Licensed School Nurse, 0.8 FTE, Early Childhood Special Education, effective 9/28/2020.

Schwarze, Sarah – Elementary Classroom Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 9/25/2020.

Tetrick, Joan – Elementary Classroom Teacher, 1.0 FTE, Oak Point Elementary, effective 10/21/2020.

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

###### a. New Hires

###### CLASS

Crawford, Towonda – Clerical Assistant 1 and Office Professional – Media, Oak Point Elementary, 5.5 hours/day, 5 days/week, 185 days/year, effective 10/1/2020.

Thompson, Tianna – Cultural Liaison (African American), Administrative Services Center, 8 hours/day, 5 days/week, 191 days/year, effective 9/23/2020.

###### MSEA

Allotey, Myrtis – Student Supervisor, Central Middle School, 5 hours/day, 4 days/week, 137 days/year, effective 10/19/2020.

Beck, Isabella – Eagle Zone Program Assistant, Community Education, 5 hours/day, 5 days/week, 178 days/year, effective 9/28/2020.

Belanger, Angela – Eagle Zone Special Education Paraprofessional, Community Education, 6.2 hours/day, 5 days/week, 178 days/year, effective 10/12/2020.

Chester, Holly – Kindergarten Paraprofessional, Cedar Ridge Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/23/2020.

Goebel, Micah – AVID Tutor, Central Middle School, 6 hours/day, 2 days/week, 61 days/year, effective 10/1/2020 through 5/28/2021.

Huiras, Julie – Lunchroom Paraprofessional, Oak Point Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 10/19/2020.

Jeme, Maliaka – Special Education Paraprofessional, Prairie View Elementary, 2.75 hours/day, 5 days/week, 178 days/year, effective 10/19/2020.

Karnes, Jennifer – Eagle Zone Special Education Paraprofessional, Community Education, 3 hours/day, 5 days/week, 178 days/year, effective 10/12/2020.

Kartha, Vinita – EP Online Paraprofessional, District Wide, 5 hours/day, 5 days/week, 178 days/year, effective 10/19/2020.

Koenen, Melissa – Kindergarten/Crossing Guard/Lunchroom Paraprofessional, Forest Hills Elementary, 5.5 hours/day, 5 days/week, 178 days/year, effective 10/21/2020.

Kohles, Kristopher – Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/12/2020.

Landwehr, Jennifer – Lunchroom/Playground Paraprofessional, Eden Lake Elementary, 4 hours/day, 5 days/week, 178 days/year, effective 10/6/2020.

Olson, Rebecca – Special Education Paraprofessional, Early Childhood, 2.67 hours/day, 5 days/week, 178 days/year, effective 10/5/2020.

Solie, Heather – Little Eagles Preschool Paraprofessional, Community Education, 2.5 hours/day, 5 days/week, 178 days/year, effective 10/19/2020.

Vu, Quynh – AVID Tutor, Eden Prairie High School, 5.5 hours/day, 2 days/week, 66 days/year, effective 9/10/2020 through 5/20/2021.

Vue, Chee Lu – AVID Tutor, Eden Prairie High School, 5.5 hours/day, 2 days/week, 65 days/year, effective 9/15/2020 through 5/20/2021.

#### TRANSPORTATION

Baker, Thomas – Bus Driver, Transportation, 4.29 hours/day, 5 days/week, 178 days/year, effective 10/13/2020.

Fluekiger, Celia – Bus Driver, Transportation, 4.48 hours/day, 5 days/week, 178 days/year, effective 9/17/2020.

Perry, Kimberly – Bus Driver, Transportation, 7.13 hours/day, 5 days/week, 178 days/year, effective 10/1/2020.

Richards, Jeffrey – Bus Driver, Transportation, 5.37 hours/day, 5 days/week, 178 days/year, effective 9/25/2020.

Silva, Luiz – Bus Driver, Transportation, 4.05 hours/day, 5 days/week, 178 days/year, effective 9/18/2020.

Wamsley, Jonathan – Bus Driver, Transportation, 5.45 hours/day, 5 days/week, 178 days/year, effective 10/2/2020.

#### b. Change in Assignment

##### CLASS

Babington, Lisa – From Office Professional – Communications, to Administrative Assistant – Student Support Services, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 10/20/2020.

#### c. Resignations/Retirements

##### BUILDING SERVICES

Mork, John – Maintenance, Eden Prairie High School, effective 9/30/2020.

##### FOOD SERVICE

Heier, Judy – Food Service Assistant I, Eden Prairie High School, effective 10/30/2020.

##### MSEA

Blong, Tracy – Special Education Paraprofessional, Oak Point Elementary, effective 10/14/2020.

Heier, Judy – Special Education Bus Paraprofessional, Transportation, effective 10/30/2020.

Isse, Qatra – Little Eagles Preschool Paraprofessional, Community Education, effective 10/30/2020.

Jimenez Lorente, Belia – Playground Paraprofessional, Cedar Ridge Elementary, effective 9/30/2020.

Johnson, Mary – Special Education Paraprofessional, Central Middle School, effective 6/9/2020.

Osuna De Senn, Olivia – ESL Paraprofessional, Forest Hills Elementary, effective 6/9/2020.

Rooney, Kristine – Lunchroom Paraprofessional, Oak Point Elementary, effective 6/9/2020.

Sefkar, Brooke – Student Supervisor, Central Middle School, effective 9/25/2020.

Shonts, Lynne – Special Education Paraprofessional, Prairie View Elementary, effective 10/14/2020.

Sphatt, Zane – Special Education Paraprofessional, Eden Prairie High School, effective 8/27/2020.

Trotman, Debra – Early Childhood Special Education Paraprofessional, Community Education, effective 9/4/2020.

Vega Mayerle, Melissa – Little Eagles Preschool Paraprofessional, Community Education, effective 9/30/2020.

## Board Business

### General Consent Agenda

#### Approval of Payments, all funds, September 2020

Check #408090-408271	\$2,384,471.76
Electronic Disbursements	\$8,164,201.74
<b>TOTAL</b>	<b>\$10,548,673.50</b>

#### Acknowledgment of Electronic Transfers September 2020

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
05/03/2019	PMA Financial	MNTrust	2.320%	09/29/2020	\$249,818.42
07/30/2019	PMA Financial	MNTrust	1.841%	09/29/2020	\$2,553,842.95
02/26/2019	PMA Financial	MNTrust	2.532%	10/14/2020	\$249,623.13
02/26/2019	PMA Financial	MNTrust	2.538%	10/14/2020	\$249,530.37
02/26/20019	PMA Financial	MNTrust	2.536%	10/14/2020	\$249,835.81
02/27/2019	PMA Financial	MNTrust	2.696%	10/14/2020	\$249,504.08
09/25/2020	PMA Financial	MNTrust	.110%	10/23/2020	\$12,001,012.61
09/25/2020	PMA Financial	MNTrust	.110%	10/23/2020	\$2,500,210.96
09/25/2020	PMA Financial	MNTrust	.110%	10/23/2020	\$2,000,168.77

**EDEN PRAIRIE SCHOOLS  
GENERAL FUNDS  
MONTHLY REVENUE/EXPENDITURE REPORT  
FOR THE MONTH ENDING: Sep-20**

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 948,189	\$ 26,284,948	3.61%	1.02%
021-040	TUITION	(2,347)	70,000	-3.35%	0.00%
041-089	FEES & ADMISSIONS	128,283	748,500	17.14%	56.86%
090-199	MISC REVENUE	17,532	927,000	1.89%	39.70%
200-399	STATE AID	19,574,376	83,233,564	23.52%	24.41%
400-499	FEDERAL PROGRAMS	-	2,482,704	0.00%	0.00%
600-649	SALES	11,727	56,100	20.90%	50.53%
		<b>\$ 20,677,759</b>	<b>\$ 113,802,816</b>	<b>18.17%</b>	<b>18.66%</b>
	CAPITAL OUTLAY	8,063	12,386,809	0.07%	1.07%
	STUDENT ACTIVITIES	692,597	1,800,000	38.48%	52.56%
	MEDICAL ASSISTANCE	-	150,000	0.00%	0.07%
	SCHOLARSHIPS	-	8,500	0.00%	#DIV/0!
<b>Revenue Notes:</b>					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 8,392,523	\$ 76,388,547	10.99%	11.37%
200	BENEFITS	3,081,475	24,805,228	12.42%	12.87%
300	PURCHASED SVCS	1,430,240	9,275,230	15.42%	26.74%
400	SUPPLIES & EQUIPMENT	952,679	3,289,759	28.96%	18.25%
800	OTHER EXPENSES	132,291	659,969	20.05%	37.29%
900	TRANSFERS & CONTINGENCY	-	250,000	0.00%	0.00%
		<b>\$ 13,989,208</b>	<b>\$ 114,668,733</b>	<b>12.20%</b>	<b>12.94%</b>
	CAPITAL OUTLAY	4,068,912	12,100,315	33.63%	32.63%
	STUDENT ACTIVITIES	638,742	1,800,000	35.49%	36.92%
	MEDICAL ASSISTANCE	36,325	175,654	20.68%	8.61%
	SCHOLARSHIPS	-	20,620	0.00%	#DIV/0!
<b>Expenditure Notes:</b>					



October 26, 2020

To: Dr. Josh Swanson  
From: Jason Mutzenberger  
Re: School Bus Purchases

The district is recommending purchasing buses in anticipation of the implementation of Designing Pathways, specifically moving 6<sup>th</sup> grade students to Central Middle School. As discussed during the referendum, there will be a need for eight additional regular education 71 passenger buses.

The district's typical bus purchase cycle begins in January; however, the pandemic has delayed manufacturing which has resulted in new vehicles being delayed. Approval of this purchase now should ensure buses are on site by start of school 2021.

Bus purchases will be made from the state contract, so bidding is not required. The estimated cost of the buses is \$832,000.00. Funding for all 8 of the buses will be provided from the bond referendum as planned.



