EDEN PRAIRIE SCHOOLS
Inspiring each student every day

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*
School Board Members
Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Veronica Stoltz, Charles "C.J." Strehl

2. **Communications: Supporting the Board in the Role of Governance**   **2**

3. **Define Policy under Policy Governance: Ends, EL's, GP's and BMD's**
Goals, Purpose and Structure of Policies

4. **Policy Workshop: Discuss Potential Policy Changes**
Timelines and Process for Monitoring and Changes in Policy

5. **Confirm Agenda for next Board Workshop**

6. **Appendix - Documents for Review**

Communications & Community Relations

Ep

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

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Outcome:

How we can support the board in role of governance

Stories Reinforce Key Messages

Strong Academic Reputation

Personalized Instruction

Curriculum Offerings

Quality Teaching Staff

Caring Environment

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EP EDEN PRAIRIE SCHOOLS

Telling the Eden Prairie Story

EDEN PRAIRIE SCHOOLS

Top Ten Finalist
Maria Villavicencio

2020 Minnesota
TEACHER of the YEAR
56th Anniversary

More opportunities

Adjudication Nation: Criminal Law and Justice (Social Studies)

Advanced Accounting (Business)

AP Economics (Business & Social Studies)

AP Psychology (Social Studies)

Business Innovations (Business)

Entrepreneurship: Launching an Innovative Social, Non-Profit or For-Profit Business (Business)

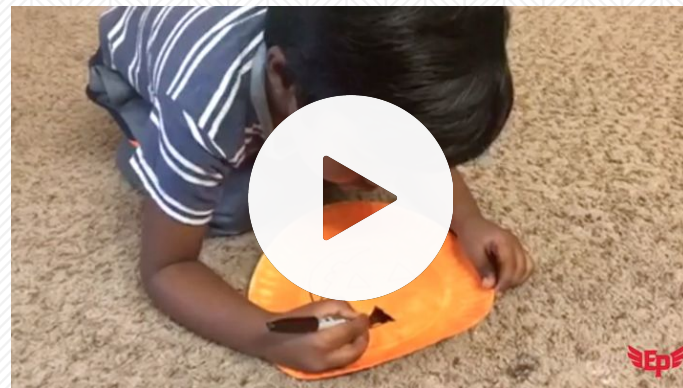Literary Voices of Color (English)

Soccer (Phy Ed)

5

ECFE Learning Kit Deliveries

Communication Channels

- Inspiring News
- Parent Post
- Staff Post
- Website
- Community events & meetings
- Automated phone calls / text message
- Social media
- Video / multimedia
- Surveys

EP EDEN PRAIRIE SCHOOLS

Gathering Information

98% quality teacher rating

95% Trust EP to do what is right

98% quality of education rating

98% quality rating of tech and digital resources

95% retention rate for students in Eden Prairie

97% believe EP adds value to community
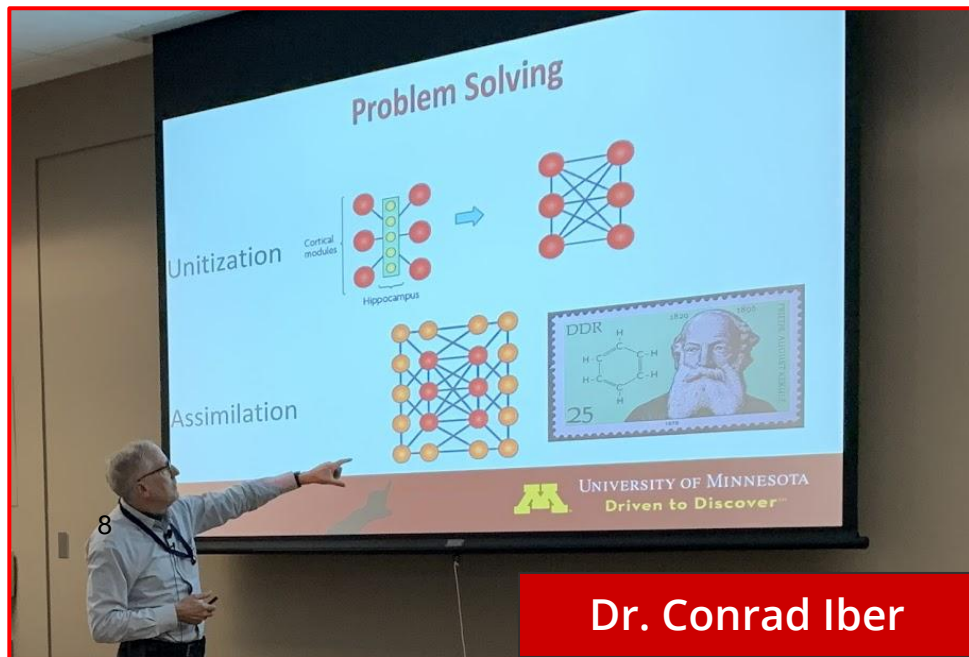
Spring 2020 Third-Party Survey Results

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EDEN PRAIRIE SCHOOLS

Community Feedback: Start Times

Studying School Start-End Times

Dr. Conrad Iber

Enrollment & Outreach

EDEN PRAIRIE SCHOOLS

Welcome to **Kindergarten!** 2021-22

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Secondary transitions

YOU'RE INVITED
CENTRAL MIDDLE SCHOOL
PREVIEW NIGHT
Tuesday, Nov. 17
7 p.m.

Welcome Center

EP Online

EP ONLINE
INSPIRE EACH
Personalized K-12 Online Learning for All MN Students
EDENPR.ORG/ONLINE

NOW ENROLLING FALL 2021

Supporting governance

- Board messages
- Media relations

- Gather information

EDEN PRAIRIE SCHOOLS

Fiscal Stewardship

Eden Prairie School District

Total School Property Taxes, Payable 2020, on a Home with an Estimated Market Value of $400,000

Bar chart showing total school property taxes by district:
- Bloomington: $1577
- Eden Prairie: $1696
- Hopkins: $1732
- Osseo: $1902
- Prior Lake - Savage: $1977
- Wayzata: $1987
- E. Carver County: $2090
- Edina: $2096
- Minnetonka: $2200

$1894 Group Average
$1729 State Average

12
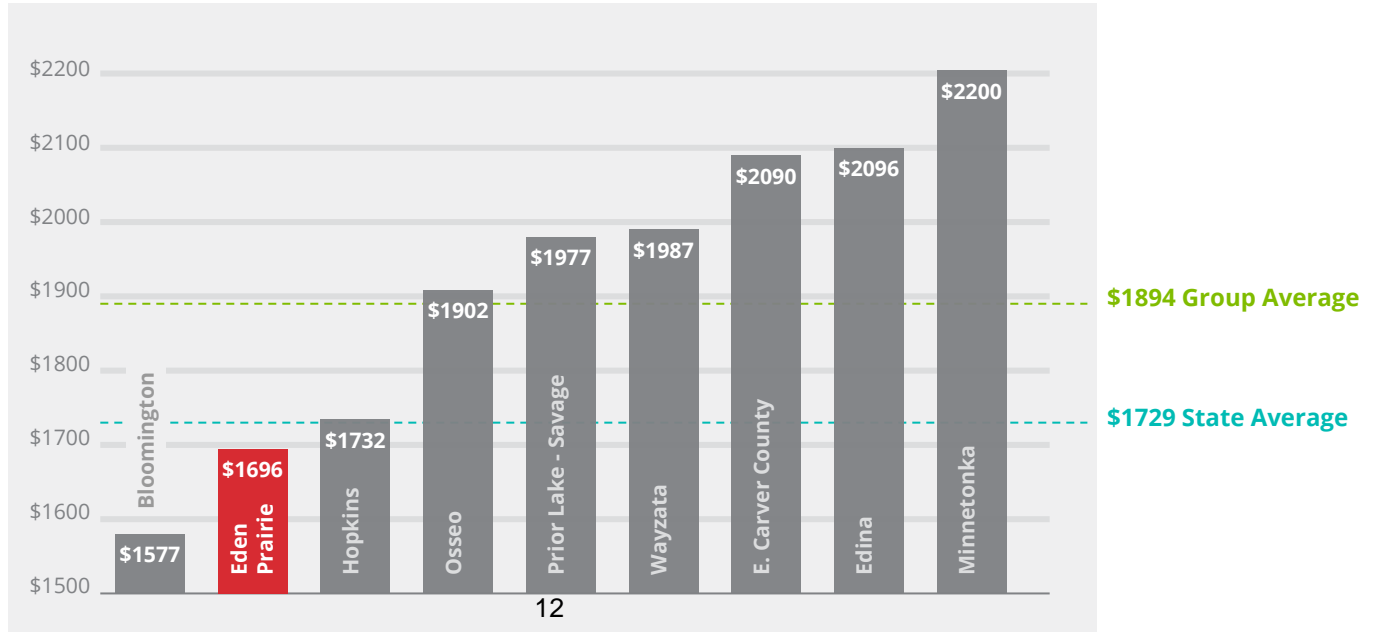
Source: Pay 20 School Tax Report

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Referendum Outcomes

Collecting Public Input

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Media Relations

Key messages & alignment

EP EDEN PRAIRIE SCHOOLS

WE ARE EXCITED TO WELCOME

Beth Fletcher, Kim Ross, and C.J. Strehl to the Eden Prairie School Board. They will serve four years beginning January 2021.

Beth Fletcher

Kim Ross

C.J. Strehl

The School Board is accountable to our community and to the State of Minnesota for governing the school district. The board writes policies to set goals for the District, hires the Superintendent to achieve those goals and approves the District's budget. The board then monitors the progress the district makes toward achieving the goals and evaluates the performance of the Superintendent yearly.

We would like to thank outgoing board members, **Elaine Larabee**, **Holly Link** and **Terri Swartout** for dedicating their time and energy serving our community. A special thank you to Chair Larabee for providing leadership in that role for the last five years.

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Questions?

Eden Prairie School Board Ends Policy Monitoring Process

The Board is accountable to the state and taxpayers for the District's performance. The Board is responsible for setting **Ends Policies** which state the results the Board expects to see accomplished for the District. These policies state what "good" is to be accomplished, for whom, at what cost.

The Superintendent is responsible for implementing the Ends Policies within specified Executive Limitations. One way the Board monitors district performance is by monitoring the **expected progress** toward achievement of the Ends Policies.

The Board monitors the Ends Policies in two phases, in accordance with Governance Process 4.2.3:

> **In June,** prior to the upcoming school year, the Board monitors the Superintendent's **Operational Interpretation (OI)** of the Ends Policies, and whether the **evidence supports the OI**. (See below.)

> **In October,** following the prior school year (Sept-June), the Board monitors the Superintendent's **assertion** of making **expected progress** toward achievement of the Ends Policies for that **prior** school year. (See below.)

Prior to the Upcoming School Year

Operational Interpretation (OI):

In June, prior to the upcoming school year, the Superintendent is responsible for drafting/editing an **Operational Interpretation (OI)** for each of the Ends Policies.

This OI includes the Superintendent's
    Interpretation of the policy, with an explicit explanation
    Justification for the reasonableness of the interpretation, and a
    Measurement plan which supports the interpretation.

