



**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**

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

Karla Bratrud, Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Charles "CJ" Strehl

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

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

Approval of the agenda for the Monday, August 23, 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 Meeting for the June 28, 2021, and July 26, 2021, Meetings.

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

A. June 28, 2021

5

B. July 26, 2021

9

**5. Board Education & Required Reporting: 6:05 PM (Information)**

A. Morris Leatherman Presentation - Parent Survey *(Presentation Uploaded)*

10

**6. Public Comment: 7:00 PM**

**7. Announcements: 7:05 PM - Superintendent Josh Swanson (Information)**

**8. Board Work: 7:15 PM (Action)**

A. Decision Preparation

B. Required Board Action

1) Resignation of Board Member

C. Policy Monitoring **(Action)**

1) EL 2.1 Emergency Superintendent Succession **(Action)**

45

To protect the Board from sudden loss of Superintendent services, the Superintendent shall not permit there to be fewer than two other staff members sufficiently familiar with Board and Superintendent issues and processes who would be able to take over with reasonable proficiency as an interim successor.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

2) EL 2.2 Treatment of Students **(Action)**

48

The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

a. EL 2.2.1 - Allow student to be unprotected against violence or harassment.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

b. EL 2.2.2 - Allow private student data to be unprotected.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

c. EL 2.2.3 - Unfairly or inequitably identify and address student behavior violations.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

d. EL 2.2.4 - Hire paid personnel without first completing an appropriate background violations.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

e. EL 2.2.5 - Allow any volunteer unsupervised time with students without first completing an appropriate background check.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

f. EL 2.2.6 - Neglect to assure an equitable system for access to academic programming.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

g. EL 2.2.7 - Allow students to be uninformed of their protections under this policy.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

h. EL 2.2.8 - Neglect to assure that all allegations of student maltreatment are handled in a timely manner.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

i. EL 2.2.9 - Neglect to provide adequate minimum eating times and access to school meals for students.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

j. EL 2.2.10 - Neglect to provide adequate minimum time and access to recess for elementary students.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

3) EL 2.7 Asset Protection **(Action)**

74

The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

a. 2.7.1 - Develop a facilities construction renovation and maintenance plan that is not part of a comprehensive rolling five-year plan.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

b. 2.7.2 - Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the district itself in an amount greater than the average for comparable districts.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

c. 2.7.3 - Subject facilities and equipment to improper wear and tear or insufficient maintenance.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

d. 2.7.4 - Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

e. 2.7.5 - Unnecessarily expose the district, its School Board, or its staff to claims of liability.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

f. 2.7.6 - Endanger the district's public image, its credibility, or its ability to accomplish ends.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

g. 2.7.7 - Allow uninsured personnel access to material amounts of funds.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

h. 2.7.8 - Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

i. 2.7.9 - Compromise the independence of the School Board's audit or other external monitoring or advice.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

j. 2.7.10 - Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

k. 2.7.11- Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

l. 2.7.12 - Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.

**OI Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

**Evidence Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_

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

1) 2021-22 Record of Board Policy Monitoring - Governance Policies 91

2) 2020-21 & 2021-22 Record of Board Policy Monitoring - Ends and Executive Limitations 97

**(Action)**

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

**9. Superintendent Consent Agenda: 7:45 PM (Action)**

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

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

**A. Monthly Reports**

1) Resolution of Acceptance of Donations 102

2) Human Resources Report 103

3) Business Services Reports

a. Board Business 108

**B. Transportation Agreement (SEIU Local 284) 110**

**10. Superintendent's Incidental Information Report: 7:50 PM (Information)**

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

A. Superintendent Updates	
B. COVID-19 Layered Mitigation Strategies ( <i>Presentation Uploaded</i> )	111
<b>11. Board Action on Committee Reports &amp; Minutes: <u>8:05 PM</u> (Information)</b>	
A. Board Development Committee	
1) School Board Agenda Ideas	156
2) Policy Governance Training: Schedule w/Stacy Sjogren	
3) Debrief DISC Training	
4) 2021-22 School Site Visits	
B. Community Linkage Committee ( <i>Action</i> )	
1) CLC Meeting Minutes from June 22, 2021	158
<b>Motion _____ Seconded _____</b>	
2) CLC Meeting Minutes from July 27, 2021	161
<b>Motion _____ Seconded _____</b>	
C. Negotiations Committee	
D. Policy Committee	
<b>12. Other Board Updates (AMSD, ISD 287 &amp; ECSU, MSHSL): <u>8:35 PM</u> (Information)</b>	
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	
<b>13. Board Work Plan: <u>8:45 PM</u> (Action)</b>	
A. Work Plan "Changes" Document ( <i>Action</i> )	164
<b>Motion _____ Seconded _____</b>	
B. 2021-22 Board Annual Work Plan	165
<b>14. Adjournment: _____ PM (Action)</b>	
<b>Motion _____ Seconded _____</b>	

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS  
UNOFFICIAL MINUTES OF THE JUNE 28, 2021  
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on June 28, 2021 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

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

**School Board Members:**

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

*Present:* Superintendent Josh Swanson

2. **Pledge of Allegiance**

3. **Agenda Review and Approval – MOTION** by K. Ross, **Seconded** by D. Dwivedy to approve the agenda for the Monday, June 28, 2021 meeting of the School Board of Independent School District 272, Eden Prairie Schools – Passed Unanimously

4. **Approval of Previous Minutes – MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to approve the UNOFFICIAL Minutes of the School Board Regular Business Meetings for May 24, 2021, and the June 18, 2021 Special Meeting – Passed Unanimously

A. Monday, May 24, 2021

B. Friday, June 18, 2021

5. **Public Comment**

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

- EP is proud to announce that 5th graders Shagun Shrivastava, Seth Gorilla, Justin Gorilla, Lyric Rogers, Jaikrish Reddy, Smrithi Vinod received the best Robot design award for [First Lego League 2021](#).
- EPHS student Shreshth Shrivastava competed as a finalist at the Regeneron International Science and Engineering Fair 2021. Across 75 countries, only 1800 students are selected to take part in ISEF. Congratulations, Shreshth!
- The EPHS boys’ golf team captured the [2021 Lake Conference](#) championship this spring.
- Congratulations to Dr. Stacie Stanley in her new position and her contributions to Eden Prairie Schools
- Introduction of Dr. Carla Hines as the new Associate Superintendent
- Thank you to all Staff for an amazing year as they poured out their hearts and souls throughout this year.

7. **Spotlight on Success – TASSEL Transition Program - Partnership with Upstream Arts**

8. **Board Work**

A. Decision Preparation

B. Policy Monitoring

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

**MOTION** by D. Dwivedy, **Seconded** by B. Fletcher, OI is reasonable – Passed Unanimously

**MOTION** by D. Dwivedy, **Seconded** by B. Fletcher, Measurement Plan supports OI – Passed Unanimously

b. Ends 1.2 OI and Measurement Plan

**MOTION** by A. Casper, **Seconded** by K. Ross, OI is reasonable – Passed Unanimously

**MOTION** by K. Ross, **Seconded** by A. Seidel, Measurement Plan supports OI - Passed Unanimously

c. Ends 1.3 OI and Measurement Plan

**MOTION** by A. Casper, **Seconded** by B. Fletcher, OI is reasonable – Passed Unanimously

**MOTION** by A. Casper, **Seconded** by K. Ross, Measurement Plan supports OI

d. Ends 1.4 OI and Measurement Plan

**MOTION** by D. Dwivedy, **Seconded** by A. Seidel, OI is reasonable – Passed Unanimously

**MOTION** by D. Dwivedy, **Seconded** by A. Casper, Measurement Plan supports OI

e. Ends 1.5 OI and Measurement Plan

**MOTION** by B. Fletcher, **Seconded** by K. Ross, OI is reasonable – Passed Unanimously

**MOTION** by B. Fletcher, **Seconded** by A. Casper, Measurement Plan supports OI

f. Ends 1.6 OI and Measurement Plan

**MOTION** by D. Dwivedy, **Seconded** by A. Casper, OI is reasonable

**MOTION** by D. Dwivedy, **Seconded** by B. Fletcher, Measurement Plan supports OI

C. Required Board Action

1) Approval of FY 2021-22 Adopted Budget –**MOTION** by B. Fletcher, **Seconded** by D. Dwivedy to approve

as presented – Passed Unanimously

a. Executive Summary

b. Budget Presentation

c. Budget Report

2) ISD 287 10-Year Facilities Maintenance Resolution

a. Executive Summary

b. Resolution – **MOTION** by D. Dwivedy, **Seconded** by A. Casper, *BE IT RESOLVED*, School Board of District No. 272, approves the “RESOLUTION FOR INTERMEDIATE SCHOOL DISTRICT NO. 287’S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZES THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT’S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE as presented – Passed 6-0; Yes – AC, DD, BF, KR, AS, CS

3) Executive Limitation EL 2.9.1 - 2nd Reading – **MOTION** by A. Seidel, **Seconded** by B. Fletcher to approve EL 2.9.1 as presented – Passed Unanimously

4) Notice of Special Election – **MOTION** by A. Casper, **Seconded** by K. Ross to approve Notice of Special Election as presented.

5) Notice of Filing Dates for Special Election to the School Board – **MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to approve the Filing Dates as presented – Passed Unanimously

6) Stock Sale

a. Executive Summary

b. Resolution Granting Authority to Transfer Securities – **MOTION** by D. Dwivedy, **Seconded** by A. Casper, *BE IT RESOLVED*, School Board of District No. 272, approves the RESOLUTION AUTHORIZING SCHOOL BOARD MEMBERS TO CONDUCT NECESSARY TRANSACTION TO SELL STOCK SHARES HELD BY INDEPENDENT SCHOOL DISTRICT NO. 272 as presented – Passed 6-0; Yes – AC, DD, BF, KR, AS, CS; No - 0

c. Resolution for Wells Fargo – **MOTION** by D. Dwivedy, **Seconded** by B. Fletcher, *BE IT RESOLVED*, School Board of District No. 272, approves the Non-Corporate RESOLUTION from Wells Fargo advisors and their affiliates as presented – Passed 6-0

D. 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. Casper, **Seconded** by A. Seidel to approve the Consent Agenda

as presented – Passed Unanimously

A. Monthly Reports

1) Resolution of Acceptance of Donations

2) Human Resources Report

3) Business Services Reports

a. Board Business

b. Financial Report - Monthly Revenue/Expenditure Report

B. Minnesota State High School League (*MSHSL*) Resolution

C. EPS 10-Year Facilities Maintenance Plan

1) Executive Summary

2) LTFM Application

D. American Indian Education Resolution

- E. Q-Comp Annual Report 2020-2021
- F. Approval of Updated District Policies (Memo to the Board) - See Appendix "A" (*Individual Listing of Policies*)
  - 1) District Policy 808 COVID-19 Face Covering Policy - *Policy Removed*
  - 2) District Policy 806 - Crisis Management
  - 3) District Policy 721 - Uniform Grant Guidance
  - 4) District Policy 524 - Internet Acceptable Use
- G. Annual Review of District Mandated Policies
- H. Fiscal Year (FY) 2022-23 Preliminary School Calendar
- I. 2021-22 Student Handbooks
  - 1) 2021-22 Summary of School Handbook Changes
  - 2) Eden Prairie High School Students
  - 3) CMS Student Handbook
  - 4) Elementary Schools Students
  - 5) EP Online 6-12 Students
  - 6) EP Online Elementary Students
- 10. **Superintendent's Incidental Information Report**
  - A. Superintendent Update
- 11. **Board Action on Committee Reports & Minutes**
  - A. Board Development Committee
    - 1) BDC Minutes from June 5, 2021  
**MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to approve the 6/5/21 and 6/16/21 meeting minutes as presented – Passed Unanimously
    - 2) BDC Minutes from June 16, 2021
    - 3) 2021 EPSB New Director Orientation PP - Updated  
**MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to approve presentation as presented – Passed Unanimously
    - 4) Tools of Cultural Proficiency – Developing Culturally Proficient Leadership – *Doodle options to be sent*
    - 5) School Board Candidate Information Session Presentation
    - 6) SB Meeting Agenda Ideas – *To be presented at next Regular Board Meeting in August 2021*
  - B. Community Linkage Committee
    - 1) CLC Meeting Minutes from May 25, 2021  
**MOTION** by B. Fletcher, **Seconded** by K. Ross to approve meeting minutes as presented – Passed Unanimously  
**MOTION** by C. Strehl, **Seconded** by A. Seidel to table agenda item #11 – Passed Unanimously  
**MOTION** by A. Seidel, **Seconded** by B. Fletcher to put remove agenda items #11, from off the table and back to the Board – Passed Unanimously
    - 2) CLC Meeting Minutes for June 22, 2021 – *To be presented at next Regular Board Meeting*
    - 3) Approval: Inspiring News Topic - *August 2021 Message (1st Draft Presented )*
  - C. Negotiations Committee
  - D. Policy Committee
- 12. **Board Education & Required Reporting**
  - A. Morris Leatherman Presentation  
**MOTION** by A. Seidel, **Seconded** by C. Strehl to recess at 9:17 p.m. – Passed Unanimously; Resumed at 9:25 p.m.
- 13. **Other Board Updates (AMSD, ECSU, ISD 287, MSHSL)**
  - A. AMSD (Association of Metropolitan Schools) – Kim Ross, *No Updates*
  - B. ISD 287 (Intermediate School District 287) - Adam Seidel, *Update to Board*
  - C. ECSU (Metropolitan Educational Cooperative Service Unit - Kim Ross, *No Update*
  - D. MSHSL (Minnesota State High School League) - Debjyoti Dwivedy, *No Update*
- 14. **Board Work Plan**
  - A. Work Plan Changes Document – **MOTION** by D. Dwivedy, **Seconded** by A. Casper to approve as presented – Passed Unanimously

**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>	- <b>Add:</b> - Board Workshop – Tools of Cultural Proficiency
Monday, August 23, 2021	- <b>Add:</b> - Debrief Notes from DISC
Monday, September 13, 2021 – <b>Workshop</b>	- <b>Add:</b> -School Board Webpage Update Overview
Monday, September 27, 2021	
Monday, October 11, 2021 – <b>Workshop</b>	
Monday, October 25, 2021	
Monday, November 8, 2021 – <b>Special Meeting</b>	
Monday, November 8, 2021 – <b>Workshop</b>	
Monday, November 22, 2021	
Monday, December 13, 2021	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>• School Board Listening Session Discussion</li> <li>• <i>Board Education – Assessment 101</i></li> <li>• <i>School Board Vacancy Discussion Framework</i></li> </ul>	
<b>Placeholder – Policy Review</b>	

- B. 2020-21 School Board Annual Work Plan (June 2021)
- C. 2021-22 School Board Annual Work Plan

15. **Adjournment** – **MOTION** by D. Dwivedy, **Seconded** by B. Fletcher to adjourn at 10:24 PM. – Passed Unanimously
16. **Appendix "A" (Reference #9-I)**
  - A. District Policy 808 COVID-19 Face Covering Policy – Policy Removed
  - B. District Policy 806 – Crisis Management
  - C. District Policy 721 – Uniform Grant Guidance
  - D. District Policy 524 – Internet Acceptable Use

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Debjyoti Dwivedy – Board Clerk

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS  
UNOFFICIAL MINUTES OF THE JULY 26, 2021  
SCHOOL BOARD MEETING

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A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on July 26, 2021 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

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1. **Convene - 7:30 AM**

*Present:* Karla Bratrud, Aaron Casper, Debjyoti "DD" Dwivedy, Beth Fletcher, Kim Ross, Adam Seidel, Charles "CJ" Strehl

*Present:* Superintendent Josh Swanson

2. **Pledge of Allegiance**

3. **Oath of Office**

4. **Agenda Review and Approval – Motion** by A. Casper, **Seconded** by B. Fletcher to approve the agenda for the Monday, July 26, 2021 meeting of the School Board of Independent School District 272, Eden Prairie Schools, Eden Prairie, MN – Passed Unanimously

5. **Superintendent Consent Agenda – Motion** by K. Ross, **Seconded** by A. Casper to approve the Consent Agenda as presented – Passed Unanimously

A. Monthly Reports

1) Human Resources Report

B. TASSEL Student Handbook

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

A. Community Linkage Committee

1) Inspiring News Article - *Final DRAFT*

**Motion** by C. Strehl, **Seconded** by K. Bratrud to approve the Inspiring News Article – Passed Unanimously

7. **Board Work Plan**

A. Work Plan "Change" Document

**Motion** by B. Fletcher, **Seconded** by K. Ross to approve the changes as presented – Passed Unanimously

B. 2021-2022 School Board Annual Work Plan

8. **Adjournment – Motion** by A. Casper, **Seconded** by D. Dwivedy to adjourn at 7:39 AM – Passed Unanimously

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Debjyoti Dwivedy – Board Clerk

# Eden Prairie Public Schools

## 2021 Parent Survey

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The Morris Leatherman Company

# Survey Methodology

2021 Eden Prairie Public Schools

400 random sample of Eden Prairie School District Parents

Projectable within +/-5.0% in 95 out of 100 cases

400 random sample of Eden Prairie School District Parents of Color

Projectable within +/- 5.0% in 95 out of 100 cases <sup>11</sup>

Telephone interviews conducted between June 3rd and July 13th, 2021

Average interview time of 17 minutes

Non-response level of 5.5%

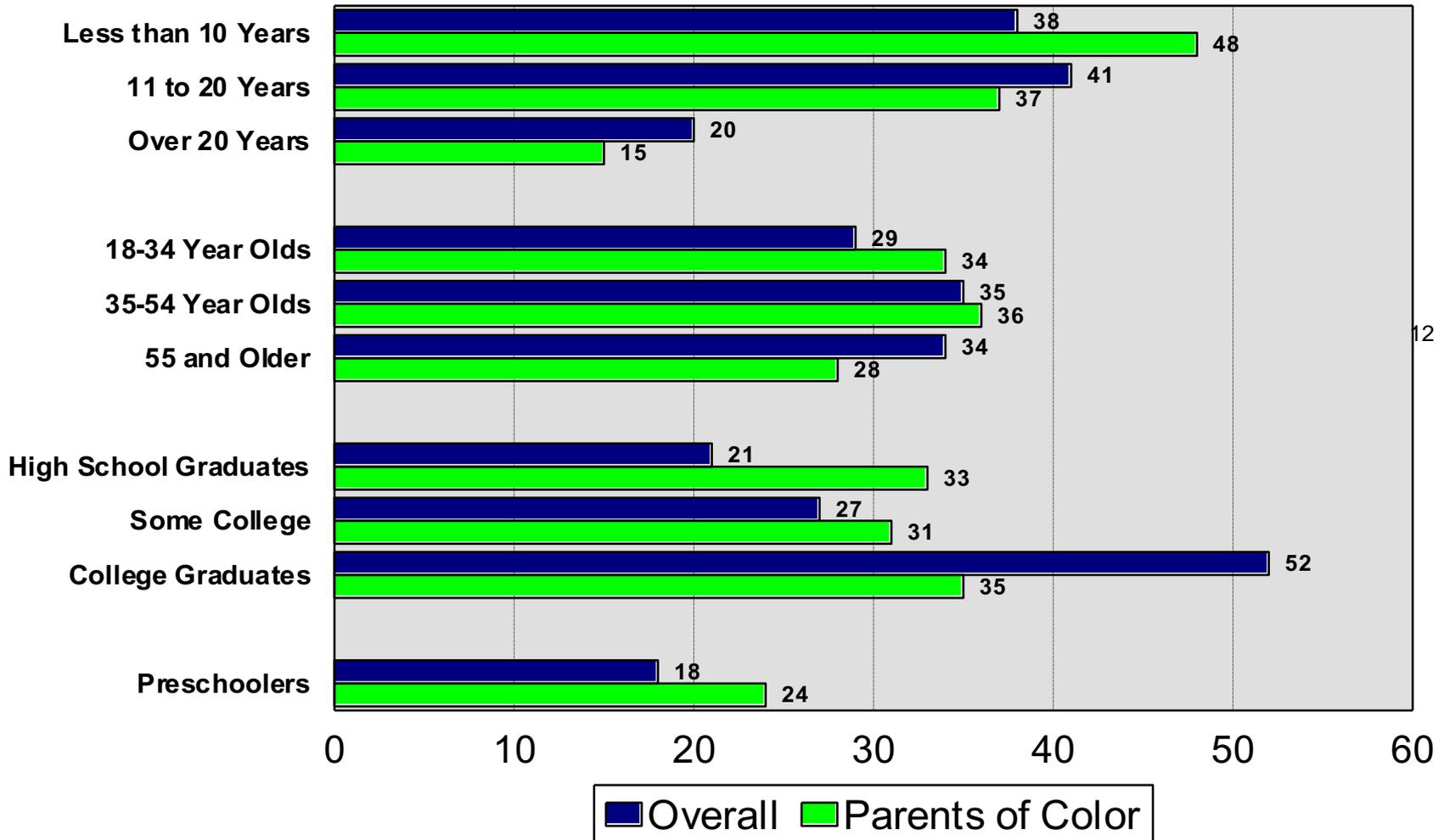
Cell Phone Only Households: 74%

Landline Only Households: 2%

Cell Phone and Landline Households: 24%

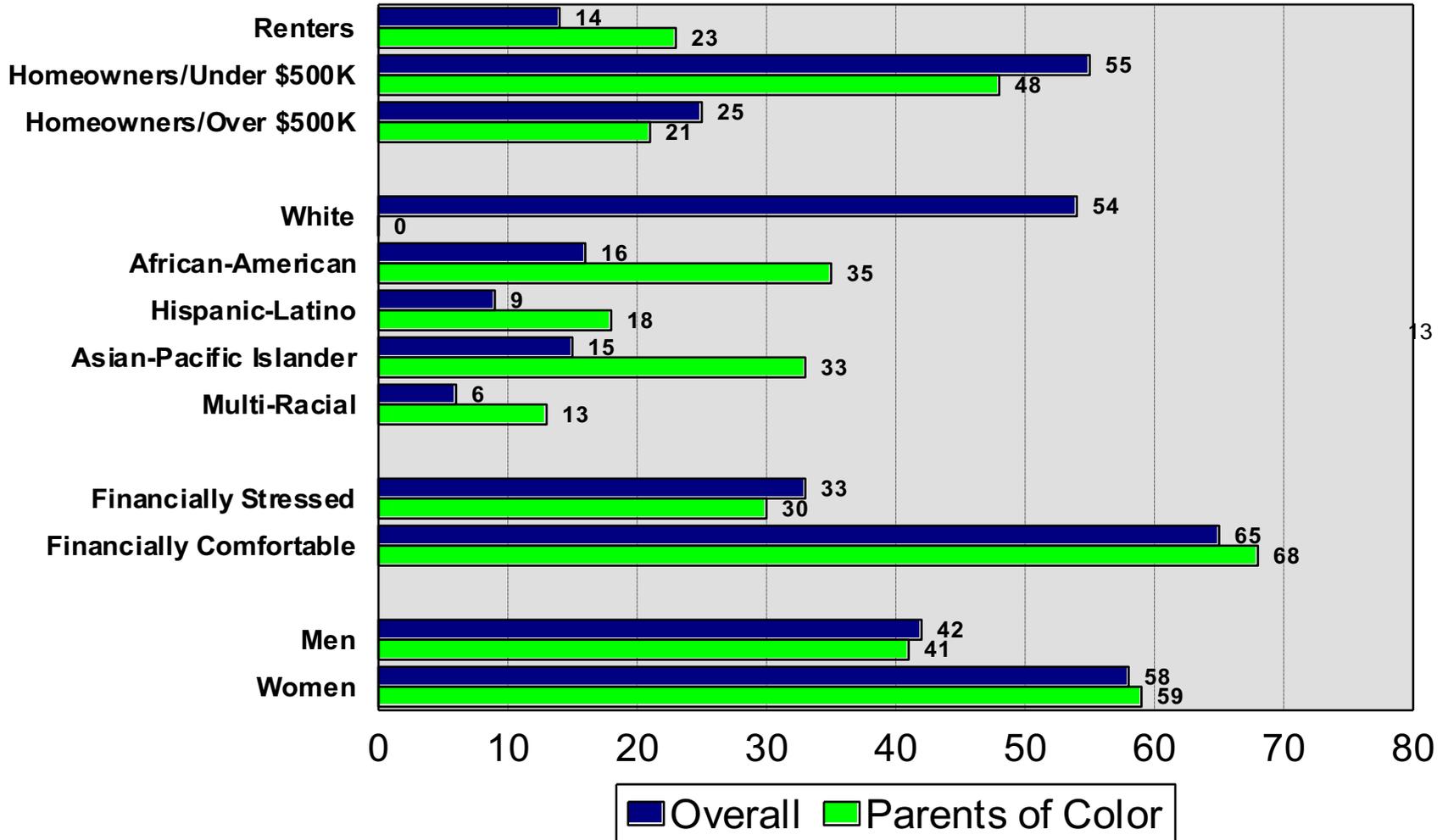
# Demographics I

## 2021 Eden Prairie Public Schools Parents



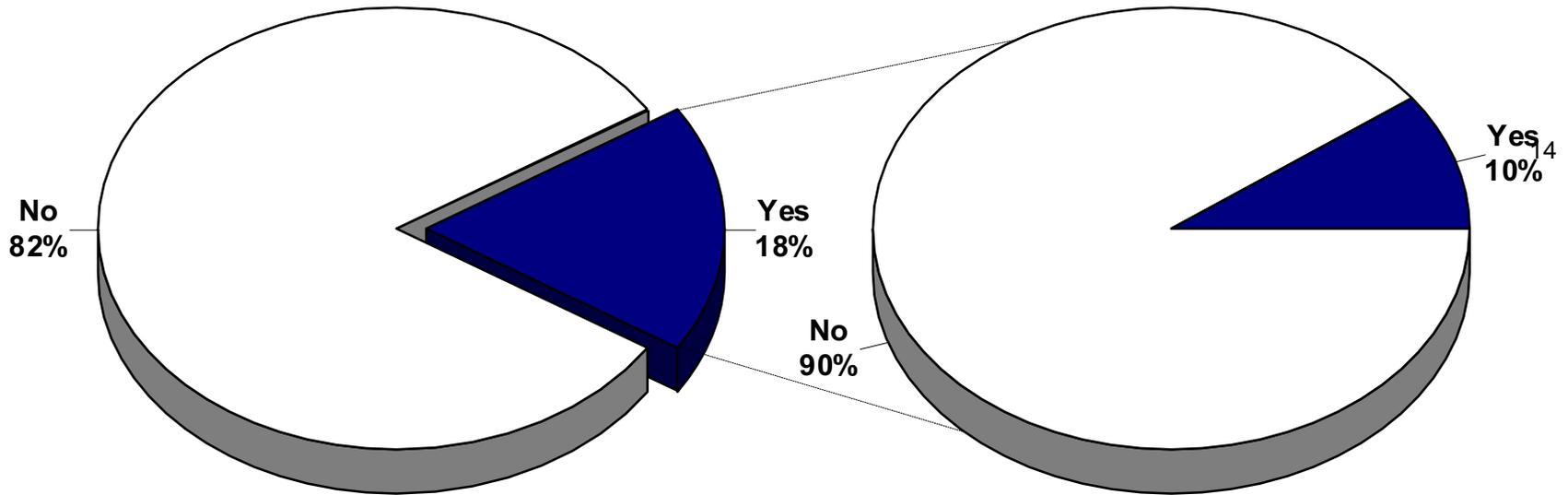
# Demographics II

## 2021 Eden Prairie Public Schools Parents



# Preschoolers (Overall)

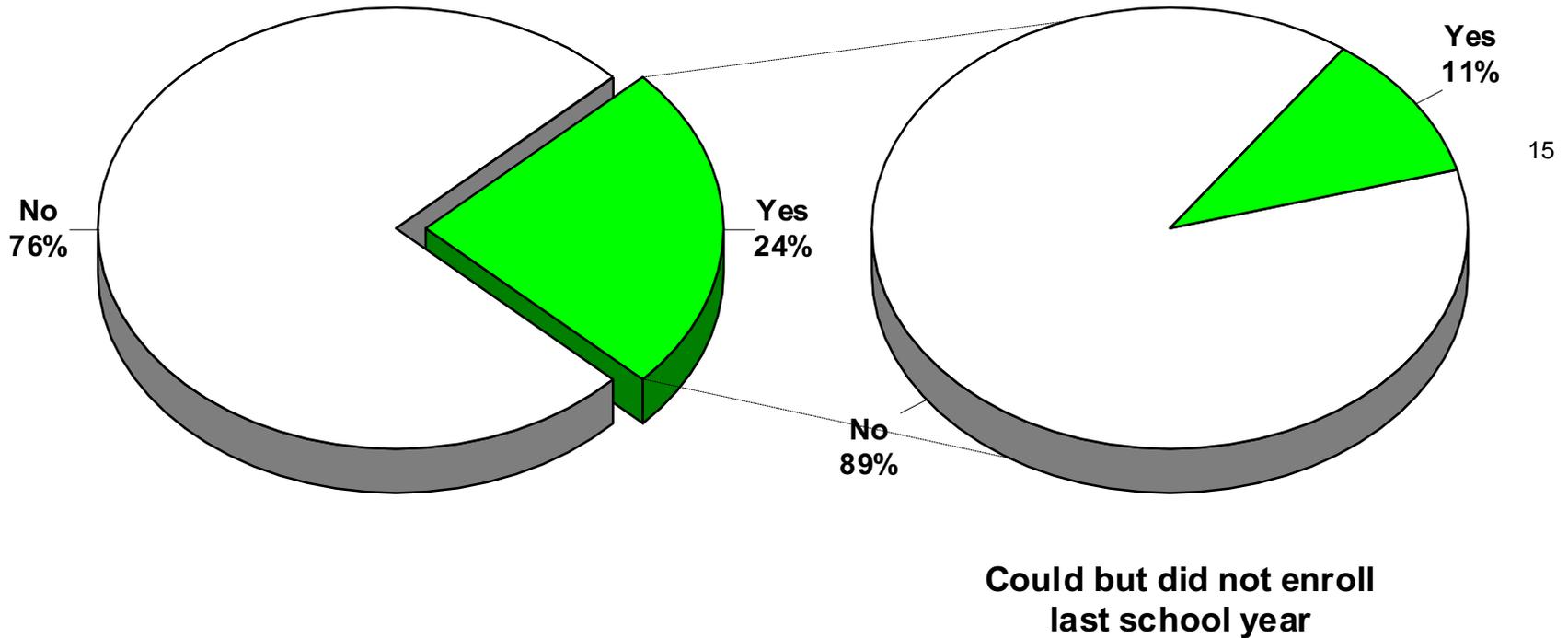
2021 Eden Prairie Public Schools Parents



Could but did not enroll  
last school year

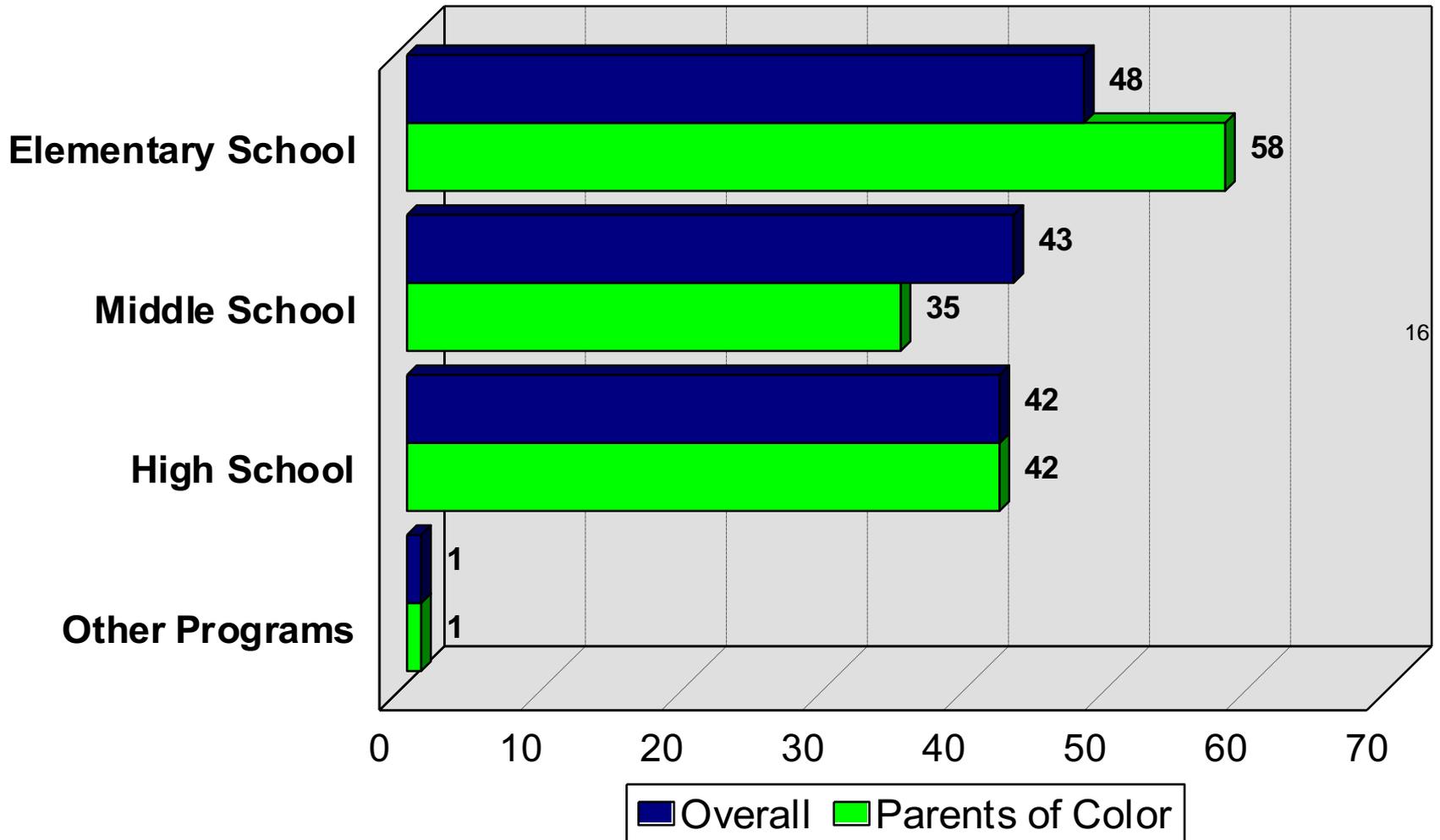
# Preschoolers (Parents of Color)