**UPDATE: Designation of Identified Official with Authority for the MDE External User Access Recertification System**

The School Board approved Superintendent Josh Swanson to act as the primary MDE Identified Official with Authority (IoWA) for the calendar year January 1, 2020 through December 31, 2020 on January 6, 2020 at the Annual Organizational Meeting under the Superintendent Consent Agenda.

**MOTION** by A. Seidel, **Seconded** by T. Swartout to approve the Superintendent's Consent Agenda as presented – Passed Unanimously.

Superintendent Josh Swanson recommends the School Board also authorize Brenda Haynes to add and remove names as the IoWA for the Eden Prairie Public School District 0272-01 for the calendar year January 1, 2020 through December 2020.





# **CMS Schedule “A Day in the Life”**



**EDEN PRAIRIE SCHOOLS**

*Inspiring each student every day*

## OUR MISSION

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

### **Personalized Learning**

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

### **Achievement Disparities**

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

### **Engagement**

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

# **Our Featured Schedule**

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## **8-Period Modified Block**

# Definition of “Choice”

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## 8-Period Modified Block “Choice”

**FLEX - Daily selection based on need.**

**Courses - Proposed CTE, Business/Admin/Mgmt and Art**

# 8-Period Modified Block Overview

Period	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>1</b>	<b>FLEX</b>	<b>FLEX</b>	<b>FLEX</b>	<b>FLEX</b>
<b>2</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>3</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
<b>4</b>	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
<b>5</b>	<b>Soc St</b>	<b>Soc St</b>	<b>Soc St</b>	<b>Soc St</b>
<b>6</b>	<b>Fine Arts</b>	<b>Health</b>	<b>World Language</b>	<b>World Language</b>
<b>7</b>	Day 1 PE Day 2 Music	Day 1 PE Day 2 Music	Day 1 PE Day 2 Music	Day 1 PE Day 2 Music
<b>8</b>	<b>Elective 1</b>	<b>Elective 2</b>	<b>Elective 3</b>	<b>Elective 4</b>



	Mon, Tues, Fri	Wed	Thurs
<b>1</b>	<b>Flex</b>	<b>FLEX</b>	<b>Math</b>
<b>2</b>	<b>Math</b>	<b>FLEX</b>	
<b>3</b>	<b>Science</b>	<b>Science</b>	<b>English</b>
<b>4</b>	<b>English</b>		
<b>5</b>	<b>Social Studies</b>	<b>Social Studies</b>	<b>Fine Arts</b>
<b>6</b>	<b>Fine Arts</b>		
<b>7</b>	<b>PE/Music</b>	<b>Phy Ed</b>	<b>Elective 1</b>
<b>8</b>	<b>Elective 1</b>	<b>Music</b>	

# A Day in the Life of a 7th or 8th grade student...



***Note: Connection to EP  
Pathway Possibilities***

- Arts
- CTE
- Business, Mgmt & Admin

Period	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>1</b>	<b>FLEX</b>	<b>FLEX</b>	<b>FLEX</b>	<b>FLEX</b>
<b>2</b>	Algebra	Algebra	Algebra	Algebra
<b>3</b>	Science	Science	Science	Science
<b>4</b>	English	English	English	English
<b>5</b>	Soc Studies	Soc Studies	Soc Studies	Soc Studies
<b>6</b>	<b>Digital Arts</b>	Health	French	French
<b>7</b>	Day 1 PE Day 2 Orch	Day 1 PE Day 2 Orch	Day 1 PE Day 2 Orch	Day 1 PE Day 2 Orch
<b>8</b>	<b>Engineering &amp; Robotics</b>	<b>Computer Science</b>	<b>Theater Arts</b>	<b>Personal Finance</b>

# A Day in the Life of Sophie, an AVID student



Period	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	FLEX	FLEX	FLEX	FLEX
2	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg
3	Science	Science	Science	Science
4	English	English	English	English
5	Soc St	Soc St	Soc St	Soc St
6	Digital Arts	Health	Span	Span
7	Day 1 PE Day 2 Choir	Day 1 PE Day 2 Choir	Day 1 PE Day 2 Choir	Day 1 PE Day 2 Choir
8	<sup>1</sup> AVID	AVID	AVID	AVID

# A Day in the Life of Najmo, a 6th grade student

Period	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1	<b>FLEX</b>	<b>FLEX</b>	<b>FLEX</b>	<b>FLEX</b>
2	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
3	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
4	<b>Soc St +</b>	<b>Soc St +</b>	<b>Soc St +</b>	<b>Soc St +</b>
5	<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
6	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
7	<b>Day 1 PE/Hlth Day 2 Band</b>	<b>Day 1 PE/Hlth Day 2 Band</b>	<b>Day 1 PE/Hlth Day 2 Band</b>	<b>Day 1 PE/Hlth Day 2 Band</b>
8	<b>Art</b>	<b>WL Intro</b>	<b>Elective</b>	<b>Impact</b>

172



*Span Immersion students:  
Periods 2, 3 and 4 in Spanish  
along with WL quarter spot.*



EDEN PRAIRIE SCHOOLS



# A Day in the Life of Mr. Mostrom, a teacher

Period	Class
1	FLEX
2	Advanced Science 7
3	Science 7
4	Sci Dept. Prep (PLC)
5	Science 7
6	Personal Prep
7	Advanced Science 7
8	Science 7

173





**EDEN PRAIRIE SCHOOLS**

*Inspiring each student every day*

# Questions



October 26, 2020

To: Dr. Josh Swanson, Superintendent  
From: Jason Mutzenberger, Executive Director of Business Services  
Re: October 1, 2020 Enrollment

The October 1<sup>st</sup>, 2020 grades K-12 enrollment numbers came in lower than expected, finishing at 8,479 students compared to a budget of 8,569 or a difference of 90 students. Kindergarten enrollment held close to projections, down just 6 students. Grades 1-6 enrollment were 45 students lower than expected. The largest area of concern this year are at entry points of 7<sup>th</sup> and 9<sup>th</sup> grade where we experienced 67 students less than expected. Enrollment has dropped 4.1% over the past 6 years.

Each year there are unique situations that impact enrollment. In the past we've experienced new housing developments, pockets of students moving out of state or country, and growth in charter school opportunities. This year we've experienced the pandemic. While we did expect a decline in enrollment, it was about 1% greater than projections, we believe due to the pandemic. As we survey districts around us, most have experienced up to a 3% decline in enrollment this fall

The board packet includes three documents around enrollment. The first document is the October 1 enrollment by site and grade level compared with budget. The second document is a deeper look by site and grade level for the current year and six previous years. The final document is a snapshot of the district's kindergarten capture rate. We'll provide a deeper look at enrollment projections, including open enrollment trends at the school board workshop in January 2021.

## Kindergarten Capture Rate

<b>Fiscal Year</b>	<b>Estimated Census</b>	<b>Enrollment</b>	<b>Capture Rate %</b>
<b>2012-13</b>	<b>795</b>	<b>671</b>	<b>84.4%</b>
<b>2013-14</b>	<b>753</b>	<b>619</b>	<b>82.2%</b>
<b>2014-15</b>	<b>751</b>	<b>642</b>	<b>85.5%</b>
<b>2015-16</b>	<b>760</b>	<b>611</b>	<b>80.4%</b>
<b>2016-17</b>	<b>773</b>	<b>605</b>	<b>78.3%</b>
<b>2017-18</b>	<b>780</b>	<b>615</b>	<b>78.8%</b>
<b>2018-19</b>	<b>717</b>	<b>619</b>	<b>86.3%</b>
<b>2019-20</b>	<b>794</b>	<b>641</b>	<b>80.7%</b>
<b>Average</b>			<b>82.1%</b>
<b>2020-21</b>	<b>743</b>	<b>604</b>	<b>82.0%</b>
<b>2021-22</b>	<b>758</b>	<b>610</b>	<b>80.5%</b>
<b>2022-23</b>	<b>753</b>	<b>610</b>	<b>81.0%</b>
<b>2023-24</b>	<b>751</b>	<b>610</b>	<b>81.2%</b>

# Enrollment Projection and History By Site

Capacity 862	Cedar Ridge Elementary										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	85	88	93	67	86	91	58	88	88	88	88
1	107	89	92	97	73	82	65	83	83	83	83
2	113	111	90	85	104	81	58	87	82	82	82
3	96	110	99	89	82	105	66	82	88	83	83
4	115	90	104	101	90	87	73	82	82	88	83
5	122	117	88	101	105	78	64	104	81	81	87
6	112	121	109	88	114	106	61	0	0	0	0
K-6	750	726	675	628	654	630	445	526	504	505	506
% Change K-12	-3.20%	-7.02%	-6.96%	4.14%	-3.67%	-29.37%	18.20%	-4.18%	0.20%	0.20%	

Capacity 826	Forest Hills Elementary										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	106	112	107	97	122	95	67	88	88	88	88
1	113	108	96	105	106	99	60	83	83	83	83
2	115	106	97	111	89	99	66	92	82	82	82
3	100	123	99	98	102	75	48	99	93	83	83
4	110	101	103	92	97	83	44	97	99	92	82
5	119	108	67	87	97	89	57	71	96	98	92
6	111	119	79	67	91	89	44	0	0	0	0
K-6	774	777	648	657	704	629	386	530	541	526	510
% Change K-12	0.39%	-16.60%	1.39%	7.15%	-10.65%	-38.63%	37.31%	2.08%	-2.77%	-3.04%	

Capacity 882	Eden Lake Elementary										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	106	88	86	116	82	117	77	101	101	101	101
1	102	105	90	96	108	80	87	98	96	96	96
2	130	102	97	97	93	124	62	112	97	94	94
3	104	122	115	119	97	110	78	80	113	98	95
4	124	93	146	114	116	109	84	125	80	112	97
5	116	114	121	162	123	121	73	109	124	79	112
6	122	108	146	123	155	122	91	0	0	0	0
K-6	804	732	801	827	774	783	552	625	611	580	595
% Change K-12	-8.96%	9.43%	3.25%	-6.41%	1.16%	-29.50%	13.22%	-2.24%	-5.07%	2.59%	

