



MEETING AGENDA

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

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

Call to Order: Karla Bratrud, Aaron Casper, Debjyoti "DD" Dwivedy, 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, October 25, 2021, meeting of the School Board of Independent School District 272, Eden Prairie Schools.

Motion _____ Seconded _____

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

Approval of the UNOFFICIAL Minutes of the School Board Regular Business Meetings for September 27, 2021 and the Workshop notes for October 11, 2021.

Motion _____ Seconded _____

A. 9/27/21 School Board Minutes

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B. 10/11/21 School Board Workshop Notes

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

6. Announcements: 6:10 PM (Information)

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

Forest Hills - Re-imagining Parent Information Night

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

A. Decision Preparation

B. Required Board Action (Action)

C. Policy Monitoring (Action)

1) Ends 1.1, 1.2, 1.3 Evidence (FY 2020-21) (Action)

Eden Prairie public schools exist so that each student obtains an outstanding education that prepares them for their next stage of life in a manner that justifies the resources expended.

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

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Evidence Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

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

Evidence Motion _____ Seconded _____

- 2) Ends Policy 1.2 - Each student has the 21st century skills needed to succeed in the global economy. 44
Evidence Motion _____ **Seconded** _____
- 3) Ends Policy 1.3 - Each student has the knowledge that citizens and residents of the United States need to contribute positively to society. 54
Evidence Motion _____ **Seconded** _____
- 4) Executive Limitations (EL's) **(Action)**
- a. EL 2.4 - Treatment of Staff - The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance. **(Action)** 64
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (1) EL 2.4.1 *The Superintendent shall not:* Allow staff to work without a written job description.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (2) EL 2.4.2 - *The Superintendent shall not:* Operate without accessible, clearly-written personnel policies.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (3) EL 2.4.3 - *The Superintendent shall not:* Operate without a reasonable, formal evaluation policy for all staff.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (4) EL 2.4.4 - *The Superintendent shall not:* Allow staff to be unprepared to deal with emergency situations.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (5) EL 2.4.5 - *The Superintendent shall not:* Operate without policies and procedures which prevent conflict of interest.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- b. EL 2.8 - Compensation and Benefits - *With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.* **(Action)** 74
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (1) EL 2.8.1 - *The Superintendent shall not:* Promise or imply permanent or guaranteed employment.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- (2) EL 2.8.2 - *The Superintendent shall not:* Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from School Board-established parameters.
OI Motion _____ **Seconded** _____
Evidence Motion _____ **Seconded** _____
- 5) Governance Process (GP's) **(Action)**
- a. GP 4.0 - Global Governance Commitment: *The purpose of the School Board on behalf of owners, defined as Eden Prairie taxpayers and residents, is to ensure that the Eden Prairie Public School district:* 78
Motion _____ **Seconded** _____ Board is/is not compliant.

b. 4.1 - Governing Style: <i>The School Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than an internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of School Board and Superintendent roles, (e) collective rather than individual decisions, and (f) the future rather than the past.</i>	79
Motion _____ Seconded _____ Board is/is not compliant.	
c. GP 4.2 - School Board Job Product: <i>Specific job outputs of the School Board, as an informed agent of the owners, are those that assure appropriate district performance. Accordingly, the School Board has direct responsibility to:</i>	81
Motion _____ Seconded _____ Board is/is not compliant.	
d. GP 4.3 - Annual Work Plan: <i>The School Board will follow an annual work plan that schedules time to a) maintain purposeful and ongoing linkage with owners, b) review and refine its Ends policies c) review and refine its Executive Limitations policies, d) monitor all written policies and e) continually improve School Board performance through School Board development and education.</i>	83
Motion _____ Seconded _____ Board is/is not compliant.	
e. GP 4.9 - Governance Investment: <i>Because poor governance costs more than learning to govern well, the School Board will invest in its governance capacity.</i>	84
Motion _____ Seconded _____ Board is/is not compliant.	
D. Record of Board Self-Evaluation (Action)	
1) 2020-21 Record of Board Policy Monitoring - Governance Policies	86
Motion _____ Seconded _____	
2) 2020-21 Record of Board Policy Monitoring - Ends & Executive Limitations	96
Motion _____ Seconded _____	
3) 2021-22 Record of Board Policy Monitoring - Ends 1.1 - 1.6 (No Updates)	99
9. Superintendent Consent Agenda: 8:30 PM (Action)	
<i>Management items the Board would not act upon in Policy Governance, but require Board approval from outside entities.</i>	
Motion _____ Seconded _____	
A. Monthly Reports	
1) Resolution of Acceptance of Donations	101
2) Human Resources Report	102
3) Business Services Reports	
a. Board Business	106
b. Financial Report - Monthly Revenue/Expenditure Report	107
B. Contract Agreement with Food Service	108
C. Seek Bid - ASC Program Area Updates	109
D. E-Learning Plan Update	110
10. Board Education & Required Reporting: 8:35 PM (Information)	
11. Superintendent's Incidental Information Report: 8:35 PM (Information)	
<i>Incidental Information is considered as "nice to know" information regarding district business. Monitoring and decision-making information are handled elsewhere on the agenda. These items are not open for debate, but rather for awareness and understanding. (Supports EL 2.9 in general and 2.9.6 specifically)</i>	
A. Enrollment Report as of October 1, 2021	112
B. World's Best Workforce Report & Achievement & Integration Plan - 2020-2021 Summary of Progress	124
C. COVID Update	
12. Board Action on Committee Reports & Minutes: 9:10³PM (Action)	

A. Board Development Committee

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

1) Committee Minutes from the 10/4/21 Meeting

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Motion _____ Seconded _____

C. Negotiations Committee

D. Policy Committee

13. Other Board Updates (AMSD, ECSU, ISD 287, MSHSL): 9:20 PM (Information)

A. AMSD (Association of Metropolitan Schools) - Aaron Casper, Kim Ross

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

C. ECSU (Metropolitan Educational Cooperative Service Unit) - Kim Ross

D. MSHSL (Minnesota State High School League) - Debjyoti Dwivedy

14. Board Work Plan: 9:25 PM (Action)

A. Work Plan "Change" Document **(Action)**

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Motion _____ Seconded _____

B. 2021-22 Board Annual Work Plan

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15. Adjournment: (Action)

Motion _____ Seconded _____ to adjourn at _____ PM.

INDEPENDENT SCHOOL DISTRICT 272 ~ EDEN PRAIRIE SCHOOLS
UNOFFICIAL MINUTES OF THE SEPTEMBER 27, 2021
SCHOOL BOARD MEETING

A Regular Meeting of the Independent School District 272, Eden Prairie Schools, was held on September 27, 2021 in the Eden Prairie District Administrative Offices, 8100 School Road, Eden Prairie, MN 55344.

1. Convene: 6:00 PM

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

Not Present: Beth Fletcher

Present: Superintendent Josh Swanson

2. Pledge of Allegiance

3. Agenda Review and Approval – Motion by D. Dwivedy, **Seconded** by A. Casper approve of the agenda for Monday, September 27, 2021, meeting of the School Board of Independent School District 272, Eden Prairie Schools as presented – Passed 6-0

4. Approval of Previous Minutes – Motion to Approve/Amend the UNOFFICIAL Minutes for August 23, 2021, by D. Dwivedy, **Seconded** by A. Casper with the grammatical/technical corrections as presented, and approve the September 13, 2021 Meeting and Notes as presented – Passed 6-0; **Motion** by D. Dwivedy, **Seconded** by K. Bratrud to approve the Minutes/Workshop Notes as presented and Amended – Passed 6-0

5. Public Comment (2) – G. Haynes, Covid Safety Protocols; C. Bomben, General

6. Announcements:

- **Sasha Allen**, a 10th grade student at EPHS, won the grand prize for the [Lowell Milken Center for Unsung Heroes Discovery Awards competition](#). The award honored her work to create the documentary *Walking in the Land of Death: How Gareth Jones Gave Voice to the Victims of the Holodomor*. She also won first place for senior individual documentary in the [2021 National History Day Contest](#).
- **Nico Allen**, brother to Sasha and an 8th grade student at CMS, won second place for junior individual website for the [2021 National History Day Contest](#). His project was "The Greatest Adventure in Advertising: How the Committee on Public Information Sold War to the American People and the World."
- Many Eden Prairie High School students performed well last year on the Advanced Placement (AP) exams and on the Preliminary Scholastic Assessment Test (PSAT). They have earned honors from the College Board and the National Merit Scholarship Corporation.
 - EPHS has 11 National Merit Semifinalist students, up from 9 last year.
 - Since 2018/2019 school year, EPHS has increased the number of students enrolled in at least one AP course from 29% to 45%, and a record number of 855 students took at least one AP exam in Spring 2021!

7. Spotlight on Success – Cedar Ridge Elementary - "*Building a Caring School Community - PBIS & Restorative Practices*"

8. Board Work

A. Decision Preparation

B. Required Board Action

- 1) Resolution to Appoint Election Judges – **Motion** by D. Dwivedy, **Seconded** by K. Bratrud, *BE IT RESOLVED* by the Eden Prairie School Board of Independent School District No. 272 hereby approves and adopts the Resolution as presented: Yes – 6, AC,AS,CS,DD,KB,KR; No – 0
- 2) Establishing Absentee Ballot Board Resolution – **Motion** by D. Dwivedy, **Seconded** by K. Ross, *BE IT RESOLVED* by the Eden Prairie School Board of Independent School District No. 272 hereby approves and adopts the Resolution as presented – Passed 6-0
- 3) Approval of Preliminary FY2022-23 Levy – **Motion** C. Strehl, **Seconded** by K. Bratrud to approve the preliminary tax levy at the maximum for taxes payable in 2022 for Independent School District #272. – Passed 6-0
- 4) School Board Vacancy Process
 - a. Final Resignation Information for School Board Member/Vice Chair Beth Fletcher

Motion by A. Casper, **Seconded** K. Bratrud to accept the final resignation as presented – Passed 6-0

- b. **Motion** by K. Ross, **Seconded** by A. Seidel, the Eden Prairie School Board must make an interim appointment to the Board due to the resignation of Director Beth Fletcher. The Board resolves to appoint the person that receives the 2nd highest number of votes in the November 2, 2021 Special Election to fill this interim appointment. **Motion** by C. Strehl to **Amend** the **Motion**, Amendment does not move forward due to lack of Second. Original **Motion** Passed 5 – 1, YES: KR,AC,AS, KB, DD; No: CS;
- c. **Motion** by K. Ross, **Seconded** by A. Seidel, Pursuant to State Law, the Eden Prairie School Board must hold a Special Election to permanently fill the seat vacated by the resignation of Director Beth Fletcher. The Board resolves that such Special Election will be held on November 8, 2022 – Passed 6-0.

C. Policy Monitoring

1) Executive Limitations (EL's)

a. EL 2.3 Treatment of Parents:

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the overall Global Constraint of the OI as corrected and presented in the report is reasonable – Passed 6-0

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the overall Global Constraint of the Evidence supports the OI as presented and corrected – Passed 6-0

(1) EL 2.3.1

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the Operational Interpretation (OI) is Reasonable – Passed 6-0

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the Evidence supports the OI – Passed 6-0.

(2) EL 2.3.2

Motion by D. Dwivedy, **Seconded** by K. Ross that the Operational Interpretation (OI) is Reasonable – Passed 6-0

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the Evidence supports the OI – Passed 6-0

(3) EL 2.3.3

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the Operational Interpretation (OI) is Reasonable – Passed 6-0

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the Evidence supports the OI – Passed 6-0.

Motion by A. Seidel, **Seconded** by D. Dwivedy to recess for 5 minutes at 8:28 p.m.

b. EL 2.6 Financial Management and Operations:

Motion by A. Casper, **Seconded** by D. Dwivedy, by exception, that the overall Global Constraint of the OI, including all the child policies are reasonable – Passed 6-0

Motion by A. Casper, **Seconded** by D. Dwivedy, by exception, that the overall Global Constraint of the Evidence supports the OI, including all the child policies – Passed 6-0

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

a. BMD 3.0 - Single Point of Contact -

Motion by D. Dwivedy, **Seconded** by K. Bratrud that the Board behavior is fully compliant. Passed 6-0

b. BMD 3.1 - Unity of Control:

Motion by D. Dwivedy, **Seconded** by A. Seidel that Board behavior is fully compliant. Passed 6-0

c. BMD 3.2 - Delegation to the Superintendent:

Motion by D. Dwivedy, **Seconded** by K. Ross that Board behavior is fully compliant. Passed 6-0

d. BMD 3.3 - Superintendent Accountability & Performance:

Motion by D. Dwivedy, **Seconded** K. Bratrud that the Board behavior is fully compliant.

Passed 6-0

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

a. GP 4.4 - Officer Roles

b. GP 4.5 - School Board Members Code of Conduct:

c. GP 4.6 - Process of Addressing School Board Member Violations

d. GP 4.7 School Board Committee Principles

e. GP 4.8 - School Board Committee Structure

f. GP 4.10 - Operation of the School Board Governing Rules

Motion by D. Dwivedy **Seconded** by A. Casper that the Board behavior is fully compliant in GP's 4.4, 4.5, 4.6, 4.7, 4.8 and 4.10 – Passed 6-0

D. Record of Board Self-Evaluation

1) 2021-22 Record of Board Policy Monitoring - Governance Policies (*No Updates*)

2) 2021-22 Record of Board Policy Monitoring - Ends and Executive Limitation

Motion by D. Dwivedy, **Seconded** by A. Seidel to approve as presented – Passed 6-0

3) 2021-22 Record of Board Policy Monitoring - Ends (1.1 - 1.6) - (*No Updates*)

9. Superintendent Consent Agenda – Motion by A. Casper, **Seconded** by K. Ross to approve Consent Agenda as presented – Passed 6-0

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

(1) June 2021 Report

(2) July 2021 Report

(3) August 2021 Report

10. Superintendent's Incidental Information Report

A. FY 2020-21 Year-end Preliminary Financial Report

B. FY 2021-22 Preliminary Enrollment Report

C. COVID-19 Update

11. Board Action on Committee Reports & Minutes

A. Board Development Committee – A. Seidel provided brief update to the Board

B. Community Linkage Committee

1) CLC Meeting Minutes from September 20, 2021:

Motion by A. Seidel, **Seconded** by A. Casper to accept minutes as presented – Passed 6-0

2) Third Grade Reading Metrics - Revised Example

C. Negotiations Committee

D. Policy Committee

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

A. AMSD (Association of Metropolitan Schools) - Kim Ross provided update to Board

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

13. Board Work Plan

A. Work Plan "Change" Document – **Motion** by A. Seidel, **Seconded** by A. Casper to approve as presented – Passed 6-0

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes for the
September 27, 2021

Date of Meeting/Workshop	Changes Requested
Monday, October 11, 2021 – Workshop	<i>Community Linkage Committee:</i> - <i>ADD: Metric of the Month Update</i>
Monday, October 25, 2021	
Monday, November 8, 2021 – Special Meeting	
Monday, November 8, 2021 – Workshop	- <i>ADD: Operating Levy Conversation</i>
Monday, November 15, 2021 – Workshop	- <i>ADD: Tools of Cultural Proficiency</i>
Monday, November 22, 2021	
Monday, December 13, 2021	
Placeholder – General Board Work	
<ul style="list-style-type: none"> • School Board Listening Session Discussion (Community Linkage Committee) • <i>Assessment 101: Reading, Understanding, and Using Large Data Sets</i> • <i>Technology Use & Screen Time</i> • <i>Distance Learning-Hybrid Impact</i> • <i>Positive Behavior Intervention & Support (PBIS)</i> 	
Placeholder – Policy Review	

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes

Date of Meeting/Workshop	Changes Requested
Monday, January 3, 2022 – Organization Meeting	
Monday, January 3, 2022 – Workshop	
Monday, January 24, 2022	
Monday, February 14, 2022 – Workshop	
Monday, February 28, 2022	
Monday, March 14, 2022 – Workshop	
Monday, March 28, 2022	
Monday, April 11, 2022 – Workshop	
Monday, April 25, 2022	
Monday, May 9, 2022 – Workshop	
Monday, May 23, 2022	
Monday, June 13, 2022 – Workshop	
Monday, June 27, 2022	
Placeholder – General Board Work	
Placeholder – Policy Review	

B. 2021-22 Board Annual Work Plan

14. Adjournment – Motion by A. Casper, **Seconded** by A. Seidel approved to adjourn at 9:56 PM – Passed 6-0

 Debjyoti Dwivedy – Board Clerk

School Board Workshop Notes - Monday, October 11, 2021

1. **Setting the Stage for Fiscal 22-23 Budget Guidelines** – Executive Director of Business Services Jason Mutzenberger reviewed the calendar of activities that will lead up to adoption of the 22-23 budget in June 2022.
2. **Community Linkage Committee Metric of the Month Update** – The board reviewed the examples on Third Grade Reading Metrics and Graduation Rates that the committee brought forward for discussion. The board discussed ways to disseminate information to the community.
3. **Policy Monitoring - Review Governance Process (GP) 4.0, 4.1, 4.2, 4.3, and 4.9** – The board reviewed each policy for input on compliance, areas for improvement, action items.
4. **Work Plan Changes Document** – The board reviewed suggested changes to the work plan.

Eden Prairie Schools Ends Monitoring 2020-2021

Ends Policy 1.1	Each student graduates and is academically prepared to progress to multiple opportunities after high school.
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Date of Operational Interpretation Monitoring: June 22, 2020

Date of Evidence Monitoring: October 25, 2021

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

Ends Policy 1.1.1	Each student is reading at grade level by the end of third grade.
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Date of Operational Interpretation Monitoring: June 22, 2020

Date of Evidence Monitoring: October 25, 2021

Assertion of Expected Progress by the Superintendent: The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

Ends Policy 1.1.2	Each student achieves individual growth expectations and proficiency annually in, but not limited to, Language Arts, Math and Science.
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Date of Operational Interpretation Monitoring: June 22, 2020

Date of Evidence Monitoring: October 25, 2021

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

Ends Policy 1.1.3	Each student receives a broad-based education that exceeds the Minnesota State Graduation Requirements.
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Date of Operational Interpretation Monitoring: June 22, 2020

Date of Evidence Monitoring: October 25, 2021

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

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

Signed 

October 13, 2021

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

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

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Monitoring Timeline:

July 2020 to June 2021

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 22, 2020

Evidence: October 25, 2021

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

Operational Interpretation:

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

Justification:

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

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District Policy 613 defines graduation requirements.

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

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

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

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

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

Citations: www.act.org; https://nces.ed.gov/npec/pdf/kuh_team_report.pdf; MN SLEDS - <http://sleds.mn.gov/#>

Measurement Plan:

1.1a – Percentage of students meeting ACT benchmarks indicating on track status to be College and Career Ready at grade 11.

- Target: 73% of 11th grade students will score at or above ACT composite benchmark score of 21

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1.1b – 4-Year District Graduation Rate (2021 Preliminary Data)

- Target: 94%
- Demographic breakdown results

1.1c – 7-Year District Graduation Rate (2020 Data)

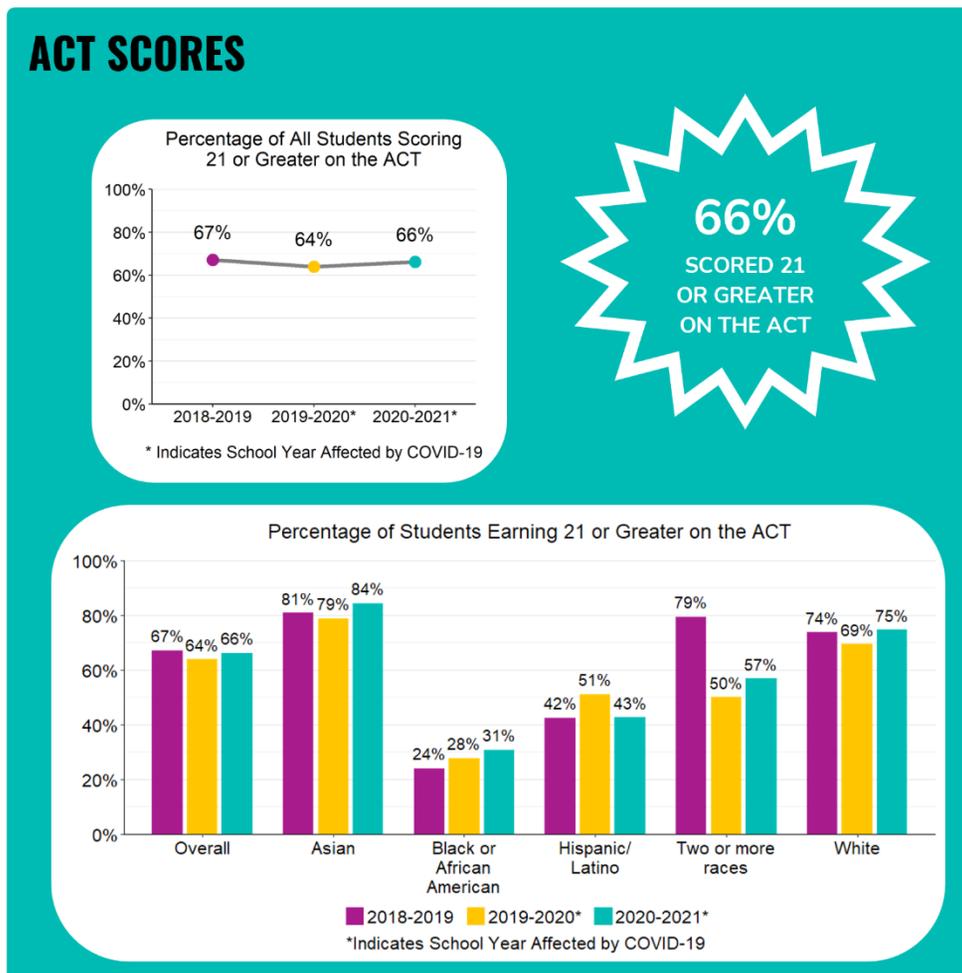
- Target: 97%
- No Demographic breakdown because of n-size

1.1d – State Longitudinal Educational Data System (SLEDS)

- Percent of HS Graduates Enrolling in College in Fall: Target 90%
- Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year: Target 95% enrolled
- 4-Year College Completion: Target 52% HS graduates completing a degree or certificate within 4 years
- 6-Year College Completion: Target 73% HS graduates completing a degree or certificate within 6 years

Evidence:

