



MEETING AGENDA

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

1. Convene: 6:00 PM (Roll Call)

School Board Members:

Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Charles "C.J." Strehl

2. Pledge of Allegiance: 6:02 PM

3. Agenda Review and Approval: 6:03 PM (Action)

Approval of the agenda for the Monday, June 28, 2021 meeting of the School Board of Independent School District 272, Eden Prairie Schools.

MOTION _____ Seconded _____

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

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for May 24, 2021, and the June 18, 2021 Special Meeting.

MOTION _____ Seconded _____

A. Monday, May 24, 2021

5

B. Friday, June 18, 2021

11

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

6. Announcements: 6:10 PM (Information)

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

TASSEL Transition Program - Partnership with Upstream Arts

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

A. Decision Preparation

B. Policy Monitoring (Action)

1) 2021-2022 Ends 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Operational Interpretation (OI)

a. Ends 1.1 OI and Measurement Plan

12

MOTION _____ Seconded _____

b. Ends 1.2 OI and Measurement Plan

18

MOTION _____ Seconded _____

c. Ends 1.3 OI and Measurement Plan

26

MOTION _____ Seconded _____

d. Ends 1.4 OI and Measurement Plan

37

MOTION _____ Seconded _____

e. Ends 1.5 OI and Measurement Plan

42

MOTION _____ Seconded _____

f. Ends 1.6 OI and Measurement Plan

48

MOTION _____ Seconded _____

C. Required Board Action (Action)

1) Approval of FY 2021-22 Adopted Budget (Action)	
MOTION _____ Seconded _____	
a. Executive Summary	55
b. Budget Presentation	56
c. Budget Report	61
2) ISD 287 10-Year Facilities Maintenance Resolution (Action)	
a. Executive Summary	117
b. Resolution - <i>Roll Call</i>	118
MOTION _____ Seconded _____	
1. Aaron Casper Yes ___ No ___ 4. Kim Ross Yes ___ No ___	
2. Debjyoti Dwivedy Yes ___ No ___ 5. Adam Seidel Yes ___ No ___	
3. Beth Fletcher Yes ___ No ___ 6. Charles Strehl Yes ___ No ___	
3) Executive Limitation (EL) 2.9.1 - 2nd Reading (Action)	120
MOTION _____ Seconded _____	
4) Notice of Special Election (Action)	121
MOTION _____ Seconded _____	
5) Notice of Filing Dates for Special Election to the School Board (Action)	124
MOTION _____ Seconded _____	
6) Stock Sale (Action)	
a. Executive Summary	125
b. Resolution Granting Authority to Transfer Securities - <i>Roll Call</i>	126
MOTION _____ Seconded _____	
1. Aaron Casper Yes ___ No ___ 4. Kim Ross Yes ___ No ___	
2. Debjyoti Dwivedy Yes ___ No ___ 5. Adam Seidel Yes ___ No ___	
3. Beth Fletcher Yes ___ No ___ 6. Charles Strehl Yes ___ No ___	
c. Resolution - Wells Fargo	127
D. Record of Board Self-Evaluation	
1) 2019-20 Record of Board Policy Monitoring - Governance Policies <i>(No Updates)</i>	
2) 2020-21 Record of Board Policy Monitoring - Governance Policies <i>(No Updates)</i>	
3) 2019-20 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's) <i>(No Updates)</i>	
9. Superintendent Consent Agenda: 7:30 PM (Action)	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>	
MOTION _____ Seconded _____ to approve the Consent Agenda as presented.	
A. Monthly Reports	
1) Resolution of Acceptance of Donations	
2) Human Resources Report	129
3) Business Services Reports	
a. Board Business	132
b. Financial Report - Monthly Revenue/Expenditure Report	133
B. Minnesota State High School League (MSHSL) Resolution	134
C. EPS 10-Year Facilities Maintenance Plan	
1) Executive Summary	136
2) LTFM Application	137
D. American Indian Education Resolution	139

E. Q-Comp Annual Report 2020-2021	143
F. Approval of Updated District Policies (Memo to the Board) - See Appendix "A" (<i>Individual Listing of Policies</i>)	157
1) District Policy 808 COVID-19 Face Covering Policy - <i>Policy Removed</i>	
2) District Policy 806 - Crisis Management	
3) District Policy 721 - Uniform Grant Guidance	158
4) District Policy 524 - Internet Acceptable Use	
G. Annual Review of District Mandated Policies	176
H. Fiscal Year (FY) 2022-23 Preliminary School Calendar	178
I. 2021-22 Student Handbooks	
1) 2021-22 Summary of School Handbook Changes	179
2) Eden Prairie High School Students	180
3) CMS Student Handbook	237
4) Elementary Schools Students	281
5) EP Online 6-12 Students	316
6) EP Online Elementary Students	360
10. Superintendent's Incidental Information Report: <u>7:35 PM</u> (Information)	
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>	
A. Superintendent Update	
11. Board Action on Committee Reports & Minutes: <u>7:45PM</u> (Action)	
A. Board Development Committee	
1) BDC Minutes from June 5, 2021	384
MOTION _____ Seconded _____	
2) BDC Minutes from June 16, 2021	386
MOTION by _____ Seconded by _____	
3) 2021 EPSB New Director Orientation PP - Updated	388
MOTION _____ Seconded _____	
4) Tools of Cultural Proficiency - Developing Culturally Proficient Leadership	407
MOTION _____ Seconded _____	
5) SB Meeting Agenda Ideas	
MOTION _____ Seconded _____	
B. Community Linkage Committee	
1) CLC Meeting Minutes from May 25, 2021	409
MOTION _____ Seconded _____	
2) CLC Meeting Minutes for June 22, 2021	411
MOTION _____ Seconded _____	
3) Approval: Inspiring News Topic - <i>August 2021 Message (1st Draft)</i>	414
MOTION _____ Seconded _____	
C. Negotiations Committee	
D. Policy Committee	
12. Board Education & Required Reporting: <u>8:15 PM</u> (Information)	

A. Morris Leatherman Presentation

13. **Other Board Updates (AMSD, ECSU, ISD 287, MSHSL): 8:45 PM (Information)**

- A. AMSD (Association of Metropolitan Schools) - Aaron Casper & Kim Ross
- B. ISD 287 (Intermediate School District 287) - Adam Seidel
- C. ECSU (Metropolitan Educational Cooperative Service Unit - Kim Ross
- D. MSHSL (Minnesota State High School League) - Debjyoti Dwivedy

14. **Board Work Plan: 8:50 PM (Action)**

- A. Work Plan Changes Document (Action) 415
MOTION _____ **Seconded** _____
- B. 2020-21 School Board Annual Work Plan (June 2021) 416
- C. 2021-22 School Board Annual Work Plan 418

15. **Adjournment: (Action)**

MOTION by _____ **Seconded** by _____ to adjourn the Monday, June 28, 2021 meeting of the Eden Prairie School Board at _____ **PM**.

16. **Appendix "A" (Reference #9-I)**

- A. District Policy 808 COVID-19 Face Covering Policy - Policy Removed 430
- B. District Policy 806 - Crisis Management 435
- C. District Policy 721 - Uniform Grant Guidance 445
- D. District Policy 524 - Internet Acceptable Use 463

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE MAY 24, 2021
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on May 24, 2021 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene: 6:00 PM

School Board Members:

Present: Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Veronica Stoltz, Charles "C.J." Strehl

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – MOTION by D. Dwivedy, **Seconded** by V. Stoltz to approval of the agenda for the Monday, May 24, 2021 meeting of the School Board of Independent School District 272, Eden Prairie Schools; **AMENDMENT** by K. Ross, **Seconded** by B. Fletcher, to add to the agenda to continue the discussion of the interim board vacancy (Board Development Committee Report, 8D, under Board Business); Yes: 1 (KR), No: 6 (AC, DD, BF, AS, VS, CS); Motion failed 1-6; **Original MOTION** Passed Unanimously 7-0.

4. Approval of Previous Minutes and Workshop Notes – MOTION by D. Dwivedy, **Seconded** by K. Ross to Approve the UNOFFICIAL Minutes of the April 26, 2021 School Board Regular Business Meetings and the May 10, 2021 Workshop Notes – Passed Unanimously

5. Public Comment (10)

J. Prince – Consistency with School Board

F. Pagan-Umar – School Board Appointment

G. Haynes – School Board Appointment

D. Ortiz-Hedges – General Comment

M. Voorhees – Francesca Pagan Appointment to the Board

K. Simons – Vacant Seat on Board

J. Behrends – Appointment of Francesca Pagan-Umar to interim Board Position

C. Bomben – General Comments

D. Martin – Appointment of Francesca Pagan-Umar to fill position vacated by V. Stoltz

One MN Together – School Board

6. Announcements - Superintendent Swanson

- Eden Prairie High School announced Term 3 [A Honor Roll](#) and [B Honor Roll](#).
- EPHS is honored to have nine students with a perfect ACT score of 36. Congratulations! They are: Fergus Xu, Sriyan Reddy, Matthew Pihowich, Benjamin Pankratz, Rishi Natraj, Jacob Dorson, Ashton Diermeier, Sreya Patri, Samir Sarma
- Congratulations to the following students who have qualified for National Tournaments of Speech and Debate this year. They have made EPHS proud! National Qualifiers (alphabetical order):
 - Akhil Perla = NCFL (Debate)
 - Akshitha Ginuga = NSDA (Speech)
 - Amel Yusuf = NCFL (Speech)
 - Amoligha Timma = NCFL (Speech)
 - Anisha Singhatwadia = NIETOC, NCFL, NSDA (Speech)
 - Darren Tanubrata = NCFL (Debate)
 - Dhruvi Mehta = NIETOC (Speech)
 - Iesh Gujral = NIETOC, NCFL, NSDA, ETOC (Speech)
 - Keerthana Ramanathan = NIETOC, NSDA (Speech)
 - Lalitha Gunturi = NCFL (Debate)
 - Madeline Frantz = NCFL (Debate)
 - Mohit Agarwal = NIETOC, NCFL, UKTOC (Both)

- Nikhill Andrew = NIETOC, NCFL (Speech)
- Nitya Potti = NIETOC, NCFL (Speech)
- Rylee Brazil = NIETOC (Speech)
- Shruthi Kundoor = NCFL (Debate)
- Siona Kaura = NCFL (Debate)
- Srijani Datta = NCFL (Debate)
- Sudeeksha Nooka = NCFL (Speech)
- Tavishi Chakraborty = NCFL (Debate)
- Vedanth Jonnalagadda = NCFL (Debate)
- Zach Kirkeby = NCFL (Debate)
- Oak Point Elementary recently received \$2000 in funding to support the sustainability of their PBIS (Positive Behavior Interventions and Supports) implementation! Congrats!
- Several students participated in the 2021 Eden Prairie Virtual Science Fair. Congratulations to all the students for their dedication toward the science fair!

Students in grades K-8th Grade won the following awards:

- Kindergarten: Eva Snow (1st)
- 1st Grade: Alexandra Guiney (1st); Manan Shah (2nd)
- 2nd Grade: Hadley Hayes (1st); Shrihari Nagapan (2nd)
- 3rd Grade: Rose Reigstad (1st); Sananda Ayyappan (2nd)
- 4th Grade: Om Gautam (1st); Yesh Gautam (2nd)
- 5th Grade: William Archambault (1st); Eliahna Silva (2nd)
- 6th Grade: Evan Lair (1st)
- 7th Grade: Devanshu Shah (1st); Rohana Mudireddy (2nd)
- 8th Grade: Emily Oberleitner (1st)

Special Awards will be given to the following students:

- Girls in STEM award: Divija Ravindher (1st grade); Rohana Mudireddy (7th grade)
- Emerging Scientist award: Caden Bickett (2nd grade)
- Green award: Ashwin Konduru (5th grade)
- Proton award - Elena Hayes (2nd grade)
- Future Chemist award: Jamison Kirby (2nd grade)
- Inspiring Excellence award: William Archambault (5th grade)
- Botany Brains award: Eliot Morehead (3rd grade)
- Microscope award: Emily Oberleitner (8th grade)
- Future Architect award: Arnesh Maiti (7th grade)
- Young Minds award: Hadley Hayes (2nd grade)
- H2O award: Sanada Ayyappan (3rd grade)
- Congrats to EP Senior Alex Deng on qualifying for the Olympic trials in the 100M Breaststroke in June. Good luck, Alex!
- EP Online student Shiladitya Pal ended the school year with earning over \$226,000 from a web-based Stock Market Game. This free game uses fake money to teach students how to gain a fundamental understanding of investing, develop positive money habits and prepare for the future. Pal received 2nd place in the state of Minnesota and was honored on May 20 for his achievements.
- CMS has participated in National History Day for the last six years and this year, we sent 30 students and their projects to the State competition in April. The event is sponsored and hosted by the Minnesota History Center.
 - Former CMS student, Sasha Allen, competed in the Individual Documentary category taking first place in the Senior Division. She will also be presenting at Nationals for her third appearance in a row. We are inspired by our student's achievements!
 - Those placing first or second in state then qualify for the National History Day contest. The following are students from the Advanced Social Studies classes at CMS, taught by 7th grade teacher Karen Nelson and 8th grade teacher Patti Cwodzinski.

First Place and National Qualifier

- Nico Allen – Individual Website
- Cecelia Erickson – Individual Documentary

Second Place and National Qualifier

- Shaunya Kumar, Saanvi Kaki and Claire Lee – Group Documentary
- Rouda Hassan and Melody Li – Group Website

Third Place

- Sedona McFarlane – Individual Performance

Honorable Mentions

- Gwen Glasrud – Individual Exhibit
- Emily Oberleitner, Alisha Shah and Isha Shah – Group Exhibit
- Spandan Datta, Dakshesh Cheepuru and Shaurya Gumma – Group Documentary
- Annika Rice, Kotonoz Kazama and Lilia Roberts – Group Documentary
- Sadie Nistler – Individual Website
- Banji Olofinboba – Individual Website
- Amuktha Pothamsetti – Individual Website
- Rithikaa Vigneshwaran and Samhitha Arevalli – Group Website
- Jaya Agrawal and Allison Schuessler – Group Website

- The Presidential Volunteer Service Awards have been given to 25 students, with two of the awardees qualifying for more than one award. The awardees collectively volunteered for 4,000 hours. We are inspired by their work to improve our community and beyond! Please celebrate these student's accomplishments: Presidential Award Recipients.

- 1 Abirami Rajasekran
- 2 Adylyn Raney
- 3 Alexandra Allen
- 4 Anirudh Vadrevu
- 5 Anna Maristela
- 6 Calista Swensen
- 7 Chloe Russo
- 8 Daniel Georgoff
- 9 Gabriel Riegert
- 10 Gabrielle Peta
- 11 Harini Senthilkumar
- 12 Ilesh Gujral
- 13 Ilesh Gujral
- 14 Jake Heimkes
- 15 Leo Johnson
- 16 Maggie Lobsinger
- 17 Maggie O'Connell
- 18 Mannal Sadiq
- 19 Mary Margaret Mellen
- 20 Mary Margaret Mellen
- 21 Nicolette Johnson
- 22 Pooja Muruganandan
- 23 Sarthak Agrawal
- 24 Shreya Nagarale
- 25 Srijani Datta
- 26 Summer Stephens
- 27 Thai Lyod

- A. Service Acknowledgement – Acknowledgement of V. Stoltz for time served
 - 7. **Spotlight on Success** – Eagle Heights Spanish Immersion (*EHSI*) Online
 - 8. **Board Work**
 - A. Decision Preparation
 - 1) Fiscal Year (FY) 2021-22 Budget - *First Reading*
 - a. Executive Summary
 - b. Budget Report FY 2021-2022
 - c. Presentation
 - 2) FY 2021-22 EP School Meal Prices
 - a. Executive Summary
 - 3) Fiscal Year (FY) 2022-23 Preliminary School Calendar (*First Reading*)
 - B. Required Board Action
 - 1) Approval of the FY 2021-22 School Board Work Plan – **MOTION** by D. Dwivedy, **Seconded** by K. Ross to approve as presented.
 - 2) Approval of the FY 2021-22 School Board Budget – **MOTION** by A. Casper, **Seconded** D. Dwivedy to approve budget as presented; **AMENDMENT** by K. Ross, **Seconded** by A. Casper that the Budget report be updated to include the purpose, topic, and contact business information for the consultants listed on report – Passed Unanimously; **Original MOTION** and **AMENDEMNT** – Passed Unanimously
 - 3) Hennepin County School Recycling Grant
 - a. Executive Summary
 - b. Recycling Grant Resolution
 - MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to approve Resolution as presented – Passed Unanimously
 - C. Record of Board Self-Evaluation
 - 1) 2019-20 Record of Board Policy Monitoring - Governance Policies (*No Updates*)
 - 2) 2020-21 Record of Board Policy Monitoring - Governance Policies (*No Updates*)
 - 3) 2019-20 Record of Board Policy Monitoring - Ends & Executive Limitations (EL's) (*No Updates*)
 - 9. **Superintendent Consent Agenda** – **MOTION** by A. Seidel, **Seconded** by V. Stoltz to approve the Consent Agenda as presented – Passed Unanimously
 - A. Bid Acceptance: Oak Point Secure Entrance and Office Relocation
 - 1) Executive Summary
 - B. Monthly Reports
 - 1) Resolution of Acceptance of Donations
 - 2) Human Resources Report
 - 3) Business Services Reports
 - a. Board Business
 - b. Financial Report - Monthly Revenue/Expenditure Report
 - 10. **Superintendent's Incidental Information Report**
 - A. Calendar Development Process
 - B. Other Superintendent Updates
- MOTION** by A. Seidel, **Seconded** by A. Casper to recess for five minutes at 8:13 PM – Passed Unanimously
Meeting Resumed at 8:19 PM
11. **Board Action on Committee Reports & Minutes**
 - A. Board Development Committee
 - 1) BDC Meeting Minutes for May 12, 2021 – **MOTION** by C. Strehl, **Seconded** by D. Dwivedy to approve as presented – Passed Unanimously
 - 2) EPSB Developing Culturally Proficient Leadership – **MOTION** by D. Dwivedy, **Seconded** by K. Ross to approve as presented – Passed Unanimously
 - 3) Resolution of the Eden Prairie School Board on the Appointment to Fill the Interim Board Vacancy
 - MOTION** by K. Ross, **Seconded** by V. Stoltz to approve resolution as presented below:

WHEREAS board member Veronica Stoltz submitted her resignation from the Eden Prairie School Board on April 7, 2021, effective as of midnight Monday, May 24, 2021; and *WHEREAS* this vacancy will remain for over 5 months until the certification of the results of special election to fill the vacancy which will be held no later than the first Tuesday after the first Monday in November following the vacancy; and *WHEREAS* Minnesota State Statute Section 123B.09, subdivision 5b, paragraph (a) states that any vacancy on the board “must be filled by board appointment at a regular or special meeting.” (This statute can be viewed at <https://www.revisor.mn.gov/statutes/cite/123B.09>); and

WHEREAS a general election to fill 3 open seats on the Eden Prairie School Board was held on November 3, 2020, and Francesca Pagan-Umar received the 4th highest number of votes.

NOW, THEREFORE, be it resolved that the Eden Prairie School Board:

1. Appoints Francesca Pagan-Umar to fill the interim vacancy on the board until such time as the results of the special election have been certified.
2. Acknowledges that per Minnesota State Statute Section 123B.09, subdivision 5b, this appointment shall be effective 30 days following the adoption of this resolution.
3. Stipulates that per Minnesota State Statute Section 123B.09, subdivision 5b, paragraph (b), if a valid petition to reject the appointee is filed with the school district clerk within 30 days of this appointment, it will be rendered ineffective.

Adopted by the Eden Prairie School Board this day of May 24, 2021.

AMENDMENT by V. Stoltz, **Seconded** by B. Fletcher to suggest that the Board appoint someone in the interim to fill the vacancy presented by Board Member V. Stoltz moving out of the District – Chair Seidel ruled **AMENDMENT** out of order. Original **MOTION** Failed: 2 to 5; Yes: (2) KR, VS; No: (5) AC, AS, BF, CS, DD

- 4) **MOTION** by A. Seidel, **Seconded** by B. Fletcher to change the Agenda Setting Meeting name to Agenda Preparation Meeting and that all Board Policies/documents be changed and/or corrected accordingly – Passed Unanimously

B. Community Linkage Committee

- 1) CLC Meeting Minutes for April 27, 2021 - **MOTION** by K. Ross, **Seconded** B. Fletcher to approve as presented – Passed Unanimously

- a. **MOTION** by D. Dwivedy, **Seconded** by B. Fletcher that the Community Linkage Community event be held on Wednesday, June 16, 2021, 6:30-8:30 p.m.; there will be presentations regarding Policy Governance and the District (by the Superintendent), the rest of the details be referred to the Committee; **AMENDMENT** by A. Seidel, **Seconded** by D. Dwivedy that all the other items be aligned with the document presented – Passed Unanimously. Original **MOTION** – Passed Unanimously.

C. Negotiations Committee

D. Policy Committee

- 1) PC Meeting Minutes for May 14, 2021 – **MOTION** by A. Casper, **Seconded** by B. Fletcher to approve as presented – Passed Unanimously

- a. **MOTION** by K. Ross, **Seconded** by A. Seidel to renumber the Ends Policy 1.0, no language added or deleted – Passed Unanimously

1. Current Ends Policy 1.1.1 be renumbered to Ends Policy 1.2
2. Current Ends Policy 1.1.2 be renumbered to Ends Policy 1.3
3. Current Ends Policy 1.1.3 be renumbered to Ends Policy 1.4
4. Current Ends Policy 1.2 be renumbered to Ends 1.5
5. Current Ends Policy 1.3 be renumbered to Ends 1.6

12. **Other Board Updates (AMSD, ECSU, ISD 287)**

A. AMSD (Association of Metropolitan Schools) - Veronica Stoltz, Aaron Casper & Kim Ross (Board Updated)

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

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

13. **Board Work Plan**

- A. Work Plan Changes Document – **MOTION** D. Dwivedy, **Seconded** B. Fletcher to approve changes as presented – Passed Unanimously

Eden Prairie School Board
2020–21 WORK PLAN CHANGES
“Proposed” Changes for the
May 24, 2021

Date of Meeting/Workshop	Changes Requested
Monday, June 14, 2021 – Workshop	- Add: - <i>Interim Candidate Appointment Process - Discussion</i>
Wednesday, June 16, 2021	- Add: - <i>Board Listening Session at 6:30 PM - PAC</i>
Monday, June 28, 2021	- Add: - <i>Morris Leatherman Presentation</i> - <i>Interim Candidate Appointment Process – Approval</i> - <i>EL 2.9.1 – 2nd Reading</i>
Placeholder – General Board Work	
<ul style="list-style-type: none"> • School Board Listening Session Discussion • Board Development Committee (BDC) – Bring forth, in the Minutes, the discussion on scheduling new Candidate Sessions 	
Placeholder – Policy Review	

B. School Board Annual Work Plan FY 2020-21

14. **Closed Session: 8:30 PM** - *Negotiation Strategy - Pursuant to MN Statue 13D.03, Subd.1*
MOTION by A. Seidel, **Seconded** by B. Fletcher to move into Closed Session at 10:56 PM. – Passed Unanimously
MOTION by D. Dwivedy, **Seconded** by B. Fletcher to move out of Closed Session and resume regular Business Meeting at 12:06 AM, Tuesday, May 25, 2021 – Passed Unanimously
15. **Adjournment – MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to adjourn the Monday, May 24, 2021 meeting of the Eden Prairie School Board at 12:09 AM Tuesday, May 25, 2021 – Passed Unanimously

Debjyoti Dwivedy – Board Clerk

**INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE JUNE 18, 2021
SPECIAL SCHOOL BOARD MEETING**

A Special Meeting of the Independent School District 272, Eden Prairie Schools, was held on June 18, 2021 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. CONVENE - 7:30 AM

Present: Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Charles "C.J." Strehl

2. Agenda Review and Approval – MOTION by D. Dwivedy, **Seconded** by B. Fletcher to approve the agenda of the Friday, June 18, 2021 School Board Special Meeting – Passed Unanimously

- | | | | |
|---------------------|-----|-------------------|-----|
| 1. Aaron Casper | Yes | 4. Kim Ross | Yes |
| 2. Debjyoti Dwivedy | Yes | 5. Adam Seidel | Yes |
| 3. Beth Fletcher | Yes | 6. Charles Strehl | Yes |

3. Board Work

A. Required Board Action

- 1) School Board Vacancy Appointment – **MOTION** by A. Seidel, **Seconded** by A. Casper to resolve that the Board appoint Karla Bratrud to the Board vacancy as prescribed by State Law – Passed 5-2

- | | | | |
|---------------------|-----|-------------------|-----|
| 1. Aaron Casper | Yes | 4. Kim Ross | No |
| 2. Debjyoti Dwivedy | Yes | 5. Adam Seidel | Yes |
| 3. Beth Fletcher | Yes | 6. Charles Strehl | No |

4. Adjournment

MOTION by B. Fletcher, **Seconded** by D. Dwivedy to adjourn at 8:03 AM – Passed Unanimously

- | | | | |
|---------------------|-----|-------------------|-----|
| 1. Aaron Casper | Yes | 4. Kim Ross | Yes |
| 2. Debjyoti Dwivedy | Yes | 5. Adam Seidel | Yes |
| 3. Beth Fletcher | Yes | 6. Charles Strehl | Yes |

Debjyoti Dwivedy – Board Clerk

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.

12

Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

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 be **predictable** 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 a **body of evidence including standardized assessment, successful completion of high school course work and capstone experience as well as the** 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). 13

Academically prepared to progress to multiple opportunities after high school should be identified by multiple measures. Sound research and measurement practices recommend the triangulation of data for each student to identify success. One measure alone should not determine academic and workforce preparedness. Using multiple assessment methods reduces bias and provides a more comprehensive view of learning for students, teachers, and parents. A balanced assessment approach allows for the triangulation of data to report students who are academically prepared to progress to multiple opportunities after high school.

Graduation Rates

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.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

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 high school programs and instructional delivery methods for continuous improvement.

Standardized College Entrance Assessment

A college entrance assessment is a standardized aptitude test designed to measure a student’s aptitude in areas such as verbal, math, analytics, and writing skills. A standardized college entrance assessment is one predictor of post-secondary success, retention and graduation (Department of Defense, n.d.). These assessments are designed to be a measure of the potential for future success in post-secondary workforce (ACT, 2021).

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

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

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

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~~The ACT scores representing a minimum score required for students to have a high probability of success in credit-bearing, entry-level college courses in that subject area level.~~

Gateway Courses

A gateway course is defined as credit-bearing course necessary for college preparation. Gateway courses are aimed to set up students for post-secondary success during both their academic career and professional lives. When students enter post-secondary experiences without background knowledge, critical thinking skills, or the ability to work collaboratively, they may not be set up for success. Students who were not provided these experiences in high school may enter their post-secondary opportunity with fewer skills and abilities to do well in their chosen major, obtain their degree, or enter the workforce (Kwak, 2021).

Capstone Experience Courses

Student exploration, learning, and experience with a career pathway can culminate in a Capstone experience. Capstone experiences provide students opportunities to acquire, apply and demonstrate learning in personalized ways that authentically reflect how professionals think and act within the career field. As part of Eden Prairie School’s Designing Pathways implementation process, stakeholders including business partners and community members identified that the essential elements of a Capstone experience should include authentic learning defined as instruction and assessments that utilize resources, tasks, purposes, and audiences found regularly within the career field. In partnership with business leaders who

are part of the EP Inspires group, this Capstone experience was designed to include collaboration with professionals in the field through both networking and mentoring. Throughout the Capstone experience, students will apply their previous and current learning and demonstrate their learning in a variety of ways.

Citations:

- National Research Leader in College and Workforce Readiness. ACT. (2021). <https://www.act.org/content/act/en/research.html>.
- Department of Defense (n.d.). *Taking College Entrance Exams: My Future: Test Preparation*. My Future. <https://myfuture.com/college/taking-college-entrance-exams>.
- Kwak, A. J. (2021, February 19). *What Are Gateway Courses and Why Do They Matter to Equity in Higher Ed?* Every Learner Everywhere. <https://www.everylearnereverywhere.org/blog/what-are-gateway-courses-and-why-do-they-matter-to-equity-in-higher-ed/>.

Measurement Plan:

I. Description of the Measurement Tools

Graduation Rates

- 4-year graduation rate
- 7-year graduation rate

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS)

- Percent of HS Graduates Enrolling in College
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year Target
- 4-Year College Completion HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion HS graduates completing a degree or certificate within 6 years

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Academically Prepared for Opportunities after High School:

Demonstration of academic preparedness for multiple opportunities after high school will be measured by a student having met the two out of three benchmarks by the end of 12th grade.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

(1 of 3) Standardized College Entrance Assessment: ACT

Students who achieve a composite score of 21 or greater are deemed to be college and career ready by the ACT.

(2 of 3) Gateway Courses

Students who have achieved a C grade or higher in each of the four identified EPHS gateway courses are deemed to be academically prepared for opportunities after high school. The four EPHS gateway courses are English 12, Algebra II, Physics or Chemistry, and Economics.

(3 of 3) Capstone Experience Courses

Students who have achieved a C grade or higher in at least one EPHS capstone courses are deemed to be academically prepared for opportunities after high school.

II. Targets

Graduation Rates: Target for ~~2020-2021~~ 2021-2022

- 4-year graduation rate: ~~94%~~ 95%
- 7-year graduation rate: 97%

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Post-Secondary Metrics from State Longitudinal Educational Data System (SLEDS): Target for ~~2020-2021~~ 2021-2022

- Percentage of HS Graduates Enrolling in College: 90%
- Percentage of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: 95%
- 4-Year College Completion (high school graduates completing a degree or certificate within 4 years): ~~52%~~ 53%
- 6-Year College Completion (high school graduates completing a degree or certificate within 6 years): 73%

Academically Prepared for Opportunities after High School: Target for ~~2020-2021~~ 2021-2022

- Baseline data will be collected for 2021-2022

Evidence:

[Graduation Rates](#)

[Post-Secondary Metrics from State Longitudinal Educational Data System \(SLEDS\)](#)

[Academically Prepared for Opportunities after High School](#)

<p>Policy Monitoring FOR BOARD USE ONLY</p> <ul style="list-style-type: none">• OI is/is not reasonable• Data does/does not provide adequate evidence of compliance. <i>Include specific evidence for rating conclusion and recommendations.</i> <p>Board member name: <i>(enter rating and reasoning when appropriate)</i></p>	17
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<p>Statement of Assertion</p>

<p>Board Member’s Summarizing Comments</p>

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends ~~1.1~~ 1.2 Each student is reading at grade level by the end of third grade.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

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

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 be **predictable** exist between racial and service student groups.
2. I interpret *reading at grade level* as a student's demonstration of proficiency through a body of evidence including state, district, and classroom assessments.
3. I interpret 3rd grade reading proficiency at grade level in two out of three aligned assessment tools.

Justification:

Eden Prairie's strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on "each" learner shows a commitment to the success of each individual student; that each learner's needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE). 19

Grade level reading proficiency ~~can~~ **should** 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.

Eden Prairie Schools uses in a balanced assessment system which includes a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices. This body of evidence includes:

- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

Long-Cycle: State and national assessments

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 **and are measured by the Minnesota Comprehensive Assessment (MCA)**. For students whom the MCA is not appropriate, the alternate MCA is given.

Mid-Cycle: Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and determine whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information on student’s trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013).

Universal screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Identifying student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

Short-Cycle: Classroom Assessments - This assessment tool is not used as part of the measurement plan.

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

- ~~1. The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards.~~
- ~~2. Broad reading ability, assessed by FastBridge aReading.~~
- ~~3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R.~~

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~~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.~~

Citations:

- Great Schools Partnership. “Interim Assessment Definition.” *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/.
- MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- University of Oregon Center on Teaching and Learning (2021). “UO DIBELS® Data System.” *EasyCBM Reading : Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

Measurement Plan:

I. Description of the Measurement Tools:

Proficient in Two of Three Aligned Reading Assessments: Proficient students have met the standards in two out of the three following assessments by the end of 3rd grade. *Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.*

(1 of 3) Long-Cycle: Assessed by the Minnesota State MCA/Alternate MCA Assessments

The Minnesota Comprehensive Assessments (MCAs) and the alternate Minnesota Comprehensive Assessments (Alt. MCA) are the state assessments that measure student progress toward Minnesota’s academic standards and meet federal and state legislative requirements. Most students take the MCA, and students who receive special education services and meet eligibility requirements may take the alternative assessment. MCA/Alt. MCA are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading.

MCA/Alt. MCA Student Reading Achievement Levels (according to MDE Statewide Testing, 2021):

- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

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For MCA/Alt. MCA, students who achieve at the levels of “exceeds the standards” or “meets the standards” are deemed to meet the standards of this assessment.

(2 of 3) Mid-Cycle: Assessed by the FastBridge aReading Universal Screener/Benchmark Assessment

The FastBridge aReading assessment is based on ten years of research built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been 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. aReading is a universal screening tool to (a) personalize instruction for each student and (b) identify students at risk for academic gaps.

FastBridge aReading Student Reading Achievement Levels:

- Exceeds targets (not available for earlyReading and earlyMath)
- Low risk (On track for grade level/developmental benchmarks)

- Some risk (Supports may be needed to meet grade level/developmental benchmarks)
- High risk (Additional supports needed to meet grade level/developmental benchmarks)

For FastBridge aReading, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

(3 of 3) Mid-Cycle: Assessed by the FastBridge CBM-R Oral Reading Fluency Universal Screener/Benchmark Assessment

The FastBridge Curriculum-Based Measurement for Reading (CBM-R) assessment is based on oral reading fluency (ORF) measures. These measures are a standardized set of passages with corresponding administration procedures designed to (a) identify children who may need additional instructional support and (b) monitor progress toward instructional goals. CBM-R serves as a broad reading measure that integrates word identification skills with comprehension to indicate a child’s progress related to grade level standards for reading (University of Oregon Center on Teaching and Learning, 2021).

FastBridge CBM-R Student Reading Achievement Levels:

- Exceeds targets (not available for earlyReading and earlyMath)
- Low risk (On track for grade level/developmental benchmarks)
- Some risk (Supports may be needed to meet grade level/developmental benchmarks)
- High risk (Additional supports needed to meet grade level/developmental benchmarks)

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For FastBridge CBM-R, students who achieve at the levels of “exceeds targets” or “low risk” are deemed to meet the standards of this assessment.

Short Cycle: Classroom assessments are *not* used in this data triangulation.

II. Targets:

Proficient in Two of Three Aligned Reading Assessments: Target for ~~2020-2021~~ 2021-2022

- ~~78%~~ 80% of 3rd grade students will be proficient in two of the three aligned reading assessments.

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. <https://mtss4success.org/resource/academic-screening-tools-chart>
- MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>

- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.
- University of Oregon Center on Teaching and Learning (2021). "UO DIBELS® Data System." *EasyCBM Reading : Using Oral Reading Fluency Measures*, Center on Teaching & Learning: University of Oregon, dibels.uoregon.edu/assessment/reading/.

Evidence:

Proficient in Two of Three Aligned Reading Assessments:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends ~~1.1~~ 1.3 Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math and Science.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 28, 2021

Evidence: October 2021

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

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 be **predictable** exist between racial and service student groups.
2. 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.
3. 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:

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

In Eden Prairie, we know that each student possesses strong skills in English Language Arts, Math, and Science needed to excel in all other academic areas. In addition to English Language Arts, Math, and Science it is our goal that all students will perform at or above grade level in all content areas which include Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education. Measuring the academic achievement of the MN and National Standards in these content areas individual growth of each learner is as important as determining proficiency as of the MN Standards in English Language Arts, Math, and Science.

Eden Prairie Schools uses in a balanced assessment system which includes a body of evidence to support data informed instruction and learning, continuous improvement, and data driven programing and practices. This body of evidence includes:

- Long-cycle: State and national assessments
- Mid-cycle: Universal screening and benchmark assessments
- Short-cycle: Classroom assessments

Long-cycle: State and national assessments

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 and are measured by the Minnesota Comprehensive Assessment (MCA) or the alternate MCA. The MN K-12 Academic Standards in Mathematics define the proficiency requirement for numbers and operations, algebra, geometry and measurement, data analysis and probability and are measured by MCA/Alt. MCA. The MN K-12 Academic Standards in Science define the proficiency requirement for science and engineering practices, crosscutting concepts, and disciplinary core ideas (physical sciences, life sciences and earth and space sciences) (MN State Academic Standards, 2021).

Mid-cycle: Universal screening and benchmark assessments

Universal screening and benchmark assessments are used to evaluate where students are in their learning progress and determine whether they are on-track to perform well on future assessments, such as high-stakes tests like the MCA/Alt. MCA. Mid-cycle assessments are administered periodically during a course or school year (e.g., three times a year) and are administered separately from the process of instructing students. These assessments provide information on student's trajectory (i.e., where each child stands in relation to grade-level learning goals, skills, and standards), as well as the progress towards those targets (Great Schools Partnership, 2013).

Universal screening and benchmark assessments offer multiple insights and advantages, including:

- Measuring student achievement and growth over time
- Identifying student learning needs
- Identifying patterns and/or trends in learning for individual students or groups of students
- Providing an administrative level view for tracking progress toward critical milestones

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Short Cycle: Grades based on classroom assessments.

The assigned grades for students are identified as a short-cycle assessment. Locally developed classroom assessments aligned to the MN state standards and/or national standards are used to indicate proficiency levels met through a grade-based system.

District Growth Expectations

When any student is performing below grade level, instructional delivery must be modified to ensure they demonstrate more than one year's worth of growth in order to meet grade level expectations by the end of the school year. That is, a student who is achieving below grade level will not demonstrate grade level standards by the end of the year if they make an average of one year's growth. At best, this student will only maintain their current achievement (which is below grade level). Therefore, for a student to move from below grade level expectations to meeting or exceeding grade level expectations, they must demonstrate aggressive growth (more than one year's worth of growth).

Citations

- Great Schools Partnership. “Interim Assessment Definition.” *The Glossary of Education Reform*, 30 Oct. 2013, www.edglossary.org/interim-assessment/
- MN State Academic Standards (K-12). (n.d.). <https://education.mn.gov/mde/dse/stds/>
- MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.

Mid-Cycle Assessment—FastBridge Universal Screener and Benchmark Assessment

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 and earlyReading are designed for Universal Screening to identify students at risk for academic gaps and personalized instruction for each student.

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

The aReading, earlyReading, aMath, and earlyMath assessment outcomes can also be used to evaluate a student’s learning growth over time. The growth measures from these assessments are derived from rigorous statistical meta-analysis studies on student learning that compare a student’s actual growth to the average expected growth of a student with a similar start score. More simply, this growth measure details how much gain is typical for a student who starts at a given level. Eden Prairie Schools administers aReading/earlyReading and aMath/earlyMath three times a year during the fall, winter, and spring, and we assess student growth in reading and math during the fall-to-spring interval. Students with growth in the 40th percentile or above have typical to aggressive growth.

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.

FastBridge outcomes correlate with Minnesota’s MCA/MTAS [MCA/Ait. MCA](#) state-wide assessments: a FastBridge investigation comparing aReading and CBM-R outcomes to related MCA/MTAS outcomes demonstrated strong correlations (correlation coefficients, r , > 0.7), and the FastBridge outcomes were strong predictors of students’ proficiency on the MCA/MTAS [MCA/Ait. MCA](#). An internal study using Eden Prairie Schools FastBridge and

~~MCA/MTAS MCA/Alt. MCA~~ outcomes confirmed the predictive ability of FastBridge outcomes on MCA/MTAS ~~MCA/Alt. MCA~~ proficiency—FastBridge aReading and aMath scores were predictive of MCA/MTAS ~~MCA/Alt. MCA~~ proficiency with a minimum of 83% explanatory power.

~~Inside other curriculum such as Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education students are measured in grades 7–12 through locally developed classroom assessments to indicate proficiency levels met through a grade-based system. For secondary students, we assessed a student’s proficiency in math, reading, and science based on the course grades a student earned in these core subjects. An internal longitudinal study (2017, 2018, and 2019) demonstrated strong correlations between a student’s core area course final grade and the student’s corresponding MCA/MTAS subject proficiency with between 85% and 99% explanatory power.~~

Measurement Plan:

I. Description of the Measurement Tools:

Long-Cycle Assessment Proficiency: Assessed by the Minnesota State MCA/Alt. MCA Assessments

The Minnesota Comprehensive Assessments (MCAs) and the alternate Minnesota Comprehensive Assessments (Alt. MCA) are the state assessments that measure student progress toward Minnesota’s academic standards and meet federal and state legislative requirements. Most students take the MCA, and students who receive special education services and meet eligibility requirements may take the alternative assessment. MCA/Alt. MCA are used to determine how well districts have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, math, and science.

The following table shows grade levels taking certain parts of the MCA/Alt. MCA:

Grade 3	Math & Reading
Grade 4	Math & Reading
Grade 5	Math, Reading & Science
Grade 6	Math & Reading
Grade 7	Math & Reading
Grade 8	Math, Reading & Science
Grade 10	Math
Grade 11	Reading
High School (post-biology)	Science

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MCA/Alt. MCA Student Reading Achievement Levels (according to MDE Statewide Testing, 2021):

- Exceeds the standards
- Meets the standards
- Partially meets the standards
- Does not meet the standards

For MCA/Alt. MCA, students who achieve at the levels of “exceeds the standards” or “meets the standards” are deemed to meet the standards of this assessment.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Mid-Cycle Assessment Growth: Assessed by the FastBridge Universal Screener and Benchmark Assessments

The FastBridge aReading assessment is based on ten years of research built upon the recommendations of the National Reading Panel (2000). aReading received the highest possible rating for validity, reliability, and diagnostic accuracy from the Center on Multi-Tiered System of Supports, formerly the National Center for Response to Intervention, and aReading has been 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 2-5. aReading is a universal screening tool to (a) personalize instruction for each student and (b) identify students at risk for academic gaps. earlyReading is the equivalent assessment for developing readers and is used in grades K and 1.

The FastBridge aMath assessment is based on the recommendations of the National Math Panel (2008) and National Common Core Standards (2010). The items on the assessment tap into a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry in grades 2-5 universal and 6-8 for those performing below grade level. earlyMath is the equivalent assessment for developing mathematicians and is used in grades K and 1.

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The aReading, earlyReading, aMath, and earlyMath assessment outcomes can also be used to evaluate a student's learning growth over time. The growth measures from these assessments are derived from rigorous statistical meta-analysis studies on student learning that compare a student's actual growth to the average expected growth of a student with a similar start score. More simply, this growth measure details how much gain is typical for a student who starts at a given level. Eden Prairie Schools administers aReading/earlyReading and aMath/earlyMath three times a year during the fall, winter, and spring, and we assess student growth in reading and math during the fall-to-spring interval.

FastBridge Student Growth Achievement Levels:

- Aggressive growth (more than one year’s worth of growth)
- Typical growth (equivalent to one year’s worth of growth)
- Modest growth (less than one year’s worth of growth)
- Flat growth (flat or negative growth)

For FastBridge assessments, students who achieve grow at the levels of “typical” or “aggressive” are deemed to have one year’s or more of growth. Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Short Cycle Assessment Proficiency: Assessed by Grades Based on Classroom Assessments

Other curriculum areas are inclusive of Social Studies, World Language, Career Technology Education, Business, Fine or Applied Arts, Health, and Physical Education. Students are measured in grades 6-12 through classroom assessments to indicate proficiency levels met through a grade-based system. These classroom assessments are aligned to the MN state standards and/or identified national standards.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

II. Targets:

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Long-Cycle Assessment Proficiency: Minnesota State MCA/alt. MCA Assessments: Target for ~~2020-2021~~ 2021-2022

- 76% of students (grades 3-8, 10) will be at or above proficiency in reading.
- 73% of students (grades 3-8, 11) will be at or above proficiency in math.
- 67% of students (grades 5, 8, HS) will be at or above proficiency in science.

Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments: Target for ~~2020-2021~~ 2021-2022

- The percentage of students (grades K-5) below grade level in reading who achieve aggressive growth from fall to spring will increase by 2% points.
- The percentage of students (grades K-5) below grade level in math who achieve aggressive growth from fall to spring will increase by 2% points.

Note: Aggressive growth is the 75th growth percentile and above

Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments: Target for ~~2020-2021~~ 2021-2022

- The percentage of students (grades ~~6-7~~ 6-12) achieving a C grade or higher in other curriculum areas* will increase by 2% points.

Note: Other curriculum areas include: Social Studies, World Language, Career Technology Education, Business Education - ~~NA for grade 7 and 8~~, Fine or Applied Arts (music, art courses), Health, Physical Education

Citations:

- Center on Multi-Tiered System of Supports at the American Institutes for Research. (2021). *Academic Screening Tools Chart | Center on Multi-Tiered Systems of Support*. Academic Screening Tools Chart. <https://mtss4success.org/resource/academic-screening-tools-chart>
 - MDE Statewide Testing (2021) - <https://education.mn.gov/mde/fam/tests/>
 - National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.
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Evidence:

[Long-Cycle Assessment Proficiency: Minnesota State MCA/MTAS Assessments](#)

[Mid-Cycle Assessment Growth: FastBridge Universal Screener and Benchmark Assessments](#)

[Short-Cycle Assessment Proficiency: Grades Based on Classroom Assessments](#)

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.2 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

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Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

1.2 1.4 Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.

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 be **predictable** exist between racial and service student groups.
2. I interpret *broad-based education* as authentic learning experiences ~~within the educational program~~ that **leverage student interest, exploration, talent development, career exploration and prepares** preparing students for the 21st Century and to become continuous learners. Not limited or narrow; of extensive range or scope.
3. I interpret *exceeds* as to go beyond state expectations.
4. 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:

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

Developing a broad-based education requires extensive study, practice, and thinking in the areas 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. **K-12 Pathways programming provides authentic learning opportunities for students to explore, learn about and experience potential future careers. The Pathways programming enables students to purposefully plan for their future by offering K-12 coursework to prepare them for specific college, career, or civic opportunities post-graduation.**

Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include **Concurrent College Enrollment, 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~~ **post-secondary** experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation.

Measurement Plan:

I. Description of the Measurement Tools:

Enrollment of Students Participating in Pathways Programming: Assessed by Pathways Programming Enrollment

- Number of students participating in the Inspire Choice at the elementary level.
- Number of students enrolled in 21st Century elective course at the middle school level.
- Number of students enrolled in Career Pathways courses at the high school level.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Exceeding Minimum Graduation Requirements/Rigorous Course Enrollment: Assessed by Course Enrollments

- Post-Secondary Options - Dual Enrollment
 - Number of students enrolled in the Post-Secondary Enrollment Options program. (Data obtained from MN Department of Education.)
- Students enrolled in rigorous course work
 - Percentage of students enrolled in at least one AP Advanced Placement course.
 - Percentage of scores 3 or higher on AP Advanced Placement exams.
 - Concurrent College Enrollment – College in the Schools (CIS) Spanish, French, German; Normandale Calculus III, Algebra Trig, Intro to Education, Multicultural Education & Human Relations in Schools
- Percentage of students enrolled and successfully completing Advanced course offerings in World Languages, Career & Tech Ed, Math, etc.
- Percentage of graduating students who earned greater than 54 credits, above and beyond, MN state minimum graduation requirements.

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Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

II. Targets:

Enrollment of Students Participating in Pathways Programming

- Baseline data will be collected during the 2021-2022 school year.

Rigorous Coursework Enrollment

- Comparative data will be provided to identify trends.

Evidence:

[Enrollment of Students Participating in Pathways Programming – baseline data](#)

[Rigorous Coursework Enrollment – comparative trend data](#)

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

41

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends ~~1-2~~ 1.5 Each student has the 21st century skills needed to succeed in the global economy.

42

Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 28, 2021

Evidence: October 2021

1.2 1.5 Each student has the 21st century skills needed to succeed in the global economy.

Operational Interpretation:

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

Justification:

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

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

In Eden Prairie, *21st Century Skills* are defined by the 4Cs (critical thinking, creativity, collaborating, and communicating). Eden Prairie’s interpretation of *21st Century Skills* are defined as:

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

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

Citations:

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

Measurement Plan:

I. Description of the Measurement Tools:

4Cs Proficiency: Assessed by the 4Cs Proficiency Scales

Student proficiency of the 4Cs is measured through performance assessments embedded into content area assessments. Teachers utilize proficiency scales to measure *21st Century Skills* defined within the categories of critical thinking, communication, collaboration, and creativity.

Eden Prairie's 4Cs Proficiency Scales:

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

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

II. Targets:

4Cs Proficiency: Target for ~~2020-2021~~ 2021-2022

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

Evidence:

4Cs Proficiency:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments

47

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

Ends 1.3 1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

48

Monitoring Timeline:

July 2021 to June 2022

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

Ol: June 28, 2021

Evidence: October 2021

1.3 1.6 Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.

Operational Interpretation:

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

Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE).⁴⁹

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

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

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

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

Citations:

- Minnesota Learning Law and Democracy Foundation - <http://www.legacy.leg.mn/MN-Civics-Questions.pdf>
- U.S. Citizenship and Immigration Services - <https://www.uscis.gov/>
- ISTE - <https://www.iste.org/explore/ArticleDetail?articleid=101>
- Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf

Measurement Plan:

I. Description of the Measurement Tools

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Civics: Assessed by the MN Civics Test

In 2016, the Minnesota Legislature passed a law requiring Minnesota students in public schools to pass a civics test. The test consists of 50 out of the 100 questions in the United States Custom and Immigration Services (USCIS) Naturalization Test. The 50 questions are selected by Learning Law and Democracy Foundation, in consultation with civics teachers (MDE Social Studies, 2021).

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Responsible and Respectful Behavior: Assessed by Report Card Grades (K-5) and the Panorama Perception Survey (6-12)

Students in grades K-5 are assessed on Responsibility and Respectful Behavior under the Personal Management report card standards.

Students in grades 6-12 are assessed on Responsibility and Respectful Behavior using the Panorama Education Student Survey. This survey instrument is focused on measuring student perceptions of teaching and learning. Panorama Student Surveys were initially developed by a team of researchers at the Harvard Graduate School of Education using research-based survey design processes that maximize validity and minimize error. National norms, which were derived from 3,000+ schools and 2,000,000+ students, are provided by Panorama Education for each topic and are reported in terms of “percentage of students who responded favorably” to the questions within a topic.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Digital Citizenship: Assessed by the 4Cs Proficiency Scales

Student proficiency of digital citizenship is measured through the 4Cs performance assessments embedded into content area assessments. Teachers utilize proficiency scales to measure the *21st Century Skills* defined within the categories of critical thinking, communication, collaboration, and creativity.

Eden Prairie’s 4Cs Proficiency Scales:

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

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

Self-Direction and Personal Motivation: Assessed by tracking personal academic and social emotional goals set by students.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

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Attendance Rate: Assessed by daily attendance.

Results will include the demographic breakdown by racial and service student groups including 3-year trend data when available.

II. Targets

Civics: Target for ~~2020-2021~~ 2021-2022

- 95% of 12th graders will receive a passing grade (at least 60%) on the Minnesota Civics test.
- 95% of 12th graders will receive a credit bearing grade in Globalization & American Citizenship or Advanced Placement US Government.

Responsible and Respectful Behavior: Target for ~~2020-2021~~ 2021-2022

- K-5 Target:
 - ~~70%~~ 75% of students will receive a Proficient score on the end of the year report card for respectful behavior
 - ~~71%~~ 75% of students will receive a Proficient score on the end of the year report card for responsible behavior
- 6-12:
 - ~~54%~~ 60% of students will respond favorably on Panorama student survey questions focused on respectful behavior
 - ~~57%~~ 60% of students will respond favorably on Panorama student survey question focused on responsible behavior

Digital Citizenship: Target for ~~2020-2021~~ 2021-2022

- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area Digital Citizenship will increase by 2% points.

Self-Direction and Personal Motivation: Target for ~~2020-2021~~ 2021-2022

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

Attendance Rate: Target for ~~2020-2021~~ 2021-2022

- The attendance rate will be 95% or above for all schools.

Evidence:

Civics:

Responsible and Respectful Behavior:

Digital Citizenship:

Self-Direction and Personal Motivation:

Attendance Rate:

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion

Board Member's Summarizing Comments



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

June 28, 2021

To: Dr. Josh Swanson, Superintendent
From: The Business Office
Re: 2021-22 Adopted Budget

Attached you will find the 2021-22 Adopted Budget for your review. We appreciate the collaboration with you and the School Board which created the budget assumptions that were foundational to the development of this year's budget.

Starting with the 2021-22 school year, all 6th grade students will attend Central Middle School and the elementary sites will hold Pre-K through 5th grade students. Because of this change, you will see decreases in the elementary education expenditure line, which will be offset by increases to specific subject areas, such as mathematics, science or social studies.

In late 2020 and early 2021, the federal government passed two bills that are expected to provide Eden Prairie Schools approximately \$10 million in addition to the \$3.4 million received from the CARES act. The District plans to spend approximately \$3 million of these funds in fiscal year 2020-21, \$3 million in fiscal year 2021-22 and the remaining funds in future years, to be fully spent by September 2024.

The COVID-19 pandemic has certainly impacted Eden Prairie Schools from how we educate students, serve food, participate in athletics, along with many other areas. Now that the pandemic is coming to an end, the District expects that our programming returns to normal and the 2021-22 budget reflects those expectations.

Here are a few other items that have an impact on the Budget:

- EP Online – K-12 comprehensive learning model available to all Minnesota students.
- State funding uncertainty – Budget includes no increase in the General Education Aid formula.
- Estimates have been made for unsettled contracts
- Food Service – Students will be provided free meals for the 2021-22 school year. We are also assuming participation continues to recover to pre-COVID-19.
- Community Education participation continues to recover from COVID-19.

Below are some pages to focus on in the document:

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

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



2021-22 ADOPTED BUDGET



EDEN PRAIRIE SCHOOLS

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2021 Legislative Update

➤ **Education Funding Bill**



No Changes to Budget or Forecast

➤ 5 Year Financial Projection

	2019-20 Actual	2020-21 Budget	2021-22 Projected	2022-23 Projected	2023-24 Projected	2024-25 Projected	2025-26 Projected
Revenue	112,410,651	115,939,941	116,417,668	118,191,728	115,616,984	116,711,772	101,624,841
Expenditure	111,797,403	117,048,778	118,287,513	121,366,544	119,570,160	121,861,983	124,244,277
Surplus/(Deficit)	613,248	(1,108,837)	(1,869,845)	(3,174,816)	(3,953,176)	(5,150,211)	(22,619,436)
Unassigned Fund Balance (\$)	18,041,015	16,932,178	15,062,333	11,887,517	7,934,341	2,784,130	(19,835,306)
Unassigned Fund Balance (%)	16.14%	14.47%	12.73%	9.79%	6.64%	2.28%	-15.96%

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Revenues and Expenditures

Fund	Revenues & Transfers	Expenditures & Transfers
General	\$ 118,849,173	\$ 120,094,470
Food Service	\$ 4,509,000	\$ 4,370,399
Community Ed	\$ 6,425,014	\$ 5,972,055 ⁵⁹
Capital & Building	\$ 14,479,564	\$ 38,454,918
Debt Service	\$ 9,259,967	\$ 9,585,711
Internal Service	\$ 15,010,000	\$ 14,025,000
Trust & Agency	\$ 500,000	\$ 500,000
Total	\$ 169,032,718	\$ 193,002,553



Comments/Questions



EDEN PRAIRIE SCHOOLS
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ADOPTED BUDGET



2021-2022

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



EDEN PRAIRIE SCHOOLS

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PROJECTED FUND BALANCES THROUGH JUNE 30, 2022

FUND DESCRIPTION	6/30/2021 PROJECTED BALANCE	2021-22 PROJECTED REVENUES	TRANSFERS INTO FUNDS	2021-22 PROJECTED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2022 PROJECTED BALANCE
GENERAL FUND						
A. UNASSIGNED	16,932,178	116,417,668	-	118,287,513	-	15,062,333
B. ASSIGNED						
Site Carryover	540,140	-	-	-	-	540,140
Construction	1,680,179	-	-	-	-	1,680,179
Curriculum Adoption	600,000	-	-	-	-	600,000
Student Activities/Fundraising	447,771	1,500,000	-	1,500,000	-	447,771
Budgeted Deficit	552,292	693,005	-	-	-	1,245,297
Enrollment	500,000	-	-	-	-	500,000
C. RESTRICTED/RESERVED						
Medical Assistance	97,975	150,000	-	215,957	-	32,018
Student Activities	46,206	80,000	-	80,000	-	46,206
Scholarships	34,398	8,500	-	11,000	-	31,898
TOTAL GENERAL FUND	21,431,139	118,849,173	-	120,094,470	-	20,185,842
CAPITAL						
Operating Capital	247,237	3,046,863	-	3,038,893	-	255,207
LTFM	-	3,586,499	-	3,586,499	-	-
Capital Projects Levy	1,083,821	7,791,202	-	7,618,913	-	1,256,110
TOTAL CAPITAL OUTLAY	1,331,058	14,424,564	-	14,244,305	-	1,511,317
FOOD SERVICE	(223,043)	4,509,000	-	4,370,399	-	(84,442)
COMMUNITY SERVICE						
Regular Community Education	(303,718)	3,258,548	-	3,001,091	-	(46,261)
Local Collaborative Time Study (LCTS)	10	260,000	-	260,010	-	-
Early Child Family Education	17,827	734,183	-	691,876	-	60,134
School Readiness	21,525	2,120,935	-	1,966,022	-	176,438
Non Public/Preschool Screening	14,299	51,348	-	53,056	-	12,591
TOTAL COMMUNITY SERVICE	(250,057)	6,425,014	-	5,972,055	-	202,902
BUILDING CONSTRUCTION FUNDS						
Long Term Facilities Maintenance (LTFM)	10,730,613	5,000	-	10,735,613	-	-
Designing Pathways	15,158,087	50,000	-	13,475,000	-	1,733,087
TOTAL BUILDING CONSTRUCTION FUNDS	25,888,700	55,000	-	24,210,613	-	1,733,087
TOTAL DEBT SERVICE	3,907,246	9,259,967	-	9,585,711	-	3,581,502
INTERNAL SERVICE FUND						
Self Funded Medical	6,963,661	13,750,000	-	12,750,000	-	7,963,661
Self Funded Dental	553,452	1,260,000	-	1,275,000	-	538,452
TOTAL INTERNAL SERVICE FUND	7,517,113	15,010,000	-	14,025,000	-	8,502,113
TRUST & AGENCY						
Post-Employment Benefits Irrevocable Trust	16,386,196	500,000	-	500,000	-	16,386,196
TOTAL TRUST & AGENCY	16,386,196	500,000	-	500,000	-	16,386,196
TOTAL	75,988,352	169,032,718	-	193,002,553	-	52,018,517
General Fund (Unassigned)	16,932,178	116,417,668	-	118,287,513	-	15,062,333
General Fund Balance %	14.7%					12.7%

Budget Executive Summary

This budget of Independent School District No. 272, Eden Prairie Schools, is for the fiscal year beginning July 1, 2021 and ending June 30, 2022 (FY22). Prior year data is included for comparative purposes including budgeted amounts for 2020-21 and final audited amounts for fiscal years 2019-20.

The District anticipates ending the 2021-22 fiscal year with a 12.7% unassigned General Fund balance. This fund balance is in keeping with the School Board’s Executive Limitation 2.5.3 which states that *“There will be no financial plan that allows the year-end unassigned general fund balance to fall below 8% of expenditures.”*

Given this fiscal expectation, the School District has proactively planned by keeping a multi-year financial projection model current and has made adjustments in the proposed 2021-22 budget.

Assumptions and Timeline

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

For the budget being presented, the **2021-22 Budget Assumptions** were an important starting point. These assumptions, as discussed with the School Board, were as follows:

1. Estimated Enrollment

- a. Oct. 1, 2021 Kindergarten-12th grade estimated enrollment of 8,364 (EP Online includes 80 EP residents and 320 Open Enrolled, totaling 8,764).
- b. Estimates includes 604 kindergarten students, at the sites.

2. Classroom Teacher Staffing

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

Grade	Target
Kindergarten	20.0
Grade 1	20.0
Grade 2	24.0
Grade 3	25.0
Grade 4	27.0
Grades 5 & 6	30.0
Grades 7 & 8	31.0
Grades 9-12	31.5

- b. These class size targets are consistent with FY21

3. District Fees

- a. No increase for 2021-22:

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

4. State General Funding

- a. No formula increase estimated for FY22.

5. Fund Balance

- a. Minimum General Fund balance maintained above ⁶⁹8% as directed by the School Board.

Organizational Overview

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

School Board of Directors



Adam Seidel
Chair
Term Expires
January 2023



Beth Fletcher
Vice Chair
Term Expires
January 2025



Aaron Casper
Treasurer
Term Expires
January 2023



Debjyoti "DD" Dwivedy
Clerk
Term Expires
January 2023



Kim Ross
Director
Term Expires
January 2025



Charles "C.J." Strehl
Director
Term Expires
January 2025

Vacancy
Director
Term Expires
January 2023

Superintendent's Cabinet

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

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

FACILITIES

Starting with the 2021-22 school year, students who attend Eden Prairie Schools are served in the following grade level configuration:

- **Elementary School:** Pre-Kindergarten through Grade 5
- **Middle School:** Grades 6 through 8
- **High School:** Grades 9 through 12

Name of School	Number of Available Classrooms*	School Type
Cedar Ridge Elementary	35	Boundary
Eden Lake Elementary	35	Boundary
Forest Hills Elementary	30	Boundary
Oak Point Elementary	34	Boundary
Prairie View Elementary	32	Boundary
Eagle Heights Elementary	34	District-Wide Spanish Immersion School
Central Middle School		District-Wide
Eden Prairie High School		District-Wide

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

The tassel program is administered from the **Education Center** which the school district leases from the City of Eden Prairie. Starting with the 2021-22 school year, Community Education, Family Education and Early Childhood classes are held at the Administrative Services Center **Lower Campus** as well as at the elementary sites. Adult Community Education classes are held at the district school facilities, and in locations throughout the City of Eden Prairie.

Eden Prairie Schools also owns and operates its transportation program. The program is operated from a district-owned **Transportation Center** which houses 124 vehicles for student transportation, over 100 employees, a mechanics shop and grounds equipment that is utilized district-wide.

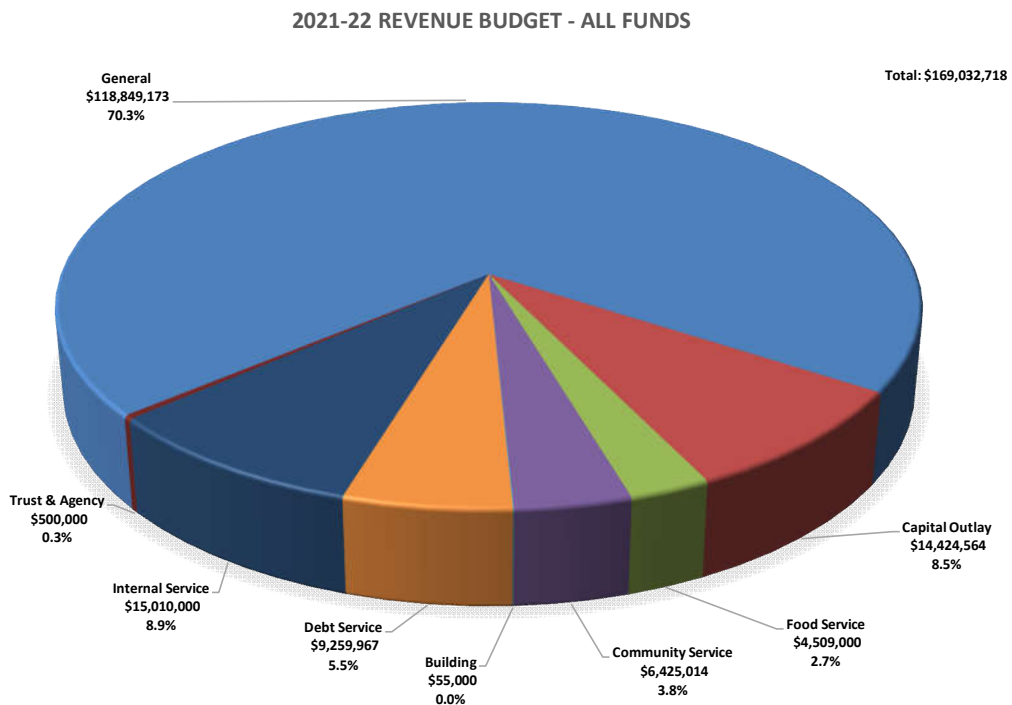
Financial Overview

OVERVIEW OF FUNDS

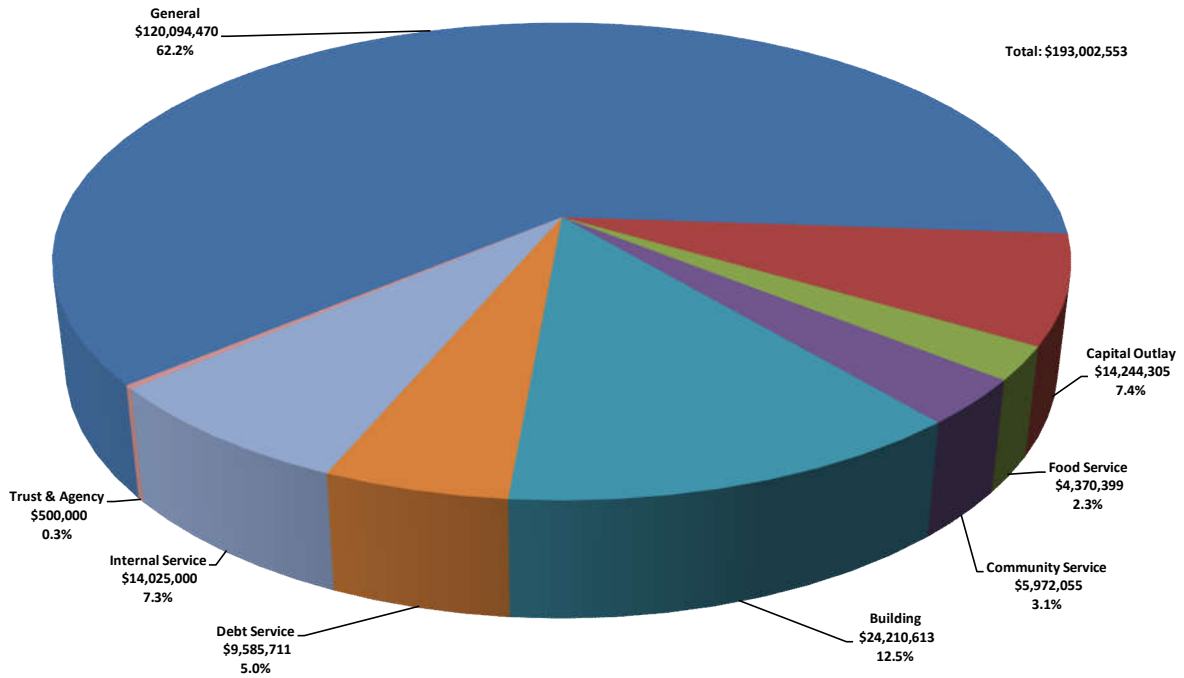
According to State Law, Eden Prairie Schools maintains a separation of funds. The **General Fund** is used to account for the basic K-12 educational operations of Eden Prairie Schools. The majority of this Executive Summary will focus on the General Fund’s fiscal condition. Other funds which are a part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

- **Food Service Fund** – Revenue and expenditure activity related to the school lunch, milk, concessions, vending and breakfast programs
- **Community Service Fund** – Revenue and expenditure activity related to the District’s Community Education, Early Childhood and Family Education, School Readiness, Preschool Screening, and Non-Public pupil support
- **Capital Fund** – Capital expenditures (and related revenue) associated with facilities, grounds and equipment; maintained at district level as a separate fund, but “rolled up” as part of the General Fund for state reporting purposes
- **Building Fund** – The Building Construction Fund is used to record all operations of a district’s building construction program that are funded by the sale of bonds, capital loans, or the Long-Term Facilities Maintenance program (including levies)
- **Debt Service Fund** – Revenue and expenditure activity related to the District’s long-term debt payments
- **Internal Service Fund** – Revenue and expenditure activity related to the district’s self-funded dental and health insurance plans
- **Trust & Agency Fund** – Revenue and expenditure activity related to funds that the District holds in trust for others (this includes other post-employment benefits)
- **Custodial Fund** – This fund represents a “Flow Through” mechanism in which the District receives funds and distributes these funds to an organization, with no financial benefit to the District (this has been used by some of the District’s student activity accounts). The District does not create a budget in the fund and no fund balance is reported.

The following graphs give an illustration of the proportional revenues and expenditures budgeted for each fund in the 2021-22 fiscal year:



2021-22 EXPENDITURE BUDGET - ALL FUNDS



REVENUE ASSUMPTIONS

GENERAL OPERATING FUND (Financial Section)

General Fund revenue is projected to increase by \$870,732 or 0.74% from 2020-21.

1. **State Basic General Education Aid** serves as the district’s primary funding source, comprising 55.2% of the general fund revenue. State Basic General Education Aid is budgeted to increase by \$53,743 or 0.08% versus 2020-21. The majority of the State Basic Aid category is based upon the Basic Funding Formula. Projections for 2021-22 includes no change to the per pupil unit funding formula. The increased revenue generated from EP Online enrollment of 400 students was offset by a 35 student decrease at the neighborhood sites and a \$300,000 decrease in compensatory aid, due to the district’s lower free and reduced applications during COVID-19. The components of Basic General Education Aid are (1) the Funding Formula multiplied by (2) Pupil Units, as described below.

(1) Basic General Education Funding Formula - The per-pupil-unit allocation used in this budget is \$6,567 for 2021-22. The funding formula was recalibrated in 2014-15 to account for the 2013 legislative changes pertaining to the accounting for pupil units. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
2011-12	\$5,174	0.98% (\$50) increase in funding formula
2012-13	\$5,224	0.97% (\$50) increase in funding formula
2013-14	\$5,302	1.5% increase in funding formula
2014-15	\$5,831	1.5% increase in funding formula + \$25
2015-16	\$5,948	2.0% increase in funding formula
2016-17	\$6,067	2.0% increase in funding formula
2017-18	\$6,188	2.0% increase in funding formula
2018-19	\$6,312	2.0% increase in funding formula
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula

(2) Pupil Units (see Informational Overview section of this summary for more details) - The district anticipates enrollment for the 2021-22 budget year to be 8,364 for students in attendance in local district facilities (note: this differs from enrollment reported to the state for other purposes which will include students in attendance at facilities outside the district, such as Intermediate District 287, for which the district receives and passes along aid in the form of a tuition payment). The total enrollment of 8,364 is 115 students lower than the October 1st enrollment count for the 2020-21 school year. These enrollment numbers create the basis for the State Basic General Education Aid calculation.

Final pupil units are calculated by the Minnesota Department of Education approximately 6 months after the end of a fiscal year (January 2023 for the 2021-22 fiscal year) through a complex set of data and reporting which includes the following:

- Pupil Units calculate actual “membership time” in Eden Prairie Schools multiplied by a State-supplied weighting factor per grade level, rather than simple enrollment counts at a given point in time.
- Pupil Units also includes the net impact of “**enrollment options**” agreements with other Minnesota districts. This accounts for students enrolling into or out of Eden Prairie Schools to or from other Minnesota School districts.
- Pupil Units also include students who leave the district through **tuition agreements** with another district and exclude students who enter the district through these tuition agreements. The state aid is passed along to the enrolling District through tuition payments.
- Eden Prairie Schools has approximately 700 resident students who attend **public charter schools**. Unlike the tuition options noted above, public charter schools receive state aid directly, so are not reported by Eden Prairie Schools. There are also approximately 900 resident students who attend **private, religious schools, or are home schooled**, which are not reported by Eden Prairie Schools. Neither of these sets of students is included in the Pupil Unit calculations for the district.

2. Property Tax Revenue

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

Property tax revenue in the General Fund is budgeted to increase by \$781,929 or 2.99%, mainly due to an increase in the referendum revenue due to inflation. This revenue category includes levies for the general operating referendum, alternative teacher compensation (Q-comp), safe schools, integration, and reemployment.

3. Other State Sources

State supported programs are anticipated to be \$17,389,236.

- Special education aid accounts for the majority of the revenues in this category, totaling \$12.6 million, based upon district expenditures and state appropriations. The district continues to take a conservative approach in budgeting these revenues as better understanding of the new funding formula is developed.
- The remainder of state supported programs includes other categorical programs such as achievement & integration, desegregation transportation, non-public pupil transportation, secondary vocational disabled aid, and Alternative Teacher Compensation (Q-Comp).

4. Federal Sources

Federal revenue is budgeted to increase by \$212,282 or 3.75%. This increase is attributable to expected increases in Title I funding for 2021-22, which is determined at the federal department of education. The federal calculations on entitlement include poverty concentration index within the district among other factors. Federal revenue in the General Fund includes the following:

- Special Education (Section 611, Section 619, and Part C) makes up 23.77% of federal revenue or \$1,397,513 in 2021-22.
- Title I, II, III & IV funding in 2021-22 totals \$1,430,000, which is 24.32% of the federal revenue budget.

- COVID-19 Stimulus makes up 51.02% of federal revenue, or \$3,000,000 in 2021-22, a decrease from \$3,016,584 in 2020-21.
- The remaining 0.89% consists of other grants including the Carl Perkins grant totaling \$52,240.

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

Revenue in this category is budgeted to increase by \$123,952 or 8.38% in the coming year. This increase is due to an expectation that the District's parking and 2-mile bus fees return to pre-COVID-19 amounts. Items included in this category are student parking fees, the 2-mile bus fee (\$175/student & \$295 family cap), facility rentals and admission fees for activities at Eden Prairie High School (EPHS), miscellaneous grants, interest earnings and scholarship payments.

6. Student Activities

The district will continue to budget for Student Activities in the 2021-22 fiscal year. The budget will be \$1,500,000. There will be an equal expenditure budget to offset.

FOOD SERVICE FUND (Financial Section)

Revenue in the Food Service Fund will increase to \$1,629,471 in fiscal 2021-22. The change in revenue assumes that the food service program recovers to pre-COVID-19 participation. The State has approved a federal waiver that will allow all students to eat free meals in the 2021-22 school year. The following assumptions are included:

1. **Local Revenue** is increasing by \$96,507 for 2021-22. Prices included in the budget are listed below with no change for the 2021-22 school year.

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

2. **Federal and State Revenue** sources are increasing by \$1,474,964, based on the assumption that participation recovers to pre-COVID19 numbers.
3. **Vending and Concession** sales will increase by \$58,000 for the 2021-22 school year. The budget assumes this revenue will return to pre-COVID-19 amounts.

COMMUNITY SERVICE FUND (Financial Section)

The Community Service Fund includes community education and early childhood family education (ECFE). Total revenue for this fund is budgeted to increase by \$1,165,505 or 22.16% from 2020-21. Changes in this revenue component include the following assumptions:

1. **Property taxes** for Community Education and Family Education programs are increasing by \$75,189 or 7.02%.
2. **State revenue** is increasing in 2021-22 by \$48,940 or 6.75%.
3. **Local tuition and fees** will increase by \$1,580,190 or 54.07%. This increase assumes the participation in Community Education Programs will continue to recover from the COVID-19 pandemic.
4. Other local revenue will decrease to \$2,250 for the 2021-22 school year. Community Education will no longer occupy space from the Education Center in 2021-22 school year, therefore the General Fund will not complete a transfer to the Community Service Fund for overhead costs of the Education Center occupied by General Fund Early Childhood Special Education (ECSE) programs.

CAPITAL & BUILDING FUNDS (Financial Section)

Total capital and building fund revenue is decreasing by \$9,700,491 or 40.12% in 2021-22. This decrease is primarily due to the recording of the 2020A Facilities Maintenance and Refunding Bond proceeds in the previous year. Changes in this revenue component include the following assumptions:

1. **Operating Capital** revenue which is based upon building age and square footage, which includes **Building Lease Levies**, will decrease by \$37,025 or 1.20% in fiscal 2021-22.
2. **LTFM (Capital Outlay)** revenue will increase by \$1,790,985 or 99.75%. LTFM (Capital Outlay) funding is levy revenue based on the pupil units, average building age and the state designated formula allowance.
3. The **Capital Projects Levy** is increasing in fiscal year 2021-22 by \$258,795 or 3.44%. Funds available for fiscal 2021-22 technology and capital related items are budgeted at \$7,791,202.
4. The District sold **Long Term Facilities Maintenance (LTFM)** bonds in November 2020 to fund expenditures in fiscal 2021-22 and 2022-23.
5. The District sold General Obligation School Buildings Bonds for **Designing Pathways** in July 2019. These bond proceeds will continue to earn interest earnings until all proceeds have been spent. The budget is estimating \$50,000 in interest earnings, for fiscal 2021-22.

DEBT SERVICE FUND (Financial Section)

Debt Service Fund revenue is budgeted to decrease by \$18,172,781 or 66.24%. The decrease is from the proceeds of the November 2020 Bond Refunding. The budgeted revenue in **Property Tax Levies** will be used to cover the scheduled principal and interest payments per the debt service payment schedule. The Informational Tab contains details from property tax levy effective for the fiscal year 2021-22.

INTERNAL SERVICE FUND (Financial Section)

The District established an Internal Service Fund to account for and finance its uninsured risk of loss for employee dental and health insurance plans. Under these plans, the Internal Service Fund provides coverage to participating employees and their dependents for various dental and health costs as described in the plan. The Internal Service Fund revenue is budgeted for no changes in the 2021-22 school year.

TRUST & AGENCY FUND (Financial Section)

Trust and Agency Fund revenues are budgeted to increase by \$250,000 or 100.00%, due to an increase in anticipated interest earnings.

EXPENDITURE ASSUMPTIONS**GENERAL FUND (Financial Section)**

The General Fund expenditure budget is increasing by \$969,419 or 0.81% over 2020-21. This increase is due to increases in Salaries & Benefits and is offset by reductions in Other Expenditures and Student Activities.

- The **salaries & wages and employee benefits** budget of \$102,594,710 include salaries and benefits for all employee groups. This budget represents 85.5% of the total General Fund budget. This budget includes:
 - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
 - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2021-22 budget year.
 - A \$250,000 staffing contingency budget to address classroom needs that may arise in the fall
 - The cost of statutory benefits (TRA, PERA, FICA, etc.)
 - Any changes to staffing levels.