Capacity 823	Oak Point Elementary										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	115	106	105	86	114	125	71	110	110	110	110
1	110	118	115	111	107	123	59	104	104	104	104
2	112	103	105	112	116	102	62	119	103	103	103
3	125	107	96	105	115	125	61	123	121	104	104
4	104	116	94	98	107	126	75	103	122	120	103
5	103	100	125	89	103	100	91	124	102	122	119
6	95	109	102	121	83	110	60	0	0	0	0
K-6	764	759	742	722	745	811	479	683	662	663	643
% Change K-12	-0.65%	-2.24%	-2.70%	3.19%	8.86%	-40.94%	42.59%	-3.07%	0.15%	-3.02%	

# Enrollment Projection and History By Site

Capacity 758	Prairie View Elementary										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	89	88	88	114	86	91	57	101	101	101	101
1	77	102	98	91	114	93	75	83	96	96	96
2	75	74	98	99	97	114	63	87	82	94	94
3	81	101	99	112	109	116	88	95	88	83	95
4	99	106	107	98	120	119	83	113	95	88	83
5	104	108	111	106	102	121	96	118	112	94	87
6	129	109	108	109	107	103	81	0	0	0	0
K-6	654	688	709	729	735	757	543	597	574	556	556
% Change K-12		5.20%	3.05%	2.82%	0.82%	2.99%	-28.27%	9.94%	-3.85%	-3.14%	0.00%

Capacity 838	Eagle Heights Elementary										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	148	130	131	131	134	130	118	132	132	132	132
1	119	139	123	130	122	128	99	127	128	128	127
2	114	115	136	125	125	117	97	124	124	126	124
3	124	103	111	129	125	119	87	121	119	119	119
4	123	123	97	107	126	110	98	105	113	111	111
5	99	118	121	94	105	117	85	107	101	108	107
6	87	96	109	115	93	99	97	0	0	0	0
K-6	814	824	828	831	830	820	681	716	717	724	720
% Change K-12		1.23%	0.49%	0.36%	-0.12%	-1.20%	-16.95%	5.14%	0.14%	0.98%	-0.55%

Capacity 1,512	Central Middle School										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
6	-	-	-	-	-	-	-	622	625	607	574
7	698	676	699	645	668	681	639	686	657	663	663
8	719	710	672	696	671	645	680	670	699	670	670
6-8	1,417	1,386	1,371	1,341	1,339	1,326	1,319	1,978	1,981	1,940	1,907
% Change 6-8		-2.19%	-1.08%	-2.19%	-0.15%	-0.97%	-0.53%	49.96%	0.15%	-2.07%	-1.70%

Capacity 3,715	Eden Prairie High School										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
9	746	767	767	725	781	735	668	728	715	744	715
10	760	736	771	755	705	738	740	692	708	695	724
11	708	763	751	754	762	710	737	703	687	703	690
12	793	699	772	757	768	756	701	734	708	692	708
9-12	3,007	2,965	3,061	2,991	3,016	2,939	2,846	2,857	2,818	2,834	2,837
% Change 9-12		-1.40%	3.24%	-2.29%	0.84%	-2.55%	-3.16%	0.39%	-1.37%	0.57%	0.11%

Capacity	Eden Prairie Online										
	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	-	-	-	-	-	-	156	-	-	-	-
1	-	-	-	-	-	-	185	-	-	-	-
2	-	-	-	-	-	-	182	-	-	-	-
3	-	-	-	-	-	-	182	-	-	-	-
4	-	-	-	-	-	-	169	-	-	-	-
5	-	-	-	-	-	-	155	-	-	-	-
6	-	-	-	-	-	-	199	-	-	-	-
K-6	0	0	0	0	0	0	1,228	0	0	0	0
% Change K-6		0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%

## Enrollment History and Projection Totals

	Enrollment History (Fall Student Count)							Enrollment Projections			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>K</b>	649	612	610	611	624	649	604	610	610	610	610
<b>1</b>	628	661	614	630	630	605	630	578	590	590	589
<b>2</b>	659	611	623	629	624	637	590	621	570	581	579
<b>3</b>	630	666	619	652	630	650	610	600	622	570	579
<b>4</b>	675	629	651	610	656	634	626	625	591	611	559
<b>5</b>	663	665	633	639	635	626	621	633	616	582	604
<b>6</b>	656	662	653	623	643	629	633	622	625	607	574
<b>7</b>	698	676	699	645	668	681	639	686	657	663	663
<b>8</b>	719	710	672	696	671	645	680	670	699	670	670
<b>9</b>	746	767	767	725	781	735	668	728	715	744	715
<b>10</b>	760	736	771	755	705	738	740	692	708	695	724
<b>11</b>	708	763	751	754	762	710	737	703	687	703	690
<b>12</b>	793	699	772	757	768	756	701	734	708	692	708
<b>K-12</b>	8,984	8,857	8,835	8,726	8,797	8,695	8,479	8,502	8,398	8,318	8,264
<b>% Change K-12</b>		-1.41%	-0.25%	-1.23%	0.81%	-1.16%	-2.48%	0.27%	-1.22%	-0.95%	-0.65%

# EDEN PRAIRIE SCHOOLS

## Student Monthly Enrollment

As of October 1, 2020

District Site	K	1	2	3	4	5	6	7	8	9	10	11	12	Actual	Budget	Variance
Cedar Ridge	58	65	58	66	73	64	61							445	611	-166
Eagle Heights	118	99	97	87	98	85	97							681	827	-146
Eden Lake	77	87	62	78	84	73	91							552	759	-207
Forest Hills	67	60	66	48	44	57	44							386	617	-231
Oak Point	71	59	62	61	75	91	60							479	809	-330
Prairie View	57	75	63	88	83	96	81							543	742	-199
Central Middle School								468	488					956	1345	-389
Eden Prairie High School										519	513	518	515	2065	2859	-794
Eden Prairie Online	156	185	182	182	169	155	199	171	192	149	227	219	186	2372	0	2372
Subtotal	604	630	590	610	626	621	633	639	680	668	740	737	701	8479	8569	-90

Last Year Oct 1	649	605	637	650	634	626	629	681	645	735	738	710	756		8695
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Budget	610	630	599	632	643	630	621	662	683	712	708	729	710	8569
Over / (Under)	-6	0	-9	-22	-17	-9	12	-23	-3	-44	32	8	-9	-90

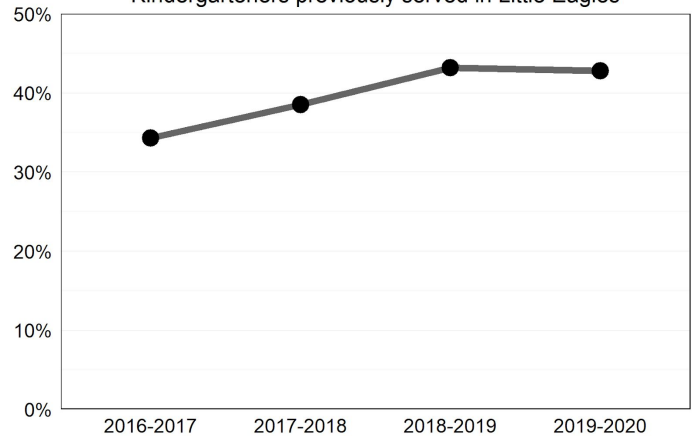


The World's Best Workforce (WBWF) and Achievement & Integration (A&I) annual report summary, in accordance with the Minnesota statute, highlights Eden Prairie Schools' progress towards student achievement goals. WBWF and A&I specifically target eliminating an achievement gap by increasing student proficiency across all racial, service and socio-economic groups. Additionally, this summary includes strategies and initiatives our district was engaged in during the 2019-2020 school year as we worked to meet these goals.

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

**World's Best Workforce Goals:**

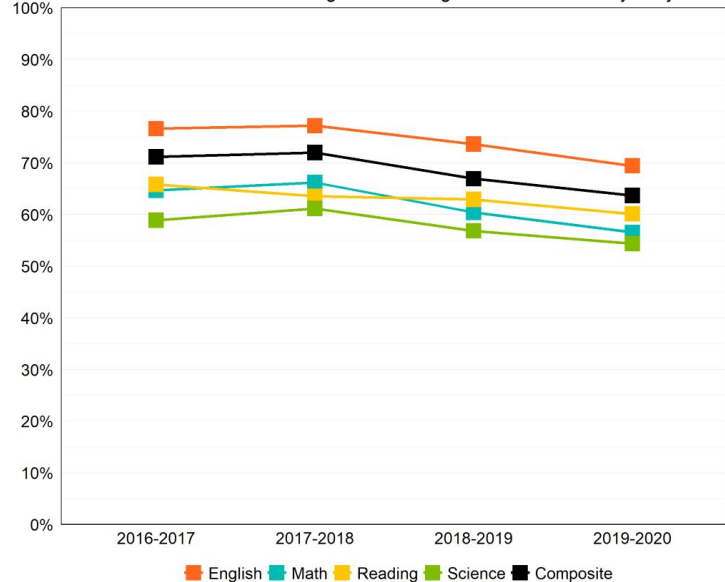
- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