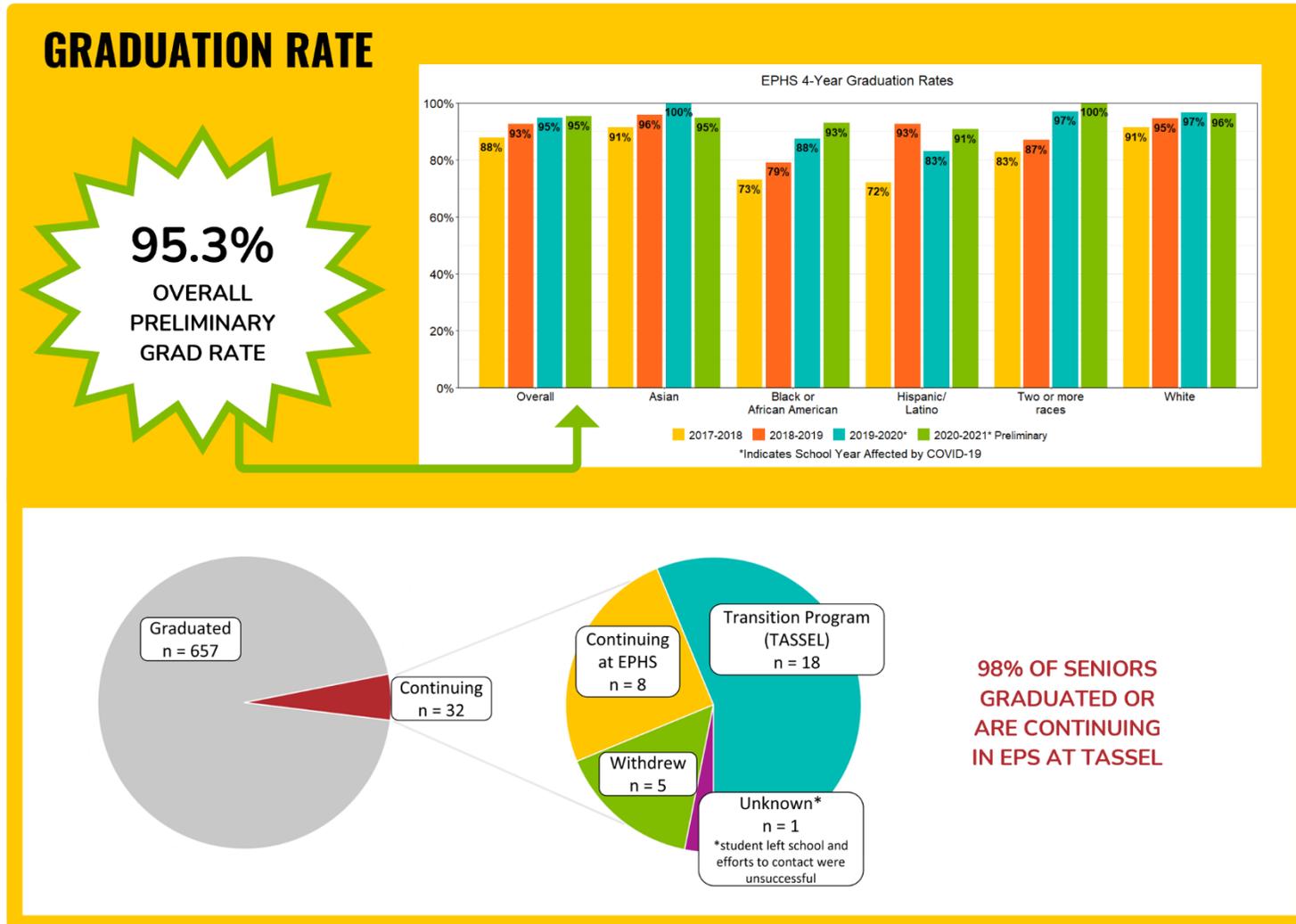
1.1a – 11th Graders Meeting ACT College and Career Ready Benchmark by Demographic Group



Detailed data by student groups is in the following table

Percentage of All Students Earning 21 or Greater on the ACT			
	2018-2019	2019-2020*	2020-2021*
Overall	67%	64%	66%
Asian	81%	79%	84%
Black or African American	24%	28%	31%
Hispanic/Latino	43%	51%	43%
Two or more races	79%	50%	57%
White	74%	69%	75%
EL	8%	5%	13%
FRP	28%	31%	32%
SpEd	21%	33%	37%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			
* Indicates school year affected by COVID-19			

1.1b – 4-Year District Graduation Rate



Detailed data by student groups is in the following table

EPHS 4-Year Graduation Rates				
	2017-2018	2018-2019	2019-2020*	2020-2021* Preliminary
Overall	87.8%	92.6%	94.9%	95.4%
Asian	91.4%	95.8%	100.0%	94.7%
Black or African American	73.0%	79.1%	87.5%	92.9%
Hispanic/Latino	72.1%	92.7%	83.0%	90.7%
Two or more races	82.8%	87.0%	97.1%	100.0%
White	91.4%	94.5%	96.7%	96.3%
EL	41.7%	71.8%	73.8%	76.3%
FRP	71.2%	80.3%	85.0%	92.9%
SPED	58.5%	73.3%	67.9%	70.4%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.				
* Indicates school year affected by COVID-19				

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1.1c – 4-Year and 7-Year District Graduation Rate Overall

	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021* Preliminary
4-Year Graduation Rate	86.7%	87.8%	92.6%	94.9%	95.4%
7-Year Graduation Rate	95.2%	95.6%	96.7%	95.7%	n/a
Notes: 4-year graduation rate is preliminary, and we do not estimate a preliminary 7-year graduation rate.					
* Indicates school year affected by COVID-19					

1.1d – State Longitudinal Educational Data System (SLEDS)

	HS Graduation Year		
	16-17	17-18	18-19
Percent of HS Graduates Enrolling in College – Fall	86%	86%	84%
	15-16	16-17	17-18
Percent of HS Graduates Starting College and Persisting or Graduating as of 2nd Academic Year	94%	93%	93%
	13-14	14-15	15-16
4-Year College Completion Target	47%	52%	53%
	12-13	13-14	14-15
6-Year College Completion Target	74%	74%	71%

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Policy Monitoring FOR BOARD USE ONLY

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

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

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

Board Member's Summarizing Comments

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

Operational Interpretation:

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

Justification:

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

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

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

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

Measurement Plan:

Proficient students have met the standards in two out of the three following assessments by the end of third grade:

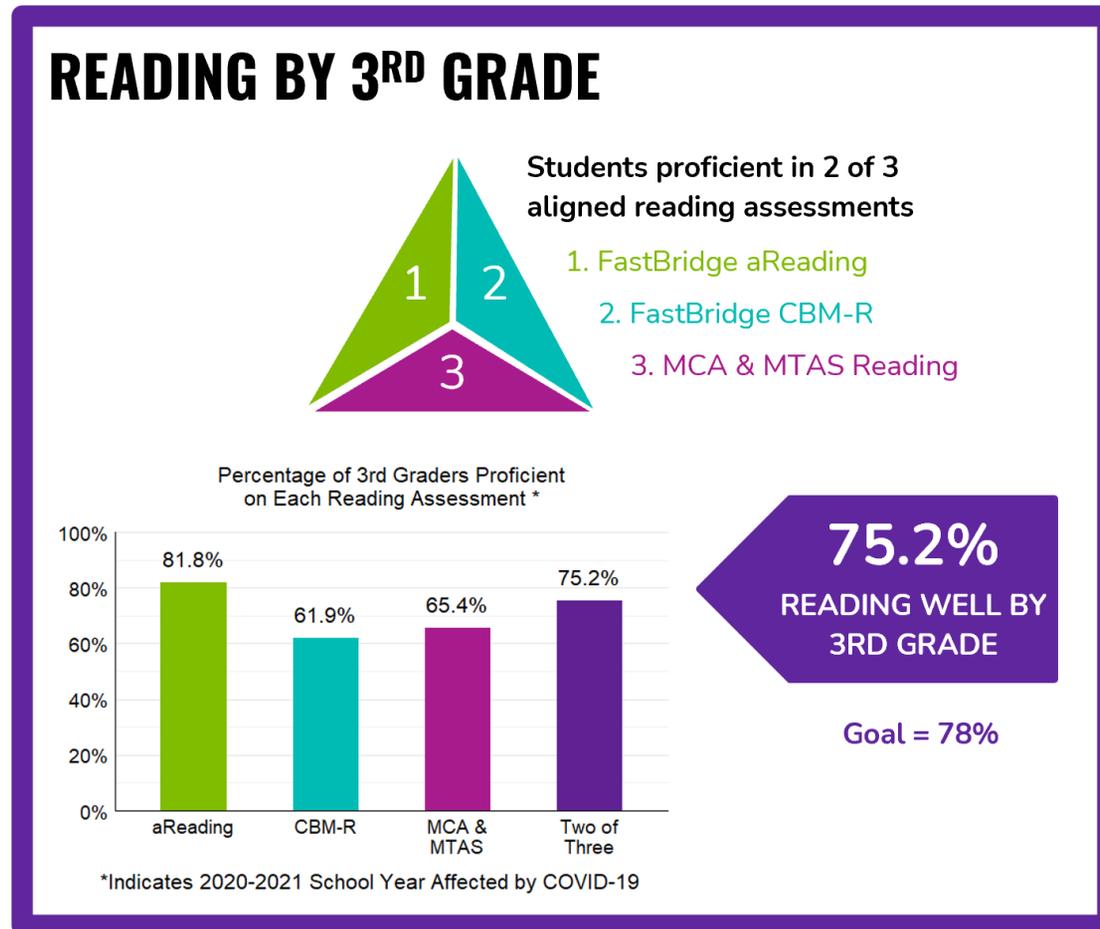
1. 3rd grade MCA/MTAS Reading Proficiency = Meets or Exceeds (Including n-size)
2. Broad reading ability, assessed by FastBridge aReading
3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R

Target: 78% of third grade students are proficient in two of three aligned reading assessments by spring of 2020-2021.

Evidence:

1.1.1 – Percentage of Students Proficient on Two of Three Assessments by Assessment

(To be included in this calculation, students had to have taken at least two of the three assessments.)



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Detailed data by student groups is in the following table

Reading by 3 rd Grade: Meets Two of Three Criteria	
	2020-2021*
Overall	75.2%
Asian	95.7%
Black or African American	57.9%
Hispanic/Latino	58.8%
Two or more races	77.8%
White	78.6%
EL	34.3%
FRP	52.2%
SpEd	45.3%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.	
* Indicates school year affected by COVID-19	

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Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion: The Eden Prairie School District did not demonstrate the expected progress toward the achievement of Ends 1.1.1, "Each student is reading at grade level by the end of third grade."

Board Member's Summarizing Comments

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

Operational Interpretation:

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

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

Justification:

In Eden Prairie, we know that each student possesses strong skills in English Language Arts, Math, and Science needed to excel in all other academic areas. It is our goal that all students will perform at or above grade level in each of the content areas. Measuring the individual growth of each learner is as important as determining proficiency in English Language Arts, Math, and Science. 22

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

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

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

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

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

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

FastBridge outcomes correlate with Minnesota's MCA & MTAS state-wide assessments: a FastBridge investigation comparing aReading and CBM-R outcomes to related MCA & MTAS outcomes demonstrated strong correlations (correlation coefficients, $r, > 0.7$), and the FastBridge outcomes were strong predictors of students' proficiency on the MCA & MTAS. An internal study using Eden Prairie Schools FastBridge and MCA & MTAS outcomes confirmed the predictive ability of FastBridge outcomes on MCA & MTAS proficiency - FastBridge aReading and aMath scores were predictive of MCA & MTAS proficiency with a minimum of 83% explanatory power. 23

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

Measurement Plan:

MCA and MTAS Proficiency grades 3-8 and high school for 2020-2021

Source: MDE Minnesota Report Card, October 1, 2020 Enrollment

- Reading Grades 3-8 and HS
- Math Grades 3-8 and HS
- Science Grades 5, 8, and HS

76% of students will be proficient in Reading
 73% of students will be proficient in Math
 67% of students will be proficient in Science

FastBridge Growth grades K-6 - Fall to Spring growth

- Reading
- Math

Percentage of students below grade level in Reading achieving aggressive growth* will increase by 2% points
 Percentage of students below grade level in Math achieving aggressive growth* will increase by 2% points
 *Note: Aggressive growth is 75th growth percentile

Student Achievement in Other Curriculum Areas in Grades 7-12

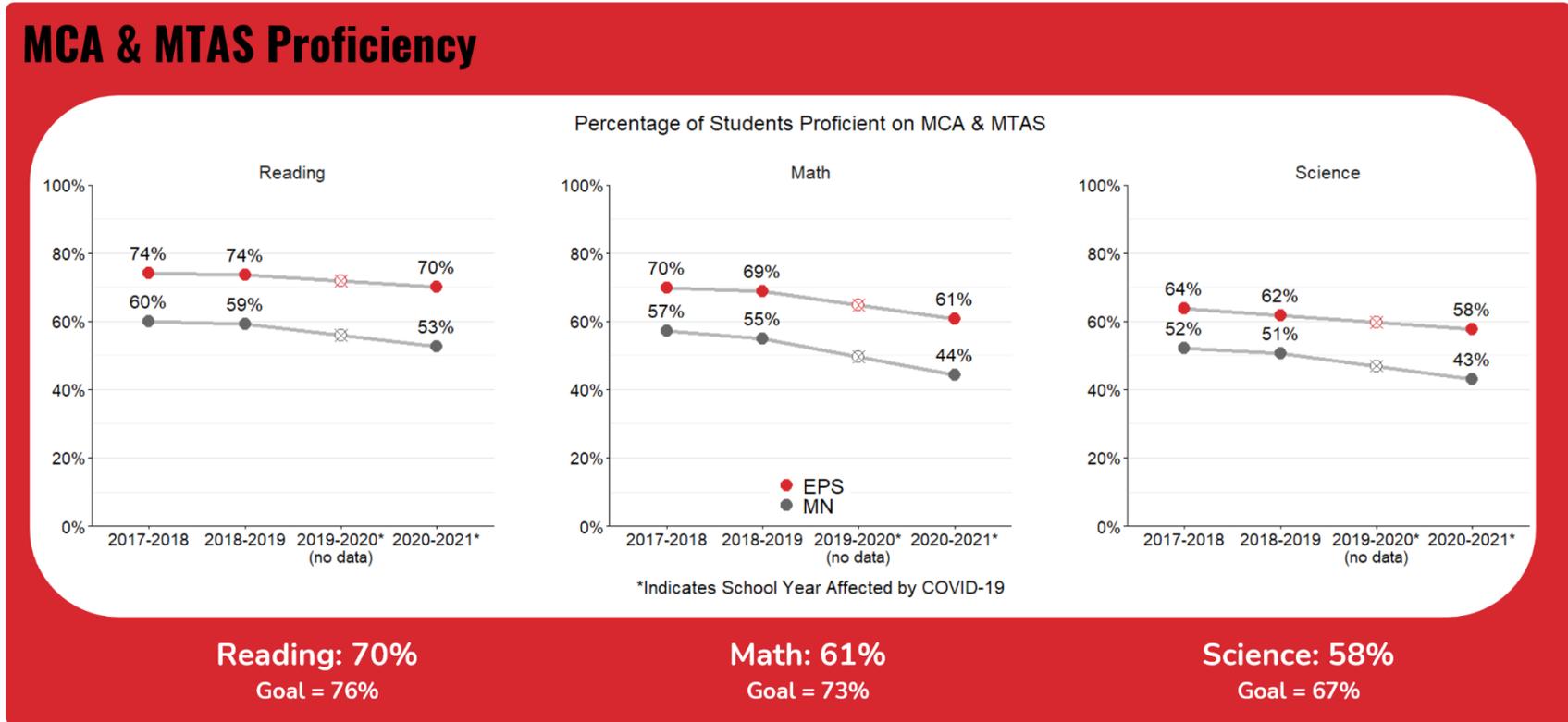
- Social Studies
- World Language
- Technology
- Health
- Fine or Applied Arts (music, art courses)
- Business Education – n/a for grades 7 and 8
- Physical Education

Percentage of students achieving a C grade or higher in the referenced subjects will increase by 2% points.

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Evidence:

1.1.2a – Grades 3-12 MCA and MTAS Proficiency by Subject



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Detailed data by student groups is in the following three tables for reading, math, and science

** Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.*

1.1.2a – Reading: MCA and MTAS Proficiency by Grade and Student Group

READING – MCA & MTAS Proficiency				
Percentage of Students Meeting Grade Level Standards for MCA & MTAS				
	2017-2018	2018-2019	2019-2020*	2020-2021*
Overall	74%	74%	n/a – COVID-19	70%
Grade 3	70%	69%		65%
Grade 4	72%	69%		65%
Grade 5	82%	81%		76%
Grade 6	79%	80%		76%
Grade 7	72%	75%		70%
Grade 8	74%	70%		67%
Grade 10	70%	71%		71%
Asian	83%	83%		84%
Black or African American	48%	49%		44%
Hispanic/Latino	57%	59%		51%
Two or more races	73%	71%		69%
White	81%	80%		78%
EL	22%	21%		16%
FRP	48%	48%		42%
SpEd	38%	35%		35%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.				
* Indicates school year affected by COVID-19. Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.				

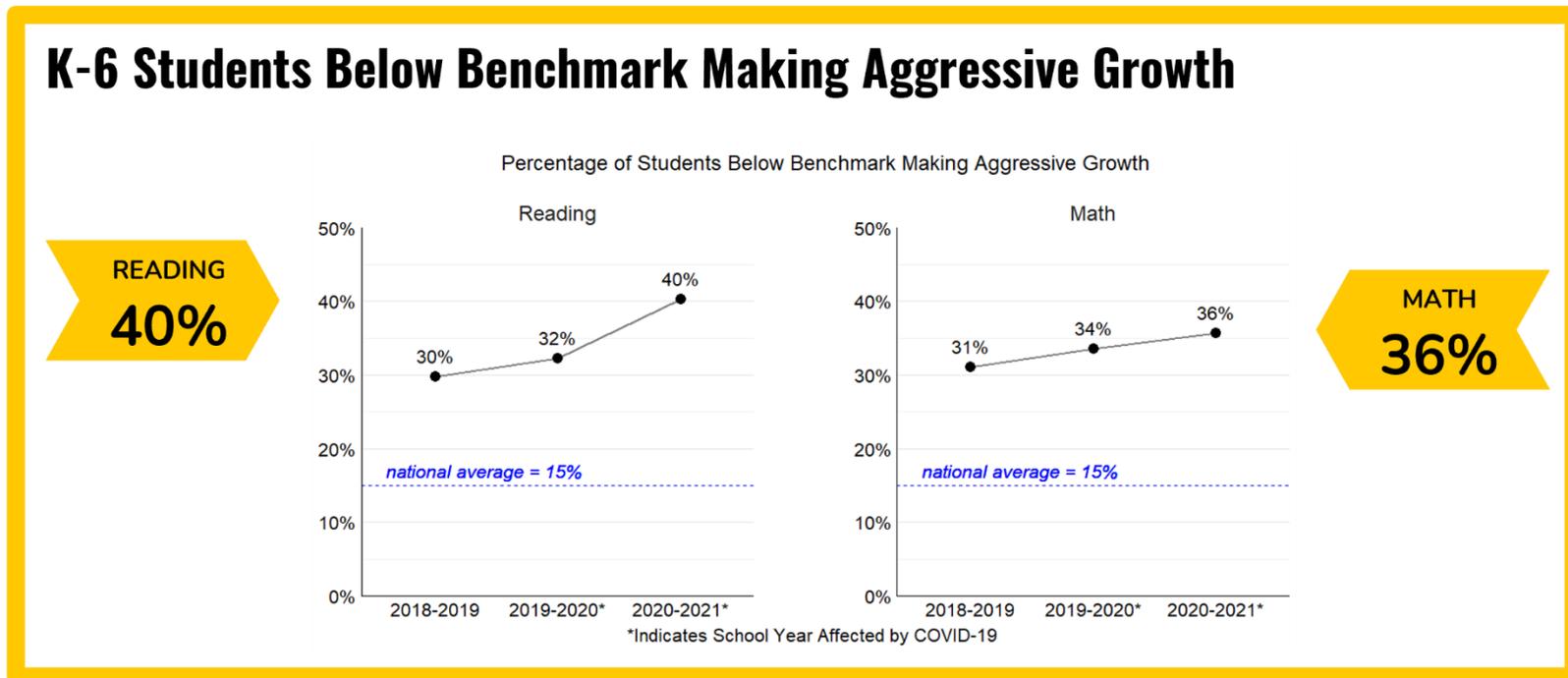
1.1.2a – Math: MCA and MTAS Proficiency by Grade and Student Group

MATH – MCA & MTAS Proficiency				
Percentage of Students Meeting Grade Level Standards for MCA & MTAS				
	2017-2018	2018-2019	2019-2020*	2020-2021*
Overall	70%	69%	n/a – COVID-19	61%
Grade 3	72%	74%		72%
Grade 4	78%	75%		66%
Grade 5	67%	65%		57%
Grade 6	69%	69%		61%
Grade 7	65%	69%		53%
Grade 8	76%	67%		57%
Grade 11	62%	62%		61%
Asian	87%	86%		82%
Black or African American	38%	38%		33%
Hispanic/Latino	47%	46%		36%
Two or more races	63%	64%		56%
White	78%	77%		68%
EL	30%	27%		21%
FRP	39%	39%		32%
SpEd	34%	31%		30%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19. Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.				

1.1.2a – Science: MCA and MTAS Proficiency by Grade and Student Group

SCIENCE – MCA & MTAS Proficiency				
Percentage of Students Meeting Grade Level Standards for MCA & MTAS				
	2017-2018	2018-2019	2019-2020*	2020-2021*
Overall	64%	62%	n/a – COVID-19	58%
Grade 5	64%	70%		63%
Grade 8	57%	62%		51%
Grade HS	61%	65%		59%
Asian	73%	81%		74%
Black or African American	27%	33%		27%
Hispanic/Latino	42%	45%		37%
Two or more races	58%	53%		54%
White	71%	71%		65%
EL	6%	7%		10%
FRP	31%	33%		31%
SpEd	33%	33%		27%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.				
* Indicates school year affected by COVID-19. Due to the challenges of COVID-19, MDE does not support widely comparing 2021 MCA & MTAS assessment results to previous years' results.				