Following a motion, second and discussion, the Board votes whether the Superintendent's Operational Interpretation is **reasonable** or **not reasonable**.

If the OI is voted **reasonable**, the OI constitutes the basis for the Superintendent's assertion of **expected progress** toward achievement of the Ends.

Eden Prairie School Board Ends Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor District performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

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If the entire OI, or a portion of it, is voted **not reasonable**, further monitoring of the policy ceases, there is no vote on the evidence, and the Superintendent commits to bring back a revised OI for a revote, within a time period acceptable to the Board.

Sample Motions for the reasonableness of the Operational Interpretation:

"I move that the Operational Interpretation **is reasonable**" *or*

"I move that the Operational Interpretation **is reasonable with the exception**

of…" *or*

"I move that the Operational Interpretation is **not reasonable**"

Evidence: data that justifies the Superintendent's assertion of expected progress

If the Board votes that the Operational Interpretation is **reasonable**, the Board makes a motion, seconds, discusses and votes whether the measurement plan provides **evidence** which **supports** or does **not support** the Operational Interpretation.

If the evidence is voted as **supporting** the OI, it constitutes the data that justifies the Superintendent's **assertion of expected progress** toward achievement.

If the entire evidence, or a portion of it, is voted as **not supporting** the OI, the Superintendent commits to bring back revised evidence, within a time period acceptable to the Board, for a revote.

Sample Motions for the Evidence supporting the Operational Interpretation:

"I move that the Evidence **supports** the Operational Interpretation" *or*
"I move that the Evidence **supports** the Operational Interpretation **with the**
exception of…" *or*
"I move that the Evidence **does not support** the Operational Interpretation"

Eden Prairie School Board Ends Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor District performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

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Following the End of the Prior School Year

Superintendent's assertion:

Following the end of the prior school year, the Superintendent drafts Ends Policies Monitoring Reports, and presents them to the Board in October of the current school year.

The Superintendent asserts that the evidence either **demonstrates expected progress** or **does not demonstrate expected progress** toward achievement of the Ends.

If the Superintendent asserts that the report **does not** demonstrate expected progress, the report should include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress. This may include a brief plan showing the Superintendent has a process in place**.** The Board does not "approve" the plan.

Board acceptance of Ends Policies Monitoring Reports:

Prior to a Board Meeting at which an Ends Policy will be monitored, the Superintendent sends his Monitoring Report with assertion to the Board. The Board may then ask **clarifying questions of the Superintendent,** but not offer an opinion, regarding the Superintendent's Ends Reports assertion.

Following a time for questions at the Board table, a motion is made, seconded and discussed, the Board votes to accept or not accept the Superintendent's monitoring report, with the assertion that the evidence either **demonstrates** or **does not demonstrate** expected progress toward achievement of the Ends Policy.

Sample Motions for Ends Policies Monitoring Reports:

"I move to **accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*

"I move to **NOT accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **demonstrates** expected progress" *or*

"I move to **accept** the Superintendent's Report for Policy xx.xx with the assertion that the evidence **does not demonstrate** expected progress"

Eden Prairie School Board Ends Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor District performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

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Board Member tips for monitoring an Ends Policy Monitoring Report:

In the Operational Interpretation for a long-term End, look for what reasonableness will look like in stages.

Look for the use of rates, ratios, percentages, comparisons and trends over time.

Look for **verifiable evidence** of expected progress towards the achievement of Ends rather than the Superintendent's opinion or belief.

Look for evidence that the End is **actually being achieved**, rather than what is being done to try to achieve it.

If the Board votes that a policy did not demonstrate expected progress, the board should expect, within an agreed upon timeframe, the Superintendent to share the District's plan to achieve progress in the future

Superintendent tips for drafting Ends Policies Monitoring Reports:

Place raw numbers in context.

Provide the best evidence you have, even if not perfect, and discuss limitations. Identify a date by which better evidence will be available.

Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of expected progress and trends.

Make sure assertions are clearly visible in the report.

When asserting **not meeting expected progress toward achievement,** include a commitment as to when in the future the Board can expect the evidence to demonstrate expected progress, and a brief plan showing there is has a process in place**.**

Ends Policy Monitoring Process

Prior to Start of School Year

Supr. drafts **Operational Interpretation** of Ends Policy: Interpretation, Justification, Measurement Plan

↓

Board monitors **resonableness of the OI** with a motion, second, discussion, vote

↓

Board votes OI is **reasonable**

OR

Board votes OI is **reasonable with exception**; Supr. and Board agree upon date to re-monitor exception

OR

Board votes OI is **not reasonable;** Supr. and Board agree upon date to re-monitor

↓

(STOP)

Supr. drafts **Evidence**

↓

Board monitors with a motion, second, discussion and vote whether **Evidence supports the OI**

↓

Board votes Evidence **supports** the OI

OR

Board votes Evidence **supports the OI with exception**; Supr. and Board agree upon date to re-monitor exception

OR

Board votes Evidence **does not support** the OI; Supr. and Board agree upon date to re-monitor

↓

(STOP)

At End of School Year

Supr. drafts **Monitoring Report** with assertion of **meeting** or **not meeting** expected progress toward ends

↓

Board monitors with a motion, second, discussion and vote to **accept** or **not accept** Superintendent's assertion

↓

Board votes to **accept** assertion of meeting

OR

Board votes **NOT** to accept assertion of **meeting;** Supr. and Board agree upon date Supr. presents plan to meet expected progress

OR

Board votes to **accept** assertion of **not meeting**; Supr. and Board agree upon date tSupr. presents plan to meet expected progress

↓

(STOP)

Eden Prairie School Board Ends Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor District performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

The Board is accountable to the state and taxpayers for district performance. The Board is responsible to set **Executive Limitations Policies** which define parameters within which the Superintendent may act to accomplish the Board's Ends Policies. One way the Board monitors district performance is by monitoring the Executive Limitations Policies and the Superintendent's **compliance** with them. In accordance with Governance Process 4.2.3, ELs monitoring is done in two phases:

> **Prior to** the beginning of the monitoring cycle (which runs from Aug-Dec), the Board monitors the Superintendent's **Operational Interpretation (OI) of the ELs Policies,** and whether the **evidence supports the OI**. (See below.) The only exception to this cycle is EL 2.9 which is monitored biannually in June.

> **Following** the completion of the monitoring cycle, the Board monitors the Superintendent's **assertion of compliance/noncompliance** with the policies. (See below.)
> <u>**Prior to the Beginning of the Monitoring Cycle**</u>

Operational Interpretation (OI):

Prior to the beginning of the Executive Limitations (ELs) policy monitoring cycle, the Superintendent is responsible for drafting/editing an **Operational Interpretation (OI)** for each of the ELs Policies. This OI includes the Superintendent's *interpretation* of the policy, *justification* for that interpretation, and a *measurement plan* which supports the interpretation.

The Board makes a motion, seconds, discusses and votes whether the Superintendent's Operational Interpretation is reasonable or not reasonable. If the OI is voted **reasonable**, the OI constitutes the basis for the Superintendent's assertion of compliance with the policy at the end of the monitoring cycle.

If the entire OI, or a portion of it, is voted **not reasonable**, monitoring of the policy ceases, there is no vote on the evidence, and the Superintendent commits to bring back a revised OI, within a time period acceptable to the Board, for a revote.

> **Sample Motions for reasonableness of the OI:**
> "I move that the Operational Interpretation **is reasonable**" *or*
> "I move that the Operational Interpretation **is reasonable with the exception of**…" *or*
> "I move that the Operational Interpretation is **not reasonable**"

Eden Prairie School Board Executive Limitations (EL's) Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor district performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

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Evidence:

If the Board votes that the Operational Interpretation is **reasonable**, the Board makes a motion, seconds, discusses and votes whether the measurement plan provides evidence which **supports** or does **not support** the Operational Interpretation.

If the evidence is voted as **supporting** the OI, it constitutes the measurement by which the policy is monitored for compliance.

If the entire evidence, or a portion of it, is voted as **not supporting** the OI, the Superintendent commits to bring back revised evidence, within a time period acceptable to the Board, for a revote.

> **Sample Motions for the Evidence supporting the Operational Interpretation:**
> "I move that the Evidence **supports** the Operational Interpretation" *or*
> "I move that the Evidence **supports** the Operational Interpretation **with the exception of…"***or*
> "I move that the Evidence **does not support** the Operational Interpretation"

Following the end of a monitoring cycle for the past year

Board acceptance of Executive Limitations Monitoring Reports:

At the end of the ELs policies monitoring cycle, the Superintendent drafts a monitoring report for each EL and presents it to the Board with an assertion of **compliance** or **non-compliance.**

The Board may ask **clarifying** questions of the Superintendent regarding his assertion for ELs reports, preferably prior to the Board Business Meeting. (This is not an opportunity for a Board member to offer their opinion regarding the reasonableness of the Superintendent's assertion.)

Following a time for questions at the Board table, a motion is made, seconded, discussed and voted upon to **accept** or **not accept** the Superintendent's assertion of **compliance** or **non-compliance** with the Executive Limitation.

If the Board finds that the Superintendent is **not in compliance** with the EL, the Superintendent and Board agree to a date by which the Superintendent will bring forward evidence of compliance for re-monitoring.

Sample motions for monitoring the assertion of compliance or non-compliance:

"I move to accept the Superintendent's assertion of **compliance** with EL policy xx.xx."
"I move to **NOT** accept the Superintendent's assertion of **compliance** with EL policy xx.xx."
"I move to accept the Superintendent's assert of **non-compliance** with EL policy xx.xx."

Board Member tips for monitoring an EL Policy Monitoring Report:

Look for the use of rates, ratios, percentages, comparisons and trends over time.

Look for **verifiable evidence** of **compliance** with Executive Limitations rather than the Superintendent's opinion or belief.

If the Board votes that the Superintendent is not in compliance with an EL, the board should expect, within an agreed upon timeframe, that the Superintendent will bring forward evidence of compliance.

Superintendent tips for drafting ELs Policies Monitoring Reports:

Place raw numbers in context.