FOCUS AREA & GOALS	INDICATORS OF PROGRESS AND RESULTS																																							
<div>All Children Ready for School</div> <p>The percentage of five-year-old kindergarten students previously served in Little Eagles Preschool will increase from 43.2% in 2019 to 45.0% in 2020.</p>	<div>Kindergarteners previously served in Little Eagles</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2016-2017</td><td>34.5%</td></tr><tr><td>2017-2018</td><td>38.5%</td></tr><tr><td>2018-2019</td><td>43.2%</td></tr><tr><td>2019-2020</td><td>42.8%</td></tr></tbody></table>	Year	Percentage	2016-2017	34.5%	2017-2018	38.5%	2018-2019	43.2%	2019-2020	42.8%																													
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<div>Percentage of kindergarten students previously served in Little Eagles Preschool by demographic group</div> <table><thead><tr><th>Demographic Group</th><th>2017-2018</th><th>2018-2019</th><th>2019-2020</th></tr></thead><tbody><tr><td>Asian</td><td>42.9%</td><td>51.4%</td><td>56.6%</td></tr><tr><td>Black or African American</td><td>65.0%</td><td>71.6%</td><td>57.7%</td></tr><tr><td>Hispanic/Latino</td><td>34.5%</td><td>36.7%</td><td>40.0%</td></tr><tr><td>Two or more races</td><td>28.8%</td><td>30.3%</td><td>41.5%</td></tr><tr><td>White</td><td>29.4%</td><td>33.8%</td><td>33.9%</td></tr><tr><td>EL</td><td>56.9%</td><td>51.4%</td><td>56.9%</td></tr><tr><td>FRP</td><td>58.4%</td><td>62.0%</td><td>51.8%</td></tr><tr><td>SPED</td><td>58.9%</td><td>59.7%</td><td>65.2%</td></tr><tr><td>Overall</td><td>38.5%</td><td>43.2%</td><td>42.8%</td></tr></tbody></table>	Demographic Group	2017-2018	2018-2019	2019-2020	Asian	42.9%	51.4%	56.6%	Black or African American	65.0%	71.6%	57.7%	Hispanic/Latino	34.5%	36.7%	40.0%	Two or more races	28.8%	30.3%	41.5%	White	29.4%	33.8%	33.9%	EL	56.9%	51.4%	56.9%	FRP	58.4%	62.0%	51.8%	SPED	58.9%	59.7%	65.2%	Overall	38.5%	43.2%	42.8%
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FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULTS														
<p><b>All Third Graders Can Read at Grade Level</b></p> <p>By June 30, 2020, 78% of 3rd grade students will meet the standards in at least two of the three reading assessments:</p> <ol style="list-style-type: none"> <li>1. Reading Proficiency, assessed by average scores on Reading Standards from most recent Standard Report Card</li> <li>2. Broad reading ability, assessed by FastBridge aReading benchmark <math>\geq</math> 517</li> <li>3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R benchmark <math>&gt;</math> 151</li> </ol>	<p><b>Percentage of students meeting the standards in two out of the three assessments by the end of 3rd grade</b></p> <table> <tr> <th>Meets Two of Three Criteria</th><th>2019-2020</th></tr> <tr> <td>Asian</td><td>84.9%</td></tr> <tr> <td>Black or African American</td><td>61.7%</td></tr> <tr> <td>Hispanic/Latino</td><td>55.8%</td></tr> <tr> <td>Two or more races</td><td>72.5%</td></tr> <tr> <td>White</td><td>84.8%</td></tr> <tr> <td><b>Overall</b></td><td><b>78.5%</b></td></tr> </table> <p>Counts of other demographic groups are too small to report.</p>	Meets Two of Three Criteria	2019-2020	Asian	84.9%	Black or African American	61.7%	Hispanic/Latino	55.8%	Two or more races	72.5%	White	84.8%	<b>Overall</b>	<b>78.5%</b>
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<b>Overall</b>	<b>78.5%</b>														

FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULTS																																								
<p><b>All racial and economic achievement gaps between students are closed</b></p> <p>By June 30, 2020, the achievement gap between students will decrease, as assessed by grade-level proficiency on the most recent standard report card.</p>	<p><b>Percentage of students in grades 3-12 who are at or above grade-level proficiency assessed by their most recent standard report card grade</b></p> <table><tr><th>Demographic Group</th><th>Reading</th><th>Math</th><th>Science</th></tr><tr><td>Asian</td><td>86.2%</td><td>85.4%</td><td>91.1%</td></tr><tr><td>Black or African American</td><td>64.1%</td><td>57.1%</td><td>66.3%</td></tr><tr><td>Hispanic/Latino</td><td>68.9%</td><td>57.7%</td><td>72.5%</td></tr><tr><td>Two or more races</td><td>76.0%</td><td>64.3%</td><td>80.8%</td></tr><tr><td>White</td><td>86.5%</td><td>79.1%</td><td>88.4%</td></tr><tr><td>EL</td><td>49.2%</td><td>46.9%</td><td>64..3%</td></tr><tr><td>FRP</td><td>63.2%</td><td>54.4%</td><td>66.1%</td></tr><tr><td>SPED</td><td>61.7%</td><td>56.9%</td><td>70.5%</td></tr><tr><td><b>Overall</b></td><td><b>80.6%</b></td><td><b>73.7%</b></td><td><b>83.8%</b></td></tr></table> <p>Counts of other demographic groups are too small to report.</p>	Demographic Group	Reading	Math	Science	Asian	86.2%	85.4%	91.1%	Black or African American	64.1%	57.1%	66.3%	Hispanic/Latino	68.9%	57.7%	72.5%	Two or more races	76.0%	64.3%	80.8%	White	86.5%	79.1%	88.4%	EL	49.2%	46.9%	64..3%	FRP	63.2%	54.4%	66.1%	SPED	61.7%	56.9%	70.5%	<b>Overall</b>	<b>80.6%</b>	<b>73.7%</b>	<b>83.8%</b>
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FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULTS				
<p><b>All racial and economic achievement gaps between students are closed</b></p> <p>By June 30, 2020, the percentage of K-6 students below grade level that achieve aggressive growth</p> <ul style="list-style-type: none"><li>in math will increase from 31% to 33%.</li><li>in reading will increase from 32% to 34%.</li></ul>	Percentage of students below grade level that achieve aggressive growth				
	Demographic Group	Math		Reading	
		2018-2019	2019-2020	2018-2019	2019-2020
	Asian	41.7%	40.7%	37.8%	43.9%
	Black or African American	26.6%	33.7%	29.4%	27.0%
	Hispanic/Latino	30.1%	33.3%	28.0%	33.1%
	Two or more races	31.9%	34.7%	37.5%	31.6%
	White	32.9%	32.1%	32.7%	36.0%
	EL	28.0%	34.2%	29.0%	30.5%
	FRP	25.5%	30.5%	28.5%	26.5%
	SPED	29.6%	29.6%	19.3%	30.4%
	Overall	31.2%	33.7%	32.0%	33.1%
Counts of other demographic groups are too small to report.					

FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULT																																																												
<p><b>All Students Are Ready for Career and College</b></p> <p>By June 30, 2020, 73% of 11th grade students will score at or above a Composite Score of 21 on the ACT college.</p>	<p>11th Grade Students Meeting or Exceeding ACT Benchmarks by Subject</p>  <table><thead><tr><th>Subject</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th><th>2019-2020</th></tr></thead><tbody><tr><td>English</td><td>76.6%</td><td>77.2%</td><td>73.6%</td><td>69.4%</td></tr><tr><td>Math</td><td>64.6%</td><td>66.2%</td><td>60.4%</td><td>56.5%</td></tr><tr><td>Reading</td><td>65.8%</td><td>63.5%</td><td>62.9%</td><td>60.1%</td></tr><tr><td>Science</td><td>58.9%</td><td>61.1%</td><td>56.8%</td><td>54.3%</td></tr><tr><td>Composite</td><td>71.1%</td><td>72.0%</td><td>66.9%</td><td>63.7%</td></tr></tbody></table> <p>Percentage of 11th grade Eden Prairie students demonstrating college and career readiness</p> <table><thead><tr><th>11th Grade ACT Subject Benchmarks</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th><th>2019- 2020</th></tr></thead><tbody><tr><td>English (<math>\geq 18</math>)</td><td>76.6%</td><td>77.2%</td><td>73.6%</td><td>69.4%</td></tr><tr><td>Math (<math>\geq 22</math>)</td><td>64.6%</td><td>66.2%</td><td>60.4%</td><td>56.5%</td></tr><tr><td>Reading (<math>\geq 22</math>)</td><td>65.8%</td><td>63.5%</td><td>62.9%</td><td>60.1%</td></tr><tr><td>Science (<math>\geq 23</math>)</td><td>58.9%</td><td>61.1%</td><td>56.8%</td><td>54.3%</td></tr><tr><td><b>Composite (<math>\geq 21</math>)</b></td><td><b>71.1%</b></td><td><b>72.0%</b></td><td><b>66.9%</b></td><td><b>63.7%</b></td></tr></tbody></table>	Subject	2016-2017	2017-2018	2018-2019	2019-2020	English	76.6%	77.2%	73.6%	69.4%	Math	64.6%	66.2%	60.4%	56.5%	Reading	65.8%	63.5%	62.9%	60.1%	Science	58.9%	61.1%	56.8%	54.3%	Composite	71.1%	72.0%	66.9%	63.7%	11th Grade ACT Subject Benchmarks	2016-2017	2017-2018	2018-2019	2019- 2020	English ( $\geq 18$ )	76.6%	77.2%	73.6%	69.4%	Math ( $\geq 22$ )	64.6%	66.2%	60.4%	56.5%	Reading ( $\geq 22$ )	65.8%	63.5%	62.9%	60.1%	Science ( $\geq 23$ )	58.9%	61.1%	56.8%	54.3%	<b>Composite (<math>\geq 21</math>)</b>	<b>71.1%</b>	<b>72.0%</b>	<b>66.9%</b>	<b>63.7%</b>
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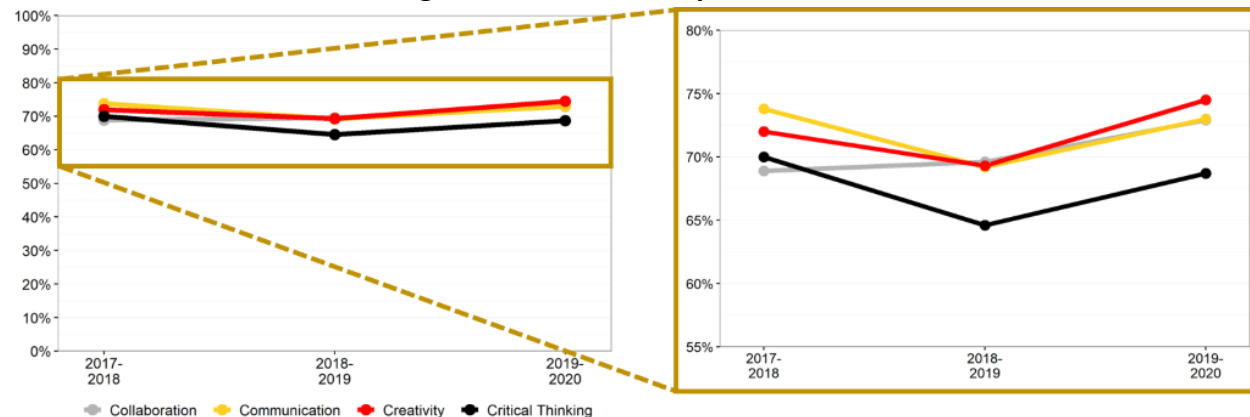
**FOCUS AREAS AND GOALS**

**All Students Are Ready for Career and College**

By June 30, 2020, the percentage of students who are proficient in each of the 4Cs (Collaboration, Communication, Creativity, Critical Thinking) will increase by 2%.