1.1.2b – Grades K-6 Students Below Benchmark Making Aggressive Growth by Subject



Detailed data by student groups is in the following two tables for reading and math

1.1.2b – Reading Table: Students Below Benchmark Making Aggressive Growth by Grade and Demographic Group

READING – FastBridge earlyReading & aReading			
Percentage of Students Below Grade Level Making Aggressive Growth			
	2018-2019	2019-2020*	2020-2021*
Overall	30%	32%	40%
Grade K	25%	5%	39%
Grade 1	40%	24%	59%
Grade 2	35%	51%	54%
Grade 3	37%	46%	35%
Grade 4	31%	33%	33%
Grade 5	14%	27%	15%
Grade 6	13%	28%	19%
Asian	35%	43%	46%
Black or African American	29%	27%	35%
Hispanic/Latino	28%	32%	34%
Two or more races	37%	32%	36%
White	28%	35%	45%
EL	29%	30%	36%
FRP	28%	26%	36%
SpEd	20%	29%	32%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			
* Indicates school year affected by COVID-19			

1.1.2b – Math Table: Students Below Benchmark Making Aggressive Growth by Grade and Demographic Group

MATH – FastBridge earlyMath & aMath			
Percentage of Students Below Grade Level Making Aggressive Growth			
	2018-2019	2019-2020*	2020-2021*
Overall	31%	34%	36%
Grade K	35%	10%	32%
Grade 1	27%	13%	33%
Grade 2	35%	54%	44%
Grade 3	35%	42%	34%
Grade 4	34%	34%	36%
Grade 5	28%	30%	38%
Grade 6	23%	29%	32%
Asian	42%	41%	42%
Black or African American	26%	34%	34%
Hispanic/Latino	30%	33%	30%
Two or more races	32%	35%	38%
White	33%	32%	38%
EL	28%	34%	29%
FRP	25%	30%	34%
SpEd	30%	28%	26%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			
* Indicates school year affected by COVID-19			

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

Percentage of Students Achieving a C Grade or Higher						
	Grades 7-8			Grades 9-12		
	2018-2019	2019-2020*	2020-2021*	2018-2019	2019-2020*	2020-2021*
Overall	92.3%	97.7%	90.0%	94.9%	98.1%	96.3%
Geography/Social Studies	92.0%	97.3%	89.9%	93.3%	96.1%	96.0%
World Language	85.1%	96.2%	90.7%	95.4%	98.8%	96.8%
Technology	90.1%	97.2%	86.8%	93.2%	97.3%	96.9%
Business Education	n/a	n/a	n/a	97.1%	99.6%	96.5%
Fine or Applied Arts	98.5%	98.6%	92.4%	96.9%	99.2%	93.7%
Health	93.8%	98.1%	87.1%	93.1%	97.4%	96.9%
Physical Education	98.6%	99.9%	91.4%	96.2%	98.8%	97.5%

* Indicates school year affected by COVID-19. Specifically, in term 4 of 2019-2020 and in 2020-2021, EPHS students had the option for a Pass/Incomplete grading scale or a traditional letter grade scale. This adjustment was offered in response to COVID-19 learning model changes.

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Policy Monitoring FOR BOARD USE ONLY

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

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

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

Board Member's Summarizing Comments

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

Operational Interpretation:

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

Justification:

Developing a broad-based education requires extensive study, practice, and thinking in the area of math and English Language Arts. Students must have opportunities to read, write, listen, and speak with an authentic purpose and audience. In doing so, students develop the ability to use broad communication/language skills expressively, informatively, and analytically across all content areas. We also know that broad based educational opportunities allow students to discover their passions and interests, leading to continuous learning. Eden Prairie Schools offers multiple opportunities for students to receive a broad-based education exceeding the MN Graduation requirements. Some examples include College in the Schools (CIS), Post-Secondary Educational Opportunities (PSEO), World Language, Advanced Placement, and Career and Technical Education (CTE) courses. Research shows that pre-college experiences—and especially taking the right kinds of courses in high school—are key to persistence and graduation. 33

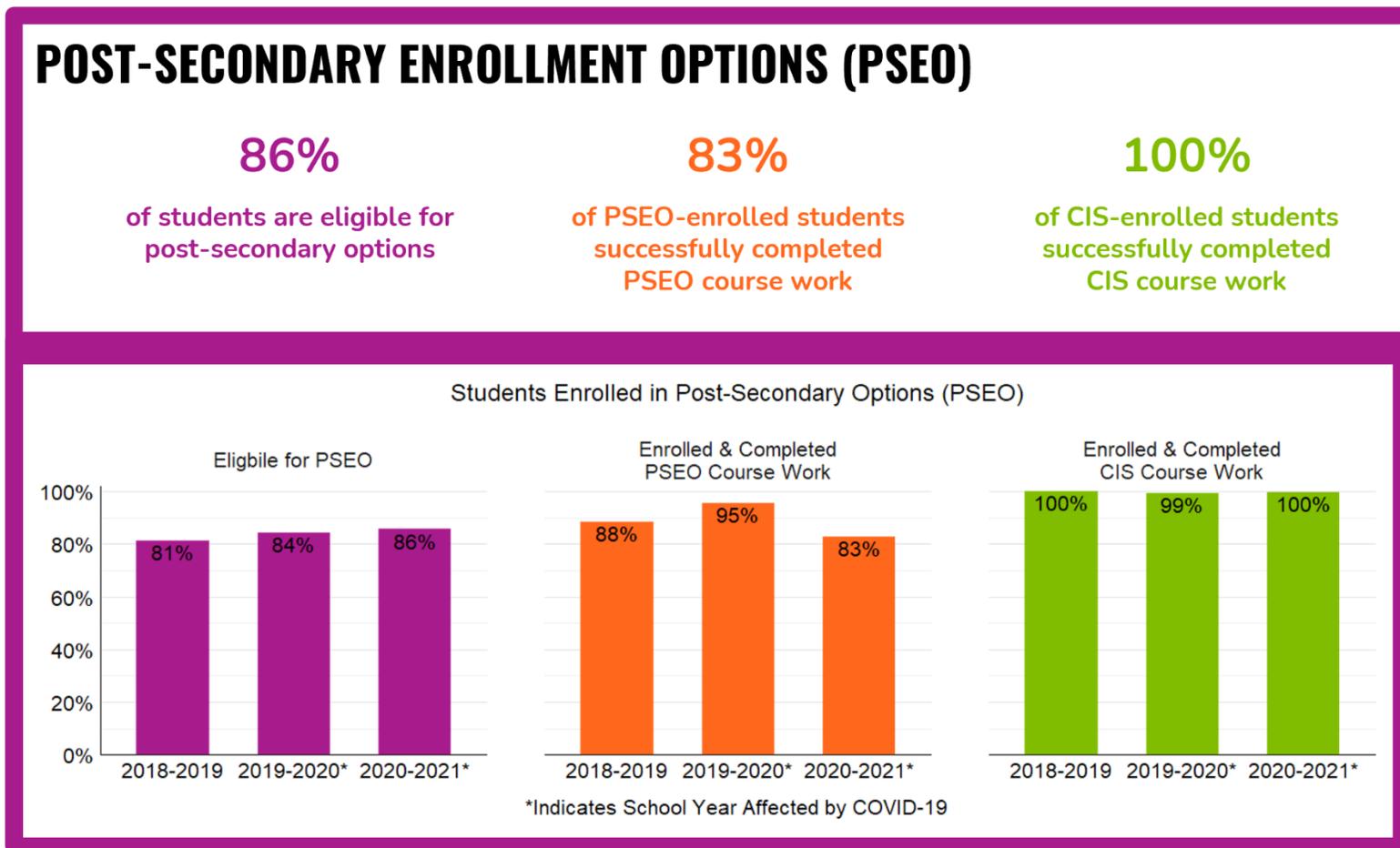
Measurement Plan:

Demonstration of exceeding minimum graduation requirements:

- Students enrolled in Post-Secondary Options - Dual Enrollment
 - Percentage of students who are eligible for Post-Secondary Options.
 - Percentage of students who are enrolled and successfully completing PSEO coursework.
 - Percentage of students who are enrolled and successfully completing CIS course work.
- Students enrolled in rigorous coursework
 - Percentage of students enrolled in at least one AP course.
 - Percentage of scores 3 or greater on AP exams.
- Percentage of students enrolled and successfully completing Advanced course offerings i.e. World Languages, Career & Tech Ed, Math.
- Percentage of graduating students who earned greater than 54 credits, above and beyond MN state minimum graduation requirements.

Evidence:

1.1.3a – Students Enrolled in Post-Secondary Options – Dual Enrollment



34

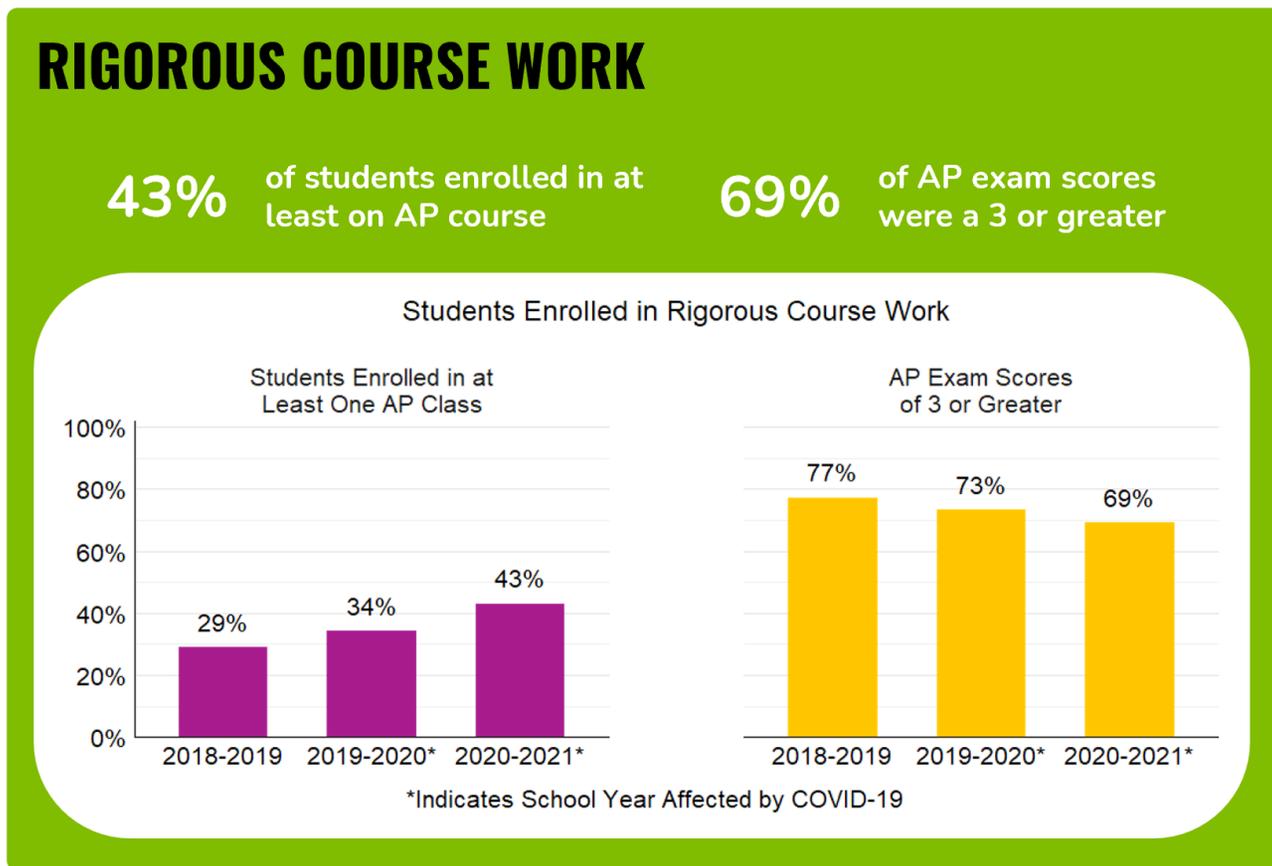
Detailed data by student groups is in the following three tables

Students Eligible for Post-Secondary Options			
	2018-2019	2019-2020*	2020-2021*
Overall	81.3%	84.2%	85.6%
Asian	87.2%	88.0%	88.6%
Black or African American	54.5%	64.5%	69.4%
Hispanic/Latino	62.5%	72.9%	75.8%
Two or more races	83.1%	81.6%	81.9%
White	87.4%	89.2%	90.8%
EL	31.6%	52.5%	59.3%
FRP	56.5%	67.5%	73.5%
SPED	66.5%	68.7%	73.9%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19			

Students Enrolled and Successfully Completing PSEO Course Work			
	2018-2019	2019-2020*	2020-2021*
Overall	88.4%	95.4%	82.8%
Asian	96.2%	95.0%	84.8%
Black or African American	78.6%	92.0%	73.9%
Hispanic/Latino	90.0%	87.5%	92.9%
Two or more races	100.0%	100.0%	55.6%
White	86.3%	97.2%	87.5%
EL	100.0%	100.0%	75.0%
FRP	73.9%	92.9%	67.5%
SPED	50.0%	100.0%	75.0%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			
* Indicates school year affected by COVID-19			

Students Enrolled and Successfully Completing CIS Course Work			
	2018-2019	2019-2020*	2020-2021*
Overall	100.0%	99.3%	99.6%
Asian	97.1%	100.0%	100.0%
Black or African American	100.0%	100.0%	100.0%
Hispanic/Latino	100.0%	100.0%	100.0%
Two or more races	100.0%	100.0%	100.0%
White	100.0%	99.0%	99.4%
EL	0.0%	100.0%	100.0%
FRP	100.0%	100.0%	100.0%
SPED	100.0%	100.0%	100.0%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19			

1.1.3b – Students Enrolled in Rigorous Course Work



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Detailed data by student groups is in the following two tables

Students Enrolled in at Least One AP Class			
	2018-2019	2019-2020*	2020-2021*
Overall	29.0%	34.2%	43.0%
Asian	51.2%	54.5%	67.0%
Black or African American	9.6%	12.1%	22.4%
Hispanic/Latino	14.4%	16.6%	25.5%
Two or more races	27.5%	33.3%	36.1%
White	31.4%	23.0%	46.1%
EL	0.7%	0.0%	7.1%
FRP	8.9%	11.4%	20.3%
SPED	2.6%	3.1%	4.0%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.			
* Indicates school year affected by COVID-19			

AP Exam Scores of 3 or Greater			
	2018-2019	2019-2020*	2020-2021*
Overall	77.2%	73.2%	69.2%
Asian	81.5%	80.6%	82.1%
Black or African American	65.6%	46.9%	50.0%
Hispanic/Latino	47.5%	63.6%	59.2%
Two or more races	80.6%	81.3%	63.0%
White	77.5%	70.9%	65.1%
EL	60.0%	100.0%	57.1%
FRP	65.6%	52.7%	45.8%
SPED	83.3%	45.5%	60.0%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19			

1.1.3c – Students Enrolled and Successfully Completing Advanced Course Offerings

Students Enrolled and Successfully Completing Advanced Course Offerings			
	2018-2019	2019-2020*	2020-2021*
Students enrolled and successfully completed advanced courses	55.8%	57.5%	55.5%
... in World Languages	59.0%	59.4%	57.7%
... in Career & Tech Ed	16.0%	15.0%	14.9%
... in Math	26.4%	28.6%	31.8%

Students Enrolled and Successfully Completing Advanced Course Offerings			
	2018-2019	2019-2020*	2020-2021*
Overall	55.8%	57.5%	55.5%
Asian	75.1%	73.8%	70.8%
Black or African American	28.4%	31.8%	33.5%
Hispanic/Latino	39.9%	36.9%	37.6%
Two or more races	55.8%	52.2%	48.1%
White	60.7%	63.8%	61.3%
EL	6.8%	11.4%	13.1%
FRP	30.4%	29.2%	35.1%
SPED	12.9%	14.2%	10.1%

Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.

* Indicates school year affected by COVID-19

1.1.3d – Graduating Students Earning More than 54 Credits, Above and Beyond MN State Minimum Graduation Requirements

Graduating Students Earning More Than 54 Credits			
	2018-2019	2019-2020*	2020-2021*
Graduating students who earned greater than 54 credits	87.9%	86.6%	84.9%

Graduating Students Earning More Than 54 Credits	
	2020-2021*
Overall	84.9%
Asian	89.6%
Black or African American	77.5%
Hispanic/Latino	67.3%
Two or more races	83.3%
White	87.7%
EL	62.9%
FRP	70.8%
SPED	70.1%
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. Detailed data by student group will be collected for 2020-2021 and later. * Indicates school year affected by COVID-19	

Policy Monitoring FOR BOARD USE ONLY

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

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

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

Board Member’s Summarizing Comments

Eden Prairie Schools Ends Monitoring 2020-2021

Ends Policy 1.2	Each student has the 21st century skills needed to succeed in the global economy.
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Date of Operational Interpretation Monitoring: June 22, 2020

Date of Evidence Monitoring: October 25, 2021

Assertion of Expected Progress by the Superintendent: The Eden Prairie School District did demonstrate the expected progress toward the achievement of Ends 1.2, "Each student has the 21st century skills needed to succeed in the global economy".

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

Signed 

October 13, 2021

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

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

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Monitoring Timeline:

July 2020 to June 2021

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 22, 2020

Evidence: October 25, 2021

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

Operational Interpretation:

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

Justification:

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

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

In Eden Prairie, 21st Century skills is defined by the 4C's (critical thinking, creativity, collaborating, and communicating). Eden Prairie's interpretation of the 21st Century skills are defined as:

- Communication
 - Students will use effective interpersonal skills to build positive relationships and promote collaborative learning, including being able to communicate interactively and effectively to support individual learning and contribute to the learning of others. Students will communicate effectively in diverse environments showing cultural understanding and global awareness.
- Critical Thinking
 - Students will be able to collect, assess, and analyze relevant information. Learners will be able to identify, define, and solve authentic problems and reflect critically on learning experiences, processes, and solutions.

- Collaboration
 - Students will be able to demonstrate an ability to work effectively and respectfully with diverse teams, exercising flexibility through shared responsibility of collaborative work. Learners will develop attributes which value the individual contributions made by each team member and embody a willingness to make necessary compromises to accomplish a common goal.
- Creativity
 - Students will be able to think creatively and develop new and worthwhile ideas. Learners will work creatively with others as they develop, implement, and communicate new ideas. Students will demonstrate the courage to explore, while viewing failure as an opportunity to learn.

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

Citations:

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

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Measurement Plan:

4Cs for 2020-2021:

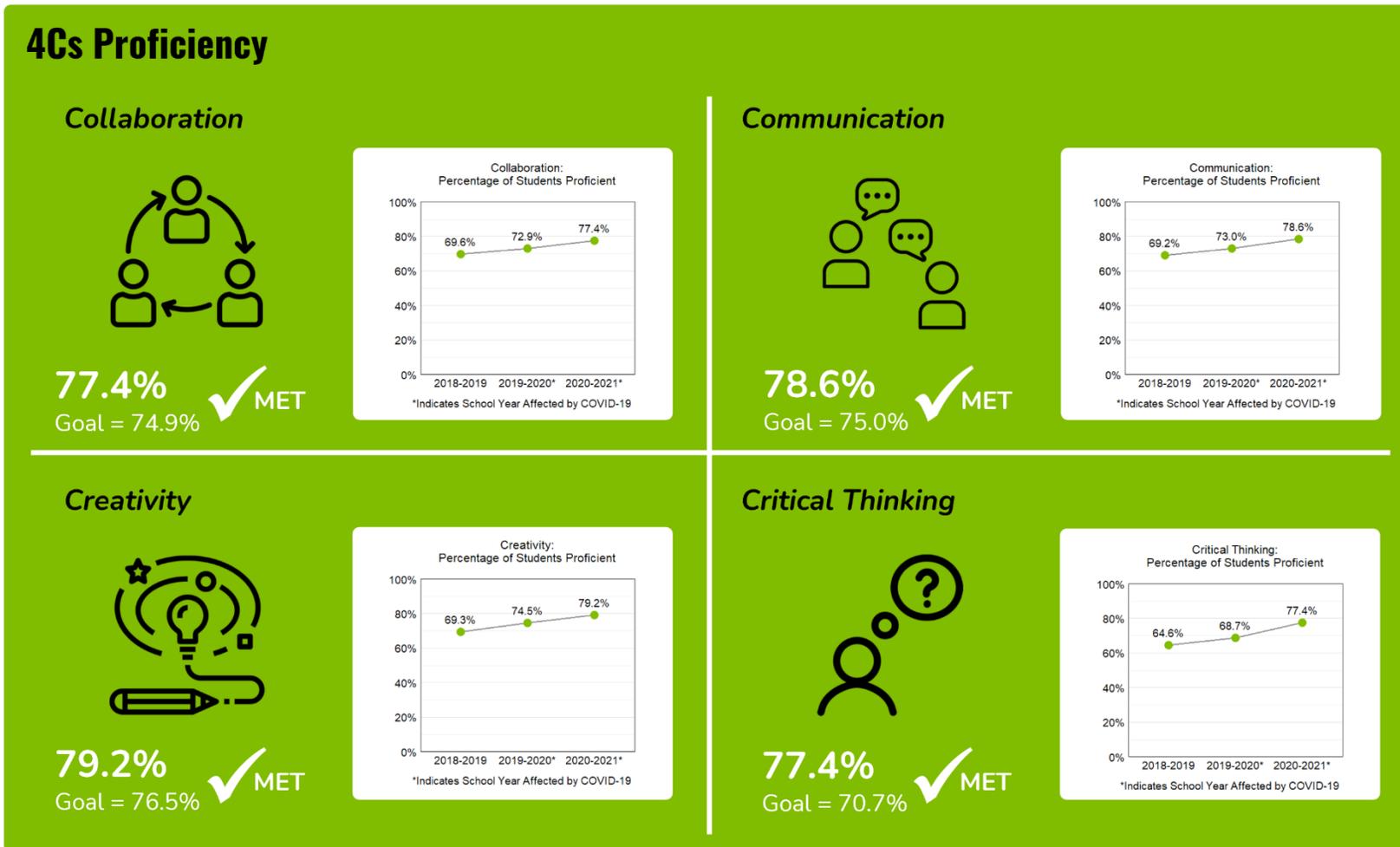
- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Collaboration will increase by 2%
- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Communication will increase by 2%
- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area of Creativity will increase by 2%
- The percentage of students in grades EC-2, 3-5, 7-8, 9-12 proficient in the area of Critical Thinking will increase by 2%

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

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

Evidence:

1.2 – Percentage of EPS students (EC-12) proficient in Collaboration, Communication, Creativity, and Critical Thinking



Detailed data by student groups is in the following four tables for Collaboration, Communication, Creativity, and Critical Thinking