Provide the best evidence you have, even if not perfect, and discuss limitations. Identify a date by which better evidence will be available.
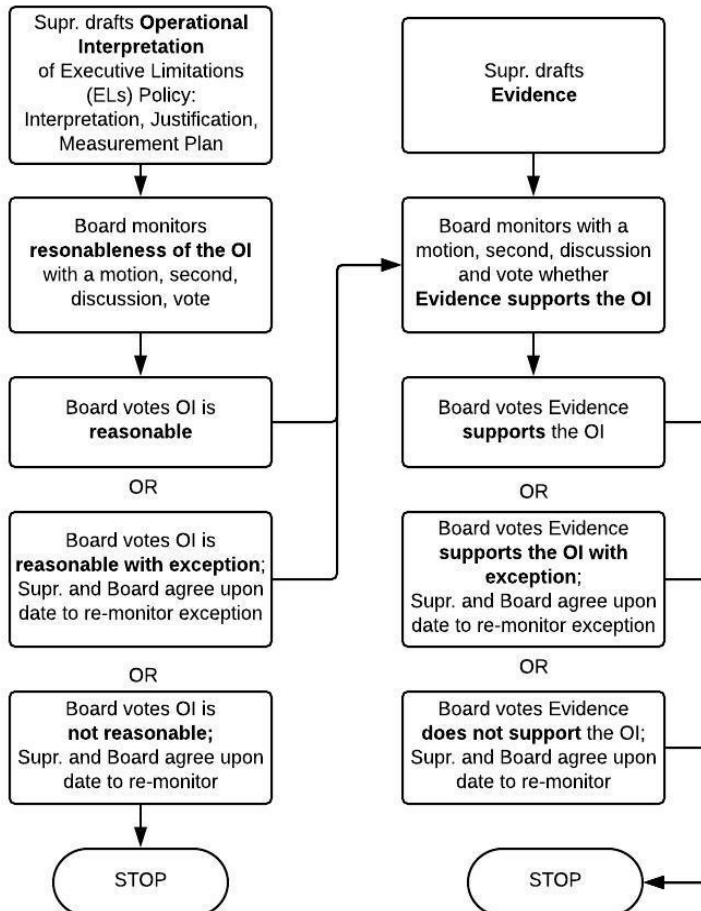
Summarize relevant evidence in key categories to provide "governance-friendly" information that gives evidence of compliance.

Make sure assertions are clearly visible in the report.
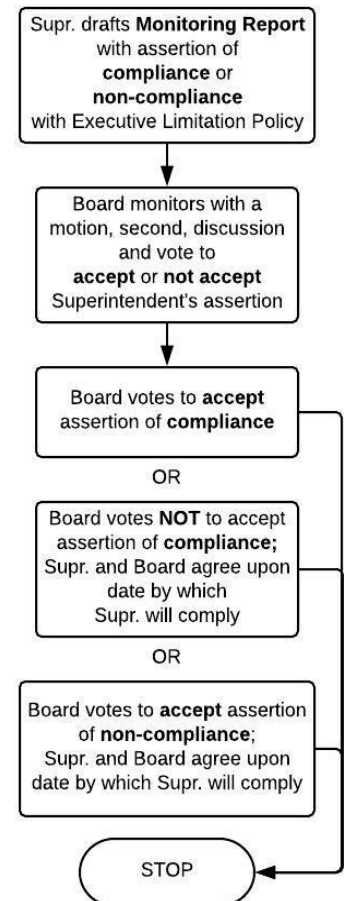
When asserting **non-compliance** with an EL, include a commitment as to when in the future the Board can expect the evidence that demonstrates compliance**.**

Eden Prairie School Board Executive Limitations (EL's) Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor district performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

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Executive Limitations Policy Monitoring Process

Prior to Start Monitoring Cycle

Supr. drafts **Operational Interpretation** of Executive Limitations (ELs) Policy: Interpretation, Justification, Measurement Plan

↓

Board monitors **resonableness of the OI** with a motion, second, discussion, vote

↓

Board votes OI is **reasonable**

OR

Board votes OI is **reasonable with exception**; Supr. and Board agree upon date to re-monitor exception

OR

Board votes OI is **not reasonable**; Supr. and Board agree upon date to re-monitor

↓

STOP

Supr. drafts **Evidence**

↓

Board monitors with a motion, second, discussion and vote whether **Evidence supports the OI**

↓

Board votes Evidence **supports** the OI

OR

Board votes Evidence **supports the OI with exception**; Supr. and Board agree upon date to re-monitor exception

OR

Board votes Evidence **does not support** the OI; Supr. and Board agree upon date to re-monitor

↓

STOP

Following End of Monitoring Cycle

Supr. drafts **Monitoring Report** with assertion of **compliance** or **non-compliance** with Executive Limitation Policy

↓

Board monitors with a motion, second, discussion and vote to **accept** or **not accept** Superintendent's assertion

↓

Board votes to **accept** assertion of **compliance**

OR

Board votes **NOT** to accept assertion of **compliance**; Supr. and Board agree upon date by which Supr. will comply

OR

Board votes to **accept** assertion of **non-compliance**; Supr. and Board agree upon date by which Supr. will comply

↓

STOP

Eden Prairie School Board Executive Limitations (EL's) Policy Monitoring Process
Adopted: 04/14/15
Reference Policy: GP 4.2.3 Monitor district performance through its Ends and Executive Limitations Policies.
Revised: 11/19/18

Eden Prairie School Board New Policy Introductions Workshop Process

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

1. At any time prior to the start of a Board Workshop with a New Policy Introductions agenda item, any Director may submit a new policy to the rest of the Board and Board secretary. The policy will be notated by the secretary and placed under the New Policy Introductions area of the Board Work Plan.

2. A listing of all items from the New Policy Introductions area of the Board Work Plan will be included on the Workshop agenda or may be referenced from other public documents. The Board Chair will, in the order of their discretion, bring each of these items individually to the attention of the Board.

3. In response, the authoring Director of the policy may request the policy receive discussion and may give a brief introduction to the policy. If the author declines or is absent, another Director may request the policy receive discussion and give a brief introduction. This request does not signify explicit support of the policy as written or that any additional action be taken by the Board. If no Directors request the policy receive discussion, the Chair will repeat step 2 with the next item on the list.

4. The Chair will then ask the board if any additional Directors will support the request for discussion of the policy. One or more additional Directors may respond in the affirmative. An affirmative response to this question signifies support that the Board permit further discussion and does not signify explicit support of the policy or that any additional action be taken by the Board. If zero Directors offer support, the Chair returns to step 2 with the next item on the New Policy Introductions list.

5. Discussion about the policy occurs among the Board in accordance with normal discussions during a Board Workshop. The discussion must last for a reasonable amount of time to provide sufficient time for questions and explanations by the author of the policy. At any time, the author may withdraw their request that the policy be discussed, ending the discussion of that policy.

6. During the discussion, any Director may make one or more proposals that actions be taken regarding the policy. If no proposal is made during the discussion, the Chair will ask the Board if any Director wishes to make a proposal before moving on to the next policy item. The proposals may include, but are not limited to, referral of the policy to the Policy Committee with or without additional instructions, scheduling of an additional workshop for more work on the policy, scheduling of a workshop to request more information from administration that relates to the policy or placing the policy onto the Work Plan Changes document for approval and scheduling at a future Business meeting. Since discussion takes place in a workshop, these proposals are not official motions and do not require the formal motions process. The proposals may be discussed for a time.

7. The chair will ask the Board if there is additional support for the proposal. If a majority of Directors present indicate support for the proposal, then the proposal is accepted by the Board and followed accordingly. Support for a proposal signifies support of only the specific action of the proposal and does not signify explicit support of the policy as written or that any additional action be taken by the Board.

8. Once a proposal is accepted and discussion is concluded, the Chair returns to step 2 with the next item on the New Policy Introductions list.

9. Once discussion on all items is concluded, the New Policy Introductions area of the Board Work Plan is cleared of all contents.

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							
1.1 Each student graduates and is academically prepared to progress to multiple opportunities after high school	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20			Yes	Yes		Yes
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.1.1 Each student is reading at grade level by the end of third grade	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20			Yes	Yes		Yes
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.1.2 Each student achieves individual growth expectations and proficiency annually in, but	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20			No	No	*Scheduled to Re-monitor Ends 1.1.2 on 2/22/21*	No

Item	Date						
not limited to, Language Arts, Math and Science	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.1.3 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20			Yes	Yes		Yes
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.2 Each student demonstrates the 21st century skills needed to succeed in the global economy	19-20 OI 5/18/20	Yes	Yes				Yes
	Evidence 19-20 10/26/20			Yes	Yes		Yes
	20-21 OI 6/22/20	Yes	Yes				Yes
	21-22 OI 6/28/21						
1.3 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
	Evidence 19-20 10/26/20			Yes	Yes		Yes
	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							
EL 2.0 Global Executive Constraint	12/14/20	Yes	Yes	Yes	Yes		Yes
EL 2.1 Emergency Superintendent Succession	08/24/20	Yes	Yes	Yes	Yes		Yes
El 2.2 Treatment of Students	08/24/20	Yes	Yes	Yes	Yes		Yes
EL 2.3 Treatment of Parents	09/28/20	Yes	Yes	Yes	Yes		Yes
EL 2.4 Treatment of Staff	10/26/20	Yes	Yes	Yes	Yes		Yes
EL 2.5 Financial Planning and Budgeting	12/14/20	Yes	Yes	Yes	Yes		Yes
EL 2.6 Financial Management and Operations	09/28/20	Yes	Yes	Yes	Yes		Yes
EL 2.7 Asset Protection	08/24/20	Yes	Yes	Yes	Yes		Yes
EL 2.8 Compensation and Benefits	10/26/20	Yes	Yes	Yes	Yes		Yes
EL 2.9 Communication and Support to the School Board	11/23/20	Yes	Yes	Yes	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
BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0 Single Point of Connection	09/28/2020	Yes			Yes
3.1 Unity of Control	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
3.2 Delegation to the Superintendent	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
3.3 Superintendent Accountability and Performance	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
4.0 Global Governance Commitment	10/26/2020	Yes			Yes
4.0.1	10/26/2020	Yes			Yes
4.0.2	10/26/2020	Yes			Yes
4.1 Governing Style	10/26/2020	Yes			Yes
4.1.1	10/26/2020	Yes			Yes
4.1.2	10/26/2020	Yes			Yes
4.1.3	10/26/2020	Yes			Yes
4.1.4	10/26/2020	Yes	The Board acknowledges that the coronavirus pandemic interrupted board development plans.	The board will monitor interest in and provision for development of new board members.	Yes
4.1.5	10/26/2020	Yes			Yes
4.1.6	10/26/2020	Yes			Yes
4.2 School Board Job Products	10/26/2020	Yes			Yes
4.2.1	10/26/2020	Yes			Yes
4.2.2	10/26/2020	Yes			Yes
4.2.2 - A	10/26/2020	Yes			Yes
4.2.2 - B	10/26/2020	Yes			Yes
4.2.2 - C	10/26/2020	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
4.2.2 - D	10/26/2020	Yes			Yes
4.2.3	10/26/2020	Yes			Yes
4.3 **Annual Work Plan**	10/26/2020	Yes			Yes
4.3.1	10/26/2020	Yes			Yes
4.3.2	10/26/2020	Yes	Annually in June, the Board should make a concentrated effort to either plot placeholder items or delete them.	Annually in June, the Board will make a concentrated effort to either plot placeholder items or delete them.	Yes
4.3.3	10/26/2020	Yes			Yes
4.4 **Officer Roles**	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

Record of Board Self-Evaluation
Governance Policies
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Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.4.4	09/28/2020	Yes			Yes
4.5 School Board Members' Code of Conduct	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

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
4.5.8.3	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
4.5.8.7	09/28/2020	Yes			Yes
4.6 **Process for Addressing School Board Member Violations**	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
4.7 **School Board Committee Principles**	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
4.8					