**INDICATORS OF PROGRESS AND RESULTS**

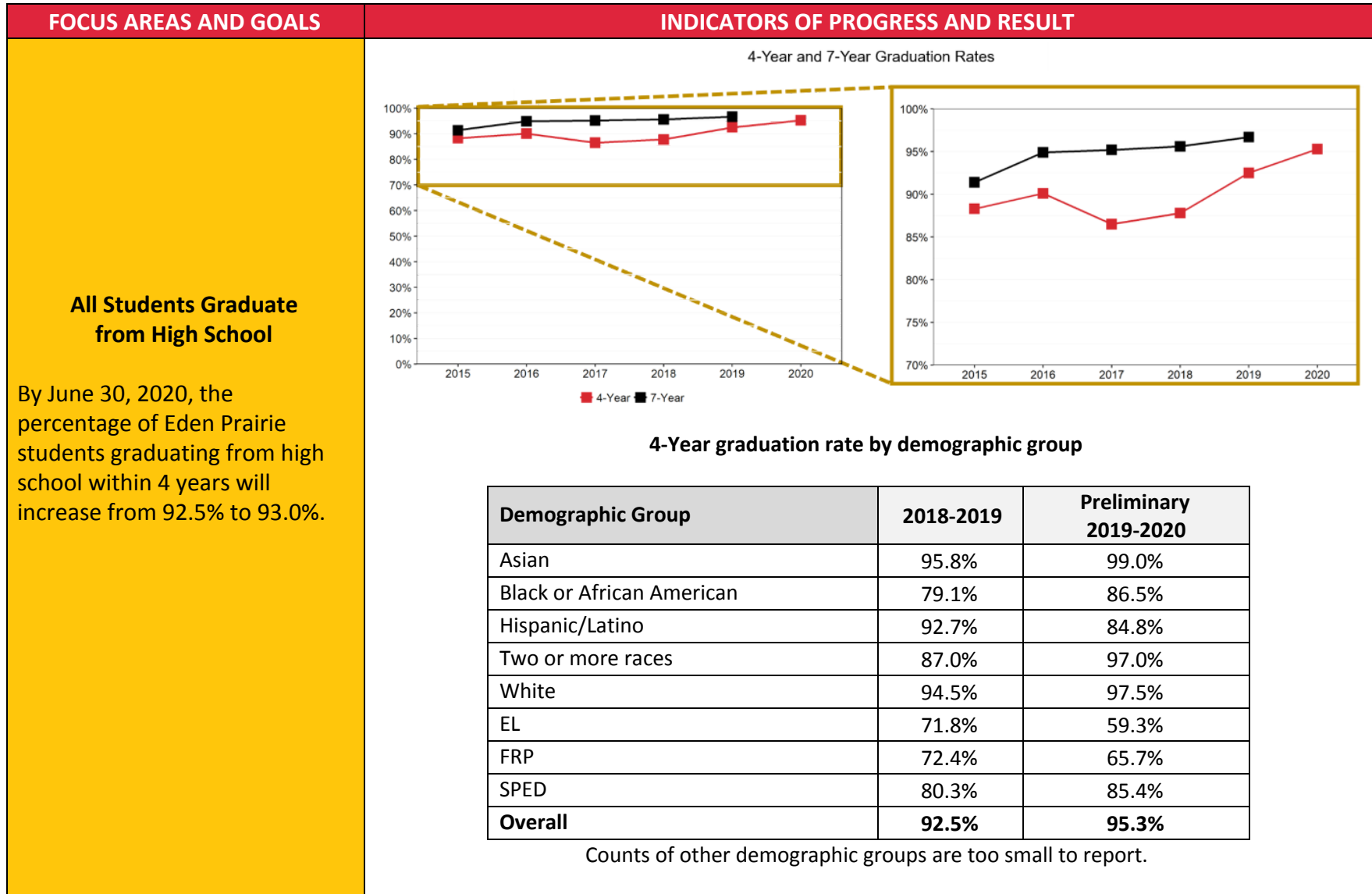
**Percentage of EC-12 students proficient in the 4Cs**



**Percentage of students proficient in 4Cs by demographic group**

Demographic Group	Collaboration		Communication		Creativity		Critical Thinking	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Asian	78.6%	78.2%	75.8%	76.4%	74.8%	77.3%	72.0%	75.4%
Black or African American	53.1%	59.8%	53.1%	59.2%	53.9%	63.0%	49.2%	53.7%
Hispanic/Latino	59.7%	67.4%	57.9%	64.3%	57.9%	71.2%	49.0%	59.3%
Two or more races	69.5%	69.7%	70.0%	70.4%	71.1%	72.8%	65.5%	64.8%
White	73.2%	76.6%	73.5%	77.9%	73.6%	77.8%	69.2%	73.3%
EL	48.9%	57.7%	45.5%	53.8%	48.8%	60.7%	36.9%	46.9%
FRP	53.4%	59.2%	54.5%	57.9%	55.7%	62.9%	47.5%	51.6%
SPED	42.5%	50.9%	41.2%	52.1%	49.0%	58.6%	38.7%	44.8%
<b>Overall</b>	<b>69.6%</b>	<b>72.9%</b>	<b>69.2%</b>	<b>73.0%</b>	<b>69.3%</b>	<b>74.5%</b>	<b>64.6%</b>	<b>68.7%</b>

Counts of other demographic groups are too small to report.





## **Systems, Strategies & Support**

### **Personalized Learning & Closing the Achievement Gap**

During the 2019-2020 school year, several strategies and initiatives within the Personalized Learning Department were implemented to work toward meeting the goals listed above.

Strategies included:

- Through the learning of our district curriculum, students' skills were developed as creative problem solvers, communicators, critical thinkers, and collaborators. Authentic learning experiences were designed in which students applied real-world knowledge and skills through performance tasks.
- Increased implementation of AVID programs and strategies at all schools.
- The Multi-Tiered System of Support utilized a data-based decision-making protocol to identify specific instructional gaps and the relevant instructional match to address that gap in reading skill development. This protocol is being implemented at every site K-12.
- Each student in K-6 demonstrating a gap in foundational grade-level skills in reading and math was identified by educational staff and provided with a targeted instructional opportunity matched to their skill needs through the Multi-Tiered System of Supports decision-making process.
- Positive Behavior Interventions & Supports (PBIS) were addressed in every building in the district as part of the Multi-Tiered System of Supports. This included universally designed opportunities to teach and acknowledge the building and classroom behavioral expectations with all students, in addition to tiered supports being designed and implemented in a culturally relevant and responsive manner based on observed instructional needs.
- Increased the number of parents from diverse backgrounds that participate in monthly affinity group meetings, preschool parent involvement meetings, college and career ready sessions, ready for secondary sessions, and parent empowerment courses. Increased the number of parents of color involved in some capacity in their child's schools.
- Continued efforts to ensure racial and socioeconomic inequalities in achievement are addressed in a culturally relevant and responsive manner by all staff, with each staff member understanding culturally responsive practices and securing high expectations for each student.
- Little Eagles Preschool ensured that each classroom and lesson plan is culturally responsive and reflective of students within the class.

- Each Pre-K student demonstrating a social-emotional need was identified by educational staff and supported with the pyramid model.

### **Gifted and Talented Programs**

During 2019-2020, Eden Prairie Schools met the unique educational needs of students through our gifted and talented services. We know learners thrive best in an environment that challenges and nurtures individuals, fosters mutual respect and celebrates diversity.

Strategies included:

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

### **Staff Development:**

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

Strategies included:

- Maintained and strengthened the Instructional Excellence Team comprised of coaches, principals, associate principals, and instructional directors during the 2019-2020 school year

- To increase the success of each student, teachers and coaches worked to implement instructional practices which were culturally relevant and personalized for each learner
- Professional Development Steering Committee comprised of administrators, teachers and parents met three times during the 2019-2020 school year to review staff development practices and suggest recommendations to improve practices

**QComp:**

During the 2019-2020 school year, Eden Prairie Schools saw a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys.

Strategies included:

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

**Teacher Development & Evaluation**

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

**Principal Development & Evaluation**

This is a continuous improvement process in which the principals are provided formative assessment through a 360° survey instrument and a goal-setting process that is used to monitor and inform the summative evaluation by the principal's supervisor. The purpose of the process is to support the professional growth and development of principals and improve student learning. A minimum of 35% of the annual goals are evaluated on the basis of measurable improvement in longitudinal student achievement, and the process is built upon the seven core principal competencies which include: strategic leadership, instructional leadership, managerial leadership, cultural leadership, communication leadership, school community leadership, and ethical and professional

leadership. Principals set specific, measurable goals in these areas, articulate action plans to achieve the goals, and monitor progress toward the goals. All of this is shared with the principal's supervisor in an annual evaluation conference.