1.2 – Collaboration: Percentage of Students Proficient by Student Group

Grades	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	69.6%	72.9%	77.4%	72.9% + 2% → 74.9%	YES
EC	95.7%	95.4%	92.4%		
Grades K-2	63.7%	60.4%	60.2%		
Grades 3-6	71.3%	78.0%	73.5%		
Grades 7-8	80.4%	85.7%	88.6%		
Grades 9-12	67.1%	64.3%	84.8%		
Asian	78.6%	78.2%	83.4%		
Black or African American	53.1%	59.8%	64.2%		
Hispanic/Latino	59.7%	67.4%	69.3%		
Two or more races	69.5%	69.7%	71.5%		
White	73.2%	76.6%	82.0%		
EL	48.9%	57.7%	60.1%		
FRP	53.4%	59.2%	62.4%		
SPED	42.5%	50.9%	50.7%		
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.					
* Indicates school year affected by COVID-19					

1.2 – Communication: Percentage of Students Proficient by Student Group

Grades	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	69.2%	73.0%	78.6%	73.0% + 2% → 75.0%	YES
EC	93.1%	85.6%	82.9%		
Grades K-2	64.3%	60.7%	60.7%		
Grades 3-6	70.3%	76.3%	74.8%		
Grades 7-8	80.0%	89.2%	89.7%		
Grades 9-12	67.5%	65.2%	87.9%		
Asian	75.8%	76.4%	83.9%		
Black or African American	53.1%	59.2%	65.2%		
Hispanic/Latino	57.9%	64.3%	71.9%		
Two or more races	70.0%	70.4%	73.8%		
White	73.5%	77.9%	83.2%		
EL	45.5%	53.8%	58.4%		
FRP	54.5%	57.9%	64.2%		
SPED	41.2%	52.1%	53.3%		
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19					

1.2 – Creativity: Percentage of Students Proficient by Student Group

Grades	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	69.3%	74.5%	79.2%	74.5% + 2% → 76.5%	YES
EC	97.0%	95.4%	91.8%		
Grades K-2	63.3%	62.1%	62.0%		
Grades 3-6	70.7%	82.5%	73.8%		
Grades 7-8	89.9%	82.5%	91.9%		
Grades 9-12	70.2%	63.5%	87.4%		
Asian	74.8%	77.3%	83.1%		
Black or African American	53.9%	63.0%	65.9%		
Hispanic/Latino	57.9%	71.2%	74.0%		
Two or more races	71.1%	72.8%	74.2%		
White	73.6%	77.8%	83.7%		
EL	48.8%	60.7%	61.6%		
FRP	55.7%	62.9%	65.9%		
SPED	49.0%	58.6%	56.5%		
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19					

1.2 – Critical Thinking: Percentage of Students Proficient by Student Group

Grades	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	64.6%	68.7%	77.4%	68.7% + 2% → 70.7%	YES
EC	97.9%	98.3%	96.8%		
Grades K-2	59.6%	55.6%	58.9%		
Grades 3-6	65.8%	72.8%	69.4%		
Grades 7-8	84.9%	78.1%	90.1%		
Grades 9-12	66.6%	64.6%	88.2%		
Asian	72.0%	75.4%	83.4%		
Black or African American	49.2%	53.7%	63.2%		
Hispanic/Latino	49.0%	59.3%	70.0%		
Two or more races	65.5%	64.8%	70.3%		
White	69.2%	73.3%	82.4%		
EL	36.9%	46.9%	57.6%		
FRP	47.5%	51.6%	61.9%		
SPED	38.7%	44.8%	50.1%		
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality. * Indicates school year affected by COVID-19					

Policy Monitoring FOR BOARD USE ONLY

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

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

Statement of Assertion:

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

Board Member's Summarizing Comments

Eden Prairie Schools Ends Monitoring 2020-2021

Ends Policy 1.3	Each student has the knowledge that citizens and residents of the United States need to contribute positively to society.
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Date of Operational Interpretation Monitoring: June 22, 2020

Date of Evidence Monitoring: October 25, 2021

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

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

Signed 

October 13, 2021

Eden Prairie School District 272 Ends Policy Monitoring Report

Policy Name:

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

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Monitoring Timeline:

July 2020 to June 2021

Policy Quadrant: Ends Policy

Date of School Board Monitoring:

OI: June 22, 2020

Evidence: October 25, 2021

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

Operational Interpretation:

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

Justification:

Eden Prairie’s strategic mission is to inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world. Our focus on “each” learner shows a commitment to the success of each individual student; that each learner’s needs are met so they may achieve personal and district expectations regardless of race, socio-economic group, or service group defined by the Minnesota Department of Education (MDE). 56

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

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

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

Personal goal setting increases motivation and self-direction, and these attributes are important for citizens to contribute positively to society. Self-directed students continuously self-monitor and seek more challenging ways to meet the goals they have set for themselves. Self-directed students also

work with increasing independence as they explore and compare their own experiences and perspectives with those of others. These students are able to define, prioritize, and complete tasks without direct oversight.

Citations:

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

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

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

Personal Goal Setting - AVID - http://www.avid.org/dl/hed/hed_reviewofliterature.pdf

Measurement Plan:

Civics

Targets for 2020-2021

- 95% of 11th and 12th graders will receive a passing grade (at least 60%) on the Minnesota Civics test
- 95% of 11th and 12th graders will receive a credit bearing grade in Globalization & American Citizenship or Advanced Placement US Government

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Self-Direction and Personal Motivation - Students set personal academic and social emotional goals

Target for 2020-2021

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

Digital Citizenship

Target for 2020-2021

- The percentage of students in grades EC-2, 3-6, 7-8, 9-12 proficient in the area digital citizenship, measured by Eden Prairie Schools digital citizenship strand rubrics embedded into Eden Prairie's 4C's Rubrics, will increase by 2%

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

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

Respect and Responsibility

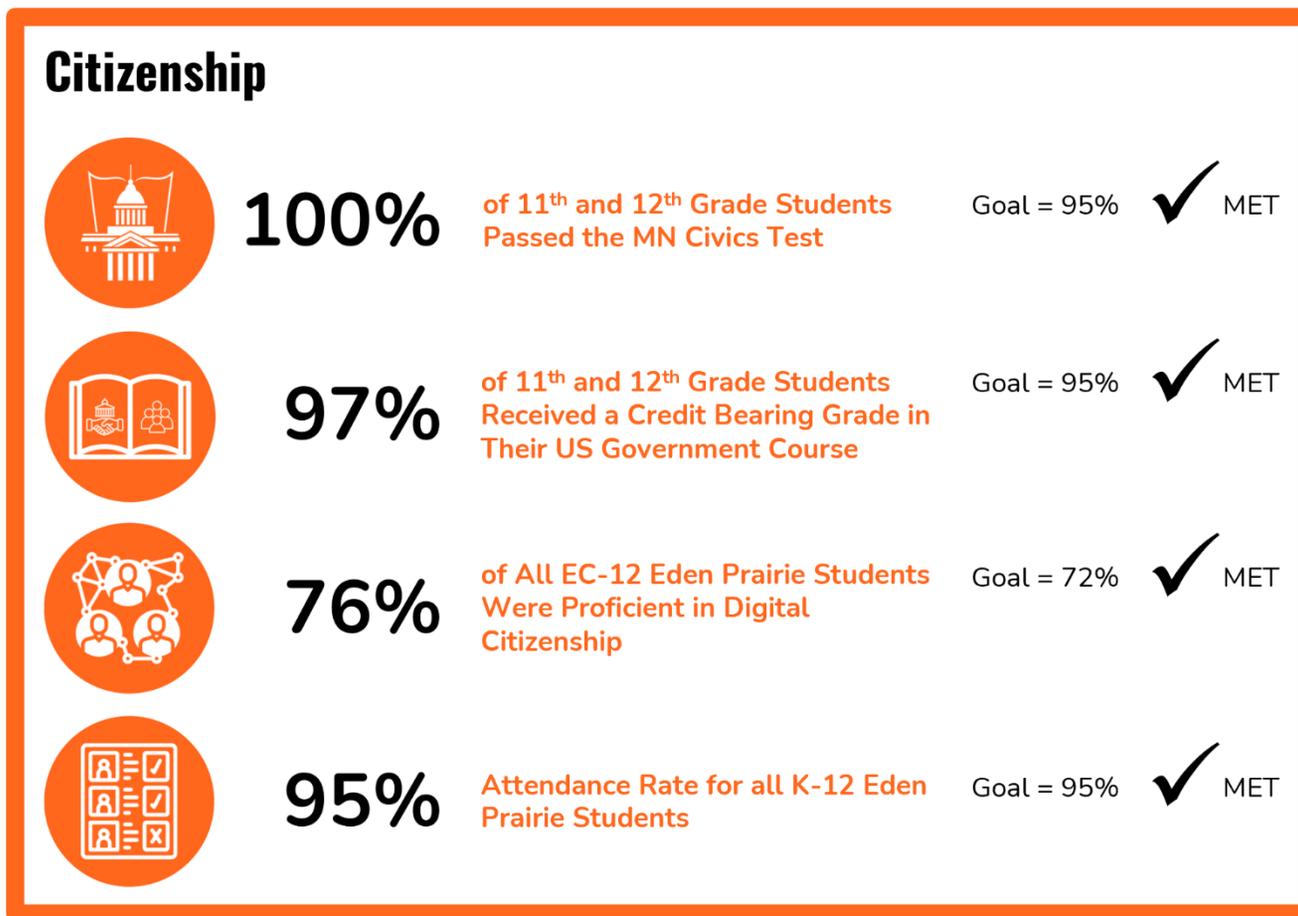
Targets for 2020-2021

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

Attendance Rate

The target for the 2020-2021 school year is to reach 95% or above for all schools.

Evidence:



More details on these citizenship metrics on the following pages

Table 1.3a – Percentage of 11th and 12th Grade Students Earning 60% or Greater on the MN Civics Test

Students Earning 60% or Greater on MN Civics Test					
	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	97.4%	100.0%	100.0%	95.0%	YES
Asian	96.2%	100.0%	100.0%		
Black or African American	87.2%	100.0%	100.0%		
Hispanic/Latino	97.5%	100.0%	100.0%		
Two or more races	100.0%	100.0%	100.0%		
White	98.8%	100.0%	100.0%		
EL	95.8%	100.0%	100.0%		
FRP	91.9%	100.0%	100.0%		
SPED	98.6%	100.0%	100.0%		
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.					
* Indicates school year affected by COVID-19					

Table 1.3b – Percentage of 11th and 12th Grade Students Receiving Credit Bearing Grade in US Government Course

Students Receiving Credit Bearing Grade in US Government Course					
	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	98.0%	100.0%	97.0%	95.0%	YES
Asian	98.9%	100.0%	94.7%		
Black or African American	87.9%	100.0%	94.1%		
Hispanic/Latino	97.8%	100.0%	91.3%		
Two or more races	100.0%	100.0%	96.0%		
White	98.9%	100.0%	98.5%		
EL	90.5%	100.0%	92.9%		
FRP	91.5%	100.0%	95.3%		
SPED	98.3%	100.0%	95.7%		
Note: American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander groups have fewer than 10 students and are not shown to protect student confidentiality.					
* Indicates school year affected by COVID-19					

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Table 1.3c – Percentage of Students Setting Goals

	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Grades 4-6	95.0%	98.0%	99.1%	90.0%	YES
Grades 7-8	92.0%	99.2%	93.3%	90.0%	YES
Grades 9-12	84.0%	88.5%	99.0%	90.0%	YES
* Indicates school year affected by COVID-19					

1.3d – Percentage of students proficient in Digital Citizenship by Student Group

Grades	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Overall	80.3%	69.8%	76.2%	69.8% + 2% → 71.8%	YES
EC	100.0%	94.3%	92.0%		
Grades K-2	66.1%	58.9%	56.9%		
Grades 3-6	70.3%	74.0%	69.7%		
Grades 7-8	89.6%	80.8%	88.8%		
Grades 9-12	69.4%	62.4%	86.6%		
Asian	86.7%	75.0%	82.6%		
Black or African American	63.6%	54.3%	60.6%		
Hispanic/Latino	70.9%	61.7%	68.6%		
Two or more races	98.8%	66.2%	70.4%		
White	82.6%	74.7%	81.4%		
EL	56.9%	50.3%	55.4%		
FRP	68.3%	53.1%	59.8%		
SPED	58.4%	45.1%	48.4%		
* Indicates school year affected by COVID-19					

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

Grades K-5				
Report Card Strand (teacher attributed)	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Respectful	68.8%	79.8%	70.0%	YES
Responsible	69.6%	77.4%	71.0%	YES
* Indicates school year affected by COVID-19				

Grades 6-12				
Panorama Survey Responses (student perception)	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Respectful	52.6%	66.0%	54.0%	YES
Responsible	55.6%	58.0%	57.0%	YES
* Indicates school year affected by COVID-19				

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Table 1.3f – Attendance rate for Eden Prairie School District

	2018-2019	2019-2020*	2020-2021*	Target for 2020-2021	Target Met?
Grades K-12	95.6%	96.4%	95.3%	95.0%	YES
* Indicates school year affected by COVID-19					

Policy Monitoring FOR BOARD USE ONLY

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

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

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

Board Member’s Summarizing Comment

Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: EL 2.4 Treatment of Staff	Monitoring Time Frame: July 2019 to June 2020 July 2020 to June 2021	<p style="text-align: center;">Policy Monitoring Column FOR BOARD USE ONLY</p> Compliance rating: <ul style="list-style-type: none"> ● OI is/is not reasonable ● Evidence supports/does not support the OI <p><i>Include specific evidence for rating conclusion and recommendations.</i></p>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: October 26, 2020 October 25, 2021	
		Board member name:
<p><u>Global Constraint:</u> The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance.</p>		<i>(enter rating and reasoning when appropriate)</i>
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. An <i>unsafe</i> work environment is one that does not protect employees from known dangers. 2. An <i>unwelcoming</i> work environment is one in that employees perceive as hostile or unreceptive. 3. An <i>inequitable</i> work environment can be described as one that District fails to treat employees in a manner that is considered fair and just. 4. A <i>disrespectful</i> environment is one that is discourteous and rude. 		<p style="text-align: right;">64</p>
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. School district employees are provided a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2; Policy 407) <ol style="list-style-type: none"> a. The District maintains a “Non-contract Grievance” procedure for all staff based on Regulation 401.11R 2. Staff are made to feel welcome in the following ways: <ol style="list-style-type: none"> a. Honoring and complying with the Minnesota Veterans Preference Act (Policy 405) b. The District seeks to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial 		

<p>status, status with regard to public assistance, sexual orientation, or disability (Policy 413; Minn. Stat. § 121A.03</p> <p>c. District policy states that employees must report behavior that is in violation of policy.</p> <p>3. Staff are provided equity by the District in the following ways:</p> <p>a. The school district is an equal employment opportunity employer (Policy 401)</p> <p>b. Providing a fair employment setting for all persons and to comply with state and federal law (Policy 402)</p> <p>c. Providing progressive discipline through due process (Collective Bargaining Agreements, At-Will Work Agreements, as outlined in the Supervisor Manual).</p> <p>4. Staff are respected through the following means:</p> <p>a. Protection of Public and Private Personnel Data (Policy 406)</p> <p>b. Submission of a good faith mandated report under Minnesota law and this policy will not adversely affect the reporter’s employment (Policy 414 & 415).</p>	
<p><u>Measurement Plan:</u></p> <p>1. Percentage of reports or complaints that were addressed promptly and appropriately during the reporting period.</p> <p>2. Compliance with all child provisions of the policy.</p>	
<p><u>Evidence:</u></p> <p>1. 100% of reports or complaints filed are promptly investigated and appropriate action is taken.</p> <p>2. All child policies were deemed in compliance.</p>	65
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.1 Furthermore, the Superintendent shall not: Allow staff to work without a written job description.</p>	
<p><u>Operational Interpretation:</u></p> <p>Every staff position type is defined in writing to include title, purpose, primary customers, position qualifications and essential responsibilities.</p>	
<p><u>Justification:</u></p> <p>Job descriptions in the district include title, purpose, primary customers, position qualifications, and essential responsibilities/functions.</p>	

<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Job descriptions are reviewed on a periodic basis, and reviewed at the posting of a vacancy. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. 100% of staff has a job description. 100% of jobs posted include the minimum requirements and qualifications for the position. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.2 Furthermore, the Superintendent shall not: Operate without accessible, clearly-written personnel policies.</p>	
<p><u>Operational Interpretation:</u> Clearly written and accessible personnel policies are:</p> <ol style="list-style-type: none"> 1. Written in such a way to be understood by employees 2. Easily obtained by the employee and employer 3. A vital communication tool between the District and its employees, and contain the following: <ol style="list-style-type: none"> a. District employee expectations, and; b. Employee rights, c. The legal obligations as an employer 	66
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Eden Prairie Schools is a member of the Minnesota School Boards Association. One of the benefits of membership is access to model policies, including those related to personnel. The model policies are written and vetted by prominent Minnesota law firms. Each policy is reviewed and updated at least every three years or at such time as the prevailing state or federal law or rule is changed. Upon notice of a policy update, the District begins a process of updating. All employees hired to the district receive: <ol style="list-style-type: none"> a. A new hire orientation which includes training on district policies & procedures. b. 100% of staff receive a new hire orientation within 30 days of hire and sign off on acknowledgement of district policies and procedures. 2. Collective bargaining agreements and employee contracts are available on the district's EpNet or in the district's human resources office. All information is public data. 3. All of the required federal and state mandatory postings notices are posted in each building in a common area 	

<p>(typically a staff lounge) and are updated annually.</p> <p>4. Staff who violate district policies or regulations are subject to progressive discipline.</p>	
<p><u>Measurement Plan:</u></p> <p>1. Multi-modal access and exposure to rules of the workplace as demonstrated in the Operational Interpretation above.</p>	
<p><u>Evidence:</u></p> <p>1. 100% of notice descriptors stated in the Operational Interpretation Multi-modal access has been provided and expectations have been met including:</p> <ul style="list-style-type: none"> a. 100% of district policies were posted online and annual review process of policy updates based on MSBA model policy was completed during the monitoring period. b. All employees hired to the district received: <ul style="list-style-type: none"> i. A new hire orientation which includes training on district policies & procedures. ii. 100% of staff sign off on acknowledgement of district policies and procedures. c. Collective bargaining agreements and employee contracts are available on the district's EpNet or in the district's human resources office. d. All of the required federal and state mandatory postings notices are posted in each building in a common area (typically a staff lounge) and are updated annually. 	67
<p><u>Statement of Assertion:</u></p> <p>Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.3 Furthermore, the Superintendent shall not: Operate without a reasonable, formal evaluation policy for all staff.</p>	
<p><u>Operational Interpretation:</u></p> <p>A reasonable, formal evaluation policy is one that is officially sanctioned, performed in accordance within the rules set forth, that forms a judgment using a logical process.</p>	
<p><u>Justification:</u></p> <p>1. Board Policy BMD 3.4 sets forth the goals and process used to evaluate the Superintendent.</p> <p>2. The Superintendent evaluates Executive Cabinet personnel on an annual basis. Evaluations are based on key attributes of leadership and mutual goal setting.</p>	

<ol style="list-style-type: none"> 3. Executive Cabinet members evaluate their subordinates annually through the use of mutually agreed upon professional goals evaluation process. 4. The principal accountability laws require a superintendent to use a performance based system to annually evaluate each school principal assigned to supervise a school building within the school district (Minn. Stat. § 123B.143, subd. 1; § 123B.147, subd. 3). The evaluation is to improve teaching and learning by enhancing the principal’s ability to shape the school’s professional environment and support and improve school performance, student achievement, and teacher quality, performance, and effectiveness. 5. The teacher accountability laws allow a school board and the exclusive representative of the teachers to jointly agree to an annual teacher evaluation and peer review process for probationary and non-probationary teachers 6. (Minn. Stat. § 122A.40, subds. 4, 5, 8, 9; and §122A.41, subds. 2, 3, 5, 6). If there is no agreement, the district must implement the teacher evaluation and peer review process developed by the education commissioner and specified education stakeholders. Annual teacher evaluations are designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success. 7. Classified Staff are evaluated annually using a codified evaluation system. 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. The Executive Director of Human Resources shall report annually on the status of the employee evaluation system and adherence to the justifications as listed above. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. 100% of staff is evaluated on an ongoing basis as approved by the Superintendent. 	68
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.4 Furthermore, the Superintendent shall not: Allow staff to be unprepared to deal with emergency situations.</p>	
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. School emergency planning directs staff and student preparation and response. Knowing how to respond during a crisis helps everyone remain calm, understand their role, and act as safely and efficiently as possible. Emergency planning includes all risks, crises, and emergencies schools may encounter. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i> 	

<p>2. The State of Minnesota and OSHA require that employees understand the potential risks inherent in their particular workplace and that the workplace be safe.</p>	
<p><u>Justification:</u></p> <p>1. Careful planning, practice, and effective response, saves lives, prevents injuries and minimizes property damage. Exercising, reviewing and revising both school and district emergency plans is crucial to keeping plans current and aligned with best practices. <i>(Source: Keeping Minnesota Ready: Comprehensive School Safety Guide; Homeland Security and Emergency Management)</i></p> <p>a. The District Crisis Plan contains procedures for the various hazards/emergencies.</p> <p>2. “To qualify for health and safety revenue, a school board must adopt a health and safety policy. This policy must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices including indoor air quality management. (MN Statute 123B.57) General areas of emphasis for the district Health and Safety Program include but are not limited to:</p> <ul style="list-style-type: none"> ▪ Asbestos ▪ Fire and Life Safety ▪ Lightning ▪ Structural Safety ▪ Combustible and Hazardous Materials Storage ▪ Indoor Air Quality ▪ Mechanical Ventilation ▪ Mold Cleanup and Abatement ▪ Accident and Injury Reduction Program ▪ Infectious Waste/Blood borne Pathogens ▪ Community Right to Know ▪ Compressed Gas Safety ▪ Confined Space Standard ▪ Electrical Safety ▪ First Aid/CPR/AED ▪ Food Safety Inspection ▪ Forklift Safety ▪ Hazardous Waste ▪ Hearing Conservation ▪ Hoist/Lift/Elevator Safety 	<p>69</p>

<ul style="list-style-type: none"> ▪ Integrated Pest Management ▪ Laboratory Safety Standard/Chemical Hygiene Plan ▪ Lead ▪ Control of Hazardous Energy Sources (Lockout/Tagout) ▪ Mechanical and Power Equipment Safety ▪ Mercury ▪ Personal Protection Equipment (PPE) ▪ Playground Safety ▪ Radon ▪ Respiratory Protection ▪ Underground and Above Ground Storage Tanks ▪ Welding/Cutting/Brazing ▪ Swimming Pool Safety ▪ Ladder/Fall Protection ▪ Bleacher Inspections ▪ Boiler Inspections ▪ Crisis Management ▪ Emergency Response Procedures ▪ Fire Prevention ▪ Other areas determined to be appropriate by the Facilities and Safety Department. 	70
<p><u>Measurement Plan:</u></p> <p>1. By June 30 of each year, all Site Leaders or their designees shall complete a Self-Assessment Checklist that reports on the following criterion related to safety preparedness during the preceding school year:</p> <ul style="list-style-type: none"> ● The Emergency Plan—<i>District Office only</i> ● Policy—<i>District Office only</i> ● Drills ● Building Access ● Keys and Identification ● Visitor Procedures ● Staff Training ● Physical Climate ● Communications ● General Exterior 	