2021 Eden Prairie Public Schools Parents



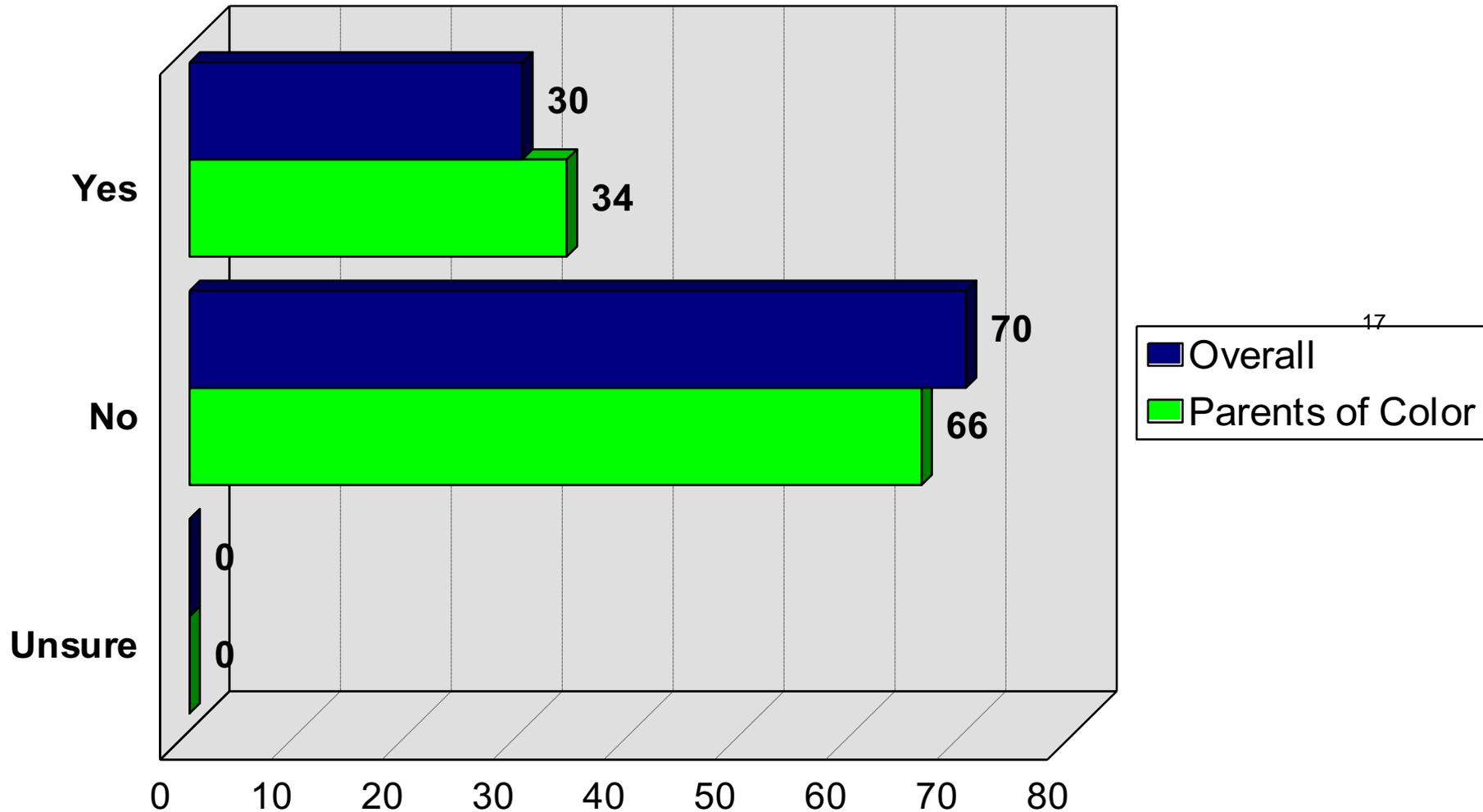
# Grade Level of Children

2021 Eden Prairie Public Schools Parents



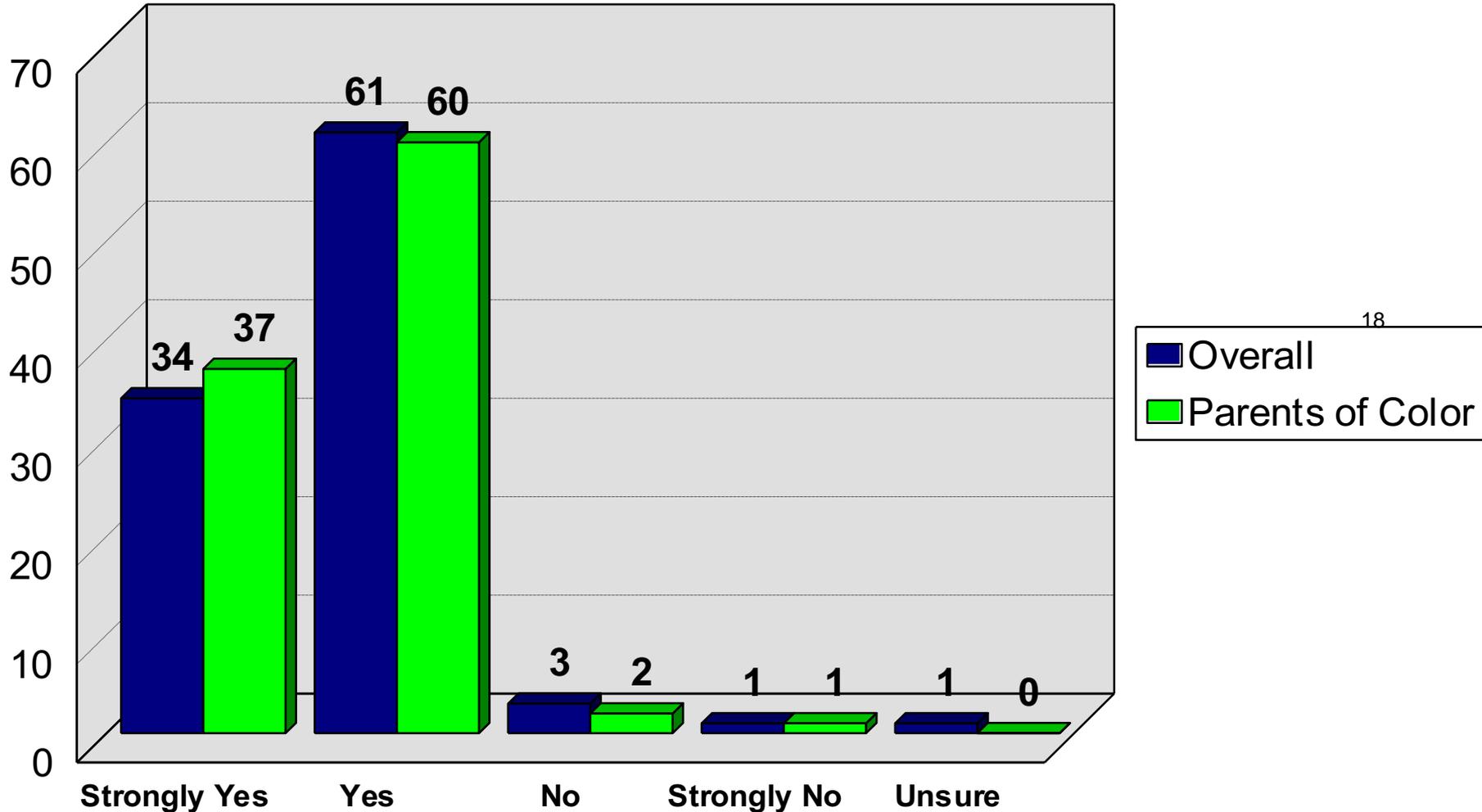
# Child in Special Needs Program

2021 Eden Prairie Public Schools Parents



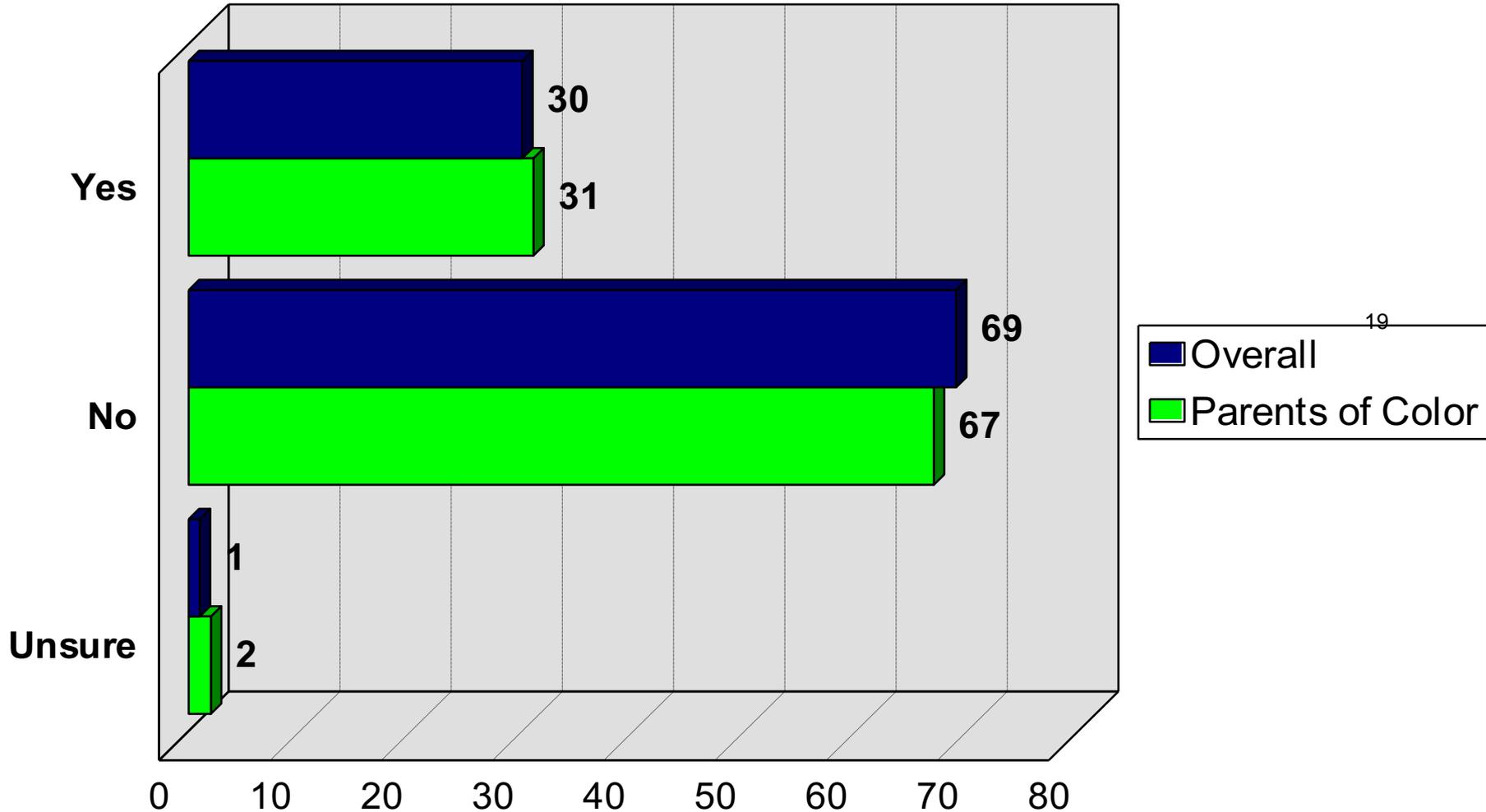
# Good Job Communicating This School Year

2021 Eden Prairie Public Schools Parents



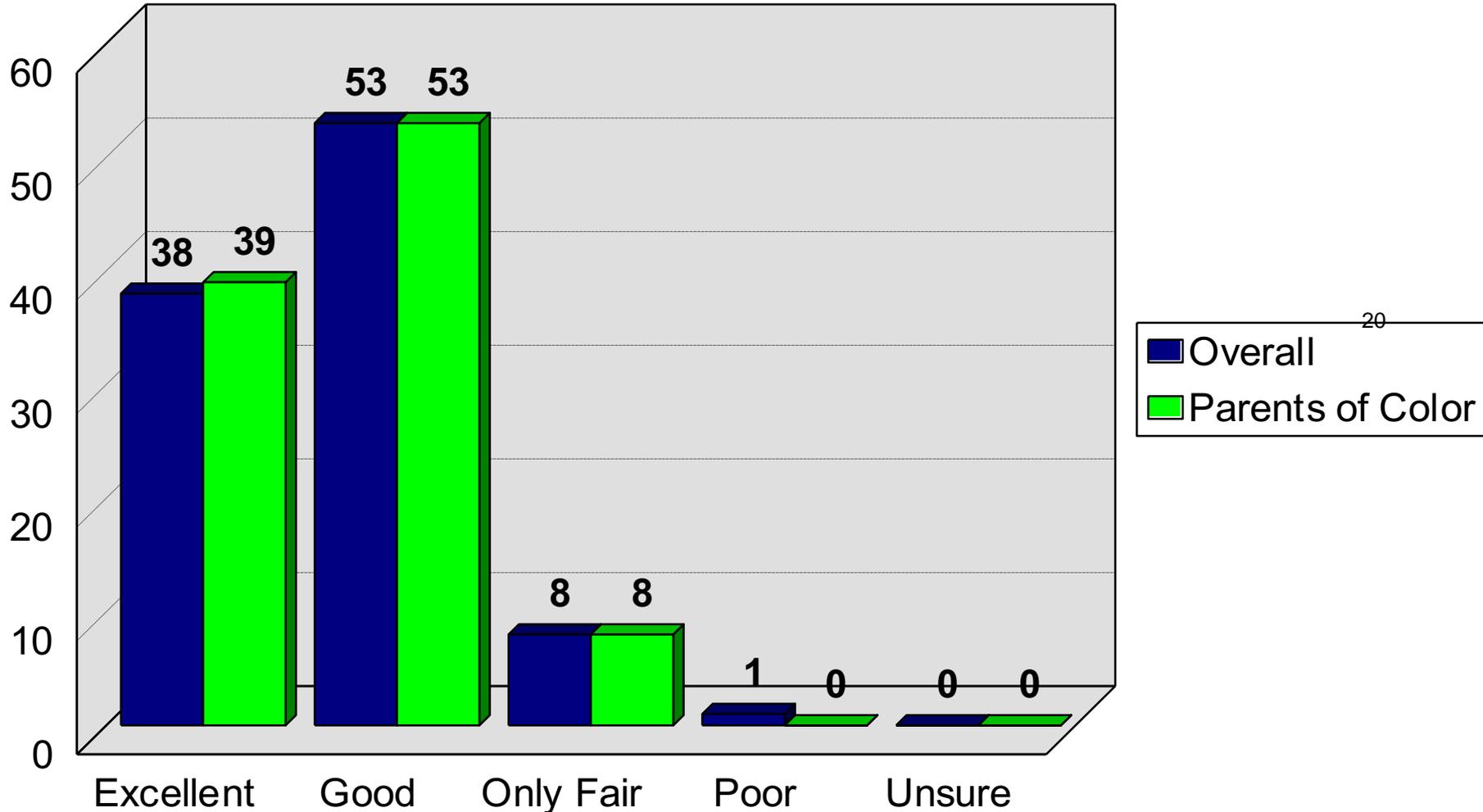
# Enroll in EP Online

2021 Eden Prairie Public Schools Parents



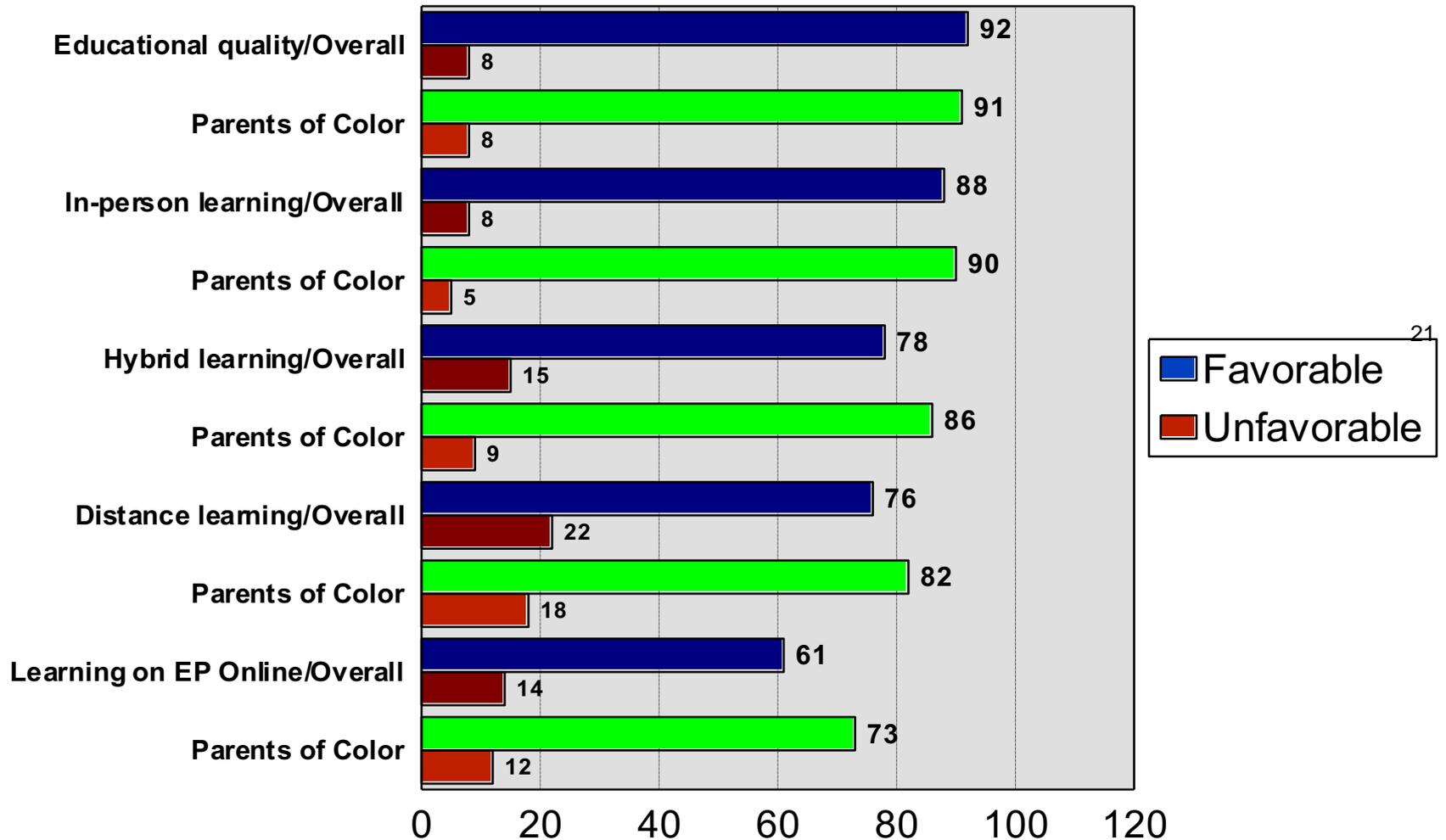
# Learning Support Received This School Year