**Professional Learning Communities:**

The Professional Learning Community (PLC) framework guides the work of our collaborative teams and they take collective responsibility to ensure all students succeed. This cycle of work is ongoing and grounded in the spirit of continuous improvement through a collegial approach to improving student achievement and professional practice.

Strategies included:

- Deepening teachers' understanding of the guaranteed and viable curriculum, what students should know and be able to do according to MN state standards
- Continued use of student assessment data during the PLC process
- Engaged in enriching discussion about specific students and working to improve their instructional practices by learning from one another

**Access to Excellent & Diverse Teachers:**


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

**District Advisory Committee:**

During the 2019-2020 school year, the World's Best Workforce committee of administrators, teachers, and parents met four times to review and give feedback on academic standards, student achievement goals and measures, and district assessments. This committee also spent considerable time focused on the means to improve students' equitable access to culturally responsive practices that included access to effective and more diverse teachers.







A relentless  
& courageous  
focus on  
**EACH**  
student

K-12 Online Enrollment: 2,394

## **Survey K-6**

Mid - September

300 Respondents

- Desired more interaction with teachers
- Technology Glitches
- Increased self-paced opportunities
- More engaging literacy curriculum

“We really appreciate the support from the EP teachers in communicating with us and answering questions. We also very much appreciate morning meeting time with live interaction using zoom.”

“Lessons are very easy for students to follow without too much guidance from parents. This was a huge concern going into the school year, as I’m not an educator!”

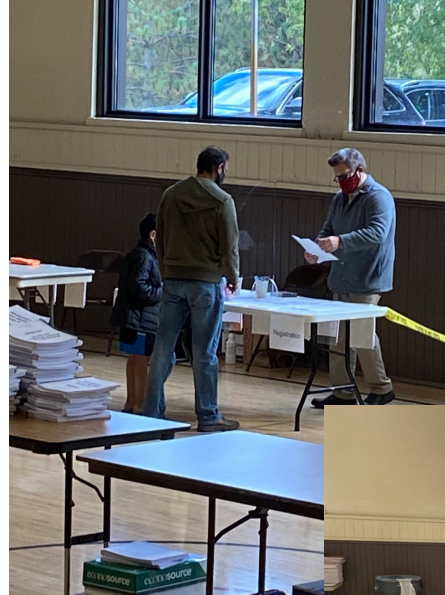
“There has been clear communication with the families on what the expectations are. The explanations in how to troubleshoot some tech problems that have come up has been wonderful! The instructions on how to navigate the technology has been very clear and easy to understand! The staff has been wonderful at asking for feedback and implementing change based off of feedback and we greatly appreciate it!”

“My child is not potentially exposed to COVID<sup>196</sup> by being at school.”



## Elementary

- Lesson Launch
- Literacy Resources
- Monthly Check-ins
- Picture Day



## Secondary

- **Student Adjustment**
- **CMS - Course Specific**
- **EPHS - Live Stream + Second Semester Course Specific Offering**



 **EP Online** 

# THANK YOU



**EDEN PRAIRIE SCHOOLS**

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**Eden Prairie School Board  
Board Development Committee Meeting Minutes  
October 7, 2020  
7:00 AM Via Zoom Conferencing**

*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.*

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**Committee Members Present:** Elaine Larabee, Holly Link, Veronica Stoltz

Agenda Items

1. 7:00 am: Approve meeting agenda
2. 7:05 am Review New School Board Member PowerPoint- Only dates were updated.
  - a. Holly Link will be sending the updated version to Brenda Haynes.
  - b. Ask Brenda to make sure that this new PowerPoint is added to the board section of the website.
3. 7:08 am Arrange for policy governance training in January 2021
  - a. Elaine is communicating with trainer Stacey Sjogren to schedule training. Desired time January 2021.
  - b. Elaine to gather dates under consideration for the next meeting.
  - c. Stacey prefers to visit the District for this training on a weekend, likely for a 4-hour block.
  - d. Approx. cost \$200/per person. Elaine will confirm the cost.
4. 7:10 am Need to arrange for DISC assessment/board training in March 2021
  - a. Elaine is communicating with trainer, Susan Hintz . Susan is unavailable mid thru late February 2021, due to personal travel.
  - b. Self-assessment to be done ahead of 3-hour in person training. What will be the timing for this?
  - c. Total cost for this training is estimated to be: \$4,570.
5. 7:15 am Details and timing of Doodle Poll to be determined at next meeting.
6. 7:20 am Off-boarding guide.
  - a. Rather than a separate guide, we are opting to update the board handbook. We will be bringing the final page forward at the October board meeting.
  - b. We are also updating the handbook cover and the footer with correct dates and asking board permission for that change.
  - c. Holly Link to send the updated final page to committee members. Then to be included with these minutes and forwarded to Brenda for presentation to the board.
7. 7:30 am Adjournment

**2019-2020 Proposed Board Development Committee Yearly Plan (subject to change)**

**Quarter 1, 2020 Jan-Mar**

Jan. Coord. with Board liaison to schedule MSBA I and II training for new members by June 2020  
Feb: Schedule Policy Governance training for new members with Stacey Sjogren  
Mar: Policy Governance new member training with Stacey Sjogren on 3/14/20

**Quarter 2, 2020 Apr-June**

Apr: COVID  
May: COVID  
June: COVID

**Quarter 3 2020 July-Sept**

July: School board election preparation  
Review Potential Candidate Information PowerPoint, edit as necessary  
Aug: Revise New Director Handbook to reflect edited New Director Orientation ppt  
Run board governance effectiveness assessment survey  
MN Student Survey (placeholder)  
Sept: Present results of governance effectiveness assessment survey during board recap, goal setting  
School Board year end recap, 2020-2021 goal setting (based on comments from 2019 survey of the board)

**Quarter 4 2020 Oct-Dec**

Oct: Second date considered for Whole Board Training  
Nov-Dec: 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, Schedule policy governance training.



# EXITING BOARD SERVICE

## **Voluntary exit from Board service:**

A Board Director may, for personal reasons, leave Board Service mid term (moving out of the District, etc.).

At the end of their elected term, a Board Director may decide not to run for re-election.

## **Involuntary exit from Board Service:**

A Board Director may fail to win re-election to their seat.

A Board Director may be removed from the Board based on disciplinary action as stated in Board policy GP 4.5 and 4.6.

## **Complete these actions at least **one day prior to your last day of Board Service:****

### **Inform the District Administrative Assistant of your current contact information:**

It is important for the District to have this information to send tax documents and any other items to you in a timely manner.

### **Return Board Materials to the District Administrative Assistant:**

- The RealBoard® toolkit series of 4 books
- Book: Alsbury, T. (2015). *A Balanced Governance Approach*.
- Book: *Robert's Rules of Order*

### **Return District issued items to the District Administrative Assistant:**

- District issued laptop (wiped), cord and charger
- District ID badge and lanyard
- District School Board magnetic name tag
- School Board business cards

### **Complete your outstanding Committee Work**

- Complete unfinished committee work or compile a list of unfinished items and share it with your Committee chair.
- Share Committee documents stored on your computer with the Administrative Assistant and your Committee Chair.

**OPTIONAL:** You are invited to participate in exit interviews with the Board Chair and the Superintendent. Sharing your valuable experience as a Board Director can inform the ongoing effectiveness of the Board. Contact the Administrative Assistant to schedule your exit interview(s).

*The District thanks you for your dedicated service as a School Board Director!*

**Eden Prairie School Board  
Community Linkage Committee Minutes  
October 19, 2020  
9:00 AM via Zoom Conferencing**

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

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**Committee Members Present:** Terri Swartout, Debjyoti Dwivedy, Aaron Casper  
**District Attendees:** None

Agenda Items:

-School Board Site Visit Schedule

- District Proposed: 5 'sites' to be scheduled before 12/11/20, 2 board members for each visit, and a debrief scheduled for 12/14/20. Elementary, CMS, EPHS, EP Online, and Early Childhood

Discussion Question-For the elementary visits, is K-1 & 2-6 going to be addressed within their learning models- online, in-person, and hybrid. How is building level perspective going to be achieved with this district recommended approach?

- School Board Proposed: Sign up for prioritized sites to visit, schedule with your fellow board member and site administrator (district needs to let us know primary contact person) before 12/11, and be prepared for debrief with guiding questions or other thoughts for the 12/14/20 meeting
  - Email Brenda top 3 choices by 10/28
  - She will let the board know on 10/30 who is assigned to what 'site'
  - Work with fellow board member to schedule with district
  - Follow district protocols
  - Limit visits to no more than 90 minutes
  - Be prepared, if you have specific questions or requests make them in advance

Elementary	CMS	EPHS	EP Online	Early Childhood

-School Board Debrief Questions

- What was your biggest take away from the visit?
- Identify opportunities of support from a board perspective that have come up from the site visits?
- What is one silver lining that has come from this year's extra hurdles?
- What are some examples of how we are individualizing our education outreach to meet our ENDS? (I.E. Reading supports in place)
- As a board, we oversee the superintendent and answer to our public, how can we as board members enhance support to our school community? Do you have any feedback you would like to share with us.

-Inspiring News

- Gather dates from district communications
- Brainstorm topics with the board on future quarterly mailings
  - Ongoing timeline
  - Dates of mailing, dates of final approval needed
    - Dec. 4<sup>th</sup> (mailed week of Dec.14<sup>th</sup>)
      - Approval needed @ 11/23 board meeting
    - March 5<sup>th</sup>, 2021 (mailed week of March 15<sup>th</sup>)
      - Approval needed @ Feb.22<sup>nd</sup>, 2021 board meeting)
    - May 28<sup>th</sup>, 2021 (mailed week of June 7<sup>th</sup>)
      - Approval needed @ May 10<sup>th</sup>, 2021 board meeting)
- Brainstorm topics with the board on future quarterly mailings
  - New Board Members

-Anything Else?