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

Bargaining Unit	Current Contract Expiration	Status
Teachers (EPEA)	June 30, 2021	In Negotiations
Bus Drivers	June 30, 2021	In Negotiations
Buildings & Grounds	June 30, 2021	In Negotiations
Superintendent	June 30, 2023	Settled
Superintendent's Cabinet	June 30, 2023	Settled
Principals	June 30, 2022	Settled
Administrators (AST/EPSS)	June 30, 2022	Settled
Clerical (CLASS)	June 30, 2022	Settled
Paraprofessionals (MSEA)	June 30, 2022	Settled
Confidential	June 30, 2022	Settled

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

Grade	Target
Kindergarten	20.0
Grade 1	20.0
Grade 2	24.0
Grade 3	25.0
Grade 4	27.0
Grades 5 & 6	30.0
Grades 7 & 8	31.0
Grades 9-12	31.5

* High School staffing levels are also driven by course registrations

- The **purchased services** budget of \$9,408,524 represents a decrease of \$60,590 or 0.64% from prior year. This budget includes tuition payments to other MN districts, contracted services, utilities, property insurance, professional service fees, travel & conferences, repairs and the special education tuition buy down.
- The **supplies & equipment** budget of \$5,856,573 is consistent with the 2020-21 school year. The budget includes both instructional and non-instructional supplies, fuel, and equipment. The majority of administrators' allocation for departmental and site budgets are included in this category. Budget managers have the ability to flex their allocations between categories and mostly do so between supplies and purchased services.
- The **other expenditures and student activities** budget of \$2,234,663 includes replenished contingency budgets, fund transfers, expenditures for dues & memberships and student activity expenditures.

FOOD SERVICE FUND (Financial Section)

The expenditure budget of \$4,370,399 represents an increase of \$975,174 or 28.72%. The following increase in expenditures are based on the assumption that participation in the breakfast and lunch programs will recover to pre-COVID-19 participation. Expenditures were approximately \$5 million for the 2 years prior to COVID-19.

1. **Salaries & wages and employee benefits** budget of \$2,360,549 include salary and benefits for Food Service employees. This budget represents 54.0% of the total Food Service Budget and includes:
 - Wage/benefit costs for existing employment agreements including allowances for longevity, education, health & dental benefits and pay rates.
 - The cost of statutory benefits (PERA, FICA, etc.)

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

Bargaining Unit	Current Contract Expiration	Status
Food Service	June 30, 2021	In Negotiations

2. The **purchased services** budget of \$280,150, an increase of \$92,700 or 49.45% includes payments for equipment repairs and maintenance, credit card fees, conferences, etc.
3. The **supplies & equipment** budget of \$1,721,000 represents a 62.90% increase from prior year. This category includes costs for food supplies, kitchen supplies, and cafeteria supplies.
4. The **other expenditures** budget of \$8,700, a slight increase from prior year, includes the costs of professional dues and memberships, and licenses for food service staff.

COMMUNITY SERVICE FUND (Financial Section)

The expenditures budget of \$5,972,055 reflects an increase of 11.18% from prior year. This increase is based on the expected recovery of participation in Community Education programming. Expenditure changes by category include the following:

1. **Salaries & wages and employee benefits** budget of \$5,045,972 or 84.50% of the Community Service budget reflect:
 - Wage/benefit costs for existing employment agreements including allowances for pay rates, health, dental and other benefits
 - An allowance for wage/benefit changes that may result from bargaining agreements that are being negotiated for the 2021-22 budget year
 - The cost of statutory benefits (TRA, PERA, FICA, etc.)

The status of the Community Service Bargaining Agreements is as follows:

Bargaining Unit	Current Contract Expiration	Status
Preschool Teachers (EPPEA)	June 30, 2020	In Negotiations

2. The **purchased services** budget of \$705,565 represents an increase of \$136,101 or 23.90%. Items included in this category include contracted services for vendors teaching classes, use of space, registration software, marketing and repairs, transportation and travel.
3. The **supplies & equipment** budget of \$212,818 increased by \$156,435 or 277.45%.
4. The **other expenditures** budget of \$7,700 represents an increase of \$4,260 from the prior year.

CAPITAL & BUILDING FUNDS (Financial Section)

The expenditures budget of \$38,454,918 represents an increase of \$1,348,205 or 3.63%. Capital and Building fund expenses are prioritized within funds available or by state approval.

1. **Operating Capital** – Operating Capital projects totaling \$3,038,893 includes instructional equipment purchases, textbooks/digital curriculum, lease levy expenditures, school buses, and maintenance projects at each site. This budget also includes a \$85,000 contingency for capital expenses that may emerge throughout the year.
2. **LTFM (Capital Outlay)** – The expenditure budget of \$3,586,499 includes itemized state-approved Health & Safety projects, along with deferred maintenance projects. These expenditures aim to remove hazardous substances, repair and upgrade fire and life safety codes and improve the management of facilities' health, safety, environmental and air quality. Projects can also include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.
3. **Capital Projects Levy (also known as technology levy)** – Fiscal 2021-22 expenditures are budgeted at \$7,618,913. The anticipated expenditures continue the integration of technology into the classroom in early childhood through 12th grade.
4. The **Long Term Facility Maintenance (LTFM)** program was passed during the 2015 legislative session. It authorizes funds to enable the district to preserve the condition of facilities while allowing for modernizations that fit their current use. The district previously qualified for **Alternative Facilities** funds which was phased out with this new legislation. Projects can include window replacements and mechanical work, roof projects, and district-wide pavement projects. These projects are approved with the Capital Budget in April.
5. **Designing Pathways** – The expenditure budget of \$13,475,000 includes the cost of construction to complete the addition and remodel of Central Middle School and furniture purchases to enhance the Personalized Learning environment at each site.

DEBT SERVICE FUND (Financial Section)

The debt service expenditure budget is \$9,585,711 representing a decrease of \$15,361,042 or 61.58%. The decrease is due to refunding bond payments made during the 2020-21 school year. Expenditures in this fund include ongoing principal and interest payments related to voter-approved and other bonded projects.

INTERNAL SERVICE FUND

The Internal Service expenditure budget of \$14,025,000 is a decrease of \$225,000 from the previous year. Expenses include the District's self-funded dental and medical plan and are based on current claims activity.

TRUST & AGENCY FUND (Financial Section)

The Trust & Agency expenditure budget is \$500,000, representing a decrease of \$200,000 or 28.57%. The only expenses remaining in this fund is related to other post-employment benefits trust.

COLLECTING INPUT

School Board Executive Limitation 2.5.4 states *“There will be no financial plan that does not collect appropriate input from various sources.”* The process to build the proposed 2021-22 budget included the following input opportunities:

1. School Board – The first official action that begins the process of budget development was the approval of the payable 2021 tax levy, which occurred on December 14, 2020. This levy accounts for 22.7% of General Fund revenue. The board also provided guidance and input to the budget development process as follows:
 - January 4, 2021 – Board workshop on 5-year financial model
 - January 25, 2021 – Mid-Year 2020-21 budget update, review budget timeline, discuss preliminary 2021-22 budget assumptions
 - March 22, 2021 – Review final 2021-22 budget assumptions, review proposed 2021-22 preliminary capital budget
 - April 26, 2021 – Review proposed 2021-22 School Board budget and approve 2021-22 capital budget
2. Citizen Finance Advisory Committee – This committee of community members and staff reviews the assumptions included in the financial projection model. These assumptions and committee discussion provide important input into the budget development process.
3. Principals and Department Directors – This group of leaders is essential to the budget development process. They provide input and shared decision making for budget adjustments, staffing and program needs.
4. Community – The district website, email list and publications contain continuous updates regarding the budget development process including timeline, assumptions, and proposed adjustments. Community feedback is an essential part of assessing the final budget recommendation.
5. Superintendent’s Cabinet – This group meets weekly. Some part of the budget development process, including discussion of staff and community feedback, is on the agenda each week.

Budget Timeline

The following timeline highlights the steps taken to create the 2021-22 budget with stakeholder input.

Eden Prairie Schools Budget Events Timeline Fiscal Year 2021-22		
Date	Budget Event	Group/Action
September 2020	Preliminary FY 2021-22 Levy Certification	Board - Required Action
	Preliminary FY 2020-21 Enrollment Update	Board - Sup't Incidental
	Preliminary FY 2019-20 Year-End Financial Report	Board - Sup't Incidental
October 2020	October 1 Enrollment	Board - Sup't Incidental
	October 1 Enrollment	Citizen Finance Advisory
	October 1 Enrollment	Leadership Team
	FY 2019-20 Audit Results	Leadership Team
	Preliminary FY 2021-22 Levy Certification	Citizen Finance Advisory
	FY 2019-20 Audit Results	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
November 2020	FY 2019-20 Audit Report	Board - Required Action
	Annual Budget Publication	Community
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
December 2020	Final Levy Certification (Payable 2021; FY 2021-22 Revenue)	Board - Required Action
	Truth in Taxation Presentation	Board - TNT Hearing
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
January 2021	Preliminary FY 2021-22 Budget Assumptions/Drivers & Budget Timeline	Board - Decision Prep
	Mid-Year Budget Update	Board - Required Action
	FY 2021-22 Capital items which require advance ordering (i.e. school buses)	Board - Required Action
	5-Year Financial Forecast	Board - Workshop Discussion
	Mid-Year Budget Update	Citizen Finance Advisory
	FY 2021-22 Budget Assumptions	Citizen Finance Advisory
	Fall Enrollment Projections & Staffing Allocations	Leadership Team
	Requests for FY 2021-22 Capital Funding due to Business Office	Leadership Team
Regular Detailed Budget Impact Discussions	Superintendent's Cabinet	
February 2021	Budget Development	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
March 2021	FY 2021-22 Capital Budget - 1st Reading	Board - Decision Prep
	Final FY 2021-22 Budget Assumptions/Drivers	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
April 2021	FY 2021-22 Capital Budget Adoption	Board - Required Action
	Review FY 2021-22 Capital Budget	Leadership Team
	5 Year Financial Outlook	Leadership Team
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
May 2021	FY 2021-22 Budget Presentation - 1st Reading	Board - Decision Prep
	Review Potential Legislative Impacts	Citizen Finance Advisory
	Review Final FY 2021-22 Budget	Citizen Finance Advisory
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
June 2021	FY 2021-22 Budget Adoption	Board - Required Action
	Regular Detailed Budget Impact Discussions	Superintendent's Cabinet
	Fall Enrollment Projections	Leadership Team

Informational Overview

Budget Forecast

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

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

This model currently includes the following assumptions beginning for projection year 2021-22:

1. 0.0% increase to state basic funding in the next biennium and 1.0% after
2. Employee salary settlements for upcoming contract negotiations
3. Flat to slightly declining enrollment projections
4. Staffing adjustments in keeping with enrollment and class size ranges
5. Minor adjustments to costs of property and other business insurances along with the cost of fuel and utilities.
6. Teacher retirement savings.

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

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Actual	Projected	Projected	Projected	Projected	Projected	Projected
Revenue	112,410,651	115,939,941	116,417,668	118,191,728	115,616,984	116,711,772	101,624,841
Expenditures	111,797,403	117,048,778	118,287,513	121,366,544	119,570,160	121,861,983	124,244,277
Surplus/Deficit	613,248	-1,108,837	-1,869,845	-3,174,816	-3,953,176	-5,150,211	-22,619,436
Unassigned Fund Balance (\$)	18,041,015	16,932,178	15,062,333	11,887,517	7,934,341	2,784,130	-19,835,306
Unassigned Fund Balance (%)	16.14%	14.47%	12.73%	9.79%	6.64%	2.28%	-15.96%

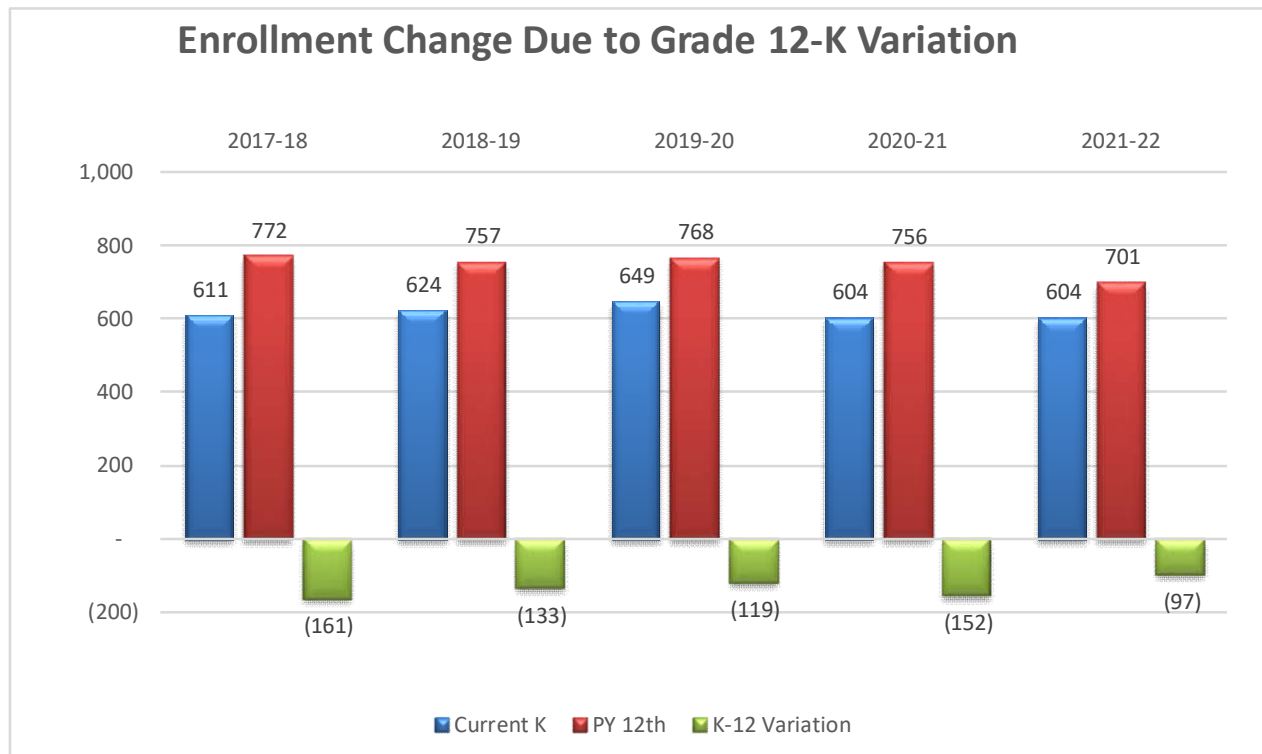
1. One of the District's commitments with the 2014 Referendum was to ensure the revenue received would last at least five years, ending with the 2019-2020 fiscal year. This model projects that there is no renewal to the 2014 Operating Referendum. The District must maintain at least an 8.0% unassigned Fund balance during that time period.

Enrollment Trend/Forecast

	2018-19	2019-20	2020-21	2021-22
Kindergarten	624	649	448	604
1st Grade	630	605	445	591
2nd Grade	624	637	408	618
3rd Grade	630	650	428	597
4th Grade	656	634	457	609
5th Grade	635	626	466	604
6th Grade	643	629	434	613
7th Grade	668	681	639	653
8th Grade	671	645	680	635
9th Grade	781	735	668	728
10th Grade	705	738	740	650
11th Grade	762	710	737	734
12th Grade	768	756	701	728
EP Distance Learning	0	0	1,228	0
K-12th Grade	8,797	8,695	8,479	8,364
% Change	0.8%	-1.2%	-2.5%	-1.4%
EP Online	0	0	0	400

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

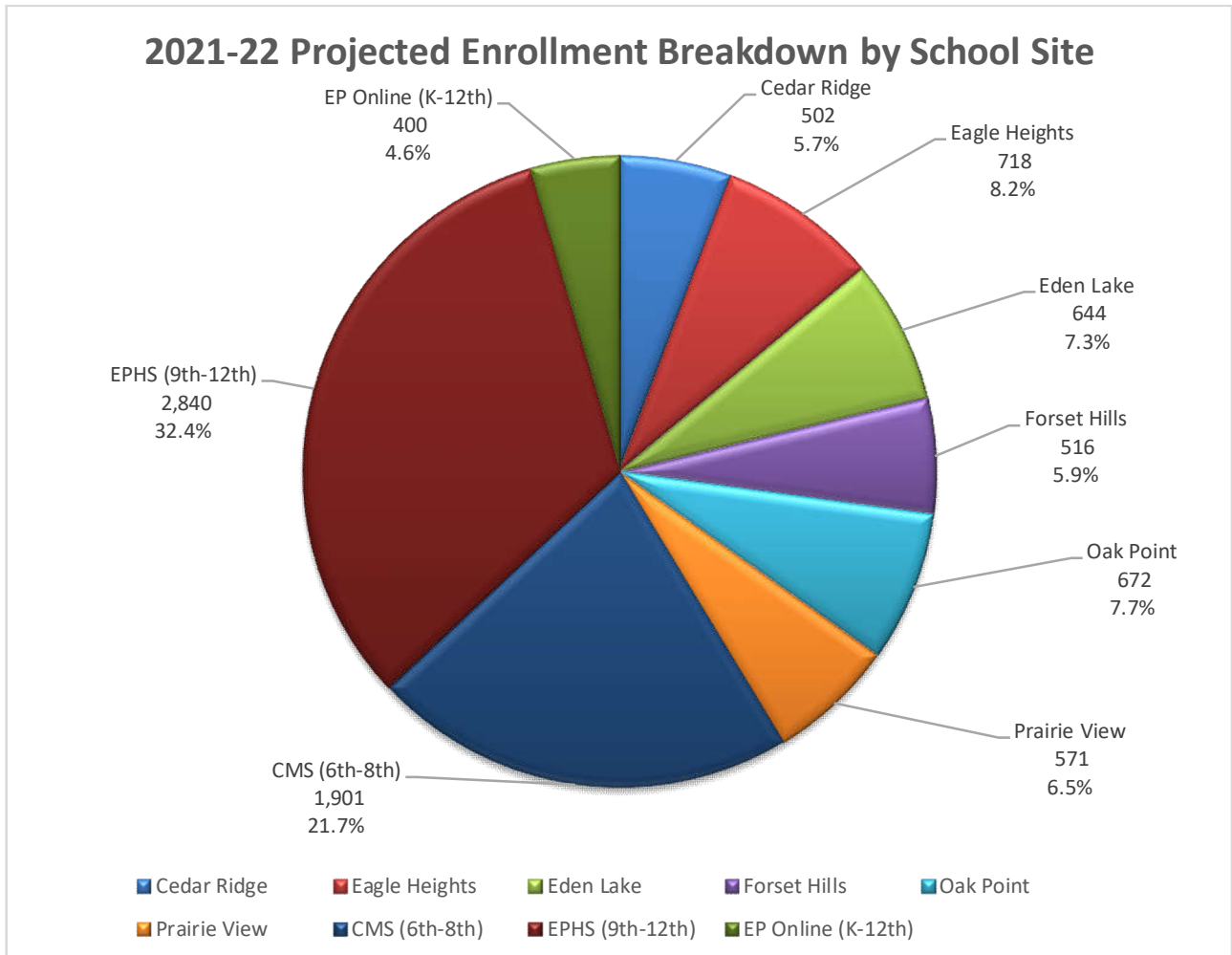
Eden Prairie Schools is largely "built out" for single family housing. As current residents "age in place", the number of school-aged children in the community overall will decline. The major contributor to enrollment decline is the decline in the size of incoming K classes vs. the previous year's graduating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



Enrollment History & Projections by School Site

	2018-19	2019-20	2020-21	2021-22
Cedar Ridge Elementary	654	630	445	502
Eagle Heights Spanish Immersion	830	820	681	718
Eden Lake Elementary	774	783	552	644
Forest Hills Elementary	704	629	386	516
Oak Point Elementary	745	811	479	672
Prairie View Elementary	735	757	543	571
Total Elementary (K - 6th Grade)	4,442	4,430	3,086	3,623
Central Middle School (7th & 8th)	1,339	1,326	1,319	1,901
Eden Prairie High School (9th-12th)	3,016	2,939	2,846	2,840
Total Secondary (7th-12th Grade)	4,355	4,265	4,165	4,741
EP Distance Learning Option	-	-	1,228	-
Total K-12th Grade	8,797	8,695	8,479	8,364
EP Online (K - 12th Grade)	-	-	-	400

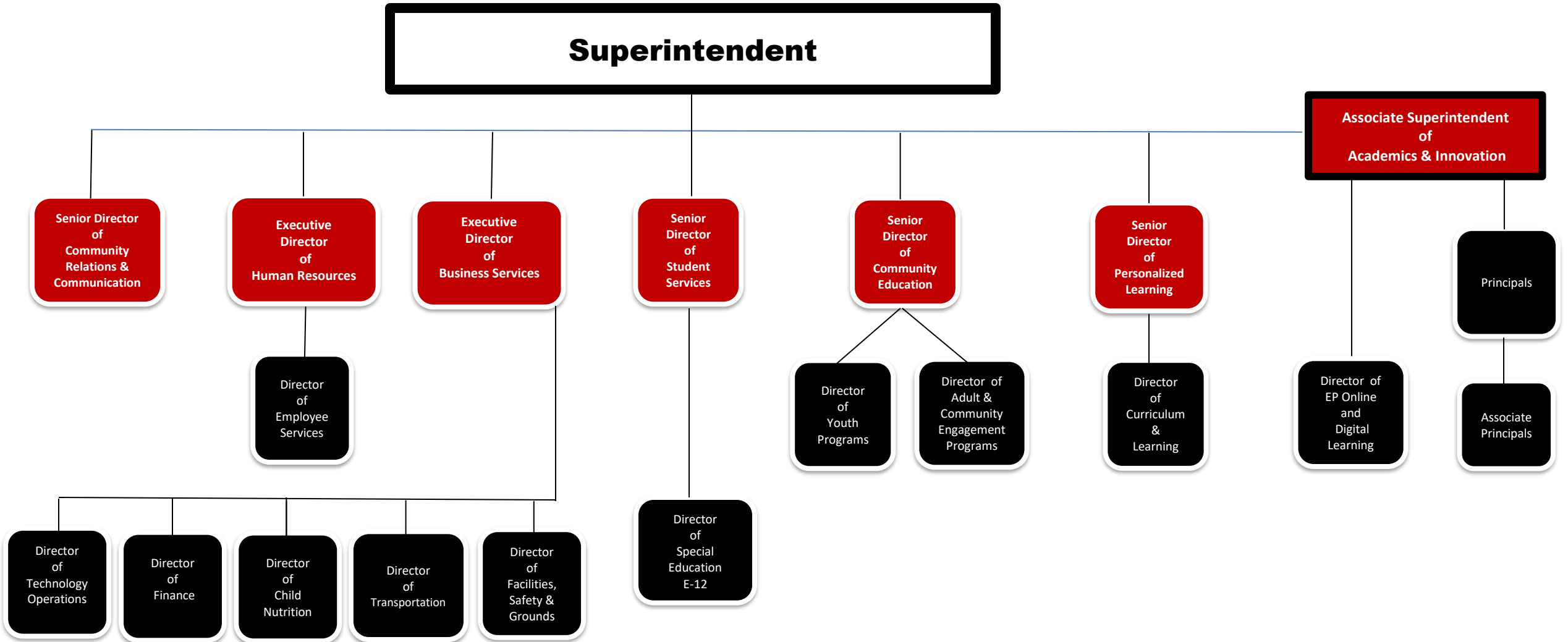
Past years show historical enrollment data. Current year is based on October 1 data.





EDEN PRAIRIE SCHOOLS

Inspiring each student every day



Red = Superintendent's Cabinet



EDEN PRAIRIE SCHOOLS

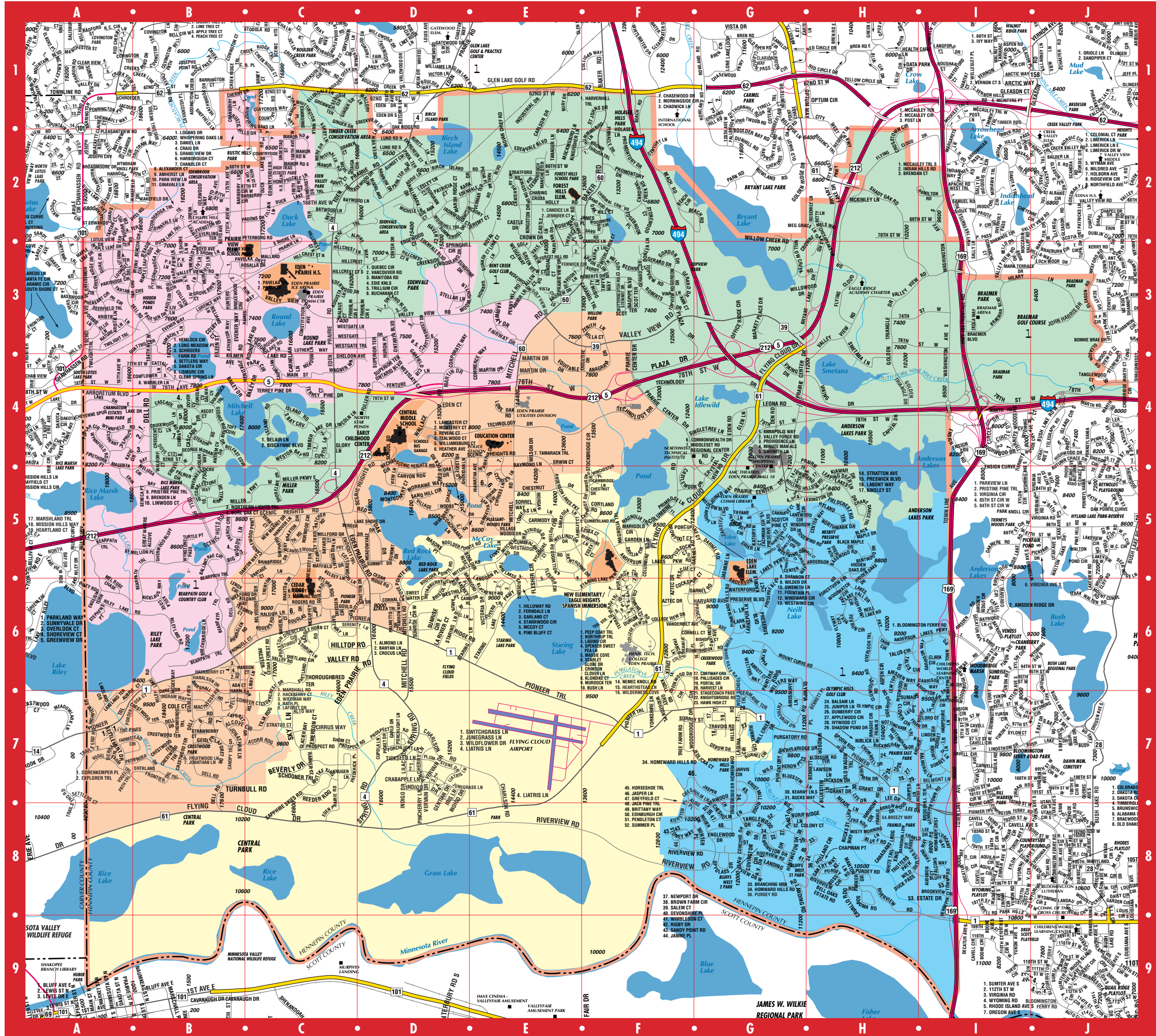
ELEMENTARY SCHOOLS BOUNDARIES

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



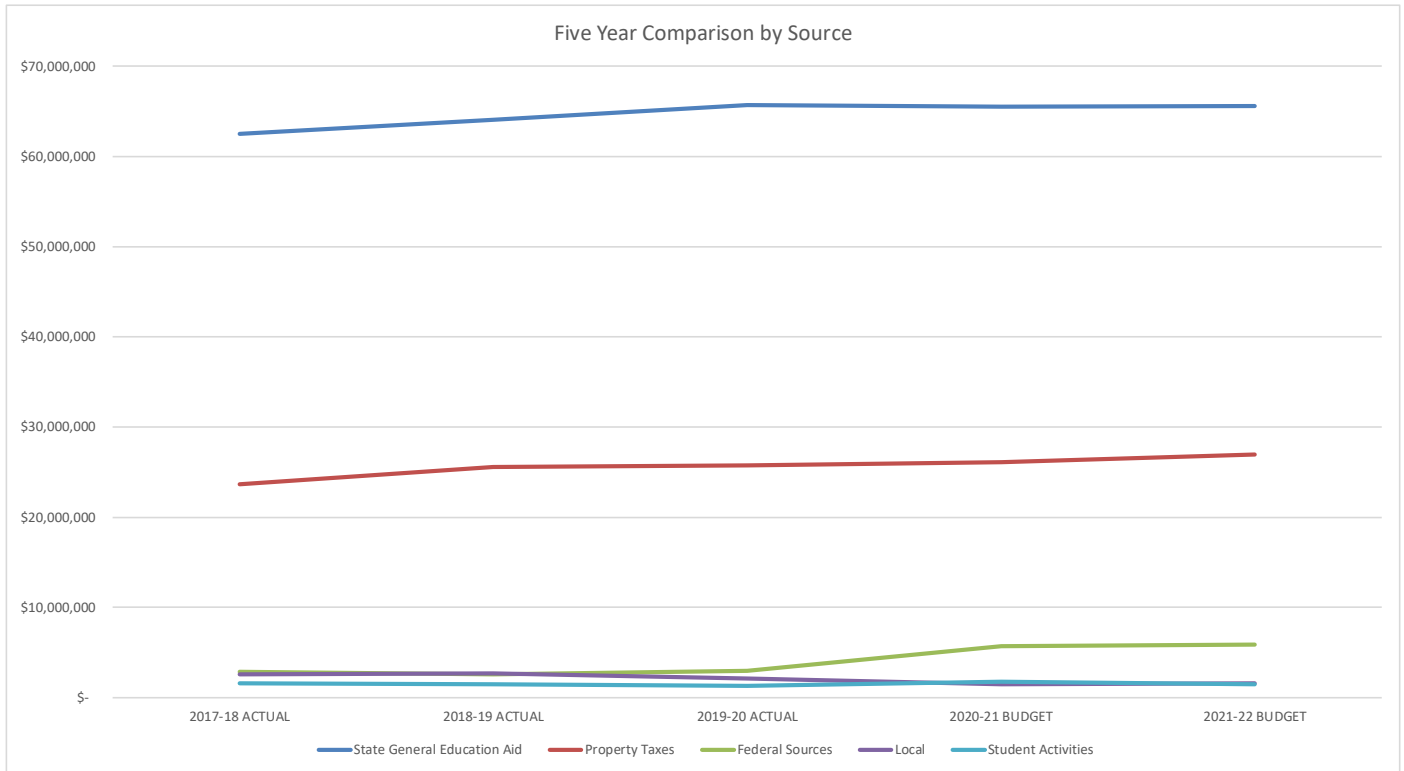
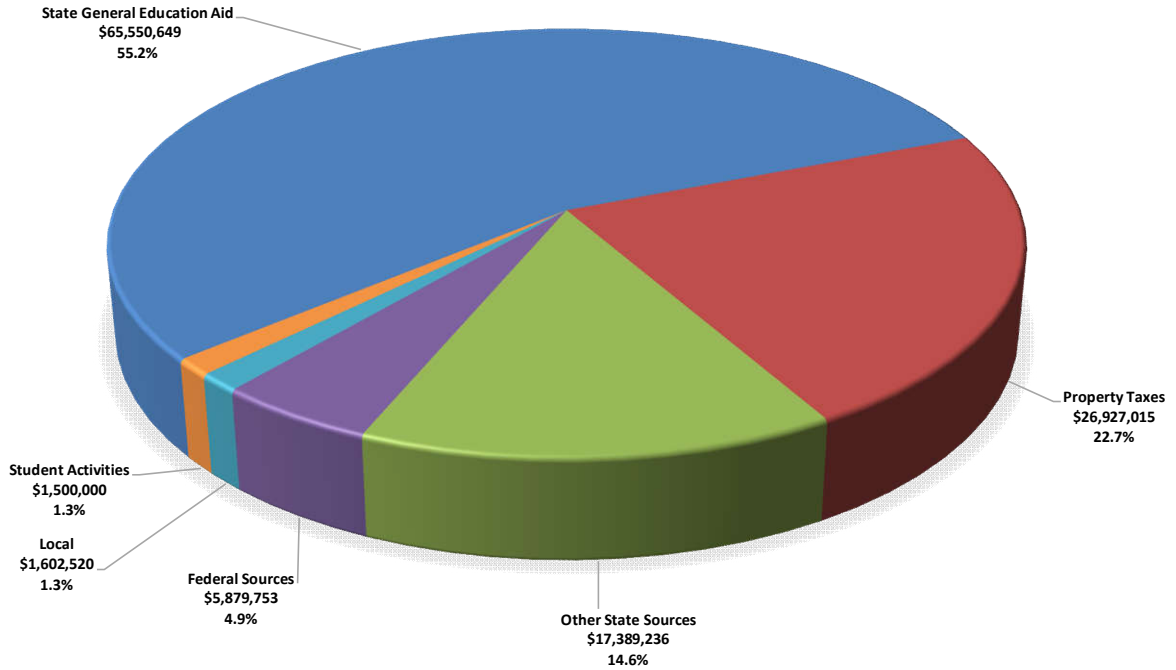
For more detailed information, including an electronic version of the map, go to district website, www.edenpr.org, and click on the "Proposed Elementary School Boundaries" link in the upper left corner of the page

District Phone Number
(952) 975-7000



GENERAL FUND REVENUES

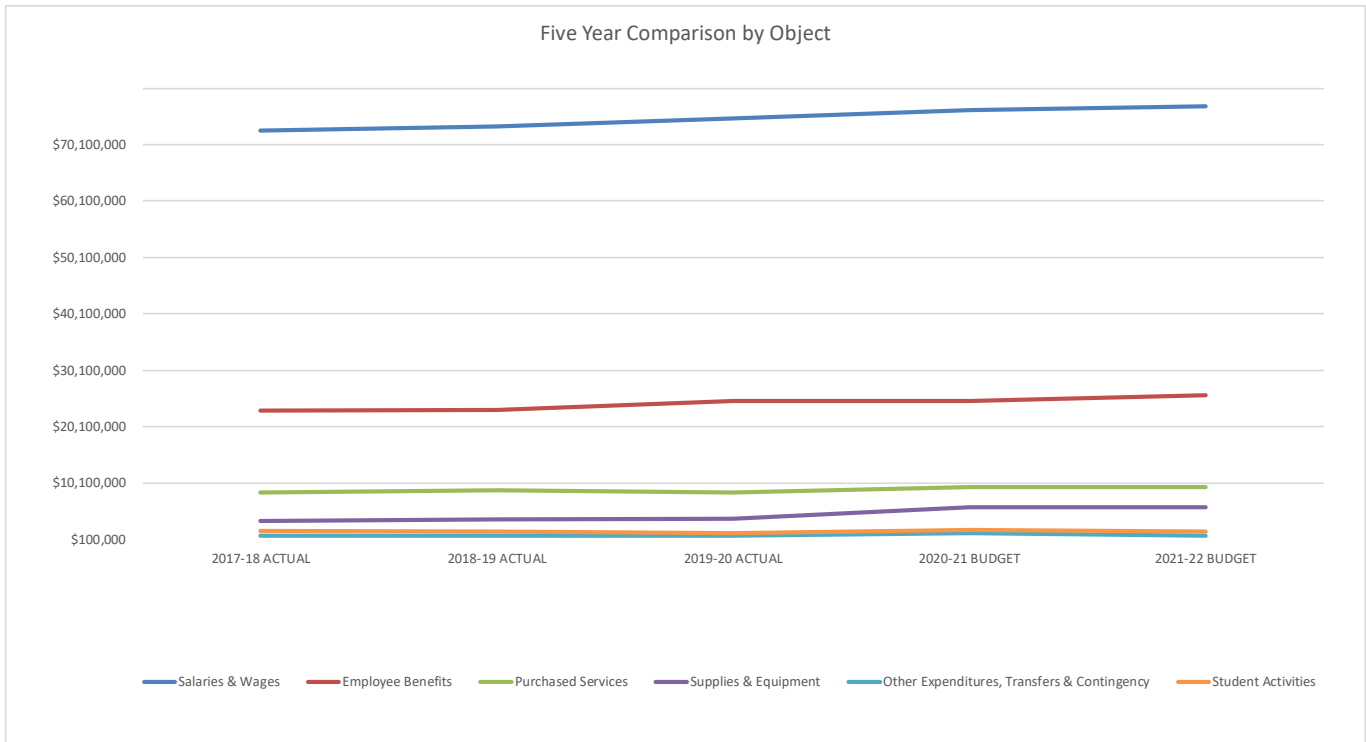
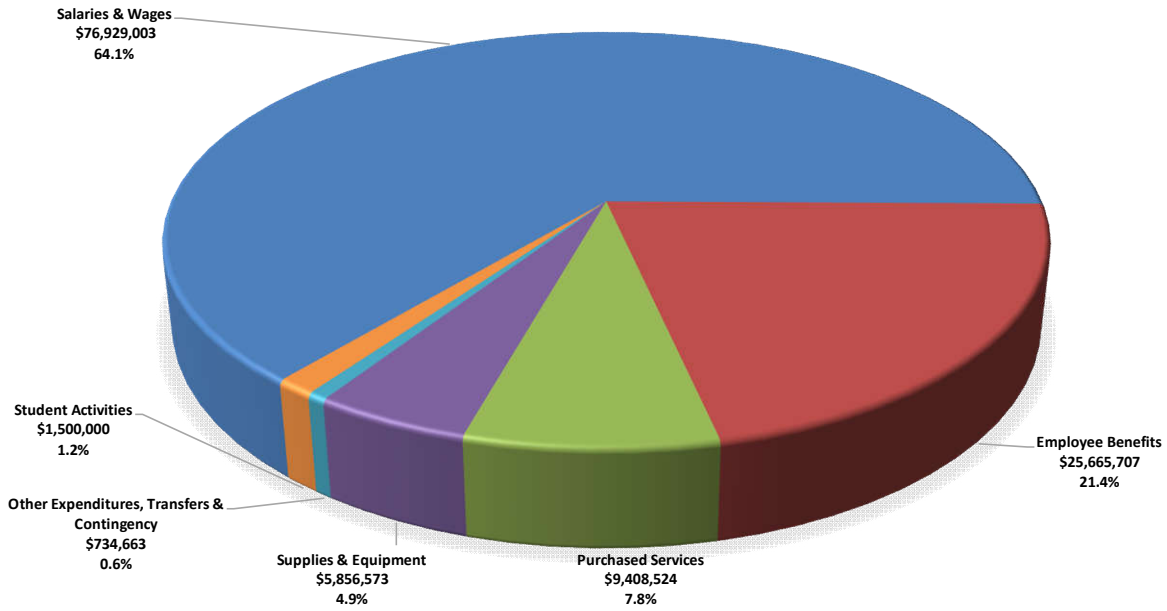
FISCAL 2022 REVENUE



GENERAL OPERATING FUND REVENUE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
State General Education Aid	\$ 62,476,347	\$ 64,002,466	\$ 65,696,352	\$ 65,496,906	\$ 65,550,649	\$ 53,743	0.08%
Property Taxes	23,627,703	25,585,579	25,791,252	26,145,086	26,927,015	781,929	2.99%
Other State Sources	16,392,642	16,623,450	17,794,600	17,390,410	17,389,236	(1,174)	-0.01%
Federal Sources	2,867,120	2,614,947	2,907,049	5,667,471	5,879,753	212,282	3.75%
Local	2,554,014	2,635,734	2,094,258	1,478,568	1,602,520	123,952	8.38%
Student Activities	1,581,964	1,498,861	1,290,368	1,800,000	1,500,000	(300,000)	-16.67%
TOTAL	\$ 109,499,790	\$ 112,961,037	\$ 115,573,879	\$ 117,978,441	\$ 118,849,173	\$ 870,732	0.74%

GENERAL FUND EXPENDITURES

FISCAL 2022 EXPENDITURES



GENERAL FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries & Wages	\$ 72,586,049	\$ 73,369,204	\$ 74,681,756	\$ 76,129,405	\$ 76,929,003	\$ 799,598	1.05%
Employee Benefits	22,936,813	23,080,207	24,609,828	24,706,951	25,665,707	958,756	3.88%
Purchased Services	8,389,962	8,789,589	8,470,760	9,469,114	9,408,524	(60,590)	-0.64%
Supplies & Equipment	3,329,803	3,711,769	3,801,920	5,856,637	5,856,573	(64)	0.00%
Other Expenditures, Transfers & Contingency	728,668	775,634	799,624	1,162,944	734,663	(428,281)	-36.83%
Student Activities	1,582,582	1,552,509	1,261,615	1,800,000	1,500,000	(300,000)	-16.67%
TOTAL	\$ 109,553,877	\$ 111,278,912	\$ 113,625,503	\$ 119,125,051	\$ 120,094,470	\$ 969,419	0.81%

GENERAL FUND EXPENDITURES (by Object)

	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET
SALARIES AND WAGES					
ADMINISTRATION	\$ 2,750,031	\$ 2,808,605	\$ 2,857,727	\$ 2,925,168	\$ 3,290,819
DISTRICT SUPPORT SERVICES	2,063,109	2,273,619	2,352,218	2,345,235	2,436,988
REGULAR INSTRUCTION	39,287,101	39,649,234	40,178,362	41,177,548	40,859,114
VOCATIONAL EDUCATION	1,028,250	1,257,733	1,278,424	1,147,196	1,066,901
SPECIAL EDUCATION INSTRUCT	13,972,045	13,660,985	13,913,577	13,896,203	14,267,661
INSTRUCTIONAL SUPPORT	3,447,400	3,495,930	3,766,438	4,011,476	3,932,753
PUPIL SUPPORT	5,695,847	5,819,461	5,910,428	6,055,742	6,045,631
SITE AND BUILDING	4,342,266	4,403,637	4,424,582	4,570,837	5,029,136
TOTAL SALARIES AND WAGES	\$ 72,586,049	\$ 73,369,204	\$ 74,681,756	\$ 76,129,405	\$ 76,929,003
EMPLOYEE BENEFITS					
ADMINISTRATION	\$ 893,115	\$ 868,145	\$ 887,703	\$ 857,253	\$ 982,364
DISTRICT SUPPORT SERVICES	635,264	732,957	740,408	691,241	725,524
REGULAR INSTRUCTION	12,057,896	11,945,986	12,791,308	12,854,286	13,304,091
VOCATIONAL EDUCATION	298,240	351,648	384,668	366,531	345,742
SPECIAL EDUCATION INSTRUCT	4,283,437	4,261,709	4,624,938	4,515,762	4,670,086
INSTRUCTIONAL SUPPORT	924,198	964,623	1,240,665	1,093,373	1,119,133
PUPIL SUPPORT	2,355,425	2,478,531	2,417,619	2,637,360	2,612,466
SITE AND BUILDING	1,489,238	1,476,608	1,522,519	1,691,145	1,906,301
TOTAL EMPLOYEE BENEFITS	\$ 22,936,813	\$ 23,080,207	\$ 24,609,828	\$ 24,706,951	\$ 25,665,707
PURCHASED SERVICES					
ADMINISTRATION	\$ 34,345	\$ 72,453	\$ 46,771	\$ 70,900	\$ 181,150
DISTRICT SUPPORT SERVICES	1,004,642	1,284,432	1,104,852	1,255,396	1,189,242
REGULAR INSTRUCTION	1,135,106	938,978	782,332	852,053	958,205
VOCATIONAL EDUCATION	772,135	863,315	969,684	951,000	951,000
SPECIAL EDUCATION INSTRUCT	2,179,975	1,988,033	2,049,530	2,053,998	2,055,730
INSTRUCTIONAL SUPPORT	703,713	1,143,282	1,055,866	1,203,589	1,079,499
PUPIL SUPPORT	342,182	212,665	242,434	740,505	713,765
SITE AND BUILDING	1,835,868	1,809,613	1,839,032	1,951,673	1,889,933
FISCAL & FIXED COSTS	381,996	476,818	380,259	390,000	390,000
TOTAL PURCHASED SERVICES	\$ 8,389,962	\$ 8,789,589	\$ 8,470,760	\$ 9,469,114	\$ 9,408,524
STUDENT ACTIVITIES					
TOTAL STUDENT ACTIVITIES	\$ 1,582,582	\$ 1,552,509	\$ 1,261,615	\$ 1,800,000	\$ 1,500,000
SUPPLIES & EQUIPMENT					
ADMINISTRATION	\$ 5,048	\$ 9,087	\$ 4,584	\$ 4,100	\$ 3,850
DISTRICT SUPPORT SERVICES	46,759	324,155	328,939	593,554	139,000
REGULAR INSTRUCTION	1,006,980	956,062	967,322	3,114,527	3,671,864
VOCATIONAL EDUCATION	39,698	35,329	56,178	22,750	29,013
SPECIAL EDUCATION INSTRUCT	291,025	274,644	93,676	126,660	113,200
INSTRUCTIONAL SUPPORT	109,653	84,889	166,357	210,639	98,590
PUPIL SUPPORT	793,529	857,008	677,040	844,505	844,505
SITE AND BUILDING	1,037,111	1,170,595	1,507,824	939,902	956,551
TOTAL SUPPLIES & EQUIPMENT	\$ 3,329,803	\$ 3,711,769	\$ 3,801,920	\$ 5,856,637	\$ 5,856,573
OTHER EXPENDITURES					
ADMINISTRATION	\$ 59,950	\$ 63,015	\$ 69,333	\$ 80,124	\$ 83,460
DISTRICT SUPPORT SERVICES	23,405	18,951	17,348	28,325	31,768
REGULAR INSTRUCTION	293,897	340,789	275,587	337,902	304,646
VOCATIONAL EDUCATION	8,188	7,489	8,400	7,562	8,572
SPECIAL EDUCATION INSTRUCT	88,980	94,018	81,885	110,391	104,581
INSTRUCTIONAL SUPPORT	35,837	50,751	55,269	41,388	35,788
PUPIL SUPPORT	28,019	27,613	32,025	27,730	27,714
SITE AND BUILDING	11,973	21,751	26,639	26,547	27,134
FISCAL & FIXED COSTS	-	-	11,500	20,620	11,000
TOTAL OTHER EXPENDITURES	\$ 550,249	\$ 624,377	\$ 577,986	\$ 680,589	\$ 634,663
OTHER FINANCING USES					
OTHER CONTINGENCY, TRANSFERS, RESERVE	\$ 178,419	\$ 151,257	\$ 221,638	\$ 482,355	\$ 100,000
TOTAL OTHER FINANCING USES	\$ 178,419	\$ 151,257	\$ 221,638	\$ 482,355	\$ 100,000
GENERAL FUND TOTAL	\$ 109,553,877	\$ 111,278,912	\$ 113,625,503	\$ 119,125,051	\$ 120,094,470

GENERAL FUND EXPENDITURES (by Program)

	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
District & School Administration					
School Board	\$ 62,976	\$ 63,637	\$ 72,915	\$ 78,000	\$ 78,000
Office of the Superintendent	469,712	486,866	455,412	502,956	507,078
Instructional Administration	311,674	342,859	356,525	206,871	210,937
School Administration	2,898,127	2,927,943	2,981,266	3,149,718	3,745,628
Total District & School Administration	\$ 3,742,489	\$ 3,821,305	\$ 3,866,118	\$ 3,937,545	\$ 4,541,643
District Support Services					
General Administrative Support	\$ 1,370,420	\$ 1,508,330	\$ 1,386,779	\$ 1,223,579	\$ 1,193,653
Other Administrative Support	761,871	1,156,073	1,427,655	1,345,366	1,372,467
Administrative Technology	81,911	115,201	99,313	158,480	130,265
Business Support Services	1,550,215	1,854,397	1,630,017	2,176,327	1,816,137
Cooperative Purchasing & Services	8,762	114	-	10,000	10,000
Total District Support Services	\$ 3,773,179	\$ 4,634,115	\$ 4,543,764	\$ 4,913,752	\$ 4,522,522
Regular Instruction					
School Readiness Plus	\$ -	\$ 200,870	\$ -	\$ -	\$ -
Kindergarten Education	3,551,262	3,458,075	3,681,732	2,979,911	3,405,599
Elementary Education	18,766,536	19,218,004	19,740,640	23,832,154	20,694,684
Title II, Part A - Improve Teacher Quality	214,299	190,943	199,030	200,000	180,000
Title III, Part A - English Language	97,977	111,937	80,872	95,000	100,000
Title IV, Part A - Student Support	-	-	33,850	-	50,000
Secondary Education	3,695,931	3,702,695	3,628,267	4,445,342	4,538,329
Visual Art	1,080,856	1,072,186	1,084,285	981,155	1,112,743
Business	359,379	328,770	217,292	189,436	543,458
Title I - Educationally Disadvantaged	776,064	658,736	793,111	928,183	1,100,000
Basic Skills	879	321	338	500	500
Gifted and Talented	1,958,473	2,098,667	2,118,902	1,988,530	1,861,714
Limited English Proficiency	2,215,327	2,340,065	2,305,819	2,175,191	2,533,478
English (Language Art)	3,524,176	3,368,398	3,373,512	2,884,461	3,657,052
Foreign/Native language	2,195,065	2,128,817	2,323,548	2,262,045	2,198,361
Health & Physical Education	1,968,302	2,018,499	2,133,174	1,827,648	2,114,704
Family Living Science	976	9,544	26,481	65,492	64,514
Industrial Education	222,594	114,291	137,549	121,347	356,196
Mathematics	3,224,418	3,074,229	3,097,570	3,148,631	3,521,134
Music	2,190,552	2,260,544	2,410,008	2,327,244	2,465,060
Natural Sciences	2,873,087	2,877,829	2,921,849	2,941,959	3,337,826
Social Studies	2,809,816	2,659,293	2,744,528	2,650,091	3,044,213
Total Regular Instruction	\$ 51,725,969	\$ 51,892,713	\$ 53,052,357	\$ 56,044,320	\$ 56,879,565
Co-Curricular & Extra-Curricular					
Co-curricular Activities	\$ 680,202	\$ 611,565	\$ 743,028	\$ 264,608	\$ 265,897
Boys & Girls Athletics	1,655,279	1,527,657	1,384,852	3,084,263	2,717,693
Boys Athletics	613,136	623,668	499,813	375,279	371,684
Girls Athletics	487,445	511,243	450,823	287,846	283,081
Extra-curricular Activities	82,424	73,981	24,010	80,000	80,000
Total Co-Curricular & Extra-Curricular	\$ 3,518,486	\$ 3,348,114	\$ 3,102,526	\$ 4,091,996	\$ 3,718,355
Vocational Education					
Distributive Education	\$ 129,136	\$ 122,882	\$ 124,981	\$ 128,629	\$ 130,180
Home Economics/ Consumer Ed.	312,545	390,249	388,585	402,817	360,144
Business & Office	590,573	659,640	741,018	595,950	622,445
Trade & Industry	101,554	212,183	204,932	209,922	212,349
Special Needs	351,083	339,963	319,590	257,006	187,888
Vocational-General	741,581	896,890	989,146	900,715	888,222
Total Vocational Education	\$ 2,226,472	\$ 2,621,807	\$ 2,768,252	\$ 2,495,039	\$ 2,401,228

GENERAL FUND EXPENDITURES (by Program)

	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET
Special Education Instruction					
Speech/Language Impaired	\$ 1,191,594	\$ 1,480,903	\$ 1,448,163	\$ 1,613,666	\$ 1,863,116
Mild-Moderate Impaired	2,377,485	1,748,872	1,541,069	1,496,967	1,663,261
Moderate-Severe Impaired	615,353	1,035,259	1,081,930	1,282,896	1,005,999
Physically Impaired	935,333	888,211	958,580	1,092,539	1,168,565
Deaf-Hard of Hearing	302,644	214,931	265,532	218,222	218,227
Visually Impaired	71,957	98,357	36,394	78,000	78,000
Specific Learning Disability	2,660,467	2,606,286	2,847,786	2,456,574	2,296,136
Emotional/Behavioral Disorder	3,101,023	2,345,581	2,327,354	2,655,947	2,944,824
Other Health Impaired	390,325	507,012	413,071	491,466	628,011
Autistic	2,664,697	2,642,782	2,659,847	2,260,443	2,490,771
ECSE	1,724,649	1,941,524	2,129,794	2,076,611	1,689,730
Traumatic Brain Injury	26,502	55,422	33,931	38,351	38,184
Severely Multiple Impaired	134,169	13,845	125,146	211,958	198,386
Spec Educ-General	4,151,497	4,441,961	4,426,654	4,369,095	4,544,545
Care and Treatment	467,767	258,442	468,356	360,279	383,503
Total Special Education Instruction	\$ 20,815,462	\$ 20,279,388	\$ 20,763,607	\$ 20,703,014	\$ 21,211,258
Instructional Support					
General Instructional Support	\$ 2,958,452	\$ 3,543,889	\$ 4,307,754	\$ 4,295,648	\$ 4,303,079
Curriculum Consult/Development	366,534	454,630	452,798	465,330	402,403
Educational Media	600,098	569,523	587,842	503,251	520,538
Instruction Related Technology	64,997	27,140	22,298	149,143	32,219
Staff Development	1,269,865	1,180,732	944,648	1,147,093	1,007,524
Total Instructional Support	\$ 5,259,946	\$ 5,775,914	\$ 6,315,340	\$ 6,560,465	\$ 6,265,763
Pupil Support					
Counseling & Guidance	\$ 1,176,145	\$ 1,147,581	\$ 1,234,563	\$ 1,325,494	\$ 1,216,433
School Security	-	-	-	460,171	472,624
Other School Safety	-	-	-	165,000	165,000
Health Services	591,140	537,525	638,722	674,209	690,519
Psychological Services	138,860	53,266	-	100	100
Attend/Soc Work	630,097	892,582	962,326	915,298	849,710
Pupil Transportation Regular	6,672,977	6,760,364	6,429,670	6,761,520	6,841,178
Other Pupil Support Services	5,782	3,959	14,265	4,050	8,517
Total Pupil Support	\$ 9,215,001	\$ 9,395,277	\$ 9,279,546	\$ 10,305,842	\$ 10,244,081
Site & Building					
Operations & Maintenance	\$ 8,716,457	\$ 8,882,204	\$ 9,320,595	\$ 9,180,104	\$ 9,809,055
Total Site and Building	\$ 8,716,457	\$ 8,882,204	\$ 9,320,595	\$ 9,180,104	\$ 9,809,055
Fiscal & Other					
Property & Other Insurance	\$ 381,996	\$ 476,818	\$ 380,259	\$ 390,000	\$ 390,000
Contingencies & Reserves	178,420	151,257	221,639	482,354	100,000
Contingencies & Reserves	-	-	11,500	20,620	11,000
Total Fiscal & Other	\$ 560,416	\$ 628,075	\$ 613,398	\$ 892,974	\$ 501,000
Total General Fund Expenditures	\$ 109,553,877	\$ 111,278,912	\$ 113,625,503	\$ 119,125,051	\$ 120,094,470

CEDAR RIDGE ELEMENTARY

8905 Braxton Drive, Eden Prairie, MN 55347

Principal: **Amy Kettunen Jahnke**

Assoc Principal: **David Freeburg**

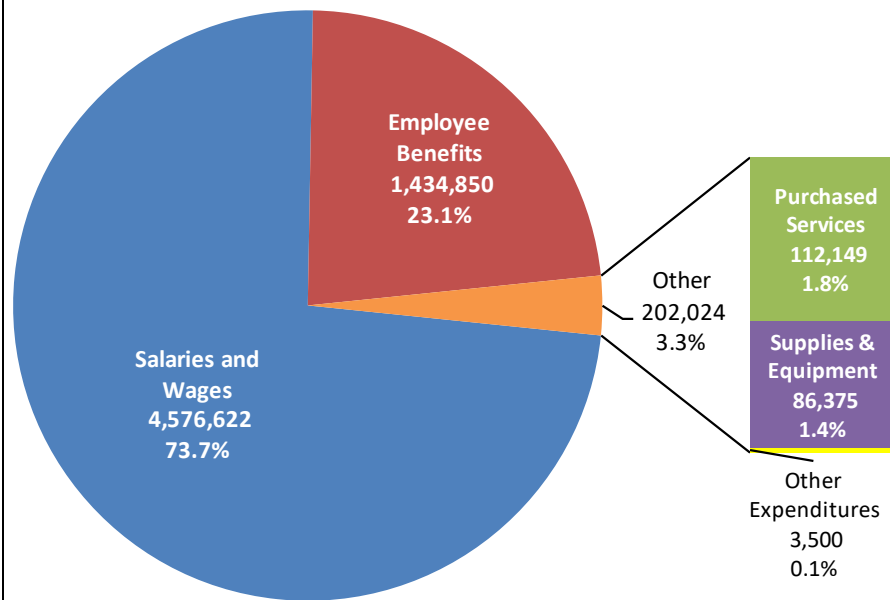
Cedar Ridge Elementary School's enrollment decreased from 675 students October 1, 2016 to 445 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 502 students. This is a decrease of 25.5% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased slightly from 17.2% in 2016-17 to a projected 22.9% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
K	93	67	86	91	58	87
1	92	97	73	82	65	79
2	90	85	104	81	58	83
3	99	89	82	105	66	78
4	104	101	90	87	73	78
5	88	101	105	78	64	97
6	109	88	114	106	61	0
TOTAL	675	628	654	630	445	502

F/R	17.2%	18.9%	19.0%	22.1%	21.8%	22.9%
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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	5,472,320	5,161,242	5,318,292	5,413,635	4,600,030	4,576,622
Employee Benefits	1,547,190	1,489,058	1,573,218	1,796,352	1,446,737	1,434,850
Purchased Services	129,873	109,891	136,920	115,891	111,999	112,149
Supplies & Equipment	194,625	185,199	141,555	77,248	82,572	86,375
Other Expenditures	4,860	2,006	7,255	1,221	6,525	3,500
TOTAL EXPENDITURES	7,348,868	6,947,396	7,177,239	7,404,348	6,247,863	6,213,496

TOTAL STUDENTS	675	628	654	630	445	502
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The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.8% of the total budget. Purchased Services account for the next largest share of the budget at 1.8%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment at 1.4%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

EAGLE HEIGHTS SPANISH IMMERSION ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal: **Hernan Moncada**
 Assoc Principal: **Mitch Heglund**

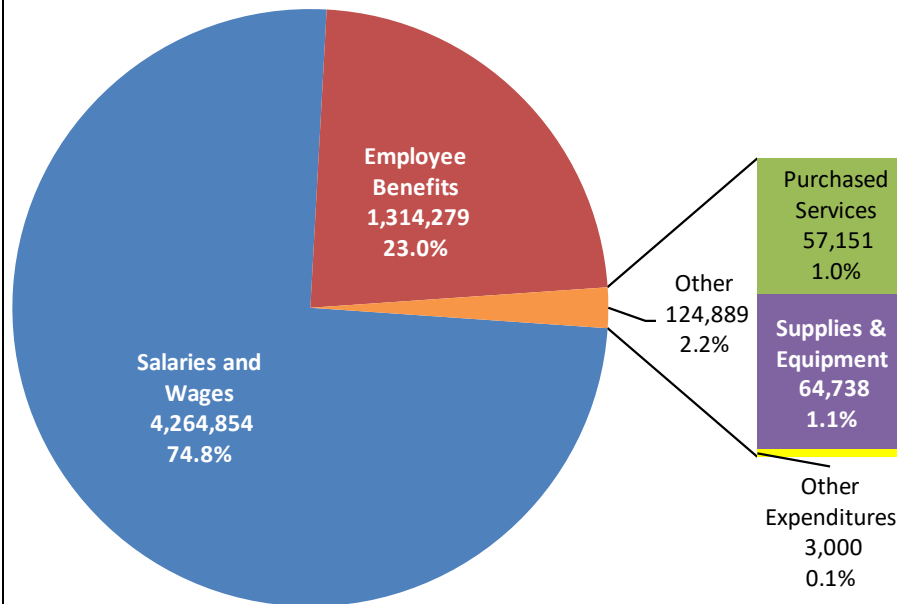
Eagle Heights Spanish Immersion School's enrollment decreased from 828 students October 1, 2016 to 681 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 718 students. This is a decrease of 13.3% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals decreased from 6.6% in 2016-17 to a projected 4.8% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
K	131	131	134	130	118	132
1	123	130	122	128	99	130
2	136	125	125	117	97	119
3	111	129	125	119	87	118
4	97	107	126	110	98	110
5	121	94	105	117	85	109
6	109	115	93	99	97	0
TOTAL	828	831	830	820	681	718

F/R	6.6%	7.7%	7.2%	6.6%	5.1%	4.8%
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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	4,240,705	4,422,477	4,367,058	4,514,387	4,417,207	4,264,854
Employee Benefits	1,265,076	1,376,007	1,352,152	1,450,968	1,357,170	1,314,279
Purchased Services	137,548	72,613	78,678	47,428	57,594	57,151
Supplies & Equipment	107,709	92,009	96,095	49,872	65,739	64,738
Other Expenditures	4,234	1,122	7,590	2,848	4,125	3,000
TOTAL EXPENDITURES	5,755,272	5,964,228	5,901,573	6,065,503	5,901,835	5,704,022

TOTAL STUDENTS	828	831	830	820	681	718
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The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.8% of the total budget. Supplies and Equipment account for 1.1%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased services account for at 1.0% including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

EDEN LAKE ELEMENTARY

12000 Anderson Lakes Parkway, Eden Prairie, MN 55344

Principal: **Tim Beekmann**
 Assoc Principal: **Valora Unowsky**

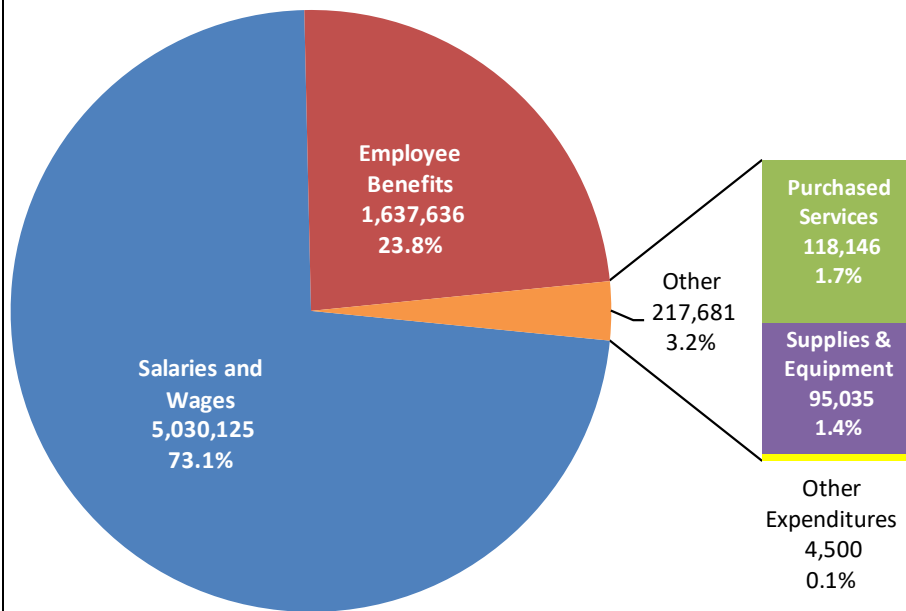
Eden Lake Elementary School's enrollment decreased from 801 students October 1, 2016 to 552 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 644 students. This is a decrease of 19.6% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased from 31.5% in 2016-17 to a projected 33.1% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
K	86	116	82	117	77	101
1	90	96	108	80	87	101
2	97	97	93	124	62	119
3	115	119	97	110	78	90
4	146	114	116	109	84	122
5	121	162	123	121	73	111
6	146	123	155	122	91	0
TOTAL	801	827	774	783	552	644

F/R	31.5%	34.7%	35.8%	37.0%	32.8%	33.1%
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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	5,701,109	5,779,535	5,384,547	5,715,595	5,203,990	5,030,125
Employee Benefits	1,668,928	1,782,445	1,712,544	1,965,890	1,660,070	1,637,636
Purchased Services	145,771	132,613	128,030	121,621	116,923	118,146
Supplies & Equipment	163,751	177,169	121,516	87,205	93,419	95,035
Other Expenditures	7,309	3,782	8,316	1,852	7,525	4,500
TOTAL EXPENDITURES	7,686,868	7,875,544	7,354,953	7,892,163	7,081,927	6,885,442

TOTAL STUDENTS	801	827	774	783	552	644
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The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.9% of the total budget. Purchased services, at 1.7%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.4%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

FOREST HILLS ELEMENTARY

13708 Holly Road, Eden Prairie, MN 55346

Principal:

Connie Hytjan

Assoc Principal:

Tom Walters

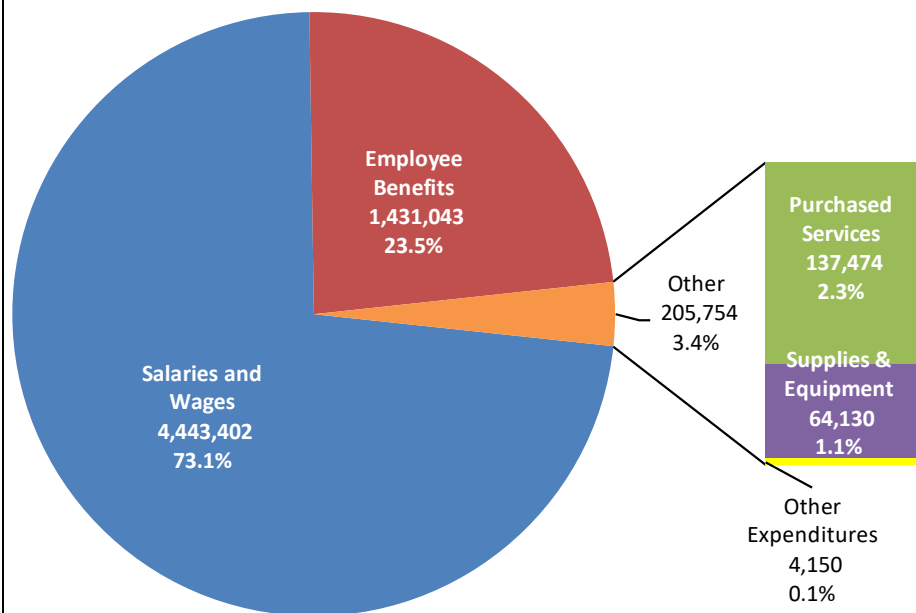
Forest Hills Elementary School's enrollment decreased from 648 students October 1, 2016 to 386 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 516 students. This is a decrease of 20.4% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals decreased from 27.5% in 2016-17 to a projected 22.6% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
K	107	97	122	95	67	87
1	96	105	106	99	60	86
2	97	111	89	99	66	85
3	99	98	102	75	48	109
4	103	92	97	83	44	86
5	67	87	97	89	57	63
6	79	67	91	89	44	0
TOTAL	648	657	704	629	386	516

F/R	27.5%	24.8%	26.0%	23.7%	23.6%	22.6%
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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	5,434,437	5,379,040	5,157,391	5,271,943	3,841,946	4,443,402
Employee Benefits	1,564,552	1,616,279	1,541,881	1,703,611	1,204,482	1,431,043
Purchased Services	160,798	147,180	150,411	128,351	135,324	137,474
Supplies & Equipment	114,185	125,277	147,146	101,548	59,654	64,130
Other Expenditures	8,342	2,990	7,993	2,218	7,175	4,150
TOTAL EXPENDITURES	7,282,314	7,270,766	7,004,822	7,207,671	5,248,581	6,080,199

TOTAL STUDENTS	648	657	704	629	386	516
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The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.6% of the total budget. Purchased Services, at 2.3%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for, at 1.1%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining amount is planned for other expenditures, such as equipment, dues, membership and license fees.

OAK POINT ELEMENTARY

13400 Staring Lake Parkway, Eden Prairie, MN 55347

Principal: **Joel Knorr**
 Assoc Principal: **Stephanie Baker**

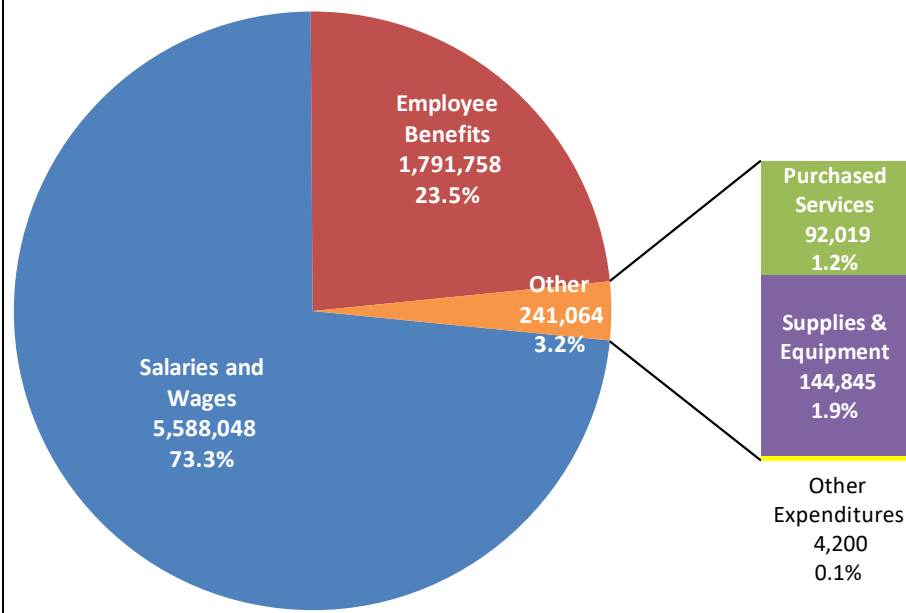
Oak Point Elementary School's enrollment decreased from 742 students October 1, 2016 to 479 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 672 students. This is a decrease of 9.4% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased from 24.1% in 2016-17 to a projected 25.3% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
K	105	86	114	125	71	110
1	115	111	107	123	59	118
2	105	112	116	102	62	121
3	96	105	115	125	61	113
4	94	98	107	126	75	96
5	125	89	103	100	91	114
6	102	121	83	110	60	0
TOTAL	742	722	745	811	479	672

F/R	24.1%	24.8%	24.4%	23.7%	25.1%	25.3%
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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	6,052,890	6,093,234	6,227,568	6,367,498	5,010,603	5,588,048
Employee Benefits	1,781,315	1,841,488	1,922,573	2,053,673	1,613,069	1,791,758
Purchased Services	172,785	132,512	78,910	87,152	92,649	92,019
Supplies & Equipment	201,336	168,224	239,255	141,068	135,552	144,845
Other Expenditures	6,416	1,949	8,519	3,362	7,225	4,200
TOTAL EXPENDITURES	8,214,742	8,237,407	8,476,825	8,652,753	6,859,098	7,620,870

TOTAL STUDENTS	742	722	745	811	479	672
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The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.8% of the total budget. Supplies and equipment account for 1.9%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. Purchased Services, at 1.2%, including professional fees, utilities, postage, communication, etc. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

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

PRAIRIE VIEW ELEMENTARY

17255 Peterborg Road, Eden Prairie, MN 55346

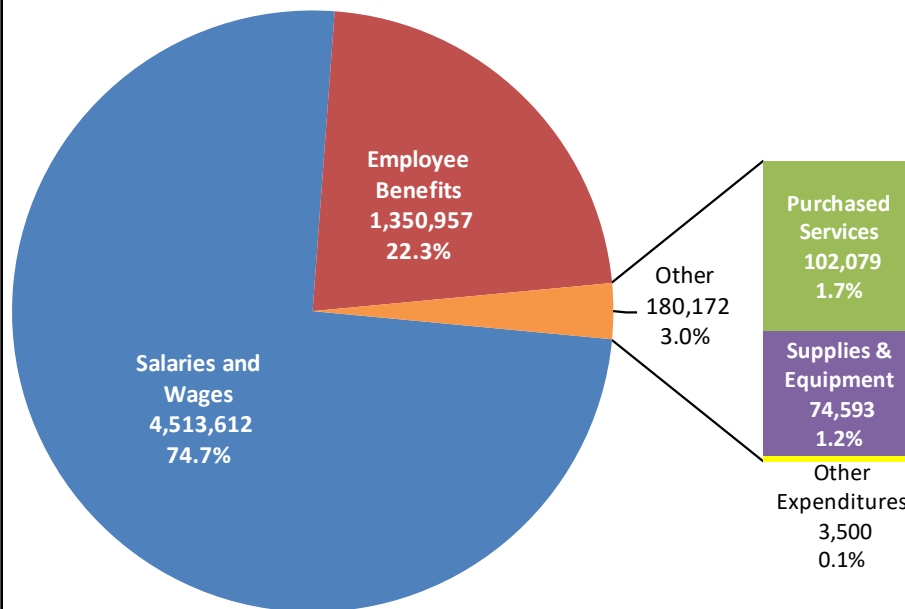
Principal: **Felicia Thames**
 Assoc Principal: **Brett Lobben**

Prairie View Elementary School's enrollment decreased from 709 students October 1, 2016 to 543 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 571 students. This is a decrease of 19.5% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals decreased from 25.2% in 2016-17 to a projected 23.2% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
K	88	114	86	91	57	87
1	98	91	114	93	75	77
2	98	99	97	114	63	91
3	99	112	109	116	88	89
4	107	98	120	119	83	117
5	111	106	102	121	96	110
6	108	109	107	103	81	0
TOTAL	709	729	735	757	543	571

F/R	25.2%	25.7%	26.1%	26.8%	23.6%	23.2%
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EXPENDITURES	2016-17	2017-18	2018-19	2020-21	2021-22	
	ACTUAL	ACTUAL	ACTUAL	2019-20 ACTUAL BUDGET	BUDGET	
Salaries & Wages	5,272,766	5,530,863	5,357,809	5,322,659	4,867,051	4,513,612
Employee Benefits	1,498,062	1,684,770	1,647,186	1,677,451	1,478,074	1,350,957
Purchased Services	156,983	128,784	109,786	125,884	101,649	102,079
Supplies & Equipment	125,623	120,320	135,034	109,007	78,244	74,593
Other Expenditures	7,060	1,240	7,016	137	6,525	3,500
TOTAL EXPENDITURES	7,060,494	7,465,977	7,256,831	7,235,138	6,531,543	6,044,741
TOTAL STUDENTS	709	729	735	757	543	571



The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 97.0% of the total budget. Purchased Services, at 1.7%, make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 1.2%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

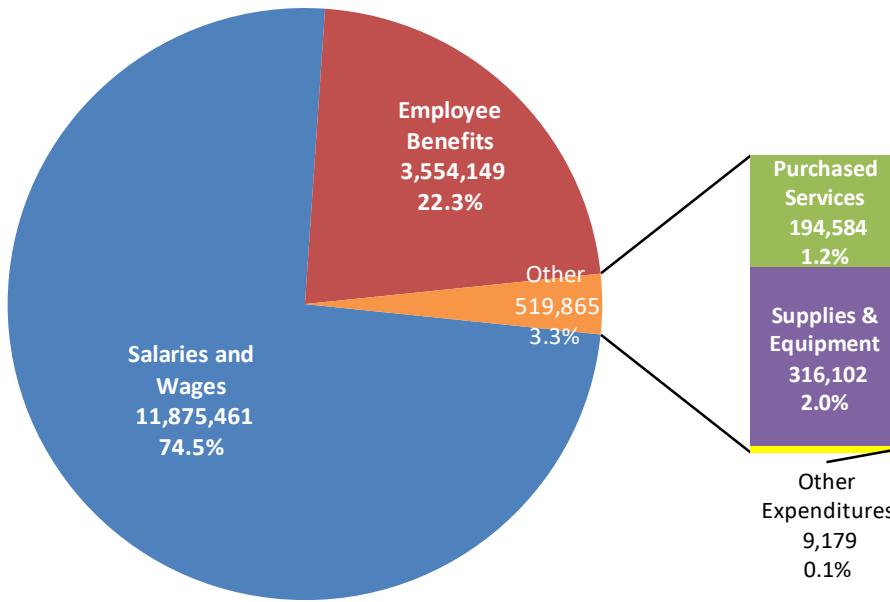
Central Middle School's enrollment decreased from 1,371 students October 1, 2016 to 1319 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 1,901 students. This is an increase of 38.7% over the six year period. The 2021-22 school year will be the first year 6th grade students will attend Central Middle School, instead of an elementary site. The percentage of students eligible for free or reduced meals increased from 20.5% in 2016-17 to a projected 21.5% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment schedule. Below is the school's actual spending and budget by object series for the same time period.

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
6	0	0	0	0	0	613
7	699	645	668	681	639	653
8	672	696	671	645	680	635
TOTAL	1371	1341	1339	1326	1319	1901

F/R	20.5%	20.9%	21.9%	22.7%	21.3%	21.5%
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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
EXPENDITURES						
Salaries & Wages	8,967,560	8,975,035	9,007,623	9,357,565	9,444,037	11,875,461
Employee Benefits	2,579,971	2,699,653	2,725,273	2,943,152	2,894,522	3,554,149
Purchased Services	399,914	331,623	281,357	194,872	193,354	194,584
Supplies & Equipment	311,059	283,650	299,952	260,051	269,821	316,102
Other Expenditures	10,938	3,037	12,282	3,737	9,059	9,179
TOTAL EXPENDITURES	12,269,442	12,292,998	12,326,487	12,759,377	12,810,793	15,949,475

TOTAL STUDENTS	1,371	1,341	1,339	1,326	1,319	1,901
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The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 96.8% of the total budget. Purchased Services account for 1.2%, including professional fees, utilities, postage, communication, etc. Supplies and Equipment, at 2.0%, make up the next largest share of the budget. These expenses include classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining 0.1% is planned for other expenditures, such as equipment, dues, membership and license fees.

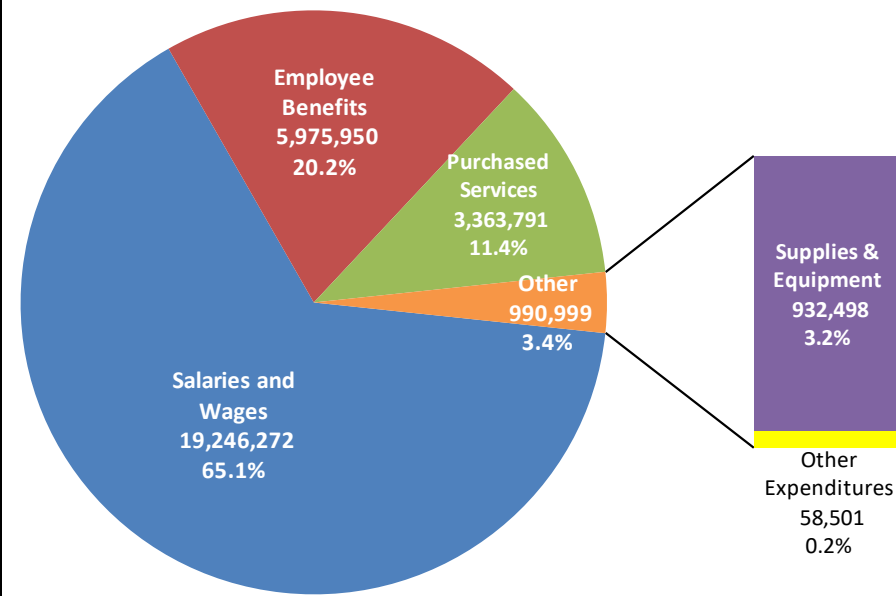
Eden Prairie High School's enrollment decreased from 3,061 students October 1, 2016 to 2,846 on October 1, 2020. The 2020-21 school year saw a significant number of students choose the District's distance learning option during the COVID-19 pandemic. The projected student count for the 2021-22 school year is 2,840 students. This is a decrease of 7.2% over the six year period. The percentage of students eligible for free or reduced meals decreased from 17.8% in 2016-17 to a projected 15.9% in 2021-22. The table at the right shows the history of the school's enrollment by year and by grade. The total free or reduced school meal percentages are summarized at the bottom of the enrollment

ENROLLMENT AS OF OCTOBER 1						
Grade	16-17	17-18	18-19	19-20	20-21	21-22
9	767	725	781	735	668	728
10	771	755	705	738	740	650
11	751	754	762	710	737	734
12	772	757	768	756	701	728
TOTAL	3061	2991	3016	2939	2846	2840

F/R	17.8%	18.6%	18.2%	19.5%	16.3%	15.9%

	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET
EXPENDITURES						
Salaries & Wages	19,348,757	19,550,629	19,446,336	19,537,716	19,222,615	19,246,272
Employee Benefits	5,501,243	6,295,555	5,871,742	6,273,512	5,884,005	5,975,950
Purchased Services	2,525,306	2,571,805	2,412,647	2,138,605	3,668,801	3,363,791
Supplies & Equipment	1,357,515	1,363,819	1,295,463	1,236,715	935,467	932,498
Other Expenditures	73,594	43,117	49,084	56,954	57,371	58,501
TOTAL EXPENDITURES	28,806,415	29,824,925	29,075,272	29,243,502	29,768,259	29,577,012

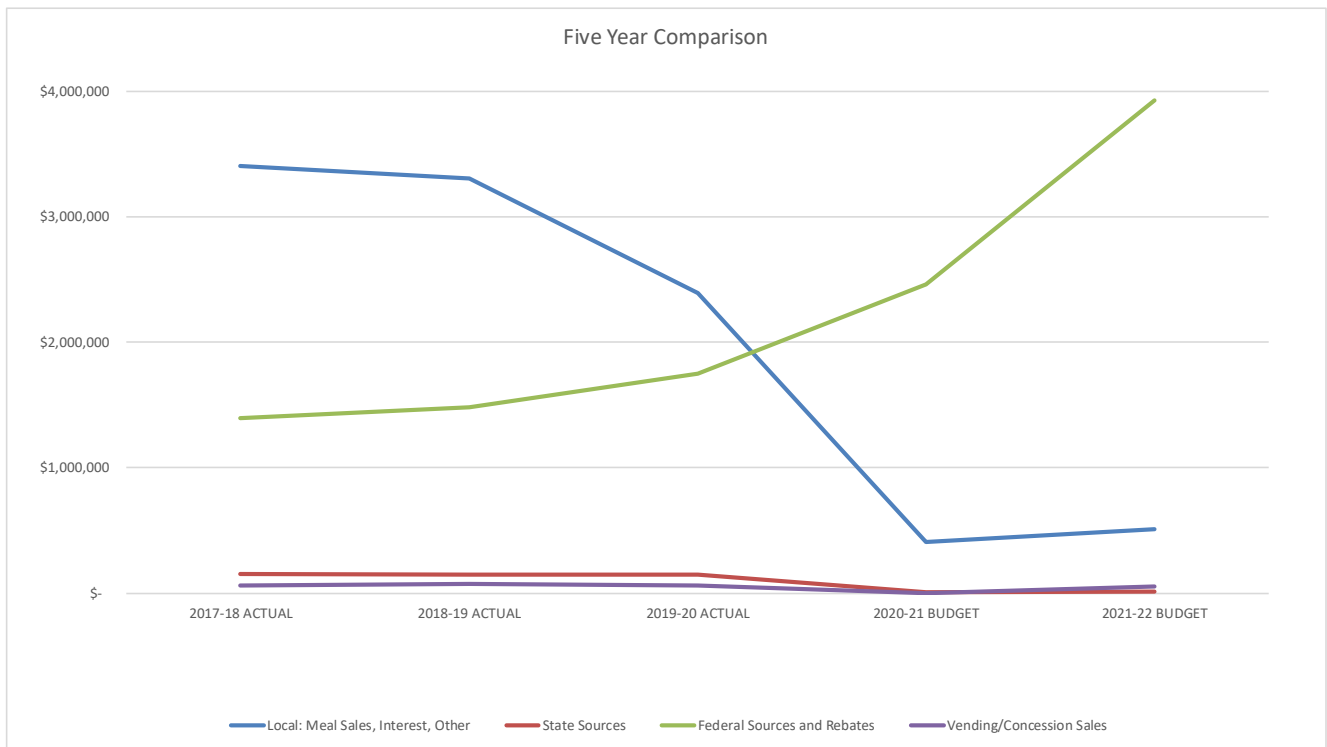
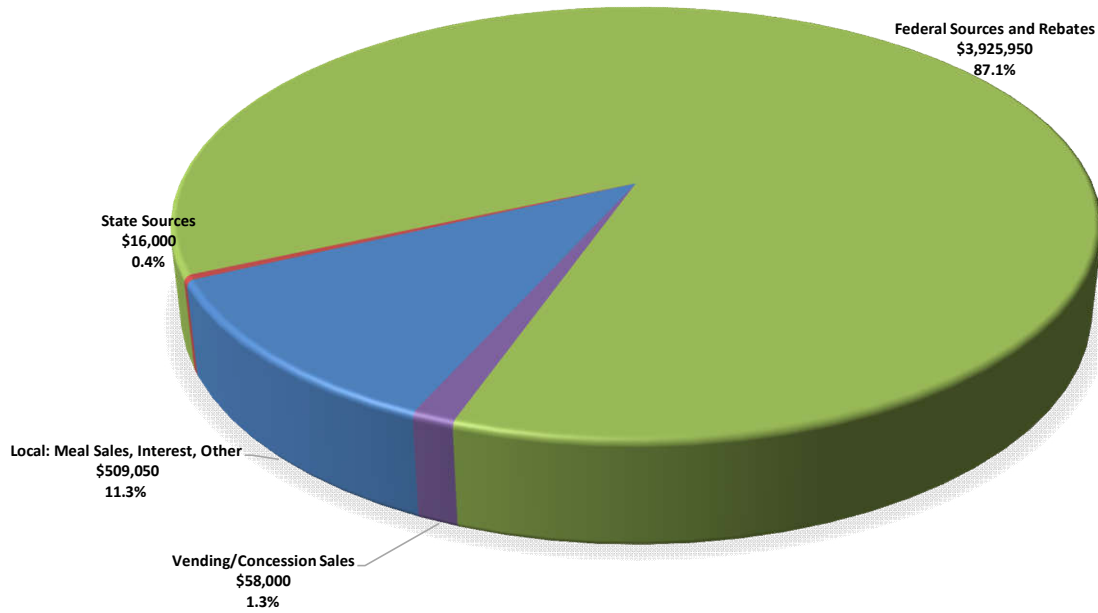
TOTAL STUDENTS	3,061	2,991	3,016	2,939	2,846	2,840



The pie chart at left shows the school's 2021-22 preliminary expenditure budget by object series. The salary and benefits budgets continue to be the largest cost drivers, accounting for 85.3% of the total budget. Purchased services at 11.4% make up the next largest share of the budget. These expenses include professional fees, utilities, postage, communication, etc. Supplies and Equipment account for 3.2%, including classroom and instructional supplies, textbooks, workbooks, media resources and office supplies. The remaining portion is planned for other expenditures, such as equipment, dues, membership and license fees.

FOOD SERVICE FUND REVENUE

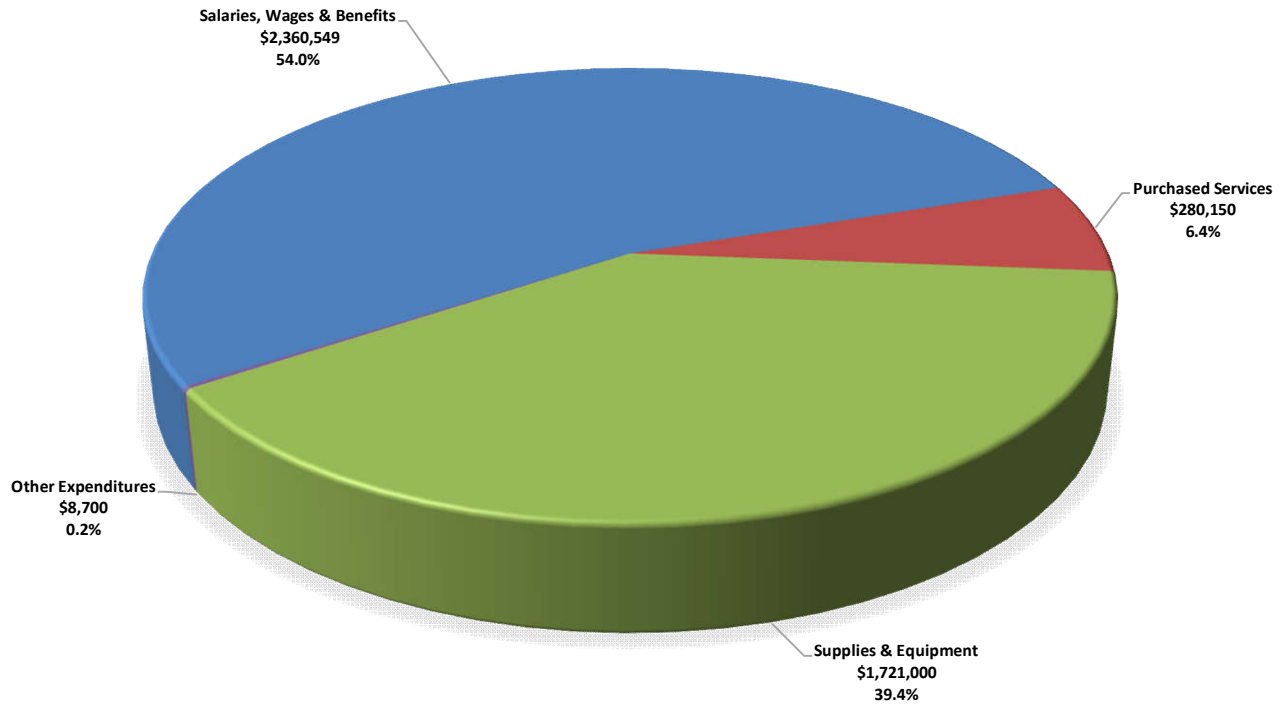
FISCAL 2022 REVENUE SOURCES



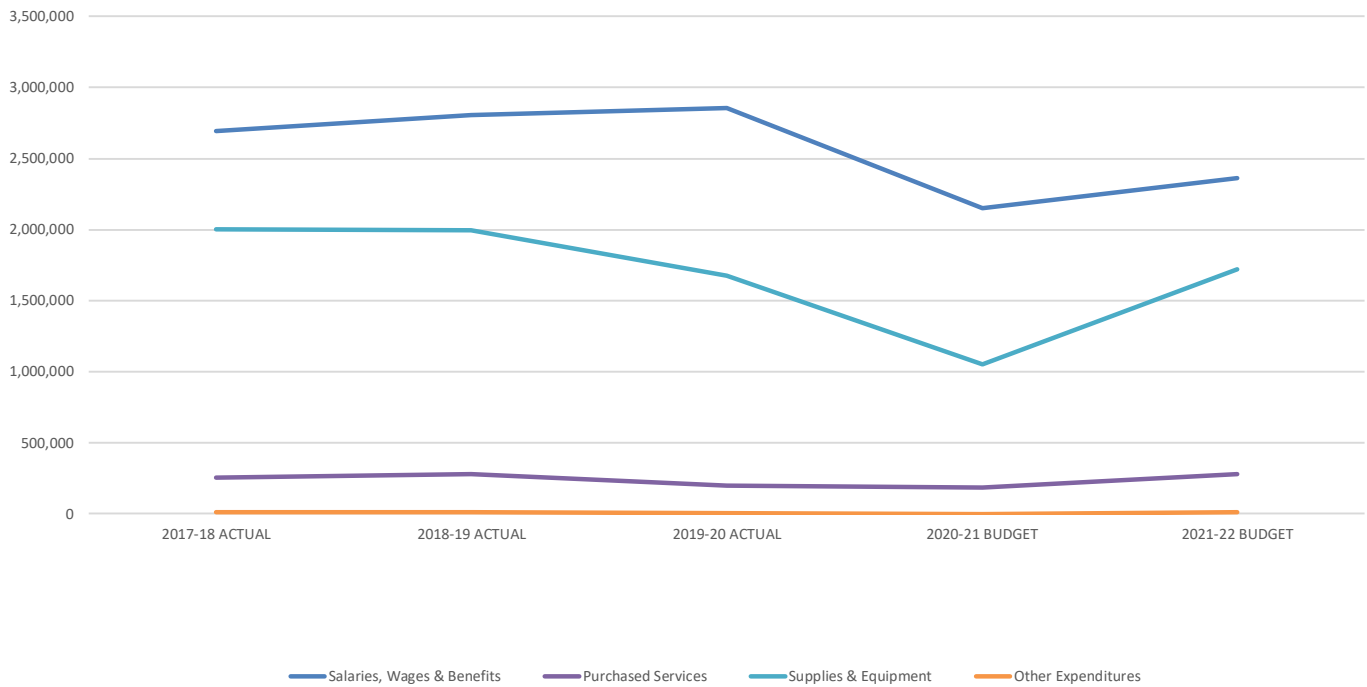
FOOD SERVICE FUND REVENUE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Local: Meal Sales, Interest, Other	\$ 3,403,605	\$ 3,302,577	\$ 2,393,409	\$ 412,543	\$ 509,050	\$ 96,507	23.39%
State Sources	157,790	147,729	150,561	7,040	16,000	8,960	127.27%
Federal Sources and Rebates	1,393,425	1,479,599	1,752,502	2,459,946	3,925,950	1,466,004	59.59%
Vending/Concession Sales	59,118	76,600	59,466	-	58,000	58,000	100.00%
TOTAL	\$ 5,013,938	\$ 5,006,505	\$ 4,355,938	\$ 2,879,529	\$ 4,509,000	\$ 1,629,471	56.59%

FOOD SERVICE FUND EXPENDITURES

FISCAL 2022 EXPENDITURES



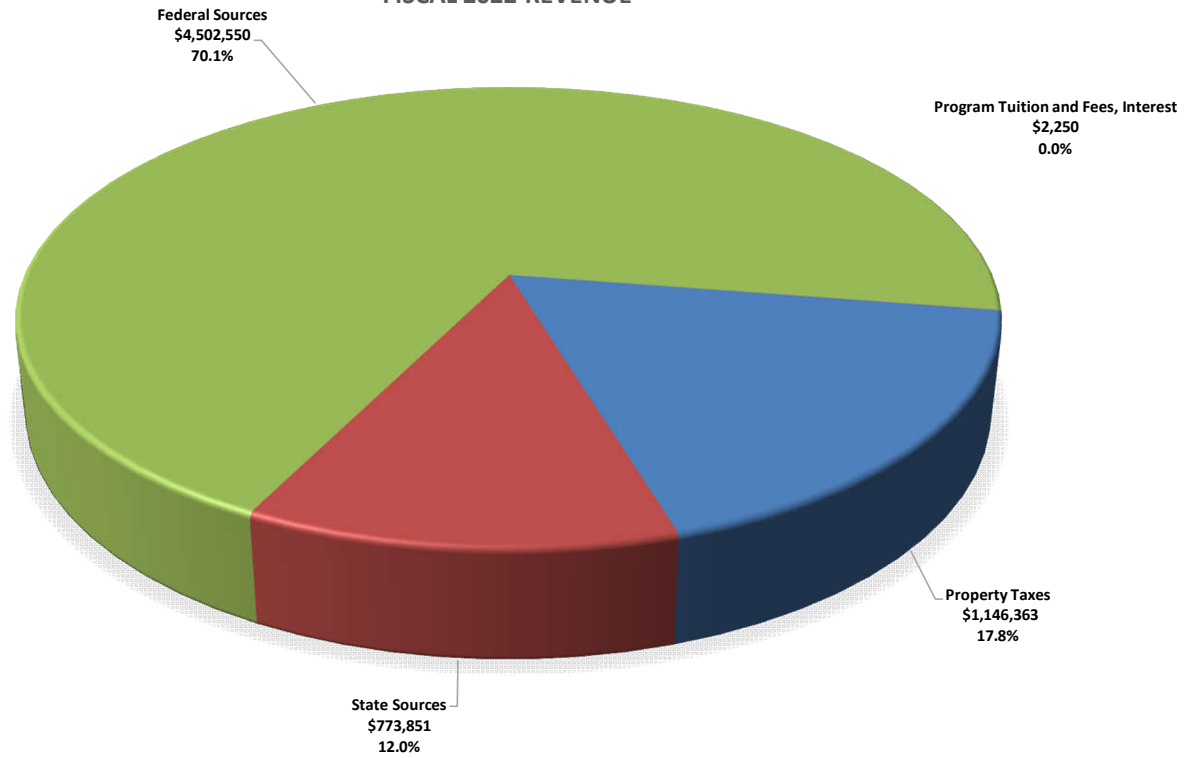
Five Year Comparison



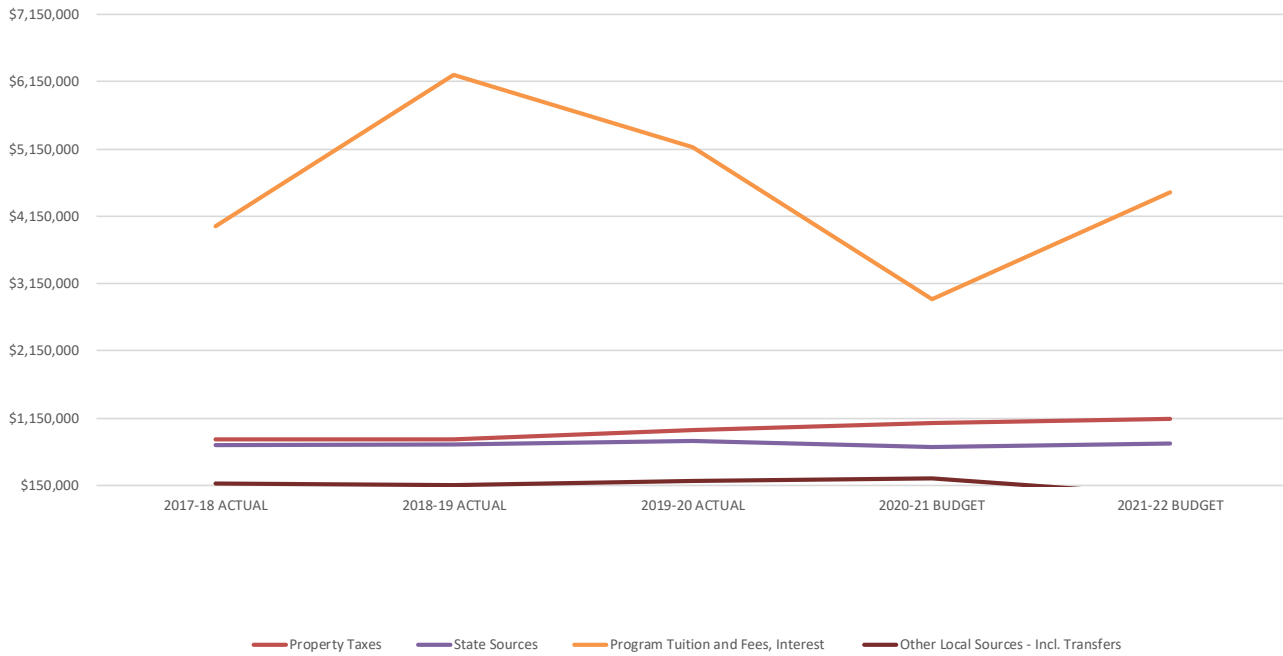
FOOD SERVICE FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 2,694,163	\$ 2,807,257	\$ 2,859,012	\$ 2,149,602	\$ 2,360,549	\$ 210,947	9.81%
Purchased Services	256,792	281,311	196,937	187,450	280,150	92,700	49.45%
Supplies & Equipment	1,999,484	1,994,680	1,678,894	1,056,448	1,721,000	664,552	62.90%
Other Expenditures	10,909	11,790	4,831	1,725	8,700	6,975	404.35%
TOTAL	\$ 4,961,348	\$ 5,095,038	\$ 4,739,674	\$ 3,395,225	\$ 4,370,399	\$ 975,174	28.72%

COMMUNITY SERVICE FUND REVENUE

FISCAL 2022 REVENUE



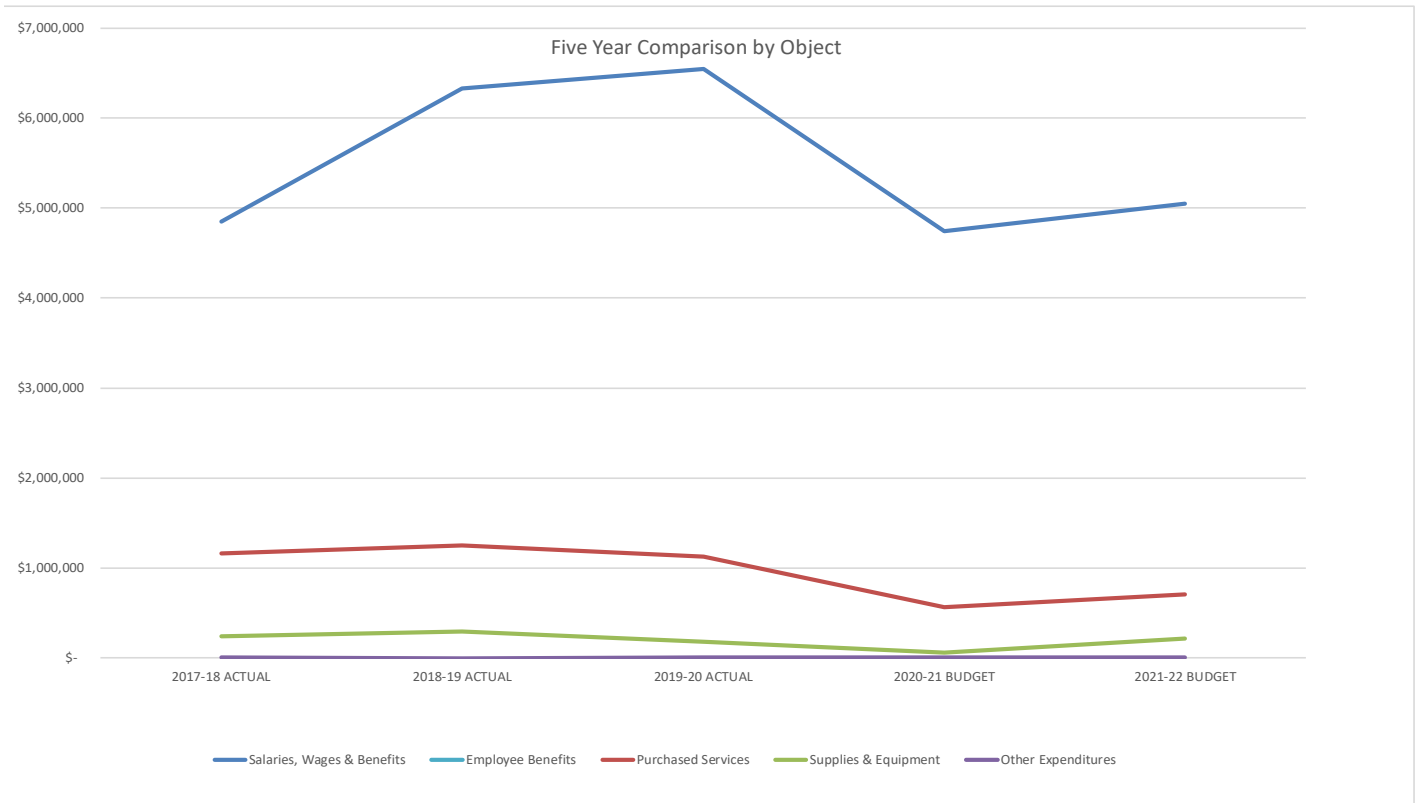
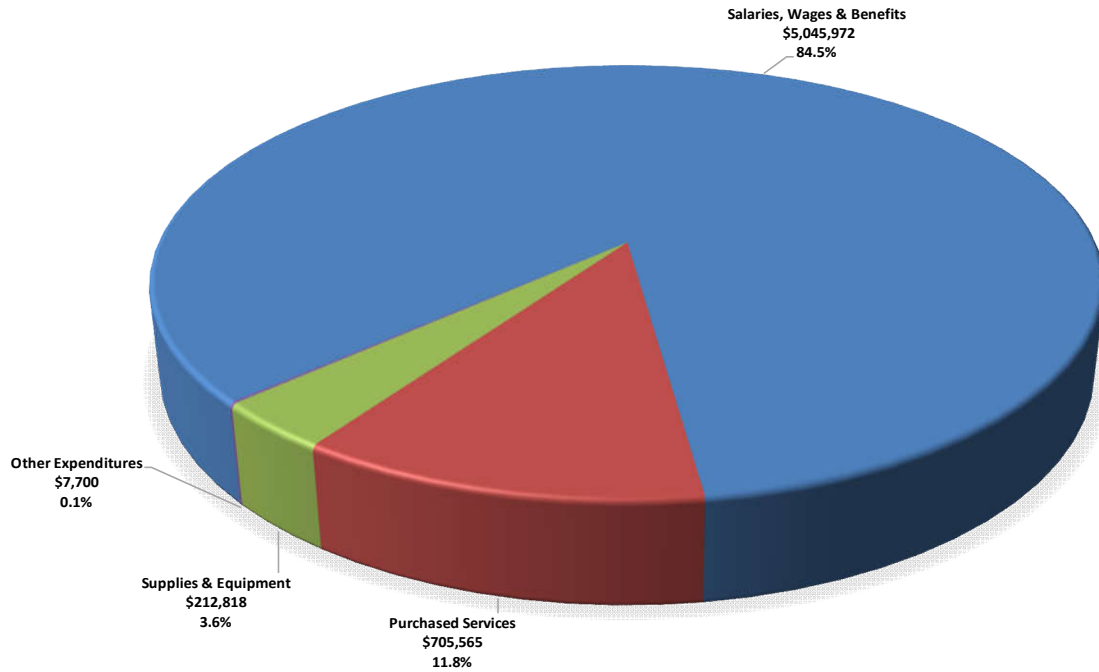
Five Year Comparison by Source



COMMUNITY SERVICE FUND REVENUE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 838,786	\$ 837,071	\$ 973,574	\$ 1,071,174	\$ 1,146,363	\$ 75,189	7.02%
State Sources	743,823	766,149	811,670	724,911	773,851	48,940	6.75%
Federal Sources	-	-	21,756	283,000	-	(283,000)	-100.00%
Program Tuition and Fees, Interest	3,999,094	6,248,610	5,183,598	2,922,360	4,502,550	1,580,190	54.07%
Other Local Sources - Incl. Transfers	178,419	151,257	221,638	258,064	2,250	(255,814.00)	-99.13%
TOTAL	\$ 5,760,122	\$ 8,003,087	\$ 7,212,236	\$ 5,259,509	\$ 6,425,014	\$ 1,165,505	22.16%

COMMUNITY SERVICE FUND EXPENDITURES

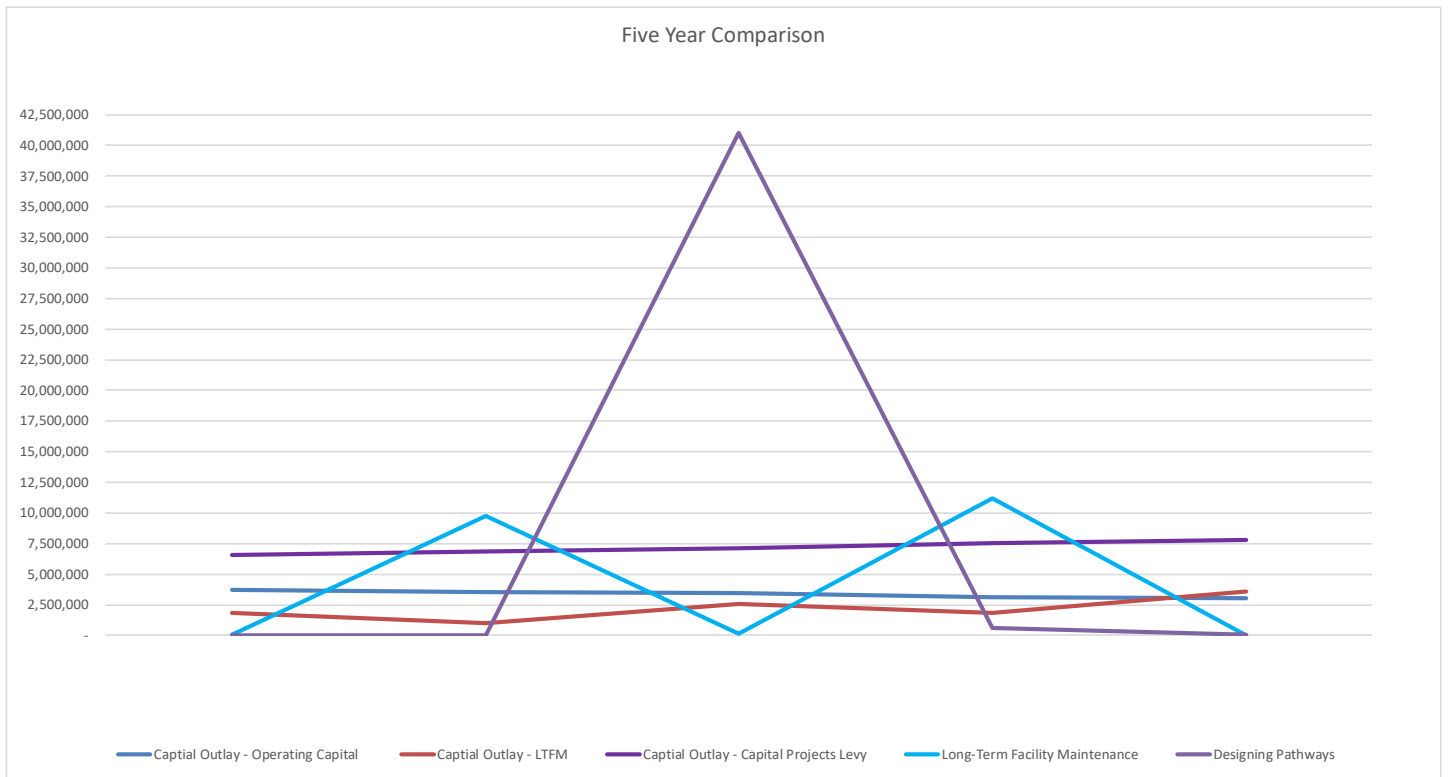
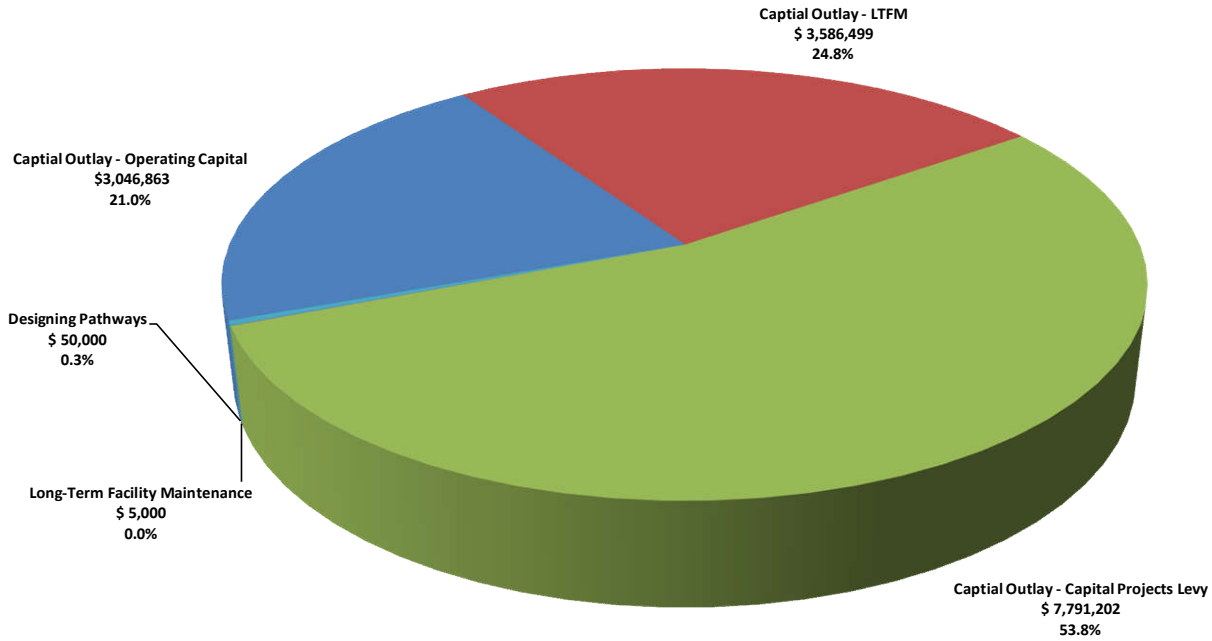
FISCAL 2022 EXPENDITURES



COMMUNITY SERVICE FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Salaries, Wages & Benefits	\$ 4,842,633	\$ 6,329,760	\$ 6,544,697	\$ 4,742,081	\$ 5,045,972	\$ 303,891	6.41%
Purchased Services	1,158,173	1,250,449	1,129,966	569,464	705,565	136,101	23.90%
Supplies & Equipment	242,596	298,919	182,576	56,383	212,818	156,435	277.45%
Other Expenditures	9,445	3,011	9,648	3,440	7,700	4,260	123.84%
TOTAL	\$ 6,252,847	\$ 7,882,139	\$ 7,866,887	\$ 5,371,368	\$ 5,972,055	\$ 600,687	11.18%

CAPITAL AND BUILDING FUNDS REVENUES

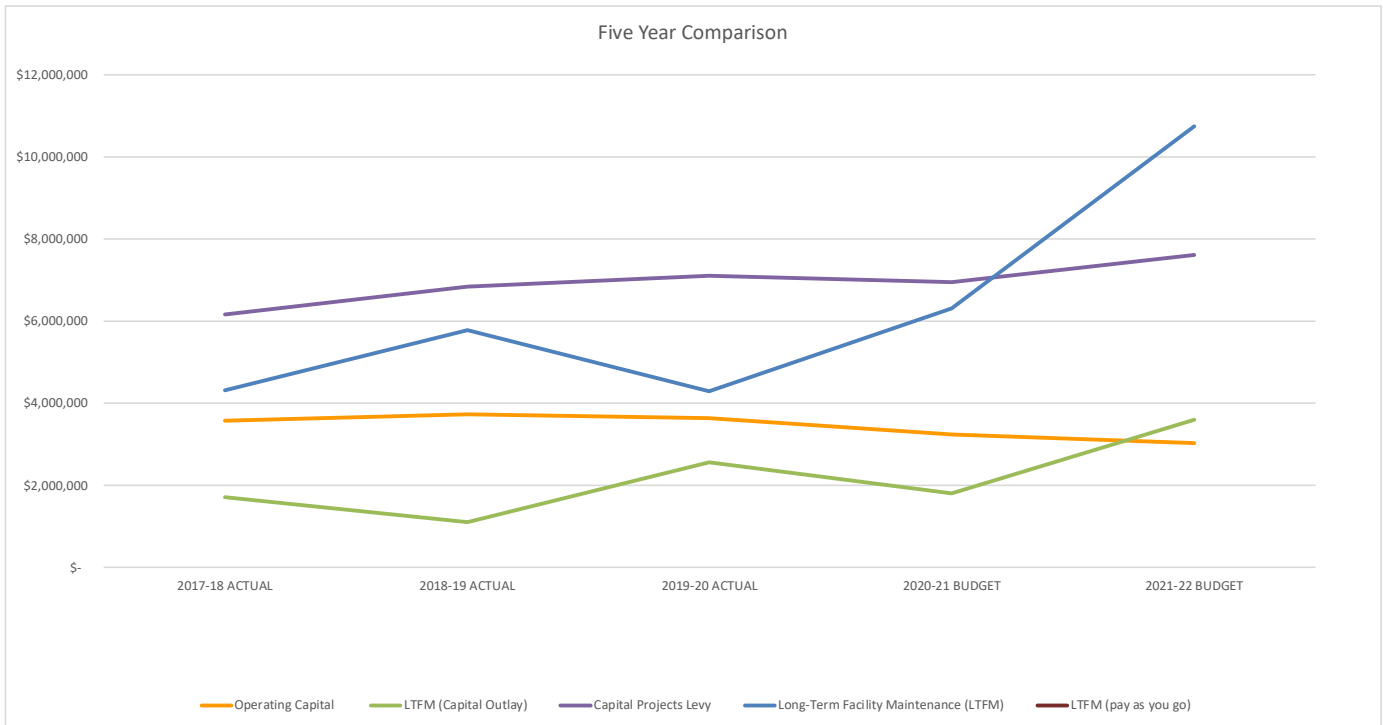
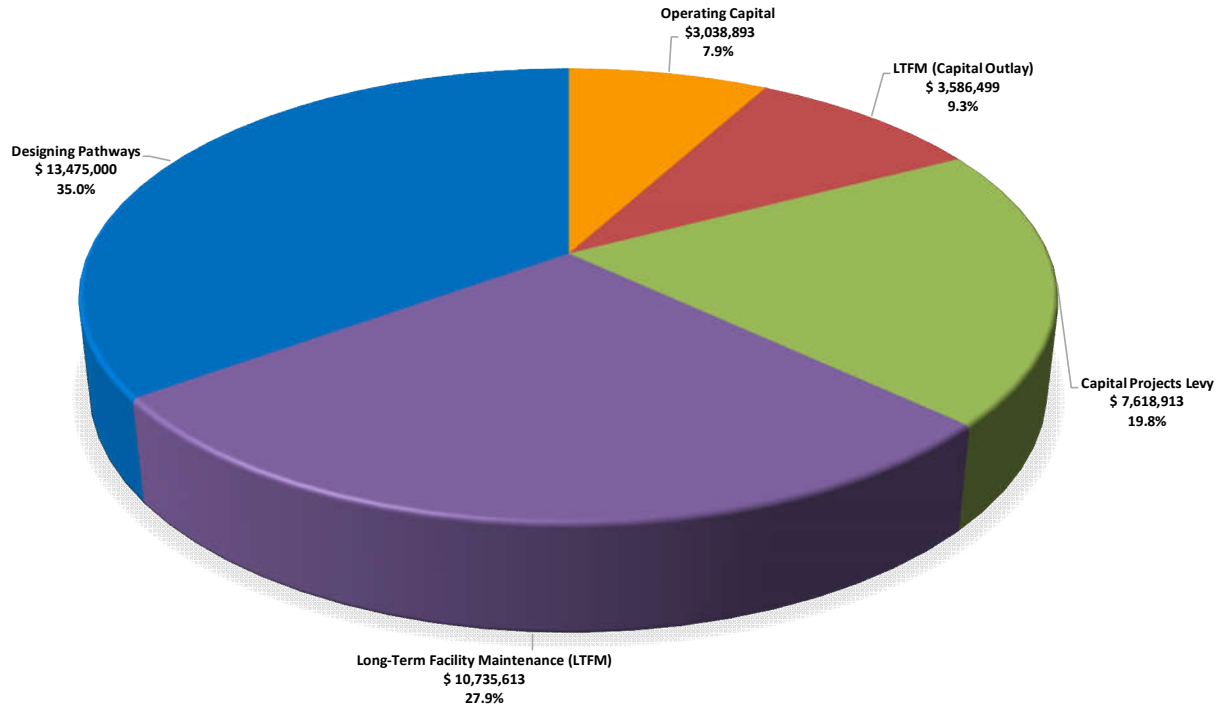
FISCAL 2022 REVENUE SOURCES



CAPITAL & BUILDING FUND REVENUES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Capital Outlay - Operating Capital	\$ 3,727,918	\$ 3,492,150	\$ 3,430,578	\$ 3,083,888	\$ 3,046,863	\$ (37,025)	-1.20%
Capital Outlay - LTFM	1,816,388	1,020,417	2,555,184	1,795,514	3,586,499	1,790,985	99.75%
Capital Outlay - Capital Projects Levy	6,595,584	6,860,135	7,108,800	7,532,407	7,791,202	258,795	3.44%
Long-Term Facility Maintenance	84,386	9,780,286	132,213	11,168,246	5,000	(11,163,246)	-99.96%
Designing Pathways	-	-	41,000,970	600,000	50,000	(550,000)	-91.67%
TOTAL	\$ 12,224,276	\$ 21,152,980	\$ 54,227,745	\$ 24,180,055	\$ 14,479,564	\$ (9,700,491)	-40.12%

CAPITAL AND BUILDING FUNDS EXPENDITURES

FISCAL 2022 EXPENDITURES



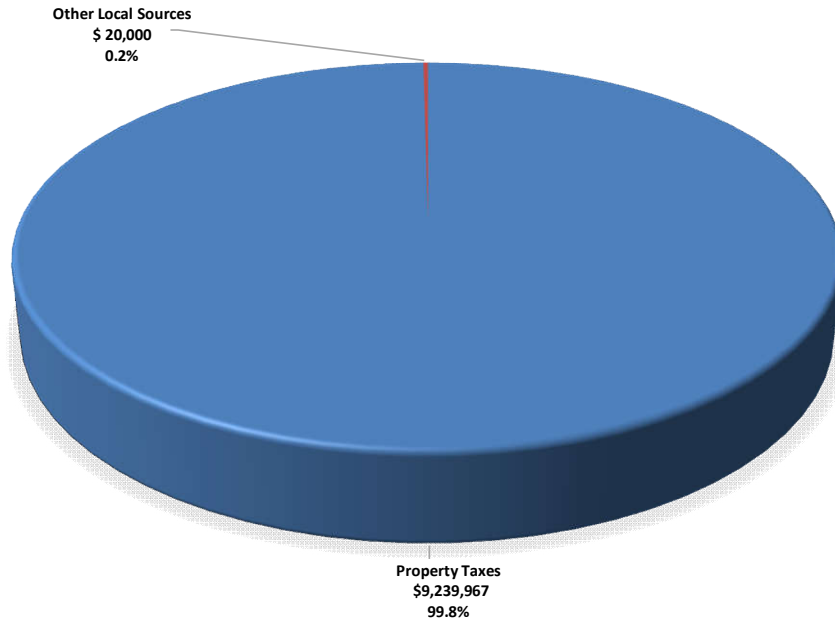
CAPITAL & BUILDING FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Operating Capital	\$ 3,570,473	\$ 3,729,640	\$ 3,639,045	\$ 3,243,517	\$ 3,038,893	\$ (204,624)	-6.31%
LTFM (Capital Outlay)	1,704,827	1,113,095	2,555,184	1,795,514	3,586,499	1,790,985	99.75%
Capital Projects Levy	6,158,671	6,840,408	7,100,925	6,961,284	7,618,913	657,629	9.45%
Long-Term Facility Maintenance (LTFM)	4,303,288	5,778,029	4,283,829	6,317,358	10,735,613	4,418,255	69.94%
Designing Pathways	-	-	7,653,843	18,789,040	13,475,000	(5,314,040)	-28.28%
TOTAL	\$ 15,737,259	\$ 17,461,170	\$ 25,232,826	\$ 37,106,713	\$ 38,454,918	\$ 1,348,205	3.63%

Capital and Building Funds
Summary of Revenue, Expenditures and Fund Balance
Fiscal Year 2021-22

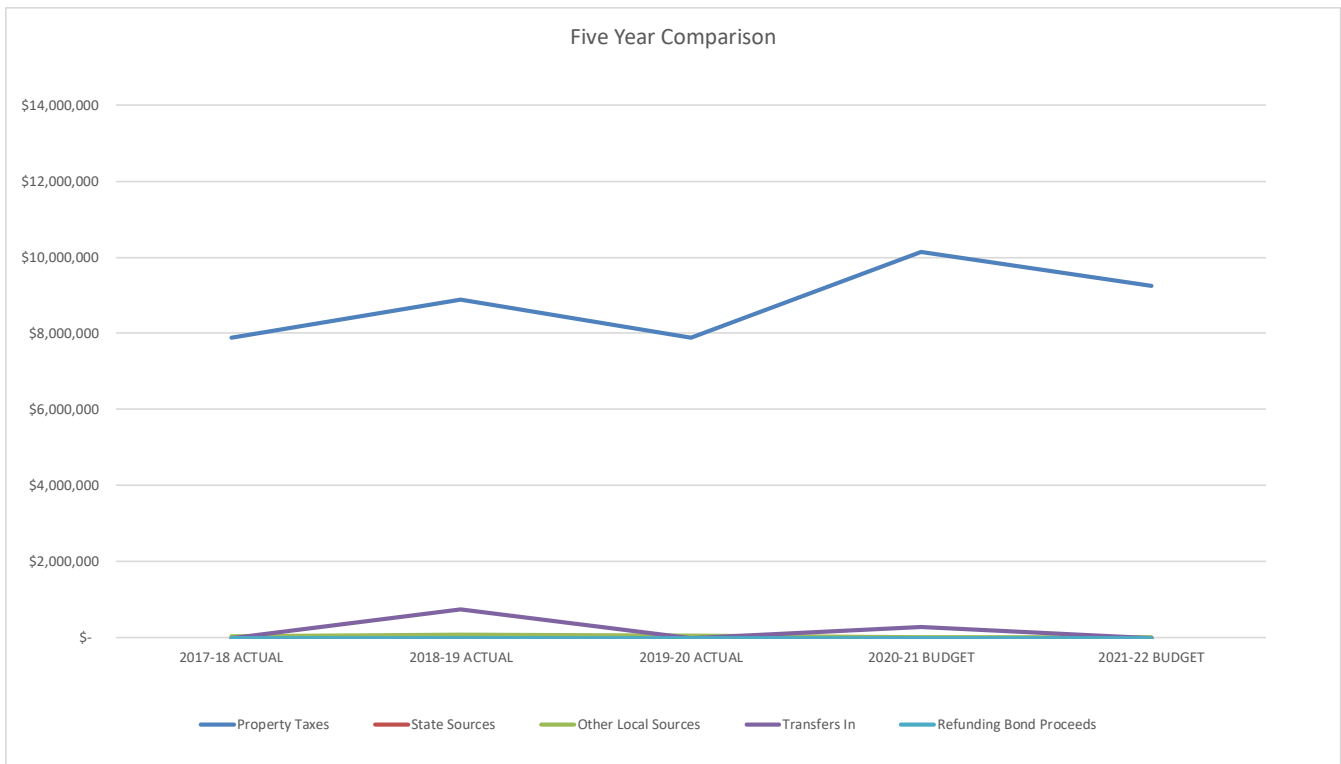
Description	(A) Operating Capital	(B) Capital Projects (Tech Levy)	(C) Long-Term Facility Maintenance (LTFM)	(D) Designing Pathways (Bond)	Capital and Building Fund Totals
6/30/21 Projected Fund Balance	\$ 247,237	\$ 1,083,821	\$ 10,730,613	\$ 15,158,087	\$ 27,219,758
Revenues					
Local Levy	\$ 1,185,153	\$ 7,599,850	\$ 3,486,021	\$ -	\$ 12,271,023
Local Levy (Intermediate District #287 Projects)	-	-	100,478	-	100,478
State Aid	929,121	-	-	-	929,121
Building Lease Levy	846,916	-	-	-	846,916
Operating Capital (FY 2021 Adjustment)	4,618	-	-	-	4,618
Operating Capital (FY 2019 Adjustment)	4,114	-	-	-	4,114
Building Lease Levy (Pay18 Adjustment)	(25,985)	-	-	-	(25,985)
Cell Tower Lease Revenue	102,927	-	-	-	102,927
Investment Earnings	-	-	5,000	50,000	55,000
Misc Revenue for Lost/Broken Equipment	-	10,000	-	-	10,000
Device Asset Recovery (Trade in value of devices)	-	80,000	-	-	80,000
E-rate (Telecommunications and Internet Access)	-	101,352	-	-	101,352
Subtotal Revenue	\$ 3,046,863	\$ 7,791,202	\$ 3,591,499	\$ 50,000	\$ 14,479,563
Funds Available	\$ 3,294,100	\$ 8,875,023	\$ 14,322,112	\$ 15,208,087	\$ 41,699,322
Expenditures					
High School	\$ 90,700	\$ -	\$ 1,031,000	\$ -	\$ 1,121,700
High School Activities	94,900	-	-	-	94,900
High School Activities/Extracurricular (Cell Tower)	66,927	-	-	-	66,927
Central Middle School	43,500	-	10,860,000	11,800,000	22,703,500
EHSI/Oak Point Elementary	21,600	-	200,000	500,000	721,600
Cedar Ridge Elementary	12,000	-	250,000	-	262,000
Eden Lake Elementary	-	-	155,000	-	155,000
Forest Hills Elementary	25,000	-	465,000	-	490,000
Prairie View Elementary	4,000	-	60,000	-	64,000
Administrative Services Center	5,500	-	100,000	-	105,500
Lower Campus	-	-	300,000	-	300,000
Education Center	-	-	80,000	-	80,000
District Wide	131,500	-	470,612	-	602,112
Grounds Equipment	154,500	-	-	-	154,500
Transportation - School Buses & Vehicles	130,000	-	350,500	-	480,500
Personalized Learning & Instruction	1,326,850	-	-	1,175,000	2,501,850
Subtotal Expenditures	\$ 2,106,977	\$ -	\$ 14,322,112	\$ 13,475,000	\$ 29,904,089
Lease Levy Expenditures					
Intermediate District #287 Programs	\$ 541,024	\$ -	\$ -	\$ -	\$ 541,024
University of MN - Graduation Venue	15,000	-	-	-	15,000
Golf Program Green Fees	3,500	-	-	-	3,500
Ski Fees	27,000	-	-	-	27,000
City of EP Community Center- Pool and Ice Arena	145,000	-	-	-	145,000
City of Eden Prairie - Com Ed & Transition Programs	39,028	-	-	-	39,028
Hennepin Technical College - Transition Program	5,444	-	-	-	5,444
Metro South Collaborative	67,087	-	-	-	67,087
Hopkins Schools - Other Community Education Programs	3,832	-	-	-	3,832
Subtotal Expenditures	\$ 846,916	\$ -	\$ -	\$ -	\$ 846,916
District-Wide Contingency	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
Capital Projects (also known as Technology) Levy	\$ -	\$ 7,618,913	\$ -	\$ -	\$ 7,618,913
Total 2021-22 Capital Expenditures	\$ 3,038,893	\$ 7,618,913	\$ 14,322,112	\$ 13,475,000	\$ 38,454,917
Restricted Fund Balance Estimate @ 6/30/22	\$ 255,207	\$ 1,256,110	\$ -	\$ 1,733,087	\$ 3,244,404
Fund Balance as a Percentage of Expenditures	8.40%	16.49%	0.00%	12.86%	8.44%

DEBT SERVICE FUND REVENUE

FISCAL 2022 REVENUE SOURCES



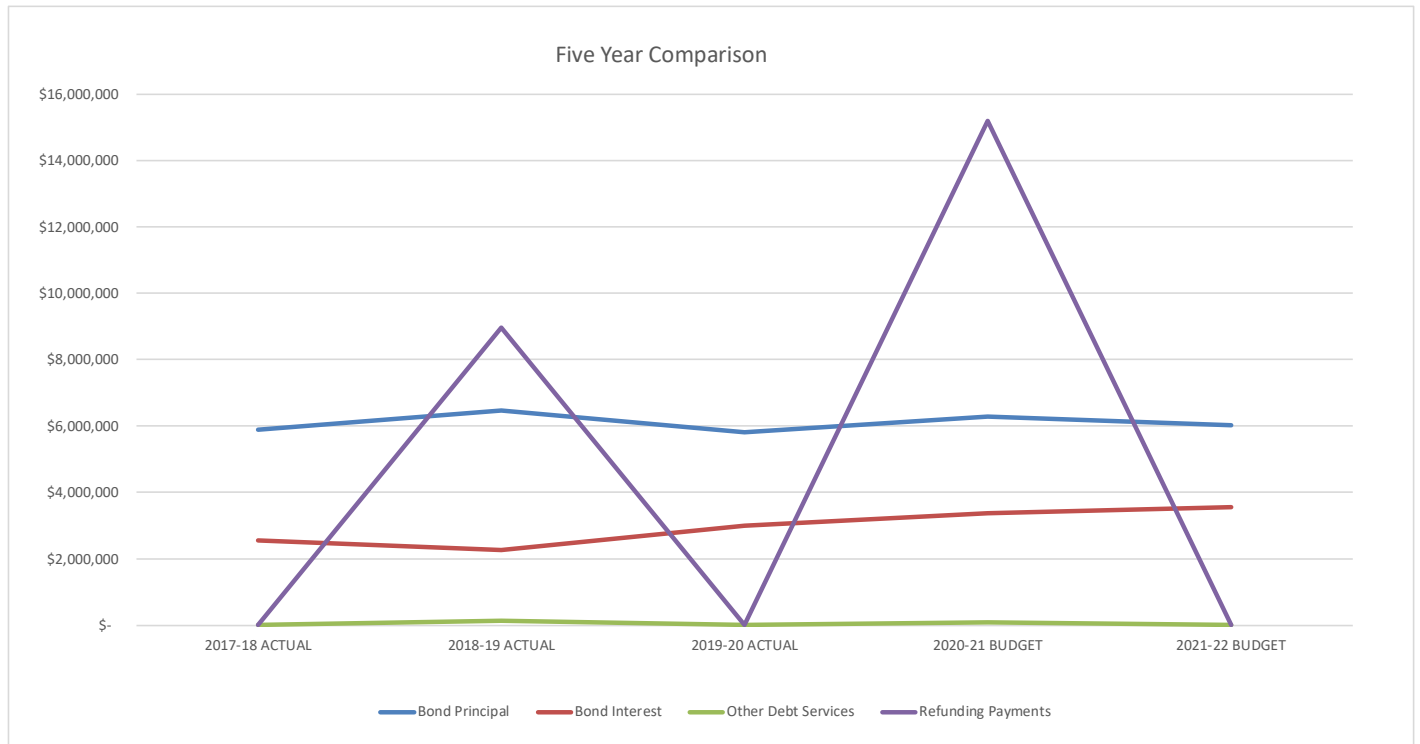
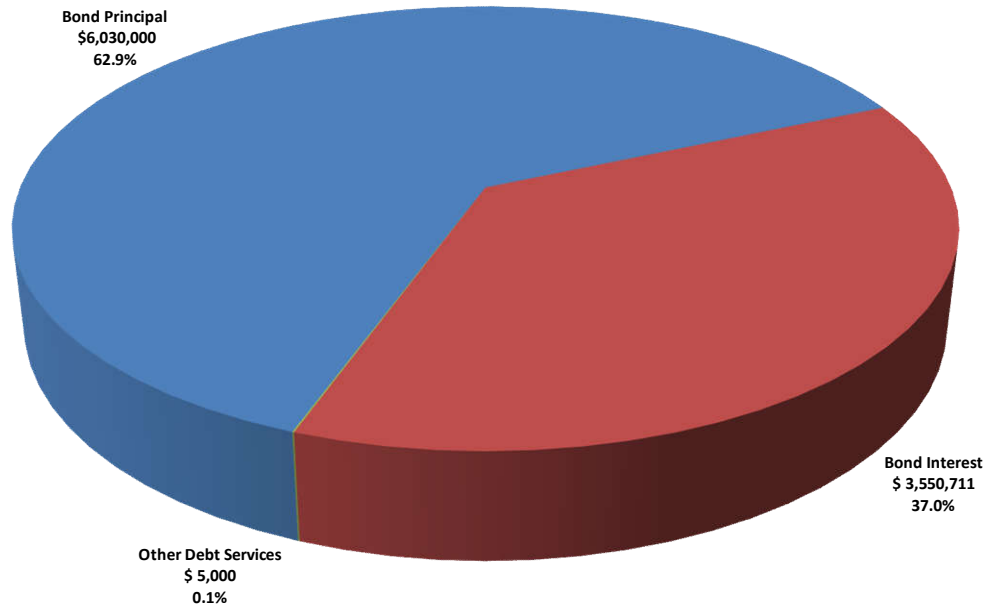
Five Year Comparison



DEBT SERVICE FUND REVENUE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Property Taxes	\$ 7,883,758	\$ 8,892,896	\$ 7,898,084	\$ 10,138,348	\$ 9,239,967	\$ (898,381)	-8.86%
State Sources	89	592	1,045	1,656	-	(1,656)	-100.00%
Other Local Sources	45,768	84,702	56,752	20,000	20,000	-	0.00%
Transfers In	-	749,994	-	274,170	-	(274,170)	-100.00%
Refunding Bond Proceeds	-	9,310,275	548,652	16,998,574	-	(16,998,574)	-100.00%
TOTAL	\$ 7,929,615	\$ 19,038,459	\$ 8,504,533	\$ 27,432,748	\$ 9,259,967	\$ (18,172,781)	-66.24%

DEBT SERVICE FUND EXPENDITURES

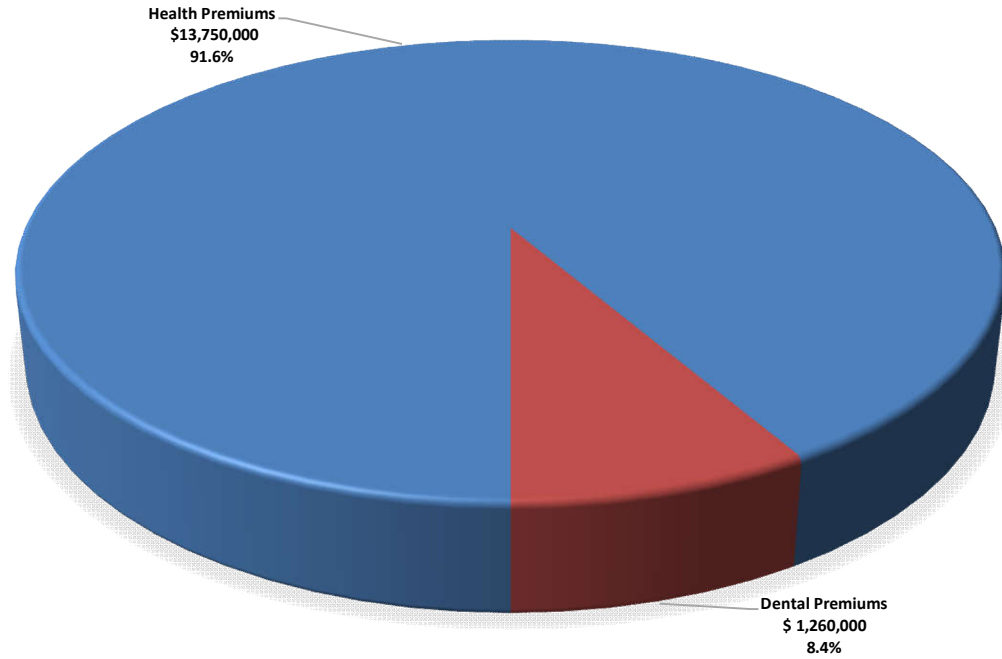
FISCAL 2022 EXPENDITURES



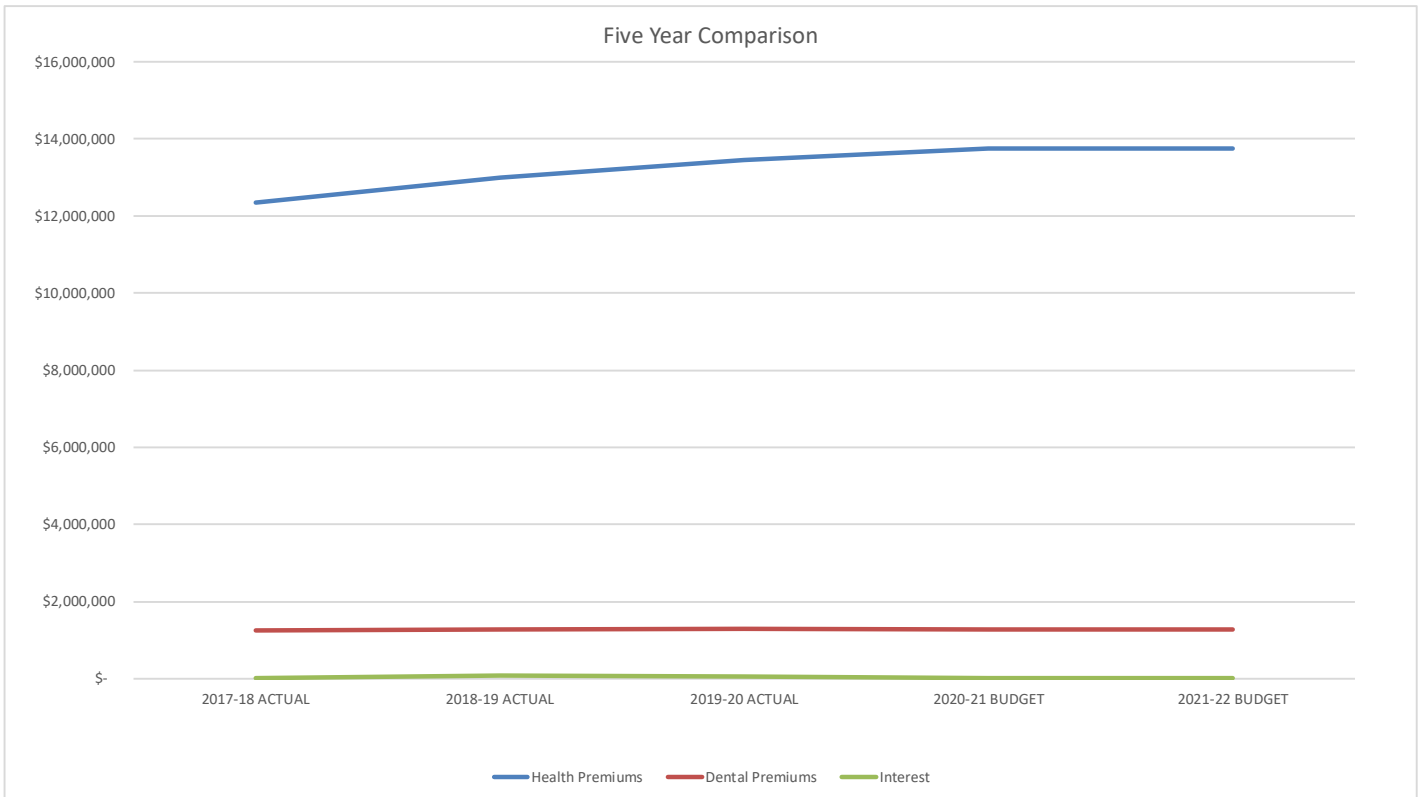
DEBT SERVICE FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Bond Principal	\$ 5,895,000	\$ 6,460,000	\$ 5,810,000	\$ 6,295,000	\$ 6,030,000	\$ (265,000)	-4.21%
Bond Interest	2,549,550	2,263,369	2,991,337	3,364,800	3,550,711	185,911	5.53%
Other Debt Services	3,600	125,962	4,750	91,953	5,000	(86,953)	-94.56%
Transfer Out	-	749,994	-	-	-	-	0.00%
Refunding Payments	-	8,960,000	-	15,195,000	-	(15,195,000)	-100.00%
TOTAL	\$ 8,448,150	\$ 18,559,325	\$ 8,806,087	\$ 24,946,753	\$ 9,585,711	\$ (15,361,042)	-61.58%

INTERNAL SERVICE FUND REVENUE

FISCAL 2022 REVENUE SOURCES



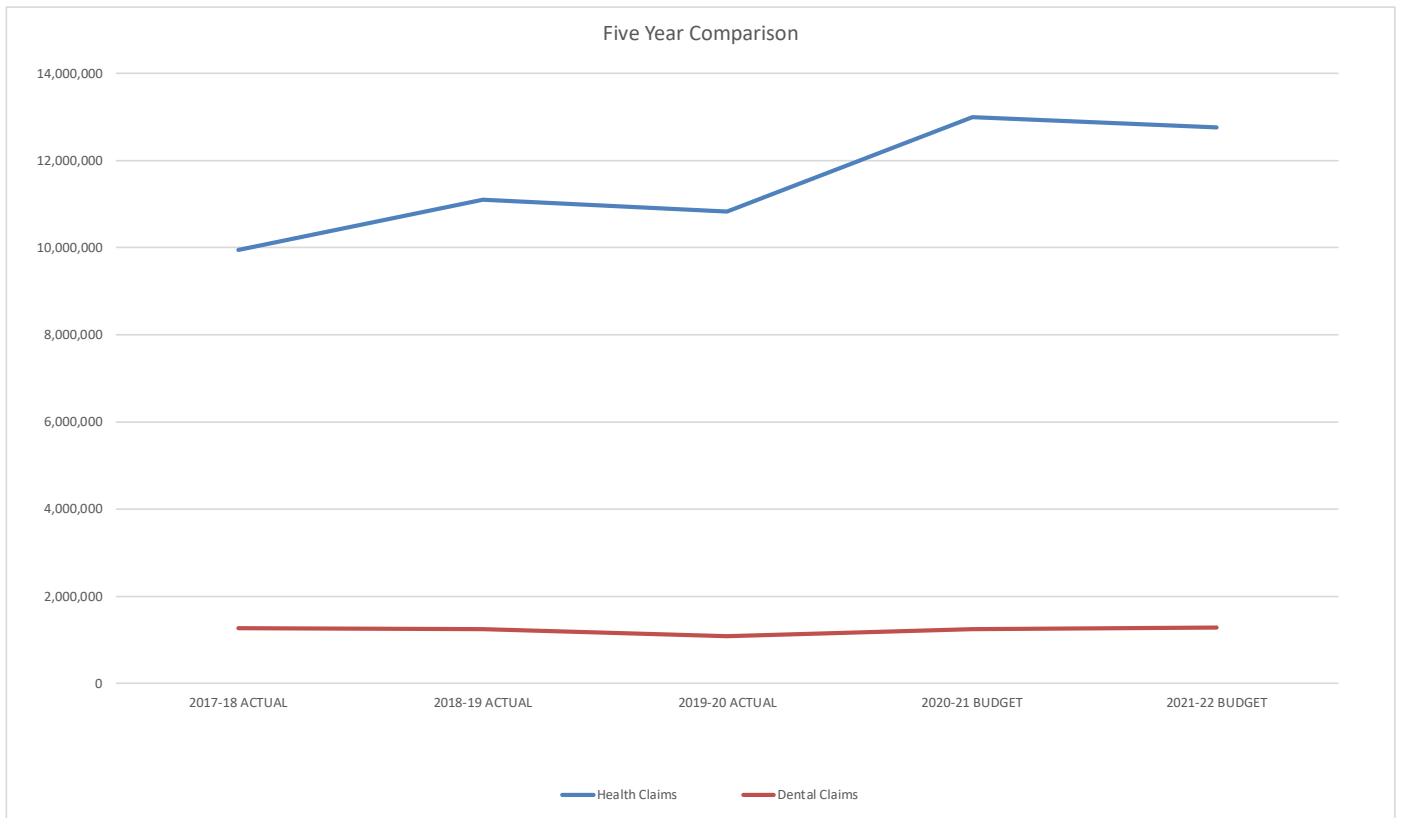
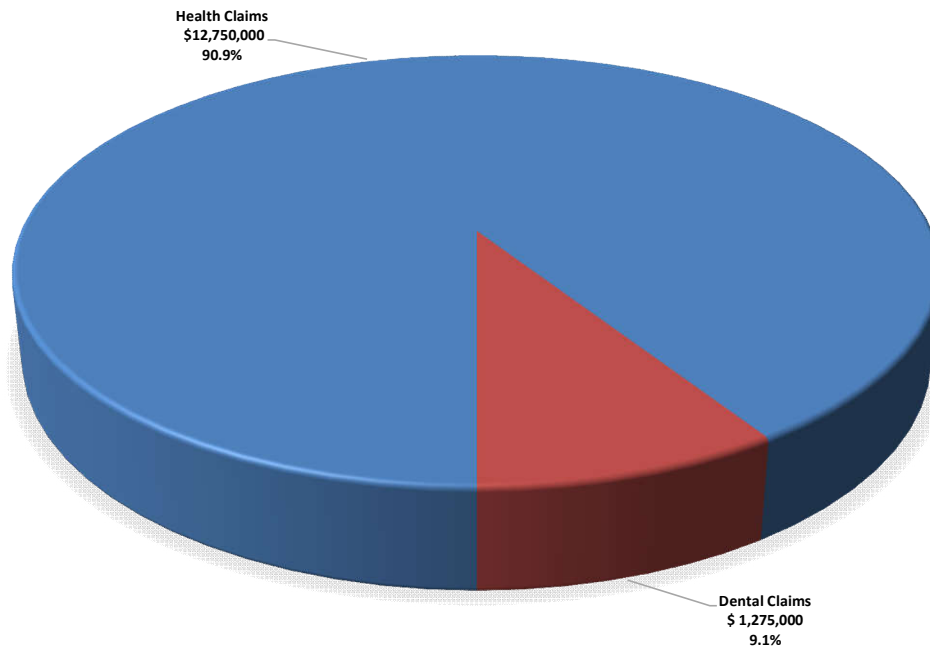
Five Year Comparison



INTERNAL SERVICE FUND REVENUE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Premiums	\$ 12,354,639	\$ 12,986,425	\$ 13,448,250	\$ 13,750,000	\$ 13,750,000	\$ -	0.00%
Dental Premiums	1,257,118	1,274,336	1,283,910	1,260,000	1,260,000	-	0.00%
Interest	17,613	68,575	65,106	-	-	-	0.00%
TOTAL	\$ 13,629,370	\$ 14,329,336	\$ 14,797,266	\$ 15,010,000	\$ 15,010,000	\$ -	0.00%

INTERNAL SERVICE FUND EXPENDITURES

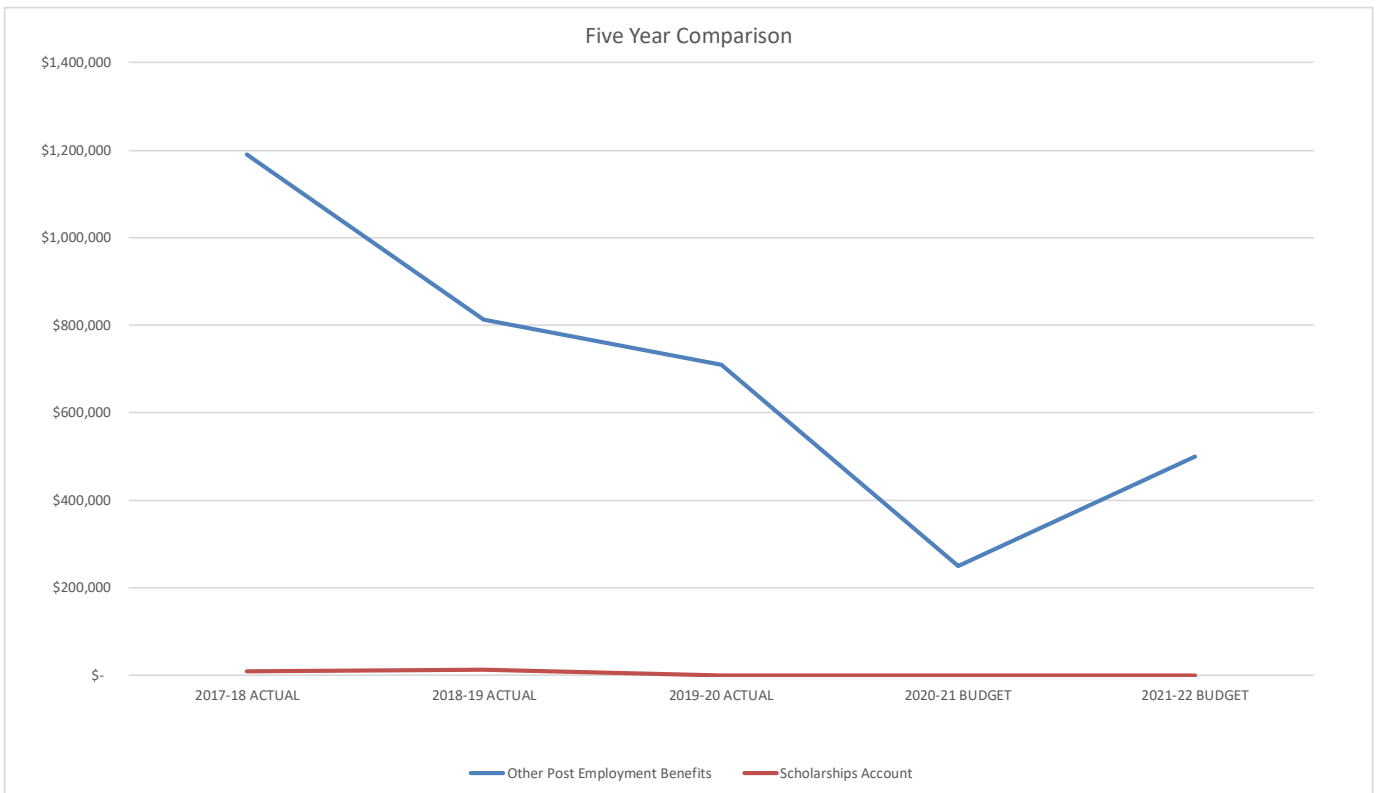
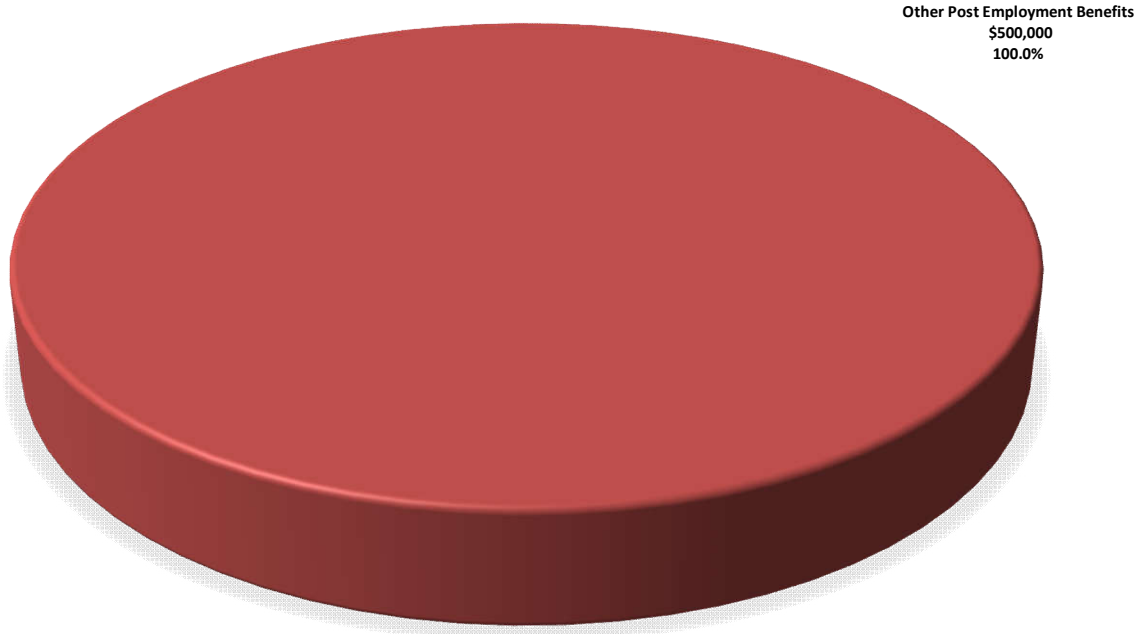
FISCAL 2022 EXPENDITURES



INTERNAL SERVICE FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Health Claims	\$ 9,946,365	\$ 11,107,101	\$ 10,820,462	\$ 13,000,000	\$ 12,750,000	\$ (250,000)	-1.92%
Dental Claims	1,261,629	1,255,773	1,081,607	1,250,000	1,275,000	25,000	2.00%
TOTAL	\$ 11,207,994	\$ 12,362,874	\$ 11,902,069	\$ 14,250,000	\$ 14,025,000	\$ (225,000)	-1.58%

TRUST AND AGENCY FUND REVENUE

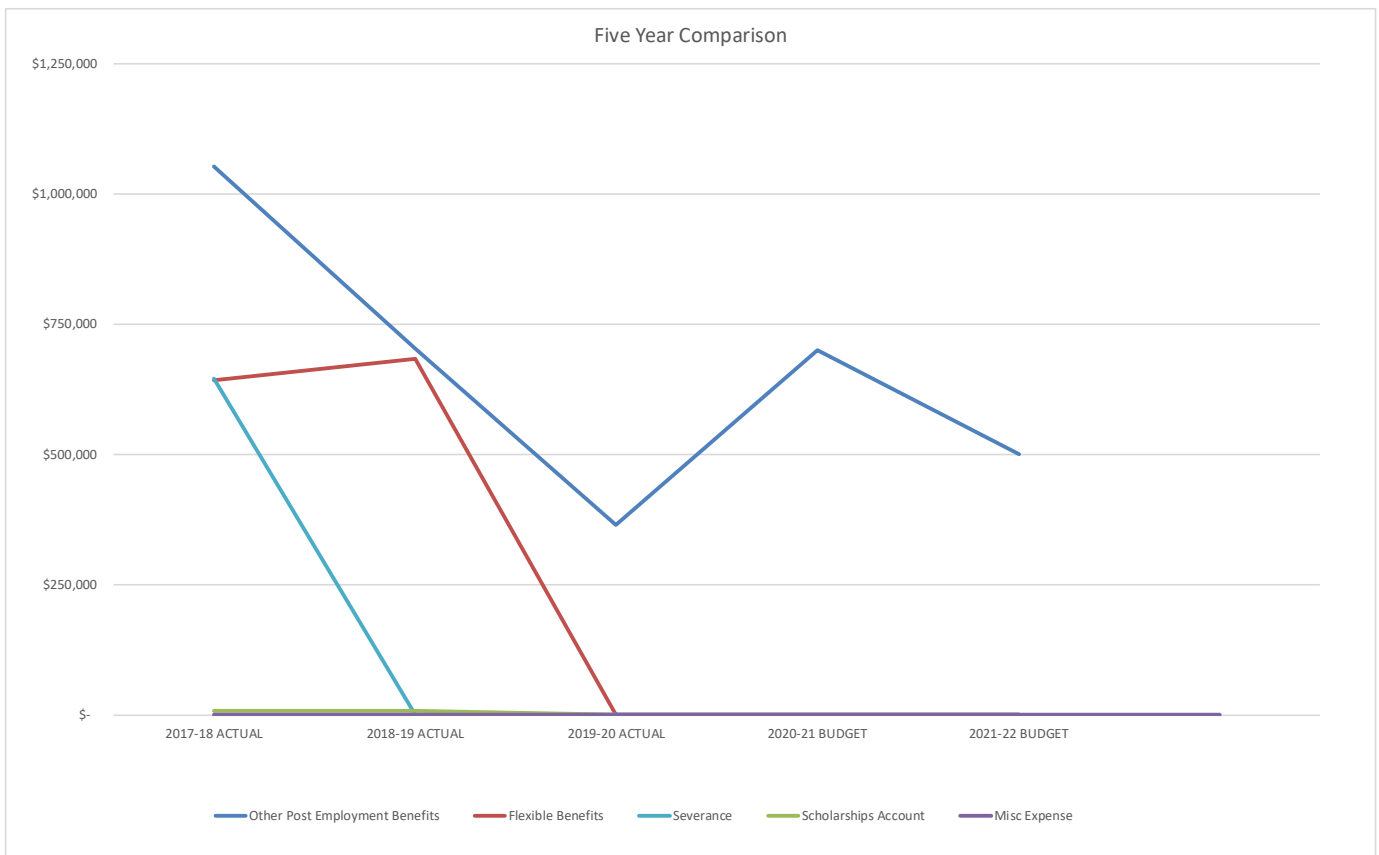
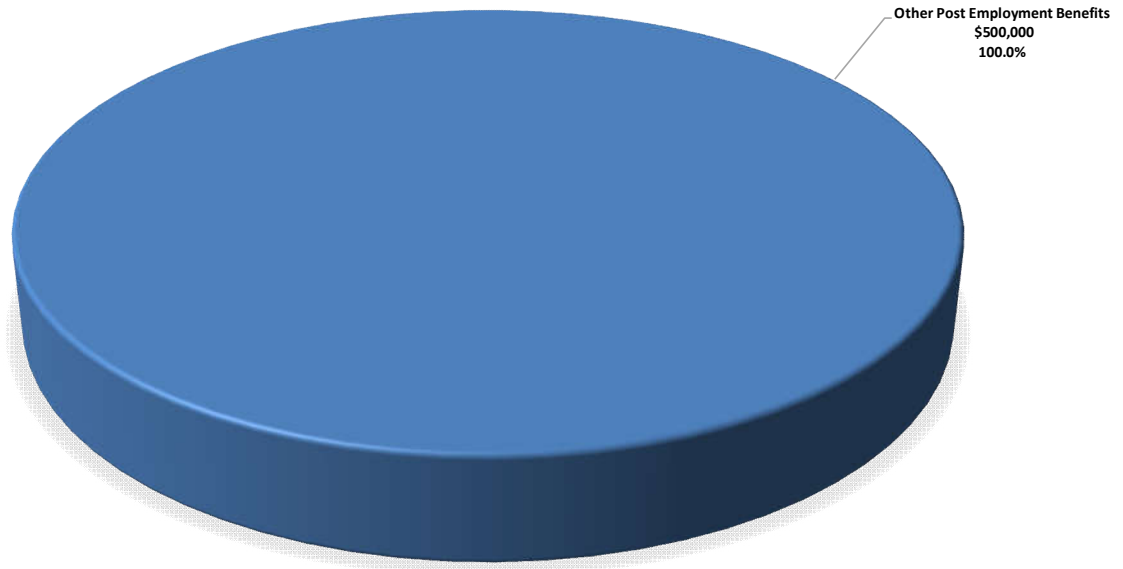
FISCAL 2022 REVENUE SOURCES



TRUST & AGENCY FUND REVENUE	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 1,190,931	\$ 813,574	\$ 709,435	\$ 250,000	\$ 500,000	\$ 250,000	100.00%
Flexible Benefits	489,679	636,683	-	-	-	-	0.00%
Severance	5,885	-	-	-	-	-	0.00%
Scholarships Account	8,606	12,488	-	-	-	-	0.00%
TOTAL	\$ 1,695,101	\$ 1,462,745	\$ 709,435	\$ 250,000	\$ 500,000	\$ 250,000	100.00%

TRUST AND AGENCY FUND EXPENDITURES

FISCAL 2022 EXPENDITURES



TRUST & AGENCY FUND EXPENDITURES	2017-18 ACTUAL	2018-19 ACTUAL	2019-20 ACTUAL	2020-21 BUDGET	2021-22 BUDGET	CHANGE FROM BUDGET	PERCENT CHANGE
Other Post Employment Benefits	\$ 1,052,019	\$ 702,747	\$ 364,518	\$ 700,000	\$ 500,000	\$ (200,000)	-28.57%
Flexible Benefits	642,283	683,671	-	-	-	-	NA
Severance	644,824	-	-	-	-	-	NA
Scholarships Account	8,000	8,000	-	-	-	-	NA
TOTAL	\$ 2,347,126	\$ 1,394,418	364,518	\$ 700,000	\$ 500,000	\$ (200,000)	-28.57%

Eden Prairie Schools
Final Levy Certification Payable 2021

Categories	2019 Pay 20 FY 21	2020 Pay 21 FY 22	Dollar Change	Comments
1 GENERAL FUND				
2 Equity	\$ 761,801	\$ 786,690	\$ 24,889	Similar to last year
3 Achievement & Integration	461,225	467,681	6,456	Similar to last year
4 Alternative Teacher Compensation	852,337	840,298	(12,039)	Similar to last year
5 Referendum	22,292,091	22,151,939	(140,151)	2.31% inflation increase, prior year adjustments, declining enrollment
6 Transition	53,818	53,942	123	Similar to last year
7 Re-employment Ins.	105,170	61,897	(43,273)	Large FY19 adjustment in the prior year
8 Safe Schools	498,926	492,871	(6,055)	Similar to prior years
9 Career Technical	415,994	466,501	50,507	35% of estimated expenditures, increased investments into CTE prgm
10 Abatement/Other Adjustments	490,282	401,088	(89,195)	Fewer abatements this year
11 Building/ Lease	1,208,717	846,916	(361,801)	Reduction in Education Center lease due to moving Community Education
12 Building/ Lease Adjustments	(217,943)	(25,985)	191,958	Prior year large adjustment creating positive variance
13 Operating Capital	1,083,322	1,193,885	110,563	Similar to prior years
14 Capital Projects	7,312,021	7,599,850	287,829	Technology levy, increase in adjusted net tax capacity
15 Long Term Facility Maintenance (LTFM)	1,795,514	3,586,499	1,790,985	More pay-as-you-go planned moving forward
16 Capital Facilities Bonds Adjustment	(120,120)	-	120,120	10 year payment plan is paid off!
17 LEVY TOTAL	\$ 36,993,155	\$ 38,924,070	\$ 1,930,915	5.22%
34 COMMUNITY EDUCATION FUND				
35 Basic Levy	\$ 451,675	\$ 451,675	\$ -	\$5.42 per population (2012 census)
36 Early Child & Family	333,775	327,503	(6,272)	Slightly smaller population
37 Home Visiting	9,212	10,050	838	0-4 year old
38 Disabled Adults	6,365	6,365	-	50% of approved expenditures
39 School-Aged Care	269,599	343,986	74,387	Funding for students with disabilities
40 Abatement Adjustment	559	6,784	6,225	Abatement activity
41 LEVY TOTAL	\$ 1,071,185	\$ 1,146,362	\$ 75,177	7.02%
47 DEBT SERVICE FUND				
48 Debt Levy	\$ 2,025,289	\$ 2,167,725	\$ 142,436	Scheduled principal & interest payments
49 Alternative Facilities (LTFM) Bond	8,114,715	7,614,832	(499,883)	Scheduled principal & interest payments
50 Debt Excess	-	(542,590)	(542,590)	Calculated using fund balance & projected costs
51 Abatement Adjustment	70,724	-	(70,724)	Underlevy abatement activity
52 DEBT SERVICE LEVY TOTAL	\$ 10,210,729	\$ 9,239,967	\$ (970,761)	-9.51%
54 LEVY GRAND TOTAL	\$ 48,275,069	\$ 49,310,400	\$ 1,035,331	2.14%

OTHER HISTORICAL DATA

Basic General Education Funding Formula – The per-pupil-unit allocation used in this budget is \$6,567 for 2021-22. The table below outlines historical per-pupil-unit funding.

Year	Amount	Explanation
1997-98	\$3,581	\$76 increase in funding formula
1998-99	\$3,530	\$79 increase in funding formula, roll out of \$130 for training & experience.
1999-00	\$3,740	\$210 increase in funding formula
2000-01	\$3,964	\$244 increase in funding formula
2001-02	\$4,068	\$104 increase in funding formula
2002-03	\$4,601	\$533 increase in funding formula
2003-04	\$4,601	No increase in funding formula
2004-05	\$4,601	No increase in funding formula
2005-06	\$4,783	4% increase in funding formula
2006-07	\$4,974	4% increase in funding formula
2007-08	\$5,074	2% increase in funding formula
2008-09	\$5,124	1% increase in funding formula
2009-10	\$5,124	No increase in funding formula
2010-11	\$5,124	No increase in funding formula
2011-12	\$5,174	\$50 increase in funding formula
2012-13	\$5,224	\$50 increase in funding formula
2013-14	\$5,302	1.5% increase in funding formula
2014-15	\$5,831	1.5% increase in funding formula + \$25/pupil in the 2014 session
2015-16	\$5,948	2.0% increase in funding formula
2016-17	\$6,067	2.0% increase in funding formula
2017-18	\$6,188	2.0% increase in funding formula
2018-19	\$6,312	2.0% increase in funding formula
2019-20	\$6,438	2.0% increase in funding formula
2020-21	\$6,567	2.0% increase in funding formula



June 28, 2021

To: Dr. Josh Swanson, Superintendent
From: Business Office
Re: Intermediate District 287 Long-Term Facility Maintenance Program

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

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

Eden Prairie's proportionate amount for the upcoming levy is \$96,512.42 compared to \$100,477.73 last year. The amount addresses a number of deferred maintenance issues with property owned by the Intermediate as seen on the attached 10-year facility plan which was approved by the Intermediate Board and the Business Director's Advisory Committee.

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

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

_____ introduced the following resolution and moved its adoption:

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

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

1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2022-23 (fiscal year 2023) school year in the amount of \$ 917,000 of which District No. 272's proportionate share is \$ 96,512.42, consisting of \$ 47,998.35 for pay as you go projects and \$ 48,514.07 for debt service payments on the 2017B Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2022-23, (FY 2023) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in

the district's long-term facility maintenance revenue application for FY 2023 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 272.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of School District No. 272, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 272, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 287's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2021.

Clerk

School District No. _____

Policy Type:	Executive Limitations
Policy Title:	2.9 Communication and Support to the School Board

The Superintendent shall not cause or allow the School Board to be uninformed or unsupported in its work. Further, the Superintendent shall not:

- 2.9.1 Neglect to submit monitoring reports required by the School Board in a timely, accurate, and understandable fashion **and with reasonably available disaggregated data.**
- 2.9.2 Be untimely in reporting any actual or anticipated noncompliance with any policy of the School Board.
- 2.9.3 Neglect to submit unbiased information required by the School Board or let the School Board be unaware of relevant trends.
- 2.9.4 Let the School Board be unaware of any significant incidental information it requires, including district press releases, anticipated media coverage, threatened or pending lawsuits, and material internal and external changes.
- 2.9.5 Fail to advise the School Board if, in the Superintendent's opinion, the School Board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of School Board behavior that is detrimental to the working relationship between the School Board and the Superintendent.
- 2.9.6 Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and incidental.
- 2.9.7 Provide a mechanism for official School Board, officer, or committee communications that is ineffective.
- 2.9.8 Communicate with individual School Board members in addressing official School Board business except when responding to officers or committees duly charged by the School Board.
- 2.9.9 Neglect to supply for the School Board's consent agenda, along with applicable supporting information, all decisions delegated to the Superintendent yet required by law, regulation, or contract to be School Board-approved.
- 2.9.10 Allow the School Board to be unaware of potential consequences to the district posed by pending legislation or regulation.
- 2.9.11 Send letters or surveys under the School Board's name or on behalf of the School Board without School Board approval.

Adopted: 10/23/12

Revised: 03/26/13; 03/24/15; 10/27/15; 06/28/21

**NOTICE OF SPECIAL ELECTION
INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN, that a special election has been called and will be held in and for Independent School District No. 272 (Eden Prairie), State of Minnesota, on Tuesday, the 2nd day of November, 2021, for the purpose of electing one (1) school board member for a one (1) year term. The ballot shall provide as follows:

**SPECIAL ELECTION
NOVEMBER 2, 2021**

INSTRUCTIONS TO VOTERS
TO VOTE, COMPLETELY FILL IN THE OVAL(S) NEXT TO YOUR CHOICE(S) LIKE THIS 

**SCHOOL BOARD MEMBER
VOTE FOR UP TO ONE**

XXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXXXXXXXX

write-in, if any

write-in, if any

write-in, if any

The polling places and combined polling places for this election and the precincts served by those polling places shall be as follows:

COMBINED POLLING PLACE: Immanuel Lutheran Church
16515 Luther Way
Eden Prairie, Minnesota

This combined polling place serves all territory in Independent School District No. 272 located in the City of Eden Prairie, Precincts 1, 2, 3, 5 and 6 and the City of Chanhassen, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE: St. Andrew Lutheran Church
13600 Technology Drive
Eden Prairie, Minnesota

This combined polling place serves all territory in Independent School District No. 272 located in the City of Eden Prairie, Precincts 4, 7, 8, 11 and 12 and the City of Edina, Precincts 10C and 19C; Hennepin County, Minnesota.

COMBINED POLLING PLACE: Prairie Lutheran Church
11000 Blossom Road
Eden Prairie, Minnesota

This combined polling place serves all territory in Independent School District No. 272 located in the City of Eden Prairie, Precincts 13, 14, 15, 16 and 17; Hennepin County, Minnesota

COMBINED POLLING PLACE: Grace Church
Pioneer Trail & Spring Road
Eden Prairie, Minnesota

This combined polling place serves all territory in Independent School District No. 272 located in the City of Eden Prairie, Precincts 9, 10, 18, 19A and 19B; Hennepin County, Minnesota

CITY OF BLOOMINGTON VOTERS:

For those voters residing in the City of Bloomington, the school district special election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling place.

Any eligible voter residing in the school district may vote at said election at the polling place or combined polling place designated above for the precinct in which he or she resides. The polls for said election will be opened at 7:00 o'clock a.m. and will close at 8:00 o'clock p.m. on the date of said election.

A voter must be registered to vote to be eligible to vote in this election. An unregistered individual may register to vote at the polling place on election day.

Dated: _____, 2021.

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk
Independent School District No. 272
(Eden Prairie)
State of Minnesota

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 272
(EDEN PRAIRIE)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No. 272 shall begin at 8 a.m. on July 27, 2021 and shall close at 5 p.m. on August 10, 2021.

The special election shall be held on Tuesday, November 2, 2021. At that election, one (1) member will be elected to the School Board for a term of one (1) year.

Affidavits of Candidacy are available from the school district clerk, Independent School District No. 272, 8100 School Road, Eden Prairie, MN 55344. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the special election, and must have no other affidavit on file for any other office at the same primary or special election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5 p.m. on August 10, 2021.

Dated: July 8, 2021

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk
Independent School District No. 272
(Eden Prairie)
State of Minnesota



June 28, 2021

To: Dr. Josh Swanson
From: Business Office
Re: Set Authorized Signers for Stock Transactions

During the 2020-21 school year, the Business Office identified two separate accounts holding common stock of Sun Life Financial Inc. (3,621 Shares) and Prudential Financial Inc (4,548 Shares). These stocks were given to Independent School District #272, while it held an insurance policy at the time of the initial public offering (IPO) for these companies in 2000 and 2001. Due to restrictions on what investments school districts can hold, the District will need to sell these shares of stock as soon as possible.

The stocks are currently being held by AST Trust Company (SunLife) and Computershare Limited (Prudential). The District is currently working with Computershare to authorize the sale of these stocks, which Computershare will be able to complete for the District. The AST Trust Company is unable to sell the shares of stock for the District. To transfer these stocks to a broker, AST is requiring a notarized corporate resolution authorizing certain individuals to make transactions on behalf of the District. Once received, one of the authorized individuals will be able to request a transfer of stocks to a broker of our choosing.

The District will also be setting up an account with Wells Fargo, as they will be the broker used to sell the SunLife stock. Wells Fargo is also requiring a corporate resolution authorizing certain individuals to complete transactions on behalf of the organization. Once the resolution is received and the transfer from AST is complete, the District will be able to sell the SunLife stock.

The current value of the stock is approximately \$642,000, once sold will be added to the General Fund to benefit students and staff within the school district.

**RESOLUTION AUTHORIZING SCHOOL BOARD MEMBERS TO CONDUCT
NECESSARY TRANSACTION TO SELL STOCK SHARES HELD BY INDEPENDENT SCHOOL DISTRICT NO. 272**

RESOLVED THAT

Executive Director of Business Services, Board Chair, Board Vice Chair, Board Clerk and Board Treasurer

be and they are hereby authorized on behalf of Independent School District No. 272 (the District) to accept and convey, assign, transfer or otherwise dispose of all or any shares, stocks, bonds, debentures, debenture stock and other securities of every description now or hereafter registered in the name of the District or held or owned by the District and to sign and execute on behalf of the District all and any instruments of acceptance and transfer and other documents whenever necessary or proper to effectuate the same with full power to appoint any attorneys with full power of substitution therein, and that any and all instruments of acceptance and transfer and other documents in connection therewith heretofore signed and executed on behalf of the District in accordance with the authority set out above are hereby ratified and confirmed.

CERTIFICATE

I hereby certify that the foregoing is a true and correct copy of a Resolution duly passed at a meeting of the School Board of Independent School District No. 272 regularly held on the 28th day of June 2021, and that the said Resolution is still in full force and effect. I further certify that the following is a list of persons authorized by this Resolution to do any act or thing along with specimens of their signatures.

Names	Title	Signature
Jason Mutzenberger	Executive Director of Business Services/Deputy Clerk/Deputy Treasurer	
Adam Seidel	Board Chair	
Beth Fletcher	Board Vice Chair	
Debjyoti Dwivedy	Board Clerk	
Aaron Casper	Board Treasurer	

WITNESS MY HAND officially as such chair and clerk this 28th day of June 2021.

Chair – Adam Seidel

Clerk – Debjyoti Dwivedy

Non-Corporate Resolution

2493-0312

Account Number

The undersigned, INDEPENDENT SCHOOL DISTRICT 272 (name of non-corporate organization ("Organization")), acting by AARON A CASPER (name and title), pursuant to the following duly certified resolutions, hereby authorizes Wells Fargo Advisors and their affiliates (Hereinafter "WFA") to open, in the name of the Organization, and maintain banking, asset management, brokerage, and other accounts and relationships ("Accounts"). This authorization shall continue in effect until revoked by the Organization by a written notice addressed to WFA and received by WFA.

Organization hereby further certifies that the following is a full, true, and correct copy of Resolutions duly adopted by the vote of the

Eden Praire Independent School Dist 272 School Board

(Name of Governing Body of the Organization)

of the Organization, that such Resolutions have not been rescinded or modified and are in full force and effect, and the Organization further represents and warrants that: (i) Organization is duly organized and existing; (ii) Organization is empowered to engage in the actions called for by the Resolutions; (iii) the Resolutions are in accord with and pursuant to the Organization's underlying charter and by-laws; (iv) the Resolutions are in accord with all constitutional, statutory, and regulatory provisions pertaining to Organization; and (v) the persons designated below ("Authorized Individuals") have been duly installed and now hold the offices in Organization set forth by their respective names and their signatures.

ADAM D SEIDEL	Chair	X
Print Name	Title	Signature
ELIZABETH A FLETCHER	Vice Chair	X
Print Name	Title	Signature
JASON MUTZENBERGER	Executive Director	X
Print Name	Title	Signature
AARON A CASPER	Treasurer	X
Print Name	Title	Signature

IN WITNESS WHEREOF, I have hereunto affixed by hand and the Seal of the Organization on this date.

	X	
Print Name	Title	Signature
		Date

Office Use Only - Client Identification/Signature Validation		
<p>(Check one of the four Validation Options)</p> <p>1. <input type="checkbox"/> Client Personally Known to Me</p> <p>2. <input type="checkbox"/> Validated Government-Issued Photo ID (when client is present).</p> <p>3. <input type="checkbox"/> Compared signature to imaged documents.</p> <p>4. Verbally confirmed two of the following (when client is not present):</p> <p style="margin-left: 20px;"><input type="checkbox"/> Social Security Number or Tax Identification Number</p> <p style="margin-left: 20px;"><input type="checkbox"/> Date of Birth</p> <p style="margin-left: 20px;"><input type="checkbox"/> Home Telephone Number</p> <p style="margin-left: 20px;"><input type="checkbox"/> Recent Account Activity</p>	<p>Signature Guarantee</p>	
<p>I certify that I validated the client's identity and/or signature via the method indicated above. I further certify that the client has the authority to execute the transaction.</p>		
Name (Print)	Signature	Date

RESOLVED, that the Organization is authorized and empowered to open banking, asset management, brokerage (including, without limitation, margin, options, and commodities) accounts with WFA.

RESOLVED, that each of the Authorized Individuals is hereby authorized in the name and on behalf of this Organization to open and maintain such Accounts with WFA as he or she may deem necessary or appropriate, in his or her sole discretion, including, without limitation, checking, savings, safe deposit, lock box, night depository, asset management, and brokerage (including, without limitation, margin, options, and commodities) accounts and relationships.

RESOLVED, FURTHER, that each of the Authorized Individuals is hereby authorized in the name and on behalf of this Organization to (i) issue any and all instructions, and WFA is authorized to accept such instructions, with respect to the Accounts including, but not limited to, deposit and withdrawal, the purchase, sale or other disposition of stocks, bonds, and other securities or commodities, deliver and receive monies, stocks, bonds, and other securities or commodities, and (ii) receive and acknowledge the correctness of all statements of the Accounts, enter into agreements (whether oral or written) with respect to the Accounts, execute any and all documents with respect to the Accounts, and otherwise act with respect to the Accounts as if the Accounts were his or her Accounts only.

RESOLVED, FURTHER, that all matters relating to the Accounts shall be governed by these Resolutions, by the terms of any agreements entered into with respect to the Accounts, and by such internal and external rules and regulations as may be applicable thereto.

RESOLVED, FURTHER, that WFA is hereby authorized to honor, receive, certify, or pay all checks, drafts, and other evidences of indebtedness bearing or purporting to bear the signature or the facsimile signature of any Authorized Individual, regardless of whether the purported signature is genuine or resembles the signature or facsimile signature of such Authorized Individual and regardless of who affixed the actual or purported facsimile signature thereon, or by what means the signature or the facsimile thereon may have been affixed thereto.

RESOLVED, FURTHER, that WFA is authorized to honor, receive, certify, or pay all checks, drafts, and other evidences of indebtedness even though drawn or endorsed to bearer or to the order of any individual, or any officer, representative or employee of this Organization, including, without limitation, any Authorized Individual, or for the payment of the individual obligations of such officer, representative, or employee, or for deposit to his or her personal account; and that WFA shall not be expected or be required or under any obligation to inquire as to the circumstances of the issuance or use of any document or item signed or endorsed in accordance with the foregoing Resolutions, or the application or disposition of such documents or items or the proceeds thereof.

RESOLVED, FURTHER, that the Secretary (or other duly designated officer) of this Organization is hereby authorized to furnish a certified copy of these Resolutions to WFA, and WFA is authorized to deal with the Authorized Individuals under the authority of these Resolutions, unless and until it shall be expressly notified in writing to the contrary by this Organization.

RESOLVED, FURTHER, that all transactions by officers, representatives, employees, or agents of this Organization, on its behalf and in its name prior to the delivery of a certified copy of these Resolutions, are, in all respect, hereby ratified, confirmed, and adopted, nunc pro tunc.

SUPERINTENDENT CONSENT AGENDA

1. Semi-Monthly Reports
HUMAN RESOURCES
 1. Human Resources – Cabinet
 - a. New Hires

Hines, Carlondrea – Associate Superintendent, Eden Prairie Schools, effective 7/1/2021.
 - b. Resignations/Retirements

Stanley, Stacie – Associate Superintendent, Eden Prairie Schools, effective 6/30/2021.
 2. Human Resources – Administrative/Supervisory/Technical (AST)
 - a. Resignation/Retirements

Greimel, Adelaide – Early Childhood Supervisor (10-month), Community Education, effective 6/1/2021.
 3. Human Resources – Eden Prairie Supervisors & Specialists (EPSS)
 - a. New Hires

Hamm, Seth – Maintenance Operations Coordinator, Eden Prairie High School, 8 hours/day, 5 days/week, 260 days/year, effective 6/7/2021.

Myers, Kristi – Facilities Use Coordinator, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 7/1/2021.
 - b. Resignation/Retirements

Erickson, Kay – Health and Safety Coordinator, Community Education, effective 6/1/2021.
 4. Human Resources - Licensed Staff
 - a. New Hires

Aitken-Palmer, Wade – Engineering & Technology, Business & Management, 1.0 FTE, Central Middle School, effective 8/30/2021.

Ganzer, Theresa – Visual Arts, 1.0 FTE, Central Middle School, effective 8/30/2021.

Halvorsen, Miranda – Special Education, 1.0 FTE, Central Middle School, effective 8/30/2021.

Killen, Foster – Guidance Counselor, 1.0 FTE, Central Middle School, effective 8/30/2021.

Krause, Elizabeth – Special Education, 1.0 FTE, Central Middle School, effective 8/30/2021.

Martin, Mira – Speech Language Pathologist, 1.0 FTE, Lower Campus, effective 7/1/2021 through 10/28/2021.

Mickelson, Jared – DAPE, 1.0 FTE, Central Middle School, Prairie View Elementary, effective 8/30/2021.

Owen, Timothy – World Language – Spanish, 1.0 FTE Eden Prairie High School, effective 8/30/2021.

Williams, Kayla – Special Education, 1.0 FTE, Central Middle School, effective 8/30/2021.
 - b. Resignation/Retirements

Brooks, Lynn – Elementary Classroom Teacher, 1.0 FTE, Oak Point Elementary, effective 6/1/2021.

Dougherty, Chad – Physical Education/Adapted Phy Ed Teacher, 1.0 FTE, Eden Lake Elementary, effective 6/1/2021.

Fliss, Beth – Early Childhood Special Education Teacher, 1.0 FTE, Community Education, effective 6/1/2021.

Meyers, Steve – Industrial Technology, 1.0 FTE, Eden Prairie High School, effective 6/1/2021.

5. Human Resources - Classified Staff

a. New Hires

CLASS

Boehm, Gabrielle – Administrative Assistant – Student Support Services, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 6/17/2021.

Hankerson, Jazmin – Administrative Assistant, Forest Hills Elementary, 8 hours/day, 5 days/week, 235 days/year, effective 8/2/2021.

Laubach, Melissa – Office Professional, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 6/23/2021.

Morrissey, Wanda – Administrative Assistant – Personalized Learning, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 6/1/2021.

Waukazo, Elisa – Technology Support Specialist, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 6/1/2021.

b. Resignations/Retirements

CLASS

Berg, Alexis – Due Process Clerk, Central Middle School, effective 5/28/2021.

Bradehoft, Tanya – Communications Specialist, Administrative Services Center, effective 6/24/2021.

Tikalsky, Libby – Eagle Zone Program Lead, Community Education, effective 6/4/2021.

FOOD SERVICE

Dropik, Kristine – Production Cook, Eden Prairie High School, effective 5/28/2021.

MSEA

Callahan, Merritt – Special Education Paraprofessional, Central Middle School, effective 5/28/2021.

Gaslin, Jean – Planning Room Paraprofessional, Central Middle School, effective 5/28/2021.

Getz, Lauren – Eagle Zone Special Education Paraprofessional, Community Education, effective 5/28/2021.

Hagen, Jonathan – Little Eagles Preschool Special Education Paraprofessional, Community Education, effective 5/31/2021.

Harper, Whitney – Little Eagles Preschool Lead Paraprofessional, Community Education, effective 5/31/2021.

Hawkins, Michelle – Student Supervisor, Central Middle School, effective 5/27/2021.

Kim, Kanako – Little Eagles Preschool Paraprofessional, Community Education, effective 5/27/2021.

Murray, Alyson – Health Services Paraprofessional, Early Childhood, effective 5/31/2021.

Strohm, Lauren – Rescinded Resignation for Special Education Paraprofessional, effective 5/21/2021.

Swaray, Bintu – Special Education Paraprofessional, Central Middle School, effective 5/28/2021.

Widmer, Rita – Special Education Paraprofessional, Eden Prairie High School, effective 5/31/2021.

TRANSPORTATION

Gestach, Stephanie – Bus Driver, Transportation, effective 5/28/2021.

Glynn, Annette – Bus Driver, Transportation, effective 5/28/2021.

Rust, Gaylon – Bus Driver, Transportation, effective 5/28/2021.

c. Probationary Release

BUILDING SERVICES

Robertson, Jeremiah – Custodian (Night, Non-Licensed), Eden Prairie High School, effective 6/16/2021.

Board Business -

General Consent Agenda

Approval of Payments, all funds, May 2021

Check #409712-410002	\$1,413,695.79
Electronic Disbursements	\$5,260,691.03
TOTAL	\$6,674,386.82

Acknowledgment of Electronic Transfers May 2021

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
04/26/2021	PMA Financial	MNTrust	.040%	05/25/2021	\$3,000,095.34
04/26/2021	PMA Financial	MNTrust	.040%	05/25/2021	\$1,000,031.79
04/26/2021	PMA Financial	MNTrust	.040%	05/25/2021	\$7,500,238.37
07/31/2019	PMA Financial	MNTrust	1.724%	06/22/2021	\$1,052,136.99

**EDEN PRAIRIE SCHOOLS
GENERAL FUNDS
MONTHLY REVENUE/EXPENDITURE REPORT
FOR THE MONTH ENDING: May-21**

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 27,909,345	\$ 26,145,086	106.75%	104.40%
021-040	TUITION	-	70,000	0.00%	53.00%
041-089	FEES & ADMISSIONS	520,217	416,968	124.76%	76.55%
090-199	MISC REVENUE	383,304	927,000	41.35%	122.60%
200-399	STATE AID	71,992,771	82,737,316	87.01%	99.16%
400-499	FEDERAL PROGRAMS	2,891,079	5,667,471	51.01%	0.92%
600-649	SALES	26,161	56,100	46.63%	81.03%
		\$ 103,722,876	\$ 116,019,941	89.40%	98.41%
	CAPITAL OUTLAY	558,323	12,411,809	4.50%	1.96%
	STUDENT ACTIVITIES	1,014,790	1,800,000	56.38%	95.75%
	MEDICAL ASSISTANCE	103,890	150,000	69.26%	35.98%
	SCHOLARSHIPS	12,000	8,500	141.18%	#DIV/0!
Revenue Notes:					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 59,033,568	\$ 76,032,123	77.64%	78.72%
200	BENEFITS	18,975,797	24,654,929	76.97%	78.40%
300	PURCHASED SVCS	6,975,217	9,444,364	73.86%	80.20%
400	SUPPLIES & EQUIPMENT	4,226,368	5,896,538	71.68%	88.81%
800	OTHER EXPENSES	182,067	659,969	27.59%	23.98%
900	TRANSFERS & CONTINGENCY	-	440,855	0.00%	0.00%
		\$ 89,393,018	\$ 117,128,778	76.32%	78.59%
	CAPITAL OUTLAY	9,138,770	12,000,315	76.15%	82.33%
	STUDENT ACTIVITIES	973,454	1,800,000	54.08%	95.74%
	MEDICAL ASSISTANCE	173,023	175,654	98.50%	86.58%
	SCHOLARSHIPS	11,500	20,620	55.77%	#DIV/0!
Expenditure Notes:					



**2021-2022 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

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

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

Eden Prairie High School

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

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

1. _____ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____
OR;
___X___ Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

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

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

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

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

Signed: **Debjyoti Dwivedy** _____
(Clerk/Secretary - Local Governing Board)

Signed: **Dr. Josh Swanson** _____
(Superintendent or Head of School)

Date: **June 28, 2021**

Date: **June 28, 2021**

District Office Address, City, Zip: **8100 School Road, Eden Prairie, MN 55344**

School Superintendent's Phone: **952-975-7011**

School Superintendent's Email: **jswanson@edenpr.org**

**This form must be completed and submitted to MSHSL NOT LATER THAN AUGUST 31, 2021
Retain one copy for the school files.**

2020-2021 RESOLUTION FOR MEMBERSHIP

This page must be completed once for each school in the district.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

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

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

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

208.02 Designated Activity Representatives

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

208.03 Local Advisory Committee

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

Please complete and return this form with your school’s 2021-2022 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

_Eden Prairie High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Debjyoti “DD” Dwivedy

Russell Reetz

(Designated School Board Member – please print)

(Designated School Representative – please print)

debjyoti_dwivedy@edenpr.k12.mn.us

russell_reetz@edenpr.k12.mn.us

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

Russell Reetz

Russell Reetz

(Boys’ Sports – please print)

(Girls’ Sports – please print)

Jason Meyer

Mike Whipkey

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Debjyoti “DD” Dwivedy

(Board Member—please print)

Nia Holloway

(Student—please print)

Kjersten Welter

(Parent—please print)

Trevor Mbakwe

(Faculty Member—please print)

Russell Reetz

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

June 28, 2021


To: Dr. Josh Swanson
From: Business Office
Re: 10-Year Facility Plan


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

The attached 10-year facility plan shows fiscal year 2021-22 spending of \$14,109,088, of which \$578,100 is planned for health and safety projects with the remainder to be spent on deferred capital and maintenance projects.

The major projects included for fiscal year 2021-22 have already been approved by the board in bids for updates to Central Middle School (CMS) along with state contract pricing for districtwide flooring and turf field replacements. Other projects included in this plan are ceiling tile updates, lighting updates, fencing replacements, and restriping of parking lots and curbs.

Approval of this 10-year facility plan allows reporting compliance with the Minnesota Department of Education but does not authorize additional spending. It does anticipate the district using less bond money in future years and instead utilizing pay as you go funding to help the overall costs and tax impact to our community.

 Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06							
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells									
District Info.		Enter Information		District Info.		Enter Information			
District Name:	Eden Prairie Schools	Date:	6/28/2021						
District Number:	0272	Email:	kfisher@edenpr.org						
District Contact Name:	Kyle Fisher								
Contact Phone #	952-975-7126								
Fiscal Year (FY) Ending June 30									
Expenditure Categories		2021 (base year)	2022	2023	2024	2025	2026	2027	2028
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.									
Finance Code	Category (1)								
347	Physical Hazards	\$135,500	\$124,500	\$140,500	\$127,500	\$136,000	\$128,500	\$136,500	\$133,500
349	Other Hazardous Materials	\$52,500	\$87,600	\$52,600	\$77,600	\$52,600	\$52,600	\$69,600	\$54,600
352	Environmental Health and Safety Management	\$203,000	\$208,000	\$208,000	\$208,000	\$223,000	\$215,000	\$210,000	\$210,000
358	Asbestos Removal and Encapsulation	\$30,000	\$35,000	\$30,000	\$30,000	\$35,000	\$30,000	\$0	\$35,000
363	Fire Safety	\$108,200	\$113,000	\$98,000	\$110,000	\$113,000	\$108,000	\$110,000	\$113,000
366	Indoor Air Quality	\$40,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Health and Safety Capital Projects		\$569,200	\$578,100	\$539,100	\$563,100	\$569,600	\$544,100	\$536,100	\$556,100
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year									
Finance Code	Category (2)								
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151									
Finance Code	Category (3)								
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility									
Finance Code	Category (4)								
367	Accessibility	\$0	\$0	\$50,000	\$0	\$0	\$50,000	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$50,000	\$0	\$0	\$50,000	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects									
Finance Code	Category (5)								
368	Building Envelope	\$0	\$195,000	\$250,000	\$1,250,000	\$450,000	\$500,000	\$200,000	\$500,000
369	Building Hardware and Equipment	\$0	\$75,000	\$0	\$60,000	\$390,000	\$160,000	\$300,000	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$175,000	\$3,337,988	\$1,700,000	\$3,140,000	\$900,000	\$925,000	\$1,980,000	\$1,150,000
380	Mechanical Systems	\$250,000	\$28,000	\$304,630	\$2,900,000	\$3,601,500	\$3,100,000	\$2,136,938	\$2,990,000
381	Plumbing	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$850,000	\$480,000	\$540,000	\$335,000	\$320,000
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$440,000
384	Site Projects	\$6,010,000	\$9,880,000	\$1,230,000	\$1,500,000	\$680,000	\$2,425,000	\$438,762	\$1,600,881
Total Deferred Capital Expense and Maintenance		\$6,435,000	\$13,530,988	\$3,484,630	\$9,700,000	\$6,501,500	\$7,650,000	\$5,390,700	\$7,000,881
Total Annual 10-Year Plan Expenditures		\$7,004,200	\$14,109,088	\$4,073,730	\$10,263,100	\$7,071,100	\$8,244,100	\$5,926,800	\$7,556,981

		Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266		Projects Only		ED - 02478-07	
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota provided.							
District Info.		Enter Information					
District Name:		Eden Prairie Schools					
District Number:		0272					
District Contact Name:		Kyle Fisher					
Contact Phone #		952-975-7126					
Expenditure Categories							
		2029		2030		2031	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.							
Finance Code		Category (1)					
347		Physical Hazards					
		\$137,000		\$129,000		\$137,000	
349		Other Hazardous Materials					
		\$79,600		\$54,600		\$54,600	
352		Environmental Health and Safety Management					
		\$210,000		\$210,000		\$210,000	
358		Asbestos Removal and Encapsulation					
		\$30,000		\$30,000		\$35,000	
363		Fire Safety					
		\$98,000		\$110,000		\$113,000	
366		Indoor Air Quality					
		\$10,000		\$10,000		\$10,000	
		Total Health and Safety Capital Projects					
		\$564,600		\$543,600		\$559,600	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year							
Finance Code		Category (2)					
358		Asbestos Removal and Encapsulation					
		\$0		\$0		\$0	
363		Fire Safety					
		\$0		\$0		\$0	
366		Indoor Air Quality					
		\$0		\$0		\$0	
		Total Health and Safety Capital Projects \$100,000 or More					
		\$0		\$0		\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151							
Finance Code		Category (3)					
355		Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.					
		\$0		\$0		\$0	
		Total Remodeling for Approved Voluntary Pre-K Projects					
		\$0		\$0		\$0	
Accessibility							
Finance Code		Category (4)					
367		Accessibility					
		\$0		\$0		\$0	
		Total Accessibility Projects					
		\$0		\$0		\$0	
Deferred Capital Expenditures and Maintenance Projects							
Finance Code		Category (5)					
368		Building Envelope					
		\$0		\$0		\$500,000	
369		Building Hardware and Equipment					
		\$0		\$0		\$0	
370		Electrical					
		\$0		\$0		\$0	
379		Interior Surfaces					
		\$0		\$0		\$900,000	
380		Mechanical Systems					
		\$4,987,381		\$6,163,381		\$3,000,000	
381		Plumbing					
		\$0		\$0		\$0	
382		Professional Services and Salary					
		\$860,000		\$400,000		\$350,000	
383		Roof Systems					
		\$0		\$500,000		\$475,000	
384		Site Projects					
		\$0		\$0		\$1,250,000	
		Total Deferred Capital Expense and Maintenance					
		\$5,847,381		\$7,063,381		\$6,475,000	
		Total Annual 10-Year Plan Expenditures					
		\$6,411,981		\$7,606,981		\$7,034,600	

Annual Compliance Overview

Minnesota Statutes, section 124D.78 requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document
- ✓ The AIPAC resolution document
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to "Does Not Have an AIPAC".
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all three required items **by March 1** to: mde.indian-education@state.mn.us

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,


WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a Vote of Concurrence. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or,**

We, the American Indian Parent Advisory Committee, issue a Vote of Nonconcurrence. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

* 

AIPAC Chairperson Printed Name and Signature

5-20-21
Date

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: Eden Prairie Schools

The American Indian Parent Advisory Committee Vote

The AIPAC Issued a Vote of Concurrence

Date of Concurrent Vote: May 20, 2021

Date the AIPAC presented to the school board: _____

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: _____

Date the AIPAC presented to the school board: _____

Date the written response from the school board is due: _____

The District/School Does Not Have an AIPAC

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

Adam Seidel June 28, 2021
School Board Chairperson Date

Dr. Josh Swanson June 28, 2021
Superintendent or Charter/Tribal School Director Date

*  5-20-21
AIPAC Chairperson Date

Q Comp 2020-2021 Annual Report

Core Component: Career Advancement Options

Implementation

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

Yes

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

Impact

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

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

Q Comp coaches impact classroom instruction through job-embedded coaching. Each coach has been trained in Cognitive Coaching and taken the Intercultural Development Inventory (IDI) training. Utilizing the Cognitive Coaching framework, they establish trusting relationships with teachers within an observation cycle. Many licensed teachers have expressed the value of their coach and observation. Teachers report that the Charlotte Danielson rubric framework is valuable and helps them grow and improve.

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

In 2020-2021, PLC leads helped provide leadership for the grade level teams to collectively increase growth and proficiency in math and reading for each student across the grade levels. PLC leads helped support their teams in eliminating achievement disparities by creating and monitoring ongoing team goals aligned to the site improvement plan (SIP). In addition, leads and coaches worked together to facilitate the ongoing collaborative use of analyzing data through the use of protocols (EPS PLC Loop/ERE Protocol/Data to Action-Growth) to continuously design, deliver, adjust, and assess instruction in response to evolving evidence of student achievement to ensure student academic achievement is being attained by all student groups.

How did the work of teacher leaders impact student achievement?

The work of the Q Comp coaches impact student achievement by increasing teacher effectiveness. Q Comp coach/observers meet with all tenured teachers two cycles a year as part of the coaching process. At the pre and post conference meetings, coaches mediate a reflective conversation around student and teacher data collected by the Q Comp coach. This data includes a detailed script of the observed lesson/session. From these student-centered discussions, teachers were able to differentiate, plan, and analyze their results. In addition, Q Comp coaches led conversations with teachers around specific students in their classrooms. The script was used as a third point of data that teachers used for statistical evidence and anecdotal evidence when reflecting on their teaching. Coaches also helped teachers reflect on the evidence they could share that their students achieved the learning target. And what takeaways they might tell their PLC about the design, delivery or diagnosis of the observed lesson.

In 2019-2020, as part of their team goal, the Q Comp team collected data around classroom rigor in order to help teachers provide deeper questioning to their students. In 2020-2021, again as part of their team goal, the Q Comp team collected data and had discussions around intellectual engagement in order to help teachers plan engaging lessons whether classes were being held in-person, Distance Learning, or some form of hybrid.

Our PLC team leads also helped teachers to be more effective in their instruction by bringing student data to the collaborative team meetings and facilitating discussions around scaffolding lessons so there is an entry point for each student. Student data and growth has been central to PLC weekly discussions. Collaborative team leads communicate the data and goals to the site and steering committee.

Review Findings

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

Q Comp coaches and PLC leads received training through Education Reform Enterprises with Tamika Fuller, on the ERE Thinkframe. This included, but was not limited to triangulating data disaggregated by student groups (achievement, perception, classroom visits), identifying confirmations & contradictions, focusing on POPs (Problems of Practice/Performance), identifying root cause, selecting innovating strategies/replacement practices to address POPs/root cause and develop a means to evaluate and monitor the selected strategies. Also, they participated in training about ways to incorporate feedback through Classroom Visits. Specifically, in the 2019-2020 year, coaches also participated and collaborated with cross-district administrations teams led by our Associate Superintendent, Dr. Stacie Stanley, in work regarding the IDI inventory and Cultural Proficiency continuum.

In 2020-2021, Q Comp coaches and Instructional Excellence Coordinators engaged in learning once a month guided by the book, Culturally Proficient Coaching, in order to guide coaching conversations to help boost educators' cultural confidence and consciousness. As team members applied learning from Adaptive Schools training, the coaches and coordinators furthered their commitment to support teachers in the development of instructional strategies and mindsets necessary to eliminate achievement disparities.

Each Q Comp coach/observer had the full eight-day training of Cognitive Coaching. Coach/observers regularly discussed inter-rater reliability at their monthly meetings. Coaches watched lesson videotapes and used lesson scripts to determine if components of the lesson according to the Danielson framework were unsatisfactory, basic, proficiency, or distinguished. Coaches also discussed classroom scenarios to help determine what constitutes proficient and/or distinguished lesson components.

During the summer of 2020 and throughout the school year, The PLC Leads completed synchronous and asynchronous extended learning to explore how beliefs, values, and assumptions impact assessment literacy, particularly as we consider disparities in academic, behavior, and 4C's data. These sessions laid the groundwork to help PLC leads support their teams with the implementation of PLC high leverage practices, focus on increased student achievement and elimination of achievement disparities, and the Culturally Proficient Continuum for Assessment and Accountability.

In 2020-2021, Q Comp PLC team goals were written with increased rigor using universal screener assessments (FastBridge), proficiency on assessment performance, or course grades (at secondary sites). These goals were aligned with each site's SIP (Strategic Improvement Plan) in order to achieve our district's strategic vision of eliminating achievement disparities. As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills.

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

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

The Q Comp coaches receive peer coaching and meta-coaching and go through the same observations process as other educators. Coaches are evaluated on a specific coaching rubric from Charlotte Danielson. In addition, coaches receive feedback and evaluations from supervisors and building principals in the form of formative walk-throughs every year and summative evaluations every three years. At team PLC meetings, the Q Comp team uses scripts and video lessons to evaluate and increase interrater reliability amongst its coaches.

As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills. For 2020-2021, the district assessment team created a Q Comp Goal Template with an increase in rigor for PLC goal setting, In addition, the assessment team and the Q Comp coordinator lead extensive feedback loops with building principals, site IE teams and PLC supervisors holding PLC leads and teams accountable for setting rigorous, yet achievable goals. The Q Comp team members supported PLC leads with data analysis and instructional matches to help teams meet goals based on the 2020-2021 template.

Recommendations

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

Our district will continue with the professional learning communities (PLCs) to ground our work in collaboration, goal setting, focusing on data to improve growth, and a continuous cycle of improvement. We will continue with the three observation cycles per teacher and continue to support our new teachers with mentors and ongoing learning opportunities throughout the year.

Each site in Eden Prairie has been and continues to work on making a stronger partnership with teacher leaders. Q Comp coaches and PLC leads collaborate as part of building-wide goals to increase collective efficacy. Q Comp coaches take part in Site Instructional Excellence meetings, team lead meetings, PLC lead meetings, and learning modules all for the purpose of helping teachers contribute to the district mission, Site Improvement Plans, Site goals, PLC goals, so they can more positively impact student achievement. Creating this unity brings strong teacher efficacy.

Core Component: Job-embedded Professional Development

Implementation

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

Yes

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

Impact

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

Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their instruction and assessment in class. There has been a pointed change in the amount of student talk and collaboration specifically in literacy. The new Collaborative Literacy resource (CCC Collaborative Literacy) has had a significant impact at the K-6 level on student voice and facilitation techniques since its implementation. As a result of their learning from professional development and coaches, teachers were able to implement research based strategies in their classroom. Q Comp coaches at elementary sites would specifically look for how these practices correlated with the Danielson Framework.

Eden Prairie Schools continues the implementation of Multi-Tiered Systems of Support (MTSS). The initial training continued during PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or classwide groups of students) need. Teachers determine whether an instructional match was needed for the entire class (at least 20% of students showed

they needed to learn the material/skill better) or on an individual level, and how to document whether the intervention was an effective instructional match for the identified student(s).

At our 7-12 sites, teachers benefited from 19-20 classroom visits with Q Comp coaches collecting data and giving feedback sound rigor and authenticity. In 20-21 professional development focused, through distance learning, on equitable grading, student engagement, and culturally relevant literacy practices (specifically designing culturally relevant assessments). Due to the hybrid schedule of 20-21, PLC meetings and professional development were held on Fridays to increase collaboration and provide students some stability in an unprecedented year. Q Comp coaches saw an increase of teachers asking higher level questions. This practice helped coaches see more students intellectually engaged and thinking critically during lessons.

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

Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their activities in class. There has been a pointed change in the amount of student talk and collaboration specifically in student lead intellectual engagement and classroom discussions. The implementation of Collaborative Literacy curriculum at elementary sites has focused on facilitative techniques that highlight rigorous and open-ended questioning and discussion prompts, student-led discussion, and collaborative structures. This has been a district-wide focus for the Q Comp Coaches in 2020-2021. As a result of their learning from coaches and site professional development, teachers were able to implement research based strategies in their classroom.

The following results comes from a survey given to K-6 staff in the spring of 2021 regarding implementing Collaborative Literacy:

How often do you use the full 120-minute scheduled literacy time? **84%**

How often do your students engage in discussion which deepens one another's thinking through the exchange of ideas? **81%**

How often do you integrate social-emotional learning into each Collaborative Literacy lesson through objectives, instruction, problem solving, and reflection? **83%**

How supportive has the Collaborative Literacy professional learning been? **67%**

Sites have continued the implementation of Multi-Tiered Systems of Support (MTSS). PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or classwide groups of students) need. The data to action process focused on FastBridge progress monitoring data to positively impact our students who were below benchmark. Students who were progress monitored and made gains on their progress monitoring scores in turn make gains on their benchmark assessments.

Review Findings

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

As teachers increase their knowledge, skills and dispositions as a result of working with their collaborative teams and the job-embedded professional development, the ultimate result is an increase in student achievement.

Since the fall of 2019, the building Site IE Teams (composed of principals, IE Coordinators and Q Comp coaches) engaged in training with Tamika Fuller that directly impacted how they set up their classroom visits and their focus. Most sites identified and focused on rigor in instruction after examining problems of practice, based on triangulated data. Once teams examined their problem of practice, the classroom visits that gathered data on rigor in instruction. Professional development was designed to reflect the needs at each site including ongoing conversations with staff and PLC leads regarding training and information about Webb's Depth of Knowledge and how to purposefully plan for rigor when designing lessons.

Teachers, PLC leads, and others utilize information from FAST and other formative assessments to identify instructional goals and interventions. In addition, coaches meet monthly to discuss coaching and instructional excellence for equitable outcomes, including a study of the book Culturally Proficient Coaching during the 2020-21 year. An overarching theme in all of our work is that of equity and dismantling the persistent achievement disparities in the data between our white students and all other student groups. We know that increasing our knowledge, skills, will and disposition around equity and instructional excellence will increase student achievement for all students.

Beginning in the summer of 2020, all sites (K-TASSEL) engaged in learning around Cultural Proficiency. Each site individually learned about the components, framework, continuum, and assessments. Thus Q Comp coaches began having conversations with peers regarding how professional learning informs learners about their culture, the cultures of others, and the school's culture. Educational gaps are closed through the appropriate uses of cultural, linguistic, learning, communication styles. Cultural Proficiency is a set of values and behaviors in an individual or the set of policies and practices in an organization that creates the appropriate mindset and approach to respond effectively to the issues caused by diversity. A culturally proficient organization interacts effectively with its employees, its clients and its community. Culturally proficient people may not know all there is to know about others who are different from them, but they know how to take advantage of teachable moments, how to ask questions, and how to create an environment that is welcoming to diversity and change. Q Comp coaches engaged in scenarios to practice how to ask questions without offending, and how to create an environment that is welcoming to diversity and change.

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

PLC Leads continuously triangulate data to ensure each learner is achieving at high levels. Elementary sites completed regular benchmark meetings for reading and math. These sessions included looking at data around students at risk and determining individual or classwide instructional matches.

In addition, teams regularly communicate with one another about effective teaching and learning strategies. For example, implementation of Collaborative Literacy facilitation techniques, developing higher rigor question

prompts, cooperative structures, conferring as well as progress monitoring around conceptual, contextual and procedural understanding in math.

Secondary PLC teams used data to collaborate on instructional design to implement culturally responsive assessment tools. Teams gave students surveys that helped guide the creation of culturally responsive assessments that also gave students more choice in how they demonstrated their mastering of the essential learning targets. In an effort to help eliminate achievement disparities, some EPHS PLC leads participated in a strategy team which implemented new equitable grading strategies.

A survey was given at the end of the 20-21 school year to all PLC leads, as well as Data Leads, on Collaborative Literacy. Here are some results regarding their own learning and facilitation:

How confident are you in your skill set to facilitate your PLC team in triangulating student and teacher level data points through comparative analysis and identifying confirmations and contradictions in trends? **75%**

How confident are you in your ability to facilitate your PLC team in identifying problems of performance and the related problems of practice? **75%**

How confident are you in your ability to work with your PLC team to refine and adjust instruction as a result of the tiered decision making process? **73%**

How well do you collaborate with your team to develop and use reliable and valid student assessments? **79%**

How well do you lead your team toward actions that show you believe all students can learn at high levels? **99%**

Recommendations

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

Data is collected after each of the district PD days, data to action training and after the PLC summer retreat. The teams that plan and implement those trainings review and reflect on the data and any new insights provide new guidance, actions and goals for the next training.

The Q Comp Steering Committee informs decisions around our district's job-embedded professional development and coaching model. Collaboration around the findings of surveys, anecdotal discussions and requested feedback inform how we can continuously improve. As a result of the professional development program review, along with continued discussions with district leaders and teacher leaders, several enhancements are planned for next year's professional development.

We would recommend continuing the observation model using the Danielson Framework, while incorporating more choice in order to create authentic learning for teachers around their individual and student achievement goals. Coaches would focus on culturally proficient practices and breakthrough questions in order to build awareness around teacher beliefs related to equitable education practices and improve effectiveness of instruction in order to achieve district goals and mission.

Core Component: Teacher Evaluation

Implementation

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

2019-2020: Yes

2020-2021: No

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

Since MDE gave permission to modify evaluation plans for 2020-2021 due to COVID 19, Eden Prairie used the opportunity to increase personal choice in teacher evaluations and professional development for tenured staff. We reduced the evaluation requirements in Charlotte Danielson's Domain 2 and 3 from ten components to six. We required proficiency in Domains 2a, 3b, 3c, 3d. The other two domains were selected by the teacher in order to accommodate their personal preference for professional development, while also being applicable to the school environment in which they were teaching (hybrid, online, in-person). The benefits of this change were two-fold: teachers were given voice and choice in their professional development and evaluations were applicable to observations, no matter the environment during an unprecedented year.

Impact

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

The following responses come directly from educators throughout our K-12 system. Q Comp coaches directly asked the questions "What impact did the observation/evaluation process, including coaching, have on your classroom instruction?", "What impact did the observation/evaluation process, including coaching, have on your classroom instruction?", and "How did the feedback you received from each observation/evaluation assist in self-reflection and improved instructional practice?". A few standout themes emerged from their responses: engagement, collaboration/communication, participation and learning community. Examples of feedback the team received from the first question in 2020-2021 are below:

"The impact of the observation process helps improve the quality of my teaching. It is always amazing to me to read the script afterwards and realize how much goes into each lesson and helps me understand what students are participating and others that are not as much. By pointing this out to me, I can build on my strengths and weaknesses within the classroom."

"After our post-observation discussions I was able to implement new ideas and strategies to help my students immediately."

"My coach was able to find areas to increase the pacing of my lessons to help maintain effective instruction."

"I was able to help my students, especially males, feel more comfortable sharing with the whole group."

"It is obvious my coach knows our curriculum well and was able to use highlights from other teachers to pass along to me, especially if something is working really well for another teacher."

"The observation/evaluation has had a positive impact on my teaching by giving me another perspective and suggesting effective ways for me to invite more student discussion and help my students feel comfortable to share their creative ideas with their classmates."

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

After receiving feedback on the second question, it is evident that teachers report that the observation/evaluation process is supportive, assisting their reflection in order to improve their instruction by highlighting strengths and providing opportunities for growth through the use of data/scripting and mediative questioning. Examples of feedback the team received from the second question in 2020-2021 are below:

"It is helpful to have another set of eyes in the classroom to help me "see" what I may not see during a particular lesson. It helps me become aware of how many times I call on students as a gentle reminder to make certain that I am spreading my questions and student engagement across the classroom on a daily basis."

"My students were able to share more with their partners because of quickening the pace in some parts of my lessons, which gave them more student voice."

"My students have become more comfortable sharing their ideas in the classroom with some new strategies, including not raising their hands but showing a thumb instead (more private)."

"My coach gave me helpful ideas on how to help students work with partners and help each other more during a lesson, which is critical for our communication and collaboration development."

"Working with my coach I was able to create lessons for my students that allowed them to learn more effectively, participate at a high level and also provide all students with opportunities to feel included and be successful."

"My coach offered ideas that I could immediately implement in all of my lessons and that did not take time away from instruction. I was able to implement many of the ideas we discussed the very next day and saw gains in student learning because of this!"

"My coach also noticed what things I already had in place to keep a constant pulse on where my students are at with their learning."

Review Findings

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

Finally, more themes emerged as we gathered educators' feedback around self-reflection and improving instructional practice. They especially appreciated the feedback and learning from their coaches, specifically rigor, ELA curriculum implementation suggestions and facilitation techniques.

Beginning in the spring of 2020, online instruction was new to the majority of our stakeholders. Teachers found feedback and scripting helpful to point out learning and refinements to online instruction. Coaches really wanted to approach the observation cycles as a supportive process through scripting and reflective questions. The majority of teachers said that their coaches were supportive throughout this unique school year. Examples of feedback the team received from the third question in 2020-2021 are below:

"Great suggestions and affirmations. I appreciated the learning about warm demander, DOK levels, and hearing about all of the suggestions from other classes. It's nice to hear non-judgmental and alternate perspectives"

"My Q-Comp coach has amazing thoughts on things to try to do differently to get more student responses. She is respectful with her comments and offers thoughtful advice. I always write down the words of wisdom that were implied and give it much thought on improvement for my future instruction."

"My coach is a very reflective person so they always offer great insight into my teaching and how to improve my instruction."

"My coach does well posing questions and helping me reflect on my teaching, instead of only pointing things out."

"My coach is always incredibly flexible and adapts the observations to what I need to help me improve."

"The scripting from the observation is very thorough and that allows me to really reflect on what occurred throughout the lesson."

"Feedback from my coach was very valuable to help me fine-tune my lessons. Discussing different ways to modify my teaching to better communicate with my students has helped me be a more effective teacher."

"I was wondering how effective online evaluations would be this year since the online teaching format is so very different from the classroom. I thought the process was even more valuable this year! It was very helpful to have an outsider observe since this felt like a first year of teaching for me."

"My coach took the time to listen to me reflect on my teaching and brainstorm ideas to improve my online lessons. I appreciate the time she took to help me figure out what things were happening during my lessons to help students and ways to improve their learning in this format."

"My coach was able to take the online setting into account and offer insights that I hadn't thought about because I am so used to being in a room with my students. Little things that I take for granted, like students taking cues from other students, are missing in this format and my coach was able to offer practical takeaways that I could immediately implement to make a difference in my teaching."

“During my pre-observation, my coach brought up things that she had observed working in other online classrooms. This was very helpful since our teaching is so isolated this year and we do not have a daily opportunity to connect with our peers.”

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

The Q Comp coaches participated in monthly coaches meetings focusing on culturally proficient coaching strategies in order to increase our effectiveness in coaching teachers at the sites.

Recommendations

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

The Q Comp Steering Committee, administrators, and Q Comp coaches will take the feedback and make alterations and modifications to the TalentEd forms. Work will also be done towards increasing interrater-reliability on data collection, Danielson rubric look-fors, pre and post observation questioning, and feedback loops to further improve the effectiveness of teacher evaluations.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

Yes

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

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

Yes

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

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

2019-2020: 58%

2020-2021: 51%

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

2019-2020: 96%

2020-2021: 96%

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

2019-2020: 99%

2020-2021: 99%

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

2019-2020: 89%

2020-2021: 95%

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

No

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

NA

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

2019-2020: 96%

2020-2021: 95%

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

2019-2020: 99%

2020-2021: 99%

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

2019-2020: 89%

2020-2021 95%

Recommendations

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

The district is in constant reflection and conversation about the performance pay component of the Q Comp program. While the program requires us to adhere to the Memo of Understanding in regards to the performance pay component, our improvement plan includes a more intentional learning process around the Framework For Teaching standards.

After analyzing the data, we have recognized the need to continue to support PLC leads through a comprehensive goal setting process. We want to ensure that the team goals align with the site goals and that they are S.M.A.R.T. goals. Coaches have researched how to support teams and we will use our time together during team meetings to continue to refine this process. Q Comp coaches will participate in summer PLC lead retreats along with asynchronous learning modules to help support PLC teams in the fall and set rigorous goals that match their sites' improvement plans. Q Comp coaches will also take place in the asynchronous summer learning modules that will engage in a deeper learning around Cultural Proficiency. This will help them support their buildings as they deeply analyze data and how to implement instructional strategies through PLC Protocols in order to continue to close achievement gaps in the classrooms.

General Program Impact and Recommendations

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

Overall, the impact that the Q Comp program has had on instruction has been favorable. We recommend continuation of the Q Comp program. We have seen a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys. Examples of this impact include an increased capacity for reaching specific students because of discussion and dialogue with coaches. Our coaching conversations maintain consistent language and provide a common experience that positively impacts classroom instruction. Because our Q Comp coaches/observers are assigned according to sites, they are very familiar with the vertical articulation of the curriculum and get to know the students. Another benefit of having the Q Comp model in our district is that it provides a process for teachers to intentionally practice reflective thinking about their instruction through face to face professional conversations. Peer coaches/observers are seen as 'safe' and allow staff to try new ideas without fear of being reprimanded or seen as an ineffective teacher. Q Comp utilizes a valid and reliable rubric (created by Charlotte Danielson) to clearly define expectations of high quality teaching which also results in a staff who become more consciously competent in their work.

Through observations, cognitive coaching, and data collection, Q Comp coaches continue to encourage and observe instructors enhancing rigor and authenticity no matter the school model with COVID. The implementation of the Q Comp program encourages teacher reflection and goal setting. Coaches also consult teachers on how to reach a distinguished level of instruction. The program also continues to support and plan in the design of professional development from pre-K through grade 12 and TASSEL. The Danielson Framework offers many opportunities for growth for both probationary and veteran teachers. Since the fall of 2019, the Q Comp team continues to learn and focus on the Cultural Proficiency Continuum through PLCs and 1:1 coaching. Above all, our program invests in the human element of learning and teaching.

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

Our spring 2021 assessment scores in MCA and FastBridge indicates stagnant growth. We intend to continually assess and improve the Q Comp and PLC process to lead to an increase in student achievement. Increased collaboration among the PLC team members and across the sites allow for teachers to engage in rich discussion about specific students and work to improve their instructional practices by learning from one another. In addition, embracing the philosophy that the students are 'our' students versus 'my' students has also increased student achievement in that more than one teacher is focused on the success and learning of each student in our district.

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

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

- 1. New Q Comp Coach/observers continue to participate in the Cognitive Coaching eight-day training*
- 2. Q Comp Coach/observer job-embedded training includes multi-monthly collaboration meetings to continue to refine and solidify our inter-rater reliability, coaching to cultural proficiency and enhance feedback.*
- 3. PLC team leads, Q Comp Coaches/Observers, and instructional coaches will attend the PLC Lead retreats through synchronous and asynchronous learning in Summer 2021.*
- 4. PLC teams will engage in professional development through using the lense of multi-tiered system to reach each learner in order to provide increased student achievement and eliminate achievement disparities.*



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Memorandum

To: Eden Prairie School Board

From: Dr. Josh Swanson

Date: June 28, 2021

Regarding: District Policies

On an annual basis District Policies are reviewed. Under policy governance this is the responsibility of the superintendent but requires board approval. That process for 2021-22 has begun. As necessary, policies will be updated based on: changes in statute, a review of the Minnesota School Board Association model policies, and recommendations by our legal counsel. My recommendation is that the board approve the policies below, as presented. I have included a summary of the changes to each policy on the table below and the full policies are available for your review within Appendix A of the board packet.

Policy	Mandatory	Name	Notes for the Board
524	Yes	Internet Acceptable Use and Safety Policy	Small changes were made to reflect the current social media landscape.
721	Yes	Uniform Grant Guidance Policy Regarding Federal Revenue Resources	Local thresholds were updated so they continue to be aligned with federal guidance.
806	Yes	Crisis Management	After review, non-substantial changes were made to ensure the policy reflects current practice and grammatical changes have been made.
808	No	Covid-19 Face Covering Policy	This non-required policy is being removed as it no longer is aligned with guidance from MDE, MDH, or the CDC.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**I. PURPOSE**

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS**A. Grants**

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

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3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally ~~\$3,000~~\$10,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than ~~\$150,000~~\$175,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.

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- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for

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disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

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- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 3. Procurement by sealed bids (formal advertising).
 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

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- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand

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name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

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1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as

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close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

- B. Definitions

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
 2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
 4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.
- C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:
1. Advisory councils;
 2. Audit costs and related services;
 3. Bonding costs;
 4. Communication costs;
 5. Compensation for personal services;
 6. Depreciation and use allowances;
 7. Employee morale, health, and welfare costs;

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

8. Equipment and other capital expenditures;
 9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
 10. Insurance and indemnification;
 11. Maintenance, operations, and repairs;
 12. Materials and supplies costs;
 13. Meetings and conferences;
 14. Memberships, subscriptions, and professional activity costs;
 15. Security costs;
 16. Professional service costs;
 17. Proposal costs;
 18. Publication and printing costs;
 19. Rearrangement and alteration costs;
 20. Rental costs of building and equipment;
 21. Training costs; and
 22. Travel costs.
- D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:
1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
 2. Alcoholic beverages;

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

- G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.
1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
 4. These presumptions apply differently in different federal programs and

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**A. Compensation – Personal Services**

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits**1. During leave.**

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.**3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.**

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

Adopted: 6/27/2016

Revised: 8/26/2019; 06/28/21

MANDATED Policy Annual Review: 2021-2022 School Year

Each of the following policies' mandates the Board to perform an annual review for conformity to prevailing law. Each is based upon MSBA model policy language and or review by district's legal counsel, as necessary. The School Board has previously reviewed and approved each of the following policies or is approving them at the same meeting this is being approved. I am recommending that the Board certify that the District has performed an annual review. If Board Members wish to further review the policies, they can be found on the District website.

Policy #	Policy Title	MSBA Mandated Model Policy Purpose	Remarks/Comments/Etc.
410	Family and Medical Leave	The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.	After review, no changes have been made.
413	Harassment and Violence	The purpose of this policy is to maintain learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, family status, status with regard to public assistance, sexual orientation, or disability.	After review, no changes have been made. 176
414	Mandated Reporting of Child Neglect or Physical or Sexual Abuse	The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.	After review, no changes have been made.
415	Mandated Reporting of Maltreatment of Vulnerable Adults	The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.	After review, no changes have been made.
506	Student Discipline	The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.	After review, no changes have been made.

514	Bullying Prohibition	The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.	After review, no changes have been made
522	Student Sex Nondiscrimination	The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.	After review, no changes have been made.
524	Internet Acceptable Use and Safety Policy	The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.	After review, small changes were made to reflect the current social media landscape.
616	School District System Accountability	The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.	After review, no changes have been made.
806	Crisis Management	The purpose of the Crisis Management Policy is to act as a guide for the school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district.	After review, non-substantial changes were made to ensure the policy reflects current practice and grammatical changes have been made. 177
<p>Suggested Recommendation: Move that the School Board review and approve these annually required policies.</p>			



2022-2023 District Calendar

Preliminary and Subject to Change

JULY 2022						
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AUGUST 2022						
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SEPTEMBER 2022						
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JANUARY 2023						
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MAY 2023						
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JUNE 2023						
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First Day of School
September 6, 2022

Winter Break

December 23, 2022 - January 2, 2023

Spring Break

March 20-24, 2023

Last Day of School
June 8, 2023

2021-2022 Summary of School Handbook Changes

Summary of proposed changes – Elementary

1. Overall formatting updated
2. Clarity on homework expectations
3. Updates on additional learning supports
4. Clarity on Curriculum processes
5. Clarity on lunch account processes
6. General grammatical updates

Summary of proposed changes – CMS

1. Clarity on advisory period
2. Clarity on student of the month processes
3. Updates on academic integrity
4. Removal of student success center, as modified block schedule will provide teachers with time to support students in class.
5. Clarity on dress/clothing expectation
6. Expectations for use of personal devices
7. Updates on breakfast periods due to school start time change
8. Updates on school provided device
9. General grammatical updates

Summary of proposed changes – EPHS

1. Updates on grading process
2. Created additional ways for clubs and activities to be added, as such do not want the list to appear static. Students will be directed to a website that will be updated on demand.

EP Online K-5 & 6-12 Handbooks

Handbooks are each new, and as such all material is denoted in blue ink. With the exception of the information directly related to the on-line learning milieu, the handbooks are similar to those for our brick-and-mortar schools.



EDEN PRAIRIE HIGH SCHOOL

Student Handbook

2021-22 EPHS Student Handbook

Academic Expectations

Eden Prairie Schools and Eden Prairie High School (EPHS) are committed to the academic success of all students. We know you have entrusted your student's education to us, and we promise to work as hard as possible to educate each child in a caring, safe environment.

Graduation Requirements

A student must successfully complete 54 credits to graduate and complete all courses required of their graduating class. In addition, students are required to take graduation exams required by the State of Minnesota. Eden Prairie High School expects students to make continuous progress toward graduation. Seniors will be allowed to participate in commencement exercises only if they have completed and passed all graduation requirements or are fewer than two credits deficient. Students who are deficient in credits may make them up by enrolling for extra classes or attending an approved night school, summer school, or independent study program. It is strongly recommended that the student confer with his/her counselor regarding progress toward graduation.

Continued Education for Students Who do not Meet Academic Standards

Admission to a public school is free and available to any resident under 21 years of age and their personal learning plan will continue while enrolled. Please refer to Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c) for age limitations for students who turn 21 after enrollment.

Credit for Prior Learning

Credit for Prior Learning provides students the opportunity to demonstrate prior learning. A student may test out of most courses if s/he is able to demonstrate prior knowledge and mastery of the course outcomes. Each department determines the appropriate assessments and acceptable level of performance. A student may not test out of any course in which s/he has been or is currently enrolled. Testing will occur twice a year. All applications for this procedure must be completed by November 1 for terms 3 and 4 and April 1 for terms 1 and 2 of the next school year. Science courses require earlier application dates – see the Gifted and Talented Coordinator for more information. Credit for Prior Learning may not be used towards the Honors Diploma. Forms for the Credit for Prior Learning process are available from the Gifted and Talented Coordinator.

Dropping Classes

- Class drops will be allowed only for students who have not met course prerequisites and/or are significantly misplaced as suggested by previous course grades.
- Students in grades 9-10 are expected to carry a full schedule throughout the school year. This means they will have a class every period of the school day.

- Students in grades 11-12 are expected to carry a minimum of 3 classes each term.

Eden Prairie Independent Coursework (EPIC)

Independent Coursework is an option offered to allow a student to design his/her own learning plan, creating an option for credit. The goal of the program is to give students a learning opportunity which fits individual needs while maintaining a quality experience. This option is not intended for courses regularly offered in the EPHS Course Offerings Guide, and teachers are under no obligation to supervise students in this program. EPIC forms are available from the Gifted and Talented Coordinator.

EPHS Staff Assistance Limited to EPHS Courses

EPHS staff are under no obligation to assist students taking non-EPHS courses. Examples of non-EPHS courses include: Post-Secondary Enrollment Option courses, Credit for Prior Learning, non-EPHS online courses, non-EPHS Advanced Placement courses, or Self-Study.

Failing and Re-taking a Course

A student who has received a “D+” or lower has the option of re-taking the same course. The student may not earn credit multiple times for the same course. The student is responsible for requesting that the higher grade replace the lower grade on the transcript (i.e., the lower grade is eliminated from the transcript.) Registration will be on a space available basis. Students failing the preceding term of a multiple term class may continue in the course at the discretion of the teacher.

Grade Level Waivers

Grade level requirements for EPHS courses are listed in the Course Offerings Guide. Students may ask for a grade level waiver on a case-by-case basis by meeting each of the following criteria: ● a severe scheduling conflict or other extreme need, as determined by an EPHS counselor or administrator;

- a high class ranking equivalent to Post-Secondary Enrollment Option status for the University of Minnesota (the student must have a GPA of 3.70 or higher);
- completion of all other prerequisites for the course;
- a strong teacher recommendation from the student’s most recent teacher in the subject area in question for the waiver;
- several examples of where the student has shown strong interactive or discussion skills in a class or activity (especially highlighting interaction or discussion with older students); AND, ● an early request (i.e., during the spring registration period for the following school year) so that staffing levels can be addressed, or a later request if space is available in the class in question. EPHS reserves the right to deny a grade level waiver if related administrative issues cannot be reasonably resolved. Forms to request a grade level waiver are available from the Gifted and Talented Coordinator.

Grading & Evaluation

Process Policy

Guiding vision

At Eden Prairie High School, our shared mission is to ensure that all students can answer “Yes!” to our three guiding questions: Do I belong here? Is this meaningful? Can I do this? Our grading practices and procedures directly contribute to students’ ability to answer yes to these questions. Our grading and evaluation process plays an important role in realizing our mission. We are committed to implementing evidence-based grading practices that

align with the following principles:

- Grading practices will be equitable, mathematically accurate, bias-resistant, motivating for students, and supportive of a hope and a growth mindset
- Grades should reflect student mastery of essential learning

Grading scale

~~These policies are established to reflect the EPHS philosophy that grades are a reflection of learning and our commitment to EACH student's learning. The purpose of grading is to communicate to parents/guardians, students, and the community the extent to which the student has met the objectives of a course. The 4.0 non-weighted grading system, standardized within courses and departments, should promote risk-taking, mastery, and allow for personalization.~~ Letter grades are determined in each class as follows using a 4.0 non-weighted grading system:

- **A:** 93-100%
- **A-:** 90-92%
- **B+:** 87-89%
- **B:** 83-86%
- **B-:** 80-82%
- **C+:** 77-79%
- **C:** 73-76%
- **C-:** 70-72%
- **D+:** 67-69%
- **D:** 63-66%
- **D-:** 60-62%
- **F:** 0-59%

Students can opt for a Pass/No Credit grading in individual courses: P = 60% and above NC = below 60%

The guidelines for the pass/no credit option are:

- The student must continue to meet all classroom expectations after choosing the P/NC option or the option will be revoked, and the student will be graded on an A - F scale. This includes completion of daily work projects, and quizzes/tests. Class attendance is mandatory.
- The passing grade for all departments will be 60 percent of the accumulated points or grades for the term.
- Students may exercise the option for up to two courses each year with no more than one per term.
- Many colleges and universities request courses be taken for the grade.
- Students must declare their intent in writing with required signatures by the second school day following parent/guardian - teacher conferences each term.

Non-passing grades will be Incomplete ("I"). In collaboration with the student and family, the counselor, administrative dean, associate principal and teacher will determine the best pathway to complete the course. Incomplete grades are temporary placeholders indicating that a student has yet to demonstrate proficiency.

Determining grades

- The academic performance category will account for at least **85%** of a final grade (**15%** maximum for academic practice).
- Final term grades will be rounded up for point values of .5-.9 and rounded down for point values of 0-.4.
- ~~Grades are based on at least a 70% Academic Performance/30% Academic Practice split~~

- No Extra Credit factored into grade.
- ~~Re-takes/re-dos apply to course/team identified Essential Learning items in the Academic Performance category~~
- Students can retake/redo assessments in the academic performance category.
- Any re-take/re-do is worth 100% value.
- ~~Academic dishonesty or unexcused absences on Essential Learning items in Academic Performance category will result in disciplinary responses. However, the re-take/re-do process applies.~~
- Pursuant to our guiding vision, behaviors will not be factored into a student's grade. Examples of this guiding principle include but are not limited to:
 - Attendance should not be directly included in grade calculations.
 - For assessments on Essential Learning Targets, points should not be added or subtracted for timeliness of work completion.
- Student scores in the academic performance and academic practice categories will reflect student mastery of course Essential Learning Targets.
- ~~If students are missing Essential Learning items in Academic Performance category at the end of a term, the student grade may be reported as an incomplete until the student completes those items~~

Homework

When a student is absent from school, the student is encouraged to contact a classmate or a teacher by email, voicemail, and access Schoology site to get assignments. If students need textbooks from a locker, parents/guardians are encouraged to stop at the high school and pick up the books from their student's locker. Students must turn in homework within an agreed upon time frame. Parents/guardians must call the attendance line, 952-975-8001, within 48 hours to excuse an absence.

Academic Integrity

Eden Prairie High School strives to establish high ethical standards for all students in order to create a positive and stimulating learning environment. Integrity is essential to excellence both in education and life. Assessments and other schoolwork are measures of a student's academic performance. Honesty is required to ensure an accurate measurement of a student's academic knowledge. Student work must be evaluated on what the student knows or can do in order for the student and his/her family to have a clear and accurate accounting of the student's mastery of the material. When a student chooses to cheat and/or plagiarize on their schoolwork, they both compromise their integrity and project an inaccurate picture of their performance. As such, academic integrity violations will include both academic and disciplinary responses.

Plagiarism

Plagiarism is the taking of someone else's product, words, ideas, or data and representing them as if they are one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgement of sources of information whenever one:

- Quotes another person's actual words, or replicates all or part of another's product.
- Cutting and pasting another person's actual words.

- Uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words.
- Borrows facts, statistics, or other illustrative materials - unless the information is common knowledge.

Incomplete Policy

Incompletes can be given to students who did not complete coursework due to extenuating circumstances that are beyond their control. If students are missing Essential Learning items in the Academic Performance category at the end of a term, the student grade may be reported as an incomplete until the student completes those items. When a student earns a grade of (I) Incomplete, it will be reflected in the computation of his/her new GPA as a zero. This zero stays until the grade is changed. In order to resolve an incomplete, the student must make arrangements with the teacher to complete the missing work. If an incomplete is not completed by these arrangements the student has these options:

1. **Contract with their teacher to finish it:** If a student contracts with a teacher, the teacher stipulates what must be done and a deadline (at least 3 weeks after the end of the term) for completion of work. If a student contracts with a teacher, and does not complete by the contracted deadline, the “I” turns into an “F”.
2. **Enroll in an in-school credit recovery class:** If a student enrolls in the in-school credit recovery class, they must finish the incomplete by the end of the term of enrollment. If they do not, the “I” turns into an “F”. This option is only available if the original class is able to provide materials to allow credit recovery. If the teacher can provide rubrics to correct the assessments associated with the incomplete, then the credit recovery teacher can do this. If not, then the original teacher will evaluate the work.
3. **Enroll in a summer school class:** If a student enrolls in the summer school credit recovery class, s/he needs to complete credit in summer school. If the course is not completed, the original grade of “I” will convert to an “F.” This option is only available if the original class is able to provide materials to allow credit recovery. If the teacher can provide rubrics to correct the assessments associated with the incomplete, then the credit recovery teacher can do this. If not, then the original teacher must evaluate the work.

Recognition

Gold and Silver Cords for Seniors

- Gold Cords will be awarded to students with a 3.9-4.0 GPA
- Silver Cords will be awarded to students with a 3.75-3.89 GPA.

Designation of gold and silver cords will be determined at the end of term 3.

Honor Roll

- “A” Honor Roll: Term GPA of 3.66 or above.
- “B” Honor Roll: Term GPA of 2.66 – 3.65.

Honors Diploma / Red Cord

Graduating seniors who meet all of the following criteria, determined at the end of term 3, will be recognized at the graduation ceremony with an Honors Diploma and a Red Cord: ● 6 or more Advanced Placement (AP), College in the School (CIS), and/or most Project Lead the Way (PLTW) credits. Post-Secondary Enrollment

Options (PSEO) courses that closely match AP, CIS, or PLTW courses also fit this criterion. Contact the Gifted and Talented Coordinator for the current list of approved PSEO courses for the EPHS Honors Diploma.

- 3.5 or higher cumulative GPA.
- Minimum of 54 credits.

Graduating seniors who meet all of the above criteria after the pass/no credit drop date during fourth term will have "Honors Diploma" noted on their diploma at the end of the school year

National Honor Society

EPHS senior NHS members, who remain in good standing and have met the required criteria, will receive an NHS medallion which will be worn at commencement. Specific information about criteria and guidelines is available from the NHS Advisor.

Communication

Alerts

The district has the ability to call and email all district families. In order to help ensure that you receive these important messages, please go to www.edenpr.org and make sure that we have the correct email address and phone numbers for us to use. You can update your email address and cell phone number yourself by logging into the [parent portal](#) and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system. Contact us with questions at (952) 975-7094 or helpline@edenpr.org.

Publications

Families with students attending Eden Prairie Schools receive print and electronic publications from the district. To ensure you're receiving electronic newsletters from the district and EPHS, log onto the district website, www.edenpr.org. You can update your email address and cell phone number yourself by logging into the [parent portal](#) and click on "Family Members." Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

Contacting Your Student

Calls requesting that a message be given to a student during the school day must be limited to parents/guardians. Employers, friends, and siblings are not allowed to leave messages. Paging students to pick up messages is limited to passing times, before and after school only. Messages not picked up by students will be discarded at the end of the day. Students are responsible, once paged, to report to their student center to pick up their message. Calling into a classroom is reserved for emergencies only. All emergency calls will be referred to the health office, the student's dean, counselor, or principal's office.

Deliveries for Students

Deliveries will be accepted only from parents/guardians and only items related to school (lunches, books, etc.) will be delivered. Deliveries will be made to the Student Center South. Non-school related material or sealed

items may not be left for students.

Newsletter-Eagle Nation News

Parent/guardian volunteers at EPHS publish the Eagle Nation News newsletter every month during the school year. It contains news on upcoming events, changes in school policy, reminders, and more. The newsletter is posted on our school website and can be obtained through requested hard copy.

Parent/Guardian Communication with EPHS Staff

As a community of learners, EPHS parents/guardians, teachers, and students work together to build a positive learning environment. Communicating with students and parents/guardians about student progress, school events, and classroom activities builds and maintains the learning environment. All staff members respond to requests for information and assistance in a timely and professional manner. Some tips for communicating effectively with teachers:

- Log in to the Parent Portal to access academic or attendance information.
- Utilize email and voicemail whenever possible to contact teachers; you can expect a response within two working days.
- Call the teacher in advance to schedule a meeting if you would like to discuss something with the teacher regarding your student.
- Strive to resolve a conflict directly with a teacher first; you are welcome to contact building administration if you are dissatisfied with the resolution.

Publications / Parent/Guardian Contact Information

Email is one of the most cost-effective, timely, efficient ways for your teacher, principal, and the district administration to communicate with families. Families with students attending Eden Prairie Schools receive print and electronic publications from the district. To ensure you're receiving electronic newsletters from the district and EPHS, log onto the district website, www.edenpr.org. You can update your email address and cell phone number yourself by logging into the [parent portal](#) and click on "Family Members." Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

Parent/Guardian - Teacher Conferences/Progress Reports

The Eden Prairie School District recognizes the importance of families and teachers working together. Students and their parents/guardians will have several opportunities to meet with teachers during the school year. Student Progress Reports include a letter grade, specific reasons for that grade (for example, test scores, missing work, etc.), and space for comments about behavior, performance, and attitude. Conferences are held in October, December, February/March. First, Second, and Third Term conferences are set-up through an on-line scheduler for the teachers/staff you'd like to meet with. Information and details are sent home by the second week of each term.

Publication of Student Information

Students' names and photographs will appear in the EPHS yearbook and may also appear in other school district publications. If you do not wish to have your child's information included, indicate this on the annual "Directory Release Form" located on the parent portal by October 1. If you need a hard copy of the form, please contact your child's school. Hard copies of the form should be turned into the school office by October 1. More information is

available under the Directory Information heading in this handbook.

Weather-Related Closing

District families will be notified of any emergency school closures through the emergency phone system and district emails. If you don't see or hear any announcement, assume that school will be in session. Additional Resources:

- Website: www.edenpr.org
- Radio: WCCO radio (830 AM)
- Phone: (952) 975-7000
- TV Channels: 4, 5, 9, and 11

If school dismisses early, students will be told to go home on their regular buses – please be sure your child has a backup plan in place. Students may not remain at school since staff will also face hazardous travel home. If school dismisses early, the building will be closed for after-school and evening activities (such as sports, scouts, PTO meetings, and community education classes). If your child goes to an after school program at a location other than school, please check with them regarding their closing policy. Again, have a backup plan in place.

Website

Students and parents/guardians have access to student information by logging onto the Eden Prairie Schools website at www.edenpr.org. Within that website, the following student information is available: attendance, grades, final report cards, and unofficial transcripts. In addition, the daily bulletin, the Eagles Nest (newsletter), calendar information, and time sensitive news releases are available. If there are problems logging into the website, call 952-975-7094 or email helpline@edenpr.org.

Each academic department has a webpage that includes teacher emails, available courses, and essential learning targets for each course. Teachers will include more specific information regarding class activities, homework, links to related course information, and other information via a Schoology course. Teachers and students will set expectations about how to use the Schoology course at the beginning of each term.

Student Life

After-School Guidelines

The following guidelines must be met if a student is to remain after school:

- Students are involved in an organized school activity, are completing academic work, or are waiting for pre-arranged parent/guardian transportation
- Any student staying after school for academic purposes must be in the media center, test center, or a department resource center under the supervision of school staff.
- Once a student has completed their supervised activity, they must remain in the East Commons. ● Students who ride the after-school activity bus must have a current school ID. Buses depart from the East entrance.
- Students who fail to comply with these guidelines will be referred to their dean, which may result in the loss of after school privileges and / or a trespassing notice filed with the Eden Prairie Police Department.
- All other students must leave the high school campus by 3 p.m.

Backpacks

Students are allowed to transport books to and from school in backpacks. Backpacks in the classroom will be subject to teacher discretion.

Communication Information Systems

The daily bulletin, video monitors, P.A. system, and bulletin boards are communication systems and their use is subject to administrative approval. Most information needed is posted on the EPHS website.

Dance Policy

General: Guests are only allowed to attend the following three dances: Homecoming (Saturday), SELGAE'S, and Prom.

- Guests must complete the dance registration form available in the Student Activities office.
- All students must have a current school ID in order to be admitted to any EPHS dance.
- Guests must have a current school ID or driver's license.
- Guests must be current 9th–12th graders or in their first year out of high school.
- Eden Prairie reserves the right to close any or all dances to guests.
- Once a student leaves a dance, s/he will not be readmitted.
- The supervisor(s) of the dance reserves the right to refuse admittance to any Eden Prairie dance.
- The supervisor(s) of the dance reserves the right to dismiss students from the dance for inappropriate dancing / behavior.

Prom: A senior attending prom may invite a guest of his/her choice. The guest can be one year out of school. A junior attending prom is allowed to attend with a junior or senior only.

All EPHS students and guests must present their ID when purchasing their ticket and at prom. All guests must fill out a guest form prior to purchasing prom tickets. All guests must follow the general guest policy stated in the handbook.

Out of district transportation (i.e. "party buses") are not allowed to remain on school property once students have been dropped off at the dance.

Personal Electronic Devices

Students are allowed to have their electronic device at school and need to follow the expectations for the specific setting. Please see individual teacher syllabus for classroom expectations regarding electronic items. Cell phones / electronic communication devices with picture taking option are not allowed to be visible in locker rooms or lavatories. If an electronic device becomes a distraction in any school environment, it will be confiscated and school policies will be enforced. Failure to comply will result in further action. EPHS is not responsible for lost or stolen electronic devices.

Lunch

Lunch is available in either the east and south commons and must be consumed in the commons from which it is purchased; transporting food is not allowed. Food will not be allowed in hallways or amphitheaters.

Hennepin Technical College: Transportation

Students may apply to drive or ride with another student to H.T.C. on a daily basis. Applications may be picked up at either student center. The application process must include:

- Completion of the application including an approved statement of need.
- Written parent/guardian permission on file.
- The school district may revoke driving privileges at their discretion.

Locker Rules and Responsibilities

Student assigned lockers and physical education and athletic lockers are to be locked at all times. Do not bring large amounts of cash or valuables to school with you.

- The district cannot reimburse you if your personal property is stolen.
- Items left in lockers at the end of the school year will be donated to charity. The Eden Prairie School District policy concerning lockers is as follows: School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as possible after the search of a student's possessions, the school authorities must provide notice of the search to the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Media Center

The Library Media Center (LMC) supports all learners and staff by providing print and electronic collections, areas for collaboration, instruction, technology, and library services in a quiet academic atmosphere.

- The Library Media Center is a quiet study space. Please respect your fellow students by keeping noise / talking to a minimum.
- Library Media Center Conference Rooms can be checked out from the main desk if needed for group work.
- The Lakeside Lab is a space available for small group projects that require more communication. ● Food and drinks are not allowed in the Media Center and Lakeside Lab.
- All students are responsible for going to www.epls.edenpr.org, then Library web page and applying the information provided in the text, tutorials and videos regarding orientation, resources, procedures, and services. The District Acceptable Computer Use policy is strictly observed.
- Backpacks are allowed in the LMC as long as they are under student desks and not left unattended.
- Hours are 7:15 a.m. – 4:15 p.m. Monday through Thursday, 7 a.m. - 3 p.m. Friday.

Neighborhood

Eden Prairie High School is part of a neighborhood. Our neighbors have every right to expect that their property (house, yard, cars, business, etc.) will be treated with respect. Therefore, EPHS students are not to trespass on neighborhood businesses or private property.

Parking

Students who choose to drive to school will operate their vehicles in conformance with all rules and regulations of the state of Minnesota, the City of Eden Prairie, and School District 272 Board of Education policy governing the reserved parking lot. Motor vehicles must be licensed and covered by insurance. The school is not responsible for the motor vehicle or its contents. **It is important to remember that parking at school is**

considered a privilege and rules will be strictly enforced. Students may not park their vehicles in the staff or visitor lots. Students parking on campus without a parking permit are subject to penalties.

Parking Permits

Students who choose to park on campus must purchase a yearly parking permit for \$350 or \$200. Yearly passes are available by a seniority system. Limited daily parking permits are available for \$5 and must be purchased a day in advance. Permits are to be purchased at Student Center South. Students must have their driver's license and car license plate number to purchase a permit. [A lost parking pass in need of replacement is \\$10.](#)

Privilege - Juniors

Junior students may earn a Junior Privilege to have an open hour in his/her schedule or leave campus during a 4th hour open period based on, but not limited to, the following criteria: ● Satisfactory progress toward graduation (verified by Counselor).

- No disciplinary infractions in the previous or current term (verified by Dean).
- No violations of the attendance policy (verified by Dean).
- No outstanding fines.

Process:

- Application available in counseling office
- Application signed by parents/guardians, Counselor, and Dean.
- Junior Privilege can be revoked at any time due to academic, attendance, or behavior concerns. ● Students may re-apply for Junior Privilege at the beginning of each term.
- Students with Junior Privilege may choose to work or study in the East Commons or Media Center.
- Students with a privilege will have a sticker on the back of their ID and must have this ID present at all times.
- Juniors who do not have a scheduled class and have not earned a privilege will be assigned to a study hall.

Privilege - Seniors

Senior students may earn a Senior Privilege to have an open hour in his/her schedule or leave campus during an open hour or lunch based on, but not limited to, the following criteria:

- Satisfactory progress toward graduation (verified by Counselor).
- No disciplinary infractions in the previous term (verified by Dean).
- No violations of the attendance policy (verified by Dean).
- ~~No outstanding fines.~~

Process:

- ~~Applications available in the counseling office.~~ [Applications shared with students and families electronically](#)
- ~~Application signed by parents/guardians, Counselor, and Dean.~~ [Application signed by parents/guardians and student support team.](#)
- Senior Privilege can be revoked at any time due to academic, attendance, or behavior concerns.
- Students may re-apply for Senior Privilege at the beginning of each term.
- Students with Senior Privilege may choose to work or study in the East Commons or Media Center.
- Students with a privilege will have a sticker on the back of their ID and must have this ID present at all times.
- Seniors who do not have a scheduled class and have not earned a privilege will be assigned to a study hall.

Student IDs

Students must carry their current school provided ID at all times and show the ID when requested by school staff.

Study Halls

All freshmen and sophomores who take less than 16 credits will be assigned to a study hall. Students with a pass will be allowed to access the media center or resource centers during study halls. **Juniors and Seniors who do not have a scheduled class and have not earned a privilege (See Privileges above) will also be assigned to a study hall.** Daily attendance is required.

Textbooks and School-Owned Equipment: Lost or Stolen

The school will charge an appropriate replacement fee for textbooks, workbooks, library books, and school-owned equipment lost, stolen or damaged by students. School-issued property is the student's responsibility until returned. Students have the responsibility to safeguard the materials or equipment at all times until returned. Stolen property cannot be reimbursed by the school district.

i-Learn Expectations

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." Our world is changing with a new generation who never knew life without the Internet. Technology is a major tool in our personal lives as well as many professions. Our students will be prepared to demonstrate digital responsibility, technological awareness and the ability to use technology to create, research, communicate and produce in the academic and professional setting. i-Learn@EP is about creating engaging curriculum, dynamic learning environments and students who are better prepared for the world beyond our school doors; it is not about the device, but rather how to use the device in education.

Eden Prairie Schools Expectations for Student Learning

- Engaging and relevant learning experiences and development of life skills
- Learning experiences that encourage cooperation, collaboration, and innovation
- Use current technology to create, research, communicate and produce academically sound products
- Demonstrate respect, self-control, ethical behavior and empathy as classmates and members of our communities
- Being responsible citizens in our schools and communities, as well as the digital world

Responsible Citizenship

Being a responsible citizen in our schools, communities and the digital world requires responsibilities adapted for a changing world. We embrace the following conditions of being a digital citizen: ● Respect yourself. I will select names that are appropriate. I will consider the information and images I post online.

- Protect yourself. I will protect my personal details, contact details or a schedule of my activities. ● Respect others. I will NOT use technology to bully or tease other people.
- Protect others. I will protect myself and others by reporting abuse, and not forwarding inappropriate or hurtful materials or communications.

- Respect & protect intellectual property. I will suitably use and cite all content and use intellectual property (websites, books, media, software, etc.) according to the copyright or creative commons licensing.

Access to Eden Prairie Schools' owned technology is a privilege and not a right. At any point access to devices, internet and the like can be revoked.

Student Digital Responsibility

As listed below, but not limited to:

Personal Safety

Do not send any message that includes your personal information such as: home address, personal phone numbers and/or last name for yourself or any other person. Do not send information regarding your schedule (where you are/will be, timing, dates, etc.).

Password Protection

Never share your password, steal or use another person's password. If a password is lost or compromised the student or teacher should call the technology helpdesk. A technology support specialist will help resolve the password issue.

Privacy

Students and families need to know that files stored on school computers are not private. Network and Internet access is provided as a tool for educational purposes only. Eden Prairie Schools (EPS) has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access including transmitted and received information. All information files are the property of EPS and no user shall have any expectations of privacy regarding such files.

Online Etiquette

Follow the guidelines of accepted behaviors within your schools' handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use this device to make, distribute or redistribute jokes, stories, to bully anyone, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging and/or Podcasting

Use of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home, or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools.

Plagiarism/Copyright/Licensing

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper

credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism, as stated in your school's handbook. In addition, students must adhere to the copyright laws of the United States (P.L 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. All students should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.

Proxies

The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of district policy.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of district policy.

Photos and Video

Students are not to take pictures or videos of staff or students without staff permission. Any student use of cameras in Eden Prairie Schools should be part of a class or club activity. Unapproved camera use is a violation of district policy.

Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, is a violation of district policy.

No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to remove or attempt to remove or circumvent the management system or modify the operating system and software installed on each iPadMacBook Air. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any EPS iPad MacBook Air will be in violation of district policy.

Tech Support

If technical difficulties arise with a MacBook Air, or non-conforming content is discovered, the MacBook Air will be restored by Tech staff. If the Technology staff needs to restore the MacBook Air, the District is not responsible for the loss of content put on the MacBook Air by the student.

Information Regarding the MacBook Air in Eden Prairie Schools

MacBook Air General Precautions

- The MacBook Air is Eden Prairie Schools' property.
- The MacBook Air must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by EPS staff.
- Never throw or slide a MacBook Air. If the MacBook Air is in your backpack or another carrying case, do

NOT throw or slide the case/backpack.

- Cords and cables must be inserted carefully into the MacBook Air to prevent damage. ● Never expose a MacBook Air to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- MacBook Airs must be kept in a secure location at all times; it is the student's responsibility to know where their MacBook Air is at all times. Do NOT leave unsupervised, or lend to friends or family members outside of your home.
 - MacBook Airs found in unsupervised areas will be turned into **Administration**. ● During classes or lunch periods when the MacBook Air is not needed, place the MacBook Air in your locker or in a locked classroom. DO NOT SHARE YOUR LOCKER COMBINATION WITH ANYONE. Do NOT place your MacBook Air on the **BOTTOM** of your locker, but rather on top of all other materials.

MacBook Air Cases: Transporting To & From School

Acknowledging the importance of a protective case for the MacBook Air, Eden Prairie Schools invested in purchasing protective cases for all of the MacBook Airs. These cases are suitable to transporting the device to and from school and EPS policy is that all MacBook Airs need to be in the EPS issued protective case.

- The MacBook Air should ALWAYS be in its protective case during transit.
- The MacBook Air should be charged (EPS provides a charger) and brought to school ready to use each day.
- Do NOT place your MacBook Air in a book bag that contains food, liquids, heavy or sharp objects.

MacBook Air Screen & Cleaning

- The screens are sensitive to pressure and therefore can be damaged; they are scratch resistant, **not scratch proof**.
- The screens can break or shatter; care should be taken to protect the screen from damage. ● **Do NOT use liquids to clean the MacBook Air**. This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.

MacBook Air Care

- The Technology department is able to detect when unauthorized programs and apps are downloaded, and those devices will be "wiped" and reinstalled with approved programs and apps. EPS is not responsible for any lost content stored on the device, including but not limited to: documents, photos, music, etc.
- Never leave a MacBook Air unattended. It is your responsibility to keep your MacBook Air stored in a safe, secure, temperature appropriate space.
- Do NOT attempt to try to repair the internal workings of a MacBook Air yourself. ● If your MacBook Air is not working, take your MacBook Air to the Lakeside Lab as soon as possible and have an EPS technology support specialist examine it. If your MacBook Air needs to be worked on for an extended period of time, you will be issued a temporary MacBook Air until yours is working properly.

MacBook Air Statement of Responsibility for Parent/Guardian and Student

We understand that instances of damage, destruction, or loss of the assigned MacBook Air will sometimes occur. These instances will be dealt with on a case-by case basis. Incidents of gross negligence or repeated

incidents may result in required financial restitution from the family, up to the cost of the entire device, if warranted. Samples of approximate repair and replacement cost of individual parts are below. If there is damage that can be repaired the student will be charged for the actual cost of repair.

- Laptop Replacement:
 - First Incident - \$350,
 - Subsequent incidents - \$700
- Screen Damage - \$350
- Keyboard Damage - \$140
- Hard Drive Damage - \$400
- Charger - \$79
- Major Scratches and Dents - \$100
- Laptop Case Replacement - \$30

Earphones

Eden Prairie Schools does not supply earphones to students. If a student wishes to purchase his/her own earphones then:

- Earphones shall not be used within or on school property unless a teacher specifically requests or allows students to do so.
- If allowed to use earphones, the appropriate listening level is when only the person wearing the earphones can hear the sound.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Eden Prairie Schools STRONGLY recommends backing up important files and content daily. Several backup options exist, including cloud storage or personal computers. Students should backup their files, services, personally allocated storage space on the school district's network, flash drives and external hard drives.

Apple ID

Each student needs to have an Apple ID. Our recommendation is that the account is linked to a parent's account, and/or that parents have password information. Information on creating an Apple ID is provided at back to school nights and on the school website.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will range from the student needing to check his or her MacBook Air in and out of school each day for a period of time, to having all MacBook Air privileges revoked.

In instances where the student has put his/her own safety or the safety of others at risk, MacBook Air privileges will be revoked immediately.

Student Behavior

Expectations of Adults and Students

Philosophy of Behavioral Expectations for Adults and Students

Adults will:

1. Create a balanced approach for all learning
2. Create a climate for learning that includes:
 - Providing opportunities for students to explore and construct their learning through choice, practice, trial, error and reworking
 - Knowing their students culturally, and individually, by being fully cognizant of their strengths and interests
 - Co-creating classroom rituals that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to determine responsibility in meeting academic, social, and emotional expectations in monitoring their self-control

Students will:

1. Attend each class every day.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves— strengths, weakness, and culture to create common bonds in curricular, co-curricular and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control, behave in an ethical manner from the moment they are on the bus until they are returned home.

If a student demonstrates a lack of responsibility, respect, empathy or self-control and disrupts the learning for other students, adults will:

- Re-direct, work with, and ensure the student fully understands expectations
- Work in partnership with family, student, staff and other support staff to determine additional strategies and/or consequences
- Determine if there are extenuating physical, emotional or mental challenges
- Submit disciplinary referral as if deemed necessary

Student Rights and Responsibilities

Students who attend Eden Prairie High School have various rights and responsibilities. Students also have responsibilities to teachers, other staff, and fellow students. The following describes student rights and opportunities as well as student responsibilities.

Access to Records

Rights/Opportunities:

- Students' parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.
- Students have the right to privacy regarding any school records. Any disclosure of information from student records will be consistent with legal requirements and the discipline policy established by the school district.

Responsibilities:

- Students are responsible for following established building and district procedures regarding access to their school records.

Dress and Grooming

Rights/Opportunities:

- Students have the opportunity to wear clothing of their choosing and to engage in personal grooming which is not potentially disruptive to the education process, which does not pose a threat to the health or safety of other students and which is not lewd, vulgar, obscene, sexually explicit or discriminatory.

Responsibilities:

- Students are responsible for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups, including gangs. Clothing, [headwear](#), and [accessories](#) which display references to alcohol, chemicals, tobacco or other products which are illegal for use by minors is not permitted. See Section 15 (below) of the Student Management Guidelines.

Equal Opportunity

Rights/Opportunities:

- Students have the right of equal opportunity to participate in all school activities and school education programs for which they are eligible within limits.

Responsibilities:

- Students are responsible for following the rules and regulations of the school-sponsored activity in which they participate or others participate. Students may not discourage the participation of other students.

Fair Treatment

Rights/Opportunities:

- Students have the right to due process as defined in the Pupil Fair Dismissal Act when involved in a

violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.

- Students have the right to be informed of all current school policies, rules and regulations that apply to them.
- Students have the right to be informed of all classroom expectations.
- Students have the right to be treated respectfully by district employees and other students. ● Students have the right to be free from corporal punishment by school personnel. ● Students have the right to be free from unreasonable physical contact from teachers and other district personnel. Reasonable force to restrain or correct a student from injuring self or other persons, however, is allowable.

Responsibilities:

- Students are responsible for treating all persons respectfully, responding to all directives or inquiries from staff, and for following rules and regulations that apply to them.
- Students are responsible for being knowledgeable about and following all school policies, rules and regulations that apply to them.
- Students are responsible for being knowledgeable about and meeting all classroom expectations and evaluation procedures that apply to them.
- Students are responsible for treating others including other students and district employees in a respectful manner. Students also are expected to treat the property of others and the district responsibly.
- Students are responsible for refraining from using force or physical contact for the purposes of inflicting physical and emotional harm on another.
- Students are responsible for respecting the space and freedom of those around them. Students also are responsible for not engaging in conduct that threatens to injure themselves, other persons and property.

Free Speech and Expression

Rights/Opportunities:

- Students have the right to free speech so long as such speech does not violate the rights of others or the responsibilities listed below.
- Students have the right of assembly within the reasonable time, place and manner restrictions of the school district. Those restrictions will be made available to all students before they are enforced.

Responsibilities:

- Students are responsible for expressing opinions, publishing written materials and distributing literature in such a manner that is not defaming, obscene, discriminatory, sexually explicit, associated with threat/hate groups, including gangs, or contains references to alcohol, chemicals, tobacco, or other products which are illegal for use by minors, that does not interfere with the rights of others or disrupt the school environment and follows school regulations regarding time, place and manner.
- Students are responsible, when assembling, for exhibiting appropriate behavior and following the reasonable time, place and manner restrictions of the school district.

Harassment

Rights/Opportunities:

- Students have the right to be free from sexual harassment and violence, racial harassment and violence, religious harassment and violence, and harassment and violence based on any other protected characteristic, as denoted in District Policy 413, arising out of the physical or verbal conduct of other students, school personnel and others.

Responsibilities:

- Students are responsible for being aware of school district policies regarding harassment and for maintaining an environment free from harassment, intimidation and abuse. Students are also responsible for reporting to a teacher, staff or administrator incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware.

Learning

Rights/Opportunities:

- Students have the opportunity to receive a comprehensive appropriate education.
- Students have the opportunity to attend school in a safe environment that is free from disruptive behavior by others.
- Students have the opportunity to make up school work missed during an excused absence.
- Students have the right to necessary home/hospital instruction as regulated by state guidelines when absent for an extended period.

Responsibilities:

- Students are responsible for daily attendance, for completing class assignments on time and for bringing appropriate materials required for class use.
- Students are responsible for behaving in such a manner that does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.
- Students are responsible for obtaining and completing make-up work assigned for periods of absence.
- Students are responsible for completing work assigned as part of the home/hospital instructional process.

Nondiscrimination

Rights/Opportunities:

- Students have the right to be free from discrimination based upon race, color, creed, sex, religion, national origin, marital status, sexual orientation, status with regard to public assistance or disability.

Responsibilities:

- Students are responsible for treating other students and district employees in a nondiscriminatory manner.

Privacy

Rights/Opportunities:

- Students generally have the right to privacy of their persons and personal property when engaging, participating or pursuing curricular activities on a school location. In such instances, a student's person or personal property may only be searched by school officials if there is reasonable suspicion that the search will uncover evidence of a violation of a school rule or of the law.
- Students have the opportunity to utilize school lockers, desks and other designated areas for storing appropriate items of personal property subject to the understanding that such areas are within the exclusive control of the school district and that such areas may be searched for any reason, at any time without permission, consent or requirement for a search warrant in accordance with the school district's locker policy.
- Students have the right to privacy regarding information which is collected or maintained about them because they are a student. Such information will be released in accordance with state and federal law. Matters of child neglect, physical or sexual abuse must be reported to the proper authorities according to state law. Matters involving criminal behavior may also be reported to the proper authorities.

Responsibilities:

- Students are responsible for refraining from bringing onto school location or to school sponsored events any item or material that is in violation of school district policy, school rules, or state and federal laws if the item(s) would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other people.
- Students are responsible for keeping their lockers free of any items that are illegal or that are prohibited under school rules and district policies.
 - Students are responsible for reporting matters of abuse or illegal activity to school personnel.

Safety and Security

Rights/Opportunities:

- Students have the right to feel safe in the school building, on campus, and at school sponsored events.

Responsibilities:

- Students are responsible for reporting any safety concerns regarding themselves or others. Students are expected to report any concerns to any responsible adult in the building, such as a teacher, counselor, security monitor, dean, or advisor, who will then notify the building principal or designee of the allegation.

Student Government

Rights/Opportunities:

- Students have the opportunity to form and participate in student government which is open to all members of the student body being represented. The purpose of the existence of student government is to represent and to be responsive to the needs of all students.

Responsibilities:

- Students are responsible, when forming a student government, for establishing purposeful bylaws. The student government is responsible for communicating with the student body, faculty and administration and being aware of and complying with any policies of the school district that may affect the formation of procedural aspects of the student government.

Student Discipline Policy

Every student and employee of Eden Prairie High School is entitled to learn and work in a safe school environment. To ensure this, the district and school have established clear student discipline policies, consequences appropriate for the behavior, and practices to consistently apply the policies. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the discipline policy. Any behaviors prohibited by policy may result in a referral to a pre-assessment team. The school district may take into account the student's disciplinary records while enrolled in EPHS. Where applicable, the student will be declared ineligible for participation in activities governed by the Minnesota State High School League. Students are expected to behave in accordance with federal, state and local laws and rules, district and school policies and regulations, and in a way that respects the rights and safety of others. Students violating the law will be referred to the police. The following are school discipline policies. These discipline policies and the potential consequences apply at any time a student is present at a school location or at a school-sponsored event, and on school buses. Also, the School District may impose disciplinary consequences for violations at non-school locations/events if the misconduct is determined to have a nexus to the school environment. Listed are the violations and the recommended consequences for first, second and third offenses. The school district in its sole discretion may impose more severe consequences (i.e. expulsion) beyond those set forth in this policy based on the particular misconduct.

Student Management Guidelines

In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.

1. Abuse, Verbal or Written

The use of language or actions that are obscene, threatening, intimidating or that degrades other people or incites other people is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Up to a 3-day suspension, mediation and anger management. ●
- Second Offense:** Up to a 5-day suspension.
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion.

2. Academic Integrity

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

Guidelines for Potential Consequences:

- **First Offense:** Parent/guardian contacted by teacher, Documentation, Loss of privileges. **If a planned, coordinated effort for cheating, suspension may occur.
- **Second Offense:** Parent/guardian contacted by teacher, Documentation, Suspension, Parent/Guardian Meeting, Loss of privileges.
- **Third Offense:** **Administrative conference to determine next action.

3. Activity Bus

Students must present a school picture ID to ride the activity bus. Activity buses depart from the East entrance at 4:30 p.m. and 5:30 p.m.

Guidelines for Potential Consequences:

- **First Offense:** Dean conference.
- **Second Offense:** Dean conference, parent/guardian contact, possible bus suspension. ● **Third Offense:** Dean conference, parent/guardian meeting, bus suspension.

4. Alcohol/Chemicals, Possession, Use or Under the Influence of

EPHS' purpose is to provide a network of help for students who are having alcohol or other drugs interfere with their school performance. In addition, our goal is to provide consistent and clear enforcement for a chemically free school. The possession, use, distribution, delivery, transfer, sale or purchase of alcoholic beverages, controlled substances, or solvents, paint, gasoline, aerosols, and prescription or non-prescription drugs or other toxic substances, or benign substances being represented or used by students as an illicit substance, steroids, or drug paraphernalia including e cigarettes while at any school location, is expressly forbidden throughout the calendar year. State law requires law enforcement to notify school officials of certain alcohol/chemical violations.

4a: Violations at School Locations and School Sponsored Activities

Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, confiscation, police referral, chemical health referral ● **Second Offense:** Up to 5-day suspension, police referral.
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

4b. Non-School Related Violations

Guidelines for Potential Consequences:

- **First Offense:** Notifications to school team. Resources will be provided.
- **Second Offense:** Notification to school team. Student and parent/guardian meeting with school team.
- **Third Offense:** Notification to school team. Referral to outside agency.

4c: Alcohol/Chemicals, Over-the-Counter or Look-A-like (Benign) Chemicals with Possession and Intent to Distribute or Sell at School Locations, School Sponsored Events or locations with a nexus to the school environment

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending recommendation for expulsion, police referral, chemical health referral. Meeting with parent/guardian with recommendations.

5. Tobacco Possession or Use

Eden Prairie High School, in compliance with school district policy, is proud to encourage and support a tobacco-free environment. Smoking, chewing, possessing or using tobacco in any form including e cigarettes at any time, at any school location including school vicinity, or at a school-sponsored activity is strictly prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Restricted study, police referral, confiscation, parent/guardian meeting
- **Second Offense:** Restricted study, police referral, confiscation, parent/guardian meeting
- **Third Offense:** Up to 3-day suspension, police referral

6. Arson

Intentional or attempted damage to school property or other property at school location by means of fire is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for expulsion, and police referral.

7. Attendance/Unexcused

Guidelines for Potential Consequences:

- **Offense:** Referral to school team for an attendance intervention - EPHS partners with the Hennepin County "be@school" program.

8. Backpacks / Unattended Property

Backpacks and any item intended to carry educational materials will be allowed on school campus to help transport materials to/from school. Upon arriving at school, students should secure their backpacks in their lockers. Backpacks in the classroom will be subject to teacher discretion. Any unattended property will be subject to search and seizure. Students are responsible for safeguarding their personal property. Stolen property cannot be reimbursed by the school district.

Guidelines for Potential Consequences:

- **First Offense:** Unattended item will be confiscated and searched, and conference with Dean prior to the return of the item.
- **Second Offense:** Unattended item will be confiscated and searched, conference with Dean prior to the return of the item, and loss of privilege.
- **Third Offense:** Unattended item will be confiscated and searched, conference with Dean prior to the return of the item, and loss of privilege.

9. Bomb Threat

Making, publishing or conveying in any manner a bomb threat pertaining to a school location, student or school staff member is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

10. Bullying/Cyberbullying

- **Bullying:** Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - a) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
 - b) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.
- **Cyberbullying:** bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, referral to outside agency; intervention plan. ● **Second Offense:** Up to 5-day suspension, referral to outside agency, intervention plan. ● **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion.
 - Refer to District Policy 514 for detailed description of the District's Bullying Prohibition Policy.

11. Burglary

Entering any school location without consent and with the intent to commit a crime (i.e. vandalism or theft) is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

12. Cell Phones

Students may have limited access to their cell phones in any academic setting including, but not limited to, classrooms, Media Center, all Resource Centers, Career Resource Center, and Student Service Centers. The use of cell phones or other video recording devices in bathrooms and locker rooms is strictly prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Conference with Dean, confiscation of phone and recording of offense.
- **Second Offense:** Restricted study, phone to be picked up by parent/guardian.
- **Third Offense:** Phone to be picked up by parent/guardian, parent/Guardian meeting.

If cell phone is used to compromise academic integrity, further disciplinary action will be taken.

13. Co-Curricular Behavior

Students are expected to show positive behavior at all EPHS co-curricular events/contests and/or intramural events. Prohibited behaviors include, but are not limited to, the following: inappropriate dancing; students may not use noisemakers, thunder sticks, display banners or placards; throw objects; use obscene, profane or abusive language or gestures; harass opponents' team, officials, cheerleaders, band, or any other performing group; fight, push, trip or any other behavior deemed dangerous; interfere with the rights of others to observe the event; climb, push or pound on the glass in the hockey arena. All EPHS student management guidelines are in effect at co-curricular activities. **Guidelines for Potential Consequences:**

- **First Offense:** 2-week suspension from all EPHS contests and activities, and restitution.
- **Second Offense:** 4-week suspension from all EPHS contests and activities, and restitution.
- **Third Offense:** 8-week suspension or complete loss of privileges from all EPHS contests and activities, and restitution.

Note: Student Activity eligibility is determined by MSHSL guidelines.

14. Disruptive Behavior

Disruptive behavior at school locations or at school sponsored activities is prohibited. Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

Classroom and Other School Locations

Guidelines for Potential Consequences:

- **First Offense:** Up to 1-day dismissal from class or activity, restitution and mediation.
- **Second Offense:** Up to 3-day dismissal from class or activity, restitution and parent/guardian meeting.
- **Third Offense:** Referral to MTSS team for additional support and intervention.

15. Dress and Grooming

Dress and grooming that is disruptive or potentially disruptive to the educational process is prohibited, including, but not limited to, the following:

- a) Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory,

racist, sexist or otherwise degrading or sexually suggestive or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors. b) Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or supremacist groups is prohibited.

c) Wearing clothing that does not cover shoulders, midriff, chest, or buttocks. Clothing that does not cover undergarments, and undergarments that are worn as outer garments. d) Wearing short shorts and short skirts, see-through pants and shirts are prohibited. e) Wearing a face mask, sunglasses or wigs in school that would not allow the student to be identified is prohibited.

~~f) Wearing or carrying any headwear, except for legitimate religious or medical reasons during the day without permission from school administration is prohibited. Headwear is defined as any object which covers one's head, all or in part, including but not limited to bandanas, headbands, hats, hoods, and do-rags.~~

Guidelines for Potential Consequences:

- **First Offense:** Education of policy, warning, and removal or confiscation of item (if applicable) and recording of offense.
- **Second Offense:** Up to 2 days of restricted study, item confiscated, and parent/guardian contacted.
- **Third Offense:** Will be considered insubordination, possible suspension.

16. Driving, Careless or Reckless

Operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited (speeding, reckless driving).

Guidelines for Potential Consequences:

- **First Offense:** 5-day suspension of parking permit (if applicable), up to 3-day suspension, and police referral.
- **Second Offense:** Revocation of parking permit (if applicable), up to 5-day suspension, and police referral.

17. False Reporting

Deliberately reporting false information about the behavior of a student or staff person is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Disciplinary action assigned by the building administration.
- **Second Offense:** Up to 3-day suspension.
- **Third Offense:** Up to 5-day suspension.

18. False Fire Alarm or 911 Calls

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm is prohibited. False 911 reporting from any school phone is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

19. Fighting/Assault*

Engaging in any form of fighting (regardless of who initiated the fight), assault, or inciting a fight/assault is prohibited. Fighting/assault includes, but is not limited to, hitting, slapping, pulling hair, biting, shoving, pushing, kicking, scratching or any other acts in which a student intentionally inflicts or attempts to inflict bodily harm on another person.

Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, mediation (if agreed upon by all parties) and anger management support, and police referral, when appropriate teacher notification pursuant MN statute 121A.64
- **Second Offense:** Up to 5-day suspension, mediation and anger management support, and police referral, when appropriate teacher notification pursuant MN statute 121A.64
- **Third Offense:** Minimum of 10-day suspension pending Suspension pending review by school & district administration for recommendation for expulsion, and police referral, when appropriate teacher notification pursuant MN statute 121A.64

*Assaults will be considered severe behavior that will subject a student to review by school & district administration for expulsion

20. Fire Extinguisher, Unauthorized Use

Unauthorized handling of a fire extinguisher is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** 3 to 5-day suspension, police referral, and restitution.
- **Second Offense:** Suspension pending Suspension pending review by school & district administration for recommendation for expulsion, police referral, and restitution.

21. Gambling

Gambling, including, but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games, cards, dice and other items used to promote a game of chance) is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Conference with dean.
- **Second Offense:** Up to 3-day suspension.
- **Third Offense:** Up to 5-day suspension.

22. ~~Gang~~/Threat Group Affiliation

~~Gang~~ Threat/Hate group related behavior in the school is not allowed. ~~Gang~~ Threat/Hate group related behavior in the school and community is antisocial, counterproductive and ultimately destructive. No student may join or solicit any other pupil to join, or become a member of any ~~gang~~ or threat group. ~~Gang~~ Threat/Hate group “representing” which is likely to cause others to be intimidated by fear of violence is uniformly disallowed in the school. This includes, but is not limited to, “wearing of colors” and “~~affiliation~~ signs,” the use of graffiti emblems, symbolism, hand signs, slang, ~~tattoos~~, jewelry, and clothing, etc. Group intimidation of an individual or individuals is expressly disallowed in the school environment, school sponsored events or locations with a nexus to the school

environment.

Guidelines for Potential Consequences:

- **First Offense:** Up to 1-day suspension, confiscation of items (if applicable), and police referral.
- **Second Offense:** Up to 3-day suspension, confiscation of items (if applicable), and police referral.
- **Third Offense:** Minimum of 5-day suspension, confiscation of items (if applicable), and police referral.

23. Harassment

Physical, Verbal or Written

- The Eden Prairie School District seeks to maintain a learning environment free from sexual, racial, religious and sexual orientation harassment and violence.
- Sexual harassment is unwelcome sexual advances, indecent exposure, request or pressure for sexual activities, and/or other inappropriate verbal or physical contact of a sexual nature. ● Any vocabulary or action that degrades or is intimidating to one's sexual orientation is prohibited.
- Any vocabulary or action that degrades or is intimidating to staff or other students is prohibited. ● Racial harassment is physical or verbal conduct relating to an individual's race when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive academic environment; has the purpose or effect of interfering with an individual's academic performance; or otherwise adversely affects an individual's academic opportunities. ● Religious harassment is physical or verbal conduct relating to an individual's religion when the conduct has the purpose or effect of interfering with an individual's academic opportunities.

Any person who believes he or she has been the victim of sexual, racial, religious, sexual orientation harassment or violence or any other form of harassment, offensive behavior or hazing by any staff member or student in the school district should report it to the principal or responsible adult in the building, such as a teacher, counselor, security monitor, dean, or advisor, who will then notify the building principal or designee of the allegation.

Abuse - Verbal or Written

Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, Student Activities contacted, referral to outside support, and harassment report form filed with the district.
- **Second Offense:** Up to 5-day suspension, Student Activities contacted, referral to outside support, and harassment report form filed with the district.
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, Student Activities contacted, and harassment report form filed with the district.

Violence--Sexual, Sexual Orientation, Racial, Religious

- Sexual violence is a physical act of aggression or force that includes touching another's intimate body parts or forcing a person to touch another's intimate body parts.
- Sexual orientation violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation.

- Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.
- Religious violence is a physical act of aggression upon another because of, or in a manner reasonably related to, religion.
- Indecent exposure.

Guidelines for Potential Consequences:

- **First Offense:** Minimum 5-day suspension, recommendation for expulsion, police report, and harassment report form filed with the district.
- **Second Offense:** Suspension pending review by school administration, police referral, and harassment report form filed with the district.

24. Hazing/Offensive Behavior

Offensive behavior, including hazing, teasing, coercive behavior and other offensive or mean-spirited conduct, which is not racial, sexual or religious in nature, is prohibited. Hazing is prohibited. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization or for any other purpose. “Student organization” means a group, club, or organization having students as its primary members or participants. A “Student Organization” does not have to be an official school organization to come within terms of this definition.

Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, mediation and/or offensive behavior support intervention, report sent to Student Activities office.
- **Second Offense:** Up to 5-day suspension, and referral to outside support, report sent to Student Activities office.
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, report sent to Student Activities office.

25. Identity Falsification

Includes, but not limited to forging notes, fraudulent passes, fraudulent phone calls.

Guidelines for Potential Consequences:

- **First Offense:** Dean conference, restitution.
- **Second Offense:** Dean conference, restitution, parent/guardian contact.
- **Third Offense:** Dean conference, restitution, parent/guardian meeting.

26. Insubordination

Deliberate refusal to follow an appropriate direction given by a staff member or failure to show ID or give name when requested by an adult is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Dean conference, restitution.
- **Second Offense:** Dean conference, restitution, parent/guardian contact.
- **Third Offense:** Dean conference, restitution, parent/guardian meeting.

27. Littering/Lunchroom

Out of respect to our maintenance staff, the school, and to each other, students are expected to clean up after themselves in the commons and throughout the school. Students are not allowed to transport food from one commons to another place in the building. Students are responsible for the mess at their tables and for leaving the table clean. Students are expected to deposit all trash in school-provided receptacles. This includes trash generated anywhere on the school campus. Students are responsible for cleaning any trash generated by themselves or by the members of their group.

Guidelines for Potential Consequences:

- **First Offense:** Dean conference, review of expectations.
- **Second Offense:** Restitution, parent/guardian contact.
- **Third Offense:** Restitution, parent/guardian meeting.

28. Off-Campus/Unauthorized Areas

Leaving campus without proper permission or through an unauthorized door is considered a safety risk and is strictly prohibited. Students are required to enter and exit through north, south or east doors only. Students are forbidden from occupying unauthorized areas of the school at all times. This includes but is not limited to the following: storage rooms, mechanical and custodian areas, roofs, unassigned classrooms, faculty rooms, faculty bathrooms, gym areas, teacher work areas, staff lounges, teacher offices, and all construction areas. Students with senior privilege or permanent passes are not allowed to leave during a scheduled class period.

Guidelines for Potential Consequences:

- **First Offense:** Restricted study, parent/guardian contact.
- **Second Offense:** Restricted study, parent/guardian contact, loss of privilege.
- **Third Offense:** Restricted study, loss of privilege and conference with parent/guardian.

29. Parking Regulations

29a. Parking Permit Regulations

- **Shared Permit:** Only one car per shared permit on campus at a time. Violation of this policy results in immediate revocation of the permit without refund.
- **Display of Permit:** Students who fail to continuously display a permit at all times on school grounds will face parking suspensions and/or revocation without refund.

Guidelines for Potential Consequences:

- **First Offense:** Written warning.
- **Second Offense:** Written warning and parent/guardian contact.
- **Third Offense:** Parent/guardian contact, 1-week parking suspension.

Note: Severe behavior associated with an automobile on school property will result in revocation of the parking

permit.

29b. Parking Without Permit Regulations

Student parking of a vehicle on campus, at Prairie View Elementary, or in the adjacent church parking lot without a parking permit is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Written warning.
- **Second Offense:** Written warning and parent/guardian contact.
- **Third Offense:** Parent/guardian contact, Fine of \$40 and wheel lock.

Note: The Eden Prairie school district is not responsible for any damage as a result of the wheel lock being applied to a vehicle. Student removal of, or damage of wheel lock will result in further consequences; for example: restitution, restricted study, police referral or suspension/expulsion.

29c: Falsifying Permits

Students who falsify permits or use false permits will lose parking privileges at EPHS for the remainder of the school year; this includes any parking lotteries in the spring for the following school year. Student management guidelines will also apply.

30. Personal Property/Nuisance Objects

Possession use or distribution of any object that causes distractions, such as wallet chains, squirt guns, games, dice, playing cards, laser pens, hacky sacs, etc. is prohibited. Personal radios/CD players, iPods, MP3 players, and PDAs with headsets, may be in possession and used outside of academic areas, provided the use is not disturbing to others. Skateboards, in-line skates and scooters must be kept in student's locker at all times.

Guidelines for Potential Consequences:

- **First Offense:** Confiscation; returned to student and/or parent/guardian. *
- **Second Offense:** Up to 4 days of restricted study, confiscation, and item returned to parent/guardian.
- **Third Offense:** Up to 3-day suspension, confiscation, and item returned to parent/guardian. *

Indicates disciplinary action assigned by the building administration.

31. Posting Disruptive Videos/Photos

Students must not make or disseminate (while on or off school property) recordings, photographs, or videos of other students or individuals, including school employees, if the recording will substantially disrupt and interfere with the work and discipline of the school, or the ability of a student to attend school or participate fully in its activities. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee.

This policy applies to District-issued and personal devices that are used to make the recording.

Guidelines for Potential Consequences:

- **First Offense:** Disciplinary action assigned by the building administration, offending posting must be

removed.

- **Subsequent Offense:** Up to 3-day suspension, offending posting must be removed.

32. Pushing, Shoving, Scuffling

Physical contact such as but not limited to pushing, shoving, or scuffling that is not defined as an assault or fighting is prohibited. This also includes other physically intimidating contact (such as “slap boxing”) aimed at another student. In the event that pushing, shoving or scuffling constitutes a fight or assault, the consequences for those violations will be imposed.

Guidelines for Potential Consequences:

- **First Offense:** Dean conference.
- **Second Offense:** Dean conference, parent/guardian contact.
- **Third Offense:** Dean conference, restricted study.

33. Restricted Study

Failure to attend restricted study as scheduled.

Guidelines for Potential Consequences:

- **First Offense:** Dean conference, parent/guardian contact.
- **Second Offense:** Dean conference, parent/guardian meeting.

34. Robbery or Extortion

Taking property from another person by use of force, threat of force, or under false pretenses is prohibited.

Guidelines for Potential Consequences:

First Offense: Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

35. Misuse of School Issued Technology

See i-Learn Expectation Section of Handbook

Guidelines for Potential Consequences: Violations of these expectations could result in any of the following: removal of technology usage, disciplinary action (restricted study or suspension, legal action, police referral). Consequences for severe or multiple infractions may result in a recommendation for expulsion.

- **First Offense:** Up to one day suspension, possible legal action and police referral.
- **Second Offense:** 1 to 3-day suspension, possible legal action and police referral.
- **Third Offense:** 3 to 5-day suspension, possible legal action and police referral.

36. Theft, Receiving or Possessing Stolen Property

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property, is prohibited. **Guidelines for Potential Consequences:**

- **First Offense:** Up to 3-day suspension, police referral and restitution. *
- **Second Offense:** Up to 5-day suspension, police referral and restitution. *
- **Third Offense:** Suspension pending Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution. * A recommendation for expulsion may be made for any cases of theft.

37. Threats and Intimidation; Physical, Verbal or Written

Any language (oral or written) or gestures including the use of electronic devices or physical intimidation that are meant to threaten or cause fear of bodily harm or death is prohibited.

Guidelines for Potential Consequences:

- **First Offense:** Suspension pending Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

38. Transportation

Bus ridership is a privilege, not a right. Students must present a school picture ID to ride a bus. Students are responsible for keeping their bus area clean. If students damage a bus, they will have to make restitution. If students do not follow the rules, they can lose their bus riding privileges. Any disruptive behavior, as defined under school policy, while riding a school bus is prohibited. This includes lighting flammable devices, not remaining seated, tampering with emergency or safety equipment, throwing objects or disruptive behavior at a bus stop or to and from the bus stop.

Secondary students who commit a fifth offense will be suspended from riding the bus for the remainder of the school year. Severe behavior will move the student immediately to the level of third, fourth or fifth offense, based on the severity of the action and/or previous bus violations. In addition, school management guidelines will be enforced when appropriate.

Guidelines for Potential Consequences:

- **First Offense:** Warning given.
- **Second Offense:** Up to 3-day bus suspension.
- **Third Offense:** Up to 5-day bus suspension and conference with student, parent/guardian, transportation representative.
- **Fourth Offense:** 10-day bus suspension.

39. Trespassing

Presence at any school location without permission of school personnel is prohibited. Students are not to go into other district buildings unless they have permission from the staff of that building. Any student on suspension who goes to a school location without permission is subject to additional suspension time/expulsion.

Guidelines for Potential Consequences:

- **First Offense:** Police referral and trespassing papers filed.
- **Second Offense:** Up to 1-day suspension and police referral
- **Third Offense:** Up to 3-day suspension and police referral.

40. Vandalism

Defacing, cutting or damaging property, technology or telecommunication equipment that belongs to the school district, other students, staff members or other individuals is prohibited. **Guidelines for Potential**

Consequences:

- **First Offense:** Restitution, up to 3-day suspension, and police referral.
- **Second Offense:** Restitution, up to 5-day suspension, and police referral.
- **Third Offense:** Suspension pending Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

41. Weapons

In accordance with federal, state, and district policies, no weapons are permitted on school grounds. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Definition: A "weapon" means any object, device, instrument, or substance designed as a weapon or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to:

- all firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile of a real weapon, or any other device or instrument having the appearance of a weapon
- all knives
- objects designed to be worn over fists or knuckles
- blackjacks, clubs, Nunchaku ("nunchucks"), throwing stars
- explosives, incendiary devices, bombs, fireworks, or other similar devices which can cause an explosion
- bows and arrows, slingshots, razors
- poison chemicals including mace, pepper gas, or similar sprays, or chemical components and/or mixture which can cause an explosion
- firearm muffler, silencer, or ammunition
- any object modified to serve as a weapon
- articles designed for other purposes (pencils, scissors, etc.) but used to inflict bodily harm and/or intimidate others

Guidelines for Potential Consequences:

- Confiscation of the weapon (if it can be done safely)
- 10-day suspension pending recommendation for expulsion from school for a period of not to exceed one year (365 days).
- Notification to the police with recommendation to bring legal charges.
- Students with disabilities who violate the weapons policy shall be disciplined in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.
- A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

42. Unique Situations

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's needs.

Additional Discipline Information

Discipline procedures

1. All disciplinary actions shall be processed pursuant to Eden Prairie High Schools' Discipline Policy and the requirements of the Minnesota Pupil Fair Dismissal Act.

- a.** Any student who violates the District-wide Student Discipline Policy or a school Student Discipline Policy may be subjected to the consequences established in the student handbook.
- b.** Any student who violates the District-wide Student Discipline Policy or school Discipline Policy that has a potential consequence of dismissal from school for more than one school day shall have an informal conference with a school administrator. An informal conference is not required where the student is creating an immediate and substantial danger to himself or herself or to surrounding persons or property.
- c.** Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent or guardian's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.
- d.** Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.
- e.** All students who violate a school policy or rule that has a potential consequence of exclusion or expulsion will be given the opportunity to have a hearing over the issue of exclusion or expulsion in accordance with Minnesota law. (See Minnesota Statute §121A.40 to 121A.56.)
- f.** A student who has been recommended for expulsion the second time should expect to receive more severe consequences.
- g.** If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening.
 - o Grounds for dismissal (121A.45):
 - willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements.
 - willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 - willful conduct that endangers the pupil or other pupils, or surrounding persons, including

school district employees, or property of the school.

2. Modification of consequences: The school district in its sole discretion may modify consequences beyond those set forth in this policy based on the particular misconduct.

3. Parent/Guardian questions about discipline: Parents and guardians may contact building administration to discuss an infraction and consequence assigned if they have questions regarding the situation.

4. Physical restraint: Physical restraint may be utilized by administrators, teachers and other staff only where it is necessary to use reasonable force to restrain a student from injuring himself or herself or others. "A teacher, school employee, school bus driver or other agent of a district may use reasonable force in compliance with Minnesota Statute § 121A.582 and other laws."

5. Police referral: Administrators will involve the police or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, the student will be referred to the police.

6. Publication of discipline policy: Each school will include the district-wide discipline policy along with their building-level discipline policy to make-up their overall building discipline policy. Students and parents or guardians will be informed of the discipline policy at the beginning of the school year or when they enroll in Eden Prairie Schools.

7. Recommendations for expulsion: Expulsion is a legal act which may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled in accordance with Minnesota Statutes §§ 121A.40 to 121A.56.

8. School district locker policy: It is the policy of Eden Prairie High School and the state of Minnesota that school lockers, desks and other areas assigned to a student are the property of the school. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. Inspection of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of a student within a locker may be searched only when school authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school must provide notices of the search to the student whose locker was searched unless such disclosure would impede an ongoing investigation by police or school officials.

9. Special education or disabled students: Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary. Special education students and their parents or guardians may request modification of those policies and accommodations where appropriate.

10. Under the influence: The following behaviors would indicate that a student is under the influence: smells of alcohol or drugs, physical appearance, incoherent, staggering or unsteady walk, slurred speech or comatose. These indicators of when a student is under the influence are not an exclusive list but are examples of the kinds of observable behavior or conditions that would be utilized in making such a determination.

11. Unique Situations: Because it is not possible to list every violation that occurs, those not specified will be

responded to as necessary by staff on a case-by-case basis. Consequences can range from those assigned by a building administrator up to and including recommendation of expulsion.

Definitions

- **Bullying**--Intimidating, threatening, abusive, or harming conduct that is objectively offensive and: a) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or b) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.
- **Cyberbullying**-- bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.
- **Dismissal**-- dismissing a student from school for one school day or less.
- **Drug paraphernalia**-- all equipment, products and materials of any kind which are knowingly or intentionally used primarily in manufacturing a controlled substance; injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance; testing the strength, effectiveness, or purity of a controlled substance; or enhancing the effect of a controlled substance.
- **Exclusion**-- an action taken by a school board to prevent enrollment or re-enrollment of a student for a period which shall not extend beyond the school year.
- **Expulsion**-- a legal act taken by the school board to prohibit an enrolled student from further attendance up to 12 months from the date the student is expelled.
- **Threat/Hate Group Gang**-- any ongoing organization, association or group, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in a pattern of ~~gang~~ **threat group** activity. "Pattern of ~~gang~~ **threat group** activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same ~~gang~~ **threat group**.
- **Threat/Hate Group-gang like activity**-- any conduct engaged in by a student on behalf of any ~~gang~~ **threat group** ~~gang~~, to perpetuate the existence of any ~~gang~~ **threat group** ~~gang~~, to affect the common purpose and design of any ~~gang~~ **threat group** ~~gang~~ and/or to represent a ~~gang~~ **threat group** ~~gang~~ affiliation, loyalty or membership in any way while on a school location. These activities include recruiting students for membership in any ~~gang~~ **threat group** ~~gang~~ and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any ~~gang~~ **threat group** ~~gang~~.
- **Hazing**-- committing an act against a student or coercing a student into committing an act that creates risk of personal harm in order to be initiated or affiliated with any student organization or activity that may or may not be officially recognized by the school. Hazing is any activity that risks or affects mental or physical health, including physical brutality such as whipping or beating; activities such as sleep deprivation or weather exposure; consumption of alcohol, drugs, tobacco or other substance; intimidation or threats of ostracism, mental stress, embarrassment, shame, humiliation; or any illegal activity.

Volunteering

District Volunteers

A variety of district level committees and advisory councils, such as the Curriculum Advisory Council, Finance Advisory Committee, Special Education Advisory Council, and Community Education Advisory Council, are important ways parents/guardians can help shape district policies, procedures, and programs. For more information, log onto www.edenpr.org or call (952) 975-7150.

Parent-Teacher Organizations

The Parent-Teacher Organization (PTO) at EPHS is comprised of parents/guardians and staff working together to enhance your child's school experience. The group sponsors and also organizes a wide variety of volunteer programs. The PTO plans events that serve as fundraisers with money used for programs and curriculum supplements that directly benefit students.

School Volunteers

Opportunities: EPHS offers a wide variety of volunteer opportunities that can vary by school year depending on need. Some of the possibilities include speaking in classes, assisting with school pictures, working in the resource centers, and working in the media center.

Procedures: Volunteer forms will be available in the "back-to-school packet" in the summer. Please fill one out and return it at any time. Volunteers are asked to follow the school security sign-in procedures. Staff are instructed to ask if they can help any visitor without a volunteer badge. This procedure has been developed in response to safety concerns. As you work with staff and students, information of a confidential nature may be shared with you. The problems, abilities, relationships, and confidences of students, their parents/guardians and staff should never be discussed with anyone who does not have a professional right or need to know. Like teachers, volunteers are bound by a code of ethics to keep confidential matters within the school.

Attendance

Eden Prairie Schools values attendance. We believe that every student should be in school every day. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. Eden Prairie Schools is a participant in the Hennepin County Attorney's Office be@school program. This program seeks to improve school attendance and increase the opportunity for Hennepin County's children to realize their potential. In collaboration with the County efforts, Eden Prairie aims to have each student attend school every day. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

Late Arrival/ Early Departure

Eden Prairie students arriving late or leaving early must have parents/guardians call the attendance line at 952-975-8001. The message should include the parent/guardian's name, student name, and reason for absence. Excused reasons for being late or leaving early will follow the same listing as excused absences. Early dismissal calls should be received a minimum of one hour prior to requested departure time.

Excused Absences

The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Serious illness in the student's immediate family
3. A death or funeral in the student's immediate family or of a close friend or relative
4. Medical, dental, or orthodontic treatment, or counseling appointment
5. Court appearances occasioned by family or personal action
6. Religious instruction not to exceed three hours in any week
7. Physical emergency conditions such as fire, flood, storm, etc.
8. Official school field trip or other school-sponsored outing
9. Removal of a student pursuant to a suspension.
10. Religious observance
11. Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work
12. Family emergencies
13. A student's condition that requires ongoing treatment for a diagnosis
14. Active duty in any military branch of the United States

In order for an absence to be excused, a parent/guardian needs to call the school attendance line ~~within 48 hours of the absence~~. The parent/guardian needs to state when the child will be absent and explain the reason for the absence. Students whose absences are excused are required to make up assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Students who accumulate excessive absences, even when excused, will work with the school staff and parents/guardians to develop a plan to assure attendance at school daily.

Unexcused Absences or Truancy

These are examples of absences that will not be excused:

1. Truancy which is an absence that is not approved by the parent/guardian and/or the school district
 2. Any absence where the student/ family failed to comply with any reporting requirements of the school district's attendance procedures
 3. Work at home
 4. Work at a business, except under a school-sponsored work release program.
 5. Vacations with family without prior notice and exceeding 5 days
 6. Missing the bus
 7. Oversleeping
 8. Any other absence not included under the attendance procedures set out in this policy
- EPHS has an automated phone calling system that will contact a parent/guardian when a student has an unexcused absence to a class.

Tardiness

Students not in class when the bell rings will be marked tardy.

Procedures for Reporting Tardiness

Students tardy at the start of school must sign in with security. Parents/guardians need to report the late arrival on the automated attendance line.

Excused Tardiness

Valid excuses for tardiness are:

1. Illness
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family.
4. Medical, dental, orthodontic, or mental health treatment.
5. Court appearances occasioned by family or personal action.
6. Physical emergency conditions such as fire, flood, storm, etc.
7. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness:

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

Consequences of Unexcused Absences

- School district staff will work with the parent/guardian, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.
- If unexcused absences continue after following be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school. • Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

Attendance Policy Definitions

- **Tardy:** not arriving at the set or expected time.
- **Absence:** not being present during a scheduled period or arriving more than 15 minutes late to class without a valid excuse.
- **Unexcused Absence or Truancy:** any absence not called in by a parent/guardian within 48 hours of absence or an absence not known by parent/guardian or school.
- **Excused Absence or Tardy:** any absence/tardy called in by a parent/guardian within 48 hours after the

class was missed.

- **School-excused absence:** any absence as a result of a school-sponsored activity (i.e. field trips, activity meetings, or student participation in competition). This absence must include a parent/guardian signed permission slip and does not need to be called in by the parent/guardian.

Procedures for Excusing Students

Parents/guardians are encouraged to call the school prior to 11 a.m. each day their student is absent. Parents/guardians must follow procedures for excusing students. A voice messaging system is available; the phone number is 952-975-8001.

- For Spanish: Si su hijo/a estará ausente por favor llame al 952-975-7068 para justificar la ausencia.
- For Somali: Ilmahaygu ma iman doono dugsiya ama wuxuu Leeyahay ballan takjar. Soo wac dugsiya: 952-975-2444.

All absences must be called in within 48 hours; no absences will be excused after that time period. Students who are 18 years old are not allowed to call themselves in for attendance or early release.

Notes are not accepted. School will not accept calls from parents/guardians to excuse their student from missing a class for any reason while remaining in the building; this will be counted as an unexcused absence.

Leaving School During the Day

No student is to leave the building or its premises during the school day without having an early dismissal pass, permission from a dean, signing out with the nurse, being on an authorized work program, having a permanent Junior Privilege or Senior Privilege. Students who leave without permission will be considered unexcused from the classes missed and disciplinary action will follow. Students leaving the building during the school day must pick up their pass from student center south and sign out with security at an authorized door (north, south, or east). Failure to do so may result in disciplinary action.

State Tournament Attendance

Students wishing to be excused from classes to attend a state tournament as a spectator must have a parent/guardian call the student attendance office to excuse the absence. Students will be dismissed at an appropriate time to allow for travel to the tournament. Absences will be counted as part of the student's absence allocation.

Health

The Health Services staff work in partnership with educational staff to provide students with high quality and consistent health care and health management. Find Health Services forms online at www.edenpr.org.

Allergies (Animals, Fragrances, Latex)

Animals and pets are not allowed to visit inside schools without principal permission and adherence to specific Board [service animal policy](#) requirements. This policy is in place because of student and staff health needs and air quality issues. Some exceptions may be made; please check with the principal before bringing any animals into the classroom.

Eden Prairie Schools encourages a fragrance aware and latex limited environment. “Fragrance Aware” means that we will try to have a fragrance and scent-free environment. “Latex Limited” means that no latex gloves or latex balloons are allowed.

Health Conditions

The school nurse will work closely with students who have an acute or chronic health need such as asthma, cancer, diabetes, allergies, or other illness. Parents/guardians will want to notify Health Services about their student’s specific health needs. The student and parent/guardian will work with the school nurse to determine how best to manage the health conditions and plan for any potential life threatening emergencies.

Health Services Information

The school health service has been established for the health and safety of students. The health room is to be used exclusively for students who become ill, are injured during the school day, need medication or health related information.

- Students who become ill during the day must have a pass from the class they are missing. They will be given a pass from health services to return to class. Students reporting that they spent the period in the lavatory or commons will not be given an excused absence from class.
- Exceptions to the above will be made at the discretion of health services based on the severity of the illness or injury.
- All medications, including over-the-counter medications, required by students during the school day will be dispensed through health services with appropriate parent/guardian and physician signatures. The school nurse will meet with the students and families to provide for individual health care needs.

Homebound or Hospital Instruction

Homebound or hospital instruction is provided for children who are absent from school due to prolonged illness or disability. If your child is going to be absent longer than 15 school days, please contact the health office at (952) 975-8074.

Illness

Please call your school’s attendance line if your child will not be at school due to illness. Also, please notify the school health office if your child contracts a communicable disease or parasite so that notices may be sent home with classmates listing symptoms and treatments.

Illness/Injury at School

When a student is unable to remain in school due to an illness or injury, a parent/guardian or emergency contact will be notified by the health services office. First aid is given by school personnel, and parents/guardians are expected to provide transportation and decide whether a doctor should be contacted. In emergencies, 911 will be notified. No child will be sent home unless an adult assumes responsibility for his/her care. Students are not to leave school if they are ill without first contacting health services. Failure to do so may result in an unexcused absence.

Immunizations Up-to-Date

Eden Prairie Schools is part of the “No Shots, No School” program. All students must have proof of vaccine

to start school. Students who have special medical problems and cannot be vaccinated, or whose parents/guardians conscientiously object, may receive legal exemption. Contact Health Services for assistance with accessing immunizations or to get information on exemptions.

Insurance

The Eden Prairie School District does not carry accident, disability or medical insurance for students. Coverage is through the student's family medical coverage, including the cost of ambulance services. The district does carry public/general liability coverage for district premises and/or employee negligence.

MinnesotaCare health insurance is available for those families who qualify based on monthly income and family size. Questions about this plan can be directed to the School Nurse or Social Worker.

Medications

Students are not usually permitted to administer their own medication at school. Parents/guardians requesting that prescription or non-prescription medication be administered during school hours are required to provide:

- A physician's order/signature for medication during the school day
- Parent/guardian signature on a Medication Authorization Form or a note
- Medicine in original prescription bottle labeled with student's name, etc. Please ask the pharmacy to put prescription medication in two bottles completely labeled – one for home and one for school.

Improper use of medications may be subjected to chemical violations.

All non-prescription medications must be provided in their original labeled container. No medications can be dispensed when provided in envelopes, plastic bags, etc. Medication Authorization Forms are available in the nurse's office.

Notices

Asbestos/Pesticide/Air Quality Notices

The Environmental Protection Agency requires school districts to annually notify parents, guardians, and staff about the presence of asbestos in district facilities as well as planned abatement activities. Eden Prairie Schools performs routine six-month periodic inspections of all asbestos-containing building material to ensure materials are in good condition. Records of these inspections are available for viewing in each building maintenance office and the Facilities and Safety Department at the Administrative Services Center. Anyone is welcome to review these plans with prior notice during normal working hours Monday through Friday. No planned asbestos abatement is scheduled for the upcoming school year. If you have any questions or concerns, please contact the district's Asbestos Designated Person, Jim Anderson, at 952-975-7126. More information on Asbestos can be found at: www.epa.gov/asbestos/pubs/asbestos_in_schools.html.

The Parents' Right-To-Know Act that was passed by the Minnesota Legislature requires schools to notify parents, guardians, and staff regarding pesticide application in schools. The district uses Orkin Pest Control to conduct planned pesticide applications during the school year. Applications will be done as needed but will always be on the fourth Thursday of each month while school is not in session. However, the schedule may change due to inclement weather. Parents, guardians, and staff may request to be notified of any changes in the application schedule by contacting any of the school offices. If you have any questions or concerns, please contact the Facilities and Safety Department at 952-975-7121. More information on Pest Management can be found at:

<https://www.mda.state.mn.us/integrated-pest-management>.

Eden Prairie Schools has developed an Indoor Air Quality (IAQ) Management Program as required by the Minnesota Department of Education. The program includes information for concerned parents, guardians, and staff regarding the IAQ in our schools as well as an overall building walk through inspection that is conducted in all school district buildings annually. The program also includes a written set of procedures that describe ways to correct the identified IAQ problems, prevent future problems, and respond to emergencies and concerns. The district's Indoor Air Quality Coordinator is Jim Anderson, Facilities and Safety Director. He can be reached at 952-975-7126. More information on Indoor Air Quality can be found at:

<https://www.health.state.mn.us/communities/environment/air/schools/index.html>.

Background Checks, Employment

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Curriculum Content Review

As part of its policy, the district has specified a procedure for a parent, guardian, or adult student 18 years or older to review the content of instructional materials, address concerns, and propose alternative instruction for an individual student. The procedure spells out three action steps beginning with an informal meeting of the adult and responsible staff members. If the concern is not resolved, it will be taken to the building principal. If resolution cannot be reached, the parent/guardian/adult student will be asked to complete a form and a meeting involving representatives of the district and site Teaching and Learning staff will be convened.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an all inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school. ● Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your school's principal.

Parent Right to Know

If a parent/guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following: 1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

2. Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
 3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
 4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.
5. In addition, the school district will provide parents/guardians with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents/guardians if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Parent /Guardian Guide and Refusal for Student Participation in Statewide Testing

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Directory Information

The Family Education Rights and Privacy Act requires school districts to notify parents/guardians and students that certain information from student records may be released and made public without the written consent of the parents/guardians or students 18-years-of-age or older. This information is called "directory information."

Directory information includes name, residential mailing address, telephone number, date and place of birth, grade in school, major field of study, participation in officially organized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, previous school attended, and photos. These publications could include district initiated publications such as calendars, newsletters, annual reports, and brochures. They also include school-initiated publications such as student newspapers and yearbooks. In addition, media, including weekly community newspapers, metro daily papers, and television stations may ask to take photos of district students. Parent/guardians or students of majority age who do not want directory information released for internal and/or external use should indicate this on the annual "Directory Release Form" located on the parent portal by October 1. If you need a hard copy of the form, please contact your child's school. Hard copies of the form should be turned into the school office by October 1.

Student Records

Eden Prairie Schools has adopted a policy about the rights of parents/guardians and students with respect to school records. This policy complies with federal and state laws guaranteeing the right to examine and challenge the contents of student records. The Minnesota Legislature has said that all school records are deemed private. This means that the district cannot release any information without permission except directory information. A summary of census information along with grades and attendance data is stored electronically when students leave the school system.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. If you have questions related to the rights of parents/guardians and eligible students about conducting surveys, contact your principal.

Policies and Guidelines

Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions.

Distribution of Nonschool-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

Equal Education Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parent/guardian status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.

Equal Employment Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

Harassment and Violence Prohibition

It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

Internet Acceptable Use Policy

Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's

private personal account on another system may not be acceptable on this limited-purpose network. In accordance with the Children’s Internet Protection Act, the district filters Internet access. Students are directed to inform staff immediately if they receive any image or communication that is inappropriate.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. If you have questions about this policy, please contact your principal.

- **Disability Nondiscrimination:** The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- **Student Sex Nondiscrimination:** The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student’s parent or guardian that the notice will be given. The student’s parents/guardians have the right to review and challenge their child’s records, including the data documenting the history of violent behavior.

Search and Seizure of Student Possessions

School officials may, without a search warrant, search a student and/or their personal possessions based on a reasonable suspicion. Reasonable suspicion means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Personal possessions include, but are not limited to purses, backpacks, book bags, packages, clothing, cell phones, and vehicles. Pursuant to Minnesota statutes, school lockers and student desks are the property of the school district. At no time does the school district relinquish its exclusive control of lockers and desks provided for the convenience of students. Inspection of the interior of lockers and student desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

Tobacco-Free Schools

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual’s use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. Contact the school principal or another staff member if you have questions or wish to report violations.

Weapons

The district has adopted a weapons policy. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Weapons are defined as any object, device, instrument, or substance designed as a weapon or through its use capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to: firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile or having the appearance of a weapon; all knives; objects designed to be worn over fists or knuckles; blackjacks, clubs, nunchucks or throwing stars; explosive or incendiary devices; bows and arrows, slingshots, razors; poison chemicals including mace, pepper gas, or similar sprays; firearm muffler, silencer, or ammunition; any object modified to serve as a weapon; articles designed for other purposes such as pencils or scissors but used to inflict bodily harm or intimidate others.

Violation of the weapons policy may result in one or more of these consequences: out-of-school suspension, confiscation of the weapon; notification of the police, recommendation for expulsion or exclusion from school for up to one year. Students with disabilities who violate the policy will be disciplined in accordance with the requirement of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Wellness Policy

Eden Prairie Schools has adopted a Wellness Policy to encourage students and staff to eat nutritiously and incorporate physical activity into a healthy lifestyle. A Wellness Advisory Committee was convened to monitor implementation of Wellness policies and guidelines, and to make recommendations to the district. Guidelines for healthy snacks, treats, and lunches from home were created. School district practices that have changed as a result of the policy include: lunch was moved after recess to discourage hurried eating, no pop is sold where students are present during the school day, classroom birthday treats are discouraged, staff is encouraged to model healthy behaviors, food and beverage rewards are discouraged, healthy snacks from home are encouraged (a snack guideline is available at each site), classroom/holiday parties should be limited and not centered around food, and staff are encouraged to create opportunities for physical activity for students.

Safety and Security

Drills State law requires schools to have 11 emergency drills each school year, including fire drills, lockdown drills, and tornado drills. School staff train students on procedures required to observe each drill. During drills, staff will act immediately to assist students, visitors, and volunteers in evacuation to a safe location.

Emergencies During emergency procedures or evacuation, students, visitors, and volunteers are required to:

- Follow all emergency directions given by school officials.
- Report to designated area for attendance and further instruction.
- Report any suspicious activity/behavior, concern or information immediately to school officials.

Police Liaison Eden Prairie Police Liaison Officers are connected with each school. Some have offices on campus, others visit regularly to develop relationships with students and teach safety programs. Officers also assist school staff with some student behavior investigations. Police Liaison Officers and the Facilities Department work cooperatively to review district crisis management plans and site emergency procedures so that there is a coordinated response to emergencies by the school district and emergency responders.

Visitor check-in The following procedures have been established to insure the safety of all children at all times. Parents/guardians are considered visitors during the school day.

1. All visitors are required to have an appointment during the school day.
2. All visitors are to report to the welcome desk and are required to sign in and wear a nametag.

Transportation

The Eden Prairie School District is pleased to offer safe, dependable, cost-effective transportation. In accordance with state law, a bus is available to any student living further than two miles from their school and to any special education student regardless of where they live if it is part of their individual education plan. For all students who live two miles or fewer from school, bus transportation is available for a fee.

Activity buses for EPHS

An after-school activities bus is provided on a limited basis for students in grades 9-12. EPHS students are required to carry a student ID and show it to the driver if requested. Four bus routes are provided Monday-Thursday. Route maps are posted at EPHS. Students may have a longer ride and be dropped further from home than their normal bus stop.

Bus Assignment

The bus assignment process is as follows:

- **May** – Transportation Commitment Letters are emailed to families.
- **June** – Transportation Commitment Forms and payment are due. Families inform the district of how their student(s) will be getting to school the following year, so the district can plan appropriately for bus routes and pedestrian and vehicle traffic at each school. Pay-to-Ride payment is due by date on form.
- **End of August** – Student Bus Route Information cards (bus number, stop locations, pick-up and drop-off times) will be emailed to all students (including those who have requested and paid in full for transportation).

Riding a Different Bus Home

Students may ride a different bus to or from school on a space available basis.

Rules and Consequences

Transportation by school bus is a privilege, not a right, for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies or for violation of any other law governing student conduct on a school bus.

Rules

1. Follow the driver's instructions.
2. Remain seated until the bus arrives at your stop.
3. Speak in a quiet voice.
4. Keep hands, feet, and objects to yourself.
5. Don't throw objects in the bus or out the window.
6. Don't use profanity (words or gestures).
7. Do not tease or harass others.

8. Do not spit, eat, drink, or chew gum.
9. Do not vandalize the bus.

Grades 7-12 Consequences (listed in order of severity)

1. Warning given, may be assigned discipline seat—may involve school consequences
2. One- to three-day bus suspension
3. Five-day bus suspension, conference with student, parent/guardian, school, driver, and Transportation Department
4. Ten-day bus suspension
5. Loss of bus riding privileges for the remainder of the school year. There will be no mid-year forgiveness period for students in grades 7-12.

Severe behavior moves immediately to step 3, 4, or 5 at the administrator's discretion based on the severity of the action and/or previous bus violations. School Student Management Guidelines may also be enforced when appropriate.

Rules at the Bus Stop

1. Stay away from the street, road, or highway when waiting for the bus. Line up at least three feet away from the street in an orderly fashion and wait until the bus stops before boarding.
2. Respect the property of others while waiting at your bus stop. Do not pick flowers or shrubs, throw stones, snowballs, litter, etc.
3. Keep your arms, legs, and belongings to yourself.
4. Do not use offensive or foul language.
5. Avoid standing in and blocking sidewalks and driveways.
6. No pushing, fighting, harassment, intimidation, or horseplay.
7. Do not run to the curb when the bus comes. Stay back until the bus is actually stopped. (A push at the middle or end of the line can send the front person into the bus or under its wheels.)
8. Older students should be helpful to younger ones.

Safety

Eden Prairie Schools has a well-trained staff of drivers and our buses are very well maintained. We have an excellent safety record. Safety is everyone's responsibility. The majority of children injured in student transportation are not hurt on the bus but outside the bus. Students should be aware of the 10-foot area around the stopped school bus referred to as the "Danger Zone." Parents/guardians and community members are required by law to stop at least 20 feet from a bus with flashing red lights.

What's allowed on the bus?

Students may bring items such as musical instruments that they can hold in their laps or between their legs during the bus ride. Objects like balls, ice skates, and in-line skates must be stowed in a backpack or bag.

What's not allowed on the bus?

- Guns (including toy guns or look-alikes)
- Knives or other sharp objects
- Skis, ski poles, hockey or lacrosse sticks, bats, golf clubs, snow sleds (unless they roll up)
- Flammable items
- Glass items
- Laser pens

- Balloons
- Any items of dangerous or objectionable nature

More information about Eden Prairie Schools Transportation Department, including detailed student and parent/guardian responsibilities, is available at www.edenpr.org.