2021 Eden Prairie Public Schools Parents



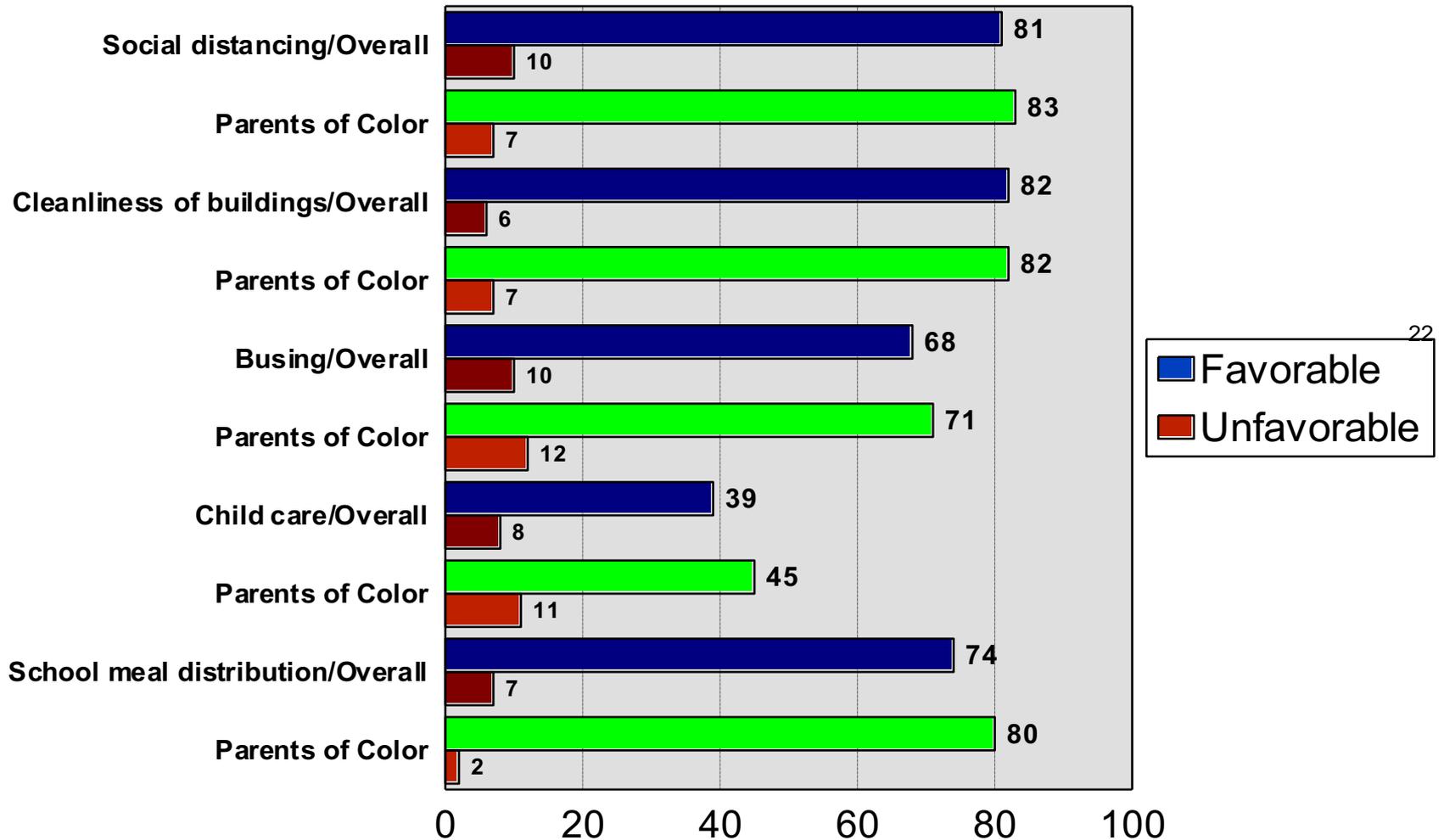
# Rating during the Pandemic I

2021 Eden Prairie Public Schools Parents



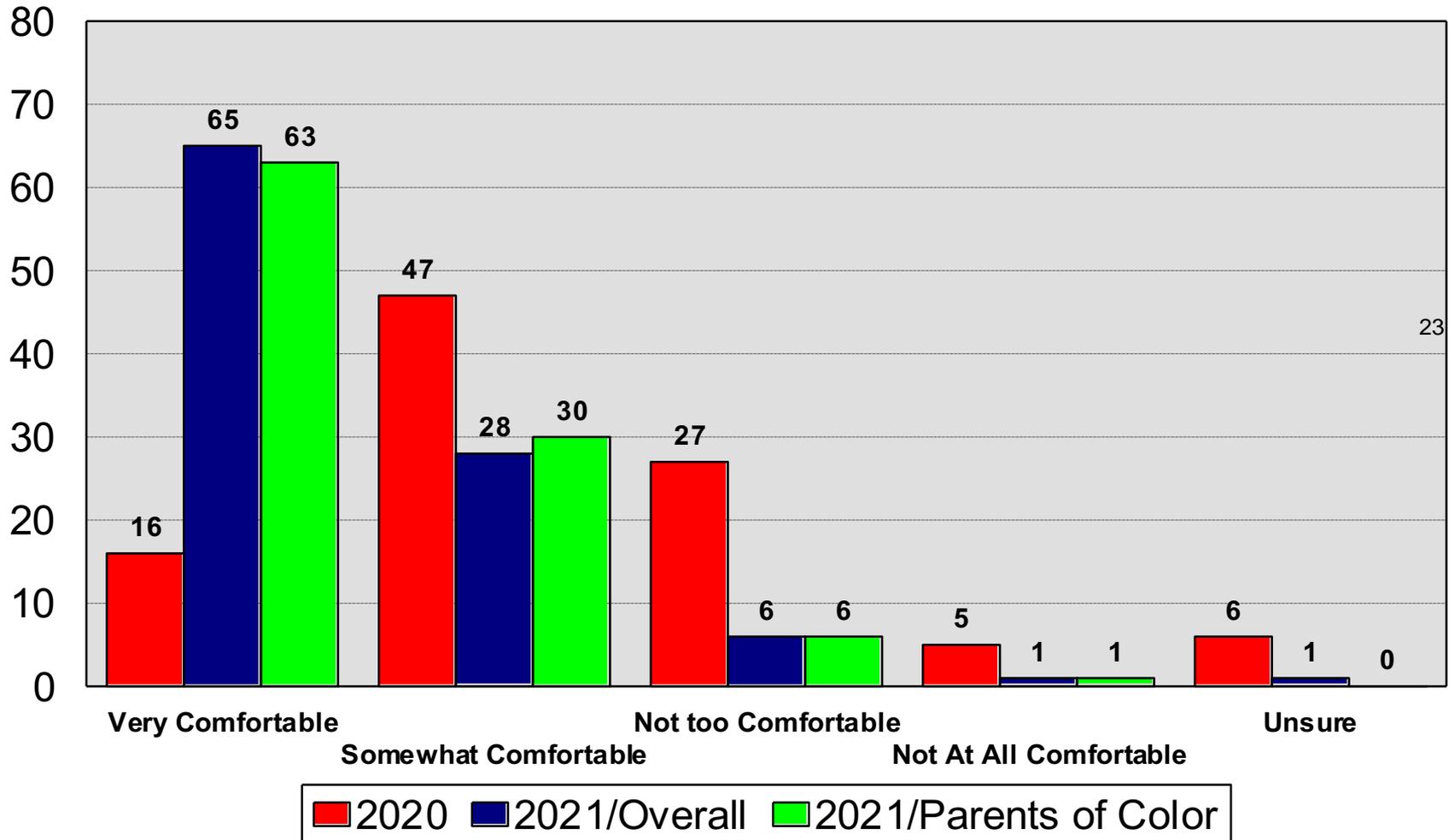
# Rating during the Pandemic II

2021 Eden Prairie Public Schools Parents



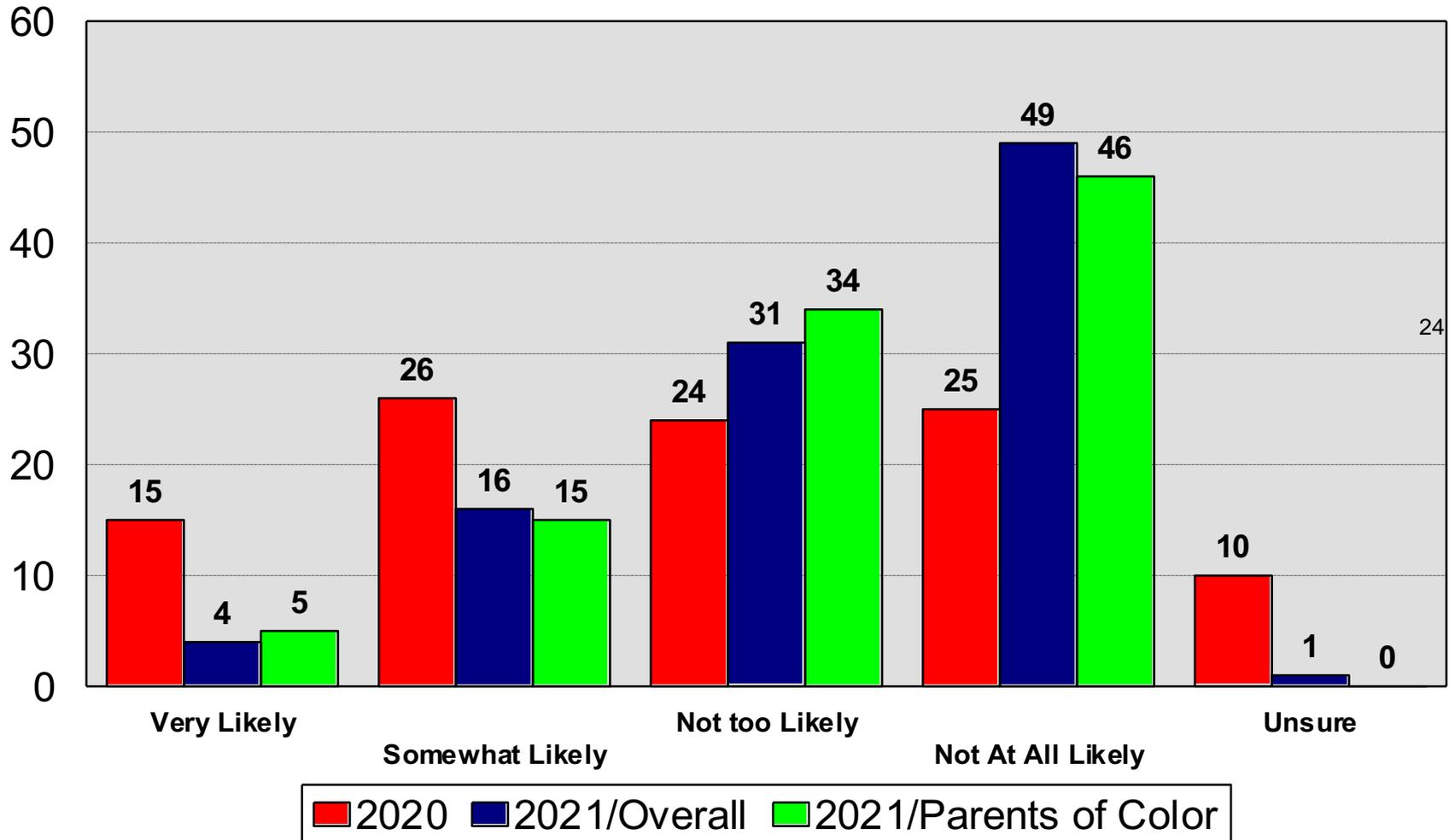
# Comfortable Sending Back this Fall

2021 Eden Prairie Public Schools Parents



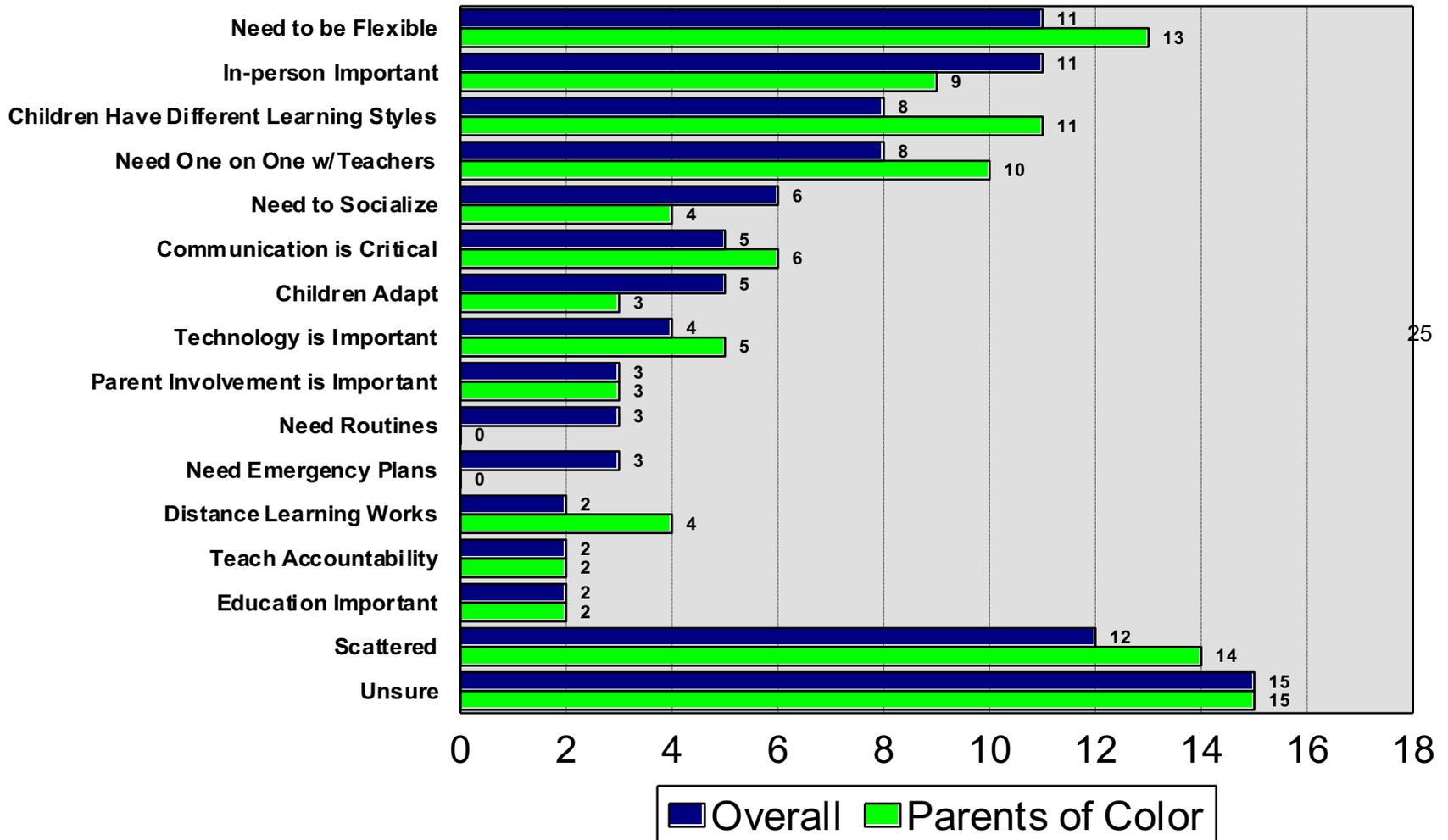
# Choose EP Online in the Future

2021 Eden Prairie Public Schools Parents



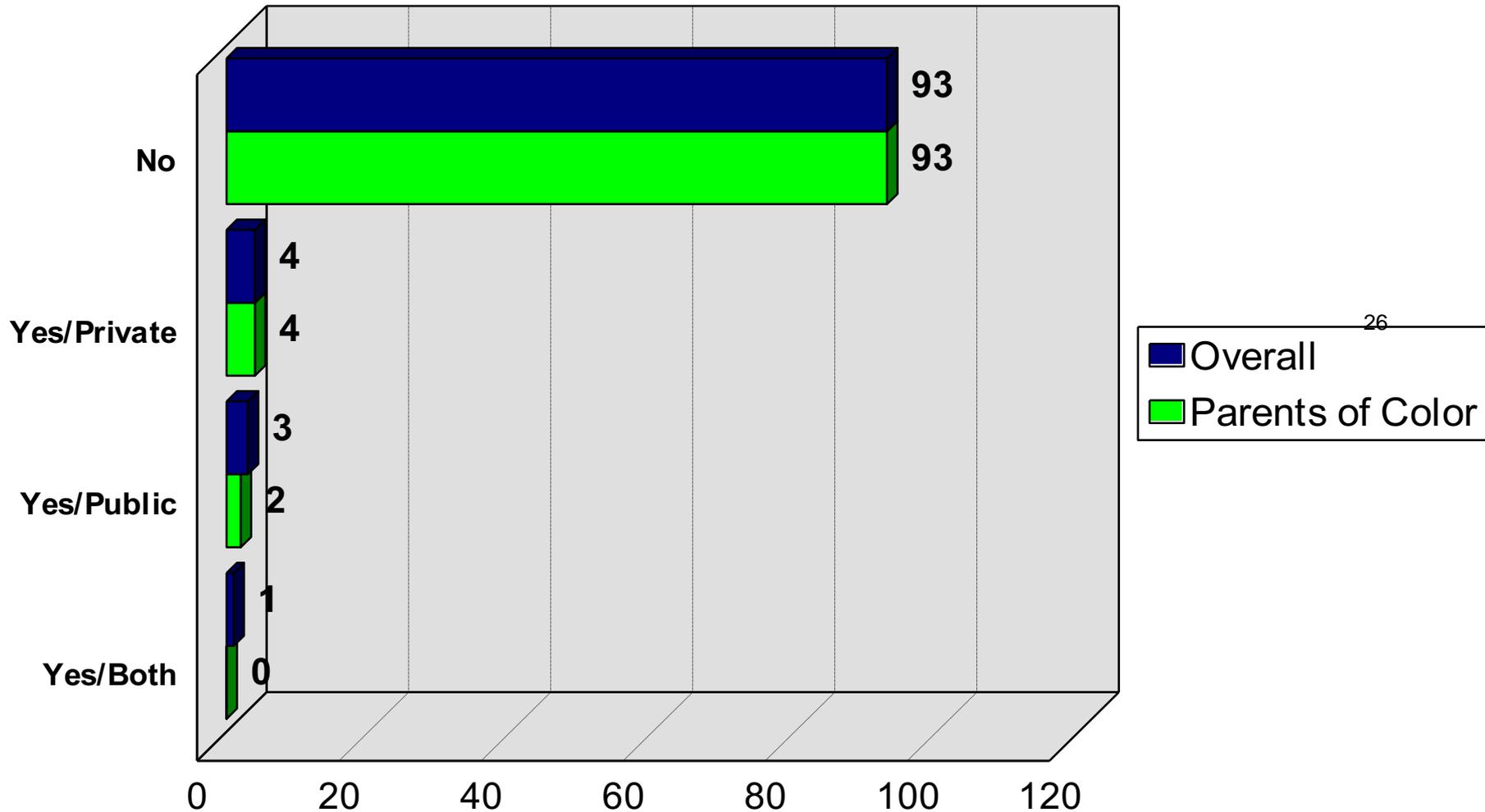
# Main Lesson Learning During Pandemic

## 2021 Eden Prairie Public Schools Parents



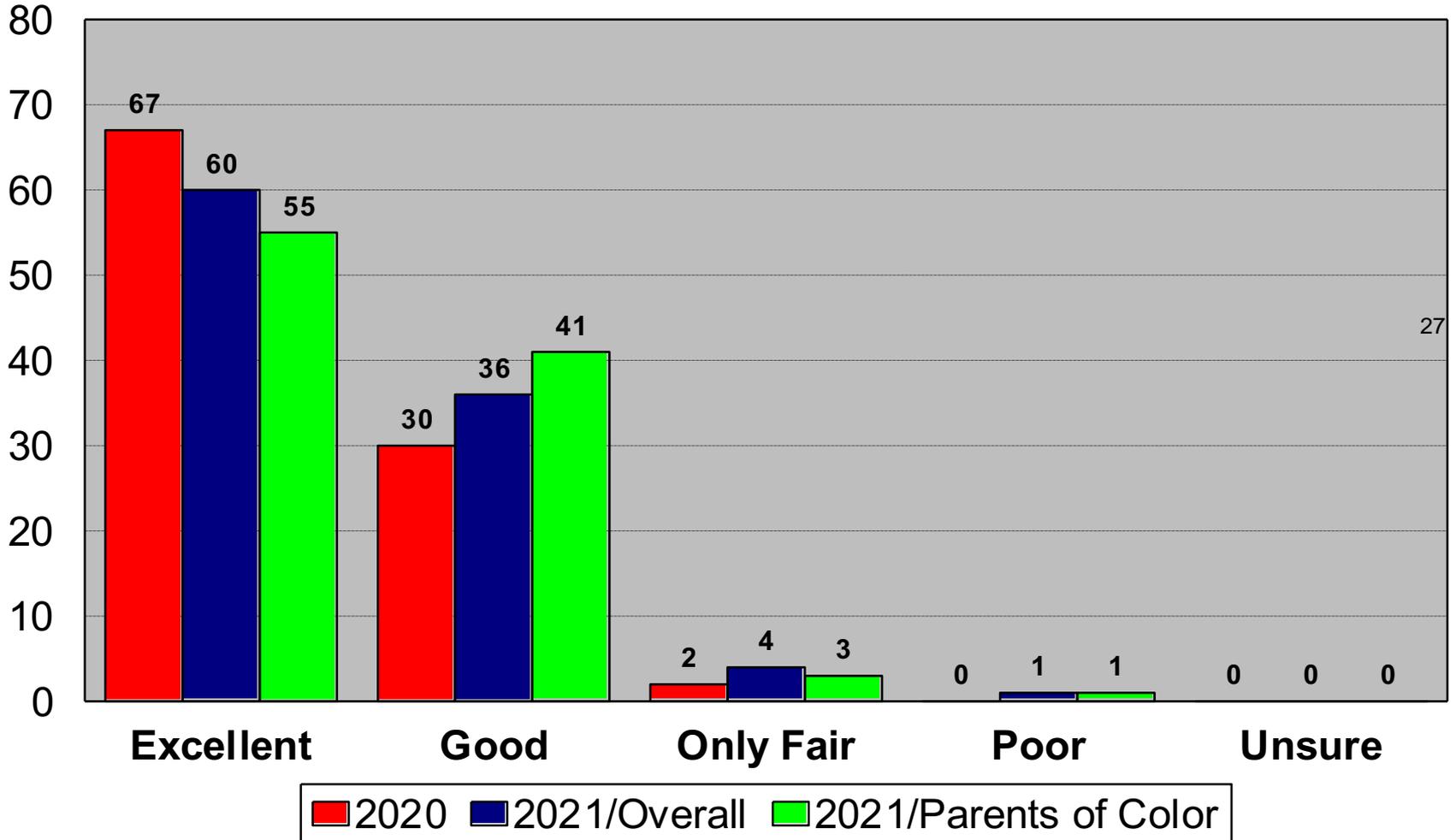
# Used Educational Supplement Program

2021 Eden Prairie Public Schools Parents



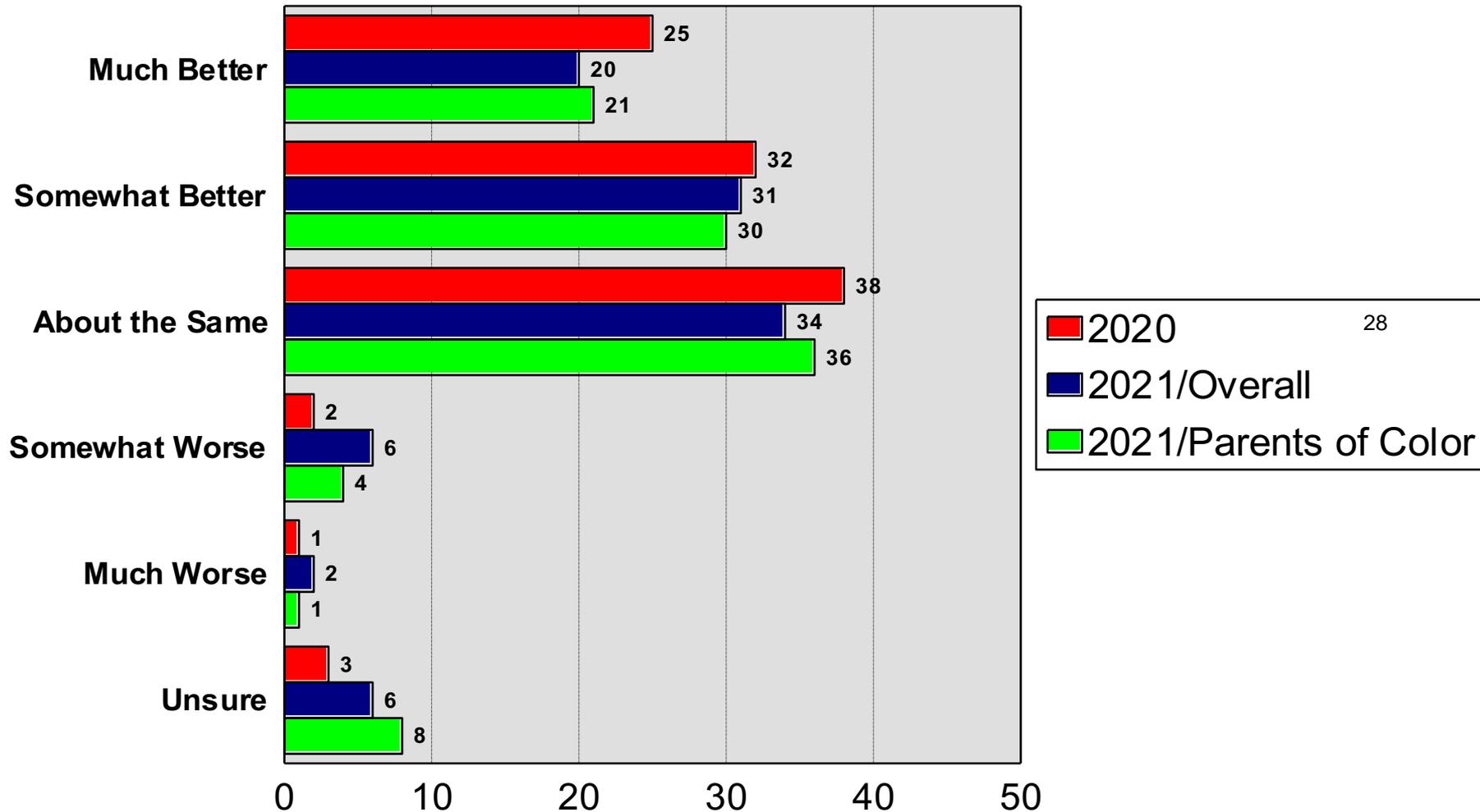
# Quality of Public Schools

2021 Eden Prairie Public Schools Parents



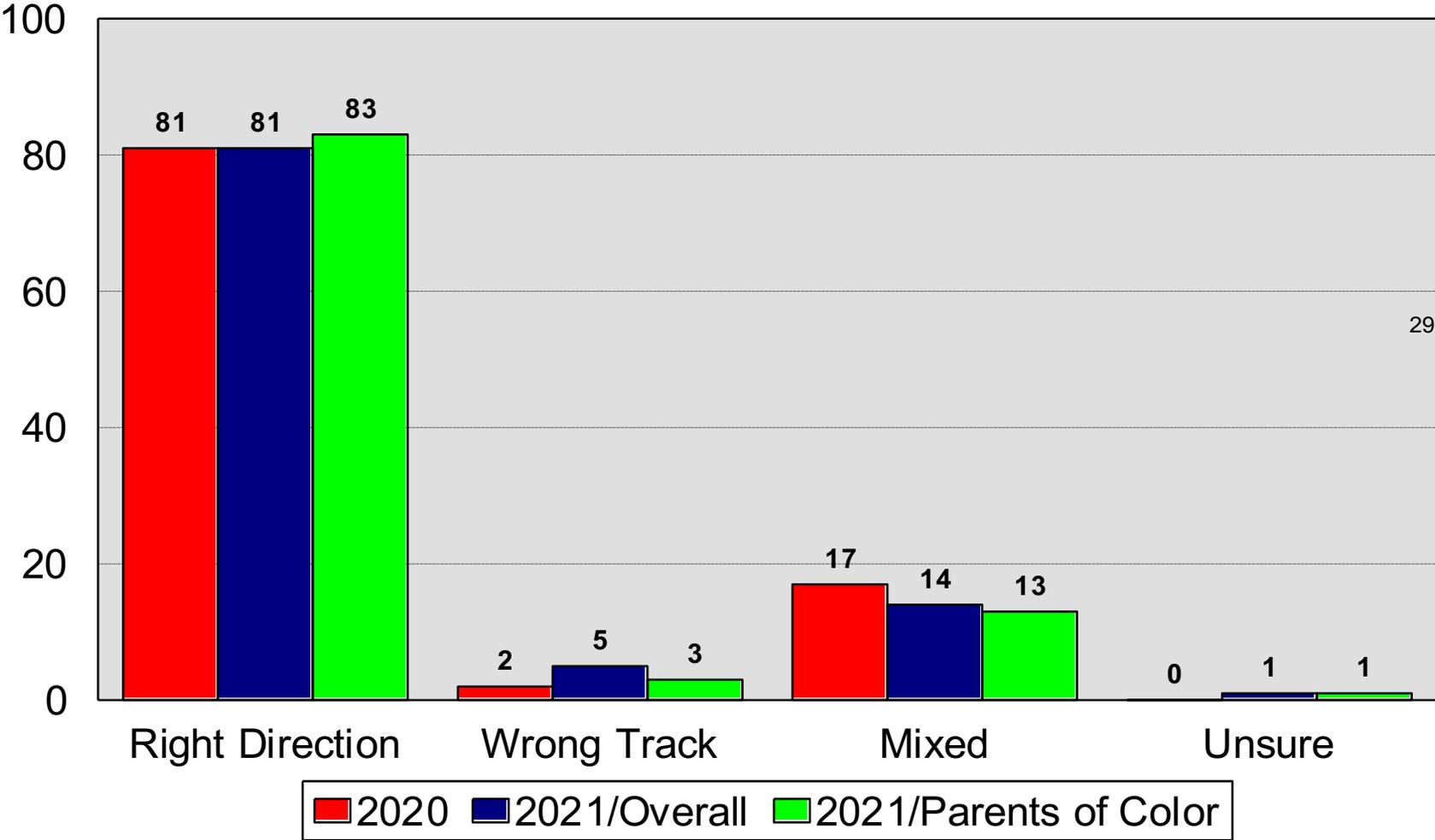
# Quality Compared to Three Years Ago

2021 Eden Prairie Public Schools Parents



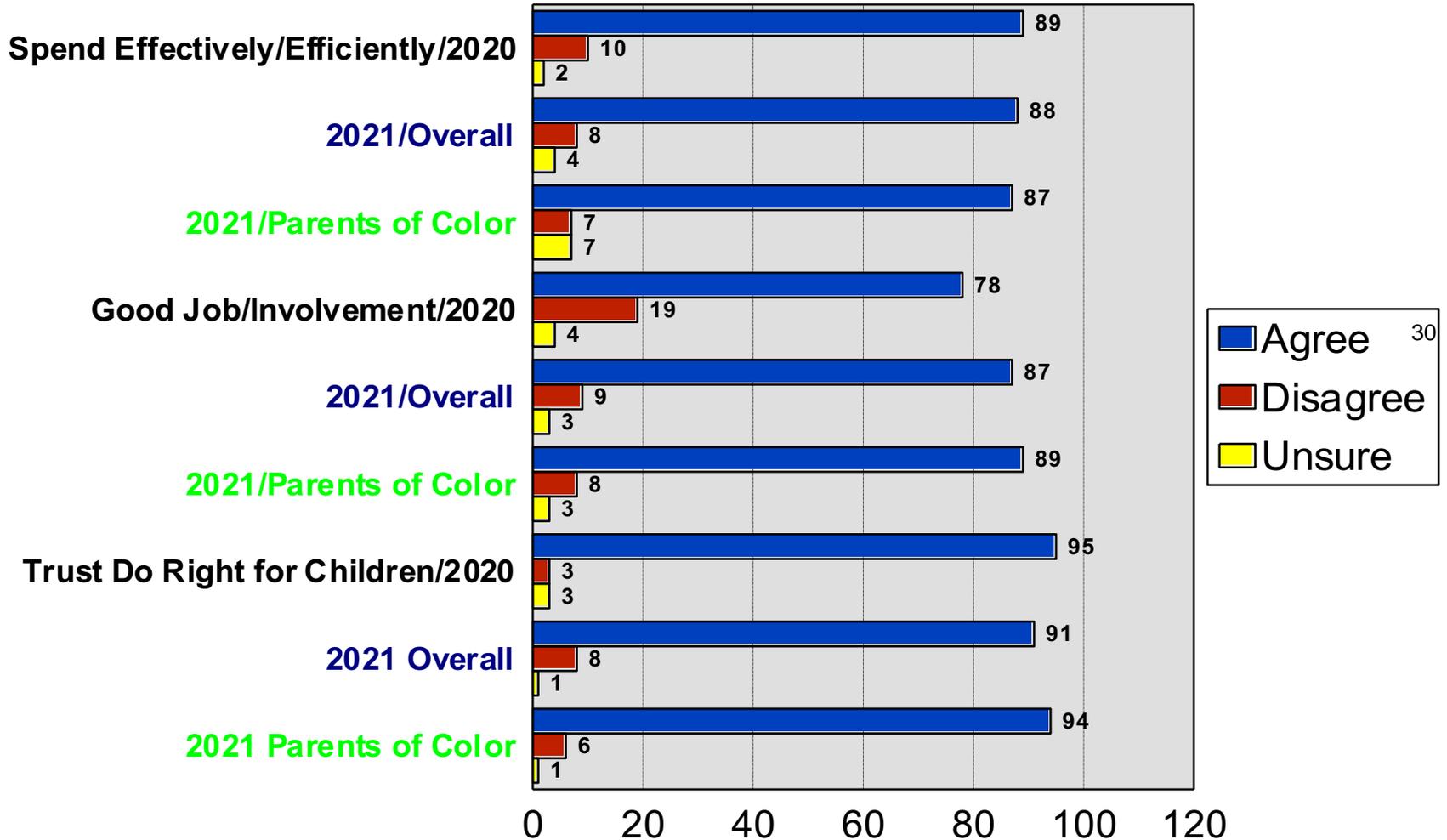
# Direction of School District

2021 Eden Prairie Public Schools Parents



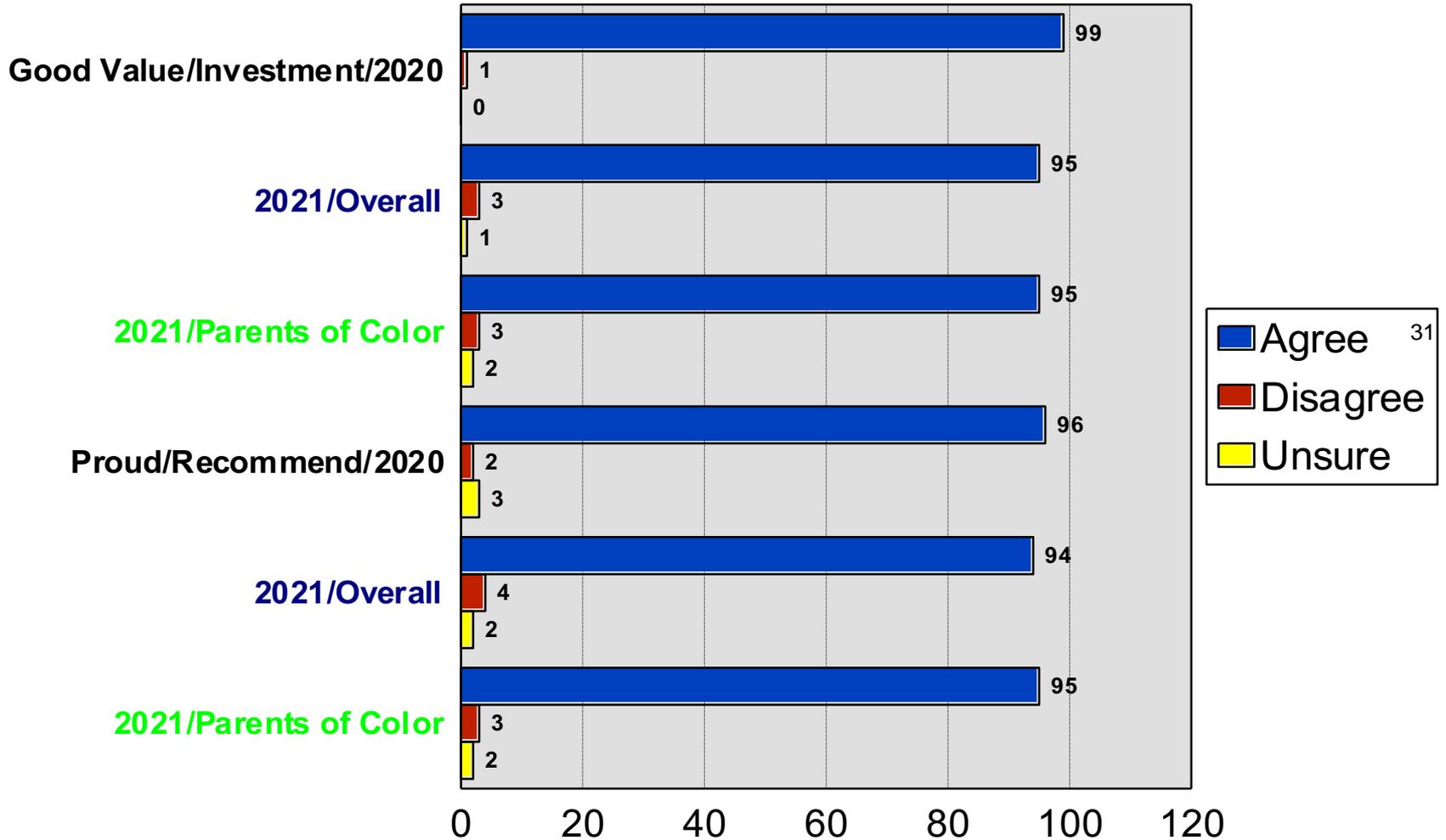
# Specific Perceptions I

2021 Eden Prairie Public Schools Parents



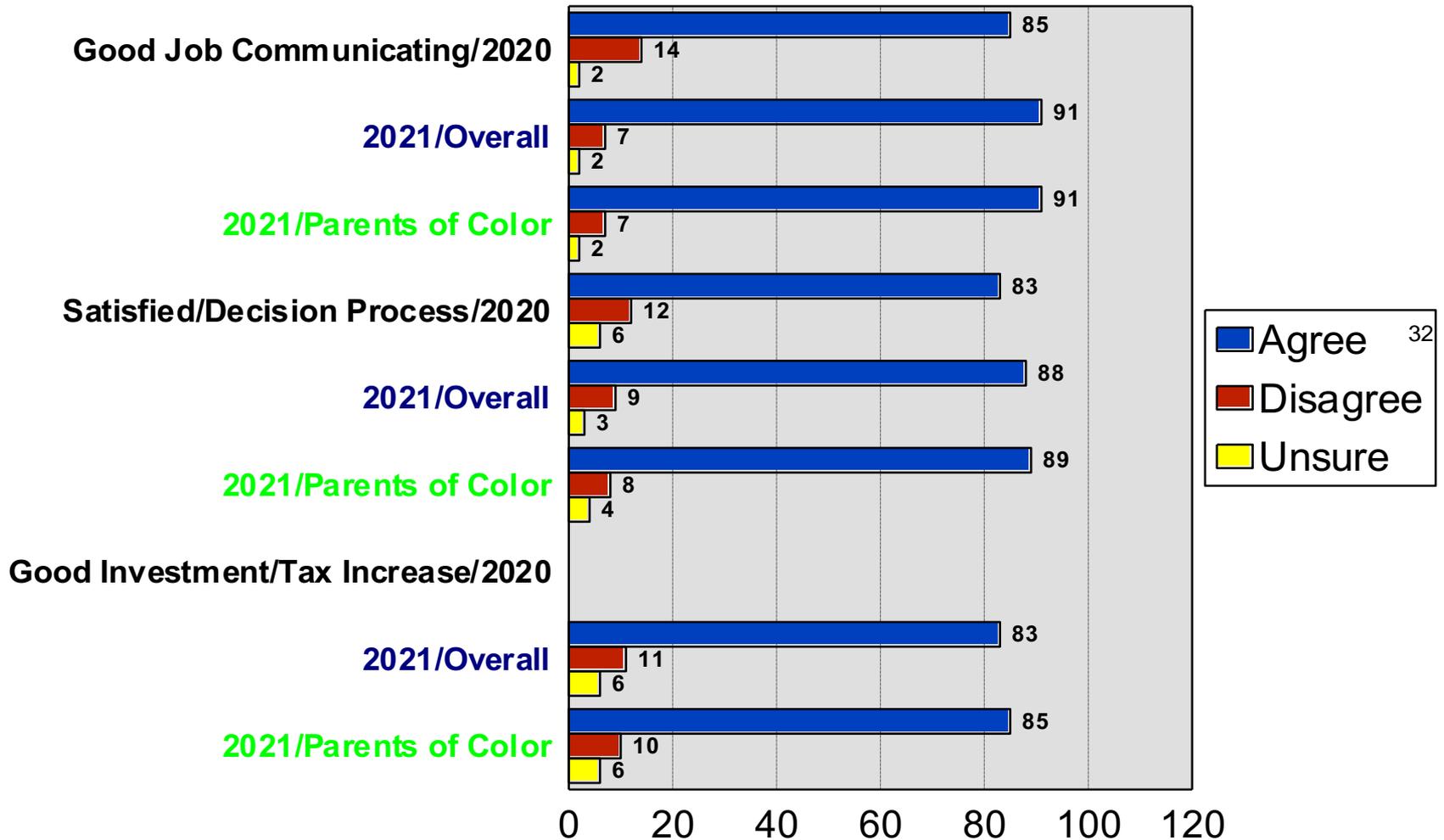
# Specific Perceptions II

2021 Eden Prairie Public Schools Parents



# Specific Perceptions III

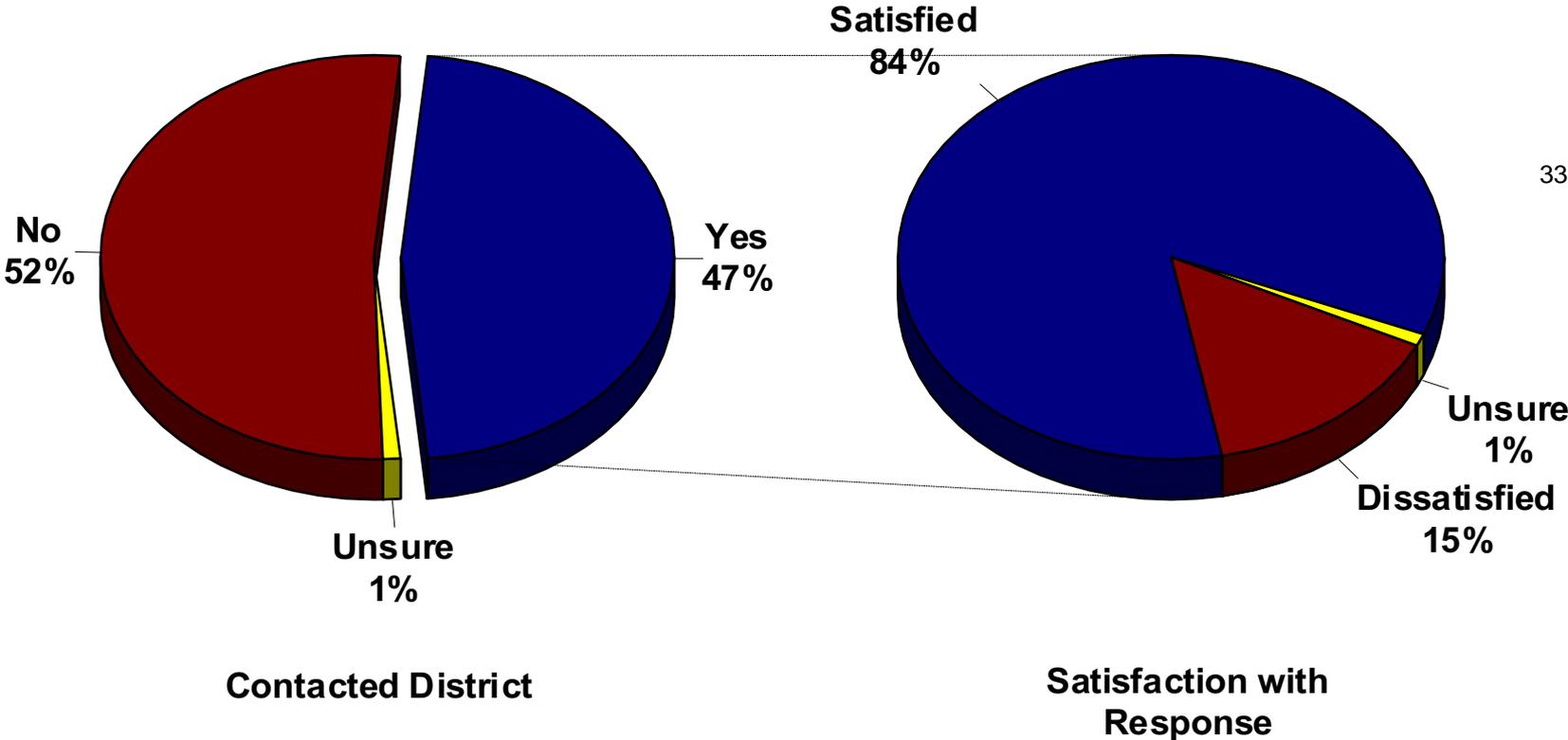
2021 Eden Prairie Public Schools Parents



# Contact District on Important Issue

(Overall)

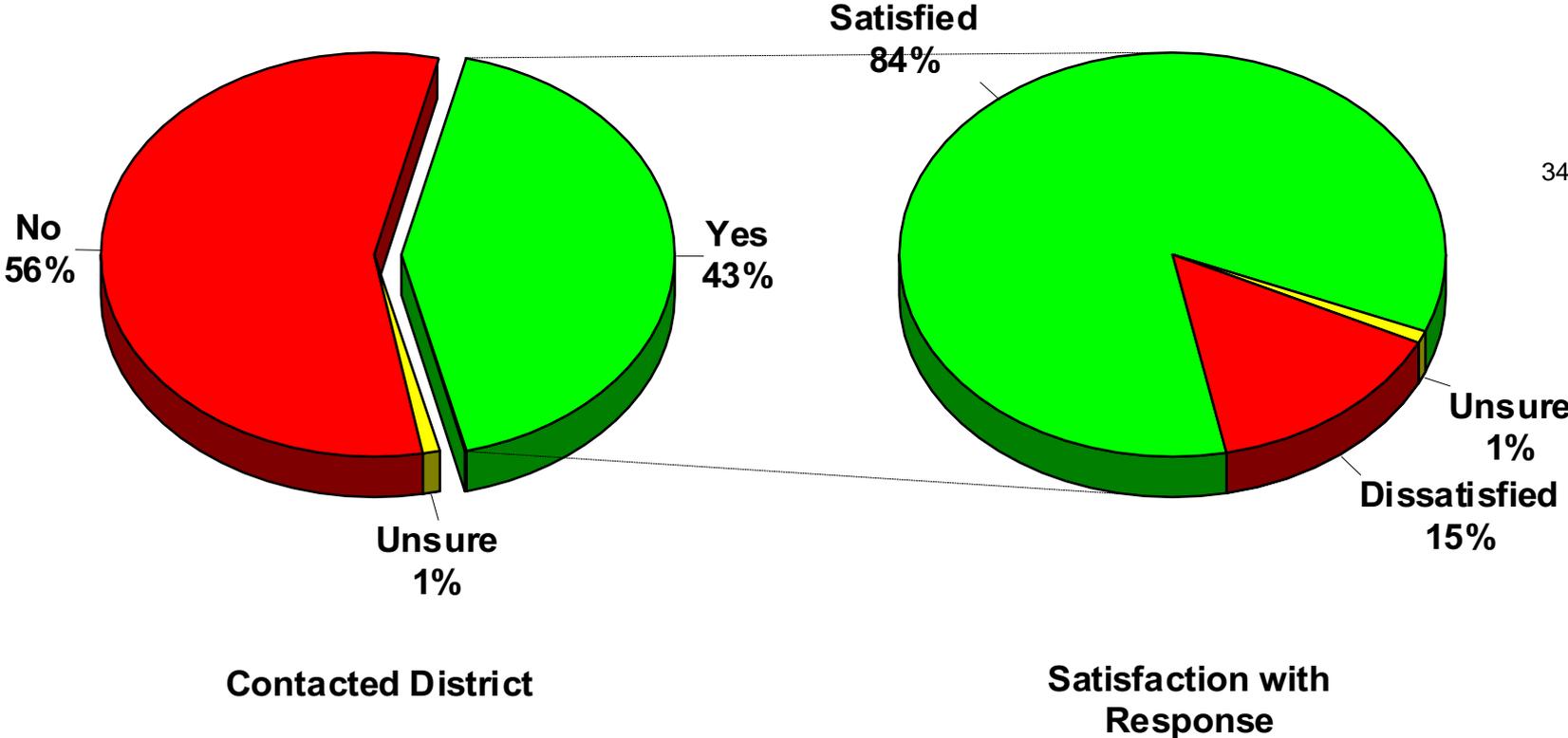
2021 Eden Prairie Public Schools Parents



# Contact District on Important Issue

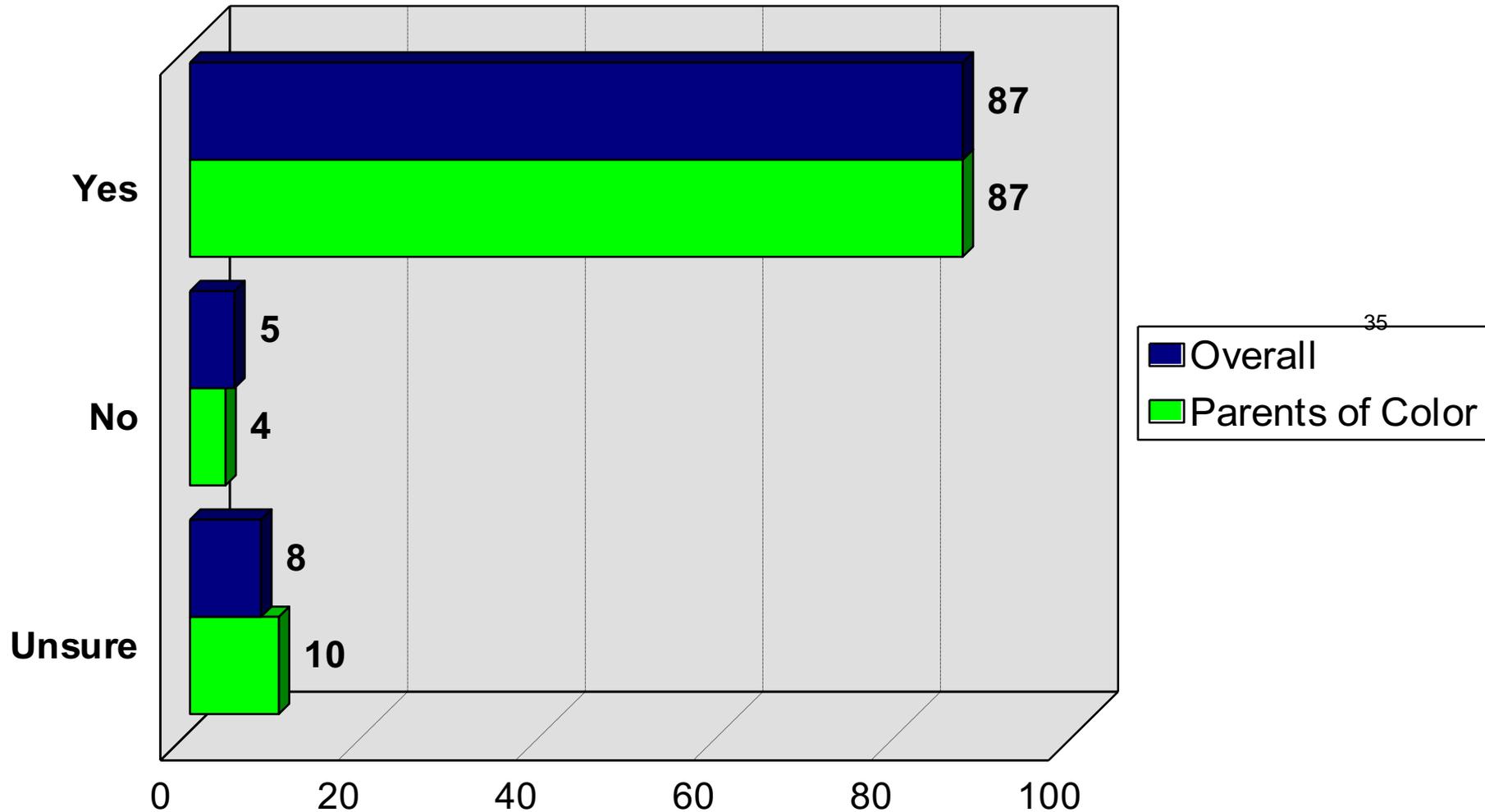
(Parents of Color)

2021 Eden Prairie Public Schools Parents



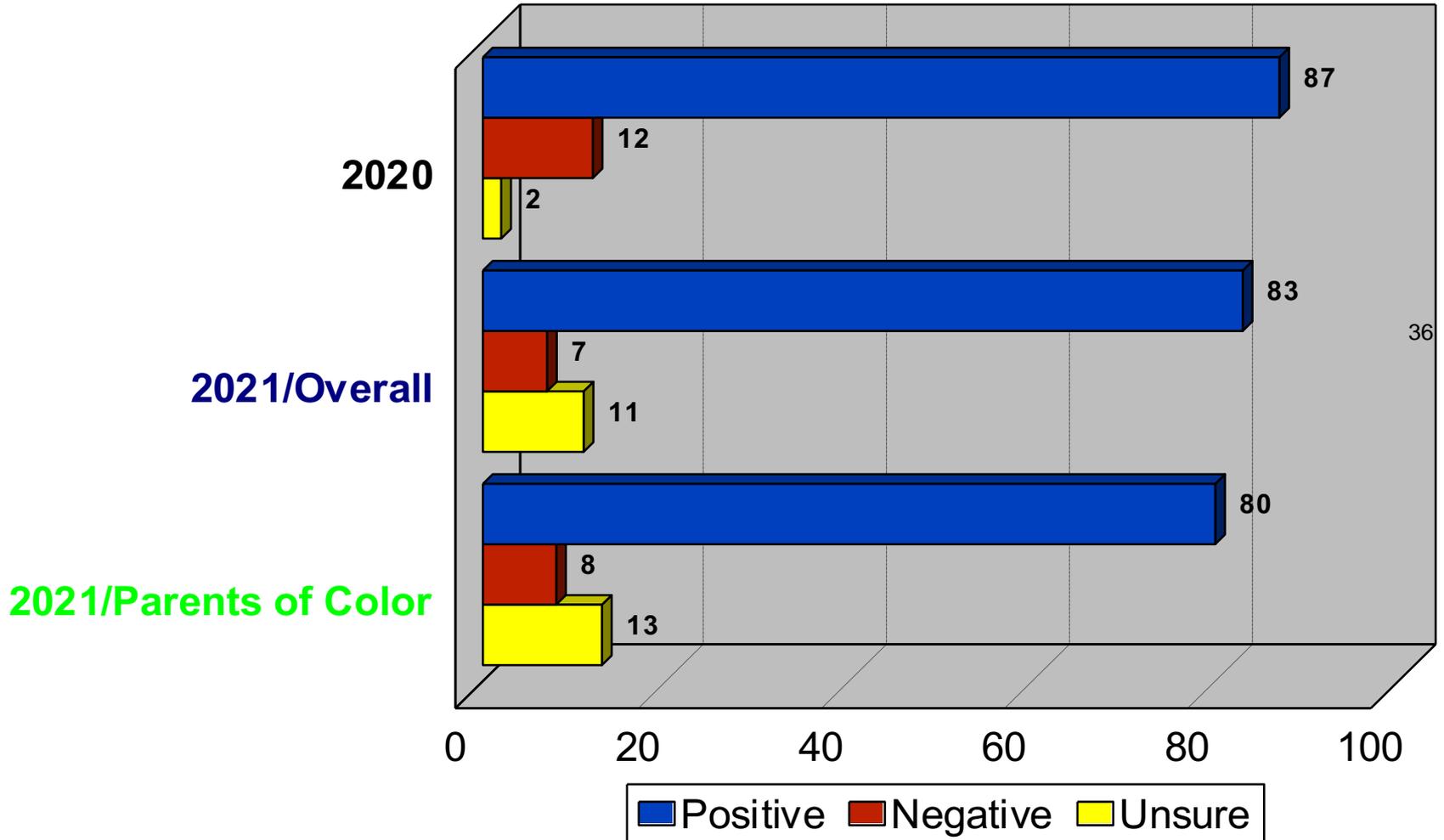
# Adequate Opportunities to Provide Input