**Eden Prairie School Board  
Policy Committee Minutes  
October 19, 2020  
12:15 PM via Zoom Conferencing**

*Charter per Board Policy GP 4.8: This committee will meet at the request of the School Board to create and recommend new School Board policies and/or School Board policy revisions for School Board consideration. The Policy Committee may bring forward additional recommendations on reordering or re-wording related policies to ensure consistency. In addition, this committee will maintain the necessary processes and procedures for the School Board's review of the Ends and Executive Limitation policies.*

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**Committee Members Present:** Adam Seidel, Veronica Stoltz, Terri Swartout

Agenda Discussion Items:

**1. GP 4.5.6.1 referred from the Board after first reading for adjustments**

The committee reviewed the changes requested by the Board and recorded them as thus:

Members' use of ~~electronic devices- technology~~ shall be restricted to the use of district issued ~~technology devices~~ during Board business meetings and workshops. Brief incidental or unexpected and urgent situations do not constitute a violation of the restriction.

Leading to final language for second reading as thus:

Members' use of technology shall be restricted to district issued devices during Board business meetings and workshops. Brief incidental or unexpected and urgent situations do not constitute a violation of the restriction.

Meeting Adjourned

**Eden Prairie School Board**  
**2020–21 WORK PLAN CHANGES**  
*“Proposed” Changes for the*  
**October 26, 2020 Meeting**

Date of Meeting/Workshop	Changes Requested
Monday, November 9, 2020 – <b>Workshop</b>	
Friday, November 13, 2020 – Brief Business Mtg	-
Monday, November 23, 2020	- COVID-19 Re-monitor
Monday, December 14, 2020	- Board Site Visits Debrief (Share Experience & Learning) - COVID-19 Re-monitor
Monday, January 4, 2021 (Annual Meeting)	
Monday, January 4, 2021 – <b>Workshop</b>	- “School Wide Enrichment Model (SEM) -1 moved from the February 8, 2021 Workshop - Remove: “Engagement Strategies -
Monday, January 25, 2021	
Monday, February 8, 2021 – <b>Workshop</b>	- Move: “School Wide Enrichment Model (SEM) -1” to the January 4, 2021 Workshop - Remove “Transportation: Funding & Options”
Monday, February 22, 2021	
Monday, March 8, 2021 – <b>Workshop</b>	
Monday, March 22, 2021	
Monday, April 12, 2021 – <b>Workshop</b>	- Review all Items remaining in “Placeholder” Areas on Work Plan Changes Document
Monday, April 26, 2021	
Monday, May 10, 2021 – <b>Workshop</b>	
Monday, May 24, 2021	
Monday, June 14, 2021 – <b>Workshop</b>	
Monday, June 28, 2021	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>• <del>2020–2021 School Year (August) Schedule School Site Visits</del> (to be completed by December 11, 2020)</li> <li>• Cultural Proficiency Continuum</li> <li>• <del>MN Student Survey Report Discussion</del> (Board Member requested removal)</li> <li>• Board Development Training</li> <li>• <del>Distant Learning Virtual Visits</del> (to be completed by December 11, 2020)</li> <li>• School Board Listening Session Discussion</li> </ul>	
<b>Placeholder – Policy Review</b>	
<ul style="list-style-type: none"> <li>• A review of all Board Policies as it relates to race inclusion for all students in all ethnic groups</li> </ul>	

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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			
*****2020*****  Brief Business Meeting Wed, Jul 8, 2020 7:30 AM				<ul style="list-style-type: none"> <li>Community Linkage Meeting Minutes</li> <li>Board Development Committee Minutes</li> </ul>			
Board Meeting Mon, Jul 27, 2020 7:30 AM		<ul style="list-style-type: none"> <li>August Meeting Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Resolution to "Call the General Election"</li> <li>Schedule Candidate Information Sessions</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>Student Handbooks:               <ul style="list-style-type: none"> <li>- High School</li> <li>- Middle School</li> <li>- Elementary Schools (Summary Detail Included)</li> </ul> </li> </ul>		
School Board "New Candidate" Information Session Monday (to be scheduled) ASC/EDC, 6:30 – 8:30 p.m.							
School Board "New Candidate" Information Session Monday (to be scheduled ) ASC/EDC, 6:30 – 8:30 p.m.							
<del>Brief Business Meeting Wed, Aug 5, 2020 7:30 AM -Cancelled-</del>							
Regular Business Meeting Mon, Aug 10, 2020 6:00 PM							
<del>Brief Business Meeting Thurs, Aug 13, 2020 Time: 6:00 PM</del>			207				

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<b>-Cancelled-</b>							
<b>Board Meeting</b> Mon, Aug 24, 2020 6:00 PM	<ul style="list-style-type: none"> <li>•EL 2.1 Emergency Supt. Succession</li> <li>•EL 2.2 Treatment of Students</li> <li>•EL 2.7 Asset Protection</li> </ul>		<ul style="list-style-type: none"> <li>•2020-21 School Site Visits</li> <li>•EP Online</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>•Monthly Reports</li> </ul>		
<b>Post Meeting</b> <b>Board Workshop</b> Mon, Aug 24, 2020							<ul style="list-style-type: none"> <li>•School Board Mtg. Self-Assessment</li> </ul>
<b>Brief Business Meeting</b> <del>Mon, Sep 14, 2020</del> 6:00 PM <b>-Cancelled-</b>					<ul style="list-style-type: none"> <li>•Contract Agreements</li> </ul>		
<b>Board Workshop</b> Mon, Sep 14, 2020 6:00 PM							<ul style="list-style-type: none"> <li>•2019-20 Budget Update</li> <li>•Update on School Openings</li> <li>•Morris Leatherman Survey</li> <li>•ADMIN Proposals for FY 2020-21 Workshops</li> <li>•NEW Policy Development Discussion (Ends &amp; EL Policies)</li> </ul>

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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"> <li>• School Board Listening Session Discussion</li> <li>• Policy Monitoring: All BMD Policies – BMD 3.0 – BMD 3.3</li> <li>• Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, &amp; 4.10</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <b>Mon, Sep 28, 2020</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>• EL 2.3 Treatment of Parents</li> <li>• EL 2.6 Financial Management &amp; Operations</li> <li>•</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• All BMD Policies</li> <li>• BMD 3.0 Single Point of Connection</li> <li>• BMD 3.1 Unity of Control</li> <li>• BMD 3.2 Delegation to the Superintendent</li> <li>• BMD 3.3 Superintendent Accountability &amp; Performance</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• GP 4.4 Officer Roles</li> </ul>	<ul style="list-style-type: none"> <li>• School Site Visits</li> <li>• New Policy Introduction for GP 4.5 – School Board Electronic Devices (1<sup>st</sup> Reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of Preliminary FY 2021-22 Levy</li> <li>- Tax Levy Comparison</li> <li>- Tax Levy Presentation Pay 21</li> <li>• Resolution Authorizing the Sale of Facility Maintenance Bonds</li> <li>• Resolution Authorizing Sale of Refunding Bonds</li> <li>• Reassessment Update – Safe Schools Plan</li> </ul> <hr/> <p style="text-align: center;">209</p> <ul style="list-style-type: none"> <li>• Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Monthly Reports</li> </ul>	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• FY 2019-2020 Year-end Preliminary Financial Report</li> <li>• FY 2020-2021 Preliminary Enrollment Report</li> </ul>	

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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"> <li>•GP 4.5 School Board Members Code of Conduct</li> <li>•GP 4.6 Process for Addressing School Board Member Violations</li> <li>•GP 4.7 School Board Committee Principles</li> <li>•GP 4.8 School Board Committee Structure</li> <li>•GP 4.10 Operation of the School Board Governing Rules</li> </ul>						
Post Meeting Board Workshop Mon, Sep 28, 2020							<ul style="list-style-type: none"> <li>•School Board Mtg. Self-Assessment</li> </ul>
Board Workshop Mon, Oct 12, 2020 6:00 PM			210				<ul style="list-style-type: none"> <li>•Administration: Setting Stage for FY 2021-22 Budget Guidelines</li> <li>•Policy Monitoring Discussion: GP 4.4 &amp; GP 4.4.1.4</li> <li>•Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9</li> <li>•Time Frame: Joint Workshop</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<p>between School Board Members &amp; ADMIN to discuss Enrollment</p> <ul style="list-style-type: none"> <li>• School Start Times</li> <li>• Site Visit Discussion - ADMIN</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <b>Mon, Oct 26, 2020</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>• Ends 1.1, 1.2, 1.3 Evidence (FY 2018-19)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• EL 2.4 Treatment of Staff</li> <li>• EL 2.8 Compensation and Benefits</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• GP 4.0 Global Governance Commitment</li> <li>• GP 4.1 Governing Style</li> <li>• GP 4.2 School Board Job Products</li> <li>• GP 4.3 Annual Work Plan</li> <li>• GP 4.9 Governance Investment</li> <li>• 2<sup>nd</sup> Reading – New Policy for GP 4.5 - (GP 4.5.6.1)– School Board Electronic Devices</li> <li>• Policy GP 4.4.1.4</li> </ul>	COVID-19 Re-monitor	<ul style="list-style-type: none"> <li>• Future Board Workshop Topics</li> <li>• Resolution Awarding the Sale of Facility Maintenance Bonds (<i>Moved from 11/23/20</i>)</li> <li>• Resolution Authorizing Sale of Refunding Bonds Purchase (<i>Moved from 11/23/20</i>)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Record of Board Self-Evaluation</li> </ul> <p style="text-align: right;">211</p>		<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• FY 2020-21 Bus Purchase (<i>Moved from 01/25/21</i>)</li> </ul>	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• Enrollment Report as of Oct. 1, 2020 <ul style="list-style-type: none"> <li>-Exec. Summary</li> <li>-Capture Rate</li> <li>-History &amp; Projection Totals</li> <li>-Official October 1 Enrollment Count</li> </ul> </li> <li>• World's Best Workforce Report</li> <li>• FY 2019-2020 Achievement Integration Summary Report</li> </ul>	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Oct 26, 2020							• School Board Mtg. Self-Assessment
<del>Brief Business Meeting</del> <del>Mon, Nov 9, 2020</del> <del>6:00 PM</del>  Rescheduled on Nov 13, 2020			<ul style="list-style-type: none"> <li>• Resolution Approving Canvassing of Elections</li> <li>• Resolution Authorizing Issuance of Certificates of Election</li> </ul>				
Board Workshop <u>Mon, Nov 9, 2020</u> <del>6:15 PM</del> 6:00 PM			212				<ul style="list-style-type: none"> <li>• Policy Monitoring Discussion: BMD's: 3.0 &amp; 3.2.3 GP's: 4.5, 4.5.1, 4.5.3 (&amp; Child Policies), 4.5.4, 4.5.6, 4.5.7 &amp; 4.6, 4.6.4.2 &amp; 4.10</li> <li>• "New Policy Introductions"</li> <li>• Review of Treasurer's Annual Report</li> <li>• Student Enrollment</li> <li>• Discussion: Board Monitoring Process and Communication</li> <li>• Confirm agenda for next Board Workshop</li> </ul>