EPHS Student Activities

Fall Athletics

- Adapted Indoor Soccer
- Cheerleading
- Boys' Cross-Country
- Girls' Cross-Country
- Dance Team
- Football
- Pom Squad
- Boys' Soccer
- Girls' Soccer
- Girls' Swimming & Diving
- Girls' Tennis
- Volleyball

Fall Athletics				
Adapted Indoor Soccer	Cheerleading	Boys' Cross-Country	Girls' Cross-Country	Dance Team
Football	Pom Squad	Boys' Soccer	Girls' Soccer	Girls' Swimming and Diving
Girls' Tennis	Volleyball			

Winter Athletics

- Adapted Floor Hockey
- Boys' Alpine Skiing
- Girls' Alpine Skiing
- Boys' Basketball
- Girls' Basketball
- Cheerleading
- Dance Team
- Gymnastics
- Boys' Hockey
- Girls' Hockey

- Boys' Nordic Skiing
- Girls' Nordic Skiing
- Pom Squad
- Boys' Swimming & Diving
- Wrestling

Winter Athletics				
Adapted Floor Hockey	Boys' Alpine Skiing	Girls' Alpine Skiing	Boys' Basketball	Girls' Basketball
Cheerleading	Dance Team	Gymnastics	Boys' Hockey	Girls' Hockey
Boys' Nordic Skiing	Girls' Nordic Skiing	Pom Squad	Boys' Swimming and Diving	Wrestling

Spring Athletics

- Adapted Indoor Softball
- Girls' Badminton
- Baseball
- Boys' Golf
- Girls' Golf
- Boys' Lacrosse
- Girls' Lacrosse
- Softball
- Synchronized Swimming
- Boys' Tennis
- Boys' Track & Field
- Girls' Track & Field

Spring Athletics				
Adapted Indoor Softball	Girls' Badminton	Baseball	Boys' Golf	Girls' Golf
Boys' Lacrosse	Girls' Lacrosse	Softball	Synchronized Swimming	Boys' Tennis
Boys' Track & Field	Girls' Track & Field			

Fall Intramurals

- Pinguard
- Co-Ed Pinguard

Winter Intramurals

- Co-Ed Basketball
- Boys' Flag Football
- Girls' Flag Football
- Pinguard
- Co-Ed Pinguard
- Soccer
- Co-Ed Soccer
- Ultimate Frisbee
- Co-Ed Frisbee

Spring Intramurals

- Beach Volleyball
- Co-Ed Volleyball
- Ultimate Frisbee
- Co-Ed Frisbee
- Muggle Quidditch
- Co-Ed Quidditch

Student Government

- Class Councils
- Student Council

Drama

- Trajectories (Aug-Sept)
- Fall Musical (Sept-Nov)
- One Act Play (Nov-Feb)
- Winter Play (Nov-Feb)
- Spring Play (Feb-May)
- Spring Showcase (Feb-May)
- Broadway Extravaganza (May)

Instrumental and Vocal

- Chamber Choir
- Chamber Orchestra
- Chamber Winds
- Colorguard/Winterguard
- Eagle Marching Band
- Jazz Ensembles (Nov-June)
- Men's Ensemble
- Percussion Ensemble

- Fall Musical Pit Orchestra
- Small Choir Ensembles
- Women's Chamber Choir

Publications and Co-Curricular Clubs

- Amnesty International
- Art Club
- ASL (American Sign Language) Club
- Board Game Club
- Car Club
- Chess Club
- Dare 2 Be Real
- DECA
- DEV Club
- Distraction Free Driving Club
- Diversity Club
- Drama Club
- Environmental Club
- Exchange Student Club
- Eyrie Newspaper
- Fellowship of Christian Athletes
- French Club
- Friends Forever Club
- Future Problem Solvers
- Gay Straight Alliance
- German Club
- Habitat for Humanity
- H.E.A.R.T.
- Interact
- Interior Design Club
- Key Club
- Korean Club
- Latino Club
- Literary Magazine
- Math Team
- Middle Eastern Interactions Club
- Mock Trial
- Muslim Student Association
- National Honor Society
- Paws for a Cause
- Photography Club
- Ping Pong Club
- Pokemon Club

- Programming Club
- Quiz Bowl
- Robotics Club
- Science Club
- Science Olympiad
- Shades Dance Crew
- Smash Bros. Club
- Spanish Club
- Speech
- Swing Dance Club
- The Student Globe
- Ukulele Club
- UNICEF
- Women in Business
- Women's Rights Club
- Writing Club
- Yearbook
- Y's Act
- Young Democrats Club
- Young Filmmakers Club
- Young Republicans Club
- Youth in Government

CMS Student Handbook

CMS Frequently Called Numbers				
Main Office: 952-975-7300	Direction Line: 952-975-7306	Health Room: 952-975-7370	Scheduling: 952-975-7324	Student Management: 952-975-7335
Attendance: 952-975-7301	Guidance: 952-975-7330	Message Nightline: 952-975-7304	Student Activities: 952-975-7400	Transportation: 952-975-7500
www.edenpr.org/cms				
<p>Translation Available: Warbixin muhiim ah. Wac Ahmed Noor in lagu turjubaano 952-975-7069. Especialista en Comunicaciones Heriberto Vargas llame al 952-975-7068 para Traducciones Importantes.</p>				

Mission

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.

Central Middle School Philosophy

We believe that education is important, that teachers are professionals, and that the school is a valid institution of learning. Education provides for physical, emotional, social, and intellectual growth for each unique middle school student. Developmentally, middle school students are in varied stages of physical change and they experience emotional uncertainties including an increasing sense of isolation as well as a need to belong. Intellectually, they eagerly test new skills and knowledge while also seeking security and encouragement. Our school responds with a positive learning environment that provides for individual differences.

In addition, middle school is a transition between elementary school and high school. CMS offers a nurturing learning environment that encourages growing independence and exploration while students develop habits, attitudes, skills, appreciations, and ideas essential for a lifetime of learning. We provide a caring, exciting, challenging, and comforting environment. We strive to provide a model for responsible adult behavior while allowing for the activity of youthful enthusiasm.

CMS is a vital part of the total community. We encourage a partnership among school, home, and the greater community through involvement, cooperation, responsibility, and communication. CMS

empowers its staff to have a substantial impact on the system of learning, and we encourage cooperation, collaboration, innovation, and support among staff members.

The Critical Components of the CMS Program Include:

- **Instructional Excellence:** We strive to provide experiences where the atmosphere, materials, pace, and flexibility focus each student on success in learning. We strive to vary content presentation, use the 4Cs of Critical Thinking, Communication, Collaboration and Creativity, and make modifications to meet the unique needs of each student. We recognize students for achievement, growth, leadership, and service.
- **Exploration:** We provide a wide range of intellectual, physical, and cultural activities with opportunities to take risks, discover, and experiment. We encourage participatory learning, divergent as well as convergent thinking, and exploration of a variety of co-curricular activities, career options, and subject areas. The CMS staff encourages this belief through the use of innovation and exploration within a 21st Century context of learning.
- **Comprehensive Curriculum:** We value the integration of learning in English, math, social studies, science, fine and related arts, and physical education. We recognize, celebrate, and encourage creativity in both basic skills and exploratory learning experiences. We value the process of learning as well as the end result. We encourage continued exploration into a new, evolving curriculum.
- **Continual pursuit of personal goals and aspirations:** We strive to develop self-directed, lifelong learners who enthusiastically accept the challenge of their future with confidence and competence. Students assume increasing responsibility for their own academic, social, and personal learning. Students learn to solve problems, make decisions, manage time, set goals, work in groups, respond to change, and cope with positive and negative experiences.
- **Contribution to Community (local to global):** We encourage and model honesty, responsibility, compassion, cooperativeness, creativity, and competency. We expect students to respect themselves and others, tolerate ambiguity, recognize human equity, and understand global and multicultural concepts. We support positive student involvement in school, home, community, and world projects.
- **Guidance:** We are a caring community. We seek to create a more intimate environment attuned to each student's needs. The focus on creating smaller communities fosters stable, close, respectful relationships with adults and peers. Within the school, teachers, advisors, counselors, support staff, and administrators serve as resources for meeting students' personal needs. Finally, we recognize that all adults in the school model appropriate behaviors and attitudes.

Academic Success

Eden Prairie Schools and CMS are committed to the academic success of each student. This commitment stems from our mission statement, "Inspiring each student every day!" We know you have entrusted your student's education to us, and we promise to work hard to educate him or her in a caring, safe environment.

Advisor

The advisory period occurs on Thursday mornings and serves as a home base for students to connect with one another and their teacher. During this period, students watch/listen to announcements which celebrate students and staff across CMS as well as provide important information on upcoming school events.

~~The advisor/advisee system provides communication between teachers, students, and parents/guardians. A teacher from a student's team will be his/her advisor. Students meet with their advisor group at the start of their day on Thursdays. The advisor takes attendance, shows Monday Announcement Video keeps students informed of important school events, and shares information from teachers about classroom achievements and behavior~~

Flex

Central Middle School offers five flexible 30-minute classes per week. These "Flex" periods give students the choice to select from a menu of Support, Extension, and Discovery options (described below). Students make a new and independent selection for each Flex period. In addition, teachers may invite or schedule students into their Flex offering as needed.

- **Support:** This is for students who need support with current or past learning targets and/or skill development. Support could come through direct instruction, collaboration with others, or supported independent work time.
- **Extension:** This is for students who would like to delve deeper into the learning targets beyond what was covered in class.
- **Discovery:** These are experiences that are offered based on student passions, interests and/or curiosities not directly linked to standards. Discovery options are purely elective.

Gifted and Talented Services

Central Middle School serves as a bridge between elementary gifted services and the many advanced and/or enriched offerings at the high school level. ~~As in the elementary schools,~~ Throughout the middle school experience, CMS offers enrichments and extensions. ~~in the regular classroom curriculum.~~ CMS offers enriched classes in four three areas--Math, English, Science and Social Studies--for students who are interested in an extra challenge. Prior to registration for each school year, a parent informational meeting about enriched programs is held at CMS.

Other rigorous academic options Include:

- **Co-Curricular Activities:** CMS offers many co-curricular activities to engage gifted learners including academic contests and teams, student government, cultural experiences, music ensembles, arts programs, speech and drama activities, publications, and service groups.
- **Mastery of Standards**
Central Middle School is committed to providing students with the appropriate course placement. Most often, course placement is determined by previous coursework; however, when prior learning is unclear, students may be assessed on their mastery of standards to determine course placement.
- **Additional Opportunities**

Qualified students who are above-grade level in particular content areas may take appropriate courses at Eden Prairie High School. Students may have to forgo some desired courses due to differing daily schedules at each school.

University of Minnesota Talented Youth Mathematics Program (UMTYMP) provides a highly accelerated math program in the evening for exceptional math students. Students in this program will have a study period instead of a math class at CMS. Registration is in the spring. Find more information at <http://www.mathcep.umn.edu/umtymp>

Some students may choose online course options (at their expense) for remediation or acceleration purposes. CMS will accept completion under certain guidelines. For more information, please contact the Gifted Services Coordinator at (952) 975-7342.

- **Student Support Plan for Advanced and Enriched Classes**

The general expectation for students taking Advanced and/or Enriched courses is that students should earn at least a C- on final term grades. If a student earns below a C-, the expectation is that the teacher and student are in communication about what needs to be done to improve. Teachers should contact parents before the end of the term so that there are no surprises when quarter grades are completed.

If there is no improvement after working with the student and communicating with parents, the GT coordinator should be contacted with relevant information. The GT coordinator will work with the student to create a Contract for Success which will be communicated to the teacher and parents. If no improvement is shown after 2-3 weeks a revised contract will be created with the consequence of a schedule change (exiting the class).

Evaluation/Reporting System/Grades

Grades should convey the learning, specifically the mastery of content, done in each class.

A student's class grade will be comprised of at least 70% (at a minimum) summative assessments. Summative assessments may include tests, quizzes, end of unit projects, labs, etc. Extra credit will only be given for standards-related learning.

Redos and retakes are essential to offer to our students. Upon completion of a reasonable proof of practice as determined by each department, teachers will allow students to retake a summative assessment. The retake must be completed within two weeks of the original assessment, however, individual teachers may choose to extend the amount of time on a case-by-case basis. The retake assessment may be an alternate format for demonstrating mastery of content. Any retake is worth 100% value.

Students receive quarterly letter grades for their performance. Parents/guardians can see students' current letter grades through the CMS online portal as well as at conferences. The letter grades are determined in each class as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-89%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	0-59%

Honor Roll

CMS recognizes academic achievement with an A and B Honor Roll. A student's grade point average (GPA) is used to determine placement on the A and B honor rolls as follows:

A	A-	B+	B	B-	C+	C	C-
4.0	3.7	3.4	3.0	2.7	2.4	2.0	1.7

An average of 3.7 or better will be recognized on the A honor roll. An average of 3.0-3.69 will be recognized on the B honor roll.

Student of the Month

The "Student of the Month" program recognizes approximately 35 6th, 7th and 8th grade students each month for their overall performance at CMS. These students will receive their pictures placed in a display case in the 200 hall, and a letter explaining the honor will be sent to their parents/guardians. A student of the month breakfast is held three times per year to celebrate their achievement.

Homework

Central Middle School believes that it is essential for middle school students to develop good study and homework habits. The school also believes parents/guardians can play a vital role in this area. In all subjects, at some time, students will have homework. Homework might consist of a writing assignment, preparing for a test, reviewing class materials, reading, and/or research. Students will have homework regularly in math, English, and world language.

Academic Integrity Honesty

If a student uses someone else's words or ideas in his/her work, the source must be acknowledged by the use of complete, accurate, and specific references. Any form of academic dishonesty whether it involves copying someone else's work or allowing someone else to copy your own work will result loss of credit and/or in disciplinary action. This includes the transmission of and/or sharing of digital work as well.

Plagiarism

Plagiarism is the taking of someone else's product, words, ideas, or data and representing them as if they are one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgement of sources of information whenever one:

- Quotes another person's actual words, or replicates all or part of another's product.
- Cutting and pasting another person's actual words.
- Uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
- Borrows facts, statistics, or other illustrative materials - unless the information is common knowledge.

Organizational System - POWER binder

We strongly recommend all CMS students use a POWER binder to assist with organization throughout the year. We require use of a binder so students have a systematic way to keep track of resources and learn important organizational skills. We also strongly recommend that students use a planner (traditional or digital) and the organizational tools found in their Schoology account. These tools have two purposes: to help students learn organizational skills and to improve communication between home and school.

Success Center

~~Success Center is an after-school academic center open Monday—Thursday from 2:20–3:50 p.m. that supports students through homework help. Success Center offers a quiet, structured environment after school in which a teacher supervises students working independently. Students may make up a test, use reference materials for research, or complete daily assignments.~~

- ~~• Students must arrive by 2:20 p.m. They must have a pass from a staff person if they arrive late.~~
- ~~• Students may have a snack (no beverages please).~~
- ~~• Activity bus passes will be issued at 3:50 for those students riding the 4:00 bus. For those students who need to leave early, a note with parental permission is required.~~
- ~~• Only students who are following directions, working productively, and behaving respectfully will be allowed to stay in the Success Center.~~

Targeted Services

Targeted Services helps students acquire and master basic skills such as math, reading, writing, organization, time management, and test taking. Students who wish to attend will be enrolled and expected to attend at least one day per week and can attend up to four days per week. Students will receive instruction in academic and task management skills.

Teaming

Central Middle School students and staff members are divided into teams. We have [4 teams in each grade](#). ~~four seventh-grade teams and four eighth-grade teams.~~ We designate each team by color with each [consisting of](#) ~~having about~~ 150-180 students and seven to nine teachers.

Randomly placed on teams by their elective choices, students remain on their team the entire year. Teaming exists for several reasons. It creates a feeling of being in a small group within a large school. Staying with the same teachers all year helps teachers know students better and vice versa. Team teachers plan together and discuss student progress. We encourage parents/guardians to call team teachers with questions and concerns.

Communications

Alerts

The district has the ability to call and email all district families. In order to help ensure that you receive these important messages, please go to www.edenpr.org and make sure that we have the correct email address and phone numbers for us to use. Log in using your username and password and click “edit profile.” Contact us with questions at (952) 975-7094 or helpline@edenpr.org.

Publications

Families with students attending Eden Prairie Schools receive print and electronic publications from the district. To ensure you’re receiving electronic newsletters from the district and CMS, log onto the district website, www.edenpr.org. After logging in, click “edit profile” to update your email address in our system.

Contacting Your Student

If parents need to contact students during the school day, they should call CMS at (952) 975-7300 rather than calling or texting their child’s cell phone. Students are not allowed to receive or make cell phone calls or send text messages during the school day. Parents can get a message to their student by calling the main office. If students [are not abiding by the personal electronic devices policy](#) are observed using their cell phones during the school day, the phone will be confiscated, and parents/guardians of the student will be responsible for picking up the phone.

Deliveries for Students

Items that are dropped off in the office for a student should be marked with the student’s name. We will not interrupt class for deliveries. Students should pick up these items during passing time. Students are not allowed to receive food purchased from outside vendors during the school day.

Email

Email is one of the most cost-effective, timely, efficient ways for your teacher, principal, and the district administration to communicate with families. To ensure that we have your current email address, log onto the district website, www.edenpr.org and click “edit profile.”

Weather-Related Closing

District families will be notified of any emergency school closures through the emergency phone system and district emails. If you don’t see or hear any announcement, assume that school will be in session. Additional Resources:

Website: www.edenpr.org	Radio: WCCO radio (830 AM)	Phone: (952) 975- 7000	TV Channels: 4, 5, 9, and 11
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If school is dismissed early, students will be told to go home on their regular buses – please be sure your student has a backup plan in place. Students may not remain at school. If school is

dismissed early, the building will be closed for after-school and evening activities (such as sports, PTO meetings, and community education classes). If your student goes to an after-school program at a location other than school, please check with them regarding their closing policy. Again, have a backup plan in place.

Website

Students and parents have access to student information by logging onto the district website, www.edenpr.org. Within that website, the following student information is available: attendance, grades, final report cards, and unofficial transcripts. If there are problems logging into the website call 952-975-7094 or email helpline@edenpr.org. In addition, our CMS website, www.edenpr.org/cms allows you to stay in closer contact with our school. Information available on-line includes general information, teacher web pages, supply lists, calendars, lunch menus, newsletters, parent involvement opportunities, etc.

Conferences

Eden Prairie Schools recognizes the importance of parents/guardians and teachers working together. Students and their parents/guardians will have opportunities to meet with teachers during the school year. Conferences are held in the fall and the spring. During the conferences, students/parents will be able to meet multiple teachers to discuss their child's progress. At the conference students may also develop a plan for improvement. Please note, we encourage families not to wait for conferences to discuss serious concerns; instead, please contact your student's teacher or advisor sooner rather than later to begin finding solutions.

Curriculum Nights

~~Each team plans a~~ Curriculum Night [will be hosted by grade level](#) in September. At Curriculum Night teachers share information about various ways the school communicates with parents, teachers make presentations about the curriculum, and families have the opportunity to meet the teachers.

Parent communication with CMS staff

As a community of learners, CMS parents, teachers, and students work together to build a positive learning environment. Communicating with students and parents about student progress, school events, and classroom activities builds and maintains the learning environment. All Central Middle School staff respond to requests for information and assistance in a timely and professional manner. Here are some tips for communicating effectively with teachers:

- Utilize email and voicemail whenever possible to contact teachers; you can expect a response within one working day.
- Call the teacher in advance to schedule a face-to-face meeting.
- Strive to resolve a conflict directly with a teacher first; you are welcome to contact building administration if you are dissatisfied with the resolution.

Schoology

Each classroom teacher and student utilizes Schoology, a Learning Management System (LMS) that helps organize course content including: assignments, course resources, tests, quizzes, etc. Teachers may include more specific information regarding their class activities, homework, links to the internet and other information in Schoology as well. Teachers and students will set expectations about how to use Schoology at the beginning of the year. We encourage parents to enroll in Schoology too as it is another way to be informed about your student's education.

Student Activities

Central Middle School offers students a wide range of co-curricular activities in four areas: academics, arts, athletics, and student leadership. We encourage students to try an activity to help them learn more about their interests and meet new friends. Some examples of activities include math league, robotics, plays, yearbook, student council, art club, Science Bowl, and several sports including soccer, lacrosse, floor hockey, tennis, and ultimate frisbee. For details on meeting dates and times, seasons, and fees please see the student activity brochure or visit the [activities section](#) of the CMS website.

Student Life

Backpack/Handbags

Because of space and safety concerns, students are not allowed to carry backpacks during the school day. Students may use a backpack to transport books and belongings to and from school. Backpacks must remain in lockers between ~~7:45~~ 9:20 a.m. and the end of the day. Handbags smaller than a school textbook may be carried at school. Exceptions to this policy may be granted to students with special circumstances. ~~Check with the Student Management Office if circumstances warrant special permission to carry a backpack or larger handbag.~~

Counseling

The [counseling department](#) provides individual, group, and crisis counseling. Students are referred via teachers, parents/guardians, friends and/or self. Counselors deal with a multitude of issues pertaining to students' adolescent development. Some of these issues may include depression, eating disorders, conflict resolution, healthy relationships, stress management, and school success. If parents or students need information, support, or skill-building during the year, please consult their ~~team~~ counselor.

Please also note "Outside Resources for Teens" under the Health section of this handbook.

Dress

Central Middle school encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health and welfare of self and others.

Students' clothing must not become a distraction to the educational environment. Below is a list of examples of things not allowed in school. **This list is not all-inclusive.** Final decisions on student dress code will be made by building administrators.

- A. Wearing clothing that does not cover shoulders, midriff, chest, or buttocks. Clothing that does not cover undergarments, and undergarments that are worn as outer garments. d) Wearing short shorts and short skirts, see-through pants and shirts are prohibited. e) Wearing a face mask, sunglasses or wigs in school that would not allow the student to be identified is prohibited. ~~Wearing shorts that are an inappropriate length, shirts with bare midriff or shirts with shoulder straps less than 2 inches (i.e. tank tops) are not acceptable.~~
- B. Going barefoot, wearing slippers, or wearing pajamas is not acceptable.
- C. ~~Hats, gloves, sunglasses, and jackets are not allowed during the school day. Students must store these items in their lockers.~~
- D. Clothing with obscene language or symbols, or symbols of drugs, tobacco, sex, alcohol, or ~~threat/hate group~~ gang references are expressly prohibited. Profane or defamatory jewelry or writing on clothing, notebooks or folders is not acceptable.
- E. Items considered to be culturally, racially or gender insensitive are unacceptable.
- F. If necessary, parents/guardians may be called to bring appropriate clothing to school.

Personal Electronic Devices

Students may have ~~their personal electronic device~~ cell phones at school as long as they are kept turned off and out of sight during the school day. Students aren't allowed to use personal devices at school unless they are explicitly invited to do so by a staff member for educational purposes. If a ~~personal electronic device~~ cell phone becomes a distraction in any school environment, it will be confiscated and returned to the parent/guardian of the student. Failure to comply will result in further action. CMS is not responsible for lost or stolen ~~devices~~ cell phones. We do provide phones in each of our classrooms that students may use before and after school. If you need to contact your student during the school day, please call the main office, and we will contact him or her or relay a message. Please do not call your student's cell phone during the day. The ~~personal electronic device~~ electronic item policy and expectations still apply if students are talking with family members.

Some bus drivers allow use of ~~personal electronic devices~~ iPads and cell phones on the bus. If ~~students have permission to use these items on the bus, they will need to store them out of sight during the day.~~ If students store valuable items in their lockers, they assume any risk of theft that may result.

Students will be informed of the expectations for their school issued iPad. If a student violates these expectations, a consequence will be assigned.

Field trip Guidelines

Field trips provide a positive learning experience that takes place outside the walls of the regular classroom. A field trip accomplishes or reinforces an identifiable academic, social, emotional, or physical goal/outcome that is limited to middle school curriculum or philosophy. Planning considerations will include:

- Consistency and timing between teams.
- Balance in curricular areas and outcomes such as an academic experience, cultural awareness, community service, real life experience, and team building.
- Identified insights and experiences not otherwise available in the classroom

Field trips effectively use all resources available including:

- Financial
- Opportunity cost (field trip benefit vs. missed class time)
- Allocation of time
- Consideration of facility space available

All field trips will be determined by the teachers on a student's team based on the field trip guidelines. As a result, field trips throughout the school year will be uniquely different from team to team in both content and dates.

Food/Drinks/Gum

Food and drinks other than water are not allowed in hallways. Teachers can use their discretion as to whether to allow food and/or gum in their classrooms.

Lockers

Students will be assigned a locker with a combination lock. Students and their advisors are the only people who should know a student's combination. It is a student's responsibility to keep his/her locker closed and locked when not using it. Under no conditions should a student change lockers or use someone else's locker. Students will be assigned lockers according to their team so that they will be located in close proximity to their classes. Students shouldn't try to go to their lockers between every class. Instead, take books and materials for several classes at once, eliminating frequent visits to lockers. ~~Advisors will provide guidelines for the use of tape, standards of cleanliness and care, and posting of pictures or other materials that may constitute harassment.~~

The best way to prevent locker theft is to lock lockers. Students should not share a combination or locker with anyone (even a friend). Lockers are provided for student convenience but are not to be considered secure. Therefore, students should not leave items of value in their lockers unless they are willing to accept the risk of loss. School lockers are the property of the school district. School authorities may conduct inspections of lockers for any reason and at any time without notice or consent. If a student defaces or damages a locker, he or she will be responsible for cleaning it or paying for damages. More information can be found under the Search Policy heading in this handbook.

Students are only allowed to decorate for birthdays before school from ~~9:15-9:25~~ ~~7:30-7:40~~ a.m. or after school from ~~2:15-2:30~~ ~~4:07 - 4:30~~ p.m. Locker decorating must be contained to the individual locker. Decorations must be school appropriate. ~~and not include balloons.~~

A Physical Education locker will be assigned to students during the quarter they have Phy. Ed. The same rules that exist for a regular locker apply to the Phy. Ed. locker as well.

Lost and Found

If students find a lost item, they should turn it into the main office. Students may claim lost articles in the Lost and Found. Please remember that valuable items should not be brought to school.

Breakfast and Lunch

Each morning, students may purchase a grab-and-go breakfast in the cafeteria. Students who choose to purchase a grab-and-go breakfast will eat their breakfast before ~~9:25~~ ~~7:50~~ or during [the first class of the day with teacher permission](#). ~~Advisory time at the beginning of the day.~~

Students can either bring a lunch from home or purchase a lunch at school with milk included. School lunch choices include the daily menu, soup and sandwich, or soup and salad. A student bringing a lunch from home can purchase milk. [Reduced price and free](#) breakfasts and lunches are available for those that qualify. For more information about this program, please call (952) 975-8055. [Lunch menus](#) are available online.

Lunch PINs

Each student is assigned an account with a personal identification number (PIN). Lunches will be paid for by a student entering the PIN on a keypad at the end of the serving line and saying their first and last name to the cashier. Families must pay for meals in advance by sending a check to school payable to Eden Prairie School or using the online FeePay system for parents to add funds to student meal accounts. It is the same system used to pay activities fees, sports fees, and transportation fees. Parents log into the [parent portal](#) to access this system and their student's meal account. If you have questions or need help with logging into the portal, please call the parent helpline at (952) 975-7094. Money remaining in a student's account at the end of the year will be transferred to the next year's account, even if they are moving on to a different Eden Prairie School.

Lunchroom Rules and Consequences

Lunch is a scheduled period for each student [and all school rules apply](#). ~~Tardies to lunch or skipping lunch will carry the same consequence as being tardy or truant from class. The same school rules regarding hats, coats, cell phones, or electronic devices apply in the lunchroom as in the classroom and all other parts of the building.~~ ***iPads are not allowed in the lunchroom.***

Rules:

- Keep hands, feet, and objects to self.
- Follow directions from both kitchen and lunchroom staff.
- Do not cut in line.
- Stand in line only if buying a meal.
- Please keep money in student accounts as they are not allowed to charge.
- Be on time.
- Students are not allowed to leave the lunchroom without permission.
- Be responsible for keeping table and surrounding area clean.
- Return to your seat and stay seated after disposing of your garbage.

The Lunchroom Supervisors and/or the Student Management Office will determine consequences for inappropriate behavior in the cafeteria.

Parents Eating with Students

Parents/guardians who wish to eat lunch with their child should pre-arrange a day in advance by calling the front desk receptionist (952-975-7300).

School Store

The CMS [mobile](#) school store ~~is located adjacent to the cafeteria. The store is open during lunch and located in the cafeteria.~~ Students may purchase quality merchandise, such as school supplies, at reasonable prices.

Sales

Students are not allowed to sell anything at school for personal profit. Any other marketing ventures must be approved by the CMS administration.

Schedule

Due to COVID-19 and social distancing requirements, transportation schedules may need to be altered. As such school start and dismissal times may vary slightly.

Student ID

At ~~orientation~~ [open house](#) in August, students will have a picture taken for a school ID and will receive the ID by the end of September. Students should carry their current school ID with them at all times. You will need your ID to borrow books from the library, ride the activity bus, and present to staff whenever asked. If students lose their school ID, they may purchase a new one in the Media Center.

iPads

Students will be issued an iPad at the beginning of the school year to use for academic purposes. Students and parents will sign an iLearn Agreement outlining the school district policies for appropriate iPad use. While at school, students are not allowed to use games and/or social media or non-educational apps as the iPad is to be used as an educational tool. Students and families will be expected to be in compliance with all iLearn rules and guidelines while in possession of the school issued device. Students who violate the rules and guidelines of the iLearn Agreement will be subject to school consequences.

i-Learn Expectations

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”. Our world is changing with a new generation who never knew life without the Internet. Technology is a major tool in our personal lives as well as many professions. Our students will be prepared to demonstrate digital responsibility, technological awareness and the ability to use technology to create, research, communicate and produce in the academic and professional setting. i-Learn@EP is about creating engaging curriculum, dynamic learning environments and students who are better prepared for the world beyond our school doors; it is not about the device, but rather how to use the device in education.

Eden Prairie Schools Expectations for Student Learning:

- Engaging and relevant learning experiences and development of life skills
- Learning experiences that encourage cooperation, collaboration, and innovation
- Use current technology to create, research, communicate and produce academically sound products
- Demonstrate respect, self-control, ethical behavior and empathy as classmates and members of our communities
- Being responsible citizens in our schools and communities, as well as the digital world

Responsible Citizenship:

Being a responsible citizen in our schools, communities and the digital world requires responsibilities adapted for a changing world. We embrace the following conditions of being a digital citizen:

- Respect yourself. I will select names that are appropriate. I will consider the information and images I post online.
- Protect yourself. I will protect my personal details, contact details or a schedule of my activities.
- Respect others. I will NOT use technology to bully or tease other people.
- Protect others. I will protect myself and others by reporting abuse, and not forwarding inappropriate or harmful materials or communications.
- Respect & protect intellectual property. I will suitably use and cite and all content use intellectual property (websites, books, media, software, etc.) according to the copyright or creative commons licensing.

Access to Eden Prairie Schools’ owned technology is a privilege and not a right. At any point access to devices, Internet and the like can be revoked.

Student Digital Responsibility: As listed below, but not limited to:

Personal Safety

Do not send any message that includes your personal information such as: home address, personal phone numbers and/or last name for yourself or any other person. Do not send information regarding your schedule (where you are/will be, timing, dates, etc.). Do not send any inappropriate or sexually suggestive picture of yourself or others.

Password Protection

Never share your password, steal or use another person's password. If a password is lost or compromised the student or teacher should call the technology Help Desk. A technology support specialist will help resolve the password issue.

Privacy

Students and families need to know that files stored on school computers are not private.

Network and Internet access is provided as a tool for educational purposes only. Eden Prairie Schools (EPS) has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access including transmitted and received information. All information files are the property of EPS and no user shall have any expectations of privacy regarding such files.

Online Etiquette

Follow the guidelines of accepted behaviors within your schools' handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use this device to make, distribute or redistribute jokes, stories, to bully anyone, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging and/or Podcasting

Use of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home, or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools.

Plagiarism/Copyright/Licensing

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism, as stated in your school's handbook. In addition, students must adhere to the copyright laws of the United States (P.L 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. All students should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.

Proxies

The use of anonymous proxies and VPNs to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of this agreement.

Photos and Video

Students are not to take pictures or videos of staff or students without staff permission. Any student use of cameras in Eden Prairie Schools should be part of a class or club activity. Unapproved camera use is a violation of this agreement.

Posting Disruptive Videos/Photos

Students must not make or disseminate (while on or off school property) recordings, photographs, or videos of other students or individuals, including school employees, if the recording will substantially disrupt and interfere with the work and discipline of the school, or the ability of a student to attend school or participate fully in its activities. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee.

This policy applies to District-issued and personal devices that are used to make the recording.

Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, is a violation of this agreement.

No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to remove or attempt to remove or circumvent the management system or modify the operating system and software installed on each iPad. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any EPS iPad will be in violation of this agreement.

Tech Support

If technical difficulties arise with the iPad, or non-conforming content is discovered, the iPad will be restored by Tech staff. If the Technology staff needs to restore the iPad, the District is not responsible for the loss of content put on the iPad by the student.

Information Regarding the iPad in Eden Prairie Schools

iPad General Precautions

- The iPad is Eden Prairie Schools' property.
- The iPad must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by EPS staff.
- Cords and cables must be inserted carefully into the iPad to prevent damage.
- Never expose an iPad to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- iPads must be kept in a secure location at all times; it is the student's responsibility to know where their iPad is at all times. Do NOT leave unsupervised or lend to friends or family members outside of your home. During times when the iPad is not needed, place the iPad in a secure location within the classroom.

iPad Cases

Acknowledging the importance of a protective case for the iPad, Eden Prairie Schools invested in purchasing protective cases for all of the iPads. iPads need to be in the EPS issued protective case.

- The iPad should ALWAYS be in its protective case, including the screen protector.
- The iPad should be charged (EPS provides a charger) and brought to school ready to use each day.
- Do NOT place your iPad in a book bag that contains food, liquids, heavy or sharp objects.

iPad Screen & Cleaning

- The screens are sensitive to pressure and therefore can be damaged; they are scratch resistant, not scratch proof.
- The screens are made of glass and can either break or shatter.
- Do NOT use liquids to clean the iPad. This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.
- PLEASE USE: A soft, dry cloth or anti-static cloth.

iPad Care

- Only labels or stickers approved and placed onto the iPad by EPS staff are acceptable.
- Never leave an iPad unattended. It is your responsibility to keep your iPad stored in a safe, secure, temperature appropriate space.
- Do NOT dismantle or attempt to repair the internal workings of the iPad or the iPad case.
- If your iPad is not working, take your iPad to the Tech Support office as soon as possible and have an EPS technology support specialist examine it. If your iPad needs to be worked on for an extended period of time, you will be issued a temporary iPad until yours is working properly.

Earphones

Eden Prairie Schools does not provide earphones; however, they are requested as part of the school supply list.

- Earphones shall not be used within or on school property unless a teacher specifically requests or allows students to do so.
- If allowed to use earphones, the appropriate level is when only the person wearing the earphones can hear the sound.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Several backup options exist to cloud storage or personal computers. Students should back up their files.

Applications and Content

~~Students, with the support and permission of parents may install apps or other content having an educational purpose on their iPad. Applications or content that does not have an educational purpose and is disruptive to the educational process or at home will be removed from the device.~~ Students may only install apps provided to them through Self-Service on their iPad. If an app is needed, which is not available in Self-Service, students should work with their teacher to request it be added. Additional content used should have an educational purpose. Content which does not have an educational purpose and is disruptive to the educational process will be blocked or removed from the device.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation may include restrictions for downloading apps, checking the iPad in and out of school each day, having all iPad privileges revoked, or other actions deemed appropriate.

In instances where the student has put his/her own safety or the safety of others at risk (i.e. bullying), iPad privileges will be revoked immediately.

iPad Statement of Responsibility for Parent/Guardian and Student

We understand that instances of damage, destruction, or loss of the assigned iPad may occur. These instances will be dealt with on a case-by case basis. Incidents of gross negligence or repeated incidents may result in financial restitution from the family, up to the cost of the entire device if warranted. If the device is damaged beyond repair or lost the cost of replacement is ~~\$400.00~~ \$300.00. Samples of approximate repair and replacement cost of individual parts are listed below. If there is damage that can be repaired the student will be charged for the actual cost of repair.

- Replacement iPad - ~~\$400~~ \$300
- iPad Brick - \$13

- iPad Cable - \$7
- iPad Glass Damage - ~~\$150~~\$100
- iPad Case Replacement - \$32

Student Behavior

Expectations of Adults and Students

Philosophy of Behavioral Expectations for Adults and Students

Adults will:

1. Create a balanced approach for all learning
2. Create a climate for learning that includes:
 - Opportunities for students to explore and construct their learning through choice, practice, trial, error, and reworking
 - Knowing the students culturally, and individually, by being fully cognizant of their strengths and interests
 - Co-creating classroom routines and procedures that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to determine responsibility in meeting academic, social, and emotional expectations in monitoring their self control

Students will:

1. Participate fully in the learning experience, including curricular, co-curricular, and extracurricular activities, from the moment s/he is on the bus until s/he is returned home, at all district activities and events.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves—strengths, weakness, and culture to create common bonds in curricular, co-curricular, and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment s/he is on the bus until s/he is returned home.

If a student demonstrates a lack of responsibility, respect, empathy or self-control and disrupts the learning of other students, adults may:

- Re-direct, work with and ensure that student fully understands the expectations

- Create an accountability system with the student and parent/guardian with clear consequences or processes for resolution for additional violations
- Work in partnership with family, students, staff and other significant adults to determine additional strategies and/or consequences
- Refer to peer mediation, conflict resolution or other proven processes
- Determine if there are extenuating physical, emotional or mental challenges
- Submit referral as deemed necessary

Student Management Mission

Central Middle School will foster a partnership with students, staff, and parents to establish clear expectations for respect of self, others, and school in order to create a safe, secure environment in which everyone can learn. We strive to work with students regarding their behavior in a respectful manner that strengthens students and helps them be responsible, respectful, and self-directed learners.

Student Management Guidelines

The following pages contain summaries of District and Central Middle School policies and procedures related to Student Management.

In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.

1. Abuse, Verbal or Written

The use of language or actions that are obscene, intimidating or that degrades other people or incites other people is prohibited.

Guidelines for Potential Consequences:

First Offense:

- a. Expectations review. (unless sexual or racial abuse/threats--see #18 below), restorative mediation, parent/guardian contact.
- b. **Second Offense:** Expectations review and ISS, restorative mediation, parent/guardian meeting.
- c. **Third Offense:** Up to 5-day suspension. Parent/guardian meeting.

2. Academic Integrity

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

Guidelines for Potential Consequences:

- a. **First Offense:** Parent/guardian contacted by teacher, Loss of privileges. Plan for success developed in partnership with teacher.
- b. **Second Offense:** Parent/guardian contacted by teacher, documentation, loss of privileges, in school.
- c. **Third Offense:** Administrative conference to determine next action.

3. Activity Bus

Students must demonstrate appropriate behaviors on the school activity bus.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean Conference, parent/guardian contact
- b. **Second Offense:** Dean conference, parent/guardian contact, possible bus suspension. Detention.
- c. **Third Offense:** Dean conference, parent/guardian meeting, bus suspension.
- d. Additional offenses will result in more lengthy bus suspension.

4. Alcohol/Chemicals, Possession, Use or Under the Influence of

The possession, use, distribution, delivery, transfer, sale or purchase of any controlled substance at school is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3-day suspension, confiscation, police referral, chemical health referral
- b. **Second Offense:** Up to 5-day suspension, police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

5. Attendance/Unexcused

Students are expected to be in school and in each class unless otherwise excused by a staff member or parent/guardian. Refer to the Attendance Section below for more details as well as guidelines for potential consequences.

6. Bullying/Cyberbullying

*****Bullying defined:**

Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- a. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
- b. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.

*****Cyberbullying defined:**

bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other

electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

Guidelines for Potential Consequences:

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3-day suspension. Restorative Practice/Mediation. Parent meeting
- c. **Third Offense:** Up to 5-day suspension. Parent meeting. Possible referral for expulsion.

7. Cell Phones

Cell phone use during the school day is prohibited unless permission is otherwise granted by a staff member. The use of cell phones or other video recording devices in bathrooms and locker rooms is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Conference with Dean, confiscation of phone.
- b. **Second Offense:** Phone to be picked up by parent/guardian.
- c. **Third Offense:** Phone to be picked up by parent/guardian, parent/Guardian meeting.

8. Disruptive Behavior

Disruptive behavior at school locations or at school sponsored activities is prohibited. Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors. Disruptive behavior includes insubordination. Insubordination is defined as: Deliberate refusal to follow an appropriate direction given by a staff member.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 1-day dismissal from class or activity and mediation.
- b. **Second Offense:** Up to 3-day dismissal from class or activity, possible ISS, conference with teacher, parent/guardian meeting.
- c. **Third Offense:** Referral to MTSS team for additional support and intervention.

9. Dress and Grooming

Dress and grooming that is disruptive or potentially disruptive to the educational process is prohibited, including, but not limited to, the following:

- a. Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory, racist, sexist or otherwise degrading or sexually suggestive

or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.

- b. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or supremacist groups is prohibited.
- c. Wearing clothing that does not cover shoulders, midriff, chest, or buttocks. Clothing that does not cover undergarments, and undergarments that are worn as outer garments.
- d. Wearing short shorts and short skirts, see-through pants and shirts are prohibited.
- e. ~~Wearing a face mask, hood, sunglasses or wigs in school that would not allow the student to be identified is prohibited.~~
- f. ~~Wearing or carrying any headwear, except for legitimate religious or medical reasons during the day without permission from school administration is prohibited. Headwear is defined as any object which covers one's head, all or in part, including but not limited to bandanas, headbands, hats, hoods, and do-rags.~~

Guidelines for Potential Consequences:

- g. **First Offense:** Education of policy, warning, and removal or confiscation of item, change of clothing (if applicable).
- h. **Second Offense:** Item confiscated/removed, change of clothing (if applicable) and parent/guardian contacted.
- i. **Third Offense:** All of above and parent/guardian meeting.

10. False emergency alarm

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm is prohibited. False 911 reporting from any school phone is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to a 5-day suspension pending review by school & district administration for recommendation for expulsion, and police referral.

11. Fighting/Assault

Engaging in any form of fighting (regardless of who initiated the fight), assault, or inciting a fight/assault is prohibited. Fighting/assault includes, but is not limited to, hitting, slapping, pulling hair, biting, shoving, pushing, kicking, scratching or any other acts in which a student intentionally inflicts or attempts to inflict bodily harm on another person.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3-day suspension. Referral to School Social Worker. Mediation. Possible police referral. When appropriate teacher notification pursuant MN statute 121A.64

- b. **Second Offense:** Up to 5-day suspension. Referral to School Social Worker. Mediation. Police referral. When appropriate teacher notification pursuant MN statute 121A.64
- c. **Third Offense:** Up to 10-day suspension and possible referral to district administration for expulsion.

12. Littering/Lunchroom

Out of respect to our maintenance staff, the school, and to each other, students are expected to clean up after themselves. Students are responsible for the mess at their tables and for leaving the table clean in the cafeteria. Students are expected to deposit all trash in school-provided receptacles. This includes trash generated anywhere on the school campus. Students are responsible for cleaning any trash generated by themselves or by the members of their group.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean conference, review of expectations
- b. **Second Offense:** Restitution, lunch detention, parent/guardian contact.
- c. **Third Offense:** Restitution, lunch detention, parent/guardian meeting.

13. Nuisance Objects

Possession, use or distribution of any object that causes distractions, such as wallet chains, squirt guns, games, dice, playing cards, laser pens, etc. is prohibited. ~~iPods may be in possession and used outside of academic areas, provided the use is not disturbing to others.~~ Skateboards, in-line skates and scooters must be kept in the student's locker at all times.

Guidelines for Potential Consequences:

- a. **First Offense:** Confiscation.
- b. **Second Offense:** Detention, confiscation.
- c. **Third Offense:** Detention, confiscation, parent/guardian meeting.

14. Posting Disruptive Videos/Photos

Students must not make or disseminate (while on or off school property) recordings, photographs, or videos of other students or individuals, including school employees, if the recording will substantially disrupt and interfere with the work and discipline of the school, or the ability of a student to attend school or participate fully in its activities. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee. This policy applies to District-issued and personal devices that are used to make the recording.

Guidelines for Potential Consequences: (refer to ilearn + personal devices)

- a. **First Offense:** Disciplinary action assigned by the building administration, offending posting must be removed.

- b. **Subsequent Offense:** Up to 3-day suspension, offending posting must be removed.

15. Roughhousing (Pushing, Shoving, Scuffling)

Physical contact such as but not limited to pushing, shoving, or scuffling that is not defined as an assault or fighting is prohibited. This also includes other physically intimidating contact (such as “slap boxing”) aimed at another student. In the event that pushing, shoving or scuffling constitutes a fight or assault, the consequences for those violations will be imposed.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean conference.
- b. **Second Offense:** Dean conference, detention, parent/guardian contact.
- c. **Third Offense:** Dean conference, detention, parent/guardian meeting.

16. Technology (School Issued) Misuse

See i-Learn Expectation Section of Handbook

Guidelines for Potential Consequences: Violations of these expectations could result in any of the following: removal of technology usage, disciplinary action (detention, legal action, police referral.)

- a. **First Offense:** Expectations review
- b. **Second Offense:** iPad Restriction up to two weeks
- c. **Third Offense:** iPad Restriction up to nine weeks
- d. **Fourth Offense:** Permanent iPad restriction

17. Theft, Receiving or Possessing Stolen Property

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property, is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Detention, up to 3-day suspension, possible police referral and restitution.
- b. **Second Offense:** Up to 5-day suspension, police referral and restitution.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

18. Threats and Intimidation; Physical, Verbal or written

Any language (oral or written) or gestures including the use of electronic devices or physical intimidation that are meant to threaten or cause fear of bodily harm or death is prohibited.

Guidelines for Potential Consequences:

- a. **Any Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

19. Tobacco/Vaping Possession or Use

Central Middle School, in compliance with school district policy, is proud to encourage and support a tobacco-free environment. Smoking, chewing, possessing or using tobacco in any form including e- cigarettes at any time, at any school location including school vicinity, or at a school-sponsored activity is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** ISS, police referral, confiscation, parent/guardian contact
- b. **Second Offense:** Dismissal, ISS, police referral, confiscation, parent/guardian meeting
- c. **Third Offense:** Restricted study, parent meeting, social work involvement to set up plans for success, chemical health referral

20. Transportation

Bus ridership is a privilege, not a right. Students are responsible for keeping their bus area clean. If students damage a bus, they will have to make restitution. If students do not follow the rules, they can lose their bus riding privileges. Any disruptive behavior, as defined under school policy, while riding a school bus is prohibited. This includes not remaining seated, throwing objects, disruptive behavior at a bus stop or to and from the bus stop, tampering with emergency or safety equipment, and lighting flammable devices, throwing objects or disruptive behavior at a bus stop or to and from the bus stop. Secondary students who commit a fourth or fifth offense may be suspended from riding the bus for the remainder of the school year. Severe behavior will move the student immediately to a higher level of offense, based on the severity of the action and/or previous bus violations. In addition, school management guidelines will be enforced when appropriate.

Guidelines for Potential Consequences:

- a. **First Offense:** Warning given. Expectation review.
- b. **Second Offense:** Up to 3-day bus suspension.
- c. **Third Offense:** Up to 5-day bus suspension and conference with student, parent/guardian, transportation representative.

21. Vandalism

Defacing, cutting or damaging property, technology or telecommunication equipment that belongs to the school district, other students, staff members or other individuals is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Detention, restitution/cleaning, possible police referral.

- b. **Second Offense:** Restitution/cleaning, possible suspension, and police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

22. Weapons

In accordance with federal, state, and district policies, no weapons are permitted on school grounds. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Definition: A "weapon" means any object, device, instrument, or substance designed as a weapon or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to:

- a. all firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile of a real weapon, or any other device or instrument having the appearance of a weapon
- b. all knives
- c. objects designed to be worn over fists or knuckles
- d. blackjacks, clubs, Nunchaku ("nunchucks"), throwing stars
- e. explosives, incendiary devices, bombs, fireworks, or other similar devices which can cause an explosion
- f. bows and arrows, slingshots, razors
- g. poison chemicals including mace, pepper gas, or similar sprays, or chemical components and/or mixture which can cause an explosion
- h. firearm muffler, silencer, or ammunition
- i. any object modified to serve as a weapon
- j. articles designed for other purposes (pencils, scissors, etc.) but used to inflict bodily harm and/or intimidate others

Guidelines for Potential Consequences:

First Offense: Confiscation of the weapon (if it can be done safely). 10-day suspension pending recommendation for expulsion from school for a period of not to exceed one year (365 days). Referral to police.

****Students with disabilities who violate the weapons policy shall be disciplined in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.*

****A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.*

23. Unique Situations

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's needs.

Definitions

- **In-School Suspension** – Students may be prohibited from attending a class or activity for a period of time not to exceed five days for each violation of school district rules, regulations or policies.
- **Mediation** - Bringing two parties involved in a conflict together to settle the dispute.
- **Restitution** - A student could choose to fix a problem or mistake, or to set things right. Restitution may be done instead of a consequence or along with a consequence.
- **Suspension** - An action taken by school administrators under the district's discipline policy, which prohibits a pupil from attending school for a period of no more than 10 school days. The suspension period may be extended by an additional five days with a parent conference. A re-entry conference must occur before the pupil returns to school. This conference will include the pupil and his/her parent/guardian and any school official deemed necessary.
- **Expulsion** - An action taken by the school board to prohibit an enrolled student from further attendance for a period up to 12 months from the date the student is expelled.
- **Exclusion** - An action taken by a school board to prevent enrollment or re-enrollment of a pupil for a period which will not extend beyond the school year.

Office Visits

When a dean or the dean's assistant meets with a student to discuss problem behavior, it is considered an office visit. Parents will be notified when a student is assigned a consequence.

Planning Room

Teachers assign students to the Planning Room for violation of classroom or lunchroom rules. In the Planning Room students reflect on the incident that occurred and develop a plan to enable future success. Students call a parent/guardian to explain what happened and may be assigned a detention for the referral. After these steps, students work on assignments sent by their referring teacher or study. Students refusing to follow directions will be sent to a dean. Students assigned in-school suspension may spend the day in the Planning Room working on assignments given by their teachers for the day. If students run out of assigned work, the supervisor will give them additional work to complete.

Volunteering

District Volunteers

A variety of district level committees and advisory councils, such as the Curriculum Advisory Council, Finance Advisory Committee, Special Education Advisory Council, and Community Education Advisory Council are important ways parents can help shape district policies, procedures, and programs. More information is available at www.edenpr.org.

Parent-Teacher Organizations

The [Parent-Teacher Organization](#) (PTO) at Central Middle School is comprised of parents and staff working together to enhance your child's school experience. The group sponsors family-oriented social activities during the year and also organizes parent volunteer programs. The PTO plans events and fundraisers and uses associated proceeds to supplement programs at CMS that directly benefit students.

School Volunteers

[Any parent, guardian or community member who is interested in volunteering at CMS should contact the main office to inquire about opportunities that may be available.](#)

~~**Opportunities:** Central Middle School offers a variety of volunteer opportunities for parents. A current [list of volunteer needs](#) is posted on the CMS website. There is a place for you to volunteer at Central Middle School whether you have an hour or a day to share with our students and staff. Fill out the volunteer form available on the website and drop the form off at CMS, mail it or e-mail it to the school.~~

~~**Procedures:** Volunteer forms will be available at your school at the beginning of the school year. Please fill one out and return it at any time. Volunteers are asked to follow the school security sign-in procedures and may be required to complete a background check. Staff are instructed to ask if they can help any visitor without a volunteer badge. This procedure has been developed as a proactive safety measure. As you work with staff and students, information of a confidential nature may be shared with you. The problems, abilities, relationships, and confidences of students, their parents, and staff should never be discussed with anyone who does not have a professional right or need to know. Like teachers, volunteers are bound by a code of ethics to keep confidential matters within the school.~~

Attendance

Eden Prairie Schools values attendance. We believe that every student should be in school every day. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. Eden Prairie Schools is a participant in the Hennepin County Attorney's Office [be@school](#) program. This program seeks to improve school attendance and increase the opportunity for Hennepin County's children to realize their potential. In collaboration with the County efforts, Eden Prairie aims to have each student attend school every day. In accordance

with the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

No student is to leave the building or its premises during the school day without having an early dismissal pass, permission from an administrator, signing out with the nurse, or being on an authorized work program. Students who leave without permission will be considered unexcused from the classes missed.

Excused Absences

The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Serious illness in the student's immediate family
3. A death or funeral in the student's immediate family or of a close friend or relative
4. Medical, dental, or orthodontic treatment, or counseling appointment
5. Court appearances occasioned by family or personal action
6. Religious instruction not to exceed three hours in any week
7. Physical emergency conditions such as fire, flood, storm, etc.
8. Official school field trip or other school-sponsored outing
9. Removal of a student pursuant to a suspension
10. Religious observance
11. Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work
12. Family emergencies
13. A student's condition that requires ongoing treatment for a mental health diagnosis

In order for an absence to be excused, a parent needs to call the school attendance line prior to, or the day of the absence. The parent needs to state when the child will be absent and explain the reason for the absence. Students whose absences are excused are required to make up assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Students who accumulate excessive absences, even when excused, will work with the school staff and parents to develop a plan to assure attendance at school daily. In addition, a doctor's note may be requested to excuse excessive absences.

Late Arrival/ Early Departure

CMS students arriving late or leaving early must bring a note from a parent/guardian that includes the parent's name, student name and reason for absence. Excused reasons for being late or leaving early will follow the same listing as excused absences. Students should give the note to the receptionist as soon as they arrive at school. If leaving early, the note should indicate the time the student should meet their parents at the reception desk. Students who are late due to oversleeping or missing the bus are considered unexcused.

Tardiness

Students are expected to be in their assigned area at the start of school or the start of a class when the bell rings. Failure to do so constitutes tardiness. Accumulating three tardies or one unexcused absence in any class is a violation of the CMS attendance policy. Violations will result in further intervention and may include disciplinary action.

Excused Tardiness

Valid excuses for tardiness are:

1. Illness
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family.
4. Medical, dental, orthodontic, or mental health treatment.
5. Court appearances occasioned by family or personal action.
6. Physical emergency conditions such as fire, flood, storm, etc.
7. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness:

An unexcused tardy is failing to be in an assigned area at the designated time class period commences without a valid excuse.

Unexcused Absences or Truancy

These are examples of absences that will not be excused:

1. Truancy which is an absence that is not approved by the parent and/or the school district
2. Any absence where the student/ family failed to comply with any reporting requirements of the school district's attendance procedures
3. Work at home
4. Work at a business, except under a school-sponsored work release program.
5. Vacations with family without prior notice and exceeding 5 days
6. Personal trips to schools or colleges
7. Any other absence not included under the attendance procedures set out in this policy

Consequences of Unexcused Absences

1. School district staff will work with the parent, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.
2. If unexcused absences continue after following be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school.
3. Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
4. Days during which a student is suspended from school shall not be counted in a student's total cumulative unexcused absences.
5. Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with

school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

6. Ineligible to participate in School-sponsored Extracurricular Activities

On-the-Job Training Programs and Enrichment Activities

This applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

1. School-initiated absences will be accepted, and participation permitted.
2. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
3. If a student is suspended from any class, he or she may not participate in any activity or program that day.
4. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be given to the coach or advisor before the student participates in the activity or program.
5. Students who miss school regularly due to enrichment activities must seek prior approval in order for those absences to be excused. Families for whom this applies may contact the building principal for further information.

Health

The Health Services staff work in partnership with educational staff to provide students with high quality and consistent health care and health management. Find [Health Services forms](http://www.edenpr.org) online at www.edenpr.org.

Allergies (Animals, Fragrances, Latex)

Animals and pets are not allowed to visit inside schools without principal permission and specific policy requirements. This policy is in place because of student and staff health needs and air quality issues. Some exceptions may be made; please check with the principal before bringing any animals into the classroom.

Eden Prairie Schools encourages a fragrance aware and latex limited environment. "Fragrance Aware" means that we will try to have a fragrance and scent-free environment. "Latex Limited" means that no latex gloves or latex balloons are allowed.

Health Conditions

The school nurse will work closely with students who have an acute or chronic health need such as asthma, cancer, diabetes, allergies, or other illness. Parents will want to notify Health Services

about their student's specific health needs. The student and parents will work with the school nurse to determine how best to manage the health conditions and plan for any potential life-threatening emergencies.

Homebound or Hospital Instruction

Homebound or hospital instruction is provided for children who are absent from school due to prolonged illness or disability. If your child is going to be absent longer than 15 school days, please contact the school.

Illness

Please call your school's attendance line if your child will not be at school due to illness. Also, please notify the school office if your child contracts a communicable disease or parasite so that notices may be sent home with classmates listing symptoms and treatments.

Illness/Injury at School

When a student is unable to remain in school due to an illness or injury, a parent or emergency contact will be notified. First aid is given by school personnel, and parents are expected to provide transportation and decide whether a doctor should be contacted. In emergencies, 911 will be notified. No child will be sent home unless an adult assumes responsibility for his/her care.

Immunizations Up-to-Date

Eden Prairie Schools is part of the "No Shots, No School" program. All students must have proof of vaccination to start school. Students who have special medical problems and cannot be vaccinated, or whose parents conscientiously object, may receive legal exemption. Contact Health Services for assistance with accessing immunizations or to get information on exemptions.

Insurance

The Eden Prairie School District does not carry medical insurance for student accidents on district property. The District does make available student accident insurance at a low cost to parents. More information can be found on the district's website under Departments/Finance/Student Accident Insurance. The district also carries public/general liability coverage for district premises and/or employee negligence. MinnesotaCare health insurance is available for those families who qualify based on monthly income and family size. Questions about this plan can be directed to the school nurse or social worker.

Medications

Students are not usually permitted to administer their own medication at school. Parents requesting that prescription or non-prescription medication be administered during school hours are required to provide:

- A physician’s order/signature for medication during the school day
- Parent’s signature on a Medication Authorization Form or a note
- Medicine in original prescription bottle labeled with student’s name, etc. Please ask the pharmacy to put prescription medication in two bottles completely labeled – one for home and one for school.

All non-prescription medications must be provided in their original labeled container. No medications can be dispensed when provided in envelopes, plastic bags, etc. Medication Authorization Forms are available in the nurse’s office. At the end of the school year, all medication, both prescription and over-the-counter, will need to be picked up by a parent. Medications will not be sent home with students.

Restricted Activities

Written excuses are required for students who need to miss physical education. The note must state how long the restriction will be in effect.

Outside Resources For Teens

Crisis

- Hennepin County Child Crisis Services 612-348-2233
- Rape & Sexual Assault Center (24 hr.) 612-825-4357
- Suicide Hotline 800-273-8255 suicidepreventionlifeline.org/
- Bridge For Youth 612-400-SAFE

Mental or Chemical Health

- Counselors, CMS Counseling Office 952-975-7330
- Alcoholics Anonymous 952-922-0880, www.aaminneapolis.org
- Family & Children’s Services 952-884-7353
- Mental Health Association of MN 612-331-6840, www.mentalhealthmn.org
- Narcotics Anonymous www.twincitiesna.org
- Move Forward 952-988-8336, www.moveforward.org

Physical Health

- West Suburban Teen Clinic 952-474-3251 <https://myhealthmn.org/>
- Normandale Dental Clinic 952-487-7020 ext. 4

Violence

- Cornerstone Crisis Line 952-884-0330, www.cornerstonemn.org
- Casa de Esperanza Crisis Line 651-772-1611, www.casadeesperanza.org

Notices

Asbestos/Pesticide/Air Quality Notices

The Environmental Protection Agency requires school districts to annually notify parents, guardians, and staff about the presence of asbestos in district facilities as well as planned abatement activities. Eden Prairie Schools performs routine six-month periodic inspections of all asbestos-containing building material to ensure materials are in good condition. Records of these inspections are available for viewing in each building maintenance office and the Facilities and Safety Department at the Administrative Services Center. Anyone is welcome to review these plans with prior notice during normal working hours Monday through Friday. ~~No planned asbestos abatement is scheduled for the 2015-2016 school year.~~ If you have any questions or concerns, please contact the district's Asbestos Designated Person, ~~Jim Anderson~~ [Kyle Fisher](#), at 952-975-7126. ~~More information on Asbestos can be found at:~~
~~www.epa.gov/asbestos/pubs/asbestos_in_schools.html~~

The Parents' Right-To-Know Act that was passed by the Minnesota Legislature requires schools to notify parents, guardians, and staff regarding pesticide application in schools. The district uses Orkin Pest Control to conduct planned pesticide applications during the school year. Applications will be done as needed but will always be on the fourth Thursday of each month while school is not in session. However, the schedule may change due to inclement weather. Parents, guardians, and staff may request to be notified of any changes in the application schedule by contacting any of the school offices. If you have any questions or concerns, please contact the Facilities and Safety Department at 952-975-7121. ~~More information on Pest Management can be found at:~~
~~www.mda.state.mn.us/on/plants/pestmanagement/ipm/ipmschools.aspx~~

Eden Prairie Schools has developed an Indoor Air Quality (IAQ) Management Program as required by the Minnesota Department of Education. The program includes information for concerned parents, guardians, and staff regarding the IAQ in our schools as well as an overall building walkthrough inspection that is conducted in all school district buildings annually. The program also includes a written set of procedures that describe ways to correct the identified IAQ problems, prevent future problems, and respond to emergencies and concerns. The district's Indoor Air Quality Coordinator is Jim Anderson, Facilities and Safety Director. He can be reached at 952-975-7126. ~~More information on Indoor Air Quality can be found at:~~
~~www.health.state.mn.us/divs/eh/indoorair/schools/index.html~~

Background Checks, Employment

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Curriculum Content Review

As part of its policy, the district has specified a procedure for a parent, guardian, or adult student 18 years or older to review the content of instructional materials, address concerns, and propose alternative instruction for an individual student. The procedure spells out three action steps beginning with an informal meeting of the adult and responsible staff members. If the concern is not resolved, it will be taken to the building principal. If resolution cannot be reached, the parent/guardian/adult/student will be asked to complete a form and a meeting involving representatives of the district and site Learning and Teaching staff will be convened.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an all-inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your school's principal.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Directory Information

The Family Education Rights and Privacy Act requires school districts to notify parents/guardians and students that certain information from student records may be released and made public without the written consent of the parents or students 18-years-of-age or older. This information is called "directory information." Directory information includes name, residential mailing address, telephone number, date and place of birth, grade in school, major field of study, participation in officially organized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, previous school attended, and photos. These publications could include district-initiated publications such as calendars, newsletters, annual reports, and brochures. They also include school-initiated publications such as student newspapers and yearbooks. In addition, media, including weekly community newspapers, metro daily papers, and television stations may ask to take photos of district students. Parent/guardians or students of majority age who do not want directory information released for internal and/or external use must notify the district in writing by October 1.

Student Records

Eden Prairie Schools has adopted a policy about the rights of parents and students with respect to school records. This policy complies with federal and state laws guaranteeing the right to examine and challenge the contents of student records. The Minnesota Legislature has said that all school records are deemed private. This means that the district cannot release any information without permission except directory information. A summary of census information along with grades and attendance data is stored electronically when students leave the school system.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. If you have questions related to the rights of parents/guardians and eligible students about conducting surveys contact your principal.

Policies and Guidelines

Bullying Prohibition

Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits,

services, or privileges. To that end, acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner.

According to the Minnesota Safe and Supportive Schools Act bullying means any intimidating, threatening, abusive, or harming conduct that is objectively offensive in nature. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern. The act of cyber-bullying which refers to bullying others by using technology or other electronic devices, or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form are prohibited as well. Bullying does not refer to a one-time argument or disagreement between students.

Distribution of Non School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

Equal Education Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.

Equal Employment Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

Harassment and Violence Prohibition

It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

Internet Acceptable Use Policy

Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. In accordance with the Children's Internet Protection Act, the district filters Internet access. Students are directed to inform staff immediately if they receive any image or communication that is inappropriate.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. If you have questions about this policy, please contact your principal.

- **Disability Nondiscrimination:** The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- **Student Sex Nondiscrimination:** The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Search and Seizure of Student Possessions

School officials may, without a search warrant, search a student and/or their personal possessions based on a reasonable suspicion. Reasonable suspicion means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Personal possessions include, but are not limited to purses, backpacks, book bags, packages, clothing, cell phones, and vehicles. Pursuant to Minnesota statutes, school lockers and student desks are the property of the school district. At no time does the school district relinquish its exclusive control of lockers and desks provided for the convenience of students. Inspection of the interior of lockers and student desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

Tobacco-Free Schools

School district students and staff have the right to learn and work in an environment that is tobacco-free. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. Contact the school principal or another staff member if you have questions or wish to report violations.

Weapons

The district has adopted a weapons policy. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Weapons are defined as any object, device, instrument, or substance designed as a weapon or through its use capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to: firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile or having the appearance of a weapon; all knives; objects designed to be worn over fists or knuckles; blackjacks, clubs, nunchucks or throwing stars; explosive or incendiary devices; bows and arrows, slingshots, razors; poison chemicals including mace, pepper gas, or similar sprays; firearm muffler, silencer, or ammunition; any object modified to serve as a weapon; articles designed for other purposes such as pencils or scissors but used to inflict bodily harm or intimidate others.

Violation of the weapons policy may result in one or more of these consequences: out-of-school suspension, confiscation of the weapon; notification of the police, recommendation for expulsion or exclusion from school for up to one year. Students with disabilities who violate the policy will be disciplined in accordance with the requirement of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Wellness Policy

Eden Prairie Schools has adopted a Wellness Policy to encourage students and staff to eat nutritiously and incorporate physical activity into a healthy lifestyle. A Wellness Advisory Committee was convened to monitor implementation of Wellness policies and guidelines, and to make recommendations to the district. Guidelines for healthy snacks, treats, and lunches from home were created. School district practices that have changed as a result of the policy include: lunch was moved after recess to discourage hurried eating, no pop is sold where students are present during the school day, classroom birthday treats are discouraged, staff is encouraged to model healthy behaviors, food and beverage rewards are discouraged, healthy snacks from home are encouraged (a snack guideline is available at each site), classroom/holiday parties should be limited and not centered around food, and staff are encouraged to create opportunities for physical activity for students.

Administrative Discretion

This handbook does not cover all situations. The administration reserves the right to sanction students for violating school rules and expectations not specifically covered in this publication. Sanctions may include, but are not limited to a warning, planning room visit, detention, after-school detention, in-school suspension, out-of-school suspension, exclusion, expulsion, community/school service, parent involvement, and loss of privileges. Any and all of the material in this handbook is subject to amendment by the school administration or the Board of Education at any time.

Safety and Security

Drills

State law requires schools to have 11 emergency drills each school year, including fire drills, lockdown drills, and tornado drills. School staff train students on procedures required to observe each drill. During drills, staff will act immediately to assist students, visitors, and volunteers in evacuation to a safe location.

During emergency procedures or evacuation, students, visitors, and volunteers are required to:

- Follow all emergency directions given by school officials.
- Report to designated area for attendance and further instruction.
- Report any suspicious activity/behavior, concern or information immediately to school officials.

School Resource Officer

Eden Prairie School Resource Officers are connected with each school. Some have offices on campus, others visit regularly to develop relationships with students and teach safety programs. Officers may assist school staff with student behavior incidents when laws have been violated. School Resource Officers and the Facilities Department work cooperatively to review district crisis management plans and site emergency procedures so that there is a coordinated response to emergencies by the school district and emergency responders.

Visitor Check-In

All visitors, volunteers, and parents visiting any Eden Prairie school must enter through the main door and follow the procedures at the Welcome Desk. These procedures include providing a driver's license for a security check and receiving a printed name tag. Please check out before exiting the building. It is the responsibility of all adults in the school to explain the check-in procedures and to direct any visitors to the front office to complete this procedure. In addition, it is not permissible for any adult or child to open other entry doors to allow a visitor to enter a school building. No student "shadowing" is permitted.

Transportation

The Eden Prairie School District is pleased to offer safe, dependable, cost-effective transportation. In accordance with state law, a bus is available to any student living further than two miles from their school and to any special education student regardless of where they live if it is part of their individual education plan. For all students who live within two miles of school, bus transportation is available for a fee.

Activity buses for CMS

An after-school activities bus is provided on a limited basis for students in grades 6-12. Central Middle School (CMS) students are required to show the bus driver a student I.D. and a bus pass from their activity. ~~Four bus routes are provided Monday-Thursday.~~ Route maps are posted at CMS. Students may have a longer ride and be dropped further from home than their normal bus stop.

Bus Assignment

The bus assignment process is as follows:

- May – Families receive Transportation Commitment Letters
- June – Transportation Commitment Forms and payment are due. Families inform the district of how their student(s) will be getting to school the following year so the district can plan appropriately for bus routes and pedestrian and vehicle traffic at each school. Pay-to-Ride payment is due by date on form.
- End of August – Families receive student bus route information (bus number, stop locations, pick-up and drop-off times)

Riding a Different Bus Home

Students may ride a different bus to or from school on a space available basis. Please check with the [transportation department](#) ~~bus driver of the alternate route~~ before planning on sending your child on a different bus. You must send a signed and dated note with your child saying what bus he/she is to ride and with whom they are to ride. The student must then have the note signed by office staff before giving it to the bus driver of the alternate route.

Rules and Consequences

Transportation by school bus is a privilege, not a right, for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies or for violation of any other law governing student conduct on a school bus.

Rules

1. Follow the driver's instructions.
2. Remain seated until the bus arrives at your stop.
3. Speak in a quiet voice.
4. Keep hands, feet, and objects to yourself.
5. Don't throw objects in the bus or out the window.
6. Don't use profanity (words or gestures).

7. Do not tease or harass others.
8. Do not spit, eat, drink, or chew gum.
9. Do not vandalize the bus.

Grades 6-12 Consequences (listed in order of severity)

1. Warning given, may be assigned discipline seat—may involve school consequences
2. One- to three-day bus suspension
3. Five-day bus suspension, conference with student, parent, school, driver, and Transportation Department
4. Ten-day bus suspension
5. Loss of bus riding privileges for the remainder of the school year. There will be no mid-year forgiveness period for students in grades 6-12.

Severe behavior moves immediately to step 3, 4, or 5 at the administrator's discretion based on the severity of the action and/or previous bus violations. School Student Management Guidelines may also be enforced when appropriate.

Rules at the Bus Stop

1. Stay away from the street, road, or highway when waiting for the bus. Line up at least three feet away from the street in an orderly fashion and wait until the bus stops before boarding.
2. Respect the property of others while waiting at your bus stop. Do not pick flowers or shrubs, throw stones, snowballs, litter, etc.
3. Keep your arms, legs, and belongings to yourself.
4. Do not use offensive or foul language.
5. Avoid standing in and blocking sidewalks and driveways.
6. No pushing, fighting, harassment, intimidation, or horseplay.
7. Do not run to the curb when the bus comes. Stay back until the bus is actually stopped. (A push at the middle or end of the line can send the front person into the bus or under its wheels.)
8. Older students should be helpful to younger ones.

Safety

Eden Prairie Schools has a well-trained staff of drivers and our buses are very well maintained. We have an excellent safety record. Safety is everyone's responsibility. The majority of children injured in student transportation are not hurt on the bus but outside the bus. Students should be aware of the 10-foot area around the stopped school bus referred to as the "Danger Zone." Parents and community members are required by law to stop at least 20 feet from a bus with flashing red lights.

What's allowed on the bus?

Students may bring items such as musical instruments that they can hold in their laps or between their legs during the bus ride. Objects like balls, ice skates, and in-line skates must be stowed in a backpack or bag. Examples of objects not allowed on the bus include:

- Guns (including toy guns or look-alikes)

- Knives or other sharp objects
- Skis, ski poles, hockey or lacrosse sticks, bats, golf clubs, snow sleds (unless they roll up)
- Flammable items
- Glass items
- Laser pens
- Balloons
- Any items of dangerous or objectionable nature

More information about Eden Prairie Schools Transportation Department, including detailed student and parent/guardian responsibilities, is available at www.edenpr.org.

Elementary School Student Handbook 2021-2022



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Elementary School Handbook

2021-2022

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Academic Success

The Eden Prairie School District is committed to the academic success of all students. We know you have entrusted your student’s education to us, and we promise to work diligently to educate each child in a safe, caring, and engaging environment.

HOMEWORK:

Homework is an extension of learning and will be connected to goals and objectives to what students are currently learning in class. Homework assignments are not included in a student’s achievement grade, and are considered opportunities for students to do independent practice, review and apply knowledge to support strong learning. Homework enhances a student’s ability to reach grade level knowledge and skills expectations.

~~For district policy for “Academic Success”~~ Guidelines on the amount of independent practice done at home will vary from grade to grade and subject to subject. ~~Homework guidelines will vary from grade to grade, and from subject to subject.~~ The amount of daily homework/independent practice varies from 10 minutes (Kindergarten) to 50 minutes (5th grade).

The following are suggested guidelines for homework:

Kindergarten	10-15 minutes
Grades 1 and 2	10-25 minutes
Grades 3 and 4	20-30 minutes
Grades 5	30-50 minutes

Daily Reading: Literacy is the foundation of all student achievement. ~~it is our expectation that~~ All students should also read for at least 15-30 minutes each day.

Unfinished In-Class Assignments: ~~The difference between homework/independent practice and unfinished in-class assignments is there should be sufficient time provided for when certain assignments are expected to be completed in class during the school day or within the class period.~~ There may be times when a student does not complete a portion of an in-class assignment or project. When that occurs, students may need to complete the assignment at home in order to stay on track with the next day’s content and learning objectives.

FAMILY INVOLVEMENT:

Learning at Home: Research supports that families are the earliest and the most significant teachers in a child’s life. A child’s value of education and lifelong learning is also impacted by teachers, caregivers, and outside influences. Families know their child best and can 1.) help foster learning by linking current and past experiences, 2.) ~~by asking~~ ask questions that help the child reflect, and 3.) ~~by supporting~~ support the child’s growing knowledge of self and what works best for her or him. More information about how families can take an active role in their students’ education can be found at www.edenpr.org.



STUDENT SUPPORT SERVICES

Multilingual English Learners

English Language Services: Specialized English language instruction and support is available at each school to support Speaking, Listening, Reading and Writing for **multilingual** English Learners. Instruction is directed at acquiring both social and academic language. **Students are served both in their core classes, and in supplemental instruction, depending on each student's linguistic needs.** In addition to specialized services, enrichment occurs within the classroom through teacher differentiation of curriculum and instruction for our **multilingual-language** learners.

Psychologist

Each elementary school has a school psychologist. Our school psychologist is involved with children, families, and school teams to support students and their educational programming needs.

Intervention Teachers

These specialists support students **with** high-quality instruction **in foundational skill development** and student achievement in the areas of reading and/or math.

Social Workers

Each elementary school has a school social worker whose role is to support the social-emotional learning and growth of children. The school social worker works with families, teachers, and other staff to **support** address concerns about student **needs related to social-emotional, behavioral, and academic progress.** **Social Workers also support connections between families and outside agencies for mental health-related needs.** achievement, behavior, and facilitates connections to needed social and mental health services.

Special Education

Special Education services are available to any student eligible for specific disability services as defined by state and federal law. Disability areas include speech/language, emotional behavioral disorders, other health disabilities, physically impaired, traumatic brain injury, visually impaired, deaf/hard of hearing, specific learning disabilities, autism spectrum disorder, visually impaired, cognitive disabilities, and severely mentally impaired.

- A student may also be eligible for services because of a specific developmental delay through age seven.
- Students may be referred for a Special Education assessment by parents or teachers.
- Parents are always involved in a review of the evaluation and the decisions regarding eligibility and services.
- Services are described through the development of an Individual Education Program (IEP). Students are served in accordance with district, state, and federal guidelines.

PERSONALIZED LEARNING



Assessments

The Eden Prairie Assessment System ensures that teachers use a variety of assessments to improve learning and achievement for each student. District-wide, assessments are used to evaluate curriculum and instructional effectiveness. Individually, the tests are used to evaluate each student's progress towards the achievement of benchmarks and standards. Test results are shared with parents through various means including at conferences. ~~During all testing, please ensure that your child gets plenty of rest and a nourishing breakfast.~~

- **FAST (FastBridge Learning)** assessments are administered to ~~K-6th-5th~~ **K-5th** grade students in the fall, winter and spring.
- **MCA-III (Minnesota Comprehensive Assessment)** in Math and Reading are given to all ~~3-6~~ **3rd-5th** grade students in the spring. The Science MCA assessment ~~are~~ is given to 5th grade students in the spring.
- **CogAt 7** assessments will be administered to all students, grades 2 and 4 in ~~October~~ **February**. Information from assessment is used as part of the identification process for Key and Mosaic Programming.
- **Other assessments** may be administered to some students at **various** times of the year in order to monitor progress.

Gifted and Talented Services

Eden Prairie Schools have 4 Levels of Service in the elementary grades:

Level 1 - Enrichment for All

All students receive enrichment learning opportunities within the classroom through differentiation of curriculum and instruction by the classroom teacher.

Level 2 - Young Scholars and Content-Specific Enrichment Groups

Young Scholars is a pull-out program designed to develop the gifts and talents of students based on the need for access to resources and experiences, affirmation of their potential in both self-confidence and academic success, and advocacy to further develop their potential. Content-Specific Enrichment Groups are designed to develop gifts and talents of students within specific subject areas. Both of these programs are taught by our GT Specialist teachers who are highly skilled and have a passion for Gifted and Talented Education.

Level Three - Key - Pull Out Program Integrated into School Day

~~KEY~~ is a program for gifted and talented students in second through ~~sixth~~ **fifth** grade. ~~KEY~~ **Students in the Key program** engage in **rigorous enrichment lessons that** ~~utilizing~~ **focus on elements of depth and complexity, problem-solving, higher-level** **critical** thinking skills and advanced topics. Parents or teachers may recommend a child for ~~these KEY~~ **services the Key program.** ~~When this occurs,~~ **Students who are recommended** are assessed using multiple criteria **measures of both ability and achievement.** A district team then reviews and evaluates the data to determine ~~whether~~ **this child will benefit from inclusion in the program if criteria is met for programming.** **The Key Program is taught by our GT Specialist teachers who are highly skilled and have a passion for Gifted and Talented Education.** ~~In addition to specialized services,~~ **Students in the Key program still receive enrichment** ~~occurs~~ **opportunities** within the classroom through ~~teacher~~ **differentiation of curriculum and instruction by the classroom teacher.** The ~~KEY~~ program is ~~separate~~ **different** from the Mosaic program.



Level Four: MOSAIC - Full Day Program for Highly Gifted Learners

Eden Prairie Schools has implemented MOSAIC, [Mosaic](#) is a full-day [self-contained](#) classroom program for highly gifted students, [with that is located at Eden Lake Elementary and Prairie View Elementary. Once qualified, elementary students from across the district may attend the program.](#) This program provides a challenging curriculum at an accelerated pace while meeting the unique academic and social/emotional needs of highly gifted learners in a supportive educational environment. Our ~~MOSAIC~~ classes serve students in [third through fifth](#) grades ~~3 through 6~~ that meet district criteria for programming. There is an application process [and a search process as well as](#) ~~and~~ criteria for entrance into ~~to~~ the ~~MOSAIC~~ program. [The district also has an acceleration policy for core subjects in rare instances where subject or grade acceleration best meets the student's educational needs.](#)

Curriculum Content Review

[General information about the district elementary curriculum can be found at <https://www.edenpr.org/academics/curriculum>.](#) ~~As part of its policy, the district has specified a~~ [the following](#) procedure for a parent, guardian, or adult student (18 years or older) [to further](#) review the content of ~~instructional curricular~~ materials, address concerns, and propose alternative instruction for an individual student. ~~The procedure spells out~~ [There are three potential](#) action steps, beginning with an informal meeting of the adult and ~~responsible staff members~~ [the educator\(s\) responsible for delivering the curriculum in question](#) . If the concern is not resolved, it will be taken to the building principal. If resolution cannot be reached ~~the parent/guardian/adult student will be asked to complete a form and a meeting involving representatives of the district and site Teaching and Learning staff will be convened.~~ [there, the building principal will notify the district Personalized Learning Department of the concern, and a meeting will be convened involving the parent/guardian/adult student, the site principal, and the appropriate district representatives to discuss the matter further and work to determine a course of action.](#)

Communications

Alerts

The district has the ability to call and email all district families. In order to help ensure that you receive these important messages, please go to www.edenpr.org and make sure that we have the correct email address and phone numbers for us to use.