2021 Eden Prairie Public Schools Parents



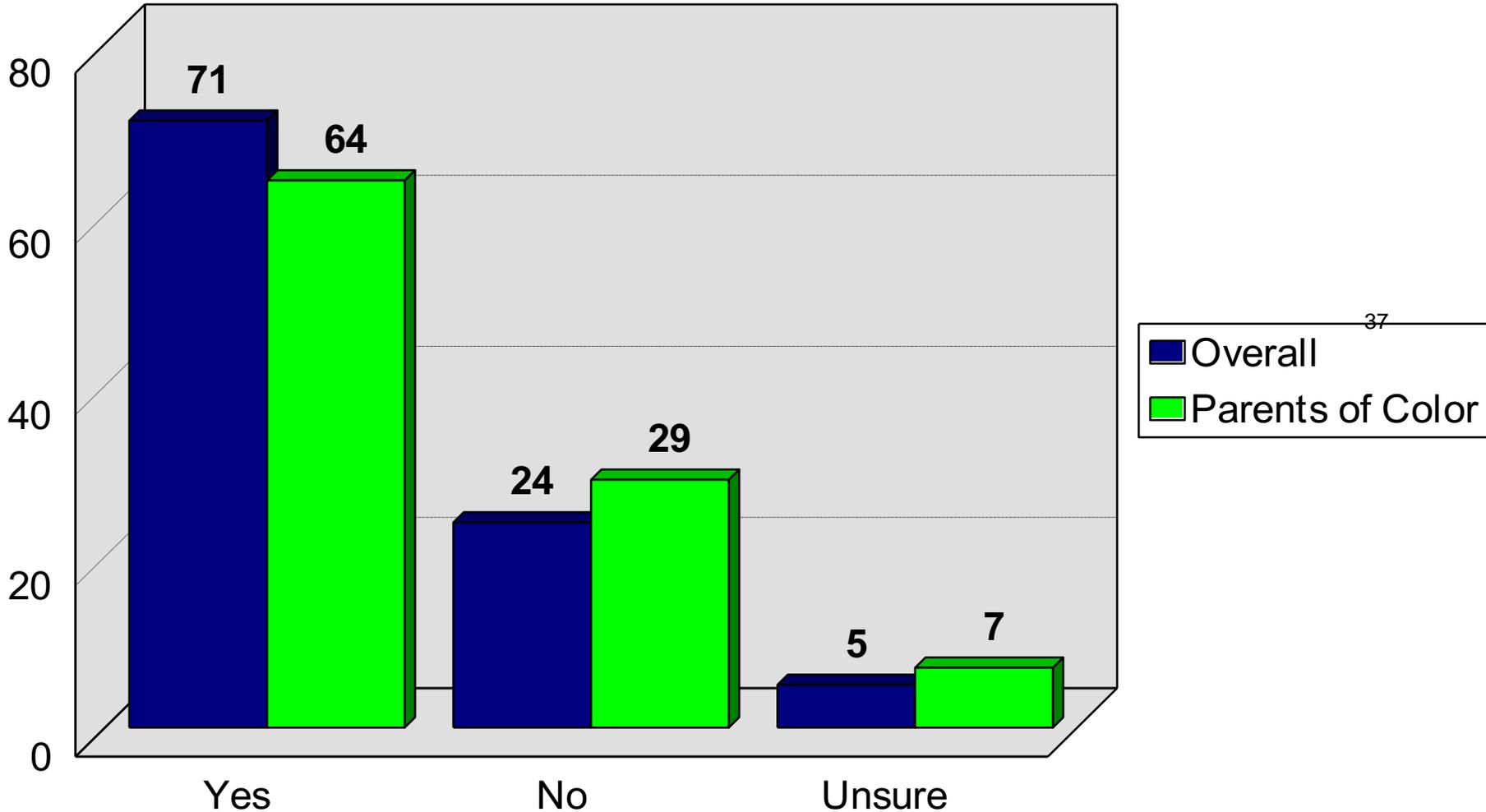
# Financial Management

2021 Eden Prairie Public Schools Parents



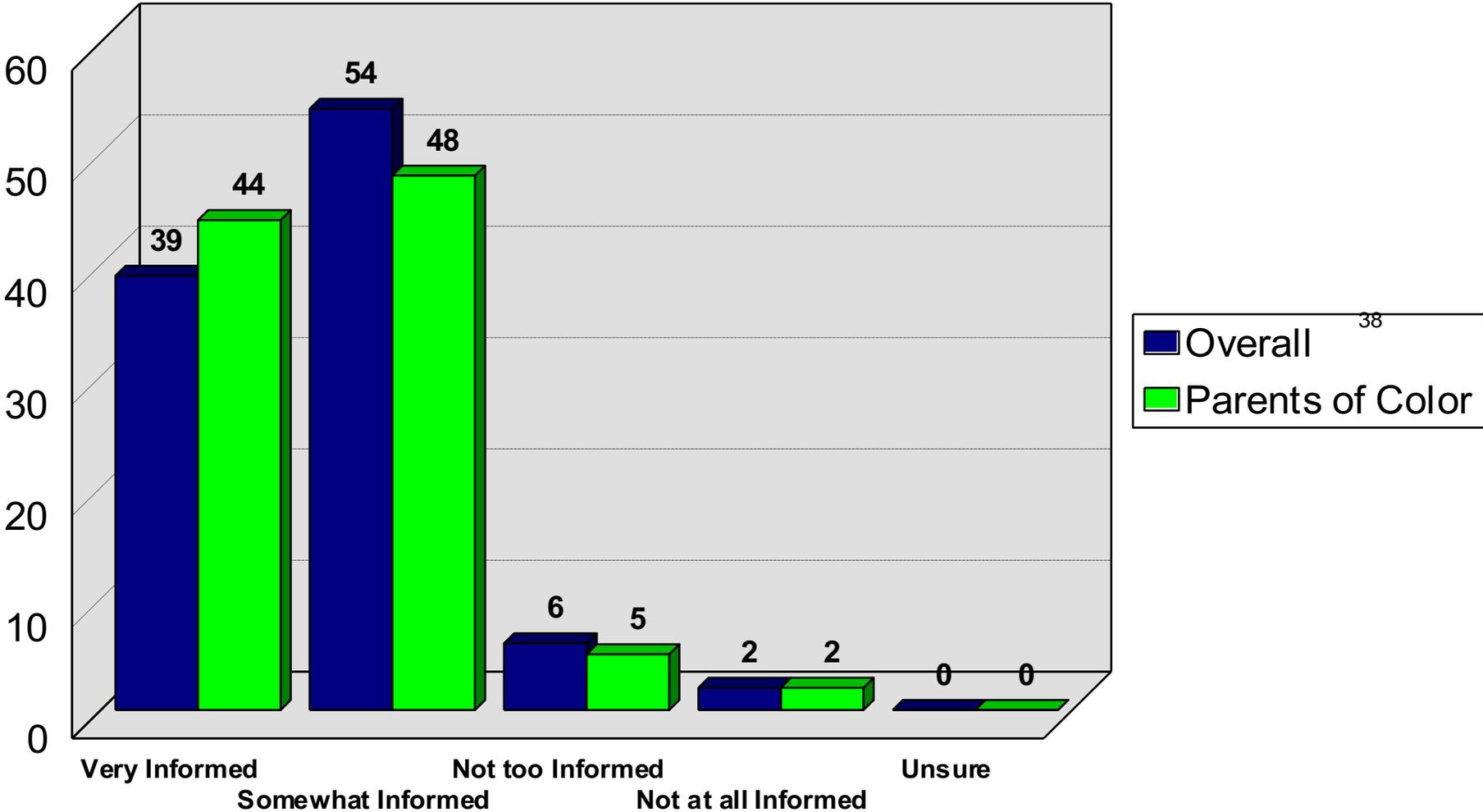
# Adequately Funded

2021 Eden Prairie Public Schools Parents



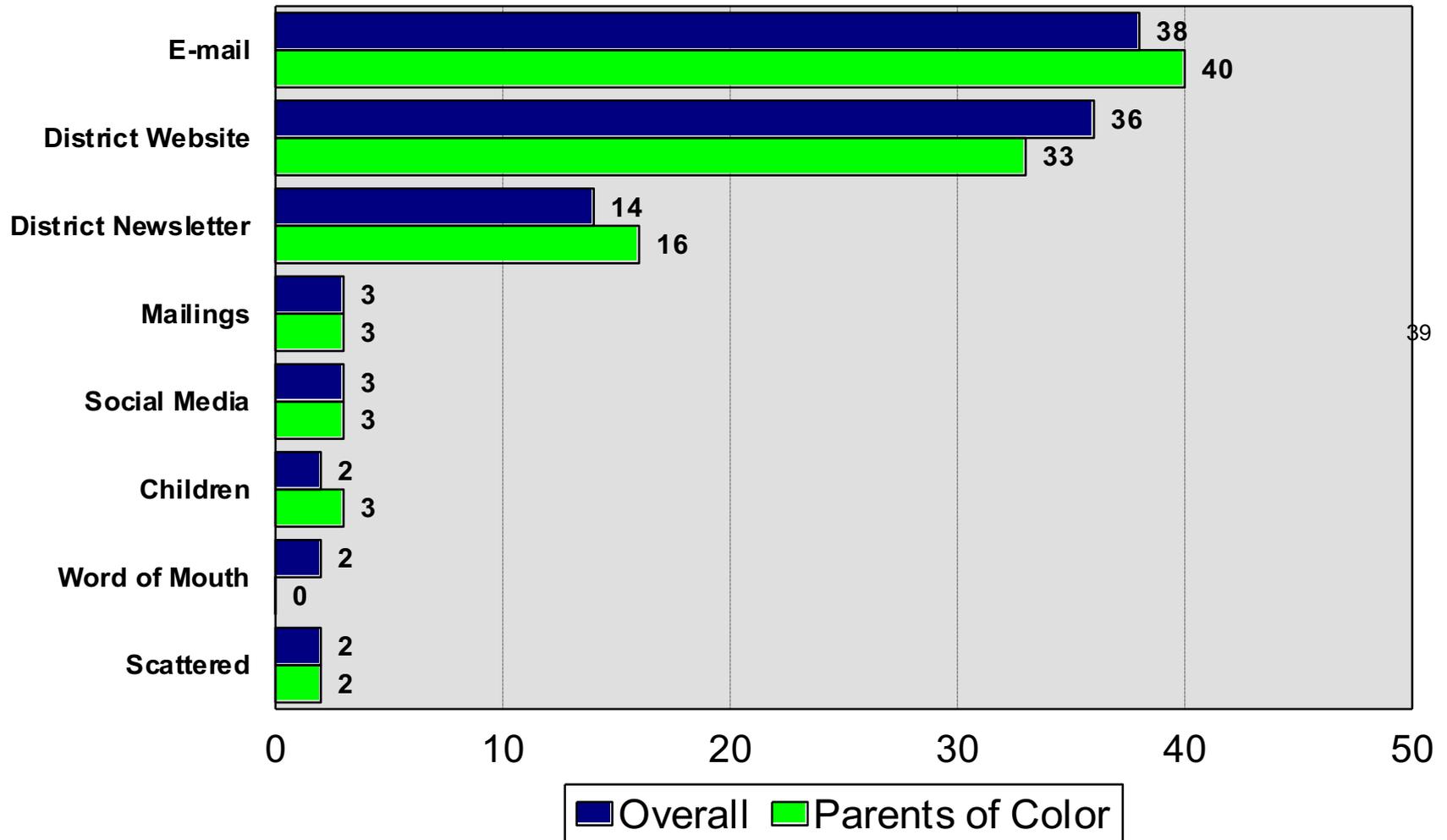
# Informed about District Decisions

2021 Eden Prairie Public Schools Parents



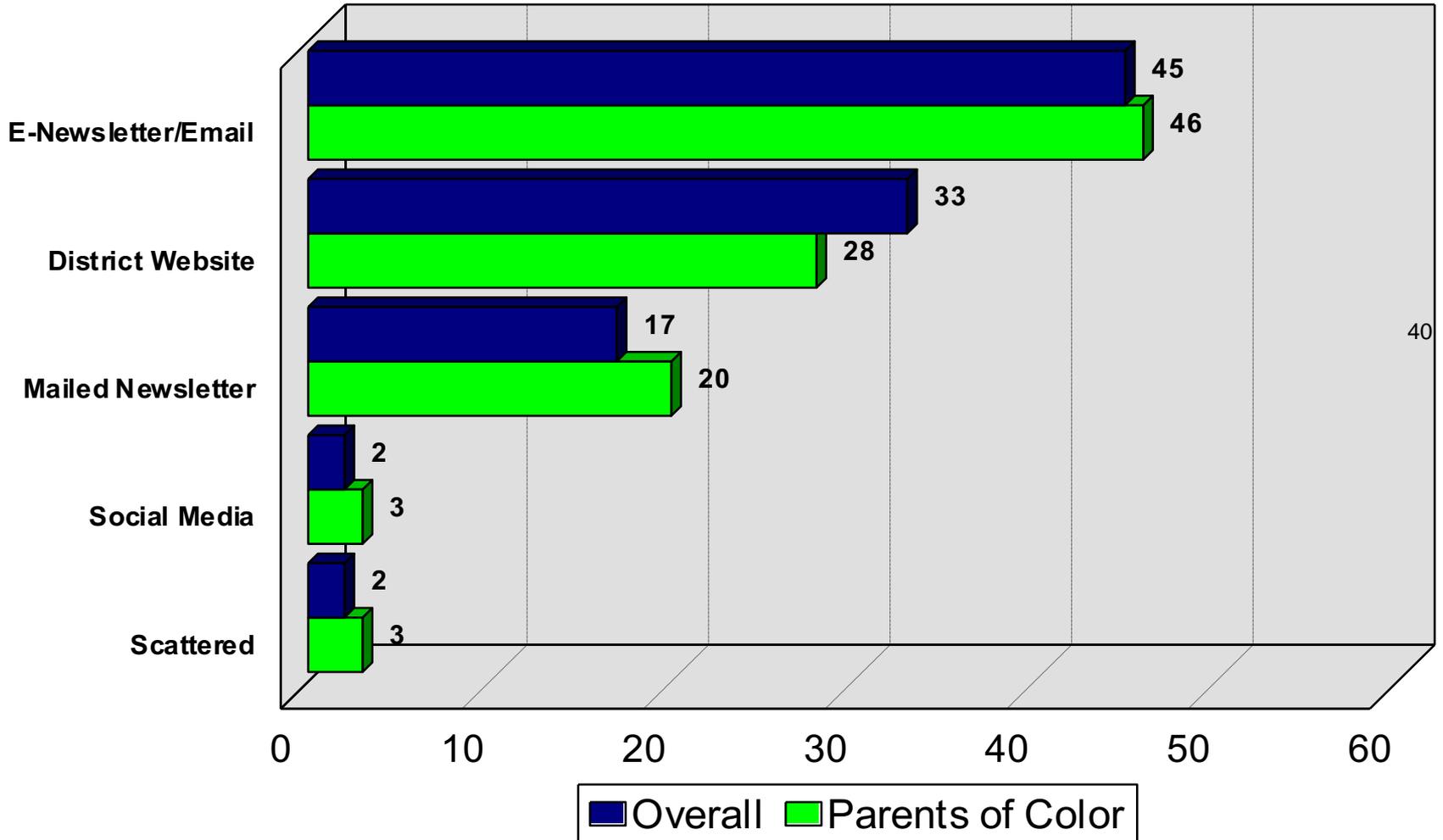
# Primary Source of Information

2021 Eden Prairie Public Schools Parents



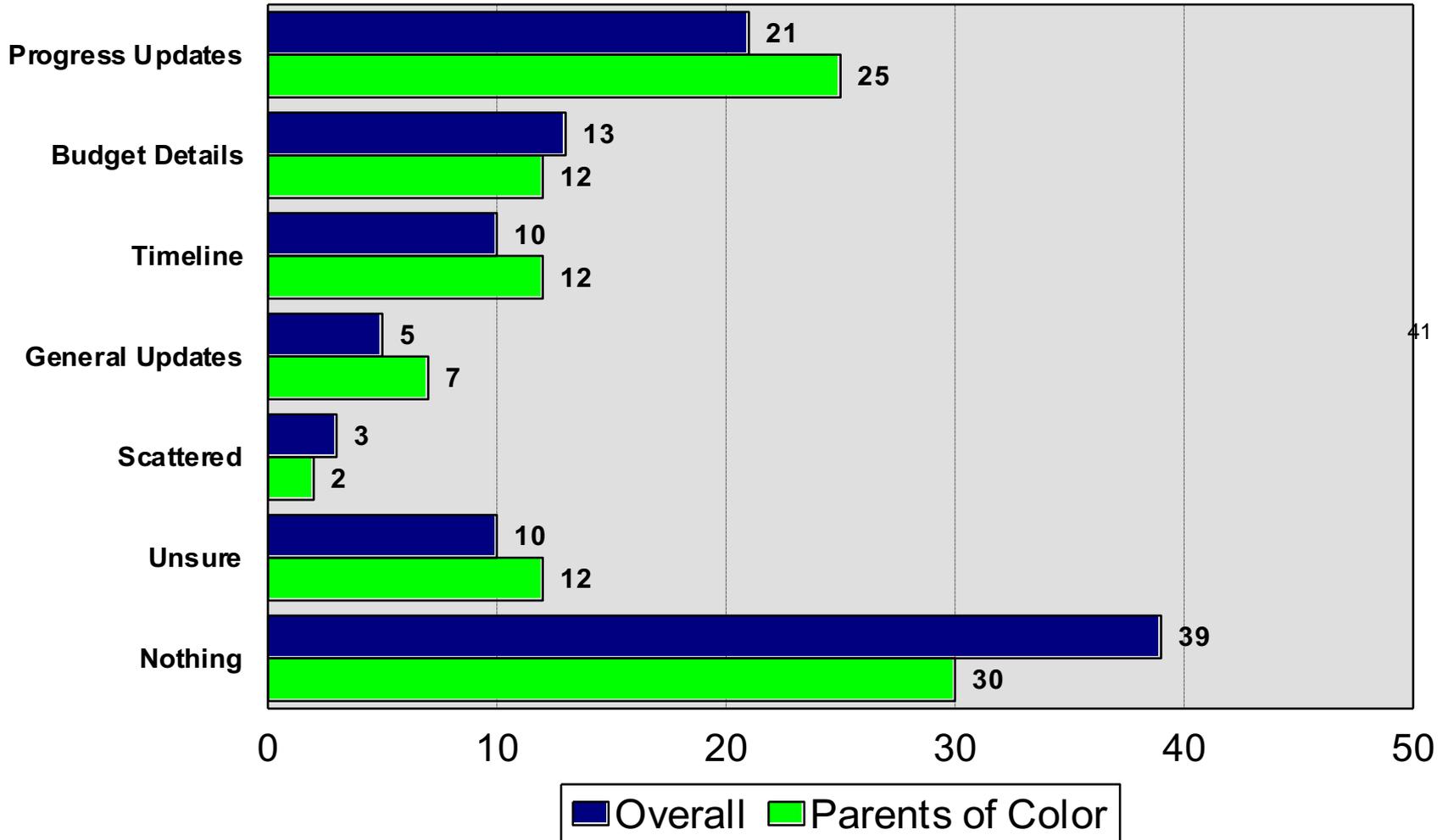
# Most Effective Way

2021 Eden Prairie Public Schools Parents



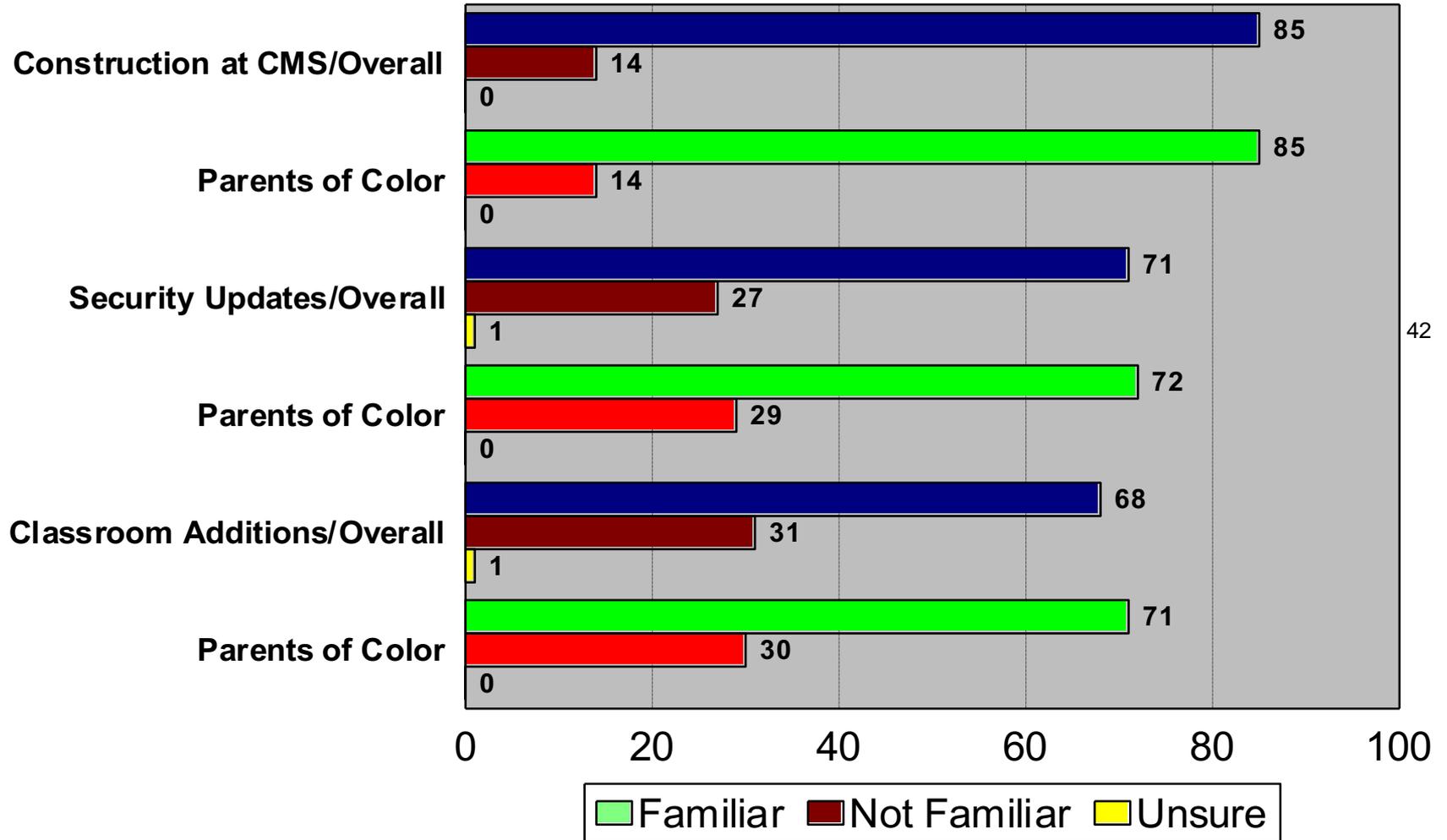
# Interest in Bond Referendum Information

2021 Eden Prairie Public Schools Parents



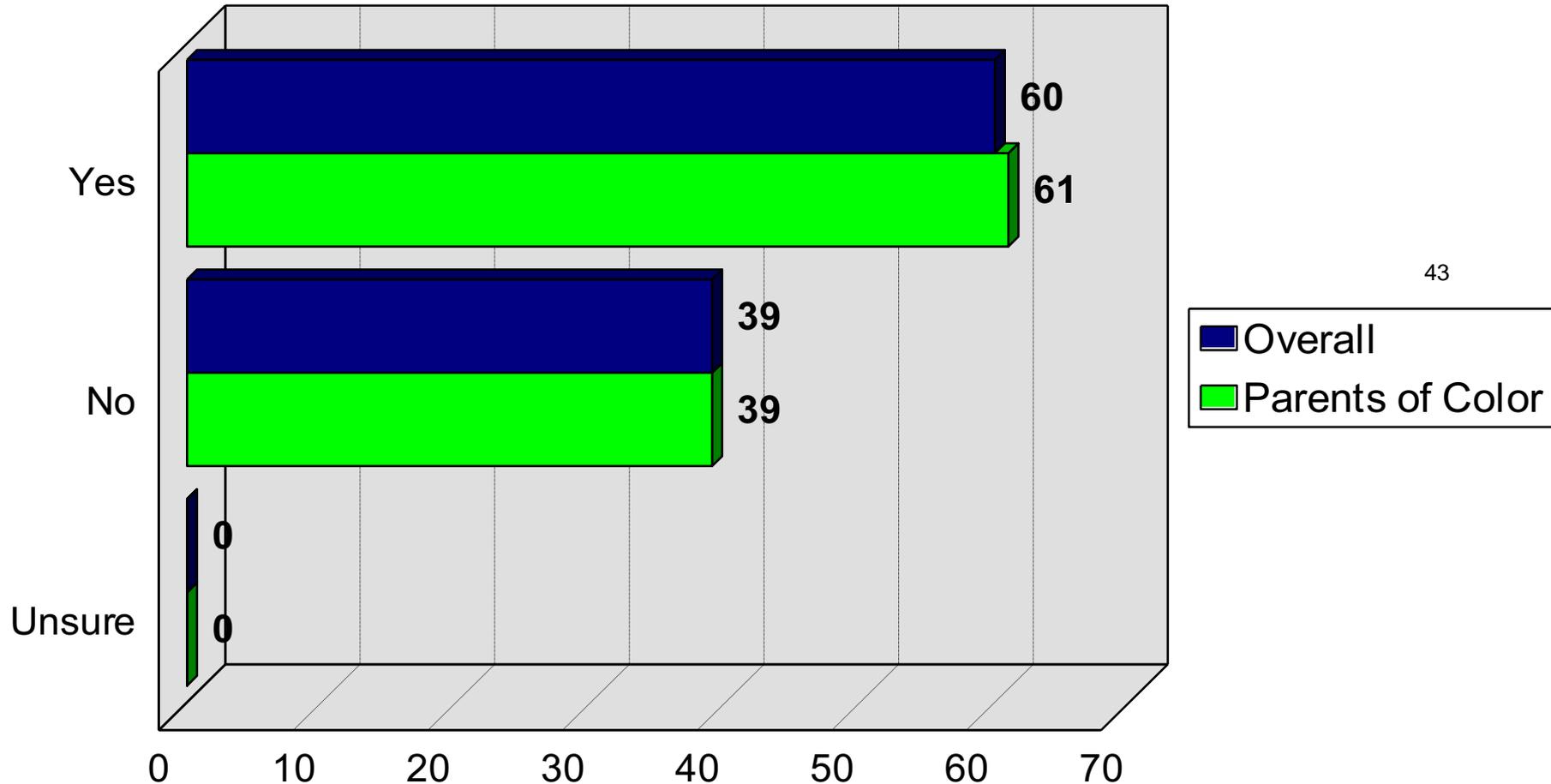
# Familiarity with Bond Components

2021 Eden Prairie Public Schools Parents



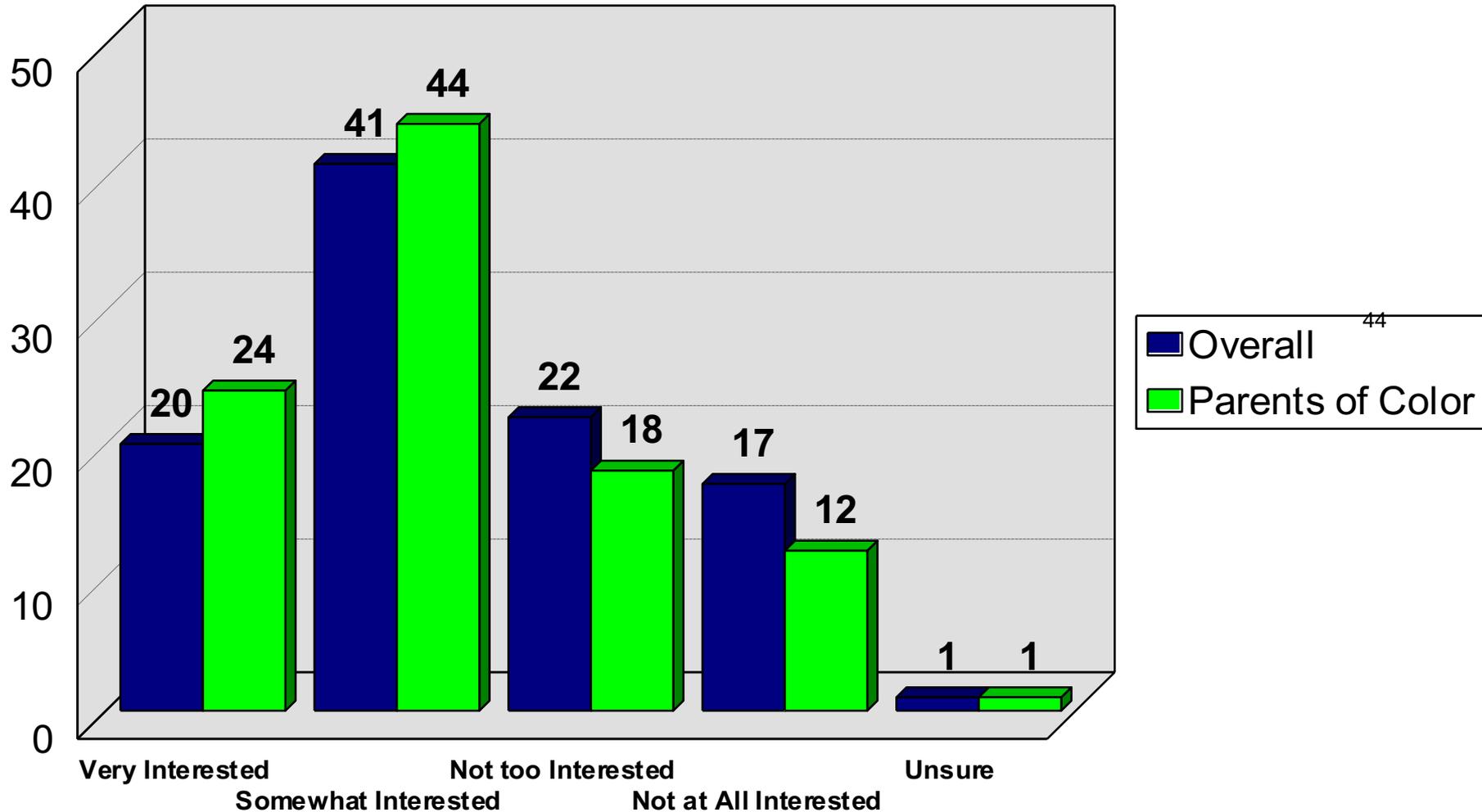
# Awareness Four Year Old Preschool program in Every Elementary School

2021 Eden Prairie Public Schools Parents



# Interest in Guided Tour at CMS

2021 Eden Prairie Public Schools Parents





<ul style="list-style-type: none"> <li>c. Senior Director of Student Support Services*</li> <li>d. Executive Director of Business Services</li> <li>e. Executive Director of Human Resources</li> <li>f. Senior Director of Personalized Learning and Teaching*</li> <li>g. Senior Director of Communications and Community Relations</li> </ul> <p><i>*Position Description Requires a Minnesota District Superintendent License or person currently holding the position is Licensed as a District Superintendent in Minnesota.</i></p>	
<p><b>Justification:</b></p> <ol style="list-style-type: none"> <li>1. MN Statute 123B.143 SUPERINTENDENT. Subdivision 1. Contract; duties. All districts maintaining a classified secondary school must employ a superintendent who shall be an ex officio non-voting member of the school board.             <ol style="list-style-type: none"> <li>a. The succession list (#2 above) contains at least two current administrators with District Superintendent certification.</li> </ol> </li> <li>2. The Associate Superintendent, executive directors and senior directors are knowledgeable of all major district processes.             <ol style="list-style-type: none"> <li>a. These major processes are; educational programs, community education, family education, business services, technology, food services, facilities, human resources, communication and transportation. They are knowledgeable due to weekly cabinet meetings routinely held throughout the year. These meetings consist of regular discussion, problem solving, and decision making, communication or strategic planning for all major processes within the system.</li> </ol> </li> <li>3. The Associate Superintendent, executive directors and senior directors are knowledgeable regarding Eden Prairie school governance and able to follow the correct process for communication and implementation with the board.             <ol style="list-style-type: none"> <li>a. All members of the Superintendent's cabinet are involved in writing the policies and are familiar with all Ends, Executive Limitations, Board Management Delegation and Governance Process Policies. They are also active in writing and reporting on all Monitoring Reports. The superintendent's cabinet members work in partnership with the board governance subcommittee.</li> </ol> </li> <li>4. The Associate Superintendent, executive directors and senior directors are fully trained and licensed in their respective fields and have extensive leadership, supervision and organizational development experience.             <ol style="list-style-type: none"> <li>a. Degrees, licensure or training for these staff members is available upon request.</li> </ol> </li> </ol>	46

<p>5. The members of the Superintendent’s cabinet are fully trained to activate and lead the District Crisis Center (DCC).</p> <p>a. The Superintendent’s cabinet and their immediate subordinates have participated in the development of the plan itself and have participated in emergency planning exercises and drills. They have participated in debrief sessions following the drills.</p>	
<p><b>Measurement Plan:</b></p> <p>1. The School Board will review EL 2.1 annually.</p> <p>2. If enacted, the effectiveness of this plan will be reviewed in debrief fashion by the School Board Chair and Vice Chair and findings reported to the Board.</p>	
<p><b>Evidence:</b></p> <p>1. The school board has reviewed 2.1 annually.</p> <p>2. The succession plan was not enacted during the time of monitoring.</p>	
<p><b>Statement of Assertion:</b></p> <p>Report is Reasonable and Evidence supports the Operational Interpretation.</p>	47
<p>Board member’s summarizing comments:</p>	

**Eden Prairie School District 272  
Superintendent Monitoring Report**

Policy Name: <b>EL 2.2 Treatment of Students</b>	Monitoring Time Frame: July 1, 2019 <del>20</del> - June 30, 2020 <del>21</del>	Policy Monitoring Column <b>FOR BOARD USE ONLY</b> Compliance rating: <ul style="list-style-type: none"> <li>● OI is/is not reasonable</li> <li>● Data does/does not provide adequate evidence of compliance</li> </ul> <i><b>Include specific evidence for rating conclusion and recommendations.</b></i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: August 24 <del>3</del> , 2020 <del>21</del>	
		Board member name: 48
<u><b>Global Constraint:</b></u> <b>The Superintendent shall not cause or allow an educational environment that is unsafe, unwelcoming, inequitable, disrespectful, unnecessarily intrusive, or that otherwise inhibits the effective learning needs of each student.</b>		<i>(enter rating and reasoning when appropriate)</i>
<u><b>Operational Interpretation:</b></u> A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. (National Dropout Prevention Center/Network)		
<u><b>Justification:</b></u> The District approves, disseminates, reviews, and enforces the following District Policies that are intended to create and support a safe learning environment.  Bullying prohibited .....514 <del>Community notification, predatory offenders .....906 (outdated policy)</del>		

<ul style="list-style-type: none"> <li>Crisis management plan .....806</li> <li>Hazing prohibited.....526</li> <li>Healthy school meals .....533</li> <li>Internet acceptable use .....524</li> <li>Removal of student with IEP .....532</li> <li>Student vehicle parking.....527</li> <li>Transportation, nonpublic school students.....708</li> <li>Transportation policy .....709</li> <li>Transportation, public school students.....707</li> <li>Video recording, school bus and building.....711, 712</li> <li>Violence, disruption prohibited.....525</li> <li>Visitors.....903</li> </ul>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. District Policies required by state statute (otherwise known as Mandatory Policies) shall be reviewed and updated by the Superintendent on an annual basis.</li> <li>2. District Policies that are recommended by MSBA or developed locally shall be reviewed and/or updated upon notice of change by MSBA, or at least every three years.</li> </ol>	49
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. <del>In June 2019 policies were assigned to be brought to the board prior to the start of the 2019 school year. A comprehensive annual review of district policies occurred in June 2019 and 103 district policies were updated and approved by the board during the monitoring period.</del> In June 2021 mandatory policies were approved by the School Board. During the monitoring period 8 district policies were updated after review by the Superintendent and cabinet. All 8 district policies were approved by the School Board.</li> <li>2. <del>The School Board adopted one (1) new district policy during the reporting period to maintain compliance with statute requirements.</del> Related to the pandemic the Superintendent and staff brought one policy forward for the School Board to adopt and one policy for deletion during the reporting period.</li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.2.1 Furthermore, the Superintendent shall not: Allow students to be unprotected against violence or harassment.</b></p>	
<p><u>Operational Interpretation:</u> The policy of the school district is to maintain a learning 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. (District Policy 413: Harassment and Violence) Fostering positive, meaningful relationships between staff and students and promoting welcoming learning environments are critical components of a safe school.</p>	
<p><u>Justification:</u> State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). District Policy 413: Harassment and Violence complies with that statutory requirement and addresses the classifications protected by the MHRA and/or federal law. One hundred percent compliance with this policy is the district’s goal; however, it is improbable that all instances of harassment or violence will be mitigated throughout the district during a calendar year. Districts should ensure research informed practices are in place to prevent as many incidents as possible and be prepared to respond effectively and appropriately when incidents do occur by having appropriate policies and established procedures. Furthermore, district efforts should reflect a focus on creating positive, predictable, and responsive school environments for the purpose of increasing student access to learning as a means of preventing, mitigating, and eliminating acts of harassment or violence.</p>	50
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. Systemic efforts to mitigate incidents related to harassment and violence in the school setting and to comply with Policy 413 shall be reported.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. District policies 413 was reviewed during the reporting period. No updates were found to be necessary. <del>District policies 413 was reviewed and updated during the reporting period.</del></li> <li>2. Processes and procedures are in place and communicated so that reports or complaints can be appropriately investigated and addressed, as it relates to policy 413.</li> </ol>	

3. Systemic and proactive efforts to mitigate incidents related to harassment and violence in the school setting also took place throughout the monitoring period.
  - a. Student handbooks approved by the School Board on July 27, 2020 included the district policies on violence harassment and the consequences for failure to abide by the prohibitions as listed.
  - b. We follow the triennial legislative requirement for all staff to participate in a training to ensure understanding of the Safe & Supportive Schools Act, EPS Bullying Prevention Policy, and relevant strategies to support student behavior in all of our buildings and settings.
  - c. Principals, Associate Principals, Deans, staff, and security personnel provide student supervision and take appropriate actions when student behavior is contrary to Policy 506 Student Behavior and/or the Student Handbook.
  - d. The District contracts with the Eden Prairie Police for School Liaison Officers to further enforce and provide security within our school buildings and at selected school events.
  - e. The human resources department provides training on how to recognize and report sexual, racial, and religious harassment and violence to all new employees within thirty (30) days of their hire date. In addition to the new hire training, the transportation and buildings/grounds staff are re-trained annually (spring/summer).
  - f. ~~As of Spring, 2020, a~~ All of our school sites have participated in the MDE-supported Positive Behavior Interventions and Supports (PBIS) training. A plan is in place to support ongoing implementation of this framework in all EP schools. PBIS is a research-based framework to strengthen the climate and culture by proactively teaching school expectations of the school community, reinforcing positive behaviors, emphasizing relationship development, and being responsive to negative behaviors. These elements have been shown to support successful school interactions for all students and reduce undesired behavior. Strategies within this framework are selected and implemented based on observed student needs and are modified as needs evolve. These proactive, research-based steps are designed to eliminate incidents of harassment or violence.
  - g. Throughout the ~~2019-2020~~2020-2021 school year, site teams have focused on restorative practices to proactively build relationships and to responsively address inappropriate behaviors, **while being attentive to the unique needs students faced during the COVID-19 pandemic and distance learning**. This work supports a sense of psychological safety at school, addresses accountability for harm done, and re-builds community for all involved.