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
School Board Committee Structure	09/28/2020	Yes			Yes
4.8.1	09/28/2020	Yes			Yes
4.8.2	09/28/2020	Yes			Yes
4.8.3	09/28/2020	Yes			Yes
4.8.4	09/28/2020	Yes			Yes
4.9 Governance Investment	10/26/2020	Yes			Yes
4.9.1	10/26/2020	Yes			Yes
4.9.1.1	10/26/2020	Yes			Yes
4.9.1.2	10/26/2020	Yes			Yes
4.9.1.3	10/26/2020	Yes			Yes
4.9.2	10/26/2020	Yes			Yes
4.9.3	10/26/2020	Yes			Yes
4.10 Operation of the School Board Governing Rules	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 Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
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Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0 Single Point of Connection	11.23.20	No	Board acknowledges that Director Stoltz was in violation during Board Meeting held on Aug 24, 2020.	Director Stoltz to bring forward a public statement regard violation for consideration for entry into the public record at the Dec 14, 2020 Board Meeting	-Public Statement Completed 12/14/20
3.1 Unity of Control					
3.1.1					
3.1.2					
3.1.3					
3.2 Delegation to the Superintendent					
3.2.1					
3.2.2					
3.2.3	11.23.20	No	Board acknowledges that Director Stoltz was in violation during Board Meeting held on Aug 24, 2020.	Director Stoltz to bring forward a public statement regard violation for consideration for entry into the public record at the Dec 14, 2020 Board Meeting	-Public Statement Completed 12/14/20
3.2.4					

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

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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
3.3 Superintendent Accountability and Performance					
3.3.1					
3.3.2					
3.3.3					
3.3.4					
3.3.5					
4.0 Global Governance Commitment					
4.0.1					
4.0.2					
4.1 Governing Style					
4.1.1					
4.1.2					
4.1.3					
4.1.4					

Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
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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
4.1.5					
4.1.6					
4.2 **School Board Job Products**					
4.2.1					
4.2.2					
4.2.2 - A					
4.2.2 - B					
4.2.2 - C					
4.2.2 - D					
4.2.3					
4.3 **Annual Work Plan**					
4.3.1					
4.3.2					
4.3.3					
4.4 **Officer Roles**					
4.4.1					
4.4.1.1					
4.4.1.2					

Record of Board Self-Evaluation
Governance Policies
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Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.4.1.3					
4.4.1.4					
4.4.1.5					
4.4.1.6					
4.4.1.7					
4.4.1.8					
4.4.1.9					
4.4.2					
4.4.3					
4.4.4					
4.5 School Board Members' Code of Conduct	Nov 9, 2020	No	Board Director Stoltz' actions after the Board Meeting on Aug 24, 2020 were not ethical or businesslike and did not display appropriate decorum. Her actions led to significant risk of the Board committing a legal violation. Significant violations occurred on policies 4.5.1, 4.5.3, 4.5.4, 4.5.6, and 4.5.7. Director's Stoltz's actions caused division among the Board that have taken and will continue to take significant action to address.	Director Stoltz will be required by the Board to retake the Phase 1 and Phase 2 training as described in policy 4.5.8.2 and 4.5.8.3 by the end of January 2021 and the Introduction to Policy Governance Course as described in 4.5.8.1 at a date to be determined in early 2021. Director Stoltz will also be removed from her appointment to the Board Development Committee. Director Stoltz will bring forward a public statement regarding these violations for consideration for entry into the	-MSBA Phase 1 Completed 12/8/20 -MSBA Phase 2 Completed 12/17/20 -Public Statement Completed 12/14/20 -Intro to Policy Governance

Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
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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
				public record at the December 14, 2020 Board meeting.	Training Completed 1/17/21
4.5.1	Nov 9, 2020	No			
4.5.2	Nov 9, 2020	No			
4.5.2.1	Nov 9, 2020	No			
4.5.2.2	Nov 9, 2020	No			
4.5.2.3	Nov 9, 2020	No			
4.5.3	Nov 9, 2020	No			
4.5.3.1	Nov 9, 2020	No			
4.5.3.2	Nov 9, 2020	No			
4.5.4	Nov 9, 2020	No			
4.5.5	Nov 9, 2020	No			
4.5.6	Nov 9, 2020	No			
4.5.7	Nov 9, 2020	No			
4.5.8	Nov 9, 2020	No			
4.5.8.1	Nov 9, 2020	No			
4.5.8.2	Nov 9, 2020	No			
4.5.8.3	Nov 9, 2020	No			
4.5.8.4	Nov 9, 2020	No			
4.5.8.5	Nov 9, 2020	No			
4.5.8.6	Nov 9, 2020	No			

Record of Board Self-Evaluation
Governance Policies
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Board Management Delegation and Governance Process policies.**

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.5.8.7	Nov 9, 2020	No			
4.6 Process for Addressing School Board Member Violations					
4.6.1					
4.6.2					
4.6.3					
4.6.4					
4.6.4.1					
4.6.4.2	Nov 9, 2020	No		Director Stoltz will be required by the Board to retake the Phase 1 and Phase 2 training as described in policy 4.5.8.2 and 4.5.8.3 by the end of January 2021 and the Introduction to Policy Governance Course as described in 4.5.8.1 at a date to be determined in early 2021. Director Stoltz will also be removed from her appointment to the Board Development Committee. Director Stoltz will bring forward a public statement regarding these violations for consideration for entry into the	-MSBA Phase 1 Completed 12/8/20 -MSBA Phase 2 Completed 12/17/29 -Public Statement Completed 12/14/20 -Intro to Policy Governance

Record of Board Self-Evaluation
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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
				public record at the December 14, 2020 Board meeting.	Training Completed 1/17/21
4.7 School Board Committee Principles					
4.7.1					
4.7.2					
4.7.3					
4.7.4					
4.8 School Board Committee Structure					
4.8.1					
4.8.2					
4.8.3					
4.8.4					
4.9 Governance Investment					
4.9.1					
4.9.1.1					
4.9.1.2					
4.9.1.3					

Record of Board Self-Evaluation
Governance Policies
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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9.2					
4.9.3					
4.10 Operation of the School Board Governing Rules	Nov 9, 2020	No	Board acknowledges that Director Stoltz was in violation during Board Meeting held on Aug 24, 2020.	Director Stoltz to bring forward a public statement regard violation for consideration for entry into the public record at the Dec 14, 2020 Board Meeting	Public Statement Completed 12/14/20
4.10.1	Nov 9, 2020	No			
4.10.1.1	Nov 9, 2020	No			
4.10.1.2	Nov 9, 2020	No			
	Nov 9, 2020	No			

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

March 22, 2021

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				• Community Linkage Meeting Minutes • Board Development Committee Minutes			
Board Meeting Mon, Jul 27, 2020 7:30 AM		•August Meeting Discussion	•Resolution to "Call the General Election" • ~~Schedule Candidate Information Sessions~~		•Monthly Reports •Student Handbooks: - High School - Middle School - Elementary Schools (Summary Detail Included)		
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.							
~~Brief Business Meeting Wed, Aug 5, 2020 7:30 AM~~ -Cancelled-							
Regular Business Meeting Mon, Aug 10, 2020 6:00 PM							
~~Brief Business Meeting Thurs, Aug 13, 2020 Time: 6:00 PM~~ -Cancelled-			48				

EDEN PRAIRIE SCHOOL BOARD
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Other Meetings

March 22, 2021

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, Aug 24, 2020 6:00 PM	•EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection		•2020-21 School Site Visits •*EP Online* ——— •Record of Board Self-Evaluation		•Monthly Reports		
Post Meeting Board Workshop Mon, Aug 24, 2020							•School Board Mtg. Self-Assessment
~~**Brief Business Meeting Mon, Sep 14, 2020 6:00 PM**~~ **-Cancelled-**					•~~Contract Agreements~~		
Board Workshop Mon, Sep 14, 2020 6:00 PM							•2019-20 Budget Update •Update on School Openings • Morris Leatherman Survey •ADMIN Proposals for FY 2020-21 Workshops • NEW Policy Development Discussion (Ends & EL Policies)

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EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
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Other Meetings
March 22, 2021

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**			
							• School Board Listening Session Discussion • Policy Monitoring: All BMD Policies – BMD 3.0-BMD 3.3 • Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
Board Meeting Mon, Sep 28, 2020 6:00 PM	• EL 2.3 Treatment of Parents • EL 2.6 Financial Management &Operations • <hr>• All BMD Policies: • BMD 3.0 Single Point of Connection • BMD 3.1 Unity of Control • BMD 3.2 Delegation to the Superintendent • BMD 3.3 Superintendent Accountability & Performance <hr>• GP 4.4 Officer Roles • GP 4.5 School Board Members Code of Conduct	• School Site Visits • New Policy Introduction for GP 4.5 – School Board Electronic Devices (1st Reading)	• Approval of Preliminary FY 2021-22 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 21 • Resolution Authorizing the Sale of Facility Maintenance Bonds • Resolution Authorizing Sale of Refunding Bonds • Reassessment Update – Safe Schools Plan <hr>• Record of Board Self-Evaluation		• Monthly Reports	<u>Superintendent Incidentals:</u> • FY 2019-2020 Year-end Preliminary Financial Report • FY 2020-2021 Preliminary Enrollment Report	

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EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

March 22, 2021

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			
	•GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules						
Post Meeting Board Workshop Mon, Sep 28, 2020							•School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 12, 2020 6:00 PM			51				•Administration: Setting Stage for FY 2021-22 Budget Guidelines •*Policy Monitoring Discussion: GP 4.4 & GP 4.4.1.4* •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •~~Time Frame: Joint Workshop between School Board Members &~~

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Meetings
Board Workshops
Other Meetings
March 22, 2021

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			
							ADMIN to discuss Enrollment • School Start Times • Site Visit Discussion - ADMIN • Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 26, 2020 6:00 PM	• Ends 1.1, 1.2, 1.3 Evidence (FY 2018-19) • EL 2.4 Treatment of Staff • EL 2.8 Compensation and Benefits • GP 4.0 Global Governance Commitment • GP 4.1 Governing Style • GP 4.2 School Board Job Products • GP 4.3 Annual Work Plan • GP 4.9 Governance Investment • 2nd Reading – New Policy for GP 4.5 - (GP 4.5.6.1)– School Board Electronic Devices • Policy GP 4.4.1.4	Re-Assessment: COVID-19 Re-monitor	• Future Board Workshop Topics • Resolution Awarding the Sale of Facility Maintenance Bonds (Moved from 11/23/20) • Resolution Authorizing Sale of Refunding Bonds Purchase *(Moved from 11/23/20)* • Record of Board Self-Evaluation 52		• Monthly Reports • FY 2020-21 Bus *Purchase (Moved from 01/25/21)*	Superintendent Incidentals: • Enrollment Report as of Oct. 1, 2020 -Exec. Summary -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count • World's Best Workforce Report • FY 2019-2020 Achievement Integration Summary Report	

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Workshops
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March 22, 2021

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Oct 26, 2020							• School Board Mtg. Self-Assessment
~~Brief Business Meeting Mon, Nov 9, 2020 6:00 PM~~ **Rescheduled on Nov 13, 2020**			• ~~Resolution Approving Canvassing of Elections~~ • ~~Resolution Authorizing Issuance of Certificates of Election~~				
Board Workshop Mon, Nov 9, 2020 ~~6:15 PM~~ **6:00 PM**			53				• Policy Monitoring Discussion: BMD's: 3.0 & 3.2.3 GP's: 4.5, 4.5.1, 4.5.3 (& Child Policies), 4.5.4, 4.5.6, 4.5.7 & 4.6, 4.6.4.2 & 4.10 • "New Policy Introductions" • Review of Treasurer's Annual Report • ~~Student Enrollment~~ • Discussion: Board Monitoring Process and Communication