<ul style="list-style-type: none"> ● Buses and Parking ● Playground/Recreation Areas ● Deliveries ● General Interior ● Cafeteria ● Gymnasium Area(s) ● Specialized Areas ● Monitoring and surveillance <p>2. The Health and Safety Program is monitored using the following: Annual “Mock” OSHA Inspection conducted by an outside entity (Metro ECSU or Institute for Environmental Assessment) OSHA Inspections –this process occurs on a random basis and is generally unannounced.</p> <p>3. A Safe Learning Plan will be developed and the Incident command team will be used to create a plan, monitor the pandemic, and communicate necessary changes.</p> <p>4. Right to know training will be provided to inform staff on the risks and proper use of cleaning supplies to help combat COVID-19.</p>	
<p><u>Evidence:</u></p> <p>1. The following information was gathered and reports completed:</p> <ul style="list-style-type: none"> a) Leadership meets at least annually to review and update the District’s Crisis Management policy. most recently held on August 05, 2019. During the monitoring period, in addition to covering basic emergency procedures, the leadership team met weekly or monthly throughout the year to develop, adjust and communicate plans in response to COVID-19. b) All sites conducted five (5) fire drills during the school year (maps posted in all occupied rooms). c) All sites conducted five (5) lockdown drills during the school year. d) All sites conducted at least one (1) severe weather shelter during the school year (maps posted in all occupied rooms). e) All sites had Red Alert/SERT (School Emergency Response Team) to act as first responders to any medical event on site. f) CPR/First Aid certification required for specific job titles. Institute for Environmental Assessment identified the following job titles as requiring CPR/First Aid certification: School Nurse, Health Paraprofessionals, Bus Drivers, Special Education Teachers, and Special Education Paraprofessionals. g) All sites had at least one (1) fully automated AED (Automated External Defibrillators). 	71

<ul style="list-style-type: none"> h) All sites had multiple Universal Precautions Kits for blood borne pathogen cleanup as well as all necessary personal protective equipment. Universal Precaution kits located in all custodial closets and Health Services offices throughout the district. i) The district had a reunification plan in the event of off-site evacuation and held a drill on August 9, 2018. <ol style="list-style-type: none"> 2. Mock OSHA (Occupational Safety and Health Administration) walkthrough: Conducted yearly by Metro ECSU and Facilities and Safety Coordinator, most recently on December 12, 2019 December 29, 2020. 3. A complete Safe Learning Plan was developed and communicated to staff in consultation with the Incident Command Team. A review and update of the pandemic procedure was performed during the monitoring period to specifically address COVID-19 and the Incident Command Team was consulted throughout the 2020-21 school year to make decisions regarding the pandemic. 4. Staff who were using cleaning chemicals were provided “right to know” training during the monitoring period. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.4.5 Furthermore, the Superintendent shall not: Operate without policies and procedures which prevent conflict of interest.</p>	
<p><u>Operational Interpretation:</u> A conflict of interest arises in the workplace when an employee has competing interests or loyalties that either are, or potentially can be, at odds with each other. A conflict of interest causes an employee to experience a struggle between diverging interests, points of view, or allegiances. Conflict of interest situations assume that the employee has control or influence over diverging interests, points of view, or allegiances.</p>	72
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. Code of Ethics for Minnesota Teachers (8700.7500) <ul style="list-style-type: none"> a. Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standards Board. b. Subp. 2. Standards of professional conduct. 	

<p>E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.</p> <p>2. Code of Ethics for School Administrators (3512.5200)</p> <p>a. Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.</p> <p>b. Subp. 2. Standards of professional conduct.</p> <p>H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.</p> <p>K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.</p> <p>3. District Policy 421 Gifts to Employees provides guidance to employees regarding conflict of interest.</p>	
<p><u>Measurement Plan:</u></p> <p>1. Determination by the Professional Educator Licensing and Standards Board or the Board of School Administrators that a complaint has been substantiated.</p> <p>2. Determination that a violation of District Policy 421 Gifts to Employees has not occurred.</p> <p>3. The Annual Audit and intermittent financial internal and external controls as described in Board Policy EL 2.7 does not contain a “finding”.</p>	
<p><u>Evidence:</u></p> <p>1. No determinations have been received from the Professional Educator Licensing and Standards Board or the Board of School Administrators.</p> <p>2. There were no reported complaints in reference to Policy 421.</p> <p>3. There are no audit findings to report.</p>	73
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>Board member’s summarizing comments:</p>	

Eden Prairie School District 272
Superintendent Monitoring Report

Policy Name: EL 2.8 Compensation and Benefits	Monitoring Time Frame: July 2019 to June 2020 July 2020 to June 2021	Policy Monitoring Column FOR BOARD USE ONLY Compliance rating: <ul style="list-style-type: none"> • OI is/is not reasonable • Evidence supports/does not support the OI <i>Include specific evidence for rating conclusion and recommendations.</i>
Policy Quadrant: Executive Limitations	Date of School Board Monitoring: October 26, 2020 October 25, 2021	
		Board member name:
<u>Global Constraint:</u> With respect to employment, compensation, and benefits to employees, consultants, and contract workers, the Superintendent shall not cause or allow jeopardy to financial integrity or to public image.		<i>(enter rating and reasoning when appropriate)</i>
<u>Operational Interpretation:</u> I interpret this policy to mean that I shall not knowingly condone or undertake any action related to the compensation and/or benefits of employees that would negatively affect the community perception or support of the school district.		74
<u>Justification:</u> Compensation and benefits are a significant portion of the district budget. The school district has a fiduciary obligation to its owners; therefore, its officers and administration are held to a high standard of conduct and transparency.		
<u>Measurement Plan:</u> <ol style="list-style-type: none"> 1. Human Resources and Payroll have systems and processes in place per state and federal law to ensure that employment, compensation, and benefits did not cause or allow jeopardy to financial integrity or to public image. These systems and processes are reviewed on an annual basis through the audit process, as well as an ongoing internal process of separation of duties. 2. Random sample survey results from Morris Leatherman regarding financial perception. 		

<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Human resources and the business office have reviewed processes and procedures and those were reviewed during the annual audit received by the board during the monitoring period. 2. The Superintendent did not cause or allow jeopardy to financial integrity or to public image. Financial Perceptions are near or at all time highs based on our latest scientific random sample survey: <ol style="list-style-type: none"> a. 78% of our community shares positive feedback about the district's fiscal management which is the highest number since 2015. b. 81% of our community shares that we are spending effectively/efficiently which is the high point since 2018. c. 93% of our community shares that Eden Prairie Schools is a good value/investment which is at a high point since 2018. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.8.1 Furthermore, the Superintendent shall not: Promise or imply permanent or guaranteed employment.</p>	
<p><u>Operational Interpretation:</u> I interpret this policy to mean the District shall not hire or retain any employee or promise a potential employee employment with the District whose term and condition of service is not controlled by the Public Employee Labor Relations Act (PELRA), Minnesota State Statute, a Collective Bargaining Agreement (CBA), an At-Will Work Agreement, a contract for services.</p>	75
<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. No person can be considered an employee and receive compensation for services rendered without Board action. 2. The District maintains the following employer/employee employment agreements that define the terms and conditions of employment for employees: <ol style="list-style-type: none"> a. Certified Staff (i.e. must hold a license) are subject to PELRA MN Rule 3.855, Minnesota Statute 122A.40 (Continuing Contract Language), and the locally negotiated CBA. b. Classified Staff (i.e. do not generally hold a license) are subject to PELRA, Minnesota Statute, and the locally negotiated CBA. 	

<ul style="list-style-type: none"> c. Meet & Confer Agreements (non-licensed employees subject to PELRA and not represented by collective bargaining units) d. Meet & Confer Agreements (licensed employees working in positions that do not require a MDE license, subject to PELRA, and not represented by collective bargaining units) e. Superintendent length of contract is limited to three years (MN Statute 123B.143) 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Human Resources has policies in place to ensure no promises of permanent or guaranteed employment for any position. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. State and federal law does not allow for permanent or guaranteed employment, and the district has not been found out of compliance with this policy or standing law. No staff members were offered permanent or guaranteed employment. 	
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>2.8.2 Furthermore, the Superintendent shall not: Establish current compensation and benefits that deviate materially from the geographical or professional market for the skills employed. Further, compensation and benefits must not deviate from Board-established parameters.</p>	76
<p><u>Operational Interpretation:</u></p> <ol style="list-style-type: none"> 1. “Compensation” refers to payment for services rendered. “Benefits” are added services that have value for the employee and are expenditures for the District. 2. I interpret the “geographical” market to mean the public school districts in the immediate area surrounding Eden Prairie. 3. The “professional” market refers to compensation based on the combination of experience, skills, and level of responsibilities that are required by the position’s job description. The professional market can be influenced by the geographical market. 4. “Material deviation” in this context is interpreted as a financial condition that would create an unfavorable comparison to the geographical and professional employee market. 	

<p><u>Justification:</u></p> <ol style="list-style-type: none"> 1. The District routinely competes for employees with local, regional, and national employers. Therefore, it is important that our employee compensation and benefit package remain competitive and yet function within available resources. 2. The District routinely enters into employment agreements with organized groups or at-will individuals via negotiations. Typically, the Administration leads the negotiations process with School Board support. The School Board has retained the authority to determine the level of compensation and benefits offered to employees, which is referred to in this policy as “board-established parameters.” 3. The District conducts market place comparisons annually. 	
<p><u>Measurement Plan:</u></p> <ol style="list-style-type: none"> 1. Prior to each bargaining session, a marketplace comparative data analysis will be completed. 2. Settlements will be within the financial parameters reviewed by the board. 	
<p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Marketplace comparative data was collected on six (6) <u>five (5)</u> bargaining groups <u>prior to 2021 negotiations.</u> 2. <u>During the monitoring period,</u> the school district settled <u>six (6) bargaining groups/</u>employment agreements within <u>parameters reviewed by the Board parameters during the monitoring period</u> and the contracts are comparable to the market. One agreement remains open and is in negotiations as of October 26, 2020. 	77
<p><u>Statement of Assertion:</u> Report is Reasonable and Evidence support the Operational Interpretation</p>	
<p>Board member’s summarizing comments:</p>	

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

Policy Type:	Governance Process
Policy Title:	4.0 Global Governance Commitment

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.0 Global Governance Commitment	10/25/21				
4.0.1	10/25/21				
4.0.2	10/25/21				

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

July 1, 2020 – June 30, 2021

Policy Type:	Governance Process
Policy Title:	4.1 Governing Style

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.1 Governing Style	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				
4.1.4	10/26/20	Yes	The Board acknowledges that the coronavirus pandemic interrupted board development plans.	The board will monitor interest in and provision for development of new board members.	Yes

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

Policy Type:	Governance Process
Policy Title:	4.2 School Board Job Products

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.2 School Board Job Products	10/25/21				

GP 4.2

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
Governance Process and Board Management Delegation Policies
July 1, 2020 – June 30, 2021

Policy Type:	Governance Process
Policy Title:	4.3 Annual Work Plan

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.3 Annual Work Plan	10/25/21				
4.3.1	10/25/21				
4.3.2	10/25/21				
4.3.3	10/25/21				
4.3.2	10/26/20	Yes	Annually in June, the Board should make a concentrated effort to either plot placeholder items or delete them.	Annually in June, the Board will make a concentrated effort to either plot placeholder items or delete them.	Yes

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

Policy Type:	Governance Process
Policy Title:	4.9 Governance Investment

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

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

Policy	Date of Self-Evaluation	Board Behavior Fully Compliant	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.9 Governance Investment	10/25/21				

GP 4.9

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				

**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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BOARD-MANAGEMENT DELEGATION (BMD) POLICIES					
3.0 Single Point of Connection	09.27.21	Yes			Yes
3.0 Single Point of Connection	11.23.20	No	Board acknowledges that Director Stoltz was in violation during Board Meeting held on Aug 24, 2020.	Director Stoltz to bring forward a public statement regard violation for consideration for entry into the public record at the Dec 14, 2020 Board Meeting.	86 Public Statement Completed 12/14/20
3.1 Unity of Control	09.27.21	Yes			Yes
3.1.1	09.27.21	Yes			Yes
3.1.2	09.27.21	Yes			Yes
3.1.3	09.27.21	Yes			Yes
3.2 Delegation to the Superintendent	09.27.21	Yes			Yes
3.2.1	09.27.21	Yes			Yes
3.2.2	09.27.21	Yes			Yes
3.2.3	09.27.21	Yes			Yes
3.2.4	09.27.21	Yes			Yes

**Record of Board Self-Evaluation
Governance Policies
(July 1, 2020 – June 30, 2021)
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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
3.2.3	11.23.20	No	Board acknowledges that Director Stoltz was in violation during Board Meeting held on Aug 24, 2020.	Director Stoltz to bring forward a public statement regard violation for consideration for entry into the public record at the Dec 14, 2020 Board Meeting.	Public Statement Completed 12/14/20 87
3.3 Superintendent Accountability and Performance	09.27.21	Yes			Yes
3.3.1	09.27.21	Yes			Yes
3.3.2	09.27.21	Yes			Yes
3.3.3	09.27.21	Yes			Yes
3.3.4	09.27.21	Yes			Yes
3.3.5	09.27.21	Yes			Yes
4.0 Global Governance Commitment	10.25.21				
4.0.1	10.25.21				
4.0.2	10.25.21				

**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
4.1 Governing Style	10.25.21				
4.1.1	10.25.21				
4.1.2	10.25.21				
4.1.3	10.25.21				88
4.1.4	10.25.21				
4.1.5	10.25.21				
4.1.6	10.25.21				
4.2 School Board Job Products	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				
4.3 Annual Work Plan	10.25.21				
4.3.1	10.25.21				
4.3.2	10.25.21				
4.3.3	10.25.21				

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

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Policy	Date of Self-Evaluation	Board Behavior Fully Compliant? Y/N	Board behavior needing improvement or opportunity for continuous improvement	Commitment Made/Action Taken	Completed
4.4 Officer Roles	09.27.21	Yes			Yes
4.4.1	09.27.21	Yes			Yes
4.4.1.1	09.27.21	Yes			Yes
4.4.1.2	09.27.21	Yes			Yes
4.4.1.3	09.27.21	Yes			Yes
4.4.1.4	09.27.21	Yes			Yes
4.4.1.5	09.27.21	Yes			Yes
4.4.1.6	09.27.21	Yes			Yes
4.4.1.7	09.27.21	Yes			Yes
4.4.1.8	09.27.21	Yes			Yes
4.4.1.9	09.27.21	Yes			Yes
4.4.2	09.27.21	Yes			Yes
4.4.3	09.27.21	Yes			Yes
4.4.4	09.27.21	Yes			Yes
4.5 School Board Members' Code of Conduct	09.27.21	Yes			Yes
4.5.1	09.27.21	Yes			Yes
4.5.2	09.27.21	Yes			Yes
4.5.2.1	09.27.21	Yes			Yes
4.5.2.2	09.27.21	Yes			Yes

**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
4.5.2.3	09.27.21	Yes			Yes
4.5.3	09.27.21	Yes			Yes
4.5.3.1	09.27.21	Yes			Yes
4.5.3.2	09.27.21	Yes			Yes
4.5.4	09.27.21	Yes			Yes
4.5.5	09.27.21	Yes			Yes
4.5.6	09.27.21	Yes			Yes
4.5.7	09.27.21	Yes			Yes
4.5.8	09.27.21	Yes			Yes
4.5.8.1	09.27.21	Yes			Yes
4.5.8.2	09.27.21	Yes			Yes
4.5.8.3	09.27.21	Yes			Yes
4.5.8.4	09.27.21	Yes			Yes
4.5.8.5	09.27.21	Yes			Yes
4.5.8.6	09.27.21	Yes			Yes
4.5.8.7	09.27.21	Yes			Yes
4.5 School Board Members' Code of Conduct	03.22.21	Yes	Board Director Stoltz' actions after the Board Meeting on Aug 24, 2020 were not ethical or businesslike and did not display appropriate decorum. Her actions led to significant risk of the Board committing a	Director Stoltz will be required by the Board to retake the Phase 1 and Phase 2 training as described in policy 4.5.8.2 and 4.5.8.3 by the end of January	-MSBA Phase 1 Completed 12/8/20
4.5.1	03.22.21	Yes			
4.5.2	03.22.21	Yes			

**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
4.5.2.1	03.22.21	Yes	legal violation. Significant violations occurred on policies 4.5.1, 4.5.3, 4.5.4, 4.5.6, and 4.5.7. Director’s Stoltz’s actions caused division among the Board that have taken and will continue to take significant action to address.	2021 and the Introduction to Policy Governance Course as described in 4.5.8.1 at a date to be determined in early 2021. Director Stoltz will also be removed from her appointment to the Board Development Committee. Director Stoltz will bring forward a public statement regarding these violations for consideration for entry into the public record at the December 14, 2020 Board meeting.	-MSBA Phase 2 Completed 12/17/20 -Public Statement Completed 12/14/20 -Intro to Policy Governance Training Completed 1/17/21
4.5.2.2	03.22.21	Yes			
4.5.2.3	03.22.21	Yes			
4.5.3	03.22.21	Yes			
4.5.3.1	03.22.21	Yes			
4.5.3.2	03.22.21	Yes			
4.5.4	03.22.21	Yes			
4.5.5	03.22.21	Yes			
4.5.6	03.22.21	Yes			
4.5.7	03.22.21	Yes			
4.5.8	03.22.21	Yes			
4.5.8.1	03.22.21	Yes			
4.5.8.2	03.22.21	Yes			
4.5.8.3	03.22.21	Yes			
4.5.8.4	03.22.21	Yes			
4.5.8.5	03.22.21	Yes			
4.5.8.6	03.22.21	Yes			
4.5.8.7	03.22.21	Yes			

**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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4.6 Process for Addressing School Board Member Violations	09.27.21	Yes			Yes
4.6.1	09.27.21	Yes			Yes
4.6.2	09.27.21	Yes			Yes
4.6.3	09.27.21	Yes			Yes
4.6.4	09.27.21	Yes			Yes
4.6.4.1	09.27.21	Yes			Yes
4.6.4.2	09.27.21	Yes			Yes
4.6.4.2	11.09.20	No		Director Stoltz will be required by the Board to retake the Phase 1 and Phase 2 training as described in policy 4.5.8.2 and 4.5.8.3 by the end of January 2021 and the Introduction to Policy Governance Course as described in 4.5.8.1 at a date to be determined in early 2021. Director Stoltz will also be removed from her appointment to the Board Development Committee. Director Stoltz will	-MSBA Phase 1 Completed 12/8/20 -MSBA Phase 2 Completed 12/17/29 -Public Statement Completed 12/14/20 -Intro to Policy Governance Training Completed 1/17/21

**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
				bring forward a public statement regarding these violations for consideration for entry into the public record at the December 14, 2020 Board meeting.	93
4.7 School Board Committee Principles	09.27.21	Yes			Yes
4.7.1	09.27.21	Yes			Yes
4.7.2	09.27.21	Yes			Yes
4.7.3	09.27.21	Yes			Yes
4.7.4	09.27.21	Yes			Yes
4.8 School Board Committee Structure	09.27.21	Yes			Yes
4.8.1	09.27.21	Yes			Yes
4.8.2	09.27.21	Yes			Yes
4.8.3	09.27.21	Yes			Yes
4.8.4	09.27.21	Yes			Yes

**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
4.9 Governance Investment	10.25.21				
4.9.1	10.25.21				
4.9.1.1	10.25.21				
4.9.1.2	10.25.21				94
4.9.1.3	10.25.21				
4.9.2	10.25.21				
4.9.3	10.25.21				
4.10 Operation of the School Board Governing Rules					
	09.27.21	Yes			Yes
4.10.1	09.27.21	Yes			Yes
4.10.1.1	09.27.21	Yes			Yes
4.10.1.2	09.27.21	Yes			Yes
4.10.1.3	09.27.21	Yes			Yes
4.10 Operation of the School Board Governing Rules	Nov 9, 2020	No	Board acknowledges that Director Stoltz was in violation during Board Meeting held on Aug 24, 2020.	Director Stoltz to bring forward a public statement regard violation for consideration for entry into the public record at the Dec 14, 2020 Board Meeting	Public Statement Completed 12/14/20
4.10.1	Nov 9, 2020	No			
4.10.1.1	Nov 9, 2020	No			

**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
4.10.1.2	Nov 9, 2020	No			
4.10.1.3	Nov 9, 2020	No			

**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		
ENDS							
1.1 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				96
1.1.1 Each student is reading at grade level by the end of third grade	2020-21	Yes 06/22/20	Yes 06/22/20				
1.1.2 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>1.1.3 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>1.2 Each student demonstrates the 21st century skills needed to succeed in the global economy</p>	2020-21	<p>Yes 06/22/20</p>	<p>Yes 06/22/20</p>				
<p>1.3 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>				97

Policy	Date	Operational Interpretation – Reasonable or not?		Evidence – supports Operational Interpretation or not?		Date to re-monitor if either the OI is Not Reasonable or if Evidence doesn't support OI	Completed
		Superintendent Assertion	Board Finding	Superintendent Assertion	Board Finding		
EXECUTIVE LIMITATIONS							
EL 2.0 Global Executive Constraint	12/13/21						
EL 2.1 Emergency Superintendent Succession	08/23/21	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.2 Treatment of Students	08/23/21	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.3 Treatment of Parents	09/27/21	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.4 Treatment of Staff	10/25/21						
EL 2.5 Financial Planning and Budgeting	12/13/21						98
EL 2.6 Financial Management and Operations	09/27/21	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.7 Asset Protection	08/23/21	Yes	Yes	Yes	Yes	Yes	Yes
EL 2.8 Compensation and Benefits	10/25/21						
EL 2.9 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		
ENDS							
1.1 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						99
1.2 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						
1.3 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						

1.4 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						
1.5 Each student demonstrates the 21 st century skills needed to succeed in the global economy	2021-22	Yes 6/28/21	Yes 6/28/21				
	2022-23						
1.6 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				100
	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:

Eden Lake Elementary:

- Donation of \$26.63 –EPI Educational Products, Houston, TX – funds to be used for supplemental supplies

Cedar Ridge Elementary:

- Donation of \$100.00 – SC Johnson, C/O CyberGrants, Matching Grants/Dollars for Doers Program, Andover, MA – funds to be used toward classroom supplies

Oak Point Elementary:

- Donation of School Supplies (Binders and Pencil Bags) – Mr. Ryan Christenson, Grace Church, Eden Prairie/Walmart Supercenter #1855, Eden Prairie, MN – supplies to be used in classrooms
- Donation of Ten Umbrellas – Ms. Patti Just, Eden Prairie, MN – to be used by staff for parent drop-off and pick-up.

SUPERINTENDENT CONSENT AGENDA

A. Semi-Monthly Reports

HUMAN RESOURCES

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

a. New Hires

Phomphene, Saysamone – Staffing Coordinator, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 10/25/2021.

Williams, Jasmyn – Digital Resources & Technology Training Specialist, Administrative Services Center, 8 hours/day, 5 days/week, 260 days/year, effective 9/20/2021.

2. Human Resources – Licensed Staff

a. New Hires

Athey, Colleen – English Teacher, 1.0 FTE, EP Online, effective 10/4/2021.

Kallas, Kristyn – Elementary Education, 1.0 FTE, EP Online, effective 10/4/2021.

Leppala, Carolyn – Special Education, 1.0 FTE, Eden Prairie High School, EP Online, effective 8/30/2021.

Palmer, Kathleen – Elementary Interventionist, 0.5 FTE, Eden Lake Elementary, effective 10/12/2021.

Purtell, Michael – Social Studies, 1.0 FTE, Eden Prairie High School, effective 10/4/2021.

Ritter, Lauren – Permanent Building Substitute, Forest Hills Elementary, effective 10/06/2021 through 5/27/2022.

Rohs, Jenna – Speech-Language Pathologist, 1.0 FTE, Forest Hills Elementary, EP Online, effective 10/4/2021.

Skaar Meier, Pamela – Social Studies, 1.0 FTE, Eden Prairie High School, effective 9/28/2021 through 11/12/2021.

Steigauf, Mariah – Permanent Building Substitute, 1.0 FTE, Oak Point Elementary, effective 10/5/2021 through 5/27/2022.

Tushie, Jean – Science Teacher, .167 FTE, EP Online, effective 8/30/2021.

Wold, Danielle – Guidance Counselor, 1.0 FTE, EP Online, effective 9/29/2021.

Zywotko, Melissa – Grade 3, 1.0 FTE, EP Online, effective 9/8/2021.

b. Change in Assignment

Hennen, Alexander – From EPIC Instructor, Community Education, to Permanent Building Substitute, Eden Prairie High School, effective 9/29/2021 through 5/27/2022.

c. Resignation/Retirements

Fernan, Alexander – Grade 3, 1.0 FTE, Eden Lake Elementary, effective 10/15/2021.

Hollenbeck, Craig – Social Studies, 1.0 FTE, Eden Prairie High School, effective 9/28/2021.

3. Human Resources – Classified Staff

a. New Hires

BUILDING SERVICES

Cortes Perez, Mauricio – Day Custodian, Administrative Service Center, 8 hours/day, 5 days/week, 260 days/year, effective 10/11/2021.

CLASS

Alder, Jason – Eagle Zone Program Lead, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 11/1/2021.

Propes, Mariah – Eagle Zone Program Lead, Community Education, 8 hours/day, 5 days/week, 260 days/year, effective 10/18/2021.

Shah, Shreyaben – Clerical Assistant I, Eden Prairie High School, 8 hours/day, 5 days/week, 180 days/year, effective 10/18/2021.

FOOD SERVICE

Swezey, Michael – Food Service Assistant I, Central Middle School, 4.5 hours/day, 5 days/week, 177 days/year, effective 10/11/2021.

MSEA

Bharath Kumar, Shalini – Little Eagles Preschool Paraprofessional, Community Education, 3 hours/day, 4 days/week, 146 days/year, effective 9/27/2021.

Carlson, Dylan – Eagle Zone Program Assistant, Community Education, 4 hours/day, 5 days/week, 178 days/year, effective 10/4/2021.

Celestin, Jonathan – Special Education Paraprofessional, Eden Prairie High School, 6.5 hours/day, 5 days/week, 178 days/year, effective 10/1/2021.

Hamilton, Heidi – Lunchroom Paraprofessional, Prairie View Elementary, 2 hours/day, 5 days/week, 172 days/year, effective 9/27/2021.

Hassan, Amina – Special Education Paraprofessional, Oak Point Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 10/18/2021.

Hernandez Castaneda, Veronica – Kindergarten Paraprofessional, Eagle Heights Spanish Immersion, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/21/2021.

Hindin, Alexander – Title I Paraprofessional, Central Middle School, 6 hours/day, 5 days/week, 178 days/year, effective 10/18/2021.

Ismail, Hayat – Special Education Paraprofessional, Oak Point Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 10/18/2021.

Jakica, Isidora – Student Supervisor, Central Middle School, 4 hours/day, 5 days/week, 178 days/year, effective 10/12/2021.

Khanna, Soma – Lunchroom/Playground Paraprofessional, Eden Lake Elementary, 2.25 hours/day, 5 days/week, 178 days/year, effective 10/6/2021.

Kongdaravong, Vongsa – Student Support Monitor, Central Middle School, 6.5 hours/day, 5 days/week, 178 days/year, effective 9/10/2021.

Lenhart, MacKenzie – Health Services Paraprofessional, Cedar Ridge Elementary, 6.25 hours/day, 5 days/week, 178 days/year, effective 10/5/2021.

Madheshwara, Subadhra Devi – Kindergarten Paraprofessional, Lunchroom Paraprofessional, Cedar Ridge Elementary, 5 hours/day, 5 days/week, 178 days/year, effective 10/5/2021.

Osman, Samia – Avid Tutor, Central Middle School, varying hours/day, 2 days/week, 61 days/year, effective 10/14/2021 through 6/9/2022.

Peterson, Kathryn – Little Eagles Preschool Paraprofessional, Community Education, 2 hours/day, 5 days/week, 172 days/year, effective 10/7/2021.

Sanguinetti, Heather – Lunchroom/Playground Paraprofessional, Oak Point Elementary, 3 hours/day, 5 days/week, 178 days/year, effective 9/22/2021.

Sforza, Deanna – Educational Paraprofessional, EP Online, 5 hours/day, 5 days/week, 178 days/year, effective 9/24/2021.

Towhill, Donna – Kindergarten Paraprofessional, Forest Hills Elementary, 2.5 hours/day, 5 days/week, 178 days/year, effective 9/27/2021.

PRESCHOOL TEACHERS

Dale, Colleen – Little Eagles Preschool Teacher, 0.992 FTE, Community Education, effective 10/13/2021 through 12/22/2021.

Peterson, Kathryn – Little Eagles Preschool Teacher, 0.355 FTE, Community Education, effective 10/7/2021.

Reiter, Jodi – Little Eagles Preschool Teacher, 0.455 FTE, Community Education, effective 10/4/2021.

TRANSPORTATION

Olson, David – Bus Driver, Transportation, 4.73 hours/day, 5 days/week, 178 days/year, effective 10/8/2021.

b. Resignation/Retirements

CLASS

Boelter, McKayla – Eagle Zone Program Lead, Community Education, effective 10/8/2021.

Gaida, Sheryl – Office Professional – Media, Eagle Heights Spanish Immersion, effective 10/14/2021.

Morrissey, Wanda – Administrative Assistant – Personalized Learning, Administrative Services Center, effective 9/23/2021.

Morrow, Lynn – Office Professional – Counselors, Central Middle School, effective 12/6/2021.

Namtvedt, Shelley – Receptionist, Prairie View Elementary, effective 11/5/2021.

Swenson, Joshua – Technology Support Specialist, Administrative Services Center, effective 9/22/2021.

Whiteaker, Carol – Receptionist, Eagle Heights Spanish Immersion, effective 10/4/2021.

FOOD SERVICE

Boehm, Kelly – Food Service Assistant I, Eden Prairie High School, effective 11/11/2021.

Swansen, Bonne – Food Service Assistant II, Eden Prairie High School, effective 10/14/2021.

MSEA

Belanger, Angela – Special Education Paraprofessional, Eden Prairie High School, effective 9/17/2021.

Brown, Allison – Avid Tutor, Eden Prairie High School, effective 10/4/2021.

Koehnen, Stephanie – Eagle Zone Special Education Paraprofessional, Community Education, effective 10/6/2021.

Merrick, Leah – Special Education Paraprofessional, Central Middle School, effective 5/28/2021.

Roberts, Amanda – Kindergarten Paraprofessional, Lunchroom/Playground Paraprofessional, Preschool Paraprofessional, Forest Hills Elementary, effective 10/22/2021.

Rohs, Lisa – Planning Room Paraprofessional, Eden Prairie High School, effective 10/25/2021.

Strohm, Lauren – Special Education Paraprofessional, Central Middle School, effective 5/28/2021.

Tappen, Matthew – Security Monitor, Eden Prairie High School, effective 10/13/2021.

PRESCHOOL TEACHERS

Avakian, Catherine – Little Eagles Preschool Teacher Long-Term Substitute, Community Education, effective 10/13/2021.

Ericsson, Angela – Little Eagles Preschool Teacher, 0.992 FTE, Community Education, effective 10/28/2021.

Underdahl, Susanne – Little Eagles Preschool Teacher, 0.355 FTE, Community Education, effective 10/20/2021.

TRANSPORTATION

Inman, Barbara – Bus Driver, Transportation, effective 10/1/2021.

Schwebach, Julie – Bus Driver, Transportation, effective 10/1/2021.

c. Probationary Release

BUILDING SERVICES

Janes, John – Custodian (Non-Licensed), Eden Prairie High School, effective 10/7/2021.

CLASS

Abdulrazak, Zeynah – Cultural Liaison, District-wide, effective 9/27/2021.

Board Business:

General Consent Agenda

Approval of Payments, All funds September 2021

Check #410789-410973	\$1,378,837.77
Electronic Disbursements	\$7,311,215.11
TOTAL	\$8,690,052.88

Acknowledgment of Electronic Transfers September 2021

INVEST DATE	FROM	TO	INTEREST RATE	MATURITY DATE	PRINCIPAL
8/25/2021	PMA Financial	MNTrust	.030%	9/27/2021	\$6,000,162.75
8/25/2021	PMA Financial	MNTrust	.030%	9/27/2021	\$2,000,054.26
8/25/2021	PMA Financial	MNTrust	.030%	9/27/2021	\$2,000,054.26
8/25/2021	PMA Financial	MNTrust	.030%	9/27/2021	\$7,5000,203.43
10/18/2019	PMA Financial	MNTrust	1.652%	10/18/2021	\$257,976.28
10/17/2019	PMA Financial	MNTrust	1.653%	10/18/2021	\$255,668.68
10/16/2019	PMA Financial	MNTrust	1.602%	10/18/2021	\$255,680.53
10/21/2020	PMA Financial	MNTrust	.147%	10/21/2021	\$249,966.72

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

REVENUES/TRANSFERS IN (BY SOURCE CODE)					
SOURCE	DESCRIPTION	YEAR TO DATE RECEIVED	CURRENT FULL YEAR PROJECTION	THIS YEAR % RECEIVED	LAST YEAR % RECEIVED
001-020	TAXES	\$ 213,453	\$ 26,927,015	0.79%	3.61%
021-040	TUITION	-	60,000	0.00%	-3.35%
041-089	FEES & ADMISSIONS	463,841	644,150	72.01%	17.14%
090-199	MISC REVENUE	(3,368)	833,770	-0.40%	1.89%
200-399	STATE AID	18,199,646	82,789,885	21.98%	23.52%
400-499	FEDERAL PROGRAMS	-	5,879,753	0.00%	0.00%
600-649	SALES	30,510	56,100	54.39%	20.90%
		\$ 18,904,082	\$ 117,190,673	16.13%	18.17%
	CAPITAL OUTLAY	234,129	14,424,564	1.62%	0.07%
	STUDENT ACTIVITIES	845,137	1,500,000	56.34%	38.48%
	MEDICAL ASSISTANCE	-	150,000	0.00%	0.00%
	SCHOLARSHIPS	-	8,500	0.00%	0.00%
Revenue Notes:					

EXPENDITURES/TRANSFERS OUT (BY OBJECT CODE)					
OBJECT	DESCRIPTION	YEAR TO DATE EXPENDED	CURRENT FULL YEAR PROJECTION	THIS YEAR % EXPENDED	LAST YEAR % EXPENDED
100	SALARIES	\$ 8,688,868	\$ 76,819,787	11.31%	10.99%
200	BENEFITS	2,887,762	25,600,183	11.28%	12.42%
300	PURCHASED SVCS	1,552,649	9,392,713	16.53%	16.77%
400	SUPPLIES & EQUIPMENT	932,292	5,832,167	15.99%	29.92%
800	OTHER EXPENSES	103,047	627,163	16.43%	20.03%
900	TRANSFERS & CONTINGENCY	-	100,000	0.00%	0.00%
		\$ 14,164,617	\$ 118,372,013	11.97%	12.34%
	CAPITAL OUTLAY	4,531,488	14,244,305	31.81%	33.33%
	STUDENT ACTIVITIES	762,863	1,500,000	50.86%	35.49%
	MEDICAL ASSISTANCE	13,081	215,957	6.06%	20.68%
	SCHOLARSHIPS	1,500	11,000	13.64%	0.00%
Expenditure Notes:					

Approval of Agreement with Food Service (SEIU Local 284)

RESOLVE to approve a two-year contract between Independent School District 272 and the Food Service (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
 - Year 2: 2.75% Increase
2. Single Health Insurance:
 - Year 1: 0% increase in district contribution
 - Year 2: 6.05% increase in district contribution
3. Family Health Insurance
 - Year 1: 0% increase in district contribution
 - Year 2: 6.05% increase in district contribution
4. Longevity Pay Increase by \$0.10 at each level (4, 9, and 14 years)
5. Certification Pay Increase:
 - a. \$0.25 increase for Level 2
 - b. \$0.15 increase for Level 4
 - c. \$0.20 increase for Credentialing



October 25, 2021

To: Dr. Josh Swanson
From: Business Office
Re: Seek Bids for ASC Program Area Updates

The authorization to seek bids is required by state law and begins the process to make deferred maintenance upgrades which are part of the Long Term Facility Maintenance Revenue. This project will be to renovate program areas and offices in the ASC building as part of our normal facility update process.

This project will complete the relocation of programs from the Education Center, expand services offered to families through the Welcome Center, create offices for the Eden Prairie Online program, along with planned facility updates. Approval to seek bids will allow timely development of project specifications and plans to solicit bids from contractors.

Funding for this project will come from Long-Term Facilities Maintenance Revenue along with funding set aside and established as part of the annual budget process within the General Fund. This project is on the list for deferred maintenance for Winter 2021-22. The scope of the project is not yet finalized so the estimated cost is still being determined.



EDEN PRAIRIE SCHOOLS
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e-Learning Plan

The mission of Eden Prairie Schools (EPS) is to *Inspire Students to learn continuously, so they are empowered to reach personal fulfillment and contribute purposefully to our ever changing world.* EPS has a long-standing tradition of innovative practices, which includes *Personalized Learning.* The EPS e-Learning plan was developed to harness the tenets of our mission, our commitment to innovation and Personalized Learning. In addition, our plan aligns with processes already used in school districts in Minnesota, and adheres to [Minnesota Statute 120A.414](#)

E-Learning Days

E-Learning days may only be used for instances where inclement weather prevents students from attending school on-campus; may be counted as an instructional day, included as hours of instruction, and for up to a maximum of 5 days in one school year. (Minnesota Department of Education memo, March 2018).

Technology Devices and Internet Access

Starting in 2013 Eden Prairie Schools has provided iPads to each K-8th grade student and MacBooks to each 9-12th grade student. If/when students do not have access to the internet, schools will work with individual students to ensure their learning needs are met.

K-12 Student - Teacher Interaction

During an e-Learning Day, K-12 teachers will provide electronic academic learning experiences via our Schoology Learning Management system. Teachers will be available for synchronous instruction during the hours outlined below. Students will be able to engage with teachers during these times to ask questions about the lesson and assignments. All lessons will be posted on the teacher's Schoology page by 9:30 a.m. All teachers will be available from 9:30 a.m.-3:30 p.m.

- K-5 synchronous instruction will begin at 9:30 a.m. with a morning circle followed by 30-minute lesson launches for literacy and math as scheduled by the classroom teacher. Individual check-ins with students will occur throughout the day for those needing this support.
- 6-8 synchronous instruction will begin at 9:30 a.m. and will follow a revised CMS schedule, students will engage in live lesson launches for the first 30 minutes of every period.

- 9-12 synchronous instruction will begin at 9:30 a.m. and will follow a revised EPHS schedule, students will engage in live lesson launches the first 30 minutes of every period.

Frequently Asked Questions

Will attendance be monitored on e-learning days?

Yes, per the Minnesota Department of Education, teachers must take attendance to ensure each student is present. Teachers will submit attendance via our student information system. Our attendance policy will be applied during e-learning days. If a student will be absent, parent(s) will need to call the school to report the absence.

Supporting students serviced with an Individualized Education Program:

During an e-Learning Day, K-12 teachers will provide electronic academic learning experiences via our Schoology Learning Management system. When necessary, special education teachers will work with classroom teachers to modify lessons to support student learning needs.

Supporting the needs of Multilingual English Learners:

During an e-Learning Day, K-12 teachers will provide electronic academic learning experiences via our Schoology Learning Management system. Eden Prairie Schools employs cultural liaisons to support home-school communication. In addition, students, families and teachers have access to the language line for interpretation support.

How will families be notified of an e-Learning day?

The first day of school closure due to inclement weather WILL NOT be an e-learning day. Each subsequent day of school closure due to inclement weather, and up to five days will be considered an e-Learning day.

District families will be notified of any emergency school closures or e-Learning days through the emergency phone system and district email. If you don't see or hear any announcement, assume that school will be in session.

Additional Resources:

Website: www.edenpr.org

Radio: WCCO radio (830 AM)

TV Channels: 4, 5, 9, and 11

Hear the latest district message: (952) 975-7000



EDEN PRAIRIE SCHOOLS

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Enrollment Update

October 25, 2021



October Enrollment



EDEN PRAIRIE SCHOOLS
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Building	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Cedar Ridge	74	80	92	69	84	89								488
Forest Hills	105	85	79	94	72	76								511
Eden Lake	87	99	109	100	122	111								628
Oak Point	97	111	105	98	79	99								589
Prairie View	104	87	89	110	129	112								631
Eagle Heights	130	124	117	106	99	101								677
EP Online	43	55	61	40	48	53	46	36	42	37	40	28	37	566
CMS							617	630	647					1894
EPHS										706	665	732	715	2818
Total	640	641	652	617	633	641	663	666	689	743	705	760	752	8802

Budget vs Actual Projection



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Building	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Cedar Ridge	-13	1	9	-9	6	-9								-15
Forest Hills	18	-1	-6	-15	-14	13								-5
Eden Lake	-14	-2	-10	10	0	0								-16
Oak Point	-13	-7	-16	-15	-17	-15								-83
Prairie View	17	10	-2	21	12	2								60
Eagle Heights	-2	-6	-2	-12	-11	-8								-41
EP Online	10	22	28	6	14	19	18	8	13	9	12	-1	8	166
CMS							4	-23	12					-7
EPHS										-22	15	-2	-13	-22
Total	3	17	1	-14	-10	2	22	-15	25	-13	27	-3	-5	37

General Enrollment Questions

1. Enrollment Counts

- Official October 1 Count - Meaning
 - Establishes all funding for the year
 - Categorical funding is based on Oct 1, Gen Ed aid on student daily membership for the year
- Changing Enrollment throughout the Year
 - Enrollment changes everyday - We do still receive funding
 - As of October 20 - 8,867 instead of 8,802

2. Cohort Migration

- Definition - All students within a grade make up a cohort. Each year that grade graduates to the next grade, or migrates.
- Kindergartener's in FY22 become 1st graders in FY23
- We look for the cohort being consistent or growing year over year