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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Brief Business Meeting Friday, Nov 13, 2020 2:00PM  Zoom Conferencing			<ul style="list-style-type: none"> <li>Resolution Approving Canvassing of Elections</li> <li>Resolution Authorizing Issuance of Certificates of Election</li> </ul>				
Board Meeting Mon, Nov 23, 2020 6:00 PM	<ul style="list-style-type: none"> <li>EL 2.9 Communication and Support to the School Board</li> <li>Vote on Policies from the Nov 9, 2020 Workshop – Discussed and Re-monitored</li> </ul>	<ul style="list-style-type: none"> <li><b>COVID-19 Re-monitor</b></li> <li><u>Closed Session:</u> Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3</li> </ul>	<ul style="list-style-type: none"> <li>Resolution Awarding the Sale of Facility Maintenance Bonds</li> <li>Resolution Authorizing Sale of Refunding Bonds Purchase (moved to 10/26/20)</li> <li>Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>FY 2019-20 Audited Financial Presentation</li> </ul>	
Post Meeting Board Workshop Mon, Nov 23, 2020							<ul style="list-style-type: none"> <li>School Board Mtg. Self-Assessment</li> </ul>
Board Meeting Mon, Dec 14, 2020 6:00 PM	<ul style="list-style-type: none"> <li>EL 2.5 Financial Planning and Budgeting</li> <li>EL 2.0 Global Executive Constraint</li> </ul>	<ul style="list-style-type: none"> <li><b>Board Site Visit Debrief</b></li> <li><b>COVID-19 Re-monitor</b></li> </ul>	<ul style="list-style-type: none"> <li>Approval of Final FY 2021-22 Levy</li> <li>Record of Board Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Community Linkage Senior Citizen Listening Presentation for Discussion at the January 2021 Workshop</li> <li>School Board Treasurer's Report</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>Truth in Taxation Hearing</li> </ul>	
Post Meeting Board Workshop			213				<ul style="list-style-type: none"> <li>School Board Mtg. Self-Assessment</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Mon, Dec 14, 2020							
<b>*****2021*****</b>  <b>Annual Organizational Meeting</b> <b>Mon, Jan 4, 2021</b> <b>6:00 PM</b>			<ul style="list-style-type: none"> <li>• 2021 Annual Organizational Mtg. <ul style="list-style-type: none"> <li>- Election of Officers</li> <li>- School Board Compensation</li> <li>- School Board Calendar</li> </ul> </li> <li>• Resolution for Combined Polling Places for the General Elections</li> <li>• School Board Meeting Calendar: Jan 1, 2021 through Jun 30, 2021</li> <li>• Appointment of Intermediate District 287 Representative</li> </ul>		<ul style="list-style-type: none"> <li>• 2021 Annual School District Organizational Items: <ul style="list-style-type: none"> <li>- School District Newspaper</li> <li>- School District Depository/Financial Institutions</li> <li>- Money Wire Transfers</li> <li>- Early Claims Payment</li> <li>- School District Legal Counsel</li> <li>- School District Responsible Authority</li> <li>- Deputy Clerk &amp; Deputy Treasurer</li> <li>- Facsimile Signature Authorization</li> <li>- Authorization to Sign Contracts</li> <li>- Local Education Agency (LEA) Representative</li> <li>- MDE Designation of Identified Official with Authority (IOWA)</li> <li>- Seek Bids</li> </ul> </li> </ul>		
<b>Board Workshop</b> <b>Mon, Jan 4, 2021</b> <b>6:15 PM</b>			214				<ul style="list-style-type: none"> <li>• 2021 Committees &amp; Outside Organization Discussion</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> <li>• CLC: Senior Center Talking Points, Agenda &amp; Attendance Discussion</li> <li>• Budget: 5-Year Financial Forecast</li> <li>• Levy's &amp; Schedule</li> <li>• School Wide Enrichment Model (SEM) –1-(<i>Move from the February 2021 Workshop</i>)</li> <li>• Engagement Strategies</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Jan 25, 2021 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2021-22 Final School Calendar (<i>Draft</i>)</li> <li>• FY 2022-23 Preliminary School Calendar (<i>Draft</i>)</li> <li>• FY 2021-22 Budget Timelines – <i>First Reading</i></li> <li>• FY 2021-22 Budget Assumptions – <i>First Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• FY 2020-21 Mid-Year Budget Approval</li> <li>• Record of Board Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 2021 School Board Committee &amp; Outside Organization Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• <del>FY 2021-22 Bus Purchase</del> (<i>moved to 10/26/20</i>)</li> </ul>		
Post Meeting Board Workshop Mon, Jan 25, 2021			215				<ul style="list-style-type: none"> <li>• School Board Meeting Self-Assessment</li> </ul>

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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, Feb 8, 2021 6:00 PM							<ul style="list-style-type: none"> <li>• Finance 101</li> <li>• <del>Transportation: Funding &amp; Options</del></li> <li>• School-Wide Enrichment Model (SEM) — 1 (Move to January 2021 Workshop)</li> <li>• Walk through School Board Agenda</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Feb 22, 2021 6:00 PM			<hr/> <ul style="list-style-type: none"> <li>• Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• Approval of FY 2021-22 School Calendar</li> <li>• Approval of Preliminary FY 2022-23 School Calendar</li> </ul>		
Post Meeting Board Workshop Mon, Feb 22, 2021							<ul style="list-style-type: none"> <li>• School Board Meeting Self-Assessment</li> </ul>
Board Workshop Mon, Mar 8, 2021 6:00 PM							<ul style="list-style-type: none"> <li>• Communications</li> <li>• Define Policy under Policy Governance: Ends, EL's, GP's and BMD's</li> </ul>

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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"> <li>•Policy Workshop: Discus Potential Policy Changes</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Mar 22, 2021 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2021-22 Capital Budget – <i>First Reading</i></li> <li>• FY 2021-22 Capital Outlay</li> </ul>	<ul style="list-style-type: none"> <li>•Resolution to Release Probationary Teachers</li> <li>•Final FY 2021-22 Budget Assumptions</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>•Monthly Reports</li> <li>•Achievement &amp; Integration Budget</li> </ul>		
Post Meeting Board Workshop Mon, Mar 22, 2021							<ul style="list-style-type: none"> <li>•School Board Meeting Self-Assessment</li> </ul>
Board Workshop Mon, Apr 12, 2021 6:00 PM			217				<ul style="list-style-type: none"> <li>•Agenda Items: Sample Agenda &amp; Discussion of Agenda Elements</li> <li>•Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline</li> <li>•FY 2021-2022 Annual Work Plan Calendar Discussion</li> </ul>

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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"> <li>• Discussion/Review all items in Placeholder area on "Work Plan Changes Document"</li> <li>• FY 2021-2022 School Board Meeting Calendar Discussion</li> <li>• FY 2021-2022 School Board Budget Discussion</li> <li>• Mechanics of Monitoring</li> <li>• Choice for Each: School Wide Enrichment Model (SEM)</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Apr 26, 2021 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2021-22 School Board Work Plan – First Reading</li> <li>• Closed Session: Negotiation Strategy</li> <li>• FY 2021-22 School Board Budget – First Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of</li> <li>• FY 2021-22 Capital Budget</li> <li>• Approval of</li> <li>• FY 2021-22 School Board Meeting Calendar</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Record of Board Self-Evaluation 218</li> </ul>		<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• ALC Fiscal Agent Agreement with District 287</li> </ul>		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Apr 26, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, May 10, 2021 6:00 PM							<ul style="list-style-type: none"> <li>•Strategic Plan</li> <li>•Community Ed</li> <li>•Y-T-D Update and Plan Update</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, May 24, 2021 6:00 PM		<ul style="list-style-type: none"> <li>• FY 2021-22 Budget – <i>First Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>•Approval of FY 2021-22 School Board Work Plan</li> <li>•Approval of FY 2021-22 School Board Budget</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>•Monthly Reports</li> <li>•MSHSL Resolution for Membership</li> <li>•Approval of FY 2021-22 School Meal Prices</li> </ul>		
Post Meeting Board Workshop Mon, May 24, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, June 14, 2021 6:00 PM							<ul style="list-style-type: none"> <li>•General Fund Budget Q&amp;A</li> <li>•Confirm agenda for next Board Workshop</li> </ul>

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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			
Board Meeting Mon, June 28, 2021 6:00 PM	•Ends 1.1, 1.2, 1.3 OI		<ul style="list-style-type: none"> <li>•Approval of FY 2021-22 Adopted Budget</li> <li>•ISD 287 10-Year Facilities Maintenance Resolution</li> </ul>		<ul style="list-style-type: none"> <li>•Monthly Reports</li> <li>•EPS 10-Year Facilities Maintenance Plan</li> <li>•Q-Comp Annual Report</li> <li>•Annual Review of District Mandated Policies</li> <li>•Approval of Updated District Policies</li> </ul>		
Post Meeting Board Workshop Mon, Jun 28, 2021							•School Board Meeting Self-Assessment