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Workshops
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March 22, 2021

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			
							• Community Linkage Comm. to "draft" article for Inspiring News • Confirm agenda for next Board Workshop
Brief Business Meeting Friday, Nov 13, 2020 2:00PM **Zoom Conferencing**			• Resolution Approving Canvassing of Elections • Resolution Authorizing Issuance of Certificates of Election				
Board Meeting Mon, Nov 23, 2020 6:00 PM	• EL 2.9 Communication and Support to the School Board • Vote on Policies from the Nov 9, 2020 Workshop – Discussed and Re-monitored	• Re-Assessment: COVID-19 Re-monitor • Closed Session: Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3	• ~~Resolution Awarding the Sale of Facility Maintenance Bonds~~ • ~~Resolution Authorizing Sale of Refunding Bonds Purchase~~ (moved to 10/26/20) • Record of Board Self-Evaluation		• Monthly Reports	• FY 2019-20 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 23, 2020			54				• School Board Mtg. Self-Assessment

School Board Meeting – March 22, 2021   2020-2021 Annual Work Plan | Page **7** of **16**

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

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March 22, 2021

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, Dec 14, 2020 6:00 PM	• EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint	• Re-Assessment: COVID-19 Re-monitor	• Statement from Board Director Veronica Stoltz • 2021 Resolution for Combined Polling Places for General Elections • FY 2021-22 Levy • School Board Treasurer's Report • Record of Board Self-Evaluation	• Board Site Visit Debrief • ~~Community Linkage Senior Citizen Listening Presentation for Discussion at the January 2021 Workshop~~	• Monthly Reports • Seek Bids	• Truth in Taxation Hearing • Designing Pathway's Update	
Post Meeting Board Workshop Mon, Dec 14, 2020							• School Board Mtg. Self-Assessment

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EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

March 22, 2021

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			
*****2021***** **Annual Organizational Meeting Mon, Jan 4, 2021 6:00 PM**			• 2021 Annual Organizational Mtg. - Election of Officers - School Board Compensation - School Board Calendar • 2022 Resolution for Combined Polling Places for the General Elections • School Board Meeting Calendar: Jan 1, 2021 through Jun 30, 2021 • Appointment of Intermediate District 287 Representative		• 2021 Annual School District Organizational Items: - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA) - Seek Bids		
Board Workshop Mon, Jan 4, 2021 6:30 PM Convene (5-10 minutes) following the Annual Organizational Meeting			56				• 2021 Committees & Outside Organization Discussion • ~~CLC: Senior Center Talking Points, Agenda &~~

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

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March 22, 2021

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			
							~~Attendance Discussion~~ • Budget: 5-Year Financial Forecast • Levy's & Schedule • School Wide Enrichment Model (SEM) –1, *(Move from the February 2021 Workshop)* • ~~Engagement Strategies~~ • Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 25, 2021 6:00 PM		•FY 2021-22 Final School Calendar (Draft) •FY 2022-23 Preliminary School Calendar (Draft) •FY 2021-22 Budget Timelines – First Reading •FY 2021-22 Budget Assumptions – First Reading	•FY 2020-21 Mid-Year Budget Approval ——— •Record of Board Self-Evaluation	•2021 School Board Committee & Outside Organization Assignments	• Monthly Reports • ~~FY 2021-22 Bus Purchase~~ (moved to 10/26/20*)*		
Post Meeting Board Workshop Mon, Jan 25, 2021			57				•School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
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Board Meetings
Board Workshops
Other Meetings

March 22, 2021

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Feb 8, 2021 6:00 PM							•Finance 101 •~~Transportation: Funding & Options~~ •~~School Wide Enrichment Model (SEM) – 1~~ *(Move to January 2021 Workshop)* •Walk through School Board Agenda •Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 22, 2021 6:00 PM			•Record of Board Self-Evaluation		• Monthly Reports • Approval of FY 2021-22 School Calendar • ~~Approval of Preliminary FY 2022-23 School Calendar~~ *– Moved to April 26, 2021*	•Ends 1.1.2	
Post Meeting Board Workshop Mon, Feb 22, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, Mar 8, 2021 6:00 PM			58				•Communications •Define Policy under Policy Governance: Ends, EL's, GP's and BMD's

EDEN PRAIRIE SCHOOL BOARD
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Board Workshops
Other Meetings

March 22, 2021

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			
							• Policy Workshop: Discuss Potential Policy Changes • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 22, 2021 6:00 PM	• Re-monitor GP 4.5 for FY 2020-21	• FY 2021-22 Capital Budget – *First Reading* • FY 2021-22 Capital Outlay	• Resolution to Release Probationary Teachers • Final FY 2021-22 Budget Assumptions • Record of Board Self-Evaluation		• Monthly Reports	• Designing Pathways Update	
Post Meeting Board Workshop Mon, Mar 22, 2021							• School Board Meeting Self-Assessment
Board Workshop Mon, Apr 12, 2021 6:00 PM			59				• Agenda Items: Sample Agenda & Discussion of Agenda Elements • Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline

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Board Workshops
Other Meetings

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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			
							• FY 2021-2022 Annual Work Plan Calendar Discussion • *Discussion/Review all items in Placeholder area on "Work Plan Changes Document"* • FY 2021-2022 School Board Meeting Calendar Discussion • FY 2021-2022 School Board Budget Discussion • Mechanics of Monitoring • Choice for Each: School Wide Enrichment Model (SEM) • Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 26, 2021 6:00 PM		• FY 2021-22 School Board Work Plan – First Reading • Closed Session: Negotiation Strategy (MN Statue 13D.03, Subd.1)	• Approval of FY 2021-22 Capital Budget • Approval of FY 2021-22 School Board Meeting Calendar		• Monthly Reports • ALC Fiscal Agent Agreement with District 287		

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Board Meetings
Board Workshops
Other Meetings

March 22, 2021

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			
		• FY 2021-22 School Board Budget – First Reading • FY 2022-2023 Preliminary School Calendar – *First Reading*	•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Apr 26, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, May 10, 2021 6:00 PM							•Strategic Plan •Community Ed Y-T-D Update and Plan Update •Confirm agenda for next Board Workshop
Board Meeting Mon, May 24, 2021 6:00 PM		• FY 2021-22 Budget – First Reading	•Approval of FY 2021-22 School Board Work Plan •Approval of FY 2021-22 School Board Budget •FY 2022-23 Preliminary School Calendar		•Monthly Reports •MSHSL Resolution for Membership •Approval of FY 2021-22 School Meal Prices		

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Board Meetings
Board Workshops
Other Meetings

March 22, 2021

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, May 24, 2021							•School Board Meeting Self-Assessment
Board Workshop Mon, June 14, 2021 6:00 PM							•General Fund Budget Q&A •*Ends 1.1, 1.2. 1.3 OI* •Confirm agenda for next Board Workshop
Board Meeting Mon, June 28, 2021 6:00 PM	•Ends 1.1, 1.2, 1.3 OI		•Approval of FY 2021-22 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution<hr>•Record of Board Self-Evaluation		•Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Approval of Updated District Policies		
Post Meeting Board Workshop Mon, Jun 28, 2021							•School Board Meeting Self-Assessment

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Board Meetings
Board Workshops
Other Meetings

March 22, 2021

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			

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Eden Prairie Schools Ends Monitoring 2019-2020

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

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."

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

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."

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

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."

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

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:
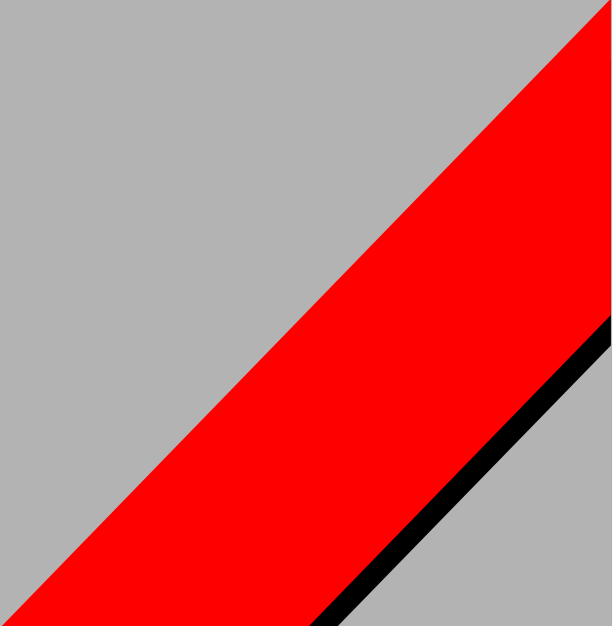July 2019 to June 2020

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.

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School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for 2019-2020
May 4, 2020

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 ; 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

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Evidence:

Table 1.1a: Demonstration of exceeding minimum ACT benchmarks for 11th 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%