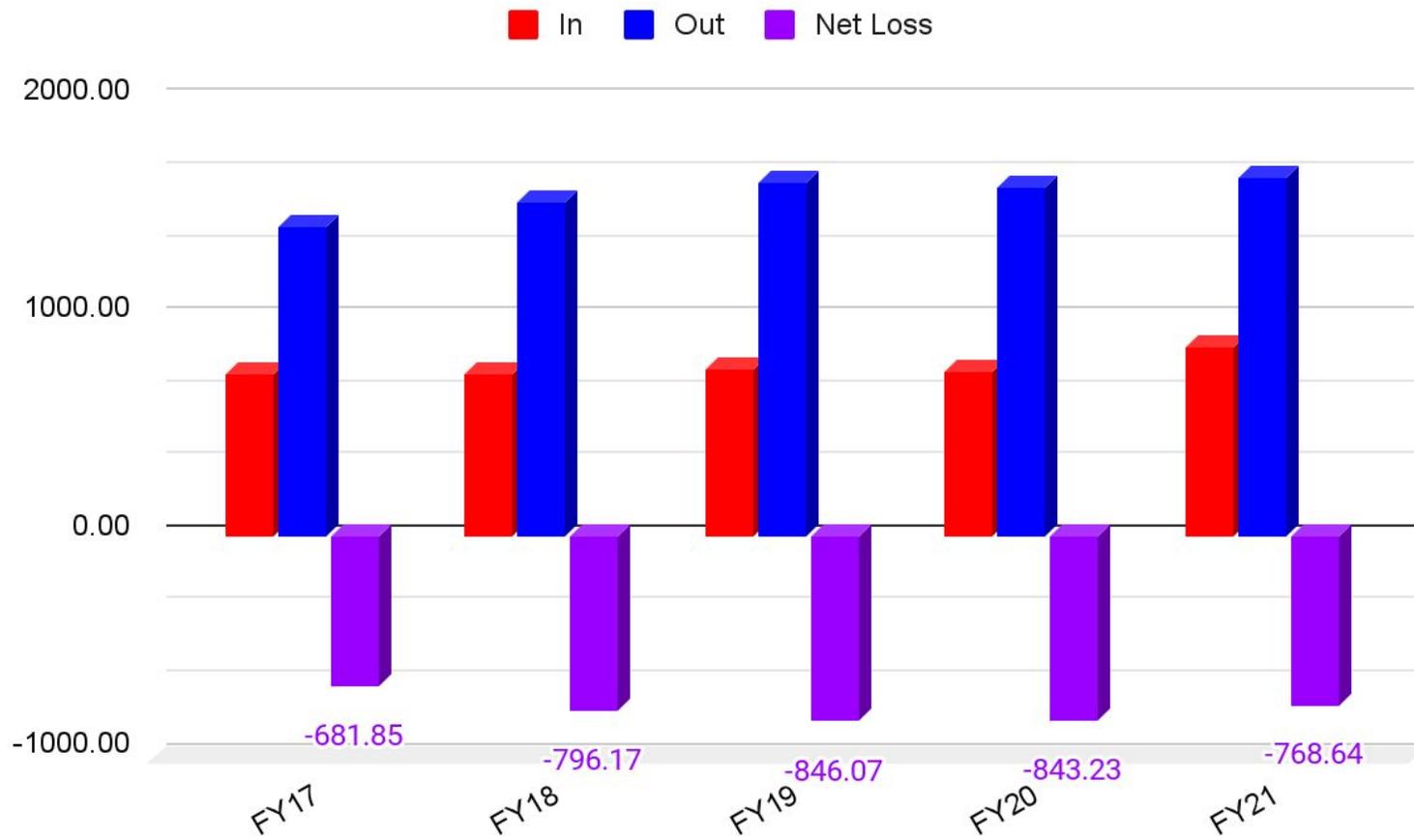
Kindergarten Capture Rate



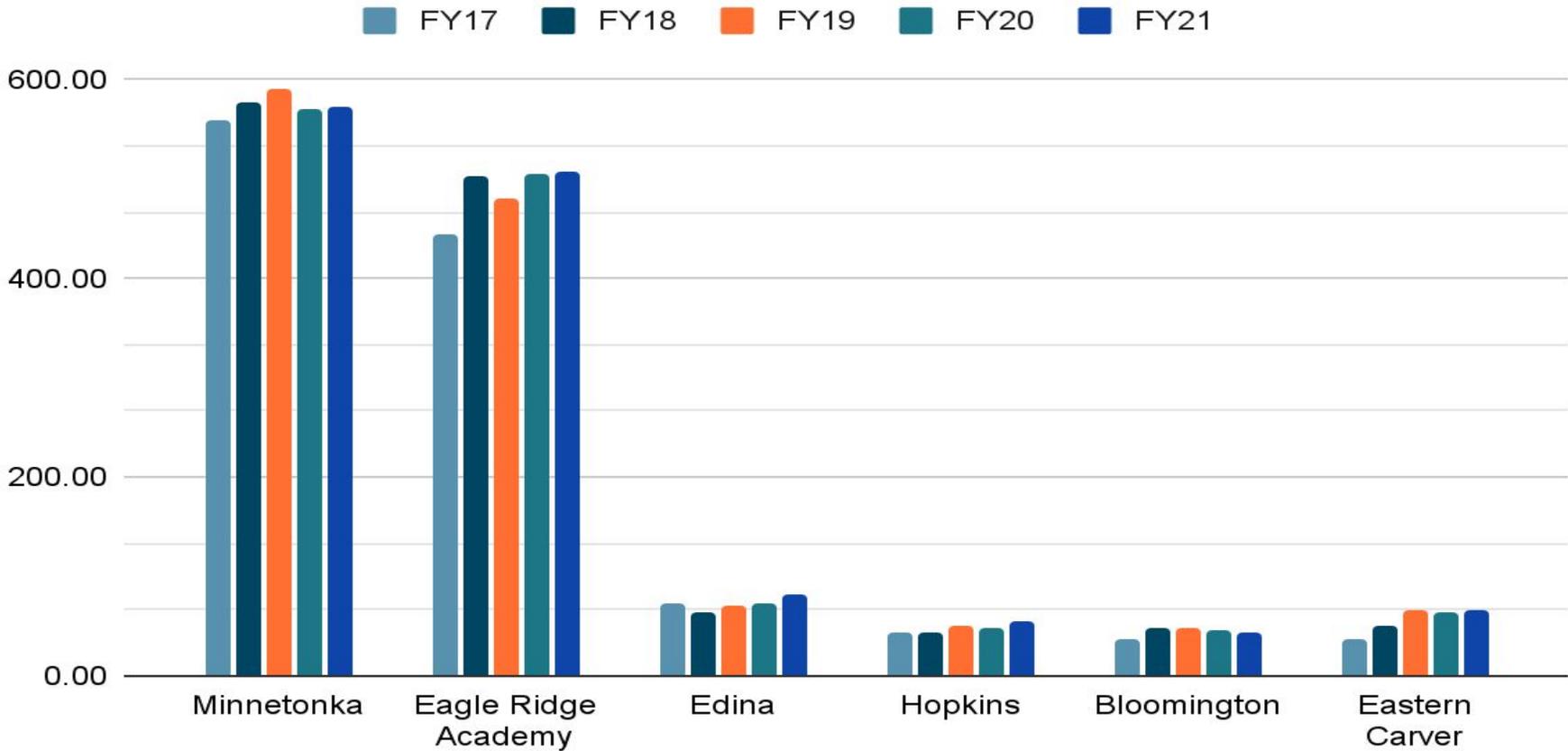
EDEN PRAIRIE SCHOOLS
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Fiscal Year	Enrollment	Estimated Census	Capture Rate
2013-14	619	753	82.2%
2014-15	642	751	85.5%
2015-16	611	760	80.4%
2016-17	605	773	78.3%
2017-18	615	780	78.8%
2018-19	619	717	86.3%
2019-20	641	794	80.7%
2020-21	612	743	82.4%
2021-22	640	758	84.4%
2022-23	620	753	82.3%

Open Enrollment



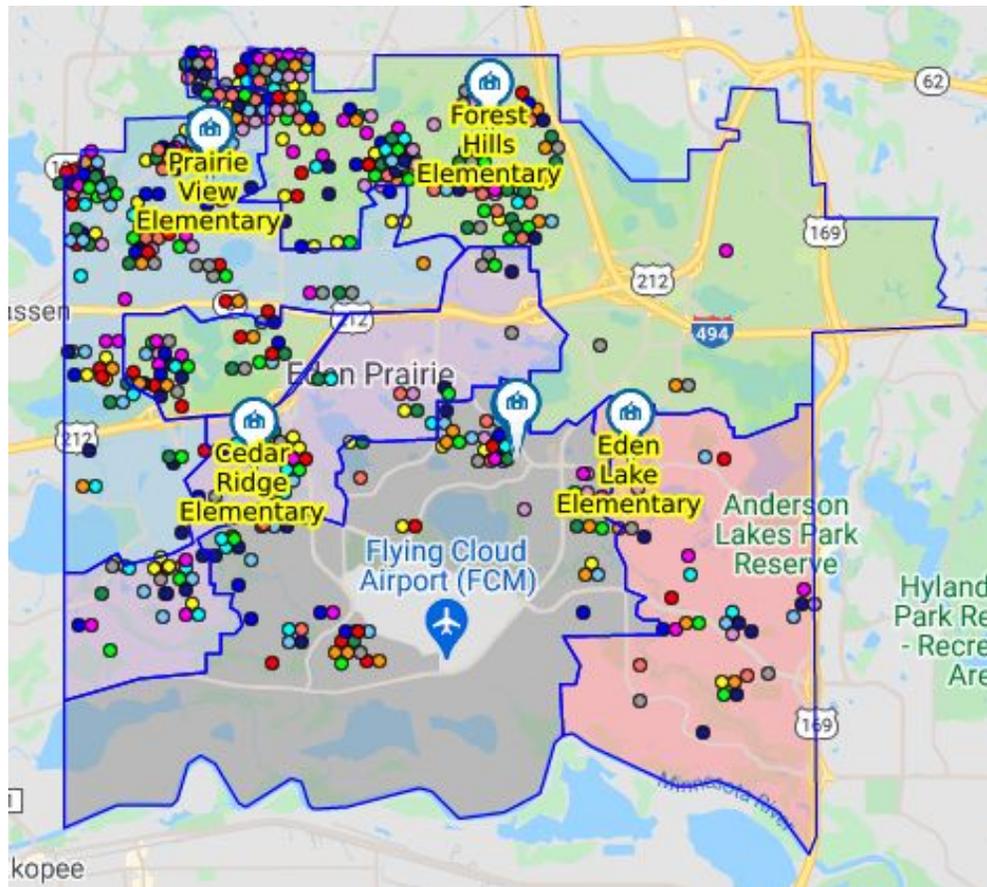
Residents Served Elsewhere



Residents Served in Minnetonka



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Considerations from 2021

- St. Louis Park Partnership
 - 75 students
 - 2 to 13 students per grade level

- EP Online
 - 100 cities
 - 29 counties
 - 10+ students: Duluth, Minneapolis, Plymouth, St. Paul, Shakopee & Woodbury

- Review of withdrawals



Enrollment Themes

- Enrollment increased significantly this year compared with the prior year.
 - Up 323 students from FY20-21
 - Up 37 students from budget projections
- EP Online has 566 students
- Kindergarten capture rate is higher compared to 8 year average
 - 84.4% compared with average of 81.8%
- Cohort consistent year over year by grade
- Continued Competition

Demographic Study

- A new demographic study will be conducted within the next year
 - The last time EPS had a study performed was July 2015
- A process will be run to select a company to perform the study
- The study is intended to analyze community population trends, age structure, fertility rates, birth counts, historical enrollment trends by grade and school area, along with new housing and projected enrollments based on student yields.



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**THANK
YOU**

The World's Best Workforce (WBWF) and Achievement & Integration (A&I) annual report summary, in accordance with the Minnesota statute, highlights Eden Prairie Schools' progress towards student achievement goals. WBWF and A&I specifically target eliminating an achievement gap by increasing student proficiency across all racial, service and socio-economic groups. Additionally, this summary includes strategies and initiatives our district was engaged in during the 2020-2021 school year as we worked to meet these goals.

Eden Prairie Schools continues to evaluate and improve our plan to address the five, statewide goals as well as integrate this work in our Ends Policy Reporting and Strategic Plan.

World's Best Workforce Goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



FOCUS AREA & GOALS	INDICATORS OF PROGRESS AND RESULTS																						
<p style="text-align: center;">All Children Ready for School</p> <p>2020-2021 GOAL:</p> <p>45% of five-year-old kindergarten students will be previously served in Little Eagles.</p>	<div style="text-align: center;"> <h3 style="margin: 0;">KINDERGARTENERS SERVED IN LITTLE EAGLES</h3> <p style="font-size: small;">Kindergarteners Previously Served in Little Eagles</p> <p style="font-size: x-small;">*Indicates School Year Affected by COVID-19</p> </div> <table border="1" style="margin-top: 20px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Kindergarteners Previously Served in Little Eagles</th> </tr> <tr> <th style="background-color: #cccccc;">Demographic Group</th> <th style="background-color: #cccccc;">2020-2021</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>44.7%</td> </tr> <tr> <td>Asian</td> <td>58.2%</td> </tr> <tr> <td>Black or African American</td> <td>67.5%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>45.6%</td> </tr> <tr> <td>Two or more races</td> <td>20.5%</td> </tr> <tr> <td>White</td> <td>35.6%</td> </tr> <tr> <td>EL</td> <td>59.1%</td> </tr> <tr> <td>FRP</td> <td>60.8%</td> </tr> <tr> <td>SPED</td> <td>71.7%</td> </tr> </tbody> </table> <p style="font-size: x-small; text-align: center;">Counts of other demographic groups are too small to report.</p>	Kindergarteners Previously Served in Little Eagles		Demographic Group	2020-2021	Overall	44.7%	Asian	58.2%	Black or African American	67.5%	Hispanic/Latino	45.6%	Two or more races	20.5%	White	35.6%	EL	59.1%	FRP	60.8%	SPED	71.7%
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<p style="text-align: center;">All Third Graders Can Read at Grade Level</p> <p>2020-2021 GOAL:</p> <p>78% of 3rd grade students will meet the standards in at least two of the three reading assessments:</p> <ol style="list-style-type: none"> 1. 3rd grade MCA/MTAS Reading 2. Broad reading ability, assessed by FastBridge aReading 3. Oral reading fluency, assessed by Oral Reading Fluency (ORF) passages administered through FastBridge CBM-R 	<div style="border: 2px solid purple; padding: 10px; margin-bottom: 20px;"> <p style="text-align: center;">READING BY 3RD GRADE</p> <p style="text-align: center;">Students proficient in 2 of 3 aligned reading assessments</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">1</div> <div style="text-align: center;">2</div> <div style="text-align: center;">3</div> </div> <ol style="list-style-type: none"> 1. FastBridge aReading 2. FastBridge CBM-R 3. MCA & MTAS Reading <div style="text-align: center; margin-top: 10px;"> <p>Percentage of 3rd Graders Proficient on Each Reading Assessment *</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Assessment</th> <th>Proficiency %</th> </tr> </thead> <tbody> <tr> <td>aReading</td> <td>81.8%</td> </tr> <tr> <td>CBM-R</td> <td>61.9%</td> </tr> <tr> <td>MCA & MTAS</td> <td>65.4%</td> </tr> <tr> <td>Two of Three</td> <td>75.2%</td> </tr> </tbody> </table> </div> <div style="text-align: right; margin-top: 10px;"> <div style="background-color: purple; color: white; padding: 5px; display: inline-block;"> 75.2% READING WELL BY 3RD GRADE </div> <p style="margin-top: 5px;">Goal = 78%</p> </div> <p style="font-size: small; margin-top: 5px;">*Indicates 2020-2021 School Year Affected by COVID-19</p> </div>	Assessment	Proficiency %	aReading	81.8%	CBM-R	61.9%	MCA & MTAS	65.4%	Two of Three	75.2%
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<p style="text-align: center;">All racial and economic achievement gaps between students are closed</p> <p>2020-2021 GOAL 1 of 2:</p> <p>On the MCA & MTAS assessments for Grades 3-12:</p> <ul style="list-style-type: none"> ● 76% of students will be at or above proficiency in reading ● 73% of students will be at or above proficiency in math ● 67% of students will be at or above proficiency in science 	<p style="text-align: center;">MCA & MTAS Proficiency</p> <div style="text-align: center;"> <p>Percentage of Students Proficient on MCA & MTAS</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Reading: 70% Goal = 76%</p> </div> <div style="text-align: center;"> <p>Math: 61% Goal = 73%</p> </div> <div style="text-align: center;"> <p>Science: 58% Goal = 67%</p> </div> </div> <table border="1" style="width: 100%; margin-top: 10px; text-align: center;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th colspan="4">2020-2021: Students Meeting Grade-Level Standards for MCA & MTAS</th> </tr> <tr style="background-color: #e91e63; color: white;"> <th>Demographic Group</th> <th>Reading</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>70%</td> <td>61%</td> <td>58%</td> </tr> <tr> <td>Asian</td> <td>84%</td> <td>82%</td> <td>74%</td> </tr> <tr> <td>Black or African American</td> <td>44%</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>51%</td> <td>36%</td> <td>37%</td> </tr> <tr> <td>Two or more races</td> <td>69%</td> <td>56%</td> <td>54%</td> </tr> <tr> <td>White</td> <td>78%</td> <td>68%</td> <td>65%</td> </tr> <tr> <td>EL</td> <td>16%</td> <td>21%</td> <td>10%</td> </tr> <tr> <td>FRP</td> <td>42%</td> <td>32%</td> <td>31%</td> </tr> <tr> <td>SPED</td> <td>35%</td> <td>30%</td> <td>27%</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;">Counts of other demographic groups are too small to report.</p>	2020-2021: Students Meeting Grade-Level Standards for MCA & MTAS				Demographic Group	Reading	Math	Science	Overall	70%	61%	58%	Asian	84%	82%	74%	Black or African American	44%	33%	27%	Hispanic/Latino	51%	36%	37%	Two or more races	69%	56%	54%	White	78%	68%	65%	EL	16%	21%	10%	FRP	42%	32%	31%	SPED	35%	30%	27%
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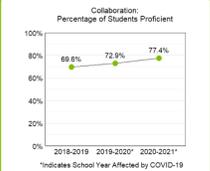
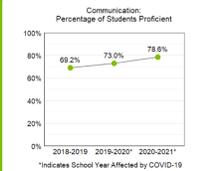
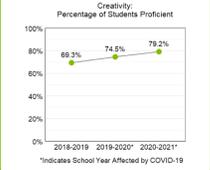
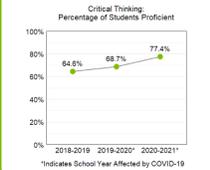


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<p>All racial and economic achievement gaps between students are closed</p> <p>2020-2021 GOAL 2 of 2:</p> <p>Of K-6 students who are below benchmark:</p> <ul style="list-style-type: none"> 34% of students below grade level will achieve aggressive growth in reading (+2% from 2019-2020) 36% of students below grade level will achieve aggressive growth in math (+2% from 2019-2020) 	<div style="border: 2px solid #ffc107; padding: 10px;"> <h3 style="text-align: center;">K-6 Students Below Benchmark Making Aggressive Growth</h3> <p style="text-align: center;">Percentage of Students Below Benchmark Making Aggressive Growth</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>READING</p> <p style="font-size: 2em; font-weight: bold; color: #ffc107;">40%</p> </div> <div style="text-align: center;"> <p>MATH</p> <p style="font-size: 2em; font-weight: bold; color: #ffc107;">36%</p> </div> </div> <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse;"> <caption>Percentage of Students Below Benchmark Making Aggressive Growth</caption> <thead> <tr> <th>Subject</th> <th>2018-2019</th> <th>2019-2020*</th> <th>2020-2021*</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>32%</td> <td>40%</td> </tr> <tr> <td>Math</td> <td>31%</td> <td>34%</td> <td>36%</td> </tr> </tbody> </table> <p style="text-align: center; font-size: 0.8em;">*Indicates School Year Affected by COVID-19</p> </div>	Subject	2018-2019	2019-2020*	2020-2021*	Reading	30%	32%	40%	Math	31%	34%	36%																					
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FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULT																														
<p>All Students Are Ready for Career and College</p> <p>2020-2021 GOAL 1 of 2:</p> <p>73% of 11th grade students will score at or above a Composite Score of 21 on the ACT.</p>	<div style="background-color: #00b09b; padding: 10px; border-radius: 10px;"> <h3 style="margin: 0;">ACT SCORES</h3> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p style="font-size: small; text-align: center;">Percentage of All Students Scoring 21 or Greater on the ACT</p> <table border="1" style="font-size: x-small; margin-top: 5px;"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td>67%</td> </tr> <tr> <td>2019-2020</td> <td>64%</td> </tr> <tr> <td>2020-2021</td> <td>66%</td> </tr> </tbody> </table> </div> <div style="flex: 1; text-align: center; margin-left: 20px;"> <div style="border: 2px solid white; padding: 10px; width: 80px; margin: 0 auto;"> <p style="font-size: 2em; font-weight: bold; color: white;">66%</p> <p style="font-size: small; color: white;">SCORED 21 OR GREATER ON THE ACT</p> </div> </div> </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="2">2020-2021: Students Scoring a 21 or Greater on the ACT</th> </tr> <tr style="background-color: #d3d3d3;"> <th>Demographic Group</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>66%</td> </tr> <tr> <td>Asian</td> <td>84%</td> </tr> <tr> <td>Black or African American</td> <td>31%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>43%</td> </tr> <tr> <td>Two or more races</td> <td>57%</td> </tr> <tr> <td>White</td> <td>75%</td> </tr> <tr> <td>EL</td> <td>13%</td> </tr> <tr> <td>FRP</td> <td>32%</td> </tr> <tr> <td>SPED</td> <td>37%</td> </tr> </tbody> </table> <p style="font-size: small; text-align: center;">Counts of other demographic groups are too small to report.</p>	Year	Percentage	2018-2019	67%	2019-2020	64%	2020-2021	66%	2020-2021: Students Scoring a 21 or Greater on the ACT		Demographic Group	2020-2021	Overall	66%	Asian	84%	Black or African American	31%	Hispanic/Latino	43%	Two or more races	57%	White	75%	EL	13%	FRP	32%	SPED	37%
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FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULTS
<p style="text-align: center; font-size: 1.2em; font-weight: bold;">All Students Are Ready for Career and College</p> <p>2020-2021 GOAL 2 of 2:</p> <ul style="list-style-type: none"> Collaboration: 74.9% of students will be proficient (+2% from 2019-2020) Communication: 75.0% of students will be proficient (+2% from 2019-2020) Creativity: 76.5% of students will be proficient (+2% from 2019-2020) Critical Thinking: 70.7% of students will be proficient (+2% from 2019-2020) 	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding: 5px;"> <p style="text-align: center; font-weight: bold;">4Cs Proficiency</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center; font-weight: bold;">Collaboration</p>  <p style="text-align: center; font-weight: bold;">77.4%</p> <p style="text-align: center;">Goal = 74.9% ✓ MET</p> </div> <div style="width: 50%;">  </div> </div> </div> <div style="width: 50%; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center; font-weight: bold;">Communication</p>  <p style="text-align: center; font-weight: bold;">78.6%</p> <p style="text-align: center;">Goal = 75.0% ✓ MET</p> </div> <div style="width: 50%;">  </div> </div> </div> <div style="width: 50%; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center; font-weight: bold;">Creativity</p>  <p style="text-align: center; font-weight: bold;">79.2%</p> <p style="text-align: center;">Goal = 76.5% ✓ MET</p> </div> <div style="width: 50%;">  </div> </div> </div> <div style="width: 50%; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center; font-weight: bold;">Critical Thinking</p>  <p style="text-align: center; font-weight: bold;">77.4%</p> <p style="text-align: center;">Goal = 70.7% ✓ MET</p> </div> <div style="width: 50%;">  </div> </div> </div> </div>

2020-2021: Percentage of Students Proficient in Each 4C

Demographic Group	Collaboration	Communication	Creativity	Critical Thinking
Overall	77.4%	78.6%	79.2%	77.4%
Asian	83.4%	83.9%	83.1%	83.4%
Black or African American	64.2%	65.2%	65.9%	63.2%
Hispanic/Latino	39.3%	71.9%	74.0%	70.0%
Two or more races	71.5%	73.8%	74.2%	70.3%
White	82.0%	83.2%	83.7%	82.4%
EL	60.1%	58.4%	61.6%	57.6%
FRP	62.4%	64.2%	65.9%	61.9%
SPED	50.7%	53.3%	56.5%	50.1%

Counts of other demographic groups are too small to report.