51

**Statement of Assertion:**

Report is Reasonable and Evidence support the Operational Interpretation

<p><b>2.2.2 Furthermore, the Superintendent shall not: Allow private student data to be unprotected.</b></p>	
<p><u>Operational Interpretation:</u>  The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.</p> <p>State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder. (District Policy 515: Protection and Privacy of Pupil Records)</p> <p>Because much of our student data is housed inside technological systems the district applies industry standard practices to assure students data is reasonably protected.</p>	
<p><u>Justification:</u>  The procedures and policies regarding the protection and privacy of parents and students as provided in District Policy 515: Protection and Privacy of Pupil Records are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, <i>et seq.</i>, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000</p>	<p>52</p>
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following: <ol style="list-style-type: none"> <li>a. That the parent or eligible student has a right to inspect and review the student’s education records and the procedure for inspecting and reviewing education records;</li> <li>b. That the parent or eligible student has a right to seek amendment of the student’s education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights and the procedure for requesting amendment of records;</li> <li>c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;</li> <li>d. That the parent or eligible student has a right to file a complaint with the U.S. Department of</li> </ol> </li> </ol>	

<p>Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;</p> <ul style="list-style-type: none"> <li>e. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and</li> <li>f. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student’s enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal <a href="#">Every Student Succeeds Act</a> <del>No Child Left Behind Act</del> and, if applicable, a student’s history of violent behavior.</li> <li>g. The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English, and shall provide for the need to effectively notify parents or eligible students identified as disabled.</li> </ul> <ul style="list-style-type: none"> <li>2. <a href="#">Any instances of non-compliance found to be valid through a third party official government agency will be reported.</a></li> <li>3. <a href="#">Technological safeguards are in place to protect student data that are aligned with industry standards.</a></li> </ul>	53
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>1. The school district provided parents and eligible students currently in attendance an annual notice of their rights (per the measurement plan) via the student handbooks distributed and/or accessible by each student at the beginning of the <del>2019-2020</del>2020-2021 school year or upon later registration in the District, through the District and school websites, and the <i>Parent Post</i> e-newsletter. That notice reflected the elements of a-g listed in the measurement plan. <a href="#">In addition, parents or eligible students identified as disabled receive an annual notice of the procedural safeguards that clarify all due process rights including data privacy.</a></li> <li>2. There were no instances indicating an outside governmental agency finding of non-compliance with the MN Student Data Privacy Act during the reporting period.</li> <li>3. <a href="#">The technology department has internal procedures, processes, and controls in place to mitigate risk of security incidents. Procedures are guided by the National Institute of Standards and Technology (NIST) <u>Cyber Security Framework (CSF)</u>, which has been widely adopted by both public and private sector organizations throughout the United States. The NIST CSF provides a framework for cybersecurity management, including asset identification, information and system protection, threat detection, incident response, and recovery. Our approach leverages NIST <u>Special Publication 800-53</u>, and the <u>CIS Controls</u> which provide a catalog of security and privacy controls for information systems and organizations. Some examples of current controls include:</a></li> </ul>	

<ul style="list-style-type: none"> <li>a. Use of hardened baseline system configurations</li> <li>b. Implementation of endpoint security tools (anti-virus, EDR, content filtering, secure web gateway, application control)</li> <li>c. Security assessments against NIST standards and CIS controls</li> <li>d. Monthly internal and external system vulnerability assessments (passive and credentialed)</li> <li>e. Incident response plan with incident response playbooks for detailed procedures</li> <li>f. System continuity plan/Disaster recovery plan</li> <li>g. Data backup and retention in our primary data center, secondary data center, and archive to a cloud system for multiple recovery modes</li> <li>h. SaaS backup system for cloud-based systems and data</li> <li>i. Provide employee training on social engineering tactics (phishing, vishing, spoofing, etc.); Use phishing simulation to allow staff to practice their security awareness skills.</li> </ul>	54
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.2.3 Furthermore, the Superintendent shall not: Unfairly or inequitably identify and address student behavior violations.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. I interpret “shall not unfairly identify” student behavior violations to mean the District student discipline policy adequately describes those behaviors or actions for which any student could reasonably expect an appropriate and consistent official action from a school staff member or administrator.</li> <li>2. I interpret “shall not inequitably address” to mean that there is a District expectation that administration and staff enforce the student discipline policy and apply it equitably and consistently to all students in response to the identified student conduct violation. This includes an expectation of consistency regarding the severity of the consequence, regardless of the student’s demographic designation.</li> <li>3. Failure to fairly or equitably identify and address student behavior is referred to as “disproportionality”.</li> </ol>	

<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. District Policy 506 Student Discipline was adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.</li> <li>2. Disproportionality: Suspension is associated with negative outcomes for society in general. Skiba and colleagues have found that suspension is applied disproportionately to students who are older, male, from low socio-economic background, are a racial/ethnic minority, or have been identified with a disability. Specifically, students of a minority background are suspended more often, for less serious and more subjective behaviors, and with more serious consequences (Mendez &amp; Knoff, 2003). Instead of supporting students with risk factors, suspension often increases the disparity between student groups.  <i>“Disproportionate Minority Representation in Suspension and Expulsion in Minnesota Public Schools: A report from the Minnesota Department of Education (<a href="http://tinyurl.com/jwvr7rp">http://tinyurl.com/jwvr7rp</a>).</i></li> </ol>	
<p><u>Measurement Plan:</u></p> <p>The Disciplinary Incident Reporting System (DIRS) enables both the Minnesota Department of Education and our school district to comply with state and federal reporting requirements. DIRS is a web-based, password-protected system through which all public-school districts must report disciplinary incidents that result in either suspension or expulsion.</p> <p>Minnesota Statutes, section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, including incidents involving dangerous weapons, that occur in Minnesota public schools. Data for this report is obtained from MDE’s Disciplinary Incident Report System (DIRS).</p> <ol style="list-style-type: none"> <li>1. Eden Prairie Schools submits its DIRS data each July to the Minnesota Department of Education. Longitudinal and current year data from this report shall be used in the monitoring report.</li> <li>2. Intentional and research informed actions to prevent inequitable practices and responses to student behavior shall be reported during monitoring.</li> </ol>	55
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. The data included in this report is from the FY 2020 DIRS report to MDE.       <ol style="list-style-type: none"> <li>1. Number of expulsions in <del>2019-2020-21</del> = 0 students</li> <li>2. Out-of-School Suspensions by MDE <u>demographic</u></li> <li>3. <u>During the 2020-21 school year, the learning model consisted of in-person, hybrid and distance learning. Due to time in Distance Learning, the number of OSS incidents was very small</u></li> </ol> </li> </ol>	

comparatively (34). Therefore, small changes in the number by student group can result in large changes in percentages, which may be difficult to compare to previous school years.

OSS Incidents by Special Education Status	2018-2019			2019-2020			2020-2021		
	220 total incidents by 176 students			115 total incidents by 102 students			34 total incidents by 29 students		
	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
<b>Special Education</b>	<b>29.54%</b>	<b>28.41%</b>	<b>10.96%</b>	<b>23.48%</b>	<b>23.53%</b>	<b>9.43%</b>	<b>47.06%</b>	<b>41.38%</b>	<b>9.88%</b>
	(65 of 220 incidents)	(50 of 176 students)	(960 of 8757 students)	(27 of 115 incidents)	(24 of 102 students)	(813 of 8618 students)	(16 of 34 incidents)	(12 of 29 students)	(834 of 8438)

OSS Incidents by Race	2018-2019			2019-2020			2020-2021		
	220 total incidents by 176 students			115 total incidents by 102 students			34 total incidents by 29 students		
	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
<b>American Indian</b>	<b>0%</b>	<b>n/a*</b>	<b>0.34%</b>	<b>0%</b>	<b>0%</b>	<b>0.28%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.30%</b>
	(0 of 220 incidents)	(<10 of 176 students)	(30 of 8757 students)	(0 of 115 incidents)	(0 of 102 students)	(24 of 8618 students)	(0 of 34 incidents)	(0 of 29 students)	(25 of 8438 students)
<b>Asian</b>	<b>0%</b>	<b>n/a*</b>	<b>13.87%</b>	<b>n/a*</b>	<b>n/a*</b>	<b>14.72%</b>	<b>2.94%</b>	<b>3.45%</b>	<b>14.68%</b>
	(0 of 220 incidents)	(<10 of 176 students)	(1215 of 8757 students)	(<10 of 115 incidents)	(<10 of 102 students)	(1269 of 8618 students)	(1 of 34 incidents)	(1 of 29 students)	(1239 of 8438 students)
<b>Black</b>	<b>48.64%</b>	<b>46.60%</b>	<b>14.61%</b>	<b>35.65%</b>	<b>35.29%</b>	<b>15.05%</b>	<b>26.47%</b>	<b>31.03%</b>	<b>16.26%</b>
	(107 of 220 incidents)	(82 of 176 students)	(1279 of 8757)	(41 of 115 incidents)	(36 of 102 students)	(1297 of 8618)	(9 of 34 incidents)	(9 of 29 students)	(1372 of 8438)

			students)			students)			students)
<b>Hispanic</b>	<b>11.36%</b>	<b>11.36%</b>	<b>8.48%</b>	<b>16.52%</b>	<b>16.67%</b>	<b>8.69%</b>	<b>14.71%</b>	<b>17.24%</b>	<b>8.82%</b>
	(25 of 220 incidents)	(20 of 176 students)	(743 of 8757 students)	(19 of 115 incidents)	(17 of 102 students)	(749 of 8618 students)	(5 of 34 incidents)	(5 of 29 students)	(744 of 8438 students)
<b>White</b>	<b>28.63%</b>	<b>30.11%</b>	<b>56.93%</b>	<b>28.70%</b>	<b>31.37%</b>	<b>55.34%</b>	<b>41.18%</b>	<b>31.03%</b>	<b>53.63%</b>
	(63 of 220 incidents)	(53 of 176 students)	(4985 of 8757 students)	(33 of 115 incidents)	(32 of 102 students)	(4769 of 8618 students)	(14 of 34 incidents)	(9 of 29 students)	(4525 of 8438 students)
<b>Native Hawaiian / Pacific Islander</b>	<b>0%</b>	<b>0%</b>	<b>0.09%</b>	<b>0%</b>	<b>0%</b>	<b>0.08%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.11%</b>
	(0 of 220 incidents)	(0 of 176 students)	(8 of 8757 students)	(0 of 115 incidents)	(0 of 102 students)	(7 of 8618 students)	(0 of 34 incidents)	(0 of 29 students)	(9 of 8438 students)
<b>Two or More Races</b>	<b>6.81%</b>	<b>6.82%</b>	<b>5.64%</b>	<b>11.30%</b>	<b>8.82%</b>	<b>5.84%</b>	<b>14.71%</b>	<b>17.24%</b>	<b>6.21%</b>
	(15 of 220 incidents)	(12 of 176 students)	(494 of 8757 students)	(13 of 115 incidents)	(<10 of 102 students)	(503 of 8618 students)	(5 of 34 incidents)	(5 of 29 students)	(524 of 8438 students)

\* subgroups with fewer than 10 students (<10) were not enumerated to preserve anonymity; corresponding percentages are shown as not applicable (n/a)

<b>OSS Incidents by Special Education Status</b>	<b>2017-2018</b>			<b>2018-2019</b>			<b>2019-2020</b>		
	<b>309 total incidents by 215 students</b>			<b>220 total incidents by 176 students</b>			<b>115 total incidents by 102 students</b>		
	<b>Percentage of OSS Incidents</b>	<b>Percentage of Students with OSS Incident(s)</b>	<b>Percentage of Total Student Body</b>	<b>Percentage of OSS Incidents</b>	<b>Percentage of Students with OSS Incident(s)</b>	<b>Percentage of Total Student Body</b>	<b>Percentage of OSS Incidents</b>	<b>Percentage of Students with OSS Incident(s)</b>	<b>Percentage of Total Student Body</b>
<b>Special Education</b>	<b>31.71%</b>	<b>28.37%</b>	<b>10.16%</b>	<b>29.54%</b>	<b>28.41%</b>	<b>10.96%</b>	<b>23.48%</b>	<b>23.53%</b>	<b>9.43%</b>
	(98 of 309 incidents)	(61 of 215 students)	(890 of 8762 students)	(65 of 220 incidents)	(50 of 176 students)	(960 of 8757 students)	(27 of 115 incidents)	(24 of 102 students)	(813 of 8618 students)

OSS Incidents by Race	2017-2018			2018-2019			2019-2020		
	309 total incidents by 215 students			220 total incidents by 176 students			115 total incidents by 102 students		
	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body	Percentage of OSS Incidents	Percentage of Students with OSS Incident(s)	Percentage of Total Student Body
<b>American Indian</b>	n/a*	n/a*	0.41%	0%	n/a*	0.34%	0%	0%	0.28%
	(<10 of 309 incidents)	(<10 of 215 students)	(36 of 8762 students)	(0 of 220 incidents)	(<10 of 176 students)	(30 of 8757 students)	(0 of 115 incidents)	(0 of 102 students)	(24 of 8618 students)
<b>Asian</b>	0%	n/a*	13.78%	0%	n/a*	13.87%	n/a*	n/a*	14.72%
	(0 of 309 incidents)	(<10 of 215 students)	(1207 of 8762 students)	(0 of 220 incidents)	(<10 of 176 students)	(1215 of 8757 students)	(<10 of 115 incidents)	(<10 of 102 students)	(1269 of 8618 students)
<b>Black</b>	50.16%	48.84%	13.46%	48.64%	46.60%	14.61%	35.65%	35.29%	15.05%
	(155 of 309 incidents)	(105 of 215 students)	(1179 of 8762 students)	(107 of 220 incidents)	(82 of 176 students)	(1279 of 8757 students)	(41 of 115 incidents)	(36 of 102 students)	(1297 of 8618 students)
<b>Hispanic</b>	7.11%	8.37%	8.16%	11.36%	11.36%	8.48%	16.52%	16.67%	8.69%
	(22 of 309 incidents)	(18 of 215 students)	(715 of 8762 students)	(25 of 220 incidents)	(20 of 176 students)	(743 of 8757 students)	(19 of 115 incidents)	(17 of 102 students)	(749 of 8618 students)
<b>White</b>	28.80%	28.84%	58.55%	28.63%	30.11%	56.93%	28.70%	31.37%	55.34%
	(89 of 309 incidents)	(62 of 215 students)	(5130 of 8762 students)	(63 of 220 incidents)	(53 of 176 students)	(4985 of 8757 students)	(33 of 115 incidents)	(32 of 102 students)	(4769 of 8618 students)
<b>Native Hawaiian / Pacific Islander</b>	0%	0%	0%	0%	0%	0.09%	0%	0%	0.08%
	(0 of 309 incidents)	(0 of 215 students)	(0 of 8618 students)	(0 of 220 incidents)	(0 of 176 students)	(8 of 8757 students)	(0 of 115 incidents)	(0 of 102 students)	(7 of 8618 students)

<b>Two or More Races</b>	<b>9.38%</b> (29 of 309 incidents)	<b>7.91%</b> (17 of 215 students)	<b>5.54%</b> (485 of 8762 students)	<b>6.81%</b> (15 of 220 incidents)	<b>6.82%</b> (12 of 176 students)	<b>5.64%</b> (494 of 8757 students)	<b>11.30%</b> (13 of 115 incidents)	<b>8.82%</b> (<10 of 102 students)	<b>5.84%</b> (503 of 8618 students)
<b>Undefined</b>	<b>0%</b> (0 of 309 incidents)	<b>0%</b> (0 of 215 students)	<b>0%</b> (0 of 8618 students)	<b>0%</b> (0 of 220 incidents)	<b>0%</b> (0 of 176 students)	<b>0.03%</b> (3 of 8757 students)	<b>0%</b> (0 of 115 incidents)	<b>0%</b> (0 of 102 students)	<b>0%</b> (0 of 8618 students)
<b>All</b>	<b>100%</b> (309 of 309 incidents)	<b>100%</b> (215 of 215 students)	<b>100%</b> (8762 of 8762 students)	<b>100%</b> (220 of 220 incidents)	<b>100%</b> (176 of 176 students)	<b>100%</b> (8757 of 8757 students)	<b>100%</b> (115 of 115 incidents)	<b>100%</b> (102 of 102 students)	<b>100%</b> (8618 of 8618 students)

\* subgroups with fewer than 10 students (<10) were not enumerated to preserve anonymity; corresponding percentages are shown as not applicable (n/a)

## 2. Intentional and Research Informed Actions:

Administrators continued to receive and provide training in the Tools of the Cultural Proficiency, part of a research informed framework to support culturally competent and equitable responses to students. This includes consideration of language barriers and cultural communication differences. Positive behavior interventions & supports is also a research informed framework that supports equitable practices.

These practices are intentionally designed to support social-emotional learning proactively and in response to challenging behavior. One component of these supports is restorative practices.

- ~~1. Administrators received training in restorative practices in October 2019, January 2020, and June 2020.~~
- ~~2. Administrative collaboration with other districts to learn about prevention of and response to disproportionality in discipline over 4 meetings between August 2019 and February 2020.~~
3. 1. Administration **and site PBIS teams** periodically reviewed discipline data, including ongoing monitoring of individual student needs to ensure interventions were effectively impacting each student's behavior.
4. 2. Administrators engaged in training on the Tools of Cultural proficiency ~~during 6 meetings between August 2019 and June 2020~~ **in monthly leadership meetings, embedding the Tools into the planning for each district initiative.**
5. 3. Building PBIS Teams ~~received training in~~ **engaged in action planning to embed** restorative practices **into**

<p>their PBIS site plans in <del>June</del> August 2020.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.2.4 Furthermore, the Superintendent shall not: Hire paid personnel without first completing an appropriate background check.</b></p>	
<p><u>Operational Interpretation:</u> The purpose of Policy 404 Employment Background Checks is to maintain a safe educational environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district.</p>	
<p><u>Justification:</u> State Statute (123B.03) requires school districts to conduct criminal background checks on all employees.</p>	<p>60</p>
<p><u>Measurement Plan:</u> Compliance is demonstrated by consistent application of Policy 404 Employment Background Checks.</p>	
<p><u>Evidence:</u> All paid personnel who were newly employed by the District during the reporting period completed an appropriate background check prior to hire.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.2.5 Furthermore, the Superintendent shall not: Allow any volunteer unsupervised time with students without first completing an appropriate background check.</b></p>	
<p><u>Operational Interpretation:</u>  Parent involvement is an important aspect of Eden Prairie Schools as it helps create a sense of community where our students, staff, parents, and community members work together to ensure the success of all students. Eden Prairie Schools offers many opportunities for parents and community members to be involved in our schools. To that end, the school district will seek a criminal history background check for all volunteers using the following criteria:</p> <ol style="list-style-type: none"> <li>1. Will the person have significant student contact (such as one-on-one contact with students, driving, and overnight field trips)?</li> <li>2. Does the volunteer work require a significant amount of time alone with students with a low level of staff supervision (such as volunteer coaches or mentors)?</li> </ol>	
<p><u>Justification:</u>  State Statute (123B.03) requires school districts to conduct criminal background checks on all employees, student activities staff, and student activities volunteers (with the exception of <i>enrolled</i> student volunteers).</p>	61
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. If the decision matrix listed above indicates that a background check is necessary, the background check process is required, and the Human Resources Department and the responsible staff member review its results. If there are no concerns, the responsible staff member contacts the potential volunteer.</li> <li>2. If the decision matrix indicates that a background check is not necessary and there are no concerns voiced by school personnel, the responsible staff member contacts the potential volunteer as appropriate.</li> </ol>	
<p><u>Evidence:</u>  The school district conducted criminal background checks on all volunteers (with the exception of <i>enrolled</i> student volunteers) per the Operational Interpretation during the reporting period <a href="#">demonstrating compliance of components 1 and 2 of the measurement plan.</a></p>	
<p><u>Statement of Assertion:</u>  Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.2.6 Furthermore, the Superintendent shall not: Neglect to assure an equitable system for access to academic programming.</b></p>	
<p><u>Operational Interpretation:</u>  Educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systematic, and focused on the core of the teaching and learning process. (Source: Northwest Regional Education Laboratory).  <b>Equity</b> is defined as: fairness, justice, and impartiality.  <b>Equal Access</b> means impartiality in opportunity.  <b>Equal Educational Opportunities</b> means providing appropriate resources, opportunities, and treatment for each student.</p>	
<p><u>Justification:</u>  The four key action components that ensure educational excellence by incorporating equitable and effective school practices are:</p> <p><b>Access:</b> Educational institutions must ensure every student has an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, and extracurricular and curricular programs.</p> <p><b>Instruction:</b> Educational institutions must use instructional practices that promote positive images of diverse groups and a strong commitment to an equitable approach to teaching and learning.</p> <p><b>Materials:</b> Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language.</p> <p><b>Assessment:</b> Educational institutions must account for variances in student learning styles and cultural backgrounds, and align assessment with school curricula, instruction, and systemic improvement goals.</p>	62
<p><u>Measurement Plan:</u>  This policy shall be measured against the four key components (Access, Instruction, Materials, Assessment) listed in the justification of this policy.</p>	

**Evidence:**

1. Access:

AP Course Enrollment	2018-2019			2019-2020			2020-2021*		
	Unduplicated Count			Unduplicated Count			Unduplicated Count		
Ethnicity	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP
American Indian	1	19	5.30%	2	15	13.33%	2	17	11.76%
Asian	215	428	50.20%	242	460	52.61%	295	440	67.05%
Black	53	479	11.10%	65	436	14.91%	100	476	21.01%
Hispanic	36	235	15.30%	39	220	17.73%	57	235	24.26%
White	620	1,955	31.70%	598	1751	34.15%	759	1661	45.70%
Grand Total	926	3,129	29.60%	948	2887	32.84%	1215	2835	42.86%

\*Data retrieved from Infinite Campus enrollment records based on Dec. 1 enrollment counts.

K-6 Gifted/Talented	2018-2019				2019-2020				2020-2021*			
	% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT	
Ethnicity	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
American Indian	0.50%	0.50%	0.70%	0.10%	0.43%	0.50%	0.76%	0.19%	0.37%	0.44%	0.42%	0.00%
Asian	8.40%	8.60%	11.20%	10.90%	8.51%	8.94%	13.55%	11.45%	8.05%	8.28%	14.14%	12.27%
Black	10.10%	9.00%	5.90%	5.50%	10.00%	8.66%	5.92%	4.77%	9.66%	8.75%	3.95%	3.53%
Hispanic	4.00%	3.60%	2.50%	1.80%	4.21%	3.33%	1.72%	1.34%	3.92%	3.52%	2.08%	1.46%
White	27.70%	26.80%	34.60%	26.60%	28.49%	26.93%	35.88%	24.43%	29.19%	26.81%	35.76%	26.20%
Total	51.20%	48.80%	55.00%	45.00%	51.64%	48.36%	57.82%	42.18%	51.74%	48.26%	56.55%	43.45%

\*Data retrieved from Infinite Campus enrollment records based on Dec. 1 enrollment counts.

AP Course Enrollment Data	2017-18			2018-19			2019-20*		
	Unduplicated Count			Unduplicated Count			Unduplicated Count		
Ethnicity	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP	# Enrolled in AP Course	Total Enrollment	% Enrolled in AP
American Indian	1	19	5.30%	1	19	5.30%	2	15	13.33%
Asian	231	410	56.30%	215	428	50.20%	242	460	52.61%
Black	68	426	16.00%	53	479	11.10%	65	436	14.91%
Hispanic	42	231	18.20%	36	235	15.30%	39	220	17.73%
White	719	2,030	35.40%	620	1,955	31.70%	598	1751	34.15%
Grand Total	1,061	3,116	34.10%	926	3,129	29.60%	946	2882	32.82%

\*Data retrieved from Infinite Campus enrollment records on 7/27/2020.

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K-6 Gifted/Talented	2017-2018				2018-19				2019-20*			
	% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT		% of Students in District K-6		% of Students in GT	
Ethnicity	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
American Indian	0.50%	0.40%	0.70%	0.10%	0.50%	0.50%	0.70%	0.10%	0.43%	0.50%	0.76%	0.19%
Asian	8.90%	8.60%	11.40%	10.80%	8.40%	8.60%	11.20%	10.90%	8.51%	8.94%	13.55%	11.45%
Black	9.50%	8.80%	6.00%	5.60%	10.10%	9.00%	5.90%	5.50%	10.00%	8.66%	5.92%	4.77%
Hispanic	3.60%	3.70%	1.60%	2.00%	4.00%	3.60%	2.50%	1.80%	4.21%	3.33%	1.72%	1.34%
White	28.30%	27.60%	34.80%	27.10%	27.70%	26.80%	34.60%	26.60%	28.49%	26.93%	35.88%	24.43%
Total	50.80%	49.20%	54.50%	45.50%	51.20%	48.80%	55.00%	45.00%	51.64%	48.36%	57.82%	42.18%

\*Data retrieved from Infinite Campus enrollment records on 7/27/2020.

1. Instruction:

- ~~A. Sheltered Instruction Observation Protocols (SIOP): research based and validated model of sheltering instruction for English Language Learners. English Language learning standards (referred to as WIDA) are followed for supporting development of speaking, listening, reading and writing in English for students whose home language is not English.~~
- B. All Eden Prairie Schools employees completed a Culturally Responsive Practices online course.
- C. The Tools of Cultural Proficiency build racial and cultural awareness and capacity toward culturally responsive teaching, focused on eliminating the racial achievement gap.
- D. Kinder Camp: August camp for students transitioning into kindergarten, focused on children who have not had a preschool experience and/or may not yet be kindergarten ready. Opportunity for informal evaluation to target instruction earlier in the school year and make the most appropriate placement decisions for the student and family.
- ~~E. The Brotherhood and Sisterhood — high school organizations for students at risk, under-represented, and/or of color toward outcomes of student engagement, self-advocacy, and successful high school outcomes.~~
- F. Dare 2 Be Real student program in place at the high school. This program promotes, addresses and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness.
- G. Advancement Via Individual Determination (AVID) program implemented in 8 schools.
- H. Eden Prairie High School elective course, Intro to Social Justice, provides students with opportunities to explore their identity, examine system inequities and social justice in the United States.
- I. Eden Prairie High School elective course, Multicultural and Human Relations in Schools, introduces pre-service teachers to core concepts and approaches to multicultural education including issues related to student, family, and community diversity based on culture, language, race, class, gender, sexual identity, and disability.
- J. Eden Prairie High School provides expansive college level courses including Advanced Placement, concurrent enrollment with Normandale and College in the Schools (CIS) with the University of Minnesota.
- K. Eden Prairie High School continues to add courses based on student interest, removing barriers to course enrollment, personal contacts for recruitment, and instructional support provided throughout the course.
- L. The use of the 4Cs (communication, collaboration, creativity, critical thinking) within instruction provides an equitable approach to instruction.

2. Materials

- a. Educational institutions and staff members must review textbooks, audiovisuals, and other materials to minimize bias in content, graphics, pictures, and language
- b. Curriculum Improvement Committee (CIC) program cycle includes diverse perspectives throughout the curriculum review process.

- c. The Tools of Cultural Proficiency guides the selection of curriculum resources and supports the development of district curriculum.
- d. Professional Development focused on the Tools of Cultural Proficiency throughout the system (How do you recognize bias in the curriculum?)
- e. The World's Best Workforce parent advisory group reviews equitable learning opportunities with an emphasis in the area of curriculum, instruction and assessment.

3. Assessment

- a. Professional learning for teachers and administrators on a balanced assessment system and the application of tiered decision making to personalize instruction for each learner.
- b. Continual review of the identification and placement practices for programs that support gifted learners to determine if these practices are equitable and provide equal access to programming at all levels.
- c. AVID (advancement via individual determination) is a set of strategies to help students become college and career ready. A large component of the middle school and high school AVID programming is a requirement that students take enriched or advanced course work. To empower students, AVID offers a series of research-based strategies, structures, and supports to eliminate opportunity gaps and increase success while students engage in challenging work. AVID at the elementary level lays the groundwork for success as students' progress through middle and high school. The AVID strategies have a long track record of benefiting each student, but are particularly effective at helping traditionally underserved students perform at high levels.

Number of Students Receiving AVID Programming			
Site	2018-2019	2019-2020	2020-2021*
CMS Elective (7-8)	104	87	91
EPHS Elective (9-12)	88	107	148
CR Elementary (K-6)	702	628	439
EH Spanish Immersion (K-6)	838	819	800
EL Elementary (K-6)	829	785	544
FH Elementary (K-6)	780	608	389
OP Elementary (K-6)	827	818	484
PV Elementary (K-6)	761	754	547
EP Online (K-6)	n/a	n/a	1082

\*Data retrieved from Infinite Campus enrollment records on 7/26/2021.

Site	2017-18	2018-19	2019-20*
CMS Elective	110 students (7 & 8)	104 students (7 & 8)	87 students (7 & 8)
EPHS Elective	54 students (9-11)	88 students (9-12)	107 students (9-12)
EL Elementary	849 (K-6)	829 (K-6)	785 (K-6)
OP Elementary	821 (K-6)	827 (K-6)	818 (K-6)
PV Elementary	766 (K-6)	761 (K-6)	754 (K-6)
FH Elementary	737 (K-6)	780 (K-6)	608 (K-6)
GR Elementary	676 (K-6)	702 (K-6)	628 (K-6)
EHSI	838 (K-6)	838 (K-6)	819 (K-6)

\*Data retrieved from Infinite Campus enrollment records on 7/27/2020.

Statement of Assertion:

Report is Reasonable and Evidence supports the Operational Interpretation

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**2.2.7 Furthermore, the Superintendent shall not: Allow students to be uninformed of their protections under this policy.**

Operational Interpretation:

Students have a right to be active participants in their education and the environment in which they work and learn. The District is responsible for informing students and parents of their rights and responsibilities as members of the school community. Parents represent their child until the “age of majority.”

When using the term “parent” I am referring to a child’s guardian or to any other adult allowed and/or permitted by law to access private educational records and/or make educational decisions for the child.

Justification:

The practice of annual notification of student rights and responsibilities is supported by state statute and requirements as set forth in District Policy.

<p>It is the practice of the School District to develop Student Handbooks each school year that include the rights and responsibilities of students. The Student Handbook is distributed and posted online for easy access. The following District Policies require annual notification:</p> <p>Harassment            413  Student Discipline    506  Bullying                514  Hazing                  526</p> <p>Parents are required to acknowledge in writing that they have read and understand the Student Handbook, as under the law they are required to make educational decisions on behalf of their child until that child has reached the “age of majority.” The “age of majority” is the age at which a person, formerly a minor, is recognized by law to be an adult, capable of managing his or her own affairs and responsible for any legal obligations created by his or her actions. The “age of majority” in Minnesota is age 18.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. Compliance with this policy shall be evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by students and parents.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. The District complied with the expectations of this policy as evidenced by the annual process of student handbook creation, dissemination, and acknowledged receipt and understanding by Eden Prairie students and parents during the reporting period.</li> </ol>	68
<p><u>Statement of Assertion:</u>  Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.2.8 Furthermore, the Superintendent shall not: Neglect to assure that all allegations of student maltreatment are handled in a timely manner.</b></p>	
<p><u>Operational Interpretation:</u>  “Neglect” is interpreted as <i>failing to act</i>  “Assure” is interpreted as <i>making something certain</i>  “Timely Manner” in this context means <i>as soon as possible but in no event longer than 24 hours</i></p>	

<p><u>Justification:</u>  District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE fully complies with Minn. Stat. § 626.556 requiring school personnel, as mandated reporters, to report suspected child neglect or physical or sexual abuse as soon as possible but in no event longer than 24 hours after becoming aware of the alleged maltreatment. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused. The statute requires that reports be made directly to law enforcement and/or MDE by the person who “has reason to believe...”, not by his/her supervisor.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. DISSEMINATION OF POLICY AND TRAINING <ol style="list-style-type: none"> <li>a. This policy shall appear in school personnel handbooks.</li> <li>b. The school district will develop a method of discussing this policy with school personnel.</li> <li>c. This policy shall be reviewed at least annually for compliance with state law.</li> </ol> </li> <li>2. MANDATED REPORTING</li> <li>3. Compliance will be demonstrated by adhering to all requirements of Minn. Stat. § 626.556 and District Policy 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE</li> </ol>	69
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. Dissemination of policy and training took place through annual distribution of handbooks, policy review, and training during onboarding and annual refresher training.</li> <li>2. The school district reports all instances of child neglect, physical and sexual abuse to appropriate agencies. Human resources, the office of the Associate Superintendent of Academics and Innovation, and principals supported mandated reporting throughout the year.</li> <li>3. The school district has not been found in violation by MDE.</li> </ol>	
<p><u>Statement of Assertion:</u>  Report is Reasonable and Evidence support the Operational Interpretation.</p>	

<p><b>2.2.9 Furthermore, the superintendent shall not: Neglect to provide adequate minimum eating times and access to school meals for students.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. Students need to be able to eat breakfast and/or lunch at school within a space and timeframe that is suitable to that task.</li> <li>2. Adequate minimum time is defined as at least a 10-minute time to eat for breakfast and 20-minutes of time to eat for lunch for K-12 students.</li> <li>3. Adequate access is defined as providing a designated eating space that is clean and accessible to all students.</li> </ol>	
<p><u>Justification:</u></p> <p>There are no federal or state regulations governing minimum time or access standards for school meals for students. In the absence thereof, the district looks to several sources to define adequate minimum time. Minnesota Department of Education recommendations were reviewed, current “like” and proximal school district practices were reviewed, and staff and leadership were consulted.</p> <p>Minnesota Department of Education recommends that districts consider the Centers for Disease Control’s recommendation of providing students with 10 minutes of eating time for breakfast and 20 minutes of eating time for lunch within a clean and accessible meal space.</p> <p>The operational interpretation of this policy is consistent with the majority of neighboring districts to Eden Prairie Schools, which utilize meal periods that closely align with the times described in the operational interpretation of this policy.</p> <p>The operational interpretation of this policy is consistent with feedback provided by district building principals based on their observations and interactions with staff and students during meal periods at their sites.</p> <p>The variance in lunch periods between elementary, middle, and high schools is attributed to differences in the average wait time associated with obtaining lunch at each level.</p> <p>Time and/or space provided beyond the minimum levels described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the existing school day or an expansion of the minutes built within the school day.</p>	70

<p><b>Measurement Plan:</b> Compliance with this policy shall be evidenced by the annual process of reviewing:</p> <ol style="list-style-type: none"> <li>1. Meal schedules at each elementary and secondary school building to ensure adequate minimum time.</li> <li>2. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building.</li> </ol>	
<p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. All sites provide a minimum of 120 minutes of eating time for breakfast each day. <del>In January 2020, meal times were increased by 5 minutes where needed to meet the minimum seated time for students to eat lunch. School schedules were reviewed to ensure adequate times were met.</del> <b>To accommodate for social distancing, grab and go breakfast was provided to students to eat in their classrooms before the start of school.</b> <del>In January and February 2020, an audit was completed at every school site for breakfast and lunch to time the amount of time that the very last student in every breakfast or lunch that went through the line had once they sat down to eat before it was time to clear the table and return to class. It was observed over multiple weeks that with the changes that were made to the schedule in January that each student had more than the 10 or 20 minutes defined in the operational interpretation.</del> <b>Each site scheduled a minimum of 25 minutes for lunch. This would accommodate for the very last student to go through the line and have adequate time to eat.</b></li> <li>2. An accounting of practices related to the cleanliness and accessibility of eating spaces at each elementary and secondary school building was conducted in <del>August 2019</del> <b>September 2020</b>. Findings included: <ol style="list-style-type: none"> <li>a. All elementary and secondary school eating spaces are ADA compliant.</li> <li>b. All elementary and secondary school eating spaces are large enough to accommodate <b>social distancing and</b> the numbers of students being served within them during each meal shift.</li> <li>c. All elementary and secondary school eating spaces feature age-appropriate seating.</li> <li>d. Staff are designated at each school to assist students, monitor safety, and maintain cleanliness during each meal period.</li> <li>e. Custodians are designated at each school to ensure that eating spaces are clean following the conclusion of meal periods each day and prepared for the following day's usage.</li> </ol> </li> </ol>	71
<p><b>Statement of Assertion:</b> Report is Reasonable and Evidence support the Operational Interpretation.</p>	

<p><b>2.2.10 Furthermore, the superintendent shall not: Neglect to provide adequate minimum time and access to recess for elementary students.</b></p>	
<p><u>Operational Interpretation:</u>  Recess is defined as a regularly scheduled period in the school day where students are encouraged to engage in physical activity or play with their peers in activities of their choice under the supervision of trained adult monitors.</p> <ol style="list-style-type: none"> <li>1. Adequate minimum time is defined as at least a 20-minute recess period for elementary school students.</li> <li>2. Adequate access is defined as providing a designated outdoor or indoor space for recess activities that safely accommodates the number of students accessing it at one time.</li> </ol>	
<p><u>Justification:</u>  There are no federal or state regulations governing minimum time or access standards for recess for elementary students.  In the absence thereof, the Minnesota Department of Education recommends that districts consider the best practices outlined in the “Active Recess” toolkit developed by the Minnesota Department of Education, which includes a recommendation for daily recess for at least 20 minutes for all K-5 students within a defined playground space that features access to play equipment and trained supervisors and that allows for students to safely and universally engage in a variety of recess activities.  The operational interpretation of this policy is consistent with the practice of the majority of neighboring districts to Eden Prairie Schools, which utilize an approximately 20-minute recess period within an adult-monitored playground, gymnasium, or classroom space.  The operational interpretation of this policy is also consistent with feedback provided by our building principals based on their observations and interactions with staff and students during and outside of recess periods at their sites.  Time and/or space provided beyond the minimum level described in the operational interpretation of this policy would require a reduction in instructional opportunities for students during the school day or an expansion of the minutes built within the school day.  Recess is just one strategy suggested by the body of academic research for engaging students in physical activity throughout the school day. Additional strategies include engaging students in physical education courses,</p>	<p>72</p>

<p>engaging students in physical extracurricular activities, and the integration of physical activity into classroom instructional activity, all of which are also utilized in elementary schools within our district.</p>	
<p><u>Measurement Plan:</u>  Compliance with this policy shall be evidenced by the annual process of reviewing:</p> <ol style="list-style-type: none"> <li>1. Student recess schedules at each elementary school building to ensure adequate minimum time.</li> <li>2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary school building.</li> </ol>	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. <del>A review of recess schedules from each elementary school building was conducted in August 2019. Following review of schedules and confirmation by cabinet members, all school sites were in compliance with the adequate minimum recess time of 20 minutes described in the operational interpretation of this policy during the 2019-2021 school year.</del></li> <li>2. An accounting of practices related to the safety and accessibility of recess spaces at each elementary and secondary school building was conducted in August 2019. Findings included: <ol style="list-style-type: none"> <li>a. All elementary recess spaces are ADA compliant.</li> <li>b. All elementary recess spaces are in adherence with Policy 807 regarding playground safety.</li> <li>c. An annual process is in place throughout the district by which building principals are able to review and request updates to recess spaces through the submission of capital requests.</li> <li>d. An annual process is in place throughout the district by which staff are able to review and request updates to age-appropriate play equipment.</li> <li>e. Trained staff are designated at each school to monitor students during recess periods to ensure safe engagement in physical play activities.</li> <li>f. All playgrounds are inspected annually by a certified playground safety consultant.</li> </ol> </li> </ol>	73
<p><u>Statement of Assertion:</u>  Report is Reasonable and Evidence support the Operational Interpretation.</p>	

School Board member’s summarizing comments:

Eden Prairie School District 272  
Superintendent Monitoring Report

Policy Name: <b>2.7 Asset Protection</b>	Monitoring Time Frame: <del>July 1, 2019 – June 30, 2020</del> <b>July 1, 2020 - June 30, 2021</b>	Policy Monitoring Column <b>FOR BOARD USE ONLY</b> Compliance rating: <ul style="list-style-type: none"> <li>● OI is/is not reasonable</li> <li>● Data does/does not provide adequate evidence of compliance</li> </ul> <i><b>Include specific evidence for rating conclusions and recommendations.</b></i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: <del>August 24, 2020</del> <b>August 23, 2021</b>	
		Board member name:
<b><u>Global Constraint:</u></b> <b>The Superintendent shall not cause or allow district assets to be unprotected, inadequately maintained, inappropriately used, or unnecessarily risked.</b>		(enter rating and reasoning when appropriate)  <div style="text-align: right;">74</div>
<u>Operational Interpretation:</u> I interpret compliance with the overall policy to mean that all twelve (12) policy provisions are in compliance. Furthermore: <ol style="list-style-type: none"> <li>1. I interpret “assets” to mean physical and intellectual property of the District with a value greater than \$5,000.</li> <li>2. I interpret “unprotected” to mean assets without insurance and/or a plan/guiding procedures.</li> <li>3. I interpret “inadequately maintained” to mean a lack of preventive maintenance, repair, or renovation which may cause an asset to deteriorate and experience an accelerated depreciation, within available financial resources.</li> <li>4. I interpret “inappropriately used” to mean the utilization of assets not in accordance with the desired Ends of the district.</li> <li>5. I interpret “unnecessarily risked” to mean the exposure of assets to circumstances resulting in a higher likelihood of theft or otherwise being unavailable for the asset’s intended purposes.</li> </ol>		
<u>Justification:</u> The provisions 2.7.1 through 2.7.12 adequately summarize and categorize those district assets that this policy protects.		
<u>Measurement Plan:</u> All provisions are in compliance.		