11th Grade Students Meeting or Exceeding ACT Benchmarks by Subject

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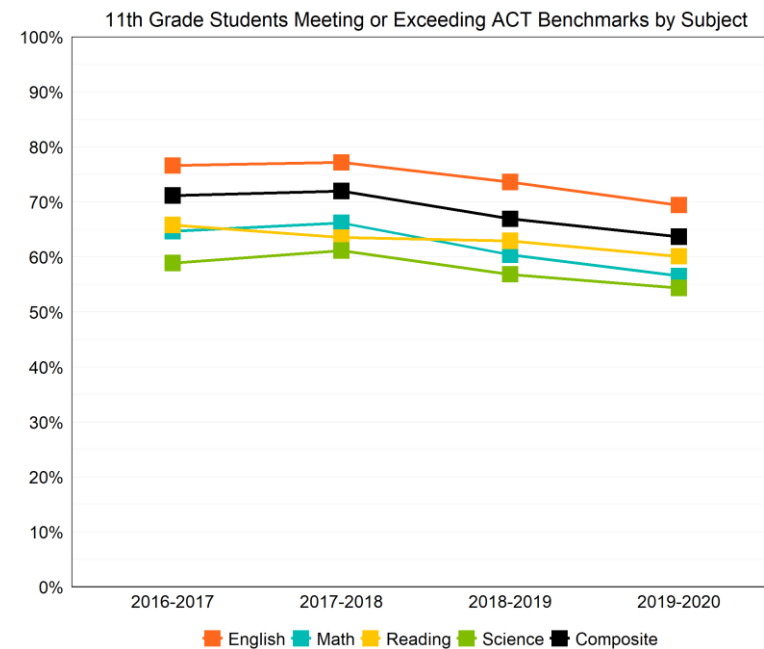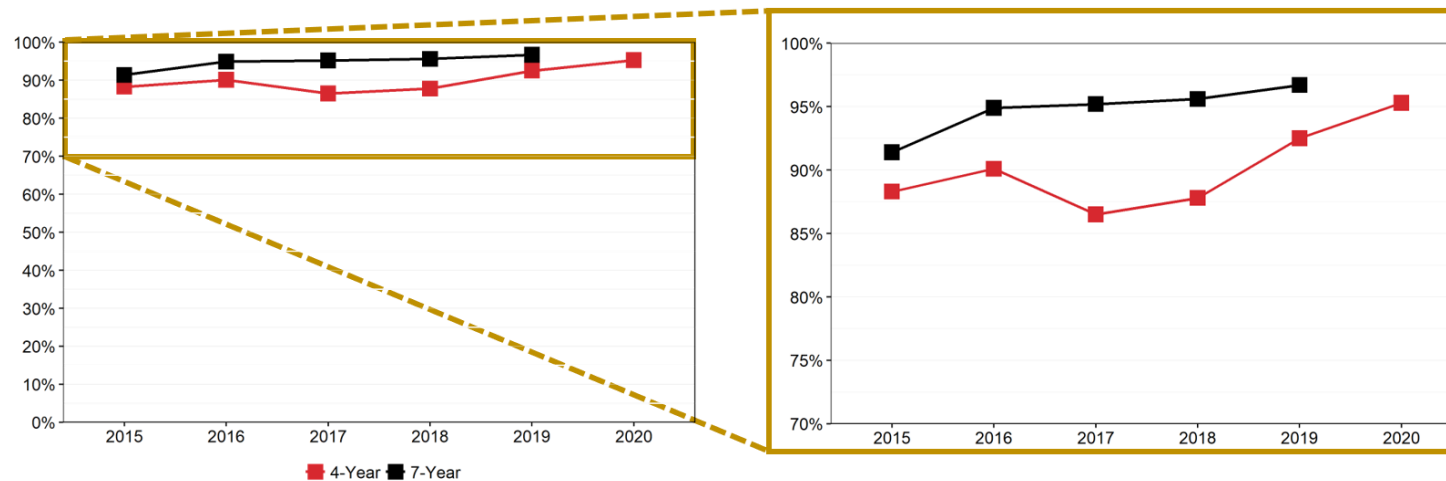May 4, 2020

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

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EDEN PRAIRIE SCHOOLS
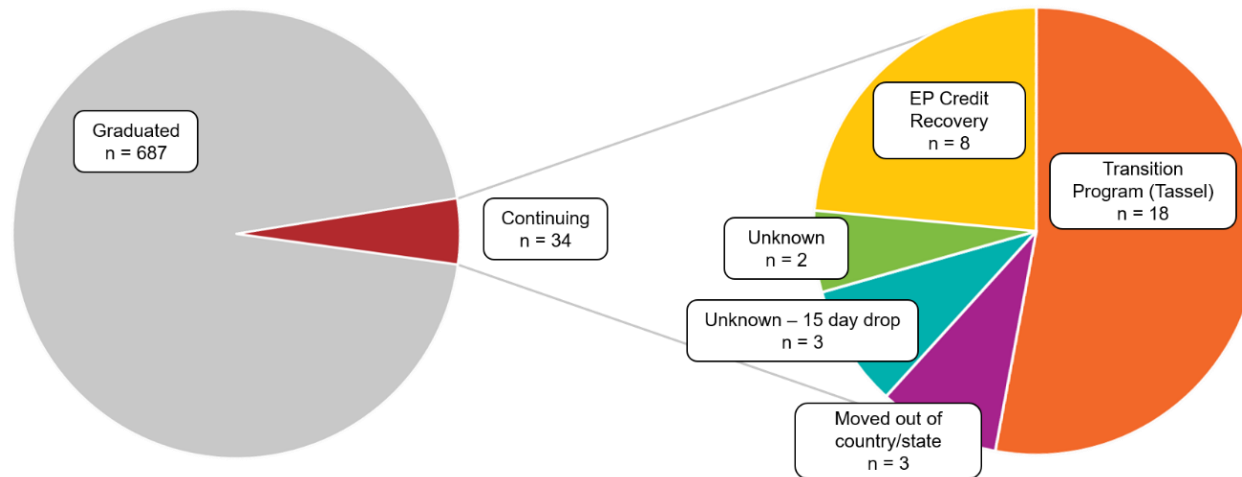Independent School District 272
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2019-2020 Graduation Breakdown (preliminary)

Graduated
n = 687

Continuing
n = 34

EP Credit Recovery
n = 8

Transition Program (Tassel)
n = 18

Unknown
n = 2

Unknown – 15 day drop
n = 3

Moved out of country/state
n = 3

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%
Overall	**87.8%**	**92.5%**	**95.3%**

†Fewer than 10 students in this demographic group.
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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 2nd 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

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Board Work – Policy Monitoring Ends 1.1 OI for 2019-2020
May 4, 2020

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 ≥ 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.

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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%
Overall	**78.5% Target Met**

*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

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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 75th 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,

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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 > 75th 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%.
   - o 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%.
   - o 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%.

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Evidence:

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

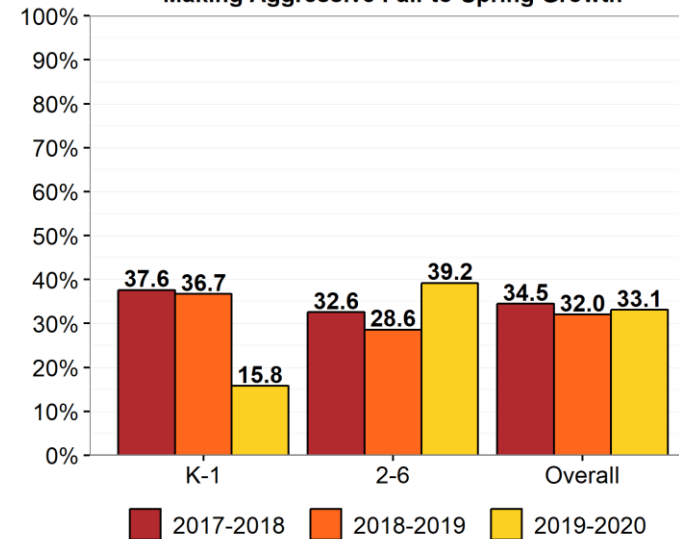| Grade	Reading	Math	Science
3*	74.6%	64.8%	92.9%
4*	74.8%	50.4%	94.4%
5*	72.8%	66.9%	81.4%
6	79.8%	76.2%	80.7%
7	88.4%	75.0%	79.2%
8	89.4%	85.4%	77.8%
9	78.4%	82.1%	80.4%
10	85.3%	78.2%	85.9%
11	90.7%	85.5%	83.7%
12	76.8%	86.3%	85.7%
Overall	**80.6%** Target Met	**73.7%** Target Met	**83.8%** Target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

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

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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**

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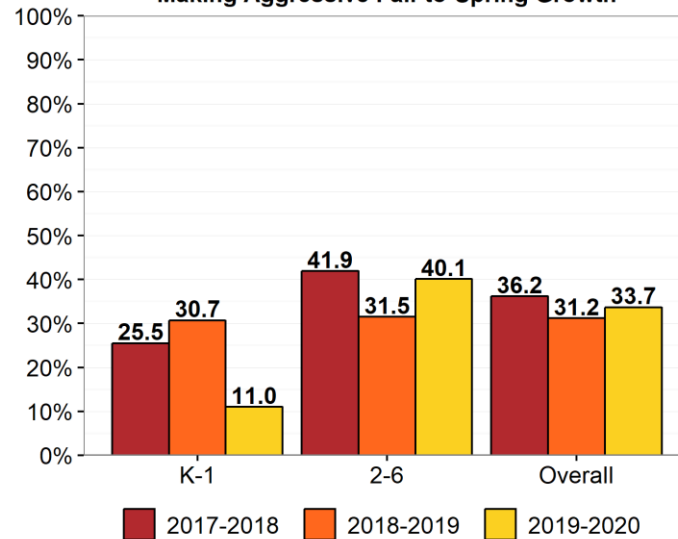
1.1.2b: Fall-to-Spring Growth by Demographic Group

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.

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EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for 2019-2020
May 4, 2020

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

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EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for 2019-2020
May 4, 2020

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

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EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for 2019-2020
May 4, 2020

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%

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EDEN PRAIRIE SCHOOLS
Independent School District 272
Eden Prairie, Minnesota

School Board Meeting
Board Work – Policy Monitoring Ends 1.1 OI for 2019-2020
May 4, 2020

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

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Eden Prairie School District 272 Superintendent Monitoring Report		
Policy Name: **2.7 Asset Protection**	Monitoring Timeframe: July 1, 2019 - June 30, 2020	Policy Monitoring Column **FOR BOARD USE ONLY** Compliance rating: - OI is/is not reasonable - Data does/does not provide adequate evidence of compliance *Include specific evidence for rating conclusion and recommendations.*
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 24, 2020	
		Board member name:
Global Constraint: **The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.**		*(enter rating and reasoning when appropriate)*
Operational Interpretation: I interpret compliance with the overall policy to mean that all twelve (12) policy provisions are in compliance. Furthermore: - I interpret "assets" to mean physical and intellectual property of the District with a value greater than $5,000. - I interpret "unprotected" to mean assets without insurance and/or a plan/guiding procedures. - I interpret "inadequately maintained" to mean a lack of preventive maintenance, repair, or renovation which may cause an asset to deteriorate and experience an accelerated depreciation, within available financial resources. - I interpret "inappropriately used" to mean the utilization of assets not in accordance with the desired Ends of the district. - I interpret "unnecessarily risked" to mean the exposure of assets to circumstances resulting in a higher likelihood of theft or otherwise being unavailable for the asset's intended purposes.		
Justification: The provisions 2.7.1 through 2.7.12 adequately summarize and categorize those district assets that this policy protects.		
Measurement Plan: All provisions are in compliance.		

Evidence: Presented in provisions 2.7.1 through 2.7.12.	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.1 Furthermore, the Superintendent shall not: Develop a facilities construction, renovation and maintenance plan that is not part of a comprehensive rolling ten-year plan.	
Operational Interpretation: I interpret "a comprehensive rolling ten-year plan" to be a master plan for facilities construction, renovation, and/or maintenance that is reviewed and updated annually. The annual update allows the District to consider alternatives to the plan in order to reflect new facility needs and educational plans for the future.	
Justification: A school district needs an ongoing program of assessment of existing school sites and facilities in order to identify school facility improvement issues, alternative means of addressing those issues, and to maintain a quality educational environment for students, staff, and community/partnership users. "To establish and maintain quality school facilities and a desirable learning environment for students, staff, and community users, an ongoing assessment of school facility needs and a program of public information about those needs is essential. (Guide for Planning School Construction Projects in Minnesota; MDE, 2003; p. 37)	
Measurement Plan: 1. The comprehensive rolling ten-year facilities plan shall be reviewed and updated on an annual basis. 2. The comprehensive rolling ten-year facilities plan shall be consulted and referenced during the development of any facilities construction, renovation, and/or maintenance plan. 3. The Capital Fund budget shall be reviewed and updated on an annual basis.	
Evidence: At the April 22, 2019 school board meeting, the board approved the 2019-20 capital budget which included funds to address facility improvements. Prior to approval, the administration worked with principals, department leaders, facility, staff, and the Superintendent's Cabinet to determine priorities for maintaining district facilities. Facility work completed or planned in fiscal year 2020 adhered to the Comprehensive Facility Plan and included the following components: 1. The district continued working on a long-term facility planning process geared to align with the strategic plan	

2. Implemented facility changes to accommodate educational program needs and related space concerns
3. Discussed with the School Board deferred maintenance and capital fund expenditures and revenue sources
4. Planned for the replacement of the high school gym floor and bleachers, Oak Point/Eagle Heights parking lot addition, district-wide pavement upgrades, and many annual building updates throughout the district
5. Continued development of Designing Pathways recommendations

The school board approved on June 24, 2019 a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to MDE for review and approval in July 2019. At the January 28, 2019 school board meeting, the district sold $9,995,000 of general obligation facility maintenance bonds to fund two years of deferred maintenance projects. On May 14, 2019 the community approved a referendum to fund Designing Pathways facility improvements. On July 18, 2019 the district sold $37,765,000 of general obligation school building bonds to fund these facility improvements.