FOCUS AREAS AND GOALS	INDICATORS OF PROGRESS AND RESULT																																			
<p style="text-align: center;">All Students Graduate from High School</p> <p>2020-2021 GOAL:</p> <p>94% of EPHS students will graduate in 4 years.</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%; text-align: center;"> <h3 style="margin: 0;">GRADUATION RATE</h3> <div style="border: 2px dashed #8bc34a; padding: 10px; width: 80%; margin: 10px auto;"> <p style="font-size: 2em; font-weight: bold; margin: 0;">95.3%</p> <p style="margin: 0;">OVERALL PRELIMINARY GRAD RATE</p> </div> </div> <div style="width: 65%;"> <p style="text-align: center; font-size: 0.8em;">EPHS 4-Year Graduation Rates</p> <table border="1" style="font-size: 0.7em; margin-top: 5px;"> <caption>EPHS 4-Year Graduation Rates Data</caption> <thead> <tr> <th>Demographic Group</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020*</th> <th>2020-2021* Preliminary</th> </tr> </thead> <tbody> <tr><td>Overall</td><td>88%</td><td>93%</td><td>95%</td><td>95.3%</td></tr> <tr><td>Asian</td><td>91%</td><td>96%</td><td>100%</td><td>95%</td></tr> <tr><td>Black or African American</td><td>73%</td><td>79%</td><td>88%</td><td>93%</td></tr> <tr><td>Hispanic/Latino</td><td>72%</td><td>93%</td><td>83%</td><td>91%</td></tr> <tr><td>Two or more races</td><td>83%</td><td>87%</td><td>97%</td><td>100%</td></tr> <tr><td>White</td><td>91%</td><td>95%</td><td>97%</td><td>96%</td></tr> </tbody> </table> <p style="font-size: 0.6em; margin-top: 5px;">*Indicates School Year Affected by COVID-19</p> </div> </div>	Demographic Group	2017-2018	2018-2019	2019-2020*	2020-2021* Preliminary	Overall	88%	93%	95%	95.3%	Asian	91%	96%	100%	95%	Black or African American	73%	79%	88%	93%	Hispanic/Latino	72%	93%	83%	91%	Two or more races	83%	87%	97%	100%	White	91%	95%	97%	96%
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Systems, Strategies & Support

During the 2020-2021 school year, several strategies and initiatives were implemented to work toward meeting the goals listed above.

Strategies included:

- Through the learning of our district curriculum, students' skills were developed as creative problem solvers, communicators, critical thinkers, and collaborators. Authentic learning experiences were designed in which students applied real-world knowledge and skills through performance tasks.
- The Multi-Tiered System of Support utilized a data-based decision-making protocol to identify specific instructional gaps and the relevant instructional match to address that gap in reading skill development, math skill development, and social-emotional learning (SEL) needs. This protocol is being implemented at every site K-12.
- Each student in K-6 demonstrating a gap in foundational grade-level skills in reading and math was identified by educational staff and provided with a targeted instructional opportunity matched to their skill needs through the Multi-Tiered System of Supports tiered decision-making process.
- Positive Behavior Interventions & Supports (PBIS) were addressed in every building in the district as part of the Multi-Tiered System of Supports. This included universally designed opportunities to teach and acknowledge the building and classroom behavioral expectations with all students, in addition to tiered supports being designed and implemented in a culturally relevant and responsive manner based on observed instructional needs.
- Increased the number of parents from diverse backgrounds that participate in monthly affinity group meetings, preschool parent involvement meetings, college and career ready sessions, ready for secondary sessions, and parent empowerment courses. Increased the number of parents of color involved in some capacity in their child's schools.
- Continued efforts to ensure racial and socioeconomic inequalities in achievement are addressed in a culturally competent manner by all staff, with each staff member understanding culturally responsive practices and securing high expectations for each student.
- Little Eagles Preschool ensured that each classroom and lesson plan is culturally competent and reflective of students within the class.
- Each Pre-K student demonstrating a social-emotional skill gap was identified by educational staff and supported with the pyramid model.

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Gifted and Talented Programs: During 2020-2021, Eden Prairie Schools met the unique educational needs of students through our gifted and talented services. We know learners thrive best in an environment that challenges and nurtures individuals, fosters mutual respect and celebrates diversity.

Strategies included:

- Gifted programming at each of the elementary and secondary sites
- Services were coordinated and taught by teachers who have or are obtaining an advanced degree in the area of gifted and talented education
- Continued our practice of using multiple and objective criteria that include assessments and procedures which are valid, reliable, fair and based on current research
- Continued our practice of using assessments and procedures that are sensitive to underrepresented groups, including, but not limited to, low income, minority, twice-exceptional and English learners
- Focused efforts on reviewing data to identify underrepresented students in gifted programming and provide access to programming and course work
- Annual review of subject and grade acceleration that includes a process to assess a student's readiness and motivation for acceleration as well as matching the level, complexity and pace of the curriculum to achieve the best type of academic acceleration of each student
- Annual review of our early entrance evaluation process that assesses the cognitive, social, and emotional development of each child before recommendation for early entrance into kindergarten

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Staff Development: We believe professional learning is fundamental to providing high levels of learning for each student. All employees will have learning opportunities and a professional responsibility to actively engage in continuous learning to improve their practice.

Strategies included:

- Maintained and strengthened the Instructional Excellence Team comprised of coaches, principals, associate principals, and instructional directors during the 2020-2021 school year
- To increase the success of each student, professional learning focused on further the capacity of teachers to employ instructional practices that are culturally competent and personalized for each learner through data-based, tiered decision-making
- Frequent and ongoing coaching and training to support teachers throughout the varied learning environments as a result of COVID-19 pandemic



QComp: During the 2020-2021 school year, Eden Prairie Schools saw a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys.

Strategies included:

- Selection of a valid and reliable rubric to clearly define expectations of high-quality teaching
- Training that included the calibration of the valid and reliable rubric for QComp observers and principals
- Teachers intentionally practiced reflective thinking about their instruction through face to face professional conversations

Teacher Development & Evaluation:

This is a multi-year approach to teacher evaluation. All Eden Prairie teachers and other licensed personnel participate in goal-setting, professional development, classroom observations and a summative evaluation to support professional growth, and ultimately, student achievement. The holistic evaluation by administrators will take into account data regarding student achievement, student engagement, and the teacher/staff member's performance during observations, over a three-year period. Staff members also participate in a documented individual growth plan.

Principal Development & Evaluation:

This is a continuous improvement process in which the principals are provided formative assessment through a 360° survey instrument and a goal-setting process that is used to monitor and inform the summative evaluation by the principal's supervisor. The purpose of the process is to support the professional growth and development of principals and improve student learning. A minimum of 35% of the annual goals are evaluated on the basis of measurable improvement in longitudinal student achievement, and the process is built upon the seven core principal competencies which include: strategic leadership, instructional leadership, managerial leadership, cultural leadership, communication leadership, school community leadership, and ethical and professional leadership. Principals set specific, measurable goals in these areas, articulate action plans to achieve the goals, and monitor progress toward the goals. All of this is shared with the principal's supervisor in an annual evaluation conference.

Professional Learning Communities:

The Professional Learning Community (PLC) framework guides the work of our collaborative teams and they take collective responsibility to ensure all students succeed. This cycle of work is ongoing and grounded in the spirit of continuous improvement through a collegial approach to improving student achievement and professional practice.



Strategies included:

- Deepening teachers' understanding of the guaranteed and viable curriculum, what students should know and be able to do according to MN state standards
- Continued use of student assessment data and tiered decision-making during the PLC process
- Engaged in enriching discussion about specific students and working to improve their instructional practices by learning from one another

Access to Excellent & Diverse Teachers:

Equitable access to teachers and principals focused on our mission is a priority in Eden Prairie Schools. The district's process for placement of experienced, effective and in-field teachers happens through the right of assignment by building principals. Annually, principals review data and use this to make placement decisions to maintain equitable access to excellent and diverse teachers. To uphold highly effective PLCs focused on increasing student achievement and growth and reducing achievement disparities, the experience, effectiveness, and strengths of individual teachers is considered when establishing PLC teams.

District Advisory Committee:

During the 2020-2021 school year, the World's Best Workforce committee of administrators, teachers, and parents met four times to review and give feedback on academic standards, student achievement goals and measures, and district assessments. This committee also spent considerable time focused on the means to improve students' equitable access to culturally competent practices that included access to effective and more diverse teachers.



**Eden Prairie School Board
Community Linkage Committee Minutes
Monday, October 4, 2021
3:30PM via Zoom**

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, Karla Bratrud

Agenda:

1. Approval of Agenda
2. Approval of the Minutes
3. Round robin: Voices from the community
4. Working Plan:
 1. Ownership
 2. Action items/deadlines
5. New Business
6. Committee report summary
7. Adjournment

Meeting began via zoom at 3:30pm.

The agenda above is our standard operating agenda moving forward.

Round Robin:

We did not do our round robin discussion. This meeting was focused on the metric of the month and Meet and Greet.

Working Plan:

KPI's

This meeting was focused primarily on KPI/Metric of Month data presentation.

We discussed the "templating" draft that Karla provided and agreed to present at the workshop. Additionally, we discussed the Grad rates metric. We will use the workshop to get Board feedback.

We discussed including E.L.s and financial metrics as options at the next workshop. These might be communicated after the evaluation of the superintendent in December providing a bit of time to think about an additional 2 metrics.

We discussed the options of communications and agreed the web-site and an email were the most likely first options. This will require some work on the web page which is TBD.

Meet & Greets:

Discussed plans for upcoming football and swimming event.



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

Next steps:

Ensure we get the kit ready for upcoming events and get Board members confirmed.

Meeting Adjourned: 4:34pm

Committee Report summary:

CJ will report out on results from meet and greet and will inform the Board that we will update the Metric of month based upon the data received and capture the comments of the Board for an update at the next workshop. We will be looking for additional input on metrics and expansion of the meet and greet pilot at the workshop.

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes for the
October 25, 2021

Date of Meeting/Workshop	Changes Requested
Monday, October 25, 2021	
Monday, November 8, 2021 – <i>Special Meeting</i>	- Add: - <i>Vote on the School Board Candidate Appointment</i>
Monday, November 8, 2021 – <i>Workshop</i>	-
Monday, November 15, 2021 – <i>Workshop</i>	-
Monday, November 22, 2021	
Monday, December 13, 2021	- Add: <i>Seating of new School Board Appointment</i>
Placeholder – General Board Work	
<ul style="list-style-type: none"> • Assessment 101: Reading, Understanding, and Using Large Data Sets • Technology Use & Screen Time • Distance Learning-Hybrid Impact • Positive Behavior Intervention & Support (PBIS) 	
Placeholder – Policy Review	

Eden Prairie School Board
2021–22 WORK PLAN CHANGES
“Proposed” Changes

Date of Meeting/Workshop	Changes Requested
Monday, January 3, 2022 – <i>Organization Meeting</i>	
Monday, January 3, 2022 – <i>Workshop</i>	
Monday, January 24, 2022	
Monday, February 14, 2022 – <i>Workshop</i>	
Monday, February 28, 2022	
Monday, March 14, 2022 – <i>Workshop</i>	
Monday, March 28, 2022	

Monday, April 11, 2022 – Workshop	
Monday, April 25, 2022	
Monday, May 9, 2022 – Workshop	
Monday, May 23, 2022	
Monday, June 13, 2022 – Workshop	
Monday, June 27, 2022	
Placeholder – General Board Work	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

October 25, 2021

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
<p style="color: red; font-weight: bold;">*****2021*****</p> <p style="text-align: center;">Board Meeting Mon, Jul 26, 2021 7:30 AM</p>			Resolution Calling the Eden Prairie School District Election	Finalize DRAFT - Inspiring News Article	<ul style="list-style-type: none"> • Monthly Reports • TASEL Student Handbook • Student Handbooks: <ul style="list-style-type: none"> – High School – Middle School – Elementary Schools (Summary Detail included) – (Included in June 28, 2021 Mtg.) 		140
<p style="text-align: center;">Board Workshop Sat, Aug 21, 2021 9:00 AM</p>							Tools of Cultural Proficiency
<p style="text-align: center;">Board Meeting Mon, Aug 23, 2021 6:00 PM</p>	<ul style="list-style-type: none"> • EL 2.1 Emergency Supt. Succession • EL 2.2 Treatment of Students • EL 2.7 Asset Protection 		Record of Board Self-Evaluation	2021-22 School Site Visits	Monthly Reports	<ul style="list-style-type: none"> • Debrief DISC Training (Moved to 9/13/21) • Morris Leatherman Presentation – Parent Survey 	
<p style="text-align: center;">Post Meeting Board Workshop Mon, Aug 23, 2021</p>							School Board Mtg. Self-Assessment
<p style="text-align: center;">Board Workshop Mon, Sep 13, 2021 6:00 PM</p>							<ul style="list-style-type: none"> • ADMIN Proposals for FY 2021-22 Workshops • 2020-21 Financial Update

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

October 25, 2021

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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"> •NEW Policy Development Discussion (Ends & EL Policies) •School Board Webpage Update Overview •Debrief DISC Training •Board Vacancy Conversation •Community Linkage Items: <ul style="list-style-type: none"> - Listen & Learn Feedback - Meet & Greet Events/Dates - Third Grade Reading Metrics Example - Metrics Communication Template •Policy Monitoring: All BMD Policies – BMD 3.0 – 3.3 •Policy Monitoring: GP’s: 4.4, 4.5, 4.6, 4.7, 4.8, & 4.10 • Confirm agenda for next Board Workshop

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

October 25, 2021

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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, Sep 27, 2021 6:00 PM	<ul style="list-style-type: none"> •EL 2.3 Treatment of Parents •EL 2.6 Financial Management & Operations <hr/> <ul style="list-style-type: none"> •All BMD Policies •BMD 3.0 Single Point of Connection •BMD 3.1 Unity of Control •BMD 3.2 Delegation to the Superintendent •BMD 3.3 Superintendent Accountability & Performance <hr/> <ul style="list-style-type: none"> •GP 4.4 Officer Roles •GP 4.5 School Board Members Code of Conduct •GP 4.6 Process for Addressing School Board Member Violations •GP 4.7 School Board Committee Principles •GP 4.8 School Board Committee Structure •GP 4.10 Operation of the School Board Governing Rules 		<ul style="list-style-type: none"> •Resolution to Appoint Election Judges •Approval of Preliminary FY 2022-23 Levy -Tax Levy Comparison - Tax Levy Presentation Pay 22 <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> • FY 2020-2021 Year-end Preliminary Financial Report •FY 2021-2022 Preliminary Enrollment Report •COVID-19 Update 	142

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

October 25, 2021

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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, Sep 27, 2021							School Board Mtg. Self-Assessment
Board Workshop Mon, Oct 11, 2021 6:00 PM							<ul style="list-style-type: none"> Administration: Setting Stage for FY 2022-23 Budget Guidelines Policy Monitoring: GP 4.0, 4.1, 4.2, 4.3, 4.9 Metric of the Month Update Confirm agenda for next Board Workshop
Board Meeting Mon, Oct 25, 2021 6:00 PM	<ul style="list-style-type: none"> Ends 1.1, 1.2, 1.3 Evidence (FY 2020-21) <hr/> <ul style="list-style-type: none"> EL 2.4 Treatment of Staff EL 2.8 Compensation and Benefits <hr/> <ul style="list-style-type: none"> GP 4.0 Global Governance Commitment GP 4.1 Governing Style GP 4.2 School Board Job Products GP 4.3 Annual Work Plan GP 4.9 Governance Investment 		Record of Board Self-Evaluation		Monthly Reports	<u>Superintendent Incidentals:</u> <ul style="list-style-type: none"> Enrollment Report as of 10/1/2021 World's Best Workforce Report FY 2020-2021 Achievement Integration Summary Report 	

EDEN PRAIRIE SCHOOL BOARD
2021-2022 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

October 25, 2021

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Post Meeting Board Workshop Mon, Oct 25, 2021							• School Board Mtg. Self-Assessment
Board Special Meeting Mon, Nov 8, 2021 6:00 PM			<ul style="list-style-type: none"> • Canvass Election Results • <i>Vote on School Board Candidate Appointment</i> 				144
Board Workshop <u>Mon, Nov 8, 2021</u> 6:15 PM							<ul style="list-style-type: none"> • Welcome to Board, newly Elected School Board Members • “New Policy Introductions” • Review of Treasurer’s Annual Report • Discussion: Board Monitoring Process and Communication • CLC: <ul style="list-style-type: none"> - Identify article for the Inspiring News • Operating Levy Conversation • Confirm agenda for next Board Workshop

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October 25, 2021

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Nov 15, 2021 6:00 PM							Tools of Cultural Proficiency
Board Meeting Mon, Nov 22, 2021 6:00 PM	EL 2.9 Communication and Support to the School Board		Oath of Office <hr/> Record of Board Self-Evaluation	Inspire News Topic – DRAFT Presented	Monthly Reports	FY 2020-21 Audited Financial Presentation	145
Post Meeting Board Workshop Mon, Nov 22, 2021							• School Board Mtg. Self-Assessment
Board Meeting Mon, Dec 13, 2021 6:00 PM	<ul style="list-style-type: none"> • EL 2.5 Financial Planning and Budgeting • EL 2.0 Global Executive Constraint 	<ul style="list-style-type: none"> • <i>Closed Session:</i> Review of FY 2019-20 Superintendent Annual Review -Minn. Stat. 13D.05, Subd. 3 	<ul style="list-style-type: none"> • Approval of Final FY 2022-23 Levy • School Board Treasurer’s Report • <i>Seating of new School Board Appointment</i> <hr/> • Record of Board Self-Evaluation 	Inspire News Article (DRAFT) Approval	Monthly Reports	Truth in Taxation Hearing	
Post Meeting Board Workshop							• School Board Mtg. Self-Assessment

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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			

Mon, Dec 13, 2021							
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<p align="center">*****2022*****</p> <p align="center">Annual Organizational Meeting Mon, Jan 3, 2022 6:00 PM</p>			<ul style="list-style-type: none"> • 2022 Annual Organizational Mtg. <ul style="list-style-type: none"> - Election of Officers - School Board Compensation - School Board Calendar • Resolution for Combined Polling Places for the General Elections • School Board Meeting Calendar: Jan 1, 2022 through Jun 30, 2022 • Appointment of Intermediate District 287 Representative 		<ul style="list-style-type: none"> • 2022 Annual School District Organizational Items: <ul style="list-style-type: none"> - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IOWA) 		146
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Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Jan 3, 2022 6:15 PM Convene following the Annual Organizational Meeting							<ul style="list-style-type: none"> 2022 Committees & Outside Organization Discussion Budget: 5-Year Financial Forecast Levy's & Schedule Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 24, 2022 6:00 PM		<ul style="list-style-type: none"> FY 2022-23 Final School Calendar (Draft) FY 2023-24 Preliminary School Calendar (Draft) FY 2022-23 Budget Timelines – First Reading FY 2022-23 Budget Assumptions – First Reading 	<ul style="list-style-type: none"> FY 2021-22 Mid-Year Budget Approval Record of Board Self-Evaluation 	2022 School Board Committee & Outside Organization Assignments	<ul style="list-style-type: none"> Monthly Reports FY 2022-23 Bus Purchase 		
Post Meeting Board Workshop Mon, Jan 24, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 14, 2022 6:00 PM							<ul style="list-style-type: none"> Finance 101 Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 28, 2022 6:00 PM			Record of Board Self-Evaluation		<ul style="list-style-type: none"> Monthly Reports Approval of FY 2022-23 School Calendar 		

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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			
					<ul style="list-style-type: none"> • Approval of Preliminary FY 2023-24 School Calendar • American Indian Education Resolution 		
Post Meeting Board Workshop Mon, Feb 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Mar 14, 2022 6:00 PM							148 <ul style="list-style-type: none"> • Communications • Define Policy under Policy Governance: Ends, EL's, GP's and BMD's • Policy Workshop: Discuss Potential Policy Changes • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 28, 2022 6:00 PM		FY 2022-23 Capital Budget – First Reading	<ul style="list-style-type: none"> • Final FY 2022-23 Budget Assumptions • Record of Board Self-Evaluation 	Identify Topic for Inspiring News Article	<ul style="list-style-type: none"> • Monthly Reports • Achievement & Integration Budget • Resolution to Release Probationary Teachers 		
Post Meeting Board Workshop Mon, Mar 28, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 11, 2022 6:00 PM							<ul style="list-style-type: none"> • Agenda Items: Sample Agenda & Discussion of Agenda Elements

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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			
							<ul style="list-style-type: none"> •Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline •FY 2022-2023 Annual Work Plan Calendar 149 Discussion •Review DRAFT of Inspiring News Article •Discussion/Review all items in Placeholder area on "Work Plan Changes Document" •FY 2022-2023 School Board Meeting Calendar Discussion •FY 2022-2023 School Board Budget Discussion •Mechanics of Monitoring •Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 25, 2022 6:00 PM		• FY 2022-23 School Board Work Plan – First Reading	•Approval of FY 2022-23 Capital Budget	Approve Inspiring News Article DRAFT	Monthly Reports		

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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			
		<ul style="list-style-type: none"> • <u>Closed Session:</u> Negotiation Strategy (MN Statue 13D.03,Subd.1) • FY 2022-23 School Board Budget – First Reading 	<ul style="list-style-type: none"> • Approval of FY 2022-23 School Board Meeting Calendar 				
Post Meeting Board Workshop Mon, Apr 25, 2022							School Board Meeting Self-Assessment
Board Workshop Mon, May 9, 2022 6:00 PM							<ul style="list-style-type: none"> • Strategic Plan • Confirm agenda for next Board Workshop
Board Meeting Mon, May 23, 2022 6:00 PM		FY 2022-23 Budget – First Reading	<ul style="list-style-type: none"> • Approval of FY 2022-23 School Board Work Plan • Approval of FY 2022-23 School Board Budget 	<ul style="list-style-type: none"> • Monthly Reports • Approval of FY 2022-23 School Meal Prices 			
Post Meeting Board Workshop Mon, May 23, 2022							• School Board Meeting Self-Assessment
Board Workshop Mon, June 13, 2022 6:00 PM							<ul style="list-style-type: none"> • General Fund Budget Q&A • All Ends OI's

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October 25, 2021

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	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•Confirm agenda for next Board Workshop
Board Meeting Mon, June 27, 2022 6:00 PM	All Ends OI's (FY 2022-23)		<ul style="list-style-type: none"> •Approval of FY 2022-23 Adopted Budget •ISD 287 10-Year Facilities Maintenance Resolution <hr/> <ul style="list-style-type: none"> •Record of Board Self-Evaluation 		<ul style="list-style-type: none"> •Monthly Reports •EPS 10-Year Facilities Maintenance Plan •Q-Comp Annual Report •Annual Review of District Mandated Policies •Summary Update of General District Policies •Approval of Updated District Policies •MSHSL Resolution for Membership 		151
Post Meeting Board Workshop Mon, Jun 27, 2022							•School Board Meeting Self-Assessment