Updating Family Contact Information: You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system. Contact us with questions at (952) 975-7094 or helpline@edenpr.org.



Families can also receive time-sensitive notifications, such as school closures and weather-related information via the [district mobile app](#). The app is free and available for Apple, Android or Windows devices.

Publications

Families with students attending Eden Prairie Schools receive print and electronic publications from the district.

District Communications: To ensure you're receiving electronic communication from the district and your school, log onto the district website, www.edenpr.org. You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

School Communications

Each school uses electronic communication. Communication includes news on upcoming events, school expectations, and reminders. Classroom teachers also keep parents informed with electronic communication through the Campus Parent Portal Schoology, and e-mail. This information is also posted on your school website and can be obtained through requested hard copy. [Select the "Translate" button in the top right-hand corner of the website to select preferred language, and the website information will automatically be translated.](#)

School Supplies

Elementary school students frequently bring home information from the classroom and the office for parents/guardians to review. Please watch for this information in your child's backpack. [If you are in need of school supplies, please contact your school social worker.](#)

Contacting Your Child

Call the main office at your child's school if you need to contact your child during the school day. It is important that you contact your child's school before 2 p.m. if there are changes to your child's after-school routine that affects their mode of transportation. Arrangements for transportation, visiting or going home with another child, or other social reasons should be arranged before the child leaves home in the morning. We cannot guarantee teachers will see emails or receive voicemails regarding end-of-the-day routines; for this reason, we do not recommend contacting the teacher during the school day as they may not read or hear the message in time. Students are not permitted to use cell phones during the day.

Student Telephone Use

Parents should not contact their children via text, [email](#), personal calls, etc. during the school day.

Registering Your Child



If your child attended an Eden Prairie School last year, they will automatically be registered for the current school year and you will receive information from your child’s teacher prior to the beginning of the school year. Preschool children who are listed on census information will automatically be sent kindergarten registration information. Census information forms are sent out each year via the district office.

- **New Families:** If you are new in the area, please contact our District Central Registration Office for registration materials. You may either pick up the forms at the Administrative Services Center or call 952-975-7008 and have them mailed to you.
- [Link to Welcome Center website.](#)

Steps to Follow if Questions/Concerns

Throughout the school year, situations at your elementary school may bring about questions or concerns for students or families. The process described below is structured to promote resolving situations quickly to the satisfaction of all parties involved. This process also encourages those people closest to the situation to examine and develop solutions to concerns. A positive resolution of these situations enhances communication, builds trust between members of the school community, and benefits the educational program for the students.

Please follow the steps below if you have a question or concern:

- **Step 1 – Contact the appropriate staff member:** The first step in resolving a concern is to discuss it with the staff member(s) most closely involved. Most likely this is your child’s classroom teacher. More than 95 percent of all questions or concerns are resolved at this level.
- **Step 2 – Contact the principal:** If your question or concern remains unresolved, contact the building principal. He/she is the instructional leader in charge of the school and the person responsible for handling questions or concerns regarding the school’s operation. The principal can share school information and explain procedures, guidelines, and policies. He/she is available to listen and support your student and family.
- **Step 3 – Contact the appropriate district administrator:** If the previous steps have been unsuccessful, contact the appropriate district administrator or the Associate Superintendent. We sincerely hope that we can work together to solve problems as they arise. Please know we believe clear, open, honest, and two-way communication is the key to promoting positive home-school connections

Weather-Related Closing

e-Learning days ([different from distance learning](#)) may only be used for instances where inclement weather prevents students from attending school on-campus; may be counted as an instructional day, included as hours of instruction, and for up to a maximum of 5 days in one school year.

District families will be notified of any school closures through the emergency phone system and district emails. If you don’t see or hear any announcement, assume that school will be in session.

Additional Resources:



- Website: www.edenpr.org
- Radio: WCCO radio (830 AM)
- Phone: (952) 975-7000
- TV Channels: 4, 5, 9, and 11

Emergency School Closing Forms will be completed by all families at the beginning of the school year, so if school is dismissed early students will have a backup plan in place. Students may not remain at school since staff will also face hazardous travel home. If school dismisses early, the building will be closed for after-school and evening activities (such as sports, scouts, PTO meetings, and community education classes). If your child goes to an after-school program at a location other than school, please check with them regarding their closing policy.

Website – ~~Depending on new website guidelines~~

Our district website, www.edenpr.org allows you to stay in closer contact with Eden Prairie Schools – click the “Schools” menu to find the website for your school. Information available online includes general information, teacher web pages, supply lists, calendar, lunch menus, newsletters, parent involvement, etc.

Conferences

Eden Prairie Schools recognizes the importance of families and teachers working together. Families and teachers communicate and build relationships at conferences. There are two reporting conferences during the school year. Please come prepared with any questions you have regarding your child’s education and social adjustment. This is also an opportunity to meet with art, music, physical education, world language, specialists, or special services teachers.

End of Semester Report Cards:

End of semester report cards will be available online by logging onto the district website, www.edenpr.org, with your username and password.

- If you need assistance with your username or password, contact the website helpline at helpline@edenpr.org or (952) 975-7094. The timeline for grading and reporting will be posted on the district’s website; school officials will inform families when report cards are ready to view.



Safe and Supportive Schools

Student Behavior: Expectations of Adults and Students

[Safe and Supportive Schools](#)



Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges. ~~To that end, acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner.~~

According to the Minnesota Safe and Supportive Schools Act bullying means any intimidating, threatening, abusive, or harming conduct that is objectively offensive in nature. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is **repeated or forms a pattern**. *Bullying does not refer to a one-time argument or disagreement between students.* The act of cyber-bullying which refers to bullying others by using technology or other electronic devices, or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form are prohibited as well.

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyber-bullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs on any district property (i.e. school building, school grounds, bus stop, walking route to and from school, school bus, school related vehicles) or at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed. Cyber-bullying may take place on or off school property.

If the result of the investigation concludes bullying or cyber-bullying took place the offender(s) could receive consequences ranging from written conduct reports to loss of privileges during the school day to in or out of school suspensions depending on the severity of the incidents.

Expectations of Adults and Students

Teachers and school personnel seek to co-create a positive learning environment with students in classrooms, and as a school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.

Behavioral expectations specific to all areas of school, for example, classrooms, hallways, bathrooms, lunchroom, playground, and school buses, are taught at the beginning of the school year. Behavior expectations are re-taught and positively reinforced throughout the year to promote a safe, welcoming, and engaging learning environment for each child.



If students demonstrate inappropriate behavior at school, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
 - Providing opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
 - Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
 - Co-creating classroom rituals that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to ~~determine~~ take responsibility in meeting for academic, social, and emotional expectations in monitoring their self-control
 - Responding to unexpected behaviors in restorative ways that support accountability and healing to re-build relationships or the learning community

Students will:

1. Participate fully in the learning experience, including curricular, co-curricular and extracurricular activities, from the moment he/she is on the bus until s/he is returned home, at all district activities and events.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves—strengths, weakness, and culture to create common bonds in curricular, co-curricular and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home.

If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults may:

- Re-direct and re-instruct ~~to work with and~~ ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to **restoratively** determine additional strategies and/or consequences



- ~~Create an accountability system with the student and parent/guardian with clear consequences or processes for resolution for additional violations~~
- Refer to Peer Mediation, or Conflict Resolution or other ~~proven~~ **restorative** processes
- ~~Determine if there are extenuating physical, emotional or mental challenges~~
- ~~Submit referral as required~~
- **Consider removal** remove from class, **possibly through** suspension or expulsion

Severe Behavior

The Eden Prairie Schools' student management program is based on the foundation that students have a right to be educated in a **safe and supportive learning environment**. ~~manner which is not disrupted by the behavior of other students.~~ Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered "severe" will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student's age. Severe behavior incidents include, but is not limited to:

- ~~Repeated refusal to cooperate~~
- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons
- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer
- Other behaviors that cause excessive disturbance to the school day

These behaviors are subject to one or more of the following consequences:

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to Eden Prairie Police Department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.



Before and After School Activities

All our elementary schools offer unique activity opportunities for students. Examples include Student Council, Run Club, and Destination Imagination. Ask for information about activities for your student from your school's office.

Before and After School Enrichment: Targeted Services Program

All our elementary schools offer unique activity opportunities for students. Examples include Student Council, Run Club, and Destination Imagination. Ask for information about activities for your student from your school's office.

In partnership with Community Education, the Targeted Services program offers an opportunity for students to strengthen their literacy, math, and social-emotional skills before or after school. This engaging, hands-on program is taught by licensed Eden Prairie teachers with small groups of students to build their academic skills in a fun and unique way. To participate, students must be recommended by their classroom teacher. For more information and to learn about current Targeted Services opportunities, please contact our Community Education team at 952-975-6940 or by email, EPIC@edenpr.org.

EPIC Classes (Offered through Community Education)

EPIC is Community Education's youth enrichment program, which aims to connect students to learning outside of the classroom. Whether your student enjoys sports, STEM, art, drama, or connecting with friends, EPIC offers a program sure to ignite their interests and challenge them in a fun, safe, and supportive atmosphere. Enrichment and recreational classes are open to all Eden Prairie students and are conveniently held right after the bell rings in each elementary school. EPIC also hosts evening and weekend classes, along with a robust Summer Camp program. For more information and to learn about current EPIC offerings, visit edenpr.org/EPIC, call 952-975-6940, or email EPIC@edenpr.org.

Eagle Zone School-Age Care (offered through Community Education)

All elementary schools offer Eagle Zone before-school from 6:30 a.m. to the start of the school day, and after-school until 6:00 p.m. Eagle Zone provides a safe out-of-school time environment for students, with planned activities that support social, emotional, and academic development. Before and after school, Eagle Zone helps promote physical health, and positive youth development in a structured environment. On most non-school days, a full day of programming is available from 6:30 a.m. to 6:00 p.m. with the program offering field trips on most days. For more information, visit edenpr.org/eaglezone.

Dress Code

Appropriate dress is a necessary component in providing an optimal learning environment. Students may not wear clothing that presents inappropriate language (as determined by each classroom teacher or administrator), drug or alcohol advertising, or ethnic, racial, or sexist put-downs. ~~Your clothing must not become a distraction to the educational environment. Clothing that does not cover the shoulders, midriff and chest, clothing that does not cover~~



~~undergarments, and undergarments that are worn as outer garments, are all examples of dress that creates a distracting environment. Students who wear such clothing will be required to change clothes. (The school will provide appropriate clothing.)~~ Types and amounts of clothing worn should be appropriate for weather forecasts. Hats, and caps must be removed inside the building. Students need to wear boots when there is snow or ice. Sweaters, jackets, snow pants, boots, hats, and mittens should be labeled with the student's name. Gym shoes are required for safety when participating in physical education activities.

Electronic Devices

All students are provided iPads as learning tools for all grade levels, K - 6⁵. Your child's teacher will communicate with you regarding specific classroom procedures and expectations. Filtered and monitored internet access is provided when the student connects to our wireless network. If students bring a **personal** mobile device to school, the school is not responsible for loss, damage, or theft.

Students using personal electronic equipment during the day without teacher permission may lose possession of the item, and parents may be asked to pick the item up in the school office. Personal electronic devices such as laser pointers, electronic games and devices, are not allowed at school.

Field Trips

Field trips are designated for each grade level. Permission slips and information will be sent home prior to the trip. The permission slip and payment (if any) should be returned to your child's classroom teacher as soon as possible. No student will be permitted to go on a field trip without a signed permission slip. No child will be denied the opportunity to go on a field trip because of its cost. If your child needs financial assistance in order to participate in a field trip or other school activity, please contact your school principal.

Lockers

Students are advised to leave valuables at home. Lockers in elementary school are not secure and are not for storing valuable items. The school district is not responsible for reimbursements to families if personal property is stolen. Items left in lockers at the end of the school year will be donated to charity. School lockers and student desks are the property of the school district and may be searched by school authorities. More information can be found under the Search Policy heading in the back of this handbook.

Lost and Found

Labeling your child's personal items increases the chance that lost personal items will be returned. Please label all items of clothing. Students always have access to the lost and found area at their school. Parents are encouraged to look through the lost and found items on conference days and times they visit the school. If you do not find a lost item, please ask in the office. Unclaimed items will be donated to charity at various times throughout the year with advance notice to families through school communications.



Lunch and Breakfast

For up-to-date meal service for school year 2021-22 please see our main page located at: [Child Nutrition - Eden Prairie ISD](#)

During a typical school year; the following is our meal service practice:

Students may purchase breakfast each day before school. **Breakfast is** free for Kindergarten students. Breakfast is served 20 minutes **before** the start of the school day. Students can either bring a lunch from home or purchase a lunch at school with milk included. School lunch choices include the daily menu in the mainline, soup and sandwich, or soup and salad. A student bringing a lunch from home can purchase milk. **Here is a link to our menus:**

<https://schools.mealviewer.com/district/EdenPrairieISD272,MN>

- Free and Reduced-Price Meals are Available for Qualifying Families. **To see if your family qualifies, please pick up an application from any school office, apply online through your parent portal, or complete the form at this link:** <https://resources.finalseite.net/images/v1594397266/edenprorg/b2ayjfnaxsvyzlipet9/EPAPPEnglish.pdf> ~~about this program,~~ Please call 952-975-8055.

Lunch menus and answers to frequently asked questions are available online

<https://www.edenpr.org/experience/departments/child-nutrition>

Lunch Pins

Each student is assigned an account with a personal identification number (PIN) at the beginning of the school year. Lunches will be paid **and recorded** for by a student entering the PIN number on a keypad at the end of the serving line and saying their first and last name to the cashier. Families must pay for meals **and ala carte purchases** in advance by sending a check to school payable to Eden Prairie Schools. Please print your child's name and PIN number on the check. Families may also add funds to their child's account through the online [Parent Portal](#). You will be notified by email when the account balance runs low. Money remaining in a student's account at the end of the year will be transferred to the next year's account, even if they are moving on to a different Eden Prairie School.

Online Payments: Parents can also go to the Food Service webpage on the district website, www.edenpr.org to make online payments with Infinite Campus (access via the parent portal?) and review history and meal account balance. This is a secure, fast, and friendly online way for parents and guardians to manage their children's school food service account.

Students are assigned a PIN that they use for the entire time that they are attending Eden Prairie Schools. It will also be used for their iPad password.

Checks should be made payable to Eden Prairie School District.



Parents can check balances and see purchases through their parent portal (see link above) You can also set up recurring payments for your children’s food service accounts.

Parental/Sibling Visits During Lunch

Parents are welcome to join their children during their assigned lunch period and do not need to notify the school in advance. Parents are encouraged to use their child’s PIN number to pay for their meal in the lunchroom. Each of the elementary lunchrooms have designated Parent/Family Tables for parents to each eat with their child(ren).

Birthdays and Parties Outside of School

- **Party Invitations:** Birthday party invitations for personal parties should not be distributed at school. By adhering to this policy, we alleviate hurt feelings and friendship dilemmas. Please handle the distribution of invitations outside of the school environment. The school directory may be helpful in this process.
- **Classroom Treats:** In light of our district Wellness Policy, students should not bring birthday treats or gifts of any kind. The district Wellness Policy is linked here with more information. [Wellness Committee page> Wellness Summary document located, <https://www.edenpr.org/experience/departments/child-nutrition>](#)
- **Acknowledging Birthdays:** Our classroom teachers may acknowledge and celebrate the birthdays of their homeroom students. [Here is a link for ideas : Wellness Committee page> Wellness Summary document located, <https://www.edenpr.org/experience/departments/child-nutrition>](#)

Recess/Playground

Students have approximately 20 minutes outside for recess as weather permits. It is important that children wear appropriate outdoor clothing throughout the school year, including boots, mittens, gloves, jackets, snow pants, and hats. All playgrounds are adult supervised and have the necessary equipment needed for recess activities. Students should not bring their personal equipment (balls, bats, footballs, frisbees, etc.) from home.

Families in need of outdoor clothing are invited to contact the social worker at their child’s school. The Eden Prairie service organization, People Reaching Other People (PROP), provides us with warm clothing for children in need. Should there be a request for a child to stay indoors, a doctor’s request / permission must be provided and should state how long the restriction is to remain in effect.

Playground Behavior

Behavioral expectations specific to the playground are taught at the beginning of the school year. Expectations are re-taught/reinforced as the year progresses to promote a safe, welcoming and fun playground experience for each child.

- **Behavior Expectations:** If students demonstrate inappropriate behavior on the playground, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; depending on the nature of the behavior and severity of the specific incident, parents may be contacted.



- **Weather:** The school uses weather and additional safety information when making decisions regarding indoor recess. The following weather conditions may necessitate students to remain inside for recess with alternative recreation provided: rain, temperatures below -10 degrees, or a windchill of -10 degrees

iLearn@EP

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”. Our world is changing with a new generation who never knew life without the Internet. Technology is a major tool in our personal lives as well as many professions. Our students will be prepared to demonstrate digital responsibility, technological awareness and the ability to use technology to create, research, communicate and produce in the academic and professional setting. i-Learn@EP is about creating engaging curriculum, dynamic learning environments and students who are better prepared for the world beyond our school doors; it is not about the device, but rather how to use the device as a tool in learning.

Eden Prairie Schools Expectations for Student Learning

Engaging and relevant learning experiences and development of life skills

- Learning experiences that encourage cooperation, collaboration, and innovation
- Use current technology to create, research, communicate and produce academically sound products
- Demonstrate respect, self-control, ethical behavior and empathy as classmates and members of our communities
- Being responsible citizens in our schools and communities, as well as the digital world

Responsible Citizenship

Being a responsible citizen in our schools, communities and the digital world requires responsibilities adapted for a changing world. We embrace the following conditions of being a digital citizen:

- Respect yourself. I will select names that are appropriate. I will consider the information and images I post online.
- Protect yourself. I will protect my personal details, contact details or a schedule of my activities.
- Respect others. I will NOT use technology to bully or tease other people.
- Protect others. I will protect myself and others by reporting abuse, and not forwarding inappropriate or hurtful materials or communications.
- Respect & protect intellectual property. I will suitably use and cite and all content use intellectual property (websites, books, media, software, etc.) according to the copyright or creative commons licensing.

Access to Eden Prairie Schools’ owned technology is a privilege and not a right. At any point access to devices, internet and the like can be revoked.



Student Digital Responsibility

Personal Safety

Do not send any message that includes your personal information such as: home address, personal phone numbers and/or last name for yourself or any other person. Do not send information regarding your schedule (where you are/will be, timing, dates, etc.).

Password Protection

Never share your password, steal or use another person's password. If a password is lost or compromised the student or teacher should call the technology helpdesk. A technology support specialist will help resolve the password issue.

Privacy

Students and families need to know that files stored on school computers are not private. Network and Internet access is provided as a tool for educational purposes only. Eden Prairie Schools (EPS) has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access including transmitted and received information. All information files are the property of EPS and no user shall have any expectations of privacy regarding such files.

Online Etiquette

Follow the guidelines of accepted behaviors within your schools' handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use this device to make, distribute or redistribute jokes, stories, to bully anyone, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging and/or Podcasting

Use of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home, or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools.

Plagiarism/Copyright/Licensing

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism, as stated in your school's handbook. In addition, students must adhere to the copyright laws of the United States (P.L 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. All students should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.

Proxies



The use of anonymous proxies and VPNs to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of this agreement.

Photos and Video

Students are not to take pictures or videos of staff or students without staff permission. Any student use of cameras in Eden Prairie Schools should be part of a class or club activity. Unapproved camera use is a violation of this agreement.

Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, is a violation of this agreement.

No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to remove or attempt to remove or circumvent the management system or modify the operating system and software installed on each iPad. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any EPS iPad will be in violation of this agreement.

Tech Support

If technical difficulties arise with the iPad, or non-conforming content is discovered, the iPad will be restored by Tech staff. If the Technology staff needs to restore the iPad, the District is not responsible for the loss of content put on the iPad by the student.

Internet Acceptable Use Policy

Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. In accordance with the Children's Internet Protection Act, the district filters Internet access. Students are directed to inform staff immediately if they receive any image or communication that is inappropriate.

Information Regarding the iPad in Eden Prairie Schools

iPad General Precautions

- Students should come to school each day with a charged iPad.
- The iPad is Eden Prairie Schools' property.
- The iPad must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by EPS staff.
- Cords and cables must be inserted carefully into the iPad to prevent damage.



- Never expose an iPad to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- iPads must be kept in a secure location at all times; it is the student's responsibility to know where their iPad is at all times. For students taking devices home, Do NOT leave unsupervised, or lend to friends or family members outside of your home. During times when the iPad is not needed, place the iPad in a secure location within the classroom.

iPad Cases

Acknowledging the importance of a protective case for the iPad, Eden Prairie Schools invested in purchasing protective cases for all of the iPads. iPads need to be in the EPS issued protective case.

- The iPad should ALWAYS be in its protective case.
- For students taking devices home, the iPad should be charged (EPS provides a charger) and brought to school ready to use each day.
- Do NOT place your iPad in a book bag that contains food, liquids, heavy or sharp objects.

iPad Screen & Cleaning

The screens are sensitive to pressure and therefore can be damaged; they are scratch resistant, not scratch proof.

- The screens are made of glass and can either break or shatter.
- Do NOT use liquids to clean the iPad. This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.
- PLEASE USE: A soft, dry cloth or anti-static cloth.

iPad Care

- Only labels or stickers approved and placed onto the iPad by EPS staff are acceptable.
- Never leave an iPad unattended. It is your responsibility to keep your iPad stored in a safe, secure, temperature appropriate space.
- Do NOT dismantle or attempt to repair the internal workings of the iPad or the iPad case.
- If your iPad is not working, take your iPad to the Media Center as soon as possible and have an EPS technology support specialist examine it. If your iPad needs to be worked on for an extended period of time, you will be issued a temporary iPad until yours is working properly.

Earphones

Eden Prairie Schools did not purchase earphones, earphones are requested as part of the K-6 Elementary Supply List.

- Earphones shall not be used within or on school property unless a teacher specifically requests or allows students to do so.
- If allowed to use earphones, the appropriate level is when only the person wearing the earphones can hear the sound.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Several backup options exist to cloud storage or personal computers. Students should backup their files.

Applications and Content

Students, with the support and permission of parents may install apps or other content having an educational purpose on their iPad. Applications or content that does not have an educational purpose and is disruptive to the educational process or at home will be removed from the device. Students may only install apps provided to them through Self-Service on their iPad. If an app is needed, which is not available in Self-Service, students should work with their



teacher to request it be added. Additional content used should have an educational purpose. Content which does not have an educational purpose and is disruptive to the educational process will be blocked or removed from the device.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will range from the student needing to check his or her iPad in and out of school each day for a period of time, to having all iPad privileges revoked.

In instances where the student has put his/her own safety or the safety of others at risk (i.e. bullying), iPad privileges will be revoked immediately.

iPad Statement of Responsibility for Parent/Guardian and Student

We understand that instances of damage, destruction, or loss of the assigned iPad. These instances will be dealt with on a case-by case basis. Incidents of gross negligence or repeated incidents may result in financial restitution from the family, up to the cost of the entire device if warranted. If the device is damaged beyond repair or lost, the cost of replacement is ~~\$400~~ \$300. Samples of approximate repair and replacement cost of individual parts are listed below. If there is damage that can be repaired the student will be charged for the actual cost of repair.

- Replacement iPad - ~~\$400~~ \$300
- iPad Brick - \$13
- iPad Cable - \$7
- iPad Glass Damage - \$100
- iPad Case Replacement - \$32

Volunteering

District Volunteers

A variety of district-level committees and advisory councils, such as the Curriculum Advisory Council, Finance Advisory Committee, Special Education Advisory Council, and Community Education Advisory Council, are important ways parents can help shape district policies, procedures, and programs. For more information, log onto www.edenpr.org or call (952) 975-7150.

Parent-Teacher Organizations

The Parent-Teacher Organization (PTO) at each elementary school is comprised of parents working to enhance your child's school experience. The group sponsors family-oriented social and/or academic activities during the year and also organizes a wide variety of parent volunteer programs. The PTO plans events that serve as fundraisers with



money used for programs and curriculum supplements that directly benefit students. Anyone interested in joining, or requesting additional information about the PTO, should contact the main office of the school(s) and someone will gladly assist in getting you connected to a current PTO member.

School Volunteers

Opportunities:

Elementary schools offer a wide variety of volunteer opportunities that can vary by school and school year depending on need. Some of the possibilities include volunteering in the classroom, media center or at lunch. ~~Parents can also help with "Box Tops for Education,"~~ vision and hearing screening, events, field trips and the PTO. If you are unable to make it to school, there are some opportunities to work on projects from home. Contact your child's classroom teacher to learn about opportunities at your child(ren)'s school.

- **Volunteer Procedures:** Volunteer forms will be available at your school at the beginning of the school year. Please fill one out and return it at any time. Volunteers are required to follow the school security sign-in procedures.
- **Privacy:** As you work with staff and students, you may see, hear, or observe private student educational data. All student information must be kept confidential; the problems, abilities, relationships, and personal information of each student, their parents, and staff should never be discussed. All questions and concerns should be brought to the building principal. Like teachers, volunteers are bound by a code of ethics to keep confidential matters within the school.

Attendance

We believe each student should be in school every day. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. Eden Prairie Schools is a participant in the Hennepin County Attorney's Office be@school program. This program seeks to improve school attendance and increase the opportunity for Hennepin County's children to realize their potential. In collaboration with the County efforts, Eden Prairie aims to have each student attend school every day. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.



Late Arrival/Early Departure

Eden Prairie students arriving late or leaving early must have parents call the attendance line. The message should include the parent/guardian's name, student name, and reason for absence. Excused reasons for being late or leaving early will follow the same listing as excused absences. Students who are late due to oversleeping or missing the bus are considered unexcused and may be counted as tardy or in some cases, as an unexcused absence.

Excused Absences

The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Serious illness in the student's immediate family
3. A death or funeral in the student's immediate family or of a close friend or relative
4. Medical, dental, or orthodontic treatment, or counseling appointment
5. Court appearances occasioned by family or personal action
6. Religious instruction not to exceed three hours in any week
7. Physical emergency conditions such as fire, flood, storm, etc.
8. Official school field trip or other school-sponsored outing
9. Removal of a student pursuant to a suspension.
10. Religious observance
11. Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work
12. Family emergencies
13. A student's condition that requires ongoing treatment for a mental health diagnosis
14. In order for an absence to be excused, a parent needs to call the school attendance line prior to, or the day of the absence. The parent needs to state when the child will be absent and explain the reason for the absence. Students whose absences are excused are required to make up assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Students who accumulate excessive absences, even when excused, will work with the school staff and parents to develop a plan to assure attendance at school daily.

Tardiness

Students are expected to be in their assigned area at the start of school or the start of a class. Failure to do so constitutes tardiness.

Procedures for Reporting Tardiness

Students tardy at the start of school must report to the school office to be signed in. Tardiness between class periods will be handled by the teacher.

Expected Tardiness

Valid excuses for tardiness are:

1. Illness
2. Serious illness in the student's immediate family.



3. A death or funeral in the student's immediate family.
4. Medical, dental, orthodontic, or mental health treatment.
5. Court appearances occasioned by family or personal action.
6. Physical emergency conditions such as fire, flood, storm, etc.
7. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

Unexcused Absences for Truancy

These are examples of absences that will not be excused:

1. Truancy which is an absence that is not approved by the parent and/or the school district
2. Any absence where the student/ family failed to comply with any reporting requirements of the school district's attendance procedures
3. Work at home
4. Work at a business, except under a school-sponsored work release program.
5. Vacations with family without prior notice and exceeding 5 days
6. Any other absence not included under the attendance procedures set out in this policy

Consequences of Unexcused Absences

School district staff will work with the parent, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.

- If unexcused absences continue after following be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school.
- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
- Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.



Asbestos/Pesticide/Air Quality Notices

The Environmental Protection Agency requires school districts to annually notify parents, guardians, and staff about the presence of asbestos in district facilities as well as planned abatement activities. Eden Prairie Schools performs routine six-month periodic inspections of all asbestos-containing building material to ensure materials are in good condition. Records of these inspections are available for viewing in each building maintenance office and the Facilities and Safety Department at the Administrative Services Center. Anyone is welcome to review these plans with prior notice during normal working hours Monday through Friday. No planned asbestos abatement is scheduled for the 2021-2022 school year 2012-2013 school year. If you have any questions or concerns, please contact the district's Asbestos Designated Person, Kyle Fisher, at 952-975-7124 Jim Anderson, at 952-975-7126. More information on Asbestos can be found at: www.epa.gov/asbestos/pubs/asbestos_in_schools.html

The Parents' Right-To-Know Act that was passed by the Minnesota Legislature requires schools to notify parents, guardians, and staff regarding pesticide application in schools. The district uses Orkin Pest Control to conduct planned pesticide applications during the school year. Applications will be done as needed but will always be on the fourth Thursday of each month while school is not in session. However, the schedule may change due to inclement weather. Parents, guardians, and staff may request to be notified of any changes in the application schedule by contacting any of the school offices. If you have any questions or concerns, please contact the Facilities and Safety Department at 952-975-7121. More information on Pest Management can be found at: www.mda.state.mn.us/en/plants/pestmanagement/ipm/ipmschools.aspx

Eden Prairie Schools has developed an Indoor Air Quality (IAQ) Management Program as required by the Minnesota Department of Education. The program includes information for concerned parents, guardians, and staff regarding the IAQ in our schools as well as an overall building walkthrough inspection that is conducted in all school district buildings annually. The program also includes a written set of procedures that describe ways to correct the identified IAQ problems, prevent future problems, and respond to emergencies and concerns. The district's Indoor Air Quality Coordinator, is Kyle Fisher Jim Anderson, Facilities and Safety Director. He can be reached at 952-975-7124 952-975-7126. More information on Indoor Air Quality can be found at: www.health.state.mn.us/divs/eh/indoorair/schools/index.html

Background Checks, Employment

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an all-inclusive list):



- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your school's principal.

Parent Right to Know

If a parent or legal guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Pledge of Allegiance -

Students will recite the Pledge of Allegiance to the flag of the United States of America weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Directory Information

The Family Education Rights and Privacy Act requires school districts to notify parents/guardians and students that certain information from student records may be released and made public without the written consent of the parents or students 18-years-of-age or older. This information is called "directory information." Directory information includes name, residential mailing address, telephone number, date and place of birth, grade in school, major field of study, participation in officially organized activities and sports, weight and height of athletic team members, dates of



attendance, degrees and awards received, previous school attended, and photos. These publications could include district-initiated publications such as calendars, newsletters, annual reports, and brochures. They also include school-initiated publications such as student newspapers and yearbooks. In addition, media, including weekly community newspapers, metro daily papers, and television stations may ask to take photos of district students. Parent/guardians or students of majority age who do not want directory information released for internal and/or external use should indicate this on the annual “Directory Release Form” located on the parent portal by October 1. If you need a hard copy of the form, please contact your child's school. Hard copies of the form should be turned into the school office by October 1.

Student Records

Eden Prairie Schools has adopted a policy about the rights of parents and students with respect to school records. This policy complies with federal and state laws guaranteeing the right to examine and challenge the contents of student records. The Minnesota Legislature has said that all school records are deemed private. This means that the district cannot release any information without permission except directory information. A summary of census information along with grades and attendance data is stored electronically when students leave the school system.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. If you have questions related to the rights of parents/guardians and eligible students about conducting surveys, contact your principal.

Health

The Health Services staff work in partnership with educational staff to provide students with high quality and consistent health care and health management. Find Health Services forms online at www.edenpr.org.

Allergies (Animals, Fragrances, Latex)

Animals and pets are not allowed to visit inside schools without principal permission and specific policy requirements. This policy is in place because of student and staff health needs and air quality issues. Some exceptions may be made; please check with the principal before bringing any animals into the classroom. Eden Prairie Schools encourages a fragrance aware and latex limited environment. “Fragrance Aware” means that we will try to have a fragrance and scent-free environment. “Latex Limited” means that no latex gloves or latex balloons are allowed.



Communicable Disease

Your school's Health Services office should be notified when a student has a communicable condition (i.e. chicken pox, strep throat, head lice) so appropriate measures may be taken. Notices may be sent home with other students when these conditions occur in a classroom. For a list of common childhood diseases, symptoms, communicability, and source of infection, log on to the district website, www.edenpr.org.

Health Conditions

The school nurse will work closely with students who have an acute or chronic health need such as asthma, cancer, diabetes, allergies, or other illness. Parents will want to notify Health Services about their student's specific health needs. The student and parents will work with the school nurse to determine how best to manage the health conditions and plan for any potential life-threatening emergencies. Nurses will also be a resource for any ongoing needs related to isolation or exposure to COVID-19 based on current guidance from state and federal agencies.

Homebound or Hospital Instruction

Homebound or hospital instruction is provided for children who are absent from school due to prolonged illness or disability. If your child is going to be absent longer than 15 school days, please contact the school.

Illness/Injury

When should my child be kept at home, and when can he/she attend school?

- Fever of 100.4 degrees Fahrenheit or more – child should stay home until 24 hours after the temperature returns to normal
- Vomiting or diarrhea – child should stay home until 24 hours after the last episode
- Rash that may be disease-related or the cause is unknown – check with your health care provider before sending the child to school

If the child is ill at home, call the school attendance line daily to report the reason for absence. It is helpful if specific symptoms and/or diagnosis are reported. When a student becomes ill or is injured at school, first aid and illness management will be provided by the health paraprofessional and 911 will be called if it is needed. The parent/guardian will be contacted using the health and emergency information form. It is important that the names and phone numbers listed on the form are current and updated. Please list people who can pick the student up from school if you are not available.

Immunizations Up to Date

Eden Prairie Schools is part of the "No Shots, No School" program. All students must have proof of vaccine to start school. Students who have special medical problems and cannot be vaccinated, or whose parents conscientiously object, may receive legal exemption. Contact Health Services for assistance with accessing immunizations or to get information on exemptions.

Insurance



Eden Prairie Schools does not carry accident, disability, or medical insurance for students. Coverage is through the student's family medical coverage, including the cost of ambulance services. The district does carry public/general liability coverage for district premises and/or employee negligence. MinnesotaCare health insurance is available for those families who qualify based on monthly income and family size. Questions about this plan can be directed to the school nurse or social worker.

Medications

Students are not usually permitted to administer their own medication at school. Parents requesting that prescription or non-prescription medication be administered during school hours are required to provide:

- A physician's order/signature for medication during the school day
- Parent's signature on a Medication Authorization Form or a note
- Medicine in original prescription bottle labeled with student's name, etc. Please ask the pharmacy to put prescription medication in two bottles completely labeled – one for home and one for school.

All non-prescription medications must be provided in their original labeled container. No medications can be dispensed when provided in envelopes, plastic bags, etc. Medication Authorization Forms are available in the nurse's office.

Restricted Activities

Written doctor's excuses are required for students who need to be kept in from recess at elementary school or who need to miss physical education. The note must state how long the restriction will be in effect.

Screening (Vision and Hearing)

Students will be screened according to the Minnesota Department of Health recommendations. Parents or teachers can also request vision or hearing screening any time if they have a concern about their child. If a student does not pass the vision or hearing screening procedure, the screening will be repeated. If the student does not pass the screening the second time, a physician referral notice will be sent to the parent. Parents are strongly encouraged to return the referral form to the school's Health Services office.

Policies and Guidelines

Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions.



Distribution of Non-School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

Equal Education Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.

Equal Employment Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

Harassment and Violence Prohibition

It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. If you have questions about this policy, please contact your principal.

- **Disability Nondiscrimination:** The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- **Student Sex Nondiscrimination:** The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the



benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Search and Seizure of Student Possessions

School officials may, without a search warrant, search a student and/or their personal possessions based on a reasonable suspicion. Reasonable suspicion means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Personal possessions include, but are not limited to purses, backpacks, book bags, packages, clothing, cell phones, and vehicles. Pursuant to Minnesota statutes, school lockers and student desks are the property of the school district. At no time does the school district relinquish its exclusive control of lockers and desks provided for the convenience of students. Inspection of the interior of lockers and student desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

Tobacco-Free Schools -

School district students and staff have the right to learn and work in an environment that is tobacco-free. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. Contact the school principal or another staff member if you have questions or wish to report violations.

Should we put something about vaping?

Weapons -

The district has adopted a weapons policy. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Weapons are defined as any object, device, instrument, or substance designed as a weapon or through its use capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to: firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile or having the appearance of a weapon; all knives; objects designed to be worn over fists or knuckles; blackjacks, clubs, nunchucks or throwing stars; explosive or incendiary devices; bows and arrows, slingshots, razors; poison chemicals including mace, pepper gas, or similar sprays; firearm muffler, silencer, or ammunition; any object modified to serve as a weapon; articles designed for other purposes such as pencils or scissors but used to inflict bodily harm or intimidate others.



Violation of the weapons policy may result in one or more of these consequences: out-of-school suspension, confiscation of the weapon; notification of the police, recommendation for expulsion or exclusion from school for up to one year. Students with disabilities who violate the policy will be disciplined in accordance with the requirement of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Wellness Policy -

Eden Prairie Schools has adopted a Wellness Policy to encourage students and staff to eat nutritiously and incorporate physical activity into a healthy lifestyle. A Wellness Advisory Committee was convened to monitor implementation of Wellness policies and guidelines, and to make recommendations to the district. Guidelines for healthy snacks, treats, and lunches from home were created. School district practices that have changed as a result of the policy include: lunch was moved after recess to discourage hurried eating, providing at least 20 minutes of time after going through the lunch line to discourage hurried eating, no pop is sold where students are present during the school day, classroom birthday treats are discouraged, staff is encouraged to model healthy behaviors, food and beverage rewards are discouraged, healthy snacks from home are encouraged (a snack guideline is available at each site), classroom/holiday parties should be limited and not centered around food, and staff are encouraged to create opportunities for physical activity for students.

Safety and Security

Drills

State law requires schools to have 11 emergency drills each school year, including fire drills, lockdown drills, and tornado drills. School staff train students on procedures required to observe each drill. During drills, staff will act immediately to assist students, visitors, and volunteers in evacuation to a safe location.

Emergencies

During emergency procedures or evacuation, students, visitors, and volunteers are required to:

- Follow all emergency directions given by school officials.
- Report to designated area for attendance and further instruction.
- Report any suspicious activity/behavior, concern or information immediately to school officials.

School Resource Officer

Eden Prairie Police Liaison Officers are connected with each school. Some have offices on campus, others visit regularly to develop relationships with students and teach safety programs. Officers also assist school staff with some student behavior investigations. Police Liaison Officers and the Facilities Department work cooperatively to review district crisis management plans and site emergency procedures so that there is a coordinated response to emergencies by the school district and emergency responders.



Visitor check-in

The following procedures have been established to ensure the safety of all children at all times. Parents are considered visitors during the school day.

1. All must enter the school through the front security entrance and present their driver's license to the receptionist. Visitors will be required to wear a badge indicating their destination in the building.
2. Parents wishing to pick up their child(ren) from school prior to regular dismissal time must come to the office. The security assistant or the receptionist will call your child to the foyer/office and ask you to sign him/her out.
3. It is a common courtesy to let classroom teachers know prior to coming to visit the classroom. To avoid instructional interruptions, we ask that parents arrange classroom visits/ volunteer opportunities with the teacher or administrator prior to the day of the visit.
4. Visitors are asked to help maintain the consistency of the learning environment and are not allowed to observe in classrooms due to distractions and the importance of data privacy.
5. Only adults listed in CAMPUS as parents / guardians will be allowed to pick up a child. If a different adult will pick up a child, the child's parent / guardian must provide a signed note, email or verbal agreement and have it approved by the principal or designee.

Transportation

Eden Prairie Schools is pleased to offer safe, dependable, cost-effective transportation. In accordance with state law, a bus is available to any student living further than two miles from their **boundary** school and to students serviced through special education regardless of where they live **within the school boundary** if it is part of their individual education plan. For all students who live two miles or fewer from school, bus transportation is available for a fee. More information about Eden Prairie Schools Transportation Department, including detailed student and parent/guardian responsibilities, is available at www.edenpr.org.

Bus Assignment

The bus assignment process is as follows:

- June – Transportation Commitment Forms and payment are due. Families inform the district of how their student(s) will be getting to school the following year so the district can plan appropriately for bus routes and pedestrian and vehicle traffic at each school. Pay-to-Ride payment is due by date on form.
- End of August – Families receive student bus route information (bus number, stop locations, pick-up and drop-off times)



Riding a Different Bus Home

Students may ride a different bus to or from school on a space available basis. Please check with the bus driver of the alternate route before planning on sending your child on a different bus. You must send a signed and dated note with your child saying what bus he/she is to ride and with whom they are to ride. The student must then have the note signed by office staff before giving it to the bus driver of the alternate route.

Rules and Consequences

Transportation by school bus is a privilege, not a right, for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies or for violation of any other law governing student conduct on a school bus.

Rules

1. Follow the driver's instructions.
2. Remain seated until the bus arrives at your stop.
3. Speak in a quiet voice.
4. Keep hands, feet, and objects to yourself.
5. Don't throw objects in the bus or out the window.
6. Don't use profanity (words or gestures).
7. Do not tease or harass others.
8. Do not spit, eat, drink, or chew gum.
9. Do not vandalize the bus.

K-6~~5~~ Consequences (listed in severity order)

1. Verbal warning & assign a disciplinary seat
2. Discipline appropriate to student's school
3. One-day bus suspension
4. Three-day bus suspension, conference with student, parent, school, driver, and Transportation Department
5. Five-day bus suspension
6. Loss of bus riding privileges for the remainder of the school year

Severe behavior moves immediately to step 3, 4, 5, or 6 at the administrator's discretion based on the severity of the action and/or previous bus violations.

Rules at the Bus Stop

1. Stay away from the street, road, or highway when waiting for the bus. Line up at least three feet away from the street in an orderly fashion and wait until the bus stops before boarding.
2. Respect the property of others while waiting at your bus stop. Do not pick flowers or shrubs, throw stones, snowballs, litter, etc.
3. Keep your arms, legs and belongings to yourself.
4. Do not use offensive or foul language.
5. Avoid standing in and blocking sidewalks and driveways.
6. No pushing, fighting, harassment, intimidation, or horseplay.
7. Do not run to the curb when the bus comes. Stay back until the bus is actually stopped. (A push at the middle or end of the line can send the front person into the bus or under its wheels.)
8. Older students should be helpful to younger ones.



Safety

Eden Prairie Schools has a well-trained staff of drivers and our buses are very well maintained. We have an excellent safety record. Safety is everyone's responsibility. The majority of children injured in student transportation are not hurt on the bus but outside the bus. Students should be aware of the 10-foot area around the stopped school bus referred to as the "Danger Zone." Parents and community members are required by law to stop at least 20 feet from a bus with flashing red lights.

What's allowed on the bus?

Students may bring items such as musical instruments that they can hold in their laps or between their legs during the bus ride. Objects like balls, ice skates, and in-line skates must be stowed in a backpack or bag. Examples of objects not allowed on the bus include: guns (including toy guns or look-alikes); knives or other sharp objects; skis, ski poles, hockey or lacrosse sticks, bats, golf clubs, snow sleds (unless they roll up); flammable items; glass items; laser pens; balloons; and any items of dangerous or objectionable nature.



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

EP Online
6-12
Student
Handbook

Eden Prairie Online 6-12 Student Handbook

Mission

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.

Translation Available:

Warbixin muhiim ah. Wac Ahmed Noor in lagu turjubaano 952-975-7069.

Especialista en Comunicaciones Heriberto Vargas llame al 952-975-7068 para Traducciones Importantes.

Academic Expectations

Eden Prairie Schools and Eden Prairie Online (EPO) are committed to the academic success of all students. We know you have entrusted your student's education to us, and we promise to work as hard as possible to educate each child in a caring, safe environment.

Grading Policy

These policies are established to reflect the EPO philosophy that grades are a reflection of learning and our commitment to EACH student's learning. The purpose of grading is to communicate to parents/guardians, students, and the community the extent to which the student has met the objectives of a course. The 4.0 unweighted grading system, standardized within courses and departments, should promote risk-taking, promote mastery, and allow for personalization. Letter grades are determined in each class as follows:

- A: 93-100%
- A-: 90-92%
- B+: 87-89%
- B: 83-86%
- B-: 80-82%
- C+: 77-79%
- C: 73-76%
- C-: 70-72%
- D+: 67-69%
- D: 63-66%
- D-: 60-62%
- F: 0-59%

-
- Pass/No Credit system: P = 60% and above NC = below 60%
 - Final term grades will be rounded up for point values of .5-.9 and rounded down for point values of 0-.4.
 - Grades are based on at least a 70% Academic Performance/30% Academic Practice split
 - No Extra Credit factored into grade

- Retakes/redos apply to course/team identified Essential Learning items in the Academic Performance category
- Any re-take/re-do is worth 100% value
- Cheating or unexcused absences on Essential Learning items in Academic Performance category will result in disciplinary responses, but retake/redo rule applies.
- If students are missing Essential Learning items in Academic Performance category at the end of a term, the student grade may be reported as an incomplete until the student completes those items

Pass/No Credit Option

The guidelines for the pass/no credit option are:

- The student must continue to meet all classroom expectations after choosing the P/NC option or the option will be revoked, and the student will be graded on an A - F scale. This includes completion of daily work, projects, and quizzes/tests. Class attendance is mandatory.
- The passing grade for all departments will be 60 percent of the accumulated points or grades for the term. Students may exercise the option for up to two courses each year with no more than one per term.
- Many colleges and universities request courses be taken for the grade.
- Students must declare their intent in writing with required signatures by the second school day following parent/guardian - teacher conferences each term.

Assignments when Absent

When a student is absent from school, the student is encouraged to contact a classmate or contact a teacher by email, voicemail, and access Schoology site to get assignments. Students must turn in work within the identified time frame.

Parents/guardians should contact their child's teachers to report absences within 48 hours to excuse an absence.

Academic Integrity

Eden Prairie Online (EPO) strives to establish high ethical standards for all students in order to create a positive and stimulating learning environment. Integrity is essential to excellence both in education and life. Assessments and other schoolwork are measures of a student's academic performance. Honesty is required to ensure an accurate measurement of a student's academic knowledge. Student work must be evaluated on what the student knows or can do in order for the student and his/her family to have a clear and accurate accounting of the student's mastery of the material. When a student chooses to cheat and/or plagiarize on their schoolwork, they both compromise their integrity and project an inaccurate picture of their performance. As such, academic integrity violations will include both academic and disciplinary responses.

Plagiarism

Plagiarism is the taking of someone else's product, words, ideas, or data and representing them as if they are one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgement of sources of information whenever one:

- Quotes another person's actual words, or replicates all or part of another's product.
- Cutting and pasting another person's actual words.
- Uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
- Borrows facts, statistics, or other illustrative materials - unless the information is common knowledge.

Incomplete Policy

Incompletes can be given to students who did not complete coursework due to extenuating circumstances that are beyond their control. If students are missing Essential Learning items in the Academic Performance category at the end of a term, the student grade may be reported as an incomplete until the student completes those items. When a student earns a grade of (I) Incomplete, it will be reflected in the computation of his/her new GPA as a zero. This zero stays until the grade is changed. In order to resolve an incomplete, the student must make arrangements with the teacher to complete the missing work. If an incomplete is not completed by these arrangements the student has these options:

1. Contract with their teacher to finish it: If a student contracts with a teacher, the teacher stipulates what must be done and a deadline (at least 3 weeks after the end of the term) for completion of work. If a student contracts with a teacher, and does not complete by the contracted deadline, the "I" turns into an "F".
2. Enroll in an in-school credit recovery class: If a student enrolls in the in-school credit recovery class, they must finish the incomplete by the end of the term of enrollment. If they do not, the "I" turns into an "F". This option is only available if the original class is able to provide materials to allow credit recovery. If the teacher can provide rubrics to correct the assessments associated with the incomplete, then the credit recovery teacher can do this. If not, then the original teacher will evaluate the work.
3. Enroll in a summer school class: If a student enrolls in the summer school credit recovery class, s/he needs to complete credit in summer school. If the course is not completed, the original grade of "I" will convert to an "F." This option is only available if the original class is able to provide materials to allow credit recovery. If the teacher can provide rubrics to correct the assessments associated with the incomplete, then the credit recovery teacher can do this. If not, then the original teacher must evaluate the work.

Honor Roll

- “A” Honor Roll: Term GPA of 3.66 or above.
- “B” Honor Roll: Term GPA of 2.66 – 3.65

Communication

Alerts

The district has the ability to call and email all district families. In order to help ensure that you receive these important messages, please go to www.edenpr.org and make sure that we have the correct email address and phone numbers for us to use. You can update your email address and cell phone number yourself by logging into the parent portal and clicking on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system. Contact us with questions at (952) 975-7094 or helpline@edenpr.org.

Publications

Families with students attending Eden Prairie Schools receive print and electronic publications from the district. To ensure you're receiving electronic newsletters from the district and EPO, log onto the district website, www.edenpr.org. You can update your email address and cell phone number yourself by logging into the parent portal and clicking on "Family Members." Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

Parent/Guardian Communication with EPO Staff

As a community of learners, EPO parents/guardians, teachers, and students work together to build a positive learning environment. Communicating with students and parents/guardians about student progress, school events, and classroom activities builds and maintains the learning environment. All staff members respond to requests for information and assistance in a timely and professional manner. Some tips for communicating effectively with teachers:

- Log in to the Parent Portal to access academic or attendance information.
- Utilize email and voicemail whenever possible to contact teachers; you can expect a response within two working days.
- Call the teacher in advance to schedule a meeting if you would like to discuss something with the teacher regarding your student.
- Strive to resolve a conflict directly with a teacher first; you are welcome to contact the Head of School if you are dissatisfied with the resolution.

Publications / Parent/Guardian Contact Information

Email is one of the most timely and efficient ways for your teacher, Head of School, and the district administration to communicate with families. Families with students attending Eden Prairie Schools receive print and electronic publications from the district. To ensure you're receiving electronic newsletters from the district and EPO, log onto the district website, www.edenpr.org. You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members." Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

Parent/Guardian - Teacher Conferences/Progress Reports

The Eden Prairie School District recognizes the importance of families and teachers working together. Students and their parents/guardians will have several opportunities to meet with teachers during the school year. Student Progress Reports include a letter grade, specific reasons for that grade (for example, test scores, missing work, etc.), and space for comments about behavior, performance, and attitude. Report cards are issued at the end of each quarter. At EPO, we recognize the importance of frequent updates. EPO online teachers will have, at a minimum, monthly check-ins with families to report student progress. EP Online does not follow the same system as other EP Schools. The monthly check-ins are similar to conferences at other E.P. Schools. Monthly check-ins after formal progress reports have been issued or standardized tests have been administered can focus on discussing any questions parents/guardians may have at that time.

Publication of Student Information

Students' names and photographs may appear in school district publications. If you do not wish to have your child's information included in any publications, please indicate this on the annual "Directory Release Form" located on the parent portal by October 1. If you need a hard copy of the form, please contact your child's teacher. Hard copies of the form should be turned into the school office by October 1. More information is available under the Directory Information heading in this handbook.

Website

Students and parents/guardians have access to student information by logging onto the Eden Prairie Schools website at www.edenpr.org. Within that website, the following student information is available: attendance, grades, final report cards, and unofficial transcripts. If there are problems logging into the website, call 952-975-7094 or email helpline@edenpr.org.

Teachers include specific information regarding class activities, assignments, links to related course information, and other information via a Schoology course. Teachers and students will set expectations about how to use the Schoology course at the beginning of each term.

School-Owned Equipment: Lost or Stolen

The school will charge an appropriate replacement fee for school-owned equipment lost, stolen or damaged by students. School-issued property is the student's responsibility until returned. Students have the responsibility to safeguard the materials or equipment at all times until returned. Stolen property cannot be reimbursed by the school district.

i-Learn Expectations

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." Our world is changing with a new generation who never knew life without the Internet. Technology is a major tool in our personal lives as well as many professions. Our students will be prepared to demonstrate digital responsibility, technological awareness and the ability to use technology to create, research, communicate and produce in the academic and professional setting. i-Learn@EP is about creating engaging curriculum, dynamic learning environments and students who are better prepared for the world beyond our school doors; it is not about the device, but rather how to use the device in education.

Eden Prairie Schools Expectations for Student Learning

- Engaging and relevant learning experiences and development of life skills
- Learning experiences that encourage cooperation, collaboration, and innovation
- Use current technology to create, research, communicate and produce academically sound products
- Demonstrate respect, self-control, ethical behavior and empathy as classmates and members of our communities
- Being responsible citizens in our schools and communities, as well as the digital world

Responsible Citizenship

Being a responsible citizen in our schools, communities and the digital world requires responsibilities adapted for a changing world. We embrace the following conditions of being a digital citizen:

- Respect yourself. I will select names that are appropriate. I will consider the information and images I post online.
- Protect yourself. I will protect my personal details, contact details or a schedule of my activities.
- Respect others. I will NOT use technology to bully or tease other people.
- Protect others. I will protect myself and others by reporting abuse, and not forwarding inappropriate or hurtful materials or communications.
- Respect & protect intellectual property. I will suitably use and cite all content and use intellectual property (websites, books, media, software, etc.) according to the copyright or creative commons licensing.

Access to Eden Prairie Schools' owned technology is a privilege and not a right. At any point access to devices, internet and the like can be revoked.

Student Digital Responsibility

As listed below, but not limited to:

Personal Safety

Do not send any message that includes your personal information such as: home address, personal phone numbers and/or last name for yourself or any other person. Do not send information regarding your schedule (where you are/will be, timing, dates, etc.).

Password Protection

Never share your password, steal or use another person's password. If a password is lost or compromised the student or teacher should call the technology help desk. A technology support specialist will help resolve the password issue.

Privacy

Students and families need to know that files stored on school computers are not private. Network and Internet access is provided as a tool for educational purposes only. Eden Prairie Schools (EPS) has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access including transmitted and received information. All information files are the property of EPS and no user shall have any expectations of privacy regarding such files.

Online Etiquette

Follow the guidelines of accepted behaviors within your schools' handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use this device to make, distribute or redistribute jokes, stories, to bully anyone, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging and/or Podcasting

Use of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home, or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools.

Plagiarism/Copyright/Licensing

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as

any other incidences of plagiarism, as stated in your school's handbook. In addition, students must adhere to the copyright laws of the United States (P.L 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. All students should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.

Proxies

The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of district policy.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of district policy.

Photos and Video

Students are not to take pictures or videos of staff or students without staff permission. Any student use of cameras in Eden Prairie Schools should be part of a class or club activity. Unapproved camera use is a violation of district policy.

Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, is a violation of district policy.

No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to remove or attempt to remove or circumvent the management system or modify the operating system and software installed on each iPadMacBook Air. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any EPS iPad MacBook Air will be in violation of district policy.

Tech Support

If technical difficulties arise with a MacBook Air, or non-conforming content is discovered, the MacBook Air will be restored by Tech staff. If the Technology staff needs to restore the MacBook Air, the District is not responsible for the loss of content put on the MacBook Air by the student.

Information Regarding the iPad in Eden Prairie Schools - Grade 6-8

iPad General Precautions

- Students should come to school each day with a charged iPad.
- **The iPad is Eden Prairie Schools' property.**

- The iPad must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by EPS staff.
- Cords and cables must be inserted carefully into the iPad to prevent damage.
- Never expose an iPad to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- iPads must be kept in a secure location at all times; it is the student's responsibility to know where their iPad is at all times. For students learning at home, Do NOT leave unsupervised, or lend to friends or family members outside of your home. During times when the iPad is not needed, place the iPad in a secure location.

iPad Cases

Acknowledging the importance of a protective case for the iPad, Eden Prairie Schools invested in purchasing protective cases for all of the iPads. iPads need to be in the EPS issued protective case.

- The iPad should ALWAYS be in its protective case.
- The iPad should be charged (EPS provides a charger) and ready to use each day.
- Do NOT place your iPad in a book bag that contains food, liquids, heavy or sharp objects.

iPad Screen & Cleaning

The screens are sensitive to pressure and therefore can be damaged; they are scratch resistant, **not scratch proof**.

- The screens are made of glass and can either break or shatter.
- **Do NOT use liquids to clean the iPad.** This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.
- PLEASE USE: A soft, dry cloth or anti-static cloth.

iPad Care

- Only labels or stickers approved and placed onto the iPad by EPS staff are acceptable.
- Never leave an iPad unattended. It is your responsibility to keep your iPad stored in a safe, secure, temperature appropriate space.
- Do NOT dismantle or attempt to repair the internal workings of the iPad or the iPad case.
- Contact the help desk if your iPad is not working.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Several backup options exist to cloud storage or personal computers. Students should backup their files.

Applications and Content

Students, with the support and permission of parents may install apps or other content having an educational purpose on their iPad. Applications or content that does not have an educational purpose and is disruptive to the educational process or at home will be removed from the device.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will range from the student needing to check his or her iPad in and out of school each day for a period of time, to having all iPad privileges revoked.

Traveling with Device

Devices are only supported inside of the United States. It is advised for all families traveling outside of the United States to provide personal devices. Schoology and other software used by EP Online may

experience blocking when traveling outside of the US due to the restrictions placed on the device and/or region of the world.

In instances where the student has put his/her own safety or the safety of others at risk (i.e. bullying), iPad privileges will be revoked immediately.

iPad Statement of Responsibility for Parent/Guardian and Student

We understand that instances of damage, destruction, or loss of the assigned iPad. These instances will be dealt with on a case-by case basis. Incidents of gross negligence or repeated incidents may result in financial restitution from the family, up to the cost of the entire device if warranted. If the device is damaged beyond repair or lost, the cost of replacement is \$400. Samples of approximate repair and replacement cost of individual parts are listed below. If there is damage that can be repaired the student will be charged for the actual cost of repair.

- Replacement iPad - \$300
- iPad Brick - \$13
- iPad Cable - \$7
- iPad Glass Damage - \$100
- iPad Case Replacement - \$32

Information Regarding the MacBook Air in Eden Prairie Schools Grades 9-12

MacBook Air General Precautions

- The MacBook Air is Eden Prairie Schools' property.
- The MacBook Air must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by EPS staff.
- Never throw or slide a MacBook Air. If the MacBook Air is in your backpack or another carrying case, do NOT throw or slide the case/backpack.
- Cords and cables must be inserted carefully into the MacBook Air to prevent damage.
- Never expose a MacBook Air to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- MacBook Airs must be kept in a secure location at all times; it is the student's responsibility to know where their MacBook Air is at all times. Do NOT leave unsupervised, or lend to friends or family members outside of your home.

Transporting MacBook Air Cases

Acknowledging the importance of a protective case for the MacBook Air, Eden Prairie Schools invested in purchasing protective cases for all of the MacBook Airs. These cases are suitable for transporting the device to and from school and EPS policy is that all MacBook Airs need to be in the EPS issued protective case.

- The MacBook Air should ALWAYS be in its protective case during transit.
- The MacBook Air should be charged (EPS provides a charger) and ready to use each day.

- Do NOT place your MacBook Air in a book bag that contains food, liquids, heavy or sharp objects.

MacBook Air Screen & Cleaning

- The screens are sensitive to pressure and therefore can be damaged; they are scratch resistant, not scratch proof.
- The screens can break or shatter; care should be taken to protect the screen from damage.
- Do NOT use liquids to clean the MacBook Air. This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.

MacBook Air Care

- The Technology department is able to detect when unauthorized programs and apps are downloaded, and those devices will be “wiped” and reinstalled with approved programs and apps. EPS is not responsible for any lost content stored on the device, including but not limited to: documents, photos, music, etc.
- Never leave a MacBook Air unattended. It is your responsibility to keep your MacBook Air stored in a safe, secure, temperature appropriate space.
- Do NOT attempt to try to repair the internal workings of a MacBook Air yourself.
- If your MacBook Air is not working, call the help desk. If your MacBook Air needs to be worked on for an extended period of time, you will be issued a temporary MacBook Air until yours is working properly.

MacBook Air Statement of Responsibility for Parent/Guardian and Student

We understand that instances of damage, destruction, or loss of the assigned MacBook Air will sometimes occur. These instances will be dealt with on a case-by case basis. Incidents of gross negligence or repeated incidents may result in required financial restitution from the family, up to the cost of the entire device, if warranted. Samples of approximate repair and replacement cost of individual parts are below. If there is damage that can be repaired the student will be charged for the actual cost of repair.

- Laptop Replacement:
 - First Incident - \$350,
 - Subsequent incidents - \$700
- Screen Damage - \$350
- Keyboard Damage - \$140
- Hard Drive Damage - \$400
- Charger - \$79
- Major Scratches and Dents - \$100
- Laptop Case Replacement - \$30

Earphones

Eden Prairie Schools does not supply earphones to students.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Eden Prairie Schools STRONGLY recommends backing up important files and content daily. Several backup options exist, including cloud storage or personal computers. Students should backup their files, services, personally allocated storage space on the school district's network, flash drives and external hard drives.

Apple ID

Each student needs to have an Apple ID. Our recommendation is that the account is linked to a parent's account, and/or that parents have password information. Information on creating an Apple ID is provided at back to school nights and on the school website.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will range from the student needing to check his or her MacBook Air in and out of school each day for a period of time, to having all MacBook Air privileges revoked.

In instances where the student has put his/her own safety or the safety of others at risk, MacBook Air privileges will be revoked immediately.

Student Behavior

Expectations of Adults and Students

Philosophy of Behavioral Expectations for Adults and Students

Adults will:

1. Create a balanced approach for all learning
2. Create a climate for learning that includes:
 - Providing opportunities for students to explore and construct their learning through choice, practice, trial, error and reworking
 - Knowing their students culturally, and individually, by being fully cognizant of their strengths and interests
 - Co-creating classroom rituals that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to determine responsibility in meeting academic, social, and emotional expectations in monitoring their self-control

Students will:

1. Attend each class when expected.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves— strengths, weakness, and culture to create common bonds in curricular, co-curricular and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control, behave in an ethical manner from the moment they are on the bus until they are returned home.

If a student demonstrates a lack of responsibility, respect, empathy or self-control and disrupts the learning for other students, adults will:

- Re-direct, work with, and ensure the student fully understands expectations
- Work in partnership with family, student, staff and other support staff to determine additional strategies and/or consequences
- Determine if there are extenuating physical, emotional or mental challenges
- Submit disciplinary referral as if deemed necessary

Student Rights and Responsibilities

Students who attend EP Online have various rights and responsibilities. Students also have responsibilities to teachers, other staff, and fellow students. The following describes student rights and opportunities as well as student responsibilities.

Access to Records

Rights/Opportunities:

- Students' parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.
- Students have the right to privacy regarding any school records. Any disclosure of information from student records will be consistent with legal requirements and the discipline policy established by the school district.

Responsibilities:

- Students are responsible for following established school and district procedures regarding access to their school records.

Dress and Grooming

Rights/Opportunities:

- Students have the opportunity to wear clothing of their choosing and to engage in personal grooming which is not potentially disruptive to the education process, which does not pose a threat to the health or safety of other students and which is not lewd, vulgar, obscene, sexually explicit or discriminatory.

Responsibilities:

- Students are responsible for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups, including gangs. Clothing which displays references to alcohol, chemicals, tobacco or other products which are illegal for use by minors is not permitted. See Section 15 (below) of the Student Management Guidelines.

Equal Opportunity

Rights/Opportunities:

- Students have the right of equal opportunity to participate in all school activities and school education programs for which they are eligible within limits.

Responsibilities:

- Students are responsible for following the rules and regulations of the school-sponsored activity in which they participate, or others participate. Students may not discourage the participation of other students.

Fair Treatment

Rights/Opportunities:

- Students have the right to due process as defined in the Pupil Fair Dismissal Act when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.
- Students have the right to be informed of all current school policies, rules and regulations that apply to them.
- Students have the right to be informed of all classroom expectations.
- Students have the right to be treated respectfully by district employees and other students.
- Students have the right to be free from corporal punishment by school personnel.
- Students have the right to be free from unreasonable physical contact from teachers and other district personnel. Reasonable force to restrain or correct a student from injuring self or other persons, however, is allowable.

Responsibilities:

- Students are responsible for treating all persons respectfully, responding to all directives or inquiries from staff, and for following rules and regulations that apply to them.
- Students are responsible for being knowledgeable about and following all school policies, rules and regulations that apply to them.
- Students are responsible for being knowledgeable about and meeting all classroom expectations and evaluation procedures that apply to them.
- Students are responsible for treating others including other students and district employees in a respectful manner. Students also are expected to treat the property of others and the district responsibly.
- Students are responsible for refraining from using force or physical contact for the purposes of inflicting physical and emotional harm on another.
- Students are responsible for respecting the space and freedom of those around them. Students also are responsible for not engaging in conduct that threatens to injure themselves, other persons and property.

Free Speech and Expression

Rights/Opportunities:

- Students have the right to free speech so long as such speech does not violate the rights of others or the responsibilities listed below.
- Students have the right of assembly within the reasonable time, place and manner restrictions of the school district. Those restrictions will be made available to all students before they are enforced.

Responsibilities:

- Students are responsible for expressing opinions, publishing written materials and distributing literature in such a manner that is not defaming, obscene, discriminatory, sexually explicit, associated with threat/hate groups, including gangs, or contains references to alcohol, chemicals, tobacco, or other products which are illegal for use by minors, that does not interfere with the rights of others or disrupt the school environment and follows school regulations regarding time, place and manner.
- Students are responsible, when assembling, for exhibiting appropriate behavior and following the reasonable time, place and manner restrictions of the school district.

Harassment

Rights/Opportunities:

- Students have the right to be free from sexual harassment and violence, racial harassment and violence, religious harassment and violence, and harassment and violence based on any other protected characteristic, as denoted in District Policy 413,

arising out of the physical or verbal conduct of other students, school personnel and others.

Responsibilities:

- Students are responsible for being aware of school district policies regarding harassment and for maintaining an environment free from harassment, intimidation and abuse. Students are also responsible for reporting to a teacher, staff or administrator incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware.

Learning

Rights/Opportunities:

- Students have the opportunity to receive a comprehensive appropriate education.
- Students have the opportunity to attend school in a safe environment that is free from disruptive behavior by others.
- Students have the opportunity to make up school work missed during an excused absence.
- Students have the right to necessary home/hospital instruction as regulated by state guidelines when absent for an extended period.

Responsibilities:

- Students are responsible for daily attendance, for completing class assignments on time and for bringing appropriate materials required for class use.
- Students are responsible for behaving in such a manner that does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.
- Students are responsible for obtaining and completing make-up work assigned for periods of absence.
- Students are responsible for completing work assigned as part of the home/hospital instructional process.

Nondiscrimination

Rights/Opportunities:

- Students have the right to be free from discrimination based upon race, color, creed, sex, religion, national origin, marital status, sexual orientation, status with regard to public assistance or disability.

Responsibilities:

- Students are responsible for treating other students and district employees in a nondiscriminatory manner.

Privacy

Rights/Opportunities:

- Students generally have the right to privacy of their persons and personal property when engaging, participating or pursuing curricular activities on a school location. In such instances, a student's person or personal property may only be searched by school officials if there is reasonable suspicion that the search will uncover evidence of a violation of a school rule or of the law.
- Students have the opportunity to utilize school lockers, desks and other designated areas for storing appropriate items of personal property subject to the understanding that such areas are within the exclusive control of the school district and that such areas may be searched for any reason, at any time without permission, consent or requirement for a search warrant in accordance with the school district's locker policy.
- Students have the right to privacy regarding information which is collected or maintained about them because they are a student. Such information will be released in accordance with state and federal law. Matters of child neglect, physical or sexual abuse must be reported to the proper authorities according to state law. Matters involving criminal behavior may also be reported to the proper authorities.

Responsibilities:

- Students are responsible for refraining from bringing onto school location or to school-sponsored events any item or material that is in violation of school district policy, school rules, or state and federal laws if the item(s) would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other people.
- Students are responsible for keeping their lockers free of any items that are illegal or that are prohibited under school rules and district policies.
- Students are responsible for reporting matters of abuse or illegal activity to school personnel.

Safety and Security

Rights/Opportunities:

- Students have the right to feel safe in the school in all virtual spaces, on campus, and at school sponsored events.

Responsibilities:

- Students are responsible for reporting any safety concerns regarding themselves or others. Students are expected to report any concerns to any responsible adult.

Student Discipline Policy

Every student and employee of EP Online is entitled to learn and work in a safe school environment. To ensure this, the district and school have established clear student discipline

policies, consequences appropriate for the behavior, and practices to consistently apply the policies. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the discipline policy. Any behaviors prohibited by policy may result in a referral to a pre-assessment team. The school district may take into account the student's disciplinary records while enrolled in EPHS. Where applicable, the student will be declared ineligible for participation in activities governed by the Minnesota State High School League. Students are expected to behave in accordance with federal, state and local laws and rules, district and school policies and regulations, and in a way that respects the rights and safety of others. Students violating the law will be referred to the police. The following are school discipline policies. These discipline policies and the potential consequences apply at any time a student is present at a school location or at a school-sponsored event, and on school buses. Also, the School District may impose disciplinary consequences for violations at non-school locations/events if the misconduct is determined to have a nexus to the school environment. Listed are the violations and the recommended consequences for first, second and third offenses. The school district in its sole discretion may impose more severe consequences (i.e. expulsion) beyond those set forth in this policy based on the particular misconduct.

Student Management Guidelines

In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.

1. Abuse, Verbal or Written

The use of language or actions that are obscene, intimidating or that degrades other people or incites other people is prohibited.

Guidelines for Potential Consequences:

- First Offense: Expectation review (unless sexual or racial abuse/threats - see below), restorative mediation, parent/guardian contact
- Second Offense: Expectation review, restricted study (ISS), restorative mediation, parent/guardian contact
- Third Offense: Up to 5-day suspension. Meeting with parent/guardian

2. Academic Integrity

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

Guidelines for Potential Consequences:

- First Offense: Parent/guardian contacted by teacher. Plan for success developed in partnership with the teacher.
- Second Offense: Parent/guardian contacted by teacher, documentation loss of privileges, restricted study.
- Third Offense: **Administrative conference to determine next action.

3. Alcohol/Chemicals, Possession, Use or Under the Influence of

EPOS' purpose is to provide a network of help for students who are having alcohol or other drugs interfere with their school performance. In addition, our goal is to provide consistent and clear enforcement for a chemically free school. The possession, use, distribution, delivery, transfer, sale or purchase of alcoholic beverages, controlled substances, or solvents, paint, gasoline, aerosols, and prescription or non-prescription drugs or other toxic substances, or benign substances being represented or used by students as an illicit substance, steroids, or drug paraphernalia including e- cigarettes while at any school location, is expressly forbidden throughout the calendar year. State law requires law enforcement to notify school officials of certain alcohol/chemical violations.

4a: Violations at School Locations and School Sponsored Activities

Guidelines for Potential Consequences:

- First Offense: Up to 3-day suspension, confiscation, police referral, chemical health referral
- Second Offense: Up to 5-day suspension, police referral.
- Third Offense: Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

4b. Non-School Related Violations

Guidelines for Potential Consequences:

- First Offense: Notifications to school team, including activities Resources will be provided.
- Second Offense: Notification to school team. Student and parent/guardian meeting with the school team.
- Third Offense: Notification to school team. Referral to outside agency.

4c: Alcohol/Chemicals, Over-the-Counter or Look-A-like (Benign) Chemicals with Possession and Intent to Distribute or Sell at School Locations, School Sponsored Events or locations with a nexus to the school environment

Guidelines for Potential Consequences:

- First Offense: Suspension pending recommendation for expulsion, police referral, chemical health referral. Meeting with parent/guardians with recommendations.

5: Tobacco Possession or Use

EP Online, in compliance with school district policy, is proud to encourage and support a tobacco-free environment. Smoking, chewing, possessing or using tobacco in any form including e- cigarettes at any time, at any school location including school vicinity, or at a school-sponsored activity is strictly prohibited.

Guidelines for Potential Consequences:

- First Offense: Restricted study, police referral, confiscation, parent/guardian meeting, and chemical health referral.
- Second Offense: Restricted study, police referral, confiscation, parent/guardian meeting
- Third Offense: Restricted study, parent meeting, social work involvement to set up plans for success, chemical health referral

6: Arson

Intentional or attempted damage to school property or other property at school location by means of fire is prohibited.

Guidelines for Potential Consequences:

- First Offense: Suspension pending review by school & district administration for expulsion, and police referral.

7: Attendance/Unexcused

Guidelines for Potential Consequences:

- Offense: Referral to school team for an attendance intervention - EPHS partners with the Hennepin County “be@school” program.

8: Bomb Threat

Making, publishing or conveying in any manner a bomb threat pertaining to a school location, student or school staff member is prohibited.

Guidelines for Potential Consequences:

- First Offense: Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

9: Bullying/Cyberbullying

- Bullying: Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - a) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
 - b) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.
- Cyberbullying: bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

Guidelines for Potential Consequences:

- First Offense: Up to 3-day suspension, referral to outside agency; intervention plan.
- Second Offense: Up to 5-day suspension, referral to outside agency, intervention plan.
- Third Offense: Suspension pending review by school & district administration for recommendation for expulsion.

Refer to District Policy 514 for detailed description of the District's Bullying Prohibition Policy.

10: Burglary

Entering any school location without consent and with the intent to commit a crime (i.e. vandalism or theft) is prohibited.

Guidelines for Potential Consequences:

- First Offense: Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

11: Disruptive Behavior

Disruptive behavior at school locations or at school sponsored activities is prohibited. Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior,

inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

Classroom and Other School Locations Guidelines for Potential Consequences:

- First Offense: Up to 1-day dismissal from class or activity, restitution and mediation.
- Second Offense: Up to 3-day dismissal from class or activity, restitution and parent/guardian meeting.
- Third Offense: Referral to MTSS team for additional support and intervention.

12: Dress and Grooming

Dress and grooming that is disruptive or potentially disruptive to the educational process is prohibited, including, but not limited to, the following:

- a) Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory, racist, sexist or otherwise degrading or sexually suggestive or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- b) Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or supremacist groups is prohibited.
- c) Wearing clothing that does not cover shoulders, midriff, chest, or buttocks. Clothing that does not cover undergarments, and undergarments that are worn as outer garments.
- d) Wearing short shorts and short skirts, see-through pants and shirts are prohibited.
- e) Wearing a face mask, sunglasses or wigs in school that would not allow the student to be identified is prohibited.
- f) Wearing or carrying any headwear, except for legitimate religious or medical reasons during the day without permission from school administration is prohibited. Headwear is defined as any object which covers one's head, all or in part, including but not limited to bandanas, headbands, hats, hoods, and do-rags.

Guidelines for Potential Consequences:

- First Offense: Education of policy, warning, and removal or confiscation of items (if applicable) and recording of offense.
- Second Offense: Up to 2 days of restricted study, item confiscated, and parent/guardian contacted.
- Third Offense: Will be considered insubordination, possible suspension.

13: False Reporting

Deliberately reporting false information about the behavior of a student or staff person is prohibited.

Guidelines for Potential Consequences:

- First Offense: Disciplinary action assigned by the administration, parent/guardian contact, and mediation
- Second Offense: Up to 3-day suspension.

- Third Offense: Up to 5-day suspension.

14: Gang/Threat Group Affiliation

Threat/Hate Group or Gang-related behavior in the school is not allowed. Threat/Hate Group or Gang-related behavior in the school and community is antisocial, counterproductive and ultimately destructive. No student may join or solicit any other pupil to join, or become a member of, any gang or threat group. Threat/Hate Group or Gang “representing” which is likely to cause others to be intimidated by fear of violence is uniformly disallowed in the school. This includes, but is not limited to, “wearing of colors” and “gang signs,” the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, and clothing, etc. Group intimidation of an individual or individuals is expressly disallowed in the school environment, school sponsored events or locations with a nexus to the school environment.

Guidelines for Potential Consequences:

- First Offense: Up to 1-day suspension, confiscation of items (if applicable), and police referral.
- Second Offense: Up to 3-day suspension, confiscation of items (if applicable), and police referral.
- Third Offense: Minimum of 5-day suspension, confiscation of items (if applicable), and police referral.

15: Harassment

Physical, Verbal or Written

- The Eden Prairie School District seeks to maintain a learning environment free from sexual, racial, religious and sexual orientation harassment and violence.
- Sexual harassment is unwelcome sexual advances, indecent exposure, request or pressure for sexual activities, and/or other inappropriate verbal or physical contact of a sexual nature.
- Any vocabulary or action that degrades or is intimidating to one’s sexual orientation is prohibited.
- Any vocabulary or action that degrades or is intimidating to staff or other students is prohibited.
- Racial harassment is physical or verbal conduct relating to an individual’s race when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive academic environment; has the purpose or effect of interfering with an individual’s academic performance; or otherwise adversely affects an individual’s academic opportunities.
- Religious harassment is physical or verbal conduct relating to an individual’s religion when the conduct has the purpose or effect of interfering with an individual’s academic opportunities.

Any person who believes he or she has been the victim of sexual, racial, religious, sexual orientation harassment or violence or any other form of harassment, offensive behavior or hazing by any staff member or student in the school district should report it to the Head of School or responsible adult in the EP Online School, such as a teacher, or administrative dean who will then notify the Head of School or designee of the allegation.

Abuse - Verbal or Written

Guidelines for Potential Consequences:

- First Offense: Up to 3-day suspension, Student Activities contacted, referral to outside support, and harassment report form filed with the district.
- Second Offense: Up to 5-day suspension, Student Activities contacted, referral to outside support, and harassment report form filed with the district.
- Third Offense: Suspension pending review by school & district administration for recommendation for expulsion, Student Activities contacted, and harassment report form filed with the district.

Violence--Sexual, Sexual Orientation, Racial, Religious

- Sexual violence is a physical act of aggression or force that includes touching another's intimate body parts or forcing a person to touch another's intimate body parts.
- Sexual orientation violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation.
- Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.
- Religious violence is a physical act of aggression upon another because of, or in a manner reasonably related to, religion.
- Indecent exposure.

Guidelines for Potential Consequences:

- First Offense: Minimum 5-day suspension, recommendation for expulsion, police report, and harassment report form filed with the district.
- Second Offense: Suspension pending review by school administration, police referral, and harassment report form filed with the district.

16: Hazing/Offensive Behavior

Offensive behavior, including hazing, teasing, coercive behavior and other offensive or mean-spirited conduct, which is not racial, sexual or religious in nature, is prohibited. Hazing is prohibited. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization or for any other purpose. "Student organization" means a group, club, or organization having students as its primary members or participants. A "Student Organization" does not have to be an official school organization to come within terms of this definition.

Guidelines for Potential Consequences:

- First Offense: Up to 3-day suspension, mediation and/or offensive behavior support intervention.
- Second Offense: Up to 5-day suspension, and referral to outside support
- Third Offense: Suspension pending review by school & district administration for recommendation for expulsion.

17: Identity Falsification

Includes, but not limited to forging notes, fraudulent passes, fraudulent phone calls.