Statement of Assertion:
Report is Reasonable and Evidence support the Operational Interpretation

2.7.2 Furthermore, the Superintendent shall not: Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the organization itself in an amount greater than the average for comparable organizations.

Operational Interpretation:
1. Property, Casualty, Umbrella insurance coverage is in place to insure the School District for losses to real and personal property per Statement of Values on file with the insurance company.
   a. "Fail to insure against theft and casualty losses at 100 percent of replacement value" is interpreted to mean a level of theft and casualty insurance that assumes a reasonable level of risk with consideration to the overall cost of said insurance (See Justification 2.a.).
2. Equipment breakdown insurance coverage is in place specifically for boilers and machinery.
3. Automobile insurance coverage is in place to insure the School District for losses resulting from owned, financed, leased or rented school buses, vans, driver's education vehicles and ground/facilities vehicles are as per Schedule on file with the insurance company.
4. Commercial General Liability, Umbrella Excess Liability coverages are placed to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Violent Event Response, Employee Benefits Liability and Sexual Abuse
5. School Leader's Errors & Omissions coverage included Directors and Officers and school leader's professional.
6. Crime coverage included for loss sustained from employee dishonesty, theft, disappearance and destruction.

7. Inland Marine coverage for the transport of goods in transit, as well as moveable property and instrumentalities of communication. These categories include items such as instruments, cameras, fine arts, signs, valuable papers, electronic data processing and miscellaneous equipment. 8. Data and Network Security covers claims made by third parties arising out of a breach of the School District's computer network and data storage units or devices. 9. Volunteer Accident coverage protects an organization's volunteer workforce for medical costs associated with an accidental injury incurred while working on behalf of the organization. 10. International General Liability coverage is in place to insure students and staff while on international school sponsored trips. 11. Drone Liability coverage is in place to protect the School District for third party claims of property damage or injury resulting from the use of a district owned drone. 12. Workers' Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence.	

Justification:
This policy revolves around risk management, that is the identification, assessment, and prioritization of risks. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. The business office uses Marsh & McLennan for brokerage services for this category of insurance coverage. Below are a number of considerations and coverage categories reviewed on an annual basis, the 2019-20 coverage was reviewed on June 4, 2019:
 	
1. Policies and procedures are in place to provide assurance of protection & supervision of facilities and equipment. (District Policy 902 Use of School District Facilities and Equipment)
2. Insurance is meant to provide a reasonable assurance that the owner of the insured real property can fully replace it in case of a loss. In this case, the Administration has chosen to insure at 100% of replacement value which considers the following pertinent facts:
   a. The current estimated property value is $477,012,008 based on a property appraisal completed in 2017 plus an industry recommended 3.85% increase for 2019 over the prior year.
   b. The property insurance plan the District purchases utilizes Special Form Replacement Cost on a Blanket Property coverage basis (i.e., total property limit can be used at any one location or multiple locations), meaning the only loss situation that the full 100% coverage would be utilized would be in the case of the complete destruction of all real and personal property of the District in every location in a single event. If the District were to lose multiple buildings in a single event, the total amount of insurance coverage would be available to rebuild and refurbish those school sites.
3. School Districts are subject to Minnesota Rule: Chapter 466. Tort Liability, Political Subdivisions. (https://www.revisor.mn.gov/statutes/?id=466&view=chapter#stat.466.02) A school district cannot be held liable for actions that are not foreseeable when reasonable measures … are employed to insure adequate …duties are being performed …, and there is adequate consideration being given for the safety and welfare of all students	

in the school. (http://cousineaulaw.com/laws/minnesota-tort-laws)
  a. In most education-related civil lawsuits there are two main categories of tort liability relevant to educational institutions—Intentional and Negligent Torts.
    i. Intentional Torts—occur when an individual attempts or "intends" to cause harm to another. For intent to exist, the individual must be aware that injury will, or could, be the result of the act.
    ii. Negligent Torts—there are four elements of a negligent tort:
      1. Duty—The duty of an individual or the institution to protect those in our care
      2. Breach (of Duty)—failure of the individual or institution to exercise a standard of reasonable care.
      3. Proximate Cause—showing that the individual or institution failed to exercise a standard of reasonable care.
      4. Injury—No matter how great the duty (Element 1), how egregious the breach of that duty (Element 2), or how foreseeable the consequences and proximate cause of the individual or institution's standard of care (Element 3), there is no liability if actual injuries cannot be proven.

Measurement Plan:
Compliance with this policy shall be evidenced through annual review of school district risk management processes and the subsequent renewal of our insurance plans that conform to the interpretation of this policy.

Evidence:
Coverages in place July 1, 2018
  1. Property, Casualty, Umbrella insurance coverage is in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  2. Equipment breakdown insurance coverage is in place through Hartford Steam Boiler Inspection & Insurance Co. (July 1, 2019-June 30, 2020)
  3. Automobile insurance coverage is in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  4. Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  5. School Leaders Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  6. Crime coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  7. Inland Marine coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  8. Data Security coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)
  9. Network Security and Privacy coverages are in place through Beazley Insurance Co. (July 1, 2019-June 30, 2020)
  10. Volunteer Accident coverage is in place through HSR, Inc (July 1, 2019-June 30, 2020)
  11. International General Liability coverages are in place through AIG (July 1, 2019-June 30, 2020)
  12. Drone Liability coverage is in place through Global (July 1, 2019-June 30, 2020)
  13. Workers' Compensation coverage is in place through SFM (July 1, 2019-June 30, 2020)

Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.3 Furthermore, the Superintendent shall not: Subject facilities and equipment to improper wear and tear or insufficient maintenance.	
Operational Interpretation: I interpret this to mean all facility reviews and maintenance plans are in place for all school district buildings and grounds. The School Board is informed about the financial resources needed to implement the plans and that school budgets reflect the identified facility needs (within fiscal limitations).	

Justification:
1. Proactive maintenance plans explicitly stated facility needs with associated costs, and appropriate budgets are essential to ensure school district assets are protected.
2. Facilities and equipment such as computers, school buses, boilers, air handling units, coolers and freezers, dishwashers, serving lines and ovens routinely exceed their expected useful life due to the following procedures, training and asset handling requirements:
   a. Maintenance staff, technology staff, food service staff and school bus mechanics keep detailed records of maintenance schedules for all equipment
   b. All staff is trained on the use of equipment that they operate and hold appropriate licensure or certification where required
   c. Access to facilities and equipment is limited through security, either human or electronic, at all times. The proper authorities and key staff are notified in the case of breach of this security	

Measurement Plan: Short and long-term maintenance plans are in place for each district facility. The School Board receives facilities progress reports as needed or desired throughout the year. Budgets include funds for maintenance and equipment needs as determined in district plans within available resources. Finally, the Superintendent approves expenditures from building contingency funds as needed.	
Evidence: Plans as identified in the justification are in place along with a budget to support them.	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	

2.7.4 Furthermore, the Superintendent shall not: Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.	
Operational Interpretation: The District encourages maximum use of school facilities and equipment for community purposes that do not interfere with use for school purposes. The District expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.	
Justification: District Policy 902 Use of School District Facilities and Equipment puts forth the processes related to the public use of school facilities and equipment.	
Measurement Plan: Compliance shall be evidenced by the appropriate application of District Policy 902.	
Evidence: Eden Prairie Community Education served approximately 28,801 community members during fiscal year 2020. The Eden Prairie High School Student Activities Department rented its facilities (performing arts center, bubble, activity center, gyms, private instructor rooms, music areas, fields, and tennis courts) for 8,016 events during fiscal year 2020. Information regarding the procedures in place for community use of District facilities can be found at: http://comed.edenpr.org/facility_use	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.5 Furthermore, the Superintendent shall not: Unnecessarily expose the organization, its School Board, or its staff to claims of liability.	
Operational Interpretation: I interpret this to mean the actions of the school board, the superintendent's behavior, and the behavior of all district employees will be governed by state and federal law.	

Justification: The best way to preserve the legal liability of the school district is to ensure policies and procedures are current, the School Board and Staff are aware and understand the policies and procedures, and that required trainings (Federal and State) occur annually. A deliberate provision for staff awareness of legal responsibilities and professional behavior is essential.	
Measurement Plan: Commercial General Liability, Umbrella Excess Liability and School Leader's Errors & Omissions and Crime coverages are in place to insure against Bodily Injury & Property Damage Liability; Personal & Advertising Injury Liability; Medical Payments; Employee Benefits Liability and Sexual Abuse, School Leader's Professional, Director's and Officer's Liability, and Employment Practices Liability. In addition, we provide opportunities for training to staff and Board members on Federal and State laws annually as required. Written policies indicating appropriate procedures for various activities within the district are in place and available on our web site and in the central office.	
Evidence: Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) School Leader's Errors & Omissions coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020) Crime coverages are in place through Liberty Mutual (July 1, 2019-June 30, 2020)	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.6 Furthermore, the Superintendent shall not: Endanger the organization's public image, its credibility, or its ability to accomplish ends.	
Operational Interpretation: I interpret this to mean the Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.	

Justification: 1. The school district's image, credibility, and ability to accomplish its Ends must be protected at all times. A deliberate provision and attention to maintaining a current, purposeful, legal, and ethical financial system significantly improves the district's ability to achieve its Ends and maintain the support of its community. 2. Superintendents are not only subject to rules and regulations related to the operation of a school district, but also to the Minnesota Code of Ethics for School Administrators (MN Rule 3512.5200).	
Measurement Plan: 1. This policy shall be measured by the presence (or lack thereof) of any formal complaints found to be factual by the School Board, their designee, or the Board of School Administrators that the public image, credibility, or ability to accomplish our Ends has been endangered. 2. Other evidence to support compliance with this policy include the acceptance of related Executive Limitation monitoring reports determined to be in compliance by the School Board.	
Evidence: 1. There were no formal complaints made to the School Board or Board of School Administrators regarding public image violations or violations against the rules and regulations set forth by the Minnesota Code of Ethics for School Administrators. 2. All Executive Limitation monitoring reports regarding public image and credibility were accepted as in compliance.	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.7 Furthermore, the Superintendent shall not: Allow uninsured personnel access to material amounts of funds.	
Operational Interpretation: I interpret this to mean that adequate internal controls and insurance coverages are in place to limit the District's exposure and risk of loss.	
Justification: Insurance coverage is essential to protect the overall integrity of the financial system. Insurance ensures that fraud, negligence, or theft by an employee will have a limited impact on the school district. Proper internal controls are essential to limit the district's exposure to loss through fraud or error.	