<p><u>Evidence:</u> Presented in provisions 2.7.1 through 2.7.12.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.1 Furthermore, the Superintendent shall not: Develop a facilities construction, renovation and maintenance plan that is not part of a comprehensive rolling ten-year plan.</b></p>	
<p><u>Operational Interpretation:</u> I interpret “a comprehensive rolling ten-year plan” to be a master plan for facilities construction, renovation, and/or maintenance that is reviewed and updated annually. The annual update allows the District to consider alternatives to the plan in order to reflect new facility needs and educational plans for the future.</p>	
<p><u>Justification:</u> A school district needs an ongoing program of assessment of existing school sites and facilities in order to identify school facility improvement issues, alternative means of addressing those issues, and to maintain a quality educational environment for students, staff, and community/partnership users. “To establish and maintain quality school facilities and a desirable learning environment for students, staff, and community users, an ongoing assessment of school facility needs and a program of public information about those needs is essential. (Guide for Planning School Construction Projects in Minnesota; MDE, 2003; p. 37)</p>	75
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. The comprehensive rolling ten-year facilities plan shall be reviewed and updated on an annual basis.</li> <li>2. The comprehensive rolling ten-year facilities plan shall be consulted and referenced during the development of any facilities construction, renovation, and/or maintenance plan.</li> <li>3. The Capital Fund budget shall be reviewed and updated on an annual basis.</li> </ol>	
<p><u>Evidence:</u> At the <del>April 22, 2019</del> <b>April 27, 2020</b> school board meeting, the board approved the <del>2019-20</del> <b>2020-21</b> capital budget which included funds to address facility improvements. Prior to approval, the administration worked with principals, department leaders, facility, staff, and the Superintendent’s Cabinet to determine priorities for maintaining district facilities.</p> <p>Facility work completed or planned in fiscal year <del>2020</del> <b>2021</b> adhered to the Comprehensive Facility Plan and included the following components:</p> <ol style="list-style-type: none"> <li>1. The district continued working on a long-term facility planning process geared to align with the strategic plan</li> </ol>	

<ol style="list-style-type: none"> <li>2. Implemented facility changes to accommodate educational program needs and related space concerns</li> <li>3. Discussed with the School Board deferred maintenance and capital fund expenditures and revenue sources</li> <li><del>4. Planned for the replacement of the high school gym floor and bleachers, Oak Point/Eagle Heights parking lot addition, district-wide pavement upgrades, and many annual building updates throughout the district</del></li> <li>5. Continued development of Designing Pathways recommendations</li> </ol> <p>The school board approved on <del>June 24, 2019</del> <b>June 22, 2020</b> a multi-year facilities plan of proposed projects by building location as part of the 10-year long-term facility maintenance plan which was submitted to MDE for review and approval in July <del>2019</del> <b>2020</b>. At the <del>January 28, 2019</del> <b>October 26, 2020</b> school board meeting, the district sold <del>\$9,995,000</del> <b>\$11,020,000</b> of general obligation facility maintenance bonds to fund two years of deferred maintenance projects. <del>On May 14, 2019 the community approved a referendum to fund Designing Pathways facility improvements. On July 18, 2019 the district sold \$37,765,000 of general obligation school building bonds to fund these facility improvements.</del></p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.2 Furthermore, the Superintendent shall not: Fail to insure against theft and casualty losses at 100 percent of replacement value and against liability losses to School Board members, staff, and the organization itself in an amount greater than the average for comparable organizations.</b></p>	76
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. Property, Casualty, Umbrella insurance coverage is in place to insure the School District for losses to real and personal property per Statement of Values on file with the insurance company.       <ol style="list-style-type: none"> <li>a. “Fail to insure against theft and casualty losses at 100 percent of replacement value” is interpreted to mean a level of theft and casualty insurance that assumes a reasonable level of risk with consideration to the overall cost of said insurance (See Justification 2.a.).</li> </ol> </li> <li>2. Equipment breakdown insurance coverage is in place specifically for boilers and machinery.</li> <li>3. Automobile insurance coverage is in place to insure the School District for losses resulting from owned, financed, leased or rented school buses, vans, driver’s education vehicles and ground/facilities vehicles are as per Schedule on file with the insurance company.</li> <li>4. Commercial General Liability, Umbrella Excess Liability coverages are placed to insure against Bodily Injury &amp; Property Damage Liability; Personal &amp; Advertising Injury Liability; Medical Payments; Violent Event Response, Employee Benefits Liability and Sexual Abuse</li> <li>5. School Leader’s Errors &amp; Omissions coverage included Directors and Officers and school leader’s professional.</li> <li>6. Crime coverage included for loss sustained from employee dishonesty, theft, disappearance and destruction.</li> </ol>	

<ol style="list-style-type: none"> <li>7. Inland Marine coverage for the transport of goods in transit, as well as moveable property and instrumentalities of communication. These categories include items such as instruments, cameras, fine arts, signs, valuable papers, electronic data processing and miscellaneous equipment.</li> <li>8. Data and Network Security covers claims made by third parties arising out of a breach of the School District's computer network and data storage units or devices.</li> <li>9. Volunteer Accident coverage protects an organization's volunteer workforce for medical costs associated with an accidental injury incurred while working on behalf of the organization.</li> <li>10. International General Liability coverage is in place to insure students and staff while on international school sponsored trips.</li> <li>11. Drone Liability coverage is in place to protect the School District for third party claims of property damage or injury resulting from the use of a district owned drone.</li> <li>12. Workers' Compensation is a form of insurance providing wage replacement and medical benefits to employees injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue his or her employer for the tort of negligence.</li> </ol>	
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<p><b>Justification:</b>  This policy revolves around risk management, that is the identification, assessment, and prioritization of risks. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. The business office uses Marsh &amp; McLennan for brokerage services for this category of insurance coverage. Below are a number of considerations and coverage categories reviewed on an annual basis, the 2019-20 <del>2020-21</del> coverage was reviewed on <del>June 4, 2019</del> <b>June 09, 2020</b>:</p> <ol style="list-style-type: none"> <li>1. Policies and procedures are in place to provide assurance of protection &amp; supervision of facilities and equipment. (District Policy 902 Use of School District Facilities and Equipment)</li> <li>2. Insurance is meant to provide a reasonable assurance that the owner of the insured real property can fully replace it in case of a loss. In this case, the Administration has chosen to insure at 100% of replacement value which considers the following pertinent facts: <ol style="list-style-type: none"> <li>a. The current estimated property value is <del>\$477,012,008</del> <b>\$487,398,093</b> based on a property appraisal completed in 2017 plus an industry recommended <del>3.85%</del> <b>2.18%</b> increase for <del>2019</del> <b>2020</b> over the prior year.</li> <li>b. The property insurance plan the District purchases utilizes Special Form Replacement Cost on a Blanket Property coverage basis (i.e., total property limit can be used at any one location or multiple locations), meaning the only loss situation that the full 100% coverage would be utilized would be in the case of the complete destruction of all real and personal property of the District in every location in a single event. If the District were to lose multiple buildings in a single event, the total amount of insurance coverage would be available to rebuild and refurbish those school sites.</li> </ol> </li> <li>3. School Districts are subject to Minnesota Rule: Chapter 466. Tort Liability, Political Subdivisions. (<a href="https://www.revisor.mn.gov/statutes/?id=466&amp;view=chapter#stat.466.02">https://www.revisor.mn.gov/statutes/?id=466&amp;view=chapter#stat.466.02</a>) A school district cannot be held liable for actions that are not foreseeable when reasonable measures ... are employed to insure adequate ...duties are</li> </ol>	77
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<p>being performed ..., and there is adequate consideration being given for the safety and welfare of all students in the school. (<a href="http://cousineaulaw.com/laws/minnesota-tort-laws">http://cousineaulaw.com/laws/minnesota-tort-laws</a>)</p> <ol style="list-style-type: none"> <li>a. In most education-related civil lawsuits there are two main categories of tort liability relevant to educational institutions—Intentional and Negligent Torts. <ol style="list-style-type: none"> <li>i. Intentional Torts—occur when an individual attempts or “intends” to cause harm to another. For intent to exist, the individual must be aware that injury will, or could, be the result of the act.</li> <li>ii. Negligent Torts—there are four elements of a negligent tort: <ol style="list-style-type: none"> <li>1. Duty—The duty of an individual or the institution to protect those in our care</li> <li>2. Breach (of Duty)—failure of the individual or institution to exercise a standard of reasonable care.</li> <li>3. Proximate Cause—showing that the individual or institution failed to exercise a standard of reasonable care.</li> <li>4. Injury—No matter how great the duty (Element 1), how egregious the breach of that duty (Element 2), or how foreseeable the consequences and proximate cause of the individual or institution’s standard of care (Element 3), there is no liability if actual injuries cannot be proven.</li> </ol> </li> </ol> </li> </ol>	
<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced through annual review of school district risk management processes and the subsequent renewal of our insurance plans that conform to the interpretation of this policy.</p>	78
<p><u>Evidence:</u> <u>Coverages in place July 1, 2018 July 1, 2019 through June 30, 2020</u></p> <ol style="list-style-type: none"> <li>1. Property, Casualty, Umbrella insurance coverage is in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>2. Equipment breakdown insurance coverage is in place through Hartford Steam Boiler Inspection &amp; Insurance Co. (<del>July 1, 2019 June 30, 2020</del>)</li> <li>3. Automobile insurance coverage is in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>4. Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>5. School Leaders Errors &amp; Omissions coverages are in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>6. Crime coverages are in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>7. Inland Marine coverages are in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>8. Data Security coverages are in place through Liberty Mutual (<del>July 1, 2019 June 30, 2020</del>)</li> <li>9. Network Security and Privacy coverages are in place through Beazley Insurance Co. (<del>July 1, 2019 June 30, 2020</del>)</li> <li>10. Volunteer Accident coverage is in place through HSR, Inc (<del>July 1, 2019 June 30, 2020</del>)</li> <li>11. International General Liability coverages are in place through AIG (<del>July 1, 2019 June 30, 2020</del>)</li> <li>12. Drone Liability coverage is in place through Global (<del>July 1, 2019 June 30, 2020</del>)</li> <li>13. Workers’ Compensation coverage is in place through SFM (<del>July 1, 2019 June 30, 2020</del>)</li> </ol>	

<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.3 Furthermore, the Superintendent shall not: Subject facilities and equipment to improper wear and tear or insufficient maintenance.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this to mean all facility reviews and maintenance plans are in place for all school district buildings and grounds. The School Board is informed about the financial resources needed to implement the plans and that school budgets reflect the identified facility needs (within fiscal limitations).</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. Proactive maintenance plans explicitly stated facility needs with associated costs, and appropriate budgets are essential to ensure school district assets are protected.</li> <li>2. Facilities and equipment such as computers, school buses, boilers, air handling units, coolers and freezers, dishwashers, serving lines and ovens routinely exceed their expected useful life due to the following procedures, training and asset handling requirements: <ol style="list-style-type: none"> <li>a. Maintenance staff, technology staff, food service staff and school bus mechanics keep detailed records of maintenance schedules for all equipment</li> <li>b. All staff is trained on the use of equipment that they operate and hold appropriate licensure or certification where required</li> <li>c. Access to facilities and equipment is limited through security, either human or electronic, at all times. The proper authorities and key staff are notified in the case of breach of this security</li> </ol> </li> </ol>	79
<p><u>Measurement Plan:</u> Short and long-term maintenance plans are in place for each district facility. The School Board receives facilities progress reports as needed or desired throughout the year. Budgets include funds for maintenance and equipment needs as determined in district plans within available resources. Finally, the Superintendent approves expenditures from building contingency funds as needed.</p>	
<p><u>Evidence:</u> Plans as identified in the justification are in place along with a budget to support them.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.7.4 Furthermore, the Superintendent shall not: Allow external guests or user groups access to the facilities or assets without procedures in place to protect district concerns.</b></p>	
<p><u>Operational Interpretation:</u>  The District encourages maximum use of school facilities and equipment for community purposes that do not interfere with use for school purposes. The District expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries. The school district administration may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.</p>	
<p><u>Justification:</u>  District Policy 902 Use of School District Facilities and Equipment puts forth the processes related to the public use of school facilities and equipment.</p>	
<p><u>Measurement Plan:</u>  Compliance shall be evidenced by the appropriate application of District Policy 902.</p>	80
<p><u>Evidence:</u>  Eden Prairie Community Education served approximately <del>28,801</del> 21,159 community members during fiscal year <del>2020</del> 2021.  The Eden Prairie High School Student Activities Department rented its facilities (performing arts center, bubble, activity center, gyms, private instructor rooms, music areas, fields, and tennis courts) for <del>8,016</del> 7,338 events during fiscal year <del>2020</del> 2021.   Information regarding the procedures in place for community use of District facilities can be found at:  <a href="http://comed.edenpr.org/facility_use">http://comed.edenpr.org/facility_use</a></p>	
<p><u>Statement of Assertion:</u>  Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.7.5 Furthermore, the Superintendent shall not: Unnecessarily expose the organization, its School Board, or its staff to claims of liability.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the actions of the school board, the superintendent’s behavior, and the behavior of all district employees will be governed by state and federal law.</p>	
<p><u>Justification:</u> The best way to preserve the legal liability of the school district is to ensure policies and procedures are current, the School Board and Staff are aware and understand the policies and procedures, and that required trainings (Federal and State) occur annually. A deliberate provision for staff awareness of legal responsibilities and professional behavior is essential.</p>	
<p><u>Measurement Plan:</u> Commercial General Liability, Umbrella Excess Liability and School Leader’s Errors &amp; Omissions and Crime coverages are in place to insure against Bodily Injury &amp; Property Damage Liability; Personal &amp; Advertising Injury Liability; Medical Payments; Employee Benefits Liability and Sexual Abuse, School Leader’s Professional, Director’s and Officer’s Liability, and Employment Practices Liability. In addition, we provide opportunities for training to staff and Board members on Federal and State laws annually as required. Written policies indicating appropriate procedures for various activities within the district are in place and available on our web site and in the central office.</p>	81
<p><u>Evidence:</u> Commercial General Liability, Umbrella Excess Liability coverages are in place through Liberty Mutual (<del>July 1, 2019-June 30, 2020</del> July 1, 2020 - June 30, 2021)  School Leader’s Errors &amp; Omissions coverages are in place through Liberty Mutual (<del>July 1, 2019-June 30, 2020</del> July 1, 2020 - June 30, 2021)  Crime coverages are in place through Liberty Mutual (<del>July 1, 2019-June 30, 2020</del> July 1, 2020 - June 30, 2021)</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.7.6 Furthermore, the Superintendent shall not: Endanger the organization's public image, its credibility, or its ability to accomplish ends.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. The school district’s image, credibility, and ability to accomplish its Ends must be protected at all times. A deliberate provision and attention to maintaining a current, purposeful, legal, and ethical financial system significantly improves the district’s ability to achieve its Ends and maintain the support of its community.</li> <li>2. Superintendents are not only subject to rules and regulations related to the operation of a school district, but also to the Minnesota Code of Ethics for School Administrators (MN Rule 3512.5200).</li> </ol>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. This policy shall be measured by the presence (or lack thereof) of any formal complaints found to be factual by the School Board, their designee, or the Board of School Administrators that the public image, credibility, or ability to accomplish our Ends has been endangered.</li> <li>2. Other evidence to support compliance with this policy include the acceptance of related Executive Limitation monitoring reports determined to be in compliance by the School Board.</li> </ol>	82
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. There were no formal complaints made to the School Board or Board of School Administrators regarding public image violations or violations against the rules and regulations set forth by the Minnesota Code of Ethics for School Administrators.</li> <li>2. <a href="#">In June 2021 a valid and reliable scientific community survey was completed and showed no statistically significant change in reputation and levels of trust during the reporting period. The report demonstrated very strong community support and was conducted and presented, to the school board, by a third party organization. The survey results were presented to the board on June 28, 2021.</a> All Executive Limitation monitoring reports regarding public image and credibility were accepted as in compliance.</li> </ol>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	

<p><b>2.7.7 Furthermore, the Superintendent shall not: Allow uninsured personnel access to material amounts of funds.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this to mean that adequate internal controls and insurance coverages are in place to limit the District's exposure and risk of loss.</p>	
<p><u>Justification:</u> Insurance coverage is essential to protect the overall integrity of the financial system. Insurance ensures that fraud, negligence, or theft by an employee will have a limited impact on the school district.  Proper internal controls are essential to limit the district's exposure to loss through fraud or error.</p>	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> <li>1. The School District develops, publishes, enforces, and reviews annually internal controls regarding access to funds.</li> <li>2. The external auditors annually review the system of internal controls, conduct a system walk-through and report any exceptions.</li> <li>3. Employee Theft and Dishonesty/Crime policies are in place to insure against: Employee Theft Per Loss (also includes Public Employees Faithful Performance); Depositor's Forgery/Alteration; Theft, Disappearance &amp; Destruction (Money, Securities &amp; Other Property – including Robbery &amp; Safe Burglary; and Computer Funds &amp; Transfer Fraud.</li> </ol>	83
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> <li>1. The District Business Office conducted its formal internal control annual review and trained Business Office employees regarding the District's regulations regarding access and handling of district funds in <del>June 2019</del> <b>June 2020</b>.       <ol style="list-style-type: none"> <li>a. The internal control procedures revealed no exceptions during fiscal year <del>2020</del> <b>2021</b>.</li> <li>b. Each site petty cash and safe is randomly audited annually by business office staff.</li> <li>c. All cash deposits must be accompanied by a written cash receipt. Cash receipt backup retained at the site is randomly audited by business office staff.</li> <li>d. The use of the online payment systems, <del>FeePay</del>, <b>MyPaymentsPlus</b>, Campus and USAePay will reduce the amount of cash transactions throughout the district, especially in student activities and food service.</li> </ol> </li> <li>2. The fiscal year <del>2020</del> <b>2021</b> financial audit required by state statute will be presented on or about <del>November 23, 2020</del> <b>November 22, 2021</b>. The audit report includes a section on "Internal Controls" that would indicate concerns with the District's internal processes and controls during the prior fiscal year.</li> <li>3. The fiscal year <del>2019</del> <b>2020</b> Audit indicated no internal control deficiencies regarding uninsured personnel access to material amounts of funds.</li> </ol>	

<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.8 Furthermore, the Superintendent shall not: Receive, process, or disburse funds under controls that are insufficient to meet the School Board-appointed auditor's standards.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this to mean the District audit and financial statements must be based on Generally Accepted Government Auditing Standards, the federal Single Audit Act, and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor in reference to the school district's financial resources.</p>	
<p><u>Justification:</u> School districts are required to have an annual independent financial audit, to submit audited financial data to the Minnesota Department of Education (MDE) electronically, and to submit all required components of the audit report to MDE and to the Office of the State Auditor.</p>	
<p><u>Measurement Plan:</u> The Annual Audit Report that routinely tests the district's financial processes and practices. Non-compliance would be reflected by "findings" published in the Annual Audit Report to the Board of Education.</p>	84
<p><u>Evidence:</u> The School Board approved the fiscal year <del>2019</del> 2020 audit on <del>November 25, 2019</del> November 23, 2020 and these reports were submitted to the Minnesota Department of Education and the State Auditor's office in December <del>2019</del> 2020. The fiscal year <del>2019</del> 2020 Annual Audit revealed one legal compliance finding and two internal control findings over compliance. A corrective action plan was put in place to address the findings.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.9 Furthermore, the Superintendent shall not: Compromise the independence of the School Board's audit or other external monitoring or advice.</b></p>	
<p><u>Operational Interpretation:</u> I interpret this to mean I will not interfere with the external auditing process and not utilize auditing personnel for other financial business. I will ensure the annual audit takes place in a timely manner.</p>	

<p><u>Justification:</u> The external audit is, in its purest form, a report card on the overall functioning of the school district. As such, the Superintendent and Executive Director of Business Services should cooperate (and not disrupt) the audit process to all possible extent. As a primary safeguard to maintaining fiscal integrity, the external audit should remain as neutral to the administration and operations of the district as possible.</p>	
<p><u>Measurement Plan:</u> Per State Statute, the School Board appoints an external auditor to conduct all external audits. Audits are conducted at the beginning of each fiscal year, and must be completed by the School Board prior to December 31. As a part of the process, the School Board meets with the external auditor to review the audited statements and to report its findings.</p>	
<p><u>Evidence:</u> The School Board approved the fiscal year <del>2019</del> 2020 audit on <del>November 25, 2019</del> November 23, 2020 and these reports were submitted to the Minnesota Department of Education and the State Auditor’s office in December <del>2019</del> 2020.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	85
<p><b>2.7.10 Furthermore, the Superintendent shall not: Substantially change the principal educational purpose of a school by closing, repurposing, consolidating, combining or creating new or choice destination schools without School Board approval.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. I interpret <i>school</i> as:       <ol style="list-style-type: none"> <li>a. The legal definition of <i>school</i> per Minnesota Statute 120A.05,</li> <li>b. I further interpret <i>school</i> to be the “real property” consisting of any one of the eight (8) current <i>school</i> buildings and Lower Campus.</li> </ol> </li> <li>2. The phrase <i>principal educational purpose</i> is interpreted as the standard course of academic programs implemented to meet the standards established by the Minnesota Commissioner of Education (MN Statute 120A.05).</li> <li>3. I interpret <i>substantially change the principal purpose of a school</i> to mean:       <ol style="list-style-type: none"> <li>a. Alter the primary use of one of the District’s elementary, middle or secondary schools per the legal definition of a <i>school</i> (MN Statute 120A.05).</li> <li>b. Significantly alter the physical space <u>and</u> primary use of a specially designated or designed space of a <i>school</i> (i.e. gym, swimming pool, media center, etc.).</li> <li>c. To demolish, reconfigure, or remodel in order to create a new use at a cost in excess of \$100,000 at one site.</li> </ol> </li> </ol>	

<p>4. I interpret <i>by closing or repurposing it</i> to mean:</p> <ol style="list-style-type: none"> <li>a. <i>Closing</i> is eliminating the use of a District <i>school</i> building for any District purpose.</li> <li>b. <i>Repurposing</i> is: <ol style="list-style-type: none"> <li>i. Creating a District “<i>Destination School</i>”</li> <li>ii. Using a District <i>school</i> building for a purpose not associated with a school.</li> </ol> </li> </ol> <p>5. I interpret <i>by consolidating or combining it with another school</i> to mean:</p> <ol style="list-style-type: none"> <li>a. The action of moving one <i>school</i> into another <i>school’s</i> building, and eliminating one of the <i>schools</i> affected, or;</li> <li>b. Moving one <i>school</i> into another school’s building and changing the principal educational purpose of individual <i>schools</i>.</li> </ol> <p>6. I interpret <i>board approval</i> as an affirmative majority vote by a quorum of the School Board on a recommendation provided by the Superintendent or his/her designee.</p>	
<p><u>Justification:</u></p> <ol style="list-style-type: none"> <li>1. The legal definition of <i>school</i> was used to delineate those structures from other District real properties.</li> <li>2. Minnesota Statute 120A.05 defines the <i>principal educational purpose</i> of school sites: <ol style="list-style-type: none"> <li>a. <b>Subd. 9.Elementary school.</b> "Elementary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in prekindergarten through grade 6 or any portion thereof, and staff meeting the standards established by the commissioner.</li> <li>b. <b>Subd. 11.Middle school.</b> "Middle school" means any school other than a secondary school giving an approved course of study in a minimum of two consecutive grades above 4th but below 10th with building, equipment, courses of study, class schedules, enrollment, and staff meeting the standards established by the commissioner of education.</li> <li>c. <b>Subd. 13.Secondary school.</b> "Secondary school" means any school with building, equipment, courses of study, class schedules, enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof, and staff meeting the standards established by the commissioner of education.</li> </ol> <p>(Note: the Education Center in Eden Prairie is not included in this definition, as the District does not own real property at that site.)</p> <li>3. The definition of “Real Property” was used to differentiate it from other types of property owned by the district <ol style="list-style-type: none"> <li>a. “Real Property” is defined as “A building or structure shall include the building or structure itself, together with all improvements or fixtures annexed to the building or structure, which are integrated with and of permanent benefit to the building or structure, regardless of the present use of the building, and which cannot be removed without substantial damage to itself or to the building or structure.” (MN Statute 272.03.b.)</li> </ol> <p>(Note: the Education Center in Eden Prairie is not included in this definition, as we do not own real property at that site.)</p> <li>4. <i>Closing or Repurposing</i> <ol style="list-style-type: none"> <li>a. It is not uncommon for individual rooms in a facility to provide several functions as needs arise and priorities change over a period of time while the <i>school</i> as a whole retains its <i>principal educational purpose</i>. Most often, the <i>repurposing</i> of usable space does not require substantial changes to the physical structure.</li> </ol> </li> </li></li></ol>	86

<p>b. This interpretation does not limit Administration from managing its <i>schools</i> to produce the desired ends. It does limit the administration from <i>substantially changing</i> to a <i>school</i> in a manner that would:</p> <ol style="list-style-type: none"> <li>i. Physically alter a “specially designated or designed space” for a new use.</li> <li>ii. Require contracts over \$100,000 for repurposing classroom or specialized space at a single <i>school</i> to be approved by the School Board per MN Statute 123B.52 and MN Statute 471.345, Subd. 3.</li> </ol> <p>5. “<i>Destination School</i>”</p> <ol style="list-style-type: none"> <li>a. Meets the legal definition of a <i>school</i> and provides the standard academic program and standards as established by the Minnesota Commissioner of Education <i>in an alternative, enhanced, or specialized learning environment</i>.</li> <li>b. Is open to enroll <u>eligible</u> students regardless of their home location within the School District</li> <li>c. Provides a specialized academic focus in <i>an alternative, enhanced, or specialized learning environment</i> that may include, but is not limited to: language immersion, technology, environmental studies, fine arts, online, STEM, etc. <ol style="list-style-type: none"> <li>i. Programs such as Level III Gifted Services, Special Education Low Incidence and Center-Based programs, and English Language Learners are not <i>destination schools</i>.</li> <li>ii. Eagle Heights Spanish Immersion School is a <i>destination school</i> per this interpretation.</li> <li>iii. <b>Eden Prairie Online is a destination school per this interpretation.</b></li> <li>iv. The Level IV Gifted and Talented programming would be considered a <i>destination school</i> at such point as it encompasses multiple grade levels at one or more <i>school</i> sites.</li> </ol> </li> </ol> <p>6. Board Approval</p> <ol style="list-style-type: none"> <li>a. School Board voting rules are self-explanatory and legally required to do the business of the school district</li> </ol> <p>This interpretation has the expectation that the Superintendent will undertake a process that provides adequate background information, opportunities for discussion, and culminates with a specific recommendation for Board action.</p>	87
<p><u>Measurement Plan:</u></p> <p>The Superintendent shall be found to be in compliance with this policy when:</p> <ol style="list-style-type: none"> <li>1. The district’s <i>school</i> sites retain their “principal” educational purpose,</li> <li>2. The district’s <i>school</i> sites are not repurposed, consolidated or combined with another school without Board approval.</li> </ol>	
<p><u>Evidence:</u></p> <p>In August 2020, the School Board provided authority to the superintendent to repurpose educational facilities and learning models to remain in compliance with necessary health and safety practices due to the pandemic. During the reporting period various learning models (distance, hybrid, and in-person) were implemented at elementary schools, middle schools, pre-school spaces, Tassel, and the high school sites, but no grade levels were moved. EP Online was officially approved by the Minnesota Department of Education and the School Board as a new school during Fall of 2020. EP Online enrolled over 2000 students K-12 to meet the requirements of the Safe Learning Plan during the pandemic.</p>	

<p>Outside of the authority granted by the board or requirements by the State, Minnesota Department of Education and Minnesota Department of Health, no spaces were changed during the reporting period, except where legally required by the Governor’s executive order and not under the control of the superintendent.</p> <p>Central Middle School (CMS) had significant updates performed during the reporting period. Those updates began after community approval of a bond and school board approval, which will enhance the school, create space for sixth graders to attend CMS beginning in 2021-22, and for preschool students to attend at neighborhood schools in non-required programming. All of this work and school updates followed School Board approvals during fiscal years 2019 and 2020 and aligned with the Designing Pathways vision generated through community engagement.</p>	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.11 Furthermore, the Superintendent shall not: Allow anyone other than the School Board to name facilities, schools, classrooms, or spaces within the district.</b></p>	
<p><u>Operational Interpretation:</u> The Eden Prairie School Board is responsible for permanently naming facilities, which includes buildings, rooms, internal spaces, streets, landscape materials and associated exterior furnishings, courts, athletic fields, open spaces, forests, and all other areas owned, operated, or controlled by the Eden Prairie School District.</p> <p>Eden Prairie School District may name facilities according to provisions established by statute. The School Board may elect to name facilities in recognition of individuals who have attained achievements of extraordinary and lasting distinction or enter into authorized agreements and contracts to lease naming rights for school facilities or enter into an agreement with a sponsoring agent in order to generate alternative sources of revenue to be used according to a plan specified by the School Board.</p>	88
<p><u>Justification:</u> Board authority, established in statute, permits the Board to enter into a contract to lease the naming rights for school facilities, sell advertising on or in facilities and otherwise enter into an agreement with a sponsoring agent. The School Board exercises approval authority for naming of all facilities owned, operated, or controlled by the Eden Prairie School District.</p>	
<p><u>Measurement Plan:</u> Compliance with this policy shall be evidenced via the Board naming all permanent facilities owned or leased by the District.</p>	

<p><u>Evidence:</u>  The Eden Prairie High School brought forward a space to rename as the South Commons Collab. The School Board approved this name on September 23, 2019. On June 22, 2020, the School Board approved renaming the EPHS School Store to The Nest - Home of the Eagles. The Central Middle School brought forward a new space to name as the CMS Performing Arts Center. The School Board approved this name on February 22, 2021. No other spaces formally changed names during FY <del>2019-20</del> 2020-21.</p>	
<p><u>Statement of Assertion:</u>  Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p><b>2.7.12 Furthermore, the Superintendent shall not: Eliminate any non-state-required programs that would adversely affect our reputation and/or diminish the value of our broad-based educational opportunities without School Board approval.</b></p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> <li>1. An “educational program” is defined as “a set of learning activities with a specific goal.” In the context of a school district, an educational program is interpreted as a set of courses leading to acquisition or mastery of a set of identified competencies.</li> <li>2. The core of this policy [The Superintendent shall not] “Eliminate any non-state required programs...without board approval” is self-explanatory. I interpret this policy to mean that Administration must seek approval via official vote of the School Board to discontinue any educational program at any level that is not required by Minnesota statute. <ol style="list-style-type: none"> <li>a. The State of Minnesota requires the following of all of its high school graduates: <ol style="list-style-type: none"> <li>i. 4 credits of language arts</li> <li>ii. 3 credits of mathematics, including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade.</li> <li>iii. 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)</li> <li>iv. 3½ credits of social studies, including U.S. history, geography, government and citizenship, world history and economics.</li> <li>v. 1 credit in the arts</li> <li>vi. 7 elective credits</li> </ol> </li> </ol> </li> </ol>	89

<p>b. In grades K-8 school districts are required to put state academic standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. (Source: MDE) Therefore, specific elective courses and programs are not required at these levels, but the standards embedded in those courses and programs are required to be delivered in some form to students.</p> <p>3. The phrase “adversely affect our reputation and/or diminish educational opportunities” is subjective in nature. Therefore, the discussion regarding “value” becomes a consideration for the School Board rather than one for the Superintendent in the decision-making process.</p>	
<p><u>Justification:</u> The parents and owners of Eden Prairie schools value the broad-based educational program offered by the District.</p>	
<p><u>Measurement Plan:</u> Compliance shall be evidenced by adherence to the intent and direction of this policy.</p>	
<p><u>Evidence:</u> No programs were eliminated during the reporting period. Any programs that were temporarily suspended, experienced delayed timing, or impacted in other ways were due to requirements by the State, Minnesota Department of Education, Minnesota Department of Health, or Minnesota Department of Human Services during the pandemic.</p> <p>In June of 2021, the School Board heard a report from a 3rd party that was based on a valid and reliable scientific research survey of the community. The board heard the results on June 28, 2021. There was no statistically significant impact to the reputation of the district in spite of the pandemic. In context to other public education institutions during this time, the public response and report was highly positive.</p>	90
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>School Board member’s summarizing comments:</p>	

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
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<b>BOARD-MANAGEMENT DELEGATION (BMD) POLICIES</b>					
<b>3.0</b>					91
<b>Single Point of Connection</b>	09.27.21				
<b>3.1 Unity of Control</b>	09.27.21				
3.1.1	09.27.21				
3.1.2	09.27.21				
3.1.3	09.27.21				
<b>3.2</b>					
<b>Delegation to the Superintendent</b>	09.27.21				
3.2.1	09.27.21				
3.2.2	09.27.21				
3.2.3	09.27.21				
3.2.4	09.27.21				
<b>3.3</b>					
<b>Superintendent Accountability and Performance</b>	09.27.21				
3.3.1	09.27.21				
3.3.2	09.27.21				
3.3.3	09.27.21				
3.3.4	09.27.21				
3.3.5	09.27.21				

**Record of Board Self-Evaluation  
Governance Policies  
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<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
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<b>4.0 Global Governance Commitment</b>	10.25.21				92
4.0.1	10.25.21				
4.0.2	10.25.21				
<b>4.1 Governing Style</b>	10.25.21				
4.1.1	10.25.21				
4.1.2	10.25.21				
4.1.3	10.25.21				
4.1.4	10.25.21				
4.1.5	10.25.21				
4.1.6	10.25.21				
<b>4.2 School Board Job Products</b>	10.25.21				
4.2.1	10.25.21				
4.2.2	10.25.21				
4.2.2 - A	10.25.21				
4.2.2 - B	10.25.21				
4.2.2 - C	10.25.21				
4.2.2 - D	10.25.21				
4.2.3	10.25.21				

**Record of Board Self-Evaluation  
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(July 1, 2020 – June 30, 2021)  
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<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
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<b>4.3 Annual Work Plan</b>	10.25.21				93
4.3.1	10.25.21				
4.3.2	10.25.21				
4.3.3	10.25.21				
<b>4.4 Officer Roles</b>	09.27.21				
4.4.1	09.27.21				
4.4.1.1	09.27.21				
4.4.1.2	09.27.21				
4.4.1.3	09.27.21				
4.4.1.4	09.27.21				
4.4.1.5	09.27.21				
4.4.1.6	09.27.21				
4.4.1.7	09.27.21				
4.4.1.8	09.27.21				
4.4.1.9	09.27.21				
4.4.2	09.27.21				
4.4.3	09.27.21				
4.4.4	09.27.21				

**Record of Board Self-Evaluation  
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<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
<b>4.5 School Board Members' Code of Conduct</b>	09.27.21				94
4.5.1	09.27.21				
4.5.2	09.27.21				
4.5.2.1	09.27.21				
4.5.2.2	09.27.21				
4.5.2.3	09.27.21				
4.5.3	09.27.21				
4.5.3.1	09.27.21				
4.5.3.2	09.27.21				
4.5.4	09.27.21				
4.5.5	09.27.21				
4.5.6	09.27.21				
4.5.7	09.27.21				
4.5.8	09.27.21				
4.5.8.1	09.27.21				
4.5.8.2	09.27.21				
4.5.8.3	09.27.21				
4.5.8.4	09.27.21				
4.5.8.5	09.27.21				
4.5.8.6	09.27.21				

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

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

<b>Policy</b>	<b>Date of Self-Evaluation</b>	<b>Board Behavior Fully Compliant? Y/N</b>	<b>Board behavior needing improvement or opportunity for continuous improvement</b>	<b>Commitment Made/Action Taken</b>	<b>Completed</b>
4.5.8.7	09.27.21				
<b>4.6 Process for Addressing School Board Member Violations</b>	09.27.21				95
4.6.1	09.27.21				
4.6.2	09.27.21				
4.6.3	09.27.21				
4.6.4	09.27.21				
4.6.4.1	09.27.21				
4.6.4.2	09.27.21				
<b>4.7 School Board Committee Principles</b>	09.27.21				
4.7.1	09.27.21				
4.7.2	09.27.21				
4.7.3	09.27.21				
4.7.4	09.27.21				
<b>4.8 School Board Committee Structure</b>	09.27.21				
4.8.1	09.27.21				
4.8.2	09.27.21				

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.8.3	09.27.21				
4.8.4	09.27.21				96
<b>4.9 Governance Investment</b>	10.25.21				
4.9.1	10.25.21				
4.9.1.1	10.25.21				
4.9.1.2	10.25.21				
4.9.1.3	10.25.21				
4.9.2	10.25.21				
4.9.3	10.25.21				
<b>4.10 Operation of the School Board Governing Rules</b>					
4.10.1	09.27.21				
4.10.1.1	09.27.21				
4.10.1.2	09.27.21				
	09.27.21				

**Record of Board Policy Monitoring  
Ends and Executive Limitations  
July 1, 2020 – June 30, 2021**

**Monitoring 2020-2021 School Year Data**

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

Policy	School Year	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
<b>ENDS</b>							
<b>1.1</b> Each student graduates and is academically prepared to progress to multiple opportunities after high school	2020-21	Yes 06/22/20	Yes 06/22/20				97
<b>1.1.1</b> Each student is reading at grade level by the end of third grade	2020-21	Yes 06/22/20	Yes 06/22/20				
<b>1.1.2</b> Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	2020-21	Yes 06/22/20	Yes 06/22/20				

<p><b>1.1.3</b> Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements</p>	2020-21	<p>Yes 06/22/20</p>	<p>Yes 06/22/20</p>				
<p><b>1.2</b> Each student demonstrates the 21<sup>st</sup> century skills needed to succeed in the global economy</p>	2020-21	<p>Yes 06/22/20</p>	<p>Yes 06/22/20</p>				98
<p><b>1.3</b> Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society</p>	2020-21	<p>Yes 06/22/20</p>	<p>Yes 06/22/20</p>				

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn't support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
<b>EXECUTIVE LIMITATIONS</b>							
<b>EL 2.0</b> Global Executive Constraint	12/13/21						
<b>EL 2.1</b> Emergency Superintendent Succession	08/23/21						
<b>EL 2.2</b> Treatment of Students	08/23/21						
<b>EL 2.3</b> Treatment of Parents	09/27/21						99
<b>EL 2.4</b> Treatment of Staff	10/25/21						
<b>EL 2.5</b> Financial Planning and Budgeting	12/13/21						
<b>EL 2.6</b> Financial Management and Operations	09/27/21						
<b>EL 2.7</b> Asset Protection	08/23/21						
<b>EL 2.8</b> Compensation and Benefits	10/25/21						
<b>EL 2.9</b> Communication and Support to the School Board	11/22/21						

**Record of Board Policy Monitoring  
Ends and Executive Limitations  
July 1, 2021 – June 30, 2022**

**Monitoring 2021-2022 School Year Data**

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

Policy	School Year	Operational Interpretation – Reasonable or not?		Evidence – demonstrates expected progress?		Date to bring back the district’s plan to demonstrate expected progress in the future	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
<b>ENDS</b>							
<b>1.1</b> Each student graduates and is academically prepared to progress to multiple opportunities after high school	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						100
<b>1.2</b> Each student is reading at grade level by the end of third grade	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						
<b>1.3</b> Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						

<b>1.4</b> Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						
<b>1.5</b> Each student demonstrates the 21 <sup>st</sup> century skills needed to succeed in the global economy	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						101
<b>1.6</b> Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						

## **Resolution of Acceptance of Donations**

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

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### **Eden Lake Elementary:**

- Donation of \$20.00 – Charities Aid Foundation of America (CAF America) c/o CyberGrants, Andover, MA – funds to be used for supplemental supplies

-

### **Oak Point Elementary:**

- Donation of \$50.00 – Prime Therapeutics, LLC (Employer match donation), Eagan, MN – funds to be used for support of school programs, field trips and classroom supplies

## SUPERINTENDENT CONSENT AGENDA

### A. Semi-Monthly Reports

#### HUMAN RESOURCES

##### 1. Human Resources – Principals

###### a. New Hires

Shepherd, Stephen – Associate Principal, Cedar Ridge Elementary, effective 8/3/2021.

##### 2. Human Resources – Administrative/Supervisory/technical (AST)

###### a. New Hires

Hale, Gilbert – Administrative Dean, Central Middle School, 8 hours/day, 5 days/week, 216 days/year, effective 8/2/2021.

Hallin Payne, Katherine – Administrative Dean, Eden Prairie High School, 8 hours/day, 5 days/week, 216 days/year, effective 8/2/2021.

Lam, Elizabeth – Administrative Coordinator Special Programs, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 8/30/2021.

Phan, Quyen – Administrative Dean, Central Middle School, 8 hours/day, 5 days/week, 216 days/year, effective 8/2/2021.

Rock, Patrick – Administrative Dean, EP Online, 5 hours/day, 5 days/week, 216 days/year, effective 8/9/2021.

Saney, Abdirashid – Administrative Dean, Eden Prairie High School, 8 hours/day, 5 days/week, 216 days/year, effective 8/2/2021.

Smith, Taneisha – Administrative Dean, Eden Prairie High School, 8 hours/day, 5 days/week, 216 days/year, effective 8/2/2021.

Younis, Amal – Administrative Dean, Central Middle School, 8 hours/day, 5 days/week, 216 days/year, effective 8/2/2021.

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

###### a. Change in Assignment

Loyland-Hitch, Justin – From Technology Support Specialist, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, to Technology Systems Administrator, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 8/16/2021.

##### 4. Human Resources – Licensed Staff

###### a. New Hires

Anderson, Jennifer – Elementary Classroom Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Aust, Emily – Lead Special Education Teacher, 1.0 FTE, District Wide, effective 8/30/2021.

Barthelemy, Erika – Visual Arts, 0.458 FTE, Central Middle School, effective 8/30/2021.

Brunelle, Steven – American Sign Language, 0.6 FTE, Eden Prairie High School, effective 8/30/2021.

Budde, Amanda – Visual Art, 1.0 FTE, Eden Prairie High School, effective 8/30/2021.

Campbell, Kayla – Elementary Classroom Teacher, 1.0 FTE, Prairie View Elementary, effective 8/30/2021.

Donovan, Nora – Early Childhood Special Education, 1.0 FTE, Lower Campus, effective 8/30/2021.

Fernan, Alexander – Elementary Classroom Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Finstad, Rachel – World Language – Spanish Teacher, .917 FTE, District Wide, effective 8/30/2021.

Garrett, Vanessa – Elementary Classroom Teacher, 1.0 FTE, Prairie View Elementary, effective 8/30/2021.

Geis, Rachel – Elementary Classroom Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Greisen, David – Work Experience, 1.0 FTE, Eden Prairie High School, effective 8/30/2021.

Haeger, Isabella – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/30/2021.

Hasch, Amira – Elementary Classroom Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Hoehn, Rebecca – Social Studies, 0.667 FTE, Central Middle School, effective 8/30/2021.

Holloway, Sara – Science Teacher, EP Online, effective 8/30/2021.

Kampmeier, Katlyn – Theatre Arts, 0.555 FTE, Central Middle School, effective 8/30/2021.

Knutowski, Rachel – Elementary Interventionist, 1.0 FTE, Forest Hills Elementary, effective 8/30/2021.

Lapshina, Anna – Elementary Music Teacher, .917 FTE, District Wide, effective 8/30/2021.

Luczak, Reed – Physical Education Teacher, 1.0 FTE, District Wide, effective 8/30/2021.

Miller, Rebekah – Elementary Classroom Teacher, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Monks, Michael – Special Education, 1.0 FTE, Eden Prairie High School, effective 8/30/2021.

Morris, Isabelle – World Language – French, World Language – Spanish, 0.75 FTE, Eden Prairie High School, Central Middle School, effective 8/30/2021.

Nelson, Erik – Elementary Classroom English Teacher, 1.0 FTE, Eagle Heights Spanish Immersion, effective 8/30/2021.

Nimchuk, Sarah – Music Teacher, EP Online, effective 8/30/2021.

Noble, Ainsleigh – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/30/2021.

Peters, Jordan – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/30/2021.

Primeau, Alycia – Elementary Classroom Teacher, 1.0 FTE, Prairie View Elementary, effective 8/30/2021.

Ramirez-Baranda, Mariela – World Language – Spanish, 0.667 FTE, Eden Prairie High School, effective 8/30/2021.

Reyes, Roxanna – Guidance Counselor, 1.0 FTE, Central Middle School, effective 8/30/2021.

Riemer, Billie – Grade 6, 1.0 FTE, Central Middle School, effective 8/30/2021.

Rousemiller, Erika – Physical Education, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Rudnick, Avigail – Speech-Language Pathologist, 0.6 FTE, Central Middle School, effective 8/30/2021.

Ruelle, Abigale – Elementary Interventionist, 1.0 FTE, Oak Point Elementary, effective 8/30/2021.

Sanderson, Marley – Elementary Classroom Teacher, 1.0 FTE, Oak Point Elementary, effective 8/30/2021.

Simmer, Colton – Physical Education Teacher, .917 FTE, Cedar Ridge Elementary, effective 8/30/2021.

Stensrude, Rhett – Business Education, 0.555 FTE, Eden Prairie High School, effective 8/30/2021.

Stevens, Ashley – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/30/2021.

Trejo, Raymundo – Science, 1.0 FTE, Central Middle School, effective 8/30/2021.

Tushie, Sherrill – Science Teacher, EP Online, effective 8/30/2021.

Ulberg, Celeste – Elementary Interventionist, 1.0 FTE, Eden Lake Elementary, effective 8/30/2021.

Vacanti, Genna – Elementary Classroom Teacher, 1.0 FTE, Forest Hills Elementary, effective 8/30/2021.

Wickman, Jordan – Special Education, 1.0 FTE, Central Middle School, effective 8/30/2021.

b. Resignation/Retirements

Harrison, Gina – Music – Orchestra Teacher, 0.62 FTE, Eden Lake Elementary, effective 6/1/2021.

Tagg, Brandon – Dean of Students, 1.0 FTE, Central Middle School, effective 6/1/2021.

5. Human Resources – Classified Staff

a. New Hires

CLASS

Clark, Jennifer – Marketing/Graphic Design Specialist, Community Education, effective 8/9/2021.

Post, Danyel – Finance Assistant, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 8/6/2021.

Zavala Varela, Daniela – Intern Coordinator – Bilingual, Eagle Heights Spanish Immersion, 5 hours/day, 5 days/week, 191 days/year, effective 8/23/2021.

FOOD SERVICE

Bruggeman, Erica – Food Service Assistant I, Oak Point Elementary, 3.5 hours/day, 5 days/week, 177 days/year, effective 9/8/2021.

MSEA

Boon, Jaclyn – Little Eagles Preschool Paraprofessional, Community Education, 3.75 hours/day, 5 days/week, 178 days/year, effective 9/8/2021.

Diaz, Jennifer – Little Eagles Preschool Paraprofessional, Community Education, 3 hours/day, 3 days/week, 99 days/year, effective 9/8/2021.

Durand, William – Security Monitor, Eden Prairie High School, 8 hours/day, 5 days/week, 178 days/year, effective 9/8/2021.

Egeberg, Gary – Little Eagles Preschool Paraprofessional, Community Education, 6 hours/day, 5 days/week, 178 days/year, effective 9/8/2021.

Jethwa, Riddhi – Little Eagles Preschool Paraprofessional, Community Education, 3.75 hours/day, 5 days/week, 178 days/year, effective 9/8/2021.

Kerns, Elizabeth – Little Eagles Preschool Paraprofessional, Community Education, 3 hours/day, 4 days/week, 146 days/year, effective 9/8/2021.

Oviguian, Nancy – Little Eagles Preschool Paraprofessional, Community Education, 6 hours/day, 5 days/week, 178 days/year, effective 9/8/2021.

Richter, Loretta – Lunchroom/Playground Paraprofessional, Eagle Heights Spanish Immersion, 3 hours/day, 5 days/week, 178 days/year, effective 9/8/2021.

Sejpal, Leena – Little Eagles Preschool Paraprofessional, Community Education, 3.75 hours/day, 4 days/week, 146 days/year, effective 9/8/2021.

PRESCHOOL TEACHERS

Avakian, Catherine – Little Eagles Preschool Teacher, 0.991 FTE, Community Education, effective 8/30/2021 through 12/22/2021.

Bishop, Lindsey – Little Eagles Preschool Teacher, 0.991 FTE, Community Education, effective 8/30/2021.

Peiffer, Melanie – Little Eagles Preschool Teacher, 0.384 FTE, Community Education, effective 8/30/2021.

b. Change in Assignment

CLASS

Little, Katie – Scheduling Clerk, Central Middle School, 6 hours/day, 5 days/week, 210 days/year, effective 8/2/2021.

Patel, Anar – Administrative Assistant – EP Online, Administrative Services Center, 8/4/2021.

PRESCHOOL TEACHERS

Lorang, Jillian – Little Eagles Preschool Lead Teacher, 0.938 FTE, Community Education, effective 8/30/2021.

Steinberg, Andrea – Little Eagles Preschool Lead Teacher, 0.938 FTE, Community Education, effective 8/30/2021.

c. Resignation/Retirements

BUILDING SERVICES

Cortes Perez, Mauricio – Day Custodian, Oak Point Elementary, Eagle Heights Spanish Immersion, effective 7/28/2021.

Rosas Sanchez, Reynaldo – FT Maintenance, Oak Point Elementary, Eagle Heights Spanish Immersion, effective 7/30/2021.

CLASS

Khattak, Malalai – Office Professional – Personnel & Finance, Central Middle School, effective 10/29/2021.

Peltier, Holly – Office Professional – Deans, Eden Prairie High School, effective 8/31/2021.

FOOD SERVICE

Greening, Denise – Food Service Assistant I, Eden Prairie High School, effective 11/30/2020.

Hackett, Lori – Food Service Assistant I, Oak Point Elementary, effective 11/30/2020.

Larson, Kevin – Food Service Assistant I, Central Middle School, effective 11/30/2020.

Soendergaard, Sidsel – Food Service Assistant I, Oak Point Elementary, effective 11/30/2020.

MSEA

Anchondo, Andrea – Playground Paraprofessional, Oak Point Elementary, effective 5/28/2021.

Harris, Karin – Kindergarten/Special Education Paraprofessional, Prairie View Elementary, effective 5/28/2021.

Pedersen, Annessa – Special Education Paraprofessional, Cedar Ridge Elementary, effective 5/28/2021.

Rodekuhr, Laura – Special Education Paraprofessional, Eden Lake Elementary, effective 5/28/2021.

Ronchak, Alyssa – Special Education Paraprofessional, Eden Lake Elementary, effective 5/28/2021.

Schmit, Laura – Kindergarten/Playground/Crossing Guard Paraprofessional, Cedar Ridge Elementary, effective 5/28/2021.

Semotuk, Jennifer – Health Services Paraprofessional, Cedar Ridge Elementary, correction to retirement date of 5/28/2021.

Singh, Richa – Special Education Paraprofessional, Prairie View Elementary, effective 5/28/2021.

Whitlock, Serena – Lunchroom/Playground Paraprofessional, Eagle Heights Spanish Immersion, effective 5/28/2021.

PRESCHOOL TEACHERS

Cavanaugh, Alexandra – Little Eagles Preschool Teacher, Community Education, effective 8/13/2021.

TRANSPORTATION

Garty, Lisa – Bus Driver, Transportation, effective 5/28/2021.

Hammick, Natoya – Bus Driver, Transportation, effective 5/28/2021.

Shelhamer, James – Bus Driver, Transportation, effective 5/28/2021.

Yu, Kwok – Bus Driver, Transportation, effective 5/28/2021.

## Board Business

### General Consent Agenda

#### Approval of Payments, all funds, June 2021

Check #410003-410341	\$1,906,954.60
Electronic Disbursements	\$11,241,455.80
<b>TOTAL</b>	<b>\$13,148,410.40</b>

#### Approval of Payments, all funds, July 2021

Check #410342-410566	\$3,689,938.02
Electronic Disbursements	\$8,720,706.31
<b>TOTAL</b>	<b>\$12,410,644.33</b>

#### Acknowledgment of Electronic Transfers June 2021

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
07/30/2019	PMA Financial	MNTrust	1.740%	06/29/2021	\$1,033,436.40
03/12/2020	PMA Financial	MNTrust	.927%	07/23/2021	\$249,916.45
03/12/2020	PMA Financial	MNTrust	.796%	07/23/2021	\$249,987.39
03/12/2020	PMA Financial	MNTrust	.506%	07/23/2021	\$249,913.52
06/25/2021	PMA Financial	MNTrust	.030%	07/26/2021	\$6,000,152.89
06/25/2021	PMA Financial	MNTrust	.030%	07/26/2021	\$2,000,050.96
06/25/2021	PMA Financial	MNTrust	.030%	07/26/2021	\$7,500,191.10
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03

07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03
07/23/2019	PMA Financial	MNTrust	1.797%	07/29/2021	\$249,642.03

Approval of Agreement with Transportation (SEIU Local 284)

RESOLVE to approve a two-year contract between Independent School District 272 and the Transportation (SEIU Local 284) effective July 1, 2021 through June 30, 2023.

The following is a synopsis of the agreement.

1. Salary schedule improvement:
  - Year 1: 2.75% Increase (additional \$0.50 for mechanics)
  - Year 2: 2.75% Increase
2. Health Insurance:
  - Year 1: No change
  - Year 2: \$15 increase in district contribution for single coverage; \$20 increase to district contribution for family coverage.
3. Additional Longevity Increment:
  - 15 years: \$0.85 per hour
4. Lead Mechanic increase by \$0.25 per hour
5. Increase mechanic tool allowance by \$100



# Returning to School 2021 - 2022



**EDEN PRAIRIE SCHOOLS**

Inspiring each student every day

# Overview of Plan for Return to School

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- Current Reality
- Philosophy and Decision Making
- Data and Trends
- Input
- Layered Mitigation
- Testing and Vaccines
- Quarantines
- Operations
- Learning Environments

# Current Reality

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- The start of this year is not what we thought it might be back in June.
- We had a very successful summer with very little Covid transmission with and without face coverings from PreK-12 grade programs.
- We have recently seen a few cases beginning to emerge.
- The “Delta” variant is changing our environment. COVID is in our community,
- Vaccines have been and are widely available for our students who are 12+ years old.
- Vaccines are still not available for our students under 12 years of age.
- Our state has no face covering mandate and at the state level has decided that is up to individuals and local organizations.
- We are going to need to live with COVID-19 as a reality.
- We are a public institution that is balancing health and safety, education, local culture, and widely varying viewpoints.
- The “Sand” is shifting under our feet like water is flowing by. Some times at faster rates than at other times.

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# Philosophy and Decision Making

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- Acknowledge and consider the tensions that exist and then make balanced decisions
- I will honor family involvement, voice, and choice when possible.
- Operate in the least restrictive environment possible that also keeps students in school “in-person”.
- Utilize our incident command team and hear from our administrators and staff who have to operationalize decisions.
- Design for flexibility and prepare for change.
- Continue to prioritize student learning and impacts of various mitigation strategies on achieving the Ends.
- Review guidance, but also consider local information and not just statewide or nationwide information.
- Continuously monitor and adjust as things change.

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## How do schools determine their safe learning model?

### STEP 1

Minnesota Department of Health (MDH) will use data from counties to determine a base learning model for public schools.

### STEP 2

Minnesota Department of Education (MDE) will share county data and the consultative process for public schools to engage with education and public health experts to review their county health data and safe learning plans.

### STEP 3

Public schools, with their incident command team, will evaluate their ability to implement required and recommended health best practices.

### STEP 4

Public schools, in consultation with public health, will determine a learning model to begin the school year and communicate that decision with their school community.\*

### STEP 5

Public schools and MDH will monitor the community and school-level impact of COVID-19 on a regular basis. Adjustments will be made to the learning model if needed.

## Safe learning models:



Distance learning



Hybrid learning

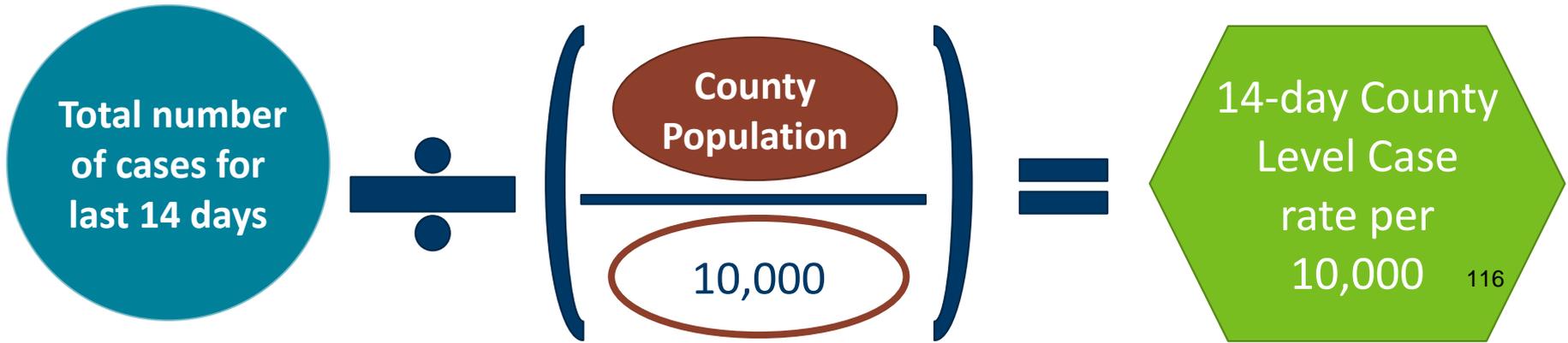


In-person learning



\* Regardless of learning model, all public schools must offer an equitable distance learning option to all families.

# 14-day county level case rate



# Selecting a learning model for school opening

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

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# Current Data for Context

## Hennepin County

Population (2019 estimated): 1,265,843

Data as of July 31, 2021

Display one-week forecast

14-day case rate per 10,000



## Eden Prairie Public School District

ZIP codes: 55344, 55346, 55347, 55439

(excludes ZIP codes where less than 0.25 square miles of land area is within district boundaries)

Data as of July 29, 2021

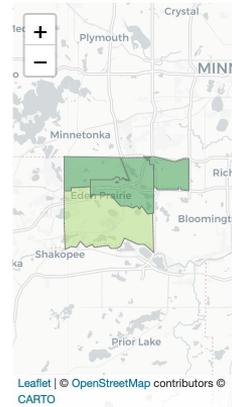
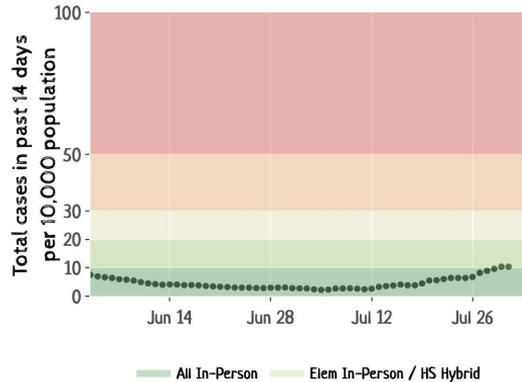
Show forecast

14-day case rate per 10,000



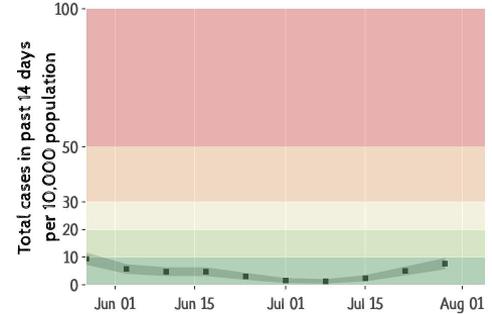
Start plot on:

2021-06-0



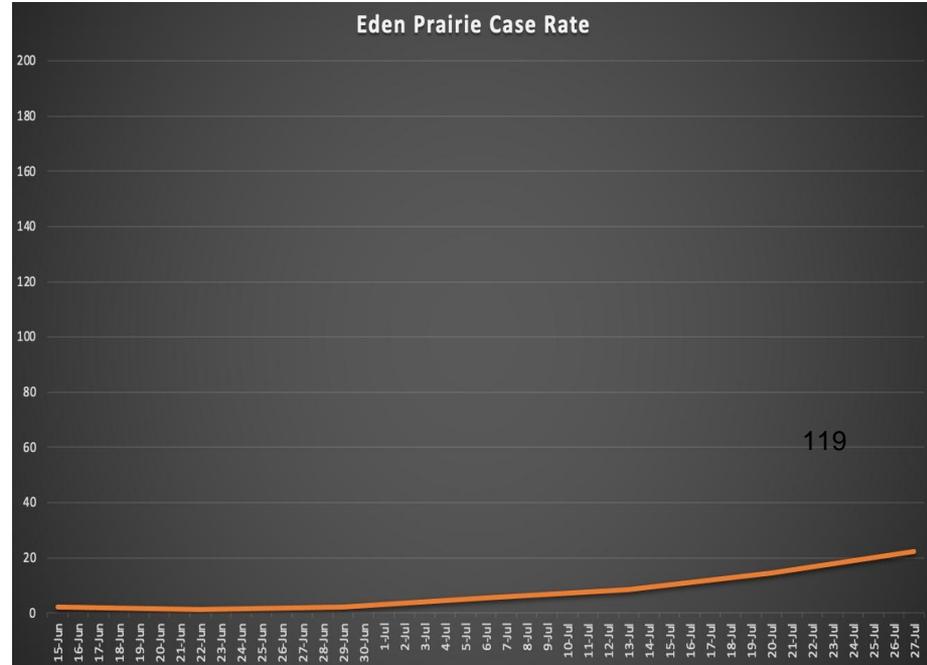
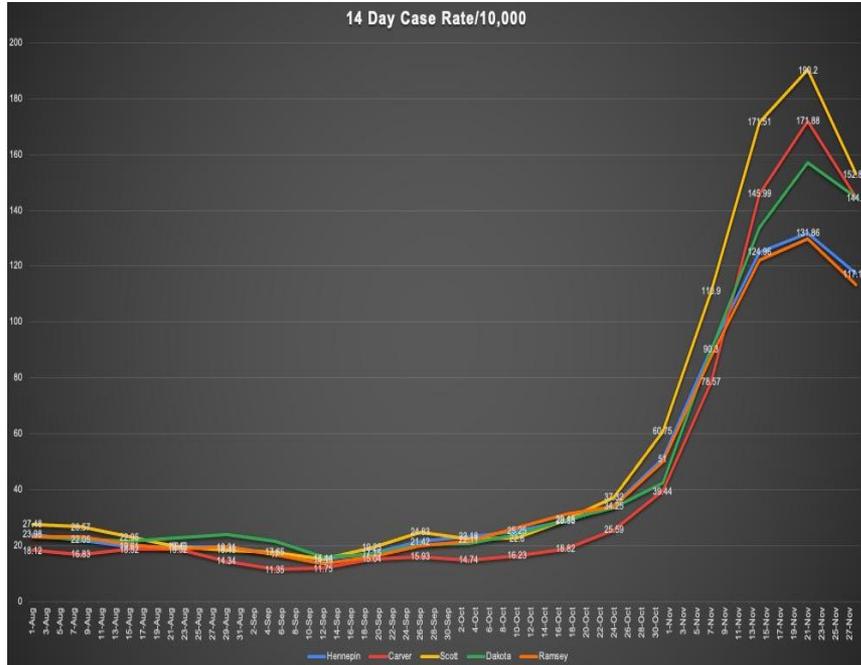
Start plot on:

2021-06-0



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# Current EP Case Rate Trend



2020-21 Graph with a Scale of 0 to 200

2021-22 Graph with a Scale of 0 to 200 9

# County and City Transmission Rates

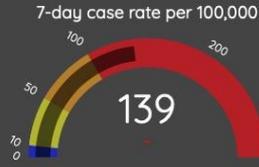
STAY SAFE MN

## Hennepin County

Population (2019 estimated): 1,265,843

Data as of August 21, 2021

Display one-week forecast



## Eden Prairie Public School District

ZIP codes: 55344, 55346, 55347, 55439

(excludes ZIP codes where less than 0.25 square miles of land area is within district boundaries)

Data as of August 26, 2021

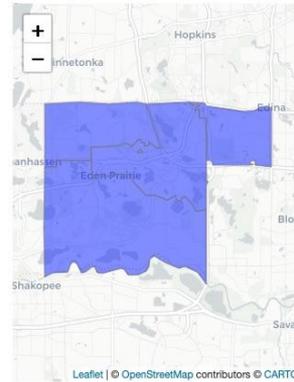
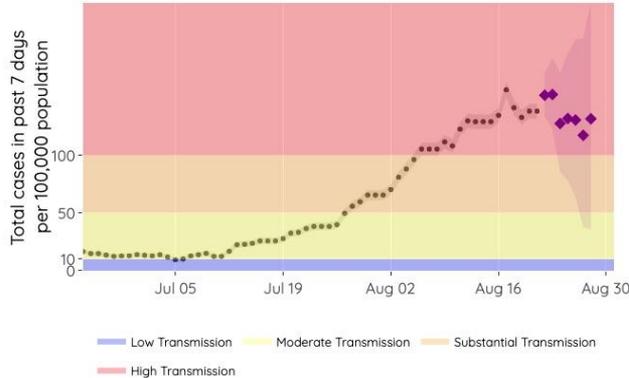
Show forecast



Purple diamonds show forecasted rates for the next 7 days.

Start plot on:

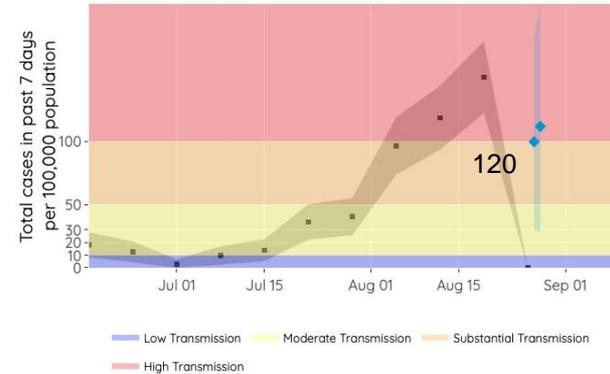
2021-06-23



Forecasts (blue diamonds) are based on a population-weighted average of 7-day rates for counties overlapping this district: Hennepin (100%)

Start plot on:

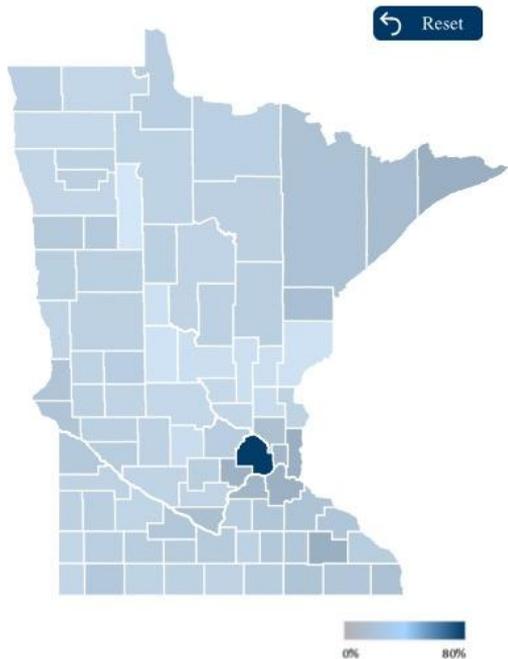
2021-06-23



# Hennepin County Vaccination Rates (16+)

STAY SAFE MN

12+ 16+ 65+ Total population



## HENNEPIN COUNTY

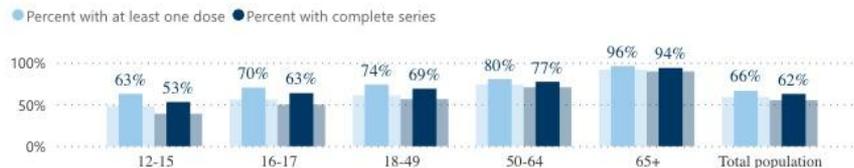
Click on a county to narrow results. Data reported as of 8/18/2021.

	People with at least one vaccine dose	789,220	79.0%
	People with completed vaccine series	747,815	74.8%

Age group Gender

Age group	People with at least one vaccine dose	People with completed vaccine series
12-15	36,472	30,801
16-17	20,135	18,223
18-49	416,043	388,152
50-64	189,728	181,943
65+	163,314	159,497
Unknown/missing	76	32
<b>Total</b>	<b>825,768</b>	<b>778,648</b>

### Proportion of People Vaccinated by Age Group Population



121

# Eden Prairie Vaccination Rates (18+)

One Dose Received

84%

Series Completed

80%

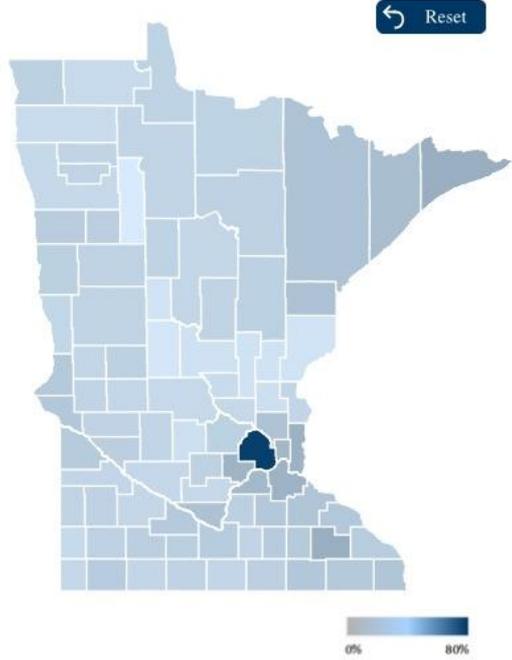
# Hennepin County Vaccination Rates (12+)

STAY SAFE MN

12+ 16+ 65+ Total population

## HENNEPIN COUNTY

Click on a county to narrow results. Data reported as of 8/18/2021.

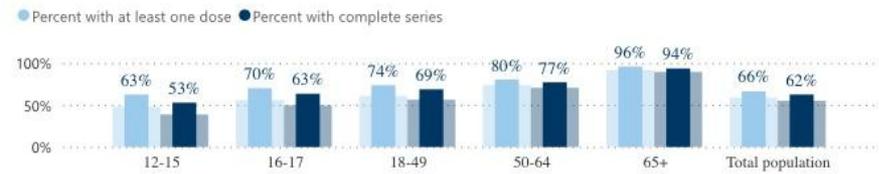


	People with at least one vaccine dose	825,692	78.0%
	People with completed vaccine series	778,616	73.6%

Age group Gender

Age group	People with at least one vaccine dose	People with completed vaccine series
12-15	36,472	30,801
16-17	20,135	18,223
18-49	416,043	388,152
50-64	189,728	181,943
65+	163,314	159,497
Unknown/missing	76	32
<b>Total</b>	<b>825,768</b>	<b>778,648</b>

### Proportion of People Vaccinated by Age Group Population

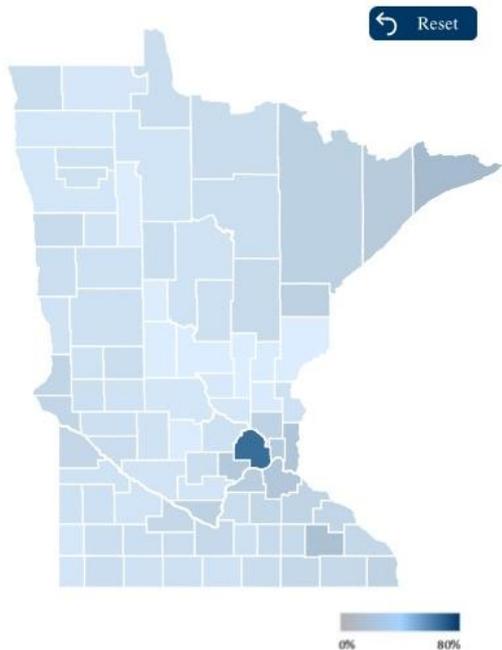


123

# Hennepin County Vaccination Rates (Total)

STAY SAFE MN

12+ 16+ 65+ Total population



## HENNEPIN COUNTY

Click on a county to narrow results. Data reported as of 8/18/2021.

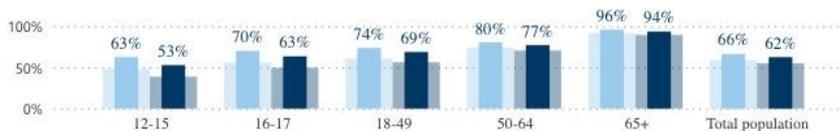
 People with at least one vaccine dose	825,768	66.3%
 People with completed vaccine series	778,648	62.5%

Age group Gender

Age group	People with at least one vaccine dose	People with completed vaccine series
12-15	36,472	30,801
16-17	20,135	18,223
18-49	416,043	388,152
50-64	189,728	181,943
65+	163,314	159,497
Unknown/missing	76	32
<b>Total</b>	<b>825,768</b>	<b>778,648</b>

### Proportion of People Vaccinated by Age Group Population

● Percent with at least one dose ● Percent with complete series



# Eden Prairie Vaccination Rates Total Population (Inclusive of Non-Eligible Population)

One Dose Received

69%

Series Completed

66%

125

Interpolated Vaccination Rates for One Dose or Series Complete

~70-80%

# Executive Limitation 2.3.2

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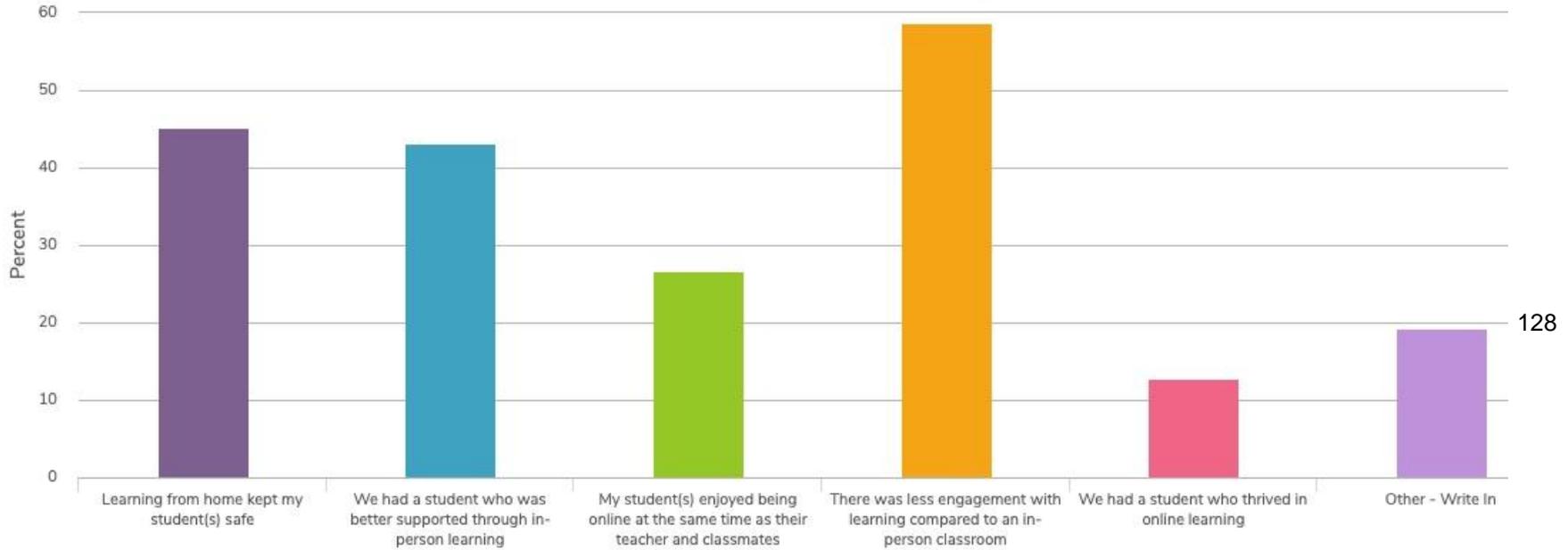
- I have a requirement from the board to gather input from parents prior to making major decisions. I deem this a major decision and hearing from parents is important to me.
- Administrators have heard from many parents and I had the chance to have numerous conversations to hear feedback collected
- I have received numerous emails from parents and had conversations with parents throughout the summer demonstrating input and widely diverse perspectives
- We provided the opportunity for parents to complete an input form, which again showed a wide range of thoughts, opinions, and perspectives
  - Over 4500 parents participated which is a very high response rate from the population
  - The data is from the respondents and was never intended to be or was used as a scientific random sample valid and reliable survey or representative of our community, but does provide feedback and input from respondents
- This input was gathered to inform, but not make decisions

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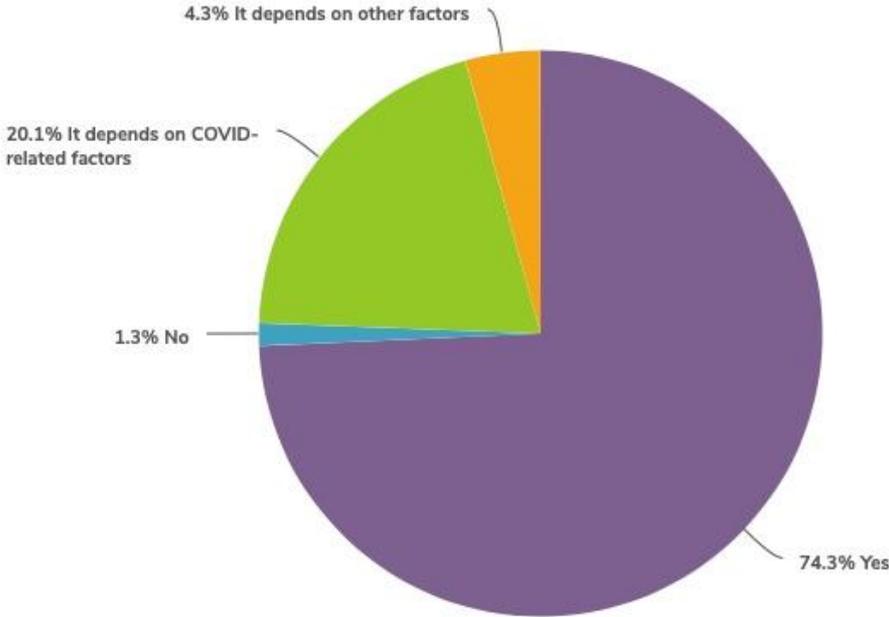
# In-Person Learning is Important and EP Online is important.

2. How was your experience with online / distance learning last school year? Pick all responses that apply, or add your own.



# A high percentage of our students will return to activities and athletics.

5. Are you planning to return to those activities or athletics this year?



# Face coverings and ventilation at the top of the list for respondents.

## Evidence of polarization among respondents.

Average (1-9)	Protocol
3.32	Face coverings (Only choice with high rankings 1st and last)
3.38	Increased air flow and ventilation
4.04	Social distancing
4.20	Hand sanitizer stations
4.73	Keep student groups together/reduce mixing
5.09	Limiting visitors
6.16	COVID-19 testing
6.20	Data dashboard
6.75	Vaccination clinics



# Sample of comments - diverse and divergent

“In person learning remains a priority to me. Whatever measures the district deem appropriate are fine with me.”

“We will not be attending Eden Prairie schools if masks are mandated.”

“Mandate masks please!!!!”

“Elementary kids are not vaccinated and should be all online.”

“Do not agree w/free breakfast and lunches to all students - these SHOULD be provided to those that NEED them.”

“... willing to change routines, wear masks, & any other preventative measures to remain in school vs dist. learning.”  
131

“My biggest concern is not having M-F in person for 2nd grader and Kindergartener.”

“Schools should be open. Masking should be optional and vaccinating should be optional.”

“Please keep the students in school, without masks. Please mandate vaccines.”

# Potential Student Quarantine Situations

## The safest option: 14-day quarantine



- If you live with someone who has COVID-19, quarantine during the time that person might be contagious (their isolation period), as well as the time that you could develop COVID-19 (possibly 24 days).
- If the exposure was NOT in the person's home, a shorter quarantine could be determined to be appropriate, either 10 days or 7 days (with a negative PCR test).

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# Vaccination/Face Covering Impact on Quarantine

If someone has **completed COVID-19 vaccination** (two doses in a two dose series or one dose in a one-dose series) and is exposed, they do **not need to quarantine** if the following are true:

- *The COVID-19 exposure was **at least 14 days after** their vaccination series was fully completed, AND*
- *They do **not currently have** any symptoms of COVID-19.*
- Quarantine is also not required if the person has had a laboratory-documented case of COVID 19 in the past 90 days AND they do not currently have symptoms.
- Currently, face coverings on students prevent the need to quarantine in close contact situations.

# Factors

- Balancing: Parent input, public health guidance, state agencies direction, education, information from our incident command team, and local data: case rates, vaccine rates, and transmission rates.
- Our families have no choice to access vaccinations for their children who are under 12 years of age
- Our middle school grade levels are largely separated and podded (especially with our new building updates and additions)
- Our families and community is accessing vaccines at a rate that outpaces the state and county and the county (Vaccines are readily available)
- Face coverings for unvaccinated students can negate quarantine requirements due to close contact
- I believe quarantines could be high for unvaccinated students if they are not wearing a face covering
- Students who are vaccinated are not subject to automatic quarantine due to close contact
- EP Online will be an option for any student or family who wants to access a high quality EP Education from high quality EP Teachers, but is uncomfortable to be on campus
- Federal law requires universal face covering on district transportation
- Staff vaccination rate are very high
- Districts vary widely in response (there is not a universal approach)
- The MSHSL League is recommending, but not requiring face coverings for our 7-12th grade students and many participate in this setting

# Incident Command Team: Feedback

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- Consider the effectiveness of vaccines
- Honor the evidence of transmission
- As a city there are no mask mandates and other places and spaces are open
- Consider those not eligible for the vaccine
- Family choice is important, but if families don't have a choice it changes the scenario
- Provided help with local data and Hennepin County
- Thankful for our partnership with the City of Eden Prairie
- Support access and opportunities
- We are well prepared to make transitions if necessary
- Layers of mitigation will continue to be important
- Communication is necessary even though we have a changing landscape
- Being able to shift will be important

135

# Face Coverings

## Using the philosophical framework:

- Universal face coverings are required for anyone (PreK-12 and Adults) on district transportation regardless of vaccination status
- PreK-6th Grade: Face coverings required for all students
- 7th-12th Grade: Face coverings recommended for all students
- Staff will wear face coverings when not able to maintain social distancing and may only remove a face covering if vaccinated and it is impeding educational outcomes while they are socially distanced
- Face coverings for students participating in and guests in the audience for MSHSL activities and athletics will follow MSHSL guidance
- This could ratchet up or down throughout the year and can be adjusted quickly
- Face coverings are one mitigation layer that we can utilize and is not necessarily the most effective one at all times: Vaccines, Distancing, Ventilation & Airflow, Cleaning, Hygiene, etc....

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# Multi-Layer Safety & Mitigation - Personal Hygiene

- Handwashing will continue to be prioritized throughout the school day
- Numerous hand sanitizer stations will remain posted throughout schools



# Multi-Layer Safety & Mitigation: Ventilation/Air Handling

---

- Eden Prairie Schools has always met or exceeded industry standards for air circulation.
- Robust building automation system to control airflow remotely.
- Every school maximizes the fresh air flow into the building and minimizes recycled air. Classrooms have new, fresh air every eight to 10 minutes.
- High-filtration air filters continue to be used in our air handling systems. Eden Prairie Schools use filters that meet or exceed industry (ASHRAE) guidance.

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# Multi-Layer Safety & Mitigation: Cleaning Routines

- Classrooms will be cleaned daily
- High touch surfaces will be cleaned throughout the day
- Cleaning chemicals are also available to all staff for add'l cleaning



# Multi-Layer Safety & Mitigation: Contact Tracing

- Podding where possible to prevent close contacts
- Social Distancing where feasible to prevent close contacts
- Seating charts will be used to support contact tracing:  
classrooms, cafeteria, and other indoor spaces
- In collaboration with MDH, the district will support opportunities<sup>140</sup>  
for families to access testing

# Multi-Layer Safety & Mitigation: Social Distancing

The goal is to have 3 ft between people. With 3 ft social distancing **and** both wearing face coverings, **students** do not need to be quarantined as close contacts.



141

# Vaccines and Testing: Access and Support

---

- Neither are being mandated or required by the district, but both are being supported so parents can have easy access and make family decisions that are right for them.
- Local vaccination events
- Parent and staff driven testing
  - At home rapid antigen test by request (for students with symptoms)
  - At school rapid PCR test to shorten quarantine by parent/staff request
  - Parents can seek a test at their service provider
  - At home PCR tests for staff by request
  - The district does not hold this medical information as we are simply an access point to provide an optional service for parents or staff

142



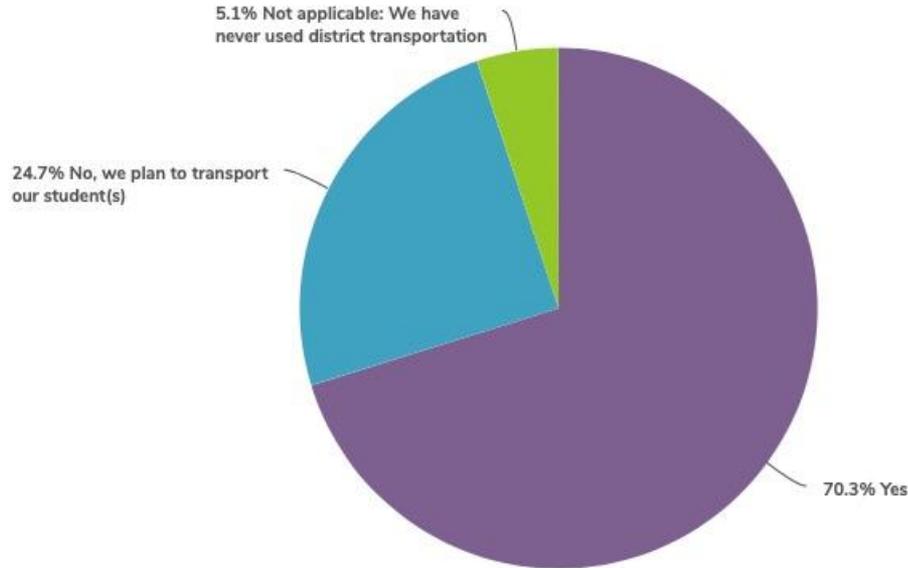
# Transportation

- Buses will run at normal capacity
- Seating charts will continue for PreK-8th grade students
- Face coverings will be required while riding the bus
- Transportation vehicles will be cleaned daily
- Roof hatches and windows will be open to improve ventilation, as weather permits

143

# We are going to need to continue to be prepared and patient to handle increased traffic.

13. Are you planning to use school district transportation this year?



# Nutrition Services

**FOOD INSPIRES**



**Squeeze  
the Day  
With  
Citrus!**

January - February 2021

 EDEN PRAIRIE SCHOOLS



- Food is free this year for all students learning in-person (Breakfast & Lunch)
- Meals will be served in the cafeteria as normal
- Seating charts will be required
- Students will have a full selection of food choices
- Cafeteria tables will continue to be cleaned between lunch periods
- This summer has allowed us to prepare better menus, leading to more offerings and healthier food

145



# Our Learning Environments

146



EDEN PRAIRIE SCHOOLS

# Learning Model for Building Sites

## All Students K-12 and TASSEL

- In-person learning
- 5 days a week
- Follow school schedules
- After school activities and athletics offered

## PreK/Eagle Zone/EPIC

- In-person learning at each elementary site
- Before and after school care 5 days a week
- EPIC will begin late-September



# EP Online

## All EP Online K-12 Students:

- Elementary
  - Synchronous lessons launch for each subject area
  - Asynchronous lessons for math, social studies and science
- 6th-8th Grades
  - Synchronous lesson launch
  - Asynchronous lessons
  - Paraprofessional support
- 9th-12th Grade
  - Asynchronous lessons
  - Teacher office hours
  - Paraprofessional support



# Athletics

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## Minnesota State High School League (MSHSL), (guidance issued August 13, 2021):

- Face coverings are recommended and encouraged when individuals are not in active participation or competition
- Universal indoor face coverings are recommended and encouraged
- Maintain at least three feet of distance between people when possible
- Keeping participants in smaller pods is recommended
- General hygiene practices should be followed (hand washing, hand sanitizer, individual water bottles, cleaning of equipment and high touch surfaces)

149



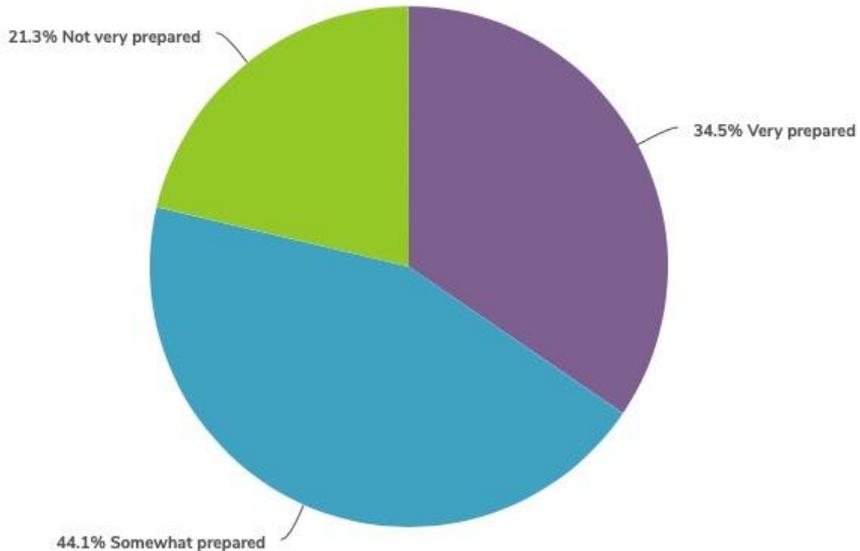
# Instructional Support Quarantine Situations

- All teachers will continue to utilize Schoology and SeeSaw to deliver daily learning experiences and curate resources and curriculum materials.
- Students will have access to academic support sessions twice a week.



# 78.6% of respondents now indicate a level of preparedness to support online learning.

8. How do you feel about supporting your student(s) if they experience online learning later on in their education?



# Visitors, Volunteers & Field Trips

---

- Visitors and Volunteers will be allowed in buildings for the 21-22 School Year:
  - All early childhood & elementary volunteers (including chaperones) will go through Community Education's Sharing Inspiration Volunteer Program; placements will focus on academic and targeted support.
  - Mask requirements to follow district guidelines.
- Field Trips can take place for the 21-22 School Year.
- Dependent on local case data.

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# Communications

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- Learning plan webpage is up & continually updated
- Districtwide updates
- Site updates
- Social media notices
- Committed to keeping families updated
- Will continue to engage parents and seek input throughout the year

# In Summary

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- This is not the way we wanted to start the 2021-22 school year, but we are thrilled to have students back in school 5 days per week in-person
- For families who want an online option I am so appreciative to the staff and teachers who have developed EP Online as an approved comprehensive model
- Our staff are amazing and are going to remain committed to our concepts of inspiration and EACH
- We are going to monitor and adjust as we learn more
- Because this is a balanced assessment and we are still learning there is not an automatic trigger to change mitigation layers, but instead it is necessary to conduct a holistic assessment
- We are going to work through this in partnership as a community

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## Eden Prairie School Board 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**
2. **Pledge of Allegiance**
3. **Agenda Review and Approval** - Discussion & Action
4. **Approval of Previous Minutes** - Discussion & Action
5. **Public Comment** - Information  
*Listening to the community. Please see Public Comment Guidelines on [Edenpr.org/community/school-board](http://Edenpr.org/community/school-board)*
6. **Announcements**- Information  
*Superintendent shares District celebratory news.*
7. **Spotlight on Success**- Information & Discussion  
*Learning about the actions being taken in our district to support our district's mission and meet Governance Policy Ends.*
8. **Board Work**
  - a. **Decision Preparation** - Information & Discussion  
*Learning about topics that required action will be taken on in future meetings*
  - b. **Required Board Action** - Discussion & Action
  - c. **Required Board Action** - Discussion & Action
  - d. **Policy Monitoring**- Discussion & Action
  - e. **Self Evaluation**- Discussion & Action
9. **Superintendent Consent Agenda**- Action  
*Management items that the Board would not act upon in our Policy Governance model, but require approval from outside entities.*
10. **Board Education & Required Reporting** - Information & Discussion
11. **Superintendent's Incidental Information [note; consider changing term "incidental"] Report** - Information  
*Incidental information is considered as "nice to know" information regarding district business. Incidental information is information regarding district business or administrative actions that are outside current or future Board work under Policy Governance. 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 Board Policy EL 2.9 and 2.9.6*
12. **Committee Reports and Minutes** - Information, Discussion, & Action  
*Board members are assigned to established committees to assist in the completion of School Board business. Specific responsibilities of each can be found under [Board Policy GP 4.7 AND 4.8](#)*
13. **Other Board Updates** - Information & Discussion  
*Board Members are assigned to these associations outside our district for continued education, governance of membership organizations, and oversight of invested interests of our district.*
14. **Board Work Plan**- Discussion & Action  
*Agenda items are from the Annual Work plan. Future Business meetings, Workshops, agenda items, and committee work discussed and voted on. [Board Policy GP 4.3](#)*
  - a. **Work Plan Changes Document** - Discussion & Action  
*The Board discusses and takes action on proposed changes or additions to the Work Plan.*
  - b. **School Board Annual Work Plan** - Discussion

## 15. Adjournment - Action

### Key

*Information- Goals to actively listen, celebrate successes, limited to no response from the board as does not fall under Policy Governance but may help inform Board Work*

*Discussion- Opportunity to ask questions, share feedback, debate, or prepare to take action*

*Action- Formal action via Board vote is required or may occur in this agenda item. Motion will pass or fail by majority vote.*



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**Eden Prairie School Board  
Community Linkage Committee Minutes  
Tuesday, June 22, 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 6:13pm Central @ Crumb Deli Eden Prairie.

The agenda above is our standard operating agenda moving forward.

**Round Robin:**

Overall, the team thought the Listen and Learn session went well, however, there were a few adjustments for next time:

- Bigger tables
- Less background noise/positioning of tables
- Stay on-tie for speakers and facilitators
- Need to be more aggressive about communication (end of school made more difficult)
- Look into ways to balance the benefit of having board members engaged in one table discussions vs. being able to move around and meet/hear other perspectives.

DD indicated he was working on the data collection/input and that may take a few weeks. Once complete we would pull together common themes and report back to overall board.

CJ to send Thank you notes to each community volunteer facilitators for their time and service to our schools.



**Working Plan:**

Updated items from the last meeting:

**Large Format Listen and Learn:**

It is our recommendation to complete the next Listen and Learn session using the same format at CMS in the Jan/Feb timeframe- dependent on PAC completion. Hopefully, the community will be excited to learn more about the changes at CMS and share their thoughts on School District performance.

**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 Greets”.

Since the prior meeting we have settled on the meet and greets as a near-term solution.

**Venue Meet & Greets:** 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 a 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.

Office hours may be an option once we are able to get into a regular meeting cadence with the community. TBD

**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 Boardroom.

**Liaison role with community organizations-** DD has completed this. He will provide to the board for feedback and present at the workshop for feedback on the alignment and we can approve the idea/alignment at the next Board meeting.

**“Metric of the Month”- Bringing the ENDS report to life for our community to drive transparency and accountability.**

We discussed this work item in a lot of detail. Our committee agreed that it is our objective to improve the transparency and awareness of the metrics that drive performance in the school district. It is our expectation that we can develop metrics and a process that will improve our governance and communication with the community. Although a dashboard might be able to pull together these metrics, our initial focus will be to develop three metrics, align with existing policy, and develop a process to ensure we can repeat and communicate efficiently and effectively.

We agreed to divide on conquer this objective:

DD- Develop the policy alignment and linkage to ENDS report and other E.L.’s if applicable.



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Kim- Develop communication format/template and communication channels with administration

CJ- Identify the metrics and work to figure out how to pull the information together. Look for linkages with administration.

### **New business:**

We discussed updates to the School Board webpage- new videos, data, info sharing (including metric of the month), etc. Will look to the board for guidance and direction.

### **Meeting Adjourned: 7:23pm**

### **Committee Report summary:**

The chair will report that the committee developed an approach to provide the Board with a policy, process, metrics, and practice examples to ensure that we can find the right solution to bringing the “ENDS” metrics and other relevant/important metrics to our community in a way that is functional, efficient, and effective.

Additionally, the chair will discuss meet and greets and an update of the Listen and Learn session. Chair will report out the updated plan for Large Format Listen and Learn.



## EDEN PRAIRIE SCHOOLS

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**Eden Prairie School Board  
Community Linkage Committee Minutes  
Tuesday, July 27, 2021  
6:00 PM 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 Present:** 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 6:17pm Central @ Crumb Deli Eden Prairie.

The agenda above is our standard operating agenda moving forward.

**Round Robin:**

We discussed the roles/responsibilities associated with mask policy based on feedback from community members. Additionally, we discussed the impact these decisions could have on enrollment.

**Working Plan:**

We spent a few minutes reviewing progress on the overall work plan presented earlier in year. We have been making significant progress across each work area.

**Large Format Listen and Learn:**

We will continue to move forward on a January/February meeting at the CMS PAC using same format.

CJ will follow-up with DD to consolidate, summarize, and report on the results from the Listen and Learn at the 8/23 workshop.



**Venue Meet & Greets:** 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.

**Next steps:**

- Kim will work to develop a “kit” that will include a table, banner, box, comment cards, etc.
- Kim will create 2 events each month in 2021-22 that we will propose for “meet & greet”
- CJ to follow-up with Josh/AD to discuss meet and greet idea and align on how it could work.

**Liaison role with community organizations-** CJ will follow-up with DD about getting this document out so we can get alignment with organizations.

**“Metric of the Month”- Bringing the ENDS report to life for our community to driver transparency and accountability.**

We discussed this work item in a lot of detail. Our committee agreed that it is our objective to improve the transparency and awareness of the metrics that drive performance in the school district. It is our expectation that we can develop metrics and a process that will improve our governance and communication with the community. Although a dashboard might be able to pull together these metrics, our initial focus will be to develop three metrics, align with existing policy, and develop a process to ensure we can repeat and communicate efficiently and effectively.

We agreed to divide on conquer this objective:

- Discussed metrics and dates:
  1. 8/23- Grad rates
  2. 9/27- Achievement Gap
  3. 10/25- Survey Result metric- TBD pending meeting with Morris Leatherman in August.
  4. 11/8- Pull all together and get approval on format, provide process to put together and additional metrics to include
  5. Formally adopt process and methodology

We will use the draft process to hash out how to make this process repeatable and sustainable.

**New business:**

We discussed how do we get input from teachers. We discussed exploring an employee survey. Cost, use, and alignment to policy will be key.

We decided to schedule an additional CLC meeting for 8/17 to discuss the Listen and Learn comments and align on key messages.



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

**Meeting Adjourned: 7:03pm**

**Committee Report summary:**

The chair will report that committee developed an approach to provide the Board with a policy, process, metrics, and practice examples to ensure that we can find the right solution to bringing the “ENDS” metrics and other relevant/important metrics to our community in a way that is functional, efficient, and effective.

We will further the discussion on meet and greets and present data from Listen and Learn.

**Eden Prairie School Board**  
**2021–22 WORK PLAN CHANGES**  
*“Proposed” Changes for the*  
**August 23, 2021**

Date of Meeting/Workshop	Changes Requested
Monday, September 13, 2021 – <i>Workshop</i>	
Monday, September 27, 2021	
Monday, October 11, 2021 – <i>Workshop</i>	
Monday, October 25, 2021	
Monday, November 8, 2021 – <i>Special Meeting</i>	
Monday, November 8, 2021 – <i>Workshop</i>	
Monday, November 22, 2021	
Monday, December 13, 2021	
<b>Placeholder – General Board Work</b>	
<ul style="list-style-type: none"> <li>• School Board Listening Session Discussion</li> <li>• Board Education – Assessment 101</li> </ul>	
<b>Placeholder – Policy Review</b>	

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**July 26, 2021**

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<b>*****2021*****</b>  <b>Board Meeting</b> <b>Mon, Jul 26, 2021</b> <b>7:30 AM</b>			Resolution Calling the Eden Prairie School District Election	Finalize DRAFT - Inspiring News Article	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• TASSEL Student Handbook</li> <li>• <del>Student Handbooks:</del> <ul style="list-style-type: none"> <li><del>– High School</del></li> <li><del>– Middle School</del></li> <li><del>– Elementary Schools (Summary Detail included) – (Included in June 28, 2021 Mtg.)</del></li> </ul> </li> </ul>		165
<b>Board Workshop</b> <b>Sat, Aug 21, 2021</b> <b>9:00 AM</b>							Tools of Cultural Proficiency
<b>Board Meeting</b> <b>Mon, Aug 23, 2021</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>• EL 2.1 Emergency Supt. Succession</li> <li>• EL 2.2 Treatment of Students</li> <li>• EL 2.7 Asset Protection</li> </ul>		Record of Board Self-Evaluation	2021-22 School Site Visits	Monthly Reports	<ul style="list-style-type: none"> <li>• Debrief DISC Training</li> <li>• Morris Leatherman Presentation – Parent Survey</li> </ul>	
<b>Post Meeting Board Workshop</b> <b>Mon, Aug 23, 2021</b>							School Board Mtg. Self-Assessment
<b>Board Workshop</b> <b>Mon, Sep 13, 2021</b> <b>6:00 PM</b>							• ADMIN Proposals for FY 2021-22 Workshops

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> <li>•2020-21 Financial Update</li> <li>•NEW Policy Development Discussion (Ends &amp; EL Policies)</li> <li>•School Board Webpage Update Overview</li> <li>•Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3</li> <li>•Policy Monitoring: GP's: 4.4, 4.5, 4.6, 4.7, 4.8, &amp; 4.10</li> <li>•Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <b>Mon, Sep 27, 2021</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>•EL 2.3 Treatment of Parents</li> <li>•EL 2.6 Financial Management &amp; Operations</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•All BMD Policies</li> <li>•BMD 3.0 Single Point of Connection</li> <li>•BMD 3.1 Unity of Control</li> <li>•BMD 3.2 Delegation to the Superintendent</li> <li>•BMD 3.3 Superintendent Accountability &amp; Performance</li> </ul>		<ul style="list-style-type: none"> <li>•Resolution to Appoint Election Judges</li> <li>•Approval of Preliminary FY 2022-23 Levy</li> <li>-Tax Levy Comparison</li> <li>- Tax Levy Presentation Pay 22</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Record of Board Self-Evaluation</li> </ul>		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• FY 2020-2021 Year-end Preliminary Financial Report</li> <li>•FY 2021-2022 Preliminary Enrollment Report</li> </ul>	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
	<ul style="list-style-type: none"> <li>•GP 4.4 Officer Roles</li> <li>•GP 4.5 School Board Members Code of Conduct</li> <li>•GP 4.6 Process for Addressing School Board Member Violations</li> <li>•GP 4.7 School Board Committee Principles</li> <li>•GP 4.8 School Board Committee Structure</li> <li>•GP 4.10 Operation of the School Board Governing Rules</li> </ul>						167
<b>Post Meeting Board Workshop</b> <b>Mon, Sep 27, 2021</b>							School Board Mtg. Self-Assessment
<b>Board Workshop</b> <b>Mon, Oct 11, 2021</b> <b>6:00 PM</b>							<ul style="list-style-type: none"> <li>•Administration: Setting Stage for FY 2022-23 Budget Guidelines</li> <li>•Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9</li> <li>•Confirm agenda for next Board Workshop</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<b>Board Meeting</b> <b>Mon, Oct 25, 2021</b> <b>6:00 PM</b>	<ul style="list-style-type: none"> <li>•Ends 1.1, 1.2, 1.3 Evidence (FY 2020-21)</li> <hr/> <li>•EL 2.4 Treatment of Staff</li> <li>•EL 2.8 Compensation and Benefits</li> <hr/> <li>•GP 4.0 Global Governance Commitment</li> <li>•GP 4.1 Governing Style</li> <li>•GP 4.2 School Board Job Products</li> <li>•GP 4.3 Annual Work Plan</li> <li>•GP 4.9 Governance Investment</li> </ul>		Record of Board Self-Evaluation		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> <li>• Enrollment Report as of Oct. 1, 2021                             <ul style="list-style-type: none"> <li>-Exec. Summary</li> <li>-Capture Rate</li> <li>-History &amp; Projection Totals</li> <li>-Official October 1 Enrollment Count</li> </ul> </li> <li>•World's Best Workforce Report</li> <li>•FY 2020-2021 Achievement Integration Summary Report</li> </ul>	168
<b>Post Meeting Board Workshop</b> <b>Mon, Oct 25, 2021</b>							<ul style="list-style-type: none"> <li>• School Board Mtg. Self-Assessment</li> </ul>
<b>Board Special Meeting</b> <b>Mon, Nov 8, 2021</b> <b>6:00 PM</b>			Canvass Elections Results				
<b>Board Workshop</b> <b>Mon, Nov 8, 2021</b> <b>6:15 PM</b>							<ul style="list-style-type: none"> <li>• Welcome to Board, newly Elected School Board Member</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> <li>• “New Policy Introductions”</li> <li>• Review of Treasurer’s Annual Report</li> <li>• Discussion: Board Monitoring Process and Communication</li> <li>• Community Linkage Committee: Identify article for the Inspiring News</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting Mon, Nov 22, 2021 6:00 PM</b>	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	
<b>Post Meeting Board Workshop Mon, Nov 22, 2021</b>							<ul style="list-style-type: none"> <li>• School Board Mtg. Self-Assessment</li> </ul>
<b>Board Meeting Mon, Dec 13, 2021 6:00 PM</b>	<ul style="list-style-type: none"> <li>• EL 2.5 Financial Planning and Budgeting</li> <li>• EL 2.0 Global Executive Constraint</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Closed Session:</u> Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of Final FY 2022-23 Levy</li> <li>• School Board Treasurer’s Report</li> </ul> <hr/>	Inspire News Article (DRAFT) Approval	Monthly Reports	Truth in Taxation Hearing	

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			•Record of Board Self-Evaluation				
Post Meeting Board Workshop Mon, Dec 13, 2021							• School Board Mtg. Self-Assessment 170

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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><b>Annual Organizational Meeting</b>  <b>Mon, Jan 3, 2022</b>  <b>6:00 PM</b></p>			<ul style="list-style-type: none"> <li>• 2022 Annual Organizational Mtg.               <ul style="list-style-type: none"> <li>- Election of Officers</li> <li>- School Board Compensation</li> <li>- School Board Calendar</li> </ul> </li> <li>• Resolution for Combined Polling Places for the General Elections</li> <li>• School Board Meeting Calendar: Jan 1, 2022 through Jun 30, 2022</li> <li>• Appointment of Intermediate District 287 Representative</li> </ul>		<ul style="list-style-type: none"> <li>• 2022 Annual School District Organizational Items:               <ul style="list-style-type: none"> <li>- School District Newspaper</li> <li>- School District Depository/Financial Institutions</li> <li>- Money Wire Transfers</li> <li>- Early Claims Payment</li> <li>- School District Legal Counsel</li> <li>- School District Responsible Authority</li> <li>- Deputy Clerk &amp; Deputy Treasurer</li> <li>- Facsimile Signature Authorization</li> <li>- Authorization to Sign Contracts</li> <li>- Local Education Agency (LEA) Representative</li> <li>- MDE Designation of Identified Official with Authority (IoWA)</li> </ul> </li> </ul>		171
<p><b>Board Workshop</b>  <b>Mon, Jan 3, 2022</b>  <b>6:15 PM</b>  <b>Convene following the Annual Organizational Meeting</b></p>							<ul style="list-style-type: none"> <li>• 2022 Committees &amp; Outside Organization Discussion</li> <li>• Budget: 5-Year Financial Forecast</li> <li>• Levy's &amp; Schedule</li> </ul>

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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Confirm agenda for next Board Workshop
<b>Board Meeting Mon, Jan 24, 2022 6:00 PM</b>		<ul style="list-style-type: none"> <li>•FY 2022-23 Final School Calendar (Draft)</li> <li>•FY 2023-24 Preliminary School Calendar (Draft)</li> <li>•FY 2022-23 Budget Timelines – First Reading</li> <li>•FY 2022-23 Budget Assumptions – First Reading</li> </ul>	<ul style="list-style-type: none"> <li>•FY 2021-22 Mid-Year Budget Approval</li> <li>•Record of Board Self-Evaluation</li> </ul>	2022 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• FY 2022-23 Bus Purchase</li> </ul>		172
<b>Post Meeting Board Workshop Mon, Jan 24, 2022</b>							School Board Meeting Self-Assessment
<b>Board Workshop Mon, Feb 14, 2022 6:00 PM</b>							<ul style="list-style-type: none"> <li>•Finance 101</li> <li>•Confirm agenda for next Board Workshop</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Meeting Mon, Feb 28, 2022 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• Approval of FY 2022-23 School Calendar</li> <li>• Approval of Preliminary FY 2023-24 School Calendar</li> <li>• American Indian Education Resolution</li> </ul>		173
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"> <li>• Communications</li> <li>• Define Policy under Policy Governance: Ends, EL's, GP's and BMD's</li> <li>• Policy Workshop: Discus Potential Policy Changes</li> <li>• Confirm agenda for next Board Workshop</li> </ul>
Board Meeting Mon, Mar 28, 2022 6:00 PM		FY 2022-23 Capital Budget – First Reading	<ul style="list-style-type: none"> <li>• Final FY 2022-23 Budget Assumptions</li> <li>• Record of Board Self-Evaluation</li> </ul>	Identify Topic for Inspiring News Article	<ul style="list-style-type: none"> <li>• Monthly Reports</li> <li>• Achievement &amp; Integration Budget</li> <li>• Resolution to Release Probationary Teachers</li> </ul>		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Post Meeting Board Workshop Mon, Mar 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 11, 2022 6:00 PM							<ul style="list-style-type: none"> <li>• Agenda Items: 174 Sample Agenda &amp; Discussion of Agenda Elements</li> <li>• Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline</li> <li>• FY 2022-2023 Annual Work Plan Calendar Discussion</li> <li>• Review DRAFT of Inspiring News Article</li> <li>• Discussion/Review all items in Placeholder area on "Work Plan Changes Document"</li> <li>• FY 2022-2023 School Board Meeting Calendar Discussion</li> </ul>

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							<ul style="list-style-type: none"> <li>FY 2022-2023 School Board Budget Discussion</li> <li>Mechanics of Monitoring</li> <li>Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <b>Mon, Apr 25, 2022</b> <b>6:00 PM</b>		<ul style="list-style-type: none"> <li>FY 2022-23 School Board Work Plan – First Reading</li> <li><u>Closed Session:</u> Negotiation Strategy (MN Statute 13D.03,Subd.1)</li> <li>FY 2022-23 School Board Budget – First Reading</li> </ul>	<ul style="list-style-type: none"> <li>Approval of FY 2022-23 Capital Budget</li> <li>Approval of FY 2022-23 School Board Meeting Calendar</li> <li>Record of Board Self-Evaluation</li> </ul>	Approve Inspiring News Article DRAFT	Monthly Reports		
<b>Post Meeting Board Workshop</b> <b>Mon, Apr 25, 2022</b>							School Board Meeting Self-Assessment
<b>Board Workshop</b> <b>Mon, May 9, 2022</b> <b>6:00 PM</b>							<ul style="list-style-type: none"> <li>Strategic Plan</li> <li>Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting</b> <b>Mon, May 23, 2022</b> <b>6:00 PM</b>		FY 2022-23 Budget – First Reading	<ul style="list-style-type: none"> <li>Approval of FY 2022-23 School Board Work Plan</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>Approval of FY 2022-23 School Meal Prices</li> </ul>		

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
			<ul style="list-style-type: none"> <li>Approval of FY 2022-23 School Board Budget</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Record of Board Self-Evaluation</li> </ul>				176
<b>Post Meeting Board Workshop Mon, May 23, 2022</b>							<ul style="list-style-type: none"> <li>School Board Meeting Self-Assessment</li> </ul>
<b>Board Workshop Mon, June 13, 2022 6:00 PM</b>							<ul style="list-style-type: none"> <li>General Fund Budget Q&amp;A</li> <li>All Ends OI's</li> <li>Confirm agenda for next Board Workshop</li> </ul>
<b>Board Meeting Mon, June 27, 2022 6:00 PM</b>	All Ends OI's (FY 2022-23)		<ul style="list-style-type: none"> <li>Approval of FY 2022-23 Adopted Budget</li> <li>ISD 287 10-Year Facilities Maintenance Resolution</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Record of Board Self-Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>Monthly Reports</li> <li>EPS 10-Year Facilities Maintenance Plan</li> <li>Q-Comp Annual Report</li> <li>Annual Review of District Mandated Policies</li> <li>Summary Update of General District Policies</li> <li>Approval of Updated District Policies</li> <li>MSHSL Resolution for Membership</li> </ul>		

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Post Meeting Board Workshop Mon, Jun 27, 2022							•School Board Meeting Self-Assessment