Guidelines for Potential Consequences:

- First Offense: Administrative conference and restitution
- Second Offense: Administrative conference, restitution, parent/guardian contact, , possible restricted study (ISS)
- Third Offense: Administrative conference, restitution, parent/guardian meeting.

18: Insubordination

Deliberate refusal to follow an appropriate direction given by a staff member or failure to show ID or give name when requested by an adult is prohibited.

Guidelines for Potential Consequences:

- First Offense: Administrative conference, restitution.
- Second Offense: Administrative conference, restitution, parent/guardian contact.
- Third Offense: Administrative conference, restitution, parent/guardian meeting.

19: Posting Disruptive Videos/Photos

Students must not make or disseminate (while on or off school property) recordings, photographs, or videos of other students or individuals, including school employees, if the recording will substantially disrupt and interfere with the work and discipline of the school, or the ability of a student to attend school or participate fully in its activities. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee.

This policy applies to District-issued and personal devices that are used to make the recording.

Guidelines for Potential Consequences:

- First Offense: Disciplinary action assigned by the administration, offending posting must be removed.
- Subsequent Offense: Up to 3-day suspension, offending posting must be removed.

20: Pushing, Shoving, Scuffling

If participating in any EP Schools activities in person, physical contact such as but not limited to pushing, shoving, or scuffling that is not defined as an assault or fighting is prohibited. This also includes other physically intimidating contact (such as “slap boxing”) aimed at another student. In the event that pushing, shoving or scuffling constitutes a fight or assault, the consequences for those violations will be imposed.

Guidelines for Potential Consequences:

- First Offense: Administrative conference.
- Second Offense: Administrative conference, parent/guardian contact.
- Third Offense: Administrative conference, loss of privilege or appropriate consequence.

21: Robbery or Extortion

Taking property from another person by use of force, threat of force, or under false pretenses is prohibited.

Guidelines for Potential Consequences:

First Offense: Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

22: Misuse of School Issued Technology

See i-Learn Expectation Section of Handbook

Guidelines for Potential Consequences: Violations of these expectations could result in any of the following: removal of technology usage, disciplinary action (restricted study or suspension, legal action, police referral. Consequences for severe or multiple infractions may result in a recommendation for expulsion.

- First Offense: Up to one day suspension, possible legal action and police referral.
- Second Offense: 1 to 3-day suspension, possible legal action and police referral.
- Third Offense: 3 to 5-day suspension, possible legal action and police referral.

23: Theft, Receiving or Possessing Stolen Property

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property, is prohibited.

Guidelines for Potential Consequences:

- First Offense: Up to 3-day suspension, police referral and restitution. *
- Second Offense: Up to 5-day suspension, police referral and restitution. *
- Third Offense: Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

* A recommendation for expulsion may be made for any cases of theft.

24: Threats and Intimidation; Physical, Verbal or Written

Any language (oral or written) or gestures including the use of electronic devices or physical intimidation that are meant to threaten or cause fear of bodily harm or death is prohibited.

Guidelines for Potential Consequences:

- First Offense: Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

25: Transportation

In the case that any EP Online students are riding an Eden Prairie School Bus, the following guidelines apply. Bus ridership is a privilege, not a right. Students must present a school picture ID to ride a bus. Students are responsible for keeping their bus area clean. If students damage a bus, they will have to make restitution. If students do not follow the rules, they can lose their bus riding privileges. Any disruptive behavior, as defined under school policy, while riding a school bus is prohibited. This includes lighting flammable devices, not remaining seated, tampering with emergency or safety equipment, throwing objects or disruptive behavior at a bus stop or to and from the bus stop.

Secondary students who commit a fifth offense will be suspended from riding the bus for the remainder of the school year. Severe behavior will move the student immediately to the level of third, fourth or fifth offense, based on the severity of the action and/or previous bus violations. In addition, school management guidelines will be enforced when appropriate.

Guidelines for Potential Consequences:

- First Offense: Warning given.
- Second Offense: Up to 3-day bus suspension.
- Third Offense: Up to 5-day bus suspension and conference with student, parent/guardian, transportation representative.
- Fourth Offense: 10-day bus suspension.

27: Vandalism

Defacing, cutting or damaging property, technology or telecommunication equipment that belongs to the school district, other students, staff members or other individuals is prohibited.

Guidelines for Potential Consequences:

- First Offense: Restitution, up to 3-day suspension, and police referral.
- Second Offense: Restitution, up to 5-day suspension, and police referral.
- Third Offense: Suspension pending Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

28: Weapons

In the case where EP Online students may be visiting an EP school or participating in an EP schools event on school grounds the following weapons policy applies: In accordance with federal, state, and district policies, no weapons are permitted on school grounds. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Definition: A "weapon" means any object, device, instrument, or substance designed as a weapon or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to:

- all firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile of a real weapon, or any other device or instrument having the appearance of a weapon
- all knives
- objects designed to be worn over fists or knuckles
- blackjacks, clubs, Nunchaku ("nunchucks"), throwing stars
- explosives, incendiary devices, bombs, fireworks, or other similar devices which can cause an explosion
- bows and arrows, slingshots, razors
- poison chemicals including mace, pepper gas, or similar sprays, or chemical components and/or mixture which can cause an explosion
- firearm muffler, silencer, or ammunition
- any object modified to serve as a weapon
- articles designed for other purposes (pencils, scissors, etc.) but used to inflict bodily harm and/or intimidate others

Guidelines for Potential Consequences:

- Confiscation of the weapon (if it can be done safely)
- 10-day suspension pending recommendation for expulsion from school for a period of not to exceed one year (365 days).
- Notification to the police with recommendation to bring legal charges.
- Students with disabilities who violate the weapons policy shall be disciplined in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.
- A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession and takes the weapon immediately to the Head of School's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the Head of School's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

29: Unique Situations

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by- case basis. Behaviors that are willful and disruptive or potentially harmful are included.

Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's need.

Additional Discipline Information

Discipline procedures

1. All disciplinary actions shall be processed pursuant to Eden Prairie Online Schools' Discipline Policy and the requirements of the Minnesota Pupil Fair Dismissal Act.
 - a. Any student who violates the District-wide Student Discipline Policy or a school Student Discipline Policy may be subjected to the consequences established in the student handbook.
 - b. Any student who violates the District-wide Student Discipline Policy or school Discipline Policy that has a potential consequence of dismissal from school for more than one school day shall have an informal conference with a school administrator. An informal conference is not required where the student is creating an immediate and substantial danger to himself or herself or to surrounding persons or property.
 - c. Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent or guardian's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.
 - d. Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.
 - e. All students who violate a school policy or rule that has a potential consequence of exclusion or expulsion will be given the opportunity to have a hearing over the issue of exclusion or expulsion in accordance with Minnesota law. (See Minnesota Statute §121A.40 to 121A.56.)
 - f. A student who has been recommended for expulsion the second time should expect to receive more severe consequences.
 - g. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening.
 - Grounds for dismissal (121A.45):

- willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements.
 - willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 - willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.
2. Modification of consequences: The school district in its sole discretion may modify consequences beyond those set forth in this policy based on the particular misconduct.
 3. Parent/Guardian questions about discipline: Parents and guardians may contact administration to discuss an infraction and consequence assigned if they have questions regarding the situation.
 4. Physical restraint: Physical restraint may be utilized by administrators, teachers and other staff only where it is necessary to use reasonable force to restrain a student from injuring himself or herself or others. “A teacher, school employee, school bus driver or other agent of a district may use reasonable force in compliance with Minnesota Statute § 121A.582 and other laws.”
 5. Police referral: Administrators will involve the police or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, the student will be referred to the police.
 6. Publication of discipline policy: Each school will include the district-wide discipline policy along with their school level discipline policy to make-up their overall discipline policy. Students and parents or guardians will be informed of the discipline policy at the beginning of the school year or when they enroll in Eden Prairie Schools.
 7. Recommendations for expulsion: Expulsion is a legal act which may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled in accordance with Minnesota Statutes §§ 121A.40 to 121A.56.
 8. School district locker policy: It is the policy of EP Online and the state of Minnesota that school lockers, desks and other areas assigned to a student are the property of the school. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. Inspection of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of a student within a locker may be searched only when school authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student’s personal possessions, the school must provide notices of the search to the student whose locker was searched unless such disclosure would impede an ongoing investigation by police or school officials.

9. Special education or disabled students: Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or accommodation, when necessary. Special education students and their parents or guardians may request modification of those policies and accommodations where appropriate.
10. Under the influence: The following behaviors would indicate that a student is under the influence: smells of alcohol or drugs, physical appearance, incoherent, staggering or unsteady walk, slurred speech or comatose. These indicators of when a student is under the influence are not an exclusive list but are examples of the kinds of observable behavior or conditions that would be utilized in making such a determination.
11. Unique Situations: Because it is not possible to list every violation that occurs, those not specified will be responded to as necessary by staff on a case-by-case basis. Consequences can range from those assigned by an administrator up to and including recommendation of expulsion.

Definitions

- Bullying--Intimidating, threatening, abusive, or harming conduct that is objectively offensive and: a) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or b) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, service, or privileges.
- Cyberbullying-- bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.
- Dismissal-- dismissing a student from school for one school day or less.
- Drug paraphernalia-- all equipment, products and materials of any kind which are knowingly or intentionally used primarily in manufacturing a controlled substance; injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance; testing the strength, effectiveness, or purity of a controlled substance; or enhancing the effect of a controlled substance.
- Exclusion-- an action taken by a school board to prevent enrollment or re-enrollment of a student for a period which shall not extend beyond the school year.

- Expulsion-- a legal act taken by the school board to prohibit an enrolled student from further attendance up to 12 months from the date the student is expelled.
- Threat/Hate Group -- any ongoing organization, association or group, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in a pattern of threat group activity. “Pattern of threat group-activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same threat group.
- Threat/Hate Group **like activity**-- any conduct engaged in by a student on behalf of any threat group, to perpetuate the existence of any threat group, to affect the common purpose and design of any threat group and/or to represent a threat group affiliation, loyalty or membership in any way while on a school location. These activities include recruiting students for membership in any threat group and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any threat group.
- Hazing-- committing an act against a student or coercing a student into committing an act that creates risk of personal harm in order to be initiated or affiliated with any student organization or activity that may or may not be officially recognized by the school. Hazing is any activity that risks or affects mental or physical health, including physical brutality such as whipping or beating; activities such as sleep deprivation or weather exposure; consumption of alcohol, drugs, tobacco or other substance; intimidation or threats of ostracism, mental stress, embarrassment, shame, humiliation; or any illegal activity.

Volunteering

A variety of district level committees and advisory councils, such as the Curriculum Advisory Council, Finance Advisory Committee, Special Education Advisory Council, and Community Education Advisory Council, are important ways parents/guardians can help shape district policies, procedures, and programs. For more information, log onto www.edenpr.org or call (952) 975-7150.

Attendance

Eden Prairie Schools values attendance. We believe that every student should be in school every day. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. Eden Prairie Schools is a participant in the Hennepin County

Attorney's Office be@school program. This program seeks to improve school attendance and increase the opportunity for Hennepin County's children to realize their potential. In collaboration with the County efforts, Eden Prairie aims to have each student attend school every day. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

Excused Absences

The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Serious illness in the student's immediate family
3. A death or funeral in the student's immediate family or of a close friend or relative
4. Medical, dental, or orthodontic treatment, or counseling appointment
5. Court appearances occasioned by family or personal action
6. Religious instruction not to exceed three hours in any week
7. Physical emergency conditions such as fire, flood, storm, etc.
8. Official school field trip or other school-sponsored outing
9. Removal of a student pursuant to a suspension.
10. Religious observance
11. Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work
12. Family emergencies
13. A student's condition that requires ongoing treatment for a diagnosis
14. Active duty in any military branch of the United States

In order for an absence to be excused, a parent/guardian needs to call the school attendance line within 48 hours of the absence. The parent/guardian needs to state when the child will be absent and explain the reason for the absence. Students whose absences are excused are required to make up assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

Students who accumulate excessive absences, even when excused, will work with the school staff and parents/guardians to develop a plan to assure attendance at school daily.

Unexcused Absences or Truancy

These are examples of absences that will not be excused:

1. Truancy which is an absence that is not approved by the parent/guardian and/or the school district
2. Any absence where the student/ family failed to comply with any reporting requirements of the school district's attendance procedures
3. Work at home

4. Work at a business, except under a school-sponsored work release program.
 5. Vacations with family without prior notice and exceeding 5 days
 6. Missing the bus
 7. Oversleeping
 8. Any other absence not included under the attendance procedures set out in this policy
- EPO has an automated phone calling system that will contact a parent/guardian when a student has an unexcused absence to a class.

Consequences of Unexcused Absences

- School district staff will work with the parent/guardian, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.
- If unexcused absences continue after following be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school.
- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

Attendance Policy Definitions

- Tardy: not arriving at the set or expected time.
- Absence: not being present during a scheduled period or arriving more than 15 minutes late to class without a valid excuse.
- Unexcused Absence or Truancy: any absence not called in by a parent/guardian within 48 hours of absence or an absence not known by parent/guardian or school.
- Excused Absence or Tardy: any absence/tardy called in by a parent/guardian within 48 hours after the class was missed.
- School-excused absence: any absence as a result of a school-sponsored activity (i.e. field trips, activity meetings, or student participation in competition). This absence must include a parent/guardian signed permission slip and does not need to be called in by the parent/guardian.

Procedures for Excusing Students

Parents/guardians are encouraged to contact their teachers prior to 11 a.m. each day if their student is absent. Parents/guardians must follow procedures for excusing students.

All absences must be reported in within 48 hours; no absences will be excused after that time period. Students who are 18 years old are not allowed to report attendance or early release.

Illness

Please contact your child's teacher(s) if they will not be at school due to illness.

Insurance

The Eden Prairie School District does not carry accident, disability or medical insurance for students. Coverage is through the student's family medical coverage, including the cost of ambulance services. The district does carry public/general liability coverage for district premises and/or employee negligence.

MinnesotaCare health insurance is available for those families who qualify based on monthly income and family size. Questions about this plan can be directed to the School Nurse or Social Worker.

Background Checks, Employment

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Curriculum Content Review

As part of its policy, the district has specified a procedure for a parent, guardian, or adult student 18 years or older to review the content of instructional materials, address concerns, and propose alternative instruction for an individual student. The procedure spells out three action steps beginning with an informal meeting of the adult and responsible staff members. If the concern is not resolved, it will be taken to the Head of School. If resolution cannot be reached, the parent/guardian/adult student will be asked to complete a form and a meeting involving representatives of the district and site Teaching and Learning staff will be convened.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an all- inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.

- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your school's Head of School.

Parent Right to Know

If a parent/guardian requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.
5. In addition, the school district will provide parents/guardians with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents/guardians if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Parent /Guardian Guide and Refusal for Student Participation in Statewide Testing

Pledge of Allegiance

Students will have the opportunity to recite the Pledge of Allegiance to the flag of the United States of America weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Directory Information

The Family Education Rights and Privacy Act requires school districts to notify parents/guardians and students that certain information from student records may be released and made public without the written consent of the parents/guardians or students 18-years-of-age or older. This information is called “directory information.” Directory information includes name, residential mailing address, telephone number, date and place of birth, grade in school, major field of study, participation in officially organized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, previous school attended, and photos. These publications could include district- initiated publications such as calendars, newsletters, annual reports, and brochures. They also include school-initiated publications such as student newspapers and yearbooks. In addition, media, including weekly community newspapers, metro daily papers, and television stations may ask to take photos of district students. Parent/guardians or students of majority age who do not want directory information released for internal and/or external use should indicate this on the annual “Directory Release Form” located on the parent portal by October 1. If you need a hard copy of the form, please contact your child's school.

Student Records

Eden Prairie Schools has adopted a policy about the rights of parents/guardians and students with respect to school records. This policy complies with federal and state laws guaranteeing the right to examine and challenge the contents of student records. The Minnesota Legislature has said that all school records are deemed private. This means that the district cannot release any information without permission except directory information. A summary of census information along with grades and attendance data is stored electronically when students leave the school system.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. If you have questions related to the rights of parents/guardians and eligible students about conducting surveys, contact your Head of School.

Policies and Guidelines

Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions.

Distribution of Nonschool-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored

material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

Equal Education Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parent/guardian status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.

Equal Employment Opportunity

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

Harassment and Violence Prohibition

It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

Internet Acceptable Use Policy

Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. In accordance with the Children's Internet Protection Act, the district filters Internet access. Students are directed to inform staff immediately if they receive any image or communication that is inappropriate.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. If you have questions about this policy, please contact your Head of School.

- **Disability Nondiscrimination:** The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- **Student Sex Nondiscrimination:** The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Search and Seizure of Student Possessions

IF EPO students are participating in any activities on school grounds, school officials may, without a search warrant, search a student and/or their personal possessions based on a reasonable suspicion. Reasonable suspicion means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Personal possessions include, but are not limited to purses, backpacks, book bags, packages, clothing, cell phones, and vehicles. Pursuant to Minnesota statutes, school lockers and student desks are the property of the school district. At no time does the school district relinquish its exclusive control of lockers and desks provided for the convenience of students. Inspection of the interior of lockers and student desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

Tobacco-Free Schools

School district students and staff have the right to learn and work in an environment that is tobacco-free. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. Contact the school Head of School or another staff member if you have questions or wish to report violations.

Weapons

The district has adopted a weapons policy. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Weapons are defined as any object, device, instrument, or substance designed as a weapon or through its use capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to: firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile or having the appearance of a weapon; all knives; objects designed to be worn over fists or knuckles; blackjacks, clubs, nunchucks or throwing stars; explosive or incendiary devices; bows and arrows, slingshots, razors; poison chemicals including mace, pepper gas, or similar sprays; firearm muffler, silencer, or ammunition; any object modified to serve as a weapon; articles designed for other purposes such as pencils or scissors but used to inflict bodily harm or intimidate others.

Violation of the weapons policy may result in one or more of these consequences: out-of-school suspension, confiscation of the weapon; notification of the police, recommendation for expulsion or exclusion from school for up to one year. Students with disabilities who violate the policy will be disciplined in accordance with the requirement of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Transportation

Rules and consequences for riding district busses and other types of transportation are listed below if EP Online students are riding Eden Prairie School's busses for any reason.

Rules

1. Follow the driver's instructions.
2. Remain seated until the bus arrives at your stop.
3. Speak in a quiet voice.
4. Keep hands, feet, and objects to yourself.
5. Don't throw objects in the bus or out the window.
6. Don't use profanity (words or gestures).
7. Do not tease or harass others.
8. Do not spit, eat, drink, or chew gum.
9. Do not vandalize the bus.

Grades 6-12 Consequences (listed in order of severity)

1. Warning given, may be assigned discipline seat—may involve school consequences
2. One- to three-day bus suspension
3. Five-day bus suspension, conference with student, parent/guardian, school, driver, and Transportation Department
4. Ten-day bus suspension

5. Loss of bus riding privileges for the remainder of the school year. There will be no mid-year forgiveness period for students in grades 7-12.

Severe behavior moves immediately to step 3, 4, or 5 at the administrator's discretion based on the severity of the action and/or previous bus violations. School Student Management Guidelines may also be enforced when appropriate.

Rules at the Bus Stop

1. Stay away from the street, road, or highway when waiting for the bus. Line up at least three feet away from the street in an orderly fashion and wait until the bus stops before boarding.
2. Respect the property of others while waiting at your bus stop. Do not pick flowers or shrubs, throw stones, snowballs, litter, etc.
3. Keep your arms, legs, and belongings to yourself.
4. Do not use offensive or foul language.
5. Avoid standing in and blocking sidewalks and driveways.
6. No pushing, fighting, harassment, intimidation, or horseplay.
7. Do not run to the curb when the bus comes. Stay back until the bus is actually stopped. (A push at the middle or end of the line can send the front person into the bus or under its wheels.)
8. Older students should be helpful to younger ones.

Safety

Eden Prairie Schools has a well-trained staff of drivers and our buses are very well maintained. We have an excellent safety record. Safety is everyone's responsibility. The majority of children injured in student transportation are not hurt on the bus but outside the bus. Students should be aware of the 10-foot area around the stopped school bus referred to as the "Danger Zone."

Parents/guardians and community members are required by law to stop at least 20 feet from a bus with flashing red lights.

What's allowed on the bus?

Students may bring items such as musical instruments that they can hold in their laps or between their legs during the bus ride. Objects like balls, ice skates, and in-line skates must be stowed in a backpack or bag.

What's not allowed on the bus?

- Guns (including toy guns or look-alikes)
- Knives or other sharp objects
- Skis, ski poles, hockey or lacrosse sticks, bats, golf clubs, snow sleds (unless they roll up)
- Flammable items
- Glass items
- Laser pens
- Balloons

- Any items of dangerous or objectionable nature

More information about Eden Prairie Schools Transportation Department, including detailed student and parent/guardian responsibilities, is available at www.edenpr.org.

Crisis

- Hennepin County Child Crisis Services 612-348-2233
- Rape & Sexual Assault Center (24 hr) 612-825-4357
- Suicide Hotline 800-273-8255 suicidepreventionlifeline.org/
- Bridge For Youth 612-400-SAFE

Mental or Chemical Health

- Counselors, CMS Counseling Office 952-975-7330
- Alcoholics Anonymous 952-922-0880, www.aaminneapolis.org
- Family & Children’s Services 952-884-7353
- Mental Health Association of MN 612-331-6840, www.mentalhealthmn.org
- Narcotics Anonymous www.twincitiesna.org
- Move Forward 952-988-8336, www.moveforward.org

Physical Health

- West Suburban Teen Clinic 952-474-3251 <https://myhealthmn.org/>
- Normandale Dental Clinic 952-487-7020 ext. 4

Violence

- Cornerstone Crisis Line 952-884-0330, www.cornerstonemn.org
- Casa de Esperanza Crisis



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

EP Online
Elementary
Student
Handbook

[EP Online Elementary Kindergarten - Sixth Grade Student Handbook](#)

Academic Success

The Eden Prairie School District is committed to the academic success of all students. We know you have entrusted your student's education to us, and we promise to work diligently to educate each child in a safe, caring, and engaging environment.

Daily Reading and Daily Work

Daily Reading guidelines will vary from grade to grade, and from subject to subject. For district policy for "Academic Success"

- **Daily Reading:** Literacy is the foundation of all student achievement; it is our expectation that all students spend at least 15-30 minutes each day reading.
- **Class Assignments:** In an online school setting there are 'live' sessions where students are expected to be online to participate in daily learning. Classroom assignments are mostly completed outside of those 'live sessions.' Students will need to utilize their time wisely each day to complete assignments and continue to make progress.

Family Involvement

Learning at Home: Research supports that families are the earliest and most significant teachers in a child's life. A child's value of education and lifelong learning is also impacted by teachers, caregivers, and outside influences. Families know their child best and can 1.) help foster learning by linking current and past experiences, 2.) by asking questions that help the child reflect, and 3.) by supporting the child's growing knowledge of self and what works best for him or her. More information about how families can take an active role in their students' education can be found at www.edenpr.org.

Student Support Services

- **English Language Services:** Specialized English language instruction and support is available at each school for English Learners. Instruction is directed at acquiring both social and academic language. In addition to specialized services, enrichment occurs within the classroom through teacher differentiation of curriculum and instruction for our multi-language learners.
- **Psychologist:** Each elementary school has a school psychologist. Our school psychologist is involved with children, families, and school teams to support students and their educational programming needs.
- **Instructional Specialists:** These content specialists support students and staff to ensure high-quality instruction and student achievement in the areas of reading and/or math.

- **Social Worker:** Each elementary school has a school social worker whose role is to support the social-emotional learning and growth of children. The school social worker works with families, teachers, and other staff to address concerns about student achievement, behavior, and facilitates connections to needed social and mental health services.
- **Special Education:**
 - Special Education services are available to any student eligible for specific disability services as defined by state and federal law. Disability areas include speech/language, emotional behavioral disorders, other health disabilities, physically impaired, traumatic brain injury, visually impaired, deaf/hard of hearing, specific learning disabilities, autism spectrum disorder, visually impaired, cognitive disabilities, and severely mentally impaired.
 - A student may also be eligible for services because of a specific developmental delay through age seven.
 - Students may be referred for a Special Education assessment by parents or teachers.
 - Parents will be involved in a review of the evaluation and the decisions regarding eligibility and services.
 - Services are described through the development of an Individual Education Plan (IEP). Students are served in accordance with district, state, and federal guidelines.
- **Assessments:** District-wide, assessments are used to evaluate curriculum and instructional effectiveness. Individually, the tests are used to evaluate each student's progress towards the achievement of benchmarks and standards. Test results are shared with parents through various means.
 - **FAST (FastBridge Learning)** assessments are administered to K-6th grade students in the fall, winter and spring.
 - **MCA-III (Minnesota Comprehensive Assessment)** in Math and Reading are given to all 3-6 grade students in the spring. Science MCA assessment is given to 5th grade students in the spring.
 - **FAST** as well as other assessments may be administered to some students at other times of the year in order to monitor progress. .

Communications

Alerts

The district has the ability to call and email all district families. In order to help ensure that you receive these important messages, please go to www.edenpr.org and make sure that we have the correct email address and phone numbers for us to use.

- **Updating Family Contact Information:** You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system. Contact us with questions at (952) 975-7094 or helpline@edenpr.org.
- Families can also receive time-sensitive notifications, such as school closures and weather-related information via the [district mobile app](#). The app is free and available for Apple, Android or Windows devices.

Publications

Families with students attending Eden Prairie Schools receive print and electronic publications from the district.

- **District Communications:** To ensure you're receiving electronic communication from the district and your school, log onto the district website, www.edenpr.org. You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.
- **School Communications:** Each school uses electronic communication. Communication includes news on upcoming events, school expectations, and reminders. Classroom teachers also keep parents informed with electronic communication through the Campus Parent Portal Schoology, and e-mail. This information is also posted on your school website and can be obtained through requested hard copy.

Email

Families with students attending Eden Prairie Schools receive electronic communications and publications from the district.

- **Updating Family Contact Information:** You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

Changes in Student Information

If you have any address, home or work phone number changes during the school year, it is very important that families notify your child's teacher and the office. The office needs current telephone numbers in case you need to be reached during the day. Families will then be assured of receiving all school-related mailings.

- **Updating Family Contact Information:** You can update your email address and cell phone number yourself by logging into the parent portal and click on "Family Members". Make the necessary changes and click "Update" in each cell that you change. If you have moved or changed your primary home phone number, please contact your students' schools to have that information updated in the system.

Registering your child

If your child attended an Eden Prairie School last year, they will automatically be registered for the current school year and you will receive information from your child's teacher prior to the beginning of the school year. Preschool children who are listed on census information will automatically be sent kindergarten registration information. Census information forms are sent out each year via the district office.

- **New Families:** If you are new in the area, please contact our District Central Registration Office for registration materials. You may either pick up the forms at the Administrative Services Center or call 952-975-7008 and have them mailed to you.
- [Link to Welcome Center website.](#)

Parent Problem Solving How To's

Throughout the school year, situations at your elementary school may bring about questions or concerns for students or families. The process described below is structured to promote resolving situations quickly to the satisfaction of all parties involved. This process also encourages those people closest to the situation to examine and develop solutions to concerns. A positive resolution of these situations enhances communication, builds trust between members of the school community, and benefits the educational program for the students. Please follow the steps below if you have a question or concern:

- **Step 1 – Contact the appropriate staff member:** The first step in resolving a concern is to discuss it with the staff member(s) most closely involved. Most likely this is your child's classroom teacher. More than 95 percent of all questions or concerns are resolved at this level.
- **Step 2 – Contact the Head of School:** If your question or concern remains unresolved, contact the Head of School. He/she is the instructional leader in charge of the school and the person responsible for handling questions or concerns regarding the school's operation. The Head of School can share school information and explain procedures,

guidelines, and policies. He/she is available to listen and support your student and family.

- **Step 3 – Contact the appropriate district administrator:** If the previous steps have been unsuccessful, contact the appropriate district administrator or the Associate Superintendent. We sincerely hope that we can work together to solve problems as they arise. Please know we believe clear, open, honest, and two-way communication is the key to promoting positive home-school connections

Website

Our district website, www.edenpr.org allows you to stay in closer contact with Eden Prairie Schools – click the “Schools” menu to find the website for your school. Information available online includes general information, teacher web pages, supply lists, calendar, lunch menus, newsletters, parent involvement, etc.

Conferences

Eden Prairie Schools recognizes the importance of families and teachers working together. Families and teachers communicate and build relationships at conferences. EP Online meet has a different structure for conferences than other EP Schools. Teachers will contact families at least monthly for a conference call to provide updates about a student's progress.

End of Semester Report Cards

End of semester report cards will be available online by logging onto the district website, www.edenpr.org, with your username and password.

- If you need assistance with your username or password, contact the website helpline at helpline@edenpr.org or (952) 975-7094. The timeline for grading and reporting will be posted on the district’s website; school officials will inform families when report cards are ready to view.

Student Behavior

Expectations of Adults and Students

Teachers and school personnel seek to co-create a positive learning environment with students in classrooms, and as a school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.

If students demonstrate inappropriate behavior at school, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
 - Opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
 - Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
 - Co-creating classroom rituals that maximize learning bell-to-bell
 - Creating a climate that respects difference and allows for multiple perspectives without hurting others
 - Fostering opportunities for students to determine responsibility in meeting academic, social, and emotional expectations in monitoring their self-control

Students will:

1. Participate fully in the learning experience.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves—strengths, weakness, and culture to create common bonds in curricular, co-curricular and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner.
- **If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults may:**
 - Redirect and re-instruct, work with and ensure that student fully understands the expectations
 - Work in partnership with family, students, staff and other significant adults to determine additional strategies and/or consequences

- Create an accountability system with the student and parent/guardian with clear consequences or processes for resolution for additional violations
- Refer to Peer Mediation or Conflict Resolution or other proven processes
- Determine if there are extenuating physical, emotional or mental challenges
- Submit referral as required
- Move to remove from class, suspension, or expulsion

Severe Behavior

The Eden Prairie Schools' student management program is based on the foundation that students have a right to be educated in a manner which is not disrupted by the behavior of other students. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered "severe" will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student's age. Severe behavior incidents include, but is not limited to:

- Repeated refusal to cooperate
- Fighting/assault/or causing physical/verbal harm to another
- While online, uses controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- While online show or threaten to use a weapon or toy replica weapons
- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer
- Other behaviors that cause excessive disturbance to the school day

These behaviors are subject to one or more of the following consequences:

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to Eden Prairie Police Department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

Safe and Supportive Schools

Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges. To that end, acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner.

According to the Minnesota Safe and Supportive Schools Act bullying means any intimidating, threatening, abusive, or harming conduct that is objectively offensive in nature. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is **repeated or forms a pattern**. The act of cyber-bullying which refers to bullying others by using technology or other electronic devices, or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form are prohibited as well. **Bullying does not refer to a one-time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs while attending school (virtual classrooms, break out rooms) or at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the EP Online designated primary contact person (Head of School, associate Head of School, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed. Cyber-bullying may take place on or off school property.

If the result of the investigation concludes bullying or cyberbullying took place the offender(s) could receive consequences ranging from written conduct reports to loss of privileges during the school day to in or out of school suspensions depending on the severity of the incidents.

Dress Code

Appropriate dress is a necessary component in providing an optimal learning environment. Students may not wear clothing that presents inappropriate language (as determined by each classroom teacher or administrator), drug or alcohol advertising, or ethnic, racial, or sexist put-downs. Your clothing must not become a distraction to the educational environment. Clothing that does not cover the shoulders, midriff and chest, clothing that does not cover undergarments, and undergarments that are worn as outer garments, are all examples of dress that creates a distracting environment. Students who wear such clothing will be required to change clothes.

Electronic Devices -

All students are provided iPads as learning tools for all grade levels, K - 5. Your child's teacher will communicate with you regarding specific classroom procedures and expectations. Filtered and monitored internet access is provided when the student connects to our wireless network. If students bring a mobile device to school, the school is not responsible for loss, damage, or theft.

Birthdays

Our classroom teachers may acknowledge and celebrate the birthdays of their homeroom students.

i-Learn Expectations

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". Our world is changing with a new generation who never knew life without the Internet. Technology is a major tool in our personal lives as well as many professions. Our students will be prepared to demonstrate digital responsibility, technological awareness and the ability to use technology to create, research, communicate and produce in the academic and professional setting. *i-Learn@EP* is about creating engaging curriculum, dynamic learning environments and students who are better prepared for the world beyond our school doors; it is not about the device, but rather how to use the device in education.

Eden Prairie Schools Expectations for Student Learning:

- Engaging and relevant learning experiences and development of life skills
- Learning experiences that encourage cooperation, collaboration, and innovation
- Use current technology to create, research, communicate and produce academically sound products

- Demonstrate respect, self-control, ethical behavior and empathy as classmates and members of our communities
- Being responsible citizens in our schools and communities, as well as the digital world

Responsible Citizenship:

Being a responsible citizen in our schools, communities and the digital world requires responsibilities adapted for a changing world. We embrace the following conditions of being a digital citizen:

- Respect yourself. I will select names that are appropriate. I will consider the information and images I post online.
- Protect yourself. I will protect my personal details, contact details or a schedule of my activities.
- Respect others. I will NOT use technology to bully or tease other people.
- Protect others. I will protect myself and others by reporting abuse, and not forwarding inappropriate or hurtful materials or communications.
- Respect & protect intellectual property. I will suitably use and cite and all content use intellectual property (websites, books, media, software, etc.) according to the copyright or creative commons licensing.

Access to Eden Prairie Schools' owned technology is a privilege and not a right. At any point access to devices, internet and the like can be revoked.

Student Digital Responsibility: As listed below, but not limited to:

Personal Safety

Do not send any message that includes your personal information such as: home address, personal phone numbers and/or last name for yourself or any other person. Do not send information regarding your schedule (where you are/will be, timing, dates, etc.).

Password Protection

Never share your password, steal or use another person's password. If a password is lost or compromised the student or teacher should call the technology helpdesk. A technology support specialist will help resolve the password issue.

Privacy

Students and families need to know that files stored on school computers are not private.

Network and Internet access is provided as a tool for educational purposes only. Eden Prairie Schools (EPS) has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access including

transmitted and received information. All information files are the property of EPS and no user shall have any expectations of privacy regarding such files.

Online Etiquette

Follow the guidelines of accepted behaviors within your schools' handbook. Use appropriate language and graphics. Swearing, vulgarities, suggestive, obscene, belligerent, harassing, threatening or abusive language of any kind is not acceptable. Do not use this device to make, distribute or redistribute jokes, stories, to bully anyone, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging and/or Podcasting

Use of blogs, podcasts or other Web 2.0 tools are considered an extension of the classroom. Whether at home, or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools.

Plagiarism/Copyright/Licensing

Plagiarism is the act of using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism, as stated in your school's handbook. In addition, students must adhere to the copyright laws of the United States (P.L 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. All students should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.

Proxies

The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of this agreement.

Photos and Video

Students are not to take pictures or videos of staff or students without staff permission. Any student use of cameras in Eden Prairie Schools should be part of a class or club activity. Unapproved camera use is a violation of this agreement.

Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, is a violation of this agreement.

No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to remove or attempt to remove or circumvent the management system or modify the operating system and software installed on each iPad. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any EPS iPad will be in violation of this agreement.

Tech Support

If technical difficulties arise with the iPad, or non-conforming content is discovered, the iPad will be restored by Tech staff. If the Technology staff needs to restore the iPad, the District is not responsible for the loss of content put on the iPad by the student.

Traveling with Device

Devices are only supported inside of the United States. It is advised for all families traveling outside of the United States to provide personal devices. Schoology and other software used by EP Online my experience blocking when traveling outside of the US due to the restrictions placed on the device and/or region of the world.

Information Regarding the iPad in Eden Prairie Schools -

iPad General Precautions

- Students should come to school each day with a charged iPad.
- **The iPad is Eden Prairie Schools' property.**
- The iPad must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by EPS staff.
- Cords and cables must be inserted carefully into the iPad to prevent damage.
- Never expose an iPad to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- iPads must be kept in a secure location at all times; it is the student's responsibility to know where their iPad is at all times. For students learning at home, Do NOT leave

unsupervised, or lend to friends or family members outside of your home. During times when the iPad is not needed, place the iPad in a secure location.

iPad Cases

Acknowledging the importance of a protective case for the iPad, Eden Prairie Schools invested in purchasing protective cases for all of the iPads. iPads need to be in the EPS issued protective case.

- The iPad should ALWAYS be in its protective case.
- The iPad should be charged (EPS provides a charger) and ready to use each day.
- Do NOT place your iPad in a book bag that contains food, liquids, heavy or sharp objects.

iPad Screen & Cleaning

The screens are sensitive to pressure and therefore can be damaged; they are scratch resistant, **not scratch proof**.

- The screens are made of glass and can either break or shatter.
- **Do NOT use liquids to clean the iPad.** This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.
- PLEASE USE: A soft, dry cloth or anti-static cloth.

iPad Care

- Only labels or stickers approved and placed onto the iPad by EPS staff are acceptable.
- Never leave an iPad unattended. It is your responsibility to keep your iPad stored in a safe, secure, temperature appropriate space.
- Do NOT dismantle or attempt to repair the internal workings of the iPad or the iPad case.
- Contact the help desk if your iPad is not working.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Several backup options exist to cloud storage or personal computers. Students should backup their files.

Applications and Content

Students, with the support and permission of parents may install apps or other content having an educational purpose on their iPad. Applications or content that does not have an educational purpose and is disruptive to the educational process or at home will be removed from the device.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will range from the student needing to check his or her iPad in and out of school each day for a period of time, to having all iPad privileges revoked.

In instances where the student has put his/her own safety or the safety of others at risk (i.e. bullying), iPad privileges will be revoked immediately.

iPad Statement of Responsibility for Parent/Guardian and Student

We understand that instances of damage, destruction, or loss of the assigned iPad. These instances will be dealt with on a case-by case basis. Incidents of gross negligence or repeated incidents may result in financial restitution from the family, up to the cost of the entire device if warranted. If the device is damaged beyond repair or lost, the cost of replacement is \$400. Samples of approximate repair and replacement cost of individual parts are listed below. If there is damage that can be repaired the student will be charged for the actual cost of repair.

- Replacement iPad - \$300
- iPad Brick - \$13
- iPad Cable - \$7
- iPad Glass Damage - \$100
- iPad Case Replacement - \$32

Volunteering

District Volunteers

A variety of district-level committees and advisory councils, such as the Curriculum Advisory Council, Finance Advisory Committee, Special Education Advisory Council, and Community Education Advisory Council, are important ways parents can help shape district policies, procedures, and programs. For more information, log onto www.edenpr.org or call (952) 975-7150.

Attendance

We believe each student should be in school every day. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. Class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. Eden Prairie Schools is a participant in the Hennepin County Attorney's Office be@school program. This program seeks to improve school attendance and increase the opportunity for Hennepin County's children to realize their potential. In collaboration with the County efforts, Eden

Prairie aims to have each student attend school every day. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

Late Arrival/ Early Departure

Please contact your child's teacher if your child(ren) is arriving late or leaving early from required online sessions. The message should include the parent/guardian's name, student name, and reason for absence. Excused reasons for being late or leaving early will follow the same listing as excused absences. Students who are late due to oversleeping or missing the bus are considered unexcused and may be counted as tardy or in some cases, as an unexcused absence.

Excused Absences

The following reasons shall be sufficient to constitute excused absences:

1. Illness
2. Serious illness in the student's immediate family
3. A death or funeral in the student's immediate family or of a close friend or relative
4. Medical, dental, or orthodontic treatment, or counseling appointment
5. Court appearances occasioned by family or personal action
6. Religious instruction not to exceed three hours in any week
7. Physical emergency conditions such as fire, flood, storm, etc.
8. Official school field trip or other school-sponsored outing
9. Removal of a student pursuant to a suspension.
10. Religious observance
11. Family vacation (limited to 5 days per year) handled as excused absences and students will be permitted to complete make-up work
12. Family emergencies
13. A student's condition that requires ongoing treatment for a mental health diagnosis

In order for an absence to be excused, a parent needs to contact the child's teacher prior to, or the day of the absence. The parent needs to state when the child will be absent and explain the reason for the absence. Students whose absences are excused are required to make up assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Students who accumulate excessive absences, even when excused, will work with the school staff and parents to develop a plan to assure attendance at school daily.

Tardiness

Students are expected to be online at the start of the classes the teacher has required. Failure to do so constitutes tardiness.

Excused Tardiness

Valid excuses for tardiness are:

1. Illness
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family.
4. Medical, dental, orthodontic, or mental health treatment.
5. Court appearances occasioned by family or personal action.
6. Physical emergency conditions such as fire, flood, storm, etc.
7. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness:

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

Unexcused Absences for Truancy

These are examples of absences that will not be excused:

1. Truancy which is an absence that is not approved by the parent and/or the school district
2. Any absence where the student/ family failed to comply with any reporting requirements of the school district's attendance procedures
3. Vacations with family without prior notice and exceeding 5 days
4. Any other absence not included under the attendance procedures set out in this policy

Consequences of Unexcused Absences

- School district staff will work with the parent, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.
- If unexcused absences continue after following be@school process, the Hennepin County Attorney's office will follow with necessary legal action to ensure attendance at school.
- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.

- Along with following the Hennepin County Attorney’s be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student’s absences and the prescribed discipline. The notification will state that the school strongly urges the student’s parent or guardian to request such a conference.

Curriculum Content Review

As part of its policy, the district has specified a procedure for a parent, guardian, or adult student 18 years or older to review the content of instructional materials, address concerns, and propose alternative instruction for an individual student. The procedure spells out three action steps beginning with an informal meeting of the adult and responsible staff members. If the concern is not resolved, it will be taken to the Head of School. If resolution cannot be reached, the parent/guardian/adult student will be asked to complete a form and a meeting involving representatives of the district and site Teaching and Learning staff will be convened.

Fees -

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including (not an all-inclusive list):

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district’s educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your school’s Head of School.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Pledge of Allegiance -

Students will have the opportunity to recite the Pledge of Allegiance to the flag of the United States of America weekly. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Directory Information

The Family Education Rights and Privacy Act requires school districts to notify parents/guardians and students that certain information from student records may be released and made public without the written consent of the parents or students 18-years-of-age or older. This information is called "directory information." Directory information includes name, residential mailing address, telephone number, date and place of birth, grade in school, major field of study, participation in officially organized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, previous school attended, and photos. These publications could include district-initiated publications such as calendars, newsletters, annual reports, and brochures. They also include school-initiated publications such as student newspapers and yearbooks. In addition, media, including weekly community newspapers, metro daily papers, and television stations may ask to take photos of district students. **Parent/guardians or students of majority age who do not want directory information released for internal and/or external use should indicate this on the annual "Directory Release Form" located on the parent portal by October 1. If you need a hard copy**

of the form, please contact your child's school. Hard copies of the form should be turned into the school office by October 1.

Student Records

Eden Prairie Schools has adopted a policy about the rights of parents and students with respect to school records. This policy complies with federal and state laws guaranteeing the right to examine and challenge the contents of student records. The Minnesota Legislature has said that all school records are deemed private. This means that the district cannot release any information without permission except directory information. A summary of census information along with grades and attendance data is stored electronically when students leave the school system.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. If you have questions related to the rights of parents/guardians and eligible students about conducting surveys, contact your Head of School.

Health

The Health Services staff work in partnership with educational staff to provide students with high quality and consistent health care and health management. Find Health Services forms online at www.edenpr.org.

Immunizations Up to Date

Eden Prairie Schools is part of the “No Shots, No School” program. All students must have proof of vaccine to start school. Students who have special medical problems and cannot be vaccinated, or whose parents conscientiously object, may receive legal exemption. Contact Health Services for assistance with accessing immunizations or to get information on exemptions.

Insurance

Eden Prairie Schools does not carry accident, disability, or medical insurance for students. Coverage is through the student’s family medical coverage, including the cost of ambulance services. The district does carry public/general liability coverage for district premises and/or employee negligence. MinnesotaCare health insurance is available for those families who qualify based on monthly income and family size. Questions about this plan can be directed to the school nurse or social worker.

Restricted Activities

Written doctor's excuses are required for students who need to be kept in from recess at elementary school or who need to miss physical education. The note must state how long the restriction will be in effect.

Policies and Guidelines -

Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions.

Distribution of Non-School-Sponsored Materials on School Premises -

The school district recognizes that students and employees have the right to express themselves on virtual school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

Equal Education Opportunity -

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for disabled students.

Equal Employment Opportunity -

The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

Harassment and Violence Prohibition -

It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Hazing Prohibition -

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

Internet Acceptable Use Policy -

Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. In accordance with the Children's Internet Protection Act, the district filters Internet access. Students are directed to inform staff immediately if they receive any image or communication that is inappropriate.

Nondiscrimination -

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. If you have questions about this policy, please contact your Head of School.

- **Disability Nondiscrimination:** The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- **Student Sex Nondiscrimination:** The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Tobacco-Free Schools -

If for any reason, EP Online students are attending school events or visiting school property the following tobacco policy is in place.

School district students and staff have the right to learn and work in an environment that is tobacco-free. School policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. Contact the school Head of School or another staff member if you have questions or wish to report violations.

Weapons -

If for any reason, EP Online students are attending school events or visiting school property the following weapons policy is in place.

The district has adopted a weapons policy. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Weapons are defined as any object, device, instrument, or substance designed as a weapon or through its use capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to: firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile or having the appearance of a weapon; all knives; objects designed to be worn over fists or knuckles; blackjacks, clubs, nunchucks or throwing stars; explosive or incendiary devices; bows and arrows, slingshots, razors; poison chemicals including mace, pepper gas, or similar sprays; firearm muffler, silencer, or ammunition; any object modified to serve as a weapon; articles designed for other purposes such as pencils or scissors but used to inflict bodily harm or intimidate others.

Violation of the weapons policy may result in one or more of these consequences: out-of-school suspension, confiscation of the weapon; notification of the police, recommendation for expulsion or exclusion from school for up to one year. Students with disabilities who violate the policy will be disciplined in accordance with the requirement of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Eden Prairie School Board
Board Development Committee Meeting Minutes
June 5, 2021 9AM
Via Zoom

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

Committee Members: Beth Fletcher, Aaron Casper, Adam Seidel

Agenda Items

- 1. Approve Agenda**
- 2. Cultural Proficiency Board Training-**
Date Approval at next board meeting August 21st
- 3. Special Election -Candidate Materials & Informational Meetings**
 - a. Informational Meetings- Set Dates**
 - Recommending 2 sessions - 1 before filing and 1 after*
 - Structure- Led by Chair or Superintendent or both, 1-2 other board members may join at*
 - At each session, no quorum, and may only attend 1 to give opportunity for others to attend*
 - Week of July 12 or 19. Any preference?*
 - August 23 - Board CONFIRMED 6/8*
 - Appointment - Ideas for next workshop discussion Monday 6/14/21*
 - b. Materials-** *Updated existing candidate information document, bringing to Board for discussion*
- 4. Agenda Structure-** Board Discussion 6/28
- 5. Next Meetings** 6/16/21
- 6. Adjournment**



2021 Proposed Board Development Committee Yearly Plan (subject to change)

Quarter 1, 2021 Jan-Mar

- Emphasize Mentoring Opportunities/Procedures for New Board Members
- Feb: Finalize DISC Assessment Scheduling with Susan Hintz
- Continue to Develop the Yearlong Committee Plan
- Gather and reorganize existing committee Google Doc into central, district-controlled location
- Follow up as Committee and with the Board after the Agenda workshop (and subsequent training workshops)

Quarter 2, 2021 Apr-June

- Work with Board to develop continued Board development agenda for quarters 3 and 4 including major BDC workshop topic or event
- May: Mechanics of monitoring follow up and debrief
- Process and scheduling ideas for Agenda Setting Meeting third member
- Start agenda structure review

Quarter 3 2021 July-Sep

- Execution of topics from Q2
- Cultural Proficiency Trainings

Quarter 4 2021 Oct-Dec

- Develop ideas and bring to Board proposals for 2022 major consultant/training topics

Remaining Items

Eden Prairie School Board
Board Development Committee Meeting Minutes
June 16, 2021
Via Zoom

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

Committee Members: Beth Fletcher, Aaron Casper, Adam Seidel

Agenda Items

- 1. Approve Agenda**
- 2. 6/14 Workshop Recap-**
- 3. Special Election -Candidate Materials & Informational Meetings**
 - a. Informational Meetings- Set Dates**
 - 1st Meeting- Monday July 19, 6pm- Sign Up for 2 board members**
 - August 23 - Board CONFIRMED 6/8 4:30pm - Sign Up for 2 board members**
 - b. Materials- Need a board picture for New Director Orientation Doc. Will request for after 6/28 meeting?**
- 4. Mechanics of Monitoring-**
 - a. Suggestion of reviewing the mechanics of monitoring before our first round of ELs this Fall.
- 5. BDC Yearly Plan - Quarter 2 work complete**
- 6. Next Meetings - Setting Quarter 3 Meetings**
 - a. July 14, 9:30-10:30
 - b. August- As needed
 - c. September 15, 9:30-10:30
- 7. Adjournment**

2021 Proposed Board Development Committee Yearly Plan (subject to change)

<p>Quarter 1, 2021 Jan-Mar</p> <ul style="list-style-type: none"> -Emphasize Mentoring Opportunities/Procedures for New Board Members -Feb: Finalize DISC Assessment Scheduling with Susan Hintz -Continue to Develop the Yearlong Committee Plan -Gather and reorganize existing committee Google Doc into central, district-controlled location -Follow up as Committee and with the Board after the Agenda workshop (and subsequent training workshops)
<p>Quarter 2, 2021 Apr-June</p> <ul style="list-style-type: none"> -Work with Board to develop continued Board development agenda for quarters 3 and 4 including major BDC workshop topic or event -May: Mechanics of monitoring follow up and debrief -Process and scheduling ideas for Agenda Setting Meeting third member - Start agenda structure review
<p>Quarter 3 2021 July-Sep</p> <ul style="list-style-type: none"> -Execution of topics from Q2 -Cultural Proficiency Trainings
<p>Quarter 4 2021 Oct-Dec</p> <ul style="list-style-type: none"> -Develop ideas and bring to Board proposals for 2022 major consultant/training topics
<p>Remaining Items</p>

Eden Prairie School Board

New Director Orientation



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Welcome

Congratulations!
You've been elected (or appointed)
to the
Eden Prairie School Board



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Being a School Board Director



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Assuming your new School Board Director role:

Who A Director is an elected or appointed official acting in the long range best interest of **ALL** students.

What A Director's focus is long range and at a high level (governance).


Why To ensure that **each** student obtains an outstanding education that prepares them for their future in a manner that justifies the resources expended. *"What good, for whom, at what cost"*

How A Director works collaboratively with fellow board members and the superintendent to bring about positive change for the District through implemented policy.

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What's expected of me as a Board Director?

Board Director responsibilities:

- Complete Board required training (orientation, additional individual and whole board training)
 - Complete MN State mandated training (MSBA I & II) within 6 months of being sworn in
 - Prepare for Board Meetings, be present and on time
- 
- Model effective leadership, being in compliance with all statutes and policies
 - Observe the principles of the Policy Governance® model
 - Serve on at least one Board committee
 - Attend Board events
 - Attend District and community events

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What tools do I need to do the job?

From the District office you receive:

- District #272 ID badge and lanyard
- School Board Member magnetic ID badge and business cards
- Laptop computer for your use while you are on the Board
- District e-mail account (do NOT use your personal email for District work)
- Invitations for all meetings, sent via email (please respond promptly)

From the Board you receive:

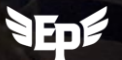
- RealBoard Toolkit reference volumes 1-4
- Robert's Rules of Order
- Alsbury (2015). *Improving School Board Effectiveness: A Balanced Governance Approach.*



What does it mean to govern?



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Governance: The Board's job

The School Board's authority to act is granted by the State of Minnesota ([Statute 123B.09](#))

The Board's responsibilities include:

- Set the vision for the District
 - Hire the Superintendent to bring the vision about; evaluate at least yearly
 - Connect with the community
- 
- Set policies based on community values and monitor the district's progress toward those goals
 - Approve the District budget
 - Advocate for public education

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Management: The Superintendent's job

The Board hires and evaluates only one employee, the Superintendent. The Superintendent is the Board's **sole point of contact** with the District.

The Superintendent's job:

- The management of the District's schools and staff
- The administration of all school board policies and district policies

Accountability:

The Superintendent is directly accountable to the School Board.



How does the Board do its work?



Board Structure:

- **Board Officers:**

Chair, Vice Chair, Treasurer, Clerk
(Elected by their fellow Directors,
each officer serves a one year term)

- **Board Directors:**

All seven board members

- **Ex-officio member:**

The superintendent educates and advises the Board so that they can make informed decisions on matters requiring a Board vote. The Superintendent is not a voting member of the Board.



Board Meetings:

Board Business Meetings and Workshops: (2 to 4 hrs/meeting)

- Generally, the Board holds one Business Meeting and one Workshop each month (with some exceptions due to holidays or state statute)

Board Committee Meetings: (1 to 2 hours per meeting)

- Each member serves on at least one, but usually two committees that meet as arranged

Outside organizations:

- Directors may also be appointed to other District or professional organizations, meeting times as announced



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Quorums and the [Open Meeting Law](#):

(Click on the title for more complete information regarding the Open Meeting law)

Quorum:

Since our board is comprised of 7 members, a quorum is when 4 members are present.

Meeting:

A “meeting” is when a quorum or more of the school board is gathered—in person or by electronic means, whether or not action is taken or contemplated.

Open Meeting:

A meeting for which proper notice is given in advance of the meeting, the public may attend and observe, and relevant materials are available to the public.



The Official School Board Calendar:



The Board's work is cyclical in nature, much like the school year.

The Board Calendar lays out the sequence and content of meetings.

It is a living document that is amended as needs arise.

School Board Events:

The Board is committed to robust community linkage

We establish and complete yearly goals to:

- Meet with each district school
- Attend student recognition events
- Meet with community members
- Meet with Eden Prairie City Council
- Meet with other local civic groups
- Attend professional organization meetings
- Communicate with elected officials



Who can I turn to with questions?



During orientation and initial training:

- The Board Chair, optional Board Mentor, Superintendent
- Self-study reference materials: [School Board Handbook](#), [School Board Website](#)
- MN School Board Assoc. (MSBA) Phase I and II facilitators, Policy Governance® training facilitators

Ongoing:

- Board Chair, Board Mentor, other Board Directors, Superintendent
- [School Board Handbook](#), [School Board Website](#) including policies and procedures
- MSBA Phase 3 and 4 facilitators, whole board training consultants
- [MSBA website](#), [NSBA website](#), school board governance related research materials⁴⁰³

How will I receive compensation for my service?

- You may select to have your monthly earnings (an amount determined annually by the board) automatically deposited into your bank account.
- You may also elect to deduct a portion of your pay to be deposited into a Public Employees Retirement Account (PERA) for your future use.
- Board Directors **are NOT employees** of the District, and are therefore ineligible to receive employee benefits.



A final thought: EPSB Ends Policy 1.0

“Eden Prairie public schools exist so that
each student
obtains an outstanding education
that prepares them for their next stage of life
in a manner that justifies the resources expended.”⁴⁰⁵



Welcome Aboard!



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

EDEN PRAIRIE SCHOOL BOARD
Developing Culturally Proficient Leadership

Purpose:

Board members will meet through a series of workshops to collectively develop an understanding of the Tools of Cultural Proficiency so that members can:

- Build a foundation of understanding of the tools of Cultural Proficiency that readily addresses the achievement and opportunity gaps for all students;
- Learn how to govern by initiating, supporting, and deepening Cultural Proficiency efforts throughout the Eden Prairie School District, to reduce disparities identified in Eden Prairie Schools

Overarching Outcomes:

The Board will:

- View Cultural Proficiency and equity as a shared priority;
- Experience Cultural Proficiency as personal and professional work;
- Have the knowledge and skill to support the application of Cultural Proficiency's core values and standards to the policies and practices of the district.

4 Sessions:

Session 1 (4 Hours In-Person)

Board members will:

- gain understanding about the development process they are going to engage in;
- build trust among the collective and facilitator
- develop a foundational understanding of the cultural proficiency framework including the Essential Elements, Barriers, Principles, and Continuum.

Session 2 (2 hours Facilitator Virtual)

Board members will:

- Continue to build knowledge and understanding of the Tools of Cultural Proficiency;
- Reflect on how the Cultural Proficiency framework has shown up in their personal lives and governance role as a steward of the district;

Session 3 (2 hours Facilitator Virtual)

Board members will:

- Continue to build knowledge and understanding of the Tools of Cultural Proficiency;
- Apply the tools and frameworks to board work and board decisions as a governing body

Session 4 (4 hours In-Person)

Board members will:

- Culminate knowledge and experiences throughout personal and collective learning to determine future board work through the lens of the Tools of Cultural Proficiency

Conveners: Board Development Committee

Facilitator: Dr. Trudy Arriaga

Participants: All school board members and the superintendent

Protocols/Norms: To be agreed upon through consensus during the first meeting

Possible Dates:

- August 21st, 9am-1pm for board approval
- Discussion for Future Dates -discuss for agreement
- Recommend 1-2 month cadence
 - Options to Discuss
 - Saturday Mornings
 - Monday Afternoon before a Board Meeting
 - Monday evening- The Monday between a Workshop and a Board Meeting

Location: Use Eagle Development Center for the Board and/or Trudy when Virtual or In-Person

Cost Estimate: \$15-16k Estimate

Brenda and Josh to take care of logistics and comforts within the space to support learning.



EDEN PRAIRIE SCHOOLS

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**Eden Prairie School Board
Community Linkage Committee Minutes
Tuesday, May 25th, 2021
6:00PM at Crumb Deli, Eden Prairie**

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

Committee Members: Debjyoti Dwivedy, Kim Ross, CJ Strehl

Agenda:

1. Approval of Agenda
2. Approval of the minutes
3. Round robin: Voices from the community
4. Working Plan:
 - a. Ownership
 - b. Action items/deadlines
6. New Business
7. Committee report summary
8. Adjournment

Called to order 6:03pm Central @ Crumb Deli Eden Prairie.

The CLC minutes from 4/27/2021 were approved at last School Board meeting.

The agenda above is our standard operating agenda moving forward.

Round Robin:

We got right into our work plan.

Working Plan:

Updated items from the last meeting:

Large Format Listen and Learn:

We discussed a timeline for the event around 75min, including:

- Welcome- 3m
- Policy Governance- 5m
- School Update- Josh- 7m
- Process, Objective, Ground rules- 5m
- Time to Breakout- 5m
- Breakout discussion 45m
- Next Steps- 5m
- Thank you- 1m



Kim will follow-up/confirm with Brett (via Josh) all of the logistical issues (tables, postcards, table tents, chairs, water, Superintendent presentation, podium, pens, speaker/PA if needed, instructions for facilitators, back-up plan for format if we can't get enough PTO volunteers. Finally, Kim to figure out a way to get number on cards to make splitting up easier/quicker

CJ to follow-up with Brett (via Josh) to ensure that we provide adequate event communication via Facebook, twitter, parent post, website, peachjar, etc.). CJ to find and review Board Policy Governance Presentation. We need to encourage the School Board members to provide info to their friends/networks, etc. to help get the word out about the meeting.

Listen and Learn formats : Given the challenges associated with planning the large event, we believe the small format may not be workable. We discussed two solutions to provide regular access to board members: (1) Office hours, (2) Venue Based "Meet and Greetings".

Office Hours: This would include one location, with two board members present to listen, answer questions, and be available for community members. Time and frequency TBD, however, the main objective would be to provide a consistent conduit for availability to the community outside the formal Board room.

Venue Meet & Greetings: This would involve at least two board members attending large school/community-based events (Football/basketball/hockey games, Musical/Plays, Science Fair/etc.) where we would expect large numbers of Eden Prairie families. We would have small table and be available to listen, answer questions, promote success, etc. This could involve a table, with potentially the postcard we use from listen and learn sessions to collect information.

Liaison role with community organizations- DD has completed this. He will present at the workshop for feedback on the alignment and we can approve the idea/alignment at the next Board meeting.

Data Repository: DD has developed a simple database tool to manage input from community. We will use this to collect info from our listen and learn session and categorize the info for review. At this time, DD will take the lead on all data from Listen and Learn and work with the admin if he needs assistance getting data uploaded. Further, the database will be available to all board members to upload issues they hear from the community.

PTO Facilitation: CJ will contact Beth to see if we can get two reminders before the June 4th RSVP deadline.

New business:

We need to discuss with Board the micro-management of committees, and find the right balance between delegation, authority, decision rights, etc.

Meeting Adjourned: 7:34pm

Committee Report summary:

Chair will report out the updated plan for Large Format Listen and Learn. Chair will discuss the Office hours and Meet and greet ideas. Chair will look for feedback/confirmation on the community organization alignment by SB Director.



EDEN PRAIRIE SCHOOLS

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EDEN PRAIRIE SCHOOLS

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EDEN PRAIRIE SCHOOLS

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Welcome to a New School Year and New Opportunities

Some things are changing . . .

The Eden Prairie School Board would like to welcome students, families, and staff back for a new school year with many exciting new opportunities for students. Exciting changes include:

- Welcoming sixth graders to an amazing, updated Central Middle School.
- Engaging students in Inspired Choices programming to give them more options to pursue rigorous, engaging, and authentic learning experiences.
- Giving preschoolers the opportunity to create a school community connection, reduce transitions, and prepare for kindergarten through Little Eagles preschool, now available at each Eden Prairie elementary school.
- Continuing to provide and enhance EP Online, which will be available to students in Eden Prairie and throughout Minnesota. The curriculum blends proven online curriculum strengthened by Eden Prairie School's high-quality curriculum — taught by teachers who know it well.

We recognize the importance of effectively managing the forthcoming changes and helping students and families to adjust and thrive in new environments. Although these changes might be unfamiliar and uneasy at first, every family can expect caring and prepared staff ready to welcome our students back.

While many things are staying the same.

The Eden Prairie School Board remains committed to delivering academic excellence and opportunity to each student, closing the achievement gap, driving outstanding graduation rates, and providing these outcomes in an equitable & a fiscally responsible manner for the community (stakeholders). Despite challenging circumstances, our staff worked hard to support continued student success and it's reflected in the data. Overall Eden Prairie's 2020 graduation rate was 95% and 80% of our third-grade students were reading at grade level, both well above state and national averages. Our teachers are prepared to address the systemic issues reflected in the data and are committed to identifying and addressing any learning loss experienced by students during the trying times of the pandemic.

We extend our sincere thanks to the community members who participated in the School Board's Listen n Learn session in June. We look forward to future opportunities to engage with the community to better understand our shared values and identify opportunities to grow & thrive.

In May of this year board member Veronica Stoltz resigned and we thank her for her service. The board appointed Mrs. Karla Bratrud to serve till the November 2nd special election to fill the vacant seat. We hope you will participate exuberantly to elect a new board member for the vacant position.

Strong communities result in strong schools and the tradition of excellence in Eden Prairie schools remains because of the tremendous support of our diverse & vibrant community.

Welcome back everyone and remember, Eagles fly high!

Eden Prairie School Board
2020–21 WORK PLAN CHANGES
“Proposed” Changes for the
June 28, 2021

Date of Meeting/Workshop	Changes Requested
Monday, June 28, 2021	
Placeholder – General Board Work	
School Board Listening Session Discussion	
Placeholder – Policy Review	

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes for the
June 28, 2021

Date of Meeting/Workshop	Changes Requested
Monday, July 26, 2021 (7:30 a.m.)	
<i>Saturday, August 21, 2021 - Workshop</i>	- Add: - Board Workshop – Tools of Cultural Proficiency
Monday, August 23, 2021	- Add: - Debrief Notes from DISC
Monday, September 13, 2021 – Workshop	
Monday, September 27, 2021	
Monday, October 11, 2021 – Workshop	
Monday, October 25, 2021	
Monday, November 8, 2021 – Special Meeting	
Monday, November 8, 2021 – Workshop	
Monday, November 22, 2021	
Monday, December 13, 2021	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • School Board Listening Session Discussion • <i>Board Education – Assessment 101</i> 	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2020-2021 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

May 24, 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, June 14, 2021 6:00 PM							<ul style="list-style-type: none"> •General Fund Budget Q&A •Ends 2021-2022 OI: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 •CLC: Inspiring News Topic Discussion – 1st DRAFT (2021-22) • Interim Candidate Appointment Process •Confirm agenda for next Board Workshop
Board Community Engagement Wed, June 16, 2021 6:30 PM	School Board Listen & Learn Community Engagement EPHS PAC						
Board Meeting Mon, June 28, 2021 6:00 PM	<ul style="list-style-type: none"> •Ends 2021-2022 OI: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 		<ul style="list-style-type: none"> •Approval of FY 2021-22 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution •FY 2022-23 Preliminary School Calendar – <i>Moved from 5/24/21 Mtg.</i> •Interim Candidate Appointment Process •EL 2.9.1 – 2nd Reading 	Community Linkage: Inspiring News DRAFT Approval – 2021-22	<ul style="list-style-type: none"> •Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Approval of Updated District Policies 	Morris Leatherman Presentation	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			<hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 				
Post Meeting Board Workshop Mon, Jun 28, 2021							<ul style="list-style-type: none"> School Board Meeting Self-Assessment

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
*****2021***** Board Meeting Mon, Jul 26, 2021 7:30 AM			Resolution Calling the Eden Prairie School District Election	Finalize DRAFT - Inspiring News Article	<ul style="list-style-type: none"> •Monthly Reports •Student Handbooks: <ul style="list-style-type: none"> - High School - Middle School - Elementary Schools (Summary Detail Included) 		
<i>Board Workshop Sat, Aug 21, 2021 9:00 AM</i>							<i>Tools of Cultural Proficiency 418</i>
Board Meeting Mon, Aug 23, 2021 6:00 PM	<ul style="list-style-type: none"> •EL 2.1 Emergency Supt. Succession •EL 2.2 Treatment of Students •EL 2.7 Asset Protection 		Record of Board Self-Evaluation	2021-22 School Site Visits	Monthly Reports	<i>Debrief Notes from DISC</i>	
Post Meeting Board Workshop Mon, Aug 23, 2021							School Board Mtg. Self-Assessment
Board Workshop Mon, Sep 13, 2021 6:00 PM							<ul style="list-style-type: none"> •ADMIN Proposals for FY 2021-22 Workshops •2020-21 Financial Update •NEW Policy Development Discussion (Ends & EL Policies) •Policy Monitoring:

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> All BMD Policies – BMD 3.0 – 3.3 •Policy Monitoring: GP’s: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop
<p style="text-align: center;">Board Meeting Mon, Sep 27, 2021 6:00 PM</p>	<ul style="list-style-type: none"> •EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations <hr/> <ul style="list-style-type: none"> •All BMD Policies •BMD 3.0 Single Point of Connection •BMD 3.1 Unity of Control •BMD 3.2 Delegation to the Superintendent •BMD 3.3 Superintendent Accountability & Performance <hr/> <ul style="list-style-type: none"> •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles 		<ul style="list-style-type: none"> •Resolution to Appoint Election Judges •Approval of Preliminary FY 2022-23 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 22 <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2020-2021 Year-end Preliminary Financial Report •FY 2021-2022 Preliminary Enrollment Report 	419

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules 						
Post Meeting Board Workshop Mon, Sep 27, 2021							School Board Mtg. Self-Assessment 420
Board Workshop Mon, Oct 11, 2021 6:00 PM							<ul style="list-style-type: none"> •Administration: Setting Stage for FY 2022-23 Budget Guidelines •Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 •Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 25, 2021 6:00 PM	<ul style="list-style-type: none"> •Ends 1.1, 1.2, 1.3 Evidence (FY 2020-21) <hr style="width: 50%; margin: 5px 0;"/> •EL 2.4 Treatment of Staff •EL 2.8 Compensation and Benefits <hr style="width: 50%; margin: 5px 0;"/> •GP 4.0 Global Governance Commitment •GP 4.1 Governing Style •GP 4.2 School Board Job Products 		Record of Board Self-Evaluation		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • Enrollment Report as of Oct. 1, 2021 -Exec. Summary -Capture Rate -History & Projection Totals -Official October 1 Enrollment Count •World's Best Workforce Report 	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> GP 4.3 Annual Work Plan GP 4.9 Governance Investment 					<ul style="list-style-type: none"> FY 2020-2021 Achievement Integration Summary Report 	
Post Meeting Board Workshop Mon, Oct 25, 2021							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment <p align="center">421</p>
Board Special Meeting Mon, Nov 8, 2021 6:00 PM			Canvass Elections Results				
Board Workshop <u>Mon, Nov 8, 2021</u> 6:15 PM							<ul style="list-style-type: none"> Welcome to Board, newly Elected School Board Member “New Policy Introductions” Review of Treasurer’s Annual Report Discussion: Board Monitoring Process and Communication Community Linkage Committee: Identify article for the Inspiring News

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> Confirm agenda for next Board Workshop
Board Meeting Mon, Nov 22, 2021 6:00 PM	EL 2.9 Communication and Support to the School Board		Oath of Office <hr/> Record of Board Self-Evaluation	Inspire News Topic – DRAFT Presented	Monthly Reports	FY 2020-21 Audited Financial Presentation	
Post Meeting Board Workshop Mon, Nov 22, 2021							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 13, 2021 6:00 PM	<ul style="list-style-type: none"> EL 2.5 Financial Planning and Budgeting EL 2.0 Global Executive Constraint 	<ul style="list-style-type: none"> Closed Session: Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 	<ul style="list-style-type: none"> Approval of Final FY 2022-23 Levy School Board Treasurer's Report <hr/> <ul style="list-style-type: none"> Record of Board Self-Evaluation 	Inspire News Article (DRAFT) Approval	Monthly Reports	Truth in Taxation Hearing	
Post Meeting Board Workshop Mon, Dec 13, 2021							<ul style="list-style-type: none"> School Board Mtg. Self-Assessment

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

<p>*****2022*****</p> <p align="center">Annual Organizational Meeting Mon, Jan 3, 2022 6:00 PM</p>			<ul style="list-style-type: none"> • 2022 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • Resolution for Combined Polling Places for the General Elections • School Board Meeting Calendar: Jan 1, 2022 through Jun 30, 2022 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2022 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IOWA) 		423
<p>Board Workshop Mon, Jan 3, 2022 6:15 PM</p>							<ul style="list-style-type: none"> • 2022 Committees & Outside Organization Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> Budget: 5-Year Financial Forecast Levy's & Schedule Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 24, 2022 6:00 PM		<ul style="list-style-type: none"> FY 2022-23 Final School Calendar (Draft) FY 2023-24 Preliminary School Calendar (Draft) FY 2022-23 Budget Timelines – First Reading FY 2022-23 Budget Assumptions – First Reading 	<ul style="list-style-type: none"> FY 2021-22 Mid-Year Budget Approval Record of Board Self-Evaluation 	2022 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> Monthly Reports FY 2022-23 Bus Purchase 		424
Post Meeting Board Workshop Mon, Jan 24, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 14, 2022 6:00 PM							<ul style="list-style-type: none"> Finance 101 Confirm agenda for next Board Workshop

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Feb 28, 2022 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2022-23 School Calendar • Approval of Preliminary FY 2023-24 School Calendar • American Indian Education Resolution 		425
Post Meeting Board Workshop Mon, Feb 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 14, 2022 6:00 PM							<ul style="list-style-type: none"> • Communications • Define Policy under Policy Governance: Ends, EL's, GP's and BMD's • Policy Workshop: Discus Potential Policy Changes • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 28, 2022 6:00 PM		FY 2022-23 Capital Budget – First Reading	<ul style="list-style-type: none"> • Final FY 2022-23 Budget Assumptions • Record of Board Self-Evaluation 	Identify Topic for Inspiring News Article	<ul style="list-style-type: none"> • Monthly Reports • Achievement & Integration Budget • Resolution to Release Probationary Teachers 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Mar 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 11, 2022 6:00 PM							<ul style="list-style-type: none"> •Agenda Items: Sample Agenda & Discussion of Agenda Elements •Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline •FY 2022-2023 Annual Work Plan Calendar Discussion •Review DRAFT of Inspiring News Article •Discussion/Review all items in Placeholder area on "Work Plan Changes Document" •FY 2022-2023 School Board Meeting Calendar Discussion

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> FY 2022-2023 School Board Budget Discussion Mechanics of Monitoring Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 25, 2022 6:00 PM		<ul style="list-style-type: none"> FY 2022-23 School Board Work Plan – First Reading <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1) FY 2022-23 School Board Budget – First Reading 	<ul style="list-style-type: none"> Approval of FY 2022-23 Capital Budget Approval of FY 2022-23 School Board Meeting Calendar Record of Board Self-Evaluation 	Approve Inspiring News Article DRAFT	Monthly Reports		427
Post Meeting Board Workshop Mon, Apr 25, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, May 9, 2022 6:00 PM							<ul style="list-style-type: none"> Strategic Plan Confirm agenda for next Board Workshop
Board Meeting Mon, May 23, 2022 6:00 PM		FY 2022-23 Budget – First Reading	<ul style="list-style-type: none"> Approval of FY 2022-23 School Board Work Plan 		<ul style="list-style-type: none"> Monthly Reports Approval of FY 2022-23 School Meal Prices 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			<ul style="list-style-type: none"> •Approval of FY 2022-23 School Board Budget 				
Post Meeting Board Workshop Mon, May 23, 2022			<ul style="list-style-type: none"> •Record of Board Self-Evaluation 				<ul style="list-style-type: none"> •School Board Meeting Self-Assessment
Board Workshop Mon, June 13, 2022 6:00 PM							<ul style="list-style-type: none"> •General Fund Budget Q&A •All Ends OI's •Confirm agenda for next Board Workshop
Board Meeting Mon, June 27, 2022 6:00 PM	All Ends OI's (FY 2022-23)		<ul style="list-style-type: none"> •Approval of FY 2022-23 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution 		<ul style="list-style-type: none"> •Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Summary Update of General District Policies •Approval of Updated District Policies •MSHSL Resolution for Membership 		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Jun 27, 2022							•School Board Meeting Self-Assessment

DRAFT

808 COVID-19 FACE COVERING POLICY

I. PURPOSE

~~The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, renters, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.~~

~~**II. GENERAL STATEMENT OF POLICY**~~

~~A. The policy of the school district is to comply with Executive Order 21-01, Executive Order 20-103, Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.~~

~~B. Face coverings are meant to protect other people in case the wearer does not know they are infected.~~

~~C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.~~

~~D. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.~~

~~**III. DEFINITION OF FACE COVERING**~~

~~A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:~~

~~1. Paper or disposable mask;~~

~~2. Cloth face mask;~~

~~3. Scarf;~~

~~4. Bandana;~~

~~5. Religious face covering; and~~

~~6. Medical grade masks and respirators~~

~~B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.~~

~~C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.~~

~~IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING~~

~~A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.~~

~~B. A face shield may be used as an alternative to a face covering in the following situations:~~

~~1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.~~

~~2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process~~

~~3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.~~

~~4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.~~

~~C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:~~

- ~~1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;~~
- ~~2. During specific activities that the Minnesota State High School League has identified as exceptions to mask/face covering requirements;~~
- ~~3. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;~~
- ~~4. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;~~
- ~~5. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;~~
- ~~6. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument or participating in the activity, though people participating in these activities should maintain six feet of distance to the extent possible;~~
- ~~7. When required by school staff for the purposes of identification;~~
- ~~8. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction~~
- ~~9. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.~~

~~V. IMPLEMENTATION~~

- ~~A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.~~
- ~~B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.~~

- ~~C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.~~
- ~~D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case by case basis in accordance with applicable federal and state law.~~
- ~~E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.~~

~~VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE~~

- ~~A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.~~
- ~~B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.~~
- ~~C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in person or hybrid learning in compliance with this policy will be offered distance learning.~~
- ~~D. The school district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 1238 of Emergency Executive Order 20-81, and who~~

~~are on the premises of the school for educational purposes).~~

~~E. Community members who fail to comply with this policy may be subject to removal from school property. Renters of district space are required to ensure compliance with this policy among their participants. Failure to comply may result in cancellation of the rental permit.~~

Adopted: 8/24/2020

Revised: 02/22/2021; 6/28/21 - Policy Removed

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.
 - a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
 - b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee.

Safe areas may change based upon the specific emergency situation.

The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
 3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building

will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained ~~in the building administrator's office~~ electronically.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault

- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- ~~A.~~ **U.** School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Adopted: 8/14/2012

Revised: 8/26/2019; 06/28/21

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES**I. PURPOSE**

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS**A. Grants**

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

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3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally ~~\$3,000~~\$10,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than ~~\$150,000~~\$175,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.

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- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for

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disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

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- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 3. Procurement by sealed bids (formal advertising).
 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

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- d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
- a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand

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name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

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1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as

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close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

- B. Definitions

UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
 2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
 4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.
- C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:
1. Advisory councils;
 2. Audit costs and related services;
 3. Bonding costs;
 4. Communication costs;
 5. Compensation for personal services;
 6. Depreciation and use allowances;
 7. Employee morale, health, and welfare costs;

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8. Equipment and other capital expenditures;
 9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
 10. Insurance and indemnification;
 11. Maintenance, operations, and repairs;
 12. Materials and supplies costs;
 13. Meetings and conferences;
 14. Memberships, subscriptions, and professional activity costs;
 15. Security costs;
 16. Professional service costs;
 17. Proposal costs;
 18. Publication and printing costs;
 19. Rearrangement and alteration costs;
 20. Rental costs of building and equipment;
 21. Training costs; and
 22. Travel costs.
- D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:
1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
 2. Alcoholic beverages;

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3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or

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allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper

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documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

- G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.
1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
 4. These presumptions apply differently in different federal programs and

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also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**A. Compensation – Personal Services**

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

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Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits**1. During leave.**

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
- b. The costs are equitably allocated to all related activities, including federal awards; and
- c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.**3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.**

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4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

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Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

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Revised: 8/26/2019; 06/28/21

INTERNET AND ELECTRONIC RESOURCES ACCEPTABLE USE AND SAFETY POLICY**I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

INTERNET AND ELECTRONIC RESOURCES ACCEPTABLE USE AND SAFETY POLICY**V. UNACCEPTABLE USES**

- A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

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5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

INTERNET AND ELECTRONIC RESOURCES ACCEPTABLE USE AND SAFETY POLICY

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, ~~including, but not limited to, social networks such as “MySpace” and “Facebook.”~~.
7. Users must keep all account information on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

INTERNET AND ELECTRONIC RESOURCES ACCEPTABLE USE AND SAFETY POLICY

- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

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2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
 - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
 - E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.

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- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Electronic Resources Use Agreement form for students must be read and signed by the user, the parent or guardian. The Electronic Resources Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district media devices, services, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

INTERNET AND ELECTRONIC RESOURCES ACCEPTABLE USE AND SAFETY POLICY**XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to electronic resources.
- B. This notification shall include the following:
 - 1. Notification that electronic resource use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district media devices, services, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed electronic resources.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased through electronic resources that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the electronic resources is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.

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7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Electronic Resources Use Agreement must be signed by the user and the parent or guardian prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

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- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet and Electronic Resources policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Adopted 8/14/2012

Revised: 8/26/2019; 6/28/21