Measurement Plan:
1. The School District develops, publishes, enforces, and reviews annually internal controls regarding access to funds.
2. The external auditors annually review the system of internal controls, conduct a system walk-through and report any exceptions.
3. Employee Theft and Dishonesty/Crime policies are in place to insure against: Employee Theft Per Loss (also includes Public Employees Faithful Performance); Depositor's Forgery/Alteration; Theft, Disappearance & Destruction (Money, Securities & Other Property – including Robbery & Safe Burglary; and Computer Funds & Transfer Fraud.

Evidence:
1. The District Business Office conducted its formal internal control annual review and trained Business Office employees regarding the District's regulations regarding access and handling of district funds in June 2019.
   a. The internal control procedures revealed no exceptions during fiscal year 2020.
   b. Each site petty cash and safe is randomly audited annually by business office staff.
   c. All cash deposits must be accompanied by a written cash receipt. Cash receipt backup retained at the site is randomly audited by business office staff.
   d. The use of the online payment systems, Feepay, Campus and USAePay will reduce the amount of cash transactions throughout the district, especially in student activities and food service.
2. The fiscal year 2020 financial audit required by state statute will be presented on or about November 23, 2020. The audit report includes a section on "Internal Controls" that would indicate concerns with the District's internal processes and controls during the prior fiscal year.
3. The fiscal year 2019 Audit indicated no internal control deficiencies regarding uninsured personnel access to material amounts of funds.

Statement of Assertion:
Report is Reasonable and Evidence support the Operational Interpretation

2.7.8   Furthermore, the Superintendent shall not: Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.

Operational Interpretation:
I interpret this to mean the District audit and financial statements must be based on Generally Accepted Government Auditing Standards, the federal Single Audit Act, and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor in reference to the school district's financial resources.

Justification: School districts are required to have an annual independent financial audit, to submit audited financial data to the Minnesota Department of Education (MDE) electronically, and to submit all required components of the audit report to MDE and to the Office of the State Auditor.	
Measurement Plan: The Annual Audit Report that routinely tests the district's financial processes and practices. Non-compliance would be reflected by "findings' published in the Annual Audit Report to the Board of Education.	
Evidence: The School Board approved the fiscal year 2019 audit on November 25, 2019 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December 2019. The fiscal year 2019 Annual Audit revealed one legal compliance findings and two internal control findings over compliance. A corrective action plan was put in place to address the findings.	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.9 Furthermore, the Superintendent shall not: Compromise the independence of the School Board's audit or other external monitoring or advice.	
Operational Interpretation: I interpret this to mean I will not interfere with the external auditing process and not utilize auditing personnel for other financial business. I will ensure the annual audit takes place in a timely manner.	
Justification: The external audit is, in its purest form, a report card on the overall functioning of the school district. As such, the Superintendent and Executive Director of Business Services should cooperate (and not disrupt) the audit process to all possible extent. As a primary safeguard to maintaining fiscal integrity, the external audit should remain as neutral to the administration and operations of the district as possible.	
Measurement Plan: Per State Statute, the School Board appoints an external auditor to conduct all external audits. Audits are conducted at the beginning of each fiscal year, and must be completed by the School Board prior to December 31. As a part of the process, the School Board meets with the external auditor to review the audited statements and to report its findings.	

Evidence: The School Board approved the fiscal year 2019 audit on November 25, 2019 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December 2019.	
Statement of Assertion: Report is Reasonable and Evidence support the Operational Interpretation	
2.7.10 Furthermore, the Superintendent shall not: Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.	

Operational Interpretation:
1. I interpret *school* as:
   a. The legal definition of *school* per Minnesota Statute 120A.05,
   b. I further interpret *school* to be the "real property" consisting of any one of the eight (8) current *school* buildings and Lower Campus.
2. The phrase *principal educational purpose* is interpreted as the standard course of academic programs implemented to meet the standards established by the Minnesota Commissioner of Education (MN Statute 120A.05).
3. I interpret *substantially change the principal purpose of a school* to mean:
   a. Alter the primary use of one of the District's elementary, middle or secondary schools per the legal definition of a *school* (MN Statute 120A.05).
   b. Significantly alter the physical space <u>and</u> primary use of a specially designated or designed space of a *school* (i.e. gym, swimming pool, media center, etc.).
   c. To demolish, reconfigure, or remodel in order to create a new use at a cost in excess of $100,000 at one site.
4. I interpret *by closing or repurposing it* to mean:
   a. *Closing* is eliminating the use of a District *school* building for any District purpose.
   b. *Repurposing* is:
     i. Creating a District "*Destination School*"
     ii. Using a District *school* building for a purpose not associated with a school.
5. I interpret *by consolidating or combining it with another school* to mean:
   a. The action of moving one s*chool* into another *school's* building, and eliminating one of the *schools* affected, or;
   b. Moving one *school* into another school's building and changing the principal educational purpose of individual *schools*.
6. I interpret *board approval* as an affirmative majority vote by a quorum of the School Board on a recommendation provided by the Superintendent or his/her designee.	

Justification:
1. The legal definition of *school* was used to delineate those structures from other District real properties.
2. Minnesota Statute 120A.05 defines the *principal educational purpose* of school sites:
   a. **Subd. 9.Elementary school**. "Elementary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in prekindergarten through grade 6 or any portion thereof, and staff meeting the standards established by the commissioner.
   b. **Subd. 11.Middle school.** "Middle school" means any school other than a secondary school giving an approved course of study in a minimum of two consecutive grades above 4th but below 10th with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of education.
   c. **Subd. 13.Secondary school.** "Secondary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof, and staff meeting the standards established by the commissioner of education.

(Note: the Education Center in Eden Prairie is not included in this definition, as the District does not own real property at that site.)

3. The definition of "Real Property" was used to differentiate it from other types of property owned by the district
   a. "Real Property" is defined as "A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which cannot be removed without substantial damage to itself or to the building or structure." (MN Statute 272.03.b.)

(Note: the Education Center in Eden Prairie is not included in this definition, as we do not own real property at that site.)

4. *Closing or Repurposing*
   a. It is not uncommon for individual rooms in a facility to provide several functions as needs arise and priorities change over a period of time while the *school* as a whole retains its *principal educational purpose*. Most often, the *repurposing* of usable space does not require substantial changes to the physical structure.
   b. This interpretation does not limit Administration from managing its *schools* to produce the desired ends. It does limit the administration from *substantially changing* to a *school* in a manner that would:
      i. Physically alter a "specially designated or designed space" for a new use.
      ii. Require contracts over $100,000 for repurposing classroom or specialized space at a single *school* to be approved by the School Board per MN Statute 123B.52 and MN Statute 471.345, Subd. 3.
5. "*Destination School*"
   a. Meets the legal definition of a *school* and provides the standard academic program and standards as established by the Minnesota Commissioner of Education *in an alternative, enhanced, or specialized learning environment.*
   b. Is open to enroll <u>eligible</u> students regardless of their home location within the School District

c. Provides a specialized academic focus in *an alternative, enhanced, or specialized learning environment* that may include, but is not limited to: language immersion, technology, environmental studies, fine arts, online, STEM, etc.
   i. Programs such as Level III Gifted Services, Special Education Low Incidence and Center-Based programs, and English Language Learners are not *destination schools*.
   ii. Eagle Heights Spanish Immersion School is a *destination school* per this interpretation.
   iii. The Level IV Gifted and Talented programming would be considered a *destination school* at such point as it encompasses multiple grade levels at one or more *school* sites.
6. Board Approval
   a. School Board voting rules are self-explanatory and legally required to do the business of the school district

This interpretation has the expectation that the Superintendent will undertake a process that provides adequate background information, opportunities for discussion, and culminates with a specific recommendation for Board action.

Measurement Plan:
The Superintendent shall be found to be in compliance with this policy when:
1. The district's *school* sites retain their "principal" educational purpose,
2. The district's *school* sites are not repurposed, consolidated or combined with another school without Board approval.

Evidence:
No spaces were changed during the reporting period, except where legally required by the Governor's executive order and not under the control of the superintendent.

Statement of Assertion:
Report is Reasonable and Evidence support the Operational Interpretation

2.7.11 Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.

Operational Interpretation:
The Eden Prairie School Board is responsible for permanently naming facilities, which includes buildings, rooms, internal spaces, streets, landscape materials and associated exterior furnishings, courts, athletic fields, open spaces, forests, and all other areas owned, operated, or controlled by the Eden Prairie School District.

Eden Prairie School District may name facilities according to provisions established by statute. The School Board may elect to name facilities in recognition of individuals who have attained achievements of extraordinary and lasting

distinction or enter into authorized agreements and contracts to lease naming rights for school facilities or enter into an agreement with a sponsoring agent in order to generate alternative sources of revenue to be used according to a plan specified by the School Board.

Justification:
Board authority, established in statute, permits the Board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by the Eden Prairie School District.

Measurement Plan: Compliance with this policy shall be evidenced via the Board naming all permanent facilities owned or leased by the District.

Evidence:
The Eden Prairie High School brought forward a space to rename as the South Commons Collab. The School Board approved this name on September 23, 2019. On June 22, 2020, the School Board approved renaming the EPHS School Store to The Nest - Home of the Eagles. No other spaces formally changed names during FY 2019-20.

Statement of Assertion:
Report is Reasonable and Evidence support the Operational Interpretation

2.7.12 Furthermore, the Superintendent shall not: Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.

Operational Interpretation:
1. An "educational program" is defined as "a set of learning activities with a specific goal." In the context of a school district, an educational program is interpreted as a set of courses leading to acquisition or mastery of a set of identified competencies.
2. The core of this policy [The Superintendent shall not] "Eliminate any non-state required programs…without board approval" is self-explanatory. I interpret this policy to mean that Administration must seek approval via official vote of the School Board to discontinue any educational program at any level that is not required by Minnesota statute.
    a. The State of Minnesota requires the following of all of its high school graduates:
        i. 4 credits of language arts
        ii. 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its

equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade.

    iii.   3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)

    iv.   3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics.

    v.   1 credit in the arts

    vi.   7 elective credits

  b. In grades K-8 school districts are required to put state academic standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. (Source: MDE) Therefore, specific elective courses and programs are not required at these levels, but the standards embedded in those courses and programs are required to be delivered in some form to students.

3. The phrase "adversely affect our reputation and/or diminish educational opportunities" is subjective in nature. Therefore, the discussion regarding "value" becomes a consideration for the School Board rather than one for the Superintendent in the decision-making process.

Justification:
The parents and owners of Eden Prairie schools value the broad-based educational program offered by the District.

Measurement Plan:
Compliance shall be evidenced by adherence to the intent and direction of this policy.

Evidence:
No programs were eliminated during the reporting period.

Statement of Assertion:
Report is Reasonable and Evidence support the Operational Interpretation

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School Board member's summarizing comments: